

The Bulletin of  
Vanderbilt University 1993/94

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# Medical Center



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**THE BULLETIN OF VANDERBILT UNIVERSITY**  
**Volume 93, Number 7**                      **December 1993**

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Vanderbilt University Medical Center



## School of Medicine Calendar 1993/94

### FALL SEMESTER 1993

Registration and classes begin 4th year and 1/3 of 3rd year class / Tuesday 6 July  
Registration and classes begin 1/3 of 3rd year class / Monday 2 August  
Registration 2nd year / Monday 16 and Tuesday 17 August  
Registration 1st year / Monday 16 to Wednesday 18 August  
Classes begin 2nd year / Wednesday 18 August  
Classes begin 1st year / Thursday 19 August  
Labor Day holidays for 1st, 2nd, and 4th year classes / Monday 6 September  
Registration and classes begin 1/3 of 3rd year class / Monday 30 August  
Midterm exams 2nd year class / Monday 18 to Thursday 21 October  
Fall break 1st year class / Wednesday 20 to Sunday 24 October  
Fall break 2nd year class / Thursday 21 to Sunday 24 October  
Thanksgiving holidays / Thursday 25 to Sunday 28 November  
Exam period elective courses 1st and 2nd years / Monday 6 to Friday 10 December  
Exam period required courses 1st and 2nd years / Monday 13 to Friday 17 December  
Fall semester ends / Friday 17 December  
Holidays / Saturday 18 December to Sunday 2 January

### SPRING SEMESTER 1994

Spring semester begins / Monday 3 January  
Midterm exams 1st and 2nd year classes / Monday 21 to Friday 25 February  
Spring holidays 1st and 2nd years / Saturday 26 February to Sunday 6 March  
Spring holidays 3rd year (Med, Surg) / Saturday 12 to Sunday 20 March  
Spring holidays 4th year / Wednesday 16 to Sunday 20 March  
United States Medical Licensing Examination—Step 2 / Wednesday 30 and Thursday 31 March  
Instruction ends 4th year / Friday 22 April  
Spring holidays 3rd year (Ob/Gyn, Peds, Psych, Neuro) / Saturday 23 April to Sunday 1 May  
Exam period elective courses 1st and 2nd years / Monday 25 to Friday 29 April  
Instruction ends required courses 1st and 2nd years / Friday 29 April  
Examination period required courses 1st and 2nd years / Monday 2 to Friday 6 May  
Commencement / Friday 13 May  
United States Medical Licensing Examination—Step 1 / Monday 8 and Thursday 9 June  
Instruction ends 3rd year / Friday 24 June

## School of Nursing Calendar 1993/94

### FALL SEMESTER 1993

Orientation for nursing students (mandatory) / Wednesday 18 August and Thursday 19 August  
Registration / Friday 20 August  
Classes begin / Monday 23 August  
First seven-week module ends / Friday 8 October  
Reading period / Monday 11–Friday 15 October  
Nursing School Reunion / Thursday 14–Saturday 16 October  
Homecoming / Saturday 16 October  
Second seven-week module begins / Monday 18 October  
Thanksgiving holidays / Saturday 20–Sunday 28 November  
Classes end / Friday 10 December  
Reading days and examinations / Friday 10–Wednesday 15 December  
Holidays begin / Thursday 16 December

### SPRING SEMESTER 1994

Orientation for new students / Monday 10 January  
Registration / Tuesday 11 January  
Classes begin / Wednesday 12 January  
National NCLEX examination for Nursing State Board / Wednesday 2–Thursday 3 February  
First seven-week module ends / Friday 4 March  
Spring holidays / Saturday 5 February–Sunday 13 March  
Second seven-week module begins / Monday 14 March  
Classes end / Friday 29 April  
Reading days and examinations / Monday 2–Friday 6 May  
Commencement / Friday 13 May

### SUMMER SEMESTER 1993

Registration / Thursday 28 April  
Classes begin / Monday 9 May  
Classes and examinations end / Friday 12 August




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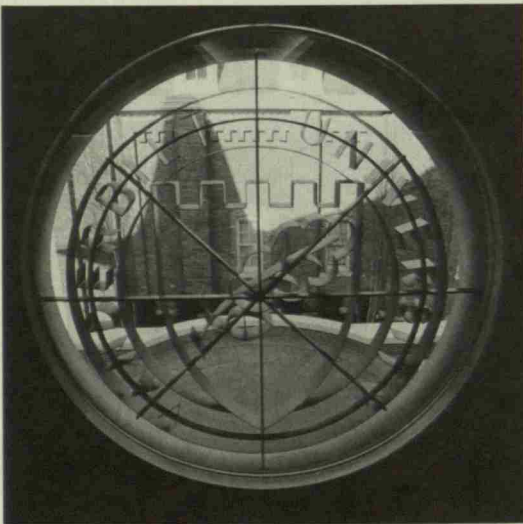
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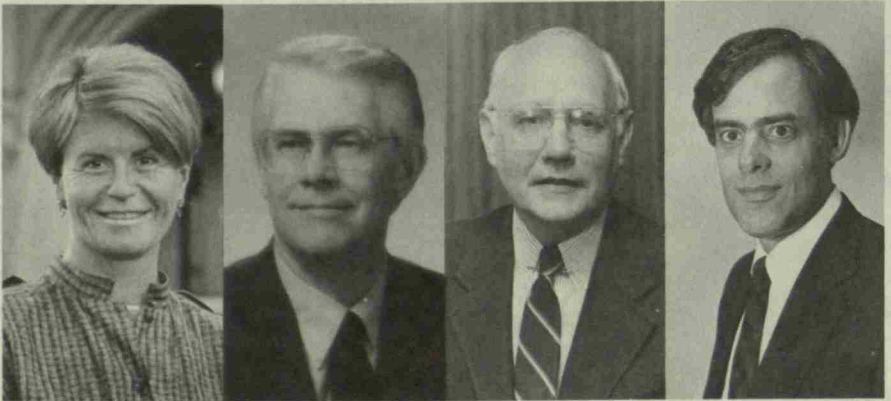
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# Medical Center

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for the Southeast 15**

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# An Academic Health Care Center for the Southeast

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

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

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

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

Through the education of physicians, nurses, biomedical scientists, and technicians in allied health professions—and an overriding concern for the care of patients—Vanderbilt University Medical Center strives to improve the health of the individual. Through scholarship and research leading to new knowledge about the nature, treatment, and prevention of disease, the Medical Center contributes to the improvement of the health of all.

## Facilities

### *Vanderbilt University Hospital*

The hospital is a dramatic, twin-tower structure of red brick, especially equipped to provide complex and vital services to its patients, continuing Vanderbilt's century-old tradition of offering the best in patient care.

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

### *Children's Hospital of Vanderbilt University Medical Center*

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

### *Vanderbilt Child and Adolescent Psychiatric Hospital*

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

### *The Vanderbilt Clinic*

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

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

### *Rudolph A. Light Hall*

Completed in 1977, Light Hall provides classroom and laboratory space for students in the School of Medicine. It houses the department of biochemistry, the department of molecular physics and biophysics, and the Howard Hughes Medical Institute. Named for Dr. Rudolph A. Light, former professor of surgery and member of the Board of Trust, Light Hall is connected by tunnels to Medical Center North and to the hospital and by



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

### *Medical Research Building*

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

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

### *Medical Center East*

The newly opened Surgical Pavilion at Medical Center East is a 34,000 square-foot ambulatory surgery center designed and equipped to provide services to both adults and children.

### *Medical Center North*

The 21-bed Newman Clinical Research Center, the Cooperative Care Center, the inpatient Orthopaedic Unit, and support functions are located in Medical Center North. The complex also houses such specialized treatment and research units as the Burn Center, the Rehabilitation Center for patients with severe physical handicaps, and the Vanderbilt Institute for Treatment of Alcoholism (VITA).

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

### *Medical Center South*

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

### *Vanderbilt Arthritis and Joint Replacement Center*

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

### *Vanderbilt Sports Medicine Center*

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

### *Mary Ragland Godchaux Hall*

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

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

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

### *Kim Dayani Human Performance Center*

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

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

### *Bill Wilkerson Hearing and Speech Center*

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

### *Medical Arts Building*

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

### **Affiliated Facilities**

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

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

### **Medical Center Library**

Founded in 1906 as the library of the School of Medicine, the Medical Center Library moved to its present location in the northeast wing of Medical Center North in 1964. A free-standing facility, the Annette and Irwin Eskind Biomedical Library, is scheduled for completion by December 1993.

The library serves the bibliographical and informational needs of all at Vanderbilt who are engaged in the study, teaching, or practice of the health sciences. It is also a major resource for the health professionals of the region. Containing some 175,000 volumes, the library receives about 2,000 periodicals and houses a collection of rare books and other historical items, including the Medical Center archives. It is a resource library of the National Network of Libraries of Medicine and participates in various cooperative projects.

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

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

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Nashville
- MRS. JAMES W. PERKINS, SR., Nashville
- DR. ROSE M. PINK, Nashville
- MR. AND MRS. SCOTT T. PRICE, Nashville
- MR. AND MRS. DAVID Y. PROCTOR, JR.,  
Nashville
- DR. AND MRS. THOMAS R. PURYEAR,  
Lebanon, Tennessee

- MR. AND MRS. JAMES A. RAINEY,  
Gallatin, Tennessee
- DR. AND MRS. DOUGLAS H. RIDDELL,  
Nashville
- DR. MARVIN J. ROSENBLUM, Nashville
- DR. AND MRS. SOL A. ROSENBLUM,  
Nashville
- DR. AND MRS. LOUIS ROSENFELD,  
Nashville
- DR. AND MRS. GEORGE E. ROULHAC,  
JR., Sea Island, Georgia
- DRS. JOHN L. AND JULIA E. SAWYERS,  
Nashville
- DR. AND MRS. ALLEN L. SCHLAMP,  
Jackson, Tennessee
- DR. AND MRS. HERBERT J. SCHULMAN,  
Nashville
- DR. AND MRS. H. WILLIAM SCOTT, JR.,  
Nashville
- DR. AND MRS. WILLIAM J. SHASTEEN,  
Huntsville, Alabama
- DR. AND MRS. J. GREG SIKES, Nashville
- MR. AND MRS. RICHARD M. SMALL,  
Nashville
- MRS. H. LAIRD SMITH, Nashville
- MR. AND MRS. J. HAL SMITH,  
Goodlettsville, Tennessee
- DR. AND MRS. LESLIE M. SMITH, El Paso,  
Texas
- DR. BERTRAM E. SPROFKIN, Nashville
- MS. MALINA STANTON, Nashville
- MR. DAVID L. STEED AND DR. MARIA  
FREXES-STEED, Nashville
- DR. AND MRS. J. GARLAND STROUP,  
Sacramento, California
- DR. AND MRS. DAVID L. THARPE,  
Birmingham, Alabama
- MS. JUDITH T. THOMPSON, Santa Ynez,  
California
- DR. JOHN C. THORNTON, JR.,  
Brownsville, Tennessee
- MR. AND MRS. HILLIARD TRAVIS,  
Nashville
- MRS. LEON TRAVIS, Nashville
- MR. AND MRS. CAL TURNER, JR.,  
Nashville
- MR. AND MRS. JACK B. TURNER,  
Clarksville, Tennessee
- DR. AND MRS. HENRY A. UNGER, Cary,  
North Carolina
- DR. AND MRS. F. KARL VAN DEVENDER,  
Nashville
- DR. JOHN SCOTT WADLINGTON, Boston,  
Massachusetts
- DR. VAN R. WADLINGTON, Chicago,  
Illinois
- DR. JOHN B. WALLACE, Gallatin,  
Tennessee
- DR. AND MRS. JOHN J. WARNER,  
Nashville
- DR. AND MRS. JOHN S. WARNER,  
Nashville
- MRS. WILLIAM K. WARREN, SR., Tulsa,  
Oklahoma
- DRS. GEORGE AND GLORIA J.  
WATERHOUSE, Nashville
- DR. W. BEDFORD WATERS, Maywood,  
Illinois
- DR. AND MRS. WILLIAM R. WELBORN,  
JR., Sheffield, Alabama
- DR. AND MRS. PAUL W. WELCH III, North  
Canton, Ohio
- MRS. BERNARD WERTHAN, SR., Nashville
- DR. AND MRS. RALPH E. WESLEY,  
Nashville
- MR. AND MRS. WILLIAM B. WHITSON,  
McMinnville, Tennessee
- MRS. JESSE ELY WILLS, Nashville
- MR. AND MRS. DAVID K. WILSON,  
Nashville
- MRS. CHARLES E. WORK, Cincinnati, Ohio
- MR. AND MRS. THOMAS L. YOUNT, JR.,  
Nashville
- MR. AND MRS. RAYMOND ZIMMERMAN,  
Nashville
- DR. AND MRS. EDMOND P. ZIMSKI, JR.,  
Boca Raton, Florida
- MR. AND MRS. BENJAMIN ZUCKER,  
Nashville
- THE JOYCE FOUNDATION

## The City of Nashville

Once a city where country music and religious publishing were the dominant businesses, Nashville has rapidly expanded its manufacturing and service industries. Today the city's enterprising tradition continues to attract growing companies like Hospital Corporation of America, Genesco, and Aladdin Industries. Major national manufacturing installations—including DuPont, Ford, Nissan, and Saturn—are located in the

Nashville area. The city is also known as a center for banking, finance, and insurance. And since it is an American Airlines regional hub, the new and expanding airport offers convenient travel across the country and, soon, to international destinations.

As state capital, Nashville serves as a center for state and federal government. And many other cities have studied and adopted Nashville's innovative form of city-county metropolitan government since its inauguration in 1964.

Today the city is taking a progressive, planning-oriented approach to such common urban problems as transportation, waste disposal, development, and revitalization of public housing with input from all parts of the community.

Nashville is also becoming a major regional medical center. Besides the ever-expanding Vanderbilt University Hospital and The Vanderbilt Clinic and the affiliated Veterans Administration Medical Center, several large institutions, public, non-profit, and private, provide general care and specialty centers for central Tennessee and surrounding states. The city is also home to Meharry Medical College, traditionally one of the foremost educators of African-American physicians in the nation.

More than a dozen colleges and universities attract some 30,000 students from the United States and around the world to Nashville. Vanderbilt is one of the best known of these institutions, which together form a broad, influential community of higher education. This prominence of learning has earned Nashville the title "Athens of the South."

Nashville is still the home of country music, with the Opry, Opryland U.S.A., and the Nashville Network as the nucleus of a community that includes facilities for historical study, annual popular festivals, and year-round tourism. The city is also an important center for gospel music, black and white, traditional and contemporary. But the Nashville area has become home to musicians, other music professionals, and music businesses whose interests go far beyond a "southern" sound—to rock, contemporary folk, experimental jazz, and reggae. Large and small recording studios and sophisticated video production facilities have made Nashville a major national recording center.

A recent theatrical revival in Nashville offers a variety of experiences in the performing arts, beginning with a nationally-known children's theater. The Tennessee Performing Arts Center is home to the Nashville Symphony and a professional repertory theatre and hosts Broadway touring companies and locally produced drama, opera, and ballet. A diverse community theatre features regular productions of avant-garde and experimental plays in addition to more traditional drama, comedy revues, dinner theatre, and annual Shakespeare-in-the-Park productions. The Vanderbilt campus is host to music, dance, and theatre by touring and resident artists and student groups.

Nashvillians also enjoy a variety of restaurants that cater to preferences ranging from barbecue and turnip greens to sophisticated four-star dining

and international fare. The growth of Asian and Latin American communities, best seen in the variety of cuisines available, have brought new cultural diversity to the city. National cultural festivals and religious observances are sponsored by campus and community groups.

Nestled in the central basin of Tennessee and rimmed by wooded hills, Nashville has an unusually large public park system with ample room for golf, tennis, hiking, and horseback riding (including an annual steeplechase). Two large, man-made lakes—Old Hickory and Percy Priest—are within about thirty minutes from campus and give easy access to hiking, fishing, boating, and skiing. The city itself has facilities for many indoor and outdoor sports, including ice skating.

The limestone hills and plateaus of central Tennessee are honeycombed with caves and crisscrossed by streams and rivers, providing opportunities for caving, rock climbing, and river recreation from scenic float trips to whitewater rafting. The Great Smoky Mountains National Park in eastern Tennessee offers miles of beautiful hiking trails and is about a five-hour drive away.

For spectator sports fans, Nashville's attractions include both AA and AAA baseball teams—the Express and the Sounds—and the East Coast Hockey League's Nashville Knights. Nashvillians also take pride in Vanderbilt's Southeastern Conference teams, particularly the nationally-renowned men's and women's basketball programs.

## The University

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

Today Vanderbilt more than fulfills the Commodore's hope. It is one of a few independent universities with both a quality undergraduate program and a full range of graduate and professional programs. It has a strong faculty of over 1,600 full-time members and a diverse student body of about 9,700. In the truest sense, Vanderbilt is a "university." Students from many regions, backgrounds, and disciplines come together for multidisciplinary study and research. To that end, the University is the fortunate recipient of continued support from the Vanderbilt family and other private citizens.

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

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

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

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

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

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

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

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

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

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

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

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

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

No honorary degrees are conferred.

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





# Life at Vanderbilt

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

## Identification Cards

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

Identification cards are issued at the office of the University Registrar, 242 Alexander Hall, from 9 a.m. to 3 p.m., Monday through Friday. Validation of each student's card for the current semester will be made electronically at the point of each transaction.

## Housing Facilities

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

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

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

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

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

benefits of insurance coverage is available to students at registration, in the Office of Student Accounts, or at the Student Health Center.

The annual premium is in addition to tuition and is automatically billed to the student's account. Coverage extends from 20 August until 19 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 Office of Student Accounts or the Medical School Office of Financial Aid each academic year of adequate coverage under another policy. Students must complete and return the acceptance/waiver card that is available at registration or in the Office of Student Accounts or the Medical School Office of Financial Aid each academic year.

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

*Family Coverage.* An additional premium is charged for family hospital coverage. Married students who wish to provide coverage for their families may secure an application form by calling Gale Smith and Company, 327-2800.

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

### **Services for Students with Disabilities**

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

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

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

Specific concerns pertaining to services for people with disabilities should be directed to the Disability Services Coordinator, Opportunity Development Center, Box 1809 Station B, Nashville, Tennessee 37235; phone 322-4705 (V/TDD); fax 421-6871. In addition, each school has appointed a University Disability Monitor responsible for coordinating, improving, and extending disability services in academic programs. The University Disability Monitors for the School of Medicine and the School of Nursing follow.

*School of Medicine.* Associate Dean Gerald S. Gotterer, 201 Light Hall, Nashville, Tennessee 37232-0685.

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

### **Child Care Center**

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

### **Campus Security**

Of primary concern to the Department of Security is the protection of students, faculty and staff members, and the assets of the University. Security services are provided in response to this concern. Information on security measures and a summary of crime statistics for the Vanderbilt campus is available from the Department of Security, Alexander Hall, 2505 West End Avenue, Nashville, Tennessee 37203.

### **Shuttle Bus Service**

The University Shuttle Bus Service operates from 7 a.m. to 3 a.m., Monday through Friday, and 4:15 p.m. to 3 a.m. on weekends. The bus is accessible to persons with disabilities. Schedule and route information may be obtained at the Department of Security. The shuttle bus service operates on a revised schedule during academic break periods but does not operate on holidays.

### *Escort Service*

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

### *Blue Light Emergency Telephones*

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

### *Lost and Found*

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

### **Vehicles and Parking on Campus**

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

### **Bishop Joseph Johnson Black Cultural Center**

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

### **Margaret Cuninggim Women's Center**

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

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

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

### Sports and Recreation

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

Physical activity classes offered include such unusual activities as taekwon do and scuba diving along with the old standbys: tennis, swimming, volleyball, and racquetball. Twenty-two sport clubs provide opportunity for participation in such favorites as sailing, fencing, rugby, and lacrosse.

The University recreation facilities include gymnasiums, indoor and outdoor tracks, an indoor tennis center plus many outdoor hard courts, and four softball diamonds. Playing fields are irrigated and maintained to assure prime field conditions. Excellent lighting is available for night use.

The Student Recreation Center houses a swimming pool; three courts for basketball, volleyball, and badminton; six racquetball and two squash courts; a weight and Nautilus room; a wood-floor activity room; a rock-climbing wall; an indoor track; a mat room; locker rooms; and a dining area. Lighted outside basketball and sand volleyball courts complement the center.

### Religious Life

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

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

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

### **Sarratt Student Center**

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

### **Student Records (Buckley Amendment)**

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

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

For purposes of the Buckley Amendment, Vanderbilt University has designated the following information as "directory information" and may make such information available to any person without the student's consent unless the student gives notice as provided for below: the student's name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, and other similar information. Any student who does not wish disclosure of directory information

should notify the University Registrar in writing, specifying the type or types of directory information to be withheld. Such notification must be given within ten days of the first day of classes of the academic year. The request to withhold directory information will remain in effect as long as the student continues to be enrolled, or until the student files a written request with the University Registrar to discontinue the withholding.

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

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

#### *Vanderbilt Telephone Directory Listings*

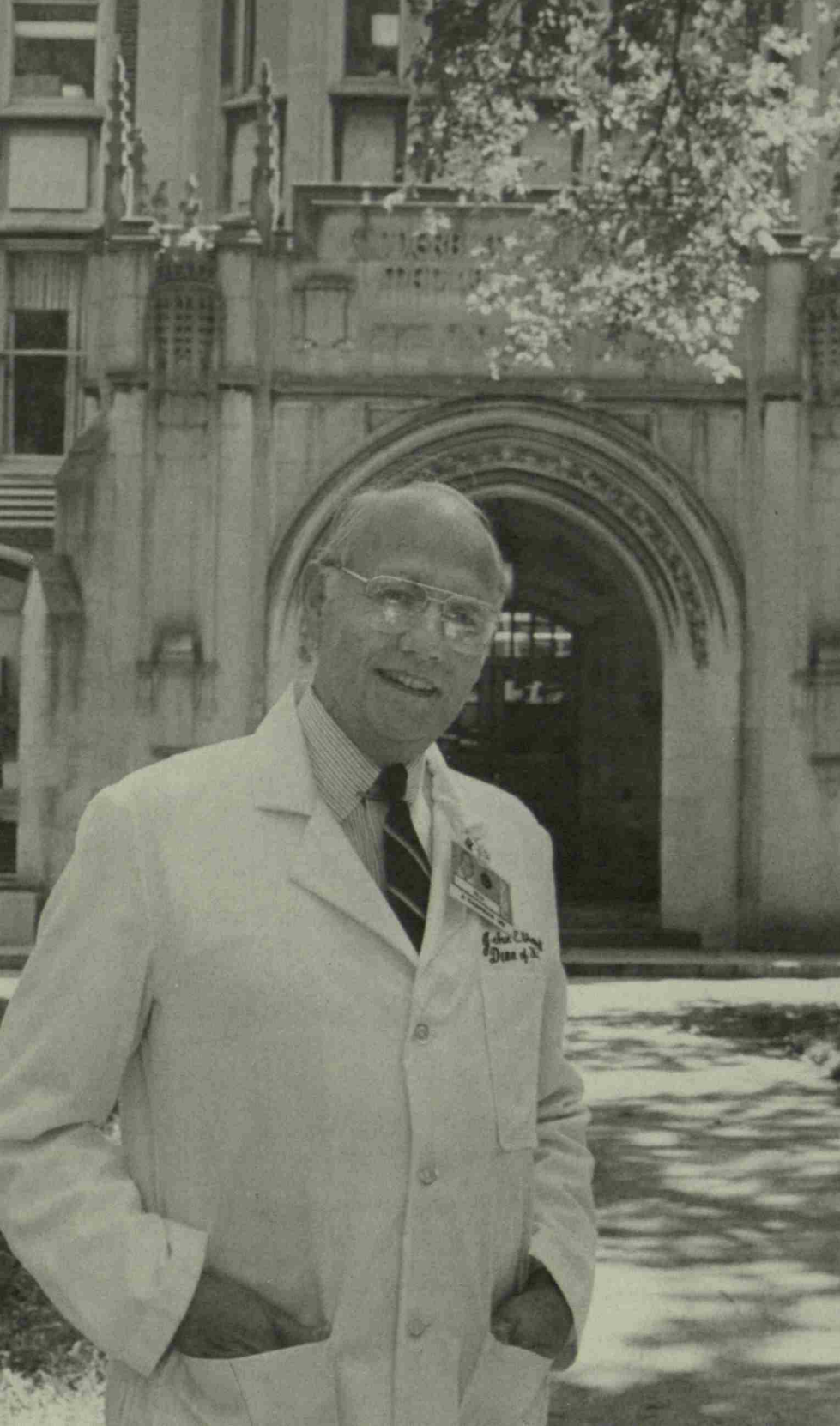
Individual listings in the student section of the *Vanderbilt Directory* will consist of the student's full name, school, academic classification, local phone number, local address, box number, and permanent address. Students who wish their names to be excluded from the directory must notify the University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





# School of Medicine

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# School of Medicine



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

## Executive Faculty

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

EXECUTIVE COMMITTEE OF THE EXECUTIVE FACULTY. John E. Chapman, Chairman. Michael H. Ebert, Gerald M. Fenichel, Fred Gorstein, Lee E. Limbird, Harold L. Moses, John L. Sawyers. Ex Officio: Gerald S. Gotterer.

## Standing Committees

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

## Academic Programs

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

George C. Bolian, Chairman. Frank H. Boehm, Agnes B. Fogo, Neil Edward Green, Marie R. Griffin, Jacek Hawiger, Robert L. Janco, Neil Osheroff, Henry P. Pendergrass, James W. Pichert, David Robertson, John S. Sergeant, Kenneth W. Sharp, Corey M. Slovis, Alexander S. Townes. Ex Officio: Deborah C. German, Gerald S. Gotterer. Student Representatives: Laura Cattaneo, Brian Scott Jewett, Maria Mendicinia, Scott Rogers.

## Admissions

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

John N. Lukens, Jr., Chairman. Albert H. Beth, George C. Bolian, Kathryn M. Edwards, Roy O. Elam III, George F. Gray, Joel G. Hardman, Craig R. Heim, Paula C. Hoos, Michael O. Koch, Nancy J. Olsen, Rose M. Robertson, John L. Sawyer. Ex Officio: Deborah C. German, Gerald S. Gotterer. Student Representatives: Robert H. Boyce, Michael E. Engel.

## Advisory Council

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

Mary L. Abram, Julia Glynn Breyer, Susan A. Halter, Howard W. Jones III, Alan J. Kaufman, Walter H. Merrill, J. Ann Richmond, David Robertson, Linda J. Van Eldik.

## 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.** Linda Jo Van Eldik, Chair. Jeffrey M. Davidson, Kevin F. Hagan, J. Ann Richmond, Marshall L. Summar, Steven N. Wolff.

**FACULTY.** Walter H. Merrill, Chairman. Ian A. Blair, Julia Glynn Breyer, Frank E. Carroll, Jr., Mark R. Denison, Sheila Downs Timmons.

**GOALS AND GOVERNANCE.** Mary L. Abram, Chair. George C. Bolian, Sidney Harshman, Marta Hernanz-Schulman, Horace E. Watson, Arthur P. Wheeler.

**MEDICAL EDUCATION.** Alan J. Kaufman, Chairman. Alvin M. Burt III, William C. Chapman, Jeanette J. Norden, Charles B. Rush, Jayant P. Shenai.

POSTGRADUATE EDUCATION. Howard W. Jones III, Chairman. Ian A. Blair, Brenda J. Butka, Arthur C. Fleischer, Anthony W. Kilroy, John Kelly Wright, Jr.

### **Clinical Research Center**

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

David M. Regen, Chairman. Michael Peter Diamond, Barney Scott Graham, Harry R. Jacobson, George Akowua Mensah, Geraldine G. Miller, Nancy J. Olsen, Sydney Spector, Ming Sun. Ex Officio: John H. Hash, David Robertson.

### **Continuing Education**

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

Gerald S. Gotterer, Chairman. Lonnie S. Burnett, Stephen S. Feman, Gerald M. Fenichel, Arthur C. Fleischer, J. Harold Helderman, Richard Ramos Lopez, Jr., Robert H. Ossoff, Winston Clive-Victor Parris, Charles W. Stratton, Arthur P. Wheeler. Ex Officio: Marilyn D'Asaro, Robert Gaston.

### **Faculty Appointments and Promotions**

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

Harry R. Jacobson, Chairman. Fayez Ghishan, Marie-Claire Orgebin-Crist, Wayne A. Ray, Joseph A. Smith, Jr., Michael R. Waterman, D. Martin Watterson, Stephen Woodward. Ex Officio: Gerald S. Gotterer.

### **Graduate Education**

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

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

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

The Institutional Review Board for the Protection of Human Subjects comprises a chairman and the committees of Behavioral Sciences and Health Sciences, which are composed of physicians, behavioral scientists, a staff attorney, and community members. Acting through

its two committees, the board reviews research proposals involving human subjects with respect to the rights and welfare of the human subjects, the appropriateness of methods used to obtain informed consent, and the risks and potential benefits of the investigation. Approval of the board or one of its component committees is required prior to initiation of any investigation. (Additional members will be appointed to these committees by September.)

### *Behavioral Sciences Committee*

Kenneth A. Wallston, Chair. George Becker, Diana D. Bransfield, John M. Braxton, Eva M. Lemeh, James L. Nash, Marleen T. Ochs, Oakley S. Ray, Steven H. Smartt.

### *Health Sciences Committee*

John P. Greer, John H. Hash, J. Harold Helderman, Betty C. Holt, Lisa K. Mandeville, Julia C. Morris, Elizabeth A. Perkett, William R. Riddle.

### **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: Anne-Marie Amies, Ted Armour, Greg Cannon, Murali Chakinala, Eric Colgrove, Kevin Crumpton, Michael Feldman, Kristi Kerr, Sara Obermeier, Brent Ponce, Patrick Showalter, Terri Vital.

Faculty Advisers: Mark R. Denison, Richard M. Heller, Jr., David T. Karzon, William Schaffner, David J. Tarpley, Peter F. Wright. Ex Officio: Deborah C. German, Gerald S. Gotterer.

Coordinator: Janelle Carey Owens.

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

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

Daryl K. Granner, Chairman. Joe Alexander, Jr., Martin J. Blaser, G. Roger Chalkley, Robert J. Coffey, Jr., Jacek Hawiger, Alexander R. Lawton, Wallace M. LeSturgeon, David E. Ong, Warren Jackson Pledger, David Robertson, Dan M. Roden, Larry L. Swift, Linda Jo Van Eldik. Ex Officio: Deborah C. German, Gerald S. Gotterer, John N. Lukens, Jr.

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

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

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

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## Medical Center Promotion and Tenure Review Committee

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

Rose M. Robertson, Chairman. Harvey W. Bender, Jr., Robert D. Collins, Michael H. Ebert, Bonnie Holaday, Lynda L. LaMontagne, Katharyn A. May, Elaine Sanders-Bush.

## Promotion Committees

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

### *Class of 1994*

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

### *Class of 1995*

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

### *Class of 1996*

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

### *Class of 1997*

Barney Scott Graham, Chairman. Julia Glynn Breyer, Alan D. Cherrington, Arthur C. Fleischer, Denis M. O'Day

## University Animal Care Committee

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

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

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

Maureen K. Powers, Chair. Thomas F. Barnes, Richard S. Burns, Daniel M. Buxbaum, Vivien A. Casagrande, Michael P. Hodges, G. Judson Newbern III, Terry L. Page, Joan Taylor Richerson, D. Lewis Sly, Steven H. Smartt, David H. Wasserman, Phillip E. Williams.

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

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

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

*Julia Glynn Breyer, Assistant Professor of Medicine*







# 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 and treat disorders in their patients and provide appropriate preventive counseling; 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. The school provides a supportive, positive environment in which students are treated individually in their pursuit of excellence in medical careers. The student body is diverse, with students from a wide variety of major universities nationwide. The medical school has an unusually low attrition rate and its graduates traditionally gain 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 consistently 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. An extensive elective program during the first two years gives students the opportunity to pursue individual interests. The curriculum provides traditional experiences in the various disciplines of medicine and offers students research opportunities for academic credit. To enrich and expand the student's understanding of patients and the context in which they experience illness and seek care, there are courses in such subjects as human development, human behavior, medical philosophy, medical ethics, medical history, death and dying, and human sexuality.

From among the approximately 6,000 applications received each year at the School of Medicine, approximately a hundred students are chosen for the first-year class. A hallmark of the Medical School admissions process is the personal attention to details by the administrative staff and the Admissions Committee. The involvement of more than a hundred faculty members in the interview and evaluation process reflects the importance placed on the selection process and leads to a personal interest in each applicant. An important part of the admissions process is the applicant's tour of the medical school facilities with a member of the student body as a guide.

The school seeks to attract qualified minority and disadvantaged students. This goal is based not only on a commitment to equal opportunity, but also on the belief that a diverse student population provides the best learning environment for all students.

Medical school is but the beginning of a continuing process. Following graduation from medical school, residency provides 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. Vanderbilt's commitment to medical education as a lifelong pursuit is supported by programs of continuing education offered to alumni and to physicians practicing locally as well as those practicing in other parts of the country.

### **Mission of the School**

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

#### *Education*

The school's mission is to educate physicians at all levels of their professional experience: medical school; postgraduate education, including basic science and clinical training; and continuing education for the practicing physician. 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. The desired end is a graduate who has been challenged and stimulated in as many areas of medicine as are feasible within the limits of a four-year course of study.

#### *Patient Care*

A teaching hospital and its associated outpatient facilities constitute a classroom for trainees based on high academic standards. The clinical facility also serves as a laboratory for clinical research. Faculty members, serving as role models for young physicians, teach the practice of exemplary patient care at all levels. Model programs of health care delivery, at primary, secondary, and tertiary levels, fulfill the school's responsibility for community service in its fullest context.

#### *Research*

In addition to teaching, members of the medical school faculty have a second and complementary responsibility 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, issues in clinical care, and problems related to the health care system itself. Vanderbilt is recognized as one of the leaders in research among medical schools in the United States.

### 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 stu-

dent lounge is designed to foster medical student interaction and to permit informal educational experiences—leading to the development of physicians grounded in the sciences but enlightened by humanitarian interests and understanding. Light Hall is the physical manifestation of Vanderbilt University Medical School's ongoing commitment to excellence in all areas of medical education.

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

### Objectives of the Program

The program of medical education at Vanderbilt seeks to provide the aspiring physician with:

1. *An understanding of the fundamental principles involved in human development, structure, and function and the disordered states associated with malfunction and disease.* To reach this understanding, the student must acquire basic knowledge concerning the physical, chemical, biological, psychological, and social factors which affect human development, structure, and function.

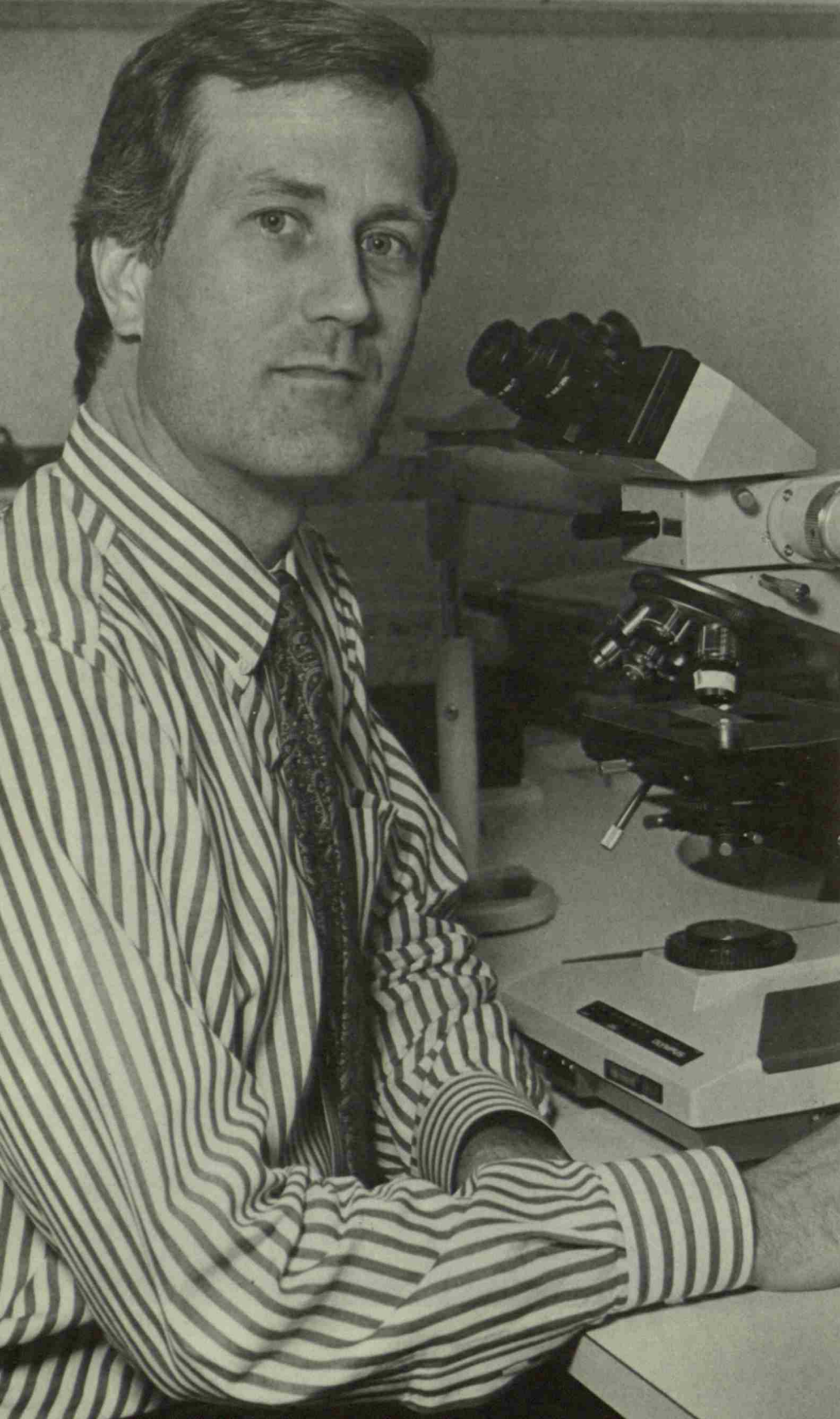
2. *The basic diagnostic skills to recognize disease and disorders in the patient.* To acquire these skills, the student must be trained to acquire histories, to perform physical examinations, and to interpret diagnostic tests within the framework of each patient's unique situation.

3. *The knowledge of therapeutic and operative approaches to treating disease and the techniques and resources for 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 certainty that this growth will continue in the future make it imperative that the student be exposed to the methods, rigor, 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 have characterized Vanderbilt University School of Medicine carries us confidently into the future.







# Admission



## Requirements for Entrance

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

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

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

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

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

*English and Composition.* Six semester hours.

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

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

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

### **Recommendations for Entrance**

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

### **Selection Factors**

The Committee for Admissions seeks applicants who have demonstrated academic excellence and leadership qualities, with broad extracurricular experience. Experience in research and evidence of a concern for others are positive factors for selection.

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

### **Medical College Admission Test**

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

### **Application Procedure for Admission**

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

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

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

### Visiting Medical Students

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

Visiting students are permitted registration for course work in the Medical School (if class space is available) with approval of the department in which course work is visited and with concurrence of the course instructor and the Associate Dean of Students. Visiting students must present evidence of adequate professional liability coverage and health insurance coverage and pay a registration fee when registering for course work. Since visiting students have no status for credit as Vanderbilt medical students, they are not issued credit for their experience at Vanderbilt, nor do they establish a medical-school-based record at Vanderbilt. The normal opportunities and prerogatives of regularly enrolled medical students are not available to visiting students. The visiting student is subject to all regulations of the University as well as to any special regulations relating to visiting student status as determined by the department, the course instructor, or the Dean or his deputy.

