ANNOUNCEMENTS IN THIS CATALOG CONCERNING CURRICULUM, FEES, AND
REGULATIONS ARE SUBJECT TO CHANGE WITHOUT NOTICE.

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.

The University of Arizona is an EEO/AA Employer and does not discriminate on the basis of sex,
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Celestino Fernandez, Assistant Vice President for Affirmative Action, University of Arizona, Ad-
ministration 501, phone 626-3081.

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MEDICAL SCHOOL ACADEMIC CALENDAR 1984-1985
(TENTATIVE)

Year I

Orientation ......................................................... Friday, July 27, 1984
Classes Begin ......................................................... Monday, July 30, 1984
Last Day of Registration ........................................ Wednesday, September 1, 1984
Labor Day (holiday) .................................................. Monday, September 3, 1984
Fall Recess ............................................................. Thursday, October 4-Sunday, October 7, 1984
Veterans' Day (holiday) ............................................. Monday, November 12, 1984
Thanksgiving (holiday) ............................................. Thursday, November 22-Sunday, November 25, 1984
Winter Break .......................................................... Tuesday, December 18, 1984-Sunday, January 6, 1985
Classes Resume ....................................................... Monday, January 7, 1985
Last Day of Registration ............................................ Wednesday, June 5, 1985
Rodeo Day (holiday) ................................................... Thursday, February 28, 1985
Spring Recess .......................................................... Saturday, March 16-Sunday, March 24, 1985
Memorial Day (holiday) .............................................. Monday, May 27, 1985
End of Year I .......................................................... Wednesday, June 5, 1985
Summer Vacation ...................................................... Thursday, June 6-Sunday, July 28, 1985

Year II

Classes Begin ......................................................... Monday, July 30, 1984
Last Day of Registration ........................................... Wednesday, September 1, 1984
Labor Day (holiday) ................................................... Monday, September 3, 1984
Fall Recess ............................................................. Saturday, September 30-Sunday, October 7, 1984
Veterans' Day (holiday) ............................................. Monday, November 12, 1984
Thanksgiving (holiday) ............................................. Thursday, November 22-Sunday, November 25, 1984
Winter Break .......................................................... Saturday, December 15, 1984-Sunday, January 6, 1985
Classes Resume ....................................................... Monday, January 7, 1985
Last Day of Registration ............................................ Wednesday, January 9, 1985
Rodeo Day (holiday) ................................................... Thursday, February 28, 1985
Spring Recess .......................................................... Saturday, March 16-Sunday, March 24, 1985
End of Basic Science Classes ..................................... Friday, May 10, 1985
NBME Board Study ................................................... Saturday, May 11-Monday, June 10, 1985
NBME Part I ............................................................ Tuesday, June 11-Wednesday, June 12, 1985
Summer Vacation ...................................................... Thursday, June 13-Sunday, June 16, 1985
MEDICAL SCHOOL ACADEMIC CALENDAR 1984-1985  
(TENTATIVE)

Year III

Classes Begin .................................................. Monday, June 18, 1984
Period 1 .................................................. Monday, June 18-Saturday, July 28, 1984
Independence Day (holiday) ..................................... Wednesday, July 4, 1984
Period 2 .................................................. Monday, July 30-Saturday, September 8, 1984
Last Day of Registration ....................................... Wednesday, September 1, 1984
Labor Day (holiday) ............................................. Monday, September 3, 1984
NBME, Part I (repeat) ........................................... Wednesday, September 5-Thursday, September 6, 1984
Period 3 .................................................. Monday, September 10-Saturday, October 20, 1984
Period 4 .................................................. Monday, October 22-Saturday, December 1, 1984
Veterans' Day (holiday) ........................................ Monday, November 12, 1984
Thanksgiving Day (holiday) ..................................... Thursday, November 22, 1984
Period 5 .................................................. Monday, December 3, 1984-Saturday, January 26, 1985
Winter Break ........................................ Saturday, December 22, 1984-Sunday, January 6, 1985
Last Day of Registration ....................................... Wednesday, January 9, 1985
Period 6 .................................................. Monday, January 28-Saturday, March 9, 1985
Rodeo Day (holiday) ........................................... Thursday, February 28, 1985
Spring Recess ........................................ Saturday, March 16-Sunday, March 24, 1985
Period 7 .................................................. Monday, March 25-Saturday, May 4, 1985
Period 8 .................................................. Monday, May 6-Saturday, June 15, 1985
Memorial Day (holiday) ....................................... Monday, May 27, 1985

Year IV*

Classes Begin .................................................. Monday, June 18, 1984
Last Day of Registration ....................................... Wednesday, September 1, 1984
Labor Day (holiday) ............................................. Monday, September 3, 1984
NBME, Part II ........................................... Tuesday, September 25-Wednesday, September 26, 1984
Veterans' Day (holiday) ........................................ Monday, November 12, 1984
Thanksgiving (holiday) ......................................... Thursday, November 22, 1984
Winter Break ........................................ Saturday, December 22, 1984-Sunday, January 6, 1985
Last Day of Registration ....................................... Wednesday, January 9, 1985
Rodeo Day (holiday) ........................................... Thursday, February 28, 1985
NBME, Part II (repeat) ....................................... Tuesday, April 2-Wednesday, April 3, 1985
Convocation .................................................. Friday, May 17, 1985
Graduation ................................................... Saturday, May 18, 1985

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

*Year IV Students do not have Spring Break. They may, however, schedule vacations as explained in the text of the Electives Manual, available in Office of Student Records.
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 12 colleges, six schools, 119 academic subdivisions and departments and 39 divisions of research and special service.

Commensurate with the rapid growth of the state during the past two decades, the University has grown to its present enrollment of over 33,900 students, 7,912 of whom are enrolled in graduate studies. The bachelor's degree is offered in 133 programs, the master's degree in 124, and the doctorate in 81, plus other degrees available in 11 fields. The university offers a total of 189 fields of study. Its more than 110,000 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 588,000.
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 850 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 300-bed University Hospital. 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 four interconnected buildings, situated on a 30-acre site just north of the main campus of the University. These include the Basic Sciences Building, Clinical Sciences Building, Outpatient Clinic, and University Hospital. In close proximity are the College of Nursing, located just south of the Basic Sciences Building and the College of Pharmacy.

A student wing of the Basic Sciences Building houses the multidisciplinary laboratories, lecture rooms, student lounge, and support facilities. Centralized animal quarters, administrative services, and part or all of the six basic science departments (Anatomy, Biochemistry, Molecular and Medical Microbiology, Pharmacology, Pathology, and Physiology) are also housed in this building.

LIBRARY:

The Health Sciences Center Library was one of the earliest units planned for the Center, and opened its doors in September 1967, when the first College of Medicine class began studies. Occupying 32,000 square feet of space, the library currently houses approximately 136,000 bound volumes, 3300 media titles, and subscribes to 3400 journals.

As part of the nationwide medical library network sponsored by the National Library of Medicine, the Health Sciences Center Library is the subregional library serving Arizona for the Pacific Southwest Regional Medical Library Service. Its resources are available not only
to students and faculty of the University, but also to all health care providers throughout Arizona. Experienced reference librarians are on duty weekdays and Saturdays to assist patrons in the use of the collection and to explain all of the services offered by the library.

Special services and features of the library include: (1) Computer-based on-line information retrieval services in medicine and the health-related sciences. (2) A computer-based on-line cataloging system accessing catalog records from a central data base. (3) A computer-based on-line circulation system. (4) A media department including over 3000 titles (audiotapes, videotapes, slide/sound programs, and models), one large viewing room, models room, and eight study carrels especially equipped to accommodate all media formats. (5) A Field Librarian providing reference services and consultation services to health workers and health sciences libraries throughout Arizona. (6) A Microcomputer Learning Center housing 6 microcomputers for the support of student instruction in the College of Medicine. All training programs are coordinated by the Office of Medical Education. (7) Twenty-four hour access, except for two holidays each year, Christmas Day and New Year's Day.

The Health Sciences Center Library offers special orientation classes in medical bibliography and information retrieval. These are included in the College of Medicine curriculum as part of introductory course work. Individual assistance and group instruction are also offered.

CLINICAL FACILITIES:

The 300-bed University Hospital, with supporting clinical research facilities, provides a comprehensive resource for education and research in clinical medicine and for programs designed to investigate, demonstrate, and promote means for achieving health care of the highest possible quality.

Additional facilities currently in use by the College of Medicine include the Tucson Veterans Administration Medical Center, Tucson Medical Center, Kino Community Hospital, and Palo Verde Hospital, all in Tucson; Maricopa County General Hospital, Good Samaritan Hospital, Veterans Administration Medical Center, and Scottsdale Memorial Hospital, all in Phoenix. The faculty of the College supervise the undergraduate medical education programs at these institutions.

**Educational Philosophy and Curriculum**

The faculty and staff of the Health Sciences Center are dedicated to implementing a broadly-based program of education, research, and service in the health fields. Although identifying most directly with the aspirations of the people of Arizona, the College of Medicine is committed to excellence without geographical confines. At a time when the University community is increasingly called upon to respond to the needs of society, it is the objective of the College of Medicine to address itself to the biological, cultural, sociological and economic factors which affect health and the delivery of medical care throughout the state, nation, and world.

The curriculum of the College is under continual review to ensure that it reflects these objectives. Moving from a traditional lock-step curriculum in the late 1960's, the faculty responded to educational needs by establishing a basic three-year curriculum in 1972. Based on changing national needs for manpower and recognizing the pressures of a rapidly paced curriculum, a lengthened basic curriculum was adopted in January, 1977. This curriculum is divided into approximately equal portions of basic and clinical sciences spanning a period of approximately four calendar years.

Although a large number of medical school graduates will undoubtedly continue their studies in the specialties of medicine, the College recognizes the importance of primary medical care. Through the Department of Family and Community Medicine and various outreach facilities, students and faculty work together in continuing and comprehensive care of patients. The concept of the physician as a member of the total health team is stress-
ed in these ambulatory clinical experiences where the student has the opportunity to learn the social, psychological and economic effects of disease.

The curriculum is predicated upon the belief that education for a lifetime of continued professional learning should be based upon a problem-solving framework. Emphasis is placed on key concepts, principles and factual knowledge to be used as the reservoir for the problem-solving process. Flexibility is designed with adequate free time to develop a program of scheduled and elective offerings to maximize preparation for any of several career options from primary care medical practice to academic scientist.

At graduation students will be broadly educated in the science and humanism of medicine and ready for the final training period which, in turn, will prepare them for careers in primary care medical practice or in medical specialties. Such training is available at the Arizona Health Sciences Center through its residency programs. In addition, the needs of the practicing physician for a lifelong learning in order to keep abreast of the rapid advances in medicine are met through programs for continuing medical education.

THE CURRICULUM:

Orientation (One Day):

The administration and selected faculty and students spend one day orienting new students to the College of Medicine. Topics discussed include the educational goals of the curriculum, counseling and advising, financial aid, study skills, and student government.

Basic Sciences:

During the first year, anatomy, physiology, biochemistry and neurosciences (a
multidisciplinary course taught in an integrated format with both anatomical and physiological concepts) occupy the major portion of curricular time. In the second basic sciences year, pathology, microbiology, and pharmacology are taught. Preparation for Clinical Medicine begins in the first weeks of the first year curriculum, providing the students with information about selected topics in medicine and early clinical exposure with practicing community physicians. Clinical experiences increase as the curriculum progresses. During the second year, physical examination and interviewing skills are taught.

So that students may become more aware of the humanism of medicine and the behavioral sciences as they relate to biological and clinical disciplines, a course in Human Behavior and Development starts during the second semester of the first year of the basic sciences and continues in the second year.

Clinical Sciences:

During the last two years of medical school, students are enrolled in clerkships in Year III and electives during the Year IV.

Hospital inpatient wards and outpatient clinics are the classrooms during these years. In the third year the student takes 48 weeks of required clerkships as follows: pediatrics (six weeks); obstetrics/gynecology (six weeks); psychiatry (six weeks); neurology (three weeks); family medicine (six weeks); internal medicine (twelve weeks); general surgery (six weeks); and selectives (three weeks). Students are also required to take a three-week surgery Specialty Clerkship. This may be done as the student's third-year selective or in the fourth year.

For students taking the surgery Specialty Clerkship in the third year, at least thirty-three weeks of electives are required in the fourth year. For students not taking the surgery Specialty Clerkship in the third year, 30 weeks of electives and three weeks of the surgery Specialty Clerkship are required in the fourth year. If approved by your academic advisor and the corresponding department in this institution, fifteen weeks may be taken outside of the College of Medicine. Working with a career advisor from the faculty, the student plans an elective year to best prepare for a particular career goal. Elective experiences in both clinical and non-clinical areas are designed to add both breadth and depth to the professional education of the student.

See pages 12-13 for outline of the curriculum.

In addition to University Hospital and other hospitals in Tucson, clinical facilities throughout the state, especially in the major teaching hospitals of Phoenix, are employed in the educational experience. A student matriculating at the College of Medicine can assume that at least a portion of required curriculum time in the clinical years may occur outside of Tucson.

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 sub-committees, and some departmental educational committees.

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 a written statement of his or 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. These electives may be used to fulfill clinical science or elective year requirements with prior permission of the Curriculum Committee.

Student Research Opportunities

Students are encouraged to participate in research activities. Under a five-year grant from the National Institutes of Health, research experiences with stipends will be offered to qualified medical students. In addition, extracurricular experiences (i.e., course in research methodology, clinical research correlation seminars, a student research club and a research mentor-career advisor system) will be offered to such students. 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.

Graduate Education

BASIC SCIENCES:

A formal M.D./Ph.D. program is available. Students wishing to pursue the combined degree must first be admitted to the College of Medicine and then apply for acceptance into the combined degree program. The Ph.D. may be obtained from the Departments of Anatomy, Biochemistry, Molecular and Medical Microbiology, Pharmacology and Physiology. The two degrees will be awarded concurrently and certain courses taken in the medical curriculum may be applied to the Ph.D. requirements. The combined degree program has a duration of 6 to 7 years.
RESIDENCY TRAINING:

Specialty training in the clinical disciplines is provided by Anesthesiology, Dermatology, Emergency Medicine, Family Practice, General Surgery, Internal Medicine, Neurology, Nuclear Medicine, Obstetrics and Gynecology, Occupational Medicine, Ophthalmology, Orthopedics, Otolaryngology, Pathology, Pediatrics, Preventive Medicine, Psychiatry, Radiology Diagnostic, Radiology Therapeutic, Thoracic Surgery, Urology, and Vascular Surgery. Further information concerning these programs may be obtained by contacting the program director in each instance.

Postgraduate Education

The Office of Continuing Medical Education and Outreach serves as a central resource for the coordination, integration and facilitation of continuing medical education and outreach for the faculty and the physicians of Arizona. The goals and objectives of the office include the initiation of effective continuing medical education programs appropriate to the needs of Arizona physicians. Furthermore, the office strives to make these programs available to physicians regardless of the location of their practice. The office is responsible for the development and coordination of programs for practicing physicians, and in so doing, reinforces the concept of medical education as being one of lifelong learning. The office provides programs in continuing medical education that identify and utilize areas of excellence within the University of Arizona College of Medicine, thereby benefiting not only physicians within the state of Arizona, but also physicians, teachers and researchers at a national and international level.

One such program is the Mini-Residency. In this program the physician leaves his practice and returns to the academic environment for an individually tailored schedule which utilizes ongoing conferences, rounds, undergraduate and graduate teaching programs, audiovisual and self-instruction programs and a full spectrum of ongoing education programs at the College of Medicine.

For information on specific programs, please contact the Office of Continuing Medical Education and Outreach, University of Arizona College of Medicine, Tucson, Arizona, 85724, Telephone: (602) 626-6173.
CURRICULUM OUTLINE

BASIC SCIENCES

YEAR I

Fall Semester | Spring Semester
---|---
GROSS ANATOMY | NEUROSCIENCES
198 hours | 102 hours

YEAR II

Fall Semester | Spring Semester
---|---
PATHOLOGY | PATHOLOGY
152 hours | 157 hours

BIOCHEMISTRY
98 hours or INTERMEDIATE BIOCHEMISTRY 88 hours

PHYSIOLOGY
227 hours

MICROBIOLOGY
126 hours

PHARMACOLOGY
111 hours

PREPARATION FOR CLINICAL MEDICINE
50 hours
100 hours plus three field trips
110 hours
100 hours (course)

MICROANATOMY
100 hours

HUMAN BEHAVIOR AND DEVELOPMENT
80 hours
60 hours

PCM

HB & D

PCM

60 hours (Preceptorship)

Important events
○ Orientation
○ Fall Recess
○ Christmas/New Year's Recess
○ Spring Recess
○ Two-Month Vacation
○ Fall Recess
○ Christmas/New Year's Recess
○ Spring Recess

Breaks
### CURRICULUM OUTLINE

#### CLINICAL SCIENCES

<table>
<thead>
<tr>
<th>YEAR III</th>
<th>YEAR IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer Summer</td>
<td>Late Spring</td>
</tr>
<tr>
<td><strong>CLERKSHIPS</strong></td>
<td><strong>ELECTIVES</strong></td>
</tr>
<tr>
<td>48 weeks required</td>
<td>33 weeks required</td>
</tr>
<tr>
<td><strong>INTERNAL MEDICINE</strong></td>
<td><strong>DEPARTMENT OFFERINGS</strong></td>
</tr>
<tr>
<td>12 weeks required</td>
<td><strong>ANATOMY</strong> 4</td>
</tr>
<tr>
<td><strong>GENERAL SURGERY</strong></td>
<td><strong>ANESTHESIOLOGY</strong> 5</td>
</tr>
<tr>
<td>6 weeks required</td>
<td><strong>BIOCHEMISTRY</strong> 1</td>
</tr>
<tr>
<td><strong>SPECIALTY SURGERY</strong></td>
<td><strong>FAMILY &amp; COMMUNITY MEDICINE</strong> 14</td>
</tr>
<tr>
<td>3 weeks required</td>
<td><strong>INTERNAL MEDICINE</strong> 28</td>
</tr>
<tr>
<td><strong>PEDIATRICS</strong></td>
<td><strong>MICROBIOLOGY</strong> 1</td>
</tr>
<tr>
<td>6 weeks required</td>
<td><strong>NEUROLOGY</strong> 3</td>
</tr>
<tr>
<td>Optional</td>
<td><strong>OBSTETRICS/GYNECOLOGY</strong> 4</td>
</tr>
<tr>
<td>3 week extension</td>
<td><strong>OPHTHALMOLOGY</strong> 1</td>
</tr>
<tr>
<td><strong>OBSTETRICS/GYNECOLOGY</strong></td>
<td><strong>PATHOLOGY</strong> 4</td>
</tr>
<tr>
<td>6 weeks required</td>
<td><strong>PEDIATRICS</strong> 21</td>
</tr>
<tr>
<td>Optional</td>
<td><strong>PHARMACOLOGY</strong> 2</td>
</tr>
<tr>
<td>3 week extension</td>
<td><strong>PHYSIOLOGY</strong> 1</td>
</tr>
<tr>
<td><strong>FAMILY MEDICINE</strong></td>
<td><strong>PSYCHIATRY</strong> 6</td>
</tr>
<tr>
<td>6 weeks required</td>
<td><strong>RADIOLOGY</strong> 5</td>
</tr>
<tr>
<td>Optional</td>
<td><strong>SURGERY</strong> 21</td>
</tr>
<tr>
<td>3 week extension</td>
<td><strong>SEMINARS</strong> 21</td>
</tr>
<tr>
<td><strong>PSYCHIATRY</strong></td>
<td>Interdepartmental &amp; Departmental</td>
</tr>
<tr>
<td>6 weeks required</td>
<td>(See Electives Manual for course details.)</td>
</tr>
<tr>
<td>Optional</td>
<td></td>
</tr>
<tr>
<td>3 week extension</td>
<td></td>
</tr>
</tbody>
</table>

**NEUROLOGY** 3 weeks required Optional 3 week extension

---

12 weeks of unscheduled time during the two Clinical Sciences years are available for vacations and interviews.
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 $7.50 by writing to the AAMC (address on page 20).

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. Preference is given first to residents of Arizona and next to a few 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, letters of recommendation, and personal interviews. (See below under Admission Process.)

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

1. Successful completion of three full years of study at an accredited college or university, including 30 semester hours (45 quarter hours) which must be upper division. This is considered equivalent to 90 semester hours or 135 quarter hours.
2. Successful completion of two full semesters (or three quarters) in each of the following areas: general chemistry, organic chemistry, physics, general biology or zoology, and English.
3. Provide MCAT scores from Series 11, given in April 1982, or completion of the MCAT within two years of application.

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 1985 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 20).
2. Obtain an AMCAS application packet. An application may be obtained only by using an AMCAS Application Request Card, available from any participating medical school or from most premedical advisors. Upon receipt of this card, AMCAS will send the necessary material to the applicant immediately.

3. Complete and return the AMCAS application. Follow instructions in the application packet and return the completed applications 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 1st. 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, 1984. The deadline for your application to the University of Arizona College of Medicine is November 1, 1984. 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 schools where their opportunities may be greater.

7. Receipt of supplementary materials. Those who pass the initial screening process will receive a packet of supplementary materials that are specific to this College of Medicine. Instructions are provided with this 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 admissions process, no applicant can be considered without it. At the time of the interview, you will have an opportunity to meet with medical students 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 recommend that you complete your file prior to December 31, 1984, since notification of Admissions Committee actions take place between January and March of 1985.
JANUARY 15 TO MARCH 15, 1985

10. Notification of action by the Admissions Committee. In early December 1984, 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, 1985 (or the first working day thereafter). Notification of rejection or alternate status will be sent out on March 15, 1985.

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, 1985

12. At any time, an applicant holding a position on the Alternate List may receive an acceptance 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, 1985, 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, 1984.

The Admissions Committee uses five major criteria in the selection of students: academic record, Medical College Admission Test (MCAT) scores, personal statement, 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; 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 Premedical Committee at their university or from three individual faculty members. Use of the Committee at your school is 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 then reviews all completed applications. All facets of the record are considered. The amount of consideration given to the academic record, MCAT scores, personal statement, letters of recommendation, and results of the personal interviews, depends on each individual on the Committee. Each member of the Admissions Committee votes after a review of each person's complete file, and the combined vote of the Committee determines who is accepted. Acceptances are based on the impression of all members of the Admissions Committee regarding each applicant and the relationship of each applicant to every other. 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.

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 only become available 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) or two-year U.S. medical schools.
   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) or two-year U.S. medical schools.
   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) Successful completion of a minimum of three full years of premedical study (90 semester units or 135 quarter units) at an accredited college or university, with 30 units at the upper division level.
   b) Successful completion of two full semesters (or three quarters) 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 WHO-listed medical school and provide evidence (official transcripts or original boletos) 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 matriculated in foreign medical schools must take the Medical Sciences Knowledge Profile (MSKP) examination prior to being considered by the Admissions Committee. Please contact the AAMC for registration materials and deadlines (see page 20 for address). Applicants who are enrolled in LCME accredited medical schools must take Part I of the National Board Examination.

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 school of medicine.

7. All accepted transfers will be required to take 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. 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.

10. 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.

11. Applicants must apply directly to this College of Medicine. Applications will be available after November 1st - deadline is March 31st.
Participation in Supervised Clinical Experience
(Fifth Pathway)

Individuals who are presently and were Arizona residents at the time of their initial application to medical school and are currently attending a medical school located outside of the U.S., Puerto Rico and Canada are invited to apply for admission as participants in the Fifth Pathway Program at the College of Medicine. This program consists of 48 weeks of required clerkships which will include twelve weeks of internal medicine, nine weeks of surgery and six weeks of each of the following: pediatrics, obstetrics-gynecology, psychiatry, family medicine; and three weeks of neurology.

Successful completion of the program will be measured by the guidelines and evaluation procedures used for our students (see section on Student Progress). Participants successfully completing the program will receive a letter from the Dean of the College of Medicine recognizing this achievement.

Applicants for admission to this program must meet the following criteria:

1. Are currently, and were at the time of entrance into the foreign medical school, a resident of Arizona.
2. Have studied medicine at a medical school located outside the United States, Puerto Rico and Canada, which is listed by the World Health Organization. The medical school must require the student to complete an internship and/or social service before awarding the M.D. degree. If your school does not have this requirement, you are not eligible for the Fifth Pathway Program.
3. Have successfully completed all the formal requirements of the foreign medical school except the above mentioned internship and/or social service. Official transcripts or original boletos must be provided to indicate successful completion of those requirements.
4. Have successfully completed, in an accredited American college or university, the minimum undergraduate premedical work of the quality required of all students entering the University of Arizona College of Medicine. These are:
   a) Successful completion of three full years of study at an accredited college or university, including 30 semester hours (45 quarter hours) which must be upper division. This is considered equivalent to 90 semester hours or 135 quarter hours.
b) Successful completion of two full semesters (or three quarters) in each of the following areas: general chemistry, organic chemistry, physics, general biology or zoology, and English.
c) Provide MCAT scores.

5. Have taken the examination given by the Educational Commission for Foreign Medical Graduates (ECFMG) prior to admission (address listed below). Preference will be given to those who have achieved a passing score (75).

6. Be interviewed at the College of Medicine.

7. Although the MSKP examination is not required, the results may be taken into consideration by the Admissions Committee.

8. Provide letters of evaluation from all clinical experience during the last two years of medical school.

9. The application deadline for January participation is October 1st. The application deadline for June participation is March 1st.

Selected participants will begin the program as close to July 1, 1984 and January 1, 1985 as possible, but may start at other times under special arrangement.

List of Important Addresses

University of Arizona College of Medicine
Tucson, Arizona 85724

Admissions Office 626-6214 or 6215
Student Affairs 626-6216

Association of American Medical Colleges (AAMC)
One Dupont Circle, N.W.
Washington, D.C. 20036

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

National Board of Medical Examiners (NBME)
3930 Chestnut Street
Philadelphia, Pennsylvania 19104

New Medical College Admission Test (MCAT)
c/o American College Testing Program
Box 414 Iowa City, Iowa 52243

Educational Commission for Foreign Medical Graduates (ECFMG)
3624 Market Street
Philadelphia, Pennsylvania 19104

Medical Sciences Knowledge Profile (MSKP)
Association of American Medical Colleges
1776 Massachusetts Avenue N.W. - Suite 301
Washington, D.C. 20036-1989
STUDENT AFFAIRS

Orientation

Orientation occurs on the day prior to the start of classes. Its purpose is to acquaint the student with classmates, 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 for unmarried students on a space available basis, according to date of application, through the Department of Residence Life.

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 fifteen minutes' 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. 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 also will be available to students. In all instances, these tests will be provided by the Student Health Service and their cost will be borne by each student involved.

**The Code of Student Conduct**

Students who enter the College of Medicine find themselves in the company of scholars, each of whom is working to deepen his or her own knowledge, to extend the boundaries of human knowledge, and to apply knowledge in service to fellowman. The faculty and students of the College of Medicine require that a man or 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 or 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.

**Counseling and Advising**

The Office of Student Affairs coordinates the advising and counseling functions for medical students. Students may request faculty advisors when they enter medical school and will have clinical advisors available to work with them throughout their medical school training. These advisors 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. In addition to advisors, counseling about academic, personal and career problems is available to students through the Office of Student Affairs.
Student Representatives

Students may actively participate in the College of Medicine affairs 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. This group meets 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 college affairs 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 yearly budget for a single student is approximately:

<table>
<thead>
<tr>
<th>Item</th>
<th>4-year Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and fees*</td>
<td></td>
</tr>
<tr>
<td>resident</td>
<td>$3,470</td>
</tr>
<tr>
<td>Books and Supplies</td>
<td>470</td>
</tr>
<tr>
<td>(microscopes provided)</td>
<td></td>
</tr>
<tr>
<td>Room and Board (estimated)</td>
<td>3,980</td>
</tr>
<tr>
<td>Miscellaneous (including transportation, etc.)</td>
<td>2,780</td>
</tr>
<tr>
<td>Approximate total:</td>
<td></td>
</tr>
<tr>
<td>resident</td>
<td>10,700</td>
</tr>
</tbody>
</table>

*Subject to change

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
John A. Noon and Helen Noon Anderson Memorial Scholarship
Arizona Medical Association Scholarship Program
Associates in Laboratory Medicine, P.C. Scholarship
Dr. Henry G. Atha and Grace L. M. Atha Memorial Scholarship
Nelson C. Bledsoe Scholarship
Earl Bluestein Scholarship Fund
Louis Cobb Memorial Scholarship
Coconino County Medical Society Scholarship
Joseph Collins Memorial Scholarship
Anne Babbitt Cordasco, M.D., Memorial Scholarship
Herman E. Demund Memorial Scholarship
Duncan Dietrich Medical Scholarship
Eddie and Madelyn Earl Memorial Scholarship
Leon and Helen Feinberg Scholarship
Nicholas W. Genematas Foundation Scholarship
Greater Tucson Area Foundation Scholarship
Howard Melville Hanna Memorial Scholarship
The Haskell Book Scholarship
Dr. Cruz M. Hernandez Scholarship Fund
Benjamin S. and Estella C. Hill Scholarship
Josephine Madara Memorial Scholarship
Dr. Ruth Mahnken Memorial Fund
Marshall Foundation for Arizona Women
George Martin Memorial Scholarship
Salvador Mazza Scholarship
Fred C. McCormick Scholarship
Medical Alumni Fund
Medical Student Relief Fund
Metzger Scholarship Fund
National Hispanic Scholarship Fund
National Medical Fellowships, Inc.
John A. Mulcahy Scholarship
Otitis Media Scholarship
Dr. George D. Reay Memorial Scholarship
Duncan Reid Memorial Scholarship
Francis A. Roy and Dorothy Roy Memorial Scholarship in Medicine
M.A. and Greta Schuele Scholarship
Delbert L. Secrist, Sr., Memorial Scholarship
Milton L. Shifman Scholarship
Bernice P. Simon Memorial Scholarship
Mary Woodman Smith Memorial Scholarship in Medicine
George F. Spaulding Scholarship
Special Assistance Fund-College of Medicine
Special Medical Student Scholarship for Minorities
Carla and Oliver Springer Scholarship Fund
William B. "Bill" and Dr. H. H. Varner Scholarship
Hans and Julia Voight Memorial Scholarship
Dr. Samuel Humes Watson Medical Scholarship
Alma L. Wilson Memorial Scholarship
Dr. Boris Zemsky Memorial Fund-Psychiatry
A number of other scholarships have been donated anonymously.

LOANS
State of Arizona Medical Student Loans
Arizona Medical Association Auxiliary Loan Fund
Josephine F. Bennett Foundation Loan Fund
College of Medicine Emergency Loan Fund
Dr. Paul S. Gaddis Memorial Loan Fund
Health Professions Student Loan Fund
Elizabeth Banes Mann Loan Fund
Marshall Revolving Loan Fund
Charles W. Sechrist Emergency Loan Fund
University Hospital Auxiliary Emergency Loan Fund
Roy Whitehead Memorial Fund

AWARDS
American Medical Women's Association Awards
Arizona Foundation Award
The Arizona Medical Association Prize  
The Arizona Medical Association Travel Awards  
Brayton Memorial Family Practice Award  
Marshall Brucer Award in Radiation Medicine  
Ciba Award for Community Service  
Grobe Award in Family Practice  
Robert Wood Johnson Health Policy Fellowships  
The Roy Killingsworth Award for Psychiatry  
The Alvin T. Kirmse Memorial Prize in Obstetrics  
Mosby-Lange Book Awards  
Bernard Revsin Memorial Scholarship Award  
Upjohn 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 Guaranteed Student Loans. 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 Program, 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 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 should 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. 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

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 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 may be elected to Alpha Omega Alpha, the medical honor society.

**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 in order 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.

(6) Fifth Pathway participants. The Student Progress Committee shall order dismissal in any case when a participant fails one course for a second time or when a participant fails two (or more) courses in the curriculum. (For purposes of this paragraph, a failure will be counted as such even if the participant has subsequently passed the course.) Failures incurred prior to participation in the Fifth Pathway Program will not be considered. Other Student Progress Committee guidelines apply, unaltered, to Fifth Pathway participants.

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.
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.

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 22).

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 elected 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 12-13. 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.
900-999 inclusive: (Independent graduate study involving research, thesis, or dissertation. Not open to undergraduates.

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.

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, 1983-1984, Yr. Jones
A review of current topics pertaining to the ethics of medicine. P, Medicine 400 or CR. (Identical with Family and Community Medicine 401). See Electives Manual for course description

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.
1983-1984........................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. Prerequisite(s). 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 crosslisted department.

See Electives Manual for course description... An in-house publication which lists course offerings for Year III and Year IV classes.

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

495. Colloquium (2-4)
a. Introduction to the Neurosciences I (2) GC
   Staff
   An introductory overview of mammalian neural structure and function. Neuroanatomical
   and neurophysiological principles are emphasized. P, permission of instructor. (Identical
   with Anat. 495a and Psio. 495a).
b. Introduction to the Neurosciences II (2) GC
   Staff
   An introductory overview of clinical conditions that affect the human nervous system. P,
   495a or permission of the instructor. (Identical with Neur. 495b, Psio. 495b and Psy. 495b).

596/896. 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. See Electives Manual available in the Student Records Of-
   fice, College of Medicine, for specific course titles, numbers, prerequisites, and descriptions.

801. Preparation for Clinical Medicine (PCM) (1-12) I, II
   Rutala-Staff
   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, at-
   titudes 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 this segment students interact with patient in-
  structors and also spend one semester interacting with a physician preceptor; 2. Clinical cor-
   relations (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, introduction
   to nuclear medicine, patient care skills workshop and radiology practicum. 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)
   Fahey-Pollock-Staff
   This course provides an integrated framework through which the student may better under-
   stand the relationships between biological, environmental, social and psychological factors as
   they influence the total person in the role as a patient. Also explored is the physician-patient
   relationship, ethical and legal issues in medical practice. Panel discussions, lectures, patient in-
   terviews, field trips, etc., are utilized in the interdisciplinary course to achieve these objectives.
DEPARTMENTAL COURSES

ANATOMY

Professors: Douglas G. Stuart, Acting Head [Professor of Physiology], Bryant Benson, Jay B. Angevine, Jr. [Neurology], C. Donald Christian [Obstetrics & Gynecology], Philip H. Krutzsch, Donald P. Speer [Surgery]
Associate Professors: David E. Blask, C. Ward Kischer, Albert V. LeBouton, Bruce E. Magun
Assistant Professors: Mary J. C. Hendrix, Christopher A. Leadem
Lecturers: William D. Barber, Norman E. Koelling (Educational Specialist, Multidiscipline Laboratories)
Adjunct Professor: James C. Dunn Adjunct
Assistant Professor: Hsien-Jen J. Chen
Research Professor: Robert B. Chiasson (Veterinary Sciences)
Research Assistant Professors: Stephen R. Planck Associate: Harry R. Claypool [Research Associate, Radiology]

Anatomy has central responsibility for the presentation and study 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. This discipline has established fundamental facts and methods supporting modern concepts of human biology. 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 basic for continued growth and application by the developing physician.

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 and the physical sciences, as well as of biology, in order to meet the demands of a growing discipline. Course work and research possibilities span the continuum of morphological investigation from ultrastructure (electron microscopy) to gross human structure.

In conjunction, graduate study in anatomy offers the candidate an opportunity to learn such skills and techniques as cytochemistry, histochemistry, histophysiology, endocrinology, cytogenetics, embryology, radioisotope biology, comparative neuroanatomy, and so on. A large number of possibilities exist regarding the minor subject in the doctoral program. Departmental facilities include chemical and physical analytical equipment, electron and optical microscopes, and extensive tissue preparation equipment.

For detailed information concerning graduate programs in the Department of Anatomy, consult the catalog of the Graduate College.

Course Descriptions

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).

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

555. Cancer Biology (3) II, Alternate Year, 1985, Bowden-Gerner-Magun
(Identical with M. Mic. 555, which is home)

601. Human Gross Anatomy (8) I Blask-Staff
Comprehensive survey of the development and gross structure of the human body. P, Chem. 103b, 104b, 243b, 245b; Phys. 102b; G. Bio. 101b.

602. Microscopic Anatomy (5) I Hendrix-Staff
Essentials of microscopic human anatomy. P, Chem. 103b, 104b, 243b, 245b; Phys. 102b; G. Bio. 101b, and permission of department.

605. Neurosciences (6) II Barber-Angevine-Stuart
Essentials of mammalian neural development, structure and function. P, Chem. 103b, 104b, 243b, 245b; Phys. 102b; G. Bio. 101b; Cell. 410. (Identical with Psio. 605.) Consult department before enrolling.

801. Human Gross Anatomy (1.7*) I Blask-Staff
See 601 description.
*No grade will be given until the student has completed the full seven units of the course.

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

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

896. Seminar, I, II Staff

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

Courses Primarily for Graduate Students

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.

603. Microscopic Structure (1-3) II Staff
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 Krutzsch-Staff
Study in depth of the gross human anatomy of selected areas or systems. P, 601, 602.
ANESTHESIOLOGY

Professors: Burnell R. Brown, Jr., Head; I. Glenn Sipes [Pharmacology & Toxicology]
Associate Professors: Charles W. Otto
Assistant Professors: Jerry M. Calkins, Randall C. Cork, Stuart R. Hameroff, Reynolds J. Saunders, A. Jay Gandolfi [Assistant Research Professor, Pharmacology/Toxicology]
Lecturers: Jeffry A. Spain, H. Burton Walker, Jr.
Adjunct Associate Professor: Kenneth C. Mylrea [Associate Professor, Electrical Engineering]
Visiting Research Associate: Hisham Abdel Azid Fahmy
Research Associates: Warren R. Jewett [Electrical Engineering], Sandra M. Sylvester

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 University Hospital and Veterans Administration Medical Center.
815. Subspecialty, Yr. Otto-Staff
   p. Critical Care Medicine (6) Yr.
      (Identical with I. Med. 815p.)
      See Electives Manual for course description.

891. Preceptorship, Yr. Staff
   a. Anesthesiology and Subspecialties (3-18)
   b. Special Clinical Subjects (6)
   c. Anesthesiology Preceptorships (4-6)
      See Electives Manual for course description.

UNIVERSITY DEPARTMENT OF BIOCHEMISTRY
(COLLEGES OF AGRICULTURE AND MEDICINE AND THE FACULTY OF SCIENCE)

Professors: John H. Law, Head, Herbert E. Carter, Michael A. Cusanovich, Leslie S. Forster [Chemistry], Darrell E. Goll [Nutrition and Food Science], David J. Hartshorne [Nutrition and Food Science], Mark R. Haussler, Associate Head, Victor J. Hruby [Chemistry], Richard G. Jensen, David W. Mount (Molecular & Cellular Biology), John A. Rupley, Gordon Tollin, Michael A. Wells, Henry I. Yamamura [Pharmacology; Associate Professor, Psychiatry]

Associate Professors: Don P. Bourque, Hans J. Bohnert (Molecular & Cellular Biology), Wah Chiu, James F. Deatherage, William J. Grimes

Assistant Professors: Nancy W. Downer, John W. Little, Marc E. Tischler, Howard D. White

Research Assistant Professors: William E. Ford, Robert Eric Johnson, John Wesley Pike, Raymond Francis Siemankowski, Susan Smith


Research in biochemistry is carried out principally in Biosciences 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

460. General Biochemistry (5) GC I Staff
462a-462b. Biochemistry (3-3) GC I, II  
Staff

463. Biochemistry Laboratory (2) GC II  
Staff
Introduction to experimentation with biochemical systems, processes, and compounds of biochemical importance. 1R, 5L. P, Bioc. 460 or CR 462a-462b.

