2001 - 2003 Bulletin

Loma Linda University

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The information in this BULLETIN is made as accurate as is possible at the time of publication. Students are responsible for informing themselves of and satisfactorily meeting all requirements pertinent to their relationship with the University. The University reserves the right to make such changes as circumstances demand with reference to admission, registration, tuition and fees, attendance, curriculum requirements, conduct, academic standing, candidacy, and graduation.

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2001-2003

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Loma Linda University

Loma Linda, CA 92350

a health-sciences university
CONTENTS

I
7 LOMA LINDA UNIVERSITY
  8 University Foundations
  9 Our Mission
 11 Nondiscrimination Policy
 12 Affirmative Action
 13 The Calendar

II
21 THE SCHOOL OF MEDICINE
  22 Letter from the Dean
  23 School Foundations
  24 Our Mission
  25 Admissions Information
  28 Curriculum
  34 Clinical Facilities
  35 Research Centers
      Center for Molecular Biology and Gene Therapy
      Musculoskeletal Disease Center
      Neurosurgery Center for Research, Training, and Education
      Center for Perinatal Biology
  37 Student Life
  43 Academic Practices and General Regulations
  46 Financial Information

III
48 THE DEPARTMENTS
  49 The Departments; Key to Codes
  50 Anesthesiology
  52 Biochemistry and Microbiology
  56 Emergency Medicine
  58 Family Medicine
  60 Gynecology and Obstetrics
  62 Medicine
      Cardiology
      Clinical Pharmacology
      Dermatology
      Endocrinology
Gastroenterology
General Internal Medicine and Geriatric Medicine
Infectious Disease
Nephrology
Oncology-Hematology
Pulmonary and Critical Care Medicine
Rheumatology and Immunology

67 Neurology
68 Ophthalmology
69 Orthopaedic Surgery
71 Pathology and Human Anatomy
74 Pediatrics
77 Physical Medicine and Rehabilitation
78 Physiology and Pharmacology
81 Psychiatry
83 Public Health and Preventive Medicine
85 Radiation Medicine
86 Radiology
   Diagnostic Radiology
   Diagnostic Ultrasound
   General Angiography
   Interventional Radiology
   Magnetic Resonance Sciences
   Musculoskeletal
   Neuroradiology
   Nuclear Medicine
   Pediatric Radiology

88 Surgery
   Cardiothoracic
   General
   Head and Neck (Otolaryngology)
   Neurosurgery
   Oral
   Pediatric
   Plastic and Reconstructive
   Urology
   Vascular

IV

94 THE FACULTY OF RELIGION

95 Statement of Mission
95 Courses
V

THE DIRECTORY
96 Officers of the Board of Trustees
97 Board of Trustees
97 University Administration
98 School Administration
98 School Committees
105 The Faculty Index
119 Summary of Graduates
120 School Alumni Association
120 Accreditation Status
121 Accrediting Agencies
124 The University Libraries
126 Campus and Area Maps and Legends
130 Picture Captions
131 Index
135 To Communicate with LLU Personnel
   by Telephone, Fax, Web Site, Mail, and Email
LOMA LINDA UNIVERSITY

University Foundations
Our Mission
Nondiscrimination Policy
Affirmative Action
The Calendar
University Foundations

HISTORY

Loma Linda University has grown out of the institution founded at Loma Linda, California, by the Seventh-day Adventist church in 1905. The original schools—Nursing and Medicine—have been joined by Allied Health Professions, Dentistry, Public Health, the Graduate School, and the Faculty of Religion.

The University, operated by the Seventh-day Adventist church, is committed to the vision of its founders and is sustained by its close association with the church.

Loma Linda University is a Seventh-day Adventist coeducational, health-sciences institution located in inland southern California. It is part of the Seventh-day Adventist system of higher education. Professional curricula are offered by the Schools of Allied Health Professions, Dentistry, Public Health, Medicine, and Nursing. Graduate programs in various biomedical sciences are offered by departments of the schools. The professional curricula of the University are approved by their respective professional organizations.

The most current campus census figures (July 1, 2002) indicate that the core of the combined faculties consists of 1,070 full-time teachers. Part-time and voluntary teachers, largely clinicians in the professional curricula, bring the total to 2,484. As of Autumn Quarter 2001, students from 83 countries are represented in the enrollment of 3,403.

