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University of Vermont, College of Medicine Bulletin

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The University of Vermont reserves the right to make changes in the course offerings, degree requirements, charges, and regulations and procedures contained herein as educational and financial considerations require, subject to and consistent with established procedures and authorizations for making such changes.

The University has an on-going program to provide accessible facilities and to respond to special needs of disabled persons. Questions should be referred to the Office of Architectural Barrier Control. In addition, students with physical or learning disabilities may contact the Office of Specialized Student Services.


It is the policy of the University of Vermont to provide equal opportunity in admissions, programs, and activities in compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975. As such, all University-sponsored programs and activities, except where limitations or restrictions are legally permissible, shall be open to all students without regard to race, sex, handicap, color, religion, age, or national origin.

FOR FURTHER INFORMATION CONTACT:
Office of the Dean
College of Medicine
Given Building
University of Vermont
Burlington, Vermont 05405
Men are men
before they are lawyers
or physicians
or manufacturers;
and if you make them
capable and sensible men
they will make themselves
capable and sensible
lawyers and physicians.

John Stuart Mill
Biennial Bulletin of the University of Vermont
College of Medicine

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History of the College of Medicine

The first General Assembly of the State of Vermont, convened in 1791, chartered The University of Vermont. Ira Allen, younger brother of Ethan Allen, had given 4,000 pounds sterling to help establish the institution. Instruction was started in 1800 and the first class graduated four years later.

Meanwhile, Dr. John Pomeroy, for many years the leading physician of Burlington, began around the turn of the century to take pupils. In 1804, he was appointed Lecturer in Chirurgery and Anatomy and, in 1809, Professor of Physics, Anatomy, and Surgery at the University. The position carried no stipend nor did the institution even provide a room in which to give instruction. By 1814, Pomeroy had so many students he could no longer accommodate them in his home and he consequently rented an empty store in which he lectured to a class of 12. His son, John N. Pomeroy (not a physician), added a course of lectures in chemistry in 1816 and to these, the townspeople occasionally came, out of interest in the demonstrations.

In 1822, a faculty of five professors including John Pomeroy and Nathan R. Smith was assembled and the trustees of The University of Vermont ruled that the president might "confer medical degrees on such persons as shall attend the medical lectures and are recommended by the medical professors and lecturers of the University." Dr. Smith's father, the more famous Dr. Nathan Smith and the founder of the medical colleges of Dartmouth, Bowdoin, and Yale, is said to have helped in the organization of the Vermont school.

In the early years of the nineteenth century, only a small portion of medical education took place in the universities. The part-time doctor of colonial times had given way to the full-time professional physician but there was no legal regulation of the practice of medicine. Most degrees and certificates, if they were obtained at all, were granted by the medical societies after the candidate had served as an apprentice.

In the late 1820's, a group of local physicians interested some philanthropically-minded residents of Burlington in buying land for a medical college building adjacent to the University campus and, in 1829, a two-story brick building was built. In 1828, Benjamin Lincoln, the grandson of the famous revolutionary general of the same name, was invited to Burlington to give a course of lectures in anatomy. Lincoln had had a classical education at Bowdoin and had been apprenticed to the fashionable and distinguished Dr. George Shattuck of Boston. Rustic and educationally unprepared as most of the Vermont students were, they were evidently entranced by Dr. Lincoln's beautiful demonstrations and the clarity of his presentations. He was offered the chair of anatomy and although the Universities of Maryland and Bowdoin both solicited him he chose Vermont, perhaps because he "hoped to realize...his idea of a medical school in this
University without the hindrance of encrusted organic remains from old forma-
tions." Lincoln soon became the leading light of the school which flourished for a
few years. Unfortunately, he became ill and in 1834 went back to his home in
Maine to die. There were now two other medical schools in the state and an
economic depression was developing. In 1836, after having granted 116 degrees
in course and 24 honorary ones, the College of Medicine closed its doors.

There was a lapse until 1853 when after many tribulations (most of them finan-
cial) Drs. W. S. Thayer of Northfield and Walter Carpenter of Randolph suc-
ceeded in reorganizing the medical college. Subscriptions were solicited from the
medical professors and the Burlington townspeople and Mrs. Thayer held a
"fair" which netted $450. The University provided a building (the same one
which had been used by Dr. Lincoln and which is still in use, although for dif-
ferent purposes) on the academic campus. In spite of competition from the
schools in Woodstock and Castleton, Vermont, and Hanover, New Hampshire,
courses were started and the school remained viable largely through the efforts
and personal and professional distinction of Drs. Thayer and Carpenter, both of
whom served successively as deans. The average student attendance from 1859
to 1878 was about 65. Then, under the deanship of Dr. A. P. Grinnell, there was
a period of rapid expansion reaching a high tide in 1884 when 101 young men
were graduated in medicine.

The University of Vermont College of Medicine was then (as were most others of
the day) essentially a proprietary institution. The University provided some
amenities, these being to a considerable extent responsible for the success with
which the College outlasted many of its competitors. The medical faculty was,
however, a closed corporation collecting its own fees and providing its own ad-
ministration. That this was not an ideal situation was apparent to the profession.
In fact, it was a movement toward reform of medical education proposed by the
Vermont State Medical Society in the 1840's which led to a national convention
which later evolved into the American Medical Association. In 1899, the trustees
of the University (although as yet only dimly aware of the enormous respon-
sibility, financial and otherwise, which this was to entail) took over complete
control of the College of Medicine.
In 1879, the Mary Fletcher Hospital was built in Burlington, and, in 1924, the DeGoesbriand Memorial Hospital began to admit patients. Both became centers of clinical instruction and, in 1967, the two institutions merged to form the Medical Center Hospital of Vermont.

During the post-World War II deanship of Dr. William E. Brown, the faculty of the College of Medicine began a period of exponential growth, adding a national and then international flavor to the academic medical community. Under Deans George A. Wolf, Jr., Robert J. Slater, Edward C. Andrews, Jr., and William H. Luginbuhl, the sense of responsibility of American medicine toward the developing nations of the world has been recognized, research has flourished, and the material resources of the institution have increased, culminating in the construction of a new medical college building completed in 1968.

The physician, while still in most instances the captain of the health team, is being joined by increasing numbers of other professional personnel who bring to the care of the patient diverse disciplines, talents, and techniques, many of them unknown a few years ago. The University has responded to this trend with two recent developments, one administrative and the other academic. In December of 1967, the trustees approved the establishment of the Division of Health Sciences bringing together under one administrative unit the College of Medicine, the School of Nursing, and the newly founded School of Allied Health Sciences (to include the courses of instruction in Physical Therapy, Dental Hygiene, Medical Technology, and Radiologic Technology).

The academic consequence of this increase in complexity has been the recognition that specialization, already well established in the patterns of medical practice, may begin in medical school, allowing the student to follow his/her interests and obtain maximum benefit from the time and effort expended. The curriculum has therefore undergone a major revision, as will be seen in later pages of this catalogue.

Bylaws of the Faculty
of the
College of Medicine

The Bylaws and Rules and Regulations of the Faculty of the College of Medicine are contained in a separate publication available in the Office of the Dean in the Given Medical Building.

Student Information

Information on admission and curriculum, plus regulations and procedures pertaining to student performance and the rights and responsibilities of students, are explained in detail in the College of Medicine's "Admissions Booklet" and "Student Handbook" and "The Cat's Tale: A Student's Guide to the University of Vermont." Students are responsible for knowledge and observance of these regulations and procedures.
Undergraduate Medical Education Program

The curriculum consists of three parts, spanning a period of 45 months from admission to the granting of the M.D. degree.

Basic Science Core

The first part, the Basic Science Core, consists of one and one-half years of instruction in the sciences that undergird clinical medicine — Anatomy, Biochemistry, Medical Microbiology, Pathology, Pharmacology, Physiology, and Neurosciences. In addition, seminars in Human Behavior and Medical Sexuality provide the student with an awareness of social, cultural, and psychological factors affecting health and illness.

A unique course within the Basic Science Core is the Basic Clerkship. This educational experience begins on the first day of medical school. Its goal is to prepare the student for the study of medicine by the study of patients. This is accomplished by teaching the student communication skills, history-taking and problem formulation through patient interview, and the ability to perform a complete physical examination.

Clinical Science Core

The second phase of the curriculum is called the Clinical Science Core. This is a 12-month period devoted to the clinical disciplines of Medicine, Surgery, Obstetrics and Gynecology, Pediatrics, and Psychiatry. During this year, the student works with and under the supervision of house staff and attending physicians at the Medical Center Hospital of Vermont in Burlington, the Maine Medical Center in Portland, Maine, and in the Champlain Valley Physicians' Hospital in nearby Plattsburgh, New York.

In addition, during the Pediatric rotation there is an opportunity to work in the office of physicians in the local community who provide primary care.

By the end of the Clinical Core, it is anticipated that each student will have gained sufficient skills, knowledge, and experience to permit him or her to independently deliver primary care. In addition, most students at this point are prepared to make a preliminary choice of careers within the field of medicine. At the midpoint in the Clinical Core there is a two-week summer recess.

Advanced Basic Science Core

At the completion of their first year of clinical work, students participate in a month-long semi-didactic program. Its goal is to examine various clinically-related subjects in the context of the basic sciences. Included in this segment are short courses in Epidemiology, Clinical Pharmacology, Clinical Nutrition, Clinical Genetics, Biopsychosocial Medicine, and Laboratory Medicine.
Senior Major Program

The final portion of the curriculum, the Senior Major Program, extends through the remaining one and one-half years prior to graduation. This period is divided into 16 rotations of one-month duration each. The major program enables students to select that course of study best suited to their individual career objectives. Majors are offered in each of the basic sciences, plus Medicine, Family Practice, Neurosciences (Neurology and Psychiatry), Pediatrics, and Surgery.

An integral part of each major includes a number of required clinical and didactic experiences, as well as elective rotations. Principal among the required rotations are one or more months spent as an "acting intern." Here the student is given, under supervision, primary responsibility for the total care of a number of hospitalized patients, and thus begins to refine his or her ability to diagnose and manage clinical problems. Graduated responsibility, based upon audited performance, is the central theme of our clinical instruction.

