



Medical Center

School of Medicine
School of Nursing
Hospital and Clinic



Vanderbilt
University
1996/97

Containing general information
and courses of study
for the 1996/97 session
corrected to 1 July 1996
Nashville

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School of Medicine Calendar 1996/97

FALL SEMESTER 1996

Registration and classes begin 4th year and 1/3 of 3rd year class / Monday 1 July
Registration and classes begin 1/3 of 3rd year class / Monday 29 July
Registration 2nd year / Monday 19 and Tuesday 20 August
Registration 1st year / Monday 19 to Wednesday 21 August
Classes begin 2nd year / Wednesday 21 August
Classes begin 1st year / Thursday 22 August
Labor Day holidays for 1st, 2nd, and 4th year classes / Monday 2 September
Midterm exams 2nd year class / Monday 21 to Thursday 24 October
Fall break 1st year class / Wednesday 23 to Sunday 27 October
Fall break 2nd year class / Friday 25 to Sunday 27 October
Thanksgiving holidays / Thursday 28 November to Sunday 1 December
Exam period elective courses 1st and 2nd years / Monday 9 to Friday 13 December
Exam period required courses 1st and 2nd years / Monday 16 to Thursday 19 December
Fall semester ends, 1st and 2nd years / Thursday 19 December
Fall semester ends, 3rd and 4th years / Friday 13 December
Holidays 3rd and 4th year classes / Saturday 14 to Sunday 29 December
Holidays 1st and 2nd year classes / Friday 20 December to Sunday 5 January

SPRING SEMESTER 1997

Spring semester begins 3rd and 4th year classes / Monday 30 December
Spring semester begins 1st and 2nd year classes / Monday 6 January
Midterm exams 1st and 2nd year classes / Monday 24 to Friday 28 February
Spring holidays 1st and 2nd years / Saturday 1 to Sunday 9 March
Spring holidays 3rd year (Med, Surg) / Saturday 8 to Sunday 16 March
Spring holidays 4th year / Wednesday 19 to Sunday 23 March
United States Medical Licensing Examination—Step 2 / Tuesday 4 and Wednesday 5 March
Instruction ends 4th year / Friday 18 April
Spring holidays 3rd year (Ob/Gyn, Peds, Psych, Neuro) / Saturday 19 to Sunday 27 April
Exam period elective courses 1st and 2nd years / Monday 28 April to Friday 2 May
Instruction ends required courses 1st and 2nd years / Friday 2 May
Exam period required courses 1st and 2nd years / Monday 5 to Thursday 8 May
Commencement / Friday 9 May
United States Medical Licensing Examination—Step 1 / Tuesday 10 and Wednesday 11 June
Instruction ends 3rd year / Friday 22 June

School of Nursing Calendar 1996/97**FALL SEMESTER 1996**

Orientation for nursing students new to Nashville (optional) / Tuesday 20 August
Orientation for nursing students (mandatory) / Wednesday 21 August–Friday 23 August
Classes begin / Monday 26 August
First seven-week module ends / Friday 11 October
Nursing School Reunion / Thursday 10–Saturday 12 October
Homecoming / Saturday 26 October
Reading period / Monday 14–Friday 18 October
Second seven-week module begins / Monday 21 October
Thanksgiving holidays / Saturday 23 November–Sunday 1 December
Classes end / Friday 13 December
Reading days and examinations / Monday 16–Wednesday 18 December
Holidays begin / Thursday 20 December (*The 20th is Friday! Which is it?*)

SPRING SEMESTER 1997

Orientation for new students / Monday 6 January
Classes begin / Wednesday 8 January
First seven-week module ends / Friday 18 February
Spring holidays / Saturday 1–Sunday 9 March
Second seven-week module begins / Monday 10 March
Classes end / Friday 25 April
Reading days and examinations / Monday 28–Wednesday 30 April
Commencement / Friday 9 May

SUMMER SEMESTER 1997

Classes begin / Monday 5 May
Classes and examinations end / Thursday 7–Friday 8 August

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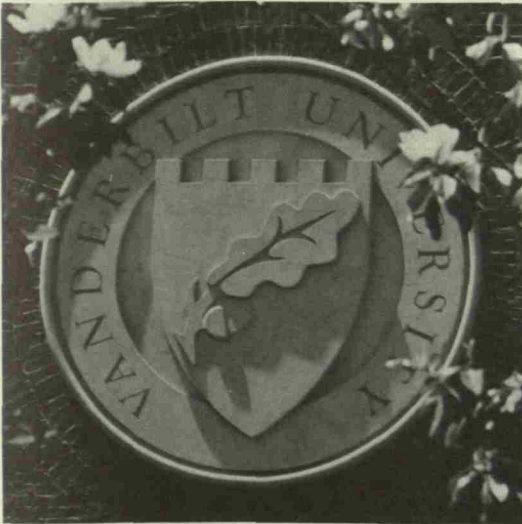
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Medical Center

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Medical Center Overview

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.

The Vanderbilt 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 Hospital

Opened in 1993, this up-to-the-minute hospital is the only freestanding facility of its kind in Middle Tennessee. The eighty-bed hospital provides both inpatient and outpatient rehabilitation services to adults and children who have suffered strokes, head or spinal cord injuries, or have other orthopaedic or neurological diseases requiring rehabilitation. The hospital contains the Junior Chamber of Commerce Clinic Bowl Gymnasium, which is specially designed for handicapped sports, including basketball, volleyball, and indoor tennis. The Vanderbilt Center for Multiple Sclerosis is also housed in the hospital.

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 Buildings 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 Research Building II

Laboratories and academic space for the Cancer Center, Clinical Pharmacology, Molecular Physiology and Biophysics, Pediatric Hematology, and several divisions of the Department of Medicine, including Cardiology, Diabetics, Endocrinology, Hematology, and Oncology, are housed in the Medical Research Building II.

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.

Libraries

The Jean and Alexander Heard Library

This is the collective name for all the libraries at Vanderbilt, which have a combined collection of more than 2.5 million volumes. It comprises the Central, Biomedical, Divinity, Education, Law, Management, Music, and Science and Engineering libraries, each of which serves its respective school and disciplines. Special Collections and the University Archives are also part of the library system. The facilities, resources, and services of these divisions are available to all Vanderbilt faculty and staff member, students, and alumni/ae. Acorn, the electronic link to all these libraries, includes their holdings; gives up-to-the-minute information on the status of material on order, in process, or on loan; and provides links to network databases and to resources outside the libraries. Specialized databases are also available in each of these facilities.

The Annette and Irwin Eskind Biomedical Library

The Annette and Irwin Eskind Biomedical Library is the hub of Vanderbilt Medical Center's information services and resources. Opened in 1994, the Eskind Library is prominently located at the center of Vanderbilt's medical campus. The construction of this award-winning library building was made possible by a gift from Vanderbilt alumnus Irwin Eskind and his wife, Annette. Dr. Eskind graduated from the Vanderbilt School of Medicine in 1948.

The library is a twenty-first century facility that provides both traditional and innovative resources and services. The collection numbers close to 200,000 volumes. The library receives about 2,000 print periodicals, in addition to a growing number of full-text journals that are available over the Medical Center network. It also subscribes to a wide range of electronic databases accessible at numerous work stations in the building and throughout the Medical Center and from homes and offices of authorized VUMC-related personnel. The network brings into the library a number of Medical Center information systems, and its connection to the

World Wide Web provides global access to a wide range of information resources. At the Eskind Library, you can find the latest textbooks as well as a collection of rare books, photographs, and historical items that are displayed in the Historical Collections Room on the third floor. There are comfortable areas for browsing and study; copy service rooms on each floor; group study rooms; and individual study spaces, many with network connectivity. Additional space in Medical Center North houses lesser used material and the Medical Center Archives. The latter is a repository for manuscripts and institutional records that reflect the history of the Medical Center and the history of medicine.

The library is committed to service, and its most important resource is the expertise of its staff. Assistance is available to locate an elusive journal, to find the latest information on a procedure for patient care, to do in-depth research, or to "surf the Internet." Its full range of services includes circulation of books, management of reserve materials, document delivery to obtain material held by other institutions, reference and research services, and guidance and instruction in the use of new information technologies. In addition, the Active Digital Library, the library's research and development arm and prototype of the electronic library of the future, guides development of VUMC's web pages, provides access to specialized databases and to multimedia hardware and software programs, offers tools and expertise to develop innovative software packages, and develops training programs in health sciences librarianship and information management. As part of the Informatics Center, a federally designated Integrated Advanced Information Management System (IAIMS) fast-track test site, librarians work in partnership with researchers in the Division of Biomedical Informatics and the Information Management Department to innovate the delivery of health information to Vanderbilt and to the larger regional community.

For more information, see the library's World Wide Web page at <http://www.mc.vanderbilt.edu/biolib/>.

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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.

Saint Thomas Hospital is 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.

Computer Resources

The Vanderbilt University Computer Center (VUCC), located in the round building in Stevenson Center, provides a full range of computing services and resources to Vanderbilt faculty, staff, and students. The support services include consulting, training, documentation, facilities management, site licensing, software access, and hardware maintenance.

Campus-wide Network. The Computer Center maintains and supports Caravan, a campus-wide data and video network that provides access to external networks including the Internet. Through Caravan, you can send data and electronic mail to users on campus as well as to those at other institutions around the world. Caravan supports dial-up access for users who wish to log into the network from remote locations. Macintosh® users who dial into the network from home can access the AppleTalk® network via AppleTalk Remote Access. All microcomputer users can access the network from home by dialing in via SLIP/APP.

Network Utility Service. Vanderbilt schools, colleges, and administrative units have the option of connecting to the Caravan network via the Network Utility service. The Network Utility service provides Ethernet connections and an extended set of network support services for a fixed monthly rate.

Computer Training Program. Each semester, Computer Center staff conduct a series of workshops on DOS, Windows®, Macintosh, UNIX™, OS/2, and VMS™ software applications. Each workshop combines lectures and demonstrations with hands-on training. See the Vanderbilt University Computer Center Workshops flier for the current course schedule, course descriptions, and registration information. Free student seminars on computing are offered each semester.

Consulting Services. Computer Center staff provide software consulting services at the help desk, located in Stevenson Center 1227 and staffed weekdays from 9 a.m. to 4 p.m. (late evening hours available during the school year). The help desk should be the first place you go for software support and for information about computing at Vanderbilt.

Computer Center consultants are also available to provide specialized support for a variety of hardware platforms and software products. Consultants may be contacted by phone, electronic mail, or office visit. Consultant names, phone numbers, electronic mail addresses, and office locations are published in each issue of *Bits & Bytes*, a free newsletter on computing published by the Computer Center.

Computer Publications. The Computer Center publishes many free documents about computing at Vanderbilt including fliers on available services, "how to" documents, called usage notes, that focus on specific tasks, and *Bits & Bytes*, the Computer Center's newsletter. Copies of all documentation can be obtained at the help desk or viewed on-line from Vanderbilt's home page (<http://www.Vanderbilt.edu>).

Facilities Management. The Computer Center manages the electronic classroom, located in 120 Wilson Hall. This networked facility is equipped with thirty Macintosh IIx computers and one Macintosh IIfx instructor's system. The classroom is used for instruction and as a lab facility.

Statistical Support. The research support desk, staffed weekdays from 2 p.m. to 4 p.m., offers statistical application and software support. Supported packages include SAS®, SPSS®, LISREL®, BMDP®, MINITAB®, GLIM®, and LIMDEP®.

Software Site Licenses. The Computer Center manages a site licensing program that offers reduced prices for several software packages. The licenses are available on a variety of platforms including DOS, Windows, OS/2®, Macintosh, and UNIX.

Software Access. VUCC maintains and supports a VAX™/VMS computer called the Central VAX (CTRVAX), which features a wide variety of software applications, programming languages, utilities, and Internet access programs. See usage notes Software Available on CTRVAX for descriptions of software installed on CTRVAX and Student Account Authorization for information on establishing an account on the system.

The Computer Center also maintains Discovery, an archive of Macintosh shareware, freeware, and public domain software. AppleTalk connections to Discovery are available to any Macintosh with a Caravan connection. In addition, Discovery can be accessed via FTP and Gopher.

Information Access. The Computer Center administers numerous information servers. Currently, VUCC supports news, gopher, world wide web, and anonymous ftp servers.

Hardware Maintenance. The Hardware Maintenance Center (HMC) of the Computer Center provides regular preventive maintenance and repair services for all computers and printers sold through the Vanderbilt University Computer Store. Other services provided by the HMC include delivery, installation, and custom configuration of new systems; installation of software; and installation of internal upgrades and options such as memory and modems. These installations and deliveries can be performed anywhere on campus.

Canby Robinson Society

In 1978 Vanderbilt established the Canby Robinson Society in honor of George Canby Robinson, M.D., dean of the Medical School from 1920 to 1928. It was through Dr. Robinson's leadership that the teaching hospital and the research laboratories were placed under one roof, thrusting Vanderbilt to the forefront of medical education. His innovation regarding the diversity of the medical School's curriculum, with emphasis on biomedical research and improved health care, is a legacy that continues today.

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

Founders Circle

DR. AND MRS. BEN J. ALPER, Nashville
 MRS. THEODORE R. AUSTIN, Rochester, Minnesota
 MR. AND MRS. MONROE J. CARELL JR., Nashville
 MRS. CAROLYN PAYNE DAYANI, Scottsdale, Arizona
 DR. AND MRS. IRWIN B. ESKIND, Nashville
 MRS. A. B. HANCOCK JR., Paris, Kentucky
 MRS. E. BRONSON INGRAM, Nashville
 MR. AND MRS. GEORGE C. LAMB JR., Durham, North Carolina
 MISS GRACE MCVEIGH, Nashville
 MR. AND MRS. JAMES R. MCWANE, Birmingham, Alabama
 MR. AND MRS. DAVID Y. PROCTOR JR., Nashville
 MR. AND MRS. STEVE TURNER, Nashville

DR. JOHN B. WALLACE, Gallatin, Tennessee
 MRS. WILLIAM K. WARREN SR., Tulsa, Oklahoma

Stewards Circle

DR. AND MRS. LEO M. BASHINSKY, Birmingham, Alabama
 DR. AND MRS. ROBERT N. BUCHANAN, JR., Nashville
 MR. AND MRS. LUCIUS E. BURCH III, Nashville
 DR. AND MRS. E. WILLIAM EWERS, Nashville
 DR. AND MRS. WILLIAM A. HEWLETT, Nashville
 MRS. A. H. LANCASTER, Knoxville, Tennessee
 MRS. EDGAR M. MCPEAK, Rusk, Texas
 MRS. JESSE OWEN, Cookeville, Tennessee
 DRS. JOHN L. AND JULIA E. SAWYERS, Nashville
 DR. AND MRS. HERBERT J. SCHULMAN, Nashville

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."

A little more than a hundred years later, the Vanderbilt Board of Trust adopted the following mission statement: "We reaffirm our belief in the unique and special contributions that Vanderbilt can make toward meeting the nation's requirements for scholarly teaching, training, investigation, and service, and we reaffirm our conviction that to fulfill its inherited responsibilities, Vanderbilt must relentlessly pursue a lasting future and seek highest quality in its educational undertakings."

Today as Vanderbilt pursues its mission, the University 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 9,600. 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.

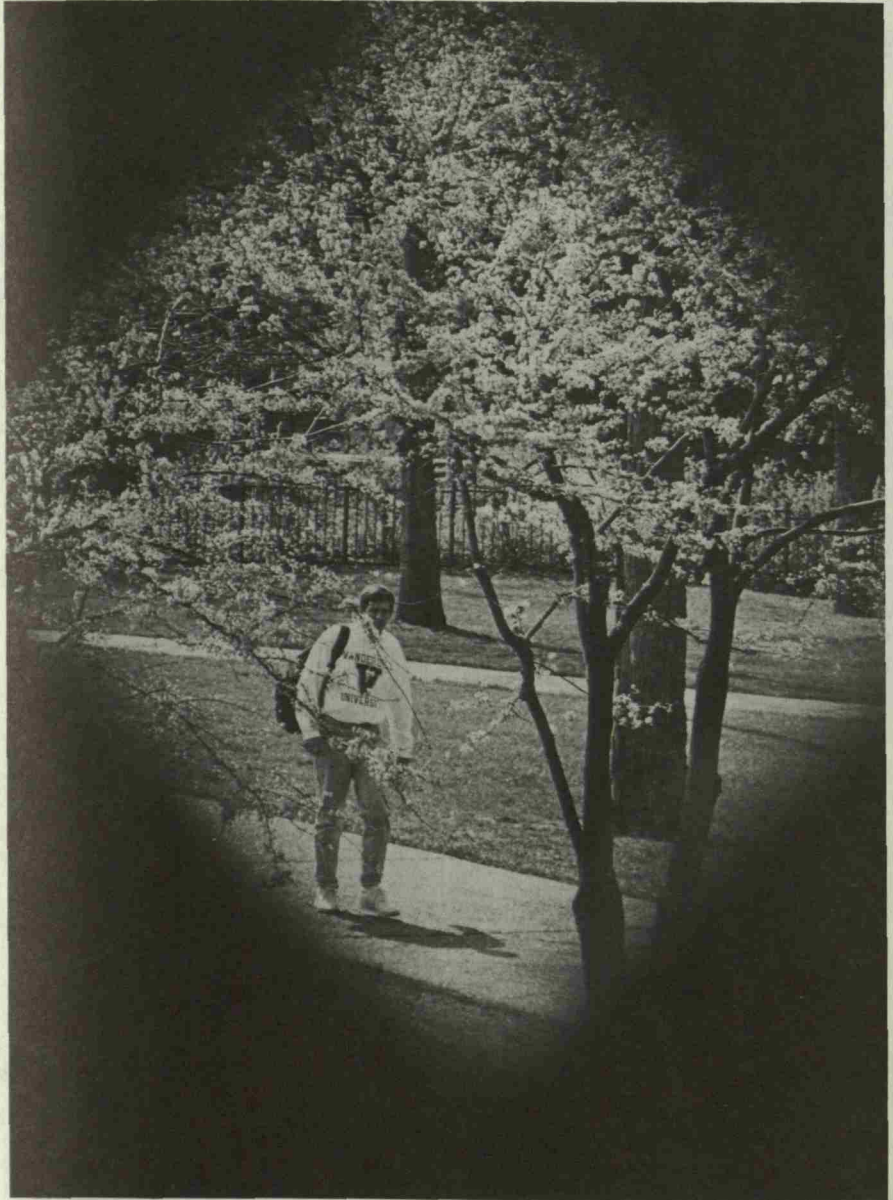
Off-campus facilities include the Arthur J. Dyer Observatory, situated on a 1,131-foot hill six miles south.

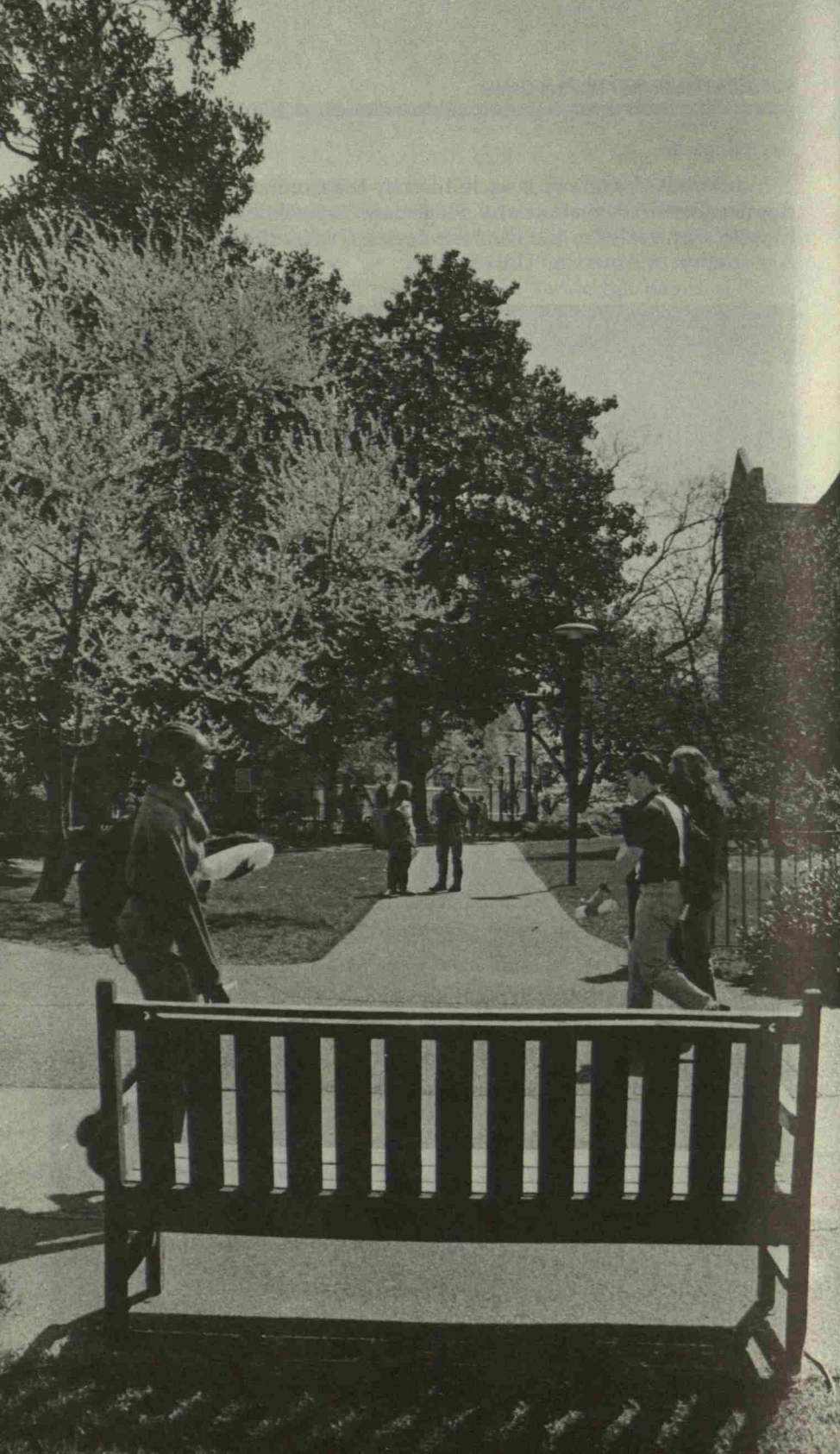
The schools of the University offer the following degrees:

- College of Arts and Science. Bachelor of Arts, Bachelor of Science.
 - Graduate School. Master of Arts, Master of Arts in Teaching, Master of Liberal Arts and Science, Master of Science, Doctor of Philosophy.
 - Blair School of Music. Bachelor of Music.
 - Divinity School. Master of Divinity, Master of Theological Studies.
 - School of Engineering. Bachelor of Engineering, Bachelor of Science, Master of Engineering.
 - School of Law. Doctor of Jurisprudence.
 - School of Medicine. Doctor of Medicine.
 - School of Nursing. Master of Science in Nursing.
 - Owen Graduate School of Management. Master of Business Administration.
 - Peabody College. Bachelor of Science, Master of Education, Master of Public Policy, Specialist in Education, Doctor of Education.
- No honorary degrees are conferred.

Accreditation

Vanderbilt University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award Bachelor's, Master's, Specialist's, and Doctor's degrees. Vanderbilt is a member of the Association of American Universities.





Life at Vanderbilt

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

Housing Facilities

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

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

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

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

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

Lewis House, on the south side of campus, is an eleven-story apartment building with air-conditioned efficiency, one-bedroom, and two-bedroom apartments. Undergraduates live on the lower four floors.

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

The Garrison Apartment complex on Eighteenth Avenue South has air-conditioned efficiency and one-bedroom units. Single as well as married students are assigned here. Both Garrison and the Married Students Apartments offer high speed data services that allow residents with personal computers to connect to the residential network.

Off-Campus Housing

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

Change of Address

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

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.

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.

Eating on Campus

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

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

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

Services to Students

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 Amend-

ment), 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, e-mail address, 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 by August 1. 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 Policy Compliance Office, U.S. Department of Education, 600 Independence Avenue SW, Washington, DC 20202-4605.

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, by August 1.

Psychological and Counseling Center

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

Individual and group counseling and psychotherapy for personal problems and issues

Psychological assessment

Group support programs for learning skills such as relaxation; assertiveness; marital communication; reading and study techniques; and weight, stress, and time management

Administration of national testing programs

Career choice/change and college major counseling

Outreach and consultation with faculty and staff

Campus speakers and educational programs

Eligible persons may make appointments by visiting the Center or by calling 322-2571. Services are confidential to the extent permitted by law.

Student Health Service

The Vanderbilt Student Health Service (SHS) is a student-oriented facility that provides routine and acute medical care similar to services rendered in a private physician's office or HMO.

The following health services are provided to students without charge:

- Visits to staff physicians and nurse practitioners
- Personal and confidential counseling by mental health professionals
- Routine treatments
- Educational information and speakers for campus groups
- Some routine laboratory tests
- Specialty clinics held at the SHS

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

Dr. John W. Greene, director of the Student Health Service, is a tenured faculty member of the Vanderbilt School of Medicine. The medical staff is composed of physicians and nurse practitioners who have chosen student health as a primary interest and responsibility.

The Zeffoss Student Health Center is open from 8 a.m. to 4:30 p.m., Monday through Friday, and 8:30 a.m. until noon on Saturday, except during scheduled breaks. Students should call ahead to schedule an appointment (322-2427). Students with urgent problems will be seen on a same-day basis. They will be given an appointment that day, or "worked in" if no appointments are available. When the Health Center is closed, students needing acute medical care may go to the emergency department of Vanderbilt University Hospital. They will be charged for emergency department services, but a part of this cost may be covered under the student insurance plan.

Students may also call 322-2427 for twenty-four-hour emergency phone consultation, which is available seven days a week (except during summer and scheduled academic breaks). On call Student Health professionals take calls from their homes after regular hours. Calls between 11 p.m. and 7 a.m. are handled by the Vanderbilt University Emergency Department Triage staff.

Hospitalization Insurance Plan

All students registered for 4 or more hours or for a thesis or dissertation research course at Vanderbilt are required to have adequate hospitalization insurance coverage. The University offers a health insurance plan that is designed to provide hospital, surgical, and major medical benefits. A brochure explaining the limits, exclusions, and benefits of insurance coverage is available to students at registration, in the Office of Student Accounts, or at the Student Health Center.

The annual premium is in addition to tuition and is automatically billed to the student's account. Coverage extends from 20 August until 19 August of the following year, whether a student remains in school or is away from the University.

Medical students who do not wish to subscribe to the insurance plan offered through the University must notify the Medical School Office of Financial Aid of adequate coverage under another policy. Students will automatically be covered by the University policy unless a waiver card is received by the Medical School Office of Financial Aid before 30 September. 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 complete the application form provided in the brochure.

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 Student Health Service.

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 Michael Miller, Assistant Director for Disability Services, 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 Monitor for the Divinity School is Associate Dean John R. Fitzmier, 116 Divinity School, Nashville, Tennessee 37204.

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. 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.

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. Campus officers are carefully selected through testing and interviews and trained according to Police Officer Standards and Training (POST) requirements.

To support the crime prevention program the Department of Security has published and distributed pamphlets on rape and crime prevention.

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

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.

Parking and Vehicle Registration

Parking space on campus is limited. Motor vehicles operated on campus at any time by students, faculty, or staff must be registered with the Office of Traffic and Parking. Upperclass and post-baccalaureate resident students are assigned to specific parking areas 7:30 a.m. to 4:30 p.m. weekdays and may park in non-reserved spaces at other times. Resident first-year and sophomore students may park in non-reserved spaces in campus lots 4:30 p.m. to 7 a.m. and on weekends, but may not park on campus weekdays. Commuting students are assigned to specific parking areas between 7 a.m. and 4:30 p.m. weekdays and may park in non-reserved spaces at other times, or they may obtain a permit for night and weekend parking only at a reduced rate. A limited number of reserved parking spaces are available to any student, by semester, for a fee.

Bicycles

Bicycles must be registered with the Department of Security.

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 and African-American Board of Trust member. 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 as well as 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 throughout 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. Two student groups that work closely with the Women's Center are Students for Women's Concerns and Students for Choice, which are open to all interested students, both male and female.

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 and tapes 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 6 p.m., Monday through Thursday, during the academic year.

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, 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.

Extracurricular Activities

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 classic, 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; an upscale 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.

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-three 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.

Nashville

Nashville has seen robust new life emerge in its city center over the last few years. Both in its historic riverfront district and downtown, the recent explosion of construction and renovation has added an arena and a convention center, as well as new restaurants, brew pubs, coffee houses, nightclubs, bookstores, and shops catering to many tastes. Visitors and residents alike flock to the Southern Festival of Books, Dancin' in the District, and the Italian Street Fair. Several city blocks are closed to automobile traffic for Summer Lights, a superb four-day arts and music festival. Tennessee's 1996 bicentennial has brought the Bicentennial Mall, a beautiful indoor farmer's market, and many other permanent exhibits and celebratory performances to the city. Nashville can be explored by water taxi, steamboat, train, trolley, or horse-drawn carriage. In the midst of all this growth, moreover, Nashville has not lost its distinctive personality as a big city with small town comfort.

Nashville's vibrant performing arts community offers entertainment to suit any taste. The Tennessee Performing Arts Center in downtown

Nashville, home to six professional companies—the Nashville Symphony Orchestra, Nashville Opera, Tennessee Repertory Theatre, Tennessee Dance Theatre, Nashville Ballet, and Tennessee Opera Theatre—and a venerable amateur theatre troupe (Circle Players), also welcomes a variety of local and national touring artists, and acts as a nexus of performing arts energy in the city. More than a dozen other professional, semi-professional, and community theatres in the Nashville area feature regular productions of avant-garde and experimental plays, traditional dramas, comedy revues, modern dance, dinner theatre, and Shakespeare-in-the-Park. The University community enjoys on-campus music, dance, and theatre performances by touring and resident artists and student groups.

The growth of Asian and Latin American communities has brought new cultural diversity to the city. National cultural festivals and religious observances are sponsored by campus and community groups.

Nashville is still the home of country music, with the Grand Ole Opry, Opryland USA, and Music Row as the nucleus of a community that includes facilities for historical study, annual popular festivals, and year-round tourism. The Ryman Auditorium, home of the original Grand Ole Opry, has been restored, providing an intimate atmosphere for performers and audiences alike. Long an important center for traditional and contemporary gospel music, the Nashville area has now become a hive of activity in classical music, rock, contemporary folk, experimental jazz, and reggae. Large and small recording studios and sophisticated video production facilities have made Nashville a major recording center known as the Third Coast.

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

The limestone hills and plateaus of Middle Tennessee, honeycombed with caves and crisscrossed by streams and rivers, are almost unparalleled for caving, rock climbing, and river recreation from scenic float trips to whitewater rafting. The Great Smoky Mountains National Park in East Tennessee, a four-hour drive away, and an extensive network of state parks offer spectacular settings for outdoor recreation. Nashvillians take pride in Vanderbilt's Southeastern Conference teams, particularly the nationally renowned women's and men's basketball programs, and enjoy Nashville Sounds AAA baseball at Greer Stadium.

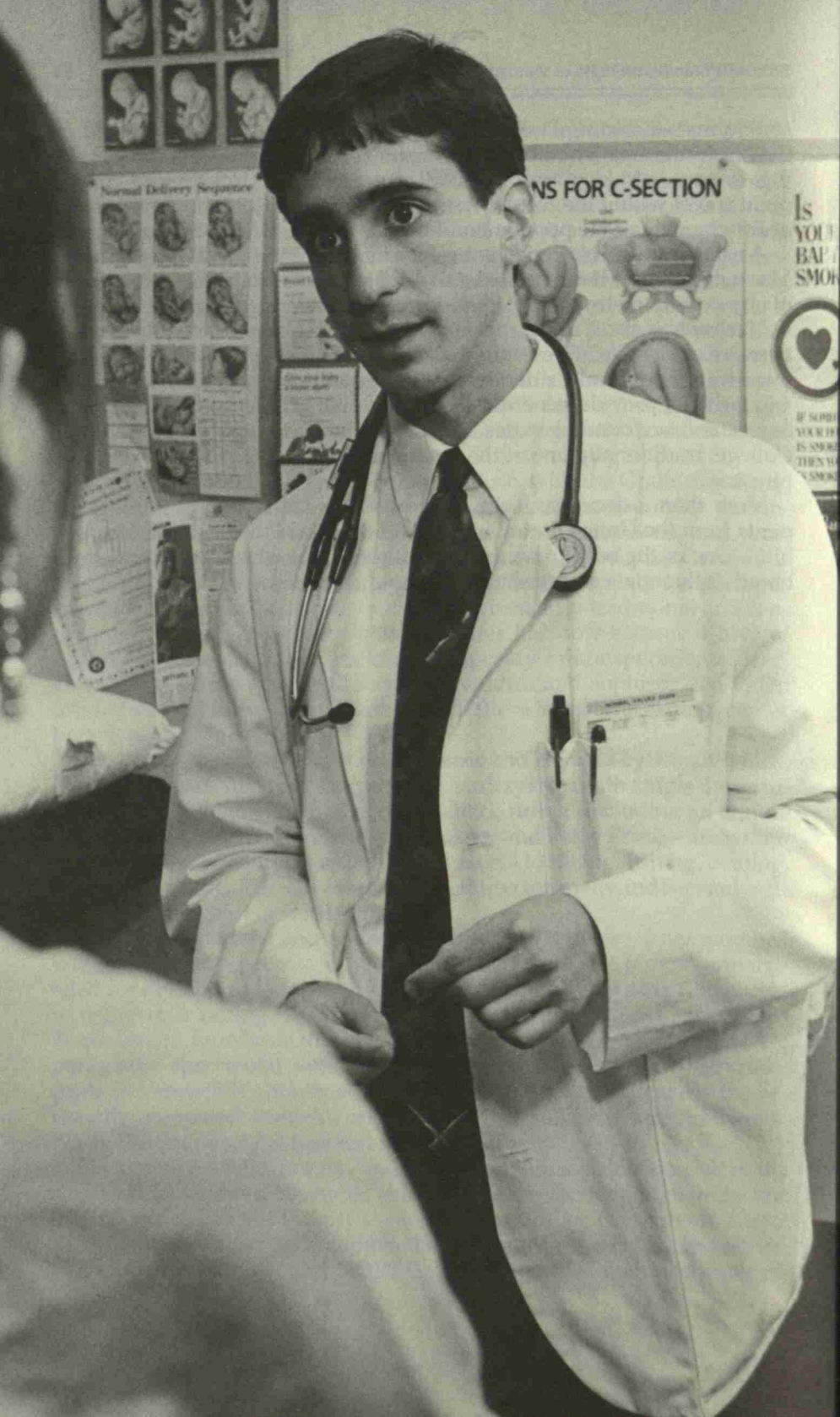
Once a city where country music and religious publishing were the dominant businesses, Nashville today is home to service and manufacturing industries as well. The city's enterprising tradition continues to attract growing companies like Columbia/HCA Healthcare, Aladdin Industries, Dollar General Stores, and NORTEL. Major national manufacturing in-

stallations—including DuPont, Ford, Nissan, and Saturn—are located in the Nashville area. The city is also known as a center for health care, banking, finance, and insurance. Nashville International Airport offers convenient travel within the country and overseas. The city is within 600 miles of fifty percent of the population of the continental United States.

As state capital, Nashville is a center for state and federal government. Many other cities have studied and adopted Nashville's innovative form of city-county metropolitan government since its inauguration in 1963.

Nashville is also a major regional medical center. Besides the Vanderbilt University Hospital, 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 Middle Tennessee and surrounding states. The city is also home to Meharry Medical College, traditionally one of the foremost educators of African American physicians.

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.



Normal Delivery Sequence

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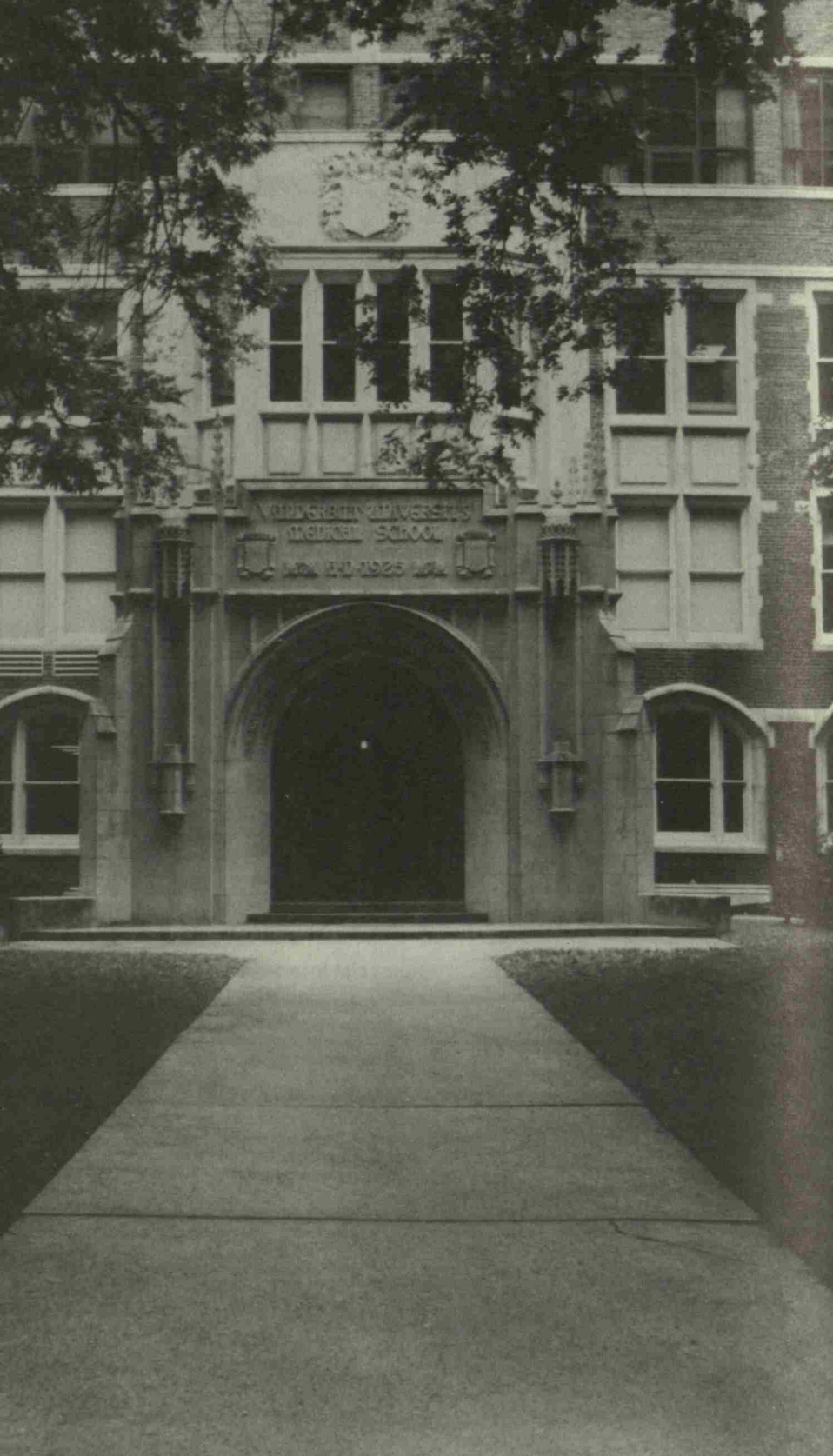
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School of Medicine



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 of Students

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

JOSEPH M. GOFF, Assistant Director of Finance and Administrative Services

JOHN O. LOSTETTER, Ph.D., Director of Program Support Services

DAVID ROBERTSON, M.D., Director of the Medical Scientist Training Program

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, Chair. Charles Beattie, Ian M. Burr, Michael H. Ebert, Stephen S. Entman, Gerald M. Fenichel, Doyle G. Graham, Daryl K. Granner, Jacek Hawiger, Harry R. Jacobson; Lee E. Limbird, Harold L. Moses, Wallace Neblett III, John A. Oates, Denis M. O'Day, James A. O'Neill, Jr., C. Leon Partain, Thurman L. Pedigo, Sr., Roscoe R. Robinson, William Schaffner, Corey R. Slovis, Dan M. Spengler, Michael R. Waterman, Regular Non-Voting Members: Winfred L. Cox, Gerald S. Gotterer.

EXECUTIVE COMMITTEE OF THE EXECUTIVE FACULTY. John E. Chapman, Chair. Stephen S. Entman, Doyle G. Graham, Lee E. Limbird, Harold L. Moses, John A. Oates, Corey R. Slovis. 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, Chair. Alan D. Cherrington, Virginia A. Eddy, Agnes B. Fogo, Marie R. Griffin, Jacek Hawiger, Robert L. Janco, Neil Osheroff, James W. Pichert, David Robertson,

John S. Sergent, Corey Mitchell Slovis, Alexander S. Townes. Ex Officio: Deborah C. German, Gerald S. Gotterer. Student Representatives: Evander, Fogle, Veronica Gunn.

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., Chair. Nancy J. Brown, Philip David Charles, Roy O. Elam, John H. Exton, George F. Gray, Joel G. Hardman, J. Harold Helderman, Jeffrey T. Holt, Paula C. Hoos, Nancy J. Olsen, Winston Clive-Victor Parris, Harris D. Riley, Jr., John L. Sawyers, Richard C. Shelton, Gregory J. Wilson. Ex Officio: Deborah C. German, Gerald S. Gotterer.

Advisory Council

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

Margie A. Scott, John L. Tarpley, Anne T. Thomas, Kathryn M. Edwards, Robert D. Beauchamp, Graham F. Carpenter, Christopher D. Lind, Lillian B. Nanney, Richard S. Belcher.

Standing Policy Committees

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

BIOMEDICAL SCIENCES. Robert D. Beauchamp, Chair. Matthew D. Breyer, Sharron H. Francis, Neil Osheroff, Kevin G. Osteen, Ronald G. Wiley.

FACULTY. Graham F. Carpenter, Chair. Joseph P. Bruner, Maria E. Frexes-Steed, J. Harold Helderman, Marta Hernanz-Schulman, Jaykumar R. Kambam, .

GOALS AND GOVERNANCE. Christopher D. Lind, Chair. Alvin M. Burt, James A. Duncavage, Stephen S. Feman, Valentina Kon, Karen L. Starr.

MEDICAL EDUCATION. Lillian B. Nanney, Chair. P. David Charles, Terence S. Dermody, Agnes B. Fogo, Richard S. Stein, Lester F. Williams.

POSTGRADUATE EDUCATION. Richard S. Belcher, Chair. James C. Gay, Jayant R. Kambam, Thomas J. Limbird, William O. Richards, Jean E. Rinaldo.

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.

Barney Scott Graham, Chair. Lowell B. Anthony, Preston W. Campbell, Stephen N. Davis, Donna M. Hummell, Virginia L. Shepherd, Kenneth A. Wallston. Ex Officio: Joel G. Hardman, David Robertson.

Conflict of Interest

The Conflict of Interest Committee is appointed by and advisory to the Dean of the School of Medicine. It is charged to review individual faculty circumstances where a possible conflict of interest or commitment might exist. The committee makes recommendations to the department chairs and the Dean concerning their review.

