

The Bulletin of
Vanderbilt University 1989/90

Medical Center



USPS 388-270. Second-class postage paid at Nashville, Tennessee.

THE BULLETIN OF VANDERBILT UNIVERSITY
Volume 89, Number 6 **November 1989**

Published by Vanderbilt University, West End Avenue, Nashville, Tennessee 37240-2701, seven times a year, June through December. POSTMASTER: Send address changes to The Bulletin of Vanderbilt University, Vanderbilt Medical Center, Nashville, TN 37232-0685.

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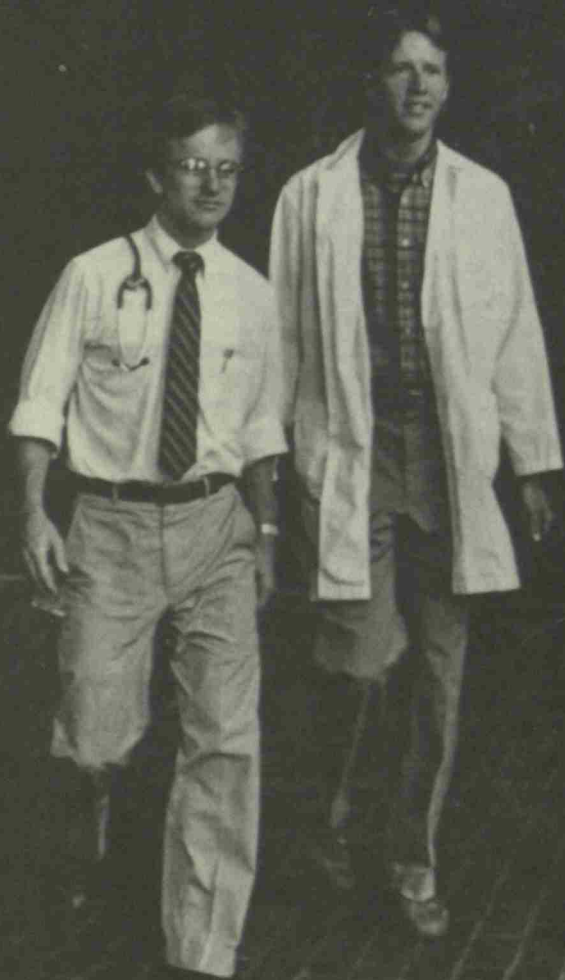
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Policies concerning non-curricular matters and concerning withdrawal for medical or emotional reasons will be found in the *Student Handbook*.

Vanderbilt University Medical Center



Rudolph A. Light
Hall





The Medical Center

School of Medicine
School of Nursing
University Hospital



Vanderbilt
University
1989/90

VANDERBILT UNIVERSITY
MEDICAL CENTER LIBRARY

OCT 24 1989

Containing general information
appointments and courses of study
for the 1989/90 session
corrected to 15 May 1989
Nashville

School of Medicine Calendar 1989/90

FALL SEMESTER 1989

Registration and classes begin 4th year and 1/3 of 3rd year class / Monday 3 July
Registration and classes begin 1/3 of 3rd year class / Monday 31 July
Registration 2nd year / Monday 21 August to 22 August
Registration 1st year / Monday 21 August to 23 August
Classes begin 1st year / Thursday 24 August
Classes begin 2nd year / Wednesday 23 August
Registration and classes begin 1/3 of 3rd year class / Monday 28 August
Thanksgiving holidays / Thursday 23 November to 26 November
Exam period elective courses 1st and 2nd years / Monday 4 December to 8 December
Instruction ends required courses / Friday 8 December
Exam period required courses 1st and 2nd years / Monday 11 December to 15 December
Fall semester ends / Friday 15 December
Holidays / Saturday 16 December to Monday 1 January

SPRING SEMESTER 1990

Spring semester begins / Tuesday 2 January
Spring holidays 1st and 2nd years / Saturday 24 February to 4 March
Spring holidays 3rd year (Med, Surg) / Saturday 10 March to 18 March
Spring holidays 4th year / Wednesday 21 March to 25 March
National Boards (Part II) 4th year / Tuesday 3 April and 4 April
Instruction ends 4th year / Friday 20 April
Spring holidays 3rd year (Ob/Gyn, Peds, Psych, Neuro) / Saturday 21 April to 29 April
Exam period elective courses 1st and 2nd years / Monday 23 April to 27 April
Instruction ends required courses 1st and 2nd years / Friday 27 April
Examination period required courses 1st and 2nd years / Monday 30 April to 4 May
Commencement / Friday 11 May
National Boards (Part I) 2nd year / Tuesday 12 June and 13 June
Instruction ends 3rd year / Friday 23 June or later

VANDERBILT UNIVERSITY
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School of Nursing Calendar 1989/90

FALL SEMESTER 1989

Orientation for nursing students / Thursday 24 August and 25 August
Classes begin / Monday 28 August
Registration / Tuesday 29 August
First seven-week module ends / Friday 13 October
Reading period / Monday 16 October to 20 October
Homecoming / Saturday 21 October
Thanksgiving holidays and fall break / Sunday 19 November to 26 November
Classes end / Friday 15 December
Reading days and examinations / Monday 18 December to 21 December
Christmas holidays begin / Friday 22 December

SPRING SEMESTER 1990

Orientation for new students / Monday 8 January
Registration / Tuesday 9 January
Classes begin / Thursday 11 January
Non-R.N. students take NCLEX / Tuesday 6 February and 7 February
First seven-week module ends / Friday 2 March
Spring holidays / Sunday 4 March to 11 March
Second seven-week module begins / Monday 12 March
Parents' Weekend / Friday 30 March to 1 April
Classes end / Wednesday 25 April
Reading days and examinations / Thursday 26 April to 4 May
Commencement / Friday 11 May

SUMMER SEMESTER 1990

Registration / Thursday 26 April and 27 April
Non-R.N. graduate students take NCLEX / Tuesday 10 July and 11 July
Classes and examinations end / Friday 10 August




Contents



Calendar	4
Administration	9
Medical Center Board	
The Medical Center	13
An Academic Health Care Center for the Southeast Life at Vanderbilt	
The School of Medicine	37
Administration and Committees of the School Medical Education at Vanderbilt Admissions The Academic Program Academic Regulations Lectureships Honors and Awards Financial Information Research in Medical Sciences Courses of Study Faculty of the School of Medicine Register of Students Fellows Class of 1988: Residency Assignments Class of 1989: Residency Assignments	
The School of Nursing	195
Administration and Committees of the School Nursing Education at Vanderbilt The Undergraduate Program The Graduate Nursing Program Post-Master's Studies Admissions The Graduate Curriculum Courses of Study Academic Regulations Financial Information Faculty of the School of Nursing Class of 1988	
The University Hospital	293
Administration Patient-Centered Care: Hallmark of Vanderbilt Hospital The Vanderbilt Clinic Staff Officers Hospital Staff House Staff	
Index	326

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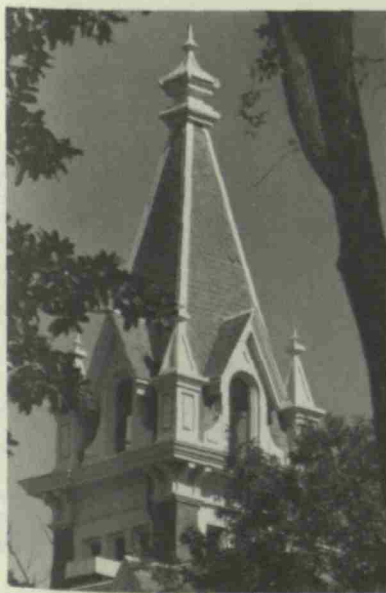
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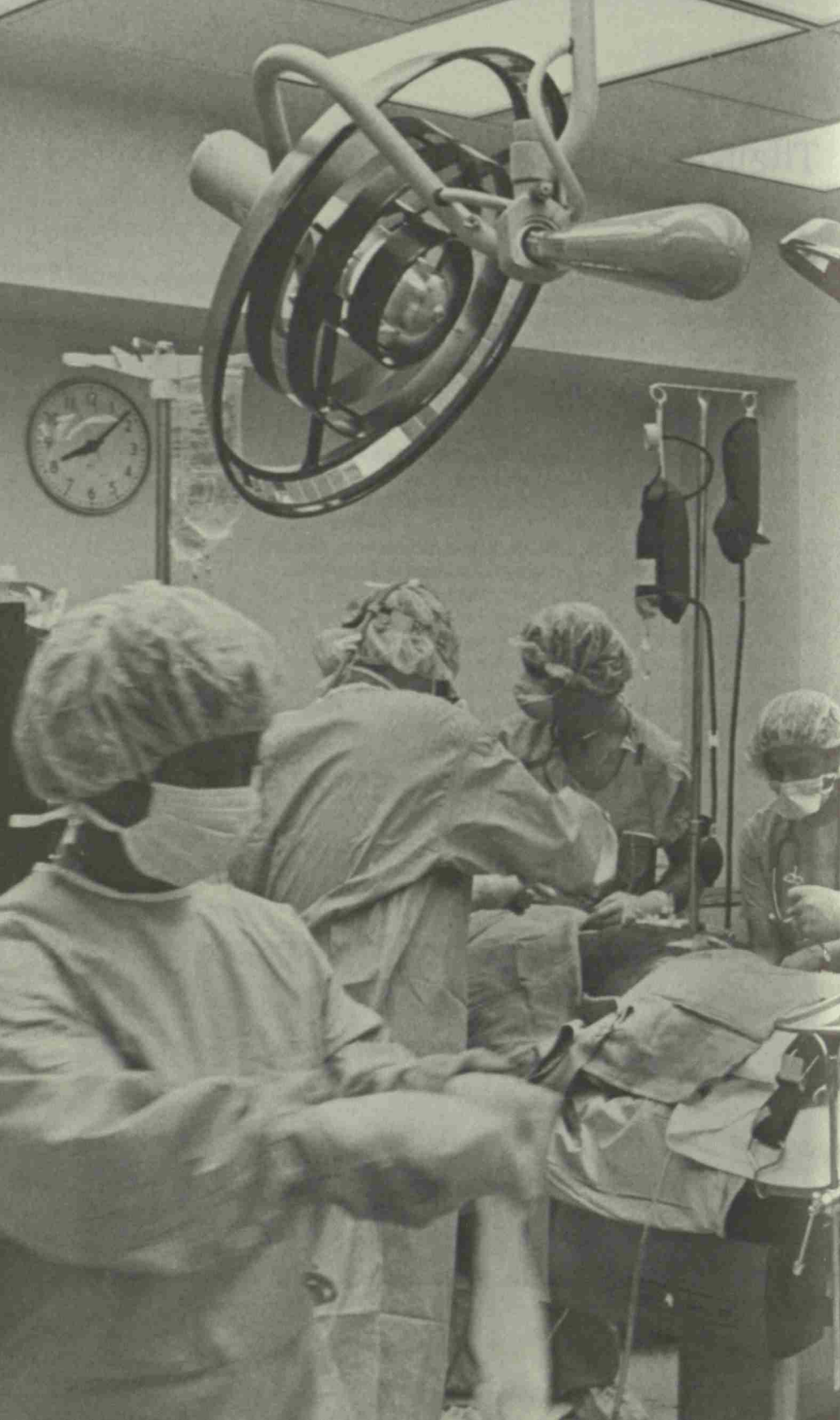
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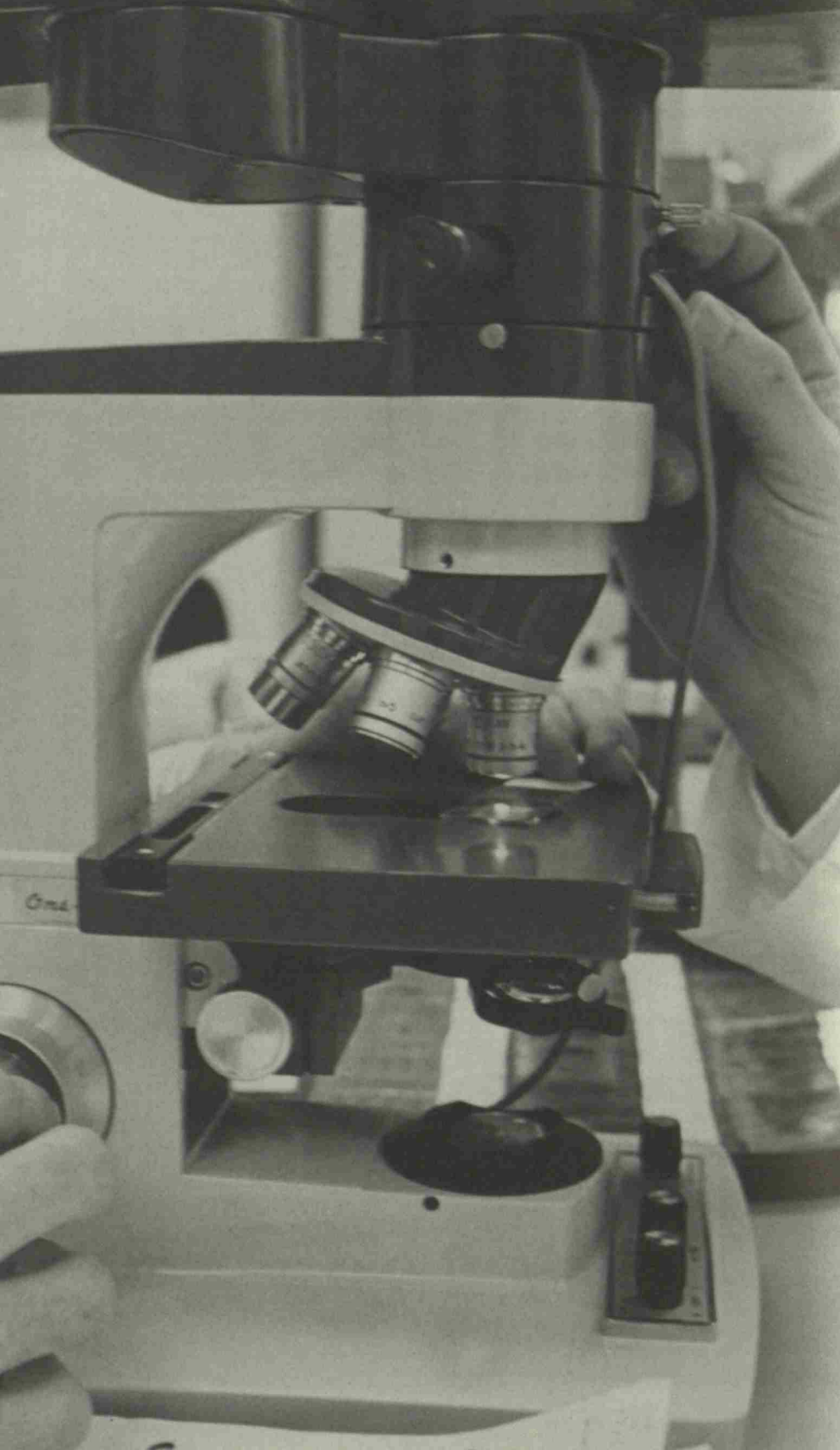




The Medical Center

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

Life at Vanderbilt 27



An Academic Health Care Center for the Southeast

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

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

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

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

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

Facilities

Vanderbilt University Hospital

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

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

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

Medical Center North

The 21-bed Newman Clinical Research Center, Cooperative Care Center, and 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, and the Vanderbilt Institute for Treatment of Alcoholism (VITA).

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

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.

Vanderbilt Child and Adolescent Psychiatric Hospital

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

Medical Center South

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

The Vanderbilt Clinic

The Vanderbilt Clinic, with 535,000 square feet of space on five levels, houses a number of medical specialty practice areas, the clinical laboratories, a center for comprehensive cancer treatment, a day surgery center, a rehabilitation center, and the Children's Hospital Outpatient. The clinic was opened in February 1988.

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

Mary Ragland Godchaux Hall

Contains classrooms, offices of the School of Nursing faculty, and the research and media centers described below.

Center for Nursing Research. Established in 1987 jointly by the School of Nursing, Vanderbilt Hospital, and Veteran's Administration Hospital, the Center for Nursing Research will be used to develop and test clinical devices and instruments; conduct research in patient care, nursing management, and related issues; and set up models of health care problems, delivery systems, fiscal analysis, and staffing ratios. The center is on the third floor of Godchaux Hall.

Helene Fuld Instructional Media Center. Established in 1967 by the Helene Fuld Health Trust and housed in Godchaux Hall, the center

provides multimedia learning materials, including computer terminals and microcomputers, either in a carrel 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.

Kim Dayani Human Performance Center

Completed in 1989, the Dayani Center provides facilities for health promotion, fitness testing and evaluation, cardiac rehabilitation, employee wellness, and fitness and nutrition research.

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

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.

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 also the official archive of the Medical Center, contains over 150,000 volumes. About two-thirds of these are bound periodicals, and nearly 1,950 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.

In addition to the resources of the Medical Center Library, readers have access to all others resources of the Jean and Alexander Heard Library, numbering over 1.8 million volumes. Included are the Central, Divinity, Education, Law, Management, Music, and Science libraries. Access to materials in the Medical Center Library is provided through the Heard Library's integrated, automated system, Acorn. Public catalog terminals are located in all library divisions and units, and circulation of books is handled by this system, as well.

The Medical Center 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 and in information retrieval; literature searches; document delivery by fax; and the usual circulation, reserve book circulation, and copying services. On-line access to many computer-based information retrieval systems is also offered, both through the mediation of a librarian and by searching on your own. MEDLINE is available on CD-ROM and in a locally mounted system accessible through many Acorn terminals. The library participates in various cooperative ventures and projects and is a resource library for the nationwide Regional Medical Library Program.

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Canby Robinson Society

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

The eight-hundred-plus members, including an active board, provide impetus to the Medical Center's philanthropic programs. Through the leadership of this group, private support to the Medical Center has increased over the past several years, with the society contributing over six million dollars last year.

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 RUTH FABER, Nashville
 E. S. C. FORD, Mercer Island, Washington
 AMELIA A. FORD, Mercer Island
 THOMAS F. FRIST, JR., Nashville, Tennessee
 PATRICIA FRIST, Nashville
 THOMAS F. FRIST, SR., Nashville, Tennessee
 DOROTHY C. FRIST, Nashville
 ALAN H. FRUIN, Omaha, Nebraska

- CAROLYN FRUIN, Omaha
 CARL N. GESSLER, Donelson, Tennessee
 MARGARET GESSLER, Donelson
 KATHERINE S. GILLIS, Hopkinsville,
 Kentucky
 ANTONIO M. GRANDA, Nashville,
 Tennessee
 ELIZABETH GRANDA, Nashville
 MILDRED GREEN, Nashville, Tennessee
 LAURENCE A. GROSSMAN, Nashville,
 Tennessee
 DOROTHY GROSSMAN, Nashville
 R. GLENN HAMMONDS, Nashville,
 Tennessee
 VIRGINIA HAMMONDS, Nashville
 WADDELL HANCOCK, Paris, Kentucky
 JOHN L. HANIGAN, North Palm Beach,
 Florida
 M. MAGDALEN HARRER, Crestwood,
 Kentucky
 A. CLYDE HEFLIN, JR., Nashville,
 Tennessee
 SANDI HEFLIN, Nashville
 KATHRYN HENRY, Nashville, Tennessee
 RAY W. HESTER, Nashville, Tennessee
 EVELYN HESTER, Nashville
 HENRY W. HOOKER, Nashville, Tennessee
 ALICE I. HOOKER, Nashville
 WILLIAM L. HUNT III, Franklin, Tennessee
 LINDA HUNT, Franklin
 E. BRONSON INGRAM, Nashville,
 Tennessee
 MARTHA INGRAM, Nashville
 KATHRYNE B. INGRAM, Franklin,
 Tennessee
 J. KENNETH JACOBS, Nashville,
 Tennessee
 ELLEN JACOBS, Nashville
 H. KEITH JOHNSON, Nashville, Tennessee
 NANCY JOHNSON, Nashville
 MARTIN KATAHN, Nashville, Tennessee
 ENID KATAHN, Nashville
 ERNEST G. KELLY, Memphis, Tennessee
 MIRIAM KELLY, Memphis
 THOMAS P. KENNEDY, JR., Nashville,
 Tennessee
 ELIZABETH KENNEDY, Nashville
 VIRGINIA KIRK, Hermitage, Tennessee
 GEORGE C. LAMB, JR., Williamsburg,
 Virginia
 ELIZABETH B. LAMB, Williamsburg
 ELIZABETH LANGFORD, Hermitage,
 Tennessee
 JOHN T. LATHAM, JR, Greenville, South
 Carolina
 GINA LATHAM, Greenville
 ADAM LIFF, Nashville, Tennessee
- SUZY LIFF, Nashville
 NOAH LIFF, Nashville, Tennessee
 JUDY LIFF, Nashville
 J T LIPE, La Jolla, California
 GEORGEANNA W. LIPE, La Jolla
 CHARLES T. LOWE, Lebanon, Tennessee
 RUTH LOWE, Lebanon
 WALLACE F. MANTEY, Shalimar, Florida
 BETTY HOVDA MANTEY, Shalimar
 JACK C. MASSEY, Nashville, Tennessee
 ALYNE MASSEY, Nashville
 RALPH W. MASSIE, Nashville, Tennessee
 LIBBY MASSIE, Nashville
 G. PATRICK MAXWELL, Nashville,
 Tennessee
 CATHY MAXWELL, Nashville
 DOROTHY MAY, Nashville, Tennessee
 PATRICIA WARREN McGAUOCK, Old
 Hickory, Tennessee
 CHARLES M. MCGILL, Gig Harbor,
 Washington
 EDITH H. MCGILL, Gig Harbor
 LAUDIE E. MCHENRY, Melbourne, Florida
 EDITH MCHENRY, Melbourne
 MARY L. McILHANY, Baltimore, Maryland
 ALBERT M. McPEAK, Larchmont, New York
 VIOLET M. McPEAK, Rusk, Texas
 GRACE McVEIGH, St. Simons Island,
 Georgia
 JAMES R. McWANE, Birmingham, Alabama
 ADA McWANE, Birmingham
 WILLIAM F. MEACHAM, Nashville,
 Tennessee
 ALICE MEACHAM, Nashville
 HUGH JACKSON MORGAN, JR.,
 Birmingham, Alabama
 ANN MORGAN, Birmingham
 WALTER M. MORGAN, Nashville,
 Tennessee
 DUDLEY MORGAN, Nashville
 PAUL MOUNTCASTLE, Nashville,
 Tennessee
 FAY B. MURPHEY, JR., Chattanooga,
 Tennessee
 BETTY MURPHEY, Chattanooga
 WILLIAM T. MYERS, Fort Worth, Texas
 GLORIA A. MYERS, Fort Worth
 EDWARD G. NELSON, Nashville,
 Tennessee
 CAROLE NELSON, Nashville
 JOHN S. ODESS, Birmingham, Alabama
 CAROL S. ODESS, Birmingham
 DOUGLAS G. ODOM, JR., Madison,
 Tennessee
 ROBBIE ODOM, Madison
 RICHARD R. OLDHAM, Nashville,
 Tennessee

- SUSAN OLDHAM, Nashville
 EVELYN OVERALL, Nashville
 RONALD E. OVERFIELD, Nashville,
 Tennessee
 KAY OVERFIELD, Nashville
 GLADYS S. OWEN, Cookeville, Tennessee
 LULU HAMPTON OWEN, Nashville,
 Tennessee
 ALICE CHENOWETH PATE, Alexandria,
 Virginia
 EDDIE PEN, Nashville, Tennessee
 GRACE PEN, Nashville
 JAMES W. PERKINS, Nashville, Tennessee
 BETTY PERKINS, Nashville
 NANCY K. PERKINS, Nashville, Tennessee
 DAVID YOUNG PROCTOR, Nashville,
 Tennessee
 ELIZABETH CRAIG PROCTOR, Nashville
 THOMAS R. PURYEAR, Lebanon,
 Tennessee
 LOUISE PURYEAR, Lebanon
 DOUGLAS H. RIDDELL, Nashville,
 Tennessee
 JEANNE RIDDELL, Nashville
 LOUIS ROSENFELD, Nashville, Tennessee
 HELEN W. ROSENFELD, Nashville
 KATHRYN ROSS, Louisville, Kentucky
 GEORGE E. ROULHAC, Sea Island,
 Georgia
 FREDA ROULHAC, Sea Island
 JOHN L. SAWYERS, Nashville, Tennessee
 JULIA EDWARDS SAWYERS, Nashville
 ALLEN L. SCHLAMP, Jackson, Tennessee
 TOMMIE SCHLAMP, Jackson
 HERBERT J. SCHULMAN, Nashville,
 Tennessee
 JEAN SCHULMAN, Nashville
 H. WILLIAM SCOTT, Nashville, Tennessee
 MARY SCOTT, Nashville
 ALVIS JOE SCULL, JR., Santa Barbara,
 California
 J. GREG SIKES, Nashville, Tennessee
 DENISE S. SIKES, Nashville
 IRBY C. SIMPKINS, Nashville, Tennessee
 FAYE SIMPKINS, Nashville
 RICHARD SMALL, Nashville, Tennessee
 RHONDA SMALL, Nashville
 J. HAL SMITH, Goodlettsville, Tennessee
 VELMA SMITH, Goodlettsville
 LESLIE M. SMITH, El Paso, Texas
 EVELYN SMITH, El Paso
 MARGARET SMITH, Nashville, Tennessee
 MALINA STANTON, Nashville, Tennessee
 J. GARLAND STROUP, Sacramento,
 California
 BETTY STROUP, Sacramento
- ELIZABETH P. TAYLOR, Menlo Park,
 California
 JUDITH THOMPSON, Birmingham,
 Alabama
 JOHN C. THORNTON, JR., Brownsville,
 Tennessee
 BETTYE THORNTON, Brownsville
 HILLIARD TRAVIS, Nashville, Tennessee
 NANCY TRAVIS, Nashville
 CAL TURNER, JR., Nashville, Tennessee
 MARGARET TURNER, Nashville
 JACK B. TURNER, Clarksville, Tennessee
 MARGIE TURNER, Clarksville
 HENRY A. UNGER, Cary, North Carolina
 NANCY ELIZABETH UNGER, Cary
 F. KARL VAN DEVENDER, Nashville,
 Tennessee
 KATHY VAN DEVENDER, Nashville
 JOHN SCOTT WADLINGTON, Nashville,
 Tennessee
 VAN WADLINGTON, Nashville, Tennessee
 JOHN B. WALLACE, Gallatin, Tennessee
 JOHN J. WARNER, Nashville, Tennessee
 JUDITH WARNER, Nashville
 JOHN S. WARNER, Nashville, Tennessee
 MARGARET S. WARNER, Nashville
 WILLIAM K. WARREN, Tulsa, Oklahoma
 NATALIE WARREN, Tulsa
 GEORGE WATERHOUSE, Nashville,
 Tennessee
 GLORIA WATERHOUSE, Nashville
 W. BEDFORD WATERS, Maywood, Illinois
 WILLIAM R. WELBORN, JR., Sheffield,
 Alabama
 LINDA WELBORN, Sheffield
 LEAH ROSE WERTHAN, Nashville,
 Tennessee
 RALPH E. WESLEY, Nashville, Tennessee
 JULIA WESLEY, Nashville
 ELLEN WILLS, Nashville, Tennessee
 DAVID K. WILSON, Nashville, Tennessee
 PAULA BELL WILSON, Nashville
 CHARLES E. WORK, Cincinnati, Ohio
 MILDRED WORK, Cincinnati
 THOMAS L. YOUNT, JR., Nashville,
 Tennessee
 JANE YOUNT, Nashville
 RAYMOND ZIMMERMAN, Nashville,
 Tennessee
 ARLENE I. ZIMMERMAN, Nashville
 EDMOND P. ZIMSKI, JR., Boca Raton,
 Florida

The Environment

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

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

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

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

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

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

Nashville's many restaurants cater to dining preferences ranging from barbecue and turnip greens to Peking duck. Entertainment choices are likewise wide-ranging, from hole-in-the-wall bluegrass establishments to swank, showcase supper clubs. For recreation, the area surrounding Nashville is a natural for hiking, camping, and caving. An abundance of streams and rivers allows 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 play baseball 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 330-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 nearly 1,400 full-time members and a diverse student body of about 8,600 from "all sections of our common country." Academic work is still governed by the honor system that was inaugurated at the school's founding. The University now consists of ten schools:

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

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

Blair School of Music, offering the Bachelor of Music degree.

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

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

The School of Law, offering the Doctor of Jurisprudence.

The School of Medicine, offering the Doctor of Medicine.

The School of Nursing, offering the Master of Science in Nursing.


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

Peabody College offering the Bachelor of Science, the Master of Education, the Master of Public Policy, the Specialist in Education, and the Doctor of Education.

No honorary degrees are conferred.

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

Life at Vanderbilt

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

Identification Cards

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

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

Housing Facilities

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

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

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

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

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

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

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

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

Off-Campus Housing

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

Eating on Campus

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

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

Through devoted-dining and flexible-spending board plans, students may use their identification cards to purchase food, *a la carte*, at any of the above listed locations.

Psychological and Counseling Center

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

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

Those eligible for services may make appointments by visiting the Counseling Center at 300 Oxford House, 21st Avenue South and Dixie Place, or by calling 322-2571.

Student Health Service

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

The following general health services are provided without charge:

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

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

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

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

Hospitalization Insurance Plan

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

The annual premium is in addition to tuition. Coverage extends from 21 August until 20 August of the following year, whether a student remains in school or is away from the University.

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

Notice of cancellation of insurance coverage must be received and verified in the Student Accounts Office by or at registration.

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

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

Services for Students with Disabilities

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

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

The University provides access to academic programs, parking, and recreational facilities. Specific concerns pertaining to services for people with disabilities should be directed to Stephen B. Moore, Associate Director, Financial and Administrative Services, School of Medicine, 215 Light Hall, Nashville, Tennessee 37232 or Patricia L. Peerman, Director of Academic Administrative Affairs, School of Nursing, 106 Godchaux Hall, Nashville, Tennessee 37240. The Opportunity Development Center is also available to help with any specific concerns. Write Joyce Matthews, Special Services, Box 1809 Station B, Nashville, TN 37235.

Child Care Center

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

Police and Security

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

Shuttle Bus Service

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

Escort Service

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

Blue Light Emergency Telephones

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

Lost and Found

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

Vehicles and Parking on Campus

Parking space on campus is severely limited. Cars, motor bikes, and bicycles owned by students must be registered with the Department of Police and Security. Students will be assigned to specific areas of the campus for parking purposes, and some reserved parking spaces are available in garages and surface lots.

Bishop Joseph Johnson Black Cultural Center

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

Margaret Cuninggim Women's Center

The Women's Center was established in 1978 to provide support for women at Vanderbilt and resources about women, gender, and feminism for the University community.

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

The center houses a small library with an excellent collection of unbound materials such as clippings and reprints as well as journals, magazines, and tapes. Books circulate for two weeks. Copy facilities are available. The center is located in the Franklin Building, West Side Row, and is open weekdays from 8:30 a.m. to 5 p.m.

Sports and Recreation

Graduate and professional students are encouraged to participate in the many physical activity classes, intramurals, and sport clubs offered by the University. Spouses and family members must pay a user fee to use the facilities (includes towel and locker).

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

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

A new student recreation center, scheduled for completion by January 1990, will house a swimming pool; three courts for basketball, volleyball, and badminton; six racquetball and two squash courts; a weight room; a wood-floor activity room; a rock-climbing wall; an indoor track; a mat room; locker rooms; and a dining area.

Religious Life

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

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

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

Sarratt Student Center

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

Student Records (Buckley Amendment)

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

In order to comply with federal regulations promulgated pursuant to the Buckley Amendment, Vanderbilt University has formulated and adopted institutional policies and procedures to be followed by the University and by others with regard to the disclosure of information from the education records of current and former University students. Students who are or have been in attendance at Vanderbilt University may obtain copies of these policies from the University Registrar, 242 Alexander Hall. The final federal regulations pursuant to the Buckley Amendment are also available for inspection by students.

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

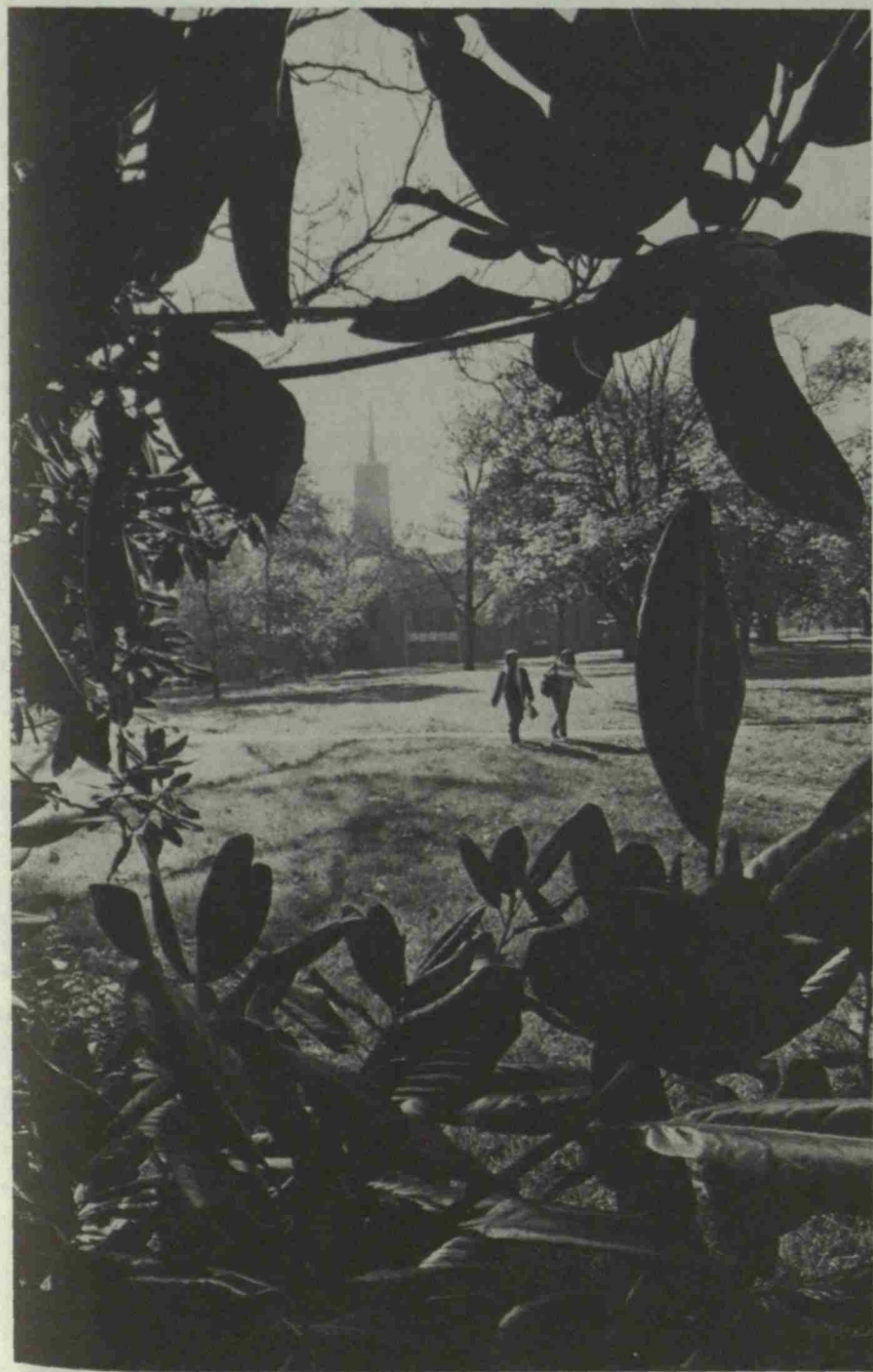
student who does not wish disclosure of directory information should notify the University Registrar in writing, specifying the type or types of directory information to be withheld. Such notification must be given within ten days of the completion of the student's first registration of the academic year. The request to withhold directory information will remain in effect as long as the student continues to be enrolled, or until the student files a written request with the University Registrar to discontinue the withholding.

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

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

Vanderbilt Telephone Directory Listings

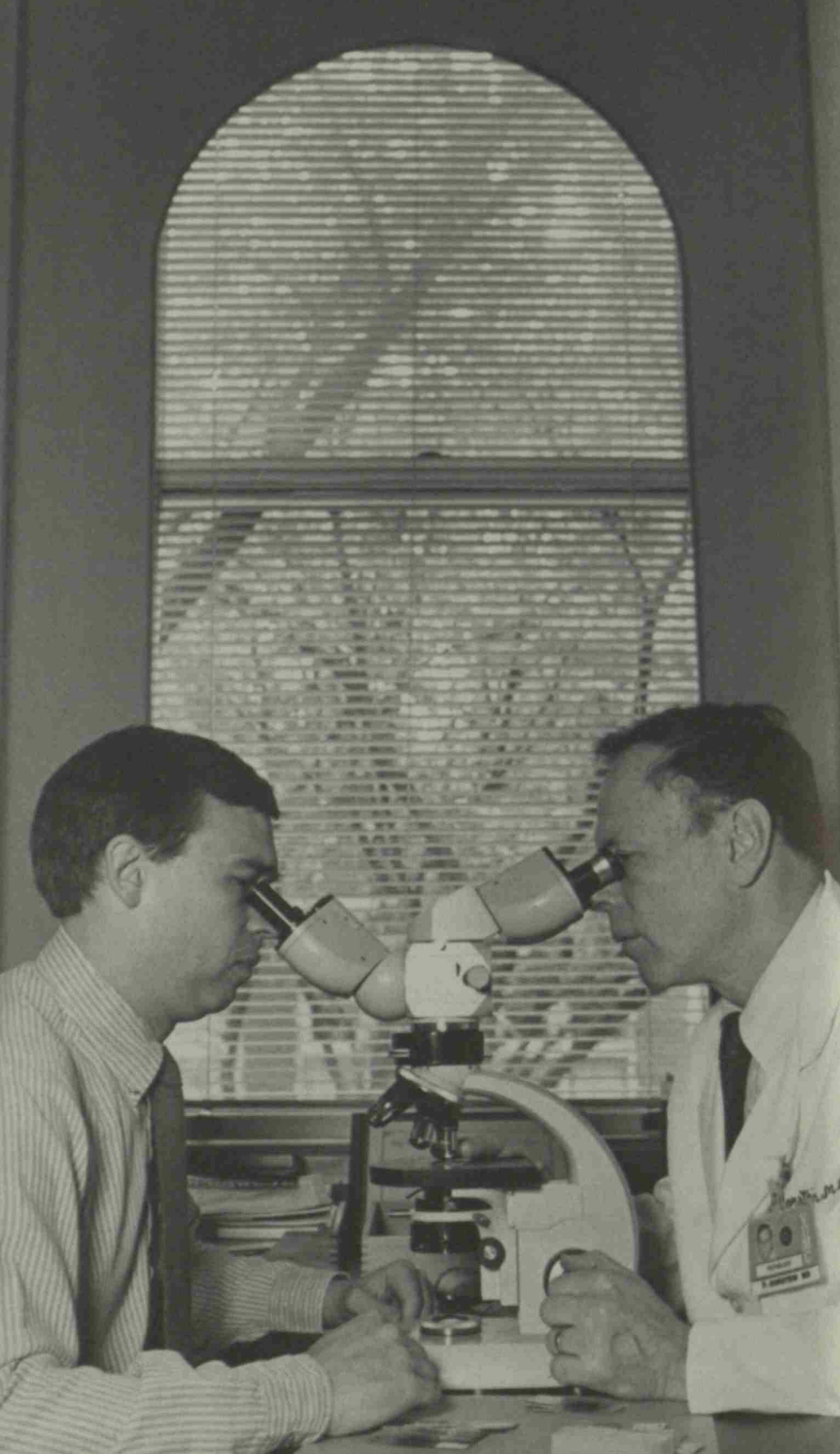
Individual listings in the student section of the *Vanderbilt Directory* will consist of the student's full name, school, academic classification, local phone number, local address, box number, and permanent address. Students who wish their names to be excluded from the directory must notify the University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





The School of Medicine

Administration	39	
Executive Faculty		
Standing Committees		
Medical Education at Vanderbilt		45
Admissions	49	
Medical Scientist Training Program		
The Academic Program	55	
Advanced Training		
Academic Regulations	69	
Lectureships	73	
Honors and Awards	77	
Financial Information	81	
Research in Medical Sciences		91
Courses of Study	99	
Faculty	127	
Register of Students		
Fellows		
Residency Assignments		



The School of Medicine



JOHN E. CHAPMAN, M.D., Dean
GERALD S. GOTTERER, M.D., Ph.D., Associate Dean
DEBORAH C. GERMAN, M.D., Associate Dean for Students
JOHN H. HASH, Ph.D., Associate Dean for Biomedical Sciences
FREDERICK KIRCHNER, JR., M.D., Associate Dean; Director of Graduate Medical Education
ALEXANDER S. TOWNES, M.D., Assistant Dean for Veterans Administration Affairs
VICKY CAGLE, Director, Office of Financial Aid
WINFRED L. COX, M.B.A., C.P.A., Director of Financial and Administrative Services
ALLEN H. HEIM, Ph.D., Director of Sponsored Research Programs
WILLIAM B. LAWSON, Ph.D., M.D., Director, Office of Minority Student Affairs
JOHN O. LOSTETTER, Ph.D., Director of Program Support Services
LLOYD H. RAMSEY, M.D., Assistant to the Dean; Interim Director of Continuing Medical Education
STEPHEN B. MOORE, M.B.A., Associate Director, Financial and Administrative Services
JANELLE CAREY OWENS, Executive Assistant, Office of the Dean
PATRICIA SANDERS, Administrative Assistant

Executive Faculty

John E. Chapman, Chairman. Lonnie S. Burnett, Ian M. Burr, Michael H. Ebert, James H. Elliott, Gerald M. Fenichel, Fred Gorstein, Daryl K. Granner, Joel G. Hardman, Jacek Hawiger, A. Everette James, Jr., W. Scott McDougal, Harold L. Moses, John A. Oates, John L. Sawyers, William Schaffner, Bradley E. Smith, Dan M. Spengler, James V. Staros, Regular Non-Voting Members: Winfred L. Cox, Gerald S. Gotterer, Fred V. Lucas, Roscoe R. Robinson, Norman B. Urmy.

EXECUTIVE COMMITTEE OF THE EXECUTIVE FACULTY. John E. Chapman, Chairman. Ian M. Burr, Michael H. Ebert, Fred Gorstein, Daryl K. Granner, Joel G. Hardman, John H. Hash, William Schaffner.

Standing Committees

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

Academic Programs

The Academic Programs Committee, appointed by the Dean, is composed of faculty and students. It is charged with monitoring the content and implementation of the Medical School curriculum and recommending to the Dean and the Executive Faculty any actions or modifications in policies relating to its area of responsibility.

George F. Gray, Chairman. Ian M. Burr, Jackie D. Corbin, Roger M. Des Prez, Michael H. Ebert, Gerald M. Fenichel, Joel G. Hardman, Paula C. Hoos, W. Scott McDougal, Neil Osheroff, John S. Sergeant. Ex Officio: Deborah C. German, Gerald S. Gotterer.

Admissions

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

Virgil S. LeQuire, Chairman. John G. Coniglio, Kathryn M. Edwards, George F. Gray, Craig R. Heim, Thomas N. Celtnann, William B. Lawson, John N. Lukens, Jr., Walter H. Merrill, Nancy J. Olsen, Richard M. Zaner. Ex Officio: Deborah C. German, Gerald S. Gotterer.

Advisory Council

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

R. Benton Adkins, Jr., Ian A. Blair, Roger M. Des Prez, Alan D. Glick, Thomas P. Graham, Jr., George F. Gray, Patrick W. Meacham, Walter H. Merrill, Robert H. Ossoff.

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. Robert H. Ossoff, Chairman. Frank E. Carroll, Jr., Robert B. Cotton, Richard L. Hoover, Lillian B. Nanney, Thomas R. Soderling.

FACULTY. Thomas P. Graham, Jr., Chairman. James A. Duncavage, Alan D. Glick, Wallace W. Neblett III, Linda Jo Van Eldik, Margaret Wood.

GOALS AND GOVERNANCE. Walter H. Merrill, Chairman. Steve Alan Hyman, Rodney A. Lorenz, Robert C. MacDonell, Jr., Henry P. Pendergrass, Lloyd H. Ramsey.

MEDICAL EDUCATION. Ian A. Blair, Chairman. Paul S. Auerbach, Peter Gettins, Neil Osheroff, Horace E. Watson, Lester F. Williams, Jr.

POSTGRADUATE EDUCATION. Roger M. Des Prez, Chairman. Fred Allison, Jr., Graham F. Carpenter, Arthur C. Fleischer, Loren D. Nelson, Dinesh M. Shah.

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.

Robert A. Branch, Chairman. Raymond F. Burk, Achilles A. Demetriou, Luc M. Hondeghem, Peter R. Martin, Barbara O. Meyrick-Clarry, Dan M. Roden, D. Martin Watterson, Peter F. Wright. Ex Officio: John H. Hash, David H. Robertson.

Continuing Education

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

Lloyd H. Ramsey, Chairman. Gordon R. Bernard, Stephen S. Feman, Gerald M. Fenichel, Arthur C. Fleischer, Carl M. Herbert III, Robert H. Ossoff, Bradley E. Smith, Charles W. Stratton, Lester F. Williams, Jr.. Ex Officio: Marilyn D'Asaro, Gerald S. Gotterer.

Faculty Appointments and Promotions

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

Naji Abumrad, Kenneth L. Brigham, G. Roger Chalkley, Daniel G. Colley, Robert B. Cotton, Jeffrey Mark Davidson, Robert H. Ossoff, James V. Staros. Ex Officio: Gerald S. Gotterer.

Graduate Education

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

Edwin K. Jackson, Chairman. Vivien A. Casagrande, Alan D. Cherrington, Jeffrey Mark Davidson, Peter Gettins, Thomas M. Klee, 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

David G. Schlundt, Chairman. Deana Claiborne, Frances P. Glascoe, Everett W. Hill, Jr., A. G. Kasselberg, Joan E. King, Peter R. Martin, Thomas R. McCoy, R. Coleman Miller, Raymond C. Norris, Steven H. Smartt, Benjamin Walter.

Health Sciences Committee

Emmanuel N. Dessypris, Chairman. Achilles A. Demetriou, S. Julian Gibbs, Marie R. Griffin, John H. Hash, Allen H. Heim, Alan S. Hollister, Donna M. Sedlak Hummell, Peter T. Loosen, James E. Loyd, Julia C. Morris, Stephanie M. Perry, Mary Fern Richie, Jack N. Wells, Ronald G. Wiley.

International Medical Educational Experiences

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

Student Representatives: (To be appointed)

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

Coordinator: Janelle Carey Owens

M.D./Ph.D. Committee

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

Daryl K. Granner, Chairman. Naji Abumrad, G. Roger Chalkley, Daniel G. Colley, Gerald S. Gotterer, Thomas R. Harris, Alexander R. Lawton, Virgil S. LeQuire, David E. Ong, John A. Phillips III, Warren Jackson Pledger, Dan M. Roden, Oscar Touster, Linda Jo Van Eldik.

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.

Robert B. Cotton, Chairman. Rebecca C. Culpepper, Mary Louise Donaldson, George F. Gray, Sidney Harshman, Barbara J. Holtzclaw, Lewis B. Lefkowitz, Jr., James A. Patton. Ex Officio: T. Mark Hodges.

Medical Center Promotion and Tenure Review Committee

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

John N. Lukens, Jr., Chairman. Helen F. Bigler, Frank H. Boehm, Mary Louise Donaldson, Russell G. Hamilton, Joyce K. Laben, Denis M. O'Day, Marie-Claire Orgebin-Crist, Warren Jackson Pledger, James V. Staros, Conrad Wagner.

Promotion Committees

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

CLASSES OF 1990 AND 1991. Frank H. Boehm, Chairman. George C. Bolian, John G. Coniglio, John M. Flexner, Robert L. Janco, Howard S. Kirshner, John M. Leonard, Kenneth W. Sharp. Ex Officio: Deborah C. German, Gerald S. Gotterer.

CLASS OF 1992. Alan D. Cherrington, Chairman. Sandra Kirchner, Rodney A. Lorenz, Malcolm Oliver Perry, William O. Whetsell, Jr. Ex Officio: Deborah C. German, Gerald S. Gotterer.

CLASS OF 1993. Robert D. Collins, Chairman. Raymond F. Burk, Achilles A. Demetriou, R. Stephen Lloyd, Elaine Sanders-Bush. Ex Officio: Deborah C. German, Gerald S. Gotterer.

University Animal Care Committee

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

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

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

Maureen K. Powers, Chairman. Thomas F. Barnes, Burton J. Bogitsh, Richard S. Burns, Debra S. Echt, Donald W. Horne, G. Judson Newbern III, David F. Partlett, Richard H. Porter, Robert J. Roselli, D. Lewis Sly, Steven H. Smartt, Roland W. Stein, Phillip E. Williams.

Vice-Chancellor's Committee for the Veterans

Administration Medical Center

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

Roscoe R. Robinson, Chairman. John E. Chapman, Colleen Conway-Welch, Roger M. Des Prez, Larry E. Deters, Michael H. Ebert, Donald R. Eisert, James H. Elliott, Eugene W. Fowinkle, Fred Gorstein, A. Everette James, Jr., Frederick Kirchner, Jr., Peter T. Loosen, Joyce A. Norris, John A. Oates, Joseph C. Ross, John L. Sawyers, Bradley E. Smith, Dan M. Spengler, Alexander S. Townes, Conrad Wagner, Lester F. Williams, Jr., Stephen C. Woodward.

Medical Education at Vanderbilt

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

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

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

The medical school curriculum contains within its core and elective components the full spectrum of medicine. The curriculum provides sufficient structure to afford guidance, with flexibility to encourage initiative. It provides traditional experiences in the subspecialty disciplines of medicine and offers students research opportunities for academic credit. To enrich and expand the student's understanding of people and non-technical 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 3,000 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 tour of the Medical School facilities with a member of the student body as guide.

A special program encourages enrollment of minority and disadvantaged students who are invited to visit the campus so that they may be interviewed and see the Medical School before making a decision regarding acceptance.

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

Mission of the School

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

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

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

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

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

History of the School

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

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

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

Rudolph A. Light Hall, completed in 1977, is a sophisticated facility providing much-needed space for medical education and other student activities. The seven-story structure contains 209,000 square feet of space housing the latest in laboratory equipment, audio-visual and electronic teaching tools, and multi-purpose classroom space. The second floor student lounge is designed to foster medical student interaction and to permit informal educational experiences—leading to the development of physicians grounded in the sciences but enlightened by humanitarian interests and understanding. Light Hall is the physical manifestation of Vanderbilt Medical School's ongoing commitment to excellence in all areas of medical education.

Objectives of the Program

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

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

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

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

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

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

Admissions



Requirements for Entrance

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

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

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

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

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

English and Composition. Six semester hours.

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

Advanced placement credits are not acceptable in lieu of science requirements. Advanced science courses, however, may be substituted for the traditional requirements.

Recommendations for Entrance

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

Selection Factors

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

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

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

Medical College Admission Test

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

Application Procedure for Admission

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

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

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

Visiting Medical Students

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

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

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

Medical Scientist Training Program

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

The M.D./Ph.D. program fully meets the Vanderbilt 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 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: Cell Biology, Biochemistry, Biomedical Engineering, Microbiology, Molecular Biology, Pathology, Pharmacology, and Molecular Physiology and Biophysics.

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

Requirements for the Ph.D. degree are set out in detail in the 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 (tuition and stipend) 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.

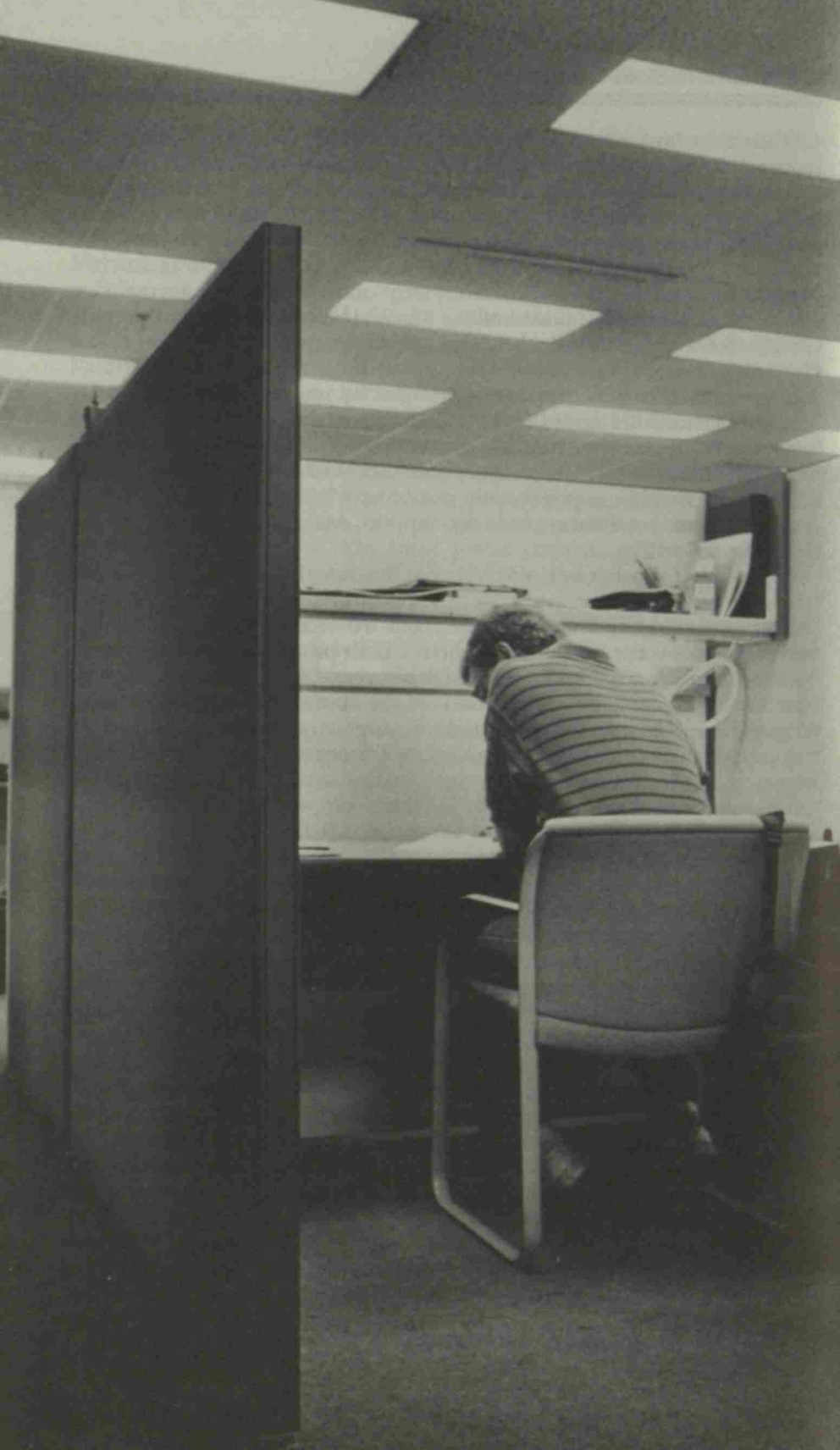
In general, financial support is arranged by mutual agreement of the Medical Scientist Training Program Committee, the Dean of the Medical School and, in certain instances, the chairman of the graduate department involved. Various sources of funds are available with each having different application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

Vanderbilt Medical Scientist Scholarship Programs. Currently there are two sources of funding available in support of the scholarship awards. One is a privately endowed program, and the second is a special allocation of funds by the School of Medicine. Both programs pay tuition and fees and provide a stipend of \$11,000 per year. Once awarded, support from these scholarships will continue at the above rate, contingent upon satisfactory performance, until the M.D. degree is awarded. The special requirements, restrictions, and obligations associated with the National Research Service award apply to these institutional awards.

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 \$8,500 (plus a Medical School supplement bringing total to \$11,000) per year, and includes funds for fees and related expenses. This support is assigned primarily to qualified incoming students. The students should consider special requirements, restrictions, and obligations that are associated with this source of financial support. As with all federal funding, support is guaranteed for only one year at a time, since all federal funds are reviewed and funded annually. Generally, funds are renewed and support is continued.

Departmental Support. Limited resources are available through graduate departments. Tuition awards are available as well as some stipend support either from federal training grants or research funds. Interested students should request from their faculty adviser or department 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. Students develop an elective program to meet individual needs with the help of the faculty and the approval of the Associate Dean for Students or a designee.

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

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

The Medical School curriculum in the preclinical years is divided on a semester basis. Students are encouraged to participate in a summer research fellowship program.

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

Major Courses

First Year. Biochemistry, gross anatomy, physiology, cell and tissue biology, microbiology, neurobiology, and human behavior. Saturday mornings and Wednesday and Friday afternoons are reserved for study and electives. Electives available to the first-year student cover a wide range of subjects, including alcohol and drug abuse, human sexuality, death and dying, cancer biology, national issues in medicine, medicine in families and the community, and medical ethics.

Second Year. Laboratory diagnosis and physical diagnosis, additional 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 and physical examination through a series of lectures, demonstrations, and individual practice by the student. A vari-

ety of elective courses or independent study electives may be taken on Wednesday and Friday afternoons and also on Monday afternoons in the fall semester or Tuesday afternoons in the spring semester.

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

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

Fourth Year. Clinical selectives and electives in basic science and/or clinical areas. The fourth year is divided into four week academic units. 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.

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. Seven full academic units are required, including one ambulatory and two inpatient selective clerkships.

FIRST YEAR, FALL SEMESTER						
HOURS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
8-9	Biochemistry	Gross	Biochemistry	Microbiology	Biochemistry	Gross Anatomy
9-10				Gross Anatomy		
10-11	Microbiology	Anatomy	Microbiology	Gross Anatomy	Electives	Gross Anatomy
11-12	Biochemistry		Biochemistry			
12-1						
1-2	Intro. Biomedical Sciences	Gross	Electives	Gross Anatomy	Electives	Gross Anatomy
2-3						
3-4	Biochemistry					
4-5				Dean's Hour		

FIRST YEAR, SPRING SEMESTER—FIRST HALF

HOURS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
8-9	Cell Biology (8-10:30)	Physiology	Neurobiology*	Physiology	Cell Biology	*A block for Behavioral Science to be designated within time allocated to Neurobiology
9-10						
10-11						
11-12	Intro. Biomedical Sciences	Physiology	Electives	Neurobiology*	Electives	
12-1						
1-2						
2-3	Physiology	Physiology	Electives	Neurobiology*	Electives	
3-4						
4-5				Dean's Hour		

FIRST YEAR, SPRING SEMESTER—SECOND HALF

HOURS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
8-9						
9-10	Cell				Cell	
10-11	Biology	Physiology	Neurobiology	Physiology	Biology	
11-12						
12-1	Intro.					
1-2	Biomedical					
2-3	Sciences		Electives	Neurobiology	Electives	
3-4	Physiology	Physiology				
4-5				Dean's Hour		

SECOND YEAR, FALL SEMESTER—FIRST HALF						
HOURS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
8-9	Pathology	Pathology	Radiology	Pathology	Microbiology	
9-10		Microbiology	Microbiology		Pathology	
10-11						
11-12						
12-1	Electives	Pathology	Electives	Microbiology	Electives	
1-2						
2-3						
3-4	CPC	Dean's Hour				
4-5						

SECOND YEAR, FALL SEMESTER—SECOND HALF

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

SECOND YEAR, SPRING SEMESTER—FIRST HALF

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

SECOND YEAR, SPRING SEMESTER—SECOND HALF

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

Third and Fourth Years—First Half

5 July	1 Aug	29 Aug	26 Sep	24 Oct	21 Nov	16 Dec
Elective	Elective	Elective	Elective	Elective	Elective	Elective
Pediatric		Psych/Neuro			Ob/Gyn	
Ob/Gyn		Pediatric			Psych/Neuro	
Psych/Neuro		Ob/Gyn			Pediatric	
	Medicine				Surgery	
	Surgery				Medicine	

Clerkships

Medicine
Surgery

Pediatrics

10 weeks

10 weeks

Ob/Gyn

Psych/Neuro

8 weeks

8 weeks

8 weeks

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

Selectives

Ambulatory
Medical Group
Surgical Group

4 weeks
4 weeks
4 weeks

Electives

A minimum of four additional units of four weeks' duration each.
Note: The calendar shows the times during which 10- and 8-week clerkships are scheduled. Most selectives and electives are offered during the 4-week elective units.

Third and Fourth Years—Second Half

	3 Jan	30 Jan	27 Feb	27 Mar	1 May	29 May	23 June
Elective		Elective	Elective	Elective	Elective	Elective	Elective
Psych/Neuro			Ob/Gyn			Pediatric	
Ob/Gyn			Pediatric			Psych/Neuro	
Pediatric			Psych/Neuro			Ob/Gyn	
Medicine				Surgery			
Surgery				Medicine			

Advanced Training

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

Residency Training

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

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

Vanderbilt University Hospital is a referral center and consequently has a patient population with complex medical and surgical problems. Nashville General Hospital is a community-owned facility in which patients present a wide spectrum of health problems. The Veterans Administration Hospital, adjacent to the Vanderbilt Medical Center, serves veterans and their families from throughout the mid-south and is an important component of the teaching program. All physicians at the VA Hospital are full-time faculty members of the School of Medicine.

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 an approved residency program. The fellow is expected to participate in departmental activities related to teaching, clinical services, and research.

Continuing Medical Education

Vanderbilt University School of Medicine and Vanderbilt University Medical Center recognize a major commitment to the continuing education of physicians and others in the health professions. The School of Medicine views medical education as a continuum initiated in the undergraduate phase, progressing through graduate medical education, and maturing in ongoing continuing medical education. The professional life of the physician and all health professionals should include activities encompassing this view, with the goal of improving health care for patients. Under the auspices of the Division of Continuing Medical Education, the School of Medicine offers a broad spectrum of courses throughout the year to meet the needs of physicians in practice and other health professionals. 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 various hospitals, in conjunction with regular programs of graduate and undergraduate medical education. Physicians interested in this type of specialized, intensive experience in a specialty or subspecialty should direct their inquiries to the Division of Continuing Medical Education.

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

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

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

Academic Regulations

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

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

Requirements for M.D. Degree

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

Advisers

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

The National Boards

The school does not require that students sit for National Board Examinations, Parts I and II. National Boards are considered a means of obtaining licensure. Students will be advised regarding possible advantages of taking these examinations.

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. A promotions committee is appointed for each class. 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 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: A, superior or outstanding work in all aspects of course work; B, completely satisfactory performance in all aspects of course work; C, performance that meets minimal expectations and does not require remediation in the course; F, unsatisfactory performance resulting in failure. The following intermediate grades may be given: B+, overall satisfactory performance that includes some elements of superior work; B-, overall satisfactory performance that includes some components that are below average. Repeated grades of C may be regarded as work of generally marginal quality.

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

Professional Liability Insurance

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

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



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; the FASEB; the AMA Council on Drugs; the Nashville Academy of Medicine; the present and former staff, students and faculty members at Vanderbilt University; and the Department of Pharmacology. The first lecture was given in April 1977.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

THE VANDERBILT UROLOGY SOCIETY VISITING PROFESSORSHIP AND RHAMY-SHELLEY LECTURE. This annual visiting professorship and lectureship was established in 1972 through the efforts of former residents in urology at Vanderbilt University Medical Center. An outstanding urologist, from either the United States or abroad, is invited to spend four or five

days as visiting professor in the Department of Urology, to join with former residents and other urologists in demonstrations of surgical technique and diagnostic acumen, as well as in a series of conferences and lectures. The activities conclude with a formal lecture which honors Dr. Robert K. Rhamy, who was chairman of the Department of Urology at Vanderbilt from 1964 to 1981, and Dr. Harry S. Shelley, former chief of the Division of Urology at Nashville Veterans Administration Hospital.

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



Honors and Awards



Alpha Omega Alpha

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

Founder's Medal

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

Other Prizes and Awards

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

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

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

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

THE RUDOLPH H. KAMPMEIER PRIZE IN CLINICAL MEDICINE. Awarded by the Department of Medicine to the student who, at the completion of the fourth year of training, is judged by the faculty of the department to have exhibited the qualities of the excellent physician as exemplified by Dr. Rudolph H. Kampmeier throughout his career. The qualification

tions 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, a 1939 Medical School graduate, is presented to a graduating medical student who has demonstrated qualities of humaneness, dedication, and unselfish service in the study of medicine and will apply these qualities in medical practice.

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

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

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

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

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

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

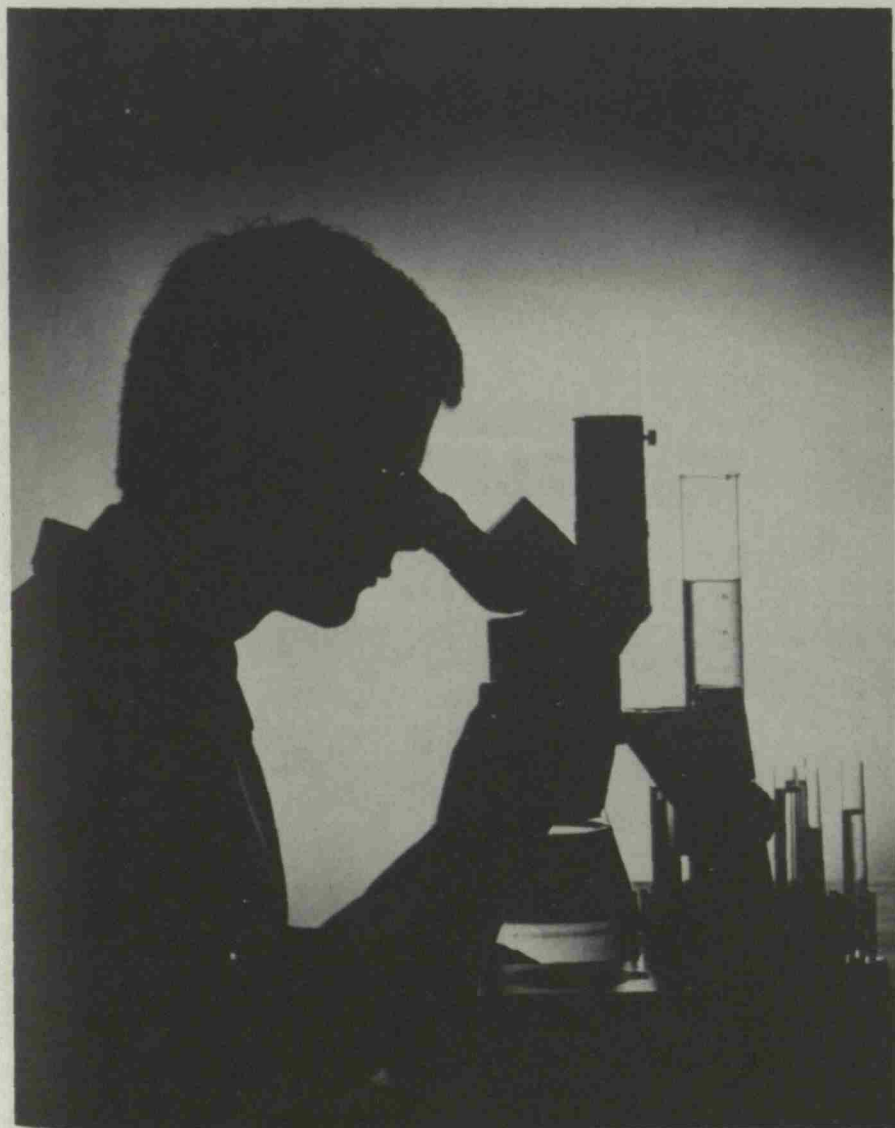
THE ALBERT WEINSTEIN PRIZES IN MEDICINE. Three prizes established in memory of Albert Weinstein, M.D., are awarded at graduation to fourth-year students who, in the opinion of the faculty of the Department of Medicine, merit recognition for high scholastic attainment and the qualities which characterize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

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

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

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

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





Financial Information

THE annual expense of a student in the School of Medicine is estimated to be \$23,000.

Tuition and Fees

Tuition (1989/90 academic year)	\$13,500
Application fee (to accompany final application)	50
Student activities fee	61
Student recreation fee (spring semester)	60
Microscope usage fee per year (1st and 2nd years)	100
Student health insurance	450
Professional liability insurance	75

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

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

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

Late Payment of Fees

Charges not paid by 25 September will be automatically deferred, and the student's account will be assessed a monthly late payment fee at the following rate: \$1.50 on each \$100 that remains unpaid after 25 September (\$5 minimum). An additional monthly late payment fee will be assessed unless payment is received in full on or before the 30th day of the month; and late payment fees will continue for each month thereafter based on the outstanding balance unpaid as of the 30th day of each

month. All amounts deferred are due not later than 25 November for fall semester and 15 April for spring semester. Graduating seniors are not allowed to defer charges that are billed in advance for the final semester. Senior accounts must be clear by 25 January.

Financial Clearance

Students will not be allowed to register for any semester if they have outstanding unpaid balances for any previous semester. No transcript, official or unofficial, will be issued for a student who has an outstanding balance until the account has been paid. 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 for these instruments is approximately \$400.

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

Activities Fee

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

Recreation Fee

The required student recreation fee entitles medical students to use the new student recreation center, described in the Life at Vanderbilt section of this catalog and scheduled to open by January 1990.

The Student Activity Fee (Sarratt and University programs) and the Student Recreation Fee will be waived, upon petition by the student, if the student is registered for 4 or fewer semester hours or if he or she resides while a student beyond fifty miles from the campus. Petitions for waiver of the fall semester fees must be received by 15 October and for spring semester fees by 15 February at the Office of Student Organizations and Events, Box 152 Peabody Station, Nashville, Tennessee 37203.

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 more than one hundred have been awarded since that time. Applicants must have been accepted for admission to the entering class of the Vanderbilt School of Medicine and must have submitted a Justin Potter Medical Scholarship application.

Scholarships of \$15,000 annually are awarded to successful candidates and, once awarded, continue for four years contingent upon satisfactory performance. The Justin Potter Medical Scholarship Committee consists of individuals actively involved in the medical and business affairs of the Nashville community.

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

CATHERINE EASTERLING MOUNTCASTLE SCHOLARS PROGRAM. The Catherine Easterling Mountcastle Scholars Program was established in 1983 through the generosity of Mrs. Mountcastle's family to support superior students who need financial aid to attend Vanderbilt School of Medicine. One Catherine Easterling Mountcastle Scholar is selected each year by the Scholars Selection Committee from applicants who have accepted official invitation to the School of Medicine.

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

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

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

DELOACHE SCHOLARSHIP. The DeLoache Scholarship is given every four years to an incoming medical student who has demonstrated qualities of scholarship and leadership as well as financial need. To be eligible, the candidate must come from a state specified as a southeastern state east of the Mississippi. It is a full-tuition scholarship for four years of medical study contingent upon satisfactory performance.

Financial Assistance

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

In addition to the Honor Scholarships just described, scholarships and loans are available through Vanderbilt, based on demonstrated financial need and continued satisfactory academic progress. Financial aid from school sources must be considered a supplement to governmental and other sources, rather than the primary source of funds necessary to attend medical school. University financial aid is not adequate to meet stu-

dents' 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 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, the Health Education Assistance Loan program, the Supplemental Loan to Students program, and the Health Professions Student Loan program.

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

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

Scholarships

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

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

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

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

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

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

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

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

THE SAM FLEMING SCHOLARSHIP. This scholarship for needy medical students was established by J. T. Stephens in honor of Sam Fleming.

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

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

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

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

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

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

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

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

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

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

Other Scholarships

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

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

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

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

Revolving Loans

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

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

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

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

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

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

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

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

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

THE W. K. KELLOGG FOUNDATION LOAN FUND. This fund was established through donations from the W. K. Kellogg Foundation.

THE IKE J. KUHN FUND. This revolving loan is provided by a bequest from the will of Mr. Ike J. Kuhn and is awarded in the School of Medicine to a worthy man or woman born and 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.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Student Summer Fellowships

Student research under the sponsorship of members of the faculty of the preclinical and clinical departments is endorsed as an important part of the elective medical curriculum. Stipends vary from about \$2,000 to \$3,500 for the summer programs, depending upon experience. Limited funds for fellowship support are available on a competitive basis from individual departments within the Medical School. Funds are provided from a variety of sources, including the United States Public Health Ser-

vice and various private foundations and health-interested organizations such as the local affiliates of the American Heart Association.

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

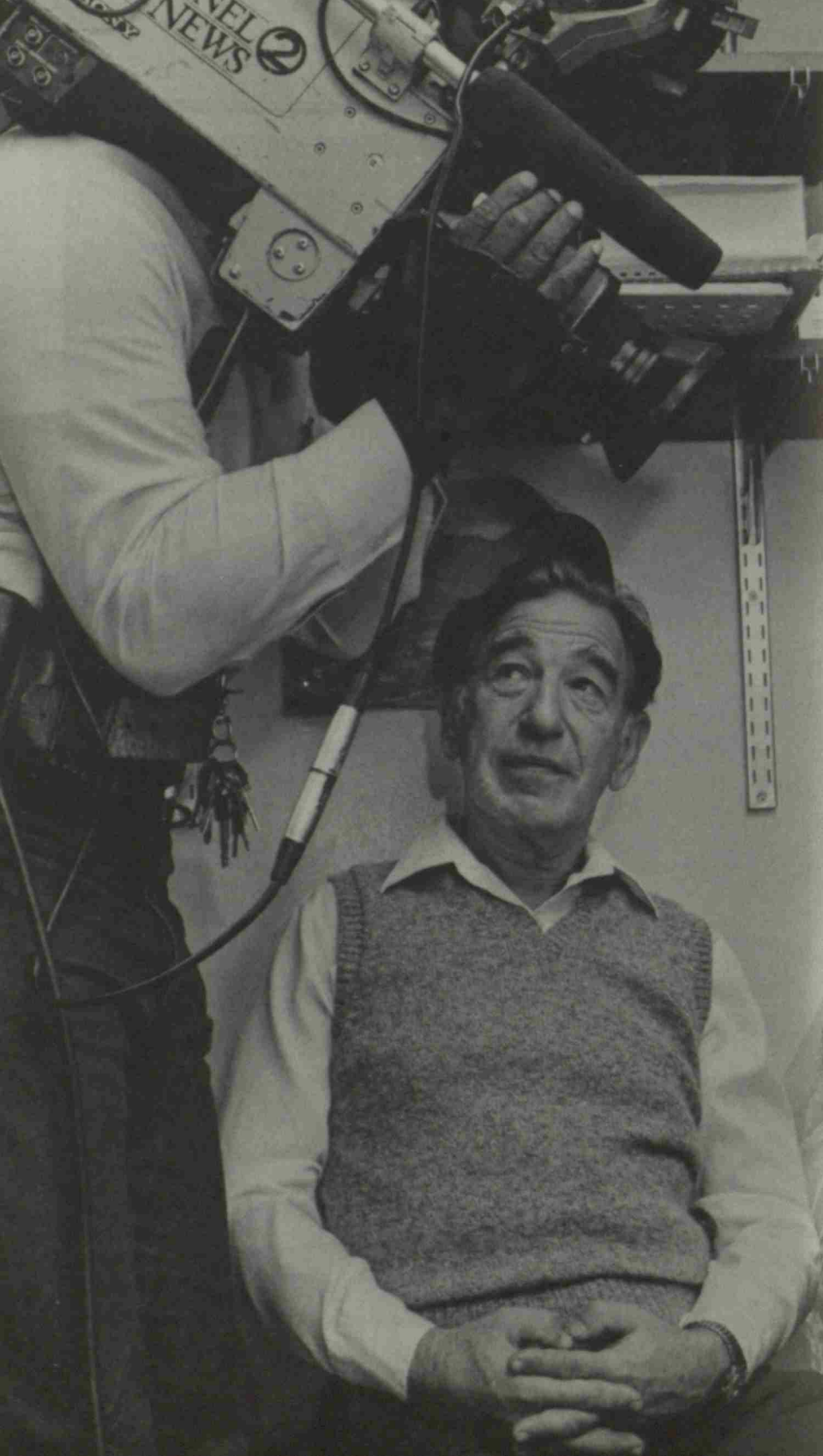
THE DAN MAY SUMMER SCHOLARSHIP IN CARDIOVASCULAR MEDICINE. This scholarship for a predoctoral student was made possible by a gift from the May family in honor of Mr. May, a Nashville business, educational, and civic leader who was a graduate of Vanderbilt, long-time Board of Trust member, and friend of the University. The scholarship provides a summer stipend to support a predoctoral student who shows interest and promise in academic cardiovascular medicine.

THE WILLIAM N. PEARSON FELLOWSHIP FUND. A scholarship for studies in nutrition is awarded by the Department of Biochemistry. Further information is available from the department.

Employment Opportunities for Spouses

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





Research in Medical Sciences

Chairs and Professorships

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

THE WILLIAM STOKES CHAIR IN EXPERIMENTAL THERAPEUTICS. Established through the generosity of the Daiichi Seiyaku Company of Japan. William Stokes was a 19th century Dublin physician who made many contributions to cardiovascular medicine. He wrote the first treatise on the stethoscope published in English and has had several syndromes named after him, including the Stokes-Adams attack and Cheyne-Stokes respiration. The chair resides in clinical pharmacology.

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

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

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

Endowed Research Funds

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

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

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

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

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

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

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

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

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

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

Research Centers

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

Arthritis and Lupus Center

Theodore Pincus, Director

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

Cancer Center

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

David H. Robertson, Director

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

Clinical Nutrition Research Unit

Harry L. Greene, Director

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

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

Diabetes Research and Training Center

Oscar B. Crofford, Director

The Vanderbilt Diabetes Research and Training Center (DRTC) involves ninety-one participating faculty members from fourteen departments, schools, and colleges of the University. The center is organized into three

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

Center in Molecular Toxicology

F. Peter Guengerich, Director

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

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

SCOR in Hypertension

Tadashi Inagami, Director

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

The accomplishments of the center's investigators include: one of the best success records in renovascular surgery; complete purification of renin for the first time since its discovery eighty years ago; preparation of well-defined antibodies to renin; discovery of the major role of prostaglandin I₂ in renin release; operation of a clinic internationally recognized for excellence in the diagnosis of renovascular hypertension and primary aldosteronism. Center support is provided by a SCOR grant and a training grant from the National Heart, Lung and Blood Institute.

SCOR in Newborn Lung Disease

Mildred T. Stahlman, Director

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

Neuromuscular Disease Research Center

Gerald M. Fenichel, Director

This center is based primarily in the Department of Neurology. Its primary mission is clinical trials in neuromuscular disorders. There are ongoing studies in muscular dystrophy, spinal muscular atrophy, amyotrophic lateral sclerosis, and polymyositis. The center is funded primarily by grants from the Muscular Dystrophy Association.

Center for Pharmacology and Drug Toxicology

John A. Oates, Director

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

Center for Reproductive Biology Research

Marie A. Claire Orgebin-Crist, Director

Thirty-four faculty members from ten departments in the School of Medicine and the College of Arts and Science participate in the work of the center. Basic and clinical research focuses on four areas: the male reproductive system; the female reproductive system; fertilization, implan-

tation, and embryonic development; and reproductive endocrinology. Center financing is provided by a grant from the National Institute of Child Health and Human Development and from research grants related to both basic and clinical aspects of the reproductive sciences.

SCOR in Pulmonary Vascular Diseases

Kenneth L. Brigham, Director

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

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

Center for Lung Research

Kenneth L. Brigham, Director

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

Courses of Study



School of Medicine Departments

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

SURGICAL SCIENCES

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

Anesthesiology

CHAIRMAN Bradley E. Smith

EMERITUS Charles B. Pittinger

PROFESSORS M. Lawrence Berman, John J. Franks, Duncan A. Holaday, Bradley E. Smith, Margaret Wood

VISITING PROFESSOR David A. Davis

CLINICAL PROFESSORS David A. Chadwick, Lawrence G. Schull

ASSOCIATE PROFESSORS Ramon S. Harris, Andrew J. W. Heath, Jayakumar Reddy Kambar, Paul H. King, Joanne L. Linn, Loren D. Nelson, Winston Clive-Victor Parris, Charles W. Quimby, Jr.

VISITING ASSOCIATE PROFESSOR Ronald J. Gordon

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

ASSISTANT PROFESSORS Phillip A. Abston, Ildefonso A. Alcantara, Edward N. Brin, Kevin L. Donovan, Krishna D. Ghosh, Bennett Franklin Horton, Sr., Steve Alan Hyman, Wesley W. Kinney, Thomas C. Lewis, Edwin J. Lilly, Stephanie M. Perry, David W. Smith, Volker Ingo Adolf Striepe, Geeta Wasudev

ASSISTANT CLINICAL PROFESSORS Michael W. Bertz, Charles G. Cannon, Jr., Pong M. Chang, Will E. Ferguson, John Frederick Kittrell Flanagan, Erol Genca, Thomas J. Holcomb III, James W. Menzie, William F. Yost


SENIOR ASSOCIATE Robert N. Jamison

INSTRUCTORS Richard Kermit Adkins, Jonathan Bruce Kruskal

CLINICAL INSTRUCTORS John E. Erpenbach, James A. Ramsey

ASSISTANT Stephen T. Blanks

RESEARCH ASSOCIATE Darel G. Hess

 THE Department of Anesthesiology offers lectures 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.

Biochemistry

INTERIM CHAIRMAN James V. Staros

DISTINGUISHED PROFESSORS Frank Chytil, Stanley Cohen

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

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

VISITING PROFESSOR E. Neige Todhunter

ASSOCIATE PROFESSORS Robert J. Boucek, Jr., Peter Gettins, Harry L. Greene, Carl G. Hellerqvist, R. Stephen Lloyd, Neil Osheroff

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


ADJUNCT ASSOCIATE PROFESSOR Dixie W. Frederiksen

ASSISTANT PROFESSORS Barbara Mroczkowski, Marcia E. Newcomer, Laken G. Warnock
RESEARCH ASSISTANT PROFESSORS James M. Bateman, Robert C. Briggs, Robert J.
Cook, Roy A. Fava, Thomas N. Oeltmann, Kailash N. Pandey, Ann M. Soderquist, Masaaki
Tamura

RESEARCH INSTRUCTORS P. S. R. Anjaneyulu, Shunzo Nishibe, Augustinus Rinaldy

VISITING ASSISTANT Michio Ichimura

RESEARCH ASSOCIATES Rebecca L. Ball, William R. Brian, Andrew Brightman, James T.
Davis, Marion L. Dodson, Jr., Robert W. Donaldson, Steven J. Geib, Marc Girardet, Takao
Hamakubo, Kazumi Higuchi, Teruaki Imada, Naoharu Iwai, Masahiko Iwasaki, Dong-hyan
Kim, Shigeo Nakajo, Tetsuya Oida, Richard Olinski, Gregory Scott Parries, Timothy C.
Quick, Marie-Agnes Sari, Janet L. Shingleton, Udai S. Singh, Pramod K. Srivastava, Mat-
thew I. Wahl, Ludmila Weclas-Henderson, Allan L. Wilcox, Yoshiaki Yamano

 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 years a biochemistry seminar and a course in special problems in nutrition. A preceptorship in biochemistry is also offered in the fourth year.

Required Courses

501. Biochemistry. Lectures on the chemistry and metabolism of carbohydrates, hormones, lipids, nucleoproteins, and on the chemistry and function of enzymes, vitamins, and other factors related to cellular metabolism and body processes. The application of recombinant DNA methodologies for the study of human disease is also discussed. The Biochemistry Laboratory course accompanies Biochemistry 501 and emphasizes chemical, physical, and physiological aspects of topics presented there. FALL. Dr. Staros, Dr. Cunningham, Dr. Meredith, and Staff.

Cell Biology

CHAIRMAN Harold L. Moses

EMERITI Jack Davies, James W. Ward

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


ASSOCIATE PROFESSORS G. Rodman Davenport, Jon H. Kaas, James McKanna, Lillian B. Nanney, Jeanette J. Norden, J. Ann Richmond, Linda Jo Van Eldik

ADJUNCT ASSOCIATE PROFESSOR Robert C. Bone

ASSISTANT PROFESSORS Robert J. Coffey, Jr., Thomas Oran Daniel, Curt H. Hagedorn, Stephen R. Hann, Jeffrey T. Holt, Paula C. Hoos, Edward B. Leof, Lynn McCormick Matriasian, Linda Sealy

RESEARCH ASSISTANT PROFESSORS George J. Condo, Brian R. Costello, Roy A. Fava, James B. Hutchins, Russette M. Lyons, Duncan A. Miller, Thomas D. Noland, Nancy Olashaw

RESEARCH ASSOCIATES Charles C. Bascom, Aporn Chuncharunee, Alfonso Claps, Vladimir Drozdoff, Victor Fet, Philip H. Howe, Nobuyuki Kamata, Andrew A. Lettes, Li-Hsien Lin, Karen M. Lyons, Yasuhisa Matsui, Susan McDonnell, James E. Olson, Richard H. Selinfreund, Nancy J. Sipes, Archana Srivastava

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

Required Courses

501. Cell and Tissue Biology. This course is designed to give students a familiarity with the properties of cells, in particular their interactions with one another to compose the tissues and organs of the body. Emphasis is 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 activities 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, Dr. Hoos, and Staff.