The elective rotations are not restricted to the disciplines in which the student is majoring and may include approved learning experiences elsewhere in the United States or abroad. Many students see this as an opportunity to work and study in a large urban setting or at another medical school or foreign medical center. Students should anticipate spending variable periods of time away from Burlington in the course of pursuing their required training. A system of faculty advisors has been developed to counsel each student on a one-to-one basis throughout the planning and course of this major program and in anticipation of later graduate education. Although the majority of students elect to pursue a clinical major, students so desiring may commit their entire major program to study in one of the basic sciences. While these programs are individualized, it is expected that related graduate study and research will form the basis for each. Following acceptance into the medical college, qualified students may simultaneously enroll in the Graduate College for a Master of Science or Ph.D. program.

### CURRICULUM

#### BASIC SCIENCE CORE

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>Biochemistry</td>
<td>109</td>
</tr>
<tr>
<td>Gross Anatomy</td>
<td>175</td>
</tr>
<tr>
<td>(includes Embryology)</td>
<td></td>
</tr>
<tr>
<td>Microscopic Anatomy</td>
<td>86</td>
</tr>
<tr>
<td>Human Behavior</td>
<td>28</td>
</tr>
<tr>
<td>Basic Clerkship</td>
<td>141</td>
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<tr>
<td>Physiology</td>
<td>119</td>
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<tr>
<td>Neurosciences</td>
<td>110</td>
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<tr>
<td>Microbiology</td>
<td>139</td>
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<td>Pathology</td>
<td>258</td>
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<td>Pharmacology</td>
<td>118</td>
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<td>Medical Sexuality</td>
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#### CLINICAL CORE

<table>
<thead>
<tr>
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<th>Months</th>
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<td>Medicine</td>
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<tr>
<td>Surgery</td>
<td>3</td>
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<tr>
<td>Pediatrics</td>
<td>2</td>
</tr>
<tr>
<td>Psychiatry</td>
<td>2</td>
</tr>
<tr>
<td>Obstetrics and Gynecology</td>
<td>2</td>
</tr>
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</table>

#### SENIOR MAJOR

Tailored to individual interest and goals

<table>
<thead>
<tr>
<th>Years</th>
<th>0/</th>
<th>1-1/2</th>
<th>2-1/2</th>
<th>/4</th>
</tr>
</thead>
</table>

The first month is a required semi-didactic teaching program followed by 15-month-long rotations both required and elective.
The Combined M.D.-Ph.D. Program

Qualified students specifically interested in a career which will integrate basic research and clinical care may elect to pursue a combined curriculum leading to both an M.D. degree and a Ph.D. degree. Such students must enroll in the Graduate College to pursue a Ph.D. degree program in one of the basic medical sciences concurrent with enrollment in the College of Medicine. The following departments offer this degree option: Anatomy and Neurobiology, Biochemistry, Medical Microbiology, Pathology, Pharmacology, and Physiology and Biophysics.

Satisfactory performance in the Medical College Admission Test (MCAT) examination may be accepted as a substitute for Graduate Record Examination (GRE) scores that generally are required for admission to the Graduate College programs. Although curricular prerequisites for admission to the Graduate College and to the College of Medicine are closely comparable, additional preparatory course work may be required for a student who wishes to enroll in the Graduate College while he or she is still enrolled in the College of Medicine. Credit for some courses taken in the medical curriculum can be used for Graduate College credit, providing that the performance in the medical school course is indicated by an appropriate letter grade. Course, dissertation, and degree requirements are outlined by department in the Graduate College catalogue for each graduate program in the basic medical sciences.

It is estimated that a period of six years will be necessary (as a minimum) for completion of a program leading to the combined M.D.-Ph.D. degree. In general, graduate training would begin the summer of the first year. Following completion of the Clinical Core program and prior to entering the Senior Major Program, the student would devote full time to completing the additional course, laboratory, and dissertation work for the Ph.D. degree.
Graduate Medical Education

Because of the important role played by house officers in the education of medical students, and reflecting the relationship between the Medical Center Hospital of Vermont and the University, the responsibility for the overall direction of residency training programs rests with a Graduate Medical Education Committee. This group consists of a representative from each of the clinical departments offering a house officer training program, a representative from the Dean's Office, a representative from the MCHV, and an elected house officer representative. Direct responsibility for the actual administration of the training programs rests with the department and division heads who are the training program directors. Several training programs will accept residents via the National Resident Matching Program.

Residency programs are offered in Anesthesiology, Dentistry, Family Practice, Internal Medicine, Neurological Surgery, Neurology, Obstetrics and Gynecology, Orthopaedic Surgery, Otolaryngology, Pathology, Pediatrics, Psychiatry, Radiology, Surgery, and Urology.

Continuing Medical Education

The Office of Continuing Medical Education has as its overall goal the development and implementation of programs for doctors in the state of Vermont and surrounding regions, particularly upstate New York. The Office assists local physicians in developing programs which will best serve their continuing medical education needs, and also aids faculty for such programs in planning, implementation, and evaluation.

Programs are offered at a variety of different levels:

1. Local programs are made available to all interested physicians and hospitals so that primary care physicians can meet their Continuing Medical Education requirements without undue travel time or time away from practice.

2. Regional programs are held at selected sites, including such programs as Clinical Days in Neurology, Cardiology, and Dermatology. These programs usually are of one day's duration and include faculty from the University of Vermont and other faculty who present an in-depth discussion of a specific topic within a specialty area.

3. Programs are conducted at the University of Vermont in Burlington, by specialty groups such as Obstetrics and Gynecology or Pediatrics. Such programs are designed to bring practitioners in these specialties the latest information regarding office and hospital management of a variety of complex conditions.

In addition to these defined programs, specific programs are made available to hospitals on request, such as Tumor Boards, Rehabilitative Medicine programs, and other consultative programs which include both continuing medical education as well as direct patient consultation.

The Office of Continuing Medical Education remains dedicated to the further development and implementation of programs which will best serve all of the doctors of our region and state.
Research

The College of Medicine has an extremely broad based, diverse research program for an institution of its size. This reflects the view, held by faculty and administration alike, that ongoing research is essential for continued academic viability. Each basic science faculty member and most clinical science faculty conduct their own research project supported in large part by grants and contracts from the public and private sector. In addition, multidisciplinary collaborative projects are widespread. The latter is enhanced by multiple graduate degree programs, several program projects, a clinical research center, and several core facilities within the institution. This results in research activities being an integral part of the environment for students and faculty alike. It is found at all levels of scientific endeavor ranging from molecular biology to health care delivery systems. Interested students have the opportunity to directly participate in research of their choice through summer research fellowships and research-oriented senior major programs.

Ambulatory Care

The faculty of the College of Medicine recognizes the importance of ambulatory care for instruction of medical students and house officers and as a vital service to residents of the surrounding communities. In 1978, the nine faculty practice groups relocated their ambulatory care activities to a central facility. The Given Ambulatory Patient Care Research and Training Center is housed in part of the former DeGoesbriand Memorial Unit of the MCHV which was purchased by UVM with the aid of a $1.2 million grant from the Given Foundation. The University Health Center, as the overall organization is called, is staffed by the full-time faculty members of the College and house staff, as well as nurse practitioners, physician’s assistants, psychologists, and a range of support personnel. In Fiscal Year 1982, the Center’s staff provided in excess of 240,000 ambulatory patient visits for patients from throughout Vermont and northern New York state.

In addition to the central facility, the University Health Center operates satellites for primary care. These satellites broaden the base for teaching experience and patient care. The “H.B. Levine Health Center” is on lower Maple Street in downtown Burlington in the building where Dr. Levine conducted general practice for many years. The Essex Center is in Essex Junction, Vermont, some ten miles from Burlington and offers general medicine, obstetrics and gynecology, ophthalmology, general surgery, and orthopaedic services with referrals to the main health center when necessary.

In 1973, under the direction of the UVM Department of Family Practice, the Villemaire Health Care Center was established in Milton, Vermont. This health center provides comprehensive primary health care services for persons of all ages in Milton and the surrounding communities. Family Practice residents maintain practices at the Center throughout their three years of training. Medical students regularly spend one- and two-month rotations at the Center for the Family Practice community preceptorship experience. Preceptorship experiences are also available in group and solo practice settings in a variety of locations in Vermont and Maine.
Teaching Facilities

In 1968, the third phase of a $12 million expansion program was dedicated, completing a decade of planning and construction accomplished through alumni support, private philanthropy, and Federal funds. Thus, for the first time, the teaching and research activities of the College of Medicine were brought together under one roof.

First to be completed in this ambitious program was the Medical Alumni Building. Dedicated in 1959, this structure was named to honor the loyalty of the medical alumni whose vision and support provided the impetus for the building program.

The Medical Alumni Building is linked to the Given Medical Building by the two-storied Charles A. Dana Medical Library.

Largest of the three buildings is the Given Medical Building. Its 236,000 square feet contain the majority of the teaching and research space for the College of Medicine. This unit also contains the 280-seat Carpenter Auditorium, a student lounge, administrative offices, and a cafeteria.

In the spring of 1973, the $3.2 million Rowell Nursing and Allied Health Sciences Building was dedicated. This facility connected to the Given Medical Building provides approximately 70,000 square feet of classroom and office space in support of the University of Vermont's expanding program in nursing and allied health sciences.

The Charles A. Dana Medical Library


The Medical Library is located in the center of the College of Medicine complex, between the Medical Alumni and the Given Medical Buildings. The Library receives nearly 1,400 journal titles which are housed on two floors along with
over 70,000 volumes in the areas of biomedicine, nursing, and allied health. The rare book room contains over 1,000 volumes as well as medical instruments and apparatus of the Vermont medical history collection. The Audio-visual Department, located in the Rowell Building, maintains a collection and facilities for the use of over 4,000 films, video cassettes, slides, etc. Users have open access to the collections.

Individual and group study carrels are located on the lower floor. Additional space for readers is provided on the main floor reading room.