Conrad Wagner, Chair. Lonnie S. Burnett, Gottlieb C. Friesinger II, Sanford B. Krantz, Lillian B. Nanney, Kenneth W. Sharp, Richard M. Zaner. Ex Officio: Gerald S. Gotterer, Joel G. Hardman, Leona Marx.

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, Chair. Arthur C. Fleischer, Gottlieb C. Friesinger II, Donald E. Hancock, J. Harold Helderman, Mark T. Jennings, Randolph Miller, Robert H. Ossoff, Thurman L. Pedigo, Sr., James W. Pichert, Jayant P. Shenai, Arthur P. Wheeler. Ex Officio: Marilyn D'Asaro.

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.

Michael R. Waterman, Chair. Martin Blaser, Kathryn M. Edwards, Lee E. Limbird, Lynn M. Matrisian, Wayne A. Ray, Martin P. Sandler, P. Anthony Weil, Lester F. Williams, Jr. Ex Officio: Gerald S. Gotterer

Faculty Awards Committee

The Faculty Awards Committee, appointed by the Dean, is responsible for selecting faculty to serve as institutional candidates for nationally competitive awards for which only one candidate may be nominated by the school.

Lester F. Williams, Jr., Chair. Thomas A. Hazinski, Lawrence J. Marnett, Rose Marie Robertson, H. Earl Ruley, Elaine Sanders-Bush. 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.

G. Roger Chalkley, Chair. Fred H. Bess, G. Neil Green, F. Peter Guengerich, Larry L. Swift, Michael M. Tamkun, P. Anthony Weil, Jack N. Wells, Christopher V. E. Wright.

Institutional Review Board for the Protection of Human Subjects

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

Behavioral Sciences Committee

Nancy Wells, Chair. Daniel Ashmead, Carol Ann Bach, Candace BURger, R. Steven Couch, Deana Claiborne, Kathleen A. Dwyer, Howard L. Harrod, Julia C. Morris, Barry Nurcombe, Richard D. Odom, Ronald M. Salomon, Steven H. Smartt, Barbara E. Sommers, Wendy L. Stone.

Health Sciences Committee

Kevin B. Churchwell, Helen Clark, Amy A. Ernst, S. Julian Gibbs, Joel G. Hardman, Christa Hedstrom, Betty C. Holt, Ellen B. Hunter, Leona Marx, Roberta Meyers-Elliott, Geraldine Miller, Julia C. Morris, Dan Mosley, Barbara A. Murphy, Donna L. Seger, Samuel R. Sells, Barbara Sommers, Richard S. Stein, Ming Sun, David H. Van Buren, Douglas E. Vaughn, Lois J. Wagner, William F. Walsh, Richard M. Zaner.

Interdisciplinary Graduate Program

The Interdisciplinary Graduate Program Executive Committee is concerned with graduate student affairs and graduate programs in the Medical Center. It is responsible for admit-

ting students to the Interdisciplinary Graduate Program in the Biomedical Sciences; for recommending candidates for fellowships and other funds available for the program; for reviewing activities and progress of the students in the program and recommending students to the Departments of Biochemistry, Cell Biology, Microbiology and Immunology, Molecular Physiology and Biophysics, Pathology, and Pharmacology for the completion of the Ph.D. degree.

Roger Chalkley, Chair. G. Neil Green, F. Peter Guengerich, Charles K. Singleton, Larry L. Swift, Michael M. Tamkun, P. Anthony Weil, Jack N. Wells, Christopher V. E. Wright.

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.

Coordinator: Janelle Carey Owens.

Student Representatives: Joseph V. Agostini, Jr., Megan C. Alford, Stephen C. Altmin, Deborah J. Andresen, Stephen C. Altmin, Sheela N. Bavikatty, Niranjan Bhat, E. Blake Fagan, Mark N. Fluchel, Jed A. Gorden, Roxanne M. Jamshidi, Kelly L. Moore, Kiarash Namdaran, Dmitry P. Nemirovsky, Kristian R. Olson, Angela J. Peck, Kevin M. Reavis, David L. Sanders, John M. Stafford, Glenn S. Stein, Julie J. West

Faculty Advisors: 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.

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.

David Robertson, Chair. Joe Alexander, Jr., Martin J. Blaser, G. Roger Chalkley, Robert J. Coffey, Jr., Raymond N. DuBois, Jr., Michael H. Ebert, Wallace M. LeSturgeon, David E. Ong, Alvin C. Powers, Dan M. Roden, H. Earl Ruley, Larry L. Swift. Ex Officio: Deborah C. German, Gerald S. Gotterer, John N. Lukens, Jr.

Medical Archives Advisory Committee

The Medical Archives Advisory Committee recommends overall collecting and operating policies and appraisal standards for the archival program for the Medical Center. It recommends new programs and directions, recommends policies of accession and deaccession, and encourages departments to prospectively and retroactively contribute material to the archives.

Harris Riley, Chair. Mary Lou Donaldson, Robert Collins, William Darby, David Robertson, Mary Teloh.

Collection Advisory Forum

The Collection Advisory Forum advises the Eskind Biomedical Library about a wide range of collection development issues, including new ways to deliver information, strategies for upgrading the collection and access/ownership issues.

Scott Arnold, Erin Davidson, Clark Galbraith, Chris Jones, Terry Minnen, Barbara Petersen, Ann Richmond, Michael Smith, Nancy Wells.

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.

Barbara Christman Adair, Kenneth L. Brigham, Alan D. Cherrington, John J. Franks, Sandra G. Kirchner, Joyce K. Laben, Larry E. Lancaster, John A. Phillips III, Joseph A. Smith, Jr..

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 1997

Barney Scott Graham, Chair. Julia Glynn Breyer, Alan D. Cherrington, Arthur C. Fleischer, Denis M. O'Day. Ex Officio: Deborah C. German, Gerald S. Gotterer.

Class of 1998

J. Harold Helderman, Chair. Stephen S. Feman, D. Catherine Fuchs, Jeffrey T. Holt, Sharon M. Stein. Ex Officio: Deborah C. German, Gerald S. Gotterer.

Class of 1999

David H. Johnson, Chair. Virginia A. Eddy, Gerald M. Fenichel, Marcia E. Newcomer, Alexander S. Townes. Ex officio: Deborah German, Gerald S. Gotterer.

Class of 2000

Stephen S. Entman, Chair. P. David Charles, Lillian B. Nanney, Linda Sealy, Michael R. Waterman. Ex Officio: Deborah C. German, Gerald S. Gotterer.

University Animal Care Committee

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

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

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

(New members will be appointed to this committee by September.)

Ford F. Ebner, Chair. Thomas F. Barnes, Daniel M. Buxbaum, John T. Childress, Kristina E. Hill, Donald Horne, L. Harold Levinson, Mrs. Albert Hutchison, Mark A. Magnuson, Lynn M. Matrisian, G. Judson Newbern III, Lou Reinisch, Joan Richerson, Jeffrey D. Schall, D. Lewis Sly, David H. Wasserman, Phillip E. Williams, Robley C. Williams.

Vice-Chancellor's Committee for the Veterans Administration

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, Chair. Charles Beattie, John E. Chapman, Marjorie Collins, Colleen Conway-Welch, Michael H. Ebert, Donald R. Eisert, Barry Epstein, Eugene W. Fowinkle, Stanley E. Graber, Doyle Graham, David W. Gregory, Harry R. Jacobson, Loys F. Johnson, Frederick Kirchner, Jr., Peter T. Loosen, Walter H. Merrill, William A. Mountcastle, John H. Newman, John A. Oates, Denis M. O'Day, James O'Neill, C. Leon Partain, David N. Pennington, Joseph C. Ross, Donald H. Rubin, Dan M. Spengler, Alexander S. Townes, Stephen C. Woodward.



Medical Education at Vanderbilt

THE Vanderbilt University School of Medicine is committed to the education of physicians who are firmly grounded in basic medical science; who can recognize 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 the more than 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 mission of the Vanderbilt University School of Medicine is:

1. To develop outstanding clinicians, scientists, and teachers in an environment that stimulates learning and discovery and cultivates empathy and compassion.
2. To advance the knowledge base of medicine by continuing our role as a leading research institution.
3. To disseminate knowledge through continuing education of our students, graduates, faculty members, and colleagues.
4. To promote exemplary patient care and to serve our local and extended community.
5. To maintain our atmosphere of cooperation, collegiality, and mutual respect.
6. To recognize individuality and to foster personal growth of all who work and learn with us.

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 philan-

thropies, with the addition of the Ford Foundation in recent years, have contributed altogether more than \$20,000,000 to the School of Medicine since 1911). The reorganized school drew upon the best-trained scientists and teachers in the nation for its faculty. The full benefits of reorganization were realized in 1925 when the school moved from the old South Campus across town to the main campus, thus integrating instruction in the medical sciences with the rest of the University. The school's new quarters were called "the best arranged combination school and hospital to be found in the United States."

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

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

Objectives of the Program

The 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 develop-

ments 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 respon-

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

Recommendations for Entrance

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

Selection Factors

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

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

Medical College Admission Test

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

Application Procedure for Admission

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

American Medical College Application Service (AMCAS)
Association of American Medical Colleges
Section for Student Services
2501 M Street NW, Lbby-26
Washington, D.C. 20037-1300

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 1 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 appropriate department 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. Completed applications must be received in the Office of Student Records at least eight weeks before the start date of the course. Upon arrival at Vanderbilt Medical School, all visiting students are required to take part in a Bloodborne Pathogen Training Session. 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 no more than two years in medical and/or one year in 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:

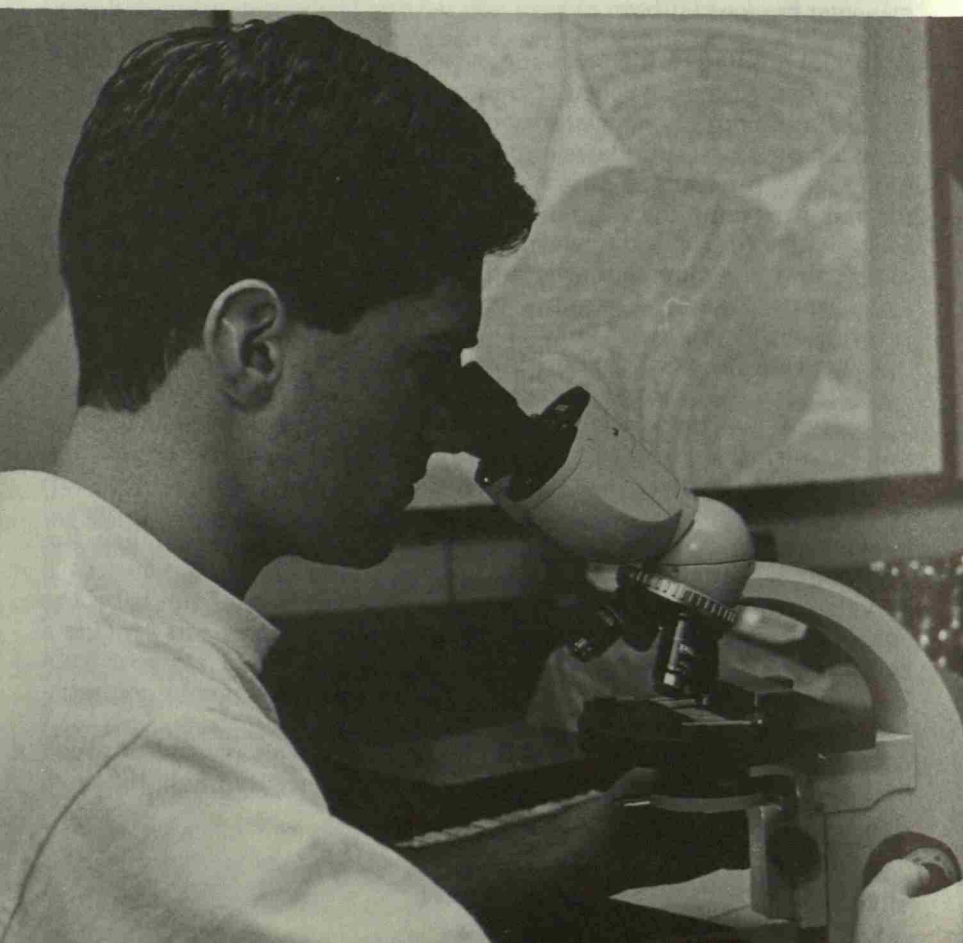
Vanderbilt Medical Scientist Scholarship Programs. Currently there are two sources of funding available in support of the scholarship awards, a privately endowed program and a special allocation of funds by the School of Medicine. Both programs pay tuition and fees and provide a competitive stipend of \$13,500 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 \$10,008 (plus a Medical School supplement bringing the total to \$13,500) per year, and includes funds for fees and related expenses. This support is assigned primarily to qualified incoming students. As with all federal funding, support is guaranteed for only one year at a time, since all federal funds are reviewed and funded annually. Generally, funds are renewed and support is continued.

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

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



The Academic Program

THE curriculum is divided into required courses taken by all students and elective courses taken at the choice of the individual student. Required courses constitute the nucleus of medical education at Vanderbilt; elective courses are an integral part of each student's educational experience in the Medical School, providing considerable flexibility 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 of 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 of 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. Eight full academic units must be completed, including one unit in primary care, one in emergency medicine, and two inpatient selective clerkships.

FIRST YEAR, FALL SEMESTER

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						
HOURS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
8-9	Physiology		Physiology	Physiology	Physiology	
9-10	Cell Biology	Microbiology	Microbiology	Microbiology	Cell Biology	
10-11						
11-12						
12-1						
1-2	Electives	Introduction to Biomedical Research	Electives	Introduction to Biomedical Research	Physiology	
2-3					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.

SECOND YEAR, FALL SEMESTER

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

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

SECOND YEAR, SPRING SEMESTER—FIRST HALF

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

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

SECOND YEAR, SPRING SEMESTER—SECOND HALF

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

THIRD AND FOURTH YEARS—FIRST HALF

3 July 31 July 28 Aug 25 Sept 23 Oct 20 Nov 15 Dec

Elective	Elective	Elective	Elective	Elective	Elective	Elective
Pediatric			Psych/Neuro			Ob/Gyn
Ob/Gyn			Pediatric			Psych/Neuro
Psych/Neuro			Ob/Gyn			Pediatric
		Medicine				Surgery
		Surgery				Medicine

Clerkships

Medicine 10 weeks
Surgery 10 weeks

Pediatrics 8 weeks
Ob/Gyn 8 weeks
Psych/Neuro 8 weeks

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

THIRD AND FOURTH YEARS—SECOND HALF

3 July 31 July 28 Aug 25 Sept 23 Oct 20 Nov 15 Dec

Elective	Elective	Elective	Elective	Elective	Elective	Elective
Psych/Neuro	Ob/Gyn	Ob/Gyn	Pediatric	Pediatric	Psych/Neuro	
Psych/Neuro	Ob/Gyn		Ob/Gyn		Pediatric	
Medicine	Medicine			Surgery		
Surgery	Surgery			Medicine		

Selectives

- Emergency Medicine
- Primary Care
- Medical Group
- Surgical Group

- 4 weeks
- 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.

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, and Baptist 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. 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

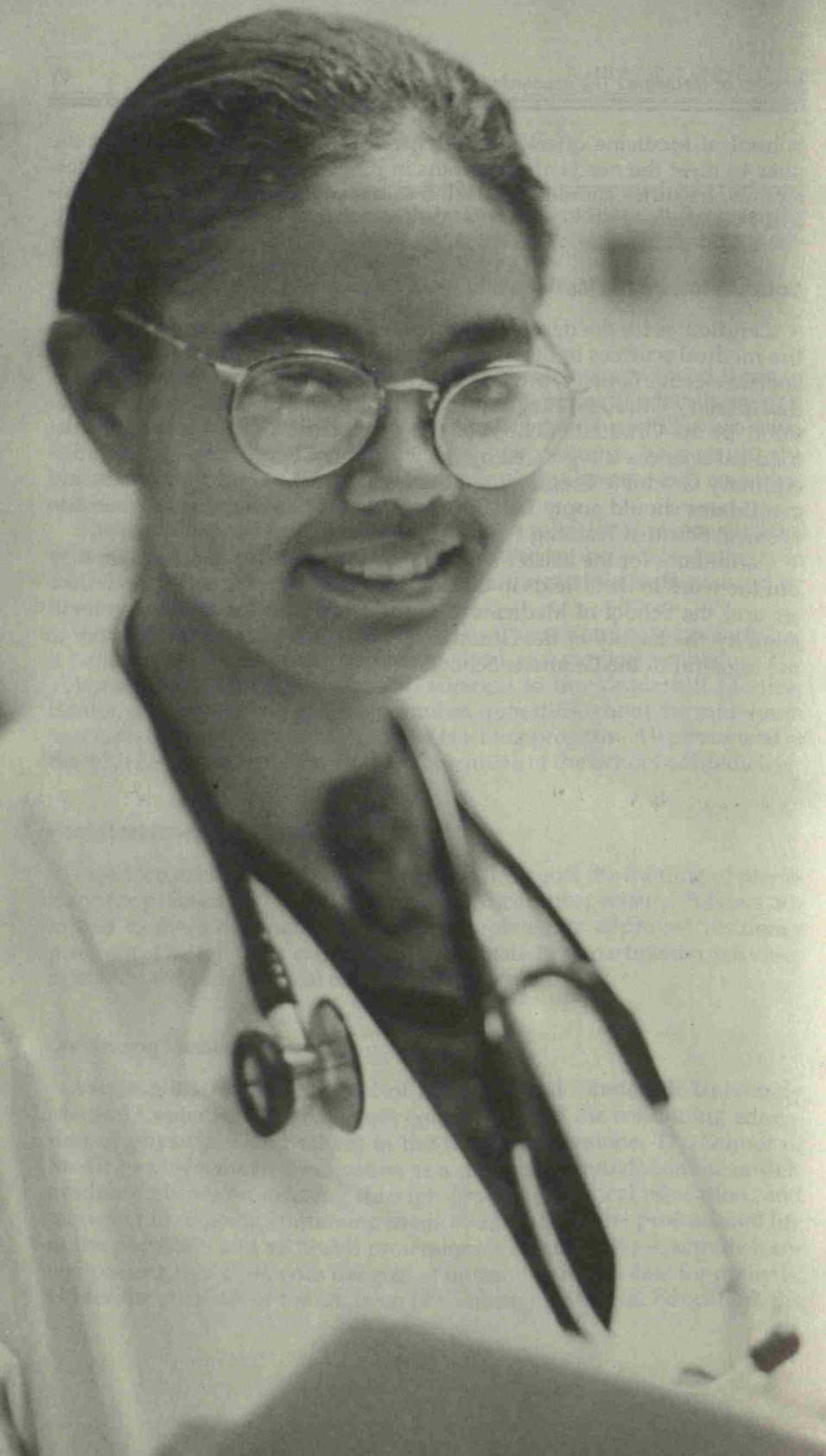
Vanderbilt University School of Medicine and Vanderbilt University Medical Center recognize a major commitment to the continuing education of physicians and others in the health professions. The School of Medicine views medical education as a continuum initiated in the undergraduate phase, progressing 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 Doctor of Philosophy may pursue work in the medical sciences in the Medical School, either in regular courses or in special elective courses, provided such students are accepted by the Interdisciplinary Graduate Program in the Biomedical Sciences and are registered in the Graduate School of the University. Graduate work in the medical sciences is regulated by the Executive Committee of the Interdisciplinary Graduate Program and 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

VANDERBILT students are bound by the Honor System inaugurated in 1875 when the University opened its doors. Fundamental responsibility for the preservation of the system inevitably falls on the individual student. It is assumed that students will demand of themselves and their fellow students complete respect for 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 by the student in the manner prescribed by the course instructor. Cheating, plagiarizing, or otherwise falsifying results of study are specifically prohibited under the Honor System. The system applies not only to examinations but also to written work and computer programs submitted to instructors. The student, by registration, acknowledges the authority of the Student Honor Council of the School of Medicine.

The University's Graduate Student Conduct Council has original jurisdiction in all cases of non-academic misconduct involving graduate and professional students.

Students are expected to become familiar with the Student Handbook, available at the time of registration, which contains the constitution and bylaws of the Honor Council and sections on the Graduate Student Conduct Council, 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 appropriate personal behavior and the knowledge, understanding, and skills 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 Associate Dean of Students 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 Associate Dean of Students for a more extended leave.

Commencement

The University holds its annual Commencement ceremony following the spring semester. Degree candidates must have completed successfully all curriculum requirements and have passed all prescribed examinations by the published deadlines to be allowed to participate in the ceremony. A student completing degree requirements in the summer or fall semester will be invited to participate in Commencement the following May; however, the semester in which the degree was actually earned will be the one recorded on the diploma and the student's permanent record. Students unable to participate in the graduation ceremony will receive their diplomas by mail.

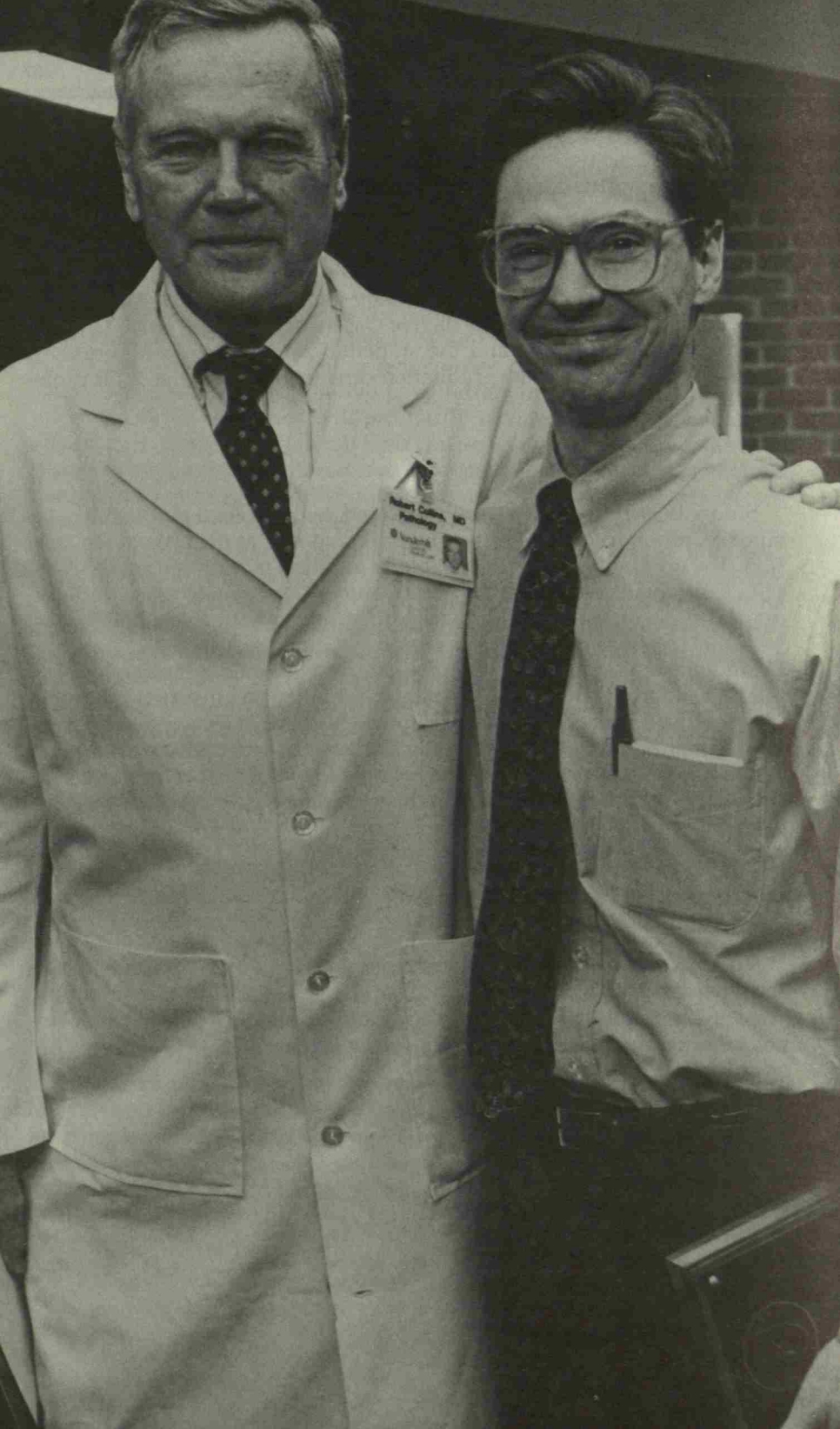
Professional Liability Insurance

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 Baptist 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 BEN J. ALPHER CHAIR IN RHEUMATOLOGY. Dr. Alper, a 1949 graduate of Vanderbilt University School of Medicine, and his wife, Phyllis, provided for the establishment of this chair in 1995. The chair will support research and clinical care in rheumatology.

THE THEODORE R. AUSTIN CHAIR IN PATHOLOGY. This chair was established 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 understanding of the composition and significance of DNA.

THE DEREK H. R. BARTON PROFESSORSHIP This professorship is named for Sir Derek H.R. Barton. Dr. Barton received the Nobel Prize for Chemistry in 1970 for his studies on conformational analysis.

THE ALLAN D. BASS CHAIR IN PHARMACOLOGY. Funded in large part by a gift from an anonymous donor, this chair supports scientific development in pharmacology. Allan D. Bass, chairman of the Department of Pharmacology from 1953 to 1972, was instrumental in establishing pharmacology as an independent research discipline.

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 CHARLES H. BEST PROFESSORSHIP IN DIABETES RESEARCH. This professorship is named for Dr. Charles H. Best, who was involved in the isolation of insulin and its initial use in the treatment of diabetes.

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 WILLIAM L. BRAY CHAIR IN UROLOGIC SURGERY. Established in 1992 by a bequest from James L. Bray, M.D. '31, a physician in Los Angeles, this chair supports the research of a distinguished faculty member in urologic surgery. The chair honors Bray's father.

THE FRANCES AND JOHN C. BURCH CHAIR IN OBSTETRICS AND GYNECOLOGY. This chair was endowed in 1995 through the generosity of the Burch family and other friends and colleagues. John C. Burch, M.D. '23, was chairman of the Department of Obstetrics and Gynecology and son of former Vanderbilt School of Medicine Dean Lucius E. Burch.

THE LUCIUS E. BURCH CHAIR IN REPRODUCTIVE PHYSIOLOGY AND FAMILY PLANNING. In 1967, the Department of Obstetrics and Gynecology received funds from an anonymous donor to establish this professorship, the purpose of which is to further research in basic reproductive biology, and applied family planning. The chair is named for Dr. Lucius E. Burch, dean of the School of Medicine from 1913 until 1920, and chairman of the Department of Obstetrics 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 is 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 supports cancer research and serves as a memorial to her father, who was a Nashville businessman and member of the Vanderbilt University Board of Trust.

THE ROBERT AND RACHEL BUCHANAN / A. H. AND LUCILLE LANCASTER CHAIR IN DERMATOLOGY. Dr. and Mrs. Robert Buchanan and Mrs. A. H. Lancaster provided for the creation of this chair in 1994. The chair honors two of Tennessee's first dermatologists, both of whom graduated from the Vanderbilt University School of Medicine, and will support a faculty member in the division of Dermatology.

THE CRAIG-WEAVER CHAIR IN PEDIATRICS. Established through the generosity of Elizabeth Proctor, this chair enhances research and teaching programs of Children's Hospital and provides 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 JOE C. DAVIS CHAIR IN BIOMEDICAL SCIENCE. This chair was established in 1994 with the proceeds from a trust created by the estate of Mr. Davis, a Vanderbilt alumnus and trustee.

THE JOHN CLINTON FOSHEE CHAIR IN SURGERY. Through the generosity of the late Dr. John C. Foshee, a 1916 graduate of Vanderbilt University School of Medicine and distinguished surgeon, 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 in 1985 to support and recognize a distinguished leader-physician-scholar of national stature who combines the qualities of an eminent physician and experienced medical scholar. When possible, the occupant of the chair will be the chair of the Department of Medicine.

THE ERNEST W. GOODPASTURE CHAIR IN EXPERIMENTAL PATHOLOGY. In recognition of Ernest W. Goodpasture, this chair was established in 1960 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 chair honors Hale's late husband.

THE ELSA S. HANIGAN CHAIR IN PULMONARY MEDICINE. Mr. John L. Hanigan 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 to develop innovative programs in pulmonary research, education, and rehabilitation.

THE HORTENSE B. INGRAM CHAIR IN MOLECULAR ONCOLOGY. This chair, established in 1991 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 DAVID T. KARZON CHAIR IN PEDIATRICS. This chair was established in 1991 to recognize 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 in 1986 through the generosity of Dr. Maness, longtime friend of Vanderbilt Otolaryngology. The chair supports a comprehensive program of education, research, and treatment of diseases of the ears, nose, throat, head, and neck at Vanderbilt.

THE WILLIAM F. MEACHAM CHAIR IN NEUROLOGICAL SURGERY. Funding of this chair was spearheaded by the William F. Meacham Society, a group composed primarily of house officers who studied under Meacham, M.D. '40, chairman of the Department of Neurosurgery from 1954 to 1984. The chair supports research in neurological surgery and honors Meacham's contributions to this field.

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 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 Mrs. Warren's brother, Dr. James C. Overall, a distinguished clinician and contributor to American pediatrics.

THE RALPH AND LULU OWEN CHAIR IN PULMONARY DISEASES. This chair was established in 1994 through a bequest from the estate of Mrs. Owen, who, with her late husband, was a trustee and life-long supporter of Vanderbilt University and its Medical Center.

THE ANN AND ROSCOE R. ROBINSON CHAIR IN NEPHROLOGY. Friends of Dr. and Mrs. Robinson endowed this chair in 1995. Dr. Robinson has served as Vanderbilt's Vice Chancellor for Health Affairs since 1981 and is internationally recognized as a nephrologist.

THE PAUL W. SANGER CHAIR IN EXPERIMENTAL SURGERY. Through the generosity of the late Paul W. Sanger, M.D., 1931, a distinguished surgeon 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 JOHN L. SAWYERS CHAIR IN THE SECTION OF SURGICAL SCIENCES. The Chair honors John L. Sawyers, M.D., professor and chairman of the Department of Surgery and former director of the Section of Surgical Sciences, for his contribution to medicine and his dedication to training surgeons.

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, 1952-82.

THE ADDISON B. SCOVILLE JR. CHAIR IN MEDICINE. This chair was endowed in 1985 by the Justin and Valere Potter Foundation 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 ANN GEDDES STAHLMAN CHAIR IN MEDICAL ETHICS. Endowed in 1973 by James C. Stahlman, B.A. '19, the broad objective of the chair is to contribute to the return of humanism in the practice of medicine. Stahlman was owner and publisher of the *Nashville Banner* and a long-time member of the Vanderbilt University Board of Trust. This chair honors one of his daughters.

THE EDWARD CLAIBORNE STAHLMAN CHAIR IN PEDIATRIC PHYSIOLOGY AND CELL METABOLISM. Endowed in 1972 by James C. Stahlman in honor of his father, this chair supports studies in pediatric physiology and cell metabolism.

THE GLADYS PARKINSON STAHLMAN CHAIR IN CARDIOVASCULAR RESEARCH. Established in 1973 by James C. Stahlman in honor of his wife, this chair supports cardiovascular research, with emphasis on the cause of the disease, its prevention, and its treatment.

THE MARY GEDDES STAHLMAN CHAIR IN CANCER RESEARCH. James C. Stahlman, endowed this professorship in 1972 for the purpose of furthering studies in cancer research. The chair honors his mother.

THE MILDRED THORNTON STAHLMAN CHAIR IN PERINATOLOGY. James C. Stahlman established this professorship in perinatology. The chair will reinforce the study of perinatology over an indefinite period of time. It is named in honor of Dr. Mildred Stahlman, one of Mr. Stahlman's daughters and a member of the School of Medicine faculty since 1951.

THE WILLIAM STOKES CHAIR IN EXPERIMENTAL THERAPEUTICS. Established in 1989, through the generosity of the Daiichi Seiyaku Company of Japan, this chair honors William Stokes. Stokes was a 19th century Dublin physician who made many contributions to cardiovascular medicine. The chair resides in clinical pharmacology.

THE WILLIAM S. STONEY JR. CHAIR IN THORACIC AND CARDIAC SURGERY. The chair honors William S. Stoney, Jr., M.D. '54, clinical professor in the department from 1969 to 1988, for his many contributions to thoracic and cardiac surgery and especially the surgical treatment of adult heart disease.

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

THE NATALIE OVERALL WARREN DISTINGUISHED CHAIR IN BIOCHEMISTRY. This chair was endowed by the William K. Warren Foundation in 1995. Mr. Warren's wife, Natalie Overall Warren, was an honors graduate of the class of 1920 with a major in chemistry and one of eight members of her family to graduate from Vanderbilt University.

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 1992 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 INVESTIGATIVE MEDICINE. Through the generosity of the Werthan family of Nashville, this professorship was established in 1951 for the purpose of furthering research in the general field of internal medicine.

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 enhances 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 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 SAMUEL S. RIVEN VISITING PROFESSORSHIP. This professorship was established in 1989 to honor Dr. Samuel Riven for over fifty years of service to his patients and the Department of Medicine at Vanderbilt University. A physician of prominence is invited each year to present a lecture and to participate in various teaching conferences in the Department of Medicine.

THE R. TURNER SIMPSON LECTURESHIP IN THE HISTORY OF MEDICINE. This lectureship was made possible by the generous contributions of John W. Simpson, M.D., Vanderbilt School of Medicine class of 1932, and his wife. The late Dr. Turner Simpson, brother of Dr. Jown W. Simpson, was also a Vanderbilt graduate. This lectureship will bring prominent figures in the field of medical history to Vanderbilt.

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.

THE JOHN G. CONIGLIO PRIZE IN BIOCHEMISTRY. This award is presented to a medical student who has achieved distinction in Biochemistry. Both accomplishments in bio-medical 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.

Founder's Medalist Nova Michele Ryder with Dean Chapman

THE DIABETES/ENDOCRINE RESEARCH AWARD. Given to the graduating student who has performed the most meritorious research related to diabetes and endocrinology. The award was established in honor of Dr. Oscar Crofford, Professor of Medicine, by his colleagues and friends throughout North America, to honor his leadership and distinguished service in diabetes research.

THE EXCELLENCE IN EMERGENCY MEDICINE AWARD. 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 JANET M. GLASGOW MEMORIAL AWARD. This award is presented to a woman medical student who is an honor graduate and leads her class in academic distinction.

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 LONNIE S. BURNETT AWARD IN OBSTETRICS AND GYNECOLOGY. This award is given to the student demonstrating superior performance and who exemplifies the qualities of dedication, leadership, compassion, and integrity in the field of obstetrics and gynecology.

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 ORTHOPAEDIC SURGERY CLERKSHIP AWARD. This award is presented by the Department of Orthopaedic to the student who has excelled in both the third and fourth year

orthopaedic clerkships and who has demonstrated outstanding potential in the field of orthopaedic surgery.

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 PHARMACIA AND UPJOHN AWARD FOR EXCELLENCE. This award is presented to the medical student distinguished by an outstanding record of achievement throughout the medical course from standpoints of scholastic, personal, and professional achievement, as well as performance as a member of the Vanderbilt community.

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. With nominations generated from the fourth year class, this award is presented to a member of the graduating class who possesses those intangible qualities of common sense, knowledge, thoughtfulness, personal warmth, gentleness, and confidence that combine to make the "ideal doctor"—the person fellow classmates would most like to have as their personal physician.

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



Financial Information

TUITION for the academic year 1996/97 is \$22,000. The annual expense of a student in the School of Medicine is estimated to be \$33,700.

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

Other Fees (1996/97)

Application fee (to accompany final application)	50
Student activities fee	78
Recreation fee	136
Microscope usage fee per year (1st and 2nd years)	100
Student health insurance	667
Professional liability insurance	96
Student long-term disability insurance	92
Student health service fee	55

Payment of Tuition and Fees

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 tenth 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 30 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 \$420.

The average cost of books is approximately \$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 automatically if the student is a part-time student registered for four or fewer semester hours, or if he or she resides, while a student, beyond an approximate fifty-mile radius from the campus as determined by zip code. Students who register late or students who wish to have fees waived due to exceptional circumstances must petition for a waiver through the Office of Campus Student Services, Box 6206 Station B, Nashville, Tennessee 37235. A \$10 charge is assessed for processing the waivers of students who register late.

Honor Scholarships

THE DORIS M. AND FRED W. LOVE SCHOLARSHIP. The Love Scholarship was established by Dr. and Mrs. Fred W. Love, a 1945 School of Medicine graduate. This tuition scholarship is given periodically and continues contingent upon satisfactory progress until the recipient graduates.

THE 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.

THE 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 Federal Stafford and Unsubsidized Stafford Loan programs.

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 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 LUCILE R. ANDERSON SCHOLARSHIP FUND. This scholarship was established by Lucile R. Anderson, a 1933 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 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 DEBORAH AND C. A. CRAIG II MEDICAL SCHOLARSHIP FUND. This fund was established in 1992 by Mr. and Mrs. C. A. Craig II. It provides support to talented and deserving students engaged in the study of medicine. Preference is awarded to former Eagle Scouts.

THE JACK DAVIES SCHOLARSHIP FUND. This fund was endowed primarily through gifts from the Classes of 1981, 1982, 1983, 1984, and 1994 in honor of the distinguished and beloved longtime professor of anatomy. This fund is designed to provide medical student financial assistance.

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 J. F. FOX STUDENT SCHOLARSHIP 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 based on scholarship, promise, and financial need.

THE D. G. GILL SCHOLARSHIP FUND. This fund was established in 1982 by the family of the late Dr. Daniel Gordon Gill. First preference goes to those students with financial need who have expressed an interest in the field of public health.

THE DRS. FRANK LUTON AND CLIFTON GREER SCHOLARSHIP FUND. This fund was founded in 1995 through a gift from the estate of Dr. Clifton Greer, M.D. '51, in honor of the late Dr. Luton, M.D. '27. It provides tuition support for medical students with demonstrated financial need, with preference given to those from the southeastern United States.

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

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 IKE J. KUHN FUND. This scholarship fund 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 ANN R. LIGHT SCHOLARSHIP FUND. This endowed scholarship was established by Ann R. Light for needy medical students.

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

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

THE GEORGE E. ROULHAC MEMORIAL SCHOLARSHIP FUND. This fund was established in 1994 through a gift from the estate of Dr. Roulhac, M.D. '39. It provides tuition support for medical education.

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

THE K. DOROTHEA AND JOSEPH G. SUTTON SCHOLARSHIP IN MEDICINE. This scholarship was established in 1995 through a gift from the estate of Dr. Sutton, M.D. '22, for the benefit of students with financial need pursuing the study of medicine.

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.

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

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 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 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 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 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 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.

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. It is a matrix center including 185 faculty members. In 1995, after a comprehensive review, the National Cancer Institute designated the center as one of its nationally recognized clinical cancer centers. 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 housed on the sixth floor of MRB II and have approximately 15,000 square feet of research space in this area. Research laboratories are also housed on other floors of MRB I and MRB II 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, the Breast Cancer Clinic at the Village of Vanderbilt, and the Veterans Administration Medical Center.

The Vanderbilt Cancer Center includes the A. B. Hancock Jr. Memorial Laboratory, focusing on molecular epidemiology and cancer prevention studies, and the Frances Williams Preston Laboratory, funded by the T. 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. The eight research programs include Signal Transduction, Regulation of Cell Proliferation, Gastrointestinal Cancer, Cancer Etiology, Cancer Genetics, Breast Cancer, Cancer Pharmacology, and Clinical Investigations. Core laboratories are transgenic, retroviral vector, cell imaging, DNA sequencing, human tissue acquisition, biostatistics, bioanalysis, peptide sequencing, and genetics.

Center for Clinical and Research Ethics

Richard M. Zaner, Director

Since its establishment in 1982, the Center has been devoted to developing multi-faceted programs serving the Medical Center and University communities and to helping cultivate a public that is informed by and supportive of the very finest in patient care, biomedical research, and ethical understanding. To those ends, Center faculty members pursue a variety of activities. These include establishing (in 1984) and staffing the Medical Center's Clinical Ethics Consultation Service; serving on the Medical Center Ethics Committee, teaching both required and elective courses at Vanderbilt's Schools of Medicine and Nursing, teaching undergraduate and graduate courses in Vanderbilt's Department of Philosophy, Graduate Department of Religion, the Divinity School, and the School of Law; providing lectures and other types of public presentation for area community groups—churches, schools, civic groups, health agencies, industry, and others; and publishing and participating in professional scholarship focused on health care ethics and ethics consultation.

There are three central aims to all work pursued by Center personnel. First is to understand the distinctive clinical and research practices and activities in which health care professionals engage, in the contexts where such practices and activities actually occur—e.g., hospitals, clinics, and laboratories. Second is to address the ethical issues present within these various settings and practices in a manner that is attentive to one's own placement within these settings and as associated with those practices. Third is to understand this complex involvement in the more general terms of the moral dimensions of human relationships.

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 National Center for Research Resources.

Clinical Nutrition Research Unit

Raymond F. Burk, Director

The CNRU is one of twelve nutrition research 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 to improve patient care by focusing attention on nutrition. The CNRU research base investigators include thirty-one clinicians and scientists representing eight departments within the School of Medicine. Research activities include study of the role of growth factors on the maturation and differentiation of the intestinal tract; the metabolism and function of vitamins, amino acids, lipids and trace elements; and the interaction among nutrient metabolism, exercise, and energy expenditure. The CNRU core facilities include an energy balance core with whole room indirect calorimeter, a mass spectrophotometer core, an analytical core, a protein-immunology core, and an administrative core with a 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 sixty-five 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 demonstration and education 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, including the Center grant and three training grants.

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 a 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, medicine, genetics, cardiology, nephrology, and pediatric nephrology.

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; the discovery of the major role of prostaglandin I₂ in renin release; the cloning of angiotensin receptors, the deletion of angiotensinogen and angiotensin receptor genes by homologous recombination; the operation of a clinic that is internationally recognized for its excellence in the diagnosis of renovascular hypertension and primary aldosteronism, and the molecular genetic analysis of the candidate gene in human essential hypertension. 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, cell biology, 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, cell biology, chemistry, medicine, pathology, 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 and conjugation, (b) oxidative damage, (c) DNA damage and mutagenesis, (d) regulation of gene expression, (e) analytic method development, (f) neurotoxicology, (g) clinical toxicology.

George O'Brien Center for the Study of Renal Disease

Raymond C. Harris, 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."

Center for Pharmacology and Drug Toxicology

John A. Oates, Director

Research in the center is conducted by fifteen 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.

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

SURGICAL SCIENCES

General Surgery
Dentistry
Neurosurgery
Oral Surgery
Otolaryngology
Pediatric Surgery
Plastic Surgery
Thoracic and Cardiac Surgery
Urologic Surgery

INTERDISCIPLINARY COURSEWORK

Anesthesiology

CHAIRMAN Charles Beattie

PROFESSOR EMERITA Joanne Lovell Linn

PROFESSORS Charles Beattie, M. Lawrence Berman, John Watson Downing, John J.