494. Practicum (3) I, II  
Staff
Senior research experience in the labs of individual faculty members. P, CR 462a-462b.

501/801. 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.

504/804. Intermediate Medical Biochemistry (5) I  
Tischler
An intermediate treatment of several areas of general biochemistry including metabolism and nutrition, genetics and membranes. Designed to build on the student's prior knowledge of biochemistry. Bioc. 804 open to medical students only; others consult department before enrolling. P, 462a-462b.

561a-561b. Introduction to Biochemical Literature (1-1)  
Staff
Supplement to 462a-462b, in which a more detailed consideration of subject matter of immediate lectures is involved. Primarily for those students planning a career in biochemistry and wishing to prepare themselves for future graduate study. Required of all first-year biochemistry graduate students. P, CR 462a-462b. Bioc. 561a is not a prerequisite to Bioc. 561b. (Identical with Chem. 561a-561b.)

565a-565b. Proteins, Enzymes and Physical Biochemistry (3-3) 1984-85  
Staff
Protein thermodynamics and structures, biophysical methods, enzyme kinetics and mechanisms, and related topics. P, Bioc. 462a, Chem. 480b. (Identical with Chem. 565a-565b.)

568a-568b. Nucleic Acids (3-3) 1983-84  
Staff
Chemistry, structure, and function of nucleic acids; replication, transcription, translation, gene organization, regulation of gene expression and organelle nucleic acids. Both procaryotic and eucaryotic systems will be considered. P, 462b (Identical with Cell. 568a-568b, which is home, and N.F.S. 568a-568b.)

570. Molecular Biology of the Cell Membrane (3) I 1984-85  
Staff
Cell membrane functions including biosynthesis, structures of membrane components; importance of cell communication, differentiation, adhesion, immune response, and cancer. Discussions on the use of monoclonal antibodies, recombinant DNA technology, and DNA transfections in studies on the biology of the cell membrane. (Identical with Chem. 570 and Cell. 570).

617. Steroid Chemistry and Biochemistry (3) I, 1983-84  
Staff
Occurrence, biosynthesis and function of steroids in animals, plants and microorganisms; chemical reactions and metabolism; chromatographic analysis. P, N.F.S. 406a-406b or Chem. 460 and 241a-241b. (Identical with N.F.S. 617, 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 6 L. P, CR 561a-561b.
696. Seminar (1-3) I, II  
Student reports on current research topics. Participation required for all graduate students in biochemistry but registration not required in all semesters.  
   a. Biochemistry I (1-3) I  
   b. Biochemistry II (1-3) II  

799. Independent Study (1-5) I, II  
Open to graduate students seeking a Ph.D. in Biochemistry.  

800. Research (1-16) Yr.  

900. Research (1-5) I, II  
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  
Research for the master's thesis.  

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

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

FAMILY AND COMMUNITY MEDICINE

Professors: Anthony F. Vuturo, Head, Herbert K. Abrams, John T. Boyer [Internal Medicine, Director, Division of Restorative Medicine], George D. Comerci [Pediatrics], Eric P. Gall [Internal Medicine, Surgery], Melvin H. Goodwin, Jr., James F. LaSalle (Management Information Systems), Andrew W. Nichols, James R. Shaw, William A. Stini [Anthropology], Hugh C. Thompson [Pediatrics]

Associate Professors: Peter J. Attarian, Associate Head, [Assistant Professor, Psychiatry], Robert W. Buckingham (Management & Policy), Gail G. Harrison [Pediatrics, Nutrition & Food Science], Theodore H. Koff (Management & Policy), Daniel O. Levinson [Nursing]

Assistant Professors: Dorian H. Cordes (Director, Occupational & Preventive Medicine Residencies), Ronald S. Fischler [Pediatrics], Jonathan C. Hake, Michael K. Magill, Craig L. McClure (Director, Family Practice Residency), Lawrence M. Moher (Clinical Director, Geriatric Clinics), Ronald E. Pust (Clinical Director, St. Elizabeth of Hungary), William L. Roberts, Arthur B. Sanders [Surgery, Internal Medicine], Jean E. Sullivan (Clinical Director, Wholistic Health Center), Barry D. Weiss (Clinical Director, Family Practice Office)


Adjunct Professors: Elliott M. Heiman [Psychiatry], Wadie W. Kamel

Adjunct Associate Professors: Suzanne E. Dandoy, H. Winter Griffith, Frank A. Hale, Robert G. Harman, John H. Hughes, Steven S. Spencer, Katherine J. Young (Associate Professor and Coordinator, Community Health Nursing, College of Nursing)

Adjunct Assistant Professors: Dileep G. Bal, John T. Condon, Clifton D. Crutchfield (Business & Public Administration), Murray M. DeArmond [Psychiatry], Henry S. Edwards [Associate, Internal Medicine], Robert W. Garrett [Psychiatry, Pharmacy Practice], Georgia G. Hall, Ann K. Henry [Assistant Professor, Pharmacy Practice], Cynthia C. Johnston, Paul R. Marques [Research Assistant Professor, Pharmacology; Assistant Professor, Addiction Studies], James E. Sarn, Dalice A. Sim [Radiology, Statistics; Biostatistician, Cancer Center], Mark D. Van Ert [Health Education, Civil Engineering], Barbara H. Warren

Clinical Professor: Augusto Ortiz

Clinical Assistant Professors: Kay A. Bauman, Mark R. Dambro, Russell R. Dodge, Robert C. Rhode (Lecturer, Psychiatry), Randolph E. Soo Hoo (Clinical Director, Family Health Center)
The Department emphasizes the values of family and community orientation to medical practice. By means of preceptorships, seminars, projects, lectures, community assignments and clinics, in collaboration with other departments, students learn family medical practice, clinical preventive medicine and the elements of epidemiology, 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.

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 high 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. There is also an ongoing program of continuing education for community physicians, developed in close collaboration with the Arizona Academy of Family Physicians.

Course Descriptions

487. Poverty and Health (3) II GC 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, 6 units of Social Science. (Identical with Nurs. 487, which is home.)

500/800. 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.

588. Clinical Anthropology (3) II Staff
Application of principles from anthropological theory to the actual practice of patient care, with emphasis on content of groups living in the greater Southwest. P, 9 units of Behavioral Science. (Identical with Nurs. 588, which is home.)

596. Seminar I, II Staff
a. International Health (3) S Open to health majors only.
b. Epidemiologic Methods (2)
c. Community and International Nutrition (2)
k. Nutrition in Disease (2) [Rpt./1] P, Bioc. 501/801, Psio. 601/801
ss. Tropical Disease Problems (2-3)
u. Current Issues in Health Services (2)
yy. Basic Principles of Epidemiology (2)

896. Seminar I, II Staff
a. Research Topics and Methodologies in Family and Community Medicine (1) [Rpt./1] I, II. Consult dept. before enrolling.

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. The student 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.

815. Subspecialty, Yr. Harrison-Magill-Staff
See Electives Manual for course descriptions.
b. The Dying Patient (3-6) [Rpt./1] Yr.
c. Alcoholism: A Community Health Problem (3-12) [Rpt./1] I, II Hartmann-Vuturo

d. Community Health Problems (6-12) Nichols-Hartmann-Vuturo

g. Community Geriatrics (3-12) [Rpt./12 units] Moher-Roberts

Consult department before enrolling.
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. See Electives Manual for course descriptions.

- Primary Care (4-12)
- Family Medicine (3-12)
- Clinical Preceptorship in International Health (6-12)

**INTERNAL MEDICINE**

Professors: Rubin Bressler, Head (Chief, Clinical Pharmacology), David S. Alberts [Pharmacology], F. Paul Alepa, Robert A. Barbee [Assistant Director, Division of Respiratory Services], Benjamin Burrows (Chief, Section of Pulmonary Diseases) [Director, Division of Respiratory Sciences], William F. Denny, Brian G. M. Durie, David L. Earnest (Chief, Section of Gastroenterology), Gordon A. Ewy (Chief, Section of Cardiology), Eric P. Gall (Chief, Section of Rheumatology, Allergy, & Clinical Immunology) [Family and Community Medicine, Surgery], David G. Johnson (Chief, Section of Endocrinology), Stephen E. Jones (Chief, Section of Hematology and Oncology), Murray A. Katz, Louis J. Kettel, Ronald J. Knudson, Michael D. Lebowitz, Peter J. Lynch, Associate Head (Chief, Section of Dermatology), Frank I. Marcus, Eugene Morkin, Charles A. Nugent, Jr., David A. Ogden (Chief, Section of Renal Disease), Sydney E. Salmon, Jay W. Smith (Chief, Section of General Internal Medicine)


Assistant Professors: Frederick R. Ahmann, John W. Bloom, Marlene Bluestein, Thomas W. Boyden, Sammy C. Campbell, Timothy C. Fagan, Paul E. Fenster, John N. Galgiani, Ronald C. Hansen, Shoel-Kuen (Steve) Huang, Murray Koc, Thomas P. Miller, Charles W. Otto [Anesthesiology], John D. Palmer, Stuart F. Quan, Paul J. Rutala, Arthur B. Sanders [Family and Community Medicine, Surgery], Brian Y. Shon, Gayle A. Traver [Associate Professor, College of Nursing], David B. Van Wyck

Instructors: Stephen S. Algeo, Anthony E. Camilli

Lecturers: Robert J. Brooks, Benjamin Burbank, Lloyd A. Coaker, John G. Corcoran, James J. Corrigan [Pediatrics], David N. Flieger, Hugh J. Gallagher, Gerald B. Goldstein, Robert S. Heusinkveld [Professor, Radiology; Assistant Director, Clinical Radiology], Craig L. McClure, [Assistant Professor, Family & Community Medicine], Arnold B. Merin, Ulrich F. Michael, Margaret M. Miller, Virginia R. Moeller, Susan E. Newman (Director, Social Services), Milan V. Novak, Karen E. Redding, Gail E. Riggs, Hans F. Stein

Adjunct Associate Professor: Helen M. Roberts Clinical Professors: John W. Heaton, Jr., William J. Howard, Brenda P. Phibbs, David Riffkind Clinical Associate Professors: James L. Bernene, Kenneth B. Dessier, Daniel S. Duick, Joseph A. Hawkins, Richard A. Kozarek, Alan R. Rosenfeld, Robert A. Sanowski

Clinical Assistant Professors: Eugene C. Blanck, S. Kent Callahan, David S. Feldshon, Mary Lenore Fines, R. Scott Gorman, Jeffrey P. Jaffe, Peter C. Kelly, William S. Nevin, Steven J. Schaffner, Neil Smithline, Michael T. White, Jerrold A. Winter

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

Research Associate Professor: Marilyn J. Halonen (Research Associate, Division of Respiratory Sciences), Jeffrey M. Trent (Research Associate, Cancer Center Division)

Research Assistant Professors: Irwin L. Flink, Anna M. Kaminska, Bruce E. Markham [Research Associate, Microbiology and Immunology]
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.

Course Descriptions

500. Research (2-16) [Rpt./1] Yr. Staff

555. Cancer Biology (3) II, Alternate Year, 1985 Bowden-Gerner-Magun
(Identical with M. Mic. 555, which is home.)

800. Research (2-16) [Rpt./1] Yr. Staff
See Electives Manual for course descriptions.

803. Clinical Clerkship (12) Yr. Barbee-Staff
Required of all students during their first clinical year. Assignment is made to the inpatient medical wards at AHSC, Tucson Veterans Administration Medical Center, and selected hospitals 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. Internal Medicine (4-12) Yr.  
   b. Ambulatory Diagnosis and Therapeutics (6) Yr.  
   c. Geriatrics and General Medicine Extended Care (6)  
   d. Ambulatory Geriatrics (3-12) Yr. P, 803  
   Students are offered six-week elective clerkships in hospitals in Tucson and Phoenix. See Electives Manual for course descriptions.

815. Subspecialty, Yr.  
   a. Clinical Cardiology (6)  
   b. Clinical Dermatology (3)  
   c. Endocrinology (4-12)  
   d. Clinical Gastroenterology (4-8)  
   e. Hematology-Oncology (6)  
   f. Immunology, Arthritis and Allergy (6)  
   g. Infectious Diseases (4-12)  
   h. Pulmonary Diseases (3-12)  
   j. Pulmonary Laboratory and Consultation Service (3-6)  
   k. Nephrology, Renal Disease (3-6)  
   l. Clinical Allergy (4-6) (Identical with Ped. 815l)  
   m. Medical Subspecialties (3-6)  
   p. Critical Care Medicine (6) (Identical with Anes. 815p, which is home.)  
   q. Neurological and Neuromuscular Diseases (3-6) P, 803.  
   s. Arthritis and Clinical Immunology (6) P, 803.  
   See Electives Manual for course descriptions.

891. Preceptorship  
   a. General Medicine and/or Subspecialties (3-12) [Rpt./2]  
   See Electives Manual for course descriptions.

899. Independent Study (1-16) I, II  

UNIVERSITY DEPARTMENT OF MICROBIOLOGY AND IMMUNOLOGY (COLLEGES OF AGRICULTURE AND MEDICINE AND THE FACULTY OF SCIENCE)

Professors: John Spizizen, Head, Peter Bartels (Pathology), Harris Bernstein, Junetsu Ito, Wayburn S. Jeter [Pharmacology & Toxicology], Rein Kilkson [Physics], Peter Ludovici, William J. Meinke, Neil Mendelson [Nutrition and Food Science], George Olson [Veterinary Sciences], Kenneth J. Ryan [Pathology], Irving Yall  
Associate Professors: Charles P. Gerba [Nutrition and Food Sciences], Robert J. Janssen, David O. Lucas, Norval Sinclair [Nutrition and Food Sciences], James T. Sinski, Joseph G. Songer [Veterinary Sciences]  
Assistant Professors: Ruthann Kibler Lecturer: Judy Bradshaw, Vivian E. Gage, Lee M. Kelley  
Adjunct Assistant Professors: Howard A. Fields, Geraldine C. Meinke  
Research Associate Professor: Carol Bernstein  
Research Assistant Professor: Bruce E. Markham [Internal Medicine], Kounosuke Watabe  
Research Associates: Andrea H. Callis, Sang-Dal Kim, Shri Singh, Susan Stramer  
Research Specialist: Bonnie T. Poulos  

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**

501/801. Medical Microbiology (6) 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, O. Bio. 101b; Chem. 241b, 243b; Bioc. 501.

503. Quantitative Microbiology (2) I Staff
Theory, design, and application of the instruments employed in microbiological research. P, twelve units of micro.

521. Tissue Culture (3) II 1984-85 I Staff
Techniques for the in vitro study of cells and tissues; research application. 1R, 6L. P, four units of micr.

527. General Virology (4) I I Staff
Chemical and physical properties of viruses; the viral replication cycle; cellular response to infection. 3R, 4L. P, 328, 419, Chem. 460.

530. Biophysical Theory (2) II I Staff
Physical concepts and theories describing biomolecular structure and function, molecular evolution, limits to structure, symmetry, oligomer and virus structure, organelle structure and function. (Identical with Phys. 530)

540. Topics in Microbiology (1) [Rpt.] I, II I Staff
Variable content. Open to majors only.

550. Molecular Mechanisms of Microbial Pathogenesis (3) II 1984-85 Staff
Review of current concepts in specific areas of microbial pathogenesis, including actions of exo- and endotoxins, cell surface interactions, phagocytosis and host microbicidal functions. P, Bioc. 460 (Identical with Micr. 550.).

560. Molecular and Cellular Immunology (1) I, II 1984-85 Lucas
Cells and cellular events involved in humoral and cell-mediated immune responses; morphologic, physiologic and biochemical characterizations of the lymphoreticular system. P, Bioc. 462a-462b.

561. Molecular Genetics (3) I, II 1983-84 Mount-H. Bernstein
Molecular and cellular genetics 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.

570. Molecular Gene Cloning (3) II 1984-85 Staff
Current gene cloning technology; restriction endonucleases, cloning vehicles (plasmid vectors, bacteriophage vectors, and single-stranded phage vectors), gene amplification and expression of cloned genes.

580. Molecular Virology (3) II W. Meinke
The current status of basic research in virology at the molecular level. P, Chem. 460.

595. Colloquium I Staff
a. Molecular Biology (1) I (Rpt./2)

596. Seminar Staff
a. Molecular and Cellular Immunology (1) I, II Staff
b. Immunopathology (1) I, II Staff
c. Molecular Genetics of Microorganisms (1) I, II Staff
d. Tumor Virology (1) I, II Staff
e. Host-Parasite Interactions (1) I, II Rest
f. Control of Proliferation in Animal Cells (1-2) I (Identical with Radi. 596h, which is home.) Staff

630. Immunology (4) II 1984-85 I Staff
Immunological and immunochemical concepts and techniques. 2R, 6L. P, twelve units of micr., Chem. 460 or N.F.S. 406a.
UNIVERSITY DEPARTMENT OF MOLECULAR AND CELLULAR BIOLOGY (COLLEGES OF AGRICULTURE AND MEDICINE AND THE FACULTY OF SCIENCE)

Professors: H. Vasken Aposhian, Wayne R. Ferris, Konrad Keck, David W. Mount [Biochemistry], James W. O’Leary [Environmental Research Laboratory], Peter E. Pickens, Nobuyoshi Shimizu

Associate Professors: Thomas J. Lindell [Pharmacology], Acting Head, Hans J. Bohnert [Biochemistry], Don P. Bourque [Biochemistry], Wah Chiu [Biochemistry], William J. Grimes [Biochemistry], Jennifer D. Hall, Martinez J. Hewlett, Kaoru Matsuda

Assistant Professors: Danny L Brower, James L. Deatherage [Biochemistry], John W. Little [Biochemistry]

The Department of Molecular and Cellular Biology is located in Biosciences West. Teaching and research are oriented toward all aspects of cellular, molecular, biochemical, and genetic biology. The department offers programs leading to Bachelor of Science, Master of Science, and Doctor of Philosophy degrees.

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 and consult the Graduate Catalogue.

Research areas in which students are expected to specialize are those that are of interest to the faculty. These include gene delivery systems for mammalian cells, the molecular biology of chloroplasts and mitochondria, the molecular biology of chloroplast proteins, nucleic acids and ribosomes, intercellular interactions in pattern formation and morphogenesis, electron crytallography of proteins and macromolecular complexes, structure of cell membranes and filaments, ultrastructural correlates of cell function, biochemistry of cell-surface glycoproteins, replication and DNA repair mechanisms in eucaryotic cells, molecular virology, structure and function of viral nucleic acids, regulation of ribosomal RNA synthesis, regulation of gene expression, molecular and biochemical mechanisms regulating growth of higher plants, molecular genetics, environmental control of plant growth, neurobiology of simple nervous systems, somatic cell genetics and genetic control of receptor-mediated hormonal action in somatic cell hybrids.

Course Descriptions

404. Contemporary Biology and 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-410b. Advanced Cell Biology (3-3) GC Ferris-Staff
Regulation of the cellular and molecular levels; gene expression; nature, function, and integration of organelles and ultrastructural components of the cell. P, 103 (for majors), Chem. 243a or 480a (410a is identical with G. Bio. 410a.)

412. Radioisotopes in Biology (3) GCI 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. 2R, 3L. P, Chem. 103b, 104b, Phys. 102a-102b.

413. Advanced Cell Biology Laboratory (2) GC I Shimizu
Modern lab techniques for genetic and molecular analyses of mammalian cells in culture. 6L. P, CR 415.
415. Somatic Cell Genetics (2) GC I
Shimizu
Modern concepts of eucaryotic cell genetics and molecular mechanisms of cell growth control. P, 102, 103, 104, 320, Chem. 241a-241b, 243a-243b.

416. Physical Methods in Cell Biology (3) GC II
Keck
Physical principles underlying the characterization of subcellular structures and macromolecules. P, Math. 125b.

417. Biophysics Data Analysis (2) GC I
Keck

428R. Advanced Microbial Genetics (3) GC II
Mendelson
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, 103, Micr. 328, G.Bio. 320 or 321. (Identical with G.Bio. 428R and Micr. 428R)

428L. Advanced Microbial Genetics Laboratory (2) GC II
Mendelson
Individual research projects within the framework of microbial genetics, with emphasis on the genetic system of Bacillus subtilis. P, CR 428R. (Identical with G.Bio. 428L and Micr. 428L)

456. Developmental Biology (4) GC I
Bagnara

457. Experiments in Developmental Biology (4) GC II
Bagnara
Experimental analysis of the principles of development. 2R, 6L. P, 456, Chem. 241b. (Identical with G.Bio. 457)

460. Plant Physiology (4) GC I
Matsuda
Introduction to water relations, photosynthesis, respiration, growth and development of higher plants. 3R, 3L. P, Chem. 241a. 243a. (Identical with Ecol. 460)

462. Neurobiology Laboratory (1) GC1
Pickens

463. Introduction to Neurobiology (3) GC 1
Pickens
Physiology and anatomy of invertebrate and vertebrate nervous systems. P, eight units of bio. (Identical with Ecol. 463)

464aR-464bR. Human Physiology (3-3) GC (Identical with G.Bio. 464aR-464bR)

464aL-464bL. Human Physiology Laboratory (1-1) GC (Identical with G.Bio. 464aL-464bL)

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

530. Current Topics in Eucaryotic Gene Expression (3) II 1984-85
Hewlett
Detailed examination of current literature in selected areas of eucaryotic molecular biology. P, 568b or consult dept. before enrolling.

540. Advances in Mammalian Cell Biology (2) [Rpt./2] II
Shimizu
Selected topics in mammalian cell structure and functions and its genetic control. P, 415 or consult dept. before enrolling.

562. Plant Intermediary Metabolism (3) II 1984-85
Matsuda
Selected topics in plant metabolism and photosynthesis. P, 460. (Identical with PIS. 562)

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 1983-84
Matsuda
Selected topics in growth and development. P, 460. (Identical with PIS. 564)

568a-568b. Nucleic Acids (3-3) 1983-84
Staff
(Identical with Bioc. 568a-568b)

612. Principles of Electron Microscopy (4) I
Ferris
Principles and practice of electron microscopy, specimen preparation, micrograph interpretation, and operation and maintenance of electron microscopes. 2R, 6L.

761. Methods in Cell Biology (3) I
Staff
Current techniques for qualitative and quantitative studies. 9L. Open to majors only.
NEUROLOGY

Professors: Peggy C. Ferry [Pediatrics], William A. Sibley
Associate Professors: Colin R. Bamford, Acting Head; Jose F. Laguna, Stuart R. Snider [Pharmacology]
Assistant Professors: Barrett Katz [Ophthalmology], Enrique L. Labadie
Lecturers: Jay B. Anjevine, Jr. [Professor, Anatomy], Robert H. Hamilton, Juan C. Lerman [Research Associate, Geosciences]
Adjunct Professors: Harvey W. Buchsbaum, Arnold P. Friedman
Adjunct Assistant Professors: Robert A. Foote, William H. Lawrence, Michael S. Smith, Francisco R. Valdivia
Research Associates: Katherine P. Clark, Joan E. Laguna

Neurology is that discipline of medicine responsible for the diagnosis and possible 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 6 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

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

500. Research (1-12) [Rpt./1] Yr.  Staff

800. Research (1-12) [Rpt./1] Yr.  Staff
      P, Neurology 803

803. Clinical Clerkship (3-6) Yr.  Staff
   A three-week required course on the neurological wards at University Hospital, the Tucson Medical Center Hospital, the Tucson Veterans Administration Medical Center, Kino Community Hospital and the 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.  Staff
   a. Neurology (3-6) Yr.
      This three or six-week clerkship is offered on the neurology wards at University Hospital, the Tucson Medical Center Hospital, the Tucson Veterans Administration Medical Center, Kino Community Hospital and the Barrow Neurological Institute in Phoenix. 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.  Staff
   r. Neurological and Neuromuscular Disorders (3-6) P, IMED 803.
      (Identical with Internal Medicine 815r, which is home.)

891. Preceptorship, [Rpt./2] Yr.  Staff
   a. Neurology (4-6) [Rpt./2] Yr.
      See Electives Manual for course description.
OBSTETRICS AND GYNECOLOGY

Professors: C. Donald Christian, Head; Jack W. Pearson, Lewis S. Shenker
Associate Professors: Diane S. Fordney [Psychiatry], William C. Scott, Earl A. Surwit, Louis Weinstein
Assistant Professors: Silvio A. Aristizabal [Associate Professor, Radiology], Herbert E. Pollock, Kathryn L. Reed, Sheldon A. Weiner
Adjunct Professors: Walter B. Cherny, John V. Kelly, Tawfik H. Rizkallah
Adjunct Associate Professor: Gregory J. Maciulla
Adjunct Assistant Professor: David S. Grosso
Clinical Assistant Professors: H. Alan Collier, Paul A. Kelly, Vinson Cleo Thompson
Genetic Counselor and Coordinator: Lynn Hauck

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 come to be 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 therapeusis as well as didactic and tutorial sessions.

Course Descriptions

800. Research (1-18) [Rpt./11 Yr.]
Experience in each of the research areas listed below is available with programs up to six weeks in length individually designed. P, Ob.G. 803.
1. Reproductive Pharmacology
2. Diagnostic Ultrasound
3. Endocrine Laboratory
4. Perinatal Medicine
5. Gynecologic Oncology
6. Infertility/Fertility Control
7. Gynecology/Obstetrics

Christian-Staff
Bressler-Christian
Shenker-Weinstein
Christian-Grosso
Weinstein-Shenker
Surwit
Fordney
Pearson

803. Clinical Clerkship (6-9) Yr.
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.

Christian-Staff

810. Clerkship, Yr.
a. Preparation for Practice (3-6)
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.

Staff

891. Preceptorship (1-18) Yr.
a. Obstetrics and Gynecology (3-6)
b. Gynecology-Endocrinology (3-6)
See Electives Manual for course descriptions.

OPHTHALMOLOGY

Professor: Jonathan Herschler, Head
Assistant Professors: William Durant, Barrett Katz [Neurology]
Adjunct Associate Professor: Robert M. Dryden
Adjunct Assistant Professor: Bradley S. Litin
Clinical Assistant Professors: Norman C. Ahl, Ronald W. Barnet, Wayne W. Bixenman, Dean C. Brick, James P. Calkins, Bruce J. Gillers [Associate, Family & Community Medicine], Leonard Joffe, Richard S. Kanter, Stewart A. White, John J. Wild

Research Associate Professors: Andrzej W. Fryczkowski

Associates: J. Sidney Cotner, III, Harold E. Cross, Bruce J. Gillers, Jorge A. Godinez-Cejudo, George S. Novalis, Harry D. Schlosser

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 and surgery which will give them an overview as to how the ophthalmologist relates to his patient population.

The graduate program in Ophthalmology offers residents extensive inpatient and outpatient experiences at the University Hospital and the Tucson Veterans Administration Medical Center.

Course Descriptions

800. Research (6-18) I, II

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

891. Preceptorship I, II
   a. Ophthalmology (4-12) Staff

PATHOLOGY


Associate Professors: James M. Byers, III, Peter C. Johnson, Douglas H. McKelvie (Animal Resources Division), Richard E. Sobonya

Assistant Professors: Anna R. Graham, Thomas M. Grogan, Mary Jane Hicks, Ronald B. Schiffman, Karen K. Steinbronn

Lecturers: Louis Hirsch, Paula F. Lowe, Claire M. Payne

Clinical Professor: David C. White

Clinical Assistant Professor: Thomas E. Henry, Allen M. Jones

Research Associate: A. Duane Anderson [Medical Administration]

Associates: Richard S. Armstrong, Paul D. Bozzo, Edward A. Brucker, Jr., Peter F. Salomon, Ronald P. Spark

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 Froede-Birkby-Jones-Henry

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

Layton-Staff

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

810. **Clerkship, Yr.**

Staff

a. **Anatomic Pathology (4-6) Yr.**

An intern type program with students participating in surgical pathology, autopsies, and cytology. Instruction is strongly clinically oriented. P, Path. 801 and twelve 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 twelve 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, cytology, cyogenetics, immunohematology, immunopathology, microbiology-virology, neuropathology, pulmonary pathology, hematopathology, clinical chemistry, and oncology. May be taken more than once for credit. P, Path. 801, and prior arrangement and approval by the department.

891. **Preceptorship, Yr.**

Byers-Staff

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


**PEDIATRICS**

Professors: Vincent A. Fulginiti, Head; Hugh D. Allen, George D. Comerci (Chief, Adolescent Section), James J. Corrigan, Jr. (Chief, Hematology-Oncology Section), Peggy C. Ferry (Chief, Neurology Section), Stanley J. Goldberg (Chief, Cardiology Section), Otakar Koldovsky (Chief, Perinatal and Nutritional Sciences Section) [Physiology]; Elmer S. Lightner (Chief, Endocrinology Section), C. George Ray [Pathology], Lynn M. Taussig, Associate Head (Chief, Pulmonary Section), Hugh C. Thompson

Associate Professors: Sergio A. Bustamante, Burris R. Duncan (Chief, Ambulatory Section), Gail G. Harrison [Family and Community Medicine, Nutrition and Food Sciences], Marilyn J. Heins, John J. Hutter, Jr., Stanley M. Lee [Internal Medicine], Richard J. Lemen [Physiology], Elsa J. Sell, Michael J. Schumaker (Chief, Allergy Section), Alayne Yates [Psychiatry]

Assistant Professors: William Banner, Jr., Alan D. Bedrick, William T. Boyce, John R. Britton, Helen L. Britton, Ronald S. Fischler [Family and Community Medicine], Celia J. Flinn, Ronald C. Hansen [Internal Medicine], Gerald R. Marx, Wayne J. Morgan, Paul F. Pollack, Robert L. Protell [Associate Professor, Internal Medicine], Rickey L. Williams

Instructor: Alice E. Carroll

Lecturers: Jon M. Aase, Maureen J. Hutter, Kenneth L. Jones, Sydney E. Salmon [Director, Cancer Center; Professor, Internal Medicine]

Adjunct Assistant Professor: Donald L. Randall

Clinical Professors: Melvin L. Cohen, Daniel F. Reardon


Clinical Instructors: John T. Beck, David H. Beyda, Howard N. Kandell, Lester E. Mayes

Research Assistant Professor: Ann L. Wright (Division of Respiratory Sciences)
Visiting Professor: Demetrio Kosturakis


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 courses listed below, by active participation in regular postgraduate programs, and by the research and clinical activities in the department.

Course Descriptions

800. Research (1-18) Yr.  
Staff  
P, Pediatrics 803

803. Clinical Clerkship (6-9) Yr.  
Banner-Ruggill-Fulginiti  
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), P, 803.  
c. Pediatric Care in a Cross-Cultural Setting (4-6) Yr.  
d. Inpatient Pediatrics (4) Yr.  

811. Subinternship, Yr.  
Staff  
a. Ambulatory Pediatrics (4-6) Yr.  
b. Behavioral and Developmental Pediatrics (4) Yr.  
d. Adolescent Medicine (4-6)  

815. Subspeciality, Yr.  
Staff  
a. Advanced Neonatology (4-6) Yr.  
b. Pediatric Infectious Diseases (4-6) Yr.  
e. Pediatric Cardiology (4-6) Yr.  
f. Pediatric Neurology (4-6) Yr.
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.)

Clinical Pharmacology (2) I

550. **Drug Disposition and Metabolism (3) I**

Brendel-Sipes


551. **Molecular Biology of Pharmacological Agents (3) I 1985-86, Alternate Year**

Lindell-Russell

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**

Huxtable-Duckles


561a-561b. **Introduction to Pharmacological and Toxicological Literature (1-1)**

Yamamura

Designed to broaden the background of students in pharmacology and toxicology, and to improve scientific communication skills. P, 501 (Identical with Pcol. 561a-561b.)

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, 6 units of bio. and organic chem.; Chem. 325, 326. (Identical with Tox. 576, which is home.)

586a-586b. **Introduction to Pharmacology and Toxicology Research (1-1)**

Staff

Introduction to basic research techniques in pharmacology and toxicology through supervised 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) I, II**

Staff

Student reports on current research topics by local and visiting scholars. Required of all predoctoral graduate students in Pharmacology and 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**

Staff

601. **Analytical Toxicology (2-3) I**

Carter-Davis

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. (Ident. 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 gen. bio. (Ident. with Tox. 602, which is home.)

653. **Neuropharmacology (2) II 1984-85, Alternate Year**

Laird-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.)

695. **Seminar (1-3) I, II**

Lindell

a. Cellular/Molecular Pharmacology (1-3) [Rpt./4 units] I,II

An in-depth examination of cell biology as it relates to molecular pharmacology based on current literature. P, Bioc. 462a-462b; Cell. 568a-568b and/or Phcl. 551.

800. **Research (1-6) Yr.**

Staff

815. **Subspecialty, Yr.**

Staff

a. Clinical Pharmacology (3) P, Phcl. 801

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 and Toxicology graduate students.

910. **Thesis (1-8) I, II**

Staff

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

Staff

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

Staff
PHYSIOLOGY


Associate Professors: Eldon J. Braun, Andrew M. Goldner, Richard L. Stouffer

Assistant Professors: Ziaul Hasan, Richard J. Lernen [Pediatrics], Stephen H. Wright

Research Assistant Professors: Janis M. Burt [Surgery], Timothy W. Secomb [Arizona Research Laboratory]

Visiting Professors: Thomas R. Blake [Chemical Engineering], Eric P. Salathe

Visiting Associate Professor: Aleksander S. Popel


Research Engineers: Marshall D. Elmore, Robert M. Reinking

Research Specialist: Martin S. Grodin Laboratory

Teaching Coordinator: E. Patricia Goggans

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.

The Department of Physiology offers graduate instruction leading to the Doctor of Philosophy degree. The requirements for this degree are those outlined in the catalog of the Graduate College. An M.S. degree is offered only in rare instances when individuals qualified to study for the Doctor of Philosophy are forced to terminate their graduate education.

Applicants for the Ph.D. program must hold a bachelor's degree in the physical or life sciences, engineering or mathematics and must have completed one year of physics (including laboratory), mathematics through calculus (two semesters) plus courses in statistics and chemistry through organic chemistry and familiarity with microcomputers and BASIC language. Physical chemistry and differential equations are not required but are highly desirable and strongly recommended. An introductory course or readings in biology or zoology is deemed advisable for physical science majors. The Graduate Record Examination and three letters of recommendation are required to assist in evaluation of applicants.

Research training is an integral part of the Ph.D. program. There are laboratories for research on dynamics and control of the microcirculation, contraction of muscle and its membrane phenomena, reflex regulation of muscle activity, comparative renal tubule transport and water balance, cellular aspects of transport, reproductive endocrinology and hormone action, development of gastrointestinal functions and the dynamics of respiratory function. In special circumstances, the dissertation research may be done outside the department.

The specialized nature of the material and equipment required for courses given in the College of Medicine may necessitate some limitation of enrollment. Medical students will receive preference in courses required for the M.D. degree. All other students must obtain permission of the instructor before enrolling. Graduate students already enrolled in the College of Medicine departments will be given preference.

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

Course Descriptions

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

601/801. Human Physiology (8) II               Staff

Principles of physiology with emphasis on that of the human. P, Chem. 103b, 104b, 241b, 243b; Phys. 102b. Consult department before enrolling.
605/805. Neurosciences (6) II

(Identical with Anatomy 605/805, which is home.)

Angevine-Barber-Stuart

Courses Primarily for Graduate Students

418. Physiology for Engineers (4) GC I
Braun
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 A.M.E. 418, Ch.E. 418 and E.C.E. 418.)

419. Physiology Laboratory (2) GC I
Staff
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 A.M.E. 419, Ch.E. 419 and E.C.E. 419.)

480. Human Physiology (4) GC II
Wright
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.)

481. Physiology Laboratory (1) GC II
Wright
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.)

495. Colloquium
Staff
a. 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. (Ident. with Interdept. 495a, which is home).
b. Introduction to the Neurosciences II (2) GC
An introductory overview of clinical conditions that affect the human nervous system. P, 495a or consent of department. (Ident. with Interdept. 495b, which is home.)

600. Mathematical Techniques in Physiology (3) I
Staff
The application of quantitative and analytical mathematical techniques to selected areas of physiology; introduction to mathematical approaches commonly used in physiology. Open to majors and minors only. P, Math. 125a-125b, 160.

602. Readings in Physiology (2) II
Staff
Designed to provide students with more detailed consideration of various organ systems than can be provided in 601. Open to majors and minors only. P, Chem. 103b, 104b, 241b, 243b, Phys. 102b, CR 601.

606. Readings in Neuroscience (2) II
Staff
Essentials of mammalian neural structure and function. Open to majors and minors only.

610. Research Methods in Physiology (1-3) [Rpt.] I, II
Staff
A lab course stressing the principles of physiological research.

696. Seminar (1-4) I, II
Staff
a. Advanced Mammalian Physiology (1-4) [Rpt./1] I, II Open to majors and minors only. P, 600, 601, 602; 606 or Anat. 605.
b. Literature (1) [Rpt./5] I, II Open to majors only. P. 600, 601, 602, 606 or Anat. 605.

Individual Studies

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

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
PSYCHIATRY

Professors: Alan I. Levenson, Head, Allan Beigel (on leave of absence), Larry E. Beutler, Henry W. Brosin, John C. Racy, Stephen C. Scheiber

Associate Professors: Diane S. Fordney [Obstetrics and Gynecology], Alfred W. Kaszniak, Stephen B. Shanfield, Henry I. Yamamura [Professor, Pharmacology, Biochemistry], Alayne Yates [Pediatrics]

Assistant Professors: Peter J. Attarian [Associate Professor, Family and Community Medicine], Shirley Nickols Fahey, Milton Frank, Russell D. Martin, John J. Misiaszek, Rebecca L. Poter, Catherine M. Shisslak


Adjunct Professors: Elliott M. Heiman

Adjunct Associate Professor: Herman R. Gladstone

Adjunct Assistant Professors: Michael R. Berren, Murray M. DeArmond, Hayward M. Fox, Robert W. Garrett [Family & Community Medicine], Gabriel O. Manasse, Kenneth F. Marsh, Ronald G. Nathan, Joan B. Rosenblatt, Herschel D. Rosenzwieg

Clinical Associate Professor: JoAnn B. Fineman [Pediatrics]

Clinical Assistant Professors: Martha Fankhauser, David L. Stoker, Betty Jo Tricou

Research Associates: G. Maureen Chaisson, Elizabeth B. Yost


The program of the Department of Psychiatry is designed to help students develop an understanding of both normal and abnormal forms of human behavior. In addition, the student is helped to develop those skills that are needed by the physician in helping the patient whose primary illness is a mental disorder and the patient whose emotional disorder develops in conjunction with a somatic 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 the normal personality functions and to abnormal processes which form the basis of psychopathology, they are given an opportunity to work directly with patients in treatment-oriented clinical settings.

Since psychiatric services are now provided in a variety of settings in each community, and, moreover, since mental illness constitutes an important component of most somatic illness, the student's clinical training is provided in a variety of psychiatric treatment settings.
and also in a variety of general medical treatment settings. In addition to this 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**
   b. *Introduction to the Neurosciences II (2) GC*
      Staff
      An introductory overview of clinical conditions that affect the human nervous system. P, 495a or permission of the instructor. (Identical with Interdept. 495b, which is home)

599. **Independent Study (1-6) I, II**
800. **Research (1-12) I, II**
803. **Clinical Clerkship (6-9) Yr.**
      Staff
      Students are assigned patients in inpatient and outpatient clinical settings. They obtain and record a complete history, mental status, and physical examination. They obtain and record a developmental survey. The students are expected to study longitudinally the course of their patients and record their observations in daily progress notes. They work closely with clinical staff in the planning of diagnostic treatment, ward management, and discharge issues involving their patients. 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.**
   a. Clinical and Community Psychiatry (6) Yr.
   b. Child Psychiatry (6) Yr.
      See Electives Manual for course descriptions.

