

 Vanderbilt University Medical Center







Medical Center

Medical Center
School of Medicine
Hospital and Clinic



Vanderbilt
University
2007/2008

Containing general information
and courses of study
for the 2007/2008 session
corrected to 30 June 2007
Nashville

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Medical School Calendar 2007/2008

FALL SEMESTER 2007

Registration and classes begin 4th years / Monday 9 July
First intersession 3rd years / Monday 9 July
Registration 1st year / Thursday 2 August to Friday 3 August
Registration 2nd year / Monday 13 August to Tuesday 14 August
Classes begin 1st year / Thursday 6 August
Classes begin 2nd year / Wednesday 15 August
Labor Day holidays all classes / Monday 3 September
Second intersession 3rd years / Monday 1 October to Friday 5 October
Mid-term fall exam 2nd year / Monday 15 October to Thursday 18 October
Fall break 1st year / Saturday 20 October to Tuesday 23 October
Fall break 2nd year / Saturday 20 October to Tuesday 23 October
Thanksgiving holidays all classes / Thursday 22 to Sunday 25 November
Exam period elective courses 1st and 2nd years / Monday 10 to Thursday 14 December
Exam period required courses 2nd years / Monday 17 December to Thursday 20 December
Fall semester ends 1st and 2nd years / Friday 21 December
Fall semester ends 3rd and 4th years / Friday 21 December
Holiday break 1st and 2nd and 3rd years / Saturday 22 December to Sunday 6 January
Holiday break 4th years / Saturday 22 December to Sunday 6 January

SPRING SEMESTER 2008

Spring semester begins 1st and 2nd and 4th year classes / Monday 7 January
Third intersession 3rd years / Monday 7 January to Friday 11 January
Spring holidays 1st and 2nd years / Saturday 15 March to Sunday 23 March
Spring holidays 3rd year / Saturday 29 March to Sunday 6 April
Spring holidays 4th year / TBA
Instruction ends 4th year / Friday 25 April
Fourth intersession / Monday 7 April to Friday 11 April
Exam period elective courses 1st and 2nd years / Monday 28 April to Friday 2 April
Instruction ends required courses 1st year / Friday 9 May
Instruction ends required courses 2nd year / Thursday 9 May
Exam period required courses 2nd year / Monday 12 to Thursday 15 May
Commencement / Friday 9 May
Emphasis Program / 12 May to 5 August
Instruction ends 3rd year / Friday 27 June

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The Chemical Safety Committee considers policies and procedures pertaining to the safe handling, transport and use of chemicals and recommends adoption of new or revised policies for the Vanderbilt University Medical Center (VUMC) and Vanderbilt University Campus (VUC) administration through Vanderbilt Environmental Health & Safety (VEHS). It monitors and interprets regulations and/or guidelines of the Environmental Protection Agency (USEPA), the Occupational Safety and Health Administration (OSHA), National Institutes of Occupational Safety Health (NIOSH) and others pertaining to hazardous chemicals and provides technical assistance to Vanderbilt Environmental Health and Safety (VEHS) on these matters. The committee reviews proposed or enacted legislation concerning chemical safety impacting the VUMC and VUC community and informs Departments, Schools and Colleges of legislation, including potential implications and business impact. It assists VUMC and VUC Colleges, Schools and Departments with their internal chemical safety committees and/or programs, in conjunction with Vanderbilt Environmental Health & Safety (VEHS).

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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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Health Sciences Committee, #3

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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 Animal Care Committee 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.

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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

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

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

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

The Medical Center furnishes support for University programs in divinity, business, 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, specially 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 per cent of patients seen in the hospitals are from states other than Tennessee, with the majority coming from Kentucky, Alabama, and Mississippi.

The Monroe Carell Jr. Children's Hospital at Vanderbilt

The Monroe Carell Jr. Children's Hospital at Vanderbilt is a place to hope and a place to heal for patients and their families. Ranked for the second consecutive time as one of the best children's hospitals in the country and in the top ten in the areas of neonatology and the pediatric emergency department by *Child* magazine, Vanderbilt Children's cares for many of the sickest patients in the region and beyond. Vanderbilt Children's is the most comprehensive children's hospital in the state, providing services from cancer treatments and organ and bone marrow transplants to treatments for broken legs and everything in between. Vanderbilt Children's Hospital treats all children regardless of ability to pay.

Vanderbilt Children's has the only pediatric emergency department in Middle Tennessee; this department had more than 40,000 visits in 2006, and more than 140,000 patients were seen in outpatient clinics the same year.

Constructed in 2004, the new freestanding Vanderbilt Children's Hospital is filled with state-of-the-art equipment and information systems to provide the best treatment for patients and offers a variety of family accommodations to help fulfill its mission of family-centered care. Vanderbilt Children's Hospital is a nonprofit teaching and research hospital that relies on the support of individuals and others to help children get well and on their way.

The Psychiatric Hospital at Vanderbilt

This facility provides provides inpatient, partial hospitalization services to children, adolescents, and adults with psychiatric and substance abuse problems. Services include 24-hour crisis assessment and a year-round accredited school for children and adolescents.

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.

Vanderbilt Stallworth Rehabilitation Hospital

VSRH provides comprehensive inpatient and outpatient services for adult and pediatric (age 6+) patients with neurological and orthopedic injuries or disabilities, degenerative conditions, and certain chronic ailments. It also houses the Vanderbilt Center for Multiple Sclerosis, the Nashville Area Junior Chamber of Commerce gymnasium, and elements of the Junior League Center for Chronic Illnesses and Disabilities of Children. The Vanderbilt Stallworth Rehabilitation Hospital is a joint venture with HealthSouth.

Vanderbilt-Ingram Cancer Center

The Vanderbilt Ingram Cancer Center is Tennessee's only Comprehensive Cancer Center designated by the National Cancer Institute and one of only thirty-nine nationwide. This designation, the highest ranking awarded to cancer centers by the world's foremost authority on cancer, recognizes research excellence in cancer causes, development, treatment, and prevention, as well as a demonstrated commitment to community education and outreach. In addition to providing the most sophisticated cancer care available and more than 150 of the most promising therapies still under investigation, the Vanderbilt-Ingram Cancer Center offers the region's only Family Cancer Risk Service, its first Comprehensive Breast Diagnostic Center, its most advanced Pain and Symptom Management Program, and its only Cancer Information Program, staffed by experienced oncology nurses and linked to the National Cancer Institute. Vanderbilt-Ingram Cancer Center offers its clinical trials in towns throughout Tennessee, Kentucky, and Georgia through its Affiliate Network of hospitals and oncology practices.

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.

Ann and Roscoe Robinson Medical Research Building

Laboratories and academic space for pharmacology, biochemistry, and molecular physiology and biophysics are housed in the Ann and Roscoe Robinson 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 and shares an underground level with The Vanderbilt Clinic. The Vanderbilt Clinic and the Veterans Administration Medical Center are connected to the Medical Research Buildings by a bridge.

Frances Preston Medical Research Building

This building is named in honor of Frances Williams Preston, President and CEO of Broadcast Music, Incorporated, and was formerly known as Medical Research Building II. The purpose of this building is to consolidate the Vanderbilt-Ingram Cancer Center programs into one primary

location with a distinct presence within the Vanderbilt Medical Center campus. The project consists of a new two-story lobby at grade with a patient drop-off area, five office floors, and a conference center floor.

Medical Research Building III

The MRB III building houses sixty-six research laboratories, four teaching laboratories, research support areas, offices, conference rooms, classrooms, and an 8,650-square-foot greenhouse for research and teaching.

The landmark project—a 350,000-square-foot facility designed to promote study between diverse scientific disciplines—is a joint undertaking of the College of Arts and Science and the Medical Center.

Medical Research Building IV

Medical Research Building IV (MRB IV) adds 389,000 square feet of wet lab space to the Medical Center Campus. The building is being constructed in two separate but linked parts consisting of a three-story, vertical addition to Light Hall and a seven-story addition above Langford Auditorium. The new facility supports continued growth in VUMC research programs. The project site incorporates the existing Light Hall structure and Langford Auditorium, and the existing land area immediately west and behind Langford for a distance of 75 feet to the shared VUMC/VA property line.

The project is being constructed in two phases beginning with a three-story concrete-framed addition to Light Hall (completed in September 2005). The Langford overbuild, also designed as concrete framed, will have an exterior skin of glass and precast concrete to match the Light Hall addition. Completion and occupancy of the Langford phase is anticipated in December of this year. The exterior skin closely matches the architectural design of the existing Eskind Library. Twenty-four-foot-high concrete trusses span Langford Auditorium and transfer column loads for the upper portion of the new building. The Langford Auditorium exterior is completely enveloped within the new design.

The Light Hall addition, which opened in early September 2005, is now home to approximately eighteen principal investigators and associated staff.

Medical Center East-South Tower

Opened in April 2005, this tower is home to the Vanderbilt Orthopaedic Institute, the Bill Wilkerson Center for Otolaryngology and Communication Sciences, and the Vanderbilt Diabetes Clinic.

Medical Center East-North Tower

The original building, constructed in 1993, contains a surgical pavilion and an inpatient thirty-bed obstetrics unit. A four-floor addition was added in 1994. It currently houses adult primary care practice suites and academic and outpatient space for the Department of Ophthalmology and Visual Sciences, the Vanderbilt Center for Health Systems Research, and the Vanderbilt Department of Plastic Surgery–Cosmetic Clinic.

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.

Village at Vanderbilt

The Village contains outpatient facilities for psychiatry, dentistry, orthodontics, and allergy. The Dialysis Center, and the Breast Center are located there.

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, Medical Ethics, and the Emeriti Faculty Office.

Mary Ragland Godchaux Hall

Built in 1925, Mary Ragland Godchaux Hall is located between the Jean and Alexander Heard Library and MRB III of the Vanderbilt University Hospital. Faculty and administrative offices and research space for the Nursing School are located within this building. Godchaux Hall has recently completed a two-year renovation to update the building infrastructure.

Godchaux Hall contains a state-of-the-art IP-based videoconferencing classroom, four research interview rooms with video and audio recording options, a research observation room with video and audio recording controls, three equipped small seminar/conference rooms, one moderate-size electronic classroom for use with laptops, and an audiovisual-equipped living room. Together with a sunlit atrium connecting the building with others in the nursing complex, Godchaux Hall comprises 34,421 square feet. Renovations to Godchaux Annex are scheduled for completion by the end of summer 2007. The renovated facility will include two large- and two medium-size lecture halls, as well as four seminar-size classrooms. All can be quickly equipped for audio and video recording to tape or broadcast via streaming media. All classrooms have permanently installed projection devices and an up-to-date presentation computer. All afford wireless access to the Internet. The four larger halls are equipped with Smart technology at the lectern. The facility has a commons area that brings the total space for the Annex to 13,175 square feet.

Center for Research Development and Scholarship (CRDS). Housed on the fourth floor of Godchaux Hall, CRDS provides research consultation, support, and resources for scholarly and research projects. CRDS assists with grant proposal development, Institutional Review Board application, paper and poster presentation, database management, instrument development, use of computers, literature searches, reference retrieval, and manuscript preparation. CRDS resources are available to all School of Nursing investigators.

Patricia Champion Frist Hall

In 1998 the new 20,259-square-foot Patricia Champion Frist building, located adjacent to Godchaux Hall, was completed. This building houses the Frist Nursing Informatics Center, a multi-media classroom with installed networking for seventy-five students, a health assessment/multi purpose classroom, a student lounge, a reception area, and fifty faculty offices. Two of the larger classrooms have installed infrastructure capable of video streaming live lectures that are then converted to CD-ROM format. Godchaux Hall, the Annex, and Frist Hall are joined by a common Atrium. Thus, the three buildings of the School of Nursing and the Atrium form a self-contained, cohesive instructional and social complex.

The Frist Nursing Informatics Center (FNIC). The FNIC student computer labs, located in Patricia Champion Frist Hall, are equipped with twenty-five Compaq DC7100 CMT computers (Pentium 4, 3.2 GHz, 1 GB RAM, 150 GB Hard drive, and extreme graphics 82915G video), two scanners, and three laser printers. An additional eight units are installed in a Testing Lab to accommodate the growth of proctored Web-based testing in a quiet environment. Students schedule testing dates in order to suit individual needs within a range of dates allowed by course faculty.

A full range of software is available for document preparation; however, fewer tools are available on computers dedicated to testing. Instructional software packages are also available. Faculty and students use a Web-based course management system called OAK (built on Blackboard) for most course communication, group activities, and the sharing of course resources. In addition, two-way synchronous audio and graphic collaboration is available using a Web conferencing system called Centra. Experts in interactive educational design and information technology are available through the FNIC and include eleven full-time staff and faculty members, with an additional three network experts available to help with student, staff, and faculty computing needs. Consultation and troubleshooting activities include assistance with design and development of instructional strategies, development of specialized interactive computer-based programs and Web pages, design and maintenance of databases, design and development of instructional materials, video production, and audiovisual editing services. The FNIC implements and maintains quality assurance for School of Nursing Web pages with assistance from designated departmental staff and program faculty.

More than 220 personal computers are networked via Ethernet to a Novell file server, five production servers (including two Web servers, two

videosevers, and three development servers (including two Web servers and one media server). This local area network is connected to the campus backbone, which has a redundant ATM core with a one Gigabit capacity. The School of Nursing's network currently has a one Gigabit capacity. The architecture includes two levels of firewall, encryption, and authentication for remote access via Internet service providers, virtual private networks, or ISDN and leased T1 lines (from remote clinics). Vanderbilt is a founding member of the University Corporation for Advanced Internet Development (UCAID) and Internet2; the network will be maintained according to standards met by those collaborative projects.

Vanderbilt Dayani Center for Health and Wellness

The Kim Dayani Center is a medically based fitness/health promotion center which specializes in the modification of risk factors, including those related to cardiovascular disease, weight management, stress, sedentary lifestyle, and smoking.

Vanderbilt Sports Medicine Center

The Vanderbilt Sports Medicine Center is a full-service medical, surgical, and rehabilitative approach to acute and chronic musculoskeletal injuries.

Vanderbilt Center for Better Health

The Vanderbilt Center for Better Health's mission is to accelerate change in health care. To accomplish this mission, the center convenes diverse stakeholders to accomplish critical path planning, provides methods for reducing time to results, conducts research through demonstration projects, and supports active learning through sessions that leverage facts during solution design. The VCBH innovation center is one tool used by our clients to achieve this mission and focuses on leveraging our strengths in the areas of strategies and skills for health care and clinician adoption of health information technology. Our research programs include the Regional Informatics Initiative and the Health Care Solutions Group—a think-and-act tank jointly sponsored by Vanderbilt Medical Center and the Nashville Health Care Council. We are currently researching future programs focused on personal health record (PHR) and applications (PHA), as well as consumerism in health care.

Vanderbilt Heart and Vascular Institute

The Vanderbilt Heart and Vascular Institute is a comprehensive heart and vascular program offering diagnosis, medical treatment, minimally invasive therapies, surgical intervention, and disease management, tailored to each individual's unique needs.

Vanderbilt Bill Wilkerson Center for Otolaryngology and Communication Sciences

The Vanderbilt Bill Wilkerson Center is devoted to comprehensive patient care, education, and research in the field of communication disorders and diseases, as well as ailments of the ear, nose, and throat, and head and neck. Its programs are highly regarded nationally; *U.S. News & World Report's* 2004 survey, "America's Best Graduate Schools," listed Vanderbilt's special training in audiology first among 118 other programs, and speech pathology tied for sixth out of 225 other institutions. The Department of Otolaryngology placed 14th in last year's rankings of hospitals and medical specialties.

Vanderbilt Transplant Center

The Vanderbilt Transplant Center is a multidisciplinary alliance of transplant specialists. Each transplant program within the center represents a collaboration of medical and surgical professionals working together in the best interests of the transplant patient.

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 2.8 million volumes. It comprises the Central, Biomedical, Divinity, Law, Management, Music, Peabody, and Science and Engineering libraries, each of which serves its respective school and disciplines. Special Collections, the University Archives, and the Television News Archive are also part of the library system. The facilities, resources, and services of these divisions are available to all Vanderbilt faculty and staff members, students, and alumni/ae. Most materials are shelved in open stacks and are available to users through Acorn, the library's integrated, automated system. Acorn also provides access to a growing number of full-text journals, as well as indexes and other research resources. Acorn and the library homepage (www.library.vanderbilt.edu/) are accessible via the campus network and from workstations in each library.

The Annette and Irwin Eskind Biomedical Library

The Eskind Biomedical Library (EBL) is a modern 78,000-net-square-foot facility, dedicated in April 1994. The construction of this award-winning library building was made possible by a gift from Vanderbilt Alumnus Irwin Eskind and his wife, Annette. With a staff of forty, the library collects and provides access to materials to support the teaching, research, and service missions of Vanderbilt University Medical Center.

Digital Resources. To facilitate information access at the point of need, EBL's practice philosophy centers on the provision of electronic resources related to medicine, nursing and the biosciences and services that integrate evidence seamlessly into VUMC workflow. EBL's comprehensive, multidimensional Digital Library (www.mc.vanderbilt.edu/diglib) offers fast, targeted access to online books, journals, databases and Web sites. Through this portal, EBL provides access to more than 3,754 full-text electronic journal titles, a number that is continually expanding. It also makes available seminal online texts (e.g., Harrison's Online and *Nelson Textbook of Pediatrics*) in a wide range of biomedical specialties. In addition, EBL offers the Books@Ovid collection which includes 72 titles and AccessMedicine which includes 44 book titles. The library subscribes to a wide variety of information sources to promote evidence-based practice: MDConsult™, STAT!-Ref.™, and Current Protocols Online are collections of full-text electronic resources. CRL Online (Clinical Reference Library™) and EpocratesRX are comprehensive clinical drug information databases. BMJ's Clinical Evidence provides summaries of current knowledge on medical treatment for a range of conditions, developed through literature searching and assessment of systematic reviews. UpToDate® is a database of clinical topic reviews based on clinical evidence. InfoRetriever provides a cross-database search engine and displays full-text documents from a variety of evidence-based resources, including the InfoPOEMs database. Global Infectious Disease and Epidemiology Network (GIDEON) is an online diagnosis and reference tool for the tropical and infectious diseases, epidemiology, microbiology and antimicrobial chemotherapy fields. Ovid™ Technologies provides access to several databases, including MEDLINE, CINAHL™ (nursing and allied health), Ovid™ Evidence-Based Medicine Reviews, EMBASE Drugs & Pharmacology™, and HaPI™ (health and psychosocial instruments). Multimedia programs, such as A.D.A.M. Online Anatomy™, support just-in-time education needs.

To promote biosciences research, the library also provides web access to the ScienceDirect® and Web of Knowledge™ which includes BIOSIS®, Current Contents Connect®, ISI Highly Cited™ and Science Citation Index Expanded. Access to key National Center for Biotechnology Information resources including PubMed, GenBank™, Entrez Gene™, Map Viewer™, and OMIM™. In addition, the Medical Center information systems are accessible via the Digital Library.

Using its flexible Digital Library shell, EBL has also created specialized Digital Libraries for Children's Hospital, bioresearch, nursing, public health, Vanderbilt Medical School, and consumer health users, as well as Medical School alumni, to customize the electronic delivery of information to these specific user groups.

Evidence-based Practice Support. The library employs a matrix of strategies to foster evidence-based medicine practice. The EBL provides access to a list (www.mc.vanderbilt.edu/diglib/ebm.html) of commercially-produced evidence-based databases through a primary navigation button within the Digital Library. This list encompasses critical resources such as UpToDate®; Cochrane Database of Systematic Reviews, Review of Effects and Register of Controlled Trials; HealthGate; ACP Journal Club; and links to globally accessible EBM resources such as the National Guideline Clearinghouse™. The

site also features EBL's internally-developed EBM databases such as the Clinical Informatics Consult Service (CICS) Evidence Based Site and the Outpatient Clinical Informatics Consult Service (OCICS) Site, which house evidence syntheses created in response to complex clinical queries, and the Pathway/Order Set Literature Locator, which contains expert search strategies and literature summaries to support evidence-based development of clinical pathways and clinical order sets.

EBL has developed proactive mechanisms to integrate evidence into clinical and research workflow through linkages of patient care guidelines within the electronic medical record. Further leveraging VUMC's informatics tools, the library has extended the CICS evidence-provision model to incorporate an evidence-request function into the patient record system to which clinicians can post complex questions and receive an expert summary of the relevant literature. Summaries are integrated into the permanent patient record.

In addition to working as clinical and research informationists, EBL librarians participate in multidisciplinary teams throughout the medical center, supporting a variety of programs such as pathways/order sets development, IRB, and patient information services. EBL team members contribute vetted patient information links addressing diseases/conditions and lab findings/vital signs to the Medical Center's online patient portal, MyHealthAtVanderbilt, and the Medical Center's electronic medical record system, StarPanel.

Programs and Services. The library is committed to service, and its most important resource is the expertise of its staff. Librarians help students, residents, and faculty stay abreast of the latest findings in the literature by actively participating on clinical rounds and providing targeted support to researchers. Bioinformatics support is provided through regular training classes and individualized consultations. Members of the collection development team are available to meet with faculty developing new courses or programs to assess the information needs of those endeavors and determine the most appropriate way to fulfill those needs. EBL assistance with comprehensive literature reviews is available to researchers developing IRB protocols and to IRB protocol analysts.

The library has also established a Patient Informatics Consult Service (PICS) program to provide VUMC patients and their families with the latest in health information. Information provision to this patient group includes comprehensive information packets tailored to patient needs, access to the EBL's consumer health materials collection, and access to the EBL's online Consumer Health Digital Library.

Through AskELIS asynchronous services (Library Information Desk, SearchDoc, the Librarian On Call, and Learning Site), staff expertise is electronically available 24/7. Online knowledge modules provide 24-hour interactive instruction in health science resources and bibliographic management tools. Other services include circulation of books, management of reserve materials, document delivery to obtain needed material held by other institutions, reference and research services, and guidance in the use of new information technologies. As part of the Informatics Center, library staff 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.

Just-in-Time Learning Support. The library offers formal orientations and training sessions on electronic resources regularly in the state-of-the-art Training Room. The Training Room features fourteen training stations, a master station for the trainer, and multimedia projection capabilities. Classnet®, an integrated hardware utility, allows the trainer to assume control of trainees' computers, the multimedia player, and the classroom projector, which facilitates interactive instruction and demonstration. EBL staff also actively exploit opportunities for informal, just-in-time training in all interactions with Medical Center professionals.

EBL has also developed a medical education-focused digital library, Ask GALEN (General Assistance for Learning and Education Needs) that links targeted electronic resources (electronic books, suggested course readings, relevant web sites, etc.) directly to lectures housed in the medical school's web-based course management system. Ask GALEN allows students to move seamlessly between lecture notes and supplementary study materials to support medical education at the point of need.

The EBL provides Medical Center patrons with the computer equipment needed to support their information needs. Most public workstations in the library have the same desktop and functionality as other "shared" workstations throughout the Medical Center. All fifty-four publicly available computers in the library are connected to the Medical Center network. In addition, fifteen wireless laptop computers and four wireless Airpanel monitors can be used in the library.

Knowledge Management. EBL has long focused on integrating knowledge management approaches into information provision. A knowledge management focus on designing reusable tools is central to EBL-created tools (www.mc.vanderbilt.edu/kmt/index.html) such as the Learning Framework, the Learning Module Shell, the Publishing and Directory Shells, and the Informatics Center Tools Finder. Moreover, EBL actively seeks opportunities to integrate information into existing medical center tools and processes.

EBL Research. EBL's research interests include integrating evidence into the patient care and research workflow using informatics applications; evaluating and formalizing the informationist concept; education, skills development, and leadership development of librarians; optimal selection and use of information resources; and digital library development. (www.mc.vanderbilt.edu/biolib/research/index.html)

Print Resources. For materials not available in digital format or of historical value, the library maintains a print collection of more than 203,028 volumes, of which about 80,066 are monographs and 122,962 are serials. The library receives ~116 print serial titles and has a small collection of non-print material. Most materials are shelved in open stacks and are available to users through Acorn, the library's web-based catalog. A unique collection of rare books, photographs, and historical items can be found in the Historical Collections Room. The EBL Medical Center Archives is a repository for manuscripts and institutional records reflecting the history of the Medical Center and the history of medicine. The EBL's Records Center serves as a model archives and records program, providing access to materials with possible long-term administrative and historical value to the institution.

More details are provided at www.mc.vanderbilt.edu/biolib/. The site includes a succinct description of the library's collection, programs and services and a responsibility chart (in the "Who's Who at Eskind" section).

Professional and Supervisory Staff

DEBORAH BROADWATER, M.L.S., Assistant Director for Collection Development
 JOHN CLARK, M.S., Health Systems Analyst Programmer
 MARK DESIERTO, M.S.L.I.S., Library Intern
 MARCIA EPELBAUM, M.A., Assistant Director for Library Operations
 GAYLE GRANTHAM, Health Information Specialist
 NUNZIA GIUSE, M.D., M.L.S., Director
 REBECCA JEROME, M.L.I.S., Assistant Director for Filtering and Evidence-Based Services
 TANEYA KOONCE, M.S.L.S., Assistant Director for Web Development
 QINGHUA KOU, M.S., Health Systems Analyst Programmer
 PATRICIA LEE, M.L.S., Assistant Director for Fee-Based Services
 FRANCES LYNCH, M.L.S., Associate Director for Administration
 JENNIFER LYON, M.L.I.S., M.S., Coordinator, Research Informatics Consult Service
 SANDRA L. MARTIN, M.L.S., Ed.S., Ed.D., Assistant Director for Children's Hospital Services
 DAN E. MCCOLLUM, Administrative Assistant Director for Auxiliary Centers
 SHANNON A. MUELLER, M.L.I.S., Librarian
 JEREMY NORDMOE, M.A., Coordinator, Medical Center Archives
 CHRISTOPHER RYLAND, M.S.I.S., Coordinator for Special Collections
 NILA SATHE, M.A., M.L.I.S., Assistant Director for Research
 MARY H. TELOH, M.A., Coordinator, Historical Collections
 PAULINE TODD, M.S., Librarian
 MARGARET W. WESTLAKE, M.L.S., Assistant Director for Staff Training
 ANNETTE M. WILLIAMS, M.L.S., Associate Director
 TAO YOU, M.L.I.S., Librarian
 JERRY ZHAO, M.S., M.L.I.S., Systems Software Specialist

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.

The Medical Center uses the facilities of Baptist Hospital, Meharry Medical School/Nashville General 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.

Information Technology Services (ITS)

Information Technology Services (ITS) offers voice, video, data, computing, and Web conferencing services to Vanderbilt students, faculty, and staff. ITS maintains and supports VUnet, the campuswide data network that provides access to the Internet, and VUnetID, which enables Vanderbilt users to securely identify themselves to many services on VUnet. ITS maintains the campus phone (voice) network. For those who live off campus, ITS offers VUaccess, a dial-up connection to VUnet and the Internet.

The ITS Help Desk provides information to students, faculty, and staff about VUnet and VUnet services. Help Desk locations, hours, contacts, and other information can be found at www.vanderbilt.edu/helpdesk. For more information on IT services, visit its.vanderbilt.edu. For more information on computing at Vanderbilt, visit www.vanderbilt.edu/technology.

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 more than 2,500 and a working twenty-nine-member board, this donor society promotes both unrestricted and restricted gifts in support of the Medical Center's programs. Through the leadership of this group, private support to the Medical Center continues to increase. The Canby Robinson Society had eighteen M.D. scholars and thirteen M.D./Ph.D. scholars this past year.

Founders Circle

- | | |
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| MRS. BEN J. ALPER
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Nashville |
| MR. AND MRS. BARRY BAKER
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| MR. AND MRS. MONROE J. CARELL, JR.
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| MRS. CAROLYN PAYNE DAYANI
Scottsdale, Arizona | MRS. CHARLES S. NICHOLS
Nashville |
| DR. AND MRS. WILLIAM R. DELOACHE
Greenville, South Carolina | MRS. JOHN S. ODESS
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| MRS. IRWIN B. ESKIND
Nashville | MR. AND MRS. RICHARD C. PATTON
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Brentwood, Tennessee | DR. THEODORE P. PINCUS
Nashville |
| MR. AND MRS. JOHN R. HALL
Lexington, Kentucky | MRS. DAVID Y. PROCTOR, JR.
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| MISS VIRGINIA E. HOWD
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Nashville |
| MR. AND MRS. DAVID B. INGRAM
Nashville | MR. AND MRS. CAL TURNER, JR.
Goodlettsville, Tennessee |
| MRS. E. BRONSON INGRAM
Nashville | MR. AND MRS. STEVE TURNER
Nashville |
| MR. AND MRS. JOHN R. INGRAM
Nashville | MRS. DAVID K. WILSON
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| MR. AND MRS. ORRIN H. INGRAM II
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DR. AND MRS. WILLIAM A. HEWLETT
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MRS. BARBARA L. ROGERS
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DRS. JOHN L. AND JULIA E. SAWYERS
Nashville

MR. AND MRS. SARGENT SHRIVER
Potomac, Maryland

MR. AND MRS. DONALD N. TEST, JR.
Dallas, Texas

MRS. LYDIA BRYANT TEST
Dallas, Texas

MRS. HILLIARD TRAVIS
Nashville

MRS. ELTON YATES
Pinehurst, North Carolina

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 more than 2,000 full-time members and a diverse student body of about 10,000. 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 330-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.

Law School. Doctor of Jurisprudence, Master of Laws.

School of Medicine. Doctor of Medicine, Doctor of Audiology, Master of Science in Medical Physics, Master of Public Health, Master of Science in Clinical Investigation, Master of Laboratory Investigation, Master of Education of the Deaf.

School of Nursing. Master of Science in Nursing.

Owen Graduate School of Management. Master of Business Administration, Master of Science in Finance.

Peabody College. Bachelor of Science, Master of Education, Master of Public Policy, 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, education specialist's, and doctor's degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call (404) 679-4500 for questions about the accreditation of Vanderbilt University.



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.

Graduate Student Council

The Graduate Student Council (GSC) exists to enhance the overall graduate experience at Vanderbilt by promoting the general welfare and concerns of the graduate student body, creating new programs and initiatives to provide opportunities for growth and interaction, and communicating with the Vanderbilt faculty and administration on behalf of graduate students. These goals are accomplished through a structure of elected representatives, standing committees, and officers. Meetings, which are open to all graduate students, are held monthly. Council meetings provide a forum in which to address many types of concerns. In the recent past, the GSC has helped change policies involving the process for approving dissertations, TA advocacy, parking, student health insurance coverage, housing, and the student-funded recreation center. The GSC is also a member of the National Association of Graduate and Professional Students (NAGPS).

In addition to its representative function, the GSC also organizes a number of events and hosts/sponsors various projects during the year. Some examples include co-sponsoring seminars and panels with individual departments, Graduate Student Research Day (early spring semester), the Graduate Student Honor Council, community outreach activities, and social opportunities. The GSC also awards travel grants to graduate students who wish to present their research at conferences throughout the year. All Vanderbilt graduate students are welcome to attend GSC's monthly meetings and to get involved. For more information, visit www.vanderbilt.edu/gsc.

Housing

To support the housing needs of new and continuing graduate and professional students, the Office of Housing and Residential Education provides a Web-based off-campus referral service (<https://apphost1a.its.vanderbilt.edu/housing>). The referral service lists information on housing accommodations off campus. 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 or consult the Web site by early July for suggestions and guidance. The Web site includes advertisements by landlords looking specifically for Vanderbilt-affiliated tenants, as well as by Vanderbilt students looking for roommates. Listings

are searchable by cost, distance from campus, number of bedrooms, and other parameters. Students may also post “wanted” ads seeking roommate or housemate situations. On-campus university housing for graduate or professional students is not available.

Change of Address

Students who change either their local or permanent mailing address are expected to notify school and university registrars immediately. Candidates for degrees who are not in residence should keep the school and University Registrar informed of current mailing addresses. To change or update addresses, go to <http://registrar.vanderbilt.edu/academicrec/address.htm>.

The Commodore Card

The Commodore Card is the Vanderbilt student ID card. It can be used to access debit spending accounts and campus buildings such as residence halls, libraries, academic buildings, and the Student Recreation Center.

ID cards are issued at the Commodore Card Office, 184 Sarratt Student Center, Monday through Friday from 8:30 a.m. to 4:00 p.m. For more information, see the Web site at www.vanderbilt.edu/commodorecard.

Eating on Campus

Vanderbilt Dining operates several food facilities throughout campus that provide a variety of food and services. The two largest dining facilities are Rand Dining Center behind the Sarratt Student Center and The Commons Dining Center on Peabody campus. Six convenience stores on campus offer grab-and-go meals, snacks, beverages, and groceries. All units accept the Commodore Card. For hours and menus, visit the Web site at www.vanderbilt.edu/dining.

Obtaining Information about the University

Notice to current and prospective students: In compliance with applicable state and federal law, the following information about Vanderbilt University is available:

Institutional information about Vanderbilt University, including accreditation, academic programs, faculty, tuition, and other costs, is available in the catalogs of the colleges and schools on the Vanderbilt University Web site at www.vanderbilt.edu/catalogs. A paper copy of the *Undergraduate Catalog* may be obtained by contacting the Office of Undergraduate Admissions, 2305 West End Avenue, Nashville, Tennessee 37203-1727, (800) 288-0432, (615) 322-2561, admissions@vanderbilt.edu. Paper copies of the catalogs for the graduate and professional schools may be available from the individual schools.

Information about financial aid for students at Vanderbilt University, including federal and other forms of financial aid for students, is available from the Office of Student Financial Aid on the Vanderbilt University Web site at www.vanderbilt.edu/FinancialAid. The Office of Student Financial Aid

is located at 2309 West End Avenue, Nashville, Tennessee 37203-1725, (615) 322-3591 or (800) 288-0204.

Information about graduation rates for students at Vanderbilt University is available on the Vanderbilt University Web site at <https://virg.vanderbilt.edu>. Select "Factbook," then "Student Profile," then "Retention Rates." Paper copies of information about graduation rates may be obtained by writing the Office of the University Registrar, Vanderbilt University, Peabody #505, 230 Appleton Place, Nashville, Tennessee 37203-5721 or by calling (615) 322-7701.

The annual *Security at Vanderbilt* report on university-wide security and safety, including related policies, procedures, and crime statistics, is available from the Vanderbilt Police Department on the university Web site at <http://police.vanderbilt.edu/secatvu.htm>. A paper copy of the report may be obtained by writing the Vanderbilt Police Department, 2800 Vanderbilt Place, Nashville, Tennessee 37212 or by calling (615) 343-9750. For more information, see "Vanderbilt Police Department" in the following section of this catalog.

A copy of the annual *Equity in Athletics Disclosure Act Report* on the Vanderbilt University athletic program participation rates and financial support data may be obtained by writing the Vanderbilt University Office of Athletic Compliance, 2601 Jess Neely Drive, P.O. Box 120158, Nashville, Tennessee 37212 or by calling (615) 322-7992.

Information about your rights with respect to the privacy of your educational records under the Family Educational Rights and Privacy Act is available from the Office of the University Registrar on the Vanderbilt University Web site at www.registrar.vanderbilt.edu/academicrec/privacy.htm. Paper copies of this information about educational records may be obtained by writing the Office of the University Registrar, Vanderbilt University, Peabody #505, 230 Appleton Place, Nashville, Tennessee 37203-5721 or by calling (615) 322-7701. For more information, see "Confidentiality of Student Records" in the following section of this catalog.

Services to Students

Confidentiality of Student Records (Buckley Amendment)

Vanderbilt University is subject to the provisions of federal law known as the Family Educational Rights and Privacy Act (also referred to as the Buckley Amendment or FERPA). This act affords matriculated students certain rights with respect to their educational records. These rights include:

The right to inspect and review their education records within 45 days of the day the university receives a request for access. Students should submit to the University Registrar written requests that identify the record(s) they wish to inspect. The University Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the University Registrar does not maintain the records, the student will be directed to the university official to whom the request should be addressed.

The right to request the amendment of any part of their education records that a student believes is inaccurate or misleading. Students who wish to request an amendment to their educational record should write the university official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the university decides not to amend the record as requested by the student, the student will be notified of the decision and advised of his or her right to a hearing.

The right to consent to disclosures of personally identifiable information contained in the student's education records to third parties, except in situations that FERPA allows disclosure without the student's consent. One such situation is disclosure to school officials with legitimate educational interests. A "school official" is a person employed by the university in an administrative, supervisory, academic or research, or support staff position (including university law enforcement personnel and health staff); a person or company with whom the university has contracted; a member of the Board of Trust; or a student serving on an official university committee, such as the Honor Council, Student Conduct Council, or a grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

The Buckley Amendment provides the university the ability to designate certain student information as "directory information." Directory information may be made available to any person without the student's consent unless the student gives notice as provided for below. Vanderbilt has designated the following as directory information: the student's name, addresses, telephone number, e-mail address, student ID photos, date and place of birth, major field of study, school, classification, participation in officially recognized activities and sports, weights and heights 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 new entering or currently enrolled student who does not wish disclosure of directory information should notify the University Registrar in writing. No element of directory information as defined above is released for students who request nondisclosure except in situations allowed by law. 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. To continue nondisclosure of directory information after a student ceases to be enrolled, a written request for continuance must be filed with the University Registrar during the student's last term of attendance.

If a student believes the university has failed to comply with the Buckley Amendment, he or she may file a complaint using the Student Complaint and Grievance Procedure as outlined in the *Student Handbook*. If dissatisfied with the outcome of this procedure, a student may file a written complaint with the Family Policy and Regulations Office, U.S. Department of Education, Washington, D.C. 20202.

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

Vanderbilt Directory Listings

Individual listings in the online *People Finder Directory* consist of the student's full name, school, academic classification, local phone number, local address, box number, permanent address, and e-mail address. The printed *Vanderbilt Directory* also contains these items unless the student blocks them by September 1 using the update option of the *People Finder Directory*. Student listings in the *People Finder Directory* are available to the Vanderbilt community via logon ID and e-password. Students have the option of making their *People Finder* listings available to the general public (viewable by anyone with access to the Internet), of adding additional contact information such as cellular phone, pager, and fax numbers, and of blocking individual directory items or their listing in its entirety. Students who have placed a directory hold with the University Registrar will not be listed in the online directory. To avoid being listed in the printed directory, the request for a directory hold must be on file prior to September 1.

Directory information should be kept current. Students may report address changes via the Web by going to www.vanderbilt.edu/students.html and clicking on *Student Web Applications* and *Address Change*.

Psychological and Counseling Center

The Psychological and Counseling Center is a broad-based service center available to full-time students, faculty, staff, and their partners and dependents. Services include: 1) family, couples, individual, and group counseling and psychotherapy; 2) psychological and educational assessment; 3) career assessment and counseling; 4) programs such as assertiveness training; marital communication; individual reading and study skills/test-taking techniques; body image, stress, and time management; group support programs for acquiring skills such as relaxation; 5) administration of national testing programs; 6) outreach and consultation; 7) special programming related to diversity issues; 8) campus speakers and educational programs.

Eligible persons may make appointments by visiting the Psychological and Counseling Center or by calling (615) 322-2571. Services are confidential to the extent permitted by law. For more information, see the Web site, www.vanderbilt.edu/pcc. The site also contains self-reflection questions and information resources for counseling services.

Career Center

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

Services include individual career advising, career resource center, graduate and professional school services, career-related seminars and workshops, resume consultation, interview training, internship opportunities,

career fairs, campus interviews, credentials services through Interfolio, full-time job listings, and resume referrals. For detailed information about the Career Center, view the Web site at www.vanderbilt.edu/career, or visit the office at 220 Student Life Center, 310 25th Avenue South.

Student Health Center

The Vanderbilt Student Health Center (SHC) in the Zerfoss Building 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 primary care health services are provided to students registered in degree-seeking status without charge and without copayment: visits to staff physicians and nurse practitioners; personal and confidential counseling by mental health professionals; routine procedures; educational information and speakers for campus groups; and specialty clinics held at the SHC.

These SHC primary care services are designed to complement the student's own insurance policy, HMO, MCO, etc., coverage to provide comprehensive care. Students are billed for any services provided outside the SHC or by the Vanderbilt University Medical Center.

The entire 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 8:00 a.m. to 4:30 p.m., Monday through Friday, and 8:30 a.m. until noon on Saturday, except during scheduled breaks and summer. Students should call ahead to schedule appointments, (615) 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 Student Health Center is closed, students needing acute medical care may go to the Emergency Department of Vanderbilt University Hospital. They will be charged by the VU Medical Center for Emergency Department services.

Students may also call (615) 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 11:00 p.m. and 7:00 a.m. are handled by the Vanderbilt University Emergency Department triage staff. More information is available on the Web (www.vanderbilt.edu/student_health).

Student Injury and Sickness Insurance Plan

All degree-seeking students registered for 4 or more credit hours or actively enrolled in research courses that are designated by Vanderbilt University as full-time enrollment are required to have adequate health insurance coverage. The university offers a sickness and injury insurance plan that is designed to provide hospital, surgical, and major medical benefits. A brochure explaining the limits, exclusions, and benefits of insurance coverage is available to students online at www.kosterweb.com, 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 (one half of the premium billed August 1 and one half billed December 1) if an online insurance waiver form is not completed by the August 1 deadline (the waiver deadline for international students is September 7). Coverage extends from August 12 through August 11 of the following year, whether a student remains in school or is away from the university.

Newly enrolled students for the spring term must complete the online waiver process by January 1. The online waiver process indicating comparable coverage **must be completed every year** in order to waive participation in the Student Injury and Sickness Insurance Plan.

Family Coverage. Students who want to obtain coverage for their families (spouse, children, or domestic partner) may secure application forms by contacting the on-campus Student Insurance representative, (615) 343-4688. Dependents can also be enrolled online at www.kosterweb.com using a credit card. Additional premiums are charged for family health insurance coverage.

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. If you have other comparable insurance and do not wish to participate in the Student Injury and Sickness Insurance Plan offered through the university, you must complete an online waiver form (www.kosterweb.com) indicating your other insurance information. This online waiver form must be completed no later than September 7 or you will remain enrolled in the plan offered by the university and will be responsible for paying the insurance premium. This insurance is required for part-time as well as full-time students. Information and application forms are provided through the Student Health Center.

Vanderbilt Child and Family Center

The Vanderbilt Child and Family Center supports the health and productivity of the Vanderbilt community by providing resource and referral services, quality child care, and early childhood education to the children of faculty, staff, and students. The center's Web site at www.vanderbilt.edu/HRS/wellness/cfctr.html provides information on resources for child care, adult care, summer programs (both day camps and overnight camps), tutoring services (including test preparation and skill building), and before and after care.

The Child Care Center serves children from six weeks to five years of age and offers placement through a waiting list. Applications may be downloaded from the Web site.

Services for Students with Disabilities

Vanderbilt is committed to the provisions of the Rehabilitation Act of 1973 and Americans with Disabilities Act as it strives to be an inclusive community for students with disabilities. Students seeking accommodations for any type of disability are encouraged to contact the Opportunity Development Center. Services include, but are not limited to, extended time for testing, assistance with locating sign language interpreters, audiotaped textbooks, physical adaptations, notetakers, and reading services. Accommodations are tailored to meet the needs of each student with a documented disability. The Opportunity Development Center also serves as a resource regarding complaints of unlawful discrimination as defined by state and federal laws.

Specific concerns pertaining to services for people with disabilities or any disability issue should be directed to the Disability Program Director, Opportunity Development Center, VU Station B #351809, 2301 Vanderbilt Place, Nashville, Tennessee 37235-1809; phone (615) 322-4705 (V/TDD); fax (615) 343-0671; www.vanderbilt.edu/odc.

Vanderbilt Police Department

The Vanderbilt Police Department, (615) 322-2745, is a professional law enforcement agency dedicated to the protection and security of Vanderbilt University and its diverse community.

The Police Department comes under the charge of the Office of the Vice Chancellor for Administration. As one of Tennessee's larger law enforcement agencies, the Police Department provides comprehensive law enforcement and security services to all components of Vanderbilt University including the academic campus, Vanderbilt Medical Center, and a variety of university-owned facilities throughout the Davidson County area. Non-commissioned and commissioned officers staff the department. Commissioned officers are empowered to make arrests as "Special Police Officers," through the authority of the Chief of Police of the Metropolitan Government of Nashville and Davidson County. Vanderbilt officers with Special Police Commissions have the same authority as that of a municipal law enforcement officer while on property owned by Vanderbilt, on adjacent public streets and sidewalks, and in nearby neighborhoods.

The Police Department includes a staff of more than one hundred people. All of Vanderbilt's commissioned officers have completed officer training at a state-certified police academy. Those officers hold Special Police Commissions and are required to attend annual in-service, as well as on-the-job training. The department also employs non-academy-trained officers for security-related functions.

The Police Department provides several services and programs to members of the Vanderbilt community:

Vandy Vans—The Vanderbilt Police Department administers the Vandy Vans escort system at Vanderbilt University. The Vandy Vans escort system provides vehicular escorts to designated locations on campus. The service consists of vans that operate from 5:00 p.m. to 5:00 a.m.

Stop locations were chosen based on location, the accessibility of a secure waiting area, and student input. Signs, freestanding or located on existing structures, identify each stop. A walking escort can be requested to walk a student from his/her stop to the final destination. A van is also accessible to students with mobility impairments. Additional information about Vanderbilt Vans and specific stop locations can be found at <http://police.vanderbilt.edu/services.htm> or by calling (615) 322-2558.

As a supplement to the Vanderbilt Vans van service, walking escorts are available for students walking to and from any location on campus during nighttime hours. Walking escorts are provided by VPD officers. The telephone number to call for a walking escort is 421-8888 (off campus) or 1-8888 (on campus).

Emergency Phones—Emergency telephones (Blue Light Phones) are located throughout the university campus and medical center.

Each phone has an emergency button that when pressed automatically dials the VPD Communications Center. An open line on any emergency phone will activate a priority response from an officer. An officer will be sent to check on the user of the phone, even if nothing is communicated to the dispatcher. Cooperation is essential to help us maintain the integrity of the emergency phone system. These phones should be used *only* for actual or perceived emergency situations.

An emergency response can also be received by dialing 911 from any campus phone. Cell phone users can use (615) 421-1911 to elicit an emergency response on campus. Cell phone users should dial 911 for off-campus emergencies. All callers should be prepared to state their location.

Crime Alerts—Crime Alerts are distributed throughout Vanderbilt to make community members aware of significant unsolved crimes that occur at the university. They are distributed by mail, through Vanderbilt e-mail lists, and through the department's Web page, <http://police.vanderbilt.edu>.

Educational and Assistance Programs—The Community Relations Division of the Vanderbilt Police Department offers programs addressing issues such as sexual assault, domestic violence, workplace violence, personal safety, RAD (Rape Aggression Defense) classes, and victim assistance.

For further information on available programs and services, call (615) 322-2558 or e-mail crimeprevention.atwood@vanderbilt.edu. Additional information on security measures and crime statistics for Vanderbilt is available from the Police Department, 2800 Vanderbilt Place, Nashville, Tennessee 37212. Information is also available at <http://police.vanderbilt.edu>.

Campus Security Report

In compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act and the Tennessee College and University Security Information Act, Vanderbilt University will provide you, upon request, an annual Security Report on university-wide security and safety, including related policies, procedures, and crime statistics. A copy of this report may be obtained by writing or calling the Vanderbilt Police Department, 2800 Vanderbilt Place, Nashville, Tennessee 37212 or by telephone at (615) 343-9750. You may also obtain this report on the Web site at <http://police.vanderbilt.edu/secatvu.htm>.

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 located in the Wesley Place garage. A fee is charged. Parking regulations are published annually and are strictly enforced. More information is available at www.vanderbilt.edu/traffic_parking.

Bicycles must be registered with the Vanderbilt Police Department.

Graduate Student Professional and Personal Development Collaborative

The Graduate Student Professional and Personal Development Collaborative (GSPPD Collaborative) is an informal network of faculty administrators, and students at Vanderbilt University that seeks to facilitate the awareness and use of the many programs that can help students become productive and well-rounded scholars. The collaborative's Web site (www.vanderbilt.edu/gradschool/gspdd) provides links to various offices and groups at Vanderbilt that support graduate student development. These offices and organizations also jointly sponsor a number of seminars, workshops, and similar events that support student development.

Bishop Joseph Johnson Black Cultural Center

The Bishop Joseph Johnson Black Cultural Center (BJJBCC) provides educational and cultural programming on the African and African American experience for the Vanderbilt and Nashville communities. Dedicated in 1984, the center is named for the first African American student admitted to Vanderbilt (in 1953), Bishop Joseph Johnson (B.D. '54, Ph.D. '58). The center represents one of Vanderbilt's numerous efforts at acknowledging and promoting diversity.

One of the center's aims is to foster an understanding of the values and cultural heritage of people of African descent worldwide. In this regard, the center serves as a resource for information on African and African American life and culture. Symposia, lectures, musical performances, art exhibitions, audiovisual materials, and publications on the African and African American experience provide a broad spectrum of activities for the university and the general public. The center also provides an office space for the *Afro-Hispanic Review*, which is edited by Vanderbilt faculty and graduate students.

Another of the center's aims is student support. The center does this by providing a meeting space for numerous Vanderbilt student groups. Additionally, center staff members advise campus student organizations on a range of projects. The center promotes student recruitment by hosting various pre-college groups and efforts. One additional goal of the center is community outreach and service. To this end, the center sponsors a Community Speakers Series designed to bring community leaders to campus for talks and forums. The center reaches out to civic and cultural groups and works cooperatively with them. The BJJBCC also provides space for tutoring sessions and mentoring activities for young people from Metro Nashville Public Schools and other institutions, such as the YMCA.

Recently expanded, and renovated, the center houses a computer lab, a small library, a seminar room, an auditorium, a student lounge area, and staff offices. The center is open to all Vanderbilt students, faculty, and staff for programs and gatherings throughout the year. More information is available on the BJBCC Web site at www.vanderbilt.edu/BCC.

International Student and Scholar Services

International Student and Scholar Services (ISSS), located in the Student Life Center, fosters the education and development of non-immigrant students and scholars to enable them to achieve their academic and professional goals and objectives. ISSS provides advice, counseling, and advocacy regarding immigration, cross-cultural, and personal matters. ISSS supports an environment conducive to international education and intercultural awareness via educational, social, and cross-cultural programs.

ISSS provides immigration advising and services, including the processing of immigration paperwork, to more than 1,500 international students and scholars. The office works with admission units, schools, and departments to generate documentation needed to bring non-immigrant students and scholars to the U.S. Further, ISSS keeps abreast of the regulations pertaining to international students and scholars in accordance with the Department of Homeland Security (Bureau of Citizenship and Immigration Services) and the Department of State. ISSS coordinates biannual orientation programs for students and ongoing orientations for scholars, who arrive throughout the year.

To help promote connection between international students and the greater Nashville community, ISSS coordinates the First Friends program, which matches international students with Americans both on and off campus for friendship and cross-cultural exchange. The weekly World on Wednesday presentations inform, broaden perspectives, and facilitate cross-cultural understanding through discussions led by students, faculty, and staff. International Education Week in the fall and International Awareness Festival in the spring provide the campus with additional opportunities to learn about world cultures and to celebrate diversity. ISSS provides a range of programs and activities throughout the year to address a variety of international student needs and interests. These programs include Vanderbilt International Volunteers, an International Stress Fest, and a selection of holiday parties. Additionally, ISSS staff have been instrumental in developing and implementing the Tennessee Conference for International Leadership which brings together international and study abroad students from across the state for workshops and activities.

Margaret Cuninggim Women's Center

The Margaret Cuninggim 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, faculty, and staff are scheduled throughout the fall and spring semesters and are publicized on the Web at www.vanderbilt.edu/WomensCenter and in the monthly newsletter *Women's VU*, which is distributed without charge to campus addresses on request. Vanderbilt Feminists, a student group that works closely with the women's center, is open to all interested students, both male and female.

The center houses a small library with an excellent collection of books, journals, and tapes. Books and tapes circulate for four weeks. Copy facilities are available. The women's center is also home to Project Safe (PS), a coordinated program of education about, prevention of, and response to violence against women on campus.

GLBT Resource Office

The Vanderbilt Gay, Lesbian, Bisexual, and Transgender Resource Office serves the entire Vanderbilt community through education, research, programming, counseling, and social events. Visitors are invited to use the office's resource library for research around GLBT issues. The GLBT Resource Office continually seeks to expand its resources and strives to ensure that Vanderbilt University has the most current information concerning GLBT life, gender and sexual diversity inclusiveness, and social justice. For more information, visit www.vanderbilt.edu/glb, e-mail glbtooffice@vanderbilt.edu, or phone (615) 322-3330.

Schulman Center for Jewish Life

The 10,000-square-foot Ben Schulman Center for Jewish Life was formally dedicated in the fall of 2002 and is the home of Vanderbilt Hillel. The goal of the center is to provide a welcoming community for Jewish students at Vanderbilt and to further religious learning, cultural awareness, and social engagement. We are an organization committed to enriching lives and enhancing Jewish identity. We are a home away from home, where Jews of all denominations come together, united by a shared purpose. The Schulman Center is also home to Grin's Cafe, Nashville's only kosher and vegetarian restaurant. For further information about the Schulman Center, please call (615) 322-8376 or e-mail hillel@vanderbilt.edu.

Religious Life

The Office of Religious Life (www.vanderbilt.edu/religiouslife) 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.

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, Muslim, Presbyterian, Reformed University Fellowship, Catholic, and United Methodist chaplains work with individuals and student groups. Provisions for worship are made for other student religious groups. Counseling and crisis referrals are also available.

Extracurricular Activities

Sarratt Student Center

The Sarratt Student Center (www.vanderbilt.edu/sarratt), named for former mathematics professor and dean of students Madison Sarratt, provides a variety of facilities, programs, and activities. The center houses a cinema, an art gallery, art studios and darkrooms for classes and individual projects, work and office spaces for student organizations, comfortable reading and study lounges fully wired for Internet access, large and small meeting rooms, and large, open commons and courtyard areas for receptions or informal gathering. The center also houses The Pub at Overcup Oak restaurant and Stonehenge Cafe, and leads directly to Rand Dining Center, the Varsity Market, and the Vanderbilt Bookstore. The Vanderbilt Program Board plans concerts, film screenings, classes, speakers, receptions, gallery showings, and many other events throughout the campus. The center's Welcome Desk serves as a campus information center and is a Ticketmaster™ outlet, handling ticket sales for most of the university's and Nashville's cultural events. Sarratt Student Center is home to the Office of the Dean of Students, the Office of Greek Life, the Commodore Card Office, and Vanderbilt Student Communications (including student newspaper, radio station, and yearbook).