Franks, Jayakumar Reddy Kambam, Winston Clive-Victor Parris, Bradley E. Smith

ADJUNCT PROFESSOR B. V. Rama Sastry

ASSOCIATE PROFESSORS Jayant K. Deshpande, Paul H. King

ADJUNCT ASSOCIATE PROFESSORS David Dwight Alfery, Steve Alan Hyman

ASSOCIATE CLINICAL PROFESSORS Yilmaz Eryasa, Ronald J. Gordon, T. Cameron MacCaughelty

ASSISTANT PROFESSORS Timothy L. Arney, Frederick E. Barr, E. Jane Brock, Gilberto

Carrero, Martyn J. Cavallo, Ok Yung Chung, Kevin B. Churchwell, Kevin Patrick Clark-

son, Hugh U. Dalton, Riobert J. Deegan, Kevin L. Donovan, Shannon L. Hersey,

Michael S. Higgins, Benjamin W. Johnson, Jr., Jeffrey William Kehler, Benjamin H. Lee,

Thomas C. Lewis, Janice M. Livengood, Sandra Vogt Lowe, Vijay Rani Makrandi, Letha

Mathews, Brenda C. McClain, Stephanie Mouton, Nancy O'Dell, James M. Packer, Ray

Paschall, Jr., Gay Elliott Rasmussen, Barbara J. Richman, Berkleee Robins, David M.

Rummel, Neal Siex, Volker Ingo Adolf Striepe, Norton A. Stuart III, Kyle Tipton, Ann

Walia, Garry V. Walker, Geeta Wasudev

RESEARCH ASSISTANT PROFESSORS Jean-Louis Edouard Horn, Artur W. Wamil

ADJUNCT ASSISTANT PROFESSORS John F. K. Flanagan, J. David Netterville

ASSISTANT CLINICAL PROFESSORS Michael W. Bertz, Charles G. Cannon, Jr., Pong M.

Chang, Erol Genca, James W. Menzie

ASSOCIATES Stephen T. Blanks, Eswara C. V. Botta, Raymond F. Johnson

INSTRUCTORS Brian Donahue, Paul J. St. Jacques

ADJUNCT INSTRUCTORS John E. Erpenbach, James A. Ramsey

CLINICAL INSTRUCTOR Tamara Julian Wheeler

ASSISTANT Nimesh Patel

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

PROFESSORS EMERITI Harry P. Broquist, John G. Coniglio, Leon W. Cunningham, William

J. Darby, Willard R. Faulkner, Robert A. Neal, Oscar Touster, Benjamin J. Wilson

DISTINGUISHED PROFESSOR Stanley Cohen

PROFESSORS Richard N. Armstrong, Jorge H. Capdevila, Graham F. Carpenter, G. Roger

Chalkley, Frank Chytil, F. Peter Guengerich, Lawrence J. Marnett, David E. Ong, Neil Osheroff, John A. Phillips, III, James V. Staros, James P. Tam, Conrad Wagner, Michael R. Waterman

VISITING PROFESSOR Tsuneo Omura

RESEARCH PROFESSORS Ales Prokop, Gary Boyd Thurman

ADJUNCT PROFESSORS Wayne F. Anderson, R. Stephen Lloyd

ASSOCIATE PROFESSORS Carl G. Hellerqvist, Marcia E. Newcomer, Thomas N. Oeltmann, Virginia L. Shepherd

RESEARCH ASSOCIATE PROFESSORS Robert J. Cook, Benjamin J. Danzo, Donald W. Horne, Raymond L. Mernaugh

ADJUNCT ASSOCIATE PROFESSOR Peter Gettins

ASSISTANT PROFESSORS Charles F. Albright, Jeffrey S. Flick, Youngchang Kim, Joachim Ostermann, Jennifer A. Pietenpol, Wayne P. Wahls, John B. Williams, Ronald M. Wisdom, Yie-Teh Yu, Joe Zhizhuang Zhao

RESEARCH ASSISTANT PROFESSORS Robert C. Briggs, Ajai Kumar Chaudhary, Paul J. Flakoll, Changlin Fu, Norio Kagawa, Diane S. Keeney, Masaaki Tamura

INSTRUCTOR Irina Anatolyevna Pikuleva

RESEARCH INSTRUCTORS K. Balasubramanian, Smriti Bardhan, Satoru Eguchi, Deng Fu Guo, Debra Horstman, Chuan Ji, Qun-shen Ji, Sergey A. Krupenko, Rekha Pattanayek, Susan J. Ruff, Barbara Danuta Wamil, Enze Wang

ASSISTANT Lidong Liu

RESEARCH ASSOCIATES James T. Davis, Mi-Sook Dong, Muhammed Faisal Hashim, Hua Tang

✿ 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.

Biomedical Informatics

CHAIRMAN OF THE DIVISION Randolph A. Miller
 PROFESSORS Randolph A. Miller, William W. Stead
 VISITING PROFESSOR Steven Holloway Brown
 ASSOCIATE PROFESSORS Dario A. Giuse, Stanley E. Graber
 ASSISTANT PROFESSOR Nunzia B. Giuse
 RESEARCH ASSISTANT PROFESSOR Antoine Geissbuhler
 RESEARCH INSTRUCTORS Amy Apon, Jeffrey T. Huber

✿ THE Division of Biomedical Informatics was established in 1993 to provide an academic base for those who engage in the study, invention, and implementation of structures and algorithms to improve communication, understanding, and management of biomedical information. An interdisciplinary seminar series brings together concepts from biomedical engineering, biometry, computer science, decision science, health policy, and library science. Electives offer an opportunity for independent study in one of these areas.

Cell Biology

CHAIRMAN Harold L. Moses
 PROFESSORS R. Benton Adkins, Jr., David M. Bader, Alvin M. Burt, III, Vivien A. Casagrande, Robert J. Coffey, Jr., Ford F. Ebner, Loren H. Hoffman, Brigid L. M. Hogan, Jon H. Kaas, Lynn M. Matrisian, Robert J. Matusik, Michael H. Melner, Harold L. Moses, Lillian B. Nanney, Gary Edward Olson, Marie-Claire Orgebin-Crist, J. Ann Richmond, William O. Whetsell, Jr.
 VISITING PROFESSOR William R. Jeffrey
 ASSOCIATE PROFESSORS Carlos L. Arteaga, Robert Daniel Beauchamp, Thomas Oran Daniel, Raymond Nelson DuBois, Jr., Kathleen Louise Gould, Steven K. Hanks, Stephen R. Hann, Jeffrey T. Holt, Paula C. Hoos, Mahlon D. Johnson, James McKanna, David M. Miller, III, Jeanette J. Norden, Albert B. Reynolds, William Evans Russell, Linda Sealy, Roland W. Stein, Daulat Ram P. Tulsiani, Christopher V. E. Wright
 ADJUNCT ASSOCIATE PROFESSOR Robert C. Bone
 RESEARCH ASSOCIATE PROFESSOR Rebecca L. Shattuck-Brandt
 ASSISTANT PROFESSORS Mary Ann Thompson Arildsen, Stephen J. Brandt, Philip J. Browning, David I. Greenstein, Roy Andrew Jensen, A. G. Kasselberg, Lawrence Dudley Kerr, Peter A. Kolodziej, Peng Liang, Claude M. Nagamine, Cathleen Cutliff Petepher, David W. Threadgill
 RESEARCH ASSISTANT PROFESSORS Kolari S. Bhat, Shao-Ming Patrick Lu, Rosa A. Serra
 ADJUNCT ASSISTANT PROFESSOR Josiah Ochieng
 INSTRUCTOR Noah Weisberg
 RESEARCH INSTRUCTORS Claire Barro, Subir Kumar Nag Das
 RESEARCH ASSOCIATES Mohan K. Balasubramanian, Mrinalini Neene Dixit, 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.

Emergency Medicine

CHAIRMAN Corey M. Slovis

PROFESSORS Corey M. Slovis, Keith Wrenn

ASSOCIATE PROFESSORS Amy A. Ernst, E. Paul Nance, Jr., Steven J. Weiss, Seth W. Wright

ASSISTANT PROFESSORS Richard S. Belcher, Andrea C. Bracikowski, John R. Edwards, Randall E. Ellis, Janet Loch-Donahue, Jeffrey P. McKinzie, Valerie Norton, Sally Santen, Gary R. Schwartz, Charles M. Seamens, Lawrence B. Stack, L. Anderson Walker, III, Steven John White

ADJUNCT ASSISTANT PROFESSOR Brian R. McMurray

ASSISTANT CLINICAL PROFESSORS Donald McLain Blanton, John A. Nixon, John Hannon Proctor, Dale A. Siner

SENIOR ASSOCIATE Judy Jean Chapman

INSTRUCTORS Christina E. Hantsch, Daniel P. Himes, Laurie M. Lawrence

CLINICAL INSTRUCTORS Paul M. Bergeron, Kevin J. Bonner, Stephen L. Helton, Rachel T. Kaiser

CLINICAL ASSISTANT Lawrence Poole

✿ THE Department of Emergency Medicine offers an introductory course for first and second year students to acquaint them with emergency medical services, including ambulance ride-alongs and observation time in the Emergency Department (ED). Additionally, there is a required fourth year emergency medicine course, one month in length, consisting of 20 to 25 hours a week of lectures and 12 to 15 eight-hour clinical shifts, either in the main ED at Vanderbilt, the Pediatric ED at Vanderbilt, or the ED at St. Thomas Hospital.

Required Courses

502-5950. This required four-week clerkship introduces the senior medical student to the specialty of Emergency Medicine. Students independently interview and examine patients with a variety of complaints. They work closely with faculty members and senior residents to formulate treatment plans and participate in procedures and therapeutic interventions. Norton and staff.

Hearing and Speech Sciences

CHAIRMAN OF THE DIVISION Fred H. Bess

PROFESSORS EMERITI Russell J. Love, Jay Sanders

PROFESSORS Fred H. Bess, Robert H. Ossoff, Robert T. Wertz

RESEARCH PROFESSOR Teris K. Schery

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

CLINICAL PROFESSORS Gary W. Duncan, C. Gary Jackson

ASSOCIATE PROFESSORS Stephen M. Camarata, James 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, Gene W. Bratt, Cynthia Ellison, Marleen Ochs, Anne Marie Tharpe, Timothy D. Trine, Wanda G. Webb

ADJUNCT ASSISTANT PROFESSORS G. Pamela Burch-Sims, Tempii B. Champion, Bertha Smith Clark, Rebecca M. Fischer, Barbara F. Peek, Xuefeng Yang

ASSISTANT CLINICAL PROFESSORS John R. Ashford, Patricia F. Casey


ADJUNCT INSTRUCTOR Laura Knox

CLINICAL INSTRUCTORS Susan M. Amberg, Beverly D. Cathey, Ellen J. Davis-Dansky, Sara Christine Dickert, Ashley Garber, Charles Howard Hausman, Jennifer M. Herbert, Kellie Klein, Christine E. Laney, Susan A. Logan, Susan J. May-Baker, Mary Ann McIntyre, Irene F. Membrino, Paige Miller, Karen Elizabeth Mougey, Jane-Ann Myers, Cheryl L. Rainey, Kathleen A. Riley, Mary A. Schaffer, Ann Shafer, Marcy Ann Sipes, Allison L. Steele-Linney, Denise Anne Taylor, Andrea H. Williams

✿ 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
 PROFESSOR EMERITUS T. Mark Hodges
 PROFESSORS John E. Chapman, Gerald S. Gotterer
 ASSOCIATE PROFESSORS Deborah C. German, Norman B. Urmey
 ADJUNCT ASSOCIATE PROFESSOR Dennis K. Wentz
 ASSOCIATE CLINICAL PROFESSOR Alexander C. McLeod
 ASSISTANT PROFESSORS James K. Geraughty, Donald E. Hancock, John O. Lostetter
 ASSISTANT CLINICAL PROFESSOR Thurman L. Pedigo, Sr.
 ASSOCIATES Shirley Hercules, William R. Rochford
 INSTRUCTORS Winfred L. Cox, Gregory L. Dixon, William M. Montcastle
 CLINICAL INSTRUCTOR David T. Dodd
 LECTURER Marsha T. Wilson
 ASSISTANT G. Wayne Wood

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

Medicine

CHAIRMAN John A. Oates
 VICE CHAIR FOR ACADEMIC AFFAIRS Rose Marie Robertson
 VICE CHAIR FOR CLINICAL AFFAIRS Allen b. Kaiser
 PROFESSORS EMERITI Fred Allison, Jr., F. Tremaine Billings, Jr., Oscar B. Crofford, Jr., Roger M. DesPrez, Thomas F. Frist, Robert A. Goodwin, Lloyd H. Ramsey, William D. Salmon, Jr., Addison B. Scoville, Jr., Harrison J. Shull, Sr., Paul E. Teschan
 PROFESSORS David M. Bader, Gordon R. Bernard, Martin J. Blaser, Kenneth L. Brigham, Thomas G. Burish, Raymond F. Burk, Jorge H. Capdevila, Graham F. Carpenter, Alan D. Cherrington, Robert J. Coffey, Jr., John M. Flexner, Gottlieb C. Friesinger, II, F. Andrew Gaffney, Barney Scott Graham, Daryl K. Granner, Raymond M. Hakim, Kenneth R. Hande, Thomas R. Harris, J. Harold Helderman, Tadashi Inagami, Harry R. Jacobson, David H. Johnson, Allen B. Kaiser, Lloyd E. King, Jr., Mark J. Koury, Sanford B. Krantz, Peter T. Loosen, Timothy J. Meredith, Barbara O. Meyrick-Clarry, Randolph A. Miller, John H. J. Nadeau, John H. Newman, David N. Orth, Neil Osheroff, Theodore Pincus, Thomas Quertermous, Jean E. Rinaldo, L. Jackson Roberts, II, David Robertson, Rose

M. Robertson, Roscoe R. Robinson, Dan M. Roden, Joseph C. Ross, Donald H. Rubin, William Schaffner, John S. Sergent, Corey M. Slovis, Raphael Smith, James R. Snapper, James D. Snell, Jr., W. Anderson Spickard, Jr., William W. Stead, William J. Stone, Alexander S. Townes, John Randolph Wilson, Steven N. Wolff, Alastair J. J. Wood, Richard M. Zaner

CLINICAL PROFESSORS Robert H. Alford, W. Barton Campbell, Irwin B. Eskind, E. William Ewers, Alan L. Graber, Laurence A. Grossman, Herman J. Kaplan, Clifton Kirkpatrick Meador, Paul R. Michael, William L. Moore, Jr., Harry L. Page, Jr., Thomas Guv Pennington, Taylor M. Wray

ASSOCIATE PROFESSORS Carlos L. Arteaga, Thomas M. Aune, George R. Avant, Paul B. Bennett, Jr., Italo Biaggioni, Peter R. Bieck, Maurice C. Bondurant, Julia G. Breyer, Matthew D. Breyer, Benjamin F. Byrd, III, David P. Carbone, Brian W. Christman, John W. Christman, Thomas Oran Daniel, Stephen Neil. Davis, Michael D. Decker, Raymond Nelson DuBois, Jr., J. Stephen Dummer, G. Dewey Dunn, Debra S. Echt, Philip A. Edelman, Darrel L. Ellis, James T. Forbes, Howard A. Fuchs, Alfred L. George, Jr., Deborah C. German, Stanley E. Graber, John P. Greer, David W. Gregory, Marie R. Griffin, David W. Haas, David E. Hansen, Raymond C. Harris, Jr., Nuhad M. Ismail, H. Keith Johnson, John S. Johnson, Douglas S. Kernodle, William J. Kovacs, Robert H. Latham, John T. Lee, John M. Leonard, Christopher D. Lind, James E. Loyd, Robert C. MacDonell, Jr., Mark A. Magnuson, Samuel R. Marney, Jr., James M. May, L. Clifford McKee, Geraldine G. Miller, Jason D. Morrow, John J. Murray, P. Robert Myers, Thomas N. Oeltmann, Nancy J. Olsen, James W. Pichert, James S. Powers, Stephen Paul Raffanti, J. Ann Richmond, Gale H. Rutan, Martin P. Sandler, Stephen Schillig, Richard P. Schneider, Gerald Schulman, James R. Sheller, Virginia L. Shepherd, Ghodrat A. Siami, Dirk Snyders, Arlene A. Stecenko, Richard S. Stein, Stanford J. Stewart, Charles W. Stratton, George P. Stricklin, James Ward Thomas, II, Charles B. Thorne, Douglas E. Vaughan, James P. Wilson, Robert J. Workman, Keith Wrenn, Michael D. Zanolli

VISITING ASSOCIATE PROFESSOR David F. Kern

RESEARCH ASSOCIATE PROFESSORS Jerry C. Collins, Kristina E. Hill, Guillermo I. Perez-Perez, Ming Sun

ADJUNCT ASSOCIATE PROFESSORS Denise Melia Buntin, John R. Chipley, Colin D. Funk, Paul C. McNabb, II

ASSOCIATE CLINICAL PROFESSORS Benjamin J. Alper, James Erwin Anderson, Jr., Mark S. Averbuch, Paul H. Barnett, Philip D. Bertram, Stanley J. Bodner, John Michael Bolds, James D. Bomboy, Jr., James R. Cato, Robert Seth Cooper, John H. Dixon, Jr., Roy O. Elam, III, James P. Fields, Rand T. Frederiksen, Richard W. Garman, Jr., John R. Gibson, Francis W. Gluck, Jr., Fred Goldner, Jr., John Hooper Griscom, James R. Hamilton, Marcus C. Houston, Joseph W. Huston, Alexander C. McLeod, James M. Perry, Jr., Harrison J. Shull, Jr., Paul R. Stumb, James N. Sullivan, Craig R. Sussman, Lawrence K. Wolfe

ASSISTANT PROFESSORS Angela W. Aboutanos, Ban Mishu Allos, Mark E. Anderson, Joseph Albert Awad, Joey V. Barnett, Michael S. Barr, Terrell W. Bean, Bryan N. Becker, Timothy S. Blackwell, Charles D. Blanke, Mark J. Bliton, Paul E. Bock, Joseph F. Bonfiglio, Mark Boothby, Alan Stuart Boyd, James P. Bracikowski, Stephen J. Brandt, Richard M. Breyer, Brigitta C. Brott, Nancy J. Brown, Philip J. Browning, Brenda J. Butka, Angelo Edward Canonico, Jeffrey A. Canter, Francis J. Caprio, Michael Glenn Carlson, David E. Chambers, Gregory D. Chapman, Frank Chytil, Melissa P. Clark, Timothy L. Cover, David Robertson Coxé, Stacy F. Davis, Jan Stallings DeLozier, Russell Foster DeVore, III, Ryszard Dworski, Jeannine Z. P. Engel, Bahaa Michel Fadel, Sergio Fazio, Stuart G. Finder, Frank A. Fish, David Gailani, Stacey Ann Goodman, Barbara A. Greco, David William Haas, Steven K. Hanks, Norman Chandler Hardman, Jr., David C.

Heusinkveld, William B. Hillegass, Jr., Richard L. Hock, Roger A. Hodge, Ellen B. Hunter, Asha Kallianpur, David Michael Kerins, Richard B. Kim, Lewis B. Lefkowitz, Jr., MacRae F. Linton, David J. Maron, William H. Martin, Michael E. May, William H. Maynard, Catherine C. McGowan, Barbara Menzies, Howard R. Mertz, Jami L. Miller, Vijaj K. Misra, Paul L. Moots, Augustin Rogelio Mosqueda-Garcia, Barbara A. Murphy, Katherine T. Murray, Kathleen M. Neuzil, Davud N., Nierste, Richard M. Peek, Alvin C. Powers, David S. Raiford, Debra S. Rankin, Deborah W. Robin, David G. Schlundt, Donna L. Seger, William E. Serafin, Walter E. Smalley, Michael Lee Smith, W. Anderson Spickard, III, Thomas Stasko, C. Michael Stein, William Richard Carl Stewart, III, Simpson Bobo Tanner, IV, Grace P. Teal, Anne Taggart Thomas, George Edward Tiller, Susan L. Warner, Mark Stephen Wathen, Susan T. Weaver, Arthur P. Wheeler, John B. Williams, Eugene J. Winter, Ronald M. Wisdom, Susan Wodicka, Mary I. Yarbrough, Tiong-Keat Yeoh, Yie-Teh Yu, Mark E. Zenker, Joe Zhizhuang Zhao, John A. Zic

RESEARCH ASSISTANT PROFESSORS Chun-Hua Dai, Mari K. Davidson, Peter J.

Dempsey, Michael M. Dikov, Igor Alexandrovich Feoktistov, Ronald E. Gates, Stanley B. Higgins, Diane S. Keeney, Richard E. Parker, Elizabeth A. Perkett, Elena E. Quertermous, Deborah S. Threadgill, Murali K. R. Tumuru

ADJUNCT ASSISTANT PROFESSORS John W. Boldt, Jr., Gary Brock, Philip E. Johnston, Denise Ellen Kirschner, Mark Arden Pierce

ASSISTANT CLINICAL PROFESSORS Vinita Anand, Edwin B. Anderson, Jr., John E. Anderson, Robert J. Berkompas, Margaret M. Brennan, Patricia Renee Brown, Michael D. Callaway, Thomas H. Callaway, William J. Card, John Lai C. Ch'ng, Andre Lemont Churchwell, Alan G. Cohen, Orrie A. Couch, Jr., George West Crafton, Marshall H. Crenshaw, Thomas J. Davis, Jr., Bryce Dixon, Tracey Doering, Robert C. Dunkerley, Jr., Eric L. Dyer, David L. Edwards, Jeffrey B. Eskin, Cheryl Ann Fassler, Marquetta L. Faulkner, Thomas W. Faust, Stephen K. Felts, J. Vance Fentress, Christopher W. Fletcher, Joseph Francis, Jr., Lee Ann Freeman, James A. Gaume, Mark S. Goldfarb, Antonio M. Granda, Fred L. Haley, Mary Alice Harbison, Herbert Harkleroad, William E. Harston, Jr., William B. Harwell, Jr., James B. Haynes, Jr., James H. Haynes, A. Clyde Heflin, Jr., Stephen L. Hines, Ervin A. Hire, Rob Reid Hood, John W. Interlandi, Susan M. Jacobi, Mark W. Jacokes, Thomas A. Jantz, Henry S. Jennings, III, J. Thomas John, Jr., Robert M. Johnson, Peter R. Kaplan, James S. Kennedy, Robert P. LaGrone, Richard G. Lane, Melissa Langley, Dana L. Latour, Stanley M. Lee, Russell B. Leftwich, Ralph W. Massie, Robert Wallace McClure, Wallace R. G. McGrew, Jr., Brian R. McMurray, Larry W. McNeil, John R. McRae, Marvin Porter Meadors, III, Cullen R. Merritt, Alvin H. Meyer, Jr., Michael E. Miller, Robert F. Miller, Carl E. Mitchell, Douglas P. Mitchell, Kevin J. Myers, Allen J. Naftilan, Harrell Odom, II, Bjarki J. Olafsson, Bernard J. Pass, Timothy F. Persse, Lester L. Porter, III, Ann H. Price, Bruce Earle Richards, Vito K. Rocco, R. Michael Rodriguez, Judson E. Rogers, Marvin J. Rosenblum, Sol A. Rosenblum, Dan S. Sanders, III, Timothy B. Saum, Murray W. Smith, William Barney Smith, Dennis A. Stouder, W. David Strayhorn, III, Jerome S. Tannenbaum, John G. Thompson, Jr., Edmond Tipton, C. Gordon Vire, W. Carter Williams, Jr., Bruce L. Wolf, George Dewey Wright, Christina Ynares, Ruth T. Young

SENIOR ASSOCIATE Lynda Denton Lane

ASSOCIATE Douglas H. Gaither


INSTRUCTORS Roger W. Coomer, Christoph M. Fahlke, James V. Gainer, III, Xiang Gao, Simin Goral, Ralf Habermann, Talat A. Ikizler, Liyang Li, Wendell E. Nicholson, John Hannon Proctor, Hayden Allen Ross-Clunis, III, Theodore Stewart Sebastien, Bonnie S. Slovis, Melanie Swift

RESEARCH INSTRUCTORS Rasul Abdolrasulnia, Daohong Chen, Huifang Cheng, Fernando A. Costa, Patricia O. Deegan, Andrew Carl Ertl, Dmitry Gabrilovich, Keyuan

Jiang, Iordanka Korteve, Taiji Matsusaka, Kalyani Penta, Christo Dimitro Venkov
 ADJUNCT INSTRUCTORS Matthew J. Abbate, David W. Allen, David J. Blazer, Martha
 Jean Butterfield, Rufus C. Davis, Joseph L. Fredi, David D. Hagaman, Casilda Hermo,
 Robert D. Hoover, Jr., David H. Horowitz, Larry Burton Hudgins, Ruth E. Lamar, Thomas
 J. Lewis, Jr., Francisco Mayorquin, Debra J. McCroskey, Marilyn E. Michaud, Patrick
 B. Murphy, W. Charles Penley, Zahra G. Promes, Theodore F. Ritzer, Stephen J. Smith,
 John Allen Strupp, Artis P. Truett, III, Jon J. Tumen, Benjamin W. Van Voorhees, Vianne
 Epino Villaruz, Bobby J. White, Craig Wierum, Steven E. Woodley
 CLINICAL INSTRUCTORS Edward E. Anderson, Jack M. Batson, John Breinig, Jack W.
 Coggeshall, Deborah R. G. Doyle, Robert P. Graham, Jr., James P. Gregory, David P.
 Hall, H. Douglas Holliday, Robert M. Hollister, Jeffrey L. Hymes, Michel E. Kuzur,
 Michael J. Magee, Fernando Miranda, Michael Niedermeyer, William H. Pettus, Robert
 S. Quinn, William B. Ralph, Jr., Howard E. Rosen, Howard Lee Salyer, John Robert
 Schweikert, Lucien C. Simpson, Stephen T. Ticaric, Aubrey Lee Tucker, Jr., F. Karl Van-
 Devender, James W. Ward, Jr., Paul W. Wheeler
 ASSISTANTS Jacqueline Goffaux, Sandra N. Powers
 ADJUNCT ASSISTANT Sarah J. White
 RESEARCH ASSOCIATES Ping Cao, Alice Gung, Nancy L. Rogers, Changnian Sun, Yi-Wei
 Tang, Rama K. R. Voladri, Zifa Wang, Lan Wu, Jing Zhou

Dermatology

DIRECTOR OF THE DIVISION Lloyd E. King, Jr.
 PROFESSOR EMERITUS Robert N. Buchanan
 PROFESSORS Graham F. Carpenter, Lloyd E. King, Jr.
 ASSOCIATE PROFESSORS J. Ann Richmond, George P. Stricklin
 ASSOCIATE CLINICAL PROFESSOR James R. Hamilton
 ASSISTANT PROFESSOR Thomas Stasko
 RESEARCH ASSISTANT PROFESSOR Ronald E. Gates

 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. Raiford 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, Newman, Johnson, 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. Spickard, Gigante, and staff.

Microbiology and Immunology

CHAIRMAN Jacek Hawiger

PROFESSORS EMERITI Sidney Harshman, John H. Hash

PROFESSORS Martin J. Blaser, J. Harold Helderman, Alexander R. Lawton, Theodore Pincus, Donald H. Rubin, Henry Earl Ruley, Subramaniam Sriram, James P. Tam, Clark Tibbetts

ADJUNCT PROFESSOR Daniel G. Colley

ASSOCIATE PROFESSORS Dean Williams Ballard, Geraldine G. Miller, James Ward Thomas, II, Peter F. Wright

ASSISTANT PROFESSORS Christopher R. Aiken, Mark Boothby, Mark R. Denison, Terence S. Dermody, Barney Scott Graham, G. Neil Green, Patrick L. Green, David William Haas, Lawrence Dudley Kerr, Yao-Zhong Lin, Eugene M. Oltz, Louise A. Rollins-Smith, Paul Spearman, Stanford J. Stewart, Luc Van Kaer

RESEARCH ASSISTANT PROFESSORS John P. Donahue, Sheila Downs Timmons

INSTRUCTOR Hong Fang

RESEARCH INSTRUCTORS Chuan-Fa Liu, Yi-An Lu, Qitao Yu

ASSISTANT Chang Rao

RESEARCH ASSOCIATE Ann D. Colosia

✿ 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

CHAIRMAN Daryl K. Granner

VICE-CHAIRMAN Alan D. Cherrington

PROFESSOR EMERITI Tetsuro Kono; H. C. Meng, Charles Park, Robert Post, Oscar Touster

PROFESSORS Albert H. Beth, G. Roger Chalkley, Alan D. Cherrington, Jackie D. Corbin, John H. Exton, Daryl K. Granner, David N. Orth, Jane H. Park, Thomas Quertermous, Jean E. Rinaldo, James Staros, P. Anthony Weil

RESEARCH PROFESSOR Sharron H. Francis

ADJUNCT PROFESSOR David M. Regen

ASSOCIATE PROFESSORS Joseph M. Beechem, Matthew D. Breyer, Kenneth L. Brigham, David Michael Lovinger, Mark A. Magnuson, James M. May, Linda Sealy, Roland W. Stein, Michael M. Tamkun, David H. Wasserman

ADJUNCT ASSOCIATE PROFESSOR Wieb van der Meer

ASSISTANT PROFESSORS Roger J. Colbran, Owen Patrick McGuinness, Richard M. O'Brien, David W. Piston

RESEARCH ASSISTANT PROFESSORS Robert K. Hall, Mary Courtney Moore

INSTRUCTORS Charles E. Cobb, Richard R. Whitesell

RESEARCH INSTRUCTORS Eric J. Hustedt, Thomas L. Jetton, Richard Lee Printz

✿ 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. McGuinness and staff.

Neurology

CHAIRMAN Gerald M. Fenichel

VICE CHAIRMAN Howard S. Kirshner

PROFESSORS Gerald M. Fenichel, Frank R. Freeman, Howard S. Kirshner, David Robertson, Subramaniam Sriram, John Sloan Warner, Ronald G. Wiley

ADJUNCT PROFESSOR Joseph French

CLINICAL PROFESSORS William M. Clark, Gary W. Duncan

ASSOCIATE PROFESSORS Bassel W. Abou-Khalil, Mark Jennings, Anthony W. Kilroy, Patrick Lavin, Michael J. McLean


ASSOCIATE CLINICAL PROFESSOR Karl Edward Misulis

ASSISTANT PROFESSORS P. David Charles, Thomas L. Davis, Sean P. Donahue, Toufic A. Fakhoury, Robert Ray Holcomb, Jane Ellen Howard, Paul L. Moots, J. Eric Pina-Garza, Wanda G. Webb

ASSISTANT CLINICAL PROFESSORS Mary Ellen Clinton, Blaise Ferraraccio, Barbara J. Olson, Larry W. Welch, Ronald E. Wilson

INSTRUCTOR Jose G. Valedon

CLINICAL INSTRUCTORS Alan F. Bachrach, Dennis O. Bradburn, Jan Lewis Brandes, Marc Capobianco, James Alan Fry

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

Required Course

501. Clinical Clerkship. Third year. 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

CHAIRMAN Stephen S. Entman

PROFESSORS Frank H. Boehm, Lonnie S. Burnett, Benjamin J. Danzo, John Watson Downing, Stephen S. Entman, Arthur C. Fleischer, Howard W. Jones, III, Michael H. Melner, Marie-Claire Orgebin-Crist, Daulat Ram P. Tulsiani

CLINICAL PROFESSOR EMERITUS C. Gordon Peerman

CLINICAL PROFESSORS G. William Bates, James F. Daniell, Jr., Henry W. Foster, Elwyn M. Grimes, Joel T. Hargrove, Houston Sarratt

ASSOCIATE PROFESSORS Esther Eisenberg, John W. Greene, Lynn M. Matrisian, Kevin G. Osteen

ASSOCIATE CLINICAL PROFESSORS Larry T. Arnold, Angus M. G. Crook, James H. Growdon, Jr., Robert H. Tosh

ASSISTANT PROFESSORS Maria Cristina Bastias, Bruce Robert Beyer, Douglas H. Brown, Joseph P. Bruner, Jeanne Anne Cullinan, Cornelia Rose Graves, Barry Kent Jarnagin, Annette I. LaMorte, George W. Reed, Charles B. Rush, David L. Tait, Deborah Webster-Clair, Thomas Chanley Wheeler


RESEARCH ASSISTANT PROFESSORS Cynthia Cate Connolly, Marjorie D. Skudlarek, Elaine Sierra-Rivera

ASSISTANT CLINICAL PROFESSORS Henry C. L. Bohler, Jr., Benjamin H. Caldwell, Jr., Peter S. Cartwright, George B. Crafton, B. Stephens Dudley, Marvin G. Gregory, George Alan Hill, Bryan Richard Kurtz, H. Newton Lovvorn, Jr., Kristina Kokubun McCain, Elizabeth Oldfield, Roy W. Parker, John E. VanHooydonk, Glenn A. Weitzman, John B. Wheelock, Laura L. Williams

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

INSTRUCTORS Elaine Eustis, Audrey H. Kang, Tracy Papa, Bennett M. Spetalnick

CLINICAL INSTRUCTORS R. Terry Adkins, Darrington Phillips Altenbern, Harry Baer, Donald R. Barnett, Michael Robert Bishop, Mary Anne Blake, Margaret Mary Brennan, Phillip L. Bressman, Roy P. Burch, Jr., Jill F. Chambers, Andrew Chern, Jackson Daniel Cothren, Richard John Davis, Nancy Ware Driver, Melanie A. Dunn, Joe Michael Edwards, Frederick L. Finke, Charles M. Gill, Paul A. Green, Jr., Erich B. Groos, Larry D. Gurley, Michael D. Hawkins, M. Bruce Hirsch, Charlie Joe Hobdy, Deborah J. Kondis, John W. Macey, Jr., Sam Houston Moran, V. Tupper Morehead, H. Clay Newsome, III, Phillip A. Nicholas, Susan Todd Peeler, Sharon Marie Piper, Richard E. Presley, Sherrie A. Richards, Jorge Riestra, Jacqueline Lee Rodier, Robin Elizabeth Sandidge, Nicole L. Schlechter, Geoffrey H. Smallwood, Stephen M. Staggs, Christopher Stanley, Wilborn D. Strode, Anthony E. Trabue, Christine M. Whitworth, Carl E. Wingo, 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 and Visual Sciences

CHAIRMAN Denis M. O'Day

PROFESSORS Anne L. Corn, James H. Elliott, Stephen S. Feman, J. Donald M. Gass,
Denis M. O'Day

CLINICAL PROFESSORS John B. Bond, Ralph E. Wesley

ASSOCIATE PROFESSORS Karla Jansen Johns, Patrick Lavin

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

ASSISTANT PROFESSORS Sean P. Donahue, Karen Margaret Joos, Debra Jane Shetlar,
Robbin B. Sinatra, James C. Tsai

ASSISTANT CLINICAL PROFESSORS John B. Bond, III, Abraham P. Cheij, John E. Downing,
Robert L. Estes, Meredith A. Ezell, Walter W. Frey, Stephen E. Grinde, Robert R.
Henderson, David W. Kielty, Deborah Ruark, Ira Shivitz, Roy Trent Wallace


ASSOCIATE Thomas C. Leonard-Martin

INSTRUCTORS Amy S. Chomsky, Anne R. Horan

RESEARCH INSTRUCTORS Min Shen Chang, Jin-Hui Shen

CLINICAL INSTRUCTORS Everton L. Arrindell, E. Dale Batchelor, James E. Burnes,
George Cheij, James W. Felch, John P. Fezza, William G. Gates, Henry B. Kistler, Jr.,
Kimberly A. Klippenstein, Y. B. Paranjape, Howard R. Rosenblum, Ira S. Saposnik, Deborah D. Sherman, K. Shannon Tilley, Roseanna Aileen Webb, Daniel S. Weikert

ASSISTANTS Cathy J. Hall, Dale W. Williams

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

Required course

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

Orthopaedics and Rehabilitation

CHAIRMAN Dan M. Spengler

VICE-CHAIRMAN Neil Edward Green

PROFESSORS Neil Edward Green, Kenneth D. Johnson, Michael M. Lewis, Dan M. Spengler

CLINICAL PROFESSOR M. Cal Harper

ASSOCIATE PROFESSORS Thomas J. Limbird, Michael A. Milek, Herbert S. Schwartz

ASSISTANT PROFESSORS Robert Baum, Michael J. Christie, John Mems Dawson, John R. Edwards, John A. Fox, Thomas E. Groomes, Alan S. Hillibrand, Mark P. McAndrew, Gregory A. Mencio, E. Paul Nance, Jr., Mary Ann Phaneuf, Gary D. Rubin, Richard G. Shavi, Kurt P. Spindler, William Richard Carl Stewart, III, Paul R. Stricker, Horace E. Watson, Douglas Ray Weikert, Philip R. Wolinsky

ADJUNCT ASSISTANT PROFESSORS Noah H. Mann, Marek Szpalski

ASSISTANT CLINICAL PROFESSORS John Wilson Thomas Byrd, Mark R. Christofersen, Donald L. Gaines, Frank E. Jones, Michael J. McNamara, Michael J. Pagnani


ASSOCIATES Carolyn S. Aubrey, Wendall W. Bryan, Arleen L. Hodge, Hannah H. Watts-Tiblier

INSTRUCTORS John H. Chrostowski, Brian L. Davison, David K. DeBoer, Michael J. Mendelow, Jordan D. MetzI

RESEARCH INSTRUCTOR Nahshon Rand

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 Doyle G. Graham

PROFESSOR EMERITA Mary Gray

PROFESSORS EMERITI Virgil Lequire, Martin Netsky

PROFESSORS Robert D. Collins, Jeffrey Mark Davidson, Doyle G. Graham, George F.

Gray, Richard L. Hoover, Timothy J. Meredith, Barbara O. Meyrick-Clarry, William M.

Mitchell, Harold L. Moses, David L. Page, Fritz F. Parl, Mildred T. Stahlman, Larry L. Swift, William O. Whetsell, Jr., Stephen C. Woodward

ADJUNCT PROFESSOR Martin Charles Mihm, Jr.

CLINICAL PROFESSORS Robert G. Horn, Hugo C. Pribor, Bernard E. Statland, Renu Virmani

ASSOCIATE PROFESSORS James B. Atkinson, III, Paul E. Bock, Robert C. Briggs, Merlin G. Butler, John B. Cousar, Jr., Anh H. Dao, Sheila Patricia Dawling, Agnes B. Fogo, James T. Forbes, Susan A. Halter, Michael A. Haralson, Mahlon D. Johnson, Thomas L. McCurley III, William E. MacLean, Jr., Kevin G. Osteen, Herbert S. Schwartz, Gregory C. Sephel, Virginia L. Shepherd, Charles W. Stratton, Cindy L. Vnencak-Jones, Robert J. Workman

VISITING ASSOCIATE PROFESSOR Maria Gabriella Giro

RESEARCH ASSOCIATE PROFESSOR Venkataraman Amarnath

ASSOCIATE CLINICAL PROFESSORS M. Neil Allison, Richard D. Buchanan, Myron A. Holscher, Edward C. McDonald, Richard Oldham, Ronald W. Oxenhandler, Steven J. Schultenover, John Brown Thomison

ASSISTANT PROFESSORS Mary L. Abram, Geza S. Bodor, Alan Stuart Boyd, Hugh A. Davies, Dominique Delbeke, Sergio Fazio, David Gailani, William C. Gruber, Jeffrey T. Holt, Roy Andrew Jensen, Joyce E. Johnson, Marsha C. Kinney, William Riley Macon, Thomas J. Montine, James O. Price, Joan Taylor Richerson, Margie Ann Scott, Debra Jane Shetlar, D. Lewis Sly, Kyi T. Tham, Anne Taggart Thomas, William M. Valentine, Mary Kay Washington

RESEARCH ASSISTANT PROFESSORS Kalyani Amarnath, Samuel J. Dimari

ADJUNCT ASSISTANT PROFESSORS Susan D. Roseff, Ronald Bruce Wilson

ASSISTANT CLINICAL PROFESSORS Maurice M. Acree, Jr., Monty Bannerje, Jere W. Baxter, Raymond Francis Bluth, Harry G. Browne, Daniel D. Canale, Jr., Deborah O. Crowe, Samuel Houston deMent, James Patrick Elrod, Rufus Jack Freeman, Thomas E. Hanes, Jerry K. Humphreys, Wayne Jacob Lennington, Edmund R. McKinley, Philip G. Pollock, Harty Stewart Powell, David J. Switter, Hugh E. Tobin, Robert W. Wahl, Ellen P. Wright

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


ASSOCIATE Maralie Gaffron Exton

INSTRUCTORS H. Gayle Jacobs, Robert H. Jessen

RESEARCH INSTRUCTORS Mayme Lee Lawrence, Jeffrey S. Whitsett

CLINICAL INSTRUCTORS Carla M. Davis, Larry M. Lewis

RESEARCH ASSOCIATE Kumudini R. Dharmawardana

 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. Cousar and staff.

