

# Contents



# Medical Center

School of Medicine  
School of Nursing  
Hospital and Clinic



Vanderbilt  
University  
1997/98

Containing general information  
and courses of study  
for the 1997/98 session  
corrected to 1 July 1997  
Nashville

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**School of Medicine Calendar 1997/98****FALL SEMESTER 1997**

Registration and classes begin 4th year and half of 3rd year class / Monday 7 July  
Registration and classes begin other half of 3rd year class / Monday 4 August  
Registration 2nd year / Monday 18 and Tuesday 19 August  
Registration 1st year / Monday 18 to Wednesday 20 August  
Classes begin 2nd year / Wednesday 20 August  
Classes begin 1st year / Thursday 21 August  
Labor Day holidays for 1st, 2nd and 4th year classes / Monday 1 September  
Mid-term exams 2nd year class / Monday 20 to Thursday 23 October  
Fall break 1st year class / Wednesday 22 to Sunday 26 October  
Fall break 2nd year class / Friday 24 to Sunday 26 October  
Thanksgiving holidays / Thursday 27 to Sunday 30 November  
Exam period elective courses 1st and 2nd years / Monday 8 to Friday 12 December  
Exam period required courses 1st and 2nd years / Monday 15 to Thursday 18 December  
Fall semester ends 1st and 2nd years / Thursday 18 December  
Fall semester ends 3rd and 4th years / Friday 19 December  
Holidays 3rd and 4th year classes / Saturday 20 December to Sunday 4 January  
Holidays 1st and 2nd year classes / Friday 19 December to Sunday 4 January

**SPRING SEMESTER 1998**

Spring semester begins 1st, 2nd, 3rd and 4th year classes / Monday 5 January  
Mid-term exams 1st and 2nd year classes / Monday 23 to Friday 27 February  
Spring holidays 1st and 2nd years / Saturday 28 February to Sunday 8 March  
Spring holidays 3rd year (Med., Surg.) Saturday 14 to Sunday 22 March  
Spring holidays 4th year / Wednesday 18 to Sunday 22 March  
United States Medical Licensing Examination – Step 2 / Tuesday 3 and Wednesday 4  
March  
Instruction ends 4th year / Friday 24 April  
Spring holidays 3rd year 9 (Ob/Gyn, Peds., Psych., Neuro.) / Saturday 25 April to Sunday  
3 May  
Exam period elective courses 1st and 2nd years / Monday 27 April to Friday 1 May  
Instruction ends required courses 1st and 2nd years / Friday 1 May  
Exam period required courses 1st and 2nd years / Monday 4 to Thursday 7 May  
Commencement / Friday 8 May  
United States Medical Licensing Examination – Step 1 / Tuesday 9 and Wednesday 10  
June  
Instruction ends 3rd year / Friday 28 June

**School of Nursing Calendar 1997/98****FALL SEMESTER 1997**

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 19 December

**SPRING SEMESTER 1998**

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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# Medical Center



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## **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.

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## **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.

## **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.

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## 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.)

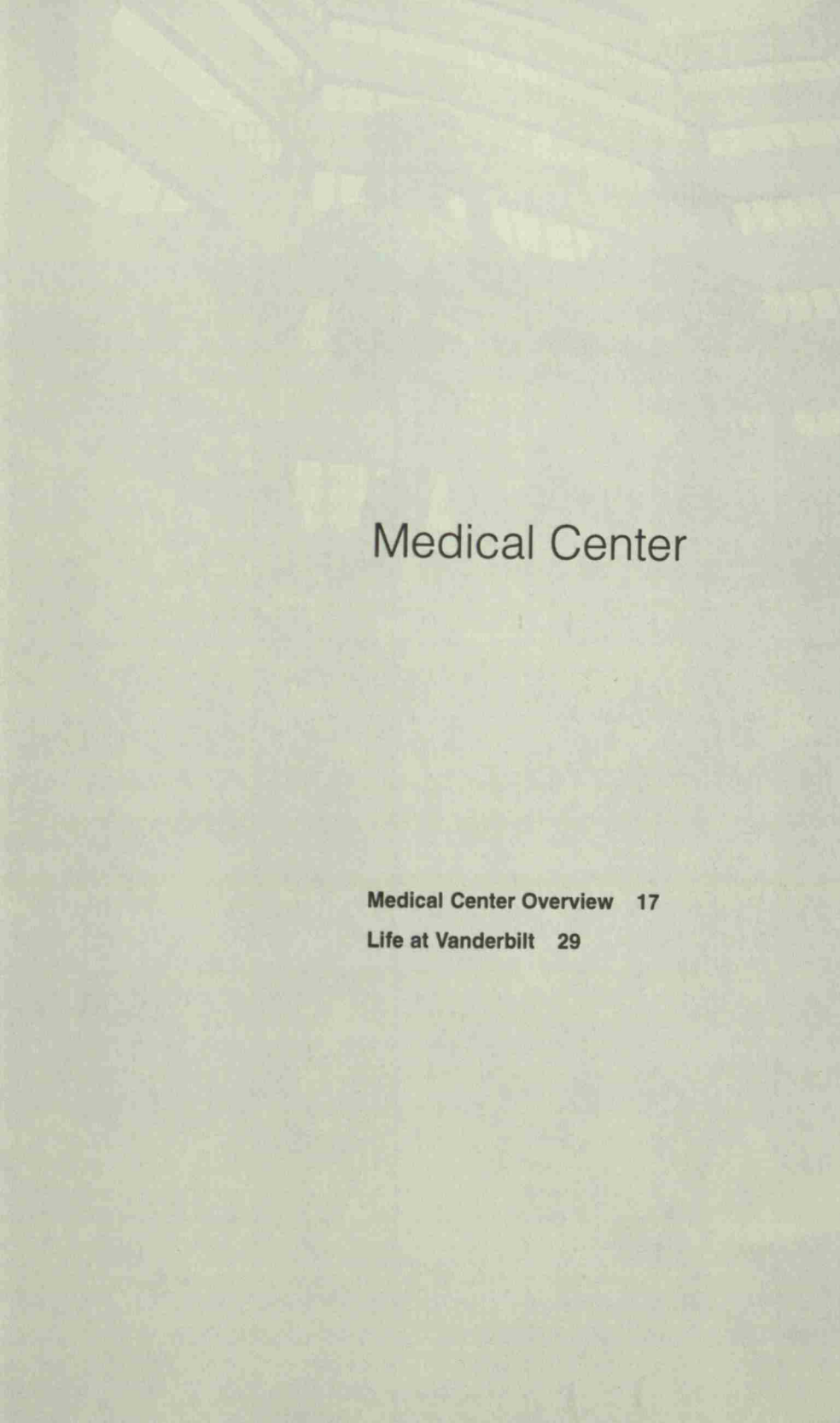
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## Vice-Chancellor's Committee for the Veterans Administration

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.

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# Medical Center

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# Medical Center Overview

**V**ANDERBILT 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. 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 I*

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 original building, constructed in 1993, contains a surgical pavillion and an inpatient thirty-bed obstetrics unit. A four-floor addition was added in 1994. It currently houses the Children's Hospital Outpatient Center, adult primary care practice suites, and academic and outpatient space for the Department of Ophthalmology and Visual Sciences.

### *Medical Center North*

The 21-bed Newman Clinical Research Center, an inpatient orthopaedic unit, a Level I burn center, and a sub-acute care unit are located in Medical Center North. The complex also houses administrative support services for the hospital and Medical Center.

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 contains academic space for the Departments of Orthopaedics, Surgical Sciences, and Neurology and houses 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.

### *Village at Vanderbilt*

The Village contains outpatient facilities for psychiatry, orthodontics, and allergy. It also contains the Arthritis and Joint Replacement Center, the Voice and Balance Center, the Dialysis Center, and the Breast Center.

### *Oxford House*

The Oxford House contains office space for a number of Medical Center functions. Major occupants include the Transplant Center, the Department of Emergency Medicine, and Medical Ethics.

### *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 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/>>.

### *Professional and Supervisory Staff*

JOHN S. BOSWELL, Ph.D., Health Systems Analyst Programmer

DEBORAH H. BROADWATER, M.L.S., Head, Technical Services

JEFFREY D. CAMPBELL, M.L.S., Information and Education Services Librarian Intern

WILLIAM J. DARBY, M.D., Ph.D., Honorary Curator

- MARCIA EPELBAUM, M.A., Head, Health Information Services  
NUNZIA GIUSE, M.D., M.L.S., Deputy Director  
JEFFREY HUBER, Ph.D., Research Information Scientist/Assistant Research Professor  
RANDOLPH S. JONES, M.A., Archivist  
PATRICIA LEE, M.L.S., Information and Education Services Librarian/Coordinator of Consultation Services  
FRANCES H. LYNCH, M.L.S., Assistant to the Deputy Director  
SANDRA L. MARTIN, M.L.S., Ed.S, Ed.D., Information and Education Services Librarian/Instructional Librarian  
DAN E. MCCOLLUM, Manager, Document Delivery Service  
DAWN MILLER, M.L.S., Information and Education Services Librarian  
DEB MORLEY, M.S.I.S.E, M.S.L.S., Systems Software Specialist  
JOHN R. PFEIFFER, B.S., Administrator  
NILA A. SATHE, M.L.I.S., M.A., Information and Education Services Librarian Intern  
WILLIAM W. STEAD, M.D., Director  
JULIA M. STRICKLAND, B.B.A., Administrative Assistant  
MARY H. TELOH, M.A., Special Collections Librarian  
MARGARET W. WESTLAKE, M.L.S., Information and Education Services Librarian/Special Projects Librarian  
KIMBRA S. WILDER, M.S.I.S., Information and Education Services Librarian Intern  
ANNETTE M. WILLIAMS, M.L.S., Bibliographic Control Librarian  
THOMAS W. WILLIAMS, JR., B.A., Health Systems Software Engineer

### 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 IIcx 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 thirteen hundred plus and a working thirty 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.,  
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DR. AND MRS. IRWIN B. ESKIND,  
Nashville

MRS. A. B. HANCOCK JR.,  
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MRS. E. BRONSON INGRAM,  
Nashville

DR. AND MRS. HARRY R. JACOBSON,  
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*Founders Circle, (continued)*

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MRS. EDGAR M. MCPEAK, Rusk, Texas  
DR. AND MRS. JOHN ODESS, Chelsea,  
Alabama  
MRS. JESSE OWEN, Cookeville,  
Tennessee  
DRS. JOHN L. AND JULIA E. SAWYERS,  
Nashville  
MR. AND MRS. HILLIARD TRAVIS,  
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, dining card that also can be used to make cash-free purchases throughout the campus (see *Eating on Campus*).

Identification cards are issued at the Vanderbilt Card Office. Validation of each student's card for the current semester will be made electronically each time it is used.

### **Eating on Campus**

Several dining facilities on campus offer a variety of services and food. The Courtyard Cafe in The Vanderbilt Clinic offers complete breakfast, lunch, and dinner menus, and snacks are available around the clock. The Branscomb Canopy, the Hill Center, the Rand and Commodore Dining Rooms in Rand Hall, and McTyeire Dining Hall all offer complete menus. Rand Dining Hall offers a one-price, all-you-care-to-eat dinner plan during the academic year, Monday through Thursday (dinner), 4:30 p.m. until 8 p.m.; Friday (dinner), 4:30 p.m. until 7:30 p.m.; Saturday (brunch), 11 a.m. until 5 p.m.; and Sunday (dinner), 4:30 p.m. until 7:30 p.m.

In the lower level of Carmichael Towers West is an Alpine Bagel shop, open seven days a week from morning until night. Five grocery/deli stores called Munchi Marts are located in Carmichael Towers East, Barnard, Morgan House, Branscomb Canopy, and the Hill Center. Most are open from 9 a.m. until 1 a.m., seven days a week. Branscomb Canopy and Hill Center also offer a salad bar, hot food selections, and vegetables. A catering service is available to handle special functions on request (32-CATER).

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

Through a Vanderbilt Card account, a student can purchase food at any of the above-listed locations with an identification card. Two accounts are available: the Flexible Spending Account (FSA) for purchases from the Bookstore or any other on-campus facility that accepts the Vanderbilt Card, and a Campus Dining Account (CDA) for food purchases.

## 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 Amendment), affording to students rights of access to education records and imposing obligations on the University in the release and disclosure of those records to third parties.

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

For purposes of the Buckley Amendment, Vanderbilt University has designated the following information as "directory information" and may make such information available to any person without the student's consent unless the student gives notice as provided for below: the student's name, address, telephone number, 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 want disclosure of directory information should notify the University Registrar in writing by 1 August. 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 want 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 want their names to be excluded from the directory must notify the University Registrar, 242 Alexander Hall, in writing, by 1 August.

### **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.

### **Career Center**

The Career Center at Vanderbilt helps students and graduates of Vanderbilt University develop and implement career plans. This is accomplished by offering a variety of services and educational programs that help them assess career options, learn job search skills, gain career-related experience, and connect with employers.

Services include:

- Career counseling and testing
- Resource center
- Alumni career advisory network
- Graduate and professional school services
- Career classes and seminars
- Résumé consultation
- Video interview training

- Internship information service
- Career and job fairs
- Campus interviews
- Job listings and résumé referrals
- Alumni services

### Student Health Center

The Vanderbilt Student Health Center (SHC) 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 registered in degree status 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 SHC

Students are billed for any services provided by the Vanderbilt University Medical Center. Dr. John W. Greene, director of the Student Health Center, is a tenured faculty member of the Vanderbilt University 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 Zerfoss Student Health Center is open from 8 a.m. to 4:30 p.m., Monday through Friday, and 8:30 a.m. until noon on Saturday, except during scheduled breaks and summers. Students should call ahead to schedule appointments (322-2427). A student with an urgent problem will be given an appointment that same day, or "worked in" if no appointment is 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.

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 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 degree-seeking students registered for 4 or more hours at Vanderbilt are required to have adequate hospitalization insurance coverage. The University offers a sickness and accident 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 avail-

able 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 15 October. Returning students must submit a waiver card each year if they wish to waive student health insurance.

*Family Coverage.* Additional premiums are charged for family hospital coverage. Married students who want to provide coverage for their families may secure application forms by contacting the on-campus Chickering representative, 322-4688.

*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 Center.

### **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 Medical School is Dean Gerald Gotterer, 201 Light Hall, Nashville, Tennessee 37232-0685.



## 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

The Department of Security exists to protect students, faculty and staff members, and the assets of the University. It provides various security services and operations to fulfill this function. 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.

### *Alcohol Enforcement*

All university and state regulations are strictly enforced on the campus by security personnel.

## **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 a.m. to 4:30 p.m. weekdays and may park in nonreserved spaces at other times. Resident first-year and sophomore students may park in nonreserved spaces in campus lots 4:30 p.m. to 7 a.m. and on weekends. Commuting students are assigned to specific parking areas between 7 a.m. and 4:30 p.m. weekdays and may park in nonreserved 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 Bishop Joseph Johnson Black Cultural Center (BJJBCC) provides African American educational and cultural programming for the University community, and retention services for African American students. Dedicated in 1984, and named for the first African American student admitted to Vanderbilt, Bishop Joseph Johnson (B.D. '54, Ph.D. '58), the center reinforces Vanderbilt's effort to promote diversity through the development of programs that foster understanding and appreciation of the African American experience.

The center provides a "home away from home" environment for African American students and sponsors lectures, symposia, academic materials, art exhibitions and other activities for the University and the community. Programs are publicized in a monthly campus calendar and a monthly newsletter, "News from the House," which is distributed to African American students and other campus addresses by request. The Black Student Alliance (BSA) and the Cultural Center Advisory Board work closely with the center. The center is open to the campus for small meetings and gatherings.

## **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. A student group that works closely with the Women's Center, Students for Women's Concerns, is 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.

### **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 through the Office of Volunteer Activities include the Alternative Spring Break, the Vanderbilt Prison Project, Habitat for Humanity, and the Student Y.

The Holocaust and Martin Luther King Jr. lecture series, as well as Project Dialogue, provide lectures and programs investigating moral issues, political problems, and religious questions.

Baptist, Episcopal, Jewish, Presbyterian, Reformed University Fellowship, Roman Catholic, and United Methodist chaplains work with individuals and student groups. Worship services for Catholics, Episcopalians, Jews, 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 eight 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.

## Recreation and Sports

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 swimming, volleyball, racquetball, flycasting, and scuba, along with such unusual activities as *tae kwon do*, rock climbing, and kayaking. 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 and many outdoor hard courts, and four softball diamonds. The playing fields are irrigated and maintained to assure prime field conditions, and they are lighted 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; a Wellness Center; and the Time-Out Cafe. Lighted outside basketball and sand volleyball courts and a newly opened Outdoor Recreation facility complement the center.

## Nashville

Nashville has seen robust new life emerge in its city center over the last few years. In its historic riverfront district and downtown, the recent surge 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 and Dancin' in the District. Several city blocks are closed to automobile traffic for Summer Lights, a superb four-day arts and music festival. The Italian Street Fair, two annual craft fairs, and a full-scale replica of the Parthenon draw crowds to Centennial Park, within walking distance of Vanderbilt. Tennessee's 1996 bicentennial brought the Bicentennial Mall, a beautiful indoor farmer's market, and many other permanent exhibits 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 five professional companies—the Nashville Symphony Orchestra, Nashville Opera Association, Tennessee Repertory Theatre, Tennessee Dance Theatre, and Nashville Ballet—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.

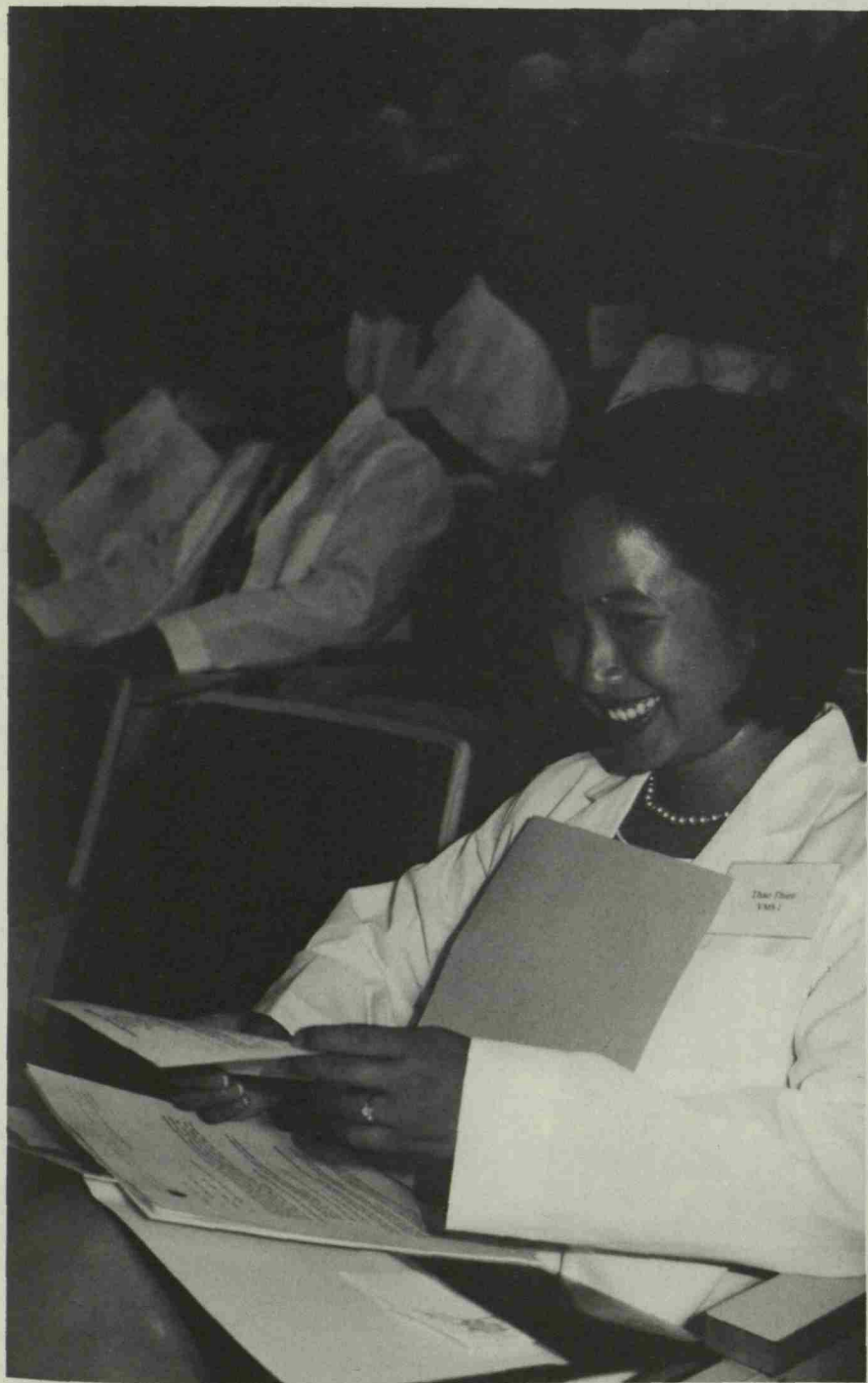
Once a city where country music and religious publishing were the dominant businesses, Nashville today is home to service and manufacturing industries as well. The city's enterprising tradition continues to attract growing companies like Columbia/HCA Healthcare, Aladdin Industries, Dollar General Stores, and Nortel. Major national manufacturing installations—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 domestic and international travel. The city is within 600 miles of fifty per-

cent 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, nonprofit, 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 form a broad, influential community of higher education.







# School of Medicine

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# School of Medicine



JOHN E. CHAPMAN, M.D., Dean

GERALD S. GOTTERER, M.D., Ph.D., Associate Dean; Director, Office of Continuing Medical Education

DEBORAH C. GERMAN, M.D., Associate Dean 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

JANELLE CAREY OWENS, Executive Assistant, Medical School Programs and Special Projects

ANN LARA, Assistant to the Dean

## Executive Faculty

John E. Chapman, Chair. George S. Allen, 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, John H. Newman, Denis M. O'Day, James A. O'Neill, Jr., C. Leon Partain, Thurman L. Pedigo, Sr., 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. Daryl K. Granner, Jacek J. Hawiger, Harold L. Moses, John H. Newman, Denis M. O'Day, James A. O'Neill, Jr. 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, Laura White.

## 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, Lonnie S. Burnett, John H. Exton, Agnes B. Fogo, Joel G. Hardman, J. Harold Helderman, Jeffrey T. Holt, Jeanette J. Norden, Nancy J. Olsen, Harris D. Riley, Jr., 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.

Robert D. Beauchamp, Joseph P. Bruner, Alvin M. Burt III, Terence S. Dermody, James C. Gay, Joyce E. Johnson, Jayakumar R. Kambam, Margie A. Scott, John L. Tarpley

## 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. Jeffrey M. Davidson, Louis J. De Felice, Neil Osheroff, Kevin G. Osteen, Ronald G. Wiley.

FACULTY. Joseph P. Bruner, Chair. J. Harold Helderman, Marta Hernanz-Schulman, Jayakumar R. Kambam, Lillian B. Nanney, Thomas J. Montine.

GOALS AND GOVERNANCE. Alvin M. Burt, Chair. John E. Downing, James A. Duncavage, Stephen S. Feman, John S. Johnson, Karen L. Starr.

MEDICAL EDUCATION. Terence S. Dermody, Chair. Agnes B. Fogo, Howard A. Fuchs, Lawrence D. Kerr, William H. Martin, Lester F. Williams.

POSTGRADUATE EDUCATION. Jayakumar R. Kambam, Chair. James C. Gay, Thomas J. Limbird, Christopher D. Lind, Walter H. Merrill, W. Russell Ries.

## 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.

Richard C. Shelton, Chair. Carlos L. Arteaga, Raymond F. Burk, Preston W. Campbell, Frank Chytil, Stephen N. Davis, Donna M. Hummell, Mary A. Nies. Ex Officio: Joel G. Hardman, David Robertson, Grant R. Wilkinson.

## 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, Thomas O. Daniel, Gail L. Ingersoll, 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, J. Harold Helder- man, Mark T. Jennings, Randolph Miller, Thurman L. Pedigo, Sr., James W. Pichert, Jayant P. Shenai, Arthur P. Wheeler.

## 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.

Lynn M. Matrisian, Chair. Martin Blaser, Kathryn M. Edwards, Doyle G. Graham, Lee E. Limbird, 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. Richard N. Armstrong, Fred H. Bess, G. Neil Green, Larry L. Swift, P. Anthony Weil, Jack N. Wells, Christopher V. E. Wright.

## **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 admitting 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. Richard N. Armstrong, G. Neil Green, Charles K. Singleton, Larry L. Swift, 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: Sheela N. Bavikatty, David E. Brumbaugh, Mellissa Chen, John Lucian Davis, Ernest Blake Fagan, Richard C. Gustafson, Jr., Melissa A. Hilmes, Marwan R. Khalifeh, Kelly L. Moore, Kiarash Namdaran, Kristian R. Olson, John F. Parrott, Sovana R. Paul, Kevin M. Reavis, Kelly R. Richardson, David L. Sanders, Shannon B. Snyder, John M. Stafford, Glenn S. Stein, Yoko Tamura, Jesse A. Taylor, Ron S. Wells.

Faculty Advisors: Peter F. Wright, Chair. John Chapman, Mark R. Denison, David T. Karzon, Brian D. Riedel, William Schaffner, John T. Tarpley, Mary I. Yarbrough.

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., Joey V. Barnett, Randy D. Blakely, G. Roger Chalkley, Robert J. Coffey, Jr., Thomas O. Daniel, Raymond N. DuBois, Jr., Michael H. Ebert, Wallace M. LeSturgeon, David E. Ong, Knowles A. Overholzer, Alvin C. Powers, Dan M. Roden, H. Earl Ruley, Larry L. Swift. Ex Officio: Gerald S. Gotterer.

## **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.

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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.

### 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 1998*

J. Harold Helderman, Chair. Stephen S. Feman, Howard A. 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 C. 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.

#### *Class of 2001*

Jayant K. Deshpande, Chair. Kathryn M. Edwards, Lawrence D. Kerr, Virginia L Shepherd, James A. O'Neill, Jr. Ex Officio: Deborah C. German, Gerald S. Gotterer.



# Medical Education at Vanderbilt

**T**HE 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 School of Medicine 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 includes the education of 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:

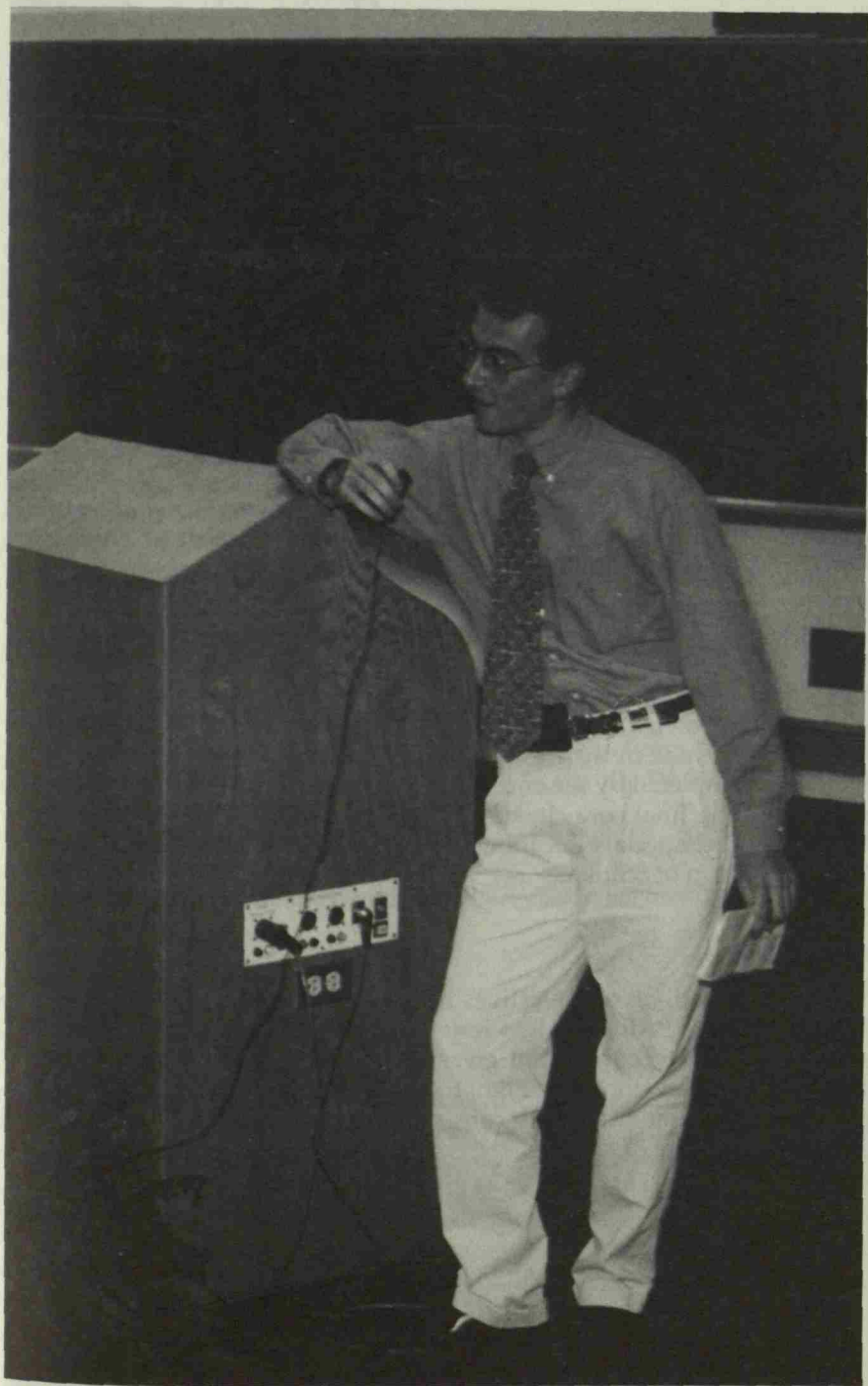
*Vanderbilt Medical Scientist Scholarship Programs.* Currently there are two sources of funding available in support of the scholarship awards, a privately endowed program and a special allocation of funds by the School of Medicine. Both programs pay tuition and fees and provide a competitive stipend. Once awarded, support from these scholarships will continue, 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 (plus a Medical School supplement) 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.



*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 approval 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.

# The Academic Program

**T**HE 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. The format for electives includes lecture or seminar series, specialty clinics, clinical clerkships, or research experiences at Vanderbilt or other approved institutions; and, in special circumstances, Vanderbilt undergraduate or graduate courses may be counted as electives.

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 or community service experience.

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.

FIRST YEAR, FALL SEMESTER

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

1. Psychiatry for the first half of the semester; introduction to Biomedical Research for the second half of the semester.  
 2. 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						
3-4					Electives	
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	Pathology	Neurobiology	Pathology	Neurobiology	Pathology	
10-11						
11-12						
12-1						
1-2	Electives	Pathology	Electives	Psychiatry	Electives	
2-3						
3-4						
4-5		CPC1		Dean's Hour <sup>2</sup> •		

1. Clinical Pathology Conference

2. 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						
4-5	CPC			Dean's Hour•		

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

SECOND YEAR, SPRING SEMESTER—SECOND HALF

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

7 July	3 Aug	31 Aug	29 Sept	27 Oct	24 Nov	19 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	5 Jan	2 Feb	27 March	24 April	4 May	28 June
Elective	Elective	Elective	Elective	Elective	Elective	Elective
Psych/Neuro	Ob/Gyn	Ob/Gyn				
	Ob/Gyn		Pediatric			Psych/Neuro
	Psych/Neuro			Ob/Gyn		Pediatric
	Medicine				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.

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## Advanced Training

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

### Residency Training

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

The faculty of the School of Medicine has professional responsibilities at Vanderbilt, Veterans, Saint Thomas, 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

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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

**V**ANDERBILT 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 the United States Medical Licensing Examination (USMLE) for promotion or graduation, but it is required for licensure. 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 of 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.

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## **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.

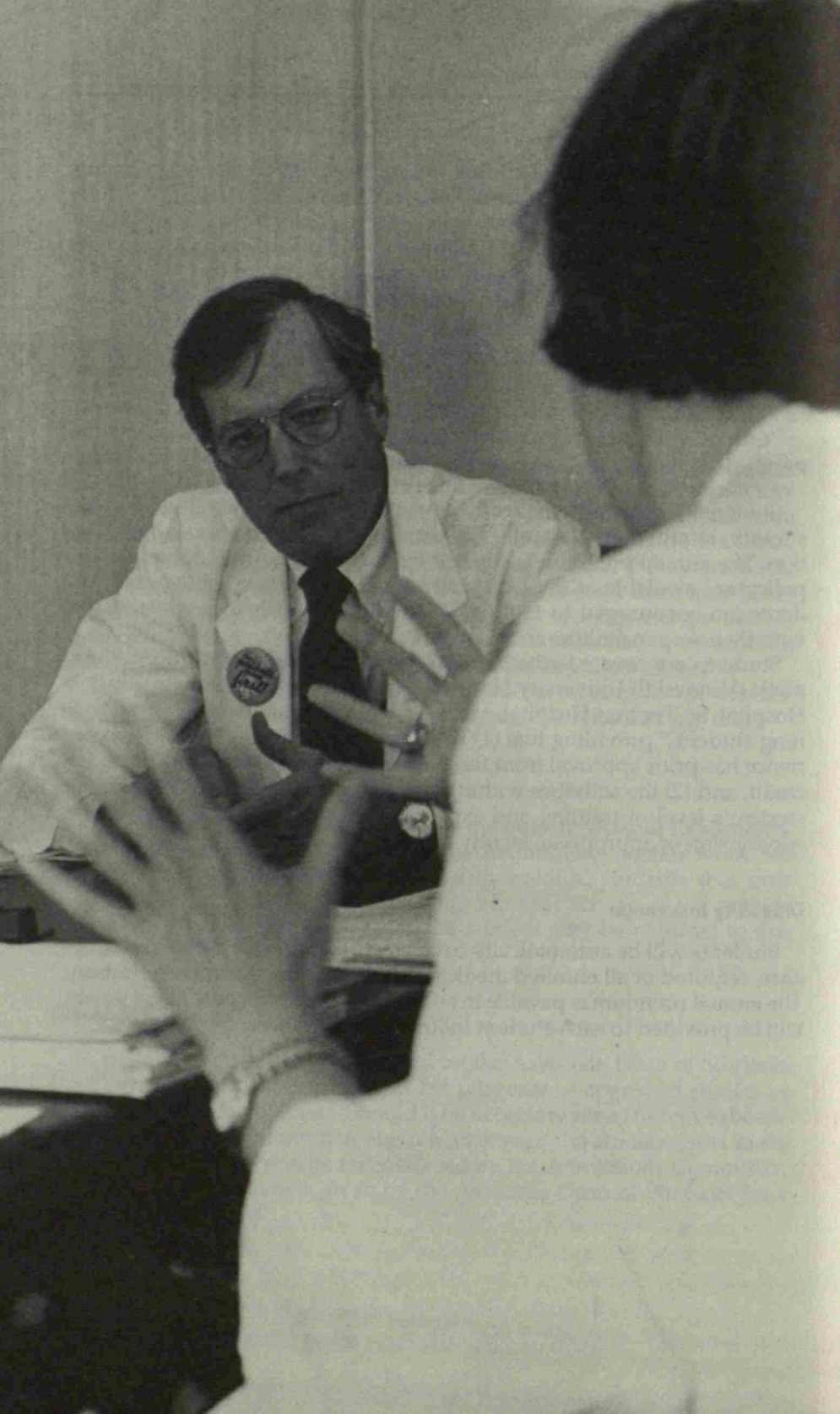
## **Professional Liability Insurance**

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 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 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 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 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 CAROL D. AND HENRY P. PENDERGRASS CHAIR IN RADIOLOGY.** Established by family and friends in 1997, the Carol D. and Henry Pendergrass Chair is the first endowed chair in the Department of Radiology and Radiological Sciences. The chair honors Dr. Pendergrass, a gifted professor of radiology and radiological sciences who served Vanderbilt and his profession with distinction, and his late wife, Carol. His research in the early diagnosis and detection of disease through medical imaging, along with his involvement in post-graduate and continuing medical education, helped establish the Department of Radiology and Radiological Sciences at Vanderbilt as one of the nation's leading centers for radiological research, education, and patient care.

**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 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 JOHN L. SHAPIRO CHAIR IN PATHOLOGY.** Funded by family, friends, former house officers, and alumni, the holder of this chair promotes medical student involvement in research or clinical-pathological projects, graduate student recruitment, and young faculty development. The chair honors the late John L. Shapiro, M.D., a faculty member from 1948 to 1971 and Chairman of the Department of Pathology from 1956 until his retirement. During that time, Shapiro instructed more than 1,000 medical students and was considered to be the most effective teacher at Vanderbilt School 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 Selyaku 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 JOHN Q. ADAMS LECTURESHIP IN OTOLARYNGOLOGY.** Through the generosity of the Adams family this annual lecture furthers education in otolaryngology.

**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 BARNEY BROOKS LECTURESHIP.** This lectureship was established in 1953 as a fitting memorial for the former professor and chairman of the Department of Surgery. It is held annually in conjunction with the spring meeting of the H. William Scott Society.

**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. It is held annually in conjunction with the spring meeting of the H. William Scott Society.

**THE GEORGE DANIEL BROOKS LECTURESHIP IN ONCOLOGY.** Established and endowed in 1991 by Frances Brooks Corzine in honor of her father, G. Daniel Brooks, who died of cancer. The focus of the lectureship is oncology and rotates between clinical and basic cancer distinguished lecturers.

**THE JOHN E. CHAPMAN LECTURESHIP IN THE ECOLOGY OF MEDICINE AND MEDICAL EDUCATION.** Established by Richard E. Strain, M.D. '75, in memory of his father, Richard E. Strain, Sr., M.D. '35, and honoring Dr. John E. Chapman, current Dean of Vanderbilt University School of Medicine. The annual lecture will be devoted to subjects that address the changing role of medicine in our culture.

**THE W. ANDREW DALE MEMORIAL LECTURESHIP.** Established by the Dale family and friends, this first lecture in vascular surgery supports the advancement of vascular education, research, and patient care. The lecture reflects the depth of Dr. Dale's commitment to Vanderbilt Medical School and vascular surgery.

**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 PHILIP W. FELTS LECTURE SERIES IN THE HUMANITIES.** This lecture series was established to honor Dr. Felts's dedication to medical students and his desire to help them develop as individuals as well as physicians. Funding in his memory comes primarily from former students and his own Vanderbilt classmates and friends as well as Vanderbilt faculty members. It allows medical students to invite a nationally recognized figure in the humanities to speak at the Medical School each year as part of the annual student-run humanities series. He was director of alumni affairs when he died in 1992.

**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 LEROY BRUNSON GEORGE, JR., LECTURESHIP IN TRANSPLANTATION.** This lecture provided by his mother, in tribute to his brave spirit in facing unprecedented heart surgery in 1956, which resulted in his death.

**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 BOEHRINGER INGELHEIM DISTINGUISHED LECTURESHIP IN BIOMEDICAL SCIENCES.** This lectureship was established by the Boehringer Ingelheim Pharmaceutical Company in 1992 as an annual lecture. The lectureship was given in tribute to the strength of basic biomedical sciences at Vanderbilt University Medical Center. The focus of two lectures given by the distinguished lecturer is on a fundamental research area of broad and dramatic impact on the biomedical sciences.

**THE EVERETTE JAMES, JR., LECTURESHIP IN RADIOLOGY AND RADIOLOGICAL SCIENCES.** Established by friends and colleagues of Dr. James, former chairman of the Department of Radiology and Radiological Sciences, this lectureship brings internationally known experts in a variety of areas of diagnostic radiology to Vanderbilt annually.

**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 MARTHA E. LYNCH LECTURESHIP.** The Martha E. Lynch Lectureship is an annual series of lectures presented by the Vanderbilt Bill Wilkerson Center and is designed to provide continuing education to speech-language pathologists working in the public school system. The Lectureship is named in honor of Martha E. Lynch, a speech-language pathologist who has devoted her thirty-year career to children with communication disabilities.

**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 FRED D. OWNBY LECTURESHIP IN CARDIOLOGY.** This lectureship was established in 1996 as a tribute to Dr. Fred D. Ownby's contributions to the field of cardiology, his passion for education, and his commitment to the people of Middle Tennessee. Presented annually by a visiting professor, researcher, or clinician of national renown, the lectures, seminars, and teaching rounds address the latest advances in research, technology, and treatment of cardiovascular illnesses.

**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 NORMAN E. SHUMWAY, JR., LECTURESHIP IN TRANSPLANTATION.** This lectureship was established in 1994 to recognize the contributions and leadership of Dr. Shumway, a 1949 graduate of VUMS, in pioneering transplantation research, education, and patient care.

**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 GRACE AND WILLIAM S. SNYDER LECTURESHIP.** Established in 1983 by Phyllis and William B. Snyder, MD '57, the Snyder Lectureship honors his parents, both of whom practiced medicine in Kentucky. The lectureship is in the Department of Ophthalmology and Visual Sciences.

**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.

**THE "UNIT S" OTOLARYNGOLOGY LECTURESHIP.** This lectureship was established in 1994 through the leadership and generosity of Dr. William G. Kennon, Jr., and other descendants of the VUMS Team which served during World War I.

**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 ALBERT WEINSTEIN LECTURESHIP IN DIABETES.** This lectureship was established as a tribute to the late Dr. Albert Weinstein by his wife, Miriam, and family members. Dr. Weinstein was born in Middlesboro, Kentucky, in 1905 and received his A.B. degree from Vanderbilt University in 1926. Three years later he graduated as Founder's Medalist from Vanderbilt Medical School. Following his residency training at Johns Hopkins, he moved to Nashville to begin his medical practice in internal medicine at Vanderbilt, where he served as clinical professor for over three decades. Recognized for his remarkable insight into the treatment of his patients, he was also an avid reader and publisher credited for more than forty scientific papers on a wide array of subjects, including diabetes, cardiology, and hypertension.

**THE MARY JANE AND ALBERT WERTHAN VISITING LECTURESHIP IN DERMATOLOGY.** This lectureship was established by the Werthans in 1997 in honor of Dr. Lloyd King, Chairman of the Division of Dermatology at Vanderbilt University Medical Center. The named lectureship will bring topflight physician-scientists to Vanderbilt annually to discuss advances in the diagnosis, treatment, and causes of skin lymphoma and other types of skin cancers.

**THE JOHN D. WHALLEY LECTURESHIP.** The John D. Whalley Child Language Lectureship is an annual lecture presented by the Vanderbilt Bill Wilkerson Center, featuring internationally recognized researchers in the area of child language disorders. The lectureship is a tribute to the late John Donelson Whalley, one of the influential forces behind the development of the Scottish Rite Masons Research Institute for Communication Disorders at the Bill Wilkerson Center.



# 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 biomedical research and performance in Biochemistry courses are considered in evaluating candidates. This award was established by friends of Professor Coniglio on the occasion of his retirement to honor his many contributions to medical education at Vanderbilt.

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



**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 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

**T**UITION for the academic year 1997/98 is \$23,000. The annual expense of a student in the School of Medicine is estimated to be \$34,800.

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

## Other Fees (1997/98)

Application fee (to accompany final application)	50
Student activities and recreation fee	221
Microscope usage fee per year (1st and 2nd years)	100
Student health insurance	695
Professional liability insurance	96
Student long-term disability insurance	108
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. One half of tuition, total fees, and other University charges are due and payable by 29 August. Second semester tuition and other University charges are due and payable by 9 January.

## Refund of 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 the schedule shown below. No refund will be made after the tenth week in any semester.

Withdrawal prior to the end of	Reduction
1st full week	100%
2nd full week	90%
3rd full week	80%
4th full week	70%
5th full week	70%
6th full week	60%
7th full week	50%
8th full week	50%
9th full week	40%
10th full week	40%

*No refund after the 10th full week.*

### **Late Payment of Fees**

Charges not paid by 29 August 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 29 August (\$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.

### **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 \$450.

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.

**THE GRACE MCVEIGH SCHOLARSHIP FUND.** This endowed scholarship was established by Grace McVeigh, a 1925 Vanderbilt University graduate, to provide full tuition, four-year scholarships for the benefit of needy and worthy students in the School of Medicine.

## 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 Subsidized 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 Student Financial Aid Information Booklet* 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 1946 MEDICAL SCHOLARSHIP. This scholarship was established by members of this Medical School class.

THE CLASS OF 1947 SCHOLARSHIP. This scholarship was established by members of this Medical School class.

THE CLASS OF 1964 MEDICAL SCHOLARSHIP FUND. This 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 J. T. AND MARY P. DAVIS SCHOLARSHIP FUND. This endowed scholarship was established by J. T. DAVIS, A 1931 School of Medicine Graduate.

THE EBERT MEMORIAL MEDICAL SCHOLARSHIP. This scholarship was provided from the estate of A. F. Ebert, 1 1924 School of Medicine graduate.

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 HELEN AND LOUIS ROSENFELD ENDOWED SCHOLARSHIP FUND.** This endowed scholarship was established by Helen Rosenfeld, a Vanderbilt University alumna, and Louis Rosenfeld, a 1936 School of Medicine graduate.

**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.

**THE WILLIAM STUART YOUNGER, JR., MEMORIAL SCHOLARSHIP.** This scholarship was established by Rachel K. Younger, a 1945 Vanderbilt University graduate, in memory of her son.

### *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.

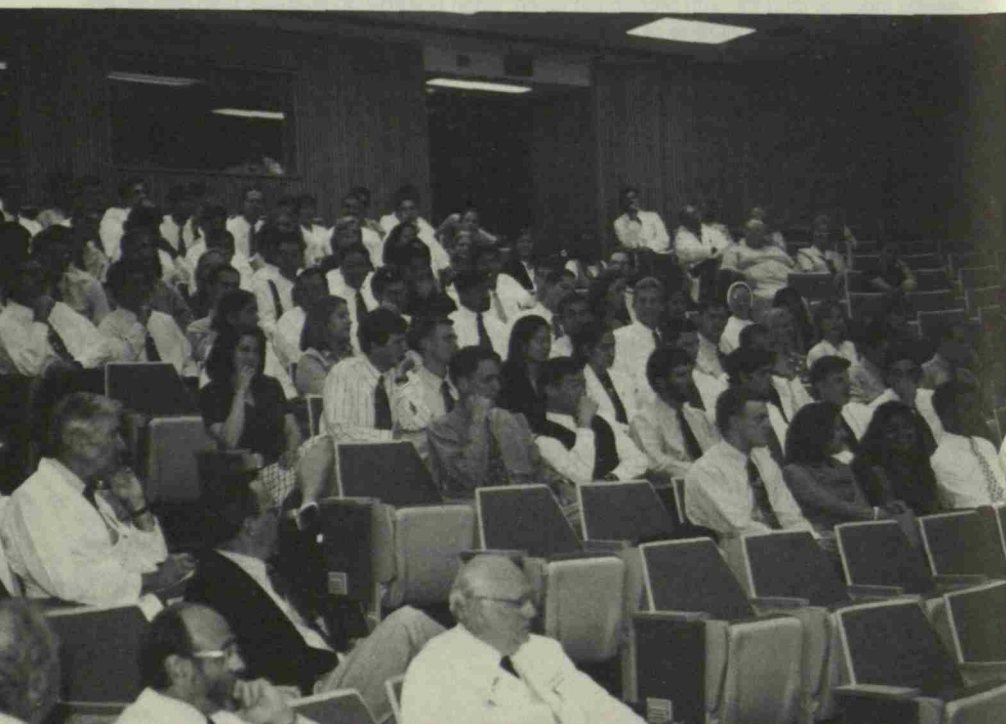
Individual departments or faculty members may also support student research experiences. Funds from all sources are becoming more difficult to obtain, but remain available, though limited.

**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 197 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 and Cell Proliferation, Host-Tumor Interactions, 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, clinical trials, biostatistics, bioanalysis, peptide sequencing, and genetics.

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**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.

**Vanderbilt Diabetes Center**

Daryl K. Granner, Director

The Vanderbilt Diabetes Center (VDC) encompassed the NIH-sponsored Diabetes Research and Training Center (DRTC), the Veterans Administration/Juvenile Diabetes Foundation-sponsored Diabetes Research Center (VA/JDF DRC) and three NIH-sponsored training programs.

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 core support for 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. DRTC funding is provided by a grant from the National Institutes for Health.

The newly established VA/JDF DRC involves 18 participating faculty members from several different departments and schools of the VA and

the University. The center had the overall project title "Metabolic Adaptations to Diabetes" and consists of three individual research projects and a clinical services core. The activities of the research component combines basic biomedical research with a heavy emphasis on patient-oriented clinical studies. A broad spectrum of topics clinically relevant to diabetes, such as insulin resistance, defective body weight regulation, exercise, and hypoglycemia, will be investigated by the center. The clinical services core will 1) recruit and intensively treat diabetic patients for individual research projects; 2) translate research advances of the center to patients and scientists; and 3) teach and raise awareness of diabetes to health care professionals caring for diabetes. The Nashville VA/JDF DRC is one of only three such centers in the country, and funding is provided by a joint grant from the Veterans Affairs Administration and the Juvenile Diabetes Foundation International.

Three NIH-sponsored training programs are administered through the VDC. These include the Molecular Endocrinology Training Program (pre- and postdoctoral trainees), the Diabetes and Endocrinology Training Program (postdoctoral), and the Student Summer Research Programs (medical student trainees).

#### **Center for Lung Research**

Kenneth L. Brigham, Director

This center stimulates and facilitates lung research and training throughout the institution. Center investigators represent nine departments and are engaged in a wide range of basic and clinical research. 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**

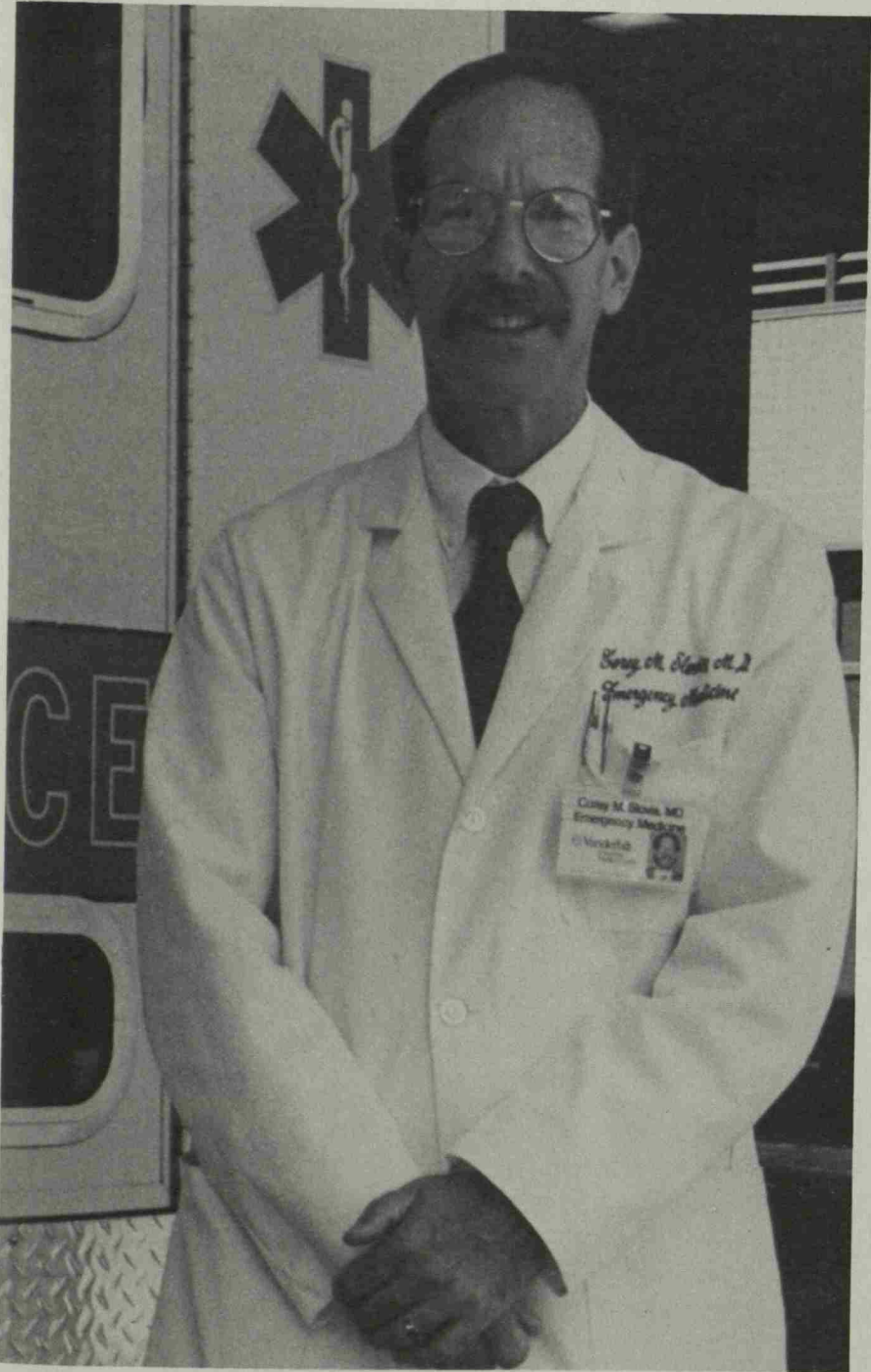
John A. Oates, Director

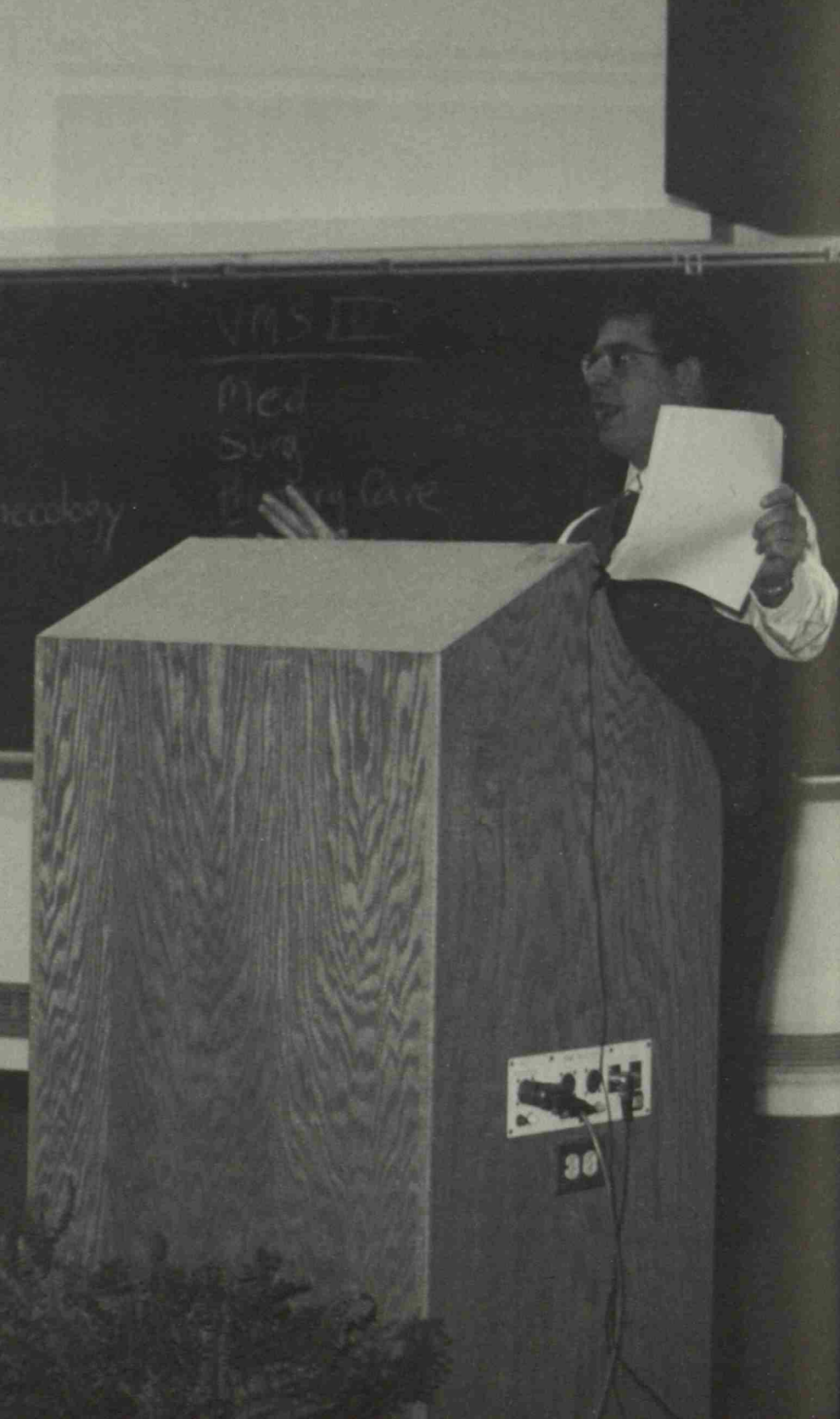
Research in the center is conducted by fifteen investigators in the departments of pharmacology and medicine, working in a program that joins clinical investigation with science at the molecular level. The research addresses the pharmacology of prostaglandins, leukotrienes, and other lipid mediators, 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.





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# Courses of Study



## School of Medicine Departments

- Anesthesiology
- Biochemistry
- Biomedical Informatics
- Cell Biology
- Emergency Medicine
- Family 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
- Radiation Oncology
- 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, Bradley E. Smith, Kevin Strange

ADJUNCT PROFESSORS Winston Clive-Victor Parris, B. V. Rama Sastry

ASSOCIATE PROFESSORS Jayant K. Deshpande, Kevin L. Donovan, Paul H. King

ADJUNCT ASSOCIATE PROFESSOR David Dwight Alfery

ASSOCIATE CLINICAL PROFESSOR Ronald J. Gordon

ASSISTANT PROFESSORS Timothy L. Arney, Frederick E. Barr, Eswara C. V. Botta, E. Jane

Brock, Gilberto Carrero, Martyn Cavallo, Ok Yung Chung, Kevin B. Churchwell, Kevin

Patrick Clarkson, Hugh U. Dalton, Robert J. Deegan, Eric Delpire, Brian S. Donahue,

Letitia Jane Easdown, Shannon L. Hersey, Michael S. Higgins, Jean-Louis Edouard

Horn, Benjamin W. Johnson, Jr., Benjamin H. Lee, Thomas C. Lewis, Janice M. Liven-

good, Sandra Vogt Lowe, Vijay Rani Makrandi, Letha Mathews, Brenda C. McClain,

Beth H. Minzter, Stephanie Mouton, Nancy O'Dell, James M. Packer, Ray Paschall, Jr.,

Neal R. Patel, Gay Elliott Rasmussen, Barbara J. Richman, David M. Rummel, Paul J.

St. Jacques, Norton A. Stuart III, Kyle D. Tipton, Ann Walia, Garry V. Walker, Tamara Ju-

lian Wheeler

RESEARCH ASSISTANT PROFESSOR Artur W. Wamll

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

Oaks

ASSISTANT CLINICAL PROFESSORS Jeffrey William Kehler, Michael J. Stabile

ASSOCIATES Stephen T. Blanks, Raymond F. Johnson

INSTRUCTORS H. Alpha Garrett, Ramachander Pai, Don Pierce, Ramiah Ramasubraman-

ian

ADJUNCT INSTRUCTOR John E. Erpenbach

CLINICAL INSTRUCTORS James K. Cooper, Jeffrey Lynn Milam, Monson Shuh, Sushma

Thapa

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, Tadashi Inagami, 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 Donald W. Horne, Gary Boyd Thurman
- ADJUNCT PROFESSORS Wayne F. Anderson, R. Stephen Lloyd
- ASSOCIATE PROFESSORS Carl G. Hellerqvist, Scott W. Hiebert, Marcia E. Newcomer, Thomas N. Oeltmann, Virginia L. Shepherd
- RESEARCH ASSOCIATE PROFESSORS Robert J. Cook, Benjamin J. Danzo, Raymond L. Mernaugh
- ADJUNCT ASSOCIATE PROFESSOR Peter Gettins
- ASSISTANT PROFESSORS Charles F. Albright, Bruce Carter, Jeffrey S. Flick, Youngchang Kim, Joachim Ostermann, Jennifer A. Pietsenpol, 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, Sergey A. Krupenko, Masaaki Tamura, Barbara Danuta Wamil
- INSTRUCTOR Irina A. Pikuleva
- RESEARCH INSTRUCTORS K. Balasubramanian, Smriti Bardhan, Satoru Eguchi, Debra Horstman, Chuan Ji, Qun-shen Ji, Rekha Pattanayek, Susan J. Ruff, David Strom, Christo Dimitro Venkov
- ASSISTANT Lidong Liu
- RESEARCH ASSOCIATES James T. Davis, 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

DIRECTOR OF THE DIVISION Randolph A. Miller  
 PROFESSORS Randolph A. Miller, William W. Stead  
 ASSOCIATE PROFESSORS Dario A. Giuse, Nunzia B. Giuse, Stanley E. Graber  
 ASSISTANT PROFESSOR Steven H. Brown  
 RESEARCH ASSISTANT PROFESSORS Antoine Geissbuhler, Jeffrey T. Huber  
 RESEARCH ASSOCIATE Joel P. McKinsey

✿ 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, R. Daniel Beauchamp, Alvin M. Burt III, Vivien A. Casagrande, Robert J. Coffey, Jr., Ford F. Ebner, Steven C. Hebert, Loren H. Hoffman, Brigid L. M. Hogan, Jeffrey T. Holt, Jon H. Kaas, Lynn M. Matrisian, Robert J. Matusik, Michael H. Melner, Harold L. Moses, Lillian B. Nanney, Gary E. Olson, Marie-Claire Orgebin-Crist, J. Ann Richmond, Daulat Ram P. Tulsiani, William O. Whetsell, Jr., Christopher V. E. Wright  
 ASSOCIATE PROFESSORS Carlos L. Arteaga, David P. Carbone, Thomas O. Daniel, Raymond N. DuBois, Jr., Kathleen L. Gould, Steven K. Hanks, Stephen R. Hann, Paula C. Hoos, Roy Andrew Jensen, Mahlon D. Johnson, James McKanna, David M. Miller III, Jeanette J. Norden, Albert B. Reynolds, William Evans Russell, Linda Sealy, Roland W. Stein  
 RESEARCH ASSOCIATE PROFESSOR Rebecca Lynette Shattuck-Brandt  
 ADJUNCT ASSOCIATE PROFESSOR Robert C. Bone  
 ASSISTANT PROFESSORS Mary Ann Thompson Arildsen, Stephen J. Brandt, Philip J. Browning, Chin Chiang, Chand Desai, David I. Greenstein, A. G. Kasselberg, Lawrence D. Kerr, Peter A. Kolodziej, Peng Liang, Claude M. Nagamine, Cathleen C. Pettepher, David W. Threadgill, Elizabeth Yang  
 RESEARCH ASSISTANT PROFESSORS Kolari S. Bhat, Peter J. Dempsey, Susan Kasper, Rosa A. Serra  
 ADJUNCT ASSISTANT PROFESSOR Josiah Ochieng  
 RESEARCH INSTRUCTORS Subir Kumar Nag Das, Ding-Zhi Wang, Ming-Zhi Zhang  
 RESEARCH ASSOCIATE Mrinalini Neene Dixit

✿ 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

CLINICAL PROFESSOR E. Jackson Allison, Jr.

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

ASSISTANT PROFESSORS Richard S. Belcher, Andrea C. Bracikowski, Michael A. Bruno, John R. Edwards, Daniel P. Himes, 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 Hannon Proctor

SENIOR ASSOCIATE Judy Jean Chapman

INSTRUCTOR Laurie M. Lawrence

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

CLINICAL ASSISTANT Lawrence Poole

✿ THE Department of Emergency Medicine offers an introductory elective-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*

DIRECTOR OF THE DIVISION Fred H. Bess

DIRECTOR OF GRADUATE STUDIES Marleen Ochs

PROFESSORS EMERITI Russell J. Love, Jay Sanders

PROFESSORS Fred H. Bess, Edward Gage Conture, Robert H. Ossoff, Robert T. Wertz

RESEARCH PROFESSOR Teris K. Schery

ADJUNCT PROFESSORS Michael E. Glasscock III, D. Wesley Grantham, Harold R.

Mitchell, Eugene C. Nelson

CLINICAL PROFESSORS Gary W. Duncan, C. Gary Jackson

ASSOCIATE PROFESSORS Daniel H. Ashmead, Stephen M. Camarata, James W. Hall III,

Gerald B. Hickson, Howard S. Kirshner, Ralph N. Ohde, Judith A. Raasi, R. Edward Stone, Jr.

ADJUNCT ASSOCIATE PROFESSORS Judith S. Gravel, Russell Henry Mills, H. Gustav

Mueller

ASSISTANT PROFESSORS 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 INSTRUCTORS Laura Knox, Mary Beth Trine

CLINICAL INSTRUCTORS Susan M. Amberg, Denise Anne Bryant, Beverly D. Cathey,

Ellen J. Davis-Dansky, Sara Christine Dickert, Charles Howard Hausman, Kellie Klein,

Christine E. Laney, Susan A. Logan, Susan J. May-Baker, Mary Ann McIntyre, Paige


Miller, Cheryl L. Rainey, Karen Sartin, Mary A. Schaffer, Ann Shafer, Marcy Ann Sipes,

Allison L. Steele-Linney, Jennifer M. Vick, 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 OF THE DIVISION John O. Lostetter  
 PROFESSOR EMERITUS T. Mark Hodges  
 PROFESSORS John E. Chapman, Gerald S. Gotterer  
 CLINICAL PROFESSOR Thurman L. Pedigo, Sr.  
 ASSOCIATE PROFESSORS Deborah C. German, Norman B. Urmey  
 ADJUNCT ASSOCIATE PROFESSOR Dennis K. Wentz  
 ASSISTANT PROFESSORS James K. Geraughty, John O. Lostetter, William A. Mountcastle  
 ASSOCIATE William R. Rochford  
 INSTRUCTORS Winfred L. Cox, Gregory L. Dixon, Lynn E. Webb  
 CLINICAL INSTRUCTOR David T. Dodd  
 ASSISTANT G. Wayne Wood  
 LECTURER Marsha T. Wilson

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

## Medicine

CHAIRMAN John A. Oates  
 VICE CHAIRMAN Allen B. Kaiser  
 PROFESSORS EMERITI Fred Allison, Jr., F. Tremaine Billings, Oscar B. Crofford, Jr., Roger M. DesPrez, Thomas F. Frist, Robert A. Goodwin, Jr., Lloyd H. Ramsey, Joseph C. Ross, 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., Robert S. Dittus, 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, Steven C. Hebert, J. Harold Helderman, Iekuni Ichikawa, Tadashi Inagami, Harry R. Jacobson, David H. Johnson, John S. Johnson, Allen B. Kaiser, Mark J. Koury, Sanford B. Krantz, John M. Leonard, Richard W. Light, Peter T. Loosen, James E. Loyd, Mark A. Magnuson, Timothy J. Meredith, Barbara O. Meyrick-Clarry, Randolph A. Miller, John H. J. Nadeau, John H. Newman, John A. Oates, David N. Orth, Neil Osheroff, Theodore Pincus, Thomas Quertermous, L. Jackson Roberts II, David Robertson, Rose M. Robertson, Roscoe R. Robinson, Dan M.

Roden, Donald H. Rubin, Martin P. Sandler, William Schaffner, John S. Sergent, Virginia L. Shepherd, Corey M. Slovis, Raphael Smith, James R. Snapper, James D. Snell, Jr., W. Anderson Spickard, Jr., William W. Stead, William J. Stone, George P. Stricklin, James Ward Thomas II, Robert D. Toto, Alexander S. Townes, John Randolph Wilson, Steven N. Wolff, Alastair J. J. Wood, Keith Wrenn, Richard M. Zaner

ADJUNCT PROFESSOR John P. Sundberg

CLINICAL PROFESSORS Robert H. Alford, W. Barton Campbell, Irwin B. Eskin, E. William Ewers, Alan L. Graber, Laurence A. Grossman, Herman J. Kaplan, Clifton Kirkpatrick Meador, 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, Paul E. Bock, Maurice C. Bondurant, Julia G. Breyer, Matthew D. Breyer, Richard M. Breyer, Benjamin F. Byrd III, David P. Carbone, Brian W. Christman, John W. Christman, Timothy L. Cover, Thomas O. Daniel, Stephen Neil Davis, Shelia P. Dawling, Michael D. Decker, John H. Dixon, Jr., Raymond N. DuBois, Jr., J. Stephen Dummer, G. Dewey Dunn, Philip A. Edelman, Darrel L. Ellis, James T. Forbes, Howard A. Fuchs, Alfred George, Jr., Deborah C. German, Stanley E. Graber, John P. Greer, David W. Gregory, Marie R. Griffin, David William Haas, Steven K. Hanks, David E. Hansen, Raymond C. Harris, Jr., Patricia R. Hebert, Carl G. Hellerqvist, Scott W. Hiebert, Nuhad M. Ismail, H. Keith Johnson, Douglas S. Kernodle, William J. Kovacs, Robert H. Latham, John T. Lee, Christopher D. Lind, Robert C. MacDonell, Jr., 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, Alvin C. Powers, James S. Powers, Stephen Paul Raffanti, David S. Raiford, Jeffrey N. Rottman, Stephen Schillig, David G. Schlundt, Richard P. Schneider, Gerald Schulman, James R. Sheller, Ghodrat A. Siami, Dirk J. Snyders, Arlene A. Stecenko, Richard S. Stein, Charles W. Stratton, Charles B. Thorne, Douglas E. Vaughan, James P. Wilson, Robert J. Workman, Michael D. Zanolli

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

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

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man, Simin Goral, Norman Chandler Hardman, Jr., David C. Heusinkveld, William B. Hillegass, Jr., Richard L. Hock, Roger A. Hodge, Ellen B. Hunter, Talat A. Ikizler, Waleed N. Irani, Asha Kallianpur, Neelam Kawatra, Wilson Evans Kemp, Jr., David Michael Kerins, Richard B. Kim, Vladimir Kravtsov, 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, G. Robert Parkerson, Richard M. Peek, Debra S. Rankin, Deborah W. Robin, Donna L. Seger, William E. Serafin, Bonnie S. Slovis, Walter E. Smalley, Michael Lee Smith, W. Anderson Spickard III, Thomas Stasko, C. Michael Stein, Melanie Swift, Simpson Bobo Tanner IV, Grace P. Teal, Anne Taggart Thomas, George Edward Tiller, Mark Stephen Wathen, Arthur P. Wheeler, John B. Williams, Eugene J. Winter, Ronald M. Wisdom, Susan Wodicka, Mary I. Yarbrough, Yie-Teh Yu, Mark E. Zenker, Joe Zhizhuang Zhao, John A. Zic

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ASSOCIATES Douglas H. Gaither, Victoria L. Harris

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- Hayden Allen Ross-Clunis III, Mark A. Russell, Theodore Stewart Sebastien  
 RESEARCH INSTRUCTORS Rasul Abdolrasulnia, M. Candice Burger, Daohong Chen,  
 Huifang Cheng, Patricia O. Deegan, Keyuan Jiang, Iordanka Kourteva, Taiji Matsusaka,  
 Kalyani Penta
- ADJUNCT INSTRUCTORS Matthew J. Abbate, Kenneth S. Babe, Jr., John Q. Binhlam,  
 Robert B. Bressler, Thomas W. Butler, Martha Jean Butterfield, Rufus C. Davis, Roger D.  
 DesPrez, David D. Hagaman, Casilda Hermo, Robert D. Hoover, Jr., Larry Burton Hud-  
 gins, Aldo A. Ilarde, Jeanette Sison Ilarde, Thomas J. Lewis, Jr., Francisco Mayorquin,  
 Christopher C. McClure, Debra J. McCroskey, Marilyn E. Michaud, Patrick B. Murphy,  
 Dorothy M. Owens, Douglas J. Pearce, W. Charles Penley, Theodore Ritzer, Donna R.  
 Sandidge, M. Kevin Smith, Stephen J. Smith, Artis P. Truett III, Vianne Epino Villaruz,  
 Bobby J. White, Craig Wierum, Steven E. Woodley
- CLINICAL INSTRUCTORS Edward E. Anderson, John Breinig, Jack W. Coggeshall, Robert  
 P. Graham, Jr., James P. Gregory, David P. Hall, H. Douglas Holliday, Robert M. Hollis-  
 ter, 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 VanDevender, James W. Ward, Jr., Paul W.  
 Wheeler
- ASSISTANTS Linda H. Eck, Jacqueline Goffaux, Sandra N. Powers  
 ADJUNCT ASSISTANT Sarah J. White  
 RESEARCH ASSOCIATES Ping Cao, Alice Gung, Moushumi Lahiri, Nancy L. Rogers,  
 Rama K. R. Voladri, Zifa Wang

## Dermatology

- DIRECTOR OF THE DIVISION Lloyd E. King, Jr.  
 PROFESSOR EMERITUS Robert N. Buchanan  
 PROFESSORS Lloyd E. King, Jr., J. Ann Richmond  
 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, Parkerson and staff.

# *Microbiology and Immunology*

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RESEARCH ASSISTANT PROFESSOR Sheila Downs Timmons

INSTRUCTOR Geoffrey G. Hicks

RESEARCH INSTRUCTORS Yi-An Lu, Jane C. Spetzler, Qitao Yu



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

### Required Course

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

## *Molecular Physiology and Biophysics*

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Jane H. Park, Thomas Quertermous, Michael M. Tamkun, P. Anthony Weil

RESEARCH PROFESSOR Sharron H. Francis

ADJUNCT PROFESSOR David M. Regen

ASSOCIATE PROFESSORS Joseph M. Beechem, Matthew D. Breyer, Kenneth L. Brigham,

Ronald B. Emeson, Jonathan L. Haines, David Michael Lovinger, James M. May, Owen

Patrick McGuinness, Linda Sealy, Roland W. Stein, David H. Wasserman

ADJUNCT ASSOCIATE PROFESSOR Weib van der Meer

ASSISTANT PROFESSORS Roger J. Colbran, Richard M. O'Brien, David W. Piston, James

S. Sutcliffe

RESEARCH ASSISTANT PROFESSORS Robert K. Hall, Mary E. Courtney Moore

INSTRUCTORS Charles E. Cobb, Illarion V. Turko, Richard R. Whitesell

RESEARCH INSTRUCTORS Eric J. Hustedt, Thomas L. Jetton, Brian A. McCool, Richard

Lee Printz, Masakazu Shiota

RESEARCH ASSOCIATE Guangtao Ying

ASSISTANT Patrick McNamara

✿ 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

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ASSOCIATE CLINICAL PROFESSOR Karl Edward Misulis


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

INSTRUCTOR Allegra Patten, Jose G. Valedon

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

RESEARCH ASSOCIATE John Bright

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

## Required Course

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

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

# Obstetrics and Gynecology

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INSTRUCTORS Elaine Eustis, Audrey H. Kang, Lucia Cagnes McNabb, Vicki L. Miller, Bennett M. Spetalnick

ADJUNCT INSTRUCTOR Mary Virginia Manley

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, Susan Todd Peeler, Kathleen Petty, Sharon Marie Piper, Richard E. Presley, Melissa G. Reynolds, Sherrie A. Richards, Jorge Riestra, Jacqueline Lee Rodier, Robin Elizabeth Sandidge, Nicole L. Schlechter, Shali Ricker Scott, Geoffrey H. Smallwood, Stephen M. Staggs, Christopher Stanley, Wilborn D. Strode, Anthony E. Trabue, Christine M. Whitworth, Carl E. Wingo

 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*

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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


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CLINICAL INSTRUCTORS Everton L. Arrindell, E. Dale Batchelor, James E. Burnes,

George N. 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, Roseanna Aileen Webb, Daniel S. Weikert

ASSISTANT Cathy J. Hall

 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*

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VICE CHAIRMAN Neil Edward Green

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CLINICAL PROFESSOR M. Cal Harper

ASSOCIATE PROFESSORS Thomas J. Limbird, Mark P. McAndrew, Michael A. Milek, Herbert S. Schwartz, Kurt P. Spindler

VISITING ASSOCIATE PROFESSOR Hirotaka Haro

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ADJUNCT ASSISTANT PROFESSOR 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 Wendall W. Bryan, Arleen L. Hodge

INSTRUCTORS John H. Chrostowski, Lawrence Haber, Paul J. Rummo

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*

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Graham, Jeffrey T. Holt, Richard L. Hoover, Timothy J. Meredith, Barbara O. Meyrick-Clarry, William M. Mitchell, Harold L. Moses, Kevin G. Osteen, David L. Page, Fritz F.