The Library is open from 7:30 a.m. to 12 midnight, Monday through Thursday, 7:30 a.m. to 11:00 p.m. on Friday, 8:00 a.m. to 11:00 p.m. on Saturday, and 10:00 a.m. to 12 midnight on Sunday.

A self-service coin-operated photocopier is available at all times, as well as staffed photocopy service between the hours of 9:00 a.m. and 4:00 p.m. Monday through Friday. The TWX (teletype) machine provides speedy transmission of interlibrary loan requests thus making readily available the resources of larger medical libraries in the Regional Medical Library Network and the National Library of Medicine.

Reference service includes an online, interactive literature search capability. A Digital LA-120 high-speed terminal/printer is utilized to search and retrieve relevant biomedical and related information from a variety of computerized data bases. Library orientations and bibliographic instruction are also provided by the Reference Department.
Upper Photo: Mary Fletcher Unit (1) and DeGoesbriand Memorial Unit (2) of Medical Center Hospital of Vermont. Lower photo: Maine Medical Center, Portland, Maine
Hospitals

For a medical school, the teaching hospital is the keystone that supports the clinical education of the medical student and graduate physician alike. Here they observe and participate in the care of the sick under the supervision of the clinical faculty who exemplify the highest skills in the science and art of medicine.

MEDICAL CENTER HOSPITAL OF VERMONT

The merger of the two former teaching hospitals of the University of Vermont College of Medicine, the DeGoesbriand Memorial and the Mary Fletcher, to form the Medical Center Hospital of Vermont brought into existence in Burlington one of the larger and more comprehensive general hospitals in New England. This complex exists as an efficient and cohesive health care delivery system which provides both the standard and exceptional medical services normally available only in larger metropolitan centers.

The role of the Medical Center Hospital is unique in the northern New England region. Not only is it the teaching hospital of the University of Vermont College of Medicine and a referral center for Vermont, upstate New York, and New Hampshire, but it is also the major community hospital for the 115,000 inhabitants of the Greater Burlington area. A balance exists, therefore, between patients with complicated and rare diseases and those with conditions that are prevalent in any community, a balance that provides every medical student and resident at the Medical Center Hospital with medical experiences in breadth as well as depth.

Each year nearly 18,000 patients are admitted and over 31,000 patients are treated in the emergency room of the Medical Center Hospital. MCHV provides 475 beds and bassinets, open and staffed. Almost all of the more than 350 physicians on the attending staff hold full- or part-time faculty appointments at the University of Vermont College of Medicine. Some 175 resident physicians and fellows participate in the hospital’s 14 postdoctoral training programs.

Within the Units of the Medical Center Hospital are such special facilities as Computerized Axial Tomography (CAT) scanning, diagnostic ultra-sound and nuclear scanning, cobalt and linear accelerator for radiation therapy, remotely controlled cinefluorographic units for diagnosis, as well as more conventional equipment. A nationally-recognized cardiology laboratory is deeply involved in heart attack research. A Clinical Research Center and a full Renal Dialysis and Transplant Unit are in operation.

Four discrete areas—the Intensive Care Unit, the Coronary Care Unit, the Respiratory Care Unit, and the Intensive Care Nursery care for critically ill and injured adults and infants, many of whom are referrals transported from throughout the region by USAF emergency rescue helicopters and by an outstanding volunteer Emergency Medical Service.

Regionalization of health care is increasingly emphasized by the Medical Center Hospital. For example, broad regional outreach throughout the area has been furthered by extension of the professional expertise and resources of the Hospital’s perinatal services and its Renal Dialysis and Transplant Unit, with special coordination between this Center and the Dartmouth-Hitchcock complex at Hanover, New Hampshire.
MAINE MEDICAL CENTER

In 1979, an affiliation was established between the University of Vermont College of Medicine and the Maine Medical Center in Portland, thus adding the facilities of this prestigious 535-bed hospital as a site for clinical instruction of UVM medical students.

Committed since its founding to education as well as to patient care and clinical and basic research, the Maine Medical Center provides sophisticated as well as basic care in all fields of medicine and surgery. MMC has always been noted for the humanism of its bedside nursing.

Instruction is provided by key members of the medical staff who hold faculty appointments at the University of Vermont College of Medicine. Teaching rounds are conducted on a regular basis by members of the faculty from Burlington.

Housing for the UVM medical students is available in the nearby Chisholm House. Previously a private home, this attractive building has been renovated and refurbished to comfortably accommodate 21 students.

OTHER HOSPITALS

Several departments in the College of Medicine also utilize the Fanny Allen Hospital in Winooski Park and the Champlain Valley Physicians’ Hospital in Plattsburgh, New York, for the training of medical students and house officers.

THE VERMONT LUNG CENTER AND OFFICE OF PUBLIC EDUCATION

The Vermont Lung Center, a unique pilot project of the National Institutes of Health, is in its final year. The Center has carried out carefully-defined research and demonstration projects to improve the understanding, prevention, and management of lung disease. These projects, which are in their final stages of analysis, have involved health education in schools and communities and have used small group discussion, communication skills workshops, and mass media to prevent the onset of cigarette smoking in adolescents. Other projects have demonstrated the use of health education in the secondary prevention of lung disease in whole communities and also, using computer-assisted methods of patient assessment, in preoperative care. Yet other projects have developed necessary understanding and coping skills for people with severe chronic lung disease.

The Center, directed by Roger H. Seeker-Walker, M.D., Professor of Medicine, involved the efforts of many people from several colleges and departments at the University of Vermont, the Vermont Lung Association, the Vermont State Department of Health, the Cooperative Health Information Center of Vermont, and the Department of Community and Family Medicine at Dartmouth Medical School.

The experience gained by the Lung Center in techniques for health education will be continued through the Office of Public Education of the Division of Health Sciences on a broader front, addressing many aspects of healthy lifestyles to promote future well-being.
Organizations

THE UVM MEDICAL ALUMNI ASSOCIATION AND ITS CENTURY CLUB

The University of Vermont Medical Alumni Association, whose membership is comprised of all graduates of the College of Medicine, is increasingly active in its support of the school and the student body.

In 1959, the Association developed the Century Club as an alumni support group but which has since grown to include faculty, parents, and friends of the College of Medicine as well. During the more than 20 years of its existence, the Century Club has benefited from more than $1,500,000 of gifts contributed through the Century Club. More than half of this (over $1,023,000) has provided low interest, revolving loans for medical students in need of financial aid. It has also strengthened the Dana Medical Library by providing needed periodicals and texts. Several years ago it initiated the Century Forum—seminars featuring distinguished scientists from around the world—and has also sponsored visiting scholar programs for the various departments in the College. It commissioned the publication of a new history of the UVM College of Medicine which was published in 1979. It has furnished a student lounge and has purchased equipment for faculty and students. It has added significant support for endowed chairs. It has also supported numerous student activities, provided cash prizes awarded to members of the graduating classes and others, and also has contributed to the internal and external beautification of the College of Medicine complex.

For the years 1982-84, the following serve as officers of the UVM Medical Alumni Association:

President: G. L. Haines '44
President-Elect: J. Van S. Maeck '39
Vice-President: E. E. Friedman '50
Secretary: S. L. Burns '55
Treasurer: J. B. McGill '46
Director of Medical Alumni Affairs: J. Van S. Maeck '39
Director of Medical Alumni Affairs Emeritus: A. Bradley Soule '28

Executive Committee: The officers, the Dean of the College of Medicine, and, ex officio, the presidents of the undergraduate classes or their designated representatives, the past presidents of the Association, and five elected members who in 1982-83 are: Dean Luginbuhl, College of Medicine, F. Gearing '40, J. Selcow '59, J. Conroy '55, R.P. Koval '52, F.C. Barrett '46, and M. Reardon '67.

CENTURY FORUM AND OTHER LECTURES

The Century Forum is sponsored and administered by the Century Club of the UVM Medical Alumni Association and is administered by the Research Committee of the College of Medicine. Approximately 10 lecturers representing wide fields of science, sociology, economics, and philosophy are selected and invited to the campus each year. The audience includes not only members of the faculty and students but also members of the community and the region. Some of the presentations have been televised and others taped for later broadcast over the University's educational television system.

The Century Club, in addition to funding the Century Forum, also sponsors
visiting professors who are guests of the various departments. It further sponsors the Beaumont Medical Club which periodically conducts lectures and seminars on medical history, directed towards students, faculty, and interested friends.

In addition to the Century Forum and various lecturers supported by the Century Club, the various departments also sponsor certain named lecturers. Alpha Omega Alpha presents annual research forums. In 1960, the Vermont Heart Association established the Clarence H. Beecher Memorial Lecture in honor of one of its founders and Past President and former Professor and Chairman of the Department of Medicine at UVM. Also in 1960, the Vermont Division of the American Cancer Society established a Memorial Lectureship in honor of Wayne Griffith, M.D., UVM 1933, formerly of Chester, Vermont.

THE VERMONT REGIONAL CANCER CENTER

Director: Irwin H. Krakoff, M.D.; Administrator: Barbara Higgins.

The Cancer Center is a component of the College of Medicine; it also has broad responsibilities in the University of Vermont and throughout the State. The Center serves an educational role in cancer-related matters for undergraduate and postgraduate teaching and, through its outreach program, for physicians and other health professionals in Vermont; it initiates and coordinates cancer research in the University and in other biomedical research institutions in the Vermont region; and through its interaction with clinical departments in the College of Medicine, it serves as a treatment and consultative resource for patients with cancer.

The Cancer Center functions in close concert with the academic departments in the University. Each of the 70 professional members of the Cancer Center staff holds an appointment in the academic department appropriate to his or her discipline.

The Vermont Regional Cancer Center has been designated a Specialized Cancer Center and is the recipient of a "core" grant from the National Cancer Institute; that grant provides for the administrative and scientific framework upon which the research, teaching, and patient care functions of the Cancer Center are built.

MEDICAL PHOTOGRAPHY


Medical Photography has a full-time staff whose services are available to all departments for patient photography, photomicrography, medical illustration, teaching aids, and movies, in both black and white and color. Modern audio-visual equipment is also available for teaching purposes.
THE DEPARTMENTS
THE DEPARTMENT OF
ANATOMY AND NEUROBIOLOGY

Professors Parsons (Chairman), Young; Associate Professors Freedman, Kriebel, Krupp, Wells; Assistant Professors Ariano, Boushey, Cornbrooks, Fiekers, Kromer; Lecturer Fonda.