Pediatrics

CHAIRMAN Ian M. Burr

PROFESSOR EMERITA Sarah H. Sell

PROFESSORS EMERITI Randolph Batson, David T. Karzon

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

VISITING PROFESSOR Victor A. Najjar

ADJUNCT PROFESSOR Mary Ann South

ADJOINT PROFESSOR David Muram

CLINICAL PROFESSORS Eugene L. Bishop, Jr., Sam W. Carney, Jr., Norman M. Cassell, Eric Martin Chazen, Thomas Edwin Cook, William M. Doak, John P. Fields, William F. Fleet, Jr., Ralph Greenbaum, Harry L. Greene, Leonard J. Koenig, Joseph F. Lentz, William R. Long, Robert E. Mallard, James S. Price, Churku Mohan Reddy, Charles Gordon Rennick Sell, David D. Thombs, Jan van Eys, Harold Vann, William Brown Wadlington, Arville V. Wheeler

ASSOCIATE PROFESSORS John A. Barnard, John W. Brock III, Merlin G. Butler, Preston W. Campbell, Ellen Wright Clayton, Karen D. Crissinger, Jayant K. Deshpande, Barbara Engelhardt, Agnes B. Fogo, James C. Gay, Frances P. Glascoe, Neil Edward Green, John P. Greer, William C. Gruber, Gerald B. Hickson, Richard L. Hoover, Donna M. Sedlak Hummell, Robert L. Janco, James A. Johns, Karla Jansen Johns, Anthony W. Kilroy, Valentina Kon, Daniel P. Lindstrom, Rodney A. Lorenz, Robert C. MacDonell, Jr., David M. Moroney, Elizabeth A. Perkett, John B. Pietsch, William Evans Russell, Sharon M. Stein, Dennis Clifton Stokes, Wendy L. Stone, Cindy L. Vnencak-Jones, Lynn S. Walker, William F. Walsh, Mark J. Werner

ADJUNCT ASSOCIATE PROFESSOR John Nading

ASSOCIATE CLINICAL PROFESSORS Robert C. Bone, Arthur Scott Brooks, Paul M. Douthitt, Mary Catherine Dundon, Danny Wayne Futrell, John O. Jackson, Jr., Mary E. Keown, Stanley M. Lee, Raymond L. Meneely, Ronald V. Miller, Gordon A. Moreau, John R. Morgan, Dewey G. Nemece, John T. Netterville, Jr., Elizabeth P. Pierce, Patricia F. Robinson, Dan S. Sanders III, Dan S. Sanders, Jr., E. Conrad Shackleford, Jr., C. Norman Spencer, Joseph Steranka, C. A. Stilwell, Julia Thompson, Earl E. Vastbinder, G. Wallace Wood

ASSISTANT PROFESSORS Frederick E. Barr, Anna Baumgaertel, Andrea C. Bracikowski,

Deborah Mobley Bryant, Kevin B. Churchwell, R. Steven Couch, Lisa T. Craft, Majed J. Dasouki, Mark R. Denison, Terence S. Dermody, Debra A. Dodd, Thomas P. Doyle, Frank A. Fish, Joseph Gigante, Regina A. Gruber, Jane N. Hannah, Shannon L. Hersey, George W. Holcomb III, Robert Ray Holcomb, Mark Jennings, A. G. Kasselberg, Ann Kavanaugh-McHugh, Benjamin H. Lee, Evon Batey Lee, Sandra Vogt Lowe, Amy Larsen Lynch, Rachel Lenox Mace, Brenda C. McClain, Alice McDuffee, Walter M. Morgan III, Jennifer L. Najjar, Nancy O'Dell, James M. Packer, Mary J. Piggott, Theodora Yvette Pinnock, David Brent Polk, Gay Elliott Rasmussen, Barbara J. Richman, Brian D. Riedel, Louise A. Rollins-Smith, Margaret G. Rush, Maureen Shagena Sanger, Lawrence A. Scheving, Seth J. Scholer, Robbin B. Sinatra, Michael Lee Smith, Paul Spearman, Bradley Stancombe, Suzanne P. Starling, Paul R. Stricker, Marshall Lynn Summar, Mary Rebecca Tait, George Edward Tiller, James Alan Whitlock, Aida Yared

RESEARCH ASSISTANT PROFESSOR Joy D. Cogan

ADJUNCT ASSISTANT PROFESSORS Francis Joseph McLaughlin III, Reeta Misra, Olayinka Onadoko, Kreig D. Roof, Mubadda Salim, Debra S. Selby

ASSISTANT CLINICAL PROFESSORS Laurel V. Alsentzer, James C. Anderson, Nancy Graves Beveridge, H. Victor Braren, Susan B. Campbell, George T. Critz, Gay Deitrich-MacLean, Karen Carlson DesPrez, Ray L. Dubuisson, Vernessa Wood Ekelem, Lee Ann Freeman, Roland W. Gray, Paul Jacob Heil, Douglas C. Henry, David E. Hill, Charles S. Hirshberg, Kraig E. Humbaugh, Margreete Johnston, Jodi Ann Hitchcock Keeler, Elizabeth Duke Krueger, Ruth Barron Long, D. Mark Mahler, Hossein Massoud, Susan G. McGrew, Susan Lynn Morgan, Charles A. Moss III, Joe Persius Moss, Jr., Barbara Nabrit-Stephens, Barbara J. Olson, Niki L. Oquist, Brahm S. Parsh, Waclawa Yvonne Pawlowski, Julie T. Peek, Karen Lowry Putnam, Richard E. Rainey, Anne M. Rasche, Jorge Rojas-Brassetti, William T. Slonecker, Steven M. Tate, Elizabeth Grimes Triggs, Dorothy Jean Turner, Joan W. White, Thomas C. Whitworth, Bernard A. Wiggins

SENIOR ASSOCIATE Juliette M. Thompson

ASSOCIATES Susan C. Donlevy, Cheryl W. Major, Lois J. Wagner

INSTRUCTORS Linda Ashford, James E. Crowe, Jr., Rita A. Fie, Catherine R. Hoff, Gary R. Schwartz, Amed Soliz, Gregory J. Wilson


RESEARCH INSTRUCTORS Nada M. Bulus, Taiji Matsusaka, Silvio Sitaric

ADJUNCT INSTRUCTORS Richard W. Greene, Michael P. Mozzoni

CLINICAL INSTRUCTORS Norman Albertson, Wendy Pais Baker, Deborah D. Beyer, Janet G. Blackwell, Laurie Garrett Boden, Linda Diane Brady, Donald T. Brothers, Susan H. Cheatham, William Raymond Davidson, Angela DiGiovanni, Eva M. Ewers, Jill A. Forbess, Rebecca L. Frakes, Christopher S. Greeley, Eddie D. Hamilton, Anita Shaunak Henderson, Casilda Hermo, Mary Noelle Holly, David Hudson, Lisa E. Hughes, Robert H. Hutcheson, Jr., Lawrence A. Klinsky, Michael David Ladd, Lawrence Landwehr, Deidre E. Lanier, H. Brian Leeper, Russell B. Leftwich, Dina H. Mishu, aaajennifer Moore, Sharon Moore-Caldwell, Gregory J. Myers, K. Timothy North, Lee Anne O'Brien, Krista Gaines Oquist, Harshila Patel, Christopher Pierce, John M. Rahe, Anil R. Rane, Michael R. Sharpe, Lisa Sutton-Davis, Christina W. Steger, Parvin Vafai, Benjamin W. Van Voorhees, Diane Marie Vosberg, Mark D. Watkins, Melissa A. Will, Ida Michele Williams-Wilson, Sadhna V. Williams, Kenneth N. Wyatt

RESEARCH ASSOCIATE M. R. S. Krishnamani

ASSISTANTS Elaine J. Boswell, Melinda P. Cohen, Vickie L. Hannig, Mary Fran Hazinski, Jean P. Protenhauer, Barbara K. Ramsey, Julie Elizabeth Rosof, Sue Ross, J. Denise Wetzel

 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. Gigante, Spickard, and staff.

Pharmacology

CHAIRMAN Lee E. Limbird

PROFESSORS EMERITI Allan D. Bass, Wolf-Dietrich Dettbarn, B. V. Rama Sastry

PROFESSORS Ian A. Blair, Alan R. Brash, John E. Chapman, Louis J. DeFelice, Michael H. Ebert, John H. Exton, Kenneth R. Hande, Joel G. Hardman, Lee E. Limbird, Peter R. Martin, John A. Oates, L. Jackson Roberts, II, David Robertson, Dan M. Roden, Elaine Sanders-Bush, Fridolin Sulser, Jack N. Wells, Ronald G. Wiley, Grant R. Wilkinson, Alastair J. J. Wood

RESEARCH PROFESSOR Sydney Spector

EMERITUS Erwin J. Landon

ASSOCIATE PROFESSORS Robert J. Barrett, Paul B. Bennett, Jr., M. Lawrence Berman, Italo Biaggioni, Peter R. Bieck, Randy D. Blakely, Robert D. Hunt, David Michael Lovinger, Michael J. McLean, Jason D. Morrow, John J. Murray, Oakley S. Ray, Peter W. Reed, Richard C. Shelton, Michael M. Tamkun, Douglas E. Vaughan

ADJUNCT ASSOCIATE PROFESSORS Colin D. Funk, Sukhbir S. Mokha

ASSISTANT PROFESSORS Joey V. Barnett, Richard M. Breyer, Nancy J. Brown, Daniel M. Buxbaum, Ronald B. Emeson, William A. Hewlett, Richard B. Kim, Augustin Rogelio Mosqueda-Garcia, Katherine T. Murray, Allen J. Naftilan, William E. Serafin, Bih-Hwa Shieh, Dirk Snyders, C. Michael Stein, Todd A. Verdoorn, Brian E. Wadzinski

VISITING ASSISTANT PROFESSOR Margaret Sutherland


RESEARCH ASSISTANT PROFESSORS Ajai Kumar Chaudhary, Igor Alexandrovich Feoktistov

ADJUNCT ASSISTANT PROFESSOR Emmanuel Onaivi

INSTRUCTORS Jeffrey Fritz, Aurelio Galli, John Lee

RESEARCH INSTRUCTORS Frank J. Belas, Jr., Fernando A. Costa, Parul P. Lakhani, Li Nie, Sammanda Ramamoorthy, Rema Velayudhan, Dao Wu Wang, Magdalena Wozniak, Tao Yang

RESEARCH ASSOCIATES Sabina Kupersmidt, Donald Hal Manier

 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. Awad and staff.

Preventive Medicine

CHAIRMAN William Schaffner

PROFESSOR EMERITUS Robert W. Quinn

PROFESSORS Lewis B. Lefkowitz, Jr., David L. Page, William Schaffner

CLINICAL PROFESSOR John S. Derryberry


ASSOCIATE PROFESSORS Michael D. Decker, Eugene W. Fowinkle

ASSISTANT PROFESSORS Ban Mishu Allos, Yu Shyr, Walter E. Smalley, Mary I. Yarbrough

ADJUNCT ASSISTANT PROFESSOR Bruce B. Dan

ASSISTANT CLINICAL PROFESSOR Dorothy Jean Turner

CLINICAL INSTRUCTOR Robert H. Hutcheson, Jr.

 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. Lefkowitz and staff.

Biostatistics

DIRECTOR OF THE DIVISION William D. Dupont
 PROFESSORS William D. Dupont, Charles F. Federspiel
 ASSISTANT PROFESSORS Beverly G. Mellen, George W. Reed

Pharmacoepidemiology

DIRECTOR OF THE DIVISION Wayne A. Ray
 PROFESSORS Marie R. Griffin, Wayne A. Ray
 ASSISTANT PROFESSOR Purushottam B. Thapa
 RESEARCH ASSISTANT PROFESSOR Sarah K. Meredith

Psychiatry

CHAIRMAN Michael H. Ebert
 PROFESSORS EMERITI Thomas A. Ban, Marc H. Hollender, Warren W. Webb
 PROFESSORS Virginia D. Abernethy, Leonard Bickman, Penelope H. Brooks, Pietro Castelnovo-Tedesco, Kenneth A. Dodge, Michael H. Ebert, Volney P. Gay, Howard S. Kirshner, Peter T. Loosen, Peter R. Martin, Herbert Y. Meltzer, Oakley S. Ray, Howard B. Roback, Elaine Sanders-Bush, W. Anderson Spickard, Jr., Fridolin Sulser, Travis Thompson, William O. Whetsell, Jr.
 RESEARCH PROFESSOR Sydney Spector
 CLINICAL PROFESSORS David Barton, William M. Petrie
 ASSOCIATE PROFESSORS Peter R. Bieck, George C. Bolian, Harry E. Gwirtsman, Steven D. Hollon, Robert D. Hunt, Robert M. Kessler, Joseph D. LaBarbera, James L. Nash, Rudra Prakash, Richard C. Shelton, Michael J. Tramontana
 RESEARCH ASSOCIATE PROFESSOR Dennis E. Schmidt

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

EMERITA LaVergne Williams

ASSISTANT PROFESSORS William H. Anderson, John L. Beyer, Robert Gray Bobbitt, M. Candice Burger, Thomas F. Catron, Elliot M. Fielstein, Lawrence S. Gaines, Judy Garber, Gregory M. Gillette, William A. Hewlett, Bernard O. Hudson, John S. Kennedy, Peter A. Klem, Joseph A. Kwentus, Richard A. Margolin, George M. Mathews, Leslie C. Morey, William M. Regan, Ronald M. Salomon, Samuel Riley Sells III, Michael Henry Sherman, Larry W. Welch, Stephen N. Williams

RESEARCH ASSISTANT PROFESSORS Randy Smith Barrett, Tomas De Paulis, Vicki S. Harris

ADJUNCT ASSISTANT PROFESSOR Sara E. Sedgewick

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., Robert A. Brimmer, Susan H. Bryant, Thomas W. Campbell, Robert L. Chalfant, Jr., Craig A. Clark, Michelle Macht Cochran, Jill DeBona, Jon W. Draud, Jeri Eileen Fitzpatrick, Ann Fottrell, Daniel L. Friedman, D. Catherine Fuchs, Sharon M. Gordon, John J. Griffin, James R. Hart, Carol Hersch, Michael D. Hill, Elizabeth B. Hoover, Robert A. Jack, Robert C. Jamieson, Cynthia A. Janes, Karl Jannasch, Daniel S. Javier, Harold W. Jordan, William D. Kenner, Chandra S. Krishnasastay, J. Gregory Kyser, Sandra R. Leavell, Shannon L. Little, Linda S. Lundin, Aileen H. McAlister, James R. McFerrin, James B. McGehee, Carol Proops Milam, Leonard Morgan, Jr., Parvathi Nanjundiah, Margaret Norris, Paula S. Nunn, Samuel J. L. Pieper, Jr., John W. Pruett, Gilbert W. Raulston, Tanuja Reddy, Judith J. Regan, Karen H. Rhea, Jack O. Rice, Clifford F. Roberson, Richard E. Rochester, Ira L. Rosenshein, Scott E. Ruder, Roy Quincy Sanders, Frank W. Stevens, Jr., Brian R. Swenson, Cynthia Turner-Graham, Jane R. Weinberg, W. Scott West, Jackson B. White, IV, Brad V. Williams, Nat T. Winston

SENIOR ASSOCIATE Lee H. Fleisher

ASSOCIATES Bettie Ann Spector, Jan Stadlander, Karen L. Starr, Linda Wirth, Patricia V. Wise


INSTRUCTORS Nina Engelhardt, Alan J. Lynch

RESEARCH INSTRUCTOR S. Paul Rossby

ADJUNCT INSTRUCTOR Helen H. Romfh

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

RESEARCH ASSOCIATES David D. Gillespie, Donald Hal Manier

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

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

Required Courses

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

PROFESSORS EMERITUS John H. Beveridge, Joseph McK. Ivie, W. Faxon Payne, Henry P. Pendergrass

PROFESSORS Frank E. Carroll, Jr., Donald R. Eisert, Arthur C. Fleischer, S. Julian Gibbs, Richard M. Heller, Jr., Marta Hernanz-Schulman, Robert M. Kessler, Sandra G. Kirchner, C. Leon Partain, James A. Patton, Ronald R. Price, Martin P. Sandler, Norman H. Tolk

ADJUNCT PROFESSORS Gerald Stanley Freedman, A. Everette James, Jr., F. David Rollo
CLINICAL PROFESSOR Thomas R. Duncan

ASSOCIATE PROFESSORS Hak Choy, Charles William Coffey, II, Dominique Delbeke, Thomas S. Dina, Barry E. Epstein, Michael L. Freeman, Thomas P. Graham, Jr., 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, Sharon M. Stein, John A. Worrell

ASSOCIATE CLINICAL PROFESSORS Ronald B. Addlestone, Craig M. Coulam, Ronald E. Overfield, Glynis A. Sacks

ASSISTANT PROFESSORS Ronald Curtis Arildsen, M. Gray Bowen, Joseph P. Bruner, Michael A. Bruno, Anthony J. Cmelak, Jeanne Anne Cullinan, Dennis Michael Duggan, M. Reza Habibian, Theodore C. Larson III, Haakil Lee, Richard A. Margolin, William H. Martin, Jackiel R. Mayo, Andrew J. Padgug, Cynthia B. Paschal, William R. Riddle, Theresa M. Tilton, Anthony S. Wattleworth, William S. Witt, Cynthia Catlett Youree

RESEARCH ASSISTANT PROFESSOR Perry A. Tompkins

ADJUNCT ASSISTANT PROFESSORS Susana Martinez Cruz, Christine H. Lorenz

ASSISTANT CLINICAL PROFESSORS Jeffrey L. Creasy, Roy Ellsworth Erb, Mary S.

McKee, Scott A. Montesi, Christopher Ng, Gary Thomas Podgorski, Charles D. Ross, K. James Schumacher, Michael B. Seshul, Gregory D. Smith, Richard G. Stiles, Gregory R.

Weaver, Steven M. Weindling

ASSOCIATE Jeffrey A. Clanton

INSTRUCTORS Richard D. Paulsen, Michelle M. Smith

RESEARCH INSTRUCTOR Sekhar Konjeti

ADJUNCT INSTRUCTOR Bonnie B. Dunn

CLINICAL INSTRUCTORS Henry C. Howerton, 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 Urologic Surgery.

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 James A. O'Neill, Jr.

PROFESSORS EMERITI William H. Edwards, Sr., Walter G. Gobbel, Jr., J. Lynwood Herrington, Jr., Douglas H. Riddell, Louis Rosenfeld, John L. Sawyers, H. William Scott
PROFESSORS R. Benton Adkins, Jr., James A. O'Neill, Jr., C. Wright Pinson, Vernon H. Reynolds, Robert E. Richie, Lester F. Williams, Jr.

ADJUNCT RESEARCH PROFESSOR Harold C. Miller

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

ASSOCIATE PROFESSORS Robert Daniel Beauchamp, J. Stephen Dummer, Steven G. Meranze, John A. Morris, William A. Nylander, Jr., William O. Richards, Edmund J. Rutherford, Kenneth W. Sharp, John Leeman Tarpley

ASSOCIATE CLINICAL PROFESSORS William J. Anderson, Steven J. Eskind, Herschel A. Graves, Jr., William D. Johnston, Fred T. Kimbrell, Jr., Malcolm R. Lewis, Raymond S. Martin, III, Patrick W. Meacham, Joseph L. Mulherin, Jr., Stanley O. Snyder, Jr.

ASSISTANT PROFESSORS William C. Chapman, Virginia Anne Eddy, Maria E. Frexesteed, Richard E. Goldstein, Michael D. Holzman, Ellen B. Hunter, H. Keith Johnson, Steven D. Leach, Murray J. Mazer, Thomas C. Naslund, Daniel F. Neuzil, David H. Van Buren, John Kelly Wright, Jr.

RESEARCH ASSISTANT PROFESSORS Paul J. Flakoll, Hongmiao Sheng

ASSISTANT CLINICAL PROFESSORS Terry R. Allen, Jeanne F. Ballinger, Stanley Bernard,

Roger A. Bonau, George E. Duncan, William H. Edwards, Jr., Richard J. Geer, Carl N. Gessler, Robert W. Ikard, Bonnie M. Miller, Douglas O. Olsen, Jefferson C. Pennington, David R. Pickens, Jr., Robert N. Sadler

ASSOCIATES Carolyn S. Watts, Phillip E. Williams, Sara Jayne Williams

INSTRUCTORS Leonard Bradshaw, Craig Nunn, David E. Parkus

RESEARCH INSTRUCTORS Myfanwy Borel, Kareem Jabbour, Jinyi Shao, Mohammed Sika

CLINICAL INSTRUCTORS J. Michael Crane, J. Lucian Davis, Laura L. Dunbar, Benjamin Fisher, Roy G. Hammonds, 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

ASSISTANT Mary Fran Hazinski

Cardiac and Thoracic Surgery

INTERIM CHAIRMAN Walter H. Merrill

PROFESSORS Harvey W. Bender, Jr., Walter H. Merrill, William S. Stoney, Jr.

CLINICAL PROFESSOR William C. Alford, Jr.

ASSOCIATE CLINICAL PROFESSORS J. Scott Rankin, Clarence S. Thomas, Jr.

ASSISTANT PROFESSORS William H. Frist, Richard Norris Pierson, III, Karla J. Richey

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

CLINICAL INSTRUCTOR Robert A. Hardin

Dentistry

INTERIM CHAIRMAN H. David Hall

PROFESSOR Harry Lewis Legan

CLINICAL PROFESSOR Stanley Braun

ASSOCIATE PROFESSOR Ervin C. Belcher

ASSOCIATE CLINICAL PROFESSOR James D. Allen

ASSISTANT PROFESSORS Walter Colon, S. Julian Gibbs, Richard D. Roth, Robert C. Sjursen, Jr., William E. Smith, Jack Alexander Tyson

ASSISTANT CLINICAL PROFESSORS Bill Akin, Walter C. Chitwood, Herbert Allen Crockett,

Ernest J. DeWald, James L. Dickson, Jon C. Fisher, Matthias J. Gorham, Jr., Irwin

Hodes, Phillip E. Hutcheson, Robert C. Lineberger, Terryl A. Propper, Henry Clifton Simons, III, Manuel Sir, David J. Snodgrass, John W. Turner, Jr., James J. Vaughn, Jr.

INSTRUCTOR William Robert Pettigrew

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

Neurological Surgery

CHAIRMAN George S. Allen

PROFESSOR George S. Allen

CLINICAL PROFESSOR EMERITUS William F. Meacham

CLINICAL PROFESSOR Cully A. Cobb, Jr.

ASSOCIATE PROFESSORS Bennett Blumenkopf, J. Michael Fitzpatrick, Robert J. Maciunas, Noel B. Tulipan

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

ASSISTANT PROFESSORS Richard A. Berkman, Michael L. Copeland, Robert L. Galloway, Jr., Scott Crawford Standard

ASSISTANT CLINICAL PROFESSOR Everette I. Howell, Jr.

INSTRUCTOR Jose G. Valedon

CLINICAL INSTRUCTORS Vaughan A. Allen, Verne E. Allen, Arthur Cushman, James W. Hays

Oral Surgery

CHAIRMAN H. David Hall

PROFESSOR H. David Hall

EMERITUS Elmore Hill

ASSOCIATE PROFESSOR Samuel Jay McKenna

ASSISTANT PROFESSOR John Robert Werther

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

Otolaryngology

CHAIRMAN Robert H. Ossoff

PROFESSORS Fred H. Bess, Robert H. Ossoff

CLINICAL PROFESSOR EMERITUS William G. Kennon, Jr.

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

ASSOCIATE PROFESSORS Thomas F. Cleveland, James A. Duncavage, James W. Hall, III, James L. Netterville, R. Edward Stone, Jr., David L. Zealear

ASSOCIATE CLINICAL PROFESSORS C. K. Hiranya Gowda, Paul M. Nemiroff

ASSISTANT PROFESSORS Brian Bernard Burkey, Mark S. Courey, Terry Day, C. Gealyn Garrett, David S. Haynes, Jon A. Jackson, Theodore C. Larson, III, Stephen A. Mitchell, Lou Reinisch, William Russell Ries, Timothy L. Smith, Jay A. Werkhaven

ASSISTANT CLINICAL PROFESSORS Clyde V. Alley, Jr., Herbert L. Baker, Jerrall P. Crook, William L. Downey, James C. Garlington, William E. Gross, Daniel R. Hightower, Thomas W. Holzen, Michael J. Koriwchak, Warren R. Patterson, Mark E. Reiber

INSTRUCTORS James David Garnett, Michael S. Goldrich, Theodoros Teknos

CLINICAL INSTRUCTORS Ronald Cate, Jerral Crook, Jr., William Daves, Mark Deaton, Edwin Emerson, Brian Gibson, William T. Moore, Robert Owen, John Witherspoon

Pediatric Surgery

CHAIRMAN Wallace W. Neblett III
PROFESSOR EMERITUS George W. Holcomb, Jr.
PROFESSOR Wallace W. Neblett, III
ASSOCIATE PROFESSORS George W. Holcomb, III, John B. Pietsch
ASSISTANT PROFESSOR Walter M. Morgan, III

Plastic Surgery

INTERIM CHAIRMAN R. Bruce Shack
PROFESSORS John B. Lynch, Lillian B. Nanney
CLINICAL PROFESSOR Greer Ricketson
ASSOCIATE PROFESSOR 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

Urologic Surgery

CHAIRMAN Joseph A. Smith, Jr.
WILLIAM L. BRAY PROFESSOR Joseph A. Smith, Jr.
PROFESSORS Robert J. Matusik, Joseph A. Smith, Jr.
ASSOCIATE PROFESSORS Mark C. Adams, John W. Brock, III, Frederick Kirchner, Jr., Michael O. Koch, William J. Stone
EMERITUS Charles E. Haines, Jr.
ASSOCIATE CLINICAL PROFESSORS H. Victor Braren, Robert H. Edwards, Robert E. McClellan, Phillip P. Porch, Jr., John M. Tudor, Bruce I. Turner
ASSISTANT PROFESSORS Jenny Jo Franke, Douglas Franklin Milam
RESEARCH ASSISTANT PROFESSOR Susan Kasper
ASSISTANT CLINICAL PROFESSORS Robert B. Barnett, Oscar Carter, Charles W. Eckstein, Keith W. Hagan, David E. Hill, Albert P. Isenhour, Thomas E. Nesbitt, Robert A. Sewell
CLINICAL INSTRUCTORS Raoul Sioco Concepcion, Robert B. Faber, Mark Dudley Flora, John R. Furman, Whitson Lowe, David H. Morgan, John J. Warner

Required Courses

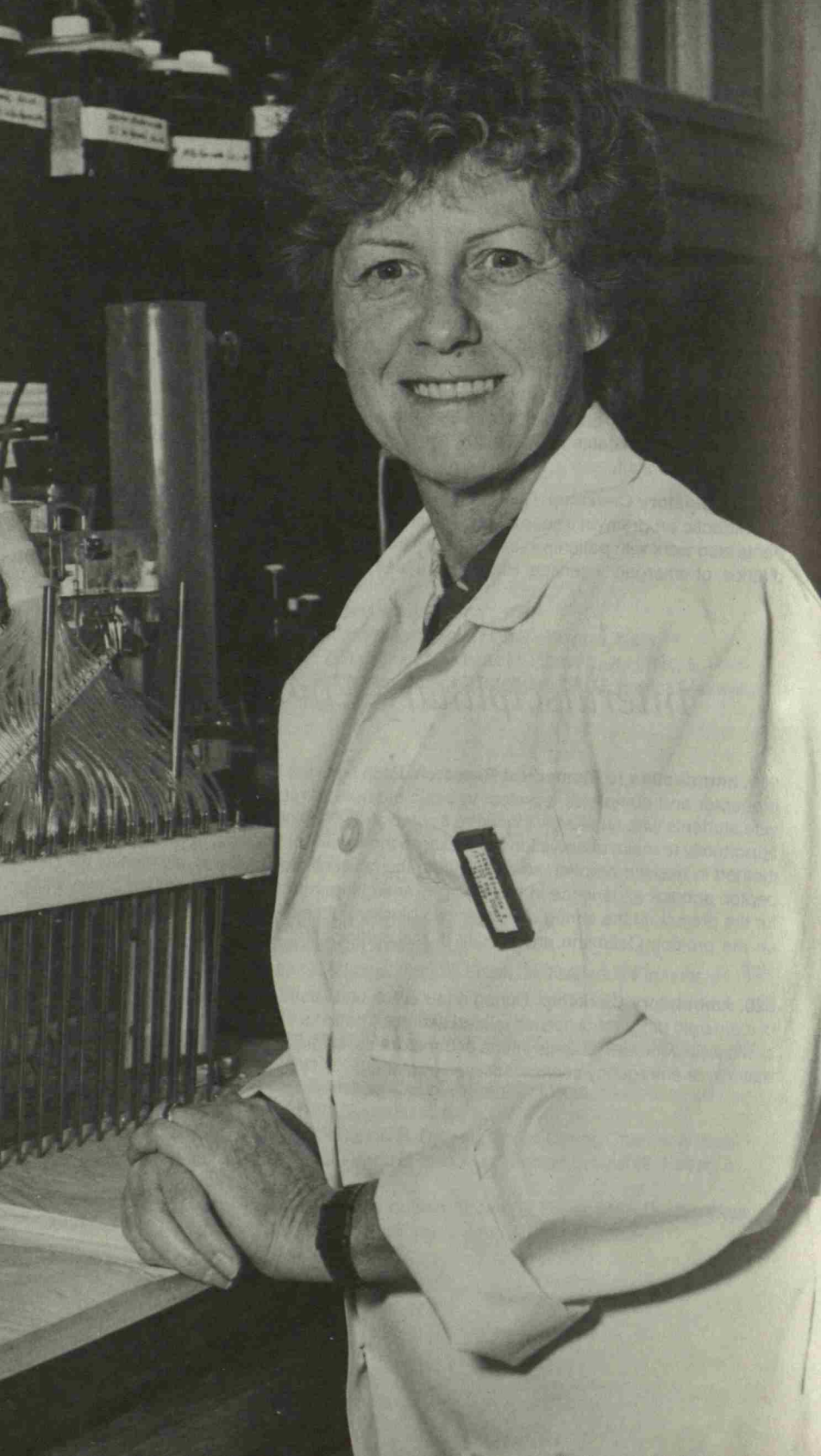
502. Clinical Clerkship. For ten weeks each student in the third-year class is assigned to the surgical divisions of the Vanderbilt University Hospital, St. Thomas Hospital, or Veterans Hospital. Under the direction and supervision of the staff, the student takes histories, does physical examinations, 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. Cherrington 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.



Faculty



Named and Distinguished Professors

- GEORGE S. ALLEN, William F. Meacham Chair in Neurological Surgery
- DAVID M. BADER, Gladys Parkinson Stahlman Chair in Cardiovascular Research
- IAN A. BLAIR, Derek H. R. Barton Professorship in Pharmacology
- RANDY D. BLAKELY, Allan D. Bass Chair in Pharmacology
- MARTIN J. BLASER, Addison B. Scoville Jr. Professor of Medicine
- KENNETH L. BRIGHAM, Ralph and Lulu Owen Chair in Pulmonary Diseases
- LONNIE S. BURNETT, Frances and John C. Burch Chair in Obstetrics and Gynecology
- IAN M. BURR, James C. Overall Professor of Pediatrics
- PIETRO CASTELNUOVO-TEDESCO, James G. Blakemore Professor of Psychiatry
- ALAN D. CHERRINGTON, Charles H. Best Professor in Diabetes Research
- FRANK CHYTIL, General Foods Distinguished Professor of Nutrition
- STANLEY COHEN, Distinguished Professor of Biochemistry; American Cancer Society Research Professor of Biochemistry
- GOTTLIEB C. FRIESINGER II, Betty and Jack Bailey Professor of Cardiology
- THOMAS P. GRAHAM, Ann and Monroe Carell Jr. Family Chair in Pediatric Cardiology
- DARYL K. GRANNER, Joe C. Davis Chair in Biomedical Science
- 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
- DAVID H. JOHNSON, Cornelius Abernathy Craig Chair in Oncology
- 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
- HAROLD L. MOSES, Benjamin F. Byrd Jr. Chair in Clinical Oncology
- 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
- JAMES A. O'NEILL, JR., John Clinton Foshee Distinguished Chair of Surgery
- MARIE-CLAIRE ORGBIN-CRIST, Lucius E. Burch Professor of Reproductive Physiology and Family Planning
- ROBERT H. OSSOFF, Guy M. Maness Professor of Otolaryngology
- JOHN A. PHILLIPS III, David T. Karzon Chair in Pediatrics
- THOMAS QUERTERMOUS, Hugh J. Morgan Chair in Medicine
- DAN M. RODEN, William Stokes Professor of Experimental Therapeutics
- JOSEPH A. SMITH, JR., William L. Bray Professor of Urologic Surgery
- SUBRAMANIAM SRIRAM, William C. Weaver Professor of Experimental Neurology
- MICHAEL R. WATERMAN, Natalie Overall Warren Distinguished Chair in Biochemistry
- RICHARD M. ZANER, Ann Geddes Stahlman Professor of Medical Ethics

Faculty

- MATTHEW J. ABBATE, Adjunct Instructor in Medicine
A.B. (Brown); M.D. (Tufts)
- RASUL ABDOLRASULNIA, Research Instructor in Medicine
B.S. (Shiraz); M.S. (Pahlavi); Ph.D. (Tennessee)
- VIRGINIA D. ABERNETHY, Professor of Psychiatry (Anthropology)
- B.A. (Wellesley); A.M., Ph.D. (Harvard);
M.B.A. (Vanderbilt)
- BASSEL W. ABOU-KHALIL, Associate Professor of Neurology
B.S., M.D. (American University of Beirut)
- ANGELA W. ABOUTANOS, Assistant Professor of Medicine
B.S. (Furman); M.D. (Emory)

- MARY L. ABRAM, Assistant Professor of Pathology
A.B. (Hollins); M.D. (Virginia)
- MAURICE M. ACREE, JR., Assistant Clinical Professor of Pathology
B.A. (Vanderbilt); M.D. (Tennessee)
- GEORGE A. ADAMS, JR., Clinical Instructor in Dentistry (Pedodontics)
D.D.S. (Indiana)
- MARK C. ADAMS, Associate Professor of Urological Surgery
B.A., M.D. (Vanderbilt)
- RONALD B. ADDLESTONE, Associate Clinical Professor of Radiology and Radiological Sciences
B.S. (Charleston); M.D. (Emory)
- R. BENTON ADKINS, JR., Professor of Surgery; Professor of Cell Biology
B.S. (Austin Peay State); M.D. (Vanderbilt)
- R. TERRY ADKINS, Clinical Instructor in Obstetrics and Gynecology
A.B. (Tennessee); M.D. (Baylor)
- CHRISTOPHER R. AIKEN, Assistant Professor of Microbiology and Immunology
B.S. (California, Berkeley); Ph.D. (Illinois)
- BILL AKIN, Assistant Clinical Professor of Dentistry (Periodontics)
B.A. (Vanderbilt); D.D.S. (Tennessee)
- JUDITH B. AKIN, Assistant Clinical Professor of Psychiatry
Pharm.D., M.D. (University of Arkansas for Medical Sciences)
- NORMAN ALBERTSON, Clinical Instructor in Pediatrics
B.S. (Texas A & M); M.D. (Texas)
- CHARLES F. ALBRIGHT, Assistant Professor of Biochemistry
S.B., Ph.D. (Massachusetts Institute of Technology)
- DAVID DWIGHT ALFERY, Adjunct Associate Professor of Anesthesiology
B.A. (Tulane); M.D. (Louisiana State)
- ROBERT H. ALFORD, Clinical Professor of Medicine
B.A., M.D. (Vanderbilt)
- WILLIAM C. ALFORD, JR., Clinical Professor of Thoracic and Cardiac Surgery
B.A., M.D. (Vanderbilt)
- DAVID W. ALLEN, Adjunct Instructor in Medicine
B.S. (Vanderbilt); M.D. (East Tennessee State)
- GEORGE S. ALLEN, William F. Meacham Chair in Neurological Surgery; Professor of Neurosurgery
B.A. (Wesleyan); M.D. (Washington University); Ph.D. (Minnesota)
- JAMES D. ALLEN, Associate Clinical Professor of Dentistry
A.B., D.D.S. (Tennessee)
- JOSEPH H. ALLEN, JR., Professor of Radiology and Radiological Sciences, Emeritus
M.D. (Washington University)
- TERRY R. ALLEN, Assistant Clinical Professor of Surgery
B.A. (Swarthmore); M.D. (Virginia)
- VAUGHAN A. ALLEN, Clinical Instructor in Neurosurgery
B.S. (Springfield); M.D. (Temple)
- VERNE E. ALLEN, Clinical Instructor in Neurosurgery
B.S. (Springfield); M.D. (Temple)
- CLYDE V. ALLEY, JR., Assistant Clinical Professor of Otolaryngology
B.A. (Emory and Henry); M.D. (Vanderbilt)
- FRED ALLISON, JR., Professor of Medicine, Emeritus
B.S. (Alabama Polytechnic Institute, Auburn); M.D. (Vanderbilt)
- M. NEIL ALLISON, Associate Clinical Professor of Pathology
D.V.M. (Oklahoma State)
- BAN MISHU ALLOS, Assistant Professor of Medicine; Assistant Professor of Preventive Medicine
B.A. (Emory); M.D. (Tennessee, Memphis)
- BENJAMIN J. ALPER, Associate Clinical Professor of Medicine
B.A., M.D. (Vanderbilt)
- LAUREL V. ALSENTZER, Assistant Clinical Professor of Pediatrics
B.S.N. (Vanderbilt); M.D. (Medical College of Pennsylvania)
- DARRINGTON PHILLIPS ALTENBERN, Clinical Instructor in Obstetrics and Gynecology
B.A. (North Carolina); M.D. (Vanderbilt)
- KALYANI AMARNATH, Research Assistant Professor of Pathology
B.S., M.S. (Madras Christian); Ph.D. (Utah)
- VENKATARAMAN AMARNATH, Research Associate Professor of Pathology
B.S. (Madras Christian); M.S. (Indian Institute of Technology); Ph.D. (Carnegie-Mellon)
- SUSAN M. AMBERG, Clinical Instructor in Hearing and Speech Sciences
A.B. (Michigan); M.A. (Michigan State)
- VINITA ANAND, Assistant Clinical Professor of Medicine
M.B., B.S. (Bangalore)
- EDWARD E. ANDERSON, Clinical Instructor in Medicine
B.A., M.D. (Vanderbilt)
- EDWIN B. ANDERSON, JR., Assistant Clinical Professor of Medicine
B.S. (Georgia Institute of Technology); M.D. (Vanderbilt)
- JAMES C. ANDERSON, Assistant Clinical Professor of Pediatrics
B.A. (Illinois Wesleyan); M.D. (Vanderbilt)
- JAMES ERWIN ANDERSON, JR., Associate Clinical Professor of Medicine
B.A., M.D. (Vanderbilt)
- JOHN E. ANDERSON, Assistant Clinical Profes-

- sor of Medicine
 B.A. (Virginia); M.D. (Vanderbilt)
- MARK E. ANDERSON, Assistant Professor of
 Medicine
 B.A. (Macalester); Ph.D., M.D. (Minnesota)
- WAYNE F. ANDERSON, Adjunct Professor of Bio-
 chemistry
 B.S. (Minnesota); M.Phil., Ph.D. (Yale)
- WILLIAM H. ANDERSON, Assistant Professor of
 Psychiatry; Assistant Professor of Psychology,
 College of Arts and Science
 B.A. (Trevecca Nazarene); M.Div. (Nazarene
 Theological Seminary); M.A. (Peabody); Ed.D.
 (Tennessee)
- WILLIAM J. ANDERSON, Associate Clinical Pro-
 fessor of Surgery
 B.A., M.D. (Vanderbilt)
- AMY W. APON, Research Instructor in Biomed-
 ical Informatics; Adjunct Assistant Professor
 of Computer Science
 B.S.Ed., A.M., M.S. (Missouri); Ph.D. (Vander-
 bilt)
- MARY ANN THOMPSON ARILDSEN, Assistant
 Professor of Cell Biology
 B.S., M.S. (Yale); M.D., Ph.D. (Pennsylvania)
- RONALD CURTIS ARILDSEN, Assistant Professor
 of Radiology and Radiological Sciences
 B.S., M.S. (Yale); M.D. (Columbia)
- RICHARD N. ARMSTRONG, Professor of Bio-
 chemistry
 B.S. (Western Illinois); Ph.D. (Marquette)
- CASEY C. ARNEY, Assistant Clinical Professor of
 Psychiatry
 B.A. (Kentucky); M.D. (Louisville)
- TIMOTHY L. ARNEY, Assistant Professor of Anes-
 thesiology
 B.S. (Oregon State); M.D. (American Univer-
 sity of the Caribbean)
- EDWARD S. ARNOLD, Assistant Clinical Profes-
 sor of Psychiatry
 B.A., M.D. (Vanderbilt)
- LARRY T. ARNOLD, Associate Clinical Professor
 of Obstetrics and Gynecology
 M.D. (Tennessee)
- EVERTON L. ARRINDELL, Clinical Instructor in
 Ophthalmology
 B.S. (Michigan State); M.D. (Iowa)
- CARLOS L. ARTEAGA, Associate Professor of
 Medicine; Associate Professor of Cell Biology
 M.D. (Guayaquil)
- JOHN R. ASHFORD, Assistant Clinical Professor
 of Hearing and Speech Sciences
 B.S., M.S. (Southern Mississippi)
- LINDA ASHFORD, Instructor in Pediatrics; Asso-
 ciate, John F. Kennedy Center
 B.S., M.S. (Tennessee); Ph.D. (Vanderbilt)
- DANIEL H. ASHMEAD, Assistant Professor of
 Hearing and Speech Sciences; Assistant Pro-
 fessor of Psychology, College of Arts and Sci-
 ence; Investigator, John F. Kennedy Center
- Sc.B. (Brown); Ph.D. (Minnesota)
- JAMES B. ATKINSON, III, Associate Professor of
 Pathology
 B.A., M.D., Ph.D. (Vanderbilt)
- CAROLYN S. AUBREY, Associate in
 Orthopaedics and Rehabilitation; Adjunct
 Instructor in Nursing
 B.S. in Nurs. (Evansville); M.S.N. (Vanderbilt);
 R.N.
- THOMAS M. AUNE, Associate Professor of Medi-
 cine
 B.S. (Rhodes); Ph.D. (Tennessee)
- GEORGE R. AVANT, Associate Professor of Medi-
 cine
 B.S., M.D. (North Carolina)
- MARK S. AVERBUCH, Associate Clinical Profes-
 sor of Medicine
 M.D. (Tulane)
- JOSEPH ALBERT AWAD, Assistant Professor of
 Medicine
 B.A. (Vanderbilt); M.D. (Washington Univer-
 sity)
- SARAH B. AYLOR, Assistant Clinical Professor of
 Psychiatry
 B.A., M.D. (Vanderbilt)
- ALAN F. BACHRACH, Clinical Instructor in Neu-
 rology
 B.S. (Syracuse); M.S., Ph.D. (Vanderbilt);
 M.D. (South Florida)
- DAVID M. BADER, Gladys Parkinson Stahlman
 Chair in Cardiovascular Research; Professor
 of Medicine; Professor of Cell Biology
 B.A. (Augustana); Ph.D. (North Dakota)
- HARRY BAER, Clinical Instructor in Obstetrics
 and Gynecology
 M.D. (Tennessee)
- HERBERT L. BAKER, Assistant Clinical Professor
 of Otolaryngology
 B.S. (Michigan State); M.D. (Michigan)
- WENDY PAIS BAKER, Clinical Instructor in Pedi-
 atrics
 B.A. (Emory); M.S. (Georgia State); M.D. (Ten-
 nessee, Memphis)
- K. BALASUBRAMANIAN, Research Instructor in
 Biochemistry
 B.Sc. (Vivekananda); M.Sc. (Indian Institute of
 Technology); Ph.D. (Vanderbilt)
- MOHAN K. BALASUBRAMANIAN, Research
 Associate in Cell Biology
 B.Sc. (Madras); M.Sc. (Maharaja Sayajirao
 University of Baroda); Ph.D. (Saskatchewan)
- DEAN WILLIAMS BALLARD, Associate Professor
 of Microbiology and Immunology
 B.S. (Marshall); M.S., Ph.D. (Illinois)
- JEANNE F. BALLINGER, Assistant Clinical Pro-
 fessor of Surgery
 B.A. (Texas); M.D. (Harvard)
- THOMAS A. BAN, Professor of Psychiatry, Emeri-
 tus
 M.D. (Budapest)

- MONTY BANNERJE, Assistant Clinical Professor of Pathology
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- DEBRA S. ECHT, Associate Professor of Medicine (On leave through February 1997)
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versity)
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- FRANK R. FREEMON, Professor of Neurology
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- JOSEPH FRENCH, Adjunct Professor of Neurology
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- GOTTLIEB C. FRIESINGER, II, Professor of Medicine; Betty and Jack Bailey Professor of Cardiology
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- WILLIAM H. FRIST, Assistant Professor of Cardiac and Thoracic Surgery (On leave)
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- HAROLD VANN, Clinical Professor of Pediatrics M.D. (Tennessee)
- EARL E. VASTBINDER, Chief of Clinical Services; Associate Clinical Professor of Pediatrics B.S. (Dayton); M.D., M.S. (Ohio State)