### Medical Scientist Training Program

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

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

### Admission to the Program

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

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

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

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

M.D./Ph.D. students are encouraged to begin courses for graduate school credit and to select a preceptor to supervise their dissertation research as soon as possible. They are also encouraged to undertake research at an early stage, including the summer prior to matriculation. Students must complete all course work and the research, writing, and defense of the Ph.D. dissertation before entering the third phase of the program.

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

### Financial Support

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

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

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

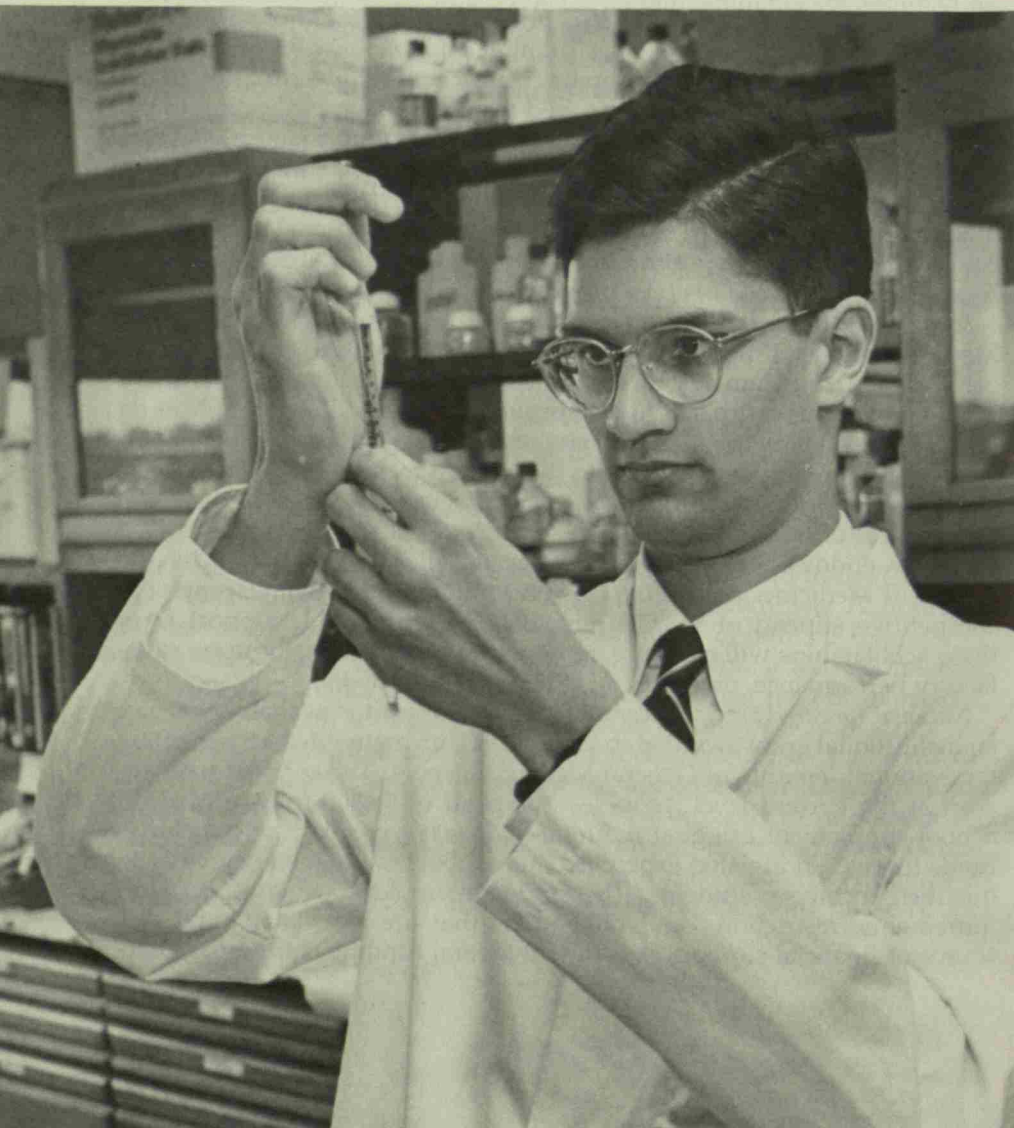
*Vanderbilt Medical Scientist Scholarship Programs.* Currently there are two sources of funding available in support of the scholarship awards, a privately endowed program and a special allocation of funds by the School of Medicine. Both programs pay tuition and fees and provide a competitive stipend of \$13,000 per year. Once awarded, support from these scholarships will continue at the above rate, contingent upon satisfactory performance, until the M.D. degree is awarded.

*National Research Service Award.* Financial support is available through an institutional grant awarded to Vanderbilt University Medical School by the National Institute of General Medical Sciences. The support pays tuition at the current level, provides a stipend of \$8,800 (plus a Medical School supplement bringing the total to \$13,000) 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 guar-

anteed for only one year at a time, since all federal funds are reviewed and funded annually. Generally, funds are renewed and support is continued.

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

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



# The Academic Program

THE curriculum is divided into required courses taken by all students and elective courses taken at the choice of the individual student. Required courses constitute the nucleus of medical education at Vanderbilt; elective courses are an integral part of each student's educational experience in the Medical School, providing considerable flexibility for individual programming. Students develop an elective program to meet individual needs with the help of the faculty and the approval of the Associate Dean for Students or a designee.

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

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

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

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

## Major Courses

### *First Year*

Biochemistry, gross anatomy, physiology, cell and tissue biology, microbiology and immunology, human behavior, and introduction to biomedical research. Monday, Wednesday, and Friday afternoons are reserved for 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, emergency medical services, legal medicine, medicine in the community, medical ethics, introduction to problem solving, and a clinical preceptorship program.

### *Second Year*

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

### *Third Year*

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

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

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

### *Fourth Year*

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



FIRST YEAR, FALL SEMESTER 1993

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

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

| FIRST YEAR, SPRING SEMESTER 1994 |                 |                                  |              |                                  |                 |          |
|----------------------------------|-----------------|----------------------------------|--------------|----------------------------------|-----------------|----------|
| HOURS                            | MONDAY          | TUESDAY                          | WEDNESDAY    | THURSDAY                         | FRIDAY          | SATURDAY |
| 8-9                              | Physiology      |                                  | Physiology   |                                  | Physiology      |          |
| 9-10                             | Cell<br>Biology | Microbiology                     | Microbiology | Physiology<br>Microbiology       | Cell<br>Biology |          |
| 10-11                            |                 |                                  |              |                                  |                 |          |
| 11-12                            |                 |                                  |              |                                  |                 |          |
| 12-1                             |                 |                                  |              |                                  |                 |          |
| 1-2                              | Electives       | Intro.<br>Biomedical<br>Research | Electives    | Intro.<br>Biomedical<br>Research | Electives       |          |
| 2-3                              |                 |                                  |              |                                  |                 |          |
| 3-4                              |                 |                                  |              |                                  |                 |          |
| 4-5                              |                 |                                  |              |                                  |                 |          |

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

SECOND YEAR, FALL SEMESTER 1993

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

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

SECOND YEAR, SPRING SEMESTER—FIRST HALF—1994

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

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

SECOND YEAR, SPRING SEMESTER—SECOND HALF—1994

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

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

## THIRD AND FOURTH YEARS—FIRST HALF

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

*Clerkships*Medicine  
Surgery10 weeks  
10 weeksPediatrics  
Ob/Gyn  
Psych/Neuro8 weeks  
8 weeks  
8 weeks

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

*Selectives*

Ambulatory  
Medical Group  
Surgical Group

4 weeks  
4 weeks  
4 weeks

*Electives*

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

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

Third and Fourth Years—Second Half

| 4 Jan       | 1 Feb    | 1 March  | 29 March    | 3 May    | 31 May      | 27 June  |
|-------------|----------|----------|-------------|----------|-------------|----------|
| Elective    | Elective | Elective | Elective    | Elective | Elective    | Elective |
| Psych/Neuro |          |          | 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.

### Post-Residency Fellowships

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

### Continuing Medical Education

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



patients. Under the auspices of the Division of Continuing Medical Education, the School of Medicine offers a broad spectrum of courses throughout the year to meet the needs of physicians in practice and other health professionals. Inquiries should be directed to the Division of Continuing Medical Education.

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

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

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



# Academic Regulations

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

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

## Requirements for M.D. Degree

Candidates for the Doctor of Medicine degree must be mature and of good moral character. They must have spent at least four years of study or its equivalent as matriculated medical students at an accredited medical school. Students accepted with advanced standing must complete at least the last two years in the Vanderbilt University School of Medicine. All students must have satisfactorily completed the medical curriculum, have passed all prescribed examinations, and have no outstanding unpaid balances with the University other than sanctioned educational loans. Students fulfilling these requirements will be recommended for the degree Doctor of Medicine.

## Advisers

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

## Licensure

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

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

### **Grading and Promotions**

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

### **Grades**

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

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

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

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

*F* — unsatisfactory performance resulting in failure.

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

### **Student Grievances Concerning Grades**

Students should seek redress of a problem with a grade as soon as possible after receiving the grade and in no case later than six months

after the event. Students with a problem should confer directly with the course director. Every effort should be made to resolve the problem fairly and promptly at this level.

If the student cannot resolve the problem through discussion with the course director, he or she should bring the problem, within two weeks of talking with the course director, to the attention of the Associate Dean for students, who will seek to resolve the problem. If resolution is still not achieved, the Associate Dean will make a recommendation to the Dean, which will be accompanied by commentary on the recommendation by the relevant department chair. The Dean will make the final decision.

### Promotion

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

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

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

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

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

Promotion Committees will ordinarily recommend that students be placed on academic probation if their course work includes any failures or is generally of marginal character as evidenced by multiple C grades. Students placed on academic probation who do not perform in a satisfactory manner during the subsequent academic year will be dismissed from school unless there are mitigating circumstances approved by the Dean. Students on probation may be withdrawn from school if their academic performance continues at a marginal level, even though there may be no recorded failures. Promotion Committees may recommend removal of probationary status when a student has demonstrated a continuing record of satisfactory performance in the succeeding units of study.

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

### **Extracurricular Work**

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

### **Leave of Absence**

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

### **Professional Liability Insurance**

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

encouraged to familiarize themselves with these details and with their responsibilities in this regard.

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

### **Disability Insurance**

Students will be automatically covered with long-term disability insurance, required of all enrolled medical students, at the time of registration. The annual premium is payable in addition to tuition. Details of the policy will be provided to each student following registration.





# Chairs, Professorships, and Lectureships

## Chairs and Professorships

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**THE ADDISON B. SCOVILLE JR. CHAIR IN MEDICINE.** This chair has been endowed to support and recognize a distinguished physician scholar whose accomplishments in investigative medicine will enrich and strengthen the scientific endeavors of the Department of Medicine.

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

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

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

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

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

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

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

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

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

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

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

## Lectureships

**THE ALPHA OMEGA ALPHA LECTURE.** The Alpha Omega Alpha Honor Medical Society each year invites a scientist of prominence to deliver a lecture before the students and faculty and members of the medical community. The first lecture was given during the school year 1926/27.

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

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

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

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

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

**THE ABRAHAM FLEXNER LECTURESHIP.** In the fall of 1927 Mr. Bernard Flexner of New York City donated \$50,000 to Vanderbilt University to establish the Abraham Flexner Lectureship in the School of Medicine. This lectureship is awarded every two years to a scientist of outstanding attainments who shall spend as much as two months in residence in association with a department of the School of Medicine. The first series of lectures was given in the fall of 1928.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**THE VANDERBILT UROLOGY SOCIETY VISITING PROFESSORSHIP AND RHAMY-SHELLEY LECTURE.** This annual visiting professorship and lectureship was established in 1972 through the efforts of former residents in urology at Vanderbilt University Medical Center. An outstanding urologist, from either the United States or abroad, is invited to spend four or five days as visiting professor in the Department of Urology, to join with former residents and other urologists in demonstrations of surgical technique and diagnostic acumen, as well as in a series of conferences and lectures. The activities conclude with a formal lecture which honors Dr. Robert K. Rhamy, who was chairman of the Department of Urology at Vanderbilt from 1964 to 1981, and Dr. Harry S. Shelley, former chief of the Division of Urology at Nashville Veterans Administration Hospital.

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





# Honors and Awards



## Alpha Omega Alpha

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

## Founder's Medal

The Founder's Medal, signifying first honors, was endowed by Commodore Cornelius Vanderbilt as one of his gifts to the University. This medal is awarded to the student in the graduating class of the School of Medicine who, in the judgment of the Executive Faculty, has achieved the strongest record in the several areas of personal, professional, and academic performance in meeting the requirements for the Doctor of Medicine degree during four years of study at Vanderbilt.

## Other Prizes and Awards

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

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

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

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

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

**THE DAVID R. FREEDY MEMORIAL AWARD.** This award was established to honor the memory of David Richard Freedy, a member of the class of 1993. It is given to the student who has demonstrated qualities of leadership, exceptional courage and perseverance in the face of adversity, and dedication to improving and promoting community life.

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

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

**THE RUDOLPH H. KAMPMEIER PRIZE IN CLINICAL MEDICINE.** Awarded by the Department of Medicine to the student who, at the completion of the fourth year of training, is judged by the faculty of the department to have exhibited the qualities of the excellent physician as exemplified by Dr. Rudolph H. Kampmeier throughout his career. The qualifications to be given greatest weight will be proficiency in diagnosis and therapy; consideration of the patient as a complete person with a life that is more than that of a "sick patient"; ability to think with originality and to teach, lead, and inspire others; unstinting devotion to the welfare of others; and ability to work effectively with other members of the medical and paramedical professions.

**THE KAUFMAN PRIZE IN MEDICINE.** This award, honoring J. Kenneth Kaufman, a 1939 Medical School graduate, is presented to a graduating medical student who has demonstrated qualities of humaneness, dedication, and unselfish service in the study of medicine and will apply these qualities in medical practice.

**THE MERCK AWARD FOR EXCELLENCE IN THE STUDY OF INFECTIOUS DISEASES.** Presented annually by the Divisions of Infectious Diseases in the departments of Medicine and Pediatrics to the student who has demonstrated outstanding aptitude and performance in clinical and investigative efforts in infectious diseases or microbiology.

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

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

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

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

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

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

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

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

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

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

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



# Financial Information



## Tuition and Fees

The annual expense of a student in the School of Medicine is estimated to be \$29,000.

|   |          |
|---|----------|
| Tuition (1993/94 academic year)                   | \$17,500 |
| Application fee (to accompany final application)  | 50       |
| Student activities and recreation fees            | 192      |
| Microscope usage fee per year (1st and 2nd years) | 100      |
| Student health insurance                          | 672      |
| Professional liability insurance                  | 75       |
| Student long-term disability insurance            | 85       |

*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 30 September. Second semester tuition and other University charges are due and payable by 31 January.

## Late Payment of Fees

Charges not paid by 30 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 30 September (\$5 minimum). An additional monthly late payment fee will be assessed unless payment is received in full on or before the end of each month; and late payment fees will continue for each month thereafter based on the outstanding balance unpaid as of the end of each month. All amounts

deferred are due not later than 30 November for fall semester and 25 April for spring semester. Fourth year students are not allowed to defer charges that are billed in advance for the final semester. Fourth year accounts must be clear by 31 January.

### **Financial Clearance**

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

Non-U.S. citizen applicants who do not hold a permanent resident visa or an immigrant visa are not eligible for the financial aid program from Vanderbilt University School of Medicine due to federal restrictions on the use of a large percentage of the loan funds that support the aid program. Because of these limitations, qualified non-U.S. citizen students will be issued conditional acceptance into the School of Medicine under the following terms: on or before July 1 of the year of matriculation, the accepted student must provide documentation of having funds sufficient to meet all tuition, mandatory fees, and living expenses for the anticipated period of enrollment.

### **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 average cost for these instruments is approximately \$400.

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

### **Activities and Recreation Fees**

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

The student activities fee (Sarratt and University programs) and the student recreation fee will be waived if the student is a part-time student registered for 4 or fewer semester hours, or if he or she resides while a

student beyond a fifty-mile circle from the campus. Information on how to waive fees is available at the Office of Campus Student Services, Box 6206 Station B, Nashville, Tennessee 37235. A \$10 charge is assessed for processing waivers of students who register late.

## Honor Scholarships

**JUSTIN POTTER MEDICAL SCHOLARSHIPS.** Justin Potter Medical Scholarships commemorate Mr. Justin Potter, a Nashville businessman, industrialist, and financier. These scholarships were established in 1963 by Mr. Potter's family, and more than one hundred have been awarded since that time.

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

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

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

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

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

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

**JOE C. DAVIS SCHOLARSHIP.** The Davis Scholarship is given periodically 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 prospective students and their families. Financial planning is an important part of the student's preparation for medical school.

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

*Satisfactory Performance.* Students must perform satisfactorily in order to qualify for financial assistance (see Examinations and Promotions).

Government funds that furnish significant loans to medical students are the Stafford Federal Loan program, the Federal Health Education Assistance Loan program, the Supplemental Loan to Students program, and the Federal Health Professions Student Loan program.

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

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

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

### Scholarships

**THE LUCILE R. ANDERSON SCHOLARSHIP FUND.** This scholarship was established by Lucile R. Anderson, a 1933 School of Medicine graduate.

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

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



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

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

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

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

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

THE CLASS OF 1943 MARCH AND DECEMBER SCHOLARSHIP FUNDS. These endowed scholarships were established by members of these Medical School classes.

THE CLASS OF 1964 MEDICAL SCHOLARSHIP FUND. This endowed scholarship was established by members of this Medical School class.

THE JACK C. DAVIES SCHOLARSHIP FUND. This endowed scholarship was established by the Medical School classes of 1981 and 1982 in memory of Dr. Jack C. Davies, beloved professor of anatomy.

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

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

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

THE DAVID FREEDY CLASS OF 1993 SCHOLARSHIP. This scholarship was established by the Class of 1993 in memory of their classmate, David Freedy.

THE DR. HARRY GUFFEE SCHOLARSHIP FUND. This endowed scholarship was established in honor of Dr. Harry Guffee, a 1939 School of Medicine graduate. Residents of Williamson County, Tennessee, are given first preference, and residents of the counties adjoining Williamson County are given second preference.

THE GLENN AND VIRGINIA HAMMONDS SCHOLARSHIP. This endowed scholarship was established by Glenn Hammonds, a 1944 School of Medicine graduate.

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

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

THE HOLLIS E. AND FRANCES SETTLE JOHNSON SCHOLARSHIP FUND. This endowed scholarship was established by Hollis E. Johnson, a 1921 School of Medicine graduate.

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

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

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

THE H. HOUSTON MERRITT SCHOLARSHIP. This endowed scholarship was established by H. Houston Merritt, a 1922 School of Medicine graduate.

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 RUSSELL AND MARGARET WARD SCHOLARSHIP FUND. This endowed scholarship was established by Russell D. Ward, a 1944 School of Medicine graduate.

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

### *Other Scholarships*

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

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

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

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

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

### Revolving Loans

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

THE AMA/ERF LOAN FUND. Funds are available to needy students through gifts donated by the American Medical Association Education and Research Foundation.

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 BLOSSOM CASTER LOAN FUND. This fund was established by Milton P. Caster, a 1949 School of Medicine graduate, in honor of his mother, Mrs. Blossom Caster.

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

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

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

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

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

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

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

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

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

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

THE THOMAS L. MADDIN, M.D., FUND. This fund is provided by a bequest from the will of Mrs. Sallie A. C. Watkins in memory of Dr. Thomas L. Maddin.

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

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

THE MEDICAL SCHOOL CLASS OF 1957 LOAN FUND. This fund was established by member of this Medical School class.

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 COLONEL GEORGE W. REYER MEMORIAL LOAN FUND. This fund was established by Colonel George W. Reyer, a 1918 School of Medicine graduate.

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

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

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

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

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

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

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

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

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

### **Student Summer Fellowships**

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

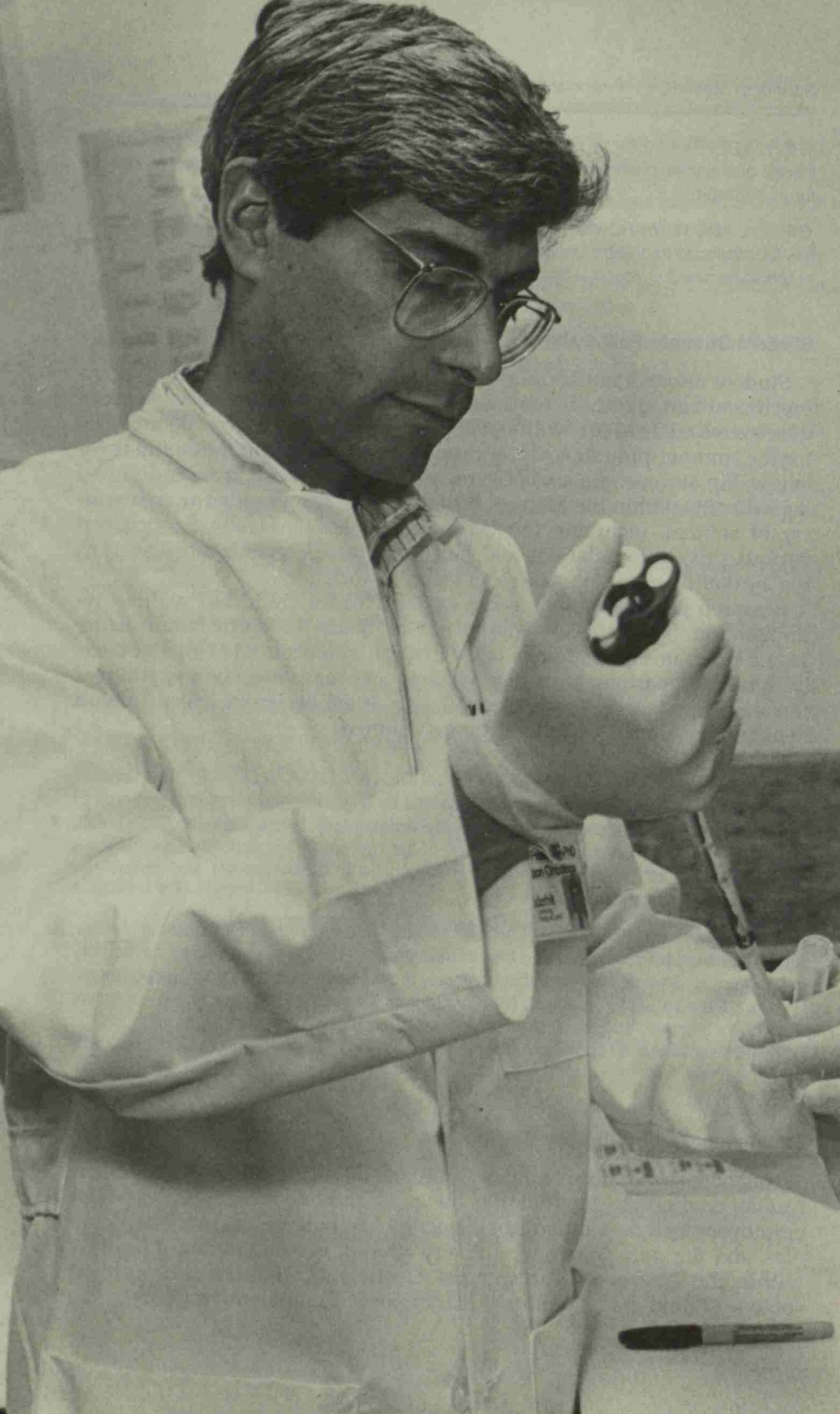
Research projects may be taken as electives for credit but without remuneration. Special arrangements can be made for participation in research programs abroad or in other medical schools in the United States. Individual departments or faculty members may also support student research experiences. Funds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

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

**THE WILLIAM N. PEARSON SCHOLARSHIP FUND.** This scholarship for studies in nutrition was established by colleagues and friends throughout the world to perpetuate the memory of Dr. Pearson. Students at Vanderbilt University are selected from the following categories: (1) a graduate student in nutrition; (2) a postdoctoral trainee in nutrition; or (3) a medical student, for summer "off-quarter stipend" research in nutrition. Priority is given first to foreign student candidates and second to American students who propose to work in the international areas.

### **Employment Opportunities for Spouses**

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



# Research in Medical Sciences

## Endowed Research Funds

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

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

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

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

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

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

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

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

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

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

## Research Centers

Vanderbilt University School of Medicine encompasses a number of multidisciplinary research groups that are funded primarily by external

sources. Many of the centers involve investigators from schools of the University other than medicine. A brief description of each center and its general activities follows.

### **Cancer Center**

Harold L. Moses, Director

This center is concerned with all cancer-related efforts at Vanderbilt University Medical Center and has recently been reorganized. It fosters interdisciplinary cancer patient care, cooperative bench research activities, bridging of basic and clinical research with clinical care activities, and education of predoctoral students, postdoctoral research fellows, and clinical residents and fellows. The Vanderbilt Cancer Center administrative offices are currently housed on the eighth floor of MRB I and has approximately 5,000 square feet of research space in this area. Research laboratories are also housed on other floors of MRB I and in Light Hall, Medical Center North, and the Henry-Joyce Clinical Research Center in The Vanderbilt Clinic. Patient care activities occur in the Henry-Joyce Cancer Clinic, Vanderbilt Hospital, Children's Hospital, and the Breast Cancer Clinic at the Village of Vanderbilt.

The Vanderbilt Cancer Clinic includes the A. B. Hancock Jr. Memorial Laboratory, focusing on molecular epidemiology and cancer prevention studies, and the Frances W. Preston Laboratory, funded by the W. J. Martell Foundation and focusing on cancer genetics and gene therapy. Also included are six endowed chairs: Craig-Weaver Chair in Pediatrics, William L. Bray Chair in Urologic Surgery, Cornelius Abernathy Craig Chair in Medical and Surgical Oncology, Mary Geddes Stahlman Chair in Cancer Research, Benjamin F. Byrd Jr. Chair in Clinical Oncology, and Hortense B. Ingram Chair in Molecular Oncology. Core laboratories are transgenic, retroviral vector, cell imaging, DNA sequencing, and tissue bank.

### **Center for Clinical and Research Ethics**

Richard M. Zaner, Director

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

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



**Clinical Research Center**

David Robertson, Director

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

**Clinical Nutrition Research Unit**

Fayez K. Ghishan, Director

The CNRU is one of twelve units established nationwide by the National Institutes of Health. Its objectives are to enhance clinical and basic nutrition research within Vanderbilt; to strengthen nutrition training of health care professionals; and improve patient care by focusing attention on nutrition. The CNRU research base investigators include forty-five clinicians and scientists representing ten departments within the medical school. Research activities include the transport of nutrients across membranes of the intestine, liver, pancreas and fat cells; the role of growth factors on the maturation and differentiation of the intestinal tract nutrients; the metabolism of vitamins, amino acids, lipid and trace metals, and the interaction among nutrient metabolism, exercise, and energy expenditure. The CNRU core facilities include energy expenditure core with whole room indirect calorimeter, molecular and cellular biology core, mass spectrophotometer core, analytical core, and administrative core with biostatistical component. The CNRU provides support for a Pilot and Feasibility Program for nutrition related research and a New Investigator Award for young researchers involved in basic or clinical research. 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**

Daryl K. Granner, Director

The Vanderbilt Diabetes Research and Training Center (DRTC) involves ninety-one participating faculty members from fourteen departments, schools, and colleges of the University. The center is organized into three components: research, training and translation, and administration. The activities of the research component include basic biomedical research and the Pilot and Feasibility Studies Program, which aids new investigators in

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

### **SCOR in Hypertension**

Tadashi Inagami, Director

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

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

### **Center for Lung Research**

Kenneth L. Brigham, Director

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

**Center in Molecular Toxicology**

F. Peter Guengerich, Director

The Center in Molecular Toxicology is an interdepartmental system that provides an environment for research in molecular toxicology by center investigators and affiliated faculty in the departments of biochemistry, chemistry, medicine, and pharmacology. The National Institute of Environmental Health Sciences has aided the center with a grant since 1967. The center provides ongoing support for key faculty members in toxicology; supports core facilities, used on a collaborative basis for research efforts; and fosters collaboration through seminar programs, symposia, and pilot project support. Faculty members are involved in a wide spectrum of research interests covering the chemical and biological aspects of molecular toxicology. Key research interests include (a) enzymatic oxidation, (b) oxidative damage, (c) DNA adduct chemistry, (d) mechanisms of mutagenesis, (e) structural and regulatory biology, and (f) analytic method development.

**Nephrology Center**

Harry R. Jacobson, Director

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

**SCOR in Newborn Lung Disease**

Robert B. Cotton, Director

Investigators from the departments of pediatrics, medicine, biochemistry, pathology, and preventive medicine work together in the SCOR in Newborn Lung Disease. With a focus on bronchopulmonary dysplasia, the projects of this SCOR relate to lung development at the level of cell growth and differentiation, to mechanisms of defense against lung injury, and to repair processes that are initiated in response to lung injury. Projects in this center also address mechanisms by which clinical interventions can be employed to modify either lung injury or the repair process as a strategy to reduce the incidence and severity of bronchopulmonary dysplasia. The center is funded by a grant from the National Heart, Lung and Blood Institute.

**Center for Pharmacology and Drug Toxicology**

John A. Oates, Director

Research in the center is conducted by ten investigators in the departments of pharmacology and medicine, working in a program that joins clinical investigation with science at the molecular level. The research addresses the pharmacology of prostaglandins, leukotrienes, and other lipid mediators, as well as their participation in the pathophysiology of allergy, asthma, and cardiovascular disease. Funds for the support of the center come from the National Institute of General Medical Sciences.

**SCOR in Acute Lung Injury**

Kenneth L. Brigham, Director

The SCOR in Acute Lung Injury involves fifteen full-time investigators from the departments of medicine, molecular physiology and biophysics, 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 Acute Lung Injury grant from the National Heart, Lung and Blood Institute. Additional support comes from an NIH training grant, a private foundation training grant, and several individual awards made through the NIH to investigators participating in the program.

**Center for Reproductive Biology Research**

Marie-Claire Orgebin-Crist, Director

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





# Courses of Study



## School of Medicine Departments

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

## SURGICAL SCIENCES

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

## INTERDISCIPLINARY COURSEWORK

## Anesthesiology

CHAIRMAN Bradley E. Smith

EMERITA Joanne Lovell Linn

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

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

ASSOCIATE CLINICAL PROFESSORS Geoffrey Berry, Walter Umberger Brown, Jr., Yilmaz Eryasa, Ronald J. Gordon, Steve Alan Hyman

ASSISTANT PROFESSORS Timothy L. Arney, Patricia Lynn Bowers, Edward N. Brin, E. Jane Brock, Gilberto Carrero, Kevin L. Donovan, John Frederick Kittrell Flanagan, Jeremy Scott Garrett, Shannon L. Hersey, Bennett Franklin Horton, Sr., Benjamin W. Johnson, Jr., H. Vernetta Johnson, Jeffrey William Kehler, Wesley W. Kinney, Martin Edward Lee, Thomas Warren Lee, Thomas C. Lewis, Edwin J. Lilly, Janice M. Livengood, Sandra Vogt Lowe, Vijay Rani Makrandi, Joseph William McCord, Jr., Marshall S. Millman, Stephanie Mouton, Nancy O'Dell, James Malcolm Packer, Gay Elliott Rasmussen, David M. Rummel, Daniel Scokin, David W. Smith, Volker Ingo Adolf Striepe, Norton A. Stuart III, W. Franklin Trent, Ann Walia, Garry V. Walker, Geeta Wasudev

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


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

ASSOCIATE Joseph Anthony Hollingsworth

CLINICAL INSTRUCTORS John E. Erpenbach, James A. Ramsey

ASSISTANTS Stephen T. Blanks, Raymond F. Johnson

RESEARCH ASSOCIATE Darel G. Hess

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

## Biochemistry


CHAIRMAN Michael R. Waterman

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

PROFESSORS Wayne F. Anderson, Jorge H. Capdevila, Graham F. Carpenter, G. Roger Chalkley, Frank Chytil, Stanley Cohen, Leon W. Cunningham, F. Peter Guengerich, Tadashi



Inagami, Lawrence J. Marnett, David E. Ong, John A. Phillips III, James V. Staros, James P. Tam, Conrad Wagner, Michael R. Waterman  
RESEARCH PROFESSOR Gary Boyd Thurman  
ADJUNCT PROFESSOR R. Stephen Lloyd  
ASSOCIATE PROFESSORS Peter Gettins, Carl G. Hellerqvist, Thomas N. Oeltmann, Neil Osheroff, Virginia L. Shepherd  
RESEARCH ASSOCIATE PROFESSORS Benjamin J. Danzo, Donald W. Horne  
ASSISTANT PROFESSORS Charles F. Albright, Marcia E. Newcomer, Laken G. Warnock, Ronald M. Wisdom, Yie-Teh Yu  
RESEARCH ASSISTANT PROFESSORS Robert C. Briggs, Jon T. Conary, Robert J. Cook, David M. Duhl, Norio Kagawa, Diane S. Keeney, Alexander D. Sorkin, Masaaki Tamura  
ADJUNCT ASSISTANT PROFESSOR Ann M. Soderquist  
RESEARCH INSTRUCTORS K. Balasubramanian, Smriti Bardhan, Takao Hamakubo, G. Ramachandra Reddy  
ASSISTANTS Hiroshi Nakakubo, Mitsuru Notoya, Heigorou Shirai, Kyoko Takahashi, Yeu Fen Wang, Gerald E. York II, Makoto Yoshida  
RESEARCH ASSOCIATES Ajai Kumar Chaudhary, Zissis C. Chroneos, Anita H. Corbett, James T. Davis, Mi-Sook Dong, Bingqi Fan, Deng Fu Guo, Zuyu Guo, Kwang ho Hahn, Muhammed Faisal Hashim, Toshihiro Ichiki, Robert Scott Jamison, Chuan Ji, Gwenith Anne Jones, Amit S. Kalgutkar, Masano Katagiri, Bok Ryang Kim, Yutaka Kitami, Sergey A. Krupenko, Kyong-Son Min, Munetaka Nokubo, Atsushi Ogo, Richard Steven Papas, Hareshkumar Patel, Kalyani Penta, Irina Anatolyevna Pikuleva, Gala Ramesh Reddy, Susan Ruff-Jamison, Punam Sandhu, Concepcio Solar, Maria Stromstedt, Yoshitaka Takahashi, Hua Tang, Makio Tani, Satoshi Tsuzuki, Illarion V. Turko, Hitoshi Ueno, Pratap Rao Venepally

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

### Required Courses

**501. Biochemistry.** First year. Lectures and seminars on the chemistry and metabolism of carbohydrates, hormones, lipids, nucleoproteins, and on the chemistry and function of enzymes, vitamins, and other factors related to cellular metabolism and body processes. The application of recombinant DNA methodologies for the study of human disease is also discussed. FALL. Osheroff and staff.

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

# Cell Biology

CHAIRMAN Harold L. Moses

EMERITUS James W. Ward

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

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

ADJUNCT ASSOCIATE PROFESSOR Robert C. Bone

ASSISTANT PROFESSORS Mary Ann Thompson Arildsen, Carlos L. Arteaga, Stephen J. Brandt, Raymond Nelson DuBois, Jr., Bruce W. Ennis, Susan R. Fox, Kathleen Louise Gould, Steven K. Hanks, Paula C. Hoos, A. G. Kasselberg, Claude M. Nagamine, Linda Sealy, Mitchell Shuster Steiner, Christopher V. E. Wright


RESEARCH ASSISTANT PROFESSORS Gail A. Cornwall, Lina Dagnino, Nancy Olashaw, Rebecca Lynette Shattuck

ADJUNCT ASSISTANT PROFESSOR Albert T. Spaw

INSTRUCTORS Robert E. Ivy, Li-Hsien Lin

RESEARCH INSTRUCTOR Subir Kumar Nag Das

RESEARCH ASSOCIATES Mohan K. Balasubramanian, Manfred Blessing, Mihail B. Calalb, Vladimir Drozdoff, Mireille Gaire, Anna Marie Garcia, John Kelly Johnson, Masahiro Kawabata, Uhnoh Kim, Yin-Xiong Li, Ken Newell, Hiroshi Sasaki, Daniel J. Satterwhite, Noboru Suzuki

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

## Required Courses

**501.1. Cell and Tissue Biology.** First year. Designed to give students a familiarity with the properties of cells, in particular their interactions with one another to compose the tissues and organs of the body. Emphasis is on the correlates between structure and function at both the light and electron microscopic levels so as to serve as a basis for understanding the physiological and biochemical activities of cells and tissues. SPRING. Hoffman and staff.

**501.2. Gross Anatomy.** First year. Devoted to a systematic dissection of the human body, supplemented by lectures and demonstrations. Emphasis is on the function and clinical relevance of the anatomical structures. Saturday morning lectures are concerned with the embryological basis of the anatomical structures and emphasize the problem of congenital abnormalities. FALL. Hoos and staff.