815. **Subspeciality, Yr.**
      See Electives Manual for course description.

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

899. **Independent Study (1-18) I, II**

RADIOLOGY

Professors: M. Paul Capp, Head, Harrison H. Barrett, Theodore Bowen [Physics], Eugene W. Gerner, Robert S. Heusinkveld (Chief, Radiation Oncology) [Internal Medicine], Theron W. Ovitt, Dennis D. Patton (Chief, Nuclear Medicine), Michael J. Pitt (Chief, Diagnostic Radiology) [Surgery], Arthur J. Present, Joachim F. Seeger, William Swindell [Optical Sciences], William L. Wolfe, Jr. [Optical Sciences]

Associate Professors: Silvio A. Aristizabal [Obstetrics & Gynecology], George T. Bowden [Pharmacology & Toxicology], Thomas C. Cetas, William G. Connor [Electrical Engineering], Kai Haber, Robert E. Henry, Bruce J. Hillman, Tim B. Hunter, Gerald D. Pond, Robert B. Roemer [Aerospace and Mechanical Engineering], Bryan R. Westerman, James M. Woolfenden

Assistant Professors: John C. Bjelland, Raymond F. Carmody, Michael J. Moore, John D. Newell, Del V. Steinbronn [Surgery], Jeffrey F. Williamson

Instructors: Mark M. Cherrin, Jon A. Kotler

Lecturers: Randy V. Brogdon, Jack N. Hall, Douglas H. McKelvie (Animal Resources Division)

Adjunct Professor: Roger C. Jones [Electrical Engineering]

Adjunct Associate Professors: Theodore Ditckel, Walter T. Hileman, Norman N. Komar, Michael R. Manning

Adjunct Assistant Professors: John K. Crowe, Brian E. Gersten, Samuel J. Hessel, William W. Horsley, Alexander Kovac, Jonathan M. Levy, Reuben E. Merideth, James A. Schnur, Robert D. Schweizer, Dalice A. Sim [Family & Community Medicine], Steven J. Strober
Clinical Assistant Professors: Harris J. Finberg, Bertram Sosnow
Research Associate Professor: Hans Roehrig
Research Assistant Professors: H. Bradford Barber, Anne E. Cress, Mark W. Dewhirst
Visiting Instructor: Alain C. Raynaud
Research Specialist: Henry D. Fisher, III

The Department of Radiology includes the University Hospital Divisions of Diagnostic Radiology, Nuclear Medicine, and Radiation Oncology.

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.

555. Cancer Biology (3) II Bowden-Gerner
Fundamental biological aspects of neoplastic growth at the organ, cellular and molecular levels. Emphasis on the etiology, behavior, and therapy of neoplasms. (Ident. with M. Mic. 555, which is home.)

596. Seminar (See 896)

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

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

815. Subspecialty, Yr.
   a. Diagnostic Radiology (6) Yr., P. Path 801
   b. Nuclear Medicine (6) Yr.
   c. Radiation Oncology (6) Yr.
   See Electives Manual for course descriptions.

891. Preceptorship, Yr. Staff

896. Seminar Gerner
   h. Control of Proliferation in Animal Cells (1-2) II Seminar literature course reviewing current literature concerning regulation of eukaryotic cell proliferation. Graduate student participation in form of literature review and discussion. Innovative experiments to answer developed questions will be proposed and discussed in context of this course. P., Consent of department. (Ident. with M. Mic. 996h/896h)

899. Independent Study (1-12) I, II Staff

SURGERY

Professors: Stephen L. Wangensteen, Head; Daniel R. Boone [Speech and Hearing Sciences], Milos Chvapil (Chief, Section of Surgical Biology), Jack G. Copeland (Chief, Section of Cardiovascular and Thoracic Surgery), Stanley W. Coulthard (Chief, Section of Otorhinolaryngology), George W. Drach (Chief, Section of Urology), Alan S. Fleischer, Eric P. Gall [Internal Medicine, Family & Community Medicine], Theodore Glattke [Speech and Hearing Sciences], William R. Hodgson (Speech and Hearing Sciences), Douglas Lindsey, Noel D. Matkin (Speech and Hearing Sciences), Lawrence W. Norton,
Associate Head (Chief, Section of General Surgery), Leonard F. Peltier (Chief, Section of Orthopedic Surgery), Donald P. Speer [Anatomy], Hugo V. Villar, Robert G. Volz, Jack H. Wilmore [Physical Education], Charles L. Witte, Marlys H. Witte, Charles F. Zukoski, III

Associate Professors: Robert M. Anderson, Theodore J. Glattke [Professor, Speech and Hearing Sciences], Charles F. Koopmann, Harvey W. Meislin (Chief, Section of Emergency Medicine), Edward C. Percy, Michael J. Pitt [Radiology], Charles W. Putnam, Martin E. Silverstein, Thomas H. Stanisic

Assistant Professors: Robert B. Dzioba, Robert W. Emery, Jr., J. David Gibeault, Kenneth V. Iserson, Steven M. Joyce, Keith R. Kaback, James M. Malone, Kenneth E. McIntyre, Kathleen M. Murphy, Arthur B. Sanders [Family & Community Medicine, Internal Medicine], Del V. Steinbronn [Radiology], John B. Sullivan, Jr., David B. Van Wyck [Internal Medicine]

Lecturers: Bob T. Foster, Anthony C. Guzauskas, Ann Kerwin-Yokota, Kathleen V. Kintner, Joseph M. Leal, Donald B. Lewis, John D. Lewis, Mary Ann McAfee, David G. Poedel, Holly J. Tyson, Walter P. Work

Adjunct Professors: Floyd E. Anderson, Henry A. Perlmuter

Adjunct Associate Professors: Donald W. DeYoung (Animal Resources Division), Jacob B. Redekop

Adjunct Assistant Professors: Vincent P. Russo, N. Wendell Todd, Jr.

Clinical Professors: Merril W. Brown, Robert B. Gilsdorf, Donald M. Gleason, John R. Green, Harry W. Hale, Jr., Alfred Heilbrunn, George H. Mertz, Eric G. Ramsay, Richard A. Walsh, Peter J. Whitney

Clinical Associate Professors: David P. Campbell [Associate, Pediatrics], C. Peter Crowe, Jr. [Associate, Pediatrics], C. Herbert Fredell, Lawrence J. Koep, John W. Magee, Jr., John M. Stein, Frank L. Zwemer


Research Associate Professor: Cleamond D. Eskelson, Ronald L. Misiorowski

Research Assistant Professors: Janis M. Burt [Physiology], Brian Hunter, Jacqueline R. Womble [Research Associate, Pharmacology]

Visiting Professor: Yasuharu Noishiki


Research Specialist: Alan K. Reeter

The Department of Surgery provides a broad general exposure to surgery during a 6 week basic clinical clerkship and a 3 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 daily 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 (1-12) Yr.  
803. Clinical Clerkship (6-9) Yr.  
807. Specialty Clerkship (3) Yr.  
810. Clerkship, Yr.  
815. Subspecialty, Yr. [Rpt./3]  
823. Course Title (Section of Orthopedic Surgery) (3-8) [Rpt./1] Yr.  
828.t. Course Title (4-12) Yr.  
852. Course Title (4)
v. Clinics in Medical Ignorance (3-4) [Rpt./2] Yr.
See Electives Manual for course descriptions.

891. Preceptorships, [Rpt./3] Yr.  Zukoski-Staff
a. Surgery and Subspecialties (4-12) [Rpt./3] Yr.

896. Seminar (1-18) [Rpt./1] Yr.  Witte-Staff
a. Medical ignorance (experimental offering)
   See Electives Manual for course descriptions. P, Completion of Sophomore Year.
The Division of Animal Resources was established, within the College of Medicine, to provide a centralized facility for the maintenance of animals for use in research and teaching. Inherent with this function is the responsibility to maintain standards, exceeding those required by law, in considering welfare of the animals.

The Division not only provides space for the holding of animals, but also the feeding, cleaning and handling of those animals. In addition, three veterinarians and trained laboratory animal technologists and technicians observe and provide teaching and practical assistance in the proper methods of restraint and animal use. All research projects using animals, must be approved as to adequacy of anesthetics and analgesia, as well as disease control prior to their use. Expertise in the use of specific animal models is provided to investigators, thus eliminating unnecessary use of animals.

Concern for the welfare of the animals, plus recognition of the need for quality biomedical research are the primary objectives of the staff of the Division of Animal Resources.
DIVISION OF BIOMEDICAL COMMUNICATIONS

William T. Harrison, Ph.D., 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, and media utilization services in support of the teaching, in-service training, research, and public service programs of the College of Medicine.

A primary goal of the Division is to provide timely, creative, innovative and cost-effective resources for the instructional communication needs of the faculty, staff and students.

CANCER CENTER

Sydney E. Salmon, M.D., Director

The University of Arizona Cancer Center was established in 1976 with an overall goal to significantly contribute to research related to the understanding and treatment 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 numerous local and national continuing medical education programs. Medical Student Cancer Programs have been awarded to students to work in cancer-related projects with faculty from throughout the College of Medicine and other health professionals throughout the state. The monthly Tumor Board at the University Hospital is open to all interested persons and discusses aspects of cancer patient management and prevention. As part of the required curricula of medical students, individual lectures in cancer education are presented in the Departments of Biochemistry, Molecular and Medical Microbiology 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 has continued to be developed in numerous clinical and laboratory programs that include basic research studies on oncogenes and on carcinogenesis, to study heat, radiation and drugs in cancer therapy, the interaction of Vitamin A and its synthetic derivatives with pre-neoplastic and neoplastic states, to define the pathophysiology of clonal growth of cancer in man, to study the clinical pharmacology of anticancer drugs, and to carry out clinical trials of promising approaches to cancer prevention, diagnosis and treatment.
DIVISION OF MULTIDISCIPLINE LABORATORIES

John D. Palmer, Ph.D., M.D., Director

The University of Arizona College of Medicine utilizes multidiscipline laboratories for the teaching of the laboratory aspects of the basic sciences. 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. Thus, in a single wing of the building, the students receive the majority of their preclinical education.

The multidiscipline laboratories also provide educational support in the form of television services. The unit provides staff support for the production of educational television programs as well as utilization of television materials in the classroom. The television staff also provides support for television services required by the research endeavors of the basic sciences faculty.

DIVISION OF RESPIRATORY SCIENCES
(CHEST-ALLERGY CENTER)

Benjamin Burrows, M.D., Director
Ronald J. Knudson, M.D., Associate Director
Michael D. Lebowitz, Ph.D., Assistant Director
Lynn Taussig, M.D., Assistant Director

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. The Hospital Department of Respiratory Services is operated by the Division. This includes the Respiratory Therapy Service, the Adult and Pediatric Pulmonary Function Laboratories, the Blood Gas Laboratory, and the St. Luke's Adult-Pediatric Chest-Allergy Clinic. The Division is also responsible for collaborative post-doctoral training programs in Adult and Pediatric Pulmonary Medicine, and participates with the College of Nursing in providing master's level training for Pulmonary Nurse Specialists.

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 (the Tucson Children's Respiratory Study).

DIVISION OF RESTORATIVE MEDICINE

John T. Boyer, M.D., Director

The Division of Restorative Medicine was established in January 1984 by the Faculty and Board of Regents within the College of Medicine to bring a new emphasis to education, research, and service in the areas of geriatrics, rehabilitation and chronic illness.

The Division has taken as its first task the recruitment of a Director of Physical Medicine and Rehabilitation. Thereafter, a Director of Geriatrics will be sought.
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 marked rise in the nation's care of the elderly and infirm assure a growing need for the Division's contributions.

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, the psychological journey of a medical student, and other current issues. Local and national authorities are invited to participate in these programs from such fields as psychology, law, politics, sociology, anthropology, theology, and philosophy in addition to medicine.

The Division also sponsors Kenneth A. Hill Visiting Scholars who spend a week or more 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.
THE ARIZONA BOARD OF REGENTS

Ex-Officio

Bruce E. Babbitt, J.D. .................................................. Governor of Arizona
Carolyn P. Warner .................................................. State Superintendent of Public Instruction

Appointed

Kathy Clark, Assistant Secretary .................................. May, 1984
S. Thomas Chandler, LL.B., Assistant Treasurer .................. June, 1984
Donald Pitt, J.D. .................................................. January, 1986
Esther N. Capin, M.Ed., Treasurer .................................. January, 1986
Tio A. Tachias, Secretary .................................................. January, 1986
William P. Reilly, President .................................................. January, 1988
Donald G. Shropshire, B.S. .................................................. January, 1990
A. Jack Pfister, LL.B. .................................................. January, 1990
Edith S. Auslander, M.A. .................................................. January, 1992
Herman Chanen .................................................. January, 1992

Assistants

Robert A. Huff, Ed.D. .................................................. Executive Director
Odus Elliott, Ph.D. .................................................. Associate Director, Academic Programs
Robert Lawless, M.S. .................................................. Associate Director for Finance
Chris Barkulis, B.S. .................................................. Assistant Director for Audits and Medical Budgets
Stephen K. Smith, J.D. .................................................. Counsel to the Board of Regents
Glen Brockman, J.D. .................................................. Legal Counsel
Betsey Bayless, M.A. .................................................. Assistant Director for Personnel
Sue Giordano .................................................. Secretary to the Board of Regents
OFFICERS OF THE UNIVERSITY

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Nils Hasselmo, Ph.D..................................................Senior Vice President for Academic Affairs & Provost
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Robert A. Peterson, M.B.A................................................Vice President for Administrative Services
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Allan Beigel, M.D..................................................Vice President of University Relations & Development
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William R. Noyes, Ph.D..................................................Associate Vice President for Academic Affairs
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Jane H. Underwood, Ph.D..................................................Assistant Vice President for Research
James T. Wheeler, M.B.A..................................................Assistant Vice President for Research
Bill J. Varney, B.S..................................................Assistant Vice President for Administrative Services
John A. Monnier, C.P.A..................................................Assistant Vice President for Administrative Services
RECIPIENTS OF FACULTY TEACHING AWARDS
April 5, 1983

BASIC SCIENCES

Basic Science Educator of the Year: William D. Barber, D.V.M, Ph.D.

Dean's List for Excellence in Teaching of the Basic Sciences:
- Thomas F. Burks, Ph.D.
- William Dantzler, M.D., Ph.D.
- Anna R. Graham, M.D.
- Norman E. Koelling, M.S.
- John D. Palmer, M.D., Ph.D.
- C. George Ray, M.D.

Outstanding Achievement in Teaching in the Basic Sciences:
- Department of Pharmacology

CLINICAL SCIENCES

Clinical Sciences Educator of the Year: Douglas H. Lindsey, M.D., M.P.H., Dr.P.H.

House Officer Educator of the Year: Christopher P. Appleton, M.D.

Dean's List for Excellence in Teaching by a House Officer:
- Deborah J. Dotters, M.D.
- Hugh J. Gallagher, M.D.
- Warren A. Gluck, M.D.
- Karl B. Kern, M.D.
- Robert H. Warnock, M.D.

Dean's List for Excellence in Teaching of the Clinical Sciences:
- John C. Bjelland, M.D.
- Harvey W. Buchsbaum, M.D.
- Steven Goldman, M.D.
- Jerry Goldstone, M.D.
- C. George Ray, M.D.
- Jay W. Smith, M.D.

Outstanding Achievement in Teaching in the Clinical Sciences:
- Department of Surgery

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FOUNDER'S 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
COLLEGE OF MEDICINE FACULTY
ADMINISTRATION

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

KETTEL, LOUIS J. (1968) Dean; Professor, Internal Medicine
B.S., 1951, Purdue University; M.D., 1954, M.S., 1958, Northwestern University

HEINS, MARILYN J. (1979) Vice Dean; Associate Professor, Pediatrics
A.B., 1951, Radcliffe College; M.D., 1955, College of Physicians and Surgeons, Columbia University

GOLDNER, ANDREW M. (1975) Associate Dean, Student Affairs; Director of Alumni Affairs; Associate Professor, Physiology
B.A., 1956, Oberlin College; M.A., 1957, Stanford University; Ph.D., 1966, George Washington University

ANDERSON, ROBERT M. (1962) Associate Dean, Continuing Medical Education & Outreach; Associate Professor, Surgery
M.D., 1946, Marquette University

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

HEILBRUNN, ALFRED (1977) Associate Dean, Veteran Affairs; Clinical Professor, Surgery
B.S., 1952, University of Missouri; M.D., 1954, University of Kansas

SEILS, GEORGE W. (1974) Assistant Dean, Medical Administration
Ph.B., 1948, M.B.A., 1950, University of Chicago

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

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

HARRISON, WILLIAM T. (1981) 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, AHSC Library
B.A., 1957, University of Oklahoma; M.S.L.S., Columbia University

McKELVIE, DOUGLAS H. (1974) Director, Division of Animal Resources; Associate Professor, Pathology; Lecturer, Radiology; Adjunct Associate Professor, Veterinary Sciences
B.S., 1950, D.V.M., 1952, Colorado State University; Ph.D., 1968, University of California, Davis

PALMER, JOHN D. (1966) Director, Multidiscipline Laboratories; Associate Professor, Pharmacology; Assistant Professor, Internal Medicine
B.S., 1954, M.S., 1955, University of Colorado; Ph.D., 1961, M.D., 1962, University of Minnesota

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

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FACULTY

AASE, JON M. (1983)  Lecturer, Pediatrics
B.S., 1958, Pomona College; M.D., 1962, Yale University

ABRAHAM, MARILYN M. (1975)  Associate, Internal Medicine, Nursing
B.S., 1958, 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 (1983)  Research Assistant Professor, Family & Community Medicine
B.A., 1970, Clark University, Worcester, Massachusetts; Ph.D., 1974, Massachusetts Institute of Technology, Cambridge

B.A., 1970, St. Olaf College, Northfield, Minnesota; M.D., 1974, University of Minnesota

ADAMS, GEORGE H. (1984)  Research Assistant Professor, Family & Community Medicine
B.S., 1953, U.S. Naval Academy, Annapolis; Ph.D., 1966, M.D., 1963, University of Pennsylvania

ADLER, LAWRENCE (1972)  Associate, Anesthesiology; Adjunct Assistant Professor, Electrical Engineering
B.S., 1958, M.D., 1962, University of Pittsburgh

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

AHL, NORMAN C. (1980)  Clinical Assistant Professor, Ophthalmology
B.S., 1965, University of Arizona; M.D., 1969, University of California, Los Angeles

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

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

AKIYAMA, KAZUFUMI (1982)  Research Associate, Pharmacology
M.D., 1978, Ph.D., 1982, Okayama University Medical School, Japan

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

ALCORN, ESTHER E. (1976)  Lecturer, Family & Community Medicine
B.A., 1948, University of California, Berkeley; M.D., 1955, University of California Medical School, San Francisco

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

ALFARO, ARMANDO J., JR. (1983)  Associate, Surgery
B.S., 1972, Arizona State University; M.D., 1976, University of Arizona
ALGEO, STEPHEN S. (1983) Instructor, Internal Medicine
A.B., 1973, M.D., 1977, University of California, Davis

ALLEN, HUGH D. (1973) Professor, Pediatrics
B.A., B.S., 1962, Otterbein College; M.D., 1966, University of Cincinnati

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

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

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

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

ANDERSON, DARRELL R. (1976) Research Associate, Biochemistry
B.S., 1967, Ph.D., 1976, Oklahoma State University

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

ANDERSON, ROBERT M. (1962) Associate Dean, Continuing Medical Education & Outreach
D.A., 1946, Marquette University

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

ANGIULO, PATRICK J. (1978) Associate, Anesthesiology
B.S., 1947, St. John's University, Jamaica, New York; D.O., 1951, Chicago College of Osteopathic Medicine

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

ARISTIZABAL, SILVIO A. (1973) Associate Professor, Radiology; Assistant Professor, Obstetrics & Gynecology
A.B., 1955, Colegio San Jose, Medellin, Columbia; M.D., 1962, Universidad de Antioquia, Colombia

ARKOWITZ, HAROLD S. (1977) Associate, Psychiatry; Associate Professor, Psychology

ARKOWITZ, SYDNEY W. (1977) Lecturer, Psychiatry

ARMET, DAVID B. (1980) Research Associate, Internal Medicine, Division of Respiratory Sciences
B.A., 1972, State University of New York, Potsdam; M.S., 1974, University of Arizona

ARMSTRONG, RICHARD S. (1970) Associate, Pathology
A.B., 1943, University of California, Berkeley; M.D., 1948, M.S., 1952, Creighton University

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

AUBUCHON, ROGER J. (1980) Associate, Internal Medicine
B.A., 1938, Assumption College; M.D., 1943, Loyola University of Chicago, Stritch

AUERBACH, BRYAN N. (1982) Associate, Pediatrics
B.S., 1968, University of Michigan; M.D., 1972, University of Illinois

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

BAINTON, BARRY R. (1983) Research Coordinator, Office of the Vice President for Research; Research Assistant Professor, Family & Community Medicine

BAL, DILEEP G. (1973) Adjunct Assistant Professor, Family & Community Medicine
M.D., 1968, All India Institute of Medical Sciences; M.S., 1970, Columbia University; M.P.H., 1971, Harvard University

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

BAMFORD, COLIN R. (1976) Associate Professor and Acting Head, Neurology
B.S., 1966, M.D., 1971, Royal College of Surgeons, Ireland
BANQERT, JERRY L. (1984) Clinical Assistant Professor, Pathology  
B.A., 1972, M.D., 1975, University of Arizona

BANNER, WILLIAM, JR. (1979) Assistant Professor, Pediatrics, Pharmacology; Adjunct Assistant Professor, Pharmacy Practice  
B.S., 1973, Memphis State University; M.D., 1976, University of Tennessee; Ph.D., 1982, University of Arizona

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

BARBEE, ROBERT A. (1969) Professor, Internal Medicine; Assistant Director, Division of 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

BARKEN, ISRAEL (1983) Associate, Surgery  
M.D., 1973, Hebrew University

BARNET, RONALD W. (1982) Clinical Assistant Professor, Ophthalmology  
M.D., 1963, Washington University, St. Louis, Missouri

BARRETT, HARRISON H. (1973) Professor, Radiology, Optical Sciences  
B.S., 1960, Virginia Polytechnic Institute; M.S., 1962, Massachusetts Institute of Technology; Ph.D., 1968, Harvard University

BARREUTHER, ALAN D. (1976) Instructor, Pharmacology; Assistant Professor, Pharmaceutical Sciences  
B.S., 1973, University of Arizona; Doctor of Pharmacy, 1975, University of Michigan

BARTELS, PETER H. (1983) Professor, Pathology, Microbiology & Immunology, Optical Sciences  
Ph.D., 1994, University of Goettingen

BASTRON, R. DENNIS (1980) Associate, Anesthesiology  
B.A., 1960, M.D., 1964, University of Iowa, Iowa City, Iowa

BAYE, CHARLES E. (1983) Associate, Family & Community Medicine  
B.S., 1956, M.D., 1959, Stanford University

BAUMAN, KAY A. (1981) Clinical Assistant Professor, Family & Community Medicine  
B.S., M.S., 1965, University of Michigan; M.P.H., 1967, Tulane University; M.D., 1973, University of Michigan

BEAN, JOHN R. (1979) Associate, Pediatrics  
B.S., 1972, M.D., 1975, University of Texas Medical Branch

B.S., 1973, University of Illinois; M.D., 1977, University of Saint Louis College of Medicine

B.S., 1975, Arizona State University; M.A., 1977, University of Arizona; Ph.D., 1981, University of Nebraska

BECKER, WILLIAM (1976) Associate, Radiology  
D.D.S., 1961, University of Wisconsin; M.S.D., 1966, Baylor College of Dentistry

BEDRICK, ALAN D. (1983) Assistant Professor, Pediatrics  
B.S., 1974, M.D., 1978, Pennsylvania State University

BEIGEL, ALLAN (1970) Professor, Psychiatry (on leave of absence); Vice President, University Relations and Development  
B.A., 1961, Harvard University; M.D., 1965, Albert Einstein College of Medicine, Yeshiva University

BENNET-ALDER, LEON (1981) Lecturer, Family & Community Medicine; Program Manager, Arizona Rural Health Office  
B.A., 1944, University of Western Ontario

BENNITT, PETER H. (1969) Associate, Family & Community Medicine  
B.Sc., 1959, M.B., Ch.B., 1961, University of Manchester Medical School

BENSON, BRYANT (1973) Professor, Anatomy  
B.S., 1957, Tennessee Technological University; Ph.D., 1964, Vanderbilt University

B.A., 1973, University of Washington; M.D., 1976, University of Arizona

BENYAJATI, SIRIBHINYA (1978) Research Associate, Physiology  

BERG, ROBERT A. (1983) Clinical Assistant Professor, Pediatrics  
B.S., 1971, University of Michigan; M.D., 1975, University of California, San Francisco

BERGESON, PAUL S. (1973) Clinical Associate Professor, Pediatrics  
B.S., 1962, M.D., 1966, University of Utah
BERK, FLOYD K. (1975) Associate, Surgery; Adjunct Assistant Professor, Speech & Hearing Sciences
B.S., 1957, Ursinus College; M.D., 1961, Temple University

BERLIN, SANFORD S. (1979) Lecturer, Psychiatry
D.O., 1963, College of Osteopathic Medicine and Surgery, Des Moines, Iowa

BERNENE, JAMES L. Clinical Associate Professor, Internal Medicine

BERNSTEIN, CAROL (1970) Research Associate Professor, Microbiology and Immunology
B.S., 1961, University of Chicago; M.S., 1963, Yale University; Ph.D., 1967, University of California, Davis

BERNSTEIN, HARRIS (1968) Professor, Microbiology & Immunology
B.S., 1956, Purdue University; Ph.D., 1961, California Institute of Technology

BERREN, MICHAEL R. (1979) Adjunct Assistant Professor, Psychiatry
B.A., 1969, M.A., 1971, California State University, Northridge; Ph.D., 1974, Texas Tech University

BEUCHAT, CAROL A. (1982) Research Associate, Physiology, Biology

BEUTLER, LARRY E. (1979) Professor, Psychiatry, Psychology
B.S., 1965, M.A., 1966, Utah State University; Ph.D., 1970, University of Nebraska

BEVAN, JAMES L. (1973) Associate, Family & Community Medicine

B.S., 1973, University of Pittsburgh; M.D., 1978, Loyola Stritch School of Medicine

BITTKER, THOMAS E. (1979) Associate, Psychiatry

BIXENMAN, WAYNE W. (1983) Clinical Assistant Professor, Ophthalmology
B.A., 1972, M.D., 1974, University of Western Ontario, London, Ontario, Canada

BJELLAND, JOHN C. (1978) Assistant Professor, Radiology
B.S., 1968, Creighton University; M.D., 1973, University of Tennessee College of Medicine

BLAKE, THOMAS R. (1981) Visiting Professor, Physiology; Adjunct Professor, Chemical Engineering

BLANCH, EUGENE C. (1983) Clinical Assistant Professor, Internal Medicine
B.S., 1974, M.D., 1978, University of Florida

BLASK, DAVID E. (1978) Associate Professor, Anatomy
B.S., 1969, Utica College of Syracuse University; Ph.D., 1974, M.D., 1978, University of Texas Health Sciences Center, San Antonio

BLOOM, JOHN W. (1982) Assistant Professor, Internal Medicine

BLUESTEIN, MARLENE (1981) Assistant Professor, Internal Medicine
B.A., 1968, Brandeis University, Waltham, Massachusetts; M.D., 1976, State University of New York, Buffalo

BLUTE, JAMES F., III (1971) Associate, Obstetrics & Gynecology
B.S., 1967, M.D., 1971, University of Arizona

BOHNERT, HANS J. (1983) Associate Professor, Biochemistry, Molecular & Cellular Biology
B.S., 1971, Ph.D. (Dr. rer. nat.), 1977, Universitat Heidelberg, W. Germany

BOONE, DANIEL R. (1973) Professor, Surgery, Speech and Hearing Sciences
B.A., 1951, University of Redlands; M.A., 1954, Ph.D., 1958, Case Western Reserve University

BOREL, JAMES D. (1982) Associate, Anesthesiology
B.S., 1973, University of Wisconsin; M.D., 1977, Medical College of Wisconsin

BOURQUE, DON D. (1976) Associate Professor, Biochemistry, College of Agriculture, Molecular & Cellular Biology
A.B., 1964, Johns Hopkins University; M.S., 1967, Ph.D., 1969, Duke University

BOWDEN, GEORGE T. (1978) Associate Professor, Radiology, Pharmacology & Toxicology
B.A., 1967, Ohio Wesleyan University; Ph.D., 1974, University of Wisconsin

BOWEN, THEODORE (1975) Professor, Radiology, Physics
Ph.B., 1947, M.S., 1950, Ph.D., 1954, University of Chicago

BOWMAN, DAVID G. (1981) Associate, Internal Medicine
BOYCE, WILLIAM T. (1979)  
Assistant Professor, Pediatrics  
B.A., 1968, Stanford University; M.D., 1972, Baylor College

BOYDEN, THOMAS W. (1975)  
Assistant Professor, Internal Medicine  
B.A., 1967, University of California, Los Angeles; M.D., 1971, Loyola University

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

BOZZO, PAUL D. (1972)  
Associate, Pathology  
B.A., 1960, University of Wisconsin; M.D., 1964, Medical College of Wisconsin

BRADLEY, RICHARD T. (1982)  
Lecturer, Psychiatry  
B.A., 1972, Yale University; M.D., 1976, Tufts University

BRADSHAW, JUDY (1982)  
Lecturer, Microbiology & Immunology  
B.S., 1963, Bates College; M.S., 1965, University of Wisconsin; Ph.D., 1979, University of California, Los Angeles

BRADY, JAMES E., JR. (1971)  
Associate, Family & Community Medicine  
B.S., 1948, University of Arizona; M.D., 1953, Marquette University

BRAUN, ELDON J. (1972)  
Associate Professor, Physiology  
B.A., 1960, Concordia College; M.S., 1965, Ph.D., 1969, University of Arizona

BRADZIE, ROBERT W. (1973)  
Associate, Family & Community Medicine  
B.S., 1950, M.Ed., 1953, University of Arizona; M.D., 1959, University of Colorado

BRECKER, LAWRENCE J. (1979)  
Associate, Internal Medicine  
B.S., 1962, University of Pennsylvania; M.D., 1970, University of Geneva School of Medicine, Switzerland

BREGMAN, MARVIN D. (1981)  
Research Assistant Professor, Internal Medicine; Research Associate, Cancer Center Division  
B.S., 1971, University of Pittsburgh; Ph.D., 1979, University of Southern California

BRENDEL, KLAUS (1970)  
Professor, Pharmacology  
B.S., 1957, Dip. Chem. 1959, Ph.D., 1962, Free University of Berlin

BRESSLER, RUBIN (1970)  
Professor and Head, Internal Medicine; Professor, Pharmacology  
B.S., 1951, McGill University; M.D., 1957, Duke University; 1982, Robert S. and Irene Flinn Chair of Medicine

BRICK, DEAN C. (1980)  
Clinical Assistant Professor, Ophthalmology  
B.A., 1968, Northwestern University; M.D., 1970, University of Chicago

BRITTON, HELEN L. (1981)  
Assistant Professor, Pediatrics  
B.S., 1969, Grinnell College; M.D., 1973, University of Chicago

BRITTON, JOHN R. (1981)  
Assistant Professor, Pediatrics  
A.B., 1969, Brown University, Providence, Rhode Island; Ph.D., 1975, University of Chicago; M.D., 1976, University of Chicago Pritzker School of Medicine

BRODE, BERNARD B. (1982)  
Visiting Professor, Pharmacology  
B.S., 1931, McGill University; Ph.D., 1935, New York University

BROGDON, RANDY V. (1980)  
Lecturer, Radiology  
R.T., 1970, U.S. Naval School, Oak Knoll

BROKL, OLGA H. (1980)  
Research Associate, Physiology  
M.S., 1965, J.E. Purkyne University, Brno, Czechoslovakia

BROOKS, ROBERT J. (1982)  
Lecturer, Internal Medicine  
B.S., 1974, Loyola University; M.S., 1977, University of Arizona

Professor, Psychiatry  
A.B., 1927, M.D., 1933, University of Wisconsin

BROWER, DANNY L. (1983)  
Assistant Professor, Molecular & Cellular Biology  
B.S., 1973, Stanford University; Ph.D., 1978, University of Colorado

BROWN, BURNELL R., JR. (1971)  
Professor and Head, Anesthesiology; Professor, Pharmacology  
B.S., 1954, Springfield College; M.D., 1958, Tulane University; Ph.D., 1969, University of Texas

BROWN, MERRIL W. (1983)  
Clinical Professor, Surgery  
B.S., 1943, Iowa State University; M.D., 1950, Johns Hopkins University

BROWN, RICHARD C. (1969)  
Associate, Pediatrics  
A.B., 1950, DePauw University; M.D., 1955, Jefferson Medical College

BROWNLee, WILLIAM E. (1982)  
Associate, Surgery  
B.A., 1944, M.D., 1946, University of Kansas

BRUCKER, EDWARD A., JR. (1971)  
Associate, Pathology  
B.S., 1946, Loyola University (Chicago); M.D., 1951, Stritch School of Medicine

BRUWER, ANDRE J. (1971)  
Associate, Radiology  
M.B., Ch.B., 1942, University of Cape Town; M.S., 1953, Mayo Foundation
BRYANT, CHARLES A., IV (1975)  Associate, Pediatrics  
B.A., 1968, Austin College; M.D., 1972, University of Texas Southwestern Medical School

BUCHSBAUM, HARVEY W. (1972)  Adjunct Professor, Neurology  
A.B., 1957, Hamilton College; M.D., 1961, Albany Medical College of Union University

BUCKINGHAM, ROBERT W. (1979)  Associate Professor, Family & Community Medicine (Management and Policy)  
B.A., 1966, University of Arizona; M.A., 1972, Wesleyan University; D.P.H., 1978, Yale University

BURBANK, BENJAMIN (1972)  Lecturer, Internal Medicine  
M.D., 1931, Long Island College of Medicine

BURGOYNE, DAVID S. (1982)  Associate, Psychiatry  
B.A., 1971, Arizona State University; M.D., 1975, Autonomous University of Guadalajara

BURRELL, GILBERT M. (1970)  Associate, Pediatrics  
B.S., 1960, Otterbein College; M.D., 1964, University of Pittsburgh

BURKHARD, BARTON R. (1980)  Research Professor, Family & Community Medicine  
B.S.E., 1961, M.S.E., 1962, Ph.D., 1964, University of Michigan

BURKHARDT, BOYD R. (1974)  Associate, Surgery  
B.A., 1956, Stanford University; M.D., 1959, Harvard University Medical School

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

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

BURY, JOHN C. (1971)  Associate, Radiology  
B.S., 1951, Otterbein College; M.D., 1955, University of Cincinnati

BUSTAMANTE, SERGIO A. (1978)  Associate Professor, Pediatrics; Associate Professor, College of Nursing  
B.A., 1959, M.D., 1966, National University of Mexico

BYERS, JAMES M., III (1975)  Associate Professor, Pathology  
A.B., 1966, Dartmouth College; M.D., 1970, Ohio State University

BYRD, ABRAMAM R., III (1976)  Associate, Family & Community Medicine  
B.S., 1964, M.D., 1973, University of Arizona

BYRNE-QUINN, EDWARD (1971)  Associate, Internal Medicine  

B.S., 1975, M.D., 1979, University of Illinois

CAILLET, JULIEN R. (1976)  Associate, Anesthesiology  
B.S., 1966, Texas Tech University; M.D., 1970, University of Texas Southwestern Medical School, Dallas

CALCAMS, JAMES P. (1981)  Clinical Assistant Professor, Ophthalmology  
B.S., 1946, M.D., 1958, University of Kansas

CALCAMS, JERRY M. (1979)  Assistant Professor, Anesthesiology; Adjunct Assistant Professor, Electrical Engineering  
B.S., 1973, Texas Tech University; Ph.D., 1973, University of Arizona

CALLAHAN, S. KENT (1983)  Clinical Assistant Professor, Internal Medicine  
B.A., 1972, Cornell University; M.D., 1976, University of Vermont

CALLIE, ALBERT S. (1971)  Associate, Pediatrics  
B.S., 1958, Millenberg College; M.D., 1966, Hahnemann Medical College

CALLIS, ANDREA R. (1983)  Research Associate, Microbiology & Immunology, Pharmacology & Toxicology  
B.S., 1975, Lambeth College; Ph.D., 1970, University of Tennessee

CAMILLI, ANTHONY E. (1983)  Instructor, Internal Medicine  
A.B., 1969, Brandeis University; M.D., 1976, State University of New York at Buffalo, New York

CAMPBELL, DAVID P. (1978)  Clinical Associate Professor, Surgery; Associate, Pediatrics  
B.S., 1959, Union College; M.D., 1964, University of Rochester School of Medicine and Dentistry

CAMPBELL, JAMES M. (1979)  Associate, Psychiatry  
B.S., 1957, M.D., 1962, University of Santo Tomas
CAMPBELL, SAMMY C. (1976)  Assistant Professor, Internal Medicine  
M.D., 1968, Emory University, Atlanta, Georgia

CAPP, M. PAUL (1970)  Professor and Head, Radiology  
B.S., 1952, Roanoke College; M.D., 1958, University of North Carolina

B.A., 1970, Baylor University; M.D., 1974, University of Nebraska Medical Center, Omaha; M.P.H., 1976, University of California School of Public Health, Berkeley

CARMODY, RAYMOND F. (1981)  Assistant Professor, Radiology  
B.S., 1965, Purdue University; M.D., 1969, Indiana University

CARNEY, JOHN P., JR. (1983)  Associate, Family & Community Medicine  
B.S., 1975, University of New Mexico

CARROLL, ALICE E. (1975)  Instructor, Pediatrics  
B.A., 1957, Wellesley College; M.S.W., 1970, Arizona State University

CARMODY, RAYMOND F. (1981)  Assistant Professor, Radiology  
B.S., 1965, Purdue University; M.D., 1969, Indiana University

CARROLL, ALICE E. (1975)  Instructor, Pediatrics  
B.A., 1957, Wellesley College; M.S.W., 1970, Arizona State University

CARTER, HERBERT E. (1971)  Professor, Biochemistry  
A.B., 1930, DePauw University; M.S., 1931, Ph.D., 1934, University of Illinois

CARTER, JOHN Z. (1978)  Associate, Family & Community Medicine  
A.B., 1969, Princeton University; M.D., 1973, University of Rochester

CASEY, WILLIAM J., JR. (1977)  Clinical Assistant Professor, Surgery  
B.S., 1966, Duke University; M.D., 1970, Bowman Gray School of Medicine

CERANSKI, WALTER A. (1980)  Associate, Family & Community Medicine  
B.A., 1959, Dartmouth College; M.D., 1964, State University of New York, Buffalo

CETAS, THOMAS C. (1975)  Associate Professor, Radiology; Adjunct Associate Professor, Electrical Engineering  
B.S., 1963, Hope College; Ph.D., 1970, Iowa State University

CHAISSON, G. MAUREEN (1979)  Research Associate, Psychiatry  
B.S., 1962, Cornell University; M.S., 1973, University of Michigan; Ph.D., 1975, Michigan State University