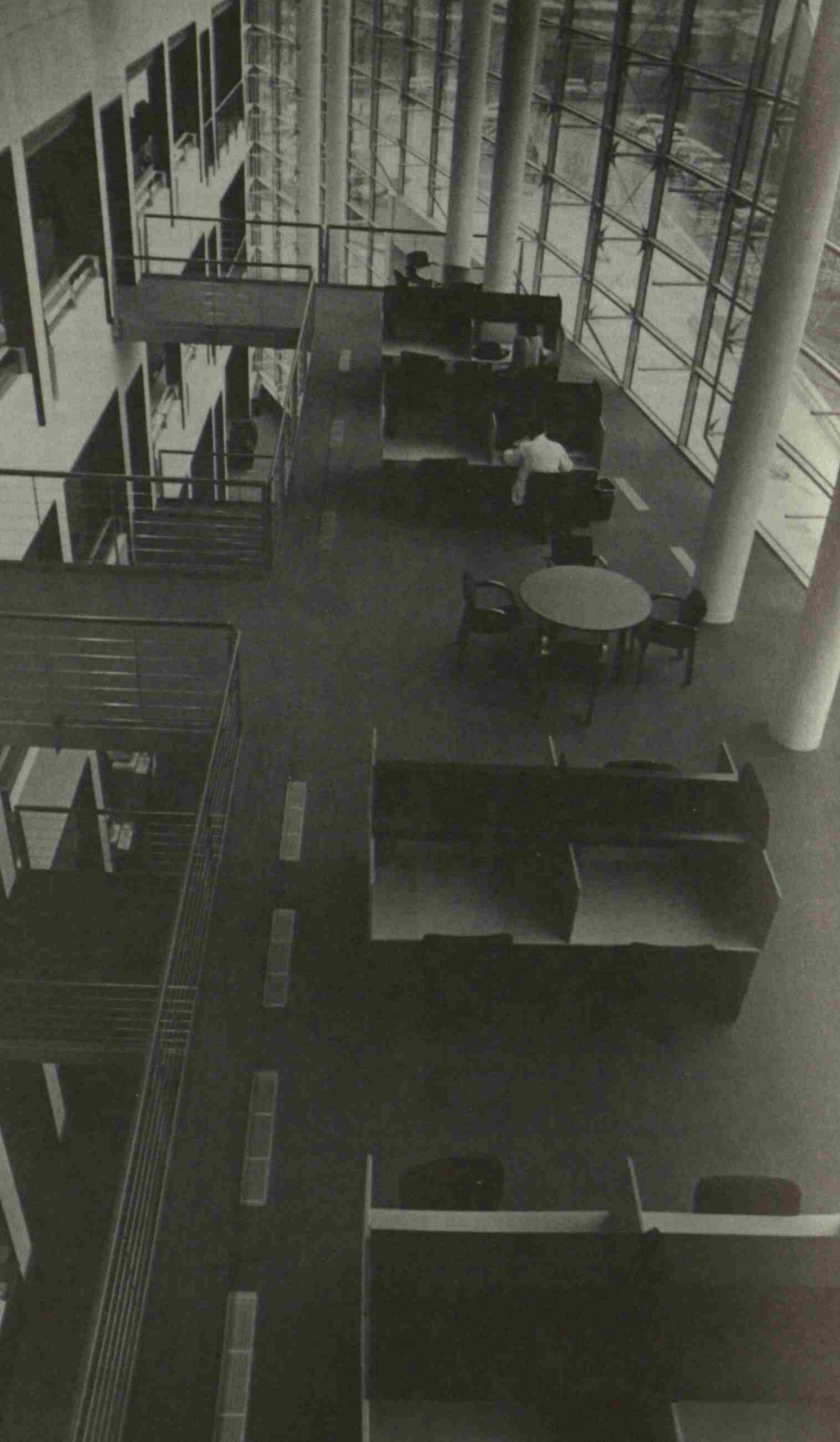
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- RAMA K. R. VOLADRI, Research Associate in Medicine B.Sc. (Kakatiya); M.Sc., Ph.D. (Osmania)
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- WAYNE P. WAHLS, Assistant Professor of Biochemistry B.S., M.S. (Illinois); Ph.D. (Illinois, Chicago)
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R.N.
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- LAVERGNE WILLIAMS, Assistant Professor of Psychiatric Social Work, Emerita
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- PHILLIP E. WILLIAMS, Associate in Surgery
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- MARSHA T. WILSON, Director of Health Policy Development; Adjunct Instructor in Public Health in Nursing; Lecturer in Medical Administration
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M.D. (Johann Wolfgang Goethe Universität Frankfurt [Germany])
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- RICHARD M. ZANER, Professor of Medicine; Anne Geddes Stahlman Professor of Medical Ethics; Professor of Philosophy. College of Arts and Science; Professor of Medical Ethics, Divinity School; Director of the Center for Clinical and Research Ethics; Scholar, John F. Kennedy Center
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Register of Students

1995/96

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BOND ALMAND III (B.S., Duke Univ) Atlanta, Ga.
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ANDREA JOAN ROBERTS Carlsen (B.S., Bryn Mawr) Nashville, Tenn.
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JAMES THEODORE GAENSBAUER (B.S., Brown Univ) Denver, Colo.
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 YEN-TSUN LAI (B.A., Harvard Univ) Brossard, Canada
 JAMES CHARLES LAVELLE IV (B.S., Johns Hopkins Univ) Godfrey, Ill.
 KAREN SMOLLER LEONARD (B.A., Wellesley College) Berkeley, Calif.
 SARAH CHRISTINE LILLY (B.A., Georgetown Univ) Oneonta, N.Y.
 SAUYU LIN (B.S., Tulane Univ) Little Rock, Ark.
 ROGER KENJI LONG (B.A., CA-San Diego, U of) Alamo, Calif.
 DENNIS MARK LYU (B.S., Stanford Univ) Baton Rouge, La.
 DAUS MAHNKE (B.S., Bowdoin College) Burlington, Vt.
 JAMES MOSS MANN II (B.A., Georgetown Univ) Columbia, S.C.
 JULI ANNE MCCAY (B.S., Western Kentucky Univ) Bowling Green, Ky.
 MELANIE PAYNE MCGRAW (B.A., Richmond, U of) Memphis, Tenn.
 SCOTT ANTHONY MILLER (B.S., U.S. Naval Academy) Cheyenne, Wyo.
 DEREK EDD MOORE (B.S., Vanderbilt Univ) Tybee Island, Ga.
 KELLY LYNN MOORE (B.S., Vanderbilt Univ) Huntsville, Ala.
 MICHAEL JAMES MUGAVERO (B.S., Notre Dame, U of) Syosset, N.Y.
 DMITRY PAUL NEMIROVSKY (B.S., Duke Univ) Rockville, Md.
 CAROLYN TAYLOR OATES (B.A., Princeton Univ) Ridgefield, Wash.
 ANGELA JEAN PECK (B.A., Augustana College) Peterson, Iowa
 ERIK ELLIOTT PENNER (B.S., Washington, U of) Longview, Wash.
 HILARY ANN PETERSEN (B.S., Arkansas State Univ) Littleton, Colo.
 CHRISTOPHER JOHN PETIT (B.A., Vanderbilt Univ) Marietta, Ga.
 ELIZABETH KILMER PFAFFENROTH (B.A., Bryn Mawr College) Chester, N.J.
 SARA JANE PIEPER (B.S., Texas A&M Univ, Main Campus) Orange, Texas
 JASON WAYNE POLLOCK (B.S., New Orleans, U of) Winchester, Tenn.
 ERIC COLSON POTTER (B.S., Univ. of Kentucky) Smiths Grove, Ky.
 MICHAEL ALAN PROFFITT (B.A., Wittenberg Univ) Louisville, Ky.
 ERIKA LYNN RAGER (B.A., Indiana Univ-Bloomington) Indianapolis, Ind.
 KEVIN MICHAEL REAVIS (B.A., Virginia, U of) Virginia Beach, Va.
 JASON BOOTH ROBBINS (B.S., Vanderbilt Univ) Radford, Va.
 KEITA SAKON (B.A., CA-Berkeley, U of) Kawasaki-shi, Japan
 JOHN STUART SALMON (B.A., Virginia, U of) Alexandria, Va.
 DAVID LAWRENCE SANDERS (B.E., Vanderbilt Univ) Jacksonville, Fla.
 SCOTT ANDREW SCHARER (B.S., Duke Univ) Rumson, N.J.
 JOSEPH MATTHEW SCHNEIDER (B.E., Vanderbilt Univ) Nicholasville, Ky.
 NEIL ALAN SEGAL (B.A., Brown Univ) Pittsford, N.Y.
 NATHAN ALEXANDER SEWELL (B.A., Columbia Univ-Main Div) Nashville, Tenn.
 REBECCA MARGARET SHEPHERD (B.A., Texas-Austin, U of) San Antonio, Texas
 JEFFREY WAYNE SHOOKS (B.A., Albion College) DeWitt, Mich.
 FAISAL AHMED SIDDIQUI (B.A., Cornell U Endowed Cols) Lawrenceburg, Ind.
 CHASIDY DIONNE SINGLETON (B.S., Vanderbilt Univ) Houston, Texas
 CHRISTOPHER SHELDON SIPE (B.A., Vanderbilt Univ) Lake Forest, Ill.
 MICHELE DONNA SPRING (B.S., Notre Dame, U of) Vestal, N.Y.

JOHN MICHAEL STAFFORD (B.A., Vanderbilt Univ) Fort Wayne, Ind.
 GLENN SETH STEIN (B.A., Johns Hopkins Univ) Nashville, Tenn.
 MICHAEL KANE TAYLOR (B.A., Harvard Univ) Philadelphia, Pa.
 MICHAEL RYAN THOMAS (B.S., Troy State Univ-Main Campus) Ozark, Ala.
 JON CHARLES TILBURT (B.A., Yale Univ) Kentwood, Mich.
 APRIL ATHENA TRUETT (B.E., Vanderbilt Univ) Heflin, Ala.
 TRAVIS THOMAS WALTERS (B.S., Vanderbilt Univ) Vestavia Hills, Ala.
 KAREN JACQUELINE WASILEWSKI (B.S., PA State Univ-Main Campus) Ramsey, N.J.
 ELIZABETH COLLENS WICK (B.A., Johns Hopkins Univ) New York, N.Y.
 CHRISTOPHER SHAWN WILLIAMS (B.S., Brigham Young Univ) Belmont, Mass.
 RONALD BRUCE WORKMAN, JR. (B.S., Rhodes College) Decatur, Ala.

Second Year Class

KRISTEN LEAH ALBRIGHT (B.S., William and Mary) New Canaan, Conn.
 MICHAEL ABRAHAM ALEMAN (B.S., Notre Dame) Fairmont City, Ill.
 STEPHEN CARTER ALTMAN (B.A., Miami University) Brookfield, Wis.
 SHEELA V. ARAKALI (B.S., B.A.; SUNY at Buffalo) Orchard Park, N.Y.
 THEODORE DULANEY BAKER (B.S., Johns Hopkins) Crownsville, Md.
 LAWRENCE MILLER BERMAN (B.A., Pennsylvania) Nashville, Tenn.
 PAUL DAVID BIDDINGER (B.A., Princeton) Littleton, Colo.
 DEBORAH ANN BILDER (B.A., Wake Forest) Wellsboro, Pa.
 TEDRIC DALE BOYSE (B.A., Duke) Zanesville, Ohio
 ANDREW TRUEMAN BROCKENBROUGH (B.A., Stanford) Seattle, Wash.
 CHARLES GEOFFREY BURNS (B.A., Duke) Iowa City, Iowa
 GREGORY MATTHEW BUXTON (B.S., Arkansas College) Pocahontas, Ark.
 CHRISTOPHER SCOTT CALHOUN (B.S., United States Naval Academy; B.A., M.A. Oxford) Jacksonville, Fla.
 JASON THOMAS CALL (B.A., Virginia) Virginia Beach, Va.
 MICHAEL SCOTT CHAMPNEY (B.A., Stanford) Johnson City, Tenn.
 ANWELL CHANG (B.A., Princeton) Woodbridge, Va.
 ANKUSH KUMAR CHHABRA (B.A., Johns Hopkins) Tulsa, Okla.
 RU-CHIEN CHI (B.S., California, San Diego) Singapore
 ANDERSON BURTON COLLIER (B.S., Vanderbilt) Soddy-Daisy, Tenn.
 BRENDAN JOSEPH COLLINS (B.A., Middlebury) Bernardsville, N.J.
 ELIZABETH ANN COOK (B.A., Baylor) Mahwah, N.J.
 JOEL SAMSON CORVERA (B.A., Duke) Baltimore, Md.
 PATRICK COOKSEY CROWE (B.S., Vanderbilt) Scottsville, Ky.
 ALAN MICHAEL DEAN (B.S., California, Los Angeles) Adelaide, South Australia
 TIMOTHY ALAN MICAL DEERING (B.A., Wabash; M.Div., Chicago) Union Mills, Ind.
 NATALIE DALE DEPCIK (B.S., Michigan) Naperville, Ill.
 FRANK RUSSELL DROWOTA (B.A., Virginia) Nashville, Tenn.
 DAVID THANH DUONG (B.A., Yale) Knoxville, Tenn.
 CHRISTOPHER CRAIG DVORAK (B.S., California, San Diego) Apple Valley, Minn.
 DOUGLAS HINTEN EMCH (B.A., Vanderbilt) Toledo, Ohio
 ERNEST BLAKE FAGAN (B.S., Missouri) Joplin, Mo.
 NANCY LYNN FLATTEM (B.S., Missouri) Monett, Mo.
 EVANDER FLETCHER FOGLE (B.A., Stanford) Lilburn, Ga.
 PETE PITAYA FONG (B.S., Vanderbilt) Memphis, Tenn.
 CLARK HARRIS GALBRAITH (B.S., Colorado, Colorado Springs) Colorado Springs,

Colo.

- ANNA MARIE GARCIA (B.S., Ph.D.; SUNY at Buffalo) Watkins Glen, New York
JON TYLER GILES (B.A., Virginia) Rocky Mount, Va.
SARAH JUSTINE GLADSTONE (B.A., Princeton) Lexington, Mass.
RANDALL LEE GRUBBS (B.E., Vanderbilt) Huntsville, Ala.
PAUL DOUGLAS HAIN (B.S., Rice) Albuquerque, N. Mex.
BASSAM NABIL HELOU (B.S., Vanderbilt) Nashville, Tenn.
CHRISTOPHER MICHAEL HUDSON (B.E., Vanderbilt) Austin, Texas
CHRISTOPHER KEVIN IORIO (B.A., Johns Hopkins) Bridgewater, N.J.
SALLIE ELLEN ISRAELIT (B.S., M.C.P.; Massachusetts Institute of Technology) Portland, Oreg.
ROXANNE MARIE JAMSHIDI (B.A., Princeton) Easton, Conn.
BRIAN KEITH JEFFERSON (B.S., Missouri) St. Louis, Mo.
ROBERT CHRISTOPHER JONES (B.S., Tennessee) Oak Ridge, Tenn.
MELANIE ANN LEIGHT (B.A., North Carolina) Durham, N.C.
STEVEN MARK LILLY (B.A., Harvard) Beaver, W. Va.
KENNETH MICHAEL LITTLE (B.S., California, Los Angeles) Newport Beach, Calif.
JEFFERSON PRESSLEY LOMENICK (B.S., Vanderbilt) Knoxville, Tenn.
ROBERT WITHERSPOON LOWE (B.S., Stanford) Cookeville, Tenn.
ESTHER ANN MAKSYMOWITZ (B.S., Hope) Elkhart, Ind.
DAWN MARIE KOTOWSKI MANFORY (B.S., Michigan State) Springboro, Ohio
DAVID MICHAEL MELLMAN (B.S., James Madison) Oakton, Va.
ALLISON BETH MESSINA (B.A., Vassar) Wallingford, Conn.
ALEXANDER C. MINELLA (B.S., Yale) Naples, Fla.
JOHN SCOTT MOODY (B.S., North Carolina) Greensboro, N.C.
DAVID RYAN MOORE (B.A., North Carolina [Chapel Hill]) Albuquerque, N. Mex.
JAMES ANTHONY SHEERIN MULDOWNY III (B.A., Princeton) Mt. Laurel, N.J.
KIARASH NAMDARAN (B.A., California [Berkeley]) Orinda, Calif.
JOSEPH JOE NAOUM (B.E., Vanderbilt) Guayaquil, Ecuador
ROBERT REESE NEWSOME (B.S., Texas A&M) Houston, Texas
TAMARA JANEL NIX (B.A., Duke) Stone Mountain, Ga.
SYLVIA LUCIA PARRA (B.S., Vanderbilt) Lilburn, Ga.
DANIEL RYAN PENN (B.S., M.S.; Emory) Silver Spring, Md.
DUC MINH PHAM (B.A., Dartmouth) Houston, Texas
JOHN PETER PLASTARAS (B.S., M.S.; Emory) Doyleston, Pa.
WILLIAM ANDERSON PRESTON (B.S., Vanderbilt) Booneville, Miss.
ERICA KRISTINE REED (B.A., Princeton) Saratoga Springs, N.Y.
PAUL ALAN RENKE (D.D.S., Michigan) Warren, Mich.
THOMAS BENTON REPINE (B.A., Colorado) Denver, Colo.
BRENT NEIL REXER (B.S., Baylor) Little Rock, Ark.
KELLY ROWDEN RICHARDSON (B.S., North Carolina) Chattanooga, Tenn.
KARA LEE RIEDINGER (B.S., North Carolina) Knoxville, Tenn.
STEVEN CARL ROBINSON (B.S., Case Western Reserve) Hamilton, Ohio
STEVEN MARK ROWE (B.A., Virginia) Atlanta, Ga.
ROANNE RACHEL ELIZABETH SELINGER (B.A., Princeton) Spokane, Wash.
TARAS MICHAEL SEMCHYSHYN (B.S., Duke) Summit, N.J.
JONATHAN COPE SMITH (B.A., Wesleyan) White Plains, N.Y.
CLINTON TRAVIS SNEDEGAR (B.A., Transylvania) Flemingsburg, Ky.
JEREMY SPECTOR (B.S., Bates) West Hartford, Conn.
RAVI SRIVASTAVA (B.A., SUNY at Buffalo) East Amherst, N.Y.
KATHERINE REBECCA STEWARD (B.A., Hendrix) Springfield, Mo.

GREGORY LEE STEWART (B.S., Rhodes) Memphis, Tenn.
RYAN WESLEY STEWART (B.S., California, San Diego) Dana Point, Calif.
TAMARA MARIE STONE (B.A., Vanderbilt) Columbus, Ind.
AARON KYLE STYER (B.S., Duke) Philadelphia, Pa.
DENNIS CLEMENTS SZURKUS (B.E., Vanderbilt) Loyola, New York
REENA ROSHAN TALREJA (B.A., Virginia) Virginia Beach, Va.
MWATABU MAEKUNDU TERRELL (B.S., Illinois) Champaign, Ill.
JUSTIN WILLIAM THOMAS (B.S., Southern Mississippi) Gulfport, Miss.
CHANDLER FLEMING TODD (B.A., Illinois) Chatham, N.J.
RICHARD MORRIS TODD (B.A., Princeton) Greenwich, Conn.
GALE TIMOTHY TUPER, JR. (B.A., Johns Hopkins) Moira, N.Y.
RICHARD TYSON (B.A., Johns Hopkins) Saint Augustine, Fla.
JOSEPH WILLIAM VAN DERVEER III (B.A., Pennsylvania) Nashville, Tenn.
DAVID HONG-EN WANG (B.A., Asbury) Wilmore, Ky.
RICHARD EVERELEY WATERS (B.A., Stanford) Stockton, Calif.
LAURA LOUISE WHITE (B.A., West Virginia) Charleston, W. Va.
MATTHEW HUNTER WILSON (B.S., Georgetown) Ashland, Ky.
VAEW JON WONGSURAWAT (B.A., Williams) St. Louis, Mo.
JOHN DAVID WOOD (B.S., Vanderbilt) Dothan, Ala.
AUBREY TERESA WRIGHT (B.A., Smith) Shingle Springs, Calif.

Third Year Class

GAIL LYNN ADDLESTONE (B.A., Pennsylvania) Nashville, Tenn.
JOSEPH VALENTINO AGOSTINI, JR. (B.S., Yale) Stafford Springs, Conn.
MEGAN CARMICHAEL ALFORD (B.A., Mississippi) Gulf Breeze, Fla.
DEBORAH JOY ANDRESEN (B.S., Emory) Miami, Fla.
PABLO ARANGO (B.A., Vanderbilt) Palm Beach Gardens, Fla.
STEPHEN HUGH BAILEY (B.A., Williams) Short Hills, N.J.
MICHELLE TERRY BASS (B.S., Emory) Glencoe, Ill.
MICHAEL LEE BOBO (B.A., Tennessee, Martin; D.D.S., Tennessee, Memphis) Columbia, Tenn.
NEERAJA BOYAPATI (B.S., Duke) Jackson, Tenn.
RICHARD KIRVEN BRANTLEY, JR. (B.S., Duke; Ph.D., Cornell) Wilmington, Del.
REUBEN ALLEN BUENO, JR. (B.A., Yale) Nashville, Tenn.
MICHAEL JAMES BURRY (B.A., California, Los Angeles) San Jose, Calif.
TRACI LYNNE JENKINS BUXTON (B.S., Arkansas College) Koshkonong, Mo.
MARGARET FRANCES CABELL (B.S., M.A., William and Mary) Bluemont, Va.
SUSAN LEIGH CHANG (B.A., Princeton) Nashville, Tenn.
CLIFFORD SUHYUN CHO (B.S., Brown) Dix Hills, N.Y.
JOAN MARGARET COLLIER (B.S., Mississippi) Nashville, Tenn.
JO ANN COOK (B.S., Birmingham Southern) Brentwood, Tenn.
KAREN ANN COOPER (B.A., Calvin) Jenison, Mich.
JOHN WILLIAM CRONIN (B.A., Georgetown) Albuquerque, N. Mex.
MARYA L. CROSS (B.A., Wooster) Madison, Ind.
BRIAN MARSHALL CURTIS (B.A., Rhodes) Fort Smith, Ark.
MICHELLE JENNIFER CURTIS (B.S., California, Los Angeles) Elk Grove, Calif.
KAREN ROSS DEMERS (B.A., Princeton) Jacksonville, Fla.
DARREN ANDREW DEWALT (B.S., California, Los Angeles) Bakersfield, Calif.
CYNTHIA DENISE DOWNARD (B.A., Vanderbilt) Louisville, Ky.

- LAURA ANN DROHAN (B.S., Stanford) Panama, Rep. of Panama
JOEL DWORKIN (B.S., M.D., McGill) Montreal, Canada
DAVID ANTHONY FEIOCK (B.A., Stanford) Prairie Village, Kans.
DAVID ANTHONY FEIOCK (B.A., Stanford) Prairie Village, Kans.
SARA JANE FLETCHER (B.S., Calvin) Kalamazoo, Mich.
ELISABETH JEAN FOWLIE (B.S., Emory) North Lovell, Maine
JOHN PAUL FREEMAN (B.A., D.D.S., Oklahoma) Pforzheim, Germany)
ALEX BRENT FRUIN (B.S., Vanderbilt) Omaha, Nebr..
MARY JOAN GOOTJES (B.S., Calvin) Grand Rapids, Mich.
JED ABRAHAM GORDEN (B.A., Middlebury) Bethesda, Md.
DAVID STUART GORDON (B.S., Brown) Cherry Hill, N.J..
VERONICA GABRIELLE LAWSON GUNN (B.S., Rhodes) Nashville, Tenn.
RICHARD CARL GUSTAFSON, JR. (B.S., Washington) Seattle, Wash.
JAY SCOT HARMS (B.A., Illinois Wesleyan) Lexington, Ill.
ALDEN KIRKPATRICK HAUN (B.A., Virginia) Knoxville, Tenn.
LESLIE DAWN HERMAN (B.A., Emory) Chattanooga, Tenn.
KERI RAE HERSKIND (B.A., Colorado) Otis, Colo.
MARY DERAISMES HINCKLEY (B.A., Stanford) Nashville, Tenn.
RICHARD HSINSHIN HO (B.S., Duke) Americus, Ga.
JANE JUNGEON HONG (B.A., Johns Hopkins) Clarksville, Tenn.
MATTHEW ALAN HOOK (B.S., Columbia) New York, N.Y.
JOHN LAWRENCE HOWARD II (B.A., Kansas) Goddard, Kans.
WALTER GREAR HURT (B.A., Virginia) Atlanta, Ga.
KRISTINA KIMIKO ISHIHARA (B.A., California, Berkeley) Carmichael, Calif.
ELIZABETH ELLEN KAU (B.A., Duke) Mount Pleasant, S.C.
MATTHEW BRIAN KAUFMAN (B.A., Vanderbilt) Delaware, Ohio
TERRY ROBERT KETCH (B.S., Vanderbilt) Clarksville, Tenn.
CAROL JEAN KIKKAWA (B.S., Cornell) Santa Ana, Calif.
PAMELA BETH KINGMA (B.S., Calvin) Grand Rapids, Mich.
ALEXY JAN KOCHOWIEC (B.A., California, Berkeley) Walnut Creek, Calif.
BRYAN DAYFIELD KOKX (B.A., Michigan) Minnetonka, Minn.
MICHAEL ADAM KREMER (B.S., Vanderbilt) Chebanse, Ill.
MICHELLE JENNIFER LEONG (B.A., California, Los Angeles) Elk Grove, Calif.
CHRISTINA LYNN MAC MURDO (B.A., Stanford) Aiken, S.C.
PIERRE PAUL MANFROY (B.S., Michigan) Kingsport, Tenn.
JENNIFER ANNE MCCOY (B.A., Cornell) Nashville, Tenn.
HEIDI LEE MEINZ (B.A., Harvard) Naperville, Ill.
THOMAS MICHAEL MEYER (B.S., Northwestern) Evanston, Ill.
ROBERT ALDEN MILAM IV (B.S., Furman) Chapin, S.C..
CRAIG HOWARD MORRIS (B.S., California, Davis) Sacramento, Calif.
DAVID ARTHUR MYERS (B.S., Vanderbilt) Omaha, Nebr.
FRANK CARL NASTANSKI (B.A., Princeton) Rancho Palos Verdes, Calif.
MARTIN NEWMAN (B.S., City University of New York, Hunter College) New York, N.Y.
TOM THANH NGUYEN (B.S., Washington) Lynnwood, Wash.
KAREN ANGELA ORTIZ (B.S., New Mexico) Albuquerque, N.Mex.
SUSAN JEAN PEARCE (B.S., Dartmouth) Bloomfield Hills, Mich.
JOSH FAVROT PETERSON (B.S., Stanford) Ranch Santa Fe, Calif.
WILLIAM JEFFREY RUTLEDGE (B.S., North Carolina) Chapel Hill, N.C.
MARGARET BRADFORD PENDERGRASS SANDERS (B.A., Boston College; M.A., Vanderbilt) Boston, Mass.
ANNE FRANCES SARBINOWSKI (B.S., Cornell) Nokomis, Fla..

DOUGLAS JAMES SCOTHORN (B.A., Vanderbilt) Knoxville, Tenn.
 ANNETTE ELAINE SESSIONS-DRAPER (B.A., Duke; M.A., Middlebury) Atlanta, Ga.
 BRIAN FRANCIS SHAY (B.S., B.A.S., Pennsylvania) Palmyra, Pa.
 KENT CONHENG SHIH (B.S., Louisiana) Luling, La.
 JAMES COLLIER SLOAN (B.S., Washington) Portland, Oreg.
 ELIZABETH JOY SMALL (B.A., Bowdoin) Winchester, Mass.
 SHANE ROBERT SMITH (B.S., Arkansas College) Jonesboro, Ark.
 JULIE ELIZABETH SNELL (B.S., Duke) Rockville, Md.
 CAROLYNN MARIE SOCHA (B.S., Michigan) Carmel, Ind.
 CHRISTOPHER JOHN SONNENDAY (B.A., Northwestern) McLean, Va.
 STEPHEN FULVIO STANZIALE (B.S., William and Mary) Colts Neck, N.J.
 PHILLIP CRAIG STITES (B.S., Oklahoma) Sallisaw, Okla.
 TORY PATRICK SULLIVAN (B.S., Georgetown) Albuquerque, N.Mex.
 KATHRYN AI-LING TENG (B.A., Virginia) Honolulu, Ha.
 MICHAEL CRAIG THIGPEN (B.S., Tennessee) Gallatin, Tenn.
 GURPREET KAUR THIND (B.A., Princeton) Louisville, Ky.
 HIEN DIEU TRAN (B.S., Tulane) Madison, Ala.
 ELIZABETH CHRISTINE TYLER (B.S., Duke) Washington, D.C.
 DANIEL DIMITRY VINER (B.A., Wesleyan) Fairfield, Conn.
 JULE JOHNSON WEST (B.A., Wheaton; M.S.N., Vanderbilt) Nashville, Tenn.
 DAVID SELWIN WOO (B.A., Stanford) Tucker, Ga.
 EDWARD WRENN WOOTEN (B.S., University of the South; Ph.D., Oxford) Little Rock, Ark.
 JEFFREY GLEN WRIGHT (B.S., Rhodes; Ph.D., M.S., Northwestern) Poplar Bluff, Mo.
 CAROLYNN MARIE YOUNG (B.S., Michigan) Carmel, Ind.
 PATRICK EARL YOUNG (B.S., United States Naval Academy) Arlington, Texas
 JOSEPH DOMINIC ZOLLO (B.S., Columbia) Venice, Calif.

Fourth Year Class

JAMES EDWARD ANDERSON, JR. (B.A., Wesleyan) Easton, Pa.
 JAMES HEYWARD BALCOM (B.S., University of the South) Pensacola, Fla.
 JENNIFER LYNN BEACHEY (B.A., Middlebury; M.A., California, Berkeley) Memphis, Tenn.
 CRAIG MICHAEL BENOIT (B.S., Louisiana State) Luling, La.
 ERIC MICHAEL BENSON (B.S., Yale) Kansas City, Mo.
 MADHAV BOYAPATI (B.E., Vanderbilt) Jackson, Tenn.
 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.
 LAURA ANN CATTANEO (B.S., Notre Dame) Dublin, Ohio
 JILL ALEXANDRA CHRISTENSEN (B.S., Johns Hopkins) Houston, Texas
 KATHERINE LEWIS CLARKE (B.A., Vanderbilt) Springfield, Mo.
 MICHAEL JAMES COLLINS, JR. (B.A., Virginia) Arlington, Va.
 PAUL FREDERICK CURRIER (B.S., Florida) Pembroke Pines, Fla.
 DAVID PAUL DOUGLASS (B.S., Texas Christian) Overland Park, Kans.
 SADI ERFANI (B.S., Cornell) Scarsdale, N.Y.
 THOMAS CHADWICK EUSTIS (B.A., Vanderbilt) Nashville, Tenn..
 STEPHEN SANDERS EVANS (B.S., Tulane) St. Louis, Mo.

- ALEXANDER HAO FAN (B.A., Virginia) Douglasville, Ga.
MARY ANNE FINNEY (B.S., Rhodes) Kingsport, Tenn.
DEBORAH ANNE FISHER (B.S., Vanderbilt) Fairfax, Va.
ERIN SCOTT GARDNER (B.A., Missouri) Nixa, Mo.
MICHELLE AILEEN GHERT (B.A.S., Stanford) Toronto, Canada
FIONA KATHLEEN GIBBONS (B.A., Williams) Bryn Mawr, Pa.
KATE WELSH PYRON GREGORY (B.S., Duke) Durham, N.C.
DAVID GRIFFIN (B.S., Utah; Ph.D., Vanderbilt) Cardiff by the Sea, Calif.
AMY RENEE GUILLET (B.S., Dickinson) Ellicott City, Md.
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.
LAURA ANN CATTANEO HALES (B.S., Notre Dame) Dublin, Ohio
TRACY HAMILL (B.S., Syracuse) Syracuse, N.Y.
KATHERINE STOKES HAMILTON (B.S., Vanderbilt) Frisco, Texas
JOHN MICHAEL HEUSINKVELD (B.A., M.S., Arizona) Tucson, Ariz.
PHILIP HANDEY HUANG (B.A., Cornell) Parsippany, N.J.
DORA LYNN HUGHES (B.S., Washington University) Hixson, Tenn.
MOLLY ANN HUGHES (B.S., Bucknell) Dallas, Pa.
GEORGE JOSEPH HUTTON (B.S., Duke) Miami Shores, Fla.
AUBRIE CHRISTINE JACOBSON (B.S., Yale) Knoxville, Tenn.
ROBERT MATHEY JOTTE (B.S., Vanderbilt) Saint Louis, Mo.
KARA KAMPERSCHROER (B.S., Purdue) Seymour, Ind.
JEFFREY RENN KEEFER (B.A., Virginia) Frederick, Md.
KRISTI ANN KERR (B.S., Vanderbilt) Baton Rouge, La.
JAMES CHAIHO KIM (B.A., Princeton) Saratoga, Calif.
MARIE CHRISTINE LAWSON (B.S., Duke; Ph.D., Vanderbilt) Bethesda, Md.
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.
CHARLES MICHAEL LOCKE (D.M.D., Alabama) Silas, Ala.
HUMPHREY HIRO LU (B.A., California, Davis) Foster City, Calif.
PETER CLAYTON LUCAS (B.A., Carlton, Ph.D., Vanderbilt) Rochester, Minn.
PHILIP GRAY MASSEY (B.S., Duke) Los Altos Hills, Calif.
LINDA MARIE MCALLISTER-LUCAS (B.A., Carlton, Ph.D., Vanderbilt) Northbrook, Ill.
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.
ERIC WEBB NELSON (B.S., Utah; D.D.S., Iowa) Bountiful, Utah.
ERIC LEE NUERMBERGER (B.S., Kenyon) Pewee Valley, Ky.
MAURA KATHLEEN O'SHEA (B.S., Yale) LeRoy, N.Y.
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
DAVID POON (B.A., California, Berkeley; Ph.D., Vanderbilt) Nashville, Tenn.
JAMES HARRISON POWERS (B.A., Loyola) Lafayette, La.
RAVI RICHARD RAMNATH (B.A., Harvard) Ft. Lauderdale, Fla.
DAVID PHILLIPS REYES (B.E., Vanderbilt) Downsville, La.

SAMUEL TRENT ROSENBLUM (B.A., Northwestern) Louisville, Ky.
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Medical Scientist Training Program (M.D./Ph.D), 1996/1997

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ALLEN ADAMS, Cell Biology
HOSSEIN ARDEHALI, Molecular Physiology & Biophysics
GEOFF BAER, Microbiology & Immunology
LARRY BISCHOF, Biochemistry
SCOTT BLACKMAN, Molecular Physiology & Biophysics
ZOE BROWN, TBA
RICHARD BUCCO, Biochemistry
GEOFF BURNS, Cell Biology
ALLYSON CAMPBELL, Molecular Physiology & Biophysics
DAVID DUONG, Molecular Physiology & Biophysics
JOEL DWORKIN, Microbiology & Immunology
DANIEL EBERT, TBA
MICHAEL ENGEL, Cell Biology
NANCY FLATTEM, Pharmacology
AMANDA FRISCH, Cell Biology
RAJNISH GUPTA, TBA
PAUL KINGMA, Biochemistry
PAMELA KINGMA, Biochemistry
JEAN PAUL KOVALIK, Microbiology & Immunology
KEVIN KOZAK, TBA
JONATHAN LU, Pharmacology
DAUS MAHNKE, TBA
DAVID MELLMAN, Biochemistry
SCOTT MILLER, TBA
JOHN MOODY, Biochemistry
STEVEN MUHLE, TBA
LAURA NIEDERNHOFER, Biochemistry
KEVIN NISWENDER, Molecular Physiology & Biophysics
JOYCE OU, TBA
ASIT PARIKH, Biochemistry
JOHN PLASTARAS, Biochemistry
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BRENT REXER, Biochemistry
STEVEN RODGERS, Microbiology & Immunology
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TROY TORGERSON, Microbiology & Immunology
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ANDREA UTZ, Pharmacology
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DOUG WILLIAMSON, Microbiology & Immunology
MATTHEW WILSON, Pharmacology

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 MEHMET A. AGIRBASLI, Medicine/Cardiology
 MARK A. ARONICA, Medicine/Pulmonary
 MURRAY M. ARONS, Medicine/Pulmonary
 KYLE B. ARWOOD, Radiology

 AHMED E. BADR, Anesthesiology
 MICHAEL BAKER, Medicine/Cardiology
 LAURA G. BALMAIN, Medicine/Gastroenterology
 RICHARD M. BARDALES, Medicine/Cardiology
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 ELEANOR M. BEACHAM, Pediatrics
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 AMJAD BUKHARI, Neurology
 JAVED BUTLER, Medicine/Cardiology
 VICTOR N. BYRD, Medicine/Immunology

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 MICHELLE CHIU, Pediatrics/Neonatology
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 LISA A. CLOUGH, Medicine/Infectious Diseases
 KEITH COFFEE, Medicine/Pulmonary
 WILLIAM COOPER, Pediatric
 MARK A. COPPESS, Medicine/Cardiology
 ROBERTS CRUZ-GERVIS, Medicine/Pulmonary

 THAO P. DANG, Medicine/Oncology
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 WILLIAM DRAKE, Pediatrics/Cardiology
 RYSZARD DWORSKI, Medicine/Pulmonary
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 JAMES A. EVANSON, Medicine/Nephrology

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 RANDALL G. FISHER, Pediatrics/Infectious Diseases
 JAMES D. FLETCHER, Radiology
 MALCOLM T. FOSTER, Medicine/Cardiology
 CHRIS FOTIADIS, Medicine/Nephrology
 PATRICIO FRIAS, Pediatrics/Cardiology

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VIOLETTE HENEIN, Medicine/Rheumatology
LLOYD HUANG, Medicine/Cardiology
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WENDY JONES, Medicine/Infectious Diseases
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LINDSAY MURRAY, Medicine/Pharmacology
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ALLEGRA PATTEN, Neurology
R. STOKES PEEBLES, Medicine/Pulmonary
MARK C. PINKERTON, Anesthesiology
SAIF UR REHMAN, Medicine/Nephrology
IVAN M. ROBBINS, Medicine/Pulmonary
JAMES W. SCHNELL, Medicine/Gastroenterology
PANOS SECHOPOULOS, Medicine/Gastroenterology

RICKY LEE SEDGWICK, Anesthesiology
SCOTT B. SHAPPELL, Pathology
MARK SHERMER, Medicine/Nephrology
HAROLD E. SIGHTLER, Pathology
PATRICK J. SIMPSON, Medicine/Cardiology
IQBAL SINGH, Medicine/Cardiology
BRIAN SMITH, Medicine/Gastroenterology
STEVEN STANDAERT, Medicine/Infectious Diseases
MICHAEL STIPANOV, Medicine/Oncology
KENT J. STOCK, D.O., Medicine/Infectious Diseases

WILLIAM G. TANNER, Medicine/Gastroenterology
MARY TAYLOR, Pediatrics/Cardiology
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NORRIS TSANG, Ophthalmology

PETER J. VELDKAMP, Medicine/Infectious Diseases

MICHAEL J. WALLS, Medicine/Nephrology
PETER WANG, Surgery/Adv. Laparoscopic
LAURA F. WEIKERT, Medicine/Pulmonary
HENRY YU, Medicine/Nephrology

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Humphrey Hiro Lu	Foster City, Calif.
Harbor-UCLA Medical Center, Torrance, Calif. (Pediatrics)	
Peter Clayton Lucas	Rochester, Minn.
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Linda Marie McAllister-Lucas	Northbrook, Ill.
University of Michigan Hospitals, Ann Arbor (Pediatrics)	
Philip Gray Massey	Los Altos, Calif.
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Patsy Merea McNeil	Temple Hills, Md.
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Andrew Walter Merritt	Trumbull, Conn.
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University of Illinois College of Medicine, Chicago (Surgery, Otolaryngology)	
Daryl Phillip Pearlstein	Orange, Ohio
Vanderbilt University Affiliated Hospitals (Surgery)	
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Yale-New Haven Hospital, Ct. (Pediatrics)	
Fletcher Nelson Pierce	Kingsport, Tenn.
San Diego Naval Hospital, Calif. (Medicine)	
Brent Andrew Ponce	Cincinnati, Ohio
Wright-Patterson Air Force Base Medical Center, Dayton, Ohio (Surgery)	
David Poon	Daly City, Calif.
University of California, San Diego Medical Center (Surgery)	
James Harrison Powers	Lafayette, La.
University of California, San Francisco (Psychiatry)	
Ravi Richard Ramnath	Fort Lauderdale, Fla.
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David Phillips Reyes	Downsville, La.
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Samuel Trent Rosenbloom	Louisville, Ky.
Vanderbilt University Affiliated Hospitals (Medicine/Pediatrics)	
Nova Michele Ryder	Nashville, Tenn.
University of California, Los Angeles Medical Center (Surgery)	
Bartosz Zbigniew Rydzewski	Poznań, Poland
Barnes Hospital (Washington University), Saint Louis, Mo. (Radiology, Diagnostic)	

Michael Bruce Schooling	Chico, Calif.
Ventura County Medical Center (University of California, Los Angeles) (Family Practice)	
Neil Edward Seethaler	Manchester, N.H.
Wright-Patterson Air Force Base Medical Center, Dayton, Ohio (Pediatrics)	
Laura Love Sessums	Chevy Chase, Md.
Duke University Medical Center, Durham, N.C. (Medicine)	
Vickie Anne Shiau	Hixson, Tenn.
Massachusetts General Hospital (Harvard Medical School), Boston (Pediatrics)	
Patrick René Showalter	Harrisonburg, Va.
University of Texas Southwestern Medical School, Dallas (Urology)	
Robert Andrew Spence	Johnson City, Tenn.
University Health Center of Pittsburgh, Pa. (Emergency Medicine)	
Arjun Srinivasan	Jackson, Miss.
Johns Hopkins Hospital, Baltimore, Md. (Medicine)	
Stephen Tyler Staelin	Toledo, Ohio
University of Wisconsin Hospital and Clinics, Madison (Surgery)	
Thomas Robert Talbot III	Jefferson City, Mo.
Johns Hopkins Hospital, Baltimore, Md. (Medicine)	
Jean May Thomas	College Park, Md.
University of Cincinnati Hospital, Ohio (Pediatrics)	
Rene' George VanDeVoorde III	Sebastian, Fla.
Portsmouth Naval Hospital, Va. (Pediatrics)	
Noah Kawika Weisberg	Long Beach, N.Y.
Vanderbilt University Affiliated Hospitals (Surgery, Otolaryngology)	
Lisa Diane Whitesides	Williamsburg, Va.
University of Colorado School of Medicine, Denver (Pediatrics)	
Morgan Jackson Wills	Franklin, Tenn.
Medical Campus Outreach Ministry, Christ Community Church, Franklin, Tenn.	
Henry Benjamin Wilson	Fort Smith, Ark.
UMDNJ - Robert Wood Johnson/Cooper Hospital, Camden, N.J. (Surgery)	
Todd Vance Wise	Nashville, Tenn.
Vanderbilt University Affiliated Hospitals (Medicine)	
Patrick Carl Yeakey	Grand Haven, Mich.
Rush-Presbyterian-St. Luke's Medical Center, Chicago, Ill. (Family Practice)	

SCHOOL FOR NURSING

1925



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School of Nursing



COLLEEN CONWAY-WELCH, Ph.D., C.N.M., Dean
GAIL INGERSOLL, ED.D., R.N., Associate Dean
LINDA D. NORMAN, M.S.N., R.N., Associate Dean
ROXANNE SPITZER, Ph.D., R.N., Associate Dean
MARJORIE COLLINS, M.S., R.N., Assistant Dean for Veterans Administration Clinical Affairs
PATRICIA L. PEERMAN, M.S., R.N.C., Assistant Dean for Enrollment Management
MARILYN A. DUBREE, M.S.N., R.N., Assistant Dean for Clinical Practice
LYNDA L. LAMONTAGNE, D.N.Sc., R.N., Director of the Ph.D. Program
GERALD MURLEY, M.Ed., Director, Instructional Media Center
SARAH RAMSEY, B.A., M.Ed., Director of Student Affairs
PAMELA J. SCHOON, B.A., Director of Development
BERNARD TURNER, M.B.A., Director of Grant Development
SALLIE WAMSLEY, Registrar

Center for Nursing Research

NANCY WELLS, D.N.Sc., R.N., Interim Director; Director of Nursing Research at the Vanderbilt University Medical Center
CAROLE ANN BACH, Ph.D., R.N., Assistant Director; Director of Nursing Research at the Veterans Administration Medical Center

Faculty Council

(New members to be appointed by September 1996)

JANE B. DADDARIO, CHAIR
BARBARA CHRISTMAN ADAIR
TOM COOK
BARBARA GRIMES
MELANIE LUTENBACHER
ELAINE MCINTOSH
VAUGHN SINCLAIR
JUDY SWEENEY
KEN WALLSTON

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 1996)

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

Melanie Lutenbacher, Chair. Carolyn Bess, Caroline Post Cone, Charlotte M. Covington, Royanne A. Moore, Judy Marciel

Nominating

(New members to be appointed in September 1996)

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 Grimes, Chair. Barbara Christman Adair, Joyce Laben, Larry E. Lancaster, Michele S. Salisbury

School Life

(New members to be appointed in September 1996)

The School 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.