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

## *Hearing and Speech Sciences*

DIRECTOR OF THE DIVISION Fred H. Bess

EMERITUS Jay Sanders

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

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

CLINICAL PROFESSOR C. Gary Jackson

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

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

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

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


ASSISTANT CLINICAL PROFESSOR John R. Ashford

INSTRUCTORS Gene W. Bratt, Susan A. Logan

ADJUNCT INSTRUCTOR Laura Knox

CLINICAL INSTRUCTORS Susan M. Amberg, Patricia F. Casey, Rebecca M. Fischer, Tammi L. Galley, Melissa D. Hancock, Charles Howard Hausman, Jennifer M. Herbert, Trudy T. Holden, Christine E. Laney, Valeria Roberts Matlock, Susan J. May, Mary Ann McIntyre, Irene F. Membrino, Karen Elizabeth Mougey, Vicki S. Powers, Cheryl L. Rainey, Mary A. Schaffer, Marcy Ann Sipes, Allison L. Steele, Anne Marie Tharpe, Andrea H. Williams, Lynn Rodney Wood

RESEARCH ASSOCIATES Jill Ellen Chafetz, Walter Duenas Murphy

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

## *Medical Administration*

CHAIRMAN OF THE DIVISION John E. Chapman

VICE-CHAIRMAN John O. Lostetter

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

ASSOCIATE PROFESSORS T. Mark Hodges, Norman B. Urmy

ADJUNCT ASSOCIATE PROFESSOR Dennis K. Wentz

ASSOCIATE CLINICAL PROFESSOR Alexander C. McLeod

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


ADJUNCT ASSISTANT PROFESSOR Robert H. Crumby

ASSOCIATE William R. Rochford

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

CLINICAL INSTRUCTORS David T. Dodd, Warren F. McPherson

ASSISTANT Philip N. Bredesen

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

## *Medicine*

INTERIM DIRECTOR OF THE DIVISIONS David H. Johnson, James Ward Thomas II

CHAIRMAN John A. Oates

VICE-CHAIRMAN Oscar B. Crofford, Jr., Allen B. Kaiser

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

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Wheeler, Bruce David White, Steven John White, James P. Wilson, Ronald M. Wisdom, Susan Wodicka, Seth W. Wright, Tiong-Keat Yeoh, Yie-Teh Yu

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INSTRUCTORS Angelo Edward Canonico, Ramoth Roseann Cox, David Robertson Cox, Ryszard Dworski, James R. Gossage, Jr., Sue J. Lee, Liying Li, John Albert Mitchell, Wendell E. Nicholson

RESEARCH INSTRUCTORS Rasul Abdolrasulnia, Chun-Hua Dai, Keyuan Jiang, Armando Luis Karara

ADJUNCT INSTRUCTORS Renee Brown, Andre Lemont Churchwell, Larry Burton Hudgins, Susan M. Jacobi, Pran M. Kar, Melissa Langley, Jonathan J. Lipman, Robert Wallace McClure, Harrell Odum II, Bruce Earle Richards, Jon J. Tumen

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ASSISTANT Sandra N. Powers

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RESEARCH ASSOCIATES Shavkat Ergashevich Atakhanov, Joye Lynn Barnes, Stephen C. Bosshardt, Ping Cao, Smita Desai-Sharma, Seiichiro Himeno, Badr Ibrahim, Hiroshi Morita, Nancy A. Nix, Nancy L. Rogers, Yi-Wei Tang, Makoto Ujihara, Noriko Ujihara, Lan Wu

## Dermatology

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RESEARCH ASSOCIATE PROFESSOR Christa A. Stoscheck


ASSOCIATE CLINICAL PROFESSORS James P. Fields, James R. Hamilton

ASSISTANT PROFESSORS Darrel L. Ellis, Thomas Stasko

RESEARCH ASSISTANT PROFESSOR Ronald E. Gates

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

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

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

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

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

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

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

### Required Courses

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

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

**502. Clinical Clerkship.** Third year. Students are assigned to the medical wards for ten-week periods. Time is divided between the Vanderbilt Hospital, St. Thomas Hospital, and the Veterans Administration Hospital. The clinical clerkship is regarded as the backbone of the student's training in medicine and represents the most intensive inpatient experience offered within the department. It is believed that learning is most vivid through direct experience with patients, obtaining histories, doing physicals and laboratory studies, and that it is amplified by reading and intensive contact with members of the house staff and teaching staff. Students are given considerable responsibility under close supervision of the teaching staff. Additional instruction is carried out during rounds with the chief of service. In these sessions, clinical

clerks present cases for discussion and criticism and the more important fields of internal medicine are covered. Ward work is supplemented by numerous teaching and subspecialty conferences held throughout the academic year. Leonard, DesPrez, Sergent, and staff of the Department of Medicine

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

## *Microbiology and Immunology*

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INSTRUCTOR Hong Fang

RESEARCH INSTRUCTORS Susan R. Cordle, Mark Raymond Hnatowich

RESEARCH ASSOCIATES Chuan-Fa Liu, Masatoshi Nakazawa, Li Nie, Jun Shao, Er-gang Shi, Jane Carty Spetzler, Ding-Zhi Wang

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

### **Required Course**

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

## *Molecular Physiology and Biophysics*

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 L. Jetton, Hiroyuki Kanoh, Sabina Kupersmidt, M. Pilar Lillo, Peter C. Lucas, Kenneth  
 Craig Malcolm, Brian Alan McCool, Hiroshi Mitsui, Mary E. Courtney Moore, Edouard L.  
 Noisin, Haruhiko Osawa, Mina Peshavaria, Matthew J. Pete, Cathleen Cutliff Pettepher,  
 Terrence Jerald Piva, Catherine Postic, Richard Lee Printz, Gary Leslie William Glynn  
 Robinson, Donald K. Scott, Raja Sekhar, Arun J. Sharma, Abdur Raman Siddiqi, Todd  
 Alaric Wyatt, Tomoyuki Yamasaki, Yutaka Yano, Eui-Ju Yeo, Guangtao Ying

✦ 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 elective course work in any area of Molecular Physiology and Biophysics, in conjunction with a sponsoring faculty member. Opportunities to participate in research activities are available to fourth-year students as electives.

### Required Courses

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

## Neurology

CHAIRMAN Gerald M. Fenichel

VICE-CHAIRMAN Howard S. Kirshner


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VISITING PROFESSOR Stanislaw J. Czuczwar

CLINICAL PROFESSORS William M. Clark, Gary W. Duncan

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

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 Robert Ray Holcomb, Mark Jennings, Paul L. Moots, Wanda G. Webb  
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 Olson, Ronald E. Wilson  
 INSTRUCTOR David Brian Moore  
 CLINICAL INSTRUCTORS Alan F. Bachrach, Jan Lewis Brandes, James Alan Fry, Steven  
 Donald Graham  
 RESEARCH ASSOCIATE Patricia A. Lodge

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

### Required Course

**501. Clinical Clerkship.** Third year. Students are assigned to the neurology wards for two weeks and are given direct responsibility for the evaluation and care of patients under the supervision of house staff and faculty. This experience is intended to provide the students with an approach to patients with diseases of the nervous system. Kirshner and staff.

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

## *Obstetrics and Gynecology*

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 Marie-Claire Orgebin-Crist

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 Peerman, Jr., Houston Sarratt

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 Kevin G. Osteen, Daulat Ram P. Tulsiani

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 James H. Growdon, Jr., James W. Johnson, James B. Millis, Robert H. Tosh

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VISITING ASSISTANT PROFESSOR Aida Abou-Haila

RESEARCH ASSISTANT PROFESSOR Marjorie D. Skudlarek

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


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

INSTRUCTORS Eric Henry Dellinger, Kelly Lorin Molpus, Thomas Chanley Wheeler

VISITING INSTRUCTOR Natalia I. Krupenko

RESEARCH INSTRUCTORS Cynthia Cate Connolly, Barbara Danuta Wamil

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

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

### Required Course

**502. Clinical Clerkship.** Third year. Students are assigned for an eight-week rotation, which provides an introductory experience in inpatient and outpatient obstetrics and gynecology. Rush and staff.


## Ophthalmology

CHAIRMAN Denis M. O'Day

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

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 ASSOCIATE CLINICAL PROFESSORS Roy C. Ezell, Wallace H. Faulk, Jr., Gary W. Jerkins,  
 Reginald Lowe, Jr.  
 ASSISTANT PROFESSORS David Alan Johnson, Carolyn M. Parrish, Patrick Thomas  
 Tiedeken, Roy Trent Wallace  
 ASSISTANT CLINICAL PROFESSORS John B. Bond III, Abraham Pacha Cheij, John E.  
 Downing, L. Rowe Driver, Meredith A. Ezell, Walter W. Frey, Stephen E. Grinde, Robert R.  
 Henderson, Charlie R. Smith  
 ASSOCIATE Thomas C. Leonard-Martin  
 INSTRUCTORS Glendon Michael Gardner, Anne R. Horan, Jamie Maria Monroe  
 CLINICAL INSTRUCTORS E. Dale Batchelor, James A. Bookman, Joseph E. Boone, Jr., M.  
 Terry Burkhalter, James E. Burnes, James F. Conrad, James W. Felch, Bruce E. Jones,  
 Brent Alan Murphy, Howard R. Rosenblum, Joseph W. Scobey, Deborah D. Sherman, K.  
 Shannon Tilley, Gates J. Wayburn, Jr., Roseanna Aileen Webb

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


### Required course

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

## *Orthopaedics and Rehabilitation*

CHAIRMAN Dan M. Spengler  
 VICE-CHAIRMAN Neil Edward Green  
 EMERITUS A. Brant Lipscomb  
 PROFESSORS Neil Edward Green, Kenneth D. Johnson, Dan M. Spengler  
 CLINICAL PROFESSORS S. Benjamin Fowler, Marion C. Harper  
 ASSOCIATE PROFESSORS Thomas J. Limbird, Michael A. Milek, Herbert S. Schwartz  
 ASSISTANT PROFESSORS Joseph D. Chenger, Michael J. Christie, John Mems Dawson,  
 John Edwards, Mark P. McAndrew, Michael J. McNamara, Gregory A. Mencio, E. Paul  
 Nance, Jr., Richard G. Shiavi, Kurt P. Spindler, William Richard Carl Stewart III, Horace E.  
 Watson, Douglas Ray Weikert  
 ADJUNCT ASSISTANT PROFESSOR Marek Szpalski  
 ASSISTANT CLINICAL PROFESSORS Mark R. Christofersen, Donald L. Gaines, Frank E.  
 Jones

ASSOCIATES Carolyn S. Aubrey, Arleen L. Hodge, Robert Allan Smodic, Hannah H. Watts  
INSTRUCTORS Lindsay K. Davidson, David J. G. Stephen, Philip R. Wolinsky  
RESEARCH INSTRUCTORS Mengke Zhu  
CLINICAL INSTRUCTORS John C. Brothers, Shannon S. Curtis, Michael Craig Ferrell  
ASSISTANT Samuel Lewis Beckman

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

### Required Course

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

## Pathology

CHAIRMAN Fred Gorstein

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

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

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

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VISITING ASSOCIATE PROFESSOR Maria Gabriella Giro

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

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RESEARCH ASSISTANT PROFESSORS Samuel J. Dimari, Phillip A. Patston

ADJUNCT ASSISTANT PROFESSORS Susan D. Roseff, Ronald Bruce Wilson

ASSISTANT CLINICAL PROFESSORS Maurice M. Acree, Jr., Jere W. Baxter, Barrett D. Brantley, Steven D. Brown, Harry G. Browne, Daniel D. Canale, Jr., Deborah O. Crowe,

Ben Weldon Davis, Samuel Houston deMent, James Patrick Elrod, Rufus Jack Freeman, Julia C. Goodin, Thomas E. Hanes, Gretel C. Harlan, Jerry K. Humphreys, Claudia K. Jones, Edward C. McDonald, Edmund R. McKinley, Philip G. Pollock, Harty Stewart Powell, Mary Pullig Schatz, Steven J. Schultenover, David J. Switter, Hugh E. Tobin, Robert W. Wahl, Ellen P. Wright, John E. Wright

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

ASSOCIATES Maralie Gaffron Exton, Mary Carole Smith

INSTRUCTORS Raymond Francis Bluth, H. Gayle Jacobs, Kenneth B. Williamson

RESEARCH INSTRUCTOR Mayme Lee Lawrence

CLINICAL INSTRUCTORS Carla M. Davis, Larry M. Lewis

RESEARCH ASSOCIATE Hang Jiang

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

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

Research fellowships are available to post-sophomore students.

### Required Course

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

## *Pediatrics*

CHAIRMAN Ian M. Burr

EMERITI Randolph Batson, Sarah H. Sell

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

VISITING PROFESSOR Victor A. Najjar

ADJUNCT PROFESSOR Mary Ann South


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

- ASSOCIATE PROFESSORS John A. Barnard, Merlin G. Butler, Jayant K. Deshpande, Neil Edward Green, John P. Greer, Marta Hernanz-Schulman, Gerald B. Hickson, Richard L. Hoover, Robert L. Janco, Karla Jansen Johns, Anthony W. Kilroy, Valentina Kon, Daniel P. Lindstrom, Rodney A. Lorenz, Robert C. MacDonell, Jr., William E. MacLean, Jr., Elizabeth A. Perkett, John B. Pietsch, William Evans Russell, Jayant P. Shenai, Dennis Clifton Stokes, Joseph Drew Tobias, Lynn S. Walker, William F. Walsh
- ADJOINT ASSOCIATE PROFESSOR David Muram
- ASSOCIATE CLINICAL PROFESSORS Eugene L. Bishop, Jr., Norman M. Cassell, John P. Fields, William F. Fleet, Jr., Leonard J. Koenig, Stanley M. Lee, Joseph F. Lentz, William R. Long, Robert E. Mallard, Dan S. Sanders, Jr., Charles Gordon Rennick Sell, David D. Thombs, Earl E. Vastbinder, Arville V. Wheeler, G. Wallace Wood
- ASSISTANT PROFESSORS Laurel V. Alsentzer, Anna Baumgaertel, Steven I. Benn, Robert Maurice Brayden, Deborah Mobley Bryant, Preston W. Campbell, Ellen Wright Clayton, R. Steven Couch, Lisa T. Craft, Majed J. Dasouki, Mark R. Denison, Terence S. Dermody, Debra A. Dodd, John R. Edwards, Barbara Engelhardt, Frank A. Fish, Joseph T. Flynn, Agnes B. Fogo, Jeremy Scott Garrett, James C. Gay, Frances P. Glascoe, Regina A. Gruber, William C. Gruber, Katherine M. Gyves-Ray, Jane N. Hannah, George W. Holcomb III, Robert Ray Holcomb, Patricia Garton Hord, Donna M. Sedlak Hummell, Mark Jennings, James A. Johns, David Alan Johnson, A. G. Kasselberg, Ann Kavanaugh-McHugh, Evon Batey Lee, Sandra Vogt Lowe, Rachel Lenox Mace, Walter M. Morgan III, Jennifer L. Najjar, Nancy O'Dell, Niki L. Oquist, Theodora Yvette Phea, Diane Pincus, David Brent Polk, Brian D. Riedel, Louise A. Rollins-Smith, Margaret G. Rush, Lawrence A. Scheving, Sharon M. Stein, Wendy L. Stone, Marshall Lynn Summar, Ming Sun, George Edward Tiller, Cindy L. Vnencak-Jones, Mark J. Werner, James Alan Whitlock, Aida Yared
- RESEARCH ASSISTANT PROFESSORS Jeffrey King Beckman, Joy D. Cogan, Toshio Homma, Andras Khoor
- ADJUNCT ASSISTANT PROFESSORS Francis Joseph McLaughlin III, Reeta Misra, Debra S. Selby
- ASSISTANT CLINICAL PROFESSORS H. Victor Braren, Sam W. Carney, Jr., Gay Deitrich-MacLean, Ray L. Dubuisson, Ralph Greenbaum, Douglas C. Henry, Charles S. Hirshberg, Hossein Massoud, John R. Morgan, James S. Price, Jorge Rojas-Brassetti, Joseph Steranka, Dorothy Jean Turner, Thomas C. Whitworth
- SENIOR ASSOCIATE Juliette M. Thompson
- ASSOCIATES Susan C. Donlevy, Cheryl W. Major
- INSTRUCTORS Rita A. Fie, Catherine R. Hoff, Maureen Shagena Sanger, Gary R. Schwartz, Gregory J. Wilson, Doris Jean Wossum
- RESEARCH INSTRUCTORS Nada M. Bulus, Silvio Sitaric
- ADJUNCT INSTRUCTORS Barbara S. Culley, Olayinka Onadeko
- CLINICAL INSTRUCTORS Nancy Graves Beveridge, Janet G. Blackwell, Robert C. Bone, Arthur Scott Brooks, Susan B. Campbell, Lewis A. Coffin, George T. Critz, William Raymond Davidson, Karen Carlson DesPrez, Paul M. Douthitt, Mary Catherine Dundon, Eva M. Ewers, Lee Ann Freeman, Roland W. Gray, Richard W. Greene, Lorinda J. Grosso, Eddie D. Hamilton, Paul Jacob Heil, James P. Henderson, Kraig Humbaugh, Robert H. Hutcheson, Jr., John O. Jackson, Jr., Margreete Johnston, Jodi Ann Hitchcock Keeler, Mary E. Keown, Elizabeth Duke Krueger, Deidre E. Lanier, H. Brian Leeper, Russell B. Leftwich, Ruth Barron Long, D. Mark Mahler, Susan G. McGrew, Raymond L. Meneely, Vern Meyer, Ronald V. Miller, Dina H. Mishu, Susan Lynn Morgan, David M. Moroney, Charles A. Moss III, Joe Persius Moss, Jr., Dewey G. Nemecek, John T. Netterville, Jr., Kenneth T. North, Barbara J. Olson, Krista Gaines Oquist, Waclawa Yvonne Pawlowski, Julie T. Peek, Elizabeth P. Pierce, Karen Lowry Putnam, Richard E. Rainey, Anne M. Rasche, Patricia F. Robinson, Dan S. Sanders III, E. Conrad Shackelford, Jr., Michael R. Sharpe, William T.

Slonecker, C. Norman Spencer, Barbara N. Stephens, C. A. Stilwell, David W. Storey, Steven M. Tate, Julia Thompson, Elizabeth Grimes Triggs, Parvin Vafai, Diane Marie Vosberg, Joan W. White, Bernard A. Wiggins, Melissa A. Will, Sorrell Louis Wolfson, Vernessa D. Wood, Kenneth N. Wyatt

ASSISTANTS Melinda P. Cohen, Vickie L. Hannig, Mary Fran Hazinski, Jean P. Pfothenauer, Barbara K. Ramsey, J. Denise Wetzel

RESEARCH ASSOCIATES M. R. S. Krishnamani, Changnian Sun

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

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

### Required Courses

**502. Clinical Clerkship.** Third year. Students are assigned to the pediatric services for five weeks. Students participate in all phases of diagnosis and treatment of a wide variety of illnesses of children and infants in both inpatient and outpatient settings. Burr, Janco, and staff.

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

## Pharmacology

CHAIRMAN Lee E. Limbird

EMERITI Allan D. Bass, Erwin J. Landon

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

RESEARCH PROFESSORS Steven E. Mayer, Sydney Spector



ASSOCIATE PROFESSORS Robert J. Barrett, M. Lawrence Berman, Italo Biaggioni, Richard S. Burns, Kenneth R. Hande, Oakley S. Ray, Peter W. Reed, Ronald G. Wiley, Margaret Wood

VISITING ASSOCIATE PROFESSOR Vladimir P. Shirinsky


RESEARCH ASSOCIATE PROFESSOR Thomas J. Lukas

ASSISTANT PROFESSORS Joey V. Barnett, Paul B. Bennett, Jr., Richard Merrill Breyer, Nancy J. Brown, Daniel M. Buxbaum, Ronald B. Emeson, Colin D. Funk, Alfred George, Michael J. McLean, Augustin Rogelio Mosqueda-Garcia, John J. Murray, Katherine T. Murray, Allen J. Nattilan, William E. Serafin, Richard C. Shelton, Bih-Hwa Shieh, Dirk Snyders, Michael M. Tamkun, Todd A. Verdoorn, Brian E. Wadzinski

ADJUNCT ASSISTANT PROFESSOR Sukhbir S. Mokha

INSTRUCTOR Li-Hsien Lin

RESEARCH INSTRUCTORS Mark Collinge, Wenchao Song, Ji Yue Zhang

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

### Required Course

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

## *Preventive Medicine*

CHAIRMAN William Schaffner

EMERITUS Robert W. Quinn

PROFESSORS Lewis B. Lefkowitz, Jr., William Schaffner

ASSOCIATE PROFESSOR Eugene W. Fowinkle

ASSISTANT PROFESSOR Michael D. Decker

ASSISTANT CLINICAL PROFESSORS John S. Derryberry, Keith G. Meador, Dorothy Jean Turner

CLINICAL INSTRUCTOR Robert H. Hutcheson, Jr.

## Biostatistics

DIRECTOR OF THE DIVISION William D. Dupont

PROFESSORS William D. Dupont, Charles F. Federspiel

ASSOCIATE PROFESSOR Robert A. Parker

ASSISTANT PROFESSOR George W. Reed

## Pharmacoepidemiology

DIRECTOR OF THE DIVISION Wayne A. Ray

PROFESSOR Wayne A. Ray

ASSOCIATE PROFESSOR Marie R. Griffin

ASSISTANT PROFESSORS Joyce M. Piper, Ronald I. Shorr, Purushottam B. Thapa

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

### Required Course

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

# Psychiatry

CHAIRMAN Michael H. Ebert

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

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

VISITING PROFESSOR William Edward Fann

RESEARCH PROFESSOR Sydney Spector

CLINICAL PROFESSOR David Barton

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

RESEARCH ASSOCIATE PROFESSOR Dennis E. Schmidt

ASSOCIATE CLINICAL PROFESSORS Robert O. Begtrup, William Bernet, Charles Corbin, Jr., J. Emmett Dozier, Jr., Joseph Fishbein, Robert Burton Fisher, Frederick T. Horton, Ronald F. Kourany, Kent Kyger, Samuel O. Okpaku, J. Kirby Pate, William M. Petrie, Vernon H. Sharp, Frank W. Stevens, C. Richard Treadway

ASSISTANT PROFESSORS William H. Anderson, Robert Gray Bobbitt, M. Candice Burger, Denise D. Davis, Jeri Eileen Fitzpatrick, Lawrence S. Gaines, Judy Garber, William A. Hewlett, John S. Kennedy, Richard A. Margolin, George M. Mathews, Michael J. McLean, Carol Proops Milam, Leslie C. Morey, Rudra Prakash, William M. Regan, Karen H. Rhea, Tariq Saleem, Roy Quincy Sanders, Samuel Riley Sells III, Richard C. Shelton, Michael Henry Sherman, William J. Tichi, Larry W. Welch

RESEARCH ASSISTANT PROFESSORS Tomas De Paulis, Vicki S. Harris

ASSISTANT CLINICAL PROFESSORS Judith B. Akin, Casey C. Arney, Edward S. Arnold, Sarah B. Aylor, Ralph I. Barr, Anne P. Bartek, Lynn P. Barton, Vedavyasa Bhat Biliyar, Henry B. Brackin, Jr., Susan H. Bryant, Thomas W. Campbell, Thomas F. Catron, Robert L. Chalfant, Jr., Daniel L. Friedman, Dickey Catherine Fuchs, John J. Griffin, James R. Hart, Robert A. Jack, Robert C. Jamieson, Harold W. Jordan, William D. Kenner, Sandra R. Leavell, Linda S. Lundin, Aileen H. McAlister, James R. McFerrin, James B. McGehee, William A. Mitchell, Leonard Morgan, Margaret Norris, Paula S. Nunn, 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, Gloria J. Waterhouse, Jane R. Weinberg, W. Scott West, Jackson B. White IV, Brad Williams, Nat T. Winston, David A. Yarian

SENIOR ASSOCIATE Lee H. Fleisher

ASSOCIATE Bettie Ann Spector

INSTRUCTORS Gillian Blair, S. Paul Rossby


CLINICAL INSTRUCTORS Earl Q. Parrott, William F. Sheridan, Jr.

ASSISTANTS Jeanne Brownlee, Dan Ramage, Linda Wirth

RESEARCH ASSOCIATES David D. Gillespie, Mei Huang, Donald Hal Manier

ASSISTANT PROFESSOR

INSTRUCTOR John L. Beyer

 THE Department of Psychiatry presents a series of lectures on human behavior and the practice of medicine to first-year students and instructs second-year students in the diagnosis, etiology, and treatment of basic

psychiatric disorders. In the third year, students participate in a clerkship studying various psychiatric problems in both inpatient and outpatient settings.

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

### Required Courses

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

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

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

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

## *Radiology and Radiological Sciences*

CHAIRMAN C. Leon Partain

EMERITI Joseph H. Allen, Jr., Joseph McK. Ivie

PROFESSORS John H. Beveridge, Donald R. Eisert, Arthur C. Fleischer, S. Julian Gibbs, Armand Barry Glassman, Richard M. Heller, Jr., A. Everette James, Jr., Sandra Kirchner, C. Leon Partain, James A. Patton, W. Faxon Payne, Henry P. Pendergrass, Ronald R. Price, Charles E. Roos, Martin P. Sandler, Norman H. Tolk

RESEARCH PROFESSOR Mark Robert Willcott

ADJUNCT PROFESSOR F. David Rollo

CLINICAL PROFESSOR Thomas R. Duncan

ASSOCIATE PROFESSORS Frank E. Carroll, Jr., Charles William Coffey II, Michael L. Freeman, Marta Hernanz-Schulman, Philippe Jeanty, Alan J. Kaufman, Ronald G. Manning, Murray J. Mazer, Steven G. Meranze, E. Paul Nance, Jr., David R. Pickens III, Thomas A. Powers, Max Israel Shaff

VISITING ASSOCIATE PROFESSOR Kurt P. Schellhas

ADJUNCT ASSOCIATE PROFESSOR Gerald Stanley Freedman

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

ASSISTANT PROFESSORS Ronald Curtis Arildsen, Catherine Jordan Brandon, Joseph P. Bruner, Jeffrey L. Creasy, Jeanne Anne Cullinan, Dominique Delbeke, Roy Ellsworth Erb, J. Michael Fitzpatrick, Katherine M. Gyves-Ray, M. Reza Habibian, Theodore C. Larson III, Haakil Lee, Christine H. Lorenz, Richard A. Margolin, N. Scott Mason, Michael J. Murray, Andrew J. Padgug, Cynthia B. Paschal, William R. Riddle, Gregory D. Smith, Michael David Smith, Sharon M. Stein, Theresa M. Tilton, Gerard Joseph Voorhees, Anthony S. Wattleworth, William S. Witt, John A. Worrell, Cynthia Catlett Youree

RESEARCH ASSISTANT PROFESSORS Elaine Sierra-Rivera, Perry A. Tompkins


ADJUNCT ASSISTANT PROFESSOR Susana Martinez Cruz

ASSISTANT CLINICAL PROFESSORS Ronald B. Addlestone, Robert C. Dawson III, Mark P. Freeman, Jeffrey A. Landman, Christopher Ng, K. James Schumacher, Michael B. Seshul, Gregory R. Weaver

ASSOCIATE Jeffrey A. Clanton

CLINICAL INSTRUCTORS Henry C. Howerton, Gary Thomas Podgorski, Charles D. Ross, Daniel L. Starnes

ASSISTANT George E. Holburn

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

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

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

## Required Courses

**501. Introduction to Radiology.** Second year. A series of lectures and small group sessions to introduce the student to conventional radiographic methods in the study of various organ systems. Basic principles of imaging and interpretation are emphasized along with indications, contraindications, and risk of the examinations. FALL. Kaufman and staff.

## Section of Surgical Sciences

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

These departments contribute to the interdepartmental course in methods in clinical science. Third-year students participate in a clinical clerkship in which they are assigned to the surgical divisions of Vanderbilt Hospital, St. Thomas Hospital, or 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 selective clerkship in general surgery or another surgical specialty.

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

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

PROFESSORS R. Benton Adkins, Jr., William H. Edwards, C. Wright Pinson, Vernon H. Reynolds, Robert E. Richie, John L. Sawyers, Lester F. Williams, Jr.

ADJUNCT PROFESSOR John Leeman Tarpley

ADJUNCT RESEARCH PROFESSOR Harold C. Miller

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

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

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

ASSISTANT PROFESSORS William C. Chapman, Virginia Anne Eddy, Maria E. Frexes-Steed, Richard E. Goldstein, H. Keith Johnson, Richard Ramos Lopez, Jr., Murray J. Mazer, Thomas C. Naslund, Timothy J. Ranval, M. Kathleen Reilly, Edmund J. Rutherford, David H. Van Buren, John Kelly Wright, Jr.

RESEARCH ASSISTANT PROFESSOR Paul J. Flakoll

ASSISTANT CLINICAL PROFESSORS William J. Anderson, Jeanne F. Ballinger, Stanley Bernard, George E. Duncan, William H. Edwards, Jr., Parker Elrod, Steven J. Eskin, Carl N. Gessler, Robert W. Ikard, Raymond S. Martin, Bonnie M. Miller, Douglas O. Olsen, Jefferson C. Pennington, David R. Pickens, Jr., Robert N. Sadler  
ASSOCIATES Judy Jean Chapman, Carolyn S. Watts, Phillip E. Williams  
RESEARCH INSTRUCTORS Kareem Jabbour, Mohammed Sika  
CLINICAL INSTRUCTORS Terry R. Allen, Roger A. Bonau, Robert C. Bone, Kenneth L. Classen, J. Michael Crane, J. Lucian Davis, Laura L. Dunbar, Benjamin Fisher, Richard J. Geer, Roy G. Hammonds, Robert A. Hardin, Ray Hargreaves, John E. Keyser III, James P. Lester, William I. Lewis, M. Charles McMurray, Joe M. Miller, Francis Michael Minch, Roy J. Renfro, Lansdon B. Robbins II, Richard B. Terry, John K. Wright  
ASSISTANTS Frances M. Edwards, Mary Fran Hazinski

## *Dentistry*

CHAIRMAN Harry Lewis Legan

PROFESSOR Harry Lewis Legan

CLINICAL PROFESSOR Bruce S. Haskell

ASSOCIATE PROFESSOR Ervin C. Belcher

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

ASSISTANT CLINICAL PROFESSORS Bill Akin, Arthur N. Anderson III, Louis Bonvissuto, Herbert Allen Crockett, William A. Crosby, Jr., James L. Dickson, Matthias J. Gorham, Jr., Phillip W. Head, Irwin Hodes, Phillip E. Hutcheson, Gerald R. Karr, Jerome S. Klein, Robert C. Lineberger, J. Wayne Newman, Lee W. Parrish III, Terry A. Propper, David R. Sain, William B. Simpson, Manuel Sir, James J. Vaughn, Jr., Steven L. Wallace

CLINICAL INSTRUCTORS George A. Adams, Jr., Lawrence Neil Klein

INSTRUCTOR William Robert Pettigrew

CLINICAL INSTRUCTORS Franklin William Taylor, David E. Tiner

## *Emergency Medicine*

CHAIRMAN Corey Mitchell Slovis

PROFESSOR Corey Mitchell Slovis

ASSOCIATE PROFESSOR Keith Wrenn

ASSISTANT PROFESSORS Donald McLain Blanton, Jeffrey P. McKinzie, Brian R. McMurray, John Hannon Proctor, Gary R. Schwartz, Charles M. Seamens, Donna L. Seger, Steven John White, Seth W. Wright

INSTRUCTOR Richard S. Belcher

ASSISTANT PROFESSOR Patrick Evan McKinney

INSTRUCTOR L. Anderson Walker III

## Neurosurgery

CHAIRMAN George S. Allen

EMERITUS William F. Meacham

PROFESSOR George S. Allen

CLINICAL PROFESSOR Cully A. Cobb, Jr.

ASSOCIATE PROFESSORS Bennett Blumenkopf, Noel B. Tulipan

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

ASSISTANT PROFESSORS J. Michael Fitzpatrick, Robert Lee Galloway, Jr., Robert J. Maciunas

ASSISTANT CLINICAL PROFESSOR Everette I. Howell, Jr.

CLINICAL INSTRUCTORS Vaughan A. Allen, Verne E. Allen, Rex E. H. Arendall II, Arthur Cushman, James W. Hays, Gregory Bryan Lanford, George Harrison Lien, Paul Raymond McCombs, Warren F. McPherson, Timothy P. Schoettle

## Oral Surgery

CHAIRMAN H. David Hall

PROFESSOR H. David Hall

ASSOCIATE PROFESSOR Samuel Jay McKenna

VISITING ASSOCIATE PROFESSOR Kurt P. Schellhas

ASSOCIATE CLINICAL PROFESSOR Elmore Hill

ASSISTANT PROFESSORS James W. Nickerson, Jr., John Robert Werther

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

## Otolaryngology

CHAIRMAN Robert H. Ossoff

EMERITUS William G. Kennon, Jr.

PROFESSORS Fred H. Bess, Robert H. Ossoff

CLINICAL PROFESSORS Michael E. Glasscock III, C. Gary Jackson

ASSOCIATE PROFESSORS James A. Duncavage, Jay W. Hall III, R. Edward Stone, Jr.

ASSOCIATE CLINICAL PROFESSORS Hiranya Gowda, Paul M. Nemiroff

ASSISTANT PROFESSORS Brian Bernard Burkey, Glenn S. Edwards, Jon A. Jackson, Stephen Alexander Mitchell, James L. Netterville, Lou Reinisch, William Russell Ries, Mitchell Keith Schwaber, Jay A. Werkhaven, David L. Zealear

VISITING ASSISTANT PROFESSOR Yuji Kawamura

ASSISTANT CLINICAL PROFESSORS Clyde V. Alley, Jr., Jerrall P. Crook, William L. Downey, James C. Garlington, Daniel R. Hightower, Thomas W. Holzen, Barry E. Linden, Warren R. Patterson

INSTRUCTORS William B. Armstrong, Jack A. Coleman, Jr., Mark S. Courey



VISITING INSTRUCTOR Cheerasook S. Chongkolwatana

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

ASSISTANT Anthony G. Disimone

## *Pediatric Surgery*

EMERITUS George W. Holcomb, Jr.

PROFESSOR Wallace W. Neblett III

ASSOCIATE PROFESSOR John B. Pietsch

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

## *Plastic Surgery*

CHAIRMAN John B. Lynch

PROFESSOR John B. Lynch

CLINICAL PROFESSOR Greer Ricketson

ASSOCIATE PROFESSORS Lillian B. Nanney, R. Bruce Shack

ASSOCIATE CLINICAL PROFESSOR Reuben A. Bueno

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

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

CLINICAL INSTRUCTOR Takis Patikas

## *Thoracic and Cardiac Surgery*

CHAIRMAN Harvey W. Bender, Jr.

PROFESSORS Harvey W. Bender, Jr., William H. Edwards, John L. Sawyers, William S. Stoney, Jr.

ASSOCIATE PROFESSOR Walter H. Merrill

ASSOCIATE CLINICAL PROFESSOR William C. Alford, Jr.

ASSISTANT PROFESSORS William H. Frist, James R. Stewart

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

CLINICAL INSTRUCTOR Robert A. Hardin

# Urology

CHAIRMAN Joseph A. Smith, Jr.

EMERITUS Charles E. Haines, Jr.

PROFESSOR Joseph A. Smith, Jr.

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

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

ASSISTANT PROFESSORS Douglas Franklin Milam, Mitchell Shuster Steiner

RESEARCH ASSISTANT PROFESSOR Catherine T. Anthony

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

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

## Required Courses

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

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

## *Interdisciplinary Course Work*

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

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





# Faculty



## Named and Distinguished Professorships

- MARTIN J. BLASER, Addison B. Scoville Jr. Professor of Medicine
- KENNETH L. BRIGHAM, Joe and Morris Werthan Professor of Investigative Medicine
- IAN M. BURR, James C. Overall Professor of Pediatrics
- PIETRO CASTELNUOVO-TEDESCO, James G. Blakemore Professor of Psychiatry
- FRANK CHYTIL, Harvie Branscomb Distinguished Professor; General Foods Distinguished Professor of Nutrition
- STANLEY COHEN, Distinguished Professor of Biochemistry; American Cancer Society Research Professor of Biochemistry
- OSCAR B. CROFFORD, JR., Addison B. Scoville Jr. Professor of Diabetes and Metabolism
- WILLIAM H. EDWARDS, H. William Scott Jr. Professor of Surgery
- JOHN M. FLEXNER, American Cancer Society Clinical Professor of Oncology
- GOTTLIEB C. FRIESINGER II, Betty and Jack Bailey Professor of Cardiology
- JACEK HAWIGER, Oswald T. Avery Professor of Microbiology and Immunology
- BRIGID L. M. HOGAN, Hortense B. Ingram Professor of Molecular Oncology
- TADASHI INAGAMI, Stanford Moore Professor of Biochemistry
- HARRY R. JACOBSON, Harry Johnson Professor of Nephrology
- ALEXANDER R. LAWTON, Edward Claiborne Stahlman Professor of Pediatric Physiology and Cell Metabolism
- JOHN N. LUKENS, JR., Craig-Weaver Professor of Pediatrics
- LAWRENCE J. MARNETT, Mary Geddes Stahlman Professor of Cancer Research
- JOHN H. NEWMAN, Elsa S. Hanigan Chair in Pulmonary Medicine
- JOHN A. OATES, Thomas F. Frist Professor of Medicine
- DENIS M. O'DAY, George Weeks Hale Professor of Ophthalmology
- MARIE-CLAIRE ORGEBIN-CRIST, Lucius E. Burch Professor of Reproductive Physiology and Family Planning
- ROBERT H. OSSOFF, Guy M. Maness Professor of Otolaryngology
- DAN M. RODEN, William Stokes Professor of Experimental Therapeutics
- JOHN L. SAWYERS, John Clinton Foshee Distinguished Professor of Surgery
- SUBRAMANIAM SRIRAM, William C. Weaver Professor of Experimental Neurology
- RICHARD M. ZANER, Ann Geddes Stahlman Professor of Medical Ethics

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B.A. (Steubenville); M.S. (Arkansas); Ph.D. (Michigan)
- ANH H. DAO, Associate 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)
- MAJED J. DASOUKI, Assistant Professor of Pediatrics  
B.S., M.D. (Jordan)
- 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)
- LINDSAY K. DAVIDSON, Instructor in Orthopaedics and Rehabilitation  
M.D. (Toronto); M.Sc. (Queen's [Ontario])
- WILLIAM RAYMOND DAVIDSON, Clinical Instructor in Pediatrics  
B.S. (Tennessee, Martin); M.D. (Tennessee)
- HUGH A. DAVIES, Assistant Professor of Pathology  
B.E., M.S., Ph.D. (Vanderbilt)
- BEN WELDON DAVIS, Assistant Clinical Professor of Pathology  
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- CARLA M. DAVIS, Clinical Instructor in Pathology  
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- J. LUCIAN DAVIS, Clinical Instructor in Surgery  
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- STEPHEN NEIL DAVIS, Assistant Professor of Medicine  
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- THOMAS L. DAVIS, Assistant Professor of Neurology  
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- WILLIAM G. DAVIS, Clinical Instructor in Otolaryngology  
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- ROBERT C. DAWSON III, Assistant Clinical Professor of Radiology and Radiological Sciences  
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- MARK A. DEATON, Clinical Instructor in Otolaryngology  
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- 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 Clinical Professor of Pediatrics  
B.A. (Colorado); M.S. (Vanderbilt)
- DOMINIQUE DELBEKE, Assistant Professor of Radiology and Radiological Sciences; Assistant Professor of Pathology  
M.D., Ph.D. (Free University of Brussels)
- ERIC HENRY DELLINGER, Instructor in Obstetrics and Gynecology  
B.A. (North Carolina); M.D. (East Carolina)
- JAN STALLINGS DELOZIER, Assistant Professor of Medicine  
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- SAMUEL HOUSTON DEMENT, Assistant Clinical Professor of Pathology  
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- SMITA DESAI-SHARMA, Research Associate in Medicine  
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- JAYANT K. DESHPANDE, Associate Professor of Pediatrics and Director of the Division of Critical Care and Anesthesiology; Associate Professor of Anesthesiology  
A.B. (Boston University); M.D. (Tennessee)
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B.S., M.S. (Cincinnati); M.H.A. (Xavier)
- WOLF-DIETRICH DETTBARN, Professor of Pharmacology; Professor of Neurology

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- MICHAEL PETER DIAMOND, Associate Professor of Obstetrics and Gynecology; Associate Professor of Surgery; Associate Professor of Molecular Physiology and Biophysics  
A.B. (Vassar); M.D. (Vanderbilt)
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B.S. (Memphis State); D.D.S. (Tennessee)
- MICHAEL M. DIKOV, Research Assistant Professor of Medicine  
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- SAMUEL J. DIMARI, Research Assistant Professor of Pathology  
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- MI-SOOK DONG, Research Associate in Biochemistry  
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- WILLIAM H. EDWARDS, H. William Scott Jr. Professor of Surgery  
B.A., M.D. (Vanderbilt)
- WILLIAM H. EDWARDS, JR., Assistant Clinical Professor of Surgery  
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- WOLF J. EHRLICH, Assistant Clinical Professor of Medicine  
M.D. (Antwerp)
- ESTHER EISENBERG, Assistant Professor of Obstetrics and Gynecology  
B.A. (City University of New York, Queens); M.D. (Albert Einstein)
- DONALD R. EISERT, Professor of Radiology and Radiological Sciences and Director of the Division of Radiation Oncology; Director of the Center for Radiation Oncology  
M.D. (Utah)
- ROY O. ELAM III, Associate Clinical Professor of Medicine  
B.A. (University of the South); M.D. (Tennessee)
- JAMES H. ELLIOTT, Professor of Ophthalmology  
B.A. (Phillips); M.D. (Oklahoma)
- DARREL L. ELLIS, Assistant Professor of Medicine  
B.S. (Kansas State); M.D. (Kansas)
- JAMES PATRICK ELROD, Assistant Clinical Professor of Pathology  
B.S. (New Mexico Institute of Mining and Technology); Ph.D., M.D. (Kansas)
- PARKER ELROD, Assistant Clinical Professor of Surgery  
B.A., M.D. (Vanderbilt)
- EDWIN BOYETTE EMERSON, Clinical Instructor in Otolaryngology  
B.S. (Tennessee, Martin); M.D. (Tennessee)
- RONALD B. EMESON, Assistant Professor of Pharmacology  
B.A. (Johns Hopkins); Ph.D. (Colorado)
- BARBARA ENGELHARDT, Assistant Professor of Pediatrics  
Dr.med. (Ruprecht-Karl-Universität Heidelberg)
- SARAH KATHERINE ENGLAND, Research Associate in Molecular Physiology and Biophysics  
B.A. (Carleton)
- BRUCE W. ENNIS, Assistant Professor of Cell Biology  
B.S. (San Diego State); M.S. (Vanderbilt); Ph.D. (North Carolina)
- STEPHEN S. ENTMAN, Professor of Obstetrics and Gynecology; Senior Fellow, Institute for Public Policy Studies  
A.B. (Harvard); M.D. (Duke)
- ROY ELLSWORTH ERB, Assistant Professor of Radiology and Radiological Sciences  
A.B. (Tennessee); 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, Assistant Clinical Professor of 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)
- EVA M. EWERS, Clinical Instructor in Pediatrics  
A.B. (Rutgers); M.D. (Pittsburgh)
- 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; Director of the Program in Medical Technology, VUH