Parl, Mildred T. Stahlman, Larry L. Swift, William O. Whetsell, Jr., Stephen C. Woodward

RESEARCH PROFESSOR F. James Primus

ADJUNCT PROFESSOR Martin Charles Mihm, Jr.

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

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RESEARCH ASSOCIATE PROFESSORS Venkataraman Amarnath, Maria Gabriella Giro

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 Geza S. Bodor, Alan Stuart Boyd, Alice C. Coogan, Hugh A. Davies, Sergio Fazio, David Gailani, Joyce E. Johnson, Claudia K. Jones, Marsha C. Kinney, William Riley Macon, Thomas J. Montine, James O. Price, Joan Taylor Richerson, Margie Ann Scott, Debra Jane Shetlar, D. Lewis Sly, Anne Taggart Thomas, William M. Valentine, Mary Kay Washington

RESEARCH ASSISTANT PROFESSORS Kalyani Amarnath, Samuel J. Dimari, Masako Kasami

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 Bengge, Martha K. Miers, Susan Moore Steane, Patricia C. Tanley


ASSOCIATE Maralie Gaffron Exton

INSTRUCTORS Alexander David Borowsky, John P. Crapanzano, Gregory Stephen Henderson, H. Gayle Jacobs, Scott B. Shappell

RESEARCH INSTRUCTORS Mayme Lee Lawrence, Kathleen S. Montine, 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

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VISITING PROFESSOR Victor A. Najjar

RESEARCH PROFESSOR Daniel P. Lindstrom

ADJUNCT PROFESSOR Mary Ann South

ADJOINT PROFESSOR David Muram

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ASSOCIATE CLINICAL PROFESSORS Alexander Asamoah, Robert C. Bone, H. Victor Braren, Arthur Scott Brooks, Paul M. Douthitt, Mary Catherine Dundon, Danny Wayne Futrell, Douglas C. Henry, John O. Jackson, Jr., Mary E. Keown, Stanley M. Lee, Raymond L. Meneely, Ronald V. Miller, Gordon A. Moreau, John R. Morgan, David M. Moroney, Dewey G. Nemecek, John T. Netterville, Jr., Elizabeth P. Pierce, Patricia F. Robinson, Jorge Rojas-Brasseti, Dan S. Sanders III, E. Conrad Shackelford, Jr., C. Norman Spencer, Joseph Steranka, C. A. Stilwell, Julia Thompson, Ernest A. Turner, Earl E. Vastbinder, Thomas C. Whitworth, G. Wallace Wood

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RESEARCH ASSISTANT PROFESSORS Joy D. Cogan, Farhang Payvar

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

ASSISTANT CLINICAL PROFESSORS Laurel V. Alsentzer, James C. Anderson, Nancy Graves Beveridge, Susan B. Campbell, George T. Critz, Karen Carlson DesPrez, Ray L. Dubuisson, Vernessa Wood Ekelem, Lee Ann Freeman, Roland W. Gray, Paul Jacob Heil, David E. Hill, Charles S. Hirshberg, Kraig E. Humbaugh, Margreete Johnston, Jodi Ann Hitchcock Keeler, Elizabeth Duke Krueger, Russell B. Leftwich, 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, William T. Slonecker, Steven M. Tate, Elizabeth Grimes Triggs, Dorothy Jean Turner, Benjamin W. Van Voorhees, Joan W. White, 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, Amed Soliz

RESEARCH INSTRUCTORS Nada M. Bulus, Danko Martincic, Taiji Matsusaka

ADJUNCT INSTRUCTOR Richard W. Greene

CLINICAL INSTRUCTORS Norman Albertson, Lori L. Amis, Wendy Pais Baker, Samuel R. Bastian, Kelly Bennie, Deborah D. Beyer, Janet G. Blackwell, Linda Diane Brady, Donald T. Brothers, Jr., Duncan R. Campbell, Susan H. Cheatham, Arleen Chung, William Raymond Davidson, Angela DiGiovanni, Ann L. Failing, Jill A. Forbess, Rebecca L. Frakes, Beverly A. Frank, Christopher S. Greeley, Eddie D. Hamilton, Casilda Hermo, Mary Noelle Holly, David R. Hudson, Christine W. Hunley, Robert H. Hutcheson, Jr., Samantha Y. King, Lawrence A. Klinsky, Michael David Ladd, Deidre E. Lanier, Mark Andrew Lee, H. Brian Leeper, Dina H. Mishu, Sharon Moore-Caldwell, Jennifer Moore, Gregory J. Myers, K. Timothy North, Lee Anne O'Brien, Krista Gaines Oquist, Harshila Patel, Christopher Pierce, John M. Rahe, David A. Richman, Katharine Schull, Michael R. Sharpe, Christopher Smeltzer, Christina W. Steger, Leonard A. Steinberg, Lesa Sutton-Davis, Keith Thompson, Phyllis L. Townsend, Parvin Vafai, Diane Marie Vosberg, Mark D. Watkins, Melissa A. Will, Ida Michele Williams-Wilson, Sadhna V. Williams, Kenneth N. Wyatt

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

RESEARCH ASSOCIATE M. R. S. Krishnamani



✿ 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, Parkerson, and staff.

## Pharmacology

CHAIR Lee E. Limbird

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

PROFESSORS M. Lawrence Berman, Alan R. Brash, John E. Chapman, Louis J. DeFelice, Michael H. Ebert, John H. Exton, Sidney Fleischer, Kenneth R. Hande, Joel G. Hardman, Steven C. Hebert, Lee E. Limbird, Peter R. Martin, Herbert Y. Meltzer, 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

ASSOCIATE PROFESSORS Robert J. Barrett, Paul B. Bennett, Jr., Italo Biaggioni, Peter R. Bieck, Randy D. Blakely, Ronald B. Emeson, Alfred George, Jr., Robert D. Hunt, David Michael Lovinger, Michael J. McLean, Jason D. Morrow, John J. Murray, Oakley S. Ray, Peter W. Reed, Richard C. Shelton, Dirk J. Snyders, Douglas E. Vaughan, Todd A. Verdoorn

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

ASSISTANT PROFESSORS Mark E. Anderson, Joseph Albert Awad, Joey V. Barnett,

Richard M. Breyer, Nancy J. Brown, Daniel M. Buxbaum, Chand Desai, William A. Hewlett, Junji Ichikawa, Richard B. Kim, MacRae F. Linton, Thomas J. Montine, Augustin Rogelio Mosqueda-Garcia, Katherine T. Murray, Allen J. Naftilan, William E. Serafin, Bih-Hwa Shieh, C. Michael Stein, Brian E. Wadzinski


RESEARCH ASSISTANT PROFESSORS Frank J. Belas, Jr., Igor Alexandrovich Feoktistov, Sammanda Ramamoorthy, Desari M. Reddy, Margaret Sutherland

ADJUNCT ASSISTANT PROFESSORS Ajai Kumar Chaudhary, Emmanuel Onaivi

INSTRUCTORS Jon Backstrom, Aurelio Galli, Christine Saunders, Sally Schroeter

RESEARCH INSTRUCTORS Sabina Kupershmidt, Li Nie, Rema Velayudhan, Dao Wu Wang, Tao Yang

RESEARCH ASSOCIATE Anandi 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, Patricia R. Hebert

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

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 PROFESSORS Virginia D. Abernethy, Leonard Bickman, Penelope H. Brooks, Pietro Castelnuovo-Tedesco, Ariel Y. Deutch, Kenneth A. Dodge, Michael H. Ebert, Volney P. Gay, Steven D. Hollon, Robert M. Kessler, Howard S. Kirshner, Peter T. Loosen, Peter Y. Martin, Herbert Y. Meltzer, Oakley S. Ray, Howard B. Roback, Elaine Sanders-Bush, W. Anderson Spickard, Jr., Fridolin Sulser, Travis I. Thompson, William O. Whetsell, Jr.  
 RESEARCH PROFESSOR Sydney Spector  
 ADJOINT PROFESSOR Michael Maes  
 CLINICAL PROFESSORS David Barton, William M. Petrie

ASSOCIATE PROFESSORS Peter R. Bieck, George C. Bolian, Harry E. Gwirtsman, John R. Hubbard, Robert D. Hunt, Joseph D. LaBarbera, Myung A. Lee, James L. Nash, Rudra Prakash, Paul W. Ragan, William M. Regan, 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, D. Catherine Fuchs, 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

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RESEARCH ASSISTANT PROFESSORS Randy Smith Barrett, Tomas De Paulis, Irene Feurer, Vicki S. Harris, Emmanuel Onaivi, S. Paul Rossby, William T. Summerfelt

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, William B. Bell, Vedavyasa Bhat Biliyar, Henry B. Bracklin, Jr., Susan H. Bryant, David A. Burns, Thomas W. Campbell, Craig A. Clark, Michelle Macht Cochran, Jill DeBona, Jeri Eileen Fitzpatrick, Gayle Foster, Ann Fottrell, Daniel L. Friedman, Sharon M. Gordon, John J. Griffin, William M. Hall, James R. Hart, Carol B. Hersh, Michael D. Hill, Elizabeth B. Hoover, Stephen C. Humble, Robert A. Jack, Robert C. Jamieson, Cynthia A. Janes, Karl Jannasch, Daniel S. Javier, Jo Anne Johnson-Turner, Harold W. Jordan, William D. Kenner, Chandra S. Krishnasastry, J. Gregory Kyser, Shannon L. Little, Linda S. Lundin, Aileen H. McAlister, James R. McFerrin, Carol Proops Milam, Leonard Morgan, Jr., Parvathi Nanjundiah, Margaret Norris, Paula S. Nunn, Samuel J. L. Pieper, Jr., Rodney A. Poling, Michael W. Propper, 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, Lorraine C. Tsui, Cynthia Turner-Graham, James W. Varner, Jane R. Weinberg, W. Scott West, Jackson B. White IV, Brad V. Williams, Nat T. Winston

SENIOR ASSOCIATE Lee H. Fleisher


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

INSTRUCTOR David Chang

ADJUNCT INSTRUCTOR Helen H. Romfh

CLINICAL INSTRUCTORS Alan J. Lynch, Earl Q. Parrott, William F. Sheridan, Jr.

RESEARCH ASSOCIATE 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*

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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

RESEARCH PROFESSOR A. Bertrand Brill

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, 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, Wui K. Chong, Anthony J. Cmelak, Jeffrey L. Creasy, 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, Michelle M. Smith, Anthony S. Wattleworth, William S. Witt

RESEARCH ASSISTANT PROFESSORS William R. Riddle, Elaine Sierra-Rivera

ADJUNCT ASSISTANT PROFESSORS Susana Martinez Cruz, Christine H. Lorenz

ASSISTANT CLINICAL PROFESSORS Roy Ellsworth Erb, 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 Kathleen J. Helton, Margaret B. Wright  
RESEARCH INSTRUCTOR Sekhar Konjeti  
CLINICAL INSTRUCTORS Henry C. Howerton, Daniel L. Starnes  
ASSISTANTS William J. Bunnell, 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. Staff.

# Section of Surgical Sciences

**T**HE 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.

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rington, Jr., H. C. Meng, Vernon H. Reynolds, Douglas H. Riddell, Louis Rosenfeld,  
John L. Sawyers, H. William Scott, Jr.

PROFESSORS R. Benton Adkins, Jr., R. Daniel Beauchamp, John A. Morris, Jr., James A.  
O'Neill, Jr., C. Wright Pinson, Robert E. Richié, John Leeman Tarpley, Lester F. Williams,  
Jr.

ADJUNCT RESEARCH PROFESSOR Harold C. Miller

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

ASSOCIATE PROFESSORS J. Stephen Dummer, Richard E. Goldstein, Steven G. Meranze,  
William A. Nylander, Jr., William O. Richards, Edmund J. Rutherford, Kenneth W. Sharp,  
David H. Van Buren

ASSOCIATE CLINICAL PROFESSORS William J. Anderson, Steven J. Eskin, 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. Freres-  
Steed, Raul J. Guzman, Michael D. Holzman, Ellen B. Hunter, H. Keith Johnson, Mark  
C. Kelley, Steven D. Leach, Murray J. Mazer, Thomas C. Naslund, Daniel F. Neuzil,  
Craig Nunn, John Kelly Wright, Jr.

VISITING ASSISTANT PROFESSOR Si Young Song  
RESEARCH ASSISTANT PROFESSORS Paul J. Flakoll, Kareem Jabbour, 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, Sabi S. D. Kumar, Bonnie M. Miller, Douglas O. Olsen, Jeffer-  
son C. Pennington, David R. Pickens, Jr., Robert N. Sadler  
ASSOCIATES Carolyn S. Watts, Phillip E. Williams, Sara Jayne Williams  
INSTRUCTORS Leonard A. Bradshaw, Ronald H. Clements, Daniel C. Cullinane, Timothy  
L. Van Natta  
RESEARCH INSTRUCTORS Myfanwy Borel, 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  
LECTURER Hal E. Houston

## *Cardiac and Thoracic Surgery*

CHAIRMAN Davis C. Drinkwater, Jr.  
PROFESSORS Harvey W. Bender, Jr., Davis C. Drinkwater, 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 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*

CHAIRMAN Scott B. Boyd  
PROFESSORS Scott B. Boyd, H. David Hall, 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, Robert C. Sjursen, Jr., William E.  
Smith, Jack Alexander Tyson  
ASSISTANT CLINICAL PROFESSORS Bill Akin, Herbert Allen Crockett, Ernest J. DeWald,  
James L. Dickson, Jon C. Fisher, Matthias J. Gorham, Jr., Irwin Hodes, Phillip E. Hutch-  
eson, Robert C. Lineberger, Terry A. Propper, Henry Clifton Simmons 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 EMERITUS William F. Meacham  
 PROFESSORS George S. Allen, Robert J. Maciunas  
 CLINICAL PROFESSOR Cully A. Cobb, Jr.  
 ASSOCIATE PROFESSORS Bennett Blumenkopf, J. Michael Fitzpatrick, Noel B. Tulipan  
 ASSOCIATE CLINICAL PROFESSORS Michael E. Glasscock III, Ray W. Hester  
 ASSISTANT PROFESSORS Michael L. Copeland, Scott Crawford Standard  
 ASSISTANT CLINICAL PROFESSOR Everette I. Howell, Jr.  
 CLINICAL INSTRUCTORS Vaughan A. Allen, Verne E. Allen, Arthur Cushman, James W. Hays

## Oral Surgery

CHAIRMAN Scott B. Boyd  
 PROFESSOR EMERITUS Elmore Hill  
 PROFESSORS Scott B. Boyd, H. David Hall  
 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  
 PROFESSOR EMERITUS William G. Kennon, Jr.  
 PROFESSORS Fred H. Bess, Robert H. Ossoff  
 CLINICAL PROFESSORS Michael E. Glasscock, III, C. Gary Jackson  
 ASSOCIATE PROFESSORS Thomas F. Cleveland, James A. Duncavage, James W. Hall III, James L. Netterville, William Russell Ries, 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 A. Day, Glenn S. Edwards, C. Gealyn Garrett, David S. Haynes, Theodore C. Larson III, Stephen A. Mitchell, Lou Reinisch, Timothy L. Smith, Jay A. Werkhaven  
 ASSISTANT CLINICAL PROFESSORS Jerrall P. Crook, William L. Downey, William E. Gross, Daniel R. Hightower, Thomas W. Holzen, Michael J. Koriwchak, Warren R. Patterson, Mark E. Reiber  
 INSTRUCTORS Robert J. Andrews, Albert Merati, Frank R. Miller  
 RESEARCH INSTRUCTOR Shan Huang  
 CLINICAL INSTRUCTORS Ronald Cate, Jerrall Paul Crook, Jr., William G. Davis, Mark A. Deaton, Edwin Boyette Emerson, F. Brian Gibson, William Thomas Moore, Robert C. Owen, John D. 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*

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.

PROFESSOR EMERITUS Charles E. Haines, 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

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, John Pope

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 Professor of Neurological Surgery
- DAVID M. BADER, Gladys Parkinson Stahlman Professor of Cardiovascular Research
- 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 Professor of Pulmonary Diseases
- LONNIE S. BURNETT, Frances and John C. Burch Professor of 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 of Diabetic Research
- FRANK CHYTIL, General Foods Distinguished Professor of Nutrition
- STANLEY COHEN, Distinguished Professor of Biochemistry
- DAVIS C. DRINKWATER, JR., William S. Stoney Jr. Professor of Cardiac and Thoracic Surgery
- GOTTLIEB C. FRIESINGER II, Betty and Jack Bailey Professor of Cardiology
- THOMAS P. GRAHAM, JR., Ann and Monroe Carell Jr. Family Professor of Pediatric Cardiology
- DARYL K. GRANNER, Joe C. Davis Professor of 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 Professor of 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. Professor of Clinical Oncology
- JOHN H. NEWMAN, Elsa S. Hanigan Professor of Pulmonary Medicine
- DENIS M. O'DAY, George Weeks Hale Professor of Ophthalmology
- JAMES A. O'NEILL, JR., John Clinton Foshee Distinguished Professor of Surgery
- JOHN A. OATES, Thomas F. Frist Professor of Medicine
- MARIE-CLAIRE ORGBIN-CRIST, Lucius E. Birch Professor of Reproductive Physiology and Family Planning
- ROBERT H. OSSOFF, Guy M. Maness Professor of Otolaryngology
- JOHN A. PHILLIPS III, David T. Karzon Professor of Pediatrics; Professor of Biochemistry
- THOMAS QUERTERMOUS, Hugh J. Morgan Professor of 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 Professor of Biochemistry
- RICHARD M. ZANER, Ann Geddes Stahlman Professor of Medical Ethics

## Faculty

- MATTHEW J. ABBATE, Adjunct Instructor in Medicine  
A.B. (Brown 1987); M.D. (Tufts 1991)
- RASUL ABDOLRASULNIA, Research Instructor in Medicine  
B.S. (Shiraz 1961); M.S. (Pahlavi 1972); Ph.D. (Tennessee 1978)
- VIRGINIA D. ABERNETHY, Professor of Psychiatry (Anthropology)  
B.A. (Wellesley 1955); A.M., Ph.D. (Harvard 1968, 1970); M.B.A. (Vanderbilt 1981)

- AIDA ABOU-HAILA, Research Associate Professor of Obstetrics and Gynecology Licence in Natural Sciences (Lebanese [Bierut] 1971); D.E.A., Doctorat (Université Pierre et Marie Curie 1973, 1976); Doctorat en Sciences (Université René Descartes 1987)
- BASSEL W. ABOU-KHALIL, Associate Professor of Neurology  
B.S., M.D. (American University of Beirut 1974, 1978)
- ANGELA W. ABOUTANOS, Assistant Professor of Medicine  
B.S. (Furman 1986); M.D. (Emory 1991)
- MAURICE M. ACREE, JR., Assistant Clinical Professor of Pathology  
B.A. (Vanderbilt 1949); M.D. (Tennessee 1961)
- GEORGE A. ADAMS, JR., Clinical Instructor in Dentistry (Pedodontics)  
D.D.S. (Indiana 1974)
- MARK C. ADAMS, Associate Professor of Urologic Surgery; Associate Professor of Pediatrics  
A.B., M.D. (Vanderbilt 1979, 1983)
- RONALD B. ADDLESTONE, Associate Clinical Professor of Radiology and Radiological Sciences  
B.S. (Charleston 1965); M.D. (Emory 1968)
- R. BENTON ADKINS, JR., Professor of Surgery; Professor of Cell Biology  
B.S. (Austin Peay State 1954); M.D. (Vanderbilt 1958)
- R. TERRY ADKINS, Clinical Instructor in Obstetrics and Gynecology  
A.B. (Tennessee 1980); M.D. (Baylor 1983)
- MARIA DEL PILAR AGUINAGA, Adjunct Associate Professor of Medicine  
B.S., M.S. (Universidad Peruana 'Cayutano Heredia' [Peru] 1977, 1978); M.S. (Wisconsin 1979); Ph.D. (Kanazawa [Japan] 1984)
- CHRISTOPHER R. AIKEN, Assistant Professor of Microbiology and Immunology  
B.S. (California, Berkeley 1983); Ph.D. (Illinois 1991)
- BILL AKIN, Assistant Clinical Professor of Dentistry (Periodontics)  
B.A. (Vanderbilt 1970); D.D.S. (Tennessee 1973)
- JUDITH B. AKIN, Assistant Clinical Professor of Psychiatry  
Pharm.D., M.D. (University of Arkansas for Medical Sciences 1982, 1986)
- NORMAN ALBERTSON, Clinical Instructor in Pediatrics  
B.S. (Texas A & M 1981); M.D. (Texas 1991)
- CHARLES F. ALBRIGHT, Assistant Professor of Biochemistry  
S.B., Ph.D. (Massachusetts Institute of Technology 1980, 1989)
- DAVID DWIGHT ALFERY, Adjunct Associate Professor of Anesthesiology  
B.A. (Tulane 1970); M.D. (Louisiana State 1976)
- ROBERT H. ALFORD, Clinical Professor of Medicine  
B.A., M.D. (Vanderbilt 1958, 1961)
- WILLIAM C. ALFORD, JR., Clinical Professor of Cardiac and Thoracic Surgery  
B.A., M.D. (Vanderbilt 1952, 1955)
- DAVID W. ALLEN, Assistant Clinical Professor of Medicine  
B.S. (Vanderbilt 1984); M.D. (East Tennessee State 1989)
- GEORGE S. ALLEN, William F. Meacham Professor of Neurological Surgery and Chairman of the Department  
B.A. (Wesleyan 1963); M.D. (Washington University 1967); Ph.D. (Minnesota 1974)
- JAMES D. ALLEN, Associate Clinical Professor of Dentistry  
A.B., D.D.S. (Tennessee 1980, 1984)
- JOSEPH H. ALLEN, JR., Professor of Radiology and Radiological Sciences, Emeritus  
M.D. (Washington University 1948)
- TERRY R. ALLEN, Assistant Clinical Professor of Surgery  
B.A. (Swarthmore 1962); M.D. (Virginia 1966)
- VAUGHAN A. ALLEN, Clinical Instructor in Neurological Surgery  
B.S. (Springfield 1967); M.D. (Temple 1972)
- VERNE E. ALLEN, Clinical Instructor in Neurological Surgery  
B.S. (Springfield 1967); M.D. (Temple 1972)
- E. JACKSON ALLISON, JR., Clinical Professor of Emergency Medicine  
A.B., M.P.H., M.D. (North Carolina 1966, 1971, 1975)
- FRED ALLISON, JR., Professor of Medicine, Emeritus  
B.S. (Alabama Polytechnic Institute, Auburn 1944); M.D. (Vanderbilt 1946)
- M. NEIL ALLISON, Associate Clinical Professor of Pathology  
D.V.M. (Oklahoma State 1971)
- BAN MISHU ALLOS, Assistant Professor of Medicine; Assistant Professor of Preventive Medicine  
B.A. (Emory 1981); M.D. (Tennessee, Memphis 1985)
- BENJAMIN J. ALPER, Associate Clinical Professor of Medicine  
B.A., M.D. (Vanderbilt 1946, 1949)
- LAUREL V. ALSENTZER, Assistant Clinical Professor of Pediatrics  
B.S.N. (Vanderbilt 1983); M.D. (Medical College of Pennsylvania 1987)
- DARRINGTON PHILLIPS ALTENBERN, Clinical Instructor in Obstetrics and Gynecology  
B.A. (North Carolina 1984); M.D. (Vanderbilt 1988)

- KALYANI AMARNATH, Research Assistant Professor of Pathology  
B.S., M.S. (Madras Christian 1968, 1970); Ph.D. (Utah 1981)
- VENKATARAMAN AMARNATH, Research Associate Professor of Pathology  
B.S. (Madras Christian 1968); M.S. (Indian Institute of Technology 1970); Ph.D. (Carnegie-Mellon 1973)
- SUDHA S. AMATYA, Clinical Instructor in Pediatrics  
M.D. (Karachi [Pakistan] 1984)
- SUDHA S. AMATYA, Clinical Instructor in Pediatrics  
M.D. (Karachi [Pakistan] 1984)
- SUSAN M. AMBERG, Clinical Instructor in Hearing and Speech Sciences  
A.B. (Michigan 1983); M.A. (Michigan State 1984)
- LORI L. AMIS, Clinical Instructor in Pediatrics  
B.S. (Auburn 1989); M.D. (Tennessee, Memphis 1993)
- VINITA ANAND, Assistant Clinical Professor of Medicine  
M.B., B.S. (Bangalore 1978)
- EDWARD E. ANDERSON, Clinical Instructor in Medicine  
B.A., M.D. (Vanderbilt 1958, 1961)
- EDWIN B. ANDERSON, JR., Assistant Clinical Professor of Medicine  
B.S. (Georgia Institute of Technology 1969); M.D. (Vanderbilt 1973)
- JAMES C. ANDERSON, Assistant Clinical Professor of Pediatrics  
B.A. (Illinois Wesleyan 1985); M.D. (Vanderbilt 1989)
- JAMES ERWIN ANDERSON, JR., Associate Clinical Professor of Medicine  
B.A., M.D. (Vanderbilt 1956, 1959)
- JOHN E. ANDERSON, Assistant Clinical Professor of Medicine  
B.A. (Virginia 1982); M.D. (Vanderbilt 1986)
- MARK E. ANDERSON, Assistant Professor of Medicine; Assistant Professor of Pharmacology  
B.A. (Macalester 1981); Ph.D., M.D. (Minnesota 1987, 1989)
- WAYNE F. ANDERSON, Adjunct Professor of Biochemistry  
B.S. (Minnesota 1970); M.Phil., Ph.D. (Yale 1975, 1975)
- WILLIAM H. ANDERSON, Assistant Professor of Psychiatry; Assistant Professor of Psychology, College of Arts and Science  
B.A. (Trevecca Nazarene 1952); M.Div. (Nazarene Theological Seminary 1955); M.A. (Peabody 1967); Ed.D. (Tennessee 1972)
- WILLIAM J. ANDERSON, Associate Clinical Professor of Surgery  
B.A., M.D. (Vanderbilt 1965, 1969)
- ROBERT J. ANDREWS, Instructor in Otolaryngology  
B.A. (Stanford 1987); M.D. (Florida 1991)
- AMY W. APON, Adjunct Assistant Professor of Computer Science; Adjunct Instructor in Biomedical Informatics  
B.S.Ed., A.M., M.S. (Missouri 1979, 1981, 1983); Ph.D. (Vanderbilt 1994)
- MARY ANN THOMPSON ARILDSEN, Assistant Professor of Cell Biology  
B.S., M.S. (Yale 1977, 1977); M.D., Ph.D. (Pennsylvania 1983, 1983)
- RONALD CURTIS ARILDSEN, Assistant Professor of Radiology and Radiological Sciences  
B.S., M.S. (Yale 1977, 1977); M.D. (Columbia 1981)
- RICHARD N. ARMSTRONG, Professor of Biochemistry; Professor of Chemistry  
B.S. (Western Illinois 1970); Ph.D. (Marquette 1975)
- CASEY C. ARNEY, Assistant Clinical Professor of Psychiatry  
B.A. (Kentucky 1984); M.D. (Louisville 1988)
- TIMOTHY L. ARNEY, Assistant Professor of Anesthesiology  
B.S. (Oregon State 1977); M.D. (American University of the Caribbean 1987)
- EDWARD S. ARNOLD, Assistant Clinical Professor of Psychiatry  
B.A., M.D. (Vanderbilt 1973, 1977)
- LARRY T. ARNOLD, Associate Clinical Professor of Obstetrics and Gynecology  
M.D. (Tennessee 1961)
- EVERTON L. ARRINDELL, Clinical Instructor in Ophthalmology and Visual Sciences  
B.S. (Michigan State 1982); M.D. (Iowa 1986)
- SAUNDRETT GIBBS ARRINDELL, Adjunct Assistant Professor of Medicine  
B.S. (Georgia 1982); M.D. (Iowa 1986)
- CARLOS L. ARTEAGA, Associate Professor of Medicine; Associate Professor of Cell Biology  
M.D. (Guayaquil 1979)
- ALEXANDER ASAMOAH, Associate Clinical Professor of Pediatrics  
M.S. (Louisiana State 1985); M.B., Ch.B. (Ghana 1981); Ph.D. (Louisiana State 1988)
- JOHN R. ASHFORD, Assistant Clinical Professor of Hearing and Speech Sciences  
B.S., M.S. (Southern Mississippi 1967, 1968)
- LINDA ASHFORD, Instructor in Pediatrics; Associate, John F. Kennedy Center  
B.S., M.S. (Tennessee 1971, 1973); Ph.D. (Vanderbilt 1988)
- DANIEL H. ASHMEAD, Associate Professor of Hearing and Speech Sciences; Assistant Professor of Psychology, College of Arts and Science; Investigator, John F. Kennedy Center Sc.B. (Brown 1976); Ph.D. (Minnesota 1983)
- JAMES B. ATKINSON III, Associate Professor of Pathology  
B.A., M.D., Ph.D. (Vanderbilt 1973, 1981, 1981)

- THOMAS M. AUNE, Associate Professor of Medicine  
B.S. (Rhodes 1973); Ph.D. (Tennessee 1976)
- GEORGE R. AVANT, Associate Professor of Medicine  
B.S., M.D. (North Carolina 1963, 1967)
- MARK S. AVERBUCH, Associate Clinical Professor of Medicine  
M.D. (Tulane 1973)
- JOSEPH ALBERT AWAD, Assistant Professor of Medicine; Assistant Professor of Pharmacology  
B.A. (Vanderbilt 1980); M.D. (Washington University 1985)
- SARAH B. AYLOR, Assistant Clinical Professor of Psychiatry  
B.A., M.D. (Vanderbilt 1978, 1983)
- KENNETH S. BABE, JR., Adjunct Instructor in Medicine  
B.S. (Pennsylvania State 1987); M.D. (Vanderbilt 1991)
- ALAN F. BACHRACH, Clinical Instructor in Neurology  
B.S. (Syracuse 1975); M.S., Ph.D. (Vanderbilt 1978, 1981); M.D. (South Florida 1987)
- JON BACKSTROM, Instructor in Pharmacology  
B.S. (Minnesota 1987); Ph.D. (Southern California 1994)
- DAVID M. BADER, Gladys Parkinson Stahlman Professor of Cardiovascular Research; Professor of Medicine; Professor of Cell Biology  
B.A. (Augustana 1974); Ph.D. (North Dakota 1978)
- HARRY BAER, Clinical Instructor in Obstetrics and Gynecology  
M.D. (Tennessee 1954)
- WENDY PAIS BAKER, Clinical Instructor in Pediatrics  
B.A. (Emory 1983); M.S. (Georgia State 1986); M.D. (Tennessee, Memphis 1991)
- K. BALASUBRAMANIAN, Research Instructor in Biochemistry  
B.Sc. (Vivekananda 1971); M.Sc. (Indian Institute of Technology 1973); Ph.D. (Vanderbilt 1977)
- DEAN WILLIAMS BALLARD, Associate Professor of Microbiology and Immunology  
B.S. (Marshall 1978); M.S., Ph.D. (Illinois 1981, 1984)
- JEANNE F. BALLINGER, Assistant Clinical Professor of Surgery  
B.A. (Texas 1973); M.D. (Harvard 1977)
- THOMAS A. BAN, Professor of Psychiatry, Emeritus  
M.D. (Budapest 1954)
- MONTY BANNERJE, Assistant Clinical Professor of Pathology  
B.V.Sc. (Assam Agricultural 1978); M.V.Sc. (Punjab Agricultural 1981); Ph.D. (Albany Medical College 1987)
- SMRITI BARDHAN, Research Instructor in Biochemistry  
B.S., M.Sc. (Allahabad 1961, 1963); Ph.D. (Kalyani 1973)
- ERIC L. BARKER, Instructor in Pharmacology  
B.S. (Saint Louis 1988); Ph.D. (Vanderbilt 1993)
- JOHN A. BARNARD, Associate Professor of Pediatrics  
B.S. (South Alabama 1976); M.D. (Mississippi 1980)
- DONALD R. BARNETT, Clinical Instructor in Obstetrics and Gynecology  
A.B., M.D. (West Virginia 1964, 1968)
- JOEY V. BARNETT, Assistant Professor of Medicine; Assistant Professor of Pharmacology  
B.S. (Indiana State [Evansville] 1980); Ph.D. (Vanderbilt 1986)
- PAUL H. BARNETT, Associate Clinical Professor of Medicine  
B.A., M.D. (Vanderbilt 1955, 1958)
- ROBERT B. BARNETT, Assistant Clinical Professor of Urologic Surgery  
B.A., M.D. (Vanderbilt 1966, 1969)
- FREDERICK E. BARR, Assistant Professor of Pediatrics; Assistant Professor of Anesthesiology  
B.S. (West Virginia 1984); M.D. (Virginia 1988)
- MICHAEL S. BARR, Assistant Professor of Medicine  
B.S. (SUNY, College of Environmental Science and Forestry 1981); M.D. (New York 1986)
- RALPH I. BARR, Assistant Clinical Professor of Psychiatry  
B.A., M.D. (Vanderbilt 1968, 1972)
- RANDY SMITH BARRETT, Research Assistant Professor of Psychiatry; Research Associate, John F. Kennedy Center  
B.S. (Western Kentucky 1982); Ph.D. (Vanderbilt 1990)
- ROBERT J. BARRETT, Associate Professor of Pharmacology; Associate Professor of Psychology, College of Arts and Science  
B.A. (Lycoming 1963); M.A., Ph.D. (Southern Illinois 1966, 1967)
- ANNE P. BARTEK, Assistant Clinical Professor of Psychiatry  
B.S., M.D. (Michigan 1975, 1979)
- DAVID BARTON, Clinical Professor of Psychiatry  
B.S. (Alabama 1958); M.D. (Tulane 1962)
- LYNN P. BARTON, Assistant Clinical Professor of Psychiatry  
B.A. (Tulane 1963); M.S.S.W. (Tennessee 1977)
- RONALD M. BARTON, Assistant Professor of Plastic Surgery  
A.B. (Harvard 1969); M.D. (Kansas 1973)
- ALLAN D. BASS, Professor of Pharmacology, Emeritus  
B.S. (Simpson 1931); M.S., M.D. (Vanderbilt 1932, 1939)

- SAMUEL R. BASTIAN, Clinical Instructor in Pediatrics  
B.S. (Middle Tennessee State 1984); M.D. (Tennessee, Memphis 1989)
- E. DALE BATCHELOR, Clinical Instructor in Ophthalmology and Visual Sciences  
B.A. (Tennessee, Chattanooga 1972); M.D. (Vanderbilt 1976)
- G. WILLIAM BATES, Clinical Professor of Obstetrics and Gynecology  
B.S., M.D. (North Carolina 1962, 1965)
- RANDOLPH BATSON, Professor of Pediatrics, Emeritus  
B.A., M.D. (Vanderbilt 1938, 1942)
- ROBERT BAUM, Assistant Professor of Orthopaedics and Rehabilitation  
B.S., M.S. (SUNY, Buffalo 1970, 1972); M.D. (Cincinnati 1988)
- ANNA BAUMGAERTEL, Assistant Professor of Pediatrics  
Dr.med. (Free University of Berlin 1977)
- JERE W. BAXTER, Assistant Clinical Professor of Pathology  
A.B., M.D. (Tennessee 1973, 1976)
- AMY E. BAZYK, Assistant in Molecular Physiology and Biophysics  
B.S. (Cornell 1993); M.S. (Minnesota 1997)
- TERRELL W. BEAN, Assistant Professor of Medicine  
B.A. (University of the South 1971); M.D. (Tennessee, Memphis 1975); M.P.A. (Oklahoma 1992)
- CHARLES BEATTIE, Professor of Anesthesiology and Chairman of the Department  
B.Ch.E., M.Ch.E. (Louisville 1962, 1963); Ph.D. (New York 1971); M.D. (Kentucky 1976)
- R. DANIEL BEAUCHAMP, Professor of Surgery; Professor of Cell Biology  
B.S. (Texas Tech 1978); M.D. (Texas 1982)
- CLAUDIA M. BECK, Instructor in Emergency Medicine  
B.A. (Western Maryland 1988); M.D. (Maryland 1992)
- BRYAN N. BECKER, Assistant Professor of Medicine (On leave 1997/98)  
A.B. (Dartmouth 1984); M.D. (Kansas 1988)
- SAMUEL LEWIS BECKMAN, Assistant in Orthopaedics and Rehabilitation  
A.B., D.V.M. (Tennessee 1977, 1981)
- JOSEPH M. BEECHEM, Associate Professor of Molecular Physiology and Biophysics  
B.S. (Northern Kentucky 1981); Ph.D. (Johns Hopkins 1986)
- FRANK J. BELAS, JR., Research Assistant Professor of Pharmacology  
B.A., M.S. (New Orleans 1985, 1988); Ph.D. (Houston 1992)
- ERVIN C. BELCHER, Associate Professor of Dentistry (General Practice) (On leave 1996/97)  
B.S. (Austin Peay State 1965); D.M.D. (Kentucky 1969)
- RICHARD S. BELCHER, Assistant Professor of Emergency Medicine  
B.A. (Tennessee, Chattanooga 1985); M.D. (Tennessee 1989)
- WILLIAM B. BELL, Assistant Clinical Professor of Psychiatry  
B.S. (Carson-Newman 1983); M.D. (Kentucky 1988)
- HARVEY W. BENDER, JR., Professor of Cardiac and Thoracic Surgery  
M.D. (Baylor 1959)
- HERMAN BERGE, Senior Associate in Pathology  
B.S., M.A. (Peabody 1969, 1970); M.B.A. (Tennessee State 1981); J.D. (Nashville School of Law 1989)
- PAUL B. BENNETT, JR., Associate Professor of Pharmacology; Associate Professor of Medicine  
B.A., Ph.D. (Arkansas 1976, 1982)
- KELLY BENNIE, Clinical Instructor in Pediatrics  
B.S. (Miami [Ohio] 1988); M.D. (Tennessee, Memphis 1994)
- PAUL M. BERGERON, Assistant Clinical Professor of Emergency Medicine  
B.S. (Missaps 1980); M.D. (Mississippi, Jackson 1984)
- ROBERT J. BERKOMPAS, Assistant Clinical Professor of Medicine  
B.S. (Calvin 1982); M.D. (Texas Southwestern Medical School 1986)
- M. LAWRENCE BERMAN, Professor of Anesthesiology; Professor of Pharmacology  
B.S. (Connecticut 1951); M.S., Ph.D. (University of Washington 1954, 1956); M.D. (North Carolina 1964)
- GORDON R. BERNARD, Professor of Medicine  
B.S. (Southern [Louisiana] 1972); M.D. (Louisiana State 1976)
- STANLEY BERNARD, Assistant Clinical Professor of Surgery  
B.A., M.D. (Vanderbilt 1944, 1947)
- WILLIAM BERNET, Associate Clinical Professor of Psychiatry  
A.B. (Holy Cross 1963); M.D. (Harvard 1967)
- PHILIP D. BERTRAM, Associate Clinical Professor of Medicine  
B.S. (Tennessee Technological 1966); M.D. (Tennessee 1968)
- FRED H. BESS, Professor of Hearing and Speech Sciences and Director of the Division; Professor of Otolaryngology; Investigator, John F. Kennedy Center  
A.B. (Carthage 1962); M.S. (Vanderbilt 1964); Ph.D. (Michigan 1970)
- ALBERT H. BETH, Professor of Molecular Physiology and Biophysics  
B.S. (Murray State 1974); Ph.D. (Vanderbilt 1977)
- JOHN H. BEVERIDGE, Professor of Radiology and Radiological Sciences, Emeritus  
B.S., M.D. (Virginia 1941, 1944)



- NANCY GRAVES BEVERIDGE, Assistant Clinical Professor of Pediatrics  
B.A. (North Carolina 1984); M.D. (Wake Forest 1988)
- BRUCE ROBERT BEYER, Assistant Professor of Obstetrics and Gynecology (On leave 1996/97)  
B.A., M.D. (Vanderbilt 1977, 1981)
- DEBORAH D. BEYER, Clinical Instructor in Pediatrics  
B.S. (Pepperdine 1987); M.D. (Vanderbilt 1991)
- KOLARI S. BHAT, Research Assistant Professor of Cell Biology  
Ph.D. (Indian Institute of Science 1979)
- ITALO BIAGGIONI, Associate Professor of Medicine; Associate Professor of Pharmacology  
M.D. (Peruana Cayetano Heredia 1980)
- LEONARD BICKMAN, Professor of Psychiatry, Peabody College; Professor of Psychiatry; Director, Mental Health Policy Center, Institute for Public Policy Studies (On leave 1996/97)  
B.S. (City College of New York 1963); M.A. (Columbia 1965); Ph.D. (City University of New York 1969)
- PETER R. BIECK, Associate Professor of Psychiatry; Associate Professor of Pharmacology; Associate Professor of Medicine  
Dr.med. (Würzburg 1963)
- VEDAVYASA BHAT BILIYAR, Assistant Clinical Professor of Psychiatry  
M.D. (Karnatak [Dharwad] 1978)
- F. TREMAINE BILLINGS, Professor of Medicine, Emeritus  
A.B. (Princeton 1933); M.Sc. (Oxford 1936); M.D. (Johns Hopkins 1938); D.H.L. (hon., Meharry Medical 1994)
- JOHN Q. BINHLAM, Adjunct Instructor in Medicine  
B.S. (Vanderbilt 1985); Louisville (M.D. 1990)
- DANIEL A. BIRCHMORE, Assistant Professor of Medicine  
B.S. (Georgia 1972); M.D. (Medical College of Georgia 1976)
- EUGENE L. BISHOP, JR., Clinical Professor of Pediatrics  
B.A., M.D. (Vanderbilt 1948, 1951)
- MICHAEL ROBERT BISHOP, Clinical Instructor in Obstetrics and Gynecology  
B.S. (Purdue 1969); M.D., Ph.D. (Vanderbilt 1975, 1975)
- JANET G. BLACKWELL, Clinical Instructor in Pediatrics  
B.A. (David Lipscomb 1975); M.D. (Tennessee 1981)
- TIMOTHY S. BLACKWELL, Assistant Professor of Medicine  
B.A. (Vanderbilt 1983); M.D. (Alabama 1988)
- MARY ANNE BLAKE, Clinical Instructor in Obstetrics and Gynecology  
A.B. (Tennessee 1976); M.D. (Alabama, Birmingham 1982)
- RANDY D. BLAKELY, Allan D. Bass Chair in Pharmacology; Associate Professor of Pharmacology  
B.S. (Emory 1981); Ph.D. (Johns Hopkins 1987)
- CHARLES D. BLANKE, Assistant Professor of Medicine  
B.S. (Northwestern 1986); M.D. (Northwestern, Chicago 1988)
- STEPHEN T. BLANKS, Associate in Anesthesiology  
B.S. (Middle Tennessee State 1972); C.R.N.A.
- DONALD MCLAIN BLANTON, Assistant Clinical Professor of Emergency Medicine  
B.S. (Vanderbilt 1978); M.S. (Memphis State 1980); M.D. (Tennessee 1984)
- MARTIN J. BLASER, Addison B. Scoville Jr. Professor of Medicine; Professor of Microbiology and Immunology  
B.A. (Pennsylvania 1969); M.D. (New York 1973)
- DAVID J. BLAZER, Assistant Clinical Professor of Medicine  
B.A. (Hartford 1973); M.D. (Florence 1980)
- MARK BLITON, Assistant Professor of Medicine; Assistant Professor of Philosophy  
B.A. (Allegheny 1989); Ph.D. (Vanderbilt 1993)
- KAREN C. BLOCH, Assistant Professor of Medicine  
B.S. (Duke 1986); M.D. (California, Berkeley 1990); M.P.H. (Virginia 1996)
- BENNETT BLUMENKOPF, Associate Professor of Neurological Surgery  
A.B., M.D. (Boston University 1973, 1976)
- RAYMOND FRANCIS BLUTH, Assistant Clinical Professor of Pathology  
A.B. (California, Berkeley 1983); M.D. (Vanderbilt 1988)
- ROBERT GRAY BOBBITT, Assistant Professor of Psychiatry; Adjoint Associate Professor of Psychology, Peabody College; Adjoint Assistant Professor of Psychology, College of Arts and Science  
B.A., M.A. (Wake Forest 1969, 1970); Ph.D. (Florida State 1974)
- PAUL E. BOCK, Associate Professor of Pathology; Associate Professor of Medicine  
B.A. (California, San Diego 1971); Ph.D. (Washington University 1976)
- STANLEY J. BODNER, Associate Clinical Professor of Medicine; Adjoint Assistant Professor of Nursing  
B.A. (Uppsala 1963); M.D. (SUNY, Buffalo 1967); D.C.M.T. (London 1972)
- FRANK H. BOEHM, Professor of Obstetrics and Gynecology  
B.A., M.D. (Vanderbilt 1962, 1965)
- HENRY C. L. BOHLER, JR., Assistant Clinical Professor of Obstetrics and Gynecology  
B.A. (Hampton 1974); M.D. (Columbia 1978)

- JOHN MICHAEL BOLDS, Associate Clinical Professor of Medicine  
A.B. (Harvard 1975); M.D. (Vanderbilt 1979)
- JOHN W. BOLDT, JR., Adjunct Assistant Professor of Medicine  
B.A. (Southern Methodist 1978); M.D. (Vanderbilt 1982)
- GEORGE C. BOLIAN, Associate Professor of Psychiatry  
A.B. (Chicago 1950); A.B. (Harvard 1952); M.D. (Tulane 1957)
- JAMES D. BOMBOY, JR., Associate Clinical Professor of Medicine  
B.S. (Mississippi 1964); M.D. (Vanderbilt 1968)
- ROGER A. BONAOU, Assistant Clinical Professor of Surgery  
B.A. (Emory 1977); M.D. (Tulane 1981)
- JOHN B. BOND, Clinical Professor of Ophthalmology and Visual Sciences  
B.S. (Austin Peay State 1952); M.D. (Vanderbilt 1955)
- JOHN B. BOND III, Assistant Clinical Professor of Ophthalmology and Visual Sciences  
B.S., M.D. (Vanderbilt 1979, 1984)
- MAURICE C. BONDURANT, Associate Professor of Medicine  
B.A. (Murray State 1967); Ph.D. (Vanderbilt 1975)
- ROBERT C. BONE, Adjunct Associate Professor of Cell Biology; Associate Clinical Professor of Pediatrics  
B.A., M.D. (Vanderbilt 1958, 1962)
- JOSEPH F. BONFIGLIO, Assistant Professor of Medicine  
B.S., M.S., Ph.D. (Northeast Louisiana 1975, 1977, 1980)
- KEVIN J. BONNER, Assistant Clinical Professor of Emergency Medicine  
M.D., B.Sc. (Dalhousie 1978, 1982)
- MARK BOOTHBY, Assistant Professor of Microbiology and Immunology; Assistant Professor of Medicine  
B.S. (Wisconsin 1976); M.D., Ph.D. (Washington University 1983, 1983)
- MYFANWY BOREL, Research Instructor in Surgery  
B.S., M.S. (Ohio State 1981, 1983); M.D. (Pennsylvania State 1992)
- ALEXANDER DAVID BOROWSKY, Instructor in Pathology  
B.A. (Pomona 1989); M.D. (Vanderbilt 1994)
- ESWARA C. V. BOTTA, Assistant Professor of Anesthesiology  
M.B., B.S. (Andhra 1976)
- M. GRAY BOWEN, Assistant Professor of Radiology and Radiological Sciences  
B.S. (Virginia Polytechnic Institute 1985); M.D. (Eastern Virginia Medical School 1990)
- ALAN STUART BOYD, Assistant Professor of Medicine; Assistant Professor of Pathology  
B.S. (Abilene Christian 1982); M.D. (Texas, Houston 1986)
- SCOTT B. BOYD, Professor of Oral Surgery and Chairman of the Department  
D.D.S. (Michigan 1980); Ph.D. (Texas 1984)
- ANDREA C. BRACIKOWSKI, Assistant Professor of Emergency Medicine; Assistant Professor of Pediatrics  
B.A. (Mount Holyoke 1977); M.D. (SUNY, Buffalo 1981)
- JAMES P. BRACIKOWSKI, Assistant Professor of Medicine  
B.S. (Syracuse 1975); M.D. (SUNY, College at Buffalo 1979)
- HENRY B. BRACKIN, JR., Assistant Clinical Professor of Psychiatry  
B.A., M.D. (Vanderbilt 1944, 1947)
- DENNIS O. BRADBURN, Clinical Instructor in Neurology  
B.A. (Middle Tennessee State 1977); M.D. (Tennessee 1978)
- LEONARD A. BRADSHAW, Research Associate in Physics; Instructor in Surgery  
B.S. (Abilene Christian 1990); M.S., Ph.D. (Vanderbilt 1992, 1995)
- LINDA DIANE BRADY, Clinical Instructor in Pediatrics  
B.A., M.D. (Vanderbilt 1988, 1992)
- JAN LEWIS BRANDES, Clinical Instructor in Neurology  
B.S. (Mississippi University for Women 1975); M.S. (Tennessee 1980); M.D. (Vanderbilt 1989)
- STEPHEN J. BRANDT, Assistant Professor of Medicine; Assistant Professor of Cell Biology  
B.S. (Duke 1976); M.D. (Emory 1981)
- H. VICTOR BRAREN, Associate Clinical Professor of Urologic Surgery; Associate Clinical Professor of Pediatrics  
A.B. (Duke 1962); M.D. (Tulane 1968)
- ALAN R. BRASH, Professor of Pharmacology  
B.A. (Cambridge 1970); Ph.D. (Edinburgh 1973)
- GENE W. BRATT, Assistant Professor of Hearing and Speech Sciences  
B.A. (Calvin 1969); M.A. (Michigan State 1975); Ph.D. (Vanderbilt 1980)
- STANLEY BRAUN, Clinical Professor of Dentistry  
B.S., M.S. (New York 1951, 1952); D.D.S. (Ohio State 1963)
- JOHN BREINIG, Clinical Instructor in Medicine  
B.E., M.D. (Vanderbilt 1962, 1966)
- MARGARET M. BRENNAN, Assistant Clinical Professor of Medicine  
B.A. (Williams 1977); M.D. (Vanderbilt 1981)
- MARGARET MARY BRENNAN, Clinical Instructor in Obstetrics and Gynecology  
B.A. (Colgate 1984); M.D. (New York Medical 1988)
- ROBERT B. BRESSLER, Adjunct Instructor in Medicine  
B.A. (Vanderbilt 1973); M.D. (Duke 1977)

- PHILLIP L. BRESSMAN, Clinical Instructor in Obstetrics and Gynecology  
B.S. (Oklahoma 1974); M.D. (Vanderbilt 1979)
- JULIA G. BREYER, Associate Professor of Medicine  
B.S., M.D. (Illinois 1976, 1980)
- MATTHEW D. BREYER, Associate Professor of Medicine; Associate Professor of Molecular Physiology and Biophysics  
B.S. (Michigan 1975); M.D. (Harvard 1979)
- RICHARD M. BREYER, Associate Professor of Medicine; Assistant Professor of Pharmacology  
B.S. (Michigan 1978); M.S., Ph.D. (Massachusetts Institute of Technology 1982, 1988)
- ROBERT C. BRIGGS, Associate Professor of Pathology; Research Assistant Professor of Biochemistry  
B.S., M.A. (Northern Michigan 1966, 1972); Ph.D. (Vermont 1976)
- KENNETH L. BRIGHAM, Ralph and Lulu Owen Professor of Pulmonary Diseases; Professor of Medicine; Professor of Biomedical Engineering; Associate Professor of Molecular Physiology and Biophysics; Director, Center for Lung Research  
B.A. (David Lipscomb 1962); M.D. (Vanderbilt 1966)
- JOHN BRIGHT, Research Associate in Neurology  
Ph.D. (Kerala [India] 1991)
- A. BERTRAND BRILL, Research Professor of Radiology and Radiological Sciences; Adjunct Professor of Biomedical Engineering  
M.D. (Utah 1956); Ph.D. (California 1961)
- DEBORAH BROADWATER, Librarian, Eskind Biomedical Library  
B.A. (Spelman 1971); M.S.L.S. (Atlanta 1975)
- E. JANE BROCK, Assistant Professor of Anesthesiology  
B.S. (Tennessee, Chattanooga 1983); D.O. (Kirksville College of Osteopathic Medicine 1989)
- GARY BROCK, Director, Pastoral Services; Adjunct Assistant Professor of Medicine  
B.A. (Tennessee Temple 1965); M.Div. (Southern Baptist Theological Seminary 1968)
- JOHN W. BROCK III, Associate Professor of Urologic Surgery; Associate Professor of Pediatrics  
B.A. (Vanderbilt 1974); M.D. (Medical College of Georgia 1978)
- ARTHUR SCOTT BROOKS, Associate Clinical Professor of Pediatrics  
B.A. (Vanderbilt 1977); M.D. (Tennessee 1981)
- PENELOPE H. BROOKS, Professor of Psychology, Peabody College; Professor of Psychiatry; Investigator, John F. Kennedy Center  
B.A. (Texas 1961); Ph.D. (Minnesota 1964)
- HARRY P. BROQUIST, Professor of Biochemistry, Emeritus  
B.S. (Beloit 1940); M.S., Ph.D. (Wisconsin 1941, 1949)
- DONALD T. BROTHERS, JR., Clinical Instructor in Pediatrics  
B.S. (Vanderbilt 1985); M.D. (Tennessee, Memphis 1989)
- JOHN C. BROTHERS, Clinical Instructor in Orthopaedics and Rehabilitation  
B.S. (Tulane 1961); M.D. (Vanderbilt 1965)
- BRIGITTA C. BROTT, Assistant Professor of Medicine  
S.B. (Massachusetts Institute of Technology 1984); M.D. (Loyola [Chicago] 1988)
- DOUGLAS H. BROWN, Assistant Professor of Obstetrics and Gynecology  
B.S. (Birmingham-Southern 1973); M.D. (Alabama 1976)
- NANCY J. BROWN, Assistant Professor of Medicine; Assistant Professor of Pharmacology  
B.A. (Yale 1981); M.D. (Harvard 1986)
- PHILLIP P. BROWN, Assistant Clinical Professor of Cardiac and Thoracic Surgery  
B.S., M.D. (Oklahoma 1966, 1969)
- STEVEN H. BROWN, Assistant Professor of Biomedical Informatics  
A.B., M.D. (Brown 1981, 1987)
- HARRY G. BROWNE, Assistant Clinical Professor of Pathology  
B.A. (Yale 1951); M.D. (Cornell 1956)
- PHILIP J. BROWNING, Assistant Professor of Medicine; Assistant Professor of Cell Biology  
B.A. (Fisk 1975); M.D. (Tufts 1980)
- JOSEPH P. BRUNER, Assistant Professor of Obstetrics and Gynecology; Assistant Professor of Radiology and Radiological Sciences  
B.S., M.D. (Nebraska 1975, 1979)
- MICHAEL A. BRUNO, Assistant Professor of Radiology and Radiological Sciences; Assistant Professor of Emergency Medicine  
A.B. (Johns Hopkins 1982); M.S. (California, Berkeley 1987); M.D. (California, Irvine 1987)
- WENDALL W. BRYAN, Associate in Orthopaedics and Rehabilitation  
M.S.N. (Vanderbilt 1991)
- DEBORAH MOBLEY BRYANT, Assistant Professor of Pediatrics; Fellow, Institute for Public Policy Studies  
B.A. (Wellesley 1976); M.D. (Vanderbilt 1980)
- DENISE ANNE BRYANT, Clinical Instructor in Hearing and Speech Sciences  
B.S. (Texas Christian 1990); M.A. (Memphis State 1992)
- SUSAN H. BRYANT, Assistant Clinical Professor of Psychiatry  
B.A. (Oberlin 1975); M.D. (Vanderbilt 1979)
- RICHARD D. BUCHANAN, Associate Clinical Professor of Pathology  
B.A., M.D. (Vanderbilt 1957, 1961)
- ROBERT N. BUCHANAN, Clinical Professor of Dermatology, Emeritus

- B.A., M.D. (Vanderbilt 1931, 1934)
- REUBEN A. BUENO, Associate Clinical Professor of Plastic Surgery  
M.D. (Santo Tomas 1963)
- BRADLEY N. BULLOCK, Clinical Instructor in Pediatrics; Clinical Instructor in Medicine  
B.S., M.D. (Florida 1989, 1993)
- NADA M. BULUS, Research Instructor in Pediatrics  
M.D. (American University of Beirut 1986)
- WILLIAM J. BUNNELL, Assistant in Radiology and Radiological Sciences  
B.S. (Ball State 1969); M.S. (Cincinnati 1970)
- DENISE MELIA BUNTIN, Adjunct Associate Professor of Medicine  
B.A. (Knox [Illinois] 1976); M.D. (Tennessee 1979)
- ROY P. BURCH, JR., Clinical Instructor in Obstetrics and Gynecology  
B.S. (David Lipscomb 1983); M.D. (Tennessee 1987)
- G. PAMELA BURCH-SIMS, Adjunct Assistant Professor of Hearing and Speech Sciences  
B.S. (Hampton 1977); M.A. (Tennessee 1978); Ph.D. (Vanderbilt 1993)
- M. CANDICE BURGER, Assistant Professor of Psychiatry; Research Instructor in Medicine  
B.S. (Tennessee 1974); Ph.D. (Washington University 1985)
- THOMAS G. BURISH, Provost; Professor of Psychology, College of Arts and Science; Professor of Medicine  
B.A. (Notre Dame 1972); M.A., Ph.D. (Kansas 1975, 1976)
- RAYMOND F. BURK, Professor of Medicine; Investigator, John F. Kennedy Center  
B.A. (Mississippi 1963); M.D. (Vanderbilt 1968)
- BRIAN BERNARD BURKEY, Assistant Professor of Otolaryngology  
B.A. (Johns Hopkins 1981); M.D. (Virginia 1986)
- JAMES E. BURNES, Clinical Instructor in Ophthalmology and Visual Sciences  
B.S. (Emory 1956); M.D. (Medical College of Georgia 1960)
- LONNIE S. BURNETT, Frances and John C. Burch Professor of Obstetrics and Gynecology  
B.A., M.D. (Texas 1948, 1953)
- DAVID A. BURNS, Assistant Clinical Professor of Psychiatry  
B.S. (Mississippi State 1975); M.D. (Louisville 1986)
- IAN M. BURR, James C. Overall Professor of Pediatrics and Chairman of the Department  
M.B., B.S. (Melbourne 1959); M.D. (Monash 1969)
- GEORGE BURRUS, Assistant Clinical Professor of Cardiac and Thoracic Surgery  
B.A., M.D. (Vanderbilt 1952, 1955)
- ALVIN M. BURT III, Professor of Cell Biology; Professor of Cell Biology in Nursing  
B.A. (Amherst 1957); Ph.D. (Kansas 1962)
- BRENDA J. BUTKA, Assistant Professor of Medicine  
B.A. (Andrews 1970); A.M. (Michigan 1972); M.D. (Emory 1979)
- MERLIN G. BUTLER, Associate Professor of Pediatrics; Associate Professor of Pathology; Co-Director, Institute on Genetics and Biobehavioral Development John F. Kennedy Center  
B.A., B.S. (Chadron State 1974, 1975); M.D., M.S. (Nebraska 1978, 1980); Ph.D. (Indiana 1984)
- THOMAS W. BUTLER, Adjunct Instructor in Medicine  
B.S. (Tennessee, Martin 1977); M.D. (Tennessee, Memphis 1981)
- MARTHA JEAN BUTTERFIELD, Adjunct Instructor in Medicine  
B.S. (Illinois 1983); M.D. (Vanderbilt 1987)
- DANIEL M. BUXBAUM, Director, Space and Facilities Planning; Assistant Professor of Pharmacology  
B.A. (Rutgers 1957); Ph.D. (Emory 1965)
- BENJAMIN F. BYRD, JR., Clinical Professor of Surgery  
B.A., M.D. (Vanderbilt 1938, 1941)
- JOHN WILSON THOMAS BYRD, Assistant Clinical Professor of Orthopaedics and Rehabilitation  
B.S. (Miami [Florida] 1978); M.D. (Vanderbilt 1982)
- VICTOR M. BYRD, Assistant Professor of Medicine  
B.S. (Centre 1987); M.D. (Louisville 1991)
- BENJAMIN F. BYRD III, Associate Professor of Medicine  
A.B. (Princeton 1973); M.D. (Vanderbilt 1977)
- BENJAMIN H. CALDWELL, JR., Assistant Clinical Professor of Obstetrics and Gynecology  
B.A., M.D. (Vanderbilt 1957, 1960)
- MICHAEL D. CALLAWAY, Assistant Clinical Professor of Medicine  
B.S. (Emory 1979); M.D. (Vanderbilt 1983)
- THOMAS H. CALLAWAY, Assistant Clinical Professor of Medicine  
B.S. (Emory 1977); M.D. (Tennessee 1984)
- STEPHEN M. CAMARATA, Associate Professor of Hearing and Speech Sciences; Associate Professor of Special Education; Investigator, John F. Kennedy Center  
B.A., M.A. (San Diego State 1979, 1981); Ph.D. (Purdue 1984)
- JEFFREY D. CAMPBELL, Librarian Intern, Eskind Biomedical Library  
B.S. (Fayetteville State 1994); M.L.S. (North Carolina Central 1997)

- PRESTON W. CAMPBELL, Associate Professor of Pediatrics  
B.S. (Georgia Institute of Technology 1975); M.D. (Virginia 1980)
- SUSAN B. CAMPBELL, Assistant Clinical Professor of Pediatrics  
B.A. (Delaware 1969); M.D. (Thomas Jefferson University 1973)
- THOMAS W. CAMPBELL, Assistant Clinical Professor of Psychiatry  
B.A., M.D. (Vanderbilt 1964, 1968)
- W. BARTON CAMPBELL, Clinical Professor of Medicine  
B.A. (Carleton 1959); M.D. (Rochester 1963)
- DANIEL D. CANALE, JR., Assistant Clinical Professor of Pathology  
B.A. (Notre Dame 1967); M.D. (Vanderbilt 1971)
- ANGELO EDWARD CANONICO, Assistant Professor of Medicine  
B.S. (Notre Dame 1980); M.D. (Tennessee 1984)
- JEFFREY A. CANTER, Assistant Professor of Medicine  
A.B. (Kenyon 1977); M.D. (Cincinnati 1981)
- PING CAO, Research Associate in Medicine  
M.B. (Shanghai Second Medical College 1975)
- JORGE H. CAPDEVILA, Professor of Medicine; Professor of Biochemistry  
B.S. (Chile 1960); Ph.D. (Georgia 1974)
- FRANCIS J. CAPRIO, Assistant Professor of Medicine  
B.A., M.D. (Johns Hopkins 1987, 1992)
- DAVID P. CARBONE, Associate Professor of Medicine; Associate Professor of Cell Biology  
B.A. (Amherst 1977); M.D., Ph.D. (Johns Hopkins 1985, 1985)
- MICHAEL GLENN CARLSON, Assistant Professor of Medicine; Investigator, John F. Kennedy Center  
B.A. (Illinois Wesleyan 1981); M.D. (Vanderbilt 1985)
- BEVERLY E. CARLTON, Librarian, Eskind Biomedical Library  
B.A. (Azusa Pacific 1978); M.S.L.S. (Southern California 1981)
- SAM W. CARNEY, JR., Clinical Professor of Pediatrics  
B.A., M.D. (Vanderbilt 1951, 1954)
- GRAHAM F. CARPENTER, Professor of Biochemistry; Professor of Medicine (Dermatology)  
B.S., M.S. (Rhode Island 1966, 1969); Ph.D. (Tennessee 1974)
- GILBERTO CARRERO, Assistant Professor of Anesthesiology  
M.D. (Puerto Rico 1986)
- FRANK E. CARROLL, JR., Professor of Radiology and Radiological Sciences; Associate Professor of Physics  
B.S. (Saint Joseph's [Pennsylvania] 1963); M.D. (Hahnemann Medical College 1967)
- BRUCE CARTER, Assistant Professor of Biochemistry  
B.S. (Alma 1986); Ph.D. (Michigan 1992)
- JEFFREY B. CARTER, Assistant Clinical Professor of Oral Surgery  
B.S. (Tufts 1972); D.M.D. (Connecticut 1976); M.D. (Vanderbilt 1978)
- OSCAR CARTER, Assistant Clinical Professor of Urologic Surgery  
B.S. (Wake Forest 1936); M.D. (Vanderbilt 1942)
- PETER S. CARTWRIGHT, Assistant Clinical Professor of Obstetrics and Gynecology  
B.S., M.D. (Michigan 1973, 1977)
- VIVIEN A. CASAGRANDE, Professor of Cell Biology; Professor of Psychology, College of Arts and Science; Professor of Ophthalmology; Investigator John F. Kennedy Center  
B.A. (Colorado 1964); Ph.D. (Duke 1973)
- PATRICIA F. CASEY, Assistant Clinical Professor of Hearing and Speech Sciences  
B.A. (Fordham 1970); M.A., M.S. (Vanderbilt 1973, 1976)
- NORMAN M. CASSELL, Clinical Professor of Pediatrics  
B.S. (Chattanooga 1943); M.D. (Vanderbilt 1951)
- PIETRO CASTELNUOVO-TEDESCO, James G. Blakemore Professor of Psychiatry  
B.A. (California, Los Angeles 1945); M.A. (California, Berkeley 1948); M.D. (Boston University 1952)
- RONALD CATE, Clinical Instructor in Otolaryngology  
B.S. (Memphis State 1969); M.D. (Tennessee, Memphis 1973)
- BEVERLY D. CATHEY, Clinical Instructor in Hearing and Speech Sciences  
B.S. (Western Kentucky 1992); M.A. (Tennessee 1994)
- JAMES R. CATO, Associate Clinical Professor of Medicine  
B.A., M.D. (Vanderbilt 1974, 1979)
- THOMAS F. CATRON, Assistant Professor of Psychiatry; Investigator, John F. Kennedy Center; Fellow, Institute for Public Policy Studies  
B.A. (Virginia 1979); M.S., Ph.D. (Peabody 1982, 1989)
- MARTYN CAVALLO, Assistant Professor of Anesthesiology  
B.S., M.D. (North Carolina 1986, 1990)
- JOHN LAI C. CH'NG, Assistant Clinical Professor of Medicine  
M.B., B.S.hons. (Singapore 1977)
- G. ROGER CHALKLEY, Professor of Molecular Physiology and Biophysics; Professor of Biochemistry; Director, Office of Biomedical Graduate Studies  
B.A., M.A., D.Phil. (Oxford 1961, 1962, 1964)

- DAVID E. CHAMBERS, Assistant Professor of Medicine  
B.S. (Austin Peay State 1978); Ph.D., M.D. (South Alabama 1983, 1986)
- JILL F. CHAMBERS, Clinical Instructor in Obstetrics and Gynecology  
B.S. (Vanderbilt 1971); M.D. (Alabama 1974)
- TEMPIL B. CHAMPION, Adjunct Assistant Professor of Hearing and Speech Sciences  
B.S. (Northeastern 1983); M.S. (Hampton 1986); Ph.D. (Massachusetts, Amherst 1995)
- DAVID CHANG, Instructor in Psychiatry  
B.A. (Vanderbilt 1988); M.D. (Medical University of South Carolina 1993)
- MIN SHEN CHANG, Research Instructor in Ophthalmology and Visual Sciences  
B.A. (Case Western Reserve 1983); M.D. (Medical College of Ohio 1987)
- J. CALVIN CHANNELL, Clinical Instructor in Obstetrics and Gynecology  
B.S. (David Lipscomb 1984); M.D. (Vanderbilt 1989)
- GREGORY D. CHAPMAN, Assistant Professor of Medicine  
B.S., M.D. (Alabama 1977, 1985)
- JOHN E. CHAPMAN, Dean of the School of Medicine; Professor of Pharmacology; Professor of Medical Administration; Chairman of the Division  
B.S., B.S.Ed. (Southwest Missouri State 1954, 1954); M.D. (Kansas 1958); M.D. (hon., Karolinska 1987)
- JUDY JEAN CHAPMAN, Senior Associate in Emergency Medicine  
B.S.N. (Vanderbilt 1963); M.N. (Florida 1966); R.N.
- WILLIAM C. CHAPMAN, Assistant Professor of Surgery  
B.A. (North Carolina 1980); M.D. (Medical University of South Carolina 1984)
- P. DAVID CHARLES, Assistant Professor of Neurology  
B.S., M.D. (Vanderbilt 1986, 1990)
- AJAI KUMAR CHAUDHARY, Adjunct Assistant Professor of Pharmacology; Adjunct Associate Professor of Biochemistry  
B.Pharm., M.Pharm., Ph.D. (Panjab [India] 1976, 1978, 1984)
- ERIC MARTIN CHAZEN, Clinical Professor of Pediatrics  
B.A. (Vanderbilt 1952); M.D. (Tennessee 1955)
- SUSAN H. CHEATHAM, Clinical Instructor in Pediatrics  
A.B. (Duke 1985); M.D. (Vanderbilt 1989)
- ABRAHAM PACHA CHEIJ, Assistant Clinical Professor of Ophthalmology and Visual Sciences  
M.D. (Santo Domingo 1950)
- GEORGE N. CHEIJ, Clinical Instructor in Ophthalmology and Visual Sciences  
B.S. (RICE 1984); M.D. (East Tennessee State 1988)
- DAOHONG CHEN, Research Instructor in Medicine  
M.D. (West China 1991)
- JIN CHEN, Assistant Professor of Medicine  
M.D. (Shanghai Medical [China] 1984); Ph.D. (Harvard 1991)
- HUIFANG CHENG, Research Instructor in Medicine  
M.S. (Beijing Medical 1981); M.D. (Peking Union Medical 1968)
- ANDREW CHERN, Clinical Instructor in Obstetrics and Gynecology  
B.S. (Wisconsin 1980); M.D. (Wisconsin 1984)
- ALAN D. CHERRINGTON, Charles H. Best Professor of Diabetic Research; Professor of Molecular Physiology and Biophysics and Vice Chairman of the Department; Professor of Medicine  
B.Sc. (New Brunswick 1967); M.Sc., Ph.D. (Toronto 1969, 1972)
- CHIN CHIANG, Assistant Professor of Cell Biology  
B.S. (SUNY 1984); M.D., Ph.D. (Washington State 1986, 1990)
- JOHN R. CHIPLEY, Adjunct Associate Professor of Medicine  
B.S., M.S., Ph.D. (Georgia 1966, 1967, 1969)
- AMY S. CHOMSKY, Assistant Professor of Ophthalmology and Visual Sciences  
B.A. (Gettysburg 1986); M.D. (Medical College of Pennsylvania 1990)
- DON B. CHOMSKY, Assistant Professor of Medicine  
B.A. (Tufts 1986); M.D. (Medical College of Pennsylvania 1991)
- HAK CHOY, Associate Professor of Radiology and Radiological Sciences  
B.S. (Texas, San Antonio 1983); M.D. (Texas, Galveston 1987)
- MICHAEL J. CHRISTIE, Assistant Professor of Orthopaedics and Rehabilitation  
B.A. (DePauw 1974); M.P.H. (Johns Hopkins 1975); M.D. (Loyola [Chicago] 1978)
- BRIAN W. CHRISTMAN, Associate Professor of Medicine  
B.S. (Tulane 1977); M.D. (Oklahoma 1981)
- JOHN W. CHRISTMAN, Associate Professor of Medicine  
B.S., M.D. (Indiana 1974, 1978)
- MARK R. CHRISTOFERSEN, Assistant Clinical Professor of Orthopaedics and Rehabilitation  
B.A. (Chicago 1974); M.D. (Southern Illinois 1978)
- JOHN H. CHROSTOWSKI, Instructor in Orthopaedics and Rehabilitation  
B.A. (Yale 1987); M.D. (Tufts 1991)
- ARLEEN CHUNG, Clinical Instructor in Pediatrics  
B.S. (Vanderbilt 1987); M.D. (Alabama 1992)

- OK YUNG CHUNG, Assistant Professor of Anesthesiology  
B.A. (Johns Hopkins 1979); M.D. (Northwestern University Medical School 1983)
- ANDRE LEMONT CHURCHWELL, Assistant Clinical Professor of Medicine  
B.S. (Vanderbilt 1975); M.D. (Harvard 1979)
- KEVIN B. CHURCHWELL, Assistant Professor of Pediatrics; Assistant Professor of Anesthesiology  
B.S. (Massachusetts Institute of Technology 1983); M.D. (Vanderbilt 1987)
- FRANK CHYTIL, General Foods Distinguished Professor of Nutrition; Professor of Biochemistry; Assistant Professor of Medicine  
R.T.Dr. (School of Chemical Technology [Prague] 1952); C.Sc. (Czechoslovakia Academy of Sciences 1956)
- JEFFREY A. CLANTON, Associate in Radiology and Radiological Sciences  
B.S. (Samford 1976); M.S. (Southern California 1977)
- BERTHA SMITH CLARK, Adjunct Assistant Professor of Hearing and Speech Sciences  
B.S. (Tennessee State 1964); M.A. (Peabody 1965); Ph.D. (Vanderbilt 1982)
- CRAIG A. CLARK, Assistant Clinical Professor of Psychiatry  
B.S., M.D. (Marshall 1984, 1988)
- MELISSA P. CLARK, Assistant Professor of Medicine  
B.S. (Vanderbilt 1978); M.D. (South Alabama 1986)
- WILLIAM M. CLARK, Clinical Professor of Neurology  
B.A., M.D. (Vanderbilt 1951, 1955)
- KEVIN PATRICK CLARKSON, Assistant Professor of Anesthesiology  
M.D., B.Sc., B.A.O. (University College, Dublin 1985)
- ELLEN WRIGHT CLAYTON, Associate Professor of Pediatrics; Associate Professor of Law; Fellow, Institute for Public Policy Studies  
B.S. (Duke 1974); M.S. (Stanford 1976); J.D. (Yale 1979); M.D. (Harvard 1985)
- RONALD H. CLEMENTS, Instructor in Surgery  
B.S., M.D. (Alabama 1988, 1992)
- THOMAS F. CLEVELAND, Associate Professor of Otolaryngology  
B.A. (Mississippi 1964); M.M., Ph.D. (Southern California 1970, 1976)
- MARY ELLEN CLINTON, Assistant Clinical Professor of Neurology  
B.S. (Loyola [Los Angeles] 1972); M.D. (Southern California 1976)
- ANTHONY J. CMELEK, Assistant Professor of Radiology and Radiological Sciences  
B.S. (California, Berkeley 1987); M.D. (Northwestern 1992)
- CHARLES E. COBB, Instructor in Molecular Physiology and Biophysics  
B.S., M.S. (Michigan Technological 1980, 1981); Ph.D. (Vanderbilt 1986)
- CULLY A. COBB, JR., Clinical Professor of Neurological Surgery  
B.S. (George Washington 1938); M.D. (Harvard 1942)
- MICHELLE MACHT COCHRAN, Assistant Clinical Professor of Psychiatry  
B.S. (Centre 1988); M.S. (Louisville 1992)
- ROBERT J. COFFEY, JR., Professor of Medicine; Professor of Cell Biology  
A.B. (Princeton 1970); M.D. (Georgetown 1976)
- CHARLES WILLIAM COFFEY II, Associate Professor of Radiology and Radiological Sciences; Associate Professor of Physics  
B.S., M.S. (Kentucky 1971, 1972); Ph.D. (Purdue 1975)
- JOY D. COGAN, Research Assistant Professor of Pediatrics  
A.B. (Transylvania 1983); Ph.D. (Vanderbilt 1991)
- ALAN G. COHEN, Assistant Clinical Professor of Medicine  
B.S. (Washington and Lee 1967); M.D. (Johns Hopkins 1971)
- MELINDA P. COHEN, Assistant in Pediatrics  
B.S. (Rutgers 1973); M.S. (Georgetown 1976)
- STANLEY COHEN, Distinguished Professor of Biochemistry; American Cancer Society Research Professor of Biochemistry  
B.A. (Brooklyn College 1943); M.A. (Oberlin 1945); Ph.D. (Michigan 1948); D.Sc. (hon., Chicago 1985); D.Sc. (hon., City University of New York, Brooklyn College 1987); D. Sc. (hon., Oberlin 1989) [1959]
- ROGER J. COLBRAN, Assistant Professor of Molecular Physiology and Biophysics  
B.Sc. (Bristol 1982); Ph.D. (Newcastle upon Tyne 1985)
- JERRY C. COLLINS, Research Associate Professor of Medicine  
B.E. (Vanderbilt 1962); M.S.E.E. (Purdue 1965); Ph.D. (Duke 1970)
- ROBERT D. COLLINS, Professor of Pathology  
B.A., M.D. (Vanderbilt 1948, 1951)
- WALTER COLON, Assistant Professor of Dentistry  
B.S. (Dayton 1986); D.M.D. (Kentucky 1991)
- WILLIAM HUBERT COLTHARP, Assistant Clinical Professor of Cardiac and Thoracic Surgery  
B.S. (Mississippi State 1977); M.D. (Mississippi 1981)
- RAOUL SIOCO CONCEPCION, Clinical Instructor in Urologic Surgery  
B.S. (Toledo 1979); M.D. (Medical College of Ohio 1984)
- JOHN G. CONIGLIO, Professor of Biochemistry, Emeritus  
B.S. (Furman 1940); Ph.D. (Vanderbilt 1949)