Student Life Center

The Vanderbilt Student Life Center (www.vanderbilt.edu/studentlifecenter) is the university's new community keystone. It is both the fulfillment of students' vision to have a large social space on campus and a wonderful complement to Sarratt Student Center.

The Student Life Center has more than 18,000 square feet of event and meeting-room space. The 9,000-square-foot Commodore Ballroom has become one of the most popular spaces to have events on campus.

The center is also home to Starbucks Coffee, the Career Center, International Student and Scholar Services, Health Professions Advisory Office, Office of Honor Scholarships and ENGAGE, Office of International Services, and Study Abroad Programs office.

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 racquetball, fly fishing, and scuba, along with rock climbing and kayaking. Thirty-nine sport clubs provide opportunity for participation in such favorites as sailing, fencing, rugby, and various martial arts.

The university recreation facilities include gymnasiums, tracks, and four softball diamonds. The four lighted multipurpose playing fields are irrigated and maintained to assure prime field conditions.

The Student Recreation Center houses a 36 meter x 25 yard swimming pool; three courts for basketball, volleyball, and badminton; six racquetball and two squash courts; a weight and fitness room; a wood-floor activity room; a rock-climbing wall; an indoor track; a mat room; locker rooms; and a Wellness Center. Lighted outside basketball and sand volleyball courts and an outdoor recreation facility complement the center.

For additional information, please see the Web site at www.vanderbilt.edu/campusrecreation.



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School of Medicine



STEVEN G. GABBE, M.D., Dean
G. ROGER CHALKLEY, D.Phil., Senior Associate Dean for Biomedical Research, Education, and Training
GERALD S. GOTTERER, M.D., Ph.D., Senior Associate Dean for Faculty and Academic Administrative Affairs
F. ANDREW GAFFNEY, M.D., Associate Dean for Clinical Affairs
GERALD B. HICKSON, M.D., Associate Dean for Clinical Affairs and Director of the Vanderbilt Center for Patient and Professional Advocacy
GEORGE C. HILL, Ph.D., Associate Dean for Diversity in Medical Education
FREDERICK KIRCHNER, JR., M.D., Associate Dean for Graduate Medical Education
BONNIE M. MILLER, M.D., Associate Dean for Undergraduate Medical Education
NANCY J. BROWN, M.D., Associate Dean for Clinical and Translational Scientist Development
DAVID S. RAIFORD, M.D., Associate Dean for Faculty Affairs
SCOTT M. RODGERS, M.D., Associate Dean for Medical Student Affairs
JOHN A. ZIC, M.D., Associate Dean for Admissions
P. DAVID CHARLES, M.D., Assistant Dean for Admissions
J. ANN RICHMOND, Ph.D., Assistant Dean for Biomedical Research, Education, and Training
LYNN E. WEBB, Ph.D., Chief of Staff
CRAIG R. CARMICHEL, M.S., C.P.A., Director of Finance, Academic, and Research Enterprise
DONALD E. MOORE, JR., Ph.D., Director, Division of Continuing Medical Education
JOHN H. SHATZER, Ph.D., Director, Office of Teaching and Learning in Medicine
VICKY L. CAGLE, Director, Student Financial Services
JOSEPH M. GOFF, Director, Multimedia Support
TERENCE S. DERMODY, M.D., Director, Medical Scientist Training Program
SUSAN WENTE, Ph.D., Associate Director, Medical Scientist Training Program
MICHELLE GRUNDY, Ph.D., Assistant Director, Medical Scientist Training Program
PATRICIA F. SAGEN, Ph.D., Director, Medical School Admissions
TERESA A. LYONS-OTEN, Registrar
JANELLE CAREY OWENS, Executive Assistant, Medical School Programs and Special Projects
BENITA J. STUBBS, Assistant to the Dean

Executive Faculty

Steven G. Gabbe, Chair. Jeffrey R. Balsler, R. Daniel Beauchamp, Fred H. Bess, Randy Blakely, Richard Caprioli, Walter J. Chazin, Alan D. Cherrington, Nancy C. Chescheir, Larry R. Churchill, Richard T. D'Aquila, Robert Dittus, Alfred L. George, John C. Gore, Daryl K. Granner, Jonathan Haines, Dennis Hallahan, Heidi Elizabeth Hamm, Frank E. Harrell, Jacek Hawiger, Stephan H. W. Heckers, Michael S. Higgins, Harry R. Jacobson, Jeremy Kaye, Pat R. Levitt, Robert L. MacDonald, Mark A. Magnuson, Lawrence J. Marnett, Daniel R. Masys, Lynn M. Matrisian, Eric G. Neilson, Robert H. Ossoff, Jennifer Pietenpol, C. Wright Pinson, David W. Piston, David Robertson, Dan M. Roden, Samuel A. Santoro, William Schaffner, Corey M. Slovis, Joseph A. Smith, Dan M. Spengler, Paul J. Sternberg, Sten H. Vermund, Michael R. Waterman, Susan Rae Wente. *Regular Non-Voting Members:* Andrea Baruchin, Gordon Bernard, Nancy J. Brown, Craig R. Carmichel, G. Roger Chalkley, Colleen

Conway-Welch, F. Drew Gaffney, Gerald S. Gotterer, Gerald B. Hickson, George C. Hill, Jeff M. S. Kaplan, Frederick Kirchner, Jr., Bonnie M. Miller, Donald E. Moore, Jr., Jason D. Morrow, Linda D. Norman, David S. Raiford, J. Ann Richmond, Scott M. Rodgers, Martin P. Sandler, John H. Shatzer, William W. Stead, Jeanne Wallace, Lynn E. Webb.

Standing Committees

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

Admissions

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

John A. Zic, Associate Dean for Admissions, Chair. James B. Atkinson, Neil Bhomwick, Lonnie S. Burnett, Ian M. Burr, P. David Charles, Ronald L. Cowan, Jose J. Diaz, Wonder Puryear Drake, John H. Exton, M. Kathleen Figaro, Agnes B. Fogo, Sunil K. Geervarghese, Christopher E. Harris, Kathy Jabs, Jason D. Morrow, Lillian B. Nanney, S. Trent Rosenbloom, Jayant P. Shenai, John K. Wright, Jr. Ex officio: George A. Hill, Bonnie M. Miller, Scott M. Rodgers, Patricia F. Sagen.

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.

Raymond F. Burk, Chair. Kathleen A. Dwyer, John C. Gore, David W. Haas, T. Alp Ikizler, Kirk B. Lane, Jane H. Park, Ronald R. Price, Mace L. Rothenberg, Ronald M. Salomon, C. Michael Stein, Marshall L. Summar, Peter F. Wright Ex officio: David Robertson.

Faculty Advisory Council

The Faculty Advisory Council is made up of departmentally elected faculty from all of the departments of the School of Medicine and serves as an advisory committee to the Dean and Executive Faculty. The council is to be invited by the administration to participate in the formulation of major policies of the school and may present other recommendations to the Dean at its discretion.

James A. Duncavage, Chair. Christopher R. Aiken, John T. Algren, Patrick G. Arbogast, Daniel H. Ashmead, Bruce Beyer, David J. Calkins, Arthur F. Dalley, Jeffrey M. Davidson, Ariel Y. Deutch, Josiane Eid, Ronald B. Emeson, Michael L. Freeman, Marie R. Griffin, Tina V. Hartert, Robin R. Hemphill, Alice A. Hinton, Richard L. Hock, Kevin B. Johnson, John E. Kuhn, Matthew Ninan, Neil Osheroff, Donald H. Rubin, Richard C. Shelton, Subramaniam Sriram, Marshall L. Summar, Rebecca Swan, P. Anthony Weil, J. Kelly Wright, Jr. Ex officio: Steven G. Gabbe, Gerald S. Gotterer, David S. Raiford.

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.

J. Ann Richmond, Chair. Paul Sternberg, Jr., Co-Chair. Najj N. Abumrad, William D. Dupont, Stephan H. W. Heckers, Steven G. Meranze, Geraldine G. Miller, Jean F. Simpson, Roland W. Stein, William F. Walsh. *Ex officio*: David S. Raiford.

Graduate Education

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

David M. Miller, Chair. Fred H. Bess, Richard Caprioli, Jin Chen, Louis J. DeFelice, Ronald B. Emeson, Walter Gray Jerome III, Sebastian Joyce, Richard M. O'Brien. *Ex officio*: G. Roger Chalkley.

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.

James G. Patton, Chair. Richard Caprioli, Jin Chen, Louis J. DeFelice, Ronald B. Emeson, Sebastian Joyce, David M. Miller, Richard M. O'Brien. *Ex officio*: G. Roger Chalkley.

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.

Peter F. Wright, Chair. Mark R. Denison, Robert S. Dittus, Christopher S. Greeley, Jeffrey P. McKinzie, Mario R. Rojas, William Schaffner, John L. Tarpley, Sten H. Vermund, George C. Hill *Ex officio*: Bonnie M. Miller, Scott M. Rodgers; Janelle Carey Owens, Coordinator.

M.D./Ph.D. Committee (same as the Medical Scientist Training Program Faculty Advisory 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.

Terence S. Dermody, Director. Susan R. Wente, Associate Director. Michelle M. Grundy, Assistant Director. H. Scott Baldwin, R. Daniel Beauchamp, Mark R. Boothby, Nancy J. Brown, Bruce D. Carter, Walter J. Chazin, Maureen A. Gannon, James R. Goldenring, Kathleen Gould, Heidi E. Hamm, Robert L. Macdonald, Eric G. Neilson, Vito Quaranta, Dan M. Roden, P. Anthony Weil, Mary M. Zutter. *Student members:* Andrew Misfeldt, Sunita Misra. *Ex officio:* Roger Chalkley, Steven G. Gabbe, George C. Hill, Fatima Lima, Bonnie M. Miller, Scott M. Rodgers, John A. Zic.

Medical Center 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.

Gerald Gotterer, Chair. David S. Raiford, Co-Chair. Italo Biaggioni, Lonnie S. Burnett, Richard Caprioli, Stuart G. Finder, Fred Goad, Thomas P. Graham, Jr., Kenneth Holroyd, Rolanda Johnson, Donald H. Rubin, Michael G. Stabin, Alastair J. J. Wood. *Ex officio:* Diana Marver, Leona Marx, Christopher McKinney.

Medical Scientist Training Program Faculty Advisory Committee

Terence S. Dermody, Director. Susan R. Wente, Associate Director. Michelle M. Grundy, Assistant Director. H. Scott Baldwin, R. Daniel Beauchamp, Mark R. Boothby, Nancy J. Brown, Bruce D. Carter, Walter J. Chazin, Maureen A. Gannon, James R. Goldenring, Kathleen Gould, Heidi E. Hamm, Robert L. Macdonald, Eric G. Neilson, Vito Quaranta, Dan M. Roden, P. Anthony Weil, Mary M. Zutter. *Student members:* Andrew Misfeldt, Sunita Misra. *Ex officio:* Roger Chalkley, Steven G. Gabbe, George C. Hill, Fatima Lima, Bonnie M. Miller, Scott M. Rodgers, John A. Zic.

Student 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 2008

Richard S. Miller, Chair. John T. Algren, Wonder Puryear Drake, Joyce E. Johnson, Paul Sternberg *Ex officio:* George Hill, Bonnie M. Miller, Scott M. Rodgers.

Class of 2009

Ravi S. Chari, Chair. Ban M. Allos, Nancy C. Chescheir, Ronald L. Cowan, Paul D. Hain *Ex officio:* George Hill, Bonnie M. Miller, Scott M. Rodgers.

Class of 2010

Jason D. Morrow, Chair. Barbara Clinton, D. Catherine Fuchs, Stephan H. W. Heckers, Kevin B. Johnson *Ex officio:* George Hill, Bonnie M. Miller, Scott M. Rodgers.

Class of 2011

Jayant P. Shenai, Chair. David M. Bader, Tamara L. Callahan, Natasha B. Halasa, Dennis E. Hallahan.

Undergraduate Medical Education

The Undergraduate Medical Education (UME) committee is appointed by the dean and consists of faculty and students. It is charged with the complete management of the undergraduate curriculum, including content, pedagogy, and assessment of both students and the curriculum itself. The committee reports to the dean and the executive faculty, and can offer recommendations for major changes in curricular programs and policies.

The UME executive committee is composed of six department chairs, three from the basic sciences and three from the clinical disciplines. In addition, there is one faculty representative from each of the four years of medical school. The chair of the student curriculum committee also sits on the UME executive committee. The UME executive committee is chaired by a faculty member appointed by the dean. This committee meets monthly to review courses, to review policy, and to guide the development of new curricular offerings. Each year the UME executive committee sponsors a curriculum summit to share information with all members of the UME committee regarding student and curricular outcomes for that year.

George C. Bolian, Chair. Susan Wentz, Sam Santoro, Dan Masys, Corey Slovis, Eric Neilson, Paul Sternberg, Neil Osheroff, James Atkinson, Anderson Spickard III, Sally Santen.
Ex officio: Gerald Gotterer, Bonnie Miller, Scott Rodgers, John Shatzer, Emil Petrusa

Year Teams consist of the course directors and major teachers responsible for implementation of the curriculum for each of the years in medical school.

Year 1 Team: Neil Osheroff, Chair. Al George, Catherine Pettepher, Arthur Dalley, Sebastian Strom, Luc Van Kaer, Larry Churchill, Denis O'Day, Bonnie Miller, Scott Rodgers, James Powers, Lillian Nanney, Terry Dermody, Ban Allos, Toby Fishel, Lynn Webb.

Year 2 Team: James Atkinson, Chair. Joyce Johnson, Kathy Murray, Joseph Awad, Jeanette Norden, Derek Riebow, Larry Churchill, Tom Elasy, Denis O'Day, Agnes Fogo, Heidi Hamm, Joey Barnett, Richard Stein, Stephan Heckers.

Years 3 and 4 Team: Anderson Spickard III, Co-Chair; Sally Santen, Co-Chair. Kim Lomis, Joseph Gigante, Heather Harris, Cathy Fuchs, Adrian Jarquin-Valdivia, Charles Rush, Ban Allos.

Year Evaluation Teams consist of faculty members who review and evaluate courses offered in that year of the curriculum.

Year 1 Evaluation Team: Terry Dermody, Oscar Guillamondagui, Michael Richardson, Jayant Shenai.

Year 2 Evaluation Team: James Powers, Lynette Gillis, David Kaylie, David Bader, Barron Patterson.

Year 3 Evaluation Team: Nick Desai, Tamara Callahan, Agnes Fogo, Kenneth Palm, Elizabeth Anne Saster, Alex Townes.



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Albert Nguyen
Medical Director
Vanderbilt

Medical Education at Vanderbilt

THE Vanderbilt University School of Medicine seeks to administer a four-year educational program toward the M.D. degree that provides students with the knowledge, skills, attitudes, and habits they will need to practice safe, effective, ethical, evidence-based, and patient-centered medicine in the 21st century. It is grounded in the principle that the health of populations can and should be related to the education of health professionals and is aligned with Vanderbilt's overarching mission to produce leaders and scholars in medicine.

The following topics receive special emphasis in our curriculum: professionalism, cultural competence, communication skills, evidence-based medicine, information technology, interdisciplinary teamwork, lifelong learning, and patient-centered care. These topics run as longitudinal themes throughout the four years of the curriculum.

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.

Through its core and elective components, the curriculum provides students opportunities to explore the full spectrum of medicine. There is enough structure to ensure consistency and enough flexibility to permit the pursuit of individual interests. The core curriculum of the first two years presents fundamental concepts of biomedicine in an interdisciplinary fashion. Students also take at least three elective courses in order to acquire a greater depth of understanding in areas of their interest. Electives cover wide-ranging topics, such as history of medicine and Spanish, and also provide an opportunity to investigate a variety of medical specialties. All students pursue in-depth scholarly projects during the first two years, through the Emphasis Program.

From the more than 4,700 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 and the core values of the medical profession, to continue their education lifelong. At Vanderbilt, every medical student has access to examples of the highest standards of biomedical investigation and compassionate 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.

Honor System

The Honor System at Vanderbilt University School of Medicine is conducted by students for the benefit of students, faculty, staff, and patients. The Honor System, as delineated by the Honor Code, requires all students to conduct themselves with honor in all aspects of their lives as physicians-in-training. By demanding great responsibility, the Honor System fosters an environment of freedom and trust that benefits the entire Medical School. In signing this statement upon enrollment, each student agrees to participate in the Honor System and abide by its code.

Simply stated, as representatives of the Vanderbilt University School of Medicine and the medical profession, students pledge to conduct themselves with honor and integrity at all times. Both the Promotions Committees and Honor Council serve to protect the environment of trust created by this Honor System. The Promotions Committees periodically evaluate each student's performance with special attention to work and conduct appropriate for the practice of medicine. The Honor Council serves to educate the student body about their responsibilities outlined in the written code; to conduct investigations and hearings regarding reported violations of the code; and to decide the nature of penalties deemed appropriate for such violations. Decisions reached by the Honor Council do not preclude the discussion of reported violations by the Promotions Committee, as the Committee may examine these incidents in the larger context of a student's general performance.

The Honor Code

All students pledge to conduct themselves honorably, professionally, and respectfully in all realms of the medical center and in all aspects of medical education and patient care. Under the Honor System, the student pledges that he or she neither gives nor receives unauthorized aid nor leaves unreported any knowledge of such aid given or received by any other student. This pledge applies to all tests, themes, term papers, examinations or any other activities required for the awarding of the M.D. degree. This pledge encompasses all clinical work involving patient care and representations of patient care information. Any student taking a course in the School of Medicine, regardless of where registered, is under the jurisdiction of the Honor Council of VUSM and subject to the penalties it may impose.

Constitution of the Honor Council

Article I – Name

The name of the council shall be the Honor Council of Vanderbilt University School of Medicine.

Article II – Purpose

1. To receive and evaluate evidence of Honor Code violations and to assure against false accusations.
2. To determine guilt or innocence.
3. To forward to the Dean of the School of Medicine appropriate penalties for the guilty.

Article III – Membership and Officers

1. A faculty member shall be appointed by the Dean of the School of Medicine as the Honor Council advisor. His/her roles include ensuring that all the rules are followed. In the case of an accusation, he/she will decide with the chair of the Honor Council whether there is sufficient evidence to proceed with a trial.
2. The first, second, third, and fourth year classes shall elect two representatives to the Honor Council. These representatives may hold additional offices in the class.
3. The Vice President of the fourth year class shall be chair of the Honor Council. He or she will appoint the Secretary of the Honor Council from among the eight elected representatives.

Article IV – Duties of Officers

1. It shall be the duty of the chair to preside at all meetings of the honor council, to arrange for the hearing of any student accused, and to perform all duties common to his or her office.
2. The Secretary shall keep full minutes of all meetings and full proceedings of all hearings, which must be kept in permanent files. The Secretary shall notify all members of all hearings, meetings, and retreats and shall perform any other related duties.

Article V – Meetings

1. One regular meeting shall be held within four weeks of the start of the school year. At this meeting, the chair of the Honor Council and the Dean of the School of Medicine will explain the duties and procedures of the Honor Council to the members.
2. Special meetings may be called by the chair at any time and must be called within ten (10) working days when requested by two or more members of the Honor Council.
3. All meetings shall be conducted according to *Roberts Rules of Order, Newly Revised*.
4. A meeting by the Honor Council to re-evaluate and review the Honor Code should be convened a minimum of every four years.

Article VI – Quorum

Five members of the Council of nine shall constitute a quorum.

Article VII – Hearings

1. A hearing shall be called by the chair of the Honor Council, if appropriate.
2. The accuser and the accused must be present at all hearings during the presentation of evidence and the accused has a right to question the accuser and any witnesses and make a statement to the Council.
3. Legal counsel will not be allowed for any party at a hearing, but the accused may have present a character witness or non-legally trained faculty advisor if he or she so chooses.
4. Any member of the Honor Council related by birth or marriage to the accused or the accuser or has any other personal interest in the hearing shall relieve himself/herself from participation in that hearing.
5. The proceedings of the hearing are confidential and any member present at the hearing is not at liberty to discuss them with anyone other than the members of the Honor Council present at the hearing or other persons with a legitimate need to know, e.g. law enforcement agents.
6. Upon completion of the review of evidence, the Honor Council in closed executive session shall reach a decision of “guilty” or “not guilty” of violation of the Honor Code by simple majority vote. The chair has a vote in all decisions unless contraindicated by Roberts Rules of Order.
7. Written notice of the decision will be sent to the accused and to the Dean of the School of Medicine. The Dean will also receive the vote count, a written summary of the case, and an oral report of the case from the chair. The Promotions Committee will not be notified unless a verdict of “guilty” has been found. In the case of a “guilty” verdict, the Promotions Committee will receive a written summary of the proceedings. The written summary also will be kept in the permanent records of the Honor Council.
8. When the Honor Council reaches a decision of “guilty,” the penalty, representing the majority opinion of the Honor Council, shall be sent to the Dean of the School of Medicine. The recommended penalties should conform to the severity of offenses and may include expulsion from the School of Medicine.

Article VIII – Publicity

1. Each new student entering the School of Medicine will be informed by the Honor Council as to the functions of the Honor System and his or her obligations to the Honor Code. Each student will be provided a copy of the Constitution and Bylaws of the Honor System and the Honor Code.

2. At the commencement of each academic year, all students shall reaffirm their commitment to the honor system by signing the honor code.
3. Names of the members of the Honor Council will be made known to all students upon commencement of each academic year. The Honor Council members will be accessible to any student to address concerns or questions regarding protocol, violations, or other Honor Council issues.
4. All written examinations will include a blank space where students will be required to free-hand write the statement, "I continue to abide by the Honor Code." The student must sign below the statement. All written examinations must contain the student's written statement and signature to be considered complete.

Article IX – Miscellaneous

In case a student withdraws from the School after a charge has been made against him or her and before the hearing, the Honor Council shall record the facts and the accused shall not be allowed to re-enter until he or she has had a hearing before the Honor Council.

Article X – Amendments

Amendments to this Constitution shall require for their adoption the approval of a majority of the total membership of the Honor Council and ratification by a majority of the voting student body. These amendments must be approved by the Dean of the School of Medicine and the faculty advisor before becoming final.

Bylaws

Article I – Reporting an Incident

1. If a student or instructor has reason to believe that a breach of the Honor Code has been committed he/ she must, within seven class days, report the incident in signed written form in one of the following ways:
 - A. Directly to the chair of the Honor Council, or
 - B. By way of the faculty advisor who will notify the chair of the Honor Council, or
 - C. To any member of the Honor Council, who will report directly and only to either the chair or the faculty advisor.
2. Failure to take action on an incident is a breach of the Honor Code. Students are required to report in writing any suspected violations of the Honor Code.
3. Once an incident is reported, it shall be the responsibility of the Honor Council, not the student or instructor, to investigate the incident and determine the next course of action. The student or instructor who reports a violation is charged with maintaining confidence of his or her accusation; the accused is also required to maintain the confidence of the accusation and the hearing. Such confidence can be broken only as required in response to law enforcement agencies and to assure access to appropriate advice.
4. Perjury before the Dean or any Honor Council member regarding the reporting of or investigation of an incident is a breach of the Honor Code and is subject to punishment.
5. Once an incident has been reported, the chair and the faculty advisor will meet to discuss the incident. The chair may appoint a committee of two members from the Honor Council to investigate the case and report its findings to the faculty advisor and the chair. These two members shall be ineligible to vote. With the advice of the faculty advisor, the chair will then decide whether to convene the Honor Council. If the decision is made to convene the Honor Council, the student in question will be notified that he/she has been formally accused of a violation of the Honor Code. The Honor Council should

- be convened within ten class days from the initial reporting of the incident. Both the accuser and the accused will be notified of the nature of the charge as well as the time and place of the assembly of the Honor Council.
6. Once the Honor Council is assembled, the accusation will be presented by the chair, and a hearing will be held by the Honor Council.
 7. A student who reports a personal Honor Code violation will be given consideration for his/her initiative in reporting his/her own transgression. The chair, with advice of the faculty advisor, will decide if an investigation is warranted.

Article II – Penalties

1. Penalties given to those declared “guilty” will be recommended by the Honor Council and enforced by the Dean of the School of Medicine as he or she sees fit. The final decision and penalty will be reported by the Dean to the student involved, to the reporting individual, and to the Honor Council.
2. Penalties may range from the minimum of failure of the assignment to the maximum of expulsion from the Vanderbilt University School of Medicine.
3. If the violation was committed under extenuating circumstances, the Honor Council may, by a majority vote, recommend a suspension of the sentence. However, suspension of the sentence shall in no way alter the findings of “guilt” under the Code.

Article III – Appeals

- Appeals to any final actions that result from Honor Council hearings can be made with a petition to the Vanderbilt University Appellate Review Board as follows:
- A. The appeals petition must be in writing.
 - B. It must specify the grounds for appeal.
 - C. It must be filed within seven class days or exam days of the original notification of the verdict or within two weeks if school is not in session for seven days following the notification.

Article IV – Summer Honor Council

1. The Summer Council will have official functions from the day following University Commencement exercises until the day class registration begins for the fall semester.
2. The Summer Council will be composed of the representatives of the rising second through fourth year classes as designated. The eighth and ninth members will be appointed by the faculty advisor from the rising student body.
3. In the event that a designated member will not be in Nashville during the summer, then the respective class president should appoint a member of his or her class, who will be in Nashville, to be approved by the Honor Council.
4. In the event that the designated chair will not be in Nashville during the summer, then the faculty advisor should recommend a chair from the members of the Summer Council subject to council approval.

Grading Policy for the School of Medicine

The Vanderbilt University School of Medicine has established a series of learning objectives for its educational program that can be clustered into the following categories: (1) knowledge, (2) skills in accessing information, (3) skills for the diagnosis and management of patient problems,

(4) clinical reasoning skills, (5) skills in communication and interpersonal relations, (6) professional development and (7) professional values. The achievement of these educational objectives defines the successful development of the physician-in-training and occurs during the course of a student's progress in medical school.

All Years

Students will be evaluated on acquisition of knowledge and skills as well as professional development and values. Appropriate professional values are expected of medical students throughout all stages of professional training. In the category of professional values, students will be evaluated in each course as meeting standards, cause for some concern, or cause for major concern. Any student causing any level of concern should be promptly identified and brought to the attention of the Associate Dean for Students so that counseling can be initiated. A student for whom major concern persists will be given a failing grade (F) for the course without regard to performance in other categories. Such students are subject to dismissal. If some concern is noted in more than one course and persists after counseling, this student will be automatically reviewed by the promotions committee and will be subject to dismissal.

A grade of Incomplete is to be used only to reflect that work has not been completed and should not be used when work has been completed, but at an unsatisfactory level and requiring remediation.

Year One

- Final grades for all courses in VMS1 will be Pass (P), Pass* (P*), or Fail (F).
- A P grade is to be given to students for performance that is completely satisfactory in all aspects of course work.
- A grade of P* will be given to students whose performance is marginal because of important deficiencies in some aspects of course work. A student with two or more P* grades will receive special review by the Promotion Committee, which may recommend that the student undertake remedial activities. The P* grade may be applicable for academic credit in an individual course only after approval by the student's Promotion Committee and endorsement by the Executive Faculty as reviewed in light of the student's complete record for the year. Upon receiving such approval, the P* grade will be recorded on the official transcript as a P. In the absence of such approval, the P* grade will be recorded on the official transcript as an F.
- An F grade is given for unsatisfactory work resulting in failure. A student with one or more F grades will receive special review by the Promotion Committee. Such a student will be required to undertake remedial activities or be subject to dismissal. An F grade will remain on the student's official transcript along with the grade achieved in remediation.

Year Two

- Final grades for all courses in VMS2 will be Honors (H), Pass (P), Pass* (P*), or Fail (F).
- An H grade for a course is to be given to students for superior performance in all aspects of the course. A student must meet standards in all categories of professional values to be given an H grade. Ordinarily, honors grades will be given to no more than 25% of a class.
- Other grades are defined as for VMS1.

Years Three and Four

Faculty and House Staff Assessments of Students. Faculty and house staff providing primary evaluations of students will not recommend letter grades. The evaluation provided by faculty and house staff will provide (1) assessments of the frequency with which each student demonstrates behavior in the various categories subject to evaluation, (2) narrative comments, and (3) an evaluation of suitability for appointment to residency on the service.

Determining Clerkship Grades. Students will receive a grade for each category of learning objectives and a final course grade. For the categories other than Values, discussed above, and for the final grade, each student will be graded Honors (H), High Pass (HP), Pass (P), Pass* (P*), or Fail (F).

Determining Grades for Categories:

- An H grade will be given to students demonstrating superior achievement in a category.
- A HP grade will be given to students demonstrating better than average, but not superior achievement in a category.
- A P grade will be given to students demonstrating completely satisfactory performance in a category.
- A grade of P* will be given to students whose achievement in a category is marginal.
- An F grade will be given for unsatisfactory achievement in a category. A student receiving an F in any category must receive an F for the clerkship.

Determining Clerkship Grades:

- An H grade will be given to students for superior or outstanding achievement in all of the categories. Ordinarily, honors grades will be given to no more than 25% of a class.
- A HP grade will be given to students with superior achievement in several, but not all categories.
- A P grade will be given to students who demonstrate satisfactory achievement in all categories.
- A grade of P* will be given to students whose performance is marginal because of important deficiencies in some aspects of course work. The P* grade may be applicable for academic credit in an individual course only after approval by the student's Promotion

Committee and endorsement by the Executive Faculty as reviewed in light of the student's complete record for the year. Upon receiving such approval, the P* grade will be recorded on the official transcript as a P. In the absence of such approval, the P* grade will be recorded on the official transcript as an F.

- An F grade is given for unsatisfactory work resulting in failure. A student receiving an F in any individual category must receive an F for the clerkship. Similarly, a student with concerns in the area of Professional Values is subject to receiving an F grade based on the criteria defined above.

Requirements for Satisfactory Progress in the Clinical Years.

Promotion in the clinical years requires not only satisfactory performance in each clerkship, but also satisfactory achievement in each of the six categories of learning objectives and in the area of professional values. An F or P* grade in a course will lead to special review by the Promotions Committee. A P* grade in the same category in more than two courses will also lead to special review by the Promotions Committee. Promotion Committees may require students with F or P* grades in categories or courses to undertake special remedial activities. Students with an F in one clerkship, P* grades in two clerkships, or P* grades in the same category in three clerkships are subject to dismissal after review by the Promotion Committee. The criteria for professional values described above are also applicable in the clinical years.

Advisory Colleges

Becoming a physician in the 21st century requires having dedication, a strong sense of purpose, a love of science, an interest in taking care of people, and high levels of motivation. In order to survive, and ideally thrive, in medical school, students must be able to adapt quickly to a learning environment with many teachers, numerous clinical training sites, and long hours, all of which sometimes prevent students from maintaining the proper balance necessary for their overall mental and physical health. In addition to the daily coping required to succeed in medical school, students are also faced with the enormous challenge of choosing a specialty from among the more than 110 available to them. With these continued stresses due to both immediate demands and the process of making a major life decision of specialty choice, it is easy for the medical school experience to become overwhelming. The Advisory Colleges at Vanderbilt are designed to support students along the way such that they adapt successfully to medical school and make decisions for themselves that will give them long-term happiness.

Upon matriculation into the medical school, students in the regular M.D. program are assigned to one of four Advisory Colleges, each of which is led by two faculty directors. The Advisory Colleges comprise students in both the first and second years of medical school, as well as affiliated faculty advisors from a broad range of specialties. Additionally, senior students who

have a strong interest in mentoring students in the preclinical years are invited to participate in the activities of the Advisory Colleges. Students in the Medical Scientist Training Program have a separate advisory system with six Advisory Colleges which provide support and address issues and concerns related to their training in the M.D./Ph.D. program.

Faculty Advisers

The curriculum advisers are responsible for aiding in the development of the curriculum for each student, though all faculty members are available for consultation and advice.

Course Description Key

The top line of numbers for each course is the department computer code and the course number and is followed by the course title. The next line represents the meeting days and times and the year a student is eligible to take the course (e.g., VMS I, II, III, IV). The third line lists the name(s) of the instructor(s). For each course, the first instructor listed is the responsible instructor. This person is primarily responsible for the course and is ordinarily the one who should sign course change cards and assign grades. If applicable, the fourth and final line will give you the course limits, both minimum and maximum number of students that can be enrolled during any given unit/semester.

Important Educational Policies

United State Medical Licensing Examination (USMLE)

It is the policy of Vanderbilt University School of Medicine that all medical students will take Step 1 and Step 2 (both Clinical Knowledge and Clinical Skills) of the United States Medical Licensing Examination (USMLE) prior to graduation, although passage of these examinations will not be a degree requirement.

Policies for Clinical Students

Clinical Electives. Students can take no more than three clinical elective units in one specialty, unless they are taken as ninth or tenth units in the fourth year.

Clinical Rotations with Relatives. Students *will not be permitted* to take clinical rotations under the supervision of a parent or other relative.

Excused Absences from Clinical Rotations. Students may take up to three excused absence days from a clinical rotation with proper documentation. If more than three days away are required for any purpose, arrangements for make-up time must be made with the Associate Dean for Medical Student Affairs and the course director.

Medical Student Duty Hours Policy

In order to encourage a well-rounded, balanced journey through the clinical years of medical school, it is the policy of Vanderbilt University School of Medicine that all third and fourth year students will be expected to take at least one day off in seven. It is also expected that supervising house staff and attending physicians will be sensitive to student fatigue and total number of hours spent on clinical and educational activities.

Course Evaluation Policy

We at Vanderbilt believe that medical education is a lifelong process. Learning may occur in solitary, thoughtful reflection, in patient-doctor interactions, in interactions with peers and with those more experienced than oneself, and in a host of other settings.

In the classrooms, laboratories, and patient care areas of the School of Medicine and the Hospital, we believe the most effective learning is a team endeavor in which teachers are learners and vice versa. This mutuality is reflected, for example, in the obligation of faculty members to provide grades and other constructive commentary on student performance and how it can be enhanced. And it is reflected in the expectation that students will provide evaluative feedback and commentary on each course in order to improve the quality of instruction at Vanderbilt. Both processes of evaluation are essential to the Vanderbilt educational experience.

The student curriculum committee and the undergraduate medical education committee endorse the following guidelines in order to elicit the meaningful participation of every student in the evaluation process.

1. Every required course/ clerkship will be evaluated by students.
2. The evaluation instrument (e.g., questionnaire) should be the product of student-faculty collaboration and of reasonable length.
3. Every student is expected to respond in a professional manner to each item which she/he feels qualified to answer.
4. Strict anonymity of responses must be assured.
5. Failure to respond will result in withholding the grade for the course. Further, repeated failure to respond in a timely and reasonable fashion will be brought to the attention of the appropriate Promotion Committee.

Objectives of the Program

1. Knowledge of the normal structure and function of the body and of each of its major organ systems.
2. Knowledge of the genetic, molecular, biochemical, and cellular mechanisms that are important in maintaining the body's homeostasis.
3. Knowledge of the various causes (e.g., genetic, developmental, metabolic, toxic, microbiologic, autoimmune, neoplastic, degenerative, and

traumatic) of maladies and the ways in which they operate on the body (pathogenesis).

4. Knowledge of the altered structure and function (pathology and pathophysiology) of the body as seen in various diseases and conditions.

5. An understanding of the power and the principles of the scientific method in establishing the causation of disease and in assessing the efficacy of traditional and non-traditional therapies.

6. The ability to obtain an accurate medical history that covers all essential aspects of the history, including issues related to age, gender, and socio-economic status.

7. The ability to perform both a complete and an organ system specific examination, including a mental status examination.

8. Knowledge of the most frequent clinical, laboratory, imaging, and pathologic manifestations of common maladies.

9. The ability to interpret the results of commonly used diagnostic procedures.

10. The ability to perform routine technical procedures.

11. The ability to reason deductively in solving clinical problems.

12. The ability to construct appropriate diagnostic and therapeutic management strategies for patients with common conditions.

13. The ability to recognize and treat patients with life threatening emergencies.

14. The ability to communicate effectively, both orally and in writing, with patients, patients' families, colleagues, and others with whom physicians must exchange information.

15. Knowledge of the economic, psychological, social, and cultural factors that contribute to the development and/or continuation of maladies.

16. Knowledge of the epidemiology of common maladies within a defined population, and the systematic approaches useful in reducing the incidence and prevalence of those maladies.

17. The ability to identify factors that place individuals at risk for disease or injury, to select appropriate diagnostic tests, and to determine a rational therapeutic response.

18. The ability to retrieve (from electronic databases and other resources), manage, and utilize biomedical information for solving problems and making decisions.

19. Knowledge of the theories and principles that govern ethical decision making, and an understanding of their application in the solution of ethical dilemmas in medicine.

20. Knowledge of various approaches to the organization, financing, and delivery of health care.

21. Knowledge of the principles of medical research and critical evaluation of its significance.

22. Compassionate treatment of all patients, respect for their privacy and dignity, and an understanding of their needs and their families' needs at the time of death.

23. Honesty and integrity in all interactions with patients, patients' families, colleagues, and others with whom physicians must interact in their professional lives.

24. A commitment to provide care to patients who are unable to pay and to advocate for access to health care for members of underserved populations.

25. A commitment to advocate at all times for the interests of one's patients over one's own interests.

26. An understanding of, and respect for, the roles of other health care professionals, and of the need to collaborate with others in caring for individual patients and in promoting the health of defined populations.

27. An understanding of the threats to medical professionalism posed by the conflicts of interest inherent in various financial and organizational arrangements for the practice of medicine.

28. The capacity to recognize and accept limitations in one's knowledge and clinical skills, and to acknowledge and rectify personal shortcomings that may result from those limitations.

29. A commitment to practice medicine in a scholarly manner based on an understanding of the need to engage in lifelong learning.

30. Commitment to achieve excellence in professional area(s) of individual interest.

History of the School

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

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

The famous report of Abraham Flexner, published by the Carnegie Foundation in 1910 and afterward credited with revolutionizing medical education in America, singled out Vanderbilt as "the institution to which the responsibility for medical education in Tennessee should just now be left." Large grants from Andrew Carnegie and his foundation, and from

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

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



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 all of the minimum requirements listed below by the completion of the fall semester of the application year. 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.

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

While a year of inorganic chemistry is designated, Vanderbilt will accept the additional 8 hours with lab in an upper level chemistry course(s) other than organic, especially if the student has placed out of the entry level course.

English and Composition. Six semester hours.

Physics. Eight semester hours, including laboratory.

Advanced placement credits, CLEP credits, and pass/fail credits are not acceptable in lieu of any requirements. Advanced courses in the same discipline may be substituted for the traditional requirements when the applicant has placed out of the entry level course.

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 for Admissions, in consultation with the Admissions Committee of the School of Medicine, is responsible for interpreting these technical standards as they might apply to an individual applicant to the School of Medicine.

Recommendations for Entrance

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

Selection Factors

Vanderbilt University School of Medicine (VUSM) seeks to matriculate a diverse group of academically exceptional students whose attributes and accomplishments suggest that they will be future leaders and/or scholars in medicine. To accomplish this goal, VUSM provides a review of each candidate by multiple members of the faculty who are broadly representative of the faculty body. The committee uses a holistic approach to evaluate an array of applicant attributes, including academic excellence, personal characteristics, accomplishments in research, leadership, service to others, contribution to diversity (gender, race, ethnicity, sexual preference, socio-economic background, geographic origin), and participation in extracurricular activities.

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 multiple times each year. 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 until scores are received.

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 on-line through AMCAS by going to <http://aamc.org>. AMCAS applications are screened by four faculty screening committees in order to select applicants for interview. Interviews are conducted at Vanderbilt between the third week of August and March. Interviewers consist of 50 faculty trained in interviewing techniques.

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

Vanderbilt University School of Medicine has five dual degree programs: M.D./Divinity, M.D./J.D., M.D./MBA, M.D./M.P.H., and M.D./Ph.D. For all these degrees, except the M.D./Ph.D., the first two years are spent in medical school studying the basic sciences. A leave of absence is taken after year two to complete the second degree. Entrance into year three of medical school begins after the second degree is completed. One year of study is eliminated once the dual degree plan is implemented. Application is made to each program separately. Admission to both programs permits pursuit of the dual degree.

A single application is made to the M.D./Ph.D. program by indicating M.D./Ph.D. degree on the AMCAS application to Vanderbilt University School of Medicine and completing the MSTP secondary application. The application will be reviewed by the MSTP and admissions committees.

Medical Scientist Training Program

The Medical Scientist Training Program is designed to train individuals pursuing a career as a physician scientist. The first phase consists of the pre-clinical curriculum which is devoted largely to the basic biomedical sciences. After completion of the first two years of coursework, students enter the graduate school (Ph.D.) phase of the program. During this second phase, each student meets the Graduate School requirements for the completion of the Ph.D. degree. 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 *Bulletin of Vanderbilt University: 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. Enrollment in the program begins in late June in the summer prior to matriculation in the first year School of Medicine class. Certain Graduate School courses may be taken as part of the elective program in the School of Medicine and be applied toward formal coursework 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 ensure appropriate assignment of credits. Students must complete all coursework and the research, writing, and defense of the Ph.D. dissertation before entering the third phase of the program.

Financial Support

Special funding (tuition and stipend) is available 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 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 several 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. These 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. 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.

Other Joint Degree Programs

M.D./J.D. Joint Degree Program

This describes the features of a joint M.D./J.D. degree. Such a degree, with its potential to attract outstanding students to both programs, will benefit both the Vanderbilt University School of Medicine and Vanderbilt Law School. It offers an excellent opportunity to enhance the collaboration between these two programs.

Students must apply to each program separately and be accepted by both programs to pursue the joint degree. Ideally, students will apply for joint degree status before enrolling in either program. However, medical students may elect to apply for admission to the joint degree program at any time during their first three years in the medical school. Law students who apply to the medical school during their first year in the law program may also be considered for the joint degree.

Joint degree students will complete both degrees in six years, saving one year in school, as medical school ordinarily takes four years and law school takes three.

M.D./M.S. in Biomedical Engineering

This describes the features of a joint M.D./M.S. program in biomedical engineering degree. Such a degree, with its potential to attract outstanding students to both programs, will benefit both the Vanderbilt University School of Medicine and Vanderbilt's Biomedical Engineering Department in the School of Engineering. It offers an excellent opportunity to enhance the collaboration between these two programs.

Students must apply to each program separately and be accepted by both programs to pursue the joint degrees. Ideally, students will apply for joint degree status before enrolling in either program. However, medical students may elect to apply for admission to the joint degree program at any time during their first three years in the medical school.

Joint degree students will complete both degrees in five years, saving one year in school, since ordinarily medical school takes four years and the M.S. in biomedical engineering two years.

M.D./M.S. in Biomedical Informatics

This describes the features of a joint M.D./M.S. program in biomedical informatics program. Such a degree program, with its potential to attract outstanding students to both schools, will benefit both the Vanderbilt University School of Medicine and Vanderbilt's Biomedical Informatics Department. It offers an excellent opportunity to enhance the collaboration between these two programs.

Students will apply to each program separately and must be accepted by both programs to pursue the joint degree. Ideally, students will apply

for joint degree status prior to enrolling in either program. However, medical students may elect to apply for admission to the joint degree program at any time during their first three years in the medical school.

Joint degree students will complete both degrees in six years, saving one-half year in school, since medical school ordinarily takes four years and the M.S. in biomedical informatics two and one-half years.

M.D./M.Div. and M.D./M.T.S.

This describes the features of joint degrees of the Medical School and the Divinity School. The M.D./M.Div. and M.D./M.T.S. degrees represent the Medical Doctorate and the Master of Divinity and Master of Theological Studies. These joint degree programs provide the potential to attract outstanding students to both schools and will benefit both the Vanderbilt University School of Medicine and Vanderbilt Divinity School. This offers an excellent opportunity to enhance the collaboration between these two schools.

Students must apply to each school separately and be accepted by both to pursue the joint degree. Ideally, students will apply for joint degree status before enrolling in either program. However, medical students may elect to apply for admission to the joint degree program at any time during their first three years in the medical school. Divinity students who apply to the medical school during their first year in the divinity program may also be considered for the joint degree.

Students with interest in medical and divinity degrees will have the opportunity to enroll in one of two joint degree programs.

The M.D./M.Div. (M.D./Master of Divinity) joint degree program will take a total of six years for completion. This saves one year as the M.D. degree ordinarily takes four years and the Master of Divinity takes three. The Master of Divinity is a professional degree and prepares students for the practice of ministry. This program has a required field education component as part of the Master of Divinity degree requirements. In this program, students will carry 15 credit hours per semester while in the Divinity School.

M.D./M.S. in Computer Science

This describes the features of a joint M.D./M.S. in computer science degree program. Such a degree program, with its potential to attract outstanding students to both schools, will benefit both the Vanderbilt University School of Medicine and Vanderbilt's Computer Science Program in the School of Engineering. It offers an excellent opportunity to enhance the collaboration between these two schools.

Students must apply to each program separately and be accepted by both programs to pursue the joint degrees. Students must meet requirements of each program for admission. Ideally, students will apply for joint

degree status prior to enrolling in either program. However, medical students may elect to apply for admission to the joint degree program at any time during their first three years in the medical school.

Joint degree students will complete both degrees in five years, saving one year in school, since medical school ordinarily takes four years and the computer science program two years.

M.D./M.Ed. Program

This describes the features of a joint degree program leading to completion of both the M.D. and M.Ed. degrees in five years. Such a program, with its potential to attract outstanding students, would benefit both the School of Medicine and Peabody College of Education and Human Development. It offers an excellent opportunity to enhance the collaboration between these two schools.

Education is an integral part of medicine. The word doctor comes from the Greek and means teacher. Whether a student chooses a career in research or clinical practice, there always will be a need to teach students, patients, and colleagues. Students who choose this program may be interested in patient education or in a career in an academic center working in medical education. They also may be interested in leadership positions at the national level that interface with health policy and education. Education will be a large part of prevention in future medical practice.

Students must apply to the M.D. and M.Ed. programs separately and be accepted by both programs to pursue the joint degree. Ideally, students will apply for joint degree status before enrolling in either program. However, medical students may elect to apply for admission to the joint degree program at any time during their first three years in the School of Medicine. Peabody students may apply for admission to the M.D. program during their first year in the master's program.

Joint degree students will complete both degrees in five years, saving one year in school, as medical school ordinarily takes four years and the Peabody program two years.

M.D./M.P.H. Program

This describes the features of the joint M.D./M.P.H. degree program. Such a program, with its potential to attract outstanding students interested in public health and medicine, will benefit the educational program of the School of Medicine.

Students must apply to each program separately and be accepted by both programs to pursue the joint degree. Medical students may elect to apply for admission to the joint degree program at any time during their first three years in the medical school. An important component of the M.P.H. program is a mentored research investigation, which assumes a degree of student independence typically associated with fellowship or junior

faculty status. Thus, acceptance into the M.P.H. program will be restricted to students who exhibit this capacity and will require pre-identification of a qualified faculty member willing to serve as the student's mentor.

Joint degree students will complete both degrees in five years, saving one year in school, since medical school ordinarily takes four years and the M.P.H. program two years.

M.D./MBA Program

This describes the features of a joint M.D./MBA degree program. Such a program, with its potential to attract outstanding students to both schools, will benefit both the Vanderbilt University School of Medicine and Vanderbilt's Owen Graduate School of Management. It offers an excellent opportunity to enhance the collaboration between these two programs.

Students must apply to each program separately and be accepted by both programs to pursue the joint degree. Ideally, students will apply for joint degree status prior to enrolling in either program. However, medical students may elect to apply for admission to the joint degree program at any time during their first three years in the medical school. Owen students who apply to the medical school during their first year in the MBA program may also be considered for the joint degree program.

Joint degree students will complete both degrees in five years, saving one year in school, since medical school ordinarily takes four years and the Owen program two years. The first three years are spent in medical school. Students spend their fourth year at the Owen School and then spend the fall semester of year five in medical school and the spring semester of year five at the Owen School.

Single Degree Programs

The Master of Science in Clinical Investigation Program (M.S.C.I.)

The Master of Science in Clinical Investigation program provides direct, mentored experience in clinical investigation and, through didactic work, provides trainees with a strong foundation in study design, biostatistics, biomedical ethics, clinical pharmacology, human genetics and assay methods. It is expected that graduates of this program will compete successfully for grants such as the K23, K08, and R01. These graduates will be poised to make major contributions to our understanding of the pathophysiology and treatment of human disease over the coming decades.

Typical candidates for the Master of Science in Clinical Investigation program are physicians who have completed the clinical requirements for Board eligibility in their primary specialty. Full time Vanderbilt faculty members may also apply to the program with the consent of their department chair. Post-doctoral Ph.D.s who anticipate a career in patient-oriented research will also be considered.

Candidates will be asked to submit an application that will include biographical information, references, career goals, and a specific proposal for a patient-oriented research project. The research proposal must identify the candidate's proposed mentor. Applications will be judged on the quality of the science proposed, on the commitment of the mentor to the career development of the candidate, and on the overall impact of the training program on the applicant's career development.

For more information, visit our Web site at www.mc.vanderbilt.edu/msci

The Master of Public Health Program

The Master of Public Health (M.P.H.) program is a two-year program offered by the School of Medicine for physicians and other doctoral-level health care professionals. The primary objective of the program is to provide training for clinical and patient-oriented researchers who will conduct non-experimental studies or clinical trials with large sample sizes. The M.P.H. includes didactic course work and mentored research, the latter resulting in a thesis.

The M.P.H. program is open to physicians who have completed their residency training or other health care professionals at a comparable level. Normally, applicants will be clinical research fellows or faculty who seek training for a future career in epidemiologic, clinical, or health services research or health administration.

A five-year joint M.D./M.P.H. degree is offered for students interested in acquiring tools needed to conceptualize and conduct studies using the methods accepted by the premiere medical journals. Students in the joint degree program apply separately to the M.P.H. program and the M.D. program and must demonstrate a level of independence typically associated with fellowship or junior faculty status.

For more information, visit our Web site at www.mc.vanderbilt.edu/prevmed/mpH/Pages/Program.html

Doctor of Audiology

The Au.D. is a four-year post-baccalaureate degree and will replace the currently offered Master of Science degree as the requirement for the entry-level practitioner of audiology. The Doctor of Philosophy will continue to be offered to students interested in becoming teacher/investigators.

The Vanderbilt Audiology Program will help ensure that Vanderbilt continues to provide excellence in its efforts to meet the increasing national demand for high quality professionals educated in the profession of

audiology and to contribute to the improvement of hearing health care. The program will pursue excellence by recruiting the very best students, exposing these students to nationally recognized faculty, and offering these students unique and varied clinical experiences and special research opportunities.

Audiology is a relatively new health care profession concerned with the study, assessment, and treatment of both normal and disordered hearing in children and adults. The term audiologist typically refers to a hearing health care professional involved in the prevention, identification, and evaluation of hearing disorders, the selection and evaluation of amplification, and the habilitation/rehabilitation of individuals with hearing impairment.

For further information, visit our Web site at www.mc.vanderbilt.edu/VanderbiltBillWilkersonCenter/AuD.html

Master of Education of the Deaf

The Department of Hearing and Speech Sciences (DHSS) now offers a Master of Education of the Deaf degree. This one- to two-year program emphasizes the development of spoken language and auditory skills for children who are able to develop those skills. The DHSS is home to a unique, interdisciplinary approach to teacher training by combining training in audiology, speech-language pathology, and deaf education. The Mama Lere Hearing School in our National Center for Childhood Deafness and Family Communication serves as the professional development school for the DHSS deaf education program. This auditory oral school for children who are deaf or hard of hearing is known for its outstanding work in the areas of speech development, auditory training, cochlear implant habilitation, language, and reading.

Students entering the Master of Education of the Deaf program are required to have an undergraduate degree in deaf education, special education, early childhood education, or general education and must have teacher certification in same. The program will be one year in length (three semesters including summer plus May Session) for those coming in with a background in deaf education and two years (five semesters including summer plus May Session) for those with no background in deaf education.

Master of Laboratory Investigation

The Master of Laboratory Investigation program is a two-year program offered by the School of Medicine for Vanderbilt or Meharry staff who have a B.S. or B.A. degree from an accredited institution with a GPA of 2.5, have six months to one year of residency at VUMC or Meharry in a research laboratory, and who are nominated by the faculty mentor in whose lab they work with a strong letter of support.

The mission of the Master of Laboratory Investigation program is to provide a stronger academic base of knowledge for research personnel who will continue to work in an academic research environment; to foster the professional growth and increase the intellectual investment of the research assistant in the laboratory; and to improve the career growth potentials of our brightest and most qualified young researchers who do not wish to develop the full independent potential of the Ph.D.

For more information, visit our Web site at <https://medschool.mc.vanderbilt.edu/mls>

Master of Science in Medical Physics

Medical Physics is an applied branch of physics devoted to the application of concepts and methods from physics to the diagnosis and treatment of human disease. Medical physicists are concerned with three primary areas of activity: clinical service and consultation, research and development, and teaching. Clinically, medical physicists are called upon to contribute scientific advice and resources to solve physical problems arising in radiological medical physics. Medical physics research typically involves the development of new instrumentation and technology, the development of new medical diagnostic and therapeutic procedures, and tests using existing technologies. Historically, this type of activity has been primarily in radiological imaging and radiation oncology, but now has a growing breadth of involvement throughout medicine. Many medical physicists not only provide clinical service, but also have faculty appointments at universities and colleges and are responsible for teaching future medical physicists, resident physicians, medical students, and hospital technical staff.