PHILOSOPHY

As implied by its motto, “TO MAKE MAN WHOLE,” the University affirms these tenets as central to its view of education:

God is the creator and sustainer of the universe.

Mankind’s fullest development entails a growing understanding of the individual in relation both to God and to society.

The quest for truth and professional expertise, in an environment permeated by religious values, benefits the individual and society and advances the ministry of the Seventh-day Adventist church.
Our Mission

Loma Linda University, a Seventh-day Adventist Christian health-sciences institution, seeks to further the healing and teaching ministry of Jesus Christ “To make man whole” by:

Educating ethical and proficient Christian health professionals and scholars through instruction, example, and the pursuit of truth;

Expanding knowledge through research in the biological, behavioral, physical, and environmental sciences and applying this knowledge to health and disease;

Providing comprehensive, competent, and compassionate health care for the whole person through faculty, students, and alumni.

In harmony with our heritage and global mission:

We encourage personal and professional growth through integrated development of the intellectual, physical, social, and spiritual dimensions of each member of the University community and those we serve.

We promote an environment that reflects and builds respect for the diversity of humanity as ordained by God.

We seek to serve a worldwide community by promoting healthful living, caring for the sick, and sharing the good news of a loving God.

To achieve our mission we are committed to:

OUR STUDENTS

Our primary responsibility is the education of students, who come from diverse ethnic and cultural backgrounds, enabling them to acquire the foundation of knowledge, skills, values, attitudes, and behaviors appropriate for their chosen academic or health care ministry. We nurture their intellectual curiosity. We facilitate their development into active, independent learners. We provide continuing educational opportunities for our alumni and professional peers. We encourage a personal Christian faith that permeates the lives of those we educate.
OUR FACULTY, STAFF, AND ADMINISTRATION

We respect our faculty, staff, and administration who through education, research, and service create a stimulating learning environment for our students. They contribute to the development of new understandings in their chosen fields. They demonstrate both Christian values and competence in their scholarship and professions.

OUR PATIENTS AND OTHERS WE SERVE

We provide humanitarian service through people, programs, and facilities. We promote healthful living and respond to the therapeutic and rehabilitative needs of people. We seek to enhance the quality of life for individuals in local, regional, national, and world communities.

OUR GOD AND OUR CHURCH

We believe all persons are called to friendship with a loving God both now and throughout eternity. We support the global mission of the Seventh-day Adventist church by responding to the need for skilled Christian health professionals and scholars. We seek to honor God and to uphold the values of the Seventh-day Adventist church and its commitment to awakening inquiry. We are drawn by love to share the good news of God expressed through the life and gospel of Jesus Christ and to hasten His return.
Nondiscrimination Policy

The University was established by the Seventh-day Adventist church as an integral part of its teaching ministry. It is committed to equal education and employment opportunities for men and women of all races and does not discriminate on the basis of handicap, gender, race, color, or national origin in its educational or admissions policies, financial affairs, employment programs, student life and services, or any University-administered program.

Any student with a documented disability (e.g., physical, learning, or psychological) who needs to arrange reasonable accommodation must contact the dean, or designee, of the School of Medicine. All discussions will remain confidential.

To this end, the University is in compliance with Titles VI and VII of the Civil Rights Act of 1964 as amended, and in substantial compliance with Title IX of the Education Amendments of 1972 (34 CFR 106 et seq.), Sections 503 and 504 of the Rehabilitation Discrimination in Employment Act of 1967, and Section 402 of the Vietnam Era Veterans Adjustment Act of 1974; and does not discriminate against any employees or applicants for employment on the basis of age or because they are disabled veterans or veterans of the Vietnam era. In addition, the University administers student programs without discrimination on the basis of age, except in those programs where age is a bona fide academic qualification for admission in accordance with the provisions of the Age Discrimination Act of 1975.

