THE
COLLEGE OF MEDICINE
CATALOG
1989-90

THE UNIVERSITY OF ARIZONA
TUCSON, ARIZONA

This catalog is published by the Dean's Office of the College of Medicine and contains information provided by the departments of the College of Medicine as of March 6, 1989. For inquiries concerning this catalog, please notify the Office of Student Affairs (602) 626-6216.
All colleges and departments establish certain academic requirements which must be met before a degree is granted. These requirements concern such things as curricula and courses, majors and minors, and campus residence. Advisors, directors, department heads and deans are available to help the student understand and arrange to meet these requirements, but the student is responsible for fulfilling them. At the end of a student's course of study, if requirements for graduation have not been satisfied, the degree will not be granted. For this reason it is important for each student to acquaint himself or herself with all regulations and to remain currently informed throughout his or her college career and to be responsible for completing requirements. Courses, programs, and requirements described in the catalog may be suspended, deleted, restricted, supplemented or changed in any other manner at any time at the sole discretion of the University and the Arizona Board of Regents. The catalog does not establish a contractual relationship but it summarizes the total requirements which the student must presently meet before qualifying for a faculty recommendation to the Arizona Board of Regents to award a degree.

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In accordance with the Privacy Act of 1974, applicants for admission and enrolled students are advised that the requested disclosure of their Social Security number is voluntary. Students who do not provide the University with their Social Security number will be assigned a special nine digit number. The student's Social Security number, or an assigned number, will be used: a) to identify such student records as applications for admission; b) registration and course enrollment documents, grade reports, transcript requests, certification requests and permanent academic records; c) to determine eligibility, certify attendance and report student status; and d) as an identifier for grants, loans and other financial aid programs. The student's Social Security number will not be disclosed to individuals or agencies except in accordance with University of Arizona policy on student records. Use of the Social Security number as the student identification number will enable the University to comply with federal requirements mandated under IRS tax laws and Title IV student aid legislation, and enable the University to provide the best possible service to students.

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The University of Arizona Record (USPS 650-800) is published five times per year in February, semi-monthly in June, in July, and in August by The University of Arizona, Tucson, AZ 85721-0001. Second-class postage paid at Tucson, AZ. POSTMASTER: Send address changes to The University of Arizona Record, Administration Building, Room 412, The University of Arizona, Tucson, AZ 85721-0001.
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MEDICAL SCHOOL ACADEMIC CALENDAR 1989-90
(TENTATIVE)

Year I

Orientation .................................................. Wednesday, July 26-Saturday, July 29, 1989
Classes Begin ............................................. Monday, July 31, 1989
Last Day of Registration ............................... Friday, September 1, 1989
Labor Day (holiday) .................................. Monday, September 4, 1989
Year I Retreat ............................................. Wednesday, September 27, 1989
Fall Recess .............................................. Thursday, September 28-Sunday, October 1, 1989
Veterans Day (holiday) .......................... Friday, November 10, 1989
Thanksgiving Day (holiday) ............... Thursday, November 23-Sunday, November 26, 1989
Winter Recess .......................................... Wednesday, December 20, 1989-Monday, January 1, 1990
Classes Resume ....................................... Tuesday, January 2, 1990
Dr. Martin Luther King, Jr. Day (holiday). ........ Monday, January 15, 1990
Last Day of Registration ........................ Thursday, January 18, 1990
Spring Recess ........................................... Saturday, March 10-Sunday, March 18, 1990
Memorial Day (holiday) ............................ Monday, May 28, 1990
End of Year I ............................................. Wednesday, May 30, 1990
Summer Vacation ..................................... Thursday, May 31-Sunday, July 29, 1990

Year II

Classes Begin ............................................. Monday, July 31, 1989
Last Day of Registration ........................ Friday, September 1, 1989
Labor Day (holiday) ................................ Monday, September 4, 1989
Fall Recess .............................................. Saturday, September 23-Sunday, October 1, 1989
Veterans Day (holiday) .......................... Friday, November 10, 1989
Thanksgiving Day (holiday) ............... Thursday, November 23-Sunday, November 26, 1989
Winter Recess .......................................... Wednesday, December 20, 1989-Monday, January 1, 1990
Classes Resume ....................................... Tuesday, January 2, 1990
Dr. Martin Luther King, Jr. Day (holiday). ........ Monday, January 15, 1990
Last Day of Registration ........................ Thursday, January 18, 1990
Spring Recess ........................................... Saturday, March 10-Sunday, March 18, 1990
End of Basic Science Classes ............................. Friday, May 4, 1990
NBME Board Study ................................ Saturday, May 5-Monday, June 11, 1990
Memorial Day (holiday) ............................ Monday, May 28, 1990
NBME, Part I ............................................ Tuesday, June 12-Wednesday, June 13, 1990
Summer Vacation ..................................... Thursday, June 14-Sunday, June 17, 1990
MEDICAL SCHOOL ACADEMIC CALENDAR 1989-90
(TENTATIVE)

**Year III**

Classes Begin .............................................. Monday, June 19, 1989
Period 1 ..................................................... Monday, June 19-Saturday, July 29, 1989
Independence Day (holiday) ................................ Tuesday, July 4, 1989
Period 2 ..................................................... Monday, July 31-Saturday, September 9, 1989
Last Day of Registration .................................. Friday, September 1, 1989
Labor Day (holiday) ........................................... Monday, September 4, 1989
NBME, Part I (repeat) ........................................ Wednesday, September 6-Thursday, September 7, 1989
Period 3 ..................................................... Monday, September 11-Saturday, October 21, 1989
Period 4 ..................................................... Monday, October 23-Saturday, December 2, 1989
Veterans Day (holiday) ..................................... Friday, November 10, 1989
Thanksgiving Day (holiday) ................................ Thursday, November 23-Sunday, November 26, 1989
Period 5 ..................................................... Monday, December 4, 1989-Sunday, January 27, 1990
Winter Recess ............................................... Wednesday, December 20, 1989-Monday, January 1, 1990
Dr. Martin Luther King, Jr. Day (holiday) ............... Monday, January 15, 1990
Last Day of Registration .................................. Thursday, January 18, 1990
Period 6 ..................................................... Monday, January 29-Saturday, March 10, 1990
Spring Recess ............................................... Saturday, March 10-Sunday, March 25, 1990
Period 7 ..................................................... Monday, March 26-Saturday, May 5, 1990
Period 8 ..................................................... Monday, May 7-Saturday, June 16, 1990
Memorial Day (holiday) ..................................... Monday, May 28, 1990

**Year IV**

Classes Begin .............................................. Monday, June 19, 1989
Independence Day (holiday) ................................ Tuesday, July 4, 1989
Last Day of Registration .................................. Friday, September 1, 1989
Labor Day (holiday) ........................................... Monday, September 4, 1989
NBME, Part II ............................................... Wednesday, September 27-Thursday, September 28, 1989
Veterans Day (holiday) ..................................... Friday, November 10, 1989
Thanksgiving Day (holiday) ................................ Thursday, November 23-Sunday, November 26, 1989
Winter Recess ............................................... Wednesday, December 20, 1989-Monday, January 1, 1990
Dr. Martin Luther King, Jr. Day (holiday) ............... Monday, January 15, 1990
NBME, Part II (repeat) ...................................... Tuesday, April 3-Wednesday, April 4, 1990
Convocation .................................................. Friday, May 11, 1990
Graduation .................................................... Saturday, May 12, 1990

Elective Periods ........................................... See Electives Manual

*Year IV Students do not have Spring Recess. They may, however, schedule vacations as explained in the text of the Electives Manual available in the Office of Student Records.
### Year I

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
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<tbody>
<tr>
<td>Orientation</td>
<td>Wednesday, July 25 - Friday, July 27, 1990</td>
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<td>Classes Begin</td>
<td>Monday, July 30, 1990</td>
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<tr>
<td>Last Day of Registration</td>
<td>Friday, August 31, 1990</td>
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<tr>
<td>Labor Day (holiday)</td>
<td>Monday, September 3, 1990</td>
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<tr>
<td>Fall Recess</td>
<td>Thursday, September 27 - Sunday, September 30, 1990</td>
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<tr>
<td>Veterans Day (holiday)</td>
<td>Friday, November 9, 1990</td>
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<tr>
<td>Thanksgiving Day (holiday)</td>
<td>Thursday, November 22 - Sunday, November 25, 1990</td>
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<tr>
<td>Winter Recess</td>
<td>Wednesday, December 19, 1990 - Sunday, January 6, 1991</td>
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<tr>
<td>Classes Resume</td>
<td>Monday, January 7, 1991</td>
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<tr>
<td>Dr. Martin Luther King, Jr. Day (holiday)</td>
<td>Monday, January 14, 1991</td>
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<tr>
<td>Last Day of Registration</td>
<td>Thursday, January 17, 1991</td>
</tr>
<tr>
<td>Spring Recess</td>
<td>Saturday, March 9 - Sunday, March 17, 1991</td>
</tr>
<tr>
<td>Memorial Day (holiday)</td>
<td>Monday, May 27, 1991</td>
</tr>
<tr>
<td>End of Year I</td>
<td>Wednesday, May 29, 1991</td>
</tr>
<tr>
<td>Summer Vacation</td>
<td>Thursday, May 30 - Sunday, July 28, 1991</td>
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</tbody>
</table>

### Year II

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
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<tbody>
<tr>
<td>Classes Begin</td>
<td>Monday, July 30, 1990</td>
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<tr>
<td>Last Day of Registration</td>
<td>Friday, August 30, 1990</td>
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<tr>
<td>Labor Day (holiday)</td>
<td>Monday, September 3, 1990</td>
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<tr>
<td>Fall Recess</td>
<td>Saturday, September 22 - Sunday, September 30, 1990</td>
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<tr>
<td>Veterans Day (holiday)</td>
<td>Friday, November 9, 1990</td>
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<tr>
<td>Thanksgiving Day (holiday)</td>
<td>Thursday, November 22 - Sunday, November 25, 1990</td>
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<tr>
<td>Winter Recess</td>
<td>Saturday, December 15, 1990 - Sunday, January 6, 1991</td>
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<tr>
<td>Classes Resume</td>
<td>Monday, January 7, 1991</td>
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<tr>
<td>Dr. Martin Luther King, Jr. Day (holiday)</td>
<td>Monday, January 14, 1991</td>
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<tr>
<td>Last Day of Registration</td>
<td>Thursday, January 17, 1991</td>
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<tr>
<td>Spring Recess</td>
<td>Saturday, March 9 - Sunday, March 17, 1991</td>
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<tr>
<td>End of Basic Science Classes</td>
<td>Friday, May 10, 1991</td>
</tr>
<tr>
<td>NBME Board Study</td>
<td>Saturday, May 4 - Monday, June 10, 1991</td>
</tr>
<tr>
<td>Memorial Day (holiday)</td>
<td>Monday, May 27, 1991</td>
</tr>
<tr>
<td>NBME, Part I</td>
<td>Tuesday, June 11 - Wednesday, June 12, 1991</td>
</tr>
<tr>
<td>Summer Vacation</td>
<td>Thursday, June 13 - Sunday, June 16, 1991</td>
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</tbody>
</table>
MEDICAL SCHOOL ACADEMIC CALENDAR 1990-91
(TENTATIVE)

Year III

Classes Begin .......................................................... Monday, June 18, 1990
Period 1 ................................................................. Monday, June 18-Saturday, July 30, 1990
Independence Day (holiday) .......................................... Wednesday, July 4, 1990
Last Day of Registration ............................................ Friday, August 31, 1990
Labor Day (holiday) .................................................. Monday, September 3, 1990
Period 2 ................................................................. Monday, July 30-Saturday, September 8, 1990
NBME, Part I (repeat) .................................................. Wednesday, September 5-Thursday, September 6, 1990
Period 3 ................................................................. Monday, September 10-Saturday, October 20, 1990
Period 4 ................................................................. Monday, October 22-Saturday, December 1, 1990
Veterans Day (holiday) ............................................... Friday, November 9, 1990
Thanksgiving Day (holiday) .......................................... Thursday, November 22, 1990
Period 5 ................................................................. Monday, December 3, 1990-Saturday, January 28, 1991
Winter Recess .......................................................... Saturday, December 22, 1990-Sunday, January 6, 1991
Dr. Martin Luther King, Jr. Day (holiday) ......................... Monday, January 14, 1991
Last Day of Registration .............................................. Thursday, January 17, 1991
Period 6 ................................................................. Monday, January 28-Saturday, March 9, 1991
Spring Recess .......................................................... Saturday, March 9-Sunday, March 24, 1991
Period 7 ................................................................. Monday, March 25-Saturday, May 4, 1991
Period 8 ................................................................. Monday, May 6-Saturday, June 15, 1991
Memorial Day (holiday) ................................................ Monday, May 27, 1991

Year IV*

Classes Begin .......................................................... Monday, June 18, 1990
Independence Day (holiday) .......................................... Wednesday, July 4, 1990
Last Day of Registration ............................................ Friday, August 30, 1990
Labor Day (holiday) .................................................. Monday, September 3, 1990
NBME, Part II .......................................................... Tuesday, September 25-Wednesday, September 26, 1990
Veterans Day (holiday) ............................................... Friday, November 9, 1990
Thanksgiving Day (holiday) .......................................... Thursday, November 22, 1990
Winter Recess .......................................................... Saturday, December 22, 1990-Sunday, January 5, 1991
Dr. Martin Luther King, Jr. Day (holiday) ......................... Monday, January 14, 1991
Last Day of Registration .............................................. Thursday, January 17, 1991
NBME, Part II (repeat) ............................................... Tuesday, April 2-Wednesday, April 3, 1991
Convocation ............................................................ Friday, May 10, 1991
Graduation ............................................................. Saturday, May 11, 1991

Elective Periods ...................................................... See Electives Manual

*Year IV Students do not have Spring Recess. They may, however, schedule vacations as explained in the text of the Electives Manual available in the Office of Student Records.
1. College of Medicine
2. Cancer Center
3. College of Nursing
4. College of Pharmacy
5. South Entrance
6. Main Entrance (2nd floor)
7. Children's Research Center
8. Life Sciences Building
9. Magnetic Resonance Imaging Building
THE UNIVERSITY OF ARIZONA

The University of Arizona is one of three publicly-supported institutions of higher learning in Arizona under the jurisdiction of the Arizona Board of Regents. It was established in 1885 as a land grant institution 27 years before Arizona was admitted to the Union as the 48th state. During its colorful history it has developed into one of the great universities of the southwestern United States with 10 colleges, four faculties, six schools, 110 academic committees or departments, and 44 research and special service units.

Commensurate with the rapid growth of the state during the past two decades, the University has grown to its present enrollment of 34,725 full- and part-time students, 8,100 of whom are enrolled in graduate studies. The bachelor's degree is offered in 145 programs, the master's degree in 149, and the doctorate in 89, plus other degrees available in nine fields. The University offers nearly 400 fields of study. Its more than 130,000 active alumni are represented in every community in Arizona, all of the United States, and in many foreign countries.

The University is located about one mile from the downtown area in Tucson — the center of a rapidly growing metropolitan area with a population of more than 650,000.
THE COLLEGE OF MEDICINE

In 1962, the Arizona Board of Regents granted authorization to the University of Arizona to develop a College of Medicine. Ground was broken in May 1966 for the Basic Sciences Building which was completed in September 1967 and occupied that same month by the 32 students of the first class.

A second class of 32 students entered the College in the fall of 1968, and the first full class of 64 students was enrolled in September 1969. In May 1971, the M.D. degree was granted to the members of the first graduating class and to date more than 1,500 students have been graduated. Since 1976 the size of the entering class has been 88 students. The College of Medicine presently has an enrollment of more than 350 full-time medical students.

Through the sale of self-liquidating bonds and additional matching funds from the United States Public Health Services, planning was completed for the Clinical Sciences Building and 275-bed University Hospital (now called University Medical Center). Construction was begun in the summer of 1968 and completed in July 1971.

Physical Facilities

The University of Arizona Health Sciences Center complex consists of five interconnected buildings, and adjoining structures, on a 30 acre site just north of the main campus. These consist of the Basic Sciences Building, the Clinical Sciences Building, Outpatient Clinics, University Medical Center, and the Arizona Cancer Center, all interconnected. The Family Practice Center, Faculty Office Building and Biomedical Research Laboratories, the Dermatology unit, the Radiology Research Building and the Office of Medical Education are housed in adjacent buildings. Planned for construction in the near future or under construction are the Life Sciences Building, a Children's Research Center, a Heart Center, a parking structure and additional office and laboratory space. The Colleges of Nursing and Pharmacy are located just South of the Basic Sciences Building.
A student wing of the Basic Sciences Building houses the multidisciplinary laboratories, Anatomy laboratories, medical computing center, lecture rooms, conference rooms, student lounge and support facilities. Centralized animal quarters, administrative services and part or all of the seven basic science departments are also housed in this building.

**Library**

The Arizona Health Sciences Center Library was one of the earliest units planned for the College of Medicine, opening its doors in September 1967 when the first class began studies. Currently spanning and serving the entire Health Sciences Center, the library occupies
32,000 sq. ft. and maintains a collection of 160,000 volumes, 3,300 media programs and subscribes to 3,400 journals. It is open 24 hours every day, except Christmas and New Year's Day.

The library is a member of the nationwide medical library network founded by the National Library of Medicine and serves as the designated resource library for Arizona through the Pacific Southwest Regional Medical Library Service. Its resources are available not only to students and faculty of the University, but also to health care providers throughout Arizona.

Reference librarians are available to provide assistance in using the resources of the library effectively, consult with library users to solve complex information queries, formulate and perform computerized literature searches and locate factual information. Sessions on medical bibliography and information retrieval are offered in the College of Medicine curriculum. The Field Office provides similar services to library users outside the Tucson area and consultation services to hospital libraries.

The services of the library are many and most are computer enhanced. The catalog to the collection is online, allowing users to search for material in a variety of ways with a greater degree of specificity. Databases encompassing the journal literature are available for use by library users themselves or through the expertise of a reference librarian. A wide assortment of audiovisual titles in various formats (audiotapes, videotapes, videodiscs, slide/sound programs, slides and models) and eight study carrels, especially equipped to accommodate these formats, are also available. Electronic links with other libraries are maintained so that material not available locally can be obtained quickly for library users. Finally, the library houses the Microcomputer Learning Center, operated by the Office of Medical Education, and the Arizona Poison and Drug Information Center, administered by the College of Pharmacy.

Clinical Facilities

University Medical Center is the primary medical center for the education of medical students, but other settings are also utilized. University Medical Center (UMC) is a private, non-profit institution with a separate Board of Directors. UMC operates under a lease arrangement with the Arizona Board of Regents which guarantees that the educational, service and research missions of the Colleges of Medicine, Pharmacy and Nursing will not be compromised. UMC's management structure is designed to meet the modern financing and practice methods in the medical care system.

UMC is a 300 bed hospital, originally built in 1971, with many units which have undergone renovation in recent years. Modern inpatient units, an extensive outpatient facility and support services are contained within the Clinical Sciences Building. The Arizona Cancer Center was opened in 1986 and is a modern multidisciplinary facility for patient care, teaching and research in cancer and related disorders. UMC contains the only lithotripsy unit in Tucson, a magnetic resonance imaging facility and other modern diagnostic and therapeutic modalities.

 Portions of the educational program are conducted at other health care facilities, including: Tucson Veterans Administration Medical Center, Tucson Medical Center, Kino Community Hospital, Palo Verde Hospital, Crippled Children's Clinic, El Rio-Santa Cruz Neighborhood Health Center and other Tucson hospitals and clinics. In addition, health care facilities in many of Arizona's counties are used, in part, for educational rotations for medical students. In Phoenix, regularly conducted clerkships and elective activities are carried out at: Maricopa Medical Center, Phoenix Children's Hospital, Good Samaritan Medical Center, St. Joseph's Hospital and Medical Center, Phoenix Veterans Administration Medical Center, Barrow Neurological Institute and other hospitals and health care facilities. Faculty of the College of Medicine conduct all educational experiences, both at UMC and all other sites.
Educational Philosophy and Curriculum

The curriculum of the College of Medicine is determined by the faculty with consideration given to student evaluations, evaluations conducted at regular intervals, and national needs and priorities. It is not a static program, but is altered as is appropriate, after adequate study and reflection, to match the changing and educational needs of students. The overall purpose of the educational program is to provide our students with the capacity to learn medicine for the rest of their professional careers. This is accomplished by supplying them the opportunity to learn what is currently known and unknown; with study habits which permit continuous acquisition of new knowledge and modification of formerly acquired information; with skills to conduct patient care activities and with professional attitudes consonant with their charge to care for those persons for whom they provide preventive and curative advice and treatment.

Biologic, cultural, psychosocial, economic and sociologic concepts and data are provided in the core curriculum. Students are encouraged to add to this core by their continuous clinical experiences. Increasing emphasis is placed on problem-solving ability, beginning with initial instruction and carried through to graduation. Excellence in performance is encouraged and facilitated. Awareness of the milieu in which medicine is practiced is also encouraged. The core curriculum comprises three years of required studies and one year of elective rotations. Half of the curriculum deals with the basic sciences critical to modern medical understanding and practice and the other half to practical, patient contact, clinical science instruction.

The learning environment encompasses lectures, small group instruction, independent study, clinical clerkships, practicums in physical diagnosis, computer-based instruction and a variety of other modes for the learner. Students learn in the classroom, conference room, laboratory, clinic and physician's office, bed units of hospitals, special sites for diagnostic and therapeutic maneuvers, University Medical Center and a rich variety of community inpatient and outpatient settings. The elective portion of the curriculum permits experiences within and beyond the above-described educational system, to include programs abroad as well as
those closer to home. Students are encouraged to learn from individual patient contacts, from family settings, from groups as small as neighborhoods to communities as large as the State of Arizona. Exposure is available with individual physicians in a one-to-one relationship, with groups of physicians, with large health maintenance organizations, with public health facilities and other governmental health care systems.

Full-time faculty, which includes primary and specialty care physicians and scientists, community physicians and resident physicians in a variety of health care delivery models, comprise the faculty which facilitates student learning. The concept of the physician as an integral part of a complex health care delivery team is emphasized in these clinical exposures.

Upon completion of the first four years of study, the graduate of our system is prepared to enter the next phase of medical education, the residency of his/her choice. Graduate medical education (residency training) is available in University of Arizona based programs in all of the traditional disciplines from primary care to the specialties. The faculty assists the students in applying for and successfully competing for residency programs in Arizona and throughout the United States. Our graduates have been praised by programs throughout the country for their preparation and professional attitudes. A number of graduates have become local practitioners in the State of Arizona and others have joined the faculty at the University of Arizona College of Medicine and other medical colleges.

Our graduates are also prepared to continue the process of life-long learning, having achieved a framework of knowledge and the tools to adapt that knowledge to practice, and to add to and modify it as the dynamic discipline of medicine adds to its core of concepts and information. Continuing educational programs are provided at the College and many of our alumni return to continue this process of education throughout their professional careers.

The Curriculum

ORIENTATION:

Orientation to the medical school is provided to each incoming class during several days prior to the start of the initial semester. Students are introduced to the educational philosophy
of the College, to the curricular elements, to methods for achieving optimal learning, to basic computer skills and to self-management skills. The advisory system, financial aid, student governance and other topics are also introduced at this orientation. An annual retreat is conducted during the orientation and is attended by all first-year students and selected faculty and members of the administration.

BASIC SCIENCES:
During the first year, anatomy, biochemistry, physiology and neurosciences are taught in tandem with a course designed to introduce the student to clinical skills, Preparation for Clinical Medicine. To ensure that global and humanistic concerns are integrated into the phase in which biologic knowledge is being learned, the course on Human Behavior and Development begins in the spring semester and introduces a wide variety of broad topics that influence medical care and its delivery. Two additional courses are integrated into the basic science curriculum: Human Genetics and Embryology.

In the second year, the basic sciences of pathology, microbiology and pharmacology are introduced and more sophisticated experiences are provided in the Preparation for Clinical Medicine course.

Computer instruction, initiated during orientation, is also enhanced by course work during the first year. In addition, various software medical educational packages are offered for self-instruction, evaluation and as part of the regular curriculum.

This sequence in the first two years ensures that the biologic framework of the human body is grasped by the student and that this knowledge is placed into the whole of human medicine. The student learns the structure and function of the cells, tissues and organs in health and in disease, the influence that the environment has on the human organism, and the effect of medication and drugs. At the same time, the psychosocial influences are incorporated into this framework and the student begins the process of acquiring those skills and attitudes essential to the practice of medicine. All courses have non-lecture instructional units integrated into their allotted hours. These units are designed to encourage the student to exercise problem-solving abilities, analysis and critical thinking.

In addition to the required curricular elements, a wide variety of Enrichment Electives is offered each year. These electives are designed to augment student experiences. A list of such Enrichment Electives is published and distributed each year.

CLINICAL SCIENCES:
The third year of our curriculum is devoted to clinical clerkships, during which the student learns, under faculty supervision, by daily patient contact in the various disciplines of medicine. There are 48 weeks of required rotations as follows: Internal Medicine (12 weeks); Pediatrics (6 weeks); Obstetrics and Gynecology (6 weeks); Psychiatry (6 weeks); Family Medicine (6 weeks); General Surgery (6 weeks); Specialty Surgery (3 weeks); Neurology (3 weeks). The Specialty Surgery (3 weeks) may be taken in the fourth year, in which case the student can select an additional rotation of 3 weeks in length. For students who select the Specialty Surgery (3 weeks) rotation in the third year, at least 33 weeks of electives are required in the fourth year. For students taking the Specialty Surgery (3 weeks) in the fourth year, 30 weeks of electives are required in the fourth year.

The fourth year curriculum is comprised solely of elective rotations. This year is planned in concert with a faculty advisor taking into account the student's career goals, educational needs and preferences. Clinical and non-clinical electives are available in a wide variety of disciplines; available electives are published and distributed to students each year. Upon approval of the faculty advisor and the corresponding department at the College of Medicine, students can take up to 15 weeks of electives in approved programs outside of the College of Medicine.

As indicated earlier, facilities other than University Medical Center (UMC) are used in the educational programs. Students may be required to take at least a portion of the required curriculum in the clinical years outside of Tucson.

See pages 16-17 for the Outline of the Curriculum.
CURRICULUM POLICIES:

University policy expects students to be regular and punctual in class attendance and affirms that students themselves are primarily responsible for attendance. Each instructor will provide students with a written statement of his/her policy in respect to absences.

Students wishing to petition for exemption from basic science courses may do so by directing requests to the departments. Such requests will be considered on an individual basis according to departmental policies and will be granted only in exceptional cases. Students in the basic science portion of the curriculum may enroll in various elective courses for which they meet the prerequisites and as they have available time. Under special circumstances these electives may be used to fulfill clinical science or elective year requirements with prior permission of the Curriculum Committee.

As part of their education, all students will be required to participate in laboratory experiments in which experimental animals will be used.

OFFICE OF MEDICAL EDUCATION:

The Office of Medical Education assists the faculty in all aspects of the medical education process. The range of educational assistance includes: course development; teaching effectiveness documentation; faculty teaching improvement; test development and scoring; medical education research; ongoing assessment of the college curriculum and its impact on students. The members of the Office contribute to the Curriculum Committee, curriculum subcommittees and administrative educational committees. Members of this office are responsible for the computer-facility instruction for medical students and offer an Enrichment Elective in Medical Computing.

Student Research Opportunities

Students are encouraged to participate in basic and clinical research activities. Under a five-year grant from the National Institutes of Health and a three-year grant from the American Heart Association, research experiences with stipends are provided to qualified medical students. In addition, extracurricular experiences (i.e., seminars and clinics on medical ignorance, course in research methodology, clinical research correlation seminars, a student research club and a research mentor-career advisor system) are offered. Student research is also funded through the Dean's Office in the form of summer stipends, supply monies and travel support to encourage students to present their results at scientific meetings. A house at 1809 E. Lee Street (La Residencia del Incognito) serves as the Center for Student Research.

Graduate Education

Basic Sciences

A formal program leading to the granting of the combined M.D./Ph.D. degrees is available. Students wishing to pursue studies leading to the combined degrees must first be admitted to the College of Medicine. They may then apply for acceptance into the following degree programs leading to the Ph.D.: Anatomy, Biochemistry, Microbiology & Immunology, Molecular & Cellular Biology, Pharmacology and Physiology. Both degrees are awarded concurrently. Ph.D. degrees in other disciplines may be arranged on an individual basis. Certain courses taken in the regular medical curriculum are applicable to the Ph.D. program requirements. The combined degree program usually requires a 6-7 year period for completion.

Residency Training

Specialty training in the clinical disciplines is provided by Anesthesiology, Dermatology, Emergency Medicine, Family Practice, Forensic Pathology, General Surgery, Internal
Postgraduate Education

The Office of Medical Education serves as a central resource for the coordination, integration, facilitation, accreditation and evaluation of continuing medical education for the faculty and the physicians of Arizona and elsewhere. The goals and objectives of the continuing education program include supporting the continuing professional development of physicians by offering opportunities to enrich and extend their medical education.

Continuing Medical Education offerings are intended to communicate information about state-of-the-art medical practice primarily to physicians throughout Arizona and to disseminate to physicians elsewhere changes in medical practice resulting from research and development activities of the College of Medicine faculty.

For information on specific programs, please contact the Office of Medical Education, Continuing Education, University of Arizona College of Medicine, Tucson, Arizona, 85724 Telephone (602) 626-7832.

The Mini-Residency Program is a departmentally based program that provides educational experiences of one of several weeks in the academic setting of the College of Medicine for practicing physicians. An educational program utilizing conferences, rounds, appropriate elements of the undergraduate and graduate teaching programs, and patient care activities is designed to meet the expressed interests and educational needs of each physician. For information, please contact the appropriate clinical department.
CURRICULUM OUTLINE
Basic Sciences

YEAR III

Summer
LERKSHIP - 48 weeks required

YEAR IV

Summer
ELECTIVES - 33 weeks required
Of the 33 weeks required, 18 units must involve patient contact and 18 units must be supervised by College of Medicine faculty.

TERMINAL MEDICINE
2 weeks required

INTERNAL MEDICINE
2 weeks required

SURGERY
3 weeks required

SMALL MEDICINE & COMMUNITY MEDICINE
6 weeks required

PEDIATRICS
weeks required

OB/GYN
weeks required

PEDIATRICS
weeks required

PHYSICIAN & COMMUNITY MEDICINE
6 weeks required

PSYCHIATRY
weeks required

NEUROLOGY
weeks required

ELECTIVES OFFERINGS

<table>
<thead>
<tr>
<th>Department</th>
<th>Number of Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy</td>
<td>5</td>
</tr>
<tr>
<td>Anesthesiology</td>
<td>5</td>
</tr>
<tr>
<td>Biochemistry</td>
<td>2</td>
</tr>
<tr>
<td>Family &amp; Community Medicine</td>
<td>35</td>
</tr>
<tr>
<td>Internal Medicine</td>
<td>44</td>
</tr>
<tr>
<td>Microbiology &amp; Immunology</td>
<td>2</td>
</tr>
<tr>
<td>Molecular &amp; Cellular Biology</td>
<td>0</td>
</tr>
<tr>
<td>Neurology</td>
<td>7</td>
</tr>
<tr>
<td>Obstetrics &amp; Gynecology</td>
<td>6</td>
</tr>
<tr>
<td>Ophthalmology</td>
<td>3</td>
</tr>
<tr>
<td>Pathology</td>
<td>4</td>
</tr>
<tr>
<td>Pediatrics</td>
<td>27</td>
</tr>
<tr>
<td>Pharmacology</td>
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</tr>
<tr>
<td>Physiology</td>
<td>2</td>
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<td>8</td>
</tr>
<tr>
<td>Radiation Oncology</td>
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<tr>
<td>Radiology</td>
<td>4</td>
</tr>
<tr>
<td>Surgery</td>
<td>32</td>
</tr>
<tr>
<td>Interdepartmental Seminars</td>
<td>10</td>
</tr>
</tbody>
</table>

(See Electives Manual for course details)

September - NBME Retake
April - Match
September - NBME Retake
Graduation

1 of unscheduled time during the two Clinical Sciences years are available for vacations and interviews.