- CYNTHIA CATE CONNOLLY, Research Assistant  
Professor of Molecular Physiology and Biophysics  
B.S. (Stetson 1981); Ph.D. (Vanderbilt 1991)
- EDWARD GAGE CONTURE, Professor of Hearing and Speech Sciences  
B.S. (Emerson 1967); M.S. (Northwestern 1968); Ph.D. (Iowa 1972)
- ALICE C. COOGAN, Assistant Professor of Pathology  
B.A. (Stanford 1984); M.D. (Vanderbilt 1988)
- ROBERT J. COOK, Research Associate Professor of Biochemistry  
B.Sc., Ph.D. (Southampton [England] 1971, 1975)
- THOMAS EDWIN COOK, Clinical Professor of Pediatrics  
B.S., M.D. (Baylor 1947, 1952)
- JAMES K. COOPER, Clinical Instructor in Anesthesiology  
B.S. (Cumberland 1975); D.O. (West Virginia 1991)
- ROBERT SETH COOPER, Associate Clinical Professor of Medicine  
B.S., M.D. (Louisiana State 1967, 1971)
- WILLIAM O. COOPER, Assistant Professor of Pediatrics  
B.A. (Transylvania 1987); M.D. (Vanderbilt 1991)
- MICHAEL L. COPELAND, Assistant Professor of Neurologic Surgery  
B.A., M.D., Ph.D. (Missouri 1981, 1989, 1989)
- CHARLES CORBIN, JR., Associate Clinical Professor of Psychiatry  
B.S. (Wisconsin 1952); M.D. (Tennessee 1958)
- JACKIE D. CORBIN, Professor of Molecular Physiology and Biophysics  
B.S. (Tennessee Technological 1952); Ph.D. (Vanderbilt 1968)
- ANNE L. CORN, Professor of Special Education; Professor of Ophthalmology and Visual Sciences; Investigator, John F. Kennedy Center  
B.S. (Syracuse 1972); M.A. (California State, San Francisco 1973); Ed.M., Ed.D. (Columbia 1978, 1980)
- FERNANDO A. COSTA, Assistant Professor of Medicine  
B.S., M.D. (Peruana Cayetano Heredia 1976, 1981)
- JACKSON DANIEL COTHREN, Clinical Instructor in Obstetrics and Gynecology  
M.D. (Tennessee 1968)
- ROBERT B. COTTON, Professor of Pediatrics; Director, Specialized Center in Newborn Lung Disease  
B.A., M.D. (Virginia 1961, 1965)
- ORRIE A. COUCH, JR., Assistant Clinical Professor of Medicine  
B.A., M.D. (Vanderbilt 1937, 1940)
- R. STEVEN COUCH, Assistant Professor of Pediatrics  
B.A. (Austin 1978); M.D. (Baylor 1982)
- CRAIG M. COULAM, Associate Clinical Professor of Radiology and Radiological Sciences  
B.S., Ph.D. (Utah 1962, 1967); M.D. (Duke 1972)
- MARK S. COUREY, Assistant Professor of Otolaryngology  
A.B. (Boston University 1983); M.D. (SUNY, Buffalo 1987)
- JOHN B. COUSAR, JR., Professor of Pathology  
B.S. (Davidson 1969); M.D. (Virginia 1973)
- TIMOTHY L. COVER, Associate Professor of Medicine; Assistant Professor of Microbiology and Immunology  
B.S. (Muhlenberg 1980); M.D. (Duke 1984)
- WINFRED L. COX, Director, Finance and Administrative Services; Instructor in Medical Administration  
B.S. (Tennessee 1974); M.B.A. (Tennessee State 1983); C.P.A.
- DAVID ROBERTSON COXE, Assistant Professor of Medicine  
B.S. (Davidson 1985); M.D. (Vanderbilt 1989)
- LISA T. CRAFT, Assistant Professor of Pediatrics; Associate, John F. Kennedy Center  
B.A. (Texas Tech 1975); M.D. (Texas Southwestern Medical School 1979)
- GEORGE B. CRAFTON, Assistant Clinical Professor of Obstetrics and Gynecology  
B.S. (Kentucky 1942); M.D. (Louisville 1946)
- GEORGE WEST CRAFTON, Assistant Clinical Professor of Medicine  
B.S. (Vanderbilt 1975); M.D. (Louisville 1982)
- J. MICHAEL CRANE, Clinical Instructor in Surgery  
B.A. (Vanderbilt 1963); M.D. (Tulane 1967)
- JOHN P. CRAPANZANO, Instructor in Pathology  
B.S., M.D. (Louisiana State 1988, 1992)
- JEFFREY L. CREASY, Assistant Professor of Radiology and Radiological Sciences  
B.S. (Michigan State 1976); M.D. (North Carolina 1980)
- MARSHALL H. CRENSHAW, Assistant Clinical Professor of Medicine  
B.S. (Rhodes 1978); M.D. (Tulane 1982)
- KAREN D. CRISSINGER, Associate Professor of Pediatrics  
B.S. (Alabama 1977); M.D. (Johns Hopkins 1981); Ph.D. (Louisiana State 1988)
- GEORGE T. CRITZ, Assistant Clinical Professor of Pediatrics  
B.S. (Miami [Ohio] 1944); M.D. (Case Western Reserve 1948)
- HERBERT ALLEN CROCKETT, Assistant Clinical Professor of Dentistry  
D.D.S. (Tennessee 1956)
- OSCAR B. CROFFORD, JR., Professor of Medicine, Emeritus  
B.A., M.D. (Vanderbilt 1952, 1955)



- ANGUS M. G. CROOK, Associate Clinical Professor of Obstetrics and Gynecology  
B.A. (University of the South 1949); M.D. (Virginia 1953)
- JERRALL P. CROOK, Assistant Clinical Professor of Otolaryngology  
M.D. (Tennessee 1958)
- JERRALL PAUL CROOK, JR., Clinical Instructor in Otolaryngology  
B.S., M.D. (Tennessee 1980, 1984)
- DEBORAH O. CROWE, Assistant Clinical Professor of Pathology  
B.S. (Kentucky 1974); Ph.D. (Louisville 1985)
- DONNA J. CROWE, Clinical Instructor in Obstetrics and Gynecology  
B.S. (Birmingham-Southern 1989); M.D. (Vanderbilt 1993)
- JAMES E. CROWE, JR., Instructor in Pediatrics  
B.S. (Davidson 1983); M.D. (North Carolina 1987)
- SUSANA MARTINEZ CRUZ, Adjunct Assistant Professor of Radiology and Radiological Sciences  
D.D.S. (Universidad Nacional Autónoma de México 1976); M.S. (Alabama 1991)
- JEANNE ANNE CULLINAN, Assistant Professor of Radiology and Radiological Sciences; Assistant Professor of Obstetrics and Gynecology  
B.S. (Wilkes 1978); M.D. (Hahnemann Medical College 1978)
- DANIEL C. CULLINANE, Instructor in Surgery  
B.S. (Notre Dame 1987); M.D. (Georgetown 1991)
- LEON W. CUNNINGHAM, Professor of Biochemistry, Emeritus  
B.S. (Auburn 1947); M.S., Ph.D. (Illinois 1949, 1951)
- SHANNON S. CURTIS, Clinical Instructor in Orthopaedics and Rehabilitation  
B.A. (Southwestern at Memphis 1961); M.D. (Tennessee 1964)
- ARTHUR CUSHMAN, Clinical Instructor in Neurological Surgery  
B.A. (LaSierra 1965); M.D. (Loma Linda 1969)
- ERIKA MARIA D'AGATA, Assistant Professor of Medicine  
B.S., M.D. (Toronto 1986, 1990)
- CHUN-HUA DAI, Research Assistant Professor of Medicine  
M.D., M.Sc. (Hunan Medical 1975, 1986)
- HUGH U. DALTON, Assistant Professor of Anesthesiology  
B.A. (Rhodes 1985); M.D. (George Washington 1989)
- BRUCE B. DAN, Adjunct Assistant Professor of Preventive Medicine  
S.B. (Massachusetts Institute of Technology 1968); M.D. (Vanderbilt 1974)
- THOMAS O. DANIEL, Associate Professor of Medicine; Associate Professor of Cell Biology  
B.A. (Southern Methodist 1974); M.D. (Texas 1978)
- JAMES F. DANIELL, JR., Clinical Professor of Obstetrics and Gynecology  
B.S. (David Lipscomb 1965); M.D. (Tennessee 1967)
- BENJAMIN J. DANZO, Professor of Obstetrics and Gynecology; Research Associate Professor of Biochemistry  
B.A. (Steubenville 1965); M.S. (Arkansas 1968); Ph.D. (Michigan 1971)
- ANH H. DAO, Associate Professor of Pathology  
B.A. (Nguyen Trai College 1951); M.D. (Saigon 1960); M.S. (Vermont 1964)
- WILLIAM J. DARBY, Professor of Biochemistry, Emeritus; Honorary Curator for Special Collections—Nutrition, Eskind Biomedical Library  
B.S., M.D. (Arkansas 1936, 1937); M.S., Ph.D. (Michigan 1941, 1942); Sc.D. (hon., Michigan 1966)
- MAJED J. DASOUKI, Assistant Professor of Pediatrics  
B.S., M.D. (Jordan 1977, 1982)
- JEFFREY MARK DAVIDSON, Professor of Pathology; Associate Director, W. M. Keck Free Electron Laser Center  
B.S. (Tufts 1967); M.S., Ph.D. (Stanford 1969, 1975)
- MARI K. DAVIDSON, Research Assistant Professor of Medicine  
B.S. (Syracuse 1983); Ph.D. (Illinois, Chicago 1988)
- WILLIAM RAYMOND DAVIDSON, Clinical Instructor in Pediatrics  
B.S. (Tennessee, Martin 1985); M.D. (Tennessee 1989)
- HUGH A. DAVIES, Assistant Professor of Pathology  
B.E., M.S., Ph.D. (Vanderbilt 1964, 1966, 1969)
- CARLA M. DAVIS, Clinical Instructor in Pathology  
B.S. (Illinois 1970); M.D. (Vanderbilt 1974)
- J. LUCIAN DAVIS, Clinical Instructor in Surgery  
B.A., M.D. (Vanderbilt 1967, 1971)
- JAMES T. DAVIS, Research Associate in Biochemistry  
B.S. (Peabody 1961); Ph.D. (Vanderbilt 1965)
- RICHARD JOHN DAVIS, Clinical Instructor in Obstetrics and Gynecology  
B.S. (San Diego State 1969); M.D. (Vanderbilt 1973)
- RUFUS C. DAVIS, Adjunct Instructor in Medicine  
B.A. (Yale 1985); M.D. (Virginia 1990)
- STACY F. DAVIS, Assistant Professor of Medicine  
B.S. (Stanford 1984); M.D. (Minnesota 1988)
- STEPHEN NEIL DAVIS, Associate Professor of Medicine  
M.B., B.S., Ph.D. (London 1979, 1991)

- THOMAS J. DAVIS, JR., Assistant Clinical Professor of Medicine  
B.A. (Princeton 1959); M.D. (Pennsylvania 1963)
- THOMAS L. DAVIS, Associate Professor of Neurology  
B.A. (Wooster 1981); M.D. (Mississippi 1985)
- WILLIAM G. DAVIS, Clinical Instructor in Otolaryngology  
B.A. (Vanderbilt 1961); M.D. (Tennessee 1964)
- ELLEN J. DAVIS-DANSKY, Clinical Instructor in Hearing and Speech Sciences  
B.S., M.A. (Northwestern 1974, 1975)
- SHEILA PATRICIA DAWLING, Associate Professor of Pathology  
B.Sc. (Surrey 1976); Ph.D. (London 1981)
- JOHN MEMS DAWSON, Assistant Professor of Orthopaedics and Rehabilitation; Research Assistant Professor of Mechanical Engineering  
B.S. (Montana State 1983); M.S., Ph.D. (Cornell 1986, 1990)
- TERRY A. DAY, Assistant Professor of Otolaryngology  
B.S., M.D. (Oklahoma 1985, 1989)
- TOMAS DE PAULIS, Research Assistant Professor of Psychiatry  
B.S. (Göteborg 1968); M.S., Ph.D. (Stockholm 1970, 1978)
- MARK A. DEATON, Clinical Instructor in Otolaryngology  
B.S. (Hampden-Sydney 1982); M.D. (Virginia 1986)
- DAVID K. DEBOER, Assistant Professor of Orthopaedics and Rehabilitation  
B.A. (Westmar 1983); M.S., M.D. (Vanderbilt 1986, 1990)
- JILL DEBONA, Assistant Clinical Professor of Psychiatry  
B.A. (Virginia 1986); M.D. (Vanderbilt 1990)
- MICHAEL D. DECKER, Associate Professor of Preventive Medicine; Associate Professor of Medicine  
B.S. (California Institute of Technology 1969); M.D. (Rush 1978); M.P.H. (Illinois 1982)
- PATRICIA O. DEEGAN, Research Instructor in Medicine On leave 1996/97  
B.Sc., Ph.D. (University College, Dublin 1984, 1988)
- ROBERT J. DEEGAN, Assistant Professor of Anesthesiology  
B.Sc., M.D., Ph.D. (University College, Dublin 1988, 1986, 1991)
- LOUIS J. DEFELICE, Professor of Pharmacology  
B.S., M.S. (Florida State 1962, 1964); Ph.D. (Calgary 1967)
- DOMINIQUE DELBEKE, Associate Professor of Radiology and Radiological Sciences; Associate Professor of Pathology  
M.D., Ph.D. (Free University of Brussels 1978, 1985)
- JAN STALLINGS DELOZIER, Assistant Professor of Medicine  
A.B., M.D. (Tennessee 1978, 1982)
- ERIC DELPIRE, Assistant Professor of Anesthesiology  
B.S., M.S., Ph.D. (Liege [Belgium] 1981, 1983, 1989)
- SAMUEL HOUSTON DEMENT, Assistant Clinical Professor of Pathology  
A.B. (Tennessee 1977); M.D. (Vanderbilt 1982)
- PETER J. DEMPSEY, Research Assistant Professor of Medicine; Research Assistant Professor of Cell Biology  
B.S., Ph.D. (Melbourne 1979, 1988)
- MARK R. DENISON, Assistant Professor of Pediatrics; Assistant Professor of Microbiology and Immunology  
B.S., M.D. (Kansas 1977, 1980)
- TERENCE S. DERMODY, Associate Professor of Pediatrics; Assistant Professor of Microbiology and Immunology  
B.S. (Cornell 1978); M.D. (Columbia 1982)
- JOHN S. DERRYBERRY, Clinical Professor of Preventive Medicine  
B.A., M.D. (Vanderbilt 1946, 1950)
- CHAND DESAI, Assistant Professor of Pharmacology; Assistant Professor of Cell Biology  
A.B. (California 1980); Ph.D. (Massachusetts Institute of Technology 1989)
- JAYANT K. DESHPANDE, Associate Professor of Pediatrics; Associate Professor of Anesthesiology  
A.B. (Boston University 1973); M.D. (Tennessee 1976)
- KAREN CARLSON DESPREZ, Assistant Clinical Professor of Pediatrics  
A.B. (California, Davis 1977); M.D. (Vanderbilt 1982)
- ROGER D. DESPREZ, Adjunct Instructor in Medicine  
B.A., M.D. (Vanderbilt 1977, 1982)
- ROGER M. DESPREZ, Professor of Medicine, Emeritus  
B.A. (Dartmouth 1951); M.D. (Columbia 1954)
- WOLF-DIETRICH DETTBARN, Professor of Pharmacology, Emeritus  
M.D. (Georg-August-Universität Göttingen 1953)
- ARIEL Y. DEUTCH, Professor of Psychiatry  
B.A. (Vanderbilt 1973); Ph.D. (Georgia 1983)
- RUSSELL FOSTER DEVORE III, Assistant Professor of Medicine  
A.B., B.S., M.D. (West Virginia 1980, 1980, 1984)
- ERNEST J. DEWALD, Assistant Clinical Professor of Dentistry  
B.S. (Saint John's University [New York] 1967); D.D.S. (Georgetown 1972)

- KUMUDINI R. DHARMAWARDANA, Research Associate in Pathology  
B.Sc., M.Phil. (Colombo, Sri Lanka 1977, 1979); Ph.D. (Oklahoma 1994)
- SARA CHRISTINE DICKERT, Clinical Instructor in Hearing and Speech Sciences  
B.A. (Agnes Scott 1991); M.S. (Vanderbilt 1993)
- JAMES L. DICKSON, Assistant Clinical Professor of Dentistry (Periodontics)  
B.S. (Memphis State 1969); D.D.S. (Tennessee 1972)
- ANGELA DIGIOVANNI, Clinical Instructor in Pediatrics  
B.A. (DePauw 1986); M.D. (Vanderbilt 1990)
- MICHAEL M. DIKOV, Research Assistant Professor of Medicine  
Ph.D. (Moscow State 1980)
- SAMUEL J. DIMARI, Research Assistant Professor of Pathology  
B.S., M.S. (Creighton 1960, 1962); Ph.D. (California, Berkeley 1967)
- THOMAS S. DINA, Associate Professor of Radiology and Radiological Sciences  
B.S. (Notre Dame 1961); M.D. (Northwestern 1965)
- ROBERT S. DITTUS, Professor of Medicine  
B.S.I.E. (Purdue 1974); M.D. (Indiana 1978); M.P.H. (North Carolina 1984)
- MRINALINI NEENE DIXIT, Research Associate in Cell Biology  
B.S., M.S., Ph.D. (Gorakhpur [India] 1972, 1974, 1980)
- BRYCE DIXON, Assistant Clinical Professor of Medicine  
A.B. (Tennessee 1974); M.D. (Baylor 1983)
- GREGORY L. DIXON, Instructor in Medical Administration  
B.A. (Birmingham-Southern 1969); M.Ed. (Georgia State 1971)
- JOHN H. DIXON, JR., Associate Professor of Medicine  
B.S. (Duke 1969); M.D. (Vanderbilt 1973)
- WILLIAM M. DOAK, Clinical Professor of Pediatrics  
M.D. (Tennessee 1956)
- DAVID T. DODD, Clinical Instructor in Medical Administration  
B.S. (Middle Tennessee State 1950); M.D. (Tennessee 1953)
- DEBRA A. DODD, Assistant Professor of Pediatrics  
B.A., M.D. (Johns Hopkins 1980, 1984)
- KENNETH A. DODGE, Professor of Psychology, Peabody College; Professor of Psychology, College of Arts and Science; Professor of Psychiatry, Senior Fellow, Institute for Public Policy Studies; Director, Institute on Development and Psychopathology, John F. Kennedy Center  
B.A. (Northwestern 1975); Ph.D. (Duke 1978)
- TRACEY DOERING, Assistant Clinical Professor of Medicine  
B.S. (Rutgers 1981); M.D. (Johns Hopkins 1985)
- BRIAN S. DONAHUE, Assistant Professor of Anesthesiology  
B.S. (Dayton 1985); Ph.D., M.D. (Emory 1990, 1992)
- JOHN P. DONAHUE, Research Assistant Professor of Medicine  
A.B. (Holy Cross 1971); M.S., Ph.D. (West Virginia 1979, 1981)
- SEAN P. DONAHUE, Assistant Professor of Ophthalmology and Visual Sciences; Assistant Professor of Neurology  
B.S. (Dayton 1984); Ph.D., M.D. (Emory 1988, 1989)
- SUSAN C. DONLEVY, Associate in Pediatrics  
B.S.N. (Tennessee 1977); M.S.N. (Vanderbilt 1980); R.N.
- KEVIN L. DONOVAN, Associate Professor of Anesthesiology  
B.A., M.D. (SUNY, Buffalo 1980, 1985)
- PAUL M. DOUTHITT, Associate Clinical Professor of Pediatrics  
B.A., M.D. (Colorado 1974, 1978)
- WILLIAM L. DOWNEY, Assistant Clinical Professor of Otolaryngology  
B.A., M.D. (Vanderbilt 1960, 1963)
- JOHN E. DOWNING, Assistant Clinical Professor of Ophthalmology and Visual Sciences  
B.S. (Baylor 1959); M.D. (Louisville 1962)
- JOHN WATSON DOWNING, Professor of Anesthesiology; Professor of Obstetrics and Gynecology  
M.B., B.Ch. (Witwatersrand 1961)
- DEBORAH R. G. DOYLE, Assistant Clinical Professor of Medicine  
B.S. (Washington State 1973); M.D. (Chicago 1977)
- THOMAS P. DOYLE, Assistant Professor of Pediatrics  
B.S., M.D. (Arizona 1983, 1987)
- J. EMMETT DOZIER, JR., Associate Clinical Professor of Psychiatry  
B.A., M.D. (Vanderbilt 1961, 1965)
- WILLIAM B. DRAKE, III, Instructor in Pediatrics  
B.S. (William and Mary 1985); M.S., M.D. (Wisconsin 1987, 1991)
- DAVIS C. DRINKWATER, JR., William S. Stoney Jr. Professor of Cardiac and Thoracic Surgery and Chair of the Department  
B.A. (Harvard 1969); M.D. (Vermont 1976)
- NANCY WARE DRIVER, Clinical Instructor in Obstetrics and Gynecology  
B.A. (Vanderbilt 1982); M.D. (Tennessee 1986)
- RAYMOND N. DUBOIS, JR., Associate Professor of Medicine; Associate Professor of Cell Biology  
B.S. (Texas A & M 1977); Ph.D. (Texas, Dallas 1981); M.D. (Texas Health Science Center, San Antonio 1985)

- RAY L. DUBUISSON, Assistant Clinical Professor of Pediatrics  
B.S. (Mississippi State 1942); M.D. (Vanderbilt 1950)
- B. STEPHENS DUDLEY, Assistant Clinical Professor of Obstetrics and Gynecology  
B.A., M.D. (Vanderbilt 1973, 1977)
- DENNIS MICHAEL DUGGAN, Assistant Professor of Radiology and Radiological Sciences; Assistant Professor of Physics  
A.M. (Southern California 1979); B.A. (California State 1979); M.D. (Southern California 1986)
- J. STEPHEN DUMMER, Associate Professor of Medicine; Associate Professor of Surgery  
B.A. (Wesleyan 1966); M.D. (Pittsburgh 1977)
- LAURA L. DUNBAR, Clinical Instructor in Surgery  
B.A. (Illinois Wesleyan 1976); M.D. (Southern Illinois 1979)
- GARY W. DUNCAN, Clinical Professor of Neurology; Clinical Professor of Hearing and Speech Sciences  
B.A., M.D. (Vanderbilt 1963, 1966)
- GEORGE E. DUNCAN, Assistant Clinical Professor of Surgery  
B.S. (Kentucky 1939); M.D. (Vanderbilt 1942)
- THOMAS R. DUNCAN, Clinical Professor of Radiology and Radiological Sciences  
B.A. (Vanderbilt 1955); M.D. (Tennessee 1958)
- JAMES A. DUNCAVAGE, Associate Professor of Otolaryngology  
B.S. (SUNY, Buffalo 1971); M.D. (Medical College of Wisconsin 1975)
- MARY CATHERINE DUNDON, Associate Clinical Professor of Pediatrics  
B.S. (William and Mary 1975); M.D. (Vanderbilt 1979)
- ROBERT C. DUNKERLEY, JR., Assistant Clinical Professor of Medicine  
B.A., M.D. (Vanderbilt 1965, 1968)
- G. DEWEY DUNN, Associate Professor of Medicine  
B.A. (Louisiana College 1956); M.D. (Louisiana State 1960)
- MELANIE A. DUNN, Clinical Instructor in Obstetrics and Gynecology  
B.S., M.D. (Texas A & M 1983, 1987)
- WILLIAM D. DUPONT, Professor of Preventive Medicine (Biostatistics)  
B.Sc., M.Sc. (McGill 1969, 1971); Ph.D. (Johns Hopkins 1977)
- RYSZARD DWORSKI, Assistant Professor of Medicine  
M.D. (Copernicus School of Medicine 1985)
- ERIC L. DYER, Assistant Clinical Professor of Medicine  
B.S. (Illinois 1970); M.S. (Chicago 1971); M.D. (Vanderbilt 1976)
- LETITIA JANE EASDOWN, Assistant Professor of Anesthesiology  
B.Sc., M.D.C.M. (McGill 1976, 1980)
- MICHAEL H. EBERT, Professor of Psychiatry and Chairman of the Department; Professor of Pharmacology; Investigator, John F. Kennedy Center  
B.A. (Williams 1962); M.D. (Case Western Reserve 1966)
- FORD F. EBNER, Professor of Psychology, College of Arts and Science; Professor of Cell Biology; Deputy Director, John F. Kennedy Center; Director, Institute for Developmental Neurosciences, John F. Kennedy Center  
D.V.M. (Washington State 1958); Ph.D. (Maryland 1965)
- LINDA H. ECK, Assistant in Medicine  
B.S., M.S. (Memphis State 1984, 1985); Ed.D. (Memphis 1994)
- CHARLES W. ECKSTEIN, Assistant Clinical Professor of Urologic Surgery  
B.A. (Iowa 1972); M.D. (Vanderbilt 1976)
- VIRGINIA ANNE EDDY, Assistant Professor of Surgery  
B.S., M.D. (South Carolina 1979, 1984)
- PHILIP A. EDELMAN, Associate Professor of Medicine  
A.B. (Colgate 1972); M.D. (SUNY 1977)
- WILLIAM D. EDMONDSON, Clinical Instructor in Pediatrics; Clinical Instructor in Medicine  
B.S. (Tennessee 1989); M.D. (Tennessee, Memphis 1993)
- DAVID L. EDWARDS, Assistant Clinical Professor of Medicine  
B.S. (North Carolina State 1971); M.S., M.D. (North Carolina 1979, 1983)
- GLENN S. EDWARDS, Associate Professor of Physics; Assistant Professor of Otolaryngology; Director, W. M. Keck Free Electron Laser Center  
B.S., Ph.D. (Maryland 1978, 1984)
- JOE MICHAEL EDWARDS, Clinical Instructor in Obstetrics and Gynecology  
B.A. (Hendrix 1961); M.D. (Arkansas 1966)
- JOHN R. EDWARDS, Assistant Professor of Orthopaedics and Rehabilitation; Assistant Professor of Emergency Medicine  
B.S. (Richmond 1970); M.D. (Medical College of Virginia 1974)
- KATHRYN M. EDWARDS, Professor of Pediatrics  
B.S., M.D. (Iowa 1969, 1973)
- ROBERT H. EDWARDS, Associate Clinical Professor of Urologic Surgery  
B.S. (Western Kentucky 1957); M.D. (Vanderbilt 1960)
- WILLIAM H. EDWARDS, SR., Professor of Surgery, Emeritus  
B.A., M.D. (Vanderbilt 1949, 1953)
- WILLIAM H. EDWARDS, JR., Assistant Clinical Professor of Surgery  
B.A., M.D. (Vanderbilt 1977, 1981)
- SATORU EGUCHI, Research Instructor in Biochemistry  
M.D. (Tohoku [Japan] 1987); Ph.D. (Tokyo Medical and Dental 1993)

- ESTHER EISENBERG, Associate Professor of Obstetrics and Gynecology  
B.A. (City University of New York, Queens 1973); M.D. (Albert Einstein 1976)
- DONALD R. EISERT, Professor of Radiology and Radiological Sciences; Director, Center for Radiation Oncology  
M.D. (Utah 1964)
- VERNESSA WOOD EKELEM, Assistant Clinical Professor of Pediatrics  
B.S. (Tennessee State 1981); M.D. (Howard 1985)
- ROY O. ELAM III, Associate Clinical Professor of Medicine  
B.A. (University of the South 1968); M.D. (Tennessee 1971)
- JAMES H. ELLIOTT, Professor of Ophthalmology and Visual Sciences  
B.A. (Phillips 1949); M.D. (Oklahoma 1952)
- DARREL L. ELLIS, Associate Professor of Medicine  
B.S. (Kansas State 1973); M.D. (Kansas 1976)
- CYNTHIA ELLISON, Assistant Professor of Hearing and Speech Sciences  
B.S., M.S. (Northern Illinois 1973, 1974)
- JAMES PATRICK ELROD, Assistant Clinical Professor of Pathology  
B.S. (New Mexico Institute of Mining and Technology 1968); Ph.D., M.D. (Kansas 1975, 1978)
- EDWIN BOYETTE EMERSON, Clinical Instructor in Otolaryngology  
B.S. (Tennessee, Martin 1977); M.D. (Tennessee 1981)
- RONALD B. EMESON, Associate Professor of Pharmacology and Assistant Director of Graduate Studies (ADDED ON APPOINTMENT SCREEN); Associate Professor of Molecular Physiology and Biophysics  
B.A. (Johns Hopkins 1980); Ph.D. (Colorado 1986)
- JEANNINE Z. P. ENGEL, Assistant Professor of Medicine  
B.A. (Washington University 1987); M.D. (California, Berkeley 1992)
- BARBARA ENGELHARDT, Associate Professor of Pediatrics  
Dr.med. (Ruprecht-Karl-Universität Heidelberg 1976)
- NINA ENGELHARDT, Assistant Professor of Psychiatry  
A.B. (Smith 1979); M.A., Ph.D. (Case Western Reserve 1991, 1993)
- STEPHEN S. ENTMAN, Professor of Obstetrics and Gynecology and Chairman of the Department; Senior Fellow, Institute for Public Policy Studies  
A.B. (Harvard 1964); M.D. (Duke 1968)
- MARCIA EPELBAUM, Librarian, Eskind Biomedical Library  
B.A. (Hebrew University of Jerusalem 1976); M.A. (Colorado 1980)
- ROY ELLSWORTH ERB, Assistant Clinical Professor of Radiology and Radiological Sciences  
A.B. (Tennessee 1985); M.D. (Vanderbilt 1989)
- AMY A. ERNST, Associate Professor of Emergency Medicine  
B.A. (New Orleans 1978); M.D. (Tulane 1982)
- ANDREW CARL ERTL, Assistant Professor of Medicine  
B.S. (Wisconsin 1982); M.S., Ph.D. (California 1988, 1993)
- IRWIN B. ESKIND, Clinical Professor of Medicine  
B.A., M.D. (Vanderbilt 1945, 1948)
- JEFFREY B. ESKIND, Assistant Clinical Professor of Medicine  
A.B. (Harvard 1976); M.D. (Tulane 1980)
- STEVEN J. ESKIND, Associate Clinical Professor of Surgery  
A.B. (Washington University 1973); M.D. (Tulane 1977)
- ROBERT L. ESTES, Assistant Clinical Professor of Ophthalmology and Visual Sciences  
B.S. (Stanford 1972); M.D. (California, Los Angeles 1976)
- ELAINE EUSTIS, Instructor in Obstetrics and Gynecology  
B.S. (South Carolina College 1988); M.D. (Vanderbilt 1992)
- E. WILLIAM EWERS, Clinical Professor of Medicine  
B.A., M.D. (Vanderbilt 1946, 1948)
- JOHN H. EXTON, Professor of Molecular Physiology and Biophysics; Professor of Pharmacology; Investigator, Howard Hughes Medical Institute  
B.Med.Sc., M.B., Ch.B. (New Zealand 1955, 1958); Ph.D., M.D. (Otago 1963, 1984)
- MARALIE GAFFRON EXTON, Associate in Pathology; Director of the Program in Medical Technology  
B.A. (Randolph-Macon Woman's 1978)
- MEREDITH A. EZELL, Assistant Clinical Professor of Ophthalmology and Visual Sciences  
B.S. (David Lipscomb 1978); M.D. (Tennessee 1982)
- ROY C. EZELL, Associate Clinical Professor of Ophthalmology and Visual Sciences  
B.A. (Vanderbilt 1951); M.D. (Tennessee 1955)
- ROBERT B. FABER, Clinical Instructor in Urologic Surgery  
B.A., M.D. (Vanderbilt 1966, 1970)
- BAHAA MICHEL FADEL, Assistant Professor of Medicine  
M.D. (Saint Joseph University School of Medicine [Beirut] 1986)
- CHRISTOPH M. FAHLKE, Instructor in Medicine; Instructor in Pharmacology  
B.Sc., M.Sc., M.D. (Ulm [Germany] 1986, 1991, 1990)

- ANN L. FAILINGER, Clinical Instructor in Pediatrics  
B.S.W. (Valparaiso 1978); M.S.W. (Pennsylvania 1981)
- TOUFIC A. FAKHOURY, Assistant Professor of Neurology  
B.A., M.D. (American University of Beirut 1981, 1985)
- HONG FANG, Assistant Professor of Microbiology and Immunology  
B.Sc. (Fudan [Shanghai] 1982); Ph.D. (Illinois 1988)
- CHERYL ANN FASSLER, Assistant Clinical Professor of Medicine  
B.S. (Notre Dame 1979); M.D. (Ohio State 1982)
- WALLACE FAULK, Associate Clinical Professor of Ophthalmology and Visual Sciences  
B.A., M.D. (Vanderbilt 1951, 1954)
- MARQUETTA L. FAULKNER, Assistant Clinical Professor of Medicine  
B.S. (Texas Southern 1977); M.D. (Meharry Medical 1981)
- WILLARD R. FAULKNER, Professor of Biochemistry, Emeritus  
B.S. (Idaho 1940); M.S. (Denver 1950); Ph.D. (Vanderbilt 1956)
- THOMAS W. FAUST, Assistant Clinical Professor of Medicine  
B.A. (Vanderbilt 1978); M.D. (Tennessee 1983)
- SERGIO FAZIO, Assistant Professor of Medicine; Assistant Professor of Pathology  
M.D. (Rome 1983); Ph.D. (Siena [Italy] 1989)
- CHARLES F. FEDERSPIEL, Professor of Preventive Medicine (Biostatistics)  
B.A., M.A. (Michigan 1950, 1952); Ph.D. (North Carolina State 1959)
- JAMES W. FELCH, Clinical Instructor in Ophthalmology and Visual Sciences  
B.S. (Delaware 1968); Ph.D., M.D. (Vanderbilt 1973, 1977)
- STEPHEN K. FELTS, Assistant Clinical Professor of Medicine  
B.S. (Mississippi State 1966); M.D. (Mississippi 1968)
- STEPHEN S. FEMAN, Professor of Ophthalmology and Visual Sciences  
A.B. (Franklin and Marshall 1962); M.D. (Pennsylvania 1966)
- GERALD M. FENICHEL, Professor of Neurology and Chair of the Department; Professor of Pediatrics; Director, Neuromuscular Disease Research Center  
B.A. (Johns Hopkins 1955); M.D. (Yale 1959)
- J. VANCE FENTRESS, Assistant Clinical Professor of Medicine  
B.A., M.D. (Vanderbilt 1949, 1952)
- IGOR ALEXANDROVICH FEOKTISTOV, Research Assistant Professor of Medicine; Research Assistant Professor of Pharmacology  
C.Sc., Ph.D. (Tomsk Institute of Medicine [Russia] 1985, 1985)
- BLAISE FERRARACCIO, Assistant Clinical Professor of Neurology  
B.S., M.D. (George Washington 1975, 1979)
- CLAUDE L. FERRELL, III, Adjunct Assistant Professor of Anesthesiology  
B.A. (Tennessee 1985); M.D. (Tennessee, Memphis 1989)
- MICHAEL CRAIG FERRELL, Clinical Instructor in Orthopaedics and Rehabilitation  
B.S. (Notre Dame 1971); M.D. (Tulane 1974)
- IRENE FEURER, Research Assistant Professor of Psychiatry  
B.S. (Ursinus 1976); M.S.Ed., Ph.D. (Pennsylvania 1983, 1997)
- JOHN P. FEZZA, Clinical Instructor in Ophthalmology and Visual Sciences  
B.A. (Duke 1986); M.D. (New York Medical College 1992)
- RITA A. FIE, Instructor in Pediatrics (Social Work)  
B.A. (Berea 1966); M.S.S.W. (Tennessee 1968)
- JAMES P. FIELDS, Associate Clinical Professor of Medicine (Dermatology)  
B.S., M.S. (Texas 1953, 1957); M.D. (Texas, Galveston 1958)
- JOHN P. FIELDS, Clinical Professor of Pediatrics  
B.A., M.D. (Vanderbilt 1954, 1957)
- ELLIOT M. FIELSTEIN, Assistant Professor of Psychiatry  
B.A. (SUNY, Buffalo 1976); Ph.D. (Vermont 1984)
- LOIS E. FINCH, Associate in Psychiatry  
B.S., M.S.N. (Vanderbilt 1970, 1991)
- STUART G. FINDER, Assistant Professor of Medicine; Assistant Professor of Philosophy  
B.S. (Allegheny 1983); M.A. (Colorado 1985); M.A. (Wisconsin 1988); Ph.D. (Utah 1991)
- FREDERICK L. FINKE, Clinical Instructor in Obstetrics and Gynecology  
B.A., M.D. (Ohio State 1967, 1970)
- REBECCA M. FISCHER, Adjunct Assistant Professor of Hearing and Speech Sciences; Adjunct Assistant Professor of Special Education  
B.A. (Trinity [Texas] 1973); M.Sc. (McGill 1980); Ph.D. (Vanderbilt 1990)
- FRANK A. FISH, Associate Professor of Pediatrics; Assistant Professor of Medicine  
A.B. (Wabash 1978); M.D. (Indiana 1983)
- JOSEPH FISHBEIN, Associate Clinical Professor of Psychiatry  
B.A., M.D. (Temple 1940, 1950)
- BENJAMIN FISHER, Clinical Instructor in Surgery  
B.A., M.D. (Vanderbilt 1954, 1957)
- JACK FISHER, Assistant Clinical Professor of Plastic Surgery  
B.S. (Illinois 1969); M.D. (Emory 1973)
- JON C. FISHER, Assistant Clinical Professor of Dentistry  
B.S., D.M.D. (Kentucky 1966, 1972); M.S. (Saint Louis 1974)

- J. MICHAEL FITZPATRICK, Associate Professor of Computer Science; Associate Professor of Radiology and Radiological Sciences; Associate Professor of Neurological Surgery B.S. (North Carolina 1967); Ph.D. (Florida State 1972); M.S. (North Carolina 1982)
- JERI EILEEN FITZPATRICK, Assistant Clinical Professor of Psychiatry B.S. (Tennessee 1981); M.D. (East Tennessee State 1986)
- PAUL J. FLAKOLL, Research Associate Professor of Surgery; Research Assistant Professor of Biochemistry B.S., M.S., Ph.D. (Iowa State 1979, 1981, 1988)
- JOHN F. K. FLANAGAN, Adjunct Assistant Professor of Anesthesiology B.S. (Tennessee, Nashville 1976); M.D. (Meharry Medical 1982)
- WILLIAM F. FLEET, JR., Clinical Professor of Pediatrics B.A., M.D. (Vanderbilt 1955, 1958)
- ARTHUR C. FLEISCHER, Professor of Radiology and Radiological Sciences; Professor of Obstetrics and Gynecology B.S. (Emory 1973); M.D. (Medical College of Georgia 1976)
- SIDNEY FLEISCHER, Professor of Molecular Biology; Professor of Pharmacology B.S. (City University of New York 1952); Ph.D. (Indiana 1957)
- LEE H. FLEISHER, Senior Associate in Psychiatry B.S. (Miami [Florida] 1967)
- JAMES H. FLEMING, JR., Assistant Clinical Professor of Plastic Surgery B.S., M.D. (Vanderbilt 1955, 1958)
- PHILIP E. FLEMING, Assistant Clinical Professor of Plastic Surgery B.A. (Vanderbilt 1974); M.D. (Alabama, Birmingham 1979)
- CHRISTOPHER W. FLETCHER, Assistant Clinical Professor of Medicine B.A. (Wesleyan 1978); M.D., M.P.H. (Columbia 1983, 1983)
- JOHN M. FLEXNER, Professor of Medicine B.A. (Yale 1950); M.D. (Johns Hopkins 1954)
- JEFFREY S. FLICK, Assistant Professor of Biochemistry A.B. (Miami [Ohio] 1981); Ph.D. (Washington University 1991)
- MARK DUDLEY FLORA, Clinical Instructor in Urologic Surgery B.S. (Purdue 1981); M.D. (Indiana 1985)
- AGNES B. FOGO, Associate Professor of Pathology; Associate Professor of Pediatrics B.A. (Tennessee, Chattanooga 1976); M.D. (Vanderbilt 1981)
- JAMES T. FORBES, Associate Professor of Medicine; Associate Professor of Pathology B.A. (University of the South 1967); Ph.D. (Mississippi 1971)
- JILL A. FORBESS, Clinical Instructor in Pediatrics B.S. (Oglethorpe 1984); M.D. (Medical College of Georgia 1991)
- GAYLE FOSTER, Assistant Clinical Professor of Psychiatry B.A. (Tennessee 1987); M.D. (Wake Forest 1991)
- HENRY W. FOSTER, Clinical Professor of Obstetrics and Gynecology B.S. (Morehouse 1954); M.D. (Arkansas 1958)
- ANN FOTTRELL, Assistant Clinical Professor of Psychiatry B.S. (Middle Tennessee State 1984); M.D. (Tennessee 1988)
- EUGENE W. FOWINKLE, Associate Vice Chancellor for Health Affairs; Associate Professor of Preventive Medicine M.D. (Tennessee 1958); M.P.H. (Michigan 1962)
- JOHN A. FOX, Assistant Professor of Orthopaedics and Rehabilitation B.A. (Amherst 1985); M.D. (Columbia 1989)
- REBECCA L. FRAKES, Clinical Instructor in Pediatrics B.A. (Vanderbilt 1980); M.D. (Texas Southwestern Medical School 1986)
- JOSEPH FRANCIS, JR., Assistant Clinical Professor of Medicine B.A. (Johns Hopkins 1980); M.D. (Washington University 1984)
- SHARRON H. FRANCIS, Research Professor of Molecular Physiology and Biophysics B.S. (Western Kentucky 1965); Ph.D. (Vanderbilt 1970)
- BEVERLY A. FRANK, Clinical Instructor in Pediatrics B.S., M.D. (Pittsburgh 1980, 1992)
- JENNY JO FRANKE, Assistant Professor of Urologic Surgery B.S. (Illinois 1983); M.D. (Vanderbilt 1987)
- JOHN J. FRANKS, Professor of Anesthesiology B.A., M.D. (Colorado 1951, 1954)
- RAND T. FREDERIKSEN, Associate Clinical Professor of Medicine B.A. (Texas Tech 1963); M.D. (Washington University 1967)
- JOSEPH L. FREDI, Assistant Clinical Professor of Medicine A.B. (Rutgers 1976); M.D. (Tennessee 1983)
- GERALD STANLEY FREEDMAN, Adjunct Professor of Radiology and Radiological Sciences B.M.E. (Cornell 1959); M.D. (Columbia 1964)
- LEE ANN FREEMAN, Assistant Clinical Professor of Pediatrics A.B., M.D. (Tennessee 1977, 1982)
- MICHAEL L. FREEMAN, Associate Professor of Radiology and Radiological Sciences (Radiation Oncology) B.S., Ph.D. (Colorado State 1974, 1978)
- RUFUS JACK FREEMAN, Assistant Clinical Professor of Pathology

- B.S. (Kentucky 1957); M.D. (Vanderbilt 1961)
- FRANK R. FREEMON, Professor of Neurology  
B.S., M.D. (Florida 1962, 1965)
- MARIA E. FREXES-STEED, Assistant Professor of Surgery  
B.S. (Miami [Florida] 1978); M.D. (Vanderbilt 1982)
- WALTER W. FREY, Assistant Clinical Professor of Ophthalmology and Visual Sciences  
B.A. (Transylvania 1956); M.D. (Harvard 1960)
- DANIEL L. FRIEDMAN, Assistant Clinical Professor of Psychiatry  
B.A., M.D., Ph.D. (Western Reserve 1958, 1965, 1965)
- GOTTLIEB C. FRIESINGER, II, Professor of Medicine; Betty and Jack Bailey Professor of Cardiology  
B.S. (Muskingum 1951); M.D. (Johns Hopkins 1955)
- THOMAS F. FRIST, Associate Clinical Professor of Medicine, Emeritus  
B.S. (Mississippi 1931); M.D. (Vanderbilt 1933); M.D., C.M. (McGill 1938)
- WILLIAM H. FRIST, Assistant Professor of Cardiac and Thoracic Surgery (On leave)  
A.B. (Princeton 1974); M.D. (Harvard 1978)
- JAMES ALAN FRY, Clinical Instructor in Neurology  
B.A., M.D. (Texas Tech 1981, 1985)
- CHANGLIN FU, Research Assistant Professor of Biochemistry  
Ph.D. (McGill 1989)
- D. CATHERINE FUCHS, Associate Clinical Professor of Psychiatry  
B.A., M.D. (Vanderbilt 1978, 1982)
- HOWARD A. FUCHS, Associate Professor of Medicine  
B.S. in Eng. (Colorado School of Mines 1977); M.D. (Vanderbilt 1981)
- COLIN D. FUNK, Adjunct Associate Professor of Pharmacology; Adjunct Associate Professor of Medicine  
B.Sc. (Queen's [Ontario] 1980); Ph.D. (McGill 1985)
- JOHN R. FURMAN, Clinical Instructor in Urologic Surgery  
B.S. (Tufts 1958); M.D. (Union, Albany Medical College 1962)
- DANNY WAYNE FUTRELL, Associate Clinical Professor of Pediatrics  
B.S. (Murray State 1978); M.D. (Kentucky 1983); M.B.A. (Vanderbilt 1992)
- DMITRY GABRILOVICH, Research Assistant Professor of Medicine  
M.D. (Kabardino-Balkarian State [USSR] 1984); Ph.D. (Central Institute [Moscow] 1989)
- F. ANDREW GAFFNEY, Professor of Medicine  
A.B. (California, Berkeley 1968); M.D. (New Mexico 1972)
- DAVID GAILANI, Assistant Professor of Pathology; Assistant Professor of Medicine  
B.A. (Cornell 1980); M.D. (Illinois 1984)
- JAMES V. GAINER, III, Assistant Professor of Medicine  
B.S. (Virginia 1986); M.D. (West Virginia 1990)
- DONALD L. GAINES, Assistant Clinical Professor of Orthopaedics and Rehabilitation  
B.S. (Mississippi 1955); M.D. (Tennessee 1958)
- LAWRENCE S. GAINES, Assistant Professor of Psychiatry; Associate, John F. Kennedy Center; Fellow, Institute for Public Policy Studies  
B.A. (City University of New York 1965); M.A., Ph.D. (Maryland 1969, 1972)
- DOUGLAS H. GAITHER, Associate in Medicine  
B.S., M.S. (Middle Tennessee State 1969, 1977); M.D. (Tennessee, Memphis 1977)
- MARK ANTHONY GALLES, Instructor in Medicine  
B.S., M.D. (Oklahoma 1990, 1994)
- AURELIO GALLI, Instructor in Pharmacology  
Ph.D. (Università Degli Studi di Milano 1992)
- XIANG GAO, Assistant Professor of Medicine  
B.S. (Zhongshan [China] 1983); M.S. (Zhongshan 1987); Ph.D. (Pittsburgh 1995)
- JUDY GARBER, Associate Professor of Psychology, Peabody College; Assistant Professor of Psychiatry; Associate Professor of Psychology, College of Arts and Science; Senior Fellow, Institute for Public Policy Studies; Investigator, John F. Kennedy Center  
B.A. (SUNY, Buffalo 1973); Ph.D. (Minnesota 1987)
- RICHARD W. GARMAN, JR., Associate Clinical Professor of Medicine  
B.S. (David Lipscomb 1976); M.D. (Louisville 1980)
- C. GEALYN GARRETT, Assistant Professor of Otolaryngology  
A.B., M.D. (North Carolina 1984, 1988)
- H. ALPHA GARRETT, Instructor in Anesthesiology  
B.S. (Birmingham-Southern 1984); M.D. (South Alabama 1988)
- J. DONALD M. GASS, Professor of Ophthalmology and Visual Sciences  
B.A., M.D. (Vanderbilt 1950, 1957)
- RONALD E. GATES, Research Assistant Professor of Medicine (Dermatology)  
B.A. (Saint Mary's [Minnesota] 1963); Ph.D. (Northwestern 1968)
- WILLIAM G. GATES, Clinical Instructor in Ophthalmology and Visual Sciences  
B.S. (Northeast Louisiana 1985); M.D. (Louisiana State 1989)
- JAMES A. GAUME, Assistant Clinical Professor of Medicine  
B.S. (Loyola [Los Angeles] 1972); M.D. (Southern California 1976)
- JAMES C. GAY, Associate Professor of Pediatrics  
B.S. (Davidson 1974); M.D. (Emory 1978)



- VOLNEY P. GAY, Professor of Religious Studies; Professor of Psychiatry; Professor of Anthropology  
B.A. (Reed 1970); M.A., Ph.D. (Chicago 1973, 1976)
- RICHARD J. GEER, Assistant Clinical Professor of Surgery  
B.S. (Alabama 1979); M.D. (Alabama, Birmingham 1983)
- ANTOINE GEISSBUHLER, Research Assistant Professor of Biomedical Informatics  
M.D. (University of Geneva 1994)
- ALFRED L. GEORGE, JR., Associate Professor of Medicine; Associate Professor of Pharmacology  
B.A. (Wooster 1978); M.D. (Rochester 1982)
- JAMES K. GERAUGHTY, Assistant Professor of Medical Administration  
B.A. (Missouri 1982); M.D. (Missouri, Kansas City 1982)
- DEBORAH C. GERMAN, Associate Dean for Students; Interim Director, Office of Minority Student Affairs; Associate Professor of Medical Administration; Associate Professor of Medicine (Rheumatology)  
A.B. (Boston University 1972); M.D. (Harvard 1976)
- CARL N. GESSLER, Assistant Clinical Professor of Surgery  
B.A., M.D. (Vanderbilt 1937, 1940)
- PETER GETTINS, Adjunct Associate Professor of Biochemistry  
M.A., D.Phil. (Oxford 1976, 1979)
- S. JULIAN GIBBS, Professor of Radiology and Radiological Sciences; Assistant Professor of Dentistry  
D.D.S. (Emory 1956); Ph.D. (Rochester 1969)
- F. BRIAN GIBSON, Clinical Instructor in Otolaryngology  
B.A., B.S. (Washington and Lee 1982, 1982); M.D. (Wake Forest 1985)
- JOHN R. GIBSON, Associate Clinical Professor of Medicine  
B.A. (Vanderbilt 1974); M.D. (Washington University 1979)
- JOSEPH GIGANTE, Assistant Professor of Pediatrics  
B.A. (Brooklyn College 1984); M.D. (SUNY, Stony Brook 1988)
- CHARLES M. GILL, Clinical Instructor in Obstetrics and Gynecology  
B.A. (Vanderbilt 1950); M.D. (Tennessee 1955)
- GREGORY M. GILLETTE, Assistant Professor of Psychiatry  
B.A. (Knox 1972); M.D. (North Carolina 1979)
- MARIA GABRIELLA GIRO, Research Associate Professor of Pathology (On leave 1997/98)  
Ph.D. (Padova [Italy] 1968)
- DARIO A. GIUSE, Associate Professor of Biomedical Informatics; Associate Professor of Computer Science  
Ph.D. (Politecnico di Milano 1979); M.S. (Carnegie-Mellon 1993)
- NUNZIA B. GIUSE, Associate Professor of Biomedical Informatics; Deputy Director, Eskinid Biomedical Library  
M.D. (Brescia [Italy] 1985); M.L.S. (Pittsburgh 1994)
- FRANCES P. GLASCOE, Associate Professor of Pediatrics; Investigator, John F. Kennedy Center  
B.S. (Georgia State 1976); M.S., Ed.S. (Peabody 1978, 1979); Ph.D. (Vanderbilt 1986)
- MICHAEL E. GLASSCOCK, III, Clinical Professor of Otolaryngology; Adjunct Professor of Hearing and Speech Sciences (Otolaryngology); Associate Clinical Professor of Neurological Surgery  
B.S. (Tennessee Technological 1955); M.D. (Tennessee 1958)
- DAVID M. GLASSFORD, JR., Assistant Clinical Professor of Cardiac and Thoracic Surgery  
B.S. (Texas A & M 1966); M.D. (Texas 1970)
- FRANCIS W. GLUCK, JR., Associate Clinical Professor of Medicine; Adjunct Associate Professor of Nursing  
B.A. (Williams 1961); M.D. (Johns Hopkins 1965)
- WALTER G. GOBBEL, JR., Professor of Surgery, Emeritus  
B.S., M.D. (Duke 1944, 1944)
- JACQUELINE GOFFAUX, Assistant in Medicine  
M.S.Ed., Ph.D. (Vanderbilt 1980, 1986)
- MARK S. GOLDFARB, Assistant Clinical Professor of Medicine  
B.S. (Michigan 1975); M.D. (George Washington 1979)
- FRED GOLDNER, JR., Associate Clinical Professor of Medicine  
B.A., M.D. (Vanderbilt 1945, 1948)
- RICHARD E. GOLDSTEIN, Associate Professor of Surgery  
B.A. (Amherst 1978); M.D. (Jefferson Medical College 1982)
- STACEY ANN GOODMAN, Assistant Professor of Medicine  
M.D. (New York 1987)
- ROBERT A. GOODWIN, JR., Professor of Medicine, Emeritus  
B.S. (Virginia 1936); M.D. (Johns Hopkins 1940)
- SIMIN GORAL, Assistant Professor of Medicine  
M.D. (Istanbul 1984)
- RONALD J. GORDON, Associate Clinical Professor of Anesthesiology  
B.S. (Maryland 1965); Ph.D. (Princeton 1969); M.D. (Florida 1979)
- SHARON M. GORDON, Assistant Clinical Professor of Psychiatry  
B.A. (Albion 1974); M.A. (Western Michigan

- 1985); Ph.D. (Antioch New England Graduate School 1993)
- MATTHIAS J. GORHAM, JR., Assistant Clinical Professor of Dentistry (General Practice) D.D.S. (Saint Louis 1961)
- GERALD S. GOTTERER, Associate Dean of the School of Medicine; Director, Office of Continuing Medical Education; Professor of Medical Administration A.B. (Harvard 1955); M.D. (Chicago 1958); Ph.D. (Johns Hopkins 1964)
- KATHLEEN L. GOULD, Associate Professor of Cell Biology A.B. (California, Berkeley 1981); Ph.D. (California, San Diego 1987)
- C. K. HIRANYA GOWDA, Associate Clinical Professor of Otolaryngology M.D. (Mysore 1961)
- ALAN L. GRABER, Clinical Professor of Medicine A.B. (Princeton 1957); M.D. (Washington University 1961)
- STANLEY E. GRABER, Associate Professor of Medicine; Associate Professor of Biomedical Informatics B.A., M.D. (Vanderbilt 1960, 1964)
- BARNEY SCOTT GRAHAM, Professor of Medicine; Assistant Professor of Microbiology and Immunology B.A. (Rice 1975); M.D. (Kansas 1979); Ph.D. (Vanderbilt 1991)
- DOYLE G. GRAHAM, Professor of Pathology and Chair of the Department B.S. (New Mexico Highlands 1960); M.D., Ph.D. (Duke 1966, 1971)
- ROBERT P. GRAHAM, JR., Clinical Instructor in Medicine A.B., M.D. (Tennessee 1976, 1981)
- THOMAS P. GRAHAM, JR., Ann and Monroe Carell Jr. Family Professor of Pediatric Cardiology; Professor of Pediatrics; Associate Professor of Radiology and Radiological Sciences (On leave spring 1998) B.A., M.D. (Duke 1959, 1963)
- DARYL K. GRANNER, Joe C. Davis Professor of Biomedical Science; Professor of Molecular Physiology and Biophysics and Chairman of the Department; Professor of Medicine B.A., M.D., M.S. (Iowa 1958, 1962, 1962)
- D. WESLEY GRANTHAM, Adjunct Professor of Hearing and Speech Sciences Ph.D. (Indiana 1975)
- JUDITH S. GRAVEL, Adjunct Associate Professor of Hearing and Speech Sciences B.A., M.A. (Massachusetts 1970, 1971); Ph.D. (Vanderbilt 1985)
- CORNELIA ROSE GRAVES, Assistant Professor of Obstetrics and Gynecology B.A. (Baylor 1983); M.D. (University of Arkansas for Medical Sciences 1987)
- HERSCHEL A. GRAVES, JR., Associate Clinical Professor of Surgery B.A., M.D. (Vanderbilt 1945, 1948)
- MARY EDMOND PHILLIPS GRAY, Professor of Experimental Pathology, Emerita B.A., Ph.D. (Vanderbilt 1935, 1940)
- ROLAND W. GRAY, Assistant Clinical Professor of Pediatrics B.A. (Vanderbilt 1969); M.D. (Tennessee 1973)
- DAVID G. GREATHOUSE, Adjunct Professor of Cell Biology B.A. (Marshall 1968); M.S., Ph.D. (Kentucky 1976, 1985)
- BARBARA A. GRECO, Assistant Clinical Professor of Medicine B.A. (Yale 1978); M.D. (Harvard 1983)
- CHRISTOPHER S. GREELEY, Clinical Instructor in Pediatrics B.S., B.A. (Hobart 1988, 1988); M.D. (Virginia 1992)
- G. NEIL GREEN, Assistant Professor of Microbiology and Immunology B.S. (Tennessee 1979); Ph.D. (Illinois 1985)
- NEIL EDWARD GREEN, Professor of Orthopaedics and Rehabilitation and Vice Chairman of the Department; Associate Professor of Pediatrics B.A. (Franklin and Marshall 1962); M.D. (Union, Albany Medical College 1968)
- PAUL A. GREEN, JR., Clinical Instructor in Obstetrics and Gynecology B.A., M.D. (Vanderbilt 1950, 1953)
- RALPH GREENBAUM, Clinical Professor of Pediatrics M.D. (Tennessee 1962)
- HARRY L. GREENE, Clinical Professor of Pediatrics B.A. (Baylor 1960); M.D. (Emory 1964)
- JOHN W. GREENE, Director, Zerfoss Student Health Center; Professor of Pediatrics; Professor of Obstetrics and Gynecology; Associate Professor of Pediatric Nursing A.B. (West Georgia 1966); M.D. (Medical College of Georgia 1970)
- RICHARD W. GREENE, Adjunct Instructor in Pediatrics B.S., M.D. (Tennessee 1974, 1978)
- DAVID I. GREENSTEIN, Assistant Professor of Cell Biology B.A. (Pennsylvania 1983); Ph.D. (Rockefeller 1989)
- JOHN P. GREER, Associate Professor of Medicine; Associate Professor of Pediatrics B.A., M.D. (Vanderbilt 1972, 1976)
- DAVID W. GREGORY, Associate Professor of Medicine B.A., M.D. (Vanderbilt 1963, 1967)
- JAMES P. GREGORY, Clinical Instructor in Medicine B.A. (Yale 1959); M.D. (Kentucky 1966)

- MARVIN G. GREGORY, Assistant Clinical Professor of Obstetrics and Gynecology  
B.S. (Kentucky 1959); M.D. (Vanderbilt 1966)
- JOHN J. GRIFFIN, Assistant Clinical Professor of Psychiatry  
B.A. (Notre Dame 1965); M.D. (Saint Louis 1969)
- MARIE R. GRIFFIN, Professor of Preventive Medicine (Pharmacoepidemiology); Associate Professor of Medicine (On leave 1997/98)  
A.B. (Immaculata 1972); M.D. (Georgetown 1976); M.P.H. (Johns Hopkins 1982)
- STEPHEN E. GRINDE, Assistant Clinical Professor of Ophthalmology and Visual Sciences  
B.S. (Baylor 1970); M.S., M.D. (New Mexico 1972, 1976)
- JOHN HOOPER GRISCOM, Associate Clinical Professor of Medicine  
B.A., M.D. (Vanderbilt 1951, 1954)
- THOMAS E. GROOMES, Assistant Professor of Orthopaedics and Rehabilitation  
B.S. (Vanderbilt 1983); M.D. (Tennessee, Memphis 1987)
- ERICH B. GROOS, Clinical Instructor in Obstetrics and Gynecology  
B.E., M.D. (Vanderbilt 1957, 1964)
- WILLIAM E. GROSS, Assistant Clinical Professor of Otolaryngology  
B.S. (Rhodes 1983); M.D. (Virginia 1987)
- LAURENCE A. GROSSMAN, Clinical Professor of Medicine  
B.A., M.D. (Vanderbilt 1938, 1941)
- JAMES H. GROWDON, JR., Associate Clinical Professor of Obstetrics and Gynecology  
B.A., M.D. (Vanderbilt 1966, 1969)
- REGINA A. GRUBER, Assistant Professor of Pediatrics  
B.A., M.D. (Baylor 1975, 1981)
- WILLIAM C. GRUBER, Associate Professor of Pediatrics; Associate Professor of Pathology  
B.A. (Rice 1975); M.D. (Baylor 1979)
- F. PETER GUENGERICH, Professor of Biochemistry; Director, Center in Molecular Toxicology; Director, Division of Environmental Toxicology  
B.S. (Illinois 1970); Ph.D. (Vanderbilt 1973)
- ALICE GUNG, Research Associate in Medicine  
M.D. (Peking Union Medical 1957)
- LARRY D. GURLEY, Clinical Instructor in Obstetrics and Gynecology  
B.A. (Vanderbilt 1970); M.D. (Tennessee 1977)
- RAUL J. GUZMAN, Assistant Professor of Surgery  
Sc.B. (Brown 1982); M.D. (Johns Hopkins 1986)
- HARRY E. GWIRTSMAN, Associate Professor of Psychiatry  
B.A. (Yale 1972); M.D. (Columbia 1976)
- DAVID WILLIAM HAAS, Associate Professor of Medicine; Assistant Professor of Microbiology and Immunology  
A.B. (Indiana 1979); M.D. (Vanderbilt 1983)
- LAWRENCE HABER, Instructor in Orthopaedics and Rehabilitation  
B.A. (Texas Christian 1987); M.D. (Texas Tech 1992)
- RALF HABERMANN, Instructor in Medicine  
M.D. (Freie [Germany] 1989)
- M. REZA HABIBIAN, Assistant Professor of Radiology and Radiological Sciences  
M.D. (University of Tehran Medical School 1960)
- DAVID D. HAGAMAN, Adjunct Instructor in Medicine  
B.S. (Bowling Green State 1983); M.D. (Ohio State 1987)
- KEITH W. HAGAN, Assistant Clinical Professor of Urologic Surgery  
B.A. (Kentucky 1965); M.D. (Vanderbilt 1969)
- KEVIN F. HAGAN, Assistant Professor of Plastic Surgery  
B.A., M.D. (Johns Hopkins 1971, 1974)
- CHARLES E. HAINES, JR., Associate Clinical Professor of Urology, Emeritus  
M.D. (Duke 1937)
- JONATHAN LEE HAINES, Associate Professor of Molecular Physiology and Biophysics  
B.A. (Colby 1979); Ph.D. (Minnesota 1984)
- RAYMOND M. HAKIM, Professor of Medicine (On leave 1996/97)  
M.S. (Rensselaer Polytechnic Institute 1965); Ph.D. (Massachusetts Institute of Technology 1968); M.D. (McGill 1976)
- FRED L. HALEY, Assistant Clinical Professor of Medicine  
B.S. (Johns Hopkins 1971); M.D. (Vanderbilt 1975)
- CATHY J. HALL, Assistant in Ophthalmology and Visual Sciences  
C.O., C.O.M.T.
- DAVID P. HALL, Clinical Instructor in Medicine  
B.A. (Kentucky 1973); M.D. (Louisville 1977)
- H. DAVID HALL, Professor of Oral Surgery; Professor of Dentistry  
B.S. (Oklahoma 1953); D.M.D. (Harvard 1957); M.D. (Alabama 1977)
- ROBERT K. HALL, Research Assistant Professor of Molecular Physiology and Biophysics  
B.S., M.S. (Clemson 1980, 1982); Ph.D. (Vanderbilt 1987)
- WILLIAM M. HALL, Assistant Clinical Professor of Psychiatry  
B.S. (Memphis State 1968); M.D., Ph.D. (Tennessee, Memphis 1986, 1977)
- JAMES W. HALL III, Associate Professor of Hearing and Speech Sciences; Associate Professor of Otolaryngology  
B.A. (American International 1970); M.A. (Northwestern 1973); Ph.D. (Baylor 1979)
- SUSAN A. HALTER, Associate Professor of Pathology

- B.A. (Miami [Ohio] 1967); M.S. (Syracuse 1971); M.D. (Queen's [Ontario] 1973)
- EDDIE D. HAMILTON, Clinical Instructor in Pediatrics  
B.S. (Tennessee 1981); M.D. (Vanderbilt 1985)
- JAMES R. HAMILTON, Associate Clinical Professor of Medicine (Dermatology)  
B.A., M.D. (Vanderbilt 1943, 1946)
- ROY G. HAMMONDS, Clinical Instructor in Surgery  
B.S., M.D. (Vanderbilt 1942, 1944)
- KENNETH R. HANDE, Professor of Medicine; Professor of Pharmacology  
A.B. (Princeton 1968); M.D. (Johns Hopkins 1972)
- THOMAS E. HANES, Assistant Clinical Professor of Pathology  
B.A., M.D. (Vanderbilt 1968, 1972)
- STEVEN K. HANKS, Associate Professor of Cell Biology; Associate Professor of Medicine  
B.S. (Utah 1977); Ph.D. (Texas Health Science Center, Houston 1982)
- STEPHEN R. HANN, Associate Professor of Cell Biology  
A.B. (California, Berkeley 1974); Ph.D. (California, Riverside 1981)
- JANE N. HANNAH, Assistant Professor of Pediatrics  
B.S., M.S. (Middle Tennessee State 1969, 1977); Ed.D. (Vanderbilt 1984)
- VICKIE L. HANNIG, Assistant in Pediatrics; Adjunct Instructor in Genetics in Nursing  
B.A. (Pennsylvania 1976); M.S. (Sarah Lawrence 1981)
- DAVID E. HANSEN, Associate Professor of Medicine  
B.A. (Amherst 1976); M.D. (Cornell 1980)
- MICHAEL A. HARALSON, Associate Professor of Pathology  
B.A. (McMurry 1967); Ph.D. (Texas 1974)
- MARY ALICE HARBISON, Assistant Clinical Professor of Medicine  
B.A. (Yale 1978); M.D. (Vanderbilt 1983)
- ROBERT A. HARDIN, Clinical Instructor of Cardiac and Thoracic Surgery  
B.A. (Asbury 1952); M.D. (Vanderbilt 1956)
- JOEL G. HARDMAN, Associate Vice-Chancellor for Health Affairs; Professor of Pharmacology  
B.S. Pharm., M.S. (Georgia 1954, 1959); Ph.D. (Emory 1964)
- NORMAN CHANDLER HARDMAN, JR., Assistant Professor of Medicine  
B.S. (Georgia Institute of Technology 1981); M.D. (Medical College of Georgia 1985)
- RAY HARGREAVES, Clinical Instructor in Surgery  
A.B. (Franklin and Marshall 1981); M.D. (Vanderbilt 1985)
- JOEL T. HARGROVE, Clinical Professor of Obstetrics and Gynecology  
B.S. (Austin Peay State 1957); M.D. (Tennessee 1960)
- HERBERT HARKLEROAD, Assistant Clinical Professor of Medicine  
B.S. (Kentucky 1951); M.D. (Louisville 1955)
- HIROTAKE HARO, Visiting Associate Professor of Orthopaedics and Rehabilitation  
M.D. (Yamaguchi [Japan] 1989); Ph.D. (Tokyo Medical and Dental 1997)
- M. CAL HARPER, Clinical Professor of Orthopaedics and Rehabilitation  
B.S. (Georgia 1963); M.D. (Medical College of Georgia 1967)
- PERRY F. HARRIS, Assistant Clinical Professor of Plastic Surgery  
D.D.S., M.S. (North Carolina 1955, 1959); M.D. (Tennessee 1962)
- RAYMOND C. HARRIS, JR., Associate Professor of Medicine  
B.S. (Yale 1974); M.D. (Emory 1978)
- THOMAS R. HARRIS, Professor of Biomedical Engineering and Chair of the Department; Professor of Chemical Engineering; Professor of Medicine  
B.S., M.S. (Texas A & M 1958, 1962); Ph.D. (Tulane 1964); M.D. (Vanderbilt 1974)
- VICKI S. HARRIS, Research Assistant Professor of Psychiatry; Associate, John F. Kennedy Center; Fellow, Institute for Public Policy Studies  
B.S. (SUNY, College at Cortland 1984); M.S., Ph.D. (Pennsylvania State 1987, 1991)
- VICTORIA L. HARRIS, Associate in Medicine  
B.S., M.Ed. (Memphis 1974, 1976); Ed.D. (North Texas 1983)
- SIDNEY HARSHMAN, Professor of Microbiology and Immunology, Emeritus  
B.S. (Western Reserve 1950); Sc.D. (Johns Hopkins 1959)
- WILLIAM E. HARSTON, JR., Assistant Clinical Professor of Medicine  
B.S. (Western Kentucky 1969); M.D. (Vanderbilt 1973)
- JAMES R. HART, Assistant Clinical Professor of Psychiatry  
B.A., M.D. (Vanderbilt 1978, 1983)
- WILLIAM B. HARWELL, JR., Assistant Clinical Professor of Medicine (Dermatology)  
B.A. (University of the South 1968); M.D. (Tennessee 1971)
- JOHN H. HASH, Professor of Microbiology and Immunology, Emeritus  
B.S. (Roanoke 1949); M.S., Ph.D. (Virginia Polytechnic 1955, 1957)
- MUHAMMED F. HASHIM, Research Associate in Biochemistry  
B. Pharm., M. Pharm. (Dacca 1981, 1983); Ph.D. (Tokyo 1991)
- CHARLES HOWARD HAUSMAN, Clinical Instructor in Hearing and Speech Sciences  
B.S. (Cincinnati 1972); M.S. (Vanderbilt 1974)

- JACEK HAWIGER, Oswald T. Avery Professor of Microbiology and Immunology and Chairman of the Department  
M.D. (Copernicus School of Medicine 1962); D.M.Sc. (National Institute of Hygiene [Warsaw] 1967); A.M. (Harvard 1987); M.D. (hon., Copernicus School of Medicine 1992)
- ANNE B. HAWKINS, Clinical Instructor in Pediatrics  
B.A. (Virginia 1987); M.D. (Tennessee, Memphis 1992)
- MICHAEL D. HAWKINS, Clinical Instructor in Obstetrics and Gynecology  
B.A. (Vanderbilt 1987); M.D. (Emory 1991)
- DAVID S. HAYNES, Assistant Professor of Otolaryngology  
A.B. (Tennessee 1983); M.D. (Tennessee, Memphis 1987)
- JAMES B. HAYNES, JR., Assistant Clinical Professor of Medicine  
B.S. (Vanderbilt 1968); B.A. (College of Saint Thomas 1970); M.D., J.D. (Vanderbilt 1972, 1973)
- JAMES H. HAYNES, Assistant Clinical Professor of Medicine  
B.S. (Tennessee 1957); M.D. (Duke 1972)
- JAMES W. HAYS, Clinical Instructor in Neurological Surgery  
B.A., M.D. (Vanderbilt 1954, 1957)
- MARY FRAN HAZINSKI, Assistant in Surgery; Assistant in Pediatrics  
B.S.N. (Vanderbilt 1974); M.S. in Nr. (Saint Louis 1975)
- THOMAS A. HAZINSKI, Professor of Pediatrics  
B.A. (Notre Dame 1971); M.D. (Saint Louis 1975)
- PATRICIA HEBERT, Associate Professor of Preventive Medicine  
B.S. (Florida 1968); M.S. (Alabama 1975); Ph.D. (Texas 1984)
- STEVEN C. HEBERT, Professor of Medicine; Professor of Cell Biology; Professor of Pharmacology; Professor of Molecular Physiology and Biophysics  
B.A. (Florida State 1966); M.D. (Florida 1970)
- A. CLYDE HEFLIN, JR., Assistant Clinical Professor of Medicine; Adjunct Instructor in Nursing  
B.A. (Kentucky 1969); M.D. (Vanderbilt 1973)
- PAUL JACOB HEIL, Assistant Clinical Professor in Pediatrics  
B.S. (Stanford 1984); M.D. (Vanderbilt 1988)
- J. HAROLD HELDERMAN, Professor of Medicine; Professor of Microbiology and Immunology  
B.A. (Rochester 1967); M.D. (SUNY, Downstate Medical Center 1971)
- RICHARD M. HELLER, JR., Professor of Radiology and Radiological Sciences; Professor of Pediatrics  
B.A. (Carleton 1959); M.D. (Northwestern 1963)
- CARL G. HELLERQVIST, Associate Professor of Biochemistry; Associate Professor of Medicine  
fil. dr. docent (Stockholm 1971)
- KATHLEEN J. HELTON, Instructor in Radiology and Radiological Sciences  
B.S., M.S. (Tennessee 1977, 1980); M.D. (Tennessee, Memphis 1991)
- GREGORY STEPHEN HENDERSON, Instructor in Pathology  
B.S. (Tulane 1984); Ph.D., M.D. (Vanderbilt 1992, 1993)
- ROBERT R. HENDERSON, Assistant Clinical Professor of Ophthalmology and Visual Sciences  
B.A., M.D. (Tennessee 1958, 1962)
- DOUGLAS C. HENRY, Associate Clinical Professor of Pediatrics  
B.S. (Muhlenberg 1968); M.D. (Columbia 1972)
- CASILDA HERMO, Clinical Instructor in Pediatrics; Adjunct Instructor in Medicine  
M.D. (Autonomous University of Santo Domingo 1980)
- MARTA HERNANZ-SCHULMAN, Professor of Radiology and Radiological Sciences; Professor of Pediatrics  
A.B. (Princeton 1973); M.D. (New York 1977)
- J. LYNWOOD HERRINGTON, JR., Clinical Professor of Surgery, Emeritus  
B.A., M.D. (Vanderbilt 1941, 1945)
- SHANNON L. HERSEY, Assistant Professor of Anesthesiology; Assistant Professor of Pediatrics  
B.A. (Kalamazoo 1977); M.D. (Maryland 1985)
- CAROL B. HERSH, Assistant Clinical Professor of Psychiatry  
B.A. (Delaware 1965); M.D. (Jefferson Medical College 1969)
- DAREL G. HESS, Research Associate in Anesthesiology  
B.S. (Utah State 1965); Ph.D. (Minnesota 1971)
- RAY W. HESTER, Associate Clinical Professor of Neurological Surgery  
B.A., M.D. (Vanderbilt 1959, 1963)
- DAVID C. HEUSINKVELD, Assistant Professor of Medicine  
B.A. (Arizona 1986); M.D. (Vanderbilt 1991)
- WILLIAM A. HEWLETT, Assistant Professor of Psychiatry; Assistant Professor of Pharmacology  
B.A. (California, Berkeley 1972); M.A., Ph.D., M.D. (Stanford 1973, 1982, 1983)
- GEOFFREY G. HICKS, Instructor in Microbiology and Immunology  
B.Sc., Ph.D. (Manitoba 1985, 1991)
- GEOFFREY G. HICKS, Instructor in Microbiology and Immunology  
B.Sc., Ph.D. (Manitoba 1985, 1991)