The University reserves constitutional and statutory rights as a religious institution and employer to give preference to Seventh-day Adventists in admissions and employment, including but not limited to 42 USC Secs. 2000e-1, 2000e-2; Sec. 6-15 of Federal Executive Order 11246; 41 CFR Sec. 60-1.5(5); 20 USC Sec. 1681 (a)(3); 34 CFR Secs. 106.12 (a)(b), 106.21, 106.31, 106.39, 106.40, 106.51, and 106.57; California Government Code Sec. 12926(d)(1); Title II, Division 4, Chapter 2, Sec. 7286.5 of the California Code of Regulations; the First Amendment to the United States Constitution; and Article I, Sec. 4, of the California Constitution. The University believes that Title IX regulations are subject to constitutional guarantees against unreasonable entanglement with or infringements on the religious teachings and practices of the Seventh-day Adventist church. The University expects students and employees to uphold biblical principles of morality and deportment as interpreted by the Seventh-day Adventist church. The University claims exemptions from the provisions of Title IX set forth in 34 CFR Secs. 106.12 (a)(b), 106.21, 106.31, 106.39, 106.40, 106.51, and 106.57.
Affirmative Action

The University routinely monitors its educational and employment practices regarding women, minorities, and the handicapped to ensure compliance with the law and University policy. The University’s affirmative action policy is to provide equal access to admissions, educational programs and activities, financial aid, student services, and employment.

In compliance with Title IX of the Educational Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973, a grievance procedure has been established to process student complaints alleging violation of these regulations or of the University’s policy of nondiscrimination based on gender or handicap. Inquiries concerning Title IX may be directed to the affirmative action officer. Employment-related discrimination complaints, including those filed by student employees, are processed in conformity with the provisions outlined in existing staff personnel policies. Complaints related to discrimination in academic areas are reviewed in conformity with the procedures established by the academic administration.
The Calendar

2001

**JUNE**

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1 Early registration for summer sessions
7-11 Final examinations—FR
4–8 Final examinations—LLU
8 Spring Quarter ends
11-15 NBME subject examinations—FR
12 Grades due from faculty
18–AUG 31 SUMMER SESSIONS 2001—LLU
18–JUL 24 First five-week summer session
18–AUG 31 Eleven-week summer session
18 Last day to obtain financial clearance—LLU
18 Instruction begins—LLU
21 Registration—JR, SR
2 Clerkships—JR
2 Orientation/OCM course begins
4 Independence Day recess
25–AUG 30 Second five-week summer session
30 Instruction begins—JR, SR
One week after course begins Last day to enter a course or change from audit to credit/credit to audit
One week after course begins Last day to withdraw with no record of course registration on transcript
One week before end of course Last day to withdraw with a W grade or to submit S/U petition
31–AUG 1 Careers in Medicine seminar

**JULY**

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2 Clerkships—JR
2 Orientation/OCM course begins
4 Independence Day recess
25-AUG 30 Second five-week summer session
30 Instruction begins—JR, SR
One week after course begins Last day to enter a course or change from audit to credit/credit to audit
One week after course begins Last day to withdraw with no record of course registration on transcript
One week before end of course Last day to withdraw with a W grade or to submit S/U petition
31-AUG 1 Careers in Medicine seminar

**AUGUST**

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2-3 Registration and orientation—FR
5 Instruction begins—FR
31 Summer Quarter ends

**SEPTEMBER**

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3 Labor Day recess
4 Summer registration—SO
4 Orientation/Instruction begins—SO
4-21 Registration for Autumn Quarter—FR, SO, JR, SR
4-21 Post-Summer Quarter session
4 Instruction begins, Post-Summer Quarter session
10-14 Midterm examinations—FR
24-DEC 14 AUTUMN QUARTER 2001
24 Last day to obtain financial clearance and to complete registration without a late fee
24-28 Faculty/Student retreat—SM
# The Calendar

## 2001

### OCTOBER

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- **2** - Last day to enter a course or change from audit to credit/credit to audit
- **3-31** - Hispanic Heritage month
- **4** - Campus/Chamber of Commerce Connection
- **8-12** - Fall Week of Devotion
- **9** - Diversity new student orientation
- **9** - Last day to withdraw with no record of course registration on transcript
- **15-19** - Midterm examinations—SO
- **17** - ALAS chapel
- **19** - Examinations—JR
- **22-26** - Midterm examinations—FR
- **24** - University Convocation