503. Neurobiology. This course provides first year medical students and graduate students with a solid understanding of the organization of the human central nervous system, integrating basic information from neuroanatomy, neurophysiology, and neurochemistry. Students are also introduced to the most up-to-date research being conducted in neurobiology, with special emphasis on research with potential clinical significance. Additional clinical material is provided by patient presentations and an introduction to neuropathology. Two to four hours of lecture and four hours of laboratory per week. SPRING. Dr. Norden and Staff.

Hearing and Speech Sciences

DIRECTOR OF THE DIVISION Fred H. Bess

EMERITI Freeman McConnell, Jay Sanders

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

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


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

ADJUNCT ASSOCIATE PROFESSOR D. Wesley Grantham

ASSISTANT PROFESSORS Thomas M. Klee, Marleen T. Ochs, Carol A. Sammeth, Wanda G. Webb


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

ASSISTANT CLINICAL PROFESSORS John R. Ashford, C. Gary Jackson
 INSTRUCTORS Gene W. Bratt, Susan A. Logan
 ADJUNCT INSTRUCTOR Laura Knox
 CLINICAL INSTRUCTORS Sara Greene Hoffman, Blake B. Lazenby, John D. McQuain, Mary
 A. Schaffer, Paulette W. Shanks, Linda Logan Sweat, Anne Marie Tharpe

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

Medical Administration

CHAIRMAN OF THE DIVISION John E. Chapman
 VICE-CHAIRMAN John O. Lostetter
 PROFESSORS John E. Chapman, Gerald S. Gotterer, A. Everette James, Jr.
 ASSOCIATE PROFESSORS T. Mark Hodges, Norman B. Urmey
 ADJUNCT ASSOCIATE PROFESSOR Dennis K. Wentz
 ASSOCIATE CLINICAL PROFESSOR Alexander C. McLeod
 ASSISTANT PROFESSORS Deborah C. German, Donald E. Hancock, Allen H. Heim, John
 O. Lostetter, Charles W. Quimby, Jr.
 ADJUNCT ASSISTANT PROFESSOR Robert H. Crumby
 ASSISTANT CLINICAL PROFESSOR Charles E. McKay
 INSTRUCTORS Winfred L. Cox, Larry E. Deters, Ian S. Easton
 CLINICAL INSTRUCTOR Warren F. McPherson
 ASSISTANT Philip N. Bredesen

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

Medicine

CHAIRMAN John A. Oates
 VICE-CHAIRMAN Allen B. Kaiser
 ASSOCIATE CHAIRMAN Lloyd H. Ramsey
 DISTINGUISHED PROFESSOR W. Anderson Spickard, Jr.
 EMERITI F. Tremaine Billings, Richard A. France, Thomas F. Frist, Robert A. Goodwin, Jr.,
 Hollis E. Johnson, Rudolph H. Kampmeier, Samuel S. Riven, Addison B. Scoville, Jr., Har-
 rison J. Shull, Clarence S. Thomas

PROFESSORS Fred Allison, Jr., Robert A. Branch, Kenneth L. Brigham, Thomas G. Burish, Raymond F. Burk, Daniel G. Colley, Oscar B. Crofford, Jr., Roger M. Des Prez, Garret A. FitzGerald, John M. Flexner, Gottlieb C. Friesinger II, Daryl K. Granner, Frank Anthony Greco, Kenneth R. Hande, Thomas R. Harris, J. Harold Helderman, Luc M. Hondeghem, Harry R. Jacobson, Lloyd E. King, Jr., Sanford B. Krantz, Peter T. Loosen, Barbara O. Meyrick-Clarry, John A. Oates, David N. Orth, Theodore Pincus, Lloyd H. Ramsey, L. Jackson Roberts II, David H. Robertson, Roscoe R. Robinson, Joseph C. Ross, William D. Salmon, Jr., William Schaffner, John S. Sergeant, Raphael Smith, James D. Snell, Jr., W. Anderson Spickard, Jr., William J. Stone, Paul E. Teschan, Alexander S. Townes, Alastair J. J. Wood, Richard M. Zaner

RESEARCH PROFESSOR Samuel Enoch Stumpf

ADJUNCT PROFESSOR Bruce W. Trotman

CLINICAL PROFESSORS Robert H. Alford, W. Barton Campbell, Laurence A. Grossman, Herman J. Kaplan, Clifton Kirkpatrick Meador, Harry L. Page, Thomas Guv Pennington

ASSOCIATE PROFESSORS Najji Abumrad, Paul S. Auerbach, George R. Avant, Gordon R. Bernard, Maurice C. Bondurant, Jorge H. Capdevila, Graham F. Carpenter, Emmanuel N. Dessypris, G. Dewey Dunn, Philip W. Felts, James T. Forbes, Mervyn B. Forman, Stanley E. Graber, David W. Gregory, John D. Hainsworth, Raymond M. Hakim, Andrew J. W. Heath, Craig R. Heim, David H. Johnson, H. Keith Johnson, Allen B. Kaiser, Mark J. Koury, Marvin W. Kronenberg, Robert C. MacDonell, Jr., Samuel R. Marney, Jr., James M. May, L. Clifford McKee, John H. Newman, James M. Perry, Jr., James W. Pichert, Jean E. Rinaldo, Rose M. Robertson, Dan M. Roden, Martin P. Sandler, Stephen Schillig, Richard P. Schneider, Paul E. Slaton, Jr., James R. Snapper, Richard S. Stein, George P. Stricklin, Steven N. Wolff

RESEARCH ASSOCIATE PROFESSORS Jerry C. Collins, Marc Schapira, Virginia L. Shepherd, Christa A. Stoscheck

ADJUNCT ASSOCIATE PROFESSORS John R. Chipley, Paul C. McNabb II

ASSOCIATE CLINICAL PROFESSORS Benjamin J. Alper, James Erwin Anderson, Jr., John H. Dixon, Jr., E. William Ewers, Howard R. Foreman, Francis W. Gluck, Jr., Fred Goldner, Jr., Alan L. Graber, John Hooper Griscom, Thomas B. Haltom, James R. Hamilton, John S. Johnson, Alexander C. McLeod, Paul R. Stumb, Charles B. Thorne, Lawrence K. Wolfe

ASSISTANT PROFESSORS Carlos L. Arteaga, Kamal F. Badr, Neil L. Barg, Italo Biaggioni, Renata E. Bluhm, Joseph F. Bonfiglio, Julia Glynn Breyer, Matthew D. Breyer, Brenda J. Butka, Benjamin F. Byrd III, Peter J. Campbell, Jay A. Cherner, Alan D. Cherrington, Brian W. Christman, John W. Christman, Frank Chytil, Robert J. Coffey, Jr., A. Gene Copello, David A. Cox, Thomas Oran Daniel, C. Rowan DeBold, Michael D. Decker, Raymond G. Dufresne, Jr., Debra S. Echt, Darrel L. Ellis, Desmond J. Fitzgerald, Howard A. Fuchs, Deborah C. German, W. Brian Gibler, Barney Scott Graham, John P. Greer, Marie R. Griffin, Curt H. Hagedorn, Byron Haitas, David E. Hansen, Raymond C. Harris, Jr., Alan S. Hollister, Marcus C. Houston, Ellen B. Hunter, Donald P. Island, Mark W. Jacokes, Douglas S. Kernodle, John T. Kihm, Sally J. Killian, Howard R. Knapp, William J. Kovacs, Robert H. Latham, John T. Lee, Lewis B. Lefkowitz, Jr., John M. Leonard, Michael J. Lichtenstein, Christopher D. Lind, James E. Loyd, Mark A. Magnuson, Michael E. May, Thomas R. Mitchell, John J. Murray, Katherine T. Murray, John H. J. Nadeau, Thomas N. Oeltmann, Nancy J. Olsen, Spyros N. Pavlou, Alvin C. Powers, James S. Powers, David G. Ratcliff, Charles E. Saunders, David G. Schlundt, Gerald Schulman, Donna L. Seger, James R. Sheller, Ghodratollah Siami-Araghi, Dirk Snyders, Malcolm A. Steele, Stanford J. Stewart, Charles W. Stratton, Barry E. Yarbrough

RESEARCH ASSISTANT PROFESSORS Ronald E. Gates, Stanley B. Higgins, Kristina E. Hill, Jonathan J. Lipman, Richard E. Parker, Elizabeth A. Perkett, Ken-ichi Sawada, Stephen T. Sawyer

ADJUNCT ASSISTANT PROFESSORS T. Rubel Shelly, Bruce David White

ASSISTANT CLINICAL PROFESSORS Mark S. Averbuch, Paul H. Barnett, Philip D. Bertram, Stanley J. Bodner, James D. Bomboy, Jr., William J. Card, James R. Cato, Robert Seth Cooper, Orrie A. Couch, Jr., Thomas J. Davis, Eric L. Dyer, J. Vance Fentress, Rand T. Frederiksen, Richard W. Garman, Jr., Richard Lee Gibson, Milton Grossman, Herbert Harkleroad, William E. Harston, Jr., William B. Harwell, Jr., James B. Haynes, Jr., Joseph W. Huston, John W. Interlandi, Henry S. Jennings III, J. Thomas John, Robert M. Johnson, Peter R. Kaplan, Dana L. Latour, Ralph W. Massie, Wallace R. G. McGrew, Jr., Larry W. McNeil, John R. McRae, Cullen R. Merritt, Alvin H. Meyer, Paul R. Michael, Carl E. Mitchell, Kenneth S. Robinson, Harrison J. Shull, Jr., Murray W. Smith, Dennis A. Stouder, James N. Sullivan, Craig R. Sussman, Jerome S. Tannenbaum, John G. Thompson, Jr., Edmond Tipton, Johnathan P. Vansant, C. Gordon Vire, Russell D. Ward, W. Carter Williams, Jr., James P. Wilson, Frank G. Witherspoon, Robert J. Workman, Taylor Wray, John Lanier Wyatt

ASSOCIATE Susan A. Morgan

INSTRUCTORS Lowell B. Anthony, Gregory A. Braden, Francesca Catella, Theodore E. Eastburn III, Blair D. Erb, Jr., Joseph L. Fredi, Douglas A. Gentile, Darrell L. Hirt, Nuhad M. Ismail, Anthony E. Martin, Robert T. Means, Jr., Wendell E. Nicholson, Cheryl J. Slinger, David L. Ware, David C. Wilson, Seth W. Wright

RESEARCH INSTRUCTORS Rasul Abdolrasulnia, M. Candice Burger, R. Keith Carr, Philip A. Patston

ADJUNCT INSTRUCTORS Michael D. Callaway, Thomas H. Callaway, Marshall H. Crenshaw, Lawrence D. German, Mark S. Goldfarb, Barbara Greco, Stanley M. Lee, Bjarki J. Olafsson, Albert C. Roach, Vito K. Rocco, Bruce L. Wolf

CLINICAL INSTRUCTORS Edward E. Anderson, Edwin B. Anderson, Jr., H. R. Anderson, T. Dee Baker, Jack M. Batson, John Michael Bolds, John Breinig, Jack W. Coggeshall, Alan G. Cohen, Alan C. Dopp, Deborah R. G. Doyle, John W. Duncan, Robert C. Dunkerly, Jr., Roy O. Elam III, Irwin B. Eskind, Jeffrey B. Eskind, Cheryl Ann Fassler, Stephen K. Felts, John R. Gibson, Robert P. Graham, Jr., Antonio M. Granda, James P. Gregory, Fred L. Haley, David P. Hall, Phillip W. Hayes, James H. Haynes, A. Clyde Heflin, Jr., Stephen L. Hines, James M. Hinson, Jr., H. Douglas Holliday, Robert M. Hollister, Jeffrey L. Hymes, Thomas A. Jantz, Ira T. Johnson, James S. Kennedy, Otto Morse Kochtitzky, Michel E. Kuzur, Russell B. Leftwich, Michael J. Magee, William R. McDaniel, Guat-Siew Lee McKee, Michael E. Miller, Michael P. Miller, Fernando Miranda, Douglas P. Mitchell, William G. Morris, Gary Stephen Nace, Robert L. Neaderthal, Daryl L. Nichols, Michael Niedermeyer, Bernard J. Pass, John G. Pearson, Michael J. Pecora, William H. Pettus, Richard T. Pope, Ann H. Price, Robert S. Quinn, William B. Ralph, Jr., Frank M. Rembert, R. Michael Rodriguez, Judson E. Rogers, Howard E. Rosen, Marvin J. Rosenblum, Sol A. Rosenblum, Robert M. Roy, Howard Lee Salyer, Herbert J. Schulman, John Robert Schweikert, Lucien C. Simpson, W. David Strayhorn, Jr., W. Wade Sutton, Stephen T. Ticaric, Aubrey Lee Tucker, Jr., F. Karl VanDevender, James W. Ward, Jr., Ann O. Wehr, Paul W. Wheeler, Eugen J. Winter

ASSISTANT Sandra N. Powers

ADJUNCT ASSISTANT Mary Ann Laubacher

RESEARCH ASSOCIATES Alice Gung, Adolph J. Januszkiwicz, Astrid M. Marks, Karen A. Munger, Nancy L. Rogers, Takashi Susawa, Kihito Takahashi

Dermatology

DIRECTOR OF THE DIVISION Lloyd E. King, Jr.

EMERITUS Robert N. Buchanan

PROFESSOR Lloyd E. King, Jr.

ASSOCIATE PROFESSORS Graham F. Carpenter, George P. Stricklin

RESEARCH ASSOCIATE PROFESSOR Christa A. Stoscheck

ASSOCIATE CLINICAL PROFESSOR James R. Hamilton

ASSISTANT PROFESSORS Raymond G. Dufresne, Jr., Darrel L. Ellis

RESEARCH ASSISTANT PROFESSOR Ronald E. Gates

ASSISTANT CLINICAL PROFESSORS William B. Harwell, Jr., Dana L. Latour, Alvin H. Meyer,
C. Gordon Vire, Frank G. Witherspoon

CLINICAL INSTRUCTORS William R. McDaniel, Bernard J. Pass, Howard Lee Salyer, Lucien
C. Simpson

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

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

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

Fourth Year. Fourth-year medical students participate in an outpatient experience as well as a 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, 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 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, dermatology, diabetes, endocrinology, gastroenterology, hematology, hypertension, 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; correlations in cardiological disease; basic concepts of cancer; clinical diagnosis of cancer; cancer therapy; and laboratory experiences in cardiac catheterization.

Required Courses

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

501.2 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. The third-year class is 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 135 beds used in teaching, plus an additional 21 beds in the Clinical Research Center. The Veterans Administration Hospital has approximately 120 teaching beds. At Vanderbilt Hospital these services include patients with diseases of the skin in addition to general medical patients. Patients are under the care of members of the faculty of medicine. Subdepartmental areas are organized for teaching and clinical research as well as management of patients. The clinical clerkship is regarded as the backbone of the student's training in medicine and represents the most intensive inpatient experience offered within the department. It is believed that learning is most vivid through direct experience with patients, obtaining histories, doing physicals and laboratory studies, and that it is amplified by reading and intensive contact with members of the house staff and teaching staff. Students are given considerable responsibility under close supervision of the teaching staff. Additional instruction is carried out during rounds with the chief of service. In these sessions, clinical clerks present cases for discussion and criticism and the more important fields of internal medicine are covered. Ward work is supplemented by numerous teaching and sub-specialty conferences held throughout the academic year. Dr. Leonard, Dr. DesPrez, Dr. Salmon, and Staff of the Department of Medicine

520-5610. Ambulatory Clerkship. During a four-week unit each fourth-year student participates in a didactic program on issues related to care of patients in an ambulatory setting. The students also work with patients in one of three clinical settings: general medicine, general pediatrics, or the emergency service.

Microbiology

CHAIRMAN Jacek Hawiger

PROFESSORS Tamar Ben-Porat, Daniel G. Colley, Sidney Harshman, John H. Hash, Jacek Hawiger, Alexander R. Lawton, Theodore Pincus, John P. Robinson, Clark Tibbetts

RESEARCH PROFESSOR Albert S. Kaplan

RESEARCH ASSOCIATE PROFESSOR Jeanette M. DeMarchi


ASSISTANT PROFESSOR Peter F. Wright

VISITING ASSISTANT PROFESSOR Teruaki Amano

RESEARCH ASSISTANT PROFESSOR Ibrahim S. Barsoum

RESEARCH INSTRUCTOR Mayme L. Blankenship Wood

RESEARCH ASSOCIATES Linda M. Reilly, Laszlo Zsak, Federico Zuckermann

 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

502. Basic Microbiology. First year. This course provides an introduction to Microbiology, including microbial genetics and basic immunology. FALL. Dr. Harshman and staff.

501. Microbiology. Second year. 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. Harshman and Staff.

Molecular Physiology and Biophysics

CHAIRMAN Daryl K. Granner

EMERITI H. C. Meng, Charles Rawlinson Park

PROFESSORS Najj Abumrad, G. Roger Chalkley, Alan D. Cherrington, Jackie D. Corbin, John H. Exton, David L. Garbers, Fayez Ghishan, Daryl K. Granner, Tetsuro Kono, Jane H. Park, Robert L. Post, David M. Regen, Thomas R. Soderling

ASSOCIATE PROFESSORS Albert H. Beth, Kenneth L. Brigham, Oscar B. Crofford, Jr., David N. Orth

RESEARCH ASSOCIATE PROFESSOR P. Anthony Weil

ASSISTANT PROFESSORS Nada A. Abumrad, Joseph M. Beechem, Achilles A. Demetriou, Sharron H. Francis, Mark A. Magnuson, Owen Patrick McGuinness, Linda Sealy, Roland W. Stein, Michael M. Tamkun, William L. Taylor, David H. Wasserman

INSTRUCTOR Richard R. Whitesell

RESEARCH INSTRUCTORS K. Balasubramanian, Stephen B. Bocckino

RESEARCH ASSOCIATES Teresa L. Andreone, Janet L. Atkinson, Guy Augert, Debra A. Brickey, Charles E. Cobb, Roger J. Colbran, Susan R. Cordle, Stephen N. Davis, Mary Shimkus Faber, Steve Faber, Claude Forest, Koji Fukunaga, Yoshinori Goto, Yoshiaki Hashimoto, W. Griffith Humphreys, Enyu Imai, Christopher J. Lynch, Edouard L. Noisin, Richard M. O'Brien, Michael J. Pagliassotti, Roberto Parilla, Samuel Pfaff, Patrick G. Quinn, Alain Robichon, John B. Shabb, Karen Shaw, Hiroshi Shibata, Rafat Siddiqui, Kuniaki Suzuki, Chitoshi Tarumi, Stephen J. Taylor, Masahiko Wada, James P. Whelan, Terry Ann Woodford

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

Required Course

501. Molecular Physiology and Biophysics. This course consists of lectures and laboratory work designed to cover the essentials in Molecular Physiology and Biophysics for first-year medical students. It or its equivalent is also required of all graduate students majoring in Molecular Physiology and Biophysics. SPRING. Dr. Corbin, Dr. Regen, and staff.

520-5010. Introduction to Biomedical Sciences. Each student is assigned to a faculty preceptorship and completes a research project. SPRING. Dr. Regen (coordinator) and faculty of participating departments.

Neurology

CHAIRMAN Gerald M. Fenichel

VICE-CHAIRMAN Howard S. Kirshner

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

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

ASSOCIATE PROFESSORS David Michael Bear, Richard S. Burns, Anthony W. Kilroy, Ronald G. Wiley

ASSISTANT PROFESSORS Bassel W. Abou-Khalil, Mary Ellen Clinton, Mark Jennings, Patrick Lavin, Michael J. McLean, Karl Edward Misulis, Kathleen M. Shannon, Wanda G. Webb, Ronald E. Wilson

ASSISTANT CLINICAL PROFESSORS Alfred S. Callahan III, Blaise Ferraraccio, Michael James Kaminski, Barbara J. Olson

✦ THE Department of Neurology offers instruction in neurobiology to first-year students, seminars in clinical neurology to second-year students, and instruction in diseases of the nervous system to third-year students. Further clinical experience can be attained through specialty clinics offered as fourth-year electives. These clinics include the specialties of pediatric neurology, adult neurology, epilepsy, general neurology, movement disorders, and neuromuscular disease. Clerkships in neurology at affiliated hospitals are available, as electives, in the fourth year. Elective research programs in basic neuroscience or clinical neurology are available to students at all levels.

Required Course

501. Clinical Clerkship. All members of the third-year class are alternately assigned to the neurology wards for two weeks. Students are given direct responsibility for the evaluation and care of patients under the supervision of house staff and faculty. This 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 Lonnie S. Burnett

PROFESSORS Frank H. Boehm, Lonnie S. Burnett, Benjamin J. Danzo, A. Everette James, Jr., Marie-Claire Orgebin-Crist

CLINICAL PROFESSORS Henry W. Foster, C. Gordon Peerman, Jr., Houston Sarratt

ASSOCIATE PROFESSORS Stephen S. Entman, Arthur C. Fleischer, Howard W. Jones III, Beverly Jane Rogers

RESEARCH ASSOCIATE PROFESSOR Daulat Ram P. Tulsiani

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

ASSISTANT PROFESSORS Maria Christina Bastias, Bruce Robert Beyer, Douglas H. Brown, Peter S. Cartwright, Alan N. Gordon, Carl M. Herbert III, George Alan Hill, Don R. Krohn, Salvatore J. Lombardi, Kevin G. Osteen, Dinesh M. Shah

VISITING ASSISTANT PROFESSOR J. T. M. Vreeburg

RESEARCH ASSISTANT PROFESSOR Michael K. Holland

ASSISTANT CLINICAL PROFESSORS Benjamin H. Caldwell, Jr., George B. Crafton, B. Stephens Dudley, Marvin G. Gregory, Ralph R. Kling, Jr., Roland D. Lamb, Horace T. Lavelly, Jr., H. Newton Lovvorn, Jr., Roy W. Parker, John E. VanHooydonk

ASSOCIATES Mary F. Haire, Elizabeth Ann Colvin Huff

INSTRUCTORS Elizabeth Oldfield, Pericles Roussis, Charles B. Rush

CLINICAL INSTRUCTORS R. Terry Adkins, Harry Baer, Donald R. Barnett, Robert R. Bendt, Michael Robert Bishop, Mary Anne Blake, James M. Brakefield, Leslie Baker Breiten, Phillip L. Bressman, Guillermo Cadena, Jill F. Chambers, Jackson Daniel Cothren, Richard John Davis, Robert T. Dodd, Joe Michael Edwards, Frederick L. Finke, Charles M. Gill, Bruce R. Goodman, Paul A. Green, Jr., Erich B. Groos, Larry D. Gurley, M. Bruce Hirsch, Charlie Joe Hobdy, Orrin Lester Jones, Jr., John L. Link II, Donald R. Lovelace, Marcia A. Montgomery, Sam Houston Moran, V. Tupper Morehead, Betty K. S. Neff, H. Clay Newsome III, Phillip A. Nicholas, Jennifer Lynne Oakley, Richard E. Presley, Ron N. Rice, Sherrie

A. Richards, Jorge Riestra, Jacqueline Lee Rodier, Gilmore M. Sanes, Jr., Stephen M. Staggs, Wilborn D. Strode, William D. Sumpter, Jr., Anthony E. Trabue, Ramona N. Walsh, Norman E. Witthauer, Carl W. Zimmerman
 ASSISTANTS Lisa M. Fields, Nanette H. Troiano
 RESEARCH ASSOCIATE Marjorie D. 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-sixth of the third-year class is assigned for eight 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. Beyer and staff.

Ophthalmology

CHAIRMAN James H. Elliott

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

CLINICAL PROFESSOR George W. Bounds, Jr.

ASSOCIATE PROFESSOR John Stevens Andrews, Jr.

ASSOCIATE CLINICAL PROFESSORS John B. Bond, Wallace H. Faulk, Jr., Ralph E. Wesley

ASSISTANT PROFESSORS Karla Jensen Johns, Patrick Lavin, Carolyn M. Parrish

ASSISTANT CLINICAL PROFESSORS Abraham Pacha Cheij, John E. Downing, L. Rowe

Driver, Roy C. Ezell, Walter W. Frey, Robert R. Henderson, Gary W. Jerkins, Reginald

Lowe, Jr., Philip L. Lyle, Lee Roy Minton, Joseph W. Wahl

CLINICAL INSTRUCTORS E. Dale Batchelor, John B. Bond III, James A. Bookman, Joseph

E. Boone, Jr., M. Terry Burkhalter, James E. Burnes, James F. Conrad, Meredith A. Ezell,

James W. Felch, Stephen E. Grinde, Bruce E. Jones, James P. Loden, John M.

Omohundro III, Howard H. Rosenblum, Deborah J. Ruark, Joseph W. Scobey, Charlie R.

Smith, Jonathan N. Terhune, Patrick Thomas Tiedeken, K. Shannon Tilley, Willard O. Tirrill

III, Gates J. Wayburn, Jr., Roseanna Aileen Webb

ASSISTANT Thomas C. Leonard-Martin

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

Required courses

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

Orthopaedics and Rehabilitation

CHAIRMAN Dan M. Spengler

VICE-CHAIRMAN Neil Edward Green

PROFESSORS Neil Edward Green, Dan M. Spengler

VISITING PROFESSOR Sten Holm

CLINICAL PROFESSORS S. Benjamin Fowler, A. Brant Lipscomb

ASSOCIATE PROFESSORS Marion C. Harper, Kenneth D. Johnson, Thomas J. Limbird

ASSISTANT PROFESSORS Joseph D. Chengler, Michael J. Christie, Dennis P. Devito, Mark P.

McAndrews, R. Trigg McClellan, Michael A. Milek, E. Paul Nance, Jr., Herbert S. Schwartz,

Richard G. Shiavi, Horace E. Watson

RESEARCH ASSISTANT PROFESSOR Tony Keller

ASSISTANT CLINICAL PROFESSORS Donald L. Gaines, Christopher Ihle, Frank E. Jones, A.

Brant Lipscomb, Jr., Paul D. Parsons

SENIOR ASSOCIATE David P. Guy


INSTRUCTORS Nancy J. Ensley, Arthur Manoli, Manuel R. Pinto, E. Quinn Regan, Peter J. Spohn

RESEARCH INSTRUCTOR Kwang Sung Woo

CLINICAL INSTRUCTORS Allen F. Anderson, John C. Brothers, Shannon S. Curtis, Michael

Craig Ferrell, Robert K. Johnston, Gary D. Rubin, William Alfred Shell, Jr., Robert B.

Snyder

 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 third- and fourth-year students to do research in orthopaedic surgery.

Required Course

5020. Orthopaedics. Third year medical students will have the opportunity to elect a two and one-half week rotation in orthopaedic surgery, student participation in ward patient care, clinic assignments, operating room experience, and daily conferences. Dr. Watson and Staff.

Pathology

CHAIRMAN Fred Gorstein

EMERITI Mary Edmond Phillips Gray, Martin G. Netsky

PROFESSORS Robert D. Collins, Jeffrey Mark Davidson, Fred Gorstein, George F. Gray, Virgil S. LeQuire, Fred V. Lucas, Barbara O. Meyrick-Clarry, William M. Mitchell, Harold L. Moses, David L. Page, Mildred T. Stahlman, William O. Whetsell, Jr., Stephen C. Woodward

ADJUNCT PROFESSOR Martin Charles Mihm, Jr.

CLINICAL PROFESSORS Robert G. Horn, Hugo C. Pribor

ASSOCIATE PROFESSORS Alan D. Glick, Susan A. Halter, Michael A. Haralson, Myron A. Holscher, Richard L. Hoover, Fritz F. Parl, Marc Schapira, Charles W. Stratton, Larry L. Swift, Charles H. Wallas

VISITING ASSOCIATE PROFESSOR Maria Gabriella Giro

ASSOCIATE CLINICAL PROFESSORS Richard D. Buchanan, Thomas C. Delvaux, Jr., Louis S. Graham, Richard Oldham, Ronald W. Oxenhandler, Bertram E. Sprofskin, John Brown Thomison

ASSISTANT PROFESSORS Mary L. Abram, James B. Atkinson III, David Lee Black, Robert C. Briggs, Terence T. Casey, John B. Cousar, Jr., Anh H. Dao, Hugh A. Davies, Agnes B. Fogo, Wayne F. Green, William C. Gruber, Charles W. Harlan, Jeffrey T. Holt, A. G. Kasselberg, Marsha C. Kinney, Thomas L. McCurley III, David C. Montefiori, Kevin G. Ossteen, William Harry Rodgers, Herbert S. Schwartz, Gregory C. Sephel, D. Lewis Sly, Stanford J. Stewart, Kyi T. Tham, Neal T. Wetherall

RESEARCH ASSISTANT PROFESSORS Samuel J. Dimari, James T. Forbes, John H. Gundersen

ADJUNCT ASSISTANT PROFESSOR Ronald Bruce Wilson

ASSISTANT CLINICAL PROFESSORS Maurice M. Acree, Jr., Jere W. Baxter, Harry G. Browne, Charles S. Byerly, Daniel D. Canale, Jr., Sara J. Clariday, Deborah O. Crowe, Ben Weldon Davis, Samuel Houston deMent, Rufus Jack Freeman, Thomas E. Hanes, Gretel C. Harian, Jerry K. Humphreys, Nancy Krohn, Thomas E. Mason, Lilia D. Mauricio, Edward C. McDonald, Adelisa Panlilio, Harty Stewart Powell, Lowell W. Rogers, Mary Pullig Schatz, Steven J. Schultenover, Christopher P. Stowell, David J. Switter, Kai-Ning Tang, Robert W. Wahl, Elizabeth Derrick Wofford, Ellen P. Wright, John E. Wright

SENIOR ASSOCIATES Barbara G. Albert, Herman Bengel, Martha K. Miers, Hilda B. Ratner, Shirley S. Schuffman, Patricia C. Tanley


ASSOCIATES Maralie Gaffron Exton, Mary Carole Smith

INSTRUCTORS Fernando U. Garcia, H. Gayle Jacobs, Mahlon D. Johnson

RESEARCH INSTRUCTOR Barbara Christie-Pope

CLINICAL INSTRUCTORS Carla M. Davis, Larry M. Lewis

RESEARCH ASSOCIATE Rita Z. Kennedy

 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. Dr. Gray, Dr. Stratton, and Staff.

Pediatrics

CHAIRMAN Ian M. Burr

EMERITI Randolph Batson, Sarah H. Sell

PROFESSORS William A. Altemeier III, Ian M. Burr, Robert B. Cotton, Gerald M. Fenichel, Fayez Ghishan, Thomas P. Graham, Jr., Harry L. Greene, Richard M. Heller, Jr., Iekuni Ichikawa, David T. Karzon, Alexander R. Lawton, John N. Lukens, Jr., John A. Phillips III, Mildred T. Stahlman, Hakan W. Sundell, Peter F. Wright

VISITING PROFESSOR Takashi Kamijo

ADJUNCT PROFESSORS Festus O. Adebajo, Mary Ann South

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

ASSOCIATE PROFESSORS Robert J. Boucek, Jr., Kathryn M. Edwards, Neil Edward Green, John W. Greene, Thomas A. Hazinski, Richard L. Hoover, Anthony W. Kilroy, Daniel P. Lindstrom, Rodney A. Lorenz, Robert C. MacDonell, Jr., Wallace W. Neblett III, Jayant P. Shenai

RESEARCH ASSOCIATE PROFESSOR Vaithilingam G. Dev

ADJOINT ASSOCIATE PROFESSOR David Muram

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

ASSISTANT PROFESSORS John A. Barnard, Steven I. Benn, Merlin G. Butler, Preston W. Campbell, Ellen Wright Clayton, Barbara Engelhardt, Agnes B. Fogo, James C. Gay, Frances P. Glascoe, John P. Greer, William C. Gruber, Marta Hernanz-Schulman, Gerald B. Hickson, Donna M. Sedlak Hummell, Robert L. Janco, Mark Jennings, James A. Johns, A. G. Kasselberg, Sandra Kirchner, Valentina Kon, Elaine D. Martin, Gordon A. Moreau, Jennifer L. Najjar, Wendy L. Stone, Lynn S. Walker, Aida Yared

RESEARCH ASSISTANT PROFESSORS Midori Awazu, Jeffrey King Beckman, James O. Hill, Toshio Homma, William E. MacLean, Jr., Louise A. Rollins-Smith, Kenneth L. Sandberg, Toshimasa Yoshioka

ADJUNCT ASSISTANT PROFESSORS Francis Joseph McLaughlin, Charlene A. Weisberg

ASSISTANT CLINICAL PROFESSORS H. Victor Braren, Sam W. Carney, Jr., Ray L. Dubuisson, Ralph Greenbaum, Douglas C. Henry, Charles S. Hirshberg, Hossein Massoud,

John R. Morgan, Susan M. O'Connor, James S. Price, Jorge Rojas-Brassetti, Robert S. Sanders, Joseph Steranka, Dorothy Jean Turner, Thomas C. Whitworth, Erle E. Wilkinson, Thomas B. Zerfoss, Jr.

SENIOR ASSOCIATE Juliette M. Thompson

ASSOCIATE Brenda Miles

ADJUNCT ASSOCIATE Laurie Gilbert

INSTRUCTORS Anna Baumgaertel, Rita A. Fie, Regina A. Gruber, Evon Batey Lee, Rachel Lenox, Reeta Misra, Elizabeth A. Perkett, Brian Riedel, Neena D. Shah


RESEARCH INSTRUCTORS Kathryn B. Sherrod, Cindy L. Vnencak-Jones

ADJUNCT INSTRUCTOR Barbara S. Culley

CLINICAL INSTRUCTORS Lindsay K. Bishop, Janet G. Blackwell, Robert C. Bone, Arthur Scott Brooks, Robert E. Burr, Susan B. Campbell, Richard H. Cowan, Lisa T. Craft, George T. Critz, Paul M. Douthitt, Mary Catherine Dundon, Lee Ann Freeman, Johnny E. Gore, Roland W. Gray, Eddie Hamilton, James P. Henderson, Patricia Hicks, Robert H. Hutcheson, Jr., John O. Jackson, Jr., Margreete Johnston, Barbara Kennedy, Mary E. Keown, Lowry D. Kirby, Elizabeth W. Koonce, Elizabeth Duke Krueger, H. Brian Leeper, Russell B. Leftwich, Ruth Barron Long, George C. Martin, Susan G. McGrew, Raymond L. Meneely, Ronald V. Miller, Cleveland Moore, David M. Moroney, Dewey G. Nemecek, John T. Netterville, Jr., Steven W. Neubauer, Kenneth T. North, Barbara J. Olson, Gabe A. Payne, Jr., Elizabeth P. Pierce, Diane Pincus, Patricia F. Robinson, Dan S. Sanders III, E. Conrad Shackelford, Jr., Michael R. Sharpe, William T. Slonecker, C. Norman Spencer, C. A. Stillwell, Steven M. Tate, Julia Thompson, Elizabeth Grimes Triggs, Bernard A. Wiggins, Melissa A. Will, Kenneth N. Wyatt

ASSISTANTS Noushin Arab, Melinda P. Cohen, Gay Deitrich-MacLean, Susan C. Donlevy, Vickie L. Hannig, Cheryl W. Major, Jean P. Pfothenauer, Janet Ulm

RESEARCH ASSOCIATES Andras Khor, Malgorzata Sladek

 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 clinics available to fourth-year students include: allergy, urology, genetics, cystic fibrosis, behavior, crippled children's, host defense, rheumatology, endocrinology, renal, diabetic endocrine, and general pediatrics. Fourth-year students may participate in the following clerkship electives: ward experience at Vanderbilt Hospital and Nashville General Hospital, pediatric immunology, neonatology, pediatric infectious diseases, pediatric neurology, child development, rural health, ambulatory pediatrics, pediatric cardiology, pediatric endocrinology, pediatric hema-

tology, and pediatric gastroenterology and nutrition. Inpatient and outpatient experience are part of all but the Vanderbilt Hospital ward clerkship. Private practice preceptorships are available to some fourth-year students. Research electives in the fourth year include programs in newborn physiology and most pediatric sub-specialties.

Required Courses

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. Burr and staff.

520-5610. Ambulatory Clerkship. During a four-week unit each fourth-year student participates in a didactic program on issues related to care of patients in an ambulatory setting. The students also work with patients in one of three clinical settings: general medicine, general pediatrics, or emergency service. Dr. Hickson and staff.

Pharmacology

CHAIRMAN Joel G. Hardman

EMERITUS Allan D. Bass

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

RESEARCH PROFESSOR Steven E. Mayer

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


ASSISTANT PROFESSORS Paul B. Bennett, Jr., Italo Biaggioni, Daniel M. Buxbaum, Thomas Oran Daniel, Desmond J. Fitzgerald, Michael J. McLean, John J. Murray, Richard C. Shelton, Michael K. Skinner, Michael M. Tamkun

RESEARCH ASSISTANT PROFESSORS Thomas J. Lukas, Chandra Prakash

INSTRUCTORS David Lee Black, Karl Edward Misulis

RESEARCH INSTRUCTORS Michael D. Chinkers, Colin D. Funk, Dan J. Hawkins, Heyo Kroemer, C. S. Ramarao, Sujay Kumar Singh

RESEARCH ASSOCIATES David D. Gillespie, Sunita Kochhar, Donald Hal Manier, W. Bolton Smith

 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 are demonstrated in clinical correlations and by animal experiments. Six lectures and two to three hours of laboratory or conference work a week. Conferences in which students learn to evaluate critically the results of drug trials. SPRING. Dr. Hardman and Staff.

Preventive Medicine

CHAIRMAN William Schaffner

EMERITUS Robert W. Quinn

PROFESSORS Lewis B. Lefkowitz, Jr., William Schaffner

ASSOCIATE PROFESSOR Eugene W. Fowinkle

ASSISTANT PROFESSORS Michael D. Decker, Marie R. Griffin, Michael J. Lichtenstein,
Joyce M. Piper

ASSISTANT CLINICAL PROFESSORS Robert S. Sanders, Dorothy Jean Turner


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

Biostatistics

PROFESSOR Charles F. Federspiel

ASSOCIATE PROFESSORS William D. Dupont, Wayne A. Ray

ASSISTANT PROFESSORS Robert A. Parker, George W. Reed

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

Required Course

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

Psychiatry

CHAIRMAN Michael H. Ebert

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

PROFESSORS Virginia D. Abernethy, Thomas A. Ban, Leonard Bickman, Pietro Castelnovo-Tedesco, Michael H. Ebert, Howard S. Kirshner, Peter T. Loosen, Barry Nurcombe, Oakley S. Ray, Howard B. Roback, Elaine Sanders-Bush, Fridolin Sulser, William O. Whetsell, Jr.

CLINICAL PROFESSOR Charles E. Wells

ASSOCIATE PROFESSORS David Michael Bear, George C. Bolian, Richard S. Burns, Carol J. Dashiff, Volney P. Gay, Steven D. Hollon, Robert D. Hunt, Robert M. Kessler, Ronald F. Kourany, Joseph D. LaBarbera, Peter R. Martin, James L. Nash

RESEARCH ASSOCIATE PROFESSOR Dennis E. Schmidt

ASSOCIATE CLINICAL PROFESSORS Robert W. Adams, Jr., David Barton, Robert O. Bergtrup, Charles Corbin, Jr., J. Emmett Dozier, Jr., Joseph Fishbein, Kent Kyger, William M. Petrie, Robert M. Reed, Vernon H. Sharp, Charles B. Smith, Frank W. Stevens, C. Richard Treadway

ASSISTANT PROFESSORS William H. Anderson, Robert Gray Bobbitt, Laura J. d'Angelo, Denise D. Davis, Lawrence S. Gaines, Judy Garber, Mark Kutcher, William B. Lawson, Mary Virginia Manley, Richard A. Margolin, Michael J. McLean, Leslie C. Morey, Samuel O. Okpaku, Rudra Prakash, William M. Regan, Karen H. Rhea, Richard C. Shelton

RESEARCH ASSISTANT PROFESSOR David M. Duhl

ADJUNCT ASSISTANT PROFESSOR William Nolan

ASSISTANT CLINICAL PROFESSORS Georgina Abisellan, Lori M. Adelson, Edward S. Arnold, Harvey Asher, Sarah B. Aylor, Ralph I. Barr, Jeffrey L. Binder, Henry B. Brackin, Jr., Richard G. Bruehl, Michael L. Campbell, Thomas W. Campbell, William E. Coopwood, Palmer Edwards, Terri L. Fehrman, John J. Griffin, Phillip F. Guinsburg, James R. Hart, Frederick T. Horton, Robert A. Jack, Robert C. Jamieson, Harold W. Jordan, William D. Kenner, L. Douglass King, John Koomen, Albert R. Lawson, Sandra R. Leavell, Linda S. Lundin, Aileen H. McAlister, James R. McFerrin, James B. McGehee, Keith G. Meador, Leonard Morgan, Margaret Norris, Paula S. Nunn, Steven R. Nyquist, Thomas P. O'Brien, J. Kirby Pate, Samuel J. L. Pieper, Jr., Gilbert Raulston, Judith J. Regan, Jack O. Rice, S. Steve Snow, Frank W. Stevens, Jr., Brian R. Swenson, Cynthia Turner-Graham, Elisabeth Vorbusch, Gloria J. Waterhouse, Jane R. Weinberg, W. Scott West, Jackson B. White IV, Brad Williams, Melbourne A. Williams, Nat T. Winston, David A. Yarian

ASSOCIATE Lee H. Fleisher

INSTRUCTORS Gillian Blair, Dickey Catherine Fuchs, Laurie P. Hammer, James C. Pryor, Larry W. Welch


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

ASSISTANTS Jeanne Brownlee, Dan Ramage, Linda Wirth

LECTURERS George Mathews, Agnes K. Sylte

Affiliated Faculty

DISTINGUISHED PROFESSOR Hans H. 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; health and illness, doctors and patients; and children's problems in contemporary society. A number of clerkships, offered to fourth-year students as electives, provide intensive clinical experience in both inpatient and outpatient settings.

Required Courses

501. Psychiatry. Second year. 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. SPRING. Dr. Ebert and Staff.

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

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

504. Human Behavior and the Practice of Medicine. First year. This course, presented as a block within Neurobiology, provides a framework for the consideration of psychosocial factors in the practice of medicine, including modern neurobiological concepts. SPRING. Dr. Ebert and staff.

Radiology and Radiological Sciences

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Pendergrass, Ronald R. Price, Charles E. Roos, Martin P. Sandler, Alan C. Winfield

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ADJUNCT ASSOCIATE PROFESSOR Gerald Stanley Freedman

ASSOCIATE CLINICAL PROFESSORS Craig M. Coulam, Robert Joseph Linn, Ronald E. Overfield

ASSISTANT PROFESSORS Tao-Seng Chen, Jeffrey L. Creasy, Robert C. Dawson III, Tomas De Paulis, J. Michael Fitzpatrick, Michael L. Freeman, M. Reza Habibian, Marta Hernanz-Schulman, Philippe Jeanty, Alan J. Kaufman, Richard A. Margolin, Michael J. Murray, Andrew J. Padgug, David R. Pickens III, Thomas A. Powers, William R. Riddle, Richard G. Stiles, John R. Votaw, Anthony S. Wattleworth, William S. Witt, John A. Worrell

VISITING ASSISTANT PROFESSORS Carol Lee Dunlap, Stanley E. O'Dell, Doris D. Taylor, Joseph P. Tumblety

ADJUNCT ASSISTANT PROFESSORS R. Mitchell Bush, Alfonso Pujol, Jr.


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

ASSOCIATE Jeffrey A. Clanton

INSTRUCTOR Anne W. Winterland

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

ASSISTANTS George E. Holburn, Christine H. Lorenz

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

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

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

Required Courses

501. Introduction to Radiology. A series of lectures and small group sessions 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. FALL. Dr. Nance.

Section of Surgical Sciences

✿ 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.

General Surgery

CHAIRMAN John L. Sawyers

DISTINGUISHED PROFESSOR John L. Sawyers

EMERITI Edmund W. Benz, W. Andrew Dale, Walter G. Gobbel, Jr., H. C. Meng, Douglas H. Riddell, Louis Rosenfeld, H. William Scott, Jr.

PROFESSORS Najji Abumrad, R. Benton Adkins, Jr., Achilles A. Demetriou, Malcolm Oliver Perry, Robert E. Richie, Lester F. Williams, Jr.

CLINICAL PROFESSORS Benjamin F. Byrd, Jr., William H. Edwards, J. Lynwood Herrington, Jr., J. Kenneth Jacobs

ASSOCIATE PROFESSORS Paul S. Auerbach, Loren D. Nelson, Philip J. Noel, Jr., Vernon H. Reynolds

ASSOCIATE CLINICAL PROFESSORS John L. Farringer, Jr., Herschel A. Graves, Jr., Jackson Harris, William D. Johnston, Fred T. Kimbrell, Jr., Malcolm R. Lewis, Joseph L. Mulherin, Jr., George Waterhouse

ASSISTANT PROFESSORS Ildefonso A. Alcantara, Douglas A. Gentile, W. Brian Gibler, H. Keith Johnson, Murray J. Mazer, Patrick W. Meacham, Myron L. Mills, John A. Morris, William A. Nylander, Jr., M. Kathleen Reilly, William O. Richards, Charles E. Saunders, Donna L. Seger, Kenneth W. Sharp, David H. Van Buren, Barry E. Yarbrough

RESEARCH ASSISTANT PROFESSOR Albert D. Moscioni

ASSISTANT CLINICAL PROFESSORS Jeanne F. Ballinger, Stanley Bernard, George E. Duncan, Parker Elrod, Steven J. Eskin, Carl N. Gessler, Robert W. Ikard, Jefferson C. Pennington, David R. Pickens, Jr., Robert N. Sadler, Harrison H. Shoulders, Jr., Bruce M. Smith

ASSOCIATE Phillip E. Williams

INSTRUCTORS Stephen Kenn Beeman, Paul F. Flakoll, Todd N. Holt, Hisham Hourani, Seth W. Wright

RESEARCH INSTRUCTORS Kamal El-Tayeb, Jonathan J. Lipman, Jacek Rozga

CLINICAL INSTRUCTORS Terry Allen, Kenneth L. Classen, J. Michael Crane, J. Lucian Davis, Laura L. Dunbar, William H. Edwards, Jr., Benjamin Fisher, Roy G. Hammonds, Robert A. Hardin, John E. Keyser III, James P. Lester, Raymond S. Martin, M. Charles McMurray, Bonnie M. Miller, Joe M. Miller, Francis Michael Minch, Roy J. Renfro, Lansdon B. Robbins II, Richard B. Terry, John K. Wright

ASSISTANTS Anthony G. Disimone, Carolyn S. Watts

Dentistry

INTERIM CHAIRMAN H. David Hall

EMERITUS Fred H. Hall

PROFESSOR H. David Hall

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

ASSISTANT CLINICAL PROFESSORS Herbert Allen Crockett, Phillip E. Hutcheson, Robert C. Lineberger, James N. Smoot, Jr.

CLINICAL INSTRUCTORS George A. Adams, Jr., Franklin William Taylor

Neurosurgery

CHAIRMAN George S. Allen

EMERITUS William F. Meacham

PROFESSOR George S. Allen

CLINICAL PROFESSOR Cully A. Cobb, Jr.

ASSOCIATE CLINICAL PROFESSORS Michael E. Glasscock III, Ray W. Hester

ASSISTANT PROFESSORS Bennett Blumenkopf, Robert C. Dawson III, Robert Lee Galloway, Jr., Robert J. Maciunas, Noel B. Tulipan

ASSISTANT CLINICAL PROFESSORS Arthur G. Bond III, Everette I. Howell, Jr., Charles D. Scheibert

CLINICAL INSTRUCTORS Vaughan A. Allen, Verne E. Allen, Rex E. H. Arendall II, Arthur Cushman, Carl Richard Hampf, James W. Hays, Paul Raymond McCombs, Warren F. McPherson, Timothy P. Schoettle, Harold P. Smith

RESEARCH ASSOCIATE Venkat R. Mandava

Oral Surgery

CHAIRMAN H. David Hall

PROFESSOR H. David Hall

ASSOCIATE CLINICAL PROFESSOR Elmore Hill

ASSISTANT PROFESSORS Samuel Jay McKenna, James W. Nickerson, Jr.

ASSISTANT CLINICAL PROFESSORS Jeffrey B. Carter, Stanley C. Roddy, Jr., Anthony P. Urbanek

Otolaryngology

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EMERITUS William G. Kennon, Jr.

PROFESSORS Fred H. Bess, Robert H. Ossoff

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ASSOCIATE CLINICAL PROFESSORS Hiranya Gowda, C. Gary Jackson

ASSISTANT PROFESSORS James L. Netterville, William Russell Ries, Mitchell Keith Schwa-
ber, Jay A. Werkhaven, David L. Zealear

ASSISTANT CLINICAL PROFESSORS Clyde V. Alley, Jr., Jerrall P. Crook, William L. Downey,
Perry F. Harris, Daniel R. Hightower, Thomas W. Holzen, Warren R. Patterson

INSTRUCTOR Jack A. Coleman, Jr.

CLINICAL INSTRUCTORS Richard Eugene Carlson, Ronald C. Cate, William G. Davis, Ed-
win Boyette Emerson, William Thomas Moore, Saleem I. Naviwala, Robert C. Owen, John
D. Witherspoon

ASSISTANT Jerri A. Tribble

Pediatric Surgery

CHAIRMAN Wallace W. Neblett III

CLINICAL PROFESSOR George W. Holcomb, Jr.

ASSOCIATE PROFESSOR Wallace W. Neblett III

ASSISTANT PROFESSORS George W. Holcomb III, John B. Pietsch

Plastic Surgery

CHAIRMAN John B. Lynch

PROFESSOR John B. Lynch

CLINICAL PROFESSOR Greer Ricketson

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ASSOCIATE CLINICAL PROFESSORS David G. Bowers, Jr., Reuben A. Bueno

ASSISTANT PROFESSORS Ronald M. Barton, Kevin F. Hagan

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

W. Orcutt

CLINICAL INSTRUCTOR Takis Patikas

Thoracic and Cardiac Surgery

CHAIRMAN Harvey W. Bender, Jr.

DISTINGUISHED PROFESSOR John L. Sawyers

PROFESSORS Harvey W. Bender, Jr., John W. Hammon, Jr.

CLINICAL PROFESSORS William H. Edwards, J. Kenneth Jacobs, William S. Stoney, Jr.

ASSOCIATE PROFESSOR Walter H. Merrill

ASSOCIATE CLINICAL PROFESSORS William C. Alford, Jr., Jackson Harris
ASSISTANT PROFESSORS William H. Frist, James R. Stewart
ASSISTANT CLINICAL PROFESSORS Phillip P. Brown, George Burrus, William T. Finch,
David M. Glassford, Jr., Michael R. Petracek, Clarence S. Thomas, Jr.
CLINICAL INSTRUCTOR Robert A. Hardin

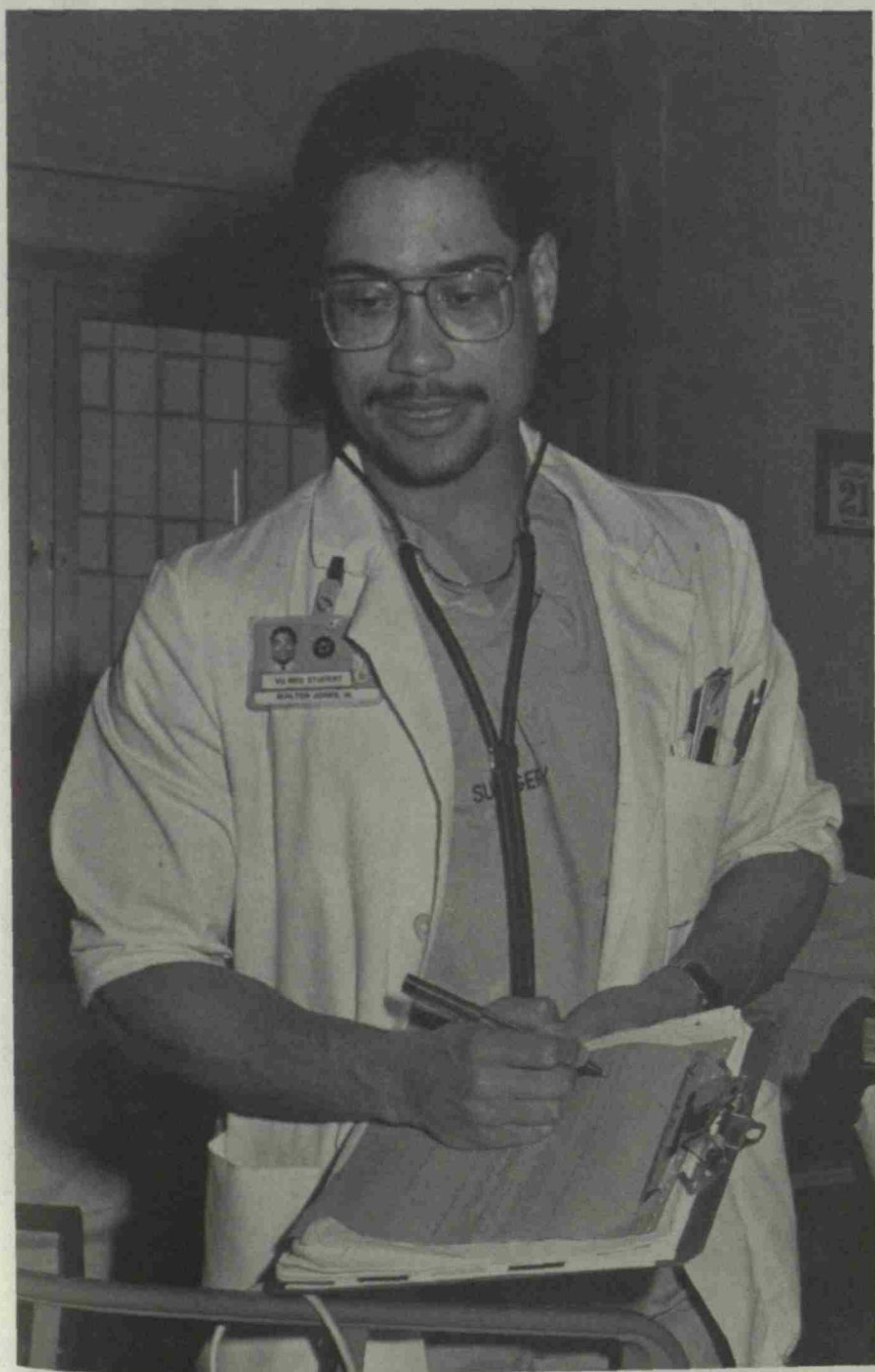
Urology

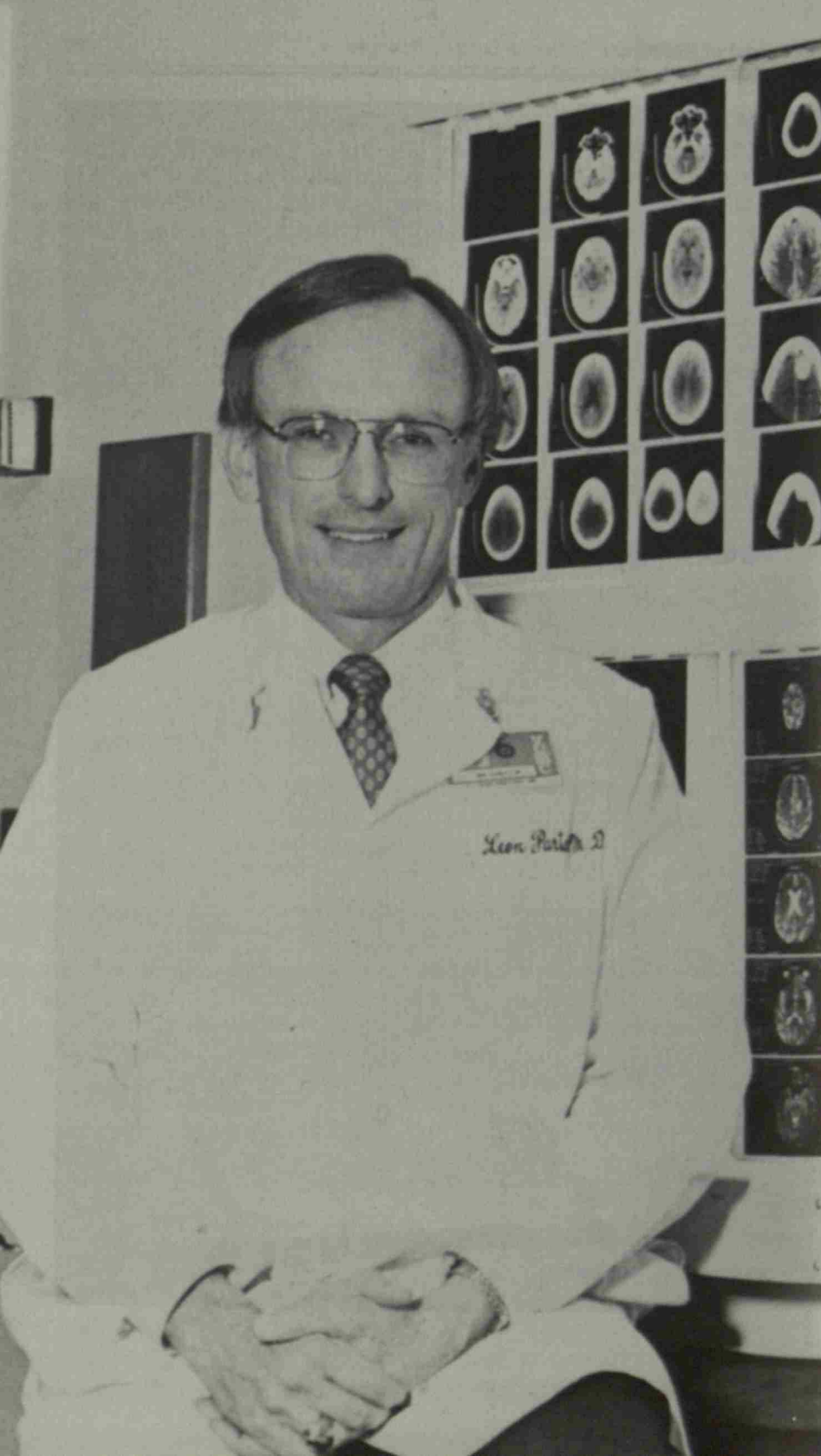
CHAIRMAN W. Scott McDougal
EMERITI Edward H. Barksdale, Henry L. Douglass, Charles E. Haines, Jr., Harry S. Shelley
PROFESSOR W. Scott McDougal
ASSOCIATE PROFESSORS Frederick Kirchner, Jr., William J. Stone, Paul E. Teschan
ASSOCIATE CLINICAL PROFESSORS H. Victor Braren, William Crenshaw, Robert H. Edwards, Robert E. McClellan, Phillip P. Porch, Jr., John M. Tudor, Bruce I. Turner
ASSISTANT PROFESSORS David E. Hill, Michael O. Koch, Alan C. Winfield
ASSISTANT CLINICAL PROFESSORS Robert B. Barnett, John W. Brock III, Oscar Carter, Keith W. Hagan, Albert P. Isenhour, Thomas E. Nesbitt, Robert A. Sewell, J. Douglass Trapp, Claude H. Workman III
CLINICAL INSTRUCTORS Charles W. Eckstein, Robert B. Faber, John R. Furman, L. Dean Knoll, David H. Morgan, Thomas E. Nesbitt, Jr., John J. Warner, John E. Wofford IV

Required Courses

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

520-5610. Ambulatory Clerkship. During a four-week unit each fourth-year student participates in a didactic program on issues related to care of patients in an ambulatory setting. The students also work with patients in one of three clinical settings: general medicine, general pediatrics, or emergency service.





Leon Parisi D.

Faculty

- RASUL ABDOLRASULNIA, Research Instructor in Medicine
B.S. (Shiraz); M.S. (Pahlavi); Ph.D. (Tennessee)
- VIRGINIA D. ABERNETHY, Professor of Psychiatry (Anthropology)
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)
- BASSEL W. ABOU-KHALIL, Assistant Professor of Neurology
B.S., M.D. (American University of Beirut)
- MARY L. ABRAM, Assistant Professor of Pathology
A.B. (Hollins); M.D. (Virginia)
- PHILLIP A. ABSTON, Assistant Professor of Anesthesiology
B.S., Ph.D. (Mississippi State); M.D. (Mississippi)
- NADA A. ABUMRAD, Assistant Professor of Molecular Physiology and Biophysics
B.S. (Lebanese); M.S. (American University of Beirut); Ph.D. (State University of New York, Syracuse)
- NAJI ABUMRAD, Professor of Surgery; Paul W. Sanger Professor of Experimental Surgery; Associate Professor of Medicine; Professor of Molecular Physiology and Biophysics
M.D. (American University of Beirut)
- MAURICE M. ACREE, JR., Assistant Clinical Professor of Pathology
B.A. (Vanderbilt); M.D. (Tennessee)
- GEORGE A. ADAMS, JR., Clinical Instructor in Dentistry (Pedodontics)
D.D.S. (Indiana)
- ROBERT W. ADAMS, JR., Associate Clinical Professor of Psychiatry
M.D. (Vanderbilt)
- RONALD B. ADDLESTONE, Assistant Clinical Professor of Radiology and Radiological Sciences
B.S. (Charleston); M.D. (Emory)
- FESTUS O. ADEBONOJO, Adjunct Professor of Pediatrics
B.S., M.D. (Yale)
- LORI M. ADELSON, Assistant Clinical Professor of Psychiatry
B.S. (Michigan); M.D. (Wayne State)
- R. BENTON ADKINS, JR., Professor of Surgery; Professor of Cell Biology
B.S. (Austin Peay State); M.D. (Vanderbilt)
- R. TERRY ADKINS, Clinical Instructor in Obstetrics and Gynecology
A.B. (Tennessee); M.D. (Baylor)
- BARBARA G. ALBERT, Senior Associate in Pathology
B.S. (Tennessee Technological)
- ILDEFONSO A. ALCANTARA, Assistant Professor of Anesthesiology; Assistant Professor of Surgery
M.D. (Santo Tomas)
- ROBERT H. ALFORD, Clinical Professor of Medicine
B.A., M.D. (Vanderbilt)
- WILLIAM C. ALFORD, JR., Associate Clinical Professor of Thoracic and Cardiac Surgery
B.A., M.D. (Vanderbilt)
- GEORGE S. ALLEN, Professor of Neurosurgery and Chairman of the Department
B.A. (Wesleyan); M.D. (Washington University); Ph.D. (Minnesota)
- JOSEPH H. ALLEN, JR., Professor of Radiology and Radiological Sciences
M.D. (Washington University)
- TERRY ALLEN, Clinical Instructor in Surgery
B.A. (Swarthmore); M.D. (Virginia)
- VAUGHAN A. ALLEN, Clinical Instructor in Neurosurgery
B.S. (Springfield); M.D. (Temple)
- VERNE E. ALLEN, Clinical Instructor in Neurosurgery
B.S. (Springfield); M.D. (Temple)
- CLYDE V. ALLEY, JR., Assistant Clinical Professor of Otolaryngology
B.A. (Emory and Henry); M.D. (Vanderbilt)
- FRED ALLISON, JR., Professor of Medicine
B.S. (Alabama Polytechnic Institute, Auburn); M.D. (Vanderbilt)
- BENJAMIN J. ALPER, Associate Clinical Professor of Medicine
B.A., M.D. (Vanderbilt)
- WILLIAM A. ALTEMEIER III, Professor of Pediatrics and Director of the Division of Child Development; Professor of Nursing; Investigator, John F. Kennedy Center
B.A. (Cincinnati); M.D. (Vanderbilt)
- TERUAKI AMANO, Visiting Assistant Professor of Microbiology
M.D. (Shinshu); Med.Sc.D. (Yokohama Municipal)
- ALLEN F. ANDERSON, Clinical Instructor in Orthopaedics and Rehabilitation
A.B., M.D. (Tennessee)
- EDWARD E. ANDERSON, Clinical Instructor in Medicine
B.A., M.D. (Vanderbilt)
- EDWIN B. ANDERSON, JR., Clinical Instructor in Medicine
B.S. (Georgia Institute of Technology); M.D. (Vanderbilt)

- H. R. ANDERSON, Clinical Instructor in Medicine
M.D. (Tennessee)
- JAMES ERWIN ANDERSON, JR., Associate Clinical Professor of Medicine
B.A., M.D. (Vanderbilt)
- WAYNE F. ANDERSON, Professor of Biochemistry
B.S. (Minnesota); M.Phil., Ph.D. (Yale)
- WILLIAM H. ANDERSON, Assistant Professor of Psychiatry; Adjunct Assistant Professor of Psychology, College of Arts and Science
B.A. (Trevecca Nazarene); M.Div. (Nazarene Theological Seminary); M.A. (Peabody); Ed.D. (Tennessee)
- TERESA L. ANDREONE, Research Associate in Molecular Physiology and Biophysics
B.S. (John Carroll); M.S., Ph.D. (Iowa)
- JOHN STEVENS ANDREWS, JR., Associate Professor of Ophthalmology
B.S., M.S. (New Hampshire); Ph.D. (North Carolina State)
- P. S. R. ANJANEYULU, Research Instructor in Biochemistry
B.Sc., M.Sc. (Andhra); Ph.D. (Indian Institute of Technology)
- LOWELL B. ANTHONY, Instructor in Medicine
B.S. (King); M.D. (Vanderbilt)
- NOUSHIN ARAB, Assistant in Pediatrics
B.A. (David Lipscomb); M.S. (Mississippi)
- C. RICHARD ARENDALE, JR., Clinical Instructor in Radiology and Radiological Sciences
B.A. (Vanderbilt); M.D. (Baylor)
- REX E. H. ARENDALL II, Clinical Instructor in Neurosurgery
B.A., M.D. (Vanderbilt)
- EDWARD S. ARNOLD, Assistant Clinical Professor of Psychiatry
B.A., M.D. (Vanderbilt)
- LARRY T. ARNOLD, Associate Clinical Professor of Obstetrics and Gynecology
M.D. (Tennessee)
- CARLOS L. ARTEAGA, Assistant Professor of Medicine
M.D. (Guayaquil)
- HARVEY ASHER, Assistant Clinical Professor of Psychiatry
B.S. (Alabama); M.D. (Vanderbilt)
- JOHN R. ASHFORD, Assistant Clinical Professor of Hearing and Speech Sciences
B.S., M.S. (Southern Mississippi)
- JAMES B. ATKINSON III, Assistant Professor of Pathology
B.A., Ph.D., M.D. (Vanderbilt)
- JANET L. ATKINSON, Research Associate in Molecular Physiology and Biophysics
B.S., Ph.D. (South Alabama)
- PAUL S. AUERBACH, Associate Professor of Surgery; Associate Professor of Medicine
A.B., M.D. (Duke)
- GUY AUGERT, Research Associate in Molecular Physiology and Biophysics
M.S., Ph.D. (Nice)
- GEORGE R. AVANT, Associate Professor of Medicine
B.S., M.D. (North Carolina)
- MARK S. AVERBUCH, Assistant Clinical Professor of Medicine
M.D. (Tulane)
- MIDORI AWAZU, Research Assistant Professor of Pediatrics
M.D. (Keio)
- SARAH B. AYLOR, Assistant Clinical Professor of Psychiatry
B.A., M.D. (Vanderbilt)
- KAMAL F. BADR, Assistant Professor of Medicine
B.S., M.D. (American University of Beirut)
- HARRY BAER, Clinical Instructor in Obstetrics and Gynecology
M.D. (Tennessee)
- T. DEE BAKER, Clinical Instructor in Medicine
B.S. (University of the South); M.D. (Tennessee)
- K. BALASUBRAMANIAN, Research Instructor in Molecular Physiology and Biophysics
B.Sc. (Vivekananda); M.Sc. (Indian Institute of Technology); Ph.D. (Vanderbilt)
- REBECCA L. BALL, Research Associate in Biochemistry
B.S. (Texas A & M); Ph.D. (Texas Medical Branch)
- JEANNE F. BALLINGER, Assistant Clinical Professor of Surgery
B.A. (Texas); M.D. (Harvard)
- THOMAS A. BAN, Professor of Psychiatry and Director of the Division of Clinical Psychopharmacology
M.D. (Budapest)
- NEIL L. BARG, Assistant Professor of Medicine
B.S. (Muhlenberg); M.D. (Temple)
- EDWARD H. BARKSDALE, Associate Clinical Professor of Urology, Emeritus
M.D. (Washington University)
- JOHN A. BARNARD, Assistant Professor of Pediatrics
B.S. (South Alabama); M.D. (Mississippi)
- DONALD R. BARNETT, Clinical Instructor in Obstetrics and Gynecology
A.B., M.D. (West Virginia)
- PAUL H. BARNETT, Assistant Clinical Professor of Medicine
B.A., M.D. (Vanderbilt)
- ROBERT B. BARNETT, Assistant Clinical Professor of Urology
B.A., M.D. (Vanderbilt)
- RALPH I. BARR, Assistant Clinical Professor of Psychiatry
B.A., M.D. (Vanderbilt)
- ROBERT J. BARRETT, Associate Professor of Pharmacology; Associate Professor of Psychology, College of Arts and Science; Investigator, John F. Kennedy Center
B.A. (Lycoming); M.A., Ph.D. (Southern Illinois)
- IBRAHIM S. BARSOUM, Research Assistant Professor of Microbiology
B. Pharm. (Cairo); Ph.D. (George Washington)
- DAVID BARTON, Associate Clinical Professor of Psychiatry
B.S. (Alabama); M.D. (Tulane)
- LYNN P. BARTON, Clinical Instructor in Psychiatry
B.A. (Tulane); M.S.S.W. (Tennessee)

- RONALD M. BARTON, Assistant Professor of Plastic Surgery
A.B. (Harvard); M.D. (Kansas)
- CHARLES C. BASCOM, Research Associate in Cell Biology
B.A. (Kansas); Ph.D. (Kansas State)
- ALLAN D. BASS, Professor of Pharmacology, Emeritus
B.S. (Simpson); M.S., M.D. (Vanderbilt)
- MARIA CHRISTINA BASTIAS, Assistant Professor of Obstetrics and Gynecology
M.D. (Universidad Nacional de Córdoba [Argentina])
- E. DALE BATCHELOR, Clinical Instructor in Ophthalmology
B.A. (Tennessee, Chattanooga); M.D. (Vanderbilt)
- JAMES M. BATEMAN, Research Assistant Professor of Biochemistry
B.S. (Union University); M.S., Ph.D. (Vanderbilt)
- JACK M. BATSON, Clinical Instructor in Medicine
B.A., M.D. (Vanderbilt)
- RANDOLPH BATSON, Professor of Pediatrics, Emeritus
B.A., M.D. (Vanderbilt)
- ANNA BAUMGAERTEL, Instructor in Pediatrics
Dr.med. (Free University of Berlin)
- JERE W. BAXTER, Assistant Clinical Professor of Pathology
A.B., M.D. (Tennessee)
- DAVID MICHAEL BEAR, Associate Professor of Psychiatry and Director of the Division of Neuropsychiatry; Associate Professor of Neurology
A.B., M.D. (Harvard)
- LUTHER A. BEAZLEY, Associate Clinical Professor of Pediatrics
B.S. (Chattanooga); M.D. (Vanderbilt)
- JEFFREY KING BECKMAN, Research Assistant Professor of Pediatrics
B.S. (Stevens Institute of Technology); Ph.D. (Vanderbilt)
- JOSEPH M. BEECHEM, Assistant Professor of Molecular Physiology and Biophysics
B.S. (Northern Kentucky); Ph.D. (Johns Hopkins)
- STEPHEN KENN BEEMAN, Instructor in Surgery
B.A. (Mississippi); M.D. (Vanderbilt)
- ROBERT O. BEGRUP, Associate Clinical Professor of Psychiatry
M.D. (Tulane)
- RICHARD A. BELDEN, Clinical Instructor in Radiology and Radiological Sciences
B.A. (Colgate); M.D. (Emory)
- TAMAR BEN-PORAT, Professor of Microbiology
M.Sc. (Hebrew University); Ph.D. (Illinois)
- HARVEY W. BENDER, JR., Professor of Thoracic and Cardiac Surgery and Chairman of the Department
M.D. (Baylor)
- ROBERT R. BENDT, Clinical Instructor in Obstetrics and Gynecology
B.A., M.D. (Vanderbilt)
- HERMAN BENGE, Senior Associate in Pathology
B.S., M.A. (Peabody); M.B.A. (Tennessee State)
- STEVEN I. BENN, Assistant Professor of Pediatrics
B.S. (William and Mary); Doctorat de l'Université (Médecine) (Angers)
- PAUL B. BENNETT, JR., Assistant Professor of Pharmacology
B.A., Ph.D. (Arkansas)
- EDMUND W. BENZ, Clinical Professor of Surgery, Emeritus
B.A., M.D. (Vanderbilt)
- M. LAWRENCE BERMAN, Professor of Anesthesiology, Associate Professor of Pharmacology
B.S. (Connecticut); M.S., Ph.D. (University of Washington); M.D. (North Carolina)
- GORDON R. BERNARD, Associate Professor of Medicine
B.S. (Southern, Louisiana); M.D. (Louisiana State)
- STANLEY BERNARD, Assistant Clinical Professor of Surgery
B.A., M.D. (Vanderbilt)
- GEOFFREY BERRY, Associate Clinical Professor of Anesthesiology
M.B., Ch.B., Diploma (Leeds)
- PHILIP D. BERTRAM, Assistant Clinical Professor of Medicine
B.S. (Tennessee Technological); M.D. (Tennessee)
- MICHAEL W. BERTZ, Assistant Clinical Professor of Anesthesiology
B.S. (Miami [Ohio]); D.D.S. (Ohio State)
- FRED H. BESS, Director of the Division of Hearing and Speech Sciences; Professor of Audiology; Professor of Otolaryngology
A.B. (Carthage); M.S. (Vanderbilt); Ph.D. (Michigan)
- ALBERT H. BETH, Associate Professor of Molecular Physiology and Biophysics
B.S. (Murray State); Ph.D. (Vanderbilt)
- JOHN H. BEVERIDGE, Clinical Professor of Radiology and Radiological Sciences
B.S., M.D. (Virginia)
- BRUCE ROBERT BEYER, Assistant Professor of Obstetrics and Gynecology
B.A., M.D. (Vanderbilt)
- ITALO BIAGGIONI, Assistant Professor of Medicine; Assistant Professor of Pharmacology
M.D. (Peruana Cayetano Heredia)
- LEONARD BICKMAN, Professor of Psychology, Peabody College; Professor of Psychiatry; Director of the Mental Health Policy Center, Institute for Public Policy Studies; Investigator, John F. Kennedy Center
B.S. (City College of New York); M.A. (Columbia); Ph.D. (City University of New York)
- OTTO BILLIG, Clinical Professor of Psychiatry, Emeritus (Died 17 January 1989)
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)
A.B., A.M., Ph.D. (Michigan)

- EUGENE L. BISHOP, JR., Associate Clinical Professor of Pediatrics
B.A., M.D. (Vanderbilt)
- LINDSAY K. BISHOP, Clinical Instructor in Pediatrics
B.A., M.D. (Vanderbilt)
- MICHAEL ROBERT BISHOP, Clinical Instructor in Obstetrics and Gynecology
B.S. (Purdue); M.D., Ph.D. (Vanderbilt)
- DAVID LEE BLACK, Assistant Professor of Pathology; Instructor in Pharmacology
B.S. (Loyola College [Maryland]); Ph.D. (Maryland)
- JANET G. BLACKWELL, Clinical Instructor in Pediatrics
B.A. (David Lipscomb); M.D. (Tennessee)
- GILLIAN BLAIR, Instructor in Psychiatry
B.Sc. (London); M.S., Ph.D. (Vanderbilt)
- IAN A. BLAIR, Professor of Pharmacology; Professor of Chemistry
B.Sc., Ph.D. (London)
- MARY ANNE BLAKE, Clinical Instructor in Obstetrics and Gynecology
A.B. (Tennessee); M.D. (Alabama, Birmingham)
- STEPHEN T. BLANKS, Assistant in Anesthesiology
B.S. (Middle Tennessee State); C.R.N.A.
- RENATA E. BLUHM, Assistant Professor of Medicine
B.S. (Illinois, Chicago Circle); M.D., Ph.D. (Illinois, Medical Center)
- BENNETT BLUMENKOPF, Assistant Professor of Neurosurgery
A.B., M.D. (Boston)
- ROBERT GRAY BOBBITT, Assistant Professor of Psychiatry, Adjunct Assistant Professor of Psychology, Peabody College; Adjunct Assistant Professor of Psychology, College of Arts and Science
B.A., M.A. (Wake Forest); Ph.D. (Florida State)
- STEPHEN B. BOCKKINO, Research Instructor in Molecular Physiology and Biophysics
A.B., Ph.D. (Rutgers)
- STANLEY J. BODNER, Assistant Clinical Professor of Medicine
B.A. (Uppsala); M.D. (State University of New York, Buffalo); D.C.M.T. (London)
- FRANK H. BOEHM, Professor of Obstetrics and Gynecology
B.A., M.D. (Vanderbilt)
- JOHN MICHAEL BOLDS, Clinical Instructor in Medicine
A.B. (Harvard); M.D. (Vanderbilt)
- GEORGE C. BOLIAN, Associate Professor of Psychiatry
A.B. (Chicago); A.B. (Harvard); M.D. (Tulane)
- JAMES D. BOMBOY, JR., Assistant Clinical Professor of Medicine
B.S. (Mississippi); M.D. (Vanderbilt)
- ARTHUR G. BOND III, Assistant Clinical Professor of Neurosurgery
B.S. (Austin Peay State); M.D. (Vanderbilt)
- JOHN B. BOND, Associate Clinical Professor of Ophthalmology
B.S. (Austin Peay State); M.D. (Vanderbilt)
- JOHN B. BOND III, Clinical Instructor in Ophthalmology
B.S., M.D. (Vanderbilt)
- MAURICE C. BONDURANT, Associate Professor of Medicine; Research Assistant Professor of Molecular Biology
B.A. (Murray State); Ph.D. (Vanderbilt)
- ROBERT C. BONE, Adjunct Associate Professor of Cell Biology; Clinical Instructor in Pediatrics
B.A., M.D. (Vanderbilt)
- JOSEPH F. BONFIGLIO, Assistant Professor of Medicine
B.S., M.S., Ph.D. (Northeast Louisiana)
- JAMES A. BOOKMAN, Clinical Instructor in Ophthalmology
B.S., M.D. (Tulane)
- JOSEPH E. BOONE, JR., Clinical Instructor in Ophthalmology
B.S. (Christian Brothers); M.D. (Tennessee)
- ROBERT J. BOUCEK, JR., Associate Professor of Pediatrics; Associate Professor of Biochemistry
B.S. (Notre Dame); M.S., M.D. (Tulane)
- GEORGE W. BOUNDS, JR., Clinical Professor of Ophthalmology
B.A. (Mississippi); M.D. (Vanderbilt)
- DAVID G. BOWERS, JR., Associate Clinical Professor of Plastic Surgery
B.S. (Texas A & M); M.D. (Baylor)
- HENRY B. BRACKIN, JR., Assistant Clinical Professor of Psychiatry
B.A., M.D. (Vanderbilt)
- GREGORY A. BRADEN, Instructor in Medicine
B.A. (Centenary); M.D. (Wake Forest)
- HEARN G. BRADLEY, Assistant Clinical Professor of Pediatrics, Emeritus (Died 20 April 1989)
B.S. (Peabody); M.D. (Vanderbilt)
- JAMES M. BRAKEFIELD, Clinical Instructor in Obstetrics and Gynecology
B.A. (Howard College); M.D. (Tulane)
- ROBERT A. BRANCH, Professor of Medicine; Professor of Pharmacology
M.B., Ch.B. (Bristol)
- H. VICTOR BRAREN, Associate Clinical Professor of Urology; Assistant Clinical Professor of Pediatrics
A.B. (Duke); M.D. (Tulane)
- ALAN R. BRASH, Professor of Pharmacology
B.A. (Cambridge); Ph.D. (Edinburgh)
- GENE W. BRATT, Instructor in Hearing and Speech Sciences
B.A. (Calvin); M.A. (Michigan State); Ph.D. (Vanderbilt)
- PHILIP N. BREDESEN, Assistant in Medical Administration
A.B. (Harvard)
- JOHN BREINIG, Clinical Instructor in Medicine
B.E., M.D. (Vanderbilt)
- LESLIE BAKER BREITEN, Clinical Instructor in Obstetrics and Gynecology
B.A. (Vanderbilt); M.D. (Tennessee)
- PHILLIP L. BRESSMAN, Clinical Instructor in Obstetrics and Gynecology
B.S. (Oklahoma); M.D. (Vanderbilt)

- JULIA GLYNN BREYER, Assistant Professor of Medicine
B.S., M.D. (Illinois)
- MATTHEW D. BREYER, Assistant Professor of Medicine
B.S. (Michigan); M.D. (Harvard)
- WILLIAM R. BRIAN, Research Associate in Biochemistry
B.S. (Michigan State); Ph.D. (Wisconsin)
- DEBRA A. BRICKEY, Research Associate in Molecular Physiology and Biophysics
B.S. (Concord); Ph.D. (Virginia Polytechnic)
- ROBERT C. BRIGGS, Assistant Professor of Pathology; Research Assistant Professor of Biochemistry
B.S., M.A. (Northern Michigan); Ph.D. (Vermont)
- KENNETH L. BRIGHAM, Professor of Medicine and Director of the Division of Pulmonary Medicine; Joe and Morris Werthan Professor of Experimental Medicine; Professor of Biomedical Engineering; Associate Professor of Molecular Physiology and Biophysics; Director of the Specialized Center for Research in Pulmonary Vascular Diseases; Director of the Center for Lung Research
B.A. (David Lipscomb); M.D. (Vanderbilt)
- ANDREW BRIGHTMAN, Research Associate in Biochemistry
B.S. (North Carolina State); Ph.D. (Purdue)
- EDWARD N. BRIN, Assistant Professor of Anesthesiology
B.A. (Vanderbilt); M.D. (Yale)
- JOHN W. BROCK III, Assistant Clinical Professor of Urology
B.A. (Vanderbilt); M.D. (Medical College of Georgia)
- ARTHUR SCOTT BROOKS, Clinical Instructor in Pediatrics
B.A. (Vanderbilt); M.D. (Tennessee)
- HARRY P. BROQUIST, Professor of Biochemistry, Emeritus
B.S. (Beloit); M.S., Ph.D. (Wisconsin)
- JOHN C. BROTHERS, Clinical Instructor in Orthopaedics and Rehabilitation
B.S. (Tulane); M.D. (Vanderbilt)
- DOUGLAS H. BROWN, Assistant Professor of Obstetrics and Gynecology
B.S. (Birmingham-Southern); M.D. (Alabama)
- PHILLIP P. BROWN, Assistant Clinical Professor of Thoracic and Cardiac Surgery
B.S., M.D. (Oklahoma)
- WALTER UMBERGER BROWN, JR., Associate Clinical Professor of Anesthesiology
B.S. (Millsaps); M.D. (Mississippi)
- HARRY G. BROWNE, Assistant Clinical Professor of Pathology
B.A. (Yale); M.D. (Cornell)
- JEANNE BROWNLEE, Assistant in Psychiatry
B.S., M.A. (Middle Tennessee State)
- RICHARD G. BRUEHL, Assistant Clinical Professor of Psychiatry (Human Behavior)
B.A. (DePauw); B.D. (Garrett Theological Seminary); Ph.D. (Northwestern)
- RICHARD D. BUCHANAN, Associate Clinical Professor of Pathology
B.A., M.D. (Vanderbilt)
- ROBERT N. BUCHANAN, Clinical Professor of Dermatology, Emeritus
B.A., M.D. (Vanderbilt)
- REUBEN A. BUENO, Associate Clinical Professor of Plastic Surgery
M.D. (Santo Tomas)
- M. CANDICE BURGER, Research Instructor in Medicine
B.S. (Tennessee); Ph.D. (Washington University)
- THOMAS G. BURISH, Associate Provost for Academic Affairs; Professor of Psychology, College of Arts and Science; Professor of Medicine
B.A. (Notre Dame); M.A., Ph.D. (Kansas)
- RAYMOND F. BURK, Professor of Medicine and Director of the Division of Gastroenterology
B.A. (Mississippi); M.D. (Vanderbilt)
- M. TERRY BURKHALTER, Clinical Instructor in Ophthalmology
B.A. (Vanderbilt); M.D. (Tennessee)
- JAMES E. BURNES, Clinical Instructor in Ophthalmology
B.S. (Emory); M.D. (Medical College of Georgia)
- LONNIE S. BURNETT, Professor of Obstetrics and Gynecology and Chairman of the Department
B.A., M.D. (Texas)
- RICHARD S. BURNS, Associate Professor of Neurology; Associate Professor of Pharmacology; Associate Professor of Psychiatry
B.S., M.D. (Minnesota)
- IAN M. BURR, James C. Overall Professor of Pediatrics and Chairman of the Department
M.B., B.S. (Melbourne); M.D. (Monash)
- ROBERT E. BURR, Clinical Instructor in Pediatrics
B.A., M.D. (Vanderbilt)
- GEORGE BURRUS, Assistant Clinical Professor of Thoracic and Cardiac Surgery
B.A., M.D. (Vanderbilt)
- ROGER B. BURRUS, Associate Clinical Professor of Obstetrics and Gynecology
B.A., M.D. (Vanderbilt)
- ALVIN M. BURT III, Professor of Cell Biology
B.A. (Amherst); Ph.D. (Kansas)
- R. MITCHELL BUSH, Adjunct Assistant Professor of Radiology and Radiological Sciences
B.S., D.V.M. (California, Davis)
- BRENDA J. BUTKA, Assistant Professor of Medicine
B.A. (Andrews); A.M. (Michigan); M.D. (Emory)
- MERLIN G. BUTLER, Assistant Professor of Pediatrics; Investigator, John F. Kennedy Center
B.A., B.S. (Chadron State); M.D., M.S. (Nebraska); Ph.D. (Indiana)
- DANIEL M. BUXBAUM, Director, Space and Facilities Planning, Medical Center; Assistant Professor of Pharmacology
B.A. (Rutgers); Ph.D. (Emory)
- CHARLES S. BYERLY, Assistant Clinical Professor of Pathology
D.V.M. (Kansas State); M.S. (Illinois)