Office of Student Affairs
Revised June 1989
ADMISSIONS

Admission to the First-Year Class

GENERAL: The University of Arizona College of Medicine follows the recommended application and acceptance procedures of the Association of American Medical Colleges (AAMC). These may be found in the most recent copy of the Medical School Admissions Requirements book, published annually by the AAMC. Everyone interested in attending medical school should consult this book, as it contains a great deal of useful information. The most recent copy may be obtained for $10.00 by writing to the AAMC (address on page 24).

Acceptance to the University of Arizona College of Medicine is based upon an assessment of the applicant's intellectual and personal traits, fulfillment of certain prerequisites outlined below, and consideration of the applicant's state of residence. All applicants who wish to be considered must be U.S. citizens or have permanent resident visas. Preference is given first to residents of Arizona and Native Americans living on reservations contiguous with the state of Arizona. Preference is also given to highly qualified applicants who are residents of Alaska, Montana and Wyoming, and are certified and will receive full and uninterrupted funding by the Western Interstate Commission for Higher Education (WICHE). Applicants from states other than these cannot be considered. In evaluating applicants, the Admissions Committee considers ability and scholarship as indicated by the entire academic record, the results of the Medical College Admission Test (MCAT), personal statement, college preprofessional committee evaluations, letters of recommendation, health related experience and personal interviews. Also considered is breadth of the undergraduate education, whether in the humanities, social sciences, natural sciences, etc. No preference is given to any particular kind of undergraduate major (see Admission Process).

PREREQUISITES: The College of Medicine encourages applications from all interested students irrespective of their college major. However, the following minimum requirements must be met prior to matriculation:

1. Applicants must successfully complete at least three full years of study (90 semester hours or 135 quarter hours) at an accredited college or university, including 30 semester hours (45 quarter hours) of upper division courses. Applicants educated outside the United States must have completed at least two full years of study in an accredited college or university in the United States or Canada prior to application.

2. Applicants must successfully complete two full semesters (three quarters), or equivalent, in each of the following areas: general chemistry, organic chemistry, physics, general biology or zoology, and English.

3. Applicants are strongly urged to take the MCAT in the spring of the year of application and to have their premedical requirements completed at the time of application. The MCAT must have been taken no earlier than two years prior to application (April 1987) and no later than the fall prior to the year of anticipated entrance (September).

APPLICATION PROCEDURE: The University of Arizona College of Medicine participates in the American Medical College Application Service (AMCAS). Persons seeking admission to the entering class must process their applications through AMCAS, even if this is the only school to which they apply. Those wishing to make application for the class entering in 1990 should follow the steps outlined below:

1. Arrange to take the Medical College Admission Test (MCAT), preferably in the Spring prior to application, by writing to the American College Testing Program (address on page 24).
2. Obtain an AMCAS application packet. An application may be obtained either by using an AMCAS Application Request Card, available from any participating medical school or the AMCAS application packet itself which is available from most preprofessional advisors.

3. Complete and return the AMCAS application. Follow instructions in the application packet and return the completed application to the AMCAS office. (Please do not send this material to the medical school.) You must request that the registrar of every junior college, college and university you have attended forward official transcripts directly to the AMCAS office by November 1, 1989. All transcripts should arrive before your application reaches the AMCAS office to eliminate any delay in processing your materials. In your instructions to AMCAS, you designate the medical schools to which you wish to apply and pay a fee based on the number of those schools. Even if you have previously applied to this school, or any other school under AMCAS, you must submit an entirely new application and transcripts each year.

4. Return AMCAS application by November 1, 1989. The deadline for your application to the University of Arizona College of Medicine is November 1, 1989. Your AMCAS application and all transcripts must be received in Washington by this date. Please allow sufficient time for mail delivery since applications received in Washington after this date cannot be considered by this college.

5. Await notification of receipt of application. You will receive notice first from AMCAS and later from this college that your application has been received. The AMCAS application constitutes the preliminary application to this College of Medicine.

6. Initial screening of applications. After an initial screening to determine your state residency, you will be notified as to the disposition of your preliminary application. Those who will not be considered further are notified as soon as possible so they may concentrate their efforts on other schools.

7. Receipt of supplementary materials. Those who pass the initial screening process will receive a packet of supplementary materials that are specific to the University of Arizona College of Medicine. Instructions are provided with the packet, and all materials should be returned directly to the Admissions Office, College of Medicine, University of Arizona, Tucson, Arizona, 85724. (Please do not send any of this material to AMCAS.)

8. Invitation to appear for personal interview. All applicants receiving supplementary materials will be invited to appear for a personal interview at the College of Medicine. All appointments are made by the Admissions Office. Since the personal interview is an integral part of the admission process, no applicant can be considered without it. At the time of the interview, you will have an opportunity to meet with a medical student and tour the Health Sciences Center. Interviews take place between October and January. Interviews are conducted over the Christmas holiday period primarily for those applicants attending schools outside Arizona. However, where travel to Tucson would result in an undue financial burden, it may be possible to arrange for interview summaries to be sent from other schools where the applicant has been interviewed. Such requests may be made at the time you are invited for your interview.

9. Notification that file is complete. After all your materials have been received and you have had your interview, you will be notified that your application is complete. The Admissions Office will periodically review all files and notify you if any materials are still missing. However, we strongly recommend that you complete your file prior to December 31, 1989, since notification of Admissions Committee actions take place between January and March of 1990.
JANUARY 15 TO MARCH 15, 1990

10. Notification of action by the Admissions Committee. In early December 1989, the Admissions Committee will begin to take action on all applicants whose files are complete. Letters of acceptance will be sent on January 15, February 15 and March 15, 1990 (or the first working day thereafter). Notification of rejection or alternate status will be sent out on March 15, 1990.

11. Accepted applicants must submit a letter of intent within two weeks, to retain their place in the class. No deposit is required. Accepted students are encouraged to withdraw their application from medical schools of lower preference. Many well-qualified students are Alternates each year. It is the obligation of each accepted applicant to withdraw upon making a decision to go elsewhere, in order to give those not yet selected the opportunity to compete for a vacancy in the class.

AFTER MARCH 15, 1990

12. An applicant holding a position on the Alternate List may receive an acceptance at any time, if a place becomes available.

13. Final acceptance for enrollment for all accepted applicants is contingent upon a continued satisfactory level of academic and personal performance, completion of required course work prior to July 15, 1990, and all other requirements. Certified WICHE acceptees (Alaska, Montana, and Wyoming) must provide evidence of full and uninterrupted funding from their state of origin. Failure to meet these conditions will be cause for withdrawal of the acceptance.

14. Any student accepted for enrollment who wishes to be exempted from any medical school course may petition the appropriate department to be relieved of the necessity of taking the department's formal course. The decision rests with the individual department and is based on the merits of each request.

Admission Process

Applicants apply directly to the American Medical College Application Service (AMCAS). The application will be reproduced and sent to all the schools to which the applicant wishes to apply. When AMCAS applications are received at the College of Medicine, they undergo an initial screening. All Arizona residents are sent additional materials and invited for personal interviews. A few highly qualified WICHE certified and funded applicants from Alaska, Montana and Wyoming, who have passed the initial screening, are sent additional materials and invited for a personal interview. All applicants who are residents of any other state are automatically sent a letter informing them they are not eligible. The deadline for applications is November 1, 1989.

The Admissions Committee uses five major criteria in the selection of students: academic record, Medical College Admission Test (MCAT) scores, personal statement, college preprofessional committee evaluations (or letters of recommendation), and results of personal interviews. Consideration of the academic record includes not only grades, but trends in the grade point average, course loads, work experience while going to school, breadth of the undergraduate education, extent of extracurricular interests and pursuits, and other factors which might directly or indirectly influence the individual's total academic performance. The MCAT scores provide a national comparison of each student with all those seeking admission to medical school. Applicants are asked to have letters of recommendation submitted from either a Preprofessional Committee at their university or from three individual faculty members. Use of the Committee at your school is very strongly recommended. If individual letters are submitted, they should be from two science faculty members and one nonscience faculty member. All must be from professors under whom you have taken courses. Each applicant will be interviewed by three College of Medicine faculty members and one
practicing physician. The four interviews are on a one-to-one basis. The interviewers are asked to evaluate the applicant's ability to relate to another individual in the interview situation and to ascertain, from the interview, their impression of the applicant's overall desirability as a future physician. The interviewers also attempt to gain some insight into the applicant's family background, outside interests, and the duration and depth of interest in medicine. The interviewers have no prior information about the applicant. They forward their impressions to the Admissions Committee, which has access to all other data.

The Admissions Committee reviews all completed applications. All facets of the record are considered. The amount of consideration given to the academic record, MCAT scores, health related experience, and results of the personal interviews, depends on each individual on the Committee. At Admissions Committee meetings, each applicant's file is reviewed and discussed by the members of the Committee. The vote of the Committee determines who is accepted. Acceptances are based on the evaluation by the members of the Admissions Committee regarding each applicant and the relationship of each applicant to every other applicant. In this way, an attempt is made to be as fair as possible to all persons applying to medical school by utilizing all the information available to the Committee.

The Committee selects sufficient applicants for acceptance to fill the class and a reasonable number to be placed on the Alternate List. All other applicants are notified that their applications are not competitive and, therefore, they are no longer under consideration.
Minority Applicants

The College of Medicine has an active program dedicated to the recruitment, admission, education, and graduation of an increased number of individuals from ethnic minority groups. Faculty members participate in all aspects of the program.

Rural Arizonans

Special consideration will be given to individuals who have lived half their lives in rural Arizona communities outside the state's major metropolitan areas and who desire to return to such an area to practice medicine. A form requesting this special consideration will be included with the supplementary materials.

Admission by Transfer

Applications for transfer to the College of Medicine are welcomed from students who satisfy the conditions outlined below. Applicants are treated as competitors for any available places. Positions become available only through attrition.

1. Applications will be considered from residents of the several states in the following order of preference:
   a. Arizona residents matriculated in foreign medical schools (WHO-listed).
   b. Residents of Alaska, Montana and Wyoming (who are WICHE certified and will receive full and uninterrupted funding) matriculated in foreign medical schools (WHO-listed).
   c. Arizona residents matriculated in four-year U.S. medical schools or U.S. schools of osteopathy.

2. Applicants must meet the following academic criteria:
   a. Applicants must successfully complete at least three full years of study (90 semester hours or 135 quarter hours) at an accredited college or university, including 30 semester hours (45 quarter hours) of upper division courses. Applicants educated outside the United States must have completed at least two full years of study in an accredited college or university in the United States prior to application.
   b. Applicants must successfully complete two full semesters (three quarters), or equivalent, in each of the following areas: general chemistry, organic chemistry, physics, general biology or zoology, and English.
   c. Must have taken the MCAT.
   d. Must have completed all of the basic sciences as a matriculant in a LCME accredited U.S. or Canadian, osteopathic, or WHO-listed foreign medical school and provide evidence (an official transcript is required) of having successfully completed a course of study which includes the content of the following courses: anatomy, biochemistry, microbiology, pathology, pharmacology, physiology, and behavioral sciences.

3. Where adequate training in history-taking and physical examination is not apparent from the applicant's record, at the discretion of the Admissions Committee, the applicant will be required to participate in an especially prepared course of study in these areas.

4. Applicants whose credentials indicate deficiencies in other areas of study covered during the basic science curriculum will be held responsible for this material through self-study and will be expected to perform at the same level as the students who have completed the first two years here at the University of Arizona College of Medicine.

5. All applicants must take Part I of the National Board Examination prior to being considered by the Admissions Committee. Please contact the AAMC for registration materials and deadlines (see page 24 for address).
6. Applicants who are on an official leave of absence of not more than one year will be considered. A letter substantiating this leave must be submitted from the applicant's medical school.

7. All accepted transfers will be required to pass Parts I and II of National Boards in order to graduate.

8. All applicants who meet the listed criteria and are under consideration will be interviewed at the College of Medicine.

9. All applicants must have official transcripts submitted from all undergraduate and graduate schools.

10. Applicants must have letters of recommendation sent directly to the Admissions Office from professors under whom they have taken courses, or from physicians under whom they have done clerkships or externships. A minimum of three letters is required. If you are attending a U.S. medical school, a letter from the Dean of the school is also required, stating that you are currently enrolled and a student in good standing.

11. Applicants are advised that, if accepted, they will enter into the third year of our program and will be required to complete all of the last two years of our curriculum.

12. Applicants must apply directly to this College of Medicine. Applications will be available after November 1st - deadline for receipt of application and domicile affidavit is March 31st.
List of Important Addresses

University of Arizona College of Medicine
Tucson, Arizona 85724
Admissions Office (602) 626-6214 or 6215
Student Affairs (602) 626-6216

Association of American Medical Colleges
(AAMC)
Suite 200
One Dupont Circle, N.W.
Washington, D.C. 20036
(202) 828-0570

American Medical College Application Service
(AMCAS)
Association of American Medical Colleges
Division of Student Services
Suite 301
1776 Massachusetts Avenue, N.W.
Washington, D.C. 20036-1989
(202) 828-0600

National Board of Medical Examiners (NBME)
3930 Chestnut Street
Philadelphia, Pennsylvania 19104
(215) 349-6400

Medical College Admission Test (MCAT)
c/o American College Testing Program
2255 N. Dubuque Road
Box 414
Iowa City, Iowa 52243
(319) 337-1276

Educational Commission for Foreign Medical
Graduates (ECFMG)
3624 Market Street
Philadelphia, Pennsylvania 19104
(215) 386-5900
STUDENT AFFAIRS

Orientation

Orientation occurs on the three days prior to the start of classes and includes a one and a half day retreat. Its purpose is to acquaint the student with classmates, curriculum information, computer instruction, upperclassmen, members of the administration, faculty and staff. Activities will include registration and the procedural matters related to enrollment. Information and schedules of activities are sent to entering students during the preceding spring and summer.

Housing

Medical students must assume the responsibility for making their own living arrangements. However, assistance in finding accommodations in University housing is available from the Director of Residence Life. Rooms in the University residence halls are available through the Department of Residence Life for unmarried students on a space available basis, according to date of application.

Married students may apply for a unit at the University of Arizona's Family Housing Project. The project consists of 420 one-story apartments, either furnished or unfurnished, located in northeast Tucson about a 15 minute drive from the Health Sciences Center. Students may have their names placed on the waiting list immediately after being accepted by the College of Medicine. Further information concerning married student rental units may be obtained by contacting the Family Housing Office, University of Arizona, 3401 North Columbus Boulevard, Tucson, Arizona 85712.

For additional information relevant to housing, consult the two daily Tucson newspapers and the daily student newspaper. The Associated Students' Office in the Student Union Memorial also maintains a list of available housing.
Student Health Service

All students matriculated in the College of Medicine are eligible for care at the University of Arizona Student Health Service. If an illness requires other than routine care or the services of an outside physician or consultant (major injury, complicated medical illness, major fractures or extraordinary services), the cost of such services must be borne by the student. For this reason, some form of health insurance is strongly advised. Such supplemental insurance may be purchased at the time of registration. For a more complete description of the services available at the Student Health Center, the student is advised to consult the General Catalog of the University.

Students enrolled in the College of Medicine are required to submit proof of a tuberculosis skin test within six months of admission. Thereafter, repeat chest x-rays and skin tests will be done when deemed appropriate. Students must also submit proof of having had measles (rubeola) or been vaccinated against it. Hospital policy mandates immunity to rubella and students will be screened for serologically documented antibody titers. Those with no titer will receive live rubella virus vaccine irrespective of age. Certain types of vaccinations, such as Hepatitis B, will be available to students at cost. In all instances, these tests and vaccinations will be provided by the Student Health Service and their cost will be borne by each student involved.

The Code of Scholastic Conduct

Students who enter the College of Medicine find themselves in the company of scholars, each of whom is working to expand his/her own knowledge, to extend the boundaries of human knowledge and to apply knowledge in the service to their fellowman. The faculty and students of the College of Medicine require that a man/woman shall act honorably in all the relations and phases of student life, and therefore, all work is conducted under an honor system. The essence of the system is that a student’s word can be accepted without question as to truth and any violation of a student’s word is an offense against the entire student body. The fundamental demand that the honor system makes on the individual is that each one resist less than honorable means to attain a desired end. The honor system is not an end in itself but is a framework for behavior and a means of inculcating a spirit of integrity which should sustain the student throughout his/her lifetime.

All scholastic behavior in the College of Medicine is regulated by a Code of Scholastic Conduct. Each accepted student, before matriculating, is required to read and sign a statement that he/she will abide by the Code. The Code of Scholastic Conduct shall be read to all entering students at Orientation.

Advising and Counseling

The Office of Student Affairs coordinates the advising and counseling functions for medical students. A systematic faculty advisory system is in place and is augmented by a committee advisory system. The advisory systems are designed to help students with academic decisions, provide guidance about professional behavior and career choices, and in general, help the student in the process of becoming a physician. Short-term counseling is available by the Director of Medical Student Counseling at the Campus Student Mental Health Unit and on a voluntary basis by faculty members of the Department of Psychiatry. Students who require or request more extensive counseling can obtain advice as to available sources from the Director of Medical Student Counseling. A Director of Medical Student Counseling is available on a half-time basis.

Advisory Council

In order to assist students in developing their fourth year curriculum and obtaining advice regarding residency programs, an Advisory Council has been established made up of
faculty representatives from each of the residency training programs as well as two basic scientists. This committee is responsible for reviewing the student's individual schedules and overseeing the advising of students who are interested in each of the residency programs. The committee is also the focal point for updated information regarding various residency programs and the NRMP.

Student Representatives

Students may actively participate in the affairs of the College of Medicine in a number of important and constructive ways. On a formal level, each class elects two representatives who are members of the College of Medicine Student Council. All other elected student representatives to other committees are also members of this body. The Class Representatives meet regularly with the Dean's staff to discuss issues of mutual concern. In addition, the Medical Student Council supervises the selection of student representatives to various faculty-student committees. Examples of these are the Curriculum Committee, Student Progress Committee, Committee of Nine, Honors and Awards Committee and various subcommittees of these. A number of departments actively seek student representation for various departmental decision-making and advisory groups.

The formal election of representatives in no way prevents a student from discussing with any member of the faculty or administration issues of concern to that student. All students are encouraged to participate in the affairs of the college to the extent of their time, interest and inclination.
FINANCIAL INFORMATION

Expenses

In considering the cost of attending medical school, the student must take into account not only educational expenditures but also subsistence and personal obligations such as dependents. The basic academic budget for a student living off-campus is approximately:

<table>
<thead>
<tr>
<th></th>
<th>Year I</th>
<th>Year II</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(10 mos.)</td>
<td>(12 mos.)</td>
</tr>
<tr>
<td><strong>Tuition/Fees</strong></td>
<td>$5,642</td>
<td>$5,642</td>
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<tr>
<td>Resident</td>
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<tr>
<td><strong>Books/Supplies</strong></td>
<td>1,250</td>
<td>1,250</td>
</tr>
<tr>
<td>(Microscopes provided)</td>
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<td></td>
</tr>
<tr>
<td><strong>Room/Board</strong></td>
<td>4,170</td>
<td>5,004</td>
</tr>
<tr>
<td><strong>Travel</strong></td>
<td>1,170</td>
<td>1,400</td>
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<tr>
<td><strong>Miscellaneous</strong></td>
<td>1,970</td>
<td>2,457</td>
</tr>
<tr>
<td>(includes $90 for Boards)</td>
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</tr>
<tr>
<td><strong>Hepatitis Vaccine</strong></td>
<td>124</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong>*</td>
<td>$14,326</td>
<td>$15,753</td>
</tr>
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</table>

*Budgets subject to final approval by the Financial Aid Office; Year III and Year IV budgets are available through the Medical Financial Aid Office.

Clearance of Accounts - All candidates for the M.D. or M.D./Ph.D. degree are required to clear any indebtedness to the University before a certificate of completion of degree requirements or diploma will be released.

Financial Assistance

The College of Medicine is fortunate in that many individuals and organizations have contributed scholarship and loan funds specifically designated for medical students. Among the many persons and organizations to whom we owe our sincere thanks are:

SCHOLARSHIPS

Robert F. Allen Memorial Award in Cancer
Elizabeth Allison Memorial Scholarship Fund
American Indian Scholarships, Inc.
American Medical Association/ERF Rock Sleyster Memorial Scholarship
John A. Noon and Helen Noon Anderson Memorial Scholarship
ARCS Foundation, Inc.
Arizona Medical Association Scholarship Program
Dr. Henry G. Atha and Grace L. M. Atha Memorial Scholarship
Robert Bergquist Memorial Fund
Berkley Scholarship
Nelson C. Bledsoe Scholarship
Earl Bluestein Scholarship Fund
Dan Bright Scholarship Fund
Louis Cobb Memorial Scholarship

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John S. Collins Scholarship
Joseph Collins Memorial Scholarship
Herman E. Demund Memorial Scholarship
Duncan Dietrich Medical Scholarship
E. Blois du Bois Foundation, Inc.
Eddie and Madelyn Earl Memorial Scholarship
Leon and Helen Feinberg Scholarship
Mary Margaret Fisher Scholarship Trust Fund
Charles W. Hall Memorial Scholarship
Howard Melville Hanna Memorial Scholarship
Dr. Cruz M. Hernandez Scholarship Fund
Josephine Hess Memorial Scholarship
Benjamin S. and Estella C. Hill Foundation
Nancy Jensen Scholarship in Medicine
Louis J. and Lois B. Kettel Endowment Scholarship Fund
Knights of Pythias Scholarship
Victor H. Lytle Book Scholarship
Josephine Madara Memorial Scholarship
Dr. Ruth Mahnken Memorial Fund
Marshall Foundation for Arizona Women
Salvador Mazza Scholarship
Fred C. McCormick Scholarship
Hilton J. McKeeown Scholarship Fund
Medical Alumni Fund
Metzger Scholarship Fund
John A. Mulcahy Scholarship
National Medical Fellowships, Inc.
Leilani K. Parker Memorial Scholarship
Dr. Arthur J. Present Scholarship
Dr. George D. Reay Memorial Scholarship
Duncan Reid Memorial Scholarship
Alix K. Remillard Scholarship
Rosenthal-Gallagher Trust for Medical Education Endowment Fund
Francis A. Roy and Dorothy Roy Memorial Scholarship in Medicine
Schudder-Smith Scholarship in Medicine
M.A. and Greta Schuele Scholarship
Delbert L. Secrist, Sr., Memorial Scholarship
Sensory Research Foundation Scholarship
Milton L. Shifman Scholarship
Blake Shumway Memorial Fund
Bernice P. Simon Memorial Scholarship
Mary Woodman Smith Memorial Scholarship in Medicine
George E. Spaulding Scholarship
Special Assistance Fund-College of Medicine
Clara and Oliver Springer Scholarship Fund
Florence Thompson Scholarship Fund
Kathleen Thompson Book Fund
Tucson Community Foundation
William B. "Bill" and Dr. H. H. Varner Scholarship
Hans and Julia Voight Memorial Scholarship
Dr. Samuel Humes Watson Medical Scholarship
Clara Seippel Webster Memorial Scholarship
Alma L. Wilson Memorial Scholarship
Dr. Boris Zemsky Memorial Fund-Psychiatry

A number of other scholarships have been donated anonymously.
LOANS

American Medical Association Loan Fund
Arizona Medical Association Auxiliary Loan Fund
State of Arizona Medical Student Loans
Josephine F. Bennett Foundation Loan Fund
College of Medicine Emergency Loan Fund
Dougherty Foundation, Inc.
Dr. Paul S. Gaddis Memorial Loan Fund
Health Professions Student Loan Fund
Elizabeth Banes Mann Loan Fund
Marshall Revolving Loan Fund
MEDLOANS Alternative Loan Program (ALP)
Charles W. Sechrist Emergency Loan Fund
University Medical Center Auxiliary Emergency Loan Fund
Roy Whitehead Memorial Fund

AWARDS

Alpha Omega Alpha Inductees for Academic Excellence
American Medical Women’s Association Awards
The Arizona Medical Association Prize
The Arizona Medical Association Travel Awards
Brayton Memorial Family Practice Award
Edith Petrie Brown Community Service Award
Marshall Brucer Award in Radiation Medicine
Ciba Award for Community Service
Jeff Fulginiti Memorial Award in Adolescent Medicine
Grobe Award in Family Practice
Hewlett-Packard TopGrad Academic Award
Honors and Awards Committee Excellence in Research Award
Allocations of financial assistance are made solely on the basis of need and according to the availability of funds with the exception of several awards which are given for academic achievement. Only those students whose personal savings, earnings, and aid from family sources are inadequate to meet their needs can be considered for financial assistance. Such determinations are made only after an applicant has been accepted to the College of Medicine.

Generally, the resources of the College of Medicine are insufficient to meet the total needs of the students. Outside sources must then be employed. Additional loans are available to Arizona medical students through Stafford Loans (formerly GSL), Health Education Assistance Loans, and Supplemental Loans for Students. The American Medical Student Association and the National Association of Residents and Interns offers loans to senior medical students. The Army, Navy and Air Force, as well as the Arizona Student Loan Board, offer financial assistance in return for service commitments. Applications may be obtained from the Student Financial Aid Office of the College of Medicine.

For emergency situations, special short-term loans can be obtained from the Student Financial Aid Office.
STUDENT PROGRESS

General

Student progress, in its broadest sense, includes not only the system used to evaluate academic performance, but also the guidelines for academic and nonacademic performance, the procedures used to monitor student progress, as well as the structure of the student counseling and advising systems. The faculty and administration of the College of Medicine continually review all aspects of student progress. From these reviews over the years, several basic features have become apparent. First, the grading and evaluation system must be fair and informative to both faculty and students and should minimize competition between students while encouraging the acquisition of skills and knowledge. Second, it is essential to identify, as early as possible, those students with potential academic or nonacademic problems and to provide appropriate constructive remedies. Third, mechanisms must be available to insure that only qualified candidates receive the M.D. degree. Finally, it is necessary to provide a fair and impartial method of appeal for those students against whom there is adverse action for academic or nonacademic reasons. Within this broad framework, information pertaining to each area is set forth below. This information represents a compilation from several source documents which are on file and may be reviewed in the Dean's Office.

Evaluation System

The College of Medicine utilizes an Honors-Pass-Fail grading system augmented by narrative evaluations of student performance in each medical school course or clerkship. Specific grades that may be awarded include:

S = Honors; High performance based on individual course standards
P = Pass; Satisfactory completion of course
F = Fail; Unsatisfactory completion of course
I = Incomplete; Awarded at the end of a course when a small portion of a student's work is incomplete and when the student would be required to complete only that portion to earn a passing grade. This grade reverts to a Fail if not completed within one year.
W = Approved withdrawal
K = Course in progress
Y = Grade not reported

Prior to a specified time, which is approximately one-third of the way through each course, or ten days after the mid-term examination, a student will receive the grade of W, upon withdrawing from a course. After this time, however, the grade of W may be awarded only if the work is at a passing level; otherwise, the grade of F is recorded.

Any student whose performance is marginal or failing at any point during a course will be so notified in writing. The notification is intended to alert the student of potential problems and to encourage the use of tutorial or other appropriate assistance.

Written, narrative evaluations for each student are submitted to the Student Records Office at the conclusion of each course along with the specific grade. These narrative evaluations detail individual strengths and weaknesses of performance and are intended to provide feedback to the student, data for the Student Progress Committee and information for the Dean's letters of recommendation. All students may request to see their own evaluations by contacting the personnel in the Student Records Office. Any student with questions about an
evaluation may contact the course coordinator directly or consult with the Associate Dean for Student Affairs.

Under this system, no attempt is made to determine specific class standing. However, the College of Medicine Honors and Awards Committee reviews all written evaluations in order to identify outstanding student performance. Students so selected may receive an award at graduation and/or may be elected to the medical honor society, Alpha Omega Alpha.

Student Progress Guidelines

The Student Progress Committee is given the responsibility to monitor and evaluate student performance and to make decisions appropriate to each individual case. This committee consists of eight elected faculty members and one student from each class. The Committee is charged with reviewing the record of each student at least once each year. The purpose of such a review is: First, to identify performance problems sufficiently early to recommend appropriate action for the prevention of future problems and; second, to recommend actions for those who fail a course (or courses).

The academic guidelines utilized by the Student Progress Committee include the following:

1. To be academically qualified for graduation, a student must pass all required courses and the requisite number of elective courses, as well as take Part I and Part II of the National Board of Medical Examiners examination.
2. Continued enrollment in the College shall be contingent on satisfactory academic performance as defined below.
3. The Student Progress Committee shall order dismissal in any case where a student fails one course for a second time or where a student fails three (or more) courses in medical school. A failure will be counted as such even if the student has subsequently passed the course.
4. In cases where a student fails a course not requiring an order of dismissal, the Student Progress Committee may recommend whatever action is deemed appropriate to the particular situation, including dismissal, although the latter would occur only under exceptional circumstances.
5. Transfer students. In the case of students who transfer to the College of Medicine for the clinical sciences portion of the curriculum, the Student Progress Committee shall order dismissal in any case when a student fails one course for the second time or when a student fails two (or more) courses in medical school. (For purposes of this paragraph, a failure will be counted as such even if the student has subsequently passed the course.) Failures incurred prior to transfer will not be considered. Other academic guidelines apply, unaltered, to transfer students.

There are certain time constraints on student progress, although these are intended to be sufficiently flexible to accommodate those students who choose to take advantage of educational experiences beyond the confines of the curriculum. These time constraints are as follows:

1. An entering student will normally take two years to complete the work in the basic sciences. Extended courses of study will be reviewed by the Student Progress Committee.
2. Students will normally be expected to register for a full course load. A student may schedule up to 12 weeks of free time during the clinical sciences.
3. Students desiring more or longer periods away from school may petition the Student Progress Committee for a formal leave of absence. Such leaves shall normally not exceed one year.
4. Students may take electives, for which they meet the prerequisites, prior to completion of the basic science years. However, these electives may be used to fulfill clinical science or elective requirements for graduation only with prior permission of the Curriculum Committee.

In addition to academic factors, satisfactory student progress also includes other factors. Those which may be considered as disqualifying for the M.D. degree include:

1. Chronic, disabling physical or emotional illness
2. Unethical conduct
3. Dishonest scholastic work (see The Code of Scholastic Conduct, page 26).

Other factors may be considered if, in the opinion of the Student Progress Committee, they would make it inappropriate to award the M.D. degree.