- A.B. (Randolph-Macon Woman's)
- MEREDITH A. EZELL, Assistant Clinical Professor of Ophthalmology  
B.S. (David Lipscomb); M.D. (Tennessee)
- ROY C. EZELL, Associate Clinical Professor of Ophthalmology  
B.A. (Vanderbilt); M.D. (Tennessee)
- MARY SHIMKUS FABER, Research Associate in Molecular Physiology and Biophysics  
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- BAHAA MICHEL FADEL, Assistant Professor of Medicine  
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- TOUFIC A. FAKHOURY, Assistant Professor of Neurology  
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- BINGQI FAN, Research Associate in Biochemistry  
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- HONG FANG, Instructor in Microbiology and Immunology  
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- CHERYL ANN FASSLER, Assistant Clinical Professor of Medicine  
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- WILLARD R. FAULKNER, Professor of Biochemistry, Emeritus  
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- THOMAS W. FAUST, Assistant Clinical Professor of Medicine  
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- SERGIO FAZIO, Assistant Professor of Medicine  
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- CHARLES F. FEDERSPIEL, Professor of Preventive Medicine (Biostatistics)  
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Licenciado, Doctorado (Barcelona)
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- STEPHEN S. FEMAN, Professor of Ophthalmology  
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- STUART G. FINDER, Assistant Professor of Medicine  
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- FRANK A. FISH, Assistant Professor of Pediatrics; Assistant Professor of Medicine  
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- 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)
- ROBERT BURTON FISHER, Associate Clinical Professor of Psychiatry  
A.B. (Centre); M.D. (Duke)
- J. MICHAEL FITZPATRICK, Associate Professor of Computer Science; Assistant Professor of Radiology and Radiological Sciences; Assistant Professor of Neurosurgery  
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B.S., M.S., Ph.D. (Iowa State)
- JOHN FREDERICK KITTRELL FLANAGAN, Assistant Professor of Anesthesiology  
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- WILLIAM F. FLEET, JR., Associate Clinical Professor of Pediatrics  
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- ARTHUR C. FLEISCHER, Professor of Radiology and Radiological Sciences; Professor of Obstetrics and Gynecology  
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- JAMES H. FLEMING, JR., Assistant Clinical Professor of Plastic Surgery  
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- CHRISTOPHER W. FLETCHER, Assistant Clinical Professor of Medicine  
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- AGNES B. FOGO, Associate Professor of Pathology; Assistant Professor of Pediatrics  
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- JAMES T. FORBES, Associate Professor of Medicine  
B.A. (University of the South); Ph.D. (Mississippi)
- MERVYN B. FORMAN, Associate Professor of Medicine (On leave 1992/93)  
M.B., B.Ch. (Witwatersrand)
- HENRY W. FOSTER, Clinical Professor of Obstetrics and Gynecology  
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- JEFFREY T. HOLT, Associate Professor of Cell Biology; Assistant Professor of Pathology  
B.A. (Kalamazoo); M.D. (Michigan)
- THOMAS W. HOLZEN, Assistant Clinical Professor of Otolaryngology  
B.A. (Yale); M.D. (Tufts)
- TOSHIO HOMMA, Research Assistant Professor of Pediatrics  
B.Sc., D.V.M., M.Sc. (Hokkaido); Ph.D. (California, Davis)
- ROB REID HOOD, Assistant Clinical Professor of Medicine  
B.A. (South Florida); B.S., M.D. (Tulane)
- PAULA C. HOOS, Assistant Professor of Cell Biology  
B.S. (Mount Union); M.S., Ph.D. (Vanderbilt)
- RICHARD L. HOOVER, Professor of Pathology; Associate Professor of Pediatrics (On leave April-June 1993)  
B.A. (Ohio State); M.S. (Kentucky); Ph.D. (Michigan State)
- ROBERT D. HOOVER, JR., Instructor in Medicine  
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- ANNE R. HORAN, Instructor in Ophthalmology  
B.S., M.S., M.D. (Georgetown)
- PATRICIA GARTON HORD, Assistant Professor of Pediatrics  
B.S. (Akron); M.D. (Northeastern Ohio Universities College of Medicine)
- JEAN-LOUIS EDOUARD HORN, Research Assistant Professor of Anesthesiology  
M.D. (Catholic University of Leuven)
- ROBERT G. HORN, Clinical Professor of Pathology  
B.A., M.D. (Vanderbilt)
- DONALD W. HORNE, Research Associate Professor of Biochemistry  
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- BENNETT FRANKLIN HORTON, SR., Assistant Professor of Anesthesiology  
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- FREDERICK T. HORTON, Associate Clinical Professor of Psychiatry  
B.S. (North Carolina State); M.D. (Virginia Commonwealth)
- MARCUS C. HOUSTON, Associate Clinical Professor of Medicine  
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- JANE ELLEN HOWARD, Assistant Professor of Neurology  
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- HENRY C. HOWERTON, Clinical Instructor in Radiology and Radiological Sciences  
M.D. (Cincinnati)
- MEI HUANG, Research Associate in Psychiatry  
Ph.D. (Vanderbilt)
- LARRY BURTON HUDGINS, Adjunct Instructor in Medicine  
B.S., M.D. (Tennessee)
- KRAIG HUMBAUGH, Clinical Instructor in Pediatrics  
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- DONNA M. SEDLAK HUMMELL, Assistant Professor of Pediatrics  
A.B. (Rutgers); M.D. (Johns Hopkins)
- JERRY K. HUMPHREYS, Assistant Clinical Professor of Pathology  
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- ROBERT D. HUNT, Associate Professor of Psychiatry  
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- ELLEN B. HUNTER, Assistant Professor of Medicine  
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- ERIC J. HUSTEDT, Research Associate in Molecular Physiology and Biophysics  
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- ROBERT H. HUTCHESON, JR., Clinical Instructor in Pediatrics; Clinical Instructor in Preventive Medicine  
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- STEVE ALAN HYMAN, Associate Clinical Professor of Anesthesiology  
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- JEFFREY L. HYMES, Clinical Instructor in Medicine  
B.A. (Yale); M.D. (Albert Einstein)
- BADR IBRAHIM, Research Associate in Medicine  
M.B., Ch.B. (Alexandria); M.S. (Clarkson)

- IEKUNI ICHIKAWA, Professor of Pediatrics and Director of the Division of Nephrology  
B.S., M.D. (Keio)
- TOSHIHIRO ICHIKI, Research Associate in Biochemistry  
M.D., Ph.D. (Kyushu)
- ROBERT W. IKARD, Assistant Clinical Professor of Surgery  
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- JUSTICE IKE, Visiting Associate Professor of Pharmacology  
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- TADASHI INAGAMI, Stanford Moore Professor of Biochemistry; Professor of Medicine; Director of the Specialized Center of Research in Hypertension  
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- JOHN W. INTERLANDI, Assistant Clinical Professor of Medicine  
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- ALBERT P. ISENHOUR, Assistant Clinical Professor of Urology  
M.D. (Duke)
- NUHAD M. ISMAIL, Assistant Professor of Medicine  
B.S., M.D. (American University of Beirut)
- JOSEPH MCK. IVIE, Clinical Professor of Radiology, Emeritus  
B.S. Med., M.D. (Duke)
- ROBERT E. IVY, Instructor in Cell Biology  
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- KAREEM JABBOUR, Research Instructor in Surgery  
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- ROBERT A. JACK, Assistant Clinical Professor of Psychiatry  
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- JOHN O. JACKSON, JR., Clinical Instructor in Pediatrics  
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- H. GAYLE JACOBS, Instructor in Pathology  
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- J. KENNETH JACOBS, Clinical Professor of Surgery  
M.D. (Northwestern)
- HARRY R. JACOBSON, Professor of Medicine; Harry Johnson Professor of Nephrology and Director of the Division of Nephrology; Director of the Nephrology Center  
B.S. (Illinois, Chicago Circle); M.D. (Illinois, Medical Center)
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- ALLEN B. KAISER, Professor of Medicine and Vice-Chairman of the Department  
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- AMIT S. KALGUTKAR, Research Associate in Biochemistry  
B.Sc., M.Sc. (Bombay); Ph.D. (Virginia Polytechnic)
- JAYAKUMAR REDDY KAMBAM, Professor of Anesthesiology  
B.Sc. (V. R. College [India]); M.B., B.S. (Andhra)
- HIROYUKI KANOH, Research Associate in Molecular Physiology and Biophysics  
M.D., D.Med.Sc. (Gifu)
- HERMAN J. KAPLAN, Clinical Professor of Medicine  
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- PETER R. KAPLAN, Assistant Clinical Professor of Medicine  
A.B. (Princeton); M.D. (Pennsylvania)
- PRAN M. KAR, Adjunct Instructor in Medicine  
M.B., B.S. (Delhi)
- ARMANDO LUIS KARARA, Research Instructor in Medicine  
Ph.D. (Buenos Aires)
- GERALD R. KARR, Assistant Clinical Professor of Dentistry  
B.S. (East Tennessee State); D.D.S. (Tennessee); M.S. (Tennessee, Memphis)
- DAVID T. KARZON, Professor of Pediatrics; Professor of Microbiology and Immunology  
B.S., M.S. (Ohio State); M.D. (Johns Hopkins)
- A. G. KASSELBERG, Assistant Professor of Cell Biology; Assistant Professor of Pediatrics  
A.B. (Princeton); M.D. (Johns Hopkins)
- MASANO KATAGIRI, Research Associate in Biochemistry  
M.S. (Okayama); Ph.D. (Osaka)
- ALAN J. KAUFMAN, Associate Professor of Radiology and Radiological Sciences  
B.S. (City University of New York); M.S. (Connecticut); M.D. (Liège)

- ANN KAVANAUGH-MCHUGH, Assistant Professor of Pediatrics  
B.S. (Yale); M.D. (Johns Hopkins)
- MASAHIRO KAWABATA, Research Associate in Cell Biology  
B.Eng., M.Eng., M.D. (Tokyo)
- YUJI KAWAMURA, Visiting Assistant Professor of Otolaryngology  
M.D., Ph.D. (Ehime)
- JODI ANN HITCHCOCK KEELER, Clinical Instructor in Pediatrics  
B.S., M.D. (SUNY, Stony Brook)
- DIANE S. KEENEY, Research Assistant Professor of Biochemistry  
B.S. (Pennsylvania State); M.S. (Iowa State); Ph.D. (Johns Hopkins)
- JEFFREY WILLIAM KEHLER, Assistant Professor of Anesthesiology  
B.S. (Albright); M.D. (Medical University of South Carolina)
- LINDA LOUISE KELLEY, Research Assistant Professor of Medicine  
B.S. (New Hampshire); Ph.D. (Vanderbilt)
- KEVIN J. KELLY, Assistant Professor of Plastic Surgery  
B.S. (Maryland); D.D.S. (Columbia); M.D. (SUNY, Downstate Medical Center)
- JOHN S. KENNEDY, Assistant Professor of Psychiatry  
M.D. (Calgary)
- WILLIAM D. KENNER, Assistant Clinical Professor of Psychiatry  
B.A., M.D. (Tennessee)
- WILLIAM G. KENNON, JR., Clinical Professor of Otolaryngology, Emeritus  
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- MARY E. KEOWN, Clinical Instructor in Pediatrics  
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- DAVID MICHAEL KERINS, Assistant Professor of Medicine  
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- DOUGLAS S. KERNODLE, Assistant Professor of Medicine  
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- JOHN E. KEYSER III, Clinical Instructor in Surgery  
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- ANDRAS KHOOR, Research Assistant Professor of Pediatrics  
M.D. (Semmelweis Medical)
- ANTHONY W. KILROY, Associate Professor of Neurology; Associate Professor of Pediatrics  
M.B., B.S. (Saint Bartholomew's [London])
- BOK RYANG KIM, Research Associate in Biochemistry  
M.S., Ph.D. (Korean Advanced Institute of Science and Technology)
- UHNQK KIM, Research Associate in Cell Biology  
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- FRED T. KIMBRELL, JR., Associate Clinical Professor of Surgery  
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- MARSHA C. KINNEY, Assistant Professor of Pathology  
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- HOWARD S. KIRSHNER, Professor of Neurology and Vice-Chairman of the Department; Associate Professor of Speech (Language Pathology); Professor of Psychiatry  
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- YUTAKA KITAMI, Research Associate in Biochemistry  
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- MELISSA LANGLEY, Adjunct Instructor in Medicine  
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- THEODORE C. LARSON III, Assistant Professor of Radiology and Radiological Sciences (Effective spring 1993)  
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- PATRICK LAVIN, Associate Professor of Neurology; Associate Professor of Ophthalmology  
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- THOMAS STASKO, Assistant Professor of Medicine (Dermatology)  
B.A. (Rice); M.D. (Texas Health Science Center, San Antonio)
- WILLIAM W. STEAD, Associate Vice-Chancellor for Health Affairs; Professor of Medicine; Director of the Center for Biomedical Informatics  
A.B., M.D. (Duke)
- SUSAN MOORE STEANE, Senior Associate in Pathology  
B.S. (North Carolina); M.S. (George Washington)
- ALLISON L. STEELE, Clinical Instructor in Hearing and Speech Sciences  
B.A. (Geneva College); M.A. (Louisiana State)
- RICHARD S. STEIN, Associate Professor of Medicine  
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- ROLAND W. STEIN, Associate Professor of Molecular Physiology and Biophysics; Associate Professor of Cell Biology  
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- SHARON M. STEIN, Assistant Professor of Radiology and Radiological Sciences; Assistant Professor of Pediatrics  
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- DAVID J. G. STEPHEN, Instructor in Orthopaedics and Rehabilitation  
B.Sc., M.D. (Manitoba)
- JOSEPH STERANKA, Assistant Clinical Professor of Pediatrics  
B.S., M.D. (Vanderbilt)
- FRANK W. STEVENS, Associate Clinical Professor of Psychiatry  
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- WILLIAM RICHARD CARL STEWART III, Assistant Professor of Orthopaedics and Rehabilitation; Assistant Professor of Medicine  
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- WILLIAM J. STONE, Professor of Medicine; Associate Professor of Urology  
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- DAVID W. STOREY, Clinical Instructor in Pediatrics  
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- CHRISTA A. STOSCHECK, Research Associate Professor of Medicine (Dermatology) (On leave spring 1993)  
A.B. (New York); Ph.D. (Syracuse)
- DENNIS A. STOUDEY, Assistant Clinical Professor of Medicine  
B.A., M.A., M.D. (Indiana)
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- HAKAN W. SUNDELL, Professor of Pediatrics  
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- DAVID J. SWITTER, Assistant Clinical Professor of Pathology  
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- MAREK SZPALSKI, Adjunct Assistant Professor of Orthopaedics and Rehabilitation  
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- JAMES P. TAM, Professor of Microbiology and Immunology; Professor of Biochemistry  
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- MASAAKI TAMURA, Research Assistant Professor of Biochemistry  
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- HUA TANG, Research Associate in Biochemistry  
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- YI-WEI TANG, Research Associate in Medicine  
M.D., M.Sc. (Shanghai Medical University)
- MAKIO TANI, Research Associate in Biochemistry  
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- PATRICIA C. TANLEY, Senior Associate in Pathology

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 JEROME S. TANNENBAUM, Assistant Clinical Professor of Medicine  
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- PAUL E. TESCHAN, Professor of Medicine; Associate Professor of Urology; Associate Professor of Biomedical Engineering  
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- PURUSHOTTAM B. THAPA, Assistant Professor of Preventive Medicine (Pharmacoepidemiology)  
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- DAULAT RAM P. TULSIANI**, Associate Professor of Obstetrics and Gynecology; Associate Professor of Cell Biology  
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- JON J. TUMEN**, Adjunct Instructor in Medicine  
 B.A. (Brandeis); M.D. (Duke)
- MURALI K. R. TUMMURU**, Research Assistant Professor of Medicine  
 B.Sc. (Andhra); M.Sc. (Agra); Ph.D. (Andhra)
- ILLARION V. TURKO**, Research Associate in Biochemistry  
 M.Sc. (Byelorussian State University); C.Sc. (Byelorussian Academy of Sciences)
- BRUCE I. TURNER**, Associate Clinical Professor of Urology  
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- MAKOTO UJIHARA**, Research Associate in Medicine  
 D.Med.Sc., M.D. (Tokyo Medical and Dental)
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 D.Med.Sci., M.D. (Tokyo Women's Medical College)
- 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)
- PARVIN VAFAI**, Clinical Instructor in Pediatrics  
 M.D. (Masshad)
- DAVID H. VAN BUREN**, Assistant Professor of Surgery  
 B.A. (Wooster); M.A. (Akron); M.D. (Northeastern 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**, Professor of Pharmacology; Professor of Cell Biology  
 B.S. (Calvin); Ph.D. (Duke)
- JOHN E. VANHOOYDONK**, Assistant Clinical Professor of Obstetrics and Gynecology  
 B.S., M.A. (SUNY, Buffalo); M.D. (Ohio State)
- LUC VAN KAER**, Assistant Professor of Microbiology and Immunology  
 Ph.D. (Rijksuniversiteit Gent)
- JAIME M. VASQUEZ**, Assistant Professor of Obstetrics and Gynecology  
 M.D. (Universidad Catolica de Chile)
- EARL E. VASTBINDER**, Chief of Clinical Services; Associate Clinical Professor of Pediatrics  
 B.S. (Dayton); M.D., M.S. (Ohio State)
- JAMES J. VAUGHN, JR.**, Assistant Clinical Professor of Dentistry (General Practice)  
 D.M.D. (Louisville)
- PRATAP RAO VENEPALLY**, Research Associate in Biochemistry  
 B.Sc., M.Sc. (Osmania); M.S. (Northern Illinois); Ph.D. (Illinois)
- GITA VENKATAKRISHNAN**, Research Instructor in Molecular Physiology and Biophysics  
 B.Sc., M.Sc., M.Phil., Ph.D. (Poona)
- TODD A. VERDOORN**, Assistant Professor of Pharmacology  
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B.S. (Western Kentucky); M.D. (Kentucky)
- RENU VIRMANI, Clinical Professor of Pathology  
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- CINDY L. VNENCAK-JONES, Assistant Professor of Pathology; Assistant Professor of Pediatrics  
B.S. (South Carolina); Ph.D. (Virginia Commonwealth)
- GERARD JOSEPH VOORHEES, Assistant Professor of Radiology and Radiological Sciences (Radiation Oncology)  
B.S., M.D. (Creighton)
- DIANE MARIE VOSBERG, Clinical Instructor in Pediatrics  
B.S. (Notre Dame); M.D. (Tennessee)
- WILLIAM BROWN WADLINGTON, Clinical Professor of Pediatrics  
B.A., M.D. (Vanderbilt)
- BRIAN E. WADZINSKI, Assistant Professor of Pharmacology  
B.S., M.D. (Wisconsin)
- CONRAD WAGNER, Professor of Biochemistry  
M.S., Ph.D. (Michigan)
- LOIS WAGSTROM, Assistant Clinical Professor of Plastic Surgery  
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- ROBERT W. WAHL, Assistant Clinical Professor of Pathology  
B.A., M.D. (Kansas)
- ANN WALIA, Assistant Professor of Anesthesiology  
M.B., B.S., M.D. (Rohtak)
- ETHEL WALKER, Clinical Professor of Pediatrics (Died 1 October 1992)  
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- LYNN S. WALKER, Associate Professor of Pediatrics; Associate Professor of Psychology, Peabody College; Investigator, John F. Kennedy Center  
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- ROY TRENT WALLACE, Assistant Professor of Ophthalmology  
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- ANTHONY S. WATTLEWORTH, Assistant Professor of Radiology and Radiological Sciences  
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- DOUGLAS RAY WEIKERT, Assistant Professor of Orthopaedics and Rehabilitation  
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- JAMES ALAN WHITLOCK, Assistant Professor of Pediatrics  
B.S. (Southwestern at Memphis); M.D. (Vanderbilt)
- CHRISTINE M. WHITWORTH, Clinical Instructor in Obstetrics and Gynecology  
B.S. (Memphis State); M.D. (Tennessee)
- THOMAS C. WHITWORTH, Assistant Clinical Professor of Pediatrics  
B.A. (David Lipscomb); M.D. (Vanderbilt)
- AMITHA WICKREMA, Research Assistant Professor of Medicine  
B.S. (Albright); M.S. (Duquesne); Ph.D. (Miami [Ohio])
- 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)
- 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; Professor of Chemistry  
B.A. (Rice); M.S., Ph.D. (Yale)
- ANDREA H. WILLIAMS, Clinical Instructor in Hearing and Speech Sciences  
B.S. (Virginia); M.S. (Vanderbilt)
- BRAD WILLIAMS, Psychiatrist, Student Health Service; Assistant Clinical Professor of Psychiatry  
B.A., M.D. (Mississippi)
- LAURA L. WILLIAMS, Assistant Clinical Professor of Obstetrics and Gynecology  
B.A., M.D. (Wake Forest)
- 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 University)
- PHILLIP E. WILLIAMS, Associate in Surgery  
B.S. (Middle Tennessee State)
- SARA JAYNE WILLIAMS, Associate in Surgery  
B.S. (Duquesne); M.S. (Pittsburgh); R.N.
- W. CARTER WILLIAMS, JR., Assistant Clinical Professor of Medicine  
B.A., M.D. (Vanderbilt)
- KENNETH B. WILLIAMSON, Instructor in Medical Administration; Instructor in Pathology  
B.S., M.Ed. (Lamar); Ph.D. (Vanderbilt)
- BENJAMIN J. WILSON, Professor of Biochemistry, Emeritus  
A.B., M.S. (West Virginia); Ph.D. (George Washington)
- GREGORY J. WILSON, Instructor in Pediatrics  
B.A., M.D. (Johns Hopkins)
- JAMES P. WILSON, Assistant 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 Clinical Professor of Neurology  
A.B. (Princeton); M.D. (Vanderbilt)
- NAT T. WINSTON, Assistant Clinical Professor of Psychiatry  
B.A., M.D. (Vanderbilt)
- EUGENE J. WINTER, Clinical Instructor in Medicine  
M.D. (Johann Wolfgang Goethe Universität Frankfurt)
- LINDA WIRTH, Assistant in Psychiatry  
B.A. (Iowa); M.S.S.W. (Tennessee)
- RONALD M. WISDOM, Assistant Professor of Biochemistry; Assistant Professor of Medicine  
B.S. (California, San Diego); M.D. (California, Irvine)
- 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)
- SUSAN WODICKA, Assistant Professor of Medicine  
B.S., M.D. (Vanderbilt)
- BRUCE L. WOLF, Assistant Clinical Professor of 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)
- SORRELL LOUIS WOLFSON, Clinical Instructor in Pediatrics  
B.S. (Florida); M.D. (Vanderbilt)
- PHILIP R. WOLINSKY, Instructor in Orthopaedics and Rehabilitation  
B.A. (Columbia); M.D. (New York)
- MARK LEE WOLRAICH, Professor of Pediatrics; Associate Director for Developmental and Behavioral Pediatric Research, John F. Kennedy Center  
B.A. (SUNY, Binghamton); M.D. (SUNY, Upstate Medical Center)
- 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)
- LYNN RODNEY WOOD, Clinical Instructor in Hearing and Speech Sciences  
B.S. (Virginia Commonwealth); M.A. (New Mexico State)
- MARGARET WOOD, Professor of Anesthesiology; Associate Professor of Pharmacology  
M.B., Ch.B. (Saint Andrews [Scotland])
- VERNESSA D. WOOD, Clinical Instructor in Pediatrics  
B.S. (Tennessee State); M.D. (Howard)
- STEPHEN C. WOODWARD, Professor of Pathology  
M.D. (Emory)
- ROBERT J. WORKMAN, Associate Professor of Medicine; Associate Professor of Pathology  
A.B. (Princeton); M.D. (Harvard)
- JOHN A. WORRELL, Assistant Professor of Radiology and Radiological Sciences  
B.S. (McNeese State); M.D. (Vanderbilt)
- DORIS JEAN WOSSUM, Instructor in Pediatrics  
B.A. (McMurry); M.A. (West Texas State); Ph.D. (Texas Tech)
- TAYLOR WRAY, Associate Clinical Professor of Medicine  
B.A. (University of the South); M.D. (Johns Hopkins)
- KEITH WRENN, Associate Professor of Emergency Medicine; Associate Professor of Medicine  
B.S. (Baylor); M.D. (Emory)
- CHRISTOPHER V. E. WRIGHT, Assistant Professor of Cell Biology

- B.Sc. (Warwick); D.Phil. (Oxford)
- ELLEN P. WRIGHT, Assistant Clinical Professor of Pathology  
B.A., M.D. (Vanderbilt)
- GEORGE DEWEY WRIGHT, Assistant Clinical Professor of Medicine  
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)
- JOHN KELLY WRIGHT, JR., Assistant Professor of Surgery  
B.S. (Vanderbilt); M.D. (Johns Hopkins)
- PETER F. WRIGHT, Professor of Pediatrics and Director of the Division of Infectious Diseases; Associate Professor of Microbiology and Immunology  
B.A. (Dartmouth); M.D. (Harvard)
- SETH W. WRIGHT, Assistant Professor of Emergency Medicine  
M.D. (Michigan)
- LAN WU, Research Associate  
M.D. (Tongji Medical)
- KENNETH N. WYATT, Clinical Instructor in Pediatrics  
B.S., M.D. (Michigan State)
- TODD ALARIC WYATT, Research Associate in Molecular Physiology and Biophysics  
B.S. (Vanderbilt); Ph.D. (North Carolina)
- TOMOYUKI YAMASAKI, Research Associate in Molecular Physiology and Biophysics  
M.D., Ph.D. (Osaka)
- YUTAKA YANO, Research Associate in Molecular Physiology and Biophysics  
M.D. (Mie)
- AIDA YARED, Assistant Professor of Pediatrics  
B.S., M.D. (American University of Beirut)
- DAVID A. YARIAN, Assistant Clinical Professor of Psychiatry; Adjunct Associate Professor of Psychology, Peabody College  
B.A. (Eastern New Mexico); A.M., Ph.D. (Michigan)
- EUI-JU YEO, Research Associate in Molecular Physiology and Biophysics  
B.Sc., M.Sc. (Seoul National); Ph.D. (Vanderbilt)
- TIONG-KEAT YEOH, Assistant Professor of Medicine  
M.B., B.S. (Singapore)
- GUANGTAO YING, Research Associate in Molecular Physiology and Biophysics  
Ph.D. (Jilin)
- CHRISTINA YNARES, Assistant Clinical Professor of Medicine  
B.S., M.D. (Philippines)
- GERALD E. YORK II, Assistant in Biochemistry  
B.S. (Vanderbilt)
- MAKOTO YOSHIDA, Assistant in Biochemistry  
B.Pharm. (Tohoku)
- WILLIAM F. YOST, Assistant Clinical Professor of Anesthesiology  
M.D. (Tennessee)
- CYNTHIA CATLETT YOUREE, Assistant Professor of Radiology and Radiological Sciences  
B.S. (David Lipscomb); B.S. (Tennessee, Nashville); M.D. (Tulane)
- YIE-TEH YU, Assistant Professor of Medicine; Assistant Professor of Biochemistry  
B.S. (National Taiwan); M.S. (Iowa); Ph.D. (Maryland)
- RICHARD M. ZANER, Professor of Medicine (Philosophy); Ann Geddes Stahlman Professor of Medical Ethics; Professor of Philosophy; Professor of Medical Ethics, Divinity School; Director of the Center for Clinical and Research Ethics; Investigator, John F. Kennedy Center  
B.S. (Houston); M.A., Ph.D. (New School for Social Research)
- MICHAEL D. ZANOLLI, Associate Professor of Medicine  
B.S. (Memphis State); M.D. (Tennessee)
- DAVID L. ZELEAR, Assistant Professor of Otolaryngology  
B.S. (California, Davis); Ph.D. (California, San Francisco)
- JI YUE ZHANG, Research Instructor in Pharmacology  
B.Sc. (Hangzhou); Doctorate (Shanghai Institute of Materia Medica)
- MENGKE ZHU, Research Instructor in Orthopaedics and Rehabilitation  
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- CARL W. ZIMMERMAN, Clinical Instructor in Obstetrics and Gynecology  
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## Register of Students 1992/93

### First Year Class

- ANNE-MARIE ELIZABETH AMIES (B.S., California, Los Angeles) St. Louis, Mo.  
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CRAIG MICHAEL BENOIT (B.S., Louisiana State) Luling, La.  
ERIC MICHAEL BENSON (B.S., Yale) Kansas City, Mo.  
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ROBERT HUNTER BOYCE (B.S., Auburn) Homewood, Ala.  
RICHARD JACKSON BRANSFORD (B.S., Westmont) Kijabe, Kenya  
RICHARD WESTBROOK BRYANT (B.S., Birmingham Southern) Huntsville, Ala.  
KECIA NICOLE CARROLL (B.A., Vassar) Nashville, Tenn.  
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IAN CROZIER (B.A., Transylvania) Clarion, Iowa  
PAUL FREDERICK CURRIER (B.S., Florida) Pembroke Pines, Fla.  
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DAVID PAUL DOUGLASS (B.S., Texas Christian) Overland Park, Kans.  
BRIAN PHILIP DUNHAM (B.A., Dartmouth) Springfield, Va.  
MICHAEL EUGENE ENGEL (B.S., Purdue) La Jolla, Calif.  
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MICHELLE AILEEN GHERT (B.A.S., Stanford) Willowdale, Ontario  
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KAREN MARIE GUZZETTA (B.A., Holy Cross) Gardner, Mass.  
DAVID HENRY HAASE (B.S., Calvin) Scotland, S.Dak.  
JEFF BOWEN HALES (B.S., Duke) Vicksburg, Miss.  
TRACY HAMILL (B.S., Syracuse) Syracuse, N.Y.  
JOHN MICHAEL HEUSINKVELD (B.A., M.S., Arizona) Tucson, Ariz.  
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GEORGE JOSEPH HUTTON (B.S., Duke) Miami Shores, Fla.

- AUBRIE CHRISTINE JACOBSON (B.S., Yale) Knoxville, Tenn.  
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KRISTI ANN KERR (B.S., Vanderbilt) Baton Rouge, La.  
JAMES CHAIHO KIM (B.A., Princeton) Saratoga, Calif.  
PAUL SCOT KINGMA (B.S., Calvin) DeMotte, Ind.  
JACQUELINE YENLINH LE (B.S., Rochester) Rockville, Md.  
GABRIELLE JOY LEVINE (B.S., George Washington) Owings Mills, Md.  
JOSEPH CHARLES LIVENGOOD (B.S., Southern California) Albany, Oreg.  
HUMPHREY HIRO LU (B.A., California, Davis) Foster City, Calif.  
PIERRE PAUL MANFROY (B.S., Michigan State) Kingsport, Tenn.  
PHILIP GRAY MASSEY (B.S., Duke) Los Altos Hills, Calif.  
PATSY MERECA MCNEIL (B.A., Washington University) Temple Hills, Md.  
ANDREW WALTER MERRITT (B.A., Stanford) Trumbull, Conn.  
LARRY LEE MONTGOMERY (B.A., Millsaps) Fulton, Miss.  
JOHN SCOTT MULLER (B.A., Vanderbilt) Lookout Mountain, Ga.  
DAVID ARTHUR MYERS (B.S., Vanderbilt) Omaha, Nebr.  
ERIC LEE NUERMBERGER (B.S., Kenyon) Pewee Valley, Ky.  
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YASH JAGDISH PATIL (B.A., Vanderbilt) Corbin, Ky.  
DARYL PHILLIP PEARLSTEIN (B.A., Northwestern) Orange, Ohio  
THAO HANH ANN PHAM (B.A., Washington University) Butlerville, Ind.  
FLETCHER NELSON PIERCE (B.S., Tennessee) Kingsport, Tenn.  
BRENT ANDREW PONCE (B.S., Cincinnati) Cincinnati, Ohio  
JAMES HARRISON POWERS (B.A., Loyola) Lafayette, La.  
KATE WELSH PYRON (B.S., Duke) Durham, N.C.  
RAVI RICHARD RAMNATH (B.A., Harvard) Ft. Lauderdale, Fla.  
DAVID PHILLIPS REYES (B.E., Vanderbilt) Downsville, La.  
SAMUEL TRENT ROSENBLOOM (B.A., Northwestern) Louisville, Ky.  
NOVA MICHELE RYDER (B.E.T., South Florida) Cincinnati, Ohio  
BARTOSZ ZBIGNIEW RYDZEWSKI (Ph.D., Florida) Poznan, Poland  
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NEIL EDWARD SEETHALER (B.A., Pennsylvania) Manchester, N.H.  
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VICKIE ANNE SHIAU (B.S., Yale) Hixson, Tenn.  
KENT CONHENG SHIH (B.S., Louisiana State) Baton Rouge, La.  
PATRICK RENE SHOWALTER (B.A., Goshen) Harrisonburg, Va.  
USHARBUDH SHIVRAJ SOHUR (B.S., Angelo State) Esperance Trebuchet, Mauritania  
ROBERT ANDREW SPENCE (B.A., Williams) Johnson City, Tenn.  
ARJUN SRINIVASAN (B.S., Davidson) Jackson, Miss.  
STEPHEN TYLER STAELIN (B.S., Michigan) Toledo, Ohio  
STEPHEN FULVIO STANZIALE (B.S., William and Mary) Colts Neck, N.J.  
KATHERINE ANN STOKES (B.S., Vanderbilt) Frisco, Texas  
THOMAS ROBERT TALBOT III (B.S., Duke) Jefferson City, Mo.  
JEAN MAY THOMAS (B.A., Virginia) College Park, Md.  
ANDREA LYNN UTZ (B.S., Duke) Hebron, Ky.  
RENE GEORGE VANDEVOORDE III (B.S., Vanderbilt) Sebastian, Fla.  
KONSTANTIN WALMSLEY (B.A., Pennsylvania) New York, N.Y.  
MICHAEL CULLEN WARD (B.A., Indiana) Rockville, Md.  
NOAH KAWIKA WEISBERG (B.S., Emory) Sarasota, Fla.  
LISA DIANE WHITESIDES (B.A., Virginia) Williamsburg, Va.  
MORGAN JACKSON WILLS (B.A., Princeton) Franklin, Tenn.

HENRY BENJAMIN WILSON (A.B., Harvard) Fort Smith, Ark.  
LISBETH ANN WINNINGHAM (B.A., Vanderbilt) Livingston, Tenn.  
TODD VANCE WISE (B.A., Northwestern) Nashville, Tenn.  
KARL DAVID WITTNEBEL (Augustana) Unit 61303, APO AE

## Second Year Class

CONNIE LOUISE ALLEN (B.A., Virginia) Fulton, Ga.  
EDUARD FITZROY ARMOUR (B.S., B.A., Windsor) Tecumseh, Ont., Canada  
SAINT GEORGE TUCKER AUFRANC II (B.A., Wesleyan) Dedham, Mass.  
STEVEN WILLIAM BARTHEL (B.S., California, Los Angeles) San Rafael, Calif.  
EVERETT LEE BELVIN II (B.A., Missouri) East Springs, Mo.  
THOMAS GIAN BERBOS (B.S., Creighton) Aberdeen, S.Dak.  
CARMEN MARIA BERGER (B.A., California, Berkeley) Saratoga, Calif.  
VANESSA JANE BIGGS (B.A., Princeton) Winchester, Mass.  
STEPHANIE DIANE BOADE (B.S., B.A., Texas Christian) Bartlesville, Okla.  
JANET KAY BOYLES (B.A., Ph.D., California, Berkeley) Jackson, Calif.  
MARTHA ANN BREWER (B.A., Rice) Fayetteville, Ark.  
RICHARD ANTHONY BUCCO, JR. (B.S., Pennsylvania, Edinboro) Bay Shore, N.Y.  
CAMERON ROSS BUCK (B.S., California, Davis) Oroville, Calif.  
ANN MARIE BUTTERS (B.A., Williams) Wilmington, Del.  
ALLYSON MARIE CAMPBELL (B.A., Stanford) Carson, Calif.  
JAMES JOSEPH CHAMBERLAIN (B.S., Michigan) Pontiac, Mich.  
THANH CHI CHENG (B.A., Hendrix) Selmer, Tenn.  
ERIC EARL COLGROVE (B.A., B.S., California, Davis) Los Gatos, Calif.  
DANIEL BURTON CRUMP (B.A., Transylvania) Lexington, Ky.  
PATRICK KERRY DENTON (B.S., Michigan) Woodhaven, Mich.  
KEVIN PATRICK DOWNES (B.S., California, Davis; M.S., North Carolina) Hillsborough, Calif.  
FELIPE VINICIO ESPINOZA (B.S., Calvin College) Tegucigalpa, Honduras  
DANIEL ESWARD ESPOSITO (B.A., Cornell; D.M.D., Connecticut) Milford, Conn.  
TERESA MARIE ESTERLE (B.A., Hanover) Louisville, Ky.  
MICHAEL JOSEPH FELDMAN (B.S., Notre Dame) St. Louis, Mo.  
ALBERT JAMES FESSLER III (B.A., Johns Hopkins) West Trenton, N.J.  
JOHN THOMAS FITCH, JR. (B.A., Vanderbilt) San Antonio, Texas  
CHRISTOPHER ALAN FLY (B.A., Vanderbilt) Nashville, Tenn.  
COLLEEN ANN FRETZ (B.A., SUNY, Buffalo) Penn Yan, N.Y.  
ROBERT ALAN GOINS (B.A., Duke) Orlando, Fla.  
TRACI SUZANNE GRANSTON (B.S., Washington) Bellevue, Wash.  
ROBERT KURT HECK, JR. (B.S., Rhodes) Little Rock, Ark.  
MICHELLE DENISE HIEBERT (B.S., Toronto) Gainesville, Fla.  
PAULA JANE HOLLRAH (B.S., Tulane) St. Louis, Mo.  
FLOYD CHRISTOPHER HOLSINGER (B.A., Vanderbilt) Friendship, Ohio  
JEFFREY CURTIS HOOPER (B.S., California, Davis; M.B.A., Texas Christian) Woodland Hills, Calif.  
MICHELLE ANN HOPKINS (B.A., Harvard) Palo Alto, Calif.  
CARIN VERA HOPPS (B.A., Northwestern) Waukesha, Wisc.  
LAURA MARIE HUNT (B.S., Kentucky) Lexington, Ky.  
MARK ELLIOTT JANES (B.S., Iowa) Davenport, Iowa  
BRIAN ARTHUR JEWETT (B.S., M.S., Stanford) Alamo, Calif. N.C.