Vanderbilt University offers the Master of Science degree in Medical Physics with specialty in Radiological Medical Physics. This interdisciplinary program is administered through the Departments of Radiation Oncology and Radiology and Radiological Sciences in the School of Medicine, and involves faculty and courses from the Vanderbilt University School of Medicine, Department of Radiology and Radiological Sciences, Department of Radiation Oncology, College of Arts and Science, Department of Physics and Astronomy, Department of Mathematics, and School of Engineering: Biomedical Engineering.

For more information, visit our Web site at www.vanderbilt.edu/msmp/

Visiting Students (General Information)

Vanderbilt School of Medicine welcomes visiting senior medical students, space permitting, into courses and clinical electives. The visitor must be an enrolled medical student in good standing at an accredited

U.S. allopathic medical school; must be taking the course or elective for credit from his own school with his dean's approval; and must have adequate professional liability insurance coverage and adequate health insurance coverage. Visiting students must have approval from the Vanderbilt clinical department and the Associate Dean for Medical Student Affairs at Vanderbilt. Visiting student application forms are available at our Web page: www.mc.vanderbilt.edu/medschool/registrar/visit_info.php. The forms must be submitted at least eight weeks in advance of the planned clerkship and then will be circulated for appropriate approvals. Approved visiting medical students are required, upon arrival at Vanderbilt, to take part in a Bloodborne Pathogen Training Session. A \$100.00 registration fee is payable before arrival at Vanderbilt. Visitors may enroll for no more than eight weeks of elective work at Vanderbilt.

Vanderbilt does not charge tuition or grant course credit to visiting medical students.

All visiting students can access this information via our Web page: www.mc.vanderbilt.edu/medschool/registrar/visit_info.php

International Visiting Students

Vanderbilt Medical School has a firm policy not to accept students applying for clinical clerkships who are not enrolled in LCME approved medical schools or who are not enrolled in affiliated student exchange programs with the Vanderbilt University School of Medicine.

Osteopathic Students

Students from osteopathic medical schools may apply to Vanderbilt University School of Medicine for Visiting Student Clerkships. Submitted applications will be sent to the appropriate course directors for review and departmental approval will be obtained before the School of Medicine will approve and place the applicant.

Meharry-Vanderbilt Alliance

The Vanderbilt School of Medicine has an alliance with Meharry Medical College. Through the alliance, Meharry medical students are allowed to take unlimited electives at Vanderbilt at no cost. Visiting student application form is available at our Web page: www.mc.vanderbilt.edu/medschool/registrar/meharry.php

The Academic Program

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

Students cannot be paid for any work done for required, elective, or selective credit. Exceptions to this policy include the summer stipend received by all students for work on their Emphasis projects and students who receive stipends as part of scholarships, fellowships, or joint degree programs.

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

Major Courses

First Year

Required courses include Foundations of the Medical Profession; Patient, Profession and Society; Molecular Foundations of Medicine; Structure, Function, and Development; Microbiology and Immunology; and the Emphasis Program. Students participate in a clinical preceptorship as part of the Patient, Profession and Society course, so that clinical experience begins immediately. Students are encouraged to take at least one of their three required electives during the first year.

The Emphasis Program

The Emphasis Program requires that every student undertake a mentored scholarly project during the first two years of medical school. Projects are related to one of nine Emphasis areas: laboratory-based research, patient-oriented research, health services research and management, community health initiatives, medical education, medical humanities, health law and policy, global health, and informatics. Students choose their area and project

during the first semester of first year, and embark on study design during second semester. During the summer between first and second years, all students devote eight weeks to their projects, supported by living stipends which are provided by the school. During the second year students continue to work on their projects, analyze data, and prepare either poster or oral presentations for the annual Emphasis Forum, held each year in April. Students who are pursuing joint degrees through the Medical Scientist Training Program complete their laboratory rotations during time set aside for the Emphasis Program and also present their work at the Emphasis Forum.

Second Year

Pathology, neurosciences, pharmacology, psychiatry, radiology, laboratory diagnosis, physical diagnosis, clinical nutrition, preventive medicine, genetics, and the Emphasis program. 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 Monday, Wednesday, and Friday afternoons in the fall semester, and Tuesday, Wednesday, and Friday afternoons in the spring semester.

Third Year

Required clinical rotations include Surgery (11 weeks), Medicine (11 weeks), Pediatrics (5-1/2 weeks), Obstetrics-Gynecology (5-1/2 weeks), Neurology (5-1/2 weeks) and Psychiatry (5-1/2 weeks). In addition, all students are required to participate in four intersessions, one of which proceeds each 11-week clerkship block. Half of each intersession is devoted to discussion of interdisciplinary topics, such as palliative care, geriatrics, nutrition, medical systems, and communication skills. During the last half of each intersession, students break into their clerkship groups to review the basic science concepts that are germane to that clerkship. Ordinarily students will complete all clerkships before proceeding to their fourth-year rotations, but under special circumstances, students may defer one clerkship to the fourth year to pursue specific research or clinical interests. Such plans must be approved by the Associate Dean for Medical Student Affairs. MSTP students who enter the third year after the first clerkship block may defer one block to the fourth year, with the permission of the MSTP Program Director and the Associate Dean for Medical Student Affairs.

Fourth Year

Clinical selectives and electives in basic science and/or clinical areas. The fourth year is divided into four 8-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 one inpatient subinternship and the fourth-year capstone course, offered each February.

VMS I - Autumn Semester Weeks 1-2					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 AM	Foundations of the Profession	Foundations of the Profession	Foundations of the Profession	Foundations of the Profession	Foundations of the Profession
9:00 AM					
10:00 AM					
11:00 AM					
Noon					
1:00 PM	Foundations of the Profession	Foundations of the Profession	Foundations of the Profession	Foundations of the Profession	Foundations of the Profession
2:00 PM					
3:00 PM					
4:00 PM					

VMS I - Autumn Semester Weeks 3-10					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 AM	Molecular Foundations of Medicine	Molecular Foundations of Medicine	Molecular Foundations of Medicine	Molecular Foundations of Medicine	Molecular Foundations of Medicine
9:00 AM					
10:00 AM	Patient, Profession, and Society				
11:00 AM					
Noon					
1:00 PM	Molecular Foundations of Medicine		Emphasis		
2:00 PM					
3:00 PM					
4:00 PM					
	Students are expected to participate in the PP&S preceptorship program during this block. This clinical preceptorship may be scheduled on any available afternoon				

VMS I - Autumn Semester Week 11					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 AM	Intersession #1 Diabetes	Intersession #1 Diabetes	Intersession #1 Diabetes	Intersession #1 Diabetes	Intersession #1 Diabetes
9:00 AM					
10:00 AM					
11:00 AM					
Noon					
1:00 PM	Intersession #1 Diabetes	Intersession #1 Diabetes	Intersession #1 Diabetes	Intersession #1 Diabetes	Intersession #1 Diabetes
2:00 PM					
3:00 PM					
4:00 PM					

VMS I - Autumn Semester Weeks 12-20					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 AM	Structure, Function and Development	Structure, Function and Development		Structure, Function and Development	Structure, Function and Development
9:00 AM					
10:00 AM	Patient, Profession, and Society				
11:00 AM					
Noon					
1:00 PM	Structure, Function and Development	Structure, Function and Development	Emphasis	Structure, Function and Development	
2:00 PM					
3:00 PM					
4:00 PM					

VMS I - Autumn Semester Weeks 21-29					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 AM	Structure, Function and Development	Structure, Function and Development		Structure, Function and Development	Structure, Function and Development
9:00 AM					
10:00 AM			Patient, Profession, and Society		
11:00 AM					
Noon					
1:00 PM	Emphasis	Structure, Function and Development		Structure, Function and Development	
2:00 PM					
3:00 PM					
4:00 PM					
	Students are expected to devote appropriate time to their Emphasis project during this block. Students should coordinate with their mentors to schedule this time.				

VMS I - Autumn Semester Week 30					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 AM	Intersession #2 Asthma	Intersession #2 Asthma	Intersession #2 Asthma	Intersession #2 Asthma	Intersession #2 Asthma
9:00 AM					
10:00 AM					
11:00 AM					
Noon					
1:00 PM	Intersession #2 Asthma	Intersession #2 Asthma	Intersession #2 Asthma	Intersession #2 Asthma	Intersession #2 Asthma
2:00 PM					
3:00 PM					
4:00 PM					

VMS I - Autumn Semester Weeks 31-35					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 AM	Microbiology and Immunology	Microbiology and Immunology	Microbiology and Immunology	Microbiology and Immunology	Microbiology and Immunology
9:00 AM			Patient, Profession, and Society		
10:00 AM					
11:00 AM					
Noon					
1:00 PM	Emphasis		Microbiology and Immunology		
2:00 PM					
3:00 PM					
4:00 PM					
	Students are expected to devote appropriate time to their Emphasis project during this block. Students should coordinate with their mentors to schedule this time.			Students are expected to participate in the PP&S preceptorship program during this block. This clinical preceptorship may be scheduled on any available afternoon	

VMS I - Autumn Semester Week 36					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 AM	Intersession #3 Vaccines	Intersession #3 Vaccines	Intersession #3 Vaccines	Intersession #3 Vaccines	Intersession #3 Vaccines
9:00 AM					
10:00 AM					
11:00 AM					
Noon					
1:00 PM	Intersession #3 Vaccines	Intersession #3 Vaccines	Intersession #3 Vaccines	Intersession #3 Vaccines	Intersession #3 Vaccines
2:00 PM					
3:00 PM					
4:00 PM					

Third Year Requirements

1. The following must be completed by June 30, 2008.
 - a. Medicine (504-5020) 11 weeks
 - b. Surgery (517-5020) 11 weeks
2. The following must be completed by June 30, 2008.
 - a. Pediatrics (511-5020) 5.5 weeks and Obstetrics/Gynecology (507-5020) 5.5 weeks
 - b. Psychiatry (515-5020) 5.5 weeks and Neurology (506-5010) 5.5 weeks
3. Four Intersession must be completed by June 30, 2008.

Transfer

Acceptance for transfer is limited to the third year, filling places made by attrition only. Opportunities for transfer are rare because of the low attrition rate. Those students who have completed the second year in good standing at LCME-accredited U.S. or Canadian medical schools are eligible to apply. The deadline for applying is March 1.

Fourth Year Requirements

1. *Eight academic units* of four weeks each are required; additional units may be taken. The eight units consist of a minimum of three selectives and four electives. The three selectives must all be done at Vanderbilt and include one inpatient unit from the Medical group or from the Surgical group listed below (Section #2). In addition all students must complete one unit in Primary Care Medicine (Primary Care Medicine, 520-5100) and one unit in Emergency Medicine (Emergency Service, VU 502-5950) and the fourth-year capstone course. Students may take selective experiences as one of the regular electives on a space available basis.

Medical Group

Medicine	504-5611	Medicine, VU
	504-5613	Medicine CCM, VUH
	504-5616	Medicine, VA
	504-5619	Medicine ICU, VA
	504-5990	Pediatrics ICU, VCH
	504-5694	Medicine CV/ICU, VU
	504-5780	Medicine, Oncology, VU
Neurology	506-5615	Neurorehabilitation
	506-5655	Neuro ICU, VU
Pediatric	511-5611	Pediatrics, VCH
Psychiatry	515-5620	Neuropsychiatry

Surgical Group

Neurology	506-5655	Neuro ICU, VU
OB/GYN	507-5650	Gynecologic Oncology, VU
Orthopaedics	509-5610	Orthopaedic Surgery, VU (varies subspecialties)
Surgery	517-5611	Surgery, VU
	517-5612	Surgery, VA
	517-5614	Surgery CC, VU
	517-5620	Neurological Surgery, VU
	517-5630	Cardio Surgery, VU
	517-5632	Thoracic Surgery, VU
	517-5640	Urology, VU
	517-5500	Vascular Surgery, VU
	517-5660	Pediatric Surgery, VCH
	517-5670	Surgical Oncology
	517-5690	Kidney/Pancreas Transplantation, VU
	517-5850	Trauma, VU
	517-5970	Otolaryngology, VU
	517-5980	Pediatric Urology, VCH

2. *Inpatient Clerkship Selectives* (two units)

One unit from the Medical group and one unit from the Surgical group are required.

3. In addition to the three selective units and the capstone courses, a minimum of two additional elective units are to be taken at the Vanderbilt Medical Center or the affiliated hospitals. The remainder of the elective units may be taken away from Vanderbilt.

Note: Units taken for credit away from Vanderbilt require an approved proposal from the student. "Blue Petition" forms for this purpose are available from the Office of Student Records, Room 203 Light Hall. The student is also responsible for attending to any formalities required by the institution being visited.

4. An academic unit composed of a combination of clinics may be taken for elective credit. This must include at least nine clinic meetings per week. Signatures for each clinic must be obtained through an add card at least one month prior to the beginning of the chosen unit.

The Department of Medicine offers a four-week unit for senior medical students to work in subspecialty clinics in the department. Students work one-on-one with faculty members or fellows in at least nine clinic meetings per week. Students may choose from a variety of clinics including Allergy/Pulmonary, Cardiology, Endocrinology, Gastroenterology, Hematology/Oncology, Infectious Disease, Nephrology, Pharmacology, and Rheumatology. Students may spend all of their time in one or two clinics or elect to work in a variety of clinics. Students arrange their schedule with attendings in various clinics, then obtain a signature for the course from Dr. Spickard III through an add card at least two weeks prior to the beginning of the chosen unit.

5. *Important:* Most selectives and electives are available in all units. Exceptions are noted with individual listings. Most of these have strict enrollment limitations that are indicated under each course listing.

NOTE: REQUIREMENTS ARE SUBJECT TO CHANGE. STUDENTS WILL BE NOTIFIED.

Fourth Year Clerkships with No Prerequisites

2007 / 2008

Department	Course Number	Course Title
Medicine	504-5617	Clerkship in Alcohol & Drug Dependence
	504-5622	Clerkship in Hepatology
	504-5645	Nutrition Support
	504-5710	Arthritis Center
	504-5735	Palliative Care
	504-5760	Clerkship in Rheumatology
	504-5930	Health Promotion Clerkship
	504-5940	Rheumatology Clinical Research **(Requires Consent of Instructor)
	504-5950	Seminar in Clinical Electrocardiography and Electrophysiology *(Requires Consent of Instructor)
	504-5980	Elective Rotation in Clinical Ethics
Neurology	506-5616	Neurology Research *(Requires Consent of Instructor)
Pathology	510-5610	Clerkship in Autopsy Pathology
	510-5620	Surgical Pathology
	510-5630	Clinical Pathology
	510-5640	Clerkship in Laboratory Medicine
	510-5650	Clinical Microbiology
	510-5670	Clerkship in Neuropathology *(Requires Arrangement with Sponsor)
Pediatrics	511-5650	Clerkship in Child Behavior & Development
	511-5800	Genetics Clerkship *(Requires Interview with Sponsor)
	511-5920	Pediatric Rehabilitation
Preventive Medicine	514-5720	Clerkship in Epidemiology at the CDC
Surgery	517-5810	Laboratory Research in Surgery

Advanced Training

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

Residency Training

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

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

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

Post-Residency Clinical 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. At Vanderbilt, continuing medical education is considered an important part of the continuum of medical education which is initiated in the undergraduate experience, progresses through graduate medical education, and matures in ongoing continuing medical education and continuing professional development. CME activities at Vanderbilt are designed to help physicians provide the very best possible care to the patients they serve by providing the best combination of evidence-based information, information emerging from research at

Vanderbilt and other academic centers, and the practical clinical wisdom of faculty. Accredited by the Accreditation Council for CME, the School of Medicine offers a broad spectrum of CME activities courses throughout the year to meet the learning needs of physicians in practice. Individual activities are planned and offered by departments and divisions of the school. Inquiries about accreditation should be directed to the Division of Continuing Medical Education or to departments and divisions about specific programming.

Office for Teaching and Learning in Medicine (OTLM)

The Office for Teaching and Learning in Medicine (OTLM) supports the educational program of the School of Medicine by providing educational resources and expertise, professional development opportunities and research agendas that inform our best educational practices. OTLM faculty and staff work with the teaching faculty administration and students to improve the design of our instructional methods, the rigor of our assessment of competence and the quality of student outcomes. To learn more about the Office for Teaching and Learning in Medicine, please visit our Web site at www.mc.vanderbilt.edu/medschool/otlm/index.php

Center for Experiential Learning and Assessment (CELA)

The Center for Experiential Learning and Assessment (CELA) provides an educationally rich simulation environment for training our students and other health care professionals to practice the highest quality clinical care. It is informed by the best practices of teaching and clinical practice and grounded in theory-based research. CELA is also instrumental in conducting rigorous research that extends our knowledge and practice of experiential learning and assessment by simulations. The center consists of two programs: the Program in Human Simulations and the Simulation Technologies Programs. The first program brings the traditional standardized patient methods toward a broader use of simulations involving all aspects of human interaction in medicine. The Simulation Technologies Program emphasizes the sophisticated use of computers, task trainers, virtual reality and mannequin-based technologies to simulate clinical challenges. The programs provide both unique and integrated approaches to training our medical students in a safe and effective educational environment.



Academic Policies

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

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

The *Student Handbook*, available at the time of registration, contains the constitution and bylaws of the Honor System and the Honor Code, as well as an explanation of the functions of the Honor System.

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

It is the policy of Vanderbilt University School of Medicine that all medical students will take Step 1 and Step 2 (both Clinical Knowledge and Clinical Skills) of the United States Medical Licensing Examination prior to graduation, although passage of these examinations will not be a degree requirement.

Standards of Behavior for Interactions with Medical Students¹

Statement of Standards

In practice, physicians are held to high standards of professionalism and patient care. The medical learning environment is expected to facilitate students' acquisition of the professional and collegial attitudes necessary for effective, caring, and compassionate health care. The development and nurturing of these attitudes requires mutual respect between teachers (including faculty, residents, and staff) and students, and between each student and his or her fellow students.² Mutual respect between student and teacher, and between fellow students, may be expressed in many ways but all interactions shall include honesty, fairness, and evenhanded treatment. Behavior which is inimical to the development of mutual respect shall be prohibited. Such behavior may include but is not limited to:

- (1) Harassment of a sexual nature;
- (2) Discrimination or harassment based on race, sex, religion, color, national or ethnic origin, age, disability, military service, or being or being perceived as homosexual, heterosexual, or bisexual.
- (3) Grading, promoting, or otherwise evaluating any student on any basis other than that student's performance or merit.

Comments

The following delineates more clearly the behavior enumerated above which may be inimical to the development of mutual respect between students and teacher and between fellow students. For purposes of these Comments, the term "person" shall refer to a student in interactions between fellow students or, in student-teacher interactions, to the student or teacher, as appropriate.

- (1) Harassment of a sexual nature may include:
 - a. Denying the opportunity for training or rewards because of a student's gender;
 - b. Requesting sexual favors in exchange for grades or other awards;

¹ All Vanderbilt University policies concerning medical student interactions with faculty and staff as set forth in the Vanderbilt University *Student Handbook*, the *Faculty Manual*, and the *Staff Manual* remain in full force and effect.

² By their express terms, these Standards apply only to interactions which involve one or more medical students; however, it is hoped that these Standards will serve as a guide to all members of the Vanderbilt University Medical Center community. The reporting procedure outlined herein shall apply only to allegations of the violation of these Standards in interactions involving medical student(s).

- c. Making unwanted sexual advances;
- d. Unreasonable and inappropriate sexual or sexist conduct directed towards any person;
- e. Displaying in an unreasonable and inappropriate manner sexually suggestive or pornographic materials; or
- f. Grading or evaluating a student based upon gender rather than performance and merit.

(2) Discrimination and harassment may include:

- a. Denying the opportunity for training or rewards because of a student's age, race, religious affiliation, or any other attribute of the student other than merit or performance;
- b. Unreasonable and inappropriate conduct directed towards any person which is intended to insult or stigmatize that person;
- c. Exclusion of a student from any usual and reasonable expected educational opportunity for any reason other than as a reasonable response to that student's performance or merit;
- d. Requiring a student to perform personal services such as shopping or babysitting;
- e. Showing favoritism among students based upon any attribute of the student(s) other than performance or merit and thereby reducing educational opportunities available to the nonfavored student(s); or
- f. Grading or evaluating a student based upon any attribute of a student other than that student's performance and merit;
- g. Any physical mistreatment, such as hitting, slapping or kicking, or threatening such physical mistreatment;
- h. Requiring a student to perform menial tasks with the intent to humiliate the student.

Any perceived violation of these Standards of Behavior ("Standards") may be reported in accordance with the following procedure. Violations of these Standards may subject the offender to disciplinary action. These Standards may be amended at any time by the Executive Faculty. The Standards Committee shall be composed of such members as the Dean shall appoint from time to time.

Reporting Procedure

Prior to filing a formal report as outlined below, the individual considering making a report should first, if at all possible, attempt to resolve the matter directly with the alleged offender. In addition, the reporting individual may consult informally with any member of the Standards Committee for information and assistance. Any such informal consultation will be confidential if so requested. The only written record of any such confidential consultation shall consist of a confidential memorandum retained in the files of the Chair of the Standards Committee.

To make a formal report of an alleged violation of these Standards, a written description of the alleged violation, signed by the individual making the report, shall be delivered to any individual on the Standards Committee. The Standards Committee shall conduct a preliminary investigation, giving the reporting individual, the alleged offender and any other persons as the Standards Committee shall determine a fair opportunity to express their views on the matter. Further, the Standards Committee shall make, in accordance with commonly held standards of conduct, any necessary preliminary determination of what does or does not constitute reasonable or appropriate conduct and behavior. Thereafter, the Standards Committee shall issue a written statement of their preliminary findings to the individual making the report, to the alleged offender, and to the Dean. The Dean shall then take such further action on the matter as the Dean shall deem appropriate, consistent with Vanderbilt University policy on disciplinary actions as set forth in the Vanderbilt University *Faculty Manual*, *Student Handbook*, or *Staff Manual*, as applicable.

Alternatively, a student alleging sexual harassment or unlawful discrimination may make a complaint to Vanderbilt's Opportunity Development Center in accordance with the procedure outlined in the *Student Handbook*. If the complaint to the Opportunity Development Center does not resolve the matter to the satisfaction of the individual making the complaint, a formal grievance may be filed with the Office of the Chancellor in accordance with the procedure in the *Student Handbook*.

Grading and Promotions—Doctor of Medicine

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:

Honors (H): superior or outstanding work in all aspects (second, third, and fourth years).

High Pass (HP): completely satisfactory performance in all aspects, with some elements of superior work (third and fourth years).

Pass (P): completely satisfactory performance in all aspects (all years).

Marginal Pass (P*): marginal performance, to be reviewed by the Promotion Committee and course directors. Not to be recorded on the official transcript. After discussion and/or remedy, the grade will be changed to either Pass or Fail.

Fail (F): unsatisfactory performance (all years).

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

Student Grievances Concerning Grades

Students should seek redress of a problem with a grade as soon as possible after receiving the grade and in no case later than six months after the event. Students with a problem should confer directly with the course director. Every effort should be made to resolve the problem fairly and promptly at this level.

If the student cannot resolve the problem through discussion with the course director, he or she should bring the problem, within two weeks of talking with the course director, to the attention of the Associate Dean for Medical Student Affairs, 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 marginal 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 marginal performances 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 deliver marginal performances 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. 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 School of Medicine 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.

Grading and Promotions—Other Degrees

Master of Science in Medical Physics

Good academic standing is defined as both a semester and/or cumulative grade point average of 3.0 or higher.

Master of Public Health

With the exception of the master's research course, all courses will be graded with letter grades (A, B, C, F). The master's research course and the elective courses are pass/fail and are not considered in calculation of GPA. Only courses with a grade of B or better will count toward the program requirements.

Master of Laboratory Investigation

The grading system in the MLI program will follow the grading scale of the Graduate School, which includes the letter grades A, B, C, D, and F. A student will not be granted graduate credit for any course in which a grade of less than C is received. The letter I may be used at the discretion of the instructor in those cases in which the student is not able to complete work during the normal time allotted for the course. The notation W is entered onto the transcript when a student withdraws from a course. A grade point average of 3.0 is required for graduation.

Master of Science in Clinical Investigation

Master of Education of the Deaf

Doctor of Audiology

Degree candidates must pass all courses, with a 2.0 cumulative grade point average (A = 4 points, B = 3, C = 2, D = 1, F = 0). Exempted courses, incompletes, passes, and courses taken outside Vanderbilt University are not included in computations of grade point averages. Students may not enroll in courses for which they do not have the prerequisites.

Leave of Absence

A leave of absence may be granted by the Associate Dean for Medical Student Affairs for a period not to exceed one year for purposes of approved studies, recuperation from illness, or other special circumstances. 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 for Medical Student Affairs for a more extended leave.

Commencement

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



Chairs, Professorships, and Lectureships

Endowed Chairs and Professorships

Accenture Chair of Biomedical Informatics

Dorothy Beryl and Theodore R. Austin Chair in Pathology

Betty and Jack Bailey Professorship in Cardiology

Allan D. Bass Chair in Pharmacology

Melinda Owen Bass Chair in Medicine

Bixler/Johnson/Mays Professor of Psychiatry

James G. Blakemore Research Chair in Psychiatry

James G. Blakemore Chair in Psychiatry

William L. Bray Chair in Urologic Surgery

Frances and John C. Burch Chair in Obstetrics and Gynecology

Lucius E. Burch Chair of Reproductive Physiology and Family Planning

Betty and Lonnie S. Burnett Chair in Obstetrics and Gynecology

Benjamin F. Byrd Jr. Chair in Clinical Oncology

Ann and Monroe Carell Jr. Family Chair in Pediatric Cardiology

Chancellor's Chair in Medicine

Chancellor's Professorship in Medicine

Amos Christie Chair in Global Health

Mark Collie Chair in Diabetes Research

Cornelius Abernathy Craig Chair in Medical and Surgical Oncology

Craig-Weaver Chair in Pediatrics

Joe C. Davis Chair in Biomedical Sciences

Annette Schaffer Eskind Chair for Vanderbilt Kennedy Center
for Research on Human Development

John Clinton Foshee Distinguished Chair in Surgery

Gottlieb C. Friesinger Chair in Cardiovascular Medicine

Thomas F. Frist Sr. Chair in Medicine

Ernest W. Goodpasture Chair in Experimental Pathology

Mary Phillips Edwards Gray Chair in Stem Cell Biology and Tissue Regeneration

Catherine McLaughlin Hakim Chair in Medicine
George W. Hale Professorship of Ophthalmology
Paul V. Hamilton M.D. Chair in Geriatrics
Paul V. Hamilton M.D. and Virginia E. Howd Chair in Urologic Oncology
Elsa S. Hanigan Chair in Pulmonary Medicine
Joel G. Hardman Chair in Pharmacology
Ingram Chair in Surgical Sciences
Hortense B. Ingram Chair in Molecular Oncology
Lisa M. Jacobson Chair in Cardiovascular Medicine
Rudy W. Jacobson Chair in Pulmonary Medicine
David T. Karzon Chair in Pediatrics
Krick-Brooks Chair in Nephrology
Guy M. Maness Chair in Otolaryngology
Dan May Chair in Medicine
Katrina Overall McDonald Chair in Pediatrics
McKesson Foundation Chair in Biomedical Informatics
William F. Meacham Chair in Neurological Surgery
Stanford Moore Chair in Biochemistry
Hugh J. Morgan Chair in Medicine
Harold L. Moses Chair in Lung Cancer Research
Elizabeth and John Murray Chair Of The Asthma, Sinus, and Allergy Program
John A. Oates Chair in Translational Medicine
Carol and John S. Odess Chair in Facial Plastic and Reconstructive Surgery
James C. Overall Chair in Pediatrics
Ralph and Lulu Owen Chair in Medicine
Harry and Shelley Page Chair in Interventional Cardiology
Carol D. and Henry P. Pendergrass Chair in Radiology
Ann and Roscoe R. Robinson Chair in Nephrology
Ann and Roscoe R. Robinson Professorship of Clinical Research in Diabetes
Wilhelm Roentgen Professor of Radiology & Radiological Sciences
David E. Rogers Professorship in Medicine
Paul W. Sanger Chair for Experimental Surgery
John L. Sawyers Chair in Surgical Sciences
Kenneth Schermerhorn Chair in Orthopaedics

H. William Scott, Jr. Chair in Surgery
Addison B. Scoville, Jr. Chair in Medicine
Ruth King Scoville Chair of Medicine
John L. Shapiro Chair in Pathology
Mark C. Smith Chair in Otolaryngology/Head and Neck Surgery
Phyllis G. and William B. Snyder M.D. Chair in Ophthalmology and Visual Sciences
Ann Geddes Stahlman Chair in Medical Ethics
Edward Claiborne Stahlman Chair in Pediatric Physiology and Cell Metabolism
Gladys Parkinson Stahlman Chair in Cardiovascular Research
Gray E. B. Stahlman Chair in Neurosciences
Major E. B. Stahlman Chair in Infectious Diseases and Inflammation
Mary Geddes Stahlman Chair in Cancer Research
William Stokes Chair in Experimental Therapeutics
William S. Stoney Jr. Chair in Cardiac Surgery
Jacquelyn A. Turner and Dr. Dorothy J. Turner Chair in Diabetes Research
Jim Turner Chair in Alzheimer's Research
John B. Wallace Professorship in Medicine
Mina Cobb Wallace Chair in Gastroenterology and Cancer Prevention
Natalie Overall Warren Chair in Biochemistry
William C. Weaver III Chair in Neurology
Dorothy Overall Wells Chair in Pediatrics
Albert & Bernard Werthan Chair in Investigative Medicine
Lester and Sara Jane Williams Chair in Academic Surgery
Anne Potter Wilson Distinguished Chair in Colon Cancer
Elton Yates Professorship in Autonomic Disorders

Annually Funded Chairs and Professorships

Oswald T. Avery Distinguished Chair in Microbiology
Charles H. Best Professorship in Diabetes Research
F. Tremaine Billings Professorship in Medicine and Pharmacology
C. Sidney Burwell Professorship in Medicine
Stanley Cohen Professorship in Biochemistry
John Coniglio Chair in Biochemistry
Rosalind E. Franklin Professorship in Genetics and Health Policy

James Tayloe Gwathmey Clinician Scientist Professorship
Ingram Cancer Research Professorships
Godfrey Hounsfield Chair in Radiology and Radiological Sciences
Rudolph H. Kampmeier Professorship in Medicine
Grant W. Little Professorship in Medicine
Donald A. B. and Mary M. Lindberg University Professor of Biomedical Informatics
T. H. Morgan Professorship in Human Genetics
Elliott V. Newman Professorship in Medicine
John C. Parker Professor of Anesthesiology Research
T. Edwin Rogers Chair in Pharmacology
Shedd Chair in Pediatric Infectious Diseases
Norman Ty Smith Chair in Patient Safety and Medical Simulation
Earl W. Sutherland Jr. Professorship in Pharmacology
Earl W. Sutherland Jr. Chair in Molecular Physiology & Biophysics
University Professor of Radiology and Radiological Sciences and Biomedical Engineering
Vanderbilt Dean Chair
Vice Chancellor's Chair in Breast Cancer Research
Levi Watkins, Jr. Professorship for Diversity in Medical Education
Robert H. Williams Professorship in Medicine
John B. Youmans Professor of Medicine

Committed Chairs

Ruth and R. Benton Adkins, Jr. Chair in Surgery
Ben J. Alper Chair in Rheumatology
Fred H. Bess Chair in Audiology
Robert and Rachelle Buchanan/A.H. And Lucile Lancaster Chair in Dermatology
Martha O. and Dixon N. Burns Chair in Medical Ethics
Sam and Darthea Coleman Chair in Ophthalmology
Gerald M. Fenichel Chair in Neurology
Edward and Nancy Fody Chair in Pathology
Dorothy and Laurence A. Grossman Chair in Cardiovascular Medicine
George W. Holcomb Jr. M.D. Chair in Pediatric Surgery
Ann Light Chair in Pulmonary Medicine
John N. Lukens Jr. Chair in Hematology/Oncology

Jack Martin, M.D. Research Professorship in Psychopharmacology

Leo and Margaret Milne Record Chair in Surgery

Mildred Thornton Stahlman Chair in Perinatology

Margaret and John Warner Chair for Neurological Education

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 Medical Honor 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 a professor and chairman of the Department of Pharmacology from 1953 to 1973, as associate dean for biomedical sciences from 1973 to 1975, and as acting dean of the School of Medicine from 1973 to 1974. The lectureship is made possible through the generosity of his associates and colleagues in the American Society of Pharmacology and Experimental Therapeutics; the FASEB; the AMA Council on Drugs; the Nashville Academy of Medicine; the present and former staff, students, and faculty members at Vanderbilt University; and the Department of Pharmacology. The first lecture was given in April 1977.

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

THE BARNEY BROOKS MEMORIAL LECTURESHIP IN SURGERY. In 1952, through the generosity of a Vanderbilt alumnus, an annual lectureship was established to honor the memory of Dr. Barney Brooks, formerly professor of surgery and head of the department, and surgeon-in-chief of Vanderbilt University Hospital. As a fitting memorial to Dr. Brooks, these lectures have been given by physicians who have made distinguished contributions in clinical or investigative surgery. 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, former 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 CULLY COBB LECTURESHIP IN NEUROLOGICAL SURGERY. This fund is used exclusively to cover expenses for speakers at the regular meetings of the Meacham Society. Dr. Meacham (M.D. '40) was chairman of the Department of Neurosurgery from 1954 to 1984. Dr. Cobb is a clinical professor of neurological surgery.

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.

DEAN'S LECTURE SERIES. The Dean's Lecture Series provides a forum for nationally recognized speakers to enrich the educational environment by providing insight into topics that are important to the science and art of medicine. Supported by the Dean's Office and facilitated by the students of VUSM, this series is intended to stimulate thought, curiosity, and enthusiasm about the challenges, controversies, and complexities of medicine and biomedical science.

DISCOVERY LECTURE SERIES. In 2006, the Medical Center launched its new Vanderbilt Discovery Lecture Series. Held twice each month, this series features the world's most eminent scientists, as well as Vanderbilt's own top researchers, who speak on the highest-impact research and policy issues in science and medicine today. The series kicked off in September with Sydney Brenner, Ph.D., who won the Nobel prize in Physiology or Medicine in 2002 for his discoveries in genetic regulation of organ development and programmed cell death. Lecture topics cover the spectrum of research areas, from pharmacology and cell and developmental biology to pediatrics and global health.

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 a 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 School of Medicine 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 was provided by his mother, in tribute to his brave spirit in facing unprecedented heart surgery in 1956, which resulted in his death.

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 THOMAS P. GRAHAM, JR. LECTURE IN PEDIATRICS. The Department of Pediatrics and the Division of Pediatric Cardiology established this lecture to recognize Dr. Graham as a renowned clinician and teacher.

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. LYNWOOD HERRINGTON LECTURESHIP IN GENERAL SURGERY. St. Thomas Hospital administers this fund for the exclusive use of surgical grand rounds, speakers, and lectures. It is in honor of Dr. Herrington, clinical professor of surgery, emeritus.

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 MARC H. HOLLENDER LECTURESHIP IN PSYCHIATRY. This fund is used by the Department of Psychiatry for an annual lecture honoring the memory of its former chairman, Dr. Marc H. Hollender.

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 LEONARD J. KOENIG LECTURESHIP IN MEDICINE. This fund, established in 1977 and named for longtime Nashville pediatrician Dr. Leonard Koenig, is for lectures and seminars within the Department of Medicine.

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 a 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 ELIZABETH B. LAMB LECTURESHIP IN MICROBIAL PATHOGENESIS. Through the generosity of Elizabeth B. Lamb and family, income from the Lamb Center for Pediatric Infectious Diseases Research Endowment contributes to funding this annual lecture which brings an expert in the field to campus to expand professional education regarding infectious diseases research in children.

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 a 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 more than 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 W. D. SALMON LECTURESHIP IN THE DIVISION OF GASTROENTEROLOGY. Honoring William D. Salmon, Jr. (M.D. '49 and professor of medicine, emeritus), this annual lecture series brings a visiting professor to campus to discuss topics in the field of gastroenterology.

THE HARRISON J. SHULL LECTURESHIP IN THE DIVISION OF GASTROENTEROLOGY. This lectureship honors the memory of the late Dr. Harrison J. "Hack" Shull, Sr. (M.D. '34), the first physician to specialize in gastroenterology in Middle Tennessee. He started Vanderbilt's Division of Gastroenterology in the 1950s.

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 Vanderbilt University School of Medicine, 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. John 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, M.D. '57, the Snyder Lectureship honors Dr. Snyder's parents, both of whom practiced medicine in Kentucky. The lectureship is in the Department of Ophthalmology and Visual Sciences.

THE PAUL STERNBERG SR. LECTURESHIP. The Paul Sternberg Sr. Lectureship was established in 2004 by Dr. Paul Sternberg, Jr., in memory of his father, an innovative and skilled ophthalmic surgeon.

THE EARL W. SUTHERLAND LECTURESHIP IN THE DEPARTMENT OF MOLECULAR PHYSIOLOGY AND BIOPHYSICS. In 1999, this lectureship was established to honor the memory of former Vanderbilt professor and Nobel Laureate Earl W. Sutherland.

THE PAUL TESCHAN LECTURESHIP IN THE DIVISION OF NEPHROLOGY AND HYPERTENSION. This lectureship was established in 1990 by colleagues of Dr. Teschan, professor of medicine, emeritus. Its purpose is to bring the world's outstanding leaders in nephrology to Vanderbilt to provide the Division of Nephrology with special occasions of stimulation and professional enrichment.

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 Vanderbilt University School of Medicine 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 a 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 LEVI WATKINS JR. LECTURE ON DIVERSITY IN MEDICAL EDUCATION This lectureship is established to recognize Dr. Watkins, the first African American graduate of the Vanderbilt University School of Medicine in 1970. It is established to support efforts to increase diversity in medical and graduate education.

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 University School of Medicine. 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 a clinical professor for more than 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.

Class Day Awards

THE SCHOOL OF MEDICINE AWARD OF DISTINCTION. This award is presented to students who have demonstrated outstanding leadership abilities in service to the School of Medicine.

DEAN'S AWARD. Presented to medical students distinguished by outstanding service to the School of Medicine and the community.

THE DEAN'S AWARD FOR RESEARCH. This award is presented to the graduating medical student who best exemplifies the attributes that lead to success in basic science or clinical research, namely creativity, dedication, productivity/multiple publications and careful diligence.

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

THE GEOFFREY DAVID CHAZEN AWARD. This award for innovation in medical education was established to recognize a student, resident, fellow, or faculty member who has made special contributions to the educational programs of the Vanderbilt University School of Medicine through the development and implementation of effective innovation in educational approach.

Founder's Medalist Kristina Marie Collins

JANET M. GLASGOW MEMORIAL ACHIEVEMENT CITATION. This citation is presented in recognition of the accomplishments of women medical students who graduate as honor graduates. It serves to reaffirm the American Medical Women's Association's commitment to encouraging their continuing achievement.

THE GEORGE AND BARBARA BURRUS MEDICAL MISSIONS AWARD. This award is presented to a student who has demonstrated exceptional interest and participation in providing medical care to the poor during medical school either locally or abroad.

THE LEONARD TOW HUMANISM IN MEDICINE AWARD. PRESENTED BY THE ARNOLD P. GOLD FOUNDATION. This award is given to a graduating student and a faculty member who demonstrate compassion and empathy in the delivery of health care, and who engender trust and confidence in both their patients and colleagues while adhering to professional ethical standards.

DAVID R. FREEDY MEMORIAL AWARD. This award is 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 leadership, courage and perseverance in the face of adversity.

AMOS CHRISTIE AWARD. This award recognizes 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, who was Professor and Chairman of the Department of Pediatrics from 1943 to 1968.

JOHN G. CONIGLIO PRIZE IN BIOCHEMISTRY. This award presented to a medical student who has distinguished him/herself in Biochemistry. Both accomplishments in biomedical research and performance in Biochemistry courses are considered in evaluating candidates for this award. 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.

JOHN L. SHAPIRO AWARD FOR EXCELLENCE IN PATHOLOGY. This award, given upon action of the Department of Pathology, recognizes outstanding student performance in pathology. It is given annually or otherwise depending upon action by the department and honors the memory of Dr. John L. Shapiro, who was Professor and Chairman of the Department of Pathology from 1956 to 1971. Dr. Shapiro remained an active participant in a variety of university and community activities, until his death on July 15, 1983.

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 which combine to make the "Ideal Doctor"...the person fellow classmates would most like to have as their personal physician.

THE ALBERT WEINSTEIN PRIZE IN MEDICINE. The Weinstein Prize in Medicine is awarded to a student who has demonstrated high academic achievement, superior clinical competence, and the qualities of dedication and professionalism that characterize a good physician.

RUDOLPH KAMPMEIER PRIZE IN MEDICINE. The Kampmeier Award is presented by the Department of Medicine to the graduate who, in the judgment of the faculty, best combines high academic achievement with clinical excellence, original scholarship or research, and demonstrated potential for an academic career.

SURGICAL CLERKSHIP AWARD. This award is presented by the Section of Surgical Sciences to a student who has shown superior performance in the third-year surgical clerkship and who plans to enter graduate education in surgery.

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

HOSPITAL AWARD OF EXCELLENCE. This award recognizes the fourth year medical student by the chief residents of the services as having contributed most toward excellent patient care by demonstrating sensitivity, compassion, and concern in clinical responsibilities to patients of Vanderbilt Medical Center.

BEAUCHAMP SCHOLARSHIP. Endowed and awarded to the student showing the greatest progress in the field of psychiatry.

THE AWARD FOR EXCELLENCE IN INFECTIOUS DISEASES. This award is 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 Surgery 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 TOM NESBITT AWARD. This award is presented by the Nashville Academy of Medicine in recognition of the service and contribution of Tom Nesbitt, MD, as a member of the Academy and 133rd president of the American Medical Association. It also honors the quality of medical leadership in Nashville, as evidenced through the eight AMA presidents elected from the Nashville Academy of Medicine, the most of any county in the country. For achievement in educational, socio-economic, and legislative affairs, the Tom Nesbitt award is presented to the graduating medical student who has understanding and appreciation for such endeavors, and who demonstrates exemplary character and leadership.

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.

PAULA C. HOOS AWARD. The Class of 2009 presents this award in recognition of teaching excellence in the anatomy laboratory and to express our sincere appreciation for the assistance of members of the graduating class.

ROENTGEN AWARD. This award is given to a graduating medical student who has made important contributions in one of the radiological sciences during four years of study. Named for Wilhelm Conrad Roentgen, a pioneer in diagnostic radiology, the award recognizes discoveries in either clinical or research areas.

THE HARRISON SHULL SR. GASTROENTEROLOGY AWARD. This award is to recognize a medical student who has demonstrated outstanding clinical performance during the student rotation in gastroenterology or hepatology.

J. DONALD M. GASS AWARD IN OPHTHALMOLOGY. This award is established in honor of Dr. J. Donald M. Gass, a graduate of Vanderbilt University School of Medicine, Class of 1957 and a renowned medical retina specialist. This award is given to a student who demonstrates excellence in ophthalmic education and research

EXCELLENCE IN EMERGENCY MEDICINE. This 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.

TENNESSEE ACADEMY OF FAMILY PHYSICIANS AWARD. This award is presented in recognition of dedication to the high ideals of Family Medicine.

OSCAR B. CROFFORD AWARD FOR DIABETES/ ENDOCRINE RESEARCH. This award is presented by the Division of Diabetes, Endocrinology, and Metabolism and the Vanderbilt Diabetes Center to the graduating medical student who has performed outstanding research in the area of diabetes and endocrinology. This award was established to honor Dr. Oscar B. Crofford for his contributions to the diabetes research at Vanderbilt and throughout the world.

JAY W. SANDERS HONORS IN AUDIOLOGY AWARD. Given by the faculty in the Department of Hearing and Speech Sciences for outstanding clinical and academic achievement in audiology.



Financial Information

TUITION for the academic year 2007/2008 is \$36,600. The annual expense of a first-year student in the School of Medicine is estimated to be \$56,090.

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

2007/2008

Application fee (to accompany secondary application)	\$ 50
Student activities and recreation fee (1st and 2nd years)	338
Student activities and recreation fee (3rd and 4th years)	391
Microscope usage fee per year (1st and 2nd years)	100
Student health insurance	1,938
Professional liability insurance	398
Student long-term disability insurance	52
Student health service fee	55
Transcript fee (one time only)	30

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. One half of tuition, fees, and other university charges are due and payable by 22 August. Second-semester tuition, fees, and other university charges are due and payable by 3 January. Additional information can be found at www.vanderbilt.edu/stuaccts.

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	95%
3rd full week	85%
4th full week	80%
5th full week	75%
6th full week	70%
7th full week	60%
8th full week	55%
9th full week	50%
10th full week	45%

No refund after the 10th full week.

Late Payment of Fees

Charges not paid by 22 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 22 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. Graduating students are not allowed to defer charges that are billed in advance for the final semester.

Financial Clearance

Students may 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 may be withheld until all bills are paid.

International students must provide documentation of having funds sufficient to meet all tuition, mandatory fees, and living expenses for the anticipated period of enrollment before a visa will be issued. Information will be provided by the university Office of International Student and Scholar Services.

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. Third- and fourth-year students are required to have a pager for an annual cost of approximately \$100.

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 \$640.

The average cost of books is approximately \$540 per year. The Medical Bookstore accepts cash or major credit cards. First-year students will be required to have laptop computers for a one-time estimated cost of \$1,500.

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.

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 Medical Center, 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.

Student Health Insurance

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 available at www.kosterweb.com. Additional information is also available at www.vanderbilt.edu/stuaccts/g_health.html.

Student Health Service Fee

The required student health service fee covers required immunizations and health screening tests.

Transcript Fee

All new students entering Vanderbilt for the first time are charged a one-time transcript fee for official university transcripts.

Honor Scholarships

Each year, a number of Honor Scholarships are awarded to incoming students. The school is dedicated to creating a rich and excellent academic environment for each student. This environment is enhanced by the inclusion of students who are talented and represent a broad spectrum of society—social, economic, and cultural. Honor scholarships ordinarily continue through four years of study, as long as students maintain satisfactory academic performance. There is no application process for Honor Scholarships. Selected students will generally be notified by letter from the Dean.

THE THOMAS M. BLAKE SCHOLARSHIP. This endowed scholarship was established through a bequest provision by the late Thomas M. Blake, a 1944 graduate of the School of Medicine. The income is used to assist worthy students in the School of Medicine on the basis of merit. Partial-tuition scholarships are awarded periodically.

THE CANBY ROBINSON SCHOLARSHIPS. Canby Robinson Scholarships provide full tuition with a stipend and, with satisfactory progress at Vanderbilt, continue for four years. The scholarships are awarded on the basis of demonstrated leadership and scholarship activities. 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 JOHN E. CHAPMAN. M.D., ENDOWED SCHOLARSHIP FUND. This endowed fund was established in 2001 by friends, colleagues, and medical alumni to honor Dean Chapman, the seventh dean of the School of Medicine, upon his retirement after twenty-five years of service. Full- and partial-tuition scholarships are awarded on the basis of merit and need.

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 and a stipend for four years of medical study, contingent upon satisfactory performance.

THE DEAN'S SCHOLARSHIPS. These full-tuition scholarships with a stipend are funded by the Dean's Office for four years of study, contingent upon satisfactory academic performance. The Vanderbilt University School of Medicine is committed to diversity in its student body.

THE DORIS M. AND FRED W. LOVE SCHOLARSHIP. The Love Scholarship was established by Dr. Fred W. Love (M.D. 1945) and Mrs. Love. This tuition scholarship with a stipend is given periodically and continues contingent upon satisfactory progress until the recipient graduates.

THE KONRAD LUX SCHOLARSHIP. This endowed scholarship was established by the will of Konrad Lux (M.D. 1925) to benefit students in the oral surgery program.

THE BESS AND TOWNSEND MCVEIGH SCHOLARSHIP FUND. This endowed scholarship was established in memory of her parents by Grace McVeigh (B.A. 1925) to provide full and partial tuition scholarships for the benefit of needy and worthy students in the School of Medicine.

THE BARBARA D. MURNAN MEMORIAL SCHOLARSHIP. This endowed scholarship fund was established through a bequest provision by the late Barbara Murnan (B.A. 1934). The income provides merit-based awards to medical students. Full and partial scholarships are awarded periodically.

THE COLEMAN D. OLDHAM HONOR SCHOLARSHIP. This endowed scholarship was established through testamentary trust agreements by the late Coleman D. Oldham (B.A. 1924) and his sister Emma. Mr. Oldham lived in Richmond, Kentucky. The Oldhams stipulated that the scholarship be used to benefit worthy male students from Madison County, Kentucky, or if not available, worthy male students from Kentucky at large.

THE ELIZABETH CRAIG PROCTOR SCHOLARSHIP. This endowed scholarship was established through the generosity of Elizabeth Proctor and provides full tuition with a stipend to a worthy medical student chosen by the Dean of the School of Medicine. The first Proctor Scholarship was awarded to a student from the incoming class of 2004.

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. Institutional financial aid is not adequate to meet students' demonstrated need, but approved educational expenses are met with funds from a combination of sources. Government funds that furnish significant loans to medical students are the Federal Subsidized and Unsubsidized Stafford Loan programs and the Federal Graduate PLUS loans. Private alternative loans are also available.

Additional information and applications for financial aid are online at www.mc.vanderbilt.edu/medschool/finaid. Applicants desiring more specific information about financial aid resources should contact the medical school Office of Student Financial Services.

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 JAMES T. AND OLIVIA R. ALLEN SCHOLARSHIP FUND. Established in 1993 by Dr. and Mrs. James T. Allen (M.D. 1942) to provide scholarship assistance to needy and worthy students enrolled in the Vanderbilt University School of Medicine. Preference should be given to students who are members of the First Baptist Churches of Murfreesboro, Dickson, Waverly, Tennessee, in that order, but if no qualified students apply in any one year, that preference then be given to applicants who are Tennessee residents, and if no such qualified student applies in that year, give it to any qualified applicant.

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 (M.D. 1933).

THE SUE AND NELSON ANDREWS SCHOLARSHIP FUND. This endowed scholarship fund was established in 2001 through the generosity of Board of Trust member Nelson Andrews (B.A. 1950) and his wife, Sue Adams (B.A. 1951), to help deserving and needy students attend the School of Medicine.

THE EUGENE AND MARGE BESPALOW SCHOLARSHIP FUND. This endowed scholarship fund for deserving medical students was established by Dr. Bruce Dan (M.D. 1974) 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 (M.D. 1934) for worthy and needy medical students.

THE JOHN E. CHAPMAN, M.D., AND JUDY CHAPMAN SCHOLARSHIP. This endowed scholarship fund was established through a bequest provision by the late Grace McVeigh to honor her friends Dean Chapman and his wife Judy for their many years of service at Vanderbilt University. The income is used to support needy and worthy students in the School of Medicine.

THE ALICE DREW CHENOWETH SCHOLARSHIP. This scholarship honors the career of Dr. Alice Drew Chenoweth (M.D. 1932), 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 DR. ROBERT D. COLLINS SCHOLARSHIP FUND. This endowed scholarship was established by alumni in honor of Dr. Robert D. Collins (M.D. 1951) a distinguished and admired longtime professor of pathology.

THE COMMONWEALTH SCHOLARSHIP. This scholarship aid is made possible by the generosity of the Commonwealth Fund of New York City, a private foundation which has been supporting needy and deserving students in the School of Medicine for many years.

THE MARVIN B. AND MILDRED G. CORLETTE SCHOLARSHIP. This scholarship was established in December 2003. This endowment will support students in the Medical School.

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 (M.D. 1931).

THE HERBERT ESKIND MEMORIAL FUND. This scholarship honoring the memory of Mr. Herbert Eskind was established by members of his family.

THE ROBERT SADLER–WILLIAM EWERS SCHOLARSHIP FUND. This endowed scholarship was established in honor of Robert Sadler (M.D. 1947) and William Ewers (M.D. 1947).

THE J. F. FOX STUDENT SCHOLARSHIP IN MEDICINE. This fund was established in memory of Dr. J. F. Fox (M.D. 1898) and provides for annual assistance to students in the School of Medicine based on scholarship, promise, and financial need.

THE THOMAS F. FRIST, SR., M.D., SCHOLARSHIP. Established in 2006 by H. Lee Barfield (B.A. 1968, J.D. 1974) and Mary Frist Barfield (B.S. 1968) to honor her father and to provide financial assistance to medical students at the Vanderbilt University School of Medicine. Dr. Frist was a pioneer in the world of for-profit health care and founded Hospital Corporation of America in 1968.

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. 1951) in honor of the late Dr. Luton (M.D. 1927). 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 (M.D. 1939). Residents of Williamson County, Tennessee,

are given first preference, and residents of the counties adjoining Williamson County are given second preference.

THE GLENN AND VIRGINIA HAMMONDS SCHOLARSHIP. This endowed scholarship was established by the late Dr. R. Glenn Hammonds (M.D. 1944). The income is used to provide financial assistance to worthy and needy medical students.

THE FRANK M. HANDLEY SCHOLARSHIP. This endowed scholarship was provided from the estate of Frank M. Handley (J.D. 1928).

EMILY AND H. CAMPBELL HAYNIE SCHOLARSHIP. In October 2001, the Emily and H. Campbell Haynie Scholarship was established in the Medical School endowment fund to benefit medical students.

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

THE HARRY R. JACOBSON, M.D., AND JAN JACOBSON SCHOLARSHIP. This endowed scholarship fund was created through a bequest by the late Grace McVeigh to honor Vice Chancellor Jacobson and his wife Jan for their service to Vanderbilt University. The income is used to provide support to needy and worthy students in the School of Medicine.

THE HOLLIS E. AND FRANCES SETTLE JOHNSON SCHOLARSHIP FUND. This endowed scholarship was established by Hollis E. Johnson (M.D. 1921).

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 (M.D. 1953).

THE MARGARET LOONEY MCALLEN SCHOLARSHIP. Established in 2005 by C. Ashley McAllen (M.D. 1987) to provide scholarship support to deserving students enrolled in the Vanderbilt University School of Medicine based on financial need.