Appeals

Any student has the right to appeal an adverse decision of the Student Progress Committee to a separate faculty body, the Student Appeals Committee. This group consists of one appointed representative from each academic department in the College. The student may present to this Committee any information deemed pertinent to the case. The Student Appeals Committee will review charges, hear evidence and consider mitigating circumstances before rendering a decision. Such decisions may affirm, modify or reverse the original action of the Student Progress Committee, although the penalty, if any, may not be increased. Such decisions are binding within the College and may not be appealed further at that level.
KEY TO COURSE LISTINGS

Most medical students will find that registration in medical school is a relatively simple process. The basic curriculum for medical students is outlined on pages 12-14. However, for the information of the faculty and others concerned with scheduling and course numbering, this section explains the course numbering system used in the College of Medicine.

This catalog contains listings of courses offered by College of Medicine departments for advanced undergraduates and graduate students as well as courses offered for medical students.

The number by which a course is designated indicates the level of the course.

Courses numbered:

400-499 inclusive: Advanced-level courses. Acceptable for graduate credit with the prior approval of the Graduate College (except 400-level individual studies courses 491, 493, 494, or 499, with or without subscripts).

500-599 inclusive: Graduate courses. Open to exceptionally well-qualified seniors with the prior written approval of the course instructor and the Graduate College.

600-699 inclusive: Graduate courses. Not open to undergraduate students.

700-799 inclusive: Graduate courses limited to doctoral students.

800-899 inclusive: Courses limited to students working toward degrees offered by the College of Medicine or the College of Pharmacy. Not available for credit toward any other degrees.


The following is a list of definitions of the University-wide “house-numbered” courses available to the College of Medicine departments as well as other departments throughout the University.

Colloquium (courses numbered 495, 595, 695, 795, 895): The exchange of scholarly information and/or secondary research, usually in a small group setting. The exchange of ideas may involve written as well as oral communication. Research projects need not be required of course registrants.

Proseminar (496) and Seminar (courses numbered 596, 696, 796, 896): The development and exchange of scholarly information, usually in a small group setting. The scope of work shall consist of research by course registrants, with the exchange of the results of such research through discussion, reports, and/or papers.

Note: The above listing does not include all “house-numbered” courses, as other “house-numbered” courses are generally not used by the College of Medicine. For further information regarding these listings, please refer to the current University of Arizona General Catalog.

The definitions listed below are general categories of courses offered within the College of Medicine.

Clinical Clerkship (803): Closely supervised clinical activities designed to teach basic clinical skills within a discipline to Year III medical students.

Specialty Clerkship (807): In addition to general surgery each student is required to have exposure to a Surgery Specialty Clerkship (as assigned by the Surgery Department). (Please note: this course applies to the Department of Surgery only.)

Clerkship (810): Elective courses designed to develop and refine the clinical skills of medical students. Often allow the opportunity to apply basic skills in a new location or to a special population while continuing to focus on the broad objectives of a discipline.
Subinternship (811): Elective allowing medical students to experience general subinternship roles of patient care in clinics and hospital wards under the direct supervision of a faculty member.

Subspecialty (815): Electives allowing advanced medical students the opportunity to explore subspecialty areas within a department.

Supplementary Registration (830): For students who are extending their curriculum in order to spend a year, or less, doing research relevant to their medical education.

Preceptorship (891): Specialized advanced work on an individual basis, consisting of instruction and practice in actual service in a department, program or discipline.

Independent Study (599, 799, 899): Qualified students work on an individual basis with professors who have agreed to supervise such work.

Research (800/900): Individual research by medical (800) or graduate (900) students, not related to a thesis or dissertation.

Thesis (910): Research for the master's thesis (whether library research, laboratory or field observation or research, artistic creation, or thesis writing).

Dissertation (920): Research for the doctoral dissertation (whether library research, laboratory or field observation or research, artistic creation, or dissertation writing).

Supplementary Registration (930): For students who have completed all course requirements for their advanced degree programs. May be used concurrently with other enrollments to bring the total number of units to the required minimum.
Key to Symbols

The standard course description includes a variety of symbols indicative of essential information. The following is a standard course description with the individual symbols explained in the order in which they appear in that description.

401. Ethics of Medicine (3) [Rpt.] GC I, II, 1989-90, Yr. Jones
A review of current topics pertaining to the ethics of medicine. P, Medicine 400 or CR.

401 number of course.
Ethics of Medicine title of course.
(3) number of units of course.
[Rpt.] may be repeated for credit. A restriction regarding the number of times a course may be repeated for credit or the total number of units of credit permitted for a course may be designated. [Rpt./2] indicates that the course may be repeated for credit a maximum of two times; [Rpt./6 units] means that the course may be repeated until the student has received a total of six units of credit.
GC graduate credit available. Applies to 400 level courses only.
I, II semester offered. I indicates Fall semester; II, Spring semester.
1989-90 year in which course is offered. If no year designation is given, the course is offered each year.
Yr course offered throughout the year for various lengths of time other than semester(s).
Jones professor in charge of course. If “Staff” is listed, then the departmental staff is in charge of the course.
A review of current topics pertaining to the ethics of medicine description of course.
P prerequisite(s).
CR concurrent registration.
(Identical with Family and Community Medicine 401) other departments which give credit in their department for the same course. If no course description appears, please consult the cross listed department.

Note: Not all of the above information may be noted in any individual course.

Elective Courses at the College of Medicine are listed and described in the Electives Manual, an in-house publication of elective offerings designed primarily for Year IV medical students. The Electives Manual is available each February.
INTERDEPARTMENTAL COURSES

495. Colloquium (2-4) 1989-90  

y. Introduction to the Neurosciences I (2)  
   An introductory overview of mammalian neural structure and function. Neuroanatomical and neurophysiological principles are emphasized. P, permission of instructor. (Identical with Anat. 495y, Phcl. 495y and Psio. 495y). May be jointly convened with 595y. For graduate-level requirements, see 595y.

z. Introduction to the Neurosciences II (2)  
   An introductory overview of clinical conditions that affect the human nervous system. P, 495y or permission of instructor. (Identical with Neur. 495z, Phcl. 495z, Psio. 495z and Psyi. 495z). May be jointly convened with 595z. For graduate-level requirements, see 595z.

595. Colloquium (2-4) 1989-90  

y. Introduction to the Neurosciences I (2)  
   An introductory overview of mammalian neural structure and function. Neuroanatomical and neurophysiological principles are emphasized. P, permission of instructor. (Identical with Anat. 595y, Phcl. 595y and Psio. 595y). May be jointly convened with 495y. Graduate-level requirements include submission of two research papers, both of which are in greater depth than that of the one research paper required of undergraduates.

z. Introduction to the Neurosciences II (2)  
   An introductory overview of clinical conditions that affect the human nervous system. P, 595y or permission of instructor. (Identical with Neur. 595z, Phcl. 595z, Psio. 595z and Psyi. 595z). May be jointly convened with 495z. Graduate-level requirements include submission of two research papers, both of which are in greater depth than that of the one research paper required of undergraduates.

596. Seminar (1-3) Yr. (See Electives Manual)  

These seminars are designed principally for medical students during the elective portion of their curriculum. Basic biological or behavioral science principles and their application in the medical setting are emphasized, with student participation in discussion and group leadership encouraged. Seminars may be combined with other part-time clinical or nonclinical electives to constitute a full-time academic load. An Electives Manual is available yearly in the Student Records Office of the College of Medicine which details specific course titles, numbers, prerequisites and descriptions for that academic year.

801. Preparation for Clinical Medicine (PCM) (1-12) I, II  

Preparation for Clinical Medicine (PCM) is the clinical companion course to the basic sciences. The course begins the first week of medical school and continues until the beginning of the first clinical rotation. The overall objective is to provide students with skills, behavioral traits, attitudes and knowledge necessary to enter clinical clerkships. PCM is divided into three main course segments: 1. Patient evaluation, including physical examination, clinical interviewing, specialty examinations and write-ups. During these segments students interact with patient instructors and also spend one semester interacting with a physician preceptor; 2. Clinical correlations (clinical problem solving) with basic sciences courses; and 3. Free-standing course segments, including introduction to psychiatry and psychopathology, clinical decision making (biostatistics and logic), community-oriented primary care, emergency medicine and patient care skills workshop. At the completion of PCM, students will have achieved a prescribed level of skill in data collection, definition of clinical problems and a logical approach to differential diagnosis.

802. Human Behavior and Development (HB&D) (6)  

This course is an interdepartmental, required course which is taught as part of the basic science curriculum. In the same way that the traditional basic sciences serve as the background for understanding clinical medicine, HB&D serves as the "basic science" for understanding the psychosocial and emotional aspects of clinical medicine. The student will gain knowledge and understanding of the individual as a "total person," and of biological, environmental, social and psychological factors which influence that person as a patient. Also explored are the principal age-specific life events, environmental stresses, biological processes and social behaviors which contribute to normal human development and to individual sickness. Panel discussions, lectures, patient interviews, small group discussions, field trips, etc., are utilized in this interdisciplinary course to achieve the objectives. Some of the topics included in the course are the doctor-patient relationship, major health problems for children and adults, substance abuse, issues in human sexuality, coping with chronic
illness, health care and the elderly, death and dying, ethical issues in medicine and legal aspects of medical care.

830. Supplementary Registration
To provide credit to medical students doing extended research for which they will gain no credit towards their M.D. degree while allowing medical students to participate in the benefits of being an enrolled student.

896. Seminar (1-3) Yr. (See Electives Manual) Staff
These seminars are designed principally for medical students during the elective portion of their curriculum. Basic biological or behavioral science principles and their application in the medical setting are emphasized, with student participation in discussion and group leadership encouraged. Seminars may be combined with other part-time clinical or nonclinical electives to constitute a full-time academic load. An Electives Manual is available yearly in the Student Records Office of the College of Medicine which details specific course titles, numbers, prerequisites and descriptions for that academic year.
DEPARTMENTAL COURSES

ANATOMY

Professors: Robert S. McCuskey, Head [Physiology], Jay B. Angevine, Jr. [Lecturer, Neurology], Joseph T. Bagnara, Bryant Benson, Robert W. Gore [Physiology; Mac E. Hadley [Molecular & Cellular Biology, Ecology & Evolutionary Biology], Philip H. Krutzsch, Donald P. Speer [Surgery], Nicholas J. Strausfeld [Neurobiology, Arizona Research Laboratories]

Associate Professors: David E. Blask, Mary J. C. Hendrix, C. Ward Kischer, R. Clark Lantz, Albert V. LeBouton, Mary E. Morbeck [Anthropology]

Assistant Professors: Gail D. Burd [Molecular & Cellular Biology], Christopher A. Leadem, Paul A. St. John, Leslie P. Tolbert [Neurobiology, Arizona Research Laboratories]

Lecturers: William D. Barber, Norman E. Koelling [Pharmaceutical Sciences]

Research Associate Professor: Elliott J. Mufson [Neurology]

Research Assistant Professors: Elizabeth G. Crichton, Linda C. Meade-Tollin [Senior Lecturer, Biochemistry], Philip Scuderi, Jr. [Microbiology & Immunology; Research Associate, Cancer Center], Chun-Su Yuan

Senior Clinical Lecturer: James C. Dunn

Clinical Lecturer: Harry R. Claypool [Radiation Oncology]

Research Lecturer: Arthur D. Craig, Jr.

Visiting Research Professors: Ana M. Castrucci, Jetshina Ebels, Bernhard Urbaschek, Renate Urbaschek

Visiting Research Associate Professor: Eugene Cilento [Visiting Associate Professor, Chemical Engineering]

Visiting Research Assistant Professor: Samuel Cos Corral

Research Associates: Hiroshi Equchi, Toshihiko Fukuzawa, Patricia A. McCuskey [Internal Medicine], Ronald L. Misiorowski [Research Associate Professor, Surgery], Richard E. B. Seftor, Karin H. Yohem

Associate Research Engineer: Michael Bosnos

Anatomy has central responsibility for the teaching of morphological systems. Its contributions occur at the gross, microscopic and ultrastructural levels and have exerted strong influence on many areas of biology and medicine over the years. It is the desire and purpose of the Department of Anatomy to express a meaningful picture of the discipline and its relationship to the synthesis of chemical, physical and biological facts in a challenging and responsible program.

The Department of Anatomy offers a program of graduate study which leads primarily to the Doctor of Philosophy degree; a degree of Master of Science is awarded only in rare instances. The requirements for these degrees are those outlined by the Graduate College. Candidates for graduate work in anatomy are expected to possess a significant knowledge of mathematics, statistics, physics and chemistry, as well as of biology, in order to meet the demands of a growing discipline. Course work possibilities span the continuum of morphological investigation from subcellular to systems biology. Graduate study in anatomy primarily offers the candidate an opportunity to become proficient in research in areas such as: histochemistry, histophysiology, endocrinology, reproductive biology, neuroendocrinology, embryology, cancer cell biology, comparative neuroanatomy, neurophysiology and so on. A large number of possibilities exist regarding the minor subject in the doctoral program. A broad range of departmental facilities exist including laboratories for microscopy, analytical chemistry, cell culture, electrophysiology and radioimmunoassay.

For detailed information concerning graduate programs in the Department of Anatomy, consult the catalog of the Graduate College and the departmental Graduate Advisor.
Course Descriptions

399H. Opportunities in Biomedical Research (1-3) (Honors)  Leadem
Opportunity to provide upper-level undergraduate students with experience in designing, conducting and interpreting biomedical experiments. P, Admission to Honors Program, Chem. 103b, 104b, 243b, 245b.

401. Human Gross Anatomy (3) II  Koelling
Survey of the gross structure of the human body. 1R, 6L. Open to pharmacy students only. (Identical with Pcol. 401).

415. Vertebrate Reproductive Biology (2) I  Hadley
Vertebrate reproductive biology. Structure, function and control of the vertebrate reproductive system.

456. Developmental Biology (4) I  Bagnara
An analysis of principles of development using vertebrate and invertebrate model systems. May be convened jointly with 556. For graduate level requirements see 556. 3R, 3L, P, 191 (Identical with MCB 456 which is home).

457. Experiments in Developmental Biology (4) II  Bagnara
Experimental analysis of the principles of development. May be convened jointly with 557. For graduate level requirements see 557. 2R, 6L, P, 456, Chem. 241b. (Identical with MCB 457 which is home).

467R. Endocrinology (3) II  Hadley

467L. Endocrinology (1) II  Hadley

495. Colloquium  Staff
y. Introduction to the Neurosciences I (2) GC
An introductory overview of mammalian neural structure and function. Neuroanatomical and neurophysiological principles are emphasized. P, permission of instructor. (Identical with Interdept. 495y which is home).

499H. Independent Study, Honors Program (3)  Leadem
Literature review. P, Admission to Honors Program.
502. **Principles of Neuroanatomy (4) II**
Angevine

550. **Topics in Pigment Cell Biology (2) I**
Bagnara-Hadley
Selected topics on the development, function and control of normal and abnormal pigment cells in various pigmentary phenomena. (Identical with MCB 550).

555. **Cancer Biology (3) II, Alternate Year**
Bowden-Gerner
(Identical with M. Mic. 555 which is home).

556. **Developmental Biology (4) I**
Staff
An in-depth analysis of principles of development using vertebrate and invertebrate model systems. May be jointly convened with 456. Students registered for 556 will be expected to attain a deeper understanding of the subject through reading and discussion of original research reports. Students will be examined primarily on their ability to synthesize and evaluate information and ideas in the field. 3R, 3L, P, 181 (Identical with MCB 556 which is home).

557. **Experiments in Developmental Biology (4) II**
Staff
Experimental analysis of the principles of development. May be convened jointly with 457. Students registered for 557 will be expected to attain a deeper understanding of the subject through reading and discussion of original research reports. Students will be examined primarily on their ability to synthesize and evaluate information and ideas in the field. 2R, 6L, P, 456, Chem. 241b. (Identical with MCB 457 which is home).

558. **Advanced Subjects in Endocrinology (2) [Rpt.] I**
Hadley
Selected topics in vertebrate and invertebrate endocrinology. P, 467R. (Identical with MCB 558).

567 L. **Endocrinology (1) II**
Staff
May be jointly convened with 467 L. For course description see 467 L. Graduate level requirements include an in-depth research paper on a specific hormone or other aspect of the endocrine system. P, Anat. 567R. (Identical with MCB 567L).

567 R. **Endocrinology (3) II**
Staff
May be jointly convened with 467 R. For course description see 467 R. Graduate level requirements include an in-depth research paper on a specific hormone or other aspect of the endocrine system. P, MCB 103. (Identical with MCB 567R).

582. **Topics in Neural Development (2) II**
Levine
An in-depth analysis of the cellular and molecular basis of neural development. Students will read and discuss journal articles dealing with the development of neurons and their synaptic connections. P, consent of instructor. (Identical with NRSC 582, MCB 582, Psio. 582).

583. **Topics in Neural Plasticity (2) I**
Burd
Readings and discussions of primary literature on cellular, biochemical, physiological and structural changes that occur in adult nervous systems. (Identical with NRSC 583, MCB 583 which is home).

584. **Cellular Neurobiology (2) II**
Burd
Readings and discussions of primary literature on selected topics in the cell biology of neurons and glial cells. P, permission of instructor and prior course in neurobiology or cell biology. (Identical with MCB 584, NRSC 584).

588. **Principles of Cellular and Molecular Neurobiology (4) I**
Hildebrand
Detailed introduction to biology of nerve cells emphasizing cellular, neurophysiology, synaptic mechanisms and analysis of neural development. P, consult program office before enrolling. (Identical with Bioc. 588, MCB 588, Psio. 588, NRSC 588 which is home).

589. **Principles of Systems Neurobiology (4) II**
Arbas
Detailed introduction to the organization, physiology and function of neural systems emphasizing sensory systems, motor control, integration and plasticity. P, consult program office before enrolling. (Identical with MCB 589, Psio. 589, NRSC 589 which is home).

599. **Independent Study (1-6) I, II**
Staff
Individual or independent work, directed reading or special problems under the supervision of a member of the faculty.

601. **Human Gross Anatomy (8) I**
Leadem-Staff

602. **Microscopic Anatomy (5) I**
LeBouton-Staff
603. Microscopic Structure (1-3) II  
Selected concepts of structural organization at light and electron microscopic levels of the anatomy and development of the cells, tissues and organs of vertebrates. P, 601, 602.

604. Gross Human Anatomy (2-6) [Rpt.] II  
Study in-depth of the gross human anatomy of selected areas or systems. P, 601, 602.

605. Neurosciences (6) II  
Barber-Angevine-Stuart  

606. Advanced Vertebrate Neuroanatomy (4) I, II  
Angevine  
Structure of the central nervous system in selected vertebrates. P, 605.

610a.- Anatomical Techniques (1-4, 1-4) I, II  
LeBouton-Staff  
Introduction of special techniques and procedures of analytical anatomy. P, 601, 602, consent of department.

616. Introduction to Anatomical Literature (1) I, II  
Staff  
A problem-oriented, bibliographic approach to basic anatomical references. Primarily for those students planning a career in anatomy and wishing to prepare themselves for further graduate study. 3L.

696. Seminar (1) II  
Staff  

801. Human Gross Anatomy (8) I  
Leadem-Staff  
See 601 description.

802. Microscopic Anatomy (5) I  
LeBouton-Staff  
See 602 description.

805. Neurosciences (6) II  
Barber-Angevine-Stuart  
See 605 description. (Identical with Psio. 605).

891. Preceptorship, Yr.  
Staff  
a. Anatomy (3-12)  
See Electives Manual for course description.

899. Independent Study (1-6) I, II  
Staff  
See Electives Manual for course description.

900. Research (1-8) I, II  
Staff  
Individual research not related to a thesis or dissertation for an advanced degree.

910. Thesis (1-8) I, II  
Staff  
Research for the master's thesis.

920. Dissertation (1-9) I, II  
Staff  
Research for the doctoral dissertation.

930. Supplementary Registration (1-6) I, II  
Staff
ANESTHESIOLOGY

Professors: Burnell R. Brown, Jr., Head [Pharmacology]; Charles W. Otto [Associate Professor, Internal Medicine], I. Glenn Sipes [Pharmacology; Head, Pharmacology & Toxicology]

Associate Professors: Randall C. Cork, A. Jay Gandolfi [Pharmacology; Associate Research Professor, Pharmacology & Toxicology], Stuart R. Hameroff, Stuart F. Quan [Associate Professor, Internal Medicine; Assistant Director, Respiratory Services; Research Associate, Respiratory Sciences]

Assistant Professors: Edward J. Frink, Paul J. Scipione

Clinical Professor: Jerry M. Calkins

Adjunct Associate Professor: Kenneth C. Mylrea [Associate Professor, Electrical & Computer Engineering; Director, Clinical Engineering]

Clinical Assistant Professors: Frank Bland, Jr., Mark V. Boswell, James A. DiNardo, Daniel P. Ferry, John F. Myers, Craig M. Palmer, Daniel Remen, W. Murray Smith, Theodore E. Workman, Jr.

Senior Clinical Lecturers: Peter A. Raudzens, Elizabeth L. Wilkinson

Clinical Lecturers: R. Dennis Bastron, Conrad L. Wall, Thomas A. Webster, Alan E. Zehngut

Assistant Clinical Lecturers: James P. Angiulo, Fred H. Landeen, Kathleen M. Schrader

Research Associates: Shana Azri, Hanan Ghantous, Sandra M. Sylvester

Research Specialist: Richard C. Watt [Electrical & Computer Engineering]

Visiting Research Associate: Sho Yokota

The Department of Anesthesiology provides the clinical clerks with theoretic and practical instruction in the following areas: 1) management of surgical and obstetric anesthesia; 2) acute clinical pharmacology and physiology; 3) resuscitation and management of the comatose patient; 4) treatment of intractable pain; 5) management of the patient in the intensive care unit. The concepts taught are germane to acute therapy and catastrophic illness that may be encountered by the future physician regardless of field of practice.

Course Descriptions

800. Research (1-6) [Rpt./1] Yr. Staff

See Electives Manual for course description.

810. Clerkship, Yr. Brown-Staff

a. Anesthesiology (4)

Students participate in anesthesiology at UMC and VAMC.

815. Subspecialty, Yr. Otto-Staff

p. Critical Care Medicine (4-6) Yr. (Identical with IMed. 815p).

See Electives Manual for course description.

891. Preceptorship, Yr. Staff

a. Anesthesiology and Subspecialties (3-8)

c. General Anesthesiology (4-6)

See Electives Manual for course descriptions.
UNIVERSITY DEPARTMENT OF BIOCHEMISTRY
(Colleges of Agriculture and Medicine and the Faculty of Science)

Professors: Michael A. Wells, Head, Michael F. Brown [Chemistry], Herbert E. Carter, Michael A. Cusanovich [Chemistry; Vice President for Research; Dean, Graduate College], Leslie S. Forster [Chemistry], Eugene W. Gerner [Radiation Oncology], William J. Grimes [Associate Professor, Molecular & Cellular Biology], Darrell E. Goll [Nutrition & Food Science], Richard B. Hallick [Molecular & Cellular Biology], David J. Hartshorne [Nutrition & Food Science], Mark R. Haussler, John G. Hildebrand [Molecular & Cellular Biology; Head, Neurobiology], Victor J. Hruby [Chemistry], Richard G. Jensen [Plant Science], Henry Koffler [Microbiology & Immunology; Molecular & Cellular Biology; President, University of Arizona], John H. Law [Associate Dean, Instruction, College of Agriculture; Director, Biotechnology, Arizona Research Laboratories], David W. Mount [Molecular & Cellular Biology], David F. O'Brien, John A. Rupley [Chemistry], Eugene G. Sander [Dean, College of Agriculture; Gordon Tollin [Chemistry], Henry I. Yamamura [Pharmacology, Arizona Research Laboratories; Associate Professor, Psychiatry]

Associate Professors: Hans J. Bohnert [Molecular & Cellular Biology], Don P. Bourque [Agriculture, Molecular & Cellular Biology], Louise M. Canfield [Family & Community Medicine], Robert J. Gillies [Radiology], Jennifer D. Hall [Molecular & Cellular Biology], Martinez J. Hewlett [Molecular & Cellular Biology], Murray Korc [Internal Medicine], John W. Little [Assistant Professor, Molecular & Cellular Biology], Neil E. MacKenzie [Pharmaceutical Sciences], Roger Sunde [Nutrition & Food Science], Marc E. Tischler [Physiology]

Assistant Professors: Danny L. Brower [Molecular & Cellular Biology], James F. Deatherage [Molecular & Cellular Biology], Roger L. Miesfeld [Molecular & Cellular Biology; Research Associate, Cancer Center], Elizabeth Vierling [Molecular & Cellular Biology]

Research Professors: Robert G. Bartsch, Terrance E. Meyer

Research Assistant Professors: Jo M. H. Hazzard, John Kawooya, Barry S. Komm, G. Kerr Whitfield, Gunter Wildner, Rolf Ziegler

Senior Lecturer: Linda C. Meade-Tollin [Research Assistant Professor, Anatomy]

Visiting Professors: Jerker Porath, Dick Van der Horst, Carl Vestling

Research Associates: Margaret Briehl [Cancer Center], Virittamulla Chamupathi, Anita S. Chong, John C. Cushman, Don Frohlich, Eric Hanneman, James Hazzard, John Gilkey [Biotechnology, Arizona Research Laboratories], Michael R. Kanost [Arizona Research Laboratories], Paul N. MacDonald, Gabriele Meyer, Jose Navarro, James A. Ostrem, Barbara Patterson, Jutta Rickers, Kenneth L. Roland, Preminda Samaranawea, Margaret H. Smith, Frank Thomas, Kozo Tsuchida, Miranda C. Van Heusden, Mark Walker, Xiaoyu Wang, Catherine Wasmann, Xi-Ping Wu

Research in biochemistry is carried out principally in Bioscience West and Arizona Health Sciences Center while teaching is carried out at various campus locations. The above-listed faculty members constitute the University Department of Biochemistry which is responsible for instruction in biochemistry in the Colleges of Agriculture, Liberal Arts and Medicine.

The University Department of Biochemistry offers the Bachelor of Science, Bachelor of Arts, Master of Science and Doctor of Philosophy degrees. Except in unusual circumstances, however, the department will only admit graduate students whose stated objective is the Doctor of Philosophy degree.

Research areas in which graduate studies may be pursued include: nucleic acid biochemistry, regulation of gene expression, enzymology, lipid metabolism and chemistry, membrane structure and function, amino acid metabolism, complex polysaccharides, mammalian cell culture, mechanism of hormone action, biochemistry of vitamins and coenzymes, protein structure and function, bioenergetics, muscle metabolism, biological oxidations,
photosynthesis, rapid reaction kinetics, visual processes, plant biochemistry, biochemistry and genetics of cell organelles, insect biochemistry.

For detailed information, consult the catalog of the Graduate College.

### Course Descriptions

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>463.</td>
<td>Biochemistry Laboratory (2) GC II</td>
<td>Staff</td>
<td>Introduction to experimentation with biochemical systems, processes and compounds of biochemical importance. 1R, 5L. P, Bioc. 460 or CR 462a-462b.</td>
</tr>
<tr>
<td>494.</td>
<td>Practicum (3) I, II</td>
<td>Staff</td>
<td>Senior research experience in the laboratories of individual faculty members. P, CR 462a-462b.</td>
</tr>
<tr>
<td>496.</td>
<td>Proseminar (1) [Rpt./1] I, II</td>
<td>Staff</td>
<td>Biochemistry. Open to majors only. Consult department before enrolling. P, 462a-462b or CR.</td>
</tr>
<tr>
<td>501.</td>
<td>Medical Biochemistry (5) I</td>
<td>Staff</td>
<td>Comprehensive treatment of general biochemistry oriented towards human biology with emphasis on basic concepts. Protein and nucleic acid chemistry and metabolism, enzymology, metabolism of lipids and carbohydrates, metabolic regulation and closely related topics are covered. Open only to medical students except by permission. P, Chem. 103b, 104b, 241b, 245b; Phys. 102b.</td>
</tr>
<tr>
<td>555.</td>
<td>Molecular Mechanisms of Development (3) II</td>
<td>Brower</td>
<td>Detailed examination of molecular, genetic and cellular approaches to selected problems in developmental biology. P, consult department before enrolling. (Identical with MCB 555 which is home).</td>
</tr>
<tr>
<td>561a.</td>
<td>Introduction to Biochemical Literature (1-1)</td>
<td>Staff</td>
<td>A discussion of the biochemical literature aimed at helping the student evaluate and report the published literature. Primarily for first-year graduate students planning a career in biochemistry and desiring to prepare themselves for continued study. P, CR 462a-462b. 561a is not prerequisite to 561b. (Identical with Chem. 561a-561b).</td>
</tr>
<tr>
<td>565.</td>
<td>Enzymes (3) II 1990-91</td>
<td>Staff</td>
<td>Advanced consideration of enzyme structure and function. Course to be taught alternate years beginning second semester 1990-91 academic year. P, 462a, Chem. 480b. (Identical with Chem. 565).</td>
</tr>
<tr>
<td>568.</td>
<td>Nucleic Acids (3) II</td>
<td>Staff</td>
<td>Chemistry, structure and function of nucleic acids; replication, transcription, translation, gene organization, regulation of gene expression and organelle nucleic acids. Both procaryotic and euucaryotic systems will be considered. P, 462b (Identical with MCB 568a-568b, NFS 568a-568b).</td>
</tr>
<tr>
<td>575.</td>
<td>Biochemical Techniques (3) I</td>
<td>Staff</td>
<td>Survey of current techniques used in biochemical research including methods used to study proteins, nucleic acids, membranes and metabolism. P, 462a-462b. (Identical with Chem. 575).</td>
</tr>
</tbody>
</table>
| 576.        | Biophysical Techniques (3) I               | Staff   | Survey of current physical techniques used in biochemical research including solution
properties of macromolecules, optical spectroscopy, magnetic resonance and x-ray and electron diffraction. P, 462a-462b, Chem. 480a-480b. (Identical with Chem. 576).

595. Colloquium

b. Topics in Electron Microscopy (2) [Rpt./2] II (Identical with MCB 595b which is home).

599. Independent Study (1-5) I, II Staff

Open to students who wish to pursue topics not covered in regularly scheduled courses. Arrangements must be made with the appropriate staff member and the biochemistry program chairman before registration.

665. Chemistry of Food Proteins (3) II 1989-90 Goll

The chemical and physical properties of proteins important to their use as food; analysis and purification of proteins; biochemical properties of proteins in muscle, milk, eggs, cereals and other foods. P, Bioc. 462a preferred, Bioc. 460 or NFS 406a-406b acceptable. (Identical with NFS 665 which is home).

681. Introduction to Biochemical Research (1-2) I, II Staff

Supervised research experiences in the laboratories of individual faculty members. Required for all first-year graduate students in biochemistry and open only to these students. 3 or 6L. P, CR 561a-561b.

696. Seminar (1-3) I, II Staff

Student reports on current research topics. Participation required for all graduate students in biochemistry but registration not required in all semesters.

799. Independent Study (1-5) I, II Staff

Open to graduate students seeking a Ph.D. in biochemistry.

800. Research (1-6) Yr. Staff

See Electives Manual for course description.

801. Medical Biochemistry (5) I Staff

Comprehensive treatment of general biochemistry, oriented towards human biology with emphasis on basic concepts. Protein and nucleic acid chemistry and metabolism, enzymology, metabolism of lipids and carbohydrates, metabolic regulation and closely related topics are covered. Open only to medical students except by permission. P, Chem. 103b, 104b, 241b, 245b; Phys. 102b.