M.D., 1957, University of Colorado; B.S., 1952, University of Denver

CHARLETON, JOHN K. (1971)  Clinical Associate Professor, Pediatrics  
B.S., 1958, Amherst University; M.D., 1962, Cornell University

CHASE, ELLEN M. (1975)  Research Associate, Internal Medicine, Cancer Center Division  
B.S., 1968, Simmons College

CHASE, MELVYN A. (1979)  Associate, Internal Medicine  
B.S., 1966, M.D., 1968, Wayne State University

CHAWLA, NIRANJAN S. (1981)  Associate, Surgery  
F.S.C., 1953, M.B.B.S., 1958, Punjab University, India

CHEN, HSIEH-JEN J. (1980)  Adjunct Assistant Professor, Anatomy  
B.S., 1965, M.S., 1969, National Taiwan Normal University; Ph.D., 1976, Michigan State University

CHERVIN, MARK M. (1982)  Instructor, Radiology  
B.A., 1972, University of California, Berkeley; M.D., 1975, University of Arizona

CHERRY, WALTER B. (1971)  Adjunct Professor, Obstetrics & Gynecology  
B.Sc., 1948, M.D.C.M., 1950, McGill University


CHIASSON, ROBERT B. (1983)  Professor, Veterinary Sciences; Research Professor, Anatomy  
A.B., 1949, Illinois College; M.S., 1950, University of Illinois; Ph.D., 1955, Stanford University

CHIU, WAH (1983)  Associate Professor, Biochemistry, Molecular & Cellular Biology  
B.A. 1960, Ph.D., 1975, University of California, Berkeley

CHRISTENSEN, RONALD A. (1983)  Clinical Assistant Professor, Pediatrics  
B.S., 1970, M.D., 1974, University of Nebraska

CHRISTENSEN-SZALANSKI, JAY (1983)  Research Assistant Professor, Family & Community Medicine  
A.B., 1975, Harvard University; Ph.D., 1978, M.P.H., 1979, University of Washington

CHRISTIAN, C. DONALD (1969)  Professor and Head, Obstetrics & Gynecology; Professor, Anatomy  
A.B., 1952, University of Kansas; Ph.D., 1955, M.D., 1958, Duke University;
CHVAPIL, MILOS (1970) Professor, Surgery
M.D., 1952, Charles University, Prague; Ph.D., 1956, Czechoslovakia Academy of Sciences; D.Sc., 1965, Charles University

CLARK, KATHERINE P. (1976) Research Associate, Neurology
R.N., 1945, Mercy College of Nursing

CLAYPOOL, HARRY R. (1969) Research Associate, Radiology; Associate, Anatomy
M.D., 1949, University of Pittsburgh

CLYMER, JOHN T. (1976) Associate, Psychiatry
M.D., 1952, University of Michigan

COAKER, LLOYD A. (1981) Lecturer, Internal Medicine
A.A., 1965, College of the Virgin Islands; B.S., 1968, New York University; M.D., 1976, University of Michigan Medical School

COHEN, MELVIN L. (1971) Clinical Professor, Pediatrics
B.S., 1949, M.D., 1953, University of Pittsburgh

COHEN, MICHAEL W. (1973) Associate, Pediatrics
B.A., 1964, State University of New York; M.D., 1968, Howard University

COLLIER, H. ALAN (1969) Clinical Assistant Professor, Obstetrics & Gynecology
B.S., 1953, University of Cincinnati; M.D., 1957, University of Louisville

B.S., 1965, Boston College; M.D., 1969, Tufts University

COLLINS, MARY S. (1972) Associate, Pediatrics
A.B., 1942, M.D., 1944, Syracuse University

COMERCI, GEORGE D. (1969) Professor, Pediatrics, Family & Community Medicine
B.S., 1955, Rutgers University; M.D., 1959, Temple University

CONCANNON, KEVIN H. (1983) Associate, Pediatrics

CONDON, JOHN T. (1983) Adjunct Assistant Professor, Family & Community Medicine
Educational Specialist, School of Health Related Professions
A.A., 1941, Hartnell Junior College; B.A., 1949, Whittier College; M.S., Ed., 1955, University of Southern California; Ed.D., 1964, Stanford University

CONNOR, WILLIAM G. (1971) Associate Professor, Radiology, Electrical Engineering
B.S., 1962, University of Texas; M.S., 1965, Vanderbilt University; Ph.D., 1970, University of California, Los Angeles

CONRAD, KENNETH A. (1977) Associate Professor, Internal Medicine, Pharmacology
B.S., 1968, Albright College; M.D., 1972, University of Pennsylvania

COOK, JACK E. (1977) Associate, Family & Community Medicine
B.A., 1948, M.D., 1952, University of Colorado

COOK, WILLIAM T. (1971) Associate, Radiology
A.B., 1953, Harvard College; M.D., 1957, University of Chicago

COONEY, BARRY D. (1983) Associate, Family & Community Medicine
A.B., 1968, Dickinson College, Pennsylvania; M.A., 1970, McMaster University, Canada

COPELAND, JACK G. (1977) Professor, Surgery
B.A., 1964, M.D., 1969, Stanford University

CORK, RANDALL C. (1980) Assistant Professor, Anesthesiology
B.S.E., 1970, M.S.E., 1972, Ph.D., 1974, Arizona State University; M.D., 1977, University of Arizona

CORRIGAN, JAMES J., JR. (1971) Professor, Pediatrics; Lecturer, Internal Medicine; Director, Mountain States Regional Hemophilia Center
B.S., 1957, Juniata College; M.D., 1961, University of Pittsburgh

COSTN, MAX (1981) Associate, Pediatrics; Physician Consultant, Student Health Service
B.S., 1930, M.D., 1934, University of Louisville

COTNER, J. SIDNEY, III (1974) Associate, Ophthalmology
B.S.A.E., 1960, M.D., 1966, University of Oklahoma

COULTHARD, STANLEY W. (1977) Professor, Surgery
B.S., 1964, Drake University; M.D., 1968, University of Chicago

COX, STEPHEN S. (1982) Lecturer, College of Nursing; Associate, Family & Community Medicine
A.B., 1963, Princeton University; M.D., 1967, Northwestern University
CRAGO, BYRL R. (1978)  Associate, Family & Community Medicine
B.S., 1970, University of Pittsburgh, M.S., 1977, Ph.D., 1980, University of Massachusetts

CRAMER, ERIC H. (1977)  Associate, Family & Community Medicine, Pediatrics
B.A., 1967, Cornell University; M.D., 1971, Temple University

CRAWFORD, HAL W. (1983)  Lecturer, Psychiatry
B.A., 1962, University of Arizona; M.D., 1966, University of Chicago

CREEGER, ROBERT JAMES (1983)  Associate, Family & Community Medicine
A.B., 1974, Harvard University; M.D., 1977, University of Colorado

CRESS, ANNE E. (1980)  Research Assistant Professor, Radiology
Ph.D., 1980, University of Arizona

CRISP, WILLIAM E. (1970)  Associate, Obstetrics & Gynecology
M.D., 1949, George Washington University

CRONE, ROBERT P. (1975)  Associate, Surgery
B.S., 1957, College of Wooster, M.D., 1961, Western Reserve University

B.A., 1960, Goshen College; M.D., 1964, Ph.D., 1967, Johns Hopkins University

CROWDES, ROBERT L. (1973)  Associate, Pediatrics
B.A., 1958, Harvard College; M.B. B.Ch., 1967, Trinity College, Dublin

CROWE, C. PETER, JR. (1969)  Clinical Associate Professor, Surgery; Associate, Pediatrics
M.D., 1954, Harvard University

CROWE, JOHN K. (1981)  Adjunct Assistant Professor, Radiology
A.B., 1965, Earlham College; M.D., 1969, Duke University; M.S., 1976, University of Minnesota

CRUTCHFIELD, CLIFTON D. (1983)  Adjunct Assistant Professor, Family and Community Medicine (Business & Public Administration)

CURTISS, JOHN C. (1977)  Associate, Pediatrics
B.S., 1967, Lamar State College of Technology, Beaumont, Texas; M.D., 1971, Tulane University

CUSANOVICH, MICHAEL A. (1976)  Professor, Biochemistry
B.S., 1963, University of the Pacific; Ph.D., 1967, University of California, San Diego

DANZIGER, FRANKLIN S. (1977)  Associate, Radiology
B.S., 1963, Fairleigh Dickinson University, New Jersey; M.D., 1967, University of Louisville

DANTZLER, WILLIAM H. (1968)  Professor, Physiology, Arizona Research Laboratories
A.B., 1957, Princeton University; M.D., 1961, Columbia University; Ph.D., 1964, Duke University

DASPIT, C. PHILLIP (1980)  Associate, Surgery
B.S., 1965, M.D., 1968, Louisiana State University

DAVEY, GRAHAM A. (1973)  Research Associate, Radiology; Radiological Engineer, Clinical Radiology
DAVID, RONALD S. (1977) Lecturer, Psychiatry
A.B., 1962, M.D., 1967, Stanford University

DAVIS, JOHN R. (1967) Professor, Pathology
B.A., 1952, M.D., 1959, University of Iowa

DAVIS, MICHAEL J. (1979) Research Associate, Physiology
B.S., 1975, University of California, Davis; Ph.D., 1979, University of Nebraska, Omaha

DAVIS, ROGER A. (1978) Associate, Internal Medicine
B.S., 1963, M.D., 1967, University of Louisville

DAVIS, THOMAS P. (1980) Assistant Professor, Pharmacology
B.S., 1973, Loyola University; M.S., 1975, University of Nevada; Ph.D., 1978, University of Missouri-Columbia

DEAN, JUDITH C. (1978) Associate, Internal Medicine, Nursing
B.S., 1965, Northwestern State University; M.S. 1973, University of Central Arkansas

DeARMOND, MURRAY M. (1970) Adjunct Assistant Professor, Psychiatry, Family & Community Medicine; Director, Student Health Service; Lecturer, Psychology
B.A., 1957, DePauw University; M.D., 1961, Indiana University

DEATHERAGE, JAMES F. (1983) Associate Professor, Biochemistry, Molecular & Cellular Biology
B.S., 1971, Michigan State University, Ph.D., 1978, Cornell University

DeBENEDETTI, CLIFFORD D. (1976) Associate, Internal Medicine, Pediatrics
B.S., 1967, University of Arizona; M.D., 1971, Loyola University Stritch School of Medicine

DeBOER, DANIEL C. (1975) Associate, Internal Medicine
A.B., 1965, Calvin College; M.D., 1969, University of Michigan

B.S., 1946, Butler University; M.D., 1950, Indiana University

DEMPSEY, PAUL D. (1979) Associate, Surgery
D.M.D., 1970, University of Manitoba Dental College; M.D., 1973, University of Manitoba

DENNY, WILLIAM F. (1967) Professor, Internal Medicine
B.S., 1949, Central State College; M.D., 1953, University of Oklahoma

DeSANDO, C. JAMES, JR. (1972) Associate, Internal Medicine
B.S., 1960, M.D., 1964, Georgetown University

DESHMUKH, RAJAN D. (1982) Research Associate, Radiology; Visiting Lecturer, Metallurgical Engineering
M.S., 1978, South Dakota School of Mines and Technology; Ph.D., 1982, Brown University

DESSER, EDGAR J. (1982) Associate, Internal Medicine
M.D., 1956, University of Amsterdam, Holland

DESSER, KENNETH B. (1983) Clinical Associate Professor, Internal Medicine
B.A., 1961, University College, New Jersey; M.D., 1965, New York Medical College

DEVORE, GLORIA L. (1977) Associate, Surgery
B.S., 1964, College of St. Catherine

DEW, PHILIP E. (1970) Associate, Pediatrics
B.S., 1949, Adelbert College, Western Reserve; M.D., 1952, Western Reserve University

DEWHIRST, MARK W. (1979) Research Assistant Professor, Radiology; Adjunct Assistant Professor, Veterinary Science
B.S., 1971, University of Arizona; D.V.M., 1975, Ph.D., 1979, Colorado State University

DeYOUNG, DONALD W. (1979) Veterinary Surgeon, Animal Resources; Adjunct Associate Professor, Surgery, Veterinary Science

DICK, EDWARD W. (1980) Associate, Internal Medicine
A.B., 1967, College of the Holy Cross; M.D., 1971, Georgetown University Medical School

DICKSTEIN, BERNARD (1983) Associate, Internal Medicine
A.B., 1930, M.D., 1933, University of Michigan

DIENER, CARL F. (1969) Associate, Internal Medicine
B.S., 1957, M.D., 1961, Ohio State University

DITCHEK, THEODORE (1972) Adjunct Associate Professor, Radiology
A.B., 1955, Columbia College; M.D., 1958, State University of New York, Downstate Medical Center

DOBKIN, MARVIN (1979) Associate, Surgery
B.S., 1967, Long Island University; D.P.M., 1971, New York College of Podiatric Medicine

DODGE, RUSSELL R. (1977) Clinical Assistant Professor, Family & Community Medicine
B.S., 1968, Montana State University; M.D., 1972, Northwestern University

DODSON, ALBERTUS F. (1981) Associate, Pediatrics
A.B., 1945, Nebraska University; M.D., 1950, University of Nebraska College of Medicine
DODSON, JERRY L. (1971)  Associate, Family & Community Medicine  
B.S., 1951, University of Arizona; M.D., 1962, University of Texas, Southwestern Medical College at Dallas  

DOERR, JOHN D. (1977)  Associate, Surgery, Radiology  
B.A., 1966, De Pauw University; D.D.S., 1975, University of Southern California  

DOWNER, NANCY W. (1978)  Assistant Professor, Biochemistry  
A.B., 1965, Mount Holyoke College; Ph.D., 1974, University of Pennsylvania  

DRACH, GEORGE W. (1970)  Professor, Surgery  
B.A., 1957, University of Arizona; M.D., 1961, Western Reserve University  

DRAY, ANDRE (1981)  Associate Professor, Pharmacology  
B.Sc., 1968, University of St. Andrews, Scotland; Ph.D., 1971, University of Birmingham, England  

DRINKWATER, PAUL S. (1981)  Associate, Surgery  
B.A., 1969, University of California, Riverside; M.D., 1974, Universidad Autonoma de Guadalajara, Mexico  

DRYDEN, ROBERT M. (1973)  Adjunct Associate Professor, Ophthalmology  
A.B., 1961, University of California, Davis; M.D., 1964, University of California, San Francisco  

DUARTE-AMAYA, AURELIO A. (1981)  Associate, Internal Medicine  
M.D., 1967, Universidad Nacional Autonoma de Mexico, Mexico City  

DUBIN, ALBERT A. (1972)  Associate, Internal Medicine  
M.D., 1965, Jefferson Medical College  

DUGAN, NORBERT L. (1980)  Associate, Surgery  
M.D., 1956, University of Pittsburgh  

DUHAMEL, RAYMOND C. (1977)  Research Assistant Professor, Pharmacology  
B.S., 1963, Stonehill College; M.S., 1969, Boston College; Ph.D., 1977, University of Massachusetts  

DUCK, DANIEL S. (1980)  Clinical Associate Professor, Internal Medicine  
B.A., 1963, University of South Dakota; M.D., 1967, Northwestern University Medical School  

DUMBAULD, JAMES L. (1983)  Associate, Family & Community Medicine  
B.S., 1975, Arizona State University; D.O., 1982, College of Osteopathic Medicine, University of Health Sciences, Kansas City, Missouri  

DUNCAN, BURRIS R. (1978)  Associate Professor, Pediatrics  
A.B., 1954, Washington University, St. Louis, Missouri; M.D., 1958, University of Kansas, Kansas City, Kansas  

DUNCAN, DONN G. (1971)  Associate, Surgery  
B.A., 1956, University of Kansas; M.D., 1960, University of Missouri  

DUNCAN, JOHN W. (1983)  Associate, Internal Medicine  
B.S., 1975, M.D., 1978, University of Nebraska  

DUNN, JAMES C. (1978)  Adjunct Professor, Anatomy  
M.D., 1950, University of Buffalo School of Medicine  

DURANT, WILLIAM (1983)  Assistant Professor, Ophthalmology  
B.S., 1973, University of Wisconsin, Madison; M.D., 1977, Medical College of Wisconsin  

DURIE, BRIAN G. M. (1972)  Professor, Internal Medicine  
M.B. Ch.B., 1966, University of Edinburgh  

DZIOBA, ROBERT B. (1981)  Assistant Professor, Surgery  
B.S., 1966, M.D., 1970, University of Western Ontario  

EARNEST, DAVID L. (1977)  Professor, Internal Medicine  
M.D., 1963, University of Tennessee  

B.A., 1940, M.D., 1944, Vanderbilt University  

ECHO-HAWK, MARLENE (1983)  Associate, Family & Community Medicine  
B.S., 1953, Saint Mary-of-the-Woods College, Indiana; M.S., 1971, Oklahoma City University; Ph.D., 1976, Oklahoma State University
EDDY, WARREN D. (1973) Clinical Assistant Professor, Surgery
A.B., 1943, Bowdoin College; M.D., 1946, Tufts University

EDMUNDS, TIMOTHY (1982) Research Associate, Internal Medicine, Nutrition & Food Science
B.Sc., 1977, Liverpool University; Ph.D., 1982, University of Newcastle

EDWARDS, HENRY S. (1975) Adjunct Assistant Professor, Family & Community Medicine; Associate, Internal Medicine
B.S., 1945, M.D., 1950, University of Pittsburgh

EDWARDS, LIANNA M. (1982) Lecturer, Family & Community Medicine
B.S., 1961, University of Washington, Seattle, Washington; F.N.P., 1979, University of North Carolina

EDWARDS, WALTER V., JR. (1981) Associate, Family & Community Medicine
B.S., 1938, Dickinson College; M.D., 1942, Western Reserve University

EHRLICH, LEE (1972) Associate, Internal Medicine
B.S., 1941, M.D., 1944, University of Illinois

ELMORE, MARSHALL D. (1978) Research Engineer, Physiology

B.A., 1965, Arizona State University; B.S., 1968, University of Arizona

ELY, GEORGE B. (1975) Associate, Surgery
A.B., 1936, Berea College; M.D., 1943, University of Virginia

EMERY, ROBERT W., JR. (1983) Assistant Professor, Surgery
B.S., 1969, Pennsylvania State University; M.D., 1973, Tufts University

EMMERSON, DAVID A. (1977) Associate, Radiology
B.S., 1964, Montana State University; M.D., 1970, Universidad Autonoma de Guadalajara

ENGLESBERG, DAVID A. (1975) Associate, Internal Medicine
B.S., 1964, City College of New York; M.D., 1968, University of Kentucky

ESKELSON, CLEAMOND D. (1976) Research Associate Professor, Surgery
B.S., 1950, University of Utah; M.S., 1957, University of Louisville; Ph.D., 1967, University of Nebraska

ESTES, HUBERT R. (1970) Lecturer, Psychiatry, Psychology

B.S., 1971, University of Florida; M.A., 1973, University of Oklahoma; M.D., 1977, University of Texas, San Antonio

EVANS, H. EUGENE (1972) Lecturer, Psychiatry
A.B., 1964, Carroll College; M.S., 1967, Ph.D., 1972, Catholic University of America

EVANS, JOHN C. (1974) Associate, Radiology
B.S., 1944, Brown University; M.D., 1948, University of Michigan

EWING, DONALD D. (1970) Associate, Surgery
B.A., 1949, University of Notre Dame; M.D., 1953, St. Louis University

EWY, GORDON A. (1969) Professor, Internal Medicine
B.A., 1955, M.D., 1961, University of Kansas

EY, JOHN L. (1977) Associate, Pediatrics
B.A., 1960, University of Illinois, Champaign; M.D., 1964, Washington University, St. Louis, Missouri; M.P.H., 1971, Johns Hopkins University

FAGAN, TIMOTHY C. (1981) Assistant Professor, Internal Medicine, Pharmacology
A.B., 1969, Stanford University; M.D., 1973, University of California, Los Angeles

FAHEY, SHIRLEY NICKOLS (1970) Director, Division of Social Perspectives in Medicine; Co-Coordinator, Human Behavior & Development; Assistant Professor, Psychiatry
B.A., 1957, Vanderbilt University; M.A., 1963, Ph.D., 1964, University of Florida

FAIRBANKS, LELAND L. (1972) Associate, Family & Community Medicine
B.A., 1953, Augsburg College; B.S., 1955, M.D., 1957, University of Minnesota; M.P.H., 1968, University of Oklahoma

FAHY, HISHAM ABDEL AZID (1983) Visiting Research Associate, Anesthesiology
M.B.B.Ch., 1976, Cairo University, Egypt

FALK, EUGENE P. (1975) Associate, Surgery
B.A., 1964, M.D., 1968, Tufts University

FANKHAUSER, MARTHA (1983) Assistant Professor, Clinical Pharmacist, Pharmacy Practice; Clinical Assistant Professor, Psychiatry
B.A., 1972, B.S., 1974, M.S., 1982, University of Arizona

FARDIN, VERONIQUE (1983) Research Associate, Pharmacology
M.A., 1978, Ph.D., 1982, University of Pierre & Marie Curie, Paris, France

FARIS, WILLIAM E. (1982) Lecturer, Internal Medicine, Physical Education
M.D., 1949, Tulane University
FARR, WILLIAM C. (1972)  Associate, Family & Community Medicine
  B.S., 1962, Ph.D., 1967, M.D., 1969, University of Cincinnati

FELDHAUSEN, JIL K. (1982)  Lecturer, Family & Community Medicine
  B.S., 1979, M.S., 1982, University of Arizona

FELDSHON, S. DAVID (1983)  Clinical Assistant Professor, Internal Medicine
  B.S., 1973, State University of New York; M.D., 1976, Albert Einstein College of Medicine

FELDSTEIN, MURRAY S. (1976)  Associate, Surgery
  B.S., 1963, Ursinus College; M.D., 1967, University of Pennsylvania

FENICHEL, ROBERT R. (1983)  Clinical Assistant Professor, Surgery

FENSTER, PAUL E. (1980)  Assistant Professor, Internal Medicine
  B.A., 1970, Brandeis University; M.D., 1974, State University of New York

FERRIS, WAYNE R. (1958)  Professor, Molecular & Cellular Biology
  Ph.D., 1959, University of Chicago

FERRY, PEGGY C. (1979)  Professor, Pediatrics, Neurology
  B.S., 1956, M.D., 1959, University of Oregon

FIELDS, HOWARD A. (1982)  Adjunct Assistant Professor, Microbiology & Immunology
  B.S., 1965, M.S., 1969, University of Maine, Durham

FIMBRES, MARTHA M. (1978)  Lecturer, Psychiatry
  B.S., 1974, University of Arizona; M.S.W., 1978, Arizona State University

FINBERG, HARRIS J. (1983)  Clinical Assistant Professor, Radiology
  A.B., 1967, Brown University; M.D., 1971, Harvard Medical School

FINCH, STUART M. (1973)  Lecturer, Psychiatry
  M.D., 1943, University of Colorado; M.S., 1949, Temple University

FINES, MARY LENORE (1981)  Clinical Assistant Professor, Internal Medicine
  B.A., 1972, Manhattanville College, Purchase, New York; M.D., 1976, University of Arizona College of Medicine

FINLEY, JOHN H. (1983)  Associate, Anesthesiology
  B.S., 1970, University of Arizona; M.D., 1975, University of Creighton

FINLEY, PAUL R. (1972)  Professor, Pathology
  B.S., 1950, M.B., 1952, M.D., 1953, University of Minnesota

FISCHLER, RONALD S. (1979)  Assistant Professor, Family & Community Medicine, Pediatrics
  A.B., 1969, Harvard University; B.M.S., 1971, Dartmouth Medical School; M.D., 1973, Harvard Medical School

FISHER, HENRY D., III (1983)  Research Specialist, Radiology
  B.S.E.E., 1971, University of Rhode Island

FLEISCHER, ALAN S. (1982)  Professor, Surgery
  B.S., 1962, Brooklyn College; M.D., 1966, New York University

FLEISHMAN, PHILIP (1981)  Associate, Surgery
  B.A., 1960, University of Toronto; M.D., 1964, University of Ottawa

FLIEGER, DAVID N. (1973)  Lecturer, Internal Medicine
  B.S., 1965, Allegheny College; M.D., 1969, Case Western Reserve University School of Medicine

FLINK, IRWIN L. (1974)  Research Assistant Professor, Internal Medicine
  B.S., 1964, M.S., 1965, Springfield College; M.S., 1970, Northeastern University; Ph.D., 1972, Rutgers University

FLINN, CELIA J. (1983)  Assistant Professor, Pediatrics
  B.S., 1971, Baldwin Wallace College; M.D., 1976, Case Western Reserve University School of Medicine

FOOTE, ROBERT A. (1979)  Adjunct Assistant Professor, Neurology
  B.S., 1969, University of Nevada; M.D., 1974, University of Utah

FORD, WILLIAM E. (1980)  Research Assistant Professor, Biochemistry
  Ph.D., 1981, University of California

FORDNEY, DIANE S. (1978)  Associate Professor, Obstetrics & Gynecology, Psychiatry
  B.S., 1960, University of Arizona; M.D., 1964, University of California, Los Angeles; M.S., 1971, University of California, Davis

FOREMAN, THOMAS M. (1970)  Associate, Internal Medicine
  B.A., 1952, Hanover College; M.D., 1956, Indiana University

FORSTER, LESLIE S. (1978)  Professor, Chemistry, Biochemistry
  B.S., 1947, University of California, Berkeley; Ph.D., 1951, University of Minnesota

FORSYTH, DANIEL S. (1973)  Associate, Pediatrics
  M.D., 1950, New York Bellevue College of Medicine
FORSYTH, KERRY S. (1983) Research Associate, Radiology  
B.S., 1976, University of Arizona; D.V.M., 1981, Colorado State University

FOSDICK, WILLIAM M. (1971) Associate, Internal Medicine  
B.A., 1956, Denison University; M.D., 1959, M.S., 1959, Northwestern University

FOSTER, BOB T. (1981) Lecturer, Surgery  
B.A., 1974, New College, Sarasota, Florida; M.D., 1977, University of Texas, Houston

FOX, HAYWARD M. (1972) Adjunct Assistant Professor, Psychiatry; Associate, Psychology  
B.A., 1966, Emory University; M.S., 1969, Ph.D., 1971, Ohio University

FRANK, MILTON (1971) Assistant Professor, Psychiatry; Chief Social Worker, Psychiatric Services  
B.A., 1949, M.S.W., 1951 Western Reserve University

FRANKEL, MARK E. (1974) Associate, Surgery  
A.B., 1958, Princeton University; M.D., 1962, University of Rochester

FREDELL, C. HERBERT (1979) Clinical Associate Professor, Surgery  
B.S., 1945, M.D., 1947, University of Chicago

FREDMAN, DANIEL J. (1982) Associate, Psychiatry  
B.A., 1971, University of Missouri, St. Louis; M.D., 1975, University of Guadalajara

FRENCH, DONALD O. (1982) Associate, Surgery  
B.S., 1967, Oregon State University; D.M.D., 1971, University of Oregon School of Dentistry

FRIEDMAN, ARNOLD P. (1973) Adjunct Professor, Neurology  
B.A., 1932, M.A., 1934, University of Southern California; M.D., 1939, University of Oregon

FRIEDMAN, ROBERT P. (1970) Associate, Internal Medicine  
B.S., 1960, University of Toledo; M.D., 1963, Ohio State University

FRODE, RICHARD C. (1976) Professor, Pathology  
B.A., 1951, Ripon College; M.D., 1955, Marquette University

FUCHS, MORTON (1975) Associate, Internal Medicine  
B.S., 1946, St. Joseph's College; M.D., 1952, Hahnemann Medical College

FULGINITI, VINCENT A. (1969) Professor and Head, Pediatrics  
A.B., 1953, M.D., 1957, M.S., 1961, Temple University

FULLER, DAVID J. M. (1978) Research Associate, Radiology  
B.S., 1972, Birmingham University; Ph.D., 1976, Birmingham University Medical School

FURR, MONTIE L. (1971) Associate, Surgery; Adjunct Assistant Professor, Speech & Hearing Sciences  
D.D.S., 1956, M.S.D., 1958, University of Missouri Dental School

FURROW, VIRGINIA S. (1972) Associate, Pediatrics  
A.B., 1938, M.D., 1942, Baylor University

GAGE, VIVIAN E. (1979) Lecturer, Microbiology & Immunology; Laboratory Teaching Coordinator, Multidiscipline Laboratories  
B.S., 1944, M.S., 1949, Kent State University

GALAL, OSMAN M. (1983) Associate, Family & Community Medicine  
B.A., 1953, M.D., 1957, Cairo University, Egypt; Ph.D., 1967, Institute of Child Health, Birmingham University, United Kingdom

GALGIANI, JOHN N. (1978) Assistant Professor, Internal Medicine  
B.A., 1968, Stanford University; M.D., 1972, Northwestern University

GALL, ERIC P. (1973) Professor, Internal Medicine, Surgery, Family & Community Medicine  
A.B., 1962, M.D., 1966, University of Pennsylvania

GALLAGER, HUGH J. (1984) Lecturer, Internal Medicine  
B.S., 1965, Arizona State University; M.S., 1970, M.D., 1980 University of Arizona

GAMBLE, FELTON O. (1978) Associate, Surgery  
D.S.C., 1932, Ohio College of Chirpody; D.P.M., 1969, Ohio College of Pediatric Medicine

GANDOLFI, A. JAY (1978) Assistant Professor, Anesthesiology; Assistant Research Professor, Pharmacology/Toxicology  
B.A., 1968, University of California, Davis; Ph.D., 1972, Oregon State University, Corvallis

GANELIN, ROBERT S. (1971) Clinical Associate Professor, Pediatrics  
B.S., 1952, Geneva College; M.D., 1956, Johns Hopkins University
GANNON, CHARLES S. (1975)  Associate, Family & Community Medicine  
B.S., 1959, University of Illinois; M.D., 1964, Chicago Medical School

GARLAND, DONALD J., JR. (1979)  Lecturer, Psychiatry  
B.A., 1973, M.D., 1976, University of Arizona

GARRETT, ROBERT W. (1979)  Adjunct Assistant Professor, Psychiatry, Family & Community Medicine, Pharmacy Practice  
B.A., 1964, Occidental College; M.D., 1968, Baylor College of Medicine

GEE, KELVIN (1981)  Research Associate, Pharmacology  
B.S., 1974, University of California, Irvine; Ph.D., 1981, University of California, Davis

GEISERT, CATHY A. (1980)  Associate, Pediatrics  
B.S., 1974, M.D., 1977, University of Arizona

GELARDIN, EDWARD S. (1970)  Associate, Psychiatry  
B.A., 1955, Swarthmore College; M.D., 1959, New York University

GENSLER, HELEN L. (1981)  Research Associate, Family & Community Medicine, Radiology  
B.A., 1955, Albertus Magnus College; M.S., 1958, University of Rochester; Ph.D., 1979, University of Arizona

GERBA, CHARLES P. (1975)  Associate, Internal Medicine  
B.A., 1964, LaSalle College; M.D., 1968, Temple University

A.B., 1963, Columbia University; M.D., 1967, University of Southern California; M.P.H., 1972, Harvard University

GERSHNER, EUGENE W. (1974)  Professor, Radiology  
B.A., 1969, M.S., 1970, University of Wisconsin; Ph.D., 1974, University of Texas Health Sciences Center, Houston

GERSTEN, BRIAN E. (1979)  Adjunct Assistant Professor, Radiology  
B.S., 1966, Wayne State University; M.D., 1970, University of Michigan

GERTNER, STUART J. (1983)  Lecturer, Psychiatry; Adjunct Assistant Professor, Educational Psychology  
B.A., 1965, Tulane University; M.Ed., 1971, University of Missouri; Ph.D., 1975, University of Arizona

GIBEAULT, J. DAVID (1982)  Assistant Professor, Surgery  
B.A., 1973, Dalhousie University School of Medicine, Halifax, Nova Scotia, Canada

GIROVER, JOHN H. (1976)  Associate, Neurology  
B.A., 1957, Case Western Reserve University; M.D., 1971, University of Southern California; M.P.H., 1972, Harvard University

GIL, DORON (1981)  Research Associate, College of Medicine Administration  
B.A., 1971, Hebrew University, Jerusalem; M.A., 1975, Ph.D., 1979, Michigan State University

GILLARD, JAMES M. (1983)  Associate, Surgery  

GILLERS, BRUCE J. (1979)  Associate, Family & Community Medicine; Clinical Assistant Professor, Ophthalmology  
B.A., 1969, Columbia College; M.D., 1973, New York Medical College

GILLETTE, JOHN M. (1969)  Associate, Obstetrics & Gynecology  
B.S., 1948, Iowa State College; M.D., 1952, University of Iowa

GILSDORF, ROBERT B. (1980)  Clinical Professor, Surgery  
B.A., 1958, B.S., 1959, University of North Dakota; M.D., 1961, University of Pennsylvania; Ph.D., 1969, University of Minnesota

GINNETTI, CYNTHIA J. (1983)  Lecturer, Psychiatry, Psychology  
B.A., 1963, Florida Atlantic University; M.A., 1974, Ph.D., 1977, University of Arizona

GIORDANO, GERALD (1975)  Associate, Internal Medicine  
B.A., 1964, LaSalle College; M.D., 1968, Temple University

GLADSTONE, HERMAN P. (1972)  Adjunct Associate Professor, Psychiatry  
B.A., 1944, M.D., 1946, University of Wisconsin

GLASSER, LEWIS (1973)  Professor, Pathology  
B.A., 1956, M.D., 1960, Cornell University

GLATTKE, THEODORE J. (1977)  Professor, Surgery; Professor, Speech & Hearing Sciences; Supervisor, Audiology Services  
B.A., 1962, University of Arizona; M.A., 1963, University of Michigan; Ph.D., 1968, University of Iowa

GLEASON, DONALD M. (1965)  Clinical Professor, Surgery; Associate Professor, Aerospace & Mechanical Engineering  
B.A., 1952, Harvard University; M.D., 1956, Columbia University

GODA, TOSHINAO (1983)  Research Associate, Pediatrics  
M.S., 1981, University of Tokyo School of Health Sciences
M.D., 1965, Facultad de Medicina, Mexico

GOGGANS, E. PATRICIA (1982)  Laboratory Teaching Coordinator, Physiology

GOLDBERG, ARTHUR M. (1975)  Associate, Internal Medicine
B.A., 1956, Kenyon College; M.D., 1960, Hahneman Medical College

GOLDBERG, STANLEY J. (1970)  Professor, Pediatrics
A.B., 1956, M.D., 1959, Indiana University

GOLDFEIN, SAMUEL (1974)  Associate, Internal Medicine
B.S., 1947, M.D., 1949, University of Chicago

GOLDMAN, MICHAEL V. (1976)  Associate, Surgery
B.A., 1967, Wayne State University; D.D.S., 1971, University of Detroit; M.S., 1974, Loma Linda University

GOLDBERG, ARTHUR M. (1975)  Associate Professor, Internal Medicine
B.A., 1963, Cornell University; M.D., 1968, University of Cincinnati

GOLDFEIN, SAMUEL (1974)  Associate, Internal Medicine
B.S., 1947, M.D., 1949, University of Chicago

GOLDSTEIN, DAVID L. (1983)  Research Associate, Physiology
B.A., 1979, University of Pennsylvania; M.A., 1980, Ph.D., 1983, University of California, Los Angeles

GOLDBERG, ARTHUR M. (1975)  Associate, Internal Medicine
B.A., 1956, Kenyon College; M.D., 1960, Hahneman Medical College

GOODNIGHT, ANDREW M. (1975)  Associate Dean, Student Affairs; Director of Alumni Affairs; Associate Professor, Physiology
B.A., 1956, Oberlin College; M.A., 1957, Stanford University; Ph.D., 1966, George Washington University

GOODSTEIN, DAVID L. (1983)  Research Associate, Physiology
B.A., 1979, University of Pennsylvania; M.A., 1980, Ph.D., 1983, University of California, Los Angeles

GOLSTEIN, GERALD B. (1973)  Lecturer, Internal Medicine
A.B., 1960, Cornell University; M.D., 1964, State University of Buffalo; M.S.C., 1969, McGill University, Montreal, Quebec

GOLL, DARRELL E. (1978)  Professor, Nutrition & Food Science, Biochemistry
B.S., 1957, Stanford University; Ph.D., 1966, George Washington University

GOODMAN, DANIEL H. (1974)  Associate, Internal Medicine
B.A., 1935, Brooklyn College; M.B., 1940, M.D., 1941, University of Illinois

GOODMAN, HARVEY G. (1972)  Associate, Neurology, Pediatrics
B.S., 1962, M.D., 1962, University of Manitoba

GOODSTEIN, SAMUEL (1974)  Associate, Internal Medicine
B.S., 1947, M.D., 1949, University of Chicago

GOODWIN, MELVIN H., JR. (1977)  Professor, Family & Community Medicine
B.S., 1941, M.S., 1951, University of Georgia; Ph.D., 1955, Emory University

GORE, ROBERT W. (1967)  Professor, Physiology
B.A., 1961, Carleton College; Ph.D., 1967, University of Iowa

GORMAN, R. SCOTT (1983)  Clinical Assistant Professor, Internal Medicine
B.A., 1973, Colorado College; M.D., 1977, University of Colorado

GOTTLEB, STANLEY (1981)  Visiting Professor, Internal Medicine
A.B., 1950, M.D., 1954, University of Pennsylvania

GRADILLAS, ERNEST L. (1979)  Associate, Surgery
B.S., 1970, M.D., 1974, University of Arizona

GRAHAM, ANNA R. (1978)  Assistant Professor, Pathology
B.S., 1969, B.S., 1970, Arizona State University; M.D., 1974, University of Arizona


GRAVES, PENEOLOPE E. (1977)  Research Associate, Physiology, Pharmaceutical Sciences

GRAY, FRANK B. (1981)  Associate, Anesthesiology
B.S., 1935, M.S., 1936, Rensselaer Polytechnic Institute, Troy, New York

GRAY, MICHAEL R. (1978)  Associate, Internal Medicine
B.A., 1969, Antioch College; M.D., 1974, University of Cincinnati; M.P.H., 1978, University of Illinois

GREEN, JOHN R. (1979)  Clinical Professor, Surgery
B.S., 1936, University of Puget Sound; M.B., 1940, M.D., 1941, Northwestern University

GREENBERG, BERNARD R. (1982)  Associate Professor, Internal Medicine
A.B., 1962, New York University, Bronx, New York; M.D., 1966, Albert Einstein College of Medicine, New York

GREENBERG, RICHARD P. (1982)  Associate, Surgery
B.A., 1965, City University of New York; M.D., 1970, University of Bologna, Italy; Ph.D., 1980, Medical College of Virginia

GREENWOOD, FREDERICK A. (1983)  Clinical Assistant Professor, Surgery
B.S., 1950, M.D.C.M., 1954, McGill University

GRIES, HAROLD E. (1977)  Associate, Family & Community Medicine
B.S., 1965, Lakeland College; M.D., 1969, University of Wisconsin
GRIFFIN, THOMAS F., JR. (1983)  Associate, Family & Community Medicine
B.A., 1968, M.D., 1972, University of Arizona

B.S., 1952, Dickinson College; M.D., 1956, Jefferson Medical College; M.S., 1970, University of Washington

GRIFFITH, H. WINTER (1974)  Adjunct Associate Professor, Family & Community Medicine
B.S., 1945, University of South Carolina; B.S., 1948, M.D., 1953, Emory University