THE ROBERT L. AND BILLYE MCCRACKEN SCHOLARSHIP. This endowed scholarship fund was established through the generosity of the late Dr. and Mrs. Robert McCracken. Dr. McCracken (M.D. 1939) was a Nashville thoracic surgeon. The income is used to provide financial assistance to needy and worthy students enrolled in the School of Medicine.

THE PATRICIA AND EDWARD J. MCGAVOCK SCHOLARSHIP FUND. This endowed scholarship fund was established in 1998 through a bequest provision by the late Patricia McGavock of Old Hickory, Tennessee, to benefit students enrolled in the Vanderbilt University School of Medicine.

THE CHARLES AND EDITH MCGILL SCHOLARSHIP FUND. This endowed scholarship was established in 2000 through the proceeds of a life income trust set up by the late Charles M. McGill (M.D. 1935) and his wife, Edith, for the benefit of students enrolled in the Vanderbilt University School of Medicine.

THE BARTON MCSWAIN ENDOWED SCHOLARSHIP This endowed scholarship was established in 1994 with proceeds raised by the Vanderbilt School of Medicine Class of 1958 to

honor the late Nashville pathologist H. Barton McSwain (B.A. 1927 M.D. 1930). The income is to be used to benefit students enrolled in the Vanderbilt University School of Medicine.

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

THE H. HOUSTON MERRITT SCHOLARSHIP. This endowed scholarship was established by H. Houston Merritt (M.D. 1922).

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.

THE C. LEON PARTAIN, M.D., AND JUDITH S. PARTAIN SCHOLARSHIP FUND. This endowed scholarship was established in 1998 through a bequest of the late Grace McVeigh (B.A. 1925) for the benefit of needy and worthy students at Vanderbilt University School of Medicine. The scholarship honors Dr. and Mrs. Partain for their service to Vanderbilt University Medical Center during Dr. Partain's tenure as chairman of the Department of Radiology and Radiological Sciences, 1992–2000.

THE WILLIAM B. PIDWELL, M.D., AND SUSAN A. PIDWELL SCHOLARSHIP. Established in 1999 to provide support to talented and deserving students with demonstrated financial need engaged in the study of medicine. Preference is given to those students majoring in family medicine.

THE WALLACE N. RASMUSSEN SCHOLARSHIP. Established in 2007 by Wallace N. Rasmussen to provide scholarship support to deserving students enrolled in the Vanderbilt University School of Medicine based in 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. (B.A. 1945 M.D. 1948); Frank Riley (B.A. 1949); Richard F. Riley, M.D. (B.A. 1946 M.D. 1948); and William G. Riley, M.D. (B.A. 1943 M.D. 1945).

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

THE ROSCOE R. ROBINSON, M.D., AND ANN ROBINSON SCHOLARSHIP FUND. This endowed scholarship was established in 1999 through a bequest by the late Grace McVeigh (B.A. 1925) for the benefit of needy and worthy students in the Vanderbilt University School of Medicine. The scholarship honors Dr. and Mrs. Robinson for their service to Vanderbilt Medical Center during Dr. Robinson's tenure as Vice Chancellor for Medical Affairs, 1981–1997.

THE HELEN AND LOUIS ROSENFELD ENDOWED SCHOLARSHIP FUND. This endowed scholarship was established by Helen Rosenfeld, a Vanderbilt University alumna, and Louis Rosenfeld (M.D. 1936).

THE GEORGE E. ROULHAC MEMORIAL SCHOLARSHIP FUND. This fund was established in 1994 through a gift from the estate of Dr. Roulhac (M.D. 1939). It provides tuition support for medical education.

THE WILLETT H. "BUDDY" RUSH SCHOLARSHIP. Established in memory of Dr. Rush (M.D. 1941), 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 bluegrass 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 (M.D. 1970).

THE FRANK C. AND CONNIE EWELL SPENCER MEDICAL SCHOLARSHIP FUND. This endowed scholarship fund was established in 1997 by Dr. Frank Cole Spencer (M.D. 1947) and his wife, Connie Ewell Spencer (B.A. 1946), to honor his medical class of 1947 on the occasion of its 50th reunion. The scholarship is used to assist worthy students who would not otherwise be able to afford to attend the School of Medicine.

THE LESLIE M. SMITH AND EVELYN C. SMITH SCHOLARSHIP ENDOWMENT FUND. This endowed scholarship fund was established in 1998 by Mrs. Evelyn Clark Smith, widow of Dr. Leslie McClure Smith (M.D. 1930), to be used to assist needy medical students. Preference is given to students from New Mexico and Kentucky.

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. 1922) for the benefit of students with financial need who are pursuing the study of medicine.

HARLAN HOWARD TAYLOR SURGICAL SCHOLARSHIP. This endowment scholarship fund was established through the proceeds of a life income trust set up by the late Dr. Harlan Howard Taylor to benefit medical students going into surgical fields.

THE IRENE BEDFORD WATERS SCHOLARSHIP This scholarship was established by W. Bedford Waters (M.D. 1974) in honor of his mother, Irene. The scholarship benefits medical students who have demonstrated financial need, with first preference going to minority students.

THE CHARLES E. AND MILDRED WORK SCHOLARSHIP. This endowed scholarship was established through a bequest gift by the late Dr. Charles E. Work (M.D. 1935). The income is used to provide financial aid to needy and worthy medical students.

THE FRED C. WATSON MEMORIAL SCHOLARSHIP. This scholarship is made on the recommendation of the School of Medicine to students selected by a committee based in Lexington, Tennessee, to students who are graduates of Lexington High School and/or 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 DR. DAVID HITT WILLIAMS MEMORIAL SCHOLARSHIP FUND. This fund was established in 1998 through the bequest of Eugenia F. Williams in memory of her father, a successful financier, professor of obstetrics and gynecology, and medical practitioner in Knoxville, Tennessee. The income from the endowment is to be used to assist worthy and deserving students in the School of Medicine.

THE WILLS SCHOLARSHIP FUND. Established in 2003 by W. Ridley Wills (B.A. 1956) and Irene Jackson Wills through the Wills Foundation to provide assistance to worthy medical students based on financial need.

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 in 1985 by Miss Grace McVeigh (B.A. 1925) to benefit M.D./Ph.D. students.

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.

THE ANN MELLY SCHOLARSHIP IN ONCOLOGY. This scholarship is to provide medical students the opportunity to conduct research in the field of oncology. The scholarship recipients, to be known as Melly Scholars, would receive an integrative experience linking the basic sciences with their clinical outcomes. Such scholarships give in-depth exposure to research that addresses the cause and treatment of cancer. The scholarships have proven to be excellent experiences for medical students trying to determine whether to pursue a career in oncology and academic medicine. In the unlikely event that the field of oncology should be transformed or go out of existence, such as has happened with programs studying diseases like polio and tuberculosis, then in consultation with the donor and/or donor's children or grandchildren, another field of research would be chosen for the scholarship. This is to insure the continued recognition of Ann Melly's work in research and education.

THE HERBERT M. SHAYNE ENDOWMENT. Established in 2003 by the Shayne Foundation to provide tuition support to M.D./Ph.D. students during the M.D. portion of their training and includes a research laboratory stipend. The fund pays tribute to Herbert M. Shayne, a long-time supporter and board member of the Medical School.

THOMAS HUGGINS WINN SCHOLARSHIP. Established in 1988 through a bequest from Fanny Edith Winn to benefit M.D./Ph.D. students.

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 (M.D. 1949) 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 loan was established by Frank M. Davis (M.D. 1934).

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 established 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 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 LAUDIE AND EDITH MCHENRY REVOLVING LOAN FUND. This fund was established with the proceeds from the trust of Dr. Laudie E. McHenry (M.D. 1953) for students enrolled in the School of Medicine.

THE VANDERBILT MEDICAL FACULTY LOAN FUND. This fund is made available by donations from members of the School of Medicine 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 STUDENT AID LOAN FUND. This fund is made possible through contributions from alumni and friends.

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 (M.D. 1918).

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. This revolving loan fund is given 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.

THE VANDERBILT MEDICAL SCHOOL ALUMNI REVOLVING LOAN FUND. This fund was established through contributions from alumni.

Medical Scholars Program

The Medical Scholars Program is sponsored by the school and offers interested students a one-year, in-depth, research experience in addition to the traditional four years of medical school. The goal of the Medical Scholars Program is to foster an interest in research among medical students that may eventually lead them to pursue careers in academic medicine. The research opportunities encompass all departments of the School of Medicine and are aimed at giving medical students the opportunity to contribute to the process of discovery in either clinical or basic research laboratories.

All medical students at the Vanderbilt University School of Medicine, except those enrolled in the MSTP program, are eligible to apply to the program. Formal application to the Medical Scholars Program may be made in the spring of each year. The duration of the program is twelve consecutive months, beginning July 1. A stipend of \$25,000 is provided for each student. Criteria for selection include a student's interest in research and an appropriate research topic and mentor. More than 200 faculty members serve as potential advisers. The types of research available to students range from patient-oriented studies to epidemiological investigations to research at the molecular level. Interested students should contact Bonnie M. Miller, M.D., Associate Dean for Undergraduate Medical Education, or Tina Hartert, M.D./M.P.H., Director of the Medical Scholars' Program.

Financial Information for Other Single Degree Programs

Information for the 2007/2008 academic year is as follows.

Doctor of Audiology and Master of Education of the Deaf and Master of Science in Speech Language Pathology

Tuition, 1st, 2nd, 3rd years	\$26,500
Tuition, 4th year	5,250

The total estimated cost of attendance for a first year student is \$48,630.

Master of Science in Medical Physics

Tuition (24 hours @ \$1,040/hr.)	\$24,960
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The total estimated cost of attendance for a first year student is \$47,090.

Master of Public Health and Master of Science in Clinical Investigation

Tuition, 1st year	\$25,000
Tuition, 2nd year	12,500

The total estimated cost of attendance for a first year student is \$42,130.

Master of Laboratory Investigation

Tuition (12 hours at \$1,040/hr.) \$12,480

The total estimated cost of attendance for a first year student is \$31,930.

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

Other Fees

Student health insurance fee	\$1,938
Activities and recreation fee	338
Activities and recreation fee (summer)	61
Transcript fee (one time only)	30

Payment of Tuition and Fees

Fall semester tuition, fees, and other university charges are due and payable by 22 August. Spring semester tuition, fees, and other university charges are due and payable by 3 January. Summer charges are due and payable by 30 June. Additional information can be found at www.vanderbilt.edu/stuacct.

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	95%
3rd full week	85%
4th full week	80%
5th full week	75%
6th full week	70%
7th full week	60%
8th full week	55%
9th full week	50%
10th full week	45%

No refund after the 10th full week.

Late Payment of Fees

Charges not paid by 22 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 22 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. Graduating students are not allowed to defer charges that are billed in advance for the final semester.

Financial Clearance

Students may 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 may be withheld until all bills are paid.

International students must provide documentation of having funds sufficient to meet all tuition, mandatory fees, and living expenses for the anticipated period of enrollment before a visa will be issued. Information will be provided by the university Office of International Student and Scholar Services.

Financial Assistance

Approved educational expenses are met with funds from a combination of sources. Government loans that furnish significant loans to students are the Federal Subsidized and Unsubsidized Stafford Loan programs and Federal Graduate PLUS loans. Private alternative loans are also available. Additional information and applications for financial aid are online at www.mc.vanderbilt.edu/medschool/finaid. Applicants desiring more specific information about financial aid resources should contact the Medical School Office of Student Financial Services.

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.

Multi-Investigator Research Centers and Programs

Vanderbilt Center for AIDS Research

The Vanderbilt AIDS Center supports all HIV-related research and helps coordinate HIV care and provider education. Several multi-investigator NIH grants support the full spectrum of HIV research, from clinical trials to basic virology and immunology. The Vanderbilt Meharry Center for AIDS Research (CFAR) grant is a key component. The Vanderbilt Meharry CFAR was established in 2003 to strengthen HIV/AIDS research across both Vanderbilt and Meharry campuses, as well as the Comprehensive Care Center. It is one of 20 CFARs at academic medical centers across the United States that are competitively funded by the NIH. CFAR aims to synergistically enhance HIV/AIDS research by providing expertise, resources, and services that foster interdisciplinary collaboration, especially on translational research. The Vanderbilt Meharry CFAR focuses on research into disparities in the HIV epidemic, and collaborates closely with the Vanderbilt Institute for Global Health.

Center for Child Development

See page 362.

Center for Biomedical Ethics and Society

The mission of the Center for Biomedical Ethics and Society is to provide leadership in education, research, and clinical service at VUMC concerning the ethical, legal, and social dimensions of medicine, healthcare, and health policy. The Center is committed to multi-disciplinary exploration of the individual and social values, cultural dynamics, and legal and professional standards that characterize and influence clinical practice and biomedical research. The Center aims to be a catalyst for collaboration in teaching, research, and practice at Vanderbilt and to contribute to scholarship and policy making from the local to the international level.

Free-Electron Laser Center

The Vanderbilt University Free-Electron Laser (FEL) Center is a multi-disciplinary research program dedicated to exploring medical applications of high-power, tunable radiation available from unique accelerator-based light sources—the Mark III FEL and our novel monochromatic X-ray system. These light sources provide unique opportunities for novel biomedical uses, and increased understanding of the basic physical interactions between light and matter, and are complemented by a wide array of state-of-the-art imaging and spectroscopic systems. The center involves research groups from the

School of Medicine, the School of Engineering, and the College of Arts and Science, but the heart of our program lies in the development of clinical treatment protocols. Our approach is an "atoms to humans" model in which the underlying science is explored in support of the clinical results. Often, insights into the clinical procedures come from basic physical studies of laser/materials interactions. Still, the focus on eventual clinical treatments is never lost, and the involvement of physicists, chemists, biologists, and engineers is in the service of medicine. To facilitate the widespread use of the new clinical applications, we will use our understanding of the underlying mechanisms and our technological infrastructure to develop dedicated, stand-alone laser systems for use in the military and civilian communities. Our efforts towards the development of new table-top laser sources that are dedicated to performing specific surgical applications will allow the surgical protocols developed with the FEL to be transferred to a large number of hospitals and other clinical settings. We have also developed several interactive programs around campus. In collaboration with the Vanderbilt Institute of Chemical Biology, we are investigating specific optical molecular probes that can be used for in vivo molecular imaging to guide the therapeutic applications. In collaboration with the Center for Structural Biology, we are investigating the use of the monochromatic X-ray system for "synchrotron quality" X-ray crystallography experiments here at Vanderbilt.

Center for Human Genetics Research

The Vanderbilt Center for Human Genetics Research (CHGR) was initiated in July, 1997, to bring a focus to human genetic research at Vanderbilt, to foster the expansion of this research, and to help develop appropriate training activities for a growing number of students interested in human genetics. The central theme of the CHGR is the understanding of how genes influence complex traits; traits that are influenced by the intricate interplay of multiple genes and environmental factors. This encompasses research at the molecular, clinical, and population levels performed by faculty in multiple departments and schools.

Center for Lung Research

Division of Allergy, Pulmonary, and Critical Care Medicine

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 outside the institution, and to facilitate the research process by providing physical facilities, financial support, and administrative and scientific expertise. 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 for Matrix Biology

The mission of this center is to foster cohesive interactions among Vanderbilt University scientists who work, directly or indirectly, on extra cellular matrix biology in order to facilitate collaborations, promote excellence in matrix research and acquire funding support.

Center for Molecular Neuroscience

The Center for Molecular Neuroscience supports research and training of neuroscientists who utilize sophisticated genetic, cell biologic, biochemical and biophysical techniques to understand fundamental aspects of development, signaling and disease in the brain. Major research foci of faculty are in neuronal development and differentiation, control of membrane excitability, mechanisms of synaptic plasticity, elucidation and analysis of drug actions in the brain, and altered gene/protein function in mental illness. Faculty of the CMN utilize state-of-the art molecular and transgenic techniques to understand how key genes control brain development and function and to develop new animal models for syndromes such as ADHD, Parkinson's disease and Alzheimer's disease.

Center for Molecular Toxicology

The Center for Molecular Toxicology is a National Institute of Environmental Health Science-funded research center. The Center's overall research goals are to understand phenomena of toxicological interest in chemical terms, answer questions related to toxicity at the biochemical level, and apply such chemical and biochemical knowledge to problems involving human health.

Center for Space Physiology and Medicine

To demonstrate its commitment to research in the physiological challenges of manned space flight, Vanderbilt University Medical Center established the Center for Space Physiology and Medicine in 1989. Under the direction of David Robertson, M.D., Professor of Medicine, Pharmacology, and Neurology, and F. Andrew Gaffney, M.D., Professor of Medicine, the Center's mission is to direct and coordinate the Medical Center's space-related research. The collaborating members of the medical faculty are internationally recognized authorities in many areas relevant to manned space flight. The center also has close ties to scientists within NASA centers and to Russian investigators in the Institute for Biomedical Problems and the Russian Research Center in Moscow.

Center for Structural Biology

The trans-institutional Center for Structural Biology, founded in 2000, is a new trans-institutional research and training unit that focuses on the integrated application of structural methods for solving fundamental problems in medicine and biology. The Center also provides education and training in all areas of structural biology to all interested researchers on campus. Faculty, drawn from eight departments in the College of Arts & Science and the School of Medicine utilize NMR, EPR and fluorescence spectrometers, X-ray crystallography, cryo-electron microscopy and computational techniques to understand a range of critical events such as signal transduction, viral infection, the replication of genes in healthy cells, and the malfunction of the repair of damaged genes in cancer.

Clinical Nutrition Research Unit Division of Cardiovascular Medicine

The Clinical Nutrition Research Unit (CNRU) is funded by the NIDDK to promote nutrition research and education at Vanderbilt. Nutrition research is carried out by faculty members in most academic departments and extends from basic laboratory research to clinical and applied research. A particular mission of the CNRU is to encourage translation of basic research to patient care. To this end the CNRU encourages information exchange and collaboration. It supports research cores that bring nutrition investigators together to discuss their work. It supports a seminar series to bring in outside nutrition scientists to speak to the Vanderbilt nutrition community.

Diabetes Research and Training Center

The Diabetes Research and Training Center (DRTC) at Vanderbilt is one of a network of centers established by the National Institute of Diabetes, Digestive and Kidney Diseases (NIDDK) to conduct research and training in diabetes mellitus and related endocrine and metabolic disorders. The DRTC is a multidisciplinary program with 95 participating faculty members distributed among 14 departments in two schools and three colleges of the university. The Biomedical Research Component consists of a research base of 65 investigators in the areas of in vivo metabolism, signal transduction, etiology and complications, gene regulation, beta cell function, demonstration and education.

Digestive Disease Research Center Division of Gastroenterology

The Digestive Disease Research Center (DDRC) is a multidisciplinary center at Vanderbilt University Medical Center developed to serve a number of purposes. The center promotes digestive disease-related research in an integrative, collaborative and multidisciplinary manner. In addition

to enhancing the basic research capabilities of established DDRRC investigators, the center attracts investigators not involved in digestive diseases-related research to pursue these lines of investigation, in order to develop and implement programs for training and establishment of young investigators in digestive diseases-related research and facilitate the transfer of basic research findings to the clinical area.

General Clinical Research Center

The Clinical Research Center (CRC) is a 21-bed unit located in Medical Center North. Its objectives are to encourage and support clinical research into the cause, progression, prevention, control, and care of human disease. 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 nutrition, oncology, neurology, cardiology, clinical pharmacology, endocrinology, gastroenterology, hematology, and diabetes. The CRC is supported by a grant from the National Center for Research Resources and also serves as a resource for teaching students, a site for research in the methodology of patient care systems, and apprenticeship for young clinical investigators.

George M. O'Brien Renal Center

The objective of the Renal 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."

Informatics Center

The Informatics Center at Vanderbilt functions as a highly effective system of people, processes and technology working at all levels of the Medical Center to improve health care using information technology and communication to change the face of health care to provide the best care, education, and research possible.

Institute for Experimental Therapeutics

The Institute for Experimental Therapeutics builds on Vanderbilt's internationally recognized strengths in human pharmacology. The major missions of

the Institute are to investigate mechanisms underlying variability in drug actions in humans, and to translate those results into more effective use of available drugs and the development of improved drug therapies.

Institute for Global Health

The Institute for Global Health fosters interdisciplinary research, teaching, and service activities linked to health and/or development in resource-limited settings of the developing world. The Institute helps strengthen and sustain the interests and activities of the Vanderbilt community by:

- Facilitation of international contacts for program development and training
- Advocacy for better equity in global health investments
- Assistance in securing resources for international activities
- Standardization and facilitation of overseas administrative approaches
- Improved communication through grand rounds, seminars, and discussion forums
- Active partnerships with institutions in the U.S. and abroad that share the Institute's goals and wish to partner with Vanderbilt faculty, staff, and students.

By facilitating the involvement, development, and growth of collaborations aimed at addressing problems in resource-limited settings, the Institute expects Vanderbilt itself to be enriched in its diversity and sensitivity to the global challenges in health and development. By serving as a facilitating body for expanding the activities of individual scientists and departments across the Vanderbilt campus, the Institute expects to aid multidisciplinary research efforts in diseases of poverty, tropical climates, and health disparities.

Elizabeth B. Lamb Center for Pediatric Research

The Elizabeth B. Lamb Center is dedicated to research in infectious diseases of children. The center is an interdisciplinary research unit combining interests in infectious diseases, immunology, microbiology, and pathology. It is located within the Division of Pediatric Infectious Diseases. The primary mission of the Lamb Center is to foster basic biomedical research with the goal of developing new approaches for the prevention and treatment of childhood infectious diseases.

Institute for Medicine and Public Health

The mission of the Institute for Medicine and Public Health is to improve personal and public health through discovery, training, and service programs designed to protect against threats to health, promote healthier living, improve quality of health services, and prepare leaders to advance

health and health care. Its goal is to improve the quality, safety, equity, and efficiency of public and personal health services, with the ultimate goal to improve the health of all citizens.

Mass Spectrometry Research Center

The five areas that compose the Mass Spectrometry Research Center Research and Development, MS Core Service, Proteomics, Serum and Biofluids Core, and Bioinformatics provide the local research community with world-class instrumentation and collaborative support of cutting-edge research in the medical and bioscience fields. The Research & Development Laboratory is focused on the development of new mass spectrometry and data analysis techniques that can be applied to problems of medical significance. The Mass Spectrometry Service Laboratory is an advanced shared instrument facility. The MS Core Service provides cost effective, state-of-the-art instrumentation to students, fellows and faculty for identification and structural analysis of biological molecules and for qualitative and quantitative assays of drugs and metabolites in physiologic fluids. The Proteomics Lab provides assistance with or participation in proteomic studies. The Tissue and Biofluids Core Laboratory direct proteome profiling and protein imaging of intact tissues by MALDI-MS. The Core also provides proteome profiling of serum, plasma, and other biofluids by MALDI-MS and analysis of biofluid proteome fractions by "shotgun" LC-MS-MS methods. The newly established Bioinformatics Group develops new algorithms, software, and database tools for analysis of mass spectrometry data for proteomics and other applications within the MSRC. This group interacts with faculty in the Developments of Biomedical Informatics and Biostatistics, bringing together new analytical technologies with computational and statistical approaches to large complex datasets in biomedical research.

Skin Diseases Research Center

The Skin Diseases Research Core Center at Vanderbilt University is an NIH/NIAMS-funded center with the mission of promoting skin-related research among both basic and clinical investigators. Organized within the Dermatology Division, this center involves investigators and core laboratories from multiple other areas. This center supports core laboratories in phenotype analysis, morphology and molecular genetics. Pilot and feasibility projects are awarded for investigators new to skin-related research or for novel studies by established cutaneous researchers. Inquiries may be directed to the SDRCC.

Vanderbilt Addiction Research Center

The Vanderbilt Addiction Center provides the academic focus within Vanderbilt University for research, education, and clinical care activities

related to the pathogenesis, prevention, and treatment of alcohol and other drug abuse and dependence. VAC represents an interdepartmental network of investigators and clinicians from the Schools of Medicine, Nursing, and Engineering, the College of Arts and Science, and Peabody College. Investigators and clinicians work individually and in collaboration with other faculty members. VAC identifies important research opportunities, assists investigators in identifying collaborators within and outside Vanderbilt, and facilitates research by providing a forum for interdisciplinary discussions among clinical and basic scientists.

Vanderbilt Bill Wilkerson Center for Otolaryngology and Communication Sciences

The Vanderbilt Bill Wilkerson Center for Otolaryngology and Communication Sciences was created in 1997 to fill a need for ear, nose, and throat doctors and hearing and speech therapists to work side by side for the benefit of their patients with communication and otolaryngological diseases and disorders. The center is composed of the Vanderbilt Department of Hearing and Speech Sciences (formerly the Bill Wilkerson Center) and the Vanderbilt Department of Otolaryngology. The Center offers diagnosis and treatment for a wide range of conditions that affect hearing, speech, language and voice production, as well as over twenty research laboratories addressing basic and applied issues in Otolaryngology and Hearing and Speech Sciences.

The Vanderbilt Brain Institute

The Vanderbilt Brain Institute unites campus-wide neuroscience to facilitate interdisciplinary research, training and public outreach. The VBI's mission is to:

- be a communication center for transinstitutional neuroscience
- advance neuroscience educational initiatives
- spearhead fund-raising in interdisciplinary research and training
- coordinate public relations and community outreach programs

Vanderbilt Center for Bone Biology

The Vanderbilt Center for Bone Biology was created to investigate diseases of bone and mineral metabolism, which are now widely recognized as major public health problems. Although the last 15 years have seen an upsurge of interest in these diseases, this is not yet reflected by major changes in the way these diseases are treated or our understanding of what causes them. Technologic improvements in investigating mechanisms involved in normal bone remodeling, together with the widespread use of genetic mouse models to identify molecules responsible for common bone diseases, may now make it possible to unravel the pathophysiology of

some of these common bone diseases, and to develop new diagnostic tools and treatments that could change the quality of life for many patients. The new Vanderbilt Center for Bone Biology is in the process of assembling a cadre of well-trained investigators to address these issues, with an initial primary focus on osteoporosis, and cancers such as breast cancer, prostate cancer, and myeloma, which frequently affect the skeleton, and pharmacologic enhancement of fracture repair.

Vanderbilt Center for Evidence-Based Medicine

The mission of the VCEBM is to promote understanding and adoption of evidence-based medicine. In Vanderbilt University Medical Center, VCEBM is responsible for coordinating journal clubs and clinical department efforts to adhere to evidence-based practice. In the School of Medicine, it is responsible for classroom instruction and case study assisting students in the development of evidence-based practice core competence. It is also a research center funded through grants from public and private organizations. Recent investigations include the impact of pay for performance programs in increased adherence to evidence-based practices by hospitals and a national study of consumer understanding of evidence-based medicine. Finally, VCEBM conducts workshops for hospitals and medical leaders on optimal ways to achieve clinical transformation through evidence-based practices.

Vanderbilt Center for Stem Cell Biology

The mission of the Vanderbilt Center for Stem Cell Biology is to perform basic research necessary to learn how to produce new cell-based treatments from embryonic stem cells. To do this, it is necessary to first learn more about the biology of stem cells and how to direct their differentiation towards specific fates. The Vanderbilt Center for Stem Cell Biology is home for the Coordinating Center for the Beta Cell Biology Consortium. A major goal of this consortium of scientists is to learn how to make pancreatic beta cells from embryonic stem cells. If achieved, this would provide a new cell-based therapy for the treatment of diabetes.

Vanderbilt Diabetes Center

The Vanderbilt Diabetes Center provides a comprehensive approach to diabetes. Programs dealing with education and training of students and fellows provide the next generation of care givers and scholars. Other programs support the diabetes-related research of over 80 VUMC faculty members. Several sophisticated core resources are of particular importance in this regard. Finally, the VDC through the recently established Vanderbilt-Eskind Diabetes Clinic provides comprehensive clinical care, including addressing complications of the disease, for diabetics of all ages.

Vanderbilt-Ingram Cancer Center

The Vanderbilt-Ingram Cancer Center is Tennessee's only Comprehensive Cancer Center designated by the National Cancer Institute and one of only 39 nationwide. This designation, the highest ranking awarded cancer centers by the world's foremost authority on cancer, recognizes research excellence in cancer causes, development, treatment and prevention, as well as a demonstrated commitment to community education and outreach. In addition to providing the most sophisticated cancer care available and more than 150 of the most promising therapies still under investigation, Vanderbilt-Ingram Cancer Center offers the region's only Family Cancer Risk Service, its first comprehensive Breast Diagnostic Center, its most complete Pain and Symptom Management Program and its only Cancer Information Program staffed by a master's trained oncology nurse and linked to the National Cancer Institute. Vanderbilt-Ingram Cancer Center offers its clinical trials in home towns throughout Tennessee, Kentucky, Alabama, and Georgia through its Affiliate Network of more than a dozen hospitals.

Vanderbilt Institute of Chemical Biology

The Vanderbilt Institute of Chemical Biology (VICB) is a transinstitutional initiative between the College of Arts and Science and the School of Medicine. The mission of the VICB is to promote research and education in the application of chemistry to important biological problems. Strong basic science programs and outstanding research and clinical centers exist at Vanderbilt that focus on understanding the molecular basis of disease. As these molecular studies increase our understanding, application of the tools of chemistry (e.g., synthesis, analysis, structure-activity) can be used to design and develop new agents to detect, treat, and prevent disease. The VICB operates core facilities in high throughput screening, chemical synthesis, antibody generation, and bioanalytical nuclear magnetic resonance to support these activities, and sponsors major research programs in drug discovery and proteomics.

Vanderbilt Institute for Integrative Genomics

The Vanderbilt Institute for Integrative Genomics is a transinstitutional initiative to foster use of genomic approaches for understanding the biology of disease. Genomics is the term applied to a broad array of scientific paradigms aimed at determining how the genome of an organism defines its physiological and pathological conditions. The goal of this institute is to harness the full power of genomics by integrating this emerging field with more traditional as well as other new scientific disciplines. The institute strives to bring the science of studying genomes into phase with existing experimental paradigms in developmental biology, vascular biology, cancer biology, genetics, cardiovascular medicine, neuroscience and other fields. This initiative is designed to capitalize on institutional strengths in four specific areas:

functional genomics/model organism disease models, cancer genetics, epigenetics/chromatin biology, and computational genetics. Integrative Genomics interfaces strongly with the Zebrafish Initiative funded by the Academic Venture Capital Fund, as well as other existing programs. Goals include strategic faculty recruitment, a seminar series highlighting innovative approaches to obtaining or using genomic information, and support of strategic core facilities to enable cutting-edge research.

Vanderbilt Kennedy Center for Research on Human Development

The mission of the Vanderbilt Kennedy Center for Research on Human Development is to improve the quality of life of persons with disorders of thinking, learning, perception, communication, mood and emotion caused by disruption of typical development. It is dedicated to improving the lives of children and adults with disabilities by embracing core values that include the pursuit of scientific knowledge with creativity and purpose; the dissemination of information to scientists, practitioners, families, and community leaders; the facilitation of discovery by Kennedy Center scientists; and the translation of knowledge into practice. The Center is one of fourteen nationally designated National Institutes of Health research center on mental retardation and other development disabilities supported in part by the National Institute of Child Health and Human Development. In 2005, it was designated a University Center for Excellence on Developmental Disabilities Education, Research and Service by the federal Administration on Developmental Disabilities. The Center is an interdisciplinary research, training, diagnosis, and treatment institute, embracing faculty and resources available through Vanderbilt University Medical Center, the College of Arts and Science, and Peabody College. The Center brings together scientists and practitioners in behavior, education, genetics, and neuroscience to work together in unique ways to solve the mysteries of development and learning.

The Vanderbilt University Institute of Imaging Science

The Vanderbilt University Institute of Imaging Science is a university-wide interdisciplinary initiative that brings together scientists whose interests span the spectrum of imaging research – from the underlying physics of imaging techniques to the application of imaging tools to address problems such as understanding brain function. The new Institute has a core program of research related to developing new imaging technology based on advances in physics, engineering, and computer science. The Institute promotes applied research in collaboration with biomedical scientists and physicians who have interesting questions that imaging can address. In addition to high-field MRI and MR spectroscopy in human subjects, the Institute offers state-of-the-art options for small animal imaging.

Women's Reproductive Health Research Center

The Women's Reproductive Health Research Center at Vanderbilt was established in 1999 with principal funding from the National Institute of Child Health and Human Development as part of the Specialized Cooperative Centers Program on Reproduction Research. This center's program was established to promote clinically focused research programs at institutions that possess research strength in both basic science and clinical medicine. At Vanderbilt, the center has developed a program that is broadly focused on the promotion of reproductive health by increasing understanding of normal reproductive biology as well as the dysfunction associated with diseases such as abnormalities of pregnancy, dysfunctional uterine bleeding, endometriosis and cancer. In addition to support from the National Institutes of Health, the center receives substantial support from the Endometriosis Association for an international research and training program in endometriosis research. This training program supports collaborations among basic and clinical scientists within the multidisciplinary research environment at Vanderbilt with a focus on the care of women with endometriosis and associated diseases. The overarching goal of the center is to move scientific discoveries of reproductive disease from bench to bedside to improve the health care of women.



Courses of Study



School of Medicine Departments

Anesthesiology
Audiology/Hearing and Speech Sciences
Biochemistry
Biomedical Informatics
Biostatistics
Cancer Biology
Cell and Developmental Biology
Emergency Medicine
Family Medicine
Medical Education and Administration
Medicine
Microbiology and Immunology
Molecular Physiology and Biophysics
Neurology
Obstetrics and Gynecology
Ophthalmology and Visual Sciences
Orthopaedics and Rehabilitation
Otolaryngology
Pathology
Pediatrics
Pharmacology
Preventive Medicine
Psychiatry
Radiation Oncology
Radiology and Radiological Sciences

SURGICAL SCIENCES

General Surgery
Cardiac Surgery
Neurological Surgery
Oral and Maxillofacial Surgery
Pediatric Surgery
Plastic Surgery
Thoracic Surgery
Urologic Surgery

INTERDISCIPLINARY COURSEWORK

Anesthesiology

CHAIR Michael S. Higgins

PROFESSORS EMERITI M. Lawrence Berman, John J. Franks, Joanne Lovell Linn, Bradley E. Smith

PROFESSORS John T. Algren, Jeffrey R. Balsler, James Michael Berry, Eric Delpire, Jayant K. Deshpande, John Watson Downing, Michael S. Higgins, C. Lee Parmley, John H. Selby, Kevin Strange, Matthew Bret Weinger

ADJUNCT PROFESSORS Jayakumar R. Kambam, Bradley E. Smith

ASSOCIATE PROFESSORS Frederick E. Barr, Curtis L. Baysinger, Jill K. Boyle, Stephen P. Bruehl, Susan A. Calderwood, Ok Yung Chung, Kevin B. Churchwell, Robert J. Deegan, Brian S. Donahue, Stephen R. Hays, Shannon L. Hersey, C. Scott Hoffman, Kenneth Holroyd, Julie Kay Hudson, Steve A. Hyman, Benjamin W. Johnson, Jr., Ira S. Landsman, Thomas C. Lewis, Letha Mathews, Addison K. May, Andrew Charles Oken, Ramachander Pai, Ray Paschall, Jr., Neal R. Patel, Stewart Neal Perlman, Michael G. Richardson, Venkatramanan Shankar, Ramprasad Sripada, Paul J. St. Jacques, Ann Walia, Liza M. Weavind

ADJUNCT ASSOCIATE PROFESSORS David Dwight Alfery, Janice M. Livengood

RESEARCH ASSOCIATE PROFESSOR Sabina Kupershmidt

ASSISTANT PROFESSORS Saeedah Asaf, Jennifer P. Aunspaugh, Arna Banerjee, John Allan Barwise, Clifford Bowens, Jr., Meera Chandrashekar, Kevin P. M. Currie, Jason T. Daume, Jerod Scott Denton, RayAnn M. Ralls Dubose, Susan S. Eagle, Letitia Jane Easdown, Robert A. Ertner, Alexander Fisher, Marek Grzeszczak, Rajnish Kumar Gupta, John W. Hairr, Alexander K. Hughes, Adrian A. Jarquin-Valdivia, Paulette M. Johnson, Shannon Robert Kilkelly, Christopher M. Lemelle, Joe P. Lester III, Ellen M. Lockhart, Sandra Vogt Lowe, Sheila Patricia McMorrow, Stephanie Mouton-Reed, William T. O'Byrne III, Pratik Pandharipande, Michael Anthony Pilla, Mias Pretorius, James A. Ramsey, Vidya Rao, Mark A. Reed, Matthew Adam Roberts, Amy C. Robertson, Kevin J. Saunders, Thomas F. Shultz, Silvio Sitarich, Jason M. Slagle, John Stuart Slaven, Heidi Beverley Smith, Martha Jane Smith, Kenneth G. Smithson, Carl William Stanberry, Bradly Strohler, Mary B. Taylor, Annemarie Thompson, Dila Vuksanaj, Chad E. Wagner, Amr A. Waly, Roslynn Elizabeth Webb, Donna C. Whitney, Betty Worri, Yohannes Yordanos

RESEARCH ASSISTANT PROFESSOR Daniel J. France

ADJUNCT ASSISTANT PROFESSORS Henry W. Baggett, Barry W. Brasfield, Sukdeb Datta, Claude L. Ferrell III, Vijay Rani Makrandi, Geeta P. Wasudev

SENIOR ASSOCIATE Stephen T. Blanks


ASSOCIATE Raymond F. Johnson

INSTRUCTORS William Brian Kendall, Amy Larsen Lynch, Sally A. Watson

RESEARCH INSTRUCTOR Franck Potet

CLINICAL INSTRUCTOR Jean-Terese Fischer

ASSISTANTS Robert Williams Atwood, Robert A. Crawford, Nimesh Patel, Neal W. Sanders, John Shields, Joshua L. Yarbrough

 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

CHAIR Michael R. Waterman

PROFESSORS EMERITI Harry P. Broquist, Frank Chytil, Stanley Cohen, Leon W. Cunningham, Benjamin J. Danzo, Willard R. Faulkner, Robert A. Neal, Oscar Touster, Benjamin J. Wilson
PROFESSORS Richard N. Armstrong, Richard M. Breyer, Jorge H. Capdevila, Richard M. Caprioli, Graham F. Carpenter, Walter J. Chazin, Martin Egli, F. Peter Guengerich, David L. Hachey, Carl G. Hellerqvist, Scott W. Hiebert, Billy Gerald Hudson, Tadashi Inagami, Daniel Christopher Liebler, Lawrence J. Marnett, David E. Ong, Neil Osheroff, John A. Phillips III, Jennifer A. Pietenpol, Ned Allen Porter, Carmelo Joseph Rizzo, Charles R. Sanders II, Samuel Andrew Santoro, Michael P. Stone, Gary Allen Sulikowski, Conrad Wagner, Michael R. Waterman

VISITING PROFESSOR Tsutomu Shimada

RESEARCH PROFESSORS Essam E. Enan, Carol A. Rouzer

ADJUNCT PROFESSORS Rodney Kiplin Guy, Marcia E. Newcomer

ASSOCIATE PROFESSORS Bruce D. Carter, Thomas N. Oeltmann, James G. Patton, Virginia L. Shepherd

RESEARCH ASSOCIATE PROFESSORS Pierre Chaurand, Zigmund Luka, Raymond L. Mernaugh, Jarrod A. Smith, Paul A. Voziyan


ASSISTANT PROFESSORS Brian O. Bachmann, David Cortez, Tina M. Iverson, Diane S. Keeney, D. Borden Lacy, Zu-Wen Sun, Munirathinam Sundaramoorthy, David L. Tabb

RESEARCH ASSISTANT PROFESSORS David L. Blum, Gerald D. Frank, David B. Friedman, Amy-Joan Lorna Ham, Joel M. Harp, Norio Kagawa, Zeljka M. Korade, Galina I. Lepesheva, Hong-Jun Liao, Laura Sera Mizoue, Oleg Yu Tikhomirov, Md. Jashim Uddin, Bin Zhao, Lisa J. Zimmerman

RESEARCH INSTRUCTORS M. Wade Calcutt, Simona Codreanu, Eric S. Dawson, Liping Du, Helen B. Everts, Aaron T. Jacobs, Rajappa Kenchappa, Jeremy S. Myers, Rekha R. Pattanayek, Michelle L. Reyzer, Hsaio-Huei (Julie) Wu

ADJUNCT INSTRUCTOR Jeremy Lynn Norris

ASSISTANTS Karen C. Angel, Philip J. Kingsley, Li Lei, Erin H. Seeley, Mahmoud A. Swifi

 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

BCHM-5012. Biochemistry. This course is designed to familiarize the student with the structure and function of biomolecules and to provide a general understanding of life processes at the molecular level. Topics to be covered include the chemistry, metabolism, and cellular functions of amino acids, proteins, nucleic acids, carbohydrates, lipids, and vitamins.

Lectures are supplemented with clinical correlation sessions and small group conferences that serve to integrate and broaden course material and to relate molecular processes to the study of human disease. FALL. Osheroff.

BCHM-5015. Advanced Biochemistry. Offered in place of Biochemistry 5012 for medical students with demonstrated advanced standing in Biochemistry. Selected topics are presented with particular focus on the biochemical/molecular mechanisms relevant to human physiologic and pathophysiologic processes. Lectures are supplemented with small group conferences that serve to integrate and broaden course material and to relate molecular processes to the study of human disease. FALL. Ong.

Biomedical Informatics

CHAIR Daniel Masys

PROFESSORS Mark E. Frisse, Nunzia B. Giuse, Douglas P. Hardin, Daniel Christopher Liebler, Nancy M. Lorenzi, Daniel Richard Masys, Randolph A. Miller, John A. Morris, Jr., Joe B. Putnam, Jr., William W. Stead, Elizabeth E. Weiner, Matthew Bret Weinger

ASSOCIATE PROFESSORS Steven Holloway Brown, Kevin B. Churchwell, Cynthia S. Gadd, Dario A. Giuse, Stanley E. Graber, Michael S. Higgins, Kevin B. Johnson, Neal R. Patel, Edward K. Shultz

RESEARCH ASSOCIATE PROFESSORS Paul A. Harris, Jay Snoddy


ASSISTANT PROFESSORS Rashid M. Ahmad, Constantin Aliferis, Dominik Aronsky, Erik M. Boczko, Jeffrey S. Gordon, William M. Gregg, Jim N. Jirjis, Ian D. Jones, Shawn E. Levy, Bradley A. Malin, Subramani Mani, Asli Ozdas, Josh Favrot Peterson, Gretchen P. Purcell, Samuel Trent Rosenbloom, W. Anderson Spickard III, John Malotte Starmer, David L. Tabb, Patricia A. Trangenstein, Lemuel Russell Waitman, Stuart Tobe Weinberg, Bing Zhang

RESEARCH ASSISTANT PROFESSORS Heather L. Andrews, Terri Tiehua Ni

ADJUNCT ASSISTANT PROFESSORS Douglas A. Talbert, Ioannis Tsamardinos

INSTRUCTOR Fern FitzHenry

ADJUNCT INSTRUCTOR Rebecca N. Jerome

 THE Department 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.


Biostatistics

CHAIR Frank E. Harrell, Jr.

PROFESSORS William D. Dupont, Frank E. Harrell, Jr., Yu Shyr

RESEARCH PROFESSOR Irene Feurer

ADJUNCT PROFESSOR Karel Moons
 ASSOCIATE PROFESSOR Patrick G. Arbogast
 RESEARCH ASSOCIATE PROFESSOR Rafe M. Donahue
 ASSISTANT PROFESSORS D. Dean Billheimer, Qingxia Chen, Leena Choi, Robert Alan Greevy, Jr., Tatsuki Koyama, Bonnie LaFleur, Chun Li, Jonathan Scott Schildcrout, Bryan E. Shepherd, Lily Wang, Chang Yu, Chuan Zhou
 RESEARCH ASSISTANT PROFESSORS Ming Li, Ayumi Kamina Shintani
 INSTRUCTOR Hanqing Cao
 SENIOR ASSOCIATES Gregory Daniel Ayers, Daniel W. Byrne
 ASSISTANTS Chiu-Lan Chen, Tebeb Gebretsadik, Huiyun Wu, Yuwei Zhu

 **BIostatistics** is a basic science of biomedical research. Our vision for biostatisticians in the department is that they become statistical scientists who are on the forefront of biomedical research and who wish to contribute to the body of knowledge in medicine. In the role of statistical scientist, collaboration with medical researchers is of major importance, as is curiosity about diseases, treatments, patient outcomes, and biology. Our faculty are also independent researchers in the methods of biostatistics.

Cancer Biology

CHAIR Lynn M. Matrisian
 PROFESSORS Carlos L. Arteaga, R. Daniel Beauchamp, Stephen J. Brandt, David P. Carbone, Raymond N. DuBois, Jr., Wa'el El-Rifai, Michael L. Freeman, Dennis E. Hallahan, Lynn M. Matrisian, Robert J. Matusik, Harold L. Moses, Gregory R. Mundy, Cathleen C. Pettepher, Vito Quaranta, Albert B. Reynolds, J. Ann Richmond, Keith T. Wilson, Mary M. Zutter
 VISITING PROFESSOR Alexander R. A. Anderson
 RESEARCH PROFESSORS James Oliver McIntyre, Robert Whitehead
 ADJUNCT PROFESSOR John J. Caterina
 ASSOCIATE PROFESSORS Sarki A. Abdulkadir, Timothy S. Blackwell, Ravi S. Chari, Jin Chen, Sanjoy K. Das, David Lee Gordon, Simon William Hayward, Walter Gray Jerome III, Peng Liang, P. Charles Lin, Josiah Ochieng, Linda J. Sealy, Elizabeth Yang, Wendell Gray Yarbrough
 ADJUNCT ASSOCIATE PROFESSOR Gianluigi Giannelli
 ASSISTANT PROFESSORS Constantin Aliferis, Robert L. Caldwell, Christine Hwayong Chung, Thao P. Dang, Pran Krishna Datta, Utpal P. Dave, Mark P. de Caestecker, Punita Dhawan, Moneeb Ehtesham, Josiane Eid, Guo-Huang Fan, Barbara Mary Fingleton, Jason R. Jessen, Susan Kasper, Dineo Khabele, Conor L. Lynch, Pierre Pascal Massion, Ambra Pozzi, Jeffrey Roser Smith, Anna Spagnoli, Alissa M. Weaver, Fen Xia, Fiona Elizabeth Yull, Alexander Zaika, Roy Zent, Sandra S. Zinkel
 RESEARCH ASSISTANT PROFESSORS Joseph M. Amann, Robert H. Carnahan, Nikki Cheng, Claire Shipman Edwards, Lourdes Estrada, Lisa J. McCawley, Robbert Jacobus C. Slebos, Shizhen E. Wang, Baogang Jonathan Xu, Li Yang
 ADJUNCT ASSISTANT PROFESSOR Naohiko Koshikawa
 ADJOINT ASSISTANT PROFESSOR William M. Grady
 RESEARCH INSTRUCTORS R. Rao Arasada, Dayanidhi Raman, Jiqing Sai, Jinming Yang

✿ THE Department of Cancer Biology was established in 2000 and is responsible for instruction in histology as part of the required curriculum for first-year medical students. An opportunity for independent study in the area of basic cancer research is provided.

CABI 5010. Cell and Tissue Biology. *Histology.* First year. This course is designed to give students a familiarity with the properties of cells, in particular their interactions with one another as components of the tissues and organs of the body. Emphasis is placed on the correlates between structure and function at both the light and electron microscopic levels as a basis for understanding the physiological and biochemical activities of cells and tissues. SPRING. Pettepher.

Web site: <http://www.mc.vanderbilt.edu/histology>

Cell and Developmental Biology

CHAIR Susan Rae Wente

PROFESSORS EMERITI Alvin M. Burt III, James McKanna, Marie-Claire Orgebin-Crist

PROFESSORS David M. Bader, H. Scott Baldwin, R. Daniel Beauchamp, Stephen J. Brandt, David P. Carbone, Vivien A. Casagrande, Robert J. Coffey, Jr., Arthur Frederick Dalley II, Sudhansu K. Dey, Raymond N. DuBois, Jr., Ford F. Ebner, James Richard Goldenring, Kathleen L. Gould, Steven K. Hanks, Stephen R. Hann, Jon H. Kaas, Mark A. Magnuson, Robert J. Matusik, David M. Miller III, Lillian B. Nanney, Eric G. Neilson, Jeanette J. Norden, Gary E. Olson, John S. Penn, Cathleen C. Pettepher, David Brent Polk, J. Ann Richmond, Roland W. Stein, Susan Rae Wente, Christopher V. E. Wright

RESEARCH PROFESSORS Vivian Siegel, Robert Whitehead

ADJUNCT PROFESSOR John Steven Halle

ASSOCIATE PROFESSORS Timothy S. Blackwell, Jin Chen, Chin Chiang, Christopher F. J. Hardy, Antonis K. Hatzopoulos, Ela W. Knapik, Patricia A. Labosky, P. Charles Lin, William Evans Russell, Linda Sealy, Guanqing Wu, Elizabeth Yang

ADJUNCT ASSOCIATE PROFESSOR Anthony E. Archibong

ASSISTANT PROFESSORS Byeong J. Cha, Mark P. de Caestecker, Daniela Drummond-Barbosa, Guoqiang Gu, Raul J. Guzman, Stacy S. Huppert, Susan Kasper, Irina N. Kaverina, Anne K. Kenworthy, Tsutomu Kume, Ethan Lee, Laura Anne Lee, Anna L.

Means, Derek Riebau, James E. Sligh, Jr., E. Michelle Southard-Smith, Matthew John Tyska, Roy Zent, Tao Peter Zhong, Sandra S. Zinkel

RESEARCH ASSISTANT PROFESSOR Jeffrey L. Franklin

INSTRUCTORS Rebecca M. Bauer, Derel Riebau

RESEARCH INSTRUCTORS Zhaoliang Li, Ying Liu

✿ THE Department of Cell and Developmental 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

CBIO 5020. Gross Anatomy. First Year. This course focuses on the macroscopic structure of the human body and anatomic principles, which provide the basis for physical examination, diagnosis, and often therapy in clinical practice. The course includes multi-media presentations by faculty, which supplement the experiential learning through regional cadaveric dissection, on which the course is centered. An emphasis is placed on gaining an understanding of the autonomic nervous system and experience with cross-sectional and dimensional anatomy as it relates to current techniques of medical imaging. Student team presentations of anatomical clinical correlation are required. The course incorporates development (embryology) of the organs and systems studied. FALL. Dalley and staff.

CBIO 5040. Medical Neurosciences. The purpose of this course is to provide second-year medical students and graduate students with a solid understanding of the organization of the human central nervous system. The course attempts to integrate basic information from neuroanatomy, neurophysiology, and neurochemistry. Students will also be introduced to the most up-to-date research currently being conducted in neurobiology, with a special emphasis on research with potential clinical significance. Clinical material is provided by patient presentations, discussions of the impact of neurological disease on patients and their loved ones, and by an analysis of pathological cases. Two to four hours lecture and four hours of laboratory per week. FALL. Norden.

Emergency Medicine

CHAIR Corey M. Slovis

PROFESSORS Thomas James Abramo, Jeremy J. Kaye, Corey M. Slovis, Keith Wrenn

VISITING PROFESSORS Paul S. Auerbach, Greg L. Henry, Ron M. Walls

ASSOCIATE PROFESSORS Andrea C. Bracikowski, Timothy G. Givens, Robin R. Hemphill,

Donna L. Seger, Lawrence B. Stack, Alan B. Storrow, Saralyn R. Williams, Seth W. Wright

ADJUNCT ASSOCIATE PROFESSOR Todd Brian Taylor

ASSISTANT PROFESSORS Donald Hayes Arnold, Dominik Aronsky, Tyler W. Barrett,

Richard S. Belcher, Marion Challen Berg, James F. Bihun, John J. Block, Stephen John

Cico, Joan Margaret Collier, James F. Fiechtl, Robert Warne Fitch, Natasha B. Halasa,

Jin Ho Han, Geoffrey E. Hayden, Daniel P. Himes, Ian D. Jones, Laurie M. Lawrence,

William E. Lummus, Jeffrey P. McKinzie, Sheila Patricia McMorro, Marc Mickiewicz,

Kenneth Hugo Palm, Donna J. Perlin, Doris Elise Powell-Tyson, Steven T. Riley, John

Paul Rohde, Sally Santen, Gary R. Schwartz, Charles M. Seamens, Clay B. Smith,

Shannon B. Snyder, David S. Taber, R. Jason Thurman, Steven John White

RESEARCH ASSISTANT PROFESSOR Daniel J. France

ASSISTANT CLINICAL PROFESSORS Anna H. Bradham, Brian R. McMurray, Steven R.

Meador, Wayne E. Moore

SENIOR ASSOCIATE Judy Jean Chapman

ASSOCIATES Kimberly A. Arnold, Kenneth L. Biedenkapp, David H. Sewell, Deania M. Towns

FELLOW/INSTRUCTORS Edward Cody Crase, Gregory H. Jacobson, Nicole S. McCoin,

Jared John McKinney, Jill Cole Obremsky, Kevin Daniel Phillips, Stephan Edward

Russ, Jayne M. Seekins

CLINICAL INSTRUCTORS David L. Lanier, David W. Lawhorn, J. Raymond Pinkston

INSTRUCTORS Jeremy Brywczyński, Jennifer Lise Davis, Jamie Deis, Cristina Maria

Estrada, Meg E. Jack, Mark L. Meredith, Andrew Charles Neck, Rebecca L. Partridge,

Kimberly R. Plourde

🌿 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 or the Pediatric ED at Vanderbilt.

Required Course

EM-5950. Clinical Emergency Medicine. This required four-week clerkship introduces the senior medical student to the principles of emergency care. Nearly every physician, no matter what specialty, will interact with the Emergency Department or will encounter patients with an emergency medical problem. This course is designed to ensure that the graduating student is exposed to these principles including ACLS training and certification, ECG reading, and acid-base interpretation. Students will attend 3-5 hours of daily interactive conferences each weekday. Lab sessions will review airway skills, splinting, BLS, ACSS mega-code and other emergency procedures.