BRIAN SCOTT JEWETT (B.S., Richmond) Goldsboro, N.C.  
STEPHANIE BERNADETT JOCUMS (B.A., Seattle) Nampa, Idaho  
JOHN KYOO JOE (B.A., Pennsylvania) Nashville, Tenn.  
TAMMY RUSSELL KETCH (B.S., Tennessee) Clarksville, Tenn.  
WAN JOON KIM (B.A., Harvard) Seoul, Korea  
STEPHANIE KAY KINKEAD (B.S., Missouri) Columbia, Mo.  
MELANIE LORINDA KLEIN (B.A., Pomona) Woodland Hills, Calif.  
CHRISTOPHER ALPHONSO LAMPS (B.A., Notre Dame) Grand Rapids, Mich.  
DOUGLAS ALLEN LIPPERD (B.S., Georgetown) Wichita, Kans.  
MEGAN ELIZABETH MLINAC LOFFREDO (B.S., Vanderbilt) Louisville, Ky.  
HEATHER ELIZABETH MANGAM (B.S., Vanderbilt) Redding, Conn.  
SIOBHAN MARA MANNION (B.A., Williams) Valley Forge, Pa.  
KATHERINE LOUISE MARSHALL (B.S., Emory) Knoxville, Tenn.  
SUSAN EMILY MATHISON (B.A., Knox) St. Charles, Ill.  
CHARLES EUGENE MAYES, JR. (B.A., Vanderbilt) Nashville, Tenn.  
MICHAEL JAMES MEIER (B.E., Vanderbilt) Amarillo, Texas  
MARIA ELIZABETH MENDICINO (B.A., Vanderbilt) Marietta, Ohio  
OTIS EUGENE MILLER II (B.A., Princeton) Liberty, Mo.  
TODD DAMON MITCHELL (B.A., Vanderbilt) Albany, N.Y.  
MICHELE LYNETTE MOSCARELLO (B.S., Stanford) Pasadena, Calif.  
EDYEE JAYNE MULLINS (B.S., D.M.D., Kentucky) Russell, Ky.  
MICHAEL DOUGLAS MULLINS (B.A., William and Mary) Knoxville, Tenn.  
RAJ INDRU NARAYANI (B.S., Vanderbilt) Dunwoody, Ga.  
ANISH HARIKRISHNA NAYEE (B.S., Vanderbilt) Orlando, Fla.  
PAUL JORGEN NORDNESS (B.A., Carleton) Birmingham, Ala.  
SARAH KATHARINE OBERMEIER (B.A., Colorado) Denver, Colo.  
CHRISTOPHER MARK PATTON (B.A., Vanderbilt) Bowling Green, Ky.  
KENT TRAYSER PERRY, JR. (B.A., Kansas) Mission Hills, Kans.  
LISA JEANNE PETERS (B.S., Illinois) Bolingbrook, Ill.  
ALLEN SWAYZE PHILP, JR. (B.E., Vanderbilt) Knoxville, Tenn.  
AMY JILL POLLARD (B.A., Texas) Potomac, Md.  
BRETT RANDALL QUIGLEY (B.S., Stanford) Lakewood, Colo.  
JEREL LEE RANEY (B.A., Hendrix) Harrison, Ark.  
STEVEN EDWARD RODGERS (B.A., Washington and Lee) Little Rock, Ark.  
KIM MARIE SCHLECHTER (B.S., Michigan) Grafton, Ohio  
JULIE ANN SCHULTZ (B.E., Vanderbilt) Gardendale, Ala.  
GEORGE BAILEY SHANNO (B.A., Pennsylvania) Washington Crossing, Pa.  
PETER JOHN SHARIS (B.A., Harvard) Boxford, Mass.  
JOHN DOUGLAS SHIELDS (B.A., North Carolina) Atlanta, Ga.  
PETER EDWARD SILAS (B.A., Dartmouth) Bartlesville, Okla.  
ROBERT TODD SNOWDEN (B.S., Vanderbilt) Pensacola, Fla.  
MATTHEW JOSEPH SORRELL (B.A., Creighton) Sioux Falls, S.Dak.  
JEFFREY LANCE SPERRING (B.S., Emory) Atlanta, Ga.  
LESLIE SUE STARK (B.A., Georgetown) Albuquerque, N.M.  
CHRISTINE MARIE STOFFEL (B.A., Harvard) Moline, Ill.  
ERIK THOMAS SUNDELL (B.A., Vanderbilt) Nashville, Tenn.  
WILLIAM DAVID THOMPSON (B.S., Duke) Jackson, Miss.  
JOHN MATTHEW TURNBALL (B.A., Vanderbilt) Livingston, Tenn.  
PHILIP SCOTT VALENT (B.S., U.S. Naval Academy) Slidell, La.  
TERRI LYNN VITAL (B.S., Missouri) Martinsburg, Mo.  
KYLE JONES WELD (B.S., U.S. Air Force Academy) Fisher, Ark.



CATHERINE ANNE WILKINSON (B.A., Princeton) Jacksonville, Fla.  
LYNN ELIZABETH WILKINSON (B.A., Vanderbilt) Charleston, W.Va.  
DOUGLAS JOHN WILLIAMSON (B.A., Colorado) Denver, Colo.  
MARK ROBERT WINKLE (B.S., Calvin) Jenison, Mich.  
AMY ELIZABETH WRIGHT (B.S., University of the South) Milledgeville, Ga.  
MICHAEL KELLY ZENNI (B.A., Rochester) Cincinnati, Ohio.

### Third Year Class

NEAL DAVID ABDULLAH (B.A., Pennsylvania) Hagerstown, Md.  
SALLY ELIZABETH AMMON (B.S., Indiana) Burlington, Ky.  
CHERYL DENYSE ARCHBALD (B.A., Harvard) Gainesville, Fla.  
ROBERT LEWIS BAKER (B.S., South Carolina) Columbia, S.C.  
STEPHANIE SUE BANKSON (B.A., Wittenberg) Elyria, Ohio  
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KAMELA SUZANNE BEELER (B.S., Pacific Lutheran) Cosmopolis, Wash.  
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MICHAEL HARVEY BONNER (B.S., Georgia) Alpharetta, Ga.  
AMY MARIE BOULDEN (B.S., Centre) Cynthiana, Ky.  
RUSSELL WAYNE BOYD (B.A., Washington University) Paris, Tenn.  
TODD DAVID BRANDT (B.A., Amherst) Lakeland, Minn.  
GREGORY JAMES CANNON (B.A., Harvard) Minden, La.  
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GEORGE HENRY CLARKE (B.A., Virginia) Baltimore, Md.  
AMY WINTERBOTHAM CONNORS (B.S., Florida) Ocala, Fla.  
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KEVIN LYNN CRUMPTON (B.S., Arkansas) Texarkana, Ark.  
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HENRY LYTLE HARRELL III (B.S., Davidson) Ocala, Fla.  
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SCOTT BRADLEY HEARTH (B.S., California, Davis) Sacramento, Calif.  
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MARY HEATHER JOHNSON (B.A., Vanderbilt) Nashville, Tenn.

- ILPO TANELI KAARIAINEN (B.S., Valparaiso) Vantaa, Finland  
 PATRICIA ELISE KRABBENDAM (B.S., Vanderbilt) Lookout Mountain, Ga.  
 SHANE PATRICK KUDELA (B.S., Tulane) Tifton, Ga.  
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 LAURA ELIZABETH LEE (B.A., Vanderbilt) Fort Walton Beach, Fla.  
 DANIEL WEI LIN (B.S., Stanford) Prairie Village, Kans.  
 SAMUEL MEI-CHING LIU (B.A., Johns Hopkins) Princeton Junction, N.J.  
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 GREGORY SCOTT MARTIN (B.S., Duke) Wichita, Kans.  
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 SAMIR ANTOUN MELKI (B.S., American University, Beirut) Tripoli, Lebanon  
 LUKE JOSEPH MOIX (B.A., Hendrix) Conway, Ark.  
 SCOTT ALAN MOORE (B.S., Alabama) Huntsville, Ala.  
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 CHRISTOPHER BAYLIS NESTER (B.S., South Connecticut State; D.D.S., Connecticut) Waterbury, Conn.  
 STEPHANIE ROSE PERRY (B.S., Alabama) Jackson, Miss.  
 MARK ALAN PILOT (B.S., Wheaton) Peshtigo, Wis.  
 DIANE MARIE PLANTZ (B.A., Toledo) Oregon, Ohio  
 JAMES HERMAN POGUE (B.S., Georgetown) Greenville, Ky.  
 WONDER PURYEAR (B.S., Alabama) Decatur, Ala.  
 THOMAS EDWARD QUINN, JR. (B.A., Mississippi) Cleveland, Tenn.  
 HEATHER MARGUERITE RIETZ (B.A., Vanderbilt) Owatonna, Minn.  
 KEVIN MARK RIGTRUP (B.S., Utah) Farmington, Utah  
 SCOTT MCLAURIN RODGERS (B.S., Duke) Decatur, Ga.  
 ROBERT LOUIS ROSENFELD (B.A., Pennsylvania; M.A., Peabody) Nashville, Tenn.  
 KIM MARY RUSKA (B.A., Princeton) Dunkirk, N.Y.  
 MONA SADEK (B.S., Florida) Nicosia, Cyprus  
 LAURA LYNN SELLS (B.A., California, Santa Barbara) Thousand Oaks, Calif.  
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 STEVEN DAVID SHOTTS (B.S., Wright State) Cincinnati, Ohio  
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 KATHLEEN ANNE STEWART (B.A., Harvard) New York City, N.Y.  
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 KEITH JASON VANDERGRIEND (B.S., Calvin) Bellingham, Wash.  
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MICHAEL JOSEPH YARBOROUGH (B.S., Tulane) Pass Christian, Miss.  
JULIA ANN ZIMMER (B.S., Vanderbilt) Chicago, Ill.

#### Fourth Year Class

FELICE CARA ADLER (B.S., Duke) Dunwoody, Ga.  
RASHEED IRSHAD AHMAD (B.S., Tennessee) Johnson City, Tenn.  
TED LOUIS ANDERSON (B.S., M.S., Southern Mississippi; Ph.D., Vanderbilt) Nashville, Tenn.  
ANGELINA GLADYS AUSBAN (B.A., Mills) Richmond, Calif.  
ANDREW MARK BARNSTEIN (B.A., Johns Hopkins) Owings Mills, Md.  
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JEFFREY FIELD BLEAKLEY (B.A., Colgate) Geneva, N.Y.  
ELIZABETH DEE BOETTCHER (B.A., Bowdoin) Arden, N.C.  
THOMAS JAMES BOEVE (B.A., Calvin) Holland, Mich.  
BARBARA NICOLE BOYNTON (B.A., Duke) Baltimore, Md.  
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KATHLEEN ANN CREWS (B.S., Vanderbilt) Asheville, N.C.  
DONNA JANE JOHNSTON CROWE (B.S., Birmingham-Southern) Decatur, Ala.  
TRACE WILLIAM CURRY (B.S., Cincinnati) Alexandria, Ky.  
ANTHONY DAVID DAKE (B.S., Nebraska, Lincoln) Orleans, Nebr.  
ANNICK MARLENE DEMARQUE (B.A., Yale) North Haven, Conn.  
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ELIZABETH ANN JACKSON (B.A., Cornell) Lohman, Mo.

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

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## Fellows

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

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

## Class of 1993 Residency Assignments

|  |                     |
|--|---------------------|
| Felice Cara Adler  | Dunwoody, Ga.       |
| Vanderbilt University Affiliated Hospitals (Pediatrics)                                    |                     |
| Rasheed Irshad Ahmad   | Johnson City, Tenn. |
| Indiana University Medical Center, Indianapolis (Orthopaedic Surgery)                      |                     |
| Ted Louis Anderson   | Nashville, Tenn.    |
| Brigham & Women's Hospital (Harvard Medical School), Boston, Mass. (Obstetrics/Gynecology) |                     |
| Angelina Gladys Ausban   | Richmond, Calif.    |
| University of Minnesota Hospital and Clinic, Minneapolis (Medicine/Pediatrics)             |                     |
| Andrew Mark Barnstein  | Owings Mills, Md.   |
| University of Texas Southwestern Medical School, Dallas (Medicine)                         |                     |
| Stephen Wilson Bent  | Short Hills, N.J.   |
| University of California, San Francisco Medical Center (Medicine)                          |                     |
| Mason Foster Bias  | Saint Louis, Mo.    |
| University of Tennessee College of Medicine, Memphis (Ophthalmology)                       |                     |
| Baptist Memorial Hospital (University of Tennessee), Memphis (Transitional-PGY 1)          |                     |
| Jeffrey Field Bleakley   | Geneva, N.Y.        |
| Strong Memorial Hospital (University of Rochester), N.Y. (Medicine)                        |                     |
| Elizabeth Dee Boettcher  | Arden, N.C.         |
| Vanderbilt University Affiliated Hospitals (Surgery, Urology)                              |                     |
| Thomas James Boeve   | Holland, Mich.      |
| University of Iowa Hospitals and Clinics, Iowa City (Otolaryngology)                       |                     |
| Butterworth Hospital (Michigan State University), Grand Rapids (Surgery-PGY 1)             |                     |
| Barbara Nicole Boynton   | Baltimore, Md.      |
| University of Iowa Hospitals and Clinics, Iowa City (Ophthalmology)                        |                     |
| William Beaumont Hospital (University of Michigan), Royal Oak (Transitional-PGY 1)         |                     |
| Rhys Lionel Branman  | Sacramento, Calif.  |
| Vanderbilt University Affiliated Hospitals (Surgery, Oral/Maxillofacial)                   |                     |
| David Lawrence Brown   | Cape Coral, Fla.    |
| University of Cincinnati Hospital, Ohio (Surgery)  |                     |
| Shane Meredith Cline   | Acton, Mass.        |
| Portsmouth Naval Hospital, Va. (Medicine)  |                     |
| Elizabeth Walker Cotton  | Nashville, Tenn.    |
| University of California, San Francisco Medical Center (Pediatrics)                        |                     |
| John Jay Crawford  | Florence, Ala.      |
| William Beaumont Army Medical Center, El Paso, Texas (Transitional)                        |                     |
| Kathleen Ann Crews   | Asheville, N.C.     |
| Baylor University Medical Center, Dallas, Texas (Surgery)                                  |                     |
| Donna Jane Johnston Crowe  | Decatur, Ala.       |
| Vanderbilt University Affiliated Hospitals (Obstetrics/Gynecology)                         |                     |
| Trace William Curry  | Alexandria, Ky.     |
| Good Samaritan Hospital (University of Cincinnati), Ohio (Surgery)                         |                     |
| Anthony David Dake   | Orleans, Nebr.      |
| Vanderbilt University Affiliated Hospitals (Emergency Medicine)                            |                     |
| Annick Marlene Demarque  | North Haven, Conn.  |
| Vanderbilt University Affiliated Hospitals (Obstetrics/Gynecology)                         |                     |



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| Robert Lester Dobbins<br>University of Texas Southwestern Medical School, Dallas (Medicine)  | Erlanger, Ky.          |
| Jeffrey Lewis Donlevy<br>Vanderbilt University Affiliated Hospitals (Surgery, Oral/Maxillofacial)  | Pittsburgh, Pa.        |
| Michael Courtney Dumars<br>Alton Ochsner Medical Foundation (Louisiana State University), New Orleans (Radiology, Diagnostic)                                | Napa, Calif.           |
| Ann Louise Failinger<br>Vanderbilt University Affiliated Hospitals (Pediatrics)  | Nashville, Tenn.       |
| Carolyn Marie Fleming<br>New England Deaconess Hospital (Harvard Medical School), Boston, Mass. (Medicine)   | Wellesley, Mass.       |
| David Scott Fortune<br>Vanderbilt University Affiliated Hospitals (Surgery)  | Knoxville, Tenn.       |
| Cherie Deon Foster<br>Childrens Hospital of Philadelphia (University of Pennsylvania) (Pediatrics)   | Indianapolis, Ind.     |
| Eric William Gage<br>Hennepin County Medical Center (University of Minnesota), Minneapolis (Emergency Medicine)  | Nashville, Tenn.       |
| Timothy John Gensler<br>Vanderbilt University Affiliated Hospitals (Medicine)  | Pittsburgh, Pa.        |
| Mark Christian Grieb<br>Johns Hopkins Hospital, Baltimore, Md. (Anesthesiology)<br>Mercy Medical Center (University of Maryland), Baltimore (Medicine-PGY 1) | Ellicott City, Md.     |
| Melvyn Augustus Harrington, Jr.<br>University of California, Davis Medical Center, Sacramento (Orthopaedic Surgery)  | Saint Louis, Mo.       |
| Gregory Stephen Henderson<br>University of Utah Affiliated Hospitals, Salt Lake City (Pathology)   | Jackson, Miss.         |
| Barbara Lynne Hipp<br>University of North Carolina Hospitals, Chapel Hill (Pediatrics)   | Delmar, N.Y.           |
| Amy Joyce Hourigan<br>Vanderbilt University Affiliated Hospitals (Pediatrics)  | Elbridge, N.Y.         |
| William David Hovis<br>University of Texas Southwestern Medical School, Dallas (Orthopaedic Surgery)   | Knoxville, Tenn.       |
| David Randall Hudson<br>Vanderbilt University Affiliated Hospitals (Pediatrics)  | Jackson, Miss.         |
| Christopher Michael Hunt<br>University of California, San Diego Medical Center (Medicine)  | Sebastopol, Calif.     |
| Hani Zaki Fahim Ibrahim<br>Stony Brook Teaching Hospitals, N.Y. (Surgery)  | Cairo, Egypt           |
| Elizabeth Ann Jackson<br>Blodgett Memorial Medical Center (Michigan State University), Grand Rapids (Obstetrics/Gynecology)                                  | Lohman, Mo.            |
| Astrid Genda Jain<br>Carolinas Medical Center (University of North Carolina), Charlotte (Obstetrics/Gynecology)  | Irvington, N.Y.        |
| James Norris Johnson<br>Mayo Clinic (Mayo Medical School), Jacksonville, Fla. (Transitional)   | Bowling Green, Ky.     |
| Amy Frances Kells<br>University Hospital of Cleveland (Case Western Reserve University), Ohio (Orthopaedic Surgery)  | North Palm Beach, Fla. |

- Erik James Kilgore  
Bowman Gray/North Carolina Baptist Hospital, Winston-Salem (Radiology, Diagnostic)  
Beaverton, Oreg.
- Reba Faye King  
Vanderbilt University Affiliated Hospitals (Medicine)  
Nashville, Tenn.
- Stephen Andrew Lawson  
Walter Reed Army Medical Center, Washington, D.C. (Surgery)  
Louisville, Ky.
- Daniel Joseph Litwicki  
Manhattan Eye, Ear and Throat Hospital, New York, N.Y. (Ophthalmology)  
Chestnut Hill Hospital (Jefferson Medical College), Philadelphia, Pa. (Transitional-PGY 1)  
Saint Louis, Mo.
- Paul Allen Luce  
Blodgett Memorial Medical Center (Michigan State University), Grand Rapids (Plastic Surgery)  
Olathe, Kans.
- Dawn Marie Macauley  
Medical College of Virginia, Richmond (Obstetrics/Gynecology)  
Westerly, R.I.
- Barbara Jeanne Mannel  
Alton Ochsner Medical Foundation (Louisiana State University), New Orleans (Psychiatry)  
Augusta, Ga.
- Eric Stratman Manske  
Strong Memorial Hospital (University of Rochester), N.Y. (Obstetrics/Gynecology)  
Simpsonville, S.C.
- Richard Reid Maxa  
University of California, San Diego Medical Center (Medicine)  
Cheraw, S.C.
- Thomas Suddards McCall  
University of Colorado School of Medicine, Denver (Pediatrics)  
Stanford, Calif.
- Terri Lynn McCard  
Hospital of the University of Pennsylvania, Philadelphia (Medicine, Neurology)  
Stockbridge, Ga.
- Mary Catherine McEllistrem  
University of Texas Southwestern Medical School, Dallas (Medicine)  
Lexington, Ky.
- Edwin Clyde McGee, Jr.  
Massachusetts General Hospital (Harvard Medical School), Boston (Surgery)  
Florence, S.C.
- Laura Ann McMillan  
Vanderbilt University Affiliated Hospitals (Surgery)  
El Cajon, Calif.
- Robert Alan Mericle  
University of Florida Medical Center, Gainesville (Neurological Surgery)  
Bartlesville, Okla.
- Laura Leigh Meyers  
Vanderbilt University Affiliated Hospitals (Orthopaedic Surgery)  
Edwardsville, Ill.
- Andrew Gibbs Moore  
Vanderbilt University Affiliated Hospitals (Medicine)  
Rochester, Minn.
- Alvin Lester Moyer  
Strong Memorial Hospital (University of Rochester), N.Y. (Pediatrics)  
Boyertown, Pa.
- Brian Paul Mullaney  
University of California, San Francisco Medical Center (Pathology)  
Los Alamos, N. Mex.
- Steven Roland Norris  
Emory University School of Medicine, Atlanta, Ga. (Orthopaedic Surgery)  
Cocoa Beach, Fla.
- James Allen O'Leary  
Duke University Medical Center, Durham, N.C. (Orthopaedic Surgery)  
Columbia, S.C.
- James Wright O'Mara, Jr.  
Georgetown University Hospital, Washington, D.C. (Orthopaedic Surgery)  
Jackson, Miss.
- Ronald Wayne Pelton  
Baylor College of Medicine, Houston, Texas (Transitional, Ophthalmology)  
Benton, Ark.
- Laura Marie Peterson  
McGaw Medical Center of Northwestern University, Chicago, Ill. (Medicine)  
Sacramento, Calif.

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|---|------------------------|
| Douglas James Rieth<br>Medical University of South Carolina, Charleston (Medicine)  | Spicer, Minn.          |
| Michael Richard Robichaux, Jr.<br>Alton Ochsner Medical Foundation (Louisiana State University), New Orleans (Orthopaedic Surgery)  | Raceland, La.          |
| Andrew Ruffner Robinson<br>University of Colorado School of Medicine, Denver (Medicine)   | Signal Mountain, Tenn. |
| George Gaylord Robinson II<br>University of Colorado School of Medicine, Denver (Surgery)   | Westwood Hills, Kans.  |
| Gregory Scott Schlessinger<br>University of Texas Southwestern Medical School, Dallas (Medicine)  | Los Angeles, Calif.    |
| William Schneider<br>University of Cincinnati Hospital, Ohio (Otolaryngology)   | Pittsburgh, Pa.        |
| John Orland Schorge<br>Brigham & Women's Hospital (Harvard Medical School), Boston, Mass. (Obstetrics/Gynecology)   | Frankenmuth, Mich.     |
| Stephen Brian Siegel<br>Yale-New Haven Hospital (Yale University), Conn. (Surgery, Urology)   | Atlanta, Ga.           |
| Christopher Paul Smeltzer<br>Vanderbilt University Affiliated Hospitals (Pediatrics)  | Tallahassee, Fla.      |
| Michael Kevin Smith<br>Vanderbilt University Affiliated Hospitals (Medicine)  | Florence, Miss.        |
| Walter Smithwick IV<br>University of Oklahoma College of Medicine, Oklahoma City (Ophthalmology)<br>The University of Tennessee/Baptist Hospital, Nashville (Medicine-PGY 1)                | Nashville, Tenn.       |
| Robert Wesley Steele<br>University of Cincinnati Hospital, Ohio (Pediatrics)  | Little Rock, Ark.      |
| Sarah Margaret Stelzner<br>University of California, San Francisco Medical Center (Pediatrics)  | Albuquerque, N. Mex.   |
| Bradley Jon Stoneking<br>Vanderbilt University Affiliated Hospitals (Surgery, Urology)  | Seminole, Fla.         |
| William Gordon Tanner, Jr.<br>Vanderbilt University Affiliated Hospitals (Medicine)   | Duluth, Ga.            |
| Eric Edward Trenkmann<br>Research   | Norwood, N.J.          |
| John Ananda van Aalst<br>University Hospital of Cleveland (Case Western Reserve University), Ohio (Surgery)   | Nashville, Tenn.       |
| Jay Arthur Van Gerpen<br>University of Virginia, Charlottesville (Medicine, Neurology)  | Atlanta, Ga.           |
| David Wayne Van Kooten<br>Milton S. Hershey Medical Center of Pennsylvania State University (Otolaryngology)  | Denver, Colo.          |
| Patrick Sewell Vidaver<br>Brigham & Women's Hospital (Harvard Medical School), Boston, Mass. (Anesthesiology)<br>Methodist Hospital (University of Tennessee), Memphis (Transitional-PGY 1) | Norfolk, Va.           |
| Dominique Suzette Walton<br>Medical College of Wisconsin, Milwaukee (Ophthalmology)<br>University of Alabama Hospital, Birmingham (Medicine-PGY 1)  | Huntsville, Ala.       |
| Andrew Gocke Westbrook<br>University of Minnesota Hospital and Clinic, Minneapolis (Family Practice)  | North Oaks, Minn.      |
| Ida Michele Williams<br>Vanderbilt University Affiliated Hospitals (Pediatrics)   | Columbia, Tenn.        |

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| Angela Kay Wilson  | Blytheville, Ark.   |
| Keesler Air Force Base Medical Center, Biloxi, Miss. (Obstetrics/Gynecology) |                     |
| Margaret Bushnell Wright   | Los Angeles, Calif. |
| Vanderbilt University Affiliated Hospitals (Radiology, Diagnostic)           |                     |
| Edmund Yi-Bin Yang   | Bethesda, Md.       |
| University of California, San Francisco Medical Center (Surgery)             |                     |
| HoDon Kendle Yates   | Oak Grove, Mo.      |
| University of Virginia, Charlottesville (Anesthesiology)                     |                     |
| Mayo Clinic (Mayo Medical School), Jacksonville, Fla. (Transitional-PGY 1)   |                     |
| Deanna Rose Lee Yen  | Timonium, Md.       |
| Vanderbilt University Affiliated Hospitals (Pediatrics)                      |                     |
| Cheryl Lee Young   | Fort Myers, Fla.    |
| University of Chicago Hospitals, Ill. (Surgery)                              |                     |
| Eric Neil Zacharias  | Starkville, Miss.   |
| University of Colorado School of Medicine, Denver (Medicine)                 |                     |



*Judy Jean Chapman, Associate in Surgery*

SCHOOL FOR NURSING

1925



# School of Nursing

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# School of Nursing



COLLEEN CONWAY-WELCH, Ph.D., C.N.M., Dean  
KATHARYN A. MAY, D.N.S., R.N., Associate Dean for Research; Director of the Ph.D. Program  
LINDA NORMAN, M.S.N., Interim Associate Dean  
VIRGINIA N. ADAMS, M.B.A., C.P.A., Assistant Dean for Administration and Information Systems  
MARJORIE COLLINS, M.S., R.N., Assistant Dean for Veterans Administration Clinical Affairs  
AMY HARSHMAN-GREEN, M.P.A., Assistant Dean for Community Development; Director of Marketing and Enrollment  
JUDY L. SPINELLA, M.S., R.N., Assistant Dean for Clinical Practice  
BARBARA CHRISTMAN ADAIR, M.S.N., R.N., Department Chair for Physiological and Psychosocial Nursing  
BONNIE HOLADAY, D.N.S., R.N., Department Chair for Family and Health Systems Nursing  
PATRICIA L. PEERMAN, M.S., R.N.C.S., Director of Student Affairs  
JENNIE S. MCCLENDON, M.B.A., Assistant Director of Finance and Administration  
SALLIE WAMSLEY, Registrar

## Center for Nursing Research

KATHARYN A. MAY, D.N.S., R.N., Director  
NANCY WELLS, D.N.Sc., R.N., Assistant Director; Director of Nursing Research at the Vanderbilt University Medical Center

## Faculty Council

BONITA A. PILON, CHAIR,  
BARBARA FOX GRIMES,  
ROSALIE H. HAMMOND,  
MERRIE JEAN KAAS,  
JOAN E. KING,  
LYNDA L. LAMONTAGNE,  
MARY JANE MACEY,  
KATHARYN A. MAY,  
ANNETTE KIRCHNER SASTRY.

## Standing Committees

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

## Curriculum

(New members to be appointed in September 1993)

The Curriculum Committee is responsible for reviewing and evaluating the curriculum.

Annette Kirchner Sastry, Chair. Claudia D. Davis, Kathleen A. Dwyer Deborah Narrigan, James Conlin Pace, Cathy R. Taylor. Ex Officio: Joan E. King, , Katharyn A. May, Linda D. Norman.

## Nominating

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

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

## School Life

(New members to be appointed in September 1993)

The Student Life Committee addresses concerns and issues that affect the quality of school life of faculty, students, and staff; promotes formal and informal programs to enhance the quality of school life; and assists in orientation of international members.

Barbara Fox Grimes, Co-Chair. Rosalie H. Hammond, Co-Chair. Bonnie Holaday, Elaine McIntosh, Patricia L. Peerman, Bonita A. Pilon, Staff members: Jackie D. Dawson, Sallie Wamsley. Student member: Ellen Baskin.

## Student Admissions and Academic Affairs

(New members to be appointed in September 1993)

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

Joan E. King, Co -Chair. Lynda L. LaMontagne, Co-Chair. Carolyn J. Bess, Thomas H. Cook, Jane B. Daddario, Kenneth A. Wallston. Ex Officio: Linda D. Norman.

## Tenure

The Tenure Committee is responsible for 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.


*Associate Professor Jana L. Pressler*

Barbara Christman Adair, Chair. Colleen Conway-Welch, Barbara Fox Grimes, Bonnie Hoday, Joyce K. Laben, Lynda L. LaMontagne, Larry E. Lancaster, Katharyn A. May, Kenneth A. Wallston.





# Nursing Education at Vanderbilt

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

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

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

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

## Philosophy of the School

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **Code for Nurses**

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

### **Organizing Framework**

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

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

The Bridge component of the curriculum consists of clinical and non-clinical courses that contain nursing practice and discipline content at beginning levels. Clinical experiences focus on less complex situations that reflect an understanding of the nursing process and the nursing paradigm in health promotion and maintenance, illness care, and rehabilita-

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

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

### **Program Goals**

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

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

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

1. Students who apply knowledge of the structure and function of human systems to health promotion, maintenance, illness care, and reha-



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bilitation through the use of the nursing process and who can function independently and collaboratively with health care team members in providing health care to multicultural populations in diverse environments;

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

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

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

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

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



# Admission

**D**IRECT admission to the Master of Science in Nursing (M.S.N.) program requires graduation from an NLN-accredited baccalaureate program with an upper division major in nursing (B.S.N. degree). Applicants from unaccredited nursing programs will be considered on an individual basis.

Admission without a B.S.N. degree is possible via a generalist nursing Bridge program. Qualified students without a B.S.N. enter the Master of Science in Nursing Bridge program, a M.S.N. program with multiple entry options.

The curriculum for the School of Nursing places great intellectual, psychological, motor, and sensory demands on students. In accordance with Vanderbilt's non-discrimination policy, the Student Admissions and Academic Affairs Committee is charged with making individualized determinations of the ability of each candidate for admission to successfully complete the degree requirements.

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

Admission is based on the following factors:

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

2. *Standardized Test Scores.* Applicants are required to have taken either the Graduate Record Exam (GRE) or the Miller Analogies Test (MAT) within five years of the application date.

*Graduate Record Examination Aptitude Test.* Preferably, the applicant should have a composite score of 1000 or above for verbal and quantitative portions. Those with scores below 1000 may be asked, upon faculty request, to provide additional evidence of aptitude. Applicants are reminded to take the test early to meet application deadlines, since it is often six weeks before scores are reported. Information on the GRE may be obtained by writing Educational Testing Service, Box 6000, Princeton, New Jersey 08541-6000, or by calling (609) 771-7670.

*Miller Analogies Test.* It is recommended that the applicant have a score of 50 or above. Information on the Miller Analogies Test can be obtained from the Vanderbilt Psychological and Counseling Center, 300 Oxford House, 1313 Twenty-first Avenue South, Nashville, Tennessee 37212 or from the Psychological Corporation Control Testing Center, 555

Academic Court, San Antonio, Texas 78204-2498 (telephone [210] 921-8866 or [800] 622-3231).

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

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

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

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

6. *Interview.* An interview survey is required. An interview in person or by telephone can be arranged.

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

A course in physical (health) assessment that includes laboratory experience in physical examination and history-taking skills must be completed prior to admission. Course syllabi may be submitted for review if health assessment was integrated in the B.S.N. curriculum. 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.

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

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

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

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

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

1. Entry with a non-nursing liberal education baccalaureate degree from an accredited college or university or through a formalized senior-in-absentia program. Such applicants must complete prerequisites in human anatomy, human physiology, lifespan development, microbiology/bacteriology, and statistics. Students may take a course in nutrition prior to entry. Students enter the Bridge program where they complete 46–47 hours of generalist courses. They then complete 39 hours in courses for a nursing specialty.

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

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

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

### *Prerequisite Courses*

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

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

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

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

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

*Lifespan Development (3 hours).* A course in lifespan development that includes birth through late adulthood is required. Psychology 221, Developmental Psychology; Human Resources 1000, 1001, or 1002, Applied Human Development; Psychology 1610, Human Growth and Development; or Psychology 2690P, Special Topics: Lifespan Development fulfills the lifespan development requirement.

*Nutrition.* Nutrition may be taken as a prerequisite course. If students take nutrition, the total prerequisite hours is 74-75 instead of 72. Nursing 231, Introduction to Nutritional Health, fulfills the requirement for nutrition.

*Electives.* 34-35 hours

The remaining hours of prerequisites may consist of prior college-level nursing or elective courses, *except* physical education courses, pass/fail courses, courses with grades lower than C, courses taken at unaccredited schools, and nursing courses taken at diploma schools. Students entering with a baccalaureate degree in a field other than nursing must have as prerequisite courses: human anatomy and physiology; microbiology/bacteriology; statistics; and lifespan development.

### Admission Criteria

Admission to the Bridge program is based on the following factors:

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

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

## Admission Criteria for Nursing Administration

Admission criteria for the Nursing Administration specialty or joint degree M.S.N./M.B.A. program are the same as the general admission criteria, with the following additional requirement: a minimum of two years of full-time experience as a Registered Nurse in an organized nursing setting is required for regular admission into the program. An applicant with one year of full-time experience, however, may matriculate as a part-time student while maintaining a nursing position in a clinical setting.

## Application Procedure

Application forms for the M.S.N. and the Bridge programs may be secured from the Admissions Office of the School of Nursing. A \$50 non-refundable fee is required when the application is submitted. Applications for the fall semester should be received by 15 February, for the spring semester by 15 October, and by 15 April for the summer semester. Applications received after the published deadlines will be accepted provided space is available. Admission decisions are made as soon as all application materials are received. A \$200 non-refundable matriculation fee is required upon acceptance.

Applications are considered current for one year; accepted applicants who do not enroll during that time must reapply for admission. Students may apply for and be approved for one deferral of admission, not to exceed one year. After one year the student must reapply for admission.

## Transfer Credit

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

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

## Advanced Placement and Credit by Examination

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

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

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

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

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

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

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

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



order, is required for the administration and scoring of advanced placement tests.

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

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

### **International Students**

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

*Admission.* Students from other countries are required to complete all the normal admission requirements of the University. Applicants whose native language is not English must present the results of the Test of English as a Foreign Language (TOEFL) with their application. The minimum suggested TOEFL score for admission to the School of Nursing is 550. Students who score below 550 may be required to enroll in an intensive English language program prior to beginning work on their degree. Vanderbilt offers such a program. It is recommended, though not required, that students who have demonstrated competence while attending an American institution should take the TOEFL to enhance the possibility of admission. Inquiries and requests for application forms should be addressed to TOEFL, Box 6151, Princeton, New Jersey 08541-6151, U.S.A.

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

Before Vanderbilt can issue a certificate of eligibility for a visa, applicants who have been offered admission must demonstrate that they have sufficient financial resources to meet the expected cost of their entire educational program. Vanderbilt has no special funds allocated for aid to

international students. International students should not expect to meet the cost of their education by working while enrolled at Vanderbilt.

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

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

### Student Classification

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

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

A full-time student in the program normally will enroll for 12 to 18 credit hours a semester. Students registered for thesis or master's project (0-3 hours) are also defined as full time. Part-time students carry a minimum of 6 but fewer than 12 hours per semester.

Students entering the M.S.N. program with a B.S.N. degree must complete all degree requirements within three years of first enrollment. Students in the Bridge program must complete all degree requirements within five years of first enrollment.

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

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

Registration as a special student requires approval by the Associate Dean. All University and School of Nursing regulations, including the Honor System, apply to special students. Special students who desire to

change to regular student status should make application for admission to a specialty following regular procedures.



*Assistant Professor Jane B. Daddario*



# The M.S.N. Program

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

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

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

## Advanced Practice

### **Adult Acute/Critical Care Nursing**

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

### **Adult Chronic Care Nursing**

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

### **Adult Acute/Critical Care Nurse Practitioner**

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

### **Parent, Child, and Adolescent Nursing**

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

### **Perinatal Nursing**

Students electing this speciality may choose one of three options. The first option, Perinatal Nursing, provides a broad theoretical and clinical foundation on childbearing as a state of health through childbearing complicated by illness. The second, Women's Health, also begins with the study of healthy childbearing and continues with the study of gynecologic health. Both programs of study prepare students for entry level advanced practice positions. The third option, Critical Care Obstetrical Nursing, is open to a limited number of students who have practiced as registered nurses in a tertiary obstetrical care setting for a minimum of three years. Students learn to apply principles of critical care nursing to women experiencing pregnancy complicated by acute, life-threatening illness or trauma. Students may select clinical learning experiences and sites to meet their individual learning goals.

### **Family Nurse Practitioner**

This specialty prepares graduates to deliver comprehensive primary care to individuals, from infancy through adulthood. Emphasis is on acquisition of the knowledge and skills necessary for a family-centered approach to health promotion and intervention in illness. Students gain clinical experience in child and adult health care settings. The preceptorship permits students to select a clinical area of interest for further professional development. Graduates are eligible to sit for the American Nurses Association (ANA) Family Nurse Practitioner certification exam.

### **Gerontological Nurse Practitioner**

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

Clinical experiences in institutional and community settings are required throughout the program. The final clinical experience, the preceptorship, takes place in a primary care setting. The preceptorship calls on the knowledge and skills acquired throughout the course of study. Graduates are eligible to take the American Nurses Association (ANA) Gerontological Nurse Practitioner exam.

### **Neonatal/Infancy Nursing**

This specialty focuses on the nursing needs of neonates and infants through thirty-six months of age. Recognizing that neonatal/infant development is ongoing and cannot be separated from care, the nursing process is addressed using a developmental approach. Within this specialty, two areas of study are available: Neonatal/Infancy Nursing and Neonatal Critical Care. This specialty emphasizes the use of theory and research findings from nursing and health-related fields to guide innovative nursing practice and models of health care delivery. Students are prepared to assume entry-level advanced practice roles and to contribute to the advancement of the nursing profession and discipline. Clinical experiences provided include care of healthy neonates and infants as well as care of those with short- and long-term health disruptions. Sites for clinical experiences are located in primary, secondary, and tertiary sectors of the health care system.

Only those applicants having a minimum of one year of Level III NICU Registered Nurse experience and AHA/APA Neonatal Resuscitation Certification will be eligible for admission to the Neonatal Critical Care option. All graduates will be eligible to take certification examinations given by AWHONN (Association of Women's Health, Obstetric, and Neonatal

Nursing, a division of the American College of Obstetricians and Gynecologists.