GRIMES, WILLIAM J. (1971)  Associate Professor, Biochemistry, Molecular & Cellular Biology
B.A., 1965, Ph.D., 1969, University of Colorado

GRIMM, MARY E. (1978)  Clinical Associate Professor, Pediatrics

GROBE, JAMES L. (1973)  Associate, Family & Community Medicine
B.S., 1950, West Virginia University; M.D., 1952, Medical College of Virginia

GRODIN, MARTIN S. (1982)  Research Specialist, Physiology
B.A., 1974, M.S., 1978, California State University, Northridge

GROGAN, THOMAS M. (1979)  Assistant Professor, Pathology
B.A., 1967, University of Virginia; M.D., 1971, George Washington University

GROSSMAN, RAYMOND (1974)  Associate, Family & Community Medicine
B.S., 1951, Columbia University; M.D., 1958, University of Zurich

GROSSO, DAVID S. (1975)  Adjunct Assistant Professor, Obstetrics & Gynecology
B.S., 1967, Washington State University; M.S., 1971, Ph.D., 1975, University of Massachusetts

GRUENER, RAFAEL P. (1968)  Professor, Physiology

GULYA, KAROLY (1983)  Research Associate, Pharmacology
B.S., 1979, Jozsef Attila University, Szeged, Hungary; Ph.D., 1980, Medical University of Szeged, Biological Research Center, Hungary

GUNASEKARAN, SUBRAMANIAN (1982)  Research Associate, Surgery
B.Sc, 1973, M.Sc, 1975, Presidency College, Madras, India; Ph.D., 1981, Madras University, Madras, India

GUPTA, SATYA PRAKASH (1983)  Research Associate, Physiology
B.S., 1974, University of Rajasthan, India; Ph.D., 1981, Indian Institute of Technology, Kanpur, India

GUZASKAS, ANTHONY C. (1977)  Lecturer, Surgery
B.A., 1938, North Central College; M.D., 1942, Loyola University of Chicago, Stritch

HAAS, JOHN W. (1978)  Lecturer, Psychiatry
B.A., 1953, M.D., 1961, University of Minnesota

HAAS, LAWRENCE M. (1974)  Associate, Surgery
B.S., 1960, M.D., 1964, Ohio State University

HABER, KAI (1975)  Associate Professor, Radiology; Assistant Director, Clinical Radiology
B.A., 1963, University of California, Los Angeles; M.D., 1968, Stanford University

HADDAD, FARID (1982)  Associate, Surgery
B.A., 1941, M.D., 1948, American University, Beirut, Lebanon

HAKE, JONATHAN C. (1980)  Assistant Professor, Family & Community Medicine
B.A., 1966, Harvard College; M.D., 1972, Albert Einstein College of Medicine

HALE, FRANK A. (1983)  Adjunct Associate Professor, Family & Community Medicine
B.A., 1964, Tufts University; M.A., 1965, University of New Hampshire; Ph.D., 1972, Syracuse University

HALE, HARRY W., JR. (1979)  Clinical Professor, Surgery
B.S., 1938, Rensselaer Polytechnic Institute; M.D., 1943, University of Rochester

HALL, GEORGE G. (1979)  Adjunct Assistant Professor, Family & Community Medicine
B.S., 1971, Columbia University; M.P.H., 1972, Ph.D., 1977, University of Michigan

HALL, JACQUES R. (1977)  Associate Professor, Anesthesiology
B.S., 1969, University of Pittsburgh; M.D., 1973, Hahnemann Medical College, Philadelphia, Pennsylvania
HAMMOND, ROBERT H. (1977)  Lecturer, Neurology  
B.S., 1968, University of Michigan, Ann Arbor; M.D., 1972, Columbia University, New York

HAMM, THOMAS M. (1979)  Research Associate, Physiology  
B.S., 1971, Memphis State University; Ph.D., 1979, University of Tennessee, Memphis

HAMMERSCHLAG, CARL A. (1981)  Lecturer, Psychiatry  
B.S., 1960, City College of New York; M.D., 1964, State University of New York, Upstate Medical Center

HANSEN, RONALD C. (1980)  Assistant Professor, Internal Medicine; Pediatrics  
B.S., 1965, M.D., 1968, University of Iowa

HANSON, CHRISTINE L. (1980)  Research Associate, Internal Medicine  
B.S., 1975, University of Wisconsin

HARDY, DAVID L. (1979)  Associate, Anesthesiology, Pharmacology & Toxicology  
B.A., 1955, University of Kansas; M.D., 1959, University of Kansas College of Health Sciences

HARMON, ROBERT G. (1981)  Adjunct Associate Professor, Family & Medicine  

HARRINGTON, JOHN L. (1981)  Lecturer, Psychiatry  
B.S., 1950, M.D., 1955, University of Pittsburgh

HARRISON, GAIL G. (1976)  Associate Professor, Family & Community Medicine, Pediatrics, Nutrition & Food Science  
B.A., 1965, University of California, Santa Barbara; M.N.S., 1967, Cornell University; Ph.D., 1976, University of Arizona

HARRISON, WILLIAM T. (1981)  Director, Division of Biomedical Communications  
B.A., 1965, M.A., 1966, Michigan State University; Ph.D., 1974, Ohio State University

HART, MONTGOMERY C. (1983)  Clinical Associate Professor, Pediatrics  
B.A., 1953, B.Sc., M.D., 1958, University of Manitoba, Canada

HARTMANN, BARBARA R. (1980)  Research Assistant Professor, Family & Community Medicine; Director, Navy Alcohol Drug Safety Action Program  
B.A., 1964, Duquesne University; M.A., 1974, Ph.D., 1979, University of Arizona

HARTSHORNE, DAVID J. (1978)  Professor, Nutrition & Food Science, Biochemistry  
B.Sc., 1959, Ph.D., 1962, University of Birmingham, England

HARVATH, JEANNE E. (1983)  Lecturer, Psychiatry  
B.S.N., 1975, St. Louis University; M.S.W., 1981, Washington University

HARVEY, TIMOTHY L. (1983)  Lecturer, Psychiatry  
B.S., 1974, Washburn University; M.D., University of Kansas

HASAN, ZIAUL (1980)  Assistant Professor, Physiology  
B.S., 1964, University of Lucknow (India); M.Sc., 1966, University of Delhi, India; S.M., 1969, Ph.D., 1973, Massachusetts Institute of Technology, Cambridge, Massachusetts

A.S., 1964, College of the Ozarks, Clarksville, Arkansas; M.D., University of Oklahoma College of Medicine

HASTINOS, ROBERT E., JR. (1975)  Research Associate, Radiology; Clinical Assistant Professor, Surgery  
A.B., 1952, University of Michigan; M.D., 1956, Northwestern University

HATHAWAY, ROSAMOND T. (1972)  Lecturer, Psychiatry  
M.D., 1953, Medical College of Pennsylvania

HAUCK, LYNN (1980)  Genetic Counselor and Coordinator, Obstetrics & Gynecology  
B.S., 1976, William Woods College; M.A., 1980, University of Arizona

HAUSSLER, MARK R. (1971)  Professor and Associate Head, Biochemistry  
B.S., 1964, University of California, Los Angeles; Ph.D., 1968, University of California, Riverside

HAWKINS, JOSEPH A. (1973)  Clinical Associate Professor, Internal Medicine  
M.D., 1949, Harvard University

HAZARD, JAMES T. (1984)  Research Associate, Biochemistry  
B.A., 1972, University of Richmond; Ph.D., 1984, Colorado State University

HAZARD, JO HOLT (1982)  Research Associate, Biochemistry  
B.A., 1975, A&M University, Texas; Ph.D., 1982, Colorado State University

HEATON, JOHN W., JR. (1970)  Clinical Professor, Internal Medicine  
B.A., 1953, Baker University; M.D., 1956, University of Kansas; M.S., 1963, Mayo Foundation, Division of University of Minnesota

HEDGECOCK, DIANE  Lecturer, Family & Community Medicine  
B.A., 1966, Randolph-Macon Woman's College, Lynchburg, Virginia; M.P.H., 1975, University of North Carolina, Chapel Hill

HEILBRUNN, ALFRED (1977)  Associate Dean, Veteran Affairs; Clinical Professor, Surgery  
B.S., 1952, University of Missouri; M.D., 1954, University of Kansas
HEIMAN, ELLIOTT M. (1970)  Adjunct Professor, Psychiatry, Family & Community Medicine  
B.A., 1959, Haverford College; M.D., 1963, Jefferson Medical College

HEINLEIN, JOSEPH C. (1969)  Associate, Pediatrics  
A.B., 1953, University of Michigan; M.D., 1957, University of Nebraska

HEINS, MARILYN J. (1979)  Vice Dean; Associate Professor, Pediatrics  
A.B., 1951, Radcliffe College; M.D., 1955, College of Physicians and Surgeons, Columbia University

HELLMAN, EMANUEL S. (1972)  Associate, Internal Medicine  
A.B., 1951, Harvard University

HELLMERS, ROBERT W. (1977)  Clinical Assistant Professor, Pediatrics  
A.B., 1961, University of California, Los Angeles; M.D., 1965, University of California, Irvine

HENRY, ANN K. (1981)  Adjunct Assistant Professor, Family & Community Medicine; Assistant Professor, Pharmacy Practice  
B.S., 1977, Pharm. D., 1981, University of Kentucky

HENRY, THOMAS E. (1983)  Clinical Assistant Professor, Pathology  
B.S., 1970, University of South Dakota; M.D., 1972, University of Colorado

HENRY, ROBERT E. (1976)  Associate, Professor, Radiology  
B.S., 1959, M.D., 1963, St. Louis University

HENTHORN, ELIZABETH A. (1976)  Associate, Family & Community Medicine  
B.S., 1959, M.S., 1962, University of Arizona; M.D., 1966, University of Colorado School of Medicine, Denver, Colorado

HERNRIED, LUCY S. (1983)  Clinical Assistant Professor, Pediatrics  
B.A., 1953, Swarthmore College; M.D., 1957, New York College of Medicine

HERNSCHLER, JONATHAN (1980)  Professor and Head, Ophthalmology  
A.B., 1964, Dartmouth University; M.D., 1969, University of Colorado

HESSEL, SAMUEL J. (1981)  Adjunct Assistant Professor, Radiology  
M.D., 1968, University of Rochester

HEUSINKVELD, ROBERT S. (1973)  Professor, Radiology; Lecturer, Internal Medicine; Assistant Director, Clinical Radiology  
A.B., 1959, Carlton College; M.D., 1963, Ph.D., 1973, University of Rochester

HEWLETT, MARTINEZ J. (1976)  Associate Professor, Molecular & Cellular Biology  
B.A., 1964, University of Southern California; Ph.D., 1973, University of Arizona

HEWSON, GEORGE F., JR. (1974)  Associate, Surgery  
M.D., 1958, Jefferson Medical College, Philadelphia, Pennsylvania

HICKS, MARY JANE (1977)  Assistant Professor, Pathology  
B.S., 1968, M.D., 1973, University of Arizona

HICKS, THOMAS H. (1976)  Associate, Surgery  
B.A., 1967, Arizona State University; M.D., 1971, University of Arizona

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

HILEMAN, WALTER T. (1971)  Adjunct Associate Professor, Radiology  
A.B., 1938, Ohio Northern University; M.D., 1942, Wayne State University

HILGER, MARTIN T. J. (1972)  Associate, Radiology  
B.A., 1961, Mankato State College; M.S., 1965, University of Michigan

HILL, JAMES G. (1975)  Lecturer, Psychiatry  
B.S., 1966, University of New Mexico; M.D., 1971, University of Kansas

HILLMAN, BRUCE J. (1978)  Associate Professor, Radiology  
B.A., 1969, Princeton University; M.D., 1973, University of Rochester School of Medicine

HILLMAN, DIANE G. (1981)  Lecturer, Family & Community Medicine; Assistant Director  
Arizona Health Care Cost Project, Public Policy, Planning & Administration  
A.B., 1970, University of Rochester; M.A., 1972, State University of New York, Buffalo; M.P.A., 1979, University of Arizona

HILTS, SCHUYLER V. (1982)  Associate, Radiology  
B.A., 1948, Stanford University; M.D., 1952, Johns Hopkins University

HINTON, RICHARD M. (1982)  Lecturer, Psychiatry  
B.S., 1973, University of New Mexico; M.A., 1975, Ph.D., 1978, University of Arizona

HIRSCH, FREDERICK J. (1970)  Associate, Family & Community Medicine  
M.D., 1949, Loyola University Stritch School of Medicine
HIRSCH, LOUIS (1970)  Lecturer, Pathology; Physician, Student Health Service  
B.S., 1933, M.D., 1937, New York University

HIRSCH, ROBERT S. (1971)  Associate, Internal Medicine  
A.B., 1952, Harvard College; M.D., 1956, Columbia University

HODGSON, WILLIAM R. (1977)  Professor, Surgery, Speech & Hearing Sciences; Assistant Supervisor, Audiology Services  
B.S., 1957, Southwest Missouri State; M.A., 1958, University of Arkansas; Ph.D., 1961, Ohio State University

HOEHN, THOMAS MICHAEL (1980)  Assistant Administrator, Medical Service Plan  
B.S., 1970, University of Arizona

HOGE, ROBERT S. (1969)  Associate, Division of Animal Resources  
B.S., 1951, Waynesburg College; D.V.M., 1955, University of Pennsylvania

HOLLANDER, ARNOLD I. (1971)  Associate, Internal Medicine  
A.B., 1958, Lafayette College; M.D., 1962, Jefferson Medical College

HOLLANDER, CORINA M. (1982)  Associate, Family & Community Medicine  
B.S., 1975, Hunter College, Bronx, New York; D.P.M., 1980, New York College of Podiatric Medicine

HOLLANDER, STEVEN B. (1982)  Associate, Family & Community Medicine  
B.S., 1973, City College of New York; D.P.M., 1979, New York College of Podiatric Medicine

HOLLINGSWORTH, STUART W. (1972)  Lecturer, Psychiatry  
B.A., 1950, M.D., 1953, University of California, San Francisco

HOLTZMAN, STUART I. (1975)  Associate, Psychiatry  
B.S., 1958, Washington and Jefferson College; B.M.S., 1962, State University of South Dakota; M.D., 1964, Northwestern University; M.S., 1970, Ohio State University

HORAN, ROBERT V. (1976)  Associate, Family & Community Medicine  
B.S., 1941, University of Wake Forest, Winston-Salem, North Carolina; M.D., 1944, Bowman Gray School of Medicine, Winston-Salem, North Carolina

HORSLEY, WILLIAM W. (1982)  Adjunct Assistant Professor, Radiology  
B.S., 1971, M.D., 1974, University of Utah

HOSHAW, RICHARD A. (1979)  Associate, Internal Medicine  
B.S., 1971, M.D., 1975, University of Arizona

HOTTEINSTEIN, OMAR D. (1983)  Research Associate, Pharmacology  
B.S., 1973, Syracuse University; Ph.D., 1983, Johns Hopkins University

B.A., 1967, University of Wisconsin, Madison; M.A., 1972, Ph.D., 1976, Indiana University, Bloomington

HOUSMAN, LAWRENCE R. (1983)  Associate, Surgery  
B.S., 1966, M.D., 1970, University of Alberta

HOWARD, WILLIAM J. (1976)  Clinical Professor, Internal Medicine  
B.A., 1960, Haverford College; M.D., 1964, University of Pennsylvania

HRUBY, VICTOR J. (1978)  Professor, Chemistry, Biochemistry  
B.S., 1960, M.S., 1962, University of North Dakota; Ph.D., 1965, Cornell University

HUANG, SHOEI-KUEN (STEVE) (1982)  Assistant Professor, Internal Medicine  
M.D., 1972, College of Medicine, National Taiwan University, Taipei, Taiwan

HUERTA, JOE M. (1975)  Associate, Surgery  
B.S., 1962, University of Arizona; M.D., 1966, University of Colorado

HUESTIS, DOUGLAS W. (1969)  Professor, Pathology  
M.D., 1948, McGill University

HUGHES, JOHN H. (1977)  Adjunct Associate Professor, Family & Community Medicine  
B.A., 1957, Yale University; M.D., 1961, Cornell Medical College

HUNTER, BRIAN (1983)  Research Assistant Professor, Surgery  
B.S., 1976, Northern Arizona University; M.S., 1979, Ph.D., 1982, University of Arizona

HUNTER, TIM B. (1974)  Associate Professor, Radiology  
B.A., 1964, DePauw University; M.D., 1968, Northwestern University

HUTTER, JOHN J., JR. (1976)  Associate Professor, Pediatrics  
B.S., 1963, Manhattan College; M.D., 1967, State University of New York, Downstate Medical Center

HUTTER, MAUREEN J. (1983)  Lecturer, Pediatrics, Psychiatry, Psychology  

HUXTABLE, RYAN J. (1970)  Professor, Pharmacology  
B.S., 1964, Bristol University; Ph.D., 1968, Liverpool University

IKEBE, MITSUO (1982)  Research Associate, Internal Medicine, Nutrition & Food Science  
B.S. 1975, M.S., 1977, Tokyo Institute of Technology; Ph.D., 1982, Osaka University
B.S., 1964, Wayne State University; M.D., 1973, Stanford University; M.P.H., 1975, Johns Hopkins University

ISERSON, KENNETH V. (1981)  Assistant Professor, Surgery
B.S., 1971, University of Maryland, College Park; M.D., 1975, University of Maryland, Baltimore

ITO, JUNETSU (1979)  Professor, Microbiology & Immunology
B.A., 1958, Utsunomiya University, Japan; M.A., 1961, Ph.D., 1967, Kyoto University, Japan

JACKIMCZYK, KENNETH C. (1983)  Clinical Assistant Professor, Surgery
B.S., 1973, M.D., 1977, University of Arizona

JACKSON, RALPH A., JR. (1974)  Associate, Internal Medicine
B.A., 1950, M.D., 1954, University of Virginia

JACOBY, WILLIAM D., JR. (1976)  Associate, Internal Medicine
B.S., 1965, Bowling Green State University, Ohio; M.D., 1969, University of Michigan

JAFFE, JEFFRYY P. (1979)  Clinical Assistant Professor, Internal Medicine
A.B., 1969, Washington University; M.D., 1973, University of Wisconsin

JANSSEN, G. ARTHUR, IV (1984)  Associate, Anesthesiology
M.D., 1971, University of California, Los Angeles

JANSSEN, GERRIT A. (1974)  Associate, Obstetrics & Gynecology; Physician, Student Health
B.S., 1943, M.D., 1947, University of Nebraska

JANSSEN, ROBERT J. (1961)  Associate Professor, Microbiology & Immunology
A.B., 1953, Cornell College; M.S., 1955, Ph.D., 1957, State University of Iowa

JASIN, WALTER J. (1981)  Associate, Surgery
B.S., 1967, M.D., 1971, University of Florida, Gainesville

JENSEN, RICHARD G. (1976)  Professor, Biochemistry
B.A., 1961, Ph.D., 1965, Brigham Young University

JENSEN THOMAS W. (1971)  Associate, Family & Community Medicine
B.S., 1953, University of South Dakota; M.D., 1955, University of Nebraska

JETER, WAYBURN S. (1963)  Professor, Microbiology & Immunology, Pharmacology & Toxicology; Director of the Cellular Immunology Laboratory
B.S., 1948, M.S., 1949, University of Oklahoma; Ph.D., 1950, University of Wisconsin

JEWETT, WARREN R. (1977)  Research Associate, Anesthesiology, Electrical Engineering
D.Sc., 1962, United States Navy Graduate Program

JOFFE, LEONARD (1979)  Clinical Assistant Professor, Ophthalmology
M.D., B.Ch., 1965, University of Witwatersrand, Republic of South Africa

JOGERST, GERALD J. (1983)  Associate, Family & Community Medicine
B.A., 1969, Loras College; M.D., 1976, University of Iowa

JOHNSON, DAVID G. (1978)  Professor, Internal Medicine, Pharmacology
B.A., 1962, Yale University; B.M.Sc., 1964, Dartmouth College; M.D., 1967, Harvard University

JOHNSON, JANET A. (1981)  Associate, Internal Medicine
B.S., 1971, University of California, Berkeley; M.D., 1975, University of California, San Francisco

JOHNSON, KENNETH R. (1979)  Associate, Surgery
B.S., 1968, Wisconsin State University; M.D., 1972, University of Wisconsin

JOHNSON, PAUL C. (1967)  Professor and Head, Physiology; Professor, Arizona Research Laboratory
B.S., 1951, M.A., 1953, Ph.D., 1955, University of Michigan

JOHNSON, PETER C. (1974)  Associate Professor, Pathology
B.S., 1963, Loyola University; M.A., 1967, M.D., 1967, University of California, San Francisco

JOHNSON, ROBERT ERIC (1981)  Research Assistant Professor, Biochemistry
B.S., 1967, University of California, Davis; M.A., 1969, Ph.D., 1975, Johns Hopkins University

JOHNSON, ROBERT J. (1972)  Associate, Radiology
B.A., 1947, M.D., 1947, University of Colorado

JOHNSTON, CYNTHIA C. (1979)  Adjunct Assistant Professor, Family & Community Medicine
B.S., 1974, Arizona State University; M.D., 1976, University of Arizona

JONES, ALLEN M. (1982)  Clinical Assistant Professor, Pathology
B.S., 1968, Ohio State University; M.S., 1972, M.D., 1972, University of Louisville, Kentucky

JONES, JAMES F. (1975)  Research Associate Professor, Pediatrics
A.B., 1964, Duke University; M.D., 1968, University of Texas, Galveston

JONES, KENNETH L. (1983)  Lecturer, Pediatrics
B.A., 1961, Williams College; M.D., 1966, Hahnemann Medical School

JONES, MARSHALL W. (1970)  Associate, Psychiatry
B.S., 1955, West Texas State University; M.D., 1959, University of Texas at Galveston
B.S., 1977, M.S., 1982, Utah State University

JONES, ROGER C. (1978) Adjunct Professor, Radiology; Professor, Electrical Engineering
B.S., 1949, University of Nebraska; M.S., 1953, Ph.D., 1963, University of Maryland

JONES, STEPHEN E. (1972) Professor, Internal Medicine
M.D., 1966, Case Western Reserve University

JOY, PAUL W. (1974) Administrator, Medical Service Plan
M.S., 1964, Simmons College; M.P.H., 1965, University of Michigan

JOYCE, STEVEN M. (1974) Assistant Professor, Surgery
B.A., 1974, Kent State University; M.D., 1979, Ohio State University

JUSTICE, JAMES W. (1972) Associate, Family & Community Medicine
A.B., 1954, Bucknell University; M.D., 1958, New York Medical College; M.P.H., 1962, Johns Hopkins School of Hygiene and Public Health

KABACK, KEITH R. (1982) Assistant Professor, Surgery
B.A., 1975, Colgate University, Hamilton, New York; M.D., 1979, Johns Hopkins University, Baltimore, Maryland

KAMEL, LOIS W. (1981) Lecturer, Family & Community Medicine
B.A., 1958, American University, Cairo, Egypt; M.P.H., 1976, University of Illinois

KAMEL, WADIE W. (1981) Adjunct Professor, Family & Community Medicine
M.B., B.Ch., 1955, Ain-Shams University, Cairo; M.P.H., 1961, Harvard University

KAMINSKA, ANNA M. (1983) Research Assistant Professor, Internal Medicine
M.D., 1969, University of Milan, Italy; Ph.D., 1978, University of Warsaw, Poland

KANDELL, HOWARD N. (1971) Clinical Instructor, Pediatrics
B.S., 1956, University of Miami; M.D., 1959, Tulane University

KANTER, RICHARD S. (1980) Clinical Assistant Professor, Ophthalmology
B.A., 1956, Columbia University, New York; M.D., 1960, State University of New York, Downstate Medical Center

KAPLAN, ALLEN M. (1983) Clinical Assistant Professor, Pediatrics
B.S., 1962, University of Wisconsin; M.D., 1966, Stritch School of Medicine, Loyola University, Chicago

KARL, LINDA A. (1983) Associate, Internal Medicine
B.S., 1972, University of Illinois; M.D., 1975, University of Arizona

KARTCHNER, CHARLES D. (1973) Associate, Anesthesiology
B.A., 1956, University of Arizona; M.D., 1960, Cornell University Medical College

KARTCHNER, GLEN R. (1983) Associate, Surgery
B.S., 1968, University of Arizona; M.D., 1972, Cornell University

KARTCHNER, MARK M. (1967) Associate, Surgery
B.S., 1953, University of Arizona; M.D., 1957, Harvard University

KASSELL, MARTIN B. (1977) Lecturer, Psychiatry
B.S., 1939, Villanova University; M.D., 1943, Hahnemann Medical College

KASZNIAK, ALFRED W. (1979) Associate Professor, Psychiatry

KATZ, BARRETT (1981) Assistant Professor, Ophthalmology, Neurology
A.B., 1969, Colgate University; M.D., 1973, Case Western Reserve University

KATZ, JAY A. (1977) Associate, Surgery
B.A., 1966, Vanderbilt University; M.D., 1970, Washington University

KATZ, MURRAY A. (1974) Professor, Internal Medicine

KATZENBERG, CHARLES A. (1982) Associate, Internal Medicine
B.A., 1972, Miami University, Oxford, Ohio; M.D., 1976, University of Illinois, Chicago, Illinois

KAY, MARGARITA A. (1974) Associate, Family & Community Medicine; Professor, College of Nursing
B.A., 1948, Stanford University; M.S., 1961, University of California, San Francisco; M.A., 1970, Ph.D., 1972, University of Arizona

KECK, KONRAD (1964) Professor, Molecular & Cellular Biology
Ph.D., 1952, University of Vienna

KEELY, MARJORIE L. (1981) Associate, Surgery
B.S., 1963, Carroll College, Waukesha, Wisconsin; M.D., 1967, University of Illinois

KELLEY, LEE M. (1962) Lecturer, Microbiology & Immunology
B.S., 1950, University of Idaho; M.S., 1952, Ohio State University; Ph.D., 1967, University of Arizona

KELLY, JOHN A. (1981) Clinical Assistant Professor, Surgery
B.S., 1972, University of North Dakota; M.D., 1974, University of Washington
KELLY, JOHN V. (1975)  Adjunct Professor, Obstetrics & Gynecology  
B.S., 1947, University of Michigan; M.D., 1951, Wayne State University School of Medicine

KELLY, PAUL A. (1983)  Clinical Assistant Professor, Obstetrics & Gynecology  
B.S.N., 1959, John Carroll University; M.D., 1963, Ohio State University

KELLY, PETER C. (1972)  Clinical Assistant Professor, Internal Medicine  
A.B., 1961, Providence College; M.D., 1965, Boston University

KEMBERLING, SIDNEY R. (1970)  Associate, Pediatrics  
A.B., 1943, Susquehanna University; M.D., 1947, Temple University

KENNER, R. ROBERTSON (1982)  Lecturer, Psychiatry  
M.D., 1964, Indiana University

B.A., 1975, University of California, San Diego; M.D., 1979, Northwestern University

KERR, CHARLES M. (1977)  Lecturer, Psychiatry  
B.A., 1957, Yale University; M.D., 1963, Baylor College of Medicine

KERRIHARD, GEORGE N. (1974)  Associate, Internal Medicine  
B.A., 1950, Lake Forest College; M.D., 1954, University of Illinois

KERWIN-YOKOTA, ANN (1983)  Lecturer, Surgery  

KETCHEL STEVEN J. (1979)  Associate, Internal Medicine  
A.B., 1967, Stanford University; M.D., 1972, University of Arizona College of Medicine

KETTEL, LOUIS J. (1968)  Dean; Professor, Internal Medicine  
B.S., 1951, Purdue University; M.D., 1954, M.S., 1958, Northwestern University

KHALSA, SANT SINGH (1982)  Associate, Pediatrics  
B.A., 1975, State University of New York, Buffalo; M.D., 1979, State University of New York, Downstate Medical Center

KIBLER, RUTHANN (1980)  Assistant Professor, Microbiology & Immunology  
B.S., 1964, Marietta College; M.S., 1967, Purdue University; Ph.D., 1973, University of California, Berkeley

KIESCH, THEODORE A. (1974)  Associate, Surgery  
D.D.S., 1970, Chicago College of Dental Surgery

KILKSON, REIN (1970)  Professor, Microbiology & Immunology, Physics  
B.S., 1953, M.S., 1954, Ph.D., 1956, Yale University

KIM, SANG-DAL (1983)  Research Associate, Microbiology & Immunology  
M.S., 1972, Ph.D., 1979, Kynugpook National University, Korea

KING, BETTY F. (1982)  Lecturer, Family & Community Medicine  
B.S., 1977, M.P.H., 1980, University of North Carolina School of Public Health

KING, GEORGE W. (1973)  Associate, Family & Community Medicine  
M.D., 1946, Washington University

KINNEY, JANET (1983)  Clinical Assistant Professor, Psychiatry; Clinical Pharmacist, Assistant Professor, Pharmacy Practice  
B.S., 1976, Pharm. D., 1980, University of Minnesota

KINTER, KATHLEEN V. (1982)  Lecturer, Surgery  
B.S., 1965, Monmouth College, Monmouth, Illinois

KISCHER, C. WARD (1977)  Associate Professor, Anatomy  
B.S., 1953, University of Omaha; M.S., 1960, Ph.D., 1962, Iowa State University

KISHEL, MARK (1981)  Associate, Family & Community Medicine  
B.A., 1968, Lehigh University; M.D., 1972, State University of New York, Buffalo

KLEIN, FREDERICK A. (1980)  Associate, Internal Medicine  
B.S., 1970, University of Arizona; M.D., 1975, University of Illinois

KNUDSON, RONALD J. (1970)  Professor, Internal Medicine; Associate Director, Respiratory Sciences; Director, Respiratory Services  
B.S., 1953, Yale University; M.D., 1957, Northwestern University

KOBERNICK, MARC (1983)  Clinical Assistant Professor, Surgery  
B.A., 1973, University of California, Los Angeles; M.D., 1978, University of California, Davis

KODAMA, FUMIO (1982)  Visiting Research Associate, Cancer Center Division  
M.D., 1970, Yokohama City University School of Medicine, Japan

KOELLING, NORMAN E. (1969)  Lecturer, Anatomy; Educational Specialist, Multidiscipline Laboratories  
B.S., 1951, Concordia Teachers College, B.A., 1956, University of Nebraska, M.Sc., 1969, University of Arizona

KOEP, LAWRENCE J. (1983)  Clinical Associate Professor, Surgery  
B.S., 1950, City College of New York; M.S., 1953, Columbia University; Ed.D., 1971, University of Arizona

KOLDOVSKY, OTAKAR (1980)  Professor, Physiology, Pediatrics

KOLLER, AKOS (1982)  Research Associate, Physiology
M.D., 1975, Semmelweis Medical University, Budapest

KOMAR, NORMAN N. (1971)  Adjunct Associate Professor, Radiology
M.D., 1961, Wayne State University

KOOPMANN, CHARLES F., JR. (1977)  Associate Professor, Surgery
B.S., 1967, M.D., 1969, Northwestern University

KORC, MURRAY (1980)  Assistant Professor, Internal Medicine
B.S., 1968, Brooklyn College; M.D., 1974, Albany Medical College

KOSTURAKIS, DEMETRIO (1983)  Visiting Professor, Pediatrics
B.S., 1971, Instituto Regional de Chihuahua, Mexico; M.D., 1976, Facultad de Medicina de la Universidad Autonoma

B.A., 1972, University of Pennsylvania; M.D., 1976, Emory University Medical School

KOZAREK, RICHARD A. (1979)  Clinical Associate Professor, Internal Medicine
B.A., 1969, M.D., 1973, University of Wisconsin

KRAVETZ, HOWARD M. (1978)  Associate, Internal Medicine
B.S., 1949, St. Peter’s College; M.D., 1956, New York University

KREIDER, H. DALE (1970)  Associate, Pediatrics
B.S., 1959, Lebanon Valley College; M.D., 1963, Jefferson Medical College

KREULEN, DAVID L. (1980)  Assistant Professor, Pharmacology
B.S., 1969, Calvin College; M.S., 1972, Ph.D., 1974, Wayne State University

KRUTZSCH, PHILIP H. (1964)  Professor, Anatomy
A.B., 1943, San Diego State College; M.A., 1948, University of California, Berkeley; Ph.D., 1953, University of Kansas

KURKE, LEWIS (1979)  Associate, Psychiatry
A.B., 1949, Columbia University; M.D., 1953, College of Physicians and Surgeons, Columbia University

KURTIN, JOHN B. (1976)  Associate, Surgery
A.A., 1961, St. John’s College, Camarillo, California; B.A., 1964, University of Arizona; M.D., 1968, Marquette University

MB.BCh. 1973, University of the Witwatersrand, Johannesburg, South Africa

LABADIE, ENRIQUE L. (1976)  Assistant Professor, Neurology
B.A., 1962, Centro Universitario de Mexico; M.D., 1970, Universidad Nacional Autonoma de Mexico, Mexico, D.F.

LaBELLE, JAMES W. (1970)  Associate, Pediatrics
B.S., 1957, University of Arizona, M.D., 1961, University of Colorado

LAGE, GUSTAVO A. (1982)  Lecturer, Psychiatry
B.S., 1943, Colegio de Belen, Havana; M.D., 1950, University of Havana

LAGUNA, JOAN E. (1978)  Research Associate, Neurology

LAGUNA, JOSE F. (1974)  Associate Professor, Neurology
B.S., 1960, M.D., 1967, University of Madrid

LALANI, ABDUL S. (1980)  Associate, Surgery
M.D., 1967, Dow Medical College

LANDEEN, FRED H. (1975)  Associate, Anesthesiology
B.S., 1948, University of Wyoming; M.D., 1952, Creighton University School of Medicine

LANG, DOUGLAS J. (1983)  Research Associate, Physiology

LAPAN, DAVID I. (1980)  Associate, Internal Medicine
B.A., 1970, University of California, Berkeley; M.D., 1974, University of California, San Francisco

LARSON, DOUGLAS F. (1978)  Research Associate, Surgery
B.S., 1968, M.S., 1969, Montana State University

LARSON, JON M. (1980)  Associate, Family & Community Medicine
B.S., 1971, Arizona State University; M.D., 1975, University of Arizona

LARSON, KAREN C. (1980)  Associate, Family & Community Medicine
B.S., 1971, Utah State University; M.D., 1975, University of Arizona

LAW, JOHN H. (1981) Professor and Head, Biochemistry; Professor, Arizona Research Laboratory
B.S., 1953, Case Institute of Technology; Ph.D., 1957, University of Illinois

LAWRENCE, L. JEFFREY (1984) Research Associate, Respiratory Sciences, Pharmacology
Ph.D., 1983, University of California, Berkeley; M.S., 1980, B.S., 1977, University of Kentucky

LAWRENCE, WILLIAM H. (1975) Adjunct Assistant Professor, Neurology
A.B., 1960, Princeton University; M.D., 1964, Columbia University

LAYTON, JACK M. (1967) Professor and Head, Pathology
A.B., 1939, D.S., 1974, Luther College; M.D., 1943, University of Iowa

LEADEM, CHRISTOPHER A. (1983) Assistant Professor, Anatomy
B.S., 1977, California Polytechnic State University; Ph.D., 1981, University of Arizona

LEAL, JOSEPH M. (1980) Lecturer, Surgery

LeBOUTON, ALBERT V. (1972) Associate Professor, Anatomy
B.S., 1960, San Diego State College; Ph.D., 1966, University of California, Los Angeles

LEBOWITZ, MICHAEL D. (1971) Professor, Internal Medicine; Assistant Director, Respiratory Sciences
A.B., 1961, M.A., 1965, University of California, Berkeley; Ph.C., 1969, Ph.D., 1971, University of Washington

LEE, STANLEY M. (1977) Associate Professor, Internal Medicine, Pediatrics

LEFF, ROBERT B. (1976) Associate, Internal Medicine
B.S., 1970, University of Massachusetts; M.D., 1973, University of Vermont

LEBOVITZ, ALBERT (1981) Research Associate, Internal Medicine, Cancer Center Division
B.S., 1938, University of Connecticut; M.S., 1940, University of Minnesota

LEES, BERTHA M. (1976) Lecturer, Family & Community Medicine
B.S., 1942, Universidad Mayor de San Marcos, Lima, Peru; R.N., 1944, College of Saint Teresa, Winona, Minnesota; M.S., 1945, University of Minnesota; M.D., 1955, University of Havana, Cuba

LEMEN, RICHARD J. (1977) Assistant Professor, Physiology; Associate Professor, Pediatrics
A.B., 1963, University of Southwestern Louisiana, Lafayette; M.D., 1967, Tulane University

LERNER, JUAN C. (1982) Lecturer, Neurology; Research Associate, Geosciences
M.S., 1959, Universidad de de Buenos Aires, Argentina; Ph.D., 1974, University of Paris, France

LEVENE, ALAN J. (1984) Associate, Surgery

LEVENSON, ALAN I. (1969) Professor and Head, Psychiatry

LEVY, MARTIN R. (1971) Lecturer, Psychiatry
B.A., 1962, University of Buffalo; M.A., 1964, Bowling Green State University; Ph.D., 1968, Ohio University

LEVY, MARTIN R. (1971) Lecturer, Psychiatry
B.A., 1962, University of Buffalo; M.A., 1964, Bowling Green State University; Ph.D., 1968, Ohio University

LEVY, MARTIN R. (1971) Lecturer, Psychiatry
B.A., 1962, University of Buffalo; M.A., 1964, Bowling Green State University; Ph.D., 1968, Ohio University

LEVY, MARTIN R. (1971) Lecturer, Psychiatry
B.A., 1962, University of Buffalo; M.A., 1964, Bowling Green State University; Ph.D., 1968, Ohio University

LEVY, MARTIN R. (1971) Lecturer, Psychiatry
B.A., 1962, University of Buffalo; M.A., 1964, Bowling Green State University; Ph.D., 1968, Ohio University

LEVY, MARTIN R. (1971) Lecturer, Psychiatry
B.A., 1962, University of Buffalo; M.A., 1964, Bowling Green State University; Ph.D., 1968, Ohio University

LEWIS, DONALD B. (1975) Lecturer, Surgery
B.S., 1930, Washington and Jefferson College; M.D., 1934, University of Pennsylvania

LEWIS, JOHN D. (1982) Lecturer, Surgery
B.S., 1928, Oklahoma State University; M.D., 1977, University of Oklahoma

LICHTENSTEIN, PAUL R. (1975) Associate, Internal Medicine
M.D., 1969, Tufts University School of Medicine, Boston, Massachusetts

LIGHTNER, ELMER S. (1971) Professor, Pediatrics
B.S., 1954, Dickinson College; M.D., 1958, University of Pennsylvania
LINDELL, THOMAS J. (1970)  Associate Professor, Pharmacology; Acting Head, Molecular & Cellular Biology
B.S., 1963, Gustavus Adolphus College; Ph.D., 1969, University of Iowa

LINDSEY, DOUGLAS (1973)  Professor, Surgery
B.S., 1940, Louisiana State University; M.D., 1943, M.P.H., 1949, Dr. P.H., 1950, Yale University; M.S., 1965, George Washington University

LITTN, BRADLEY S. (1982)  Adjunct Assistant Professor, Ophthalmology
B.S., 1974, University of Wisconsin, Madison; Ph.D., 1979, University of Arizona

LITTLE, JOHN W. (1977)  Assistant Professor, Biochemistry, Molecular & Cellular Biology
B.S., 1962, Ph.D., 1966, Stanford University, Stanford, California