Judy Sweeney, Chair. Patricia Espy, Jane Pierce

Student Admissions and Academic Affairs

(New members to be appointed in September 1996)

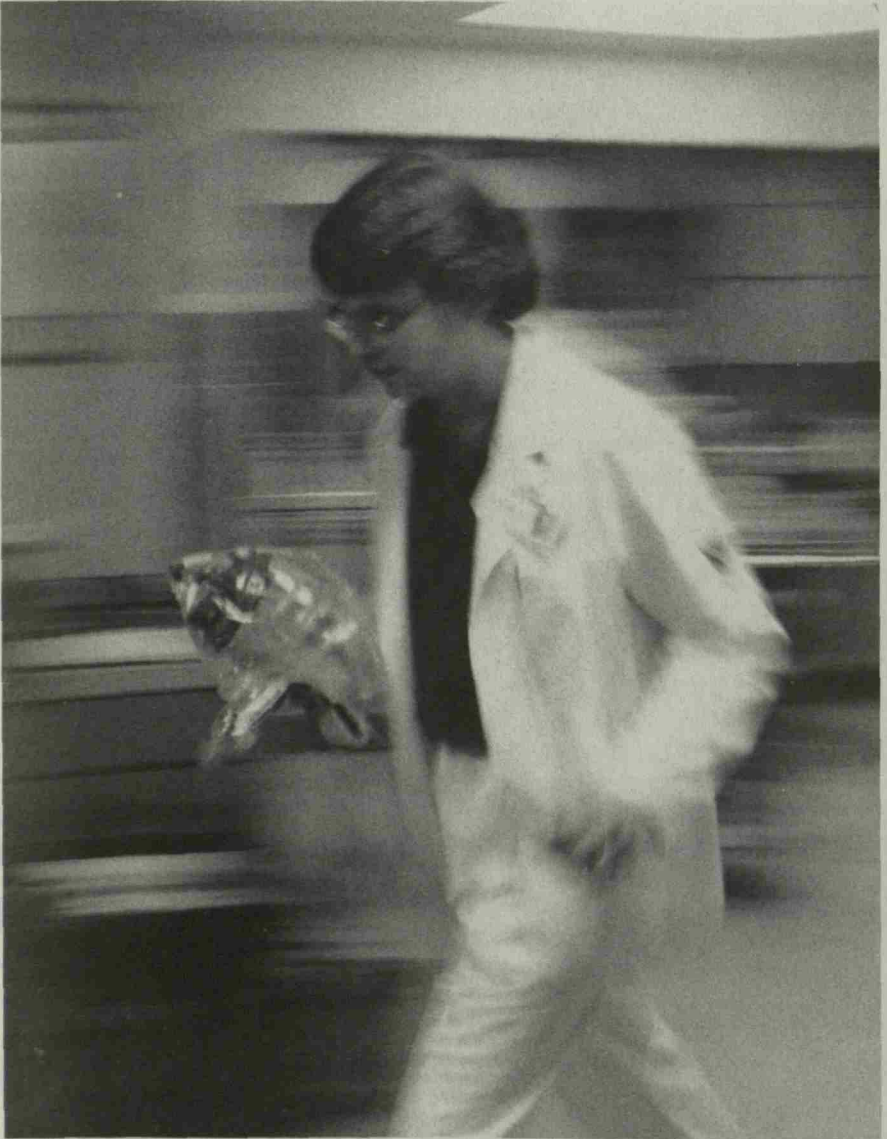
The Student Admissions and Academic Affairs Committee is responsible for reviewing and acting upon applications for admission to the School of Nursing; selecting traineeship, honor scholarship, and other appropriate scholarship recipients; reviewing student progress and considering and acting on student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

Thomas H. Cook, Chair. Leanne C. Busby, Kathleen Dwyer, Barbara Johnson, Joan E. King, Barbara Petersen

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.

Lynda L. LaMontagne, Chair. Barbara Christman Adair, Barbara Fox Grimes, Joyce K. Laben, Larry E. Lancaster, 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. The school is pre-accredited by the American College of Nurse-Midwives.

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

The specialist component of the curriculum is divided into three segments: research/theory, specialty courses, and electives. Research/theory courses focus on research methods, scientific inquiry, and examination of conceptual models and theories in the development of nursing science. Specialty courses focus on advanced knowledge and skills in a given specialty area to equip graduates to function in complex situations and advanced practice roles, including those of clinical nurse specialist, nurse practitioner, nurse-midwife, and nurse executive. 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 executives who have expertise and advanced knowledge in a specialty area and who can function in complex situations either independently or collaboratively with health care team members;
2. Seekers of new knowledge by means of critical thinking, creative reasoning, and scientific investigation in relation to nursing practice and nursing science;
3. Disseminators of nursing knowledge and research to consumers and professionals;
4. Leaders capable of determining effective strategies that stimulate change within the profession and that lead to a more effective management of the health care delivery system;
5. Decision-makers who utilize advanced knowledge and consider ethical principles in serving the needs of individuals and society; and
6. Students who possess the foundation for doctoral education.

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

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



The Academic Program



The Bridge Program

Webster's defines a bridge as a structure built over an obstacle or a river, etc., to provide a way across. At Vanderbilt University School of Nursing, our Bridge is a two-year pathway leading to a Master's of Science in Nursing degree (M.S.N.) for A.D.N. and diploma nurses and non-nurses with and without college degrees. Entry requires 72 hours of undergraduate course work or a college degree.

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.)

Bridge Courses. 46–47 hours.

Specialist Nursing Courses

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
204	Introduction to Advanced Practice: Roles in Professional Nursing	2
		17
SPRING SEMESTER		
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
		14

SUMMER SEMESTER

254	Law, Ethics, and Politics in Nursing	3
260	Community Health Nursing	4
270a	Health Promotion of the Adult II	3
270b	Health Promotion of the Adult II	2
286	Introduction to Nursing Leadership and Management	<u>3</u>
		15

◆ Transfer credit accepted.

Sample Bridge Curriculum for Registered Nurse Students

FALL SEMESTER		HOURS
200 ◆	Basic Nursing Skills (automatic credit) [3]	
202a	Transition to Professional Practice I	3
203 •	Health Assessment	2
204	Introduction to Advanced Practice: Roles in Professional Nursing	2
220 †	Health Promotion of the Adult I (or elective)	3
231 •◆	Introduction to Nutritional Health	2
260	Community Health Nursing	<u>4</u>
		16

SPRING SEMESTER

202b	Transition to Professional Practice II	3
230 †	Health Promotion during the Childbearing Experience (or elective)	3
237 •	Drug Therapy	2
240 †	Health Promotion of the Child (or elective)	3
	Elective	<u>3</u>
		14

SUMMER SEMESTER

250 •	Psychiatric and Mental Health Nursing (or elective)	4
254	Law, Ethics, and Politics in Nursing	3
270a †	Health Promotion of the Adult II (or elective)	3
286	Introduction to Nursing Leadership and Management	<u>3</u>
		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 for sample curriculum plans in the various specialties.

Bridge: Part-Time Studies

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

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

Sample Bridge Curriculum for Registered Nurse Students—Two Year Program

YEAR ONE		Fall	Spring	Summer
200 ♦				
202ab	Transition to Professional Practice I and II	3	3	—
203•	Health Assessment	2	—	—
220†	Health Promotion of the Adult I (or elective)	—	3	—
237•	Drug Therapy	—	2	—
240†	Health Promotion of the Child (or elective)	3	—	—
250•	Psychiatric and Mental Health Nursing (or elective)	—	—	4
270a†	Health Promotion of the Adult II (or elective)	—	—	3
		<u>8</u>	<u>8</u>	<u>7</u>

YEAR TWO		Fall	Spring	Summer
230†	Health Promotion during the Childbearing Experience (or elective)	—	3	—
231•♦	Introduction to Nutritional Health	2	—	—
254	Law, Ethics, and Politics in Nursing	—	—	3
260	Community Health Nursing	4	—	—
	Elective	—	3	—
286	Introduction to Nursing Leadership and Management	—	—	3
		<u>8</u>	<u>6</u>	<u>6</u>

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

♦ Transfer credit accepted.

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

Sample Bridge Curriculum for Registered Nurse Students—Three Year Program

YEAR ONE		Fall	Spring	Summer
200 ♦	Basic Nursing Skills (automatic credit) [3]			
202ab	Transition to Professional Practice I and II	3	3	—
203•	Health Assessment	2	—	—
237•	Drug Therapy	—	2	—
250•	Psychiatric and Mental Health Nursing (or elective)	—	—	4
254	Law, Ethics, and Politics in Nursing	—	—	3
		<u>8</u>	<u>5</u>	<u>7</u>

YEAR TWO		Fall	Spring	Summer
220†	Health Promotion of the Adult I (or elective)	—	3	—
231•	Introduction to Nutritional Health	2	—	—
240†	Health Promotion of the Child (or elective)	—	3	—
270a†	Health Promotion of the Adult II (or elective)	—	—	3
286	Introduction to Nursing Leadership and Management Elective	—	—	3
		<u>3</u>	<u>—</u>	<u>—</u>
		5	6	6

YEAR THREE		Fall	Spring	Summer
204	Introduction to Advanced Practice: Roles in Professional Nursing	2	—	—
230†	Health Promotion during the Childbearing Experience (or elective)	—	3	—
260	Community Health Nursing Graduate course	4	—	—
		<u>—</u>	<u>3</u>	<u>—</u>
		6	6	6

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

♦ Transfer credit accepted.

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

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

YEAR ONE		Fall	Spring	Summer
200	Basic Nursing Skills	3	—	—
201	Conceptual Foundations of Nursing	4	—	—
203	Health Assessment	2	—	—
204	Introduction to Advanced Practice: Roles in Professional Nursing	2	—	—
220	Health Promotion of the Adult I	—	4	—
237	Drug Therapy	—	2	—
250	Psychiatric and Mental Health Nursing	—	—	4
254	Law, Ethics, and Politics in Nursing	—	—	3
		<u>11</u>	<u>6</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	—	—	3
270b	Adult Health II Practicum	—	—	2
286*	Introduction to Nursing Leadership and Management	—	—	3
		<u>6</u>	<u>8</u>	<u>8</u>

♦ 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 (0–9 semester hours)

Students select electives of interest, with the approval of their adviser, based on their professional goals. Options include courses related to the clinical specialty, teaching, or management. Courses available in the School of Nursing, the School of Medicine, Owen Graduate School of Management, Peabody College, and the Graduate School allow nursing students to interact with other professional and graduate students. Six semester hours must be taken within the School of Nursing. Elective hours may be designated by selection of subspecialty for certification.

Specialist Nursing Curriculum

Research/Theory Courses

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

Elective Courses

1-9

Specialty Courses*Acute Care Adult Nurse Practitioner*

304a	Advanced Health Assessment across the Lifespan	2
304b	Advanced Health Assessment Applications	1
306	Physiologic Foundations of Nursing	3
307c	Clinical Pharmacology for Acute Care	2
340a	Theoretical Foundations of Episodic/Chronic Problems in Acute/Critical Care I	3
340b	Theoretical Foundations of Episodic/Chronic Problems in Acute/Critical Care II	3
340c	Theoretical Foundations of Episodic/Chronic Problems in Acute/Critical Care III	3
342	Practicum in Acute Care Adult Nursing	5
343	Acute Care Adult Nurse Practitioner Preceptorship	5
346a	Basic Dysrhythmias	2
346b	12-Lead EKG Interpretation	<u>1</u>
		30

Parent, Child, and Adolescent Nursing

304c	Advanced Neonatal Infancy/Pediatric Health Assessment	3
305	Theoretical Foundations of Family Nursing	2
306	Physiologic Foundations of Nursing	3
311	Theoretical Foundations of Child and Adolescent Nursing I	2
312	Theoretical Foundations of Child and Adolescent Nursing II	4
313	Practicum in Child and Adolescent Nursing I	3
314	Practicum in Child and Adolescent Nursing II	<u>4</u>
		21

Women's Health Nurse Practitioner

304a	Advanced Health Assessment across the Lifespan	2
304b	Advanced Health Assessment Applications	1
306	Physiologic Foundations of Nursing	3
307	Clinical Pharmacology for Primary Care	3
326	Issues in Women's Health Nursing	1
327	Theoretical Foundations in Women's Health	3
328	Practicum in Women's Health	3
330c	Theoretical Foundations in Ambulatory Obstetrics	3
331c	Practicum in Ambulatory Obstetrics	3
334	Preceptorship in Women's Health Nursing	4
361	Theoretical Foundations of Adult Primary Care	<u>4</u>
		30

*Nurse-Midwifery**

304a	Advanced Health Assessment across the Lifespan	2
304b	Advanced Health Assessment Applications	1
305	Theoretical Foundations of Family Nursing	2
306	Physiologic Foundations of Nursing	3
306b	Reproductive Physiology	1
307	Clinical Pharmacology for Primary Care	3
327	Theoretical Foundations in Women's Health	3
328d	Practicum in Women's Health for Nurse Midwifery	3
330d	Theoretical Foundations of Antepartum Care of Normal Women for Nurse-Midwifery	3
331d	Practicum in Antepartum Care of Normal Women for Nurse Midwifery	3
335	Practicum in Intrapartum Nurse-Midwifery Care	3
336	Theoretical Foundations of Intrapartum Nurse-Midwifery Care	3
337	Practicum in Postpartum and Neonatal Nurse-Midwifery Care	1
338	Theoretical Foundations of Postpartum and Neonatal Nurse-Midwifery Care	2
339	Nurse-Midwifery Advanced Clinical Integration Experience	6
367	Theoretical Foundations of Primary Care for Women and Neonates	2
384	Leadership and Management for Nurse-Midwifery	2
		<u>43</u>

* Note: 4 semester program of study

Family Nurse Practitioner

304a	Advanced Health Assessment across the Lifespan	2
304b	Advanced Health Assessment Applications	1
305	Theoretical Foundations of Family Nursing	2
306	Physiologic Foundations of Nursing	3
307	Clinical Pharmacology for Primary Care	3
360	Theoretical Foundations of Child and Adolescent Primary Care Nursing	2
361	Theoretical Foundations of Adult Primary Care Nursing	4
362	Practicum in Primary Health Care of the Child and Adolescent	2
363	Practicum in Primary Health Care of the Adult	3
364	Nurse Practitioner Preceptorship	4
365	Special Issues in Pediatric Primary Health Care	1
		<u>27</u>

Gerontological Nurse Practitioner

304a	Advanced Health Assessment across the Lifespan	2
304b	Advanced Health Assessment Applications	1
306	Physiologic Foundations of Nursing	3
307	Clinical Pharmacology for Primary Care	3
320	Theoretical Foundations in Health Care Management of the Aged	3
321	Psychosocial Aspects of Aging	2
322	Practicum in Aged Health Care I	2
323	Practicum in Aged Health Care II	3
324	Gerontological Nurse Practitioner Preceptorship	4
361	Theoretical Foundations in Adult Primary Care Nursing	4
		<u>26</u>

Neonatal/Infancy Nursing

304c	Advanced Neonatal/Infancy/Pediatric Health Assessment	3
310	Developmental Physiology	3
316	Theoretical Foundations of Neonatal/Infancy Nursing I	2
317a	Theoretical Foundations of Neonatal Critical Care Nursing	4
318b	Neonatal/Infancy Practicum	5
319	Neonatal/Infancy Preceptorship	<u>2</u>
		22

*Behavioral Health Nurse Practitioner**

304a	Advanced Health Assessment across the Lifespan	2
304b	Advanced Health Assessment Applications	1
350	Models and Theories of Behavioral Health Nursing	3
351abc	Theoretical Foundations and Practicum in Advanced Behavioral Health Nursing	4
352	Biobehavioral Aspects of Psychiatric Disorders	3
354	Theoretical Foundations of Behavioral Health Nursing with Groups and Families	2
356abc	Practicum in Behavioral Health Nursing with Individuals, Groups and Families	3
357	Theoretical Foundations of Systems in Behavioral Health	3
358abc	Behavioral Health Nurse Practitioner Preceptorship	4
389	Population Based Case Management	2
392	Interdisciplinary Foundations Health Care	3
398	Psychopharmacology	<u>3</u>
		33

*Note: BHNP students do not take N308

Community Systems Management

380	Epidemiology	3
381	Nursing Informatics	3
382	Community Systems Management	2
383	CQI and Outcomes Measures	3
385	Health Care Financial Management	3
386	Management Practicum I	3
387	Management Practicum II	3
389	Population Based Case Management	2
391	Leadership and the Management of Change	<u>2</u>
		24

Occupational Health/Adult Nurse Practitioner

304a	Advanced Health Assessment across the Lifespan	2
304b	Advanced Health Assessment Applications	1
306	Physiologic Foundations of Nursing	3
307	Pharmacology for Primary Care	3
361	Theoretical Foundations of Adult Primary Care	4
363	Practicum in Primary Care of the Adult	3
380	Epidemiology	3
	Practicum in Occupational Health I	2
	Preceptorship in Occupational Health	5
	Theoretical Foundations of Occupational Health I	2
	Theoretical Foundations of Occupational Health II	<u>2</u>
		30



The M.S.N. Degree

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

Acute Care Adult Nurse Practitioner

The adult health specialty has developed an option that combines adult nurse practitioner skills with advanced practice in acute care, providing students with a variety of options across delivery systems. Students receive didactic content about diseases across the illness trajectory, thus enabling students to learn about the chronic nature of many illnesses in addition to the acute episodic problems and critical care aspects of these same illnesses. Enrollment in this option will be limited by availability of preceptors. Graduates are currently eligible to sit for the American Nurses Association (ANA) Acute Care Nurse Practitioner Certification exam.

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.

Women's Health Nurse Practitioner

Women's health nursing begins with the study of gynecologic, well-woman care and continues with the study of healthy childbearing. Emphasis is on health maintenance of women throughout the life span. This program prepares students for entry level advanced practice as a Women's Health Nurse Practitioner. A focus on Critical Care Obstetrical Nursing is open to a limited number of students who have practiced as registered nurses.

Upon completion of the program and two years related clinical experience, the student will be eligible to sit for the National Certification Corporation OB-GYN Nurse Practitioner exam.

Nurse-Midwifery

The nurse-midwifery specialty prepares students to manage the obstetric and primary health care needs of essentially healthy women across the lifespan as well as the care of the normal newborn. Graduates will be eligible to take the American Certification Council examination of the American College of Nurse-Midwives. Applicants should be RNs and have at least one year of full-time work experience in the area of maternity/women's health to be eligible for this specialty. It is anticipated that this specialty will be open to non-RNs in the fall of 1997.

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 primary health care settings. The preceptorship facilitates development of clinical skills that prepare the graduate for the advanced practice role of the Family Nurse Practitioner. 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, with emphasis on the neonatal period. Recognizing that neonatal/infant development is ongoing and cannot be separated from care, the nursing process is addressed using a developmental approach. 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.

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. Opportunities for selected RN applicants with two years of neonatal intensive care experience exist for a Neonatal Critical Care Practitioner concentration, depending on the availability of clinical resources.

Behavioral Health Nurse Practitioner

The program of study includes core content in advanced health assessment, research, case management, and interdisciplinary foundations of health care. A behavioral health skills lab prepares students for clinical work.

Didactic and seminar work in the theoretical bases of behavioral health addresses the increasingly complex client systems of individual, group, family, and community; the biological bases of mental illness; psychopharmacology; outcomes measurement; legal, ethical, and policy issues; and prevention of mental illness.

Clinical experience in numerous settings including an urban nurse-managed clinic, the university psychiatric hospital, state and Veteran's Administration (public) psychiatric facilities, psychopharmacology clinic, home health agency, schools, private practices, industry and other work sites, and jails among others. A final preceptorship affords students the opportunity to fully implement the behavioral health nurse practitioner role.

Occupational Health/Adult Nurse Practitioner (OH/ANP)

This specialty focuses on individual employees and their individual needs of health services. This care may also include direct services to groups of employees and services to the families of employees. The OH/ANP role includes clinical care, counseling, client advocacy and serving as a change agent.

The specialty content for the Occupational Health/Adult Nurse Practitioner track includes advanced health assessment, epidemiology, physiology, primary care services for adults, didactic courses that focus on the theoretical foundation of occupational health nursing, and clinical practice in an occupational health setting. Graduates of this program will be eligible to take the American Nurses Association (ANA) Adult Nurse Practitioner Exam.

Community Systems Management

This specialty prepares graduates for the advanced practice role of nursing and health care management. The specialty is designed to prepare the graduate for multiple roles on an interdisciplinary health management team in nurse managed clinics, managed care firms, community based clinic and ambulatory care centers with skills in strategy 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 MSN/MBA degrees is offered through the Community Systems Management 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 managers for top level management in various health care settings. In addition to advanced practice in community systems

management, 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. Another admission requirement is 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 courses 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 community systems management. 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. Graduates of each specialty are eligible to sit for the certification exams specific to their specialty. Some exams require documented clinical work hours. Certification examinations from American Nursing Credentialing Center include acute care nurse practitioner, the adult nurse practitioner, family nurse practitioner, gerontological nurse practitioner, adult psychiatric nursing clinical specialist, child/adolescent psychiatric nursing clinical specialist, pediatric nursing clinical specialist, and nursing administration examinations. The Nursing Credentialing Center offers the obstetric-gynecological nurse practitioner and neonatal nurse practitioner exams.



Ph.D. in Nursing Science

THIS program is designed for individuals who hold graduate degrees in nursing and who wish to pursue scientific careers in nursing. Fields of study emphasize individual and family responses to health and illness across the life span. These areas of study reflect current faculty interests, which include perceived control, pain, stress, coping, and patterns of development in children, adults, and families dealing with chronic conditions and life transitions. Students receive intensive research training on faculty research projects related to their major field of study.

Doctoral students will be admitted for full-time study every other year. The next class will be admitted in the fall of 1996. Students are strongly encouraged to enroll in full-time study for the first six semesters (two calendar years) of the program.

Students holding the B.S.N. or another bachelor's degree are required to complete 18 credits of course work at the master's level offered through the School of Nursing; those holding the M.S.N. or equivalent degree may transfer credit for previous course work. The two-year core curriculum of the doctoral program required a minimum of 42 hours of formal courses and concentrates on phenomena of concern in nursing science, a one-hour course sequence focusing on advanced understanding of concepts central to the discipline; research and theory, course work addressing issues in contemporary nursing science, research design and methods, theory development and education, and at least two research practica in collaboration with ongoing faculty research; and a minor area of study selected to support the student's research interests. Course work for the latter is taken in a discipline outside nursing science, for example: psychology, sociology, human resources, or the biomedical sciences. Following successful completion of course work and the qualifying examination, and approval of the dissertation proposal, the student enrolls in and conducts dissertation research.



Pre-Nursing Studies

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

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

Pre-Nursing Studies in the College of Arts and Science

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

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

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

		Semester hours		
		Fall	Spring	May/ Summer
FRESHMAN YEAR				
Chem 101a–101b or Chem 102a–102b	Introductory Chemistry or General Chemistry	4	4	–
Math 127–128	Probability and Statistical Inference or substitute requirement (see adviser)	3	3	–
	Foreign Language	5	5	–
Psych 101	General Psychology	–	3	–
English 100W	Composition	3	–	–
	May Session elective	–	–	3
	"W" Course	–	–	3
	CPL requirements or electives	–	–	6
		15	15	12
SOPHOMORE YEAR				
Bio 110a or 110b	Biological Sciences	4	4	–
	History and Culture	3	6	–
	Science and the World	–	3	–
	"W" Course	3	–	–
	Social Science	–	3	–
	Humanities	3	–	6
	Psych or elective	–	–	3
	May Session course	–	–	3
	Psychology courses	4	–	–
		17	16	12
JUNIOR YEAR**				
	Psychology courses	8	9	–
Psych 221	Developmental Psychology	–	3	–
	Electives	6	–	3–4
Nurs 160a	Anatomy and Physiology I	4	–	–
Nurs 160b	Anatomy and Physiology II	–	4	–
		18	16	3–4
	Total		124–125	

* 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.

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.

See the sample curriculum plan for non-registered nurse students (page 230) 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*

		Semester hours		
		Fall	Spring	May/ Summer
FRESHMAN YEAR				
Chem 101a-101b	Introductory Chemistry or	4	4	-
Chem 102a-102b	General Chemistry	4	4	-
Math 127-128	Probability and Statistical Inference or substitute requirement (see adviser)	3	3	-
	Foreign Language	5	5	-
Psych 101	General Psychology	-	3	-
English 100W	Composition	3	-	-
	Social Science	-	-	3
	"W" Course	-	-	3
		<u>15</u>	<u>15</u>	<u>6</u>
SOPHOMORE YEAR*				
Bio 110a-110b	Biological Sciences	4	4	-
	History and Culture	3	6	-
	"W" Course	3	-	-
160a	Anatomy and Physiology I	4	-	-
160b	Anatomy and Physiology II	-	4	-
Psych 221	Developmental Psychology	-	3	-
	Humanities	-	-	9
	Electives	-	0-1	-
		<u>14</u>	<u>17-18</u>	<u>9</u>
Total				76

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

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
HR 1000	Applied Human Development	3	—
HR 1001	Intrapersonal Development	1	—
HR 1020	Community Service	1	—
HR 1024	Interpersonal Development	—	1
HR 1100	Small Group Behavior	—	3
Math	Mathematics course	3	—
	Statistics course	—	3
Phil 100 or 105	Philosophy course	—	3
	Liberal Education Core Requirements	7	7
		15	17
SOPHOMORE YEAR		Fall	Spring
HR 1022	Presentation Skill	—	1
HR 1200	Human Service Organizations	3	—
HR 1400	Career Development I	—	2
HR 1700	Systematic Inquiry I	—	3
HR 2260 or Econ 100	Economics Course	3	—
HR 2500	Introduction to Human Service Professions	3	—
HR 2510	Health Service Delivery to Diverse Populations	—	3
PSCI 100	Introduction to American Government and Politics	3	—
NURS	Microbiology	—	3
	Liberal Education Core	3	3
		15	15
JUNIOR YEAR		Fall	Spring
HR 2100	Public Policy in Human Services	3	—
HR 2520	Communication Skills for Health and Human Service Professions	—	3
160ab	Anatomy-Physiology	4	4
231	Nutrition	2	—
	Liberal Education Core/ Electives	6	9
		15	16

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

SENIOR YEAR		Fall	Spring	May/ Summer
200†	Basic Nursing Skills	3	-	-
201†	Conceptual Foundation of Nursing	4	-	-
203†	Health Assessment	2	-	-
220**	Health Promotion of the Adult I	4	-	-
204†	Dimensions of Professional Nursing	2	-	-
230**	Health Promotion during the Childbearing Experience	-	4	-
237†	Drug Therapy	-	2	-
240**	Health Promotion of the Child	-	4	-
250**	Psychiatric and Mental Health Nursing	-	4	-
254	Law, Ethics, and Politics in Nursing	-	-	3
260	Community Health Nursing	-	-	4
270ab	Health Promotion of the Adult II	-	-	5
286	Introduction to Nursing Leadership and Management	-	-	3
		<u>15</u>	<u>14</u>	<u>15</u>

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

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

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

FIFTH YEAR

308	Models/Theories in Nursing	3	-	-
375-376	Research Methods and Inquiry in Nursing	3	3	-
	Specialty Nursing Courses	7	7	7
	Electives	-	3	6
		<u>13</u>	<u>13</u>	<u>13</u>

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.

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

At the time of publication, senior-in-absentia programs have been formalized with Belmont University, David Lipscomb University, Fisk University, Trevecca Nazarene College, and Vanderbilt University's Peabody College, all in Nashville, Tennessee; as well as Mary Baldwin College in Staunton, Virginia; Maryville College in Maryville, Tennessee; Morris Brown College in Atlanta, Georgia; Randolph-Macon Woman's College in Lynchburg, Virginia; Tennessee Wesleyan, Athens, Tennessee; Wheaton College in Wheaton, Illinois; Birmingham-Southern College, Birmingham, Alabama; Bryan College, Dayton, Tennessee; and Covenant College, Lookout Mountain, Georgia. 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.
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.
5. Approval by the specialty director.

Academic Standards

Post-master's students must meet the same academic standards for progression and program completion as M.S.N. students. See Academic Standards section under M.S.N. Students.

Advanced Practice Roles

Post-master's study programs are available in each of the following specialties: adult acute care nurse practitioner, family nurse practitioner, gerontological nurse practitioner, women's health nurse practitioner, nurse mid-wifery, parent-child adolescent nursing, behavioral health nursing, community systems management and occupational health/adult nurse practitioner. Please refer to the specific advanced practice specialty curriculum for sample curriculum plans. For further information, call the Office of Admissions at (615) 322-3800.

Nursing Education

The purpose of this 12-credit advanced level program is to provide the opportunity to study those educational concepts and principles applica-

ble 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 if there is sufficient enrollment. 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.



Academic Regulations

VANDERBILT students are bound by the Honor System inaugurated in 1875 when the University opened its doors. Fundamental responsibility for the preservation of the system inevitably falls on the individual student. It is assumed that students will demand of themselves and their fellow students complete respect for 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 by the student in the manner prescribed by the course instructor. Cheating, plagiarizing, or otherwise falsifying results of study are specifically prohibited under the Honor System. The system applies not only to examinations but also to written work and computer programs submitted to instructors. The student, by registration, acknowledges the authority of the Honor Council of the School of Nursing.

The University's Graduate Student Conduct Council has original jurisdiction in all cases of non-academic misconduct involving graduate and professional students.

Students are expected to become familiar with the Student Handbook, available at the time of registration, which contains the constitution and bylaws of the Honor Council and sections on the Graduate Student Conduct Council, 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 enrollment, 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 course 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).
 - d. Diphtheria/tetanus.
 - e. Varicella titer (Students testing negative are required to be immunized).
 - f. Physical Exam.
 - g. Documented attendance at Bloodborne Pathogens Workshop and other required safety sessions. Registration will be cancelled for failure to attend required sessions.
6. 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 in order to satisfy 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.

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.

Accidents / Injury / Illnesses

Students are responsible for the costs of tests, treatment, and follow-up care for any accidents, injury, or illnesses that occur while enrolled as a student at Vanderbilt University School of Nursing. Students are not entitled to any workmen's compensation benefits.

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 faculty adviser. When a change in the pro-

gram or absence from the school for one or more semesters is anticipated, the student must file an approved change in program form with the adviser. The forms for programs of studies and subsequent changes are available from the Director of Student Affairs. Copies are to be filed with the adviser.

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.

Change of Course

Dropping a Course. The first five class days of the semester are allocated for necessary changes of course.

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 a maximum of 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.

Alcohol and Controlled Substance Policy

Students are not allowed to attend class or clinical practice under the influence of alcohol or controlled substances. Students suspected of using such substances may be asked to submit to voluntary urine screening as a condition of progression. Additional information on student impairment may be found in the *Student Handbook* on policies concerning alcohol and controlled substances.

Transportation and Lodging

Students are responsible for their own transportation to and from all clinical facilities and field trips. Clinical sites in the specialty year are chosen for their ability to provide clinical experiences consistent with the specialty requirements and the mission of the school. Students should be prepared to travel as much as two hours each way to rural, remote, and underserved areas. Practica and preceptorships may be in out-of-state locations. Students are responsible for the cost of their travel and lodging.

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 nurs-

ing 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

Class Standing

Students admitted to the Bridge program are considered Bridge students while enrolled in 200-level nursing courses.

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.

Completion of Program

Students admitted to the Bridge program must complete the bridge portion of the curriculum within three calendar years and the specialty curriculum within two calendar years. Leaves of absence are counted in this time frame.

Students admitted to a M.S.N. specialty with a B.S.N. must complete the curriculum within three calendar years. Leave of absences are counted in this time frame.

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.

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 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 may be placed on probation only once during the entire program of study (Bridge and specialty). 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.

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 308, 375, or 376 are not able to enroll in their final specialty clinical course until 308, 375, or 376 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.

A student must be a registered nurse in order to register for the final clinical preceptorship.

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.

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 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.

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

The University holds its annual Commencement ceremony following the spring semester. Degree candidates must have completed successfully all curriculum requirements with at least a 3.0 overall GPA and have passed all prescribed examinations by the published deadlines to be allowed to participate in the ceremony. A student completing degree requirements in the summer or fall semester will be invited to participate in Commencement the following May; however, the semester in which the degree was actually earned will be the one recorded on the diploma and the student's permanent record. Students unable to participate in the graduation ceremony will receive their diplomas by mail.





Admission

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

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

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. 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 may be required in certain majors.

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

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

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

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

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

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

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

ogy/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 a minimum of 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 a minimum of 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 a minimum of 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 and physiology (Nursing 160a–160b) and microbiology (Nursing 150) are required. Chemistry 101a–101b or Chemistry 102a–102b and Biological Sciences 110a–110b are 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 may be required.
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 vaccine, varicella titer (students testing negative are required to be immunized), 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.

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 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 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 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, 231, 237, and 250. Advanced placement may be obtained for the didactic portions of 220, 230, 240, 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 preregister for the courses they intend to take the following semester.

Advanced placement tests for clinical courses (220, 230, 240, 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. 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 at least seventy-five countries. Most international students are enrolled in graduate and professional programs. The University welcomes the diversity international students bring to the campus, and encourages academic and social interaction at all levels.

English Language Proficiency. Proficiency in written and oral English is required for enrollment in an academic program. Applicants whose native language is not English must present the results of the Test of English as a Foreign Language (TOEFL) with the application, unless they have demonstrated competence while attending an American institution. International students transferring from unfinished degree programs of other universities in the United States should present TOEFL scores. The International TOEFL is administered at test centers throughout the world at different times during the year. Inquiries and requests for application forms should be addressed to TOEFL, Box 6151, Princeton, New Jersey 08541-6151 U.S.A. The minimum acceptable score on the Test of English as a Foreign Language is 550.

English Instruction. Applicants whose proficiency in English is low or marginal may be asked to enroll in an English language program before beginning academic studies. Vanderbilt offers such a program at English for Internationals (EFI). Intensive, semi-intensive, or part-time English study is offered throughout the year. Non-credit enrollment in at least one academic course may be recommended while the student is improving proficiency in English. Academic studies for credit may begin after recommendation by EFI in consultation with the student's academic adviser. For more information, write to EFI, Box 510 Peabody Station, Nashville, Tennessee 37203, U.S.A.

Financial Resources. To meet requirements for entry into the United States for study, applicants must demonstrate that they have sufficient financial resources to meet expected costs of their entire educational program. Applicants must provide documentary evidence of their financial resources before visa documents can be issued. Vanderbilt has no special funds allocated for financial assistance to international students.

The United States laws and regulations restrict the opportunity for international students to be employed. Students may be allowed to work only under special circumstances on a part-time basis or as a result of emergency financial need, and then normally only after the first year of study. Spouses and dependents of international students generally are not allowed to be employed while in the United States.

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 the University's 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 coverage can be obtained from Student Health Services.

Additional Requirements. 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 March, August, and November in forty-six locations worldwide, 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.

Information. Assistance in non-academic matters before and during the international student's stay at Vanderbilt is provided by the Office of International Services, Box 507 Peabody Station, Nashville, Tennessee 37203, 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.

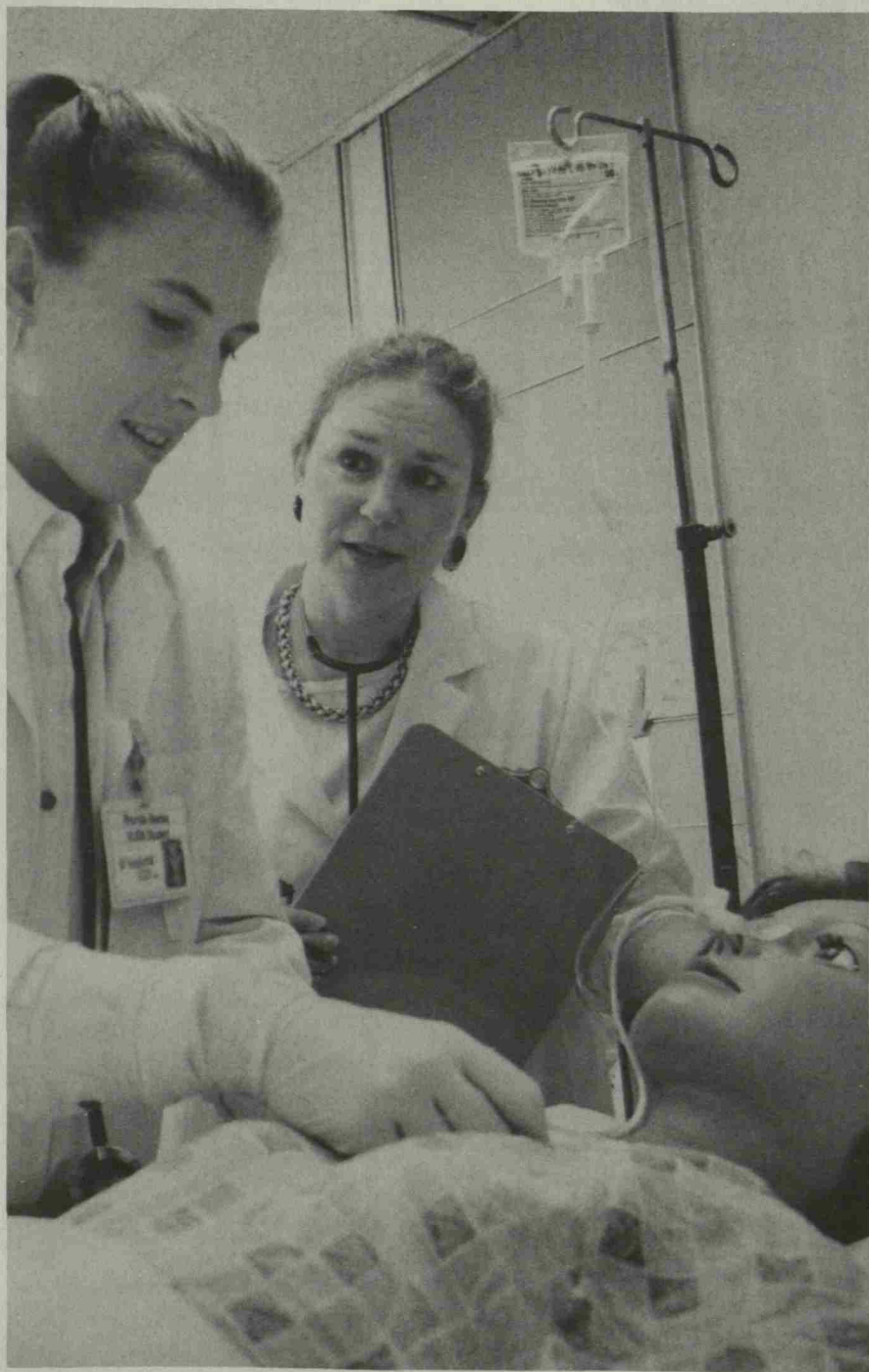
A full-time student in the program normally will enroll for 12 to 18 credit hours a semester. Students registered for thesis or master's project (0-3 hours) are also defined as full time. Part-time students carry a minimum of 6 but fewer than 12 hours per semester.

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.





Financial Information

TUITION for 1996/97 is \$7,486 per semester (fall, spring, or summer session, for from 12 to 18 hours. Students enrolled for fewer than 12 or more than 18 hours are charged \$624 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 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.

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.

Other Fees

Application	\$ 50
Matriculation (nonrefundable)	200
Student activities and recreation fees	214
Computer laboratory fee	25
Laboratory fee for N160a	35
Laboratory fee for N160b	35
Laboratory fee for N200	35
Laboratory fee for N203	10
Laboratory fee for N304 (for Nurse Practitioner and Maternity/Women's Health students only)	100
Laboratory fee for N331a	50
Laboratory fee for N331b	50
Laboratory fee for N396L	175
Liability insurance coverage (per semester)	16
Student health insurance	667
Mosby Assess Test (non-R.N. only)	35
Nursing malpractice fee (per semester)	16

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 1995/96 was \$105.

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.

Refunds of Tuition and Dormitory Charges

University policy for the refund of tuition and dormitory charges provides a percentage refund based on the time of withdrawal. Students who withdraw officially or who are dismissed from the University for any reason may be entitled to a partial refund in accordance with the established schedule shown below. Requests for refunds must be made before the last day of classes of the semester in which the student was enrolled. Students who register for more than 18 hours and later reduce their registration to 18 hours or fewer may be entitled to a partial refund of the extra tuition for hours over 18 in accordance with the same schedule.

Fall 1996 Withdrawal/Refund Schedule

Week 1	August 26–August 30	100%
Week 2	September 2–September 6	90%
Week 3	September 9–September 13	80%
Week 4	September 16–September 20	70%
Week 5	September 23–September 27	70%
Week 6	September 30–October 4	60%
Week 7	October 7–October 11	50%
Week 8	October 14–October 18	50%
Week 9	October 21–October 25	40%
Week 10	October 28–November 1	40%

No refunds after November 1, 1996

Spring 1997 Withdrawal/Refund Schedule

Week 1	January 6–January 10	100%
Week 2	January 13–January 17	90%
Week 3	January 20–January 24	80%
Week 4	January 27–January 31	70%
Week 5	February 3–February 7	70%
Week 6	February 10–February 14	60%
Week 7	February 17–February 21	50%
Week 8	February 24–February 28	50%
<i>Spring Break</i>	March 1–March 9	
Week 9	March 10–March 14	40%
Week 10	March 17–March 21	40%

No refunds after March 21, 1997

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.

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.