891. Preceptorship, Yr. Staff

a. Biochemistry (3-12)

900. Research (105) I, II Staff

Individual research by graduate students not related to a thesis or dissertation; the student will write for an advanced degree.

910. Thesis (1-5, max. total 8) I, II Staff

Research for the master's thesis.

920. Dissertation (1-9) I, II Staff

Research for the doctoral dissertation.

930. Supplementary Registration (1-6) I, II Staff
FAMILY AND COMMUNITY MEDICINE

Professors: Anthony F. Vuturo, Head, Herbert K. Abrams, John T. Boyer [Internal Medicine; Director, Restorative Medicine], George D. Comerci [Pediatrics], Eric P. Gall [Internal Medicine, Surgery], Gail G. Harrison [Anthropology, Nutrition & Food Science; Acting Vice Dean, Graduate College; Assistant Vice President, Research; Associate Professor, Pediatrics], Thomas E. Moon, [Research Professor, Internal Medicine], Andrew W. Nichols, James R. Shaw, Paul H. Skinner [Co-Director, Native American Research & Training Center], William A. Stini [Head, Anthropology], Hugh C. Thompson [Emeritus, Pediatrics]

Associate Professors: Peter J. Attarian [Assistant Professor, Psychiatry], Louise M. Canfield [Biochemistry], Daniel O. Levinson, Ronald E. Pust, Cheryl K. Ritenbaugh [Adjunct Associate Professor, Anthropology; Research Associate, Cancer Center], Arthur B. Sanders [Surgery; Assistant Professor, Internal Medicine], Barry D. Weiss

Assistant Professors: Douglas E. Campos-Outcalt, Larry C. Clark, Dorian H. Corde [Director, Occupational Medicine & Preventive Medicine Residency Programs], Jennie R. Joe [Director, Native American Research & Training Center], Evan W. Kligman, Richard L. Reed

Clinical Professors: Pedro Luis Escobar [Internal Medicine; Director, Rehabilitation Services; Chief, Physical Medicine & Rehabilitation, Restorative Medicine], Augusto Ortiz

Research Professor: Ronald R. Watson [Research Specialist, Cancer Center]

Adjunct Professors: Paul B. Pearson [Nutrition & Food Science]

Clinical Associate Professors: Kay A. Bauman, Lawrence M. Moher

Research Associate Professor: Frank A. Hale

Clinical Assistant Professors: Murray M. DeArmond [Psychiatry; Lecturer, Psychology; Director, Student Health], Ann K. Henry, Craig L. McClure, Robert G. Rhode [Clinical Lecturer, Psychiatry], Bernhardt E. Stein, Marjorie L. Tiedemann, Barbara H. Warren [Internal Medicine]

Research Assistant Professors: George H. Adams, Mikel Aickin [Research Specialist, Cancer Center], Rena J. Gordon, Barbara R. Hartmann, Joel S. Meister, Denise J. Roe [Research Specialist, Cancer Center], Janet H. Senf, Lee Sennott-Miller, Louise H. Warrick

Clinical Instructors: Cheryl L. McRill, Adele M. O'Sullivan

Research Instructors: Julie R. Erickson, Antonio L. Estrada, Mary C. McEniry

Senior Clinical Lecturers: John T. Condon [Education Specialist, Health Education], Jerry L. Dodson, Melvin H. Goodwin, Jr., H. Winter Griffith

The Department emphasizes the values of family and community orientation to medical practice. By means of preceptorships, seminars, projects, lectures, community assignments and clinics, and in collaboration with other departments, students learn family medical practice, clinical preventive medicine, occupational medicine and the elements of epidemiology, nutrition, public health and medical care organization.

A primary focus of activity is the development of clinical teaching service resources in the rural and urban underserved areas of the state. This is reflected in programs of preceptorships and clerkships and other educational experiences for the students and residents. Many private family physicians in the community constitute a major teaching resource and a variety of health-related institutions and programs enrich the student's experience. The Department also collaborates with the Colleges of Agriculture, Business and Public Administration, Nursing, Pharmacy and the School of Health Related Professions in a variety of educational, research and service efforts.

The Department also offers a unique series of optional activities in our Commitment to Underserved People (CUP) program available to students beginning in their first year. By participation in such varied programs and experiences, the medical students and residents are encouraged to enter family practice and to set up practices in areas of need. Special emphasis is given to knowledge and achievement of comprehensive quality medical care.

In addition to the specific courses listed below, the Department participates in the interdepartmental course, Preparation for Clinical Medicine (which includes physical diagnosis, interviewing, primary care problems and selected seminars), and in a number of elective interdepartmental courses, many of which are open to graduate students (see Electives Manual or members of the Department).

The Department has approved residencies in Family Practice, General Preventive Medicine/Public Health and Occupational Medicine. Combined Residency programs in Family Practice and Preventive Medicine/Occupational Medicine are available. For Preventive Medicine and Occupational Medicine residents, completion of course requirement to obtain the Master of Science degree in Exercise Physiology, Toxicology or the Master in Public Health Equivalency is required. There is also an ongoing program of continuing education for community physicians developed in close collaboration with the Arizona Academy of Family Physicians. Fellowships in faculty development, geriatrics, community medicine, nutrition, toxicology, and basic and applied research are offered.

The Department directs a statewide Area Health Education Center in Yuma, Nogales, Flagstaff and Phoenix. The Native American Research & Training Center conducts health
and training projects on reservations within the state and a multidisciplinary Alcohol Research Center is located in the Nutrition Section. Collaborative projects in international health are ongoing in Egypt, Jordan, Mexico, Kenya, Taiwan and China.

Course Descriptions

487. Poverty and Health (3) II GC  
Ritenbaugh-Staff  
Study of the relationship between poverty and health. Concepts and theories from anthropology, psychology and sociology will be used to analyze problems associated with poverty. P, six units of Social Science. (Identical with Nurs. 487 which is home).

500. Research (2-16) [Rpt./2] Yr.  
Departmental Curriculum Coordinator  
Individual research not related to a thesis for an advanced degree. P, completion of basic science courses.

515. Subspecialty, Yr.  
h. Cancer Epidemiology and Prevention GC I  
i. Cancer Prevention and Control GC II  
Moon

588. Clinical Anthropology (3) II  
Ritenbaugh-Staff  
Application of principles from anthropological theory to the actual practice of patient care with emphasis on culture content of groups living in the greater Southwest. P, nine units of Behavioral Science. (Identical with Nurs. 588 which is home).

596. Seminar I, II  
Ritenbaugh-Staff  
a. International Health in the Third World (3) S Open to health majors only.  
b. Epidemiologic Methods (1-3)  
g. Occupational Disease (1) II  
h. Prevention and Control of Disease (1) I  
k. Nutrition in Disease (2) [Rpt./1] P, Bioc. 501/801, Psio. 601/801  
m. Practice of Community-Oriented Medicine in Rural Areas (2) II  
n. International Nutrition (2)  
r. Basic Principles of Epidemiology (3)
s. AIDS, Cancer, Nutrition Immunity (1) Yr.
t. Tropical Disease Problems (2-3)
u. Current Issues in Health Services (2)
w. Diet and Prevention of Disease (2) Yr.
z. Psychosocial Epidemiology (2)

599. Independent Study (1-12) I, II
   Ritenbaugh-Staff
   In-depth studies of clinical and nonclinical topics.

800. Research (2-16) [Rpt./2] Yr.
   Senf-Staff
   Individual research not related to a thesis for an advanced degree. P, Completion of basic science courses.

803. Clinical Clerkship (6-9) Yr.
   Pust-Staff
   Students will develop and refine problem-solving skills in the ambulatory setting. Emphasis will be on the diagnosis and management of the illnesses presented to primary care facilities. Students will be taught to effectively use the health care team in patient assessment and to incorporate the principles of preventive and prospective medicine into clinical practice. A life-style curriculum is integrated into the didactic presentations. This clerkship is a required course for third year medical students.

811. Subinternship
   a. Family Medicine (4-12) [Rpt/3] Yr.
      See Electives Manual for course description.

815. Subspecialty, Yr.
   a. Family Medicine (3-6) [Rpt/1] Yr.
   b. The Dying Patient (3-6) [Rpt/1] Yr.
   c. Problems in Community Oriented Primary Care (3-12) [Rpt/4]
   d. Personal Change in Lifestyle Related Behavior (3-6)
   e. Community Geriatrics (3-6) [Rpt/12 units]
   f. Cancer Epidemiology and Prevention
   g. Cancer Prevention and Control
      Consult department before enrolling.
      See Electives Manual for course descriptions.

891. Preceptorship, Yr.
   A variety of Family Practice sites throughout the state and country are approved for preceptorship training. These include solo, group, community clinic and hospital-based practices in locations representative of Arizona's cultural, economic and geographic diversity.
   a. Primary Care (4-12)
   b. Family Medicine (3-12)
   c. Epidemiology at CDC (4-8)
   d. Rural Care (4-12)
   e. Prison Health Care (3-12)
   f. Clinical Preceptorship in International Health (6-12)
   g. AHEC/Border Health (3-12)
   See Electives Manual for course descriptions.

896. Seminar I, II
   a. International Health in the Third World (3) S
   b. Epidemiologic Methods (1-3) II
   c. Approaches to Managing Behavior Problems of Children and Adolescents (2)
   d. Principles and Practice of Home Health (6)
   e. The Doctor-Patient Relationship (2)
   f. Crisis & Conflict: Health Services in Latin America-Brazil
   g. Nutrition in Disease (2) [Rpt./1] P, Bioc 501/801, Psio 601/801
   h. Practice of Community-Oriented Medicine in Rural Areas (2) II
   i. Internation Nutrition (2)
   j. Prepaid Health Care
   k. Basic Principles of Epidemiology (3)
   l. AIDS, Cancer, Nutrition Immunity
   m. Tropical Disease Problems (2-3)
   n. Current Issues in Health Services (2)
   o. Diet and Prevention of Disease
   p. Psychosocial Epidemiology (2)
      See Electives Manual for course descriptions.

899. Independent Study (1-12) I, II
   Staff
   In-depth studies of clinical and nonclinical topics.
Professors: Rubin Bressler, Head [Pharmacology], David S. Alberts [Pharmacology], F. Paul Alepa, Robert A. Barbee [Assistant Director, Respiratory Services], John T. Boyer [Family & Community Medicine; Director, Restorative Medicine], Benjamin Burrows [Director, Respiratory Sciences], James J. Corrigan, Jr. [Pediatrics], James E. Dalen [Vice Provost for Medical Affairs, Dean, College of Medicine], William F. Denny, Brian G. M. Durie, David L. Earnest, Gordon A. Ewy, Associate Head [Director, Cardiac Diagnostic Laboratory; Assistant Director, Physiological Testing], Eric P. Gall [Family & Community Medicine, Surgery], Steven Goldman, Evan M. Hersh [Microbiology & Immunology], David G. Johnson [Pharmacology], Murray A. Katz [Physiology], Ronald J. Knudson [Associate Director, Respiratory Sciences], Michael D. Lebowitz [Associate Director, Environmental Programs, Respiratory Sciences], Frank I. Marcus, Eugene Morkin [Pharmacology, Physiology; Director, University Heart Center], Charles A. Nugent, Jr., David A. Ogden, William R. Roeske [Pharmacology], Sydney E. Salmon [Director, Cancer Center], Jay W. Smith [Vice Dean, Academic Affairs], Lawrence Z. Stern

Associate Professors: John W. Bloom [Research Associate, Respiratory Sciences], Frederick R. Ahmann, Thomas W. Boyden, Sammy C. Campbell, Timothy C. Fagan [Pharmacology], Paul E. Fenster, John N. Galgiani, Ronald C. Hansen [Pediatrics], Murray Korc [Biochemistry], Norman Levine, Thomas P. Miller [Research Associate, Cancer Center], Arshaq Mooradian [Director, Geriatric Research, Restorative Medicine], Charles W.
Otto [Anesthesiology], Eskild A. Petersen, Jacob L. Pinnas, Stuart F. Quan [Anesthesiology]; Assistant Director, Respiratory Services; Research Associate, Respiratory Sciences], Richard E. Sampliner, David B. Van Wyck [Surgery], Alexander H. Woods [Emeritus]

Assistant Professors: Rodney D. Adam, Neil M. Ampel, Christopher P. Appleton, Samuel M. Butman, Anthony E. Camilli [Research Associate, Respiratory Sciences], William S. Dalton [Adjunct Assistant Professor, Pharmacology & Toxicology; Adjunct Assistant Professor, Cancer Center], Irene E. (Libby) Edwards [Research Associate, Cancer Center], M. Brian Fennerty, Harinder S. Garewal [Research Associate, Cancer Center], Karl B. Kern, Richard W. Lee, Alan F. List, Joy L. Logan, John D. Palmer [Professor, Pharmacology], Thomas E. Raya, Paul J. Rutala [Coordinator, Preparation for Clinical Medicine], Charles W. Taylor, Gayle A. Traver [Associate Professor, College of Nursing], David E. Yocum

Clinical Professors: Robert O. Brandenburg, Pedro Luis Escobar [Family & Community Medicine; Director, Rehabilitation Services; Chief, Physical Medicine & Rehabilitation, Restorative Medicine], John W. Heaton, Jr., Brendan P. Phibbs, Robert A. Sanowski

Research Professor: Thomas E. Moon [Professor, Family & Community Medicine]

Clinical Associate Professors: Edgar J. Desser, Kenneth B. Desser, Daniel S. Duick, James V. Felicetta, Ydaya Kabadi, Peter P. McKellar, Preston J. Taylor

Research Associate Professors: Marilyn J. Halonen [Associate Professor, Pharmacology; Research Associate Professor, Molecular & Cellular Biology; Research Associate, Respiratory Sciences], Jeffrey M. Trent [Associate Professor, Radiation Oncology; Director, Basic Science Research, Cancer Center]

Clinical Assistant Professors: Jack J. Applefeld, Thomas M. Bajo, Marlene Bluestein, Michael Darragh, Clifford D. DeBenedetti [Pediatrics], Mindy J. Fain, Mary L. Fines, P. Gregory Foutch, R. Scott Gorman, Michael Grossman, Michael Habib, Lee J. Hixson, Richard F. Hoffman, Peter C. Kelly, Mary E. Klink [Research Associate, Respiratory Sciences], Marcia G. Ko, Antoinette Korc, Nathan Laufer, Margaret M. Miller, Patrick S. Pasulka, Robert M. Rifkin, David S. Shimm [Assistant Professor, Radiation Oncology], Paul E. Stander, Terence D. Valenzuela [Assistant Professor, Surgery], Barbara H. Warren [Family & Community Medicine]

Research Assistant Professors: Joseph J. Bahl, Marianne B. Broome-Powell [Research Associate, Cancer Center], Brenda V. Dawson, Robert T. Dorr [Research Associate, Cancer Center, Assistant Research Professor, Pharmacology & Toxicology], Irwin L. Flink, Bruce E. Markham, Yei-Mei Peng [Research Associate, Cancer Center]; Duane L. Sherrill [Research Associate, Respiratory Sciences]

Clinical Instructors: Catherine A. Azar, Michael J. Maricic, Sally B. L. Thompson, Carol A. Wolfe

Research Instructors: Danetta A. Bronnmann [Research Associate, Respiratory Sciences], Douglas A. Perednia

Senior Clinical Lecturers: Bruce F. Bachus, Bruce A. Bethancourt, John A. Bruner, Benjamin Burbank, John R. Harlan, Philip Levy, Richard A. Manch, Frank L. Meyskens, Jr., Ulrich F. Michael, Milan V. Novak [Coordinator, Human Subject Research], James L. Parsons, Avery A. Sandberg, Michael M. Schreiber, Michael T. Shaw, David Wayne Smith [Professor, Rehabilitation], Martin Snyder [Senior Clinical Lecturer, Surgery], Harold C. Tretbar

The Department of Internal Medicine has developed a program designed to introduce undergraduate medical students to the responsibility of care of the patient. Together with the staff, students will interview and examine patients, explore what is known of the pathophysiology of the various disorders and observe the effect of appropriate therapeutic modalities. Students will be assigned patients on the inpatient wards and in the outpatient clinics.

Course Descriptions

500. Research (6-24) [Rpt./3] Yr.
555. Cancer Biology (3) II, Alternate Year, 1990-91 (Identical with M. Mic. 555 which is home).
596. Seminar, II
   a. Pathophysiology and Immunology of the Clinical Manifestations of Coccidioidomycosis (2)
599. Independent Study (3-6) I, II
800. Research (3-30) [Rpt./30 units] Yr. See Electives Manual for course description.
803. Clinical Clerkship (12) Yr.

Required of all students during their first clinical year. Assignment is made to the inpatient medical wards and outpatient medical clinics at AHSC, Tucson VAMC and selected hospitals in Phoenix. Some students, 40%-50% of the class, will be required to spend the full 12 weeks in Phoenix. Emphasis is placed upon the development of clinical skills and problem solving. Students are expected to obtain and record the complete medical histories, perform physical examinations, develop appropriate differential diagnoses and monitor the progress of assigned patients. They will participate in diagnostic and therapeutic procedures with other members of the patient care team and attend required departmental conferences and seminars.

810. Clerkship, Yr.
   a. Ambulatory Care (4-6) Yr.
   b. Ambulatory Diagnosis and Therapeutics (6) Yr.
   c. Geriatrics: The Continuum of Care (3-12) Yr.
   d. Ambulatory Geriatrics (3-12) Yr. P, 803 Students are offered three or four to six week elective clerkships in hospitals in Tucson and Phoenix. See Electives Manual for course descriptions.

811. Subinternship, Yr.
   a. Internal Medicine (4) Yr.
   b. Intensive Care (4) Yr.
   c. Coronary Care Unit (4) Yr.
i. Medical Intensive Care Unit (4) Yr.
m. General Medicine (4) Yr.
   See Electives Manual for course descriptions.

815. Subspecialty, Yr.  
   a. Clinical Cardiology (4-8)  
   b. Clinical Dermatology (3)  
   c. Endocrinology (4-12)  
   d. Clinical Gastroenterology (4-8)  
   e. Hematology-Oncology (3-4)  
   g. Infectious Diseases (4-12)  
   h. Pulmonary Diseases (4)  
   j. Pulmonary Laboratory and Consultation Service (3-6)  
   k. Nephrology, Renal Diseases (3-6)  
   l. Clinical Allergy (4-6) P, 803 (Identical with Ped. 815l)  
   m. Medical Subspecialties (3-6) [Rpt./1] Yr.  
   n. Physical Medicine and Rehabilitation (3-6) [Rpt./1] Yr.  
   q. Cardiology Consultation (4) Yr.  
   s. Neurological and Neuromuscular Disorders (3-6) P, 803.  
   r. Rheumatology (4-6) P, 803.  
   See Electives Manual for course descriptions.

891. Preceptorship  
   a. General Medicine and/or Subspecialties (3-12) [Rpt./2]  
   b. Ambulatory Internal Medicine: Clinical Problems (6) Yr.
   See Electives Manual for course descriptions.

896. Seminar, II  
   a. Pathophysiology and Immunology of the Clinical Manifestations of Coccidioidomycosis (2)
   See Electives Manual for course description.

899. Independent Study (1-18) I, II  
See Electives Manual for course description.
UNIVERSITY DEPARTMENT OF MICROBIOLOGY AND IMMUNOLOGY
(Colleges of Agriculture and Medicine and the Faculty of Science)

Professors: John J. Marchalonis, Head, Harris Bernstein, Edward A. Boyse [Harry D. Flickinger Distinguished Professor], Evan Hersch [Chief, Hematology/Oncology, Cancer Center], Junetsu Ito, Wayburn S. Jeter [Pharmacology & Toxicology; Director, Cellular Immunology Laboratory], Henry Koffer [Biochemistry, Molecular & Cellular Biology; President, University of Arizona], Peter P. Ludovici [Emeritus], William J. Meinke, George B. Olson, Kenneth Ryan [Pathology], John Spizizen, [Emeritus], Irving Yall [Emeritus]

Associate Professors: Norval A. Sinclair, Associate Head, Charles P. Gerba [Nutrition & Food Science], Robert J. Janssen, James T. Sinski

Assistant Professor: Richard L. Friedman

Research Associate Professors: Carol Bernstein, Marilyn J. Halonen [Associate Professor, Pharmacology; Research Associate, Respiratory Sciences]

Research Assistant Professors: Eileen M. Jablonka, Steven A. Kuhl, Geraldine C. Meinke, Philip Scuderi, Jr. [Research Associate, Cancer Center]

Research Instructors: Judy Bradshaw, Vivian E. Gage [Laboratory Teaching Coordinator, Multi-discipline Laboratories]

Graduate study in Microbiology and Immunology is concerned primarily with microbial structures and functions, as well as the nature of immune systems. Areas of current research emphasis are virology, microbial genetics, immunology, bacterial pathogenesis and environmental microbiology. Course programs are drawn from offerings in biochemistry, biological sciences, chemistry, mathematics, microbiology, molecular biology, anatomy, pharmacology, genetics and others.

Master of Science and Doctor of Philosophy degrees with a major in microbiology and immunology are offered by a program whose faculty includes members of the Department of Microbiology and Immunology and other departments in the University.

Some limitations of enrollments may be necessary. Medical students will be given preference in those courses that are required for the M.D. degree. All other students must obtain the permission of the instructor before enrolling.

Course Descriptions

501. Medical Microbiology (6) GC I  
Staff  
The biological characteristics of microorganisms of importance in human health and disease; the reaction of the host to infectious agents and the mechanisms of host defense; diagnosis and management of infectious disease. Lectures, discussions, demonstrations and laboratory experiments. P, G.Bio. 101b; Chem. 241b, 243b; Bioc. 501.

517. Microbial Physiology (3) GC II  
Zucker  
Biochemical and physiological activities of microorganisms. P, 317, Chem. 241b, 243b

520R. Pathogenic Bacteriology (3) GC II  
Songer  

520L. Pathogenic Bacteriology Laboratory (2) GC II  
Songer  
Isolation and identification of pathogenic bacteria: Techniques in pathogenic bacteriology. P, 420R or CR. (Identical with V.Sci. 520L)

523R. General Pathology (3) GC II 1990-91  
Staff  
Pathogenesis, pathophysiology and morphologic changes of human and animal diseases (Identical with V.Sci. 523R)

523L. General Pathology (1) GC II 1990-91  
Staff  
Gross and histologic changes occurring in tissues and organs in selected human and animal diseases and disease processes. P, 423R or CR. (Identical with V.Sci. 523L)

525. Environmental Microbiology (3) GC I  
Sinclair  
Current concepts in water quality, aerobiology and microbial biogeochemistry. P, 205, Chem. 241b, 243b
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor</th>
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</thead>
<tbody>
<tr>
<td>527R</td>
<td>General Mycology (3) GC I</td>
<td>Sinski</td>
</tr>
<tr>
<td></td>
<td>General mycology with emphasis on the microfungi.</td>
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<tr>
<td></td>
<td>P, 205.</td>
<td></td>
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<tr>
<td>527L</td>
<td>General Mycology (2) GC I</td>
<td>Sinski</td>
</tr>
<tr>
<td></td>
<td>General mycology lab with emphasis on the microfungi.</td>
<td>P, 527.</td>
</tr>
<tr>
<td>528R</td>
<td>Advanced Microbial Genetics (3) II</td>
<td>Mendelson</td>
</tr>
<tr>
<td></td>
<td>Modern concepts of microbial genetics; basic genetic theory, the molecular architecture, biosynthesis and genetic regulation of bacterial cell structure, control of growth and cell division.</td>
<td>P, 103, Micr. 328, G.Bio. 320 or 321. (Identical with MCB 528R).</td>
</tr>
<tr>
<td>528L</td>
<td>Advanced Microbial Genetics (2) GC II</td>
<td>Mendelson</td>
</tr>
<tr>
<td></td>
<td>Individual research projects within the framework of microbial genetics with emphasis on the genetic system of Bacillus subtilis.</td>
<td>P, CR. 528R. (Identical with MCB 528L).</td>
</tr>
<tr>
<td>530</td>
<td>Biophysical Theory (2) II</td>
<td>Kilkson</td>
</tr>
<tr>
<td></td>
<td>Physical concepts and theories describing biomolecular structure and function, molecular evolution, limits to structure, symmetry, oligomer and virus structure, organelle structure and function.</td>
<td>(Identical with Phys. 530).</td>
</tr>
<tr>
<td>538</td>
<td>Ecology of Infectious Diseases (3) GC II</td>
<td>Staff</td>
</tr>
<tr>
<td>550</td>
<td>Molecular Mycology</td>
<td>Sinski</td>
</tr>
<tr>
<td>551</td>
<td>Environmental Carcinogenesis (3) II 1989-90</td>
<td>Gerner</td>
</tr>
<tr>
<td></td>
<td>Physical and chemical carcinogenesis. Special emphasis will be upon molecular aspects of the interaction of the carcinogenic agents with mammalian cells and the subsequent mutagenic and metabolic consequences of such interactions. Topics of metabolic activation of chemical carcinogens will be emphasized as well as biological and biochemical aspects of tumor initiation and promotion. Carcinogen testing and risk-benefit analysis in relationship to the human environment.</td>
<td>(Identical with R.Onc. 551).</td>
</tr>
<tr>
<td>552</td>
<td>Molecular Mechanisms of Microbial Pathogenesis (3) GC I 1990-91</td>
<td>Friedman</td>
</tr>
<tr>
<td></td>
<td>Review of current concepts in specific areas of microbial pathogenesis including actions of exo-endotoxins, cell surface interactions, phagocytosis and host microbial functions.</td>
<td>P, Bioc. 460.</td>
</tr>
<tr>
<td>555</td>
<td>Cancer Biology (3) II 1990-91</td>
<td>Bowden/Cress</td>
</tr>
<tr>
<td></td>
<td>Fundamental biological aspects of neoplastic growth at the organ, cellular and molecular levels. Emphasis on the etiology, behavior and therapy of neoplasms.</td>
<td>(Identical with R.Onc. 555).</td>
</tr>
<tr>
<td>560</td>
<td>Structure and Function of the Immunoglobulins (3) II 1989-90</td>
<td>G. Meinke</td>
</tr>
<tr>
<td></td>
<td>Immunoochemical characterization of the isotypic, allotypic and idiotypic specificities of the immunoglobulins and their relationships to biological function.</td>
<td>P, Bioc. 462a-462b.</td>
</tr>
<tr>
<td>561</td>
<td>Immunobiology (3) II 1990-91</td>
<td>Staff</td>
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<tr>
<td></td>
<td>Cells and cellular events involved in humoral and cell-mediated immune responses; morphologic, physiologic and biochemical characterizations of the lymphoreticular system.</td>
<td>P, Bioc. 462a-462b.</td>
</tr>
<tr>
<td>570</td>
<td>Molecular Genetics (3) I 1989-90</td>
<td>H. Bernstein/Ito</td>
</tr>
<tr>
<td></td>
<td>Molecular genetics and biology of the bacterial viruses; molecular mechanisms of gene regulation, DNA replication, DNA repair, mutation and genetic recombination; current research in bacterial genetics (lysogeny), transduction, conjugation, use of transposons and gene fusions in genetic analysis and transformation; introduction to gene cloning and its uses in analysis of gene structure and regulation.</td>
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<tr>
<td>577</td>
<td>Advanced Microbial Physiology (2) II 1989-90</td>
<td>Staff</td>
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<tr>
<td></td>
<td>Studies of metabolic pathways of selected microorganisms with an emphasis on industrial applications.</td>
<td>P, 517.</td>
</tr>
<tr>
<td>580</td>
<td>Molecular Virology (3) II 1989-90</td>
<td>W. Meinke</td>
</tr>
<tr>
<td></td>
<td>The current status of basic research in virology at the molecular level.</td>
<td>P, Chem. 460.</td>
</tr>
<tr>
<td>582</td>
<td>Immunotoxicology (2) I 1990-91</td>
<td>Staff</td>
</tr>
<tr>
<td></td>
<td>Broad overview of the immune system with emphasis on how chemicals affect the immune system (immunomodulation) and the role of the immune system in chemical-induced tissue injury/allergic responses.</td>
<td>P, 602, Micr. 419.</td>
</tr>
<tr>
<td>595</td>
<td>Colloquium I</td>
<td>Staff</td>
</tr>
<tr>
<td></td>
<td>a. Molecular Biology (1) I (Rpt./2)</td>
<td></td>
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</tbody>
</table>
596. Seminar
   a. Current Problems in Molecular Biophysics (1) I; II
      (Identical with Phys. 596a)
      Kilkson
   h. Control of Proliferation in Animal Cells (1-2) II
      (Identical with R.Onc. 596h)
      Gerner

630. Immunology (4) II 1989-90 I
   Immunological and immunochemical concepts and techniques. 2R, 6L. P, 12 units of Micr.
   Chem. 460 or NFS 406a.
   Olson

695. Colloquium
   a. Readings in Microbiology (1) [Rpt.] I, II
      Staff
   b. Immunopathology (1) II
      Staff
   c. Molecular Genetics of Microorganisms (1) I, II
      Bernstein
   d. Molecular and Cellular Immunology (1) I, II
      Yocum
   g. Host-Parasite Interactions (1) II [Rpt.]
      Friedman

696. Seminar
   a. Research Seminar (1) [Rpt.] I, II
      Joens-Friedman

801. Medical Microbiology (6) I
   The biological characteristics of microorganisms of importance in human health and disease;
   the reaction of the host to infectious agents and the mechanisms of host defense; diagnosis
   and management of infectious disease. Lectures, discussions, demonstrations and laboratory
   Staff

891. Preceptorship, Yr.
   a. Microbiology and Immunology (3-12)
      See Electives Manual for course description.

899. Independent Study (6-12) I, II
   Staff
   P, Microbiology and Immunology 501/801.
   See Electives Manual for course description.

900. Research (1-8) I, II
   Staff

910. Thesis (1-6, max. total 8) I, II
   Staff

920. Dissertation (1-9, max. total 18) I, II
   Staff

930. Supplementary Registration (1-6) I, II
   Staff
MoEe AND CEIL{RUAL BIOLOGY / 59

UNIVERSITY DEPARTMENT OF MOLECULAR AND CELLULAR BIOLOGY
(Colleges of Agriculture and Medicine and the Faculty of Science)

Professors: Samuel Ward, Head, H. Vasken Aposhian, G. Timothy Bowden [Radiation/Oncology; Pharmacology & Toxicology; Coordinator of Research Training, Cancer Center], Wayne R. Ferris, William J. Grimes [Biochemistry], Mac E. Hadley [Anatomy], Richard B. Hallick [Biochemistry], John G. Hildebrand [Director, Neurobiology, Arizona Research Laboratory], Konrad Keck, Henry Koffler [Biochemistry; Molecular & Cellular Immunology; President, University of Arizona], Brian A. Larkins [Plant Science], Neil H. Mendelson, David W. Mount, James W. O'Leary [Research Horticulturist, Environmental Research Laboratory], Peter E. Pickens, Nobuyoshi Shimizu, Hans Van Etten [Plant Pathology]

Associate Professors: Hans J. Bohnert [Biochemistry], Don P. Bourque [Biochemistry], Danny L. Brower, Jennifer D. Hall, Martinez J. Hewlett, Thomas J. Lindell, Associate Head [Pharmacology], John W. Little [Biochemistry], Kaoru Matsuda

Assistant Professors: Gail D. Burd, James L. Deatherage [Associate Professor, Biochemistry], Martha Hawes [Plant Pathology], Roger L. Meisfeld [Biochemistry], Karen Oishi [Plant Science], Elizabeth Vierling [Biochemistry]

The Department of Molecular and Cellular Biology is a research-oriented department in which students may receive advanced training in all aspects of research which employ cellular, molecular, biochemical and genetic approaches. The department offers programs leading to the Master of Science and the Doctor of Philosophy degrees with majors in Molecular and Cellular Biology.