### NOVEMBER

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- **10** - Bioethics Center Annual Contributor’s Convocation
- **16-17** - Annual BALL/BHPSA student retreat
- **21-23** - Thanksgiving recess—FR, SO
- **26** - Instruction resumes
- **26** - Last day to withdraw with a W grade or to submit S/U petition
- **26-DEC 21** - Registration for Winter Quarter—LLU
- **29** - Registration for Winter Quarter—SM

### DECEMBER

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- **2** - Registration—FR, SO, JR, SR
- **7** - Final examinations—FR, SO
- **10-14** - Final examinations—LLU
- **14** - Autumn Quarter ends
- **14-JAN 1** - Christmas recess—FR, SO
- **14-30** - Christmas recess—JR, SR
- **18** - Grades due from faculty
- **30** - Instruction begins—JR, SR

## 2002

### JANUARY

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- **3** - Last day to obtain financial clearance—LLU
- **3** - Instruction begins—LLU

### WINTER QUARTER 2002

- **9** - Last day to enter a course or change from audit to credit/credit to audit
- **12-19** - Mission Emphasis Week
- **16** - Last day to withdraw with no record of course registration on transcript
- **21** - Martin Luther King, Jr., Day recess—FR, SO
- **22-25** - Student Week of Spiritual Emphasis
- **25** - Final examinations—JR
- **28-FEB 1** - Midterm examinations—FR
The Calendar

2002

FEBRUARY

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|24 | 25 | 26 | 27 | 28 | 4-8 | Midterm examinations—SO
6-24 | Black History month |
15 | Family day and FR Dedication—SM |
18 | Presidents' Day recess |
25 | Last day to withdraw with a W grade or to submit S/U petition |
25-MAR 22 | Registration for Spring Quarter—LLU |

MARCH

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11-15 | Final examinations—FR, SO |
11-15 | Final examinations—LLU |
15 | Winter Quarter ends |
TBA | Match seminar—JR |
TBA | Match seminar—SR |
16-24 | Spring break—LLU |
19 | Grades due from faculty |
25-JUN 7 | SPRING QUARTER 2002 |
25 | Last day to obtain financial clearance and to complete registration without a late fee |
25 | Instruction begins—FR, SO |

APRIL

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8-12 | Spring Week of Devotion |
9 | Last day to withdraw with no record of course registration on transcript |
12-13 | HALL/ALAS student retreat |
15-19 | Midterm examinations—SO |
19 | Examinations—JR |
22-26 | Midterm examinations—FR |

MAY

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13-17 | Final examinations—SO |
16 | Basic science comprehensive examination—SO |
20 | Last day to withdraw with a W grade or to submit S/U petition |
20-24 | NBME subject examinations and basic science comprehensive examination—SO |
24 | Hooding ceremony |
25 | Baccalaureate service |
26 | Conferring of Degrees |
27 | Memorial Day recess |
29-JUN 14 | Early registration for summer sessions—LLU |
The Calendar

2002

JUNE

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7  Spring Quarter ends—LLU
10–14  Final examinations—FR
11  Grades due from faculty
17–21  NBME subject examinations—FR

SUMMER SESSIONS 2002—LLU

17–JUL 23  First five-week summer session
17–AUG 30  Eleven-week summer session
17  Last day to obtain financial clearance
17  Instruction begins
One week after course begins
One week after course begins

20  Registration—JR, SR
30  Instruction begins—JR

JULY

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1  Orientation/OCM course begins—JR
4  Independence Day recess
8  Last day to obtain financial clearance
One week before end of course

20  Registration and orientation—FR
5  Instruction begins—FR
30  Summer Quarter ends

AUGUST

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24–AUG 30  Second five-week summer session
29  Clerkships begin—JR, SR
# The Calendar

## 2002

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- Labor Day recess
- Summer registration—SO
- Orientation—SO
- Instruction begins—SO
- Registration for Autumn Quarter—FR, SO, JR, SR

### POST-SUMMER SESSION 2002

- Instruction begins
- 3-20
- Midterm examinations—FR
- 19 LLU Fall faculty colloquium
- 23-DEC 13

### AUTUMN QUARTER 2002

- Last day to obtain financial clearance and to complete registration without a late fee
- 23-27 Faculty/Student retreat—SM