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 automatically if the student is a part-time student registered for four or fewer semester hours, or if he or she resides, while a student, beyond an approximate fifty-mile radius from the campus as determined by zip code. Students who register late or students who wish to have fees waived due to exceptional circumstances must petition for a waiver through the Office of Campus Student Services, Box 6206 Station B, Nashville, Tennessee 37235. A \$10 charge is assessed for processing the waivers of students who register late.

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.

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.

Financial Aid

Financial aid is available from several sources for full-time students.

Three federal, need-based loan programs are available for nursing students. Stafford subsidized and unsubsidized loans are offered through the bank of the student's choice, and the Federal Nursing Loan is distributed through Vanderbilt University. Eligibility for these loans is determined following completion of two forms, the CSS/Financial Aid Form (FAF) and the Free Application for Federal Student Aid (FAFSA). The School of Nursing also has its own loan fund, which is awarded along with scholarship monies offered to students.

All School of Nursing scholarships are merit/need based and are awarded based on a combination of the student's incoming GPA and MAT or GRE score. Financial need is again determined upon receipt of the FAF and FAFSA forms. Full-time enrollment (12 credit hours) is also required to be considered for a scholarship award. Students do not apply directly to any of the scholarship benefactors. All awards are made through the School of Nursing Scholarship Committee according to the requirements of the funding source.

One merit-based, two-year, full tuition scholarship is given to the incoming student with the highest GPA and MAT/GRE score combination. If more than one student qualifies for this award, applications are sent by the School of Nursing Financial Aid Office. The Scholarship Committee will then determine the recipient of the award based on the applications.

The School of Nursing Financial Aid Office sends financial aid packets during the month of February each year, which include all forms necessary to apply for federal loans, scholarships, and the School of Nursing loan program. The FAF and FAFSA forms must be filed by 15 April, and all other forms in the packet must be filed by 1 May to be considered for loans and scholarships for the next academic year. Contact the School of Nursing Financial Aid Office, Vanderbilt University, 211 Godchaux Hall, Nashville, Tennessee 37240-0008 for any forms needed.

In addition, two organizations, the Veterans Administration (VA) and the U.S. Public Health Service (PHS), offer service payback agreements. Service requirements are usually three to five years. Applications must be requested directly from these organizations during early spring. Contact the School of Nursing Financial Aid Office for more details.

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, and the National Association of Pediatric Nurses, Associates, and Practitioners.

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.



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.

Founder's Medalist Clare D. Sullivan with Dean Conway-Welch

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 MSN 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.

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-RN student returning to school via the Bridge program.

THE DOROTHY S. GOLDSTEIN SCHOLARSHIP was established by Mrs. Goldstein 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 of the School of Nursing.

THE WILLIAM RANDOLPH HEARST ENDOWED SCHOLARSHIP FUND was established for minority students. It is awarded to minority students on the basis of merit and need.

THE FRANCES M. HOUSTON SCHOLARSHIP FUND 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 student 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 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 1993-4, a deserving student studying a specialty in the Family and Health Systems Department is 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.

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.

THE JEANETTE AND LEON TRAVIS SCHOLARSHIP FOR NURSING AT ST. THOMAS HOSPITAL was established by Mrs. and the late Mr. Travis for nurses employed at St. Thomas Hospital to pursue the MSN degree at Vanderbilt University School of Nursing. Inquiries regarding this opportunity should be directed to Susan Russell at St. Thomas Hospital (615) 222-6800.

THE ZELLE SCHOLARSHIP is supported by Mr. Robert Zelle and will be awarded annually to a student specializing in chronic care with a focus on rehabilitation.

THE PAMELA RICHARDSON MEMORIAL SCHOLARSHIP was established in 1995 by the Richardson family in memory of their daughter, a VUSN student. It will be awarded annually to a second year student demonstrating financial need and exceptional merit.

THE GLASSOCK SCHOLARSHIP was established by Dr. Michael E. Glassock. Preference is given to R.N. students returning to school via the Bridge program.

THE LA JUAN FURGASON SCHOLARSHIP is an endowed scholarship established by Mr. and Mrs. G.A. Furgason in memory of their daughter, a 1967 B.S.N. graduate of the School of Nursing.

THE SAMMIE S. SHAPIRO-RACHEL 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 JOHN WALLACE SCHOLARSHIP was established by Dr. John Wallace, with first preference for the award going to a Volunteer State transfer student; second preference is a Sumner County resident attending Vanderbilt University School of Nursing.



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 Women's Health Nurse Practitioner and/or Nurse-Midwifery
- 4—required or elective for Adult Health
- 5—required or elective for Behavioral Health
- 6—required or elective for Family Nurse Practitioner
- 7—general offerings: required or elective
- 8—required or elective for Community Systems management
- 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

N150. Introductory Microbiology. This course presents a basic introduction to the microbial world with particular emphasis on the diversity of bacteria and of viruses. Morphologic and physiologic principles are explored as are the processes of pathogenesis and host defenses. The rationale for the use of antimicrobial drugs is also examined. Bacterial genetics and recombinant DNA technologies are included. SPRING [3] Burt

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.

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

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 Cone

202a. Transition to Professional Nursing. This course focuses on identification of the unique strengths/perceptions of each RN student and a development of an individualized plan for learning. The course assists RN students in the assimilation of the conceptual basis for professional nursing by introducing them to the distinguishing characteristics of professional nursing. Core theoretical frameworks, including systems, communication, learning, developmental and change theories, are examined. Common biopsychosocial responses to alterations in health are explored using these and other selected theories and frameworks. Nursing research is introduced as a process for identifying nursing problems and testing interventions related to common biopsychosocial responses of clients. FALL [3] Bess.

202b. Transition to Professional Nursing II. This course will continue to facilitate the transition of the RN student from a technical to a professional role. The course will focus on the professional practice role and provide opportunities to increase the depth of knowledge needed to support that role through critiquing of scholarly writings, reasoned debate, consultation with practicing role models, and application of theoretical concepts in nursing across the life span. Pre-requisite: 202a. SPRING [3] Bess.

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

204. Introduction to Advanced Practice: Roles in 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. FALL. [2] Staff.

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] Grimes 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] Salisbury and staff.

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

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

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] Marciel and 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, 237, 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, and 240. Prerequisites or corequisites for R.N. students: 231. FALL, SPRING, SUMMER. [4] Cook and staff.

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

270a. Health Promotion of the Adult II. Focuses on the nurse's role in health promotion and maintenance, illness care, and rehabilitation of adult patients with complex health problems. The use of current nursing research and theory in solving clinical practice problems is emphasized. Non-R.N. students complete a clinical practicum experience, 270b, in addition to the didactic component. Prerequisite: 220, 230, 231, 237, and 240. Corequisite: 250. 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] 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. Prerequisite: 220, 230, 237, 240, and 250. SUMMER. [3] Staff.

Specialist Nursing Courses and Electives

300. Dimensions of Advanced Practice Roles in 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] Staff.

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] Staff.

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. Prerequisite: coursework in biology, physiology, and/or embryology recommended. SUMMER. [3] (Not offered summer 1997)

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, Infant/Pediatric Assessment. Neonate, infant, child/adolescent, and other family member assessments are critically examined conceptually and clinically for validity and practical applicability. Diverse seminars and clinical experiences are used to develop proficiency in history taking and health assessment techniques with specific populations. Synthesizing a systematic and organized health assessment that is sensitive to growth and developmental needs and which will provide the most pertinent data with the least risk to the infant and child/adolescent is emphasized. Prerequisite or Corequisite: 304 (2 credits, graduate level standing) and admission to the Neonatal or Parent, Child & Adolescent specialty. FALL. [3] Marciel, Johnson, and staff.

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, SUMMER. [2] Lutenbacher.

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

306b. Reproductive Physiology. Normal physiological processes of reproduction and changes during the maternity cycle that serve as a foundation for nurse-midwifery practice are studied. Selected physiologic processes associated with genetics, normal development of the products of conception, maternity cycle, and the implications for client adaptations and discomforts are examined in depth. FALL. [1] Lewis.

307. Clinical Pharmacology for Primary Care. The purpose of this course is to present the pharmacologic effects and clinical uses of specified drug groups relevant to advanced practice nursing in primary health care. Emphasis will be placed on indications for correct drug choice, pharmacological mechanisms in association with drug interactions, side effects, contraindications, and patient education. Discussion of clinical judgements in the management and evaluation of therapeutic strategies for individual clients will be included. The assumption is that all students possess a basic knowledge of pharmacology and primary care management. Pre-requisite or coequisite: Graduate or Post graduate standing; 237 or equivalent Pharmacology Course or content; 361 or equivalent; 360 or equivalent or permission of the instructor. FALL, SPRING [3] Covington.

307b. Clinical Pharmacology for Neonatal and Pediatric Care. Examination of the major categories of pharmacological agents used in both outpatient and critical care environments with infant and pediatric populations. Students learn to critically evaluate the results of drug trials from research readings. Emphasis on understanding the physiological action

of drugs, unexpected client responses, and major untoward effects. The importance of collaboration with health care professionals in the administration of critical care drugs and the pharmacologic management of client health conditions in life-threatening situations is stressed. Prerequisite: graduate standing in nursing. SPRING. [2] Staff.

307c. Clinical Pharmacology for Acute Care Adult Nurse Practitioner. Presents the pharmacologic effects and clinical uses of specified drug groups as related to clinical nursing in acute/critical care. Pharmacological mechanisms in association with drug interactions, incompatibilities, side effects, contraindications, and patient education will be discussed as a basis for clinical judgments in the clinical management and evaluation of therapeutic strategies for individual clients. The assumption is that all students possess a basic knowledge of pharmacology. Prerequisite or corequisite: 237 or equivalent pharmacology course. SPRING. [2] Pierce.

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] Nies and Bess.

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] Burt.

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] Johnson.

312. Theoretical Foundations of Child and Adolescent Nursing II. A focus on the nursing care of ill children. Includes embryonic development, developmental physiology, and pathology, as well as nursing interventions for children of all ages. Emotional components of care will be considered for children and their families, building upon knowledge developed in 311. An in-depth study of a content area of the student's choice will be required. Prerequisite: 306, 311. Prerequisite or corequisite: 305. SPRING. [4] Johnson 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] Johnson 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: RN licensure and 313. SUMMER. [4] Staff.

315. Essential Components of Neonatal Intensive Care Nursing. Provides a concise presentation of essential neonatal intensive care unit (NICU) concepts, skills, techniques, and equipment necessary for completing direct bedside assessment and care of NICU neonates in a safe manner. Attempts to bridge the gap between generalist and specialist nursing with varying risk levels of neonates by emphasizing common neonatal findings, physiologic changes, and nursing care management. Prerequisite and/or corequisite: 304c and/or graduate level standing in nursing. FALL. [1] 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. [2] Staff.

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 Practicum. Prerequisite: 304, 310, 316, and admission to the specialty. Corequisite: 318a. SPRING. [4] Walsh.

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. FALL. [2] Staff.

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. [5] 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: 317a. SPRING. [5] Staff.

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: RN licensure, 317, and 318. SUMMER. [5] 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] Brown.

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] Brown.

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, 361, 320; corequisites 307, 321 (may be taken concurrently). SPRING. [2] Brown.

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: RN licensure and 322. SUMMER. [3] Brown.

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. Focus 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: R.N. Licensure and 323. SUMMER. [4] Brown.

325. Well Infant Care Seminar. Presents practical information concerning well infant primary care and parenting during the first thirty-six months of life. Growth and developmental issues, sleep/wake cycles, crying, newborn laboratory screening tests, infant nutrition and

feeding, immunizations, safety, infant behavioral evaluation, and common parental concerns are discussed. Such information is necessary for providing preventive, supportive, and rehabilitative care in well newborn and well infant primary care settings. Normal variations as well as minor disruptions in aspects of newborn and infant health are addressed. Prerequisite and/or corequisite: 304 and/or graduate level standing in nursing. FALL. [1] Staff.

326. Issues in Women's Health Nursing. Examines major historical, political, and cultural influences on the health care of women in the United States. Offers students the opportunity to develop a woman-centered holistic philosophy of care, which in turn will be the central concept in their women's health nursing practice. Permission of the instructor required. SUMMER. [1] Salisbury.

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. FALL. [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: 304a-304b, 306, and 327. FALL. [4] A. Moore and staff.

328d. Practicum in Women's Health for Nurse-Midwifery. 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 the experience of utilizing the nurse-midwifery management process in meeting the primary health care needs of essentially healthy women across the lifespan. Students have the opportunity to consult and collaborate with other health care professionals. Prerequisite or corequisite: 304a-304b, 306, 306b, and 327. FALL. [4] Petersen.

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.

330c. Theoretical Foundations of Ambulatory Obstetrics. Building on prior knowledge of and experience with women's health, students begin to examine and evaluate ideas and research related to childbearing in the outpatient setting. Focuses on advanced nursing practice through the comprehensive assessment and case management of the childbearing family. Prerequisite: 304a–304b, 306, 327, and 328. SPRING. [3] Daddario.

330d. Theoretical Foundations of Antepartal Care of Normal Women for Nurse-Midwifery. Building on prior knowledge of and experience with women's health, students begin to critically examine and evaluate issues and research related to childbearing during the antepartal period. This course focuses on advanced nursing practice and nurse-midwifery through the comprehensive assessment and case management of the childbearing family. Prerequisite: 304a, 304b, 306, 306b, 327, 328. SPRING. [3] Petersen.

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.

331c. Practicum in Ambulatory Obstetrics. In the second practicum, students apply advanced knowledge of normal physiology, pathophysiology, and psychosocial concepts to nursing care of families during the perinatal experience. Students focus on care of the childbearing family and learn specific components of advanced nursing practice from self-directed clinical experience with expert professional nurse preceptors in a variety of settings. Prerequisite: 304a–304b, 306, 306b, 327, and 328. Prerequisite or corequisite: 307, 330c, and 361. SPRING. [3] Daddario and Moore.

331d. Practicum in Antepartum Care of Normal Women for Nurse-Midwifery. In the second practicum students apply advanced knowledge of normal physiology, pathophysiology, and psychosocial concepts to nursing care of families during the perinatal experience. Students focus on care of the childbearing family and learn specific components of advanced nursing practice and nurse-midwifery from self-directed clinical experience with expert professional nurse preceptors in a variety of settings. Prerequisites: 304, 306, 327, 328. Prerequisite or Corequisite: 307, 330d. SPRING. [3] 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.

334. Preceptorship in Women's Health Nursing. Building on all previous graduate nursing education, this course offers the opportunity to integrate knowledge and refine skills by practicing in the advanced practice role. Clinical preceptors in advanced nursing practice will guide and supervise individual students. Prerequisite: RN licensure, 330c, 331c. SUMMER. [4] Moore and Daddario.

335. Practicum in Intrapartum Nurse-Midwifery Care. This course is designed for students to examine the theory and skills which are the foundation for nurse-midwifery practice in intrapartum health care. Students will apply the nurse-midwifery management process to

an identified clinical caseload of childbearing families during the intrapartum period. Pre-requisite: 327, 328, 330, 331, 304, and 305. SUMMER [3] Petersen.

336. Theoretical Foundations of Intrapartum Nurse-Midwifery Care. This course is designed for students to examine the theory and skills which are the foundation for nurse-midwifery practice in intrapartum health care. Students will apply the nurse-midwifery management process to an identified clinical caseload of childbearing families during the intrapartum period. Pre-requisite or corequisite: 327, 328, 330, 331, 304, and 305. SUMMER. [3] Petersen.

337. Practicum in Postpartum and Neonatal Nurse-Midwifery Care. This course is designed to develop an advanced knowledge base in nurse-midwifery management of the essentially normal postpartum woman and the normal neonate. Students will integrate theories and research findings to develop strategies to manage women and newborns experiencing normal childbearing experiences. The nurse midwife will be able to facilitate parental-newborn family relationships and to manage collaboratively the normal postpartum woman and normal neonate with common deviations requiring interventions and/or follow-up. Students will have the opportunity to provide continuity of care to selected families during antepartum and intrapartum periods. Pre-requisite: 327, 328, 330, 331, 304, 305. corequisite: 338. SUMMER [1] Staff.

338. Theoretical Foundations of Postpartum and Neonatal Nurse-Midwifery Care. This course is designed to develop an advanced knowledge base in nurse-midwifery management of the essentially normal postpartum woman and the normal neonate. Students will integrate theories and research findings to develop strategies to promote optimum childbearing experiences. The nurse-midwife will be able to facilitate parental-newborn family relationships and to manage the normal postpartum woman and normal neonate with common deviations requiring interventions and/or follow-up. Pre-requisites: 327, 328, 330, 331, 304, and 305. corequisite: 336. SUMMER. [2] Petersen.

339. Nurse-Midwifery Advanced Clinical Integration Experience. The nurse-midwifery role practicum is designed to allow the student an opportunity to assume the responsibility for the care and management of essentially normal women throughout the reproductive life cycle and their childbearing families. The students will focus on a comprehensive assessment of the family health system as the basis for effective delivery of health care. A variety of clinical experiences which include alternative in traditional patient care management with the focus on the professional role of the beginning nurse-midwife. Prerequisite: 337, 338. FALL. [6] Petersen and staff.

340a. Theoretical Foundations of Episodic/Chronic Problems in Acute/Critical Care I. Explores, at an advanced level, the pathophysiology, assessment, diagnosis, and collaborative management of adults with selected acute health problems. The course goals are met through didactic content and case study analyses. Each student demonstrates his or her ability to analyze, integrate, and synthesize pathophysiologic concepts for collaborative management of adult health problems. Prerequisite or corequisite: 304ab, 306. FALL. [3] King.

340b. Theoretical Foundations of Episodic/Chronic Problems in Acute/Critical Care II. Nursing 340B explores, at an advanced level, the pathophysiology, assessment, diagnosis, and collaborative management of adults with selected episodic/chronic health problems in acute/critical care. The course goals are met through didactic content and case study analyses. Each student demonstrates his/her ability to analyze, integrate, and synthesize pathophysiologic concepts for collaborative management of adult health problems. Prerequisite or corequisite: 304ab, 306, 340a. SPRING [3] King

- 340c. Theoretical Foundations of Episodic/Chronic Problems in Acute/Critical Care III.** Nursing 340B explores, at an advanced level, the pathophysiology, assessment, diagnosis, and collaborative management of adults with selected episodic/chronic health problems in acute/critical care. The course goals are met through didactic content and case study analyses. Each student demonstrates his/her ability to analyze, integrate, and synthesize pathophysiologic concepts for collaborative management of adult health problems. Prerequisite or corequisite: 340b, 342, and 343. SUMMER [3] King
- 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. Practicum in Acute Care Adult Nursing.** Provides clinical experience in development and application of the roles of the nurse practitioner. The clinical setting is used for application and evaluation of diagnostic reasoning, advanced therapeutic interventions, and consultation. Students practice in the clinical setting twenty hours per week for fourteen weeks. Weekly discussion groups related to advanced practice role issues. Prerequisite or corequisite: 304a-b, 306, 308, and 340a-b. SPRING. [5] King and staff.
- 343. Acute Care Adult Nurse Practitioner Preceptorship.** 343 is the final clinical preceptorship, and it is designed to provide clinical experience in and application and integration of the roles of the acute care adult nurse practitioner. The clinical setting will be used for application, synthesis, and evaluation of nursing theory and pathophysiological and psychosocial concepts. The student will practice in clinical settings for a total of 280 hours. Clinical conferences will focus on pathophysiology, diagnosis, and therapeutic management related to episodic/chronic problems in acute/critical care in the adult population. Prerequisite or corequisite: R.N. Licensure; 304a-b; 306; 308; 340a-b-c; and 342. SUMMER [5] King
- 346a. Basic Dysrhythmias.** This elective course provides the student with the tools to interpret basic cardiac arrhythmias. Major focus is on recognition of the signs and symptoms of rhythm disturbance and the collaborative management of each. Health care teaching is also included. SPRING, SUMMER. [2] Sweeney.
- 346b. 12-Lead EKG Interpretation.** This elective course provides the student with the knowledge to understand, assess, and intervene in alterations in the cardiac electrical conduction system, including 12-lead electrocardiography. SPRING, SUMMER. [1] Sweeney.
- 347. Nursing Management of the Rehabilitation Client.** 347 examines the theoretical bases needed for promotion of patient/client abilities in order to maximize individual and family resources following debilitating illness or injury. 347 also examines the role and impact of nursing care delivery in rehabilitation and long-term care settings. Pre-requisite for Acute Care Adult Nurse Practitioner: 308. Pre-requisite or corequisite for Acute Care Adult Nurse Practitioner: 340C; 343. Pre-requisite for Geriatric Nurse Practitioner: 308; 320. Pre-requisite or corequisite for Geriatric Nurse Practitioner: 321; 322; 323; and 324. SUMMER [3] Bach.
- 349. Directed Study in Critical Care Nursing.** Principles of critical care nursing are explored, examining specific assessment parameters and skills. The scientific rationale or physiological basis for each assessment parameter or skill is examined. In addition, identi-

fication of the need for each assessment parameter or skill, based on pathophysiology, implementation of the assessment parameter or skill, and the relevant criteria will be discussed. Possible complications and research related to each assessment parameter or skill will also be explored. The critical care nursing assessment parameters and skills will then be integrated into advanced nursing practice. Prerequisite: 340 or permission of instructor. SPRING. [1] King.

350. Models and Theories of Advanced Behavioral Health Nursing. This seminar/lecture course introduces students to the process of theory development and evaluation, theories of personality development and individual functioning, brief therapy models, and Caplan's levels of prevention for mental disorders. Content is analyzed for its specific application to behavioral health nursing practice; research which addresses interventions across the continuum of care is evaluated. FALL [3] Richie and Cone.

351. Theoretical Foundations and Practicum in Primary Behavioral Health Nursing across the Lifespan. This course provides the theoretical content and clinical practice for diagnosing, assessing, and intervening in functional and dysfunctional patterns of persons and their families throughout the life span. Content and experiential work related to practice skills are provided. Case material and clinical experiences provide the student with the opportunity to apply theory, practice assessment skills, implement interventions, and evaluate outcomes. Seminar discussions are led by faculty and/or students. Students have the opportunity to integrate theory and practice in supervised clinical experiences. Analysis of process dynamics and nursing interventions occurs during supervision. The student will work collaboratively with other members of the mental health team. Prerequisite or corequisite: 350 and 352. FALL. [4] 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.

354. Theoretical Foundations of Behavioral Health Nursing with Groups and Families. This seminar course focuses on the mastery of concepts from group, family, and nursing theories which are the foundation for advanced behavioral health nursing practice. Increasing emphasis is placed on group and family psychotherapy, consultation, and management. Emphasis is placed on the integration of related theories into practice and a nursing conceptual framework. Pre-requisite or corequisite: 350 and 352. SPRING [2] Adams.

356abc. Practicum in Behavioral Health with Individuals, Groups, and Families. 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: 304ab, 350, 351, 352, 354. SPRING. [2] Staff.

357. Theoretical Foundations of Systems in Behavioral Health. This lecture/seminar course focuses on the societal, legal and systems factors which influence advanced practice and the delivery of primary mental health care. Emphasis is placed on current practice

issued including the evaluation of outcomes and legal, ethical, advocacy and policy issues related to mental health care. Application of standards and methodologies for utilization review, CQI and outcomes measurement are explored. This course provides the opportunity for students to synthesize previous coursework related to their professional role development as behavioral health nurse practitioners. Strategies for marketing the role will be explored. Pre-requisite or corequisite: 354 and 356. SUMMER. [3] Seidel.

358. Behavioral Health Nurse Practitioner Preceptorship. This clinical course provides a synthesis experience during which students implement the role of the behavioral health nurse practitioner. The focus is on assessment and intervention with persons with mental illness and persons/populations at risk for mental illness, and primary prevention in mental health. Both direct (assessment and intervention) and indirect (consultation, case management, supervision) roles will be implemented. Collaboration with other health care providers is emphasized. Pre-requisites or corequisites: RN licensure, all BHNP courses. [4] 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, SPRING. [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. Prerequisite or corequisite: 304a. FALL, SPRING. [4] Welch.

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 or corequisite: 304ab, 306, 307, 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] Staff.

364. 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: R.N. Licensure and 362, 363. FALL, SPRING, SUMMER. [4] Staff.

365. Special Topics in Pediatric Primary Health Care. Consists of didactic content and subsequent discussion of selected topics related to pediatric primary care. Course will enable students to explore the role of advanced practice nursing in the pediatric primary care setting, understand the pathophysiologic processes underlying selected topics, evaluate the rationale for the effects of current treatment modalities of psychosocial, spiritual, and/or political aspects of selected topics. Students will select one topic and prepare a scholarly paper for submission to faculty at the culmination of the course. Designed to enable the student to gain and synthesize new knowledge, develop critical thinking skills, and effectively communicate ideas. SPRING. [1] Bradley.

367. Theoretical Foundations of Primary Care for Women and Neonates. A didactic course including the principles of primary health care, focusing on wellness, clinical preventive services, Healthy People 2000 goals, patient/family education, and management of common acute and chronic health problems of women of childbearing age. The role of the nurse-midwife as primary health care provider is emphasized; principles and concepts of wellness, illness prevention, health risk appraisal and health maintenance; concepts related to behavioral change for healthier lifestyles; identification of common acute and chronic problems of women of childbearing age; related pathophysiological processes and management of the problems; interpretation of laboratory data; and patient/family education. Prerequisite or corequisite: 304ab, 306, 306b. SPRING. [2] Staff.

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. Prerequisite: 308 or 375. Corequisite: specialty level clinical course. 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. Epidemiology. Introduction to epidemiology. Includes use of data to study disease etiology, prognosis, and treatment. Concepts of interpreting tests, predicting outcomes, choosing treatments, and reading healthcare literature emphasized. FALL [3] Staff

381. Nursing Informatics. Nursing informatics has been defined as the management and transformation of nursing data into nursing information and knowledge for the purpose of improving patient care. This course is designed as a survey course of nursing informatics with a particular focus on information systems for primary care settings, utilization of community health databases, and the use of databases for outcomes management. Students will address a clinical data management need in their specialty area with a database project. Depending on their specialty, students would use this project to organize-clinical information pertinent to individual patient care, the management of health care systems, or assessment of the health patterns of populations and aggregates. In addition, students will learn how to use databases to identify, operationalize, and track outcomes relevant to their advanced practice roles. [3] Sinclair.

382. Community Systems Management. This course will focus on establishing and implementing strategic initiatives based on the external environment in a variety of healthcare settings using defined business/management skills and processes. These settings will include managed care organizations, community based clinics, group practices inclusive of physicians and physician/nurse practitioners, and elements within integrated delivery system. This course provides the foundation for managing in new settings with future course adding skills to this core inclusive of financial management, QI and outcomes measurement, informatics and leading through change. FALL. [2] Spitzer, Brooking.

383. Continuous Quality Improvement and Outcome Measures. 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.

384. Leadership and Management. Advanced practice nurses and nurse-midwives are viewed as potential national and international leaders and managers of clinical practice and health care. Integral to sound practice is the acquiring of theoretical frameworks of management that explain organizational relationships and integration, management models, and decision making strategies related to health care delivery, political and legislative history, the role of nurse in health care arena, and role of professional organization. In addition to providing an understanding of leadership styles through role preparation, social commu-

nication theories and the application of power, influence, and change strategies are considered. FALL. [2] Petersen.

385. Health Care Financial Management. Provides a basic introduction to accounting, finance, marketing, and health care economics. Students apply financial and marketing principles to health care management problems. Covers several financial analysis techniques, capital budgeting techniques, competitive strategies, and reimbursement issues. Students learn to use computerized spreadsheets to construct budgets and a business plan. A separate section offered to non-administration majors provides additional content related to the financial management of a community-based clinic. SPRING. [3] Sinclair.

386. Management Practicum I. Provides students with an opportunity to work closely with a manager in a variety of health settings. The student will be exposed to positive role modeling while contributing to the functioning of the health care agency. Student work on agency designated projects throughout the practicum. Pre-requisites or corequisites: Community systems management student must have completed or be currently enrolled in all specialty courses except for 387 and 389. MSN/MBA students must have completed or be currently enrolled in 380, 381, and 382. SPRING, SUMMER. [3] Staff.

387. Management Practicum II. Provides students with the experience of assuming a closely supervised managerial role in a health care agency ?? of a managed care organization. Working with a health care manager in a setting of their choice, students will be actively involved in decision making processes and personnel relations in the agency. In a project designed to integrate and utilize student knowledge of leadership and management, and human relations processes of their assigned agency. Students will submit a paper for faculty review that incorporates quality improvement and change theory in suggesting methods of improving each of these processes. Pre-requisites or corequisites: Community systems management students must have completed or be currently enrolled in all specialty courses and all core courses. MSN/MBA students must have completed or be currently enrolled in all required VUSN courses. SPRING, SUMMER. [3] Staff.

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. Population-Based 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] Cook.

390. Writing for Publication. Elective course designed to help students understand the publication process and to improve scholarly writing abilities. Each student will prepare a manuscript and submit it to a selected nursing journal for consideration for publication. Students are encouraged to have a topic and target journal identified before the class begins. Offered on a Pass-Fail basis. SUMMER. [3] Lancaster.

391. Leadership and the Management of Change. This course will focus on developing strategic/operational responses to the changing external environment. The intent is to not only describe the changing environment, but to prepare the advanced practitioner in healthcare delivery systems to take a proactive view of change, change management processes and techniques for success in the healthcare marketplace. The nature of dynamic change, situational and contingent approaches to current and future opportunities will provide a framework for the development of leadership skills and management applications. SPRING. [2] Spitzer.

392. Interdisciplinary Foundations of Health Care. This seminar course emphasizes nursing as well as other disciplinary perspectives that are foundational to the provision of advanced practice nursing in today's society. Content includes the organization of the health care delivery system, health care policy, health care financing, nursing theory, economic and management theory, change therapy, epidemiology, human diversity, ethics, and consultation. SPRING [3] Richie and Laben.

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] Staff.

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. Selected Topics in Physiology. 396a is a continuation of 306. It is offered as an elective course for those students who wish to study integrations among body systems and physiologic processes that were not presented in 306. Pre-requisite: 306 or permission of the instructor. SPRING [3] Lancaster.

396b. Special Topics Nursing: Pediatric Pathophysiology. Focus is on physiologic alterations of major body systems in the pediatric population. Readings on the underlying mechanisms of pathogenesis, alterations, in organ system structure/function, and clinical manifestations. Prerequisite: 306. SUMMER. [3] Johnson

396c. 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, SPRING. [2-3] Fogel.

396d. 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] Staff.

396e. Special Topics Nursing: Spirituality, Religion, and Nursing. Consists of didactic content related to the religions of the world, denominational polity as it applies directly to health care, the concept of spirituality apart from and as part of religious thought, and the application of religiosity/spirituality to the practice of nursing. The role of the advanced nurse as a provider of spiritual care, as distinguished from religious care, will be explored—building upon the emphasis on holistic care in the curriculum. The course incorporates the School of Nursing's belief that the central concepts of nursing are person, environment, health, and nursing. Theoretical concepts for spiritual care and intradisciplinary sources, including nursing and the biological, sociological, behavioral, theological, and ethical domains will be considered, resulting in a greater understanding of one's own spiritual nature and the care and nurture of same. SUMMER. [2-3] Staff.

396f. Special Topics Nursing: Concepts of ER/Trauma Nursing. Provides students with the knowledge base and skills necessary to render trauma care and provides a foundation for future learning. Essential evaluation, stabilization, and critical time management techniques will be discussed. Skills practice sessions, ambulance skills, and ER clinicals are included. Due to space limitations, preference will be given to students in the critical care specialty areas. Prerequisite: Specialty standing and RN licensure. Corequisite: 346 or prior knowledge of basic dysrhythmias. SUMMER. [3] King.

396g. Analysis of Laboratory and Diagnostic Patient Data. This elective course provides the student with the theoretical basis required to perform an in-depth interpretation of selected serum, urine, and radiologic diagnostic patient data. A variety of specialized test will also be included. Lectures and case studies will provide the student information to assist in developing a differential diagnosis and assessing effectiveness of interventions. Class discussions will examine ways to apply knowledge laboratory and diagnostic tests to a variety of clinical settings. Other information, such as cost and how to order tests, will also be included. Pre-requisite: Completion of bridge year RN license, or permission of instructor. Pre-requisite or corequisite: 306. SPRING, SUMMER [3] Pierce. (Not offered 1997)

396L. Special Topics Nursing: Selected Caregiver-Child Assessment Strategies. This clinical course focuses on selected assessment instruments and strategies from the Nursing Child Assessment Satellite Training (NCAST) and Keys to Caregiving and the theory and research underlying them. In-depth discussion of observation techniques. Instruments and strategies may be used in research for data collection as well as in practice. Home visits are required to establish reliability in the administration and scoring of instruments. Prerequisite: advanced assessment course. (Fee for course: \$175) SUMMER. [3] Pressler.

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. SPRING. [3] Wells.

398. Psychopharmacology. Presents advanced concepts in neuroscience, psychopharmacology, and clinical management related to psychopharmacological treatment of psychiatric disorders and symptoms. The course reflects current scientific knowledge, ANA

Standards for Psychiatric Mental Health Nursing, and the Psychiatric Mental Health Nursing Psychopharmacology Project report. Prerequisite: 352 or consent of instructor. FALL. [3] Staff.

Theoretical Foundations of Occupational Health I. This is an introductory course on the principles of occupational health nursing and toxicology. The focus is on health in the workplace including workplace risk assessment and risk reduction. The course begins with a historical view of the development of occupational health nursing including roles and responsibilities, health promotion, and scope of practice. The impact of regulatory policies and agencies on occupational health and safety are discussed. Issues regarding industrial hygiene, safety, worker protection programs and ergonomics are analyzed.

The course will analyze principles of toxicology including physical, chemical and biologic agents and their effect and implications on the employee, the employer and the interdisciplinary occupational health and safety team. Prerequisite: 304ab, 306, 361, 380. SPRING [2] Staff.

Theoretical Foundations of Occupational Health II. This is a course on worker health risks—physiological, psychological, and social—which are examined using an environmental and epidemiological framework. The course focuses on risk assessment of the individual worker as well as the workplace community. The impact of therapeutic interventions to reduce risk, such as screening, biological monitoring, case management and health promotion, and communication within the interdisciplinary team are critically analyzed. [2] Staff.

Occupational Health Nursing Practica I. The clinical component of this course focuses on the environmental perspective of worker health as integrated into the practice of primary health care in the community. The role of the primary health care provider at the worksite is developed further in theory and practice. Prerequisite: 304ab, 306, 380; corequisite: 307, 363. SPRING [2] Staff.

Occupational Health Nursing Practica II. A clinical course in which the learner implements the role of the occupational health nurse practitioner as a primary care provider. Focus is on health promotion; patient education; the formal application of risk assessment methodology; the implementation of therapeutic interventions for workers and particular work groups; and intervention in common health problems. Collaboration with other health care professionals in the provision of occupational health care is emphasized. SUMMER [5] Staff.

Practica and Preceptorships

All specialties have required practica and preceptorships; students and faculty share the responsibility for locating practica and preceptorship sites. Guidelines for selecting an appropriate site are available from the Specialty Director. Students register for a practica or preceptorship at the beginning of the semester. Students must have an R.N. licence to register for a preceptorship. Preceptorship sites are selected based on how they fit with the specialty and the students. Sites may be located outside the Middle Tennessee area. Students are responsible for transportation and lodging.

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] Pressler.

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] Dwyer.

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 will conduct an analysis of existing scientific knowledge in chosen field of study. SPRING. [3] LaMontagne.

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] (Not currently offered)

NRSC379. Special Topics in Nursing Science. Discussion of research and current developments of special interest to faculty and students. May be repeated for credit. FALL, SPRING, SUMMER. [Variable credit: 1-3] Staff.

NRSC390. Independent Study in Nursing Science. Individualized study and reading in areas of mutual interest to the student and faculty member. Prerequisite: consent of instructor. FALL, SPRING, SUMMER. [Variable credit: 1-3] Staff.

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. FALL. [3] Ingersoll.

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.

NRSC399. Ph.D. Dissertation Research.



Faculty



- LOVELY ABRAHAM, Adjunct Instructor in Nursing
B.S.N. (SNDT Women's [India]); M.S.N. (Vanderbilt); R.N.
- BARBARA CHRISTMAN ADAIR, Associate Professor of Nursing
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Class of 1995/96



Acute Care Adult Nurse Practitioner

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Shelley Renee Atkinson B.S.N., Tennessee Technological	Old Hickory, Tenn.
Ellen Tosh Benneyworth B.A., Saint Andrews Presbyterian	Nashville, Tenn.
Jeannie Kristin Booher B.S.N., Tennessee Technological	Nashville, Tenn.
David Benjamin Davis III B.S., California State [Hayward]	Nashville, Tenn.
Melinda Kay Neal Davis B.S., Freed-Hardeman	..Henderson, Tenn.
Jana Morgan Glotzer B.S., Texas Women's	Bowling Green, Ky.
Kathryn Loraine Grant B.S.N., Alabama [Huntsville]	Decatur, Ala.
Yvette Hall B.S., Northeastern	Bolton, Mass.
Patricia Thurman Hoeflein B.S.N., Tennessee [Memphis]	Nashville, Tenn.
Linda Tompkins Howerton B.S., Southern Mississippi	Nashville, Tenn.
Laura Holmes Bumpous Hunter B.S., Peabody	Nashville, Tenn.
Marshall Craig Hurlbert B.A., B.S.N., Wilkes	Glenn Dale, Md.
Roslyn Ruth Jones	Nashville, Tenn.
Stacy Nicole Jones	Brentwood, Tenn.
Michael Allen Jordan, Jr B.S.N., Kent State	Clarksville, Tenn.
Jacqueline Ann Kallas B.S., California [Davis]	South San Francisco, Calif.
Scott McKinley Lamb B.S., Tennessee Technological	Cookeville, Tenn.
Lynnette Lamendola B.A., Metropolitan State	Denver, Colo.
Christina Ann Little B.S., Baylor	Lake Geneva, Wis.

Samuel James Major B.U.S., Morehead State	.Greenville, S.C.
Terri Jean Mitchell B.S., Furman	Marietta, Ga.
Susan Lynn Knight Moore B.S.N., Tennessee [Knoxville]	Nashville, Tenn.
Eric Franklin Newman	Bozeman, Mont.
Kathleen Marie North B.A., Maryville College	Antioch, Tenn.
Candice Lisa Osuga B.S., California [Davis]	Davis, Calif.
James Sanford Palmer B.A., Wooster	Grand Rapids, Mich.
Jennifer Elizabeth Phillips B.S., Pepperdine	Santa Barbara, Calif.
Sarah Robinson Prince B.A., Wittenberg	Louisville, Ky.
Connie Cox Rascoe	Sparta, Tenn.
Gabriela Riviello B.S., California [Los Angeles]	Northridge, Calif.
Mihoko Sasaka B.S.N., Valparaiso	Tokyo, Japan
Sandra Lynn Sellars B.S., Wheaton [Illinois]	Augusta, Ill.
Polly Roberta Shelton-Pace	Nashville, Tenn.
Melanie Jo Surber B.S., David Lipscomb	.Nashville, Tenn.
Pamela Sue Wiley B.S.RN., Indiana Wesleyan	Nashville, Tenn.
Family Nurse Practitioner	
Molly Lynn Amick B.A., Dartmouth	State College, Pa.
Desiree Guino-o Ang	Lynnwood, Wash.
Jaeniffer Guino-o Ang B.S.N., Gonzaga	Connell, Wash.
Damon Kimmery Arrington. B.S.N., Howard	Upper Marlboro, Md.
Angela Marie Becker B.S.N., Saint Joseph's College [Maine]	Brentwood, Tenn.
Terri Michelle Bennett B.A., Providence	East Greenwich, R.I.
Kimberly Lynn Bodie B.S., Alabama [Tuscaloosa]	LaVergne, Tenn.
Katharine Louise Boles B.A., Loyola [Louisiana]	Nashville, Tenn.
Judith Mariah Smelcer Bolin	Smyrna, Tenn.

B.S.N., Tennessee Technological	
John Blair Brewer	Nashville, Tenn.
Shawn Christopher Brown	Nashville, Tenn.
B.S.N., Southwest Missouri State	
Judith Marie Caldwell	Moultrie, Ga.
B.S., Vanderbilt	
Nancy Louise Hann Chandler	Santa Clara, Calif.
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Jennifer Sue Cook	Nashville, Tenn.
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Teresa Lynn Cook	Dover, Tenn.
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B.S., Birmingham-Southern	
Meri Christie Davenport	Smyrna, Tenn.
B.S., Middle Tennessee State	
Andrea Elizabeth Davis	Oakland, Calif.
B.A., California [Berkeley]	
Margaret Allison DeHart	Pegram, Tenn.
B.S.N., Middle Tennessee State	
Jane Smith DuBose	Nashville, Tenn.
B.S.N., McNeese State	
Desiree Belle U. Dy	Goodlettsville, Tenn.
B.S., Western Kentucky	
Toby David Foster	Hendersonville, Tenn.
B.S., M.S., Ohio	
Joseph Maurice Geiger II	Mount Juliet, Tenn.
B.B.A., M.B.A., Middle Tennessee State	
Rachel Shelley Goldstein	Winston-Salem, N.C.
B.S., Wake Forest	
Dara Lynette Grieger	Nashville, Tenn.
B.S., Purdue [West Lafayette]	
Valerie Jean Griffin	Nashville, Tenn.
B.S., Illinois [Urbana-Champaign]; B.S. in Nr., Saint Louis	
Kristianne Colleen Guest	Castro Valley, Calif.
B.A., California [Berkeley]	
Linda Catherine Holt	Nashville, Tenn.
B.F.A., Auburn [Auburn]	
Barbara Durham Howell	Millboro, Va.
B.S., Radford	
Patricia Flatt Hudgins	Lawrenceburg, Tenn.
B.S.N., North Alabama	
Kathleen Alice Kaye	New York, N.Y.
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Mary Lynn Kinnaird	Nashville, Tenn.
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Christine Marie Kristufek B.A., M.A., Slippery Rock	Slippery Rock, Pa.
Karen Sturgill Larson	Old Hickory, Tenn.
Barbara Jane Baird Lawless	LaVergne, Tenn.
Mary Edwina LeFave B.S.N., Emory	Cookeville, Tenn.
Nancy Auvergne Maria Logan B.A., Thiel; M.S., Kentucky	Nashville, Tenn.
Emily Kay Massey B.A., Purdue [West Lafayette]	Lafayette, Ind.
David Leroy McClain B.S.N., Austin Peay State	Clarksville, Tenn.
Elizabeth Marie McGarry B.A., Massachusetts [Amherst]	Hyannis, Mass.
Juliane Luise Lorraine Milburn	Nashville, Tenn.
Emily Ann Moore B.A., Vanderbilt	Nashville, Tenn.
Pamela Jill Miller Morton B.A., Marietta	Belpre, Ohio
Rachel Lynn Nichols B.S., Wheaton [Illinois]	Redding, Calif.
Hallie O'Bryan B.S.N., Austin Peay State	Hopkinsville, Ky.
Marylee Pakieser B.S. Nursing, Ferris State	Traverse City, Mich.
Michelle Lynn Murchison Pattat B.A., Rhodes [Tennessee]; M.H.S.A., Arkansas [Little Rock]	Ripley, Tenn.
Eileen Rebecca Perry	Martinsville, Va.
James Randall Post B.A., Vanderbilt; M.A., Murray State	Camden, Tenn.
Judith Ann Rule B.A., Memphis State	Nashville, Tenn.
Shari Ann Runions B.S.N., North Alabama	Hohenwald, Tenn.
Sarah Catherine Seeland B.S., Wheaton [Illinois]	Lake Hopatcong, N.J.
Diana Seto B.S., California [Davis]	San Francisco, Calif.
Ahia Shabaaz B.S., State University of New York [Albany]; B.S.N., Tennessee State; M.P.H., Tennessee [Knoxville]	Hendersonville, Tenn.
Tena Annette Ralph Simmons	Goodlettsville, Tenn.
Janice Louise Coughlan Stables	North Pole, Alaska

Clare D. Sullivan B.S., Dayton; M.S., Harvard	Nashville, Tenn.
Don Emmitt Taylor B.S.E.H., Georgia	Chattanooga, Tenn.
Melissa Irene Taylor B.A., Vermont	Bellevue, Wash.
Regina Godwin Udo B.Sc., Calabar [Nigeria]; M.Ed., Missouri [Columbia]; M.Ed., Clemson; Ed.S., Tennessee Technological	Cookeville, Tenn.
Heather Jill Wareing B.S., Vanderbilt	McAllen, Texas
Teresa Ann Watson-Blankenship	Nashville, Tenn.
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Randall Lynn York	Nashville, Tenn.
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Robert Coleman Blakey B.S., Murray State; M.S.P., Tennessee [Knoxville]	Nashville, Tenn.
Derwent Oliver Daniel B.S., Liberty; M.P.A., West Virginia [Morgantown]	Stacy, Minn.
Joseph Dewey Drawdy	Nashville, Tenn.
Lola Faye Hewlett B.S., Tennessee [Knoxville]	Nashville, Tenn.
Karen Myers Kress B.A., Grove City	Mount Juliet, Tenn.
Vergie Mae Matthews B.S.N., Tennessee [Chattanooga]; M.A., Trevecca Nazarene	Nashville, Tenn.
Joyce Ann McDonald Meador	Cookeville, Tenn.
Diane Regina Lewis Schmitt B.S.N., Loyola [Chicago]	Old Hickory, Tenn.
Noreen Catherine Shia B.S., Abilene Christian	North Haven, Conn.
Sonja Bruns Summers B.S., Tulane	Jackson, Tenn.
Michelle Renee Vanderbilt	Hermitage, Tenn.
Nena Elizabeth Walker B.A., Austin	Nashville, Tenn.