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

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

### **Child, and Adolescent Psychiatric–Mental Health Nursing**

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

### **Geropsychiatric–Mental Health Nursing**

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

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

### **Nursing Administration**

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



## Joint Program

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

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

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

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

## Degree Requirements

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

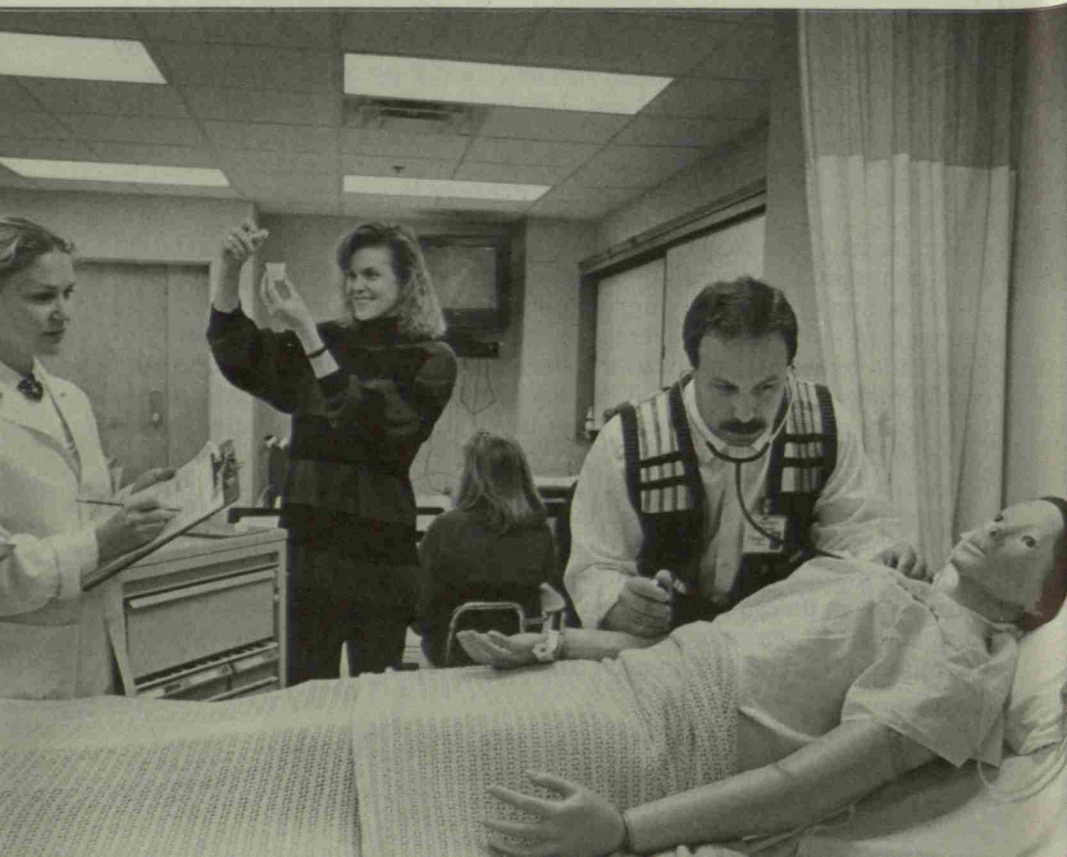
For students entering through the Bridge program, the M.S.N. degree is granted on the basis of 85–86 credit hours. In the generalist nursing or Bridge component, students must earn at least a *C* in each course. To progress from the generalist to the specialist component, students must (a) complete 46–47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

average of *B*. Students entering the Bridge program must complete all M.S.N. degree requirements within five years of initial enrollment.

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

### Certification

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



# The Curriculum



## The Bridge Program

The Bridge program has three component parts:

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

*Bridge Courses.* 46–47 hours.

*Specialist Nursing Courses.* 39 hours.

## Bridge Curriculum Overview

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

### Sample Bridge Curriculum for Non-Registered Nurse Students

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

## SUMMER SEMESTER

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

◆ Transfer credit accepted.

## Sample Bridge Curriculum for Registered Nurse Students

| FALL SEMESTER |   | HOURS    |
|---------------|---|----------|
| <b>200◆</b>   | Basic Nursing Skills (automatic credit) [3]   |          |
| <b>202a</b>   | Transition to Professional Practice I         | 3        |
| <b>203•</b>   | Health Assessment                             | 2        |
| <b>220†</b>   | Health Promotion of the Adult I (or elective) | 3        |
| <b>231◆◆</b>  | Introduction to Nutritional Health            | 2        |
| <b>260</b>    | Community Health Nursing                      | 4        |
|               |   | <hr/> 14 |

## SPRING SEMESTER

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

## SUMMER SEMESTER

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

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

◆ Transfer credit accepted

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

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

**Bridge: Part-Time Studies**

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

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

*Sample Bridge Curriculum for Registered Nurse Students—Two Year Program*

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

- Credit by examination (CBE); must formally register for course (exams prepared by instructor)
- ♦ Transfer credit accepted.
- † Advanced placement (AP) credit may be earned by taking NLN exam; take elective in lieu of course.

*Sample Bridge Curriculum for Registered Nurse Students—Three Year Program*

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

## YEAR TWO

|              |   |          |          |          |
|--------------|---|----------|----------|----------|
| <b>220†</b>  | Health Promotion of the Adult I (or elective)     | —        | 3        | —        |
| <b>231♦♦</b> | Introduction to Nutritional Health                | 2        | —        | —        |
| <b>240†</b>  | Health Promotion of the Child (or elective)       | —        | 3        | —        |
| <b>270a†</b> | Health Promotion of the Adult II (or elective)    | —        | —        | 3        |
| <b>286</b>   | Introduction to Nursing Leadership and Management | —        | —        | 3        |
|              | Elective  | 3        | —        | —        |
|              |   | <u>5</u> | <u>6</u> | <u>6</u> |

## YEAR THREE

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

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

♦ Transfer credit accepted.

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

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

| YEAR ONE   |                                       | Fall     | Spring   | Summer   |
|------------|---------------------------------------|----------|----------|----------|
| <b>200</b> | Basic Nursing Skills                  | 3        | —        | —        |
| <b>201</b> | Conceptual Foundations of Nursing     | 4        | —        | —        |
| <b>203</b> | Health Assessment                     | 2        | —        | —        |
| <b>204</b> | Dimensions of Professional Nursing    | —        | 2        | —        |
| <b>220</b> | Health Promotion of the Adult I       | —        | 4        | —        |
| <b>237</b> | Drug Therapy                          | —        | 2        | —        |
| <b>250</b> | Psychiatric and Mental Health Nursing | —        | —        | 4        |
| <b>254</b> | Law, Ethics, and Politics in Nursing  | —        | —        | 3        |
|            |                                       | <u>9</u> | <u>8</u> | <u>7</u> |

| YEAR TWO |   | Fall     | Spring   | Summer   |
|----------|---|----------|----------|----------|
| 230      | Health Promotion during the Childbearing Experience | 4        | -        | -        |
| 231♦     | Introduction to Nutritional Health                  | 2        | -        | -        |
| 240      | Health Promotion of the Child                       | -        | 4        | -        |
| 260      | Community Health Nursing                            | -        | 4        | -        |
| 270a     | Health Promotion of the Adult II                    | -        | -        | 2        |
| 270b     | Adult Health II Practicum                           | -        | -        | 2        |
| 286*     | Introduction to Nursing Leadership and Management   | -        | -        | 3        |
|          |   | <b>6</b> | <b>8</b> | <b>8</b> |

♦ Transfer credit accepted.

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

## Specialist Nursing Curriculum Overview

### Research/Theory Courses (9 semester hours)

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

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

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

### Specialty Courses (21 semester hours minimum)

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

### Electives (9 semester hours)

Students select electives of interest, with the approval of their adviser, based on their professional goals. Options include courses related to the clinical specialty, teaching, or management. Courses available in the School of Nursing, the School of Medicine, Owen Graduate School of Management, Peabody College, and the Graduate School allow nursing students to interact with other professional and graduate students. Six semester hours must be taken within the School of Nursing. Elective hours may be designated by selection of subspecialty for certification.

## Specialist Nursing Curriculum

### Research/Theory Courses

|            |                            |          |
|------------|----------------------------|----------|
| <b>308</b> | Models/Theories in Nursing | 3        |
| <b>375</b> | Research Methods           | 3        |
| <b>376</b> | Inquiry in Nursing         | 3        |
|            |                            | <b>9</b> |

### Elective Courses

|  |          |          |
|--|----------|----------|
|  | Nursing* | 6        |
|  | Other    | 3        |
|  |          | <b>9</b> |

### Subspecialty electives for certification†

1-9

\* Except Nursing Administration, which has 6 hours of Owen and/or Peabody electives.

† Some specialties require additional electives.

### Specialty Courses

#### *Adult (Acute/Critical Care) Nursing*

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

#### *Adult (Chronic Care) Nursing*

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

#### *Adult (Acute/Critical Care) Nurse Practitioner*

|             |  |   |
|-------------|--|---|
| <b>304a</b> | Advanced Health Assessment across the Lifespan | 2 |
| <b>304b</b> | Advanced Health Assessment Applications        | 1 |
| <b>305</b>  | Theoretical Foundations of Family Nursing      | 2 |
| <b>306</b>  | Physiologic Foundations of Nursing             | 3 |
| <b>307</b>  | Clinical Pharmacology for Primary Care         | 2 |
| <b>340</b>  | Theoretical Foundations of Adult Health        | 3 |

(Continued)



|             |   |           |
|-------------|---|-----------|
| <b>345a</b> | Theoretical Foundations of Acute/Critical Care Nursing I  | 3         |
| <b>345b</b> | Theoretical Foundations of Acute/Critical Care Nursing II | 3         |
| <b>361</b>  | Theoretical Foundations of Adult Primary Care Nursing     | 3         |
| <b>363</b>  | Practicum in Primary Health Care of the Adult             | 3         |
| <b>364</b>  | Family Nurse Practitioner Preceptorship                   | 4         |
|             |   | <u>29</u> |

### *Parent, Child, and Adolescent Nursing*

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

### *Perinatal Nursing*

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

### *Women's Health Nursing*

|             |  |           |
|-------------|--|-----------|
| <b>304a</b> | Advanced Health Assessment across the Lifespan | 2         |
| <b>306</b>  | Physiologic Foundations of Nursing             | 3         |
| <b>327</b>  | Theoretical Foundations in Women's Health      | 3         |
| <b>328</b>  | Practicum in Women's Health                    | 4         |
| <b>330b</b> | Theoretical Foundations of Perinatal Nursing   | 3         |
| <b>331b</b> | Practicum in Perinatal Nursing I               | 2         |
| <b>334</b>  | Preceptorship in Perinatal Nursing             | 4         |
|             |  | <u>21</u> |

### *Critical Care Obstetrical Nursing*

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

*Family Nurse Practitioner*

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

*Gerontological Nurse Practitioner*

|             |   |           |
|-------------|---|-----------|
| <b>304a</b> | Advanced Health Assessment across the Lifespan                | 2         |
| <b>306</b>  | Physiologic Foundations of Nursing                            | 3         |
| <b>307</b>  | Clinical Pharmacology for Primary Care                        | 2         |
| <b>320</b>  | Theoretical Foundations in Health Care Management of the Aged | 3         |
| <b>321</b>  | Psychosocial Aspects of Aging                                 | 2         |
| <b>322</b>  | Practicum in Aged Health Care I                               | 2         |
| <b>323</b>  | Practicum in Aged Health Care II                              | 3         |
| <b>324</b>  | Gerontological Nurse Practitioner Preceptorship               | 4         |
| <b>361</b>  | Theoretical Foundations in Adult Primary Care Nursing         | 3         |
|             |   | <b>24</b> |

*Neonatal/Infancy Nursing*

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

*Neonatal Critical Care Nursing*

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

*Psychiatric–Mental Health (Adult) Nursing*

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

*Psychiatric–Mental Health (Child/Adolescent) Nursing*

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

*Psychiatric–Mental Health (Geropsychiatric) Nursing*

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

*Nursing Administration*

|            |  |              |
|------------|--|--------------|
| <b>380</b> | Theoretical Foundations of Nursing Administration I  | 3            |
| <b>381</b> | Theoretical Foundations of Nursing Administration II | 3            |
| <b>383</b> | Continuous Quality Improvement: Models and Methods   | 3            |
| <b>385</b> | Health Care Financial Management                     | 3            |
| <b>387</b> | Health Law, Policy, and Labor Relations              | 3            |
| <b>388</b> | Administrative Residency                             | 4            |
| <b>389</b> | Case Management Seminar                              | 2–3          |
|            |  | <b>21–22</b> |



# Pre-Nursing Studies

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

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

## Pre-Nursing Studies in the College of Arts and Science

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

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

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

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

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

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

## Sample Curriculum for Completion of M.S.N.

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

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

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

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

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

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

**Sample Curriculum for Completion of M.S.N.**

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



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

## Pre-Nursing Studies at Peabody College

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

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

A sample curriculum plan for this option is outlined below:

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

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

| SOPHOMORE YEAR          |   | Fall         | Spring    |
|-------------------------|---|--------------|-----------|
| <b>HR 1200</b>          | Human Service Organizations                         | 3            | -         |
| <b>HR 1300</b>          | Organizational Development in Human Service Systems | -            | 3         |
| <b>160a-160b</b>        | Anatomy and Physiology I-II                         | 4            | 4         |
| <b>MBio 102a or 190</b> | Molecular Biology                                   | 3-4          | -         |
|                         | Liberal Education Core Requirements                 | -            | 9         |
|                         |   | <b>13-14</b> | <b>16</b> |
| JUNIOR YEAR*            |   |              |           |
| <b>HR 2100</b>          | Public Policy in Human Services                     | 3            | -         |
| <b>HR 2201</b>          | Systematic Inquiry in Human Development I           | -            | 3         |
| <b>231</b>              | Introduction to Nutritional Health                  | 2            | -         |
|                         | Liberal Education Core Requirements                 | 9            | 6         |
|                         | Electives   | 1-2          | 3-6       |
| <b>HD 2960</b>          | Senior Thesis (optional)                            | -            | 3         |
|                         |   | <b>15-16</b> | <b>15</b> |

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

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

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

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

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

#### FIFTH YEAR

|                |   |           |           |           |
|----------------|---|-----------|-----------|-----------|
| <b>308</b>     | Models/Theories in Nursing              | 3         | -         | -         |
| <b>375-376</b> | Research Methods and Inquiry in Nursing | 3         | 3         | -         |
|                | Specialty Nursing Courses               | 7         | 7         | 7         |
|                | Electives                               | -         | 3         | 6         |
|                |   | <b>13</b> | <b>13</b> | <b>13</b> |

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

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

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

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

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

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

**Sample Curriculum for Completion of M.S.N.**

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

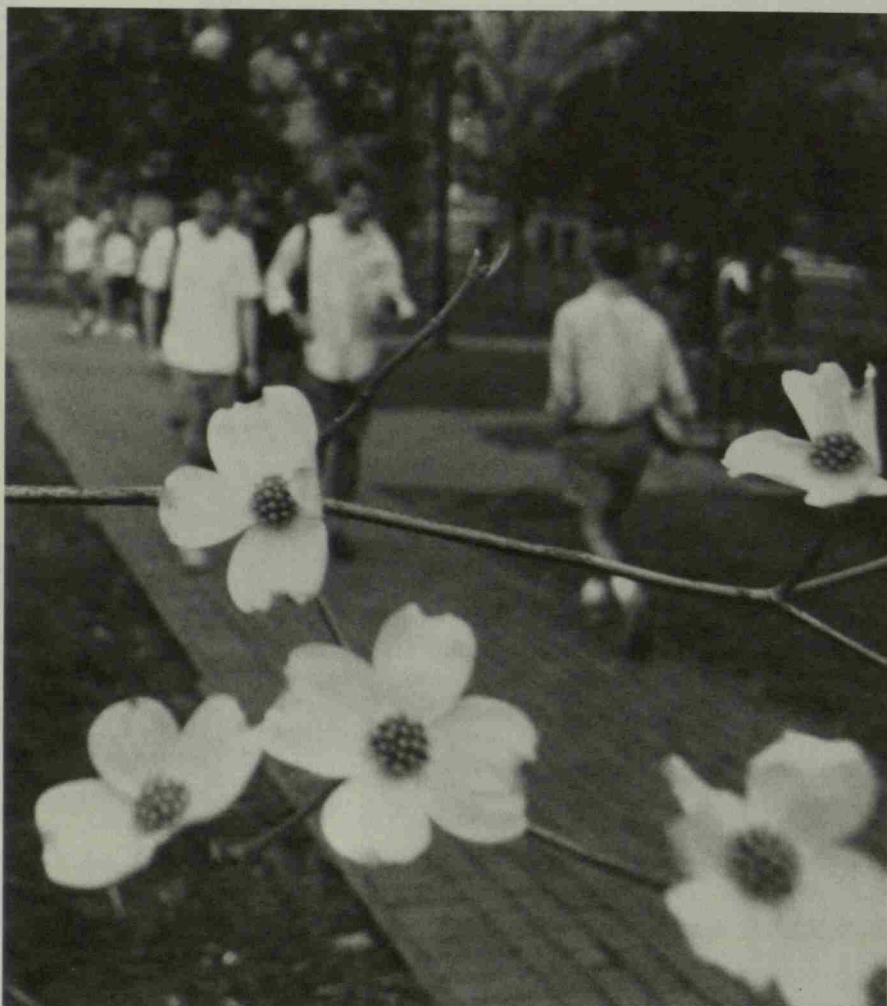
**Senior-in-Absentia Programs**

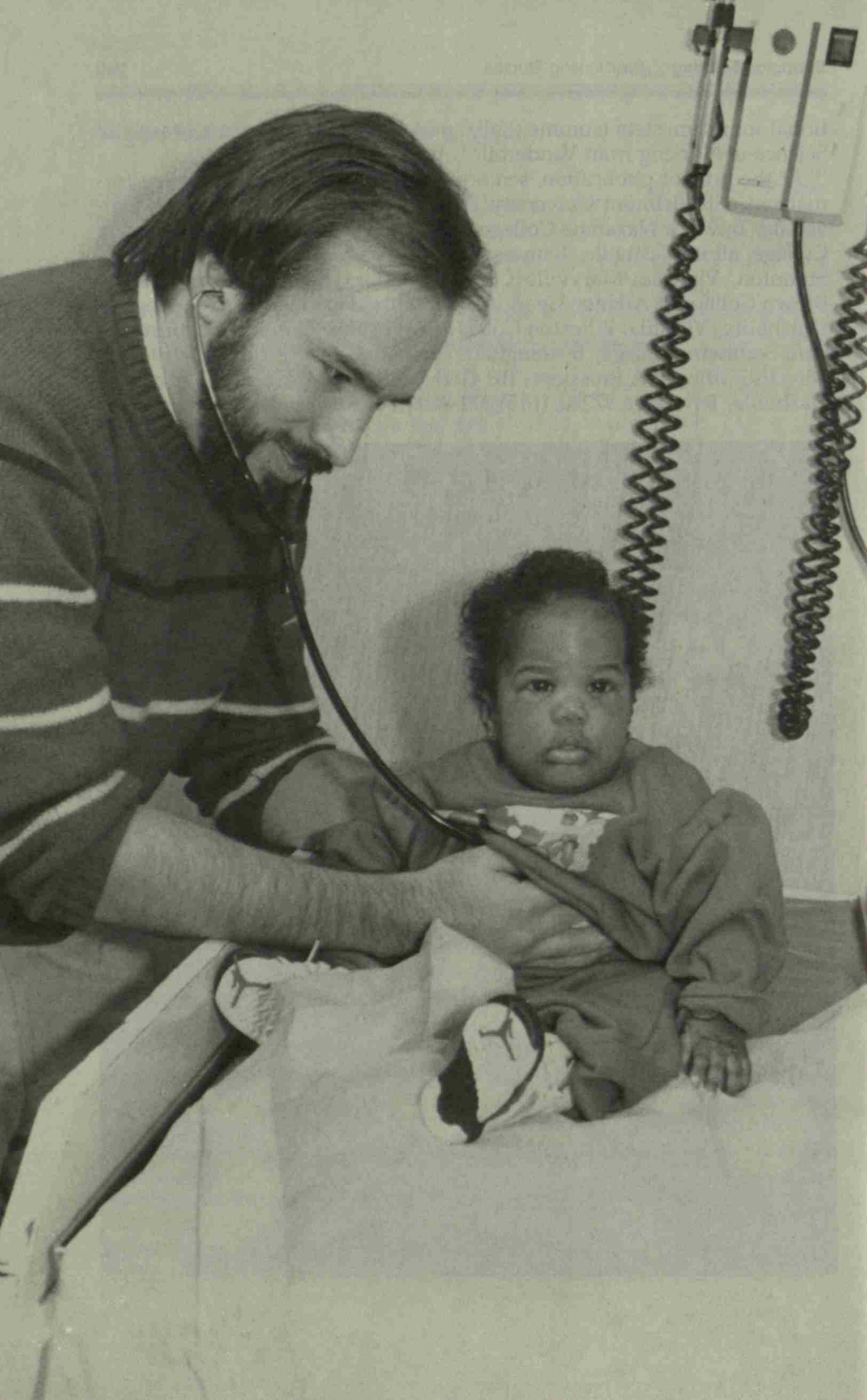
The School of Nursing has formalized arrangements with several liberal arts colleges to allow students to combine a baccalaureate degree in liberal arts and a Master of Science in Nursing degree. Students who complete this five-year program of study will have had the experience of dividing their academic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

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

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

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





# Post Master's Option

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

## Admission Requirements

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

## Nursing Education

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

Two of the four courses will be offered each summer. The four-course curriculum includes N301, Curriculum Development in Nursing; N302, Instructional Design; a selected relevant course in another school of the University; and N370, Independent Study on a selected nursing education project. Upon completion of the 12 credit hours students will receive a transcript of courses taken; those with a grade of *B* or better in each course will receive a certificate of completion.

## Advanced Practice Roles

Post-master's study programs are available in all specialties. Please refer to the advanced practice specialties curriculum for sample curri-

culum plans. For further information, call the Office of Admissions at (615) 322-3800.





# Ph.D. in Nursing Science

**T**HIS program is designed for individuals who hold graduate degrees in nursing and who wish to pursue scientific careers in nursing. Two fields of study are available: health care of *vulnerable childbearing and child-rearing families* and health care of *individuals and families facing chronic illnesses or conditions*. These areas of study reflect current faculty interests, which include the impact of high-risk pregnancy and the birth of an atypical infant on individual and family adaptation; stress, coping, and patterns of development in children, adults, and families dealing with chronic conditions. Students receive intensive research training on faculty research projects related to their major field of study.

Although the program is designed for applicants who hold a master's degree in nursing and have established themselves in specialty nursing practice, highly-qualified applicants interested in an M.S.N.-Ph.D. option are encouraged to inquire. The Master of Science in Nursing, an advanced professional degree, is offered by the School of Nursing.

Doctoral students will be admitted for full-time study only in odd-numbered years. Applications for a limited number of positions for part-time study will be considered in even-numbered years. Students are strongly encouraged to enroll in full-time study for the first six semesters (two calendar years) of the program.

Course requirements are organized into three broad areas beyond the predoctoral course work at the master's level (18 credit hours): phenomena of concern in nursing science (9 hours), research and theory (21 hours, plus 12-15 of dissertation), and the minor field (9-12 hours). Minor fields likely to be of interest to students include psychology and human development, sociology, and policy development and program evaluation. Graduate students have research access to the facilities of Vanderbilt University Hospital and Clinic, Veterans' Administration Hospital, a model nurse-managed primary care center and community development project, as well as a variety of clinical agencies affiliated with the School of Nursing.

*Katharyn A. May, Director of Ph.D. Program*



# Courses of Study



## Explanation of Symbols

**100-level courses** satisfy prerequisites for admission.

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

**300-level courses** are specialist nursing courses.

Second digit in 300-level course number indicates:

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

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

## Pre-Nursing Courses

**160a–160b. Human Anatomy and Physiology I and II.** Introduction to the structure and function of the human organism. Integrates the gross anatomical structure of the human body and its organ systems with microscopic structure, physiological function, and homeostatic mechanisms. Emphasis also on the clinical relevance of selected topics. FALL, SPRING. [4–4] Alvin M. Burt III (School of Medicine).

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

## Generalist Nursing Courses and Electives

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

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

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

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

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

**204. Dimensions of Professional Nursing.** Explores the evolution of nursing as a health care profession and discipline. Focuses on nursing in America from 1860 to the present. Identifies the sociocultural, economic, and political/legislative factors and issues that helped or hindered nursing's progress. Compares the history of Vanderbilt University School of Nursing to the evolution of American nursing education. SPRING. [2] Richie.

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

**230. Health Promotion during the Childbearing Experience.** A seven-week module focusing on the nurse's role in health promotion during the childbearing experience. The focus is on developing the ability to apply the nursing process to women, infants, and their families in the context of family-centered maternity care. The use of current nursing research and theory in solving clinical practice problems is emphasized. Corequisite or prerequisite: 200 and 201. Prerequisite: 203. FALL, SPRING. [4] Staff.

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

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

**240. Health Promotion of the Child.** A seven-week module focusing on the nurse's role in promoting the health of children with common health problems through adolescence. The student will develop the ability to practice health promotion of the child and family, utilizing the nursing process. The use of current nursing research and theory in solving clinical practice problems is emphasized. Corequisite or prerequisite: 200 and 201. Prerequisite: 203. FALL, SPRING. [4] Staff.

**241. Courses Offered Jointly with the School of Medicine.** Schedule of courses available in the School of Nursing Registrar's Office. Prerequisite: consent of the instructor. FALL, SPRING. [Variable credit]

**250. Psychiatric and Mental Health Nursing.** Focuses on psychiatric and mental health needs of clients and families across the lifespan. Includes deriving individual, family, and milieu-oriented interventions from selected theoretical frameworks. Clinical experiences provide a variety of psychiatric and mental health care experiences in acute and community mental health settings. Growth of the nursing student as an individual and as a professional is emphasized through a group process component. The use of current nursing research and theory in solving clinical practice problems is emphasized. Prerequisite or corequisite: 220, 230, and 240. SPRING, SUMMER. [4] Staff.

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

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

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

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

**270a. Health Promotion of the Adult II.** Focuses on the nurse's role in health promotion and maintenance, illness care, and rehabilitation of adult patients with complex health problems. The use of current nursing research and theory in solving clinical practice problems is emphasized. Non-R.N. students complete a clinical practicum experience, 270b, in addition to the didactic component. Prerequisite: 220, 230, 231, 237, and 240. SUMMER. [3] Grimes.

**270b. Adult Health II Practicum.** Three-week module providing experience in the practice of nursing with adult patients and families. The focus is threefold: to increase the student's

technical nursing skills; to develop management skills for a group of patients; and to function as a member of a health team in the delivery of health care. Prerequisite: 250 and 270a. SUMMER. [2] Grimes and staff.

**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. SUMMER. [3] Staff.

## Specialist Nursing Courses and Electives

**300. Dimensions of Professional Nursing.** Explores the evolution of nursing as a health care profession and discipline. Focuses on nursing in America from 1860 to the present. Identifies the sociocultural, economic, and political/legislative factors and issues that helped or hindered nursing's progress. Compares the history of Vanderbilt University School of Nursing to the evolution of American nursing education. SPRING. [2] Richie.

**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] Norman.

**302. Instructional Design.** The systematic matching of learning strategies and learning assessment tools with objectives to plan a course of study. SUMMER. [3] Staff.

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

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

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

**304c. Advanced Neonatal/Infancy Health Assessment.** Elements of neonatal and infant assessments are critically examined conceptually and clinically for validity and practical applicability. Diverse clinical experiences are used in focusing on proficiency skills in history taking, health assessment techniques, and beginning level primary care management of well neonates and infants. Addresses variations in advanced practice nursing roles and collab-

orative effort required to be effective in multiple settings. Emphasizes synthesizing a systematic health assessment that is sensitive to growth and developmental needs and provides the most pertinent data with least risk to the neonate infant. Prerequisite: admission to the specialty. FALL. [3] Pressler.

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

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

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

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

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

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

**311. Theoretical Foundations of Child and Adolescent Nursing I.** A focus on the theoretical basis for child development, emphasizing the development of the child as an individual within the context of family and society. Considers factors and techniques that facilitate or interfere with healthy development, as well as issues in developmental assessment and consultation. Students will develop competence in developmental screening and in promoting positive child development through child and parent education and counseling. Prerequisite or corequisite: 308, 375. FALL. [2] LaMontagne.

**312. Theoretical Foundations of Child and Adolescent Nursing II.** A focus on the nursing care of ill children. Includes embryonic development, developmental physiology, and pathol-

ogy, as well as nursing interventions for children of all ages. Emotional components of care will be considered for children and their families, building upon knowledge developed in 311. An in-depth study of a content area of the student's choice will be required. Prerequisite: 305, 306, 311. SPRING. [4] LaMontagne and staff.

**313. Practicum in Child and Adolescent Nursing I.** Emphasis on development of the clinical specialist roles of practitioner, teacher, and collaborator in providing care. Students define individual interests and write individual objectives for their clinical experiences, write short papers on selected nursing problems, and apply nursing theory to patient care. Prerequisite: 304, 305, 306, 311. Prerequisite or corequisite: 312. SPRING. [3] LaMontagne and staff.

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

**316. Theoretical Foundations of Neonatal/Infancy Nursing I.** Using a developmental nursing perspective, this course focuses on the theory and research related to the health status and care of neonates and infants through 36 months of age. The specific aim of the course is to help students structure their thinking about neonatal/infant health promotion, primary prevention of illness, and health maintenance. Students are expected to then use this knowledge as a basis for developing understanding of infant well-being and, subsequently, the nursing practice corresponding to it. Knowledge synthesized from this course will provide an essential working foundation for future neonatal/infancy nursing course work. Prerequisite: graduate-level standing and admission to the specialty. FALL. [3] Pressler.

**317a. Theoretical Foundations of Neonatal Critical Care Nursing.** Advanced concepts of pathophysiology and therapeutic approaches to managing critically ill and recovering neonates. Integrates previous knowledge of embryology, physiology, and pathophysiology, as well as psychosocial needs of neonates and their families. Includes analysis and interpretation of laboratory data and radiologic findings, case presentations, collaborating with other health care professionals, and family counseling. Content is closely coordinated with that covered in Neonatal Critical Care Practicum. Prerequisite: 304, 310, 316, and admission to the specialty. Corequisite: 318a. SPRING. [3] Staff.

**317b. Theoretical Foundations of Neonatal/Infancy Nursing II.** Using a developmental perspective, this course examines theory and research forming the basis for assessment and restorative care of ill neonates and infants through 36 months of age. Discussions of advanced pathophysiologic concepts focuses on clinical manifestations, nursing diagnosis, and the application of various nursing strategies and interventions. Applying a case study approach to planning and managing care for neonates/infants, examining how an understanding of change theory can be used to direct more expeditious and effective revisions in nursing practice, and the influence that environmental variables have on critically ill infants' response patterns are stressed. Addressing family needs in a comprehensive and robust way is an integral part of the overall plan for infant health care delivery. Prerequisite: 304, 310, and 316. SPRING. [3] Pressler.

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



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

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

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

**321. Psychosocial Aspects of Aging.** Psychosocial theories of aging are compared and contrasted. Attitudes toward aging and the aged and factors affecting life satisfaction are explored. Changes in personality, intellectual function, and perception from middle age to old age are discussed with emphasis on comparison of normal and abnormal. Particular attention is paid to the interrelatedness of the self, family, and community, and the multidisciplinary organization and delivery of health services and practices. Problems of transportation, housing, finance, and medical care are identified and specific strategies for need attainment are discussed. Legislation and economic and social trends affecting the aged are included. Counseling and group therapies are discussed, and students have a community-based group component in which they co-lead elder groups. Prerequisite: 320. SPRING. [2] Hindle.

**322. Practicum in Aged Health Care I.** Designed to enable students to utilize and build upon the principles of primary care. Focuses on health care of the older adult with emphasis on early detection of problems, preventive and restorative care, and management of common acute and chronic health problems. Students will be assigned to selected clients in health care facilities. Prerequisite: 304, 306, 307, 320, 321, 361 (may be taken concurrently). SPRING. [2] Hindle.

**323. Practicum in Aged Health Care II.** Clinical experience in a primary health care setting. Students strengthen and apply the knowledge and skills necessary for health assessment and health care management of older adults. Explores the organization and delivery of health care and social services in the community. Prerequisite: 322. SUMMER. [3] Hindle.

**324. Gerontological Nursing Preceptorship.** A clinical course in which the learner implements the role of the nurse as a primary health care provider, building on 322 and 323. Focuses on health promotion, patient education, and intervention in common health problems. Emphasizes collaboration with other health care professionals in the provision of primary

health care. Students may select a clinical area of interest for this experience. Prerequisite: 323. SUMMER. [4] Hindle.

**327. Theoretical Foundations in Women's Health.** Consistent with the emerging definitions of women's health and women's health practice, this course examines a full range of health issues unique to women. Women's health specialization includes prevention, the societal and political determinants of health, patient education, and reconceptualization of women's relationships with health care providers. Health assessment and maintenance as well as disease identification and treatment are presented on a wellness to illness continuum. Students utilize current research in women's health and identify potential research opportunities. Prerequisite or corequisite: 306. SPRING. [3] A. Moore.

**328. Practicum in Women's Health.** Knowledge from companion course, Theoretical Foundations in Women's Health, is applied to actual care of the female patient. Students refine skills in health/physical assessment and diagnosis and, with guidance, begin to formulate individualized plans of care. Students gain understanding of the role of a women's health nurse practitioner and its collaborative relationship with other health care professionals. Prerequisite or corequisite: 304, 306, 307, and 327. SPRING. [4] A. Moore.

**329. Violence and Abuse: Impact on the Health Care System.** Explores the prevalence of violence and abuse in the United States and the impact of violence and victimization on the health care system. Focuses on the research literature related to prevention, assessment, and intervention with offenders, victims, and families by the nurse and other health care providers in health care facilities and the community. The health care provider's responsibility to the criminal justice system is delineated. Interventions with the violent patient in health care facilities and protection of the health care professional are analyzed. Prerequisite or corequisite: 250 or consent of instructor. SPRING. [3] Laben.

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

**330b. Theoretical Foundations of Perinatal Nursing I.** Building on prior knowledge of and experience with childbearing families, students begin to examine and evaluate critically the ideas and research related to perinatal health care. Provides the theoretical basis for advanced nursing practice with women and families adapting to low risk and normal childbearing. These principles will be further explored in 332b and applied in 331b. Prerequisite: 306. FALL. [3] Narrigan.

**331a. Practicum in Critical Care Obstetrical Nursing I.** Students apply knowledge gained in the companion course 330a; learn selected, advanced skills in monitoring/assessing the altered physiologic functions manifested during acute or critical illness of adults; and plan, implement and evaluate care of selected patients. Prepares the student for advanced nursing practice with critically ill, pregnant patients. Prerequisite or corequisite: 304a, 306, and 330a. FALL. [2] Staff.

**331b. Practicum in Perinatal Nursing I.** Students apply knowledge from 330 to clinical care of healthy and low-risk childbearing families. Emphasis on developing and refining skills in physical assessment, data collection, diagnosis, and planning and evaluating care. A wide

range of clinical settings is available for individualized clinical learning. Prerequisite or corequisite: 304. FALL. [2] Narrigan and staff.

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

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

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

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

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

**341. Theoretical Foundations of Oncology Nursing.** Consists of didactic content related to the care of patients with neoplastic disorders. Enables the student to explore the roles of the oncology clinical nurse specialist, understand the pathophysiologic processes underlying oncogenesis, and evaluate the rationale for and the effects of current oncologic treatment modalities for various neoplastic disturbances. Emphasis is on the student's ability to integrate the pathophysiological principles attributed to neoplastic alterations and how these interfere with treatment modalities. SUMMER. [3] Pierce.

**342. Adult Health Practicum I.** Provides clinical experience in development and application of the roles of the clinical specialist in a specific nursing specialty. The clinical setting is used for application and evaluation of nursing theory. Students practice in the clinical setting twelve hours per week for ten weeks. Weekly discussion groups related to advanced practice roles issues. Prerequisite or corequisite: 304, 306, 308, and 340. SPRING. [3] King and staff.

**343. Adult Health Practicum II.** Clinical practice and conferences enabling each student to implement the roles of the clinical nurse specialist at an advanced level in a selected area of concentration. Prerequisite: 344a or 345a. Corequisite or prerequisite: 344b or 345b. SUMMER. [3] King and staff.

**344a. Theoretical Foundations of Chronic Care Nursing I.** Didactic content assists students in developing an advanced knowledge base for nursing care of patients with chronic

health problems. Focuses on concepts and principles applicable to the advanced care of such patients. Corequisite or prerequisite: 342 or consent of instructor. SPRING. [3] Pace.

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

**345a. Theoretical Foundations of Acute/Critical Care Nursing I.** Focuses on advanced content related to nursing care of adult patients experiencing acute/critical alterations in health. Corequisite or prerequisite: 342. SPRING. [3] King.

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

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

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

**350. Theoretical Foundations of Psychiatric–Mental Health Nursing I.** Focuses on the mastery of concepts from various theoretical perspectives, e.g., nursing, psychiatry, psychology, sociology, and anthropology, that form the foundation for the assessment and intervention of clients in advanced psychiatric–mental health nursing. Emphasis is on the integration of selected concepts into a nursing theoretical or conceptual perspective integral to treatment of individual clients across the lifespan. Prerequisite or corequisite: 352. FALL. [2] Staff.

**351abc. Practicum in Psychiatric–Mental Health Nursing I.** Course provides faculty-supervised clinical experiences with selected individuals and families in outpatient settings. The student assesses, plans, implements, and evaluates sessions with a case-load of clients, with particular emphasis on the initial and working phases of the relationship. Analysis of process dynamics and nursing interventions takes place under supervision. The course provides students with the opportunity to use the concepts of N350 and N352 in clinical practice. The student will collaborate with other members of the mental health team. Prerequisite or corequisite: 350, 352, and 353 abc. FALL. [2] Staff.

**352. Biobehavioral Aspects of Psychiatric Disorders.** Presents the theoretical basis for the biological and psychopathologic aspects of advanced practice in psychiatric–mental health nursing. Concepts from neurophysiology, neuropsychology, and social sciences are examined for their applications to practice. Major Axis I and Axis II disorders across the lifespan are studied, with emphasis on integration of theoretical knowledge for assessment and treatment. Proficiency in conducting a mental status exam and a neurological or developmental exam is achieved. Lectures and discussion are led by faculty and expert practitioners in various areas. FALL. [3] Staff.

**353a. Theoretical Foundations of Child and Adolescent Psychiatric–Mental Health Nursing.** Provides the theoretical content for diagnosing, assessing, and intervening in functional and dysfunctional patterns of children and adolescents and their families. Case material is provided for use in applying theory, practicing assessment skills, projecting interventions, and evaluating outcomes. Analysis is conducted to determine the most appropriate treatment intervention—individual, family, or group therapy. Prerequisite or corequisite: 350, 352. FALL. [2] Staff.

**353b. Theoretical Foundations of Adult Psychiatric–Mental Health Nursing.** Provides the theoretical content for diagnosing, assessing, and intervening in functional and dysfunctional patterns of adults and their families. Case material is provided for use in applying theory, practicing assessment skills, projecting interventions, and evaluating outcomes. Analysis is conducted to determine the most appropriate treatment intervention—individual, family, or group therapy. Prerequisite or corequisite: 350, 352. FALL. [2] Staff.

**353c. Theoretical Foundations of Geropsychiatric–Mental Health Nursing.** Provides the theoretical content for assessing, diagnosing, and intervening in functional and dysfunctional patterns of the elderly and their families. Case material is provided for use in applying theory, practicing assessment skills, projecting interventions, and evaluating outcomes. Nursing research is discussed as a process for identifying nursing problems and testing interventions relative to the subspecialty. Seminar discussions are led by faculty and/or students. Prerequisite or corequisite: 350, 352. FALL. [2] Kaas.