Applicants for admission should be prepared in chemistry, physics and mathematics and must submit scores on the aptitude test of the Graduate Record Examination. Applicants should communicate directly with the department regarding other admission requirements.

The deadline for completion of all application files for admission to the programs beginning with the fall semester is April 1 (March 15 for applicants desiring financial assistance).

Students are expected to specialize in areas of interest to the faculty. These include viral oncology, regulation of gene expression, neurobiology of simple systems, cellular ultrastructure and function, structure and function of nucleic acids, developmental biology of higher plants, plant molecular biology, molecular genetics, invertebrate developmental biology, environmental plant physiology and gene transfer systems for mammalian cells. A listing of the faculty of the department and their research interests can be obtained from the department on request. A thesis is required for the Master's degree.

Course Descriptions

404. Contemporary Biology in Human Affairs (3) GC II Aposhian
Advances in biomedical research will be reviewed and their ethical, social and legal implications discussed. P, one course in bioc. or bio.; botany not acceptable.

410a- Advanced Cell Biology (3-3) GC Ferris-Staff
410b. Regulation at the cellular and molecular levels; gene expression; nature, function and integration of organelles and ultrastructural components of the cell. P, 181 (for majors), Chem. 241b or 480a (Identical with Micr. 410a-410b).

412. Radioisotopes in Biology (3) GC I Keck
Advanced techniques in the application of radioactive tracers to problems of molecular biology; kinetics of labeling, fractionation procedures; detection systems and processing of data. P, Chem. 103b, 104b, Phys. 102a-102b.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor</th>
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</thead>
<tbody>
<tr>
<td>413.</td>
<td>Advanced Cell Biology Laboratory (2) GC I</td>
<td>Shimizu</td>
</tr>
<tr>
<td></td>
<td>Modern lab techniques for genetic and molecular analyses of mammalian cells in culture. 6L. P, CR 415.</td>
<td></td>
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<tr>
<td>415.</td>
<td>Somatic Cell and Molecular Genetics (2) GC I</td>
<td>Shimizu</td>
</tr>
<tr>
<td>417.</td>
<td>Computer Biology Data Analysis (3) GC I</td>
<td>Keck</td>
</tr>
<tr>
<td>428R.</td>
<td>Advanced Microbial Genetics (3) GC II</td>
<td>Mendelson</td>
</tr>
<tr>
<td></td>
<td>Modern concepts of microbial genetics; basic genetic theory, the molecular architecture, biosynthesis and genetic regulation of bacterial cell structure, control of growth and cell division. P, 181, Micr. 328, Col. 320 or 321. (Identical with Ecol. 428R and Micr. 428R).</td>
<td></td>
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<tr>
<td>428L.</td>
<td>Advanced Microbial Genetics Laboratory (2) GC I</td>
<td>Mendelson</td>
</tr>
<tr>
<td></td>
<td>Individual research projects within the framework of microbial genetics with emphasis on the genetic system of Bacillus subtilis. (Identical with Ecol. 428L and Micr. 428L).</td>
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<tr>
<td>456.</td>
<td>Developmental Biology (3) GC I</td>
<td>Bagnara</td>
</tr>
<tr>
<td>457.</td>
<td>Experiments in Developmental Biology (4) GC II</td>
<td>Bagnara</td>
</tr>
<tr>
<td>460.</td>
<td>Plant Physiology (4) GC I</td>
<td>Matsuda</td>
</tr>
<tr>
<td>461.</td>
<td>Introduction to Neurobiology (3) GC I</td>
<td>Pickens</td>
</tr>
<tr>
<td></td>
<td>Physiology and anatomy of invertebrate and vertebrate nervous systems. P, eight units of biology.</td>
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</tr>
<tr>
<td>462.</td>
<td>Neurobiology Laboratory (1) GC I</td>
<td>Pickens</td>
</tr>
<tr>
<td>463a-</td>
<td>Human Physiology Laboratory (1-1) GC</td>
<td>Staff</td>
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<tr>
<td></td>
<td>(Identical with Ecol. 464aL-464bl).</td>
<td></td>
</tr>
<tr>
<td>464a-</td>
<td>Human Physiology (3-3) GC</td>
<td>Staff</td>
</tr>
</tbody>
</table>
465. Neuroethology (2) GC II
   Pickens
   Selected topics in current neuroethological research on vertebrate and invertebrate nervous systems. P, 461 or consult department before enrolling.

467R. Endocrinology (3) GC II
   Hadley
   (Identical with Anat. 467r).

467L Endocrinology Laboratory (1) GC II
   Hadley
   (Identical with Anat. 467l).

469. Developmental Neurobiology (2) GC II
   Pickens
   Development of the nervous systems of invertebrates and vertebrates from embryonic stages to the adult. P, eight units of biology.

473. Recombinant DNA Techniques (3) GC II
   Lindell
   Relevant techniques for the isolation, purification and cloning of genes in E. Coli hosts. Eucaryotic Lambda genomic DNA clones will be characterized by restriction mapping, hybridization analysis and sequence analysis. Consult department before enrolling. P, Bioc. 462a, MCB 410b. (Identical with Bioc. 473 and Micr. 473).

514. Supramolecular Structure (2) II 1990-91
   Staff
   Application of diffraction techniques in the study of structure and function of biological macromolecules.

550. Topics in Pigment Cell Biology (2) I
   Bagnara
   (Identical with Anat. 550).

555. Molecular Mechanisms of Development (3) II
   Brower

558. Advanced Subjects in Endocrinology (2) [Rpt.] I
   Hadley
   Selected topics in vertebrate and invertebrate endocrinology. P, 467r. (Identical with Anat. 558).

562. Plant Intermediary Metabolism (3) II 1990-91
   Matsuda

563. Plant-Water Relations (3) II
   O'Leary
   Analytic approach to the study of water movement into and through plants; development of internal water deficits and their significance to physiological processes. P, 460. (Identical with Ws.M. 563).

564. Plant Growth and Development (3) II 1989-90
   Matsuda
   Selected topics in growth and development. P, 460 (Identical with Pl.S. 564).

568. Nucleic Acids (3)
   Staff
   (Identical with Bioc. 568).

570. Molecular Biology of the Cell Membrane (3) I 1990-91
   Staff
   (Identical with Bioc. 570).

595a. Colloquium (1) [Rpt.] II
   Staff
   Topics of interest in molecular and cellular biology. Open to majors only.

696. Seminar (1) [Rpt.] I, II
   Staff
   Current techniques for qualitative and quantitative studies. 9L. Open to majors only.
Neurology is that discipline of medicine responsible for the diagnosis and treatment of diseases of the human nervous system. Courses are offered which are designed to teach students to interpret evidence of normal or abnormal neurologic functioning. Students have a three-week required clerkship and a six-week elective in neurology. Students receive an introduction to neurology during lectures in the neuroscience course during the basic science years.

A continuing neuroscience seminar series is presented by residents, physicians and graduate students in the Department of Neurology throughout the year. This series is offered to medical students as well as to postgraduate trainees and students in allied areas.
Course Descriptions

See Electives Manual for course description.

803. Clinical Clerkship (3-6) Yr. 
Staff 
A three-week required course on the neurological wards at University Medical Center, 
Tucson Medical Center, Tucson VAMC and Barrow Neurological Institute in Phoenix. Cases 
are presented to members of the neurological staff and discussed in detail. Weekly teaching 
conferences are given by the neurology faculty.

810. Clerkship, Yr. 
This three-, four- or six-week clerkship is offered on the neurology wards at University 
Medical Center, Tucson Medical Center and Tucson VAMC. Students work closely with 
the attending and resident staff in an effort to become proficient in the techniques of the 
neurological examination and management of neurological disorders.

815. Subspecialty, Yr. 
b. Behavioral Neurology/Higher Cortical Functions (4) Yr. 
c. Cerebrovascular Disease (4-6) Yr. P, 803.

891. Preceptorship, [Rpt./2] Yr. 
a. Neurology (4-6) [Rpt./2] Yr. 
See Electives Manual for course description.
Obstetrics and Gynecology is that discipline of medicine which encompasses reproductive biology and the ultimate application thereof to human reproduction. In the natural evolution of medical care in the United States the obstetrician-gynecologist has become the primary physician for women. The courses of study available in Obstetrics and Gynecology are designed to provide a clinical substrate for the medical student in this branch of medicine. The means to this end are by precept and example of patient diagnosis, care and therapeutics as well as didactic and tutorial sessions.

Course Descriptions

800. Research (1-18) [Rpt./1] Yr. Shenker-Staff
Experience in each of the research areas listed below is available with programs up to six weeks in length individually designed. P, 803.
1. Diagnostic Ultrasound Shenker-Weinstein
2. Endocrine Laboratory Weinstein-Shenker-Reed
3. Perinatal Medicine Grosso
4. Gynecologic Oncology Surwit
5. Fertility Control Fordney
6. Gynecology Pearson
7. Obstetrics Shenker-Staff
8. Gynecology Pearson

803. Clinical Clerkship (6-9) Yr. Shenker-Staff
Medical students will be assigned to outpatient clinics and hospital wards to become members, along with the attending physician, of the team responsible for the patient's care.

810. Clerkship, Yr. Shenker-Staff
a. Preparation for Practice (4-6)
This elective course for Year IV students will essentially be an externship in a Phoenix or Tucson hospital to include exposure to the full gamut of obstetrical and gynecological care conducted under direct supervision of a faculty member. The elective period may be for three or six weeks. P, 803.

815. Subspecialty, Yr.
a. Clinical Infertility (4-6) Yr.

891. Preceptorship (3-12) Yr. Staff
b. Gynecology-Endocrinology (3-6) P, 803.
See Electives Manual for course descriptions.
OPHTHALMOLOGY, the College of Medicine's newest department, offers two electives for medical students. One is a research elective in which experience in laboratory research in ophthalmology will be obtained with programs of a minimum of six weeks in duration. The other is a clinical elective in which medical students will be assigned to outpatient clinics and inpatient wards at University Medical Center, Tucson VAMC and Kino Community Hospital as well as surgery which will give them an overview as to how the ophthalmologist relates to his/her patient population.

The graduate program in Ophthalmology offers residents extensive inpatient and outpatient experiences at the University Medical Center, Tucson VAMC and Kino Community Hospital.

Course Descriptions

800. Research (6-18) I, II
     See Electives Manual for course description.

815. Subspecialty, Yr. [Rpt./3]
     a. Ophthalmology (3-6) Yr.
        See Electives Manual for course description.

891. Preceptorship I, II
     a. Ophthalmology (4-12) Yr.
        See Electives Manual for course description.
PATHOLOGY

Professors: C. George Ray, Acting Head [Pediatrics], Peter H. Bartels [Optical Sciences], John R. Davis [Obstetrics & Gynecology; Chief, Anatomical Pathology], Paul R. Finley [Chief, Clinical Chemistry], Lewis Glasser [Chief, Hematopathology], Douglas W. Huestis [Chief, Immunohematology], Raymond B. Nagle, Samuel H. Paplanus, Kenneth J. Ryan [Microbiology & Immunology; Chief, Clinical Microbiology], Richard E. Sobonya

Associate Professors: James M. Byers, III, Anna R. Graham, Thomas M. Grogan, Mary Jane Hicks, Douglas H. McKelvie [Veterinarian, University Animal Care; Clinical Lecturer, Radiation Oncology; Adjunct Associate Professor, Veterinary Sciences], Ronald B. Schifman

Assistant Professors: Catherine M. (Spier) Perry, Kenneth B. Simons [Ophthalmology]

Clinical Professor: David C. White

Adjunct Professor: Jack M. Layton

Clinical Associate Professors: Allen M. Jones, Karen K. Steinbronn

Research Associate Professor: Claire M. Payne

Clinical Assistant Professors: Maria L. (Paquin) Aguirre, Jerry L. Bangert [Research Associate, Cancer Center], Thomas E. Henry, Bruce O. Parks

Clinical Lecturers: Paul D. Bozzo [Assistant Clinical Lecturer, Internal Medicine], Edward A. Brucker, Jr., Peter F. Salomon, Ronald P. Sparks


The Department of Pathology has responsibility for both anatomical and clinical pathology. The objective of the study of pathology is to gain increased understanding of disease—the causes, mechanisms and secondary alterations which occur in body structure and function—exploiting whatever methods will provide the physician with a solid body of facts from which to reason, deduce and prognosticate.

Course Descriptions

489. Introduction to Forensic Science: Pathology, Anthropology, Toxicology and Law (2) GC I, II

The course provides opportunity for the criminal investigator and attorney with a background in forensic pathology to better understand the end results of trauma, toxic substances and environmental catastrophes.

801. General and Systemic Pathology (10) I, II

Lectures, conferences, demonstrations and laboratory investigations relating to disease. Use of current autopsy, biopsy and clinical pathology material. P, Anat. 801, 802, 805; Biochern. 501 /801; Physiol. 601 /801; M. Mic. 801 (medical) or CR; Phcl. 501 /801 or CR; Med. 801 or CR.

810. Clerkship, Yr.

a. Anatomic Pathology (4-6) Yr.

An intern type program with students participating in surgical pathology, autopsies and cytopathology. Instruction is strongly clinically oriented. P, Path. 801 and 12 weeks of clinical clerkships.

b. Clinical Pathology (4) Yr.

An interpretive approach to the evaluation of laboratory data in the diagnosis and management of clinical disorders. Topics include bacteriology, blood component therapy, body fluid analysis, clinical chemistry, coagulation, hematology, immunohematology, mycology, toxicology, urinalysis and virology. P, Path. 801 and 12 weeks of clinical clerkships.

c. Special Topics (3-18) [Rpt.] Yr.

Opportunities for intensive studies during a six-week period in one of the following fields: computer use, cytopathology, cytogenetics, immunohematology, immunopathology, microbiology-virology, neuropathology, pulmonary pathology, hematopathology, clinical chemistry and oncology. May be taken more than once for credit. P, Path. 801, prior arrangement and approval by the department.

891. Preceptorship, Yr.

a. Pathology (3-18) [Rpt./2]

Professors: Lynn M. Taussig, Head [Medical Director, Children's Research Center; Assistant Director, Respiratory Sciences], George D. Comerci [Family & Community Medicine], James J. Corrigan, Jr. [Internal Medicine; Chief, Hematology/Oncology/ Rheumatology], Burris R. Duncan, Peggy C. Ferry [Neurology; Associate Head], Stanley J. Goldberg, Otakar Koldovsky [Physiology], Richard J. Lemen [Assistant Professor, Physiology; Research Associate, Respiratory Sciences], Elmer S. Lightner, Anthony F. Philipp, C. George Ray [Acting Head, Pathology], Hugh C. Thompson [Emeritus, Family & Community Medicine]

Associate Professors: Ronald C. Hansen [Internal Medicine], Gail G. Harrison [Professor, Family & Community Medicine, Nutrition & Food Science, Anthropology], John J. Hutter, Jr., Michael J. Schumacher, Elsa J. Sell, John N. Udall, Alayne Yates [Professor, Psychiatry]

Assistant Professors: Alan D. Bedrick, Richard L. Donnerstein, Carlos A. Flores, Daniela Lax, Thomas R. Lloyd, Paul S. Meltzer [Research Associate, Cancer Center], Paul F. Pollack, William A. Scott

Clinical Professor: Anna Binkiewicz

Clinical Associate Professors: Suzanne B. Cassidy, Michael W. Cohen, John L. Ey, M. Eleanor Grimm, H. Eugene Hoyme, Michael S. Radetsky, Mary E. Rimssa

Clinical Assistant Professors: Robert A. Berg, Clifford DeBenedetti [Internal Medicine], Catherine J. Locke [Psychiatry], William N. Marshall, Jr., Michele Raddish, Eve Shapiro, Ziad M. Shehab, Rickey L. Williams, Robert L. Van Dervoort

Research Assistant Professors: Wayne J. Morgan [Physiology], Anne L. Wright [Research Associate, Respiratory Sciences]

Clinical Instructors: Donna M. Capin, Karen O. Kennedy

Research Instructor: Roni Grad


Assistant Clinical Lecturers: Saundra M. Bernes, David H. Beyda, Michael A. Boxer, William M. Brewer, Daniel W. Crawford, George H. Darwin, Jr., John E. Dyer, Dean D. Ettinger, J. Kenneth Fleshman, Lisa A. Gichner, Mary E. Gloudemans, Gerald N. Goldberg [Internal Medicine], Brian P. Hagerty, Dudley C. Halpe, Robert W. Hellmers, George L.
Research Associates: Radhakrishna Rao, Jane S. Ruggill
Research Scientists: Fernando D. Martinez [Research Specialist, Respiratory Sciences], Thelma S. Molina-Ortiz
Senior Genetic Counselor: Karen E. Byrne-Essif, Lynn Hauck

The unique concerns of pediatrics as a medical discipline are: 1) the period of life between conception and the first month of life, loosely termed perinatology; 2) the fact that children are growing and developing constantly which results in unique physiological, biochemical, pathological and psychosocial considerations; and 3) the period of life known as adolescence with its characteristic physiologic and psychologic changes. The objectives of the department are to provide all students of medicine, from freshmen in medical school to the accomplished physician, an opportunity to learn of our best understanding of health and disorders in relation to the above concerns. We also have as a goal the contribution of new knowledge by appropriate research activities and the application of all available knowledge by models of health care. These objectives are achieved by the following list of courses, by active participation in regular postgraduate programs, and by the research and clinical activities in the department.

Course Descriptions

800. Research (4-6) Yr. Staff

803. Clinical Clerkship (6-9) Yr. Williams-Ruggill
This six-week clerkship is required of all students in their initial clinical year; an additional three weeks may be selected. Stress is placed upon acquisition and refinement of basic data collection, upon problem solving and accumulation of factual knowledge and achieving those attitudes associated with being a physician.
810. Clerkship, Yr.  Staff
   a. Externship in Inpatient Pediatrics (4-6) Yr.
   d. Inpatient Pediatrics (4) Yr.
      Students are offered four- or six-week elective clerkships in hospitals in Tucson and

811. Subinternship, Yr.  Staff
   a. Ambulatory Pediatrics (3-6) Yr.
   d. Adolescent Medicine (4-6)

815. Subspecialty, Yr.  Staff
   a. Advanced Neonatology (4-6) Yr.
   b. Pediatric Infectious Diseases (4-6) Yr.
   c. Neurodevelopmental Follow-up of High-Risk Infants (4) Yr.
   d. Cardiac Ultrasound Echo & Doppler (4-6) Yr.
   e. Pediatric Cardiology (4-6) Yr.
   f. Pediatric Neurology (4-6) Yr.
   g. Pediatric Hematology/Oncology (4-6) Yr.
   h. Poison Center (4-12) Yr.
   i. Clinical Allergy (4-6) Yr.
      (Identical with I.Med. 8151 which is home).
   p. Pediatric Endocrinology (4-6) Yr.
   r. Pediatric Clinical Research in a Cross-Cultural Setting (4) Yr.
   s. Clinical Genetics/Dysmorphology (4) Yr.
   t. Pediatric Rural Ambulatory Elective (4) Yr.
   u. Child With Complex Chronic Illness (4) Yr.
   These four to twelve-week elective courses are organized by various staff and sections of the

891. Preceptorship, Yr.  Lightner-Staff
   a. Pediatrics (4-6) Yr.

899. Independent Study (3-18) Yr.  Staff
   See Electives Manual for course description.
Pharmacology is a broad discipline involving the investigation of the actions of drugs and chemicals upon living material at all levels of organization. The discipline occupies an important interface between the basic medical sciences and the clinical sciences, drawing strongly upon the former for its contribution to the latter. Research in pharmacology utilizes all appropriate techniques of modern biology from the molecular to the clinical levels. In the health professions, pharmacologic knowledge is applied to the diagnosis, prevention, cure or relief of symptoms of disease, and in the promotion of optimal health. The basic pharmacologic principles are emphasized in both the medical and graduate student teaching. This will permit the student to develop techniques of problem solving to keep abreast of advances in pharmacology through his/her professional career.

Course Descriptions

501. The Pharmacological Basis of Therapeutics (6) II
Action of chemical agents upon living material at all levels of organization with emphasis on mechanisms of action of prototype drugs. Foundation for a rational approach to human therapeutics and toxicology. P. Psio. 601; Bioc. 501/801. (Identical with Tox. 501).

550. Drug Disposition and Metabolism (2) II
Principles of absorption, distribution and excretion of drugs with particular emphasis on mechanisms of drug metabolism and pharmacokinetics. P. 462a, 462b or 501; Bioc. 501/801; Tox. 602a. (Identical with Tox. 550).

551. Molecular Biology of Pharmacological Agents (3) I
1989-90, Alternate Year
The molecular mechanism of drugs and toxins at the cellular and subcellular levels including effects on control mechanisms, cell-cell interactions, organelles and nucleic acid and protein synthesis. P. 501, 550, 561b; Bioc. 501/801. (Identical with Tox. 551).
554. Cardiovascular Pharmacology (3) I  
   Modern theories of mechanism of action of cardiovascular drugs, therapy of cardiovascular 

561a- Introduction to Pharmacological and 
561b. Toxicological Literature (1-1)  
   Designed to broaden the background of students in pharmacology and toxicology and to 

576. Environmental Toxicology (3) I  
   Staff  
   Toxicity of natural toxins and of agricultural and industrial chemicals with emphasis on air 
   and water pollutants; decision-making in environmental issues. P, six units of biology and 
   organic chemistry; Chem. 325, 326. (Identical with Tox. 576 which is home).

586a- Introduction to Pharmacology and Toxicology Research (1-1)  
586b.  
   Introduction to basic research techniques in pharmacology and toxicology through super-
   vised laboratory rotations; student-initiated and faculty-structured laboratory exercises in 
   modern pharmacological and toxicological techniques. P, CR 501; Bioc. 565; Psio. 601.

596. Seminar (1-3) [Rpt./3] I, II  
   Staff  
   Student reports on current research topics by local and visiting scholars. Required of all 
   predoctoral graduate students in Pharmacology & Toxicology. 
   a. Advanced Graduate Research (1-3) [Rpt./3] I, II  
      Required of all graduate students once per year after the first year. P, 561b. (Identical with 
      Pcol. 596a).

599. Independent Study (1-5) I, II  
601. Analytical Toxicology (2-3) I  
   Carter  
   Lecture and lab in the qualitative and quantitative determination of toxic substances in body 
   fluids. Modern instrumental techniques will be employed whenever appropriate. Lecture may 
   be taken separately by non-majors. 2R, 4L. P, Chem. 400a. (Identical with Tox. 601 which is 
   home).

602. Biotoxicology (2-3) II  
   Sipes-Staff  
   Lecture and lab emphasizes the mechanisms of organ directed toxicities in animals. Included 
   are chemical carcinogenesis, teratogenesis and mutagenesis. Lecture may be taken separately 
   by non-majors. 2R, 4L. P, two semesters of general biology. (Identical with Tox. 602 which is 
   home).

653. Neuropharmacology (3) II  
   Nelson-Yamamura  
   Role of various neurochemicals in the autonomic and central nervous systems and the effect 
   of drugs on the nervous system including their influence on synthesis, storage and release of 
   neurochemicals. P, 501/801, or Pcol. 471b, 561a, 596. (Identical with Pcol. 653 which is home).

800. Research (1-6) Yr.  
   Staff  
   See Electives Manual for course description.

801. The Pharmacological Basis of Therapeutics (6) II  
   Palmer  
   Action of chemical agents upon living material at all levels of organization with emphasis on 
   mechanisms of action of prototype drugs. Foundation for a rational approach to human 

815. Subspecialty, Yr.  
   Staff  
   a. Clinical Pharmacology (3) P, Phcl. 801  
      See Electives Manual for course description.

891. Preceptorship, Yr.  
   Staff  
   a. Pharmacology (3-12)  
      See Electives Manual for course description.

899. Independent Study (1-5) I, II  
900. Research (1-5) I, II  
   Staff  
   Individual or independent work, directed reading or special problems under the supervision of 
   a member of the faculty with whom specific arrangements have been made. Must be taken for 
   graduate credit by Pharmacology & Toxicology graduate students.

910. Thesis (1-8) I, II  
920. Dissertation (1-9) I, II  
   Staff  
930. Supplementary Registration (1-6) I, II  
   Staff
The Department of Physiology teaches and does scholarly work on physiological mechanisms of significance to medicine. In both teaching and research the orientation of the department is broad, encompassing single cell, organ and total body function.

Students interested in a Ph.D. in Physiology should apply through the graduate program in Physiological Sciences. (See the Graduate Catalog or contact the Department of Physiology office for further information.)

Course Descriptions

418. **Physiology for Engineers (4)** I  
Gore  
Designed to bring to engineering students awareness of the structure and function of whole organisms, their component organs and organ systems. Open to nonmajors only. (Identical with AME 418, Ch.E. 418 and ECE 418).

419. **Physiology Laboratory (2)** I  
Gore  
Lab experiments in physiology intended to provide experience with organ systems and measurement techniques. Designed for engineering students enrolled in the clinical engineering and biomedical engineering options. 6L. Open to nonmajors only. P, 418 or CR. (Identical with AME 419, Ch.E. 419 and ECE 419).
480. Human Physiology (4) II
Principles of physiology with emphasis on the human; designed primarily for students in pharmacy and health related sciences. Open to pharmacy majors; others consult department before enrolling. P, Chem. 243b, Math. 123, Phys. 102b, CR 481. (Identical with Tox. 480). May be jointly convened with 580. For graduate-level requirements see 580.

481. Physiology Laboratory (1) II
Experiments intended to reinforce principles of physiological phenomena; designed primarily for students in pharmacy and health related sciences. Open to pharmacy majors; others consult department before enrolling. P, Chem. 243b, Math. 123, Phys. 102b, CR 480. (Identical with Tox. 481). May be jointly convened with 581. For graduate-level requirements see 581.

495. Colloquium

503. Cellular Physiology (4)
Fundamental responses of living organisms to environmental changes by examining mechanisms which operate at the cellular level. Topics include organelle structure and function, transmembrane homeostasis and transport phenomena, excitability, intercellular and intracellular communication, cellular motility and nerve/muscle/synapse function. P, Chem. 103b, 104b, 241b, 243b; Phys. 102b; Math. 125a-125b; Biochem. 460.

580. Human Physiology (4) II (First Offering Spring 1990)
Principles of physiology with emphasis on the human; designed primarily for students in pharmacy and health related sciences. Open to pharmacy majors; others consult department before enrolling. P, Chem. 243b, Math. 123, Phys. 102b, CR 581. (Identical with Tox. 580). May be jointly convened with 480. Graduate-level requirements include demonstration of in-depth understanding of human physiology through several written assignments.

581. Physiology Laboratory (1) II (First Offering Spring 1990)
Experiments intended to reinforce principles of physiological phenomena; designed primarily for students in pharmacy and health related sciences. Open to pharmacy majors; others should consult department before enrolling. P, Chem. 243b, Math. 123, Phys. 102b, CR 580. (Identical with Tox. 581). May be jointly convened with 481. Graduate-level requirements include demonstration of in-depth understanding of human physiology through several written assignments.

582. Topics in Neural Development (2) II
An in-depth analysis of the cellular and molecular basis of neural development. Students will read and discuss journal articles dealing with the development of neurons and their synaptic connections. P, consent of instructor. (Identical with MCB 582 & NSC 582 which is home).

588. Principles of Cellular and Molecular Neurobiology (4) I
The structure, physiology, biochemistry and development of nerve cells and synapses. P, Chem. 103b, 104b, 243b, 245b; Phys. 102b, MCB 410a-410b; Bio. 462a-462b. (Identical to MCB 588, Bio. 588, NSC 588 which is home).

589. Detailed introduction to the organization, physiology and function of neural systems emphasizing sensory systems, motor control, integration and plasticity. P, consult program office before enrolling. (Identical with MCB 589 and NSC 589 which is home).

595/ Colloquium (2) [Rpt./12 units]

a. Mathematic Techniques in Physiology
Review of mathematical techniques commonly used in physiology with examples and applications in selected areas. Use of mathematical modeling in physiological research. P, Math. 125a-b, 160, not appropriate for math majors.

b. Muscle Physiology
Structure-function relationships in skeletal, cardiac and smooth muscles are examined with emphasis on mechanisms of excitation-contraction coupling, energetics, regulation of contractile strength, organization and composition of contractile proteins (gene expression and developmental aspects) and integrative behavior of muscle in the organisms. P, Psio. 503 or equivalent.
c. Endocrinology
   Hoyer
   General survey of endocrine regulation at the level of the hypothalamus and pituitary using the female reproductive system as an example. This overview provides an appreciation of the role of the endocrine system in regulating physiological homeostasis.

d. Renal Physiology
   Dantzler
   Detailed analysis of the mechanisms of glomerular filtration, tubular reabsorption and tubular secretion and their regulation. Treatments may be at the organ, epithelial or membrane level and will involve comparative analyses among and between species where appropriate. P. Psio. 601/801, 602, or equivalent.

e. Molecular and Cellular Excitability
   Gruener
   An in-depth examination of ion channel behavior including discussion of the techniques used in the study of channels, mechanisms of channel gating, second messenger regulation and channel-lipid interactions. Expression of channel behavior in a variety of excitable cell types will be examined.

f. Peripheral Vascular Physiology
   Gore
   Detailed study of peripheral vascular structure-function relationships and the mechanisms that underlie the phenomena of blood flow and blood pressure relation, transvascular exchange, blood vessel mechanics and reactivity and the rheological properties of blood and blood-microvessel interactions. Treatments may be at the whole animal, the organ, the cellular and subcellular levels. P. Psio. 601/801 or equivalent.

g. Membranes and Transport
   Wright
   In-depth coverage of topics pertaining to the physiology of membrane transport including kinetics, energetics, regulation and molecular mechanisms of specific processes.

h. Systems Neurophysiology
   Hasan
   Properties of neuronal networks in relation to the control of movement, detection of stimuli and reflex responses.

i. Introduction to Personal Computers in Physiology
   Secomb
   Introduction to the use of personal computers in Physiology. Operating system, commonly used software packages, programming in BASIC will be discussed.

595. Colloquium
   Staff
   y. Introduction to the Neurosciences I (2)
      May be jointly convened with 495y. Graduate-level requirements include submission of two research papers, both of which are in greater depth than that of the one research paper required of undergraduates.

   z. Introduction to the Neurosciences (2)
      May be jointly convened with 495z. Graduate-level requirements include submission of two research papers, both of which are in greater depth than that of the one research paper required of undergraduates.

601. Systems Physiology (8) II
   Staff
   Comprehensive coverage of systemic physiology with emphasis on the underlying principles of function. Course provides overview of systems level neuroscience and in conjunction with PSIO 602 and 801 overviews of cardiovascular, renal, respiratory, gastrointestinal and endocrine physiology; concludes with an integrative section. P. Chem. 103b, 104b, 241b, 243b; Phys. 102b. May enroll for credit in 601 or 602, but not both. Consult department before enrolling.