- BENJAMIN F. BYRD III, Assistant Professor of Medicine
B.A. (Princeton); M.D. (Vanderbilt)
- BENJAMIN F. BYRD, JR., Clinical Professor of Surgery
B.A., M.D. (Vanderbilt)
- GUILLERMO CADENA, Clinical Instructor in Obstetrics and Gynecology
B.S. (Camilo Torres); M.D. (Universidad Nacional de Colombia)
- BENJAMIN H. CALDWELL, JR., Assistant Clinical Professor of Obstetrics and Gynecology
B.A., M.D. (Vanderbilt)
- ALFRED S. CALLAHAN III, Assistant Clinical Professor of Neurology
S.B. (Massachusetts Institute of Technology); M.D. (Vanderbilt)
- MICHAEL D. CALLAWAY, Adjunct Instructor in Medicine
B.S. (Emory); M.D. (Vanderbilt)
- THOMAS H. CALLAWAY, Adjunct Instructor in Medicine
B.S. (Emory); M.D. (Tennessee)
- MICHAEL L. CAMPBELL, Assistant Clinical Professor of Psychiatry (Clinical Psychology)
B.S., M.S. (Oklahoma State); Ph.D. (Kentucky)
- PETER J. CAMPBELL, Assistant Professor of Medicine
B.A., M.A. (Oxford); M.B., B.S. (London)
- PRESTON W. CAMPBELL, Assistant Professor of Pediatrics
B.S. (Georgia Institute of Technology); M.D. (Virginia)
- SUSAN B. CAMPBELL, Clinical Instructor in Pediatrics
B.A. (Delaware); M.D. (Thomas Jefferson University)
- THOMAS W. CAMPBELL, Assistant Clinical Professor of Psychiatry
B.A., M.D. (Vanderbilt)
- W. BARTON CAMPBELL, Clinical Professor of Medicine
B.A. (Carleton); M.D. (Rochester)
- DANIEL D. CANALE, JR., Assistant Clinical Professor of Pathology
B.A. (Notre Dame); M.D. (Vanderbilt)
- CHARLES G. CANNON, JR., Assistant Clinical Professor of Anesthesiology
B.S. (Furman); M.D. (South Carolina)
- JORGE H. CAPDEVILA, Associate Professor of Medicine; Research Associate Professor of Biochemistry
B.S. (Chile); Ph.D. (Georgia)
- WILLIAM J. CARD, Assistant Clinical Professor of Medicine
B.S. (Carson-Newman); M.D. (Vanderbilt)
- RICHARD EUGENE CARLSON, Clinical Instructor in Otolaryngology
B.S., D.V.M., M.D. (Minnesota)
- SAM W. CARNEY, JR., Assistant Clinical Professor of Pediatrics
B.A., M.D. (Vanderbilt)
- GRAHAM F. CARPENTER, Professor of Biochemistry; Associate Professor of Medicine (Dermatology)
B.S., M.S. (Rhode Island); Ph.D. (Tennessee)
- R. KEITH CARR, Research Instructor in Medicine
B.S., M.S. (Tennessee Technological); Ph.D. (Tennessee)
- FRANK E. CARROLL, JR., Associate Professor of Radiology and Radiological Sciences
B.S. (Saint Joseph's [Pennsylvania]); M.D. (Hahnemann Medical College)
- JEFFREY B. CARTER, Assistant Clinical Professor of Oral Surgery
B.S. (Tufts); D.M.D. (Connecticut); M.D. (Vanderbilt)
- OSCAR CARTER, Assistant Clinical Professor of Urology
B.S. (Wake Forest); M.D. (Vanderbilt)
- PETER S. CARTWRIGHT, Assistant Professor of Obstetrics and Gynecology
B.S., M.D. (Michigan)
- VIVIEN A. CASAGRANDE, Professor of Cell Biology; Professor of Psychology, College of Arts and Science; Associate Director for Biomedical Research, John F. Kennedy Center
B.A. (Colorado); Ph.D. (Duke)
- TERENCE T. CASEY, Assistant Professor of Pathology
B.S. (New Orleans); M.D. (Tulane)
- NORMAN M. CASSELL, Associate Clinical Professor of Pediatrics
B.S. (Chattanooga); M.D. (Vanderbilt)
- PIETRO CASTELNUOVO-TEDESCO, James G. Blakemore Professor of Psychiatry
B.A. (California, Los Angeles); M.A. (California, Berkeley); M.D. (Boston)
- RONALD C. CATE, Clinical Instructor in Otolaryngology
B.S. (Memphis State); M.D. (Tennessee)
- FRANCESCA CAPELLA, Instructor in Medicine
M.D. (Rome)
- JAMES R. CATO, Assistant Clinical Professor of Medicine
B.A., M.D. (Vanderbilt)
- DAVID A. CHADWICK, Clinical Professor of Anesthesiology
M.B., Ch.B. (Manchester [England])
- G. ROGER CHALKLEY, Professor of Molecular Physiology and Biophysics; Professor of Biochemistry
B.A., M.A., D.Phil. (Oxford)
- JILL F. CHAMBERS, Clinical Instructor in Obstetrics and Gynecology
B.S. (Vanderbilt); M.D. (Alabama)
- PONG M. CHANG, Assistant Clinical Professor of Anesthesiology
M.D. (Yonsei)
- JOHN E. CHAPMAN, Dean; Professor of Pharmacology; Professor of Medical Administration and Chairman of the Division
B.S.Ed., B.S. (Southwest Missouri State); M.D. (Kansas); M.D. (hon., Karolinska)
- ERIC MARTIN CHAZEN, Clinical Professor of Pediatrics
B.A. (Vanderbilt); M.D. (Tennessee)
- ABRAHAM PACHA CHEIJ, Assistant Clinical Professor of Ophthalmology
M.D. (Santo Domingo)

- TAO-SENG CHEN, Assistant Professor of Radiology and Radiological Sciences (Radiation Oncology)
B.S. (Cheng Kung); M.S. (National Tsing Hua [Taiwan]); Ph.D. (Texas)
- JOSEPH D. CHENGER, Assistant Professor of Orthopaedics and Rehabilitation
B.Sc. (Lethbridge); M.D. (Calgary)
- JAY A. CHERNER, Assistant Professor of Medicine
B.A. (Wesleyan); M.D. (New Jersey Medical)
- ALAN D. CHERINGTON, Professor of Molecular Physiology and Biophysics; Assistant Professor of Medicine
B.Sc. (New Brunswick); M.Sc., Ph.D. (Toronto)
- MICHAEL D. CHINKERS, Research Instructor in Pharmacology
B.S. (Pennsylvania State); Ph.D. (Vanderbilt)
- JOHN R. CHIPLEY, Adjunct Associate Professor of Medicine
B.S., M.S., Ph.D. (Georgia)
- MICHAEL J. CHRISTIE, Assistant Professor of Orthopaedics and Rehabilitation
B.A. (DePauw); M.P.H. (Johns Hopkins); M.D. (Loyola [Chicago])
- BARBARA CHRISTIE-POPE, Research Instructor in Pathology
B.S. (Oklahoma); Ph.D. (South Alabama)
- BRIAN W. CHRISTMAN, Assistant Professor of Medicine
B.S. (Tulane); M.D. (Oklahoma)
- JOHN W. CHRISTMAN, Assistant Professor of Medicine
M.D. (Indiana)
- APORN CHUNCHARUNEE, Research Associate in Cell Biology
B.Sc., D.V.M. (Chulalongkorn); M.S. (Mahidol)
- FRANK CHYTIL, Professor of Biochemistry; General Foods Distinguished Professor of Nutrition; Assistant Professor of Medicine
R.T.Dr. (School of Chemical Technology [Prague]); C.Sc. (Czechoslovakia Academy of Sciences)
- JEFFREY A. CLANTON, Associate in Radiology and Radiological Sciences
B.S. (Samford); M.S. (Southern California)
- ALFONSO CLAPS, Research Associate in Cell Biology
M.D. (Chile)
- SARA J. CLARIDAY, Assistant Clinical Professor of Pathology
A.B., D.V.M. (Tennessee)
- BERTHA SMITH CLARK, Adjunct Assistant Professor of Hearing and Speech Sciences
B.S. (Tennessee State); M.A. (Peabody); Ph.D. (Vanderbilt)
- WILLIAM M. CLARK, Clinical Professor of Neurology
B.A., M.D. (Vanderbilt)
- KENNETH L. CLASSEN, Clinical Instructor in Surgery
B.S., M.D. (Oklahoma)
- ELLEN WRIGHT CLAYTON, Assistant Professor of Law; Assistant Professor of Pediatrics
B.S. (Duke); M.S. (Stanford); J.D. (Yale); M.D. (Harvard)
- MARY ELLEN CLINTON, Assistant Professor of Neurology
B.S. (Loyola [Los Angeles]); M.D. (Southern California)
- CHARLES E. COBB, Research Associate in Molecular Physiology and Biophysics
B.S., M.S. (Michigan Technological); Ph.D. (Vanderbilt)
- CULLY A. COBB, JR., Clinical Professor of Neurosurgery
B.S. (George Washington); M.D. (Harvard)
- ROBERT J. COFFEY, JR., Assistant Professor of Medicine; Assistant Professor of Cell Biology
A.B. (Princeton); M.D. (Georgetown)
- JACK W. COGGESHALL, Clinical Instructor in Medicine
B.S., M.D. (Indiana)
- ALAN G. COHEN, Clinical Instructor in Medicine
B.S. (Washington and Lee); M.D. (Johns Hopkins)
- MELINDA P. COHEN, Assistant in Pediatrics
B.S. (Rutgers); M.S. (Georgetown)
- STANLEY COHEN, Distinguished Professor of Biochemistry; American Cancer Society Research Professor of Biochemistry
B.A. (City University of New York, Brooklyn); M.A. (Oberlin); Ph.D. (Michigan)
- ROGER J. COLBRAN, Research Associate in Molecular Physiology and Biophysics
B.Sc. (Bristol); Ph.D. (Newcastle Upon Tyne)
- JACK A. COLEMAN, JR., Instructor in Otolaryngology
B.A. (Virginia); M.D. (Cincinnati)
- DANIEL G. COLLEY, Professor of Microbiology; Professor of Medicine
A.B. (Centre); Ph.D. (Tulane)
- JERRY C. COLLINS, Research Associate Professor of Medicine
B.E. (Vanderbilt); M.S.E.E. (Purdue); Ph.D. (Duke)
- ROBERT D. COLLINS, Professor of Pathology
B.A., M.D. (Vanderbilt)
- GEORGE J. CONDO, Research Assistant Professor of Cell Biology
B.A. (California State, Sacramento); Ph.D. (California, Riverside)
- JOHN G. CONIGLIO, Professor of Biochemistry
B.S. (Furman); Ph.D. (Vanderbilt)
- JAMES F. CONRAD, Clinical Instructor in Ophthalmology
B.S., M.D. (Michigan)
- ROBERT J. COOK, Research Assistant Professor of Biochemistry
B.Sc., Ph.D. (Southampton)
- ROBERT SETH COOPER, Assistant Clinical Professor of Medicine
B.S., M.D. (Louisiana State)
- WILLIAM E. COOPWOOD, Assistant Clinical Professor of Psychiatry
B.A. (Andrews); M.D. (Loma Linda)
- A. GENE COPELLO, Assistant Professor of Medicine (Medical Ethics); Assistant Professor of Clinical Nursing Ethics
B.A. (Eckerd); M.S.S.W. (Tennessee); M.Div., D.Min. (Vanderbilt)

- CHARLES CORBIN, JR., Associate Clinical Professor of Psychiatry
B.S. (Wisconsin); M.D. (Tennessee)
- JACKIE D. CORBIN, Professor of Molecular Physiology and Biophysics; Investigator, Howard Hughes Medical Institute
B.S. (Tennessee Technological); Ph.D. (Vanderbilt)
- SUSAN R. CORDLE, Research Associate in Molecular Physiology and Biophysics
B.Sc. (Glasgow); Ph.D. (Newcastle Upon Tyne)
- BRIAN R. COSTELLO, Research Assistant Professor of Cell Biology
B.S. (Rochester); Ph.D. (State University of New York Downstate Medical Center)
- JACKSON DANIEL COTHREN, Clinical Instructor in Obstetrics and Gynecology
M.D. (Tennessee)
- ROBERT B. COTTON, Professor of Pediatrics
B.A., M.D. (Virginia)
- ORRIE A. COUCH, JR., Assistant Clinical Professor of Medicine
B.A., M.D. (Vanderbilt)
- CRAIG M. COULAM, Associate Clinical Professor of Radiology and Radiological Sciences
B.S., Ph.D. (Utah); M.D. (Duke)
- JOHN B. COUSAR, JR., Assistant Professor of Pathology and Director of Laboratories
B.S. (Davidson); M.D. (Virginia)
- RICHARD H. COWAN, Clinical Instructor in Pediatrics
B.A. (Vanderbilt); M.D. (Tennessee)
- DAVID A. COX, Assistant Professor of Medicine
A.B. (Harvard); M.D. (Duke)
- WINFRED L. COX, Director of Financial and Administrative Services; Instructor in Medical Administration
B.S. (Tennessee); M.B.A. (Tennessee State); C.P.A.
- LISA T. CRAFT, Clinical Instructor in Pediatrics
B.A. (Texas Tech); M.D. (Texas Southwestern Medical School)
- GEORGE B. CRAFTON, Assistant Clinical Professor of Obstetrics and Gynecology
B.S. (Kentucky); M.D. (Louisville)
- J. MICHAEL CRANE, Clinical Instructor in Surgery
B.A. (Vanderbilt); M.D. (Tulane)
- JEFFREY L. CREASY, Assistant Professor of Radiology and Radiological Sciences
B.S. (Michigan State); M.D. (North Carolina)
- MARSHALL H. CRENSHAW, Adjunct Instructor in Medicine
B.S. (Rhodes); M.D. (Tulane)
- WILLIAM CRENSHAW, Associate Clinical Professor of Urology
B.A., M.D. (Virginia)
- GEORGE T. CRITZ, Clinical Instructor in Pediatrics
B.S. (Miami [Ohio]); M.D. (Case Western Reserve)
- HERBERT ALLEN CROCKETT, Assistant Clinical Professor of Dentistry
D.D.S. (Tennessee)
- OSCAR B. CROFFORD, JR., Professor of Medicine and Director of the Division of Diabetes and Metabolism; Addison B. Scoville Jr. Professor of Diabetes and Metabolism; Associate Professor of Molecular Physiology and Biophysics; Director of the Diabetes Research and Training Center
B.A., M.D. (Vanderbilt)
- ANGUS M. G. CROOK, Associate Clinical Professor of Obstetrics and Gynecology
B.A. (University of the South); M.D. (Virginia)
- JERRALL P. CROOK, Assistant Clinical Professor of Otolaryngology
B.S., M.D. (Tennessee)
- DEBORAH O. CROWE, Assistant Clinical Professor of Pathology
B.S. (Kentucky); Ph.D. (Louisville)
- ROBERT H. CRUMBY, Adjunct Assistant Professor of Medical Administration (Medical Ethics)
B.A. (Southwestern at Memphis); M.Div. (Union Theological Seminary [Virginia]); Th.M. (Louisville Presbyterian Theological Seminary); D.Min. (Vanderbilt)
- BARBARA S. CULLEY, Adjunct Instructor in Nursing; Adjunct Instructor in Pediatrics
B.S. (Alabama); M.R.E. (Southern Methodist); M.S.N. (Vanderbilt); R.N.
- LEON W. CUNNINGHAM, Professor of Biochemistry
B.S. (Auburn); M.S., Ph.D. (Illinois)
- SHANNON S. CURTIS, Clinical Instructor in Orthopaedics and Rehabilitation
B.A. (Southwestern at Memphis); M.D. (Tennessee)
- ARTHUR CUSHMAN, Clinical Instructor in Neurosurgery
B.A. (LaSierra); M.D. (Loma Linda)
- W. ANDREW DALE, Clinical Professor of Surgery, Emeritus
B.A. (Davidson); M.D. (Vanderbilt)
- LAURA J. D'ANGELO, Assistant Professor of Psychiatry
A.B. (Barnard); M.D. (North Carolina)
- THOMAS ORAN DANIEL, Assistant Professor of Medicine; Assistant Professor of Pharmacology; Assistant Professor of Cell Biology
B.A. (Southern Methodist); M.D. (Texas)
- JAMES F. DANIELL, JR., Associate Clinical Professor of Obstetrics and Gynecology
B.S. (David Lipscomb); M.D. (Tennessee)
- BENJAMIN J. DANZO, Professor of Obstetrics and Gynecology; Research Associate Professor of Biochemistry
B.A. (Steubenville); M.S. (Arkansas); Ph.D. (Michigan)
- ANH H. DAO, Assistant Professor of Pathology
B.A. (Nguyen Trai College); M.D. (Saigon); M.S. (Vermont)
- WILLIAM J. DARBY, Professor of Biochemistry (Nutrition), Emeritus; Honorary Curator for Special Collections—Nutrition, Medical Center Library
B.S., M.D. (Arkansas); M.S., Ph.D. (Michigan); Sc.D. (hon., Michigan)
- CAROL J. DASHIFF, Associate Professor of Nursing and Chair of the Department of Physiological and Psychosocial Nursing; Associate Professor of Psychiatry

- B.S.N. (Florida State); M.N. (Florida); Ph.D. (Florida State); R.N.
- G. RODMAN DAVENPORT, Associate Professor of Cell Biology
B.S., M.S. (New Hampshire); Ph.D. (Wisconsin)
- JEFFREY MARK DAVIDSON, Professor of Pathology
B.S. (Tufts); M.S., Ph.D. (Stanford)
- HUGH A. DAVIES, Assistant Professor of Pathology
B.E., M.S., Ph.D. (Vanderbilt)
- JACK DAVIES, Professor of Anatomy, Emeritus
B.Sc. (Leeds); M.D. (Iowa); M.B., Ch.B. (Leeds); M.A. (Cambridge); M.D. (Leeds)
- BEN WELDON DAVIS, Assistant Clinical Professor of Pathology
B.A. (Vanderbilt); M.D. (Arkansas)
- CARLA M. DAVIS, Clinical Instructor in Pathology
B.S. (Illinois); M.D. (Vanderbilt)
- DAVID A. DAVIS, Visiting Professor of Anesthesiology
B.A., M.D. (Vanderbilt)
- DENISE D. DAVIS, Assistant Professor of Psychiatry
B.S. (Florida State); Ph.D. (South Carolina)
- J. LUCIAN DAVIS, Clinical Instructor in Surgery
B.A., M.D. (Vanderbilt)
- JAMES T. DAVIS, Research Associate in Biochemistry
B.S. (Peabody); Ph.D. (Vanderbilt)
- RICHARD JOHN DAVIS, Clinical Instructor in Obstetrics and Gynecology
B.S. (San Diego State); M.D. (Vanderbilt)
- STEPHEN N. DAVIS, Research Associate in Molecular Physiology and Biophysics
M.B.B.S. (London)
- THOMAS J. DAVIS, Assistant Clinical Professor of Medicine
A.B. (Princeton); M.D. (Pennsylvania)
- WILLIAM G. DAVIS, Clinical Instructor in Otolaryngology
B.A. (Vanderbilt); M.D. (Tennessee)
- ROBERT C. DAWSON III, Assistant Professor of Radiology and Radiological Sciences; Assistant Professor of Neurosurgery
M.D. (Louisiana State)
- C. ROWAN DEBOLD, Assistant Professor of Medicine
B.A. (Colgate); M.D., Ph.D. (State University of New York)
- MICHAEL D. DECKER, Assistant Professor of Preventive Medicine; Assistant Professor of Medicine
B.S. (California Institute of Technology); M.D. (Rush); M.P.H. (Illinois)
- GAY DEITRICH-MACLEAN, Assistant in Pediatrics
B.A. (Colorado); M.S. (Vanderbilt)
- THOMAS C. DELVAUX, JR., Associate Professor of Pathology
B.A., M.D. (Vanderbilt)
- JEANETTE M. DEMARCHI, Research Associate Professor of Microbiology
B.S., M.A., Ph.D. (State University of New York, Buffalo)
- SAMUEL HOUSTON DEMENT, Assistant Clinical Professor of Pathology
A.B. (Tennessee); M.D. (Vanderbilt)
- ACHILLES A. DEMETRIOU, Professor of Surgery; Assistant Professor of Molecular Physiology and Biophysics
B.Sc., M.D. (Hebrew University); Ph.D. (George Washington)
- HAROLD C. DENNISON, JR., Assistant Clinical Professor of Surgery (Died 30 January 1989)
B.A. (Vanderbilt); M.D. (Tennessee)
- TOMAS DE PAULIS, Assistant Professor of Radiology and Radiological Sciences
B.S. (Göteborg); M.S., Ph.D. (Stockholm)
- JOHN S. DERRYBERRY, Clinical Instructor in Preventive Medicine
B.A., M.D. (Vanderbilt)
- ROGER M. DES PREZ, Professor of Medicine
B.A. (Dartmouth); M.D. (Columbia)
- EMMANUEL N. DESSYPRIS, Associate Professor of Medicine
M.D. (Athens)
- LARRY E. DETERS, Instructor in Medical Administration
B.S., M.S. (Cincinnati); M.H.A. (Xavier)
- WOLF-DIETRICH DETTBARN, Professor of Pharmacology; Professor of Neurology
M.D. (Goettingen)
- VAITHILINGAM G. DEV, Research Associate Professor of Pediatrics
B.V.Sc. (Madras); M.S., Ph.D. (Missouri)
- DENNIS P. DEVITO, Assistant Professor of Orthopaedics and Rehabilitation
B.S. (Duke); M.D. (Washington University)
- SAMUEL J. DIMARI, Research Assistant Professor of Pathology
B.S., M.S. (Creighton); Ph.D. (California, Berkeley)
- ANTHONY G. DISIMONE, Assistant in Surgery
B.S. (Maryland)
- JOHN H. DIXON, JR., Associate Clinical Professor of Medicine
B.S. (Duke); M.D. (Vanderbilt)
- WILLIAM M. DOAK, Clinical Professor of Pediatrics
M.D. (Tennessee)
- ROBERT T. DODD, Clinical Instructor in Obstetrics and Gynecology
B.S., M.D. (Tennessee)
- MARION L. DODSON, JR., Research Associate in Biochemistry
B.A. (Texas); Ph.D. (Texas, Houston)
- ROBERT W. DONALDSON, Research Associate in Biochemistry
B.S., M.S. (Purdue)
- SUSAN C. DONLEVY, Assistant in Pediatrics; Assistant Clinical Professor of Nursing
B.S.N. (Tennessee); M.S.N. (Vanderbilt); R.N.
- KEVIN L. DONOVAN, Assistant Professor of Anesthesiology
B.A., M.D. (State University of New York, Buffalo)
- ALAN C. DOPP, Clinical Instructor in Medicine
B.S. (Wayne State); M.D. (Michigan)
- HENRY L. DOUGLASS, Associate Professor of Clinical Urology, Emeritus
M.D. (Vanderbilt)
- PAUL M. DOUTHITT, Clinical Instructor in Pediatrics
B.A., M.D. (Colorado)

- WILLIAM L. DOWNEY, Assistant Clinical Professor of Otolaryngology
B.A., M.D. (Vanderbilt)
- JOHN E. DOWNING, Assistant Clinical Professor of Ophthalmology
B.S. (Baylor); M.D. (Louisville)
- DEBORAH R. G. DOYLE, Clinical Instructor in Medicine
B.S. (Washington State); M.D. (Chicago)
- J. EMMETT DOZIER, JR., Associate Clinical Professor of Psychiatry
B.A., M.D. (Vanderbilt)
- L. ROWE DRIVER, Assistant Clinical Professor of Ophthalmology
B.S., M.D. (Emory)
- VLADIMIR DROZDOFF, Research Associate in Cell Biology
A.B. (Bowdoin); Ph.D. (Cornell)
- RAY L. DUBUISSON, Assistant Clinical Professor of Pediatrics
B.S. (Mississippi State); M.D. (Vanderbilt)
- B. STEPHENS DUDLEY, Assistant Clinical Professor of Obstetrics and Gynecology
B.A., M.D. (Vanderbilt)
- RAYMOND G. DUFRESNE, JR., Assistant Professor of Medicine (Dermatology)
B.S. (Providence); M.D. (Vanderbilt)
- DAVID M. DUHL, Research Assistant Professor of Psychiatry
B.S. (Muhlenberg); M.S., Ph.D. (Hahnemann Medical College)
- LAURA L. DUNBAR, Clinical Instructor in Surgery
B.A. (Illinois Wesleyan); M.D. (Southern Illinois)
- GARY W. DUNCAN, Clinical Professor of Neurology
B.A., M.D. (Vanderbilt)
- GEORGE E. DUNCAN, Assistant Clinical Professor of Surgery
B.S. (Kentucky); M.D. (Vanderbilt)
- JOHN W. DUNCAN, Clinical Instructor in Medicine
B.S. (Nebraska, Omaha); M.D. (Nebraska)
- JAMES A. DUNCAVAGE, Associate Professor of Otolaryngology
B.S. (State University of New York, Buffalo); M.D. (Medical College of Wisconsin)
- MARY CATHERINE DUNDON, Clinical Instructor in Pediatrics
B.S. (William and Mary); M.D. (Vanderbilt)
- ROBERT C. DUNKERLY, JR., Clinical Instructor in Medicine
B.A., M.D. (Vanderbilt)
- CAROL LEE DUNLAP, Visiting Assistant Professor of Radiology and Radiological Sciences
M.D. (Mayo Medical)
- G. DEWEY DUNN, Associate Professor of Medicine
B.A. (Louisiana College); M.D. (Louisiana State)
- WILLIAM D. DUPONT, Associate Professor of Preventive Medicine (Biostatistics) and Director of the Division of Biostatistics
B.Sc., M.Sc. (McGill); Ph.D. (Johns Hopkins)
- ERIC L. DYER, Assistant Clinical Professor of Medicine
B.S. (Illinois); S.M. (Chicago); M.D. (Vanderbilt)
- THEODORE E. EASTBURN III, Instructor in Medicine
B.A. (Southwestern at Memphis); M.D. (Vanderbilt)
- IAN S. EASTON, Director of The Vanderbilt Clinic; Instructor in Medical Administration
B.S. (Maryland); M.Ed., Ph.D. (Florida)
- MICHAEL H. EBERT, Professor of Psychiatry and Chairman of the Department; Professor of Pharmacology
B.A. (Williams); M.D. (Case Western Reserve)
- DEBRA S. ECHT, Assistant Professor of Medicine
B.S.E. (Purdue); M.D. (Case Western Reserve)
- CHARLES W. ECKSTEIN, Clinical Instructor in Urology
B.A. (Iowa); M.D. (Vanderbilt)
- JOE MICHAEL EDWARDS, Clinical Instructor in Obstetrics and Gynecology
B.A. (Hendrix); M.D. (Arkansas)
- KATHRYN M. EDWARDS, Associate Professor of Pediatrics
B.S., M.D. (Iowa)
- PALMER EDWARDS, Assistant Clinical Professor of Psychiatry
A.B. (North Carolina); M.D. (Wake Forest)
- ROBERT H. EDWARDS, Associate Clinical Professor of Urology
B.S. (Western Kentucky); M.D. (Vanderbilt)
- WILLIAM H. EDWARDS, Clinical Professor of Thoracic and Cardiac Surgery
B.A., M.D. (Vanderbilt)
- WILLIAM H. EDWARDS, JR., Clinical Instructor in Surgery
B.A., M.D. (Vanderbilt)
- DONALD R. EISERT, Professor of Radiology and Radiological Sciences and Director of the Division of Radiation Oncology; Director of the Center for Radiation Oncology; Director of the Program in Radiation Therapy Technology.
VUH
M.D. (Utah)
- ROY O. ELAM III, Clinical Instructor in Medicine
B.A. (University of the South); M.D. (Tennessee)
- JAMES H. ELLIOTT, George W. Hale Professor of Ophthalmology and Chairman of the Department
B.A. (Phillips); M.D. (Oklahoma)
- DARREL L. ELLIS, Assistant Professor of Medicine
B.S. (Kansas State); M.D. (Kansas)
- PARKER ELROD, Assistant Clinical Professor of Surgery
B.A., M.D. (Vanderbilt)
- KAMAL EL-TAYEB, Research Instructor in Surgery
B.Sc. (Khartoum); M.S. (Arizona); Ph.D. (Toronto)
- EDWIN BOYETTE EMERSON, Clinical Instructor in Otolaryngology
B.S. (Tennessee, Martin); M.D. (Tennessee)
- BARBARA ENGELHARDT, Assistant Professor of Pediatrics
M.D. (Heidelberg)
- NANCY J. ENSLEY, Instructor in Orthopaedics and Rehabilitation
B.S. (Arizona State); M.S. (Southern California); M.D. (Medical College of Virginia)

- STEPHEN S. ENTMAN, Associate Professor of Obstetrics and Gynecology
A.B. (Harvard); M.D. (Duke)
- BLAIR D. ERB, JR., Instructor in Medicine
A.B. (Colorado College); M.D. (Vanderbilt)
- JOHN E. ERPENBACH, Clinical Instructor in Anesthesiology
B.S., M.D. (Tennessee)
- YILMAZ ERYASA, Associate Clinical Professor of Anesthesiology
B.S., M.D. (Istanbul)
- IRWIN B. ESKIND, Clinical Instructor in Medicine
B.A., M.D. (Vanderbilt)
- JEFFREY B. ESKIND, Clinical Instructor in Medicine
A.B. (Harvard); M.D. (Tulane)
- STEVEN J. ESKIND, Assistant Clinical Professor of Surgery
A.B. (Washington University); M.D. (Tulane)
- E. WILLIAM EWERS, Associate Clinical Professor of Medicine
B.A., M.D. (Vanderbilt)
- JOHN H. EXTON, Professor of Molecular Physiology and Biophysics; Professor of Pharmacology; Investigator, Howard Hughes Medical Institute
B. Med. Sc., M.B., Ch.B. (New Zealand); Ph.D., M.D. (Otago)
- MARALIE GAFFRON EXTON, Associate in Pathology
A.B. (Randolph-Macon Woman's)
- MEREDITH A. EZELL, Clinical Instructor in Ophthalmology
B.S. (David Lipscomb); M.D. (Tennessee)
- ROY C. EZELL, Assistant Clinical Professor of Ophthalmology
B.A. (Vanderbilt); M.D. (Tennessee)
- MARY SHIMKUS FABER, Research Associate in Molecular Physiology and Biophysics
B.S. (Wisconsin, Parkside); Ph.D. (Medical College of Wisconsin)
- ROBERT B. FABER, Clinical Instructor in Urology
B.A., M.D. (Vanderbilt)
- STEVE FABER, Research Associate in Molecular Physiology and Biophysics
B.S. (Wisconsin); Ph.D. (Medical College of Wisconsin)
- JOHN L. FARRINGER, JR., Associate Clinical Professor of Surgery
B.A. (Vanderbilt); M.D., M.S. (Tennessee)
- CHERYL ANN FASSLER, Clinical Instructor in Medicine
B.S. (Notre Dame); M.D. (Ohio State)
- WALLACE H. FAULK, JR., Associate Clinical Professor of Ophthalmology
B.A., M.D. (Vanderbilt)
- WILLARD R. FAULKNER, Professor of Biochemistry, Emeritus
B.S. (Idaho); M.S. (Denver); Ph.D. (Vanderbilt)
- ROY A. FAWA, Research Assistant Professor of Cell Biology; Research Assistant Professor of Biochemistry
B.S. (Rhode Island); Ph.D. (Vermont)
- CHARLES F. FEDERSPIEL, Professor of Preventive Medicine (Biostatistics)
B.A., M.A. (Michigan); Ph.D. (North Carolina State)
- TERRI L. FEHRMAN, Assistant Clinical Professor of Psychiatry
B.A., M.D. (Southern Illinois)
- JAMES W. FELCH, Clinical Instructor in Ophthalmology
B.S. (Delaware); Ph.D., M.D. (Vanderbilt)
- PHILIP W. FELTS, Associate Professor of Medicine
B.A., M.D. (Vanderbilt)
- STEPHEN K. FELTS, Clinical Instructor in Medicine
B.S. (Mississippi State); M.D. (Mississippi)
- STEPHEN S. FEMAN, Professor of Ophthalmology
A.B. (Franklin and Marshall); M.D. (Pennsylvania)
- GERALD M. FENICHEL, Professor of Neurology and Chairman of the Department; Professor of Pediatrics; Director of the Neuromuscular Disease Research Center
B.A. (Johns Hopkins); M.D. (Yale)
- J. VANCE FENTRESS, Assistant Clinical Professor of Medicine
B.A., M.D. (Vanderbilt)
- WILL E. FERGUSON, Assistant Clinical Professor of Anesthesiology
B.S. (Southwest Texas State); Ph.D. (Texas Medical Branch); M.D. (Universidad Autónoma de Ciudad Juárez)
- BLAISE FERRARACCIO, Assistant Clinical Professor of Neurology
B.S., M.D. (George Washington)
- MICHAEL CRAIG FERRELL, Clinical Instructor in Orthopaedics and Rehabilitation
B.S. (Notre Dame); M.D. (Tulane)
- VICTOR FET, Research Associate in Cell Biology
Diploma (Novosibirsk); Ph.D. (Academy of Sciences [U.S.S.R.]
- RITA A. FIE, Instructor in Pediatrics (Social Work)
B.A. (Berea); M.S.S.W. (Tennessee)
- JOHN P. FIELDS, Associate Clinical Professor of Pediatrics
B.A., M.D. (Vanderbilt)
- LISA M. FIELDS, Assistant in Obstetrics and Gynecology
B.S.N. (Vanderbilt)
- WILLIAM T. FINCH, Assistant Clinical Professor of Thoracic and Cardiac Surgery
B.S. (Davidson); M.D. (Tulane)
- FREDERICK L. FINKE, Clinical Instructor in Obstetrics and Gynecology
B.A., M.D. (Ohio State)
- JOSEPH FISHBEIN, Associate Clinical Professor of Psychiatry
B.A., M.D. (Temple)
- BENJAMIN FISHER, Clinical Instructor in Surgery
B.A., M.D. (Vanderbilt)
- JACK FISHER, Assistant Clinical Professor of Plastic Surgery
B.S. (Illinois); M.D. (Emory)
- DESMOND J. FITZGERALD, Assistant Professor of Medicine; Assistant Professor of Pharmacology
M.B., B.Ch. (Dublin)
- GARRET A. FITZGERALD, Professor of Medicine and Director of the Division of Clinical Phar-

- macology; William Stokes Professor of Experimental Therapeutics; Professor of Pharmacology
M.B., B.Ch., B.A.O. (University College, Dublin); M.Sc. (London); M.D. (National University of Ireland)
- J. MICHAEL FITZPATRICK, Assistant Professor of Computer Science; Assistant Professor of Radiology and Radiological Sciences
B.S. (North Carolina); Ph.D. (Florida State); M.S. (North Carolina)
- PAUL F. FLAKOLL, Instructor in Surgery
B.S., M.S., Ph.D. (Iowa State)
- JOHN FREDERICK KITTRELL FLANAGAN, Assistant Clinical Professor of Anesthesiology
B.S. (Tennessee, Nashville); M.D. (Meharry Medical)
- WILLIAM F. FLEET, Associate Clinical Professor of Pediatrics
B.A., M.D. (Vanderbilt)
- ARTHUR C. FLEISCHER, Professor of Radiology and Radiological Sciences; Associate Professor of Obstetrics and Gynecology
B.S. (Emory); M.D. (Medical College of Georgia)
- LEE H. FLEISHER, Associate in Psychiatry
B.S. (Miami [Florida])
- JAMES H. FLEMING, JR., Assistant Clinical Professor of Plastic Surgery
B.S., M.D. (Vanderbilt)
- PHILIP E. FLEMING, Assistant Clinical Professor of Plastic Surgery
B.A. (Vanderbilt); M.D. (Alabama, Birmingham)
- JOHN M. FLEXNER, Professor of Medicine; American Cancer Society Clinical Professor of Oncology
B.A. (Yale); M.D. (Johns Hopkins)
- AGNES B. FOGO, Assistant Professor of Pathology; Assistant Professor of Pediatrics
B.A. (Tennessee, Chattanooga); M.D. (Vanderbilt)
- JAMES T. FORBES, Associate Professor of Medicine; Research Assistant Professor of Pathology
B.A. (University of the South); Ph.D. (Mississippi)
- HOWARD R. FOREMAN, Associate Clinical Professor of Medicine
B.A., M.D. (Vanderbilt)
- CLAUDE FOREST, Research Associate in Molecular Physiology and Biophysics
D.E.A., Ph.D. (Nice)
- MERVYN B. FORMAN, Associate Professor of Medicine
M.B., B.Ch. (Witwatersrand)
- HENRY W. FOSTER, Clinical Professor of Obstetrics and Gynecology
B.S. (Morehouse); M.D. (Arkansas)
- EUGENE W. FOWINKLE, Associate Vice-Chancellor for Health Affairs; Associate Professor of Preventive Medicine
M.D. (Tennessee); M.P.H. (Michigan)
- S. BENJAMIN FOWLER, Clinical Professor of Orthopaedics and Rehabilitation
M.D. (Tennessee)
- RICHARD A. FRANCE, Professor of Medicine, Emeritus
A.B. (Princeton); M.D. (Johns Hopkins)
- SHARRON H. FRANCIS, Assistant Professor of Molecular Physiology and Biophysics
B.S. (Western Kentucky); Ph.D. (Vanderbilt)
- JOHN J. FRANKS, Professor of Anesthesiology
B.A., M.D. (Colorado)
- DIXIE W. FREDERIKSEN, Adjunct Associate Professor of Biochemistry
B.A. (Texas Tech); M.A., Ph.D. (Washington University)
- RAND T. FREDERIKSEN, Assistant Clinical Professor of Medicine
B.A. (Texas Tech); M.D. (Washington University)
- JOSEPH L. FREDI, Instructor in Medicine
A.B. (Rutgers); M.D. (Tennessee)
- GERALD STANLEY FREEDMAN, Adjunct Associate Professor of Radiology and Radiological Sciences
B.M.E. (Cornell); M.D. (Columbia)
- JOHN A. FREEMAN, Professor of Cell Biology; Professor of Ophthalmology
B.Sc. (Trinity [Texas]); M.D. (McGill); Ph.D. (Massachusetts Institute of Technology)
- LEE ANN FREEMAN, Clinical Instructor in Pediatrics
A.B., M.D. (Tennessee)
- MARK P. FREEMAN, Assistant Clinical Professor of Radiology and Radiological Sciences
B.A. (Vanderbilt); M.D. (Tennessee)
- MICHAEL L. FREEMAN, Assistant Professor of Radiology and Radiological Sciences (Radiation Oncology)
B.S., Ph.D. (Colorado State)
- RUFUS JACK FREEMAN, Assistant Clinical Professor of Pathology
B.S. (Kentucky); M.D. (Vanderbilt)
- FRANK R. FREEMON, Professor of Neurology
B.S., M.D. (Florida)
- WALTER W. FREY, Assistant Clinical Professor of Ophthalmology
B.A. (Transylvania); M.D. (Harvard)
- GOTTLIEB C. FRIESINGER II, Professor of Medicine and Director of the Division of Cardiology
B.S. (Muskogum); M.D. (Johns Hopkins)
- THOMAS F. FRIST, Associate Clinical Professor of Medicine, Emeritus
B.S. (Mississippi); M.D. (Vanderbilt); M.D., C.M. (McGill)
- WILLIAM H. FRIST, Assistant Professor of Thoracic and Cardiac Surgery
A.B. (Princeton); M.D. (Harvard)
- DICKEY CATHERINE FUCHS, Instructor in Psychiatry
B.A., M.D. (Vanderbilt)
- HOWARD A. FUCHS, Assistant Professor of Medicine
B.S. in Eng. (Colorado School of Mines); M.D. (Vanderbilt)
- KOJI FUKUNAGA, Research Associate in Molecular Physiology and Biophysics
B.Sc., M.Sc., Ph.D. (Kumamoto)

- COLIN D. FUNK, Research Instructor in Pharmacology (Effective spring 1989)
B.Sc. (Queen's [Ontario]); Ph.D. (McGill)
- JOHN R. FURMAN, Clinical Instructor in Urology
B.S. (Tufts); M.D. (Union, Albany Medical College)
- DONALD L. GAINES, Assistant Clinical Professor of Orthopaedics and Rehabilitation
B.S. (Mississippi); M.D. (Tennessee)
- LAWRENCE S. GAINES, Assistant Professor of Psychiatry; Research Associate Professor of Psychology, Peabody College
B.A. (City University of New York); M.A., Ph.D. (Maryland)
- ROBERT LEE GALLOWAY, JR., Assistant Professor of Neurosurgery; Assistant Professor of Biomedical Engineering
B.S.E. (Duke); M.E. (Virginia); Ph.D. (Duke)
- JUDY GARBER, Assistant Professor of Psychology, Peabody College; Assistant Professor of Psychiatry; Investigator, John F. Kennedy Center
B.A. (State University of New York, Buffalo); Ph.D. (Minnesota)
- DAVID L. GARBBER, Professor of Pharmacology; Professor of Molecular Physiology and Biophysics; Investigator, Howard Hughes Medical Institute
B.S., M.S., Ph.D. (Wisconsin)
- FERNANDO U. GARCIA, Instructor in Pathology
M.D. (Peruana Cayetano Heredia)
- RICHARD W. GARMAN, JR., Assistant Clinical Professor of Medicine
B.S. (David Lipscomb); M.D. (Louisville)
- RONALD E. GATES, Research Assistant Professor of Medicine (Dermatology)
B.A. (Saint Mary's [Minnesota]); Ph.D. (Northwestern)
- JAMES C. GAY, Assistant Professor of Pediatrics
B.S. (Davidson); M.D. (Emory)
- VOLNEY P. GAY, Professor of Religious Studies; Associate Professor of Psychiatry
B.A. (Reed); A.M., Ph.D. (Chicago)
- DANIEL C. GEDDIE, Assistant Clinical Professor of Radiology and Radiological Sciences
B.A., M.D. (Vanderbilt)
- STEVEN J. GEIB, Research Associate in Biochemistry
B.S., M.S. (Saint Joseph's [Pennsylvania]); Ph.D. (Delaware)
- EROL GENCA, Assistant Clinical Professor of Anesthesiology
M.D. (Istanbul)
- DOUGLAS A. GENTILE, Assistant Professor of Surgery; Instructor in Medicine
B.S. (Duke); M.D. (Medical College of Wisconsin)
- DEBORAH C. GERMAN, Associate Dean for Students; Assistant Professor of Medical Administration; Assistant Professor of Medicine (Rheumatology)
A.B. (Boston); M.D. (Harvard)
- LAWRENCE D. GERMAN, Adjunct Instructor in Medicine
A.B., M.D. (Boston)
- CARL N. GESSLER, Assistant Clinical Professor of Surgery
B.A., M.D. (Vanderbilt)
- PETER GETTINS, Associate Professor of Biochemistry
M.A., D.Phil. (Oxford)
- FAYEZ GHISHAN, Professor of Pediatrics and Director of the Division of Gastroenterology; Professor of Molecular Physiology and Biophysics
M.D. (Ankara); Diploma in Child Health (London)
- KRISHNA D. GHOSH, Assistant Professor of Anesthesiology
M.B., B.S. (Prince of Wales Medical College [India])
- S. JULIAN GIBBS, Associate Professor of Radiology and Radiological Sciences; Assistant Professor of Dentistry
D.D.S. (Emory); Ph.D. (Rochester)
- W. BRIAN GIBLER, Assistant Professor of Surgery; Assistant Professor of Medicine
Sc.B. (Brown); M.D. (Vanderbilt)
- JOHN R. GIBSON, Clinical Instructor in Medicine
B.A. (Vanderbilt); M.D. (Washington University)
- RICHARD LEE GIBSON, Assistant Clinical Professor of Medicine
B.A., M.D. (Kentucky)
- LAURIE GILBERT, Adjunct Associate in Pediatrics
B.A. (Arkansas); M.A. (Peabody); Ph.D. (Vanderbilt)
- CHARLES M. GILL, Clinical Instructor in Obstetrics and Gynecology
B.A. (Vanderbilt); M.D. (Tennessee)
- DAVID D. GILLESPIE, Research Associate in Pharmacology
B.S. (Tennessee); M.S. (Middle Tennessee State)
- RITA JO GILLIS, Adjunct Assistant Professor of Hearing and Speech Sciences
B.A. (North Carolina); M.S. (East Carolina); Ph.D. (Vanderbilt)
- MARC GIRARDET, Research Associate in Biochemistry
D.E.A. (Université Paul-Sabatier)
- MARIA GABRIELLA GIRO, Visiting Associate Professor of Pathology
Ph.D. (Padova)
- FRANCES P. GLASCOE, Assistant Professor of Pediatrics; Investigator, John F. Kennedy Center
B.S. (Georgia State); M.S., Ed.S. (Peabody); Ph.D. (Vanderbilt)
- MICHAEL E. GLASSCOCK III, Clinical Professor of Otolaryngology; Adjunct Professor of Hearing and Speech Sciences (Otolaryngology); Associate Clinical Professor of Neurosurgery
B.S. (Tennessee Technological); M.D. (Tennessee)
- DAVID M. GLASSFORD, JR., Assistant Clinical Professor of Thoracic and Cardiac Surgery
B.S. (Texas A & M); M.D. (Texas)
- ALAN D. GLICK, Associate Professor of Pathology
B.A., M.D. (Vanderbilt)

- FRANCIS W. GLUCK, JR., Associate Clinical Professor of Medicine; Adjunct Assistant Professor of Primary Care Nursing
B.A. (Williams); M.D. (Johns Hopkins)
- WALTER G. GOBBEL, JR., Professor of Surgery, Emeritus
B.S., M.D. (Duke)
- MARK S. GOLDFARB, Adjunct Instructor in Medicine
B.S. (Michigan); M.D. (George Washington)
- FRED GOLDNER, JR., Associate Clinical Professor of Medicine
B.A., M.D. (Vanderbilt)
- BRUCE R. GOODMAN, Clinical Instructor in Obstetrics and Gynecology
B.S. (Tulane); M.D. (Vanderbilt)
- ROBERT A. GOODWIN, JR., Professor of Medicine, Emeritus
B.S. (Virginia); M.D. (Johns Hopkins)
- ALAN N. GORDON, Assistant Professor of Obstetrics and Gynecology
B.A., M.D. (Johns Hopkins)
- RONALD J. GORDON, Visiting Associate Professor of Anesthesiology
B.S. (Maryland); Ph.D. (Princeton); M.D. (Florida)
- JOHNNY E. GORE, Clinical Instructor in Pediatrics
B.S. (Tennessee Technological); M.D. (Tennessee)
- FRED GORSTEIN, Professor of Pathology and Chairman of the Department
A.B., M.D. (New York)
- YOSHINORI GOTO, Research Associate in Molecular Physiology and Biophysics
M.D. (Ehime)
- GERALD S. GOTTERER, Associate Dean; Professor of Medical Administration
A.B. (Harvard); M.D. (Chicago); Ph.D. (Johns Hopkins)
- HIRANYA GOWDA, Associate Clinical Professor of Otolaryngology
M.D. (Mysore)
- ALAN L. GRABER, Associate Clinical Professor of Medicine
A.B. (Princeton); M.D. (Washington University)
- STANLEY E. GRABER, Associate Professor of Medicine
B.A., M.D. (Vanderbilt)
- BARNEY SCOTT GRAHAM, Assistant Professor of Medicine
B.A. (Rice); M.D. (Kansas)
- LOUIS S. GRAHAM, Associate Clinical Professor of Pathology
B.A., M.D. (Virginia)
- ROBERT P. GRAHAM, JR., Clinical Instructor in Medicine
A.B., M.D. (Tennessee)
- THOMAS P. GRAHAM, JR., Professor of Pediatrics and Director of the Division of Cardiology
B.A., M.D. (Duke)
- ANTONIO M. GRANDA, Clinical Instructor in Medicine
B.A. (Delaware); M.D. (Jefferson Medical College)
- DARYL K. GRANNER, Professor of Molecular Physiology and Biophysics and Chairman of the Department; Professor of Medicine
B.A., M.S., M.D. (Iowa)
- D. WESLEY GRANTHAM, Adjunct Associate Professor of Psychoacoustics
A.B. (Oberlin); Ph.D. (Indiana)
- HERSCHEL A. GRAVES, JR., Associate Clinical Professor of Surgery
B.A., M.D. (Vanderbilt)
- GEORGE F. GRAY, Professor of Pathology
B.A. (Texas); M.S., M.D. (Baylor)
- MARY EDMOND PHILLIPS GRAY, Professor of Experimental Pathology, Emerita
B.A., Ph.D. (Vanderbilt)
- ROLAND W. GRAY, Clinical Instructor in Pediatrics
B.A. (Vanderbilt); M.D. (Tennessee)
- BARBARA GRECO, Adjunct Instructor in Medicine
B.A. (Yale); M.D. (Harvard)
- FRANK ANTHONY GRECO, Professor of Medicine and Director of the Division of Oncology; Director of the Cancer Research Center
B.A., M.D. (West Virginia)
- NEIL EDWARD GREEN, Professor of Orthopaedics and Rehabilitation and Vice-Chairman of the Department; Associate Professor of Pediatrics
B.A. (Franklin and Marshall); M.D. (Union, Albany Medical College)
- PAUL A. GREEN, JR., Clinical Instructor in Obstetrics and Gynecology
B.A., M.D. (Vanderbilt)
- WAYNE F. GREEN, Assistant Professor of Pathology
B.S. (Bucknell); M.S., Ph.D. (Wake Forest)
- RALPH GREENBAUM, Assistant Clinical Professor of Pediatrics
M.D. (Tennessee)
- HARRY L. GREENE, Professor of Pediatrics and Director of the Division of Nutrition; Associate Professor of Biochemistry; Director of the Clinical Nutrition Research Unit
B.A. (Baylor); M.D. (Emory)
- JOHN W. GREENE, Director of the Zerfoss Student Health Center; Associate Professor of Pediatrics and Director of the Division of Adolescent Medicine; Associate Professor of Pediatric Nursing
A.B. (West Georgia); M.D. (Medical College of Georgia)
- BRUCE T. GREENWOOD, Assistant Professor of Dentistry
B.A. (DePauw); D.M.D. (Louisville)
- JOHN P. GREER, Assistant Professor of Medicine; Assistant Professor of Pediatrics
B.A., M.D. (Vanderbilt)
- DAVID W. GREGORY, Associate Professor of Medicine
B.A., M.D. (Vanderbilt)
- JAMES P. GREGORY, Clinical Instructor in Medicine
B.A. (Yale); M.D. (Kentucky)
- MARVIN G. GREGORY, Assistant Clinical Professor of Obstetrics and Gynecology
B.S. (Kentucky); M.D. (Vanderbilt)

- JOHN J. GRIFFIN, Assistant Clinical Professor of Psychiatry
B.A. (Notre Dame); M.D. (Saint Louis)
- MARIE R. GRIFFIN, Assistant Professor of Preventive Medicine; Assistant Professor of Medicine
A.B. (Immaculata); M.D. (Georgetown); M.P.H. (Johns Hopkins)
- STEPHEN E. GRINDE, Clinical Instructor in Ophthalmology
B.S. (Baylor); M.S., M.D. (New Mexico)
- JOHN HOOPER GRISCOM, Associate Clinical Professor of Medicine
B.A., M.D. (Vanderbilt)
- ERICH B. GROOS, Clinical Instructor in Obstetrics and Gynecology
B.E., M.D. (Vanderbilt)
- LAURENCE A. GROSSMAN, Clinical Professor of Medicine
B.A., M.D. (Vanderbilt)
- MILTON GROSSMAN, Assistant Clinical Professor of Medicine
B.A., M.D. (Vanderbilt)
- JAMES H. GROWDON, JR., Associate Clinical Professor of Obstetrics and Gynecology
B.A., M.D. (Vanderbilt)
- REGINA A. GRUBER, Instructor in Pediatrics
B.A., M.D. (Baylor)
- WILLIAM C. GRUBER, Assistant Professor of Pediatrics; Assistant Professor of Pathology
B.A. (Rice); M.D. (Baylor)
- F. PETER GUENGERICH, Professor of Biochemistry and Director of the Division of Environmental Toxicology; Director of the Center in Molecular Toxicology
B.S. (Illinois); Ph.D. (Vanderbilt)
- PHILIP F. GUINSBURG, Assistant Clinical Professor of Psychiatry
A.B. (Columbia); M.A., Ph.D. (North Dakota)
- JOHN H. GUNDERSON, Research Assistant Professor of Biology; Research Assistant Professor of Pathology
B.S. (Nebraska); Ph.D. (California, Berkeley)
- ALICE GUNG, Research Associate in Medicine
M.D. (Peking Union Medical)
- LARRY D. GURLEY, Clinical Instructor in Obstetrics and Gynecology
B.A. (Vanderbilt); M.D. (Tennessee)
- DAVID P. GUY, Senior Associate in Orthopaedics and Rehabilitation
B.S. (Marquette); M.S. (Arizona)
- M. REZA HABIBIAN, Assistant Professor of Radiology and Radiological Sciences
M.D. (University of Tehran Medical School)
- KEITH W. HAGAN, Assistant Clinical Professor of Urology
B.A. (Kentucky); M.D. (Vanderbilt)
- KEVIN F. HAGAN, Assistant Professor of Plastic Surgery
B.A., M.D. (Johns Hopkins)
- CURT H. HAGEDORN, Assistant Professor of Medicine; Assistant Professor of Cell Biology
A.B. (Rutgers); M.D. (Washington University)
- CHARLES E. HAINES, JR., Associate Clinical Professor of Urology, Emeritus
M.D. (Duke)
- JOHN D. HAINSWORTH, Associate Professor of Medicine
A.B. (Stanford); M.D. (Vanderbilt)
- MARY F. HAIRE, Associate in Obstetrics and Gynecology
B.S.N. (Berea); M.S.N. (Vanderbilt); R.N.
- BYRON HAITAS, Assistant Professor of Medicine
B.Sc., M.B., B.Ch., M.Sc. (Witwatersrand)
- RAYMOND M. HAKIM, Associate Professor of Medicine
M.S. (Rensselaer Polytechnic Institute); Ph.D. (Massachusetts Institute of Technology); M.D. (McGill)
- FRED L. HALEY, Clinical Instructor in Medicine
B.S. (Johns Hopkins); M.D. (Vanderbilt)
- DAVID P. HALL, Clinical Instructor in Medicine
B.A. (Kentucky); M.D. (Louisville)
- FRED H. HALL, Assistant Clinical Professor of Dental Surgery, Emeritus
D.D.S. (Vanderbilt)
- H. DAVID HALL, Professor of Oral Surgery and Chairman of the Department; Interim Chairman of the Department of Dentistry
B.S. (Oklahoma); D.M.D. (Harvard); M.D. (Alabama)
- JAY W. HALL III, Associate Professor of Hearing and Speech Sciences; Associate Professor of Otolaryngology
B.A. (American International); M.A. (Northwestern); Ph.D. (Baylor)
- GERALD HALPRIN, Assistant Clinical Professor of Medicine (Died 29 August 1987)
B.A., M.D. (Wayne State)
- SUSAN A. HALTER, Associate Professor of Pathology
B.A. (Miami [Ohio]); M.S. (Syracuse); M.D. (Queen's [Ontario])
- THOMAS B. HALTOM, Associate Clinical Professor of Medicine
B.A., M.D. (Vanderbilt)
- TAKAO HAMAKUBO, Research Associate in Biochemistry
B.Sc. (Tokyo); M.D., D.Med.Sc. (Kyoto)
- EDDIE HAMILTON, Clinical Instructor in Pediatrics
B.S. (Tennessee); M.D. (Vanderbilt)
- JAMES R. HAMILTON, Associate Clinical Professor of Medicine (Dermatology)
B.A., M.D. (Vanderbilt)
- LAURIE P. HAMMER, Instructor in Psychiatry
B.Sc. (McGill); M.A. (Concordia); M.D. (McGill)
- JOHN W. HAMMON, JR., Professor of Thoracic and Cardiac Surgery
A.B. (Drury); M.D. (Tulane)
- ROY G. HAMMONDS, Clinical Instructor in Surgery
B.S., M.D. (Vanderbilt)
- CARL RICHARD HAMPF, Clinical Instructor in Neurosurgery
S.B. (Massachusetts Institute of Technology); M.D. (Vanderbilt)
- DONALD E. HANCOCK, Director of Vanderbilt University Hospital; Assistant Professor of Medical Administration
B.B.A., M.B.A. (Kentucky)

- KENNETH R. HANDE, Professor of Medicine; Associate Professor of Pharmacology
A.B. (Princeton); M.D. (Johns Hopkins)
- THOMAS E. HANES, Assistant Clinical Professor of Pathology
B.A., M.D. (Vanderbilt)
- STEPHEN R. HANN, Assistant Professor of Cell Biology
A.B. (California, Berkeley); Ph.D. (California, Riverside)
- VICKIE L. HANNIG, Assistant in Pediatrics
B.A. (Pennsylvania); M.S. (Sarah Lawrence)
- DAVID E. HANSEN, Assistant Professor of Medicine
B.A. (Amherst); M.D. (Cornell)
- MICHAEL A. HARALSON, Associate Professor of Pathology
B.A. (McMurry); Ph.D. (Texas)
- ROBERT A. HARDIN, Clinical Instructor in Thoracic and Cardiac Surgery
B.A. (Asbury); M.D. (Vanderbilt)
- JOEL G. HARDMAN, Professor of Pharmacology and Chairman of the Department
B.S. Pharm., M.S. (Georgia); Ph.D. (Emory)
- JOEL T. HARGROVE, Associate Clinical Professor of Obstetrics and Gynecology
B.S. (Austin Peay State); M.D. (Tennessee)
- HERBERT HARKLEROAD, Assistant Clinical Professor of Medicine
B.S. (Kentucky); M.D. (Louisville)
- CHARLES W. HARLAN, Assistant Professor of Pathology
B.S., M.D. (Tennessee)
- GRETEL C. HARLAN, Assistant Clinical Professor of Pathology
M.D. (Tennessee)
- MARION C. HARPER, Associate Professor of Orthopaedics and Rehabilitation
B.S. (Georgia); M.D. (Medical College of Georgia)
- JACKSON HARRIS, Associate Clinical Professor of Thoracic and Cardiac Surgery
B.A. (Texas); M.D. (Yale)
- PERRY F. HARRIS, Assistant Clinical Professor of Plastic Surgery; Assistant Clinical Professor of Otolaryngology
D.D.S., M.S. (North Carolina); M.D. (Tennessee)
- RAMON S. HARRIS, Associate Professor of Anesthesiology
M.D. (Meharry Medical)
- RAYMOND C. HARRIS, JR., Assistant Professor of Medicine
B.S. (Yale); M.D. (Emory)
- THOMAS R. HARRIS, Professor of Biomedical Engineering and Chemical Engineering and Chairman of the Department of Biomedical Engineering; Professor of Medicine and Director of the Division of Biomedical Engineering and Computing
B.S., M.S. (Texas A & M); Ph.D. (Tulane); M.D. (Vanderbilt)
- SIDNEY HARSHMAN, Professor of Microbiology
B.S. (Western Reserve); Sc.D. (Johns Hopkins)
- WILLIAM E. HARSTON, JR., Assistant Clinical Professor of Medicine
B.S. (Western Kentucky); M.D. (Vanderbilt)
- JAMES R. HART, Assistant Clinical Professor of Psychiatry
B.A., M.D. (Vanderbilt)
- WILLIAM B. HARWELL, JR., Assistant Clinical Professor of Medicine (Dermatology)
B.A. (University of the South); M.D. (Tennessee)
- JOHN H. HASH, Associate Dean for Biomedical Sciences; Professor of Microbiology; Principal Investigator, Clinical Research Center
B.S. (Roanoke); M.S., Ph.D. (Virginia Polytechnic)
- YOSHIAKI HASHIMOTO, Research Associate in Molecular Physiology and Biophysics
M.D., Ph.D. (Tokyo)
- JACEK HAWIGER, Professor of Microbiology and Chairman of the Department (Effective Spring 1990)
M.D. (Academy of Medicine, Krakow); D.M.Sc. (Academy of Medicine, Warsaw)
- DAN J. HAWKINS, Research Instructor in Pharmacology
B.A. (Hendrix); Ph.D. (Rutgers)
- PHILLIP W. HAYES, Clinical Instructor in Medicine
B.A. (Vanderbilt); M.D. (Tennessee)
- WAYLAND J. HAYES, JR., Professor of Biochemistry (Toxicology), Emeritus
B.S. (Virginia); M.A., Ph.D. (Wisconsin); M.D. (Virginia)
- JAMES B. HAYNES, JR., Assistant Clinical Professor of Medicine
B.S. (Vanderbilt); B.A. (College of Saint Thomas); M.D., J.D. (Vanderbilt)
- JAMES H. HAYNES, Clinical Instructor in Medicine
B.S. (Tennessee); M.D. (Duke)
- JAMES W. HAYS, Clinical Instructor in Neurosurgery
B.A., M.D. (Vanderbilt)
- H. CARL HAYWOOD, Professor of Psychology, Peabody College; Professor of Neurology; Investigator, John F. Kennedy Center
B.A., M.A. (San Diego State); Ph.D. (Illinois)
- THOMAS A. HAZINSKI, Associate Professor of Pediatrics
B.A. (Notre Dame); M.D. (Saint Louis)
- ANDREW J. W. HEATH, Associate Professor of Medicine; Associate Professor of Anesthesiology; Medical Director, Poison Control Center
B.Sc. (London); M.D., Ph.D. (Göteborg)
- A. CLYDE HEFLIN, JR., Clinical Instructor in Medicine
B.A. (Kentucky); M.D. (Vanderbilt)
- VIKTOR HEGEDUS, Adjunct Professor of Radiology and Radiological Sciences
M.D. (Copenhagen); Ph.D. (Lund)
- ALLEN H. HEIM, Director of Sponsored Research Programs; Assistant Professor of Medical Administration
B.S. (Lebanon Valley); Ph.D. (Rutgers)
- CRAIG R. HEIM, Associate Professor of Medicine
B.S. (Muhlenberg); M.D. (New York Medical)
- J. HAROLD HELDERMAN, Professor of Medicine
B.A. (Rochester); M.D. (State University of New York Downstate Medical Center)

- RICHARD M. HELLER, JR., Professor of Radiology and Radiological Sciences; Professor of Pediatrics
B.A. (Carleton); M.D. (Northwestern)
- CARL G. HELLERQVIST, Associate Professor of Biochemistry
fil. dr. docent (Stockholm)
- JAMES P. HENDERSON, Clinical Instructor in Pediatrics
B.S., M.D. (Texas A & M)
- ROBERT R. HENDERSON, Assistant Clinical Professor of Ophthalmology
B.A., M.D. (Tennessee)
- DOUGLAS C. HENRY, Assistant Clinical Professor of Pediatrics
B.S. (Muhlenberg); M.D. (Columbia)
- CARL M. HERBERT III, Assistant Professor of Obstetrics and Gynecology and Acting Director of the Division of Reproductive Endocrinology and Infertility
A.B. (Rutgers); M.S., M.D. (Florida)
- MARTA HERNANZ-SCHULMAN, Assistant Professor of Radiology and Radiological Sciences; Assistant Professor of Pediatrics
A.B. (Princeton); M.D. (New York)
- J. LYNWOOD HERRINGTON, JR., Clinical Professor of Surgery
B.A., M.D. (Vanderbilt)
- DAREL G. HESS, Research Associate in Anesthesiology
B.S. (Utah State); Ph.D. (Minnesota)
- RAY W. HESTER, Associate Clinical Professor of Neurosurgery
B.A., M.D. (Vanderbilt)
- PATRICIA HICKS, Clinical Instructor in Pediatrics
A.B., M.D. (Indiana)
- GERALD B. HICKSON, Assistant Professor of Pediatrics; Investigator, John F. Kennedy Center
B.S. (Georgia); M.D. (Tulane)
- STANLEY B. HIGGINS, Research Assistant Professor of Medicine (Biomedical Engineering)
B.A., M.S., Ph.D. (Texas Christian)
- DANIEL R. HIGHTOWER, Assistant Clinical Professor of Otolaryngology
B.A., M.D. (Vanderbilt)
- KAZUMI HIGUCHI, Research Associate in Biochemistry
M.D. (Kagoshima); Ph.D. (Kyushu)
- DAVID E. HILL, Assistant Professor of Urology
A.B., M.D. (Tennessee)
- ELMORE HILL, Associate Clinical Professor of Oral Surgery
D.M.D. (Louisville)
- GEORGE ALAN HILL, Assistant Professor of Obstetrics and Gynecology
A.B., M.D. (Tennessee)
- JAMES O. HILL, Research Assistant Professor of Pediatrics; Research Assistant Professor of Psychology, College of Arts and Science
A.B. (Tennessee); M.A., Ph.D. (New Hampshire)
- KRISTINA E. HILL, Research Assistant Professor of Medicine
B.S. (Northeast Louisiana); Ph.D. (Texas)
- STEPHEN L. HINES, Clinical Instructor in Medicine
A.B. (North Carolina); M.D. (Vanderbilt)
- JAMES M. HINSON, JR., Clinical Instructor in Medicine
A.B. (Missouri); M.D. (Vanderbilt)
- ALICE A. HINTON, Assistant Clinical Professor of Radiology and Radiological Sciences
B.S. (Tulane); M.D. (Vanderbilt)
- M. BRUCE HIRSCH, Clinical Instructor in Obstetrics and Gynecology
B.S. (Georgia); M.D. (Alabama, Birmingham)
- CHARLES S. HIRSHBERG, Assistant Clinical Professor of Pediatrics
M.D. (Tennessee)
- DARRELL L. HIRT, Instructor in Medicine
B.S. (Texas); M.D. (Texas Health Science Center, Dallas)
- CHARLIE JOE HOBDY, Clinical Instructor in Obstetrics and Gynecology
B.A., M.A., M.D. (Vanderbilt)
- T. MARK HODGES, Librarian; Director of the Medical Center Library; Associate Professor of Medical Administration
B.L.S. (Oklahoma); Associate, Library Association
- LOREN H. HOFFMAN, Professor of Cell Biology (On leave spring 1990)
B.A. (Jamestown); Ph.D. (Cornell)
- SARA GREENE HOFFMAN, Clinical Instructor in Hearing and Speech Sciences
B.S., M.S. (West Virginia)
- BRIGID L. M. HOGAN, Professor of Cell Biology
B.Sc., Ph.D. (Cambridge)
- DUNCAN A. HOLADAY, Professor of Anesthesiology
S.B., M.D. (Chicago)
- GEORGE E. HOLBURN, Assistant in Radiology and Radiological Sciences
B.S. (Tennessee Technological); M.A. (Webster)
- GEORGE W. HOLCOMB III, Assistant Professor of Pediatric Surgery
B.A. (Virginia); M.D. (Vanderbilt)
- GEORGE W. HOLCOMB, JR., Clinical Professor of Pediatric Surgery
B.A., M.D. (Vanderbilt)
- THOMAS J. HOLCOMB III, Assistant Clinical Professor of Anesthesiology
B.S. (Furman); M.D. (Tennessee)
- MICHAEL K. HOLLAND, Research Assistant Professor of Obstetrics and Gynecology
B.Sc., Ph.D. (Sydney)
- MARC H. HOLLENDER, Professor of Psychiatry, Emeritus
B.S., M.D. (Illinois)
- H. DOUGLAS HOLLIDAY, Clinical Instructor in Medicine
B.A., M.D. (Vanderbilt)
- ALAN S. HOLLISTER, Assistant Professor of Medicine
B.A. (Swarthmore); Ph.D., M.D. (North Carolina)
- ROBERT M. HOLLISTER, Clinical Instructor in Medicine
M.D. (Columbia)
- STEVEN D. HOLLON, Professor of Psychology, College of Arts and Science; Professor of Psychology, Peabody College; Associate Professor of Psychiatry

- B.A. (George Washington); M.S., Ph.D. (Florida State)
- STEN HOLM, Visiting Professor of Orthopaedics and Rehabilitation
B.S., Ph.D. (Göteborg)
- MYRON A. HOLSCHER, Associate Professor of Pathology
B.S., D.V.M. (Purdue); Ph.D. (Vanderbilt)
- JEFFREY T. HOLT, Assistant Professor of Cell Biology; Assistant Professor of Pathology
B.A. (Kalamazoo); M.D. (Michigan)
- TODD N. HOLT, Instructor in Surgery
B.S., M.D. (Arkansas)
- THOMAS W. HOLZEN, Assistant Clinical Professor of Otolaryngology
B.A. (Yale); M.D. (Tufts)
- TOSHIO HOMMA, Research Assistant Professor of Pediatrics
B.S., D.V.M., M.S. (Hokkaido); Ph.D. (California, Davis)
- LUC M. HONDEGHEM, Professor of Medicine; Gladys Parkinson Stahlman Professor of Cardiovascular Research; Professor of Pharmacology
M.D., M.S. (Leuven); Ph.D. (California, San Francisco)
- PAULA C. HOOS, Assistant Professor of Cell Biology
B.S. (Mount Union); M.S., Ph.D. (Vanderbilt)
- RICHARD L. HOOVER, Associate Professor of Pathology; Associate Professor of Pediatrics
B.A. (Ohio State); M.S. (Kentucky); Ph.D. (Michigan State)
- ROBERT G. HORN, Clinical Professor of Pathology
B.A., M.D. (Vanderbilt)
- DONALD W. HORNE, Research Associate Professor of Biochemistry
B.S. (North Carolina); Ph.D. (Vanderbilt)
- BENNETT FRANKLIN HORTON, SR., Assistant Professor of Anesthesiology
B.A. (Emory); M.D. (Medical College of Georgia)
- FREDERICK T. HORTON, Assistant Clinical Professor of Psychiatry
B.S. (North Carolina State); M.D. (Virginia Commonwealth)
- HISHAM HOURANI, Instructor in Surgery
B.S., M.S., M.D. (American University of Beirut)
- MARCUS C. HOUSTON, Assistant Professor of Medicine
B.A. (Southwestern at Memphis); M.D. (Vanderbilt)
- PHILIP H. HOWE, Research Associate in Cell Biology
B.A. (Augusta); Ph.D. (Medical College of Georgia)
- EVERETTE I. HOWELL, JR., Assistant Clinical Professor of Neurosurgery
B.S. (Mississippi State); M.D. (Vanderbilt)
- HENRY C. HOWERTON, Clinical Instructor in Radiology and Radiological Sciences
M.D. (Cincinnati)
- ELIZABETH ANN COLVIN HUFF, Associate in Obstetrics and Gynecology; Adjunct Instructor in Nursing
B.S.N., M.S.N. (Vanderbilt); R.N.
- DONNA M. SEDLAK HUMMELL, Assistant Professor of Pediatrics
A.B. (Rutgers); M.D. (Johns Hopkins)
- JERRY K. HUMPHREYS, Assistant Clinical Professor of Pathology
B.A., M.D. (Vanderbilt)
- W. GRIFFITH HUMPHREYS, Research Associate in Molecular Physiology and Biophysics
B.S. (Pennsylvania State); Ph.D. (Virginia)
- ROBERT D. HUNT, Associate Professor of Psychiatry
B.S. (Brigham Young); M.D. (California, Berkeley)
- ELLEN B. HUNTER, Assistant Professor of Medicine
B.S., M.D. (Georgetown)
- JOSEPH W. HUSTON, Assistant Clinical Professor of Medicine
B.S. (Washington and Lee); M.D. (Vanderbilt)
- PHILLIP E. HUTCHESON, Assistant Clinical Professor of Dentistry
B.A. (David Lipscomb); D.D.S. (Tennessee); M.S.D. (Alabama)
- ROBERT H. HUTCHESON, JR., Clinical Instructor in Pediatrics; Clinical Instructor in Preventive Medicine
B.S. (Tennessee); M.D. (Tennessee); M.P.H. (Johns Hopkins)
- JAMES B. HUTCHINS, Research Assistant Professor of Cell Biology
B.A. (Colorado); M.A. (California, Berkeley); Ph.D. (Baylor)
- STEVE ALAN HYMAN, Assistant Professor of Anesthesiology
A.B., M.D. (Indiana, Indianapolis)
- JEFFREY L. HYMES, Clinical Instructor in Medicine
B.A. (Yale); M.D. (Albert Einstein)
- IEKUNI ICHIKAWA, Professor of Pediatrics and Director of the Division of Nephrology
B.S., M.D. (Keio)
- MICHIO ICHIMURA, Visiting Assistant in Biochemistry
Master (Tohoku)
- CHRISTOPHER IHLE, Assistant Clinical Professor of Orthopaedics and Rehabilitation
B.S., M.D. (Nebraska)
- ROBERT W. IKARD, Assistant Clinical Professor of Surgery
B.A., M.D. (Vanderbilt)
- TERUAKI IMADA, Research Associate in Biochemistry
B.S., M.S., D.Sc. (Tokyo Institute of Technology)
- ENYU IMAI, Research Associate in Molecular Physiology and Biophysics
M.B., M.D. (Kagoshima)
- TADASHI INAGAMI, Professor of Biochemistry; Director of the Specialized Center for Research in Hypertension
B.S. (Kyoto); M.S., Ph.D. (Yale); D.Sc. (Kyoto)
- JOHN W. INTERLANDI, Assistant Clinical Professor of Medicine
B.A. (Knox); M.D. (Vanderbilt)
- ALBERT P. ISENHOUR, Assistant Clinical Professor of Urology
M.D. (Duke)

- DONALD P. ISLAND, Assistant Professor of Medicine
B.S. (South Dakota School of Mines); M.S. (Stanford)
- NUHAD M. ISMAIL, Instructor in Medicine
B.S., M.D. (American University of Beirut)
- JOSEPH MCK. IVIE, Clinical Professor of Radiology, Emeritus
B.S. Med., M.D. (Duke)
- NAOHARU IWAI, Research Associate in Biochemistry
M.D. (Kyoto)
- MASAHIKO IWASAKI, Research Associate in Biochemistry
M.Agr. (Tohoku); D.Sc. (Osaka)
- ROBERT A. JACK, Assistant Clinical Professor of Psychiatry
B.A. (Pomona); M.D. (Oregon)
- C. GARY JACKSON, Associate Clinical Professor of Otolaryngology; Assistant Clinical Professor of Speech Sciences (Otolaryngology)
B.S. (Saint Joseph's [Pennsylvania]); M.D. (Temple)
- EDWIN K. JACKSON, Professor of Pharmacology
B.S. (Texas); Ph.D. (Texas, Dallas)
- JOHN Q. JACKSON, JR., Clinical Instructor in Pediatrics
B.E. (Georgia Institute of Technology); M.D. (Tennessee)
- H. GAYLE JACOBS, Instructor in Pathology
B.S. (Memphis State); Ph.D. (Vanderbilt)
- J. KENNETH JACOBS, Clinical Professor of Thoracic and Cardiac Surgery
M.D. (Northwestern)
- HARRY R. JACOBSON, Professor of Medicine and Director of the Division of Nephrology; Harry Johnson Professor of Nephrology
B.S. (Illinois, Chicago Circle); M.D. (Illinois, Medical Center)
- MARK W. JACOKES, Assistant Professor of Medicine
B.A., M.D. (North Carolina)
- A. EVERETTE JAMES, JR., Professor of Radiology and Radiological Sciences and Chairman of the Department; Professor of Medical Administration (Legal Medicine); Professor of Obstetrics and Gynecology
B.A. (North Carolina); M.D. (Duke); J.D. (Blackstone Law School); Sc.M. (Johns Hopkins)
- ROBERT C. JAMIESON, Assistant Clinical Professor of Psychiatry
B.S., M.S., M.D. (Wisconsin)
- ROBERT N. JAMISON, Senior Associate in Anesthesiology; Adjunct Assistant Professor of Psychology, College of Arts and Science
B.A. (Hope); M.A. (Loyola [Chicago]); Ph.D. (London)
- ROBERT L. JANCO, Assistant Professor of Pediatrics
B.S. (United States Air Force Academy); M.D. (Yale)
- THOMAS A. JANTZ, Clinical Instructor in Medicine
B.A. (Providence); M.D. (Pittsburgh)
- ADOLPH J. JANUSZKIEWICZ, Research Associate in Medicine
B.S. (Jacksonville); M.S., Ph.D. (Kansas)
- PHILIPPE JEANTY, Assistant Professor of Radiology and Radiological Sciences
M.D., Ph.D. (Free University of Brussels)
- HENRY S. JENNINGS III, Assistant Clinical Professor of Medicine
B.S. (Davidson); M.D. (Vanderbilt)
- MARK JENNINGS, Assistant Professor of Neurology; Assistant Professor of Pediatrics
A.B. (Holy Cross); M.D. (Loyola [Chicago])
- GARY W. JERKINS, Assistant Clinical Professor of Ophthalmology
B.S. (David Lipscomb); M.D. (Tennessee)
- J. THOMAS JOHN, Assistant Clinical Professor of Medicine
B.S. (Davidson); M.D. (North Carolina)
- JAMES A. JOHNS, Assistant Professor of Pediatrics
B.S. (Yale); M.D. (Vanderbilt)
- KARLA JENSEN JOHNS, Assistant Professor of Ophthalmology
B.A. (Wisconsin); M.D. (Vanderbilt)
- DAVID H. JOHNSON, Associate Professor of Medicine
B.S., M.S. (Kentucky); M.D. (Medical College of Georgia)
- H. KEITH JOHNSON, Associate Professor of Medicine; Assistant Professor of Surgery
B.A. (Amherst); M.D. (Tufts)
- HOLLIS E. JOHNSON, Clinical Professor of Medicine, Emeritus
M.D. (Vanderbilt)
- IRA T. JOHNSON, Clinical Instructor in Medicine
B.A. (Lambuth); M.D. (Vanderbilt)
- JAMES W. JOHNSON, Associate Clinical Professor of Obstetrics and Gynecology
B.A., M.D. (Vanderbilt)
- JOHN S. JOHNSON, Associate Clinical Professor of Medicine
B.A., M.D. (Vanderbilt)
- KENNETH D. JOHNSON, Associate Professor of Orthopaedics and Rehabilitation
B.S. (Florida); M.D. (Emory)
- MAHLON D. JOHNSON, Instructor in Pathology
A.B., M.D., Ph.D. (Tennessee)
- ROBERT M. JOHNSON, Assistant Clinical Professor of Medicine
B.A., M.D. (Vanderbilt)
- MARGRETE JOHNSTON, Clinical Instructor in Pediatrics
B.S. (Peabody); M.D. (Meharry Medical)
- ROBERT K. JOHNSTON, Clinical Instructor in Orthopaedics and Rehabilitation
B.S. (Maryville); M.D. (Vanderbilt)
- WILLIAM D. JOHNSTON, Associate Clinical Professor of Surgery
B.A., M.D. (Vanderbilt)
- BRUCE E. JONES, Clinical Instructor in Ophthalmology
B.A., M.D. (Vanderbilt)
- FRANK E. JONES, Assistant Clinical Professor of Orthopaedics and Rehabilitation
M.D. (Tennessee); M.S. (Minnesota)

- HOWARD W. JONES III, Associate Professor of Obstetrics and Gynecology
B.A. (Amherst); M.D. (Duke)
- ORRIN LESTER JONES, JR., Clinical Instructor in Obstetrics and Gynecology
B.A., M.D. (Vanderbilt)
- HAROLD W. JORDAN, Assistant Clinical Professor of Psychiatry
B.S. (Morehouse); M.D. (Meharry Medical)
- ANNE FORREST JOSEY, Adjunct Assistant Professor of Audiology
B.A., M.S. (Vanderbilt)
- JON H. KAAS, Centennial Professor of Psychology, College of Arts and Science; Associate Professor of Cell Biology; Investigator, John F. Kennedy Center
B.A. (Northland); Ph.D. (Duke)
- ALLEN B. KAISER, Associate Professor of Medicine and Vice-Chairman of the Department
B.A., M.D. (Vanderbilt)
- NOBUYUKI KAMATA, Research Associate in Cell Biology
B.Sc., D.Dent.Sc. (Tokyo Medical and Dental)
- JAYAKUMAR REDDY KAMBAM, Associate Professor of Anesthesiology
B.S. (V. R. College [India]); M.B., B.S. (Andhra)
- TAKASHI KAMIJO, Visiting Professor of Pediatrics
M.D. (Hiroaki)
- MICHAEL JAMES KAMINSKI, Assistant Clinical Professor of Neurology
B.S., M.S. (Illinois); M.D. (Illinois, Chicago Circle)
- RUDOLPH H. KAMPMEIER, Professor of Medicine, Emeritus
B.A., M.D. (Iowa)
- ALBERT S. KAPLAN, Research Professor of Microbiology (Died 11 August 1989)
B.S. (Philadelphia College of Pharmacy and Science); M.S. (Pennsylvania State); Ph.D. (Yale)
- HERMAN J. KAPLAN, Clinical Professor of Medicine
B.A. (Southwestern College); M.D. (Vanderbilt)
- PETER R. KAPLAN, Assistant Clinical Professor of Medicine
A.B. (Princeton); M.D. (Pennsylvania)
- DAVID T. KARZON, Professor of Pediatrics
B.S., M.S. (Ohio State); M.D. (Johns Hopkins)
- A. G. KASSELBERG, Assistant Professor of Pathology; Assistant Professor of Pediatrics
A.B. (Princeton); M.D. (Johns Hopkins)
- ALAN J. KAUFMAN, Assistant Professor of Radiology and Radiological Sciences
B.S. (City University of New York); M.S. (Connecticut); M.D. (Liege)
- TONY KELLER, Research Assistant Professor of Mechanical Engineering; Research Assistant Professor of Orthopaedics and Rehabilitation
B.S. (Oregon State); M.S.E. (University of Washington); Ph.D. (Vanderbilt)
- BARBARA KENNEDY, Clinical Instructor in Pediatrics
B.S., M.D. (Wisconsin)
- JAMES S. KENNEDY, Clinical Instructor in Medicine
B.S. (Tennessee); M.D. (Tennessee)
- RITA Z. KENNEDY, Research Associate in Pathology
B.A., Ph.D. (Rome)
- WILLIAM D. KENNER, Assistant Clinical Professor of Psychiatry
B.A., M.D. (Tennessee)
- WILLIAM G. KENNON, JR., Clinical Professor of Otolaryngology, Emeritus
B.A. (Vanderbilt); M.D. (Pennsylvania)
- MARY E. KEOWN, Clinical Instructor in Pediatrics
B.S. (Samford); M.D. (Alabama)
- DOUGLAS S. KERNODLE, Assistant Professor of Medicine
B.A., M.D. (North Carolina)
- ROBERT M. KESSLER, Associate Professor of Radiology and Radiological Sciences; Associate Professor of Psychiatry
B.S., M.D. (Yale)
- JOHN E. KEYSER III, Clinical Instructor in Surgery
B.S., M.D. (Illinois)
- ANDRAS KHOOR, Research Associate in Pediatrics
M.D. (Sammelweis Medical)
- JOHN T. KIHM, Assistant Professor of Medicine
B.S. (Michigan State); M.D. (Wayne State)
- SALLY J. KILLIAN, Assistant Professor of Medicine
B.S. (Michigan State); M.D. (Alabama, Birmingham)
- ANTHONY W. KILROY, Associate Professor of Neurology; Associate Professor of Pediatrics
M.B., B.S. (Saint Bartholomew's [London])
- DONG-HYAN KIM, Research Associate in Biochemistry
B.S. (Seoul National); M.S., Ph.D. (Korean Advanced Institute of Science and Technology)
- FRED T. KIMBRELL, JR., Associate Clinical Professor of Surgery
B.S., M.D. (Mississippi)
- L. DOUGLASS KING, Assistant Clinical Professor of Psychiatry
B.S. (Memphis State); M.A. (North Carolina); M.D. (Tennessee)
- LLOYD E. KING, JR., Professor of Medicine and Director of the Division of Dermatology
B.A. (Vanderbilt); M.D., Ph.D. (Tennessee)
- PAUL H. KING, Associate Professor of Biomedical Engineering and Mechanical Engineering; Associate Professor of Anesthesiology
B.S., M.S. (Case Institute of Technology); Ph.D. (Vanderbilt); P.E.
- MARSHA C. KINNEY, Assistant Professor of Pathology
B.A. (Vanderbilt); M.S. (Abilene Christian); M.D. (Texas Southwestern Medical School)
- WESLEY W. KINNEY, Assistant Professor of Anesthesiology
B.A. (Austin); M.D. (Texas)
- LOWRY D. KIRBY, Clinical Instructor in Pediatrics
B.A. (Vanderbilt); M.D. (Tennessee)
- FREDERICK KIRCHNER, JR., Associate Dean; Director of Graduate Medical Education; Associate Professor of Urology
B.Sc. (Dickinson); M.D. (Cornell)