Roderick L. Parsons, Ph.D.

DEPARTMENTAL RESEARCH PROGRAM
Research activities in the Department of Anatomy and Neurobiology are concerned with nervous system structure and function and thyroid cytophysiology. Specific areas of interest include physiology and pharmacology of synaptic transmission, the influence of drugs and ions on the kinetic properties of ion channels in cultured and adult cells, neuron-glia interactions in the peripheral nervous system during development and repair, development of biochemical techniques and monoclonal antibodies for immunohistochemical studies in vitro and in vivo, cyclic nucleotide and monoamine cytochemistry in the CNS and sympathetic ganglia, electrophysiological, anatomical, and pharmacological properties of vertebrate peptidergic neurosecretory cells, mammalian neuronal development, regeneration and plasticity using intracephalic transplants of embryonic tissue to the CNS of adult or neonatal recipients, analysis of the avian motor system, neurosecretion and neuroendocrinology of fishes, structural reorganization of the nervous system after injury, and the cellular dynamics of thyroid follicular cells.
Courses for medical students are offered in gross anatomy, microscopic anatomy, and neuroscience.

GROSS ANATOMY. This course is designed to give the student an understanding of the fundamental principles of organization of the human body. This is accomplished through individualized laboratory instruction which involves dissection of the entire cadaver. Models, cross sections, charts, radiographs, slides, and movies are utilized as teaching aids. Gross anatomy, embryology, radiological anatomy, and clinical correlation lectures are also presented. Upon completion of this course, the freshman medical student should have acquired a working knowledge of anatomy along with an appreciation for the fundamental role of gross anatomy in other medical disciplines. Three lecture and 11 laboratory hours are offered each week during the first trimester.

MICROSCOPIC ANATOMY. The aim of this course is to help the student acquire useful and meaningful concepts of cell and tissue morphology and the structural organization of selected organs; an appreciation of structure as the locus of function; and an introduction to the methodology of histologic examination of tissues. Histochemistry and electron microscopy are emphasized when they illuminate structural and functional concepts. Six hours of lecture and laboratory are offered each week during the first trimester.

NEUROSCIENCE. This course emphasizes the morphological and physiological features of neuronal and non-neuronal cells in the human central nervous system and the anatomical organization of these cellular elements into functional systems. The organization of sensory and motor systems and the integration of associative neural centers related to behavioral functions are emphasized through clinical presentations, in order to prepare the student for intelligent diagnosis and localization of neural disorders. The course is offered in the second trimester and includes approximately 12 hours of lecture, conferences, and laboratory per week.

ELECTIVE PROGRAM

The Department of Anatomy and Neurobiology, in cooperation with interested clinical departments, offers, in addition to Graduate College courses, advanced courses in neuroanatomy, gross anatomy, and histology.

COMBINED COLLEGE OF MEDICINE AND GRADUATE COLLEGE DEGREE PROGRAM

Graduate courses and research opportunities leading to the Doctor of Philosophy degree are available to interested medical students. Participation in this degree program is conducted under the regulations of the Graduate College and requires the approval of the College of Medicine and the Department of Anatomy and Neurobiology. Information on courses and programs offered by the Department of Anatomy and Neurobiology may be obtained by consulting the Graduate College catalogue or by contacting Dr. Rodney L. Parsons, Chairman, Department of Anatomy and Neurobiology.
The primary objective of the teaching program is to impart a knowledge of fundamental biochemistry which will permit an understanding of present applications and future developments in relation to medicine. In order to provide the biochemical information needed by other basic sciences, biochemistry is offered at the beginning of the first year. Emphasis is placed on fundamental biochemical principles and applications to medicine.

Members of the Department are also available for participation in other courses in the medical curriculum.

BASIC SCIENCE CORE

MEDICAL BIOCHEMISTRY. Lectures, conferences, and assigned readings are offered in biochemistry, particularly as it relates to medicine. The course stresses the area of molecular biochemistry: chemistry, structure, and metabolism of protein, amino acids, carbohydrates, lipids, and nucleic acids, and the properties
functions of enzymes. The biochemistry of the whole organism is of particular consideration. Respiration, hemoglobin, iron metabolism, plasma proteins, acid-base balance, mineral metabolism, vitamins, hormones, and control mechanisms are some of the topics discussed.

ADVANCED BASIC SCIENCE CORE

The Department is responsible for a multidisciplinary presentation of a 16-hour course in clinical nutrition. The objective is to emphasize the important supportive role of nutrition in medical therapy, hospital practice, and in pre- and postoperative surgery and convalescence.

ELECTIVE PROGRAMS

Opportunities exist for additional training in both the theoretical and practical aspects of biochemistry. Graduate courses offered by the Department are available to qualified medical students as part of their elective program. Participation in the research activities of the Department is possible as an elective and also during the summer.

COMBINED COLLEGE OF MEDICINE AND GRADUATE COLLEGE DEGREE PROGRAM

The graduate programs leading to the Master of Science and Doctor of Philosophy degrees are offered by the Department of Biochemistry. The option of a combined degree program is open to interested and qualified medical students, subject to the approval of the Department and to the regulations of the Graduate College. The Department has extensive facilities which are well equipped with modern instruments for all areas of research in biochemistry and molecular biology. The research activities of the faculty make available a broad spectrum of studies including: mechanisms controlling ovarian function; the molecular biology of carcinogenesis; the regulation of eukaryotic gene expression; biochemical endocrinology; the regulation of collagen synthesis; mechanisms of DNA repair; neurochemistry; the toxicity of heavy metals and their relations in biological systems; nutritional biochemistry; regulatory mechanisms for protein and nucleic acid processing and breakdown in muscle; chemistry and biochemistry of vitamin B-6; study of ironbinding proteins of blood plasma and the mechanisms for transport of iron across membranes.

Additional information on graduate programs in the Department of Biochemistry may be obtained by consulting the catalogue of the Graduate College and by writing to the Department for a copy of its brochure. Specific questions should be addressed to Chairman, Department of Biochemistry, University of Vermont, College of Medicine, Burlington, Vermont 05405.
THE DEPARTMENT OF FAMILY PRACTICE

Associate Professor Tormey; Assistant Professors Little (Acting Chairman), Ramsay, Saia, Sproul; Research Assistant Professor Flynn.

Clinical Assistant Professors Backus, Bertocci, Coddaire, Gustin, Laffal, Miller, Vogt, Williams; Clinical Instructors Cope, DeMoss, Ferguson, Fifield, Knapp, Matthew, Murray, Scholan, Smith, Waring.

Maine Medical Center: Professor Randall (Chief); Associate Professor Abbott; Clinical Associate Professors Haskell, Hill, Knapp, Pawle; Clinical Assistant Professors Bellino, Bonjour, Paulding, Saffer; Clinical Instructors DeSieyes, Rowland.

David N. Little, M.D.

The Department of Family Practice offers instruction to medical students and administers a residency program in affiliation with the Medical Center Hospital of Vermont. In addition to a central office in the Given Building, the Department operates an ambulatory teaching practice at the Villemaire Health Care Center in Milton, Vermont. In keeping with the goals of the Department, a number of practices in rural areas of Vermont and Maine provide clinical instruction to students. Philosophically, the Department is concerned with the provision of comprehensive, continuous primary medical care, with an orientation to the family and the community.

BASIC SCIENCE CORE

Faculty members of the Department collaborate in teaching the following courses: Human Behavior, Human Sexuality, and the Basic Clerkship.

SENIOR MAJOR PROGRAM

Required rotations include an acting internship in pediatrics, an acting internship in medicine, an emergency room rotation, and a family practice preceptorship. It is strongly recommended that the preceptorship be taken as two consecutive months in the same location. Ten months may be taken as electives, chosen by the student in consultation with a faculty advisor.
THE DEPARTMENT OF MEDICAL MICROBIOLOGY

Professors T. Moehring, Schaeffer (Chairman), Stinebring; Associate Professors Boraker, Fives-Taylor, Novotny; Research Professor J. Moehring; Adjunct Associate Professor Smith.

Warren I. Schaeffer, Ph.D.

The Department of Medical Microbiology, through its teaching and research programs, provides training in the fundamentals of pathogenic and advanced microbiology. Areas of special teaching competence or research interest include: host-parasite interactions with emphasis on cellular and molecular aspects of mechanisms of pathogenesis; non-antibody resistance mechanisms especially concerning production, storage, and mode of action of interferon; T-lymphocyte antigen recognition; enzyme-antibody immunoassays; mechanisms of transmission of bacterial DNA; studies of in vitro carcinogenesis; mechanisms involved in assembly of bacterial surface structures; the role of bacteria, fungi and viruses in pulmonary hypersensitivity diseases and chronic bronchitis; somatic cell genetics; isolation of fungal genes controlling incompatibility and development of recombinant DNA techniques. Medical students, with permission, are encouraged to participate in any of these activities during free or elective time.

BASIC SCIENCE CORE

MEDICAL MICROBIOLOGY. The primary objective of this course is to present to students of medicine those aspects of microbiology which they as physicians will find of value. Mechanisms of pathogenesis, mechanisms of host resistance, specific agents causing diseases of viral, bacterial, fungal, and parasitic origin are discussed with emphasis on the ecologic rather than taxonomic approach. Basic aspects, antibiosis and resistance to development, autoimmune diseases and transplantation immunity, viral oncogenesis, and "slow" virus infections are topics receiving special emphasis. Laboratory emphasis is on presentation of material which augments lecture material or illustrates how the laboratory can be an aid to the student of microbial disease rather than in developing the laboratory skills of the students.

COMBINED COLLEGE OF MEDICINE AND GRADUATE COLLEGE DEGREE PROGRAM

The Department offers programs of study leading to the Master of Science and Doctor of Philosophy degrees. Medical students are encouraged to enroll in the Department's joint degree program. Opportunities are available to conduct thesis research in the areas described in the introductory paragraph above. The general requirements for entrance into, and completion of such a program are summarized in the accompanying general paragraph on page 11.