602. Systems Physiology for Neuroscience Students (7) II
   Staff
   Comprehensive coverage of systemic physiology with emphasis on the underlying principles of function. Includes overviews of cardiovascular, renal, respiratory, gastrointestinal and endocrine physiology; concludes with an integrative section. Offered in conjunction with PSIO 601 and 801. P. Chem. 103b, 104b, 241b, 243b, Phys. 102b. May enroll for credit in 601 or 602, but not both. Consult department before enrolling.

605. Neurosciences (6) II
   Angevine-Barber-Hasan
   (Identical with Anatomy 605/805 which is home).

610. Research Methods in Physiology (1-3) [Rpt./10 units] I, II
   Staff
   Lab courses providing students with an understanding of the types of research available in the department. Consult department before enrolling.

695. Colloquium
   Enoka
   a. Motor Control (2) [Rpt./8 units] II
      (Identical with ExSS 695a).

696. Seminar I, II
   Staff
   a. Physiology Seminar Series (1) [Rpt./3] I, II
      Open to majors only. Exposure of state-of-the-art topics in physiology through regular attendance at departmental seminars.

   b. Physiology Seminar: Preparation and Presentation (1) [Rpt./1] I, II
      Open to majors only. Provides experience in preparation and delivery of a scientific seminar. Consent of instructor.
c. Physiology Open Forum (1) [Rpt./3] I, II
   Open to majors only. Students and faculty participate in discussion of current topics in
   physiology. Students gain experience in preparing and presenting critiques of current
   literature. Consent of instructor.

   697. Workshop
       a. Physiology Tutorial (3) [Rpt./4] I, II
           A detailed examination of the literature pertaining to dissertation research. In general,
           tutorials are taken with the major advisor. P, 503, 601 or 602. Consult department before
           enrolling.

   699. Independent Study (1-5) I, II
       Staff

   801. Human Physiology (8) II
       Staff
       Principles of physiology with emphasis on that of the human. P, Chem. 104b, 241b, 243b; Phys.
       102b. Consult department before enrolling.

   805. Neurosciences (6) II 
       Staff
       (Identical with Anatomy 605/805 which is home).

   891. Preceptorship, Yr.
       Staff
       a. Physiology (3-13)

   899. Independent Study (1-6) I, II
       Staff

   900. Research (1-6) I, II
       Staff
       Individual research not related to a thesis or dissertation for advanced degree.

   920. Dissertation (1-9) I, II
       Staff
       Research for the doctoral dissertation.

   930. Supplementary Registration (1-6)
       Staff
Professors: John C. Racy, Acting Head, Larry E. Beutler [Psychology], Richard R. Bootzin [Psychology], Henry W. Brosin, Alfred W. Kaszniak [Psychology], Mary P. Koss [Psychology], Alan I. Levenson, Alayne Yates [Associate Professor, Pediatrics]

Associate Professors: Diane S. Fordney [Obstetrics & Gynecology], David L. Nelson [Pharmacology & Toxicology], Catherine M. Shisslak [Psychology]

Assistant Professors: Peter J. Attarian [Associate Professor, Family & Community Medicine], Shirley Nichols Fahey [Associate Dean, Admissions; Director, Division of Social Perspectives in Medicine; Coordinator, Human Behavior & Development], Milton Frank [Chief Social Worker]

Clinical Professor: Elliott M. Heiman

Clinical Associate Professors: John J. Misiaszek, Jose M. Santiago [Adjunct Professor, Psychology]

Clinical Assistant Professors: James E. Allender [Research Associate, Family & Community Medicine], Sidney W. Arkowitz, Murray M. DeArmond [Family & Community Medicine; Director, Student Health Service; Lecturer, Psychology], Martha P. Fankhauser [Pharmacy Practice], Mary V. Fox [Research Associate, Surgery, Psychology], Richard M. Hinton, Catherine J. Locke [Pediatrics], Russell D. Martin, Jon H. Mc Cain, Bernard M. Morenz, III, Rebecca L. Potter, David L. Stoker, D. Kinne Tevis, Robert A. Van Putten


Research Lecturer: Gerald M. Senf


Visiting Professor: Leona L. Bachrach

Visiting Assistant Professor: Varda Shoham-Salomon
The program of the Department of Psychiatry is designed to help students develop an understanding of the variety, range and determinants of both normal and abnormal forms of human behavior. In addition, the student is helped to develop those skills that are needed in recognizing and dealing with mental disorder whether primary or secondary to other illness.

To meet these goals, both didactic courses and clinical instruction are offered in the College of Medicine curriculum. After students have been introduced to normal personality functions and to abnormal processes which form the basis of psychopathology, they are given an opportunity to work directly with patients in a variety of clinical settings, both psychiatric and medical.

In addition to clinical training, the students are helped to develop an understanding of the current social, economic and legal issues relevant to the organization and delivery of mental health services.

**Course Descriptions**

495.  Colloquium
   z. Introduction to the Neurosciences II (2) GC: An introductory overview of clinical conditions that affect the human nervous system. P, 495y or permission of the instructor. (Identical with Interdept. 495z which is home).

599.  Independent Study (1-6) I, II Staff

800.  Research (1-12) I, II Staff
     See Electives Manual for course description.

803.  Clinical Clerkship (6-9) Yr. Staff
     Students are assigned patients in inpatient clinical settings. They obtain and record a complete history, mental status and physical examination. The students are expected to study the course of their patients and record their observations in daily progress notes. They work closely with clinical staff in the diagnosis, specific treatment, ward management and discharge planning involving their patients. In addition, they are introduced to community and legal services for the chronically ill, the suicidal and the violent patient. Those students wishing to take an additional three- or six-week clerkship in psychiatry may elect to do so (see 810 description).

810.  Clerkship, Yr. Staff
   a. Clinical and Community Psychiatry (6) Yr.
   b. Child Psychiatry (6) Yr.
     See Electives Manual for course descriptions.

815.  Subspecialty, Yr. Staff
     See Electives Manual for course descriptions.

891.  Preceptorship I, II Staff
      See Electives Manual for course description.

899.  Independent Study (1-18) I, II Staff
Professors: J. Robert Cassady, Head, George T. Bowden [Molecular & Cellular Biology, Pharmacology & Toxicology; Coordinator/Research Training, Cancer Center], Thomas C. Cetas [Aerospace & Mechanical Engineering, Electrical & Computer Engineering], Eugene W. Gerner [Biochemistry], Roger C. Jones [Electrical & Computer Engineering], Hugo V. Villar-Valdez [Surgery]

Associate Professors: Daniel L. McGee [Director, Biostatistics, Cancer Center], Robert B. Roemer [Professor, Aerospace & Mechanical Engineering; Adjunct Professor, Electrical & Computer Engineering], Jeffrey M. Trent [Research Associate Professor, Internal Medicine; Director/Basic Science Research, Cancer Center]

Assistant Professors: Anne E. Cress, Kullervo H. Hynynen [Aerospace & Mechanical Engineering], Bruce A. Lulu, Wendell R. Lutz [Aerospace & Mechanical Engineering], David S. Shimm [Internal Medicine], Baldassarre D. Stea
Radiation Oncology is that discipline of medicine concerned with the application of radiation in the treatment of patients, the majority of whom have benign and malignant neoplasms. The discipline is also concerned with the interactions and modifiers of radiation in tissues, as well as subcellular, cellular and organ effects of such treatment. The department consists of four divisions including the Division of Cancer Biology, Division of Physics, Division of Biostatistics and Clinical Division. The department is also active in research and clinical application of hyperthermia for patients with malignant disease.

Course Descriptions

501. Radiation Biology (3) II  
Gerner  
Basic principles of radiation effects in mammalian cell and tissue systems with emphasis on biochemical aspects such as DNA damage and DNA repair, and cellular responses such as cell kinetics defects and radiation repair and recovery; radiation and chemical (especially radiomimetic drugs) carcinogenesis. P, Intro. Bio. and Chem.

551. Environmental Carcinogenesis (3) II 1989-90  
Bowden  
See 851 for description. (Identical with Micr. 551).

555. Cancer Biology (3) II  
Bowden  
(Identical with M. Mic. 555 which is home).

596. Seminar (see 896 for description).  
See Electives Manual for course description.

815. Special Study, Yr.  
Staff  
a. Introduction to Radiation Oncology (6) Yr.  
See Electives Manual for course description.

851. Environmental Carcinogenesis (3) II 1989-90  
Staff  
Phenomenological and mechanistic aspects of cancer etiology as induced by physical and chemical agents in our environment with special emphasis on possible molecular and cellular mechanisms involved in cancer etiology. P, consult department before enrolling.

896. Seminar  
Gerner  
h. Control of Proliferation in Animal Cells (1-2) II  
P, consent of department. (Identical with M. Mic. 596h/896h).  
See Electives Manual for course description.

899. Independent Study (1-12) I, II  
Staff  
See Electives Manual for course description.

Associate Professors: John C. Bjelland, Raymond F. Carmody, Robert J. Gilles [Biochemistry], Robert E. Henry, Gerald D. Pond, Bryan R. Westerman [Director, Radiation Safety; Radiation Safety Officer]

Assistant Professors: Arthur F. Gmitro [Optical Sciences], Evan C. Unger, Walter H. Williams

Clinical Professor: George R. Barnes, Jr.

Clinical Associate Professors: Lawrence W. Keefe, James R. Standen

Research Associate Professor: Hans Roehrig

Clinical Assistant Professors: Pamela J. Lund, Thomas R. Stejskal, Cathy S. Tyma

Research Assistant Professors: H. Bradford Barber [Optical Sciences], George W. Seeley [Optical Sciences]

Clinical Instructors: Rebecca K. Hunt, Jason L. Stemmer

Senior Clinical Lecturers: H. Richard Claypool [Clinical Lecturer, Anatomy], John K. Crowe, Theodore Ditchek, Melvin M. Figley, Jack N. Hall [Radiochemist], Samuel J. Hessel, Norman N. Komar, Jonathan M. Levy, Bertram E. Sosnow

Research Lecturer: William B. Mockbee
Research Specialist: Kevin M. McNeill

The Department of Radiology includes the University Medical Center Divisions of Diagnostic Radiology and Nuclear Medicine.

Course Descriptions

800. Research (1-6) [Rpt./1] Yr. See Electives Manual for course description.

815. Subspecialty, Yr.
   b. Nuclear Medicine (6) Yr.
      See Electives Manual for course descriptions.

891. Preceptorship, Yr.
      See Electives Manual for course description.

899. Independent Study (1-12) I, II
Professors: Leonard F. Peltier, Acting Head, Victor M. Bernhard, L. Philip Carter, Milos Chvapil, Jack G. Copeland [Associate Director, University Heart Center], George W. Drach, Eric P. Gall [Internal Medicine, Family & Community Medicine], Theodore J. Glattke [Head, Speech & Hearing Sciences], William R. Hodgson [Speech & Hearing Sciences], Douglas Lindsey, Noel D. Matkin [Speech & Hearing Sciences], Harvey W. Meislin, [Director, Emergency Medicine], Michael J. Pitt [Radiology], Charles W. Putnam [Associate Head; Pharmacology], Gulshan K. Sethi, Donald P. Speer [Anatomy], Robert F. Spetzler, Thomas H. Stanisic, Charles M. Tipton [Head, Exercise & Sport Sciences; Director, School of Health Related Professions], Hugo V. Villar [Radiation Oncology], Robert G. Volz, Charles L. Witte, Marlys H. Witte, Charles F. Zukoski III

Associate Professors: Robert M. Anderson [Emeritus], Glenn C. Hunter, Kenneth V. Iserson, Edward C. Percy [Physical Education & Education], Arthur B. Sanders [Family & Community Medicine; Clinical Lecturer, Internal Medicine], John B. Sullivan, Jr. [Adjunct Assistant Professor, Pharmacology & Toxicology; Medical Director, University Physicians, Inc.], David B. Van Wyck [Internal Medicine]

Assistant Professors: James B. Benjamin, Janis M. Burt [Physiology], Gary L. Dunnington, Robert P. Iacono, Timothy B. Icenogle, Stanley P. Leong [Research Associate, Cancer Center], Kenneth E. McIntyre, Jr. [Director, Trauma Services], Daniel W. Spaita, Lawrence A. Schneider, Terence D. Valenzuela [Clinical Assistant Professor, Internal Medicine], M. Andre Vasu

Instructor: Richard C. Dart

Clinical Professors: Merril W. Brown, Stanley W. Coulthard, Robert B. Gilford, Donald M. Gleason, Stanley I. Glickman, Harry W. Hale, Jr., Alfred Heilbrunn [Associate Dean, Veteran Affairs], James M. Malone, George H. Mertz, Eric G. Ramsay, Peter J. Whitney, MacDonald Wood

Research Professor: A. Norman Guthkelch

Adjunct Professor: Henry A. Perlmutter

Clinical Associate Professors: David P. Campbell [Senior Clinical Lecturer, Pediatrics], C. Peter Crowe, Jr. [Senior Clinical Lecturer, Pediatrics], Robert B. Dzioba, C. Herbert Fredell, J. David Gibeault, Frederick A. Greenwood, Farid S. Haddad, Robert R. Karpman, Lawrence J. Koep, John W. Magee, Jr., Gerald L. Schmitz, John M. Stein, Earl A. Surwit [Obstetrics & Gynecology], Thomas L. Wachtel, Frank L. Zwemer

Research Associate Professors: Donald W. DeYoung, Veterinary Surgeon, University Animal Care; Adjunct Associate Professor, Veterinary Sciences; Chief, Experimental Surgery and Clinical Services, University Animal Medicine], Cleamond D. Eskelson [Research Associate, Family & Community Medicine, Pharmacology & Toxicology], Ronald L. Miorowski [Research Associate, Anatomy]


Research Assistant Professors: John M. Donovan, Michael E. Moran


The Department of Surgery provides a broad general exposure to surgery during a six week basic clinical clerkship and a three week specialty clerkship. The specialty clerkship requirement can also be met by registering for Surgery 807 in Year IV. The basic clerkship stresses preoperative evaluation, proper operating room conduct and postoperative management. Basic operative skills are practiced in the animal laboratory. An awareness of the nature and management of surgical disease is developed by lectures and rounds and weekly conferences. The surgery Specialty Clerkship reinforces these basic skills by application to specialty areas such as urology, orthopedics, neurosurgery, cardiothoracic surgery and otorhinolaryngology.

Elective courses in general and specialty surgery and various aspects of surgical biology are offered. Increased clinical responsibility is assured on hospital services by assigning the elective student to the patient care team. Special courses designed around specific clinical activities and research programs in the Department of Surgery and other departments are available on an individual basis.

The graduate program in surgical sciences includes hospital training in general and specialty surgery with a strong emphasis upon the five-year graduate program. It emphasizes training of the clinical surgeon but encourages elective surgical study for future community, academic or research surgery.
Course Descriptions

800. Research (3-12) Yr.  Staff
See Electives Manual for course description.

803. Clinical Clerkship (6) Yr.  Dunnington-Staff
Introduction to clinical surgery through hospital clerkship on surgical wards.

807. Specialty Clerkship (3) Yr.  Dunnington-Staff
Introduction to clinical surgery through exposure to a surgery Specialty Clerkship (as assigned by the Surgery Department).

810. Clerkship, Yr.  Staff
a. General Surgery (4-8) Yr.
See Electives Manual for course description.

811. Subinternship, Yr.  Sanders
a. Emergency Medicine (4-6) Yr.
See Electives Manual for course description.

815. Subspecialty, Yr. [Rpt./3]  Rappaport-Staff
a. Urinary Stone Disease (6) Yr.
b. Cardiothoracic Surgery (4-12) Yr.
c. Neurosurgery (3-6) Yr.
d. Surgical and Medical Problems in Fluid and Electrolyte Balance (3) [Rpt./1] Yr.
e. Urology (4-6) Yr.
f. Orthopedics (3) Yr.
g. Cardiovascular Physiology and Research (6-12) Yr.
h. Lymphvascular System in Health and Disease (6-12) Yr.
i. Otorhinolaryngology (3) Yr.
j. Sports Medicine (Section of Orthopedic Surgery) (3-8) [Rpt./1] Yr.
k. Orthopedic Bioengineering (3-6) Yr.
l. Trauma (3-6) Yr.
m. Spinal Cord Injury (3) Yr.
n. Surgical Critical Care (3-6) Yr.
o. Pediatric Orthopedic Surgery (3-6) Yr.
p. Clinical Experience in Rehabilitation Medicine (4) Yr.
q. Vascular Clinical Management (4-8) Yr.
r. Emergency Medicine (4-12) Yr.
s. Clinics in Medical Ignorance (3-4) Yr.

See Electives Manual for course descriptions.

891. Preceptorship, [Rpt./3] Yr. [Rappaport-Staff]
a. Surgery and Subspecialties (4-12) [Rpt./3] Yr. P, Completion of Clinical Clerkships.
See Electives Manual for course description.

896. Seminar (1-18) [Rpt./1] Yr. [Witte-Staff]
a. Medical Ignorance (2) P, Completion of sophomore year.
See Electives Manual for course description.
DIVISION OF BIOMEDICAL COMMUNICATIONS

William T. Harrison, Ph.D., Director
Richard A. McNeely, M.A., Associate Director

The Division of Biomedical Communications is an academic support unit providing comprehensive communications media planning and production services for the Arizona Health Sciences Center. A professional staff provides medical photography, illustration, television, instructional materials design and development, computer-aided print publication services and media utilization services in support of the teaching, in-service training, research and public service programs of the College of Medicine.

The primary goal of the Division is to provide quality, creative and cost-effective media products and services in an innovative, accurate and responsive manner to the faculty, staff and students.

CANCER CENTER DIVISION

Sydney E. Salmon, M.D., Director

The Arizona Cancer Center which was established in 1976 has as its mission to significantly contribute to research related to the understanding, diagnosis, treatment and prevention of cancer. To attain its goal, the Cancer Center pursues the following objectives:

1) Serve as a major geographic resource identified as a Cancer Research Center
2) Promote excellence in clinical and laboratory cancer research, patient care and education
3) Facilitate and coordinate cancer-related programs at the University of Arizona
4) Develop an outreach program to serve the State of Arizona

The Cancer Center has been involved with planning educational, clinical and scientific activities. The Center's commitments have included educational programs for medical and graduate students as well as teaching of practitioners and allied health professionals at local and national continuing medical education programs. Graduate degree programs in cancer biology were opened in 1988. Medical Student Cancer Programs have been awarded to students to work in cancer-related projects with faculty throughout the College of Medicine and other health professionals throughout the state. The monthly Tumor Board at the University Medical Center is open to all interested persons and discusses aspects of cancer patient management and cancer prevention. As part of the required curricula of medical students, individual lectures in cancer education are presented in the Departments of Biochemistry, Microbiology & Immunology and Pharmacology.

The clinical oncology and clinical research programs of the Cancer Center have continued to draw an increasing cancer patient volume to the Arizona Health Sciences Center which is now the acknowledged leading resource for provision of cancer care in the state.

Multidisciplinary cancer research expertise is continually developed and expanded in numerous clinical and laboratory programs that include basic research studies on oncogenes and on carcinogenesis; the study of heat, radiation, biological modifiers, bone marrow transplantation and drugs in cancer therapy; the interaction of Vitamin A and its synthetic derivatives with pre-neoplastic and neoplastic states; the definition of the pathophysiology of clonal growth of human tumors; clinical pharmacology of anticancer drugs; tissue kinetics; tumor virology; cellular and molecular biology; medical imaging of cancer; tumor immunology, cancer prevention; cytogenetics; and carrying out clinical trials of promising approaches to cancer prevention, diagnosis and treatment.

CHILDREN'S RESEARCH CENTER

Lynn M. Taussig, M.D., Medical Director

The Children's Research Center, established in 1986, represents a multidepartmental and interdisciplinary approach to research related to various medical problems facing children. The goals of the Center include:

1) Coordinate, focus, facilitate and increase research related to children's health
2) Foster multidisciplinary research on medical problems related to children
3) Expand research training and education programs, thereby facilitating the training of future researchers
4) Enhance the rapid application of research observations to patient care

Special emphasis will be placed on molecular genetics, immunology, gastroenterology and nutrition, behavioral sciences, and developmental biology.
The Center's research programs are closely tied to the educational and clinical activities of the Department of Pediatrics which include extensive outreach programs in numerous communities throughout the state, and general and subspecialty pediatric clinics and inpatient services at University Medical Center, Tucson Medical Center and Kino Community Hospital.

DIVISION OF LIBRARY SCIENCE

Thomas D. Higdon, B.A., M.S.L.S., Director

The Arizona Health Sciences Center Library was one of the earliest units planned for the College of Medicine, opening its doors in September 1967 when the first class began studies. Currently spanning and serving the entire Health Sciences Center, the library occupies 32,000 sq. ft. and maintains a collection of 160,000 volumes, 3,300 media programs and subscribes to 3,400 journals. It is open 24 hours every day, except Christmas and New Year's Day.

The library is a member of the nationwide medical library network founded by the National Library of Medicine and serves as the designated resource library for Arizona through the Pacific Southwest Regional Medical Library Service. Its resources are available not only to students and faculty of the University, but also to health care providers throughout Arizona.

Reference librarians are available to provide assistance in using the resources of the library effectively, consult with library users to solve complex information queries, formulate and perform computerized literature searches and locate factual information. Sessions on medical bibliography and information retrieval are offered in the College of Medicine curriculum. The Field Office provides similar services to library users outside the Tucson area and consultation services to hospital libraries.
The services of the library are many and most are computer enhanced. The catalog to the collection is online allowing users to search for material in a variety of ways with a greater degree of specificity. Databases encompassing the journal literature are available for use by library users themselves or through the expertise of a reference librarian. A wide assortment of audiovisual titles in various formats (audiotapes, videotapes, videodiscs, slide/sound programs, slides and models) and eight study carrels, especially equipped to accommodate these formats, are also available. Electronic links with other libraries are maintained so that material not available locally can be obtained quickly for library users. Finally, the library houses the Microcomputer Learning Center, operated by the Office of Medical Education, and the Arizona Poison and Drug Information Center, administered by the College of Pharmacy.

LONG TERM CARE GERONTOLOGY CENTER

Theodore H. Koff, Ed.D., Director
Kristine M. Bursac, M.P.A., Associate Director

Established in 1980 at the University of Arizona College of Medicine, the Arizona Long Term Care Gerontology Center is devoted to development of a more effective, comprehensive and humane system for delivering health and social services to vulnerable and chronically ill elderly persons. Initially funded by the federal Administration on Aging, the Center has assumed a leadership role in helping shape policies and programs related to aging in Arizona and as a result has been made a state-funded component of the University.

The four project areas addressed by the Center are: 1) education and training, 2) research, 3) service demonstration projects, and 4) technical assistance. Working cooperatively with the other state universities, it has designed and established educational/training programs for professionals, paraprofessionals and family caregivers and has developed research methodologies and demonstration projects that address the major public policy issues affecting the aging population. By forging links between academic institutions and the state's aging network, the Center serves as a catalyst for stimulating basic and applied research in geriatrics/gerontology as well as for expanding the network's capacity to deliver services in an efficient and cost-effective manner.

DIVISION OF MULTIDISCIPLINE LABORATORIES

Andreas M. Goldner, Ph.D., Director

The University of Arizona College of Medicine utilizes multidiscipline laboratories for the teaching of the laboratory aspects of the basic science courses. In contrast to the more traditional medical schools wherein each of the six basic science departments has its own teaching facility, this institution uses a central teaching facility which serves as the home base for the students enrolled in the preclinical years of the curriculum. Thus, instead of the students coming to the faculty, the faculty comes to the students in the multidiscipline laboratories. The student laboratory wing of the Basic Sciences Building also includes the lecture halls used by the medical students. In a single wing of the building, the medical students receive the majority of their preclinical education.

The Multidisciplinary Laboratories also provide educational support for all activities. This includes audiovisual services including television production and display. Additional audiovisual resources are available for the research activities of the basic science faculty. These are coordinated through the Division of Biomedical Communications.
DIVISION OF RESPIRATORY SCIENCES
(CHEST-ALLERGY CENTER)

Benjamin Burrows, M.D., Director
Ronald J. Knudson, M.D., Associate Director
Michael D. Lebowitz, Ph.D., Associate Director, Environmental Programs
Lynn M. Taussig, M.D., Assistant Director
Martha Gail Cline, Research Specialist
Catherine J. Holberg, Research Specialist

The Division of Respiratory Sciences has members from many different academic departments of the University. It has responsibility for interdisciplinary pulmonary-allergy programs in research, training and clinical services. It operates the St. Luke's Adult-Pediatric Chest-Allergy Clinic and University Medical Center's Respiratory Therapy Service, the Adult and Pediatric Pulmonary Function Laboratories, and the Blood Gas Laboratory. The Division is also responsible for collaborative postdoctoral training programs in Adult and Pediatric Pulmonary Medicine.

A major function of the Division is to coordinate multidisciplinary research programs in pulmonary disease. It is responsible for the Specialized Center Of Research (SCOR) in Obstructive Airways Diseases established at the College of Medicine with funding from the National Institutes of Health. Many of the research programs of the Division are carried out in the Westend Laboratories which are included in a "Chest Center" addition to the Clinical Sciences Building which opened in 1975. While the Division carries out a wide variety of research programs, its largest programs are a longitudinal study of a representative sample of the Tucson population (Tucson Epidemiological Study of Obstructive Lung Diseases) and a longitudinal study of newborns and their parents (the Tucson Children's Respiratory Study).

DIVISION OF RESTORATIVE MEDICINE

John T. Boyer, M.D., Director

The Division of Restorative Medicine, a collaborative and coordinating unit established in 1984 within the University of Arizona College of Medicine, brings research, education and service emphases to the increasingly important problems of geriatrics and rehabilitation. The Division has a special role in the development of multidisciplinary programs involving college faculty, allied health professionals, university scientists and health administrators in the public sector.

The Division operates geriatric assessment and care management clinics where difficult geriatric cases are referred, a home visitation program, specialty clinics including incontinence and geriatric rheumatology, an acute care unit for the elderly and an academic geriatric nursing home. These programs are offered through University Physicians, Inc., the University Medical Center and the Veterans Administration Medical Center. The Division is also responsible for the direction of physical medicine and rehabilitation in a program that coordinates with University Medical Center, Veterans Administration Medical Center and Carondelet Health Systems.

Comprehensive geriatric and rehabilitation education is provided by the Division to medical students, residents and fellows at the University. Statewide training opportunities in geriatrics and rehabilitation are available for community health professionals in the form of
continuing medical education programs, mini-residencies, on-site consultation and a Journal Club.

A major role of the Division is to encourage and develop multidisciplinary research activity related to aging. Research areas which are being emphasized include investigation of basic mechanisms of the aging process, dementias, depression in the elderly and environmental contributors to the well-being of the elderly. Multiple studies are ongoing related to these areas of emphasis as well as other specific issues of aging.

DIVISION OF SOCIAL PERSPECTIVES IN MEDICINE

Shirley Nickols Fahey, Ph.D., Director

The Division of Social Perspectives in Medicine was established within the College of Medicine in recognition of the increasingly complicated cultural, social, economic, legal and ethical influences affecting the institution of medicine in American society. The efforts of this Division are aimed at expanding and exciting the thinking of medical students and faculty in the area of human values and the role of medicine in contemporary society.

The activities of the Division include symposia, seminars and workshops on such topics as cultural and economic factors in health and disease, ethical issues in medicine, medical jurisprudence, health needs of the elderly, care for the terminally ill, holistic medicine, innovations in medical education and other current issues. Local and national authorities are invited to participate in these programs from such fields as psychology, law, politics, sociology, anthropology, economics, theology and philosophy in addition to medicine.

The Division also sponsors Kenneth A. Hill Visiting Scholars who spend time at the College of Medicine and share their perspectives on modern medicine with both students and faculty in a variety of academic and clinical settings.
UNIVERSITY ANIMAL CARE
ARIZONA HEALTH SCIENCES CENTER

Susan E. Wilson-Sanders, D.V.M., M.S., Associate Director
Donald W. DeYoung, D.V.M., Ph.D., Chief, Experimental Surgery & Clinical Services
Douglas H. McKelvie, D.V.M., Ph.D., Veterinarian

University Animal Care is the central organization which provides services for care and use of animals used for teaching and research at the University. The unit reports to the Office of the Vice President for Research, who is the Institutional Official providing assurance of adherence to all laws and policies governing the care and use of animals.

The Animal Care Unit of the Arizona Health Sciences Center is located on the first floor of the Basic Sciences Building and houses all animals used by the Colleges of Medicine, Pharmacy and Nursing. The facility has held accreditation by the prestigious American Association for Accreditation of Laboratory Animal Care since 1969. Three veterinarians and a staff of trained laboratory animal technologists and technicians provide high quality animal care.

University Animal Care staff and faculty are available to train and assist investigators, research technicians and students on the proper methods of animal handling and use. Expertise in the use of specific animal models is provided to investigators, thus eliminating unnecessary use of animals.

Federal and local policy requires that all research, teaching and/or testing protocols involving the use of animals must be reviewed and approved by the Institutional Animal Care and Use Committee. The IACUC as well as the staff of University Animal Care-AHSC is involved in the assurance that all laboratory animals receive humane treatment. Concern for the welfare of animals, plus recognition of the need for quality biomedical research are the primary objectives of University Animal Care-AHSC.
The University Heart Center (1986) is a new interdisciplinary organization intended to further research into cardiovascular biology and disease. The Center's major objectives include conduct of basic and clinical research, provision of medical and surgical care to individuals, and provision of graduate, postgraduate, and continuing educational programs, both regionally and nationally. Coordination of cardiovascular research in the state and region is a major aim; close ties with investigators are fostered. Research areas include transplant immunology, echocardiography, clinical electrophysiology, molecular biology, experimental pharmacology and cell physiology, all applicable to cardiovascular problems.