LIU, ROSA H. (1973)  Research Associate, Cancer Center Division
B.S., 1968, M.S., 1970, University of Arizona

LOESCHER, LOIS J. (1983)  Research Specialist, Cancer Center Division
B.S., 1974, University of Wisconsin; M.S., 1980, University of Arizona

LOVETT, VERNOR F. (1970)  Associate, Surgery
B.S., 1951, University of Arizona; M.D., 1955, Northwestern University

LOVETT, WILLIAM L. (1980)  Associate, Surgery
B.A., 1963, M.D., 1967, University of Mississippi

LOWE, PAULA F. (1973)  Lecturer, Pathology
R.N., 1965, Presbyterian-St. Luke's School of Nursing

LUCAS, DAVID O. (1970)  Associate Professor, Microbiology & Immunology

LUDOVICI, PETER P. (1965)  Professor, Microbiology & Immunology
B.S., 1942, M.S., 1949, Washington and Jefferson College; Ph.D., 1951, University of Pittsburgh

LUKAS, RONALD J. (1981)  Research Assistant Professor, Pharmacology
B.S., 1971, State University of New York, Cortland; Ph.D., 1976, State University of New York, Downstate Medical Center

LUNDELL, DWIGHT C. (1980)  Associate, Surgery
M.D., 1971, University of Arizona

LYNCH, PETER J. (1973)  Professor and Associate Head, Internal Medicine
B.S., 1959, St. Thomas College, Minnesota; M.D., 1961, University of Minnesota

MACBETH, L. CRAIG (1976)  Associate, Family & Community Medicine
B.A., 1944, Dartmouth Medical School; M.D., 1949, Jefferson Medical College

MACCABE, FREDERIC, JR. (1970)  Lecturer, Psychiatry
M.D., 1948, University of Virginia

MacGREGOR, IAN L. (1978)  Associate, Internal Medicine

MACIULLA, GREGORY J. (1982)  Adjunct Associate Professor, Obstetrics & Gynecology
B.S., 1969, M.D., 1973, University of Arizona

MAGEE, JOHN W., JR. (1981)  Clinical Associate Professor, Surgery
B.S., 1943, Franklin and Marshall College; M.D., 1947, Temple University

MAGEE, ROSS L. (1971)  Associate, Surgery
M.D., 1946, Northwestern University

MAGILL, MICHAEL K. (1981)  Assistant Professor, Family & Community Medicine
A.B., 1973, Dartmouth College; M.D., 1977, Duke University

MAGUN, BRUCE E. (1976)  Associate Professor, Anatomy, Radiology
B.S., 1965, Ph.D., 1969, Tufts University

MAIER, WILLIAM J. (1976)  Lecturer, Psychiatry
B.S., 1953, M.D., 1955, University of Oregon; M.P.H., 1963, University of California, Berkeley

MAKOL, GEORGE J. (1981)  Associate, Internal Medicine
B.A., 1970, Florida State University; M.D., 1974, University of Miami Medical School

MALLIN BRUCE A. (1983)  Associate, Surgery
B.S., 1960, University of Southern California, Los Angeles; M.D., 1964, University of Colorado

MALONE, JAMES M. (1977)  Assistant Professor, Surgery
B.S.M., 1968, M.D., 1971, University of California, San Francisco

MALONEY, CHRISTOPHER T. (1976)  Associate, Surgery
B.S., 1959, Niagara University; M.D., 1961, New York Medical College

MAMMANA, ROBERT B. (1980)  Associate, Surgery
B.S., 1966, Manhattan College; M.D., 1970, Georgetown University
MANASSE, GABRIEL O. (1981) Adjunct Assistant Professor, Psychiatry
B.A., 1964, University of Michigan; M.D., 1969, Temple University

MANN, LARRY I. (1973) Associate, Surgery
B.S., 1958, M.D., 1962, Wayne State University

MANNING, MICHAEL R. (1976) Adjunct Associate Professor, Radiology
B.S., 1968, M.D., 1973, University of Arizona

MANSARDT, JAMES R. (1976) Lecturer, Psychiatry; Psychiatrist, Student Health Service
B.A., 1965, Carleton College, Northfield, Minnesota; M.D., 1969, Baylor University School of Medicine

MARCO, JOSEPH D. (1976) Associate, Surgery
B.S., 1964, University of Arizona; M.D., 1968, St. Louis University

MARCO, PHILIP J. (1978) Lecturer, Psychiatry
A.B., 1938, Boston College; M.D., 1943, Middlesex University Medical School; M.P.H., 1971, University of Missouri

MARCUS, FRANK L. (1968) Professor, Internal Medicine
B.A., 1948, Columbia University; M.S., 1951, Tufts University; M.D., 1953, Boston University; 1983, Electrophysiology Chair

MARKHAM, BRUCE E. (1979) Research Assistant Professor, Internal Medicine; Research Associate, Microbiology & Immunology
B.A., 1974, Western Michigan University; Ph.D., 1979, Michigan State University

MARKS, JACK A. (1972) Lecturer, Psychiatry
B.S., 1948, M.D., 1950, University of Wisconsin

B.A., 1975, M.A., 1979, Ph.D., 1983, University of Arizona

MARQUES, PAUL R. (1978) Research Assistant Professor, Pharmacology; Assistant Professor, Addiction Studies; Adjunct Assistant Professor, Family & Community Medicine
A.B., 1968, Rutgers University; M.A., 1972, Ph.D., 1973, University of Arizona

MARSH, KENNETH F. (1973) Adjunct Assistant Professor, Psychiatry; Head, Mental Health; Associate, Psychology
B.A., 1966, DePauw University; Ph.D., 1970, University of North Carolina

MARSHALL, WILLIAM N., JR. (1980) Clinical Assistant Professor, Pediatrics
B.A., 1972, Lehigh University; M.D., 1976, University of Rochester

MARTIN, RICHARD J. (1970) Associate, Pediatrics
B.A., 1955, Occidental College, Los Angeles, California; M.D., 1959, University of California

MARTIN, RUSSELL D. (1972) Assistant Professor, Psychiatry; Associate Chief of Staff for Education, Veterans Administration Medical Center
B.S., 1956, Northern Arizona University; M.S., 1962, M.D., 1962, Baylor University

MARTIN, WILLIAM L. (1975) Associate, Family & Community Medicine
M.D., 1948, University of Iowa

B.S., 1973, Ph.D., 1979, University of South Dakota, Vermillion; M.A., 1974, Duquesne University, Pittsburgh

MARX, GERALD R. (1983) Assistant Professor, Pediatrics
B.A., 1972, Wesleyan University; M.D., 1976, University of California, Los Angeles

MASON, MARSHA A. (1980) Associate, Pediatrics
B.A., 1973, University of Minnesota; M.D., 1977, University of Wisconsin

MASON, RANDALL P. (1980) Associate, Family & Community Medicine
B.A., 1972, Northwestern University; M.D., 1976, George Washington University

MATKIN, NOEL D. (1979) Professor, Surgery, Speech and Hearing Sciences
B.A., 1954, Wichita State University; M.S., 1959, Ph.D., 1965, Northwestern University

MATSUDA, KAORU (1963) Associate Professor, Molecular & Cellular Biology; Associate Research Scientist in Plant Science, Agricultural Experiment Station
B.S., 1952, M.S., 1958, Ph.D., 1962, University of Arizona

MAXIMOV, MICHAEL J. (1977) Associate, Internal Medicine
B.S., 1964, M.D., 1968, University of Illinois; M.S., 1972, University of Iowa

MAYNARD, JAMES E. (1969) Associate, Family & Community Medicine
A.B., 1953, University of Chicago; M.D., 1959, McGill University; M.F.H., 1964, University of California, Berkeley

MAYER, RUTH L. (1973) Lecturer, Psychiatry
B.S., 1937, Hunter College; M.S., 1938, Lehigh University; M.D., 1949, SUNY, Downstate

B.S., 1970, Purdue University; M.D., 1973, Indiana University Medical School

McAFFEE, MARY ANN (1982) Lecturer, Surgery
B.S., 1973, University of Tulsa, Oklahoma; M.D., 1976, Texas Tech University, Lubbock, Texas

McCARTY, RICHARD J. (1978) Associate, Internal Medicine
B.S., 1956, University of Washington; M.D., 1959, University of Oregon Medical School
McCLELLAND, DALTON F. (1973)  Lecturer, Family & Community Medicine  
B.A., 1952, Oberlin College; M.D., 1961, Western Reserve University

McCLURE, CRAIG L. (1980)  Assistant Professor, Family & Community Medicine; Lecturer, Internal Medicine  
B.A., 1972, Johns Hopkins University; M.D., 1975, New York Medical College

McCOLLOUGH, NEWTON C. (1978)  Associate, Surgery  
A.B., 1928, M.D., 1932, University of Pennsylvania

McCRUM, IVAN D. (1977)  Associate, Psychiatry  
B.S., 1968, Michigan State University; M.D., 1972, Northwestern University

McDONALD, JAMES H. (1975)  Associate, Surgery  
A.B., 1938, North Central College; M.D., 1942, University of Illinois

McELDOON, WESLEY A. (1983)  Associate, Psychiatry  
B.A., 1972, University of Missouri, St. Louis; M.D., 1976, University of Missouri, Columbia

McEVES, JOHN H. (1970)  Associate, Obstetrics & Gynecology  
B.S., 1941, University of Washington; M.D., 1945, University of Tennessee

M.D., 1951, Loyola University of Chicago Stritch School of Medicine

McFARREN, JAMES M. (1982)  Associate, Pediatrics  
A.B., 1969, Indiana University; M.D., 1973, University of Cincinnati

McHARD, DONALD E. (1977)  Associate, Family & Community Medicine  
B.S., 1961, Oklahoma State University; M.D., 1965, University of Oklahoma

McINTYRE, KENNETH E. (1980)  Assistant Professor, Surgery  
B.S., 1970, Florida Presbyterian College; M.D., 1974, Wayne State University

McKAY, BUCHANAN M. (1968)  Associate, Pediatrics, Family & Community Medicine  
B.S., 1946, University of South Carolina; M.D., 1950, Duke University

McKAY, ROBERT E. (1981)  Associate, Family & Community Medicine  
B.S., 1954, University of Colorado; M.P.H., 1965, University of Minnesota

McKELVIE, DOUGLAS H. (1974)  Director, Division of Animal Resources; Associate Professor Pathology; Lecturer, Radiology; Adjunct Associate Professor, Veterinary Science  
B.S., 1950, D.V.M., 1952, Colorado State University; Ph.D., 1968, University of California, Davis

McLOONE, JAMES B. (1982)  Associate, Psychiatry  
B.A., 1972, University of Arizona; M.D., 1976, George Washington University, Washington, D.C.

MEERDINK, DENIS J. (1981)  Research Associate, Pharmacology; Visiting Assistant Professor, General Biology  
B.S., 1974, Arizona State University; M.S., 1978, Ph.D., 1981, Iowa State University

MEESE, ROBERT A. (1972)  Associate, Surgery  
D.D.S., 1951, University of the Pacific Dental College

MEINKE, GERALDINE C. (1979)  Adjunct Assistant Professor, Microbiology & Immunology; Research Associate, Internal Medicine  
B.S., 1965, Madonna College; Ph.D., 1970, Wayne State University

MEINKE, WILLIAM J. (1977)  Professor, Microbiology & Immunology  
B.A., 1964, Albion College; M.S., 1967, Ph.D., 1969, Wayne State University

MEISLIN, HARVEY W. (1980)  Associate Professor, Surgery; Director, Emergency Services  
B.S., 1968, Purdue University; M.D., 1972, Indiana University

MENDELSON, NEIL H. (1969)  Professor, Microbiology & Immunology, Cellular & Developmental Biology  
B.S., 1959, Cornell University; Ph.D., 1964, Indiana University

MENICK, FREDERICK J. (1983)  Clinical Assistant Professor, Surgery  
M.D., 1970, Yale Medical School

MEREDITH, KEITH E. (1981)  Research Associate, Internal Medicine  
B.S., 1965, M.S., 1968, Kansas State University; Ph.D., 1973, University of Arizona

MERIDETH, REUBEN E. (1983)  Adjunct Assistant Professor, Radiology  
B.S., 1969, University of Missouri; D.V.M., 1978, University of Florida

MERIN, ARNOLD B. (1981)  Lecturer, Internal Medicine  
B.A., 1972, M.D., 1976, University of Maryland

MERTZ, GEORGE H. (1977)  Clinical Professor, Surgery  
B.S., 1949, University of New Mexico; M.D., 1954, University of Colorado

MEYER, H. BELTON (1971)  Clinical Associate Professor, Pediatrics  
MEYSKENS, FRANK L., JR. (1977)  Associate Professor, Internal Medicine  
B.S., 1967, University of San Francisco; M.D., 1972, University of California, San Francisco  

MICHAEL, ULRICH F. (1976)  Lecturer, Internal Medicine  
Physicum, 1959, Philipps University, Germany; M.D., 1962, Albert Magnus University, Germany  

MILLER, ANNE J. (1982)  Visiting Assistant Professor, Educational Psychology; Associate, Family & Community Medicine, Psychiatry  

MILLER, BERNARD J. (1973)  Associate, Surgery  
B.S., 1962, Dickinson College; M.D., 1966, Jefferson Medical College  

MILLER, GARY L. (1977)  Associate, Family & Community Medicine  
B.A., 1968, Arizona State University; M.D., 1972, University of Arizona College of Medicine  

MILLER, MARGARET M. (1980)  Lecturer, Internal Medicine  
B.A., 1954, Denison University; M.D., 1958, Yale University  

MINTER, DAVID R. (1971)  Associate, Family & Community Medicine  
B.A., 1932, University of Texas; M.D., 1936, University of Pennsylvania  

MISIASZEK, JOHN J. (1979)  Assistant Professor, Psychiatry  
B.S., 1971, M.D., 1975, University of Arizona  

MISIOROWSKI, RONALD L. (1972)  Research Associate Professor, Surgery; Director, Surgical Biology Laboratories  
B.S., 1959, University of Wisconsin; M.S., 1970, Ph.D., 1974, University of Arizona  

MOELLER, VIRGINIA R. (1982)  Lecturer, Internal Medicine  
B.S., 1978, University of Arizona  

MOHER, LAWRENCE M. (1982)  Assistant Professor, Family & Community Medicine  
Clinical Director, Geriatric Clinics  

MOLTHAN, MARIAN E. (1983)  Clinical Associate Professor, Pediatrics  
A.B., 1949, Smith College; M.D., 1953, Columbia University  

MONTJO, MICHAEL F. (1981)  Associate, Internal Medicine  
B.S., 1973, University of California, Riverside; M.D., 1977, University of California, Los Angeles  

MOON, THOMAS E. (1977)  Assistant Director, Cancer Center Division; Research Professor, Family & Community Medicine, Internal Medicine  
B.S., 1965, Northern Illinois University; M.S., 1967, University of Chicago; Ph.D., 1973, University of California, Berkeley  

MOORE, ALLEN B. (1980)  Associate, Family & Community Medicine  
M.D., 1958, University of Michigan  

MOORE, MICHAEL J. (1977)  Assistant Professor, Radiology  
B.S., 1966, M.D., 1970, University of Wisconsin  

MOORE, STEPHEN W. (1975)  Associate, Family & Community Medicine  
B.A., 1966, Dartmouth College; M.D., 1970, University of Pennsylvania Medical School  

MORENZ, BERNARD M., III (1982)  Lecturer, Psychiatry  
B.S., 1975, Purdue University; M.D., 1978, Indiana University  

MORGAN, H. B., JR. (1981)  Clinical Assistant Professor, Surgery  
B.S., 1957, Furman University; M.D., 1961, Medical University of South Carolina  

MORGAN, J. MICHAEL (1983)  Lecturer, Psychiatry  

MORGAN, WAYNE J. (1982)  Assistant Professor, Pediatrics  
M.D.C.M., 1976, McGill University, Montreal, Canada  

MORIGUCHI, SATORU (1983)  Research Specialist, Family & Community Medicine, Cancer Center Division  
B.S., 1978, M.S., 1980, Ph.D., 1983, Tokushima University, Japan  

MORKIN, EUGENE (1974)  Professor, Internal Medicine, Pharmacology  
B.A., 1955, Oklahoma City University; M.D., 1959, University of Oklahoma; 1974, C. Leonard Pfeiffer Professor of Internal Medicine (Cardiology Research)  

MOSELEY, JOHN C. (1978)  Associate, Internal Medicine  
M.D., 1965, University of Tennessee College of Medicine  

MOUNT, DAVID W. (1968)  Professor, Biochemistry, Molecular & Cellular Biology  
B.S., 1960, University of Alberta; M.A., 1963, Ph.D., 1966, University of Toronto
MUELLER, JOHN C. (1973)  Associate, Internal Medicine

MUFT, SIRAJ L. (1981)  Adjunct Assistant Professor, Pharmacology
B.Sc., 1955, University of Peshawar, Pakistan; M.S., 1963, American University of Beirut, Lebanon; Ph.D., 1973, University of Arizona

MUKHERJEE, SUNITI K. (1982)  Research Associate, Physiology
M.B.B.S., 1960, University of Calcutta; M.D., 1965, University of Calcutta; M.S., 1976, University of Minnesota

MULLON, DAVID A. (1973)  Associate, Internal Medicine
M.D., 1949, University of Virginia

MULVANEY, DONALD M. (1980)  Associate, Family & Community Medicine
B.A., 1969, M.D., 1973, University of Colorado

MURPHY, KATHLEEN M. (1983)  Assistant Professor, Surgery
B.S., 1973, University of Michigan; M.D., 1979, Wayne State University

MURTHY, KUDAGAL (1983)  Associate, Pediatrics
M.D., 1973, Bangalore Medical School, India

MUSTY, TIMOTHY A. (1982)  Lecturer, Psychiatry
B.A., 1968, M.S.S.W., 1970, University of Wisconsin

MYLREA, KENNETH C. (1979)  Adjunct Associate Professor, Anesthesiology; Associate Professor, Electrical Engineering

NALE, RAYMOND B. (1976)  Professor, Pathology
B.S., 1960, Washington State University; M.D., 1964, Ph.D., 1977, University of Washington

NAHMAS, LARRY M. (1982)  Associate, Psychiatry
B.A., 1972, Miami University, Ohio; M.D., 1975, Indiana University School of Medicine

NATHAN, MAYER H. (1979)  Associate, Radiology
B.S., 1940, M.D., 1944, Northwestern University

NATHAN, RONALD G. (1979)  Adjunct Assistant Professor, Psychiatry
B.A., 1959, University of Toronto; M.D., 1963, State University of New York, Buffalo

NELSON, ARNOLD S. (1982)  Lecturer, Psychiatry
A.B., 1964, Columbia College; M.D., 1968, New York University School of Medicine

NELSON, CRAIG E. (1979)  Associate, Internal Medicine
B.S., 1968, University of Arizona; M.D., 1972, University of Colorado

NEUBAVER, WILLIAM N. (1981)  Clinical Assistant Professor, Surgery
B.S., 1965, University of Arizona; M.D., 1969, Washington University, St. Louis

NEVIN, WILLIAM S. (1971)  Clinical Assistant Professor, Internal Medicine
B.S., 1962, M.D., 1965, Northwestern University

NEWELL, JOHN D. (1983)  Assistant Professor, Radiology
B.S., 1973, Occidental College; M.D., 1976, University of California, San Diego

NEWMAN, JEANNE S. (1981)  Visiting Associate Professor, Family & Community Medicine
B.A., 1953, Goucher College; Ph.D., 1970, Johns Hopkins University

NEWMAN, SUSAN E. (1979)  Lecturer, Internal Medicine; Director, Social Services, University Hospital
B.A., 1953, Bucknell University; M.S.W., 1955, Simmons College

NICHOLS, ANDREW W. (1970)  Professor, Family & Community Medicine
A.B., 1959, Swarthmore College; M.D., 1964, Stanford University; M.P.H., 1970, Harvard University

NICHOLS, WALTROUD W. (1978)  Research Associate, Surgery
B.S., 1962, Fachscheule Fur Chemisch-Technische

NOISHIKI, YASUHARU (1983)  Visiting Professor, Surgery
B.M., 1968, M.D., 1976, Okayama University Medical School, Japan


NOMAAN, MOHAMMED (1980)  Associate, Pediatrics
F.S.C., 1969, Gordon College, Rawalpindi, Pakistan; M.B.B.S., 1974, Khyber Medical College, Pakistan

NORTON, LAWRENCE W. (1977)  Professor and Associate Head, Surgery
A.B., 1954, Colgate University; M.D., 1958, Columbia University College of Physicians and Surgeons

NORTON, THOMAS F. (1974)  Associate, Surgery
A.B., 1961, Notre Dame University; M.D., 1965, Loyola University

NOVAK, MILAN V. (1970)  Lecturer, Internal Medicine; Coordinator, Human Subjects Research
B.A., 1929, Macalester College; M.S., 1930, Ph.D., 1932, B.S, 1936, B.M., 1938, M.D., 1938, University of Minnesota
NOVALIS, GEORGE S. (1975)  Associate, Ophthalmology  
A.B., 1963, Columbia College; M.D., 1967, Columbia College of Physicians and Surgeons

NUGENT, CHARLES A., JR. (1970)  Professor, Internal Medicine  
M.D., 1951, Yale University

A.B., 1966, Cornell University, M.D., 1970, University of Kansas

O'BRIEN, THOMAS P. (1980)  Lecturer, Psychiatry  
A.B., 1960, M.D., 1966, St. Louis University

OGDEN, DAVID A. (1969)  Professor, Internal Medicine  
B.A., 1953, M.D., 1957, Cornell University

O'HARE, JAMES E. (1976)  Associate, Surgery  
B.S., 1938, John Carroll University; M.D., 1942, Western Reserve University

O'LEAN, JAMES W. (1967)  Professor, Molecular & Cellular Biology, Research Horticulturist, Environmental Research Laboratory  
B.S., 1960, M.S., 1961, Ohio State University; Ph.D., 1963, Duke University

OLSON, GEORGE B. (1968)  Professor, Microbiology & Immunology  
B.S., 1958, Wisconsin State College; Ph.D., 1965, Notre Dame University

ORIENT, JANE M. (1977)  Associate, Internal Medicine  
B.S., 1967, University of Arizona; M.D., 1974, University of Illinois

ORITZ, AUGUSTO (1972)  Clinical Professor, Family & Community Medicine  
B.S., 1939, University of Puerto Rico; M.D., 1949, University of Illinois

OTTO, CHARLES W. (1975)  Associate Professor, Anesthesiology; Assistant Professor, Internal Medicine  
B.S., 1963, Swarthmore College; M.D., 1968, University of Missouri

OTTOLONE, JOSEPH S. (1981)  Research Associate, Physiology  
B.S., 1976, Pennsylvania State University; M.S., 1979, Ph.D., 1981, West Virginia University

OYITT, THERON W. (1974)  Professor, Radiology  
B.S., 1961, Vanderbilt University; M.D., 1965, Marquette University

OWENS, JOHN T. (1980)  Associate, Surgery  
D.D.S., 1942, University of California College of Dentistry, San Francisco

PALLADINO, LUCY J. (1979)  Lecturer, Psychiatry  
B.S., 1972, Fordham University; M.A., 1975, Ph.D., 1978, Arizona State University

PALMER, JOHN D. (1966)  Director, Multidiscipline Laboratories; Associate Professor, Pharmacology; Assistant Professor, Internal Medicine  
B.S., 1954, M.S., 1955, University of Colorado; Ph.D., 1961, M.D., 1962, University of Minnesota

PALMER, SCOTT D. (1981)  Associate, Family & Community Medicine  
B.M.E., 1972, M.D., 1976, University of Minnesota

PAMENTER, RICHARD W. (1982)  Research Associate, Internal Medicine  
B.A., 1971, University of Wisconsin; Ph.D., 1981, University of Arizona

PAOLETTI, PAOLO (1983)  Visiting Research Associate, Division of Respiratory Sciences  
M.D., 1975, University of Pisa, Italy

PAOLANUS, SAMUEL H. (1972)  Professor, Pathology  
B.A., 1950, M.D., 1954, Vanderbilt University

PAQUIT, JAMES K. (1982)  Associate, Surgery  
B.S., 1973, Arizona State University; M.D., 1977, Autonomous University of Guadalajara

PARK, CHARLES W. (1979)  Associate, Internal Medicine  
A.B., 1947, Ohio State University; M.D., 1952, Duke University School of Medicine

PARKER, CHARLES H. (1972)  Associate, Obstetrics & Gynecology  
B.S., 1960, Dartmouth College; M.D., 1964, University of Pittsburgh

PARSONS, JAMES L. (1971)  Associate, Internal Medicine  
B.A., 1951, Western State College; M.D., 1955, University of Colorado

PATTON, DENNIS D. (1975)  Professor, Radiology  
A.B., 1953, University of California, Berkeley; M.D., 1959, University of California, Los Angeles

PAYNE, CLAIRE M. (1973)  Lecturer, Pathology  
B.S., 1963, M.S., 1965, Adelphi University; Ph.D., 1971, State University of New York, Stony Brook

PEARSON, JACK W. (1983)  Professor, Obstetrics & Gynecology  
B.A., 1951, M.D., 1953, University of Illinois

PEARSON, PAUL B. (1975)  Visiting Professor, Family & Community Medicine, Nutrition & Food Science  
B.S., 1928, Brigham Young University; M.S., 1930, Montana State University; Ph.D., 1937, University of Wisconsin
PELTIER, LEONARD F. (1971)  Professor, Surgery  
A.B., 1941, University of Nebraska; M.D., 1945, Ph.D., 1951, University of Minnesota

PENCE, THOMAS V. (1981)  Associate, Family & Community Medicine  

PENG, YEI-MEI (1976)  Research Associate, Internal Medicine, Cancer Center Division  
B.S., 1967, National Taiwan University; M.S., 1969, Ph.D., 1971, University of Wisconsin

PENT, DAVID (1970)  Associate, Obstetrics & Gynecology  
B.E., 1950, Johns Hopkins University; M.D., 1954, New York University

PEOPLES, WILLIAM M. (1984)  Clinical Assistant Professor, Pediatrics  
B.S., 1968, Arizona State University; M.D., 1975, University of Arizona

M.D., 1961, Queen's University, Kingston, Canada

PERCY, EDWARD C. (1978)  Associate Professor, Surgery, Physical Education  
B.Sc., 1949, M.D.C.M., 1951, M.Sc., 1954, McGill University

PERLMUTTER, HENRY A. (1972)  Adjunct Professor, Surgery  
A.B., 1933, University of California, Berkeley; M.D., 1937, M.D., 1938, Northwestern University

PERLY, DONALD M. (1980)  Associate, Family & Community Medicine  
B.A., 1967, University of California, Berkeley; M.D., 1975, Loyola University School of Medicine

PETERSEN, ESKILD A. (1975)  Associate Professor, Internal Medicine  
M.D., 1972, University of Copenhagen

PETRO, CHRISTOPHER J. (1982)  Lecturer, Psychiatry  
B.A., 1972, University of Colorado; M.D., 1976, University of Kansas

PETTINGER, THOMAS C. (1978)  Associate, Family & Community Medicine  

PHIBBS, BRENDAN P. (1974)  Clinical Professor, Internal Medicine  
B.S., 1937, M.D., 1941, M.S., 1947, Northwestern University

PICKENS, PETER E. (1961)  Professor, Molecular & Cellular Biology  
A.B., 1953, Columbia University; Ph.D., 1961, University of California at Los Angeles

PIERCE, JOHN A. (1980)  Associate, Surgery  
B.A., 1965, University of the Pacific; M.D., 1971, Universidad Autonoma de Guadalajara

PIKE, JOHN WESLEY (1982)  Research Assistant Professor, Biochemistry  
B.S., 1970, M.S., 1972, Oregon State University; M.S., 1972, Oregon State University; Ph.D., 1979, University of Arizona

PINNAS, JACOB L. (1973)  Associate Professor, Internal Medicine  
A.B., 1961, Rutgers University; M.S., 1965, M.D., 1965, University of Chicago

PIT, MICHAEL J. (1971)  Professor, Radiology; Surgery  
B.S., 1959, Muhlenberg College; M.D., 1963, Jefferson Medical College

PLANCK, STEPHEN R. (1979)  Research Assistant Professor, Anatomy  
B.S., 1970, University of California, Davis; Ph.D., 1976, University of Wisconsin, Madison

PODELL, DAVID G. (1983)  Lecturer, Surgery  

POLLOCK, PAUL F. (1982)  Assistant Professor, Pediatrics  
M.D., 1974, State University of New York, Downstate Medical Center

POLLOCK, HERBERT E. (1972)  Assistant Professor, Obstetrics & Gynecology; Co-Coordinator, Human Behavior & Development, Medical Administration  
A.B., 1949, Ohio University; M.D., 1954, Western Reserve University

POULOS, BONNIE T. (1982)  Research Specialist, Microbiology & Immunology  
B.S., 1974, M.S., 1977, University of Arizona; Ph.D., 1982, University of California, Berkeley

POND, GERALD D. (1976)  Associate Professor, Radiology  
B.S., 1967, M.D., 1971, University of Illinois

POPELK, ALEKSANDER S. (1983)  Visiting Associate Professor, Physiology  
M.S., 1967, Ph.D., 1972, Moscow State University, U.S.S.R.

POPELESKI, RICHARD S. (1983)  Lecturer, Psychiatry  
M.D., 1971, University of Manitoba

PORATZER, MORDECAI M. (1983)  Research Professor, Internal Medicine  
M.D., 1963, Hadassah Medical School, Hebrew University, Jerusalem, Israel

POTHOFF, FRANS H. (1973)  Associate, Family & Community Medicine  
M.D., 1953, Leiden University Medical School, Holland

POTTER, REBECCA L. (1983)  Assistant Professor, Psychiatry  
B.S., 1973, M.D., 1978, University of Arizona
PRESENT, ARTHUR J. (1970)  Professor, Radiology  
B.A., 1927, M.D., 1932, Yale University; D.Sc (Med.), 1937, Columbia University

PRICE, ROBERT A. (1977)  Associate, Family & Community Medicine  
B.A., 1941, Brigham Young University; M.D., 1944, University of Southern California

PRIETO, FRANCISCO J. (1983)  Associate, Family & Community Medicine  
B.S., 1976, University of Illinois; M.D., 1980, University of Minnesota

PROSNITZ, ERIC H. (1978)  Associate, Internal Medicine  
B.A., 1969, Yale University; M.D., 1973, University of Southern California

PROTELL, ROBERT L. (1981)  Associate Professor, Internal Medicine;  
Assistant Professor, Pediatrics  
B.A., 1967, Rutgers University; M.D., 1971, Cornell University

B.S., 1948, Northern Arizona University; M.D., 1952, University of Texas

PUST, RONALD E. (1979)  Assistant Professor, Family & Community Medicine  
B.A., 1962, Wheaton College, Illinois; M.D., 1966, University of Washington School of Medicine

PUTNAM, CHARLES W. (1977)  Associate Professor, Surgery  
B.A., 1965, Hamilton College; M.D., 1969, Northwestern University

PUTNAM, LARRY P. (1976)  Associate, Anesthesiology  
B.S., 1967, University of Texas, Arlington; M.D., 1971, University of Texas Medical School at Galveston

QUAN, STUART F. (1980)  Assistant Professor, Internal Medicine;  
Assistant Director, Respiratory Services  
A.B., 1970, University of California, Berkeley; M.D., 1974, University of California, San Francisco

RABEAU, E. STUART (1972)  Associate, Family & Community Medicine  
B.S., 1941, Roosevelt University; M.D., 1944, Chicago Medical School; M.P.H., 1961, University of California, Berkeley

RACY, JOHN C. (1978)  Professor, Psychiatry  
B.A., 1952, M.D., 1956, American University of Beirut, Lebanon

RADOMSKI, THEODORE J. (1981)  Associate, Psychiatry  
B.S., 1954, Ursinus College, Pennsylvania; M.D., 1958, Jefferson Medical College, Pennsylvania

RAKOWER, STEPHEN R. (1979)  Associate, Surgery  
B.Ch.E., 1965, Princeton University; M.D., 1969, University of Pennsylvania

RAMIREZ, RAYMOND L. (1977)  Research Associate, Surgery  
B.S., 1941, Roosevelt University; M.D., 1944, Chicago Medical School; M.P.H., 1961, University of California, Berkeley

RATHER, EDWIN P. (1975)  Adjunct Associate Professor, Surgery  
A.B., 1956, Augustana College, Rock Island, Illinois; M.D., 1960, University of Chicago

RAY, C. GEORGE (1976)  Professor, Pathology, Pediatrics  
A.B., 1956, Augustana College, Rock Island, Illinois; M.D., 1960, University of Chicago

RAYNAUD, ALAIN C. (1982)  Visiting Instructor, Radiology  
B.A., 1968, Paris Academy; M.D., 1976, University of Paris

REA, JOSEPH L. (1983)  Lecturer, Family & Community Medicine  
B.S., 1975, Marian College; M.D., 1980, Indiana University

REARDON, DANIEL F. (1977)  Clinical Professor, Pediatrics  
B.A., 1950, St. Peter's College, Jersey City, New Jersey; M.D., 1954, Georgetown University, Washington, D.C.

REDDING, KAREN E. (1982)  Lecturer, Internal Medicine  
B.S., 1976, University of Arizona; M.S.W., 1978, Arizona State University

REDEKOP, JACOB B. (1972)  Adjunct Associate Professor, Surgery  
A.B., 1956, Goshen College; M.D., 1960, Northwestern University

REECK, LELAND K. (1970)  Associate, Psychiatry  
B.S., 1941, Iowa State College, Ames, Iowa; M.D., 1944, University of Iowa

REED, KATHRYN L. (1983)  Assistant Professor, Obstetrics & Gynecology  
B.A., 1973, Pomona College; M.D., 1977, University of Arizona

B.S., 1970, M.S., 1971, University of Arkansas
REID, F. THEODORE, JR. (1982) Lecturer, Psychiatry
B.A., 1950, Columbia University; M.D., 1954, McGill University

REILING, PAUL J. (1975) Associate, Family & Community Medicine
B.A., 1958, University of Minnesota; M.D., 1962, St. Louis University School of Medicine

REILLY, RICHARD L. (1980) Associate, Family & Community Medicine; Adjunct Professor, Addiction Studies
B.S., 1954, St. Louis University; D.O., 1961, Kirksville College of Osteopathic Medicine and Surgery

REILLY, ROBERT J. (1972) Associate, Surgery
B.S., 1953, Fordham University; M.D., 1957, Columbia University

REINHARD, KARL R. (1971) Associate, Family & Community Medicine
B.S., 1936, Muhlenberg College; M.S., 1940, Pennsylvania State College; D.V.M., 1949, Ph.D., 1950, Cornell University

REINKING, ROBERT M. (1980) Research Engineer, Physiology

B.S., 1964, M.D., 1969, University of Santo Thomas, Philippines

RHODE, ROBERT G. (1982) Clinical Assistant Professor, Family & Community Medicine; Lecturer, Psychiatry
B.A., 1975, Seattle Pacific University; M.S., 1977, Ph.D., 1980, Ohio University

RHU, HERMANN S., JR. (1969) Associate, Obstetrics & Gynecology
A.B., 1936, Denison University; M.D., 1940, Western Reserve University

RIFKIND, DAVID (1983) Clinical Professor, Internal Medicine
A.B., 1950, Ph.D., 1953, University of California, Los Angeles; M.D., 1957, University of Chicago

RIGGS, GAIL E. (1977) Lecturer, Internal Medicine
B.S., 1961, University of Arizona, M.A., 1969, Arizona State University

RIMSZA, MARY E. (1977) Clinical Associate Professor, Pediatrics
A.B., 1969, Washington University, Missouri; M.D., 1974, Hahnemann Medical College, Pennsylvania

RITENBAUGH, CHERYL K. (1980) Research Assistant Professor, Family & Community Medicine; Adjunct Assistant Professor, Anthropology
B.A., 1968, Rice University; Ph.D., 1974, University of California, Los Angeles; M.P.H., 1979, University of Michigan

RIZKALLAH, TAWFIK H. (1976) Adjunct Professor, Obstetrics & Gynecology
M.B. Ch.B., 1957, University of Alexandria School of Medicine, Egypt

ROBERTONE, AURELIA B. (1980) Research Associate, Internal Medicine, Cancer Center Division
R.N., 1966, Temple University School of Nursing

ROBERTS, HELEN M. (1974) Adjunct Associate Professor, Internal Medicine
B.S., 1944, Nottingham University; M.B. Ch.B., 1949, Edinburgh University; M.S., 1954, Mayo Graduate School

B.Sc., 1970, James Cook University, North Queensland, Australia; Ph.D., 1982, Flinders University of South Australia

B.S., 1961, McPherson College; M.D., 1965, University of Kansas

ROBERTS, MONT R. (1983) Clinical Assistant Professor, Surgery
A.B., 1975, Harvard University; M.D., 1979, University of Illinois

ROBERTS, WILLIAM L. (1980) Associate, Anesthesiology
B.S., 1973, M.D., 1977, University of Arizona

ROBERTS, WILLIAM L. (1972) Assistant Professor, Chief Social Worker, Family & Community Medicine
B.A., 1949, Macalester College; M.S.W., 1951, University of Minnesota

B.S., 1973, M.D., 1977, University of Illinois

ROBERTSON, MURRAY F. (1981) Associate Professor, Internal Medicine, Pharmacology
A.B., 1966, M.D., 1970, University of Michigan

ROBLES, NEOPITO L. (1979) Clinical Assistant Professor, Surgery
A.A., 1950, M.D., 1955, University of Santo Tomas

ROEHRIG, HANS (1978) Research Associate Professor, Radiology
M.S., 1961, Ph.D., 1964, University of Giessen, West Germany

ROEMER, ROBERT B. (1983) Associate Professor, Aerospace & Mechanical Engineering, Radiology

ROESKE, WILLIAM R. (1976) Associate Professor, Internal Medicine, Pharmacology
A.B., 1963, University of California, Berkeley; M.D., 1970, Stanford University
ROGERS, JERRY B. (1979) Clinical Assistant Professor, Surgery
B.S., 1960, University of Maryland; M.D., 1965, George Washington University

ROHRER, THOMAS P. (1983) Associate, Family & Community Medicine
B.S., 1958, M.D., 1958, University of Minnesota

ROSENBLATT, JOAN B. (1973) Adjunct Assistant Professor, Psychiatry
B.A., 1956, Bard College; Ph.D., 1968, University of Arizona

ROSENFELD, ALAN R. (1976) Clinical Associate Professor, Internal Medicine
B.A., 1967, B.S., 1967, Rutgers University; M.D., 1971, State University of New York, Downstate Medical Center

ROSENTHAL, MARTIN R. (1979) Associate, Family & Community Medicine, Surgery
B.A., 1970, Indiana University; M.D., 1973, Ohio State University

ROSENZWEIG, HERSCHEL D. (1982) Adjunct Assistant Professor, Psychiatry
B.A., 1959, Oberlin College; M.D., 1963, Wayne State University

ROTHBAUM, JEROME C. (1971) Associate, Internal Medicine
B.A., 1952, Hofstra University; M.D., 1956, Columbia University

ROTHE, THOMAS C. (1980) Associate, Family & Community Medicine
A.B., 1970, Stanford University; M.D., 1977, Medical College of Ohio, Toledo

ROTHSCHILD, JAMES G. (1974) Associate, Pediatrics
B.S., 1964, Wesleyan University; M.D., 1968, Washington University