**354. Theoretical Foundations of Psychiatric–Mental Health Nursing II.** Focuses on the mastery of concepts from group, family, consultation, management, and nursing theories that are the foundation of clinical specialist practice roles. Increased emphasis is on the indirect practice roles of consultation and management and the direct practice roles of group and family psychotherapy. Emphasis is also on the integration of related theories into CNS practice and a nursing conceptual framework. Prerequisite or corequisite: 350 and 352. SPRING. [3] Laben and staff.

**356abc. Practicum in Psychiatric–Mental Health Nursing II.** Course builds on the first advanced practicum course by expanding the student's ability to identify and apply concepts, theories, and principles to larger and more complex groups. In addition, the student gains skill in implementing planned intervention with individuals, families, and groups so that patterns in self and others are identified accurately and with regularity. Caseload management skills are further developed. Prerequisite or corequisite: 353abc, 354. SPRING. [3] Staff.

**357. Theoretical Foundations of Psychiatric–Mental Health Nursing Delivery Systems.** Focuses on the societal, legal, and systems factors that influence advanced practice and the delivery of mental health services to subspecialty populations. Increased emphasis on current practice issues in the subspecialty, including legal, ethical, advocacy, and policy issues related to mental health care throughout the lifespan. Application of standards for utilization review and quality assurance in this time of cost constraints is explored. Prerequisite: 356abc. SUMMER. [3] Staff.

**358abc. Practicum in Psychiatric–Mental Health Nursing III.** Provides the student with the opportunity to synthesize theory and Clinical Nurse Specialist practice roles in a selected setting. Increasing emphasis on the critical analysis of clinical problems and needs of specialty populations. Prerequisite or corequisite: 356abc, 357. SUMMER. [3] Staff.

**359. Women and Addiction.** Enables the student to better understand, recognize, assess, and treat the problems of addiction in women. Addresses the nature of the problem, the way

women grow and develop, family issues, intervention, prevention, treatment, and recovery. SPRING, SUMMER. [3] Hunt.

**360. Theoretical Foundations of Child and Adolescent Primary Care Nursing.** A didactic course presenting knowledge necessary for the practice of primary health care nursing of children and adolescents and delineating the role of the nurse practitioner as provider of primary health care. Includes the principles of health promotion, disease prevention, and assessment and management of common health problems in children and adolescents. Emphasizes the impact of the family on child and adolescent primary health care. FALL. [2] Busby.

**361. Theoretical Foundations of Adult Primary Care Nursing.** A didactic course providing students with the knowledge necessary for the practice of primary health care nursing of adults. Includes principles of health promotion, disease prevention, and the diagnosis and management of common health problems in adults. The family is a focus of the course, and the role of the nurse as a provider of primary care for adults is delineated. FALL. [3] Staff.

**362. Practicum in Primary Health Care of the Child and Adolescent.** Focuses on the physical and psychosocial aspects of health from infancy through adolescence, with emphasis on wellness, management of common health problems, and health education. In the clinical setting, the student applies knowledge acquired in prerequisite courses to assessment of the health status of the child or adolescent and formulation of a plan of care. Clinical conferences explore patient health problems to enhance decision-making ability. Prerequisite: 304ab, 306, 360. SPRING, SUMMER. [2] Busby.

**363. Practicum in Primary Health Care of the Adult.** Clinical practicum focuses on adult health care, with emphasis on health promotion, management of common health problems, and client education. Learners participate in a clinical rotation in adult health care settings that provide the opportunity for health assessment of the adult and formulation of a comprehensive plan of care. They also participate in clinical conferences and discuss various pathophysiological processes encountered with adults and their families, as well as their psychological needs. The role of the nurse practitioner as a primary health care provider in a variety of adult settings is examined. Learners explore relevant resources related to adult health care and apply their findings to the client situation. Prerequisite or corequisite: 304ab, 307, 361. SPRING, SUMMER. [3] Poland.

**364. Family Nurse Practitioner Preceptorship.** A clinical course in which the learner implements the role of the nurse practitioner as a primary care provider. Focus is on health promotion, patient education, and intervention in common health problems. Collaboration with other health care professionals in the provision of primary health care is emphasized. Students may select a clinical area of interest for this experience. Prerequisite: 362, 363. FALL, SUMMER. [4] McIntosh.

**370. Independent Study, Non-Clinical.** Content varies according to individual needs and interest. A contract is made between the student and the faculty sponsor, with copies for the student, the sponsor, the department chairman, and the student's record. [Variable credit: 1-6 each semester]

**371. Independent Study, Clinical.** A program of independent study in a selected area of nursing practice under direction of a faculty sponsor. A contract is made between the student and the faculty sponsor, with copies for the student, the sponsor, the department chairman, and the student's record. [Variable credit: 1-6 each semester]

**372. Courses Offered Jointly with the School of Medicine.** Schedule of courses available in the School of Nursing registrar's office. Prerequisite: consent of the instructor. [Variable Credit]

**373. Directed Study, Research.** A program of study in a selected area of nursing research under direction of a faculty sponsor. A contract is made between the student and the faculty sponsor, with copies for the student, the sponsor, the department chairman, and the student's record. For this course to fulfill a terminal degree requirement, the student must have 375 as a prerequisite and 376 as a prerequisite or corequisite. [Variable credit: 1-6 each semester]

**375. Research Methods.** Uses scientific methods to analyze and reformulate nursing practice problems with emphasis on concepts of quantitative research design. Elements of research critique are taught to promote understanding of published nursing research and research utilization. FALL, SPRING, SUMMER. [3] Staff.

**376. Inquiry in Nursing.** Focuses on the interrelationship between theory, practice, and science from the perspective of the advanced practice nurse. The nature of nursing as a practice-oriented discipline is discussed. Addresses approaches to knowledge generation and testing, including review of common scientific terminology, major research designs, and methods. Considers nursing's disciplinary values and their relationship to science and practice, including ethical requirements for scientific inquiry. Processes of critical appraisal of scientific and clinical literature and of problem formulation in nursing are discussed. SPRING, SUMMER. [3] Staff.

**377. Master's Project.** Topic must be related to student's specialty. Prerequisite: 375; prerequisite or corequisite: 376. [Variable credit: 1-3]

**379. Thesis.** Topic must be related to student's specialty. Prerequisite: 375; prerequisite or corequisite: 376. [Variable credit: 1-3]

**380. Theoretical Foundations of Nursing Administration I.** Integral to sound management practice is the acquisition of theoretical frameworks that explain organizational theories, management models, and decision-making strategies related to health care delivery. In addition to providing a conceptual understanding of management practice, this course focuses on the development of interpersonal skills and effective leadership styles through role preparation, communication theories, and the application of power, influence, and change strategies. Core course for nursing administration track. FALL. [3] Pilon.

**381. Theoretical Foundations of Nursing Administration II.** An application of a contingency model to the systematic assessment and evaluation of elements in a health care organization. The following aspects are included: external environment, purposes and goals, work structures, coordination, people and groups, and managerial technologies and processes. Students evaluate the usefulness of computer applications and information systems for improving managerial efficiency in health care settings. Lecture/seminar. Prerequisite: 380. SPRING. [3] Pilon.

**382. Health Care Marketing.** Elective course designed to give an overview of marketing as it relates to the revolutionized system of health care delivery in a post-DRG environment. Students identify and define a product, establish its price and place, and design promotional implementation strategies. SUMMER. [3] Harshman-Green.

**383. Continuous Quality Improvement: Models and Methods.** Surveys the major conceptual leaders and theoretical underpinnings of the quality improvement movement. Special emphasis on service organizations. Students learn to apply quality improvement models in the workplace. Prerequisite or corequisite: graduate standing. SPRING. [3] 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. SPRING. [3] 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. FALL. [3] Laben.

**388. Administrative Residency.** Provides nursing administration and M.S.N./M.B.A. students an opportunity to work closely with a health care industry leader. The experience is an interactive one; the student is exposed to positive role modeling while contributing to the functioning of the health care agency. Students work on agency designated projects while serving in the resident role. Prerequisite or corequisite: nursing administration students must complete all specialty courses and the theory/research sequence before enrolling; dual degree students must complete 380, 381, and graduate statistics before enrolling and take 308 and 387 as corequisites. SUMMER. [4] Pilon.

**389. Case Management Seminar.** Case management methodology is explored from its earliest history in social work to the various models currently employed in health care. Comparisons are made among acute care, community-based, and insurance models. The development, implementation, and use of critical pathways to monitor and achieve outcomes of care is critically examined. Prerequisite or corequisite: graduate standing; completion of all theoretical foundation courses and at least one clinical course within the specialty for clinical students; completion of all theoretical foundation courses and N385 for administration students. SUMMER. [2-3] Pilon.

**390. Dimensions of Scholarly Exposition.** Elective course designed to improve students' abilities in scholarly writing. Each student will prepare an article and submit it to a selected nursing journal. Offered on a Pass-Fail basis. FALL, SPRING, SUMMER. [3] Lancaster.

**391. Martha Rogers: Science of Unitary Human Beings.** Offered on a Pass-Fail basis. Prerequisite: 308. [2] (Not offered 1993/94)

**392. Interdisciplinary Geriatric Mental Health.** Focuses on interdisciplinary issues related to mental health care of the elderly. Because of the importance of working together in providing adequate mental health care, students from various disciplines will have the opportunity to observe and work in interdisciplinary teams. Emphasis is on social policy that effects the access and delivery of mental health care services for the aged across disciplines. Prerequisite or corequisite: graduate status or consent of instructor. SPRING, SUMMER. [2-3] Kaas and Norman.

**393. Ethics and Health Care.** Consists of didactic content related to ethical theory and moral discourse. Emphasis on ethical principles, application of ethical theory to clinical situation, and the roles of the professional in ethical/moral situations. Students taking the course for 3



hours will have the opportunity to do in-depth study of ethics as applied to health care policy. Prerequisite: 254. SUMMER. [2-3] Pace.

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

**395. Mental Health Concerns in Non-Psychiatric Settings.** Focuses on management of selected behavioral problems common in non-psychiatric health care settings. Content includes identification of problems, interviewing, assessment, differential diagnosis, intervention strategies, interdisciplinary collaboration, documentation, and legal issues. Prerequisite: graduate standing and admission to a specialty program. SPRING or SUMMER. [3] Staff.

**396a. Special Topics Nursing: Physiology.** Elective course for students who wish to study body systems and physiological processes not presented in Nurs 306. Serves as a supporting cognate for graduate students enrolled in selected advanced clinical nursing courses. Prerequisite: 306 or consent of instructor. SPRING or SUMMER. [2-3] Lancaster.

**396b. Special Topics Nursing: HIV/AIDS.** Consists of didactic content related to care of persons with HIV/AIDS. Enables the student to explore roles of the nurse in advanced practice HIV/AIDS arenas, understand the pathophysiologic processes underlying HIV infection, evaluate the rationale for the effects of current treatment modalities and analyze the interrelationships among the physical, psychosocial, spiritual, and political realms associated with the disease. Students taking the course for 3 hours credit will write an in-depth scholarly paper pertaining to an area of interest in HIV/AIDS nursing. FALL. [2-3] Pace.

**396c. Special Topics Nursing: Childhood and Death.** Seminar designed to provide students with structured means of understanding and explaining the conceptual and empirical literature on the development of a child's concept of death, death anxiety in children, the impact of the death of a child on the family unit, patterns of grief and mourning in children and adults, caregiver response to the death of a child, and cultural influences on the response to death. Emphasis is on the student's ability to critique the literature and to integrate the behavioral and developmental concepts with practice situations. SPRING or SUMMER. [3] Holaday.

**397. Interdisciplinary Management of Pain.** Provides the student with an understanding of the multidimensional nature of pain across the lifespan. Students explore assessment and management of pain related to acute disease processes, chronic illness, and cancer, with emphasis on appropriate application of assessment and intervention strategies. Students identify and critically examine theories and research related to interventions for pain management. The roles of a variety of health care providers in managing pain will be addressed. Prerequisite or corequisite: 375 or consent of instructor. SUMMER. [3] Wells.

## Preceptorships

Some specialties have a required preceptorship; students and faculty share the responsibility for locating preceptorship sites. Guidelines for selecting an appropriate site are available from the Specialty Director. Students register for a preceptorship at the beginning of the semester.

## Related Courses

Students in the Nursing Administration Specialty select two courses at the Owen Graduate School of Management and/or at Peabody College. They may select courses in a number of areas such as finance, accounting, economics, information systems, health care organization, ethics, marketing, organizational culture, administrative theory, personnel management, and negotiation. Selection is based primarily on student interest, with faculty guidance.

## Doctoral Nursing Courses

**NRSC342. Theory Development in Nursing.** Exploration of theory from philosophical and analytic perspectives, emphasizing evaluation of established and emerging conceptual systems in nursing with implications for research. Provides knowledge and experience in stages of theory development. FALL. [3] Holaday.

**NRSC351. Scientific Basis of Nursing Therapeutics.** Critical approval of the scientific basis for commonly used interventions in nursing care. Interventions pertinent to a nursing problem in the student's field are selected for evaluation. Use of meta-analysis, randomized trial, and program evaluation research strategies are discussed. SUMMER. [3] Staff.

**NRSC363. Human Responses in Health and Illness.** Critical analysis of factors known to influence human responses in health and illness states, as well as theoretical orientations guiding research on human health and illness. Students analyze existing scientific knowledge in chosen field of study. SPRING. [3] May.

**NRSC365. Family Adaptation in Health and Illness.** Exploration and analysis of current theoretical and empirical approaches to understanding factors that affect health status of families, especially childbearing and child-rearing families and those with members who have chronic illnesses or conditions. Seminar is topical in nature, with presentations by faculty investigators, visiting faculty, and students. [3] May. (Offered fall 1994)

**NRSC392. Comparative Research Methods.** Analysis of descriptive, theory-generating, experimental, and quasi-experimental designs, focusing on strengths, limitations, assumptions, and appropriate use in nursing research. Particular attention paid to emerging and innovative approaches to design and methods in nursing and related fields. SPRING. [3] Wallston.

**NRSC395. Research Practicum.** Individualized student research experience on faculty projects for the purpose of acquiring practical knowledge and skills in the conduct of research. Students function as a member of faculty research team in an area appropriate to the student's selected focus. FALL, SPRING, SUMMER. [Variable credit: 1-3] Staff.





# 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.

For information concerning academic rules and regulations for the Ph.D. program, consult the *Graduate School Catalog*.

## *Nursing Honor Council*

The Honor Council is an organization that seeks to preserve the integrity of the Honor Code. The membership consists of student representatives from the M.S.N. and Bridge levels. Representatives serve for one year from September through August. Officers of the council must be full-time students in good standing. Alternates are elected to serve in the absence of representatives.

## **Preregistration**

Each semester, at a time specified in the calendar, all students are required to confer with their academic advisers and preregister for courses for the next semester. Priority for available space in a course is given to students who preregister. Students are requested to have alternatives for any course that may not be obtainable. During preregistration, students should check carefully with their faculty advisers concerning progress toward completing degree requirements and make the necessary revisions in their program of studies. Advanced scheduling, or preregistration, is not a substitute for registration.

## **Orientation**

An orientation meeting is held each fall prior to the registration period to acquaint new and continuing students with the school environment.

The Associate Dean may call additional class meetings throughout the year as needed.

A spring orientation is designed for students who enter in the spring semester.

### Registration

Formal registration takes place at the beginning of each semester. Pre-registration for subsequent semesters takes place at mid-semester for enrolled students. A student who preregisters or registers late is charged a \$30 late registration fee.

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

1. Active Tennessee licensure if the student is a Registered Nurse.
2. Adequate hospitalization insurance coverage either through the University insurance plan or by another policy. See the section on the University's Hospitalization Insurance Plan in the front of this catalog for further details.
3. Current CPR certification for both adult and child (health care provider preferred).
4. Student Health clearance for the following:
  - a. Negative results of either tuberculin skin test or chest X-ray taken annually.
  - b. MMR is required of all students born after 1956. For students born before 1957, documentation of Rubella immunity (Rubella antibody titer) or Rubella vaccination is required.
  - c. Hepatitis B vaccination (3-part series) except direct entry Nursing Administration students.
  - d. Diphtheria/tetanus.
  - e. Varicella titer.
  - f. Other immunizations, titers, or tests as required by clinical agencies.

The School of Nursing requires continuous registration of all degree candidates. Responsibility to maintain registration rests with the student. To retain student status, the student must register each fall, spring, and summer semester or secure an approved leave of absence. Students who are registered for zero hours of Thesis (N379) or Master's Project (N377) or students who are satisfying requirements for an incomplete grade are considered degree candidates. Students registering for zero hours or only completing an incomplete grade are charged one-half credit hour tuition.

Out-of-town students may register by mail for required thesis or master's project credit each semester until the thesis or master's project is completed. Students are responsible for writing the School of Nursing registrar each semester to request registration materials.

All matriculated students must take a minimum of 6 semester hours each semester. Post-master's students continue to be allowed to take three

or more hours each semester in an approved, planned program of studies. Special students are an exception; by virtue of their non-matriculated status, they will still be able to take three hours a semester until two courses (6-7 hours) have been completed. Other exceptions may be requested by written petition to the chair of the Student Admissions and Academic Affairs Committee.

### **Calendar**

The official calendar of the School of Nursing is printed at the front of this catalog. A detailed calendar for each semester is distributed at registration. Students are expected to be familiar with these dates and to conform to them. The Vanderbilt Register, issued weekly by the Office of News and Public Affairs, contains notices of all events and announcements pertaining to the University community. It is the responsibility of the student to keep informed of any event or announcement applicable to the School of Nursing. Failure to know of an officially required event is not an excuse for non-attendance.

### **Faculty Advisers**

Each student will be assigned a faculty adviser who will assist with planning a program of studies. The complete program should be approved within the first semester of enrollment. The Director of Student Affairs serves as adviser to special students.

### **Program of Studies**

During the first semester of study, all students must file an approved program of studies with the associate dean's office. 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 associate dean's office. 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 associate dean's office.

Part-time students must follow the planned part-time program of study. Students unable to enroll for six hours per semester must petition the Student Admissions and Academic Affairs Committee in writing for a waiver. Students enrolling for fewer than six hours per semester and those taking a leave of absence may be unable to take clinical courses in their planned sequence.

Students who wish to alter the required program of studies may petition to do so by giving justification for the request and proposing an alternative program of study, which must be approved by the academic adviser, specialty director, and Associate Dean.

### Declaration of Specialty

Students admitted into the Bridge program must formally declare their specialty by 15 February 1994, 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

*Dropping a Course.* The first five class days of the semester are allocated for necessary changes of course. A fee of \$10 is charged for each course change.

Courses may be dropped without entry in the final record within two weeks of the first day of classes. Courses may be dropped only after consultation with the student's adviser and the course instructor. Dropping a course may affect the sequencing of the program of study and may change the student's expected date of completion of course work.

*Withdrawing from a Course.* Students may withdraw from courses and receive the grade W (withdrawal) according to the date published in the University Calendar. *If the course in question is a nursing course, the student will receive the grade W (withdrawal) if less than half of the course has elapsed. Students may not withdraw from a course after the published date in the University Calendar or after the course is half completed.* If the course is taken outside the School of Nursing, grade regulations of the appropriate school will apply.

### Audit Courses

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

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

### Pass-Fail Courses

Only elective courses may be taken Pass-Fail. Grades of C or above are recorded as *Pass*.



The grade *Pass* is not counted toward grade point averages. The grade of *F* applies as in any other course; although an *F* earns zero hours, the hours attempted are counted in calculating the grade point average. A student who has a choice about taking a course for a grade or Pass-Fail may register on a Pass-Fail basis or may change to Pass-Fail basis within one month of the first day of classes. After this time, one may change from a Pass-Fail to a letter grade basis according to the dates published in the University calendar, but not vice-versa.

### **No-Credit Courses**

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

### **Class Attendance**

At the beginning of the semester the instructor will explain expectations for attendance and participation for a course and their influence on the evaluation process.

### **Course Load**

The unit of measure of the student's work load is the semester hour. All references to credit hours are semester hours.

The normal schedule for which basic tuition is charged is 12 to 18 hours per semester. A student who wishes to carry more than 18 hours must secure authorization from the Associate Dean before registration. Additional tuition is charged for each hour over 18. Students who elect to attend the program part time must follow the planned part-time program of study. Part-time students must take a minimum of 6 hours.

### **Examinations**

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

A final examination schedule for Bridge courses is issued for each term, allowing two hours for a final examination in each course. Each in-class final examination must be given at the time indicated on the schedule.

A number of alternatives to standard in-class examinations are permitted at the instructor's discretion. These include take-home and self-scheduled examinations, oral examinations, and term papers. A course may

have no final examination at all if there are adequate opportunities for evaluation during the semester. A take-home, self-scheduled, or oral examination should be approximately equivalent to an in-class examination. Final examinations must be conducted during the final examination period at the end of the seven-week module or at the end of the semester.

Any student more than fifteen minutes late to an examination must present a satisfactory excuse. No student will be admitted after the first hour.

### Grade Reports

Students are notified of mid-semester deficiencies by conference and in writing; copies of the notice are sent to the student's faculty adviser and the registrar of the School of Nursing. Students receiving mid-semester deficiencies are encouraged to meet with the course instructor and their faculty adviser to identify resources available to assist in successfully completing the course.

A final grade recorded by the University registrar may be changed only upon written request of the instructor.

### Program Evaluation

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

### Leave of Absence

Leaves of absence are granted for one semester or one year. Leave of absence forms are available from the office of the School of Nursing registrar. Students must attach a change in program form to the leave of absence form. Leaves must be approved by the academic adviser and the Associate Dean. Time spent on leave of absence is included in the total time taken to complete the degree. Since the program runs year round, students must take a leave of absence for any semester they are not in attendance. Students are ineligible for a leave of absence if they have a grade of *I* (Incomplete) or *M* (Missed a final examination) for the previous semester. At the end of the leave of absence, the student must notify the registrar in writing of the intent to return or not to return. A student failing to register at the conclusion of the stated leave period is withdrawn from the University and must reapply for admission unless the leave is extended by the Associate Dean. Those without authorized leave who do not register are dropped from the rolls and are not considered current students. If they wish to resume study in the School of Nursing, they must reapply for admission.

## Transportation

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

## Uniform

The uniform worn in the clinical area serves to identify students in the Bridge program. Bridge students are required to have at least two white uniforms with the Vanderbilt University School of Nursing insignia sewn on the left sleeve. Female students wear white stockings and white regulation uniform shoes. Male students wear white socks and white regulation uniform shoes. A cap is not considered part of the uniform.

A student identification badge, available through the School of Nursing, is always worn when the student is in the clinical area. Some clinical situations require a white laboratory coat, street clothes, or a hospital-provided uniform.

Accessory items needed are a watch with a second hand; ball-point pens with blue, black, red, and green ink; bandage scissors; and a stethoscope. The only jewelry that may be worn with the uniform is a watch, a wedding band, small earrings for pierced ears, and pins designating professional organizations.

The uniform for M.S.N. students varies by specialty. The faculty designates appropriate professional apparel for students taking specialty nursing courses. A student identification badge is always worn when the student is in a clinical area.

Students in uniform are expected to be well groomed at all times.

## Academic Standards: Bridge Students

### *Class Standing*

Students admitted to the Bridge program are considered Bridge students while enrolled in 200-level nursing courses.

### *Grading System*

All work is graded by letters, interpreted as follows:

|           |                                    |
|-----------|------------------------------------|
| A+, A, A- | 4.0 grade points per semester hour |
| B+, B, B- | 3.0 grade points per semester hour |
| C+, C, C- | 2.0 grade points per semester hour |
| D+, D, D- | 1.0 grade points per semester hour |
| F         | 0.0 grade points per semester hour |
| W         | Withdrawal                         |

Plus and minus points are not calculated into the grade point average in the School of Nursing. It should be noted that *D* is not considered a

passing grade in any nursing course. All *D* and *F* grades are counted in the computation of grade point ratios, unless the student repeats the course and earns a passing grade.

*M: Missing a final examination.* The designation *M* is given to a student absent from the final examination who has communicated with the instructor about the absence in advance. The grade *F* is given if the student could not have passed the course even by passing the final examination or if the instructor was not notified. The final examination must be taken at a time designated by the instructor. The grade *M* must be removed in the next semester or the grade will automatically be converted to *F*.

*I: Incomplete.* Students for whom an extension has been authorized receive the grade *I*, which stands until the work has been made up. The course coordinator or instructor who authorizes the extension confers with the student to establish a final time limit for completion of the missing work. Copies of the agreement are given to the student, the instructor, and the registrar of the School of Nursing. The grade *I* must be removed in the next semester or the grade will automatically be converted to *F*.

Essays, book reviews, papers, laboratory reports, etc., must be turned in no later than the last day a particular class meets or earlier if so specified by the instructor. The grade for work not done in compliance with this schedule is zero unless an extension has been granted. The student must present a petition for an extension to the course coordinator or instructor at least a day before the work is due, and the petition must be endorsed by the instructor.

### *Repeat Courses*

Students enrolled in the generalist nursing component of the Bridge program may repeat any course creditable toward the degree, with the following exceptions:

1. A course taken in the School of Nursing may not be repeated outside the school for credit toward the degree.
2. Nursing courses may be repeated only once.
3. Courses with a clinical component for which a grade of *C* or better was earned may be repeated if space is available.

Courses taken for a letter grade may not be repeated on a Pass-Fail basis, nor may a grade indicating withdrawal or incomplete work be counted in place of a letter grade. Only the latest grade counts in calculation of the grade point average and progress toward a degree.

### *Probation*

All students are expected to maintain a 3.0 grade point average each semester. The academic performance of students is reviewed at the end of each semester. Students are placed on academic probation unless they earn a 3.0 average each semester.

A student in the Bridge component may be placed on probation only once. If the student's record in another semester warrants probation, the student will be dismissed. A student who is not making satisfactory progress toward the degree may be advised to withdraw or go on leave of absence or may be dismissed from the School of Nursing. When a student is placed on or removed from probation, letters are sent to the student and the student's adviser.

If a student cannot improve his or her grade point average because the needed course cannot be repeated in the following semester, the student will be continued on probation if satisfactory completion of the course will give the student a 3.0 grade point average.

### *Progression*

To progress from the Bridge component to the specialist nursing component, students must (a) complete 46–47 hours of the generalist component with at least a C in each course, and (b) earn at least a 3.0 cumulative grade point average.

Most required nursing Bridge courses are sequential, and a student who fails to pass such a course cannot progress in the nursing curriculum. A student seeking a waiver of this policy must submit a written request to the Student Admissions and Academic Affairs Committee for an exception to the rule.

As the School of Nursing is a professional school, the faculty may, for the purposes of evaluation, render opinion on the student's total ability. A student's promotion in the program is determined by the Student Admissions and Academic Affairs Committee at the end of each semester. The committee, on the recommendation of the student's instructors, specialty coordinator, and/or academic adviser, promotes only those students who have demonstrated personal, professional, and intellectual achievement consistent with faculty expectations at the student's particular stage of professional development. Students who are deficient in a major area or areas will be required to repeat course/clinical work or to complete additional efforts satisfactorily in order to remedy deficiencies. Students deficient in a major undertaking or who demonstrate marginal performance in a major portion of their work may be denied further enrollment.

### **Academic Standards: M.S.N. Students**

#### *Class Standing*

Students who enter the School of Nursing with a B.S.N. degree are classified as M.S.N. students. Students who have successfully completed the Bridge component are also classified as M.S.N. students when they enroll in 300-level nursing classes.

### Grading System

All work is graded by letters, interpreted as follows:

|           |                                    |
|-----------|------------------------------------|
| A+, A, A- | 4.0 grade points per semester hour |
| B+, B, B- | 3.0 grade points per semester hour |
| C+, C, C- | 2.0 grade points per semester hour |
| F         | 0.0 grade points per semester hour |
| W         | Withdrawal                         |

All *F* grades are counted in the computation of grade point ratios unless the courses in which those grades were earned are retaken with passing grades.

*M: Missing.* The designation *M* is given to a student absent from the final examination who has communicated with the instructor about the absence in advance. The grade *F* is given if the student could not have passed the course even by passing the final examination or if the instructor was not notified. The final examination must be taken at a time designated by the instructor.

*I: Incomplete.* Students for whom an extension has been authorized receive the grade *I*, which stands until the work has been made up. The course coordinator or instructor who authorizes the extension confers with the student to establish a final time limit for completion of the missing work. Copies of the agreement are given to the student, the instructor, and the registrar of the School of Nursing.

Essays, book reviews, papers, laboratory reports, etc., must be turned in no later than the last day a particular class meets or earlier if so specified by the instructor. The grade for work not done in compliance with this schedule is zero unless an extension has been granted. The student must present a petition for an extension to the course coordinator or instructor at least a day before the work is due, and the petition must be endorsed by the instructor.

### Repeat Courses

Students enrolled in the specialist nursing component are required to earn a minimum grade of *C* in the research/theory component (308, 375, 376). Students who earn *C* grades in these courses, however, must have sufficient grade points to maintain a cumulative grade point average of *B*, or a 3.0 on a 4.0 scale.

Students who do not earn at least a *B* in a specialty course with a clinical component must repeat that course.

Nursing courses may be repeated only once. Courses taken for a letter grade may not be repeated on a Pass-Fail basis, nor may a grade 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*

Students are expected to maintain a 3.0 grade point average each semester. The academic performance of M.S.N. students is reviewed each semester.

Students in the specialist nursing component must earn at least a 3.0 grade point average each semester and at least a *B* in each course that contains a clinical component. A student in the specialist component who has not met these requirements may be placed on probation if the faculty has reason to expect successful performance in succeeding work. A student in the specialist component may be placed on probation only once. If the student's record in another semester warrants probation, the student will be dismissed. A student who is not making satisfactory progress toward the degree may be advised to withdraw or go on leave of absence or may be dismissed from the School of Nursing. When a student is placed on or removed from probation, letters are sent to the student and the student's adviser.

### *Progression*

Most required specialist nursing courses are sequential, and a student who fails to pass such a course cannot progress in the nursing curriculum. Students who earn less than a *C* in N306, 308, or 375 are not able to enroll in their final specialty clinical course until N306, 308, or 375 has been successfully repeated.

A student seeking a waiver of course sequence must submit a written request to the Student Admissions and Academic Affairs Committee.

As the School of Nursing is a professional school, the faculty may, for the purposes of evaluation, render opinion on the student's total ability. A student's promotion in the program is determined by the Student Admissions and Academic Affairs Committee at the end of each semester. The committee, on the recommendation of the student's instructors, specialty director, and/or academic adviser, promotes only those students who have demonstrated personal, professional, and intellectual achievement consistent with faculty expectations at the student's particular stage of professional development. Students who are deficient in a major area or areas will be required to repeat course/clinical work or to complete additional efforts satisfactorily in order to remedy deficiencies. Students deficient in a major undertaking or who demonstrate marginal performance in a major portion of their work may be denied further enrollment.

### **Eligibility for Registered Nurse (R.N.) Licensure**

Students are eligible to apply to the National Council on Licensure Examination to become a Registered Nurse (NCLEX-R.N.) upon meeting the requirements specified by the Tennessee State Board of Nursing and upon recommendation by the faculty and the Dean, when the following

requirements have been met: (a) completion of the bridge portion of the curriculum; (b) completion of 9 hours of graduate coursework required for the M.S.N.; and (c) good academic standing (grade point average of 3.0 or above).

Students who are not successful on the first writing of the NCLEX-R.N. are subject to immediate withdrawal from courses with a clinical component. Once an R.N. license is obtained, the student may enroll in courses with a clinical component.

Students who are not Registered Nurses are required to take examinations specified by the associate dean to prepare for the NCLEX-R.N. Students will be billed for the examinations through their student accounts.

### **Change of Address and Telephone Number**

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

### **Graduation**

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

### **Commencement**

To participate in the commencement ceremony, a student must have completed all degree requirements. The University holds its annual commencement ceremony in May, at the end of the spring semester. A student completing degree requirements will be officially graduated, however, at the close of the semester in which the degree is earned, with such graduation recorded on the student's permanent record. Students who graduate at the close of summer school or the fall semester are encouraged to join spring graduates in the next graduation ceremony. Those unable to do so may receive their diplomas by mail.

### **Terminating Disciplinary Actions**

A student who is not making satisfactory progress toward a degree may be advised to withdraw or go on leave of absence, or may be withdrawn or dismissed from the University.

When asked to withdraw, the student meets with the Associate Dean and determines whether or not to return. Suspension is for either an indefinite or a stipulated period. If the latter, the student may return at the



end of the period; if the former, the student is eligible to return after giving the Student Admissions and Academic Affairs Committee substantial evidence of preparation to carry on studies successfully. A student who has been dropped may apply to the Student Admissions and Academic Affairs Committee for readmission after an intervening period of not less than one semester. The committee will consider such cases on presentation of substantial evidence of a responsible and successful period of work or study during the intervening period. A former student having successfully completed a tour of duty in the armed forces will be classified in this category. There is no guarantee, however, that a student will be readmitted. This will depend on (a) the faculty's evaluation of the likelihood of the applicant's successful performance in succeeding work; (b) the competition of other applicants; and (c) class space available.

A student readmitted after having been advised to withdraw, or after having been suspended or dropped, is on probation during the first semester back in residence.

### **Student Complaint and Grievance Procedure**

Faculty members welcome the opportunity to work closely with students to facilitate learning and assist in meeting course objectives. The student should first discuss any concerns regarding an instructor or a course with the instructor involved. If further discussion is needed, the student should contact the course coordinator. If the problem persists, the student should then make an appointment with the chair of the department responsible for the course and should bring a written statement of the problem or grievance to the meeting. If the problem is still unresolved, the student should ask the Associate Dean for assistance.

Additional information on complaint and grievance procedures can be found in the *Student Handbook*.

### **Withdrawal from the University**

Students planning to withdraw from the University should see the School of Nursing registrar to initiate proper procedures.



# Honors and Awards



## **Sigma Theta Tau**

The Iota chapter of Sigma Theta Tau, international honor society of nursing, was installed at Vanderbilt University on 3 June 1953. Sigma Theta Tau is professional rather than social, and its purpose and functions may be compared to other honor societies. Sigma Theta Tau is a member of the Association of College Honor Societies.

Election to membership in the society is limited to students who have shown marked qualities of character, leadership, and ability in nursing and who have maintained a high scholastic average. Students in the direct entry M.S.N. program are eligible for membership after having completed 10 semester hours of the required curriculum. Students in the Bridge program are eligible for membership after having completed 22 hours of the required Bridge curriculum.

## **Founder's Medal**

The Founder's Medal, signifying first honors, was endowed by Commodore Cornelius Vanderbilt as one of his gifts to the University. The Founder's Medal is conferred annually upon the graduating student in the School of Nursing who, in the judgment of the faculty, has achieved the strongest record in the areas of professional and academic performance in meeting the requirements for the Master of Science in Nursing degree.

## **Amy Frances Brown Prize for Excellence in Writing**

This prize is awarded each year there is a worthy candidate among the graduates of the School of Nursing. The selection is based upon papers submitted to meet course requirements in either the Bridge or specialist nursing component of the curriculum.

## Honor Scholarships

Vanderbilt's highly competitive Honor Scholarship program is based on academic merit. Three full Honor Scholarships are awarded each year in recognition of exceptional accomplishment and high promise in the field of nursing. Several partial honor- and need-based scholarships are also available.

## Full Scholarships

THE HAROLD STIRLING VANDERBILT (HSV) SCHOLARSHIP honors the memory of the great-grandson of Commodore Cornelius Vanderbilt and president of the University's Board of Trust from 1955 to 1968. The scholarship covers full tuition for three semesters. Selection is based on academic excellence and potential for contribution to the Nursing profession; financial need is not a criterion.

THE JULIA HEREFORD ALUMNI SCHOLARSHIP is awarded annually through the generosity of the Julia Hereford Society and the Julia Hereford Endowed Alumni Scholarship FUND. Recipients are selected by a committee of faculty members and alumni. Written application is required.

THE C. W. KEMPKAU SCHOLARSHIP is awarded to an outstanding Bridge student in each entering class. This scholarship continues through the second year of study, thus awarding the top entering student full support throughout his or her educational experience at Vanderbilt.

## Partial Scholarships

THE LILLIAN CARY SCHOLARSHIP is awarded to an M.S.N. student in the Family Nurse Practitioner Specialty. Selection is based on academic merit and financial need.

THE FRANCES HELEN ZIEGLER TUNNELL GRADUATE HONOR SCHOLARSHIP was endowed through the will of this former dean of the School of Nursing and is awarded to a meritorious student with financial need.

THE BARNES SCHOLARSHIP was established by Mr. and Mrs. Mel Barnes and is awarded annually to a deserving perinatal student in the maternal/fetal area.

THE GEORGE R. BURRUS MEDICAL SCHOLARSHIP FOR NURSES was established by a contribution from Dr. George R. Burrus for a worthy student in the School of Nursing.

THE JOE C. DAVIS SCHOLARSHIP FUND is supported by the Joe C. Davis Foundation. Preference is given to non-R.N. Bridge students.

THE GLASSCOCK SCHOLARSHIP was established by Dr. Michael E. Glasscock. Preference is given to R.N. students returning to school via the Bridge program.

THE EDWARD T. GOLDSTEIN SCHOLARSHIP was established by Dorothy S. Goldstein in memory of her husband and is awarded to minority students.

THE HALEY AWARD was endowed through a bequest from James H. Haley, Jr., to help support a worthy student in the School of Nursing.

THE WILLIAM RANDOLPH HEARST ENDOWED SCHOLARSHIP is awarded to minority students on the basis of merit and need.

THE FRANCES M. HOUSTON SCHOLARSHIP FUND was established by George M. Houston to honor his wife. Preference is given to students from Cannon County, Tennessee, or surrounding counties (Coffee, DeKalb, Rutherford, Warren, Wilson).

THE SAMMIE S. SHAPIRO-RACHAEL S. KELLY SCHOLARSHIP was established by bequests from the estates of these two sisters, both Vanderbilt alumnae, and is supported by

contributions from members of their family. It is awarded annually to a worthy and needy student.

THE ELIJAH NEVINS KIRKPATRICK SCHOLARSHIP is supported by the Frank Godchaux III family, in memory of Mr. Kirkpatrick, a Vanderbilt alumnus and father of Mrs. Godchaux. It is awarded annually to students demonstrating both exceptional merit and financial need.

THE KATHLEEN SUZANNE NELSON SCHOLARSHIP FUND was endowed through a bequest from Dr. Robert A. Nelson, Jr., in memory of his daughter, a 1975 M.S.N. graduate of the School.

THE VALERE POTTER SCHOLARSHIP FUND was established originally by a gift from the late Valere Blair Potter. This scholarship is awarded annually to second-year bridge students demonstrating exceptional merit and financial need.

THE LAURA CATHERINE RANKIN MEMORIAL SCHOLARSHIP was established in Laura's memory by her parents, Mr. and Mrs. Allan Rankin, family, and classmates. The award rotates between the school's two departments. In 1993-1994, a deserving student pursuing a specialty in the Family and Health Systems Department will be the recipient.

THE HILLIARD TRAVIS SCHOLARSHIP FUND is supported by the generosity of Mr. and Mrs. Hilliard Travis. Several awards are made each year to students in specialties that involve nursing care for children of any age, from neonate through adolescent.

THE FRANCES PHILLIPS WARD SCHOLARSHIP was established in memory of the late Frances Ward by her family and friends. A scholarship award is made to a student in the adult health specialty, with preference to a student focusing on oncology nursing.

THE LETTIE PATE WHITEHEAD SCHOLARSHIP FUND is supported by the Lettie Pate Whitehead Foundation. The awards are given to first-year female bridge students from southern states.



# Financial Information



## Tuition and Fees

The Master of Science in Nursing degree is a three-semester program entered directly; entered through the Bridge it requires six semesters. Bridge and M.S.N. students attend fall, spring, and summer sessions.