- SANDRA KIRCHNER, Professor of Radiology and Radiological Sciences; Assistant Professor of Pediatrics
B.A. (Wellesley); M.D. (Cornell)
- VIRGINIA KIRK, Associate Clinical Professor of Clinical Psychology, Emerita
B.A. (Drake); M.S. (Yale); Ph.D. (Chicago)
- HOWARD S. KIRSHNER, Professor of Neurology and Vice-Chairman of the Department; Associate Professor of Speech (Language Pathology); Professor of Psychiatry
B.A. (Williams); M.D. (Harvard)
- THOMAS M. KLEE, Assistant Professor of Hearing and Speech Sciences (Language Pathology); Investigator, John F. Kennedy Center
B.S., A.M. (Indiana); Ph.D. (Wisconsin)
- RALPH R. KLING, JR., Assistant Clinical Professor of Obstetrics and Gynecology
B.S., M.D. (Louisiana State)
- HOWARD R. KNAPP, Assistant Professor of Medicine
A.B. (Washington University); M.D., Ph.D. (Vanderbilt)
- L. DEAN KNOLL, Clinical Instructor in Urology
B.S. (Colorado); M.D. (Chicago Medical School)
- LAURA KNOX, Adjunct Instructor in Hearing and Speech Sciences
B.A. (Vanderbilt); M.A. (Peabody)
- MICHAEL O. KOCH, Assistant Professor of Urology
J.D. (Vanderbilt); A.B., M.D. (Dartmouth)
- SUNITA KOCHHAR, Research Associate in Pharmacology
Ph.D. (Panjab)
- OTTO MORSE KOCHTITZKY, Clinical Instructor in Medicine
M.D. (Vanderbilt)
- LEONARD J. KOENIG, Associate Clinical Professor of Pediatrics
B.A., M.D. (Johns Hopkins)
- VALENTINA KON, Assistant Professor of Pediatrics
A.B. (New York); M.D. (Albert Einstein)
- TETSURO KONO, Professor of Molecular Physiology and Biophysics
B.A., Ph.D. (Tokyo)
- JOHN KOOMEN, Assistant Clinical Professor of Psychiatry
A.B., M.D. (North Carolina)
- ELIZABETH W. KOONCE, Clinical Instructor in Pediatrics
B.S. (Davidson); M.D. (North Carolina)
- RICHARD P. KOSHAKJI, Research Instructor in Pharmacology (Died 5 May 1988)
B.Sc., M.Sc. (American University [Egypt]); Ph.D. (Vanderbilt)
- RONALD F. KOURANY, Associate Professor of Psychiatry; Assistant Professor of Psychology, College of Arts and Science
B.Sc., M.D. (American University of Beirut)
- MARK J. KOURY, Associate Professor of Medicine
A.B. (Rutgers); M.D. (Virginia)
- WILLIAM J. KOVACS, Assistant Professor of Medicine
A.B., M.D. (Chicago)
- SANFORD B. KRANTZ, Professor of Medicine and Director of the Division of Hematology
B.A., B.S., M.D. (Chicago)
- HEYO KROEMER, Research Instructor in Pharmacology
Ph.D. (Technical University of Braunschweig)
- DON R. KROHN, Assistant Professor of Obstetrics and Gynecology
B.A. (Wayne State); M.D. (Michigan)
- NANCY KROHN, Assistant Clinical Professor of Pathology
B.S. (Peabody); M.D. (Meharry Medical)
- MARVIN W. KRONENBERG, Associate Professor of Medicine; Associate Professor of Radiology and Radiological Sciences
B.A. (Miami [Ohio]); M.D. (Ohio State)
- ELIZABETH DUKE KRUEGER, Clinical Instructor in Pediatrics
B.S. (Oklahoma State); M.D. (Vanderbilt)
- JONATHAN BRUCE KRUSKAL, Instructor in Anesthesiology
M.B., Ch.B., Ph.D. (Cape Town)
- MARK KUTCHER, Assistant Professor of Psychiatry
B.S. (State University of New York, Binghamton); M.D. (State University of New York Downstate Medical Center)
- MICHEL E. KUZUR, Clinical Instructor in Medicine
A.S. (Birzeit); B.S., M.D. (American University of Beirut)
- KENT KYGER, Associate Clinical Professor of Psychiatry
B.S. (Oklahoma); M.D. (Vanderbilt)
- JOSEPH D. LABARBERA, Associate Professor of Psychiatry; Assistant Professor of Psychology, Peabody College; Assistant Professor of Psychology, College of Arts and Science
A.B. (Brown); M.A., Ph.D. (Vanderbilt)
- ROLAND D. LAMB, Assistant Clinical Professor of Gynecology
B.A., M.D. (Vanderbilt)
- ADRIAN LAMBALLE, Assistant Clinical Professor of Radiology and Radiological Sciences
M.B., B.S. (London)
- JEFFREY A. LANDMAN, Assistant Clinical Professor of Radiology and Radiological Sciences
B.S. (Michigan); M.D. (Michigan State)
- ERWIN J. LONDON, Associate Professor of Pharmacology
B.S., M.D. (Chicago); Ph.D. (California, Berkeley)
- THEODORE C. LARSON III, Clinical Instructor in Radiology and Radiological Sciences
B.S., M.D. (Northwestern)
- ROBERT H. LATHAM, Assistant Professor of Medicine
B.A., M.D. (Vanderbilt)
- DANA L. LATOUR, Assistant Clinical Professor of Medicine (Dermatology)
B.S. (Georgia); M.S. (Memphis State); M.D. (Tennessee)
- MARY ANN LAUBACHER, Adjunct Instructor in Nursing; Adjunct Assistant in Medicine
B.S.N. (Southern Oregon State); M.N. (Oregon Health Sciences)

- HORACE T. LAVELLY, JR., Assistant Clinical Professor of Gynecology
B.A. (Allegheny); M.D. (Pennsylvania)
- PATRICK LAVIN, Assistant Professor of Neurology; Assistant Professor of Ophthalmology
M.B., B.Ch. (University College, Dublin)
- ALBERT R. LAWSON, Assistant Clinical Professor of Psychiatry
B.A., M.D. (Vanderbilt)
- WILLIAM B. LAWSON, Director, Office of Minority Student Affairs; Assistant Professor of Psychiatry; Assistant Professor of Psychology, Peabody College; Investigator, John F. Kennedy Center
B.S. (Howard); M.A. (Virginia); Ph.D. (New Hampshire); M.D. (Chicago)
- ALEXANDER R. LAWTON, Professor of Pediatrics and Director of the Division of Rheumatology and Immunology; Edward Claiborne Stahlman Professor of Pediatric Physiology and Cell Metabolism; Professor of Microbiology
B.A. (Yale); M.D. (Vanderbilt)
- BLAKE B. LAZENBY, Clinical Instructor in Audiology
B.A. (Tennessee); M.S. (Vanderbilt)
- SANDRA R. LEAVELL, Assistant Clinical Professor of Psychiatry
A.B. (Indiana); M.D. (Michigan State)
- EVON BATEY LEE, Instructor in Pediatrics
B.A., M.A., Ph.D. (Vanderbilt)
- JOHN T. LEE, Assistant Professor of Medicine
B.A. (California, San Diego); M.D. (California, San Francisco)
- STANLEY M. LEE, Associate Clinical Professor of Pediatrics; Adjunct Instructor in Medicine
B.A. hons., M.B., B.Ch., B.A.O. (Dublin)
- H. BRIAN LEEPER, Clinical Instructor in Pediatrics
B.S. (Tennessee, Martin); M.D. (Tennessee)
- LEWIS B. LEFKOWITZ, JR., Professor of Preventive Medicine; Assistant Professor of Medicine
B.A. (Denison); M.D. (Texas, Dallas)
- RUSSELL B. LEFTWICH, Clinical Instructor in Medicine; Clinical Instructor in Pediatrics
B.S. (Arizona State); M.D. (Vanderbilt)
- RACHEL LENOX, Instructor in Pediatrics
B.S. (Purdue); M.D. (Vanderbilt)
- JOSEPH F. LENTZ, Associate Clinical Professor of Pediatrics
B.A., M.D. (Vanderbilt)
- EDWARD B. LEOF, Assistant Professor of Cell Biology
B.S. (Purdue); Ph.D. (North Carolina)
- JOHN M. LEONARD, Assistant Professor of Medicine
B.A. (Florida State); M.D. (Vanderbilt)
- THOMAS C. LEONARD-MARTIN, Assistant in Ophthalmology
B.A. (Maryville); A.M. (Washington University); M.A. (Vanderbilt)
- VIRGIL S. LEQUIRE, Professor of Experimental Pathology; Professor of Cell Biology
B.A. (Maryville); M.D. (Vanderbilt)
- JAMES P. LESTER, Clinical Instructor in Surgery
M.D. (Tennessee)
- ANDREW A. LETTES, Research Associate in Cell Biology
B.S. (Pennsylvania State); M.S. (University of the Pacific); Ph.D. (California, Los Angeles)
- LARRY M. LEWIS, Clinical Instructor in Pathology
B.S., M.S., Ph.D. (Cleveland State)
- MALCOLM R. LEWIS, Associate Clinical Professor of Surgery
A.B., M.D. (Washington University)
- THOMAS C. LEWIS, Assistant Professor of Anesthesiology
B.A. (Washington and Lee); M.D. (Virginia)
- MICHAEL J. LICHTENSTEIN, Assistant Professor of Medicine; Assistant Professor of Preventive Medicine
B.S. (Wisconsin); M.D. (Baylor); M.Sc. (London School of Hygiene and Tropical Medicine)
- GRANT W. LIDDLE, Professor of Medicine, Emeritus (Died 29 June 1989)
B.S. (Utah); M.D. (California, Berkeley)
- EDWIN J. LILLY, Assistant Professor of Anesthesiology
B.A. (Ohio Wesleyan); M.D. (Ohio State)
- LEE E. LIMBIRD, Professor of Pharmacology
B.A. (Wooster); Ph.D. (North Carolina)
- THOMAS J. LIMBIRD, Associate Professor of Orthopaedics and Rehabilitation
B.A. (Wooster); M.D. (Duke)
- LI-HSIEN LIN, Research Associate in Cell Biology
B.S. (National Taiwan); M.S., Ph.D. (Clemson)
- CHRISTOPHER D. LIND, Assistant Professor of Medicine
B.A. (Pomona); M.D. (Vanderbilt)
- DANIEL P. LINDSTROM, Associate Professor of Pediatrics
B.A. (Carleton); Ph.D. (Duke)
- ROBERT C. LINEBERGER, Assistant Clinical Professor of Dentistry (Orthodontics)
B.A. (Vanderbilt); D.D.S. (Tennessee)
- JOHN L. LINK II, Clinical Instructor in Obstetrics and Gynecology
B.S. (Middle Tennessee State); M.D. (Tennessee)
- JOANNE L. LINN, Associate Professor of Anesthesiology
B.A. (Tusculum); M.D. (Vanderbilt)
- ROBERT JOSEPH LINN, Associate Clinical Professor of Radiology and Radiological Sciences
B.A., M.D. (Vanderbilt)
- JONATHAN J. LIPMAN, Research Assistant Professor of Medicine; Research Instructor in Surgery
B.Sc., B.Sc. (Hatfield Polytechnic); Ph.D. (Wales)
- A. BRANT LIPSCOMB, Clinical Professor of Orthopaedics and Rehabilitation; Team Physician, Athletic Department
B.A., M.D. (Vanderbilt)
- A. BRANT LIPSCOMB, JR., Assistant Clinical Professor of Orthopaedics and Rehabilitation
B.A., M.D. (Vanderbilt)
- R. STEPHEN LLOYD, Associate Professor of Biochemistry
B.S. (Florida State); Ph.D. (Texas, Houston)

- JAMES P. LODEN, Clinical Instructor in Ophthalmology
B.A. (Mississippi); M.D. (Tennessee)
- SUSAN A. LOGAN, Instructor in Audiology
B.S. (East Tennessee State); M.S. (Vanderbilt)
- SALVATORE J. LOMBARDI, Assistant Professor of Obstetrics and Gynecology
B.A. (Saint Francis [New York]); M.A. (New School for Social Research); M.D. (Universidad Autónoma de Nuevo León)
- RUTH BARRON LONG, Clinical Instructor in Pediatrics
B.S. (Auburn); M.D. (Vanderbilt)
- WILLIAM R. LONG, Associate Clinical Professor of Pediatrics
B.A. (Vanderbilt); M.D. (Kentucky)
- PETER T. LOOSEN, Professor of Psychiatry and Director of the Division of Psychoneuroendocrinology; Professor of Medicine
M.D. (Munich)
- CHRISTINE H. LORENZ, Assistant in Radiology and Radiological Sciences
B.S. (Washington University); M.S. (Vanderbilt)
- RODNEY A. LORENZ, Associate Professor of Pediatrics and Director of the Division of Endocrinology
A.B. (Washington University); M.D. (Vanderbilt)
- JOHN O. LOSTETTER, Director of Program Support Services; Assistant Professor of Medical Administration and Vice-Chairman of the Division
B.S., M.S. (Wisconsin); Ph.D. (Peabody)
- RUSSELL J. LOVE, Professor of Hearing and Speech Sciences
B.S., M.A., Ph.D. (Northwestern)
- DONALD R. LOVELACE, Clinical Instructor in Obstetrics and Gynecology
B.S. (Western Kentucky); M.S., M.D. (Louisville)
- H. NEWTON LOVVORN, JR., Assistant Clinical Professor of Obstetrics and Gynecology
B.A., M.D. (Vanderbilt)
- REGINALD LOWE, JR., Assistant Clinical Professor of Ophthalmology
B.S. (Millsaps); M.D. (Tulane)
- JAMES E. LOYD, Assistant Professor of Medicine
B.S., M.D. (West Virginia)
- FRED V. LUCAS, Professor of Pathology
A.B. (California, Berkeley); M.D. (Rochester)
- THOMAS J. LUKAS, Research Assistant Professor of Pharmacology
B.S. (King's [Pennsylvania]); M.S. (John Carroll); Ph.D. (Rutgers)
- JOHN N. LUKENS, JR., Craig-Weaver Professor of Pediatrics
A.B. (Princeton); M.D. (Harvard)
- LINDA S. LUNDIN, Assistant Clinical Professor of Psychiatry
B.S. (Tennessee); M.D. (Vanderbilt)
- PHILIP L. LYLE, Assistant Clinical Professor of Ophthalmology
M.D., B.S. (Tennessee)
- CHRISTOPHER J. LYNCH, Research Associate in Molecular Physiology and Biophysics
B.S., Ph.D. (Northeastern)
- JOHN B. LYNCH, Professor of Plastic Surgery and Chairman of the Department
M.D. (Tennessee)
- KAREN M. LYONS, Research Associate in Cell Biology
A.B. (California, Berkeley); Ph.D. (Wisconsin)
- RUSSETTE M. LYONS, Research Assistant Professor of Cell Biology
B.S. (State University of New York, Binghamton); M.S., Ph.D. (Nebraska)
- ROBERT C. MACDONELL, JR., Associate Professor of Pediatrics; Associate Professor of Medicine
M.D. (Emory)
- ROBERT J. MACIUNAS, Assistant Professor of Neurosurgery
B.A. (Northwestern); M.D. (Illinois)
- WILLIAM E. MACLEAN, JR., Assistant Professor of Psychology, Peabody College; Assistant Professor of Special Education; Research Assistant Professor of Pediatrics; Investigator, John F. Kennedy Center
B.S. (Emory); M.S., Ph.D. (Peabody)
- CHARLES W. MACMILLAN, Assistant Clinical Professor of Plastic Surgery
B.A., M.D. (Cornell)
- JAMES J. MADDEN, JR., Assistant Clinical Professor of Plastic Surgery
B.S., M.D. (Georgetown)
- MICHAEL J. MAGEE, Clinical Instructor in Medicine
B.S. (Auburn); M.D. (Tennessee)
- MARK A. MAGNUSON, Assistant Professor of Molecular Physiology and Biophysics; Assistant Professor of Medicine
B.A. (Luther); M.D. (Iowa)
- CHERYL W. MAJOR, Assistant in Pediatrics
B.S. (Skidmore); R.N.
- ROBERT E. MALLARD, Associate Clinical Professor of Pediatrics
B.A. (Rochester); M.D. (Vanderbilt)
- VENKAT R. MANDAVA, Research Associate in Neurosurgery
B.E. (Birla Institute of Technology and Science); M.Tech. (Indian Statistical Institute)
- DONALD HAL MANIER, Research Associate in Pharmacology
B.S., M.S. (Middle Tennessee State)
- MARY VIRGINIA MANLEY, Assistant Professor of Psychiatry
B.S.N., M.S.N. (Vanderbilt); R.N.; R.N.P.
- RONALD G. MANNING, Associate Professor of Radiology and Radiological Sciences
B.S., Ph.D. (California, Davis)
- ARTHUR MANOLI, Instructor in Orthopaedics and Rehabilitation
B.S., M.D. (Michigan)
- RICHARD A. MARGOLIN, Assistant Professor of Psychiatry and Director of the Division of Geriatric Psychiatry; Assistant Professor of Radiology and Radiological Sciences
A.B. (Harvard); M.D. (California, Irvine)
- ASTRID M. MARKS, Research Associate in Medicine
M.D. (Medizinische Hochschule Hannover)

- LAWRENCE J. MARNETT, Professor of Biochemistry; Mary Geddes Stahlman Professor of Cancer Research; Professor of Chemistry
B.S. (Rockhurst); Ph.D. (Duke)
- SAMUEL R. MARNEY, JR., Associate Professor of Medicine and Director of the Division of Allergy and Immunology
B.A., M.D. (Virginia)
- ANTHONY E. MARTIN, Instructor in Medicine
B.A., M.D. (Louisville)
- ELAINE D. MARTIN, Assistant Professor of Pediatrics
B.S. (Eastern Kentucky); M.D. (Louisville)
- GEORGE C. MARTIN, Clinical Instructor in Pediatrics
B.S. (North Carolina State); M.D. (Vanderbilt)
- PETER R. MARTIN, Associate Professor of Psychiatry and Director of the Division of Alcohol and Substance Abuse; Associate Professor of Pharmacology
B.Sc., M.D. (McGill); M.Sc. (Toronto)
- RAYMOND S. MARTIN, Clinical Instructor in Surgery
B.A. (Vanderbilt); M.D. (Johns Hopkins)
- THOMAS E. MASON, Assistant Clinical Professor of Pathology
B.A. (Lehigh); M.D. (Medical University of South Carolina)
- RALPH W. MASSIE, Assistant Clinical Professor of Medicine
B.A., M.D. (Vanderbilt)
- HOSSEIN MASSOUD, Assistant Clinical Professor of Pediatrics
M.D. (Isfahan)
- GEORGE MATHEWS, Lecturer in Psychiatry
M.B., B.S., M.D. (Bombay)
- LYNN MCCORMICK MATRISIAN, Assistant Professor of Cell Biology
B.S. (Bloomington State); Ph.D. (Arizona)
- YASUHISA MATSUI, Research Associate in Cell Biology
Ph.D. (Tokyo)
- LILIA D. MAURICIO, Assistant Clinical Professor of Pathology
B.A., M.D. (Santo Tomas)
- G. PATRICK MAXWELL, Assistant Clinical Professor of Plastic Surgery
B.S., M.D. (Vanderbilt)
- JAMES M. MAY, Associate Professor of Medicine
B.S. (Yale); M.D. (Vanderbilt)
- MICHAEL E. MAY, Assistant Professor of Medicine
B.S. (Spring Hill); Ph.D., M.D. (Medical University of South Carolina)
- STEVEN E. MAYER, Research Professor of Pharmacology
A.B., S.B. (Chicago); S.M., Ph.D. (Illinois)
- MURRAY J. MAZER, Associate Professor of Radiology and Radiological Sciences; Assistant Professor of Surgery
B.Sc., M.D. (Manitoba)
- AILEEN H. MCALISTER, Assistant Clinical Professor of Psychiatry
B.S., M.D. (Alabama, Birmingham)
- MARK P. MCANDREWS, Assistant Professor of Orthopaedics and Rehabilitation
B.S., M.D. (Iowa)
- R. TRIGG MCCLELLAN, Assistant Professor of Orthopaedics and Rehabilitation
B.S., M.D. (Vanderbilt)
- ROBERT E. MCCLELLAN, Associate Clinical Professor of Urology
B.A. (Emory and Henry); M.D. (Virginia)
- PAUL RAYMOND MCCOMBS, Clinical Instructor in Neurosurgery
B.S. (Emory); M.D. (Miami [Florida])
- FREEMAN MCCONNELL, Professor of Audiology, Emeritus
B.S., M.A. (Illinois); Ph.D. (Northwestern)
- THOMAS L. MCCURLEY III, Assistant Professor of Pathology
B.E., M.D. (Vanderbilt)
- WILLIAM R. MCDANIEL, Clinical Instructor in Medicine (Dermatology)
B.A., M.D. (Virginia)
- EDWARD C. MCDONALD, Assistant Clinical Professor of Pathology
B.S. (Middle Tennessee State); M.D. (Tennessee)
- SUSAN MCDONNELL, Research Associate in Cell Biology
B.Sc. (University College, Dublin); Ph.D. (National Institute for Higher Education [Ireland])
- W. SCOTT MCDUGAL, Professor of Urology and Chairman of the Department; Associate Director of the Section of Surgical Sciences
A.B. (Dartmouth); M.D. (Cornell)
- JAMES R. MCFERRIN, Assistant Clinical Professor of Psychiatry
B.A. (Vanderbilt); M.D. (Tennessee)
- JAMES B. MCGEHEE, Assistant Clinical Professor of Psychiatry
B.A., M.D. (Mississippi)
- SUSAN G. MCGREW, Clinical Instructor in Pediatrics
B.A. (Vermont); M.D. (Northwestern)
- WALLACE R. G. MCGREW, JR., Assistant Clinical Professor of Medicine
B.S. (Lehigh); M.D. (Vermont)
- OWEN PATRICK MCGUINNESS, Assistant Professor of Molecular Physiology and Biophysics
B.S. (State University of New York, Stony Brook); Ph.D. (Louisiana State)
- JAMES MCKANNA, Associate Professor of Cell Biology; Investigator, John F. Kennedy Center
B.A. (Saint Olaf); Ph.D. (Wisconsin)
- CHARLES E. MCKAY, Assistant Clinical Professor of Medical Administration
M.D. (Wake Forest)
- GUAT-SIEW LEE MCKEE, Clinical Instructor in Medicine
M.B., B.S. (Malaya)
- L. CLIFFORD MCKEE, Associate Professor of Medicine (On leave)
B.A., M.D. (Vanderbilt)
- SAMUEL JAY MCKENNA, Assistant Professor of Oral Surgery
B.A. (California, San Diego); D.D.S. (California, Los Angeles); M.D. (Vanderbilt)

- FRANCIS JOSEPH MCLAUGHLIN, Adjunct Associate Professor of Psychology, Peabody College; Adjunct Assistant Professor of Pediatrics; Investigator, John F. Kennedy Center
B.A. (Vanderbilt); M.A., Ph.D. (Peabody)
- MICHAEL J. MCLEAN, Assistant Professor of Neurology; Assistant Professor of Pharmacology; Assistant Professor of Psychiatry
A.B. (Chicago); Ph.D., M.D. (Virginia)
- ALEXANDER C. MCLEOD, Associate Clinical Professor of Medicine; Associate Clinical Professor of Medical Administration
A.B. (Princeton); M.D. (Duke)
- M. CHARLES MCMURRAY, Clinical Instructor in Surgery
B.A. (Vanderbilt); D.M.D., M.D. (Louisville)
- PAUL C. MCNABB II, Adjunct Associate Professor of Medicine
B.S. (Memphis State); M.D. (Tennessee)
- LARRY W. MCNEIL, Assistant Clinical Professor of Medicine
B.A. (Louisville); M.D. (Meharry Medical)
- WARREN F. MCPHERSON, Clinical Instructor in Neurosurgery; Clinical Instructor in Medical Administration
B.A. (Pennsylvania); M.D. (George Washington)
- JOHN D. MCQUAIN, Clinical Instructor in Hearing and Speech Sciences
B.A. (Harding); M.S. (Vanderbilt)
- JOHN R. MCRAE, Assistant Clinical Professor of Medicine
B.S. (Georgia Institute of Technology); M.D. (Duke)
- PATRICK W. MEACHAM, Assistant Professor of Surgery
B.S. (Western Kentucky); M.D. (Vanderbilt)
- WILLIAM F. MEACHAM, Clinical Professor of Neurosurgery, Emeritus
B.S. (Western Kentucky); M.D. (Vanderbilt);
L.H.D. (hon., Kentucky Wesleyan)
- CLIFTON KIRKPATRICK MEADOR, Clinical Professor of Medicine
B.A., M.D. (Vanderbilt)
- KEITH G. MEADOR, Lecturer in Pastoral Theology and Counseling; Assistant Clinical Professor of Psychiatry
B.A. (Vanderbilt); M.D. (Louisville); Th.M. (Duke); M.P.H. (North Carolina)
- ROBERT T. MEANS, JR., Instructor in Medicine
B.A. (Rice); M.D. (Vanderbilt)
- RAYMOND L. MENEELY, Clinical Instructor in Pediatrics
B.S. (Houghton); M.D. (Pittsburgh)
- H. C. MENG, Professor of Molecular Physiology and Biophysics, Emeritus; Professor of Surgery, Emeritus
M.B. (Cheeloo); M.D. (Toronto); M.S., Ph.D. (Northwestern)
- JAMES W. MENZIE, Assistant Clinical Professor of Anesthesiology
B.S. (Southwestern State); Ph.D., M.D. (Vanderbilt)
- WALTER H. MERRILL, Associate Professor of Thoracic and Cardiac Surgery; Director of the Program in Cardiovascular Perfusion, VUH
B.A. (University of the South); M.D. (Johns Hopkins)
- CULLEN R. MERRITT, Assistant Clinical Professor of Medicine
A.B. (Princeton); M.D. (Vanderbilt)
- ALVIN H. MEYER, Assistant Clinical Professor of Medicine (Dermatology)
B.S., M.D. (Louisiana State)
- BARBARA O. MEYRICK-CLARRY, Professor of Pathology; Professor of Medicine
M.Phil., Ph.D. (London)
- PAUL R. MICHAEL, Assistant Clinical Professor of Medicine
B.A. (Vanderbilt); M.D. (Florida)
- MARTHA K. MIERS, Senior Associate in Pathology
B.S. (Virginia Polytechnic); M.S. (Virginia Commonwealth)
- MARTIN CHARLES MIHM, JR., Adjunct Professor of Pathology
B.A. (Duquesne); M.D. (Pittsburgh)
- MICHAEL A. MILEK, Assistant Professor of Orthopaedics and Rehabilitation
B.S., M.D. (Louisiana State)
- BRENDA MILES, Associate in Pediatrics
B.S. (Tennessee, Martin); M.S.S.W. (Tennessee)
- BONNIE M. MILLER, Clinical Instructor in Surgery
A.B. (Colorado College); M.D. (Oklahoma)
- DUNCAN A. MILLER, Research Assistant Professor of Cell Biology
B.A. (Gustavus Adolphus); M.S. (Fairleigh Dickinson); Ph.D. (Wisconsin)
- JOE M. MILLER, Clinical Instructor in Surgery
M.D. (Tennessee)
- MICHAEL E. MILLER, Clinical Instructor in Medicine
B.A. (Emory); M.D. (North Carolina)
- MICHAEL P. MILLER, Clinical Instructor in Medicine
B.A. (Saint Francis Seminary); M.S. (Wisconsin);
M.D. (Medical College of Wisconsin)
- RONALD V. MILLER, Clinical Instructor in Pediatrics
B.A., M.D. (Mississippi)
- JAMES B. MILLIS, Associate Clinical Professor of Obstetrics and Gynecology
B.A. (Vanderbilt); M.D. (Tennessee)
- MYRON L. MILLS, Assistant Professor of Surgery
B.A. (Pacific Union); M.D. (Loma Linda)
- FRANCIS MICHAEL MINCH, Clinical Instructor in Surgery
B.S., M.D. (Ohio State)
- LEE ROY MINTON, Assistant Clinical Professor of Ophthalmology
B.S. (Tennessee Polytechnic Institute); M.D. (Tennessee)
- FERNANDO MIRANDA, Clinical Instructor in Medicine
B.S., M.D. (Chile)
- REETA MISRA, Instructor in Pediatrics
M.B., B.S. (Kanpur); M.D. (Lucknow)
- KARL EDWARD MISULIS, Assistant Professor of Neurology; Instructor in Pharmacology
B.Sc. (Queen's [Ontario]); Ph.D. (State University of New York Upstate Medical Center); M.D. (Vanderbilt)

- CARL E. MITCHELL, Assistant Clinical Professor of Medicine
A.B. (Washington University)
- DOUGLAS P. MITCHELL, Clinical Instructor in Medicine
B.A. (Yale); M.D. (Vanderbilt)
- HAROLD R. MITCHELL, Adjunct Professor of Hearing and Speech Sciences
A.B. (South Carolina State); M.S. (Denver); Ph.D. (Ohio)
- THOMAS R. MITCHELL, Assistant Professor of Medicine
B.S., M.D. (Cornell)
- WILLIAM M. MITCHELL, Professor of Pathology
B.A., M.D. (Vanderbilt); Ph.D. (Johns Hopkins)
- DAVID C. MONTEFIORI, Assistant Professor of Pathology
B.S. (Edinboro State); M.S., Ph.D. (Clemson)
- MARCIA A. MONTGOMERY, Clinical Instructor in Obstetrics and Gynecology
B.S., M.D. (Tennessee)
- CLEVELAND MOORE, Clinical Instructor in Pediatrics
B.S. (California, Berkeley); M.D. (Stanford)
- WILLIAM THOMAS MOORE, Clinical Instructor in Otolaryngology
B.A., M.D. (Louisville)
- SAM HOUSTON MORAN, Clinical Instructor in Obstetrics and Gynecology
A.B. (Tennessee); M.D. (Meharry Medical)
- GORDON A. MOREAU, Assistant Professor of Pediatrics
A.B. (Middlebury); M.D. (State University of New York Upstate Medical Center)
- V. TUPPER MOREHEAD, Clinical Instructor in Obstetrics and Gynecology
B.S. (Davidson); M.D. (Tennessee)
- LESLIE C. MOREY, Associate Professor of Psychology, College of Arts and Science and Director of Clinical Training; Assistant Professor of Psychiatry
B.S. (Northern Illinois); M.S., Ph.D. (Florida)
- DAVID H. MORGAN, Clinical Instructor in Urology
B.A., M.D., Ph.D. (Vanderbilt)
- JOHN R. MORGAN, Assistant Clinical Professor of Pediatrics
B.A. (David Lipscomb); M.D. (Vanderbilt)
- LEONARD MORGAN, Assistant Clinical Professor of Psychiatry (Clinical Psychology)
B.S. (North Carolina State); B.D. (Southern Baptist Theological Seminary); M.S., Ph.D. (Kentucky)
- SUSAN A. MORGAN, Associate Professor of the Practice of Nursing; Associate in Medicine (Gerontological Nursing)
B.S.N., M.S.N., Ph.D. (Vanderbilt); R.N.
- DAVID M. MORONEY, Clinical Instructor in Pediatrics
B.A., M.D. (Louisiana State)
- JOHN A. MORRIS, Assistant Professor of Surgery
B.A. (Trinity [Connecticut]); M.D. (Kentucky)
- WILLIAM G. MORRIS, Clinical Instructor in Medicine
B.A., M.D. (Louisiana State)
- ALBERT D. MOSCIONI, Research Assistant Professor of Surgery
B.S. (Montana); Ph.D. (California, Berkeley)
- HAROLD L. MOSES, Professor of Cell Biology and Chairman of the Department; Professor of Pathology
B.A. (Berea); M.D. (Vanderbilt)
- PATRICK H. MOULTON, Clinical Instructor in Radiology and Radiological Sciences
B.S., M.D. (Tennessee)
- JAMES R. MOYERS, Assistant Clinical Professor of Radiology and Radiological Sciences
B.S., M.D. (Tennessee)
- BARBARA MROCKOWSKI, Assistant Professor of Biochemistry
B.A., Ph.D. (Connecticut)
- JOSEPH L. MULHERIN, JR., Associate Clinical Professor of Surgery
M.D. (Medical College of Georgia)
- KAREN A. MUNGER, Research Associate in Medicine (Nephrology)
B.S. (Fort Lewis); Ph.D. (California, San Diego)
- DAVID MURAM, Adjoint Associate Professor of Pediatrics
M.D. (Hebrew University)
- JOHN J. MURRAY, Assistant Professor of Medicine; Assistant Professor of Pharmacology
A.B. (Harvard); M.D., Ph.D. (Vanderbilt)
- KATHERINE T. MURRAY, Assistant Professor of Medicine
B.S., M.D. (Duke)
- MICHAEL J. MURRAY, Assistant Professor of Radiology and Radiological Sciences
B.A. (Vanderbilt); M.D. (Duke)
- GARY STEPHEN NACE, Clinical Instructor in Medicine
B.A. (Emory); M.D. (Vanderbilt)
- JOHN H. J. NADEAU, Assistant Professor of Medicine
B.A., M.D. (Ottawa)
- JENNIFER L. NAJJAR, Assistant Professor of Pediatrics
B.A. (Wisconsin); M.D. (Tufts)
- SHIGEO NAKAJO, Research Associate in Biochemistry
B.S. (Nihon); M.S., Ph.D. (Showa)
- E. PAUL NANCE, JR., Associate Professor of Radiology and Radiological Sciences; Assistant Professor of Orthopaedics and Rehabilitation
B.S., M.D. (North Carolina)
- LILLIAN B. NANNEY, Associate Professor of Plastic Surgery; Associate Professor of Cell Biology
B.A. (Vanderbilt); M.S. (Austin Peay State); Ph.D. (Louisiana State)
- JAMES L. NASH, Associate Professor of Psychiatry and Director of the Division of Psychodynamics
M.D. (Duke)
- SALEEM I. NAVIWALA, Clinical Instructor in Otolaryngology
M.B., B.S. (Dow Medical College [Pakistan])
- ROBERT L. NEADERTHAL, Clinical Instructor in Medicine

- B.A. (Washington University); M.D. (Georgetown)
- ROBERT A. NEAL, Professor of Biochemistry, Emeritus
B.S. (Denver); Ph.D. (Vanderbilt)
- WALLACE W. NEBLETT III, Associate Professor of Pediatric Surgery and Chairman of the Department; Associate Professor of Pediatrics
B.A. (University of the South); M.D. (Vanderbilt)
- BETTY K. S. NEFF, Clinical Instructor in Obstetrics and Gynecology
B.S. (Oregon State); M.D. (Oregon)
- EUGENE C. NELSON, Adjunct Professor of Hearing and Speech Sciences
A.B. (Dartmouth); M.P.H. (Yale); S.D. (Harvard)
- LOREN D. NELSON, Associate Professor of Surgery; Associate Professor of Anesthesiology
B.S., M.D. (Iowa)
- DEWEY G. NEMEC, Clinical Instructor in Pediatrics
B.S., M.D. (Kansas)
- THOMAS E. NESBITT, Assistant Clinical Professor of Urology
M.D. (Texas, Dallas); M.S. (Michigan)
- THOMAS E. NESBITT, JR., Clinical Instructor in Urology
B.A. (Virginia); M.D. (Georgetown)
- MARTIN G. NETSKY, Professor of Pathology, Emeritus
B.A., M.S., M.D. (Pennsylvania)
- JAMES L. NETTERVILLE, Assistant Professor of Otolaryngology
B.S. (David Lipscomb); M.D. (Tennessee)
- JOHN T. NETTERVILLE, JR., Clinical Instructor in Pediatrics
B.S. (David Lipscomb); M.D. (Tennessee)
- STEVEN W. NEUBAUER, Clinical Instructor in Pediatrics
B.A. (Virginia); M.D. (Virginia Commonwealth)
- MARCIA E. NEWCOMER, Assistant Professor of Biochemistry
B.S. (Charleston); Ph.D. (Rice)
- JOHN H. NEWMAN, Associate Professor of Medicine; Elsa S. Hanigan Chair in Pulmonary Medicine
A.B. (Harvard); M.D. (Columbia)
- H. CLAY NEWSOME III, Clinical Instructor in Obstetrics and Gynecology
A.B., M.D. (North Carolina)
- PHILIP A. NICHOLAS, Clinical Instructor in Obstetrics and Gynecology
B.S., M.S. (Howard); M.D. (Meharry Medical)
- DARYL L. NICHOLS, Clinical Instructor in Medicine
A.B. (Tennessee); M.D. (Tennessee)
- WENDELL E. NICHOLSON, Instructor in Medicine
B.S. (Austin Peay State)
- JAMES W. NICKERSON, JR., Assistant Professor of Oral Surgery
D.M.D. (Alabama)
- MICHAEL NIEDERMEYER, Clinical Instructor in Medicine
B.S., M.D. (Georgetown)
- SHUNZO NISHIBE, Research Instructor in Biochemistry
M.D. (Osaka)
- PHILIP J. NOEL, JR., Associate Professor of Surgery
B.S. (Western Kentucky); M.D. (Louisville); M.B.A. (George Washington)
- EDOUARD L. NOISIN, Research Associate in Molecular Physiology and Biophysics
B.S. (Christopher Newport); Ph.D. (Meharry Medical)
- WILLIAM NOLAN, Adjunct Assistant Professor of Psychiatry; Adjoint Assistant Professor of Nursing Administration; Adjunct Assistant Professor of Psychology, College of Arts and Science
Ph.D., M.B.A. (Alabama)
- THOMAS D. NOLAND, Research Assistant Professor of Cell Biology
B.S. (Florida State); Ph.D. (Georgia)
- JEANETTE J. NORDEN, Associate Professor of Cell Biology
B.A. (California, Los Angeles); Ph.D. (Vanderbilt)
- MARGARET NORRIS, Assistant Clinical Professor of Psychiatry
A.B. (Sweet Briar); M.D. (Cornell)
- KENNETH T. NORTH, Clinical Instructor in Pediatrics
B.S. (Harding); M.D. (Tennessee)
- PAULA S. NUNN, Assistant Clinical Professor of Psychiatry
B.A. (Trinity [Connecticut]); M.D. (Vanderbilt)
- BARRY NURCOMBE, Professor of Psychiatry and Director of the Division of Child and Adolescent Psychiatry
M.B., B.S., M.D. (Queensland)
- WILLIAM A. NYLANDER, JR., Assistant Professor of Surgery
B.A. (Washington and Jefferson); M.D. (Pittsburgh)
- STEVEN R. NYQUIST, Assistant Clinical Professor of Psychiatry
B.A. (Wichita State); M.D. (Kansas)
- JENNIFER LYNNE OAKLEY, Clinical Instructor in Obstetrics and Gynecology
B.S. (Memphis State); M.D. (Tennessee)
- JOHN A. OATES, Professor of Medicine and Chairman of the Department; Thomas F. Frist Professor of Internal Medicine; Professor of Pharmacology; Director of the Center for Pharmacology and Drug Toxicology
B.A., M.D. (Wake Forest)
- RICHARD M. O'BRIEN, Research Associate in Molecular Physiology and Biophysics
B.Sc. (Bristol); Ph.D. (Cambridge)
- THOMAS P. O'BRIEN, Assistant Clinical Professor of Psychiatry
A.B., M.D. (Saint Louis)
- MARLEEN T. OCHS, Assistant Professor of Hearing and Speech Sciences
B.A., M.A. (Washington State); Ph.D. (Vanderbilt)
- SUSAN M. O'CONNOR, Assistant Clinical Professor of Pediatrics; Assistant Professor of Nursing
B.A. (Texas); M.D. (Florida)
- DENIS M. O'DAY, Professor of Ophthalmology
M.D. (Melbourne)

- STANLEY E. O'DELL, Visiting Assistant Professor of Radiology and Radiological Sciences (Radiation Oncology)
M.D. (Missouri)
- THOMAS N. OELTMANN, Assistant Professor of Medicine; Research Assistant Professor of Biochemistry
B.S. (Georgia State); Ph.D. (Georgia)
- RALPH N. OHDE, Associate Professor of Hearing and Speech Sciences
A.B. (Carthage); M.Ed. (Virginia); Ph.D. (Michigan)
- TETSUYA OIDA, Research Associate in Biochemistry
B.Sc., M.Sc., Ph.D. (Tokyo)
- SAMUEL O. OKPAKU, Assistant Professor of Psychiatry; Fellow, Institute for Public Policy Studies
M.B., Ch.B. (Edinburgh); Ph.D. (Brandeis)
- BJARKI J. OLAFSSON, Adjunct Instructor in Medicine
M.D. (Iceland)
- NANCY OLASHAW, Research Assistant Professor of Cell Biology
A.B. (Skidmore); Ph.D. (Pennsylvania)
- ELIZABETH OLDFIELD, Instructor in Obstetrics and Gynecology
B.S. (Vanderbilt); M.D. (Tennessee)
- RICHARD OLDHAM, Associate Clinical Professor of Pathology
B.S. (United States Naval Academy); M.D. (Vanderbilt)
- RICHARD OLINSKI, Research Associate in Biochemistry
M.Sc., Ph.D. (Lodz)
- NANCY J. OLSEN, Assistant Professor of Medicine
Sc.B. (Brown); S.M., M.D. (Chicago)
- BARBARA J. OLSON, Assistant Clinical Professor of Neurology; Clinical Instructor in Pediatrics
B.S. (Wisconsin, Eau Claire); M.D. (Wisconsin)
- GARY EDWARD OLSON, Professor of Cell Biology
B.S., M.S. (Oregon); Ph.D. (Washington University)
- JAMES E. OLSON, Research Associate in Cell Biology
B.S. (Purdue); M.S., Ph.D. (Colorado State)
- JOHN M. OMOHUNDRO III, Clinical Instructor in Ophthalmology
B.S. (Vanderbilt); M.D. (Tennessee)
- DAVID E. ONG, Professor of Biochemistry
B.A. (Wabash); Ph.D. (Yale)
- THOMAS W. ORCUTT, Assistant Professor of Plastic Surgery
B.A. (DePauw); M.D. (Vanderbilt)
- MARIE-CLAIRE ORGEBIN-CRIST, Professor of Obstetrics and Gynecology; Lucius E. Burch Professor of Reproductive Physiology and Family Planning; Director of the Center for Reproductive Biology Research; Professor of Cell Biology
Licence ès Lettres (Paris); Ph.D. (Lyons)
- DAVID N. ORTH, Professor of Medicine and Director of the Division of Endocrinology; Associate Professor of Molecular Physiology and Biophysics
Sc.B. (Brown); M.D. (Vanderbilt)
- NEIL OSHEROFF, Associate Professor of Biochemistry
B.A. (Hobart); Ph.D. (Northwestern)
- ROBERT H. OSSOFF, Guy M. Maness Professor of Otolaryngology and Chairman of the Department; Professor of Hearing and Speech Sciences
A.B. (Bowdoin); D.M.D., M.D. (Tufts); M.S. (Northwestern)
- KEVIN G. OSTEEEN, Assistant Professor of Obstetrics and Gynecology; Assistant Professor of Pathology
B.S. (South Carolina); Ph.D. (Medical College of Georgia)
- RONALD E. OVERFIELD, Associate Clinical Professor of Radiology and Radiological Sciences
B.S. (Kentucky); M.D. (Vanderbilt)
- ROBERT C. OWEN, Clinical Instructor in Otolaryngology
B.S. (Tennessee Polytechnic Institute); M.D. (Tennessee)
- RONALD W. OXENHANDLER, Associate Clinical Professor of Pathology
A.B., M.D. (Missouri)
- ANDREW J. PADGUG, Assistant Professor of Radiology and Radiological Sciences
B.A. (State University of New York College at Buffalo); M.D. (Medical College of Wisconsin)
- DAVID L. PAGE, Professor of Pathology
B.A. (Yale); M.D. (Johns Hopkins)
- HARRY L. PAGE, Clinical Professor of Medicine
B.A., M.D. (Vanderbilt)
- MICHAEL J. PAGLIASSOTTI, Research Associate in Molecular Physiology and Biophysics
B.A., M.A. (California State, Northridge); Ph.D. (Southern California)
- KAILASH N. PANDEY, Research Assistant Professor of Biochemistry
B.Sc. (Agra); M.S. (Kanpur); Ph.D. (Kentucky)
- ADELISA PANLILIO, Assistant Clinical Professor of Pathology
A.B. (Radcliffe); M.D. (State University of New York Downstate Medical Center)
- ROBERTO PARILLA, Research Associate in Molecular Physiology and Biophysics
Licenciado en Medicina, Ph.D. (Universidad Complutense de Madrid)
- CHARLES RAWLINSON PARK, Professor of Physiology, Emeritus
A.B. (Harvard); M.D. (Johns Hopkins)
- JANE H. PARK, Professor of Molecular Physiology and Biophysics
B.S., Ph.D. (Washington University)
- RICHARD E. PARKER, Research Assistant Professor of Medicine
B.S. (Millsaps); Ph.D. (Mississippi)
- ROBERT A. PARKER, Assistant Professor of Preventive Medicine (Biostatistics)
S.B. (Massachusetts Institute of Technology); M.Sc. (London School of Hygiene and Tropical Medicine); S.D. (Harvard)

- ROY W. PARKER, Assistant Clinical Professor of Obstetrics and Gynecology
B.A., M.D. (Vanderbilt)
- FRITZ F. PARL, Associate Professor of Pathology (On leave fall 1989)
M.D. (Goettingen); Ph.D. (New York Medical)
- GREGORY SCOTT PARRIES, Research Associate in Biochemistry
B.S. (Moorhead State [Minnesota]); Ph.D. (Wisconsin)
- WINSTON CLIVE-VICTOR PARRIS, Associate Professor of Anesthesiology
M.B., B.S., D.A. (West Indies)
- CAROLYN M. PARRISH, Assistant Professor of Ophthalmology
B.S., M.D. (Oklahoma)
- EARL Q. PARROTT, Clinical Instructor in Psychiatry
B.A. (Tennessee Technological); M.D. (Tennessee)
- PAUL D. PARSONS, Assistant Clinical Professor of Orthopaedics and Rehabilitation
A.B. (Dartmouth); M.D. (Tennessee)
- C. LEON PARTAIN, Professor of Radiology and Radiological Sciences and Vice-Chairman of the Department; Professor of Biomedical Engineering; Director of the Program in Nuclear Medicine, VUH
B.S.N.E. (Tennessee); M.S.N.E., Ph.D. (Purdue); M.D. (Washington University)
- BERNARD J. PASS, Clinical Instructor in Medicine (Dermatology)
B.S., M.D. (Illinois)
- J. KIRBY PATE, Assistant Clinical Professor of Psychiatry
B.E. (Vanderbilt); M.D. (Tennessee)
- TAKIS PATIKAS, Clinical Instructor in Plastic Surgery
B.S. (Adrian); M.D. (Vanderbilt)
- PHILIP A. PATSTON, Research Instructor in Medicine
B.Sc. (Bristol); D.Phil. (Oxford)
- WARREN R. PATTERSON, Assistant Clinical Professor of Otolaryngology
B.A. (Vanderbilt); M.D. (Tennessee)
- JAMES A. PATTON, Professor of Radiology and Radiological Sciences
B.S. (Western Kentucky); Ph.D. (Vanderbilt)
- SPYROS N. PAVLOU, Assistant Professor of Medicine
M.D. (Athens)
- GABE A. PAYNE, JR., Clinical Instructor in Pediatrics
B.A., M.D. (Vanderbilt)
- W. FAXON PAYNE, Clinical Professor of Radiology and Radiological Sciences
B.A., M.D. (Vanderbilt)
- JOHN G. PEARSON, Clinical Instructor in Medicine
B.S. (North Dakota); M.D. (Vanderbilt)
- MICHAEL J. PECORA, Clinical Instructor in Medicine
B.A. (Northwestern); M.D. (Chicago Medical School)
- BARBARA F. PEEK, Adjunct Assistant Professor of Hearing and Speech Sciences
B.A., M.A., M.A., Ph.D. (Northwestern)
- C. GORDON PEERMAN, JR., Executive Director of Alumni Services and Professional Relations, Medical Center; Clinical Professor of Obstetrics and Gynecology
B.S. (Tulane); M.D. (Vanderbilt)
- HENRY P. PENDERGRASS, Professor of Radiology and Radiological Sciences and Vice-Chairman of the Department
A.B. (Princeton); M.D. (Pennsylvania); M.P.H. (Harvard)
- JEFFERSON C. PENNINGTON, Assistant Clinical Professor of Surgery
B.A., M.D. (Vanderbilt)
- THOMAS GUV PENNINGTON, Clinical Professor of Medicine
B.A., M.D. (Vanderbilt)
- ELIZABETH A. PERKETT, Research Assistant Professor of Medicine; Instructor in Pediatrics
B.S. (Michigan State); M.D. (Michigan)
- JAMES M. PERRY, JR., Associate Professor of Medicine
B.A., M.D. (Vanderbilt)
- MALCOLM OLIVER PERRY, H. William Scott Jr. Professor of Surgery
B.A. (Texas); M.D. (Texas Southwestern Medical School)
- STEPHANIE M. PERRY, Assistant Professor of Anesthesiology
B.S., M.D. (Tulane)
- MICHAEL R. PETRACEK, Assistant Clinical Professor of Thoracic and Cardiac Surgery
B.S. (Baylor); M.D. (Johns Hopkins)
- WILLIAM M. PETRIE, Associate Clinical Professor of Psychiatry
B.A., M.D. (Vanderbilt)
- WILLIAM H. PETTUS, Clinical Instructor in Medicine
B.S. (David Lipscomb); M.D. (Tennessee)
- SAMUEL PFAFF, Research Associate in Molecular Physiology and Biophysics
B.A. (Carleton); Ph.D. (California, Berkeley)
- JEAN P. PFOTENHAUER, Assistant in Pediatrics
B.A. (Reed); M.S. (California, Irvine)
- JOHN A. PHILLIPS III, Professor of Pediatrics and Director of the Division of Genetics; Professor of Biochemistry
B.S. (North Carolina); M.D. (Wake Forest)
- JAMES M. PHYTHON, Associate Clinical Professor of Anesthesiology
B.S. (Allegheny); M.D. (Johns Hopkins); M.A. (Vanderbilt)
- JAMES W. PICHERT, Associate Professor of Medicine; Associate Professor of Psychology, Peabody College
Sc.B. (Bucknell); M.S., Ph.D. (Illinois)
- DAVID R. PICKENS III, Assistant Professor of Radiology and Radiological Sciences; Assistant Professor of Biomedical Engineering
B.A. (University of the South); B.E., M.S., Ph.D. (Vanderbilt)
- DAVID R. PICKENS, JR., Assistant Clinical Professor of Surgery
B.S., M.D. (Vanderbilt)

- SAMUEL J. L. PIEPER, JR., Assistant Clinical Professor of Psychiatry
M.D. (Baylor)
- ELIZABETH P. PIERCE, Clinical Instructor in Pediatrics
A.B. (William and Mary); M.D. (Virginia Commonwealth)
- JOHN B. PIETSCH, Assistant Professor of Pediatric Surgery
B.S. (Georgetown); M.D. (Michigan)
- DIANE PINCUS, Clinical Instructor in Pediatrics
B.A. (Wellesley); M.D. (Georgetown)
- THEODORE PINCUS, Professor of Medicine and Director of the Division of Rheumatology and Clinical Immunology; Professor of Microbiology; Director of the Arthritis and Lupus Center
A.B. (Columbia College); M.D. (Harvard)
- MANUEL R. PINTO, Instructor in Orthopaedics and Rehabilitation
M.D. (Lisboa)
- JOYCE M. PIPER, Assistant Professor of Preventive Medicine
B.S. (Syracuse); M.P.H., D.P.H. (Johns Hopkins)
- CHARLES B. PITTINGER, Professor of Anesthesiology, Emeritus
B.S. (Akron); M.D. (Cincinnati); M.S. (Iowa)
- WARREN JACKSON PLEDGER, Professor of Cell Biology
B.S., M.S. (Houston); Ph.D. (Purdue)
- GARY THOMAS PODGORSKI, Clinical Instructor in Radiology and Radiological Sciences
A.B., B.S. (Duke); M.S. (North Carolina State); M.D. (North Carolina)
- RICHARD T. POPE, Clinical Instructor in Medicine
B.S. (Illinois); M.D. (Chicago Medical School)
- PHILLIP P. PORCH, JR., Associate Clinical Professor of Urology
B.A., M.D. (Vanderbilt)
- ROBERT L. POST, Professor of Molecular Physiology and Biophysics
A.B., M.D. (Harvard)
- HARTY STEWART POWELL, Assistant Clinical Professor of Pathology
D.V.M., M.S. (Georgia)
- ALVIN C. POWERS, Assistant Professor of Medicine
B.A. (Virginia); M.D. (Tennessee)
- JAMES S. POWERS, Assistant Professor of Medicine; Assistant Professor of Gerontological Nursing
B.A. (Wesleyan); M.D. (Rochester)
- SANDRA N. POWERS, Assistant in Medicine
B.S. (Mississippi State College for Women); R.D.
- THOMAS A. POWERS, Assistant Professor of Radiology and Radiological Sciences
B.S. (Duke); M.D. (Vanderbilt)
- CHANDRA PRAKASH, Research Assistant Professor of Pharmacology
B.Sc. (Meerut [India]); M.S., Ph.D. (Delhi)
- RUDRA PRAKASH, Assistant Professor of Psychiatry
M.B., B.S. (Kanpur); M.D. (Lucknow)
- RICHARD E. PRESLEY, Clinical Instructor in Obstetrics and Gynecology
B.A. (Vanderbilt); M.D. (Tennessee)
- HUGO C. PRIBOR, Clinical Professor of Pathology
B.A. (Saint Mary's [Minnesota]); M.S., Ph.D., M.D. (Saint Louis)
- ANN H. PRICE, Clinical Instructor in Medicine
B.A., M.D. (Vanderbilt)
- JAMES S. PRICE, Assistant Clinical Professor of Pediatrics
B.A. (University of the South); M.D. (Vanderbilt)
- RONALD R. PRICE, Professor of Radiology and Director of the Division of Radiological Sciences; Associate Professor of Physics
B.S. (Western Kentucky); Ph.D. (Vanderbilt)
- JAMES C. PRYOR, Instructor in Psychiatry
B.S. (Furman); M.D. (Medical University of South Carolina)
- ALFONSO PUJOL, JR., Adjunct Assistant Professor of Radiology and Radiological Sciences (Radiation Oncology)
B.S. (Tennessee State); M.S., Ph.D. (Vanderbilt)
- TIMOTHY C. QUICK, Research Associate in Biochemistry
B.S. (Ohio); M.S. (Ohio State); Ph.D. (Massachusetts)
- CHARLES W. QUIMBY, JR., Associate Professor of Anesthesiology; Assistant Professor of Medical Administration (Legal Medicine)
B.A., M.D., LL.B. (Pennsylvania)
- PATRICK G. QUINN, Research Associate in Molecular Physiology and Biophysics
B.A. (Wisconsin); B.S. (Boston); M.S., Ph.D. (Michigan)
- ROBERT S. QUINN, Clinical Instructor in Medicine
B.A. (Yale); M.D. (Vanderbilt)
- ROBERT W. QUINN, Professor of Preventive and Social Medicine, Emeritus
M.D., C.M. (McGill)
- WILLIAM B. RALPH, JR., Clinical Instructor in Medicine
B.A., M.D. (Vanderbilt)
- DAN RAMAGE, Assistant in Psychiatry
B.S. (Murray State); M.S.S.W. (Tennessee)
- C. S. RAMARAO, Research Instructor in Pharmacology
B.Sc., M.Sc. (Andhra); Ph.D. (Indian Agricultural Research Institute)
- JAMES A. RAMSEY, Clinical Instructor in Anesthesiology
A.B. (North Carolina); M.D. (Vanderbilt)
- LLOYD H. RAMSEY, Professor of Medicine and Associate Chairman of the Department; Assistant to the Dean; Interim Director of Continuing Medical Education
B.S. (Kentucky); M.D. (Washington University)
- DAVID G. RATCLIFF, Assistant Professor of Medicine
B.A. (Hendrix); M.D. (Vanderbilt)
- HILDA B. RATNER, Senior Associate in Pathology
B.A. (California, Los Angeles); M.A. (Central Michigan)
- GILBERT RAULSTON, Assistant Clinical Professor of Psychiatry
B.S. (Southern Mississippi); M.D. (Mississippi)
- OAKLEY S. RAY, Professor of Psychology, College of Arts and Science; Associate Professor of Pharmacology; Professor of Psychiatry

- B.A. (Cornell); M.Ed., Ph.D. (Pittsburgh)
 WAYNE A. RAY, Assistant Professor of Preventive Medicine (Biostatistics)
 B.S. (University of Washington); M.S., Ph.D. (Vanderbilt)
 GEORGE W. REED, Assistant Professor of Preventive Medicine (Biostatistics)
 B.A. (Washington College); Ph.D. (Maryland)
 PETER W. REED, Associate Dean for Graduate Studies and Research; Associate Professor of Pharmacology
 B.A. (Syracuse); Ph.D. (State University of New York Upstate Medical Center)
 ROBERT M. REED, Associate Clinical Professor of Psychiatry
 B.S. (Western Kentucky); M.D. (Vanderbilt)
 E. QUINN REGAN, Instructor in Orthopaedics and Rehabilitation
 B.S. (Northwestern); M.D. (Illinois)
 JUDITH J. REGAN, Assistant Clinical Professor of Psychiatry
 B.S. (Western Kentucky); M.D. (Louisville)
 WILLIAM M. REGAN, Assistant Professor of Psychiatry
 B.S., M.D. (Louisville)
 DAVID M. REGEN, Professor of Molecular Physiology and Biophysics
 B.S. (Davidson); Ph.D. (Vanderbilt)
 LINDA M. REILLY, Research Associate in Microbiology
 B.S. (Virginia Polytechnic); Ph.D. (Vanderbilt)
 M. KATHLEEN REILLY, Assistant Professor of Surgery
 A.B. Trinity [Washington, D.C.]; Ph.D. (Rochester); M.D. (Loyola [Chicago])
 FRANK M. REMBERT, Clinical Instructor in Medicine
 B.S. (University of the South); M.D. (Washington University)
 ROY J. RENFRO, Clinical Instructor in Surgery
 B.S. (Carson-Newman); M.D. (Tennessee)
 VERNON H. REYNOLDS, Associate Professor of Surgery
 B.A., M.D. (Vanderbilt)
 KAREN H. RHEA, Assistant Professor of Psychiatry
 B.A. (King); M.D. (North Carolina)
 JACK O. RICE, Assistant Clinical Professor of Psychiatry
 B.A., M.D. (Vanderbilt)
 RON N. RICE, Clinical Instructor in Obstetrics and Gynecology
 B.S. (Austin Peay State); M.D. (Vanderbilt)
 SHERRIE A. RICHARDS, Clinical Instructor in Obstetrics and Gynecology
 B.S. (West Florida); M.D. (Alabama, Birmingham)
 WILLIAM O. RICHARDS, Assistant Professor of Surgery
 B.S. (Dickinson); M.D. (Maryland)
 ROBERT E. RICHIE, Professor of Surgery
 B.S. (Kentucky); M.D. (Vanderbilt)
 J. ANN RICHMOND, Associate Professor of Cell Biology
 B.S. (Northeast Louisiana); M.N.S. (Louisiana State); Ph.D. (Emory)
 GREER RICKETSON, Clinical Professor of Plastic Surgery
 B.A. (Vanderbilt); M.D. (Duke)
 DOUGLAS H. RIDDELL, Clinical Professor of Surgery, Emeritus
 B.A. (Mississippi); M.D. (Vanderbilt)
 WILLIAM R. RIDDELL, Assistant Professor of Radiology and Radiological Sciences
 B.E. (Vanderbilt); M.S. (Texas); Ph.D. (Vanderbilt)
 BRIAN RIEDEL, Instructor in Pediatrics
 B.S. (Emory); M.D. (Vanderbilt)
 WILLIAM RUSSELL RIES, Assistant Professor of Otolaryngology
 B.S. (Southwestern at Memphis); M.D. (Tennessee)
 JORGE RIESTRA, Clinical Instructor in Obstetrics and Gynecology
 B.S., M.D. (Kentucky)
 JEAN E. RINALDO, Associate Professor of Medicine
 B.A. (Maryland); M.D. (Pittsburgh)
 AUGUSTINUS RINALDY, Research Instructor in Biochemistry
 Ph.D. (Justus Liebig University of Giessen)
 SAMUEL S. RIVEN, Clinical Professor of Medicine, Emeritus
 M.D., C.M. (McGill)
 ALBERT C. ROACH, Adjunct Instructor in Medicine
 B.S. (Tennessee); Pharm.D. (Tennessee)
 HOWARD B. ROBACK, Professor of Psychiatry (Clinical Psychology); Professor of Psychology, Peabody College; Professor of Psychology, College of Arts and Science
 B.A. (Case Western Reserve); M.A. (Ohio); Ph.D. (York [Canada])
 LANSDON B. ROBBINS II, Clinical Instructor in Surgery
 B.A., M.D. (Vanderbilt)
 L. JACKSON ROBERTS II, Professor of Pharmacology; Professor of Medicine
 B.A. (Cornell); M.D. (Iowa)
 DAVID H. ROBERTSON, Professor of Medicine; Professor of Pharmacology; Director of the Clinical Research Center
 B.A., M.D. (Vanderbilt)
 ROSE M. ROBERTSON, Associate Professor of Medicine
 B.A. (Manhattanville); M.D. (Harvard)
 ALAIN ROBICHON, Research Associate in Molecular Physiology and Biophysics
 Diplôme de Pharmacien (Poitiers); D.E.A. (Paris)
 JOHN P. ROBINSON, Professor of Microbiology
 B.S. (Tennessee); Ph.D. (Vanderbilt)
 KENNETH S. ROBINSON, Assistant Clinical Professor of Medicine
 A.B., M.D. (Harvard)
 PATRICIA F. ROBINSON, Clinical Instructor in Pediatrics
 B.A. (Wake Forest); M.D. (Pennsylvania)
 ROSCOE R. ROBINSON, Vice-Chancellor for Health Affairs; Professor of Medicine
 B.S. (Central State [Oklahoma]); M.D. (Oklahoma)

- VITO K. ROCCO, Adjunct Instructor in Medicine
B.S. (Saint John's University [New York]); M.D.
(Southern California)
- STANLEY C. RODDY, JR., Assistant Clinical Professor of Oral Surgery
D.M.D. (Kentucky)
- DAN M. RODEN, Associate Professor of Medicine; Associate Professor of Pharmacology
B.Sc., M.D., C.M. (McGill)
- WILLIAM HARRY RODGERS, Assistant Professor of Pathology
B.S. (Indiana); Ph.D., M.D. (Rochester)
- JACQUELINE LEE RODIER, Clinical Instructor in Obstetrics and Gynecology
A.B. (Cornell); M.D. (Vanderbilt)
- R. MICHAEL RODRIQUEZ, Clinical Instructor in Medicine
M.D. (Tufts)
- BEVERLY JANE ROGERS, Associate Professor of Obstetrics and Gynecology
B.A. (Texas); M.S. (Wisconsin); Ph.D. (Hawaii)
- JUDSON E. ROGERS, Clinical Instructor in Medicine
B.A., M.D. (Vanderbilt)
- LOWELL W. ROGERS, Assistant Clinical Professor of Pathology
B.A. (Arizona); M.D. (Johns Hopkins)
- NANCY L. ROGERS, Research Associate in Medicine
B.A., M.S. (Vanderbilt)
- JORGE ROJAS-BRASSETTI, Assistant Clinical Professor of Pediatrics
B.S. (Colegio del Tepeyak [Mexico]); M.D. (Universidad Nacional Autónoma de México)
- LOUISE A. ROLLINS-SMITH, Research Assistant Professor of Pediatrics
B.A. (Hamline); M.S., Ph.D. (Minnesota)
- F. DAVID ROLLO, Adjunct Professor of Radiology and Radiological Sciences
B.S. (State University of New York, Binghamton); M.S. (Miami [Florida]); Ph.D. (Johns Hopkins); M.D. (State University of New York Upstate Medical Center)
- CHARLES E. ROOS, Professor of Physics, Emeritus; Professor of Radiology and Radiological Sciences
B.A. (Texas); Ph.D. (Johns Hopkins)
- HOWARD E. ROSEN, Clinical Instructor in Medicine
B.A. (Hamilton); M.D. (Vanderbilt)
- HOWARD H. ROSENBLUM, Clinical Instructor in Ophthalmology
A.B. (Washington University); M.D. (Rochester)
- MARVIN J. ROSENBLUM, Clinical Instructor in Medicine
B.A. (Vanderbilt); M.D. (Tennessee)
- SOL A. ROSENBLUM, Clinical Instructor in Medicine
B.S., M.D. (Tennessee)
- LOUIS ROSENFELD, Clinical Professor of Surgery, Emeritus
B.A., M.D. (Vanderbilt)
- JOSEPH C. ROSS, Associate Vice-Chancellor for Health Affairs; Professor of Medicine
B.S. (Kentucky); M.D. (Vanderbilt)
- RICHARD D. ROTH, Assistant Professor of Dentistry
B.A., D.D.S. (Nebraska)
- PERICLES ROUSSIS, Instructor in Obstetrics and Gynecology
M.D. (Cetec)
- ROBERT M. ROY, Clinical Instructor in Medicine
B.A., M.D. (Vanderbilt)
- JACEK ROZGA, Research Instructor in Surgery
M.D., Ph.D. (Academy of Medicine, Warsaw); Ph.D. (Lund)
- DEBORAH J. RUARK, Clinical Instructor in Ophthalmology
B.A., M.D. (Vanderbilt)
- GARY D. RUBIN, Clinical Instructor in Orthopaedics and Rehabilitation
B.S. (Illinois State); M.D. (Southern Illinois)
- CHARLES B. RUSH, Instructor in Obstetrics and Gynecology
B.A. (Northwestern); M.D. (Cincinnati)
- GLYNIS A. SACKS, Assistant Clinical Professor of Radiology and Radiological Sciences
M.B., B.Ch. (Witwatersrand)
- ROBERT N. SADLER, Assistant Clinical Professor of Surgery
M.D. (Vanderbilt)
- WILLIAM D. SALMON, JR., Professor of Medicine
B.S. (Auburn); M.D. (Vanderbilt)
- HOWARD LEE SALTER, Clinical Instructor in Medicine (Dermatology)
B.A. (Vanderbilt); M.D. (Tennessee)
- CAROL A. SAMMETH, Assistant Professor of Hearing and Speech Sciences
B.A. (Colorado); M.S., Ph.D. (Oklahoma)
- LOUIS SAMPSON, Clinical Instructor in Psychiatry
B.S. (City University of New York); M.D. (Vanderbilt)
- KENNETH L. SANDBERG, Research Assistant Professor of Pediatrics
M.D., Ph.D. (Göteborg)
- DAN S. SANDERS III, Clinical Instructor in Pediatrics
B.S. (Kentucky); M.D. (Vanderbilt)
- DAN S. SANDERS, JR., Associate Clinical Professor of Pediatrics
B.A., M.D. (Vanderbilt)
- JAY SANDERS, Professor of Audiology, Emeritus
B.A. (North Carolina); M.A. (Columbia); Ph.D. (Missouri)
- ROBERT S. SANDERS, Assistant Clinical Professor of Pediatrics; Assistant Clinical Professor of Preventive Medicine
B.A., M.D. (Vanderbilt)
- ELAINE SANDERS-BUSH, Professor of Pharmacology; Professor of Psychiatry
B.S. (Western Kentucky); Ph.D. (Vanderbilt)
- MARTIN P. SANDLER, Professor of Radiology and Radiological Sciences; Associate Professor of Medicine
M.B., Ch.B. (Cape Town)
- GILMORE M. SANES, JR., Clinical Instructor in Obstetrics and Gynecology
A.B. (Cornell); M.D. (Pittsburgh)
- MARIE-AGNES SARI, Research Associate in Biochemistry
Licence en Biochimie, D.E.A. (Paris)

- HOUSTON SARRATT, Clinical Professor of Obstetrics and Gynecology
B.A., M.D. (Vanderbilt)
- B. V. RAMA SASTRY, Professor of Pharmacology
B.Sc.hons., M.Sc., D.Sc. (Andhra); Ph.D. (Vanderbilt)
- CHARLES E. SAUNDERS, Assistant Professor of Surgery; Assistant Professor of Medicine
B.S. (Southern California); M.D. (Johns Hopkins)
- KEN-ICHI SAWADA, Research Assistant Professor of Medicine (On leave 1989)
M.D. (Hokkaido)
- STEPHEN T. SAWYER, Research Assistant Professor of Medicine
B.S., Ph.D. (Tennessee)
- JOHN L. SAWYERS, John Clinton Foshee Distinguished Professor of Surgery and Chairman of the Department of General Surgery; Director of the Section of Surgical Sciences
B.A. (Rochester); M.D. (Johns Hopkins)
- MARY A. SCHAFFER, Clinical Instructor in Hearing and Speech Sciences
B.S. (Mankato State); M.S. (Wisconsin)
- WILLIAM SCHAFFNER, Professor of Preventive Medicine and Chairman of the Department; Professor of Medicine and Director of the Division of Infectious Diseases
B.S. (Yale); M.D. (Cornell)
- MARC SCHAPIRA, Associate Professor of Pathology; Research Associate Professor of Medicine
M.D. (Geneva)
- MARY PULLIG SCHATZ, Assistant Clinical Professor of Pathology
B.S. (Louisiana State); M.D. (Vanderbilt)
- CHARLES D. SCHEIBERT, Assistant Clinical Professor of Neurosurgery
B.A. (Miami [Ohio]); M.D. (Cincinnati)
- STEPHEN SCHILLIG, Associate Professor of Medicine
B.S. (Southwestern at Memphis); M.D. (Johns Hopkins)
- DAVID G. SCHLUNDT, Assistant Professor of Psychology, College of Arts and Science; Assistant Professor of Medicine
A.B. (Indiana); M.S. (Wisconsin); Ph.D. (Indiana)
- DENNIS E. SCHMIDT, Research Associate Professor of Psychiatry
B.S. (Lakeland); Ph.D. (Kansas State)
- RICHARD P. SCHNEIDER, Associate Professor of Medicine
B.A. (Emory); M.D. (Columbia)
- TIMOTHY P. SCHOETTLE, Clinical Instructor in Neurosurgery
B.A., M.D. (Vanderbilt)
- SHIRLEY S. SCHUFFMAN, Senior Associate in Pathology
B.A. (North Carolina)
- LAWRENCE G. SCHULL, Clinical Professor of Anesthesiology
B.A., M.D. (Vanderbilt)
- GERALD SCHULMAN, Assistant Professor of Medicine
B.A. (State University of New York, Buffalo); M.D. (New York)
- HERBERT J. SCHULMAN, Clinical Instructor in Medicine
B.A., M.D. (Vanderbilt)
- STEVEN J. SCHULTENOVER, Assistant Clinical Professor of Pathology
B.A. (Saint John's [Minnesota]); M.D. (Minnesota)
- MITCHELL KEITH SCHWABER, Assistant Professor of Otolaryngology
B.S. (Mercer); M.D. (Baylor)
- HERBERT S. SCHWARTZ, Assistant Professor of Orthopaedics and Rehabilitation; Assistant Professor of Pathology
B.S. (Illinois, Chicago Circle); M.D. (Chicago)
- JOHN ROBERT SCHWEIKERT, Clinical Instructor in Medicine
B.S. (Purdue); M.D. (Vanderbilt)
- JOSEPH W. SCOBAY, Clinical Instructor in Ophthalmology
B.A. (Vanderbilt); M.D. (Tennessee)
- H. WILLIAM SCOTT, JR., Professor of Surgery, Emeritus
B.A. (North Carolina); M.D. (Harvard); D.Sc. (hon., Aberdeen)
- ADDISON B. SCOVILLE, JR., Clinical Professor of Medicine, Emeritus
B.A., M.D. (Cornell)
- LINDA SEALY, Assistant Professor of Molecular Physiology and Biophysics; Assistant Professor of Cell Biology
B.A. (Illinois Wesleyan); Ph.D. (Iowa)
- DONNA L. SEGER, Assistant Professor of Surgery; Assistant Professor of Medicine
B.S., M.D. (North Dakota)
- RICHARD H. SELINFREUND, Research Associate in Cell Biology
B.S. (New Mexico); M.S., Ph.D. (New Mexico State)
- CHARLES GORDON RENNICK SELL, Associate Clinical Professor of Pediatrics
B.A., M.B., B.Chir., M.A. (Cambridge)
- SARAH H. SELL, Professor of Pediatrics, Emerita
B.A. (Berea); M.S., M.D. (Vanderbilt)
- GREGORY C. SEPHEL, Assistant Professor of Pathology
B.S. (California, Irvine); Ph.D. (Utah)
- JOHN S. SERGENT, Professor of Medicine
B.A., M.D. (Vanderbilt)
- MICHAEL B. SESHUL, Assistant Clinical Professor of Radiology and Radiological Sciences
B.S. (Louisiana College); M.D. (Louisiana State)
- ROBERT A. SEWELL, Assistant Clinical Professor of Urology
B.S. (Duke); M.D. (Vanderbilt)
- JOHN B. SHABB, Research Associate in Molecular Physiology and Biophysics
B.S. (Bethany [West Virginia]); Ph.D. (West Virginia)
- R. BRUCE SHACK, Associate Professor of Plastic Surgery
B.S. (Midwestern); M.D. (Texas, Galveston)
- E. CONRAD SHACKLEFORD, JR., Clinical Instructor in Pediatrics
M.D. (Tennessee)

- MAX ISRAEL SHAFF, Associate Professor of Radiology and Radiological Sciences
M.D. (Witwatersrand)
- DINESH M. SHAH, Assistant Professor of Obstetrics and Gynecology
Int. Sc., M.D. (Bombay)
- NEENA D. SHAH, Instructor in Pediatrics
M.B.B.S. (Bombay)
- PAULETTE W. SHANKS, Clinical Instructor in Hearing and Speech Sciences
B.S. (Wisconsin); M.A. (Kansas)
- KATHLEEN M. SHANNON, Assistant Professor of Neurology
B.A. (Northwestern); M.D. (Rush)
- KENNETH W. SHARP, Assistant Professor of Surgery
B.S. (Florida); M.D. (Johns Hopkins)
- VERNON H. SHARP, Associate Clinical Professor of Psychiatry
B.A., M.D. (Vanderbilt)
- MICHAEL R. SHARPE, Clinical Instructor in Pediatrics
B.S. (Auburn); M.D. (Alabama, Birmingham)
- KAREN SHAW, Research Associate in Molecular Physiology and Biophysics
B.A. (Stirling)
- WILLIAM ALFRED SHELL, JR., Clinical Instructor in Orthopaedics and Rehabilitation
B.A. (Vanderbilt); M.D. (Tennessee)
- JAMES R. SHELLER, Assistant Professor of Medicine
B.A. (University of the South); M.D. (Vanderbilt); M.A. (Oxford)
- HARRY S. SHELLEY, Associate Professor of Urology, Emeritus; Honorary Curator of the Historical Collection, Medical Center Library
B.S. in E. (Drexel); M.D. (Maryland)
- T. RUBEL SHELLY, Adjunct Assistant Professor of Medicine (Medical Ethics)
B.A. (Harding); M.A., M.Th. (Harding Graduate School of Religion); M.A., Ph.D. (Vanderbilt)
- RICHARD C. SHELTON, Assistant Professor of Psychiatry; Assistant Professor of Pharmacology
B.S. (East Tennessee State); M.D. (Louisville)
- JAYANT P. SHENAI, Associate Professor of Pediatrics; Assistant Professor of Maternal-Infant Nursing
M.B., B.S., M.D. (Bombay)
- VIRGINIA L. SHEPHERD, Research Associate Professor of Medicine; Research Associate Professor of Biochemistry
B.S., M.S., Ph.D. (Iowa)
- WILLIAM F. SHERIDAN, JR., Clinical Instructor in Psychiatry
B.A. (Vanderbilt); M.D. (Tennessee)
- KATHRYN B. SHERROD, Research Assistant Professor of Psychology, Peabody College; Research Instructor in Pediatrics; Investigator, John F. Kennedy Center
B.A. (Rutgers); Ph.D. (Vanderbilt)
- RICHARD G. SHIAMI, Professor of Biomedical Engineering and Electrical Engineering; Assistant Professor of Orthopaedics and Rehabilitation (On leave 1989/90)
B.S. (Villanova); M.S., Ph.D. (Drexel Institute of Technology)
- HIROSHI SHIBATA, Research Associate in Molecular Physiology and Biophysics
M.D. (Tokyo)
- JANET L. SHINGLETON, Research Associate in Biochemistry
B.S. (Tennessee Technological); Ph.D. (Vanderbilt)
- HARRISON H. SHOULDERS, JR., Assistant Clinical Professor of Surgery
B.A., M.D. (Vanderbilt)
- HARRISON J. SHULL, Clinical Professor of Medicine, Emeritus
B.A., M.D. (Vanderbilt)
- HARRISON J. SHULL, JR., Assistant Clinical Professor of Medicine
B.A. (Vanderbilt); M.D. (Tennessee)
- GHODRATOLLAH SIAMI-ARAGHI, Assistant Professor of Medicine
B.S. (Tehran Military College); M.D. (University of Tehran Medical School); Ph.D. (Vanderbilt)
- RAFAT SIDDIQUI, Research Associate in Molecular Physiology and Biophysics
B.Sc., M.Sc. (Karachi); Ph.D. (Australian National)
- LUCIEN C. SIMPSON, Clinical Instructor in Medicine (Dermatology)
B.A. (David Lipscomb); M.D. (Washington University)
- SUJAY KUMAR SINGH, Research Instructor in Pharmacology
B.Sc. (Utkal); M.Sc. (Berhampur); Dr. (Eberhard-Karls-Universität Tübingen)
- UDAI S. SINGH, Research Associate in Biochemistry
B.S. (Gannon)
- NANCY J. SIPES, Research Associate in Cell Biology
B.S. (Texas Tech); Ph.D. (Arizona)
- MICHAEL K. SKINNER, Assistant Professor of Pharmacology
B.A. (Reed); Ph.D. (Washington State)
- MARJORIE D. SKUDLAREK, Research Associate in Obstetrics and Gynecology
B.A., M.S., Ph.D. (State University of New York Buffalo)
- MALGORZATA SLADEK, Research Associate in Pediatrics
Lekarz (Academy of Medicine, Krakow)
- PAUL E. SLATON, JR., Associate Professor of Medicine
B.A., M.D. (Vanderbilt)
- CHERYL J. SLINGER, Instructor in Medicine
A.B., M.D. (Cornell)
- WILLIAM T. SLONECKER, Clinical Instructor in Pediatrics
B.A. (Trevecca Nazarene); M.D. (Tennessee)
- D. LEWIS SLY, Director of the Division of Animal Care; Assistant Professor of Pathology; University Veterinarian
B.S., D.V.M. (Minnesota)
- BRADLEY E. SMITH, Professor of Anesthesiology and Chairman of the Department
B.S. (Tulsa); M.D. (Oklahoma)

- BRUCE M. SMITH, Assistant Clinical Professor of Surgery (Vascular)
A.B., B.M.S. (Dartmouth); M.D. (Harvard)
- CHARLES B. SMITH, Associate Clinical Professor of Psychiatry
B.S. (Western Kentucky State); M.D. (Vanderbilt)
- CHARLIE R. SMITH, Clinical Instructor in Ophthalmology
M.D. (Tennessee)
- DAVID W. SMITH, Assistant Professor of Anesthesiology
A.B. (Lafayette); M.D. (Tennessee)
- HAROLD P. SMITH, Clinical Instructor in Neurosurgery
B.A. (Texas); M.D. (Vanderbilt)
- MARY CAPOLE SMITH, Associate in Pathology
B.S. (Peabody)
- MURRAY W. SMITH, Assistant Clinical Professor of Medicine
B.A., M.D. (Vanderbilt)
- RAPHAEL SMITH, Professor of Medicine; Associate Professor of Biomedical Engineering
B.A. (Vanderbilt); M.D. (Harvard)
- W. BOLTON SMITH, Research Associate in Pharmacology
B.A. (Vanderbilt); M.A. (Peabody)
- JAMES N. SMOOT, JR., Assistant Clinical Professor of Dentistry
D.D.S. (Tennessee)
- JAMES R. SNAPPER, Associate Professor of Medicine
A.B. (Princeton); B.M.S. (Dartmouth); M.D. (Harvard)
- JAMES D. SNELL, JR., Professor of Medicine; Director, Ambulatory Care Programs
B.S. (Centenary); M.D. (Vanderbilt)
- S. STEVE SNOW, Assistant Clinical Professor of Psychiatry (Child)
B.A. (Arkansas); M.D. (University of Arkansas Medical Center)
- ROBERT B. SNYDER, Clinical Instructor in Orthopaedics and Rehabilitation
B.A. (Kalamazoo); M.D. (Wayne State)
- DIRK SNYDERS, Assistant Professor of Medicine
M.D. (Antwerp)
- THOMAS R. SODERLING, Professor of Molecular Physiology and Biophysics; Investigator, Howard Hughes Medical Institute
B.S. (Idaho); Ph.D. (University of Washington)
- ANN M. SODERQUIST, Research Assistant Professor of Biochemistry
B.A. (Lake Forest); Ph.D. (Notre Dame)
- MARY ANN SOUTH, Adjunct Professor of Pediatrics
B.A. (Eastern New Mexico); M.D. (Baylor)
- 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., Alexander Heard Distinguished Service Professor, Professor of Medicine and Director of the Division of General Internal Medicine
B.A., M.D. (Vanderbilt)
- PETER J. SPOHN, Instructor in Orthopaedics and Rehabilitation
B.A. (Carnegie-Mellon); M.D. (Oregon)
- BERTRAM E. SPROFKIN, Clinical Professor of Neurology; Associate Clinical Professor of Neuropathology
B.S. (City University of New York); M.S., M.D. (Vanderbilt)
- ARCHANA SRIVASTAVA, Research Associate in Cell Biology
B.Sc., M.Sc. (Lucknow); Ph.D. (Kanpur)
- PRAMOD K. SRIVASTAVA, Research Associate in Biochemistry
B.Sc. (Gorakhpur); M.Sc. (Govind Ballabh Pant University of Agriculture and Technology); Ph.D. (Delhi)
- STEPHEN M. STAGGS, Clinical Instructor in Obstetrics and Gynecology
B.S. (David Lipscomb); M.D. (Tennessee)
- MILDRED T. STAHLMAN, Professor of Pediatrics and Director of the Division of Neonatology; Professor of Pathology; Director of the Specialized Center for Research in Newborn Lung Disease
B.A., M.D. (Vanderbilt); M.D. (hon., Göteborg); M.D. (hon., Nancy)
- DANIEL L. STARNES, Clinical Instructor in Radiology and Radiological Sciences
A.B., M.D. (Tennessee)
- JAMES V. STAROS, Professor of Biochemistry and Interim Chairman of the Department
A.B. (Dartmouth); Ph.D. (Yale)
- MALCOLM A. STEELE, Assistant Professor of Medicine
B.A. (Johns Hopkins); M.D. (Maryland)
- RICHARD S. STEIN, Associate Professor of Medicine
A.B., M.D. (Harvard)
- ROLAND W. STEIN, Assistant Professor of Molecular Physiology and Biophysics
B.A. (California, Los Angeles); M.A., Ph.D. (Albert Einstein)
- 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)
- JAMES R. STEWART, Assistant Professor of Thoracic and Cardiac Surgery
B.A. (DePauw); M.D. (Colorado)
- RICHARD STEWART, Clinical Instructor in Radiology and Radiological Sciences
B.S. (Georgia Institute of Technology); M.D. (Emory)
- STANFORD J. STEWART, Assistant Professor of Medicine; Assistant Professor of Pathology
B.A. (Rice); M.D. (Baylor)