Additional information on graduate programs in the Department of Medical Microbiology may be obtained by consulting the catalogue of the Graduate College and by writing to the Department for a copy of its brochure. Specific questions should be addressed to Dr. Thomas J. Moehring, Department of Medical Microbiology, The University of Vermont, Given Building, Burlington, Vermont 05405.
The Department of Medicine

Professors Albertini, Beaty (Chairman), Beeken, Bland, Bouchard, Burns, Danforth, Forsyth, Gennari, Gibson, Graham, Gump, Hanson, Horton, Kaye, Krakoff, Krawitt, Kunin, Levy, Mabry, Secker-Walker, Tabakin, Tisdale, Tufo, Waller, Weed; Associate Professors D. Babbott, Cooper, Davis, Gundel, Kelleher, Krusinski, Raabe, Runge, Twitchell, VanBuren, Wackers, Welsh; Assistant Professors Bronson, Ershler, Graman, Hazard, Hood, Kelley, Rimmer, Robbins, Rubin, Stewart; Instructors Evans, Levine; Research Associate Professor Smith; Research Assistant Professors Absher, Maddox, Phinney, Ranges.

Clinical Professors Flower, McCracken, Moynihan, Wallace; Clinical Associate Professors Alden, Allard, F. Babbott, Bergner, H. Cross, Keyssar, Lantman, London, Madison, Martenis, Milne, Novick, O'Brien, Reardon, Stanionis, Stouch, C. Terrien, Weed, Westphal; Research Assistant Professor Tyszbir; Clinical Assistant Professors Amidon, Bedard, Burger, Burns, Collier, Dennison, Fitzgerald, Griffin, Haddock, Hindes, Levine, Lipson, Ludewig, Mayer, McIntyre, Mongeon, Park, Rubman, Ryan, Ryder, T. Terrien, Valentine, Wainer, Witherell; Clinical Instructors Cross, Davis, Fink, Hirsch, LaFiandre, Leib, Madison, Perry, Pratt, Rothwell, Schulitz, Walker, Walsh.

Maine Medical Center: Professors Aranson, Hillman (Chief), Lambrew; Associate Professors Caldwell, Cox, Kunkle, Leecher, Osler; Clinical Associate Professors Bove, Boyd, Saunders, Thompson, Whitney; Assistant Professors Bigos, Eastman, Keilson, Kjeldgaard, Rand; Clinical Assistant Professors, Adams, Anderson, Bach, Bliss, Briggs, Case, Dorsk, Givertz, Hall, Lamed, Leschey, Lord, MacLeod, Sommer, Wyman; Clinical Instructors Anderson, Boothby, Bryant, Calderbank, Claffey, Ervin, Hardy, Higgins, Hotelling, Howell, Johnson, Morse, Parker, Pauk, Pringle, Scotton, Shaw, Shepp, Sturges, Sweeney, Sze, Taylor, Thurber, Webber.

The Department of Medicine has as its three-fold mission scholarly instruction in the disciplines of clinical medicine, provision of high quality care to patients, and active involvement in research.

Members of the Department have had advanced training in the broad field of internal medicine, and most have additional research or special clinical skills that provide balance and strength through the areas of departmental responsibility in hospitals, clinics, and laboratories.
As attending or consulting staff physicians at the Medical Center Hospital of Vermont, members of the Department of Medicine provide daily patient care and bedside instruction and supervision for students, house staff, clinical trainees, and other physicians. As clinical and laboratory investigators, they bring refined and quantitative methods to bear on problems of human disease, often working as units or teams in laboratory areas within the medical school complex.

The many formal and informal departmental conferences ranging from Medical Grand Rounds to daily bedside rounds are attended by students, house staff, senior staff, and visiting physicians.

**CLINICAL SCIENCE CORE**

The 12-week clinical clerkship in Medicine emphasizes care of patients hospitalized on the medical services at the Medical Center Hospital of Vermont, the Champlain Valley Physicians’ Hospital in Plattsburgh, New York, and the Maine Medical Center in Portland, Maine. In each institution, students are encouraged to take progressive responsibility for patient care under the supervision of house staff and attending physicians. Full-time faculty make regularly scheduled teaching visits to both the Champlain Valley Physicians’ Hospital and the Maine Medical Center. Subspecialty conferences, grand rounds, and patient audits supplement regular bedside teaching attending and clinical tutorial rounds at the Medical Center Hospital of Vermont.

**ADVANCED BASIC SCIENCE CORE**

Epidemiology is taught by case method by preceptors with groups of students and emphasizes the distribution and determinants of disease in populations. Students participate as epidemiologists in investigating disease outbreaks, appraising the evidence in published clinical observations, and developing research designs. Teaching examples are from the Vermont Department of Health and published clinical studies. Epidemiology is viewed as a basic science for physicians that strengthens clinical observations and assists patient care.

**SENIOR MAJOR PROGRAM**

The discipline of Internal Medicine demands intellectual curiosity, academic rigor, and effective relationships with patients, peers, and medical associates. The Senior Major Program in Medicine attempts to stimulate its students in each of these behaviors irrespective of whether the students plan to seek graduate training in Internal Medicine or other disciplines. Requirements of the major include participation in the Scientific Foundations of Internal Medicine course, two acting internships (at MCHV, MMC, or approved extramural sites) and the school-wide requirement of two months of community preceptorships. With the assistance of a faculty advisor, each student elects experiences at MCHV or in approved extramural centers which best fit longer range career goals. These electives encompass ambulatory and in-hospital experiences in clinical disciplines relevant to each student’s long-range goals, and may include significant research experience as well.
THE DEPARTMENT OF NEUROLOGY

Professors Bradley (Chairman), Martin; Associate Professors Emery, Gomez, McQuillen; Assistant Professor McSherry.

Clinical Associate Professor Waddington; Clinical Assistant Professors Ciongoli, Goodkin, Roomet, Scollins; Clinical Instructor O’Brien.

Walter G. Bradley, D.M.

The Department of Neurology provides instruction to undergraduate students in diseases of the nervous system, sponsors a graduate residency training program in neurology at the Medical Center Hospital of Vermont, and actively participates in allied health and continuing education programs. House officers from other programs, in particular medicine and psychiatry, rotate through the neurology service routinely. Resident physicians assist in the instruction of students on the inpatient service. Didactic conferences are held regularly and are primarily for the benefit of medical students. An active visiting professor’s program enhances the teaching program. The staff consists of the Chairman, five full-time and three part-time clinical teachers, and six resident neurologists. The Department engages in both primary and consultative patient care, clinical investigation, and operates several specialized outpatient clinics. Special emphasis is placed upon child neurology and sophisticated electrodiagnosis.

BASIC SCIENCE CORE

In the context of the integrated course, Basic Clerkship, members of the staff provide a brief review of neurophysiology, demonstrate and explain methods of
neurological diagnosis, discuss ancillary laboratory techniques, and supervise student performances of bedside neurological examinations. Members of the Department participate in the Neurosciences course and, as occasional lecturers, in some of the other basic science courses.

SENIOR MAJOR PROGRAM

The Department offers a Senior Major Program which is characterized by its flexibility, thus encouraging students to explore a variety of experiences not necessarily related to the neurological sciences. Elective rotations are available on the ward service (acting interns), on the child neurology service (primarily outpatient experience), inpatient consultation service, electrodiagnostic laboratory, and Center for Disorders of Communication. These activities are all conducted at MCHV. Close and frequent faculty contacts are the hallmark of the program: direct faculty involvement occurs on an average of 16 hours per week. The experience in clinical neurology is designed to familiarize the student with the concepts and mechanics of the neurologic history and examination, and with the symptomatology and management of common neurologic diseases, with particular emphasis upon those illnesses commonly encountered in family practice. The Senior Major student becomes an integral part of the diagnostic and management teams. In addition, considerable experience is gained in neuropathology, interpretation of neuroradiologic and electrodiagnostic procedures, and with the medical, neurosurgical, psychiatric, and psychological aspects of diseases of the nervous system by means of frequent and close contacts with those specialties. Similarly, the student gains experience in the rehabilitative and orthopaedic aspects of these illnesses. The inpatient service is a very active one, with a large number of admissions, a very rapid turnover, and a wide variety of clinical problems.
THE DEPARTMENT OF
OBSTETRICS AND
GYNECOLOGY

Professors Clapp, Durfee, Mann (Chairman), Mead; Associate Professors Auletta, Belinson, Boardman, Braun, Lewis; Assistant Professors Capeless, Gibson, McLaughlin, Pretorius, Smith; Instructors Ashmead, Catalano, Thomas.

Clinical Professor Gause; Visiting Professor Solomon; Clinical Associate Professors Davis, Thabault; Clinical Assistant Professors Cannon, Granai, Mazur, McDowell, Murphy, Record, Romeyn, Russo, Taber; Clinical Instructors Foley, Gallant, Hatton, Jarrell, Keleher, Koeniger-Donahue, Linn, Montag, Reddy-Bradbee, Spirou, Spurlock.

Maine Medical Center: Professor Meeker (Chief); Clinical Professors Kent, Miller; Clinical Associate Professors Bennett, Boyce, Zerner; Assistant Professor Carpenter; Clinical Assistant Professors Baldwin, Doil, McCann, McCrann, Wilkins, Youngs; Clinical Instructors Alexander, Ernst, McLean, Northrup.

BASIC SCIENCE CORE

Members of the clinical faculty of Obstetrics and Gynecology in association with the basic science faculty present appropriate, clinically-oriented material in anatomy, pathology, human sexuality, and the Basic Clerkship.