- GERALD B. HICKSON, Associate Professor of Pediatrics; Associate Professor of Nursing; Associate Professor of Hearing and Speech Sciences; Senior Fellow, Institute for Public Policy Studies  
B.S. (Georgia 1973); M.D. (Tulane 1978)
- SCOTT W. HIEBERT, Associate Professor of Biochemistry; Associate Professor of Medicine  
B.S. (Bethel 1982); Ph.D. (Northwestern 1987)
- MICHAEL S. HIGGINS, Assistant Professor of Anesthesiology  
B.S. (Lewis and Clark 1984); M.D., Ph.D. (Vanderbilt 1989, 1989)
- STANLEY B. HIGGINS, Research Assistant Professor of Medicine (Biomedical Engineering)  
B.A., M.S., Ph.D. (Texas Christian 1964, 1967, 1969)
- DANIEL R. HIGHTOWER, Assistant Clinical Professor of Otolaryngology  
B.A., M.D. (Vanderbilt 1961, 1964)
- ALAN S. HILIBRAND, Assistant Professor of Orthopaedics and Rehabilitation  
B.S. (Massachusetts Institute of Technology 1986); M.D. (Yale 1990)
- DAVID E. HILL, Assistant Clinical Professor of Urologic Surgery; Assistant Clinical Professor of Pediatrics  
A.B., M.D. (Tennessee 1976, 1980)
- ELMORE HILL, Clinical Professor of Oral Surgery, Emeritus  
D.M.D. (Louisville 1946)
- GEORGE ALAN HILL, Assistant Clinical Professor of Obstetrics and Gynecology  
A.B., M.D. (Tennessee 1976, 1980)
- KRISTINA E. HILL, Research Associate Professor of Medicine  
B.S. (Northeast Louisiana 1968); Ph.D. (Texas 1972)
- MICHAEL D. HILL, Assistant Clinical Professor of Psychiatry  
B.S. (Vanderbilt 1983); M.D. (Tennessee 1989)
- WILLIAM B. HILLEGASS, JR., Assistant Professor of Medicine  
B.A. (Yale 1983); M.D., M.P.H. (Harvard 1988, 1988)
- DANIEL P. HIMES, Assistant Professor of Emergency Medicine  
B.S. (Wheaton 1989); M.D. (Bowman Gray 1993)
- STEPHEN L. HINES, Assistant Clinical Professor of Medicine  
A.B. (North Carolina 1973); M.D. (Vanderbilt 1977)
- ERVIN A. HIRE, Assistant Clinical Professor of Medicine  
B.S. (Michigan 1971); M.D. (Wayne State 1975)
- M. BRUCE HIRSCH, Clinical Instructor in Obstetrics and Gynecology  
B.S. (Georgia 1975); M.D. (Alabama, Birmingham 1980)
- CHARLES S. HIRSHBERG, Assistant Clinical Professor of Pediatrics  
M.D. (Tennessee 1957)
- CHARLIE JOE HOBODY, Clinical Instructor in Obstetrics and Gynecology  
B.A., M.A., M.D. (Vanderbilt 1949, 1950, 1955)
- RICHARD L. HOCK, Assistant Professor of Medicine  
A.B. (Dartmouth 1983); M.D. (Vanderbilt 1987)
- IRWIN HODES, Assistant Clinical Professor of Dentistry  
D.D.S. (Tennessee 1965); M.S. (Pittsburgh 1972)
- ARLEEN L. HODGE, Associate in Orthopaedics and Rehabilitation; Adjunct Instructor in Nursing  
B.S.(Nurs.), M.S. (Colorado 1988, 1991); R.N.
- ROGER A. HODGE, Assistant Professor of Medicine  
B.S. (Davidson 1980); M.D. (North Carolina 1984)
- T. MARK HODGES, Professor of Medical Administration, Emeritus  
B.L.S. (Oklahoma 1968); Fellow, Library Assn.
- CATHERINE R. HOFF, Instructor in Pediatrics  
B.A. (Virginia 1982); M.D. (Johns Hopkins 1986)
- LOREN H. HOFFMAN, Professor of Cell Biology  
B.A. (Jamestown 1963); Ph.D. (Cornell 1968)
- BRIGID L. M. HOGAN, Professor of Cell Biology; Hortense B. Ingram Professor of Molecular Oncology  
B.Sc., Ph.D. (Cambridge 1964, 1968)
- GEORGE E. HOLBURN, Assistant in Radiology and Radiological Sciences  
B.S. (Tennessee Technological 1979); M.A. (Webster 1983)
- GEORGE W. HOLCOMB, JR., Clinical Professor of Pediatric Surgery, Emeritus; Executive Director of Medical Alumni Services  
B.A., M.D. (Vanderbilt 1943, 1946)
- GEORGE W. HOLCOMB, III, Associate Professor of Pediatric Surgery; Associate Professor of Pediatrics  
B.A. (Virginia 1976); M.D. (Vanderbilt 1980)
- ROBERT RAY HOLCOMB, Assistant Professor of Neurology; Assistant Professor of Pediatrics  
B.S., M.S. (Alabama 1963, 1966); M.D., Ph.D. (Vanderbilt 1972, 1972)
- MARC H. HOLLENDER, Professor of Psychiatry, Emeritus  
B.S., M.D. (Illinois 1939, 1941)
- H. DOUGLAS HOLLIDAY, Clinical Instructor in Medicine  
B.A., M.D. (Vanderbilt 1971, 1976)
- ROBERT M. HOLLISTER, Clinical Instructor in Medicine  
M.D. (Columbia 1954)

- STEVEN D. HOLLON, Professor of Psychology, College of Arts and Science; Professor of Psychology, Peabody College; Professor of Psychiatry; Investigator, John F. Kennedy Center  
B.A. (George Washington 1971); M.S., Ph.D. (Florida State 1974, 1977)
- MARY NOELLE HOLLY, Clinical Instructor in Pediatrics  
B.S., M.D. (Alabama 1988, 1992)
- MYRON A. HOLSCHER, Associate Clinical Professor of Pathology  
B.S., D.V.M. (Purdue 1960, 1963); Ph.D. (Vanderbilt 1972)
- JEFFREY T. HOLT, Professor of Cell Biology; Professor of Pathology  
B.A. (Kalamazoo 1976); M.D. (Michigan 1979)
- THOMAS W. HOLZEN, Assistant Clinical Professor of Otolaryngology  
B.A. (Yale 1966); M.D. (Tufts 1970)
- MICHAEL D. HOLZMAN, Assistant Professor of Surgery  
M.D. (Wake Forest 1988)
- ROB REID HOOD, Assistant Clinical Professor of Medicine  
B.A. (South Florida 1973); B.S., M.D. (Tulane 1976, 1980)
- PAULA C. HOOS, Associate Professor of Cell Biology  
B.S. (Mount Union 1969); M.S., Ph.D. (Vanderbilt 1975, 1982)
- ELIZABETH B. HOOVER, Assistant Clinical Professor of Psychiatry  
B.S. (Auburn 1986); M.D. (South Alabama 1990)
- RICHARD L. HOOVER, Professor of Pathology; Associate Professor of Pediatrics  
B.A. (Ohio State 1966); M.S. (Kentucky 1969); Ph.D. (Michigan State 1972)
- ROBERT D. HOOVER, JR., Adjunct Instructor in Medicine  
B.S., M.D. (South Alabama 1984, 1990)
- JEAN-LOUIS EDOUARD HORN, Assistant Professor of Anesthesiology  
M.D. (Catholic University of Leuven 1986)
- JEFFREY DAVID HORN, Assistant Professor of Ophthalmology and Visual Sciences  
B.S. (SUNY 1985); M.D. (SUNY at Syracuse 1989)
- ROBERT G. HORN, Clinical Professor of Pathology  
B.A., M.D. (Vanderbilt 1954, 1958)
- DONALD W. HORNE, Research Professor of Biochemistry  
B.S. (North Carolina 1964); Ph.D. (Vanderbilt 1972)
- DAVID H. HOROWITZ, Assistant Clinical Professor of Medicine  
M.D. (Meharry Medical 1970)
- DEBRA HORSTMAN, Research Instructor in Biochemistry  
Ph.D. (Medical College of Virginia 1988)
- FREDERICK T. HORTON, JR., Associate Clinical Professor of Psychiatry  
B.S. (North Carolina State 1966); M.D. (Virginia Commonwealth 1970)
- HAL E. HOUSTON, Lecturer in Surgery  
B.A. (Murray State 1958); M.D. (Louisville 1962)
- MARCUS C. HOUSTON, Associate Clinical Professor of Medicine  
B.A. (Southwestern at Memphis 1970); M.D. (Vanderbilt 1974)
- JANE ELLEN HOWARD, Assistant Professor of Neurology  
A.B. (Washington University 1978); M.D. (Florida 1982)
- EVERETTE I. HOWELL, JR., Assistant Clinical Professor of Neurological Surgery  
B.S. (Mississippi State 1966); M.D. (Vanderbilt 1969)
- HENRY C. HOWERTON, Clinical Instructor in Radiology and Radiological Sciences  
M.D. (Cincinnati 1970)
- SHAN HUANG, Research Instructor in Otolaryngology  
M.D. (Fourth PLA Medical [China] 1968)
- JOHN R. HUBBARD, Associate Professor of Psychiatry  
B.S. (Hampden-Sidney 1976); Ph.D., M.D. (Medical College of Virginia 1980, 1990)
- JEFFREY T. HUBER, Librarian; Research Information Scientist, Eskind Biomedical Library; Research Assistant Professor of Biomedical Informatics  
B.S. (State University of New York 1983); M.L.S. (Kentucky 1987); Ph.D. (Pittsburgh 1991)
- BERNARD O. HUDSON, Assistant Professor of Psychiatry  
B.S. (California 1979); M.D. (Loyola 1982)
- DAVID R. HUDSON, Clinical Instructor in Pediatrics  
B.S. (Mississippi 1989); M.D. (Vanderbilt 1993)
- MARY A. HUDSON, Instructor in Otolaryngology  
B.H.S. (1986); M.S., Ph.D. (Purdue 1988, 1995)
- KRAIG E. HUMBAUGH, Assistant Clinical Professor of Pediatrics  
B.A. (Vanderbilt 1983); M.D. (Yale 1989)
- STEPHEN C. HUMBLE, Assistant Clinical Professor of Psychiatry  
A.B. (Tennessee 1970); M.D. (Tennessee, Memphis 1987)
- DONNA M. SEDLAK HUMMELL, Associate Professor of Pediatrics  
A.B. (Rutgers 1976); M.D. (Johns Hopkins 1980)
- JERRY K. HUMPHREYS, Assistant Clinical Professor of Pathology  
B.A., M.D. (Vanderbilt 1959, 1962)

- CHRISTINE W. HUNLEY, Clinical Instructor in Pediatrics  
B.S. (Vanderbilt 1982); M.D. (Tennessee, Memphis 1992)
- ROBERT D. HUNT, Associate Professor of Psychiatry; Associate Professor of Pharmacology  
B.S. (Brigham Young 1966); M.D. (California, Berkeley 1970)
- ELLEN B. HUNTER, Assistant Professor of Medicine; Assistant Professor of Surgery  
B.S., M.D. (Georgetown 1979, 1983)
- SAMUEL HUNTER, Assistant Professor of Neurology  
B.S. (Oral Roberts 1983); M.D., Ph.D. (Texas 1991, 1991)
- ERIC J. HUSTEDT, Research Instructor in Molecular Physiology and Biophysics  
B.A. (Reed 1981); Ph.D. (University of Washington 1989)
- JOSEPH W. HUSTON, Associate Clinical Professor of Medicine  
B.S. (Washington and Lee 1967); M.D. (Vanderbilt 1971)
- PHILLIP E. HUTCHESON, Assistant Clinical Professor of Dentistry (Prosthodontics)  
B.A. (David Lipscomb 1967); D.D.S. (Tennessee 1970); M.S.D. (Alabama 1976)
- ROBERT H. HUTCHESON, JR., Clinical Instructor in Pediatrics; Clinical Instructor in Preventive Medicine  
B.S., M.D. (Tennessee 1954, 1955); M.P.H. (Johns Hopkins 1966)
- JEFFREY L. HYMES, Clinical Instructor in Medicine  
B.A. (Yale 1974); M.D. (Albert Einstein 1977)
- IEKUNI ICHIKAWA, Professor of Pediatrics; Professor of Medicine  
B.S., M.D. (Keio 1968, 1972)
- JUNJI ICHIKAWA, Assistant Professor of Psychiatry; Assistant Professor of Pharmacology  
M.D., Ph.D. (Hokkaido [Japan] 1979, 1992)
- ROBERT W. IKARD, Assistant Clinical Professor of Surgery  
B.A., M.D. (Vanderbilt 1960, 1963)
- TALAT A. IKIZLER, Assistant Professor of Medicine  
M.D. (Istanbul 1987)
- ALDO A. ILARDE, Adjunct Instructor in Medicine  
B.S., M.D. (Philippines 1979, 1984)
- JEANETTE SISON ILARDE, Adjunct Instructor in Medicine  
B.S., M.D. (Philippines 1982, 1986)
- TADASHI INAGAMI, Stanford Moore Professor of Biochemistry; Professor of Medicine; Director, Specialized Center of Research in Hypertension  
B.S. (Kyoto 1953); M.S., Ph.D. (Yale 1955, 1958); D.Sc. (Kyoto 1963)
- JOHN W. INTERLANDI, Assistant Clinical Professor of Medicine  
B.A. (Knox [Illinois] 1972); M.D. (Vanderbilt 1976)
- WALEED N. IRANI, Assistant Professor of Medicine  
B.A., M.D. (North Carolina 1985, 1990)
- ALBERT P. ISENHOUR, Assistant Clinical Professor of Urologic Surgery  
M.D. (Duke 1948)
- NUHAD M. ISMAIL, Associate Professor of Medicine  
B.S., M.D. (American University of Beirut 1974, 1978)
- JOSEPH MCK. IVIE, Clinical Professor of Radiology, Emeritus  
B.S. Med., M.D. (Duke 1936, 1938)
- KAREEM JABBOUR, Research Assistant Professor of Surgery  
B.S. (American University of Beirut 1962)
- ROBERT A. JACK, Assistant Clinical Professor of Psychiatry  
B.A. (Pomona 1975); M.D. (Oregon 1979)
- C. GARY JACKSON, Clinical Professor of Otolaryngology; Clinical Professor of Hearing and Speech Sciences  
B.S. (Saint Joseph's [Pennsylvania] 1969); M.D. (Temple 1973)
- JOHN O. JACKSON, JR., Associate Clinical Professor in Pediatrics  
B.E. (Georgia Institute of Technology 1973); M.D. (Tennessee 1980)
- SUSAN H. JACOBI, Assistant Clinical Professor of Medicine  
B.S. (Iowa State 1982); M.D. (Iowa 1986)
- H. GAYLE JACOBS, Instructor in Pathology  
B.S. (Memphis State 1961); Ph.D. (Vanderbilt 1966)
- J. KENNETH JACOBS, Clinical Professor of Surgery  
M.D. (Northwestern 1954)
- HARRY R. JACOBSON, Deputy Vice Chancellor for Health Affairs; Professor of Medicine  
B.S. (Illinois, Chicago Circle 1969); M.D. (Illinois, Medical Center 1972)
- MARK W. JACOKES, Assistant Clinical Professor of Medicine  
B.A., M.D. (North Carolina 1977, 1983)
- A. EVERETTE JAMES, JR., Adjunct Professor of Radiology and Radiological Sciences  
B.A. (North Carolina 1959); M.D. (Duke 1963); J.D. (Blackstone Law School 1966); Sc.M. (Johns Hopkins 1971)
- ROBERT C. JAMIESON, Assistant Clinical Professor of Psychiatry  
B.S., M.S., M.D. (Wisconsin 1971, 1973, 1976)
- ROBERT L. JANCO, Associate Professor of Pediatrics  
B.S. (United States Air Force Academy 1966); M.D. (Yale 1970)
- CYNTHIA A. JANES, Assistant Clinical Professor of Psychiatry  
A.B. (Michigan 1983); M.D. (Louisville 1989)



- KARL JANNASCH, Assistant Clinical Professor of Psychiatry  
B.A. (Albion 1971); M.A. (Peabody 1974); Ph.D. (Vanderbilt 1991)
- THOMAS A. JANTZ, Assistant Clinical Professor of Medicine  
B.A. (Providence 1966); M.D. (Pittsburgh 1970)
- BARRY KENT JARNAGIN, Assistant Professor of Obstetrics and Gynecology  
B.S. (Union [Tennessee] 1980); M.D. (Tennessee, Memphis 1984)
- DANIEL S. JAVIER, Assistant Clinical Professor of Psychiatry  
B.S. (Ateneo de Manila 1979); M.D. (Far Eastern 1983)
- MARK JENNINGS, Associate Professor of Neurology; Assistant Professor of Pediatrics  
A.B. (Holy Cross 1973); M.D. (Loyola [Chicago] 1976)
- HENRY S. JENNINGS III, Assistant Clinical Professor of Medicine  
B.S. (Davidson 1973); M.D. (Vanderbilt 1977)
- ROY ANDREW JENSEN, Associate Professor of Pathology; Associate Professor of Cell Biology  
B.S. (Pittsburgh 1980); M.D. (Vanderbilt 1984)
- GARY W. JERKINS, Associate Clinical Professor of Ophthalmology and Visual Sciences  
B.S. (David Lipscomb 1974); M.D. (Tennessee 1977)
- THOMAS L. JETTON, Research Instructor in Molecular Physiology and Biophysics  
B.S. (North Carolina, Charlotte 1980); M.S. (Western Carolina 1983); Ph.D. (Vanderbilt 1990)
- CHUAN JI, Research Instructor in Biochemistry  
M.D. (Beijing Medical 1962)
- QUN-SHEN JI, Research Instructor in Biochemistry  
M.S., M.D. (First Medical [China] 1989, 1986); Ph.D. (Peking Union Medical 1995)
- KEYUAN JIANG, Research Instructor in Medicine  
B.Eng. (Nanjing Institute of Technology 1982); M.Med. (Shanghai Second Medical College 1985); Ph.D. (Vanderbilt 1989)
- J. THOMAS JOHN, JR., Assistant Clinical Professor of Medicine  
B.S. (Davidson 1965); M.D. (North Carolina 1969)
- JAMES A. JOHNS, Associate Professor of Pediatrics  
B.S. (Yale 1976); M.D. (Vanderbilt 1980)
- KARLA JANSEN JOHNS, Associate Professor of Ophthalmology and Visual Sciences; Associate Professor of Pediatrics  
B.A. (Wisconsin 1976); M.D. (Vanderbilt 1980)
- BENJAMIN W. JOHNSON, JR., Assistant Professor of Anesthesiology  
B.S. (Wheaton 1973); M.D. (Illinois 1980)
- DAVID H. JOHNSON, Cornelius Abernathy Craig Professor of Oncology; Professor of Medicine; Director of Oncology  
B.S., M.S. (Kentucky 1970, 1972); M.D. (Medical College of Georgia 1976)
- H. KEITH JOHNSON, Associate Professor of Medicine; Assistant Professor of Surgery  
B.A. (Amherst 1959); M.D. (Tufts 1963)
- JOHN S. JOHNSON, Professor of Medicine  
B.A., M.D. (Vanderbilt 1957, 1961)
- JOYCE E. JOHNSON, Assistant Professor of Pathology  
B.A. (Rice 1979); M.D. (Vanderbilt 1986)
- KENNETH D. JOHNSON, Professor of Orthopaedics and Rehabilitation  
B.S. (Florida 1969); M.D. (Emory 1973)
- MAHLON D. JOHNSON, Associate Professor of Pathology; Associate Professor of Cell Biology  
A.B., M.D., Ph.D. (Tennessee 1977, 1981, 1984)
- RAYMOND F. JOHNSON, Associate in Anesthesiology  
B.S. (Belmont 1970)
- ROBERT M. JOHNSON, Assistant Clinical Professor of Medicine  
B.A., M.D. (Vanderbilt 1957, 1961)
- JO ANNE JOHNSON-TURNER, Assistant Clinical Professor of Psychiatry  
B.A. (Fisk 1979); M.D. (Meharry Medical 1986)
- MARGRETE JOHNSTON, Assistant Clinical Professor of Pediatrics  
B.S. (Peabody 1974); M.D. (Meharry Medical 1979)
- PHILIP E. JOHNSTON, Adjunct Assistant Professor of Medicine  
B.S., Pharm.D. (Tennessee 1973, 1974)
- WILLIAM D. JOHNSTON, Associate Clinical Professor of Surgery  
B.A., M.D. (Vanderbilt 1964, 1967)
- CLAUDIA K. JONES, Assistant Professor of Pathology  
B.S. (Duke 1977); M.A. (Indiana 1983); M.D. (Duke 1985)
- FRANK E. JONES, Assistant Clinical Professor of Orthopaedics and Rehabilitation  
M.D. (Tennessee 1958); M.S. (Minnesota 1967)
- JILL L. JONES, Assistant Professor of Medicine  
B.A. (Lawrence 1986); M.D. (Stanford 1991)
- HOWARD W. JONES III, Professor of Obstetrics and Gynecology  
B.A. (Amherst 1964); M.D. (Duke 1968)
- KAREN MARGARET JOOS, Assistant Professor of Ophthalmology and Visual Sciences  
B.S., M.D., Ph.D. (Iowa 1982, 1987, 1990)
- HAROLD W. JORDAN, Assistant Clinical Professor of Psychiatry  
B.S. (Morehouse 1958); M.D. (Meharry Medical 1968)

- JON H. KAAS, Centennial Professor of Psychology, College of Arts and Science; Professor of Cell Biology; Investigator, John F. Kennedy Center  
B.A. (Northland 1959); Ph.D. (Duke 1965)
- NORIO KAGAWA, Research Assistant Professor of Biochemistry  
B.Sc. (Tokyo Institute of Technology 1975); M.Sc. (Hiroshima 1982); Ph.D. (Osaka 1986)
- ALLEN B. KAISER, Professor of Medicine and Vice Chairman of the Department  
B.A., M.D. (Vanderbilt 1964, 1967)
- RACHEL T. KAISER, Clinical Instructor in Emergency Medicine  
B.A. (Northwestern 1984); M.D. (Tufts 1989)
- ASHA KALLIANPUR, Assistant Professor of Medicine  
B.A., M.D. (North Carolina 1984, 1988)
- JAYAKUMAR REDDY KAMBAM, Professor of Anesthesiology  
B.Sc. (V. R. College [India] 1965); M.B., B.S. (Andhra 1972)
- AUDREY H. KANG, Instructor in Obstetrics and Gynecology  
B.A., M.D. (Brown 1988, 1992)
- HERMAN J. KAPLAN, Clinical Professor of Medicine  
B.A. (Southwestern College 1950); M.D. (Vanderbilt 1954)
- PETER R. KAPLAN, Assistant Clinical Professor of Medicine  
A.B. (Princeton 1960); M.D. (Pennsylvania 1964)
- DAVID T. KARZON, Professor of Pediatrics, Emeritus  
B.S., M.S. (Ohio State 1940, 1941); M.D. (Johns Hopkins 1944)
- MASAKO KASAMI, Research Assistant Professor of Pathology  
B.A., M.A. (Ochanomizu Women's [Japan] 1973, 1976); M.D. (Hamamatsu [Japan] 1989)
- SUSAN KASPER, Research Assistant Professor of Urologic Surgery; Research Assistant Professor of Cell Biology  
B.Sc., M.Sc., Ph.D. (Manitoba 1978, 1981, 1984)
- A. G. KASSELBERG, Assistant Professor of Cell Biology; Assistant Professor of Pediatrics  
A.B. (Princeton 1967); M.D. (Johns Hopkins 1971)
- ALAN J. KAUFMAN, Associate Professor of Radiology and Radiological Sciences  
B.S. (City University of New York 1969); M.S. (Connecticut 1971); M.D. (Liège [Belgium] 1979)
- ANN KAVANAUGH-MCHUGH, Assistant Professor of Pediatrics  
B.S. (Yale 1980); M.D. (Johns Hopkins 1984)
- NEELAM KAWATRA, Assistant Professor of Medicine  
M.D. (Delhi [India] 1984)
- JODI ANN HITCHCOCK KEELER, Assistant Clinical Professor of Pediatrics  
B.S., M.D. (SUNY, Stony Brook 1984, 1989)
- DIANE S. KEENEY, Research Assistant Professor of Biochemistry; Research Assistant Professor of Medicine  
B.S. (Pennsylvania State 1978); M.S. (Iowa State 1983); Ph.D. (Johns Hopkins 1989)
- JEFFREY WILLIAM KEHLER, Assistant Clinical Professor of Anesthesiology  
B.S. (Albright 1983); M.D. (Medical University of South Carolina 1987)
- MARK C. KELLEY, Assistant Professor of Surgery  
B.S., M.D. (Florida 1986, 1989)
- KEVIN J. KELLY, Assistant Professor of Plastic Surgery  
B.S. (Maryland 1972); D.D.S. (Columbia 1977); M.D. (SUNY, Downstate Medical Center 1982)
- WILSON EVANS KEMP, JR., Assistant Professor of Medicine  
B.A. (Duke 1984); M.D. (North Carolina 1991)
- JAMES S. KENNEDY, Assistant Clinical Professor of Medicine  
B.S., M.D. (Tennessee 1976, 1979)
- WILLIAM D. KENNER, Assistant Clinical Professor of Psychiatry  
B.A., M.D. (Tennessee 1965, 1969)
- WILLIAM G. KENNON, JR., Clinical Professor of Otolaryngology, Emeritus  
B.A. (Vanderbilt 1937); M.D. (Pennsylvania 1941)
- MARY E. KEOWN, Associate Clinical Professor of Pediatrics  
B.S. (Samford 1979); M.D. (Alabama 1983)
- DAVID MICHAEL KERINS, Assistant Professor of Medicine  
B.Sc., M.B., B.Ch., B.A.O. (University College, Cork 1984, 1984)
- DOUGLAS S. KERNODLE, Associate Professor of Medicine  
B.A., M.D. (North Carolina 1976, 1981)
- LAWRENCE D. KERR, Assistant Professor of Microbiology and Immunology; Assistant Professor of Cell Biology  
B.S. (University of the South 1986); Ph.D. (Vanderbilt 1990)
- ROBERT M. KESSLER, Professor of Radiology and Radiological Sciences; Professor of Psychiatry  
B.S., M.D. (Yale 1967, 1971)
- JOHN E. KEYSER III, Clinical Instructor in Surgery  
B.S., M.D. (Illinois 1976, 1980)
- DAVID W. KIELTY, Assistant Clinical Professor of Ophthalmology and Visual Sciences  
B.S. (New Hampshire 1979); M.D. (Miami [Florida] 1989)
- ANTHONY W. KILROY, Associate Professor of Neurology; Associate Professor of Pediatrics  
M.B., B.S. (Saint Bartholomew's [London] 1960)

- RICHARD B. KIM, Assistant Professor of Medicine; Assistant Professor of Pharmacology M.D. (Saskatchewan 1987)
- YOUNGCHANG KIM, Assistant Professor of Biochemistry  
B.Sc., M.Sc. (Seoul National 1982, 1984); Ph.D. (Pittsburgh 1990)
- FRED T. KIMBRELL, JR., Associate Clinical Professor of Surgery  
B.S., M.D. (Mississippi 1964, 1967)
- LLOYD E. KING, JR., Professor of Medicine and Director of the Division of Dermatology  
B.A. (Vanderbilt 1961); M.D., Ph.D. (Tennessee 1967, 1969)
- PAUL H. KING, Associate Professor of Biomedical Engineering and Mechanical Engineering; Associate Professor of Anesthesiology  
B.S., M.S. (Case Institute of Technology 1963, 1965); Ph.D. (Vanderbilt 1968); P.E.
- SAMANTHA Y. KING, Clinical Instructor in Pediatrics  
B.S. (Howard 1989); M.D. (Meharry Medical 1993)
- MARSHA C. KINNEY, Assistant Professor of Pathology  
B.A. (Vanderbilt 1970); M.S. (Abilene Christian 1977); M.D. (Texas Southwestern Medical School 1981)
- FREDERICK KIRCHNER, JR., Associate Dean for Graduate Medical Education; Associate Professor of Urologic Surgery  
B.Sc. (Dickinson 1963); M.D. (Cornell 1967)
- SANDRA G. KIRCHNER, Professor of Radiology and Radiological Sciences; Professor of Pediatrics  
B.A. (Wellesley 1962); M.D. (Cornell 1967)
- HOWARD S. KIRSHNER, Professor of Neurology and Vice-Chairman of the Department; Associate Professor of Speech (Language Pathology); Professor of Psychiatry  
B.A. (Williams 1968); M.D. (Harvard 1972)
- HENRY B. KISTLER, JR., Clinical Instructor in Ophthalmology and Visual Sciences  
A.B. (Stanford 1972); Ph.D. (California, San Francisco 1981); M.D. (George Washington 1988)
- KELLIE KLEIN, Clinical Instructor in Hearing and Speech Sciences  
B.A. (California, Berkeley 1991); M.A. (Vanderbilt 1993)
- PETER A. KLEM, Assistant Professor of Psychiatry  
A.B. (Cornell 1958); M.D. (SUNY, Upstate Medical Center 1962)
- LAWRENCE A. KLINSKY, Clinical Instructor in Pediatrics  
B.S. (Illinois 1988); M.D. (Vanderbilt 1992)
- KIMBERLY A. KLIPPENSTEIN, Clinical Instructor in Ophthalmology and Visual Sciences  
B.S., M.D. (Vanderbilt 1986, 1990)
- LAURA KNOX, Adjunct Instructor in Hearing and Speech Sciences  
B.A. (Vanderbilt 1949); M.A. (Peabody 1965)
- MICHAEL O. KOCH, Associate Professor of Urologic Surgery  
A.B., M.D. (Dartmouth 1977, 1980)
- LEONARD J. KOENIG, Clinical Professor of Pediatrics  
B.A., M.D. (Johns Hopkins 1940, 1943)
- PETER A. KOLODZIEJ, Assistant Professor of Cell Biology  
B.A. (Harvard 1983); Ph.D. (Massachusetts Institute of Technology 1991)
- VALENTINA KON, Associate Professor of Pediatrics  
A.B. (New York 1974); M.D. (Albert Einstein 1977)
- DEBORAH J. KONDIS, Clinical Instructor in Obstetrics and Gynecology  
A.B. (Cornell 1972); M.D. (Duke 1982)
- SEKHAR KONJETI, Research Instructor in Radiology and Radiological Sciences  
B.S. (Andhra [India] 1982); M.Sc. (Mangalore 1984); Ph.D. (Gulbarga 1989)
- TETSURO KONO, Professor of Molecular Physiology and Biophysics, Emeritus  
B.A., Ph.D. (Tokyo 1947, 1957)
- MICHAEL J. KORIWCHAK, Assistant Clinical Professor of Otolaryngology  
B.S. (Bucknell 1984); M.D. (Duke 1988)
- RONALD F. KOURANY, Associate Clinical Professor of Psychiatry  
B.Sc., M.D. (American University of Beirut 1968, 1972)
- IORDANKA KOURTEVA, Research Instructor in Medicine  
M.S. (Sofia [Bulgaria] 1976); Ph.D. (Bulgarian Academy of Sciences 1989)
- MARK J. KOURY, Professor of Medicine  
A.B. (Rutgers 1969); M.D. (Virginia 1973)
- WILLIAM J. KOVACS, Associate Professor of Medicine  
A.B., M.D. (Chicago 1973, 1977)
- SANFORD B. KRANTZ, Professor of Medicine  
B.A., B.S., M.D. (Chicago 1954, 1955, 1959)
- VLADIMIR KRAVTSOV, Assistant Professor of Medicine  
M.D. (Kuban State Medical Institute [USSR] 1977); Ph.D. (Leningrad Institute [USSR] 1981)
- M. R. S. KRISHNAMANI, Research Associate in Pediatrics  
B.Sc., M.Sc., Ph.D. (Madras [India] 1960, 1963, 1975)
- CHANDRA S. KRISHNASASTRY, Assistant Clinical Professor of Psychiatry  
M.D. (Bangalore 1980)
- ELIZABETH DUKE KRUEGER, Assistant Clinical Professor of Pediatrics  
B.S. (Middle Tennessee State 1975); M.D. (Vanderbilt 1979)

- SERGEY A. KRUPENKO, Research Assistant Professor of Biochemistry  
Ph.D. (Military Medicine Academy [Minsk] 1987)
- SABI S. D. KUMAR, Assistant Clinical Professor of Surgery  
M.B., B.S. (Medical College [Amritsar, India] 1968)
- SABINA KUPERSHIMDT, Research Instructor in Pharmacology  
B.S. (Middle Tennessee State 1984); Ph.D. (Vanderbilt 1990)
- BRYAN RICHARD KURTZ, Assistant Clinical Professor of Obstetrics and Gynecology  
B.S. (Boston College 1983); M.D. (Tennessee 1987)
- MICHEL E. KUZUR, Clinical Instructor in Medicine  
B.S., M.D. (American University of Beirut 1970, 1974)
- JOSEPH A. KWENTUS, Assistant Professor of Psychiatry  
B.A., M.D. (Saint Louis 1968, 1972)
- KENT KYGER, Associate Clinical Professor of Psychiatry  
B.S. (Oklahoma 1954); M.D. (Vanderbilt 1958)
- J. GREGORY KYSER, Assistant Clinical Professor of Psychiatry  
B.A. (Arkansas 1980); M.A. (Trinity [Texas] 1983); M.D. (Arkansas 1987)
- JOSEPH D. LABARBERA, Associate Professor of Psychiatry; Associate Professor of Psychology, College of Arts and Science  
A.B. (Brown 1973); M.A., Ph.D. (Vanderbilt 1975, 1977)
- MICHAEL DAVID LADD, Clinical Instructor in Pediatrics  
B.S. (Duke 1988); M.D. (Vanderbilt 1992)
- ROBERT P. LAGRONE, Assistant Clinical Professor of Medicine  
B.A., M.D. (Vanderbilt 1983, 1987)
- MOUSHUMI LAHIRI, Research Associate in Medicine  
B.Sc., Ph.D. (Bombay [India] 1986, 1993)
- WEN S. LAI, Instructor in Medicine  
B.S. (Baylor 1990); M.D. (Texas Southwestern Medical School 1994)
- RUTH E. LAMAR, Assistant Clinical Professor of Medicine  
B.A. (Vanderbilt 1982); M.D. (Tennessee 1987)
- ANNETTE I. LAMORTE, Assistant Professor of Obstetrics and Gynecology  
B.S. (Georgia 1982); M.D. (Emory 1986)
- ERWIN J. LANDON, Associate Professor of Pharmacology, Emeritus  
B.S., M.D. (Chicago 1945, 1948); Ph.D. (California, Berkeley 1953)
- LYNDA DENTON LANE, Senior Associate in Medicine  
B.S., M.S. (Texas Women's 1978, 1987)
- RICHARD G. LANE, Assistant Clinical Professor of Medicine  
A.B. (Franklin and Marshall 1969); M.D. (Tennessee 1973)
- CHRISTINE E. LANEY, Clinical Instructor in Hearing and Speech Sciences  
B.S. (Arkansas, Little Rock 1987); M.S. (Vanderbilt 1989)
- MELISSA LANGLEY, Assistant Clinical Professor of Medicine  
B.A., M.D. (Emory 1982, 1986)
- DEIDRE E. LANIER, Clinical Instructor in Pediatrics  
B.S. (Tennessee State 1977); M.D. (Meharry Medical 1982)
- THEODORE C. LARSON III, Assistant Professor of Radiology and Radiological Sciences; Assistant Professor of Otolaryngology  
B.S., M.D. (Northwestern 1977, 1981)
- ROBERT H. LATHAM, Associate Professor of Medicine  
B.A., M.D. (Vanderbilt 1973, 1977)
- DANA L. LATOUR, Assistant Clinical Professor of Medicine (Dermatology)  
B.S. (Georgia 1964); M.S. (Memphis State 1971); M.D. (Tennessee 1977)
- PATRICK LAVIN, Associate Professor of Neurology; Associate Professor of Ophthalmology  
M.B., B.Ch. (University College, Dublin 1970)
- LAURIE M. LAWRENCE, Instructor in Emergency Medicine  
M.D. (Vanderbilt 1983)
- MAYME LEE LAWRENCE, Research Instructor in Pathology  
B.S. (Peabody 1967)
- ALEXANDER R. LAWTON, Professor of Pediatrics; Edward Claiborne Stahlman Professor of Pediatric Physiology and Cell Metabolism; Professor of Microbiology and Immunology  
B.A. (Yale 1960); M.D. (Vanderbilt 1964)
- STEVEN D. LEACH, Assistant Professor of Surgery  
A.B. (Princeton 1982); M.D. (Emory 1986)
- BENJAMIN H. LEE, Assistant Professor of Anesthesiology; Assistant Professor of Pediatrics  
B.A. (Duke 1984); M.D. (Bowman Gray School of Medicine 1989)
- EVON BATEY LEE, Assistant Professor of Pediatrics  
B.A., M.A., Ph.D. (Vanderbilt 1976, 1978, 1980)
- HAAKIL LEE, Assistant Professor of Radiology and Radiological Sciences  
B.Sc., M.Sc. (Seoul National 1982, 1984); Ph.D. (Illinois 1990)
- JOHN T. LEE, Associate Professor of Medicine  
B.A. (California, San Diego 1974); M.D. (California, San Francisco 1978)
- MARK ANDREW LEE, Clinical Instructor in Pediatrics  
B.S. (Auburn 1990); M.D. (Alabama 1994)

- MYUNG A. LEE, Associate Professor of Psychiatry  
M.D. (Ehwa Womens [Korea] 1976)
- PATRICIA LEE, Librarian, Eskind Biomedical  
Library  
B.A. (Georgia 1972); M.L.S. (Texas 1980)
- STANLEY M. LEE, Associate Clinical Professor of  
Pediatrics; Assistant Clinical Professor of  
Medicine  
B.A.hons., M.B.,B.Ch.,B.A.O. (Dublin 1967,  
1970)
- H. BRIAN LEEPER, Clinical Instructor in Pediatrics  
B.S. (Tennessee, Martin 1979); M.D. (Ten-  
nessee 1983)
- LEWIS B. LEFKOWITZ, JR., Professor of Preven-  
tive Medicine; Assistant Professor of Medi-  
cine; Professor of Nursing  
B.A. (Denison 1951); M.D. (Texas, Dallas  
1956)
- RUSSELL B. LEFTWICH, Assistant Clinical Pro-  
fessor of Medicine; Assistant Clinical Profes-  
sor in Pediatrics  
B.S. (Arizona State 1974); M.D. (Vanderbilt  
1978)
- HARRY LEWIS LEGAN, Professor of Dentistry  
(Orthodontics)  
B.S.,B.A., D.D.S. (Minnesota 1969, 1973)
- WAYNE JACOB LENNINGTON, Assistant Clinical  
Professor of Pathology  
B.S. (Ball State 1983); M.D. (Indiana 1987)
- JOSEPH F. LENTZ, Clinical Professor of Pedi-  
atrics  
B.A., M.D. (Vanderbilt 1959, 1963)
- JOHN M. LEONARD, Professor of Medicine  
B.A. (Florida State 1963); M.D. (Vanderbilt  
1967)
- THOMAS C. LEONARD-MARTIN, Associate in  
Ophthalmology and Visual Sciences  
B.A. (Maryville 1975); A.M. (Washington Uni-  
versity 1976); M.A., Ph.D. (Vanderbilt 1986,  
1989)
- VIRGIL S. LEQUIRE, Professor of Experimental  
Pathology, Emeritus  
B.A. (Maryville 1943); M.D. (Vanderbilt 1946)
- JAMES P. LESTER, Clinical Instructor in Surgery  
M.D. (Tennessee 1948)
- LARRY M. LEWIS, Clinical Instructor in Pathology  
B.S., M.S., Ph.D. (Cleveland State 1972,  
1972, 1977)
- MALCOLM R. LEWIS, Associate Clinical Profes-  
sor of Surgery  
A.B., M.D. (Washington University 1948,  
1952)
- MICHAEL M. LEWIS, Professor of Orthopaedics  
and Rehabilitation  
M.A. (Tufts 1964); M.D. (Cornell 1968); M.B.A.  
(Vanderbilt 1996)
- THOMAS C. LEWIS, Assistant Professor of Anes-  
thesiology  
B.A. (Washington and Lee 1964); M.D. (Vir-  
ginia 1973)
- THOMAS J. LEWIS, JR., Adjunct Instructor in  
Medicine  
B.S. (Georgia Institute of Technology 1985);  
M.D. (Medical College of Georgia 1989)
- WILLIAM I. LEWIS, Assistant Clinical Professor of  
Surgery  
B.A. (Wesleyan 1976); M.D. (Texas Health  
Science Center, San Antonio 1976)
- LIYING LI, Instructor in Medicine  
M.D. (China Medical University 1982)
- PENG LIANG, Assistant Professor of Cell Biology  
B.S. (Beijing 1982); Ph.D. (Illinois 1990)
- LUCY LIAW, Research Assistant Professor of  
Medicine  
B.S. (Arizona 1989); Ph.D. (University of  
Washington 1994)
- RICHARD W. LIGHT, Professor of Medicine  
B.S. (Colorado 1964); M.D. (Johns Hopkins  
1968)
- DONALD E. LIGHTER, Adjunct Associate Profes-  
sor of Pediatrics  
B.S. (Illinois 1969); M.D. (St. Louis 1973)
- LEE E. LIMBIRD, Professor of Pharmacology and  
Chair of the Department  
B.A. (Wooster 1970); Ph.D. (North Carolina  
1973)
- THOMAS J. LIMBIRD, Associate Professor of  
Orthopaedics and Rehabilitation  
B.A. (Wooster 1969); M.D. (Duke 1973)
- YAO-ZHONG LIN, Assistant Professor of Microbi-  
ology and Immunology  
B.Sc. (Zhongshan 1976); Ph.D. (Massachu-  
setts 1986)
- CHRISTOPHER D. LIND, Associate Professor of  
Medicine  
B.A. (Pomona 1977); M.D. (Vanderbilt 1981)
- DANIEL P. LINDSTROM, Research Professor of  
Pediatrics  
B.A. (Carleton 1965); Ph.D. (Duke 1970)
- ROBERT C. LINEBERGER, Assistant Clinical Pro-  
fessor of Dentistry (Orthodontics)  
B.A. (Vanderbilt 1958); D.D.S. (Tennessee  
1961)
- JOANNE LOVELL LINN, Professor of Anesthesi-  
ology, Emerita  
B.A. (Tusculum 1946); M.D. (Vanderbilt 1950)
- MACRAE F. LINTON, Assistant Professor of Medi-  
cine; Assistant Professor of Pharmacology  
B.S. (Tulane 1978); M.D. (Tennessee 1985)
- SHANNON L. LITTLE, Assistant Clinical Professor  
of Psychiatry  
B.S. (Middle Tennessee State 1984); M.D.  
(Tennessee 1989)
- LIDONG LIU, Assistant in Biochemistry  
B.S., D.D.S. (West China University of Med-  
ical Science 1988, 1988)
- JANICE M. LIVENGOD, Assistant Professor of  
Anesthesiology  
B.S. (Belmont 1985); M.S., Ph.D. (Vanderbilt  
1987, 1991)

- RENE A. LLERA, JR., Clinical Instructor in Anesthesiology  
B.S. (Maryland 1980); M.D. (Central Del Este [Dominican Republic] 1985)
- R. STEPHEN LLOYD, Adjunct Professor of Biochemistry  
B.S. (Florida State 1975); Ph.D. (Texas, Houston 1979)
- SUSAN A. LOGAN, Clinical Instructor in Hearing and Speech Sciences  
B.S. (East Tennessee State 1966); M.S. (Vanderbilt 1967)
- RUTH BARRON LONG, Assistant Clinical Professor of Pediatrics  
B.S. (Auburn 1978); M.D. (Vanderbilt 1982)
- WILLIAM R. LONG, Clinical Professor of Pediatrics  
B.A. (Vanderbilt 1969); M.D. (Kentucky 1973)
- PETER T. LOOSEN, Professor of Psychiatry; Professor of Medicine; Investigator, John F. Kennedy Center  
M.D., Ph.D. (Munich 1970, 1974)
- CHRISTINE H. LORENZ, Adjunct Assistant Professor of Radiology and Radiological Sciences  
B.S. (Washington University 1984); M.S., Ph.D. (Vanderbilt 1988, 1992)
- RODNEY A. LORENZ, Professor of Pediatrics  
A.B. (Washington University 1967); M.D. (Vanderbilt 1971)
- JOHN O. LOSTETTER, Director of Program Support Services; Assistant Professor of Medical Administration and Vice Chairman of the Division  
B.S., M.S. (Wisconsin 1971, 1975); Ph.D. (Peabody 1981)
- RUSSELL J. LOVE, Professor of Hearing and Speech Sciences, Emeritus  
B.S., M.A., Ph.D. (Northwestern 1953, 1954, 1962)
- DAVID MICHAEL LOVINGER, Associate Professor of Molecular Physiology and Biophysics; Associate Professor of Pharmacology; Investigator, John F. Kennedy Center  
B.A. (Arizona 1981); M.S., Ph.D. (Northwestern 1984, 1987)
- H. NEWTON LOVVORN, JR., Assistant Clinical Professor of Obstetrics and Gynecology  
B.A., M.D. (Vanderbilt 1960, 1963)
- REGINALD S. LOWE, JR., Associate Clinical Professor of Ophthalmology and Visual Sciences  
B.S. (Millsaps 1956); M.D. (Tulane 1959)
- SANDRA VOGT LOWE, Assistant Professor of Anesthesiology; Assistant Professor of Pediatrics  
B.S. (Colorado 1981); M.S., M.D. (Colorado, Denver 1983, 1987)
- WHITSON LOWE, Clinical Instructor in Urologic Surgery  
B.A. (Yale 1981); M.D. (Vanderbilt 1986)
- JAMES E. LOYD, Professor of Medicine  
B.S., M.D. (West Virginia 1969, 1973)
- YI-AN LU, Research Instructor in Microbiology and Immunology  
B.S. (Shanghai First Medical College 1968); Ph.D. (Shanghai Institute of Materia Medica 1978)
- JOHN N. LUKENS, JR., Craig-Weaver Professor of Pediatrics  
A.B. (Princeton 1954); M.D. (Harvard 1958)
- LINDA S. LUNDIN, Assistant Clinical Professor of Psychiatry  
B.S. (Tennessee 1972); M.D. (Vanderbilt 1977)
- ALAN J. LYNCH, Clinical Instructor in Psychiatry  
B.A. (Ouachita Baptist 1978); B.A. (Baylor 1983); M.D. (Arkansas 1992)
- FRANCES LYNCH, Librarian, Eskind Biomedical Library; Associate Director, Eskind Biomedical Library  
B.S. (Marshall 1971); M.L.S. (Peabody 1974)
- JOHN B. LYNCH, Professor of Plastic Surgery  
M.D. (Tennessee 1952)
- ROBERT C. MACDONELL, JR., Associate Professor of Pediatrics; Associate Professor of Medicine  
M.D. (Emory 1963)
- RACHEL LENOX MACE, Assistant Professor of Pediatrics  
B.S. (Purdue 1982); M.D. (Vanderbilt 1986)
- JOHN W. MACEY, JR., Clinical Instructor in Obstetrics and Gynecology  
B.A., M.D. (Vanderbilt 1982, 1986)
- ROBERT J. MACIUNAS, Professor of Neurological Surgery; Professor of Biomedical Engineering  
B.A. (Northwestern 1976); M.D. (Illinois 1980)
- WILLIAM E. MACLEAN, JR., Associate Professor of Pediatrics  
B.S. (Emory 1976); M.S. (Peabody 1978); Ph.D. (Vanderbilt 1980)
- CHARLES W. MACMILLAN, Assistant Clinical Professor of Plastic Surgery  
B.A., M.D. (Cornell 1950, 1953)
- WILLIAM RILEY MACON, Assistant Professor of Pathology  
B.S. (South Carolina 1979); M.D. (Medical University of South Carolina 1984)
- JAMES J. MADDEN, JR., Assistant Clinical Professor of Plastic Surgery  
B.S., M.D. (Georgetown 1962, 1966)
- MICHAEL MAES, Adjoint Professor of Psychiatry  
M.D. (Ghent [Belgium] 1979); Ph.D. (Antwerp [Belgium] 1991)
- MICHAEL J. MAGEE, Clinical Instructor in Medicine  
B.S. (Auburn 1974); M.D. (Tennessee 1978)
- MARK A. MAGNUSON, Professor of Molecular Physiology and Biophysics; Professor of Medicine  
B.A. (Luther 1975); M.D. (Iowa 1979)

- D. MARK MAHLER, Assistant Clinical Professor of Pediatrics  
S.B. (Massachusetts Institute of Technology 1973); M.D. (Ohio State 1976); M.B.A. (Indiana 1989)
- CHERYL W. MAJOR, Associate in Pediatrics  
B.S. (Skidmore 1968); R.N.
- VIJAY RANI MAKRANDI, Assistant Professor of Anesthesiology  
M.B., B.S., M.D. (Delhi 1965, 1974)
- ROBERT E. MALLARD, Clinical Professor of Pediatrics  
B.A. (Rochester 1971); M.D. (Vanderbilt 1974)
- LISA K. MANDEVILLE, Associate in Obstetrics and Gynecology; Adjunct Instructor in Nursing  
B.S.N., M.S.N. (Vanderbilt 1978, 1988); R.N.
- DONALD HAL MANIER, Research Associate in Psychiatry; Research Associate in Pharmacology  
B.S., M.S. (Middle Tennessee State 1967, 1968)
- MARY VIRGINIA MANLEY, Adjunct Instructor in Obstetrics and Gynecology; Adjunct Associate Professor of Nursing  
B.S.N., M.S.N. (Vanderbilt 1966, 1968); R.N., R.N.P.
- CHERYL A. MANNING, Instructor in Pediatrics  
B.S., M.D. (Alabama 1987, 1992)
- RONALD G. MANNING, Associate Professor of Radiology and Radiological Sciences  
B.S., Ph.D. (California, Davis 1971, 1975)
- RICHARD A. MARGOLIN, Assistant Professor of Psychiatry; Assistant Professor of Radiology and Radiological Sciences  
A.B. (Harvard 1974); M.D. (California, Irvine 1977)
- LAWRENCE J. MARNETT, Professor of Biochemistry; Mary Geddes Stahlman Professor of Cancer Research; Professor of Chemistry  
B.S. (Rockhurst 1969); Ph.D. (Duke 1973)
- SAMUEL R. MARNEY, JR., Associate Professor of Medicine  
B.A., M.D. (Virginia 1955, 1960)
- DAVID J. MARON, Assistant Professor of Medicine  
A.B. (Stanford 1976); M.D. (Southern California 1981)
- PETER R. MARTIN, Professor of Psychiatry; Professor of Pharmacology; Director, Division of Alcohol and Substance Abuse; Investigator, John F. Kennedy Center  
B.Sc., M.D. (McGill 1971, 1975); M.Sc. (Toronto 1979)
- SANDRA L. MARTIN, Librarian, Eskind Biomedical Library  
B.S. (David Lipscomb 1969); M.Ed., Ed.D. (Georgia 1974, 1977); M.L.S. (Syracuse 1997)
- WILLIAM H. MARTIN, Assistant Professor of Radiology and Radiological Sciences; Assistant Professor of Medicine  
B.S. (William and Mary 1971); M.D. (Medical University of South Carolina 1975)
- RAYMOND S. MARTIN III, Associate Clinical Professor of Surgery  
B.A. (Vanderbilt 1972); M.D. (Johns Hopkins 1976)
- DANKO MARTINCIC, Research Instructor in Pediatrics  
M.D. (Zagreb 1987)
- RALPH W. MASSIE, Assistant Clinical Professor of Medicine  
B.A., M.D. (Vanderbilt 1950, 1953)
- HOSSEIN MASSOUD, Assistant Clinical Professor of Pediatrics  
M.D. (Isfahan 1957)
- GEORGE M. MATHEWS, Assistant Professor of Psychiatry  
M.B., B.S., M.D. (Bombay 1979, 1982)
- LETHA MATHEWS, Assistant Professor of Anesthesiology  
B.Sc. (Kerala 1975); M.D. (Gauhati 1981)
- LYNN M. MATRISIAN, Professor of Cell Biology; Associate Professor of Obstetrics and Gynecology  
B.S. (Bloomsburg State 1975); Ph.D. (Arizona 1982)
- TAIJI MATSUSAKA, Research Instructor in Pediatrics; Research Instructor in Medicine  
M.D., Ph.D. (Osaka 1985, 1993)
- ROBERT J. MATUSIK, Professor of Urologic Surgery; Professor of Cell Biology  
B.S. (Loyola 1970); Ph.D. (Rochester 1976)
- G. PATRICK MAXWELL, Assistant Clinical Professor of Plastic Surgery  
B.S., M.D. (Vanderbilt 1968, 1972)
- JAMES M. MAY, Associate Professor of Medicine; Associate Professor of Molecular Physiology and Biophysics  
B.S. (Yale 1969); M.D. (Vanderbilt 1973)
- MICHAEL E. MAY, Assistant Professor of Medicine  
B.S. (Spring Hill 1971); Ph.D., M.D. (Medical University of South Carolina 1976, 1978)
- SUSAN J. MAY-BAKER, Clinical Instructor in Hearing and Speech Sciences  
B.S. (Western Kentucky 1986); M.S. (Vanderbilt 1988)
- WILLIAM H. MAYNARD, Assistant Professor of Medicine  
B.A. (Vanderbilt 1987); M.D. (Tennessee, Memphis 1992)
- JACKIEL R. MAYO, Assistant Professor of Radiology and Radiological Sciences  
M.D. (Cape Town 1968)
- FRANCISCO MAYORQUIN, Adjunct Instructor in Medicine  
B.A., M.D. (South Florida 1984, 1989)
- MURRAY J. MAZER, Associate Professor of Radiology and Radiological Sciences; Assistant Professor of Surgery  
B.Sc., M.D. (Manitoba 1965, 1969)

- AILEEN H. MCALISTER, Assistant Clinical Professor of Psychiatry  
B.S., M.D. (Alabama, Birmingham 1976, 1980)
- MARK P. MCANDREW, Associate Professor of Orthopaedics and Rehabilitation  
B.S., M.D. (Iowa 1975, 1978)
- KRISTINA KOKUBUN MCCAIN, Assistant Clinical Professor of Obstetrics and Gynecology  
B.A. (Johns Hopkins 1981); M.D. (Vanderbilt 1987)
- BRENDA C. MCCLAIN, Assistant Professor of Anesthesiology; Assistant Professor of Pediatrics  
B.S., M.D. (North Carolina 1977, 1984)
- ROBERT E. MCCLELLAN, Associate Clinical Professor of Urologic Surgery  
B.A. (Emory and Henry 1945); M.D. (Virginia 1949)
- CHRISTOPHER C. MCCLURE, Adjunct Instructor in Medicine  
B.S. (Vanderbilt 1977); M.D. (Tennessee, Memphis 1985)
- ROBERT WALLACE MCCLURE, Assistant Clinical Professor of Medicine  
B.S. (David Lipscomb 1982); M.D. (Vanderbilt 1986)
- BRIAN A. MCCOOL, Research Instructor in Molecular Physiology and Biophysics  
B.S. (Texas 1988); Ph.D. (Vanderbilt 1993)
- DEBRA J. MCCROSKEY, Adjunct Instructor in Medicine  
B.S. (Wisconsin 1983); M.D. (Kansas 1984)
- THOMAS L. MCCURLEY, III, Associate Professor of Pathology (On leave spring 1998)  
B.E., M.D. (Vanderbilt 1970, 1974)
- EDWARD C. MCDONALD, Associate Clinical Professor of Pathology  
B.S. (Middle Tennessee State 1970); M.D. (Tennessee 1974)
- LISA L. MCDONALD, Instructor in Medicine  
B.S. (David Lipscomb 1985); M.D. (Alabama 1990)
- MICHEL ALICE MCDONALD, Instructor in Medicine  
A.B. (Duke 1989); M.D. (Louisville 1993)
- LYNNE L. MCFARLAND, Associate in Psychiatry  
B.S., M.A. (Tennessee 1966, 1969); M.Ed., M.S.N. (Vanderbilt 1985, 1991)
- JAMES R. MCFERRIN, Assistant Clinical Professor of Psychiatry  
B.A. (Vanderbilt 1971); M.D. (Tennessee 1974)
- CATHERINE C. MCGOWAN, Assistant Professor of Medicine  
B.A., M.D. (Kansas 1983, 1987)
- SUSAN G. MCGREW, Assistant Clinical Professor of Pediatrics  
B.A. (Vermont 1976); M.D. (Northwestern 1981)
- WALLACE R. G. MCGREW, JR., Assistant Clinical Professor of Medicine  
B.S. (Lehigh 1974); M.D. (Vermont 1978)
- OWEN PATRICK MCGUINNESS, Associate Professor of Molecular Physiology and Biophysics  
B.S. (SUNY, Stony Brook 1978); Ph.D. (Louisiana State 1983)
- SUSAN R. MCGURK, Assistant Professor of Psychiatry; Assistant Professor of Psychology, College of Arts and Science  
B.A., Ph.D. (California, Los Angeles 1983, 1989)
- MARY ANN MCINTYRE, Clinical Instructor in Hearing and Speech Sciences  
B.A. (Auburn 1978); M.A. (Memphis State 1979)
- JAMES MCKANNA, Associate Professor of Cell Biology; Investigator, John F. Kennedy Center  
B.A. (Saint Olaf 1966); Ph.D. (Wisconsin 1972)
- L. CLIFFORD MCKEE, Associate Professor of Medicine (On leave)  
B.A., M.D. (Vanderbilt 1954, 1957)
- SAMUEL JAY MCKENNA, Associate Professor of Oral Surgery  
B.A. (California, San Diego 1976); D.D.S. (California, Los Angeles 1980); M.D. (Vanderbilt 1983)
- EDMUND R. MCKINLEY, Assistant Clinical Professor of Pathology  
B.S., D.V.M. (Michigan State 1966, 1968); Ph.D. (Purdue 1981)
- JOEL P. MCKINSEY, Research Associate in Biomedical Informatics  
B.S. (Kansas State 1983); M.S. (Southern Methodist 1984); M.D. (Missouri 1994)
- JEFFRY P. MCKINZIE, Assistant Professor of Emergency Medicine  
B.S. (Harding 1982); M.D. (Medical College of Virginia 1986)
- FRANCIS JOSEPH MCLAUGHLIN, III, Adjunct Associate Professor of Psychology, Peabody College; Adjunct Assistant Professor of Pediatrics; Associate, John F. Kennedy Center  
B.A. (Vanderbilt 1971); M.A., Ph.D. (Peabody 1973, 1979)
- MICHAEL J. MCLEAN, Associate Professor of Neurology; Associate Professor of Pharmacology  
A.B. (Chicago 1970); Ph.D., M.D. (Virginia 1976, 1978)
- ALEXANDER C. MCLEOD, Associate Clinical Professor of Medicine; Adjunct Professor of Management; Staff Physician, Student Health Service  
A.B. (Princeton 1956); M.D. (Duke 1960); M.B.A. (Vanderbilt 1988)
- BRIAN R. MCMURRAY, Assistant Clinical Professor of Emergency Medicine  
B.S. (Saint Lawrence 1974); M.D. (Cincinnati 1978)



- M. CHARLES MCMURRAY, Clinical Instructor in Surgery  
B.A. (Vanderbilt 1940); D.M.D., M.D. (Louisville 1943, 1950)
- LUCIA CAGNES MCNABB, Instructor in Obstetrics and Gynecology  
M.D. (Palermo [Italy] 1981)
- PAUL C. MCNABB II, Adjunct Associate Professor of Medicine  
B.S. (Memphis State 1971); M.D. (Tennessee 1974)
- MICHAEL J. MCNAMARA, Assistant Clinical Professor of Orthopaedics and Rehabilitation  
B.A. (Johns Hopkins 1980); M.D. (Duke 1984)
- PATRICK MCNAMARA, Assistant in Molecular Physiology and Biophysics  
B.S. (Pennsylvania State 1992); M.S. (Pittsburgh 1996)
- LARRY W. MCNEIL, Assistant Clinical Professor of Medicine  
B.A. (Louisville 1969); M.D. (Meharry Medical 1973)
- JOHN R. MCRAE, Assistant Clinical Professor of Medicine  
B.S. (Georgia Institute of Technology 1968); M.D. (Duke 1972)
- PATRICK W. MEACHAM, Associate Clinical Professor of Surgery  
B.S. (Western Kentucky 1971); M.D. (Vanderbilt 1976)
- WILLIAM F. MEACHAM, Clinical Professor of Neurosurgery, Emeritus  
B.S. (Western Kentucky 1936); M.D. (Vanderbilt 1940); L.H.D. (Kentucky Wesleyan 1977)
- CLIFTON KIRKPATRICK MEADOR, Clinical Professor of Medicine  
B.A., M.D. (Vanderbilt 1952, 1955)
- MARVIN PORTER MEADORS III, Assistant Clinical Professor of Medicine  
B.S. (Washington and Lee 1979); M.D. (Mississippi 1984)
- BEVERLY G. MELLEEN, Assistant Professor of Preventive Medicine  
A.B. (Colby 1980); M.S. (Medical College of Virginia 1987); Ph.D. (Johns Hopkins 1995)
- MICHAEL H. MELNER, Professor of Obstetrics and Gynecology; Professor of Cell Biology  
B.S., M.S. (Nevada 1974, 1976); Ph.D. (Medical College of Georgia 1980)
- HERBERT Y. MELTZER, Professor of Psychiatry; Professor of Pharmacology  
B.A. (Cornell 1958); M.A. (Harvard 1959); M.D. (Yale 1963)
- GREGORY A. MENCIO, Assistant Professor of Orthopaedics and Rehabilitation  
A.B., M.D. (Duke 1977, 1981)
- RAYMOND L. MENEELY, Associate Clinical Professor of Pediatrics  
B.S. (Houghton 1969); M.D. (Pittsburgh 1973)
- H. C. MENG, Professor of Molecular Physiology and Biophysics, Emeritus; Professor of Surgery, Emeritus  
M.B. (Cheeloo 1937); M.D. (Toronto 1941); M.S., Ph.D. (Northwestern 1946, 1947)
- BARBARA MENZIES, Assistant Professor of Medicine  
B.A., M.D. (Vanderbilt 1984, 1988)
- STEVEN G. MERANZE, Associate Professor of Radiology and Radiological Sciences; Associate Professor of Surgery  
B.S. (Philadelphia College of Textiles and Science 1975); M.D. (Thomas Jefferson University 1979)
- ALBERT MERATI, Instructor in Otolaryngology  
B.A., M.D. (University of Washington 1987, 1991)
- SARAH K. MEREDITH, Research Assistant Professor of Preventive Medicine  
B.A. (McGill 1977); M.B., B.S. (London 1983); M.Sc. (London School of Hygiene and Tropical Medicine 1991)
- TIMOTHY J. MEREDITH, Professor of Medicine; Professor of Pathology  
B.A., M.B., M.A., B.Chir., M.D. (Cambridge 1972, 1975, 1976, 1976, 1987)
- RAYMOND L. MERNAUGH, Research Associate Professor of Biochemistry  
B.S., M.S. (South Dakota State 1973, 1976); Ph.D. (Iowa State 1987)
- WALTER H. MERRILL, Professor of Cardiac and Thoracic Surgery  
B.A. (University of the South 1970); M.D. (Johns Hopkins 1974)
- CULLEN R. MERRITT, Assistant Clinical Professor of Medicine  
A.B. (Princeton 1956); M.D. (Vanderbilt 1960)
- HOWARD R. MERTZ, Assistant Professor of Medicine  
B.A. (Johns Hopkins 1982); M.D. (Baylor 1986)
- ALVIN H. MEYER, JR., Assistant Clinical Professor of Medicine (Dermatology)  
B.S., M.D. (Louisiana State 1963, 1967)
- BARBARA O. MEYRICK-CLARRY, Professor of Pathology; Professor of Medicine  
M.Phil., Ph.D. (London 1974, 1976)
- MARILYNN E. MICHAUD, Adjunct Instructor in Medicine  
B.S. (Middle Tennessee State 1986); M.D. (Vanderbilt 1991)
- MARTHA K. MIERS, Senior Associate in Pathology  
B.S. (Virginia Polytechnic 1972); M.S. (Virginia Commonwealth 1978)
- MARTIN CHARLES MIHM, JR., Adjunct Professor of Pathology  
B.A. (Duquesne 1955); M.D. (Pittsburgh 1961)
- CAROL PROOPS MILAM, Assistant Clinical Professor of Psychiatry  
A.B., M.D. (West Virginia 1982, 1991)

- DOUGLAS FRANKLIN MILAM, Assistant Professor of Urology Surgery  
B.S. (Pennsylvania 1980); M.D. (West Virginia 1986)
- JEFFREY LYNN MILAM, Clinical Instructor in Anesthesiology  
B.S. (David Lipscomb 1981); M.D. (East Tennessee State 1985)
- MICHAEL A. MILEK, Associate Professor of Orthopaedics and Rehabilitation  
B.S., M.D. (Louisiana State 1961, 1965)
- BONNIE M. MILLER, Assistant Clinical Professor of Surgery  
B.A. (Colorado College 1975); M.D. (Oklahoma 1980)
- FRANK R. MILLER, Instructor in Otolaryngology  
B.S., M.S. (Rhode Island 1983, 1985); M.D. (Brown 1989)
- GERALDINE G. MILLER, Associate Professor of Medicine; Associate Professor of Microbiology and Immunology  
S.B. (Massachusetts Institute of Technology 1969); M.D. (California, San Diego 1973)
- HAROLD C. MILLER, Adjunct Research Professor of Surgery  
B.A. (Hiram 1964); M.S., Ph.D. (Michigan State 1966, 1968)
- JAMI L. MILLER, Assistant Professor of Medicine  
B.A., M.D. (Virginia 1984, 1988)
- JOE M. MILLER, Clinical Instructor in Surgery  
M.D. (Tennessee 1951)
- M. DAWN MILLER, Librarian, Eskind Biomedical Library  
B.A. (Calgary 1993); M.L.S. (Pittsburgh 1994)
- MICHAEL E. MILLER, Assistant Clinical Professor of Medicine  
B.A. (Emory 1972); M.D. (North Carolina 1976)
- PAIGE MILLER, Clinical Instructor in Hearing and Speech Sciences  
B.S. (Kansas 1982); M.S. (Texas, Dallas 1988)
- RANDOLPH A. MILLER, Professor of Biomedical Informatics and Director of the Division; Professor of Medicine  
A.B. (Princeton 1971); M.D. (Pittsburgh 1976)
- ROBERT F. MILLER, Assistant Clinical Professor of Medicine  
B.A. (Colorado College 1976); M.D. (Vanderbilt 1982)
- RONALD V. MILLER, Associate Clinical Professor of Pediatrics  
B.A., M.D. (Mississippi 1972, 1976)
- VICKI L. MILLER, Instructor in Obstetrics and Gynecology  
B.S. (Baylor 1989); M.D. (Ohio State 1993)
- DAVID M. MILLER III, Associate Professor of Cell Biology  
B.S. (Southern Mississippi 1973); Ph.D. (Rice 1981)
- RUSSELL HENRY MILLS, Adjunct Associate Professor of Hearing and Speech Sciences  
A.B., A.M. (South Dakota 1967, 1970); Ph.D. (Kansas 1975)
- FRANCIS MICHAEL MINCH, Clinical Instructor in Surgery  
B.S., M.D. (Ohio State 1969, 1973)
- BETH H. MINZTER, Assistant Professor of Anesthesiology  
B.S. (Brown 1980); M.S., M.D. (Arizona 1987, 1988)
- FERNANDO MIRANDA, Clinical Instructor in Medicine  
B.S., M.D. (Chile 1966, 1973)
- DINA H. MISHU, Clinical Instructor in Pediatrics  
M.D. (Spartan [Saint Lucia] 1985)
- REETA MISRA, Adjunct Assistant Professor of Pediatrics  
M.B., B.S. (Kanpur 1973); M.D. (Lucknow 1978)
- VIJAJ K. MISRA, Assistant Professor of Medicine  
M.D. (Osmania 1982); M.S. (Adelphi 1986)
- KARL EDWARD MISULIS, Associate Clinical Professor of Neurology  
B.Sc. (Queen's [Ontario] 1975); Ph.D. (SUNY, Upstate Medical Center 1980); M.D. (Vanderbilt 1982)
- LAURIE A. MITAN, Assistant Professor of Pediatrics  
B.A., M.D. (Creighton 1986, 1990); M.P.H. (Rochester 1996)
- CARL E. MITCHELL, Assistant Clinical Professor of Medicine  
A.B., M.D. (Washington University 1957, 1961)
- DOUGLAS P. MITCHELL, Assistant Clinical Professor of Medicine  
B.A. (Yale 1965); M.D. (Vanderbilt 1969)
- HAROLD R. MITCHELL, Adjunct Professor of Hearing and Speech Sciences  
A.B. (South Carolina State 1962); M.S. (Denver 1964); Ph.D. (Ohio 1972)
- STEPHEN A. MITCHELL, Assistant Professor of Otolaryngology  
B.S., M.D. (Michigan 1969, 1973)
- WILLIAM M. MITCHELL, Professor of Pathology  
B.A., M.D. (Vanderbilt 1957, 1960); Ph.D. (Johns Hopkins 1966)
- JOSEPH MICHAEL MOATES, Instructor in Medicine  
B.S. (Vanderbilt 1984); M.D. (Alabama 1990)
- SUKHBIR S. MOKHA, Adjunct Associate Professor of Pharmacology  
B.Sc. (Punjabi 1974); M.Sc. (Southampton [England] 1977); Ph.D. (Edinburgh 1981)
- KELLY L. MOLPUS, Assistant Professor of Obstetrics and Gynecology  
B.S. (Florida 1984); M.D. (South Florida 1989)
- SCOTT A. MONTESI, Assistant Clinical Professor of Radiology and Radiological Sciences  
B.S., M.D. (Creighton 1979, 1983)
- KATHLEEN S. MONTINE, Research Instructor in Pathology  
B.S. (Notre Dame 1983); Ph.D. (Rochester 1988)

- THOMAS J. MONTINE, Assistant Professor of Pathology; Assistant Professor of Pharmacology  
B.A. (Columbia 1983); Ph.D. (Rochester 1988); M.D. (McGill 1991)
- JENNIFER MOORE, Clinical Instructor in Pediatrics  
B.S., M.D. (North Carolina 1988, 1992)
- MARY E. COURTNEY MOORE, Research Assistant Professor of Molecular Physiology and Biophysics  
B.S. (Baylor 1974); M.S.N. (Texas, San Antonio 1979); Ph.D. (Vanderbilt 1992)
- WILLIAM L. MOORE, JR., Clinical Professor of Medicine  
B.A. (Emory 1955); M.D. (Medical College of Georgia 1959)
- WILLIAM THOMAS MOORE, Clinical Instructor in Otolaryngology  
B.A., M.D. (Louisville 1958, 1962)
- SHARON MOORE-CALDWELL, Clinical Instructor in Pediatrics  
B.S. (Grambling State 1986); M.D. (Pittsburgh 1990)
- PAUL L. MOOTS, Assistant Professor of Neurology; Assistant Professor of Medicine  
B.S. (Duke 1976); M.D. (Ohio State 1980)
- SAM HOUSTON MORAN, Clinical Instructor in Obstetrics and Gynecology  
A.B. (Tennessee 1975); M.D. (Meharry Medical 1981)
- GORDON A. MOREAU, Associate Clinical Professor of Pediatrics  
B.A. (Middlebury 1972); M.D. (SUNY, Upstate Medical Center 1976)
- V. TUPPER MOREHEAD, Clinical Instructor in Obstetrics and Gynecology  
B.S. (Davidson 1968); M.D. (Tennessee 1971)
- LESLIE C. MOREY, Professor of Psychology, College of Arts and Science; Assistant Professor of Psychiatry  
B.S. (Northern Illinois 1977); M.S., Ph.D. (Florida 1979, 1981)
- DAVID H. MORGAN, Clinical Instructor in Urologic Surgery  
B.A., M.D., Ph.D. (Vanderbilt 1967, 1974, 1975)
- DAVID SCOTT MORGAN, Assistant Professor of Medicine (Oncology)  
B.A. (Yale 1985); M.D. (Vanderbilt 1990)
- JOHN R. MORGAN, Associate Clinical Professor of Pediatrics  
B.A. (David Lipscomb 1962); M.D. (Vanderbilt 1966)
- LEONARD MORGAN, JR., Assistant Clinical Professor of Psychiatry  
B.S. (North Carolina State 1949); B.D. (Southern Baptist Theological Seminary 1953); M.S., Ph.D. (Kentucky 1957, 1962)
- LISA B. MORGAN, Clinical Instructor in Obstetrics and Gynecology  
B.A. (DePauw 1989); M.D. (Kentucky 1993)
- SUSAN LYNN MORGAN, Assistant Clinical Professor of Pediatrics  
B.S. (Tennessee Technological 1977); M.D. (East Carolina 1987)
- WALTER M. MORGAN III, Assistant Professor of Pediatric Surgery; Assistant Professor of Pediatrics  
B.S.E. (Princeton 1978); M.D. (Vanderbilt 1982)
- DAVID M. MORONEY, Associate Clinical Professor of Pediatrics  
B.A., M.D. (Louisiana State 1971, 1974)
- JOHN A. MORRIS, JR., Professor of Surgery  
B.A. (Trinity [Connecticut] 1969); M.D. (Kentucky 1977)
- JASON D. MORROW, Associate Professor of Medicine; Associate Professor of Pharmacology  
B.A. (Vanderbilt 1979); M.D. (Washington University 1983)
- HAROLD MOSES, JR., Instructor in Neurology  
B.S., M.D. (North Carolina 1985, 1993)
- HAROLD L. MOSES, Professor of Cell Biology and Chairman of the Department; Benjamin F. Byrd Jr. Professor of Clinical Oncology; Professor of Pathology  
B.A. (Berea 1958); M.D. (Vanderbilt 1962)
- AUGUSTIN ROGELIO MOSQUEDA-GARCIA, Assistant Professor of Medicine; Assistant Professor of Pharmacology  
M.D. (Universidad Nacional Autónoma de México 1980); Ph.D. (McGill 1987)
- JOE PERSIUS MOSS, JR., Assistant Clinical Professor of Pediatrics  
B.A. (Vanderbilt 1963); M.D. (Tennessee 1966)
- CHARLES A. MOSS III, Assistant Clinical Professor in Pediatrics  
B.S. (Rhodes 1982); M.D. (Alabama 1987)
- DAVID D. MOUNT, Instructor in Medicine  
B.Sc. (Ottawa 1986); M.D. (Toronto 1990)
- WILLIAM A. MOUNTCASTLE, Assistant Professor of Medical Administration  
B.S. (Virginia Polytechnic 1967)
- STEPHANIE MOUTON, Assistant Professor of Anesthesiology (On leave 9/1/97-3/1/98)  
B.S., M.D. (Tulane 1977, 1981)
- H. GUSTAV MUELLER, Adjunct Associate Professor of Hearing and Speech Sciences  
B.S. (North Dakota State 1969); M.A. (New Mexico State 1971); Ph.D. (Denver 1976)
- JOSEPH L. MULHERIN, JR., Associate Clinical Professor of Surgery  
M.D. (Medical College of Georgia 1971)
- DAVID MURAM, Adjoint Professor of Pediatrics  
M.D. (Hebrew University 1971)
- BARBARA A. MURPHY, Assistant Professor of Medicine  
B.S. (Duke 1983); M.D. (Wake Forest 1987)