The University Heart Center operates as a Division of the College of Medicine, reporting to the Dean of the College. Its programs are linked to faculty and staff in the College, in the University Medical Center, and in other colleges and units in the University.
ARIZONA BOARD OF REGENTS

Ex-Officio

Rose Mofford ............................................. Governor of Arizona
C. Diane Bishop ............................................ Superintendent of Public Instruction

Appointed

Herman Chanen, President .................................... July, 1989
Edith S. Auslander, Ph.D., President-Elect ................. July, 1989
Donald Pitt, J.D., Secretary ................................... July, 1989
Patrick McWhortor, Assistant Treasurer ....................... July, 1989
Donald G. Shropshire, B.S. .................................... January, 1990
Andrew D. Hurwitz ........................................... January, 1998
Douglas J. Wall .............................................. January, 1998

Assistants

Molly C. Broad, M.A. ........................................ Executive Director & Chief Executive Officer
Odus V. Elliott, Ph.D. ...................................... Associate Director for Academic Programs
Robert L. Lawless, M.S. .................................... Associate Director for Finance
Robert Specter, Sr. .......................................... Senior Financial Associate
Stephen Jordan ............................................ Associate Director for Planning
Arthur Ashton, Ph.D. ...................................... Special Assistant for Planning
Robert B. Williams ....................................... Associate Director for Capital Development & Human Resources
Allan Price .................................................... Associate Director for Public Affairs
Jacqueline Schneider J.D. ................................ Counsel
Judy Garza .................................................. Secretary to Board of Regents
Joel Sideman, J.D. ......................................... Associate Counsel
OFFICERS OF THE UNIVERSITY

Henry Koffler, Ph.D. .................................................. President of the University

Jack R. Cole, Ph.D. ................................. Acting Senior Vice President for Academic Affairs & Provost

Ben J. Tuchi, Ph.D. ................................. Senior Vice President for Administration & Finance

Michael A. Cusanovich, Ph.D. ............................... Vice President for Research & Dean of the Graduate College

(Open) .................................................. Vice President for Administrative Services

Sarah A. Blake, B.S., C.P.A. ............................... Vice President for Planning & Budgeting

J. Gregory Fahey, M.A. .............................. Assistant Vice President for Planning & Budgeting

Dudley B. Woodard, Jr., Ph.D. ............................ Vice President for Student Affairs

Don A. Aripoli, Ph.D. ........................................ Assistant Vice President for Student Affairs

Manuel Escamilla, Ph.D. ................................. Assistant Vice President for Student Affairs

Allan Beigel, M.D. ........................................ Vice President of University Relations & Development

George H. Davis, Ph.D. ........................................ Vice Provost for Academic Affairs

Celestino Fernandez, Ph.D. .............................. Associate Vice President for Academic Affairs

William R. Noyes, Ph.D ................................. Associate Vice President for Academic Affairs

(Open) .................................................. Associate Vice President, Center for Computing & Information Technology

Charles H. Peyton, A.B.F.T. ............................ Associate Vice President for Research

Gail G. Harrison, Ph.D. ................................. Assistant Vice President for Research

James T. Wheeler, M.B.A. ............................... Assistant Vice President for Research

Jay H. Stauss, Ph.D. ................................. Assistant Vice President for Academic Affairs & Affirmative Action Officer
RECIPIENTS OF FACULTY TEACHING AWARDS

April 18, 1988

BASIC SCIENCES

Anna R. Graham, M.D. ........................................ Basic Science Educator of the Year

William D. Barber, D.V.M., Ph.D. ......................... Dean's List for Excellence in Teaching in the Basic Sciences
Thomas F. Burks, II, Ph.D.
Mary Jane Hicks, M.D.
Wayne J. Morgan, M.D.

Department of Pharmacology ................................ Outstanding Achievement in Teaching in the Basic Sciences

Warren C. Johnson ............................................ Outstanding Teaching by a Teaching Assistant

CLINICAL SCIENCES

Gary L. Dunnington, M.D. ................................. Clinical Science Educator of the Year

Michael S. Radetsky, M.D. ............................... Dean's List for Excellence in Teaching in the Clinical Sciences
William D. Rappaport, M.D.
C. George Ray, M.D.
Jay W. Smith, M.D.

Leonard F. Ditmanson, M.D. ............................. House Officer Educator of the Year

John C. Andrewjeski, M.D. ............................... Dean's List for Excellence in Teaching by a House Officer
Daniel A. Ladin, M.D.
Ellen E. Michalowski, M.D.
Cathryn Rose, M.D.

Department of Surgery .................................... Outstanding Achievement in Teaching by a Clerkship or Elective in the Clinical Sciences

FOUNDERS DAY LECTURESHIPS

Henry I. Yamamura, Ph.D. ................................. November 16, 1979
David J. Sahn, M.D. ........................................ November 17, 1980
Mark R. Haussler, Ph.D. .................................... November 17, 1981
Diane H. Russell, Ph.D. ..................................... November 17, 1982
Robert G. Volz, M.D. ....................................... November 17, 1983
Benjamin Burrows, M.D. .................................. November 16, 1984
M. Paul Capp, M.D. .......................................... November 15, 1985
Paul C. Johnson, M.D. ....................................... November 17, 1986
Rubin Bressler, M.D. ........................................ November 17, 1987
Sydney E. Salmon, M.D. ................................... November 17, 1988
COLLEGE OF MEDICINE FACULTY

ADMINISTRATION

(Year of first appointment to faculty in parentheses after each name)

DALEN, JAMES E. (1988) Vice Provost for Medical Affairs; Dean, College of Medicine; Professor, Internal Medicine
B.S., 1955, Washington State University; M.A., M.D., 1961, University of Washington; M.S., 1972, Harvard School of Public Health

SMITH, JAY W. (1970) Vice Dean; Professor, Internal Medicine
B.A., 1958, Columbia University; M.D., 1962, Washington University

BURKS, THOMAS E., II (1977) Associate Dean, Research; Professor and Head, Pharmacology
B.S., 1962, M.S., 1964, University of Texas; Ph.D., 1967, University of Iowa

FAHEY, SHIRLEY NICKOLS (1970) Associate Dean, Admissions; Director, of Social Perspectives in Medicine; Coordinator, Human Behavior & Development; Assistant Professor, Psychiatry; Affirmative Action Officer, College of Medicine
B.A., 1957, Vanderbilt University; M.A., 1963, Ph.D., 1964, University of Florida

ST. GERMAIN, PATRICIA A. (1988) Associate Dean, Medical Administration
B.S., 1977, University of Arizona

OLDNER, ANDREAS M. (1975) Associate Dean, Student Affairs; Director, Multidiscipline Laboratories, Alumni Affairs; Associate Professor, Physiology
B.A., 1956, Oberlin College; M.A., 1957, Stanford University; Ph.D., 1966, George Washington University
HEILBRUNN, ALFRED (1977) Associate Dean, Veteran Affairs; Clinical Professor, Surgery
B.S., 1952, University of Missouri; M.D., 1954, University of Kansas

BOYER, JOHN T. (1968) Director, Division of Restorative Medicine; Professor, Internal
Medicine, Family & Community Medicine
B.S., 1951, Denison University; M.D., 1955, Harvard University

BURROWS, BENJAMIN (1968) Director, Division of Respiratory Sciences; Professor,
Internal Medicine; Chief, Pulmonary Diseases Section
M.D., 1949, Johns Hopkins University

HARRISON, WILLIAM T. (1972) Director, Division of Biomedical Communications
B.A., 1965, M.A., 1966, Michigan State University; Ph.D., 1974, Ohio State University

HIGDON, THOMAS D. (1975) Director, Arizona Health Sciences Center Library
B.A., 1957, University of Oklahoma; M.S.L.S., 1958, Columbia University

KOFF, THEODORE H. (1981) Director, Long Term Care Gerontology Center
B.S., 1950, City College of New York; M.S., 1953, Columbia University; Ed.D., 1971, University of
Arizona

MORKIN, EUGENE (1974) Director, University Heart Center; Professor, Internal Medicine,
Pharmacology
B.A., 1955, Oklahoma City University; M.D., 1959, University of Oklahoma

SALMON, SYDNEY E. (1972) Director, Cancer Center Division; Professor, Internal
Medicine; Lecturer, Pediatrics
B.A., 1958, University of Arizona; M.D., 1962, Washington University

WILSON-SANDERS, SUSAN E. (1973) Associate Director, University Animal Care;
Research Lecturer, Internal Medicine; Research Specialist, Veterinary Pathology;
Adjunct Research Specialist, Veterinary Sciences
ENDOWED CHAIRS

The C. Leonard Pfeiffer Chair in Cardiology
Eugene Morkin, M.D.

The Endowed Chair in Electrophysiology Funded Primarily by the Flinn Foundation and the Arizona Affiliate of the American Heart Association
Frank I. Marcus, M.D.

The Robert S. and Irene Paul Flinn Chair in Medicine
Rubin Bressler, M.D.

The Douglas S. Holsclaw Family Chair in Genetics and Inherited Diseases
Unfilled

The Chalfant-Moore Chair in Pulmonary Medicine
Benjamin Burrows, M.D.

The George and Sally Lindholm Chair in Genetics
Unfilled

FACULTY

ABDELLA, THOMAS N. (1988) Clinical Lecturer, Obstetrics & Gynecology
B.S., 1971, M.D., 1976, University of Miami

ABRAHAM, MARILYN M. (1975) Assistant Clinical Lecturer, Internal Medicine; Associate, College of Nursing
B.S., 1954, University of Cincinnati; M.S., 1962, Case Western Reserve University

ABRAMS, HERBERT K. (1968) Professor, Family & Community Medicine
B.S., 1936, Northwestern University; M.S., M.D., 1940, University of Illinois; M.P.H., 1947, Johns Hopkins University

ACKERMAN, ALAN H. (1983) Research Lecturer, Family & Community Medicine
B.A., 1970, Clark University; Ph.D., 1974, Massachusetts Institute of Technology

ADAM, RODNEY D. (1988) Assistant Professor, Internal Medicine
B.A., 1976, Trinity College; M.D., 1981, University of Illinois

B.S., 1953, U.S. Naval Academy; M.D., 1963, Ph.D., 1966, University of Pennsylvania

AGUILAR, ERNESTO L. (1976) Assistant Clinical Lecturer, Internal Medicine
B.S., 1968, M.D., 1973, University of Arizona

AGUIRRE, MARIA L. (1984), Clinical Assistant Professor, Pathology
B.S., 1973, M.D., 1977, University of Guadalajara

AHN, NORMAN C. (1980) Assistant Clinical Lecturer, Ophthalmology
B.S., 1965, University of Arizona; M.D., 1969, University of California

AHMANN, FREDERICK R. (1980) Associate Professor, Internal Medicine
B.A., 1970, Duke University; M.D.; 1974, University of Missouri

AHRENS, WALTER E. (1969) Senior Clinical Lecturer, Pediatrics
B.S., 1949, Swarthmore College; M.D., 1954, Boston University

AICKIN, MIKEL (1987) Research Lecturer, Family & Community Medicine
B.Sc., 1966, Ph.D., 1976, University of Washington

ALBERTS, DAVID S. (1975) Professor, Internal Medicine, Pharmacology
B.S., 1962, Trinity College; M.D., 1966, University of Virginia

ALEPA, F. PAUL, (1979) Professor, Internal Medicine
B.S., 1954, Lebanon Valley College; M.D., 1958, Georgetown University

ALFARO, ARMANDO J., JR. (1983) Assistant Clinical Lecturer, Surgery
B.S., 1972, Arizona State University; M.D., 1976, University of Arizona
ALLENDE, JAMES R. (1985) Clinical Assistant Professor, Psychiatry; Research Associate, Surgery  
B.A., 1975, Stanford University; M.A., 1982, Ph.D., 1984, University of New Mexico; Ph.D., 1984, University of New Mexico

ALLISON, RICHARD W. (1986) Clinical Assistant Professor, Ophthalmology  
B.S., 1975, University of Arizona; M.D., 1980, University of Texas

ALMGREN, RONALD C. (1970) Senior Clinical Lecturer, Pediatrics  
B.A., 1951, M.D., 1955, University of Louisville

ALTSCHULER, GERALD (1974) Assistant Clinical Lecturer, Internal Medicine  
B.S., 1950, Wagner College; M.D., 1954, Albany Medical College of Union University

ALY, HEKMAT EL-SAYED (1983) Clinical Lecturer, Family & Community Medicine  
M.D., 1952, University of Cairo; M.P.H., 1960, Alexandria University High Institute of Public Health; M.S., 1966, Columbia University; Ph.D., 1969, Cornell University

AMINIAN, HOUSHANG (1983) Assistant Clinical Lecturer, Psychiatry  
M.D., 1968, Tehran University

AMPEL, NEIL M. (1985) Assistant Professor, Internal Medicine  
B.S., 1975, Oregon State University; M.D., 1977, University of Oregon

ANDERSON, A. DUANE (1982) Research Associate, Pathology, Pharmacology  
B.S., 1963, University of Wyoming; Ph.D., 1970, University of Colorado

ANDERSON, CAROLINE F. (1985) Clinical Lecturer, Obstetrics & Gynecology

ANDERSON, FLOYD E. (1980) Research Lecturer, Surgery  
B.S., 1939, University of Wisconsin; M.S., 1946, Ph.D., 1949, University of Michigan

ANDERSON, LLOYD S. (1971) Clinical Associate Professor, Surgery  
B.A., 1955, University of Michigan; M.D., 1959, Wayne State University

ANDERSON, PETER G. (1988) Visiting Research Scientist, University Heart Center  

ANDERSON, ROBERT M. (1962) Associate Professor Emeritus, Surgery  
M.D., 1946, Marquette University School of Medicine

ANGEVINE, JAY B., JR. (1967) Professor, Anatomy; Lecturer, Neurology  
B.A., 1949, Williams College; M.A., 1952, Ph.D., 1956, Cornell University

ANGIULO, JAMES P. (1984) Assistant Clinical Lecturer, Anesthesiology  
B.S., 1968, St. John's University M.D., 1972, New York Medical College; J.D., 1985, University of Arizona

ANKENBRANDT, LEO J. (1986) Clinical Lecturer, Family & Community Medicine  
B.S., 1954, M.D., 1956, University of Illinois

APOSHIAN, H. VASKEN (1975) Professor, Molecular & Cellular Biology, Pharmacology  
B.S., 1948, Brown University; M.S., 1950, Ph.D., 1953, University of Rochester

APPLEFELD, JACK J. (1987) Clinical Assistant Professor, Internal Medicine  
B.A., 1977, University of Arizona; M.D., 1981, Washington State University; Ph.D., 1986, University of Alabama

APPLETON, CHRISTOPHER P. (1988) Assistant Professor, Internal Medicine  
B.A., 1973, Stanford University; M.S., 1979, University of Washington

ARBAS, EDMUND A. (1988) Assistant Professor, Arizona Research Laboratories, Physiology  
B.A., 1973, University of California; Ph.D., 1980, University of Oregon

ARISTIZABAL, SILVIO A. (1973) Clinical Lecturer, Radiation Oncology  
A.B., 1955, Colegio San Jose; M.D., 1962, Universidad de Antioquia, Colombia

ARKOWITZ, SYDNEY W. (1977) Clinical Assistant Professor, Psychiatry  

ARNOLD, ARTHUR L. (1984) Clinical Lecturer, Psychiatry  
B.A., 1948, University of California; M.D., 1952, University of California

ATTARIAN, PETER J. (1974) Associate Professor, Family & Community Medicine; Assistant Professor, Psychiatry  

AUERBACH, BRYAN N. (1982) Clinical Lecturer, Pediatrics  
B.S., 1968, University of Michigan; M.D., 1972, University of Illinois
B.S., 1973, University of Wyoming; M.L., 1977, University of Washington

AZAR, CATHERINE A. (1989) Clinical Instructor, Internal Medicine
A.B., 1977, Princeton University; M.D., 1983, Albert Einstein College of Medicine

AZRI, SHANA (1987) Research Associate, Anesthesiology
B.Sc., 1981, Memorial University; 1987, Ph.D., Dalhousie University

BACHRACH, LEONA L. (1988) Visiting Professor, Psychiatry
B.A., 1952, M.A., 1953, Kent State University; Ph.D., 1960, University of Connecticut

BACHUS, BRUCE F. (1986) Senior Clinical Lecturer, Internal Medicine
B.S., 1967, M.D., 1971, University of Nebraska

B.A., 1952, University of Rochester; Ph.D., 1956, University of Iowa

BAHL, JOSEPH J. (1979) Research Assistant Professor, Internal Medicine
B.S., 1971, University of Washington; Ph.D., 1976, University of Arizona

BAILEY, ROBERT B., JR. (1988) Assistant Clinical Lecturer, Surgery
B.A., 1977, Harvard University; M.D., 1981, Yale University

BAJO, THOMAS M. (1987) Clinical Assistant Professor, Internal Medicine
B.S., 1971, St. Procopius College; M.D., 1974, Loyola University of Chicago

BALDREE, MARK E. (1985) Assistant Clinical Lecturer, Surgery
B.A., 1974, Southern Methodist University; M.D., 1977, Loyola University of Chicago

BALDWIN, ANN L. (1983) Research Assistant Professor, Physiology
B.S., 1975, University of Bristol; M.S., 1976, Middlesex Hospital Medical School, University of London; Ph.D., 1979, Imperial College, University of London

BAMFORD, COLIN R. (1976) Associate Head/Associate Professor, Neurology; Director, Diagnostic Neurology
B.S., 1966, M.D., 1971, Royal College of Surgeons

BANGERT, JERRY L. (1984) Clinical Assistant Professor, Internal Medicine, Pathology
B.A., 1972, M.D., 1975, University of Arizona

BARANKO, PAUL V. (1975) Senior Clinical Lecturer, Pediatrics
A.B., 1962, M.D., 1965, Indiana University

BARBEE, ROBERT A. (1969) Professor, Internal Medicine; Assistant Director, Respiratory Services
B.A., 1954, Yale University; M.D., 1958, University of Chicago

BARBER, H. BRADFORD (1982) Research Assistant Professor, Radiology
B.S., 1965, Worcester Polytechnic Institute; M.S., 1971, Ph.D., 1976, University of Arizona

BARBER, WILLIAM D. (1973) Lecturer, Anatomy
D.V.M., 1954, Colorado State University; Ph.D. 1973, University of California, Los Angeles

B.S., 1980, M.D., 1984, University of Arizona

BARNES, GEORGE R. (1986) Clinical Professor, Radiology
B.S., 1943, Wheaton College; M.D., 1947, Yale University

BARNET, RONALD W. (1987) Assistant Clinical Lecturer, Ophthalmology
M.D., 1963, Washington University

BARRETT, HARRISON H. (1974) Professor, Radiology, Optical Sciences
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<th>Specialty</th>
<th>Degree</th>
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<tr>
<td>Adams, Cecilia M.</td>
<td>Pediatrics</td>
<td>M.D. 1987</td>
<td>University of Colorado</td>
<td></td>
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<tr>
<td>Ahearn, Denise A.</td>
<td>Pediatrics</td>
<td>M.D. 1988</td>
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<td></td>
</tr>
<tr>
<td>Alamy, Moustafa E.</td>
<td>Psychiatry</td>
<td>M.D. 1979</td>
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<td></td>
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<tr>
<td>Allen, Robert C.</td>
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<td>M.D. 1986</td>
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<td></td>
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<tr>
<td>Amil, Brent R.</td>
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<td>M.D. 1987</td>
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<tr>
<td>Angel, Armando C.</td>
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<td>M.D. 1977</td>
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<td></td>
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<tr>
<td>Arndt, Peter M.</td>
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<td>M.D. 1988</td>
<td>University of Minnesota</td>
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<td>Arroyo, Armando</td>
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<td>M.D. 1986</td>
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<td></td>
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<td>Arthur, Andrew W.</td>
<td>Pediatrics</td>
<td>M.D. 1989</td>
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<td>Atlas, Matthew</td>
<td>Anesthesiology</td>
<td>M.D. 1986</td>
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<td>Awtrey, Staton L.</td>
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<td>M.D. 1988</td>
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<td>Azari, Daniel M.</td>
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<td>Bailey, Edith P.</td>
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<td>M.D. 1989</td>
<td>University of Arizona</td>
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<td>Barlow, John M.</td>
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<td>M.D. 1989</td>
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<td>Basnight, Michael A.</td>
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<td>Beamgard, William J.</td>
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<tr>
<td>Beckworth, Dennis D.</td>
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<tr>
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Pathology
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DITOMASSO, JOHN P.  
Oregon Health Sciences University, M.D. 1989

DOHM, MICHAEL P.  
University of Arizona, M.D. 1987

DONOHUE, STEVE W.  
University of Arizona, M.D. 1988

DORAN, GERI A.  
University of Nebraska, M.D. 1986

DUMAS, JAMES G.  
University of Arizona, M.D. 1989

DUMBAULD, JAMES L.  
UHS College of Osteopathic Medicine, D.O. 1982

DUNCAN, BRIEN M.  
Creighton University, M.D. 1985

DUNHAM, ANNE I.  
Medical College of Pennsylvania, M.D. 1982

DUNSEATH, RODNEY A.  
Kirkville College of Osteopathic Medicine, D.O. 1982

EHRETH, JEFFREY T.  
University of Virginia, M.D. 1989

ELAM, ERIK A.  
Loyola University, M.D. 1986

ELLIS, JENNIFER L.  
Vanderbilt University, M.D. 1989

ELLIS, RANDALL E.  
Vanderbilt University, M.D. 1989

ESPARZA, LUIS  
University of California, M.D. 1989

FAJARDO, LAURIE L.  
University of Chicago, M.D. 1984

FANTE, ROBERT G.  
Boston University, M.D. 1988

FASS, RONNIE  
Ben Gurion University, M.D. 1987

FEDERIUK, CAROL S.  
University of California, Irvine, M.D. 1986

FENNERTY, M. BRIAN  
Creighton University, M.D. 1980

FELIX, HECTOR R.  
University of Arizona, M.D. 1985

FIELDER, MARTHA A.  
University of Arizona, M.D. 1986

FISH, DOUGLAS G.  
Ohio State University, M.D. 1986

FLAVILL, PAUL  
University of New Mexico, M.D. 1987

FONDRIEST, JOSEPH E.  
University of Cincinnati, M.D. 1989

FONKEN, STEVEN J.  
Ohio State University, M.D. 1986

FORRER, SCOTT C.  
Michigan State University, M.D. 1986

FOUTY, BRIAN W.  
University of Washington, M.D. 1988

FRIEDMAN, DEBORAH L.  
Washington University, M.D. 1987

FRIEDMAN, MARC R.  
New York University, M.D. 1980

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Family Practice

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Internal Medicine

Emergency Medicine

Gastroenterology

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Neurology

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Cardiology

Neurology

Internal Medicine

Diagnostic Radiology

Anesthesiology
FULTS, MARIAM A.  
Oregon Health Sciences University, M.D. 1989  
Pediatrics

GATHOF, KARL A.  
University of Toronto, M.D. 1971  
Psychiatry

GENOVA, RONALD T.  
State University of New York, M.D. 1988  
Emergency Medicine

GERARD, WAYNE A.  
St. Louis University, M.D. 1985  
Anesthesiology (Phx)

GERETY, BRIGID M.  
University of New Mexico, M.D. 1985  
Diagnostic Radiology

GIBSON, JAMES H.  
University of Arizona, M.D. 1988  
Anesthesiology (Phx)

GIESLER, BRADY G.  
University of Texas, M.D. 1987  
Orthopedic Surgery

GERARD, WAYNE A.  
St. Louis University, M.D. 1985  
Internal Medicine

GOLDBERG, MARK C.  
Medical College of Georgia, M.D. 1987  
Internal Medicine

GOLL, LAURENE E.  
University of Arizona, M.D. 1989  
Obstetrics/Gynecology

GONZALEZ, MARK S.  
University of Texas, M.D. 1985  
Cardiology

GONZALES-OSOTE, GUILLERMO  
Universidad Autonoma de Guadalajara, M.D. 1976  
Hematology/Oncology

GREEN, JAMES J.  
University of Florida, M.D. 1984  
Preventive Medicine

GREIFF, VICKI L.  
Baylor College of Medicine, M.D. 1983  
Geriatrics

GROSEN, ELIZABETH A.  
University of Washington, M.D. 1984  
Obstetrics/Gynecology

GROSS, STEVEN E.  
Medical College of Virginia, M.D. 1988  
Family Practice

HABERER, WALTER J., III  
George Washington University, M.D. 1989  
Pediatrics-Pulmonary

HALLDORSSON, ARNOLDS.  
University of Iceland, M.D. 1982  
Psychiatry

HANSON, CALVIN J.  
University of Nebraska, M.D. 1988  
Surgery

HARALDSTED, K. ALEXANDER  
Aarhus University, M.D. 1982  
Neurology

HARARI, PAUL M.  
University of Virginia, M.D. 1984  
Pulmonary

HARGREAVES, RAY M.  
Vanderbilt University, M.D. 1985  
Radiation Oncology

HARRIS, BRIAN W.  
Wayne State University, M.D. 1987  
Surgery

HARTSOUGH, ANN B.  
Indiana University, M.D. 1984  
Anesthesiology (Phx)

HAYES, SUSAN L.  
University of Michigan, M.D. 1986  
Forensic Pathology

HAYNES, KEVIN S.  
Creighton University, M.D. 1981  
Pediatrics

HEIBA, SHERIF I.  
Alexandria University, M.D. 1977  
Gastroenterology

HEIBERG, JENNIFER A.  
University of Arizona, M.D. 1988  
Internal Medicine

HEIBERG, JENNIFER A.  
University of Arizona, M.D. 1988  
Diagnostic Radiology
HILTS, JOHN F.
University of Nevada, M.D. 1982

HOU, GRACE
University of Rochester, M.D. 1989

HOWELL, JAMES P., JR.
Stanford University, M.D. 1981

HUANG, DONALD J.
University of Kansas, M.D. 1989

HUBER, PAULA W.
University of California, M.D. 1983

HUEMPFNER, WENDY A.
University of Minnesota, M.D. 1987

HUGHMANICK, SUSAN F.
Dartmouth Medical School, M.D. 1986

HUNT, SUSAN T.
Oregon Health Sciences University, M.D. 1989

HURLBUT, KATHERINE M.
Eastern Virginia Medical School, M.D. 1985

HURST, PAUL G.
University of Kentucky, M.D. 1983

HUSODO, INDRAWAN
Monash University, M.D. 1979

HUSTON, CASEY L.
University of Arizona, M.D. 1984

HUTCHINS, TY W.
University of Arizona, M.D. 1987

HUTCHINSON, TIMOTHY J.
University of Arizona, M.D. 1982

ISNER, ROBERT J.
University of Washington, M.D. 1988

JAFFE, PHILIP E.
Albert Einstein University, M.D. 1985

JERIAN, SUSAN M.
George Washington University, M.D. 1988

JOHNSON, STEPHEN L.
University of Arizona, M.D. 1989

JONES, DONALD V.
Johns Hopkins University, M.D. 1987

JONES, KENDALL M.
George Washington University, M.D. 1985

JONES, RONALD D.
Baylor College of Medicine, M.D. 1988

JOSHUA, SUSAN C.
University of Louisville, M.D. 1986

JUDY, CHARLES G.
University of Oklahoma, M.D. 1974

KATZ, JERRY F.
Chicago Medical School, M.D. 1989

KEATING, LYNN M.
University of Arizona, M.D. 1988

KELLEY, KATHLEEN M.
University of Nebraska, M.D. 1989

KEMPLE, STEVEN C.
Texas College of Osteopathic Medicine, D.O. 1987

KENNEDY, COLLEEN M.
University of Texas, M.D. 1988

KENNEDY, JEFFREY S.
Tufts University, M.D. 1987

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KERN, WILLIAM F., III  
State University of New York, M.D. 1984

KERSHENOVICH, SERGIO  
Universidad National Autonoma, M.D. 1984

KERSTITCH, MYRA L.  
University of Arizona, M.D. 1985

KERWIN, JAMES P.  
University of Michigan, M.D. 1989

KNOPER, STEVEN R.  
University of Washington, M.D. 1983

KNUTSON, CYNTIA A.  
St. Louis University, M.D. 1988

KNUTSON, JOHN W.  
St. Louis University, M.D. 1988

KONCHAN, FRANK G.  
University of Texas, M.D. 1987

KRATZER, DIANE M.  
University of Arizona, M.D. 1988

KREISLE, WILLIAM H.  
Baylor Medical College, M.D. 1985

KURTTS, TERRY A.  
University of Alabama, M.D. 1989

KURYLAS, CAROLYN E.  
University of South Dakota, M.D. 1989

KUSH, DAVID J.  
University of Arizona, M.D. 1984

LACE, JOHN W.  
University of Pittsburgh, M.D. 1986

LACKEY, DIANA L.  
University of Missouri, M.D. 1985

LAMBERT, WILLIAM D.  
Medical University of South Carolina, M.D. 1989

LAVRICH, JUDITH B.  
University of Cincinnati, M.D. 1986

LE BEAUMONT, RONALD W. R.  
University of Rochester, M.D. 1987

LEIGH, BRYAN R.  
University of California, M.D. 1989

LEITH, CATHERINE P.  
Kings College, M.D. 1983

LEVINE, ALENE S.  
Emilio Aguinaldo, Philippines, M.D. 1984

LEWIS, DONALD R., JR.  
University of Maryland, M.D. 1985

LICK, SCOTT D.  
University of Minnesota, M.D. 1987

LINDEN, HANNAH M.  
University of Massachusetts, M.D. 1989

LINDNER, PETER J.  
Louisiana State University, M.D. 1988

LIPPINCOTT, DAVID B.  
College of Osteopathic Medicine, D.O. 1988

LITWIN, CHRISTINE M.  
Washington University, M.D. 1985

LITWIN, SHELDON E.  
Washington University, M.D. 1985

LLOYD, FARRELL J.  
University of Utah, M.D. 1989

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Cardiology
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<td>LLOYD, RICHARD W.</td>
<td>University of Arizona, M.D. 1986</td>
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<td>Harvard Medical School, M.D. 1986</td>
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<td>Jefferson Medical College, M.D. 1988</td>
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<td>New England College of Osteopathic Medicine, D.O. 1988</td>
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<td>George Washington University, M.D. 1986</td>
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<td>Royal College of Surgeons, M.D. 1981</td>
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<td>University of Minnesota, M.D. 1986</td>
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<td>Universidad Nacional Autonoma, M.D. 1972</td>
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<td>Tufts University, M.D. 1988</td>
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<td>University of Liege, M.D. 1985</td>
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<td>Emory University, M.D. 1989</td>
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<td>McBEATH, ROBERT B.</td>
<td>University of Nevada, M.D. 1988</td>
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<td>McBRIDE, HEYOUNG L.</td>
<td>University of Kansas, M.D. 1985</td>
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McGHEE, ANGELA M.
University of Arizona, M.D. 1987