- RICHARD G. STILES, Assistant Professor of Radiology and Radiological Sciences
B.S., M.D. (Vanderbilt)
- C. A. STILWELL, Clinical Instructor in Pediatrics
B.A., M.D. (Vanderbilt)
- R. EDWARD STONE, JR., Associate Professor of Otolaryngology; Associate Professor of Hearing and Speech Sciences
B.S. (Whitworth); M.Ed. (Oregon); Ph.D. (Michigan)
- WENDY L. STONE, Assistant Professor of Pediatrics; Assistant Professor of Psychology, Peabody College
B.A. (Williams); M.S., Ph.D. (Miami [Florida])
- 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 A. STOSCHECK, Research Associate Professor of Medicine (Dermatology)
A.B. (New York); Ph.D. (Syracuse)
- DENNIS A. STOUDE, Assistant Clinical Professor of Medicine
B.A., M.A., M.D. (Indiana)
- CHRISTOPHER P. STOWELL, Assistant Clinical Professor of Pathology
A.B. (Brown); Ph.D. (Johns Hopkins); M.D. (Connecticut)
- CHARLES W. STRATTON, Associate Professor of Pathology; Assistant Professor of Medicine
B.S. (Bates); M.D. (Vermont)
- W. DAVID STRAYHORN, JR., Clinical Instructor in Medicine
B.A., M.D. (Vanderbilt)
- GEORGE P. STRICKLIN, Associate Professor of Medicine (Dermatology)
B.A. (David Lipscomb); M.D., Ph.D. (Washington University)
- VOLKER INGO ADOLF STRIEPE, Assistant Professor of Anesthesiology
M.B., B.Ch. (Witwatersrand)
- 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
B.S. (California, Los Angeles); B.D. (Andover Newton Theological School); Ph.D. (Chicago)
- JAMES N. SULLIVAN, Assistant Clinical Professor of Medicine
B.A. (University of the South); M.D. (Vanderbilt)
- FRIDOLIN SULSER, Professor of Psychiatry, Professor of Pharmacology
M.D. (Basel)
- WILLIAM D. SUMPTER, JR., Clinical Instructor in Obstetrics and Gynecology
B.A., M.D. (Vanderbilt)
- HAKAN W. SUNDELL, Professor of Pediatrics
M.D. (Karolinska)
- TAKASHI SUSAWA, Research Associate in Medicine
M.D. (Kyoto)
- 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)
- KUNIAKI SUZUKI, Research Associate in Molecular Physiology and Biophysics
Ph.D., D.D.S. (Hokkaido)
- LINDA LOGAN SWEAT, Clinical Instructor in Hearing and Speech Sciences
B.A. (Auburn); M.A. (Florida)
- 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)
- DAVID J. SWITTER, Assistant Clinical Professor of Pathology
B.S. (Mount Union); M.D. (Vanderbilt)
- AGNES K. SYLTE, Lecturer in Psychiatry
R.N.
- DAVID S. TABER, Clinical Instructor in Radiology and Radiological Sciences
M.D. (Indiana)
- KIHITO TAKAHASHI, Research Associate in Medicine (Nephrology)
M.B., M.D., Ph.D. (Hokkaido)
- MICHAEL M. TAMKUN, Assistant Professor of Molecular Physiology and Biophysics; Assistant Professor of Pharmacology
B.A., M.A. (South Florida); Ph.D. (University of Washington)
- MASAAKI TAMURA, Research Assistant Professor of Biochemistry
D.V.M. (Kitasato); M.S., Ph.D. (Azabu)
- KAI-NING TANG, Assistant Clinical Professor of Pathology
B.V.M., D.V.M. (National Chung Hsing [Taiwan]); M.S., Ph.D. (Georgia)
- PATRICIA C. TANLEY, Senior Associate in Pathology
B.S. (Tennessee)
- JEROME S. TANNENBAUM, Assistant Clinical Professor of Medicine
B.A., M.D., Ph.D. (Vanderbilt)
- JOHN M. TANNER, Assistant Clinical Professor of Radiology and Radiological Sciences
B.A., M.D. (Vanderbilt)
- CHITOSHI TARUMI, Research Associate in Molecular Physiology and Biophysics
B.Sc. (Obihiro); M.Sc., Ph.D. (Tokyo)
- STEVEN M. TATE, Clinical Instructor in Pediatrics
A.B., M.D. (Tennessee)
- DORIS D. TAYLOR, Visiting Assistant Professor of Radiology and Radiological Sciences (Radiation Oncology)
B.A. (Minnesota); B.S. (Indiana-Purdue at Indianapolis); M.D. (Minnesota)

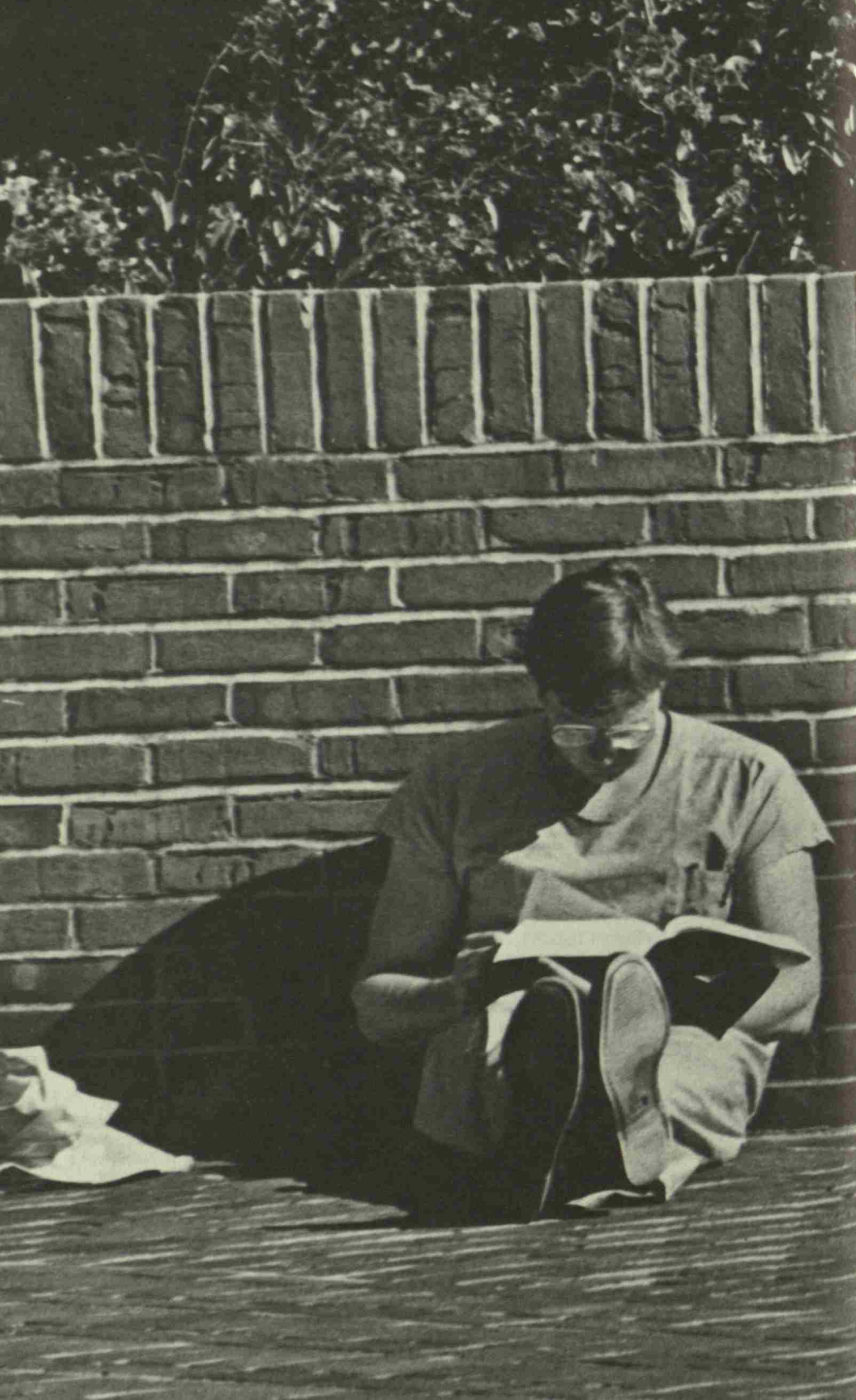
- FRANKLIN WILLIAM TAYLOR, Clinical Instructor in Dentistry (Pedodontics)
B.S. (Clemson); D.D.S. (Emory); M.S. (North Carolina)
- STEPHEN J. TAYLOR, Research Associate in Molecular Physiology and Biophysics
M.A. (Cambridge); Ph.D. (London)
- WILLIAM L. TAYLOR, Assistant Professor of Molecular Physiology and Biophysics
B.S., Ph.D. (Purdue)
- 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)
- PAUL E. TESCHAN, Professor of Medicine; Associate Professor of Urology; Associate Professor of Biomedical Engineering
B.S., M.B., M.D., M.S. (Minnesota)
- KYI T. THAM, Assistant Professor of Pathology
M.B., B.S. (Rangoon Medical College)
- ANNE MARIE THARPE, Clinical Instructor in Hearing and Speech Sciences
B.S. (Arizona); M.S. (Vanderbilt)
- CLARENCE S. THOMAS, Clinical Professor of Medicine, Emeritus
A.B. (Howard College); M.D. (Johns Hopkins)
- CLARENCE S. THOMAS, JR., Assistant Clinical Professor of Thoracic and Cardiac Surgery
B.A., M.D. (Vanderbilt)
- DAVID D. THOMBS, Associate Clinical Professor of Pediatrics
B.A. (Amherst); M.D. (Vanderbilt)
- JOHN BROWN THOMISON, Associate Clinical Professor of Pathology
B.A., M.D. (Vanderbilt)
- JOHN G. THOMPSON, JR., Assistant Clinical Professor of Medicine
A.B. (Duke); M.D. (Emory)
- JULIA THOMPSON, Clinical Instructor in Pediatrics
B.S. (Tulsa); M.D. (Oklahoma, Tulsa)
- JULIETTE M. THOMPSON, Senior Associate in Pediatrics
B.S.N. (Tennessee, Nashville); M.S.N. (Vanderbilt); R.N.
- CHARLES B. THORNE, Associate Clinical Professor of Medicine
M.D. (Vanderbilt)
- CLARK TIBBETTS, Professor of Microbiology; Vice-Chair of the Graduate Faculty Council
B.A. (Amherst); Ph.D. (California Institute of Technology)
- STEPHEN T. TICARIC, Clinical Instructor in Medicine
B.A. (Vanderbilt); M.D. (Texas, Dallas)
- PATRICK THOMAS TIEDEKEN, Clinical Instructor in Ophthalmology
M.D. (University of Medicine and Dentistry of New Jersey)
- K. SHANNON TILLEY, Clinical Instructor in Ophthalmology
B.A., M.D. (Vanderbilt)
- EDMOND TIPTON, Assistant Clinical Professor of Medicine
B.S., M.D. (Vanderbilt)
- WILLARD O. TIRRILL III, Clinical Instructor in Ophthalmology
B.A., M.D. (Vanderbilt)
- E. NEIGE TODHUNTER, Visiting Professor of Biochemistry (Nutrition)
B.Sc., M.Sc. (Otago); Ph.D. (Columbia)
- ROBERT H. TOSH, Associate Clinical Professor of Obstetrics and Gynecology
M.D. (Tennessee)
- OSCAR TOUSTER, Professor of Molecular Biology and Chair of the Department; Professor of Biochemistry
B.S. (City University of New York); M.A. (Oberlin); Ph.D. (Illinois)
- ALEXANDER S. TOWNES, Assistant Dean for Veterans Administration Affairs; Professor of Medicine
B.A., M.D. (Vanderbilt)
- ANTHONY E. TRABUE, Clinical Instructor in Obstetrics and Gynecology
B.S., M.D. (Vanderbilt)
- J. DOUGLASS TRAPP, Assistant Clinical Professor of Urology
B.S., M.D. (Vanderbilt)
- C. RICHARD TREADWAY, Associate Clinical Professor of Psychiatry
B.A., M.D. (Vanderbilt)
- JERRI A. TRIBBLE, Assistant in Otolaryngology
B.S. (Shepherd); M.S. (Virginia)
- ELIZABETH GRIMES TRIGGS, Clinical Instructor in Pediatrics
B.S. (North Carolina); M.D. (Mississippi)
- NANETTE H. TROIANO, Assistant in Obstetrics and Gynecology; Adjunct Instructor in Nursing
B.S.N. (Alabama, Huntsville); M.S.N. (Vanderbilt)
- BRUCE W. TROTMAN, Adjunct Professor of Medicine
B.A. (Pennsylvania State); M.D. (Pennsylvania)
- AUBREY LEE TUCKER, JR., Clinical Instructor in Medicine
B.S. (Southwestern at Memphis); M.D. (Vanderbilt)
- JOHN M. TUDOR, Associate Clinical Professor of Urology
B.S. (Cornell); M.D. (Iowa)
- NOEL B. TULIPAN, Assistant Professor of Neurosurgery
B.A., M.D. (Johns Hopkins)
- DAULAT RAM P. TULSIANI, Research Associate Professor of Obstetrics and Gynecology
B.S., M.S., Ph.D. (Allahabad)
- JOSEPH P. TUMBLETY, Visiting Assistant Professor of Radiology and Radiological Sciences (Radiation Oncology)
B.S. (Fordham); M.D. (New York Medical)
- BRUCE I. TURNER, Associate Clinical Professor of Urology
B.S., M.D. (Tulane)

- DOROTHY JEAN TURNER, Assistant Clinical Professor of Pediatrics; Assistant Clinical Professor of Preventive Medicine
B.A., M.A., M.D. (Vanderbilt)
- CYNTHIA TURNER-GRAHAM, Assistant Clinical Professor of Psychiatry
B.A. (Fisk); M.D. (Kansas)
- JACK ALEXANDER TYSON, Assistant Professor of Dentistry
D.D.S. (Tennessee)
- JANET ULM, Assistant in Pediatrics
B.A. (Carson-Newman); M.S.S.W. (Tennessee)
- ANTHONY P. URBANEK, Assistant Clinical Professor of Oral Surgery
B.S. (John Carroll); D.D.S., M.S. (Indiana); M.D. (Vanderbilt)
- NORMAN B. URMY, Executive Director of Vanderbilt University Hospital and The Vanderbilt Clinic; Associate Professor of Medical Administration
B.A. (Williams); M.B.A. (Chicago)
- DAVID H. VAN BUREN, Assistant Professor of Surgery
B.A. (Wooster); M.A. (Akron); M.D. (North-eastern Ohio Universities College of Medicine)
- F. KARL VANDEVENDER, Clinical Instructor in Medicine
B.A. (University of the South); M.A. (Oxford); M.D. (Mississippi)
- LINDA JO VAN ELDIK, Associate Professor of Pharmacology; Associate Professor of Cell Biology; Associate Investigator, Howard Hughes Medical Institute (On leave spring 1990)
B.S. (Calvin); Ph.D. (Duke)
- JOHN E. VANHOOYDONK, Assistant Clinical Professor of Obstetrics and Gynecology
B.S., M.A. (State University of New York, Buffalo); M.D. (Ohio State)
- JOHNATHAN P. VANSANT, Assistant Clinical Professor of Medicine
B.S. (Georgia); M.D. (Medical College of Georgia)
- EARL E. VASTBINDER, Associate Clinical Professor of Pediatrics; Chief of Clinical Services, Student Health Service
B.S. (Dayton); M.D., M.S. (Ohio State)
- C. GORDON VIRE, Assistant Clinical Professor of Medicine
B.S. (Western Kentucky); M.D. (Kentucky)
- CINDY L. VNENCAK-JONES, Research Instructor in Pediatrics
B.S. (South Carolina); Ph.D. (Virginia Commonwealth)
- ELISABETH VORBUSCH, Assistant Clinical Professor of Psychiatry
Cand. Med., M.D. (Bonn)
- HANS VORBUSCH, Clinical Instructor in Psychiatry
Cand. Med., M.D. (Bonn)
- JOHN R. VOTAW, Assistant Professor of Radiology and Radiological Sciences
B.A. (Hope); M.S., Ph.D. (Wisconsin)
- J. T. M. VREEBURG, Visiting Assistant Professor of Obstetrics and Gynecology
M.S. (Leiden); Ph.D. (Erasmus)
- MASAHIKO WADA, Research Associate in Molecular Physiology and Biophysics
M.D. (Kinki)
- WILLIAM BROWN WADLINGTON, Clinical Professor of Pediatrics
B.A., M.D. (Vanderbilt)
- CONRAD WAGNER, Professor of Biochemistry and Director of the Division of Nutrition
M.S., Ph.D. (Michigan)
- JOSEPH W. WAHL, Assistant Clinical Professor of Ophthalmology
B.A. (Colorado); M.D. (Tennessee)
- MATTHEW I. WAHL, Research Associate in Biochemistry
B.A. (South Florida); Ph.D. (Vanderbilt)
- ROBERT W. WAHL, Assistant Clinical Professor of Pathology
B.A., M.D. (Kansas)
- ETHEL WALKER, Clinical Professor of Pediatrics
B.A. (Vassar); M.A., M.D. (Vanderbilt)
- LYNN S. WALKER, Assistant Professor of Pediatrics; Investigator, John F. Kennedy Center
A.B. (Oberlin); M.S., Ph.D. (Peabody)
- CHARLES H. WALLAS, Associate Professor of Pathology; Director of Vanderbilt Pathology Laboratory Services; Director of the Program for Blood Bank Specialists, VUH; Director of the Program in Medical Technology, VUH
B.A. (Amherst); M.D. (Washington University)
- RAMONA N. WALSH, Clinical Instructor in Obstetrics and Gynecology
A.B., B.S. (California, Davis); M.D. (Vanderbilt)
- JAMES W. WARD, Professor of Anatomy, Emeritus
B.A., M.A., Ph.D., M.D. (Vanderbilt)
- JAMES W. WARD, JR., Clinical Instructor in Medicine
B.S. (Vanderbilt); M.D. (Tennessee)
- RUSSELL D. WARD, Assistant Clinical Professor of Medicine
B.A., M.D. (Vanderbilt)
- DAVID L. WARE, Instructor in Medicine
B.A. (Texas); M.D. (Texas Southwestern Medical School)
- JOHN J. WARNER, Clinical Instructor in Urology
B.S. (Cornell); M.D. (Northwestern)
- JOHN SLOAN WARNER, Professor of Neurology
B.S. (University of the South); M.D. (Vanderbilt)
- LAKEN G. WARNOCK, Assistant Professor of Biochemistry
B.S. (Milligan); Ph.D. (Vanderbilt)
- DAVID H. WASSERMAN, Assistant Professor of Molecular Physiology and Biophysics
B.S., M.S. (California, Los Angeles); Ph.D. (Toronto)
- GEETA WASUDEV, Assistant Professor of Anesthesiology
B.S., M.B., B.S. (Bombay)
- GEORGE WATERHOUSE, Associate Clinical Professor of Surgery
B.A. (University of the South); M.D. (North Carolina)
- GLORIA J. WATERHOUSE, Assistant Clinical Professor of Psychiatry
B.A. (North Carolina); M.A., Ph.D. (Vanderbilt)

- HORACE E. WATSON, Assistant Professor of Orthopaedics and Rehabilitation
B.S., M.D. (Alabama)
- D. MARTIN WATTERSON, Professor of Pharmacology; Investigator, Howard Hughes Medical Institute
B.S., Ph.D. (Emory)
- ANTHONY S. WATTLEWORTH, Assistant Professor of Radiology and Radiological Sciences
A.B., B.Med.Sci. (Dartmouth); M.D. (Harvard)
- CAROLYN S. WATTS, Assistant in Surgery, Adjunct Instructor in Nursing
B.S. (Olivet Nazarene); M.S.N. (Tennessee); R.N.
- GATES J. WAYBURN, JR., Clinical Instructor in Ophthalmology
A.B. (Princeton); M.D. (Baylor)
- ROSEANNA AILEEN WEBB, Clinical Instructor in Ophthalmology
B.S. (Georgia State); Ph.D., M.D. (Vanderbilt)
- WANDA G. WEBB, Assistant Professor of Speech (Language Pathology); Assistant Professor of Neurology
B.S. (Middle Tennessee State); M.S. (Eastern Illinois); Ph.D. (Vanderbilt)
- WARREN W. WEBB, Professor of Psychiatry, Emeritus
B.A. (North Carolina); Ph.D. (Duke)
- LUDMILA WECLAS-HENDERSON, Research Associate in Biochemistry
M.S., Ph.D. (Technical University of Wroclaw)
- ANN O. WEHR, Clinical Instructor in Medicine
B.S. (Notre Dame); M.D. (Ohio State)
- P. ANTHONY WEIL, Research Associate Professor of Molecular Physiology and Biophysics
B.S. (Northern Illinois); Ph.D. (Texas, Houston)
- JANE R. WEINBERG, Assistant Clinical Professor of Psychiatry
B.S. (Polytechnic Institute of Brooklyn); M.D. (Pennsylvania)
- CHARLENE A. WEISBERG, Adjunct Assistant Professor of Pediatrics
M.D. (Illinois)
- LARRY W. WELCH, Instructor in Psychiatry
B.A. (Tennessee Temple); M.A. (Middle Tennessee State); Ed.D. (Tennessee State)
- CHARLES E. WELLS, Clinical Professor of Psychiatry
B.A., M.D. (Emory)
- JACK N. WELLS, Professor of Pharmacology
B.S. (Park); M.S., Ph.D. (Michigan)
- DENNIS K. WENTZ, Adjunct Associate Professor of Medical Administration
B.A. (North Central); M.D. (Chicago)
- JAY A. WERKHAVEN, Assistant Professor of Otolaryngology
B.A. (Wittenberg); M.D. (Wake Forest)
- RALPH E. WESLEY, Associate Clinical Professor of Ophthalmology
B.A. (Kentucky); M.D. (Vanderbilt)
- W. SCOTT WEST, Assistant Clinical Professor of Psychiatry
A.B., M.D. (Tennessee)
- NEAL T. WETHERALL, Assistant Professor of Pathology
B.A., M.S. (Adelphi); Ph.D. (Vanderbilt)
- ARVILLE V. WHEELER, Associate Clinical Professor of Pediatrics
B.A., M.D. (Vanderbilt)
- PAUL W. WHEELER, Clinical Instructor in Medicine
B.S. (Samford); M.D. (Alabama)
- JAMES P. WHELAN, Research Associate in Molecular Physiology and Biophysics
B.Sc., Ph.D. (University College, Dublin)
- WILLIAM O. WHETSELL, JR., Professor of Pathology; Professor of Psychiatry; Professor of Cell Biology; Investigator, John F. Kennedy Center
B.S. (Woford); M.S., M.D. (Medical University of South Carolina)
- BRUCE DAVID WHITE, Adjunct Assistant Professor of Medicine (Medical Ethics)
B.S., J.D. (Tennessee); D.O. (North Texas State)
- JACKSON B. WHITE IV, Assistant Clinical Professor of Psychiatry
B.A., M.D. (Vanderbilt)
- RICHARD R. WHITESELL, Instructor in Molecular Physiology and Biophysics
B.A. (Indiana); Ph.D. (Vanderbilt)
- THOMAS C. WHITWORTH, Assistant Clinical Professor of Pediatrics
B.A. (David Lipscomb); M.D. (Vanderbilt)
- BERNARD A. WIGGINS, Clinical Instructor in Pediatrics
B.A. (Fisk); M.D. (Virginia)
- RONALD G. WILEY, Associate Professor of Neurology; Associate Professor of Pharmacology
B.S., M.D., Ph.D. (Northwestern)
- ERLE E. WILKINSON, Assistant Clinical Professor of Pediatrics
B.A., M.D. (Vanderbilt)
- GRANT R. WILKINSON, Professor of Pharmacology
B.Sc. (Manchester [England]); Ph.D. (London)
- MELISSA A. WILL, Clinical Instructor in Pediatrics
B.A. (North Carolina, Greensboro); M.D. (North Carolina)
- MARK ROBERT WILLCOTT, Research Professor of Radiology and Radiological Sciences
B.A. (Rice); M.S., Ph.D. (Yale)
- BRAD WILLIAMS, Psychiatrist, Student Health Service; Assistant Clinical Professor of Psychiatry
B.A., M.D. (Mississippi)
- 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, Associate in Surgery
B.S. (Middle Tennessee State)

- W. CARTER WILLIAMS, JR., Assistant Clinical Professor of Medicine
B.A., M.D. (Vanderbilt)
- BENJAMIN J. WILSON, Professor of Biochemistry, Emeritus
A.B., M.S. (West Virginia); Ph.D. (George Washington)
- DAVID C. WILSON, Instructor in Medicine
B.A. (Wake Forest); M.D. (Medical College of Virginia)
- JAMES P. WILSON, Assistant Clinical Professor of Medicine
B.S. (Michigan State); M.D. (Johns Hopkins)
- RONALD BRUCE WILSON, Adjunct Assistant Professor of Pathology
B.S., D.V.M. (Michigan State)
- RONALD E. WILSON, Assistant Professor of Neurology
A.B. (Princeton); M.D. (Vanderbilt)
- ALAN C. WINFIELD, 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
B.A., M.D. (Vanderbilt)
- EUGEN J. WINTER, Clinical Instructor in Medicine
M.D. (Frankfurt)
- ANNE W. WINTERLAND, Instructor in Radiology and Radiological Sciences (Radiation Oncology)
B.S. (Ohio State); M.S., M.D. (Wayne State)
- LINDA WIRTH, Assistant in Psychiatry
B.A. (Iowa); M.S.S.W. (Tennessee)
- FRANK G. WITHERSPOON, Assistant Clinical Professor of Medicine (Dermatology)
B.A. (Vanderbilt); M.D. (Tennessee)
- JOHN D. WITHERSPOON, Clinical Instructor in Otolaryngology
B.A. (Yale); M.D. (Tennessee)
- WILLIAM S. WITT, Assistant Professor of Radiology and Radiological Sciences
B.S. (Florida); M.D. (Meharry Medical)
- NORMAN E. WITTHAUER, Clinical Instructor in Obstetrics and Gynecology
B.S. (Southern Mississippi); M.D. (Tulane)
- ELIZABETH DERRICK WOFFORD, Assistant Clinical Professor of Pathology
B.S., M.S. (South Carolina); M.D. (Medical University of South Carolina)
- JOHN E. WOFFORD IV, Clinical Instructor in Urology
B.S. (South Carolina); M.S., M.D. (Medical University of South Carolina)
- BRUCE L. WOLF, Adjunct Instructor in Medicine
B.A. (Amherst); M.D. (Louisville)
- LAWRENCE K. WOLFE, Associate Clinical Professor of Medicine
B.A., M.D. (Vanderbilt)
- STEVEN N. WOLFF, Associate Professor of Medicine
B.A. (City University of New York, Queens); M.D. (Illinois)
- KWANG SUNG WOO, Research Instructor in Orthopaedics and Rehabilitation; Research Assistant Professor of Civil Engineering
B.Sc., M.Sc. (Seoul National); Ph.D. (Vanderbilt)
- ALASTAIR J. J. WOOD, Professor of Medicine; Professor of Pharmacology
M.B., Ch.B. (Saint Andrews [Scotland])
- G. WALLACE WOOD, Associate Clinical Professor of Pediatrics
B.A., M.D. (Vanderbilt)
- MARGARET WOOD, Professor of Anesthesiology; Associate Professor of Pharmacology
M.B., Ch.B. (Saint Andrews [Scotland])
- MAYME L. BLANKENSHIP WOOD, Research Instructor in Microbiology
B.S. (Peabody)
- TERRY ANN WOODFORD, Research Associate in Molecular Physiology and Biophysics
B.S. (Eastern Illinois); M.S. (Purdue); Ph.D. (Virginia Polytechnic)
- STEPHEN C. WOODWARD, Professor of Pathology
M.D. (Emory)
- CLAUDE H. WORKMAN III, Assistant Clinical Professor of Urology
B.S. (Southwestern at Memphis); M.D. (Vanderbilt)
- ROBERT J. WORKMAN, Assistant Clinical Professor of Medicine
A.B. (Princeton); M.D. (Harvard)
- JOHN A. WORRELL, Assistant Professor of Radiology and Radiological Sciences
B.S. (McNeese State); M.D. (Vanderbilt)
- TAYLOR WRAY, Assistant Clinical Professor of Medicine
B.A. (University of the South); M.D. (Johns Hopkins)
- ELLEN P. WRIGHT, Assistant Clinical Professor of Pathology
B.A., M.D. (Vanderbilt)
- JOHN E. WRIGHT, Assistant Clinical Professor of Pathology
M.D. (Baylor); B.S. (Houston)
- JOHN K. WRIGHT, Clinical Instructor in Surgery
B.S. (Tennessee Technological); M.D. (Tennessee)
- PETER F. WRIGHT, Professor of Pediatrics and Director of the Division of Infectious Diseases; Assistant Professor of Microbiology
B.A. (Dartmouth); M.D. (Harvard)
- SETH W. WRIGHT, Instructor in Surgery; Instructor in Medicine
M.D. (Michigan)
- 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)
- YOSHIAKI YAMANO, Research Associate in Biochemistry
B.Sc., M.Sc., Ph.D. (Kyoto)
- BARRY E. YARBROUGH, Assistant Professor of Surgery; Assistant Professor of Medicine
B.A. (Vanderbilt); M.D. (Georgetown)

- AIDA YARED, Assistant Professor of Pediatrics
B.S., M.D. (American University of Beirut)
- DAVID A. YARIAN, Assistant Clinical Professor of
Psychiatry; Adjoint Associate Professor of Psy-
chology, Peabody College
B.A. (Eastern New Mexico); A.M., Ph.D. (Michi-
gan)
- TOSHIMASA YOSHIOKA, Research Assistant Pro-
fessor of Pediatrics
B.S., M.D. (Kitasato)
- WILLIAM F. YOST, Assistant Clinical Professor of
Anesthesiology
M.D. (Tennessee)
- RICHARD M. ZANER, Professor of Medicine (Phi-
losophy); Ann Geddes Stahlman Professor of
Medical Ethics; Professor of Philosophy; Pro-
fessor of Medical Ethics, Divinity School; Di-
rector of the Center for Clinical and Research
Ethics; Investigator, John F. Kennedy Center
B.S. (Houston); M.A., Ph.D. (New School for So-
cial Research)
- DAVID L. ZEALEAR, Assistant Professor of
Otolaryngology
B.S. (California, Davis); Ph.D. (California, San
Francisco)
- THOMAS B. ZERFOSS, JR., Assistant Clinical Pro-
fessor of Pediatrics
B.A., M.D. (Vanderbilt)
- THOMAS BOWMAN ZERFOSS, Professor of Medi-
cine and Director of the Student Health Ser-
vice, Emeritus (Died 5 August 1988)
B.S., M.D. (Vanderbilt)
- CARL W. ZIMMERMAN, Clinical Instructor in
Obstetrics and Gynecology
B.S. (Peabody); M.D. (Tennessee)
- LASZLO ZSAK, Research Associate in Microbiol-
ogy
D.V.M. (University of Veterinary Science
[Budapest])
- FEDERICO ZUCKERMANN, Research Associate
in Microbiology
D.V.M. (Universidad Nacional Autónoma de
México); Ph.D. (Texas Health Science Center,
Dallas)



Register of Students 1988/89

First-Year Class

LAUREN BROOKE ADAMS (B.S., Davidson College)	Kingsport, Tenn.
WILLIAM ARTHUR ALTEMEIER IV (B.H., Vanderbilt)	Nashville, Tenn.
STACEY MARIE ANDERSON (B.S., Vanderbilt)	Erie, Pa.
EDWARD RIKER ARROWSMITH (B.A., Williams College)	Bethesda, Md.
ANDREW MARK BARNSTEIN (B.A., Johns Hopkins)	Owings Mills, Md.
PETER FRANCIS BERGLAR (B.S., Missouri [Rolla])	St. Louis, Mo.
HAROLD PURYEAR BLANKS III (B.S., Vanderbilt)	Huntsville, Ala.
DAVID GERARD BOLAND (B.S., Pennsylvania State)	Conyngham, Pa.
FRED KIRK BOWLES (B.A., Kenyon College)	Sterling Hts. Mich.
LINDA DIANE BRADY (B.A., Vanderbilt)	Memphis, Tenn.
JOHN SCOTT BRODERICK (B.S., Furman)	Greenville, S.C.
GRADY LEE BRYANT (B.S., Baylor)	Goodlettsville, Tenn.
SAMUEL BUNDZ (B.S., Perdue)	Lincoln Park, N.J.
JOHN EUGENE BURNEY III (B.S., Georgia)	Dunwoody, Ga.
BRIAN DEREK BUZZEO (B.S., Oglethorpe)	Valdosta, Ga.
MICHELLE GERÉ CAMPBELL (B.S., Baylor)	Natchez, Miss.
KENNETH JOSEPH CARPENTER (M.S., Millsaps College)	Baton Rouge, La.
SAM SUNGSOO CHANG (B.A., Princeton)	Nashville, Tenn.
CEDRIC CHIH-MIN CHIN (B.S., Stanford)	Palo Alto, Calif.
CHRISTIAN PAUL CHRISTENSEN (B.A., Hamilton College)	Oneonta, N.Y.
STEPHEN JOSEPH CINA (B.A., Johns Hopkins)	Oviedo, Fla.
JULIE ANN CIRILLO (B.A., Massachusetts [Amherst])	Worcester, Mass.

DONNA YVETTE CLARK (B.A., Harvard)	Brooklyn, N.Y.
SAMUEL JAMES CLARK (B.A., Hendrix)	Mountain Home, Ark.
CHARLES GARY COBB (B.S., Tufts)	Ponte Vedra Beach, Fla.
ANTHONY FLOYD COLLINS (B.S., University of the South)	Morristown, Tenn.
MARK ALLAN CONDON (B.A., Vanderbilt)	Winter Haven, Fla.
ELAINE MARJORIE CONRADI (B.S., South Carolina [Columbia])	Mt. Pleasant, S.C.
JOHN WILLIAM COURSEY (B.S., U.S. Military Academy)	Nashville, Tenn.
JOHN JAY CRAWFORD (B.S., U.S. Military Academy)	Florence, Ala.
SARA KATHARINE DANN (B.A., Dartmouth College)	Coral Gables, Fla.
PAUL MICHAEL DIMOND (B.S., Creighton)	Hilton Head Island, S.C.
PHILIP ALAN DINAUER (B.A., Johns Hopkins)	San Diego, Calif.
THOMAS JAMES ELLIS (B.S., Stanford)	Bend, Oreg.
ANN LOUISE FAILINGER (B.H., Valparaiso; M.H., Pennsylvania)	Nashville, Tenn.
SANJAY KUMAR GANDHI (B.A., Emory)	Dunwoody, Ga.
JESSICA SARAH GERMOND (B.S., Duke)	Bethesda, Md.
SCOTT ROBERT GIBBS (B.A., Vanderbilt)	West Pittston, Pa.
LINDA JEAN GLATTE (B.S., New Hampshire)	Rocky River, Ohio
THOMAS BRENT GRAHAM (B.S., Rhodes College)	Nashville, Tenn.
DAVID GRIFFIN (B.S., Utah)	San Diego, Calif.
MICHAEL TERRANCE HAVIG (B.A., Princeton)	Naples, Fla.
LOREN HEILWEIL (B.A., Johns Hopkins)	New York City, N.Y.
JOHN NANCE HENRY (B.A., Brown)	Shreveport, La.
WALLY HOSN (B.A., Pennsylvania)	San Diego, Calif.
WILLIAM CURTIS HOWE (B.S., Stanford; M.S., Stanford)	Knoxville, Tenn.

GEORGE BAKER HUBBARD III (B.S., Vanderbilt)	Columbus, Ga.
MARC WILSON HUNGERFORD (B.S., Rochester)	Cockeysville, Md.
VERNON SEVIER HURST (B.A., Birmingham Southern)	Decatur, Ala.
JAMES ERNEST HURTIG (B.S., Kansas State)	Erie, Kan.
ERIK JAMES KILGORE (B.A., Johns Hopkins)	Winchester, Ore.
TIMOTHY COOPER KING (B.A., Washington)	Tupelo, Miss.
LAWRENCE AARON KLINSKY (B.S., Illinois)	Chicago, Ill.
KAREN MARIE KNOTH (B.S., Pittsburg)	Pittsburgh, Pa.
MICHAEL DAVID LADD (B.S., Duke)	Knoxville, Tenn.
LYNN NOEL LAMEIER (B.A., Tennessee)	Brentwood, Tenn.
JERRY GREGORY LARRABEE (B.A., Williams College)	Waterbury, Ver.
JIM WAYNE LATIMER (B.S., Georgia Institute of Technology)	McDonough, Ga.
SERENA WINGLIN LAU (B.S., East Tennessee State)	Knoxville, Tenn.
MELINDA JANE LENGEL (B.A., Duke)	Honesdale, Penn.
KENNETH VINCENT LEONE (B.S., Duke)	Westwood, N. J.
JULIET MARIE LIPOSKY (B.S., Vanderbilt)	Morristown, Tenn.
MARK BROOKS LOGAN (B.S., Murray State)	Henderson, Ken.
DYAN ELIS LOURIA (B.S., Arizona)	Tuscon, Ariz.
GEORGE BRANDON LYNCH (B.A., Dartmouth College)	Pulaski, Tenn.
LEE ALLEN MADELINE (B.S., Michigan)	Ann Arbor, Mich.
AHAD MAHOOTCHI (B.S., Rhodes College)	Memphis, Tenn.
LINDA MARIE MCALLISTER (B.A., Carleton College)	Chicago, Ill.
PHILIP MICHAEL MCGUIRE (B.S., Notre Dame)	Mt. Prospect, Ill.
RUSSELL LOWELL MCLAUGHLIN (B.S., Purdue)	Cape Girardeau, Mo.
LAURA LEIGH MEYERS (B.A., Washington)	Edwardsville, Ill.

CHARLES FISHER MORGAN (B.S., Vanderbilt)	Augusta, Ga.
SCOTT ALAN MURKIN (B.A., Illinois Wesleyan)	Ramsey, Ill.
ALLEGRA PATTEN (B.A., Vassar College)	Seabrook, Tex.
DAVID POON (B.A., Berkley)	Nashville, Tenn.
WILLIAM MARTIN REED (B.A., Williams College)	Shawnee Mission, Kan.
MATTHEW CORNELIUS RHEINBOLDT (B.S., Pittsburg)	Pittsburg, Penn.
ALBERT LYNN RIDGEWAY (B.A., Birmingham Southern)	Decatur, Ala.
DOUGLAS JAMES RIETH (B.S., Northwestern)	Aitom, Minn.
STEVEN ERIC ROSER (B.A., Pacific Luthern)	Walla Walla, Wash.
FRANK HAL SCOTT (B.A., Tennessee)	Greenville, Tenn.
NATHAN ANDREW SHAPIRA (B.S., Emory)	Atlanta, Ga.
BARTON EUGENE SMITH (B.S., Warner Pacific College)	Beverton, Ore.
CHRISTINE NAOMI SUYDAM (B.S., Southern California)	San Francisco, Calif.
PAUL MATHEW SWANSON (B.A., Johns Hopkins)	Cranford, N. J.
ELIZABETH CHACE THOMAS (B.S., Louisiana State)	Baton Rouge, La.
PAUL KEVIN TRAUTNER (B.S., Notre Dame)	Cheyenne, Wyo.
JOHN JAY WARNER (B.S., Abilene Christian)	Ransom Canyon, Tex.
DEREK SCOTT WATSON (B.S., Miami)	Clearwater, Fla.
LAURA FELKER WEBB (B.S., Davidson College)	Auburn, Ala.
MELL BURRESS WELBORN III (B.S., Duke)	Evansville, Ind.
TODD RANDALL WILCOX (B.S., Duke)	Littleton, Col.
WALTER EDWARD WOJCICKI (B.S., M.H., Virginia)	Charlottesville, Vir.
LOUIS JOSEPH WOJCIK (B.A., Fordham)	Bronxville, N.Y.
BRADLEY WYATT WORD (B.S., Pittsburg State)	Pittsburg, Kan.

CHERYL LEE YOUNG
(B.S.E., Duke) Ft. Myers, Fla.

Second-Year Class

DANIEL JOSEPH ABRAMS
(B.A., Chicago) College Park, Md.

WILLIAM PETER ADAMS, JR.
(B.A., Princeton) Atlanta, Ga.

PARIS ARISTEDES ARIANAS
(B.A., Adelphi) Hempstead, N.Y.

PETER JAMES ARMSTRONG
(B.S., United States Military Academy) Springfield, Va.

KENNETH STEWART BABE, JR.
(B.S., Pennsylvania State) State College, Pa.

HOLLY CARLSON BELT
(B.S., Birmingham Southern College) Birmingham, Ala.

AMY MARIE BOULDEN
(B.S., Centre College) Cynthiana, Ky.

MOLLY ANN BOYCE
(B.S., Oregon State) Grants Pass, Oreg.

JON MARC BRANDT
(B.S., Purdue) Fort Wayne, Ind.

MICHAEL ALAN BURKE
(B.A., Wittenberg) Columbus, Ohio

STEPHEN BENJAMIN CANTRELL
(B.S., David Lipscomb; D.D.S., Emory Univ Sch of Dentistry) Huntsville, Ala.

ROBERT BRYAN CHAMBLISS
(B.A., Baylor) Hardinsburg, Ky.

ROGER WILLIAM COOMER, JR.
(B.A., College of William & Mary) Simsbury, Conn.

WILLIAM OWEN COOPER
(B.A., Transylvania) Lexington, Ky.

JULIE LYNN COX
(B.S., Stanford) Nashville, Tenn.

MARC STEPHEN CURVIN
(B.S., Tennessee Technological; M.S., Vanderbilt) Hixson, Tenn.

BRIAN PHILIP DANIEL
(B.A., Carson-Newman College) Glasgow, Ky.

THOMAS ELKINS DAY
(B.A., Hendrix College) Pine Bluff, Ark.

DAVEY RONALD DEAL, JR.
(B.A., Hendrix College) Macon, Ga.

DEBORAH LEE DEAN
(B.S., B.A., Pepperdine) Canoga Park, Calif.

DAVID ALAN DENEKA
(B.A., Mississippi) Millington, Tenn.

JEFFREY TODD DENTON
(B.A., Maryville College) Lilburn, Ga.

JEROME DEVENTE (B.A., Oberlin)	Marietta, Ga.
FREDERICK THANE DEWEESE (B.A., Texas Christian; B.S., Washington University)	Ladue, Mo.
JONATHAN THOMAS FANBURG (B.A., Bowdoin College)	Lexington, Mass.
JEFF ERNEST FLICKINGER (B.S., Maryville College)	Maryville, Tenn.
LAURA DAWN FORESTER (B.A., Virginia)	Springfield, Va.
MEREDITH GAITHER GARRETT (B.A., Wesleyan College)	Griffin, Ga.
STEPHANIE DIANE GARTNER (B.S., Southwestern)	College Station, Texas
STEVEN JON GEDDE (B.A., Illinois Wesleyan)	McHenry, Ill.
KATRINA ANN GWINN (B.A., Wellesley College)	Louisville, Ky.
ERIC DAVID HARDING (B.A., Illinois Wesleyan)	Pontiac, Ill.
DAVID SHAWN HARVEY (B.S., Washington and Lee)	Georgetown, S.C.
CAROLINE RUTH HEISE (B.S., Georgetown)	Fort Pierce, Fla.
DAVID CHARLES HEUSINKVELD (B.A., Arizona)	Fort Smith, Ark.
DANIEL LAWRENCE HIPPI (B.S., University of Washington)	Redmond, Wash.
MOLLY ANN HUGHES (B.S., Bucknell)	Dallas, Pa.
ELIZABETH MATILDA JONES (B.S., Georgetown)	Saint Louis, Mo.
ROBERT STEVEN KAHN (B.A., Princeton)	Metuchen, N.J.
JEFFREY RENN KEEFER (B.A., Virginia)	Frederick, Md.
MICHAEL DAVID KYZER (B.A., Hendrix)	Mabelvale, Ark.
GILBERT RUSSELL LADD IV (B.A., Washington and Lee)	Mobile, Ala.
TODD DUANE LARSON (B.A., Stanford)	Everett, Wash.
ROBERT LEVOY LEDFORD, JR. (B.S., Vanderbilt)	Tullahoma, Tenn.
TIMOTHY WYATT LINEBERRY (B.S., Nebraska Wesleyan)	Wahoo, Nebr.
D'ANNA LATESHA LITTLE (B.S., California [Berkeley])	Los Angeles, Calif.

JANICE REBECCA LIU (B.S., Princeton)	Bethesda, Md.
SAMUEL MEI-CHING LIU (B.A., Johns Hopkins)	Princeton Junction, N.J.
RICHARD JOHN LOCICERO (B.S., Georgia)	Stone Mountain, Ga.
REGAN ANN LOGAN (B.S., Northern Colorado)	Durango, Colo.
TIMOTHY LOWE (B.A., California [San Diego])	San Diego, Calif.
PETER CLAYTON LUCAS (B.A., Carleton College)	Rochester, Minn.
BRIAN ANTHONY MACAULAY (B.A., Whittier College)	La Habra Heights, Calif.
ROBERT JOSEPH MANGIALARDI (B.S., Millsaps College)	Greenville, Miss.
RICHARD BLAIR MARTIN (B.A., Vanderbilt)	Nashville, Tenn.
DOUGLAS CHARLES MATHEWS (B.S., California [Los Angeles])	Canoga Park, Calif.
JOHN EDWARD MAXA (B.S., Notre Dame)	Cheraw, S.C.
PATRICK TIMOTHY MCGRATH (B.S., College of William & Mary)	Gaithersburg, Md.
MARILYNN ELIZABETH MICHAUD (B.S., Middle Tennessee State)	Brentwood, Tenn.
RANDALL MCTYRE MINOR (B.S., University of the South)	Paris, Tenn.
JAMES MICHAEL MOORE (B.S., Hampden-Sydney College)	Mechanicsburg, Pa.
KENNETH DAVID MOORE (B.S., Vanderbilt)	Memphis, Tenn.
CATHERINE JILL MOSES (B.A., Carleton College)	Franklin, Tenn.
JOHN PHILIP MOYERS (B.S., B.A., Indiana [Bloomington])	Nashville, Tenn.
SAMUEL EDWIN MURRELL III (B.A., Harvard)	Orlando, Fla.
TIMOTHY O. NOREUIL (B. S., Illinois State)	Springfield, Ill.
GREGORY SCOTT PARRIES (B.S., Moorhead State; Ph.D., Wisconsin [Madison])	Moorhead, Minn.
KATHERINE L. PATTERSON (B.A., Indiana [Bloomington])	Indianapolis, Ind.
BENJAMIN BANKS PEELER (B.S., Wake Forest)	Jacksonville, Fla.
KENNETH CHARLES PETRONI (B.A., Dartmouth)	Santa Clara, Calif.
KATHERINE ELLEN PRILLAMAN (B. S., Davidson College)	Newport News, Va.

- LAWRENCE STANLEY PUZIO
(B.A., Johns Hopkins) Ogdensburg, N.J.
- PATRICK SHAWN REYNOLDS
(B.S., Tennessee Technological) Cookeville, Tenn.
- JOHN CHARLES RICHIER
(B.S., M.S., Illinois) Downers Grove, Ill.
- KEVIN MARK RIGTRUP
(B.S., Utah) Farmington, Utah
- ERIC CHARLES RINGWALT
(B.A., Davidson College) Corona Del Mar, Calif.
- SUZANNE PATRICIA RIVA
(B.S., Emerson College; Pre-med Program Columbia University) Washington, D.C.
- JOHN DAVID ROSDEUTSCHER
(B.A., Vanderbilt) Bowling Green, Ky.
- DAVID MICHAEL ROSE
(B.S., Mississippi) Columbus, Miss.
- DENNIS LEON ROUSSEAU, JR.
(B.S., Loyola) New Orleans, La.
- JOHN JIWOONG RYU
(B.A., Pennsylvania) Nashville, Tenn.
- DONALD AVRAM SAROFF
(B.S., Maryland [College Park]) Rockville, Md.
- MARCUS FRANCESCO SCIADINI
(B.S., Florida) Saint Petersburg, Fla.
- LEROY DAVID SEAUX
(B.A., Harvard) Pineville, La.
- ALAN FURHUNG SHIKOH
(B.A., Transylvania) Frankfort, Ky.
- SUSAN TALBOTT SILVEIRA
(B.S., Stanford) Monte Sereno, Calif.
- JOHN DAVID SMITH
(B.S., Millsaps College) Tupelo, Miss.
- BENNETT MICHAEL SPETALNICK
(B.S., M.A., American) Atlanta, Ga.
- DAVID JONATHAN STALLARD
(B.S., Florida) Melbourne, Fla.
- PHYLEEN MAE STEWART
(B.A., Harvard) McLean, Va.
- ALAN PHILIP TUTTLE II
(B.S., Johns Hopkins) Washington Township, N.J.
- PETER CHEN-HUA WANG
(B.S., Tulane) Pine Bluff, Ark.
- DANIEL SCOTT WEIKERT
(B.A., Indiana [Bloomington]) French Lick, Ind.
- JAMES CHARLES WHEELER
(B.A., David Lipscomb) Rochester, N.Y.
- GREGORY RICHARD WHITE
(B.S., Arizona) Camarillo, Calif.

KENT DOUGLAS YUNDT (B.S., Purdue)	Tipton, Ind.
JOHN ALAN ZIC (B.S., Notre Dame)	Oak Lawn, Ill.

Third-Year Class

CHRISTEN ARISTIDES ALEVIZATOS (B.S., B.A., Washington and Lee)	Sparks, Md.
JORDAN ROSS ASHER (B.S., Emory)	Nashville, Tenn.
KIMBERLY W. BAIN (B.S., Indiana)	Michigan City, Ind.
ROBERT SIDNEY BAIN, JR. (B.S., Harding)	Lexington, Ky.
JEFFREY RAYMOND BALSER (B.S., Tulane)	Evansville, Ind.
ELIZABETH ANN BAXTER (B.S., Rhodes)	Nashville, Tenn.
DONALD WAYNE BRADY (B.S., Vanderbilt)	Memphis, Tenn.
PHILLIP DAVID CHARLES (B.S., Vanderbilt)	Tuscaloosa, Ala.
BARBARA ANN CHINI (B.S., Notre Dame)	Camillus, N.Y.
MARK ALTON COBB (B.A., David Lipscomb College; M.S., Vanderbilt)	Nashville, Tenn.
JOSEPH JAMES CREELY III (B.S., Notre Dame)	Kenner, La.
DAVID KENT DEBOER (B.A., Westmar College; M.S., Vanderbilt)	Antioch, Tenn.
JILL DEBONA (B.A., Virginia)	Babylon, N.Y.
CLARICE RENAE DECKER (B.A., South Dakota State)	Wolsey, S.Dak.
JEFFREY ALLEN DESJARDIN (B.S., Wisconsin [Eau Claire])	Peshigo, Wis.
ROBERT ALAN DIEKROEGER (B.S., Stanford)	Atlanta, Ga.
STEVEN EDWARD DOMINO (B.S., M.S., Michigan [Ann Arbor])	Ann Arbor, Mich.
JONATHAN DREIFUS (B.A., Brown)	Memphis, Tenn.
MARK ALLEN EARNEST (B.A., Wake Forest)	Kingsport, Tenn.
ERIC TOMSON EMERSON (B.A., California [Santa Barbara])	Malibu, Calif.

LEE ANNE FAULKNER (B.A., John's Hopkins)	Oak Ridge, Tenn.
LAUREN GAYLE FICKS (B.A., California [San Diego])	Woodland Hills, Calif.
LANA KAY FISCHER (B.A., Augustana College)	Pierre, S.Dak.
MARK EUGENE FOGARTY (B.A., Virginia)	Webster Groves, Mo.
CLIFFORD LOUIS GARRARD III (B.A., Vanderbilt)	Jackson, Tenn.
DAVID CAMPBELL GERLACH (B.S., M.S., Kansas)	Wichita, Kans.
AARON ROSS GILBERT (B.A., Florida)	Gainesville, Fla.
GEOFFREY JAY GONICK (B.A., California [San Diego])	Marina Del Rey, Calif.
DAVID LEE GORDEN (B.A., Brown)	Bethesda, Md.
ANGELA MARY GUBITOSI (B.A., De Pauw)	Euclid, Ohio
NELS CHRISTIAN GUNNARSEN (B.A., Amherst College)	Sacramento, Calif.
ANNE VENABLE EDMUNDS HANSEN (B.A., Sweet Briar College)	Lexington, Va.
KATHERINE LOUISE HANSON (B.S. Cornell)	Chester, N.J.
TINA VIVIENNE HARTERT (B.A., Brown)	Cottekil, N.Y.
BRUCE FREDRIC HAUPT (B.S., United States Air Force Academy)	Cincinnati, Ohio
AMY LYNNE HAYS (B.S., Pittsburgh)	Allison Park, Pa.
JANET ANDREWS HORTON (A.B., Bowdoin College)	Englewood, Fla.
RICHARD LEMASTER HUBBELL (B.S., David Lipscomb College)	Columbia, Tenn.
SANAE INAGAMI (B.A., Chicago)	Nashville, Tenn.
MICHAEL WAYNE JAMES (B.S., Carroll College)	Billings, Mont.
ROBERT HARRIS JEFFERSON III (B.S., University of the South)	Thomasville, Ga.
ELIZABETH HARTLEY JOHNSON (B.A., Bowdoin College)	Nashville, Tenn.
LOUIS COLLINS JOHNSON III (B.A., Vanderbilt)	Jackson, Miss.
STEPHANIE JO JOHNSON (B.A., Concordia College [Moorhead])	Brookings, S. Dak.

WALTER ARTHUR JONES III (B.S., Kentucky)	Louisville, Ky.
DAVID EARL KILGORE (B.A., Hendrix College)	Hampton, Ark.
KIMBERLY ANN WOODS KLIPPENSTEIN (B.S., Vanderbilt)	Seminole, Fla.
GEORGE STANFORD LAW (B.A., Colorado College)	Colorado Springs, Colo.
BRUCE WALTER LINDGREN (B.A., Doane College)	Wahoo, Nebr.
KIMBERLY ANN LINNANDER (B.S., Rhodes College)	Phoenix, Ariz.
EDITH SARAH LOVEGREN (B.S., Furman; Ph.D., Vanderbilt)	New Orleans, La.
MARK JAMES MAFFETT (B.A., Oregon)	Nashville, Tenn.
ANNYCE STOKES MAYER (B.A., Wellesley College)	Bethany, Conn.
JOHN DAVID MCCAFFERY (B.S., Washington and Lee)	Monroe, Mich.
LOUISE EVERINGHAM MCGAVIC (B.A., Smith College)	Prospect, Ky.
MARK RAY MCILWAIN (B.S., Alabama; D.M.D., Alabama [Birmingham])	Butler, Ala.
KAREN JOANNE MEURER (B.S., Wisconsin)	Milwaukee, Wis.
DAVID SCOTT MORGAN (B.A., Yale)	Little Rock, Ark.
RONALD ANDREW NELSON (B.S., Stanford)	Portland, Oreg.
KIRSTEN NIELSEN (B.A., Mount Holyoke College)	Easton, Conn.
FLORIN REX NIELSEN, JR. (B.S., Utah)	Salt Lake City, Utah
STUART CAMPBELL RAY (B.S., Vanderbilt)	Nashville, Tenn.
LAURA ELIZABETH ROGERS (B.A., Williams College)	Glencoe, Md.
SCOTT EDWIN RUDER (B.A., Illinois Wesleyan)	Herscher, Ill.
THEODORE ALLEN RUFF (B.A., Miami University [Ohio])	Bloomington, Ind.
JOSEPH HOWARD RUPARD (B.A., David Lipscomb College; Ph.D., Vanderbilt)	Mocksville, N.C.
BRUCE ALLEN RUSSELL (B.A., Columbia University)	Portland, Oreg.
ANTHONY ANDRES SANCHEZ (B.A., Missouri [Columbia])	Columbia, Mo.

GEORGE FRANKLIN SAWAYA (B.A., Hendrix College)	Sherwood, Ark.
NICOLE LOUISE SCHLECHTER (B.A., Ph.D., California [Berkeley])	Beverly Hills, Calif.
HARRY LOWELL SCHROEDER (B.S., Colorado State)	Estes Park, Colo.
FORREST FRANKLIN SCHRUM III (B.A., Wake Forest)	Estes Park, Colo.
MARK FLETCHER SIMONDS (B.A., Vanderbilt)	Cleveland, Tenn.
STEPHEN WILLIAM SMITH (B.S., Georgia)	Fayetteville, Ga.
STUART ELDRIDGE SMITH (B.S., Georgia)	Fayetteville, Ga.
RANSOM GRADY SNOWDEN III (B.S., Duke)	Jacksonville, Fla.
GRAY CLARK STAHLMAN (B.S., California [Berkeley])	Saratoga, Calif.
DANIEL FRIDOLIN SULSER (B.A., Vanderbilt)	Nashville, Tenn.
WILLIAM BUCKLEY SUTTER (B.S., Notre Dame)	Roswell, Ga.
JON ERIC SWEDENBORG (B.A., Duke)	Rockville, Md.
LISA DANIELLE TESTA (B.A., Immaculata College; D.M.D., Pennsylvania)	Cherry Hill, N.J.
JUERGEN UNUTZER (B.S., Iowa State)	Miederaichbach, W Germany
KENT ALDRICH VAN VOORHIS (B.A., Dartmouth)	Norfolk, Mass.
LISA CLARE VERDERBER (B.A., Duke)	Summit, N.J.
MARY LAIRD WARNER (B.A., Princeton)	Nashville, Tenn.
ROBERT MICHAEL WESTLAKE (B.A., Harvard)	New Fairfield, Conn.
THOMAS CHRISTOPHER WHITE (B.S., Washington University)	Bella Vista, Ark.
ROBERT STEVEN WOLFF (B.A., Amherst College)	Salinas, Calif.
THOMAS CLIFTON WOODYARD (B.S., Georgia Institute of Technology)	Stone Mountain, Ga.
SUSAN LINDLEY WOUTERS (B.S., David Lipscomb College)	Huntsville, Ala.
ROBERT BRADLEY WYRSCH (B.S., Drake)	Springfield, Mo.
PHILLIP GREGORY ZENTNER (B.A., California [Santa Cruz])	Los Banos, Calif.

Fourth-Year Class

DAVID WILLIAM ADCOCK (B.Music, Maryville College)	Knoxville, Tenn.
GWENDA JEANNE AHLGRIM (B.S., Butler)	Indianapolis, Ind.
JAMES CHARLES ANDERSON (B.A., Illinois [Wesleyan])	Moline, Ill.
GOWTHAMI AREPALLY (B.S., Mercer)	Vidalia, Ga.
TRACY JEAN ASKEW (B.S., Davidson College)	Pensacola, Fla.
WILLIAM WARD BARTON (B.A., Columbia)	North Babylon, N.Y.
DAVID HARRIS BAUER (B.A., Vanderbilt)	Little Rock, Ark.
LISA KIM BELLINO (B.S., Vanderbilt)	Columbia, S.C.
BRIAN CHARLES BENNETT (B.S., Pennsylvania State)	Sewickley, Pa.
MARK ERIC BIGLER (A.B., Washington University)	Wyckoff, N.J.
ROGER MICHAEL BLAUVELT (B.S., Johns Hopkins)	Fort Lee, N.J.
ROBERT MAYNARD BRADLEY (B.A., Hendrix College)	Little Rock, Ark.
JAN GORDON LEWIS BRANDES (B.S., Mississippi University for Women; M.S., Tennessee)	Heidelberg, Miss.
KERSTIN ELIZABETH CALIA (B.A., Wellesley College)	Columbia, Md.
JOHN JEFFREY CARR (B.A., Vanderbilt)	Bristol, Tenn.
KAREN FRANCES CARSON (B.A., California [Los Angeles])	Beverly Hills, Calif.
PAUL HENRY CASTELLO (B.S., California [Davis])	Sonora, Calif.
JOHN CALVIN CHANNELL (B.S., David Lipscomb College)	Nashville, Tenn.
MICHAEL LEE CHEATHAM (B.S., Stanford)	Ventura, Calif.
SUSAN JANE HEIL CHEATHAM (B.A., Duke)	Alexandria, Va.
BENJAMIN SOUTHER CITRIN (B.A., Wake Forest)	Hollywood, Fla.
ROBERT JEFFREY COLE (B.A., Mississippi)	Southaven, Miss.
THOMAS EDWARD CONTURO (B.A., Pennsylvania)	Pittsburgh, Pa.
DAVID ROBERTSON COXE (B.S., Davidson College)	Atlanta, Ga.

DANIEL JAMES DIEKEMA (B.A., Calvin College)	Grand Rapids, Mich.
PAUL DAMIAN DIGIOVANNI (B.S., St. Joseph's)	Media, Pa.
MARK ALLEN DOSMANN (B.A., B.S., North Dakota)	Langdon, N.Dak.
JAMES GEORGE DROUGAS (B.A., Case Western Reserve)	Bloomfield Hills, Mich.
SCOTT BRIAN DUBIT (A.B., Washington University)	Silver Spring, Md.
WALTER JAMES DUFFY (B.S., Nebraska [Lincoln])	Shenandoah, Iowa
SUSAN CARROLL EADES (B.S., Rhodes)	Nashville, Tenn.
DEAN ALAN EDWARDS (B.S., Southeast Missouri State)	Cape Girardeau, Mo.
RANDALL EDWARD ELLIS (B.A., Missouri [Columbia])	Raytown, Mo.
ROY ELLSWORTH ERB (B.A., Tennessee [Knoxville])	Jackson, Tenn.
LAURA LOUISE FEESE (B.A., Agnes Scott College)	Danville, Ky.
CAPRI MARA FILLMORE (A.B., Barnard; M.S., Columbia)	Lake Orion, Mich.
HAROLD EDWARD FLEMING, JR. (A.B., Harvard)	Spartanburg, S.C.
JUAN PABLO FRIAS (B.A., Florida)	Omaha, Nebr.
JOHN PATRICK FURIA (B.S., Brown)	North Providence, R.I.
HOLLY CAMPBELL GOOD (B.S., Indiana [Bloomington])	Atlanta, Ga.
JONATHAN IAN GREENFELD (A.B., Bowdoin College)	Westlake Village, Calif.
ELIZABETH ANN MURRAY GRIFFITH (B.S., Mississippi)	Clinton, Miss.
JOHN MARTIN GUENST (B.S., Clarkson)	Valhalla, N.Y.
RICHARD JAMES HARDING (B.S., Vanderbilt)	University Park, Md.
CONNOR JOSEPH HAUGH (B.S.E., Princeton)	Poughkeepsie, N.Y.
WILLIAM ZACK H'DOUBLER (A.B., Dartmouth College)	Springfield, Mo.
GREGORY WILLIAM HENDEY (B.A., Notre Dame)	Muncie, Ind.
MICHAEL SEAN HIGGINS (B.S., Lewis and Clark College)	Hillsboro, Oreg.
NOEL MCREYNOLDS HUNT (B.S., Duke)	Chattanooga, Tenn.

JOEL COLLIER HUTCHESON (B.S., Hampden-Sydney College)	Blacksburg, Va.
RICHARD BOLES JOHNSTON III (B.S., Vanderbilt)	Gladwyne, Pa.
DAWN SUZETTE JONES (B.A., Hendrix College)	Nashville, Tenn.
BETH CAROL KAPLAN (B.S., Maryland [College Park])	Baltimore, Md.
JAMES DAMIAN KELLY II (B.S., Rochester)	Potomac, Md.
MICHAEL SIDNEY KILLEN (A.B., Missouri [Columbia])	Poplar Bluff, Mo.
ALEXIS HANGIN KIM (B.S., California [Los Angeles])	Claremont, Calif.
LONDON STUART KING (B.A., Wake Forest University)	Lexington, Ky.
DAVE GLEN KLOCK (B.S., Oregon State)	Wenatchee, Wash.
ANNE ELIZABETH KRUTCHEN (B.S., Vanderbilt)	Pittsford, N.Y.
JOHN RICHARD LANE (B.S., Frostburg State College)	Cumberland, Md.
CHRISTINE DOROTHY LAROCCA (B.A., Hendrix College)	Pine Bluff, Ark.
JOHN FREDERICK LAURENZO (B.A., University of the South)	Oxford, Miss.
GREGORY PAUL LEMENSE (B.S., Northwestern)	Hartland, Wis.
STEVEN MARC LOPATINE (B.S., Florida)	Cherry Hill, N.J.
JENNIFER ANN LOWE (B.S., Vanderbilt)	Clarksville, Tenn.
EDWARD SCUDDER MACKEY, JR. (A.B., Dartmouth College)	Upper Saddle River, N.J.
MARK TABIN MCBRIDE (B.S., Arkansas [Little Rock])	Little Rock, Ark.
MICHAEL JAMES MCCORMICK (B.S., California [Berkeley])	Modesto, Calif.
MICHAEL BRENT MOORE (B.S., Vanderbilt)	Bowling Green, Ky.
WILLIS GILMAN PARSONS III (B.A., Amherst College)	West Hartford, Conn.
CHRISTOPHER STEPHENS PATTON (B.A., Tennessee)	Knoxville, Tenn.
FREDRIC ROBERT PLOTKIN (B.A., Denver)	Monterey, Calif.
TIM DAVID ROBARTS (B.A., David Lipscomb College)	Brentwood, Tenn.

MARK MATHESON SCHEFFER (B.S., Auburn)	Tampa, Fla.
PATRICIA LEE SCHIRMER (B.A., Arizona)	Marengo, Ill.
MARCY LYNN SCHWARTZ (B.A., Arizona)	Phoenix, Ariz.
LESLIE ANNE SANAYE SHINOBU (B.S., Toronto; M.S., Ph.D., Vanderbilt)	Toronto, Ontario
JEFFREY MARK SIPPEL (B.A., Arizona)	Tempe, Ariz.
BRETT JAMISON SNYDER (B.S., Vanderbilt)	Jacksonville, Fla.
WILLIAM ANDERSON SPICKARD III (B.A., North Carolina [Chapel Hill])	Nashville, Tenn.
JAN MACIEJ STASIUK (B.A., Florida)	Sunrise, Fla.
DAVID THOMAS STERN (A.B., Harvard)	Nashville, Tenn.
EMILY JEAN STEVENS (B.S., Centre College)	Stanford, Ky.
COOPER LOOMIS TERRY (B.A., Vanderbilt)	Vero Beach, Fla.
STEVEN THOMAS THAXTER (B.A., California [Berkeley])	Fresno, Calif.
MARC RICHARD TOGLIA (A.B., Colgate)	Sayreville, N.J.
JOHN GERARD VAN SAVAGE (B.A., Johns Hopkins)	Edison, N.J.
ANTHONY JAMES VINE (A.B., Princeton)	Princeton, N.J.
DAVID CHARLES WAHOFF (B.S., Vanderbilt)	Columbus, Ohio
DONALD TOPPING WEED (B.A., Williams College)	Jacksonville, Fla.
AMY IRENE WHITSEL (B.S., Purdue)	Carmel, Ind.
MICHAEL HENRY WHOLEY (B.A., Vanderbilt; M.B.A., Univ. of Pennsylvania)	Oakmont, Pa.
BRIAN MACY WICKWIRE (B.A., Western Maryland College; M.S., Auburn)	Towson, Md.
PETER STRAUTINS WILSON (A.B., Princeton)	Jackson, Miss.
JONATHAN MICHAEL WOOLFSON (B.S., University of the South)	Bulawayo, Zimbabwe
JOSEPH ROBERT WYATT (B.A., Vanderbilt)	Nashville, Tenn.
SUSAN LYNETTE HART WYATT (B.A., Vanderbilt)	Hopkinsville, Ky.
STEPHEN JAMES YALLOURAKIS (B.S., D.D.S., Case Western Reserve)	Wilmington, Del.

FELLOWS

- ADEDAYO ADEDOYIN Pharmacology
 RAFAH M. Z. AL-HADDAD Anesthesiology
 FADHEELA AL-MAHROOS Pediatrics (Gastroenterology)
 VINITA ANAND Medicine (Nephrology)
 YASUHIRO ANDO Medicine (Nephrology)
 MICHAEL B. ANDREWS Medicine (Oncology)
 TAKAFUMI ANNO Medicine
 CATHERINE T. ANTHONY Pharmacology
 KAZUKO ARAKI Pediatrics
 WALID ARNAUT Surgery
 PATRICIA A. ARNS Pharmacology
 CARMEN ARZUBIAGA Pharmacology
 JACOB ATSMON Pharmacology
 DAVID BABBITT Medicine (Cardiology)
 GISELA BACKFISCH Pathology
 REBECCA L. BALL Biochemistry
 CALVIN BELL Medicine (Cardiology)
 WILLIAM H. BENTON Pediatrics (Nephrology)
 LUIZ BISCAIA Medicine (Cardiology)
 BRAD E. BLANKENSHIP Medicine (Gastroenterology)
 SANTO M. BORGANELLI Medicine (Cardiology)
 DENISE F. BOTTIGLIERI Pharmacology
 GREGORY A. BRADEN Medicine (Cardiology)
 BARRETT D. BRANTLEY Pathology
 ROBERT M. BRAYDEN Pediatrics
 WILLIAM R. BRIAN Biochemistry
 CAROLYN K. BROADLEY Pathology
 SCOTT H. BUCK Pediatrics
 WILMOT C. BURCH Medicine (Gastroenterology)
 JOHN A. CAREY Cardiology and Thoracic Surgery
 BARBARA C. CHRISTIE-POPE Pathology
 SUPORN CHUNCHARUNEE Medicine (Hematology)
 DIA CHUNHUA Medicine (Hematology)
 CHARLES P. COCHRAN Medicine (Pulmonary)
 JEFFREY O. COHEN Medicine (Pulmonary)
 ALBERTO COHEN-ABBO Pediatrics
 MARK COLLINGE Pharmacology
 JOHN F. COOPER Medicine (Infectious Diseases)
 GAIL A. CORNWALL Obstetrics/Gynecology
 KATHRYN COUGHLIN-KELLEY Neurology
 HANSON B. COWAN Medicine (Pulmonary)
 CAROL S. CRAIG Medicine (Cardiology)
 THEODORE A. CRAIG Pharmacology
 ELIZABETH DAUGHTRY Pharmacology
 RUSSELL F. DeVORE Oncology
 GABRIEL DICKSTEIN Medicine (Endocrinology)
 DEBRA A. DODD Pediatrics (Cardiology)
 ROBERT W. DONALDSON Biochemistry
 SUSAN B. DORSEY Medicine (Dermatology)
 KRISHNA DUBEY Pharmacology
 ROBERT B. DUNMIRE Medicine (Nephrology)
 THEODORE EASTBURN Medicine (Cardiology)
 KARL E. EDBERG Pediatrics (Neonatology)
 TIMI I. EDIKI Pharmacology
 BLAIR D. ERB Medicine (Cardiology)
 ROXANA FERNANDEZ-VIOLANTE Psychiatry
 TINA H. FINESMITH Medicine (Dermatology)
 FRANK A. FISH Pediatrics (Cardiology)
 PAUL FLAKOLL Surgery
 RICHARD H. FLOWERS Medicine (Infectious Diseases)
 DONALD B. FRANKLIN Medicine (Nephrology)
 JOSEPH L. FREDI Medicine (Cardiology)
 CHRIS FRIESINGER Medicine (Nephrology)
 MASAO FUKUSHIMA Medicine (Pulmonary)
 LUCINDA FURCI Pharmacology
 A. R. M. GARCIA Pharmacology
 ROBERT J. GILROY Medicine (Pulmonary)
 NEAL M. GOLDBERGER Anesthesiology
 DEBORAH N. GOLDNER Pharmacology and Medicine
 DEBRA A. GONZALEZ Otolaryngology
 JAMES R. GOSSAGE Medicine (Pulmonary)
 ANNICK GRAHAM-PAVLOU Psychiatry
 ELLIOTT GRUSKIN Biochemistry
 LUIS GUERRA-SANTOS Pharmacology
 DAVID W. HAAS Medicine (Infectious Diseases)
 JEAN-MICHEL HASCOET Pediatrics (Neonatology)
 CRAIG R. HILDRETH Oncology
 PATRICK J. HODGES Pediatrics (Neonatology)
 BENJAMIN S. HORNE Pediatrics (Cardiology)
 TAKAYUKI HOSOI Medicine (Hematology)
 HISHAM S. HOURANI Surgery
 MASA AKI IKOMA Pediatrics (Nephrology)
 WENDOLYN INMAN Medicine (Dermatology)
 TETSUYA KAWAMURA Pediatrics (Nephrology)
 DAVID M. KERINS Pharmacology
 ANDRAS KHOOR Pediatrics (Neonatology)
 THOMAS F. KILLIAN Medicine (Cardiology)
 YASUO KONDO Pediatrics (Infectious Diseases)
 HEYO K. KROEMER Pharmacology
 DANA M. KUMJIAN Medicine (Nephrology)
 SANTOSHI KUNITADA Pharmacology
 YUSHIRO KURATOMI Medicine (Pulmonary)
 ANN KWIATKOWSKI Pharmacology
 ALAIN B. LeGRAND Pharmacology
 LESLIE LEREA Pharmacology
 LIRONG LI Pediatrics (Genetics)
 PING LI Pharmacology
 ANDREA LUM Radiology
 THOMAS R. McCUNE Medicine (Nephrology)
 KRISTI J. McINTYRE Medicine (Hematology)
 STACY W. McKENZIE Medicine (Infectious Diseases)
 YVONNE McMAHON Pediatrics (Nephrology)
 MARY L. McMASTER Medicine (Oncology)
 CHARLES D. McPHERSON Medicine (Pulmonary)
 WILLIAM R. MACON Pathology
 ELAINE D. MARTIN Pediatrics
 FUMIKO MATSUDA Anesthesiology
 GAIL MAY Pharmacology
 PORTER MEADORS Medicine (Rheumatology)
 IBRAHIM A. MELKI Surgery
 ROBERT F. MILLER Medicine (Pulmonary)
 NIAMH M. MORAN Pharmacology
 PETER E. MORRIS Medicine (Pulmonary)

- JASON D. MORROW Pharmacology
 ROSEMARY MURRAY Pharmacology
 TEREK NAMMOUR Medicine (Nephrology)
 PAMELA R. NEISH Medicine (Rheumatology and Immunology)
 JAIME E. NIEVES Biochemistry
 KOJI OKAMURA Surgery
 YUTAKA OKI Medicine (Endocrinology)
 ANIL C. PATEL Medicine (Gastroenterology)
 HERCULES PANAYIOTOU Medicine (Cardiology)
 HARRIS N. PAVLOU Pharmacology
 SHARON E. PERRY Pharmacology
 JIANHUA PIAO Medicine (Gastroenterology)
 CHRISTOS J. PITARYS Medicine (Cardiology)
 JONATHAN D. PLITMAN Medicine (Pulmonary)
 DANIELA QUAGLINO Pathology
 TIMOTHY C. QUICK Biochemistry
 C. S. RAMARAO Pharmacology
 ROBERT READ Medicine (Gastroenterology)
 WILLIAM R. RIDDLE Radiology
 BRIAN RIEDEL Pediatrics (Gastroenterology)
 JED MICHAEL RIFKIN Medicine (Gastroenterology)
 ELLEN W. ROBACK Pediatrics
 ANDREW J. ROBERTS Pharmacology
 EDWARD E. ROBINSON Pathology
 MARINELL ROSSELLI Pharmacology
 MARGARET G. RUSH Pediatrics (Neonatology)
 RAMZI SABRA Pharmacology
 KEVIN E. SALHANY Pathology
 ELISE E. SCHRIVER Medicine (Pulmonary)
 NEENA SHAH Pediatrics
 JEWETT M. SHARPE Pediatrics (Adolescent Medicine)
 REBECCA SHATTUCK Pharmacology
 HARUMICHI SHIBATA Pediatrics (Gastroenterology)
 ZHANG SHU-LIN Pathology
 SUJAY K. SINGH Pharmacology
 RUDOLF SNAJDAR Biochemistry
 HOWARD M. SNYDER Medicine (Nephrology)
 WENCHAO SONG Pharmacology
 JEFFREY STAECKER Pharmacology
 JOHN A. STRUPP Medicine (Oncology)
 MARSHALL SUMMAR Pediatrics
 THOMAS A. SWAFFORD Medicine (Gastroenterology)
 KAZUO TAKAHARA Pharmacology
 FRANCISCA TAJSK Pathology
 DANIEL TENCH Pathology
 ANN T. THOMAS Medicine (Hematology)
 KATHERINE A. THOMPSON Medicine (Cardiology)
 GORDON TODDERUD Biochemistry
 JONATHAN D. TRUWIT Medicine (Pulmonary)
 JACQUES TURGEON Pharmacology
 RIAZ UL-HAQ Biochemistry
 SHARON M. ULRICH Pediatrics
 CARMEN VALENZUELA Pharmacology
 CARLOS VELASCO Medicine (Cardiology)
 ARTUR W. WAMIL Neurology
 DAVID L. WARE Medicine (Cardiology)
 DAVID B. WELCH Medicine (Gastroenterology)
 GEORG WENSING Pharmacology
 DAVID WESTRICH Ophthalmology
 ARTHUR P. WHEELER Medicine (Pulmonary)
 EDMUND WHELAN Pharmacology
 JAMES A. WHITLOCK Pediatrics (Hematology)
 MARK A. WIGGER Medicine (Nephrology)
 ALAN WILLIAMS Medicine (Gastroenterology)
 EMILY WILSON Pharmacology
 EMILY WINNINHAM-MAJOR Pharmacology
 WILSON WONG Pharmacology
 MASAOKI YAMAGUCHI Pharmacology
 JOHN A. YAZDI Pediatrics (Gastroenterology)
 NADA YAZIGI Surgery
 MASAHIRO YOSHIMOTO Pediatrics (Nephrology)
 KATHLEEN J. YOST Oncology
 WITOLD M. ZALESKI Radiology
 PHILLIPE ZAQUI Medicine (Nephrology)
 HON HAO ZHOU Pharmacology
 DAVID M. ZIENTEK Medicine (Cardiology)
 WARREN ZIMMER Pharmacology

Class of 1988

Residency Assignments

ADAM COMBS ABRAM University of Virginia Medical Center, Charlottesville (Urology)	Nashville, Tenn.
DOUGLAS ARMSTRONG ACKERMAN Oregon Health Sciences University, Portland (Urology)	Los Angeles, Calif.
DARRINGTON PHILLIP ALTENBERN Vanderbilt University Affiliated Hospitals (Obstetrics/Gynecology)	Nashville, Tenn.
LUCY POPE ASHLEY Vanderbilt University Affiliated Hospitals (Medicine)	Cooperstown, N.Y.
DEBRA MARIE AUBLE Tallahassee Memorial Regional Medical Center, Fla. (Family Practice)	Natick, Mass.
BRETT RONALD BARTLETT University of Missouri, Columbia (Pathology)	Oxford, Miss.
KENNETH TYRONE BASTIN University of Wisconsin Hospital and Clinics, Madison (Therapeutic Radiology) Mary Imogene Bassett Hospital (Columbia Physicians and Surgeons), Cooperstown, N.Y. (Transitional-PGY 1)	Bowling Green, Ky.
THOMAS ARTHUR BIGGS University of Minnesota Hospitals, Minneapolis (Medicine)	Mission Hills, Kans.
RAYMOND FRANCIS BLUTH, JR. Vanderbilt University Affiliated Hospitals (Pathology)	Alamo, Calif.
ROBERT WALLACE BRUCE, JR. University of Minnesota Hospitals, Minneapolis (Orthopaedic Surgery)	Greenville, S.C.
FREDERICK CASSIDY Duke University Medical Center, Durham, N.C. (Psychiatry)	Yonkers, N.Y.
EDITH PATRICE WASHINGTON COLBERT Saint Louis University Hospital, Mo. (Pediatrics)	Jackson, Miss.
ALICE CLARK COOGAN Duke University Medical Center, Durham, N.C. (Pathology)	Chevy Chase, Md.
PHILIP GERLACH COOGAN Duke University Medical Center, Durham, N.C. (Surgery)	Johnson City, Tenn.
JOHN PETER DeVINCENZO III University of California, Los Angeles Medical Center (Pediatrics)	San Luis Obispo, Calif.
CALVIN ROBINSON DYER Los Angeles County-University of Southern California Medical Center (Orthopaedic Surgery)	Terre Haute, Ind.
DEAN ELIOTT Johns Hopkins Hospital, Baltimore, Md. (Ophthalmology) The New York Hospital (Cornell), N.Y. (Medicine-PGY 1)	Jericho, N.Y.
JULIE CAROLYN FANBURG Dartmouth-Hitchcock Medical Center, Hanover, N.H. (Surgery)	Lexington, Mass.
MARK ANDREW FLETCHER Portsmouth Naval Hospital, Va. (Pediatrics)	Chamblee, Ga.
BEVERLY FRANCES FULLER Vanderbilt University Affiliated Hospitals (Obstetrics/Gynecology)	Omaha, Nebr.
DAVID AIKEN GASTON II Medical College of Virginia, Richmond (Medicine)	Chester, S.C.
DAVID MARK GILLIAM North Carolina Medical Hospital, Chapel Hill (Pathology)	Bossier City, La.
SUSAN CAROL GOLDMAN Children's Hospital of Philadelphia, Pa. (Pediatrics)	Shreveport, La.
DONALD WILLIAMS GRIFFIN Vanderbilt University Affiliated Hospitals (Surgery)	Lafayette, La.
CHARLES HENRY GRIFFITH III University of Kentucky/Chandler Medical Center, Lexington (Medicine/Pediatrics)	Gadsden, Ala.
STEVEN ROBERT GROSS University of Texas Medical Branch Hospital, Galveston (Anesthesiology)	Springfield, Ill.
NORMAN LINDSAY HARRIS, JR. University of Colorado Affiliated Hospitals, Denver (Orthopaedic Surgery)	Memphis, Tenn.
PAUL JACOB HEIL Vanderbilt University Affiliated Hospitals (Pediatrics)	Ames, Iowa

- CHRISTOPHER CARPENTER HILL
University Health Center of Pittsburgh, Pa. (Urology) Nashville, Tenn.
- DEREK LEE HORSTEMEYER
Georgia Baptist Medical Center, Atlanta (Surgery) Weirton, W. Va.
- ROBERT EUGENE IVY II
Vanderbilt University Affiliated Hospitals (Orthopaedic Surgery) Vicksburg, Miss.
- ILYA SIMONE JOHNSON
Nassau County Medical Center, New York, N.Y. (Obstetrics/Gynecology) Kingston, Jamaica
- THOMAS STEVAN JOHNSTON
Vanderbilt University Affiliated Hospitals (Medicine) Oak Ridge, Tenn.
- MICHAEL ROBERT JORDAN
Medical College of Georgia, Augusta (Orthopaedic Surgery) Nashville, Tenn.
- SHELLY PEARL ROSENBERG KAFKA
Vanderbilt University Affiliated Hospitals (Medicine) Nashville, Tenn.
- MARK RANDALL KAPLAN
Vanderbilt University Affiliated Hospitals (Medicine) Nashville, Tenn.
- GREGORY COLE KELLER
Jacksonville Health Educational Program (University of Florida) (Orthopaedic Surgery) Harrodsburg, Ky.
- PHILIP JAMES KREGOR
Duke University Medical Center, Durham, N.C. (Orthopaedic Surgery) Louisville, Ky.
- TERRY CURTIS LAIRMORE
Barnes Hospital (Washington University), Saint Louis, Mo. (Surgery) Tulsa, Okla.
- JARRATT DAVID LARK
University of Cincinnati Affiliated Hospitals, Ohio (Emergency Medicine) West Bloomfield, Mich.
- THOMAS EUGENE LE VOYER
Tripler Army Medical Center, Honolulu, Hawaii (Surgery) Peninsula, Ohio
- SCOTT ALAN LILE
Vanderbilt University Affiliated Hospitals (Medicine) Little Rock, Ark.
- CORNELIA LIU
The Johns Hopkins University (Fellowship, The Writing Seminars) Bethesda, MD.
- DAVID ALAN LOWRY
Wilford Hall Medical Center, Lackland Air Force Base, San Antonio, Texas (Surgery) Westerville, Ohio
- BRUCE NOEL MAYES
Duke University Medical Center, Durham, N.C. (Neurology) Nashville, Tenn.
Duke University Medical Center (Medicine-PGY 1)
- JAMES THOMAS McCLURE
Campbell Foundation (University of Tennessee), Memphis (Orthopaedic Surgery) Waverly, Tenn.
University of Tennessee College of Medicine, Memphis (Surgery-PGY 1)
- GARY RAYMOND McDONALD
Vanderbilt University Affiliated Hospitals (Medicine) Madison, Tenn.
- THOMAS GEORGE McLEOD
Mayo Graduate School of Medicine, Rochester, Minn. (Medicine) Grand Forks, N.Dak.
- BARBARA EXCELL MENZIES
Duke University Medical Center, Durham, N.C. (Medicine) Lexington, Ky.
- JAMIE MARIA MONROE
Vanderbilt University Affiliated Hospitals (Ophthalmology) Bowling Green, Ky.
LDS Hospital (University of Utah), Salt Lake City (Transitional-PGY 1)
- THOMAS KELLY MOORE
Naval Regional Medical Center, San Diego, Calif. (Surgery) Johnson City, Tenn.
- JOHN ARTHUR NASH, JR.
Hospital of the University of Pennsylvania, Philadelphia (Medicine) Columbus, Ind.
- JILL NINA NEWMAN
Medical University of South Carolina, Charleston (Psychiatry) New City, N.Y.
- BRADLEY DEANE NOBLETT
University of Utah Affiliated Hospitals, Salt Lake City (Neurosurgery) Colorado Springs, Colo.
- BRYAN DEWEY OSLIN
Vanderbilt University Affiliated Hospitals (Surgery) Apison, Tenn.
- MICHAEL JOSHUA OSTACHER
Cambridge Hospital (Harvard), Mass. (Psychiatry) New City, N.Y.
Cambridge Hospital (Transitional-PGY 1)
- STEPHANIE ANNE OTIS
Barnes Hospital (Washington University), Saint Louis, Mo. (Orthopaedic Surgery) Atlanta, Ga.
- DAVID WILSON PUETT
University of Washington Affiliated Hospitals, Seattle (Medicine) Miami, Fla.