### OCTOBER

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- Last day to enter a course or change from audit to credit/credit to audit
- Campus/Chamber of Commerce Connection
- Fall Week of Devotion
- Diversity new student orientation
- Last day to withdraw with no record of course registration on transcript
- Center for Christian Bioethics grand rounds
- Midterm examinations—SO
- ALAS chapel
- Examinations—JR
- Midterm examinations—FR
- University Convocation

### NOVEMBER

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- Center for Christian Bioethics grand rounds
- Annual BALL/BHPSA student retreat
- Last day to withdraw with a W grade or to submit S/U petition
- Thanksgiving recess—FR, SO

### DECEMBER

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- Instruction resumes
- Registration for Winter Quarter—LLU
- Center for Christian Bioethics grand rounds
- Final examinations—FR, SO
- Final examinations—LLU
- Autumn Quarter ends
- Christmas recess—JR, SR
- Christmas recess—FR, SO
- Christmas recess—LLU
- Grades due from faculty
- Instruction begins—JR, SR
# The Calendar

## 2003

### JANUARY

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**WINTER QUARTER 2003**

- Instruction begins—LLU
- Instruction begins—FR, SO
- Last day to obtain financial clearance—LLU
- Center for Christian Bioethics grand rounds
- Mission Emphasis Week
- Last day to enter a course or change from audit to credit/credit to audit
- Martin Luther King, Jr., Day Symposium for Diversity in Health Care
- Last day to withdraw with no record of course registration on transcript
- Student Week of Spiritual Emphasis
- Final examinations—JR

### FEBRUARY

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- Black History month
- Midterm examinations—FR
- Midterm examinations—SO
- Center for Christian Bioethics grand rounds
- Family day and FR Dedication
- Presidents’ Day recess

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- Registration for Spring Quarter—SM
- Provonsha lecture
- Annual Bioethics/Spiritual Life Conference
- Registration for Spring Quarter—LLU
- Last day to withdraw with a W grade or to submit S/U petition
- Center for Christian Bioethics grand rounds
- 15th Annual Cardiology Symposium
- Annual Postgraduate Convention (APC)—SM
- Alumni “Healthy People” Convention—SPH
- Final examinations—LLU
- Final examinations—FR, SO
- Winter Quarter ends
- Spring break—LLU
- TBA
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- 31 |

### SPRING QUARTER 2003

- Instruction begins—LLU
- Instruction begins—FR, SO
The Calendar

2003

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7–11 Spring Week of Devotion
8 Last day to enter a course or change from audit to credit/credit to audit
9 Center for Christian Bioethics grand rounds
11 ALAS student retreat
15 Last day to withdraw with no record of course registration on transcript
18 Examinations—JR
21–25 Midterm examinations—SO
28–MAY 2 Midterm examinations—FR

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14 Center for Christian Bioethics grand rounds
17 Diversity Consecration service
19–23 Final examinations—SO
23 Hooding ceremony
24 Baccalaureate service
25 Conferring of Degrees
26–30 NBME subject examinations, and basic science comprehensive examination—SO
26 Memorial Day recess
27 Last day to withdraw with a W grade or to submit S/U petition
28–JUN 20 Registration for summer sessions—LLU

JUNE

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6 Spring Quarter ends
9–13 Final examinations—LLU
9–16 Final examinations—FR
16–20 NBME subject examinations—FR
23–SEP 5 SUMMER SESSIONS 2003—LLU
17 Grades due from faculty
23–JUL 29 First five-week summer session
23–SEP 5 Eleven-week summer session
30 Instruction begins—JR

JULY

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</table>

2 OCM—JR
28 Clerkships—JR, SR
30–SEP 5 Second five-week summer session
II

THE SCHOOL OF MEDICINE

Letter from the Dean
School Foundations
Our Mission
Admissions Information
Curriculum
Clinical Facilities
Research Centers
Student Life
Academic Practices and General Regulations
Financial Information
Thank you for your interest in Loma Linda University School of Medicine. This BULLETIN will provide you with detailed information about our people, programs, and facilities; as well as our requirements and expectations.