McGOWAN, CATHERINE C.
University of Kansas, M.D. 1987

MCKELLAR, DUNCAN L., JR.
University of Texas, M.D. 1983

MCKENZIE, DEAN W.
University of Michigan, M.D. 1987

MEAKEM, TIMOTHY D.
University of Virginia, M.D. 1987

MEAKEM, THOMAS I.
George Washington University, M.D. 1987

MEALMAN, TERENCE L.
Washington University, M.D. 1982

MELCER, STUART I.
Chicago Medical School, M.D. 1988

MILLARD, SUSAN L.
Michigan State University, M.D. 1986

MILLER, JEFFREY D.
University of California, M.D. 1988

MILLER, JEFFREY I.
Johns Hopkins University, M.D. 1987

MILLER, MELISSA M.
University of Arizona, M.D. 1988

MILLER, MICKEY W.
University of Arizona, M.D. 1988

MIRANDA, EDUARDO
Universidad Autonoma, M.D. 1982

MOLLOY, THOMAS A.
Dartmouth Medical School, M.D. 1981

MONK, JOE E.
University of Texas, M.D. 1985

MONTGOMERY, MIMI
University of Wisconsin, M.D. 1989

MOORE, FRANCES L.
University of Louisville, M.D. 1985

MORALES, ADOLFO P.
University of Michigan, M.D. 1981

MORALES, THOMAS G.
Jefferson Medical College, M.D. 1989

MORLDEGE, DAVID W.
Texas Tech University, M.D. 1986

MORRIS, TRACY L.
Oregon Health Sciences University, M.D. 1987

MORRISON, RICHARD W.
Universidad Autonoma, M.D. 1979

MORTON, BRYCE A.
University of Southern California, M.D. 1988

MOSS, KENNETH A.
University of California, M.D. 1987

MOVVA, SASHIDHAR S.
Gandhi Medical College, M.D. 1983

MOY, MITCHELL A.
University of Hawaii, M.D. 1989

MYERS, MARK S.
Bowman Gray School of Medicine, M.D. 1977

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Anesthesiology (Phx)
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<th>Name</th>
<th>Medical School</th>
<th>Graduation Year</th>
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<td>NAGAPPAN, ALAMELU S.</td>
<td>Madurai Medical College, M.D. 1981</td>
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<td>NEUMAYER, LEIGH A.</td>
<td>Baylor Medical College, M.D. 1985</td>
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<td>NICHOLS, JOE L.</td>
<td>University of Kansas, M.D. 1986</td>
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<td>Oregon Health Sciences University, M.D. 1987</td>
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<td>University of Texas, M.D. 1986</td>
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<td>George Washington University, M.D. 1987</td>
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<td>NYE, BRET</td>
<td>Eastern Virginia Medical School, M.D. 1988</td>
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<td>OKAWA, ALLISYN</td>
<td>University of Utah, M.D. 1987</td>
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<td>Georgetown University, M.D. 1988</td>
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<td>University of Texas, M.D. 1986</td>
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<td>Tufts University, M.D. 1988</td>
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<td>University of Heidelberg, West Germany, M.D. 1987</td>
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<td>University of Colorado, M.D. 1987</td>
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<td>University of Washington, M.D. 1982</td>
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<td>PAZ, ISAAC B.</td>
<td>University de Chile, M.D. 1981</td>
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<td>PENNOCK, GREGORY D.</td>
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<td>University of Colorado, M.D. 1986</td>
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<td>PINDUR, ALES</td>
<td>University Je Purkinje, M.D. 1978</td>
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<td>University of Colorado, M.D. 1988</td>
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<td>PIOTROWSKI, JOSEPH J.</td>
<td>Hahnemann University, M.D. 1983</td>
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Anesthesiology (Phx)
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Vascular Surgery
PITTS, KEVIN S.  
University of Oklahoma, M.D. 1986  
Obstetrics/Gynecology

POOLE, V. LYNN  
University of Texas, M.D. 1988  
Pathology

PULJU, JAMES H.  
University of Southern California, M.D. 1986  
Gastroenterology

QUINT, HOWARD J.  
Northwestern University, M.D. 1986  
Urology

RADICH, NED  
Northwestern University, M.D. 1985  
Anesthesiology

RATHLE, HABIB  
American University of Lebanon, M.D. 1985  
Child Psychiatry

REARDON, KAREN A.  
University of Arizona, M.D. 1989  
Internal Medicine

REHAN, ANN E.  
University of Iowa, M.D. 1987  
Pediatrics

REHIM, MOHSEN S.  
Ain Shams University, M.D. 1979  
Pediatrics

REID, MARY ALICE  
Bowman Gray, M.D. 1988  
Anesthesiology

RETZACK, SUSAN M.  
Medical College of Wisconsin, M.D. 1986  
Surgery

RICHEMONT, PHILLIP C.  
Howard University, M.D. 1986  
Endocrinology

RIFKIN, JULIE I.  
University of Colorado, M.D. 1983  
Obstetrics/Gynecology

RIOS, JOSE A.  
University of California, M.D. 1989  
Psychiatry

ROBERTS, BRUCE A.  
Michigan State University, M.D. 1982  
Surgery

ROBERTSON, GREGORY A.  
Harvard Medical School, M.D. 1985  
Anesthesiology

RODEY, GEOFFREY T.  
University of Missouri, M.D. 1987  
Surgery

ROPER, JOHN A.  
University of Washington, M.D. 1988  
Internal Medicine

ROSE, CATHRYN  
University of Texas, M.D. 1986  
Internal Medicine

ROSSUM, ALFRED C.  
University of Arkansas, M.D. 1985  
Internal Medicine

RUBIN, WILLIAM D.  
Washington University, M.D. 1988  
Gastroenterology

RUSSUM, JEFFREY H.  
University of Nevada, M.D. 1988  
Diagnostic Radiology

RUZKOWSKI, CHARLES J.  
Chicago Medical School, M.D. 1982  
Internal Medicine

SACKS, ELLIOT M.  
University of Southern California, M.D. 1975  
Pediatrics

SALAS, STEVEN D.  
University of California, M.D. 1989  
Surgery

SALVA, PAUL S.  
Texas Tech University, M.D. 1988  
Pediatrics

SAMMETT, DAVID  
Mount Sinai School of Medicine, M.D. 1989  
Surgery

SAMSON, RICARDO A.  
University of Michigan, M.D. 1987  
Pediatrics

SARFATI, MARK R.  
Jefferson Medical College, M.D. 1989  
Surgery
SCHAFFER, JEFFREY A.
University of Texas, M.D. 1988

SCHILLBACH, CHRISTHART
Washington University, M.D. 1968

SCHILLE, TAMERA L.
University of Washington, M.D. 1989

SCHULTZ, DON A.
University of Nevada, M.D. 1987

SCHWARTZ, IVY L.
Hahnemann University, M.D. 1981

SCIIOLARO, CHARLES M.
University of Kansas, M.D. 1984

SCOTT, JEFFREY D.
Oklahoma Health Sciences Center, M.D. 1988

SCOTT, PHILIP L.
Oklahoma College of Osteopathic Medicine, D.O. 1986

SEAVER, LAURIE H.
University of Arizona, M.D. 1987

SHAMDAS, GLENN J.
University of Malaga, M.D. 1980

SHAVER, CARYL S.
University of Minnesota, M.D. 1987

SHEN, GARY K.
University of Rochester, M.D. 1988

SHERMAN, MARK D.
Albert Einstein University, M.D. 1985

SIBLEY, MICHAEL A.
McGill University, M.D. 1989

SIEGEL, RONALD S.
Universidad Autonoma de Guadalajara, M.D. 1977

SLAGIS, SCOTT V.
University of Southern California, M.D. 1982

SMIDT, WESLEY R.
University of Iowa, M.D. 1989

SMITH, ROGER A.
University of Arizona, M.D. 1987

SMITH, SUSAN K.
University of Colorado, M.D. 1987

SMYTH, STEPHEN H.
University of Arizona, M.D. 1978

SOLARI, JOHN W.
University of Vermont, M.D. 1985

SOUTHWICK, KAREN L.
Johns Hopkins University, M.D. 1988

SOVELL, PAUL J.
University of Minnesota, M.D. 1989

SPEAR, BRUCE T.
University of Louisville, M.D. 1987

STAEGONE, DAVID.
University of New Mexico, M.D. 1987

STANCLIFF, SHARON L.
University of California, M.D. 1987

STANKO, MICHAEL L.
University of Nevada, M.D. 1988

STATIOS, THEODORE H.
University of Nebraska, M.D. 1988

Emergency Medicine
Pediatrics
Psychiatry
Pediatrics
Pathology
Family & Community Medicine
Surgery
Surgery
Child Psychiatry
Pediatrics
Hematology/Oncology
Occupational Medicine
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Orthopedic Surgery
Orthopedic Surgery
Emergency Medicine
Pediatrics
Diagnostic Radiology
Orthopedic Surgery
Pediatrics
Emergency Medicine
Emergency Medicine
Internal Medicine
Family Practice
Ophthalmology
Pediatrics
STEFFENS, JOSEPH G., III
University of Utah, M.D. 1986

STENSHOEL, TAMARA A.
Oregon Health Sciences University, M.D. 1988

STEPHENS, ANTHONY M.
University of Oklahoma, M.D. 1988

STERN, PETER
Faculte Libre Medicine, M.D. 1989

 STEWART, CHARLES V.
University of Oklahoma, M.D. 1986

STEWART, W. MARSDEN
University of Utah, M.D. 1987

STRAUTMAN, PAUL R.
University of Arizona, M.D. 1985

SZEW, WILLIAM J.
University of Oklahoma, M.D. 1989

TAM, TONY Y. M.
University of Arizona, M.D. 1985

TANOURA, TAD T.
University of California, M.D. 1988

TARANTINO, MICHAEL D.
University of Wisconsin, M.D. 1987

THOMASSON, KAREN L.
University of New Mexico, M.D. 1986

THOMSON, STEPHEN P.
University of Arizona, M.D. 1987

THURMAN, ALAN R.
University of Cincinnati, M.D. 1986

TINGEY, J. MARTIN
University of Washington, M.D. 1987

TORRES, MICHAEL S.
University of New Mexico, M.D. 1988

TRUCKNER, ROBERT T.
University of Michigan, M.D. 1987

TRUJILLO, MICHAEL A.
University of New Mexico, M.D. 1987

TSE, DAVID J.
University of Chicago, M.D. 1987

TSEN, ANDREW C.
University of Kansas, M.D. 1988

TUOHY, CRAIG D.
McGill University, M.D. 1987

UNDERBERGER, DANIEL
George Washington University, M.D. 1986

VALENTE, JOHN F.
University of California, M.D. 1987

VALENTE, SUZANNE N.
University of California, M.D. 1987

VANDELIST, CRAIG L.
University of Wisconsin, M.D. 1987

VAYDA, JAMES L.
University of Vermont, M.D. 1987

VENTRES, WILLIAM B.
University of Minnesota, M.D. 1984

VERNASCO, DEBORAH M.
Indiana University, M.D. 1987

WARNER, ALBERTA L.
University of Arizona, M.D. 1984

Pathology

Obstetrics/Gynecology

Anesthesiology (Phx)

Internal Medicine

Anesthesiology

Anesthesiology

Diagnostic Radiology

Anesthesiology (Phx)

Surgery

Diagnostic Radiology

Pediatrics

Child Psychiatry

Internal Medicine

Surgery

Anesthesiology

Psychiatry

Pediatrics

Internal Medicine

Emergency Medicine

Surgery

Internal Medicine

Anesthesiology

Surgery

Preventive Medicine

Anesthesiology

Emergency Medicine

Family & Community Medicine

Anesthesiology (Phx)

Cardiology
WATAHA, JOSEPH F.
University of Utah, M.D. 1987

WATSON, GORDON K.
University of Arizona, M.D. 1989

WEISSMAN, SETH D.
University of Miami, M.D. 1987

WELCH, KEVIN L.
State University of New York, M.D. 1981

WILDER, RICHARD B.
University of Maryland, M.D. 1988

WILLIAMS, S. BRUCE
University of North Carolina, M.D. 1986

WILSON, JOHN R.
University of Arizona, M.D. 1986

WINCH, ROBERTA L.
University of Washington, M.D. 1989

WOHL, VALERIE A.
University of Washington, M.D. 1987

WONG, PATRICIA L.
University of California, M.D. 1982

WONG, RANDOLPH W. Y.
Jefferson Medical College, M.D. 1988

WOODSON, MARK E.
Medical College of Wisconsin, M.D. 1985

WOOTEN, MARC C.
University of Texas, M.D. 1988

YOST, DAVID A.
University of Arizona, M.D. 1987

YUNG, CHRISTIANNE M.
University of California, M.D. 1988

ZIARNIK, WILLIAM G.
Columbia University, M.D. 1987

ZUKAITIS, JAMES L.
University of Nebraska, M.D. 1989

Anesthesiology
Internal Medicine
Internal Medicine
Dermatology
Radiation Oncology
Faculty Development
Orthopedic Surgery
Pediatrics
Family Practice
Dermatology
Surgery
Hematology/Oncology
Surgery
Family Practice
Internal Medicine
Internal Medicine
Anesthesiology (Phx)
## RESIDENCY APPOINTMENTS

**CLASS OF 1989**

<table>
<thead>
<tr>
<th>Name</th>
<th>Affiliation</th>
<th>Specialty</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADSIT, ELAINE RAMSEY</td>
<td>Kaiser Permanente Medical Center, San Francisco, CA 94115</td>
<td>Obstetrics-Gynecology</td>
</tr>
<tr>
<td>ALLEN, MICHAEL FIELDING</td>
<td>University of Texas Southwestern Medical School Affiliated Hospitals, Dallas, TX 75335</td>
<td>Pediatrics</td>
</tr>
<tr>
<td>ALVARADO, JOSEPH ANTHONY</td>
<td>University of Illinois, Chicago, IL 60612</td>
<td>Surgery</td>
</tr>
<tr>
<td>BAHR, ADELAIDE PIRRUTTA</td>
<td>Good Samaritan Medical Center, Phoenix, AZ 85006</td>
<td>Internal Medicine/Pediatrics</td>
</tr>
<tr>
<td>BAILEY, EDITH PROCTOR</td>
<td>University of Arizona Affiliated Hospitals, Tucson, AZ 85724</td>
<td>Pediatrics</td>
</tr>
<tr>
<td>BAKER, TIMOTHY PATRICK</td>
<td>St. Joseph’s Hospital and Medical Center, Phoenix, AZ 85013</td>
<td>Family Medicine</td>
</tr>
<tr>
<td>BANUELOS, ROSA MARIA</td>
<td>St. Joseph’s Hospital and Medical Center, Phoenix, AZ 85013</td>
<td>Family Medicine</td>
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<tr>
<td>BERK, CARL WARREN</td>
<td>Geisinger Medical Center, Danville, PA 17822</td>
<td>Otolaryngology</td>
</tr>
<tr>
<td>BOICE, MARGARET ELLEN</td>
<td>Phoenix Hospitals Affiliated Pediatrics Program, Phoenix, AZ 85006</td>
<td>Pediatrics</td>
</tr>
<tr>
<td>BUGOLA, MICHAEL ROY</td>
<td>1989-St. Joseph’s Hospital and Medical Center, Phoenix, AZ 85006</td>
<td>Internal Medicine-Preliminary</td>
</tr>
<tr>
<td></td>
<td>1990-Stanford Affiliated Hospitals, Stanford, CA 94305</td>
<td>Physical Medicine-Rehabilitation</td>
</tr>
<tr>
<td>BURKE-SCOTT, LINDA</td>
<td>Good Samaritan Medical Center, Phoenix, AZ 85006</td>
<td>Family Medicine</td>
</tr>
<tr>
<td>CARDENAS, DIEGO GOMEZ</td>
<td>San Bernardino County Medical Center, San Bernardino, CA 92404</td>
<td>Transitional</td>
</tr>
<tr>
<td>CHRISTOPHERSON, KATHLEEN FAHRINGER</td>
<td>University of New Mexico, Albuquerque, NM 87131</td>
<td>Pediatrics</td>
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<tr>
<td>CLYMER, SUSAN ANN</td>
<td>Good Samaritan Medical Center, Phoenix, AZ 85006</td>
<td>Family Medicine</td>
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<tr>
<td>COFFIN, SUSAN IVIE</td>
<td>Internal Medicine Spokane, Spokane, WA 99220</td>
<td>Internal Medicine</td>
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<tr>
<td>CRAWFORD, MARK KENDRICK</td>
<td>University of New Mexico, Albuquerque, NM 87131</td>
<td>Orthopedic Surgery</td>
</tr>
<tr>
<td>DAVIDSON, MARGARET ELLEN</td>
<td>St. Joseph’s Hospital and Medical Center, Phoenix, AZ 85013</td>
<td>Family Medicine</td>
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<tr>
<td>DEAN, GEORGE EVERHART</td>
<td>University of Arizona Affiliated Hospitals, Tucson, AZ 85724</td>
<td>Family Medicine</td>
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<tr>
<td>DELDUCA, MARY LOU</td>
<td>Good Samaritan Medical Center, Phoenix, AZ 85006</td>
<td>Psychiatry</td>
</tr>
<tr>
<td>DERBYSHIRE, DOUGLAS DAVID</td>
<td>Good Samaritan Medical Center, Phoenix, AS 85006</td>
<td>Family Medicine</td>
</tr>
<tr>
<td>Name</td>
<td>Affiliation</td>
<td>City, State Zip</td>
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<tr>
<td><strong>DORSAY, DOUGLAS ADDISON</strong></td>
<td>Boston University Affiliated Hospitals, Boston, MA 02118</td>
<td>Surgery</td>
</tr>
<tr>
<td><strong>DOUDNA, CARYN ANN</strong></td>
<td>Baptist Medical Center, Oklahoma City, OK 73112</td>
<td>Radiology</td>
</tr>
<tr>
<td><strong>DRAZKOWSKI, JOSEPH FRANCIS</strong></td>
<td>1989-St. Joseph's Hospital and Medical Center, Phoenix, AZ 85006 1990-University of California-Irvine, Orange, CA 92668</td>
<td>Internal Medicine-Preliminary Neurology</td>
</tr>
<tr>
<td><strong>DUFFEY, JAMES PAUL</strong></td>
<td>University of California, San Francisco, CA 94143</td>
<td>Surgery</td>
</tr>
<tr>
<td><strong>DUMAS, JAMES GEORGE</strong></td>
<td>University of Arizona Affiliated Hospitals, Tucson, AZ 85724</td>
<td>Psychiatry</td>
</tr>
<tr>
<td><strong>DURAN, JUDY ANN F.</strong></td>
<td>Glendale Adventist Medical Center, Glendale, CA 91206</td>
<td>Family Medicine</td>
</tr>
<tr>
<td><strong>ERNST, JULIE HENDERSON</strong></td>
<td>Phoenix Hospitals Affiliated Pediatric Program</td>
<td>Pediatrics</td>
</tr>
<tr>
<td><strong>ERVANIAN, JAMES ARMEN</strong></td>
<td>Maricopa Medical Center, Phoenix AZ 85008</td>
<td>Surgery</td>
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<tr>
<td><strong>EVANS, EDWIN CHARLES</strong></td>
<td>Martin Luther King, Jr.-Drew Medical Center, Los Angeles, CA 90059</td>
<td>Emergency Medicine</td>
</tr>
<tr>
<td><strong>EYTAN, OFER NAJIE</strong></td>
<td>1989-St. Joseph's Hospital and Medical Center, Phoenix, AZ 85006 1990-Medical College of Wisconsin Affiliated Hospitals, Milwaukee, WI 53226</td>
<td>Internal Medicine-Preliminary Ophthalmology</td>
</tr>
<tr>
<td><strong>FISHER, CRAIG DALE</strong></td>
<td>Tucson Hospitals Medical Education Program, Tucson, AZ 85733 1990-UCLA Medical Center, Los Angeles, CA 90024</td>
<td>Transitional Anesthesiology</td>
</tr>
<tr>
<td><strong>FREEMAN, PATRICK SCOTT</strong></td>
<td>Mercy Medical Center, Denver, CO 80206</td>
<td>Family Medicine</td>
</tr>
<tr>
<td><strong>FUCHS, MINDY ELLEN</strong></td>
<td>University of Iowa Hospitals and Clinics, Iowa City, IA 52242</td>
<td>Family Medicine</td>
</tr>
<tr>
<td><strong>GODFREY-OLM, PATRICIA MARY</strong></td>
<td>Good Samaritan Medical Center, Phoenix, AZ 85006</td>
<td>Internal Medicine</td>
</tr>
<tr>
<td><strong>GOLL, LAURENE ELAINE</strong></td>
<td>University of Arizona Affiliated Hospitals, Tucson, AZ 85724</td>
<td>Obstetrics-Gynecology</td>
</tr>
<tr>
<td><strong>GONZALEZ, HERMILO, JR.</strong></td>
<td>Casper Family Practice Program, Casper, WY 82601</td>
<td>Family Medicine</td>
</tr>
<tr>
<td><strong>HAGAN, ERIN LYNN</strong></td>
<td>Good Samaritan Medical Center, Phoenix, AZ 85006</td>
<td>Family Medicine</td>
</tr>
<tr>
<td><strong>HARITON, GREGORY BRUCE</strong></td>
<td>1989-Royal Alexandra Hospital, Edmonton, Alberta, Canada T5H 3V9 1990-University of Alberta Faculty of Medicine, Edmonton, Alberta, Canada T6G 2R7</td>
<td>Surgery Neurological Surgery</td>
</tr>
<tr>
<td><strong>HEDBERG, PETER SCHUYLER</strong></td>
<td>Massachusetts General Hospital, Boston, MA 02114</td>
<td>Surgery</td>
</tr>
<tr>
<td><strong>HOOVER, KIM MARIE</strong></td>
<td>University of Texas Health Science Center, San Antonio, TX 78284</td>
<td>Psychiatry</td>
</tr>
<tr>
<td><strong>IRION, MARK NELSON</strong></td>
<td>St. Elizabeth Hospital Medical Center, Youngstown, OH 44501</td>
<td>Radiology</td>
</tr>
<tr>
<td><strong>JOHNSON, STEPHEN LEWIS</strong></td>
<td>University of Arizona Affiliated Hospitals, Tucson, AZ 85724</td>
<td>Emergency Medicine</td>
</tr>
</tbody>
</table>
JUSTICE, WADE WILLIAM  
1989 - Tucson Hospitals Medical Education Program, Tucson, AZ 85733  
1990 - Oregon Health Sciences University, Portland, OR 97201  
Internal Medicine-Preliminary  
Neurology

KALLGREN, MARK ANDREW  
1989 - Tucson Hospitals Medical Education Program, Tucson, AZ 85733  
1990 - University of Texas Health Science Center, San Antonio, TX 78284  
Transitional  
Anesthesiology

KARTchner, WADE EVAN  
University of California, San Diego, CA 92103  
Pediatrics

KAYE, ALAN DAVID  
1989 - Alton Ochsner Medical Foundation, New Orleans, LA 70121  
1990 - Massachusetts General Hospital, Boston, MA 02114  
Internal Medicine-Preliminary  
Anesthesiology

KENTROS, MARY KOKINOS  
Cornell Medical Center, White Plains, NY 10605  
Psychiatry

LAMAR, MICHAEL GERARD  
UCLA - San Fernando Valley Program, Sepulveda, CA 91343  
Internal Medicine

LEVISON, JEFFREY ALEXANDER  
Baylor College of Medicine, Houston, TX 77030  
Internal Medicine

LONGTON, WILLIAM COOPER  
1989 - St. Mary's Hospital and Medical Center, San Francisco, CA 94117  
1990 - Stanford Affiliated Hospitals, Stanford, CA 94305  
Internal Medicine-Preliminary  
Anesthesiology

MAHONEY, WILLIAM MARK  
University of Arizona Affiliated Hospitals, Tucson, AZ 85724  
Emergency Medicine

MALONSO, RESTITUTO D.  
North Shore University Hospital, Manhasset, NY 11030  
Internal Medicine-Primary

MARTIN, ROBERT WAYNE  
Naval Hospital, Oakland, CA 94627  
Internal Medicine

MATTICE, KATHRYN ELIZABETH  
Phoenix Integrated Residency In Obstetrics-Gynecology, Phoenix, AZ 85010  
Obstetrics-Gynecology

METSC, RANDALL BRUCE  
University of California-San Diego, CA 92103  
Pediatrics

MILLS, DENISE ANGELINE  
Valley Medical Center, Fresno, CA 93702  
Family Medicine

MULL, JAMES RANDALL  
Baylor College of Medicine, Houston, TX 77030  
Surgery

MYERS, THOMAS MAURICE  
St. Joseph's Hospital and Medical Center, Phoenix, AZ 85013  
Internal Medicine

NAVARRETE, PATRICIA M.  
Tufts-New England Medical Center Hospital, Boston, MA 02111  
Surgery

NORTON, DENISE CAMILLE  
University of Colorado, Denver, CO 80262  
Surgery

ONATE, LARRY GERARD  
University of California-San Francisco, CA 94143  
Psychiatry

OSWOOD, BRADLEY OWEN  
Maricopa Medical Center, Phoenix, AZ 85008  
Internal Medicine

PACK, BRENDA HOWLAND  
Tucson Hospitals Medical Education Programs, Tucson, AZ 85733  
Internal Medicine

PEARE, GREGORY LEE  
University of Texas Medical Branch, Galveston, TX 77550  
Orthopedic Surgery
PENILLA, MARGARET ANN  
Maricopa Medical Center, Phoenix, AZ 85008  
Surgery

PINA, MARIA EUGENIA  
Baystate Medical Center, Springfield, MA 01199  
Internal Medicine-Pediatrics

POMERENKE, LAURA KAY  
Oregon Health Science University, Portland, OR 97201  
Surgery

POZNER, MITCHELL SCOTT  
Tufts-New England Medical Center, Boston, MA 02111  
Pediatrics-Psychiatry  
Child Psychiatry

RAMIREZ, GERONIMO, JR.  
Tucson Hospitals Medical Education Program, Tucson, AZ 85733  
Internal Medicine

REARDON, KAREN ANN  
University of Arizona Affiliated Hospitals, Tucson, AZ 85724  
Internal Medicine

REISER, JODY BETH  
1989-Maricopa Medical Center, Phoenix, AZ 85008  
1990-Baylor College of Medicine, Houston, TX 77030  
Internal Medicine  
Neurology

ROACHE, PAUL BYRON  
Santa Clara Valley Medical Center, San Jose, CA 92128  
Transitional

ROBINSON, CORVIN VERNON  
Dartmouth-Hitchcock Medical Center, Hanover, NH 03756  
Psychiatry

ROTHOLZ, STEPHEN SAMUEL  
George Washington University Hospital, Washington, DC 20037  
Obstetrics-Gynecology

SAIZ, A. ABE, JR.  
Mt. Sinai Medical Center, Miami, FL 33140  
Surgery

SANDOVAL, YVETTE CECILIA  
1989-St. Joseph's Hospital and Medical Center, Phoenix, AZ 85006  
1990-North Shore University Hospital, Manhasset, NY 11030  
Internal Medicine-Preliminary  
Neurology

SANGUINETI, VICTORIA ANA  
No Residency in 1989

SHERMAN, VICKY ELLEN  
Methodist Hospital of Indiana, Indianapolis, IN 46206  
Obstetrics-Gynecology

SILVERMAN, ERIC SCOTT  
1989-Good Samaritan Medical Center, Phoenix, AZ 85006  
1990-University of Arizona Affiliated Hospitals, Tucson, AZ 85724  
Transitional  
Anesthesiology

SLEETH, JEFFREY SCOTTEP  
University of Wisconsin Hospital and Clinics, Madison, WI 53792  
Pediatrics

SUITER, CRAIG CHARLES  
1989-Tucson Hospitals Medical Education Program, Tucson, AZ 85733  
1990-University of Minnesota Hospitals and Clinics, Minneapolis, MN 55455  
Transitional  
Ophthalmology

TANG, DUNCAN  
University of Minnesota Hospitals and Clinic, Minneapolis, MN 55455  
Pediatrics

THOMAS, ALAN WILLIAM  
USAF Medical Center, Bikiki, MS 39534  
Internal Medicine

THOMSON, CYNTHIA ANN  
1989-Tucson Hospitals Medical Education Program, Tucson, AZ 85733  
1990-Mayo Graduate School of Medicine, Rochester, MN 55905  
Transitional  
Anesthesiology

WARRINGTON, RICHARD ROYLAN  
Maricopa Medical Center, Phoenix, AZ 85010  
Emergency Medicine
WATSON, GORDON KIRK  
University of Arizona Affiliated Hospitals, Tucson, AZ 85724  
Internal Medicine

WHITE, DEBORAH JEANNE  
Maricopa Medical Center, Phoenix, AZ 85008  
Surgery

WINECK, EDWARD MARCUS  
No Residency in 1989

WINKLER, CURTIS RAY  
1989-Baylor College of Medicine, Houston, TX 77030  
1990-Baylor College of Medicine, Houston, TX 77030  
Transitional  
Ophthalmology

WOOD, REBECCA  
Phoenix Hospitals Affiliated Pediatric Program, Phoenix, AZ 85006  
Pediatrics

WYMAN, RHONDA LINES  
1989-Tucson Hospitals Medical Education Program, Tucson, AZ 85006  
1990-University of Arizona Affiliated Hospitals, Tucson, AZ 85724  
Transitional  
Anesthesiology
STUDENTS

CLASS OF 1990

Alcaraz, Veronique T. - Tucson
Anderson, Lloyd R. - Tucson
Axelrod, Miriam R. - Tempe
Baker, Karen G. - Scottsdale
Bentley, Burton, II - Phoenix
Blum, Bennett A. - Tucson
Bohay, Gary L. - Tempe
Boyle, Jay O. - Tucson
Boyle, Judith M. - Laramie, WY
Boor-Smith, Theresa L. - Mesa
Bustamante, Irma U. - Tucson
Byerly, Matthew J. - Tucson
Carlton, Michael W. - Tucson
Celaya, Gregory J. - San Manuel
Christensen, Janice E. - Scottsdale
Collins, Daniel J. - Tempe
Collins, Roseanne K. - Phoenix
Condit, Brian E. - Tucson
Cortesi, Susan - Tempe
Crinnian, Charles T. - Tucson
Damstra, David J. - Phoenix
Davidson, Jeff A. - Phoenix
Duarte, Irene G. - Nogales
Duarte, Lionel R. - Tucson
Earle, David B. - Tucson
Eckes, Darryl W. - Phoenix
Eisenfeld, Steven H. - Phoenix
Flahie, Irene B. - Tucson
Fry, Stephen E. - Scottsdale
Gianobbe, Mitchell J. - Litchfield Park
Goodman, Torrey L. - Apache Junction
Grant, James D. - Tucson
Greisman, Richard A. - Phoenix
Griego, Robert D. - Scottsdale
Guatieri, Christopher J. - Phoenix
Halliday, Bradford E. - Mesa
Harrison, Jessica A. - Tucson
Hayes, C. M. (Dexter) - Cottonwood
Hedgepeth, Bruce L. - Phoenix
Herzog, Ld R. - Phoenix
Hum, Peter T. - Marana
Hunts, John H. - Tucson
Johnson, Bradley R. - Tucson

Jones Kevin A. - Tucson
Kazemi, Zohreh - Scottsdale
Kelley, James M. - Phoenix
King, David H. - Phoenix
Langerak, Alan D. - Apache Junction
Leber, Jef N. - Phoenix
Lee, LaTanya E. - Tucson
Lesnik, Ivan K. - Tucson
Lewis, Kenneth C. - Scottsdale
Lunt, Chad C. - Mesa
Lydon, M. Lynn - Phoenix
Lyle, Sarah K. - Tucson
McCarver, Lauren S. - Chandler
McCarver, Robert R., III - Scottsdale
Medina, David M. - Peoria
Miller, Rick R. - Phoenix
Molina, John W. - Guadalupe
Parker, David P. - Tempe
Pease, David G. - Tempe
Pedersen, David A. - Tucson
Ponkey, Susan E. - Scottsdale
Richmann, Catherine (Paige) - Tucson
Robins, Guy W. - Phoenix
Sandock, David S. - Tucson
Schneider, Amy G. - Tucson
Schnitzer, Cary M. - Phoenix
Schulzkump, Linda M. - Chandler
Schwartzberg, Ross E. - Tucson
Shapiro, Steven A. - Tucson
Sharma, Sanjeev K. - Phoenix
Sheridan, Donald C. - Fountain Hills
Silverman, Rod S. - Tucson
Sink, Daniella R. - Scottsdale
South, Marie E. - Tucson
Sterrett, Marty J. - Missoula, MT
Thomas, Davi R. - Phoenix
Thompson, Steven M. - Tucson
Thorley, Gregory D. - Tucson
Thornburg, Barbara S. - Tucson
Vournas, Karen A. - Tucson
Widman, Ronald J. - Tucson
Yuen, Albert F. - Tempe
Zuniga, Roberto E. - Tucson
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