- PATRICK B. MURPHY, Adjunct Instructor in Medicine  
B.A. (Tennessee 1981); M.D. (Tennessee, Memphis 1985)
- JOHN J. MURRAY, Associate Professor of Medicine; Associate Professor of Pharmacology  
A.B. (Harvard 1973); M.D., Ph.D. (Vanderbilt 1979, 1979)
- KATHERINE T. MURRAY, Assistant Professor of Medicine; Assistant Professor of Pharmacology  
B.S., M.D. (Duke 1976, 1980)
- GREGORY J. MYERS, Clinical Instructor in Pediatrics  
B.S. (SUNY 1973); M.D. (State University Health Science Center 1977)
- KEVIN J. MYERS, Assistant Clinical Professor of Medicine  
A.B. (Princeton 1979); M.D. (Vanderbilt 1983)
- P. ROBERT MYERS, Associate Professor of Medicine  
B.A. (Illinois Wesleyan 1969); M.S., Ph.D. (Illinois 1972, 1973); M.D. (Pennsylvania 1983)
- BARBARA NABRIT-STEPHENS, Assistant Clinical Professor of Pediatrics  
A.B. (Harvard 1972); M.D. (Tufts 1976)
- JOHN H. J. NADEAU, Professor of Medicine  
B.A., M.D. (Ottawa 1967, 1973)
- JOHN NADING, Adjunct Associate Professor of Pediatrics  
B.S. (Georgia Institute of Technology 1973); M.D. (Vanderbilt 1977)
- ALLEN J. NAFTILAN, Assistant Clinical Professor of Medicine; Assistant Professor of Pharmacology  
B.A. (Oberlin 1972); Ph.D. (Chicago 1978); M.D. (Alabama 1982)
- SUBIR KUMAR NAG DAS, Research Instructor in Cell Biology  
B.Sc., M.Sc., Ph.D. (Calcutta 1978, 1980, 1986)
- CLAUDE M. NAGAMINE, Assistant Professor of Cell Biology  
B.S. (Hawaii 1973); M.A., Ph.D. (California, Davis 1975, 1979)
- JENNIFER L. NAJJAR, Assistant Professor of Pediatrics  
B.A. (Wisconsin 1971); M.D. (Tufts 1977)
- VICTOR A. NAJJAR, Visiting Professor of Pediatrics  
M.D. (American University of Beirut 1935)
- E. PAUL NANCE, JR., Associate Professor of Radiology and Radiological Sciences; Assistant Professor of Orthopaedics and Rehabilitation; Associate Professor of Emergency Medicine  
B.S., M.D. (North Carolina 1973, 1976)
- PARVATHI NANJUNDIAH, Assistant Clinical Professor of Psychiatry  
M.D. (Mysore [India] 1987)
- LILLIAN B. NANNEY, Professor of Plastic Surgery; Professor of Cell Biology  
B.A. (Vanderbilt 1973); M.S. (Austin Peay State 1977); Ph.D. (Louisiana State 1980)
- JAMES L. NASH, Associate Professor of Psychiatry  
M.D. (Duke 1966)
- THOMAS C. NASLUND, Assistant Professor of Surgery  
B.S. (Trinity [Texas] 1980); M.D. (Vanderbilt 1984)
- ROBERT A. NEAL, Professor of Biochemistry, Emeritus  
B.S. (Denver 1949); Ph.D. (Vanderbilt 1963)
- WALLACE W. NEBLETT, III, Professor of Pediatric Surgery and Chairman of the Department; Professor of Pediatrics  
B.A. (University of the South 1967); M.D. (Vanderbilt 1971)
- EUGENE C. NELSON, Adjunct Professor of Hearing and Speech Sciences  
A.B. (Dartmouth 1970); M.P.H. (Yale 1973); S.D. (Harvard 1977)
- DEWEY G. NEMEC, Associate Clinical Professor of Pediatrics  
B.S., M.D. (Kansas 1945, 1950)
- PAUL M. NEMIROFF, Associate Clinical Professor of Otolaryngology  
B.S. (California, Los Angeles 1971); M.S. (California State, San Francisco 1972); Ph.D. (Purdue 1975); M.D. (California, Los Angeles 1981)
- THOMAS E. NESBITT, Assistant Clinical Professor of Urologic Surgery  
M.D. (Texas, Dallas 1948); M.S. (Michigan 1954)
- MARTIN G. NETSKY, Professor of Pathology, Emeritus  
B.A., M.S., M.D. (Pennsylvania 1938, 1940, 1943)
- J. DAVID NETTERVILLE, Adjunct Assistant Professor of Anesthesiology  
B.S. (David Lipscomb 1981); M.D. (Tennessee 1985)
- JAMES L. NETTERVILLE, Associate Professor of Otolaryngology  
B.S. (David Lipscomb 1976); M.D. (Tennessee 1980)
- JOHN T. NETTERVILLE, JR., Associate Clinical Professor of Pediatrics  
B.S. (David Lipscomb 1974); M.D. (Tennessee 1977)
- DANIEL F. NEUZIL, Assistant Professor of Surgery  
B.S. (University of Washington 1986); M.D. (Johns Hopkins 1992)
- KATHLEEN M. NEUZIL, Assistant Professor of Medicine  
B.S. (Maryland 1983); M.D. (Johns Hopkins 1987)

- MARCIA E. NEWCOMER, Associate Professor of Biochemistry  
B.S. (Charleston 1975); Ph.D. (Rice 1979)
- JOHN H. NEWMAN, Professor of Medicine; Elsa S. Hanigan Professor of Pulmonary Medicine  
A.B. (Harvard 1967); M.D. (Columbia 1971)
- H. CLAY NEWSOME III, Clinical Instructor in Obstetrics and Gynecology  
A.B., M.D. (North Carolina 1969, 1973)
- CHRISTOPHER NG, Assistant Clinical Professor of Radiology and Radiological Sciences  
B.A. (Wake Forest 1980); M.D. (North Carolina 1984)
- WENDELL E. NICHOLSON, Instructor in Medicine  
B.S. (Austin Peay State 1955)
- LI NIE, Research Instructor in Pharmacology  
M.S. (Academic Medical Science 1986); M.D. (China Medical 1982)
- MICHAEL NIEDERMEYER, Clinical Instructor in Medicine  
B.S., M.D. (Georgetown 1974, 1978)
- LYNN NIELSEN-BOHLMAN, Research Assistant Professor of Psychiatry  
B.A. (California State 1983); Ph.D. (California, Davis 1994)
- DAVUD N. NIERSTE, Assistant Professor of Medicine  
B.S. (Indiana-Purdue at Indianapolis 1983); M.D. (Indiana 1987)
- JEANETTE J. NORDEN, Associate Professor of Cell Biology  
B.A. (California, Los Angeles 1970); Ph.D. (Vanderbilt 1975)
- MARGARET NORRIS, Assistant Clinical Professor of Psychiatry  
A.B. (Sweet Briar 1945); M.D. (Cornell 1949)
- K. TIMOTHY NORTH, Clinical Instructor in Pediatrics  
B.S. (Harding 1966); M.D. (Tennessee 1970)
- VALERIE C. NORTON, Assistant Professor of Emergency Medicine  
B.A. (Yale 1987); M.D. (California, San Diego 1991)
- CRAIG NUNN, Assistant Professor of Surgery  
B.A. (Colgate 1985); M.D. (University of Medicine and Dentistry of New Jersey 1990)
- PAULA S. NUNN, Assistant Clinical Professor of Psychiatry  
B.A. (Trinity [Connecticut] 1977); M.D. (Vanderbilt 1981)
- WILLIAM A. NYLANDER, JR., Associate Professor of Surgery  
B.A. (Washington and Jefferson 1973); M.D. (Pittsburgh 1977)
- LEE ANNE O'BRIEN, Clinical Instructor in Pediatrics  
B.A. (Johns Hopkins 1983); M.D., Ph.D. (Vanderbilt 1991, 1991)
- RICHARD M. O'BRIEN, Assistant Professor of Molecular Physiology and Biophysics  
B.Sc. (Bristol 1984); Ph.D. (Cambridge 1988)
- DENIS M. O'DAY, George Weeks Hale Professor of Ophthalmology and Chairman of the Department; Associate Director, W. M. Keck Free Electron Laser Center  
M.D. (Melbourne 1960)
- NANCY O'DELL, Assistant Professor of Anesthesiology; Assistant Professor of Pediatrics  
B.S. (Cornell 1976); M.D. (Oklahoma 1988)
- JAMES A. O'NEILL, JR., John Clinton Foshee Distinguished Professor of Surgery and Chairman of the Department; Director of the Division of Surgical Sciences  
B.S. (Georgetown 1955); M.D. (Yale 1959)
- DANIEL OAKS, Adjunct Assistant Professor of Anesthesiology  
B.S. (Trevecca Nazarene 1979); M.D. (Alabama 1986)
- JOHN A. OATES, Thomas F. Frist Professor of Medicine and Chairman of the Department; Professor of Pharmacology; Director, Center for Pharmacology and Drug Toxicology  
B.A., M.D. (Wake Forest 1953, 1956)
- P. RENEE OBI, Assistant Clinical Professor of Medicine  
B.S. (Syracuse 1980); M.D. (Temple 1984)
- JOSIAH OCHIENG, Adjunct Assistant Professor of Cell Biology  
B.Sc. (Nairobi 1979); M.Sc., Ph.D. (Ohio State 1982, 1988)
- MARLEEN OCHS, Assistant Professor of Hearing and Speech Sciences  
B.A., M.A. (Washington State 1974, 1976); Ph.D. (Vanderbilt 1983)
- HARRELL ODOM II, Assistant Clinical Professor of Medicine  
B.A. (Vanderbilt 1977); M.D. (Arkansas 1982)
- THOMAS N. OELTMANN, Associate Professor of Medicine; Associate Professor of Biochemistry; Associate Professor of Molecular Biology  
B.S. (Georgia State 1963); Ph.D. (Georgia 1967)
- RALPH N. OHDE, Associate Professor of Hearing and Speech Sciences  
A.B. (Carthage 1966); M.Ed. (Virginia 1968); Ph.D. (Michigan 1978)
- SAMUEL O. OKPAKU, Associate Clinical Professor of Psychiatry  
M.B., Ch.B. (Edinburgh 1968); Ph.D. (Brandeis 1978)
- BJARKI J. OLAFSSON, Assistant Clinical Professor of Medicine  
M.D. (Iceland 1979)
- ELIZABETH OLDFIELD, Assistant Clinical Professor of Obstetrics and Gynecology  
B.S. (Vanderbilt 1977); M.D. (Tennessee 1983)
- RICHARD OLDHAM, Associate Clinical Professor of Pathology

- B.S. (United States Naval Academy 1961);  
M.D. (Vanderbilt 1971)
- DOUGLAS O. OLSEN, Assistant Clinical Professor of Surgery  
B.S. (Loyola [Chicago] 1975); M.D. (Rush 1978)
- NANCY J. OLSEN, Associate Professor of Medicine  
Sc.B. (Brown 1973); M.D., M.S. (Chicago 1977, 1977)
- BARBARA J. OLSON, Assistant Clinical Professor of Neurology; Assistant Clinical Professor of Pediatrics  
B.S. (Wisconsin, Eau Claire 1971); M.D. (Wisconsin 1976)
- GARY E. OLSON, Professor of Cell Biology  
B.S., M.S. (Oregon 1967, 1968); Ph.D. (Washington University 1974)
- EUGENE M. OLTZ, Assistant Professor of Microbiology and Immunology  
A.B. (Cornell 1982); Ph.D. (Columbia 1987)
- TSUNEO OMURA, Visiting Professor of Biochemistry  
B.Sc., D.Sc. (Tokyo 1953, 1961)
- OLAYINKA ONADEKO, Adjunct Assistant Professor of Pediatrics  
B.S., M.S. (Portland State 1976, 1978); M.D. (Universidad Mundial [Santo Domingo] 1984)
- EMMANUEL ONAIVI, Research Assistant Professor of Pharmacology  
B.Pharm. (Benin [Nigeria] 1978); M.Sc. (Imperial College [England] 1983); Ph.D. (Bradford [England] 1989)
- DAVID E. ONG, Professor of Biochemistry  
B.A. (Wabash 1965); Ph.D. (Yale 1970)
- KRISTA GAINES OQUIST, Clinical Instructor in Pediatrics  
B.S., Ph.D., M.D. (South Alabama 1977, 1985, 1990)
- NIKI L. OQUIST, Assistant Clinical Professor of Pediatrics  
B.S. (Auburn 1983); M.D. (South Alabama 1987)
- THOMAS W. ORCUTT, Assistant Clinical Professor of Plastic Surgery  
B.A. (DePauw 1964); M.D. (Vanderbilt 1968)
- MARIE-CLAIRE ORGEBIN-CRIST, Professor of Obstetrics and Gynecology; Lucius E. Birch Professor of Reproductive Physiology and Family Planning; Director, Center for Reproductive Biology Research; Professor of Cell Biology  
Licence ès Lettres (Paris 1956); Ph.D. (Lyons 1961)
- DAVID N. ORTH, Professor of Medicine; Professor of Molecular Physiology and Biophysics  
Sc.B. (Brown 1954); M.D. (Vanderbilt 1962)
- NEIL OSHEROFF, Professor of Biochemistry; Professor of Medicine  
B.A. (Hobart 1974); Ph.D. (Northwestern 1979)
- ROBERT H. OSSOFF, Guy M. Maness Professor of Otolaryngology and Chairman of the Department; Professor of Hearing and Speech Sciences  
A.B. (Bowdoin 1969); D.M.D., M.D. (Tufts 1973, 1975); M.S. (Northwestern 1981)
- KEVIN G. OSTEEEN, Professor of Obstetrics and Gynecology; Professor of Pathology  
B.S. (South Carolina 1972); Ph.D. (Medical College of Georgia 1980)
- JOACHIM OSTERMANN, Assistant Professor of Biochemistry  
B.Sc. (Munich 1985); M.Sc. (Max Planck Institut 1986); Ph.D. (Munich 1989)
- RONALD E. OVERFIELD, Associate Clinical Professor of Radiology and Radiological Sciences  
B.S. (Kentucky 1960); M.D. (Vanderbilt 1963)
- ROBERT C. OWEN, Clinical Instructor in Otolaryngology  
B.S. (Tennessee Polytechnic Institute 1959); M.D. (Tennessee 1961)
- DOROTHY M. OWENS, Adjunct Instructor in Medicine  
A.B. (Emory 1966); M.Div., Ph.D. (Vanderbilt 1991, 1996)
- FRED D. OWNBY, Associate Clinical Professor of Medicine  
B.S., M.D. (Emory 1945, 1947)
- RONALD W. OXENHANDLER, Associate Clinical Professor of Pathology  
A.B., M.D. (Missouri 1968, 1972)
- JAMES M. PACKER, Assistant Professor of Anesthesiology; Assistant Professor of Pediatrics  
B.A. (Emory 1976); M.D. (Tulane 1980)
- ANDREW J. PADGUG, Assistant Professor of Radiology and Radiological Sciences  
B.A. (SUNY, College at Buffalo 1974); M.D. (Medical College of Wisconsin 1978)
- DAVID L. PAGE, Professor of Pathology; Professor of Preventive Medicine  
B.A. (Yale 1962); M.D. (Johns Hopkins 1966)
- HARRY L. PAGE, JR., Clinical Professor of Medicine  
B.A., M.D. (Vanderbilt 1956, 1959)
- MICHAEL J. PAGNANI, Assistant Clinical Professor of Orthopaedics and Rehabilitation  
A.B. (Columbia 1983); M.D. (Vanderbilt 1987)
- RAMACHANDER PAI, Instructor in Anesthesiology  
M.D. (Osmania [India] 1984)
- MICHAEL A. PAPPAS, Instructor in Orthopaedics and Rehabilitation  
B.S. (Michigan 1986); M.D. (Wayne State 1991)
- Y. B. PARANJAPE, Clinical Instructor in Ophthalmology and Visual Sciences  
M.B., B.S. (Mysore 1963); M.S. (Bombay 1966)
- CHARLES RAWLINSON PARK, Professor of Physiology, Emeritus  
A.B. (Harvard 1937); M.D. (Johns Hopkins 1941)

- JANE H. PARK, Professor of Molecular Physiology and Biophysics  
B.S., Ph.D. (Washington University 1946, 1952)
- RICHARD E. PARKER, Research Assistant Professor of Medicine  
B.S. (Millsaps 1973); Ph.D. (Mississippi 1978)
- ROY W. PARKER, Assistant Clinical Professor of Obstetrics and Gynecology  
B.A., M.D. (Vanderbilt 1942, 1944)
- G. ROBERT PARKERSON, Assistant Professor of Family Medicine  
B.S., M.D. (Duke 1977, 1981)
- SUSAN M. PARKERSON, Assistant Professor of Pediatrics  
B.S. (Tufts 1981); M.D. (SUNY, Stony Brook 1985)
- FRITZ F. PARL, Professor of Pathology  
M.D. (Georg-August-Universität Göttingen 1968); Ph.D. (New York Medical 1978)
- WINSTON CLIVE-VICTOR PARRIS, Adjunct Professor of Anesthesiology  
M.B., B.S., D.A., D.M.Sc. (West Indies 1968, 1970, 1970)
- EARL Q. PARROTT, Clinical Instructor in Psychiatry  
B.A. (Tennessee Technological 1969); M.D. (Tennessee 1974)
- BRAHM S. PARSH, Assistant Clinical Professor of Pediatrics  
M.D. (Mysore [India] 1965)
- C. LEON PARTAIN, Professor of Radiology and Radiological Sciences and Chairman of the Department; Professor of Biomedical Engineering  
B.S.N.E. (Tennessee 1963); M.S.N.E., Ph.D. (Purdue 1965, 1967); M.D. (Washington University 1975)
- CYNTHIA B. PASCHAL, Assistant Professor of Biomedical Engineering; Assistant Professor of Radiology and Radiological Sciences  
S.B., S.M. (Massachusetts Institute of Technology 1986, 1986); Ph.D. (Case Western Reserve 1992)
- RAY PASCHALL, JR., Assistant Professor of Anesthesiology  
B.A. (Arkansas 1982); M.S. (New Orleans 1986); M.D. (Arkansas 1990)
- BERNARD J. PASS, Assistant Clinical Professor of Medicine  
B.S., M.D. (Illinois 1930, 1934)
- J. KIRBY PATE, Associate Clinical Professor of Psychiatry  
B.E. (Vanderbilt 1971); M.D. (Tennessee 1978)
- HARSHILA PATEL, Clinical Instructor in Pediatrics  
B.Sc., M.D. (Madras 1977, 1983)
- NEAL R. PATEL, Assistant Professor of Pediatrics; Assistant Professor of Anesthesiology  
B.S. (California Polytechnic 1987); M.D. (Southern California 1991)
- NIMESH PATEL, Assistant in Anesthesiology  
B.E., B.S., M.S. (Vanderbilt 1990, 1990, 1994)
- REKHA PATTANAYEK, Research Instructor in Biochemistry  
B.Sc. (Calcutta 1975); M.Sc. (Indian Institute of Technology 1977); Ph.D. (Calcutta 1986)
- ALLEGRA PATTEN, Instructor in Neurology  
A.B. (Vassar 1988); M.D. (Vanderbilt 1992)
- WARREN R. PATTERSON, Assistant Clinical Professor of Otolaryngology  
B.A. (Vanderbilt 1960); M.D. (Tennessee 1964)
- JAMES A. PATTON, Professor of Radiology and Radiological Sciences; Director of the Program in Nuclear Medicine Technology; Professor of Physics  
B.S. (Western Kentucky 1966); Ph.D. (Vanderbilt 1972)
- WACLAWA YVONNE PAWLOWSKI, Assistant Clinical Professor of Pediatrics  
M.D. (Academy of Medicine, Lodz 1973)
- W. FAXON PAYNE, Professor of Radiology and Radiological Sciences, Emeritus  
B.A., M.D. (Vanderbilt 1945, 1948)
- FARHANG PAYVAR, Research Assistant Professor of Pediatrics  
M.S. (California State 1972); Ph.D. (Stanford 1978)
- JOHN P. PEACH, Instructor in Medicine  
B.S. (David Lipscomb 1990); M.D. (Louisville 1994)
- DOUGLAS J. PEARCE, Assistant Clinical Professor of Medicine  
B.S. (Georgia State 1979); M.D. (Medical College of Georgia 1985)
- THURMAN L. PEDIGO, SR., Clinical Professor of Medical Administration  
B.S. (Tennessee Technological 1960); M.D. (Tennessee, Memphis 1965)
- BARBARA F. PEEK, Adjunct Assistant Professor of Hearing and Speech Sciences  
B.A., M.A., M.A., Ph.D. (Northwestern 1965, 1966, 1968, 1982)
- JULIE T. PEEK, Assistant Clinical Professor of Pediatrics  
B.S. (Yale 1984); M.D. (North Carolina 1988)
- RICHARD M. PEEK, Assistant Professor of Medicine  
B.S. (Davidson 1984); M.D. (North Carolina 1988)
- SUSAN TODD PEELER, Clinical Instructor in Obstetrics and Gynecology  
B.S. (Colorado State 1988); M.D. (Creighton 1992)
- C. GORDON PEERMAN, JR., Clinical Professor of Obstetrics and Gynecology, Emeritus  
B.S. (Tulane 1946); M.D. (Vanderbilt 1949)
- HENRY P. PENDERGRASS, Professor of Radiology and Radiological Sciences, Emeritus  
A.B. (Princeton 1948); M.D. (Pennsylvania 1952); M.P.H. (Harvard 1969)

- W. CHARLES PENLEY, Adjunct Instructor in Medicine  
B.S. (Tennessee 1978); M.D. (Wake Forest 1982)
- JEFFERSON C. PENNINGTON, Assistant Clinical Professor of Surgery  
B.A., M.D. (Vanderbilt 1948, 1951)
- THOMAS GUV PENNINGTON, Clinical Professor of Medicine  
B.A., M.D. (Vanderbilt 1948, 1951)
- KALYANI PENTA, Research Instructor in Medicine  
B.Sc. (Poona 1984); M.Sc. (Maharaja Sayajirao University of Baroda 1987); Ph.D. (Indian Institute of Science 1992)
- GUILLERMO I. PEREZ-PEREZ, Research Associate Professor of Medicine  
M.Sc., D.Sc. (Instituto Politécnico Nacional [Mexico] 1982, 1985)
- ELIZABETH A. PERKETT, Associate Professor of Pediatrics; Research Assistant Professor of Medicine  
B.S., M.D. (Michigan 1967, 1971)
- JAMES M. PERRY, JR., Associate Clinical Professor of Medicine  
B.A., M.D. (Vanderbilt 1960, 1963)
- TIMOTHY F. PERSSE, Assistant Clinical Professor of Medicine  
B.S. (Armstrong State 1979); M.D. (Medical College of Georgia 1983)
- MICHAEL R. PETRACEK, Assistant Clinical Professor of Cardiac and Thoracic Surgery  
B.S. (Baylor 1967); M.D. (Johns Hopkins 1971)
- WILLIAM M. PETRIE, Clinical Professor of Psychiatry  
B.A., M.D. (Vanderbilt 1968, 1972)
- CATHLEEN C. PETTEPHER, Assistant Professor of Cell Biology  
B.S., B.S., Ph.D. (South Alabama 1985, 1987, 1990)
- WILLIAM ROBERT PETTIGREW, Instructor in Dentistry  
A.B. (Tennessee 1987); D.D.S. (Tennessee, Martin 1991)
- WILLIAM H. PETTUS, Clinical Instructor in Medicine  
B.S. (David Lipscomb 1976); M.D. (Tennessee 1980)
- KATHLEEN PETTY, Clinical Instructor in Obstetrics and Gynecology  
B.S. (Virgin Islands 1987); M.D. (Connecticut 1992)
- JEAN P. PFOTENHAUER, Assistant in Pediatrics  
B.A. (Reed 1976); M.S. (California, Irvine 1983)
- JOHN A. PHILLIPS, III, David T. Karzon Professor of Pediatrics; Professor of Biochemistry  
B.S. (North Carolina 1965); M.D. (Wake Forest 1969)
- JAMES W. PICHERT, Associate Professor of Medicine; Associate Professor of Psychology, Peabody College  
Sc.B. (Bucknell 1974); M.S., Ph.D. (Illinois 1976, 1978)
- DAVID R. PICKENS, JR., Assistant Clinical Professor of Surgery  
B.S., M.D. (Vanderbilt 1941, 1944)
- DAVID R. PICKENS, III, Associate Professor of Radiology and Radiological Sciences; Associate Professor of Biomedical Engineering  
B.A. (University of the South 1969); B.E., M.S., Ph.D. (Vanderbilt 1971, 1977, 1981)
- SAMUEL J. L. PIEPER, JR., Assistant Clinical Professor of Psychiatry  
M.D. (Baylor 1955)
- CHRISTOPHER PIERCE, Clinical Instructor in Pediatrics  
B.S. (Virginia Polytechnic Institute 1987); M.D. (Virginia 1993)
- DON PIERCE, Instructor in Anesthesiology  
A.B. (Princeton 1982); M.D. (Alabama 1986)
- ELIZABETH P. PIERCE, Associate Clinical Professor of Pediatrics  
A.B. (William and Mary 1971); M.D. (Virginia Commonwealth 1978)
- MARK ARDEN PIERCE, Adjunct Assistant Professor of Medicine  
B.A., M.D. (Southern Illinois 1977, 1980)
- RICHARD NORRIS PIERSON III, Assistant Professor of Cardiac and Thoracic Surgery  
A.B. (Princeton 1978); M.D. (Columbia 1983)
- JENNIFER A. PIETENPOL, Assistant Professor of Biochemistry  
B.A. (Carleton 1986); Ph.D. (Vanderbilt 1990)
- JOHN B. PIETSCH, Associate Professor of Pediatric Surgery; Associate Professor of Pediatrics  
B.S. (Georgetown 1968); M.D. (Michigan 1972)
- IRINA A. PIKULEVA, Instructor in Biochemistry  
Ph.D. (Byelorussian Academy of Sciences 1986)
- J. ERIC PINA-GARZA, Assistant Professor of Neurology; Assistant Professor of Pediatrics  
M.D. (Nuevo Leon 1984)
- THEODORE PINCUS, Professor of Medicine; Professor of Microbiology; Director, Arthritis and Lupus Center  
A.B. (Columbia College [South Carolina] 1961); M.D. (Harvard 1966)
- J. RAYMOND PINKSTON, Clinical Instructor of Emergency Medicine  
B.S. (Vanderbilt 1986); M.D. (Tennessee, Memphis 1991)
- C. WRIGHT PINSON, Professor of Surgery  
B.A., M.B.A. (Colorado 1974, 1976); M.D. (Vanderbilt 1980)
- SHARON MARIE PIPER, Clinical Instructor in Obstetrics and Gynecology  
B.A. (Toledo 1981); M.D. (Eastern Virginia Medical School 1987)



- DAVID W. PISTON, Assistant Professor of Molecular Physiology and Biophysics; Assistant Professor of Physics  
B.A. (Grinnell 1984); M.S., Ph.D. (Illinois 1986, 1989)
- GARY THOMAS PODGORSKI, Assistant Clinical Professor of Radiology and Radiological Sciences  
A.B., B.S. (Duke 1976, 1976); M.S. (North Carolina State 1979); M.D. (North Carolina 1983)
- RODNEY A. POLING, Assistant Clinical Professor of Psychiatry  
B.S. (Tulane 1979); M.D. (Kansas 1983)
- DAVID BRENT POLK, Assistant Professor of Pediatrics  
B.S. (Ouachita Baptist 1980); M.D. (University of Arkansas for Medical Sciences 1984)
- PHILIP G. POLLOCK, Assistant Clinical Professor of Pathology  
B.S., M.D. (Missouri 1968, 1972)
- LAWRENCE POOLE, Clinical Assistant in Emergency Medicine  
E.M.T.
- JOHN C. POPE, IV, Assistant Professor of Urologic Surgery; Assistant Professor of Pediatrics  
B.A. (Wake Forest 1985); M.D. (Tennessee, Memphis 1989)
- PHILLIP P. PORCH, JR., Associate Clinical Professor of Urologic Surgery  
B.A., M.D. (Vanderbilt 1951, 1955)
- LESTER L. PORTER III, Assistant Clinical Professor of Medicine  
M.D. (Medical College of Georgia 1976)
- ROBERT L. POST, Professor of Molecular Physiology and Biophysics, Emeritus  
A.B., M.D. (Harvard 1942, 1945)
- HARTY STEWART POWELL, Assistant Clinical Professor of Pathology  
D.V.M., M.S. (Georgia 1953, 1970)
- ALVIN C. POWERS, Associate Professor of Medicine  
B.A. (Virginia 1976); M.D. (Tennessee 1979)
- JAMES S. POWERS, Associate Professor of Medicine; Adjunct Associate Professor of Nursing  
B.A. (Wesleyan 1973); M.D. (Rochester 1977)
- SANDRA N. POWERS, Assistant in Medicine  
B.S. (Mississippi State College for Women 1970); R.D.
- THOMAS A. POWERS, Associate Professor of Radiology and Radiological Sciences  
B.S. (Duke 1969); M.D. (Vanderbilt 1973)
- RUDRA PRAKASH, Associate Professor of Psychiatry  
M.B., B.S. (Kanpur 1972); M.D. (Lucknow 1976)
- RICHARD E. PRESLEY, Clinical Instructor in Obstetrics and Gynecology  
B.A. (Vanderbilt 1970); M.D. (Tennessee 1974)
- HUGO C. PRIBOR, Clinical Professor of Pathology  
B.A. (Saint Mary's [Minnesota] 1949); M.S., Ph.D., M.D. (Saint Louis 1951, 1954, 1955)
- ANN H. PRICE, Assistant Vice Chancellor for Physician Networking; Assistant Clinical Professor of Medicine  
B.A., M.D. (Vanderbilt 1971, 1978)
- JAMES O. PRICE, Assistant Professor of Pathology  
B.S., M.S., Ph.D. (Memphis State 1968, 1974, 1982)
- JAMES S. PRICE, Clinical Professor of Pediatrics  
B.A. (University of the South 1964); M.D. (Vanderbilt 1968)
- RONALD R. PRICE, Professor of Radiology and Radiological Sciences and Director of the Division of Radiological Sciences; Professor of Physics; Investigator, John F. Kennedy Center  
B.S. (Western Kentucky 1964); Ph.D. (Vanderbilt 1971)
- F. JAMES PRIMUS, Research Professor of Pathology  
B.S. (Wisconsin State 1967); Ph.D. (Tulane 1972)
- RICHARD LEE PRINTZ, Research Instructor in Molecular Physiology and Biophysics  
B.S. (Pennsylvania State 1983); Ph.D. (Vanderbilt 1992)
- JOHN HANNON PROCTOR, Assistant Clinical Professor of Emergency Medicine; Instructor in Medicine  
B.S., M.S. (Mississippi State 1982, 1982); M.D. (Mississippi 1986)
- MICHAEL W. PROPPER, Assistant Clinical Professor of Psychiatry  
B.A. (Yale 1975); M.D. (Tulane 1979)
- TERRYL A. PROPPER, Assistant Clinical Professor of Dentistry (Endodontics)  
B.A. (Tulane 1977); D.D.S. (Tennessee 1982); M.S. (North Carolina 1990)
- JOHN W. PRUETT, Assistant Clinical Professor of Psychiatry  
B.S. (Alabama 1986); M.D. (South Alabama 1990)
- KAREN LOWRY PUTNAM, Assistant Clinical Professor of Pediatrics  
B.S. (Middle Tennessee State 1979); M.D. (Tennessee 1983)
- SHIMIAN QU, Research Instructor in Biochemistry  
B.S. (Beijing Agricultural 1984); Ph.D. (Vanderbilt 1993)
- THOMAS QUERTERMOUS, Hugh J. Morgan Professor of Medicine; Professor of Molecular Physiology and Biophysics  
B.A. (Grinnell 1974); M.S., M.D. (Chicago 1976, 1980)
- ROBERT S. QUINN, Clinical Instructor in Medicine  
B.A. (Yale 1971); M.D. (Vanderbilt 1975)

- ROBERT W. QUINN, Professor of Preventive and Social Medicine, Emeritus  
M.D., C.M. (McGill 1938)
- STEPHEN PAUL RAFFANTI, Associate Professor of Medicine  
A.B. (California, Berkeley 1975); M.D. (Genoa 1985)
- PAUL W. RAGAN, Associate Professor of Psychiatry  
B.A. (Dartmouth 1977); M.D. (Arizona 1981)
- JOHN M. RAHE, Clinical Instructor in Pediatrics  
A.B. (Miami [Ohio] 1982); M.D. (Cincinnati 1989)
- BHUPENDRA RAHJPURA, Assistant Clinical Professor of Psychiatry  
M.D. (B.J. Medical College, Ahmeda 1984)
- DAVID S. RAIFORD, Associate Professor of Medicine  
S.B. (Massachusetts Institute of Technology 1981); M.D. (Johns Hopkins 1985)
- CHERYL L. RAINEY, Assistant Professor of Otolaryngology  
B.A. (Harding 1986); M.S., Ph.D. (Vanderbilt 1988, 1997)
- RICHARD E. RAINEY, Assistant Clinical Professor of Pediatrics  
A.B. (Harvard 1980); M.D. (Vanderbilt 1986)
- WILLIAM B. RALPH, JR., Clinical Instructor in Medicine  
B.A., M.D. (Vanderbilt 1963, 1967)
- SAMMANDA RAMAMOORTHY, Research Assistant Professor in Pharmacology  
B.Sc., M.Sc., Ph.D. (Madras 1981, 1983, 1989)
- RAMIAH RAMASUBRAMANIAN, Instructor in Anesthesiology  
B.S. (Loyola [India] 1972); M.D. (Madras Medical [India] 1977)
- BARBARA K. RAMSEY, Assistant in Pediatrics  
B.A. (Carnegie-Mellon 1969); M.A., Ph.D. (Peabody 1975, 1978)
- LLOYD H. RAMSEY, Professor of Medicine, Emeritus  
B.S. (Kentucky 1942); M.D. (Washington University 1950)
- NAHSHON RAND, Research Instructor in Orthopaedics and Rehabilitation  
M.D. (Hebrew 1982)
- DEBRA S. RANKIN, Assistant Professor of Medicine  
B.A. (Baylor 1987); M.D. (Temple 1992)
- J. SCOTT RANKIN, Associate Clinical Professor of Cardiac and Thoracic Surgery  
B.S. (Middle Tennessee State 1966); M.D. (Tennessee 1969)
- ANNE M. RASCHE, Assistant Clinical Professor of Pediatrics  
B.S. (Fordham 1969); M.D. (Connecticut 1973)
- GAY ELLIOTT RASMUSSEN, Assistant Professor of Anesthesiology; Assistant Professor of Pediatrics  
A.B. (Harvard 1978); M.D. (Miami [Florida] 1987)
- JUDITH A. RASSI, Associate Professor of Hearing and Speech Sciences  
B.S. (Illinois State 1961); M.A. (Northwestern 1963)
- GILBERT W. RAULSTON, Assistant Clinical Professor of Psychiatry  
B.S., M.D. (Mississippi 1980, 1984)
- OAKLEY S. RAY, Professor of Psychology, College of Arts and Science; Associate Professor of Pharmacology; Professor of Psychiatry  
B.A. (Cornell 1952); M.Ed., Ph.D. (Pittsburgh 1954, 1958)
- WAYNE A. RAY, Professor of Preventive Medicine (Pharmacoepidemiology)  
B.S. (University of Washington 1971); M.S., Ph.D. (Vanderbilt 1974, 1981)
- CHURKU MOHAN REDDY, Clinical Professor of Pediatrics  
B.Sc., M.B., B.S. (Osmania 1966, 1966)
- DESARI M. REDDY, Research Assistant Professor of Pharmacology  
M.S. (Warangal [India] 1983); M.D. (Hyderabad 1989)
- TANUJA REDDY, Assistant Clinical Professor of Psychiatry  
M.B., B.S. (Bangalore 1985)
- GEORGE W. REED, Assistant Professor of Preventive Medicine (Biostatistics); Assistant Professor of Obstetrics and Gynecology  
B.A. (Washington College 1975); Ph.D. (Maryland 1983)
- PETER W. REED, Associate Dean for Graduate Studies and Research; Associate Professor of Pharmacology  
B.A. (Syracuse 1961); Ph.D. (SUNY, Upstate Medical Center 1968)
- JUDITH J. REGAN, Assistant Clinical Professor of Psychiatry  
B.S. (Western Kentucky 1975); M.D. (Louisville 1979)
- WILLIAM M. REGAN, Associate Professor of Psychiatry  
B.S., M.D. (Louisville 1978, 1982)
- DAVID M. REGEN, Adjunct Professor of Molecular Physiology and Biophysics  
B.S. (Davidson 1956); Ph.D. (Vanderbilt 1962)
- MARK E. REIBER, Assistant Clinical Professor of Otolaryngology  
B.S. (Ohio State 1985); M.D. (Cincinnati 1989)
- LOU REINISCH, Assistant Professor of Otolaryngology; Assistant Professor of Physics  
B.S. (Missouri, Rolla 1976); M.S., Ph.D. (Illinois 1978, 1982)
- ROY J. RENFRO, Clinical Instructor in Surgery  
B.S. (Carson-Newman 1952); M.D. (Tennessee 1956)

- ALBERT B. REYNOLDS, Associate Professor of Cell Biology  
B.A. (Kenyon 1978); Ph.D. (Virginia 1985)
- MELISSA G. REYNOLDS, Clinical Instructor in Obstetrics and Gynecology  
B.S., M.D. (Indiana 1988, 1992)
- VERNON H. REYNOLDS, Professor of Surgery, Emeritus  
B.A., M.D. (Vanderbilt 1952, 1955)
- KAREN H. RHEA, Assistant Clinical Professor of Psychiatry  
A.B. (King 1967); M.D. (North Carolina 1973)
- JACK O. RICE, Assistant Clinical Professor of Psychiatry  
B.A., M.D. (Vanderbilt 1952, 1955)
- BRUCE EARLE RICHARDS, Assistant Clinical Professor of Medicine  
B.S. (Rice 1978); M.D. (Vanderbilt 1982)
- SHERRIE A. RICHARDS, Clinical Instructor in Obstetrics and Gynecology  
B.S. (West Florida 1973); M.D. (Alabama, Birmingham 1982)
- WILLIAM O. RICHARDS, Associate Professor of Surgery  
B.S. (Dickinson 1975); M.D. (Maryland 1979)
- JOAN TAYLOR RICHERSON, Assistant Professor of Pathology  
B.S., M.S. (Murray State 1978, 1980); D.V.M. (Auburn 1986); M.S. (Missouri 1989)
- KARLA J. RICHEY, Assistant Professor of Cardiac and Thoracic Surgery  
B.S., M.D. (University of Washington 1981, 1985)
- ROBERT E. RICHIE, Professor of Surgery  
B.S. (Kentucky 1955); M.D. (Vanderbilt 1959)
- BARBARA J. RICHMAN, Assistant Professor of Anesthesiology; Assistant Professor of Pediatrics  
B.S. (Purdue 1975); M.D. (Indiana 1980)
- DAVID A. RICHMAN, Clinical Instructor in Pediatrics  
B.S. (Hobart 1986); M.D. (SUNY 1991)
- J. ANN RICHMOND, Professor of Cell Biology; Professor of Medicine (Dermatology)  
B.S. (Northeast Louisiana 1966); M.N.S. (Louisiana State 1972); Ph.D. (Emory 1979)
- GREER RICKETSON, Clinical Professor of Plastic Surgery  
B.A. (Vanderbilt 1938); M.D. (Duke 1942)
- DOUGLAS H. RIDDELL, Clinical Professor of Surgery, Emeritus  
B.A. (Mississippi 1941); M.D. (Vanderbilt 1944)
- WILLIAM R. RIDDLE, Research Assistant Professor of Radiology and Radiological Sciences  
B.E. (Vanderbilt 1973); M.S. (Texas 1975); Ph.D. (Vanderbilt 1988)
- BRIAN D. RIEDEL, Assistant Professor of Pediatrics  
B.S. (Emory 1980); M.D. (Vanderbilt 1984)
- WILLIAM RUSSELL RIES, Associate Professor of Otolaryngology  
B.S. (Southwestern at Memphis 1975); M.D. (Tennessee 1978)
- JORGE RIESTRA, Clinical Instructor in Obstetrics and Gynecology  
B.S., M.D. (Kentucky 1976, 1983)
- HARRIS D. RILEY, JR., Professor of Pediatrics  
B.A., M.D. (Vanderbilt 1945, 1948)
- THEODORE RITZER, Adjunct Instructor in Medicine  
B.A. (Queens 1969); M.S. (Bridgeport 1971); Ph.D. (Temple 1977); M.D. (Universidad Autónoma de Ciudad Juárez 1980)
- HOWARD B. ROBACK, Professor of Psychiatry (Clinical Psychology); Professor of Psychology, College of Arts and Science  
B.A. (Case Western Reserve 1962); M.A. (Ohio 1964); Ph.D. (York [Canada] 1970)
- IVAN M. ROBBINS, Instructor in Medicine  
B.A. (Brown 1981); M.D. (Case Western Reserve 1991)
- LANSDON B. ROBBINS II, Clinical Instructor in Surgery  
B.A., M.D. (Vanderbilt 1956, 1962)
- CLIFFORD F. ROBERSON, Assistant Clinical Professor of Psychiatry  
A.B. (Columbia 1977); M.D. (Meharry Medical 1982)
- JOHN ROBERT ROBERTS, Assistant Professor of Cardiac and Thoracic Surgery  
A.B. (Duke 1981); M.D. (Yale 1985)
- L. JACKSON ROBERTS II, Professor of Pharmacology; Professor of Medicine  
B.A. (Cornell 1965); M.D. (Iowa 1969)
- DAVID ROBERTSON, Professor of Medicine; Professor of Pharmacology; Professor of Neurology; Director, Clinical Research Center; Director, Medical Science Training Center  
B.A., M.D. (Vanderbilt 1969, 1973)
- ROSE M. ROBERTSON, Professor of Medicine  
B.A. (Manhattanville 1966); M.D. (Harvard 1970)
- DEBORAH W. ROBIN, Assistant Professor of Medicine  
B.A. (Pennsylvania 1976); M.D. (SUNY, Upstate Medical Center 1980)
- PATRICIA F. ROBINSON, Associate Clinical Professor of Pediatrics  
B.A. (Wake Forest 1975); M.D. (Pennsylvania 1979)
- ROSCOE R. ROBINSON, Professor of Medicine  
B.S. (Central State [Oklahoma] 1949); M.D. (Oklahoma 1954); L.H.D. (hon., Oklahoma 1994)
- VITO K. ROCCO, Assistant Clinical Professor of Medicine  
B.S. (Saint John's University [New York] 1977); M.D. (Southern California 1981)

- RICHARD E. ROCHESTER, Assistant Clinical Professor of Psychiatry  
B.S. (Clemson 1980); M.D. (Vanderbilt 1984)
- WILLIAM R. ROCHFORD, Director of Client and Community Relations; Associate in Medical Administration  
B.S. (Youngstown State 1969); M.P.H. (Pittsburgh 1975)
- STANLEY C. RODDY, JR., Assistant Clinical Professor of Oral Surgery  
D.M.D. (Kentucky 1970)
- DAN M. RODEN, Professor of Medicine; William Stokes Professor of Experimental Therapeutics; Professor of Pharmacology  
B.Sc., M.D., C.M. (McGill 1970, 1974)
- JACQUELINE LEE RODIER, Clinical Instructor in Obstetrics and Gynecology  
A.B. (Cornell 1976); M.D. (Vanderbilt 1980)
- R. MICHAEL RODRIGUEZ, Assistant Clinical Professor of Medicine  
M.D. (Tufts 1980)
- JUDSON E. ROGERS, Assistant Clinical Professor of Medicine  
B.A., M.D. (Vanderbilt 1972, 1976)
- NANCY L. ROGERS, Research Associate in Medicine  
B.A., M.S. (Vanderbilt 1957, 1968)
- JORGE ROJAS-BRASSETTI, Associate Clinical Professor of Pediatrics  
B.S. (Colegio del Tepeyak [Mexico] 1966); M.D. (Universidad Nacional Autónoma de México 1971)
- LOUISE A. ROLLINS-SMITH, Assistant Professor of Microbiology and Immunology; Assistant Professor of Pediatrics  
B.A. (Hamline 1969); M.S., Ph.D. (Minnesota 1972, 1977)
- F. DAVID ROLLO, Adjunct Professor of Radiology and Radiological Sciences  
B.S. (SUNY, Binghamton 1959); M.S. (Miami [Florida] 1965); Ph.D. (Johns Hopkins 1968); M.D. (SUNY, Upstate Medical Center 1972)
- HELEN H. ROMFH, Adjunct Instructor in Psychiatry  
B.A. (Saint Leo 1973); L.C.S.W.
- KREIG D. ROOF, Adjunct Assistant Professor of Pediatrics  
B.A. (Delaware 1981); M.S., Ph.D. (Pennsylvania State 1984, 1989)
- SUSAN D. ROSEFF, Adjunct Assistant Professor of Pathology  
A.B. (Brown 1980); M.D. (Albany Medical College 1986)
- HOWARD E. ROSEN, Clinical Instructor in Medicine  
B.A. (Hamilton 1959); M.D. (Vanderbilt 1963)
- HOWARD R. ROSENBLUM, Clinical Instructor in Ophthalmology and Visual Sciences  
A.B. (Washington University 1975); M.D. (Rochester 1980)
- MARVIN J. ROSENBLUM, Assistant Clinical Professor of Medicine  
B.A. (Vanderbilt 1943); M.D. (Tennessee 1947)
- SOL A. ROSENBLUM, Assistant Clinical Professor of Medicine  
B.S., M.D. (Tennessee 1949, 1951)
- LOUIS ROSENFELD, Clinical Professor of Surgery, Emeritus  
B.A., M.D. (Vanderbilt 1933, 1936)
- IRA L. ROSENSHEIN, Assistant Clinical Professor of Psychiatry  
B.S. (Charleston 1977); Ph.D., M.D. (Medical University of South Carolina 1985, 1990)
- JULIE ELIZABETH ROSOF, Assistant in Pediatrics  
M.S.N. (Vanderbilt 1990)
- CHARLES D. ROSS, Assistant Clinical Professor of Radiology and Radiological Sciences  
B.A. (University of the South 1965); M.D. (Tennessee 1968)
- JOSEPH C. ROSS, Professor of Medicine, Emeritus; Associate Vice Chancellor for Health Affairs, Emeritus  
B.S. (Kentucky 1950); M.D. (Vanderbilt 1954)
- SUE ROSS, Assistant in Pediatrics; Adjunct Instructor in Nursing  
B.S.N. (Tennessee, Memphis 1974); M.S.N. (Vanderbilt 1989); R.N.
- HAYDEN ALLEN ROSS-CLUNIS III, Instructor in Medicine  
B.S. (Old Dominion 1982); M.D. (Medical College of Virginia 1991)
- S. PAUL ROSSBY, Research Assistant Professor of Psychiatry  
B.A. (New School for Social Research 1968); Ph.D. (Arkansas 1990)
- JEFFREY N. ROTTMAN, Associate Professor of Medicine  
A.B. (Princeton 1976); M.A. (California, Berkeley 1977); M.D. (Columbia 1982)
- DEBORAH RUARK, Assistant Clinical Professor of Ophthalmology and Visual Sciences  
B.A., M.D. (Vanderbilt 1971, 1975)
- DONALD H. RUBIN, Professor of Medicine; Professor of Microbiology and Immunology  
B.A. (SUNY, Stony Brook 1969); M.D. (Cornell 1974)
- GARY D. RUBIN, Assistant Professor of Orthopaedics and Rehabilitation  
B.S. (Illinois State 1979); M.D. (Southern Illinois 1982)
- SCOTT E. RUDER, Assistant Clinical Professor of Psychiatry  
B.A. (Illinois Wesleyan 1986); M.D. (Vanderbilt 1990)
- SUSAN J. RUFF, Research Instructor in Biochemistry  
B.S. (Villanova 1987); Ph.D. (Kentucky 1992)

- HENRY EARL RULEY, Professor of Microbiology and Immunology  
A.B. (Stanford 1974); Ph.D. (North Carolina 1980)
- DAVID M. RUMMEL, Assistant Professor of Anesthesiology  
M.B., Ch.B. (Cape Town 1987)
- PAUL J. RUMMO, Instructor in Orthopaedics and Rehabilitation  
B.A. (Saint Anselm 1990); D.O. (New England 1994)
- CHARLES B. RUSH, Assistant Professor of Obstetrics and Gynecology  
B.A. (Northwestern 1979); M.D. (Cincinnati 1984)
- MARGARET G. RUSH, Assistant Professor of Pediatrics  
B.A. (DePauw 1980); M.D. (Cincinnati 1984)
- MARK A. RUSSELL, Instructor in Medicine  
B.S., M.D. (Ohio State 1989, 1993)
- WILLIAM EVANS RUSSELL, Associate Professor of Pediatrics; Associate Professor of Cell Biology  
B.S. (Michigan 1972); M.D. (Harvard 1976)
- GLYNIS A. SACKS, Associate Clinical Professor of Radiology and Radiological Sciences  
M.B., B.Ch. (Witwatersrand 1978)
- ROBERT N. SADLER, Assistant Clinical Professor of Surgery  
M.D. (Vanderbilt 1947)
- ANDREA L. SAKSE, Assistant Professor of Psychiatry; Assistant Professor of Pediatrics (On leave fall 1997)  
A.B. (Pennsylvania 1977); M.D. (Pennsylvania State 1981)
- WILLIAM D. SALMON, JR., Professor of Medicine, Emeritus  
B.S. (Auburn 1946); M.D. (Vanderbilt 1949)
- RONALD M. SALOMON, Assistant Professor of Psychiatry  
B.S. (Massachusetts Institute of Technology 1976); M.D. (Liège [Belgium] 1983)
- HOWARD LEE SALTER, Clinical Instructor in Medicine (Dermatology)  
B.A. (Vanderbilt 1957); M.D. (Tennessee 1961)
- JAY SANDERS, Professor of Audiology, Emeritus  
B.A. (North Carolina 1950); M.A. (Columbia 1951); Ph.D. (Missouri 1957)
- ROY QUINCY SANDERS, Assistant Clinical Professor of Psychiatry  
B.A. (Birmingham-Southern 1980); M.D. (South Alabama 1986)
- DAN S. SANDERS III, Associate Clinical Professor of Pediatrics; Associate Clinical Professor of Medicine  
B.S. (Kentucky 1974); M.D. (Vanderbilt 1978)
- ELAINE SANDERS-BUSH, Professor of Pharmacology; Professor of Psychiatry; Investigator, John F. Kennedy Center  
B.S. (Western Kentucky 1962); Ph.D. (Vanderbilt 1967)
- DONNA R. SANDIDGE, Adjunct Instructor in Medicine  
B.S., M.D. (Alabama 1986, 1990)
- ROBIN ELIZABETH SANDIDGE, Clinical Instructor in Obstetrics and Gynecology  
B.S. in Ch.E., M.D. (Alabama 1983, 1987)
- MARTIN P. SANDLER, Professor of Radiology and Radiological Sciences; Professor of Medicine  
M.B., Ch.B. (Cape Town 1972)
- MAUREEN SHAGENA SANGER, Assistant Professor of Pediatrics  
B.A. (Notre Dame 1982); M.S., Ph.D. (Vanderbilt 1985, 1988)
- SALLY SANTEN, Assistant Professor of Emergency Medicine  
M.A. (Hampshire 1987); M.D. (George Washington 1992)
- IRA S. SAPOSNIK, Clinical Instructor in Ophthalmology and Visual Sciences  
A.B. (Loyola [Chicago] 1974); M.S. (Northeast Illinois State 1976); M.D. (Loyola [Chicago] 1980)
- HOUSTON SARRATT, Clinical Professor of Obstetrics and Gynecology  
B.A., M.D. (Vanderbilt 1944, 1947)
- KAREN E. SARTIN, Clinical Instructor in Hearing and Speech Sciences  
B.A. (Maryland 1985); M.S. (Vanderbilt 1988)
- B. V. RAMA SASTRY, Professor of Pharmacology, Emeritus; Adjunct Professor of Anesthesiology  
B.Sc.hons., M.Sc., D.Sc. (Andhra 1949, 1950, 1955); Ph.D. (Vanderbilt 1962)
- NILA A. SATHE, Librarian Intern, Eskind Biomedical Library  
B.A. (Furman 1993); M.A., M.L.I.S. (South Carolina 1997)
- TIMOTHY B. SAUM, Assistant Clinical Professor of Medicine  
B.A. (Wesleyan 1974); M.D. (Medical College of Virginia 1978)
- CHRISTINE SAUNDERS, Instructor in Pharmacology  
B.A. (Franklin and Marshall 1988); Ph.D. (Philadelphia 1994)
- JOHN L. SAWYERS, Professor of Surgery, Emeritus  
B.A. (Rochester 1946); M.D. (Johns Hopkins 1949)
- MARY A. SCHAFFER, Clinical Instructor in Hearing and Speech Sciences  
B.S. (Mankato State 1978); M.S. (Wisconsin 1982)
- WILLIAM SCHAFFNER, Professor of Preventive Medicine and Chairman of the Department; Professor of Medicine  
B.S. (Yale 1957); M.D. (Cornell 1962)
- TERIS K. SCHERY, Research Professor of Education; Research Professor of Hearing and Speech Sciences; Research Professor of

- Special Education  
A.B., M.A. (Stanford 1965, 1966); Ph.D. (Claremont 1980)
- LAWRENCE A. SCHEVING, Assistant Professor of Pediatrics  
A.B. (Brown 1976); M.D. (Arkansas 1984)
- STEPHEN SCHILLIG, Associate Professor of Medicine  
B.S. (Southwestern at Memphis 1949); M.D. (Johns Hopkins 1953)
- NICOLE L. SCHLECHTER, Clinical Instructor in Obstetrics and Gynecology  
A.B., Ph.D. (California, Berkeley 1983, 1987); M.D. (Vanderbilt 1990)
- DAVID G. SCHLUNDT, Associate Professor of Psychology, College of Arts and Science; Associate Professor of Medicine  
A.B. (Indiana 1976); M.S. (Wisconsin 1979); Ph.D. (Indiana 1982)
- DENNIS E. SCHMIDT, Research Associate Professor of Psychiatry; Associate, John F. Kennedy Center  
B.S. (Lakeland 1962); Ph.D. (Kansas State 1968)
- RICHARD P. SCHNEIDER, Associate Professor of Medicine  
B.A. (Emory 1963); M.D. (Columbia 1967)
- SETH J. SCHOLER, Assistant Professor of Pediatrics  
B.A., M.S., M.D. (Indiana 1985, 1994, 1989)
- SALLY SCHROETER, Instructor in Pharmacology  
B.S. (Nebraska Wesleyan 1983); M.S., Ph.D. (Michigan 1986, 1990)
- KATHARINE SCHULL, Clinical Instructor in Pediatrics  
B.S., M.D. (Alabama 1981, 1985)
- GERALD SCHULMAN, Associate Professor of Medicine  
B.A. (SUNY, Buffalo 1973); M.D. (New York 1977)
- STEVEN J. SCHULTENOVER, Associate Clinical Professor of Pathology  
B.A. (Saint John's [Minnesota] 1968); M.D. (Minnesota 1972)
- K. JAMES SCHUMACHER, Assistant Clinical Professor of Radiology and Radiological Sciences  
B.A. (David Lipscomb 1974); M.D. (Tennessee 1977)
- GARY R. SCHWARTZ, Assistant Professor of Emergency Medicine; Assistant Professor of Pediatrics  
B.S. (Emory 1980); M.D. (Morehouse 1985)
- HERBERT S. SCHWARTZ, Associate Professor of Orthopaedics and Rehabilitation; Associate Professor of Pathology  
B.S. (Illinois, Chicago Circle 1977); M.D. (Chicago 1981)
- JOHN ROBERT SCHWEIKERT, Clinical Instructor in Medicine  
B.S. (Purdue 1961); M.D. (Vanderbilt 1964)
- H. WILLIAM SCOTT, JR., Professor of Surgery, Emeritus  
B.A. (North Carolina 1937); M.D. (Harvard 1941); D.Sc. (hon., Aberdeen 1976)
- MARGIE ANN SCOTT, Assistant Professor of Pathology  
B.S. (Southern Mississippi 1977); M.D. (Meharry Medical 1988)
- SHALI RICKER SCOTT, Clinical Instructor in Obstetrics and Gynecology  
B.A., M.D. (Tennessee 1989, 1993)
- ADDISON B. SCOVILLE, JR., Clinical Professor of Medicine, Emeritus  
B.A., M.D. (Cornell 1936, 1939)
- LINDA SEALY, Associate Professor of Molecular Physiology and Biophysics; Associate Professor of Cell Biology  
B.A. (Illinois Wesleyan 1976); Ph.D. (Iowa 1980)
- CHARLES M. SEAMENS, Assistant Professor of Emergency Medicine  
B.S., M.D. (Georgetown 1981, 1985)
- THEODORE STEWART SEBASTIEN, Instructor in Medicine  
B.Sc. (Simon Fraser 1983); M.D. (McGill 1989)
- SARA E. SEDGEWICK, Adjunct Assistant Professor of Psychiatry  
A.B. (Kenyon 1969); J.D. (Vanderbilt 1975)
- DONNA L. SEGER, Assistant Professor of Medicine  
B.S., M.D. (North Dakota 1975, 1977)
- DEBRA S. SELBY, Adjunct Assistant Professor of Pediatrics  
A.B., M.D. (West Virginia 1983, 1987)
- CHARLES GORDON RENNICK SELL, Clinical Professor of Pediatrics  
B.A., M.B., B.Chir., M.A. (Cambridge 1938, 1941, 1943)
- SARAH H. SELL, Professor of Pediatrics, Emerita  
B.A. (Kenyon 1934); M.S., M.D. (Vanderbilt 1938, 1948)
- SAMUEL RILEY SELLS III, Assistant Professor of Psychiatry  
B.S., M.D. (East Tennessee State 1978, 1986)
- GREGORY C. SEPHEL, Associate Professor of Pathology  
B.S. (California, Irvine 1973); Ph.D. (Utah 1986)
- WILLIAM E. SERAFIN, Assistant Professor of Medicine; Assistant Professor of Pharmacology  
B.S. (Middle Tennessee State 1975); M.D. (Vanderbilt 1979)
- JOHN S. SERGENT, Professor of Medicine  
B.A., M.D. (Vanderbilt 1963, 1966)
- ROSA A. SERRA, Research Assistant Professor of Cell Biology  
B.S. (Saint Louis 1986); Ph.D. (Pennsylvania State 1992)

- MICHAEL B. SESHUL, Assistant Clinical Professor of Radiology and Radiological Sciences B.S. (Louisiana College 1965); M.D. (Louisiana State 1969)
- ROBERT A. SEWELL, Assistant Clinical Professor of Urologic Surgery B.S. (Duke 1964); M.D. (Vanderbilt 1968)
- R. BRUCE SHACK, Associate Professor of Plastic Surgery and Chairman of the Department B.S. (Midwestern 1969); M.D. (Texas, Galveston 1973)
- E. CONRAD SHACKLEFORD, JR., Associate Clinical Professor of Pediatrics M.D. (Tennessee 1959)
- ANN SHAFER, Clinical Instructor in Hearing and Speech Sciences B.S. (Georgia State 1983)
- MAX ISRAEL SHAFF, Associate Professor of Radiology and Radiological Sciences M.D. (Witwatersrand 1961)
- JINYI SHAO, Research Instructor in Surgery M.D. (Peking Union Medical 1968)
- SCOTT B. SHAPPELL, Instructor in Pathology B.S. (Dallas 1984); M.D., Ph.D. (Baylor 1991, 1991)
- KENNETH W. SHARP, Associate Professor of Surgery, B.S. (Florida 1973); M.D. (Johns Hopkins 1977)
- VERNON H. SHARP, Associate Clinical Professor of Psychiatry B.A., M.D. (Vanderbilt 1953, 1957)
- MICHAEL R. SHARPE, Clinical Instructor in Pediatrics B.S. (Auburn 1968); M.D. (Alabama, Birmingham 1972)
- REBECCA LYNETTE SHATTUCK-BRANDT, Research Associate Professor of Cell Biology A.B. (Smith 1981); Ph.D. (University of Washington 1986)
- JAMES R. SHELLER, Associate Professor of Medicine B.A. (University of the South 1967); M.D. (Vanderbilt 1973); M.A. (Oxford 1975)
- RICHARD C. SHELTON, Associate Professor of Psychiatry; Associate Professor of Pharmacology B.S. (East Tennessee State 1975); M.D. (Louisville 1979)
- JIN-HUI SHEN, Research Assistant Professor in Ophthalmology and Visual Sciences B.Sc., M.Sc. (Tianjin 1984, 1987); Ph.D. (Shanghai Institute of Optics and Fine Mechanics 1991)
- JAYANT P. SHENAI, Professor of Pediatrics; Adjunct Associate Professor of Nursing M.B., B.S., M.D. (Bombay 1968, 1972)
- HONGMIAO SHENG, Research Assistant Professor of Surgery M.D. (Peking Union Medical 1968)
- VIRGINIA L. SHEPHERD, Professor of Medicine; Associate Professor of Biochemistry; Associate Professor of Pathology B.S., M.S., Ph.D. (Iowa 1970, 1972, 1975)
- WILLIAM F. SHERIDAN, JR., Clinical Instructor in Psychiatry B.A. (Vanderbilt 1947); M.D. (Tennessee 1951)
- DEBORAH D. SHERMAN, Clinical Instructor in Ophthalmology and Visual Sciences B.S. (Baylor 1982); M.D. (East Tennessee State 1986)
- MICHAEL HENRY SHERMAN, Assistant Professor of Psychiatry B.S. (Colorado State 1972); M.D. (Colorado 1976)
- DEBRA JANE SHETLAR, Assistant Professor of Ophthalmology and Visual Sciences; Assistant Professor of Pathology B.A. (Rice 1980); M.D. (Texas, Houston 1984)
- RICHARD G. SHIABI, Professor of Biomedical Engineering and Electrical Engineering; Professor of Engineering Science; Assistant Professor of Orthopaedics and Rehabilitation B.S. (Villanova 1965); M.S., Ph.D. (Drexel Institute of Technology 1969, 1972)
- BIH-HWA SHIEH, Assistant Professor of Pharmacology B.S., M.S. (National Taiwan 1979, 1981); Ph.D. (SUNY, Stony Brook 1986)
- MASAKAZU SHIOTA, Research Instructor in Molecular Physiology and Biophysics B.Vet. (Rakuno Gakuen [Japan] 1976); M.Agr., Ph.D. (Osaka Prefecture 1978, 1987); D.V.M.
- IRA SHIVITZ, Assistant Clinical Professor of Ophthalmology and Visual Sciences B.A. (SUNY, Buffalo 1974); M.D. (Vanderbilt 1978)
- MONSON SHUH, Clinical Instructor in Anesthesiology B.E. (Vanderbilt 1988); M.D. (Tennessee 1993)
- HARRISON J. SHULL, SR., Clinical Professor of Medicine, Emeritus B.A., M.D. (Vanderbilt 1931, 1934)
- HARRISON J. SHULL, JR., Associate Clinical Professor of Medicine B.S. (Vanderbilt 1966); M.D. (Tennessee 1970)
- YU SHYR, Assistant Professor of Preventive Medicine B.B. (Tamkang [Taiwan] 1985); M.S. (Michigan State 1989); Ph.D. (Michigan 1994)
- GHODRAT A. SIAMI, Associate Professor of Medicine B.S. (Tehran Military College 1952); M.D. (University of Tehran Medical School 1955); Ph.D. (Vanderbilt 1971)
- ELAINE SIERRA-RIVERA, Research Assistant Professor of Obstetrics and Gynecology

- B.A. (SUNY, College at Oswego 1974); M.S. (Fairleigh Dickinson 1981); Ph.D. (Iowa 1987)
- MOHAMMED SIKI, Research Instructor in Surgery  
Licence (Institut National Agronomique et Vétérinaire Hassan II 1979); M.S. (Minnesota 1981); Ph.D. (Illinois 1991)
- HENRY CLIFTON SIMMONS III, Assistant Clinical Professor of Dentistry  
B.S. (Tennessee, Nashville 1971); D.D.S. (Tennessee 1977)
- JEAN F. SIMPSON, Associate Professor of Pathology  
B.S. (Columbus 1979); M.D. (Medical College of Georgia 1983)
- LUCIEN C. SIMPSON, Clinical Instructor in Medicine (Dermatology)  
B.A. (David Lipscomb 1969); M.D. (Washington University 1973)
- ROBBIN B. SINATRA, Assistant Professor of Ophthalmology and Visual Sciences; Assistant Professor of Pediatrics  
B.A. (Allegheny 1984); M.D. (Vanderbilt 1988)
- MARCY ANN SIPES, Clinical Instructor in Hearing and Speech Sciences  
B.A., M.A. (Western Kentucky 1981, 1985)
- MANUEL SIR, Assistant Clinical Professor of Dentistry (Endodontics)  
D.D.S. (Tennessee 1953)
- ROBERT C. SJURSEN, JR., Assistant Professor of Medicine  
B.A., D.D.S. (SUNY, Stony Brook 1989, 1993)
- MARJORIE D. SKUDLAREK, Research Assistant Professor of Obstetrics and Gynecology  
B.A., M.S., Ph.D. (SUNY, Buffalo 1972, 1973, 1979); B.S.N. (Vanderbilt 1989); R.N.
- WILLIAM T. SLONECKER, Assistant Clinical Professor of Pediatrics  
B.A. (Trevecca Nazarene 1953); M.D. (Tennessee 1958)
- BONNIE S. SLOVIS, Assistant Professor of Medicine  
A.B. (Wesleyan College 1966); M.D. (Emory 1990)
- COREY M. SLOVIS, Professor of Emergency Medicine and Chair of the Department; Professor of Medicine  
B.S. (Hobart 1971); M.D. (New Jersey Medical 1975)
- D. LEWIS SLY, Director, Division of Animal Care; Assistant Professor of Pathology; University Veterinarian  
B.S., D.V.M. (Minnesota 1967, 1969)
- WALTER E. SMALLEY, Assistant Professor of Medicine; Assistant Professor of Preventive Medicine  
B.S. (Emory and Henry 1981); M.D. (Duke 1985)
- GEOFFREY H. SMALLWOOD, Clinical Instructor in Obstetrics and Gynecology  
B.A. (Vanderbilt 1980); M.D. (Tulane 1985)
- CHRISTOPHER SMELTZER, Clinical Instructor in Pediatrics  
B.A. (Baylor 1989); M.D. (Vanderbilt 1993)
- BRADLEY E. SMITH, Professor of Anesthesiology  
B.S. (Tulsa 1954); M.D. (Oklahoma 1957)
- CHARLES B. SMITH, Associate Clinical Professor of Psychiatry  
B.S. (Western Kentucky State 1944); M.D. (Vanderbilt 1947)
- GREGORY D. SMITH, Assistant Clinical Professor of Radiology and Radiological Sciences  
B.S., M.D. (Vanderbilt 1981, 1985)
- JOSEPH A. SMITH, JR., William L. Bray Professor of Urologic Surgery and Chairman of the Department  
A.B., M.D. (Tennessee 1971, 1974)
- M. KEVIN SMITH, Adjunct Instructor in Medicine  
B.A. (Mississippi 1986); Ph.D., M.D. (Vanderbilt 1991, 1993)
- MICHAEL LEE SMITH, Assistant Professor of Medicine; Assistant Professor of Pediatrics  
B.S. (Davidson 1977); M.S., M.D. (East Carolina 1979, 1983)
- MICHELLE M. SMITH, Assistant Professor in Radiology and Radiological Sciences; Assistant Professor of Otolaryngology  
B.S. (Dayton 1987); M.D. (Cincinnati 1991)
- MURRAY W. SMITH, Assistant Clinical Professor of Medicine  
B.A., M.D. (Vanderbilt 1960, 1963)
- RAPHAEL SMITH, Professor of Medicine; Associate Professor of Biomedical Engineering  
B.A. (Vanderbilt 1955); M.D. (Harvard 1960)
- STEPHEN J. SMITH, Adjunct Instructor in Medicine  
B.S., M.D. (Louisiana State 1982, 1986)
- TIMOTHY L. SMITH, Assistant Professor of Otolaryngology  
B.S., M.D. (Cincinnati 1987, 1991)
- WILLIAM BARNEY SMITH, Assistant Clinical Professor of Medicine  
B.S. (Memphis State 1980); M.D. (Tennessee 1985)
- WILLIAM E. SMITH, Assistant Professor of Dentistry  
B.S., D.M.D. (Alabama 1974, 1979)
- KENNETH G. SMITHSON, Assistant Professor of Anesthesiology  
B.S., Ph.D., D.O. (Michigan State 1982, 1990, 1991)
- JAMES R. SNAPPER, Professor of Medicine  
A.B. (Princeton 1970); B.M.S. (Dartmouth 1972); M.D. (Harvard 1974)
- JAMES D. SNELL, JR., Professor of Medicine; Director, Ambulatory Care Programs  
B.S. (Centenary 1954); M.D. (Vanderbilt 1958)
- DAVID J. SNODGRASS, Assistant Clinical Professor of Dentistry  
B.S. (East Tennessee State 1978); D.D.S. (Tennessee, Memphis 1984)



- S. STEVE SNOW, Associate Clinical Professor of Psychiatry  
B.A. (Arkansas 1973); M.D. (University of Arkansas for Medical Sciences 1977)
- STANLEY O. SNYDER, JR., Associate Clinical Professor of Surgery  
B.A. (Centre 1968); M.D. (Louisville 1972)
- DIRK J. SNYDERS, Associate Professor of Medicine; Associate Professor of Pharmacology  
M.D. (Antwerp 1980)
- AMED SOLIZ, Instructor in Pediatrics  
M.D. (Universidad de Montemorelos [Mexico] 1983)
- SI YOUNG SONG, Visiting Assistant Professor of Surgery  
M.D., Ph.D. (Yonsei [Korea] 1983, 1993)
- MARY ANN SOUTH, Adjunct Professor of Pediatrics  
B.A. (Eastern New Mexico 1955); M.D. (Baylor 1959)
- PAUL SPEARMAN, Assistant Professor of Pediatrics; Assistant Professor of Microbiology  
B.A. (Austin 1982); M.D. (Texas Southwestern Medical School 1986)
- BETTIE ANN SPECTOR, Associate in Psychiatry; Associate, John F. Kennedy Center  
B.A. (Denver 1950); M.Ed. (Maryland 1964); Ed.S. (Seton Hall 1982)
- SYDNEY SPECTOR, Research Professor of Psychiatry; Research Professor of Pharmacology; Scholar, John F. Kennedy Center  
B.S., M.S. (Denver 1948, 1950); Ph.D. (Jefferson Medical College 1956)
- C. NORMAN SPENCER, Associate Clinical Professor of Pediatrics  
B.A., M.D. (Vanderbilt 1972, 1976)
- DAN M. SPENGLER, Professor of Orthopaedics and Rehabilitation and Chairman of the Department  
B.S. (Baldwin-Wallace 1962); M.D. (Michigan 1966)
- BENNETT M. SPETALNICK, Instructor in Obstetrics and Gynecology  
B.S., M.A. (American 1979, 1985); M.D. (Vanderbilt 1991)
- JANE C. SPETZLER, Research Instructor in Microbiology and Immunology  
B.Sc., Ph.D. (Copenhagen [Denmark] 1987, 1991)
- W. ANDERSON SPICKARD, JR., Professor of Medicine; Professor of Psychiatry  
B.A., M.D. (Vanderbilt 1953, 1957)
- W. ANDERSON SPICKARD III, Assistant Professor of Medicine  
B.A. (North Carolina 1985); M.D. (Vanderbilt 1989)
- KURT P. SPINDLER, Associate Professor of Orthopaedics and Rehabilitation  
A.B. (Rutgers 1981); M.D. (Pennsylvania 1985)
- SUBRAMANIAM SRIRAM, William C. Weaver Professor of Experimental Neurology; Professor of Neurology; Professor of Microbiology  
M.B., B.S. (Madras 1973)
- PAUL J. ST. JACQUES, Assistant Professor of Anesthesiology  
B.A., M.A. (Clark 1988, 1988); M.D. (Johns Hopkins 1992)
- MICHAEL J. STABILE, Assistant Clinical Professor of Anesthesiology  
B.A. (Rutgers 1975); M.D. (College of Medicine of New Jersey 1980)
- LAWRENCE B. STACK, Assistant Professor of Emergency Medicine  
B.S. (South Dakota State 1983); M.D. (Oral Roberts 1987)
- JAN STADTLANDER, Associate in Psychiatry  
B.A. (North Carolina, Greensboro 1963); M.S.S.W. (Alabama 1989); L.C.S.W.
- STEPHEN M. STAGGS, Clinical Instructor in Obstetrics and Gynecology  
B.S. (David Lipscomb 1975); M.D. (Tennessee 1978)
- MILDRED T. STAHLMAN, Professor of Pediatrics; Professor of Pathology  
B.A., M.D. (Vanderbilt 1943, 1946); M.D. (Giteborg 1973); M.D. (Nancy 1982)
- BRADLEY STANCOMBE, Assistant Professor of Pediatrics  
B.S. (Vanderbilt 1980); M.D. (Baylor 1984)
- SCOTT CRAWFORD STANDARD, Assistant Professor of Neurological Surgery  
A.B. (Princeton 1985); M.D. (Alabama 1989)
- CHRISTOPHER STANLEY, Clinical Instructor in Obstetrics and Gynecology  
B.A. (Notre Dame 1984); M.D. (South Florida 1989)
- SUZANNE P. STARLING, Assistant Professor of Pediatrics  
B.A., M.D. (East Carolina 1985, 1990)
- DANIEL L. STARNES, Clinical Instructor in Radiology and Radiological Sciences  
A.B., M.D. (Tennessee 1975, 1978)
- JAMES V. STAROS, Professor of Molecular Biology and Chair of the Department; Professor of Biochemistry  
A.B. (Dartmouth 1969); Ph.D. (Yale 1974)
- KAREN L. STARR, Associate in Psychiatry; Adjunct Instructor in Nursing  
B.A. (William Woods 1975); B.S.N. (Missouri 1976); M.S.N. (Vanderbilt 1983); R.N.
- THOMAS STASKO, Assistant Professor of Medicine (Dermatology)  
B.A. (Rice 1973); M.D. (Texas Health Science Center, San Antonio 1977)
- BERNARD E. STATLAND, Clinical Professor of Pathology  
B.A., M.D., Ph.D. (Minnesota 1963, 1968, 1969)
- WILLIAM W. STEAD, Associate Vice-Chancellor for Health Affairs; Professor of Medicine; Pro-