JASPER CALHOUN RATTERREE III University of Cincinnati Affiliated Hospitals, Ohio (Emergency Medicine)	Charlotte, N.C.
MARK FREDERICK RICH University of Iowa Hospitals and Clinics, Iowa City (Diagnostic Radiology)	Madison, Wis.
MING HELEN HSU ROBINSON Vanderbilt University Affiliated Hospitals (Obstetrics/Gynecology)	Downey, Calif.
ROGER ALAN SAHM Deaconess Medical Center, Spokane, Wash. (Transitional)	Portland, Oreg.
ERIN ELIZABETH SAHR University of Chicago Hospital, Ill. (Ophthalmology) Saint Elizabeth's Hospital (Tufts), Brighton, Mass. (Medicine-PGY 1)	Littleton, Mass.
SARAH ANN SAMAAN University of California, Irvine Medical Center (Medicine)	Houston, Texas
CHRISTOPHER DAVID SARZEN Vanderbilt University Affiliated Hospitals (Medicine)	Atlanta, Ga.
JOHN GLENN SCHULTE Vanderbilt University Affiliated Hospitals (Medicine)	Bellevue, Ky.
NOEL CREDLE SCIDMORE Stanford University Medical Center, Palo Alto, Calif. (Therapeutic Radiology) Baptist Memorial Hospital (University of Tennessee), Memphis (Transitional-PGY 1)	Palmetto Point, Fla.
ERIC RANDALL SENN University of Cincinnati Affiliate Hospitals, Ohio (Emergency Medicine)	Huntsville, Ala.
SANFORD COLLINS SHARP University of Michigan Affiliated Hospitals, Ann Arbor (Medicine)	Lewisburg, Tenn.
JOHN KENNETH SHAVER(QM)Mission Viejo, Calif. University of California, San Francisco Medical Center (Surgery)	
JANE MEREDITH SIEGEL Long Island Jewish Medical Center, New York, N.Y. (Orthopaedic Surgery)	Irvington, N.Y.
ROBBIN BETH SINATRA Vanderbilt University Affiliated Hospitals (Ophthalmology) Baptist Hospital (University of Tennessee), Nashville (Medicine-PGY 1)	Jamestown, N.Y.
JOEL WILSON SLATON Loyola University Medical Center, Chicago, Ill. (Surgery)	Nashville, Tenn.
GEORGE JACKSON SNIPES, JR. Stanford University Medical Center, Palo Alto, Calif. (Pathology)	Columbia, S.C.
MICHELE RENEE STAUNTON University of California, San Francisco Medical Center (Medicine)	Germantown, Tenn.
KENNETH ADAM STEIN University of Kentucky/Chandler Medical Center, Lexington (Medicine)	Boca Raton, Fla.
ANTHONY WAYNE STEPHENS University of Texas, Southwestern, Dallas (Diagnostic Radiology) Vanderbilt University Affiliated Hospitals (Medicine-PGY 1)	Edgewood, Ky.
GEORGE CHRISTOPHER STEPHENS Vanderbilt University Affiliated Hospitals (Orthopaedic Surgery)	Langley, Ky.
JACQUELYN BROOKE STEVENS Beth Israel Medical Center, New York, N.Y. (Medicine)	Boston, Mass.
KURT THOMAS STOCKAMP Vanderbilt University Affiliated Hospitals (Surgery)	Columbia City, Ind.
STEPHEN MICHAEL STRAKOWSKI McLean Hospital (Harvard), Boston, Mass. (Psychiatry)	Nappanee, Ind.
JANET LORETTA TIMMERMAN University of Cincinnati Affiliated Hospitals, Ohio (Medicine)	Fort Thomas, Ky.
MICHAEL THOMAS VALLEY University of Minnesota Hospitals, Minneapolis (Obstetrics/Gynecology)	Saint Cloud, Minn.
ALEXANDRA NICOLE VORHAUS University of Massachusetts Coordinated Program, Worcester (Emergency Medicine)	Riverdale, N.Y.
JOHN SCOTT WADLINGTON Massachusetts General Hospital (Harvard), Boston (Anesthesiology) Hospital of the University of Pennsylvania, Philadelphia (Medicine-PGY 1)	Nashville, Tenn.
JOHN ANDERSON WAITES Vanderbilt University Affiliated Hospitals (Medicine)	Nashville, Tenn.
JOHN SLOAN WARNER, JR. Vanderbilt University Affiliated Hospitals (Surgery)	Nashville, Tenn.

JOHN HERBERT WEHNER	Sunnyvale, Calif.
Santa Clara Valley Medical Center (Stanford), San Jose, Calif. (Medicine)	
PAMELA ANNE WELLS	Santa Monica, Calif.
University of California, San Diego Medical Center (Pediatrics)	
JOHN ROBERT WERTHER	Boston, Mass.
Vanderbilt University Affiliated Hospitals (Surgery, Oral/Maxillofacial)	
WILLIAM TIMOTHY WITNER	Rochester, N.Y.
University of Wisconsin Hospital and Clinics, Madison (Medicine)	
DAVID ALDEN WOOD	Monkton, Md.
Cleveland Clinic Foundation (Case Western Reserve University), Ohio (Otolaryngology)	
CLAIRE CHENG YANG	Potomac, Md.
North Carolina Baptist Hospital (Bowman Gray), Winston-Salem (Urology)	
JENNIFER LOIS YOST	Vienna, Va.
University of South Florida College of Medicine, Tampa (Diagnostic Radiology)	
MICHAEL BRUCE ZIMMERMANN	Manlius, N.Y.
Denver General Hospital (University of Colorado) (Emergency Medicine)	
Saint Joseph Hospital (University of Colorado), Denver (Medicine-PGY 1)	

Class of 1989

Residency Assignments

DAVID WILLIAM ADCOCK	Knoxville, Tenn.
University of Tennessee College of Medicine, Chattanooga (Orthopaedic Surgery)	
GWENDA JEANNE AHLGRIM	Indianapolis, Ind.
University of Iowa Hospitals and Clinics, Iowa City (Ophthalmology)	
Saint Vincent Hospital and Health Center, Indianapolis, Ind. (Transitional-PGY 1)	
JAMES CHARLES ANDERSON	Moline, Ill.
University of Wisconsin Hospital and Clinics, Madison (Pediatrics)	
GOWTHAMI AREPALLY	Vidalia, Ga.
Emory University School of Medicine, Atlanta, Ga. (Medicine)	
TRACY JEAN ASKEW	Pensacola, Fla.
University of Alabama Hospital, Birmingham (Obstetrics/Gynecology)	
WILLIAM WARD BARTON	North Babylon, N.Y.
Johns Hopkins Hospital, Baltimore, Md. (Medicine)	
DAVID HARRIS BAUER	Little Rock, Ark.
University of Arkansas for Medical Sciences, Little Rock (Surgery)	
LISA KIM BELLINO	Columbia, S.C.
Saint Margaret Memorial Hospital (University of Pittsburgh), Pa. (Family Practice)	
BRIAN CHARLES BENNETT	Sewickley, Pa.
University Health Center of Pittsburgh, Pa. (Urology)	
University Health Center of Pittsburgh, Pa. (Surgery-PGY 1)	
MARK ERIC BIGLER	Garden City, Kans.
University of Oklahoma College of Medicine, Oklahoma City (Urology)	
ROGER MICHAEL BLAUVELT	Wyckoff, N.J.
Texas Tech University Affiliated Hospitals, Lubbock (Orthopaedic Surgery)	
ROBERT MAYNARD BRADLEY	Little Rock, Ark.
University Health Center of Pittsburgh, Pa. (Medicine)	
JAN GORDON LEWIS BRANDES	Heidelberg, Miss.
Vanderbilt University Affiliated Hospitals (Neurology)	
Vanderbilt University Affiliated Hospitals (Medicine-PGY 1)	
KERSTIN ELIZABETH CALIA	Columbia, Md.
Vanderbilt University Affiliated Hospitals (Medicine)	
JOHN JEFFREY CARR	Bristol, Tenn.
North Carolina Baptist Hospital (Bowman Gray), Winston-Salem (Diagnostic Radiology)	
KAREN FRANCES CARSON	Beverly Hills, Calif.
Cedars-Sinai Medical Center, Los Angeles, Calif. (Medicine)	
PAUL HENRY CASTELLO	Sonora, Calif.
Fitzsimons Army Medical Center, Aurora, Colo. (Transitional)	

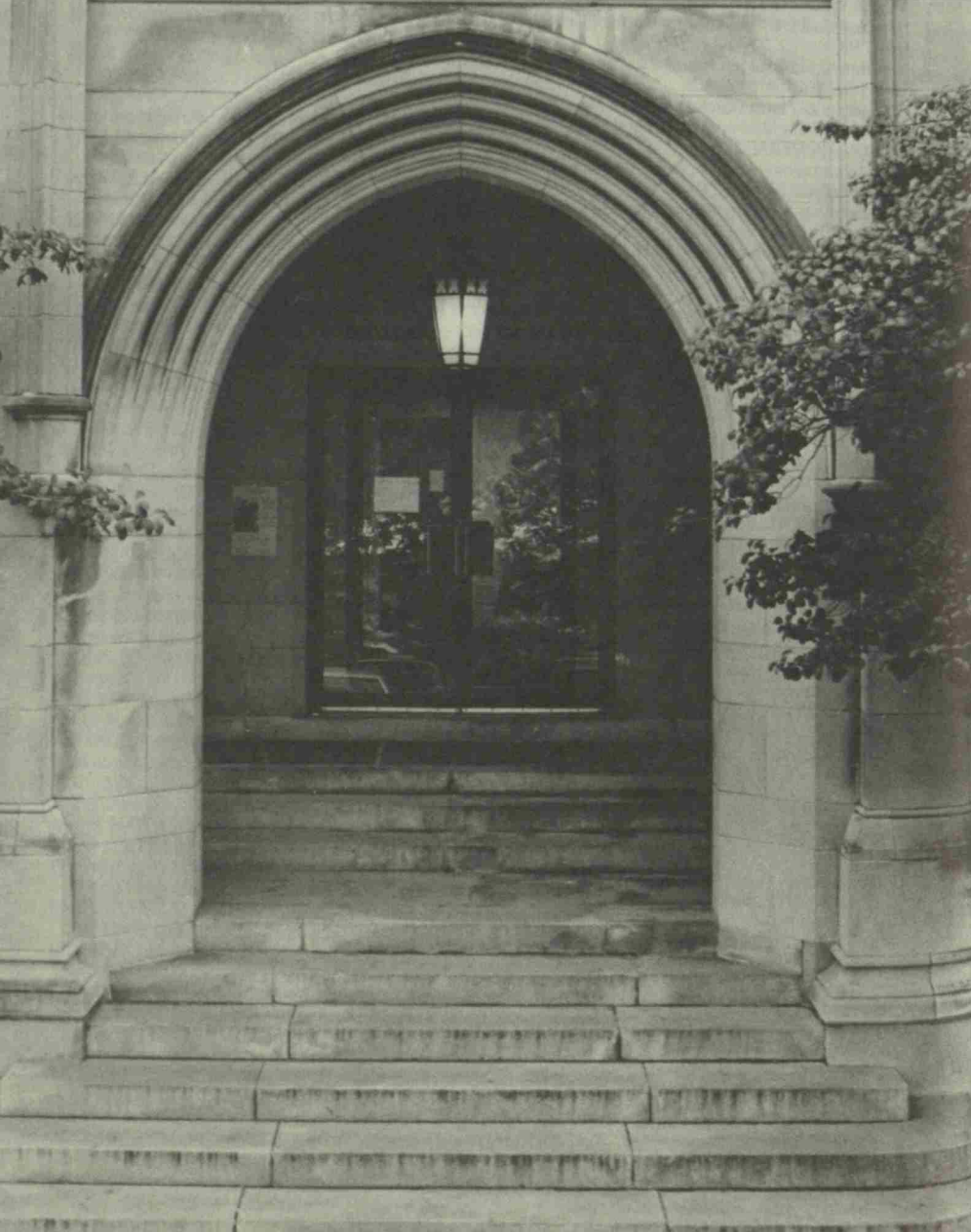
JOHN CALVIN CHANNELL Portsmouth Naval Hospital, Portsmouth, Va. (Obstetrics/Gynecology)	Nashville, Tenn.
MICHAEL LEE CHEATHAM Vanderbilt University Affiliated Hospitals (Surgery)	Ventura, Calif.
SUSAN HEIL CHEATHAM Vanderbilt University Affiliated Hospitals (Pediatrics)	Alexandria, Va.
BENJAMIN SOUTHER CITRIN Vanderbilt University Affiliated Hospitals (Medicine)	Hollywood, Fla.
ROBERT JEFFREY COLE University of Tennessee College of Medicine, Chattanooga (Orthopaedic Surgery)	Southaven, Miss.
THOMAS EDWARD CONTURO Johns Hopkins Hospital, Baltimore, Md. (Diagnostic Radiology)	Pittsburgh, Pa.
DAVID ROBERTSON COXE Vanderbilt University Affiliated Hospitals (Medicine)	Atlanta, Ga.
DANIEL JAMES DIEKEMA University of Virginia, Charlottesville (Medicine/Primary)	Grand Rapids, Mich.
PAUL DAMIAN DIGIOVANNI Vanderbilt University Affiliated Hospitals (Pathology)	Media, Pa.
MARK ALLEN DOSMANN M.D. Anderson Hospital, Houston, Texas (Therapeutic Radiology) Baptist Medical Center, Birmingham, Ala. (Transitional-PGY 1)	Langdon, N.Dak.
JAMES GEORGE DROUGAS Vanderbilt University Affiliated Hospitals (Surgery)	Bloomfield Hills, Mich.
SCOTT BRIAN DUBIT Strong Memorial Hospital (University of Rochester), New York, N.Y. (Medicine/Pediatrics)	Silver Spring, Md.
WALTER JAMES DUFFY Dwight David Eisenhower Army Medical Center, Fort Gordon, Ga. (Psychiatry)	Shenandoah, Iowa
SUSAN CARROLL EADES Medical University of South Carolina, Charleston (Obstetrics/Gynecology)	Nashville, Tenn.
DEAN ALAN EDWARDS Vanderbilt University Affiliated Hospitals (Medicine)	Cape Girardeau, Mo.
RANDALL EDWARD ELLIS University of Arizona Affiliated Hospitals, Tucson (Family Practice)	Raytown, Mo.
ROY ELLSWORTH ERB Vanderbilt University Affiliated Hospitals (Diagnostic Radiology)	Jackson, Tenn.
LAURA LOUISE FEESE Portsmouth Naval Hospital, Portsmouth, Va. (Obstetrics/Gynecology)	DANVILLE, Ky.
CAPRI MARA FILLMORE University of California, Los Angeles Medical Center (Family Practice)	Lake Orion, Mich.
HAROLD EDWARD FLEMING, JR. Johns Hopkins Hospital, Baltimore, Md. (Medicine)	Spartanburg, S.C.
JUAN PABLO FRIAS Oakland Naval Hospital, Oakland, Calif. (Medicine)	Omaha, Nebr.
JOHN PATRICK FURIA Strong Memorial Hospital (University of Rochester), New York, N.Y. (Orthopaedic Surgery) Saint Lukes-Roosevelt Hospital Center, New York, N.Y. (Surgery-PGY 1)	North Providence, R.I.
HOLLY CAMPBELL GOOD Vanderbilt University Affiliated Hospitals (Medicine)	Atlanta, Ga.
JONATHAN IAN GREENFELD Presbyterian Hospital (Columbia Physicians and Surgeons), New York, N.Y. (Surgery)	Westlake Village, Calif.
ELIZABETH ANN MURRAY GRIFFITH University of Kentucky, Chandler Medical Center, Lexington (Pediatrics)	Clinton, Miss.
JOHN MARTIN GUENST Williams Air Force Base, Phoenix, Ariz. (Undergraduate Pilot Training)	Valhalla, N.Y.
RICHARD JAMES HARDING Georgetown University Hospital, Washington, D.C. (Surgery)	University Park, Md.
CONNOR JOSEPH HAUGH New England Medical Center Hospital (Tufts), Boston, Mass. (Medicine)	Poughkeepsie, N.Y.
WILLIAM ZACK H'DOUBLER University of Virginia, Charlottesville (Surgery)	Springfield, Mo.
GREGORY WILLIAM HENDEY University of California, Los Angeles Medical Center (Emergency Medicine)	Muncie, Ind.
MICHAEL SEAN HIGGINS Johns Hopkins Hospital, Baltimore, Md. (Anesthesiology) Vanderbilt University Affiliated Hospitals (Medicine-PGY 1)	Hillsboro, Oreg.

NOEL MCREYNOLDS HUNT	Chattanooga, Tenn.
Massachusetts General Hospital (Harvard), Boston (Psychiatry)	
JOEL COLLIER HUTCHESON	Blacksburg, Va.
Vanderbilt University Affiliated Hospitals (Surgery)	
RICHARD BOLES JOHNSTON III	Gladwyne, Pa.
Emory University School of Medicine, Atlanta, Ga. (Orthopaedic Surgery)	
DAWN SUZETTE JONES	Nashville, Tenn.
Vanderbilt University Affiliated Hospitals (Pediatrics)	
BETH CAROL KAPLAN	Baltimore, Md.
Boston City Hospital (Boston University), Mass. (Emergency Medicine)	
University of Massachusetts Hospital, Worcester (Medicine-PGY 1)	
JAMES DAMIAN KELLY II	Potomac, Md.
Oakland Naval Hospital, Oakland, Calif. (Surgery)	
MICHAEL SIDNEY KILLEN	Poplar Bluff, Mo.
Fitzsimons Army Medical Center, Aurora, Colo. (Medicine)	
ALEXIS HANGIN KIM	Claremont, Calif.
Temple University Hospital, Philadelphia, Pa. (Obstetrics/Gynecology)	
LONDON STUART KING	Lexington, Ky.
Johns Hopkins Hospital, Baltimore, Md. (Medicine)	
DAVE GLEN KLOCK	Wenatchee, Wash.
Madigan Army Medical Center, Tacoma, Wash. (Transitional)	
ANNE ELIZABETH KRUTCHEN	Pittsford, N.Y.
University of Minnesota Hospitals and Clinics, Minneapolis (Diagnostic Radiology)	
JOHN RICHARD LANE	Cumberland, Md.
Vanderbilt University Affiliated Hospitals (Medicine)	
CHRISTINE DOROTHY LAROCCA	Pine Bluff, Ark.
University of Colorado School of Medicine, Denver (Medicine)	
JOHN FREDERICK LAURENZO	Oxford, Miss.
University of Iowa Hospitals and Clinics, Iowa City (Otolaryngology)	
Methodist Hospital (University of Tennessee), Memphis (Surgery-PGY 1)	
GREGORY PAUL LEMENSE	Hartland, Wis.
Vanderbilt University Affiliated Hospitals (Medicine)	
STEVEN MARC LOPATINE	Cherry Hill, N.J.
University of Tennessee College of Medicine, Memphis (Obstetrics/Gynecology)	
JENNIFER ANN LOWE	Clarksville, Tenn.
University of Arizona Affiliated Hospitals, Tucson (Family Practice)	
EDWARD SCUDDER MACKEY, JR.	Upper Saddle River, N.J.
Medical University of South Carolina, Charleston (Orthopaedic Surgery)	
MARK TABIN MCBRIDE	Little Rock, Ark.
San Diego Naval Hospital, Calif. (Surgery)	
MICHAEL JAMES MCCORMICK	Modesto, Calif.
Brigham and Women's Hospital (Harvard), Boston, Mass. (Medicine)	
MICHAEL BRENT MOORE	Bowling Green, Ky.
University of Colorado School of Medicine, Denver (Medicine/Primary)	
WILLIS GILMAN PARSONS III	West Hartford, Conn.
Brigham and Women's Hospital (Harvard), Boston, Mass. (Medicine)	
CHRISTOPHER STEPHENS PATTON	Knoxville, Tenn.
Los Angeles County-University of Southern California Medical Center (Transitional)	
FREDRIC ROBERT PLOTKIN	Monterey, Calif.
Madigan Army Medical Center, Tacoma, Wash. (Transitional)	
TIM DAVID ROBARTS	Brentwood, Tenn.
Marshall University Affiliated Hospital, Huntington, W.Va. (Surgery)	
MARK MATHESON SCHEFFER	Tampa, Fla.
Mayo Graduate School of Medicine, Rochester, Minn. (Orthopaedic Surgery)	
PATRICIA LEE SCHIRMER	Marengo, Ill.
Strong Memorial Hospital (University of Rochester), New York, N.Y. (Medicine/Pediatrics)	
MARCY LYNN SCHWARTZ	Phoenix, Ariz.
The Children's Hospital (Harvard), Boston, Mass. (Pediatrics)	
LESLIE ANNE SANAYE SHINOBU	Toronto, Ontario
Massachusetts General Hospital (Harvard), Boston (Neurology)	
Vanderbilt University Affiliated Hospitals (Medicine-PGY 1)	
JEFFREY MARK SIPPEL	Tempe, Ariz.
University of Colorado School of Medicine, Denver (Medicine)	

BRETT JAMISON SNYDER	Jacksonville, Fla.
Stanford University Hospital, Calif. (General/Plastic Surgery)	
WILLIAM ANDERSON SPICKARD III	Nashville, Tenn.
University of Washington Affiliated Hospitals, Seattle (Medicine)	
JAN MACIEJ STASIUK	Sunrise, Fla.
Marshall University Affiliated Hospital, Huntington, W.Va. (Transitional)	
DAVID THOMAS STERN	Nashville, Tenn.
New England Medical Center Hospital (Tufts), Boston, Mass. (Medicine)	
EMILY JEAN STEVENS	Stanford, Ky.
Vanderbilt University Affiliated Hospitals (Surgery)	
COOPER LOOMIS TERRY	Vero Beach, Fla.
Duke University Medical Center, Durham, N.C. (Orthopaedic Surgery)	
STEVEN THOMAS THAXTER	Fresno, Calif.
University of California, Davis Medical Center, Sacramento (Orthopaedic Surgery)	
MARC RICHARD TOGLIA	Sayreville, N.J.
University of Michigan Hospitals, Ann Arbor (Obstetrics/Gynecology)	
JOHN GERARD VAN SAVAGE	Edison, N.J.
University of North Carolina, Chapel Hill (Urology)	
North Carolina Memorial Hospital (University of North Carolina), Chapel Hill (Surgery-PGY 1)	
ANTHONY JAMES VINE	Princeton, N.J.
The Mount Sinai Hospital, New York, N.Y. (Surgery)	
DAVID CHARLES WAHOFF	Columbus, Ohio
University of Minnesota Hospitals and Clinics, Minneapolis (Surgery)	
DONALD TOPPING WEED	Jacksonville, Fla.
Vanderbilt University Affiliated Hospitals (Otolaryngology)	
Vanderbilt University Affiliated Hospitals (Surgery-PGY 1)	
AMY IRENE WHITSEL	Carmel, Ind.
Hospital of the University of Pennsylvania, Philadelphia (Obstetrics/Gynecology)	
MICHAEL HENRY WHOLEY	Oakmont, Pa.
Johns Hopkins Hospital, Baltimore, Md. (Diagnostic Radiology)	
University of Hawaii, Honolulu (Transitional-PGY 1)	
BRIAN MACY WICKWIRE	Towson, Md.
Vanderbilt University Affiliated Hospitals (Medicine)	
PETER STRAUTINS WILSON	Jackson, Miss.
University of South Alabama Medical Center, Mobile (Surgery)	
JONATHAN MICHAEL FREDERICK WOOLFSON	Bulawayo, Zimbabwe
Emory University School of Medicine, Atlanta, Ga. (Transitional)	
JOSEPH ROBERT WYATT	Nashville, Tenn.
Johns Hopkins Hospital, Baltimore, Md. (Otolaryngology)	
Johns Hopkins Hospital, Baltimore, Md. (Surgery-PGY 1)	
SUSAN LYNETTE HART WYATT	Hopkinsville, Ky.
The Union Memorial Hospital (The University of Maryland), Baltimore (Medicine)	
STEPHEN JAMES YALLOURAKIS	Wilmington, Del.
Vanderbilt University Affiliated Hospitals (Surgery, Oral/Maxillofacial)	

SCHOOL FOR NURSING

1925



The School of Nursing

Administration 197

Faculty Council
Standing Committees

Nursing Education at Vanderbilt 201

The Graduate Nursing Program 205

Admission 211

Courses of Study 219

The Generalist Nursing Curriculum
The Specialist Nursing Curriculum
Elective Opportunities

Pre-Nursing Studies 239

Post-Master's Studies 249

Academic Regulations 253

Academic Standards: Bridge Students
Academic Standards: Graduate Students

Honors and Awards 269

Financial Information 273

Faculty 279

Class of 1988 286



The School of Nursing



COLLEEN CONWAY-WELCH, Ph.D., C.N.M., Dean
JUNE C. ABBEY, Ph.D., R.N., Associate Dean for Research and Evaluation; Director of the Center for Nursing Research
BARBARA CHRISTMAN ADAIR, M.S.N., R.N., Associate Dean for Academic Programs
JOYCE A. NORRIS, M.A., R.N., Assistant Dean for Veterans Administration Nursing Affairs
JUDY L. SPINELLA, M.S., R.N., Assistant Dean for Clinical Practice
CAROL J. DASHIFF, M.N., Ph.D., R.N., Department Chair for Physiological and Psychosocial Nursing
KATHARYN A. MAY, D.N.S., R.N., Department Chair for Family and Health Systems Nursing
CATHLEEN K. BRANNEN, M.B.A., Director of Finance and Administration
AMY HARSHMAN, M.P.A., Director of Enrollment Management and Marketing
PATRICIA L. PEERMAN, M.S., R.N.C.S., Director of Academic Administrative Affairs
BARBARA J. HOLTZCLAW, Ph.D., R.N., Associate Director of the Center for Nursing Research
DIANA D. BRANSFIELD, M.S.N., Ph.D., Assistant Director of the Center for Nursing Research
SALLIE WAMSLEY, Registrar
BARBARA WILLIAMSON, Administrative Assistant

Faculty Council 1988/89

HELEN F. BIGLER, Chair
MARY HELEN M. CASTILLO
BARBARA FOX GRIMES
JOYCE K. LABEN
LEONARD C. LINDSAY
JANIE CAPPS MACEY
SUSAN A. MORGAN
ANNETTE KIRCHNER SASTRY
KENNETH A. WALLSTON

Standing Committees

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

Curriculum

(New members to be appointed in September 1989)

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

Joyce K. Laben, Chair. Carolyn J. Bess, Shirley M. Caldwell, Frances E. Carson, Mary Louise Donaldson, Janet Suzanne Hindle, Regan Jones, Annette Kirchner Sastry, Larry Sneed.

Faculty Recruitment and Appointment

(New members to be appointed in September 1989)

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.

Diana Patterson, Chair. Barbara J. Holtzclaw, Susan A. Morgan, Mary Fern Richie, Kenneth A. Wallston.

Faculty Review

(New members to be appointed in September 1989)

The Faculty Review Committee reviews and recommends standards and procedures for nontenured faculty retention and promotion, and reviews and recommends standards and procedures for annual faculty evaluation.

June C. Abbey, Chair. Helen F. Bigler, Rebecca C. Culpepper, Barbara Fox Grimes, Janie Capps Macey.

Nominating

(New members to be elected in September 1989)

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.

Mary Louise Donaldson, Chair. Carolyn J. Bess, Judy Jean Chapman, Joan E. King, Mary Fern Richie.

Student Admissions and Academic Affairs

(New members to be appointed in September 1989)

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

Virginia M. George, Chair. Judy Jean Chapman, Mary Louise Donaldson, Patricia L. Peerman, Judy Taylor Sweeney.

Tenure


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

June C. Abbey, Chair. Barbara Christman Adair, Lucille H. Aulsebrook, Virginia T. Betts, Judy Jean Chapman, Catherine E. Dennis, Mary Louise Donaldson, Virginia M. George, Barbara Fox Grimes, Elizabeth Kerr Hay, Joyce K. Laben, Larry E. Lancaster, Katharyn A. May, Kenneth A. Wallston.





Nursing Education at Vanderbilt

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

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

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

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

Research. The following areas reflect faculty expertise in nursing practice and research:

- acute/critical health care
- chronic health care
- family health care
- organizational processes
- entrepreneurial processes

Philosophy of the School

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

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

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

The *environment* consists of all conditions, circumstances and influences which exist outside one's social system's boundary. There is an intimate relationship between the constantly changing environment and the person. The environment in which we live determines, to a degree, life-style and state of health. Development of the individual occurs throughout life within a pluralistic and culturally diverse society.

Health is a dynamic state of being in which the developmental and behavioral potential of an individual is realized to the fullest extent possible. Individuals have the right to pursue that level of health perceived by them to be optimal, taking into account their social and cultural definition of health. The level of health that individuals can attain is directly influenced by the level of health of the families and communities of which they are a part.

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

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

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

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

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

The first professional degree in nursing at Vanderbilt is specialty related and offered on the graduate level. The increase in knowledge and scope of nursing responsibilities as well as changes in roles, functions, and practice settings require a graduate nursing education that is built on a rich undergraduate liberal education base and a baccalaureate in nursing or its equivalent.

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

Program Goals

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

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

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

1. Students who apply knowledge of the structure and function of human systems to health promotion, maintenance, illness care and rehabilitation through the use of the nursing process and who can function independently and collaboratively with health care team members in providing health care to multicultural populations in diverse environments.

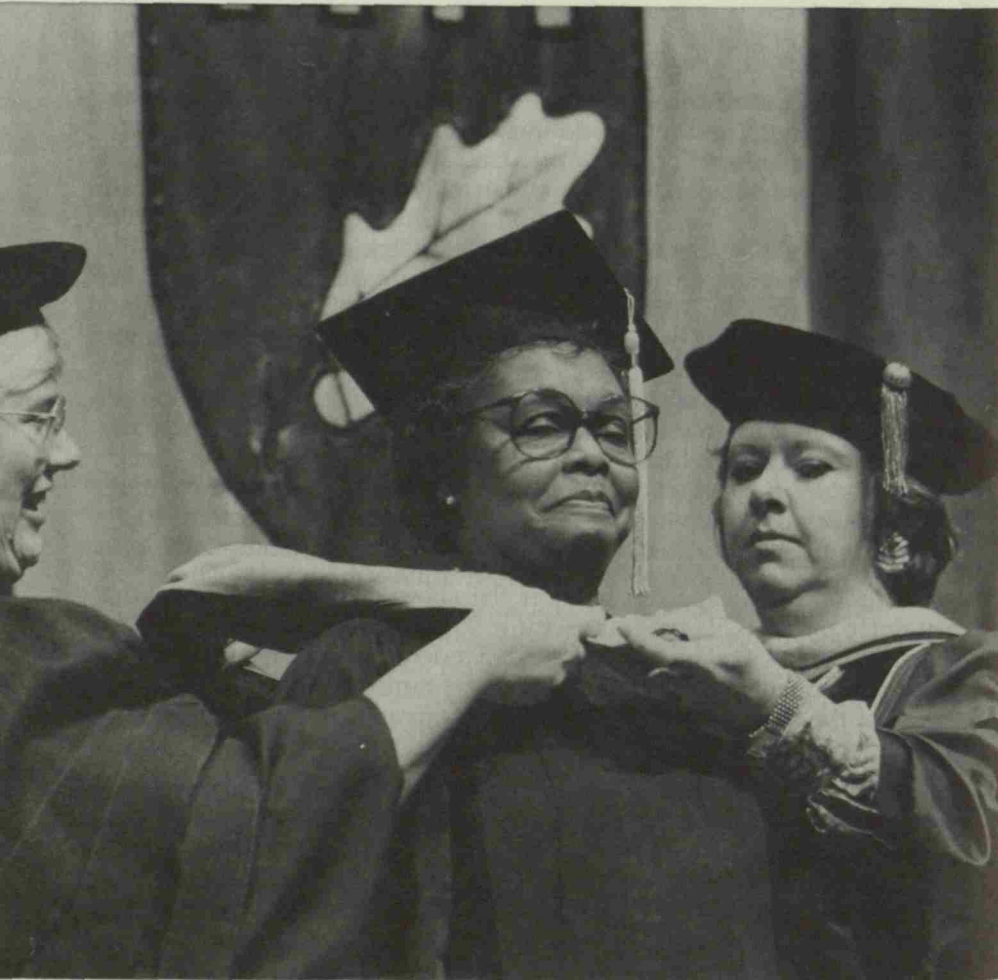
2. Students who use problem solving skills in the scientific investigation, diagnosis and treatment of human responses to actual and potential health problems.

3. Students who communicate effectively in a variety of practice situations.

4. Students who provide leadership in nursing practice and participate in the change process within the profession based on an understanding of nursing's heritage.

5. Students who are accountable for decisions made about independent nursing actions and demonstrate awareness of the economic, political, legal and ethical issues related to practice.

6. Students who possess a sound academic foundation for master's level specialist education.



The Graduate Nursing Program

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

Due to the present diversity in nursing programs, educational opportunities must be made available to facilitate progression to the master's degree as the first professional degree. The Vanderbilt School of Nursing offers multiple entry options into a master's level program. The program, based on a variety of cognitive styles, life experiences, and professional backgrounds, allows all students to achieve the same goals. In addition to educating students, a master's degree program in nursing provides other benefits. Faculty members are engaged in the investigation of nursing practice and theory, innovative nursing care, and participation in national, state, and local activities related to nursing and health care delivery. Thus, they serve as a role model for students, the profession, and the public. The program constitutes an arena for excellence in nursing practice and research, as well as a forum for discussion and analysis of issues that affect health care, consumers, the nursing profession, and society.

Multiple Entry Options

The School of Nursing offers multiple entry options into the Master of Science in Nursing program. Qualified students are eligible for admission in the following categories:

1. Entry with 72 semester or 110 quarter hours of prerequisite courses. (Refer to section on admission requirement for list of prerequisite courses.) Students enter into the generalist nursing or bridge courses. After completing the 49 credits of generalist nursing courses they progress to the 39 credits of specialist nursing courses.

2. Entry with an Associate's Degree in Nursing (A.D.N.) or a diploma from an NLN-accredited School of Nursing and 72 semester hours of prerequisite courses. Registered Nurse students enter into the generalist nursing or bridge courses but can obtain credit by examination for many of these courses. After completing or obtaining credit by examination for the 49 credits of generalist nursing courses, they progress to the 39 credits of specialist nursing courses.

3. Entry with a non-nursing baccalaureate degree from an accredited college or university or through a formalized senior-in-absentia program.

(Refer to section on senior-in-absentia for details.) Students enter into the generalist nursing or bridge courses. After completing the 49 credits of generalist nursing courses they progress to the 39 credits of specialist nursing courses.

4. Entry with a Bachelor of Science in Nursing degree from an NLN-accredited school. Students enter directly into the specialist nursing courses at the graduate level (39 credits).

Clinical Nurse Specialties

Clinical Specialist in Acute/Critical Care

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

Clinical Specialist in Chronic Care

This specialty prepares students for complex practice roles by providing a broad base of advanced concepts in chronic care nursing and clinical expertise in primary, secondary, or tertiary care. Students in this specialty take didactic and practica courses that lay the foundation for individualized, in-depth study of chronic care nursing.

Clinical Specialist in Child and Adolescent Nursing

This specialty provides a broad theoretical and research foundation in advanced concepts of child and adolescent nursing. Graduates of the specialty are able to assist children and adolescents and their families in recovering and/or adapting to illnesses or disabilities. Graduates are prepared to provide comprehensive physical and psychosocial care in a variety of settings: hospital, long-term-care facility, clinic, and home. Graduates may be qualified to apply for American Nursing Association (ANA) certification as a Child and Adolescent Nurse.

Clinical Specialist in Perinatal Nursing

After completing this program, students will be prepared to provide expert care to families experiencing complex health problems during childbearing. Two specialty seminar courses focus on concepts, new in-

formation, and questions in perinatal health. The clinical courses offer the opportunity to apply new knowledge in individually selected clinical sites, and students select either the maternal/fetal or neonatal subspecialty. All course work may be applied to the ANA and Nurses' Association of the American College of Obstetricians and Gynecologists (NAACOG) certifying examinations. After 1989, the neonatal specialty will meet program requirements for the NAACOG certification exam for Neonatal Nurse Practitioners. Additional work experience requirements are set by the NAACOG Certification Corporation.

Clinical Specialist in Adult Psychiatric–Mental Health Nursing

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

Clinical Specialist in Child and Adolescent Psychiatric–Mental Health Nursing

Students study children and adolescents and their families as they are experiencing moderate to severe psychiatric–mental health problems. Clinical placements are provided in community and institutional settings. Opportunities exist for experiences with particular target populations such as eating disorders, substance abuse, attention deficits, conduct disorders, learning disabilities, and high-risk families.

Clinical Specialist in Geropsychiatric–Mental Health Nursing

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

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

Primary Care Specialties

This track prepares nurses for roles in primary health care delivery. Two specialties are offered within the track: family nurse practitioner and

gerontological nurse practitioner. Both specialties qualify graduates to take ANA certification exams.

Family Nurse Practitioner (FNP) Specialty

This specialty prepares graduates to deliver comprehensive primary care to individuals, from infancy through adulthood. Emphasis is on acquisition of the knowledge and skills necessary for a family-centered approach to health promotion and intervention in illness. Students gain clinical experience in child and adult health care settings. The preceptorship permits students to select a clinical area of interest for further professional development.

Gerontological Nurse Practitioner (GNP) Specialty

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

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

Nursing Administration Specialty

This specialty is offered in collaboration with Peabody College and the Owen Graduate School of Management.

This specialty prepares graduates for the advanced practice role of nursing administration. The specialty is designed to prepare the graduate for multiple roles on an interdisciplinary health management team, with skills in planning, designing, managing, and evaluating programs and resources within a variety of health care settings.

Degree Requirements

For students entering with a B.S.N. degree, the M.S.N. degree is based on a minimum of 39 credit hours. All degree requirements must be completed within six years of first enrollment. The grade of B in each clinical course and an overall B average is required. No more than 9 hours of Pass-Fail credit may apply to the degree. No required core or specialty course may be taken Pass-Fail. No audit courses apply to the degree. Up to 6 hours may be transferred from other schools for gradu-

ate courses taken within the past five years. No credit is awarded toward the degree for courses designated as prerequisite for admission.

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

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

Certification

Students interested in becoming certified in a specialty should consult with their specialty directors for details. Certification is offered through several professional nursing organizations, including the American Nurses' Association (ANA). The ANA offers specialty certification for M.S.N. prepared nurses in the following areas: Medical-surgical nursing, gerontological nursing, nursing administration, family nurse practitioner, adult nurse practitioner, pediatric nurse practitioner, and gerontological nurse practitioner.

Graduate Student Affairs

The Graduate Nursing Council serves as a liaison between bridge and graduate students and the faculty and administration. Membership of the council is composed of two elected students from each specialty and four bridge (M.S.N./M.E.O.) students who serve for one calendar year from September through August. Officers of the council must be full-time students in good standing.

School Committees

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



Admission



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

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

Admission is based on the following factors:

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

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

Graduate Record Examination Aptitude Test. Preferably, the applicant should have a composite score of 1000 or above for verbal and quantitative portions. Those with scores below 1000 may be asked, upon faculty request, to provide additional evidence of aptitude. Applicants are reminded to take the test early to meet application deadlines, since it is often six weeks before scores are reported. Information on the GRE may be obtained by writing Educational Testing Service, Princeton, New Jersey 08540, or by calling 1-800-241-3865.

Miller Analogies Test. It is recommended that the applicant have a score of 50 or above. Information on the Miller Analogies Test can be obtained from the Vanderbilt Psychological and Counseling Center, 300 Oxford House, 1313 21st Avenue South, Nashville, Tennessee 37212 or from the Psychological Corporation, 555 Academic Court, San Antonio, Texas 78204-0958 (telephone [512] 270-0524 or 270-0410).

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

4. *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 graduate (300 level) clinical courses, if the examination is not passed. Once the license is obtained the individual may enroll in courses with a clinical practice component.

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

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

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

8. *Health History.* Students are required to submit documentation of a negative tuberculin skin test or chest X-ray, Hepatitis B vaccine, Rubella antibody titer, and appropriate immunizations before beginning clinical practice.

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

Applicants with one of the following qualifications are eligible for the Master of Science in Nursing with Multiple Entry Options program: graduation from an N.L.N.-accredited A.D.N. or diploma program with at least 72 semester or 110 quarter hours of transferable credit, a baccalaureate degree from an accredited college, or 72 semester or 110 quarter hours of liberal education courses from an accredited school. Applicants from a senior-in-absentia program and those with a baccalaureate degree need to complete the prerequisites for human anatomy, human physiology, microbiology/bacteriology, and statistics. All other applicants to the bridge (M.S.N./M.E.O.) program must have completed 72 semester or 110 quarter hours of prerequisite courses, including the following:

English. 6 hours

Humanities. 6 hours

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

Mathematics. 3 hours. An introductory course in statistics that includes descriptive and inferential techniques is required.

Social Sciences. 9 hours

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

Natural Sciences. 11 hours

Natural Sciences *must* include courses in human anatomy, human physiology, and microbiology/bacteriology with a laboratory component.

Electives. 37 hours

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

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

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

2. *Standardized Test Scores.* Applicants are required to take either the Graduate Record Examination *or* the Miller Analogies Test within five years of application date. See Direct Admission to the M.S.N. Program for recommended scores and additional details.

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

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

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

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

7. *Current Licensure.* Registered Nurse students must be licensed to practice in Tennessee. Individuals admitted pending examination results are subject to immediate withdrawal from clinical courses, if the examination is not passed. Once the license is obtained, the individual may enroll in clinical courses.

8. *Health History.* Students are required to submit documentation of a negative tuberculin skin test or chest X-ray, Hepatitis B vaccine, Rubella antibody titer, and appropriate immunizations before beginning clinical practice.

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

Admission Criteria for Nursing Administration

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

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

Application Procedure

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

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

Transfer Credit

Students admitted to the bridge (M.S.N./M.E.O.) program can receive transfer credit for N204, Dimensions of Professional Nursing; N231, Introduction to Nutrition; and N236, Principles of Growth and Development throughout the Life-Span, if the course presented for transfer covers equivalent content and the grade earned was at least a C. Registered Nurse students receive credit for N200, Basic Nursing Skills, based on transfer credit from their associate degree or diploma nursing program. If transfer credit is granted for N200, N204, N231, or N236, the hours count toward the 49 hours of generalist nursing or bridge component and cannot be counted toward the 72 hours of prerequisites required for admission.

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

Credit by Examination

Registered Nurse students in the bridge (M.S.N./M.E.O.) program are required to take at least 16 hours of the generalist nursing component and all 39 hours of the specialist nursing component in residence. They may, however, earn credit by examination for up to 30 hours of the gener-

alist nursing component. Credit by examination may be obtained for the following generalist nursing courses: 203, 204, 220, 230, 231, 236, 237, 240, 250, and 270. In addition, students may satisfy the prerequisite in human anatomy and human physiology by obtaining credit by examination for 160 ab.

Credit by Examination tests vary according to the course being challenged. The 2- or 3-credit-hour didactic courses (203, 204, 231, 236, 237, and 270) involve successful completion of objective tests and, in some courses, submission of a required paper. The 4-credit-hour clinical courses (220, 230, 240, and 250) involve objective testing and demonstration of clinical competency in the content area. Tests are either midterm or final course examinations or standardized tests such as N.L.N.

Study packets that include a course syllabus and bibliography are available to students accepted in the bridge (M.S.N./M.E.O.) program. Packets may be obtained from the faculty member coordinating the credit by examination for that particular course. Full tuition is charged for credit hours earned by examination.

Students who make a *D* or *F* grade in an attempt to earn credit by examination must take the course. When the course is successfully completed, the *D* or *F* grade will be designated an *RC* (repeat course) and will not count in hours earned or in the grade point average. Schedules for the credit by examination tests are posted one semester in advance. Students preregister for the courses they intend to take the following semester.

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

Non-clinical courses in the specialist component available for credit by examination are determined by the Curriculum Committee. Students may consult with their faculty advisers for further information.

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. A *Handbook for Internationals* is available from the Office of International Services, P.O. Box 507 Peabody, Nashville, Tennessee 37203, U.S.A.

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

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. For information about Vanderbilt's English language program, write to C.O.P.E., Box 507 Peabody, Nashville, Tennessee 37203.

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.

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

Student Classification

The following classifications apply to bridge and graduate students:

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

A full-time student in the M.S.N. program normally will enroll for 9 to 15 credit hours of study a semester. Full-time students in the generalist nursing component of the bridge (M.S.N./M.E.O.) program enroll for 12 to 18 credit hours. Students registered for thesis or master's project (0-3 hours) are also defined as full time. Part-time students in the M.S.N.

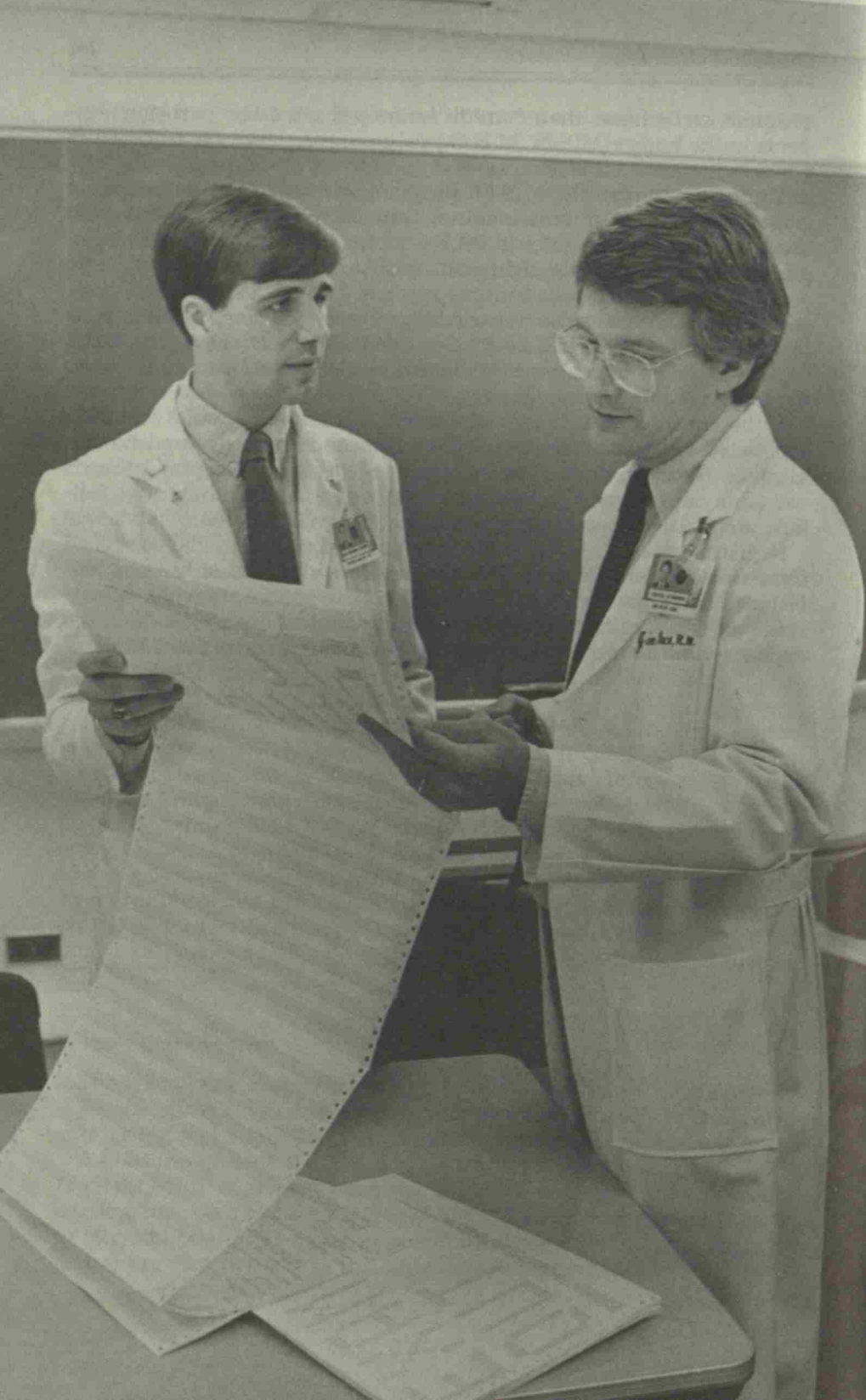
program carry fewer than 9 credit hours per semester; part-time students in the bridge (M.S.N./M.E.O.) program carry fewer than 12 hours per semester.

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

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

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

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



Courses of Study



Explanation of Symbols

100-level courses satisfy prerequisites for admission. 200-level courses are generalist nursing or bridge courses for the M.S.N./M.E.O. program. 300-level courses are specialist nursing courses.

SECOND DIGIT in 300-level course number indicates:

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

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

Master of Science in Nursing With Multiple Entry Options

Bridge (Generalist Nursing) Curriculum Overview

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

The generalist nursing component consists of 49 hours of undergraduate level nursing courses. Registered Nurse students must take 16 hours in residence; they may, however, earn credit by examination for up to 30 hours. The generalist nursing courses can be completed in three semesters (one calendar year) of full-time study. A sample curriculum plan for the generalist nursing courses follows:

<i>Fall Semester</i>		<i>Hours</i>
200	★ Basic Nursing Skills	3
201	▶ Conceptual Foundations of Nursing	4
203	* Health Assessment	2
220	̄* Adult Health I	4
231	›* Nutrition	2
Psy 2690	›* Life Span Development	3
		<hr/>
		18

<i>Spring Semester</i>		<i>Hours</i>
204	›* Dimensions of Professional Nursing	2
230	̄* Maternity Nursing	4
237	* Drug Therapy	2
240	̄* Pediatric Nursing	4
250	* Psychiatric and Mental Health Nursing	4
		<hr/>
		16

<i>Summer Semester</i>		<i>Hours</i>
254	▶ Law, Ethics, and Politics	3
260	▶ Community Health	4
270	* Adult Health II	3-5
	Elective (RNs only)	2
286	▶ Nursing Leadership and Management	3
		<hr/>
		15

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

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

Specialist Nursing Curriculum Overview

Foundation Courses (6 Semester Hours)

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

The Theoretical Foundations of Nursing course (N 308) provides a basis for nursing theory analysis and application to practice. Further application occurs in the clinical specialty offerings subsequent to the foundation course.

Students address the nature and concerns of the profession in Issues and Strategies in Nursing and Health Care (N 374), a course in which students identify forces affecting nursing and design strategies for change.

Research Courses (9 Semester Hours)

The research component includes 6 hours of required courses in research methods (Nursing 375 and 376) and 3 hours of thesis, master's project, independent study in research or other approved course. Completion of this component allows the student to demonstrate having met the Program Goals in research (Numbers 2, 3, and 5).

The M.S.N. program offers the following four options for completing the terminal degree requirement:

1. *Master's Thesis (379)*. The students who wishes to pursue a thesis must negotiate for a thesis experience with research-active faculty and select a question related to the student's specialty and the faculty sponsor's ongoing research program. Analysis of data already collected or execution of small components or extensions of a faculty project are appropriate for thesis work. The student selects a three-member committee to assist her or him with the thesis.

2. *Master's Project (377)*. This project allows the student to demonstrate creative problem solving and critical thinking in an approach to a problem in advanced practice. Thus, depending on the nature of the problem, the master's project may take the form of a major paper focusing on a problem in advanced practice; an extensive patient care protocol with documentation; an audiovisual patient-teaching program; or an analysis of current policies or regulations impinging on a health problem, with recommendations for change at the microsystem or macrosystem level.

3. *Independent Study-Research (373)*. This option requires completion of an independent study devoted to research activities. Like the thesis option, this course must be negotiated with a research-active faculty and must be done in conjunction with ongoing faculty research. Learning objectives, learning activities, criteria for evaluation, and the work to be

evaluated must be negotiated with and agreed upon by the major adviser and documented on an Independent Study Approval form.

4. *Approved Course.* Selected courses have been approved for meeting the terminal degree requirement. Approved courses may be offered by the School of Nursing or one of the other graduate or professional schools on campus.

Specialty Courses (21–24 Semester Hours)

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

Electives (0–3 Semester Hours)

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

Specialist Nursing Curriculum 1989/90

Foundation Courses

308	Theoretical Foundations of Nursing	3
374	Issues and Strategies in Nursing and Health Care	3
		<u>6</u>

Research Courses

375	Research Methods I	3
376	Research Methods II	3
	Thesis, Master's Project, Independent Study in Research or approved course (Nursing Administration Students: Thesis or Program Evaluation Course)	3
		<u>9</u>

Specialty Courses

Child-Adolescent Clinical Nurse Specialist

304	▶ Child and Adolescent Developmental and Physical Assessment	2
305	▶ Theoretical Foundations of Family Counseling and Parent Education	3
306	Physiologic Foundations of Nursing	3
311	▶ Theoretical Foundations of Child and Adolescent Nursing I	2
312	▶ Theoretical Foundations of Child and Adolescent Nursing II	4
313	▶ Practicum in Child and Adolescent Nursing I	3
314	▶ Practicum in Child and Adolescent Nursing II	4
	Elective	3
		24

Gerontological Nurse Practitioner

306	Physiologic Foundations of Nursing	3
307	▶ Clinical Pharmacology for Primary Care	2
320	▶ Theoretical Foundations in Health Care Management of the Aged	3
361	▶ Theoretical Foundations in Adult Primary Care Nursing	3
321	▶ Psychosocial Aspects of Aging	3
322	▶ Practicum in Aged Health Care I	3
323	▶ Practicum in Aged Health Care II	3
324	▶ Preceptorship	4
		24

Perinatal Clinical Nurse Specialist

305	▶ Theoretical Foundations of Family Counseling and Parent Education	3
306	Physiologic Foundations of Nursing	3
330	▶ Theoretical Foundations of Perinatal Nursing I	3
331	▶ Practicum in Perinatal Nursing I	4
	Students select course in either Maternal/Fetal or Neonatal	
332a	▶ Theoretical Foundations of Perinatal Nursing II (Maternal/Fetal)	3
	OR	
332b	▶ Theoretical Foundations of Perinatal Nursing II (Neonatal)	3
333	▶ Practicum in Perinatal Nursing II	4
334	▶ Preceptorship in Perinatal Nursing	4
		24

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

306	Physiologic Foundations of Nursing	3
340	▶ Theoretical Foundations of Adult Health	4
341	▶ Psychosocial Foundations of Adult Health	2
342	▶ Practicum in Adult Health Nursing I	3
343	▶ Practicum in Adult Health Nursing II	3
	Elective	3

**Students select either the Chronic Care
or the Acute/Critical Care Specialty**

344a	▶ Theoretical Foundations of Chronic Care Nursing I	3
344b	▶ Theoretical Foundations of Chronic Care Nursing II	3
OR		
345a	▶ Theoretical Foundations of Acute/Critical Care Nursing I	3
345b	▶ Theoretical Foundations of Acute/Critical Care Nursing II	3
		24

Psychiatric–Mental Health Clinical Nurse Specialist

350	▶ Theoretical Foundations of Psychiatric–Mental Health Nursing I	2
352	Neurophysiological Foundations of Psychiatric–Mental Health Nursing	2
354	▶ Theoretical Foundations of Psychiatric–Mental Health Nursing II	2
357	▶ Theoretical Foundations of Psychiatric–Mental Health Nursing III Elective	3 3

Students select one of the following subspecialties:

Child/Adolescent, Adult, or Geropsychiatric

351a	▶ Practicum in Child/Adolescent Psychiatric–Mental Health Nursing I	2
353a	▶ Theoretical Foundations of Child/Adolescent Psychiatric–Mental Health Nursing I	2 2
355a	▶ Theoretical Foundations of Child/Adolescent Psychiatric–Mental Health Nursing II	2 2
356a	▶ Practicum in Child/Adolescent Psychiatric–Mental Health Nursing II	3
358a	▶ Practicum in Child/Adolescent Psychiatric–Mental Health Nursing III	3
OR		
351b	▶ Practicum in Adult Psychiatric–Mental Health Nursing I	2
353b	▶ Theoretical Foundations of Adult Psychiatric–Mental Health Nursing I	2 2
355b	▶ Theoretical Foundations of Adult Psychiatric–Mental Health Nursing II	2 2
356b	▶ Practicum in Adult Psychiatric–Mental Health Nursing II	3
358b	▶ Practicum in Adult Psychiatric–Mental Health Nursing III	3
OR		
351c	▶ Practicum in Geropsychiatric–Mental Health Nursing I	2
353c	▶ Theoretical Foundations of Geropsychiatric–Mental Health Nursing I	2 2
355c	▶ Theoretical Foundations of Geropsychiatric–Mental Health Nursing II	2 2
356c	▶ Practicum in Geropsychiatric–Mental Health Nursing II	3
358c	▶ Practicum in Geropsychiatric–Mental Health Nursing III	3
		24

▶ Required course for Post-Master's Studies

Family Nurse Practitioner

304	▶ Child and Adolescent Developmental and Physical Assessment	2
305	▶ Theoretical Foundations of Family Counseling and Parent Education	3
306	Physiologic Foundations of Nursing	3
307	▶ Clinical Pharmacology for Primary Care	2
360	▶ Theoretical Foundations of Child and Adolescent Primary Care Nursing	2
361	▶ Theoretical Foundations of Adult Primary Care Nursing	3
362	▶ Practicum in Primary Health Care of the Child and Adolescent	2
363	▶ Practicum in Primary Health Care of the Adult	3
364	▶ Preceptorship	4
		<hr/> 24

*Nursing Administration***Foundation Courses**

380	▶ Theoretical Foundations of Nursing Administration I	3
381	▶ Theoretical Foundations of Nursing Administration II	3
385	▶ Health Care Financial Management	3
387	▶ Health Law, Policy, and Labor Relations	3
389	▶ Health Care Analysis	3

Students select a course in each Content Area:

	Organizational Culture or other course option (taken at Peabody)	3
▶	Organizational Theory and Behavior (taken at Peabody)	3
▶	Personnel Management/Labor Relations (taken at Peabody or Owen)	3
		<hr/> 24

▶Required course for Post-Master's Studies

Pre-Nursing Courses

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

160b. Human Physiology. An introduction to the function of human organ systems with emphasis on the correlation of function with cellular and tissue composition of major organs. Four lectures each week. Prerequisite: sophomore standing. SPRING, SUMMER. [4] Ms. Aulsebrook and staff.

Generalist Nursing Courses

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

201. Conceptual Foundations of Nursing. Introduces the nursing paradigm and focuses on core theoretical frameworks to explain common biopsychosocial responses to alterations in health. Nursing research is introduced as a process for identifying nursing problems and testing interventions. FALL. [4] Ms. Richie.

203. Health Assessment. An introductory course, seven-week module, focusing on understanding health assessment as an essential process basic to nursing. Emphasis is on knowledge and techniques. FALL. [2] Ms. Sastry.

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

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

230. Health Promotion during the Childbearing Experience. A seven-week module focusing on the nurse's role in health promotion during the childbearing experience. The focus is on developing the ability to apply the nursing process to women, infants, and their families in the context of family-centered maternity care. The use of current nursing research and theory in solving clinical practice problems is emphasized. Corequisite or prerequisite: 200 and 201. Prerequisite: 203. FALL, SPRING. [4] Ms. Macey.

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

236. Principles of Growth and Development throughout the Life Span. A didactic course focusing on principles of growth and development, beginning with conception and ending with death. Emphasis is on normal states of cognitive, psychological, social, and biological development. The individual will be studied as a member of a larger social unit such as a family or community. This knowledge serves as a foundation for the practice of health care providers. Health issues related to particular age stages will be identified. [3] (Not offered 1989/90. Other courses that fulfill this requirement are Psychology 221, Human Resources 1000, and Psychology 1610.)

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

240. Health Promotion of the Child. A seven-week module focusing on the nurse's role in promoting the health of children with common health problems through adolescence. The student will develop the ability to practice health promotion of the child and family, utilizing the nursing process. The use of current nursing research and theory in solving clinical practice problems is emphasized. Corequisite or prerequisite: 200 and 201. Prerequisite: 203. FALL, SPRING. [4] Staff.

250. Psychiatric and Mental Health Nursing. Focuses on psychiatric and mental health needs of clients and families across the life span. Includes deriving individual, family, and milieu-oriented interventions from selected theoretical frameworks. Clinical experiences provide a variety of psychiatric and mental health care experiences in acute and community mental health settings. Growth of the nursing student as an individual and as a professional is emphasized through a group process component. The use of current nursing research and theory in solving clinical practice problems is emphasized. Prerequisite: 200, 201, and 203. Prerequisite or corequisite: 220, 230, and 240. FALL, SPRING, SUMMER. (Course will be offered all three semesters only in 1989/90.) [4] Ms. Richie and staff.

254. Law, Ethics, and Politics in Nursing. This course focuses on the legal and political systems and their impact on health care and nursing practice. Ethical decision making, a component of the discipline of nursing, is explored through case analyses and examination of student value systems. Analytical thinking in relation to legal, ethical, and political issues is emphasized and the concept of individual rights in the health care system is stressed. Emphasis is also placed upon effective communication within the political and legal systems to encourage a proactive stance for nursing in relation to delivery of health care. SPRING, SUMMER. [3] Ms. Laben.

260. Community Health Nursing. An introduction to the scope and practice of community health nursing. Emphasizes community health nursing as an integral part of organized efforts to promote and maintain the health of individuals, families, and groups at risk for illness, disability, or premature death. The epidemiological process and the nursing process serve as the organizing framework for interventions in the community. Social, cultural, economic, environmental, and ethical issues related to community health nursing are explored. Prerequisites for non-RN students: 220, 230, 231, 236, 237, 240, and 250. Prerequisites or corequisites for RN students: 220, 230, 231, 236, 237, and 240. FALL, SPRING, SUMMER. (Courses will be offered all three semesters only in 1989/90.) [4] Mr. Lindsay.

270. Health Promotion of the Adult II. Focuses on the nurse's role in health promotion and maintenance, illness care, and rehabilitation of adult patients with complex health problems. The use of current nursing research and theory in solving clinical practice problems is emphasized. Non-RN students complete a clinical practicum experience in addition to the didactic component. RN students take only the didactic component. Prerequisite: 200, 201, 203, and 220. SUMMER. [3-5] Ms. Grimes.

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

Specialist Nursing Courses

304. Child and Adolescent Developmental and Physical Assessment. Didactic and clinical course that focuses on the principles of growth and development of infants and children through adolescence. Skills of developmental and physical assessment are acquired in the course. Prerequisite: Physical Assessment (Adult) course. FALL. [2] Ms. George.

305. Theoretical Foundations of Family Counseling and Parent Education. A focus on the theoretical basis for promoting health and well-being in the family and among its members. Theories of family development are considered along with theoretical concepts from family dynamics. Family systems assessment, interactional patterns, parent education, and intervention with families are major areas of study. FALL, SPRING. [3] Ms. Caldwell.

306. Physiologic Foundations of Nursing. The essentials of normal physiological processes are presented in lecture. FALL, SPRING. [3] Ms. Aulsebrook.

307. Clinical Pharmacology for Primary Care. The pharmacologic effects and clinical uses of specified drug groups as related to primary health care. Pharmacological mechanisms in association with drug interactions, incompatibilities, side effects, contraindications, and patient education discussed as a basis for clinical judgments in the nursing management of individual clients. Meets the State Board of Nursing requirements for pharmacology for nurse practitioners whose work requires them to generate prescriptions. SPRING. [2] Ms. Caldwell.

308. Theoretical Foundations of Nursing. An overview and rationale for theory analysis and use in systematic practice. An introduction to professional nursing practice, including the multiple roles of clinical specialists, practitioners, and administrators. Also discussed are the historical evolution of theories in nursing; conceptual models in nursing; and a comparison of models, approaches to theory analysis, and problems in the application of theory. FALL, SPRING. [3] Ms. Hay and Ms. Hindle.

311. Theoretical Foundations of Child and Adolescent Nursing I. A focus on the theoretical basis for child development, emphasizing the development of the child as an individual within the context of family and society. Considers factors and techniques that facilitate or interfere with healthy development, as well as issues in developmental assessment and consultation. Students will develop competence in developmental screening and in promoting positive child development through child and parent education and counseling. Prerequisite or corequisite: 308, 375. FALL. [2] Ms. Busby and staff.

312. Theoretical Foundations of Child and Adolescent Nursing II. A focus on the nursing care of ill children. Includes embryonic development, developmental physiology, and pathology, as well as nursing interventions for children of all ages. Emotional components of care will be considered for children and their families, building upon knowledge developed in 311. An in-depth study of a content area of the student's choice will be required. Prerequisite: 305, 306, 311. SPRING. [4] Ms. Busby and staff.

313. Practicum in Child and Adolescent Nursing I. Emphasis on development of the clinical specialist roles of practitioner, teacher, and collaborator in providing care. Students define individual interests and write individual objectives for their clinical experiences, write short papers on selected nursing problems, and apply nursing theory to patient care. Prerequisite: 305, 306, 311. Prerequisite or corequisite: 312. SPRING. [3] Ms. Busby and staff.

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

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

321. Psychosocial Aspects of Aging. Psychosocial theories of aging are compared and contrasted. Attitudes toward aging and the aged and factors affecting life satisfaction are explored. Changes in personality, intellectual function, and perception from middle age to old age are discussed with emphasis on comparison of normal and abnormal. Particular attention is paid to the interrelatedness of the self, family, and community, and the multi-

disciplinary organization and delivery of health services and practices. Problems of transportation, housing, finance, and medical care are identified and specific strategies for need attainment are discussed. Legislation and economic and social trends affecting the aged are included. Counseling and group therapies are discussed, and students have a community-based group component in which they co-lead elder groups. SPRING. [3] Ms. Morgan.

322. Practicum in Aged Health Care I. Designed to enable students to utilize and build upon the principles of primary care. Focuses on health care of the older adult with emphasis on early detection of problems, preventive and restorative care, and management of common acute and chronic health problems. Students will be assigned to selected clients in health care facilities. Prerequisite: 306, 320, 321, 363 (may be taken concurrently). SPRING. [3] Ms. Morgan.

323. Practicum in Aged Health Care II. Clinical experience in a primary health care setting. Students strengthen and apply the knowledge and skills necessary for health assessment and health care management of older adults. Explores the organization and delivery of health care and social services in the community. Prerequisite: 306, 320, 321, 322, 363. SUMMER. [3] Ms. Morgan.

324. Gerontological Nursing Preceptorship. A culminating clinical experience in a primary health care setting with a preceptor. Students and faculty cooperatively select clients, facilities, and preceptors. Students function with increasing independence, utilizing health care and social services in the community, and are expected to apply theory, demonstrate leadership and management skills, and focus on their role as change agent to improve quality of care to the aged. FALL, SPRING, and SUMMER. [4] Ms. Morgan.

330. Theoretical Foundations of Perinatal Nursing I. Students begin to critically examine and evaluate ideas and research related to perinatal health care. The course provides the basis for advanced nursing practice with families experiencing adaptation to healthy and low risk childbearing. FALL. [3] Ms. Narrigan.

331. Practicum in Perinatal Nursing I. Students apply knowledge from N 330 to clinical care of healthy and low-risk childbearing families. Emphasis is placed on developing and refining skills in physical assessment, data collection, diagnosis, and planning and evaluating care. A wide range of clinical settings is available for individualized clinical learning. FALL. [4] Ms. Narrigan and staff.

332a. Theoretical Foundations of Perinatal Nursing II (Maternal/Fetal). Students continue to examine issues and research in perinatal health care, concentrating on the mother and fetus at risk and on families experiencing complex health care needs during childbearing. Prerequisite: 306, 330. SPRING. [3] Ms. Narrigan.

332b. Theoretical Foundations of Perinatal Nursing II (Neonatal). The overall course objectives are the same as for 332a, but with concentration on the ill neonate and family. Prerequisite: 306, 330. SPRING. [3] Staff.

333. Practicum in Perinatal Nursing II. Through a variety of self-directed clinical experiences, students care for families experiencing actual or potential complex health problems during childbearing. The focus will be either mother/fetus or neonate at risk. Prerequisite: 306, 330, 331. Prerequisite or corequisite: 332a or 332b. SPRING. [3] Staff.

334. Preceptorship in Perinatal Nursing. Building on all previous graduate nursing education, this course offers the opportunity to integrate knowledge and refine skills by practicing in the clinical nurse specialist role. Clinical preceptors in advanced nursing practice will guide and supervise individual students. Prerequisite: 306,330, 331, 332a or 332b. Prerequisite or corequisite: 333 SUMMER. [4] Staff.

340. Theoretical Foundations of Adult Health. Explores the nursing process, nursing diagnoses, and pathophysiology of health changes related to vital organ systems. Students employ the nursing process in the clinical area with patients experiencing complex alterations in health. Prerequisite or corequisite: 306. FALL. [4] Ms. King and staff.

341. Psychosocial Foundations of Adult Health. Concepts from the behavioral sciences and nursing related to care of adult patients with complex health changes are examined. Prerequisite: 340 preferred but not mandatory. SPRING. [2] Mr. Lancaster.

342. Adult Health Practicum I. Clinical practice and conferences with emphasis on practice within a selected conceptual nursing framework in a selected area of concentration. Development of the roles of the clinical nurse specialist. Prerequisite: 308, 340. Corequisite or prerequisite: 344a or 345a. SPRING. [3] Mr. Lancaster and staff.

343. Adult Health Practicum II. Clinical practice and conferences enabling each student to implement the roles of the clinical nurse specialist at an advanced level in a selected area of concentration. Prerequisite: 308, 340, 341, 344a or 345a. Corequisite or prerequisite: 344b or 345b. SUMMER. [3] Mr. Lancaster and staff.

344a. Theoretical Foundations of Chronic Care Nursing I. Course being developed at time of publication. Prerequisite: 306, 308, 340. Corequisite or prerequisite: 342. SPRING. [3] Mr. Pace.

344b. Theoretical Foundations of Chronic Care Nursing II. Continuation of 344a. Course being developed at time of publication. Prerequisite: 306, 308, 340, 342, 344a. Corequisite or prerequisite: 343. SUMMER. [3] Mr. Pace.

345a. Theoretical Foundations of Acute/Critical Care Nursing I. Focuses on advanced content related to nursing care of adult patients experiencing acute/critical alterations in health. Prerequisite: 306, 308, 340. Corequisite or prerequisite: 342. SPRING. [3] Ms. King

345b. Theoretical Foundations of Acute/Critical Care Nursing II. Continuation of 345a, Theoretical Foundations of Acute/Critical Care Nursing I. Prerequisite: 306, 308, 340, 342, 345a. Corequisite or prerequisite: 343 SUMMER. [3] Ms. King.

350. Theoretical Foundations of Psychiatric–Mental Health Nursing I. Course focuses on the mastery of concepts from various theoretical perspectives, e.g., psychology, sociology, anthropology, and nursing, that form the foundation for assessment of clients and are integral to the practice of advanced psychiatric–mental health nursing. Emphasis is on the integration of selected concepts into a nursing theoretical or conceptual perspective. Lectures and small group discussions are led by clinical specialist faculty. Prerequisite or corequisite: 308, 352, and 375. FALL. [2] Staff.

351abc. Practicum in Psychiatric–Mental Health Nursing I. Course provides faculty-supervised clinical experiences with selected individuals and families in outpatient settings. The student assesses, plans, implements, and evaluates sessions with a case-load of clients, with particular emphasis on the initial and working phases of the relationship. Analysis of process dynamics and nursing interventions takes place under supervision. The course provides students with the opportunity to use the concepts of N350 and N352 in clinical practice. The student will collaborate with other members of the mental health team. Prerequisite or corequisite: 350, 352, and 353 abc. FALL. [2] Staff.

352. Neurophysiological Foundations of Psychiatric–Mental Health Nursing. Course presents the theoretical basis for the biologic aspects of advanced practice in psychiatric–mental health nursing. Concepts from neurophysiology and neuropsychology are examined for their applications to practice. Proficiency in conducting and recording the neurological exam is achieved. Lectures, discussion, and laboratory practice are led by faculty and expert practitioners in various areas. FALL. [2] Ms. Paly.

- 353a. Theoretical Foundations of Child and Adolescent Psychiatric–Mental Health Nursing I.** Provides the theoretical content for diagnosing, assessing, and intervening in functional and dysfunctional patterns of children, adolescents, and their families. Case material is provided for use in applying theory, practicing assessment skills, projecting interventions and evaluating outcomes. Seminar discussions are led by faculty and/or students. Prerequisite or corequisite: 350 and 352. FALL. [2] Ms. Dashiff.
- 353b. Theoretical Foundations of Adult Psychiatric–Mental Health Nursing I.** Provides the theoretical content for diagnosing, assessing, and intervening in functional and dysfunctional patterns of adults and their families. Case material is provided for use in applying theory, practicing assessment skills, projecting interventions, and evaluating outcomes. Seminar discussions are led by faculty and/or students. Prerequisite or corequisite: 350 and 352. FALL. [2] Ms. Laben.
- 353c. Theoretical Foundations of Geropsychiatric–Mental Health Nursing I.** Provides the theoretical content for assessing, diagnosing, and intervening in functional and dysfunctional patterns of the elderly and their families. Case material is provided for use in applying theory, practicing assessment skills, projecting interventions, and evaluating outcomes. Nursing research is discussed as a process for identifying nursing problems and testing interventions relative to the subspecialty. Seminar discussions are led by faculty and/or students. Prerequisite or corequisite: 350, 352. FALL. [2] Ms. Richie.
- 354. Theoretical Foundations of Psychiatric–Mental Health Nursing II.** Course focuses on the mastery of concepts from group, family, consultation, management, and nursing theories that are the foundation of clinical specialist practice roles. Increasing attention is given to the indirect practice roles of consultation and management and the direct practice roles of group and family psychotherapy. Emphasis is on the integration of related theories into CNS practice and a nursing conceptual framework. Prerequisite or corequisite: 350 and 352. SPRING. [2] Staff.
- 355a. Theoretical Foundations of Child and Adolescent Psychiatric–Mental Health Nursing II.** Provides the student with a theoretical overview of various group approaches to intervention and prevention with parents and children/adolescents. Students explore a variety of group approaches in current use by investigating their philosophical and theoretical origins, their methods and techniques, and examples of their application to advanced nursing practice. Prerequisite or corequisite: 350, 353a, 354. SPRING [2] Ms. Dashiff and Ms. Blackburn.
- 355b. Theoretical Foundations of Adult Psychiatric–Mental Health Nursing II.** Provides the student with a theoretical overview of various group approaches in current use by investigating their philosophical and theoretical origins, their methods and techniques, and examples of their application to advanced nursing practice. Prerequisite or corequisite: 354. SPRING. [2] Ms. Laben.
- 355c. Theoretical Foundations of Geropsychiatric–Mental Health Nursing II.** The course provides the student with a theoretical overview of various group approaches to intervention and prevention with the elderly and their families. Students explore a variety of group approaches by investigating their philosophical and theoretical origins, methods, and techniques and examples of their application to advanced nursing practice. Seminar discussions are led by faculty and/or students. Prerequisites or corequisites: 350,353c, 354. SPRING. [2]. Ms. Richie.
- 356abc. Practicum in Psychiatric–Mental Health Nursing II.** Course builds on the first advanced practicum course by expanding the student's ability to identify and apply concepts, theories, and principles to larger and more complex groups. In addition, the student gains skill in implementing planned intervention with individuals, families, and groups so that patterns in self and others are identified accurately and with regularity. Caseload management skills are further developed. Prerequisite or corequisite: 350, 351abc, 352, 353abc, 354, and 355abc. SPRING. [3] Staff.

357. Theoretical Foundations of Psychiatric–Mental Health Nursing III. Focuses on the societal, legal, and systems factors that influence Clinical Nurse Specialist practice and the delivery of mental health services to subspecialty populations. Increased emphasis is placed on current practice issues in the subspecialty, including legal and ethical issues and the utilization of standards for the evaluation of practice. Prerequisite or corequisite: 350, 352, 353abc, 354, and 355abc. SPRING. [3] Ms. Paty and Ms. Blackburn.

358abc. Practicum in Psychiatric–Mental Health Nursing III. Provides the student with the opportunity to synthesize theory and Clinical Nurse Specialist practice roles in a selected setting. Increasing emphasis is placed on the critical analysis of clinical problems and needs of specialty populations. Prerequisite or corequisite: 350, 351abc, 352, 353abc, 354, 355abc, 356abc, and 357. SUMMER. [3] Staff.

360. Theoretical Foundations of Child and Adolescent Primary Care Nursing. A didactic course including the principles of primary health care and focusing on wellness, patient/family education, and management of common acute and chronic health problems of children and adolescents. The role of the nurse as primary health care provider is emphasized. FALL. [2] Ms. George.

361. Theoretical Foundations of Adult Primary Care Nursing. A didactic course including the principles of primary health care, focusing on wellness, patient education, and management of common and chronic health problems of adults. The role of the nurse as primary health care provider is emphasized. FALL. [3] Ms. Caldwell.

362. Practicum in Primary Health Care of the Child and Adolescent. Focuses on the physical and psychosocial aspects of health from infancy through adolescence, with emphasis on wellness, management of common health problems, and health education. In the clinical setting, the student applies knowledge acquired in prerequisite courses to assessment of the health status of the child or adolescent and formulation of a plan of care. Clinical conferences explore patient health problems to enhance decision-making ability. Prerequisite: 304, 306, 360. FALL, SPRING, and SUMMER. [2] Ms. George.

363. Practicum in Primary Health Care of the Adult. Focuses on the physical, psychological, and sociocultural aspects of adult health, with emphasis on wellness, health education, and early detection and management of common health problems of adults. In the clinical setting, the student applies knowledge acquired in prerequisite courses to assessment of the health status of the adult patient and formulation of a plan of care. Clinical conferences explore patient health problems to enhance decision-making ability. Prerequisite: 306, 361. FALL, SPRING, SUMMER. [3] Ms. George.

364. Family Nurse Practitioner Preceptorship. A culminating clinical experience in a primary care setting with emphasis on maintaining wellness in the individual and/or family and on formulation of a comprehensive plan of intervention when illness is experienced. Students focus on their role as a family nurse practitioner. FALL, SPRING, SUMMER. [4] Ms. George.

374. Issues and Strategies in Nursing and Health Care. Analysis of significant legislative and political issues that affect nursing and health care; resolutions to these issues are proposed. SPRING, SUMMER. [3] Ms. Donaldson and Ms. George.

375. Research Methods I. Use of scientific knowledge and methods to analyze and reformulate nursing practice problems. Emphasis on generating and testing research questions or hypotheses. Concepts of probability, sampling, measurement, and computer skills for data analysis will be applied to nursing research (lecture/laboratory). Prerequisite: An undergraduate course in elementary statistics. FALL, SPRING. [3] Mr. Wallston.

376. Research Methods II. Use of scientific knowledge and methods to analyze and reformulate nursing practice problems, with emphasis on concepts of design, conceptual frame-

work, review of literature, proposal writing, and reporting findings. Elements of research critique are sought to promote research utilization (lecture-laboratory). Prerequisite: 308 and 375. SPRING SUMMER. [3] Ms. Hindle and staff.

377. Master's Project. Topic must be related to student's specialty. Prerequisite: 375. [Variable credit: 1-3]

378. Clinical Paper. Not open to students admitted after Fall 1985. Prerequisite: 309. [1]

379. Thesis. Topic must be related to student's specialty. Prerequisite: 375. [Variable credit: 1-3]

380. Theoretical Foundations of Nursing Administration I. An introductory seminar designed to synthesize advanced concepts of organizational theories and management models for effective performance and productivity within a health care system. Role preparation of the nurse administrator is studied, with emphasis on a systems approach to leadership styles, interpersonal skills, ethical decision-making processes, strategies, and group process within a health care setting. Data base concepts are applied to selected information management problems. FALL. [3] Ms. Pilon and Ms. Reynolds.

381. Theoretical Foundations of Nursing Administration II. An application of a contingency model to the systematic assessment and evaluation of elements in a health care organization. The following aspects are included: external environment, purposes and goals, work structures, coordination, people and groups, and managerial technologies and processes. Students evaluate the usefulness of computer applications and information systems for improving managerial efficiency in health care settings. Prerequisite: 380. (Lecture/seminar) SPRING. [3] Ms. Castillo and Ms. Pilon.

385. Health Care Financial Management. An introduction to basic financial and accounting concepts relating to health care management. Prepares students to apply these concepts to programming, budgeting, and controlling processes in health care organizations. Topics include the sources of capital utilized by health care organizations; the cost of capital; basic accounting concepts related to income statements, balance sheets, and budgets; and current reimbursement issues related to third party payments. The differences in public, not-for-profit, and investor-owned organizations are highlighted. FALL. [3] Ms. Pilon and Ms. Sinclair.

387. Health Law, Policy, and Labor Relations. Aids the nurse administrator in delineating the area and concepts of law that affect nursing and health care delivery in various settings. A working knowledge of specific aspects of contract, tort, constitutional, administrative, and insurance law is needed to act or lead practice in the work setting and to prevent or respond appropriately to legal issues in nursing practice. The course helps the nurse administrator identify public policy and its impact on health care in organized nursing services. Public health care policy is correlated with organizational challenges and constraints, especially at the federal and state policy level. Ethical considerations, in light of law and public policy, are highlighted. (Lecture/seminar) SUMMER. [3] Ms. Betts.

389. Health Care Analysis. Focus is on the analysis, design, or evaluation of problems or issues relevant to the regulation of health care delivery systems. Carefully selected research or evaluation projects in community health care organizations offer experimental learning activities and assignments with adjunct faculty preceptors. Prerequisites: 308, 374, 375, 376, 380, 381, 385, 386, 387, Psych 315 or research option, and EDLS 3500. FALL, SPRING, SUMMER. [3] Ms. Castillo and Ms. Pilon.

Related Courses

Students in the Nursing Administration Specialty use a menu approach to select one course in each of the following areas: Organizational Culture, Organizational Theory, and Personnel Management/Labor Relations. Courses are multidisciplinary and taken at either Peabody College or Owen Graduate School of Management.

Organizational Culture: Select One (Courses other than those listed below may be selected in consultation with nursing administration faculty.)

Peabody EDLS 359/3590. Symbolism in Organizations. This course is designed as a small advanced seminar. Its purpose is to create, adapt, and apply ideas drawn widely from across disciplinary boundaries. Readings are selected from diverse disciplines: psychology, sociology, anthropology, political science, religion, the arts, and professional literature. Lectures and class discussions will focus on symbols, myths, ritual, ceremony, metaphor, stories, fairy tails, humor, and play. Although the course is largely conceptual, the ideas have powerful practical application. [3]

Peabody EDLS 3480. Human Processes and Administration. Introductory course in administration. Topics include stress, administrative change, and group process; school and community leadership; supervisory principles; communication, goal development, implementation, and evaluation; and leadership styles. [3]

Peabody EDLS 3490. Administrative Theory. Investigates major administrative theories and their impact on administration and the organization. Behavioral science theories and historical, philosophical, psychological, and sociological perspectives are applied to administrative processes. [3]

Organizational Theory: Select One

Peabody EDLS 3500. Organizational Operations/Processes. Survey course in administration. Includes the organization as a social system and the organization and structure of public education. Supervision and curriculum in organization, control, authority, change, planning strategies, organizational dynamics, types of instructional programs. [3]

Owen Mgt. 341. Organizational Management and Human Resources. Examination of the management of work organizations—strategic adaptations to changing environments, organization structures, work and task design, dynamics of small groups, and management of individual performance. Particular attention is paid to issues of organization design, human resource staffing and motivation, leadership, communication, and decision making, all within the context of managing for effective performance and improved productivity. [3]

Personnel Management/Labor Relations: Select One

Peabody ESLS 3540. Personnel Administration. Primary focus on selection phenomenon. Most functions of personnel administration can be subsumed under selection, recruitment, initial hire, assignment, transfer, promotion, and dismissal. ESLS 3540 assumes that selection is the most important personnel function. [3]

Peabody EDLS 3550. Negotiations. Concepts, understandings, processes, and skills of labor relations and negotiations. The simulated experience is used primarily for building

"table" skills and secondarily as a way to relate practice to theory. Appropriate for experienced or inexperienced negotiators, whether labor or management oriented. [3]

Peabody EDLS 3551. Personnel Management and Negotiations. Concepts, understandings, and behaviors related to public organizations that have, as part of their mission, responsibility for education of others. Core topics are the selection phenomenon and employer/employee relations, including negotiations and legal implications for managers and supervisors. [3]

Owen Mgt. 447. Labor Relations and Workforce Governance. Examination of issues in governance of the workforce—employment contracts, work rules, wage systems, grievance settlement—and alternative systems of governance, such as collective bargaining, works councils, worker participation, and collegial systems. Analysis of likely consequences for workforce cooperation and productivity. Prerequisite: Owen 341. [3]

Program Evaluation

Peabody Psych. 315. Program Evaluation. Course deals with contemporary issues, models, and procedures for evaluating social and educational programs. The course considers evaluation studies that are designed to provide valid and practical information concerning the effectiveness and impact of social programs. Students are expected to have background in research design and statistics since this course assumes that evaluation is an aspect of applied social research. Basic principles and issues of evaluation are addressed. FALL. [3]

Elective Opportunities

The following 200-level courses can be taken as electives during the generalist nursing or bridge component.