CLINICAL SCIENCE CORE

The Clinical Core Program in Obstetrics and Gynecology is presented over a period of eight weeks and includes clinical experience in ambulatory and in patient obstetrics and gynecology. During the first three days of the rotation, an introductory lecture series is given reviewing aspects of basic science and clinical care necessary to a student's understanding of the specialty prior to patient contact. The student is instructed in sterile technique and conduct necessary for the delivery and operating areas. The technique of history-taking and the physical examination of the female is reviewed. Following the introduction, the student's time is divided between clinical obstetrics and gynecology. Three clinical settings
are utilized: the Medical Center Hospital of Vermont, Maine Medical Center, and the Champlain Valley Physicians' Hospital. The clinical experience is supplemented by a lecture series, teaching rounds, resident seminars, and a weekly conference consisting of grand rounds or a formal presentation by visiting or local faculty. In addition, the fundamentals of female reproduction, contraception, psychosexual problems, physiology, pathology, and the management of problems are taught by problem-solving through the use of clinical material and periodic audit by assigned faculty advisors.

The specialized techniques of operative obstetrics and gynecology are not stressed. It is deemed important, however, to expose each medical student to the birth process and to ensure an understanding of reproductive physiology and its implications in medicine and society.

At the end of this clinical rotation, it is expected that in addition to being able to take a general medical history and perform a general physical examination, each student will be able to diagnose pregnancy, examine the breasts, pelvis, and rectum to detect changes from the normal, and will have acquired the necessary skill to perform simple diagnostic tests such as the collection of material for cytologic smear and for the detection of genito-urinary infection.

SENIOR MAJOR PROGRAM

The Department of Obstetrics and Gynecology does not offer a Senior Major Program. For those students interested in obstetrics and gynecology, Senior Major Programs in medicine or in surgery are recommended. In addition, selected faculty members in the Department of Obstetrics and Gynecology would serve in the role of advisors to those students in medicine or surgery potentially interested in pursuing a career in obstetrics and gynecology. Recommended rotations include acting internships in medicine, reproductive physiology, endocrinology-infertility, and gynecological oncology. The Department will also facilitate arrangements for obstetrical and gynecological training for those students in other Senior Major Programs.
Orthopaedics and Rehabilitation covers a broad field of medicine which is concerned with diseases, deformities, and injuries involving the neuromusculoskeletal system. The Department has as its primary responsibility the instruction of medical students, house staff, as well as nurses and physical therapists, in the diagnosis, prevention, and management of problems specifically related to the musculoskeletal system. The Department is involved in ongoing research programs, both basic and clinical, in the areas of arthritis, sports-related injuries, bone growth, spinal mechanics, scoliosis, disorders of the foot, and mechanisms of fracture injury and healing. All members of the Department are involved in acute and chronic patient care. There is a fully-approved residency training program at the Medical Center Hospital of Vermont for eight residents in children's and adults' orthopaedics as well as trauma and rehabilitation.

**BASIC SCIENCE CORE**

Members of the departmental staff and residents participate in the teaching of medical students in all four years of the curriculum. Members of the staff participate in the teaching of anatomy during the first year. Lectures are given in physical diagnosis of musculoskeletal disease and deformity in the Basic Clerkship.
CLINICAL SCIENCE CORE

Students are assigned to Orthopaedic Surgery during the Clinical Science Core for two weeks, for both didactic instruction and for the opportunity to examine orthopaedic inpatients and participate in their treatment. Students attend the orthopaedic clinics and have regular assignments in the care of patients in the emergency room as well as being encouraged to participate in the operating theater.

SENIOR MAJOR PROGRAM

Orthopaedics and rehabilitation electives are open to interested students. For students with a surgical career goal, a one-month elective is available where there is opportunity to be more intensively involved in the management of both the in- and outpatient orthopaedics patient, as well as to assist members of the operating team. For students interested in the broad field of rehabilitation, a program is available which includes extensive inpatient and outpatient experience in all aspects of neuromusculoskeletal disease. Students who do not have an orthopaedic career goal may choose other orthopaedic or rehabilitation electives tailored to their needs.
The responsibilities of the Pathology faculty include teaching, research, and the practice of both anatomic and clinical pathology in the affiliated teaching hospitals. The diversity of interest and variety of responsibility within the staff as represented by these activities create an ideal atmosphere for the introduction of medical and graduate students and postdoctoral trainees to the study of disease in all of its manifestations.

BASIC SCIENCE CORE

The major course in Pathology is presented as a part of the Basic Science Core and is designed to give a concentrated yet comprehensive view of disease in sufficient depth to prepare the student adequately for subsequent clinical studies. Fundamental principles are emphasized and structural, functional, and clinical correlations are stressed.

Although the organization of the course involves the traditional division into general and special pathology, the emphasis is considerably modified. Pathophysiological correlations are stressed. The teaching format varies from formal lectures to small informal discussion groups. A student is encouraged and assisted to develop for himself/herself a pattern of self-education. Extensive use is made of clinical case studies, slides, gross material (both fresh and preserved), and visual aids.
CLINICAL SCIENCE CORE
During the Clinical Science Core, the Department of Pathology cooperates with other departments in providing instruction. This includes collaborating on and presenting departmental and specialty conferences, clinical pathological conferences, and consultation on clinical problems.

ADVANCED BASIC SCIENCE CORE
Instruction in clinical pathology is presented during this period. It is designed to acquaint the student with laboratory medicine, including the tests available in the clinical laboratory, the value and limitations on these tests, and the interpretation of results. Emphasis is placed on the clinical application of laboratory data and the correlation of this information with other clinical findings.

SENIOR MAJOR PROGRAM
The Department has appropriate courses in pathology for "majors" in pathology and those in other clinical departments. Elective courses primarily provide in-depth instruction in selected areas of pathology. On the other hand, for those students particularly interested in pathology, there is an opportunity for greater exposure to the field while at the same time continuing their in-breadth education as physicians.

COMBINED COLLEGE OF MEDICINE AND GRADUATE COLLEGE PROGRAM
Medical students are accepted into the graduate programs of the Department of Pathology for the purpose of obtaining the M.S. or Ph.D. degree in conjunction with the M.D. degree. These students are enrolled in the Graduate College for one or more years to pursue research. Customarily, they matriculate in those courses that are not normally included within the medical program of study. However, course work from the medical school curriculum is applicable to the requirements of the Graduate College. The advanced degrees can be obtained concomitantly with the M.D. degree or at some other time.

Additional information may be obtained by consulting the catalogue of the Graduate College. Specific questions should be addressed to Chairman, Department of Pathology, The University of Vermont, Given Building, Burlington, Vermont 05405.
THE DEPARTMENT OF PEDIATRICS

Professors Dickerman, Lucey, McKay (Chairman), Phillips; Associate Professor Young; Assistant Professors Colletti, Dangman, Guillot, Horbar, Hoyne.

Clinical Professors Bergner, Gentry, McKee, Narkewicz, Stackpole, Swartz; Clinical Associate Professors Bates, Clewley, Coffin, Hodgkin, Murray; Clinical Assistant Professors Aronson, Holmes, Land, Wright; Clinical Instructors Baker, Brakeley, Chiappinelli, Ellerson, Hagan, Heath, Hession, Long, Mayer, Milne, Peters, Ryan, Scriggins, Stifler, Sturgis, Tanner, Terwilliger, Trumper, Wing, Wolk, Yates.

Maine Medical Center: Professors Hallett (Chief), Philip; Clinical Associate Professors Allan, Berkovich, Haddow, Matthews, McFaul, Page; Clinical Assistant Professors Barron, Bauer, Brewster, Burden, Cope, Losey, Mann, Megathlin, Miller, Scarlata, White, Wilkoff, Williams; Clinical Instructors Blattner, Carnes, Dransfield, Faucette, Fowler, Goodrich, Hackford, Lynch, Osborne, Savadove, Wilkinson.

The Department seeks through its required course to give each student a grounding in pediatrics which will enable him or her to handle children successfully in whatever branch of medicine is eventually practiced by the student. Particular emphasis is put on doctor-child-parent relationships.

The Department also takes the responsibility for pediatric training of house staff at the Medical Center Hospital of Vermont in Burlington.

CLINICAL SCIENCE CORE

The Department offers a two-month clinical clerkship at either the Maine Medical Center or the Medical Center Hospital of Vermont. Each student spends one month participating actively in the care of inpatients and another month in ambulatory patient care activities. Daily teaching rounds are held on the inpatient services. The ambulatory care experience includes two weeks in the office of a practicing pediatrician and two weeks of clinics mostly in outlying rural areas. Seminars on basic pediatric subjects are held four days a week throughout the rotation.
ADVANCED BASIC SCIENCE CORE

The Department is responsible for the course in Clinical Genetics the objectives of which are to stimulate the student's interest in the genetic aspects of medicine and to provide a framework upon which further genetic learning may be built. Chromosomal genetics, multifactorial genetics, population genetics, dysmorphology, teratology, horizons in the application of genetic knowledge in medicine, and principles of genetic counseling are covered, as well as the application of traditional mendelian principles to humans and human diseases.

SENIOR MAJOR PROGRAM

Required rotations of a Senior Major in Pediatrics include one month as an acting intern on the pediatric floor, one month in the Department's University-based pediatric practice, and two weeks of teaching and laboratory sessions with the Department of Pathology. Two months of community preceptorships are also required. The remaining rotations are elective but subject to approval by the Department. Elective rotations are offered in ambulatory and community pediatrics, foreign pediatrics, hospital pediatrics, neonatology, pediatric practice, and pediatric research. Electives are also offered by the respective departments in pediatric neurology, orthopaedics psychiatry, radiology and surgery, and by the Department of Medicine in pediatric cardiology and pediatric dermatology.
THE DEPARTMENT OF PHARMACOLOGY

Professors J. Gans (Acting Chairman), Gans, Jaffe, McCormack; Associate Professors Neuman, Reit; Research Assistant Professor Hacker. Visiting Professor Maxwell; Assistant Professor Scollins.

Joseph H. Gans, Ph.D.

BASIC SCIENCE CORE

The pharmacology course for medical students is taught during the first period of the second year. By means of lectures and conferences, the course surveys the principal classes of therapeutic agents and stresses the basic principles of pharmacodynamics and drug action. These principles are reexamined from a clinical perspective utilizing appropriate case studies.

ADVANCED BASIC SCIENCE CORE

The Department is responsible for a lecture course in clinical pharmacology. Emphasis is placed on the pharmacokinetics of drugs in humans, how changes in age, presence of disease, and interaction with other drugs alter pharmacokinetics, and what these alterations may portend for successful therapy or to the emergency of drug toxicity.