- fessor of Biomedical Informatics  
A.B., M.D. (Duke 1970, 1973)
- SUSAN MOORE STEANE, Senior Associate in Pathology  
B.S. (North Carolina 1967); M.S. (George Washington 1979)
- ARLENE A. STECENKO, Associate Professor of Medicine  
B.Sc., M.D. (Manitoba 1974, 1974)
- ALLISON L. STEELE-LINNEY, Clinical Instructor in Hearing and Speech Sciences  
B.A. (Geneva College 1989); M.A. (Louisiana State 1990)
- CHRISTINA W. STEGER, Clinical Instructor in Pediatrics  
B.A., M.D. (Missouri, Kansas City 1979, 1979)
- C. MICHAEL STEIN, Assistant Professor of Medicine; Assistant Professor of Pharmacology  
M.B.Ch.B. (Cape Town 1978); B.Sc. (Dublin 1986)
- RICHARD S. STEIN, Associate Professor of Medicine  
A.B., M.D. (Harvard 1966, 1970)
- ROLAND W. STEIN, Associate Professor of Molecular Physiology and Biophysics; Associate Professor of Cell Biology  
B.A. (California, Los Angeles 1975); M.A., Ph.D. (Albert Einstein 1980, 1981)
- SHARON M. STEIN, Associate Professor of Radiology and Radiological Sciences; Associate Professor of Pediatrics  
M.B., Ch.B. (Cape Town 1974)
- LEONARD A. STEINBERG, Clinical Instructor in Pediatrics  
B.A. (Emory 1989); M.D. (Duke 1993)
- JOSEPH STERANKA, Associate Clinical Professor of Pediatrics  
B.S., M.D. (Vanderbilt 1957, 1960)
- FRANK W. STEVENS, Associate Clinical Professor of Psychiatry  
B.A., M.D. (Vanderbilt 1938, 1941)
- FRANK W. STEVENS, JR., Assistant Clinical Professor of Psychiatry  
B.A., M.D. (Vanderbilt 1968, 1972)
- RICHARD G. STILES, Assistant Clinical Professor of Radiology and Radiological Sciences  
B.S., M.D. (Vanderbilt 1978, 1982)
- C. A. STILWELL, Associate Clinical Professor of Pediatrics  
B.A., M.D. (Vanderbilt 1971, 1975)
- SHARON L. STOCKING, Assistant Professor of Radiology and Radiological Sciences  
B.S. (Western Michigan 1980); M.D. (Wayne State 1984)
- DENNIS CLIFTON STOKES, Associate Professor of Pediatrics  
A.B. (Wabash 1969); M.D. (Kentucky 1973)
- R. EDWARD STONE, JR., Associate Professor of Otolaryngology; Associate Professor of Hearing and Speech Sciences  
B.S. (Whitworth 1960); M.Ed. (Oregon 1964); Ph.D. (Michigan 1971)
- WENDY L. STONE, Associate Professor of Pediatrics; Assistant Professor of Psychology and Human Development; Investigator, John F. Kennedy Center  
B.A. (Williams 1975); M.S., Ph.D. (Miami [Florida] 1981, 1981)
- WILLIAM J. STONE, Professor of Medicine; Associate Professor of Urologic Surgery  
B.S.E. (Princeton 1958); M.D. (Johns Hopkins 1962)
- WILLIAM S. STONEY, JR., Professor of Cardiac and Thoracic Surgery  
B.S. (University of the South 1950); M.D. (Vanderbilt 1954); D.Sc. (hon., University of the South 1977)
- DENNIS A. STOUDEUR, Assistant Clinical Professor of Medicine  
B.A., M.A., M.D. (Indiana 1963, 1964, 1966)
- KEVIN STRANGE, Professor of Anesthesiology  
B.S., M.A. (California 1977, 1978); Ph.D. (British Columbia 1983)
- CHARLES W. STRATTON, Associate Professor of Pathology; Associate Professor of Medicine  
B.S. (Bates 1967); M.D. (Vermont 1971)
- W. DAVID STRAYHORN III, Assistant Clinical Professor of Medicine  
B.A., M.D. (Vanderbilt 1956, 1959)
- PAUL R. STRICKER, Assistant Professor of Orthopaedics and Rehabilitation; Assistant Professor of Pediatrics  
B.S. (Missouri, Rolla 1982); M.D. (Missouri 1987)
- GEORGE P. STRICKLIN, Professor of Medicine (Dermatology)  
B.A. (David Lipscomb 1971); M.D., Ph.D. (Washington University 1977, 1977)
- WILBORN D. STRODE, Clinical Instructor in Obstetrics and Gynecology  
B.S. (Western Kentucky 1950); M.D. (Tennessee 1958)
- DAVID STROM, Research Instructor in Biochemistry  
B.S. (Iowa 1983); Ph.D. (California 1990)
- JOHN ALLEN STRUPP, Assistant Clinical Professor in Medicine  
B.A. (North Carolina 1980); M.D. (Tennessee, Memphis 1985)
- NORTON A. STUART, III, Assistant Professor of Anesthesiology  
B.S. (Vanderbilt 1983); M.D. (Texas Southwestern Medical School 1987)
- PAUL R. STUMB, Associate Clinical Professor of Medicine  
B.A., M.D. (Vanderbilt 1956, 1960)
- JAMES N. SULLIVAN, Associate Clinical Professor of Medicine  
B.A. (University of the South 1969); M.D. (Vanderbilt 1974)

- FRIDLIN SULSER, Professor of Psychiatry; Professor of Pharmacology  
M.D. (Basel 1955)
- MARSHALL LYNN SUMMAR, Associate Professor of Pediatrics  
B.S. (Vanderbilt 1981); M.D. (Tennessee 1985)
- WILLIAM T. SUMMERFELT, Research Assistant Professor of Psychiatry  
B.A. (Kalamazoo 1987); M.S. (Eastern Michigan 1992); Ph.D. (Vanderbilt 1994)
- WILLIAM THOMAS SUMMERFELT, Research Assistant Professor of Psychiatry  
B.A. (Kalamazoo 1987); M.S. (Eastern Michigan 1992); Ph.D. (Vanderbilt 1994)
- MING SUN, Research Associate Professor of Medicine; Associate, John F. Kennedy Center  
B.Sc. (Anhui 1982); M.Sc. (Shanghai Second Medical College 1984); Ph.D. (Vanderbilt 1990)
- JOHN P. SUNDBERG, Adjunct Professor of Medicine  
B.S. (Vermont 1973); D.V.M. (Purdue 1977); Ph.D. (Connecticut 1981)
- HAKAN W. SUNDELL, Professor of Pediatrics  
M.D. (Karolinska 1963)
- CRAIG R. SUSSMAN, Associate Clinical Professor of Medicine  
A.B. (Franklin and Marshall 1969); M.D. (Temple 1973)
- JAMES S. SUTCLIFFE, Assistant Professor of Molecular Physiology and Biophysics  
B.S. (Auburn 1986); Ph.D. (Emory 1992)
- MARGARET SUTHERLAND, Research Assistant Professor of Pharmacology  
B.Sc. (Western Ontario 1981); M.Sc. (Toronto 1985); M.B.A. (York 1989); Ph.D. (Cambridge 1992)
- LESA SUTTON-DAVIS, Clinical Instructor in Pediatrics  
B.A. (Pennsylvania 1983); M.D. (Kentucky 1985)
- MICHAEL CHARLES SWAN, Clinical Instructor in Obstetrics and Gynecology  
B.S. (Pacific Lutheran 1986); M.D. (Medical College of Wisconsin 1990)
- REBECCA SWAN, Assistant Professor of Pediatrics  
B.S. (Randolph-Macon 1986); M.D. (Medical College of Virginia 1990)
- BRIAN R. SWENSON, Assistant Clinical Professor of Psychiatry  
B.S. (Gannon 1975); M.D. (Pittsburgh 1979)
- LARRY L. SWIFT, Professor of Pathology  
B.S. (Indiana Central 1967); Ph.D. (Vanderbilt 1971)
- MELANIE SWIFT, Assistant Professor of Medicine  
B.A. (Rhodes 1987); M.D. (Tennessee 1992)
- DAVID J. SWITTER, Assistant Clinical Professor of Pathology  
B.S. (Mount Union 1970); M.D. (Vanderbilt 1974)
- LORRI L. SZOSTAK, Assistant Professor of Psychiatry  
B.S. (SUNY, Buffalo 1979); M.D. (New York Medical College 11989)
- MAREK SZPALSKI, Adjunct Assistant Professor of Orthopaedics and Rehabilitation  
Licence, M.D. (Free University of Brussels 1977, 1982)
- DAVID L. TAIT, Assistant Professor of Obstetrics and Gynecology  
B.A. (Tennessee, Chattanooga 1983); M.D. (Tennessee, Memphis 1987)
- MARY REBECCA TAIT, Assistant Professor of Pediatrics  
B.S. (Rhodes 1983); M.D. (Tennessee, Memphis 1987)
- JAMES P. TAM, Professor of Microbiology and Immunology; Professor of Biochemistry  
B.S. (Wisconsin, Eau Claire 1971); Ph.D. (Wisconsin 1976)
- MASAAKI TAMURA, Research Assistant Professor of Biochemistry  
D.V.M. (Kitasato 1973); M.S., Ph.D. (Azabu 1980, 1980)
- HUA TANG, Research Associate in Biochemistry  
B.S.D., M.S.D., Ph.D. (Shanghai Medical 1988, 1990, 1993)
- PATRICIA C. TANLEY, Senior Associate in Pathology  
B.S. (Tennessee 1962)
- JEROME S. TANNENBAUM, Assistant Clinical Professor of Medicine  
B.A., M.D., Ph.D. (Vanderbilt 1971, 1976, 1980)
- SIMPSON BOBO TANNER IV, Assistant Professor of Medicine  
A.B. (Harvard 1977); M.D. (Wake Forest 1983)
- JOHN LEEMAN TARPLEY, Professor of Surgery  
B.A., M.D. (Vanderbilt 1966, 1970)
- STEVEN M. TATE, Assistant Clinical Professor of Pediatrics  
A.B., M.D. (Tennessee 1973, 1976)
- FRANKLIN WILLIAM TAYLOR, Clinical Instructor in Dentistry (Pedodontics)  
B.S. (Clemson 1976); D.D.S. (Emory 1981); M.S. (North Carolina 1983)
- GRACE P. TEAL, Assistant Professor of Medicine  
A.B. (Washington University 1982); M.D. (Vanderbilt 1986)
- MARY H. TELOH, Librarian, Eskind Biomedical Library  
B.A., M.A. (Wisconsin 1968, 1969)
- MING TENG, Instructor in Radiation Oncology  
M.D. (Shanghai Medical 1987); Ph.D. (Medical College of Wisconsin 1993)
- RICHARD B. TERRY, Clinical Instructor in Surgery  
B.A. (University of the South 1967); M.D. (Tennessee 1970)
- PAUL E. TESCHAN, Professor of Medicine, Emeritus

- B.S., M.B., M.D., M.S. (Minnesota 1946, 1947, 1948, 1948)
- KYI T. THAM, Associate Professor of Pathology  
M.B., B.S. (Rangoon Medical College 1961)
- PURUSHOTTAM B. THAPA, Assistant Professor of Preventive Medicine (Pharmacoepidemiology)  
M.B., B.S. (Lucknow 1978); M.P.H. (University of Washington 1986)
- SUSHMA THAPA, Clinical Instructor in Anesthesiology  
M.B.B.S. (Lucknow [India] 1980); M.S.P.H. (University of Washington 1987)
- ANNE MARIE THARPE, Assistant Professor of Hearing and Speech Sciences  
B.S. (Arizona 1979); M.S., Ph.D. (Vanderbilt 1980, 1994)
- ANNE TAGGART THOMAS, Assistant Professor of Pathology; Assistant Professor of Medicine  
A.B., M.D. (Missouri 1981, 1985)
- CLARENCE S. THOMAS, JR., Associate Clinical Professor of Cardiac and Thoracic Surgery  
B.A., M.D. (Vanderbilt 1957, 1960)
- ELLEN H. THOMAS, Clinical Instructor in Pediatrics  
B.A. (Missouri 1987); M.D. (Northwestern, Chicago 1991)
- JAMES WARD THOMAS, II, Professor of Medicine; Associate Professor of Microbiology and Immunology  
B.A. (Southwestern at Memphis 1970); M.D. (Tennessee 1973)
- DAVID D. THOMBS, Clinical Professor of Pediatrics  
B.A. (Amherst 1959); M.D. (Vanderbilt 1963)
- JOHN BROWN THOMISON, Associate Clinical Professor of Pathology  
B.A., M.D. (Vanderbilt 1942, 1944)
- JOHN G. THOMPSON, JR., Assistant Clinical Professor of Medicine  
A.B. (Duke 1968); M.D. (Emory 1973)
- JULIA THOMPSON, Associate Clinical Professor of Pediatrics  
B.S. (Tulsa 1977); M.D. (Oklahoma, Tulsa 1981)
- JULIETTE M. THOMPSON, Senior Associate in Pediatrics  
B.S.N. (Tennessee, Nashville 1979); M.S.N. (Vanderbilt 1980); R.N.
- KEITH THOMPSON, Clinical Instructor in Pediatrics  
B.A. (David Lipscomb 1990); M.D. (Tennessee, Memphis 1994)
- STUART THOMPSON, Research Assistant Professor of Medicine  
B.S. (Purdue 1982); Ph.D. (North Carolina 1992)
- CHARLES B. THORNE, Associate Professor of Medicine  
M.D. (Vanderbilt 1949)
- DAVID W. THREADGILL, Assistant Professor of Cell Biology  
B.S., Ph.D. (Texas A & M 1983, 1989)
- DEBORAH S. THREADGILL, Research Assistant Professor of Medicine  
B.S. (Texas A & M 1980); M.S. (Purdue 1985); Ph.D. (Texas A & M 1990)
- GARY BOYD THURMAN, Research Professor of Biochemistry  
B.S. (Brigham Young 1966); Ph.D. (Utah 1970)
- STEPHEN T. TICARIC, Clinical Instructor in Medicine  
B.A. (Vanderbilt 1970); M.D. (Texas, Dallas 1974)
- GEORGE EDWARD TILLER, Assistant Professor of Pediatrics; Assistant Professor of Medicine  
B.A. (Johns Hopkins 1976); Ph.D., M.D. (Tennessee 1983, 1985)
- SHEILA DOWNS TIMMONS, Research Assistant Professor of Microbiology and Immunology  
B.S. (Tennessee 1975)
- EDMOND TIPTON, Assistant Clinical Professor of Medicine  
B.S., M.D. (Vanderbilt 1968, 1972)
- KYLE D. TIPTON, Assistant Professor of Anesthesiology  
B.S. (Northeastern Ohio 1984); M.D. (Akron 1987)
- HUGH E. TOBIN, Assistant Clinical Professor of Pathology  
B.A. (Texas 1980); M.D. (Baylor 1983)
- NORMAN H. TOLK, Professor of Physics; Director, Center for Molecular and Atomic Studies at Surfaces; Professor of Radiology and Radiological Sciences  
A.B. (Harvard 1960); Ph.D. (Columbia 1966)
- ROBERT H. TOSH, Associate Clinical Professor of Obstetrics and Gynecology  
M.D. (Tennessee 1953)
- ROBERT D. TOTO, Professor of Medicine  
B.S. (Wisconsin 1973); M.D. (Illinois 1977)
- OSCAR TOUSTER, Professor of Molecular Biology, Emeritus; Professor of Biochemistry, Emeritus  
B.S. (City University of New York 1941); M.A. (Oberlin 1942); Ph.D. (Illinois 1947)
- ALEXANDER S. TOWNES, Assistant Dean for Veterans Administration Affairs; Professor of Medicine  
B.A., M.D. (Vanderbilt 1949, 1953)
- PHYLLIS L. TOWNSEND, Clinical Instructor in Pediatrics  
B.A. (Holy Cross 1984); M.D. (Cornell 1988)
- ANTHONY E. TRABUE, Clinical Instructor in Obstetrics and Gynecology  
B.S., M.D. (Vanderbilt 1970, 1975)
- MICHAEL J. TRAMONTANA, Associate Professor of Psychiatry  
B.S. (Fordham 1971); M.A. (Columbia 1973); Ph.D. (Washington University 1977)

- C. RICHARD TREADWAY, Associate Clinical Professor of Psychiatry  
B.A., M.D. (Vanderbilt 1960, 1964)
- ELIZABETH GRIMES TRIGGS, Assistant Clinical Professor of Pediatrics  
B.S. (North Carolina 1977); M.D. (Mississippi 1981)
- MARY BETH TRINE, Adjunct Instructor in Hearing and Speech Sciences  
B.S. (Saint Louis 1987); M.S. (Vanderbilt 1991)
- TIMOTHY D. TRINE, Assistant Professor of Hearing and Speech Sciences  
B.A. (California State 1989); M.S. (Vanderbilt 1991)
- ARTIS P. TRUETT III, Adjunct Instructor in Medicine  
B.S. (Georgia Institute of Technology 1984); M.D. (Duke 1988)
- JAMES C. TSAI, Assistant Professor of Ophthalmology and Visual Sciences  
B.A. (Amherst 1985); M.D. (Stanford 1989)
- LORRAINE C. TSUI, Assistant Clinical Professor of Psychiatry  
B.A. (Wellesley 1985); M.D. (Tulane 1991)
- AUBREY LEE TUCKER, JR., Clinical Instructor in Medicine  
B.S. (Southwestern at Memphis 1971); M.D. (Vanderbilt 1975)
- JOHN M. TUDOR, Associate Clinical Professor of Urologic Surgery  
B.S. (Cornell 1941); M.D. (Iowa 1945)
- NOEL B. TULIPAN, Associate Professor of Neurological Surgery  
B.A., M.D. (Johns Hopkins 1973, 1980)
- DAULAT RAM P. TULSIANI, Professor of Obstetrics and Gynecology; Professor of Cell Biology  
B.S., M.S., Ph.D. (Allahabad [India] 1962, 1964, 1968)
- JON J. TUMEN, Assistant Clinical Professor of Medicine  
B.A. (Brandeis 1976); M.D. (Duke 1980)
- MURALI K. R. TUMMURU, Research Assistant Professor of Medicine  
B.Sc. (Andhra 1980); M.Sc. (Agra 1982); Ph.D. (Andhra 1986)
- ILLARION V. TURKO, Instructor in Molecular Physiology and Biophysics  
B.S., M.S. (Belarussian State [Belarus] 1981); Ph.D. (Belarus State 1986)
- BRUCE I. TURNER, Associate Clinical Professor of Urologic Surgery  
B.S., M.D. (Tulane 1963, 1967)
- DOROTHY JEAN TURNER, Assistant Clinical Professor of Pediatrics; Assistant Clinical Professor of Preventive Medicine  
B.A., M.A., M.D. (Vanderbilt 1949, 1951, 1959)
- ERNEST A. TURNER, Associate Clinical Professor of Pediatrics  
A.B. (Alaska Methodist 1969); M.D. (Kansas 1975)
- JOHN W. TURNER, JR., Assistant Clinical Professor of Dentistry  
B.S., D.D.S. (Howard 1964, 1970)
- CYNTHIA TURNER-GRAHAM, Assistant Clinical Professor of Psychiatry  
B.A. (Fisk 1975); M.D. (Kansas 1979)
- JACK ALEXANDER TYSON, Assistant Professor of Dentistry (General Practice)  
D.D.S. (Tennessee 1961)
- NORMAN B. URMY, Executive Director of Vanderbilt University Hospital; Associate Professor of Medical Administration  
B.A. (Williams 1966); M.B.A. (Chicago 1969)
- PARVIN VAFAI, Clinical Instructor in Pediatrics  
M.D. (Mashhad [Iran] 1973)
- JOSE G. VALEDON, Instructor in Neurology  
M.D. (Ponce School of Medicine 1987)
- WILLIAM M. VALENTINE, Assistant Professor of Pathology  
B.S. (Illinois 1983); Ph.D. (Illinois, Chicago 1983); D.V.M. (Illinois 1985)
- DAVID H. VAN BUREN, Associate Professor of Surgery  
B.A. (Wooster 1975); M.A. (Akron 1977); M.D. (Northeastern Ohio Universities College of Medicine 1981)
- WEIB VAN DER MEER, Adjunct Associate Professor of Molecular Physiology and Biophysics  
B.Sc., M.Sc., Ph.D. (Groningen [The Netherlands] 1972, 1975, 1979)
- JAN VAN EYS, Clinical Professor of Pediatrics  
Ph.D. (Vanderbilt 1955); M.D. (University of Washington 1966)
- LUC VAN KAER, Assistant Professor of Microbiology and Immunology  
Ph.D. (Rijksuniversiteit Gent 1989)
- TIMOTHY L. VAN NATTA, Instructor in Surgery  
B.S. (Montana State 1984); M.D. (University of Washington 1988)
- BENJAMIN W. VAN VOORHEES, Assistant Clinical Professor of Medicine; Assistant Clinical Professor in Pediatrics  
A.B. (Dartmouth 1981); M.D. (Vanderbilt 1990)
- F. KARL VANDEVENDER, Clinical Instructor in Medicine  
B.A. (University of the South 1969); M.A. (Oxford 1972); M.D. (Mississippi 1979)
- JOHN E. VANHOODONK, Assistant Clinical Professor of Obstetrics and Gynecology  
B.S., M.A. (SUNY, Buffalo 1969, 1971); M.D. (Ohio State 1974)
- HAROLD VANN, Clinical Professor of Pediatrics  
M.D. (Tennessee 1953)
- JAMES W. VARNER, Assistant Clinical Professor of Psychiatry  
B.A. (Emory 1971); M.D. (Alabama 1974)
- EARL E. VASTBINDER, Chief of Clinical Services; Associate Clinical Professor of Pediatrics  
B.S. (Dayton 1957); M.D., M.S. (Ohio State 1961, 1967)

- DOUGLAS E. VAUGHAN, Associate Professor of Medicine; Associate Professor of Pharmacology  
B.A. (Oklahoma 1976); M.D. (Texas Southwestern Medical School 1980)
- REMA VELAYUDHAN, Research Instructor in Pharmacology; Senior Research Associate, John F. Kennedy Center  
B.Sc. (Madras 1981); M.Sc. (Chochin 1984); Ph.D. (Hyderabad 1991)
- CHRISTO DIMITRO VENKOV, Research Instructor in Biochemistry  
M.Sc. (Saint Petersburg, Russia [Leningrad, USSR] 1969); Ph.D. (Bulgarian Academy of Sciences 1977)
- TODD A. VERDOORN, Associate Professor of Pharmacology (On leave 1997/98)  
B.A. (Central 1983); Ph.D. (North Carolina 1988)
- JENNIFER M. VICK, Clinical Instructor in Hearing and Speech Sciences  
B.S. (Tennessee 1984); M.S. (Vanderbilt 1987)
- VIANNE EPINO VILLARUZ, Adjunct Instructor in Medicine  
B.S., M.D. (Philippines 1983, 1987)
- C. GORDON VIRE, Assistant Clinical Professor of Medicine  
B.S. (Western Kentucky 1971); M.D. (Kentucky 1975)
- RENU VIRMANI, Clinical Professor of Pathology  
M.B., B.S., M.D. (Delhi 1967, 1973)
- CINDY L. VNENCAK-JONES, Associate Professor of Pathology; Associate Professor of Pediatrics  
B.S. (South Carolina 1980); Ph.D. (Virginia Commonwealth 1985)
- RAMA K. R. VOLADRI, Research Associate in Medicine  
B.Sc. (Kakatiya 1982); M.Sc., Ph.D. (Osmania 1984, 1991)
- DIANE MARIE VOSBERG, Clinical Instructor in Pediatrics  
B.S. (Notre Dame 1981); M.D. (Tennessee 1985)
- WILLIAM BROWN WADLINGTON, Clinical Professor of Pediatrics  
B.A., M.D. (Vanderbilt 1948, 1952)
- BRIAN E. WADZINSKI, Assistant Professor of Pharmacology  
B.S., Ph.D. (Wisconsin 1984, 1989)
- CONRAD WAGNER, Professor of Biochemistry  
M.S., Ph.D. (Michigan 1952, 1956)
- LOIS J. WAGNER, Associate in Pediatrics; Adjunct Instructor in Nursing  
B.A. (Cincinnati 1972); B.S.N. (Catholic 1977); M.S.N. (Vanderbilt 1984); R.N.
- LOIS WAGSTROM, Assistant Clinical Professor of Plastic Surgery  
B.S. (Minnesota 1973); M.D. (Loyola [Chicago] 1981)
- ROBERT W. WAHL, Assistant Clinical Professor of Pathology  
B.A., M.D. (Kansas 1964, 1968)
- WAYNE P. WAHLS, Assistant Professor of Biochemistry  
B.S., M.S. (Illinois 1983, 1984); Ph.D. (Illinois, Chicago 1989)
- ANN WALIA, Assistant Professor of Anesthesiology  
M.B., B.S., M.D. (Rohtak 1979, 1984)
- GARRY V. WALKER, Assistant Professor of Anesthesiology  
B.A. (California State, Dominguez Hills 1983); M.D. (Minnesota 1988)
- LYNN S. WALKER, Associate Professor of Pediatrics; Associate Professor of Psychology, Peabody College; Associate Professor of Psychology, College of Arts and Science; Investigator, John F. Kennedy Center  
A.B. (Oberlin 1973); M.S., Ph.D. (Peabody 1978, 1981)
- L. ANDERSON WALKER III, Assistant Professor of Emergency Medicine  
B.A. (Tennessee, Chattanooga 1981); M.D. (Tennessee 1985)
- ROY TRENT WALLACE, Assistant Clinical Professor of Ophthalmology and Visual Sciences  
B.S. (Vanderbilt 1982); M.D. (Emory 1986)
- WILLIAM F. WALSH, Professor of Pediatrics; Adjunct Associate Professor of Pediatrics in Nursing  
B.S. (United States Air Force Academy 1972); M.D. (Texas, San Antonio 1976)
- ARTUR W. WAMIL, Research Assistant Professor of Anesthesiology  
M.D., Ph.D. (Academy of Medicine, Lublin 1986, 1988)
- BARBARA DANUTA WAMIL, Research Assistant Professor of Biochemistry  
M.D. (Academy of Medicine in Lublin [Poland] 1986)
- DAO WU WANG, Research Instructor in Pharmacology  
M.S. (Tongji Medical [China] 1984); M.D. (Xianning Medical [China] 1987)
- DING-ZHI WANG, Research Instructor in Cell Biology  
B.S. (Yunnan [China] 1982); Ph.D. (Shanghai 1990)
- MING WANG, Assistant Professor of Ophthalmology and Visual Sciences  
Ph.D. (Maryland 1986); Ph.D. (Harvard 1991)
- JAMES W. WARD, JR., Clinical Instructor in Medicine  
B.S. (Vanderbilt 1969); M.D. (Tennessee 1973)
- JOHN J. WARNER, Clinical Instructor in Urologic Surgery  
B.S. (Cornell 1972); M.D. (Northwestern 1976)

- JOHN SLOAN WARNER, Professor of Neurology  
B.S. (University of the South 1952); M.D.  
(Vanderbilt 1956)
- SUSAN L. WARNER, Assistant Clinical Professor  
of Medicine  
B.A. (Hampshire 1977); M.D. (Stanford 1981);  
M.P.H. (Harvard 1993)
- MARY KAY WASHINGTON, Assistant Professor of  
Pathology  
B.S. (Mississippi State 1979); M.D. (North  
Carolina 1982)
- DAVID H. WASSERMAN, Associate Professor of  
Molecular Physiology and Biophysics  
B.S., M.S. (California, Los Angeles 1979,  
1981); Ph.D. (Toronto 1985)
- MICHAEL R. WATERMAN, Natalie Overall Warren  
Distinguished Professor of Biochemistry and  
Chair of the Department  
B.A. (Willamette 1961); Ph.D. (Oregon 1969)
- MARK STEPHEN WATHEN, Assistant Professor of  
Medicine  
B.S. (Notre Dame 1980); M.D. (Louisville 1984)
- MARK D. WATKINS, Clinical Instructor in Pedi-  
atrics  
B.S. (Tampa 1980); M.D. (South Florida 1984)
- HORACE E. WATSON, Assistant Professor of  
Orthopaedics and Rehabilitation  
B.S., M.D. (Alabama 1953, 1957)
- ANTHONY S. WATTLEWORTH, Assistant Profes-  
sor of Radiology and Radiological Sciences  
A.B., B.Med.Sci. (Dartmouth 1961, 1962);  
M.D. (Harvard 1964)
- CAROLYN S. WATTS, Associate in Surgery;  
Adjunct Instructor in Nursing  
B.S. (Olivet Nazarene 1971); M.S.N. (Ten-  
nessee 1978); R.N.
- GREGORY R. WEAVER, Assistant Clinical Profes-  
sor of Radiology and Radiological Sciences  
B.S., M.D. (Kentucky 1977, 1981)
- LYNN E. WEBB, Instructor in Medical Administra-  
tion  
B.S. (Illinois State 1973); M.S. (Sangamon  
State/Illinois State 1983); Ph.D. (Southern Illi-  
nois 1997)
- ROSEANNA AILEEN WEBB, Clinical Instructor in  
Ophthalmology and Visual Sciences  
B.S. (Georgia State 1972); Ph.D., M.D. (Van-  
derbilt 1977, 1983)
- WANDA G. WEBB, Assistant Professor of Speech  
(Language Pathology); Assistant Professor of  
Neurology  
B.S. (Middle Tennessee State 1970); M.S.  
(Eastern Illinois 1971); Ph.D. (Vanderbilt 1979)
- WARREN W. WEBB, Professor of Psychiatry,  
Emeritus  
B.A. (North Carolina 1947); Ph.D. (Duke  
1952)
- DEBORAH WEBSTER-CLAIR, Assistant Professor of  
Obstetrics and Gynecology  
A.B. (Harvard 1977); M.D. (Tufts 1981)
- DANIEL S. WEIKERT, Clinical Instructor in Oph-  
thalmology and Visual Sciences  
B.S. (Indiana 1987); M.D. (Vanderbilt 1991)
- DOUGLAS RAY WEIKERT, Assistant Professor of  
Orthopaedics and Rehabilitation  
B.S., M.D. (Vanderbilt 1983, 1987)
- LAURA F. WEIKERT, Adjunct Instructor in Medi-  
cine  
B.A. (Virginia 1987); M.D. (Vanderbilt 1991)
- P. ANTHONY WEIL, Professor of Molecular Physi-  
ology and Biophysics  
B.S. (Northern Illinois 1972); Ph.D. (Texas  
Health Science Center, Houston 1976)
- JANE R. WEINBERG, Assistant Clinical Professor  
of Psychiatry  
B.S. (Polytechnic Institute of Brooklyn 1969);  
M.D. (Pennsylvania 1973)
- STEVEN M. WEINDLING, Assistant Clinical Pro-  
fessor of Radiology and Radiological Sci-  
ences  
B.A., M.D. (California, San Diego 1977, 1982)
- STEVEN J. WEISS, Associate Professor of Emer-  
gency Medicine  
B.S./B.A., M.S. (Pennsylvania State 1975,  
1978); M.D. (Thomas Jefferson 1983)
- GLENN A. WEITZMAN, Assistant Clinical Profes-  
sor of Obstetrics and Gynecology  
B.S. (SUNY 1978); M.D. (Johns Hopkins  
1982)
- LARRY W. WELCH, Assistant Professor of Neuro-  
logy  
B.A. (Tennessee Temple 1974); M.A. (Middle  
Tennessee State 1978); Ed.D. (Tennessee  
State 1987)
- JACK N. WELLS, Professor of Pharmacology  
B.S. (Park 1959); M.S., Ph.D. (Michigan 1962,  
1963)
- DENNIS K. WENTZ, Adjunct Associate Professor  
of Medical Administration  
B.A. (North Central 1957); M.D. (Chicago  
1961)
- JAY A. WERKHAVEN, Assistant Professor of Oto-  
laryngology  
B.A. (Wittenberg 1978); M.D. (Wake Forest  
1982)
- MARK J. WERNER, Associate Professor of Pedi-  
atrics  
B.A. (Rice 1980); M.D. (Vanderbilt 1984)
- JOHN ROBERT WERTHER, Assistant Professor of  
Oral Surgery  
B.S. (SUNY, College of Environmental Sci-  
ence and Forestry 1981); D.M.D. (Harvard  
1986); M.D. (Vanderbilt 1988)
- ROBERT T. WERTZ, Professor of Hearing and  
Speech Sciences  
A.B. (Long Beach State 1959); A.M., Ph.D.  
(Stanford 1964, 1967)
- RALPH E. WESLEY, Clinical Professor of Ophthal-  
mology and Visual Sciences  
B.A. (Kentucky 1967); M.D. (Vanderbilt 1972)

- W. SCOTT WEST, Assistant Clinical Professor of Psychiatry  
A.B., M.D. (Tennessee 1976, 1982)
- MARGARET WESTLAKE, Librarian, Eskind Biomedical Library  
B.A. (Wittenberg 1975); M.L.S. (Peabody 1976)
- J. DENISE WETZEL, Assistant in Pediatrics  
B.S. (Arkansas State 1982)
- ARTHUR P. WHEELER, Assistant Professor of Medicine  
B.A., M.D. (Maryland 1978, 1982)
- ARVILLE V. WHEELER, Clinical Professor of Pediatrics  
B.A., M.D. (Vanderbilt 1957, 1960)
- PAUL W. WHEELER, Clinical Instructor in Medicine  
B.S. (Samford 1973); M.D. (Alabama 1977)
- TAMARA JULIAN WHEELER, Assistant Professor of Anesthesiology  
B.A. (Anderson 1985); M.D. (Indiana 1989)
- THOMAS CHANLEY WHEELER, Assistant Professor of Obstetrics and Gynecology  
B.A. (Columbia 1985); M.D. (Indiana 1989)
- JOHN B. WHEELOCK, Assistant Clinical Professor of Obstetrics and Gynecology  
B.S. (United States Air Force Academy 1974); M.D. (Tulane 1978)
- WILLIAM O. WHETSELL, JR., Professor of Pathology; Professor of Psychiatry; Professor of Cell Biology; Investigator, John F. Kennedy Center  
B.S. (Wofford 1961); M.S., M.D. (Medical University of South Carolina 1964, 1966)
- BOBBY J. WHITE, Adjunct Instructor in Medicine  
B.S. (Middle Tennessee State 1980); M.D. (Tennessee, Memphis 1985)
- JACKSON B. WHITE, IV, Assistant Clinical Professor of Psychiatry  
B.A., M.D. (Vanderbilt 1965, 1969)
- JOAN W. WHITE, Assistant Clinical Professor of Pediatrics  
B.S. (Virginia Polytechnic 1981); M.D. (Medical College of Virginia 1986)
- SARAH J. WHITE, Adjunct Instructor in Nursing; Adjunct Assistant in Medicine  
B.S.N., M.S. (Tennessee, Memphis 1974, 1978); R.N.
- STEVEN JOHN WHITE, Assistant Professor of Emergency Medicine  
A.B. (Franklin and Marshall 1978); M.D. (Pittsburgh 1983)
- RICHARD R. WHITESELL, Instructor in Molecular Physiology and Biophysics  
B.A. (Indiana 1970); Ph.D. (Vanderbilt 1976)
- JAMES ALAN WHITLOCK, Associate Professor of Pediatrics  
B.S. (Southwestern at Memphis 1980); M.D. (Vanderbilt 1984)
- JEFFREY S. WHITSETT, Research Instructor in Pathology  
B.S., M.D. (Oral Roberts 1984, 1988)
- CHRISTINE M. WHITWORTH, Clinical Instructor in Obstetrics and Gynecology  
B.S. (Memphis State 1978); M.D. (Tennessee 1983)
- THOMAS C. WHITWORTH, Associate Clinical Professor of Pediatrics  
B.A. (David Lipscomb 1966); M.D. (Vanderbilt 1970)
- CRAIG WIERUM, Adjunct Instructor in Medicine  
B.S. (Duke 1984); M.D. (North Carolina 1990)
- BERNARD A. WIGGINS, Assistant Clinical Professor of Pediatrics  
B.A. (Fisk 1966); M.D. (Virginia 1970)
- KIMBRA S. WILDER, Librarian Intern, Eskind Biomedical Library  
B.A. (Lincoln Memorial 1995); M.S.I.S. (Tennessee 1996)
- RONALD G. WILEY, Professor of Neurology; Professor of Pharmacology  
B.S., M.D., Ph.D. (Northwestern 1972, 1975, 1975)
- GRANT R. WILKINSON, Professor of Pharmacology  
B.Sc. (Manchester [England] 1963); Ph.D. (London 1966)
- MELISSA A. WILL, Clinical Instructor in Pediatrics  
B.A. (North Carolina, Greensboro 1976); M.D. (North Carolina 1982)
- ANDREA H. WILLIAMS, Clinical Instructor in Hearing and Speech Sciences  
B.S. (Virginia 1985); M.S. (Vanderbilt 1987)
- ANNETTE WILLIAMS, Librarian, Eskind Biomedical Library  
B.A. (SUNY, Binghamton 1988); M.L.S. (SUNY, Buffalo 1991)
- BRAD V. WILLIAMS, Psychiatrist, Student Health Service; Assistant Clinical Professor of Psychiatry  
B.A., M.D. (Mississippi 1973, 1981)
- JOHN B. WILLIAMS, Assistant Professor of Medicine; Assistant Professor of Biochemistry  
B.S. (Central State [Oklahoma] 1979); M.D., Ph.D. (Texas Southwestern Medical School 1987, 1987)
- LAURA L. WILLIAMS, Assistant Clinical Professor of Obstetrics and Gynecology  
B.A., M.D. (Wake Forest 1980, 1984)
- LAVERGNE WILLIAMS, Assistant Professor of Psychiatric Social Work, Emerita  
B.A. (Peabody 1948); M.S.S.W. (Tennessee 1952)
- LESTER F. WILLIAMS, JR., Professor of Surgery  
A.B. (Brown 1952); M.D. (Boston University 1956)
- PHILLIP E. WILLIAMS, Research Associate Professor of Surgery  
B.S. (Middle Tennessee State 1974)
- SADHNA V. WILLIAMS, Clinical Instructor in Pediatrics  
B.A. (Emory 1985); M.D. (Tennessee 1989)



- SARA JAYNE WILLIAMS, Associate in Surgery; Adjunct Assistant Professor of Nursing  
B.S. (Duquesne 1955); M.S. (Pittsburgh 1959); R.N.
- STEPHEN H. WILLIAMS, Assistant Professor of Psychiatry  
B.Sc. (Bristol 1982); Ph.D. (London 1986)
- W. CARTER WILLIAMS, JR., Assistant Clinical Professor of Medicine  
B.A., M.D. (Vanderbilt 1953, 1956)
- IDA MICHELE WILLIAMS-WILSON, Clinical Instructor in Pediatrics  
B.S., M.D. (Vanderbilt 1989, 1993)
- BENJAMIN J. WILSON, Professor of Biochemistry, Emeritus  
A.B., M.S. (West Virginia 1943, 1947); Ph.D. (George Washington 1955)
- GREGORY J. WILSON, Assistant Professor of Pediatrics  
B.A., M.D. (Johns Hopkins 1982, 1987)
- JAMES P. WILSON, Associate Professor of Medicine  
B.S. (Michigan State 1962); M.D. (Johns Hopkins 1966)
- JOHN RANDOLPH WILSON, Professor of Medicine  
A.B. (Stanford 1970); M.D. (Harvard 1974)
- MARSHA T. WILSON, Director of Health Policy Development; Adjunct Instructor in Public Health in Nursing; Lecturer in Medical Administration  
B.A. (Vanderbilt 1969); M.P.H. (Texas 1971)
- RONALD BRUCE WILSON, Adjunct Assistant Professor of Pathology  
B.S., D.V.M. (Michigan State 1975, 1977)
- CARL E. WINGO, Clinical Instructor in Obstetrics and Gynecology  
M.D. (Miami [Florida] 1986)
- NAT T. WINSTON, Assistant Clinical Professor of Psychiatry  
B.A., M.D. (Vanderbilt 1950, 1953)
- EUGENE J. WINTER, Assistant Professor of Medicine  
M.D. (Johann Wolfgang Goethe Universität Frankfurt 1974)
- LINDA WIRTH, Associate in Psychiatry  
B.A. (Iowa 1967); M.S.S.W. (Tennessee 1978)
- RONALD M. WISDOM, Assistant Professor of Biochemistry; Assistant Professor of Medicine  
B.S. (California, San Diego 1977); M.D. (California, Irvine 1981)
- PATRICIA V. WISE, Adjunct Instructor in Nursing; Associate in Psychiatry  
B.S.N., M.S.N. (Vanderbilt 1986, 1988); R.N.
- JOHN D. WITHERSPOON, Clinical Instructor in Otolaryngology  
B.A. (Yale 1964); M.D. (Tennessee 1968)
- WILLIAM S. WITT, Assistant Professor of Radiology and Radiological Sciences  
B.S. (Florida 1968); M.D. (Meharry Medical 1975)
- SUSAN WODICKA, Assistant Professor of Medicine  
B.S., M.D. (Vanderbilt 1971, 1975)
- BRUCE L. WOLF, Assistant Clinical Professor of Medicine  
B.A. (Amherst 1977); M.D. (Louisville 1982)
- LAWRENCE K. WOLFE, Associate Clinical Professor of Medicine  
B.A., M.D. (Vanderbilt 1957, 1960)
- STEVEN N. WOLFF, Professor of Medicine  
B.A. (City University of New York, Queens 1969); M.D. (Illinois 1974)
- PHILIP R. WOLINSKY, Assistant Professor of Orthopaedics and Rehabilitation  
B.A. (Columbia 1983); M.D. (New York 1987)
- MARK LEE WOLRAICH, Professor of Pediatrics; Investigator, John F. Kennedy Center; Senior Fellow, Institute for Public Policy Studies  
B.A. (SUNY, Binghamton 1966); M.D. (SUNY, Upstate Medical Center 1970)
- ALASTAIR J. J. WOOD, Professor of Medicine; Professor of Pharmacology  
M.B., Ch.B. (Saint Andrews [Scotland] 1970)
- G. WALLACE WOOD, Associate Clinical Professor of Pediatrics  
B.A., M.D. (Vanderbilt 1962, 1966)
- G. WAYNE WOOD, Assistant in Medical Administration  
B.S. (Tennessee 1980)
- STEVEN E. WOODLEY, Adjunct Instructor in Medicine  
B.S., Ph.D., M.D. (South Alabama 1979, 1986, 1989)
- STEPHEN C. WOODWARD, Professor of Pathology  
M.D. (Emory 1959)
- ROBERT J. WORKMAN, Associate Professor of Medicine; Associate Professor of Pathology  
A.B. (Princeton 1964); M.D. (Harvard 1969)
- JOHN A. WORRELL, Associate Professor of Radiology and Radiological Sciences  
B.S. (McNeese State 1968); M.D. (Vanderbilt 1971)
- DORIS WOSSUM, Assistant Professor of Pediatrics  
B.A. (McMurry 1975); M.A. (West Texas State 1980); Ph.D. (Texas Tech 1990)
- TAYLOR M. WRAY, Clinical Professor of Medicine  
B.A. (University of the South 1962); M.D. (Johns Hopkins 1966)
- KEITH WRENN, Professor of Emergency Medicine; Professor of Medicine  
B.S. (Baylor 1972); M.D. (Emory 1976)
- CHRISTOPHER V. E. WRIGHT, Professor of Cell Biology  
B.Sc. (Warwick 1980); D.Phil. (Oxford 1984)
- ELLEN P. WRIGHT, Assistant Clinical Professor of Pathology  
B.A., M.D. (Vanderbilt 1977, 1981)
- GEORGE DEWEY WRIGHT, Assistant Clinical Professor of Medicine

- B.A., M.D. (Vanderbilt 1977, 1981)
- JOHN K. WRIGHT, Clinical Instructor in Surgery  
B.S. (Tennessee Technological 1957); M.D.  
(Tennessee 1959)
- JOHN KELLY WRIGHT, JR., Assistant Professor  
of Surgery  
B.S. (Vanderbilt 1977); M.D. (Johns Hopkins  
1981)
- MARGARET B. WRIGHT, Instructor in Radiology  
and Radiological Science  
B.A. (California 1982); M.P.H. (Michigan  
1985); M.D. (Vanderbilt 1993)
- PETER F. WRIGHT, Professor of Pediatrics; Associate  
Professor of Microbiology and Immunology  
B.A. (Dartmouth 1964); M.D. (Harvard 1967)
- SETH W. WRIGHT, Associate Professor of Emergency  
Medicine  
M.D. (Michigan 1985)
- KENNETH N. WYATT, Clinical Instructor in Pediatrics  
B.S., M.D. (Michigan State 1968, 1979)
- JASON Z. XU, Research Assistant Professor of  
Medicine  
B.Ph. (Beijing Medical [China] 1982); M.M.  
(Beijing 1986); Ph.D. (McGill [Canada] 1994)
- ELIZABETH YANG, Assistant Professor of Pediatrics;  
Assistant Professor of Cell Biology  
A.B., M.S. (Chicago 1980, 1980); M.D., Ph.D.  
(Stanford 1987, 1987)
- TAO YANG, Research Instructor in Pharmacology  
B.S., M.S. (Hubei Medical [China] 1979,  
1987); Ph.D. (Tromsø [Norway] 1992)
- XUEFENG YANG, Adjunct Assistant Professor of  
Hearing and Speech Sciences  
B.Eng. (Huazhong [China] 1986); M.S., Ph.D.  
(Vanderbilt 1993, 1995)
- MARY I. YARBROUGH, Assistant Professor of  
Medicine; Medical Director, Employee Health  
Services; Assistant Professor of Preventive  
Medicine  
B.S., M.D. (Vanderbilt 1976, 1981); M.P.H.  
(Johns Hopkins 1990)
- AIDA YARED, Assistant Professor of Pediatrics  
B.S., M.D. (American University of Beirut  
1976, 1980)
- GUANGTAO YING, Research Associate in Molecular  
Physiology and Biophysics  
B.S. (Jilin [China] 1966); Ph.D. (Fudan  
[China] 1982)
- CHRISTINA YNARES, Assistant Clinical Professor  
of Medicine  
B.S., M.D. (Philippines 1968, 1972)
- RUTH T. YOUNG, Assistant Clinical Professor of  
Medicine  
B.A. (Duke 1972); M.A. (Minnesota 1974);  
M.D. (Tennessee, Memphis 1977)
- QITAO YU, Research Instructor in Microbiology  
and Immunology  
B.S. (Da [China] 1963); Ph.D. (Shanghai Institute  
1976)
- YIE-TEH YU, Assistant Professor of Medicine;  
Assistant Professor of Biochemistry  
B.S. (National Taiwan 1971); M.S. (Iowa  
1974); Ph.D. (Maryland 1982)
- RICHARD M. ZANER, Professor of Medicine (Philosophy);  
Ann Geddes Stahlman Professor of  
Medical Ethics; Professor of Philosophy;  
Professor of Ethics, Divinity School; Director,  
Center for Clinical and Research Ethics;  
Scholar, John F. Kennedy Center  
B.S. (Houston 1957); M.A., Ph.D. (New  
School for Social Research 1959, 1961)
- MICHAEL D. ZANOLLI, Associate Professor of  
Medicine  
B.S. (Memphis State 1977); M.D. (Tennessee  
1981)
- DAVID L. ZEALUAR, Associate Professor of Otolaryngology  
B.S. (California, Davis 1970); Ph.D. (California,  
San Francisco 1979)
- MARK E. ZENKER, Assistant Professor of Medicine  
B.A. (Illinois Wesleyan 1985); M.D. (Southern  
Illinois 1989)
- MING-ZHI ZHANG, Research Instructor in Cell  
Biology  
M.D., M.S. (Xuzhou Medical [China] 1985,  
1990)
- RONG ZHANG, Research Instructor in Cell Biology  
M.S. (Dalian Medical [China] 1987); M.D.  
(Jiangxi Medical [China] 1982); Ph.D. (Saga  
Medical [Japan] 1995)
- JOE ZHIZHUANG ZHAO, Assistant Professor of  
Medicine; Assistant Professor of Biochemistry  
B.S. (Jilin [China] 1984); Ph.D. (Oregon State  
1990)
- JOHN A. ZIC, Assistant Professor of Medicine  
B.S. (Notre Dame 1987); M.D. (Vanderbilt  
1991)
- CARL W. ZIMMERMAN, Associate Clinical Professor  
of Obstetrics and Gynecology  
B.S. (Peabody 1969); M.D. (Tennessee 1972)

## Register of Students 1996/97

### First Year Class

- Mary Thomas Austin (B.S., Duke) Horse Cave, Ky.  
David Elliott Brumbaugh (B.A., Virginia) Miami, Fla.  
Jennifer Joy Casaletto (B.S., Notre Dame) Alexandria, Va.  
Peter Laurence Castro (B.S., Case Western Reserve) Maryville, Tenn.  
James David Chappell (B.S., Murray State) Paris, Tenn.  
Melissa Chen (B.A., Harvard) Lincoln, Neb.  
Simon Hong-Suk Chin (B.A., Harvard) Port Washington, N.Y.  
Patricia Shihann Chu (B.S., Vanderbilt) Spring, Texas  
Jeffrey Scott Cluver (B.A., Notre Dame) Media, Pa.  
Eileen Hoff Dauer (B.A., Brown) Omaha, Neb.  
John Lucian Davis, Jr. (B.A., Princeton) Nashville, Tenn.  
Jeffrey Michael Dendy (B.H., Vanderbilt) Piedmont, S.C.  
Kathryn Witcher Dixon (B.A., Virginia) Alexandria, Va.  
Jennifer Ann Domm (B.S., Brown) Garden City, N.Y.  
Peter Pracha Eamranond (B.A., Johns Hopkins) Monterey Park, Calif.  
Daniel Higgins Ebert (B.A., Williams) Nashville, Tenn.  
Robert Lafitte Eller (B.S., U.S. Air Force Academy) Colorado Springs, Colo.  
Truitt Clayton Ellis (B.S., Alabama) Columbus, Miss.  
Nitin Jagdish Engineer (B.A., Vanderbilt) Macon, Ga.  
Austin Edward Garza (B.S., Vanderbilt) Nashville, Tenn.  
Brian David Gelbman (B.S., Cornell) Baltimore, Md.  
Lisa Marie Goetz (B.S., Duke) Nashville, Tenn.  
Anil Kumar Goklaney (B.S., Vanderbilt) Knoxville, Tenn.  
Ricardo Andres Gonzales (B.A., New Mexico) Nashville, Tenn.  
Dominika Anna Grodzicka-Trudgett (B.S., Emory) Germantown, Md.  
Amy Denise Grotelueschen (B.S., Illinois [Urbana]) East Moline, Ill.  
Rosemary Guerguerian (B.S., Emory) Marietta, Ga.  
Scott Alan Hande (B.A., Princeton) Nashville, Tenn.  
Stuart Garth Hannah (B.S., William and Mary) Roanoke, Va.  
David Hardman Harley (B.A., Dartmouth) Asheville, N.C.  
Julie Cleek Hibbard (B.S., Abilene Christian) Brentwood, Tenn.  
Robin Nicole Hickman (B.S., Tulane) Beaumont, Texas  
Melissa Anne Hilmes (B.S., Vanderbilt) Chesterfield, Mo.  
Tonya Nichelle Hollinger (B.S., Vanderbilt) College Park, Ga.  
Michael Brian Humble (B.S., Western Kentucky) Auburn, Ky.  
Gregory Scott Jack (B.S., Cornell) West Chester, Pa.  
Rachel Joy Jankolovits (B.A., Yale) Manhasset Hills, N.Y.  
Brett Lee Johnson (B.S., Emory) Tulsa, Okla.  
Jesse Paul Jorgensen (B.S., St. Edward's) Lubbock, Texas  
Sandeep Kumar Kakaria (B.A., Case Western Reserve) Steubenville, Ohio  
Kunal Datta Kanitkar (B.S., Harvard) Columbia, S.C.  
Marwan Riad Khalifeh (B.A., Pennsylvania) New York, N.Y.  
Varsha Venilal Khatri (B.S., California [Irvine]) Fountain Valley, Calif.

- Anne Meredith Knudsen (B.A., Stanford) Mercer Island, Wash.  
Michael Young Ko (B.A., Johns Hopkins) Cherry Hill, N.J.  
Michael Ross Konikoff (B.A., Virginia) Virginia Beach, Va.  
Kevin Robert Kozak (B.A., Harvard) Milwaukee, Wis.  
Keith Emil Kraiser (B.S., Cornell) Hatboro, Pa.  
Timothy Kuo (B.A., Princeton) Palo Alto, Calif.  
Kane Sam Lai (B.S., Stanford) Westlake Village, Calif.  
Harrison Quanminh Le (B.S., Maryland [College Park]) Germantown, Md.  
Jason Talmadge Lewis (B.S., Tennessee [Knoxville]) Hickson, Tenn.  
Martha Katherine Linker (B.A., Wellesley College) Clemmons, N.C.  
Judy Chiiwen Liu (B.A., Harvard) Forest Hills, Ky.  
Brian Robert Long (B.S., Michigan [Ann Arbor]) Bloomfield Hills, Mich.  
Noble Mashuqalam Maleque (B.S., Vanderbilt) Nashville, Tenn.  
Robert Charles Matthias, Jr. (B.A., Duke) Winter Park, Fla.  
Sarah Elizabeth McAchran (B.A., Michigan [Ann Arbor]) Nashville, Tenn.  
Aaron Matthew McMurtray (B.S., Claremont Mckenna) Bellevue, Wash.  
John Walter Millstine (B.A., Vanderbilt) Norcross, Ga.  
Tracy Marie Motyka (B.S., Alabama) Brentwood, Tenn.  
Steven Anthony Muhle (B.A., Moorhead State) Fargo, N.D.  
Frank Edward Mullens (B.A., Johns Hopkins) Wenonah, N.J.  
Adam Paul Myhre (B.S., Stanford) Westlake Village, Calif.  
Michael Mark Nelson (B.A., Minnesota [Morris]) Osakis, Minn.  
Erika Lynn Nurmi (B.S., California [San Diego]) San Jose, Calif.  
Daniel Edmond Otten (B.A., Princeton) Scarsdale, N.Y.  
Joyce J Ou (B.A., William Marsh Rice) Huntsville, Ala.  
Ellen Elizabeth Parker (B.S., Millsaps) Brandon, Miss.  
John Flick Parrott, Jr. (B.A., Virginia) Greer, S.C.  
Barron Lee Patterson (B.H., Vanderbilt) Talladega, Ala.  
Sovana Rani Paul (B.S., Vanderbilt) Jackson, Miss.  
Brent Edward Pennington (B.A., Vanderbilt) Clarksville, Tenn.  
Dana Peter Piasecki (B.S., Harvard) Bristol, Vt.  
Justin Howard Piasecki (B.S., Stanford) Bristol, Vt.  
Jeffrey Dierker Pollard (B.S., Duke) Palo Alto, Calif.  
David Tevis Pride (B.S., Wake Forest) Nashville, Tenn.  
Carolyn Denise Quinn (B.S., Miami) Littleton, Colo.  
Selina Shah (B.S., Vanderbilt) Lakeland, Fla.  
Amy Elizabeth Shaw (B.S., Wake Forest) Solvang, Calif.  
Kathrin Rachel Sidell (B.A., Colorado [Boulder]) Boulder, Colo.  
Dana Sainsbury Smith (B.A., Dartmouth) Pittsford, N.Y.  
Trent Hurley Smith (B.A., Pomona) Long Beach, Calif.  
Brent Michael Snader (B.S., Dickinson) Akron, Penn.  
Shannon Bishop Snyder (B.S., Stanford) New York, N.Y.  
Joseph Carlyle Soto (B.H., Vanderbilt) Lilburn, Ga.  
Laura Elizabeth Stobie (B.S., Duke) Clifton, Va.  
Yoshiko Tamura (B.S., Vanderbilt) Vestavia Hills, Ala.  
Jesse Adam Taylor (B.S., Washington and Lee) Springfield, Ill.  
Joshua Wayne Thomas (B.S., Southern Mississippi) Gulfport, Miss.  
Kenneth Tyson Thomas (B.A., Emory) Tracy City, Tenn.  
Behrooz Abraham Torkian (B.S., California, Los Angeles) Sherman Oaks, Calif.  
Albert James Tricomi (B.S., Cornell) Vestal, N.Y.  
Carla Kay Tucker (B.S., Georgia) Solana Beach, Calif.

Steven Terry Turner (B.A., Johns Hopkins) Roanoke, Va.  
 Robert Christopher VanWinkle (B.S., Pepperdine) Las Vegas, Nev.  
 Christine Deting Wang (B.S., Stanford) La Jolla, Calif.  
 Derek Christopher Welch (B.A., Tennessee [Knoxville]) Hermitage, Tenn.  
 Ronald Scott Wells (B.S., Oregon State) Hood River, Oreg.  
 John Jason West (B.S., Stanford) Martinez, Calif.  
 Matthew Clayton Wiggins (B.A., Swarthmore) Lewes, Del.  
 Ashley Elizabeth Wilkerson (B.S., Duke) Greenville, S.C.  
 Charles Jackson Wray (B.A., Dartmouth) Nashville, Tenn.

## Second Year Class

Rudolph Aldo Agosti (B.A., Cornell-) Bronx, N.Y.  
 Robert Chance Algar (B.A., University of the South) Mount Pleasant, S.C.  
 Bond AlmandIII (B.S., Duke) Atlanta, Ga.  
 Richard Dwayne Archuleta (B.A., California, Santa Cruz,) Menlo Park, Calif.  
 George Edward ArquittIII (B.S., Tulsa; DDS, Okla. Dental School)  
 Alix Ashare (B.S., Vanderbilt) Cheston Hill, Mass.  
 Evelyn Louise Baker (B.A., Virginia) Sugar Grove, Va.  
 Julie Anne Bastarache (B.A., Holy Cross) Turners Falls, Mass.  
 Sheela Nancy Bavikatty (B.S., Duke) Akron, Ohio  
 Niranjana Bhat (B.A., Harvard) Huntingdon, Tenn.  
 Helen Rodgers Boehm (B.A., University of the South) Chattanooga, Tenn.  
 Megan Elizabeth Bowles (B.A., Johns Hopkins) Del Mar, Calif.  
 Anne Elizabeth Wilkerson Boyce (B.S., Auburn) Montgomery, Ala.  
 Craig Edward Brener (B.S., Cornell) Hurley, N.Y.  
 Thomas Evans Brittingham (B.S., Tennessee) Nashville, Tenn.  
 Zoe Ann Brown (B.S., Tulsa) Kaukauna, Wis.  
 Andrea Joan Roberts Carlsen (B.S., Bryn Mawr) Nashville, Tenn.  
 Benjamin Nathaniel CarrIII (B.S., Roger Williams) Providence, R.I.  
 Jason Troy Cheney (B.S., Wake Forest) Cumberland, Md.  
 Andrea Lynne Cherrington (B.S., Georgetown) Nashville, Tenn.  
 Jaime Cintado (B.S., Duke) Gainesville, Fla.  
 Travis Matthew Clark (B.S., Stanford) Cape Girardeau, Mo.  
 Dominic Connolly (B.S., Washington) Renton, Wash.  
 Mark Alan Cordes (B.A., Williams) Lutherville, Md.  
 Anthony Louis D'Ambrosio (B.S., North Carolina) Oakland, N.J.  
 Jeffrey Michael Davis (B.S., Northwestern) Nashville, Tenn.  
 Aaron Shawn DeVries (B.S., Calvin College) Grand Rapids, Mich.  
 Peter Reist Eby (B.A., Washington, U of) Seattle, Wash.  
 Robert Charles Eison (B.A., Washington and Lee) Bowling Green, Ky.  
 Gregory Jacob Esper (B.S., Pittsburgh-Main Campus, U of) Pittsburgh, Pa.  
 Michele Lynn Etterbeek (B.S., California, San Diego, U of) Sacramento, Calif.  
 Alope Virmani Finn (B.A., Kenyon College) Chevy Chase, Md.  
 Mark Nathaniel Fluchel (B.A., Miami) Chesterfield, Mo.  
 Jeremy Harmon Freeman (B.S., Richmond) Blacksburg, Va.  
 James Theodore Gaensbauer (B.S., Brown) Denver, Colo.  
 Judd Lawrence Glasser (B.S., California, San Diego) Penn Valley, Calif.  
 Ronald Edward Glenn, Jr. (B.S., Clemson) Greenville, S.C.  
 Rebecca Gould (B.A., Wesleyan) Rochester, N.Y.

Melissa Meghan Greenfield (B.A., Emory) Moorestown, N.J.  
Eric Lee Grogan (B.S., David Lipscomb) Paducah, Ky.  
Ralph James Groves (B.A., Amherst College) Saunderstown, R.I.  
Arun Gupta (B.S., Duke) San Jose, Calif.  
Rajnish Anand Gupta (B.S., Kansas) Lawrence, Kans.  
Jennifer Lynne Halpern (B.A., Princeton) Potomac, Md.  
Mark Fischer Harper (B.S., North Carolina, U of) Durham, N.C.  
Daniel Owen Herzig (B.A., Vanderbilt) Louisville, Ky.  
Kenneth Matthew Heym (B.A., Johns Hopkins) Lynbrook, N.Y.  
Todd Christopher Huber (B.A., Emory) Columbus, Ga.  
Suzanne Marie Humphreys (B.S., California, San Diego) Alexandria, Va.  
Sanford Jong Kim (B.S., U.S. Military Academy) Spartanburg, S.C.  
Lance Jeffrey Klingler (B.A., Middlebury College) Springfield, Ill.  
Yen-Tsun Lai (B.A., Harvard) Brossard, Canada  
James Charles Lavelle IV (B.S., Johns Hopkins) Godfrey, Ill.  
Karen Smoller Leonard (B.A., Wellesley) Berkeley, Calif.  
Sarah Christine Lilly (B.A., Georgetown) Oneonta, N.Y.  
Sauyu Lin (B.S., Tulane) Little Rock, Ark.  
Roger Kenji Long (B.A., California, San Diego) Alamo, Calif.  
Dennis Mark Lyu (B.S., Stanford) Baton Rouge, La.  
Daus Mahnke (B.S., Bowdoin) Burlington, Vt.  
James Moss Mann II (B.A., Georgetown) Columbia, S.C.  
Juli Anne McCay (B.S., Western Kentucky) Bowling Green, Ky.  
Melanie Payne McGraw (B.A., Richmond) Memphis, Tenn.  
Scott Anthony Miller (B.S., U.S. Naval Academy) Cheyenne, Wyo.  
Derek Edd Moore (B.S., Vanderbilt) Tybee Island, Ga.  
Kelly Lynn Moore (B.S., Vanderbilt) Huntsville, Ala.  
Michael James Mugavero (B.S., Notre Dame) Syosset, N.Y.  
Dmitry Paul Nemirovsky (B.S., Duke) Rockville, Md.  
Carolyn Taylor Oates (B.A., Princeton) Ridgefield, Wash.  
Angela Jean Peck (B.A., Augustana) Peterson, Iowa  
Erik Elliott Penner (B.S., Washington) Longview, Wash.  
Hilary Ann Petersen (B.S., Arkansas State) Littleton, Colo.  
Christopher John Petit (B.A., Vanderbilt) Marietta, Ga.  
Elizabeth Kilmer Pfaffenroth (B.A., Bryn Mawr) Chester, N.J.  
Sara Jane Pieper (B.S., Texas A&M, Main Campus) Orange, Texas  
Jason Wayne Pollock (B.S., New Orleans) Winchester, Tenn.  
Eric Colson Potter (B.S., Kentucky) Smiths Grove, Ky.  
Michael Alan Proffitt (B.A., Wittenberg) Louisville, Ky.  
Erika Lynn Rager (B.A., Indiana-Bloomington) Indianapolis, Ind.  
Kevin Michael Reavis (B.A., Virginia) Virginia Beach, Va.  
Jason Booth Robbins (B.S., Vanderbilt) Radford, Va.  
Keita Sakon (B.A., CA-Berkeley) Kawasaki-shi, Japan  
John Stuart Salmon (B.A., Virginia) Alexandria, Va.  
David Lawrence Sanders (B.E., Vanderbilt) Jacksonville, Fla.  
Scott Andrew Scharer (B.S., Duke) Rumson, N.J.  
Joseph Matthew Schneider (B.E., Vanderbilt) Nicholasville, Ky.  
Neil Alan Segal (B.A., Brown) Pittsford, N.Y.  
Nathan Alexander Sewell (B.A., Columbia-Main Div) Nashville, Tenn.  
Rebecca Margaret Shepherd (B.A., Texas-Austin) San Antonio, Texas  
Jeffrey Wayne Shooks (B.A., Albion) DeWitt, Mich.

Faisal Ahmed Siddiqui (B.A., Cornell U Endowed Cols) Lawrenceburg, Ind.  
 Chasidy Dionne Singleton (B.S., Vanderbilt) Houston, Texas  
 Christopher Sheldon Sipe (B.A., Vanderbilt) Lake Forest, Ill.  
 Michele Donna Spring (B.S., Notre Dame) Vestal, N.Y.  
 John Michael Stafford (B.A., Vanderbilt) Fort Wayne, Ind.  
 Glenn Seth Stein (B.A., Johns Hopkins) Nashville, Tenn.  
 Michael Kane Taylor (B.A., Harvard) Philadelphia, Pa.  
 Michael Ryan Thomas (B.S., Troy State-Main Campus) Ozark, Ala.  
 Jon Charles Tilburt (B.A., Yale) Kentwood, Mich.  
 April Athena Truett (B.E., Vanderbilt) Heflin, Ala.  
 Travis Thomas Walters (B.S., Vanderbilt) Vestavia Hills, Ala.  
 Karen Jacqueline Wasilewski (B.S., PA State-Main Campus) Ramsey, N.J.  
 Elizabeth Collens Wick (B.A., Johns Hopkins) New York, N.Y.  
 Ronald Bruce Workman, Jr. (B.S., Rhodes) Decatur, Ala.

### Third Year Class

Kristen Leah Albright (B.S., William and Mary [Col Virginia]) New Canaan, Conn.  
 Michael Abraham Aleman (B.S., Notre Dame) Fairmont City, Ill.  
 Sheela V. Arakali (B.S., B.A.; S.U.N.Y. [Buffalo]) Orchard Park, N.Y.  
 Hossein Ardehali (B.S., Utah) Fremont, Calif.  
 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.  
 Gregory Matthew Buxton (B.S., Arkansas) Pocahontas, Ark.  
 Christopher Scott Calhoun (B.S., United States Naval Academy;  
 B.A., M.A., Oxfordersity) Long Beach, Calif.  
 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, III (B.S., Vanderbilt) Soddy-Daisy, Tenn.  
 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 [Ann Arbor]) Naperville, Ill.  
 Frank Russell Drowota (B.A., Virginia) Nashville, Tenn.  
 Christopher Craig Dvorak (B.S., California [San Diego]) Apple Valley, Minn.  
 Robert John Esther (B.A., Wake Forest) Frontenac, Mo.  
 Ernest Blake Fagan (B.S., Missouri [Columbia]) Joplin, 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.; S.U.N.Y. [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  
Jill Leanne Hurley (B.A., Hamilton) Oneonta, N.Y.  
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 [Columbia]) St. Louis, Mo.  
Robert Christopher Jones (B.S., Tennessee [Knoxville]) Oak Ridge, Tenn.  
Joan Neel Lee (B.M., Vanderbilt) Nashville, Tenn.  
Melanie Ann Leight (B.A., North Carolina [Chapel Hill]) 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.  
Jonathan Toshi Lu (B.S., Brown) Foster City, Calif.  
Esther Ann Maksymovitch (B.S., Hope) Elkhart, Ind.  
Dawn Marie Kotowski Manfroy (B.S., Michigan State) Springboro, Oh.  
Allison Ford Messina (B.A., Vassar) Wallingford, Conn.  
Alexander C. Minella (B.S., Yale) Naples, Fla.  
David Ryan Moore (B.A., North Carolina [Chapel Hill]) Albuquerque, N. Mex.  
James Anthony Sheerin Muldowney 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  
Laura Jane Niedernhofer (B.S., Duke) Elmira, N.Y.  
Kevin Dean Niswender (B.S., Colorado) Windsor, Colo.  
Tamara Janel Nix (B.A., Duke) Stone Mountain, Ga.  
Kristian Roy Olson (B.S., British Columbia) Kamloops, B.C.  
Sylvia Lucia Parra (B.S., Vanderbilt) Lilburn, Ga.  
Sharon Elizabeth Peach (B.S., Florida State) Cape Coral, Fla.  
Daniel Ryan Penn (B.S., M.S.; Emory) Silver Spring, Md.  
Duc Minh Pham (B.A., Dartmouth) Houston, Texas  
William Anderson Preston (B.S., Vanderbilt) Booneville, Miss.  
Erica Kristine Reed (B.A., Princeton) Saratoga Springs, N.Y.  
Thomas Benton Repine (B.A., Colorado [Boulder]) Denver, Colo.  
Kelly Rowden Richardson (B.S., North Carolina [Chapel Hill]) Chattanooga, Tenn.  
Kara Lee Riedinger (B.S., North Carolina [Chapel Hill]) Knoxville, Tenn.  
Steven Carl Robinson (B.S., Case Western Reserve) Hamilton, Ohio  
Michael James Roshon (B.S., Troy State) Bonifay, Fla.  
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.  
Omer Lee Shedd (B.S., Hendrix) Paragould, Ark.  
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.



Nicole Cafazzo Spector (B.S., Scranton) Palm Harbor, Fla.  
 Ravi Srivastava (B.A., S.U.N.Y. [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 [Urbana Champaign]) Champaign, Ill.  
 Justin William Thomas (B.S., Southern Mississippi) Gulfport, Miss.  
 Chandler Fleming Todd (B.A., Princeton) Chatham, N.J.  
 Richard Morris Fleming Todd (B.A., Princeton) Greenwich, Conn.  
 William Louis Tonidandel (B.S., Connecticut, D.M.D., Harvard Dental School)  
 Hartford, Conn.  
 Troy Robert Torgerson (B.S., Utah) Price, Utah  
 Gale Timothy Tuper, Jr. (B.A., Johns Hopkins) Moira, N.Y.  
 Richard Tyson (B.A., Johns Hopkins) Saint Augustine, Fla.  
 Joseph William VanDerveer 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.  
 Vaew Jon Wongsurawat (B.A., Williams) St. Louis, Mo.  
 Aubrey Teresa Wright (B.A., Smith) Shingle Springs, Calif.

#### Fourth Year Class

Gail Lynn Addestone (B.A., Pennsylvania) Nashville, Tenn.  
 Joseph Valentino Agostini, Jr. (B.S., Yale) Stafford Springs, Conn.  
 Megan Carmichael Alford (B.A., Mississippi) Gulf Breeze, Fla.  
 Anne-Marie Elizabeth Amies (B.S., California, Los Angeles) Saint Louis, Mo.  
 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, NJ  
 Michelle Terry Bass (B.S., Emory) Glencoe, Ill.  
 Michael Lee Bobo (B.S., Tennessee [Martin], D.D.S., Tennessee [Memphis]) Columbia, Tenn  
 Karen Ross Demers Bonar (B.A., Princeton) Jacksonville, Fla.  
 Neeraja Boyapati (B.S., Duke) Jackson, Tenn.  
 Richard Kirven Brantley, Jr. (B.S., Duke, Ph.D., Cornell) Wilmington, DE  
 Reuben Allen Bueno, Jr. (B.A., Yale) Nashville, Tenn.  
 Michael James Burry (B.A., California, Los Angeles) San Jose, Calif.  
 Margaret Frances Cabell (B.S., M.A., William and Mary) Bluemont, Vir.  
 Susan Leigh Chang (B.A., Princeton) Nashville, Tenn.  
 Clifford Suhyun Cho (B.S., Brown) Dix Hills, N.Y.  
 Katherine Lewis Clarke (B.A., Vanderbilt) Springfield, Mo.  
 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.

- Ian Crozier (B.A., Transylvania) Clarion, Iowa  
Brian Marshall Curtis (B.A., Rhodes) Fort Smith, Ark.  
Michelle Jennifer Curtis (B.S., California, Los Angeles) Elk Grove, Calif.  
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. Panama  
Joel Dworkin (B.S., M.S.; McGill) Montreal, Canada  
David Anthony Feiock (B.A., Stanford) Prairie Village, Ks.  
Mark Douglas Fox (B.A., Georgetown; M.A., Oxford) Tulsa, Okla.  
John Paul Freeman (B.A., D.D.S., Oklahoma) Pforzheim, West Germany  
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.  
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 HowardII (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.  
Alexy Jan Kochowicz (B.A., California, Berkeley) Walnut Creek, Calif.  
Bryan Dayfield Kokx (B.S., Michigan; M.S. Minnesota) Minnetonka, Minn.  
Michael Adam Kremer (B.S., Vanderbilt) Chebanse, Ill.  
Christina Lynn MacMurdo (B.A., Stanford) Aiken, S.C.  
Pierre Paul Manfroy (B.S., Michigan State.) 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 MilamIV (B.S., Furman) Chapin, S.C.  
Elisabeth Fowlie Mock (B.S., Emory) North Lovell, Maine  
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, Cali  
Martin I. Newman (B.S., City University of New York) New York, N.Y.  
Tom Thanh Nguyen (B.S., Washington) Lynnwood, Wash.  
Karen Angela Ortiz (B.S., New Mexico) Albuquerque, N.Mex.  
Sara Jane Fletcher Patterson (B.S., Calvin) Kalamazoo, Mich.  
Susan Jean Pearce (B.S., Dartmouth) Bloomfield Hill, Mich.  
Josh Favrot Peterson (B.S., Stanford) Ranch Santa Fe, Calif.  
William Jeffrey Rutledge (B.S., North Carolina) Chapel Hill, N.C.  
Margaret B. Pendergrass Sanders (B.A., Boston; M.A., Vanderbilt) Boston, Mass.  
Anne Frances Sarbinowski (B.S., Cornell) Nokomis, Fla.

- Douglas James Scothorn (B.A., Vanderbilt) Knoxville, Tenn.  
Annette Elaine Sessions (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 [Baton Rouge]) Baton Rouge, La.  
James Collier Sloan (B.S., Washington) Portland, Oreg.  
Elizabeth Joy Small (B.A., Bowdoin) Winchester, Mass.  
Shane Robert Smith (B.S., Arkansas) Jonesboro, Ark.  
Julie Elizabeth Snell (B.S., Duke) Rockville, Md.  
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, Hawaii  
Michael Craig Thigpen (B.S., Tennessee) Gallatin, Tenn.  
Gurpreet Kaur Thind (B.A., Princeton) Louisville, Ky.  
Thomas Hien Dieu Tran (B.S., Tulane) Madison, Ala.  
Elizabeth Christine Tyler-Kabara (B.S., Duke) Washington, D.C.  
Daniel Dmitry Viner (B.A., Wesleyan) Fairfield, Conn.  
Konstantin Walmsley (B.A., Pennsylvania) New York, N.Y.  
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; M.S., Stanford) Venice, Calif.