241. Courses Offered Jointly with the School of Medicine. Schedule of courses available in the School of Nursing Registrar's Office. Prerequisite: consent of the instructor. FALL, SPRING. [Variable credit]

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

252. Nursing Care of the Patient Experiencing Cardiac Dysrhythmias. Provides the tools to interpret basic cardiac arrhythmias. Major focus will be on recognition of the signs and symptoms of each rhythm disturbance and the treatment of each. Health care teaching is also included. The course is a foundation for interpretation of advanced arrhythmias and 12-lead EKG readings. Prerequisite: 220. SPRING. [2] Ms. Sweeney.

253. Assertiveness for the Nurse. This didactic course defines assertiveness and explores issues related to the use of assertive behavior in nursing practice and education. Includes role playing of situations in which assertive behavior would facilitate communication. SPRING. [1] Ms. Morgan.

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

291. Strategies for Teaching Patients. Explores concepts and principles inherent in planning effective teaching of patients, individually or in groups. SPRING. [2] Ms. Donaldson.

293. Aids Education and Prevention. Course topics include the public health, educational, preventive, ethical, legal, and psychosocial implications of the AIDS epidemic. After completion of twenty hours of core training, students will assist in providing education to various community groups. Core training will be provided through programs offered by the Vanderbilt AIDS Project. Following core training, students are expected to participate either in two short-term education programs or one long-term project during the semester. Limited enrollment. Prerequisite: Consent of the instructor. FALL, SPRING, SUMMER. [3] Mr. Lindsay.

294. Introduction to Movement Therapy. Introduces the use of dance/movement as therapy. Includes the theoretical basis of the therapeutic process, assessment of movement for diagnostic or remedial purposes, and dance therapy strategies used with individuals or groups. Movement therapy is studied through the use of films, readings, lectures, case material, and experiential sessions. SPRING. [3]. Maureen Needham Costonis, Assistant Professor of Dance History.

The following course is offered to meet the prerequisite to the graduate program. Credit does not apply toward the M.S.N. degree unless taken as part of the generalist nursing curriculum.

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

The following 300-level courses can be taken for elective credit. Other 300-level specialty nursing courses may be taken for elective credit with permission of the instructor.

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

302. Instructional Design. The systematic matching of learning strategies and learning assessment tools with objectives to plan a course of study. SUMMER. [3] Ms. Donaldson.

303. Nurse Faculty Role in Higher Education. Seminar focusing on the higher education system and its impact on nurse faculty relative to administration, faculty governance, promotion and tenure, feminism, politics, legal matters, finance, and policy making. SUMMER. [3] Ms. Donaldson.

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

346. Advanced Nursing Care of the Patient Experiencing Cardiac Dysrhythmias. This elective course is designed to enable the student to assess alterations in the cardiac electrical conduction system. Focus is on rhythm disturbances and 12-lead EKG changes to provide the student with the knowledge to interpret the changes, to correlate nursing assessments, to anticipate complications, and to collaborate in the management of each pa-

tient situation. Included are axis determination, hypertrophy, myocardial infarction, electrolyte abnormalities, and excitation syndrome. SPRING. [3] Ms. Sweeney.

370. Independent Study, Non-Clinical. Content varies according to individual needs and interest. A contract is made between the student and the faculty sponsor, with copies for the student, the sponsor, the department chairman, and the student's record. [Variable credit: 1-6 each semester]

371. Independent Study, Clinical. A program of independent study in a selected area of nursing practice under direction of a faculty sponsor. A contract is made between the student and the faculty sponsor, with copies for the student, the sponsor, the department chairman, and the student's record. [Variable credit: 1-6 each semester]

372. Courses offered jointly with the School of Medicine. Schedule of courses available in the School of Nursing Registrar's Office. Prerequisite: Consent of the instructor. [Variable Credit]

373. Directed Study, Research. A program of study in a selected area of nursing research under direction of a faculty sponsor. A contract is made between the student and the faculty sponsor, with copies for the student, the sponsor, the department chairman, and the student's record. [Variable credit: 1-6 each semester]

382. Health Care Marketing. Elective course designed to give an overview of marketing as it relates to the revolutionized system of health care delivery in a post-DRG environment. Students identify and define a product, establish its price and place, and design promotional implementation strategies. SPRING. [3] Ms. Harshman.

390. Dimensions of Scholarly Exposition. Elective course designed to improve students' abilities in scholarly writing. This course also meets a terminal degree requirement. Each student will prepare an article and submit it to a selected nursing journal. SPRING. [3] Mr. Lancaster.

391. Martha Rogers: Science of Unitary Human Beings. Course description not available at time of publication. Offered on a pass/fail basis. Prerequisite: 308. FALL. [2] Ms. Hindle.



Pre-Nursing Studies

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

Qualified students are admitted to the Master of Science in Nursing with multiple entry options (bridge program) upon completion of 72 prerequisite hours or after earning a baccalaureate degree at Vanderbilt. Students are encouraged to write or call the School of Nursing's Director of Marketing and Enrollment, 104 Godchaux Hall, (615) 322-3800 for further explanation of this innovative program.

Pre-Nursing Studies in the College of Arts and Science

Pre-nursing students in the College of Arts and Science may either (1) complete the three-year bachelor's program offered by the College of Arts and Science and apply for admission to the School of Nursing upon completion of the degree or (2) complete 72 hours of prerequisite courses and apply for admission to the School of Nursing for their junior or senior year. Under either option, students must satisfy admission requirements for this highly selective graduate program. Upon admission to the School of Nursing, the student is required to complete six semesters (two calendar years) of full-time study to earn the M.S.N.

Students selecting the three-year program are referred to the appropriate section of the *Undergraduate Catalog* for details of the program. These students must complete the degree requirements in the College and satisfy prerequisite courses for admission to the School of Nursing. A sample curriculum plan for a major in psychology and completion of pre-nursing courses is outlined below, but students are not limited in their choice of major. They must, however, plan their program of studies carefully with their advisers in both the College of Arts and Science and the School of Nursing.

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

	FALL	SPRING	MAY/SUMMER
First Year:	Chem 101a or 102a Math 127 or other Statistics Foreign Language English 100W <u>3</u> 15	4 4 3 5 <u>3</u> 15	4 3 5 3 <u>15</u> 12
Second Year:	MBio 102a or 190 History and Culture "W" Course Humanities <u>3-4</u> 6 3 3 15-16	3-4 6 3 3 <u>3</u> 3 6 3 18	3 3 3 6 <u>3</u> 3 6 3 11
**Third Year:	Psy courses Electives <u>6</u> 18	12 6 <u>3-4</u> 15-16	3 9 <u>3-4</u> 15-16
			Total 120

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

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

**Sample Curriculum Plan
for Completion of M.S.N.**

	FALL	SPRING	MAY/SUMMER	
Fourth Year:	N200 Basic Skills N201 Conceptual Foundations of Nursing Practice N203 Health Assessment N220 Adult Health I N231 Nutrition <u>2</u> 15	3 N204 Dimensions of Professional Nursing N230 Maternity Nursing N237 Drug Therapy N240 Pediatric Nursing N250 Psychiatric and Mental Health Nursing <u>4</u> 16	2 4 2 4 <u>4</u> 16	N254 Law, Ethics, and Politics N260 Community Health N270 Adult Health II N286 Nursing Leadership and Management <u>3</u> 15

Fifth Year:	N306 Adv. Physiology	3	N374 Issues and Strategies	3	Specialty Nursing Courses	10
	N308 Nursing Theory	3	N376 Research Methods I	3	Thesis/ Master's Project	3
	N375 Research Methods I	3	Specialty Nursing Courses	7		
		<u>4</u>		<u>7</u>		
		13		13		13

Pre-nursing students in the College may also elect to complete 72 hours of prerequisite courses and apply for admission to the School of Nursing in either their junior or senior year. Completion of this program culminates in the M.S.N. degree; no baccalaureate degree is awarded. With the M.S.N. degree, however, students are qualified for all professional nursing careers and eligible to take the National Counsel on Licensure Examination (NCLEX) to become a registered nurse (R.N.).

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

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

	FALL	SPRING	MAY/SUMMER	
Freshman Year:	Chem 101a or 102a Math 127 or other Statistics Foreign Language English 100W	4 3 5 <u>3</u> 15	Chem 101b or 102b Math 128 or higher Foreign Language Psychology 101	4 3 5 3 <u>15</u>
			4 Social Science 3 "W" Course	3 3 <u>6</u>
Sophomore Year:	MBio 102a or 190 N160a Anatomy History and Culture "W" Course	3-4 4 3 3 <u>13-14</u>	N160b Physiology Humanities Electives	4 6 6 <u>16</u>
			4 Electives	6-7 6 6 <u>6-7</u>
			Total	72

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

Sample Curriculum Plan for Completion of M.S.N.

	FALL	SPRING	MAY/SUMMER			
Junior Year:	N200 Basic Skills	3	N204 Dimensions of Professional Nursing	2	N254 Law, Ethics, and Politics	3
	N201 Conceptual Foundations of Nursing Practice	4	N230 Maternity Nursing	4	N260 Community Health	4
	N203 Health Assessment	2	N237 Drug Therapy	2	N270 Adult Health II	5
	N220 Adult Health I	4	N240 Pediatric Nursing	4	N286 Nursing Leadership and Management	3
	N231 Nutrition	2	N250 Psychiatric and Mental Health Nursing	4		
	Life Span Development	3				
		18		16		15
Senior Year:	N306 Adv. Physiology	3	N374 Issues and Strategies	3	Specialty Nursing Courses	10
	N308 Nursing Theory	3	N376 Research Methods II	3	Thesis/ Master's Project	3
	N375 Research Methods I	3	Specialty Nursing Courses	7		
	Specialty Nursing Courses	4		13		
		13				13

Pre-Nursing Studies at Peabody College

Pre-nursing students at Peabody College may either (1) complete a major in human development and earn both a B.S. and an M.S.N. through a senior-in-absentia program or (2) complete 75 hours of prerequisite courses and apply for admission to the School of Nursing for either their junior or their senior year. Students choosing either option must satisfy admission requirements for this highly selective graduate program. Upon admission to the School of Nursing, the student is required to complete six semesters (two calendar years) of full-time study to earn the M.S.N.

Students electing to complete a major in human development are referred to the description of this major in the Peabody section of the *Undergraduate Catalog* and to the information regarding the senior-in-absentia programs in this catalog. Under this option, students complete three years at Peabody to satisfy general curriculum, human development, and pre-nursing requirements. Students apply for admission to the School of Nursing and enroll in generalist nursing courses in the fall of their senior year. Upon successful completion of the fall and spring semesters, the student is awarded a B.S. in human development. The student then continues for an additional four semesters (summer, fall, spring, and summer) to earn the Master of Science in Nursing.

A sample curriculum plan for this option is outlined below:

Sample Curriculum Plan (Peabody) Human Development Major/Nursing

	FALL		SPRING	
Freshman Year:	HR 1000 Applied Human Development	4	HR 1100 Small Group Behavior	3
	Chemistry 101a	4	Chemistry 101b	4
	Math 127	3	Math 128	3
	General Curriculum Requirements	3	Psychology 101	3
	P E	1	General Curriculum Requirements	3
		<u>15</u>		<u>16</u>
Sophomore Year:	HR 1200 Human Service Organizations	3	HR 1300 Organizational Development/Human Service Systems	3
	HR 1600 Computing: Introduction	3	N160b Physiology	4
	N160a Anatomy	4	General Curriculum Requirements	8
	MBio 102a or 190	3-4		
	P E	1		
		<u>14-15</u>		<u>15</u>
Junior Year*:	HR 2100 Human Service Policy	3	HR 2201 Systematic Inquiry I	3
	General Curriculum Requirements	9	General Curriculum Requirements	9
	N231 Nutrition	2-3	Electives	3
		<u>14-15</u>		<u>15</u>

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

	FALL		SPRING		MAY/SUMMER	
Senior Year:	N200 Basic Skills	3†	N204 Dimensions of Professional Nursing	2†	N254 Law, Ethics, and Politics	3
	N201 Conceptual Foundations of Nursing Practice	4†	N230 Maternity Nursing	4**	N260 Community Health	4
	N203 Health Assessment	2†	N237 Drug Therapy	2†	N270 Adult Health II	5
	N220 Adult Health I	4**	N240 Pediatric Nursing	4**	N286 Nursing Leadership and Management	3
	HD 2960 Senior Thesis	3	N250 Psychiatric and Mental Health Nursing	4**		
		<u>16</u>		<u>16</u>		<u>15</u>

The B.S. in human development is conferred at the end of the spring semester.

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

** Acceptable as undergraduate Human Development Practicum/Internship requirement.

Fifth Year:	N306 Adv. Physiology	3	N374 Issues and Strategies	3	Specialty Nursing Courses	10
	N308 Nursing Theory	3	N376 Research Methods I	3	Thesis/ Master's Project	3
	N375 Research Methods I	3	N376 Research Methods II	3		
	Specialty Nursing Courses	<u>4</u>	Specialty Nursing Courses	<u>7</u>		<u>13</u>
		13		13		13

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

Pre-nursing students at Peabody may alternatively elect to complete 72 hours of prerequisite courses and apply for admission to the School of Nursing for either their junior or senior year. Completion of this program culminates in the M.S.N. degree; no baccalaureate degree is awarded. With the M.S.N. degree, however, students are qualified for all professional nursing careers and eligible to apply to the National Council on Licensure Examination (NCLEX) to become a registered nurse (R.N.).

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

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

	FALL	SPRING	MAY/SUMMER			
Freshman Year:	HR 1000 Applied Human Development	4	HR 1100 Small Group Behavior	3	Humanities or Electives	6
	Chemistry 101a	4	Chemistry 101b	4		
	Math 127	3	Math 128	3		
	English	3	Psychology 101	3		
	P E	<u>1</u>	English	<u>3</u>		
		15		16		6
Sophomore Year:	HR 1200 Human Service Organizations	3	HR 1300 Organizational Development/Human Service Systems	3	Electives	7-8
	HR 1600 Computing: Introduction	3	Social Science	3		
	N160a Anatomy	4	N160b Physiology	4		
	MBio 102a or 190	3-4	Humanities or Electives	<u>6</u>		
	P E	<u>1</u>		<u>6</u>		
		14-15		16		7-8

Total 75

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

Sample Curriculum Plan for Completion of M.S.N.

	FALL	SPRING	MAY/SUMMER
Junior Year:	N200 Basic Skills 3	N204 Dimensions of Professional Nursing 2	N254 Law, Ethics, and Politics 3
	N201 Conceptual Foundations of Nursing Practice 4	N230 Maternity Nursing 4	N260 Community Health 4
	N203 Health Assessment 2	N237 Drug Therapy 2	N270 Adult Health II 5
	N220 Adult Health I 4	N240 Pediatric Nursing 4	N286 Nursing Leadership and Management 3
	N231 Nutrition 2	N250 Psychiatric and Mental Health Nursing 4	
	<u>2</u>	<u>4</u>	<u>3</u>
	15	16	15
Senior Year:	N306 Adv. Physiology 3	N374 Issues and Strategies 3	Specialty Nursing Courses 10
	N308 Nursing Theory 3	N376 Research Methods I 3	Thesis/ Master's Project 3
	N375 Research Methods I 3	Research Methods II 3	
	Specialty Nursing Courses 4	Specialty Nursing Courses 7	
	<u>4</u>	<u>7</u>	<u>13</u>
	13	13	13

Admission to the Bridge (M.S.N./M.E.O.) Program

Applicants with one of the following qualifications are eligible for the Master of Science in Nursing with multiple entry options (bridge program): a baccalaureate degree from an accredited college, or 72 semester hours of liberal education courses from an accredited college; or graduation from an N.L.N.-accredited associate degree or diploma program with at least 72 hours of transferable credit. Prior to admission, all applicants to the bridge program must have completed 72 semester hours of bridge program prerequisite courses, including the following:

English. 6 hours

English composition, literature, or Vanderbilt courses designated with a "W" meet this requirement.

Humanities. 6 hours

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

Mathematics. 3 hours

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

Social Sciences. 9 hours

Social Sciences include psychology, sociology, anthropology, political science, and economics. Vanderbilt students may take Psy 221, Developmental Psychology; Human Resources 1000, Applied Human Development; or Psychology 1610, Human Growth and Development, to fulfill the requirement for lifespan development. However, since lifespan development is included in the 49 hours of the bridge curriculum, the hours cannot be counted in the 72 hours prerequisite for admission.

Natural Sciences. 11 hours

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

Electives. 37 hours.

The remaining hours of prerequisites may consist of college-level courses with grades of C or above taken at accredited schools. Physical education and pass/fail courses taken at Vanderbilt may be included in the 72 hours of prerequisites.

For admission criteria to the bridge program, refer to the Admissions section of this catalog.

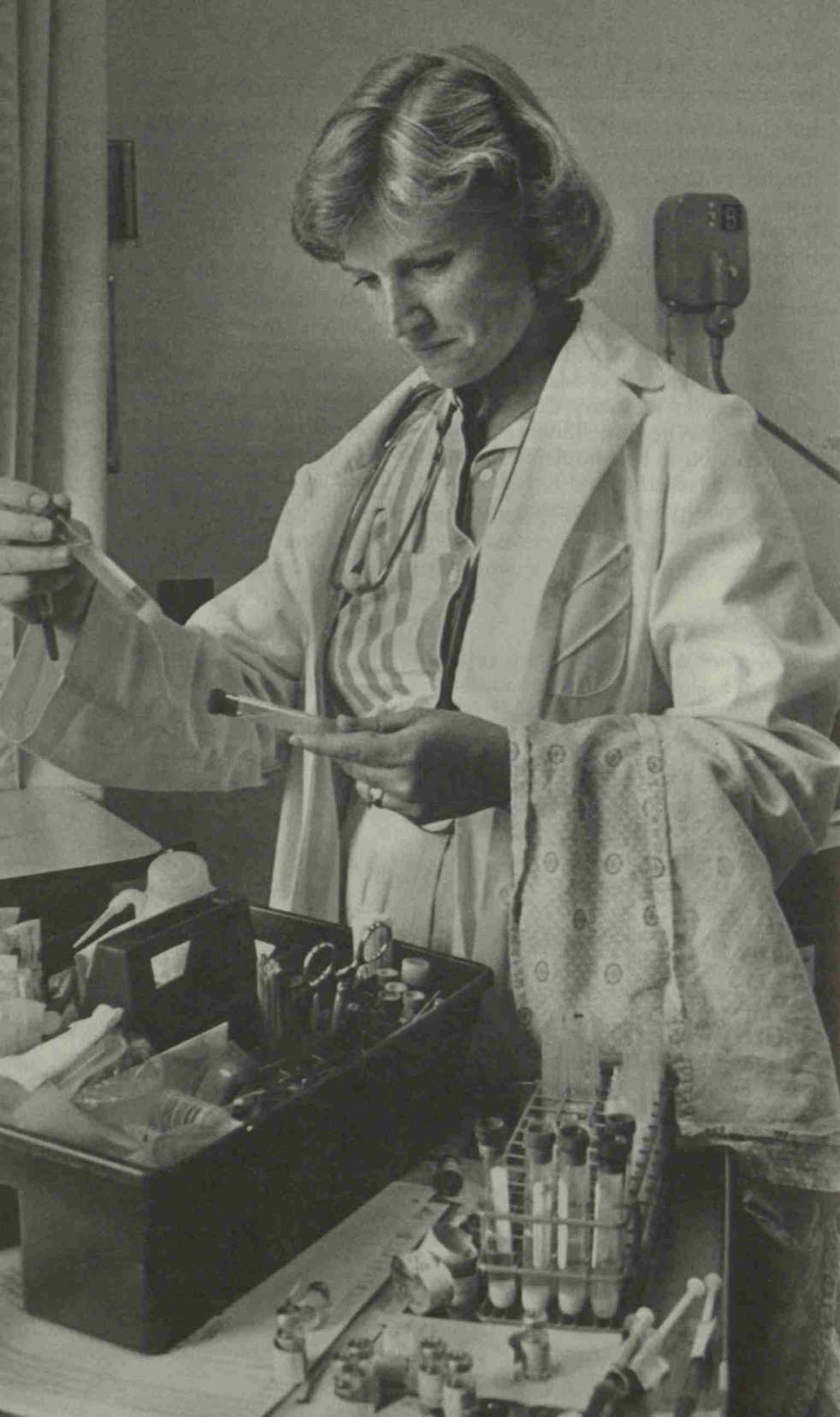
Senior-in-Absentia Programs

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

While specific details vary in each senior-in-absentia program, these programs generally require students to spend three years at their liberal arts college, completing general curriculum requirements for the baccalaureate degree and satisfying the prerequisite courses for admission to the School of Nursing. The student applies for admission to the School of Nursing in the spring semester of their junior year. If accepted,

the student enrolls at Vanderbilt in the fall semester of their senior year. After successfully completing the fall and spring semesters of generalist nursing courses at Vanderbilt, the student is awarded a baccalaureate degree from their "home" school. The student then continues for an additional four semesters (summer, fall, spring, summer) to earn a Master of Science in Nursing (M.S.N.) from Vanderbilt University.

At the time of publication, senior-in-absentia programs have been formalized with Belmont College, David Lipscomb University, Fisk University, Trevecca Nazarene College, and Vanderbilt University's Peabody College, all in Nashville, Tennessee; as well as Maryville College in Maryville, Tennessee; Mary Baldwin College in Stanton, Virginia; Randolph-Macon Women's College in Lynchburg, Virginia; and Wheaton College in Wheaton, Illinois. Arrangements with several other colleges are expected to be completed during 1989/90. Please call or write the Director of Marketing and Enrollment, 104 Godchaux Hall, Vanderbilt University, Nashville, Tennessee 37240, (615) 322-3800, for further details.



Post-Master's Studies

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

Admission Requirements

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

Nursing Education

The purpose of this 12-credit graduate level program is to provide the opportunity to study those educational concepts and principles applicable to the nurse faculty role in higher education. The three objectives of the program are to prepare the learner to (1) participate effectively in the curriculum-building process, (2) design a course of study based on learning principles, and (3) analyze the nurse faculty role in higher education.

Two of the four courses will be offered each summer. The four-course curriculum includes Nursing 301, Curriculum Development in Nursing; Nursing 302, Instructional Design; Nursing 303, Nurse Faculty Role in Higher Education; and Nursing 370, Independent Study on a selected nursing education project. Upon completion of the 12 credit hours students will receive a transcript of courses taken; those with a grade of B or better in each course taken will receive a certificate of completion.

Clinical Nurse Specialist

Post-master's study programs are available in acute/critical care, chronic care, pediatrics, perinatal, and psychiatric-mental health nurs-

ing. Please refer to the Graduate Curriculum section for the sample curriculum plan. For further information, call the Director of Marketing and Enrollment, (615) 322-3800.

Nurse Practitioner

Post-master's studies programs are available for family nurse and gerontological nurse practitioners. Please refer to the Graduate Curriculum section for the sample curriculum plan. For further information call the Director of Marketing and Enrollment, (615) 322-3800.

Nursing Administration

A post-master's study program is available for nursing administration. Please refer to the Graduate Curriculum section for the sample curriculum plan. For further information call the Department of Mental Health and Organizational Behavior, 615-322-2814.





Academic Regulations

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

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

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 specialty. 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 specialty is elected to serve in the absence of the representative.

Preregistration

Each semester, at a time specified in the calendar, all students are required to confer with their academic advisers and preregister for courses for the next semester. Priority for available space in a course is given to students who preregister. Students are requested to have alternatives for any course that may not be obtainable. During preregistration, students should check carefully with their faculty advisers concerning progress toward completing degree requirements and make the necessary revisions in their program of studies. Advanced scheduling, or preregistration, is not a substitute for registration.

Orientation

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

A spring orientation is designed for students who enter spring semester.

Registration

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

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

1. Current Tennessee licensure (active) as a Registered Nurse.
2. Adequate hospitalization insurance coverage either through the University insurance plan or by another policy. Refer to the section on the University's Hospitalization Insurance Plan for further details.
3. Negative results of either tuberculin skin test or chest X-ray taken within one year of matriculation.
4. Rubella antibody titre.
5. Hepatitis B vaccine.
6. Current CPR certification.

The School of Nursing requires continuous registration of all degree candidates. Responsibility to maintain registration rests with the student. To retain student status, the student must register each fall, spring, and summer semester or secure an approved leave of absence. Students who are registered for zero hours of Thesis (N379) or Master's Project (N377) or students who are satisfying requirements for an incomplete grade are considered degree candidates.

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

Faculty Advisers

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

Program of Studies

During the first semester of study, all students must file an approved Program of Studies with the Nursing Registrar. When a change in the program or absence from the school for one or more semesters is anticipated, the student must file an approved change in program form with the Registrar. The forms for programs of studies and subsequent changes are available from the department secretary. Copies are to be filed with the adviser and the Registrar's Office.

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.

Program of Part-Time Studies: Bridge

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

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

Registered Nurse Students

	FALL		SPRING		SUMMER	
Year 1	N201	4	N204*	2	N254	3
	N203*	2	N220*, 230*, or 240*	4	N286	3
	N236*†	3				
		<u>9</u>		<u>6</u>		<u>6</u>
Year 2	N220*, 230*, or 240*	4	N220*, 230*, or 240*	4	N260	4
	N231*	2	N250*	4	N270	3
	N237*	2			Elective	2
		<u>8</u>		<u>8</u>		<u>9</u>

*Registered Nurse students may earn credit by examination but must formally register for each course.

†N236 is not offered 1989/90. Other courses that fulfill this requirement are Psychology 221, Human Resources 1000, and Psychology 1610.

Non-Registered Nurse Students

	FALL		SPRING		SUMMER	
Year 1	N200	3	N204	2	N254	3
	N201	4	N220	4	N286	3
	N203	2	N237	2		
		<u>9</u>		<u>8</u>		<u>6</u>
Year 2	N231	2	N230 or		N260	4
	N236†	3	240	4	N270	5
	N230 or		N250	4		
	N240	4				
	<u>9</u>		<u>8</u>		<u>9</u>	

†N236 is not offered in 1989/90. Other courses that fulfill this requirement are Psychology 221, Human Resources 1000, and Psychology 1610.

Declaration of Specialty

Students admitted into the bridge (M.S.N./M.E.O.) program must formally declare their specialty before registering for any 300-level nursing courses. Students are guaranteed at least their second choice of specialty. While every effort will be made to provide students with their first choice, this cannot be guaranteed due to limitations in clinical and faculty resources in some specialty areas.

Sessions are held throughout the year to orient undeclared or undecided students to the various specialties offered. Students are required to complete a declaration of specialty form available in the Registrar's Office.

Change of Course

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

Courses may be dropped without entry in the final record within two weeks of the first day of classes. After that time, and until two weeks before the last class, courses may be dropped only after consultation with the adviser and the course instructor. Students must withdraw from courses according to the date published in the University Calendar. If the course in question is a nursing course, the student will receive the grade of *W*. If the course is taken outside the School of Nursing, grade regulations of the appropriate school will apply.

Pass-Fail Courses

Only elective courses may be taken Pass-Fail. Grades of *C* or above are recorded as *Pass*.

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

No-Credit Courses

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

Audit Courses

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

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

Class Attendance

At the beginning of the semester the instructor will explain the expectations regarding attendance and participation for a course and their influence on the evaluation process. Attendance will not affect the evaluation of the student unless the instructor announces otherwise at the beginning of the semester.

Course Load

The unit of measure of the student's work load is the semester hour. All references to credit hours are semester hours.

The normal schedule for which basic tuition is charged is 12 to 18 hours per semester. A student who wishes to carry more than 18 hours must secure authorization from the Associate Dean of Academic Programs at registration. (Additional tuition is charged for each hour over 18.) During the summer session the normal load for which basic tuition is charged is 12 to 18 hours. Loads exceeding 18 hours must be authorized by the Associate Dean for Academic Programs.

Academic Standards: Bridge Students

Class Standing

Students admitted to the bridge (M.S.N./M.E.O.) program are considered undergraduates. Bridge students are classified as juniors in the student records system while they are enrolled in 200-level nursing courses.

Grading System

All Work is graded by letters, interpreted as follows:

A+, A, A-	4.0 quality points per semester hour
B+, B, B-	3.0 quality points per semester hour
C+, C, C-	2.0 quality points per semester hour
D+, D, D-	1.0 quality points per semester hour
F	0.0 quality points per semester hour
W	Withdrawal

Plus and minus points are not calculated into the grade point average in the School of Nursing. It should be noted that *D* is not considered a passing grade in any nursing course. All *D* and *F* grades are counted in the computation of quality point ratios, unless the courses in which those grades were earned are retaken with passing grades.

AB: Absent. The designation of *AB* will be given to a student absent from the final examination who has communicated with the instructor about the absence in advance. A grade of *F* will be given if the student could not have passed the course even by passing the final examination or if the instructor had not been notified. The final examination must be taken at a time designated by the instructor.

I: Incomplete. Students for whom an extension has been authorized receive the grade of *I*, which stands until the work has been made up. The course coordinator or instructor who authorizes the extension confers with the student to establish a final time limit for completion of the missing work. Copies of the agreement are given to the student, the instructor, and the Registrar of the School of Nursing.

Essays, book reviews, papers, laboratory reports, etc., must be turned in no later than the last day a particular class meets or earlier if so specified by the instructor. The grade for work not done in compliance with this schedule is *0*, unless an extension has been granted. The student must present a petition for an extension to the course coordinator or instructor at least a day before the work is due, and the petition must be endorsed by the instructor.

Repeat Courses

Students enrolled in the generalist nursing component of the M.S.N./M.E.O. program may repeat any course creditable toward the degree, with the following exceptions: (1) a course taken in the School of Nursing may not be repeated outside the School for credit toward the degree, (2) nursing courses may be repeated only once, and (3) a course for which a grade of *C* or better was earned may not be repeated. Courses taken for a letter grade may not be repeated on a Pass-Fail basis, nor may a grade indicating withdrawal or incomplete work be counted in place of a letter grade. Only the latest grade counts in calculation of the grade point average and progress toward a degree.

Probation

The academic performance of full-time students is reviewed at the end of each semester. Full-time students are placed on academic probation unless they earn the hours and quality points specified below:

	Hours Earned	Quality Points
First Semester	12-18	36-54
Second Semester	34	102
Third Semester	49	147

The academic performance of part-time students is reviewed when the student has earned 12, 24, 36, and 49 hours. Part-time students are placed on academic probation unless they earn the minimum number of quality points specified below:

	Hours Earned	Quality Points
First Review	12	36
Second Review	24	72
Third Review	36	108
Fourth Review	49	147

A student in the generalist nursing component may be placed on probation only once. If the student's record in another semester warrants probation, the student will be dismissed. A student who is not making satisfactory progress towards the degree may be advised to withdraw or go on leave of absence or may be dropped from the School of Nursing. When a student is placed on or removed from probation, letters are sent to the student and the student's adviser.

If a student cannot improve his or her number of quality points because the needed course cannot be repeated in the following semester, the student will be continued on probation if he or she will have sufficient quality points for a 3.0 grade point average when the course is satisfactorily completed.

Progression

To progress from the generalist nursing component to the specialist nursing component, students must meet the following criteria: (1) completion of 49 hours of the generalist component with the minimum of a C grade in each course; and (2) a 3.0/4.0 cumulative grade point average.

Most required nursing bridge courses are sequential, and a student who fails to pass such a course cannot progress in the nursing curriculum. A student seeking a waiver of this policy must submit a written request to the Student Admission and Academic Affairs Committee for an exception to the rule.

As the School of Nursing is a professional school, the faculty may, for the purposes of evaluation, render opinion on the student's total ability.

A student's promotion in the program is determined by the Student Admissions and Academic Affairs Committee at the end of each semester. The committee, on the recommendation of the student's instructors, specialty coordinator, and/or academic adviser, promotes only those students who have demonstrated personal, professional, and intellectual achievement consistent with faculty expectations at the student's particular stage of professional development. Students deficient in a major area or areas will be required to repeat course/clinical work or to complete additional efforts satisfactorily in order to remedy deficiencies. Students deficient in a major undertaking or who demonstrate marginal performance in a major portion of their work may be denied further enrollment.

Academic Standards: Graduate Students

Class Standing

Students who enter the School of Nursing with a B.S.N. degree are classified as graduate students. Students who have successfully completed the generalist nursing component are also classified as graduate students when they enroll in 300-level nursing classes.

Grading System

All Work is graded by letters, interpreted as follows:

A+, A,	A-	4.0 quality points per semester hour
B+, B,	B-	3.0 quality points per semester hour
C+, C,	C-	2.0 quality points per semester hour
F		0.0 quality points per semester hour
W		Withdrawal

All *F* grades are counted in the computation of quality point ratios unless the courses in which those grades were earned are retaken with passing grades.

AB: Absent. The designation of *AB* will be given to a student absent from the final examination who has communicated with the instructor about the absence in advance. A grade of *F* will be given if the student could not have passed the course even by passing the final examination or if the instructor had not been notified. The final examination must be taken at a time designated by the instructor.

I: Incomplete. Students for whom an extension has been authorized receive the grade of *I*, which stands until the work has been made up. The course coordinator or instructor who authorizes the extension confers with the student to establish a final time limit for completion of the missing work. Copies of the agreement are given to the student, the instructor, and the Registrar of the School of Nursing.

Essays, book reviews, papers, laboratory reports, etc., must be turned in no later than the last day a particular class meets or earlier if so specified by the instructor. The grade for work not done in compliance with this schedule is *O*, unless an extension has been granted. The student must present a petition for an extension to the course coordinator or instructor at least a day before the work is due, and the petition must be endorsed by the instructor.

Repeat Courses

Students enrolled in the specialist nursing component are required to earn a minimum grade of *C* in the foundation (N308 and 374) and research (N375 and 376) courses. Students who earn *C* grades in these courses, however, must have sufficient quality points to maintain a cumulative grade point average of *B*, or a 3.0 on a 4.0 scale.

Students who do not earn at least a *B* in a specialty course with a clinical component must repeat that course.

Nursing courses may be repeated only once. Courses taken for a letter grade may not be repeated on a Pass-Fail basis, nor may a grade indicating withdrawal or incomplete work be counted in place of a letter grade. Only the latest grade counts in calculation of the grade point average and progress toward a degree.

Probation

The academic performance of full-time and part-time graduate students is reviewed when the student has earned 12, 24, and 39 hours. Graduate students are placed on academic probation unless they earn the minimum number of quality points specified below:

	Hours Earned	Quality Points
First Review	12	36
Second Review	24	72
Third Review	39	117

Students in the specialist nursing component must earn a 3.0/4.0 grade point average each semester and at least a *B* in each course that contains a clinical component. A student in the specialist component who has not met these requirements may be placed on probation if the faculty has reason to expect successful performance in succeeding work. A student in the specialist component may be placed on probation only once. The student receives written notice of probationary status; copies are sent to the specialty director and the School of Nursing Registrar.

Progression

Most required specialist nursing courses are sequential, and a student who fails to pass such a course cannot progress in the nursing curriculum. Students who earn less than a C in N306, 308, or 374 are not able to enroll in their final specialty clinical course until N306, 308, or 374 has been successfully repeated.

A student seeking a waiver of course sequence must submit a written request to the Student Admission and Academic Affairs Committee.

As the School of Nursing is a professional school, the faculty may, for the purposes of evaluation, render opinion on the student's total ability. A student's promotion in the program is determined by the Student Admissions and Academic Affairs Committee at the end of each semester. The committee, on the recommendation of the student's instructors, specialty coordinator, and/or academic adviser, promotes only those students who have demonstrated personal, professional, and intellectual achievement consistent with faculty expectations at the student's particular stage of professional development. Students deficient in a major area or areas will be required to repeat course/clinical work or to complete additional efforts satisfactorily in order to remedy deficiencies. Students deficient in a major undertaking or who demonstrate marginal performance in a major portion of their work may be denied further enrollment.

Terminating Disciplinary Actions

A student who is not making satisfactory progress toward a degree may be advised to withdraw or go on leave of absence, or may be suspended or dropped from the University.

When asked to withdraw, the student meets with the Associate Dean for Academic Programs and determines whether or not to return. Suspension is for either an indefinite or a stipulated period. If the latter, the student may return at the end of the period; if the former, the student is eligible to return after giving the Student Admission and Academic Affairs Committee substantial evidence of preparation to carry on studies successfully. A student who has been dropped may apply to the Student Admission and Academic Affairs Committee for readmission after an intervening period of not less than one semester. The committee will consider such cases on presentation of substantial evidence of a responsible and successful period of work or study during the intervening period. A former student having successfully completed a tour of duty in the armed forces will be classified in this category. There is no guarantee, however, that a student will be readmitted. This will depend on (1) the faculty's evaluation of the likelihood of the applicant's successful performance in succeeding work; (2) the competition of other applicants; and (3) class space available.

A student readmitted after having been advised to withdraw, or after having been suspended or dropped, is on probation during the first semester back in residence.

Student Complaint and Grievance Procedure

If at any time as student has concerns regarding a course or an instructor, the student should first discuss his or her concerns with the course instructor. If satisfaction is not achieved, the student should confer with the course coordinator. If the student is not satisfied with the resolution of the problem, he or she should meet with the Department Chair. If further discussion is needed, the student should meet with the Associate Dean and then the Dean.

Additional information on complaint and grievance procedures can be found in the *Student Handbook*.

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.

A final examination schedule is issued for each term, allowing two hours for a final examination in each course. Each in-class final examination must be given at the time indicated on the schedule.

A number of alternatives to standard, in-class examinations are permitted at the instructor's discretion. These include take-home and self-scheduled examinations, oral examinations, and term papers. There might be no final examination at all if there are adequate opportunities for evaluation during the semester. A take-home, self-scheduled, or oral examination should be approximately equivalent to an in-class examination. Final examinations must be conducted during the final examination period at the end of the seven-week module or at the end of the semester.

Any student more than fifteen minutes late to an examination must present a satisfactory excuse. No student will be admitted after the first hour.

Grade Reports

Students are notified of mid-semester deficiencies by conference and in writing; copies of the notice are sent to the faculty adviser and the Registrar of the School of Nursing. Students receiving mid-semester deficiencies are encouraged to meet with the course instructor and their faculty adviser to identify resources available to assist the student in successfully completing the course.

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

Program Evaluation

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

Leave of Absence

Leaves of absence are granted for one semester or one year. Application forms are available from the office of the School of Nursing Registrar. Leaves must be approved by the academic adviser and the Associate Dean for Academic Programs. Leaves of absence are counted in the total time taken to complete the degree. Since the program runs year around, students must take a leave of absence for any semester they are not in attendance. The student files a Change in Program form and exchanges the regular identification card for a special Leave of Absence identification card. At the end of the leave of absence, the student must notify the Registrar in writing of the intent to return or not return. A student failing to register at the conclusion of the stated leave period will be withdrawn from the University and must reapply for admission unless the leave is extended by the Associate Dean for Academic Programs. Those without authorized leave who do not register are dropped from the rolls and are not considered students. If they wish to resume graduate study, they must reapply for admission.

Withdrawal from the University

Students planning to withdraw from the University must report to their academic adviser 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 notices of events and announcements pertaining to the University community. It is the responsibility of the student to keep informed of any event or announcement applicable to the School of Nursing. Failure to know of an officially required event is not an excuse for non-attendance.

Transportation

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

Uniform

The uniform worn in the clinical area serves to identify the student in the bridge program. Students in the bridge program are required to have at least two white uniforms with the Vanderbilt University School of Nursing insignia sewn on the left sleeve. Female students wear white stockings and white regulation uniform shoes. Male students wear white socks and white regulation uniform shoes. A nursing cap is not considered part of the uniform.

An identification badge, available through the School of Nursing, is always worn when the student is in the clinical area. Some clinical situations require a white laboratory coat, street clothes, or hospital-provided uniform.

Accessory items needed are a watch with a second hand; ball-point pens with blue, black, red, and green ink; bandage scissors; and a stethoscope. The only jewelry that may be worn with the uniform is a watch, a wedding band, small earrings for pierced ears, and pins designating professional organizations.

The uniform for graduate students varies by specialty. The faculty designates appropriate professional apparel for students taking specialty nursing courses. An identification badge is always worn when the student is in a clinical area.

Students in uniform are expected to be well groomed at all times.

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.

Commencement

To participate in the commencement ceremony, a student must have completed all degree requirements. The University holds its annual com-

mencement ceremony in May, at the end of the spring semester. A student completing degree requirements will be officially graduated, however, at the close of the semester in which the degree is earned, with such graduation recorded on the student's permanent record. Students who graduate at the close of summer school or the fall semester are encouraged to join spring graduates in the next graduation ceremony. Those unable to do so may receive their diplomas by mail.

Eligibility for Registered Nurse (R.N.) Licensure

Upon meeting the requirements specified by the Tennessee State Board of Nursing and upon recommendation by the faculty and the Dean, students are eligible to write to the National Council on Licensure Examination to become a Registered Nurse (NCLEX-R.N.). Once licensure as an R.N. is obtained and the M.S.N. degree requirements are completed, graduates are eligible to practice nursing anywhere in the United States.

Students who are not successful on the first writing of the NCLEX-R.N. are subject to immediate withdrawal from courses with a clinical component. Once an R.N. license is obtained, the student may enroll in courses with a clinical component.

Non-R.N. students are required to take examinations specified by the Associate Dean for Academic Programs to prepare for the NCLEX-R.N. Students will be billed for the examinations through their student accounts.





Honors and Awards



Sigma Theta Tau

The Iota chapter of Sigma Theta Tau, international honor society of nursing, was installed at Vanderbilt University on 3 June 1953. Sigma Theta Tau is professional rather than social, and its purpose and functions may be compared to other honor societies. Sigma Theta Tau is a member of the Association of College Honor Societies.

Election to membership in the society is limited to students who have shown marked qualities of character, leadership, and ability in nursing and who have maintained a high scholastic average. Students in the direct entry M.S.N. program are eligible for membership after having completed one-fourth of the required curriculum. Students in the Master of Science in Nursing with Multiple Entry Options (M.S.N./M.E.O. or bridge) program are eligible for membership after having completed 30 hours of the required bridge curriculum.

Founder's Medal

The Founder's Medal for First Honors is conferred annually upon the graduating student in the School of Nursing who, in the judgment of the faculty, has achieved the strongest record in the several areas of personal, professional, and academic performance in meeting the requirements for the Master of Science in Nursing degree.

Amy Frances Brown Prize for Excellence in Writing

This prize is awarded each year there is a worthy candidate among the graduates of the School of Nursing. The selection is based upon papers submitted to meet course requirements in either the generalist or specialist nursing component of the curriculum.

Honor Scholarships

Vanderbilt's highly competitive Honor Scholarship program is based on academic merit. Honor Scholarships are awarded in recognition of exceptional accomplishment and high promise in the field of nursing. The applicant's total record is considered, with particular attention to academic performance, standardized text scores, and recommendations.

Bridge (M.S.N./M.E.O.) Program

THE C. W. KEMPKAU SCHOLARSHIP is awarded to an outstanding student in each entering class. The yearly stipend continues for the second year of study, subject to satisfactory academic performance.

THE DEAN'S HONOR SCHOLARSHIPS are granted each year to selected students entering the School of Nursing. The yearly stipend continues for the second year of study, subject to satisfactory academic performance.

M.S.N. Program

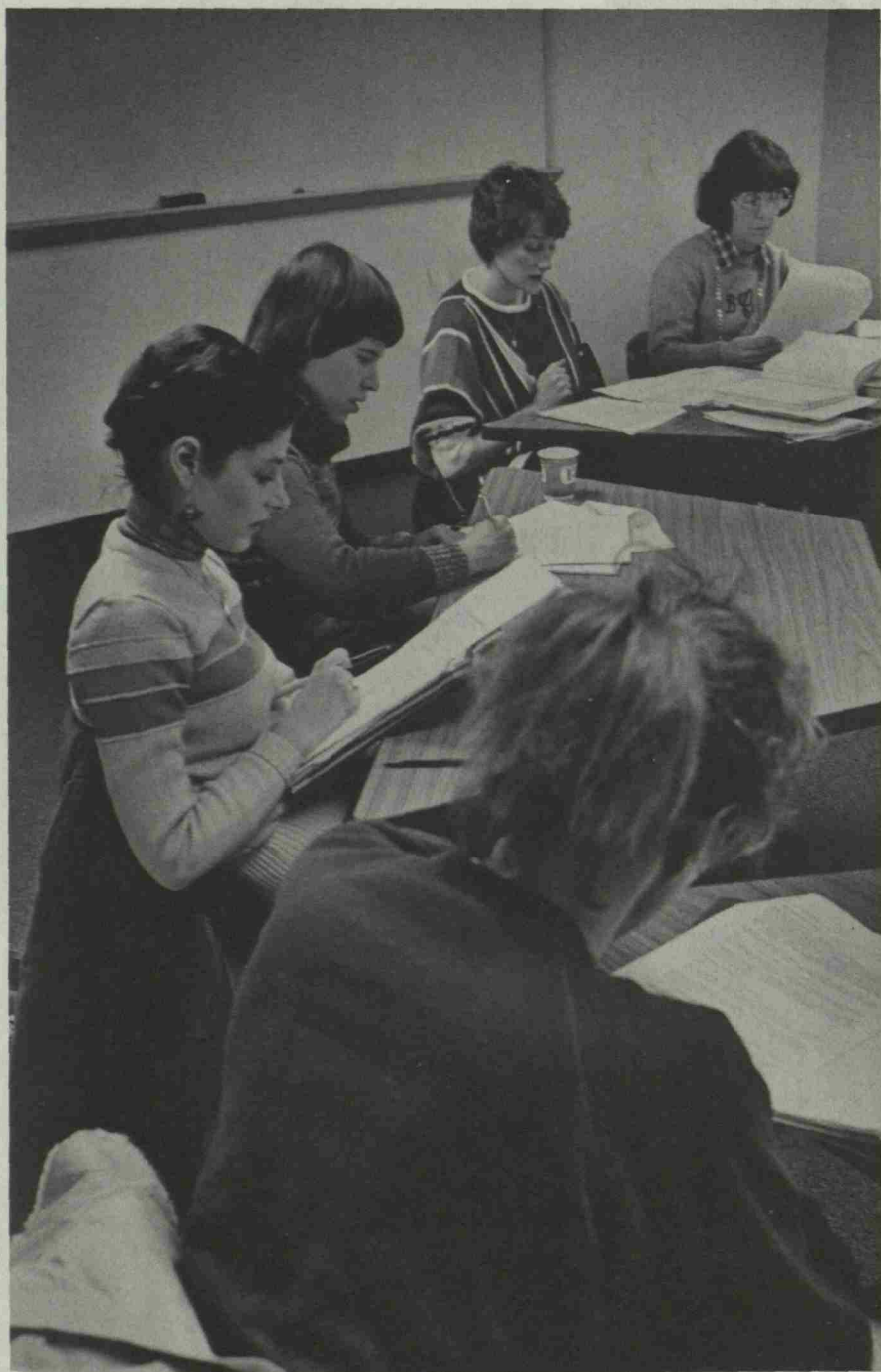
HAROLD STIRLING VANDERBILT (HSV) SCHOLARSHIP honors the memory of the great-grandson of Commodore Cornelius Vanderbilt and president of the University's Board of Trust from 1955 to 1968. The scholarship covers full tuition for three semesters. Selection is based on academic excellence and potential for contribution to the Nursing profession; financial need is not a criterion.

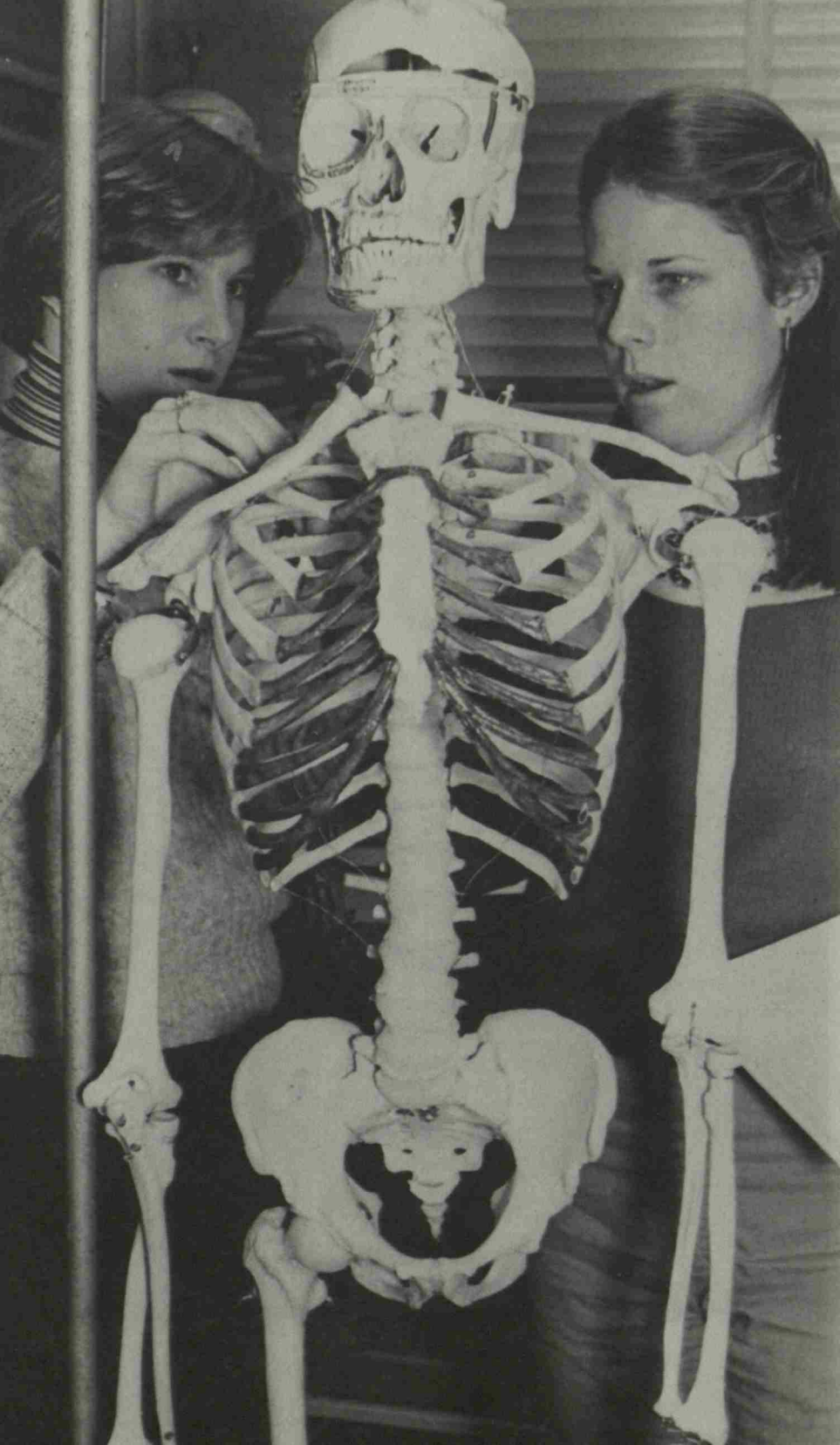
THE DEAN'S GRADUATE HONOR SCHOLARSHIP is awarded to a full-time graduate student each year. The stipend covers full tuition for three semesters. Selection is based on academic excellence and potential for contribution to the nursing profession; financial need is not a criterion.

THE LILLIAN CARY SCHOLARSHIP is awarded to a graduate student in the Primary Care Specialty. Selection is based on academic merit.

THE FRANCES HELEN ZIEGLER TUNNELL GRADUATE HONOR SCHOLARSHIP was endowed through the will of this former dean of the School of Nursing.

THE JULIA HEREFORD ALUMNI SCHOLARSHIP FUND. Open to School of Nursing alumni, 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 are expected to return to Vanderbilt. Recipients are selected by a committee of faculty members and alumni. Direct inquiries to the president of the Nursing Alumni Association, Office of Alumni and Development, School of Nursing.





Financial Information



Tuition and Fees

The Master of Science in Nursing degree is a three-semester program entered directly; entered through the bridge it is a six-semester program. Bridge and M.S.N. students attend fall, spring, and summer sessions. Bachelor of Science in Nursing students attend fall and spring sessions. Tuition is itemized as follows:

B.S.N., Bridge, and M.S.N. \$5,750 per semester, fall, spring, or summer session, for 12 to 18 hours. Students enrolled for fewer than 12 hours are charged \$479 per credit hour.

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

The charge for students registered for zero hours of Thesis (N379) or Master's Project (N377) is one half (0.5) credit hour of the posted hourly tuition. Registration and payment of fees retains student status.

Students taking an incomplete in a course register for zero hours until removal of the incomplete grade. The charge for each course in which an incomplete is recorded is one-half (0.5) credit hour of the posted hourly tuition. Registration and payment of fees retain student status.

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.

Tuition Payment Programs

Tuition payment programs are available through the Knight Tuition Payment Plans. These plans are the: Tuition Stabilization Plan, Vanderbilt Ten-Month Payment Plan, Insured Tuition Payment Plan, and Vanderbilt Unsecured Loan Plan. Pamphlets describing these plans are available on request from the Office of Student Accounts, the Office of Financial Aid, or Knight Tuition Payment Plans (1-800-225-6783).

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 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 (1989/90)

Application	\$ 50
Matriculation for direct entry M.S.N. program	100
Matriculation for bridge (M.S.N./M.E.O.) program	200
Student Activities, full year*	140/260
Student Recreation fee (spring semester)	60
Laboratory fee for N200	35
Laboratory fee for N203	10
Liability Insurance Coverage	25
Thesis binding (per copy)	15

Other Academic Fees (1989/90)

Hospitalization insurance (estimate)	\$450
Late registration	30
Change of course during change period	5
Change of course after change period	10
Preceptorship (per credit hour)	479
Mosby AssessTest (non-RNs only)	25

*Students in the bridge (M.S.N./M.E.O.) program are classified as undergraduate students during the generalist nursing component and, therefore, pay the undergraduate activities fee of \$260, entitling them to certain athletic, social, and cultural events for a full year. The undergraduate identification card, accompanied by a validation card for the current semester, serves as an admission ticket to University activities.

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

Hepatitis B vaccine is available, at student expense, through Student Health Services. The charge for Hepatitis B Vaccine in 1988/89 was \$140.

Activities Fee/Recreation Fee

The Student Activity Fee (Sarratt and University programs) and the Student Recreation Fee will be waived, upon petition by the student, if the student is registered for 4 or fewer semester hours or if he or she resides while a student beyond fifty miles from the campus. Petitions for waiver of the fall semester fees must be received by 15 October and for spring semester fees by 15 February at the Office of Student Organizations and Events, Box 152 Peabody Station, Nashville, Tennessee 37203.

Pre-Nursing Laboratory Fee

Students are charged a \$35.00 laboratory fee for N160a, Human Anatomy. The fee is billed through students accounts.

Transcripts

On written authorization from the student, the Office of the University Registrar will provide transcripts of the student's academic record, charging a fee of \$2 per transcript. Transcripts will not be released for students with delinquent accounts.

Professional Liability Insurance

Students will be automatically covered with professional liability insurance. Payment of premium is required of all enrolled nursing students at the time of registration. Payment of premium is required regardless of any other professional liability coverage the student might have, even for students taking only didactic courses. The policy covers students only in their practice as a nursing student and does not extend to coverage of nursing practice outside of the student role.

The annual premium is payable in addition to tuition. Details of the policy are available at the University insurance office, and students are encouraged to familiarize themselves with these details and with their responsibilities in this regard.

Preceptorship

Students and faculty share the responsibility for locating preceptorship sites. Guidelines for selecting an appropriate site are available from the Specialty Director. Students register for a preceptorship at the beginning of the semester.

Thesis/Master's Project

Students are required to register for thesis or master's project credit each semester from the time of committee/adviser selection until final approval of the completed thesis/project. Students who fail to register each semester will automatically be withdrawn from the University and will have to reapply for admission.

Students completing a thesis are expected to have it published by having it microfilmed. A fee is charged for the microfilming service.

Students who enter with a B.S.N. are required to complete their thesis/master's project within six years of registering for their first course. Students who enter through the bridge (M.S.N./M.E.O.) program are required to complete their thesis/master's project within eight years of registering for their first course.

Employment Opportunities for Spouses

Nashville is a city of 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. Numerous opportunities for employment in the health care industry exist in the Medical Center and in local hospitals and community health agencies.

Every effort is made to find a position within the University for spouses of students. If interested, spouses should make inquiry at the Vanderbilt Employment Center, Box 160 Peabody Station, Nashville, Tennessee 37205 (telephone: [615] 322-8300).

Financial Aid

Financial aid is available from several sources for both full- and part-time students. Students receiving financial assistance are bound by the requirements of the funding source as to credit hours and employment policies.

Students in the bridge (M.S.N./M.E.O.) program wishing to apply for aid based on need are required to complete the Undergraduate Financial Aid Application and a College Scholarship Service Financial Aid Form (FAF). These forms should be submitted by 15 April for the next academic year. Additional information about aid to undergraduate students is available from the Financial Aid Office, 232 Alexander Hall, Vanderbilt University, Nashville, Tennessee 37240.

Students in the M.S.N. program who wish to apply for need-based financial aid should complete a Graduate Financial Aid Application and a Graduate and Professional School Financial Aid Statement (GAPSEAS). Students wishing to obtain a loan apply directly to the Financial Aid Of-

office (address above). Those wishing to be considered for a Federal Traineeship through the School of Nursing must file a Graduate Financial Aid Statement and a GAPSEAS. The Graduate Financial Aid Statement and GAPSEAS forms are available through the Financial Aid Office and the School of Nursing Enrollment Office

No special application is required for consideration for awards on the basis of academic merit. To be considered, however, applications for admission must be on file by 1 May for the next academic year.

Registered Nurse students are encouraged to explore funding available through various professional organizations and through tuition reimbursement benefits offered by their employers. Professional organizations that may offer funding for graduate education include the Nurses' Educational Fund, American Cancer Society, State Nurses Associations, American Association of Operating Room Nurses, Nurses Association of the American College of Obstetricians and Gynecologists, and the National Association of School Nurses.

In addition to a variety of sources of student aid, reductions in excess of fifty percent of full-time and part-time tuition are available for a limited number of qualified Tennessee residents.



SCHOOL FOR NURSING

F.D. 1925

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Faculty



- JUNE C. ABBEY, Associate Dean for Research and Evaluation; Director of the Center for Nursing Research; Professor of Nursing
B.S., M.S., Ph.D. (California, Berkeley); R.N.
- BARBARA CHRISTMAN ADAIR, Associate Dean for Academic Programs; Associate Professor of Nursing
B.S.N. (Michigan); M.S.N. (Vanderbilt); R.N.
- FRANCES C. ADKINS, Adjoint Instructor in Nursing
B.S. (San Jose State); M.S. (Colorado); R.N.
- BARBARA D. AHLHEIT, Adjoint Instructor in Nursing
B.S. (Memphis State); M.S.N. (Tennessee); R.N.
- WILLIAM A. ALTEMEIER III, Professor of Pediatrics; Professor of Nursing; Investigator, John F. Kennedy Center
B.A. (Cincinnati); M.D. (Vanderbilt)
- ADRIENNE AMES, Assistant Administrator, Vanderbilt University Hospital; Associate Clinical Professor of Nursing
B.S.N. (Virginia); M.S.N. (Vanderbilt); R.N.; C.F.N.C.
- KATHERINE E. ANDERSON, Adjoint Instructor in Nursing
B.S. (Tennessee); M.S.N. (Vanderbilt); R.N.
- SARA K. ARCHER, Professor of Nursing, Emerita
B.S. (Miami [Florida]); M.S., Ed.D. (Boston); R.N.
- LOUISE ARKIN, Assistant Administrator, Vanderbilt University Hospital; Clinical Instructor in Nursing
B.S. (Vanderbilt); M.S. (Rochester); R.N.
- DOUGLAS R. ARRINGTON, Adjoint Instructor in Nursing
B.S. (Utah); M.S.N. (Vanderbilt); R.N.
- CAROLYN S. AUBREY, Adjoint Instructor in Nursing
B.S. in Nurs. (Evansville); M.S.N. (Vanderbilt); R.N.
- LUCILLE H. AULSEBROOK, Associate Professor of Anatomy in Nursing
B.A., M.A. (Texas); Ph.D. (Arkansas)
- WENDY L. BAKER, Adjoint Instructor in Nursing
B.S. (Vanderbilt); M.S. (Michigan); R.N.
- SANDRA M. BASIL, Adjoint Assistant Professor of Nursing
B.S.N. (West Virginia); M.S.N. (Vanderbilt); R.N.
- ETHEL HINES BATTLE, Adjoint Instructor in Nursing
B.S.N. (Dillard); M.S.N. (Vanderbilt); R.N.
- ROXELYN G. BAUMGARTNER, Adjoint Assistant Professor of Nursing
B.S. (Saint Xavier); M.S. (Rush); R.N.
- PAULA KATHERINE BEAVER, Adjoint Instructor in Nursing
B.S.N. (Tennessee); M.S.N. (Tennessee); R.N.
- VICKI ANN SCHWARTZ BEAVER, Adjoint Assistant Professor of Nursing
B.S.N. (Vanderbilt); M.S.N. (California, San Francisco); R.N.
- NANCY K. BEDFORD, Adjoint Instructor in Nursing
B.S. in Nursing (Evansville); M.S.N. (Vanderbilt)
- DONNA M. BEHLER, Adjoint Assistant Professor of Nursing
B.S. (Maryland); M.S.N. (Vanderbilt)
- HARVEY E. BENNETT, Head Nurse Clinician, Student Health Service; Adjoint Instructor in Nursing
B.S. (Georgia Institute of Technology); M.S.N. (Vanderbilt); R.N.
- CAROLYN J. BESS, Associate Professor of the Practice of Nursing
B.S.N., M.S.N. (Vanderbilt); R.N.
- HAZEL L. BEST, Adjoint Assistant Professor of Nursing
B.S., M.A. (Columbia); R.N.
- VIRGINIA T. BETTS, Associate Professor of Nursing (On leave 1989/90)
B.S.N. (Tennessee); M.S.N. (Vanderbilt); J.D. (Y.M.C.A. Night Law School); R.N.
- HELEN F. BIGLER, Professor of Nursing
B.S.N., M.N. (University of Washington); D.N.Sc. (Boston); R.N.
- LOWANNA S. BINKLEY, Adjoint Assistant Professor of Nursing
B.S.N. (Indiana); M.A. (Peabody); R.N.
- JEAN B. BLACKBURN, Adjoint Instructor in Nursing
B.S.N. (Florida State); M.S.N. (Vanderbilt)
- JOYCE PAGE BLACKBURN, Lecturer in Nursing
B.S.N., M.S.N. (Vanderbilt); R.N.

- MARILYNN K. BODIE, Adjoint Assistant Professor of Nursing
B.S.N. (Iowa); M.N. (Emory); Ph.D. (Georgia); R.N.
- ROSEMARY A. BOWMAN, Adjoint Instructor in Nursing
B.A. (South Alabama); M.B.A. (Denver); R.N.
- CATHLEEN K. BRANNEN, Director of Finance and Administration; Adjoint Instructor in Finance in Nursing
M.B.A. (Vanderbilt)
- DIANA D. BRANSFIELD, Assistant Professor of Nursing; Assistant Director of the Center for Nursing Research
B.S. (Connecticut); M.S.N. (Yale); M.A., Ph.D. (Yeshiva)
- ELIZABETH P. BROOKING, Adjoint Instructor in Nursing
B.S.N., M.S.N., M.B.A. (Vanderbilt); R.N.
- ANNE W. BROWN, Adjoint Instructor in Nursing
B.S.N., M.S.N. (Vanderbilt); R.N.
- BARBARA J. BROWN, Adjoint Associate Professor of Nursing
B.S.N., M.S.N., Ed.D. (Marquette); R.N.
- STEPHANIE BRYAN, Adjoint Instructor in Nursing
B.S. (Middle Tennessee State); B.S.N. (Tennessee); M.S.N. (Vanderbilt); R.N.
- MARTHA MCDANIEL BUCKNER, Adjoint Instructor in Nursing
B.S.N. (Western Kentucky); M.S.N. (Vanderbilt)
- KATHLEEN M. BURNS, Adjoint Instructor in Nursing
B.S.Nsg., M.N.Ed. (Pittsburgh); R.N.
- LEANNE C. BUSBY, Lecturer in Nursing
B.S.N. (Western Kentucky); M.S.N. (Vanderbilt)
- WANDA R. BUTLER, Adjoint Instructor in Nursing
B.S.N. (Tennessee State); M.S.N. (Vanderbilt); R.N.
- SHIRLEY M. CALDWELL, Assistant Professor of the Practice of Nursing
B.S.N. (Point Loma); M.S.N., Ed.D. (Vanderbilt); C.F.N.C.; R.N.
- GLORIA W. CALHOUN, Associate Clinical Professor of Nursing
B.S.N. (Florida); M.S.N. (Vanderbilt); D.S.N. (Alabama, Birmingham); R.N.
- NORMA CALWAY-FAGEN, Adjoint Instructor in Nursing
B.A., M.A., Ph.D. (Peabody)
- DAWN CAMP-SORRELL, Adjoint Instructor in Nursing
B.S. (Alabama); M.S. in Nursing (Alabama, Birmingham)
- TERRY CAPTON-SNELL, Adjoint Instructor in Nursing
R.N.; C.N.M.
- ROBIN CARRITHERS, Adjoint Instructor in Nursing
B.S.N. (Vanderbilt); M.S.N. (Louisville); R.N.
- PAULA Y. CARROLL, Adjoint Instructor in Nursing
B.S.N. (North Carolina); M.S.N. (Vanderbilt); R.N.
- MARY HELEN M. CASTILLO, Associate Professor of Nursing
B.S.N., M.S.N. (Texas); Ph.D. (New Mexico State); R.N.
- SYDNEY EVANS CATLETT, Adjoint Instructor in Nursing
B.S.N., M.S.N. (Vanderbilt); R.N.
- DEBORAH A. CHERRINGTON, Adjoint Instructor in Nursing
B.S., M.S.N. (Vanderbilt); R.N.
- BARBARA CLINTON, Director of the Center for Health Services; Adjoint Instructor in Nursing
B.A. (State University of New York College at Buffalo); M.S.W. (Georgia)
- COLLEEN CONWAY-WELCH, Dean; Professor of Nursing
B.S. (Georgetown); M.S.N. (Catholic); Ph.D. (New York); R.N.; C.N.M.
- A. GENE COPELLO, Assistant Professor of Medicine (Medical Ethics); Assistant Professor of Clinical Nursing Ethics
B.A. (Eckerd); M.S.S.W. (Tennessee); M.Div., D.Min. (Vanderbilt)
- ANN SHORE CROSS, Adjoint Instructor in Nursing
B.S.N. (Tennessee); M.S. (Colorado); R.N.
- SUSAN LAYNE CRUTCHFIELD, Adjoint Instructor in Nursing
B.S. (Middle Tennessee State); M.S.N. (Vanderbilt); R.N.
- BARBARA S. CULLEY, Adjoint Instructor in Nursing; Adjoint Instructor in Pediatrics
B.S. (Alabama); M.R.E. (Southern Methodist); M.S.N. (Vanderbilt); R.N.
- REBECCA C. CULPEPPER, Assistant Administrator, Vanderbilt University Hospital; Assistant Clinical Professor of Nursing Administration
B.S.N. (Baylor); M.S. (Tennessee State); R.N.
- JANE B. DADDARIO, Lecturer in Nursing
B.S.Nur. (Villanova); M.S. (Boston); R.N.
- F. DENISE DAILEY, Adjoint Instructor in Nursing
B.S. (Middle Tennessee State); M.S.N. (Vanderbilt); R.N.

- CAROL S. DALGLISH, Adjunct Assistant Professor of Nursing
B.S. (Loretto Heights); M.S. (Colorado); R.N.
- CAROL J. DASHIFF, Associate Professor of Nursing and Chair of the Department of Physiological and Psychosocial Nursing; Associate Professor of Psychiatry
B.S.N. (Florida State); M.N. (Florida); Ph.D. (Florida State); R.N.
- TERRY L. DAVIDSON, Adjunct Instructor in Nursing
B.S.N., M.S.N. (Vanderbilt); R.N.
- DARWYN DAVIS, Adjoint Instructor in Nursing
R.N.
- SUSAN MARIE DENGLER, Adjunct Instructor in Nursing
B.S. (Maryville [Missouri]); M.S.N. (Saint Louis); R.N.
- CATHERINE E. DENNIS, Associate Professor of Nursing
B.S.N. (Arizona State); M.S.N., C.A.G.S. (Boston); R.N.
- DEBORAH KAY DODD, Adjunct Instructor in Nursing
B.S. in N. (Tennessee Technological); M.S.N. (Vanderbilt); R.N.
- MARY LOUISE DONALDSON, Professor of Nursing
B.S.N., M.S.N. (Vanderbilt); Ph.D. (Peabody); R.N.
- SUSAN C. DONLEVY, Assistant in Pediatrics; Assistant Clinical Professor of Nursing
B.S.N. (Tennessee); M.S.N. (Vanderbilt); R.N.
- KATHY SABRINA DOWNS, Adjunct Instructor in Nursing
B.S. (Murray State); M.S.N. (Vanderbilt); R.N.
- ELLA V. DRINNON, Adjoint Instructor in Nursing
B.S. (American); M.Ed. (Vanderbilt); R.N.
- MARILYN A. DUBREE, Assistant Administrator, Vanderbilt University Hospital; Assistant Clinical Professor of Nursing
B.S.N. (Medical College of Georgia); M.S.N. (Vanderbilt); R.N.
- ANN PETERSON DUNCAN, Adjoint Assistant Professor of Nursing
B.S. in Nurs. (Berea); M.P.H. (Minnesota)
- ANGELI R. DURM, Adjunct Instructor in Nursing
B.S.N. (Tennessee); M.S.N. (Kentucky); R.N.
- FRANCES M. EDWARDS, Adjunct Instructor in Nursing
B.S.N., M.S.N. (Vanderbilt); R.N.
- SUSAN F. ELLIOTT, Adjunct Instructor in Nursing
B.S.N. (Tennessee, Nashville); M.S.N. (Vanderbilt); R.N.
- TERRI L. ERWIN, Adjunct Instructor in Nursing
B.S. (Murray State); M.S.N. (Vanderbilt); R.N.
- CAROL ETHERINGTON, Adjunct Instructor in Nursing
B.S. in Nur. (Catherine Spalding); M.S.N. (Vanderbilt); R.N.
- JACQUELINE FAWCETT, Adjunct Associate Professor of Nursing
B.S. (Boston); A.M., Ph.D. (New York); R.N.
- BARBARA L. FORBES, Adjunct Instructor in Nursing
B.S. (Boston College); M.S.N. (Vanderbilt)
- MELISSA B. FORD, Adjunct Instructor in Nursing
B.S.N., M.S.N. (Vanderbilt)
- JOAN FURMAN-SEABORG, Adjunct Instructor in Nursing
A.B. (Tennessee); M.S.N. (Vanderbilt); R.N.
- FAITH HABER GALBRAITH, Adjoint Instructor in Nursing
B.S. in Ed. (Youngstown State); M.Ed. (Pittsburgh)
- VIRGINIA M. GEORGE, Associate Professor of Nursing
B.S.N. (Vanderbilt); M.S.N. (Alabama); M.A. (Peabody); R.N.; C.F.N.C.
- FRANCIS W. GLUCK, JR., Associate Clinical Professor of Medicine; Adjunct Assistant Professor of Primary Care Nursing
B.A. (Williams); M.D. (Johns Hopkins)
- STUART R. GOLDSTEIN, Adjoint Instructor in Nursing
B.S. (Boston); M.S.N. (Emory); R.N.
- JUDITH G. GOODWIN, Adjunct Instructor in Nursing
M.S.N. (Vanderbilt)
- ERLINE H. GORE, Professor of Psychiatric Nursing, Emerita
B.S.N., M.S.N. (Vanderbilt); R.N.
- JOHN W. GREENE, Director of the Zerfoss Student Health Center; Associate Professor of Pediatrics; Associate Professor of Pediatric Nursing
A.B. (West Georgia); M.D. (Medical College of Georgia)
- BARBARA FOX GRIMES, Associate Professor of Nursing
B.S.N. (Vanderbilt); M.S. in N. (Case Western Reserve); R.N.
- VICTORIA SMITH HARKINS, Adjunct Instructor in Nursing
B.S.N. (Emory); M.S.N. (Vanderbilt); R.N.
- TWILA W. HARMON, Adjunct Instructor in Nursing
B.S. in Nursing (Alabama); M.S.N. (Vanderbilt)

- AMY HARSHMAN, Director of Enrollment Management and Marketing; Adjoint Instructor in Marketing in Nursing
B.A. (Vanderbilt); M.P.A. (Tennessee State)
- ELIZABETH KERR HAY, Associate Professor of Nursing
B.A. (Randolph-Macon); B.S. (Columbia); M.S.N. (Vanderbilt); R.N.
- MARGARET KAY HAYES, Adjunct Instructor in Nursing
B.S.N., M.N. (Florida)
- JANET SUZANNE HINDLE, Assistant Professor of Medical-Surgical Nursing
A.B., B.S. (Virginia Commonwealth); A.M., Ph.D. (New York); R.N.
- DERENDA SUE HODGE, Adjunct Instructor in Nursing
B.S. (Tennessee); M.S. (Vanderbilt); R.N.
- BARBARA JEAN HOLMES, Adjunct Instructor in Nursing
B.S.N., M.S.N. (Vanderbilt); R.N.
- BARBARA J. HOLTZCLAW, Associate Professor of Medical-Surgical Nursing; Associate Director of the Center for Nursing Research
B.S.N. (Oklahoma); M.S. (California, Berkeley); Ph.D. (Oklahoma); R.N.
- NANCY A. HOSKINS, Adjunct Instructor in Nursing
B.S.N. (Western Kentucky); M.S.N. (Vanderbilt); R.N.
- CAROLE I. HUDGINGS, Adjunct Assistant Professor of Nursing
B.S. (Northeast Louisiana); M.S.N., Ph.D. (Texas); R.N.
- ELIZABETH ANN COLVIN HUFF, Associate in Obstetrics and Gynecology; Adjunct Instructor in Nursing
B.S.N., M.S.N. (Vanderbilt); R.N.
- REBECCA J. INGLE, Adjunct Instructor in Nursing
B.S.N., M.S.N. (Vanderbilt); R.N.
- SHERYL ANN JACKSON, Adjunct Instructor in Nursing
B.S.N. (Tennessee); M.S.N. (Vanderbilt); R.N.
- JENNIFER E. JENKINS, Adjunct Instructor in Nursing
B.S. (Tennessee); M.B.A. (Memphis State); R.N.
- JUDITH M. JENKINS, Adjunct Instructor in Nursing
B.S. in Nr. (Saint Louis); M.S.N. (Vanderbilt); R.N.
- NELLA JEAN JOHNSON, Adjoint Instructor in Nursing
B.S.N. (State University of New York); R.N.
- SUE M. JONES, Adjunct Instructor in Nursing
B.S.N., M.S.N. (Vanderbilt); R.N.; C.F.N.C.; Certified Obstetrics/Gynecology Nurse Practitioner
- VALINDA JONES, Assistant Administrator, Vanderbilt University Hospital; Clinical Instructor in Nursing
B.S.N., M.S.N. (Indiana-Purdue at Indianapolis); R.N.
- MARY EVELYN K. KEMP, Professor of Maternal-Child Nursing, Emerita
B.S.N., M.S.N. (Vanderbilt); R.N.
- JOY D. KIMBRELL, Adjunct Instructor in Nursing
B.S.N. (East Tennessee State); M.S.N. (Vanderbilt); R.N.
- JOAN E. KING, Associate Professor of the Practice of Medical-Surgical Nursing
B.S.N., M.S.N. (Vanderbilt); Ph.D. (Peabody); R.N.
- PATRICIA A. ONEY KINMAN, Adjunct Instructor in Nursing
B.S. in N. (Berea); M.S.N. (Vanderbilt); R.N.
- IRIS A. KOZIL, Adjoint Instructor in Nursing
B.S. (Mundelein)
- SHARON B. KRAJNAK, Adjunct Instructor in Nursing
B.S. in Nurs. (Berea); M.S. in Nursing (Alabama, Birmingham); R.N.
- JOYCE K. LABEN, Professor of Nursing
B.S.N. (Michigan); M.S. (California, San Francisco); J.D. (Suffolk); R.N.
- LARRY E. LANCASTER, Associate Professor of Nursing
B.S.N. (Evansville); M.S.N., Ed.D. (Vanderbilt); R.N.
- MARY ANN LAUBACHER, Adjunct Instructor in Nursing; Adjunct Assistant in Medicine
B.S.N. (Southern Oregon State); M.N. (Oregon Health Sciences)
- LEONARD C. LINDSAY, Assistant Professor of the Practice of Nursing
B.S. (Tennessee); B.S.N. (Tennessee, Memphis); M.S.N. (Tennessee); R.N.
- JANIE LIPPS, Adjunct Instructor in Nursing
B.S., M.S. (Medical College of Virginia); R.N.
- DEBORAH J. LOISEAU, Adjunct Instructor in Nursing
A.B., M.S.N. (Tennessee); R.N.
- SANDRA ALLEN LONG, Adjunct Assistant Professor of Nursing
B.S.N. (Catherine Spalding); M.S.N. (Vanderbilt); R.N.

- PATRICIA A. LYNES-HAYES, Adjunct Assistant Professor of Nursing
B.S. (Seton Hall); M.S.N., Ph.D. (Vanderbilt); R.N.
- JANIE CAPPS MACEY, Associate Professor of the Practice of Nursing
B.S.N., M.S.N. (Vanderbilt); Ph.D. (Peabody); R.N.
- SUSAN KAY MARTIN, Adjunct Instructor in Nursing
B.S.N. (East Tennessee State); M.S. (Virginia Commonwealth)
- KATHARYN A. MAY, Associate Professor of Nursing and Chair of the Department of Family and Health Systems Nursing
B.S.N. (Duke); M.S., D.N.S. (California, San Francisco); R.N.
- BONNELIA LYNN MCDOW, Adjunct Instructor in Nursing
B.S.N., A.B., M.S.N. (Tennessee); R.N.
- ELAINE MCINTOSH, Adjunct Instructor in Nursing
B.S.N. (Syracuse); M.S.N. (Vanderbilt); R.N.
- LINDA C. MOORE, Adjunct Instructor in Nursing
B.S.N., M.S.N. (Alabama, Huntsville); R.N.
- ROYANNE A. MOORE, Adjunct Instructor in Nursing
B.S.N., M.S.N. (Vanderbilt); R.N.
- SUSAN A. MORGAN, Associate Professor of the Practice of Nursing; Associate in Medicine (Gerontological Nursing)
B.S.N., M.S.N., Ph.D. (Vanderbilt); R.N.
- JULIA C. MORRIS, Assistant General Counsel; Adjunct Instructor in Nursing
B.S.N., M.S.N., J.D. (Kentucky)
- KATHLEEN O'SULLIVAN MOTT, Adjoint Instructor in Nursing
B.S.N. (North Alabama); M.S. (Southern Mississippi); R.N.
- JAN MUIRHEAD, Adjunct Instructor in Nursing
B.S.N. (Kentucky); M.N. (University of Washington); R.N.
- CORINNE SCOBAY NACE, Adjunct Instructor in Nursing
B.S.N., M.S.N. (Vanderbilt); R.N.
- DEBORAH NARRIGAN, Assistant Professor of the Practice of Nursing
B.S. (Skidmore); M.S. (Kentucky); R.N.
- LORA LEE NAUGHER, Adjunct Instructor in Nursing
B.S.N. (Mississippi); M.S. in Nursing (Alabama, Birmingham); R.N.
- ANITA M. NICHOLS, Adjunct Assistant Professor of Medical-Surgical Nursing
B.S.N., M.S.N. (Vanderbilt); R.N.
- WILLIAM NOLAN, Adjunct Assistant Professor of Psychiatry; Adjoint Assistant Professor of Nursing Administration; Adjunct Assistant Professor of Psychology, College of Arts and Science
Ph.D., M.B.A. (Alabama)
- LINDA NORMAN, Adjunct Instructor in Nursing
B.S.N., M.S. (Virginia)
- JOYCE A. NORRIS, Assistant Dean for Veterans Administration Nursing Affairs; Adjunct Assistant Professor of Nursing
B.S. (Sacred Heart [Kansas]); M.A. (Columbia); R.N.
- SUSAN M. O'CONNOR, Assistant Clinical Professor of Pediatrics; Assistant Professor of Nursing
B.A. (Texas); M.D. (Florida)
- JAMES CONLIN PACE, Assistant Professor of the Practice of Nursing
B.A. (University of the South); B.S.N. (Florida State); M.S.N. (Vanderbilt); D.S.N. (Alabama, Birmingham); M.Div. (Vanderbilt)
- JOYCE ANN PAREIGIS, Adjunct Instructor in Nursing
B.S.Nsg., M.N.Ed. (Pittsburgh); R.N.
- JANIE E. PARMLEY, Adjoint Instructor in Nursing
B.S. in N. (Tennessee, Nashville); M.S.N. (Vanderbilt); R.N.
- DEBRA JENKINS PARTEE, Lecturer in Nursing
B.S.N., M.S.N. (Vanderbilt); R.N.
- BRENDA ANN PATTERSON, Adjunct Instructor in Nursing
B.S.N. (Alabama, Birmingham); M.S.N. (Vanderbilt); R.N.
- DIANA PATTERSON, Assistant Professor of Nursing
B.S. in N. (Tennessee); M.S.N. (Vanderbilt); D.S.N. (Alabama, Birmingham); R.N.
- MELISSA BROWN PATY, Clinical Instructor in Nursing
B.S., M.S.N. (Vanderbilt); R.N.
- JENNIE S. PAYNE, Adjunct Instructor in Nursing
B.S.N. (Western Kentucky); M.S.N. (Vanderbilt); R.N.
- PATRICIA L. PEERMAN, Director of Academic Administrative Affairs; Assistant Professor of the Practice of Nursing
B.S., M.S. (Virginia Commonwealth); R.N.C.S.
- BONITA A. PILON, Assistant Professor of Nursing
B.S.N. (Barry); M.N. (Florida); D.S.N. (Alabama, Birmingham)
- JAMES S. POWERS, Assistant Professor of Medicine; Assistant Professor of Gerontological Nursing
B.A. (Wesleyan); M.D. (Rochester)

- JANA L. PRESSLER, Assistant Professor of Nursing
B.A. (Bradley); M.A. (Iowa); Ph.D. (Case Western Reserve)
- JUNE B. PUGH, Adjunct Assistant Professor of Nursing
B.S.N. (Emory); M.S. (Colorado); R.N.
- CAROL BETH PULLIAM, Adjunct Instructor in Nursing
B.S. (Eastern Kentucky); M.S.N. (Vanderbilt)
- AGNES V. READ, Lecturer in Nursing
B.S. (Indiana); M.S.N. (Texas Health Science Center, San Antonio); R.N.
- BARBARA C. REYNOLDS, Assistant Professor of the Practice of Nursing Administration
B.S.N. (Syracuse); M.S.N. (Minnesota); R.N.
- VIONA S. RICE, Lecturer in Nursing
B.S. in N. (Tennessee, Nashville); M.S.N. (Vanderbilt); Ph.D. (Peabody); R.N.
- MARY FERN RICHIE, Assistant Professor of the Practice of Nursing
B.S.N., M.S.N. (Vanderbilt); R.N.
- LINDA S. ROBERTS, Adjunct Instructor in Nursing
B.S.N. (Michigan); M.S.N. (Vanderbilt)
- JACKLEN S. ROBINSON, Adjunct Instructor in Nursing
B.S. (Tuskegee Institute); M.S. (Alabama, Birmingham)
- DANA N. RUTLEDGE, Lecturer in Nursing
B.S.N. (DePauw); M.S.N. (Kentucky); Ph.D. (Texas); R.N.
- ANNETTE KIRCHNER SASTRY, Assistant Professor of the Practice of Nursing
B.S.N. (Vanderbilt); M.S.N. (Case Western Reserve); R.N.
- FRANCES MARIE SELLERS, Adjunct Instructor in Nursing
B.S.N. (South Alabama); M.S. in Nursing (Alabama, Birmingham); R.N.
- SHERRY ROBIN SHANKS, Adjunct Instructor in Nursing
B.S.N. (East Tennessee State); M.S.N. (Vanderbilt); R.N.
- NANCY A. SHAVER, Adjunct Instructor in Nursing
B.S. (Saint Joseph's [Pennsylvania]); R.N.
- ELIZABETH T. SHELLER, Adjunct Instructor in Nursing
B.S., M.S. (California, San Francisco); R.N.
- DEBORAH M. SHELTON, Adjunct Instructor in Nursing
B.S.N., M.S.N. (Vanderbilt)
- JAYANT P. SHENAI, Associate Professor of Pediatrics; Assistant Professor of Maternal-Infant Nursing
M.B., B.S., M.D. (Bombay)
- ROY L. SIMPSON, Adjoint Instructor in Nursing
R.N.
- VIRGINIA VAUGHN SINCLAIR, Assistant Professor of Nursing
B.S.N., M.S.N. (Vanderbilt); Ph.D. (Peabody); R.N.
- SUSAN SIZEMORE, Adjoint Instructor in Nursing
C.N.M.; Certificate (Meharry Medical); R.N.
- M. SHELTON SMITH, Adjunct Assistant Professor of Nursing
B.A. (Furman); M.S., Ph.D. (Vanderbilt)
- JUDY L. SPINELLA, Executive Director of Nursing, Vanderbilt University Hospital and The Vanderbilt Clinic; Assistant Dean for Clinical Practice; Assistant Clinical Professor of Nursing
B.S. (Texas); M.S. (Texas Woman's); R.N.
- EVERLYN SMITH SPRINGER, Adjunct Instructor in Nursing
B.S. in N. (Tennessee, Nashville); M.S.N. (Vanderbilt); R.N.
- MARILYN S. STANDLEY, Adjunct Instructor in Nursing
B.A. (Peabody); M.S.N. (Vanderbilt); M.Ed. (Middle Tennessee State); R.N.
- KAREN STARR, Adjunct Instructor in Nursing
B.A. (William Woods); B.S. in Nurs. (Missouri); M.S.N. (Vanderbilt); R.N.
- CAROL M. STOLTZ, Adjunct Instructor in Nursing
B.S. in N. (Tennessee, Nashville); M.S.N. (Vanderbilt); R.N.; C.F.N.C.
- SUZANNE K. STONE-GRIFFITH, Adjunct Instructor in Nursing
B.S. (North Carolina, Charlotte); M.S.N. (Tennessee)
- ANDREA L. STUPKA, Adjunct Instructor in Nursing
B.S.N. (Central State [Oklahoma]); M.S.N. (Vanderbilt); R.N.
- JUDY TAYLOR SWEENEY, Assistant Professor of the Practice of Nursing
B.S.N., M.S.N. (Vanderbilt); R.N.
- JOHN CHRISTIAN TAYLOR, Adjunct Instructor in Nursing
B.S. (Tennessee); M.S. (Vanderbilt)
- NANETTE H. TROIANO, Assistant in Obstetrics and Gynecology; Adjunct Instructor in Nursing
B.S.N. (Alabama, Huntsville); M.S.N. (Vanderbilt)

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B.S. (San Francisco State); M.S.N. (Vanderbilt)
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B.A. (Cincinnati); B.S.N. (Catholic); M.S.N. (Vanderbilt); R.N.
- JUDITH H. WAKIM, Adjunct Associate Professor of Nursing
B.S. in Nursing (College of Mount Saint Joseph); M.S. in Ed., Ed.D. (Indiana)
- BEVERLY LEA WALKER, Adjunct Instructor in Nursing
B.S. in Nursing, M.S. in Nursing (Alabama, Birmingham); R.N.
- KENNETH A. WALLSTON, Professor of Psychology in Nursing; Professor of Psychology, Peabody College; Professor of Psychology, College of Arts and Science
A.B. (Cornell); M.A., Ph.D. (Connecticut)
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B.S. (Tennessee State); B.S.N. (Valdosta State); M.S.N. (Vanderbilt); R.N.
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B.S. (Olivet Nazarene); M.S.N. (Tennessee); R.N.
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B.S. (Athens); M.S.N. (Vanderbilt); R.N.
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B.A. (Stephens); M.S.N. (Vanderbilt)
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B.S.Nsg., M.S. (Pittsburgh); R.N.
- SARAH C. YEAGLEY, Adjunct Instructor in Nursing
B.S.N., M.S.N. (Vanderbilt); R.N.
- JANE C. ZIBELIN, Adjunct Instructor in Nursing
B.S.N. (Tennessee, Chattanooga); M.S.N. (Vanderbilt)

Class of 1988

Adult Health Clinical Nurse Specialist

- CATHY LYNN BARNES
B.S.N., Alverno
Master's Project: *Conceptual Analysis of Trust*
Omaha, Nebr.
- MARILYN HUGHES BROOKS
B.S.N., Austin Peay
Master's Project: *Development of a Procedure for Tracheal Suctioning of the Intubated, Mechanically Ventilated Patient*
Sylacauga, Ala.
- MARTHA MCDANIEL BUCKNER
B.S.N., Western Kentucky
Master's Project: *Central Venous Catheter Infections in Critically Ill Patients Receiving Total Parenteral Nutrition*
Nashville, Tenn.
- VIRGINIA BYRN HUDDLESTON
B.S.N., Baylor
Thesis: *Incidence and Characteristics of Risk Factors and Clinical Sequelae of Pulmonary Aspiration in the Tube-fed Population*
Fort Worth, Texas
- JOY DAVIS KIMBRELL
B.S.N., East Tennessee State
Master's Project: *Development of a Structured Pre-Treatment Orientation Program for Patients Undergoing Hyperbaric Oxygen Treatment*
Nashville, Tenn.
- JANICE YVONNE MCMILLAN
B.S.N., Tennessee [Knoxville]
Master's Project: *Development of a Structured Teaching Plan for Myocardial Infarction Patients with Temporary Pacemakers Who are Hospitalized in an Intensive Care Unit*
Nashville, Tenn.
- LINDA EUBANK OAKLEY
B.A., Tennessee [Knoxville]
Master's Project: *Hope: Concept Analysis*
Columbia, Tenn.
- DEBORAH MILLER SHELTON
B.S.N., Vanderbilt
Master's Project: *A Comparison of the Effects of Two Antiseptic Agents on Staphylococcus Epidermidis Colony-Forming Units at the Peritoneal Dialysis Catheter Exit Site*
Nashville, Tenn.
- MARGARET HAMILTON SPRAGINS
B.S.N., Union
Master's Project: *Nursing Assessment of the Patient with Acute Myocardial Infarction Receiving Calcium Antagonists*
Jackson, Tenn.
- JULIE SHUPE STONE
B.S.N., Vanderbilt
Master's Project: *Multivariate Analysis of the Quality of Life of Burn Survivors*
Nashville, Tenn.
- BARBARA ANN WYSONG
B.S.N., Tennessee [Nashville]
Master's Project: *Development of a Structured Teaching Plan for Oral Surgery Patients Receiving Conscious Sedation*
Nashville, Tenn.