Students independently interview and examine Emergency Department patients with a variety of complaints. They will work one-on-one primarily with faculty to formulate treatment plans. Each student will be assigned 12 clinical shifts during the month, including some night and weekend shifts. Students will have shifts at three different Emergency Departments, and must be able to provide their own transportation. This is a time-intensive clerkship, and students should be available for the entire four weeks. A student leave pass will be required for any absences.

Prerequisite: Fourth-year student. The course may be taken in June after early completion of third year, with approval by the course directors. Santen and Slovis.

Family Medicine

DIRECTOR Roger J. Zoorob

PROFESSORS Frederick A. Ernst, Roger J. Zoorob

ASSOCIATE PROFESSOR Marino A. Bruce

ASSOCIATE CLINICAL PROFESSORS Allen Scott Craig, Timothy F. Jones

ASSISTANT PROFESSORS Gene Alan Hannah, Ilene N. Moore, Xu Wang

INSTRUCTORS Vivak Bhatt, Elizabeth B. Burgos, Irina A. Didier, Philip R. Harrelson, James R. MacDonald, Scott R. Parker, Ruth Carr Stewart, William P. Titus III, Joanna H. Whitman, Arthur E. Williams, Wendy Wisner

CLINICAL INSTRUCTORS Gregg P. Allen, Charles A. Ball, Elizabeth Harlan Crowe, Douglas Gaither, James Norris Johnson, Charles T. Marable, Alex James Slandzicki

🌿 FAMILY physicians are seen as holding pivotal positions to ensure the delivery of comprehensive and personalized health care. Twenty-seven percent of all office visits are made to family physicians. Their role, along with other primary care providers, is very important in making the optimal use of health resources. By involvement in training family physicians, medical schools gain the opportunity to develop strategies that improve the relevance of medical education and medical practice in meeting people's health needs.

Required Course

IDIS-5100. Primary Care Medicine. All fourth-year students will have a four-week unit in an ambulatory primary care setting. Students will choose an experience in outpatient internal medicine, family medicine, or pediatrics. Practice sites include ambulatory medicine or pediatric clinics in the community. Students may also arrange a primary care experience outside of Nashville subject to the approval of the course directors. The clinic experience is supplemented by various conferences and a home health or hospice visit. In addition, all students will complete the core didactic lecture series that includes exercises in problem based learning, role-plays to foster interview skills, and a program in risk management. Prerequisite: Medicine 502, Pediatrics 502, Surg 502. Gigante and Spickard.

Hearing and Speech Sciences

CHAIR Fred H. Bess

PROFESSORS EMERITI Judith Rassi, R. Edward Stone, Jr., Robert T. Wertz

PROFESSORS Fred H. Bess, Stephen M. Camarata, Edward Gage Conture, Gary W. Duncan, D. Wesley Grantham, Linda Jean Hood, Gary P. Jacobson, Howard S. Kirshner, H. Gustav Mueller, Ralph N. Ohde, Robert H. Ossoff, Anne Marie Tharpe

VISITING PROFESSOR Richard W. Woodcock

RESEARCH PROFESSOR Teris K. Schery

ADJUNCT PROFESSORS Charles E. Edmiston, Jr., Michael E. Glasscock III, Harold R.

Mitchell, Eugene C. Nelson

CLINICAL PROFESSOR Gary W. Duncan

ASSOCIATE PROFESSORS Daniel H. Ashmead, Gene W. Bratt, Lee Ann C. Golper, David S. Haynes, Gerald B. Hickson, Todd A. Ricketts, Sandra L. Schneider, Mark T. Wallace


ADJUNCT ASSOCIATE PROFESSOR Judith S. Gravel

ASSISTANT PROFESSORS Tamala Selke Bradham, M. Candice Burger, Mary N. Camarata, William W. Dickinson, Mary Sue Fino-Szumski, Troy Alan Hackett, Sue T. Hale, Benjamin W. Y. Hornsby, Devin Lochlan McCaslin, Daniel B. Polley, C. Melanie Schuele, Wanda G. Webb

RESEARCH ASSISTANT PROFESSORS Alexandra Fonaryova Key, Douglas Paul Sladen

ADJUNCT ASSISTANT PROFESSORS Faith Wurm Akin, Patricia Flynn Allen, Linda L. Auther, G. Pamela Burch-Sims, Bertha Smith Clark, Andrew Dittberner, Rebecca M. Fischer, Barbara F. Peek, Amy McConkey Robbins, Mia Alexandra Lee Rosenfeld, Deborah Tyson, Scott Wright

ASSISTANT CLINICAL PROFESSOR John R. Ashford

 THE Department of Hearing and Speech Sciences offers work leading to the master's degree in speech-language pathology and hearing or speech science. The Ph.D. degree is offered in audiology, speech-language pathology, and hearing or speech science. In addition, the department offers a professional doctorate of audiology, the Au.D. Information on regulations and requirements for the Ph.D. programs and the master's degrees in speech-language pathology and hearing or speech science may be found in the *Graduate School Catalog*. Information on requirements for the Au.D. program is outlined in the *Medical Center Catalog*. The research, teaching, and clinical programs associated with the Department of Hearing and

Speech Sciences are housed in the Vanderbilt Bill Wilkerson Center for Otolaryngology and Communication Sciences.

Medical Education and Administration

CHAIR Steven G. Gabbe

PROFESSORS G. Roger Chalkley, Vera A. Stevens Chatman, Steven G. Gabbe, F. Andrew Gaffney, Gerald S. Gotterer, George C. Hill, Donald E. Moore, Jr., Emil R. Petrusa, James W. Pichert, David S. Raiford

VISITING PROFESSORS Dean A. Rosen, Cynthia Turner-Graham


ASSOCIATE PROFESSORS Jeffrey C. Andrews, Frederick Kirchner, Jr., Diana Marver, Bonnie M. Miller, John Shatzer, Jr.

ASSISTANT PROFESSORS Andrea Baruchin, Warren Ernest Beck, James L. Bills, Craig R. Carmichel, Alan E. Christman, Mary Early-Zald, Phyllis Ekdall, Peter J. Giammalvo, Michelle Grundy, Jeff M. S. Kaplan, Paul H. Keckley, Jennifer M. Kissner, John F. Manning, Jr., Chanchai Singhanay McDonald, Martha K. Miers, Ilene N. Moore, Stephen B. Moore, Jack P. Nyiri, David S. Noel, David Osborn, Bret L. Perisho, Joshua E. Perry, Allison Pingree, Ann H. Price, Doris C. Quinn, Mary E. Rawn, Scott M. Rodgers, Frank Rosato, Rhea Seddon, J. Richard Wagers, Jr., Lynn E. Webb

ADJUNCT ASSISTANT PROFESSORS Mary A. Bufwack, Barbara Clinton

ASSOCIATE William R. Rochford

ASSISTANT G. Wayne Wood

 THE Division of Medical Education and 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 School of Medicine. 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.

MADM 5020. Core Clerkships: Intersessions. The intersessions are intended to address important clinical skills that apply to all medical domains. This course occurs in four one-week sessions immediately preceding each major clinical block. Monday to Wednesday noon is devoted to general intersession topics for the entire third-year class. Wednesday afternoon to through Friday is designated for review of basic science pertinent to the specific clerkships. The specialty-specific portions of the inter-session weeks are conducted by the individual clerkship programs. Topics to be covered in every general inter-session include: "hot topic"/evidence based medicine, women's health, communication skills, palliative care and pain management, and medical systems. Additional topics covered once during the course include: preventative medicine, nutrition and geriatrics. The course is delivered in a combination of large group lecture and small group exercises. Evaluation is based upon quizzes, peer evaluation of small group participation and clinical correlation exercises. This is a required course. Pass/Fail. Lomis.

Medicine

CHAIR Eric G. Neilson

PROFESSORS EMERITI Fred Allison, Jr., F. Tremaine Billings, Thomas G. Burish, Oscar B. Crofford, Jr., Roger M. Des Prez, John M. Flexner, Gottlieb C. Friesinger II, Fred Goldner, Jr., David W. Gregory, H. Keith Johnson, John S. Johnson, Sanford B. Krantz, Alexander C. McLeod, David N. Orth, Lloyd H. Ramsey, Joseph C. Ross, William D. Salmon, Jr., Raphael F. Smith, Paul E. Teschan, Alexander S. Townes, Alastair J. J. Wood, Richard M. Zaner

PROFESSORS Carlos L. Arteaga, David M. Bader, Jeffrey R. Balsler, Gordon R. Bernard, Italo Biaggioni, William J. Blot, Paul E. Bock, John Dunning Boice, Jr., Mark R. Boothby, Stephen J. Brandt, Matthew D. Breyer, Richard M. Breyer, Nancy J. Brown, Raymond F. Burk, Benjamin F. Byrd III, W. Barton Campbell, Jorge H. Capdevila, David P. Carbone, Graham F. Carpenter, Alan D. Cherrington, Brian W. Christman, Larry R. Churchill, Robert J. Coffey, Jr., Pelayo Correa, Timothy L. Cover, Stephen Neil Davis, Roy L. DeHart, Robert S. Dittus, Raymond N. DuBois, Jr., J. Stephen Dummer, Richard T. D'Aquila, E. Wesley Ely, Sergio Fazio, Jo-David Fine, Agnes B. Fogo, F. Andrew Gaffney, Alfred L. George, Jr., Nunzia B. Giuse, Thomas A. Golper, Daryl K. Granner, John P. Greer, Marie R. Griffin, Kenneth R. Hande, Raymond C. Harris, Jr., Thomas R. Harris, J. Harold Helderman, Billy Gerald Hudson, Iekuni Ichikawa, Tadashi Inagami, Harry R. Jacobson, David H. Johnson, Allen B. Kaiser, Herman J. Kaplan, Lloyd E. King, Jr., Mark J. Koury, Marvin W. Kronenberg, John M. Leonard, Julia G. Lewis, Richard W. Light, Christopher D. Lind, MacRae F. Linton, James E. Loyd, Mark A. Magnuson, Daniel Richard Masys, James M. May, Joseph K. McLaughlin, Clifton Kirkpatrick Meador, Barbara O. Meyrick, Geraldine G. Miller, Randolph A. Miller, Jason D. Morrow, Harold L. Moses, Gregory R. Mundy, John H. J. Nadeau, Eric G. Neilson, John H. Newman, John A. Oates, Neil Osheroff, Harry Lee Page, Jr., John A. Phillips III, Theodore Pincus, Alvin C. Powers, David S. Raiford, J. Ann Richmond, L. Jackson Roberts II, David Robertson, Rose M. Robertson, Dan M. Roden, Bruce J. Roth, Mace L. Rothenberg, Jeffrey N. Rottman, Donald H. Rubin, Martin P. Sandler, William Schaffner, John F. Schnelle, Friedrich G. Schuening, Gerald Schulman, John S. Sergent, James R. Sheller, Virginia L. Shepherd, Xiao Ou Shu, Ghodrath A. Siami, Corey M. Slovis, James D. Snell, Jr., Jeffrey A. Sosman, W. Anderson Spickard, Jr., William W. Stead, C. Michael Stein, Richard S. Stein, William J. Stone, George P. Stricklin, Robert E. Tarone, James Ward Thomas II, Michael Vaezi, Douglas E. Vaughan, Sten H. Vermund, Keith T. Wilson, Lawrence K. Wolfe, Wei Zheng

RESEARCH PROFESSORS Maciej S. Buchowski, Barbara Schneider, Vivian Siegel, Robert Whitehead

ADJUNCT PROFESSORS Leiv S. Bakketeig, Paolo Boffetta, John W. Christman, Thomas O. Daniel, Raymond M. Hakim, Carlo La Vecchia, John J. Murray, Olof Nyren, Jorgen Helge Olsen, Leslie L. Robison, James R. Snapper, Henrik Toft Sorensen, John P. Sundberg

ADJUNCT RESEARCH PROFESSOR Manuel S. Valenzuela

CLINICAL PROFESSORS Robert H. Alford, Robert Seth Cooper, E. William Ewers, Joseph W. Huston, William L. Moore, Jr., Thomas Guv Pennington

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Nuhad M. Ismail, Spyros A. Kalams, Douglas S. Kernodle, Ela W. Knapik, Bjorn C. Knollmann, John T. Lee, Samuel R. Marney, Jr., David J. Maron, William H. Martin, Paul L. Moots, Pierre Pascal Massion, Barbara A. Murphy, Katherine T. Murray, Thomas N. Oeltmann, R. Stokes Peebles, Robert N. Piana, Michael Karl Porayko, James S. Powers, Ambra Pozzi, Stephen Paul Raffanti, Ivan M. Robbins, Deborah W. Robin, Alan B. Sandler, Douglas B. Sawyer, Richard P. Schneider, David Allen Schwartz, Donna L. Seger, Sandra F. Simmons, Bonnie S. Slovis, Walter E. Smalley, Jr., Michael Lee Smith, W. Anderson Spickard III, Thomas Stasko, Timothy R. Sterling, Charles W. Stratton, Craig R. Sussman, Yi-Wei Tang, Flora A. M. Ukoli, Mark Stephen Wathen, Arthur P. Wheeler, Saralyn R. Williams, Scott Matthew Williams, James P. Wilson, Steven N. Wolff, Robert J. Workman, Keith Wrenn, Guanqing Wu, Roy Zent, David Xiao-Ming Zhao

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ASSOCIATE CLINICAL PROFESSORS Philip D. Bertram, Stanley J. Bodner, James R. Cato, Alan G. Cohen, James P. Fields, Richard W. Garman, Jr., John R. Gibson, Francis W. Gluck, Jr., Jacques Heibig, Marcus C. Houston, Robert M. Johnson, Robert H. Latham, Lester L. Porter III, Judson E. Rogers, Marvin J. Rosenblum, Dan S. Sanders III, Harrison J. Shull, Jr., James N. Sullivan, Michael D. Zanolli

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David Bruce P'Pool, Jr., Satish R. Raj, Debra S. Rankin, David Reyes, Elizabeth Ann Rice, Todd W. Rice, Thomas Ramsey Richardson, Mark A. Robbins, Russell Lawrence Rothman, Christianne L. Rومية, Ben Hardin Rowan III, Katherine L. Ruffner, Pablo J. Saavedra, Joseph George Salloum, Elizabeth Ann Sastre, Bipin N. Savani, Heidi Maree Schaefer, David G. Schlundt, William E. Serafin, Martha Jane Shrubsole, Lisa Beth Signorello, James E. Sligh, Jr., David Alan Slosky, Clay B. Smith, Jeffrey Roser Smith, Susan E. Smith, Terrence A. Smith, Barbara M. Snook, E. Michelle Southard-Smith, Renee A. Stiles, Catherine V. Stober, Sebastian Sune Strom, Munirathinam Sundaramoorthy, Melanie Swift, Takamune Takahashi, Thomas R. Talbot III, Lucia M. Tanassi, Simpson Bobo Tanner IV, Gregg T. Tarquinio, Lorraine B. Ware, Paula L. Watson, Mark A. Wigger, Elisabeth Donlevy Willers, Susan Wodicka, Brian David Wolfe, Nattawut Wongpraparut, Patty Walchak Wright, Kenneth W. Wyman, Xiangli Yang, Mary I. Yarbrough, Pampee Paul Young, Ruth T. Young, Tao Peter Zhong, John A. Zic, Sandra S. Zinkel

RESEARCH ASSISTANT PROFESSORS Rasul Abdolrasulnia, Vladimir R. Babaev, Dana M. Brantley-Siede, Marcela Brissova, Nada M. Bulus, Jian-Kang Chen, Zhongyi Chen, Cecilia P. Chung, Chun-Hua Dai, Maria Pia G. DePasquale, Andre Michael Diedrich, John P. Donahue, Mesut Eren, Andrew Carl Ertl, Daniel J. France, Emily M. Garland, Stanley B. Higgins, Michael F. Hill, Vijaykumar R. Holla, Dawn A. Israel, James C. Jackson, Myungsoo Joo, Jamshid Khoshnoodi, Prapaporn Kopsombut, Srinivas Narasimhac Kumar, Kirk B. Lane, Woojin Lee, Cunxi Li, John T. Loh, Mark S. McClain, Ginger Milne, Chandramohan Natarajan, Terri Tiehua Ni, Vadim K. Pedchenko, Xuyang Peng, Vasily Polosukhin, Zhonghua Qi, Shimian Qu, Doris C. Quinn, Reena Rao, Shirley Brody Russell, Ayumi Kamina Shintani, Liviu Scinschi, Heidi J. Silver, Amar B. Singh, Yan Ru Su, Elena E. Tchekneva, Oleg Yu Tikhomirov, Carlos G. Vanoye, Christo Dimitro Venkov, Dao Wu Wang, Wanqing Wen, Bin Xiang, Jie Xu, Xiaochuan Xu, Patricia Gale Yancey, Gong Yang, Tao Yang, Yajun Yi, Huiyong Yin, Michail Zaboikin, Fenghua Zeng, Ming-Zhi Zhang, Yahua Zhang, Ming Zhao

ADJUNCT ASSISTANT PROFESSORS Kong Y. Chen, Xinhong Dong, Mark Arden Pierce

ASSISTANT CLINICAL PROFESSORS Newton Perkins Allen, Jr., David W. Allen, Vinita Anand, Edwin B. Anderson, Jr., John E. Anderson, Jordan Ross Asher, Kenneth S. Babe, Jr., Michael T. Baker, Robert J. Berkompas, Jia Bi, Brian Stuart Biesman, Margaret M. Brennan, James Scott Bridges, Thomas W. Butler, Michael D. Callaway, Thomas H. Callaway, Angelo Canonico, Karen V. Cassidy, Renee L. Cohen, Marvin Harris Cohn, Natalie Renee Dickson, Bryce Dixon, Tracey Doering, Glenn C. Douglas, David L. Edwards, Steven A. Embry, Jeffrey B. Eskind, Cheryl Ann Fassler, Marquette L. Faulkner, Clifford L. Garrard, Jr., James A. Gaume, Michael H. Gold, Mark S. Goldfarb, Robert P. Graham, Jr., Antonio M. Granda, Elie Hage-Korban, Connie Allen Haley, Mary Alice Harbison, William B. Harwell, Jr., Ralph George Hawkins, J. Brevard Haynes, Jr., A. Clyde Heflin, Jr., Robert D. Hoover, Jr., David H. Horowitz, Susan M. Jacobi, Daniel B. Jovanovich, Mark R. Kaplan, Kathleen R. Kearney, Robert P. LaGrone, Ruth E. Lamar, James A. Lancaster, Dana L. Latour, Stanley M. Lee, Thomas J. Lewis, Jr., Michael J. Magee, Andrew L. Masica, Francisco Mayorquin, Robert Wallace McClure, Brian R. McMurray, John R. McRae, Marvin Porter Meadors III, Howard R. Mertz, Alvin H. Meyer, Jr., Ryan D. Mire, Carl E. Mitchell, Gary L. Mueller, Patrick B. Murphy, Kevin J. Myers, Ronald Andrew Nelson, Henry E. Okafor, Bjarki J. Olafsson, William Charles Penley, Ronald E. Pruitt, Lara Carpigiani Bezas Pupim, Bruce Earle Richards, Jason B. Robbins, Vito K. Rocco, Gregory P. Rowbatham, Czaba Rusznak, Sean P. Ryan, Rishi K. Saxena, Michael Kevin Smith, Murray W. Smith, Suzanne R. Snyder, Eli Steigelfest, Peter J. Swarr, Thomas A. Tesauro, John G. Thompson, Jr., Jon J. Tumen, F. Karl VanDevender, Paul W. Wheeler, Craig Wierum, W. Carter Williams, Jr., Brian D. Williamson, Morgan Jackson Wills, Eugene J. Winter, Bruce L. Wolf, Robert C. Woods, Christina Ynares

SENIOR ASSOCIATES Lynda Denton Lane, Royanne A. Moore

ASSOCIATE Victoria L. Harris

INSTRUCTORS Rashida A. Abbas, Matthew J. Abbate, Robert L. Abraham, David Henry Adler, Ingrid B. Avalos, Julie A. Bastarache, Matthew Lee Bilodeau, Kelly A. Birdwell, Chad S. Boomershine, William S. Bradham, Earle Burgess, James Brian Byrd, Kimberly Ann Candido,

Kerri L. Cavanaugh, Ingrid J. Chang, Robert L. Chen, Neesha Naik Choma, Jack W. Coggeshall, Ian Crozier, Natalie Marie Curcio, Titus Luther Daniels, Paula H. Dinkins, Ryszard Dworski, Shelley Ellis, William H. Fiske, Leslie Stuart Gewin, William P. Goins II, William M. Gregg, Sonal Gupta, Anna R. Hemnes, Melinda Shaw Henderson, Gwendolyn A. Howard, Robert L. Huang, Adriana M. Hung, Carey Hwang, Jeanette Sison Ilarde, James E. Keffer, Nancy R. Keller, John Thomas Kimbrough III, Richard G. Lane, Brad E. Maltz, Robert D. McCray, Debra J. McCroskey, Vlada V. Melekhin, Gregory W. Munson, Tunghi May Pini, James E. Powell, Luis F. Ramos, Jr., Samuel Trent Rosenbloom, Christine M. Schmitz, Robert M. Scoggins, John D. Scott, Cynthia L. Shepherd, Edward D. Siew, Steven L. Silas, Saba Sile, James P. Smith, Manakan Betsy Srichai, John Michael Stafford, Helen Keipp Talbot, Lora D. Thomas, Annemarie Thompson, Maria Luisa Trirogoff, Bradley J. Van Sickle, Laura F. Weikert, Christopher A. Wells, Bobby J. White, Christopher S. Williams


RESEARCH INSTRUCTORS Ada Henrike Braun, Hui Cai, Zheng Cao, Rupesh Chaturvedi, Alfredo Gamboa, Paul Gregoli, Yordanka Kourteva, Daniel Kurnik, Wentian Luo, Taiji Matsusaka, Tetyana V. Pedchenko, Maria Blanca Piazuolo, S. M. Jamshedur Rahman, Sergey V. Ryzhov, Cyndya Shibao, Layton Harris Smith, Yinghao Su, Megha H. Talati, Matthew H. Wilson, Ping Yang, Zhenjiang Yang, Xianglan Zhang, Weisong Zhou

ADJUNCT INSTRUCTORS John Q. Binhlam, Anna K. Hopla, Christopher C. McClure, Vianne Epino Villaruz

ADJUNCT RESEARCH INSTRUCTOR Rachel M. Enriquez

CLINICAL INSTRUCTORS Bradley N. Bullock, William D. Edmondson, Jeffrey L. Hymes, William H. Pettus, Robert S. Quinn, Lucien C. Simpson

ASSISTANTS Jennifer C. Baker, Edward K. Dennis, Debbie J. Drake, Caroline V. Duley, Cindy Giullian, Catherine Hopkins, Jason Robert Jean, Pamela A. Jordan, Deborah Baker Martin, Marcy Mickiewicz, Margaret A. Morrison, Carol Scott, William H. Swiggart, Julianna Haines Wagnon, Laura Shumans Winslow

 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 an eleven-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

MED-5011. Laboratory Diagnosis. This course formally introduces the second-year medical student to the use of laboratory data in solving clinical problems. The course considers the manner in which tests are performed as well as the pathophysiology underlying abnormal test results. However, the emphasis is on the use of laboratory data in clinical problem solving. The student is expected to gain proficiency in using a logical approach to problem solving across a broad range of clinical problems. Specifically, the student will become proficient in defining a clinical problem, determining what information is needed to solve the problem, and then using the necessary information to either establish a diagnosis or to determine what further information

is needed. Basic considerations regarding therapy will also be presented. Among the areas which are covered are anemia, disorders of white blood cells, coagulation and blood banking, limits of testing, kidney disorders including electrolytes and acid-base disorders, gastroenterology, rheumatology, body fluids, genetics, cardiology, and endocrinology. The course is taught primarily in full class lectures. SPRING (first half). Stein.

MED-5012. Physical Diagnosis. The introduction to clinical medicine course for second year students. Emphasizes interviewing skills, acquiring a medical database, and performing a comprehensive physical examination. Utilizes a mentor system with groups of four students assigned to two faculty tutors who will guide them through history taking, patient examinations, and write-ups. Includes lectures, practical sessions, and patient encounters.

Web site: http://medicine.mc.vanderbilt.edu/q4_studtrainprog_pdc.cfm. SPRING. Leonard.

MED-5013. Introduction to Clinical Nutrition. A multidisciplinary course that is intended to provide students with a practical knowledge of clinical nutrition that can be applied in future patient care. Vulnerable populations are described throughout the life cycle. Basic nutrition assessment and intervention techniques are presented. Useful nutrition resources are highlighted for clinicians and the public. The crucial role of nutrition in disease prevention and management are illustrated. SPRING (first half, second half [3 weeks]). Jensen.

Web site: <http://mc.vanderbilt.edu/vchn>

MED-5020. Medicine Core Clerkship. Third-year medical students participate in an eleven-week, inpatient clinical clerkship under the aegis of the Department of Medicine, utilizing the clinical services of the Vanderbilt and VA hospitals. 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 teaching staff and house staff. Students are given considerable responsibility under close supervision of the teaching staff. The clerkship is divided into three rotations of which two are general medicine and one subspecialty medicine. Each student is assigned to a faculty/resident team and functions as an apprentice physician with graded responsibility for the evaluation and management of patients admitted to the medicine service. Students participate in all clinical and teaching activities of the service, including daily attending rounds, morning report, noon conferences, Grand Rounds, and the Thursday morning lecture series. In addition, students meet weekly in small groups with an assigned faculty member who conducts preceptor rounds for the entire ten weeks. Spickard and Staff.

MED-5100. Introduction to the Patient: Clinical Professionalism. The objective of this course is to expose first-year medical students to clinicians early in their educational training and to give students the opportunity to obtain exposure to clinician role models so that the idealistic and altruistic attitudes which brought them to medicine may be sustained during the preclinical phase of their education. We also hope to provide an experience in which medicine is practiced, specifically the common sense and practical considerations which influence approaches taken and outcomes achieved in the health care system. The format of the course will be as follows: One to two students will be assigned to a clinician and will meet with that clinician two to three afternoons per month. Students will be in discussion groups and will have didactic presentations in Mind and Medicine and in Ecology of Health Care which will be based on these clinical encounters. FALL. Powers, Temple, Shack, Bridges.

MED-5611. Clerkship in Medicine, VU. A student may serve as a clerk on the Vanderbilt Medical service otherwise staffed by attending physicians, one assistant resident and one regular intern. Approximately 3-4 selected new patients per week will be assigned for initial evaluation and continuing care. The format provides an excellent opportunity to work closely with members of the clinical faculty in caring for patients with interesting diagnostic

and management problems. The patients assigned will be selected for their teaching value and the student will function as the sub-intern under the direct supervision of the assistant resident and attending physician. Rotations on Cardiovascular, MICU, and General Medicine are available. NOTE: PLEASE CALL GLENNA GANT (615-322-2036) PRIOR TO FIRST CLASS, TO SCHEDULE SERVICE AVAILABLE. Prerequisite: MED-5020. Leonard.

MED-5613. Clerkship in Critical Care Medicine. This course is a four week elective externship in multidisciplinary critical care medicine from the perspective of internal medicine. The student will be expected to fulfill much of the role of a junior level house officer, but will be closely supervised by interns, residents, and a senior critical care fellow as well as a critical care attending. The unit is a very active critical care facility which manages a wide variety of medical emergencies using extensive monitoring and support equipment. The emphasis is on pulmonary disease, infection and renal dysfunction, but covers almost all aspects of critical illness, including endocrinology, nutritional support, cost containment, and ethical issues. Teaching rounds are given daily and these are supplemented with didactic lecture-discussions several days each week. Prerequisite: MED-5020. Wheeler, Staff.

MED-5616. Clerkship in Medicine, VA. The form of this clerkship is a substitute internship on the VA Medical Wards, working in concert with the house staff team (Assistant Resident, Intern and one or two third-year medical students). The Substitute Intern will be assigned one or, rarely two new patients each admitting day and will be responsible for their care under the direction of the Assistant Resident. Substitute Intern's patients will not be worked up by the regular Intern. The student will be expected to attend all of the functions and keep the same hours as the house staff. This should provide an intensive experience in ward medicine. Prerequisite: MED-5020. Christman.

MED-5619. Clerkship in Intensive Care, VA. This clinical clerkship is intended to expose medical students to a variety of important management issues in critical care medicine. The student should have prior general ward experience in medicine or surgery at a sub-intern level. The student will function in the combined ICU/CCU as a sub-intern under the supervision of a medical resident, pulmonary/cardiology fellow, and both an intensive care unit and a cardiology attending. The student will actively participate in both general medical intensive care and cardiac intensive care rounds. The student will have an every third night in-house call schedule and will work directly with two residents and interns. During the rotation the student will learn how to evaluate complex critically ill patients and formulate diagnostic and therapeutic plans. The student will become familiar with the principles and techniques of invasive and non-invasive monitoring. Major areas which are stressed include: ICU and CCU pharmacology, airway management and mechanical ventilation, fluid/electrolytes management, nutritional intervention, and ICU ethics. Prerequisite: MED-5020. Blackwell.

Microbiology and Immunology

CHAIR Jacek Hawiger

PROFESSOR EMERITUS John H. Hash

PROFESSORS Christopher R. Aiken, Dean Williams Ballard, Mark R. Boothby, James E.

Crowe, Jr., Mark R. Denison, Terence S. Dermody, Richard T. D'Aquila, Jacek Hawiger, J. Harold Helderman, George C. Hill, Sebastian Joyce, Alexander R. Lawton III, Eugene M. Oltz, Theodore Pincus, Donald H. Rubin, Henry Earl Ruley, Subramaniam Sriram, James Ward Thomas II, Luc Van Kaer, Peter F. Wright, Mary M. Zutter


ASSOCIATE PROFESSORS Thomas M. Aune, Joey V. Barnett, Timothy L. Cover, G. Neil Green, David William Haas, Douglas S. Kernodle, Andrew J. Link, Geraldine G. Miller, Louise A. Rollins-Smith, Derya Unutmaz

ASSISTANT PROFESSORS Spyros A. Kalams, Wasif Noor Khan, D. Borden Lacy, Eric Patrick Skaar

RESEARCH ASSISTANT PROFESSORS Maria Pia G. DePasquale, Danya Liu, Xueyan Liu, Lan Wu

INSTRUCTOR Shreevrat Goenka

RESEARCH INSTRUCTORS Oleg A. Osipovich, Ruth Ann Veach, Jing Zhou

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

Required Course

MICRO-5020. Microbiology and Immunology. This provides a comprehensive course of microbiology and immunology encompassing the molecular cell biology of microbial agents and the immune system, review of pathogenic bacteria, viruses, fungi, protozoa, and parasites. The course consists of lectures, conferences, and laboratory sessions and problem-based small group discussions focused on different pathogen-host relationships. SPRING. Van Kaer.

Web site: <http://bret.mc.vanderbilt.edu/microbiology>

Molecular Physiology and Biophysics

CHAIR Alan D. Cherrington

PROFESSORS EMERITI David N. Orth, Charles Rawlinson Park, Robert L. Post, Oscar Touster
PROFESSORS Albert H. Beth, G. Roger Chalkley, Alan D. Cherrington, Roger J. Colbran,

Jackie D. Corbin, Stephen Neil Davis, Eric Delpire, Emmanuele DiBenedetto, John H.

Exton, John C. Gore, Daryl K. Granner, Jonathan Lee Haines, Robert L. Macdonald, Mark A.

Magnuson, James M. May, Owen Patrick McGuinness, Hassane S. Mchaourab, Richard

M. O'Brien, Jane H. Park, David W. Piston, Alvin C. Powers, Roland W. Stein, Kevin

Strange, David H. Wasserman, P. Anthony Weil, John P. Wikswow, Jr.

RESEARCH PROFESSORS Sharron H. Francis, K. Sam Wells

ASSOCIATE PROFESSORS Matthew D. Breyer, Ronald B. Emeson, Aurelio Galli, Linda

Sealy, Phoebe L. Stewart, Marshall Lynn Summar, James S. Sutcliffe, Jeanne M. Wallace,

Scott Matthew Williams, Danny G. Winder

RESEARCH ASSOCIATE PROFESSORS Charles E. Cobb, Robert T. Matthews, Mary E.

Courtney Moore

ASSISTANT PROFESSORS Jeffrey A. Canter, Dana C. Crawford, Bruce M. Damon, Marylyn

DeRiggi Ritchie, Maureen Anne Gannon, Alyssa H. Hasty, Anne K. Kenworthy, Shawn

E. Levy, Douglas Paul Mortlock, Kevin Dean Niswender, Masakazu Shiota, Edwin John

Weeber

RESEARCH ASSISTANT PROFESSORS Robert K. Hall, Eric J. Hustedt, Michael J. McCaughey,

Deborah G. Murdock, Richard Lee Printz, Jonathan V. Rocheleau, Joseph F. Solus,

Richard R. Whitesell

ASSOCIATES Amy E. Crunk, Kelly A. Taylor

RESEARCH INSTRUCTORS Julio Ayala, Maria A. Byrne, Sheng-Song Chen, Dale Scott

Edgerton, Elvira R. Eivazova, Hanane A. Koteiche, Heinrich J. G. Matthies, Nathalie C.

Schnetzboutaud, Saraswathi Viswanathan

ASSISTANTS Sharlet A. Anderson, Genea S. Crockett, Benita Lynch

✿ 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 Course

PSIO-5010. Human Physiology. This course consists of lectures, small group discussions, and clinical correlations designed to cover the essentials of human physiology for first-year medical students. SPRING. McGuinness.

Neurology

CHAIR Robert L. Macdonald

PROFESSORS EMERITI Frank R. Freeman, John Sloan Warner

PROFESSORS Bassel W. Abou-Khalil, Peter D. Donofrio, Gary W. Duncan, Gerald M.

Fenichel, Howard S. Kirshner, Patrick Lavin, Robert L. Macdonald, David Robertson, Subramaniam Sriram, Ronald G. Wiley

ADJUNCT PROFESSOR George Rouzier Lee III

CLINICAL PROFESSOR Karl Edward Misulis

ASSOCIATE PROFESSORS Philip David Charles, Thomas L. Davis, Sean P. Donahue, Kenneth

J. Gaines, Anthony W. Kilroy, Beth Ann Malow, Michael J. McLean, Paul L. Moots, J. Eric Pina-Garza, Michael G. Tramontana

ASSOCIATE CLINICAL PROFESSOR Constance J. Johnson

ASSISTANT PROFESSORS Muhammad Majid Al-Kaylani, Amir M. Arain, Malcolm John

Avison, Kanika Bagai, Gregory Neal Barnes, Aaron B. Bowman, W. Bryan Burnette, Michael Kane Cooper, Ramon Fontanilla Cuevas, Michael Ladd Edgeworth, Kevin C.

Ess, John Y. Fang, Phibbs T. Fenna, Martin J. Gallagher, Kevin F. Haas, Peter Hedera,

Robert Ray Holcomb, Jane Ellen Howard, Kimberly Nixon Hutchison, Adrian A. Jarquin-

Valdivia, Andre Lagrange, Gregory C. Mathews, BethAnn McLaughlin, Harold Moses,

Jr., Anne Elizabeth O'Duffy, Amanda C. Peltier, Derek Riebau, Pradumna P. Singh, Brian

M. Thompson, David R. Uskavitch, James S. Walker

VISITING ASSISTANT PROFESSOR Wan-Qian Zhao

RESEARCH ASSISTANT PROFESSORS Stefan T. J. Engstrom, Hua-Jin Feng, Jingqiong

Kang, Song-Yi Yao

ASSISTANT CLINICAL PROFESSORS Jan Lewis Brandes, Gretchen H. Campbell,

Mary Ellen Clinton, Frances B. Kopecky, Noel P. Lim, Barbara J. Olson, Subir Prasad, Shan-Ren Zhou

INSTRUCTORS Christine C. Dong, John Michael Seeley

CLINICAL INSTRUCTORS Alan F. Bachrach, James Alan Fry

✿ THE Department of Neurology offers instruction in neurobiology to first-year students, seminars in clinical neurology to second-year students, and instruction in diseases of the nervous system to third-year students. Further clinical experience can be attained through specialty clinics

offered as fourth-year electives. These clinics include the specialties of pediatric neurology, adult neurology, epilepsy, general neurology, movement disorders, and neuromuscular disease. Clerkships in neurology at affiliated hospitals are available, as electives, in the fourth year. Elective research programs in basic neuroscience or clinical neurology are available to students at all levels.

Required Course

NEURO-5010. Neurology Core Clerkship. The rotating students of the third year class are alternately assigned to two 2-week (total=4 weeks) rotating blocks of clinical neurology inpatient and outpatient experience. Students are given direct responsibility for the evaluation and care of patients under the supervision of house staff and faculty. This exposure is intended to provide the students with an approach to patients with diseases of the central, peripheral, autonomic nervous systems and skeletal muscles. On the first day of the rotation, the orientation meeting is in 317 MCS at 08:00 hours. At the end of the rotation you will have to take the NBME exam. Departmental Recognition is given to the highest NBME score. Exposures to other areas of Neurology can be arranged, talk to the Clerkship Director. Jarquin-Valdivia.

Obstetrics and Gynecology

CHAIR Nancy C. Chescheir

PROFESSORS EMERITI Benjamin J. Danzo, Marie-Claire Orgebin-Crist, Stephen S. Entman
PROFESSORS Frank H. Boehm, Lonnie S. Burnett, Nancy C. Chescheir, John Watson Downing,
Esther Eisenberg, Arthur C. Fleischer, Steven G. Gabbe, John W. Greene, Joel T. Hargrove,
Howard W. Jones III, Kevin G. Osteen, Rose M. Robertson, Daulat Ram P. Tulsiani, Sten H.
Vermund, Katharine D. Wenstrom, Carl W. Zimmerman

CLINICAL PROFESSORS G. William Bates, James F. Daniell, Jr., Henry W. Foster, Frank
Wen-Yung Ling, Valerie M. Rice, Houston Sarratt, Thomas Gregory Stovall, Robert Layman
Summitt, Jr.

ASSOCIATE PROFESSORS Ted L. Anderson, Jeffrey C. Andrews, Mark J. Bliton, Katherine E.
Hartman, Barry Kent Jarnagin

ASSOCIATE CLINICAL PROFESSORS Larry T. Arnold, Jill F. Chambers, Angus M. G. Crook,
James H. Growdon, Jr., Robert H. Tosh, Val Yvette Vogt

ASSISTANT PROFESSORS Rochelle Filker Andreotti, Bruce Robert Beyer, Daniel H. Biller,
Douglas H. Brown, Kaylon L. Bruner-Tran, Tamara L. Callahan, Lavenia Carpenter, Marta
Ann Crispens, Etoi A. Garrison, Audrey H. Kang, Nancy B. Lipsitz, Melinda S. New, Andy M.
Norman, Gautam G. Rao, Charles B. Rush, Bennett M. Spetalnick, Deborah J. Wage, Amy
Gregory Weeks, Angela Wilson-Liverm, Grant R. Yeaman

ASSISTANT CLINICAL PROFESSORS George B. Crafton, B. Stephens Dudley, Marvin G.
Gregory, George Alan Hill, Bryan Richard Kurtz, H. Newton Lovvorn, Jr., Elizabeth Oldfield,
Roy W. Parker, John E. VanHooydonk, Glenn A. Weitzman, Laura L. Williams

ASSOCIATES Martha Shaw Dudek, Elizabeth Colvin Huff

INSTRUCTORS Ahmad Azari, Maureen P. Malee, Lynn L. Wilkening

CLINICAL INSTRUCTORS R. Terry Adkins, Darrington Phillips Altenbern, Donald R. Barnett,

Michael Robert Bishop, Mary Anne Blake, Margaret Mary Brennan, Phillip L. Bressman, Roy P. Burch, Jr., J. Calvin Channell, Katherine L. Clarke-Haney, Jackson Daniel Cothren, Donna J. Crowe, Richard John Davis, Lynn Ware Driver, Melanie A. Dunn, Abby C. Eblen, Joe Michael Edwards, Frederick L. Finke, Mary Anne Finney-Anderson, Charles M. Gill, Paul A. Green, Jr., Erich B. Groos, Larry D. Gurley, Sara Habibian, Michael D. Hawkins, M. Bruce Hirsch, Charlie Joe Hobdy, Dineo Khabele, Annette E. A. Kyzer, John W. Macey, Jr., Roseann Maikis, S. Houston Moran, Lisa B. Morgan, Merri B. Morris, H. Clay Newsome III, Naomi Paschall, Sharon Marie Piper, Richard E. Presley, Melissa G. Reynolds, Ron N. Rice, Sherrie A. Richards, Jacqueline Lee Rodier, Robin Elizabeth Sandidge, Nicole L. Schlechter, Shali Ricker Scott, Geoffrey H. Smallwood, Stephen M. Staggs, Jill Steier, Kristina Lynn Storck, Wilborn D. Strode, Michael Charles Swan, Catherine M. Thornburg, Anthony E. Trabue, Christine M. Whitworth, Carl E. Wingo, Anne Courter Wise
ASSISTANT Susan B. Drummond

✿ 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

5020. Obstetrics-Gynecology Core Clerkship. Each member of the third-year class is assigned to the Obstetrics and Gynecology Service for five and one half weeks. Vanderbilt University Hospital. Each student will spend two and one-half weeks on the Obstetrical rotation. While on the Maternal-Fetal Service this will include daily attending rounds and involvement with the Maternal-Transport Service. Students will also be assigned to the Perinatal Group Practice Service. In addition to being involved on Labor and Delivery, students will help manage obstetric patients that are followed in the Vanderbilt Clinic. Each student will spend two and one-half weeks on Gynecology. Each student will spend one-half day per week in Continuity clinic, one half day in colposcopy clinic and one half day in Clinical Transaction project. Daily teaching rounds are conducted by the GYN oncologists. The General Gynecology Service provides exposure to the medical and surgical management of patients seen at the Gynecology Clinic. The two week rotation at Baptist Hospital provides excellent exposure to operative gynecology and to gynecology in the private practice setting. In addition, students are encouraged to observe surgical cases performed by the Reproductive Endocrinology Service. The five and one-half weeks rotation provides a broad based introduction to the discipline of Obstetrics and Gynecology. Included in the rotation is a lecture series given by the faculty covering general obstetrics, high risk obstetrics, gynecologic oncology, reproductive endocrinology, and general gynecology. Rush and Staff.

Ophthalmology and Visual Sciences

CHAIR Paul Sternberg, Jr.

PROFESSOR EMERITUS James H. Elliott

PROFESSORS Vivien A. Casagrande, Sean P. Donahue, Heidi Elizabeth Hamm, Patrick Lavin, Denis M. O'Day, John S. Penn, Paul Sternberg, Jr.

VISITING PROFESSOR John R. Palisano
 CLINICAL PROFESSORS John B. Bond, John E. Downing, Ralph E. Wesley
 ASSOCIATE PROFESSORS Anita Agarwal, David J. Calkins, Robert L. Estes, Karen Margaret Joos, Louise Ann Mawn
 ASSOCIATE CLINICAL PROFESSOR Karla J. Johns
 ASSISTANT PROFESSORS Jiyang Cai, Min Shen Chang, Amy S. Chomsky, Jeffrey A. Kammer, Rachel Kuchtey, Jennifer L. Lindsey, Lawrence Merin, David G. Morrison, Martin I. Perlmutter, Franco Maria Recchia, Robbin B. Sinatra, Chasidy Dionne Singleton, Uyen L. Tran, Laura L. Wayman, Daniel S. Weikert
 RESEARCH ASSISTANT PROFESSOR Jin-Hui Shen
 ASSISTANT CLINICAL PROFESSORS Brian Stuart Biesman, John B. Bond III, Abraham Pacha Cheij, Edward F. Cherney, Meredith A. Ezell, Walter W. Frey, William G. Gates, Aaron J. Porter, Deborah Ruark, Deborah D. Sherman, Ira Shivitz, Peter Sonkin
 ASSOCIATES K. Bradley Kehler, Lori Ann Kehler, Jeffrey Sonsino
 INSTRUCTORS Guri Bronner, Steven Matthew Howell, Mark A. Kroll, Marcus M. Marcet, Katherine Whitfield, Wayne Wei Wu
 RESEARCH INSTRUCTOR John Kuchtey
 CLINICAL INSTRUCTORS George N. Cheij, Maria Garber, Ralph F. Hamilton, Henry B. Kistler, Jr., Kimberly A. Klippenstein, Craig F. McCabe, Y. B. Paranjape, David O. Ranz

✿ 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.

Orthopaedics and Rehabilitation

CHAIR Dan M. Spengler
 PROFESSORS Arthur F. Dailey, Neil Edward Green, Heidi E. Hamm, Donald Han Lee, Gregory A. Mencio, Gregory R. Mundy, Herbert S. Schwartz, Dan M. Spengler, Kurt P. Spindler
 VISITING PROFESSORS John O. Edmunds, Jr., Jeffrey O. Hollinger
 ASSOCIATE PROFESSORS Antoinette C. Able, Philip James Gregor, John E. Kuhn, Thomas J. Limbird, William Todd Obremskey, Douglas R. Weikert
 ASSOCIATE CLINICAL PROFESSOR Michael J. Christie
 ASSISTANT PROFESSORS Robert Baum, John J. Block, Andrea C. Bracikowski, Robert L. Caldwell, Richard A. Davis, Warren Reid Dunn, Robert Warne Fitch, Ann Marie Flores, Andrew John Maxwell Gregory, Thomas E. Groomes, Linda R. Halperin, Gene Alan Hannah, Ginger E. Holt, Steven A. Lovejoy, Conor L. Lynch, Michael J. McHugh, Erika J. Mitchell, E. Paul Nance, Jr., Paul J. Rummo, Richard G. Shiavi, Andrew Alan Shinar, A. Brian Thomson, Marc Tressler, Shelley R. Trzpuć, Horace E. Watson, Jeffrey T. Watson
 ADJUNCT ASSISTANT PROFESSORS Todd Lance Bohannon, Jane E. Siegel
 ASSISTANT CLINICAL PROFESSORS Mark R. Christofersen, Philip Gerlach Coogan, David K. DeBoer, Donald L. Gaines, Frank E. Jones
 SENIOR ASSOCIATE David B. Trenner

ASSOCIATES Carolyn S. Aubrey, K. Hudson Deeter, Laura J. Huston, Rhonda Pinkerman, Steven E. Polasky, Shannon Sweeney
 INSTRUCTORS Thomas Frederick Byars, James L. Carey, Bradley R. Dart, Jennifer Halpern, Catherine A. Humphrey, Bhaskar Aditya Mukherji, Jared Phillip Tadge, Christopher J. Tuohy
 RESEARCH INSTRUCTOR Jeffry S. Nyman
 CLINICAL INSTRUCTORS John C. Brothers, Shannon S. Curtis, Michael Craig Ferrell
 ASSISTANTS Robin E. Driver, Taya K. Furmanski, Tara Holmes

✿ 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.

Otolaryngology

CHAIR Robert H. Ossoff
 PROFESSOR EMERITUS R. Edward Stone, Jr.
 PROFESSORS Fred H. Bess, James A. Duncavage, C. Gary Jackson, James L. Netterville, Robert H. Ossoff, Jennifer A. Pietsenpol
 ASSOCIATE PROFESSORS Brian Bernard Burkey, Thomas F. Cleveland, C. Gaelyn Garrett, David S. Haynes, William Russell Ries, Robert J. Sinard, Jay A. Werkhaven, Wendell Gray Yarbrough, David L. Zealear
 ADJUNCT ASSOCIATE PROFESSOR Lou Reinisch
 ASSOCIATE CLINICAL PROFESSOR C. K. Hiranya Gowda
 ASSISTANT PROFESSORS Cheryl Lee Rainey Billante, Shelagh Ann Cofer, Steven L. Goudy, Barbara Jacobson, David M. Kaylie, Robert F. Labadie, William Michael Mullins, Bernard Rousseau, Paul T. Russell
 RESEARCH ASSISTANT PROFESSOR Robbert Jacobus C. Siebos
 ASSISTANT CLINICAL PROFESSORS Brian Stuart Biesman, Mark A. Clymer, Jerrall P. Crook, William L. Downey, Daniel R. Hightower, Thomas W. Holzen, Michael J. Koriwchak, Warren R. Patterson, Mark E. Reiber, John David Rosdeutscher, Alain N. Sabri, Matthew T. Speyer
 CLINICAL ASSOCIATES James F. Benson, Jr., Mitchell K. Schwaber
 INSTRUCTORS Nadir Ahmad, Samuel S. Becker, Marina Boruk, Edwin Boyette Emerson, Sabina Petra Francis, Steven B. Heavner, Todd C. Huber, Scott M. Kaszuba, Kyle Mannion, Francis P. Ruggiero, Chad A. Zender
 RESEARCH INSTRUCTORS Hanbing An, Shan Huang
 CLINICAL INSTRUCTORS Ronald C. Cate, Jerrall Paul Crook, Jr., William G. Davis, Mark A. Deaton, F. Brian Gibson, William Thomas Moore, Robert C. Owen, John D. Witherspoon

Pathology

CHAIR Samuel Andrew Santoro
 PROFESSORS EMERITI Anh H. Dao, Susan A. Halter, Martin G. Netsky, John Brown Thomison, William O. Whetsell, Jr., Stephen C. Woodward

PROFESSORS James B. Atkinson III, Billy R. Ballard, Paul E. Bock, Raymond F. Burk, Robert D. Collins, Pelayo Correa, Jeffrey Mark Davidson, Sergio Fazio, Agnes B. Fogo, David R. Head, Richard L. Hoover, Barbara O. Meyrick, William M. Mitchell, Harold L. Moses, Kevin G. Osteen, David L. Page, Fritz F. Parl, John A. Phillips III, Samuel Andrew Santoro, Virginia L. Shepherd, Jean F. Simpson, Mildred T. Stahlman, Larry L. Swift, Cindy L. Vnencak-Jones, Mary Kay Washington, Peter F. Wright, Mary M. Zutter

ADJUNCT PROFESSORS Roy A. Jensen, Martin Charles Mihm, Jr.

CLINICAL PROFESSORS Robert G. Horn, Renu Virmani

ASSOCIATE PROFESSORS Sarki A. Abdulkadir, Mark W. Becher, Robert C. Briggs, Hernan Correa, Sheila Patricia Dawling, James T. Forbes, David Gailani, Walter Gray Jerome III, Joyce E. Johnson, Thomas L. McCurley III, James O. Price, Stephen J. Schultenover, Herbert S. Schwartz, Gregory C. Sephel, Edward K. Shultz, Charles W. Stratton, Yi-Wei Tang, Kyi T. Tham, William M. Valentine

RESEARCH ASSOCIATE PROFESSORS Venkataraman Amarnath, Maria Gabriella Giro

ADJUNCT ASSOCIATE PROFESSOR Awadh A. Binahazim

ASSOCIATE CLINICAL PROFESSORS Richard D. Buchanan, Alice C. Coogan, Paul B. Googe, Myron A. Holscher, Edward C. McDonald, Richard Oldham, Ronald W. Oxenhandler, David Alan Schwartz

ASSISTANT PROFESSORS Ty William Abel, Mary Ann Thompson Arildsen, Alan Stuart Boyd, Justin Merrill Marke Cates, James David Chappell, Christine Marie Eischen, Kim Adams Ely, Sylvia I. Gografe, Adriana L. Gonzalez, Yasin Kokoye, Amy S. Major, Gilbert W. Moeckel, Claudio A. Mosse, Anne Taggart Neff, Ying Qi, Kenneth J. Salleng, Melinda E. Sanders, Andrij E. Sverstiuk, Alissa M. Weaver, Marcia L. Wills, Alison L. Woodworth, Pampee Paul Young, Andries Zijlstra

RESEARCH ASSISTANT PROFESSORS Kalyani Amarnath, S. Kent Dickerson, Lijun Ma, Susan Renee Opalenik, Ingrid M. A. Verhamme

ADJUNCT ASSISTANT PROFESSOR Ronald Bruce Wilson


ASSISTANT CLINICAL PROFESSORS Maurice M. Acree, Jr., Jere W. Baxter, Raymond Francis Bluth, Harry G. Browne, Daniel D. Canale, Jr., Deborah O. Crowe, Thomas A. Deering, Samuel Houston DeMent, Vaithilingam G. Dev, James Patrick Elrod, Rufus Jack Freeman, Katherine Stokes Hamilton, Thomas E. Hanes, Jerry K. Humphreys, Peter F. Jelsma, Roy King, Bruce P. Levy, Feng Li, Edmund R. McKinley, Amy Ralston McMaster, Robert Norman Page, Dan Arie Pankowsky, Julie M. Pena, Philip G. Pollock, Jason B. Robbins, David J. Switter, Robert W. Wahl, John E. Wright

ASSOCIATES Maralie Gaffron Exton, Bruce W. Greig

INSTRUCTORS Juan M. Iturregui, Elizabeth I. Johnston, Thomas G. McConnell, Margaret S. McTighe

RESEARCH INSTRUCTORS Mayme Lee Lawrence, Sandra J. Olson, Meejeon Roh, Susan E. Samaras, Holly L. Valentine, Zhonghua Zhang

CLINICAL INSTRUCTORS Carla M. Davis, Larry M. Lewis

 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

PATH-5010. General and Special Pathology . The general and special pathology and pathophysiology are presented by lectures, gross organ demonstrations, small group discussions, laboratory work, and case studies, some of which use the problem-based learning process. Gross and microscopic lesions characteristic of various diseases are studied and correlated with clinical features. Computer-based lessons supplement other activities and are Web-based. Students participate in autopsies and are assigned patient problems for study and presentation to classmates and faculty. FALL. Joyce Johnson.

Web site: <http://www.mc.vanderbilt.edu/virgil>.