**Medical Scientist Training Program (MD/Ph.D.) 1997/1998**

DEREK ABBOTT, Cell Biology  
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  
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  
DAVID PRIDE, TBA  
BRENT REXER, Biochemistry  
STEVEN RODGERS, Microbiology & Immunology  
MICHAEL ROSHON, Microbiology & Immunology  
AMY SHAW, TBA  
SHIVRAJ SOHUR, Microbiology & Immunology  
TROY TORGERSON, Microbiology & Immunology  
ANDREA UTZ, Pharmacology  
CHRISTOPHER WILLIAMS, Cell Biology  
DOUG WILLIAMSON, Microbiology & Immunology  
MATTHEW WILSON, Pharmacology

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## Fellows

- ABBAS, AMIRA, Cardiology,  
AGARWAL, ANITA, Ophthalmology and Visual Sciences  
AGIRBASLI, MEHMET ALI, Cardiology  
AHMED, MUHAMMAD, Hematology/Oncology  
ARAR, MOHAMAD G., Neurology  
ARONICA, MARK A., Allergy, Pulmonary and Critical Care  
ARROWSMITH, EDWARD RIKER, Oncology
- BADR, AHMED E., Anesthesiology  
BARDALES, RICHARD M., Cardiology  
BARWISE, JOHN ALLEN, Anesthesiology  
BEACHAM-EADES, ELEANOR M., Neonatology  
BOYCE, THOMAS, Pediatrics Infectious Diseases  
BRANCA, PAUL R., Allergy, Pulmonary and Critical Care  
BROUILLETTE, JOHN R., Nephrology  
BRUMBLE, LISA MARIE, Infectious Diseases  
BUTLER, JAVED, Cardiology  
BYRNE, BOBBI JOANN, Neonatology
- CAHANA, ALEX, Pain Control  
CARPENTER, CHACE T., Allergy, Pulmonary and Critical Care  
CARPENTER, KENNETH J., Gastroenterology  
CHINRATANALAB, WICHAI, Hematology/Oncology  
CHIU, MICHELLE KAREN, Neonatology  
CLOUGH, LISA A., Infectious Diseases  
COFFEE, KEITH, Allergy, Pulmonary and Critical Care  
COLEMAN, MICHAEL D., Nephrology  
COPPESS, MARK ALAN, Cardiology  
CORNELL, RICHARD SCOTT, Nephrology  
CRUZ-GERVIS, ROBERTO A., Allergy, Pulmonary and Critical Care
- DANG, THAO P., Oncology  
DEES, ELLEN, Pediatric Cardiology  
DELBOY, NANCY J., Anesthesiology  
DOWELL, JONATHAN E., Oncology  
DRAKE, WILLIAM BAKER, Pediatric Cardiology  
DURRANI, MEHMOOD A., Anesthesiology
- EVANSON, JAMES A., Nephrology
- FELGAR, RAYMOND E., Hematopathology  
FORTNER, SALLY A., Anesthesiology  
FOTIADIS, CHRIS N., Nephrology  
FRIAS, PATRICIO A., Pediatric Cardiology
- GREEN, WILLIAM K., Infectious Diseases  
GRITTER, NANCY J., Nephrology  
GUERRA, RICARDO, Cardiology  
HAMID, RIZWAN, Medical Genetics

- HANTSCH, CHRISTINA E., Internal Medicine  
HARTERT, TINA V., Allergy, Pulmonary and Critical Care  
HENEIN, VIOLETTE, Rheumatology  
HOOVER, ROBERT, Steven, Nephrology
- JUSTICE, JOHN MICHAEL, Cardiology
- KAISER, GREG C., Pediatric Gastroenterology  
KANDIL, HOSSAM M., Gastroenterology  
KARADSHEH, MICHAEL, Pediatric Critical Care  
KAWATRA, NEELAM, Nephrology  
KLEKAMP, JESSICA G., Pediatric Critical Care  
KOVACH, MARK W., Cardiology  
KUBBA, SAMIR VED, Hematology/Oncology  
KURAYA-ZIYADEH, JOE M., Cardiology
- LAKEY, DAVID, Pediatrics/Infectious Diseases  
LANCASTER, LISA HOOD, Allergy, Pulmonary and Critical Care  
LEONE, WILLIAM HARRY, Anesthesiology  
LIN, YEONG-LIANG, Internal Medicine  
LOMIS, MICHAEL TSOLOMITIS, Pathology
- MAHMOOD, SADEEM, Cardiology  
MANGIALARDI, ROBERT J., Allergy, Pulmonary and Critical Care  
MANGIALARDI, WENDY JONES, Infectious Diseases  
MARTIN, GREGORY SCOTT, Allergy, Pulmonary and Critical Care  
MAZUR, ALEXANDER, Cardiology  
MESSENGER, MARK, Hematology/Oncology  
MEYEROWITZ, COLIN BARRY, Vascular/Interventional Radiology  
MILSTONE, AARON PAUL, Allergy, Pulmonary and Critical Care  
MORONELL, MARK W., Cardiology  
MOSES, HAROLD, Neurology
- NELSON, AMY RUTH, Oncology  
NEYRA, ROXANA, Nephrology  
NIAZ, FAIZ EHSAN, Neurophysiology  
NICHOLSON, BRENDA P., Oncology  
NOSHIRWANI, KAIRASP CAWAS, Gastroenterology
- PADARIA, RAFAT FAKHRUDDIN, Cardiology  
PADDER, FEROZ A., Cardiology  
PARK, DON J., Oncology  
PEEBLES, R. STOKES, Allergy, Pulmonary and Critical Care  
PORISCH, MARY E., Pediatric Cardiology
- QUESADA, EDUARDO WILLIAM, Pain Control
- REHMAN, SAIF UR, Nephrology  
RHINEHART, RODNEY GLENN, Cardiology  
RIECK, RICHARD WILLIAM, Neuroradiology  
RIZVI, MOHAMMAD ALI DANISH, Cardiology

SAMAHA, ANTOINE L., Nephrology  
 SECHOPOULOS, PANOS, Gastroenterology  
 SHARKEY, KEVIN CRONIN, Cardiology  
 SHERMER, MARK, Nephrology  
 SHIHABUDDIN, BASHIR S., Neurology  
 SIMPSON, PATRICK, Joseph, Cardiology  
 SINGH, IQBAL, Cardiology  
 SLIZ, NICHOLAS B., Pediatric Cardiology  
 SRIPRACHITTICHAJ, PIN, Pain Control  
 STANDAERT, STEVEN M., Infectious Diseases  
 STARMER, JOHN MALOTTE, Biomedical Informatics  
 STEPTEAU, TORRENCE J., Pain Control  
 STIPANOV, MICHAEL, Oncology  
 STOCK, KENT J., Infectious Diseases  
 STUTTS, JOHN THOMAS, Pediatric Gastroenterology  
 SWIDRYK, JOHN P., Radiology  
 SZOSTAK, PETER J., Neurology

TANNER, WILLIAM G., Gastroenterology  
 TAYLOR, MARY, Pediatric Cardiology  
 TOWNES, JOHN M., Infectious Diseases

VELDKAMP, PETER J., Infectious Diseases  
 VERZOLA, EDUARDO Gastroenterology

WALLS, MICHAEL J., Nephrology  
 WELLS, MARION, T. Cardiology

## Class of 1997 Residency Assignments

Gail Lynn Addlestone	Nashville, Tenn.
Johns Hopkins Hospital, Baltimore, Md. (Pediatrics)	
Joseph Valentino Agostini, Jr.	Stafford Springs, Conn.
Yale-New Haven Hospital, Conn. (Medicine)	
Megan Carmichael Alford	Gulf Breeze, Fla.
University of Florida/Shands Hospital, Gainesville (Pediatrics)	
Anne-Marie Elizabeth Amies	Saint Louis, Mo.
University of Washington Affiliated Hospitals, Seattle (Obstetrics/Gynecology)	
Deborah Joy Andresen	Apple Valley, Minn.
Emory University School of Medicine, Atlanta, Ga. (Pediatrics)	
Pablo Arango	Palm Beach Gardens, Fla.
University of Virginia Medical Center, Charlottesville (Surgery, Otolaryngology)	
Stephen Hugh Bailey	Short Hills, N.J.
University of Utah Affiliated Hospitals, Salt Lake City (Surgery)	
Michael Lee Bobo	Mount Pleasant, Tenn.
Vanderbilt University Affiliated Hospitals (Surgery, Oral/Maxillofacial)	
Karen Ross Demers Bonar	Jacksonville, Fla.
University of Florida, Jacksonville (Obstetrics/Gynecology)	
Neeraja Boyapati	Jackson, Tenn.
Duke University Medical Center, Durham, N.C. (Medicine)	
Richard Kirven Brantley, Jr.	Wilmington, Del.
University of Virginia Medical Center, Charlottesville (Medicine)	
Reuben Allen Bueno, Jr.	Nashville, Tenn.
Southern Illinois University School of Medicine & Affiliated Hospitals, Springfield (Plastic Surgery)	
Michael James Burry	San Jose, Calif.
University of Tennessee College of Medicine, Memphis (Medicine)	
Margaret Frances Cabell	Boyce Va.
Medical University of South Carolina, Charleston (Pediatrics)	
Susan Leigh Chang	Nashville, Tenn.
Stanford Health Services, Calif. (Medicine)	
Clifford Suhyun Cho	Dix Hills, N.Y.
University of Wisconsin Hospitals & Clinics, Madison (Surgery)	
Katherine Lewis Clarke	Springfield, Mo.
Vanderbilt University Affiliated Hospitals (Obstetrics/Gynecology)	
Joan Margaret Collier	Murfreesboro, Tenn.
McGaw Medical Center of Northwestern University, Chicago, Ill. (Emergency Medicine)	
Jo Ann Cook	Brentwood, Tenn.
Vanderbilt University Affiliated Hospitals (Pediatrics)	
Karen Ann Cooper	Jenison, Mich.
University of Wisconsin Hospitals & Clinics, Madison (Surgery, Otolaryngology)	
John William Cronin	Albuquerque, N.Mex.
Duke University Medical Center, Durham, N.C. (Medicine)	
Marya Lee Cross	Louisville, Ky.
Vanderbilt University Affiliated Hospitals (Pediatrics)	
Ian Crozier	Clarion, Iowa
Vanderbilt University Affiliated Hospitals (Medicine)	



- Brian Marshall Curtis Fort Smith, Ark.  
University of Missouri, Kansas City (Medicine)
- Michelle Jennifer Curtis Elk Grove, Calif.  
University of Missouri, Kansas City (Obstetrics/Gynecology)
- Darren Andrew DeWalt Bakersfield, Calif.  
University of North Carolina Hospital, Chapel Hill (Medicine/Pediatrics)
- Cynthia Denise Downard Louisville, Ky.  
Oregon Health Sciences University, Portland (Surgery)
- Laura Ann Drohan El Dorado, Panama  
Stanford Health Services, Calif. (Pediatrics)
- Joel Dworkin Montreal, Canada  
Barnes-Jewish Hospital, Saint Louis, Mo. (Medicine)
- David Anthony Feiock Lake Quivira, Kans.  
Saint Mary's Medical Center, San Francisco, Calif. (Medicine-PGY 1)  
Brigham & Women's Hospital, Boston, Mass. (Radiology, Diagnostic)
- Mark Douglas Fox Tulsa, Okla.  
University of Rochester/Strong Memorial Hospital, N.Y. (Medicine/Pediatrics)
- John Paul Freeman Omaha, Nebr.  
Vanderbilt University Affiliated Hospitals (Surgery, Oral/Maxillofacial)
- Michelle Terry Bass Goldin Glencoe, Ill.  
Rush-Presbyterian-Saint Luke's Medical Center, Chicago, Ill. (Obstetrics/Gynecology)
- Mary Joan Gootjes Grand Rapids, Mich.  
Butterworth Hospital, Grand Rapids, Mich. (Obstetrics/Gynecology)
- Jed Abraham Gorden Bethesda, Md.  
University of Washington Affiliated Hospitals, Seattle (Medicine)
- David Stuart Gordon Cherry Hill, N.J.  
University of Washington Affiliated Hospitals, Seattle (Surgery, Neurosurgery)
- Veronica Gabrielle Lawson Gunn Nashville, Tenn.  
Johns Hopkins Hospital, Baltimore, Md. (Pediatrics)
- Jay Scot Harms Lexington, Ill.  
University of Illinois/Methodist Medical Center, Peoria (Family Practice)
- Alden Kirkpatrick Haun Knoxville, Tenn.  
Presbyterian/Saint Luke's Medical Center, Denver, Colo. (Transitional-PGY 1)  
Vanderbilt University Affiliated Hospitals (Ophthalmology)
- Leslie Dawn Herman Soddy-Daisy, Tenn.  
Vanderbilt University Affiliated Hospitals (Medicine)
- Keri Rae Herskind Otis, Colo.  
Jones Institute (Eastern Virginia Medical School) Norfolk (Clinical Research)
- Mary deRaimes Hinckley Nashville, Tenn.  
Stanford Health Services, Calif. (Obstetrics/Gynecology)
- Richard Hsinshin Ho Americus, Ga.  
Vanderbilt University Affiliated Hospitals (Pediatrics)
- Jane Jungeon Hong Clarksville, Tenn.  
Johns Hopkins Hospital, Baltimore, Md. (Medicine)
- Carol Jean Kikkawa Hook Santa Ana, Calif.  
University of Virginia Medical Center, Charlottesville (Pediatrics)
- Matthew Alan Hook Kinnelon, N.J.  
University of Virginia Medical Center, Charlottesville (Medicine)
- John Lawrence Howard II Goddard, Kans.  
University of Rochester, N.Y. (Surgery, Otolaryngology)

Walter Grear Hurt	Atlanta, Ga.
Vanderbilt University Affiliated Hospitals (Orthopaedic Surgery)	
Kristina Kimiko Ishihara	Carmichael, Calif.
University of California, Los Angeles Medical Center (Medicine)	
Elizabeth Ellen Kau	Mount Pleasant, S.C.
University of Virginia Medical Center, Charlottesville (Medicine)	
Matthew Brian Kaufman	Delaware, Ohio
University of Virginia Medical Center, Charlottesville (Medicine-PGY 1)	
Baylor College of Medicine, Houston, Texas (Ophthalmology)	
Terry Robert Ketch	Clarksville, Tenn.
United States Air Force	
Alexy Jan Kochowiec	Walnut Creek, Calif.
Women & Infants Hospital, Providence, R.I. (Obstetrics/Gynecology)	
Bryan Dayfield Kokx	Cincinnati, Ohio
University of Iowa Hospitals & Clinics, Iowa City (Medicine)	
Michael Adam Kremer	Chebanse, Ill.
Vanderbilt University Affiliated Hospitals (Surgery, Neurosurgery)	
Christina Lynn Mac Murdo	Southport, N.C.
University of Utah Affiliated Hospitals, Salt Lake City (Medicine)	
Pierre Paul Manfroy	Kingsport, Tenn.
University of Cincinnati Hospital, Ohio (Pediatrics)	
Jennifer Anne McCoy	Brentwood, Tenn.
Long Island Jewish Medical Center, New Hyde Park, N.Y. (Obstetrics/Gynecology)	
Heidi Lee Mainz	Naperville, Ill.
Women & Infants Hospital, Providence, R.I. (Obstetrics/Gynecology)	
Thomas Michael Meyer	Kansas City, Mo.
University of Texas Southwestern Medical School, Dallas (Medicine)	
Robert Alden Milam IV	Chapin, S.C.
Hospital of the University of Pennsylvania, Philadelphia (Orthopaedic Surgery)	
Elisabeth Fowlie Mock	North Lovell, Maine
Carolinas Medical Center, Charlotte, N.C. (Family Practice)	
Craig Howard Morris	Sacramento, Calif.
University of Michigan Hospitals, Ann Arbor (Emergency Medicine)	
David Arthur Myers	Plattsmouth, Nebr.
Saint Joseph Mercy Medical Center, Ann Arbor, Mich. (Medicine/Pediatrics)	
Frank Carl Nastanski	Rancho Palos Verdes, Calif.
University of California, Irvine Medical Center (Surgery)	
Martin I. Newman	New York, N.Y.
Jackson Memorial Hospital, Miami, Fla. (Surgery)	
Tom Thanh Nguyen	Lynnwood, Wash.
University of Washington Affiliated Hospitals, Seattle (Medicine)	
Karen Angela Ortiz	Albuquerque, N.Mex.
University of Utah Affiliated Hospitals, Salt Lake City (Pediatrics)	
Sara Jane Fletcher Patterson	Kalamazoo, Mich.
Vanderbilt University Affiliated Hospitals (Pediatrics)	
Susan Jean Pearce	Bloomfield Hills, Mich.
Rush-Presbyterian-Saint Luke's Medical Center, Chicago, Ill. (Medicine)	
Josh Favrot Peterson	Rancho Santa Fe, Calif.
Duke University Medical Center, Durham, N.C. (Medicine)	
William Jeffrey Rutledge	Centreville, Va.
Vanderbilt University Affiliated Hospitals (Pediatrics)	

- Margaret Bradford Pendergrass Sanders  
Vanderbilt University Affiliated Hospitals (Medicine) Haverford, Pa.
- Anne Frances Sarbinowski  
University of Rochester/Strong Memorial Hospital, N.Y. (Pediatrics) Nokomis, Fla.
- Douglas James Scothorn  
University of Texas Southwestern Medical School, Dallas (Pediatrics) Knoxville, Tenn.
- Annette Elaine Sessions  
University of Rochester/Strong Memorial Hospital, N.Y. (Surgery, Urology) Atlanta, Ga.
- Brian Francis Shay  
University of California, San Diego Medical Center (Surgery, Urology) Palmyra, Pa.
- Kent Conheng Shih  
Vanderbilt University Affiliated Hospitals (Medicine) Baton Rouge, La.
- James Collier Sloan  
Indiana University Medical Center, Indianapolis (Surgery, Urology) Portland, Oreg.
- Elizabeth Joy Small  
Baystate Medical Center, Springfield, Mass. (Obstetrics/Gynecology) Winchester, Mass.
- Shane Robert Smith  
The Mount Sinai Hospital, New York, N.Y. (Surgery, Otolaryngology) Jonesboro, Ark.
- Julie Elizabeth Snell  
Johns Hopkins Hospital, Baltimore, Md. (Pediatrics) Rockville, Md.
- Christopher John Sonnenday  
Johns Hopkins Hospital, Baltimore, Md. (Surgery) McLean, Va.
- Stephen Fulvio Stanziale  
The New York Hospital, N.Y. (Surgery) Colts Neck, N.J.
- Phillip Craig Stites  
University of Tennessee/Baptist Hospital, Nashville (Medicine-PGY 1)  
Vanderbilt University Affiliated Hospitals (Dermatology) Sallisaw, Okla.
- Tory Patrick Sullivan  
Mount Sinai Medical Center, Miami, Fla. (Medicine-PGY 1)  
Jackson Memorial Hospital, Miami, Fla. (Dermatology) Albuquerque, N.Mex.
- Kathryn Ai-Ling Teng  
Vanderbilt University Affiliated Hospitals (Obstetrics/Gynecology) Nashville, Tenn.
- Michael Craig Thigpen  
University of Colorado School of Medicine, Denver (Medicine) Gallatin, Tenn.
- Gurpreet Kaur Thind  
University of Cincinnati Hospital, Ohio (Pediatrics) Louisville, Ky.
- Thomas Hien Dieu Tran  
University of Texas Southwestern Medical School, Dallas (Pediatrics) Madison, Ala.
- Elizabeth Christine Tyler-Kabara  
University Health Center of Pittsburgh, Pa. (Surgery, Neurosurgery) McLean, Va.
- Daniel Dimitry Viner  
Case Western Reserve University, Cleveland, Ohio (Surgery, Otolaryngology) Fairfield, Conn.
- Konstantin Walmsley  
The New York Hospital, N.Y. (Surgery-PGY 1)  
Cornell Cooperating Hospitals, New York, N.Y. (Urology) New York, N.Y.
- Jule Johnson West  
Vanderbilt University Affiliated Hospitals (Medicine) Nashville, Tenn.
- David Selwin Woo  
Vanderbilt University Affiliated Hospitals (Surgery) Tucker, Ga.

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Edward Wrenn Wooten	Little Rock, Ark.
Vanderbilt University Affiliated Hospitals (Medicine-PGY 1)	
Barnes-Jewish Hospital, Saint Louis, Mo. (Radiology, Diagnostic)	
Jeffrey Glen Wright	Poplar Bluff, Mo.
Vanderbilt University Affiliated Hospitals (Medicine)	
Carolynn Marie Young	Carmel, Ind.
Eastern Virginia Medical School, Norfolk (Obstetrics/Gynecology)	
Patrick Earl Young	Arlington, Texas
Portsmouth Naval Hospital, Va. (Medicine)	
Joseph Dominic Zollo	Syracuse, N.Y.
Albany Medical Center Hospital, N.Y. (Surgery)	

SCHOOL FOR NURSING

1925



# School of Nursing

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Vanderbilt University  
School of Nursing

vneworth

# 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  
CATHY AKINS REAS, M.S., Director of Finance and Administration  
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  
SALLIE WAMSLEY, Registrar

## Center for Nursing Research

NANCY WELLS, D.N.Sc., R.N., Assistant 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  
CAROLYN J. BESS, D.S.N., R.N., Assistant Director; Joint Center for Nursing Research

## Faculty Council

(New members to be appointed by September 1997)

ELAINE MCINTOSH, CHAIR  
CAROLYN J. BESS  
CHARLOTTE M. COVINGTON  
KATHLEEN A. DWYER  
BARBARA FOX GRIMES  
JOAN E. KING  
JANE S. PIERCE  
CAROLINE POST-CONE  
JUDY TAYLOR SWEENEY  
KENNETH A. WALLSTON



## Standing Committees (New members to be appointed in September 1997)

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

### Curriculum

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

Carolyn J. Bess, Chair. Royanne A. Moore, Chair-Elect. Elizabeth P. Brooking, Leanne C. Busby, Melanie Lutenbacher, Judy Marciel, Mary Albrecht Nies

### Nominating

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

Mary Fern Richie, Chair. Jerilyn B. Brown, Leanne C. Busby, Jane B. Daddario, Joan E. King

### School Life

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.

Jane S. Pierce, Chair. Susan Adams, Chair-Elect. Patricia Espy-Berl, Jana Lauderdale, Leslie Welch

### Student Admissions and Academic Affairs

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

Joan E. King, Chair. Barbara Petersen, Chair-Elect. Thomas H. Cook, Charlotte M. Covington, Kathleen A. Dwyer, Barbara Johnson,

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## 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.

Joyce K. Laben, Chair. Barbara Fox Grimes, Gail L. Ingersoll, Lynda L. LaMontagne, Larry E. Lancaster, Kenneth A. Wallston

# Nursing Education at Vanderbilt

**V**ANDERBILT 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 nurse midwives, nurse practitioners, and nurse managers 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:

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### Transitional Objectives

On completion of the first year, students will be able to:

1. Synthesize knowledge from nursing, the humanities, and the biological and social sciences into the practice of professional nursing.
2. Demonstrate skills in critical thinking, decision making, information management, and use of the nursing process with individuals, families, and groups experiencing complex health problems.
3. Evaluate usefulness of and apply research findings to professional nursing practice.
4. Teach and counsel individuals, families, communities, and other groups about health, illness, and health-seeking behaviors.
5. Provide health care to culturally diverse populations in a variety of environments, both independently and in collaboration with other health care team members.
6. Demonstrate leadership qualities in addressing professional nursing and health issues.
7. Demonstrate accountability for decisions about nursing practice.
8. Demonstrate awareness of the historical and current aspects of economic, political, legal, and ethical issues related to health care in society.
9. Demonstrate awareness of nursing roles within the health care system.





# 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
237	Drug Therapy	<u>2</u>
		<b>17</b>
SPRING SEMESTER		
204	Introduction to Advanced Practice: Roles in Professional Nursing	2
230	Health Promotion during the Childbearing Experience	4
240	Health Promotion of the Child	4
250	Psychiatric and Mental Health Nursing	<u>4</u>
		<b>14</b>

## SUMMER SEMESTER

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

◆ Transfer credit accepted.

## Sample Bridge Curriculum for Registered Nurse Students

FALL SEMESTER HOURS

<b>200</b> ◆	Basic Nursing Skills (automatic credit) [3]	
<b>202a</b>	Transition to Professional Practice I	3
<b>203</b> •	Health Assessment	2
<b>220</b> †	Health Promotion of the Adult I (or elective)	3
<b>231</b> •◆	Introduction to Nutritional Health	2
<b>237</b> •	Drug Therapy	2
<b>260</b>	Community Health Nursing	<u>4</u>
		<b>16</b>

## SPRING SEMESTER

<b>202b</b>	Transition to Professional Practice II	3
<b>204</b>	Introduction to Advanced Practice: Roles in Professional Nursing	2
<b>230</b> †	Health Promotion during the Childbearing Experience (or elective)	3
<b>240</b> †	Health Promotion of the Child (or elective)	3
	Elective	<u>3</u>
		<b>14</b>

## SUMMER SEMESTER

<b>250</b> •	Psychiatric and Mental Health Nursing (or elective)	4
<b>254</b>	Law, Ethics, and Politics in Nursing	3
<b>270a</b> †	Health Promotion of the Adult II (or elective)	3
<b>286</b>	Introduction to Nursing Leadership and Management	<u>3</u>
		<b>13</b>

• 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
<b>200 ♦</b>				
<b>202ab</b>	Transition to Professional Practice I and II	3	3	—
<b>203•</b>	Health Assessment	2	—	—
<b>220†</b>	Health Promotion of the Adult I (or elective)	—	3	—
<b>237•</b>	Drug Therapy	2	—	—
<b>240†</b>	Health Promotion of the Child (or elective)	3	—	—
<b>250•</b>	Psychiatric and Mental Health Nursing (or elective)	—	—	4
<b>270a†</b>	Health Promotion of the Adult II (or elective)	—	—	3
		<b>9</b>	<b>6</b>	<b>7</b>

YEAR TWO		Fall	Spring	Summer
<b>204</b>	Introduction to Advanced Practice: Roles in Professional Nursing	—	2	—
<b>230†</b>	Health Promotion during the Childbearing Experience (or elective)	—	3	—
<b>231•♦</b>	Introduction to Nutritional Health	2	—	—
<b>254</b>	Law, Ethics, and Politics in Nursing	—	—	3
<b>260</b>	Community Health Nursing	4	—	—
	Elective	—	3	—
<b>286</b>	Introduction to Nursing Leadership and Management	—	—	3
		<b>6</b>	<b>8</b>	<b>6</b>

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

♦ Transfer credit accepted.

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

*Sample Bridge Curriculum for Registered Nurse Students—Three Year Program*

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

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	—	—	3
	Elective	<u>3</u>	<u>—</u>	<u>—</u>
		<b>5</b>	<b>6</b>	<b>6</b>

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	4	—	—
	Graduate course	<u>—</u>	<u>3</u>	<u>6</u>
		<b>7</b>	<b>5</b>	<b>6</b>

• 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	<u>—</u>	<u>—</u>	<u>3</u>
		<b>11</b>	<b>6</b>	<b>7</b>

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	<u>—</u>	<u>—</u>	<u>3</u>
		<b>6</b>	<b>8</b>	<b>8</b>

♦ Transfer credit accepted.

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

## Specialist Nursing Curriculum Overview

### Research/Theory Courses (9 semester hours)

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

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

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

### Specialty Courses (21 semester hours minimum)

This portion of the master's program consists of didactic and practicum courses in a selected specialty. The didactic courses cover advanced nursing content; the practicum courses place the student in the advanced practice role of nurse midwife, nurse practitioner, or nurse manager. 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

3  
3  
3  
9

### Elective Courses

1-9

## Specialty Courses

### *Acute Care Adult Nurse Practitioner*

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

### *Pediatric Nurse Practitioner Program*

<b>304c</b>	Advanced Neonatal, Infant, Pediatric Assessment, and Clinical Applications	3
<b>305</b>	Theoretical Foundations of Family Nursing	2
<b>306</b>	Physiologic Foundations of Nursing	3
<b>307b</b>	Neonatal and Pediatric Pharmacotherapy	3
<b>311</b>	Theoretical Foundations of Child Development	2
<b>312</b>	Care of the Child with Special Needs: Theoretical and Research Foundations	3
<b>313</b>	Advanced Topics in Pathophysiology and Management of children	4
<b>314</b>	Practicum in Advanced Pediatric Nursing	2
<b>315</b>	Advanced Pediatric Primary Care Preceptorship	4
<b>360</b>	Theoretical Foundations of Pediatric Primary Care	2
<b>362</b>	Practicum in Primary Health Care of the Child	2
		<b>30</b>

### *Women's Health Nurse Practitioner*

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

*Nurse-Midwifery\**

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

\* Note: 4 semester program of study

*Family Nurse Practitioner*

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

*Gerontological Nurse Practitioner*

<b>304a</b>	Advanced Health Assessment across the Lifespan	2
<b>304b</b>	Advanced Health Assessment Applications	1
<b>306</b>	Physiologic Foundations of Nursing	3
<b>307</b>	Clinical Pharmacology for Primary Care	3
<b>320</b>	Theoretical Foundations in Health Care Management of the Aged	3
<b>321</b>	Psychosocial Aspects of Aging	2
<b>322</b>	Practicum in Aged Health Care I	2
<b>323</b>	Practicum in Aged Health Care II	3
<b>324</b>	Gerontological Nurse Practitioner Preceptorship	4
<b>361</b>	Theoretical Foundations in Adult Primary Care Nursing	<u>4</u>
		<b>27</b>

*Neonatal/Infancy Nursing*

<b>304c</b>	Advanced Neonatal/Infancy/Pediatric Health Assessment	3
<b>310</b>	Developmental Physiology	3
<b>316</b>	Theoretical Foundations of Neonatal/Infancy Nursing I	2
<b>317a</b>	Theoretical Foundations of Neonatal Critical Care Nursing	4
<b>317b</b>	Theoretical Foundations of Neonatal/Infancy Nursing II	2
<b>318b</b>	Neonatal/Infancy Practicum	5
<b>319</b>	Neonatal/Infancy Preceptorship	5
<b>325</b>	Well Infant Care Seminar	<u>1</u>
		<b>25</b>

*Psychiatric Mental Health Nurse Practitioner\**

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

\*Note: BHNP students do not take N308

*Health Systems Management*

380	Epidemiology	3
381	Nursing Informatics	3
382	Health 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	Strategic Management for Health Care Enterprises	<u>3</u>
		<b>25</b>



*Occupational Health/Adult Nurse Practitioner*

<b>304a</b>	Advanced Health Assessment across the Lifespan	2
<b>304b</b>	Advanced Health Assessment Applications	1
<b>306</b>	Physiologic Foundations of Nursing	3
<b>307</b>	Pharmacology for Primary Care	3
<b>361</b>	Theoretical Foundations of Adult Primary Care	4
<b>363</b>	Practicum in Primary Care of the Adult	3
<b>368</b>	Theoretical Foundations of Occupational Health I	2
<b>369a</b>	Practicum in Occupational Health I	2
<b>369b</b>	Preceptorship in Occupational Health	5
<b>374</b>	Theoretical Foundations of Occupational Health II	2
<b>380</b>	Epidemiology	<u>3</u>
		<b>30</b>



# The M.S.N. Degree

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

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

In addition to educating students, the M.S.N. program provides other benefits. Faculty members are engaged in the investigation of nursing practice and theory, innovative nursing care, and participation in national, state, and local activities related to nursing and health care delivery. Thus, they serve as role models for students, the profession, and the public. The program constitutes an arena for excellence in nursing practice and research, as well as a forum for discussion and analysis of issues that affect health care, consumers, the nursing profession, and society.

## Advanced Practice

### **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.

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### **Pediatric Nurse Practitioner Course Overview**

The Pediatric Nurse Practitioner specialty is designed to prepare advanced practice nurses who provide primary care to children. A unique feature of Vanderbilt's program is the special emphasis on caring for children with special needs and on the related concerns of their families.

The program of study provides a broad theoretical and research foundation in advanced concepts of parent, child, and adolescent nursing. Clinical experiences occur across a variety of settings and focus on providing primary care to all children, with particular emphasis on those with special needs.

### **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.

### **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.

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### **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. There are two tracks within this specialty, the Well and Pre-Term Neonatal Nurse Practitioner Track and the Neonatal Critical Care Track. The 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 practitioner roles in either well and pre-term care or neonatal critical care 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). Opportunities for RN applicants with one year of neonatal intensive care experience exist for a Neonatal Critical Care Practitioner concentration.

### **Psychiatric Mental Health Nurse Practitioner**

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

Didactic and seminar work in the theoretical bases of psychiatric mental 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 psychiatric mental 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.

### **Health 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 Health 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 Health 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 75–80 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 Health 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 nurse practitioner, and nursing administration examinations. The Nursing Credentialing Center offers the obstetric-gynecological nurse practitioner and neonatal nurse practitioner exams.





## Ph.D. in Nursing Science

**T**HIS program is designed for highly qualified individuals who hold graduate degrees in nursing and who are interested in careers in nursing science. Areas of concentration in the doctoral program include the study of individual, family, and community responses to health and illness across the life span and the outcomes of care delivery practice. These areas of study are reflective of the research interests and expertise of school of Nursing faculty members and the resources available in the Medical Center and the University.

Successful applicants to the program are those whose previous academic performance, letters of reference, results of the Graduate Record Examination (GRE), and written statement about short and long range scholarship plans meet admission standards for the School of Nursing and the University Graduate School and whose research and career goals are consistent with the school's research concentration areas.

The Ph.D. in Nursing Science curriculum is organized into three broad areas: phenomena of concern in nursing science; scientific inquiry, including application, testing, and generation of theory, and a minor in an area of the student's interest that supports the student's focus of study. Students work with faculty mentors who guide and oversee their educational experiences from admission through completion of degree requirements. They participate in intensive research experiences connected with faculty research projects and are exposed to a variety of research designs and analysis techniques.

Requirements for the degree include successful completion of advanced course work, two qualifying papers, oral qualifying examination, and dissertation (including oral defense of proposal and findings). Students in the doctoral program have access to the clinical and research facilities of Vanderbilt University Medical Center, the Joint Center for Nursing Research, and the School of Nursing's nurse-managed and interdisciplinary care delivery services.



# Pre-Nursing Studies

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

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

## Pre-Nursing Studies in the College of Arts and Science

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

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

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

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

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

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

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

\* 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
<b>HR 1000</b>	Applied Human Development	3	—
<b>HR 1001</b>	Intrapersonal Development	1	—
<b>HR 1020</b>	Community Service	1	—
<b>HR 1024</b>	Interpersonal Development	—	1
<b>HR 1100</b>	Small Group Behavior	—	3
<b>Math</b>	Mathematics course	3	—
	Statistics course	—	3
<b>Phil 100 or 105</b>	Philosophy course	—	3
	Liberal Education Core Requirements	<u>7</u>	<u>7</u>
		<b>15</b>	<b>17</b>
SOPHOMORE YEAR		Fall	Spring
<b>HR 1022</b>	Presentation Skill	—	1
<b>HR 1200</b>	Human Service Organizations	3	—
<b>HR 1400</b>	Career Development I	—	2
<b>HR 1700</b>	Systematic Inquiry I	—	3
<b>HR 2260 or Econ 100</b>	Economics Course	3	—
<b>HR 2500</b>	Introduction to Human Service Professions	3	—
<b>HR 2510</b>	Health Service Delivery to Diverse Populations	—	3
<b>PSCI 100</b>	Introduction to American Government and Politics	3	—
<b>NURS 150</b>	Microbiology	—	3
	Liberal Education Core	<u>3</u>	<u>3</u>
		<b>15</b>	<b>15</b>
JUNIOR YEAR		Fall	Spring
<b>HR 2100</b>	Public Policy in Human Services	3	—
<b>HR 2520</b>	Communication Skills for Health and Human Service Professions	—	3
<b>NURS 160ab</b>	Anatomy-Physiology I and II	4	4
<b>NURS 231</b>	Nutrition	2	—
	Liberal Education Core/ Electives	<u>6</u>	<u>9</u>
		<b>15</b>	<b>16</b>

\* 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	-	-
204†	Dimensions of Professional Nursing	-	2	-
220**	Health Promotion of the Adult I	4	-	-
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 pre-requisite 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

**T**HE 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

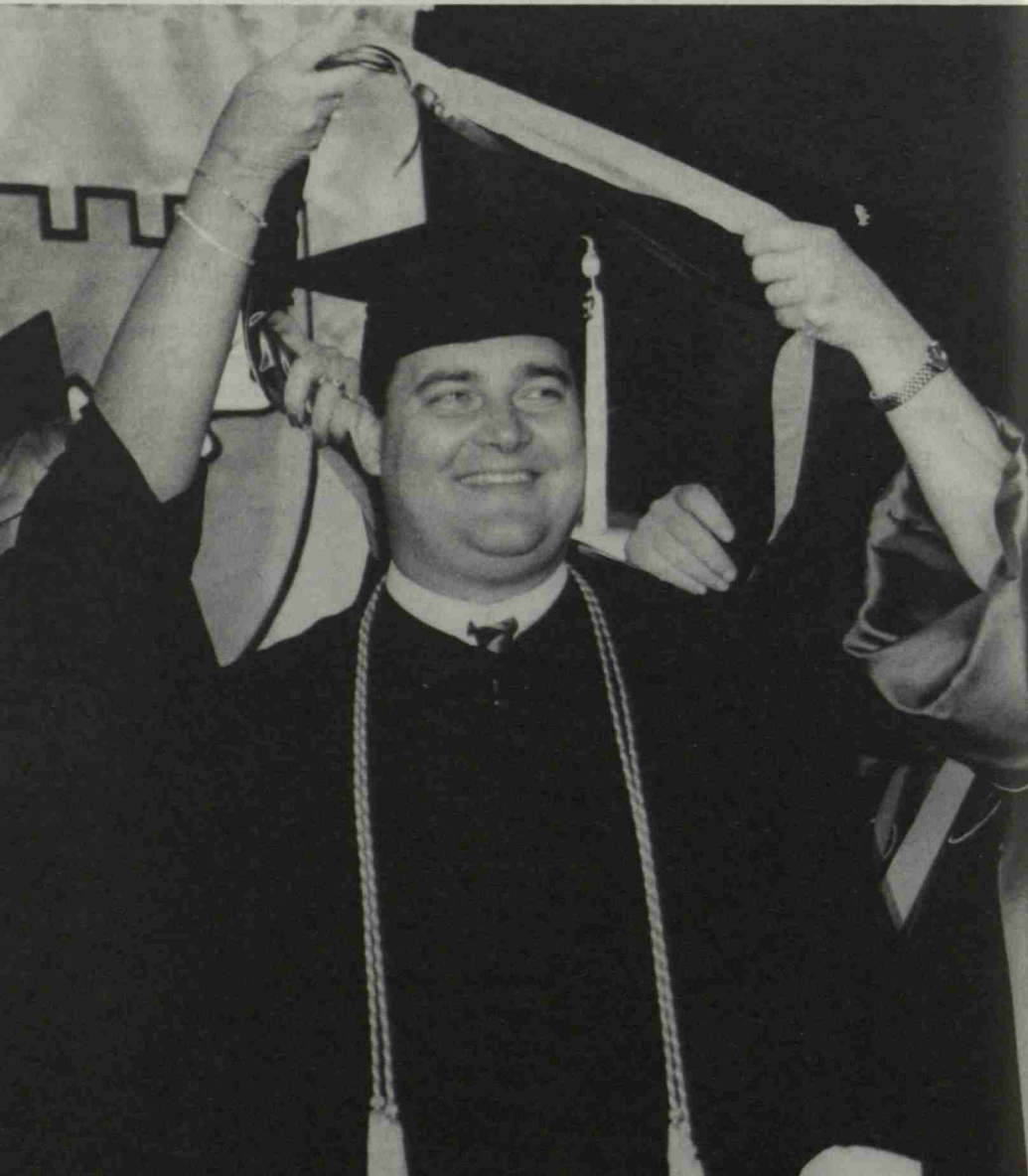
Post-master's study programs are available in each of the following specialties: adult acute care nurse practitioner, family nurse practitioner, gerontological nurse practitioner, women's health nurse practitioner, nurse mid-wifery, pediatric nurse practitioner, psychiatric mental health nursing, health 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. Registration for subsequent semesters takes place at mid-semester for enrolled students. A student who 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 (inoculated within last ten years).
  - 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.

Students who are on academic probation and who wish to alter their program of study must have the proposed program reviewed by the Student Admissions and Academic Affairs Committee.

### **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. A student must be in good academic standing to be eligible to withdraw from a course.

### **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. It is expected that students will attend all nursing classes, laboratory sessions, and clinical experiences.

### **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 pa-

pers 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. A student must be in good academic standing to be eligible for a leave of absence. 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.

### **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.

### **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 Policy**

Bridge students are required to have at least one uniform and one lab coat with the Vanderbilt University School of Nursing insignia sewn on the left sleeve. The School of Nursing encourages students to purchase

uniforms and equipment after classes begin or purchase items from the VUSN Graduate Council. Vanderbilt uses several different institutions for clinical practice and the dress code varies for each.

A student identification badge, available through the School of Nursing, is always worn when the student is in the School of Nursing or 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; bandage scissors; and a stethoscope. The only jewelry that may be worn in the clinical area is a watch, a wedding band, small earrings for pierced ears (maximum two per ear), and pins that designate professional organizations. Other visible body piercing will not be allowed in the clinical area.

The uniform for M.S.N. students varies by specialty. The faculty designates appropriate professional apparel for students taking specialty nursing courses. *Students in the clinical area are expected to be well groomed at all times.*

## **Academic Standards**

### *Good Academic Standing*

Good academic standing is defined as both a semester GPA of 3.0 or higher and a cumulative GPA of 3.0 or higher.

### *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 a course only with the permission of the Student Admissions and Academic Affairs Committee.

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.

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 who is not making satisfactory progress toward the degree will be dismissed if improvement is judged to be unlikely.

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 dismissed from the School of Nursing or may be advised to go on leave of absence or withdraw. 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 will be dismissed.

### **Readmission**

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. will be withdrawn 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.

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## 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

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

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

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

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

Admission is based on the following factors:

1. *Undergraduate Grade Point Average.* It is recommended that applicants have at least an average of *B* in nursing and a cumulative average of *B*.
2. *Standardized Test Scores.* Applicants are required to have taken either the Graduate Record Exam (GRE) or the Miller Analogies Test (MAT) within five years of the application date.

*Graduate Record Examination Aptitude Test.* 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. *Goal Statement.* A concise statement of your long-term goals.

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

9. *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.

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

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

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

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

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

human anatomy, human physiology, lifespan development, microbiology/bacteriology, nutrition, and statistics. 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 must be taken as a prerequisite course. 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. *Goal Statement.* A concise statement of your long-term goals.

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 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 applica-

tion 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 in-

ternational 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 (COGNFS) examination and the Tennessee licensing ex-

amination. 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

**T**UITION for 1997/98 is \$7,710 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 \$643 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	221
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 Nurse Midwifery 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	695
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.

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 1997 Withdrawal/Refund Schedule*

Week 1	August 25–August 29	100%
Week 2	September 1–September 5	90%
Week 3	September 7–September 12	80%
Week 4	September 15–September 19	70%
Week 5	September 22–September 26	70%
Week 6	September 29–October 3	60%
Week 7	October 6–October 10	50%
Week 8	October 13–October 17	50%
Week 9	October 20–October 24	40%
Week 10	October 27–October 31	40%

*No refunds after October 31, 1997*

#### *Spring 1998 Withdrawal/Refund Schedule*

Week 1	January 5–January 9	100%
Week 2	January 12–January 16	90%
Week 3	January 19–January 23	80%
Week 4	January 26–January 30	70%

Week 5	February 2–February 6	70%
Week 6	February 9–February 13	60%
Week 7	February 16–February 20	50%
Week 8	February 23–February 27	50%
Spring Break	February 28–March 8	
Week 9	March 9–March 13	40%
Week 10	March 16–March 20	40%

*No refunds after March 20, 1998*

### **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- and part-time students. All of our partial scholarships are merit/need based. The amount of the scholarship is determined and awarded based on a combination of the incoming GPA of a student and the MAT or GRE score, as well as need calculated after students complete the Free Application for Federal Student Aid (FAFSA) and the CSS Profile Application. Students must be enrolled full time (12 credit hours) in order to receive a scholarship award and must have no less than a 3.0 cumulative GPA.

Students do not apply directly to any of our scholarship benefactors. The Scholarship Committee chooses recipients based on filling the requirements of the funding source. For instance, some scholarships are to be awarded to minority students only. Some have been designated to be awarded to top students in specific specialties.

Three federal loan programs are available for nursing students: the Stafford subsidized and unsubsidized loans, offered through the bank of your choice, and the Federal Nursing Loan, which is distributed through Vanderbilt University on a funds-available basis. Eligibility for these loans is determined after submission of two forms, the CSS Profile Application and the Free Application for Federal Student Aid (FAFSA).

Subsidized Federal Stafford Loans are based on financial need determined from the results of the FAFSA and CSS applications, which must be completed each year. There is an \$8,500 loan limit per application (divided between two semesters). Interest will begin accumulating after graduation. The aggregate maximum for a graduate/professional student is \$65,500, including any Federal Stafford Loans made at the undergraduate level. Stafford Loans currently carry 8 percent interest, and payback begins six months after graduation.

Unsubsidized Federal Stafford Loans are available for students who do not qualify or who qualify for only a partial subsidized Federal Stafford Loan amount. The maximum loan limit per application is \$10,000 (divided between two semesters). Interest starts accumulating at the beginning of the loan. The aggregate maximum for an unsubsidized Stafford for a graduate/professional student is \$73,000, including any loans made at the undergraduate level. The unsubsidized loan currently carries 8 percent interest, and payback begins six months after graduation.

Federal Nursing Student Loans are awarded based on student eligibility and a funds-available basis. Federal Nursing Student Loans currently carry 5 percent interest, and payback begins nine months after graduation.

A student may be awarded a School of Nursing Loan as part of their financial aid package along with scholarships. School of Nursing Loans currently carry 5 percent interest, and payback begins nine months after graduation.

The School of Nursing Financial Aid Office sends financial aid packets,

usually during the first week of February each year, that include all forms necessary to apply for federal loans, scholarships, and the school's own loan program. Contact the School of Nursing Financial Aid Office, Vanderbilt University, Godchaux Hall, Nashville, TN 37240-0008 for any forms needed.

In past years, two organizations offered full tuition scholarships and monthly stipends in exchange for three to five years of service. Because of funding cuts, the Veterans Administration has suspended their program for any new applicants. Funding for any future years is uncertain. Furthermore, the Public Health Service is only considering applicants in the FNP and Nurse Midwifery specialties. For 1997/98, the PHS estimates it will be awarding 300 scholarships out of an applicant pool of 4,000.

Listed below are the addresses for both organizations if you would like further information:

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.

## 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 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 MILAH P. LYNN SCHOLARSHIP FUND was established in 1996 by a gift from Milah and Steven Lynn. This scholarship is to be awarded to worthy, needy students.

THE JENNIE WAMSLEY LONG MEMORIAL SCHOLARSHIP was established in 1996 by gifts from family and friends. The scholarship is to be awarded to a student in the Psychiatric Mental Health specialty.

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 COLEMAN D. OLDHAM HONOR SCHOLARSHIP was endowed through a bequest from Coleman and Emma Oldham.

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 MILDRED REED HONOR SCHOLARSHIP was established by the bequest of Mildred Reed.

THE HILLIARD TRAVIS SCHOLARSHIP FUND is supported by the generosity of Mrs. Hilliard Travis and the late Mr. 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 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.

# 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. Prerequisite: at least one semester of biology or chemistry. 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] Staff.

## Generalist Nursing Courses and Electives

**200. Basic Nursing Skills.** An opportunity to learn and practice nursing techniques in a simulated patient care area. Students should acquire the manual ability and theoretical knowledge to perform common nursing skills safely and accurately, and comfortably for the patient. Printed material, multimedia resources, lectures, and supervised and independent practice are provided. FALL. [3] Sweeney and staff.

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

**202a. Transition to Professional 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. SPRING. [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] 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] Staff.

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

**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] Bess.

**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] 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 and Pediatric Assessment and Clinical Applications.**

Assessments of the neonate, infant, child and adolescent are critically examined conceptually and clinically for validity and practical applicability. Diverse lab and clinical experiences are used to develop proficiency in history taking and health assessment techniques with specific populations. A seven-week supervised clinical experience specific to the specialty is conducted in a community setting. 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. FALL. [3] Marciel

**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] Staff.

**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 coquisite: 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] Staff.

**307b. Neonatal and Pediatric Pharmacotherapy.** Major categories of pharmacological agents used in primary and acute care environments with neonates and children are examined. The physiological action of selected over-the-counter and prescription drugs, unexpected client responses, and major untoward effects encountered in diseases with child populations is discussed. Emphasis is placed on indications for correct drug choice, pharmacological mechanisms in association with drug interactions, side effects, contraindications, and patient education. Discussion of clinical judgments in the management and evaluation of therapeutic strategies for individual children is included. [3] Marciel

**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] Staff.

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

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

**311. Theoretical Foundations of Child Development.** 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 which facilitate or interfere with healthy development, as well as issues in developmental assessment and consultation. Students will develop competence in promoting positive child development through child and parent education and counseling. FALL. [2] Johnson

**312. Care of the Child with Special Health Needs: Theoretical and Research Foundations.** The focus of this didactic course is on the nursing care of children with special health needs and their families. Students will examine concepts and theories from the psychosocial sciences and apply relevant research findings to design interventions for children of all ages. Emotional components of care will be considered for children and their families, building upon knowledge developed in N311. An in-depth study of a content area of the student's choice will be required. SPRING. [3] Staff

**313. Advanced Topics in Pathophysiology and Management of Children.** The focus of this didactic course is on the management of chronic conditions in children by the pediatric nurse practitioner. The pathophysiology of the condition will be delineated. A developmental perspective will be used in relation to the management of the chronic condition, as well as in incorporating the primary care and health promotion needs of the child. Strategies to assist the child and family in adapting to chronic conditions will be discussed. SPRING. [4] Staff

**314. Practicum in Advanced Practice Pediatric Nursing.** This is a precepted clinical practicum focusing on the management of special health needs in children. Clinical experiences will provide students with the opportunity for health assessment and formulation of a comprehensive plan of care for children with special health needs. Nursing strategies to educate and assist children and families in adaptation to special health needs will be discussed and implemented. Weekly clinical conferences will provide students with the opportunity to examine the role of the pediatric nurse practitioner in the care of the child with special health needs. Students will explore relevant resources/research and apply the findings to the care of children and families. SPRING. [2] Staff

**315. Advanced Pediatric Primary Care Preceptorship.** The focus of this clinical practicum is on implementation of the pediatric nurse practitioner role in delivering primary care to children, including children with special health needs. The preceptorship provides a

broad practice experience which allows for synthesis of knowledge and skills acquired in prerequisite and corequisite course work. Emphasis is on providing comprehensive care to children and families across a variety of practice settings in collaboration with other health professionals. At least one-half of clinical hours will be in primary care settings. Weekly clinical conferences will focus on professional role issues for pediatric nurse practitioners. SUMMER. [4] Staff

**316. Theoretical Foundations of Neonatal/Infancy Nursing I.** Using a developmental nursing perspective, this course focuses on the theory and research related to the health status and care of neonates and infants through 36 months of age. The specific aim of the course is to help students structure their thinking about neonatal/infant health promotion, primary prevention of illness, and health maintenance. Students are expected to then use this knowledge as a basis for developing understanding of infant well-being and, subsequently, the nursing practice corresponding to it. Knowledge synthesized from this course will provide an essential working foundation for future neonatal/infancy nursing course work. Prerequisite: graduate-level standing and admission to the specialty. FALL. [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] Staff.

**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] Staff.

**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. SPRING. [2] Staff.

**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] Staff.

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

**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 varia-

tions 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] Staff.

**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 re-

search 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. SPRING. [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–b, 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] Staff.

**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, 304a–b, 327, 328, 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 intrapartal period. Prerequisite: 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-mid-

wifery 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, 328d, 330, 331d, 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, 328d, 330, 331d, 304, 305, and R.N. licensure; 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, 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; 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 or corequisite for Acute Care Adult Nurse Practitioner: 340C; 343. 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, identification 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 Psychiatric Mental 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 psychiatric mental health nursing practice; research which addresses interventions across the continuum of care is evaluated. FALL [3] Staff.

**351. Theoretical Foundations and Practicum in Primary Psychiatric Mental 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 Psychiatric Mental 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 psychiatric mental 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 Psychiatric Mental 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 Psychiatric Mental 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 issues 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 psychiatric mental health nurse practitioners. Strategies for marketing the role will be explored. Pre-requisite or corequisite: 354 and 356. SUMMER. [3] Seidel.

**358. Psychiatric Mental Health Nurse Practitioner Preceptorship.** This clinical course provides a synthesis experience during which students implement the role of the psychiatric mental 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. [2] Staff.

**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. [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] Staff.

**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. [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] Staff.

**382. Health 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 and 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] Norman and Ingersoll.

**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 communication 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] Brooking.

**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] Brooking.

**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] Brooking.

**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] Staff.

**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. Strategic Management for Health Care Enterprises.** This course will focus on long term strategic issues that will affect the financing organization and delivery of health care services. Market-driven organizations/services are at the core of the course, with emphasis on designing as well as making operational strategy at the executive and middle management levels as individuals and as part of a team. SPRING. [3] Spitzer and Brooking.

**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, eco-

conomic and management theory, change therapy, epidemiology, human diversity, ethics, and consultation. SPRING [3] Staff.

**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. 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, in-

cluding 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. [3] Pierce.

**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]

**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.

**368. 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.

**374. 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.

**369a. 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.

**369b. 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. Prerequisite: R.N. licensure. SUMMER [5] Staff.

## Doctoral Nursing Courses

**NRSC342. Theory Development in Nursing.** Examination and critique of structural components and processes used for theory building in nursing. Students examine nature of the theory, theory development as a process, and the organization of knowledge for nursing. FALL. [3] Staff.

**NRSC 351. 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.

**NRSC 363. Human Responses in Health and Illness.** Critical analysis of factors known to influence human responses in health and illness states, using a broad stress and coping perspective as well as theoretical orientations guiding research on human health and illness. Students conduct a critical and reflective analysis of existing and emerging scientific knowledge in a chosen field of study. SPRING. [3] LaMontagne.

**NRSC 365. Health and Environment.** This course explores and critically analyzes the current theoretical and empirical approaches to understanding the interaction of health and environment in affecting individuals' health. Health behaviors that arise from persons and from environmental factors are discussed. Conceptualizations of health, health promotion behaviors, and prevention of disease are examined in an environmental context. FALL. [3] Nies.

**NRSC 379. 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. [1-3] Staff.

**NRSC 390. 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.

**NRSC 390 01. Health Promotion in Community: An Interdisciplinary Approach.** This course provides an in-depth analysis of health policy issues, research and community intervention strategies for diverse populations. Students conduct a critical analysis of health policy issues and scientific knowledge for a specific population of interest. SPRING. [3] Nies and Shields.

**NRSC 390 02. Applied Research Methods in the Health Sciences.** Critical analysis of applied research methods and their usefulness for measuring effectiveness of health care interventions and delivery systems. Outcomes research, evaluation research, health delivery systems research, and other research approaches to health care assessment are explored. SUMMER. [3] Ingersoll.

**NRSC 392. Comparative Research Methods.** This course provides an overview and comparison of quantitative and qualitative methods and designs for nursing research. The course is divided into two segments: the first covers general issues associated with the conduct and critical review of research; the second covers research designs associated with nursing and health-related research. FALL. [3] Ingersoll and Wells.

**NRSC 393. Quantitative Research Methods.** In-depth analysis of quantitative research methods employed in nursing and health-related research, focusing on topics such as design, sampling, and instrumentation. An elementary knowledge of statistics is assumed. Students will develop a research instrument and write a proposal to establish its psychometric properties. SPRING. [3] Wallston.

**NRSC 394. Qualitative Research Methods.** An overview of qualitative research methods commonly used in nursing and other health-related sciences. Course content includes continued discussion of philosophical orientation to qualitative methods, epistemology and the qualitative paradigm, appropriate application of methods such as grounded theory methodology, phenomenology, ethnography, and content/narrative analysis. SUMMER. [3] Staff.

**NRSC 395. Research Practicum.** This course provides students with exposure to and involvement in the research process. Learning activities are based on student need and interest and determined by the available faculty research programs. FALL, SPRING, SUMMER. [Variable credit 1-3] Doctoral Program Faculty.

**NRSC 399. Ph.D. Dissertation Research**



# Faculty



- LOVELY ABRAHAM, Adjunct Instructor in Nursing  
B.S.N. (SNDT Women's [India] 1980); M.S.N.  
(Vanderbilt 1992); R.N.
- BARBARA CHRISTMAN ADAIR, Associate Professor of Nursing  
B.S.N. (Michigan 1968); M.S.N. (Vanderbilt 1971); R.N.
- SUSAN ADAMS, Assistant Professor of the Practice of Nursing  
B.S.N. (Valparaiso 1972); M.S. (California, San Francisco 1977); R.N.
- BARBARA D. AHLHEIT, Adjunct Instructor in Nursing  
B.S. (Memphis State 1981); M.S.N. (Tennessee 1984); R.N.
- CHRISTIE KAY ALLEN, Lecturer in Nursing  
B.S.N. (Central State 1976); M.S.N. (Vanderbilt 1987); B.A. (Middle Tennessee State 1991); R.N.C.
- ADRIENNE AMES, Associate Clinical Professor of Nursing, ; Associate Hospital Director Vanderbilt University Hospital  
B.S.N. (Virginia 1962); M.S.N. (Vanderbilt 1975); R.N., C.F.N.C.
- KATHERINE E. ANDERSON, Adjoint Instructor in Nursing  
B.S. (Tennessee 1974); M.S.N. (Vanderbilt 1975); R.N.
- MICHAEL J. ANTANAITIS, Adjoint Instructor in Nursing  
B.A. (Yale 1974)
- SARA K. ARCHER, Professor of Nursing, Emerita  
B.S. (Miami [Florida] 1962); M.S., Ed.D. (Boston University 1965, 1970); R.N.
- PATRICIA AUNE, Instructor in the Practice of Nursing  
B.S.N. (Saint Louis 1982); M.S.N. (Fairfield 1995); R.N.
- CAROLE ANN BACH, Assistant Professor of the Practice of Nursing  
B.S.N. (Indiana 1966); M.S.N. (Washington University 1968); Ph.D. (Texas 1988); R.N.
- JANIS M. BAIN, Adjunct Instructor in Nursing  
M.S.N. (Vanderbilt 1992); R.N.
- COURTNEY BANDY, Lecturer in Nursing  
B.S.N. (Belmont 1989); M.S.N. (Vanderbilt 1994); R.N.
- SANDRA M. BASIL, Adjunct Assistant Professor of Nursing  
B.S.N. (West Virginia 1969); M.S.N. (Vanderbilt 1972); R.N.
- ROXELYN BAUMGARTNER, Adjunct Assistant Professor of Nursing  
B.S. (Saint Xavier 1976); M.S. (Rush 1981); R.N.
- NANCY K. BEDFORD, Adjunct Instructor in Nursing  
B.S. in Nursing (Evansville 1970); M.S.N. (Vanderbilt 1988); R.N.
- HARVEY E. BENNETT, Head Nurse Clinician, Student Health Service; Adjunct Instructor in Nursing  
B.S. (Georgia Institute of Technology 1965); M.S.N. (Vanderbilt 1978); R.N.
- CAROLYN J. BESS, Associate Professor of the Practice of Nursing  
B.S.N., M.S.N. (Vanderbilt 1969, 1971); D.S.N. (Alabama, Birmingham 1995); R.N.
- DAVID TODD BESS, Adjunct Instructor in Pharmacy in Nursing  
B.S.Pr., Pharm.D. (Tennessee 1985, 1986)
- HAZEL L. BEST, Adjoint Assistant Professor of Nursing  
B.S., M.A. (Columbia 1961, 1965); R.N.
- DEBORAH BIBEAU, Adjunct Instructor in Nursing  
B.S.N. (Wayne State 1988); M.S.N. (Vanderbilt 1994); R.N.
- HELEN F. BIGLER, Professor of Nursing, Emerita  
B.S.N., M.N. (University of Washington 1955, 1956); D.N.Sc. (Boston University 1968); R.N.
- JEAN BLACKBURN, Adjunct Instructor in Nursing  
B.S.N. (Florida State 1961); M.S.N. (Vanderbilt 1973); R.N.
- PAGE EIDSON BLACKBURN, Instructor in the Practice of Nursing  
B.S.N., M.S.N. (Vanderbilt 1986, 1988); R.N.
- SUZANNE BLAKELEY, Instructor in the Practice of Nursing  
B.S.N., M.S. (Texas Women's 1979, 1993); R.N., C.N.M.
- STANLEY J. BODNER, Associate Clinical Professor of Medicine, ; Adjunct Assistant Professor of Nursing  
B.A. (Uppsala 1963); M.D. (SUNY, Buffalo 1967); D.C.M.T. (London 1972)
- PAMELA R. BOLEN, Lecturer in Nursing  
B.S.N., M.S.N. (Vanderbilt 1987, 1994); R.N.
- BARBARA JANE BOONE, Adjunct Instructor in Nursing  
B.S. (Austin Peay State 1987); M.S.N. (Vanderbilt 1989); R.N.



- ELAINE J. BOSWELL, Assistant in Pediatrics ;  
Adjunct Instructor in Nursing  
B.S. (Harding 1979); M.S.N. (Vanderbilt  
1988); R.N., F.N.P.
- ROBERTA BRADLEY, Assistant Professor of the  
Practice of Nursing  
B.S.N. (Tennessee, Memphis 1976); M.S.N.  
(Vanderbilt 1981); R.N.
- RACHEL A. BRANNON, Adjunct Instructor in  
Nursing  
B.S.N. (Vanderbilt 1976); M.S. in Nursing  
(Alabama, Birmingham 1982); R.N.
- MOLLY P. BRONAUGH, Adjunct Instructor in  
Nursing  
B.S.N., M.S.N. (Vanderbilt 1978, 1981); R.N.
- ELIZABETH P. BROOKING, Assistant Professor of  
the Practice of Nursing  
B.S.N., M.S.N., M.B.A. (Vanderbilt 1977,  
1981, 1986); R.N.
- BARBARA J. BROWN, Adjunct Associate Profes-  
sor of Nursing  
B.S.N., M.S.N., Ed.D. (Marquette 1955, 1960,  
1970); R.N.
- JERILYN B. BROWN, Adjunct Instructor in the  
Practice of Nursing  
B.A. (David Lipscomb 1976); M.S.N. (Vander-  
bilt 1993); R.N.
- STEPHANIE BRYAN, Adjunct Instructor in Nursing  
B.S. (Middle Tennessee State 1972); B.S.N.  
(Tennessee 1975); M.S.N. (Vanderbilt 1979);  
R.N.
- BERNARD BUCHANAN, Adjunct Instructor in  
Nursing  
B.A. (Elmhurst 1970); Ph.D., M.D. (Loyola  
1975, 1977)
- MARTHA MCDANIEL BUCKNER, Adjunct  
Instructor in Nursing  
B.S.N. (Western Kentucky 1982); M.S.N. (Van-  
derbilt 1988); R.N.
- MARY BUFWACK, Adjoint Assistant Professor of  
Nursing  
B.A. (Pittsburgh 1968); A.M., Ph.D. (Washing-  
ton University 1972, 1975)
- MATTHEW BUMBALOUGH, Lecturer in Nursing  
B.S. (David Lipscomb 1991); M.S.N. (Vander-  
bilt 1993); R.N. BARBARA BURNETT, Adjunct  
Instructor in Nursing  
B.S.N. (Saint Louis 1977); M.S.N. (Virginia  
1980); R.N.
- KATHLEEN M. BURNS, Adjunct Instructor in  
Nursing  
B.S.Nsg., M.N.Ed. (Pittsburgh 1972, 1976); R.N.
- ALVIN M. BURT III, Professor of Cell Biology, ;  
Professor of Cell Biology in Nursing  
B.A. (Amherst 1957); Ph.D. (Kansas 1962)
- LEANNE C. BUSBY, Assistant Professor of the  
Practice of Nursing  
B.S.N. (Western Kentucky 1983); M.S.N. (Van-  
derbilt 1987); R.N.
- FRANCES KATHLEEN BUSHNELL, Assistant Pro-  
fessor of the Practice of Nursing  
B.S.N. (New Mexico 1969); M.P.H., M.S.N.  
(Yale 1972, 1972); Ed.D. (Boston University  
1982); R.N.
- DIANA BUTORAC, Adjunct Instructor in Nursing  
M.S.N. (Vanderbilt 1990); R.N.
- KATHLEEN C. BYINGTON, Adjunct Instructor in  
Nursing  
B.S.N., M.S.N. (Vanderbilt 1974, 1985); R.N.
- BEVERLY BYRAM, Instructor in the Practice of  
Nursing  
M.S.N. (Vanderbilt 1992); R.N.
- GLORIA W. CALHOUN, Adjunct Associate Pro-  
fessor of Nursing  
B.S.N. (Florida 1960); M.S.N. (Vanderbilt 1971);  
D.S.N. (Alabama, Birmingham 1985); R.N.
- TERRY CAPTON-SNELL, Adjunct Instructor in  
Nursing  
R.N., C.M.N.
- SUSAN W. CARO, Adjunct Instructor in Nursing  
B.S.N., M.S.N. (Vanderbilt 1977, 1992); R.N.
- CELESTE CHANG, Lecturer in Nursing  
B.S.N. (Tennessee, Memphis 1991); M.S.N.  
(Vanderbilt 1993); R.N.
- R. ELIZABETH CHATHAM-TOMBS, Adjunct  
Instructor in Nursing  
B.S.N., M.S.N. (Vanderbilt 1974, 1989); R.N.
- DEBORAH A. CHERRINGTON, Adjunct Instructor  
in Nursing  
B.S.N., M.S.N. (Vanderbilt 1985, 1987); R.N.
- LUTHER CHRISTMAN, Adjunct Professor of  
Nursing  
B.S., Ed.M. (Temple 1948, 1952); Ph.D.  
(Michigan State 1965)
- BARBARA CLINTON, Director, Center for Health  
Services; Adjoint Instructor in Social Work in  
Nursing  
B.A. (SUNY, College at Buffalo 1970); M.S.W.  
(Georgia 1980)
- FRANCES COFFLAND, Adjunct Instructor in  
Nursing  
B.S.N. (SUNY, Albany 1988); M.S.N. (Vander-  
bilt 1991); R.N.
- DEBORAH L. COGSWELL, Adjunct Instructor in  
Nursing  
B.S.N., M.S.N. (Vanderbilt 1973, 1991); R.N.
- SUSAN MOTT COLES, Adjunct Instructor in  
Nursing  
B.S.N. (SUNY, Albany 1988); M.S.N. (Vander-  
bilt 1993); R.N.
- MARJORIE COLLINS, Assistant Clinical Professor  
of Nursing  
B.S.N. (Loyola [Chicago] 1973); M.S. (De  
Paul 1980); R.N.

- CAROLINE POST CONE, Assistant Professor of the Practice of Nursing  
B.S.N. (Calvin 1988); M.S.N. (Vanderbilt 1989); R.N.
- COLLEEN CONWAY-WELCH, Dean of the School of Nursing; Professor of Nursing  
B.S. (Georgetown 1965); M.S.N. (Catholic 1969); Ph.D. (New York 1973); R.N., C.N.M.
- THOMAS H. COOK, Assistant Professor of Nursing  
B.S.N. (Loyola [Chicago] 1968); M.S. in Nr. (Saint Louis 1972); Ph.D. (Vanderbilt 1994); R.N.
- CHARLOTTE M. COVINGTON, Assistant Professor of the Practice of Nursing  
B.S.N., M.S.N. (Vanderbilt 1969, 1989); R.N.
- CARLOTTA CRAWFORD, Adjunct Instructor in Nursing  
B.S. (Florida 1979); M.S.N., M.P.H. (Emory 1994, 1994); R.N.
- ANN SHORE CROSS, Adjunct Instructor in Nursing  
B.S.N. (Tennessee 1976); M.S. (Colorado 1984); R.N.
- BARBARA S. CULLEY, Adjunct Instructor in Nursing  
B.S. (Alabama 1968); M.R.E. (Southern Methodist 1960); M.S.N. (Vanderbilt 1979); R.N.
- REBECCA C. CULPEPPER, Assistant Hospital Director; Adjunct Assistant Professor of Nursing  
B.S.N. (Baylor 1956); M.S. (Tennessee State 1977); R.N.
- JANE B. DADDARIO, Assistant Professor of the Practice of Nursing  
B.S.Nur. (Villanova 1969); M.S. (Boston University 1971); R.N.
- DAVID DANHAUER, Adjunct Instructor in Nursing  
B.A. (Western Kentucky 1978); M.D. (Louisville 1982)
- ELIZABETH DAVIDSON, Adjunct Instructor in Nursing  
B.S.N. (Western Kentucky 1990); M.S.N. (Vanderbilt 1991); R.N.
- TERRY L. DAVIDSON, Adjunct Instructor in Nursing  
B.S.N., M.S.N. (Vanderbilt 1971, 1974); R.N.
- CLAUDIA D. DAVIS, Adjunct Assistant Professor of the Practice of Nursing  
B.A. (Coe 1974); M.S.N. (Vanderbilt 1978); R.N.
- ELIZABETH C. DAYANI, Adjunct Associate Professor of Nursing  
B.S.N., M.S.N. (Vanderbilt 1971, 1972); R.N.
- SUSAN MARIE DENGLE, Adjunct Instructor in Nursing  
B.S. (Maryville [Missouri] 1981); M.S.N. (Saint Louis 1983); R.N.
- CATHERINE E. DENNIS, Professor of Nursing  
B.S.N. (Arizona State 1960); M.S.N., C.A.G.S. (Boston University 1966, 1967); R.N.
- KALPANA DESHPANDE, Adjunct Instructor in Nursing  
M.S.N. (Vanderbilt 1992); R.N.
- SUE S. DETERS, Lecturer in Nursing  
B.S.N., M.S.N. (Cincinnati 1962, 1967); R.N.
- FRANCES SELLERS DOEHRING, Assistant Hospital Director; Adjunct Instructor in Nursing  
B.S.N. (South Alabama 1980); M.S.N. (Alabama, Birmingham 1985); R.N.
- MARY LOUISE DONALDSON, Professor of Nursing, Emerita  
B.S.N., M.S.N. (Vanderbilt 1954, 1961); Ph.D. (Peabody 1974); R.N.
- TERRI DONALDSON, Adjunct Instructor in Nursing  
B.S.N. (Auburn 1985); M.S.N. (Emory 1989); R.N.
- NANCY J. DONOHO, Adjunct Instructor in Nursing  
M.S.N. (Vanderbilt 1990); R.N.
- MARILYN A. DUBREE, Assistant Dean for Clinical Practice; Assistant Clinical Professor of Nursing; Director of Patient Care Services and Chief Nursing Officer, Vanderbilt University Hospital  
B.S.N. (Medical College of Georgia 1975); M.S.N. (Vanderbilt 1976); R.N.
- ANN PETERSON DUNCAN, Adjoint Assistant Professor of Nursing  
B.S. in Nurs. (Berea 1965); M.P.H. (Minnesota 1970); R.N.
- JANET G. DUNN, Adjunct Instructor in Nursing  
B.S.N. (New York Regents 1984); M.S.N. (Vanderbilt 1989); R.N.
- KATHLEEN A. DWYER, Assistant Professor of Nursing  
B.S.N. (Akron 1979); M.S.N. (Case Western Reserve 1982); Ph.D. (Pittsburgh 1993); R.N.
- FRANCES M. EDWARDS, Adjunct Instructor in Nursing  
B.S.N., M.S.N. (Vanderbilt 1953, 1976); R.N.
- KAREN ELDER, Adjunct Instructor in Nursing  
B.S.N. (Medical University of South Carolina 1974); M.S.N. (Vanderbilt 1977); R.N.
- SUSAN F. ELLIOTT, Adjunct Instructor in Nursing  
B.S.N. (Tennessee, Nashville 1979); M.S.N. (Vanderbilt 1980); R.N.
- LORI EMERY, Adjunct Instructor in Nursing  
B.S. (Southeastern Louisiana 1987); M.S.N. (Vanderbilt 1989); R.N.
- TERRI L. ERWIN, Adjunct Instructor in Nursing  
B.S. (Murray State 1981); M.S.N. (Vanderbilt 1985); R.N.
- CAROL ETHERINGTON, Lecturer in Nursing  
B.S. in Nur. (Catherine Spalding 1971); M.S.N. (Vanderbilt 1975); R.N.
- JACQUELINE FAWCETT, Adjunct Professor of Nursing  
B.S. (Boston University 1964); A.M., Ph.D. (New York 1970, 1976); R.N.

- JUDITH FIFIELD, Adjunct Associate Professor of Nursing  
B.A., M.A., Ph.D. (Connecticut 1981, 1983, 1990); R.N.
- SARAH FOGEL, Lecturer in Nursing  
B.M. (Boston University 1978); M.M. (Wayne State 1982); M.S.N. (Vanderbilt 1994); R.N.
- BARBARA L. FORBES, Adjunct Instructor in Nursing  
B.S. (Boston College 1966); M.S.N. (Vanderbilt 1987); R.N.
- JULIE FOSS, Adjunct Instructor in Nursing  
B.S.N. (Iowa 1979); M.S.N. (Vanderbilt 1986); R.N.
- DEIDRA FREEMAN, Adjunct Instructor in Nursing  
B.A. (Southern College 1981); B.S.N. (Tennessee State 1989); M.S.N. (Vanderbilt 1993); R.N.
- JOAN FURMAN, Lecturer in Nursing  
A.B. (Tennessee 1974); M.S.N. (Vanderbilt 1975); R.N.
- PAMELA A. FURR, Adjunct Instructor in Nursing  
B.S., B.A. (Colorado 1976, 1977); M.S. (Utah 1981); R.N.
- FAITH HABER GALBRAITH, Adjoint Instructor in Nursing  
B.S. in Ed. (Youngstown State 1968); M.Ed. (Pittsburgh 1973)
- MARGIE GALE, Adjunct Instructor in Nursing  
B.S.N., M.S.N. (Vanderbilt 1973, 1976); R.N.
- VIRGINIA M. GEORGE, Professor of Nursing, Emerita  
B.S.N. (Vanderbilt 1947); M.S.N. (Alabama 1963); M.A. (Peabody 1972); R.N., C.F.N.C.
- FRANCIS W. GLUCK, JR., Associate Clinical Professor of Medicine; Adjunct Associate Professor of Nursing  
B.A. (Williams 1961); M.D. (Johns Hopkins 1965)
- JUDITH G. GOODWIN, Adjunct Instructor in Nursing  
M.S.N. (Vanderbilt 1988); R.N.
- ERLINE H. GORE, Professor of Psychiatric Nursing, Emerita (Died March 1997)  
B.S.N., M.S.N. (Vanderbilt 1963, 1965); R.N.
- SARAH F. GORODEZKY, Adjoint Instructor in Nursing  
A.B. (California, Berkeley 1965); A.M. (Michigan 1977)
- LINDA M. GRAHAM, Adjunct Instructor in Nursing  
B.S. (SUNY, Albany 1982); M.S.N. (Vanderbilt 1984); R.N.
- JOHN W. GREENE, Director, Zerfoss Student Health Center; Professor of Pediatrics; Professor of Obstetrics and Gynecology; Associate Professor of Pediatric Nursing  
A.B. (West Georgia 1966); M.D. (Medical College of Georgia 1970)
- MARTHA ELAINE GREER, Adjunct Instructor in Nursing  
B.S.N., M.N. (Emory 1989, 1989); R.N.
- BARBARA FOX GRIMES, Associate Professor of Nursing  
B.S.N. (Vanderbilt 1959); M.S. in N. (Case Western Reserve 1963); R.N.
- KAY M. GROTT, Adjunct Instructor in Nursing  
B.S.N. (East Tennessee State 1981); M.S. (Virginia Commonwealth 1986); R.N.
- VICKIE L. HANNIG, Assistant in Pediatrics; Adjunct Instructor in Genetics in Nursing  
B.A. (Pennsylvania 1976); M.S. (Sarah Lawrence 1981)
- ROBERT L. HAST, Adjunct Instructor in Nursing  
M.D. (Indiana 1954)
- A. CLYDE HEFLIN, JR., Assistant Clinical Professor of Medicine; Adjunct Instructor in Nursing  
B.A. (Kentucky 1969); M.D. (Vanderbilt 1973)
- WILMA D. HEFLIN, Assistant Hospital Director; Assistant Clinical Professor of Nursing  
B.S. (Carlow 1977); M.N. (Pittsburgh 1984); R.N., C.N.A.
- JOSEPH T. HEPWORTH, Research Associate Professor of Nursing  
B.A. (San Diego State 1975); Ph.D. (Arizona State 1986)
- GERALD B. HICKSON, Associate Professor of Pediatrics; Associate Professor of Nursing; Associate Professor of Hearing and Speech Sciences; Senior Fellow, Institute for Public Policy Studies  
B.S. (Georgia 1973); M.D. (Tulane 1978)
- JANET SUZANNE HINDLE, Adjunct Assistant Professor of Nursing  
A.B., B.S. (Virginia Commonwealth 1963, 1967); M.A., Ph.D. (New York 1973, 1988); R.N.
- ARLEEN L. HODGE, Associate in Orthopaedics and Rehabilitation; Adjunct Instructor in Nursing  
B.S.(Nurs.), M.S. (Colorado 1988, 1991); R.N.
- DERENDA SUE HODGE, Adjunct Instructor in Nursing  
B.S. (Tennessee 1976); M.S. (Vanderbilt 1980); R.N.
- SUSAN HOOPER, Adjunct Instructor in Nursing  
B.S. (Dubuque 1973); M.S.N. (Vanderbilt 1979); R.N.
- ELISABETH HOWARD, Instructor in the Practice of Nursing  
B.A. (William Smith 1984); M.S.N. (Yale 1991); R.N., C.N.M.
- CARLENE L. HUNT, Lecturer in Nursing  
B.A., M.Ed., Ed.D. (Vanderbilt 1956, 1982, 1989)

- GAIL L. INGERSOLL, Julia Eleanor Chenault Professor of Nursing; Associate Dean, School of Nursing  
B.S.N. (Alfred 1980); M.S., Ed.D. (Rochester 1983, 1986); R.N.
- THERESA INOTT, Lecturer in Nursing  
A.D. (Minneapolis Community College 1982); M.S.N. (Vanderbilt 1995); R.N.
- ROSEMARY JANOFSKY, Adjunct Instructor in Nursing  
B.S. (D'Youville 1979); M.S.N. (Meharry Medical 1985); C.N.M., R.N.
- ANGELA JARVIS, Adjunct Instructor in Nursing  
M.D. (Kentucky 1974)
- JUDITH M. JENKINS, Adjunct Instructor in Nursing  
B.S. in Nr. (Saint Louis 1976); M.S.N. (Vanderbilt 1979); R.N.
- BARBARA D. JOHNSON, Assistant Professor of the Practice of Nursing  
B.S.N., M.S.N. (Vanderbilt 1980, 1991); R.N.
- JULIA B. JOHNSON, Lecturer in Nursing  
B.S.N., M.S.N. (Vanderbilt 1986, 1989); R.N.
- SUE M. JONES, Adjunct Instructor in Nursing  
B.S.N., M.S.N. (Vanderbilt 1967, 1974); R.N., C.F.N.C., C.Ob/Gyn.N.P.
- MARY EVELYN K. KEMP, Professor of Maternal-Child Nursing, Emerita  
B.S.N., M.S.N. (Vanderbilt 1956, 1963); R.N.
- MARGARET BABB KENNEDY, Lecturer in Nursing  
B.S.N., M.S.N. (Vanderbilt 1989, 1993); R.N.
- JOY D. KIMBRELL, Adjunct Instructor in Nursing  
B.S.N. (East Tennessee State 1980); M.S.N. (Vanderbilt 1988); R.N.
- RACHEL KINDER, Adjunct Instructor in Nursing  
B.S.N. (Western Kentucky 1985); M.S.N. (Vanderbilt 1992); R.N.
- JOAN E. KING, Associate Professor of the Practice of Nursing  
B.S.N., M.S.N. (Vanderbilt 1972, 1975); Ph.D. (Peabody 1984); R.N.
- SANDRA KINKADE, Adjunct Instructor in Nursing  
M.S.N. (Vanderbilt 1991); R.N.
- PATRICIA ONEY KINMAN, Adjunct Instructor in Nursing  
B.S. in N. (Berea 1971); M.S.N. (Vanderbilt 1978); R.N.
- ARETI M. KLEIN, Lecturer in Nursing  
B.S.N. (Tennessee, Memphis 1986); M.S.N. (Vanderbilt 1991); R.N.
- TERESA J. KNOOP, Adjunct Instructor in Nursing  
B.S.N. (Murray State 1978); M.S.N. (Vanderbilt 1990); R.N.
- SHARON B. KRAJNAK, Adjunct Instructor in Nursing  
B.S. in Nurs. (Berea 1975); M.S. in Nursing (Alabama, Birmingham 1983); R.N.
- KATHRYN D. KRAUSE, Adjunct Instructor in Nursing  
B.S.N. (Kent State 1984); M.S.N. (Vanderbilt 1992); R.N.
- REGAN JONES KUDLATA, Adjunct Instructor in Nursing  
B.S., M.S.N. (Vanderbilt 1987, 1990); R.N.
- JOYCE K. LABEN, Professor of Nursing  
B.S.N. (Michigan 1957); M.S. (California, San Francisco 1963); J.D. (Suffolk 1969); R.N.
- LYNDA L. LAMONTAGNE, Associate Professor of Nursing  
B.S. (California State, Los Angeles 1970); M.S., D.N.S. (California, San Francisco 1972, 1982); R.N.
- ELLEN LAMOUREX, Adjunct Instructor in Nursing  
B.S. (University of South Florida 1976); Certificate, Pediatric Nurse Practitioner (Meharry Medical 1979); R.N.
- LARRY E. LANCASTER, Professor of Nursing  
B.S.N. (Evansville 1970); M.S.N., Ed.D. (Vanderbilt 1971, 1982); R.N.
- JANA LAUDERDALE, Assistant Professor of the Practice of Nursing  
B.S., M.S. (Texas Women's 1975, 1978); Ph.D. (Utah 1992)
- MINDA S. LAZAROV, Lecturer in Nursing  
B.S., M.S. (Tennessee 1977, 1984)
- LEWIS B. LEFKOWITZ, JR., Professor of Preventive Medicine; Assistant Professor of Medicine; Professor of Nursing, \*  
B.A. (Denison 1951); M.D. (Texas, Dallas 1956)
- ELLEN G. LEVITT, Lecturer in Nursing  
B.S.N. (Vanderbilt 1974); M.N. (Emory 1976); R.N.
- ROBERT LEWIS, Lecturer in Nursing  
B.S. (College of the Holy Cross 1954); M.S. (Long Island 1963); Ph.D. (New York 1974)
- MELANIE LUTENBACHER, Assistant Professor of Nursing  
B.S.N. (Texas 1974); M.S.N. (California State 1986); Ph.D. (Kentucky 1994); R.N.
- BRENDA PATTERSON LUTHER, Adjunct Instructor in Nursing  
B.S.N. (Alabama, Birmingham 1974); M.S.N. (Vanderbilt 1981); R.N.
- CINDY K. LYBARGER, Adjunct Instructor in Nursing  
B.S. in Nursing (Evansville 1979); M.S.N. (Vanderbilt 1990); R.N.
- BENITA LYNCH, Lecturer in Nursing  
B.A. (Western Kentucky 1974); M.S.N. (Vanderbilt 1977); R.N.
- MARY JANE MACEY, Professor of Nursing, Emerita  
B.S.N., M.S.N. (Vanderbilt 1954, 1974); Ph.D. (Peabody 1985); R.N.