Neonatal Nursing

- Gloria Eliana Cano Miami, Fla.
B.S., Vanderbilt
- Martha Claire Cooper Chattanooga, Tenn.
B.A., Vanderbilt
- Sandra Elizabeth Denman Severna Park, Md.
B.A., Franklin and Marshall
- Lisa Ann Dove Sedalia, Mo.
Nursing Administration
- Debra Ann Arnow Nashville, Tenn.
B.S., Texas Women's
- Tina Michelle Pinkelton Dunn Martin, Tenn.
- Marie Glaser Nashville, Tenn.
B.S., Alderson-Broadus
- Christopher Paul Hulin Gallatin, Tenn.
B.S.N., Cumberland
- Ellen Elizebeth Ligon Erin, Tenn.
B.S.N., Vanderbilt; B.B.A., Austin Peay State
- Joseph Ilmari Saarinen Antioch, Tenn.
B.S., Andrews; M.B.A., Middle Tennessee State
- Parent-Child Adolescent Nursing
- Candace Dawn Fruin Omaha, Nebr.
B.S., Vanderbilt
- Shannon Elizabeth Emery Guthrie Nashville, Tenn.
B.S., David Lipscomb
- Mary Ann Cornett McCasland Goodlettsville, Tenn.
- Elizabeth Martin Schwartz Nashville, Tenn.
B.A., Kentucky

Psychiatric-Mental Health Nursing

- Virginia Elizabeth Wiedenman Bohan Antioch, Tenn.
B.A., California [Los Angeles]
- Margaret Diane Burney-Puckett Burns, Tenn.
B.A., Trevecca Nazarene
- Steven Joseph Gemmill Atlanta, Ga.
- Theresa Jean Inott Antioch, Tenn.
- Michele Anne Lerner Cookeville, Tenn.
B.S., Tennessee Technological
- John Joseph Martens Nashville, Tenn.
- Ramona Gail McManus Murfreesboro, Tenn.
B.S.N., North Alabama
- Retha Faye Moyers Hermitage, Tenn.
- Diane Rose Reader Nashville, Tenn.
B.S., State University of New York [Buffalo]
- Nancy Gail Landis Stutz Chattanooga, Tenn.

B.S., Tennessee [Chattanooga]	
Mighan Sung	Nashville, Tenn.
B.S., David Lipscomb	
Wendy K. Hackman Wilson	Hanover, Pa.
B.A., Juniata; M.Ed., Lehigh	

Women's Health Nurse Practitioner

Sharon Ruth Albrecht	Woodridge, Ill.
B.S., Illinois [Urbana-Champaign]	
Tamara Joy Shockley Allen	Nashville, Tenn.
B.S., Tennessee Technological	
Loretta Beadle-Cowan	Murfreesboro, Tenn.
B.S.N., Middle Tennessee State	
Lisa Carroll Brown	Chattanooga, Tenn.
B.A., Vanderbilt	
Caroline Fusako Chafin	Clarksville, Tenn.
B.A., British Columbia	
June Draper Clowney	Houston, Texas
B.S., Vanderbilt	
Karen Louise Reynolds Coon	Crownpoint, N.Mex.
B.A., St. Mary's College [Indiana]	
Alyse Michelle Goodman	Louisville, Ky.
B.A., Wisconsin [Madison]	
Debra Gail Grady	Olive Branch, Miss.
B.B.A., Freed-Hardeman	
Julianne Grizzell	Morristown, Tenn.
Gina Karlin Haldeman	Richmond, Va.
Amy Susan Kizer	Huntingdon, Tenn.
B.S., Tennessee [Martin]	
Zena Fay Kuseybi	Hermitage, Tenn.
B.S., Florida State; B.S.N., East Carolina	
Nancy Diane Meininger	Dayton, Ohio
B.A., Depauw	
Rochelle Lynn Miller	Nashville, Tenn.
B.A., Tennessee [Knoxville]	
Robin Christine Neill	Winchester, Ky.
B.S., Vanderbilt	
Connie Jean Nelson	Chicago, Ill.
B.A., Indiana [Bloomington]	
Amy Leigh Partain	Brentwood, Tenn.
B.A., Baylor	
Amy Pratt Rudin	Nashville, Tenn.
B.S. [Jour.], Northwestern	
Joanne Selzer Tennyson	Bronxville, N.Y.
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- Kimberly Ann Testa Nesteruk
B.S., Vanderbilt
Oak Ridge, Tenn.
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- Regina Piazza
B.S.N., Marywood
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Vanderbilt University Hospital

The Vanderbilt Clinic



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Vanderbilt University Hospital and The Vanderbilt Clinic: Leading the Way in Medicine

FROM its founding almost a century ago, Vanderbilt University Hospital has grown into the present extensive medical center complex, housing some of the most renowned medical specialists and the latest in medical technology. Although Vanderbilt is home to Nobel laureates and is a recognized center for research in all phases of medicine, it retains the compassion and caring that has underscored its philosophy since its inception.

Vanderbilt University Hospital

Designed to accommodate every patient need, the eleven-story hospital places high technology in an aesthetically pleasing environment.

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.

Level I Trauma Center and Emergency Department

Vanderbilt University Hospital operates the only Level I Trauma Center in Middle Tennessee. It 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 percent 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 Stallworth Rehabilitation Center, the Children's Hospital Outpatient Center, and the cafeteria and food services facilities. As both patients and physicians welcome the growing trend toward outpatient care, The Vanderbilt Clinic provides an excellent environment for its delivery. With a full complement of state-of-the-art equipment and the support of the entire Medical Center faculty, The Vanderbilt Clinic has become one of the region's finest resources for outpatient services.

Day Surgery Center

Day surgery is ideal for many patients who require relatively brief procedures with limited anesthetic and surgical risks. Such operations are performed without overnight hospitalization, decreasing the cost but not the quality of care. The center provides excellent facilities for these procedures, including four operating suites, each with laser capabilities. Adjacent recovery suites and private patient rooms further promote the recovery of the day surgery patient.

A new ambulatory surgery facility recently opened, with eight operating rooms, two procedure rooms, and the necessary recovery and holding rooms. This new facility will enable the Medical Center to meet the growing needs in ambulatory surgery.

Additional Services and Facilities

Burn Center

The Vanderbilt University Burn Center is a 20-bed specialized facility dedicated solely to the treatment and rehabilitation of burn victims. A highly trained multidisciplinary team of burn specialists provides the latest methods for treating and caring for the burned adult or child. The Burn Center is on the fourth floor of the Round Wing in Medical Center North.

Annette and Irwin Eskind Biomedical Library

Opened in 1994, the four-story library provides an abundance of work stations where faculty, staff, and students can tap into the ever-expanding on-line information services. The library's Information and Education Services Division provides assistance in all aspects of information retrieval, transfer, and management.

Medical Center East

The newly expanded Medical Center East houses Vanderbilt's Surgical Pavilion, Pediatric Ophthalmology, Perinatal Services, the Eye Center, the Children's Hospital Outpatient Center, and the Primary Care Center.

The Vanderbilt Psychiatric Hospital

The Vanderbilt Psychiatric Hospital is a full service, eighty-eight bed psychiatric hospital. Specialized services are offered to children, adolescents, and adults. The hospital includes specialty units that focus on chemical dependency, attention deficit disorders, affective disorders, sexual abuse, post traumatic disorders, and geropsychiatry. Day programs and intensive outpatient programs are offered.

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.

Vanderbilt Home Care Services

Vanderbilt Home Care Service is a comprehensive home care program that offers skilled nursing, home health aids, social work, physical therapy, occupational therapy, speech pathology, and home infusion services. Specialty programs include pediatrics, behavioral health, and perinatal and enterostomal care.

Rehabilitation Services

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 University Medical Center has two resources for these services.

Stallworth Rehabilitation Hospital, opened in 1993, is the only free-standing facility of its kind in Middle Tennessee. The eighty-bed hospital provides both inpatient and outpatient rehabilitation services to adults and children who have suffered strokes, head or spinal cord injuries, or have other orthopaedic or neurological diseases requiring rehabilitation. The hospital contains the Junior Chamber of Commerce Clinic Bowl Gymnasium, which is specially designed for handicapped sports, including basketball, volleyball, and indoor tennis. The Vanderbilt Center for Multiple Sclerosis is also housed in the hospital.

The Stallworth Rehabilitation Center, located in The Vanderbilt Clinic concentrates on the outpatient rehabilitation needs of patients, specializing in treating persons who do not require hospitalization but benefit from such therapeutic interventions as occupational, physical, or speech therapy. This segment of the Clinic serves children and adults with orthopaedic, neurological, and post-surgical needs, both acquired and developmental, and works closely with caregivers to increase independence and promote the wellness concept. Specialty services offered only in middle Tennessee include driver evaluation and training, augmentative communication device assessment and treatment, and wheelchair seating systems evaluation.

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

The Vanderbilt Laser Center encompasses nearly all available clinical lasers and many of the latest innovations in medical laser technology. Vanderbilt physicians, often in collaboration with the medical laser industry, are involved in developing and refining advanced techniques using lasers. Training in the use and safe handling of the laser and laser-related equipment is offered, from basic procedures to the most advanced techniques. Such instruction includes a thorough understanding of laser physics and laser-tissue interactions. Indications for laser use and a complete laser didactic session, including complications and contra-indications, precedes hands-on training with the laser.

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
- Vanderbilt 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 sixteen-month didactic and clinical 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 Commission on Accreditation of Allied Health Education Programs (CAAHEP). The program is directed by the Department of Cardiac and Thoracic Surgery. The program is coordinated and supervised by an education director, medical advisor, program director, and clinical instructors.

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, as well as coursework in anatomy and physiology.

Completed applications must be received by 1 February, and student selection will be completed by 1 April for the fall semester, beginning in 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 didactic 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 Program in Medical Technology is an NAACLS-accredited program designed to provide extensive didactic and practical training in laboratory medicine. The program runs from June to June each year and is composed of a six-month "student laboratory" in a classroom setting and a six-month clinical practicum in the Vanderbilt clinical laboratories. Students receive theoretical and technical training in immunohematology (blood banking), hematology, clinical chemistry, immunology, microbiology, and laboratory supervisory and management skills. Emphasis is on a thorough understanding of theoretical concepts and problem solving. Upon completion of the program, students receive a certificate of training and are eligible for all state and national licensure or certification examinations.

Students from affiliated colleges and universities may enter the program after completion of the junior year and the prerequisite courses. These students will receive the baccalaureate degree from their college or

university upon successful completion of the program. Students from non-affiliated institutions may apply, with affiliation agreements completed upon acceptance. Students who have baccalaureate degrees and have met the prerequisite requirements may also apply. Applicants holding foreign degrees are required to have transcript evaluations and to pass the TOEFL exam.

Applications should be submitted several months in advance of the application deadline, 15 December, to assure sufficient time for processing information and scheduling interviews.

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 Joint Review Committee for Nuclear Medicine Technologists (JRCNMT), 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 15 April. Selection is based on scholastic background, references, personal interview, and motivation.

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 and three PDP-11 computers.



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 John B. Pietsch

Plastic Surgery

JOHN B. LYNCH, Chief
 Ronald M. Barton
 Reuben A. Bueno
 James H. Fleming, Jr.
 Philip E. Fleming
 Kevin F. Hagan
 Kevin J. Kelly
 James J. Madden, Jr.

Greer Ricketson
R. Bruce Shack

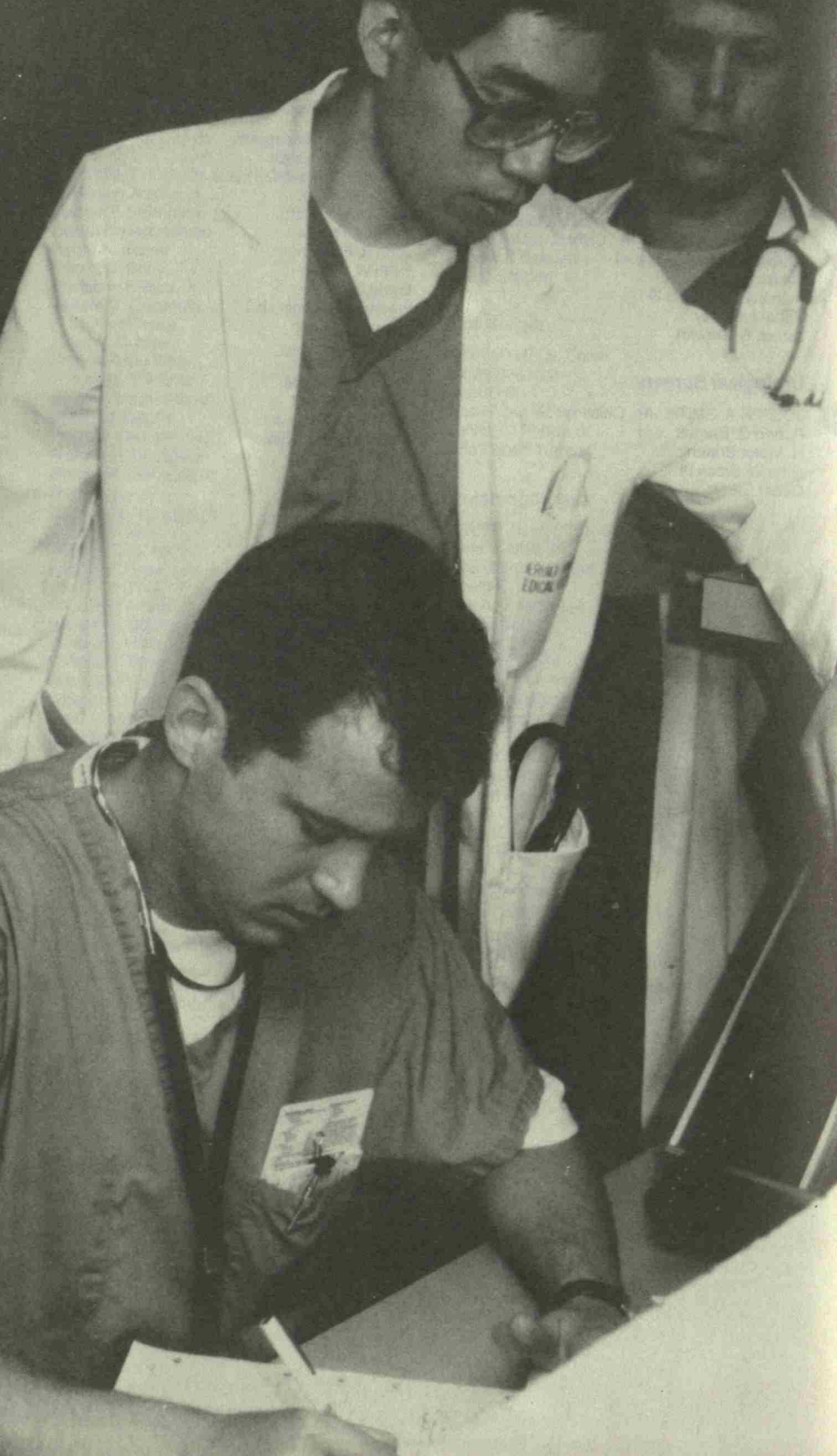
Thoracic and Cardiac Surgery

HARVEY W. BENDER, JR., Chief
William H. Frist (On leave)
Walter H. Merrill
Richard N. Pierson III
Karla J. Richey
James R. Stewart

Urological Surgery

JOSEPH A. SMITH, JR., Chief
Robert B. Barnett
H. Victor Braren
John W. Brock III
Oscar Carter

Raoul Sioco Concepcion
Charles W. Eckstein
Robert H. Edwards
Robert B. Faber
Mark Dudley Flora
Jenny J. Franke
John R. Furman
Keith W. Hagan
David E. Hill
Frederick Kirchner, Jr.
Michael O. Koch
Whitson Lowe
David H. Morgan
Thomas E. Nesbitt
Robert A. Sewell
Joseph A. Smith, Jr.
Mitchell Shuster Steiner
John M. Tudor
Bruce I. Turner
John J. Warner



House Staff 1996/97



Abbas, Rashida	L-1	Medicine
Abou El-Ezz, Ashraf Y.	L-2	Anesthesiology
Abramczuk, Jan W.	L-5	Pathology
Al-Sada, Lisa H.	L-1	Dentistry
Alder, Lawrence A.	L-2	Medicine
Allen, Connie L.	L-2	Medicine
Allos, Suhail H.	L-2	Surgery
Amos, Cynthia L.	L-5	Child Psychiatry
Anderson, Ted L.	L-3	Obstetrics/Gynecology
Arain, Amir M.	L-3	Neurology
Armstrong, Christine B.	L-4	Pediatrics
Arnold, Scott J.	L-3	Pathology
Aronoff, David M.	L-2	Medicine
Arquitt, George (DDS)	L-1	Oral Surgery
Arrowsmith, Ted	L-8	Medicine
Arturi, Maria A.	L-4	Psychiatry
Augenstein, Elise J.	L-2	Psychiatry
Averitt, Susanna M.	L-1	Pediatrics
Babe, Jr., Kenneth S.	L-6	Allergy/Immunology
Bagga, Ranjit S.	L-2	Radiology
Bailey, C. Thomas	L-3	Pediatrics
Barnes, Seth M.	L-2	Medicine
Bayer, Edward D.	L-3	Pediatrics
Becker, Yolanda T.	L-6	Surgery
Belvin, II, E. Lee	L-2	Pediatrics
Bennie, Kelly	L-3	Pediatrics
Benoit, Craig M.	L-2	Otolaryngology
Berger, David L.	L-7	Vascular Surgery
Bergeron, Kimberly C.	L-3	Pediatrics
Bernstein, Crystal L.	L-1	Medicine
Berry, J. Montgomery	L-5	Otolaryngology
Bivins, Vincent M.	L-1	Surgery
Blackman, Gabrielle L.	L-1	Psychiatry
Blackwell, Steven M.	L-1	Medicine
Blair, Kelly	L-3	Surgery
Blaurock, Madeleine (Gutow)	L-2	Dermatology
Blevins, Steven C.	L-1	Psychiatry
Block, John J.	L-2	Radiology
Blum, Matthew G.	LAB	Surgery
Bobo, Michael Lee	L-1	Oral Surgery
Bokhari, Samina	L-2	Neurology
Boone, Paul Dale	L-4	Neurosurgery
Borowsky, Alexander D.	L-4	Pathology
Boswell, Craig L.	L-1	Radiology
Boyce, Robert H.	L-1	Orthopaedics
Bradham, Anna H.	L-4	Emergency Medicine
Bradley, Anne	Lab	Surgery
Branch, Millicent Anne	L-3	Psychiatry
Briggs, Cynthia K.	L-4	Child Psychiatry

Brinkman, William T.	L-1	Medicine
Brito, Joseph C.	L-2	Anesthesiology
Brooks, Whitney D.	L-1	Medicine
Brooks, Jared L.	L-1	Surgery
Brown, Susan A.	L-1	Surgery
Brumble, Lisa M.	L-3	Medicine
Bryant, Grady Lee	L-5	Otolaryngology
Bullard, Steven R.	L-3	Ophthalmology
Bullock, Bradley N.	L-4	Medicine/Pediatrics
Burruss, Robert S.	L-6	Allergy/Immunology
Butt, Shiraz	L-2	Psychiatry
Byrne, Bobbi JoAnn	L-3	Pediatrics
Cain-Swope, Christina Lee	L-2	Obstetrics/Gynecology
Calderwood, Susan A.	L-2	Anesthesiology(9/1/96)
Camp, Jeffrey	L-2	Ophthalmology
Campbell, Michelle G.	L-3	Radiology
Carpenter, Jr., Lawrence J.	L-3	Obstetrics/Gynecology
Carr, Thomas J.	L-1	Pediatrics
Carroll, Brendan C.	L-3	Obstetrics/Gynecology
Carter, Karen J.	L-5	Child Psychiatry
Chambers, Jr., John W.	L-2	Pediatrics
Chan, Michael C.	L-1	Radiology
Chandra Shekar, Meera	L-4	Anesthesiology
Chang, Andrew	Lab	Surgery
Chang, Bernard H.	L-3	Ophthalmology
Chang, David K.	L-4	Psychiatry
Chang, Sam S.	L-5	Urology
Chen, June S.	L-2	Surgery
Cherry, Christopher J.	L-1	Medicine
Chidsey, Geoffrey	L-3	Medicine
Chinhara, Antony	L-3	Orthodontics
Clarke, George H.	L-3	Pathology
Claudell, Christopher Drew	L-3	Dermatology
Clough, John A.	L-3	Neurosurgery
Clowse, Martin C.	L-1	Medicine
Coleman, Michael D.	L-3	Medicine
Coleman, Jr., John R.	L-4	Otolaryngology
Coleman, Sean C.	L-2	Surgery
Colgrove, Eric E.	L-2	Pediatrics
Conley, Richard	L-1	Orthodontics
Conner, Barrett Dow	L-2	Medicine
Conners, III, Michael S.	L-1	Surgery
Converse, Mark		Surgery
Coomer, Theresa McGuinness	L-8	Medicine
Cormier, Janice N.	Lab	Surgery
Cornell, Richard S.	L-3	Medicine
Correa, Alejandro J.	L-3	Otolaryngology
Courter, Anne M.	L-1	Obstetrics/Gynecology
Cram, Jr., Gary P.	L-3	Neurosurgery
Crowe, Donna J.	L-4	Obstetrics/Gynecology
Cullinane, Daniel C.	L-6	Surgical Critical Care
Culpepper, Kelli L.	L-1	Obstetrics/Gynecology
Curran, Christine L.	L-1	Medicine
Cvar, Kathryn M.	L-3	Obstetrics/Gynecology
Dake, Anthony D	L-4	Emergency Medicine
Dalu, Davie Z.	L-1	Emergency Medicine
Dangleis, Keith C.	L-2	Radiology

Danzer, Gary	L-1	Orthodontics
Darbar, Dawood	L-1	Medicine
Day, Thomas E.	L-6	Orthopaedics
Delboy, Nancy J.	L-4	Anesthesiology
Demarque, Annick M.	L-4	Obstetrics/Gynecology
Dennis, David M.	L-2	Pediatrics
Ding, Lin	L-4	Anesthesiology
Doctor, Benedict A.	L-3	Pediatrics
Doherty, Kelliann E.	L-2	Medicine
Donchev, Eugene	L-1	Surgery
Donnelly, Jennifer K.	L-1	Pediatrics
Donnelly, Edwin F.	L-1	Radiology
Doris, Andrew T., II	L-1	Obstetrics/Gynecology
Douglass, David P.	L-1	Pediatrics
Drewek, Michael J.	L-4	Neurosurgery
Drury, Benjamin T.	L-2	Orthopaedics
Dutta, Sajal C.	L-1	Urology
Eades, Jack R.	L-5	Allergy/Immunology
Earnest, C. Richard	L-2	Medicine
Edmondson, William D.	L-4	Medicine/Pediatrics
Edwards, Robert J.	L-1	Orthodontics
Eliason, Jonathan L.	L-1	Surgery
Elkins, C. Craig	L-8	Thoracic Surgery
Ellis, Shelley E.	L-1	Medicine
England, IV, Robert L.	L-2	Surgery
Esposito, Daniel E.	L-2	Oral Surgery
Essary, Lydia R.	L-4	Pathology
Ethier, Anne-Marie M.	L-1	Pediatrics
Eustis, Thomas C.	L-1	Surgery
Evans, V. Shaw	L-5	Child Psychiatry
Evans, Stephen S.	L-1	Medicine
Failing, Ann	L-6	Pediatrics
Farnham, Lisa H.	L-2	Medicine
Farooqi, Shahzad	L-2	Psychiatry
Felzien, Gregory S.	L-2	Medicine
Fernandez, Ruben, Jr.	L-4	Anesthesiology
Fierro, Damon	L-1	Emergency Medicine
Filley, Mark J.	L-2	Emergency Medicine
Finney, Mary A.	L-2	Obstetrics/Gynecology
Fischer, Mary F.	L-3	Anesthesiology
Fitch, Jr., John T.	L-2	Pediatrics
Flickinger, Jeff E.	L-6	Urology
Foreman, Tonya	L-3	Psychiatry
Fortune, David Scott	L-4	Otolaryngology
Foster, Matthew R.	L-1	Pathology
Fox, Jeff A.	L-1	Orthopaedics
Franco, Sharone	L-3	Psychiatry
Freeman, John Paul	L-1	Oral Surgery
Fritz, Stephen B.	L-2	Medicine
Gaines, Barbara Anne	L-6	Surgery
Gallagher, Tom T.	L-8	Plastic Surgery
Galles, Mark A.	L-3	Medicine
Gandy, Paul	L-5	Nuclear Medicine
Garrett, Jr., Alpha	L-2	Anesthesiology
Garriss, III, G. Waldon	L-4	Med/Pediatrics
Gaw, Julia Ann	L-2	Psychiatry
Gawalt, Susan J.	L-3	Pediatrics

Geary, Richard D.	L-3	Anesthesiology
Geevarghese, Sunil K.	L-3	Surgery
Geiger, Xochiqetzal J.	L-3	Pathology
Georgescu, Victor A.	L-2	Anesthesiology
Gibbs, T. Avery	L-2	Medicine
Gilbert, William B.	L-2	Surgery
Gipson, J. David	L-4	Oral Surgery
Glasgow, Erin K.	L-2	Medicine
Gnau, Kimberly D.	L-6	Surgery
Goharderakhshan, Reza Z.	L-2	Surgery
Goldman, David E.	L-5	Child Psychiatry
Gottzman, Michael B.	L-2	Orthopaedics
Gritter, Nancy	L-8	Medicine
Grossklaus, David J.	L-1	Urology
Haddad, Fadi Fuad	L-6	Surgery
Hales, Jeff B.	L-1	Medicine
Hales, Laura C.	L-1	Pediatrics
Hamilton, Katherine S.	L-1	Pathology
Hanumanthu, Sai K.	L-2	Medicine
Harb, Tareq S.	L-2	Medicine
Harper, Larry L.	L-6	Plastic Surgery
Harriott, Paul J.	L-2	Orthopaedics
Harris, Sean M.	L-1	Medicine
Hartley, William T.	L-5	Orthopaedics
Hartman, Paul J.	L-4	Ophthalmology
Haselton, Dana Jean	L-2	Pediatrics
Hatfield, Robert Wayne	L-3	Urology
Hays, Jr., Edwin Carlton	L-2	Medicine/Pediatrics
Hearth, Scott Bradley	L-3	Dermatology
Hebert, Randy S.	L-2	Medicine
Hegde, Sanjay S.	Lab	Surgery
Henschel, Timothy M.	L-2	Pediatrics
Herline, Alan J.	L-3	Surgery
Hernandez, Enrique	L-2	Orthodontics
Heusinkveld, John M.	L-1	Medicine
Hicks, Cynthia D.	L-4	Allergy
Hildreth, Kenneth F.	L-4	Anesthesiology
Hines, Tiffany E.	L-2	Medicine/Pediatrics
Hodges, Kurt B.	L-5	Pathology
Holloway, Daniela	L-2	Anesthesiology
Holt, Albert E.	L-1	Medicine
Holt, Ginger E.	L-1	Orthopaedics
Holzbeierlein, Jeffrey M.	L-3	Urology
Hood, Roy Lee	L-2	Medicine
Hopper, Natalie A.	L-2	Medicine
Horky, Laura L.	L-3	Neurosurgery
Horne, Dale Scott	L-7	Neurosurgery
Howard, Gwendolyn A.	L-2	Medicine
Howington, John A.	L-9	Thoracic Surgery
Huang, Philip H.	L-1	Medicine
Hughes, Molly A.	L-1	Medicine
Indukuri, Raju V.	L-4	Child Psychiatry
Isaacs, Robert E.	L-2	Neurosurgery
Isuani, Bernardo H.	L-1	Radiology
Jabaley, Elizabeth I.	L-3	Medicine
Janicki, Piotr K.	L-3	Anesthesiology
Jeske-Janicka, Magdalena	L-3	Psychiatry

Jewett, Paula J.	L-2	Obstetrics/Gynecology
Jewett, Brian A.	L-2	Orthopaedics
Jocums, Stephanie B.	L-2	Medicine
Johnson, Janel	L-2	Orthodontics
Johnson, Stephanie Jo	L-3	Pathology
Johnson, Ronald D.	L-1	Surgery
Jones, Ian D.	L-3	Emergency Medicine
Kayani, Thomas J.	L-1	Medicine
Kaz, Kian M.	L-4	Ophthalmology
Keister, Alan W.	L-1	Medicine
Kendall, Peggy L.	L-1	Medicine
Kendrick, Gregory A.	L-1	Medicine
Kennon, Julie Cox	L-4	Radiology
Kenny, Thomas J.	L-2	Otolaryngology
Key, Steven P.	L-7	Cardiac and Thoracic Surgery
Khaleel, Ghulam M.	L-3	Neurology
Khan, Alam N.	L-4	Neurology
Khoury, Johnny M.	L-3	Ophthalmology
Kibler, Christine B.	L-3	Medicine
King, Timothy C.	L-4	Child Psychiatry
King, Elizabeth L.	L-1	Pediatrics
Kirk, Kevin P.	L-3	Medicine
Klekamp, John W.	L-5	Orthopaedics
Knight, Steven B.	L-3	Radiology
Knight, David N.	L-3	Radiology
Knights, Mari E.	L-2	Pediatrics
Koch, Jr., Jack L.	L-3	Psychiatry
Kochenderfer, James N.	L-2	Medicine
Konrad, Peter E.	L-6	Neurosurgery
Korb, Damon R.	L-3	Pediatrics
Kovalsky, Eric R.	L-2	Radiology
Krishnamurthy, G.M.	L-2	Surgery
Kuhlman, Jodi A.	L-1	Anesthesiology
Kuo, Duy Vu	L-3	Radiology
Kutach, Brent Lee	L-3	Anesthesiology
Kuzucu, Mark E.	L-1	Radiology
Kyzer, Annette E.A.	L-2	Obstetrics and Gynecology
Lamps, Laura W.	L-5	Pathology
Lamps, Christopher A.	L-2	Psychiatry
Lancaster, James A.	L-8	Medicine
Lano, Jr., Charles F.	L-4	Otolaryngology
Laowattana, Somchai	L-4	Neurology
Lawhorn, David W.	L-2	Emergency Medicine
Lawson, William E.	L-1	Medicine
Lee, Jennifer P.	L-2	Medicine
Leonard, Barton W.	L-2	Emergency Medicine
Leonard, Michael K.	L-2	Medicine
Leone, William H.	L-4	Anesthesiology
Leschinsky, Reena	L-2	Orthodontics
Levinsky, Matthew J.	L-1	Medicine
Liao, Lawrence	L-1	Medicine
Little, William R.	L-4	Emergency Medicine
Llera, Rene Antonio	L-4	Anesthesiology
Lloyd, Christian B.	L-1	Medicine
Locke, Charles M.	L-1	Surgery
Logan, Regan Ann	L-3	Pediatrics
Lomis, Michael T.	L-5	Pathology

Long, Brian D.	L-4	Ophthalmology
Lorch, Scott A.	L-1	Pediatrics
Love, Michael S.	L-4	Orthopaedics
Lummus, William E.	L-3	Emergency Medicine
Lundquist, Steven L.	L-1	Emergency Medicine
Lutman, Christopher V.	L-2	Obstetrics and Gynecology
Lynch, George B.	L-6	Surgery
Macannuco, Annette	L-4	Anesthesiology
MacDougall, Michael J.	L-4	Surgery
Maloney, Christopher T.	L-3	Surgery
Mangels, Kyle J.	L-1	Surgery
Mangrum, Timothy C.	L-3	Medicine and Pediatrics
Mani, Parvin	L-4	Obstetrics and Gynecology
Mann, Gary N.	L-4	Surgery
Marlowe, James A.	L-1	Psychiatry
Martin, Gregory S.	L-3	Medicine
Martin, Thomas W.	L-2	Obstetrics and Gynecology
Martin, Stephanie S. B.	L-3	Orthopaedics
Martin, Eric Meyer	L-3	Radiology
Mason, Harvey F.	L-4	Surgery
Mathew, Puthenpurackal	L-3	Pediatrics
Mathews, Douglas C.	L-6	Neurosurgery
Maxa, Russell C.	L-3	Medicine
McCabe, Craig F.	L-2	Ophthalmology
McCarty, Eric C.	L-4	Orthopaedics
McCarty, Christopher T.	L-2	Radiology
McConnell, Charity F.	L-1	Medicine
McCormick, Mark Scott	L-2	Pathology
McCurdy, Lewis H.	L-1	Medicine
McDonald, Lisa L.	L-4	Dermatology
McDonald, Michel A.	L-4	Dermatology
McGary, William Brett	L-4	Emergency Medicine
McKinsey, Jennifer Anne	L-3	Medicine and Pediatrics
McKinsey, Joel P.	L-3	Medicine
McMaster, Amy R.	L-1	Pathology
McMillan, Laura A.	L-4	Surgery
Melson, Melita F.	L-1	Pediatrics
Melton, Jamar A.	L-1	Pediatrics
Merrell, James L.	L-4	Anesthesiology
Meszoely, Ingrid M.	L-3	Surgery
Metts, Jobe C.	L-6	Urology
Meyerowitz, Colin B.	L-4	Radiology
Meyers, Laura	L-4	Orthopaedics
Milam, Jeffrey L.	L-4	Anesthesiology
Millan, Ernesto Jose	L-3	Neurology
Miller, II, Otis E.	L-2	Emergency Medicine
Miller, David W.	L-4	Emergency Medicine
Miller, III, Joseph I.	L-2	Medicine
Miller, Vicki L.	L-4	Obstetrics and Gynecology
Miller, Jeffrey R.	L-2	Radiology
Miller, David A.	L-5	Urology
Millstone, Aaron P.	L-3	Medicine
Montautti, Silvana Leda	L-4	Psychiatry
Morel, Gabriela M.	L-3	Pediatrics
Morgan, Lisa B.	L-4	Obstetrics and Gynecology
Morrison, Jefferson C.	L-1	Orthopaedics
Moutsios, Sandra A.	L-4	Medicine and Pediatrics

Mozdab, Laila	L-4	Anesthesiology
Mullins, Edyee J.	L-3	Oral Surgery
Murphey, Laine J.	L-2	Medicine
Murray, Samuel J., II	L-1	Pediatrics
Murrey, Daniel B.	L-5	Orthopaedics
Murry, Todd C.	L-1	Pathology
Neely, James D.	L-1	Medicine
Nelson, Amy R.	L-3	Medicine
Nelson, Eric W.	L-1	Surgery
Nester, Christopher B.	L-3	Oral Surgery
Niaz, Faiz E.	L-4	Neurology
Pace, John Robert	L-6	Neurosurgery
Page, Robert N.	L-1	Pathology
Pai, Kochikar	L-4	Anesthesiology
Pak, Wanda	L-3	Ophthalmology
Paladino, Christopher	L-3	Orthodontics
Pappalardo, Joseph C.	L-2	Pediatrics
Park, Sung-Keun	L-4	Anesthesiology
Park, Sun M.	L-1	Emergency Medicine
Parodi, Stephen M.	L-1	Medicine
Passalaqua, Susan	L-1	Radiology
Patel, Amrish M.	L-4	Anesthesiology
Patel, Deepa C.	L-2	Medicine
Patrick, Shawn T.	L-3	Medicine
Patton, Christopher M.	L-3	Pediatrics
Paviglianiti, Joseph	L-2	Ophthalmology
Payne, Rose A.	L-1	Medicine
Peach, John P.	L-3	Medicine
Pearlstein, Daryl P.	L-1	Surgery
Pearson, Matthew M.	L-2	Neurosurgery
Peeler, Mark O'Brien	Lab	Surgery
Peeler, Benjamin B.	L-4	Surgery
Pei, Zhiheng	L-3	Pathology
Penney, Michael W.	L-1	Surgery
Perry, Jr., Edward B.	L-2	Psychiatry
Peters, Melissa L.	L-2	Pediatrics
Petty, Mary M.	L-1	Pediatrics
Pharris, Larry J.	L-3	Medicine
Philp, Allan S.	L-2	Surgery
Philp, Lisa J.	L-2	Surgery
Pierce, Donald F.	L-3	Anesthesiology
Pietrow, Paul K.	L-2	Surgery
Pinkston, J. Ray	L-4	Emergency Medicine
Pluscec, Davor M.	L-2	Anesthesiology
Pollock, Maribeth	L-1	Obstetrics and Gynecology
Powitzky, Eric S.	L-1	Surgery
Prasad, Subir	L-2	Neurology
Pretorius, Mias	L-1	Anesthesiology
Purvis, Gregory M.	L-2	Emergency Medicine
Quesada, Eduardo W.	L-4	Anesthesiology
Quinn, Thomas E.	L-3	Medicine and Pediatrics
Radford, Monica A.	L-1	Psychiatry
Radic, Zeljko	L-4	Anesthesiology
Ramey, Tanya S.	L-1	Psychiatry
Rathfoot, Christopher J.	L-5	Otolaryngology
Ray, Laura S.	L-1	Medicine
Reddy, V.Sreenath	L-2	Surgery

Reed, Shawn L.	L-2	Medicine
Renolds, Melissa K.	L-3	Pediatrics
Resser, John R.	L-3	Otolaryngology
Reyburn, Christopher B.	L-4	Psychiatry
Ricciardi, Daniel R.	L-1	Emergency Medicine
Richards, Ken R.	L-1	Surgery
Riddle, Julie Anne	L-4	Anesthesiology
Rieck, Richard W.	L-4	Radiology
Rigtrup, Kevin Mark	L-3	Medicine
Riley, Steven T.	L-2	Emergency Medicine
Roberts, Rebecca J.	L-4	Psychiatry
Rodriguez, Leo	L-1	Anesthesiology
Roman, Christopher D.	L-1	Surgery
Rose, D. Michael	L-6	Surgery
Rose, Amy T.	L-3	Surgery
Rosenbaum, David A.	L-1	Medicine
Rosenbloom, Samuel T.	L-1	Medicine
Rosenbower, Todd J.	L-6	Surgery
Rosenfeld, Robert L.	L-3	Obstetrics and Gynecology
Rosquist, Patti R.	L-3	Pediatrics
Rowland, Jack M.	L-3	Obstetrics and Gynecology
Rugless, Keith A.	L-4	Psychiatry
Ruk, Michael T.	L-1	Obstetrics and Gynecology
Russell, Mark A.	L-4	Dermatology
Ryan, Sean Patrick	L-3	Medicine
Saha, Ashok K.	L-4	Anesthesiology
Samuelson, Bonnie M.	L-3	Emergency Medicine
Schaffer, Christopher	L-4	Surgery
Schofield, Hal Cortney	L-3	Psychiatry
Schwab, John K.	L-1	Medicine
Sciadini, Marcus F.	L-3	Orthopaedics
Scoggins, Charles R.	L-2	Surgery
Scott, Shali R.	L-4	Obstetrics and Gynecology
Scovel, Clark A.	L-2	Anesthesiology
Seidel, Scott A.	L-3	Surgery
Seligman, David	L-3	Orthodontics
Sharkey, Kevin C.	L-3	Medicine
Sharlin, Kenneth S.	L-3	Neurology
Sharrock, Teena L.	L-4	Medicine
Shiple, William R.	L-3	Pathology
Singer, Robert J.	L-5	Neurosurgery
Smeltzer, Christopher	L-6	Pediatrics
Smith, David W.	L-1	Emergency Medicine
Smith, Renick M.	L-1	Medicine
Sohani, Sadiq	L-3	Anesthesiology
Soteriou, Marinos C.	L-9	Thoracic Surgery
Sparks, Amanda G.	L-2	Psychiatry
Spector, Brian C.	L-2	Surgery
Spector, Jared	L-3	Otolaryngology
Speyer, Matthew T.	L-6	Otolaryngology
Spielvogel, Debra E.	L-1	Radiology
Stack, Nicole M.	L-1	Pediatrics
Steed, Martin	L-4	Psychiatry
Steinwand, Brett	L-2	Ophthalmology
Stewart, Christan Lee	L-2	Medicine
Stoica, Cristina	L-3	Anesthesiology
Stoneking, Bradley Jon	L-4	Urology

Stout, Julianne	L-2	Med and Pediatrics
Strand, Eric A.	L-2	Obstetrics and Gynecology
Strickland, Bryan D.	L-3	Medicine
Stutts, John T.	L-3	Pediatrics
Sutton, Hyatt D.	L-3	Medicine
Talwalkar, Vishwas R.	L-4	Orthopaedics
Tanner, Anna B.	L-2	Pediatrics
Tarquine, Paige H.	L-1	Medicine
Tarquine, Steven S.	L-2	Medicine
Tarter, Jeremy W.	L-3	Orthopaedics
Taylor, Marshall C.	L-1	Medicine
Tesauro, Thomas A.	L-2	Medicine
Thapa, Sushma	L-4	Anesthesiology
Thomas, Craig R.	L-4	Anesthesiology
Thompson, Stephen C.	L-3	Medicine and Pediatrics
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