Pediatrics

INTERIM CHAIR D. Brent Polk

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Lukens, Harris D. Riley, Jr., Sarah H. Sell, Jan van Eys

PROFESSORS Thomas James Abramo, Mark C. Adams, John T. Algren, Judy Lynn Aschner, Michael Aschner, H. Scott Baldwin, Shari Barkin, John W. Brock III, Brian Scott Carter, Ellen Wright Clayton, Bruce E. Compas, Robert B. Cotton, James E. Crowe, Jr., Mark R. Denison, Terence S. Dermody, Jayant K. Deshpande, Sudhansu K. Dey, Kathryn M. Edwards, Gerald M. Fenichel, Candice Denise Fike, Jo-David Fine, Agnes B. Fogo, John W. Greene, John P. Greer, Richard M. Heller, Jr., Marta Hernanz-Schulman, Gerald B. Hickson, Iekuni Ichikawa, Alexander R. Lawton III, Robert Alexander McWilliam, Wallace W. Neblett III, Elizabeth A. Perrett, John A. Phillips III, David Brent Polk, Jayant P. Shenai, Patricia Snyder, Mildred T. Stahlman, Wendy L. Stone, Hakan W. Sundell, Patricia C. Temple, Mary Theresa Urbano, Sten H. Vermund, Lynn S. Walker, William F. Walsh, James Alan Whitlock, Peter F. Wright

VISITING PROFESSOR Ana Paula Marreilha dos Santos

RESEARCH PROFESSOR Richard C. Urbano

ADJUNCT PROFESSORS Yoram Finkelstein, Frances P. Glascoe, Thilo Stehle, Susanne Tropez-Sims, Jane Y. Wu

CLINICAL PROFESSORS Claudia S. Andrews, Roderick Iren Bahner, Xylina D. Bean, Carol H. Broadway, Eric M. Chazen, Rufus Clifford, Patricia C. Davis, Thomas Wade Denney, Elia C. Dimitri, William M. Doak, Ralph M. Greenbaum, Joseph F. Lentz, William R. Long, Robert E. Mallard, Mary E. Overton, James S. Price, William W. Prine, Jr., Churku Mohan Reddy, Anthony L. Smith, David D. Thombs, Robert G. Thompson, Loren N. Vorlicky, Arville V. Wheeler

ASSOCIATE PROFESSORS Sari A. Acra, Frederick E. Barr, Andrea C. Bracikowski, Thomas F. Catron, Kevin B. Churchwell, William O. Cooper, Donna Kathryn Daily, Sanjoy K. Das, Victoria DeVito, Debra A. Dodd, Thomas P. Doyle, Barbara Engelhardt, Robert L. Estes, Frank A. Fish, Haydar Adib Frangoul, James C. Gay, Joseph Gigante, Mary Jo Strauss Gilmer, Timothy G. Givens, Neil Edward Green, Shannon L. Hersey, Richard L. Hoover, Donna M. Sedlak Hummell, Kathy Jabs, James A. Johns, Kevin B. Johnson, Craig Hall Kennedy, Anthony W. Kilroy, Valentina Kon, John Frank Kuttesch, Jr., Ira S. Landsman, Evon Batey Lee, Melanie Lutenbacher, Puthenpurackal M. Mathew, Bibhash C. Paria, Brahm S. Parsh, Neal R. Patel, John B. Pietsch, J. Eric Pina-Garza, John C. Pope IV, John Jeffrey Reese, Brian D. Riedel, William Evans Russell, Seth J. Scholer, Stephanie E. Spottswood, Bradley Stancombe, Sharon M. Stein, Marshall Lynn Summar, Robert L. Van Dervoort, Jr. Cindy L. Vnencak-Jones, Scott Matthew Williams, David W. Wright, Elizabeth Yang

VISITING ASSOCIATE PROFESSOR Dongchun Liang

RESEARCH ASSOCIATE PROFESSORS Joy Darlene Cogan, ZaZa A. Khuchua, Lawrence A. Scheving

ADJUNCT ASSOCIATE PROFESSORS Ovidio B. Bermudez, John Nading

ASSOCIATE CLINICAL PROFESSORS Rosemary Hunter Aaron, Joel F. Bradley, Jr., H. Victor Braren, Arthur Scott Brooks, Mary Catherine Dundon, Warren D. Ervin, Larry McNeill Faust, Liane K. Freels, Omar L. Hamada, Tara N. Hamada, Tiffany Hill, Quentin A. Humbert, Mary E. Keown, Stanley M. Lee, Raymond L. Meneely, Ronald V. Miller, Gordon A. Moreau, John T. Netterville, Jr., William J. Pedigo, Jr., Elizabeth P. Pierce, Thomas H. Price, Timothy R. Roads, Patricia F. Robinson, Dan S. Sanders III, C. Norman Spencer, C. A. Stilwell, Julia Thompson, Ernest A. Turner, Thomas C. Whitworth, G. Wallace Wood

ASSISTANT PROFESSORS Deanna Lee Aftab-Guy, Donald Hayes Arnold, Catherine Arthur, Linda Gayle Ashford, Gregory Neal Barnes, Amy Leigh Barton, Travis Carl Bowles, Christopher Brian Brown, Deborah Mobley Bryant, S. Todd Callahan, Kecia Nicole Carroll, James David Chappell, Stephen John Cico, David E. Clffel, Shelagh Ann Cofer, Anderson B. Collier III, Timothy J. Cooper, R. Steven Couch, Lisa T. Craft, Teresa Perry Crase, Clarence B Creech II, Ramon Fontanilla Cuevas, Mary Ellen Dees, Romano Thomas DeMarco, Neerav Desai, Jennifer A. Domm, Michael E. Engel, Kevin C. Ess, Vernat Exil, Mohammad Farooq Fazili, Pamela Fishel-Ingram, Debra Freedenberg, G. Waldon Garriss III, Lynette A. Gillis, David L. Gossage, Andrew John Maxwell Gregory, Peter H. Grubb, Marek Grzeszczak, Veronica Lawson Gunn, Paul D. Hain, Natasha B. Halasa, Ashraf Hosni Hamdan, Rizwan Hamid, Christopher E. Harris, Stephen R. Hays, Richard Hsinshin Ho, Robert Ray Holcomb, Thomas Huang, Julie Kay Hudson, Tracy E. Hunley, Tara M. Huss, Paulette M. Johnson, J. Herman Kan, Prince J. Kannankeril, Ann Kavanaugh-McHugh, Jennifer M. Kissner, Laurie M. Lawrence, Carla Tucker Lee, Michael R. Liske, Ruth Barron Long, Harold Newton Lovvorn III, Rachel Lenox Mace, J. Andres Martinez, Steven James McElroy, Susan G. McGrew, Jeffrey P. McKinzie, Sheila Patricia McMorro, J. Donald Moore, Paul E. Moore, Walter M. Morgan III, David G. Morrison, Douglas Paul Mortlock, Dedrick Earl Moulton, Sandra A. Moutsios, Shelagh Mulvaney, Samuel Judson Murray II, Jennifer L. Najjar, Joseph Jacob Nania, Richard M. Nass, Arie L. Nettles, Frances Johnson Niarhos, David A. Parra, Barron Lee Patterson, Donna J. Perlin, Mark T. Peters, Gregory S. Plemmons, Amy Elizabeth Potter, Kris Parks Rehm, Steven T. Riley, Mauricio R. Rojas, Louise A. Rollins-Smith, Mary E. Romano, Alice M. Rothman, Russell Lawrence Rothman, Christianne L. Rounie, Margaret G. Rush, Gary R. Schwartz, Kimberly S. Shimer, Jill H. Simmons, Robbin B. Sinatra, Sudha P. Singh, Clay B. Smith, Heidi Beverley Smith, Michael Lee Smith, Paige J. Smith, Anna Spagnoli, Michele Spring, Joel W. Steelman, Tricia Striano, Bradly Stroehler, Rebecca R. Swan, Mary B. Taylor, John C. Thomas, Deborah Anne Van Slyke, Dila Vuksanaj, Haibin Wang, Roslynn Elizabeth Webb, Stuart T. Weinberg, Jorn-Hendrik Weitkamp, Steven John White, Donna C. Whitney, John Vance Williams, Kent Williams, Gregory J. Wilson, Aida Yared, Bin Zhou

RESEARCH ASSISTANT PROFESSORS Jian-Xiong Chen, Takiko Daikoku, Lynnette M. Henderson, Yujiang Jia, Ji Ma, Taiji Matsusaka, Dejan Milatovic, Julia S. Noland, Michael Rock, Vikrant V. Sahasrabuddhe, Vasundhara Varthakavi, Bingruo Wu, Fang Yan

ADJUNCT ASSISTANT PROFESSORS Kim F. M. Gardner, Olunwa Ikpeazu

ASSISTANT CLINICAL PROFESSORS Nazneed Ahmed, Ruby M. Albert, Laurel V. Alsentzer, James C. Anderson, Barbara A. Aquino, Elizabeth Ward Bailes, Nancy Graves Beveridge, Duncan R. Campbell, Susan B. Campbell, Karen V. Cassidy, Caroline H. Chester, Shahana A. Choudhury, Cristina Reyes Cruz, Lee Ann Freeman, Laurie A. Harris-Ford, Paul Jacob Heil, William Stephen Johnson, Margreete Johnston, Elizabeth Duke Krueger, Reeta Misra, William R. Moore, Susan Lynn Morgan, Charles A. Moss III, Joe Persius Moss, Jr., Barbara J. Olson, Brahm S. Parsh, Waclawa Yvonne Pawlowski, DeLinda Lee Pearson, Julie T. Peek, Satish D. Prabhu, Yvonne Robinson, Robert S. Sanders, Stephanie L. Schultz, Suzanne R. Snyder, Preston M. Stein, Steven M. Tate, Elizabeth Grimes Triggs, Joan W. White, Bernard A. Wiggins

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Aubrey Amoo Lamptey, Truc M. Le, Daniel G. Lustig, Amy Larsen Lynch, Shellon A.
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Obremeskey, Rebecca L. Partridge, Stephen J. Pont, Diego Ingouville Porras, James E.
Powell, Melissa M. Rhodes, Samuel Trent Rosenbloom, John D. Scott, Andrew Harold
Smith, Stacy Stratemann, Denise F. Stuart, Karen L. Summar, Phyllis Lynn Thompson,
Sally A. Watson, Gina M. Whitney, Wendy L. Woods-Swofford

RESEARCH INSTRUCTOR Xianghu Qu

ADJUNCT INSTRUCTOR Kimberlee D. Wyche-Etheridge

CLINICAL INSTRUCTORS Gail L. Addlestone, Norman Albertson, Viviana Alvarado-Lavin,
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Deborah D. Beyer, Janet G. Blackwell, Eve McDonald Boger, Devin L. Bogus, Jennifer
Bonduant, Linda Diane Brady, Lori Antoinette Breaux-Mitchell, Donald T. Brothers, Jr.,
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Jerry Collins, Meri Shaw Collins, Jo Ann Cook, Allison Cummings Couden, William Raymond
Davidson, Gordon B. Davis, Jennifer Marie Donnelly, Elizabeth Ponder Dykstra, Edward
D. Eastham, William D. Edmondson, Timothy H. Eidson, David Engler, Jennifer Ess,
Amy Hurst Evans, Elizabeth Heather Fairbank, Michelle Fiscus, Jill A. Forbess, Rebecca
L. Frakes, Beverly A. Frank, Parham Ghavami, Felisa L. Gilbert, James C. Godfrey III,
Maje D. Goodwin, Brad A. Greenbaum, Indu Gupta, Anne-Marie Ethier Hain, Eddie D.
Hamilton, Kelsey A. Hamilton, Rodney M. Hamilton, Frank Joseph Haraf, Jr., Dana J.
Haselton, Anne B. Hawkins, James P. Henderson, Timothy Henschel, Casilda I. Hermo,
Tiffany Elder Hines, Wendy L. Hitch, Katherine A. Hoeft, Jennifer B. Holzen, Molly Ramona
Hood, David R. Hudson, Mark David Hughes, Robert H. Hutcheson, Jr., Rebecca L.
Isbell, Mary Heather Johnson, David G. Johnston, Charles Andrew Jordan, Jason L.
Kastner, Neil E. Kirshner, Mary Kline, Lawrence A. Klinsky, Michael David Ladd, Melissa
Lorraine Lambert, Susan Langone, Deidre E. Lanier, Mark Andrew Lee, H. Brian Leeper,
Virginia Pitts Lilenthal, Robert Howard Lilliard, Jr., Mary Caroline Loghry, John Royston
Long, Timothy C. Mangrum, Joshua M. McCollum, Rhett Farrell McLaren, Karie McLevain-
Wells, Angela R. McVie, Deepak Mehrotra, Corbi Dianell Milligan, Dina H. Mishu,
Sharon Moore-Caldwell, Jennifer E. Moore, Gabriela Thomas Morel, Chetan R. Mukundan,
Jennifer Braden Myers, Jaygopal Nair, Monica Elaine Wagner Nania, K. Timothy North,
Lee Anne O'Brien, Harshila Patel, Sara Jane Fletcher Patterson, Christopher M. Patton,
Robin S. Pearson, Matthew L. Perkins, Aimee P. Perri, Lisa Marie Petursson, Bram I.
Pinkley, Mille Poole, Eric Potter, Mitchell Pullias, Jennifer Ragsdale, Ravi K. Raheja, Lindsay
M. Rauth, Jennifer L. Ray, Rachel M. Ricafort, Kimberly M. Rosdeutscher, Victoria Rae
Rundus, Richard A. Sances, Katharine Schull, Jennifer B. Seawell, Neil E. Seethaler,
Nicholas Barrett Self, Kimbel D. Shepherd, Jennifer D. Singleton-Ashworth, Catherine
A. Sipe, Christopher Smeltzer, Tunde S. Sotunde, Jonathan M. Spanier, Christina W. Steger,
Eric Francis Stiles, Julianne Stout, Marcy M. Swogger, Keith Thompson, Phyllis L. Townsend,
Parvin Vafai, Vani V. Veeramachanei, Amy E. Vehec, Crystal N. Vernon, Diane Marie Vosberg,
Travis T. Walters, David J. White, Richard O. White III, Teresa S. White, Ida Michele
Williams-Wilson, Patricia Sticca Williams, Stacey M. Williams, William S. Wiseman II,
Aubaine M. Woods, Kenneth N. Wyatt, Tadayuki Yoneyama, John Matthew Yuill

ASSISTANTS Hollye R. Gallion, Mary Fran Hazinski, Julie Elizabeth Rosof-Williams, Carolyn D. Smeltzer, Misti D. Williams

✿ 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; pediatric 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

P-5020. Pediatrics Core Clerkship. Each member of the third-year class is assigned to Pediatrics for five and one-half weeks. Three and one-half weeks are spent on the Vanderbilt University Children's Hospital inpatient pediatric wards. Students participate in all phases of diagnosis and treatment of a wide variety of illnesses of children and infants. Two and one-half weeks of the clerkship includes work in pediatric clinics or Meharry Hospital or community sites. Besides teaching rounds on the wards and nursery, student lectures are held three times a week. Grand Rounds are held weekly and Chief Resident Rounds are held each Thursday. Gigante, and Chief Residents and Staff, Children's Hospital.

IDIS-5100. Primary Care Medicine. All fourth-year students will have a four-week unit in an ambulatory primary care setting. Students will choose an experience in outpatient internal medicine, family medicine, or pediatrics. Practice sites include ambulatory medicine or pediatric clinics in the community. Students may also arrange a primary care experience outside of Nashville subject to the approval of the course directors. The clinic experience is supplemented by various conferences and a home health or hospice visit. In addition, all students will complete the core didactic lecture series that includes exercises in problem-based learning, role-plays to foster interview skills, and a program in risk management. Prerequisite: Medicine 502, Pediatrics 502, Surg 502. Gigante and Spickard.

Pharmacology

CHAIR Heidi E. Hamm

PROFESSORS EMERITI Wolf-Dietrich Dettbarn, Joel G. Hardman, Erwin J. Landon, Peter W. Reed, Jack N. Wells

PROFESSORS Michael Aschner, Malcolm John Avison, Jeffrey R. Balsler, Italo Biaggioni, Randy D. Blakely, Alan R. Brash, Richard M. Breyer, Kendal Scot Broadie, Nancy J. Brown, Richard M. Caprioli, Peter Jeffrey Conn, Louis J. DeFelice, Ariel Y. Deutch, Sudhansu K. Dey, Ronald B. Emeson, John H. Exton, Alfred L. George, Jr., David L. Hachey, Heidi Elizabeth Hamm, Kenneth R. Hande, Richard B. Kim, Pat R. Levitt, Daniel Christopher Liebler, MacRae F. Linton, Terry P. Lybrand, Robert L. Macdonald, Lawrence J. Marnett,

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VISITING ASSOCIATE PROFESSOR Evangeline Motley

RESEARCH ASSOCIATE PROFESSOR Charles David Weaver

ASSISTANT PROFESSORS Christopher Brian Brown, Sanika S. Chirwa, Chang Yong

Chung, Kevin P. M. Currie, Jerod Scott Denton, Florent Elefteriou, Anthony Carlyle Forster, Eugenia V. Gurevich, Eva Marie Harth, Richard Hsinshin Ho, Charles C. Hong, Tina M. Iverson, Sabina Kupersmidt, Gregory C. Mathews, Michael P. McDonald, BethAnn McLaughlin, Jens Meiler, Paul E. Moore, Richard M. Nass, Satish R. Raj, Claus Schneider, Ben Spiller, Edwin John Weeber, Xiangli Yang, Tao Peter Zhong

RESEARCH ASSISTANT PROFESSORS David C. Airey, Olivier Gilles Boutaud, Lucia

Carvelli, Songhai Chen, Sean S. Davies, Kathie Louise Eagleson, Maureen Kay Hahn, Carrie K. Jones, Xia Li, Stephen B. Milne, Deborah G. Murdock, Colleen M. Niswender, Aurea Fugazzola Pimenta, Anita M. Preininger, Christine Saunders, Randy L. Smith Barrett, Gregg D. Stanwood, Uhna Sung, Zixiu Xiang, Chong-Bin Zhu

ADJUNCT ASSISTANT PROFESSOR Habibeh Khoshbouei

INSTRUCTORS Ana M. D. Carneiro, L. Keith Henry, Dawn S. Matthies, Harish C. Prasad

VISITING INSTRUCTOR Rymond A. Mohaghegh

RESEARCH INSTRUCTORS Haifa A. Hallaq, Hideki Iwamoto, Sergey Aleksandrovi Vishnivetskiy

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

Required Course

PHAR-5010. Pharmacology. Lectures in which relevant physiology and pathophysiology, therapeutic interventions, and the reaction of the human organism to drugs used for therapeutic interventions are addressed in a systematic manner. Six lectures a week and two to three hours of conference work a week, including patient-oriented problem solving, clinical correlations, and conferences in which students learn to evaluate results of drug trials. SPRING. Awad.

Web site: http://www.mc.vanderbilt.edu/medschool_files/pharm501-321

Preventive Medicine

CHAIR William Schaffner

PROFESSORS EMERITI Charles F. Federspiel, Lewis B. Lefkowitz, Jr.

PROFESSORS Roy L. DeHart, William D. Dupont, Marie R. Griffin, David L. Page, Wayne A. Ray, William Schaffner, Sten H. Vermund

RESEARCH PROFESSOR Irene Feurer

ADJUNCT PROFESSOR Michael D. Decker

ASSOCIATE PROFESSOR Walter E. Smalley, Jr.

RESEARCH ASSOCIATE PROFESSOR Theodore Speroff

ADJUNCT ASSOCIATE PROFESSORS Bruce B. Dan, Bruce G. Gellin

ASSOCIATE CLINICAL PROFESSORS Allen Scott Craig, Timothy F. Jones

ASSISTANT PROFESSORS Ban Mishu Allos, Patrick G. Arbogast, Karen C. Bloch, J. Jonas Kainas, Loren Lipworth, Thomas R. Talbot III, Aldredo E. Vergara, Mary I. Yarbrough

RESEARCH ASSISTANT PROFESSOR Carlos Grijalva

ASSISTANT CLINICAL PROFESSORS John R. Dunn, Marion Angelika Kainer, Abelardo C. Moncayo, Kelly L. Moore, Robert S. Sanders

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

PM-5030. Principles of Epidemiology, Biostatistics, and Preventive Medicine. This course introduces and elaborates the principles of the epidemiologic method and emphasizes insights for curative and preventive clinical medicine gained through studies of populations. Epidemiologic methods permit the identification of risk factors for acute and chronic diseases and suggest strategies for intervention. The course presents the foundations of epidemiology and clinical experimentation. The sources and consequences of biases are described and illustrated. The course also reviews major health issues and current developments in the organization, financing, and regulating of health services. The course combines classroom presentations with opportunity for class participation, written exercises, which are discussed in groups, and other group discussions. Text and handout materials are used as adjuncts to classroom and group presentations. SPRING (second half). Schaffner and Lefkowitz.

Web site: <http://www.mc.vanderbilt.edu/prevmed/course/requiredcourse.htm>

Psychiatry

CHAIR Stephan H. W. Heckers

PROFESSORS EMERITI Virginia D. Abernethy, Thomas A. Ban, Peter T. Loosen, Fridolin Sulser, Warren W. Webb

PROFESSORS William Bernet, Leonard Bickman, Randy D. Blakely, George C. Bolian, Ariel Y. Deutch, Judy Garber, Volney P. Gay, Stephan H. W. Heckers, Howard S. Kirshner, Christine L. Konradi, Elizabeth Lunbeck, Peter R. Martin, Herbert Y. Meltzer, Sohee Park, Rudra Prakash, Howard B. Roback, Elaine Sanders-Bush, Richard C. Shelton, W. Anderson Spickard, Jr.

ADJOINT PROFESSOR Michael Maes

CLINICAL PROFESSORS David Barton, Robert O. Begtrup, Samuel O. Okpaku, William M. Petrie, S. Steve Snow

ASSOCIATE PROFESSOR EMERITUS James L. Nash

ASSOCIATE PROFESSORS Thomas F. Catron, D. Catherine Fuchs, Lawrence S. Gaines, Harry E. Gwirtsman, William A. Hewlett, Steven D. Hollon, Robert M. Kessler, Joseph D. LaBarbera, Myung A. Lee, Karoly Mirnics, Paul W. Ragan, Ronald M. Salomon, James S. Sutcliffe, Michael G. Tramontana

RESEARCH ASSOCIATE PROFESSORS Dennis E. Schmidt

ASSOCIATE CLINICAL PROFESSORS J. Emmett Dozier, Jr., Frederick T. Horton, Jr., Ronald F. Kourany, Kent Kyger, J. Kirby Pate, Judith J. Regan, William M. Regan, Nicholas Sieveking, C. Richard Treadway, Zia U. Wahid

ASSISTANT PROFESSORS Anne P. Bartek, Jennifer Betts, Jennifer U. Blackford, Kimberly P. Brown, Laurel Leslie Brown, M. Candice Burger, Nathaniel K. Clark, Carlton Cornett, Ronald L. Cowan, Tammy L. Dukewich, Elliot M. Fielstein, Alistair James Reid Finlayson, Pamela Fishel-Ingram, Erin Paige Fowler, Deborah Faye Gatlin-Raulston, Merida Grant, Heather Harris, Brian D. Haworth, Tarah M. Kuhn, Thomas J. Lavie, Stephen Anthony Montgomery, Michael J. Murphy, Mitchell H. Parks, Scott M. Rodgers, Jennifer Scroggie, Sandra S. Seidel, Samuel Riley Sells III, Michael Henry Sherman, Karen L. Starr, James S. Walker, Zachary E. Warren, David D. Weinstein, Amanda G. Wilson

RESEARCH ASSISTANT PROFESSORS Mary S. Dietrich, Kirsten L. Haman, James C.

Jackson, Zhu Li, D. Hal Manier, M. Diana Neely, Monsheel S. Sodhi, Dorothy Durham Tucker

ADJUNCT ASSISTANT PROFESSORS Ann Beasley Dunigan, Joseph A. Kwentus, Dorothy M. Owens, William Thomas Summerfelt

ASSISTANT CLINICAL PROFESSORS Lori M. Adelson, Judith B. Akin, Philip Bradley Anderson, William H. Anderson, Colin Armstrong, Casey C. Arney, Sarah B. Aylor, Michael J. Baron, Ralph I. Barr, Lynn P. Barton, Elizabeth A. Baxter, Vedavyasa Bhat Biliyar, Henry B. Brackin, Jr., Millicent Branch, Susan H. Bryant, Suzanne D. Butler, Reena M. Camoens, Thomas W. Campbell, Keith A. Caruso, Gerald D. Case, Alex Chalko, David K. Chang, Philip Chanin, Yuejin Chen, Craig A. Clark, Jerry P. Co, Michelle Macht Cochran, Jill DeBona, David T. Dodd, Christopher J. Dull, Don Jacob Elazar, Jeri Eileen Fitzpatrick, Daniel L. Friedman, Sharon M. Gordon, John J. Griffin, Vicki S. Harris, James R. Hart, Carol B. Hersh, Michael D. Hill, Howard Rhea Holly, Stephen C. Humble, Roy E. Hutton, Raju V. Indukuri, Shahidul Islam, John A. Jackson, Robert C. Jamieson, Karl Jannasch, Daniel S. Javier, Harold W. Jordan, William D. Kenner, J. Gregory Kyser, Bret W. Logan, Linda S. Lundin, Alan J. Lynch, Nasreen Mallik, George M. Mathews, James R. McFerrin, Michael H. McGhee, Carol Proops Milam, Saran V. Mudumbi, Robert E. Murray, Paula S. Nunn, Rebecca L. Pearce, Samuel J. L. Pieper, Jr., Rodney A. Poling, Michael W. Propper, C. Edward Qualls, Bhupendra M. Rajpura, Gilbert W. Raulston, Tanuja Reddy, Karen H. Rhea, Clifford F.

Roberson, Richard E. Rochester, Michele Rose, Scott E. Ruder, Hal C. Schofield, Indu Senapati, Joseph Sharpe, Tangeneare Ward Singh, Hamilton A. Small, Gary S. Solomon, Amanda Sparks-Bucknell, Jackie L. Stankiewicz, Phyleen Stewart-Ramage, Brian R. Swenson, Tianlai Tang, Patti Parkison Van Eys, Rhonda R. Venable, Glenn Todd Webb, Jane R. Weinberg, W. Scott West, Brad V. Williams, Nat T. Winston, Linda Wirth

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RESEARCH INSTRUCTORS Michael Bubser, Paul James Gresch, Hui-Dong Wang

CLINICAL INSTRUCTORS Roy Oon Asta, Kevin B. Collen, Earl Q. Parrott, William F. Sheridan, Jr.

ASSISTANT Amy Nicholson

 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

PSY-5040. Mind and Medicine. This course provides instruction in the psychological, behavioral, social, and developmental aspects of medical illness, the psychological responses of patients to illness, and the doctor-patient relationship. FALL. Fishel-Ingram and Staff.

PSY-5010. Introduction to Clinical Psychiatry. This course educates the second-year student on the diagnosis, etiology, and treatment of the basic psychiatric disorders: major depression and bipolar disorder, schizophrenia, anxiety disorders (panic, P.T.S.D., generalized anxiety, O.C.D.), eating disorders, personality disorders, somatoform disorders, addictions, geriatric psychiatry, and child psychiatry. Case presentations to small groups are used to demonstrate the major disorders discussed in the lecture series. FALL. Thacker (Course coordinator: Waverly Demers).

PSY-5020. Psychiatry Clinical Rotation. Psychiatry Clinical Rotation. Basic goals of this clerkship are to learn the fundamental techniques of psychiatric assessment, differential diagnosis and treatment intervention. Activities include direct patient care and clinical rounds in the company of assigned faculty. The four-week placements include: Vanderbilt University Hospital, VA Hospital, the Psychiatric Hospital at Vanderbilt (Adult/Adolescent/Child) and Middle Tennessee Mental Health Institute. Harris.

Radiation Oncology

CHAIR Dennis E. Hallahan

PROFESSORS Charles W. Coffey II, Michael L. Freeman, Dennis E. Hallahan

VISITING PROFESSOR Jingdong Li

ASSOCIATE PROFESSORS Anuradha Chakravarthy, Anthony J. Cmelak, Dennis M. Duggan,
P. Charles Lin, Arnold William Malcolm

RESEARCH ASSOCIATE PROFESSORS Ling Geng, Sekhar R. Konjeti

VISITING RESEARCH ASSOCIATE PROFESSOR Xiubao Ren

ASSISTANT PROFESSORS George X. Ding, Steven R. Goertz, Zhaozhong Han, Corbin
Johnson, Bo Lu, Michael Edward Marks, Todd Tenenholz, Fen Xia

RESEARCH ASSISTANT PROFESSORS Heping Yan, Eugenia M. Yazlovitskaya, Ying Zhang

ADJUNCT ASSISTANT PROFESSOR Paul Allen Rosenblatt

INSTRUCTOR Joel M. Busse

RESEARCH INSTRUCTORS Dong Wook Kim, Hanako Kobayash

✿ THE Department of Radiation Oncology introduces the discipline of radiation oncology to medical students during their third- or fourth-year clerkships. In third year, students attend departmental presentations as a part of their clinical rotations and discuss the use of appropriate work-up and treatment of cancer patients. Fourth-year students may participate in basic science, translational, or clinical research in radiation oncology.

Radiology and Radiological Sciences

CHAIR Jeremy J. Kaye

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S. Julian Gibbs, Sandra G. Kirchner, W. Faxon Payne, Henry P. Pendergrass

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Fitzpatrick, Arthur C. Fleischer, Michael L. Freeman, John C. Gore, Stephan H. W. Heckers,
Richard M. Heller, Jr., Marta Hernanz-Schulman, Jeremy J. Kaye, Robert M. Kessler, Marvin
W. Kronenberg, Steven G. Meranze, C. Leon Partain, James A. Patton, Ronald R. Price,
Valerie M. Rice, Martin P. Sandler, Harold D. Thompson, Norman H. Tolk, John A. Worrell

RESEARCH PROFESSOR A. Bertrand Brill

ADJUNCT PROFESSORS Arnold Burger, A. Everette James, Jr.

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Arildsen, Jeffrey L. Creasy, Thomas S. Dina, M. Reza Habibian, William H. Martin, Murray J.
Mazer, Robert Alan Mericle, E. Paul Nance, Jr., Cynthia B. Paschal, David R. Pickens III,
Thomas A. Powers, Glynis A. Sacks-Sandler, Max Israel Shaff, Stephanie E. Spottswood,
Sharon M. Stein, Ronald C. Walker

VISITING ASSOCIATE PROFESSOR Wen Chen

RESEARCH ASSOCIATE PROFESSORS Ronald M. Baldwin, Haakil Lee

ADJUNCT ASSOCIATE PROFESSOR Jeffrey A. Landman

ASSISTANT PROFESSORS John W. Allred III, E. James Andrews, Jr., Joseph M. Aulino, Gary
L. Bienvenu, Mark A. Bittles, John J. Block, Peter R. Bream, Jr., Kimberly Collis Brennan,

Andrew M. Brittan, Li Min Chen, Ronald L. Cowan, Bruce M. Damon, Joseph Diggs, Zhaohua Ding, Mark D. Does, Edwin Donnelly, Charles T. Faulkner, Ricardo B. Fonseca, James Christopher Gatenby, Daniel Frank Gochberg, James D. Green, Ewa Grzeszczak, Alice A. Hinton, Nancy Wingfield Darden Holland, Ralph Duane Holland, Frederick M. Isaacson, James M. Joers, Martin I. Jordanov, J. Herman Kan, Peter M. Lams, Mark A. Lawson, Jackiel R. Mayo, Kevin T. McManus, Michael I. Miga, Victoria L. Morgan, Robert J. Pallow, Jr., Todd E. Peterson, Wellington Pham, John Danforth Ross, Scott R. Shay, Sudha P. Singh, Michael G. Stabin, LeAnn Simmons Stokes, Megan K. Strother, David S. Taber, Curtis A. Wushensky, Thomas E. Yankeelov

VISITING ASSISTANT PROFESSORS Ulrike Dydak, Edward Brian Welch

RESEARCH ASSISTANT PROFESSORS Natasha Grant Deane, Stacy S. Klein, H. Charles Manning, Patrizia Riccardi, William R. Riddle, Baxter P. Rogers


ADJUNCT ASSISTANT PROFESSORS Reuven Brenner, Jaydip Datta, Martin Lepage

ASSISTANT CLINICAL PROFESSORS Jung Ja Hong, Andrew J. Padgug

ASSOCIATE Jeffrey A. Clanton

INSTRUCTORS Michael Joseph Ayad, Eric A. Dame, Christine K. Dove, Nathaniel D. Dueker, Lori L. Haycraft, Tamarya L. Hoyt, Robert F. James, Jeffrey James Luci, Lawrence E. Mason, Jr., Jason R. Pack, Tuhin K. Sinha, Amanda B. Squires, Huairan Zeng

ASSISTANT Mohammad Sib Ansari

 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 neuro-radiology. Clerkships in therapeutics are also available.

Required Course

PATH-5020. Introduction to Radiology. Second year. This weekly one-hour lecture course introduces basic principles of imaging and interpretation of x-ray, ultrasound, CT, MR, and radionuclide methods in the study of various organ systems. To prepare the student for clinical clerkships, indications, contraindications, and risks of various examinations and procedures will be presented by faculty of the Department of Radiology and Radiological Sciences. When feasible, radiology topics will correlate with that week's pathology laboratory and lecture topics. The student's grade will be determined by one-hour midterm and final examinations. FALL. Taber and Staff.

Section of Surgical Sciences

CHAIR OF THE SECTION R. Daniel Beauchamp

THE Section of Surgical Sciences is composed of the departments of Surgery, Cardiac Surgery, Neurological Surgery, Oral and Maxillofacial Surgery, Pediatric Surgery, Plastic Surgery, Thoracic 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.

Surgical Division Required Courses

MADM 5020. Core Clerkships: Intersessions. The intersessions are intended to address important clinical skills that apply to all medical domains. This course occurs in four one-week sessions immediately preceding each major clinical block. Monday to Wednesday noon is devoted to general intersession topics for the entire third-year class. Wednesday afternoon to through Friday is designated for review of basic science pertinent to the specific clerkships. The specialty-specific portions of the inter-session weeks are conducted by the individual clerkship programs. Topics to be covered in every general inter-session include: "hot topic"/evidence based medicine, women's health, communication skills, palliative care and pain management, and medical systems. Additional topics covered once during the course include: preventative medicine, nutrition and geriatrics. The course is delivered in a combination of large group lecture and small group exercises. Evaluation is based upon quizzes, peer evaluation of small group participation and clinical correlation exercises. This is a required course. Pass/Fail. Lomis.

S-5020. Surgery Clinical Rotation. For ten weeks each student in the third-year class is assigned to the surgical divisions of Vanderbilt University Hospital or Nashville Veterans Administration Medical Center. 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. The other five weeks of the clinical assignment provide two (2) rotations to the specialty services in Anesthesiology(VAH), Cardiothoracic VUH,VAH), Neurosurgery(VUH), Ophthalmology(VUH), Orthopaedic Surgery(VUH), Otolaryngology(VUH),

Pediatric Surgery(VUH), Plastic Surgery(VUH), Renal Transplant(VUH), Urology(VUH), Vascular Surgery(VUH), Trauma(VUH). These rotations provide exposure to a variety of patients with problems in general surgery and in the specialty fields of surgery. Members of the staff hold teaching sessions daily. Students go with their patients to the operating rooms where they are observers and assistants. An integral part of this clerkship is the core lecture series in surgery. Students will be assigned faculty preceptors for small group discussions. Beauchamp, Lomis, and Staff.

General Surgery

General Surgery, Vanderbilt
General Surgery, VA

Cardiothoracic, VAH
Neurosurgery, VUH
Ophthalmology, VUH
Orthopaedic Surgery, VUH
Otolaryngology, VUH
Pediatric Surgery, VUH
Plastic Surgery, VUH

Renal Transplant, VUH
Trauma, VUH
Urology, VUH
Vascular Surgery, VUH

Subspecialties

Anesthesiology, VAH
Cardiothoracic, VUH

General Surgery

CHAIR Najj N. Abumrad

PROFESSORS EMERITI William H. Edwards, Sr., Walter G. Gobbel, Jr., J. Kenneth Jacobs, H. Keith Johnson, James A. O'Neill, Jr., Robert E. Richie, Douglas H. Riddell, John L. Sawyers

PROFESSORS Najj N. Abumrad, R. Daniel Beauchamp, Derrick J. Beech, Ravi S. Chari, J. Stephen Dummer, Wa'el El-Rifai, Robert L. Galloway, Jr., James Richard Goldenring, Richard S. Miller, John A. Morris, Jr., C. Wright Pinson, William O. Richards, John H. Selby, David Shaffer, Kenneth W. Sharp, John Leeman Tarpley, John Kelly Wright, Jr.

VISITING PROFESSOR Preeda Sumritpradit

RESEARCH PROFESSOR Irene Feurer

ADJUNCT PROFESSOR William L. Russell

CLINICAL PROFESSOR Joseph L. Mulherin, Jr.

ASSOCIATE PROFESSORS William J. Anderson, Bettina M. Beech, Jose J. Diaz, Jr., William Russell Dougherty, David Lee Gorden, Jeffrey S. Guy, Alan Joseph Herline, Michael S. Higgins, Michael D. Holzman, Mark C. Kelley, Addison K. May, Steven G. Meranze, Nipun B. Merchant, Bonnie M. Miller, Thomas C. Naslund, William A. Nylander, Jr., A. Scott Pearson, Walter E. Smalley, Jr.

RESEARCH ASSOCIATE PROFESSORS Rafe M. Donahue, Kareem Jabbour, Phillip E. Williams

ADJUNCT ASSOCIATE PROFESSORS Robert C. Bone, Andrew John Pullan

ASSOCIATE CLINICAL PROFESSORS Roger A. Bonau, Reginald W. Coopwood, William H. Edwards, Jr., Steven J. Eskind, Raymond S. Martin III, Douglas O. Olsen, Stanley O. Snyder, Jr., Clarence S. Thomas, Jr., Pat Winston Whitworth, Jr.

ASSISTANT PROFESSORS Eugene Prichard Chambers, Jr., Kong Y. Chen, Bryan Richard Collier, Bryan Alan Cotton, Pran Krishna Datta, Jeffery B. Dattilo, Punita Dhawan, M. Dorothy Fogerty, David P. Foley, Sunil K. Geevarghese, Ana Grau, Oscar D. Guillaumondegui, Raul J. Guzman, Yanya Hu, Burnett S. Kelly, Jr., Ralph J. LaNeve, Kimberly D. Lomis, Murray J. Mazer, Anna L. Means, Willie V. Melvin III, Ingrid M. Meszoely, Kimberly Ann Moseley, Roberta Lee Muldoon, Patrick R. Norris, Alexander A. Parikh, Alphonse T. Pasipanodya, John Edward Phay, William P. Riordan, Jr., Charles B. Ross, Henry P. Russell, Kenneth G. Smithson, Alfonso Torquati, Paul E. Wise, Dengping Yin, Alexander Zaika

RESEARCH ASSISTANT PROFESSORS Leonard Alan Bradshaw, Natasha Grant Deane, Tahar Hajri, Lynne A. Lapierre, Yukiko Ueda, Edward Y. Zavala
 ADJUNCT ASSISTANT PROFESSOR Donald E. Meier
 ASSISTANT CLINICAL PROFESSORS Carlton Z. Adams, Jr., Terry R. Allen, Suhail H. Allos, Jeanne F. Ballinger, Jonathan A. Cohen, Maria E. Frexes-Steed, Richard J. Geer, Robert W. Ikard, Jay M. Isabell, Sabi S. D. Kumar, Richard T. Nguyen, Ketsia B. Pierre, Timothy J. Ranval, Robert T. Russell, J. Joshua Smith, Marinos C. Soteriou, Richard B. Terry
 SENIOR ASSOCIATE Carolyn S. Watts
 ASSOCIATE Margaret Tarpley
 INSTRUCTORS Hanqing Cao, Anne M. Conquest, Truman Markley Earl, Oliver L. Gunter, Gary T. Marshall
 RESEARCH INSTRUCTORS Abbes Belkhiri, Andrey E. Belous, Altaf Ahmed Dar, Sunil Krishna Halder, Pamela A. Marks, Robyn A. Tamboli
 CLINICAL INSTRUCTORS James R. Collier, Laura L. Dunbar, Ray Hargreaves, Laura Louise Lawson
 ASSISTANTS Mary Fran Hazinski, Leanna Robbins Miller

Cardiac Surgery

CHAIR John G. Byrne
 PROFESSORS EMERITI William C. Alford, Jr., Harvey W. Bender, Jr., William S. Stoney, Jr.
 PROFESSORS David P. Bichell, John G. Byrne, Ricardo Luis Levin, Michael R. Petracek
 CLINICAL PROFESSOR Davis C. Drinkwater, Jr.
 ASSOCIATE PROFESSOR Karla G. Christian
 ASSOCIATE CLINICAL PROFESSOR J. Scott Rankin
 ASSISTANT PROFESSORS Tarek S. Absi, Rashid M. Ahmad, Jorge M. Balaguer, Stephen K. Ball, William H. Frist, James P. Greelish, Steven J. Hoff, Yenya Hu, Betty Kim

Neurological Surgery

CHAIR George S. Allen
 PROFESSORS George S. Allen, J. Michael Fitzpatrick, Robert L. Galloway, Jr., Noel B. Tulipan
 ADJUNCT PROFESSOR Stephen Oppenheimer
 CLINICAL PROFESSORS Alan H. Fruin
 ASSOCIATE PROFESSORS Mark W. Becher, Lewis S. Blevins, Jr., E. Duco Jansen, Peter E. Konrad, Robert Alan Mericle, Reid Carleton Thompson
 RESEARCH ASSOCIATE PROFESSOR Changqing Kao
 ASSISTANT PROFESSORS Oran S. Aaronson, Michael Joseph Ayad, John Allan Barwise, Paul D. Boone, Joseph S. Cheng, Moneeb Ehtesham, Kurt M. Eichholz, Anita Mahadevan-Jansen, Louise Ann Mawn, Joseph Neimat, Matthew Marshall Pearson, Scott R. Shay, Kenneth G. Smithson, Kyle Derek Weaver
 RESEARCH ASSISTANT PROFESSORS H. Charles Manning, Michael S. Remple
 ADJUNCT ASSISTANT PROFESSOR Rebecca Ann Bachschmidt
 INSTRUCTOR Robert F. James
 RESEARCH INSTRUCTOR Karen K. Deal

Oral and Maxillofacial Surgery

CHAIR Scott B. Boyd

PROFESSOR EMERITUS Elmore Hill

PROFESSORS Scott B. Boyd, Samuel Jay McKenna

ADJUNCT ASSOCIATE PROFESSOR Charles W. Williams, Jr.

ASSOCIATE CLINICAL PROFESSOR James D. Allen

ASSISTANT PROFESSOR Steven G. Press

ASSISTANT CLINICAL PROFESSORS George A. Adams, Jr., Bill W. Akin, Michael L. Bobo,

Mirna A. Caldwell, Robert Caldwell, Jeffrey B. Carter, George H. Clayton, Lindsey W.

Cooper, Sr., Nina Foley, Richard H. Gentzler III, Matthias J. Gorham, Jr., Cynthia A.

Green, Spencer A. Haley, Alexandra Warren Hendricks, H. Pitts Hinson, Jody Jones,

John T. King, George S. Lee, Charles Michael Locke, Bruce C. McLeod, Timothy E.

McNutt, Adolfina Montalvo-Polk, Edward C. Perdue, Terry A. Propper, Gregory P.

Richardson, Stanley C. Roddy, Jr., Richard D. Roth, Ellen G. Shemancik, Henry Clifton

Simmons III, David J. Snodgrass, John Carlos Stritikus, Rhonda Switzer, Donna C. Walls

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

Pediatric Surgery

CHAIR Wallace W. Neblett III

PROFESSOR EMERITUS George W. Holcomb, Jr.

PROFESSOR Wallace W. Neblett III

ASSOCIATE PROFESSOR John B. Pietsch

ASSISTANT PROFESSORS Eric R. Jensen, Harold Newton Lovvorn III, Walter M. Morgan III,

Stephen Eric Morrow, Gretchen P. Purcell, Edmund Y. Yang

INSTRUCTOR James E. Keffer

Plastic Surgery

CHAIR R. Bruce Shack

PROFESSORS EMERITI John B. Lynch, Greer Ricketson

PROFESSORS Lillian B. Nanney, R. Bruce Shack

ASSOCIATE PROFESSORS William Russell Dougherty, Kevin F. Hagan, Kevin J. Kelly

ASSOCIATE CLINICAL PROFESSORS Jack Fisher, Thomas W. Orcutt

ASSISTANT PROFESSORS Stephane Alain Braun, James J. Madden, Jr., John Blair Summitt,

Douglas R. Weikert, J. Jason Wendel

ASSISTANT CLINICAL PROFESSORS Caroline H. Chester, Stephen M. Davis, Joseph B.

DeLozier III, Philip E. Fleming, Mary Katherine Gingrass, G. Patrick Maxwell, John

David Rosdeutscher

ASSISTANT Marcia E. Spear

Thoracic Surgery

CHAIR Joe B. Putnam, Jr.
PROFESSOR Joe B. Putnam, Jr.
ASSISTANT PROFESSORS Eric S. K. Lambright

Urologic Surgery

CHAIR Joseph A. Smith, Jr.
PROFESSORS Mark C. Adams, John W. Brock III, Michael S. Cookson, Roger R. Dmochowski,
Robert J. Matusik, Bruce J. Roth, Joseph A. Smith, Jr.
ASSOCIATE PROFESSORS Sam S. Chang, Simon William Hayward, S. Duke Herrell III,
Frederick Kirchner, Jr., Steven G. Meranze, Douglas Franklin Milam, John C. Pope IV,
William J. Stone
ASSOCIATE CLINICAL PROFESSORS H. Victor Braren, Charles W. Eckstein, Robert H.
Edwards, Keith W. Hagan, Phillip P. Porch, Jr., Robert A. Sewell
ASSISTANT PROFESSORS Neil Adri Bhowmick, Peter E. Clark, Romano Thomas DeMarco,
Susan Kasper, Harriette Miles Scarpero, John C. Thomas
RESEARCH ASSISTANT PROFESSORS Ming Jiang, Ren Jie Jin
ASSISTANT CLINICAL PROFESSORS Robert B. Barnett, Raoul S. Concepcion,
Mark D. Flora, Jenny Jo Franke, Whitson Lowe, Thomas E. Nesbitt
ASSOCIATES Karen Michelle Ardisson, Stephen J. Cernawsky, Todd J. Doran
INSTRUCTORS Daniel Barocas, Lincoln J. Maynes, Jonathan S. Starkman, Christopher E.
Wolter
CLINICAL INSTRUCTORS Robert B. Faber, John J. Warner

Interdisciplinary Course Work

MED-5100. Introduction to the Patient: Clinical Professionalism. The objective of this course is to expose first-year medical students to clinicians early in their educational training and to give students the opportunity to obtain exposure to clinician role models so that the idealistic and altruistic attitudes which brought them to medicine may be sustained during the preclinical phase of their education. We also hope to provide an experience in which medicine is practiced, specifically the common sense and practical considerations which influence approaches taken and outcomes achieved in the health care system. The format of the course will be as follows: One to two students will be assigned to a clinician and will meet with that clinician two to three afternoons per month. Students will be in discussion groups and will have didactic presentations in Mind and Medicine and in Ecology of Health Care which will be based on these clinical encounters. FALL. Powers, Temple, Shack, Bridges.

IDIS 5040. Genetics. Genetics/interdisciplinary: New developments in genetics are providing new insights into pathogenesis and promise to alter the practice of medicine. At the same time, genetic information has implications that affect the individual clinician-patient relationship and beyond, including families, access to insurance, employment, and population screening--effects that could alter the use of this knowledge. This course will be taught using a primarily case-based problem method and will have the following goals: 1) To introduce students to use of basic principles of molecular, chromosomal, Mendelian and population genetics, 2) To teach students how to obtain family and medical histories and use these along with their knowledge of genetic principles and reliable genetic information, obtained using Web-based tools, to detect, diagnose and treat biochemical, cancer, chromosomal, congenital anomalies, neurogenetic and other genetic disorders, 3) To provide understanding of the ethical and public policy implications of genetic disorders and genetic screening, and 4) To use these concepts and tools along with integration of some of the information learned earlier in medical school courses to improve the diagnosis and treatment of genetic disorders affecting individuals of all ages. SPRING. Phillips.

Web site: https://www.mc.vanderbilt.edu/medschool_files/genetics

Emphasis Program. The Emphasis Program is designed to provide students with the opportunity to pursue research and scholarly activities during the first two years of medical school and, thereby, to prepare them to fill roles as leaders and scholars. In the fall semester, students will be introduced to eight possible areas of study. In consultation with course faculty, each student will then identify a project and a mentor in one of the eight areas. The second semester will be devoted to enriching their background in their chosen areas and developing the research plan for the project. For eight weeks during the summer between first and second year, students will carry out their research. In the fall semester of the second year, research will be completed, and the process of writing up the project will begin. During the spring semester of the second year, students will present the results of their research and prepare their reports in publishable form. FALL and SPRING. O'Day.