- LISA K. MANDEVILLE, Associate in Obstetrics and Gynecology; Adjunct Instructor in Nursing B.S.N., M.S.N. (Vanderbilt 1978, 1988); R.N.
- MARY VIRGINIA MANLEY, Adjunct Instructor in Obstetrics and Gynecology; Adjunct Associate Professor of Nursing B.S.N., M.S.N. (Vanderbilt 1966, 1968); R.N., R.N.P.
- JUDY MARCIEL, Assistant Professor of the Practice of Nursing B.S.N. (Hawaii 1976); M.S.N. (Vanderbilt 1990); R.N.
- PEGGY MARION, Adjunct Instructor in Nursing M.S.N. (Vanderbilt 1992)
- JULIE MARTIN, Adjunct Instructor in Nursing B.S.N. (Evansville 1980); M.S.N. (Indiana 1988); R.N.
- KATHARYN A. MAY, Visiting Professor of Nursing B.S.N. (Duke 1973); M.S., D.N.S. (California, San Francisco 1976, 1978); R.N.
- LYNN MCDONALD, Adjunct Instructor in Nursing M.S.N. (Vanderbilt 1990); R.N.
- JANE MCEVOY, Lecturer in Nursing B.A., M.S.N. (Tennessee 1984, 1986); R.N.
- MARGARET M. MCGILL, Instructor in the Practice of Nursing B.S.N. (Texas, San Antonio 1972); M.N. (Emory 1985); R.N.
- BETH PULLIAM MEADOR, Adjunct Instructor in Nursing B.S.N. (Eastern Kentucky 1975); M.S.N. (Vanderbilt 1977); R.N.
- NANCY MEIDINGER, Adjunct Instructor in Nursing B.S., M.S. (Cumberland 1986, 1993); R.N.
- SHARON MERCER, Adjunct Instructor in Nursing B.S.N., M.S.N. (Spalding 1987, 1991); R.N.
- JADE T. MERRELL, Adjunct Instructor in Nursing B.S.N., M.S.N. (Vanderbilt 1973, 1990); R.N.
- ANNE MILLER, Adjunct Instructor in Nursing B.S.N. (Pennsylvania 1978); M.S. (Columbia 1986); R.N., C.N.M.
- DEBORAH G. MONTGOMERY, Adjunct Instructor in Nursing B.S. (Illinois 1975); M.D. (Rush 1979)
- ROYANNE A. MOORE, Associate Professor of the Practice of Nursing B.S.N., M.S.N. (Vanderbilt 1976, 1981); R.N.
- VIRGINIA A. MOORE, Lecturer in Nursing B.S.N. (Western Kentucky 1982); M.S.N. (Vanderbilt 1990); R.N.
- JAN MUIRHEAD, Adjunct Instructor in Nursing B.S.N. (Kentucky 1975); M.N. (University of Washington 1984); R.N.
- KATHERINE MULLOY, Adjunct Instructor in Nursing B.S.N., M.S.N. (Vanderbilt 1980, 1986); R.N.
- GERALD MURLEY, JR., Adjunct Instructor in Informatics in Nursing B.A. (Memphis State 1990); M.Ed. (Vanderbilt 1993)
- RHONDA NELL, Lecturer in Nursing B.S. (Freed-Hardeman 1992); M.S.N. (Vanderbilt 1994); R.N.
- ANITA M. NICHOLS, Adjunct Assistant Professor of Nursing B.S.N., M.S.N. (Vanderbilt 1973, 1975); R.N.
- MARY A. NIES, Associate Professor of Nursing B.S.N. (Wisconsin 1974); M.S.N. (Loyola 1979); Ph.D. (Illinois 1988); R.N.
- LINDA D. NORMAN, Interim Associate Dean of the School of Nursing; Assistant Professor of the Practice of Nursing B.S.N., M.S.N. (Virginia 1969, 1981); R.N.
- MARIJANE OWNBY-MCQUIDDY, Adjunct Instructor in Nursing B.S.N. (Belmont 1988); M.S.N. (Vanderbilt 1989); R.N.
- DEBRA JENKINS PARTEE, Assistant Professor of the Practice of Nursing B.S.N., M.S.N. (Vanderbilt 1979, 1983); R.N.
- MELISSA BROWN PATY, Lecturer in Nursing B.S., M.S.N. (Vanderbilt 1973, 1974); R.N.
- VICTORIA A. PATY, Adjunct Instructor in Nursing B.S.N. (Tennessee 1977); M.S.N. (Vanderbilt 1989); R.N.
- PATRICIA L. PEERMAN, Assistant Professor of the Practice of Nursing B.S., M.S. (Virginia Commonwealth 1978, 1982); R.N.C.S.
- BARBARA PETERSEN, Associate Professor of the Practice of Nursing B.S.N. (Long Island 1967); M.S.N., Ed.D. (Columbia 1968, 1988); R.N.
- JANE S. PIERCE, Assistant Professor of the Practice of Nursing B.Mus. (Maryville 1976); M.S.N. (Tennessee 1985); R.N.
- BONITA A. PILON, Associate Professor of the Practice of Nursing B.S.N. (Barry 1972); M.N. (Florida 1975); D.S.N. (Alabama, Birmingham 1988); R.N.
- VIRGINIA N. PITTS, Adjunct Instructor in Finance in Nursing B.A., M.B.A. (Tennessee, Chattanooga 1978, 1983); C.P.A.
- SHARON POLIS, Adjunct Instructor in Nursing B.S. (Oregon State 1980); M.S. (College of Saint Francis 1994)
- CLIFFORD POPPENS, Adjunct Instructor in Nursing M.D. (Tufts 1975)
- JAMES S. POWERS, Associate Professor of Medicine; Adjunct Associate Professor of Nursing B.A. (Wesleyan 1973); M.D. (Rochester 1977)
- JANA L. PRESSLER, Assistant Professor of Nursing; Associate, John F. Kennedy Center

- B.A. (Bradley 1975); M.A. (Iowa 1977); Ph.D. (Case Western Reserve 1986); R.N.
- JUNE B. PUGH, Adjunct Assistant Professor of Nursing  
B.S.N. (Emory 1960); M.S. (Colorado 1962); R.N.
- DORIS QUINN, Nursing Systems Coordinator; Adjunct Instructor in Nursing  
B.S.N. (Saint Anselm 1973); M.S.N. (Catholic 1980); Ph.D. (Vanderbilt 1996); R.N.
- LETITIA RAINEY, Adjunct Instructor in Nursing  
B.S.N. (Vanderbilt 1976); M.S.N. (Columbia 1980); R.N.
- KIMBERLY L. RAY, Lecturer in Nursing  
B.S.N. (Belmont 1991); M.S.N. (Vanderbilt 1992); R.N.
- AGNES READ, Lecturer in Nursing  
B.S. (Indiana 1977); M.S.N. (Texas Health Science Center, San Antonio 1986); R.N.
- GERI REEVES, Assistant Professor of the Practice of Nursing  
B.S. (Alabama Agricultural and Mechanical 1983); M.S.N. (Vanderbilt 1993); R.N.
- CATHERINE E. REISENBERG, Instructor in the Practice of Nursing  
B.S.N. (East Tennessee State 1986); M.S.N. (Vanderbilt 1990); R.N.C., F.N.P., Cert. in P.A.L.S.
- VIONA S. RICE, Adjunct Assistant Professor of Nursing  
B.S. in N. (Tennessee, Nashville 1978); M.S.N., Ph.D. (Vanderbilt 1979, 1983); R.N.
- BRUCE RIDDLE, Adjunct Instructor in Nursing  
A.B., M.D. (Indiana 1974, 1977)
- SUE ROSS, Assistant in Pediatrics; Adjunct Instructor in Nursing  
B.S.N. (Tennessee, Memphis 1974); M.S.N. (Vanderbilt 1989); R.N.
- VICKI D. RUNYON, Adjunct Instructor in Nursing  
M.S.N. (Vanderbilt 1989); R.N.
- MICHELE S. SALISBURY, Assistant Professor of the Practice of Nursing  
M.S.N. (Vanderbilt 1985); Ph.D. (Texas 1993); R.N.
- ANNETTE KIRCHNER SASTRY, Assistant Professor of the Practice of Nursing  
B.S.N. (Vanderbilt 1962); M.S.N. (Case Western Reserve 1965); R.N.
- MINDY G. SCHUSTER, Adjunct Instructor in Nursing  
B.A. (Wells College 1991); M.T.S. (Vanderbilt 1994); R.N.
- PATRICIA ANN SCOTT, Adjunct Instructor in Nursing  
B.S.N., M.S.N. (Vanderbilt 1988, 1992); R.N.
- PATRICIA N. SCOTT, Lecturer in Nursing  
B.S.N. (Tennessee, Memphis 1980); M.S.N. (Pennsylvania 1982); R.N.
- VIRGINIA HUDDLESTON SECOR, Adjunct Instructor in Nursing  
B.S. in Nur. (Baylor 1983); M.S.N. (Vanderbilt 1988); R.N.
- SANDRA S. SEIDEL, Instructor in the Practice of Nursing  
B.S.N. (South Dakota State 1987); M.S.N. (Vanderbilt 1992); R.N.
- SARAH WISEMAN SENN, Adjunct Instructor in Nursing  
B.S. (Middle Tennessee State 1985); M.S.N. (Vanderbilt 1988); R.N.
- RENEE SETTLE, Lecturer in Nursing  
B.S.N. (Kentucky 1971); M.S. in Nursing (Evansville 1985); R.N.
- ELIZABETH T. SHELLER, Adjunct Instructor in Nursing  
B.S., M.S. (California, San Francisco 1971, 1978); R.N.
- DEBORAH M. SHELTON, Adjunct Instructor in Nursing  
B.S.N., M.S.N. (Vanderbilt 1973, 1988); R.N.
- JAYANT P. SHENAI, Professor of Pediatrics; Adjunct Associate Professor of Nursing  
M.B., B.S., M.D. (Bombay 1968, 1972)
- VAUGHN G. SINCLAIR, Assistant Professor of the Practice of Nursing  
B.S.N., M.S.N. (Vanderbilt 1974, 1978); Ph.D. (Peabody 1982); R.N.
- SUSAN SIZEMORE, Adjoint Instructor in Nursing  
R.N., C.N.M.
- JANIS B. SMITH, Adjunct Instructor in Nursing  
B.S.N. (Marquette 1977); M.S.N. (Pennsylvania 1980); R.N.
- JEANIE M. SMITH, Adjunct Instructor in Nutrition in Nursing  
B.S. (Abilene Christian 1989)
- DEBORAH SNEDEGAR, Assistant Professor of the Practice of Nursing  
M.S.N. (Vanderbilt 1992); R.N.
- ROXANE SPITZER, Associate Dean, School of Nursing; Professor of the Practice of Nursing; Adjunct Professor of Management  
B.S.N. (Adelphi 1960); M.A. in Nurs. (Columbia 1972); M.A., Ph.D. (Claremont 1989, 1993); R.N.
- KAREN L. STARR, Associate in Psychiatry; Adjunct Instructor in Nursing  
B.A. (William Woods 1975); B.S.N. (Missouri 1976); M.S.N. (Vanderbilt 1983); R.N.
- SUZANNE K. STONE-GRIFFITH, Adjunct Instructor in Nursing  
B.S. (North Carolina, Charlotte 1978); M.S.N. (Tennessee 1981); R.N.
- KELLY S. STREET, Lecturer in Nursing  
M.S.N. (Vanderbilt 1994); R.N.

- CLARE D. SULLIVAN, Instructor in the Practice of Nursing  
B.S. (Dayton 1972); M.S. (Harvard 1979); M.S.N. (Vanderbilt 1995); R.N.
- JUDY TAYLOR SWEENEY, Assistant Professor of the Practice of Nursing  
B.S.N., M.S.N. (Vanderbilt 1970, 1975); R.N.
- CATHY R. TAYLOR, Assistant Professor of the Practice of Nursing  
B.S. (Middle Tennessee State 1976); B.S.N. (Alabama, Huntsville 1978); M.S. (Tennessee, Memphis 1989); R.N.
- DIANA L. TAYLOR, Adjunct Instructor in Nursing  
M.S.N. (Vanderbilt 1991); R.N.
- JOHN CHRISTIAN TAYLOR, Adjunct Instructor in Nursing  
B.S. (Tennessee 1980); M.S. (Vanderbilt 1986); R.N.
- DONELLA J. TUCKER, Adjunct Instructor in Nursing  
B.S.N., M.S.N. (West Texas State 1979, 1987); R.N.
- BERNARD TURNER, Adjunct Instructor in Nursing  
B.S. (Findley 1976); M.B.A. (Toledo 1978)
- WILLIAM TYLER, III, Adjunct Instructor in Nursing  
M.D. (Indiana 1965)
- SUSAN M. UTLEY, Adjunct Instructor in Nursing  
B.S.N. (Vanderbilt 1985); M.S. in Nursing (Alabama, Birmingham 1988); R.N.
- ANNE MARIE VANDER WOUDE, Adjunct Instructor in Nursing  
B.S.N. (Iowa 1982); M.S.N. (Vanderbilt 1990); R.N.
- PENELOPE P. VAUGHAN, Adjunct Instructor in Nursing  
B.S. in N. (Tennessee, Nashville 1979); M.S.N. (Vanderbilt 1981); R.N.
- MICHAEL W. VOLLMAN, Lecturer in Nursing  
B.S. (Trevecca Nazarene 1981); M.S.N. (Vanderbilt 1994); R.N.
- FREIDA STOVALL WADLEY, Adjoint Associate Professor of Nursing  
B.S. (Tennessee Technological 1967); M.D. (Tennessee 1969); M.S.H.P.A. (Cincinnati 1978)
- DEBORAH WAGE, Adjunct Instructor in Nursing  
B.S. (Wisconsin, Oshkosh 1987); M.S.N. (Vanderbilt 1991); R.N.
- LOIS J. WAGNER, Associate in Pediatrics; Adjunct Instructor in Nursing  
B.A. (Cincinnati 1972); B.S.N. (Catholic 1977); M.S.N. (Vanderbilt 1984); R.N.
- BEVERLY LEA WALKER, Adjunct Instructor in Nursing  
B.S. in Nursing, M.S. in Nursing (Alabama, Birmingham 1976, 1984); R.N.
- KRISTEN WALKER, Adjunct Instructor in Nursing  
B.A. (Connecticut College 1986); M.S.N. (Yale 1993); R.N.
- KENNETH A. WALLSTON, Professor of Psychology in Nursing; Professor of Psychology, Peabody College; Professor of Psychology, College of Arts and Science; Investigator, John F. Kennedy Center  
A.B. (Cornell 1964); M.A., Ph.D. (Connecticut 1965, 1968)
- WILLIAM F. WALSH, Professor of Pediatrics; Adjunct Associate Professor of Pediatrics in Nursing  
B.S. (United States Air Force Academy 1972); M.D. (Texas, San Antonio 1976)
- WENDY WARBURTON, Adjunct Instructor in Nursing  
B.A. (Jacksonville 1972); M.S.N. (Yale 1993); R.N., C.N.M.
- CAROLYN S. WATTS, Associate in Surgery; Adjunct Instructor in Nursing  
B.S. (Olivet Nazarene 1971); M.S.N. (Tennessee 1978); R.N.
- PENNY WAUGH-GOBELL, Lecturer in Nursing  
B.S.N. (Tennessee State 1984); M.S.N. (Vanderbilt 1995); R.N.
- PAMELA WAYNICK, Adjunct Instructor in Nursing  
B.A. (Tennessee 1989); M.S.N. (Vanderbilt 1992); R.N.
- LESLIE WELCH, Instructor in the Practice of Nursing  
B.S. (David Lipscomb 1992); M.S.N. (Vanderbilt 1993); R.N.
- NANCY WELLS, Research Associate Professor of Nursing; Director of Nursing Research, Vanderbilt University Medical Center  
B.A., B.Sc.N. (Windsor 1976, 1976); M.N. (University of Washington 1981); D.N.Sc. (Boston University 1988); R.N.
- SARAH J. WHITE, Adjunct Instructor in Nursing; Adjunct Assistant in Medicine  
B.S.N., M.S. (Tennessee, Memphis 1974, 1978); R.N.
- THOMAS C. WHITFIELD, JR., Adjunct Instructor in Nursing  
B.S. (David Lipscomb 1974); M.D. (Tennessee 1977)
- SHARON WILCOX, Adjunct Instructor in Nursing  
B.S. (Trevecca Nazarene 1981); M.S.N. (Vanderbilt 1993); R.N.
- SARA JAYNE WILLIAMS, Associate in Surgery; Adjunct Assistant Professor of Nursing  
B.S. (Duquesne 1955); M.S. (Pittsburgh 1959); R.N.
- VIRGINIA H. WILLIAMS, Lecturer in Nursing  
B.S.N. (Vanderbilt 1976); M.S.N. (Tennessee 1980); R.N.

CATHERINE WILSON, Adjunct Instructor in Nursing  
 B.S. (Western Kentucky 1982); M.S.N. (Vanderbilt 1992); R.N.

MARSHA T. WILSON, Director of Health Policy Development; Adjunct Instructor in Public Health in Nursing; Lecturer in Medical Administration  
 B.A. (Vanderbilt 1969); M.P.H. (Texas 1971)

WALTER WILSON, Adjunct Instructor in Nursing  
 B.S. (Southern Mississippi 1976); M.Div. (Southern Baptist Theological Seminary 1980); M.S.N. (Vanderbilt 1992); R.N.

PATRICIA V. WISE, Adjunct Instructor in Nursing; Associate in Psychiatry  
 B.S.N., M.S.N. (Vanderbilt 1986, 1988); R.N.

MARY ANN WOODWARD-SMITH, Adjunct Assistant Professor of Nursing  
 B.S. (Athens 1978); M.S.N. (Vanderbilt 1980); R.N.

PENELOPE J. WRIGHT, Adjunct Instructor in Nursing  
 B.A. (Stephens 1985); M.S.N. (Vanderbilt 1987); R.N.

RONALD M. WRONA, Adjunct Instructor in Nursing  
 B.A. (Buffalo 1957); M.A. (University of Washington 1959); Ph.D. (Ohio State University 1978)

DEBRA M. WUJCIK, Adjunct Instructor in Nursing  
 B.S.Nsg., M.S. (Pittsburgh 1977, 1982); R.N.

SARAH C. YEAGLEY, Adjunct Instructor in Nursing  
 B.S.N., M.S.N. (Vanderbilt 1966, 1986); R.N.

MICHAEL YEISER, Adjunct Instructor in Nursing  
 B.S. (Western Kentucky 1978); M.D. (Kentucky 1982)

PAULA CARROLL YELVERTON, Adjunct Instructor in Nursing  
 B.S.N. (North Carolina 1966); M.S.N. (Vanderbilt 1985); R.N.

CONNIE KEENER YOUNG, Adjunct Instructor in Nursing  
 B.S. (Middle Tennessee State 1974); B.S.N. (Tennessee State 1982); M.S.N. (Vanderbilt 1990); R.N.

JEANNE M. YOUNGKINS, Adjunct Instructor in Nursing  
 M.S.N. (Vanderbilt 1991); R.N.C.



# Class of 1996/97



## Family Nurse Practitioner

Loretta Adair B.S.N., Tennessee State	Nashville, Tenn.
Elizabeth Anne Agal B.S., Wheaton [Illinois]	Zeeland, Mich.
Sennie Diane Anderson B.S., Oregon State	Baker City, Oreg.
Karen Marie Baker B.S.N., D'Youville	Nashville, Tenn.
Linda Susan Baker	Cookeville, Tenn.
Karie Leigh Barber B.S., United States Military Academy	Chillicothe, Ohio
Brian Paul Barger B.S., Oregon State; B.S., Western Oregon State College	Portland, Oreg.
Melissa Lyn Beckwith B.S., Middle Tennessee State	Lebanon, Tenn.
Amy Elizabeth Berndt B.A., St. Olaf; M.P.H., Boston	Reno, Nev.
Rhonda Renae Blades B.S., Vanderbilt	Springfield, Mo.
Bobby Dare Boland B.A., West Virginia State	Beckley, W.Va.
Martha Fuchs Brinson B.A., Spring Hill	Nashville, Tenn.
Sherri Elizabeth Cargal B.S., College of St. Francis	Old Hickory, Tenn.
Kimberly Carver B.S., David Lipscomb	Smyrna, Tenn.
Michelle Lynn Caudill B.S.N., Western Kentucky	Franklin, Ky.
Jonathan Todd Cole B.S., Union	Jackson, Tenn.
Suzanne Marie Connor B.A., Marquette	Nashville, Tenn.
Katherine Sheridan Crocker B.A., M.Ed., Vanderbilt	Nashville, Tenn.
Mary Theresa Danhauer B.S., Brescia; M.S. in Ag., Murray State; B.S.N., Western Kentucky	Madison, Tenn.

Mary Wallace Darden B.S.N., Austin Peay State	Springfield, Tenn.
Carrie Moore Dorsey-Higdon B.A., Tennessee	Nashville, Tenn.
Curry Lee Dudley B.S., David Lipscomb	Lebanon, Tenn.
Lillian Omono Ehiemua	Nashville, Tenn.
Lorenzo Boykin Fisher B.A., Centenary [Louisiana]	Madison, Miss.
Ann Forsthoefel B.A., Michigan	Tecumseh, Mich.
Julie Kathleen Ely Francis B.S., Taylor	Nashville, Tenn.
Melissa Jeanne Geist B.A., Dayton; M.Ed., Belmont	Nashville, Tenn.
Margaret Louise Good B.A., Hiram	Nashville, Tenn.
Marya E. Grosse B.A., California [Santa Cruz]	Berkeley, Calif.
Megan Lynn Hamilton B.S., Wheaton [Illinois]	Shorewood, Wis.
Terri Hammack B.S.N., Tennessee Technological	Antioch, Tenn.
Mary-George Hardman B.A., Michigan	Primm Springs, Tenn.
Sharon Louise Heinrich B.A., Depauw; M.S.P.H., North Carolina	Gastonia, N.C.
Mary Linda Hill	Madison, Tenn.
Penelope Lawlor Hill	Lewisburg, Tenn.
Barbara Jean Norman Hinson B.S.N., Belmont	Mt. Pleasant, Tenn.
Kevin Jay Horne B.S.N., Barton	Littleton, N.C.
Christie Hamilton Kirkpatrick B.A., Mount Saint Mary's [Maryland]	Elizabethtown, Ky.
Ahna Elizabeth Landin B.S., Wheaton [Illinois]	Villanova, Pa.
Lori Levit B.A., Michiga; M.A., Western Michigan	Grand Rapids, Mich.
Laurie Louise Lowe B.S., Vanderbilt	St. Petersburg, Fla.
Holly LeaAnne Martin B.S., Westminster [Utah]	Nashville, Tenn.
Mark Russell Mattice B.A., King	Johnson City, Tenn.

Kelley Lynn McCandless B.S.N., Memphis State	Hendersonville, Tenn.
Bernard Clar McCarty B.S., Marshall; M.S., M.B.A., West Virginia	Nashville, Tenn.
Page Sterling McClanahan B.S., East Tennessee State	Nashville, Tenn.
Christine McCormack B.A., Pacific Lutheran; M.A., Oregon State; M.Div., M.Th., Princeton Theological Seminary	Gilroy, Calif.
Sarah Lewis McDonnell B.S.N., Tennessee [Knoxville]	Nashville, Tenn.
Jennifer Goostree McGuire	Nashville, Tenn.
Gigi Jefcoat McMurray B.A., Mississippi [Oxford]	Nashville, Tenn.
Cynthia Lee Meeker B.A., Illinois Wesleyan	Pekin, Ill.
Carol Daly Moore B.S., West Virginia; B.S.N., Belmont	Madison, Tenn.
Laura-Dawn Moule B.A., McGill [Canada]; M.A., Sheffield [England]	Montreal, Canada
William Todd Neel B.A., Vanderbilt	Nashville, Tenn.
Sarah Jane Nichols B.S., Wheaton [Illinois]	Redding, Calif.
Sharon Stockard Noland B.S., Eastern Kentucky	Hermitage, Tenn.
William Thomas Nordin B.M., Tampa	Nashville, Tenn.
Carol Lynn Orwig	Chicago, Ill.
Mohammad Rassekhi B.A., Sangamon State	Nashville, Tenn.
Kathryn Raper Reese B.S., Tennessee [Martin]	Nashville, Tenn.
Mary Ellen Roy B.A., Northeast Louisiana	Nashville, Tenn.
Terry Sue Sadler B.S., Austin Peay State	Erin, Tenn.
Carol Ruth Scott B.A., Randolph-Macon Woman's; B.S.N., Tennessee	Nashville, Tenn.
Catherine Clark Tosh Shell B.A., Southern Methodist; B.S.N., Tennessee [Memphis]	Nashville, Tenn.
Amy Louise Smith B.A., Wheaton [Illinois]	Holland, Mich.
Shellie Ann Smith B.S., California [Davis]	Fairfield, Calif.

Sarah Margaret Soileau B.A., Middlebury	Chattanooga, Tenn.
Rex Edward Sparks B.S., M.A., Tennessee Technological	Nashville, Tenn.
Y. Claire Srouji B.S., Vanderbilt	Nashville, Tenn.
Catherine Cain Stephens B.S., M.A., Alabama [Tuscaloosa]; B.S.N., Austin Peay State	Clarksville, Tenn.
Deborah Paulette Sutherland	Cape Girardeau, Mo.
Lynn Michelle Topf B.A., Michigan	Huntington Woods, Mich.
Sandra Marie Vaughan	Nashville, Tenn.
Kenneth Earl Watford B.S., B.S.N., Delta State	Cleveland, Miss.
Kari Ann Webber B.S., Winona State	Oronoco, Minn.
Sheridan Marie Whalen B.A., California [Davis]	Sacramento, Calif.
Mark Allen Young B.S.N., North Carolina Central	Mount Juliet, Tenn.

### Acute Care Adult Nurse Practitioner

Stephen Christopher Andrews B.A., Allegheny	Hendersonville, N.C.
Dorothy Longer Bailey B.S., Vanderbilt	Nashville, Tenn.
James Stephen Barnett B.S.N., Tennessee State	Nashville, Tenn.
Meredith Leigh Buck	Greenville, S.C.
Anna Milligan Glass Clower	Signal Mountain, Tenn.
James Alan Gibson B.A., Montevallo; B.S.N., Alabama [Huntsville]	Nashville, Tenn.
Tracy Racheal Goodall	Clarksville, Tenn.
Susan Katherine Griffith B.S., Georgia	Dunwoody, Ga.
Donna Kay Leake Hamby B.G.S., Furman	Franklin, Tenn.
Jeffrey Eugene Kulas B.A., Union	Franklin, Tenn.
Shey Jacklin Larson B.S., Gustavus Adolphus	Hermitage, Tenn.
Monique Michelle LeBlanc B.S., Guilford; M.S., Georgia Southern; M.S., Georgia State	Franklin, Va.

Shelley Lynn Lott B.S.N., Auburn	Nashville, Tenn.
Kimberly Ann Marshall B.S.N., Kentucky	Nashville, Tenn.
Kathryn Anne Dahmus McDearman B.S., Tennessee Technological	Clarksville, Tenn.
Cynthia Lynn McIntosh	Nashville, Tenn.
Kathryn Marie Moore B.S., M.S., M.Ed., Middle Tennessee State; B.S.N., Tennessee State	Nashville, Tenn.
Pamela Yadro Roberts B.S.N., McKendree	West Frankfort, Ill.
Robin Boatman Severance B.S.N., Middle Tennessee State	Nashville, Tenn.
William Mark Sutherland B.A., San Francisco State	Empire, Mich.
Cynthia Renee VanGoor	Nashville, Tenn.
Melody A. Walls B.S.N., Austin Peay State	Adams, Tenn.
Kimberly Ann Wilder B.A., Mississippi [Oxford]	Bowling Green, Ky.
Jennifer Elizabeth Young B.S., Tennessee	Gallatin, Tenn.
Ann-Elise Zarkower B.A. (Film), B.A. (Psychology), Pennsylvania State	State College, Pa.

### Gerontological Nurse Practitioner

Beverly Joyce Aveyard	Cottontown, Tenn.
Marci Helton Beard	Murfreesboro, Tenn.
Linda Marie Beuscher B.S.N., Bowling Green State	Clarksville, Tenn.
Virginia Lee Bradshaw B.A., American	Nashville, Tenn.
James Noakes Brenner B.A., Findlay; M.A., Tennessee Technological	Cookeville, Tenn.
Ruby Kathryn Dunlap B.S.N., Middle Tennessee State	Mt. Juliet, Tenn.
Penelope Susanne Markle Graham B.A., Master In Education, Tufts	Bethel, Vt.
Alice Joy Lowe B.A., Tennessee [Knoxville]	Nashville, Tenn.
Ann Matejcek B.S., College of St. Catherine	Fairbault, Minn.
Christopher Wallace McClure B.A., Duke	Nashville, Tenn.

David Troy Miller, Jr B.A., Lee [Tennessee]	Chattanooga, Tenn.
Kimberly Renee Neely	Nashville, Tenn.
Patricia Jane Parks B.S.E., Georgia	Nashville, Tenn.
Kelly Michelle Parsons B.B.A., Eastern Kentucky	Paint Lick, Ky.
Thomas Martin Powell B.B.A., Middle Tennessee State	Nashville, Tenn.
Jamie Bradford Spicer B.S., David Lipscomb	Nashville, Tenn.
Jane Franklin Tyson B.S., Millsaps; B.S.N., Mississippi [Medical Center]	Brentwood, Tenn.
Robert Melvin Wilkinson B.S., M.B.A., Austin Peay State	Salem, Ky.

### Neonatal Nursing

Laura Kristen Pryor Brown B.A., Rhodes College	Nashville, Tenn.
Jamie Len Guttowsky B.S., David Lipscomb	College Grove, Tenn.
Wendy Anne Johnson B.S.N., Austin Peay State	Clarksville, Tenn.
Lili Ann Searcy B.S., Birmingham-Southern	Bessemer, Ala.
Amy Lynn Watson B.S.N., Mennonite College of Nursing	Paducah, Ky.

### Women's Health Nurse Practitioner

Emily Glasgow Bruno B.A., Vanderbilt	Nashville, Tenn.
Melissa Ann Cooper Cooper B.A., Southern Methodist	Nashville, Tenn.
Deborah Sue Weirauch Davis B.S., Vanderbilt	Franklin, Tenn.
Dana Lea DeMoss B.S., State University of New York [Albany]	Nashville, Tenn.
Christine Lynn Deneseus B.S. in Nursing, Indiana [South Bend]	Gastonia, N.C.
Rhonda Rae Dixon B.S.N., North Carolina [Charlotte]	Nashville, Tenn.
Syreetta Drake	Jackson, Miss.
Kathryn Anne Fort B.A., North Carolina	Charlotte, N.C.

Margo Lynn Galvon	Calgary, Canada
B.N., Calgary [Canada]	
Ann Hale Greenwood	Central City, Ky.
B.S., Vanderbilt	
Eden Elizabeth Hankins	Denver, Colo.
B.A., Lewis and Clark	
Kimberly Colette Hart	Mt. Juliet, Tenn.
B.S.N., Union College [Nebraska]	
Erin Elizabeth Hebert	Mandeville, La.
Carla Marie Michel Jackson	Evansville, Ind.
B.S., Western Kentucky	
Adriane Lee Kraft	Brentwood, Tenn.
Anthony Adams Lathrop	Nashville, Tenn.
B.A., Vanderbilt	
Amy Laura McClanahan	Johnson City, Tenn.
Bonnie Jean McReynolds	Nashville, Tenn.
B.S., The Evergreen State	
Lisa Dawn Pritchett Milam	Nolensville, Tenn.
B.S., Bethel [Tennessee]	
Stacy Leigh Newpher	Nashville, Tenn.
B.S., Birmingham-Southern	
Deborah Fallon Spandikow	San Diego, Calif.
B.A., San Diego State	
Susan Brooke Taylor	Scottsdale, Ariz.
B.A., Arizona State	
Mary Elizabeth Thornton	Douglasville, Ga.
B.S., Auburn	
Sonia M. Vishneski	Dothan, Ala.
B.S.N., Troy State	
Cherry Annise Brown West	Franklin, Tenn.
B.S.N., Union	
Kimberly Turner Williams	Gulfport, Miss.
Paula Rhode Zimmerman	Naperville, Ill.
B.S., Illinois State	

### Parent-Child Adolescent Nursing

Lee Anne Chamberlain	Birmingham, Ala.
B.S., Judson [Alabama]	
Amy Michelle Staggs Edwards	Hendersonville, Tenn.
Amy Lynn Nichols Kremer	Brentwood, Tenn.
B.S., Vanderbilt	
Susan Germaine Lakich	Nashville, Tenn.
B.A., Belmont	
Gwenith Christine Marcou	Huntsville, Ala.
B.S., M.Ed., Auburn	

Beth Ann Mitchell B.S.N., Tennessee [Knoxville]	Murfreesboro, Tenn.
George Anne Raines	Ashland City, Tenn.

### **Psychiatric-Mental Health Clinical Nurse Specialist or Psychiatric-Mental Health Nursing**

Paul Daniel De Baldo, Jr B.A., California [Los Angeles]	Nashville, Tenn.
Rose Marie Harris B.S., Tennessee Technological	Manchester, Tenn.
Karen Jill Hirschhorn B.S., Vermont	New York, N.Y.
Janet Wise Lockridge B.A., Tennessee	Knoxville, Tenn.
Anne Elizabeth Maxwell Rodgers	Hixson, Tenn.
Mary E. Rutherford B.S.N., Austin Peay State	Clarksville, Tenn.
Jennifer Anne Scroggie B.S.N., Belmont	Melbourne, Australia
Sarah Joan Seabrook B.S.N., Villanova	Bridgeton, N.J.
Lisa Burrus Turk B.S.N., Vanderbilt	Brentwood, Tenn.

### **Nursing Administration**

Kathy Loraine Simmons B.S.N., Belmont	Nashville, Tenn.
Elizabeth Anne Slater B.S.N., Middle Tennessee State	Clarksville, Tenn.
Nancy Lou Brumfield Steele B.S.N., Belmont	Nashville, Tenn.

### **Nurse-Midwifery**

Elizabeth Viola Edmondson B.S.N., Medical College of Georgia	Woodstock, Ga.
Katherine Graves King B.S.N., Tennessee [Chattanooga]	Lookout Mountain, Tenn.
Angela Michelle Long	Smyrna, Tenn.
Mary Catherine Owens Shojaie B.S.N., Tennessee [Chattanooga]	Cleveland, Tenn.
Norma Dean Smith	Nashville, Tenn.





# Vanderbilt University Hospital

## The Vanderbilt Clinic

### **Administration 339**

Hospital Medical Board

### **Vanderbilt University Hospital and The Vanderbilt Clinic 343**

Vanderbilt University Hospital

Vanderbilt Children's Hospital

The Vanderbilt Clinic

Additional Services and Facilities

Programs in Allied Health

Other Health Profession Programs

### **The Vanderbilt Clinic Staff Officers 355**

### **Hospital Staff 357**

### **House Staff 367**



# Vanderbilt University Hospital

## The Vanderbilt Clinic



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

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

## Vanderbilt University Hospital

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

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. This approach led to the reorganization of clinical delivery into Patient CareCenters for Behavioral Health, Cancer, Cardiology/Cardiothoracic Surgery, Children's Hospital, Medicine, Ophthalmology, Orthopaedics, Primary Care, Surgical Services, Transplant, Trauma, and Women's Services. Each center is led by a physician/administrative team that designs care to meet the needs of the patients

### **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. A Pediatric Emergency Department opened in 1997 to offer emergency care and urgent care services in a specialized child/family-focused environment.

### **LifeFlight**

The LifeFlight air medical transport service provides quick access to medical care in emergencies. The rooftop helipad and elevator provides rapid access to the emergency department, operative services, and intensive care units. The service operates within a 150-mile radius of Nashville and is staffed by a team of fully certified pilots and specially trained nurses. The 24-hour dedicated dispatch center is located in the Emergency Department.

## **Children's Hospital**

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 160 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, pediatric emergency department, 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.

The Newborn Emergency Transport Program is a consultation and transport service for newborns requiring critical care transport (Angel) to the Vanderbilt Children's Hospital neonatal intensive care unit or Back Transport (Cherub) from the NICU to a community hospital for continued care. The service area for these ground ambulances is approximately a 100-mile radius of Nashville. Approximately 300 newborns are transported each year by each ambulance.



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

In 1996, the services of Vanderbilt University Hospital and the Vanderbilt Medical Group were reorganized into patient care centers representing the major categories of care delivered at Vanderbilt. This realignment centers around meeting the needs of our patients, creating a stronger partnership among physicians and managers, and making decisions closer to the point of impact. The patient care centers are as follows:

Cardiology/Cardiac and Thoracic Surgery

Cancer

Women's

Emergency

Children's

Perioperative

Surgery

Behavioral Health

Medicine

Ophthalmology

### 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.

### **The Vanderbilt Subacute Care Unit**

The Subacute Care Unit is a 25-bed unit that is licensed as a nursing facility. It is designed to care for patients who are no longer in need of the intense level of acute care services in the hospital, but are not ready for care in the home and need more intensive care than provided in a traditional nursing facility.

Subacute care requires the coordinated services of an interdisciplinary team, including physicians, nurses, social workers, and physical, occupational, and speech therapists. Care does not depend heavily on high technology monitoring or complex diagnostic procedures and instead focuses on the rehabilitative potential of the patients.

### **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, specialize-

ing 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, 1 January, 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, Ten-

nessee, 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, including the following:
  - 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 pre-

ceptors 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.

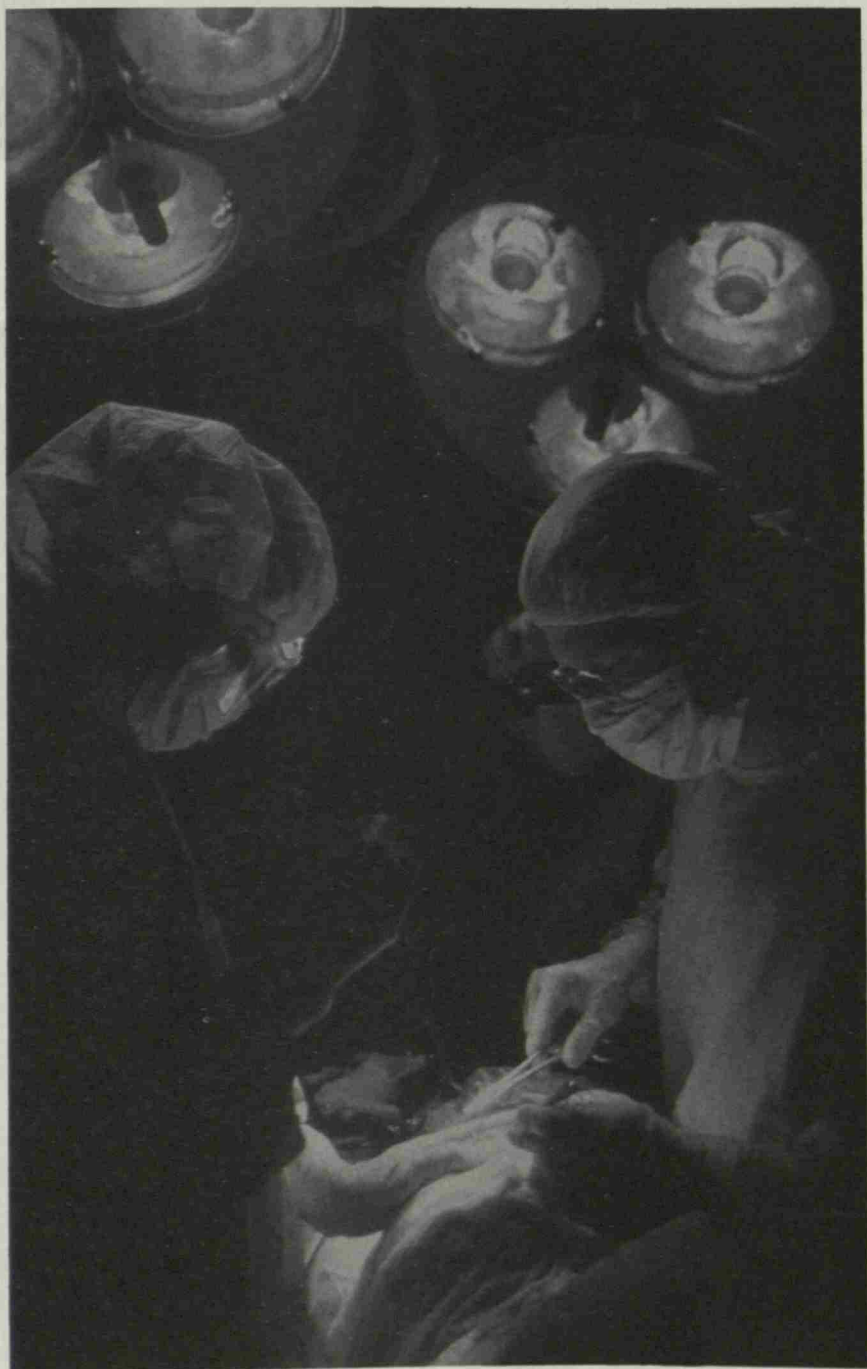
### **Program in Hearing and Speech Sciences**

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.







# The Vanderbilt Clinic Staff Officers



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Franklin William Taylor

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Robert C. Bone  
John W. Brock III  
David E. Hill  
George W. Holcomb III  
Walter M. Morgan III  
John B. Pietsch

### Plastic Surgery

R. BRUCE SHACK, Interim Chief  
Ronald M. Barton  
Reuben A. Bueno  
James H. Fleming, Jr.  
Philip E. Fleming

Kevin F. Hagan  
 Kevin J. Kelly  
 John B. Lynch  
 James J. Madden, Jr.  
 Greer Ricketson  
 R. Bruce Shack

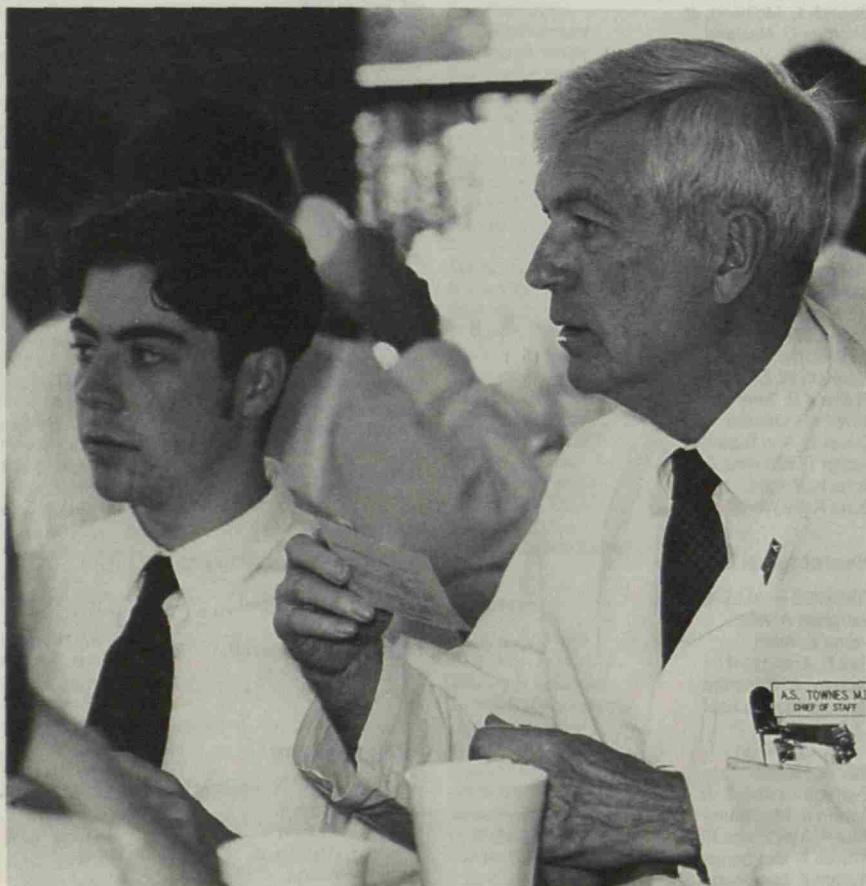
### Thoracic and Cardiac Surgery

DAVIS DRINKWATER, 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



Abbas, Rashida A.	L-2	Internal Medicine
Abou El-Ezz, Ashraf Y.	L-3	Anesthesiology
Alao, David	L-2	General Surgery
Alastra, Anthony J.	L-1	General Surgery
Allen, Connie Louise	L-3	Internal Medicine
Allos, Suhail Hazim	L-3	General Surgery
Anderson, Ted Louis	L-4, Chief	Obstetrics and Gynecology
Arain, Amir M	L-4, Chief	Neurology
Armstrong, Christine Bernadette	L-2	Pediatrics
Arnold, Scott Joseph	L-4	Pathology
Aronoff, David Michael	L-3	Internal Medicine
Arquitt, George Edward	L-1	Oral & Maxillofacial Surgery
Arumugham, Akilan	L-2	Radiology
Augenstein, Elise June	L-3	Psychiatry
Averitt, Susanna May	L-2	Pediatrics
Bagga, Ranjit Singh	L-4	Radiology
Barnes, Seth Michael	L-3	Internal Medicine
Bazarjani, Sadrollah S.	L-5	Nuclear Medicine
Belvin, Everett Lee	L-3	Pediatrics
Benoit, Craig Michael	L-2	Otolaryngology
Bergeron, Kimberly Cranston	L-5	Allergy, Pulmonary and Critical Care
Berkon, Elyse M.	L-1	Orthodontics
Berry, J. Montgomery	L-6	Otolaryngology
Bhat, Leena S.	L-2	Dermatology
Blackman, Gabrielle Levine	L-2	Psychiatry
Blair, Kelly	L-4	General Surgery
Blevins, Steven Craig	L-2	Psychiatry
Block, John Jacob	L-3	Radiology
Blum, Matthew Garret	L-4	General Surgery
Bobo, Michael Lee	L-1	General Surgery
Bodea-Barothi, Paul S.	L-2	Psychiatry
Bokhari, Samina	L-4	Neurology
Bondurant, Jennifer E.	L-1	Pediatrics
Boone, Paul Dale	L-5	Neurosurgery
Boren, Edwin L.	L-5	Nuclear Medicine
Boswell, Craig Lee	L-2	Radiology
Bowlds, Paul J.	L-1	General Surger
Boyce, Robert Hunter	L-2	Orthopaedics
Bradley, Anne Letitia	L-4	General Surgery
Bradshaw, Elinor E.	L-1	Pediatrics
Branch, Millicent Anne	L-4	Psychiatry
Briggs, Cynthia K.	L-5	Child Psychiatry
Britt, Thomas T.	L-1	Orthodontics
Brooks, Jared L.	L-2	General Surgery
Brooks, Whitney DiSandro	L-2	Internal Medicine
Brown, S. Allyson	L-2	General Surgery
Bry, Kristina	L-3	Pediatrics
Bryant, G. Lee	L-6, Chief	Otolaryngology
Bullard, Steven Redding	L-4	Ophthalmology and Visual Sciences

Burelbach, John C.	L-1	General Surgery
Burress, Robert S.	L-7	Allergy, Pulmonary and Critical Care
Butler, Kelly J.	L-1	Psychiatry
Butt, Shiraz	L-3	Psychiatry
Cain-Swope, Christina Lee	L-3	Obstetrics and Gynecology
Calderwood, Susan Adams	L-2	Anesthesiology
Camp, Jeffrey T.	L-3	Ophthalmology and Visual Sciences
Campbell, Michelle Gere	L-4, Chief	Radiology
Carpenter, Lawrence Jay	L-4	Obstetrics and Gynecology
Carr, Christopher	L-1	General Surgery
Carr, Thomas Joseph	L-2	Pediatrics
Carroll, Brendan Cargill	L-4, Chief	Obstetrics and Gynecology
Castelli, Joe	L-1	Obstetrics and Gynecology
Chambers, John Wallace	L-3	Pediatrics
Chambers, Melissa R.	L-2	Neurosurgery
Chan, Michael C.	L-2	Radiology
Chang, Andrew	Lab	General Surgery
Chang, Bernard Hyunki	L-4, Chief	Ophthalmology and Visual Sciences
Chang, David Keydai	L-5	Addiction Psychiatry
Chang, Ingrid J.	L-1	Internal Medicine
Chang, Min Shen	L-2	Ophthalmology and Visual Sciences
Chang, Sam Sungsoo	L-6, Chief	Urology
Chen, June S.	Lab	General Surgery
Cherry, Christopher Jason	L-2	Internal Medicine
Chesney, Brad	L-1	Obstetrics and Gynecology
Clark, Matthew A.	L-1	Medicine/Pediatrics
Clarke, George Henry	L-4, Chief	Pathology
Clarke, Katherine	L-1	Obstetrics and Gynecology
Claudel, Christopher Drew	L-4	Dermatology
Clough, John Arthur	L-4	Neurosurgery
Clowse, Martin Converse	L-2	Internal Medicine
Cohen, Brett	L-1	Medicine/Pediatrics
Coleman, John Robert	L-5	Otolaryngology
Coleman, Sean Christopher	L-3	Otolaryngology
Colgrove, Eric Earl	L-3	Pediatrics
Conley, Richard Scott	L-2	Orthodontics
Conner, Barrett Dow	L-3	Internal Medicine
Connors, Michael Stanley	L-2	General Surgeon
Converse, George Marquis	L-2	Otolaryngology
Cook, Jo A.	L-1	Pediatrics
Cormier, Janice Nicole	L-4	General Surgery
Correa, Alejandro Javier	L-4	Otolaryngology
Cram, Gary Paul	L-4	Neurosurgery
Cross, Marya	L-1	Pediatrics
Crozier, Ian	L-1	Internal Medicine
Culpepper, Kelli Lynn	L-2	Obstetrics and Gynecology
Curran, Christine Linda	L-2	Internal Medicine
Currier, Paul F.	L-1	Internal Medicine
Cvar, Kathryn Marie	L-4	Obstetrics and Gynecology
Dalu, David Z.	L-2	Emergency Medicine
Dangleis, Keith Considine	L-3	Radiology
Danzer, Gary	L-2	Orthodontics
Darbar, Dawood	L-2	Internal Medicine
Dawson, Todd A.	L-1	Psychiatry
Dennis, D. Michael	L-3	Pediatrics
Divadeenam, Krishna M.	L-1	Psychiatry
Doherty, Kelliann E.	L-3	Internal Medicine



Donnelly, Edwin F.	L-2	Radiology
Donnelly, Jennifer Klug	L-2	Pediatrics
Donovan, Jill E.	L-1	General Surgery
Doris, Andrew T.	L-2	Obstetrics and Gynecology
Douglass, David Paul	L-2	Pediatrics
Dovan, Thomas T.	L-1	General Surger
Drewek, Michael James	L-5	Neurosurgery
Drury, Benjamin Todd	L-3	Orthopaedics
Dunnick, Cory A.	L-2	Dermatology
Duran, Roberto L.	L-1	Anesthesiology
Dutta, Sajal C.	L-2	General Surgery
Earnest, Carl R.	L-3	Internal Medicine
Edwards, Robert John	L-1	Orthodontics
El-Said, Refaat T. M.	L-2	Neurology
Eliason, Jonathan L.	L-2	General Surgery
Elkins, C. Craig	9, Chief	Thoracic Surgery & Cardiac Surgery
Ellis, Randall Edward	L-1	Emergency Medicine
Ellis, Shelley Elizabeth	L-2	Internal Medicine
England, Robert L.	L-2	General Surgery
Esposito, Daniel Edward	L-4, Chief	Oral & Maxillofacial Surgery
Ethier, Anne-Marie M.	L-2	Pediatrics
Eustis, T. Chadwick	L-2	General Surgery
Evans, Stephen Sanders	L-2	Medicine/Pediatrics
Fagan, Linda-Lynn	L-1	General Surgery
Fan, Xuemo	L-1	Pathology
Farnham, Lisa Hackworth	L-8, Chief	Internal Medicine
Farooqi, Shahzad	L-3	Psychiatry
Felzien, Gregory Shawn	L-3	Internal Medicine
Fierro, Damon	L-2	Emergency Medicine
Filley, Mark Jason	L-3	Emergency Medicine
Finney, Mary A.	L-2	Obstetrics and Gynecolog
Fischer, Mary F.	L-4	Anesthesiology
Fiscus, Michelle	L-2	Anesthesiology
Fitch, John Thomas	L-3	Pediatrics
Fortune, D. Scott	L-5	Otolaryngology
Foster, Matthew	L-2	Pathology
Fox, Daniel W.	L-1	Internal Medicine
Fox, Jeff A.	L-2	Orthopaedics
Franco, Sharone	L-4, Chief	Psychiatry
Freeman, John Paul	L-1	General Surgery
Fritz, Stephen B.	L-3	Internal Medicine
Fussell, Kevin M.	L-1	Internal Medicine
Gaines, Barbara Anne	L-6	Trauma & Surgical Critical Care
Gamblin, Meredith	L-1	Pathology
Gaw, Julia Ann	L-2	Psychiatry
Gawalt, Susan Jane	L-3	Pediatrics
Geevarghese, Sunil Koshy	Lab-4	General Surgery
Geiger, Xochiquetzal Janvier	L-4	Pathology
Gibbs, Thomas Avery	L-3	Internal Medicine
Gilbert, William Barritt	L-3	Urology
Glasgow, Erin Kathleen	L-3	Internal Medicine
Glattes, Rudolph C.	L-1	General Surgery
Goins, David	L-2	Anesthesiology
Gottsman, Michael Bradley	L-3	Orthopaedics
Gregg, William M.	L-1	Internal Medicine
Grossklaus, David J.	L-2	General Surger
Hadden, Timothy B.	L-1	Internal Medicine

Hales, Jeff Bowen	L-2	Internal Medicine
Hales, Laura Cattaneo	L-2	Pediatrics
Hall, Tracey M.	L-1	Internal Medicine
Hamilton, Katherine	L-2	Pathology
Hamlin, Robin R.	L-1	General Surgery
Hanumanthu, Sai Kumar	L-3	Internal Medicine
Happel, Kyle I.	L-1	Internal Medicine
Haraf, Frank J.	L-1	Pediatrics
Harb, Tareq S.	L-3	Internal Medicine
Harper, Larry L.	L-7, Chief	Plastic Surgery
Harriott, Paul Jeffrey	L-3	Orthopaedics
Harris, Sean Michael	L-2	Internal Medicine
Hatfield, R. Wayne	L-4	Urology
Hays, Edwin C	L-3	Medicine/Pediatrics
Hearth, Scott B.	L-4	Dermatology
Hebert, Randy Scott	L-3	Internal Medicine
Heck, Darrell D.	L-1	Anesthesiology
Hegde, Sanjay Sudhakara	L-2	Anesthesiology
Henschel, Timothy Mark	L-3	Pediatrics
Herline, Alan Joseph	Lab	General Surgery
Herman, Leslie D.	L-1	Internal Medicine
Hernandez, Enrique	L-3	Orthodontics
Heusinkveld, John M.	L-2	Internal Medicine
Hicks, Cynthia D.	L-5	Allergy, Pulmonary and Critical Car
Hill, John K.	L-1	Internal Medicine
Hill, Valory	L-1	Pediatrics
Hines, Tiffany Elder	L-3	Medicine/Pediatrics
Ho, Richard	L-1	Pediatrics
Holloway, Daniela	L-3	Anesthesiology
Holt, Albert E.	L-2	Internal Medicine
Holt, Ginger E.	L-2	Orthopaedics
Holzbeierlein, Jeffrey Maxwell	L-4	Urology
Hood, Roy Lee	L-3	Internal Medicine
Hopper, Natalie Anastasia	L-3	Internal Medicine
Horsten, Karl	L-1	Anesthesiology
Howard, Gwendolyn Anita	L-3	Internal Medicine
Huang, Philip H.	L-2	Internal Medicine
Hughes, Molly A.	L-2	Internal Medicine
Hughes, Theresa E.	L-1	Internal Medicine
Hurt, W. G.	L-1	General Surgery
Indukuri, Raju V.	L-5	Child Psychiatry
Isaacs, Robert E.	L-3	Neurosurgery
Isuani, Bernardo H.	L-2	Radiology
Jain, Rajiv	L-2	Anesthesiology
Janicki, Piotr K.	L-3	Anesthesiology
Jasko, John J.	L-1	General Surgery
Jeske-Janicka, Magdalena M.	L-4	Psychiatry
Jewett, Brian Arthur	L-3	Orthopaedics
Jewett, Paula H.	L-3	Obstetrics and Gynecolog
Jirjis, Jim	L-8, Chief	Internal Medicine
Jocums, Stephanie B.	L-3	Internal Medicine
Johnson, Gerald	L-1	Pediatrics
Johnson, Janel L.	L-2	Orthodontics
Johnson, Jeffrey	L-1	Emergency Medicine
Johnson, Stephanie J.	L-4	Pathology
Jolliffe, Amy B.	L-1	Internal Medicine
Jones, Ian D.	L-4, Chief	Emergency Medicine

Kabbouche, Marielle A.	L-2	Neurology
Katzen, J. Timothy	L-6	Plastic Surgery
Kayani, Thomas J.	L-2	Internal Medicine
Keister, Alan W.	L-2	Internal Medicine
Kelly, Sean	L-1	Emergency Medicine
Kendall, Peggy L.	L-2	Medicine/Pediatrics
Kendrick, Gregory A.	L-2	Internal Medicine
Kenny, Thomas J.	L-3	Otolaryngology
Khaleel, Ghulam M.	L-4	Neurology
Khoury, Johnny Michel	L-4	Ophthalmology and Visual Sciences
King, Elizabeth	L-2	Pediatrics
King, Timothy Cooper	L-5	Child Psychiatry
Kita, Alexander S.	L-1	Orthodontics
Knight, David N.	L-4	Radiology
Knight, Steven B.	L-4	Radiology
Knights, Mari E.	L-3	Pediatrics
Koch, Jack L.	L-4	Psychiatr
Kochenderfer, James Noble	L-3	Internal Medicine
Kogel, Karen E.	L-1	Internal Medicine
Kollar, Andras	L-8	Thoracic Surgery & Cardiac Surgery
Konrad, Peter E.	L-7, Chief	Neurosurgery
Koulis, Christ P.	L-6	Plastic Surgery
Kovalsky, Eric R.	L-3	Radiology
Kremer, M. A.	L-1	General Surgery
Kromer, Christopher L.	L-1	Psychiatry
Kuo, Duy K.	L-4	Radiology
Kutach, Brent L.	L-4, Chief	Anesthesiology
Kuzucu, Mark E.	L-2	Radiology
Kyzur, Annette E.	L-3	Obstetrics and Gynecology
Lamps, Christopher Alfonso	L-3	Psychiatry
Lano, Charles Franklin	L-5	Otolaryngology
Lawhorn, David Wood	L-4, Chief	Emergency Medicine
Lawson, William Edward	L-2	Internal Medicine
Lee, Jennifer Pauline	L-3	Internal Medicine
Lee, Ki-woong	L-1	Orthodontics
Lee, Kong-Geun (Ken)	L-2	Orthodontics
Lee, William F.	L-1	Obstetrics and Gynecology
Leonard, Barton Walker	L-3	Emergency Medicine
Leonard, Michael K.	L-2	Internal Medicine
Leschinsky, Reena	L-2	Orthodontics
Levinsky, Matthew J.	L-2	Internal Medicine
Liao, Lawrence	L-2	Internal Medicin
Lim, Noel P.	L-2	Neurology
Little, Gavin C.	L-2	Neurology
Lloyd, Christian B.	L-2	Internal Medicine
Locke, Charles Michael	L-3	Oral & Maxillofacial Surgery
Logan, Regan Ann	L-3	Pediatrics
Lorch, Scott A.	L-2	Pediatrics
Loss, Cari R.	L-1	Internal Medicine
Love, Michael Seaborn	L-5, Chief	Orthopaedics
Loynes, James T.	L-1	Internal Medicine
Lucas, Dolores Jocelyn	L-3	Dermatology
Lucas, Jonathan D.	L-1	Orthodontics
Lumms, William Edward	L-4	Emergency Medicine
Lundquist, Steven Todd	L-2	Emergency Medicine
Lutman, Christopher Vaughn	L-3	Obstetrics and Gynecology
Lynam, Sheila	L-5	Pathology

MacCord, Christopher	L-2	Radiology
MacDougall, Michael James	L-5, Chief	General Surgery
Mach, Jennifer J.	L-1	Psychiatry
Maloney, Christopher Thomas	Lab	General Surgery
Mangels, Kyle J.	L-2	Neurosurgery
Mangrum, Timothy Carlton	L-4	Medicine/Pediatrics
Mann, Gary Nei	L-5, Chief	General Surgery
Mansfield, Erika L.	L-1	Anesthesiology
Mark, Eleanor	L-1	Obstetrics and Gynecology
Marlowe, James A.	L-2	Psychiatr
Martin, Eric Meyer	L-4, Chief	Radiology
Martin, Stephanie S. B.	L-4	Orthopaedics
Martin, Thomas Wesley	L-3	Obstetrics and Gynecology
Mason, Harvey Franklin	L-5, Chief	General Surgery
Massinople, Christina	L-1	Emergency Medicine
Mattar, Samer G.	L-3	General Surgery
Maurer, Adele	L-1	General Surgery
McCabe, Craig Fredrick	L-3	Ophthalmology and Visual Sciences
McCarty, Christopher Thomas	L-3	Radiology
McCarty, Eric Cleveland	L-5, Chief	Orthopaedics
McConnell, Charity F.	L-2	Internal Medicine
McCormick, M. Scott	L-3	Pathology
McCurdy, Lewis H.	L-2	Internal Medicine
McKinsey, Jennifer Anne	L-4	Medicine/Pediatrics
McMaster, Amy Ralston	L-2	Pathology
McMillan, Laura Ann	L-4	General Surgery
Means, Julie A.	L-1	Internal Medicine
Melson, Melita F.	L-2	Pediatrics
Melton, Jamar A.	L-2	Pediatrics
Merritt, James C.	L-1	Internal Medicine
Meszoely, Ingrid Marie	Lab	General Surgery
Meyer, Kristin E.	L-1	Anesthesiology
Meyers, Laura Leigh	L-5, Chief	Orthopaedics
Michael, Richard J.	L-1	Medicine/Pediatric
Milan, Ernesto Jose	L-4	Neurology
Miller, David Aaron	L-6, Chief	Urology
Miller, Jeffrey Rob	L-3	Radiology
Miller, Joseph Irvin	L-3	Internal Medicine
Miller, Laura E.	L-1	Pediatrics
Miller, Otis Eugene	L-3	Emergency Medicine
Molnar, Robert G.	L-6	Vascular Surgery
Montautti, Silvana Leda	L-4	Psychiatry
Morel, Gabriela Marie	L-3	Pediatrics
Morfin, John P.	L-1	Emergency Medicine
Morrison, Albert M.	L-6	Plastic Surgery
Morrison, Jefferson C.	L-2	Orthopaedics
Morton, Christopher W.	L-1	Pediatrics
Moutsios, Sandra Ann	L-4, Chief	Pediatrics
Mullins, Edyee Jayne	L-4, Chief	Oral & Maxillofacial Surgery
Murarescu, Mihai Bogdan	L-1	Anesthesiology
Murphey, Laine Jerry	L-3	Internal Medicine
Murray, Debra L.	L-1	Internal Medicine
Murray, Samuel J.	L-2	Pediatrics
Murry, Todd C.	L-2	Pathology
Myers, Jennifer B.	L-1	Pediatrics
Nagy, Roger J.	L-1	General Surgery
Nair, Ajith	L-2	Anesthesiology

Nair, Jaygopal	L-1	Pediatrics
Nair, Rajendran Gopinathan	L-1	Anesthesiologist
Nalla, Pradeep R.	L-2	Anesthesiologist
Neely, James D.	L-2	Internal Medicine
Nelson, Eric W.	L-3	Oral & Maxillofacial Surgery
Newton, Norris L.	L-2	Psychiatry
O'Connor, Susan M.	L-2	Psychiatry
O'Donnell, Michael P.	L-1	Pediatrics
Oelke, Kurt R.	L-1	Internal Medicine
Pace, John Robert	L-7	Neurosurgery
Page, Robert N.	L-2	Pathology
Pak, Wanda	L-4	Ophthalmology and Visual Sciences
Pappalardo, Joseph Charles	L-3	Pediatrics
Park, Sun M.	L-2	Emergency Medicine
Parodi, Stephen Michael	L-2	Internal Medicine
Passalacqua, Susan	L-2	Radiology
Patel, Deepa Chandrakant	L-3	Internal Medicine
Patnaik, Misha M.	L-2	Pediatrics
Patrick, Shawn Timothy	L-8, Chief	Internal Medicine
Patterson, Sara F.	L-1	Pediatrics
Patton, Christopher Malcolm	L-2	Dermatology
Paviglianiti, Joseph	L-3	Ophthalmology and Visual Sciences
Payne, Rose A.	L-2	Internal Medicine
Pearson, DeLinda Lee	L-3	Pediatrics
Pearson, Matthew Marshall	L-3	Neurosurgery
Peeler, Benjamin Banks	L-5, Chief	General Surgery
Peeler, Mark O'Brien	L-4	General Surgery
Pei, Zhiheng	L-4	Pathology
Penney, Michael W.	L-2	Radiology
Perencevic, Boris M.	L-4	Anesthesiology
Perry, Edward Belk	L-3	Psychiatry
Peters, Melissa Leigh	L-3	Pediatrics
Peterson, Duane Douglas	L-2	Psychiatry
Petty, Mary M.	L-2	Pediatrics
Philp, Allan Swayze	L-3	General Surgery
Philp, Lisa Jeanne	L-3	General Surgery
Pietrow, Paul Kenneth	L-3	Urology
Pluscec, Davor M.	L-3	Anesthesiology
Pollock, Maribeth	L-2	Obstetrics and Gynecology
Potter, Amy E.	L-1	Medicine/Pediatrics
Powitzky, Eric S.	L-2	Otolaryngology
Prasad, Subir	L-3	Neurology
Pretorius, Mias	L-2	Anesthesiology
Price, Jan E.	L-1	Internal Medicine
Purvis, Gregory Martin	L-3	Emergency Medicine
Quinn, Thomas Edward	L-4	Medicine/Pediatrics
Ramey, Tanya Tchernikova	L-2	Psychiatry
Rand, Heidi K.	L-1	Internal Medicine
Rathfoot, Christopher John	L-6	Otolaryngology
Ray, Laura S.	L-2	Internal Medicine
Reddy, V. Sreenath	L-3	General Surgery
Reed, Shawn Lawrence	L-3	Internal Medicine
Resser, Danny L.	L-1	Anesthesiology
Resser, John Randall	L-4	Otolaryngology
Ricciardi, Daniel R.	L-2	Emergency Medicine
Richards, Ken R.	L-2	General Surgery
Riley, Steven Todd	L-3	Emergency Medicine

Roberts, Rebecca Jill	L-4	Child Psychiatry
Rodriguez, Leopoldo Gonzales	L-1	Anesthesiology
Roman, Christopher D.	L-2	General Surgery
Rose, Amy Twiford	L-4	General Surgery
Rosenbaum, David A.	L-2	Internal Medicine
Rosenbloom, Samuel T.	L-2	Medicine/Pediatrics
Rosenfeld, Robert Louis	L-4	Obstetrics and Gynecology
Rothpletz, John D.	L-1	General Surgery
Roumanas, Athan	L-6	Thoracic Surgery & Cardiac Surgery
Rowland, Jack Meredith	L-4	Obstetrics and Gynecology
Rugless, Keith Adrian	L-4	Child Psychiatry
Ruk, Michael T.	L-2	Obstetrics and Gynecology
Rutledge, William J.	L-1	Pediatrics
Ryan, Sean Patrick	L-8, Chief	Internal Medicine
Samuelson, Bonnie M.	L-4	Emergency Medicine
Sanders, Margaret Pendergrass	L-1	Internal Medicine
Sauerman, Mark	L-1	Emergency Medicine
Saunders, Eric M.	L-2	Ophthalmology and Visual Sciences
Schaffer, Christopher Jon	L-5, Chief	General Surgery
Schofield, Hal Cortney	L-4, Chief	Psychiatry
Schwab, John K.	L-2	Medicine/Pediatrics
Sciadini, Marcus Francesco	L-4	Orthopaedics
Scoggins, Charles Raben	L-3	General Surgery
Scovel, Clark Allen	L-3	Anesthesiology
Seidel, Scott Andrew	Lab-4	General Surgery
Sharlin, Kenneth S.	L-4	Neurology
Shih, Kent C.	L-1	Internal Medicine
Shiple, William Robert	L-4	Pathology
Siachos, Arthur T.	L-1	Internal Medicine
Singer, Robert James	L-6	Neurosurgery
Singleton, Jennifer D.	L-1	Pediatrics
Sitaric, Silvio	L-1	Anesthesiology
Sivak-Callcott, Jennifer A.	L-2	Ophthalmology and Visual Sciences
Slifer, Anissa L.	L-1	Internal Medicine
Smith, Bretton	L-2	Radiology
Smith, David William	L-2	Emergency Medicine
Smith, Maureen	L-1	Emergency Medicine
Smith, Renick M.	L-2	Internal Medicine
Snyder, James G.	L-1	Internal Medicine
Sodeifi, Alireza	L-1	Oral & Maxillofacial Surgery
Sohani, Sadiq	L-4	Anesthesiology
Soliman, George M.	L-1	Internal Medicine
Song, John K.	L-1	General Surgery
Sparks, Amanda Gaye	L-3	Psychiatry
Spector, Brian Cory	L-3	Otolaryngology
Spector, Jared Eli	L-4	Otolaryngology
Spielvogel, Debra E.	L-2	Radiology
Stack, Nicole M.	L-2	Pediatrics
Stahlman, Matthew B.	L-1	General Surgery
Steinwand, Brett E.	L-3	Ophthalmology and Visual Sciences
Stewart, Christan Lee	L-3	Internal Medicine
Stoica, Cristina	L-4	Anesthesiology
Stoneking, Bradley Jon	L-5	Urology
Stout, Julianne	L-3	Medicine/Pediatrics
Strand, Eric Andrew	L-3	Obstetrics and Gynecology
Suh, Kwang I.	L-6	Trauma & Surgical Critical Care
Sutton, Hyatt Dibrell	L-8, Chief	Internal Medicine

Talreja, Deepak R.	L-1	Internal Medicine
Talwalkar, Vishwas Ramesh	L-5, Chief	Orthopaedics
Tanner, Anna Butters	L-3	Pediatrics
Tarquine, Paige H.	L-2	Internal Medicine
Tarquine, Steven Scott	L-3	Internal Medicine
Tarter, Jeremy Wynn	L-4	Orthopaedics
Taylor, Marshall C.	L-2	Internal Medicine
Taylor, Rebecca J.	L-2	Ophthalmology and Visual Sciences
Teng, Kathryn Ai-Ling	L-1	Obstetrics and Gynecology
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