COMBINED COLLEGE OF MEDICINE AND GRADUATE COLLEGE PROGRAM

The Department of Pharmacology offers Ph.D. and M.S. programs that can be pursued while a student is enrolled in the College of Medicine. The general requirements for entrance into and completion of, such combined degree programs are summarized in the general descriptive paragraph (p. 11). Specific departmental requirements for the Ph.D. degree include courses in medicinal chemistry, biometrics, and statistics as well as supporting courses in biochemistry, physiology and neurosciences.

Research interests of the staff include: pharmacological and physiological determinants of vascular reactivity; pharmacokinetics and pharmacodynamics of antiparasitic and anticancer drugs; examination of mechanisms and prevention of drug-mediated lung and cardiac toxicity; structure-activity relationships of biologically active nitrogen heterocyclic compounds; effects of methylxanthines on reproduction; mechanisms of adaptation to chemical injury in mammalian liver - DNA metabolism; functions of neurohumoral substances in synaptic transmission and microcirculatory regulation; uptake of biogenic amines and structurally related compounds.

Additional information may be obtained by consulting the catalogue of the Graduate College. Specific questions should be addressed to Chairman, Department of Pharmacology, The University of Vermont, Given Building, Burlington, Vermont 05405.
The Department of Physiology and Biophysics

Professors Alpert (Chairman), Gibbons, Low, Hendley, McCrorey; Associate Professors Halpern, Webb; Assistant Professors Evans, Hamrell, Kimura, Patlak; Research Assistant Professors Lit­ten, Maughan, Mulieri.

BASIC SCIENCE CORE

MEDICAL PHYSIOLOGY AND BIOPHYSICS. Physiology and Biophysics is taught as a science to the first-year medical students, in the second and third trimester, with emphasis on the broad physical, chemical, and biological principles underlying the function of mammalian organs, tissues, and subcellular systems. Special stress is placed on these fundamental principles important for understanding clinical medicine and research. The core course consisting of 120 hours is made up of lectures, demonstrations, workshops, and conferences.

NEUROSCIENCE. The core course in Neuroscience outlines morphological and physiological features of the neuron and the central nervous system. The functional significance of structure is emphasized throughout in order to prepare the student for intelligent diagnosis and localization of neural disorders in the clinical sciences. The course consists of 100 hours of lectures, demonstrations, conferences, and laboratories and is the joint responsibility of the Anatomy and Physiology departments.

ELECTIVE PROGRAM

There is a vigorous graduate and research program in the Department. Medical students may participate in advanced seminars, as well as in various research projects. For details regarding formal participation in this program, see Dr. Norman R. Alpert.

COMBINED MEDICAL COLLEGE AND GRADUATE COLLEGE DEGREE PROGRAM

The Department offers a Ph.D. degree, with emphasis on the development of independent research abilities. Students accepted into the M.D.-Ph.D. program join with other Ph.D. students working in a stimulating research environment. Our 12 active laboratory groups have special strengths in the areas of membrane biophysics; cardiac, skeletal, and smooth muscle; pulmonary biology, and CNS biochemistry. Substantial collaborations exist between laboratories within the department and with other basic science and clinical investigators. Degree requirements include, in addition to those for the M.D., an advanced knowledge of statistics, biomedical instrumentation, and cellular biophysics. Students will participate in an ongoing Comprehensive Seminar Series exploring areas of rapidly-developing knowledge in physiology and biophysics and carry out independent research resulting in a thesis. For further details, see the catalogue of the Graduate College or contact Dr. Norman R. Alpert, Professor and Chairman, Department of Physiology and Biophysics, College of Medicine, University of Vermont, Burlington, Vermont 05405. 802-656-2540.
THE DEPARTMENT OF PSYCHIATRY

Professors Achenbach, Cohen, Huessy, McKegney, Nurcombe, Weiner (Chairman); Associate Professors R. Bernstein, Gallagher, Hillman, J. Ives, Lenox, McAree, Weaver, L. Willmuth, Woodruff; Assistant Professors Fitzhenry-Coor, Ruoff, Wolf; Research Associate Professor Ehrlich; Research Assistant Professors McConaughy, Rauh.

Clinical Professors Brooks, Leitenberg; Associate Professor Rolf; Clinical Associate Professors Bingham, Gibbard; Clinical Assistant Professors Boedy, Danielson, Gladstone, Grayson, S. Ives, Kessler, King, Lane, McMains, Peyser, Rife, Rosen, Saran, Siegel, Sparhauk, Taylor, Udell, M. Willmuth, Wright; Clinical Instructors E. Bernstein, Carrier, Oscsodal.

Maine Medical Center: Professor Elkins (Chief); Clinical Associate Professors Bishop, Christie, Heath, Soreff, Vose; Clinical Assistant Professors Fanning, Goldfine, Hardesty, Jacobsohn, Johnson, Maiter, McCarthy, McNeil, Pang; Clinical Instructor Citrin.

The basic mission of this Department of Psychiatry is to learn and teach those attitudes, skills, and knowledge which will enable all health professionals to observe, understand, and respond appropriately, through treatment interventions, to the behavior of those for whom they have professional responsibility. In carrying out this mission, a major priority is to educate medical students, physicians, and other practicing health professionals in their care of patients. Included in this category are psychiatric residents who will be identified as physicians, trained to function as consultants, teachers, and managers within a health care system, as well as to have the basic skills of a specialist in psychiatry. Of parallel importance in carrying out this basic mission is the maintenance of clinical care programs appropriate to our educational goals.

A residency program is approved for four years of training by the Council on Medical Education of the American Medical Association. Residents rotate through several services of the general hospital. Affiliations with community agencies and other activities are also available in the residency training program. In addition to the regular clinical teaching and conferences in the hospitals, an academic program of seminar instruction and individual supervision is offered. Approved programs in child and adolescent psychiatry and psychosomatic medicine are also available.
BASIC SCIENCE CORE

HUMAN BEHAVIOR. This two-part course is designed to introduce medical students to the biopsychosocial model of medicine.

Part I, offered during the fall of the freshman year, concentrates on the patient in illness and in health. Social theory and human values as they apply to medicine are discussed. Interviewing, life events and stresses, the physician-patient relationship, medical decision-making, professional communication, grief, and aging are some of the topics that are presented. In the process of learning about patients, students will hopefully learn about themselves. The small group setting allows them an opportunity to practice interpersonal skills and to become aware of the impact of their own behaviors and attitudes on their peers. This active participation, which also includes the two faculty members assigned to each group, is meant to facilitate the beginning of the transition from layman to physician.

HUMAN SEXUALITY IN MEDICINE. This course is given in the first part of the sophomore year. Its goal is to introduce the student to the anatomic, physiologic, and psychologic bases of human sexual response and human sexual problems. It attempts to give the student an understanding of the broad spectrum of human sexual behavior and to encourage the student to think about the various points of view on controversial issues in sexuality. The course also asks the student to examine his or her own attitudes toward sexuality, and to explore how these might influence the ways in which the student will eventually deliver patient care. The course enables the student to take an accurate and complete sexual history when indicated, and it also introduces the student to means whereby he or she can better understand and manage the patient's sexual problems. The course consists of a weekly lecture, followed by a small group discussion as well as one all-day exercise on sexual attitude reassessment.

CLINICAL SCIENCE CORE

The core course in Psychiatry is designed to provide a broad exposure to concepts of behavior as they relate to clinical psychiatry in the practice of medicine. The eight-week rotation consists of various learning activities, including daily seminars, weekly child psychiatry experiences, and assignments to a clinical psychiatry service.
The rotations have several emphases: an understanding of the conceptual relationship between the neurological and the social sciences in clinical psychiatry; knowledge of psychopathology and psychiatric syndromes; proficiency in interviewing; and familiarity with the application of psychiatric knowledge and skills within the general medical setting.

ADVANCED BASIC SCIENCE CORE

Part II of the Human Behavior course is offered between the Clinical Science Core and the Senior Major Program. The curriculum emphasizes an integration of previously learned psychosocial principles with the clinical practice of medicine. Case material is discussed in small group format. Areas of concentration include, but are not limited to, the treatment and care of the chronic patient, ethical issues in medicine, and styles and techniques of doctoring.

SENIOR MAJOR PROGRAM

The psychiatry Senior Major Program has been designed to (1) prepare students for specialization in psychiatry and (2) provide an intensive experience in specific areas for these students planning to enter other fields of clinical care or research. The specific objectives are based upon that body of knowledge, attitude, and skills which have comprised the Human Behavior and Neuroscience courses and the psychiatric clinical rotation. The Senior Major Program consists of both required and elective components and is part of a neuroscience senior major program run jointly with the Department of Neurology. The optimal output of this program will be to acquaint the senior major student with the role of psychiatry in medicine and enable him/her to obtain a complete psychological data base, formulate an appropriate assessment, define a plan of intervention, and rationally prescribe an appropriate treatment.

Senior major students are expected to take on the role of an acting intern while on the various rotations at MCHV, and will function under the close supervision of attendings and residents. The elective program offers ample opportunity for senior majors from other specialties and from other medical centers to either explore the field of psychiatry before making a career decision or to concentrate their efforts in more specialized areas of interest, i.e. crisis intervention, neuroscience research, care of the dying patient, consultation-liaison psychiatry, etc.
The Department of Radiology provides special services to local teaching hospitals and, in addition, provides instruction to medical students, residents, nurses, as well as students from the School of Allied Health Sciences in radiologic, nuclear, and therapeutic technology.

Sixteen staff members work full-time in radiology in the teaching hospitals and the College of Medicine.

The teaching of radiology extends through the entire four years. Lecture and demonstration of the normal roentgen anatomy are given during the first year in conjunction with the Department of Anatomy. In addition, orientation sessions are provided for the first-year students as part of the Basic Clerkship. During the Clinical Core, students are instructed in the principles of diagnostic and therapeutic radiology with numerous interdepartmental conferences held with the various clinical departments. An elective in radiology and its various subspecialties is offered during the Senior Major Program.