Web site: <http://www.mc.vanderbilt.edu/medschool/courwses/emphasis>



Faculty



Named and Distinguished Professors

NAJI N. ABUMRAD, John L. Sawyers Professor of Surgery
GEORGE S. ALLEN, William F. Meacham Professor of Neurological Surgery
CARLOS L. ARTEAGA, Vice Chancellor's Professor of Breast Cancer Research
MICHAEL ASCHNER, Gray E. B. Stahlman Professor of Neuroscience
DAVID M. BADER, Gladys Parkinson Stahlman Professor of Cardiovascular Research
H. SCOTT BALDWIN, Katrina Overall McDonald Professor of Pediatrics
JEFFREY R. BALSER, James Tayloe Gwathmey Clinician-Scientist Professor
R. DANIEL BEAUCHAMP, John Clinton Foshee Distinguished Professor of Surgery
GORDON R. BERNARD, Melinda Owen Bass Professor of Medicine
RANDY D. BLAKELY, Allan D. Bass Professor of Pharmacology
JAMES F. BLUMSTEIN, University Professor of Constitutional Law and Health Law and Policy
NANCY J. BROWN, Robert H. Williams Professor of Medicine
LONNIE S. BURNETT, Frances and John C. Burch Professor of Obstetrics and Gynecology
RICHARD M. CAPRIOLI, Stanley Cohen Professor of Biochemistry
ALAN D. CHERRINGTON, Charles H. Best Professor of Diabetes Research
NANCY C. CHESCHEIR, Betty and Lonnie S. Burnett Professor of Obstetrics and Gynecology
LARRY R. CHURCHILL, Ann Geddes Stahlman Professor of Medical Ethics
ROBERT J. COFFEY, JR., John B. Wallace Professor of Medicine
ROBERT D. COLLINS, John L. Shapiro Professor of Pathology
RICHARD T. D'AQUILA, Addison B. Scoville Professor of Medicine
STEPHEN NEIL DAVIS, Mark Collie Professor of Diabetes Research
SUDHANSU K. DEY, Dorothy Overall Wells Professor of Pediatrics
ROBERT S. DITTUS, Albert and Bernard Werthan Professor of Medicine
THOMAS P. DOYLE, Ann and Monroe Carell Jr. Family Professor of Pediatric Cardiology
MARK E. FRISSE, Accenture Professor of Biomedical Informatics
ALFRED L. GEORGE, JR., Grant W. Liddle Professor of Medicine
JAMES RICHARD GOLDENRING, Paul W. Sanger Professor of Experimental Surgery
DARYL K. GRANNER, Joe C. Davis Professor of Biomedical Science
JONATHAN LEE HAINES, T. H. Morgan Professor of Human Genetics
HEIDI ELIZABETH HAMM, Earl W. Sutherland Jr. Professor of Pharmacology
RAYMOND C. HARRIS, JR., Ann and Roscoe R. Robinson Professor of Nephrology
JACEK HAWIGER, Oswald T. Avery Distinguished Professor of Microbiology and Immunology
GEORGE C. HILL, Levi Watkins Jr. Professor for Diversity in Medical Education
MICHAEL D. HOLZMAN, Lester and Sara Jayne Williams Chair in Academic Surgery
BILLY GERALD HUDSON, Elliot V. Newman Professor of Medicine
TADASHI INAGAMI, Stanford Moore Professor of Biochemistry
ROBERT M. KESSLER, Wilhelm Roentgen Professor of Radiology and Radiological Sciences
ALEXANDER R. LAWTON III, Edward Claiborne Stahlman Professor of Pediatric Physiology and Cell Metabolism
JAMES E. LOYD, Rudy W. Jacobson Professor of Pulmonary Medicine
MARK A. MAGNUSON, Earl W. Sutherland, Jr. Professor of Molecular Physiology and Biophysics
LAWRENCE J. MARNETT, Mary Geddes Stahlman Professor of Cancer Research
HERBERT Y. MELTZER, Bixler/Johnson/Mays Professor of Psychiatry
RANDOLPH A. MILLER, Donald A. B. and Mary M. Lindberg University Professor of Biomedical Informatics
JASON D. MORROW, F. Tremaine Billings Professor of Medicine and Pharmacology
GREGORY R. MUNDY, John A. Oates Professor of Medicine and Pharmacology
JAMES L. NETTERVILLE, Mark C. Smith Professor of Otolaryngology, Head and Neck Surgery
JOHN H. NEWMAN, Elsa S. Hanigan Professor of Pulmonary Medicine
JOHN A. OATES, Thomas F. Frist Professor of Medicine
NEIL OSHEROFF, John Coniglio Professor of Biochemistry
ROBERT H. OSSOFF, Guy M. Maness Professor of Otolaryngology

RICHARD M. PEEK, JR., Mina Cobb Wallace Professor of Gastroenterology and Cancer Prevention
JOHN A. PHILLIPS III, David T. Karzon Professor of Pediatrics
JENNIFER A. PIETENPOL, Ingram Professor of Cancer Research
C. WRIGHT PINSON, H. William Scott Professor of Surgery
ALVIN C. POWERS, Ruth King Scoville Professor of Medicine
RONALD R. PRICE, Godfrey Hounsfield Professor of Radiology and Radiological Sciences
JOE B. PUTNAM, JR., Ingram Professor of Cancer Research
DAVID ROBERTSON, Elton Yates Professor of Autonomic Disorders
DAN M. RODEN, William Stokes Professor of Experimental Therapeutics
BRUCE J. ROTH, Paul V. Hamilton M.D. and Virginia E. Howd Professor of Urologic Oncology
SAMUEL ANDREW SANTORO, Dorothy B. and Theodore R. Austin Professor of Pathology
FRIEDRICH G. SCHUENING, Ingram Professor of Cancer Research
RICHARD C. SHELTON, James G. Blakemore Research Professor of Psychiatry
JOSEPH A. SMITH, JR., William L. Bray Professor of Urologic Surgery
W. ANDERSON SPICKARD, JR., Chancellor's Professor of Medicine
SUBRAMANIAM SRIRAM, William C. Weaver III Professor of Experimental Neurology
PAUL STERNBERG, JR., George W. Hale Professor of Ophthalmology and Visual Sciences
KEVIN STRANGE, John C. Parker Professor of Anesthesiology
DOUGLAS E. VAUGHAN, C. Sidney Burwell Professor of Medicine
STEN H. VERMUND, Amos Christie Professor of Global Health
MICHAEL R. WATERMAN, Natalie Overall Warren Distinguished Professor of Biochemistry
JAMES ALAN WHITLOCK, Craig-Weaver Professor of Pediatrics
PETER F. WRIGHT, Shedd Professor of Pediatric Infectious Diseases

Faculty

- ROSEMARY HUNTER AARON, Associate Clinical Professor of Pediatrics
B.S. (Emory 1989); M.D. (Duke 1994) [2001]
- ORAN S. AARONSON, Assistant Professor of Neurological Surgery
B.Sc., M.B., B.S. (London 1992, 1997) [2004]
- RASHIDA A. ABBAS, Fellow/Instructor in Clinical Medicine
B.S. (Drexel 1986); M.D. (Vanderbilt 1993); M.D. (Pennsylvania 1996) [2006]
- MATTHEW J. ABBATE, Instructor in Clinical Medicine
A.B. (Brown 1987); M.D. (Tufts 1991) [1995]
- AFSHIN ABDIRAD, Visiting Scholar in Medicine
M.D. (Tehran University of Medical Sciences 1991) [2007]
- RASUL ABDOLRASULNIA, Research Assistant Professor of Medicine
B.S. (Shiraz [Iran] 1961); M.S. (Pahlavi [Iran] 1972); Ph.D. (Tennessee 1978) [1988]
- SARKI A. ABDULKADIR, Associate Professor of Pathology; Associate Professor of Cancer Biology
B.S., M.D. (Ahmadu Bello [Nigeria] 1984, 1990); Ph.D. (Johns Hopkins 1995) [2005]
- TY WILLIAM ABEL, Assistant Professor of Pathology
B.A. (Boise State 1989); M.S., Ph.D., M.D. (Arizona 1991, 1993, 2001) [2005]
- VIRGINIA D. ABERNETHY, Professor of Psychiatry (Anthropology), Emerita
B.A. (Wellesley 1955); A.M., Ph.D. (Harvard 1968, 1970); M.B.A. (Vanderbilt 1981) [1975]
- ANTOINNE C. ABLE, Associate Professor of Surgery at Meharry Medical College; Associate Professor of Orthopaedics and Rehabilitation at Vanderbilt
B.A. (Tennessee 1980); M.S. (Tennessee State 1982); M.D. (Meharry Medical 1989) [2002]
- BASSEL W. ABOU-KHALIL, Professor of Neurology; Director, Division of Epilepsy
B.S., M.D. (American University of Beirut 1974, 1978) [1988]
- ROBERT L. ABRAHAM, Instructor in Clinical Medicine
B.A. (Dartmouth 1985); M.D. (Medical College of Georgia 2000) [2006]
- THOMAS JAMES ABRAMO, Professor of Emergency Medicine; Professor of Pediatrics
B.S. (Canisius 1978); M.D. (Meharry Medical 1982) [2005]
- TAREK S. ABSI, Assistant Professor of Cardiac Surgery
B.S., M.D. (American University of Beirut 1991, 1995) [2005]
- NAJI N. ABUMRAD, John L. Sawyers Professor of Surgery; Chair, Department of Surgery
B.S., M.D. (American University of Beirut 1966, 1971) [2002]
- SARI A. ACRA, Associate Professor of Pediatrics
B.Sc. (North Carolina State 1985); M.D. (American University of Beirut 1995); M.P.H. (Vanderbilt 2005) [2001]
- MAURICE M. ACREE, JR., Assistant Clinical Professor of Pathology
B.A. (Vanderbilt 1949); M.D. (Tennessee 1961) [1970]
- CARLTON Z. ADAMS, JR., Assistant Clinical Professor of Surgery at Meharry Medical College; Assistant Clinical Professor of Surgery at Vanderbilt
B.S. (Southern California 1979); M.D. (Howard 1983) [2001]
- GEORGE A. ADAMS, SR., Clinical Instructor in Oral and Maxillofacial Surgery (Pedodontics)
D.D.S., M.D.S. (Indiana 1974, 1976) [1978]
- GEORGE A. ADAMS, JR., Assistant Clinical Professor of Oral and Maxillofacial Surgery
B.A. (Southern Methodist 1995); D.M.D. (Kentucky 1999) [2004]
- MARK C. ADAMS, Professor of Urologic Surgery; Professor of Pediatrics
A.B., M.D. (Vanderbilt 1979, 1983) [1995]

- THEODORE R. ADDAI, Associate Professor of Medicine at Meharry Medical College;
Assistant Professor of Medicine at Vanderbilt
M.D. (University of Ghana 1985) [2001]
- GAIL L. ADDLESTONE, Clinical Instructor in Pediatrics (Died 22 July 2007)
B.A. (Pennsylvania 1991); M.D. (Vanderbilt 1997) [2000]
- OLUFEMI J. ADEGOKE, Assistant Professor of Epidemiology at Meharry Medical College;
Assistant Professor of Medicine at Vanderbilt
M.D. (Ife [Nigeria] 1984); M.P.H. (Emory 1996) [2004]
- LORI M. ADELSON, Assistant Clinical Professor of Psychiatry
B.S. (Michigan 1974); M.D. (Wayne State 1978) [2006]
- R. TERRY ADKINS, Clinical Instructor in Obstetrics and Gynecology
A.B. (Tennessee 1980); M.D. (Baylor 1983) [1989]
- DAVID HENRY ADLER, Fellow/Instructor in Clinical Medicine
B.A. (Virginia 1994); M.S. (Oregon 1997); M.D. (Medical College of Virginia 2001) [2006]
- DEANNA LEE AFTAB-GUY, Assistant Professor of Pediatrics
B.A. (Vassar 1985); M.D. (Northeastern Ohio 1991) [2002]
- ANITA AGARWAL, Associate Professor of Ophthalmology and Visual Sciences
M.D. (Mangalore [India] 1985); M.S. (Chandigarh [India] 1995) [1999]
- MARIA DEL PILAR AGUINAGA, Adjunct Associate Professor of Medicine at Vanderbilt;
Professor of Obstetrics and Gynecology at Meharry Medical College
B.S., M.S. (Universidad Peruana 'Cayetano Heredia' [Peru] 1977, 1978); M.S. (Wisconsin 1979); Ph.D. (Kanazawa [Japan] 1984) [1997]
- NADIR AHMAD, Instructor in Otolaryngology
B.A. (McGill 1993); M.D. (St. George's 2000) [2007]
- RASHID M. AHMAD, Assistant Professor of Cardiac Surgery; Assistant Professor of
Biomedical Informatics
Sc.B. (Brown 1988); M.D. (Columbia 1992) [2002]
- NAZNEED AHMED, Assistant Clinical Professor of Pediatrics
M.D. (Bangalore Medical 1986) [2005]
- CHRISTOPHER R. AIKEN, Professor of Microbiology and Immunology
B.S. (California, Santa Barbara 1983); Ph.D. (Illinois 1991) [1995]
- DAVID C. AIREY, Research Assistant Professor of Pharmacology
B.S. (Maryland 1992); Ph.D. (Cornell 1999) [2005]
- BILL W. AKIN, Assistant Clinical Professor of Oral and Maxillofacial Surgery (Periodontics)
B.A. (Vanderbilt 1970); D.D.S. (Tennessee 1973) [1991]
- FAITH WURM AKIN, Adjunct Assistant Professor of Hearing and Speech Sciences
B.A. (Tennessee 1984); M.S. (Texas, Dallas 1987); Ph.D. (Vanderbilt 1997) [2002]
- JUDITH B. AKIN, Assistant Clinical Professor of Psychiatry
Pharm.D., M.D. (University of Arkansas for Medical Sciences 1982, 1986) [1990]
- MUHAMMAD MAJID AL-KAYLANI, Assistant Professor of Neurology
M.D. (Kufa [Iraq] 1989) [2002]
- RUBY M. ALBERT, Assistant Clinical Professor of Pediatrics
B.S. (Saint Louis 1987); M.D. (East Ramon Magsaysay Memorial Medical Center 1991)
[2005]
- VITTORIO ALBERTAZZI, Visiting Scholar in Pathology
M.D. (Modena [Italy] 2004) [2007]
- NORMAN ALBERTSON, Clinical Instructor in Pediatrics
B.S. (Texas A & M 1981); M.D. (Texas 1991) [1995]
- DAVID DWIGHT ALFERY, Adjunct Associate Professor of Anesthesiology
B.A. (Tulane 1970); M.D. (Louisiana State 1976) [1995]
- ROBERT H. ALFORD, Clinical Professor of Medicine
B.A., M.D. (Vanderbilt 1958, 1961) [1967]

- WILLIAM C. ALFORD, JR., Clinical Professor of Cardiac and Thoracic Surgery, Emeritus
B.A., M.D. (Vanderbilt 1952, 1955) [1962]
- JOHN T. ALGREN, Professor of Anesthesiology; Professor of Pediatrics; Director, Division of Pediatric Anesthesiology
B.S. (Kentucky 1971); M.D. (Louisville 1975) [1999]
- CONSTANTIN ALIFERIS, Assistant Professor of Biomedical Informatics; Assistant Professor of Cancer Biology
M.D. (Athens 1990); M.S., Ph.D. (Pittsburgh 1994, 1998) [2000]
- DAVID W. ALLEN, Assistant Clinical Professor of Medicine
B.S. (Vanderbilt 1984); M.D. (East Tennessee State 1989) [1994]
- GEORGE S. ALLEN, William F. Meacham Professor of Neurological Surgery and Chair of the Department
B.A. (Wesleyan 1963); M.D. (Washington University 1967); Ph.D. (Minnesota 1975) [1984]
- GREGG P. ALLEN, Clinical Instructor in Family Medicine; Clinical Instructor in Nursing
A.B. (Oberlin 1974); M.D. (Jefferson Medical College 1978) [1998]
- JAMES D. ALLEN, Associate Clinical Professor of Oral and Maxillofacial Surgery
B.A., D.D.S. (Tennessee 1980, 1984) [1994]
- JOSEPH H. ALLEN, JR., Professor of Radiology and Radiological Sciences, Emeritus
M.D. (Washington University 1948) [1956]
- NEWTON PERKINS ALLEN, JR., Assistant Clinical Professor of Medicine
B.S. (Davidson 1982); M.D. (Vanderbilt 1986) [2003]
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B.S., M.D. (Tulane 1976, 1981) [2003]
- LAURENCE J. ZWIEBEL, Professor of Biological Sciences; Investigator, Center for Molecular Neuroscience
B.S. (SUNY, Stony Brook 1980); M.S. (Michigan 1982); Ph.D. (Brandeis 1992) [1997]

Register of Students

First-Year Class

Davoud Joseph Abdollahian (B.S., Duke) Lakewood, OH
Jessica Rose Adams (B.S., Vanderbilt) Madison, AL
Nneamaka Barbara Agochukwu (B.S., Louisiana State) New Orleans, LA
Christina Ahn (B.A., Harvard) Toronto, ON
Meredith Grey Albin (B.A., Washington University) Atlanta, GA
Eric Andrew Armour (B.A., Lawrence) Germantown, WI
Katie Elizabeth Atnip (B.A., Harvard) Greenfield, TN
Magdalena Bokiej (B.A., Middlebury) Middlebury, VT
Scott Miller Bolton (B.S., Brown) Coral Gables, FL
Andre Joseph Boustani (B.S., Tulsa) Tulsa, OK
Zachary Edgar Brewer (B.S., Massachusetts Institute of Technology) Durham, NC
Andrea Archambault Brock (B.S., Saint Louis University) St. Louis, MO
Kara Michelle Brown (B.S., University of Miami) Tampa, FL
Suzanne Nellie Bryce (B.S., Vanderbilt) Nashville, TN
Jared Sadler Burlison (B.S., Illinois [Urbana-Champaign]) Benton, IL
Daniela Lemos Buscariollo (B.S., Vanderbilt) St. Louis, MO
Courtney Michelle Campbell (B.A., Harvard) Dallas, TX
Karen Chen (B.S., Yale) Cedarburg, WI
Frances Y. Cheng (B.S., Yale) Holmdel, NJ
Yash Amit Choksi (B.A., Duke) Columbia, TN
Rebecca Elaine Cook (B.S., Wake Forest) Fort Myers, FL
Calvin Michael Cooper (B.S., Colorado State) Greeley, CO
Lane Chu Crawford (B.A., Vanderbilt) Paducah, KY
Brian Richert Cruz (B.S., Notre Dame) New York, NY
Richard Ryan Durham Darby (B.A., Princeton) Nashville, TN
Aaron Jay Dawes (B.A., Princeton) Atherton, CA
Stamatios George Dentino (B.A., California [Berkeley]) Sacramento, CA
Aditi Desai (B.A., Pennsylvania) Elizabethtown, KY
Anjali Deshmukh (B.A., Dartmouth) East Lyme, CT
Brett Tyler Donegan (B.E., Vanderbilt) Shelbyville, TN
Elizabeth Nguyen Dong (B.S., Seattle Pacific) Renton, WA
Christopher Thomas Eakins (B.S., Notre Dame) Bloomington, MN
John James Eicken (B.S., Emory) Bradenton, FL
John Joseph Erickson (B.S., Case Western Reserve) Massillon, OH
Christopher Blake Estopinal (B.S., Virginia) Nashville, TN
Tanner John Freeman (B.S., Notre Dame) Houma LA
Mark Andrew Fritz (B.E., Vanderbilt) Nashville, TN
Erin Campbell Fulchiero (B.A., Bryn Mawr) Dayton, OH
Kassatihun Gebre-Amlak (B.S., Florida Agricultural and Mechanical) Nashville, TN
Brian Charles Grieb (B.S., Centre) Louisville, KY
Nikita Gupta (B.S., Johns Hopkins) Prospect, KY
Dana Brooke Harrar (B.A., Johns Hopkins) Boston, MA
Lara Lea Hershcovitch (B.S., Massachusetts Institute of Technology) Mt. Sinai, NY
John Bradford Hill (B.S., Florida) Jacksonville, FL
Luis Enrique Huerta (B.S., Vanderbilt) Memphis, TN
Pimkwan Jaru-ampornpan (B.A., Harvard) Washington, DC

David Paul Johnson (B.S., Rhodes) Knoxville, TN
Elyne Nelson Kahn (B.S., Brown) Portland, ME
Michael Edward Kallen (B.S., California [Berkeley]) West Hills, CA
Stephen Frederick Kappa (B.A., Yale) Kingsport, TN
Ioannis Karageorgiou (B.S., Vanderbilt) Hicksville, NY
Mehnaz Khan (B.S., Johns Hopkins) Fairfax, VA
Saira Khan (B.S., Vanderbilt) Collierville, TN
Disha Kumar (B.A., Vanderbilt) Cincinnati, OH
Siri Kunchakarra (B.A., California [Berkeley]) Fremont, CA
Julia Jeanne Kutaka (B.S., California [Irvine]) Irvine, CA
James Matthew Kynes (B.S., Florida) Annandale, VA
Luke Joseph Laffin (B.S., Calgary) Calgary, AB
Caroline Ming-Hwei Lai (B.S., Illinois [Urbana-Champaign]) Northridge, CA
Chih-Yi Liao (B.A., California [Berkeley]) San Salvador,
Robert Bradley Lindell (B.S., Georgia) Jackson, MS
Annie Yee-lynn Liu (B.A., Princeton) Scottsdale, AZ
Shane Michael Magee (B.E., Vanderbilt) Brentwood, TN
Melissa Sania Makar (B.S., Stanford) Pueblo, CO
Brent Stephen McNew (B.S., Furman) Loudon, TN
William Howard McSwain (B.S., Stetson) Bradenton, FL
Audrey Elaine Herr Metz (B.S., Vanderbilt) Knoxville, TN
Lauren Rhea Mitchell (B.S., Tulane) Miramar, FL
Ryan Davis Moore (B.S., Georgia Institute of Technology) Knoxville, TN
Philipose Getachew Mulugeta (B.S., Vassar) Addis Ababa, Ethiopia
Amulya Nagarur (B.S., Georgia) Duluth, GA
Ravneet Kaur Nagi (B.S., Ramapo) Gaithersburg, MD
Imani Orgill (B.S., Princeton) Laurelton, NY
Jae Yoon Park (B.A., Chicago) Seoul, South Korea
Alon Peltz (B.S., Ohio State) Beachwood, OH
Kevin Daniel Phelps (B.S., Centre) Leitchfield, KY
Charles Allen Phillips (B.S., Tennessee [Chattanooga]) Germantown, TN
Piotr Pawel Pilarski (B.A., Harvard) Northbrook, IL
Yamini Bhongir Rao (B.A., Dartmouth) Huntsville, AL
Eric James Rellinger (B.S., Wittenberg) Upper Sandusky, OH
Nedim Ruhotina (B.S., Cornell) Burlington, MA
Daniel Sacks (B.S., Florida) Nashville, TN
Maher Salahi (B.S., Duke) Newhall, CA
Jacob Elliott Schaff (B.A., Vanderbilt) Memphis, TN
Cameron Schlegel (B.S., Emory) Salt Lake City, UT
Britni Hisae Schoonover (B.S., West Virginia) Prociuous, WV
Artyom Sedykh (B.S., California [Davis]) Sacramento, CA
Katherine Clair Shaw (B.S., Georgia Institute of Technology) Macon, GA
Michelle Elise Shepard (B.A., Stanford) Irvine, CA
David Matthew Silvestri (B.A., Harvard) Natick, MA
Michelle Sullivan (B.S., Barry) Nashville, TN
Kyle Robert Sweeney (B.S., Michigan State) Portage, IN
James Anchen Teng (B.A., Southern California) Fresno, CA
Merina Thomas (B.A., Northwestern) Freeport, IL
Sarah Marie Tiggelaar (B.S., Vanderbilt) Lexington, KY
Chinenyenwa Okechi Usuh (B.S., Tennessee [Knoxville]) Nashville, TN
Kalya Vardi (B.S., California, Los Angeles) San Diego, CA

Vinod Mathew Varki (B.S., Vanderbilt) Miami, FL
Robert Jewell Wilson (B.A., Chicago) Sugarloaf Key, FL
Eric Stephen Wise (M.A., Washington University) Akron, OH
Kevin Brantley Wise (B.S., Emory) St. Marys, GA
Carmen Christine Wolfe (B.A., Vanderbilt) Brandon, MS
Sheri-Ann Melecia Wynter (B.A., Harvard) Rosedale, NY
Irving Ye (B.A., Yale) Hoover, AL
Mi Jin Yoo (B.A., California [Berkeley]) Los Angeles, CA

Second-Year Class

Amir Michael Abtahi (B.A., Miami [Ohio]) Nashville, TN
Monty Arta Aghazadeh (B.S., Louisiana State) Baton Rouge, LA
Tiffany Nicole Suzanne Ballard (B.A., Depauw) Decatur, IN
James Clifford Balvich (B.S., Southern California; M.S., Indiana) Greenwood, IN
Roy Barco (B.S., Miami [Coral Gables]) Nashville, TN
James Russell Bekeny (B.S., Northwestern) Westlake, OH
Michael Charles Bennett (B.A., Princeton) Chesterfield, MO
Krupa Mahendra Bhojani (B.A., Harvard) Cambridge, MA
Richard Earl Blalock II (B.S., Murray State) Murray, KY
Rhea Whitney Boyd (B.A., Notre Dame) Akron, OH
Beth Ilene Brenner (B.A., Virginia) Richmond, VA
James Jiradecha Brittin (B.A., Williams College) Brentwood, TN
Yuriy Semenovich Bronshteyn (B.A., Kentucky) Louisville, KY
Erin Elizabeth Burke (B.S., Notre Dame) Vestal, NY
Jared Burlison (B.S., Illinois) Nashville, TN
Atuhani Seth Burnett (B.S., Andrews) Toronto, XX
Brian Thomas Cabaniss (B.S., Alabama [Birmingham]) Florence, AL
Maria Eugenia Carlo (B.A., Harvard) Birmingham, AL
Andrew Joseph Chambers (B.A., Virginia; J.D., College of William and Mary) Nashville, TN
Sy-Yeu Sue Chern (B.A., Princeton) East Hanover, NJ
Christopher Stuart Clingan (B.A., California, Berkeley) Federal Way, WA
Jashodeep Datta (B.A., Colgate) Calcutta, India
Latif M. Dharamsi (B.S., Vanderbilt; M.S., Georgetown) Mooresville, NC
Amy Kathryn Dickey (B.S., Oklahoma) Weatherford, OK
Fiona Fang (B.S., Emory) Marietta, GA
Patricia Lynn Fick (B.S., Michigan State) Nashville, TN
Allison Marie Floyd (B.S., Union College) Acton, MA
Paige Marnie Fortinsky (B.A., Barnard College) Coral Springs, FL
Aliya Latisha Frederick (B.S., Maryland)
Michelle Erin Fullard (B.S., Vanderbilt) Birmingham, AL
Elizabeth Anne Gordon (B.S., Wisconsin [Madison]) Newberg, OR
Andrew William Gore (B.A., Duke) LaGrange, GA
Phillip Conrad Gorrindo (B.S., Yale) Minden, NV
Emma Catherine Hamilton (B.S., Vanderbilt) Jacksonville, FL
Courtney Hayes Harrison (B.S., Washington and Lee) Richmond, VA
Bryan Irby Hartley (B.S., Georgia) Chattanooga, TN
Eve Ariel Henry (B.A., Princeton) Amawalk, NY
Brittany Joy Holmes (B.A., Colorado) Littleton, CO
Marguerite Indriati Hood (B.S., Houghton College) Yarmouth, XX
Tera Frederick Howard (B.S., Wake Forest) Sumter, SC
Xinran Hu (B.S., Fudan; M.S., Vanderbilt) Nashville, TN

Ryan Craig Hutchinson (B.S., California [Los Angeles]) Ben Lomond, CA
Misun Hwang (B.A./B.S., Stanford) Los Angeles, CA
Erik Bradford Hysinger (B.S., Vanderbilt) Nashville, TN
Meghan Elizabeth Jennings (B.A., Vanderbilt) Independence, MO
Ernestine Nonye Jideama (B.A., Vanderbilt) Mableton, GA
Melissa Camille Johnson (B.S., California State [Sacramento]) Vallejo, CA
Marlon Francis Joseph (B.S., Miami) Lake Worth, FL
Roy Kagumba Kiberenge (B.A., Florida Atlantic) Miami, FL
Joseph Yun Kim (B.S., Tennessee) Goodlettsville, TN
Kristy Lynn Kummerow (B.S., Rhodes College) Big Sandy, TN
Asher Isaac Kupperman (B.S., Yale) Santa Barbara, CA
Andrew John Lautz (B.S., Purdue) Munster, IN
Lindsey Gray Lawrence (B.S., Emory) Virginia Beach, VA
Michelle Andrea Lightfoot (B.S., Georgia Institute of Technology) Alpharetta, GA
Xiangxi Lu (B.S., Virginia) Potomac, MD
Maria Angela Maguire (B.A., Princeton) Nashville, TN
Mohan Krishna Mallipeddi (B.S., Stanford) San Jose, CA
Daniel T Matthews (B.S., Rice) Jackson, TN
Caitlyn Christine Mooney (B.S., Notre Dame) Pittsburgh, PA
Daniel Lawrence Murphy (B.E., Vanderbilt) Shaker Heights, OH
Elizabeth Anne Nalani Nathaniel (B.A., Johns Hopkins) Alexandria, VA
Mai P Nguyen (B.A., Illinois Wesleyan) Houston, TX
Michael Bryan Nichols (B.E., Vanderbilt) Columbus, OH
Jared Martin O'Leary (B.S., Case Western Reserve) Galion, OH
Frederick Otieno Ochieng' (B.A., Dartmouth College) Rongo
Olutoyin James Okanlawon (B.S., Wake Forest) Apex, NC
Austin Ballard Osborn (BM Vanderbilt) Germantown, TN
LaKedra SheVonn Pam (B.S., Emory) Baton Rouge, LA
Alanna Marie Patsiokas (B.E., Vanderbilt) FL
Ira Edward Phillips III (B.S., Massachusetts Institute of Technology) Gadsden, AL
John Gary Phillips (B.S., Alabama) Decatur, AL
Alan James Powers (B.A., Pennsylvania) Pleasant View, TN
Martha Katherine Presley (B.S., Vanderbilt) Brentwood, TN
Miranda Danelle Raines (B.S., Lee) Morristown, TN
Ravi Rajaram (B.A., Washington University) Windermere, FL
Michael Seth Reich (B.A., Washington University) Rockville, MD
Johanna Nathania Riesel (B.A., Middlebury College) New York, NY
Matthew John Rieth (B.A., Harvard) Colorado Springs, CO
Joshua Elliot Rubin (B.S., Vanderbilt) Nashville, TN
Jennifer Anne Rymer (B.S., Vanderbilt) Knoxville, TN
Christopher Patrick Scally (B.A., Notre Dame) Norcross, GA
Stephen Matthew Schleicher (B.S., Washington University) Nashville, TN
Jonathan William Scott (B.A., Harvard) Nashville, TN
Anjali Satish Shah (B.A., Vanderbilt) Owensboro, KY
Kunal Madhav Sharma (B.S., Emory) Martinez, GA
Evan Silverstein (BAS, Pennsylvania) Great Falls, VA
Lori Michele Singleton (B.S., Hampton) Savannah, GA
Michael Andrew Siuta I (B.A., Cornell) Union, NJ
Kaartiga Sivanesan (B.A., Harvard) Winter Springs, FL
Veronica Slootsky (B.S., Maryland [Baltimore County]) Ashton, MD
Nathaniel Evan Smith (B.S., Clemson) Camden, SC

Thomas Kenneth Spain Jr. (B.S., Alabama [Huntsville]) Huntsville, AL
 Daniel Spratt (B.S., Georgia State) Lafayette, GA
 Jarred Tanksley (B.A., Vanderbilt; M.S., Mississippi State) Flowood, MS
 Ashley Nicole Tauriac (B.A., Vanderbilt) Alamogordo, NM
 Demetrios E Tavoulareas (B.A., Virginia) McLean, VA
 Sara Katharine Tedeschi (B.A., Brown) Livingston, NJ
 Laura Elizabeth Tharpe (B.A., Dartmouth College) Birmingham, AL
 Geoffrey Paul Todd (B.A., Vanderbilt) Murfreesboro, TN
 Caitlin Elizabeth Toomey (B.S., Cornell) Syracuse, NY
 Bronwyn Uber (B.S., Brown; M.S., Pittsburgh) Pittsburgh, PA
 Walter Chike Wakwe (B.S., Vanderbilt) Little Rock, AR
 David Wallace (B.A., Harvard) Paducah, KY
 James Matthew Wantuck (B.S., Pittsburgh) Brockport, NY
 Jodi Jay Weinstein (B.A., Yale) Boca Raton, FL
 Nichelle Irene Winters (B.S., Brigham Young) Ontario, OR
 Kam Wong (B.A., Virginia) Lexington, KY
 Elizabeth Gordon Zellner (B.S., Massachusetts Institute of Technology) Fayetteville, NC
 Amy W Zhai (B.A., Harvard) Kinnelon, NJ
 Frank Zheng Zhao (B.E., Vanderbilt) Columbia, SC
 Eli Ephraim Zimmerman (B.A., Washington University) Lexington, KY

Third-Year Class

Neena Agarwal (B.A., Case Western Reserve) Morgantown, WV
 Vivek Agarwal (B.S., California [Los Angeles]) Riverside, CA
 Jose Eduardo Alvarado (B.E., Vanderbilt) Salisbury, MD
 Douglas James Anderson (B.E., Vanderbilt) Nashville, TN
 Yindalon Aphinyanaphongs (B.S./M.S., Rensselaer Polytechnic Institute; M.S., Vanderbilt)
 Nashville, TN
 Kyle Owen Arneson (B.S., North Dakota) Fairdale, ND
 Brigham Kanakanuiok Au (B.A., Utah) Nashville, TN
 Ntango Desire Banani (B.S., Xavier [Louisiana]) Tifton, GA
 Lee Cole Barfield (B.A., Princeton) Nashville, TN
 Ellika Caitlin Bartlett (B.A., Brown) Northampton, MA
 Jo Ellen Bennett (B.A., Belmont) Nashville, TN
 Karl Benedict Bezak (B.S./Honors B.S., George Washington) Clifton Heights, PA
 Daniel Frederick Boyer (B.A., Northwestern; Ph.D., Vanderbilt) Nashville, TN
 Charlotte Morrigan Brown (B.A., Wake Forest) Long Valley, NJ
 James Glenn Carlucci II (B.S., Santa Clara) Los Banos, CA
 Megan Kathryn Carr (B.A., Johns Hopkins) Highland Mills, NY
 Jason Alfred Castellanos (B.A., Stanford) Monterey Park, CA
 Chun-Cheng Chen (B.S., Massachusetts Institute of Technology) Nashville, TN
 Sameer Chopra (B.A., Harvard) Nashville, TN
 Jonathan Chrispin (B.A., Harvard) Fayetteville, GA
 Derrick Andrew Christopher (B.S., South Alabama) Hendersonville, TN
 Robert Ross Coleman (B.A., Hope College) Grand Rapids, MI
 Andrew Baither Conrad (B.S., Pennsylvania) Nashville, TN
 Stephen Lewis Cook (B.A., Swarthmore College) West Chester, PA
 Bradley Robert Corr (B.A., Middlebury College) New York, NY
 Samuel Neil Crosby Jr. (B.A., Virginia) Nashville, TN
 Catherine Elizabeth Dale (B.A., Dartmouth College) Kew, XX
 Rebecca Hope Dezube (B.A., Harvard) Vienna, VA

Brian Christopher Drolet (B.A., Johns Hopkins) Nashua, NH
Sarah Ruth Dunn (B.A., Virginia) Nashville, TN
Elizabeth Ann Eby (B.S., California [Berkeley]) San Carlos, CA
Matthew Ezra Emanuel (B.S., California) Woodland Hills, CA
Olajumoke Olanrewaju Fadugba (B.S., Delaware) Newark, DE
Connie Aileen Fauntleroy (B.S., South Florida) Estill Springs, TN
Amy Kay Fenoglio (B.S., Indiana) Danville, IN
David Frank (B.S., Nebraska [Lincoln]) Nashville, TN
Marc Christian Gauthier (B.A., Vanderbilt) Wheaton, IL
Michael Francis Gensheimer (B.A., Harvard) Mission Hills, KS
Sweta Laxmikant Ghodasara (B.S., Vanderbilt) Nashville, TN
Dina Hany Ghoneim (B.S., Rochester Institute of Technology) Rochester, NY
Nina Elizabeth Glass (B.A., Harvard)
Kate Elizabeth Groh (B.S., Michigan [Ann Arbor]) Muskegon, MI
Kevin H Ha (B.A., Dartmouth College) Campbell River, XX?
Holly Bee Hale (B.S., California) Chico, CA
Bryan David Harris (B.S., Vanderbilt) Hendersonville, TN
Josh Marshall Heck (B.A., Vanderbilt) Kingwood, TX
Megan Elizabeth Herceg (B.A., Boston College) Nashville, TN
Amelia Judith Hessheimer (B.S., Texas A & M) Rio Rancho, NM
Nathan Rollins Hoot (B.S., Washington and Lee) Fort Worth, TX
John Edward Humphrey (B.S., Duke) Kamuela, HI
Natalie Louise Jacobowski (B.A., Vanderbilt) Orland Park, IL
Gerard Pierre Jenkins (B.S., Michigan; M.A., Columbia) Southfield, MI
Atia Keiata Jordan (B.S., Vanderbilt) Collierville, TN
Emily Ann Kendall (B.A., Harvard) Evansville, IN
Sadia Sadaf Khan (B.S., California State [Fullerton]) Ontario, CA
Christopher Michael Kidd (B.S., Richmond) Greeneville, TN
Caroline Kim (B.A., Harvard) Nashville, TN
Caroline Kelsey Knox (B.A., Wesleyan) Montclair, NJ
Rebecca Ann Lawniczak (B.S., Wisconsin [Madison]) Dousman, WI
Frank Hanchong Lee (B.A., Vanderbilt) Boyds, MD
David Asher Leiman (B.A., Johns Hopkins) Bethesda, MD
Brenessa Michelle Lindeman (B.S., Louisville) Nashville, TN
Ronald Francis Loch Jr. (B.E., Vanderbilt) Nashville, TN
Daniel Jerad Long (BH Vanderbilt) Cheyenne, WY
Johnny Chen Lu (B.A., Yale) Louisville, KY
Mark Erich Magill (B.S., Saint Louis) Topeka, KS
Amy Ruth Martin (B.A., Rhodes) Mobile, AL
Philip Benjamin McWhorter (B.S., Georgia) Macon, GA
Alexandra Eleanore Mieczkowski (B.S./ B.A., Pennsylvania State) Cincinnati, OH
Shamaal Mauri Miller (B.S., Emory) Nashville, TN
Samuel Arthur Moore (B.A., Vanderbilt) TN
Nizar Abdelrahman Mukhtar (B.S., Maryland) Silver Spring, MD
Mark Richard Newton (B.S., Minnesota) Nashville, TN
Megan Kathleen O'Neill (B.S., Davidson College) Charlotte, NC
Jao Jih Ou (B.S., Duke) Huntsville, AL
Rina P Patel (B.S., Massachusetts Institute of Technology) Somerset, KY
Michael Keath Paxten (B.S., Georgia Institute of Technology) Roswell, GA
James David Phillips (B.S., Vanderbilt) Knoxville, TN
John Aaron Pitts (B.A., Emory) Nashville, TN

Justin Scott Poling (B.S., Vanderbilt) Alvaton, KY
 Vernon Alvarez Rayford (B.S., Mississippi) Holly Springs, MS
 Amy Evelyn Rich (B.S., Boston College) Nashville, TN
 Jill Catherine Richman (B.A., Colgate) Tigard, OR
 Elizabeth Bramel Rinker (B.A., Rice) Lexington, KY
 Sara Joy Risner-Adler (B.A., Arizona) Tucson, AZ
 Alex B. Ryder (B.A., Princeton) Salem, OR
 Kim Lori Sandler (B.A., Emory) Nashville, TN
 Brent Vernon Savoie Vienna, VA
 Jennifer Yehkyung Seo (B.A., Harvard) Kingsport, TN
 Akshay Shah (B.S., Intensive Yale) Southington, CT
 Jesse Hart Shaver (B.S., Fort Hays State) Schoenchen, KS
 Myrick Clements Shinall Jr. (B.A., Harvard) Atlanta, GA
 Samuel Leason Snyder (B.S., Georgetown) Occidental, CA
 Jennifer Bhansali Stafford (B.S., Missouri, Columbia) Nashville, TN
 Stephen George Stahr (B.S., Dartmouth College) Cape Girardeau, MO
 Brent Robert Taylor (B.A., Harvard) Nashville, TN
 Chiaojung Jillian Tsai (B.S., National Taiwan; M.S., California; Ph.D., Stanford) Nashville, TN
 Josie M Vitale (B.S., Vanderbilt) Nashville, TN
 Courtney Ann Walkowski (B.A., Cornell) Hamburg, NY
 Michelle Marie Walther (B.A., Pennsylvania) Youngsville, LA
 Brian Scott Wasserman (B.S., Cornell) Queensbury, NY
 Kenneth Durham Weeks III (B.S., Duke) Mooresville, NC
 Lauren Alaina Weigand (B.A., Vanderbilt) Fort Smith, AR
 Brian Edward Weiner (B.S., Duke) Nashville, TN
 Jill Christine Wilmoth (B.S., North Carolina) Nashville, TN
 John William Wood (B.A., Virginia) Nashville, TN
 Shormeh Odofoley Yeboah (B.A., Amherst College) Nashville, TN
 William Sang Yi (B.A., Washington University) Los Angeles, CA
 Jordan Edward Yokley (B.S., United States Military Academy) Greeneville, TN
 Naomi Sujung Yoo (B.A., Dartmouth College) Chantilly, VA
 David Nathan Young (B.A., Johns Hopkins) Lakeland, FL
 Michael Nguyen Young (B.A., Louisville) Elizabethtown, KY

Fourth-Year Class

Muyibat Adetoun Adelani (B.S., Southern California) Florissant, MO
 Rehan Ahmed (B.A., Illinois, Chicago) West Dundee, IL
 Rachel Amanda Harris Akers (B.S., Trinity) Madison, WI
 Jeffrey Martin Albert (B.S.E., Northwestern) Columbus, OH
 Laura Kathleen Altom (B.A., State University of West Georgia) Blackshear, GA
 Raimy Amasha (B.A., Duke) Eugene, OR
 Cameron Theodore Atkinson (B.A., Princeton) Mantua, NJ
 Ryan Patrick Bayley (B.A., Harvard) Las Vegas, NV
 Mihaela Hristova Bazalakova (B.A., Wellesley College) Maputo, XX
 Marschall Brantling Berkes (B.S., Cornell) Fairport, NY
 Aline Marguerite Bernard (B.A., Johns Hopkins) Nashville, TN
 Elizabeth Bullock Bleecker (B.S., Cornell) Pittsford, NY
 Robert E. Lee Browning IV (B.S., Central Florida) Arcadia, FL
 Christopher Gerard Bunick (B.S., Vanderbilt) Oak Ridge, TN
 Heather Renee Burks (B.A., Northwestern) Fort Smith, AR

Darryl Victor Calvo (B.S., Nevada, Reno) Carson City, NV
Erin Michelle Carney (B.S., Tennessee) Knoxville, TN
Clinton Michael Carroll (B.A., Yale) Clive, IA
Marisa Cevasco (B.A., Pennsylvania) Long Valley, NJ
Yong Il Cha (B.S., California [Los Angeles]) Nashville, TN
Sutin Chen (B.S., Stanford) Palos Verdes, CA
Nadja Christina Colon (B.S., Vanderbilt) Clarksville, TN
Leigh Anne Compton (B.S., Centenary College of Louisiana; Ph.D., Vanderbilt University Medical Center) Nashville, TN
Robert Dedick Connors (B.A., Vanderbilt) Nashville, TN
Leigh Anne Dageforde (B.S., Wheaton College) Louisville, KY
Larry Taylor Davis (B.E., Vanderbilt) Little Rock, AR
Kevin Meyer Elias (B.A., Harvard) Chicago, IL
Alex Eshaghian (B.S., California [Los Angeles]; Vanderbilt) Encino, CA
Nafeh Fananapazir (B.A., Virginia; M.D., Vanderbilt) Nashville, TN
Sheryl Brynne Fleisch (B.S., Vanderbilt) Carmel, IN
Denis Alemka Foretia (B.S., Maryland [Baltimore County]) Nashville, TN
Joseph Michael Gentile (B.S., Johns Hopkins) Ann Arbor, MI
Kirsten Inglee Gibbs (B.S., Georgia Institute of Technology) Woodstock, GA
Aviram Moshe Giladi (B.S., Cornell) West Orange, NJ
Jennifer Marian Gloeckner (B.A., Harvard; M.D., Vanderbilt) Moline, IL
Sarah Elizabeth Creighton Greene (B.A., Northwestern) Nashville, TN
Dana Levy Guyer (B.A., Princeton) Bethesda, MD
Randon Trenere Hall (B.S., Rutgers) Hainesport, NJ
William John Heerman (B.A., Carleton College) Park Ridge, IL
Erin Roxanne Horn (B.A., Maryland) Fulton, MD
Joyce T Hsu (B.S., Alabama [Birmingham]) Huntsville, AL
Olivia Alana Hutul (B.S., Illinois [Urbana-Champaign]) Naperville, IL
Kathryn Lynn Jongeward (B.A., Dartmouth College) Portage, MI
Clayton Allen Kaiser (B.S., Duke) Brentwood, TN
Daniel Walter Kaiser (B.S., Duke) Brentwood, TN
Andrew Robert Keyes (B.S., Cornell; M.S., California [San Diego]) Ossining, NY
Alaina Marie Kiefer (B.E., Vanderbilt) Cincinnati, OH
Jared Durk Knol (B.S., Calvin College) Grand Rapids, MI
Leanne Kolnick (B.A., Texas, Austin) Port Elizabeth, XX
Jonathan Andrew Kropski (B.S., Davidson College) Williamsville, NY
Yaa Aboagyewa Kumah (B.A., Johns Hopkins) Nashville, TN
Benjamin John Landis (B.S., Georgia Institute of Technology)
India Fox Landrigan (B.A., Harvard) New York, NY
William Bradford Lea (B.A., Harvard) Nashville, TN
Diana Catharine Lemly (B.A., Yale) Leverett, MA
Kevin Liaw (B.S., Vanderbilt) Knoxville, TN
Brent Christopher Lorenzen (B.A., Harvard; M.A., California [Berkeley]) Nashville, TN
Jason Richard Mann (A.B., Harvard College) Nashville, TN
Noami Michelle Halsey McClure (B.A., Pacific) Nashville, TN
Michael Paul McTigue (B.A., Northwestern) Burr Ridge, IL
Carrie Campbell McCoy Mense (B.S., Vanderbilt) Madisonville, KY
Andrew John Miller (B.S., Dayton; D.D.S., Ohio State) Westlake, OH
Vineet Mishra (B.S., Vanderbilt) Nashville, TN
Willard Anson Moore III (B.S.E., Princeton) Birmingham, AL
Anamika Banerij Mukherjee (B.S./M.S., Stanford) Arcadia, CA

Mary Alice Nading (B.S., Hartford) Nashville, TN
Joshua Austin Nepute (B.S., Vanderbilt) St. Louis, MO
Quang Tuong Nguyen (B.S., California Institute of Technology) Manhattan Beach, CA
Blake D. Niederhauser (B.A., Utah) St. George, UT
Mario Edmundo Nieto (B.A., Notre Dame) Presidio, TX
Milton Oludhe Ochieng' (B.A., Dartmouth College) Hanover, NH
William Michael Oldham (B.S., North Carolina [Chapel Hill]) Nashville, TN
Sanjay Govind Patel (B.E., Vanderbilt) Knoxville, TN
William Barrett Payne (B.S., Utah) Salt Lake City, UT
Colleen Pepper (B.S., Notre Dame) Albuquerque, NM
Rohith Udaya Piyaratna (B.A., Macalester College) Colombo, 7
Sofie Fatima Rahman (B.A., Emory) Snellville, GA
Paul Quayle Reynolds (B.S., Brigham Young) Las Vegas, NV
Deanne Marie Roberts (B.S., Creighton) Woodinville, WA
Benjamin Paul Rosenbaum (B.S., Purdue) Springboro, OH
Yaw Sarpong (B.S., Emory) Lawrenceville, GA
Jacob Alan Sepmeyer (B.S., Washington University [St. Louis]) Alpharetta, GA
Rohan Jayraj Shah (B.E., Vanderbilt) Lawrenceburg, TN
Rebecca Anne Snyder (B.A., Princeton) Greenville, SC
Dmitri Alexander Sofianos (B.S., Vanderbilt) Diamondhead, MS
Adam Earl Stenger (B.S., Notre Dame) Brookville, IN
Daniel Garvin Stover (B.A., Princeton) Columbus, OH
John Ross Stringham (B.S., Vanderbilt) Nashville, TN
Paul Ernst Stromberg (B.S., College of William and Mary) Nashville, TN
Ryan Christopher Tomlinson (B.A., Mississippi) Franklin, TN
Bernard Edgar Trappey (B.S., Louisiana State) Kentwood, LA
Keli Makela Turner (B.S., Vanderbilt) Chattanooga, TN
Jan Paul Vobecky (B.S., Georgetown) Lafayette, NJ
Igor Vladimirovich Voskresensky (B.A./B.S., Kentucky) Lexington, KY
Roxanne Jimmy Wadia (B.A., Brown) Farmington, CT

Class of 2007 Residency Assignments

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Vanderbilt University Medical Center, Nashville, TN (Orthopaedic Surgery)	
Smitha Arekapudi	Chicago, Ill.
St. Joseph Hospital, Chicago, IL (Transitional)	
Francine Vanessa Arneson	Burlington, N.Dak.
Vanderbilt University Medical Center, Nashville, TN (Medicine-Preliminary/Neurology)	
Vanderbilt University Medical Center, Nashville, TN (Neurology)	
Yael Aschner	Brentwood, Tenn.
Vanderbilt University Medical Center, Nashville, TN (Internal Medicine)	
Albert Attia	Charlotte, N.C.
Mt. Sinai Medical Center, Miami Beach, FL (Medicine-Preliminary)	
Wake Forest Baptist Medical Center, Winston-Salem, NC (Radiation Oncology)	
Thomas Michael Austin	Crestview, Fla.
Mayo Graduate School of Medicine, Jacksonville, FL (Transitional)	
Vanderbilt University Medical Center, Nashville, TN (Anesthesiology)	
Behin Barahimi	Nashville, Tenn.
Albert Einstein Medical Center, Philadelphia, PA (Transitional)	
Wills Eye Hospital, Philadelphia, PA (Ophthalmology)	
Christopher Edward Barbieri	Abington, Pa.
New York Presbyterian Hospital–Weill Cornell Med Center, New York, NY (Surgery-Preliminary)	
New York Presbyterian Hospital–Weill Cornell Med Center, New York, NY (Urology)	
Haritha Bodduluri	Louisville, Ky.
University of Southern California, Los Angeles, CA (Plastic Surgery)	
Jeffrey Allen Bontrager	Goshen, Ind.
Indiana University School of Medicine, Indianapolis, IN (Medicine-Pediatrics)	
John Jacob Bottorff	Reno, Nev.
University of Arkansas–Little Rock, Little Rock, AR (Emergency Medicine)	
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Vanderbilt University Medical Center, Nashville, TN (Pediatrics)	
Joshua Nathan Bress	Gilroy, Calif.
UC San Francisco, San Francisco, CA (Pediatrics)	
Douglas Marshall Brinkley, Jr.	Raleigh, N.C.
Barnes–Jewish Hospital, St. Louis, MO (Internal Medicine)	
Peter Andrew Brokish	Champaign, Ill.
University of Nevada–Las Vegas, Las Vegas, NV (Emergency Medicine)	
Gregory John Broughton	Henderson, Ky.
Vanderbilt University Medical Center, Nashville, TN (Surgery-Preliminary)	
Vanderbilt University Medical Center, Nashville, TN (Urology)	
Philip Jensen Budge	Clovis, Calif.
Vanderbilt University Medical Center, Nashville, TN (Internal Medicine)	
Kathryn Maura Canniff	Nashville, Tenn.
University of Washington Affiliated Hospitals, Seattle, WA (Internal Medicine)	
Robert Ching Chan	Baton Rouge, La.
Baylor College of Medicine, Houston, TX (Surgery-Preliminary)	
Baylor College of Medicine, Houston, TX (Urology)	
Davin Wilson Chark	Toronto, Canada
UC Irvine Medical Center–CA, Orange, CA (Otolaryngology)	

- David Yung-Ping Chong
University of Alabama Medical Center–Birmingham, Birmingham, AL (Orthopaedic Surgery) Wheaton, Ill.
- David McAvoy Chooljian
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- Kathryn Michelle Clabo
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- Kathryn Macartney Cleaver
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- Kristina Marie Collins
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Massachusetts General Hospital, Boston, MA (Dermatology)
- Katie Lane Cox
Vanderbilt University Medical Center, Nashville, TN (Emergency Medicine) Powell, Tenn.
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Rush University Medical Center, Chicago, IL (Neurology)
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- Mahan Ghiassi
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Vanderbilt University Medical Center, Nashville, TN (Neurological Surgery)
- Mayshan Ghiassi
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- Mari Louise Asaoka Groves
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Johns Hopkins University, Baltimore, MD (Neurological Surgery)

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Barnes-Jewish Hospital, St. Louis, MO (Internal Medicine)	
Nguyen Khoi Ha	Beaverton, Oreg.
Arrowhead Regional Medical Center, Colton, CA (Transitional)	
Johns Hopkins-Wilmer, Greater Baltimore Medical Center, Baltimore MD ,(Ophthalmology)	
Jason Jeffrey Halvorson	Burnsville, Minn.
Wake Forest Baptist Medical Center, Winston-Salem, NC (Orthopaedic Surgery)	
Aaron Nathaniel Hata	Portland, Oreg.
Brigham & Women's Hospital, Boston, MA (Internal Medicine)	
Ashleigh Holoka Hegedus	Lynnfield, Mass.
Beth Israel Deaconess Medical Center, Boston, MA (Emergency Medicine)	
Clifford Tate Hepper	Brentwood, Tenn.
Barnes-Jewish Hospital, St. Louis, MO (Orthopaedic Surgery)	
Stephen Blake Hobbs	North Augusta, S.C.
University of Kentucky Medical Center, Lexington, KY (Surgery-Preliminary)	
University of Kentucky Medical Center, Lexington, KY (Radiology-Diagnostic)	
Jeannie Huh	Santa Cruz, Calif.
SAUSHEC-Brooke Army Medical Center, Ft. Sam Houston, TX (Orthopaedic Surgery)	
Gregory Louis Hundemer	Pensacola, Fla.
University of Washington Affiliated Hospitals, Seattle, WA (Medicine-Preliminary)	
Kevin McCoy James	Oak Ridge, Tenn.
New England Medical Center, Boston, MA (Internal Medicine)	
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University of Kentucky Medical Center, Lexington, KY (Psychiatry)	
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Virginia Mason Medical Center, Seattle, WA (Transitional)	
University of Washington Affiliated Hospitals, Seattle, WA (Anesthesiology)	
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NYU School of Medicine, New York, NY (Medicine-Preliminary)	
NYU School of Medicine, New York, NY (Neurology)	
Edwin Seok Kwon	Walnut, Calif.
UC San Francisco, San Francisco, CA (Surgery-Preliminary)	
Vivian Kim Lee	Potomac, Md.
University of Chicago Medical Center, Chicago, IL (Anesthesiology)	
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Massachusetts General Hospital, Boston, MA (Pediatrics)	
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Massachusetts General Hospital, Boston, MA (Internal Medicine)	
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Lynn Ann Martin	Butler, Pa.
St. Mary's Family Practice, Grand Junction, CO (Family Medicine)	

- Robert Stanley Morrison III Long Beach, Miss.
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- Robert Wesley Mutter Winnipeg, Canada
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- Ikwo Kitefre Oboho Lawrenceville, Ga.
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Vanderbilt University Medical Center, Nashville, TN (Dermatology)
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Emory University School of Medicine, Atlanta, GA (Dermatology)	
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University of Washington Affiliated Hospitals, Seattle, WA (Urology)	
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Duke University Medical Center, Durham, NC (General Surgery)	
Julia Kristina Wood	Plymouth, Minn.
Massachusetts General Hospital, Boston, MA (Psychiatry)	
Fred Yong-Tao Wu	San Francisco, Calif.
Hospital of St. Raphael, New Haven, CT (Medicine-Preliminary)	
UC San Francisco, San Francisco, CA (Radiation-Oncology)	
Stephanie Jialing Yang	Northridge, Calif.
Children's Hospital, Oakland, CA (Pediatrics)	
Jessica Lauren Young	Rockwood, Tenn.
Vanderbilt University Medical Center, Nashville, TN (Obstetrics-Gynecology)	
Lisa Fang Zhao	Alhambra, Calif.
Vanderbilt University Medical Center, Nashville, TN (Medicine-Preliminary)	
UCLA Medical Center, Los Angeles, CA (Emergency Medicine)	



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Wendy Leutgens, R.N., M.S.N., Assistant Hospital Director

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Gary Perrizo, C.P.A., Director of Patient Accounting

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Kae A. Edington, C.P.M.S.M., Director, Provider Support Services

Ann Cross, R.N., M.S., M.B.A., CEO and Director of Patient Care Services, The Psychiatric Hospital at Vanderbilt

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Chief of Staff, Monroe Carell Jr. Children's Hospital at Vanderbilt

Kevin B. Churchwell, M.D.

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 Adult Perioperative—Michael S. Higgins, M.D., M.P.H.
 Cardiac—Robert J. Deegan, M.D., Ph.D.
 Critical Care—C. Lee Parmley, M.D.
 Multi-Specialty—James Berry, M.D.
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 Pediatrics—Ira Landsman, M.D.
 VA—Ann Walia, M.D.

Cardiac Surgery

John G. Byrne, M.D.

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 Pediatrics—Thomas Abramo, M.D.

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 Brian W. Christman, M.D., Vice-Chair for Clinical Affairs at VAMC
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 Dermatology—George P. Stricklin, M.D., Ph.D.
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 Gastroenterology—TBA
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 Genetic Medicine—Alfred L. George, Jr., M.D.
 Hematology/Oncology—David H. Johnson, M.D.
 Infectious Diseases—Richard T. D'Aquila, M.D.
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 Rheumatology—James W. Thomas, M.D.

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 Epilepsy—Bassel W. Abou-Khalil, M.D.
 General Neurology—Gary W. Duncan, M.D.
 Movement Disorders—Thomas L. Davis, M.D.
 Multiple Sclerosis—Subramaniam Sriram, M.B.B.S.
 Neuromuscular Diseases—Peter D. Donofrio, M.D.

Neuro-oncology—Paul L. Moots, M.D.
 Neuro-ophthalmology—Patrick Lavin, M.B.,B.Ch.
 Outpatient Services—Kenneth J. Gaines, M.D.
 Pediatric Neurology—Gerald M. Fenichel, M.D.
 Sleep Disorders—Beth Malow, M.D.
 Stroke—Howard S. Kirshner, M.D.