Tuition for 1993/94 is \$6,720 per semester, fall, spring, or summer session, for a schedule of 12 to 18 hours. Students enrolled for fewer than 12 hours or more than 18 are charged \$560 per credit hour.

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

The charge for students registered for zero hours of Thesis (N379) or Master's Project (N377) is one-half (0.5) credit hour of the posted hourly tuition. Registration and payment of fees retains student status.

Students taking an incomplete or having a missing grade in a course register for zero hours until removal of the incomplete grade. The charge for each course in which an incomplete is recorded is one-half (0.5) credit hour of the posted hourly tuition. Registration and payment of fees retain student status.

For information concerning tuition for the Ph.D. in Nursing Science, see the *Graduate School Catalog*.

## Payment of Tuition and Fees

Tuition, fees, and all other University charges incurred prior to or at registration are due and payable at registration. All charges incurred after registration are due and payable in full by the last day of the month in which they are billed to the student. If payment is not made within that time, cancellation of V-Net (long distance telephone) access may result and additional charges to dining accounts may be prohibited. Students who withdraw from the University for any reason after the beginning of a term may be entitled to a partial refund in accordance with a schedule available in the Office of Student Accounts. No refunds are made after the eighth week of classes in any semester.

### Tuition Payment Programs

Tuition payment programs are available through the Richard Knight Tuition Payment Plans. Pamphlets describing these plans are available on request from the Office of Student Accounts or the Office of Financial Aid.

### Late Payment of Fees

Charges not paid at the time of registration will be automatically deferred (the Office of Accounting may refuse to allow a deferment if in its judgment the deferment is unwarranted), and the student's account will be assessed a monthly late payment fee of \$1.50 on each \$100 that remains unpaid after registration (\$5 minimum). An additional monthly late payment fee will be assessed unless payment is received in full on or before the last day of the month in which the student is billed. Late payment fees will continue for each month thereafter based on the outstanding balance unpaid as of the last day of each month. All amounts deferred are due not later than 30 November for the fall semester, 30 April for the spring semester, and 31 July for the May and summer sessions.

### Financial Clearance

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

### Required Fees (1993/94)

|  |       |
|--|-------|
| Application  | \$ 50 |
| Matriculation (nonrefundable)  | 200   |
| Student activities and recreation fees                                       | 193   |
| Laboratory fee for N160a   | 35    |
| Laboratory fee for N160b   | 35    |
| Laboratory fee for N200  | 35    |
| Laboratory fee for N203  | 10    |
| Laboratory fee for N296  | 10    |
| Laboratory fee for N304 (for Nurse Practitioner and Perinatal students only) | 50    |
| Laboratory fee for N331a   | 50    |
| Laboratory fee for N331b   | 50    |
| Liability insurance coverage   | 30    |
| Thesis binding (two copies if thesis is chosen)                              | 40    |



**Other academic fees (1992/93)**

|                                  |     |
|----------------------------------|-----|
| Hospitalization insurance        | 672 |
| Late registration                | 30  |
| Change of course                 | 10  |
| Mosby AssessTest (non-R.N. only) | 35  |

Expenses for books and supplies will vary by specialty. Equipment such as tape recorders and diagnostic sets will be required for certain specialties.

Hepatitis B vaccine is available, at student expense, through the Student Health Service. The charge for Hepatitis B Vaccine in 1992/93 was \$149.

**Activities and Recreation Fees**

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

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

**Transcripts**

Academic transcripts are supplied by the University Registrar on written authorization from the student. A fee of \$2 is charged for each transcript. Transcripts are not released for students with delinquent accounts.

**Professional Liability Insurance**

Students will be automatically covered with professional liability insurance. Payment of premium is required of all enrolled nursing students at the time of registration. Payment of premium is required regardless of any other professional liability coverage the student might have, even for students taking only didactic courses. The policy covers only practice as a nursing student and does not extend to coverage of nursing practice outside of the student role.

The annual premium is payable in addition to tuition. Details of the policy are available at the University's student insurance office, and students are encouraged to familiarize themselves with policy details and their responsibility in regard to insurance coverage.

### **Thesis/Master's Project**

Students who elect to complete a thesis or master's project are required to register each semester from the time of committee and adviser selection until final approval of the completed thesis or project. Students who fail to register each semester are automatically withdrawn from the University and will have to reapply for admission.

Students completing a thesis are expected to provide two bound copies for deposit in the Medical School library.

Students who enter with a B.S.N. are required to complete their thesis or master's project within three years of registering for their first course. Students who enter through the Bridge program are required to complete their thesis or master's project within five years of their first registration.

### **Employment Opportunities for Spouses**

Nashville affords employment opportunities common to an industrial, business, and educational center. Major employers include Vanderbilt University, two national insurance companies, and the state government. Numerous opportunities for employment in the health care industry exist in the Medical Center and in local hospitals and community health agencies.

Every effort is made to find a position within the University for spouses of students. Interested spouses should make inquiry at the Vanderbilt Employment Center, Box 160 Peabody Station, Nashville, Tennessee 37205, (615) 322-8300.

## **Financial Aid**

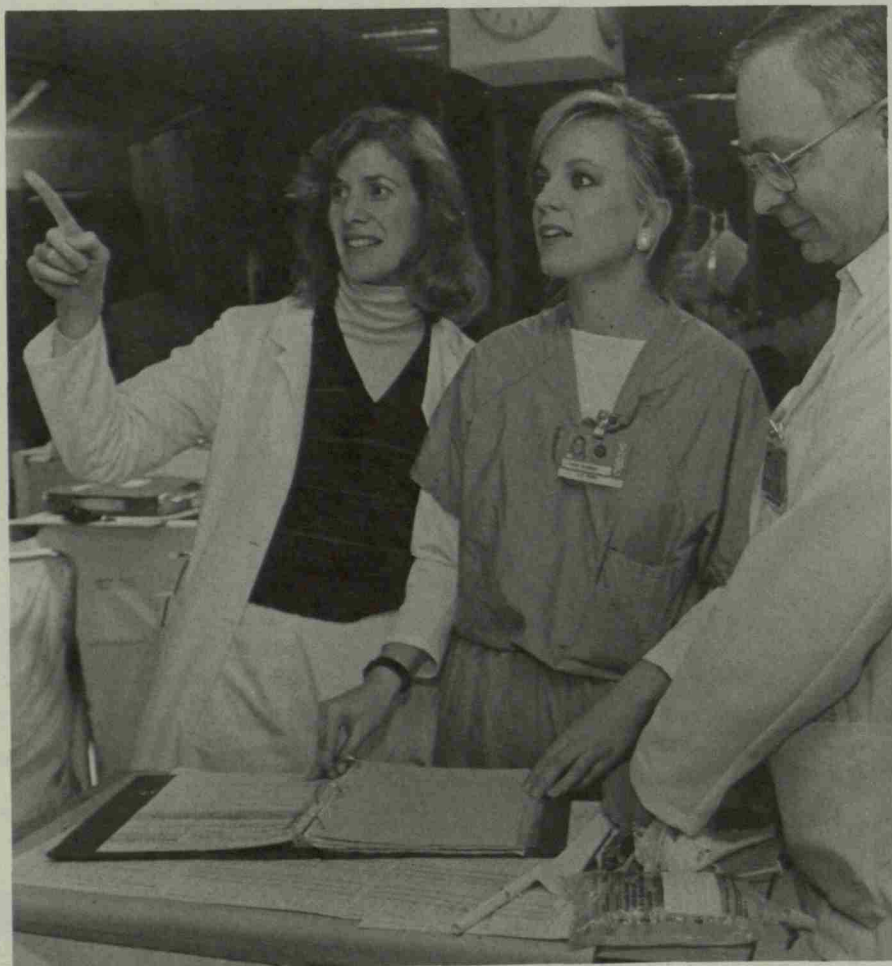
Financial aid is available from several sources for full-time students. Students receiving financial assistance are bound by the requirements of the funding source as to credit hours and employment policies.

All students who wish to apply for financial aid, scholarships, or federal traineeships must complete a Graduate Financial Aid application and a Graduate and Professional School Financial Aid Statement (GAPSFAS). GAPSFAS forms are available through the Finance and Administration Office, Vanderbilt University, 206 Godchaux Hall, Nashville, Tennessee 37240-0008. The School of Nursing will send students an additional financial aid form that elicits information to qualify students for certain need-

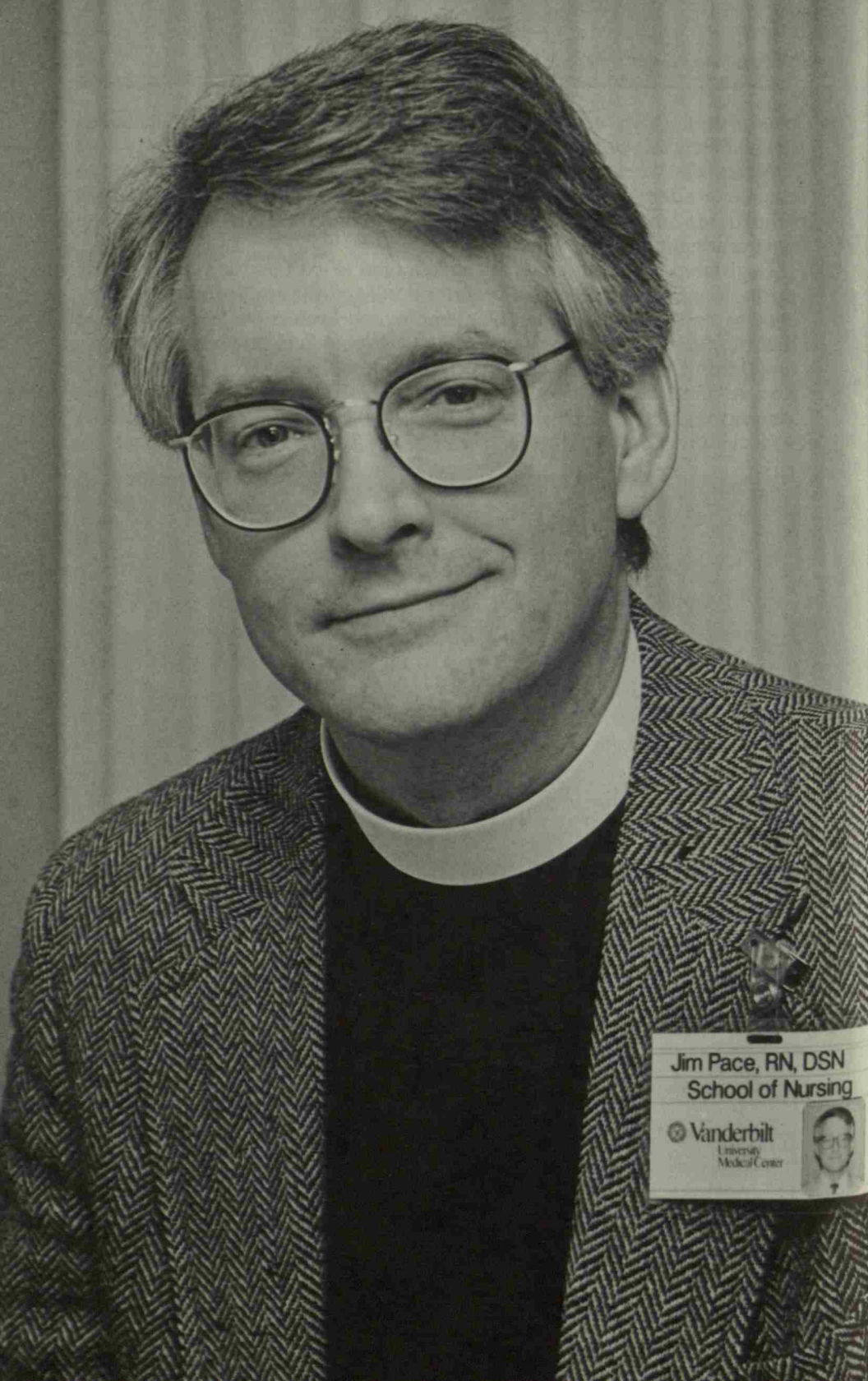
based scholarships and loan resources. These two forms will be included in the Financial Aid Packet.

No special application is required for consideration for awards on the basis of academic excellence. All students who wish to be considered for scholarship support must have their application on file by 1 May for the next academic year.

Registered Nurse students are encouraged to explore funding available through various professional organizations and through tuition reimbursement benefits offered by their employers. Professional organizations that may offer funding for graduate education include the Nurses' Educational Fund, American Cancer Society, State Nurses Associations, American Association of Operating Room Nurses, Nurses Association of the American College of Obstetricians and Gynecologists, and the National Association of School Nurses.



*Associate Professors Joan King and Larry Lancaster instruct Lisa Irwin in the surgical care unit.*



Jim Pace, RN, DSN  
School of Nursing

 Vanderbilt  
University  
Medical Center



# Faculty



- BARBARA CHRISTMAN ADAIR, Associate Professor of Nursing and Chair of the Department of Physiological and Psychosocial Nursing  
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- BARBARA L. FORBES, Adjunct Instructor in Nursing  
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- JULIE FOSS, Adjunct Instructor in Nursing  
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- JOAN FURMAN, Lecturer in Nursing  
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| KIMBERLY LYNN RAY<br>B.S.N., Belmont                          | Hohenwald, Tenn.    |
| JAMES JON RICHARD<br>B.A., Maine [Farmington]                 | Jay, Maine          |
| CECILE LOUISE LANIER SCANLAN<br>B.S.N., Vanderbilt            | Nashville, Tenn.    |
| VICKI PORTER SHAUB<br>B.S., David Lipscomb                    | Nashville, Tenn.    |
| JANET LOUISE SIDEBOTTOM<br>B.S. in Nur., South Carolina       | Nashville, Tenn.    |
| BRUCE ROBERT SIMPKINS   | Franklin, Tenn.     |

|   |                       |
|---|-----------------------|
| CAROLYN DAWN WOOD SMELTZER<br>B.S.N., Eastern Kentucky      | Hoffman Estates, Ill. |
| DEBORAH ANN SNEDEGAR  | Quinton, Va.          |
| CATHERINE SUE SPANTON<br>B.S.N., Gonzaga                    | Warden, Wash.         |
| MARIE THERESE TAYLOR<br>B.A., Michigan, Flint               | Lapeer, Mich.         |
| KRISTINE LYNN KRING THEIS<br>B.S., Oregon State             | Klamath Falls, Oreg.  |
| HANNAH HOLLINGSWORTH WATTS<br>B.S.N., Vanderbilt            | Knoxville, Tenn.      |
| CAROLYN DRAKE WOOD<br>B.A., Emory                           | Nashville, Tenn.      |
| DEBORAH TOOMEY WOOD<br>B.S.N., Mobile                       | Antioch, Tenn.        |
| DAVID WARREN YANCEY<br>B.A., Shimer; M.Div., Nashotah House | Nashville, Tenn.      |

### *Gerontological Nurse Practitioner*

|   |                  |
|---|------------------|
| LOVELY ABRAHAM<br>B.S.N., Bombay                  | Nashville, Tenn. |
| DORIS ROSE BILLHORN                               | Chicago, Ill.    |
| AMY LYNN GEBHART<br>B.A., Hendrix; M.A., Scarritt | Nashville, Tenn. |
| BARBARA HENSON SMITH<br>B.S.N., Belmont           | Nashville, Tenn. |

### *Neonatal-Infancy Clinical Nurse Specialist and Neonatal Critical Care Nurse Practitioner*

|   |                    |
|---|--------------------|
| MELISSA DEANS<br>B.S., Randolph-Macon               | Laramie, Wyo.      |
| VICKI JOANN GAULT-DAVIES<br>B.S. in Nurs., Missouri | Old Hickory, Tenn. |
| ANN ELIZABETH GRIFFITH<br>B.A., Vanderbilt          | TAYLOR, Texas      |
| NICOLE RAWLINS HERNDON<br>B.S., Tennessee           | Nashville, Tenn.   |
| TERESA SANDERS JENNINGS                             | Christiana, Tenn.  |
| NANCY LLERENA KRAFT<br>B.S.N., Georgetown           | Brentwood, Tenn.   |
| KATHRYN DEE KRAUSE<br>B.S.N., Kent State            | Antioch, Tenn.     |
| PATRICIA ANN SCHENK SCOTT<br>B.S.N., Vanderbilt     | Nashville, Tenn.   |

### *Nursing Administration*

|   |                    |
|---|--------------------|
| KELLY MARIE AMBROSI<br>B.S. in Nurs., Pennsylvania State, University Park | Rochester, N.Y.    |
| JANIS MAE BAIN  | McMinnville, Tenn. |

|                                    |                        |
|------------------------------------|------------------------|
| DEBORAH ANN BAKER                  | Nashville, Tenn.       |
| B.S.N., Austin Peay State          |                        |
| JOHN FRANKLIN BALTZ                | Springfield, Tenn.     |
| B.S.N., Tennessee, Memphis         |                        |
| THOMAS LEE BARTON                  | Nashville, Tenn.       |
| MITZI DIANE BEASLEY FUDGE          | Nashville, Tenn.       |
| RUTH HUMPHREYS HARKREADER          | Hermitage, Tenn.       |
| B.S., Cumberland                   |                        |
| SANDRA LEE HARRIS                  | Decatur, Ill.          |
| B.S.N., Webster                    |                        |
| LORRAINE MARIE JEWETT              | Anchorage, Alaska      |
| PAMELA OREBAUGH JONES              | Saint Petersburg, Fla. |
| B.S.N., Vanderbilt                 |                        |
| LEENA B. JOSEPH                    | Garland, Texas         |
| B.S.N., Texas Christian            |                        |
| LAURA MERRIWEATHER KELLEY          | Nashville, Tenn.       |
| B.S.N., Tennessee State            |                        |
| MITZI M. LAMBERTH                  | Goodlettsville, Tenn.  |
| B.S.N., Tennessee, Nashville       |                        |
| MARY MYLINDA STATON-SWEENEY        | Nashville, Tenn.       |
| MICHELLE JEAN TANENBAUM            | Memphis, Tenn.         |
| B.S.N., Medical College of Georgia |                        |

*Perinatal Clinical Nurse Specialist*

|                              |                       |
|------------------------------|-----------------------|
| REBECCA LYNN ALBRIGHT        | Antioch, Tenn.        |
| B.D., Middle Tennessee State |                       |
| ELIZABETH HEATHER ANGLEA     | Nashville, Tenn.      |
| B.S.N., Belmont              |                       |
| MARSHA RENEE BREEDING        | Nashville, Tenn.      |
| B.S., Colorado State         |                       |
| STARLA LYNN EDWARDS          | Nashville, Tenn.      |
| B.A., David Lipscomb         |                       |
| VANECIA STEPHAN BRIGGS GIBBS | Hermitage, Tenn.      |
| B.S., Vanderbilt             |                       |
| BONNIE LU GILLIAM            | Houston, Texas        |
| B.S., George Washington      |                       |
| MARION MAURY JONES           | Nashville, Tenn.      |
| B.S.N., Tennessee, Memphis   |                       |
| AMY LEIGH MILLER             | Shaker Heights, Ohio  |
| B.S., Vermont                |                       |
| VICKI LYNN PADILLA           | Nashville, Tenn.      |
| SUSAN LEIGH SHARP            | Lewisburg, Tenn.      |
| B.S., Vanderbilt             |                       |
| NANCY SURRETT                | Nashville, Tenn.      |
| B.S.N., DePauw               |                       |
| EDA MERIH UCKAN              | Nashville, Tenn.      |
| B.S.N., Adelphi              |                       |
| PAMELA RENEE WAYNICK         | Hendersonville, Tenn. |
| B.A., Tennessee              |                       |

## Department of Physiological and Psychosocial Nursing

### *Adult Health Clinical Nurse Specialist*

|   |                        |
|---|------------------------|
| VERONICA ELLEN ABERNATHY<br>B.S.N., Vanderbilt          | Nashville, Tenn.       |
| PHILLIP WAYNE BOAZ<br>B.S., Georgetown College          | Hopkinsville, Ky.      |
| NANCY KAREN CONNERS<br>B.S.N., Tennessee                | Nashville, Tenn.       |
| RUTHANN COWIE-KENNEDY<br>B.S.N., Ohio State             | Lebanon, Tenn.         |
| DEBORAH KELLEY CRITZ                                    | Gallatin, Tenn.        |
| KALPANA KRISHNANATH DESHPANDE<br>B.A., Chicago          | Nashville, Tenn.       |
| MARK ALLEN FRIZZELL<br>B.S., Belmont                    | Nashville, Tenn.       |
| JAMES ANDREW FULLTON<br>B.S., Austin Peay State         | Nashville, Tenn.       |
| CHRISTY LYNN GOLDEN<br>B.S.N., Harding                  | Nashville, Tenn.       |
| JACKIE LEE HARPER<br>B.S., David Lipscomb               | Hermitage, Tenn.       |
| NANCY CAROLYN HUGHES<br>B.S., Middle Tennessee State    | Nashville, Tenn.       |
| LISA ELIZABETH IRWIN                                    | Nashville, Tenn.       |
| KELLY KRISTEN JORDAN                                    | Cookeville, Tenn.      |
| RACHEL ANNETTE KINDER<br>B.S.N., Western Kentucky       | Bowling Green, Ky.     |
| LINDA SUE MAYS<br>B.S., Murray State                    | Hopkinsville, Ky.      |
| KAREN RAMOS MCCARTY<br>B.S.N., Vanderbilt               | Shawnee Mission, Kans. |
| ANNA MARIA NASO<br>B.S.N., Vanderbilt                   | Van Horne, Iowa        |
| DEBRA J. PRICE<br>B.S., East Tennessee State            | Johnson City, Tenn.    |
| ROBIN RISHER PULLIAM<br>B.S.N., North Alabama           | Columbia, Tenn.        |
| SARAH ROLLINS HARCUM SMITH<br>B.S., Vanderbilt          | Nashville, Tenn.       |
| VALERIE MICHELE WATTERS-BURKE<br>B.S.N., Saint Louis    | Prarie du Rocher, Ill. |
| CATHERINE ANNE SCHIESS WILSON<br>B.S., Western Kentucky | Antioch, Tenn.         |
| SHIOW-YING YANG   | Taipei, Taiwan         |

### *Psychiatric-Mental Health Clinical Nurse Specialist*

|   |                        |
|---|------------------------|
| PAMELA ANN CAMBRIDGE BRICKER<br>B.S.N., Phoenix | Colorado Springs, Col. |
|---|------------------------|

*Associate Professor Joan E. King*



|   |                       |
|---|-----------------------|
| MARY FRANCES CULLEN                               | Memphis, Tenn.        |
| B.S.N., Temple                                    |                       |
| DOROTHY ANN ELDER                                 | Mount Juliet, Tenn.   |
| PATRICIA HANLEY GAULLE                            | Nashville, Tenn.      |
| B.S.N., Alfred                                    |                       |
| PEGGY ANN MARION                                  | Hendersonville, Tenn. |
| PAMELA JEAN RIDLEY                                | Tullahoma, Tenn.      |
| B.S.N., Middle Tennessee State                    |                       |
| JOANN EFFIE RIETVELD                              | Clarks Grove, Minn.   |
| SANDRA S. HOPKINS SEIDEL                          | Nashville, Tenn.      |
| B.S. Nur., South Dakota State                     |                       |
| JANICE SOWA                                       | Lebanon, Tenn.        |
| WALTER FRANK WILSON, JR.                          | Franklin, Tenn.       |
| B.S., South Mississippi; M.Div., Southern Baptist |                       |





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# Vanderbilt University Hospital

## The Vanderbilt Clinic



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# Vanderbilt University Hospital and The Vanderbilt Clinic: Leading the Way in Medicine

**F**ROM its founding almost a century ago, Vanderbilt University Hospital has grown into the present extensive Medical Center complex, housing some of the most renowned medical specialists and the latest in medical technology. Although Vanderbilt is home to Nobel laureates and is a recognized center for research in all phases of medicine, it retains the compassion and caring that has underscored its philosophy since its inception.

## Vanderbilt University Hospital

Designed to accommodate every patient need, the eleven-story hospital places high technology in an aesthetically pleasing environment. Among the many sophisticated diagnostic tools at Vanderbilt are the Positron Emission Tomography (PET) scanner and cyclotron, with which Vanderbilt scientists are better able to battle such diseases as Alzheimer's, Huntington's, and Parkinson's; and Magnetic Resonance Imaging (MRI). Using a powerful magnetic field, this noninvasive device views the inner body to detect abnormalities of the brain and spinal cord.

The skill of Vanderbilt medical and nursing teams is maximized in a setting that promotes quality patient care through efficiency of design. Medically related areas are grouped so patients needing specialized care can be served to the best advantage, as in the Neuro Care Unit. The hospital's lower floors house the Emergency Department, serviced by special elevators that convey patients directly to the operating rooms, labor and delivery, ancillary services such as EEG and EKG, and radiology.

Each of the inpatient towers has a nursing core, so no room is far from a nurses' station. A central area, connecting the two patient towers, contains elevators, conference rooms, and waiting areas for visitors.

Patient-centered care, a result of the collaborative efforts of medical, nursing, and other health care professionals, is the cornerstone of the hospital's mission. Continuity of care characterizes every patient's hospital stay. To accomplish this, a specific nurse is assigned to each patient, assuming total responsibility for that patient's care from admission through discharge from the unit.

### **Level I Trauma Center and Emergency Department**

Vanderbilt University Hospital operates the only Level I Trauma Center in Middle Tennessee and is one of only five in the state. The 20-bed Emergency Department provides care for patients of all ages and is the entry point for 30% of hospital admissions.

### **LifeFlight**

The LifeFlight helicopter ambulance service provides quick access to medical care in emergencies. The landing site is a helipad on the roof of the hospital, directly above the operating room. The service operates within a 130-mile radius of Nashville and is staffed by a team of four pilots and eleven nurses. The 24-hour dedicated dispatch center is located in the Emergency Department.

### **Middle Tennessee Regional Poison Control Center**

The Poison Control Center provides 24-hour coverage by certified poison specialists and/or clinical toxicologists. This service, a vital resource for area hospitals and residents, answers questions regarding possible drug or poison overdoses. The Poison Center is equipped with a state-of-the-art laser-disk data system to retrieve instantaneously current and accurate information on more than 550,000 poisonous substances.

### **Children's Hospital of Vanderbilt University Medical Center**

The fourth, fifth, and sixth floors of the University Hospital make up Children's Hospital, designed to meet the special needs of children. This facility provides a complete range of medical services and treatment for children from birth through adolescence.

Founded in 1970 with a small staff and limited space, it has grown to 148 beds and a staff of nearly 500. Recognized nationwide for excellence in the treatment of infants and children, Children's Hospital is a comprehensive facility encompassing a nursery and neonatal intensive care unit, pediatric intensive care and step-down units, surgical units, and the Junior League Home for long-term care. Parents are encouraged to remain with their children, and Children's Hospital maintains facilities allowing them to do so in comfort.

Children's Hospital serves as a referral center for the region. More than half its patients come from outside Nashville, some from distant states and other countries. Children's Hospital is also an important educational resource for medical students and residents in pediatrics and pediatric surgery.

Angel III, a neonatal intensive care unit on wheels, makes more than 500 trips a year to pick up critically ill newborn infants at regional hospitals and bring them to Vanderbilt where they can receive lifesaving specialized medical treatment.

The combined concentration of pediatric research, education, and patient care has led to new medical techniques and discoveries. Children's Hospital was one of the first hospitals to use artificial ventilation on a newborn. Procedures allowing cardiothoracic surgery for infants were pioneered at Vanderbilt. Other discoveries have resulted from research in nutrition, infant metabolism, and infectious diseases. Additional centers of excellence in Children's Hospital include a kidney center, the Junior League Lung Center, and the Child Development Center.

## The Vanderbilt Clinic

The Vanderbilt Clinic houses ambulatory care services, diagnostic laboratories, the outpatient pharmacy, the Henry-Joyce Cancer Center, the Stallworth Rehabilitation Center, the Children's Hospital Outpatient Center, and the cafeteria and food services facility. As both patients and physicians welcome the growing trend toward outpatient care, The Vanderbilt Clinic provides an excellent environment for its delivery. With a full complement of state-of-the-art equipment and the support of the entire Medical Center faculty, The Vanderbilt Clinic has become one of the region's finest resources for outpatient services.

## Day Surgery Center

Day surgery is ideal for many patients who require relatively brief procedures with limited anesthetic and surgical risks. Such operations are performed without overnight hospitalization, decreasing the cost but not the quality of care. The center provides excellent facilities for these procedures, including four operating suites, each with laser capabilities. Adjacent recovery suites and private patient rooms further promote the recovery of the day surgery patient.

A new ambulatory surgery facility recently opened, with eight operating rooms, two procedure rooms, and the necessary recovery and holding rooms. This new facility will enable the Medical Center to meet the growing needs in ambulatory surgery.

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## Additional Services and Facilities

### **Burn Center**

The Vanderbilt University Burn Center is a 20-bed specialized facility dedicated solely to the treatment and rehabilitation of burn victims. A highly trained multidisciplinary team of burn specialists provides the latest methods for treating and caring for the burned adult or child. The Burn Center is on the fourth floor of the Round Wing in Medical Center North.

### **Medical Center East**

The newly opened Surgical Pavilion at Medical Center East is a 34,000 square-foot ambulatory surgery center designed and equipped to provide convenient services to both adults and children.

### **Vanderbilt Child and Adolescent Psychiatric Hospital**

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

### **Kim Dayani Human Performance Center**

The Kim Dayani Human Performance Center, housed in a contemporary 25,000 square foot facility, is dedicated to achieving the balanced, healthy lifestyle that promotes the body's greatest potential. The center conducts educational, treatment, and research programs in health promotion, with special emphasis on exercise, nutrition, weight management, smoking cessation, stress reduction, fitness testing, cardiac and orthopaedic rehabilitation, and rehabilitation from other chronic diseases. Through its internships and institutes, the center also trains health professionals in the fundamentals and applications of wellness and disease prevention. Vanderbilt faculty, staff, and medical students are eligible to use Dayani's full-service fitness center, which includes a swimming pool, indoor track, weight machines, cardiovascular exercise equipment, aerobics classes, and massage therapy.

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## **Rehabilitation Services**

Vanderbilt Stallworth Rehabilitation Hospital serves rehabilitation inpatients, while The Vanderbilt Clinic's Stallworth Rehabilitation Center serves the outpatient rehabilitation needs of patients.

The primary objective of Rehabilitation Services is to provide comprehensive medical evaluation and treatment programs that help restore physical, social, and vocational capabilities to people with severe physical or cognitive disabilities. This goal is accomplished by offering physical therapy, occupational therapy, speech therapy, social work, nursing and medicine, training in independence techniques, emotional adjustment, pre-vocational evaluation, and post-discharge planning, which includes close liaison with family and community resources.

## **Vanderbilt Institute for Treatment of Addiction**

Located in Medical Center North, the Vanderbilt Institute for Treatment of Addiction (VITA) is a 14-bed treatment unit for people suffering alcoholism or drug addiction. Minor detoxification is performed in the unit, and patients enter a four-week inpatient rehabilitation program with two years of after-care. Family members are included in the program to help them develop a positive lifestyle for the patient and the family as a whole. Residents and students are assigned to treatment groups as part of the training program. VITA has also established an outpatient program to assist patients in overcoming problems of addiction.

## **Vanderbilt Arthritis and Joint Replacement Center**

This multi-specialty research and clinical program for patients with arthritis and rheumatic diseases provides a unique training opportunity for Vanderbilt medical students.

## **Vanderbilt Sports Medicine Center**

Located in McGugin Athletic Center, the Sports Medicine Center is the site of treatments, research, and education for all types of sports-related injuries in student and amateur athletes.

## **Vanderbilt Laser Center**

One of the newest and most advanced laser research facilities, the Laser Center provides training in the clinical use of several types of lasers.

## Special Programs

In addition to the special services listed throughout this catalog, Vanderbilt University Medical Center supports many programs in which medical students can receive invaluable experience, including:

- Airway Stenosis Service
- Biliary Disease Consultation and Treatment Center
- Center for Facial Nerve Disorders
- Photon Stereotactic Radiosurgery
- Transplant Center
- Vanderbilt Voice Center

## Programs in Allied Health

Vanderbilt University Hospital conducts training programs in five technical areas of allied health professions.

### Program in Cardiovascular Perfusion Technology

The Vanderbilt University Medical Center Program in Cardiovascular Perfusion Technology provides a twelve-month training course that prepares the graduates for positions as cardiovascular perfusionists in open heart surgery programs. Students receive instruction in anatomy and physiology, pharmacology, pathology, and perfusion technology.

This program in cardiovascular perfusion meets the criteria established by the American Board of Cardiovascular Perfusion and is accredited by the Committee on Allied Health Education and Accreditation (CAHEA) of the American Medical Society (AMA). Since its inception in 1979, the program has been directed by the Department of Cardiac and Thoracic Surgery. The curriculum is coordinated and supervised by a program director, an education director, a research director, and a perfusion director.

Following satisfactory completion of both the coursework and the clinical perfusion experience, a certificate of completion is awarded. Graduates of the program are candidates for certification by the American Board of Cardiovascular Perfusion. Course credits are not transferable.

A Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degree from an accredited college or university is a minimum requirement. Previous college level coursework must include one year of chemistry and one year of physics.

Completed applications must be received by 1 February, and student selection will be completed by 1 April for the fall semester, beginning the next September. Acceptance is based on scholastic and professional background, reference evaluations, and personal interviews.

### **Dietetic Internship Program**

The forty-four-week Dietetic Internship Program is designed for the generalist practitioner. It provides an opportunity for practical experience in food service systems management, acute and ambulatory nutritional care, and community nutrition.

Through diverse learning opportunities provided by Vanderbilt's Department of Nutrition Services and specialty units and several area hospitals and community agencies, the dietetic intern achieves an understanding of the dietitian's role in a variety of settings.

Program applicants must have a baccalaureate degree from an accredited college or university and have completed Plan IV requirements established by the American Dietetic Association. Upon completion of the dietetic internship, the intern will be eligible to take the national registration examination to become a registered dietitian.

### **Program in Medical Technology**

The Medical Technology Program is conducted under the direct supervision of a medical director and a program director. The program operates within the Department of Pathology.

Classes begin during the first or second week of June and continue through June of the following year. During the first six months, students become acquainted with the techniques and knowledge of laboratory testing within a "student laboratory setting." The second six months is a period of experiential learning, as students rotate through each of the clinical laboratories. Students participate weekly in advanced seminars that focus on education, management, and professional development.

Upon satisfactory completion of the training program, a certificate is awarded. The course of study during the clinical year may be credited toward a baccalaureate degree where an affiliation between the student's institution and the Medical Center exists. Where an affiliation does not exist, credit may be negotiated.

Students successfully completing the year of training become eligible to take national examinations, sponsored by certification agencies for clinical laboratory personnel, and a state licensure examination conducted by the Tennessee Department of Health and Environment.

Tuition reimbursement is offered to students who choose to remain at Vanderbilt as employees following completion of the program.

Applicants must have a baccalaureate degree from an accredited college or university or be eligible to receive the baccalaureate degree by successful completion of the clinical year in the Medical Technology Program. Individuals who are considered eligible are required to have three years (90 semester or 135 quarter hours) of education. The three-year applicant must submit verification that all academic requirements for graduation have been met at an accredited college or university. After successful completion of the clinical year in the Medical Technology Program, the

student will be awarded a baccalaureate degree from his or her institution and a certificate from the Medical Center.

#### *Academic Requirements:*

- Minimum of 16 semester or 24 quarter hours of chemistry.  
*Required:* organic or biological chemistry course  
*Recommended:* quantitative analytical chemistry, clinical instrumentation
- Minimum of 16 semester or 24 quarter hours of biological sciences  
*Required:* microbiology and immunology course  
*Recommended:* genetics, physiology
- Minimum of 1 semester or quarter hour of college mathematics  
*Recommended:* statistics, physics, computer programming
- Minimum overall and science academic average of 2.5 (4.0 scale)
- Individuals who met the minimum requirements seven or more years prior to application are requested to update their coursework in the following areas: organic or biological chemistry, microbiology and immunology

Individuals from any accredited college or university who meet the minimum academic requirements are eligible for admission to the program. Applications should be submitted several months in advance of the application deadline, 15 December, to assure sufficient time for processing of information and scheduling of an interview.

#### **Program in Nuclear Medicine Technology**

The twelve-month 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 prepares graduates for certification as nuclear medicine technologists. 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*). Students must successfully complete the lecture series and clinical laboratory rotations that are integral parts of the program. Students are also expected to develop certain educational and administrative skills to prepare them for future supervisory positions.

The program is approved as the fourth year externship in a baccalaureate degree program at Austin Peay State University in Clarksville, Tennessee, and Belmont College in Nashville. In addition, on completion of the program, a certificate will be awarded from the Division of Allied Health at Vanderbilt.



The nuclear medicine program is accredited by the Committee of Allied Health Education and Accreditation (CAHEA), and graduates are eligible for national certification examination.

*Admission requirements:*

- Satisfactory completion of three years of college credit at an accredited college or university

*Chemistry.* A minimum of 8 semester hours or equivalent of general chemistry

*Physics.* A minimum of 12 semester hours or equivalent of general chemistry

*Mathematics.* A minimum of 6 semester hours or equivalent of college algebra and statistics. Calculus and analytic geometry are also recommended

*Biology.* Approximately 24 semester hours or equivalent, including human anatomy and physiology, hematology, medical microbiology, immunology and serology, and bacteriology

*Computer Science.* A minimum of 6 semester hours or equivalent of introduction to computer science and FORTRAN IV programming

- A minimum overall grade point average of 3.0 (4.0 scale) is recommended. Averages above 2.5 will be considered
- A baccalaureate degree or eligibility for that degree at the completion of clinical training
- Good moral character, pleasant personality, ability to relate to patients.

Qualified applicants from any accredited college or university are eligible for admission. Complete applications must be received by 15 March preceding the expected date of admission. Student selections will be completed by April 15. Selection is based on scholastic background, references, personal interview, and motivation.

### **Program in Radiation Therapy**

Facilities for the one-year radiation therapy program are located in the Center for Radiation Oncology.

*Admission Requirements:*

- Graduation from an accredited program in radiography.
- Baccalaureate degree in a related field with preferred prerequisite courses, a practicum, and an internship in radiation oncology at Vanderbilt.
- Enrollment in one of our three-plus-one bachelor's degree programs.

Students 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.

## Other Health Profession Programs

### Internships in Nursing

These six-month training programs are designed to train Registered Nurses in specialty areas such as operating room nursing, oncology nursing, pediatric intensive care nursing, general medical-surgical nursing, obstetrical nursing, and emergency nursing. Interns are linked with preceptors for clinical training and do guided independent study in their specialty. Upon completion of the internship, Registered Nurses will have the in-depth knowledge and the well-developed skills required to care for the patient population served by the specialty.

### Program in Hearing and Speech Sciences

The M.A., M.S., and Ph.D. degrees in Hearing and Speech Sciences are offered by the Vanderbilt University Graduate School. See the *Graduate School Catalog* for current program information and course listings.

The program of studies leading to the master's degree requires five semesters of academic and clinical preparation, including a 10-week clinical or research externship. The program is both ESB and PSB certified by the American Speech-Language-Hearing Association, with degree requirements meeting and exceeding those required for ASHA certification. Practicum sites include the Bill Wilkerson Center, Vanderbilt University Medical Center, John F. Kennedy Center, VA Medical Center, and several other hospitals in the Nashville metropolitan area.

Preparation for the doctoral degree includes a minimum of two years of academic course work, research competency demonstrated through two projects, and the dissertation. Research interests of the faculty include basic and applied psychoacoustics, speech perception and production, child language acquisition and disability, and audiological management. The division supports a number of research laboratories, including an anechoic chamber, and maintains a MicroVAX II computer, three PDP-11 computers, and a variety of personal computers.





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