Child and Adolescent Clinical Nurse Specialist

- ELIZABETH HADDON ALEXANDER
B.B.A., Abilene Christian
Master's Project: *Healthy Siblings of Pediatric Cancer Patients: Nursing Care with an Expanded Focus*
Nashville, Tenn.
- KRISTIN ROSE OSTERMUELLER
Thesis: *Comparative Study of Pain in Hospitalized Children and Parental Perception of that Pain*
Saint Louis, Mo.

Family Nurse Practitioner

- GERALDINE ALLEN
B.S.N., Mississippi [Jackson]
Master's Project: *Nursing Interventions in Anticipatory Grief*
Ridgeland, Miss.

- ANN ROBERTSON AMBROSE Nashville, Tenn.
B.S.N., Tennessee [Knoxville]
Master's Project: *A Case Study of the Effect of Exercise on the Perception of Daily Hassles*
- LINDA PETTUS ANDERSON Clarksville, Tenn.
B.S.N., Austin Peay
Thesis: *Back School: The Effects of Reinforcement on Loss of Work Time and Incidence of Back Injury*
- DOUGLAS REED ARRINGTON Kimberly, Idaho
B.S.N., Idaho
Thesis: *Developing a Nursing Definition of Child Abuse and Neglect from 78 Seriousness Vignettes*
- ELAINE JOY BOSWELL Griffin, Ga.
B.S.N., Harding
Thesis: *A Mother's and Children's Health Locus of Control in Relation to Children's Self-Administration of Insulin Injections*
- MARGARET MARY COOK Summertown, Tenn.
Master's Project: *Assessment of Co-Alcoholism: A Protocol for Nurse Practitioners*
- JUDITH CAROL REESE EAST Nashville, Tenn.
B.S.N., East Tennessee State
Master's Project: *Chlamydia: A Major Public Health Problem*
- GWENDOLYN PAGE KILLAM Durham, N. C.
B.S.N., Vanderbilt
Thesis: *The Impact of Natural Helpers on Breast Feeding Behavior: A Social System*
- KAREN EZELL LYNN Celina, Tenn.
B.S.N., Tennessee Technological
Master's Project: *Teaching Guides for Increasing an Expectant Father's Knowledge and Involvement*
- JANILE MARIE CLENNON MARTIN Wilmington, Ill.
B.S.N., Loyola University of Chicago
Master's Project: *The Effects of Message Framing on the Performance of Health Nutritional Behaviors During the Prenatal and Early Postnatal Periods*
- PAULA JEAN SIEGEL Nashville, Tenn.
B.S.N., Vanderbilt
Master's Project: *A Nurse Practitioner Teaching Tool for the Sexually Abused Female Adolescent*
- JANE HUGHES SUDDERTH Hendersonville, Tenn.
B.S.N., East Tennessee State
Master's Project: *Development of a Programmed Instruction on Squamous Cell Cervical Cancer for Registered Nurses*
- LILLY MAY WILSON Washburn, Maine
Master's Project: *Low Birth Weight Infants and Child Abuse*

Gerontological Nurse Practitioner

- NANCY KAYE BEDFORD Nashville, Tenn.
B.S.N., Evansville
Thesis: *Thermal Adaptation in Elderly Long-term Residents: The Effect of Thermal Socks and Caps on Core Temperature, Thermal Comfort, and Temperature Perception*
- JUDITH ANN GRIFFIN GOODWIN Nashville, Tenn.
Thesis: *Urinary Incontinence in the Elderly: Community Survey, Continence Proposal for Intervention, Incontinence Protocol, and Bladder Retraining Program*
- ALISA RUTH KELSEY Orangeburg, S.C.
B.A., Columbia College
Master's Project: *The Effects of Age on Women's Abilities to Detect Masses in a Breast Model*
- HENRI MASSE Boston, Mass.
B.S.N., Boston
Thesis: *The Effects of Increasing Ambient Relative Humidity on Core Body Temperature and the Perception of Warmth in Sedentary Elderly*

- KIM RAE MOLARO
B.S.N., Vanderbilt
Master's Project: *Literature Review and Assertiveness Scale Development for Use in the Older Patients*
Englewood, Fla.
- JUANITA JENKINS POLITE
B.S.N., Meharry
Thesis: *Attitudes of Nursing Home Staff Toward Sexuality in the Elderly*
Nashville, Tenn.
- SARAH EMILY WISEMAN
B.S., Middle Tennessee State
Master's Project: *Elderly Nutrition: Food Choices*
Nashville, Tenn.

Nursing Administration

- SHARON ANN ADKINS
B.S. in N., Minnesota [Minneapolis]
Special Project: *Program Development for Trend Analysis of Exit Interview Data at Vanderbilt University Hospital*
Saint Paul, Minn.
- NELL STRINGFELLOW ECKERT
B.S.N., Vanderbilt
Special Project: *Management Professional Enhancement Program*
Nashville, Tenn.
- ROBERTA WILSON HEATH
B.S.N., Hartford
Special Project: *Development of a Monitoring System to Identify Procedure Costs in a Day Surgery Center*
Nashville, Tenn.
- KAREN LEE HUGHART
B.S. in N., Murray State
Special Project: *Computer Assisted Information Management for Nurse Managers*
Hopkinsville, Ky.
- CATHERINE SIMMONS KILLEBREW
B.S.N., Florida State
Special Project: *Effects of Self-Scheduling on Staff Nurse Retention*
Savannah, Ga.
- MARIA SPEER LEUZE
B.S.N., Belmont
Special Project: *A Correlation of Staff Nurses' Value of and Knowledge of the Quality Assurance Process*
Franklin, Tenn.
- PATSY ANN MCCALL
B.S.N., East Tennessee State
Special Project: *A Cost and Production Analysis between Small and Large Health Departments*
Bristol, Tenn.
- DEBORAH FAYE MCMILLIN
B.S. in N., Austin Peay
Special Project: *Utilizing the Efforts of a Nursing Task Force*
Lawrenceburg, Tenn.
- SUSAN MARIE MOSLEY
B.S. in N., Saint Louis
Master's Project: *Expectations of the Head Nurse Role*
Franklin, Tenn.
- SUSAN WOMELDORF MURABITO
B.S.N., Western Kentucky
Master's Project: *Cooperative Care: An Alternative Nursing Care Delivery System*
Lexington, Va.
- JENNY LYNN SANDLIN
B.S. in N., Tennessee Technological
Special Project: *An Ethnography: Assessment of the Nursing Culture in a Large Tertiary Care Facility*
Smithville, Tenn.
- LAURA LOUISE SCESA
B.S.N., Vanderbilt
Special Project: *In Pursuit of Adequate Housing for the Psychiatrically Disabled: The Nurse Administrator's Role*
Memphis, Tenn.
- MILDRED ELAINE WILLIS
B.S.N., Vanderbilt
Special Project: *Shared Care*
Nashville, Tenn.

- TERI LYNN YERBIC
B.S.N., Loyola
Special Project: *A Case Study - An Incident Report as Traced Through a Health Care Organization*
Arlington Heights, Ill.

Perinatal Clinical Nurse Specialist

- LISA RENEE CAVIN
Master's Project: *Intervening with Bereaved Parents Following a Neonatal Death*
Austin, Texas
- JAYME LYNN CUNDIFF
Master's Project: *Siblings at Birth*
Cincinnati, Ohio
- TINA KRIVACKA DEBOER
B.A., Vanderbilt
Master's Project: *Insensible Water Loss in the Premature Neonate*
Clarksville, Tenn.
- JACQUELINE LYNNE HERLONG
B.A., Columbia College
Master's Project: *Antepartum Hospitalization Stressors*
Spartanburg, S.C.
- SHARON JEAN HICKS
B.S.N., Vanderbilt
Master's Project: *Cesarean and Vaginal Birth Perceptions: A Comparison*
Birmingham, Ala.
- DARLENE ELIZABETH JESSE
B.S., Minnesota [Minneapolis]
Master's Project: *Tool Development: Measuring the Reliability of the Holistic Antepartum Risk Assessment*
Nashville, Tenn.
- JENNIFER DOREE JOHNSON
B.S.N., Tennessee Technological
Master's Project: *Epidural Anesthesia and Duration of Second Stage Labor: Nursing Implications*
Columbia, Tenn.
- LISA KINLEY MANDEVILLE
B.S.N., Vanderbilt
Thesis: *Evaluation of a Prepregnancy Counseling and Nursing Management Program for Insulin-Dependent Diabetics*
Nashville, Tenn.
- LISA ANN PHELAN
B.S. in N., Mary Hardin Baylor
Master's Project: *The Neonatal Intensive Care Unit*
New Braunfels, Texas
- CLAUDIA LEIGH MORROW PLANTE
B.B.A., Southern Methodist
Master's Project: *Circumcision: Medical versus Cultural Values*
Nashville, Tenn.
- PAMELA QUINN
B.S.N., Vanderbilt
Thesis: *A Comparison of Two Treatment Modalities for Infants with Bronchopulmonary Dysplasia Based on Infant's Oxygenation Status*
Saint Louis, Mo.
- RUTH SUSANNE ROSS
B.S.N., Tennessee [Memphis]
Master's Project: *Evaluation of Adolescent Knowledge Regarding AIDS*
Nashville, Tenn.
- CAROL SPRUILL TURNAGE
B.S.N., Mississippi [Jackson]
Master's Project: *Newborn Development Unit: Care of the Infant Requiring Extended Hospitalization*
Grenada, Miss.

Psychiatric Mental Health Clinical Nurse Specialist

- JOYCE PAGE EIDSON
B.S.N., Vanderbilt
Master's Project: *Implications of a Self-Care Model for Planning and Leading an Adolescent Diabetic Group*
Cullman Ala.
- MARY ANN RUFF
B.S.N., Vanderbilt
Master's Project: *Codependency: An Analysis*
Hopkinsville, Ky.

SUZANNE BRITE WALDEN
B.S., Belmont

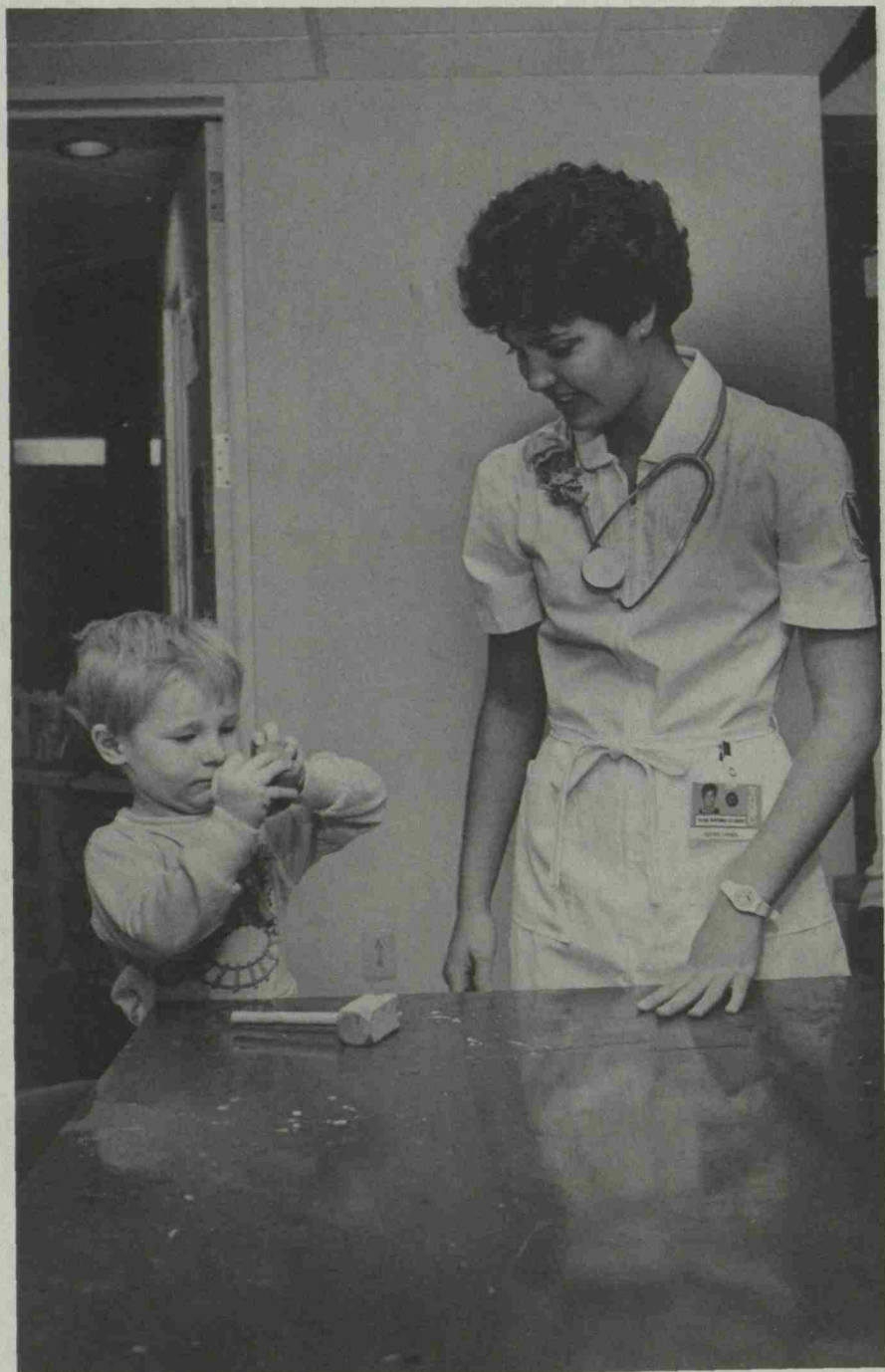
Bowling Green, Ky.

Thesis: *Pre-Operative Anxiety in Children Play Therapy and Preparation to Reduce Anxiety*

PATRICIA VANCE WISE
B.S.N., Vanderbilt

Nashville, Tenn.

Master's Project: *How Can Audiotape Simulation of Auditory Hallucinations Facilitate Correctional Officer's Assessment and Intervention Skills of Special Needs Offenders in a Maximum Security Prison?*



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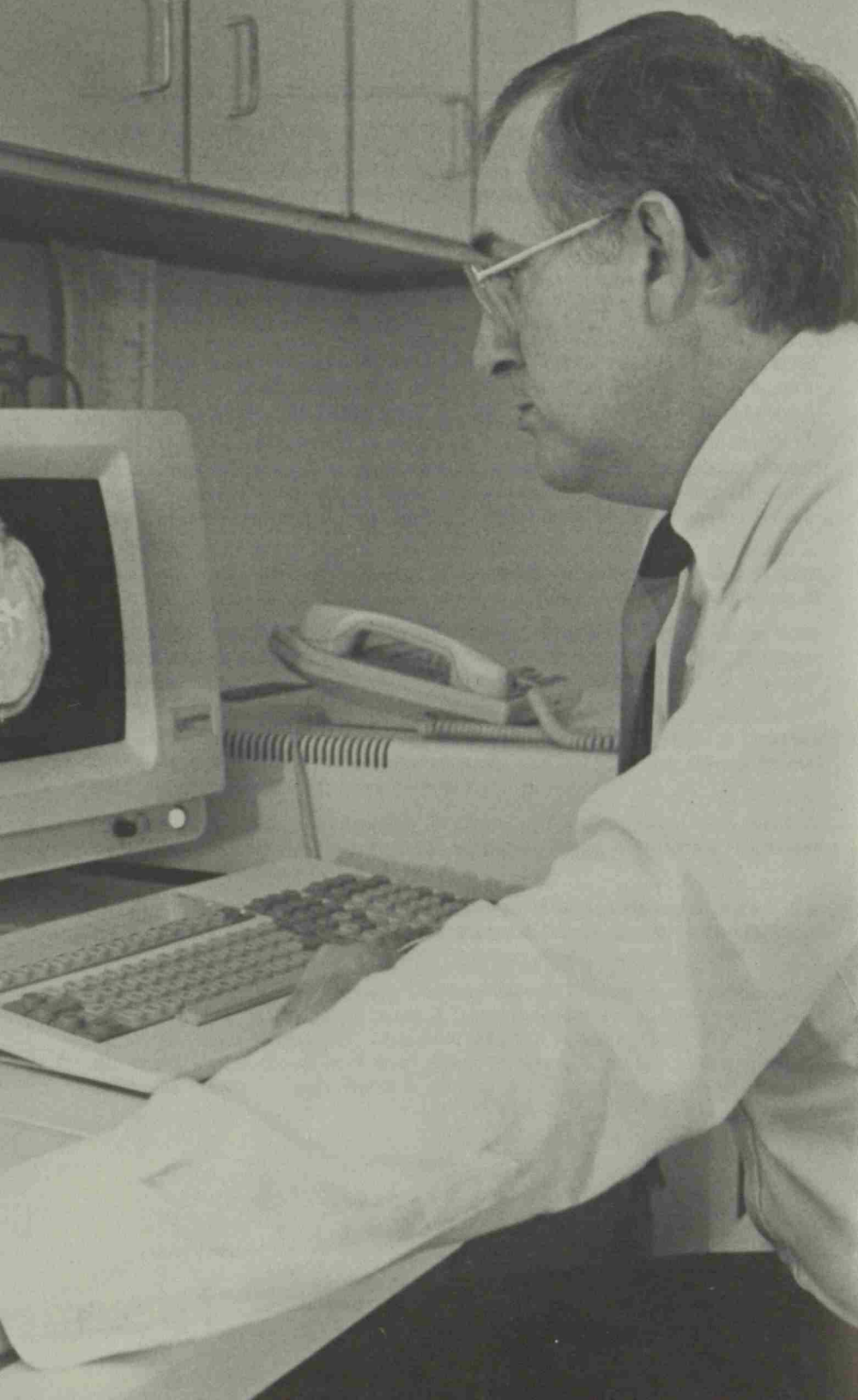
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Vanderbilt University Hospital: Leading the Way in Medicine

The most striking feature of the Vanderbilt University Hospital is its modernity. Architecturally exciting, the hospital was designed with one purpose in mind—the treatment, care, and recuperation of the patient.

From its founding almost a century ago, Vanderbilt University Hospital has grown to its present extensive complex, housing some of the most renowned medical specialists and the latest curative equipment. Although Vanderbilt is home to Nobel laureates and is a recognized center for research in all phases of medicine, it retains the compassion and caring that has underscored its philosophy since its inception.

Designed to accommodate every patient need, the eleven-story structure places high technology in an aesthetically pleasing environment. Among the many sophisticated diagnostic tools at Vanderbilt is Magnetic Resonance Imaging (MRI). Using a powerful magnetic field, this noninvasive device views the inner body to detect abnormalities of the brain and spinal cord.

With the addition of the Positron Emission Tomography (PET) scanner and cyclotron, Vanderbilt scientists are better able to battle such diseases as Alzheimer's, Huntington's, and Parkinson's.

The Vanderbilt Laser Center is one of the newest and most advanced laser research facilities in the United States.

The Gallstone Center and the Center for Facial Nerve Disorders are but two examples of the advanced treatment capabilities developed by physicians and other health care specialists at the Vanderbilt University Medical Center.

The skill of the Vanderbilt medical and nursing teams is maximized in a setting that promotes quality patient care through efficiency of design. Medically related areas are grouped so patients needing specialized care can be served to the best advantage, as in the Neurosurgical Step-Down Unit. The hospital's lower floors house the emergency department, serviced by special elevators that convey patients directly to the operating rooms, labor and delivery, ancillary services such as EEG and EKG, and radiology.

Each of the inpatient towers has a nursing core, so no room is far from the nurse's station. The building was designed to provide each patient with an outside view. A central area, connecting the two patient towers, contains elevators, conference rooms, and waiting areas for visitors.

Every facet of the hospital was constructed with the patient in mind. The hospital employs the unit-dose system of medication, which is safer

and more economical for the patient. The Spectra, pneumatic tube, and Telelift systems were installed to facilitate communication and distribution for the patient's benefit.

Patient-centered care is the cornerstone of the hospital's mission. Continuity of care characterizes every hospital stay. To accomplish this, a specific nurse is assigned to each patient, assuming total responsibility for that patient's care from admission through discharge from the unit.

Children's Hospital

The fourth, fifth, and sixth floors of the University Hospital make up the Children's Hospital of Vanderbilt, designed to meet the special needs of children. This facility provides the complete range of medical services and treatment for children from birth through adolescence.

Founded in 1970 with a small staff and limited space, it has grown to 152 beds and a staff of nearly 500. Recognized nationwide for excellence in the treatment of infants and children, Children's Hospital is a comprehensive facility encompassing a nursery and neonatal intensive care unit, pediatric intensive care and step-down units, surgical units, the Junior League Home for long-term care, and outpatient clinics for children. Parents are encouraged to remain with their children, and Children's Hospital maintains facilities allowing them to do so in comfort.

Children's Hospital of Vanderbilt serves as a referral center for the region. More than half its patients come from outside Nashville, some from distant states and other countries. Children's Hospital is also an important educational resource for medical students and residents in pediatrics and pediatric surgery.

Angel III, a neonatal intensive care unit on wheels, makes over 500 trips a year to pick up critically ill newborn infants at regional hospitals and bring them to Vanderbilt where they can receive lifesaving specialized medical treatment.

The combined concentration of pediatric research, education, and patient care has led to new techniques and discoveries. Children's Hospital was one of the first hospitals to use artificial ventilation on a newborn. Procedures allowing cardiothoracic surgery for infants were pioneered at Vanderbilt. Other discoveries have resulted from research in nutrition, infant metabolism, and infectious diseases.

The Vanderbilt Clinic

The Vanderbilt Clinic houses ambulatory care services, day surgery, diagnostic laboratories, the outpatient pharmacy, the Henry-Joyce Cancer Center, the Stallworth Rehabilitation Center, and the cafeteria and food services facility. This modern facility provides an excellent environment for the delivery of outpatient care. The Children's Hospital Outpatient Center is also located here.

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 16-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 seventh floor of the Round Wing, in Medical Center North.

Rehabilitation Centers

The Rehabilitation Center is a unit of Vanderbilt University Hospital serving inpatients, located in Medical Center North on the third floor of the Round Wing. The Vanderbilt Clinic's Stallworth Rehabilitation Center serves the outpatient rehabilitation needs of patients.

The primary objective of the Rehabilitation Center is to provide comprehensive medical evaluation and treatment programs that help restore physical, social, and vocational capabilities to people with severe physical 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.

Level I Trauma Center and Emergency Department

The Vanderbilt University Hospital operates the only Level I Trauma Center in Middle Tennessee. This is a vital service for the residents of this region, and Vanderbilt is one of only four hospitals in the state with this designation. It is located at the south end of the hospital, adjacent to the Emergency Department.

LifeFlight

The LifeFlight helicopter ambulance service is designed to provide quick access to medical care in emergencies. The landing site is a helipad on the roof of the hospital, directly over the operating area. The service operates within a 130-mile radius of Nashville and is staffed by a team of four pilots and eleven nurses. The 24-hour dedicated dispatch center is located within the Emergency Department.

Vanderbilt Institute for Treatment of Addiction

Located in the Zerfoss building of Medical Center North, the Vanderbilt Institute for Treatment of Addiction (VITA) is a 14-bed treatment unit for people with addictions. Minor detoxification is performed in the unit, and patients enter a three-week inpatient rehabilitation program with six months of after-care. Family members are included in the program to help them develop a positive lifestyle for the patient and the family as a whole. Residents and students are assigned to treatment groups as part of the training program. VITA recently established an outpatient program to assist patients in overcoming problems of addiction.

Day Surgery

Day surgery may be ideal for patients who require relatively short procedures with limited anesthetic and surgical risks. Such operations are performed without overnight hospitalization, decreasing the cost but not the quality of care. The Vanderbilt Clinic provides excellent facilities for these procedures, including four operating suites, each with laser capabilities. Adjacent recovery suites and private patient rooms further promote the recovery of the day surgery patient.

Middle-Tennessee Regional Poison Control Center

The Poison Control Center, on the first floor of Vanderbilt Hospital, provides 24-hour coverage by certified poison specialists and/or clinical toxicologists. This service is available to answer questions regarding possible drug or poison overdoses.

The Division of Allied Health Professions

Vanderbilt University Hospital conducts training programs in seven technical areas of allied health professions. Most are post-baccalaureate programs leading to certification in an allied health field.

Program in Cardiovascular Perfusion. The year-long program in cardiovascular perfusion and perfusion technology prepares graduates for positions as perfusionists on open-heart surgery teams. It is designed for students who have completed a minimum of two years of college, or are registered nurses, or already work in a discipline of medical technology. The program meets the criteria established by the American Board of Cardiovascular Perfusion.

The Department of Cardiac and Thoracic Surgery directs the program in coordination with the Division of Allied Health Professions. Following satisfactory completion of course work and clinical experience, graduates are eligible to apply for board examinations in cardiovascular perfusion.

Dietetic Internship Program. The forty-four-week dietetic internship program is designed for the generalist practitioner. It provides an opportunity for practical experience in food service systems management, acute and ambulatory nutritional care, and community nutrition.

Through diverse learning opportunities provided by Vanderbilt's Department of Nutrition Services and specialty units, and several area hospitals and community agencies, the dietetic intern achieves an understanding of the dietitian's role in a variety of settings.

Program applicants must have a baccalaureate degree from an accredited college or university and have completed Plan IV requirements established by the American Dietetic Association. Upon completion of the dietetic internship, the intern will be eligible to take the national registration examination to become a registered dietitian.

Program in Hearing and Speech Sciences. The program of studies leading to the master's degree requires five semesters of academic and clinical preparation including a 10-week clinical or research externship. The program is both ESB and PSB certified by the American Speech-Language-Hearing Association, with degree requirements meeting and exceeding those required for ASHA certification. Practicum sites include the Bill Wilkerson Hearing and Speech Center, Vanderbilt University Medical Center, John F. Kennedy Center, VA Medical Center, and several other hospitals in the Nashville metropolitan area.

Preparation for the doctoral degree includes a minimum of two years of academic course work, research competency demonstrated through two projects and the dissertation. Research interests of the faculty include basic and applied psychoacoustics, speech perception and production, child language acquisition and disability, and audiological management. The division supports a number of research laboratories, including an anechoic chamber, and maintains a MicroVAX II computer, three PDP-11 computers, and a variety of personal computers.

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 Volunteer State Community College in association with the Division of Allied Health Professions.

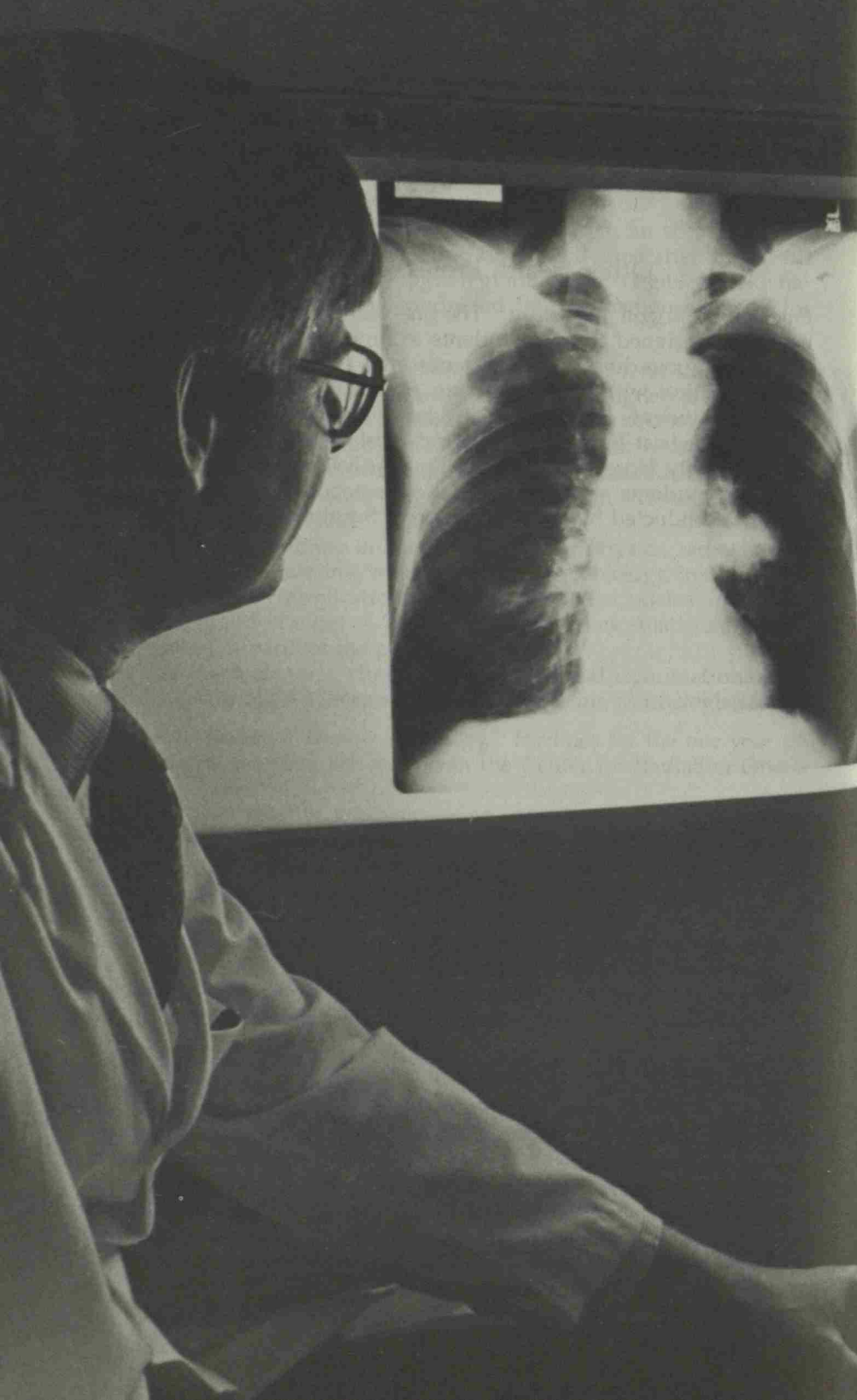
Clinical education begins the first semester and continues throughout the two-year program. Baptist Hospital, Saint Thomas Hospital, and Vanderbilt Hospital are all affiliated as clinical sponsors.

Graduates receive an Associate of Science degree from Volunteer State

and a certificate of completion from Vanderbilt University and are eligible to take the national examination given by the American Registry of Radiologic Technologists.

Other Health Profession Programs

Program in Surgical Technology. The one-year program in Surgical Technology is designed to train students to function as a scrub tech in the Operating Room during surgical procedures. This program is conducted in conjunction with Nashville State Area Vocational Technical School where all students take courses in Microbiology, Anatomy and Physiology, and Medical Terminology. Their clinical experience is in the Vanderbilt University Hospital Operating Rooms. Following completion of the program, students are eligible to take the national examination for certification conducted by the Association of Surgical Technologists.



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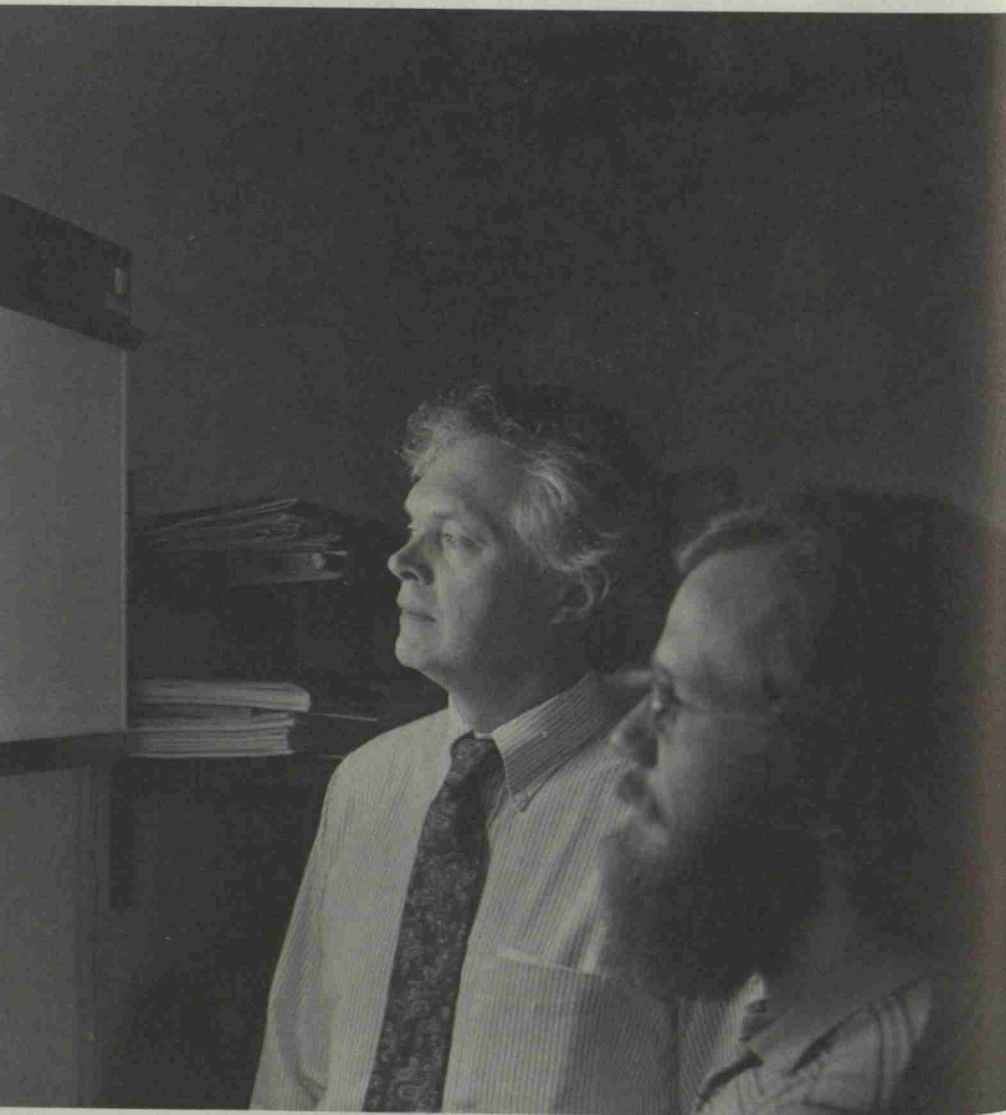
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 Ralph E. Wesley

Orthopaedics and Rehabilitation

DAN M. SPENGLER, Orthopaedist-in-Chief
 John C. Brothers
 Michael J. Christie
 Shannon S. Curtis

Dennis P. Devito
 Nancy J. Ensley
 Michael Craig Ferrell
 Donald L. Gaines

Neil Edward Green
 Marion C. Harper
 Kenneth D. Johnson
 Robert K. Johnston
 Frank E. Jones
 Thomas J. Limbird
 A. Brant Lipscomb

A. Brant Lipscomb, Jr.
 Mark P. McAndrews
 R. Trigg McClellan
 Michael A. Milek
 Herbert S. Schwartz
 Robert B. Snyder
 Horace E. Watson

Pathology

FRED GORSTEIN, Pathologist-in-Chief

Mary L. Abram
 James B. Atkinson III
 Jere W. Baxter
 Terence T. Casey
 Robert D. Collins
 John B. Cousar, Jr.
 Anh H. Dao
 Carla M. Davis
 Thomas C. Delvaux, Jr.
 Agnes B. Fogo
 Fernando U. Garcia
 Alan D. Glick
 Louis S. Graham
 George F. Gray
 Susan A. Halter
 Charles W. Harlan

Jeffrey T. Holt
 Jerry K. Humphreys
 A. G. Kasselberg
 Marsha C. Kinney
 Virgil S. LeQuire
 Thomas E. Mason
 Thomas L. McCurley III
 William M. Mitchell
 Ronald W. Oxenhandler
 David L. Page
 Fritz F. Parl
 William Harry Rodgers
 Christopher P. Stowell
 Charles W. Stratton
 Kyi T. Tham
 Charles H. Wallas
 William O. Whetsell, Jr.

Pediatrics

IAN M. BURR, Pediatrician-in-Chief

William A. Altemeier III
 John A. Barnard
 Anna Baumgaertel
 Luther A. Beazley
 Eugene L. Bishop, Jr.
 Lindsay K. Bishop
 Janet G. Blackwell
 Robert J. Boucek, Jr.
 Arthur Scott Brooks
 Merlin G. Butler
 Preston W. Campbell
 Susan B. Campbell
 Sam W. Carney, Jr.
 Norman M. Cassell
 Eric Martin Chazen
 Ellen Wright Clayton
 Robert B. Cotton
 Richard H. Cowan
 Lisa T. Craft
 William M. Doak
 Paul M. Douthitt
 Mary Catherine Dundon
 Kathryn M. Edwards
 Barbara Engelhardt
 John P. Fields
 William F. Fleet
 Lee Ann Freeman
 James C. Gay
 Faye Z. Ghishan

Johnny E. Gore
 Thomas P. Graham, Jr.
 Roland W. Gray
 Ralph Greenbaum
 Harry L. Greene
 John W. Greene
 Regina A. Gruber
 William C. Gruber
 Eddie Hamilton
 Thomas A. Hazinski
 James P. Henderson
 Douglas C. Henry
 Patricia Hicks
 Gerald B. Hickson
 Charles S. Hirshberg
 Donna M. Sedlak Hummell
 Iekuni Ichikawa
 John O. Jackson, Jr.
 Robert L. Janco
 James A. Johns
 Margreete Johnston
 David T. Karzon
 Barbara Kennedy
 Mary E. Keown
 Leonard J. Koenig
 Valentina Kon
 Elizabeth W. Koonce
 Elizabeth Duke Krueger
 Alexander R. Lawton
 Stanley M. Lee

H. Brian Leeper
 Joseph F. Lentz
 Ruth Barron Long
 William R. Long
 Rodney A. Lorenz
 John N. Lukens, Jr.
 Robert C. MacDonell, Jr.
 Robert E. Mallard
 Elaine D. Martin
 George C. Martin
 Susan G. McGrew
 Raymond L. Meneely
 Ronald V. Miller
 Reeta Misra
 Cleveland Moore
 Gordon A. Moreau
 David M. Moroney
 Jennifer L. Najjar
 Dewey G. Nemeč
 John T. Netteville, Jr.
 Steven W. Neubauer
 Kenneth T. North
 Susan M. O'Connor
 John A. Phillips III
 Elizabeth P. Pierce
 Diane Pincus
 James S. Price
 Brian Riedel
 Patricia F. Robinson

Dan S. Sanders III
 E. Conrad Shackelford, Jr.
 Michael R. Sharpe
 Jayant P. Shenai
 William T. Slonecker
 C. Norman Spencer
 Mildred T. Stahlman
 Joseph Steranka
 C. A. Stilwell
 Hakan W. Sundell
 Steven M. Tate
 David D. Thombs
 Julia Thompson
 Elizabeth Grimes Triggs
 Dorothy Jean Turner
 Earl E. Vastbinder
 William Brown Wadlington
 Ethel Walker
 Charlene A. Weisberg
 Arville V. Wheeler
 Thomas C. Whitworth
 Bernard A. Wiggins
 Erle E. Wilkinson
 Melissa A. Will
 G. Wallace Wood
 Peter F. Wright
 Kenneth N. Wyatt
 Aida Yared
 Thomas B. Zerfoss, Jr.

Psychiatry

MICHAEL H. EBERT, Psychiatrist-in-Chief
 Lori M. Adelson
 Edward S. Arnold
 Harvey Asher
 Sarah B. Aylor
 Thomas A. Ban
 Ralph I. Barr
 David Barton
 David Michael Bear
 Robert O. Begtrup
 George C. Bolian
 Henry B. Brackin, Jr.
 Thomas W. Campbell
 Pietro Castelnovo-Tedesco
 Charles Corbin, Jr.
 Laura J. d'Angelo
 J. Emmett Dozier, Jr.
 Palmer Edwards
 Joseph Fishbein
 Dickey Catherine Fuchs
 Laurie P. Hammer
 James R. Hart
 Marc H. Hollender
 Frederick T. Horton
 Robert D. Hunt
 Robert A. Jack
 Harold W. Jordan
 William D. Kenner
 John Koomen
 Ronald F. Kourany

Mark Kutcher
 Kent Kyger
 William B. Lawson
 Peter T. Loosen
 Linda S. Lundin
 Richard A. Margolin
 Peter R. Martin
 Aileen H. McAlister
 James R. McFerrin
 James L. Nash
 Margaret Norris
 Paula S. Nunn
 Samuel O. Okpaku
 J. Kirby Pate
 William M. Petrie
 Judith J. Regan
 Jack O. Rice
 Vernon H. Sharp
 Richard C. Shelton
 S. Steve Snow
 Frank W. Stevens, Jr.
 Brian R. Swenson
 C. Richard Treadway
 Cynthia Turner-Graham
 Jane R. Weinberg
 Charles E. Wells
 W. Scott West
 Brad Williams
 Melbourne A. Williams

Radiation Oncology

DONALD R. EISERT, Radiation Oncologist-in-Chief

Anne W. Winterland

Radiology

A. EVERETTE JAMES, JR., Radiologist-in-Chief

Joseph H. Allen, Jr.
John H. Beveridge
Frank E. Carroll, Jr.
Jeffrey L. Creasy
Arthur C. Fleischer
S. Julian Gibbs
M. Reza Habibian
Richard M. Heller, Jr.
Marta Hernanz-Schulman
Alice A. Hinton
Philippe Jeanty
Alan J. Kaufman

Robert M. Kessler
Sandra Kirchner
Jeffrey A. Landman
Murray J. Mazer
E. Paul Nance, Jr.
C. Leon Partain
W. Faxon Payne
Henry P. Pendergrass
Thomas A. Powers
Martin P. Sandler
Max Israel Shaff
Alan C. Winfield
John A. Worrell

Surgery

JOHN L. SAWYERS, Surgeon-in-Chief

Naji Abumrad
R. Benton Adkins, Jr.
Jeanne F. Ballinger
Stanley Bernard
Robert C. Bone
Benjamin F. Byrd, Jr.
Kenneth L. Classen
J. Michael Crane
Achilles A. Demetriou
Laura L. Dunbar
William H. Edwards
William H. Edwards, Jr.
Steven J. Eskin
John L. Farringer, Jr.
Herschel A. Graves, Jr.
J. Lynwood Herrington, Jr.
George W. Holcomb III
George W. Holcomb, Jr.
Robert W. Ikard
William D. Johnston
Fred T. Kimbrell, Jr.
Malcolm R. Lewis
Raymond S. Martin
Patrick W. Meacham

Bonnie M. Miller
Francis Michael Minch
John A. Morris
Joseph L. Mulherin, Jr.
Wallace W. Neblett III
Loren D. Nelson
Philip J. Noel, Jr.
William A. Nylander, Jr.
Jefferson C. Pennington
Malcolm Oliver Perry
David R. Pickens, Jr.
John B. Pietsch
M. Kathleen Reilly
Vernon H. Reynolds
William O. Richards
Robert E. Riche
Lansdon B. Robbins II
H. William Scott, Jr.
Kenneth W. Sharp
Bruce M. Smith
Richard B. Terry
David H. Van Buren
George Waterhouse
Lester F. Williams, Jr.
John K. Wright

Neurological Surgery

GEORGE S. ALLEN, Neurosurgeon-in-Chief

Vaughan A. Allen
Verne E. Allen
Rex E. H. Arendall II
Bennett Blumenkopf
Arthur G. Bond III
Cully A. Cobb, Jr.
Arthur Cushman
Carl Richard Hampf
James W. Hays

Ray W. Hester
Everette I. Howell, Jr.
Robert J. Maciunas
Paul Raymond McCombs
Warren F. McPherson
William F. Meacham
Timothy P. Scoettle
Harold P. Smith
Noel B. Tulipan

Oral Surgery

H. DAVID HALL, Oral Surgeon-in-Chief
 Jeffrey B. Carter
 Elmore Hill
 Samuel Jay McKenna

James W. Nickerson, Jr.
 Stanley C. Roddy, Jr.
 Anthony P. Urbaneck

Otolaryngology

ROBERT H. OSSOFF, Otolaryngologist-in-Chief
 Clyde V. Alley, Jr.
 Ronald C. Cate
 Jack A. Coleman, Jr.
 Jerrall P. Crook
 William G. Davis
 William L. Downey
 James A. Duncavage
 Edwin Boyette Emerson

Michael E. Glasscock III
 Hiranya Gowda
 Daniel R. Hightower
 C. Gary Jackson
 Saleem I. Naviwala
 James L. Netterville
 William Russell Ries
 Mitchell Keith Schwaber
 John D. Witherspoon

Pediatric Surgery

WALLACE W. NEBLETT III, Pediatric Surgeon-in-Chief
 George W. Holcomb III

George W. Holcomb, Jr.
 John B. Pietsch

Plastic Surgery

JOHN B. LYNCH, Chief of Plastic Surgical Service
 Ronald M. Barton
 David G. Bowers, Jr.
 Reuben A. Bueno
 James H. Fleming, Jr.
 Philip E. Fleming

Kevin F. Hagan
 James J. Madden, Jr.
 Takis Patikas
 Greer Ricketson
 R. Bruce Shack

Thoracic and Cardiac Surgery

HARVEY W. BENDER, JR., Chief of Thoracic and Cardiac Service
 William H. Frist
 David M. Glassford, Jr.

John W. Hammon, Jr.
 Walter H. Merrill
 James R. Stewart

Urological Surgery

W. SCOTT MCDUGAL, Urologist-in-Chief
 Robert B. Barnett
 H. Victor Braren
 John W. Brock III
 Oscar Carter
 William Crenshaw
 Charles W. Eckstein
 Robert H. Edwards
 Robert B. Faber
 John R. Furman
 Keith W. Hagan
 Albert P. Isenhour
 Frederick Kirchner, Jr.

Michael O. Koch
 Robert E. McClellan
 David H. Morgan
 Thomas E. Nesbitt
 Thomas E. Nesbitt, Jr.
 Phillip P. Porch, Jr.
 Robert A. Sewell
 J. Douglass Trapp
 John M. Tudor
 Bruce I. Turner
 John J. Warner
 Claude H. Workman III

House Staff 1988/89



Figures in the right-hand column indicate the current level of the residency.

Julie L. Abbott	Medicine	L-2
Byron C. Abels, Jr.	General Surgery	Lab
Brian M. Aboff	Medicine	Chief Resident (NGH)
Steven R. Abram	Neurosurgery	L-4
Richard K. Adkins	Anesthesiology	L-4
Royce T. Adkins	Obstetrics/Gynecology	Chief Resident
Judith B. Akin	Psychiatry	L-3
Carlos A. Alana	Anesthesiology	L-2
Newton P. Allen, Jr.	Medicine	L-3
Darrington P. Altenbern	Obstetrics/Gynecology	L-1
Al S. Aly	Otolaryngology	L-3
John E. Anderson	Medicine	L-3
Philip B. Anderson	Psychiatry	L-3
William D. Anderson	Medicine	L-1
John H. Arnold	General Surgery	L-3
Robert B. Ash	Dermatology	L-3
Lucy P. Ashley	Medicine	L-1
Sherrill L. Auman	Anesthesiology	L-2
John C. Austin	Thoracic Surgery	L-7
Alan F. Bachrach	Neurology	L-2
David L. Baker	Medicine	L-1
Jack R. Baker	Radiology	L-6
Robert H. Ball	Obstetrics/Gynecology	L-3
Patrick A. Barnett	Radiology	L-6
Frederick E. Barr	Pediatrics	L-1
Anne P. Bartek	Psychiatry	L-3
Charles E. Bea	Radiology	L-2
Laurie J. Beach	Anesthesiology	L-4
S. Kenn Beeman	General Surgery	L-8
Richard A. Berkman	General Surgery	L-2
Robert J. Berkompas	Medicine	L-3
David B. Berry	Obstetrics/Gynecology	L-2
Katherine A. Bertram	Medicine	L-2
Nancy G. Beveridge	Pediatrics	L-1
Ulrika M. Birgersdotter	Medicine	L-3
Richard E. Blackburn	Neurology	L-2
William E. Blalock III	Medicine	L-1
Raymond F. Bluth	Pathology	L-1
Clifford W. Bogue	Pediatrics	L-6
Ian Boiskin	Radiology	L-2
Bruce S. Boliek	Medicine	L-2
Roger A. Bonau	Vascular Surgery	L-9
Lorie M. Booth	Pediatrics	L-1
Patrick J. Bosque	Medicine	L-2
H. Jay Boulas	Orthopaedics	L-5
Inez B. Bounds	Ophthalmology	L-3
Patricia L. Bowers	Anesthesiology	L-3
Mark Branch III	Medicine	L-2

Carolyn L. Baker Breiten	Obstetrics/Gynecology	L-4
William A. Brennan	General Surgery	L-1
Nancy J. Brown	Medicine	L-3
Peggy J. Brown	Neurology	L-4
Stephen L. Buckley	Obstetrics/Gynecology	L-1
Kastytis L. Butkus	Allergy/Immunology	L-5
Christopher P. Bunce	Medicine	L-3
Roy P. Burch, Jr.	Obstetrics/Gynecology	L-2
Daniel S. Burrus	Orthopaedics	L-3
James B. Butler	Radiology	L-1
Jay C. Butler	Medicine/Pediatrics	L-4
Martha Jean Butterfield	Medicine	L-2
Mary Jane Butterfield	Medicine	L-2
Anne C. Byars	Pediatrics	L-3
Lauretta S. Byars	Medicine	L-1
James T. Callis	General Surgery	Chief Resident
Stephen B. Cantrell	Oral Surgery	L-1
Laurence C. Carmichael	Medicine	L-1
Donald G. Catron	Psychiatry	L-3
Robert D. Cebul	General Surgery	L-4
James P. Chaney	Obstetrics/Gynecology	Chief Resident
William C. Chapman	General Surgery	Lab
James W. Cheek	Pediatrics	L-3
Andrew L. Chern	Obstetrics/Gynecology	Chief Resident
Philip N. Chironis	Otolaryngology	L-5
Jim C. Chow	Dermatology	L-3
Craig A. Clark	Psychiatry	L-1
Francis J. Clark	Ophthalmology	L-2
Ross E. Collins	Child Psychiatry	L-5
Raoul S. Concepcion	Urology	L-5
Michael P. Conrad	Psychiatry	L-4
John L. Cooper	Neurology	L-3
David M. Coussens	General Surgery	L-2
Kathryn E. Cramer	Orthopaedics	L-3
John A. Crow	Medicine	L-2
Bruce P. Crowley	Ophthalmology	L-2
Nancy J. Crowley	General Surgery	On leave
Stephen M. Dahlstedt	Urology	L-3
Robert M. DaSilva	Orthopaedics	Chief Resident
Christopher V. Davenport	Psychiatry	L-2
Gregory G. Davis	Pathology	L-2
John V. Davis	Psychiatry	L-2
Karen F. Davis	Obstetrics/Gynecology	L-3
Thomas L. Davis	Neurology	Chief Resident
Karon Dawkins	Psychiatry	L-3
Roy W. Deal	Psychiatry	L-4
Rafael A. deHaro	Pediatrics	L-3
Steven D. Deitch	Neurology	L-4
Dominique Delbeke	Pathology	L-4
Joseph B. DeLozier III	Plastic Surgery	Chief Resident
William D. Denney	Medicine	L-2
Kenneth R. DeVault	Medicine	L-3
Mitchell A. Dickson	Anesthesiology	L-2
Alexander G. Digenis	General Surgery	L-1
Bradley C. Diner	Psychiatry	L-4
Kevin L. Donovan	Anesthesiology	L-4
Bernard R. Drexinger	Neurology	L-3
Thomas E. Ducker	Medicine	L-1
Philip L. Dutt	Pathology	L-4

Katherine A. Dykes	Obstetrics/Gynecology	L-1
Scott A. Eastin	Psychiatry	L-4
Lynn Ebaugh	Medicine	L-1
Alan D. Eisenberg	Radiology	L-6
C. Craig Elkins	General Surgery	L-1
Mary Ann Ellis	Obstetrics/Gynecology	L-3
Mitchell D. Evans	Anesthesiology	L-3
William J. Fanning	Thoracic Surgery	Chief Resident
Paul R. Fassler	Orthopaedics	Chief Resident
Will Ferrin	Medicine	L-2
Edgar W. Finn	Psychiatry	L-1
Donn S. Fishbein	Pathology	L-3
Jonathon M. Fishbein	General Surgery	L-2
Jeri E. Fitzpatrick	Psychiatry	L-2
William F. Fleet III	Medicine	L-3
Mark D. Flora	Urology	L-4
Howard W. Follis	Urology	L-4
Jeanne M. Foose	Pediatrics	L-2
Gary L. Foster	Medicine	L-1
Eduardo Fraifeld	Anesthesiology	L-2
Nicola A. Francalancia	General Surgery	L-1
Jenny Jo Franke	General Surgery	L-2
Maria E. Frexes-Steed	General Surgery	Chief Resident
Daniel L. Friedman	Psychiatry	L-1
Beverly F. Fuller	Obstetrics/Gynecology	L-1
Karsten Gammeltoft	Neurology	L-4
Richard J. Geer	General Surgery	L-4
Edward B. Gerhardt	Thoracic Surgery	L-8
Joseph Gigante	Pediatrics	L-1
Herman C. Gist	Medicine	L-3
Gary M. Goldstein	Medicine	L-4
Richard E. Goldstein	General Surgery	L-4
Stacey Ann Goodman	Medicine	L-2
Steven D. Graham	Medicine	L-2
Cornelia R. Graves	Obstetrics/Gynecology	L-2
Daniel A. Green	Orthopaedics	L-4
D. Michael Greer	Psychiatry	L-1
Steven T. Gremillion	Medicine	L-3
Donald W. Griffin	General Surgery	L-1
Joe A. Griffin III	Plastic Surgery	Chief Resident
Alexander S. Gross	Dermatology	L-2
Debra E. Grove-Mahoney	Pathology	L-4
Michael E. Guerra	Ophthalmology	L-4
James S. Hagood	Pediatrics	L-2
Marshall C. Hall	General Surgery	L-2
Richard D. Hammer	Pathology	L-1
Paul R. Hancock	Medicine	L-2
Charles E. Hanson	Anesthesiology	L-4
Carroll M. Harmon	General Surgery	Lab
Christopher E. Harris	Pediatrics	L-2
Sarah E. Hassell	Pediatrics	L-1
David S. Haynes	General Surgery	L-2
James M. Heery	Medicine	L-2
Lee B. Heery	Pediatrics	L-2
Paul J. Heil	Pediatrics	L-1
Steve J. Herrin	Psychiatry	L-4

Timothy Herron	Neurology	L-5
Shannon L. Hersey	Anesthesiology	L-3
Stephen J. Heyman	Medicine	Chief Resident (VA)
Anna L. Hicks	Pediatrics	L-3
Barry A. Hicks	General Surgery	Lab
Edward E. Hockaday, Jr.	Anesthesiology	L-2
Catherine R. Hoff	Pediatrics	L-3
Steven J. Hoff	General Surgery	L-3
Edsel P. Holden	Medicine	L-1
Larry R. Holder	Radiology	L-3
Robert A. Hollis	Medicine	L-1
Michael D. Holzman	General Surgery	L-1
Anne R. Horan	Ophthalmology	L-2
Abbott B. Huang	General Surgery	L-1
Linda K. Hudson	Medicine	L-3
Mark A. Hughes	Psychiatry	L-3
Stephen C. Humble	Psychiatry	L-2
Robert S. Humphrey	Pediatrics	L-3
Terry A. Hurlbut III	Pathology	L-3
Stephen A. Hutto	Medicine	L-1
Robert E. Ivy	Orthopaedics	L-1
Susan M. Jacobi	Medicine	L-3
Elizabeth A. Jenkins	Medicine	L-3
Robert N. Jenkins	Medicine	L-3
John A. Jernigan	Medicine	L-3
Kenneth H. Joel	Anesthesiology	L-4
Joyce E. Johnson	Pathology	L-3
Thomas S. Johnston	Medicine	L-1
Kenneth W. Johnstone	Anesthesiology	L-2
David L. Jolgren	Radiology	L-2
Claudia K. Jones	Pathology	L-4
Clement K. Jones	Orthopaedics	L-4
Jace S. Jones	Urology	L-3
John E. Jordan III	Medicine	L-2
Patrick A. Juneau III	Neurosurgery	L-3
Shelly P. Kafka	Medicine	L-1
Asha R. Kallianpur	Medicine	L-1
Douglas W. Kane	Medicine	L-3
Mark R. Kaplan	Medicine	L-1
Michael D. Katz	Neurology	L-3
Frank G. Keller	Medicine/Pediatrics	L-3
Robert E. Kelly, Jr.	General Surgery	On Leave
William F. Kelly	Pathology	L-3
Craig M. Kemper	General Surgery	L-1
Debra Jo Kern	Radiology	L-1
Theodore C. Kerner, Jr.	Radiology	L-6
Travis E. Kidd, Jr.	Pathology	L-4
James C. King III	Radiology	L-2
Louis D. King	Psychiatry	L-4
Michael A. King	Neurosurgery	L-5
Raymond S. Kirchmier, Jr.	Orthopaedics	L-1
Glenn W. Knox	Otolaryngology	L-6
Neil W. Kooy	Pediatrics	L-2
Michael J. Koriwchak	General Surgery	L-1
Jane K. Kramer	Medicine	L-1
Richard Krumdieck	Medicine	L-3
Bryan R. Kurtz	Obstetrics/Gynecology	L-2
James G. Kyser	Psychiatry	L-2

Robert P. Lagrone	Medicine	L-2
Peter M. Lake	Psychiatry	L-3
Janice F. Lalikos	General Surgery	L-1
Ruth E. Lamar	Medicine	L-2
Thomas L. Lambert	Medicine	L-3
D. Wayne Laney, Jr.	Pediatrics	L-3
Gregory B. Lanford	Neurosurgery	L-5
Cecil S. Langdon	Anesthesiology	L-2
William H. Langhorne	Medicine	L-2
Robert J. Lanoue	Neurology	L-4
John L. Laubenthal	Psychiatry	L-1
Brent T. Layton	Radiology	L-2
James T. Lee, Jr.	Medicine	L-1
Robert B. Lee	General Surgery	L-4
Thomas W. Lee	Anesthesiology	L-3
Clarence W. Legerton III	Medicine	L-3
Wayne J. Lennington	Pathology	L-2
Rachael Lenox	Pediatrics	L-3
Ann B. Lettes	Child Psychiatry	L-4
Jeffrey H. Levine	General Surgery	L-2
Don M. Lewis	Plastic Surgery	L-6
Larry G. Lewis, Jr.	Pediatrics	L-1
William H. Leyva	Dermatology	L-3
George H. Lien	Neurosurgery	L-5
David L. Liland	General Surgery	L-6
Scott A. Lile	Medicine	L-1
Mari L. Lilly	Psychiatry	L-5
James J. Link	Oral Surgery	L-3
Lana L. Long	Medicine	L-1
Pamela D. Love	Obstetrics/Gynecology	L-1
G. Keith Lovelady	Medicine	L-1
Gary R. Margolies	Medicine	L-2
Margaret A. Martin	Pediatrics	L-3
Murphy S. Martin	Medicine	L-1
Salim A. Matar	Otolaryngology	L-4
Mark D. Mathis	Anesthesiology	L-2
Kristina K. McCain	Obstetrics/Gynecology	L-2
Robert W. McCain	Medicine	L-2
Daniel K. McCammon	Medicine	L-2
Barry M. McCook	Nuclear Medicine	L-4
Katherine W. McCune	Neurology	L-2
Gary R. McDonald	Medicine	L-1
Colin M. McDonough	Medicine	L-1
Mark A. McFerran	Orthopaedics	L-2
Gregory S. McGee	General Surgery	Chief Resident
David M. McGrath	Anesthesiology	L-2
Carol A. B. McHugh	General Surgery	L-1
Mark R. McIlwain	Oral Surgery	L-1
Mary S. McKee	Radiology	L-2
Ibrahim A. Melki	General Surgery	L-1
David A. Miller	Obstetrics/Gynecology	L-1
Jami L. Miller	Medicine	L-1
Thomas P. Mills	Medicine	L-2
Lucien S. Miranne, Jr.	Neurosurgery	Chief Resident
James C. Mixon	Pathology	L-2
David J. Moliterno	Medicine	L-2
David E. Moore	Radiology	L-3
Patrick J. Morello	Medicine	L-1
John A. Morrow	Medicine	L-3

Charles A. Moss	Pediatrics	L-2
Mark A. Mozer	Pediatrics	L-1
Thomas C. Naslund	General Surgery	L-4
Eugene H. Nelson	Pathology	L-2
J. David Netterville	Anesthesiology	L-4
Daniel F. Neuzil	General Surgery	L-2
Kathleen M. Neuzil	Medicine	L-2
David L. Newsom	Ophthalmology	L-3
Danny E. Oaks	Anesthesiology	L-3
Dennis M. O'Donnell	Radiology	L-3
Dolores C. Olivarez	Medicine	L-2
Diane E. Oliver	Medicine	L-3
Bryan D. Oslin	General Surgery	L-1
Molly P. O'Toole	Psychiatry	L-2
Steven L. Outly	Anesthesiology	L-2
Ann B. Owen	Radiology	L-3
Rita Panoscha	Pediatrics	L-3
Kenneth L. Parish	General Surgery	Lab
William B. Parker	Orthopaedics	L-3
Charles C. Parrish	Medicine	L-3
Waclawa Y. Pawlowski	Pediatrics	L-1
James L. Peacock	General Surgery	Chief Resident
Ray S. Peebles	Medicine	L-3
Monte W. Penner	Nuclear Medicine	L-3
Michael R. Perlman	Otolaryngology	L-5
Karen J. Phillips	Nuclear Medicine	L-2
Joel D. Pickett	Neurosurgery	L-3
Donald F. Pierce, Jr.	General Surgery	Lab
Sharon M. Piper	Obstetrics/Gynecology	L-2
Gretchen R. Poetschke	Pediatrics	L-2
William H. Polk, Jr.	General Surgery	L-4
Stephen M. Pratt	General Surgery	Chief Resident
Peter M. Pritchett	Ophthalmology	Chief Resident
Nancy H. Prysi	Anesthesiology	L-3
Karen L. Putnam	Pediatrics	L-1
Ian Rabinowitz	Medicine	L-3
Sherif M. I. Ragheb	General Surgery	L-2
Richard Rainey	Pediatrics	L-3
Charles W. Randall	Medicine	L-1
Edmund W. Raycraft	Orthopaedics	L-4
Patricia L. Raymond	Medicine	L-3
Bhaskar C. A. Reddy	Anesthesiology	L-2
Michael C. Reed	Psychiatry	L-4
John J. Reese	Pediatrics	L-2
David S. Reynolds	Anesthesiology	L-4
Denise W. Reynolds	Anesthesiology	L-4
Karen H. Rhea	Psychiatry	L-5
David B. Richards	Orthopaedics	L-2
Karla J. Richey	General Surgery	L-3
Allen A. Ries	Medicine	L-3
Curtis M. Rimmerman	Medicine	L-2
Ryan M. Roberts	Medicine	L-2
J. Bruce Robertson	General Surgery	L-1
Ming Hsu Robinson	Obstetrics/Gynecology	L-1
Richard E. Rochester	Psychiatry	L-2
Richard L. Rosemond	Obstetrics/Gynecology	L-3
Charles B. Ross	General Surgery	L-4

James E. Roth	Anesthesiology	L-3
Timothy S. Rummel	Medicine	Chief Resident (STH)
Linda A. Ruziczka	Ophthalmology	L-2
James E. Salter, Jr.	Pathology	L-3
Roy Q. Sanders	Child Psychiatry	L-3
Christopher D. Sarzen	Medicine	L-1
Mark A. Sauer	Anesthesiology	L-2
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Kathleen A. Schwartz	Pathology	L-2
Stephen J. Schwartz	Anesthesiology	L-2
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John G. Seiler III	Orthopaedics	L-4
Timothy L. Sell	General Surgery	L-2
Samuel R. Sells III	Psychiatry	L-3
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Michael F. Shahbazi	Ophthalmology	Chief Resident
Hrayr K. Shahinian	General Surgery	L-3
Philip C. Sheils	Ophthalmology	Chief Resident
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Deborah D. Sherman	Ophthalmology	L-3
S. Britt Shivers	Anesthesiology	L-4
Thomas E. Schockley, Jr.	Orthopaedics	L-3
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Kaylen M. Silverberg	Obstetrics/Gynecology	Chief Resident
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Patricia M. Simone	Medicine	L-3
Elizabeth B. Simpson	Psychiatry	L-4
Roger D. Smalligan	Medicine/Pediatrics	L-2
Geoffrey Smallwood	Obstetrics/Gynecology	Chief Resident
Karen G. Smallwood	Psychiatry	L-2
Gregory D. Smith	Radiology	L-6
Lenwood P. Smith, Jr.	Neurosurgery	L-6
Sidney P. Smith III	Medicine	L-2
William B. Smith	Allergy/Immunology	L-4
Christopher L. Sneed	Neurosurgery	L-2
Richard M. Sneeringer	Medicine	L-3
David H. Sniadack	Medicine	L-1
Suzanne R. Snyder	Medicine/Pediatrics	L-2
Matthew Alan Solberg	Pediatrics	L-2
Andrew H. Sonin	Radiology	L-1
Eric S. Spotts	Obstetrics/Gynecology	L-2
Stephanie E. Spottswood	Radiology	L-2
Raymond F. Stainback	Medicine	L-2
William T. Stallings	Urology	Chief Resident
Sharon M. Stein	Nuclear Medicine	L-5
Jill Steier	Obstetrics/Gynecology	L-3
Anthony W. Stephens	Medicine	L-1
G. Christopher Stephens	Orthopaedics	L-1
Bonni Lee Stewart	Medicine	L-1
Kurt T. Stockamp	General Surgery	L-1
Robert H. Stowe	Anesthesiology	L-3
W. Garrison Strickland	Neurology	L-4
Volker I. A. Striepe	Anesthesiology	L-4
Norton A. Stuart III	Anesthesiology	L-2
Tony Hun-Hwon Su	Medicine	L-1
Carl A. Swafford, Jr.	Anesthesiology	L-4

David C. Tanner	Medicine	L-3
S. Bobo Tanner IV	Allergy	L-6
S. Scott Tapper	General Surgery	L-3
Nicholas G. Tarasidis	Otolaryngology	L-4
Grace P. Teal	Medicine	L-3
Paige W. Tench	Psychiatry	L-4
Lisa D. Testa	Oral Surgery	L-1
Scott T. Thellman	General Surgery	L-3
Anthony Lee Thomas	Medicine	L-1
David E. Thompson	Medicine	L-3
Stefan Tigges	Radiology	L-1
Barbara C. Tillman	Medicine	L-1
Bill H. Torres	Medicine	L-1
David S. Trochtenberg	Medicine	L-2
A. P. Truett III	Medicine	L-1
Paul J. Tsahakis	Orthopaedics	L-4
Johnathan P. Vansant	Nuclear Medicine	L-4
Joji A. H. Vaughn	Medicine	L-2
Richard F. Vaughn	Medicine	L-2
Nicolas S. Veaco (D.D.S.)	Oral Surgery	Chief Resident
Jeffrey T. Vrabec	Otolaryngology	L-3
John A. Waites	Medicine	L-1
Eleanor M. Walker	Medicine	L-1
Eloisa S. Walker	Pediatrics	L-2
Robert N. Walker	Orthopaedics	L-2
Melissa L. Wall	Medicine	L-3
James H. Wamack, Jr.	Pediatrics	L-3
J. Sloan Warner	General Surgery	L-1
Michael F. Warren	Dermatology	L-4
Samuel R. Watkins, Jr.	Urology	L-5
Robert T. Watts, Jr.	Oral Surgery	L-1
Mary P. Webster-Hancock	Child Psychiatry	L-5
Amy G. Weeks	Obstetrics/Gynecology	Chief Resident
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Douglas R. Weikert	Anesthesiology	L-4
Howard L. Weil	Orthopaedics	L-2
Manuel R. Weiss	Neurosurgery	Chief Resident
Stephen G. Werth	Dermatology	L-2
John R. Werther	General Surgery	L-1
Gwendolyn L. White	Psychiatry	L-2
Houston W. White	Anesthesiology	L-2
Joan W. White	Pediatrics	L-3
Therese L. Whitten	Obstetrics/Gynecology	L-3
Mark H. Widick	General Surgery	L-2
Carlos J. Wilkerson	Anesthesiology	L-2
Mary K. Wilkin	Pediatrics	L-1
Robert C. Wille	Radiation Oncology	L-3
Burson T. Williams	Anesthesiology	L-2
Jory D. Williams	Ophthalmology	L-3
Richard F. Williams, Jr.	General Surgery	L-3
W. Geoffrey Williams	General Surgery	L-3
Brett L. Wilson	Pediatrics	L-1
Gregory J. Wilson	Pediatrics	L-2
Natalia A. Wilson	Medicine	L-1
Scott D. Wilt	Pediatrics	L-1
John E. Wofford	Urology	Chief Resident
Robert C. Wood	Radiology	L-1

Robert C. Woods	Medicine	L-1
Rick W. Wright	Orthopaedics	L-1
James H. Wudel	General Surgery	L-2
Stephen J. Yallourakis	Oral Surgery	L-2
Yates, Michael D.	Plastic Surgery	L-7
Lemuel G. Yerby	General Surgery	L-4
Brian G. Zogg	Dermatology	L-3

Index

- Academic program, School of
Medicine 53
- Academic regulations, School of
Medicine 69
- Academic regulations, School of
Nursing 253
- Accreditation, School of Nursing 201
- Activities fee 82, 275
- Addictions, Institute for Treatment of
(VITA) 302
- Administration, Medical Center 11
- Administration, School of Medicine 39
- Administration, School of Nursing 197
- Administration, University 9
- Administration, Vanderbilt University
Hospital 295
- Admission, School of Medicine 49
- Admission, School of Nursing 211
- Advanced training and research 66
- Advisers 69, 254
- Affiliated facilities 19
- Allied health professions 302
- Alpha Omega Alpha 77
- Ambulatory surgery 302
- Anesthesiology 100
- Arthritis and Lupus Center 94
- Athletic facilities 32
- Audit courses 230
- Awards 77, 269
- Biochemistry 100
- Biostatistics 117
- Black Cultural Center, Bishop Joseph
Johnson 31
- Board, Hospital Medical 295
- Board, Medical Center 10
- Board of Trust, University 8
- Buckley Amendment 33
- Burn Center 301
- Calendars 4, 5
- Canby Robinson Society 20
- Cancer Center 94
- Cell Biology 101
- Centers for Research 94
- Chairs and professorships 91
- Child and Adolescent Psychiatric
Hospital 17
- Child Care Center 30
- Children's Hospital 300
- Class of 1988, School of Nursing 286
- Clinic, staff officers of 307
- Clinic, The Vanderbilt 17, 300
- Clinical Nutrition Research Unit 95
- Clinical Research Center 95
- Clinical nurse specialties 206
- Committees, standing, School of
Medicine 39
- Committees, standing, School of
Nursing 197
- Committees, standing, Hospital 296
- Continuing Medical education 67
- Cooper Building 19
- Cooperative Care Center 301
- Counseling services 28
- Course schedule, School of Medicine 55,
57
- Courses of study, School of Medicine 99
- Courses of study, School of Nursing 219
- Credit by examination, School of
Nursing 214
- Curriculum tables 59, 220
- Dayani, Kim, Human Performance
Center 18
- Degree requirements, School of
Medicine 69
- Degree requirements, School of
Nursing 208
- Degrees offered 25
- Dentistry 122
- Dermatology 106
- Diabetes Research and Training
Center 95
- Dining facilities 28
- Education records 33
- Emergency Room and Trauma
Center 301
- Employment for spouses 88, 276
- Endowed chairs 91
- Endowed research funds, School of
Medicine 93
- Escort service 31
- Examinations, School of Nursing 263
- Examinations and promotions, School of
Medicine 70
- Executive faculty, School of Medicine 39

- Extracurricular work 70
- Facilities of the Medical Center 15
- Faculty, School of Medicine 127
- Faculty, School of Nursing 279
- Fees 81, 273
- Fellowships 66, 87
- Fellows 185
- Financial assistance 52, 83, 276
- Financial information 81, 273
- Founder's Medal 77, 269
- Fuld, Helen, Instructional Media Center 17
- Godchaux, Mary Ragland, Hall 17
- Grading system 70, 258, 260
- Graduate nursing program 205
- Handicapped students, services for 30
- Health service, student 29
- Health Services, Center for 18
- Hearing and Speech Sciences 18, 102, 305
- History, School of Medicine 48
- History, School of Nursing 201
- History, University 23
- Honor council, graduate nursing 253
- Honor scholarships 79, 269
- Honor system 69, 253
- Hospital Medical Board 295
- Hospital staff 309
- Hospitalization insurance 29, 81, 274
- House staff, 1988/89 317
- Housing, University 27
- Identification cards 27
- Insurance, hospitalization 29, 81, 274
- Insurance, liability 71, 81, 275
- International students, School of Nursing 215
- Johnson, Bishop Joseph, Black Cultural Center 31
- Langford Auditorium 18
- Late payment of fees 81
- Leave of absence 70, 264
- Lectureships 73
- Liability insurance for students 71, 81, 277
- Library, Medical Center 19
- Licensure, School of Nursing 266
- LifeFlight 302
- Light, Rudolph A., Hall 16
- Loans 87
- Lost and found 31
- Lung Research, Center for 98
- Major courses, School of Medicine 55
- Master of Science in Nursing with multiple entry options 205, 219
- Master's and Ph.D. course work 67
- M.D./Ph.D. program, School of Medicine 53
- Medical Administration 103
- Medical Arts Building 18
- Medical Center North 16
- Medical Center South 17
- Medical College Admission Test 52
- Medical Research Building 16
- Medical Scientist Training Program 51
- Medicine, Department of 103
- Microbiology 108
- Molecular Physiology and Biophysics 108
- Molecular Toxicology, Center in 96
- Nashville 24
- National Board Examinations, School of Medicine 69
- Neurology 109
- Neuromuscular Disease Research Center 97
- Neurosurgery 122
- Nurse practitioner track 250
- Nursing administration specialty 208
- Nursing Research, Center for 17
- Obstetrics and Gynecology 110
- Ophthalmology 111
- Oral Surgery 122
- Orthopaedics and Rehabilitation 112
- Otolaryngology 123
- Parking 31
- Pass-Fail courses 256
- Pathology 113
- Pediatric Surgery 123
- Pediatrics 114
- Pharmacology 116
- Pharmacology and Drug Toxicity, Center for 97
- Ph.D. course work 67
- Philosophy, School of Nursing 201
- Plastic Surgery 123
- Poison Control Center, Middle-Tennessee Regional 302
- Population and Reproductive Biology, Center for 98
- Postdoctoral courses 66
- Post-master's studies 249
- Post-residency fellowships 66
- Preceptorship 275
- Pre-nursing studies 239
- Preventive Medicine 117
- Primary care specialties 207

- Professional liability insurance 71, 81, 275
 Psychiatry 118
- Radiology and Radiological Sciences 119
 Recreation fee 82, 273
 Register of Students, School of Medicine 169
 Regulations, academic 69, 253
 Rehabilitation Center 301
 Religious life 32
 Reproductive Biology Research, Center for 97
 Requirements for M.D. degree 69
 Requirements for M.S.N. degree 208
 Research centers 94
 Research funds, endowed 93
 Residency assignments 187
 Residency training 66
- Sarratt Student Center 33
 Schedule of courses, School of Medicine 57, 59
 Scholarships 82, 84, 269
 SCOR in Hypertension 96
 SCOR in Newborn Lung Disease 97
 SCOR in Pulmonary Vascular Diseases 98
 Security, campus 30
 Shuttle bus service 31
 Sigma Theta Tau 269
 Staff officers of the Vanderbilt Clinic 261
- Standing committees, Hospital Medical Board 296
 Standing committees, School of Medicine 39
 Standing committees, School of Nursing 197
 Student affairs, graduate, School of Nursing 193
 Surgery, general 121
 Surgical Sciences, Section of 121
- Test of English as a Foreign Language (TOEFL) 216
 Thoracic and Cardiac Surgery 123
 Transfer credit, School of Nursing 214
 Transcripts 82, 275
 Transportation 265
 Tuition and fees, School of Medicine 81
 Tuition and fees, School of Nursing 273
- Uniform, School of Nursing 265
 University, general information 25
 Urology 124
- Vanderbilt Clinic, The 17, 300
 Vanderbilt University Hospital 15, 293
 Visiting medical students 50
- Wilkerson, Bill, Hearing and Speech Center 18
 Women's Center, Margaret Cuninggim 32

Communicating With

The School of Medicine The School of Nursing

School of Medicine

Academic matters

Dean John E. Chapman
D-3300 Medical Center North
Vanderbilt University
Nashville, Tennessee 37232-2104
(615) 322-2164

School of Medicine

Admissions, scholarships, and financial aid

Office of the Associate Dean
for Students
School of Medicine
101 Rudolph A. Light Hall
Vanderbilt University
Nashville, Tennessee 37232-0685

M.D.—Ph.D. program

Daryl K. Granner
Chairman of the Medical Scientist
Program Committee
School of Medicine
607 Rudolph A. Light Hall
Vanderbilt University
Nashville, Tennessee 37232-0615

Graduate School admissions

Office of the Dean
Graduate School
411 Kirkland Hall
Vanderbilt University
Nashville, Tennessee 37240

Employment opportunities for spouses

Vanderbilt Employment Center
Box 160 Peabody College
Nashville, Tennessee 37203
(615) 322-8300

School of Nursing

Mailing address

Mary Ragland Godchaux Hall
Vanderbilt University
Nashville, Tennessee 37232-8411
(615) 322-4400

Academic and faculty matters

Dean Colleen Conway-Welch
(615) 343-3243

Admission procedure

Director of Marketing and Enrollment
(615) 322-3800

GRADUATE PROGRAM INFORMATION

Adult Health Nursing

Professor Larry Lancaster, Director

Child/Adolescent Nursing

Professor Diana Smith, Director

Family Nurse Practitioner

Professor Virginia George, Director

Gerontological Nurse Practitioner

Professor Susan A. Morgan, Director

Nursing Administration

Professor Helen Castillo, Director

Perinatal Nursing

Professor Deborah Norigan, Director

Psychiatric—Mental Health Nursing

Professor Joyce Laben, Director

Housing

Housing Office
Box 1677 Station B
Vanderbilt University
Nashville, Tennessee 37235
(615) 322-2591