Obstetrics and Gynecology

Nancy C. Chescheir, M.D.
 General Obstetrics and Gynecology—Bruce Beyer, M.D.
 Gynecologic Oncology—Howard W. Jones III, M.D.
 Gynecologic Specialties—Nancy C. Chescheir, M.D.
 Maternal-Fetal Medicine—open position
 Reproductive Endocrinology—Esther Eisenberg, M.D., M.P.H.
 Advanced Practice Nursing—Deborah Wage, R.N., F.N.P., C.N.M.

Ophthalmology and Visual Sciences

Paul Sternberg, Jr., M.D.

Orthopaedics and Rehabilitation

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 Hand—Douglas R. Weikert, M.D.
 Joint Replacement—Andrew A. Shinar, M.D.
 Musculoskeletal Oncology—Herbert S. Schwartz, M.D.
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 Shoulder—John E. Kuhn, M.D.
 Spine—Dan M. Spengler, M.D.
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 Trauma—Philip J. Kregor, M.D.

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 Head and Neck Surgery—James L. Nettekville, M.D.
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 Otology/Neurotology—David S. Haynes, M.D.
 Rhinology and Sinus Surgery—James A. Duncavage, M.D.
 Sleep Disorders—Wendell G. Yarbrough, M.D.

Pathology

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 Hematopathology—Mary M. Zutter, M.D.
 Neuropathology—Mark W. Becher, M.D.
 Renal Pathology—Agnes B. Fogo, M.D.
 Surgical Pathology—Kay Washington, M.D., Ph.D.
 Clinical Pathology—David Head, M.D.
 Pediatric Pathology—Hernan Correa, M.D.

Pediatrics

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Psychiatry

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 Vice-Chair for Research—Richard Shelton, M.D.

Radiation Oncology

Dennis E. Hallahan, M.D.
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 Medical Director, VICAFF—Anthony Cmelak, M.D.
 Medical Director, Vanderbilt-Gateway, Clarksville—Steven Goertz, M.D.

Radiology and Radiological Sciences

Jeremy J. Kaye, M.D., Chair
 Abdominal/CT/MRI—Ronald C. Arildsen, M.D.
 Center for Women's Imaging—Glynis A. Sacks, M.D.
 Cool Springs Imaging—Peter M. Lams, M.D.
 Emergency Radiology—Thomas A. Powers, M.D.
 Hillsboro Imaging—Jack R. Mayo, M.D.
 Inpatient General Radiology—Jeremy J. Kaye, M.D.
 Interventional Cardiovascular Radiology—Steven G. Meranze, M.D.
 Interventional Neuroradiology—Theodore C. Larson III, M.D.
 Mammography—TBA
 Musculoskeletal Radiology—Jeremy J. Kaye, M.D.
 Neuroradiology—Thomas S. Dina, M.D.
 Nuclear Medicine/PET—Dominique Delbeke, M.D., Ph.D.
 Outpatient Radiology—Joseph Diggs, M.D.
 Pediatric Radiology—Marta Hernanz-Schulman, M.D.
 Thoracic Radiology—John A. Worrell, M.D.
 Ultrasound—Arthur C. Fleischer, M.D.

Surgical Sciences

R. Daniel Beauchamp, M.D.
 Cardiac Surgery—John Byrne, M.D.
 Neurological Surgery—George S. Allen, M.D., Ph.D.
 Oral & Maxillofacial Surgery—Scott B. Boyd, D.D.S., Ph.D.
 Division of Dentistry—Scott B. Boyd, D.D.S., Ph.D.
 Division of Orthodontics—Harry L. Legan, D.D.S.
 Pediatric Surgery—Wallace W. Neblett III, M.D.
 Plastic Surgery—R. Bruce Shack, M.D.
 Surgery—Naji N. Abumrad, M.D.
 Division of General Surgery—Kenneth W. Sharp, M.D.
 Division of Hepatobiliary Surgery & Liver Transplantation—Ravi S. Chari, M.D.
 Division of Surgical Oncology—Mark C. Kelley, M.D.
 Division of Renal Transplantation—David Shaffer, M.D.
 Division of Trauma—John A. Morris, Jr., M.D.
 Division of Vascular Surgery—Thomas C. Naslund, M.D.

Thoracic Surgery

Joe B. Putnam, Jr., M.D.

Urologic Surgery

Joseph A. Smith, Jr., M.D.

Monroe Carell Jr. Children's Hospital at Vanderbilt

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 Amy L. Casseri, J.D., Associate Hospital Director, Strategic Business Development
 Phyllis Ekdall, C.P.A., Associate COO, VMG, Children's Services
 Justine Kleinrichert, M.B.A., C.P.A., Director, Financial Services
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 Julie Strecker, M.H.R.M., Manager, Human Resources
 Terry Carter, Executive Director, Development

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 Allergy/Immunology/Rheumatology—Alexander R. Lawton III, M.D.
 Cardiology—H. Scott Baldwin, M.D.
 Child Development—Robin McWilliam, Ph.D.
 Clinical Research—Kathryn M. Edwards, M.D.
 Critical Care—Jayant K. Deshpande, M.D.
 Emergency Medicine—Thomas J. Abramo, M.D.
 Endocrinology—William E. Russell, M.D.
 Gastroenterology—D. Brent Polk, M.D.
 General Pediatrics—Shari Barkin, M.D.
 Genetics—John A. Phillips III, M.D.
 Hematology/Oncology—James A. Whitlock, M.D.
 Infectious Diseases—Peter F. Wright, M.D.
 Neonatology—Judy L. Aschner, M.D.
 Neurology—Gerald M. Fenichel, M.D.
 Nephrology—Kathy Jabs, M.D.
 Ophthalmology—Sean P. Donahue, M.D.
 Orthopaedics—Gregory A. Mencio, M.D.
 Pathology—Hernan Correa, M.D.
 Pulmonology—vacant
 Reproductive & Developmental Biology—S. K. Dey, M.D.
 Toxicology—Micky Aschner, M.D.
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 MARGARET RHEA SEDDON, M.D., Assistant Chief Medical Officer
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 LAURA W. MONTGOMERY, Director, Clinic Redesign
 RACY P. PETERS, M.S.N., R.N., Director, Common Systems
 JAMES E. POWELL, M.D., Medical Director, VMG/Williamson County

Stallworth Rehabilitation Hospital

DAVID R. COXE, M.D., Medical Director
 SUSAN HEATH, M.S., Chief Executive Officer
 PEGGY BELYEU, C.P.A., Controller/C.F.O.
 MARTHA BISHOP, B.S.N., M.H.S.A., R.N., Director, Nursing

Center for Clinical Improvement

JOHN BINGHAM, M.P.H., Director
 DORIS QUINN, Ph.D., Director, Improvement Education
 TED SPEROFF, Ph.D., Director, Improvement Research

Vanderbilt Psychiatric Hospital

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

Vanderbilt University Medical Center has built a strong reputation as a leader in medical education, research and patient care throughout the Southeast and the nation over the course of its 133-year history. At its heart, the Vanderbilt University Medical Center is driven by discovery and the immediate incorporation of new knowledge into innovation in patient care and physician and nurse education.

Medical Education

The School of Medicine, originally part of the University of Nashville, was merged into Vanderbilt University in 1874 and awarded its first Vanderbilt medical degrees in 1875. Since the early days, a Vanderbilt medical education has been held in high esteem among its peer institutions, and that legacy continues. The School of Medicine attracts the most accomplished and talented students in the country. They are drawn by the quality of the training, the excellence of the faculty, the collegial atmosphere between faculty and students and the close personal attention that students receive. The diverse first-year class of 2010, selected from a pool of 4,373 applicants, represents 26 states and undergraduate degrees from 57 different colleges and universities. The School of Medicine placed 17th among 125 medical schools in *US News & World Report's* 2006 survey, "Americas Best Graduate Schools."

Nursing Education

The School of Nursing, founded in 1908, was one of the nation's first nursing programs to incorporate its curriculum into a liberal arts degree. It enters its centenary decade as one of the country's premier nursing schools. The School offers a master's program as well as an accredited baccalaureate equivalent or "bridge" curriculum. This approach enables students from diverse backgrounds, who are not nurses or do not have a B.S.N., to enter master's level study and prepare for careers in advanced practice nursing. The innovative bridge program has served as a model

for many other such programs across the country. The Ph.D. program established in 1993 has been enhanced by the addition of two new courses of study, Nursing Informatics and Health Science Research, the first in the country, launched in 2006. According to the latest *US News & World Report* survey, Vanderbilt School of Nursing ranked 10th among private nursing schools.

Research

Biomedical research at Vanderbilt has long been recognized for its contributions to the advancement of medicine. The School of Medicine claims two Nobel laureates, Earl W. Sutherland, Jr., in 1971, for his discovery of the metabolic regulating compound cyclic AMP, and Stanley Cohen, in 1986, for his discovery with a colleague of epidermal growth factor. The Medical School's reputation for outstanding research is reflected in the amount of federal and private support it receives. Because of the creativity of the faculty, the School of Medicine ranks 15th overall out of 125 medical schools in the receipt of funding from the National Institutes of Health. From 2001 to 2005, Vanderbilt had a compound annual growth rate of 17.8% in NIH grants, the fastest growing academic medical program in the country. Seven of the School's departments were ranked in the top ten among comparable medical school departments in receipt of NIH funding in 2005. Support for competitive research grants from all external sources was more than \$346 million for the fiscal year 2005-2006. Major translational research initiatives are moving discoveries from the bench to the bedside and will transform health care and health care delivery. At the School of Nursing, faculty engage in research examining both the quality of life and quality of care provided to individuals, families, communities and populations. Faculty researchers collaborate with investigators from across the Medical Center and University, and with colleagues around the world to conduct scientific investigation in a wide variety of areas, including studies that attempt to decrease disparities in access to health care and disparities in outcomes among populations; improve the quality of life of those suffering from diabetes, heart disease, and HIV/AIDS; promote healthy behaviors among disadvantaged and underserved populations; reduce smoking; prevent childhood obesity; improve the health of newborns; help patients cope with pain and reduce anxiety; and focus on nursing shortages, increasing the size of nursing workforce. The School prepares future researchers primarily through its Ph.D. and post-doctoral education programs.

Patient Care

In 2006, The Vanderbilt Clinic had more than 1,019,715 patient visits, and more than 46,785 patients were admitted to the Vanderbilt Hospitals. A principal referral center for physicians and patients throughout the region, Vanderbilt University Hospital and The Vanderbilt Clinic consistently rank among the premier health-care facilities in the United States. Vanderbilt University Hospital was one of only two Tennessee hospitals included on the list of America's Best Hospitals compiled by *US News & World Report* magazine, ranking in the top 50 in seven of 16 major specialties. Forty-nine of the 76 physicians in Tennessee listed by the magazine among America's Top Doctors practice at VUMC, and VUH was named among the nation's top 100 hospitals by Solucient. *US News & World Report* named Vanderbilt's programs in cancer; ear, nose and throat; hormonal disorders; gynecology; kidney disease; pulmonary disease; and urology as among the best such programs nationally. In 2006, Vanderbilt Medical Center achieved designation as Nashville's first Magnet hospital by the American Nurses Credentialing Center.

Among Vanderbilt's specialty programs is the Vanderbilt-Ingram Cancer Center (VICC). The VICC, a National Cancer Institute Comprehensive Cancer Center, provides care for cancer patients along with basic and bench-to bedside research. The state-of-the-art research program provides the latest breakthroughs in treatments for our patients. Additionally, VUMC's Level I trauma center, comprehensive burn center, and LifeFlight air emergency transport program offer critical trauma care to a three-state region. The Vanderbilt Heart and Vascular Institute has become one of the nation's foremost cardiac research programs. The Vanderbilt Transplant Center is the most active in the region with more than 400 transplants performed in 2006. The Faculty Practice Clinic network includes five primary care centers, three school health clinics, a women's health center, and five employer-based care centers. During fiscal year 2006, these clinics treated more than 25,000 patients. The Faculty Nurse Midwifery Service delivered 694 babies at Vanderbilt Hospital. All clinics are staffed by faculty nurse practitioners and nurse midwives. VUSN nurse practitioner/nurse midwifery students do clinical rotations at these sites as part of their education.

Meharry-Vanderbilt Alliance

Established over five years ago, this nationally recognized historic collaboration between two uniquely diverse medical education institutions and traditions has become a tremendous success. Created to foster a diverse educational and scientific environment, this partnership has focused on clinical science training, academic support, biomedical research and training, health services initiatives, and an institute for community health.

More than fifty students from both campuses have shared cross-cultural experiences through clerkships, residencies and fellowships benefiting student curricula and enhancing the academic support infrastructure of

both institutions. The initiatives in this category focus on three specific areas: undergraduate medical education; student affairs and admissions, and information management and libraries. Collaborative efforts in research and training have resulted in an aggregate of over \$100 million in grants. This joint effort has created community health initiatives which benefit the underserved community and represent an interdisciplinary academic unit designed to create innovative paths for the provision of evidence-based health services to disadvantaged citizens and the elimination of health disparities. In addition, the programs will support provider competence, clinical decision-making, and patient education.

Community Impact

Vanderbilt University and Medical Center, the largest private employer in Middle Tennessee and second largest in the state, employs more than 19,700 and has an annual regional economic impact of approximately \$5 billion, of which the Medical Center's impact totals over \$3.4 billion. Vanderbilt will provide more than \$195 million this year in uncompensated and charity care to members of the community unable to pay for their own care. It is the largest provider in the region under the state's Medicaid program for the poor and uninsured, TennCare. Vanderbilt consistently leads all private universities in the country in support of the United Way and Combined Charities. The Medical Center leads one of the country's largest fundraising efforts for the American Heart Association. Vanderbilt gives to its community, but it also receives support from it. In FY 06, the entities that compose the Medical Center received more than \$46 million in philanthropic gifts.

As an integral part of the Nashville community, VUMC provides such community services as the Adolescent Substance Abuse Program, the nurse-managed Vine Hill Clinic treating an underserved urban neighborhood, the maternal-infant health care outreach workers' program in Appalachia, and the Tennessee Poison Center, an independent agency based at Vanderbilt and partially funded by VUMC.

Center for Health Services

Enhancing health in disadvantaged communities in six states, CHS programs focus on youth, adult, and senior health, environmental issues, and medical education. The Maternal Infant Health Outreach Worker program, (MIHOW) trains more than 100 paraprofessional outreach workers each year, and has served more than 12,000 families since 1982. The Student Community Health Coalition helped launch more than 100 community clinics in Appalachia and provides health and fitness services for seniors in thirteen Tennessee counties. The Service Training in Environmental Progress (STEP) program assists communities dealing with toxic issues. The Community Health Emphasis program trains medical students to implement public health projects.

Monroe Carell Jr. Children's Hospital at Vanderbilt

The Monroe Carell Jr. Children's Hospital at Vanderbilt is a place to hope and a place to heal for patients and their families. Ranked as one of the ten best children's hospitals in the nation and in the top ten for pediatric cancer care by *Child* magazine, Vanderbilt Children's cares for many of the sickest pediatric patients in the region and beyond. Vanderbilt Children's is the most comprehensive children's hospital in the state, providing services from cancer treatments and organ and bone marrow transplants to treatment for broken legs and everything in between. We treat all children regardless of ability to pay. Vanderbilt Children's has the only Pediatric Emergency Department in Middle Tennessee. The ED saw more than 40,000 visits in 2006, and more than 140,000 patients were seen in the outpatient clinics that same year. Constructed in 2004, the new free-standing children's hospital is filled with the latest state-of-the-art equipment and information systems to provide the best treatment for patients and offers a variety of family accommodations to help fulfill its mission of family-centered care. Vanderbilt Children's is a non-profit teaching and research hospital, and relies on the support of individuals and others to help children get well and on their way.

Clinical Centers

Addiction Center

Housed within the The Psychiatric Hospital at Vanderbilt, the Vanderbilt Addiction Center provides a comprehensive approach to the treatment of alcohol/drug dependence and associated psychiatric problems for patients 18 and older. The program consists of a complete psychiatric and medical assessment and inpatient detoxification, with follow-on treatment available as required.

Adolescent Consultation/Referral Services

Consultation and referral services are available to assist primary care physicians and other health service providers in the care of their adolescent and young adult patients. Diagnostic and management opinions are offered to assist referring professionals in patient care.

Adolescent Primary Care Clinic

Physicians serve as primary care providers for adolescents from twelve to eighteen years of age. Primary care services include acute illness and injury, annual/school physical exams, immunizations, pre-participation exams for sports, routine gynecological care, evaluation of problems of emotional adjustment and stress, and coordination of services for children with special needs.

AIDS Project

The Vanderbilt AIDS Project provides support in the areas of community service, education, training, and research. The project also offers a wide range of support services to AIDS patients including individual and family counseling, along with assistance for discharged patients.

Allergy Clinic

The Pediatric Allergy Clinic provides diagnostic services and care for children who are suspected to have allergy-related symptoms. Consultation services are provided for children of all ages with physician referral; patients who are self-referred are also welcome to contact the clinic for appointments.

Asthma/Sinus/Allergy Program (ASAP)

Opened in 1997, ASAP was the first clinic in the nation to offer comprehensive treatment of all airway diseases and disorders in a centralized location.

Behavioral Medicine Clinic

The Behavioral Medicine Clinic provides outpatient behavioral health and counseling services to help patients and families cope with illness and symptoms that interfere with their lives and helps patients who are dealing with recurrent abdominal pain, chronic fatigue syndrome, stress-related symptoms, anxiety, eating disorders, and management of chronic diseases, such as diabetes. The goal is to help children and adolescents overcome or cope with symptoms so that they can live life to the fullest.

Vanderbilt Bill Wilkerson Center for Otolaryngology and Communication Sciences

Balance and Hearing Center

Southeast Nashville Hearing Center

St. Thomas Audiology

The Hearing Centers offer state-of-the-art diagnostic and rehabilitative services to persons with hearing loss and vestibular disorders.

The Scottish Rite Masons Research Institute for Communication Disorders

The Scottish Rite Institute conducts research and provides intervention in the field of child language disorders and other communication delays.

The Pi Beta Phi Rehabilitation Institute

The Pi Beta Phi Rehabilitation Institute provides comprehensive rehabilitation and community reintegration services to individuals who are recovering from a traumatic brain injury.

Brain Tumor Program

The acute care and chronic care of brain tumor patients are addressed through a multidisciplinary program that permits a comprehensive care approach. Treatment programs and research in novel approaches are based on collaboration within the comprehensive multidisciplinary environment at Vanderbilt, collaboration with the Brain Tumor Program of the Vanderbilt-Ingram Cancer Center, and collaboration with other institutions regionally and nationally.

Breast Center

The Vanderbilt Breast Center is a unique clinical setting in which women can obtain comprehensive breast health care in a single location. Services include mammography, breast ultrasound, clinical breast examination, stereotactic biopsy, and surgical evaluation.

Burn Center

Vanderbilt's twenty-bed comprehensive Burn Center is staffed by physicians, nurses, therapists, and support personnel, including psychiatrists, social workers, and a chaplain, who work as a team to provide the most advanced technology and treatment methods to burned adult and pediatric patients.

Cardiac Surgery

A team of experienced pediatric cardiac surgeons care for infants, children, and young adults undergoing cardiac surgery. Operations range from fairly straightforward closures of atrial or ventricular septal defects (ASDs or VSDs) to very complex operations including Norwood operation, Fontan operation, and cardiac transplantation.

Center for Advanced Maternal Fetal Care

The Center for Advanced Maternal Fetal Care is a comprehensive fetal diagnosis and therapy center at Vanderbilt. The center has incorporated a clinical program in fetal diagnosis and therapy as well as clinical and basic research programs. Consultations by appropriate specialists are coordinated at a single site with Maternal Fetal Medicine, Pediatric Surgery, Neonatology, Pediatric Neurosurgery, Pediatric Cardiology, Pediatric Urology, Genetics, and Diagnostic Imaging to decide what is best. Vanderbilt is at the forefront of fetal research and surgery as one of only three sites in the country to study in-utero surgery for spina bifida. The advancement of fetal diagnosis and therapy has improved the plan of care and outcome for the fetus at risk.

Center for Child Development

The Center for Child Development provides interdisciplinary screening, evaluation, and intervention services for children from birth to 21 years who either have or are suspected of having developmental problems. The center has a range of specialized programs that address the needs of children, especially those under age 6, with different disabilities.

Center for Human Nutrition*Adult Practice*

The Center for Human Nutrition specializes in providing evaluation and treatment for high-risk obesity patients and malnourished patients requiring nutritional support interventions

Clinical and Research Ethics Center

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

Clinical Improvement Center

The aim of the Center for Clinical Improvement is to systematically and continuously improve care based on Institute of Medicine (IOM) dimensions of care (Safe, Timely, Effective, Efficient, Patient-Centered, and Equitable); to collaboratively assess and communicate measures of quality; to develop new knowledge, tools, and resources to advance the science of improvement; and to disseminate improvement science knowledge to current and future health care professionals.

Community Mental Health Center (CMHC)

The CMHC provides a broad range of mental health care to children, adolescents, and adults. Special emphasis is placed on serving individuals with serious and persistent mental illness.

Comprehensive Care Center

The Comprehensive Care Center, a collaborative enterprise between Vanderbilt Medical Center and a community hospital, is an outpatient medical facility that provides medical care for HIV/AIDS patients. The center also offers screening and enrollment in AIDS clinical studies.

Consultation Clinic

The Pediatric Consultation Clinic is a service provided by Vanderbilt Children's Hospital to the patients and medical providers in Middle Tennessee and surrounding areas. Any physician or provider in need of assistance with diagnosis, treatment, or a second opinion may refer a patient.

Craniofacial Surgery Center

The Vanderbilt Center for Craniofacial Surgery is a multidisciplinary group that treats both acquired and congenital deformities of the soft tissues and bone of the head and neck region. The team consists of craniofacial surgeons, neurosurgeons, otolaryngologists, orthodontists, oral surgeons, psychiatrists, dentists, ophthalmologists, pediatricians, geneticists, speech pathologists, and social workers. The Center is recognized by the American Cleft Palate/Craniofacial Surgery Association and is one of the few centers in the country that performs this type of surgery.

Cystic Fibrosis Diagnosis and Treatment Center

The Vanderbilt Cystic Fibrosis Diagnosis and Treatment Center is one of the Cystic Fibrosis Foundation's approved centers providing the expert care needed by those with cystic fibrosis. It is one of 110 centers in the network and is committed to top-notch, aggressive treatment. The center involves health care providers from many disciplines, including pulmonary medicine, nursing, psychology, social work, and physical therapy. There are also very close alliances with surgeons and gastroenterologists.

Dental and Orthodontic Center

The Vanderbilt dentistry practice provides comprehensive dental and orthodontic care for children and adults. The program also offers special expertise in orthodontic therapy to patients requiring orthognathic surgery.

Dermatology Clinic

The pediatric dermatology service at the Children's Hospital consists of both outpatient and inpatient consultations and ongoing care. Comprehensive evaluation and treatment of all types of skin diseases in children are offered, with physician referrals and self referrals accepted.

Dermatology/MOHS Practice

Dermatology/MOHS Practice specializes in the treatment of various types of dermatologic issues including dermatologic surgery, dermatopathology, photochemotherapy, atypical moles and melanoma, and cutaneous cancers, including lymphomas.

Down Syndrome Program

The Down Syndrome Clinic offers a multidisciplinary team that evaluates children (i.e., birth through 21 years of age). Referrals and recommendations are provided to families after the clinic has evaluated patients, both medically and developmentally.

Eating Disorders Program

The Eating Disorders Program is designed specifically for children, adolescents, and young adults. Services include evaluation and management of patients' conditions, providing medical, psychological, and nutritional treatment. Health care professionals are committed to a family-based, multi-disciplinary team approach, carefully orchestrated to include primary care physicians, psychologists, psychotherapists, nutritionists, psychiatrists, and other pediatric specialists as needed.

ECMO Program

Extracorporeal Membrane Oxygenation (ECMO) is a form of long-term heart-lung bypass used to treat infants, children, and adults in cardiac and/or respiratory failure despite maximal medical therapy. The program is the fifth largest program of its kind in the world. Currently, four machines can run at one time, a fifth can run temporarily.

Emergency/Critical Care Air and Ground Patient Transport Services

LifeFlight is a comprehensive, hospital-based, air medical transport program that provides advanced level critical care during patient transport using helicopters, airplanes, and ambulances. Four helicopters provide overlapping coverage to all of Middle Tennessee, Southern Kentucky, and Northern Alabama. The fixed-wing component of LifeFlight is available for regional, national, and international patient transports. LifeFlight ambulance support provides close-proximity patient transport, fixed-wing support, and backup to the rotor-wing fleet.

Emergency Medicine

The Vanderbilt Children's Emergency Department provides 24-hour access to experts in pediatric care to more than 36,000 patients seen annually. The Pediatric Emergency Department has 25 patient-care areas and three triage and ten observation beds. The department is staffed by attending physicians, residents, social workers, and child life specialists.

Epilepsy Program

The Vanderbilt Epilepsy Program offers advanced services for the diagnosis and treatment of epilepsy and related paroxysmal disorders.

Vanderbilt-Eskind Diabetes Clinic

The Vanderbilt Eskind Diabetes Clinic is an internationally acclaimed facility that offers comprehensive outpatient care to both adults and children with diabetes. It provides numerous specialists for diabetics of all ages allowing a seamless transition from pediatric to adult care. This clinic also provides comprehensive, multi-disciplinary care of complications of diabetes, including endocrine and pituitary issues.

Eye Centers

Vanderbilt Eye Institute

The Vanderbilt Eye Institute is a state-of-the-art facility that specializes in all aspects of eye care, including cataracts, glaucoma, and retinal diseases, corneal transplantation, ocular plastics, and neuro-ophthalmology, as well as optical and contact lens.

Laser Sight Center

The Vanderbilt Laser Sight Center offers state-of-the-art laser vision correction procedures to treat nearsightedness, farsightedness, and astigmatism.

Contact Lens Center

The Vanderbilt Contact Lens Center is located in the Vanderbilt Eye Center in Medical Center East. An optometrist is in clinic daily and available to meet contact lens needs. Payroll deduction is available for Vanderbilt employees. The center specializes in the evaluation of patients who have had previous contact lens failures.

Optical Center

The Vanderbilt Optical Center is located in the Vanderbilt Eye Center in Medical Center East. Designer frames, thin and light lenses, and safety and sport eyewear are among the many items available. Faculty staff, and students receive a 15 per cent discount. Payroll deduction is available for Vanderbilt employees.

Tennessee Lions Eye Center at Vanderbilt Children's Hospital

The Tennessee Lions Eye Center offers subspecialty eye care for children from birth through 18 years. Inpatient consults are done at the request of other pediatric specialists who attend patients in the Children's Hospital. Outpatient services include vision evaluation for newborns with a family history of eye disease, evaluation of surgical and non-surgical treatment for eye muscle disorders and double vision, orthoptic evaluation and treatment, pediatric contact lens fitting, and annual and preschool eye exams.

Gastroenterology, Hepatology, and Nutrition Clinics

The Gastroenterology, Hepatology, and Nutrition Clinics provide comprehensive care, diagnostic evaluations/testing, management and treatment for infants, children, and young adults with a wide array of nutritional, gastrointestinal, or liver disorders.

General Surgery Clinic

The General Surgery Clinic provides specialty care to adult patients requesting treatment for gastrointestinal problems—GERD, paraesophageal hernia, achalasia, esophageal cancer, esophageal ulcer, ulcer diseases, GI bleeds, inflammatory bowel disease, fistulas, ileoanal pouch reservoir creation, ileostomies, colostomies, diverticular disease, colon resection, diverting colostomies, abdominoperineal resection, pelvic exenteration, incision and drainage of abscess, cancer, rectal prolapse, rectal fissures, hemorrhoids, hepatic disorder, skin disorders, laparoscopic procedures, adrenalectomy, appendectomy, cholecystectomy, Heller myotomy, and Nissen fundoplication. The average number of patient visits per year is 15,500. The clinic has a total of fifteen rooms—thirteen exam rooms and two procedure rooms.

General Surgery, Pediatric

Pediatric surgeons are specially trained in the surgical care of infants and children, to treat fetal patients, newborns, infants, toddlers, children, and young adults, and to perform a broad range of general surgical procedures including minor office procedures, inpatient, and outpatient procedures.

GI Clinic

The GI Clinic provides adult gastroenterology and hepatology outpatient services using a multidisciplinary health care team.

Vanderbilt Heart and Vascular Institute

This 40,000-square-foot state-of-the-art facility provides integrated, comprehensive consultative and diagnostic services for patients with cardiac and vascular disease.

Henry-Joyce Cancer Clinic and Clinical Research Center

The Henry-Joyce Cancer Clinic is the clinical arm of the Vanderbilt-Ingram Cancer Center. This clinic provides patients and their physicians with access to some of the nation's foremost experts in cancer care. While each patient's illness is managed in a personalized manner, the Cancer Clinic has the capacity to bring substantial human and technological resources to bear on an individual's disease. Each patient's treatment plan is developed by a team of cancer specialists and is administered by a dedicated staff with many years of experience in cancer therapy.

The services offered in the first floor areas are medical oncology, surgical oncology, gynecologic oncology, neuro-oncology, and infusional therapy. The second floor area includes benign and malignant hematology blood and marrow stem cell transplant, and an outpatient transplant unit.

Hillsboro Medical Group

In existence for over forty years, this practice provides primary care and specialty care in the areas of endocrinology, hypertension, and pulmonary disease, serving adult and geriatric patients (ages 15 through senior years). A pulmonary function test lab, radiology services, and a laboratory are conveniently located in Medical Center East.

Vanderbilt Home Care Services, Inc.

Vanderbilt Home Care offers a variety of home care services catering to the individual needs of the patients. The quality and level of care comply with standards of care ensuring safe and effective treatment with all the benefits of home. As an affiliate of Vanderbilt University Medical Center, we offer family-centered care with a team approach to those individuals and families who require specialized services.

Vanderbilt Home Care Services, Inc., provides home care to patients in Davidson, Cheatham, Robertson, Rutherford, Sumner, Williamson, and Wilson counties. The staff comprises registered nurses, physical therapists, occupational therapists, speech pathologists, social workers, certified nurse technicians, and sitters. Intermittent and private duty services are available.

Hypertension Practice

The Hypertension Practice focuses on comprehensive management of patients with hypertension, including lifestyle modification and pharmacologic interventions.

Imaging Centers

Cool Springs Imaging

Hillsboro Imaging

Vanderbilt Center for Women's Imaging

MRI, CT, CT screening*, CT cardiac scoring*, ultrasound, mammography, bone density, x-ray, and pain management services are provided with state-of-the-art technology.

*available at Cool Springs only

3T MRI available at Hillsboro only.

Immediate call-back to the physician on abnormal studies, with consultation to the doctor always available. Reports are faxed to the physician on all studies in four to six hours. As procedures are performed, referring physicians can view images over the Web on all modalities except mammography. Copies of films are provided either with film or CD copies upon request, and a copy is kept permanently in digital archives.

The Vanderbilt Center for Women's Imaging is dedicated to providing women's ultrasound in a comfortable setting, offering a wide range of non-obstetric women's ultrasounds including pelvic, renal, abdominal, and thyroid ultrasound, as well as ultrasound of veins of the lower extremities. Obstetric ultrasound services include first trimester ultrasound screening, fetal well-being, fetal anatomy screening, amniocentesis guidance, and screenings for genetic abnormalities. Vanderbilt Center for Women's Imaging provides same day scheduling, same day reports, 3D/4D images and patient pictures, and videotapes or CD's. A radiologist is always on site.

Immunology and Rheumatology Clinics

The Immunology Clinic provides evaluation and diagnostic testing for infants and children with suspected humoral and cellular immunodeficiency diseases and specialty care for patients with primary immunodeficiency diseases. The Rheumatology Clinic provides consultation and subspecialty care for children and adolescents with rheumatologic and inflammatory diseases.

Vanderbilt Center for Integrative Health

The new Vanderbilt Center for Integrative Health focuses on healing the whole person by combining traditional medicine with complementary therapies that are proven safe and effective. Services include massage therapy, physical therapy, nutrition counseling, acupuncture, health coaching, integrative physician consult, integrative psychological counseling and classes for mindfulness, yoga, Tai Chi, and Qigong.

Vanderbilt Internal Medicine and Pediatrics Practice

This center provides comprehensive adult primary care and medicine-pediatric primary care. Housed in facilities dedicated in 1996, the center's adjacent laboratories and diagnostic equipment afford prompt and convenient attention for patients.

International Adoption Clinic

The International Adoption Clinic provides consultation services for families and practitioners involved in the adoption of foreign-born children. Pre-adoption services include counseling, review of medical records, videos, travel information, and vaccines. Post-adoption services include facilitating needed subspecialty consults and serving as a resource for the practitioners providing primary care for the adoptees.

Junior League Family Resource Center

The Junior League Family Resource Center offers health information and support to children, adolescents and their families. The center assists families in obtaining information about their child's condition and other concerns. The center also provides information on community services and links families to local and national support and advocacy groups. The Flying Pig library within the Family Resource Center has health education books, DVDs, and videos designed especially for children and teens.

Kidney/Pancreas Transplant Practice

The practice specializes in the evaluation of patients with renal disease that have been referred for possible kidney transplant. These patients are followed pre- and post-transplant.

Lipid Clinic

The Vanderbilt Lipid Clinic provides state-of-the-art diagnosis and treatment for patients with lipid disorders. A multi-disciplinary approach unites physicians, nurses, and dietitians to offer preventive care to patients with high cholesterol, both those who are at risk of developing coronary heart disease (CHD) and those with pre-existing CHD.

Lung Center

The Lung Center staff are experts in the diagnosis and management of acute and chronic lung problems in infants, children, and adolescents. The Lung Center is also the home of the Cystic Fibrosis Diagnosis and Treatment Center, the BPD follow-up program, the Pediatric Sleep Disorders Program, the Flexible Bronchoscopy Service, and special services to technology-dependent children. The faculty and staff of the Lung Center strive to provide the highest quality and family-focused care to the children and families in our region.

Multiple Sclerosis Clinic and Research Center

The MS Clinic and Research Center, located in the Vanderbilt Stallworth Rehabilitation Hospital, is a comprehensive program of patient care and education. Services include physical therapy, occupational therapy, neuropsychological counseling, and treatment.

Neonatal Intensive Care Unit

Almost 1,200 infants are treated in the Neonatal Intensive Care Units at Vanderbilt each year, with the average stay being approximately seventeen days. There are two NICU's at Vanderbilt—a 60-bed NICU on the fourth

floor of Children's Hospital and the 12-bed Stahlman NICU at Vanderbilt University Hospital for critically ill infants born at Vanderbilt. These infants are often premature, but many other illnesses and disorders are treated.

Nephrology Practice

The Nephrology Practice specializes in patients with kidney disease and other related conditions that cause kidney failure or need for dialysis.

Neurology Clinics

The pediatric neurology faculty offer consultation services by evaluating and working with patients and families who are dealing with illnesses, disorders, and conditions that involve the nervous system (brain, spinal cord, nerves, and muscles).

Neuromuscular Clinic

The Neuromuscular Clinic, sponsored by the Muscular Dystrophy Association (MDA), offers an interdisciplinary team approach toward initial diagnosis and follow-up care. Children and adults with neuromuscular disorders included in MDA's program have access to a clinic staffed by neuromuscular disease specialists.

Neurosurgery

The Pediatric Neurosurgical Service treats patients with the following neurosurgical conditions: brain tumors, congenital malformations of the brain and spinal cord, epilepsy, head trauma, hydrocephalus, myelodysplasia (spina bifida), spasticity and cerebral palsy, and vascular malformations, including AVMs, aneurysms, Vein of Galen, cavernous malformations, and moyamoya syndrome.

George M. O'Brien Renal Center

The objective of this center is to contribute to the understanding of pathogenic mechanisms leading to progressive nephron destruction in the kidney. Investigators from the Departments of Medicine, Surgery, Pediatrics, Cell and Developmental Biology, Pharmacology, and Pathology employ a multidisciplinary approach in the study of kidney dysfunction.

Occupational and Environmental Medicine

The Vanderbilt Center for Occupational and Environmental Medicine (VCOEM) provides consultation on environmental and work-related medical issues for healthcare professionals, assessment of the medical and scientific strengths and weaknesses of injury and disease claims for case managers, insurance companies, and attorneys, and advice regarding the

development and oversight of preventive programs for industry and employers. VCOEM also provides medical input and support to Vanderbilt Corporate Health Services for the integration of the delivery of health care services for workers' compensation patients throughout the Medical Center.

Orthopaedics Practice, Adult**Orthopaedics Practice, Pediatric**

Vanderbilt Orthopaedics combines some of the region's best physicians and rehabilitation professionals. Patients benefit from a staff of fellowship-trained physicians who offer subspecialized orthopaedic care. Specialties include hands, joint replacement, knees, oncology, shoulders, spine, sports medicine, and trauma.

The Pediatric Orthopaedic Service provides extensive outpatient and inpatient experience in the diagnosis and treatment of all musculoskeletal diseases of children, including simple and complex fractures, pediatric and adolescent sports injuries, spine deformities and the treatment of scoliosis, congenital bone deformities, hip disorders, congenital foot disorders and osteomyelitis.

Otolaryngology

Pediatric Otolaryngology treats children with chronic ear infections, tonsil and adenoid infections, asthma and allergy/sinus problems, congenital airway problems, and other birth defects of the head and neck.

Palliative Care

The Palliative Care Consult Service treats moderate to severe pain and other symptoms such as nausea and delirium and helps with hospice referrals; difficult decisions, such as when to stop chemotherapy or dialysis; DNR decisions; and setting goals for families and patients with serious illnesses.

Pediatric and Neonatal Transport Services: Critical Care and Back Transport

The Neonatal Transport Program provides critical care and back transport services to infants from birth to thirty days of age. A neonatal specialty team provides transport via neonatal-specialty ground ambulances, helicopter or fixed wing aircraft from hospitals in Tennessee, Kentucky, and Alabama. Equipment and supplies are available to assess and treat critically ill and recovering newborn infants during transport to and from the Hospital.

Pediatric Acute Care Clinic

The Pediatric Acute Care Clinic (PACC) is open six days a week, providing acute medical care for the residents' continuity patients and same-day consultations for the community practitioners. The clinic is staffed by

attending physicians, residents, and nurse practitioners. In addition, PACC serves as a valuable educational environment for the house staff and medical students.

Pediatric Critical Care Unit

The Pediatric Critical Care Unit on the fifth floor of the Hospital currently staffs twenty-four beds. There are approximately 1,500 admissions to the PCCU each year, with the average stay being four days. Although surgical, medical, and trauma patients make up the patient base for PCCU, close to half are cardiac patients including surgical repair and pre- and post-op heart transplants.

Pediatric Dental Center

In addition to providing dental services for the general pediatric population, Vanderbilt's Pediatric Dentistry Program provides services for inpatients and outpatients with special needs, such as children with cancer, transplant patients, and children with craniofacial problems.

Pediatric Infectious Disease Clinic

The Pediatric Infectious Disease Clinic is devoted to helping children who suffer from diseases such as HIV or tuberculosis. Except in rare cases, the clinic sees patients by referral only. Urgent visits are also available by contacting the Division; it is the clinic's goal to provide a prompt consultative service for urgent visits.

Pediatric Primary Care Practice

The Vanderbilt Pediatric Primary Care Practice provides comprehensive well-child care to the infants and children of Middle Tennessee. The clinic offers physical examinations, immunizations, vision/hearing screening, and counseling/guidance for parents and children, and also provides EPSDT (Early Periodic Screening, Diagnosis, and Treatment) services.

Pediatric Sleep Disorders Program

The Division of Pediatric Pulmonary Medicine has developed a Pediatric Sleep Disorders Program in partnership with the Department of Neurology and the Department of Internal Medicine. The Pediatric Sleep Clinic evaluates pediatric patients with possible obstructive sleep apnea, altered sleep patterns, and difficulty falling asleep and staying asleep.

Pediatric Weight Management Clinic

The Pediatric Weight Management Clinic provides evaluation and treatment of childhood obesity. The vast majority of children become obese from unhealthy lifestyle and behavioral choices. The treatment approach includes lifestyle changes, since there is no approved medical therapy for treating obesity in children. The Weight Management clinic provides a multidisciplinary team approach to treatment.

Phototherapy and Skin Treatment Center

The Vanderbilt Phototherapy and Skin Treatment Center is an outpatient facility fully equipped and staffed for treatment of skin conditions responsive to ultraviolet light therapy.

Pituitary Center

This center provides comprehensive, multi-disciplinary care to patients with all types of hypothalamic and pituitary diseases. It offers the services of specialists in neuro-ophthalmology, radiation oncology, neuroradiology, otolaryngology, reproductive endocrinology, urology, neurology, psychiatry, and physical therapy.

Plastic Surgery

The Plastic and Reconstructive Center at Vanderbilt Children's Hospital offers diagnosis and treatment for cosmetic and reconstructive problems in children and adolescents who require major and minor alterations of their physical appearance.

Pulmonary Medicine Practice

The Pulmonary Practice is a multidisciplinary practice which provides diagnosis and treatment of lung-related disorders, including COPD, asthma, interstitial lung disease, primary pulmonary hypertension, and lung cancer.

Radiation Oncology Clinic

Satellite Locations:

Gateway-Vanderbilt Cancer Treatment Center, Clarksville

Vanderbilt-Ingram Cancer Center, Franklin

The Radiation Oncology Clinic provides radiation therapy treatment to both adult and pediatric patients. The specialty services include stereotactic photon knife for treatment of brain tumors; brachytherapy; prostate seed implants; three-dimensional treatment planning for certain types of cancers;

and total body irradiation for bone marrow transplant patients. Patients have access to research studies through many cooperative groups including Radiation Therapy Oncology Group, the Eastern Cooperative Oncology Group, the Gynecology Oncology Group, and the Children's Cancer Group.

Reproductive Medicine Center

Established in 1980, the Vanderbilt Center for Reproductive Medicine has as its objective the development and application of new information and techniques for the prevention and treatment of human infertility. The center also provides care for women with hormonal disorders, including menopause, premenstrual syndromes, and recurrent miscarriages.

Rheumatology Practice

This center delivers comprehensive care for those experiencing the special problems of arthritis and other rheumatic diseases. Services include patient education, occupational and physical therapy, radiology, new drug therapies, and joint prosthesis designs.

Senior Care Program

The Senior Care Program evaluates frail elderly patients, age 65 and older, focusing on their level of medical, cognitive, and psychological function. Caregiver support and community health promotion care are emphasized.

Vanderbilt Sleep Disorders Center

The Vanderbilt Sleep Disorders Center, accredited by the American Academy of Sleep Medicine, provides diagnosis and treatment of a comprehensive range of sleep disorders, including obstructive sleep apnea, narcolepsy, insomnia, restless leg syndrome, and parasomnias.

Spina Bifida Program

Spina bifida is one of the most complicated and prevalent of congenital conditions. This clinic is organized to respond to the many diverse medical needs of people with spina bifida in one convenient setting.

Sports Medicine Center

Vanderbilt Sports Medicine Center is the most comprehensive sports medicine service in the region. This state-of-the-art facility cares for all

athletic injuries and specializes in knee and shoulder injuries to all recreational and competitive athletes. Sports Medicine specializes in the close integration of physician care and therapy.

Vanderbilt Stallworth Rehabilitation Hospital

VSRH provides complete inpatient and outpatient services for pediatric (age 6+) and adult patients with neurological and orthopaedic injuries or disabilities, degenerative conditions, and certain chronic ailments. It also hosts the Vanderbilt Center for Multiple Sclerosis, the Nashville Area Junior Chamber of Commerce gymnasium, and elements of the Junior League Center for Chronic Illnesses and Disabilities of Children. The Stallworth Rehabilitation Hospital is a joint venture with HealthSouth.

Stroke Center

The Vanderbilt Stroke Center is designed to ensure optimal and uniform care of patients with stroke and related cerebrovascular disorders, and to provide leadership in research to improve treatments for stroke.

Subacute Unit

The Vanderbilt Subacute Unit is a 27-bed Medicare-certified skilled nursing facility. The unit provides care to patients who are in need of transitional care (usually for two to three weeks) after discharge from the hospital.

Center for Surgical Weight Loss

The Vanderbilt Center for Surgical Weight Loss is an interdisciplinary team comprising surgeons, bariatric nurses, a dedicated nutritionist, a behavior health specialist, and an internal medicine specialist who have the goal of helping morbidly obese people lose weight and live a healthier, more productive life. The center has grown in the past three years and has been named as a Center of Excellence for Bariatric Surgery through the American Society of Bariatric Surgery and by many insurance companies throughout the state. Our surgeons perform the laparoscopic gastric bypass as well as the adjustable gastric banding, and they have a special interest and experience in revisional surgeries.

Tennessee Poison Center

Poison information specialists and clinical toxicologists provide an information and advisory service for all residents and for health care professionals in Tennessee on a 24-hour, 7-day-a-week basis.

Transplant Center

The Vanderbilt Transplant Center is a multidisciplinary alliance of transplant specialists. Each transplant program within the center represents a collaboration of medical and surgical professionals working together in the best interests of the transplant patient. Clinical transplant services offered include kidney, pancreas, combined kidney/pancreas, heart, lung, combined heart/lung, liver, bone marrow, and stem cell transplantation.

Trauma Patient Care Center

The Vanderbilt Trauma Center provides comprehensive care to trauma victims from pre-hospital care through hospitalization and rehabilitation. Patients may be referred through the Vanderbilt Trauma Line, which provides 24-hour access to a Vanderbilt physician. Rapid transport from a referring hospital can be arranged through the Vanderbilt LifeFlight Program. The Trauma Care Center consists of thirty-one beds on the tenth floor of Vanderbilt University Hospital.

Travel Clinic

A complete source for health-related pre-travel and post-travel assistance, the Travel Clinic provides immunizations and certificates, prescriptions, recommended lists of first aid supplies, advice on preventive health habits, and instructions on recognizing symptoms of common travel-related illnesses. Appointments are available for individuals, tour groups, corporations, and institutions.

Treatment and Research Institute for Autism Spectrum Disorders

The Treatment and Research Institute for Autism Spectrum Disorders is dedicated to improving assessment and treatment services for children with autism spectrum disorders and their families while advancing knowledge and training.

University Pediatrics:*General Pediatrics*

Attending physicians: Rachel Mace, M.D., Nicki Greeley, M.D., and Alice Rothman, M.D.

Urology

Pediatric urologists care for children with any problems associated with the urinary tract and/or genitalia. Managing a diversity of problems

ranging from complex genital and urinary tract disorders to socially debilitating voiding abnormalities requires the technical skill of a micro-surgeon with the reassuring touch of a friend and confidant.

Vanderbilt Childhood Cancer Program

The Vanderbilt Childhood Cancer Program sees patients at the Monroe Carell Jr. Children's Hospital at Vanderbilt; the program is ranked in the top ten for pediatric cancer care. It is part of the Vanderbilt-Ingram Cancer Center, the only National Cancer Institute-designated Comprehensive Cancer Center in Tennessee and one of only thirty-nine centers in the nation to hold this distinction.

Vanderbilt Children's Health Improvement and Prevention (VCHIP)

The VCHIP program is designed to focus on children's health through community partnerships with a multi-disciplinary approach. Its goal is to give all children the very best chance at developing into healthy and productive adults and develop meaningful programs with measurable results showing that behaviors can be changed for the better. Teams of physicians, nurses, epidemiologists, nonprofits, business leaders, statisticians, and community volunteers meet regularly to help identify those needs that can be addressed most effectively within the three primary advocacy and outreach areas: Healthy Children, Safe Children, and Strong Families.

Vanderbilt Eskind Pediatric Diabetes Clinic

The program provides comprehensive diabetes management, diabetes education, and self-management training for children and teens with diabetes and their families. On-going care and education is available for families new to the area or new to this program. The staff works closely with the family's primary care physician to provide expert guidance in diabetes treatment through adolescence.

Voice Center

The Vanderbilt Voice Center treats the entire medical and surgical spectrum of problems associated with the upper aerodigestive tract, including spastic dysphonia. Services include laryngology, broncho-esophagology, endoscopic laser surgery, laryngeal and tracheal reconstructive surgery, and phonosurgery. The staff is composed of otolaryngologists, speech pathologists, voice scientists, and singing specialists.

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

Programs in Allied Health

Vanderbilt University Hospital conducts training programs in five technical areas of allied health professions.

Program in Cardiovascular Perfusion Technology

Vanderbilt University Medical Center's Programs in Allied Health, Program in Cardiovascular Perfusion Technology (VUMC-CVPT) requires that, prior to application, the prospective student shall have acquired a Bachelor of Science or a Bachelor of Arts diploma. As required by the AC-PE standards, the prospective student shall also have completed college-level course work in the fields of mathematics, physics, and chemistry prior to the time of admission (not application), or shall present to the Admission Committee a reasonable plan for successful completion of such course work prior to the end of their first year of matriculation in the program (i.e., without conflict with the required first-year course work at VUMC-CVPT).

Courses in the fields of anatomy and physiology, pathology, pharmacology, and other pertinent areas of study related to perfusion care are provided in the VUMC-CVPT course syllabus.

The general academic requirements for all perfusion education programs are established by the Accreditation Committee for Perfusion Accreditation (AC-PE). Students at VUMC-CVPT experience twenty-four (24) consecutive months of clinical and didactic training. Course descriptions can be found on the Cardiovascular Perfusion Technology Web site at www.mc.vanderbilt.edu/cvpt/courses.htm

Diagnostic Sonography

The VUMC School of Diagnostic Medical Sonography (DMS) has been reestablished to foster the education of sonographers and to promote the quality of patient care in the search for a diagnosis. The school offers an 18-month certificate curriculum in general sonography. The curriculum plan includes six (6) rotations of didactic and clinical courses which will

require an average attendance of 33 hours per week. Upon completion of the didactic and clinical course requirements, graduates of the School of DMS are eligible to apply for certification exams in ultrasound physics and instrumentation, abdomen and obstetrics/gynecology administered by the American Registry of Diagnostic Medical Sonography.

Dietetic Internship Program

The Dietetic Internship at Vanderbilt University Medical Center (VUMC) has been an educational program since 1929. It is designed for the generalist practitioner, providing experience in clinical dietetics, food service systems management, and community nutrition with emphasis areas in nutrition therapy and food service systems management.

The internship is sponsored by the Department of Nutrition Services of VUMC. The program is currently granted accreditation status by the Commission on Accreditation for Dietetics Education of the American Dietetic Association (120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995, 312-899-4876), a specialized accrediting body recognized by the Council on Post-Secondary Accreditation and the United States Department of Education.

The Nutrition Services Department serves approximately 1,500 patient meals per day, and more than 4,000 customers (employees and guests) are served daily in the cafeterias. The department employs about 250 persons, including thirty registered dietitians

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, Tennessee, and Belmont University 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 physics
 - 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.

Radiation Therapy Training Program

The Radiation Therapy Program is a 12-month, hospital-based, certificate-granting program. Students are selected based on objective criteria and educated using lectures by program faculty and guest lecturers and related workshops in the Medical Center that will allow students to complete the required coursework and graduate within the scheduled time, pass the ARRT exam in radiation therapy, and begin careers as radiation therapists.

Other Health Profession Programs

Vanderbilt Experience: Summer Nurse Internship Program (VESNIP)

Vanderbilt Nursing has partnered with our community nursing schools to provide Summer Internship opportunities for nursing students who are between their junior and senior years. Our partnerships are expanding, but we are currently working with Vanderbilt School of Nursing's Lipscomb and Fisk affiliate students, Belmont University, Western Kentucky University, and Cumberland University.

For earned credit, nursing students from these schools have the opportunity to experience eight weeks of focused-care clinical rotations throughout Vanderbilt Medical Center. According to the literature, nurses who participate in summer internship programs as students begin their nursing careers with increased confidence earned from hands-on experience.

Specialty care choices are Adult/ICU, Women's Health/Newborn, Oncology, Adult Acute Med/Surg, Pediatrics, Cardiovascular, and Perioperative Services with the following clinical rotations for each area:

ADULT/ICU:

- Emergency Department
- Neuro Intensive Care
- MICU
- SICU
- Trauma
- Burn Unit
- Surgery Stepdown

- Neurology Stepdown
- Med Specialty Clinics
- Surgery Clinics
- Diabetes Clinic
- Plastics
- GI Lab
- Wound Ostomy Care

WOMEN'S HEALTH/NEWBORN:

- Labor & Delivery
- Gynecologic Surgery
- Orthopedics/Urology
- OB Clinic
- Women's Health
- Newborn Nursery

PEDIATRICS

- Hem/Onc
- Cardiology
- Pediatric ICU
- Neonatal ICU
- Emergency Department
- Operating Room
- Med/Surg
- Peds Well-Child Clinic

ONCOLOGY

- Oncology
- Myelosuppression
- Infusion Room
- BMT/Stem Cell
- Cancer Clinic
- Hematology

CARDIOVASCULAR

- Testing Lab
- Ambulatory Clinic
- Medical Stepdown
- Surgical Stepdown
- Operating Room
- Intensive Care

ADULT ACUTE MED/SURG

- General Medicine
- Oncology
- Colo-Rectal
- Orthopedics
- Urology
- Surgical Unit
- Renal Transplant

PERIOPERATIVE SERVICES

- Pre-Admission Testing
- Holding
- Operating Room
- PACU
- Surgical Floor

Program in Hearing and Speech Sciences

The Au.D. (Doctor of Audiology) and Master of Science in Deaf Education degrees are given by the School of Medicine. 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 ten-week clinical or research externship. The program is both ESB and PSB certified by the American Speech-Language-Hearing Association, with degree requirements meeting or exceeding those required for ASHA certification. Practicum sites include the Bill Wilkerson Center, Vanderbilt University Medical Center, Vanderbilt-Kennedy Center, VA Medical Center, and several other hospitals in the Nashville metropolitan area.

Preparation for the doctoral degree includes a minimum of two years of academic course work, research competency demonstrated through two projects, and the dissertation. Research interests of the faculty include basic and applied psychoacoustics, speech perception and production, child language acquisition and disability, and audiological management. The division supports a number of research laboratories, including an anechoic chamber, and maintains a MicroVAX II computer and three PDP-11 computers.





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