ROTHWELL, IAN H. (1982) Associate, Family & Community Medicine
M.B.B.S., 1974, University of Sydney, Australia

RUBBO, J. THOMAS (1978) Associate, Anesthesiology
B.S., 1968, M.D., 1972, University of Michigan

RUBACK, ROBERT F. (1978) Director, Office of Medical Education

RUIGILL, JANE S. (1976) Research Associate, Pediatrics
B.A., 1964, City University of New York, Brooklyn College; M.S.W., 1970, Adelphi University, Garden City, New York

RUNDLE, F. WILLIAM (1979) Associate, Surgery
M.D., 1955, University of Toronto; M.S., 1962, University of Michigan

RUPLEY, JOHN A. (1976) Professor Biochemistry
B.A., 1954, Princeton University; Ph.D., 1959, University of Washington

RUSSELL, DIANE H. (1973) Professor, Pharmacology; Research Associate, Internal Medicine
B.S., 1963, College of Idaho; Ph.D., 1967, Washington State University

RUSSO, VINCENT P. (1983) Adjunct Assistant Professor, Surgery
M.D., 1948, State University of New York, Downstate Medical Center

RUTALA, PAUL J. (1975) Coordinator, Preparation for Clinical Medicine; Assistant Professor, Internal Medicine
B.A., 1967, M.D., 1972, Stanford University

RYAN, KENNETH J. (1972) Professor, Pathology, Microbiology & Immunology
M.D., 1966, University of Washington

RYAN, ROBERT O'MARA (1983) Research Associate, Biochemistry
B.S., 1977, Ph.D., 1982, University of Nevada

ST. JOHN, ROBERT (1981) Lecturer, Psychiatry
B.S., 1951, Purdue University; M.D., 1955, Indiana University

SALATHE, ERIC P. (1976) Visiting Professor, Physiology

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

SALOMON, PETER F. (1972) Associate, Pathology
B.S., 1960, Harvard College; M.D., 1964, Columbia University

SAMOY, GREGORIO D., JR. (1979) Associate, Pediatrics
A.A., 1950, University of Philippines; M.D., 1955, Manila Central University

SAMPLINER, RICHARD E. (1980) Associate Professor, Internal Medicine
B.A., 1963, Yale University; M.D., 1967, Western Reserve University School of Medicine

SANDERS, ARTHUR B. (1977) Assistant Professor, Surgery, Internal Medicine, Family & Community Medicine
B.A., 1969, Brooklyn College; M.D., 1973, Cornell University Medical School

SANDERSON, RICHARD G. (1971) Associate, Surgery
B.A., 1955, Wesleyan College; M.D., 1959, Harvard University
M.D., 1976, Universidad Nacional Mayor de San Marcos, Lima, Peru

SANNER, CHARLES J. (1973) Associate, Internal Medicine
M.D., 1967, University of Michigan School of Medicine

SANOWSKI, ROBERT A. (1974) Clinical Associate Professor, Internal Medicine
B.S., 1956, Fordham University; M.D., 1960, Georgetown University

SARN, JAMES E. (1981) Adjunct Assistant Professor, Family & Community Medicine
B.S., 1963, United States Military Academy, West Point; M.D., 1972, Duke University Medical School; M.P.H., 1972, university of North Carolina School of Public Health

SATTENSPIEL, EDWARD J. (1969) Associate, Obstetrics & Gynecology
A.B., 1941, Duke University; M.D., 1944, New York Medical College

SAUNDERS, REYNOLDS J. (1979) Assistant Professor, Anesthesiology
B.S., 1965, St. Mary's University; M.S., 1969, North Texas State University; M.D., 1973, University of Texas Southwestern Medical School at Dallas

SCHABER, MARY ANN (1983) Lecturer, Pediatrics
B.S., 1980, Loyola University; M.S., 1983, University of Arizona

B.A., 1973, Antioch College; M.S., 1977, University of California, Berkeley

SCHAFFNER, STEVEN J. (1974) Clinical Assistant Professor, Internal Medicine
B.A., 1963, Northwestern University; M.D., 1967, University of Colorado

SCHALLER, DONALD F. (1972) Associate, Family & Community Medicine
B.S., 1947, M.D., 1956, University of Illinois

SCHEIBER, STEPHEN C. (1970) Professor, Psychiatry
B.A., 1960, Columbia University; M.D., 1964, State University of New York, Buffalo

SCHIFMAN, RONALD B. (1981) Assistant Professor, Pathology
B.A., 1973, M.D., 1976, University of Kansas

SCHLOSS, ERNEST P. (1980) Associate, Family & Community Medicine

SCHLOSSER, HARRY D. (1983) Associate, Ophthalmology
B.A., 1965, Wayne State University; M.D., 1969, University of Michigan

SCHNEIDER, EDWARD W. (1979) Associate, Surgery
B.S., 1961, Fairmont State College; D.D.S., 1965, West Virginia University

SCHNEIDER, JENNIFER P. (1983) Associate, Internal Medicine
B.S., 1963, Cornell University; M.S., 1964, Ph.D., 1967, University of Michigan; M.D., 1977, University of Arizona

SCHNUR, JAMES A. (1981) Adjunct Assistant Professor, Radiology
A.B., 1961, New York University; M.D., 1965, Harvard University

SCHNUR, PAUL L. (1974) Associate, Surgery
B.S., 1958, University of Arizona; M.D., 1962, Baylor Medical College

SCHORSCH, JOHN L. (1974) Lecturer, Psychiatry
B.S., 1965, St. Procopius College; M.D., 1969, Stritch School of Medicine, Loyola University, Illinois

SCHREIBER, MICHAEL M. (1970) Associate, Internal Medicine
B.S., 1954, M.D., 1958, Tulane University

SCHULTZ, LEONARD B. (1976) Associate, Internal Medicine, Pediatrics
B.A., 1963, Harvard University; M.D., 1967, University of Pittsburgh

SCHUMACHER, MICHAEL J. (1979) Associate Professor, Pediatrics

SCHWEIZER, ROBERT D. (1979) Adjunct Assistant Professor, Radiology
A.B., 1961, Princeton University; M.D., 1965, Cornell University

SCOTT, CHARLES B. (1983) Clinical Assistant Professor, Pediatrics
B.A., 1972, Dartmouth College; B.S., 1974, Dartmouth Medical School; M.D., 1976, University of Rochester

SCOTT, WILLIAM C. (1969) Associate Professor, Obstetrics & Gynecology; Chief of Staff, University Hospital
A.B., 1942, Dartmouth College; M.D., 1944, M.S., 1951, University of Colorado

SEAGLE, JOSEPH B. (1970) Associate, Pediatrics
A.B., 1944, M.D., 1947, Indiana University; M.S., 1952, University of Minnesota

SECOMB, TIMOTHY W. (1981) Research Assistant Professor, Arizona Research Laboratory, Physiology
B.Sc., 1975, M.Sc., 1976, University of Melbourne, Australia; Ph.D., 1979, University of Cambridge, England
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SEEGER, JOACHIM F. (1981)  Professor, Radiology
A.B., 1961, M.D., 1966, University of Michigan

SEELEY, GEORGE W. (1983)  Research Associate, Radiology, Optical Sciences
B.A., 1968, California State College; M.A., 1972, Ph.D., 1981, University of Arizona

SEIFERT, STEVEN A. (1981)  Clinical Assistant Professor, Surgery
B.S., 1972, Cornell University; M.D., 1976, University of Cincinnati

SEILS, GEORGE W. (1974)  Assistant Dean, Medical Administration
Ph.B., 1948, M.B.A., 1950, University of Chicago


SELL, ELSA J. (1972)  Associate Professor, Pediatrics
B.A., 1959, Smith College; M.D., 1967, Emory University

SALTZER, STEPHEN M. (1970)  Associate, Internal Medicine
A.B., 1960, Brown University; M.D., 1964, Tufts University

SENF, JANET H. (1977)  Research Associate, Family & Community Medicine
B.A., 1964, Boston University; M.S.W., 1966, University of California, Los Angeles; Ph.D., 1977, University of Illinois

SENNOTT-MILLER, LEE (1983)  Associate, Family & Community Medicine
B.S., 1962, Skidmore College; M.S., 1966, University of Colorado; Ph.D., 1980, University of Arizona

SENTHILATHIPAN, VELU (1983)  Research Associate, Biochemistry
B.S., 1973, M.D., 1976, Madurai University, India; Ph.D., 1981, University of Madras, India

SERLIN, PHILIP B. (1972)  Associate, Internal Medicine
B.A., 1960, Dartmouth College; M.D., 1964, Cornell University

SETHNEY, H. THOMAS (1979)  Clinical Assistant Professor, Surgery
B.A., 1968, Westminster College; M.D., 1972, University of Oklahoma

SHALLENBERGER, FRANK A., JR. (1973)  Associate, Family & Community Medicine
B.S., 1944, M.D., 1946, University of Maryland

SHANFIELD, STEPHEN B. (1973)  Associate Professor, Psychiatry
B.A., 1961, University of California, Los Angeles; M.D., 1965, University of Southern California


SHAPIRO, SEYMOUR I. (1970)  Associate, Internal Medicine
B.S., 1939, M.D., 1941, State University of Iowa

SHAPIRO, STEVEN C. (1984)  Clinical Assistant Professor, Pediatrics
B.A., 1966, State University of New York at Buffalo; M.D., 1970, Tulane Medical School

SHAW, JAMES R. (1968)  Professor, Family & Community Medicine
A.B., 1936, Michigan State Normal College; M.D., 1936, University of Michigan; D.S.C., 1961, Eastern Michigan University

SHEHAB, ZIAD M. (1983)  Clinical Assistant Professor, Pediatrics
B.S., 1972, M.D., 1976, American University of Beirut, Lebanon

SHENKER, LEWIS S. (1977)  Professor, Obstetrics & Gynecology
B.S., 1948, University of Michigan; M.D., 1952, Cornell University

SHETER, ANDREW G. (1980)  Clinical Assistant Professor, Surgery
B.A., 1966, Pomona College; M.D., 1970, University of California, San Francisco

SHIMIZU, NOBUYOSHI (1976)  Associate Professor, Molecular & Cellular Biology

SHISLAK, CATHERINE M. (1979)  Assistant Professor, Psychiatry

SHON, BRIAN Y. (1979)  Assistant Professor, Internal Medicine
B.S., 1974, M.D., 1974, University of California, San Francisco

SHORR, GREGORY I. (1976)  Associate, Family & Community Medicine
B.S., 1966, University of Michigan; M.D., 1970, University of Illinois

SHULTZ, GAIL NORMAN (1972)  Associate, Surgery
B.A., 1958, University of Arizona; M.D., 1962, Tulane University

SHULTZ, MARTIN L. (1970)  Associate, Surgery
B.S., 1957, University of Arizona; M.D., 1961, Tulane University

SHWER, MARK L. (1970)  Clinical Assistant Professor, Pediatrics
M.B.Ch.B., 1970, University of Cape Town Medical School

SIBLEY, WILLIAM A. (1967)  Professor, Neurology
B.S., 1945, M.D., 1948, Yale University
SICKLER, JAMES R., JR. (1973) Associate, Surgery
B.S., 1964, University of Arizona; D.D.S., 1967, University of Tennessee

SIEMANKOWSKI, LINDA (1982) Research Associate, Biochemistry
Ph.D., 1979, State University of New York, Downstate Medical Center

SIEMANKOWSKI, RAYMOND FRANCIS (1982) Research Assistant Professor, Biochemistry
B.A., 1966, M.S., 1971, Ph.D., 1972, State University of New York, Buffalo

SILVER, RICHARD A. (1979) Associate, Surgery
B.S., 1980, M.D., 1985, University of Illinois

SILVERMAN, JAY L. (1971) Associate, Internal Medicine
B.S., 1950, Tufts University; M.D., 1953, Albany Medical College

SILVERSTEIN, MARTIN E. (1973) Associate Professor, Surgery
A.B., 1945, Columbia University; M.D., 1948, New York Medical College

SIM, DALICE A. (1981) Research Assistant Professor, Biochemistry
Ph.D., 1979, G.B. Pant Varsity Ag. & Technical, Pantanger, U.P. India

SILVER, RICHARD A. (1979) Associate, Surgery
B.S., 1960, M.D., 1965, University of Illinois

SILVERSTEIN, MARTIN E. (1973) Associate Professor, Surgery
A.B., 1945, Columbia University; M.D., 1948, New York Medical College

B.S., 1974, M. Phil., 1976, University of Auckland, New Zealand; Ph.D., 1980, University of Washington

SINCLAIR, NORVAL A. (1968) Associate Professor, Microbiology & Immunology, Medical Technology
B.S., 1957, M.S., 1959, South Dakota State University; Ph.D., 1964, Washington State University

SINGH, SHRI (1981) Research Associate, Microbiology & Immunology
B.S., 1973, California State College, Fullerton; M.S., 1977, University of Maryland; Ph.D., 1981, Oregon State University

SINSKI, JAMES T. (1966) Associate Professor, Microbiology (Liberal Arts), Microbiology & Immunology
B.S., 1950, University of Wisconsin; M.S., 1952, Marquette University; Ph.D., 1955, Purdue University

SIPES, L. GLENN (1973) Professor and Head, Pharmacology & Toxicology, Professor, Anesthesiology, Pharmacology
B.S., 1965, University of Cincinnati; Ph.D., 1969, University of Pittsburgh

SLASKI, ANDREW J. (1981) Associate, Pediatrics
M.D., 1963, Medical Academy of Lodz, Poland

SLATIN, RONALD C. (1968) Research Associate, Internal Medicine, Division of Respiratory Sciences
B.A., 1964, Knox College, Galesburg, Illinois; M.S., 1968, University of Chicago

SLLEET, RANDOLPH B. (1981) Research Associate, Pharmacology
B.A., 1973, California State College, Fullerton; M.S., 1977, University of Maryland; Ph.D., 1981, Oregon State University

SMITHERS, GARY D. (1083) Associate, Internal Medicine
B.A., 1975, Gettysbrug College; M.D., 1979, Jefferson Medical College

SMITH, BARBARA J. (1984) Lecturer, Family & Community Medicine

SMITH, BARBARA L. (1979) Associate, Pediatrics
B.A., 1972, Grinnell College; M.D., 1976, University of Iowa

SMITH, DEAN F. (1983) Clinical Assistant Professor, Pediatrics
B.A., 1974, Stanford University; M.D., 1977, University of Arizona

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

SMITH, MICHAEL S. (1979) Adjunct Assistant Professor, Neurology
A.B., 1970, Dartmouth College; M.D., 1974, University of Colorado

SMITH, SUSAN (1982) Research Assistant Professor, Biochemistry
B.S., 1971, Bristol University, England, Ph.D., 1975, University of London, England

SMITH, THOMAS L. (1980) Research Assistant Professor, Pharmacology

SMITHLINE, NEIL (1973) Clinical Assistant Professor, Internal Medicine

SMOTHERS, RUTH L. (1983) Associate, Internal Medicine
B.S., 1969, M.D., 1975, University of Arizona

SNIDER, CLOVIS J. (1970) Associate, Surgery
B.S., 1950, University of Arizona; M.S., 1952, University of Illinois; M.D., 1956, Northwestern University

SNIDER, STUART R. (1981) Associate Professor, Neurology, Pharmacology
B.A., 1962, M.D., 1966, Northwestern University

SNYDER, MARTIN (1975) Associate, Internal Medicine, Surgery
D.S.C., 1950, Temple University School of Chiropody; D.P.M., 1971, California College of Podiatric Medicine, San Francisco
SOBONYA, RICHARD E. (1977)  Associate Professor, Pathology
  B.S., 1963, University of Notre Dame; M.D., 1967, Western Reserve University

SODOMSKY, MARTIN E. (1979)  Lecturer, Psychiatry
  B.S., 1957, M.D., 1961, University of Manitoba

SOEHNLLEN, BARBARA J. (1975)  Research Associate, Internal Medicine
  B.S., 1964, Marquette University

SONGER, JOSEPH G. (1976)  Associate Professor, Microbiology and Immunology, Veterinary Science; Associate Research Scientist in Animal Bacteriology, Agricultural Experiment Station
  B.S., 1972, Mid-America Nazarene College; M.A., 1974, University of Texas; Ph.D., 1976, Iowa State University

SONKIN, BARRY (1982)  Associate, Surgery
  B.A., 1969, Queens College, City University of New York; M.D., 1975, Autonomous University of Guadalajara

SOO HOO, RANDOLPH E. (1980)  Clinical Assistant Professor, Family & Community Medicine
  B.S., 1973, M.D. 1976, University of Arizona

SOSONOW, BERTRAM (1973)  Clinical Assistant Professor, Radiology
  B.A., 1955, Williams College; M.D., 1959, Temple University

SOSONOW, JOSEPH D. (1979)  Associate, Internal Medicine
  B.S., 1967, Union College; M.D., 1971, Tulane University

SPAIN, JEFFRY A. (1983)  Lecturer, Anesthesiology
  B.S., 1975, Yale University; M.D., 1979, University of Cincinnati

SPARK, RONALD P. (1982)  Associate, Pathology
  B.A., 1963, Johns Hopkins University; M.D., 1967, Temple University

SPEAR, DONALD P. (1973)  Professor, Surgery, Anatomy
  A.B., 1959, Stanford University; M.D., 1966, University of Southern California

SPENCER, STEVEN S. (1974)  Adjunct Associate Professor, Family & Community Medicine
  B.A., 1951, Swarthmore College; M.D., 1955, University of Pennsylvania

SPIZIZEN, JOHN (1979)  Professor and Head, Microbiology & Immunology
  B.A., 1939, University of Toronto; Ph.D., 1942, California Institute of Technology

SPRIGGS, JOHN T. (1978)  Associate, Internal Medicine
  B.S., 1950, M.D., 1954, Wayne State University

STAGG, JAMES F. (1967)  Associate, Internal Medicine
  M.D., 1947, State University of New York, Buffalo

STANISIC, THOMAS H. (1977)  Associate Professor, Surgery
  A.B., 1965, Cornell University; M.D., 1969, Northwestern University

STEIN, BERNHARDT E. (1978)  Lecturer, Family & Community Medicine
  B.S., 1954, M.D., 1961, University of Wisconsin

STEIN, HANS F. (1967)  Lecturer, Internal Medicine
  B.S., 1931, Realgymnasium; M.D., 1936, University of Munich

STEIN, JOHN M. (1979)  Clinical Associate Professor, Surgery
  B.A., 1957, M.D., 1961, Harvard University

STEINBRONN, DEL V. (1982)  Assistant Professor, Radiology, Surgery
  A.A., 1968, Phoenix College; B.S., 1970, Arizona State University; M.D., 1974, University of Arizona

STEINBRONN, KAREN K. (1981)  Assistant Professor, Pathology
  B.S., 1971, Northern Arizona University; M.D., 1975, University of Arizona

STEINHOFF, NEIL G. (1980)  Associate, Surgery
  M.D., 1966, University of Michigan

STEPHENS, CHARLES A. L., JR. (1969)  Associate, Internal Medicine
  B.A., 1938, M.D., 1942, Cornell University

STERN, LAWRENCE Z. (1971)  Associate Professor, Internal Medicine

STINNI, WILLIAM A. (1979)  Professor, Family & Community Medicine; Professor and Head, Anthropology; Anthropologist, Bureau of Ethnic Research

STOKER, DAVID L. (1976)  Clinical Assistant Professor, Psychiatry
  M.D., 1972, University of Arizona College of Medicine

STOUFFER, RICHARD L. (1977)  Associate Professor, Physiology
  B.S., 1971, Virginia Polytechnic Institute; Ph.D., 1975, Duke University

STRAMER, SUSAN (1982)  Research Associate Professor, Microbiology & Immunology
  Ph.D., 1981, University of Wisconsin, Madison
STROBER, LISA R. (1974) Lecturer, Psychiatry  
B.S., 1964, University of Wisconsin; M.D., 1968, State University of New York, Downstate Medical Center

STROBER, STEVEN J. (1979) Adjunct Assistant Professor, Radiology  
B.A., 1965, New York University; M.D., 1969, State University of New York, Downstate Medical Center

STRONG, J. STEVEN (1972) Associate, Internal Medicine; Adjunct Professor, Microbiology  
A.B., 1960, M.D., 1964, University of Kansas

STRUG, BERT S. (1982) Associate, Surgery  
B.S., 1964, Brandeis University; M.D., 1968, Louisiana State University

STRUSE, T. BRYSON, III (1974) Associate, Radiology  
B.S., 1961, Maryville College; D.O., 1965, Philadelphia College of Osteopathic Medicine

STUART, DOUGLAS G. (1967) Acting Head, Anatomy; Professor, Physiology, Arizona Research Laboratories  
D.P.E., 1950, Sydney Teachers College, Australia; B.S., 1955, M.A., 1956, Michigan State University; Ph.D., 1961, University of California, Los Angeles

SUBLETTE, GLEN L. (1976) Associate, Psychiatry  
B.A., 1967, M.D., 1972, University of Kansas

SUFFECOOL, STANLEY J. (1982) Associate, Surgery  
B.A., 1972, Arizona State University; M.D., 1976, Georgetown University

SUFFECOOL, STEVEN L. (1979) Associate, Anesthesiology  
B.A., 1972, Arizona State University; M.D., 1976, Georgetown University School of Medicine

SULLIVAN, JEAN E. (1980) Assistant Professor, Family & Community Medicine; Clinical Director, Wholistic Health Center  
B.A., 1947, Pomona College; M.D., 1954, Medical College of Pennsylvania

SULLIVAN, JOHN B., JR. (1984) Assistant Professor, Surgery  
B.S., 1971, Spring Hill College, Mobile, Alabama; M.D., 1974, University of Alabama, Birmingham, Alabama

SURWITT, EARL A. (1979) Associate Professor, Obstetrics & Gynecology  
B.S., 1969, Muhlenberg College; M.D., 1973, Georgetown University

SUSONG, WILLIAM A. (1970) Associate, Obstetrics & Gynecology  
B.A., 1950, Vanderbilt University; M.D., 1953, University of Tennessee


SWINDELL, WILLIAM (1977) Professor, Radiology, Optical Sciences  
B.Sc., 1959, Ph.D., 1964, D.Sc., 1984, University of Sheffield, England

SYLVESTER, SANDRA M. (1983) Research Associate, Anesthesiology  
Ph.D., 1983, University of Arizona

TAPP, CHARLES H. (1971) Associate, Radiology  
A.B., 1957, Oberlin College; M.D., 1962, Ohio State University

B.S., 1975, University of California, Davis; M.D., 1979, University of Minnesota

TARGOVNIK, SELMA E. (1972) Associate, Internal Medicine  
B.A., 1957, New York University; M.D., 1961, Albert Einstein College of Medicine, Yeshiva University

TAUSSIG, LYNN M. (1974) Professor & Associate Head, Pediatrics  
A.B., 1964, Harvard University; M.D., 1968, Washington University

TAYLOR, WALTER M. (1977) Associate, Family & Community Medicine  
B.S., 1959, Montana State College; M.D., 1963, University of Michigan

TEMPKIN, BARBARA R. (1982) Lecturer, Psychiatry  
A.B., 1969, Barnard College; M.S., 1972, Ph.D., 1973, Yale University

TEMPKIN, LAWRENCE P. (1977) Associate, Internal Medicine  
B.A., 1968, Brandeis University; M.D., 1972, Yale University

THOMAS, JOSEPH J., JR. (1976) Associate, Neurology  
M.D., 1959, Marquette University; M.S., 1964, University of Rochester; B.S., 1971, Carnegie Institute of Technology

THOMASSON, JAMES E. (1977) Associate, Obstetrics & Gynecology  
A.B., 1966, Ohio Wesleyan University; M.S., 1968, M.D., 1973, Ohio State University

THOMPSON, HUGH C. (1969) Professor, Pediatrics, Family & Community Medicine  
B.A., 1926, Yale University; M.D., 1930, Columbia University

THOMPSON, HUGH C., III (1977) Associate, Surgery  
B.A., 1957, M.D., 1961, Yale University

THOMPSON, RICHARD A. (1972) Associate, Neurology  
B.S., 1954, Marshall College; M.D., 1958, Western Reserve University
THOMPSON, RICHARD M. (1972)  Associate, Surgery  
B.A., 1959, University of Arizona; M.D., 1963, Yale University

THOMPSON, VINSON CLEO (1983)  Clinical Assistant Professor, Obstetrics & Gynecology  
B.A., 1969, Oklahoma City University; M.D., 1975, University of Oklahoma

B.S., 1961, West Liberty State College; M.S., 1968, Ph.D., 1972, University of Arizona

TILSNER, THOMAS J. (1982)  Associate, Surgery  

TISCHLER, MARC E. (1979)  Assistant Professor, Biochemistry  
B.A., 1971, Boston University; M.S., 1973, University of South Carolina; Ph.D., 1977, University of Pennsylvania

TODD, JANE L. (1983)  Clinical Assistant Professor, Pediatrics  
A.B., 1965, Brown University; M.D., 1969, Tulane University

TODD, N. WENDELL, JR. (1979)  Adjunct Assistant Professor, Surgery  
M.D., 1969, Tulane University

TOEPKE, RONALD S. (1982)  Associate, Surgery  
D.D.S., 1977, University of Illinois Dental School

TOFIELD, JOSHUA J. (1980)  Associate, Surgery  
B.S., 1963, University of California, Berkeley; M.D., 1967, University of California, Los Angeles

TOLL, RICHARD J. (1973)  Associate, Surgery  
B.S., 1951, M.D., 1954, University of Wisconsin

TOLLACKSON, KENNETH A. (1977)  Clinical Assistant Professor, Pediatrics  

TOLLIN, GORDON (1976)  Professor, Biochemistry  
B.S., 1952, Brooklyn College; Ph.D., 1956, Iowa State College

M.D., 1968, University of California, Los Angeles

TORREY, JAMES J. (1981)  Associate, Family & Community Medicine  
B.S., 1967, M.D., 1971, University of Michigan

TRAVER, GAYLE A. (1970)  Assistant Professor, Internal Medicine; Associate Professor, College of Nursing  
B.S.N., 1963, University of Rochester; M.S.N., 1966, Western Reserve University

TRENT, JEFFREY M. (1978)  Research Associate Professor, Internal Medicine; Research Associate, Cancer Center Division  
B.A., 1974, Indiana University, Bloomington; M.S., 1976, Ph.D., 1979, University of Arizona

TRETBAR, HAROLD C. (1970)  Associate, Internal Medicine  
A.B., 1952, Southwestern College; M.D., 1956, University of Kansas

TRICOU, BETTY JO (1983)  Clinical Assistant Professor, Psychiatry  
B.S., 1951, Ohio State University; M.D., 1955, Ph.D., 1961, University of Chicago

TRUTER, MARY ROSE (1971)  Associate, Anesthesiology  
A.B., 1946, Denison University; M.D., 1952, Medical College of Pennsylvania

TURKE, WALTER (1981)  Associate, Psychiatry  
A.B., 1952, M.D., 1956, State University of Iowa

TYSON, HOLLY J. (1982)  Lecturer, Surgery  
B.S., 1975, Heidelberg College, Ohio; M.T., 1978, Hartford College, Hartford, Connecticut

UTZ, JOHN P. (1975)  Associate, Internal Medicine  
B.S., 1961, University of Toledo; M.D., 1965, Ohio State University

VALDIVIA, FRANCISCO R. (1975)  Adjunct Assistant Professor, Neurology  
B.S., 1961, M.D., 1968, Guadalajara University

VALLE, YOLANDA H. (1983)  Associate Professor, Pediatrics;  
B.S., 1975, University of California, San Francisco; M.D., 1975, University of California, Davis

VAN DER WERF, RAYMOND M. T. (1982)  Associate, Surgery  
B.S., 1971, University of Arizona; D.D.S., 1975, Northwestern University Dental School

VAN ERT, MARK D. (1981)  Adjunct Assistant Professor, Health Education, Family & Community Medicine, Civil Engineering  
B.S., 1969, California State University, Chico; M.S., 1971, Ph.D., 1974, University of North Carolina, Chapel Hill

VAN PUTTEN, ROBERT A. (1982)  Lecturer, Psychiatry  
B.A., 1974, University of Delaware; M.D., 1978, College of Medicine and Dentistry of New York, Rutgers Medical School, Piscataway, New Jersey

VAN WYCK, DAVID B. (1982)  Assistant Professor, Internal Medicine, Surgery  
B.A., 1971, Washington University, St. Louis; M.D., 1975, University of Arizona
VANCE, MICHAEL V. (1982)  Associate, Surgery, Pharmacology & Toxicology  
B.A., 1968, University of Kansas, Lawrence; M.D., 1972, University of Kansas, Kansas City  

VAUGHN, SUSAN M. (1980)  Associate, Family & Community Medicine  
B.A., 1977, Pennsylvania State University; Ph.D., 1982, University of Texas Medical Branch, Galveston  

B.S., 1977, Pennsylvania State University; M.A., 1977, University of Arizona  

VILLAR, HUGO V. (1977)  Professor, Surgery  
B.S., 1959, M.D., 1964, Universidad Catolica de Chile, Santiago, Chile  

VIVIAN, JOHN M. (1981)  Associate, Surgery  
M.D., 1949, University of Virginia  


VOLZ, ROBERT G. (1973)  Professor, Surgery  
B.S., 1953, M.D., 1957, University of Nebraska  

VONDRAK, TERRY H. (1971)  Associate, Pediatrics  
B.S., 1967, M.D., 1971, University of Arizona  

VOSS, WILBER C. (1973)  Associate, Family & Community Medicine, Internal Medicine  
B.S., 1955, M.D., 1959, University of Kansas  

VUTURO, ANTHONY F. (1971)  Professor and Head, Family & Community Medicine  
B.A., 1962, Bellarmine College; M.D., 1966, University of Kentucky; M.P.H., 1971, Harvard University School of Public Health  

WAGNER, JOHN A. (1975)  Associate, Surgery  
M.D., 1958, Marquette University  

WALKER, H. BURTON, JR. (1976)  Lecturer, Anesthesiology  
B.S., 1943, Bowdoin College, Brunswick, Maine; M.D., 1948, Temple University  

WALL, CONRAD L. (1979)  Associate, Anesthesiology  
B.S., 1970, Arizona State University; M.D., 1974, University of Arizona  

WALSH, RICHARD A. (1983)  Clinical Professor, Surgery  
M.D., 1948, New York University School of Medicine  

WALSH, STEVEN I. (1977)  Associate, Radiology  
B.A., 1966, M.D., 1972, University of Kansas  

WALTER, DEBRA A. (1981)  Associate, Internal Medicine  
B.S., 1974, Arizona State University; M.D., 1977, University of Arizona  

WANGENSTEEN, STEPHEN L. (1976)  Professor and Head, Surgery  
B.A. 1955, B.S., 1955, University of Minnesota; M.D., 1958, Harvard Medical School  

WARD-RACY, ELIZABETH A. (1978)  Lecturer, Psychiatry  
B.A., 1966, Notre Dame College of Staten Island; M.D., 1971, Creighton University  

WARREN, BARBARA H. (1978)  Adjunct Assistant Professor, Family & Community Medicine  
B.A., 1963, University of California, Berkeley; M.D., 1967, Northwestern University  

WATABE, JUNKO (1984)  Research Associate, Microbiology & Immunology  
B.A., 1970, M.S., 1972, Ph.D., 1976, University of Tokyo, Japan  

WATABE, KOUNOSUKE (1981)  Research Assistant Professor, Microbiology & Immunology  
B.S., 1976, M.S., 1978, Ph.D., 1981, Kyoto University, Japan  

WATERKOTTE, GLENN W. (1983)  Clinical Assistant Professor, Pediatrics  
B.S., 1969, Loyola University; M.D., 1973, St. Louis University, St. Louis, Missouri  

WATSON, MARK (1982)  Research Associate, Internal Medicine, Pharmacology  

WATSON, RONALD R. (1982)  Research Associate Professor, Family & Community Medicine, Research Specialist, Cancer Center Division  
B.S., 1966, Brigham Young University; Ph.D., 1971, Michigan State University  

WEBER, NORMAN M. (1974)  Associate, Pediatrics  
B.S., 1959, Elmhurst College; M.D., 1963, University of Missouri, Columbia; M.P.H., 1968, Johns Hopkins University  

WEBER, THOMAS A. (1971)  Associate, Anesthesiology  

WEIL, ANDREW T. (1983)  Lecturer, Division of Social Perspectives in Medicine, College of Medicine Administration; Adjunct Professor, Addiction Studies  
A.B., 1964, M.D., 1968, Harvard University  

WEINER, LEONARD J. (1972)  Associate, Surgery  
A.B., 1936, Yale University; D.M.D., 1940, Harvard University
WEINER, SHELDON A. (1983) Assistant Professor, Obstetrics & Gynecology  
B.S., 1972, University of Michigan; M.D., 1977, Wayne State University

WEINBERG, MELVYN G. (1979) Associate, Internal Medicine  
B.A., 1961, Lawrence University; M.D., 1965, University of Illinois

WEINSTEIN, LOUIS (1978) Associate Professor, Obstetrics & Gynecology  
B.S., 1968, Bates College; M.D., 1972, Bowman Gray School of Medicine

WEISS, BARRY D. (1979) Assistant Professor, Family & Community Medicine  
B.A., 1971, M.D., 1976, State University of New York, Buffalo

WELLS, MICHAEL A. (1967) Professor, Biochemistry  
B.A., 1961, University of Southern California; Ph.D., 1965, University of Kentucky

WERNER, SIDNEY C. (1978) Visiting Professor, Internal Medicine  

WESTERMAN, BRYAN R. (1978) Associate Professor, Radiology; Director, Radiation Safety  
B.S., 1959, M.Sc., 1964, Melbourne University; Ph.D., 1968, University of London

WESTFALL, ROBERT E. (1971) Associate, Internal Medicine  
B.A., 1956, Arizona State University; M.D., 1960, Tulane University

WESTIN, DENNIS C. (1975) Lecturer, Psychiatry  
B.S., 1964, Mississippi State University; M.D., 1968, University of Mississippi


WHALEY, JOSEPH S. (1973) Associate, Family & Community Medicine  
B.S., 1954, University of Arizona; M.D., 1958, Hahnemann Medical College

WHEELER, LARRY F. (1982) Associate, Surgery  
B.S., 1959, University of Arizona; D.D.S., 1963, University of the Pacific, San Francisco

WHITACRE, WENDELL B. (1974) Associate, Surgery  
B.A., 1951, Ohio University; M.D., 1955, Ohio State University

WHITE, DAVID C. (1977) Clinical Professor, Pathology  
M.D., 1947, Duke University School of Medicine

WHITE, HOWARD D. (1978) Assistant Professor, Biochemistry  
B.A., 1969, University of Colorado; Ph.D., 1973, Brandeis University, Waltham, Massachusetts

WHITE, LORaine P. (1976) Lecturer, Psychiatry; Social Worker, Psychiatric Services  
B.S., 1971, California State Polytechnic College, Pomona, California; M.S.W., 1973, University of Southern California

WHITE, STEWART A. (1982) Clinical Assistant Professor, Ophthalmology  
A.B., 1959, Stanford University; M.D., 1963, University of California, San Francisco

WHITE, T. MICHAEL (1983) Clinical Assistant Professor, Internal Medicine  
B.S., 1969, Union College; M.D., 1974, Albany Medical College, Albany, New York

WHITNEY, PETER J. (1978) Clinical Professor, Surgery  
B.A., 1955, Williams College; M.D., 1959, University of Rochester

B.A., 1973, University of California, Santa Barbara; M.A., 1977, University of Iowa, Iowa City; Ph.D., 1982, University of Oregon

WIERsMA, DAVID R. (1982) Research Associate, Pharmacology  
B.S., 1975, Calvin College and Seminary; Ph.D., 1981, Michigan State University, East Lansing

WILD, JOHN J. (1983) Clinical Assistant Professor, Ophthalmology  
M.D., 1946, University of Minnesota

WILLARD, Mervyn D. (1980) Associate, Family & Community Medicine  
B.S., 1965, New Mexico State University, Las Cruces; M.D., 1976, University of Texas Medical School, Houston

WILLIAMS, RICKY L.(1983) Assistant Professor, Pediatrics  
B.A., 1973, M.D., 1977, University of Colorado

WILLIAMS, ROBERT L. (1976) Clinical Assistant Professor, Pediatrics  
B.A., 1960, Texas Christian University, Fort Worth; M.D., 1964, Baylor College of Medicine

WILLIAMSON, JEFFREY F. (1983) Assistant Professor, Radiology  
B.A., 1974, St. Olaf College; M.S., 1976, Princeton University; Ph.D., 1982, University of Minnesota

WILMORE, JAcK H. (1983) Professor, Surgery, Physical Education  
B.A., 1960, M.A., 1962, University of California, Santa Barbara; Ph.D., 1966, University of Oregon

WILSON, ROBERT L. (1980) Associate, Surgery  
B.S., 1960, Tufts University; M.D., 1964, Cornell University

WILSON, SUSAN E. (1973) Associate, Internal Medicine; Associate Director, Animal Resources Division; Research Specialist, Veterinary Pathology; Adjunct Research Specialist, Veterinary Science  
WINKLER, HOWARD A. (1979) Lecturer, Psychiatry
B.A., 1940, University of Wisconsin; M.D., 1943, New York Medical School

WINSKY, ROBERT L. (1982) Associate, Psychiatry
B.A., 1973, M.D., 1978, University of Kansas

WINTER, JERROLD A. (1983) Clinical Assistant Professor, Internal Medicine
M.D., 1975, Ohio State University

WITTE, CHARLES L. (1969) Professor, Surgery
A.B., 1956, Columbia University; M.D., 1960, New York University

WITTE, MARYLYS H. (1970) Professor, Surgery
B.A., 1955, Barnard College; M.D., 1960, New York University

WITTEN, MARK LEE (1983) Research Associate, Physiology
B.S.E., 1973, Emporia State University; Ph.D., 1983, Indiana University

WITZKE, DONALD B. (1982) Research Associate, Medical Administration
B.A., 1967, Ph.D., 1975, University of Texas, Austin

WOLFE, WILLIAM L., JR. (1976) Professor, Radiology, Optical Sciences
B.S., 1953, Bucknell University; M.S., 1956, M.S.E.E., 1966, University of Michigan

WOLKIN, JULIUS (1982) Associate, Surgery
B.S., 1928, City College of New York; M.S., 1937, M.D., 1937, State University of Iowa

WOMBLE, JACQUELINE R. (1977) Research Associate, Pharmacology; Research Assistant Professor, Surgery
B.S., 1963, University of North Carolina; M.S., 1978, Ph.D., 1981, University of Arizona

WOOD, J. GARLAND, JR. (1972) Associate, Radiology
B.S., 1942, University of Alabama; M.D., 1945, University of Colorado

WOOD, R. WAYNE (1979) Associate, Surgery
B.S., 1968, University of Arizona; M.D., 1972, University of Oregon

WOODS, ALEXANDER H. (1968) Associate Professor, Internal Medicine
B.S., 1948, Harvard University; M.D., 1952, Johns Hopkins University

WOODWARD, HUGH B. (1983) Associate, Family & Community Medicine
B.S., 1947, University of Rochester; M.D., 1950, Jefferson Medical College

WOOLFENDEN, JAMES M. (1974) Associate Professor, Radiology
B.A., 1964, Stanford University; M.D., 1968, University of Washington

WONG, JUSTIN P. (1983) Associate, Surgery
B.S., 1978, University of Arizona; D.D.S., 1982, University of Southern California

WORK, WALTER P. (1979) Lecturer, Surgery
A.B., 1931, M.D., 1935, University of Michigan