A fully-accredited residency program in diagnostic radiology is available and utilizes the facilities of the College of Medicine and cooperating hospitals. Staff members participate in nearly all of the teaching conferences of the College of Medicine.
In addition to developing and implementing the surgical curriculum in the College of Medicine, the Department of Surgery is responsible for the training of general and specialty surgical residents at the Medical Center Hospital of Vermont. The Department consists of the following Sections: Anesthesiology, Neurosurgery, Ophthalmology, Oral Surgery, Otolaryngology, Pediatric Surgery, Plastic and Reconstructive Surgery, Thoracic and Cardiac Surgery, and Urology.

**BASIC SCIENCE CORE**

Members of the staff of the Department of Surgery participate in the multidiscipline Basic Clerkship.

**CLINICAL SCIENCE CORE**

The 12-week core program in clinical surgery emphasizes the hospital care of patients with surgical illnesses. Students assigned to a surgical floor work as members of a team that includes the resident staff and attending surgeons. The student is responsible for the initial history and physical examination of patients assigned to him/her and participates in all aspects of patient care, including operative procedures. Continuity of care is stressed. Instruction in general surgery is at the bedside; didactic material is presented by the staff of the specialty sections. Students take night and weekend call with the members of their house staff team.

**SENIOR MAJOR PROGRAM**

The Department of Surgery offers a major program to students seeking a career in general surgery or a surgical specialty. Under the guidance of an advisor from the surgical faculty, students elect from a variety of programs in surgery or in other departments within the College, including the basic science departments. Students are encouraged to take elective rotations at hospitals elsewhere. An opportunity to participate in on-going research projects within the Department of Surgery is available.
SECTION OF ANESTHESIOLOGY

Professors Dente, Mazuzan (Chairman); Associate Professors Abajian, Bell, Burfoot, Deane, Johnson, Pease, Shinozaki; Assistant Professors Chase, D. Perkins, F. Perkins, Shapiro, Smuil.

Clinical Core instruction will be confined to intensive, small-group, operating room didactic and practical experience. A one-month elective program for Senior Major students is available. This time may be spent on intensive respiratory care with the Respiratory Therapy group. Weekly anesthesia conferences are open to students. The resident training program consists of the appointment of nine residents for two, three, or four years.

SECTION OF CARDIO-THORACIC SURGERY

Professor Coffin (Chairman); Associate Professor DeMeules; Assistant Professors Ittleman, Jackson.

Maine Medical Center: Clinical Professor Drake; Clinical Associate Professor Hiebert; Clinical Assistant Professors Kramer, Lutes, Morton, White.

The thoracic surgeon is a specialist in disease within the chest who also performs surgery. The teaching program of Thoracic and Cardiac Surgery emphasizes the dynamic interplay of medical sciences and humanities in achieving optimal patient care. Sponsored formal meetings include a weekly combined medical surgical conference, a daily thoracic X-ray review, monthly Thoracic Surgical Pathology Conferences, Cardiac Pathology Conference and Esophageal Disease Conference as well as combined conferences with the Cardiopulmonary Division, and cardiac surgery workshops. Formal lectures are kept to a minimum, with preferential teaching on rounds, "spot seminars," and student tutorials. The students participate actively in work-up and presentation of patients in surgery (including open-heart) and in postoperative management.
Diagnostic activities include the more sophisticated assessment of coronary and other heart disease, as well as conventional procedures in thoracic and cardiovascular problems. Techniques in diagnosis and in disease evaluation are under constant research and development. The clinical program includes all phases of thoracic and cardiovascular disease in the Medical Center Hospital.

Operative programs include cardiopulmonary by-pass for open-heart surgery and conventional thoracic procedures. Postoperative care involves the required attention to customary problems and, in addition, intensive postoperative management of serious problems, including Special Care Unit.

Experimental and clinical investigative problems relate to open-heart surgery, to postpump syndromes, postoperative assessment of cardiac and of pulmonary function after surgery. A broad program in coronary surgery, integrated with other departments within the medical school is under development. Summer student fellowships are occasionally available in all programs.

SECTION OF DENTISTRY, ORAL AND MAXILLOFACIAL SURGERY

Clinical Professor Farnham (Chairman); Clinical Assistant Professors Bowen, Reed, Watson; Clinical Instructors Connolly, Culver, Danielson, Lawrence, Ratkus, Richardson.

This section of the Department of Surgery offers lectures on oral medicine, oral pathology, and oral diagnosis for the medical students. Demonstration and participation in teaching regional and local anesthesia of the head and neck are made available at the Dental Clinic at the College.

The section offers an approved general practice residency in dentistry and participates in house staff education.

SECTION OF NEUROLOGICAL SURGERY

Professor Schmidek (Chairman); Associate Professor Flanagan; Assistant Professors Wald, Walters.

Maine Medical Center: Clinical Assistant Professors Brinkman, Klein, Mehalic, Wilson.

The Section of Neurological Surgery offers instruction at all undergraduate levels. Its faculty participates in discussions regarding basic mechanisms involving the nervous system and in surveys of its clinical activities for the clinical care. Core surgical students may elect a rotation on neurosurgery and senior majors often choose to spend a month on the service.

A four-year residency is approved for physicians who have had basic surgical and neurological experience and a graduate fellowship of one year is available to neurosurgeons wishing to work in the microneurosurgical research laboratory.

The neurosurgical division serves as a regional center for consultation and for graduate medical education.

SECTION OF OPHTHALMOLOGY

Assistant Professors Aitken (Chairman), A. Irwin, Maguire; Clinical Professor E. Irwin; Clinical Associate Professors Guiduli, Kleh; Assistant Professor Chase; Clinical Assistant Professor Lawlor.

The Section of Ophthalmology participates in the Basic Clerkship, in the Clinical Core Program of the Department of Surgery, and in an elective course in the
Senior Major Program. These courses involve interdisciplinary arrangements with other departments and other institutions in the case of the Senior Major Program, as needed.

SECTION OF OTOLARYNGOLOGY

Associate Professor Sofferman (Chairman); Assistant Professor DeLozier.

Maine Medical Center: Clinical Associate Professors Knowles, Lovely; Clinical Assistant Professors Adams, Maxwell, Roediger.

The Section of Otolaryngology participates in the Basic Clerkship portion of the Basic Science Core.

During the Clinical Science Core, didactic lectures are given as well as two-week clinical clerkship rotations which include experience in the otolaryngology offices as well as surgical and inpatient ward exposure.

Senior majors in surgery, pediatrics, family medicine, etc., rotate through the section in programs individualized to the needs and desires of the particular student.

The Section offers an approved residency in otolaryngology and participates in the training of house staff from other residency programs.

The educational program is structured and multifaceted. Four conferences are held on a weekly basis and serve as a central core of the teaching program. A basic science lecture is conducted within the Section and lectures are delivered by attending and resident staff as well as outside guest speakers in related fields. A patient conference is designed to present challenging clinical problems. The
Otolaryngology Division of the Hitchcock Clinic at Dartmouth and the University of Vermont hold a weekly closed circuit TV conference for presentation of interesting case problems, review of current concepts in the field, and occasional viewing of pre-taped didactic subject matter. Finally, hospital walk rounds are conducted once weekly to discuss inpatient problems at the bedside.

SECTION OF PEDIATRIC SURGERY

*Assistant Professor Browne (Chairman).*

*Maine Medical Center:* Clinical Assistant Professor Curci.

The Section of Pediatric Surgery aims to provide optimum surgical care for children in the units of the Medical Center Hospital of Vermont. A consultative service for other departments, practicing physicians, and the State Department of Health has been developed.

The teaching program complements the general surgical courses with didactic sessions during the introduction to the Core surgical rotation. Students may take an elective on Pediatric Surgery during their Clinical Core.

Pediatric surgical rounds are made daily on the pediatric floor. The major teaching contact with Clinical Core students is during their Pediatric rotation. Pediatric Surgical Conference is held weekly on Baird 5 with multidiscipline discussion of pediatric surgical problems. Students are encouraged to present their own cases and to do brief reviews of the literature.

During the Senior Major Program students may take a one-month elective on Pediatric Surgery.

The program works closely with the Department of Pediatrics in the care of patients.

SECTION OF PLASTIC AND RECONSTRUCTIVE SURGERY

*Assistant Professor Linton (Chairman); Assistant Clinical Professor Wheeler.*

*Maine Medical Center:* Clinical Assistant Professors Allen, Labelle, MacDougall, Waterhouse.

The Section of Plastic and Reconstructive Surgery participates in the Clinical Core and Basic Clerkship in the areas of wound healing, soft tissue management, and suture technique. Current research includes basic microvascular technique. Two-week electives are offered in basic plastic surgical problems which include office evaluation and hospital care.

SECTION OF UROLOGY

*Professor Leadbetter (Chairman); Associate Professors Fagan, Morriseau; Clinical Assistant Professor Vinson.*

*Maine Medical Center:* Clinical Assistant Professors Pringle, Robinson.

Didactic lectures are largely supplemented by tutorial sessions with smaller groups and by having elective time on the Urology Service to work up urological patients and to be involved with treatment and surgery. The lectures and sessions explore the urologic diagnoses and therapy of the various problems involved.

A three-year approved urological residency program has been operational for a number of years with clinical research material gathered from the Urology Service, the teaching hospital, and the College of Medicine.
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  Schenectady, NY

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Sally Faye Willard
  Texas Christian University
  Montpelier, VT

Bradford John Wolk
  Williams College
  Rutland, VT
THE OATH OF HIPPOCRATES

I solemnly pledge myself to consecrate my life to the service of humanity.

I will give to my teachers the respect and gratitude which is their due;

I will practice my profession with conscience and dignity;

The health of my patient will be my first consideration;

I will respect the secrets which are confided to me;

I will maintain by all the means in my power, the honor and the noble traditions of the medical profession;

My colleagues will be my brothers and sisters;

I will not permit considerations of religion, nationality, race, party politics or social standing to intervene between my duty and my patient;

I will maintain the utmost respect for human life; even under threat. I will not use my medical knowledge contrary to the laws of humanity.

I make these promises solemnly, freely and upon my honor.