WRIGHT, ANNE L. (1979) Research Associate, Division of Respiratory Sciences; Research Assistant Professor, Pediatrics
B.A., 1972, Barnard College; M.S., 1977, Ph.D., 1980, University of Arizona

WRIGHT, STEPHEN H. (1982) Assistant Professor, Physiology
B.S., 1972, M.A., 1974, University of California, Davis; Ph.D., University of California, Irvine

WUESTHOFF, HUBERT E. (1969) Associate, Psychiatry
M.D., 1950, University of Southern California, Los Angeles

XU, MIN-JIAN (1983) Visiting Research Associate, Cancer Center Division
M.D., 1967, Shanghai Second Medical College, Shanghai, China

YALL, IRVING (1957) Professor, Microbiology & Immunology
B.A., 1948, Brooklyn College; M.A., 1951, University of Missouri; Ph.D., 1955, Purdue University

YAMAMURA, HENRY I. (1975) Professor, Pharmacology, Biochemistry, Arizona Research Laboratories; Associate Professor, Psychiatry

YATES, ALAYNE (1979) Associate Professor, Psychiatry, Pediatrics
B.A., 1950, Radcliffe College; M.D., 1961, University of Illinois

YOKOTA, STANLEY D. (1977) Research Associate, Physiology
B.A., 1971, Ph.D., 1977, University of California, Riverside

YOST, ELIZABETH B. (1983) Associate Professor, Counseling & Guidance; Research Associate, Psychiatry
A.B., 1962, University of California, Berkeley; M.S., 1969, California State College; Ph.D., 1973, University of Oregon

YOST, H. HUNTER (1982) Associate, Psychiatry
B.A., 1974, M.D., 1978, University of Nebraska

YOUNG, ANN L. (1982) Associate, Family & Community Medicine
B.A., 1972, San Jose State University; M.D., 1976, University of California, Davis
YOUNG, KATHERINE J. (1982)  Adjunct Associate Professor, Family & Community Medicine; 
Associate Professor and Coordinator, Community Health Nursing, College of Nursing

ZEE, MAURICE L. (1973)  Associate, Pediatrics
M.D., 1938, Northwestern University Medical School

ZEHNGUT, ALAN E. (1980)  Associate, Anesthesiology
B.S., 1974, M.D., 1977, University of Arizona

ZOLTAN, JON D. (1983)  Associate, Surgery
B.A., 1966, University of Rochester; M.D., 1970, University of Illinois

ZUKOSKI, CHARLES F., III (1969)  Professor, Surgery
A.B., 1947, University of North Carolina; M.D., 1951, Harvard University

ZUNIGA, HIGINIO (1975)  Associate, Psychiatry
B.A., 1947, Colegio Frances de Preparatoria; M.D., 1955, National University of Mexico

ZWEMER, FRANK L. (1980)  Clinical Associate Professor, Surgery
B.A., 1950, Hope College; M.D., 1954, Ohio State University
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F. John Lepperd, M.D.
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Russell D. Martin, M.D.
Virgil McIntyre
Gaylord V. Morton
Phillip D. Stansifer, M.D.
Stephen L. Wangensteen, M.D.
RESIDENTS 1983-84

ABRAMS, THOMAS R.  
Family Practice  
University of California at Los Angeles, M.D., 1982

ABSHIER, STANLEY R.  
Anesthesiology  
Case Western Reserve University School of Medicine, M.D., 1981

ADAM, MARY B.  
Pediatrics  
University of Arizona College of Medicine, M.D., 1982

ADAM, RODNEY D.  
Internal Medicine  
University of Illinois Rockford School of Medicine, M.D., 1981

AGUILAR, MARIO R.  
Neurology  
Universidad National Autonoma de Mexico, M.D., 1973

ALLEN, KERRY M.  
Internal Medicine  
University of New Mexico School of Medicine, M.D., 1983

ANDERSON, MOLLY A.  
Family Practice  
University of Arizona College of Medicine, M.D., 1981

ANDO, RICHARD E., JR.  
Pediatrics  
University of Hawaii John A. Burns School of Medicine, M.D., 1982

ANGEL, ELLINOR M.  
Pathology  
University of Arizona College of Medicine, M.D., 1979

ARIZAGA, GILBERT S.  
Dermatology  
University of New Mexico School of Medicine, M.D., 1974

ASTLE, GRAIL D.  
Obstetrics-Gynecology  
University of Utah College of Medicine, M.D., 1983

BABBITT, GENE S.  
Radiology-Diagnostic  
University of California, San Francisco School of Medicine, M.D., 1977

BALLINGER, ANNE T.  
Radiology-Diagnostic  
University of Colorado School of Medicine, M.D., 1981

BANDELLA, DENNIS R.  
Surgery  
University of California Davis School of Medicine, M.D., 1980

BARNETT, BRAD J.  
Family Practice  
University of Michigan Medical School, M.D., 1983

BARTHOLOMEW, WILLIAM L.  
Orthopedic Surgery  
University of Arizona College of Medicine, M.D., 1979

BARTON, BEVERLY S.  
Pathology  
University of Texas Medical Branch at Galveston, M.D., 1982

BEDOTTO, JOHN B.  
Internal Medicine  
Creighton University School of Medicine, M.D., 1983

BENJAMIN JAMES B.  
Orthopedic Surgery  
University of Arizona College of Medicine, M.D., 1979

BETHANCOURT, BRUCE A., JR.  
Internal Medicine  
University of Arizona College of Medicine, M.D., 1980

BEVER, FRANK N.  
Pathology  
University of Iowa College of Medicine, M.D., 1979

BLAGH, WILLIAM H.  
Emergency Medicine  
University of California at Los Angeles, M.D., 1979

BLATCHFORD, STEVEN J.  
Otolaryngology  
Albany Medical College of Union University, M.D., 1983

BODKER, III, JOHN R.  
Nuclear Medicine  
Ohio State University College of Medicine, M.D., 1979

BONINI, L. VASCO, JR.  
Pediatrics  
Florence University Medical School, M.D., 1980

BOT, DAVID D.  
Psychiatry  
University of North Dakota School of Medicine, M.D., 1980

BOYD, BRADLEY R.  
Internal Medicine  
Indiana University School of Medicine, M.D., 1983
BOYED, JAMES R.  Family Practice  Loyola University of Chicago Stritch School of Medicine, M.D., 1981

BOYER, GEORGIANA S.  Preventive Medicine  Harvard Medical School, M.D., 1955

BOYLE, RICHARD R., JR.  Radiology-Diagnostic  University of Utah College of Medicine, M.D., 1982

BRAUN, J. KEITH  Orthopedic Surgery  University of Arizona College of Medicine, M.D., 1981

BRESLOW, MICHAEL F.  Psychiatry  Jefferson Medical College of Thomas Jefferson University, M.D., 1982

BREWER, MARSHALL L.  Radiology-Diagnostic  Loma Linda University School of Medicine, M.D., 1968

BRIED, JAMES M.  Orthopedic Surgery  University of Arizona College of Medicine, M.D., 1983

BRILLMAN, JUDITH C.  Emergency Medicine  University of Pittsburgh School of Medicine, M.D., 1981

BRONNIMANN, DANETTA A.  Internal Medicine  University of Arizona College of Medicine, M.D., 1981

BROWN, TRACEY M.  Pediatrics  Duke University School of Medicine, M.D., 1982

BROWN, W. DANNY  Occupational Medicine/Family Practice  Uniformed Services University of the Health Sciences, M.D., 1982

BUCKWALTER, JOHN D.  Anesthesiology  University of North Carolina School of Medicine, M.D., 1982

BUKZAR, KATHLEEN M.  Obstetrics-Gynecology  University of Arizona College of Medicine, M.D., 1981

CALLISON, SUE A.  Psychiatry  University of Arizona College of Medicine, M.D., 1981

CAMPBELL, DAVID W.  Thoracic Surgery  University of Arkansas College of Medicine, M.D., 1973

CAMPOS-OUTCALT, DOUGLAS E.  Preventive Medicine  University of Arizona College of Medicine, M.D., 1979

CARLSON, D鲁E.  Obstetrics-Gynecology  University of Colorado School of Medicine, M.D., 1980

CARRY, PAUL J.  Internal Medicine  University of Colorado School of Medicine, M.D., 1983

CHILD, DOUGLAS D.  Radiology-Diagnostic  University of Utah College of Medicine, M.D., 1979

CHILDERS, JOEL M.  Obstetrics-Gynecology  University of New Mexico School of Medicine, M.D., 1980

CHRISTENSEN-SZALANSKI, CARLYN M.  Pediatrics  University of Washington School of Medicine, M.D., 1983

CHRISTIE, MICHAEL M.  Psychiatry  University of Arizona College of Medicine, M.D., 1982

CLARK, PHYLLIS V.  Internal Medicine  University of Utah School of Medicine, M.D., 1983

CLAUTICE, LESLIE A.  Radiology-Diagnostic  Oregon Health Sciences University, M.D., 1982

COCHRAN, MARY E.  Pediatrics  University of California, Los Angeles School of Medicine, M.D., 1981

COFFMAN, KATHRYN A.  Pediatrics  University of Iowa College of Medicine, M.D., 1981

COONS, STEPHEN W.  Pathology  University of Arizona College of Medicine, M.D., 1983

COSENTINO, CATHERINE M.  Surgery  University of Arizona College of Medicine, M.D., 1983

COURTNEY, SUSAN S.  Psychiatry  University of Arizona College of Medicine, M.D., 1983

CZARNECKI, MICHAEL F.  Psychiatry  University of Texas Southwestern Medical School, M.D., 1978
<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>University and Date</th>
</tr>
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<tbody>
<tr>
<td>DAHMS, DWITE D.</td>
<td>Orthopedic Surgery</td>
<td>U. of California, L.A. School of Medicine, 1979</td>
</tr>
<tr>
<td>DANIELSON, KELVIN S.</td>
<td>Radiology-Diagnostic</td>
<td>U. of Arizona College of Medicine, 1982</td>
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<td>DART, RICHARD C.</td>
<td>Emergency Medicine</td>
<td>Wayne State U. School of Medicine, 1981</td>
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<td>DECKER, MARY M.</td>
<td>Internal Medicine</td>
<td>U. of Arizona College of Medicine, 1982</td>
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<td>DE MUTH, BRIAN E.</td>
<td>Obstetrics-Gynecology</td>
<td>U. of Arizona College of Medicine, 1983</td>
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<td>DENTON, SCOTT L.</td>
<td>Pediatrics</td>
<td>U. of Nevada School of Medicine, 1982</td>
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<td>DEUSKAR, VASANTI</td>
<td>Nuclear Medicine</td>
<td>Guy's Hospital, London, U.K., 1979</td>
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<td>DONELLY, MAVIS J.</td>
<td>Psychiatry</td>
<td>U. of Connecticut School of Medicine, 1980</td>
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<td>DONOVAN, JOHN M.</td>
<td>Urology</td>
<td>U. of Arizona College of Medicine, 1981</td>
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<td>DRAELOS, MICHAEL T.</td>
<td>Internal Medicine</td>
<td>U. of Arizona College of Medicine, 1982</td>
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<td>DRAELOS, ZOE K.</td>
<td>Internal Medicine</td>
<td>U. of Arizona College of Medicine, 1983</td>
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<td>DUNNINGTON, GARY L.</td>
<td>Surgery</td>
<td>Indiana U. School of Medicine, 1980</td>
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<td>DURAN, JOSE I.</td>
<td>Obstetrics-Gynecology</td>
<td>U. of Arizona College of Medicine, 1981</td>
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<tr>
<td>DWYER, DANIEL C.</td>
<td>Dermatology</td>
<td>Georgetown U. School of Medicine, 1977</td>
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<td>EDWARDS, IRENE E.</td>
<td>Dermatology</td>
<td>Bowman Gray School of Medicine of Wake Forest U., 1976</td>
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<td>ELLIS, MARK H.</td>
<td>Pediatrics</td>
<td>Tulane U. School of Medicine, 1981</td>
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<tr>
<td>ENGELKEN, MICHAEL K.</td>
<td>Family Practice</td>
<td>U. of Kansas School of Medicine, 1982</td>
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<td>ENOMOTO, DENNIS M.</td>
<td>Internal Medicine</td>
<td>Saint Louis U. School of Medicine, 1981</td>
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<tr>
<td>ESCOBAR, CARLOS E.</td>
<td>Neurology</td>
<td>National U. of San Carlos, 1976</td>
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<td>ESCUDERO, GARY A.</td>
<td>Pediatrics</td>
<td>U. of New Mexico School of Medicine, 1981</td>
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<td>ESTES, GEORGE W.</td>
<td>Pathology</td>
<td>U. of Missouri Columbia School of Medicine, 1982</td>
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<td>FAHS, JEFFERY J.</td>
<td>Neurology</td>
<td>U. of Arizona College of Medicine, 1978</td>
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<td>FASZHOLOZ, MARK S.</td>
<td>Anesthesiology</td>
<td>U. of Missouri, Columbia School of Medicine, 1982</td>
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<td>FEINBERG, WILLIAM M.</td>
<td>Neurology</td>
<td>U. of California, San Francisco School of Medicine, 1978</td>
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<td>FELDMAN, STEFANIE A.</td>
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FRANK, JUDITH K.  Pediatrics
Tulane University School of Medicine, M.D., 1981

GAJARE, NILANJAN B.  Psychiatry
B. J. Medical College, M.D., 1978

GERMAN, MICHAEL S.  Internal Medicine
University of Texas Southwestern Medical School at Dallas, M.D., 1983

GILILLAND, JOHN L., JR.  Obstetrics-Gynecology
University of Arizona College of Medicine, M.D., 1982

GOFF, STEVEN G.  Surgery
Indiana University School of Medicine, M.D., 1980

GOLDBERG, GERALD N.  Dermatology
State University of New York Upstate Medical Center, M.D., 1978

GOLDBERG, RONALD K.  Internal Medicine
University of Arizona College of Medicine, M.D., 1982

GOLDMAN, RICHARD L.  Radiology-Diagnostic
University of Arizona College of Medicine, M.D., 1977

GONZALES, FELIX E.  Surgery
University of Minnesota Medical School, M.D., 1982

GONZALES, GILBERT R.  Neurology
University of Arizona College of Medicine, M.D., 1977

GOPALAN, RAM  Psychiatry
Topiwala National Medical College, India, M.D., 1976

GRANTHAM, CHRISTOPHER D.  Anesthesiology
University of Virginia School of Medicine, M.D., 1981

GRAZER, RICHARD E.  Emergency Medicine
University of Massachusetts Medical School, M.D., 1980

GROBMAN, ALAN M.  Internal Medicine
Washington University School of Medicine, M.D., 1981

GUEVARA, ALFREDO, JR.  Urology
University of Texas Medical Branch at Galveston, M.D., 1978

HALLIDAY, III, RONALD K.  Anesthesiology
University of Arizona College of Medicine, M.D., 1982

HALVORSON, GARY D.  Emergency Medicine
Washington University School of Medicine, M.D., 1982

HANSON, RONALD D.  Radiology-Diagnostic
University of Arizona College of Medicine, M.D., 1980

HAYNICKS, ROBERT L., JR.  Surgery
University of California, Los Angeles School of Medicine, M.D., 1982

HAYS, SUSAN B.  Dermatology
CMDNJ-New Jersey Medical School, M.D., 1980

HEALEY, WALTER J.  Psychiatry
University of Medicine and Dentistry of New Jersey, M.D., 1983

HEATON, F. JANE  Internal Medicine
University of Arizona College of Medicine, M.D., 1982

HELLMANN, GARY G.  Pediatrics
Saint Louis University School of Medicine, M.D., 1982

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HERRERA, JOSE M.  Obstetrics-Gynecology
University of Texas Southwestern Medical School, M.D., 1983

HETLAND, MONTE D.  Pediatrics
University of California, Los Angeles School of Medicine, M.D., 1982

HIATT, KARL B.  Surgery
Duke University School of Medicine, M.D., 1983

HOEHNECKE, HEINZ R., JR.  Orthopedic Surgery
University of Arizona College of Medicine, M.D., 1983

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University of California, Los Angeles School of Medicine, M.D., 1974
HOLMES, GERARD  Pediatrics  
Medical College of Georgia School of Medicine, M.D., 1983

HOFT, GWEN A.  Psychiatry  
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HOYT, ROBERT H., JR.  Internal Medicine  
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HUBER, PAULA W.  Internal Medicine  
University of California, Davis School of Medicine, M.D., 1983

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HUDSON, PAUL B.  Internal Medicine  
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Eastern Virginia Medical School, M.D., 1979

HUNT, K. REBECCA  Radiology-Diagnostic  
University of New Mexico School of Medicine, M.D., 1980

HUNTER, SUSAN K.  Obstetrics-Gynecology  
University of Wisconsin Medical School, M.D., 1982

HURST, PAUL G.  Internal Medicine  
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HUTCHINSON, DORIS E.  Obstetrics-Gynecology  
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INGRAM, III, JAMES M.  Anesthesiology  
Creighton University School of Medicine, M.D., 1972

JACK, ELIZABETH L.  Psychiatry  
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JACKSON, J. EDWARD  Internal Medicine  
Yale University School of Medicine, M.D., 1978

JACOBSON, MATTHEW W.  Anesthesiology  
Creighton University School of Medicine, M.D., 1982

JOHNSON, LANE P.  Family Practice  
University of Arizona College of Medicine, M.D., 1983

JONES, JANET M.  Pathology  
University of New Mexico School of Medicine, M.D., 1974

JONES, RICHARD A.  Surgery  
University of Texas Medical Branch at Galveston, M.D., 1983

JUSTICE, DIANE  Pediatrics  
University of Nevada School of Medicine, M.D., 1983

JUSTICE, TIMOTHY D.  Psychiatry  
University of Nevada School of Medicine, M.D., 1983

KAME, ROSALIA F.  Family Practice  
University of Arizona College of Medicine, M.D., 1982

KARRER, FREDERICK M.  Surgery  
University of Nebraska College of Medicine, M.D., 1979

KASHUK, JEFFRY LEE  Surgery  
University of Minnesota Medical School, M.D., 1979

KAVANAUGH, FREDERICK L.  Occupational Medicine  
Philadelphia College of Osteopathic Medicine, D.O., 1958

KELLER, II, DWIGHT S.  Orthopedic Surgery  
University of Colorado School of Medicine, M.D., 1981

KENYON, THOMAS A.  Pediatrics  
University of Missouri, Columbia School of Medicine, M.D., 1981

KERRIGAN, DANIEL P.  Pathology  
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KLIGMAN, EVAN W.  Family Practice  
University of Arizona College of Medicine, M.D., 1980
KNIERIEM, KAREN M. Anesthesiology
University of Texas Medical School at San Antonio, M.D., 1981

KORC, ANTOINETTE Dermatology
Free University of Brussels, Belgium, M.D., 1978

KUNTZELMAN, MICHAEL S. Psychiatry
University of Arizona College of Medicine, M.D., 1980

LAKOMY, DALE G. Radiation-Therapeutic
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LA WALL, JOHN S. Neurology
University of Arizona College of Medicine, M.D., 1971

LEAVELL, RITA L. Pediatrics
University of Utah College of Medicine, M.D., 1981

LEDERMAN, RAYMOND K. Psychiatry
Michigan State University College of Osteopathic Medicine, D.O., 1974

LEE, RICHARD W. Internal Medicine
Hahnemann Medical College, M.D., 1981

LEE, STANFORD C. Emergency Medicine
University of California College of Medicine, M.D., 1982

LEEHEY, KEVIN J. Psychiatry
University of Texas Medical Branch at Galveston, M.D., 1979

LEININGER, R. GREGORY Radiology-Diagnostic
University of Utah College of Medicine, M.D., 1979

LETSON, GEORGE W. Pediatrics
University of Colorado School of Medicine, M.D., 1981

LEVIN, TEDD Family Practice
Northwestern University Medical School, M.D., 1982

LEVINSON, MARK M. Thoracic Surgery
Bowman Gray School of Medicine of Wake Forest University, M.D., 1978

LEVITT, M. ANDREW Emergency Medicine

LITTLE, CATHY L. Pediatrics
University of Texas Medical Branch at Galveston, M.D., 1982

LITTLE, JAMES H. Psychiatry
University of Texas Medical Branch at Galveston, M.D., 1982

LITTLE, TIMOTHY E. Internal Medicine
University of Southern California School of Medicine, M.D., 1983

LYTLE, JOHN P., JR. Radiology-Therapeutic
University of Michigan Medical School, M.D., 1977

MacDONALD, JAMES Urology
Oregon Health Sciences University, M.D., 1983

MAR, DONALD Y. Radiology-Diagnostic
University of Arizona College of Medicine, M.D., 1976

MARTIN, GARY V. Internal Medicine
University of Arizona College of Medicine, M.D., 1979

MARTIN, LEO A. Anesthesiology
University of California, San Francisco School of Medicine, M.D., 1982

MARTINEZ, MICHAEL R. Pediatrics
University of Arizona College of Medicine, M.D., 1983

MAYEDA, SAM K. Anesthesiology
University of Colorado School of Medicine, M.D., 1981

McKELLAR, DUNCAN L., JR. Surgery
University of Texas Medical School at Houston, M.D., 1983

McLAUGHLIN, JAMES H. Emergency Medicine
University of Pittsburgh School of Medicine, M.D., 1979

McNEILL, DIANA B. Internal Medicine
Duke University School of Medicine, M.D., 1982

MERING, MARK E. Family Practice
University of North Dakota School of Medicine, M.D., 1982
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<td>Internal Medicine</td>
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PAYNE, JAMES R. Otolaryngology
University of California, San Francisco School of Medicine, M.D., 1980

PEATE, WAYNE F. Occupational Medicine
Dartmouth Medical School, M.D., 1980

PECK, MICHAEL D. Surgery
University of Colorado School of Medicine, M.D., 1981

PERRY, NENA L. Internal Medicine
University of Alabama School of Medicine, M.D., 1981

PERSHALL, KIM E. Otolaryngology
University of New Mexico School of Medicine, M.D., 1981

PLECHA, STANLEY L., JR. Ophthalmology
Case Western Reserve University School of Medicine, M.D., 1982

PRICE, PATRICK Pediatrics
University of Arizona College of Medicine, M.D., 1983

PRUST, RANDALL S. Anesthesiology
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PURKEY, WILLIAM W., JR. Anesthesiology
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REGER, KENNETH M. Radiology-Diagnostic
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RENNELS, MARGARET A. Pathology
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Karolinska Institute, Stockholm, Sweden, M.D., 1979

RING, MICHAEL E. Internal Medicine
Vanderbilt University School of Medicine, M.D., 1982

ROBERTS, BRUCE A. Family Practice
Michigan State University College of Human Medicine, M.D., 1982

ROEDER, U. VANESSA Surgery
University of Arizona College of Medicine, M.D., 1981

ROGERS, ALAN K. Internal Medicine
Baylor College of Medicine, M.D., 1980

ROTH, AUGUSTA S. Family Practice
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ROVZAR, MICHAEL A. Internal Medicine
University of California College of Medicine, Irvine, M.D., 1981

RUBIN, MARK J. Emergency Medicine
University of Southern California School of Medicine, M.D., 1978

RUIZ, FRANCISCO E. Obstetrics-Gynecology
Universidad Autonoma de Guadalajara, M.D., 1982

RUMMEL, JOHN H. Ophthalmology
Universidad National Autonoma de Mexico, M.D., 1980

RUMMEL, ROBERT M. Ophthalmology
University of Arizona College of Medicine, M.D., 1980

RYAN, KEVIN J. Obstetrics-Gynecology
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ST. RAYMOND, PHILIP A. Urology
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<td>Child Psychiatry</td>
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<td>Psychiatry</td>
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<td>Medical College of Ohio, M.D., 1981</td>
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<td>STANDER, PAUL E.</td>
<td>Preventive Medicine</td>
<td>Jefferson Medical College of Thomas Jefferson University, M.D., 1980</td>
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<td>STANTON, CHARLES J., JR.</td>
<td>Surgery</td>
<td>University of California, Davis School of Medicine, M.D., 1982</td>
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<td>Pediatrics</td>
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<td>STEINWAY, DAVID M.</td>
<td>Radiation-Therapeutic</td>
<td>Chicago College of Osteopathic Medicine, D.O., 1972</td>
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<td>STEJSKAL, THOMAS R.</td>
<td>Radiology-Diagnostic</td>
<td>University of Arizona College of Medicine, M.D., 1981</td>
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<td>Pediatrics</td>
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<td>Pediatrics</td>
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<td>Psychiatry</td>
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<td>STUART, JEFFERY D.</td>
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<td>Internal Medicine</td>
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<td>Otolaryngology</td>
<td>University of Utah College of Medicine, M.D., 1979</td>
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<td>Radiation-Therapeutic</td>
<td>University of Oregon School of Medicine, M.D., 1981</td>
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<td>SZPAIZMAN, SERGIO</td>
<td>Psychiatry</td>
<td>Autonomous University of Chihuahua, M.D., 1982</td>
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<td>TAPPERO, JORDAN W.</td>
<td>Internal Medicine</td>
<td>University of Nebraska College of Medicine, M.D., 1982</td>
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<td>TELEP, GERALD N.</td>
<td>Orthopedic Surgery</td>
<td>University of Utah College of Medicine, M.D., 1976</td>
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THOMPSON, LEONARD J. Pediatrics

TIMSON, CHARLES R. Family Practice
State University of New York at Buffalo School of Medicine, M.D., 1983

TSUDA, ROY Obstetrics-Gynecology
University of Nevada School of Medical Sciences, M.D., 1981

VARNELL, WILLIAM D., JR. Radiology-Diagnostic
University of Southern Alabama College of Medicine, M.D., 1981

VETTO, THOMAS A. Surgery
Oregon Health Sciences University, M.D., 1983

VOGEL, HANS P. Pathology
Duke University School of Medicine, M.D., 1980

WACK, ELIZABETH E. Internal Medicine
University of Maryland School of Medicine, M.D., 1981

WARNEKE, JAMES A. Surgery
University of California, Los Angeles School of Medicine, M.D., 1982

WARNOCK, ROBERT H., JR. Obstetrics-Gynecology
University of North Carolina School of Medicine, M.D., 1981

WATERS, HARRIS J. Surgery
University of California, Los Angeles School of Medicine, M.D., 1981

WATSON, MICHAEL M. Pathology
University of Utah College of Medicine, M.D., 1981

WATTERS, HARRY C., JR. Preventive Medicine
Chicago College of Osteopathic Medicine, D.O., 1979

WENDT, JEANETTE K. Internal Medicine
University of Arizona College of Medicine, M.D., 1983

WETRICH, JANE B. Ophthalmology
University of Rochester School of Medicine and Dentistry, M.D., 1982

WHEELER, MARK D. Pediatrics
University of California, Los Angeles School of Medicine, M.D., 1983

WHITE, NEAL W., JR. Internal Medicine
University of Arizona College of Medicine, M.D., 1981

WHITE, WILLIAM B. Emergency Medicine
University of Southern California School of Medicine, M.D., 1979

WIGGUM, DAVID C. Anesthesiology
University of Washington School of Medicine, M.D., 1983

WILES, JOHN C. Dermatology
Yale University School of Medicine, M.D., 1976

WILLIAMS, CAROLYN R. Pediatrics
University of Utah College of Medicine, M.D., 1983

WILLIAMS, PATRICIA A. Child Psychiatry
Medical University of South Carolina College of Medicine, M.D., 1975

WIRT, DANIEL P. Pathology
Loyola University of Chicago Stritch School of Medicine, M.D., 1980

WOOL, STEVEN A. Internal Medicine
Duke University School of Medicine, M.D., 1980

YORGIN, PETER D. Pediatrics
Emory University School of Medicine, M.D., 1983

YOSHINO, MARK T. Radiology-Diagnostic
University of Southern California School of Medicine, M.D., 1981

ZAK, STEVEN M. Neurology
Northwestern University Medical School, M.D., 1981

ZANGERLE, KURT F. Emergency Medicine
New York Medical College, M.D., 1978

ZONIS, JULIO Neurology
Tel Aviv University, Sackler School of Medicine, M.D., 1972
RESIDENCY APPOINTMENTS
CLASS OF 1984

AHEARN, PARTICIA ANN
St. Mary's Medical Center, Long Beach, CA 90801

ALTSCHELER, ERIC MATTHEW
University Health Center of Pittsburgh, Pittsburgh, PA 15261

ARTHUR, JAMES PAUL
Good Samaritan Medical Center, Phoenix, AZ 85006

BARBERII, JOHN KENDALL
Maricopa Medical Center, Phoenix, AZ 85010

BARLOW, CAROL LYNN
St. Joseph's Hospital & Medical Center, Phoenix, AZ 85001

BARTLES, MARTIN HANS
Good Samaritan Medical Center, Phoenix, AZ 85006

BAXTER, BARBARA JANE
St. Joseph's Hospital & Medical Center, Phoenix, AZ 85001

BORBON, JOSEFINA
Harbor-UCLA Medical Center, Torrance, CA 90509

BRUNS, BRAD ROY
University of Oklahoma College of Medicine, Oklahoma City, OK 73190

BRYSACZ, THOMAS LEO
University of Arizona Affiliated Education Program, Tucson, AZ 85724

BULLINGTON, ANN
Good Samaritan Medical Center, Phoenix, AZ 85006
1985 - University Hospital, Portland, OR 97201

CAPIN, DONNA MARIE
University of Arizona Affiliated Education Program, Tucson, AZ 85724

CARRILLO, JOSEPH MANUEL, III
Univ. of Texas Southwestern Med. School Affiliated Program, Dallas, TX 75235

CARTER, JOHN EDWARD
Truman Medical Center, Kansas City, MO 64108

CHERVENAK, CAROL LOUISE
University of Arizona Affiliated Education Program, Tucson, AZ 85724

CONNOLLY, BRIGID M.
University of Arizona Affiliated Education Program, Tucson, AZ 85724

COOKE, PAUL HARVEY
UMDNJ-Rutgers Medical School, New Brunswick, NJ 08903

COX, ADRIENNE BETH
University of Colorado School of Medicine, Denver, CO 80262

COX, CAROL MARY
University of Arizona Affiliated Education Program, Tucson, AZ 85724

CROWELL, DAVID F.
University of Illinois Hospital Graduate Medical Education, Chicago, IL 60612

CURRY-KAUFMAN, BARBARA
Phoenix Baptist Hospital, Phoenix, AZ 85015

DAHMS, KATHRYN LEIGH
LAC-USC Medical Center, Los Angeles, CA 90033

DANIELS, LESLIE JO
St. Joseph's Hospital and Medical Center, Phoenix, AZ 85001
1985 - University of Kentucky Medical Center, Lexington, KY 40536

DERKSEN, DANIEL JOHN
St. Joseph's Hospital and Medical Center, Phoenix, AZ 85001

DINGLE, STEVEN FRANKLIN
Dartmouth-Hitchcock Medical Center, Hanover, NH 03756

FASSLER, ERIC NEAL
University of Arizona Affiliated Education Program, Tucson, AZ 85724

FITZGERALD, DAVID CURTIS
Harbor-UCLA Medical Center, Torrance, CA 90509

AHEARN, PARTICIA ANN
Internal Medicine

ALTSCHELER, ERIC MATTHEW
Surgery

ARTHUR, JAMES PAUL
Family Practice

BARBERII, JOHN KENDALL
Transitional

BARLOW, CAROL LYNN
Internal Medicine

BARTLES, MARTIN HANS
Internal Medicine

BAXTER, BARBARA JANE
Internal Medicine

BORBON, JOSEFINA
Family Practice

BRUNS, BRAD ROY
Orthopedic Surgery

BRYSACZ, THOMAS LEO
Family Practice

BULLINGTON, ANN
Internal Medicine

CAPIN, DONNA MARIE
Ophthalmology

CARRILLO, JOSEPH MANUEL, III
Pediatrics

CARTER, JOHN EDWARD
Surgery

CHERVENAK, CAROL LOUISE
Family Practice

CONNOLLY, BRIGID M.
Psychiatry

COOKE, PAUL HARVEY
Surgery

COX, ADRIENNE BETH
Pediatrics

COX, CAROL MARY
Internal Medicine

CROWELL, DAVID F.
Anesthesiology

CURRY-KAUFMAN, BARBARA
Family Practice

DAHMS, KATHRYN LEIGH
Otolaryngology

DANIELS, LESLIE JO
Transitional

DERKSEN, DANIEL JOHN
Anesthesiology

DINGLE, STEVEN FRANKLIN
Psychiatry

FASSLER, ERIC NEAL
Obstetrics/Gynecology

FITZGERALD, DAVID CURTIS
Transitional
FONKEN, ROYCE LEON  
Tucson Hospitals Medical Education Program, Tucson, AZ 85733  
1985 - Univ. Hospital, Oregon Health Science University, Portland, OR 97201

FRANKS, JOAN MARIE  
Tucson Hospitals Medical Education Program, Tucson, AZ 85733  
1985 - University of Arizona Affiliated Education Program, Tucson, AZ 85724

FURGIERSON, DOROTHY LOUISE  
San Jose Hospital and Health Center, San Jose, CA 95112

GANDOLFI, JOHN STEWART  
St. Mary’s Hospital Medical Center, Madison, WI 53711

GANNON, DAVID WAYNE  
St. Joseph’s Hospital and Medical Center, Phoenix, AZ 85001

GARCIA, FRANCISCO ARTURO  
St. Joseph’s Hospital and Medical Center, Phoenix, AZ 85001

GELMAN, LOIS MARGARET  
University of Arizona Affiliated Education Program, Tucson, AZ 85724

GLICK, DANIEL M.  
St. Joseph’s Hospital and Medical Center, Phoenix, AZ 85001  
1985 - University of Texas Medical School, Houston, TX 77025

GOLD, MARK ANDREW  
VA Medical Center-UCIMC, Long Beach, CA 90822

GRIESSER, CARL RUSSELL  
No Residency in 1984

GRISTE, JOHN DAVID  
Dartmouth-Hitchcock Medical Center, Hanover, NH 03756

GWINUP, GRANT RUDYARD  
Kern Medical Center, Bakersfield, CA 93305

HERBOLD, WILLIAM SCOTT  
LAC-USC Medical Center, Los Angeles, CA 90033

HESSEL, BLAIR ROBBIN  
Maricopa Medical Center, Phoenix, AZ 85010

HOLM, WILLIAM LEE  
Children’s Hospital Medical Center, Akron, OH 44308

HORNING, DIANE LINAE  
Methodist Hospital of Indiana, Inc., Indianapolis, IN 46202

HUSLEY, BRADLEY SMITH  
Good Samaritan Medical Center, Phoenix, AZ 85006

HUSTON, CASEY LYNN  
North Carolina Memorial Hospital, Chapel Hill, NC 27514

JEWETT, TAMISON  
University of Arizona Affiliated Education Program, Tucson, AZ 85724

KAY, JEFFREY STUART  
Good Samaritan Medical Center, Phoenix, AZ 85006

KOGIANES, KRISTY ZOE  
Carney Hospital, Boston, MA 02124

KUSH, DAVID JOSEPH  
Huron Road Hospital, East Cleveland, OH 44112

LE, HUONG THI THU  
University of Arizona Affiliated Education Program, Tucson, AZ 85724

LEDESMA, JAIME EDWARD  
University of New Mexico School of Medicine, Albuquerque, NM 87131

Transitional
Ophthalmology

Transitional
Neurology

Family Practice

Family Practice

Family Practice

Internal Medicine

Internal Medicine

Internal Medicine

Transitional
Anesthesiology

Internal Medicine

Internal Medicine

Psychiatry

Internal Medicine

Pediatrics

Emergency Medicine

Internal Medicine

Surgery

Pediatrics

Internal Medicine

Surgery

Anesthesiology

Obstetrics/Gynecology
LEIBSOHN, STEVE
LAC-USC Medical Center, Los Angeles, CA 90033
Obstetrics/Gynecology

LEPETICH, STEVEN MITCHELL
St. Joseph's Hospital and Medical Center, Phoenix, AZ 85001
Obstetrics/Gynecology

LOEBER, CLEO PATRICIA
University of Arizona Affiliated Education Program, Tucson, AZ 85724
Pediatrics

LONG, KIM TERESA
Phoenix Hospitals Affiliated Pediatrics Program, Phoenix, AZ 85006
Pediatrics

MacCULLUM, MAXWELL SPEERS, III
Maricopa Medical Center, Phoenix, AZ 85010
Orthopedic Surgery

MANIFOLD, REX EVERETT
Grady Memorial Hospital, Atlanta, GA 30335
Anesthesiology

MAR, EUGENE YALE
Stanford University Hospital, Stanford, CA 94305
Physical Medicine & Rehabilitation

MAUDLIN, JEFFREY THOMAS
Memorial Hospital of Carbondale, Carbondale, IL 62901
Family Practice

McKELVIE, CAROLYN JOY
Milton S. Hershey Medical Center, Hershey, PA 17033
Obstetrics/Gynecology

McKERNAN, PAUL DUANE
William Beaumont Hospital, Royal Oak, MI 48072
Obstetrics/Gynecology

MEYER, DAVID BRENT
University of Nevada School of Medicine, Reno, NV 89557
Internal Medicine

MILLER, BARBARA JEAN
Maricopa Medical Center, Phoenix, AZ 85010
Internal Medicine

MODICA, PAUL ANTHONY
Barnes Hospital, St. Louis, MO 63110
Anesthesiology

NELSON, KENT DIXON
Mayo Graduate School of Medicine, Rochester, MN 55905
Diagnostic Radiology

NEWMARK, SANFORD C.
University of Arizona Affiliated Education Program, Tucson, AZ 85724
Pediatrics

NOLAND, WILLIAM HORACE
Baylor College of Medicine, Houston, TX 77030
Internal Medicine Neurology

1985 · University of Texas Medical School, Houston, TX 77025

O'CONNOR, MICHAEL P.
University of Arizona Affiliated Education Program, Tucson, AZ 85724
Internal Medicine

OSULLIVAN, SISTER ADELE
University of Arizona Affiliated Education Program, Tucson, AZ 85724
Family Practice

PENNY, ROBERT JAMES
University of California Medical Center, San Diego, CA 92103
Pathology

POZA-JUNCAL, ESTHER
University of Arizona Affiliated Education Program, Tucson, AZ 85724
Internal Medicine

REINECKE, CYNTHIA ANNE
University of Arizona Affiliated Education Program, Tucson, AZ 85724
Surgery

REISCH, DONALD HENRY
Valley Medical Center, Fresno, CA 93702
Transitional

RICKER, DAVID HAMILTON
University of California Medical Center, San Diego, CA 92103
Pediatrics

ROMANO, JOHN EDWARD
University of Arizona Affiliated Education Program, Tucson, AZ 85724
Otolaryngology
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<td>Cleveland Clinic Education Foundation, Cleveland, OH 44106</td>
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<td>Emergency Medicine/ Internal Medicine</td>
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**CLASS OF 1983**

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<td>Head, David M.,</td>
<td>Cordova, Alaska</td>
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<td>Zarembinski, Christopher John</td>
<td>Tempe, Arizona</td>
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<tr>
<td>Zimmerman, Mary Beth</td>
<td>Tucson, Arizona</td>
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Abeshaus, Michael, Flagstaff, Arizona
Adas, Matthew, Tucson, Arizona
Beluk, Daniel Francis, Tucson, Arizona
Beren, Robert James, Tucson, Arizona
Blake, Charles Gregory, Phoenix, Arizona
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Webb, Mark Gerard, Scottsdale, Arizona
Wissing, Marcia Lea, Tucson, Arizona
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