Medical education remains our number-one priority. The School offers quality programs in medical education for medical students, combined-degrees students, house staff, alumni, and professional peers within a system of demonstrated Christian values and beliefs. Our faculty are committed to ensuring that those we educate will develop the skills and intellectual curiosity needed for success as life-long learners in a changing world.

We welcome your interest.

Brian S. Bull, M.D.

Dean, School of Medicine
School Foundations

HISTORY

The professional curriculum in medicine, usually requiring four academic years of study and experience in a university and hospital setting, was first offered at Loma Linda University in 1909. Nine decades later, the events since 1909 seem blurred by the rapidity of change that institutions of higher learning experience in an effort to keep pace with the growth of knowledge.

SINCE 1909

The first two years of medicine were always taught on the Loma Linda campus. From 1913 to the mid-1960s the third and fourth years were taught at what is now White Memorial Medical Center (the first part of which was built in 1918) and at nearby Los Angeles County Hospital (now Los Angeles County/USC Medical Center). Construction of Loma Linda University Medical Center (inclusive of clinical, teaching, and research facilities) allowed the entire four-year curriculum to be offered on and near the Loma Linda campus, beginning with school year 1966-67. The Medical Center was occupied in July 1967.
Our Mission

The mission of the School of Medicine is to continue the healing and teaching ministry of Jesus Christ, “To make man whole” (Luke 9:6).

PREPARING THE PHYSICIAN

Our overriding purpose is to foster the formation of Christian physicians, providing whole-person care to individuals, families, and communities. Fulfilling this responsibility requires:

EDUCATION
Creating an environment in which medical students, graduate students, and residents will acquire the knowledge, skills, values, and attitudes appropriate to Christian health professionals and scholars.

RESEARCH
Cultivating a creative environment for inquiry and discovery of new routes to wholeness through basic and clinical research.

SERVICE
Providing timely access to cost-effective, comprehensive, whole-person care for all patients, regardless of their circumstances or status.

DEVELOPING THE WHOLE PERSON
Affirming the Christian view of wholeness—which recognizes that the needs of patients go beyond the healing of the body, and that the development of students involves more than the training of the mind; promoting physical, intellectual, social, and spiritual growth in our faculty and our students; and transforming our daily activities into personal ministries.

REACHING THE WORLD
Providing whole-person care wherever the opportunity arises; participating with the world community in the provision of local medical education; providing international physicians and scientists the opportunities for professional interaction and enrichment; sharing the good news of a loving God as demonstrated by the life and teachings of Jesus Christ—these are the goals of the students, faculty, and graduates of the School of Medicine.
Admissions Information

THE STUDY OF MEDICINE

Preparation for the practice of medicine begins early in life and early in the student's schooling. The greater the aptitudes for and interests in learning widely and appreciatively in the major areas of knowledge—the natural sciences, the humanities, the behavioral sciences—the more able and versatile the student is likely to become.

In selecting students, the Admissions Committee of the School of Medicine looks for applicants who are best suited to fulfill the mission of the School and to successfully practice medicine. The School desires students who demonstrate ability to learn independently, to think critically, and to articulate clearly—both orally and in written form—their ideas and opinions. It is important that students in the School of Medicine demonstrate excellent interpersonal skills and show evidence of sensitivity to the needs of humanity.

The Admissions Committee of the School of Medicine puts forth considerable effort to ensure that an applicant is qualified for medical school. The applicant's credentials are reviewed to assess scholastic performance. The committee also looks for prerequisite qualities of character and personality, potential for self-direction and the use of discriminating judgment, and dedication to the ideal of service to society.

GENERAL ENTRANCE INFORMATION

A total of 85 semester (128 quarter) units of credit from an accredited college is required for acceptance by the School of Medicine. Preference is given, however, to college graduates. Credit must be presented for the following subjects:

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<th>SEM./QTR. HRS.</th>
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<td>8/12</td>
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</table>

General biology or zoology, with laboratory
General or inorganic chemistry, with laboratory
Organic chemistry, with laboratory
Physics, with laboratory
English, equivalent to satisfy baccalaureate degree requirement
Religion, as required by the college attended

Required:
Keyboard and computer skills
Introductory course in basic statistics
Biochemistry, strongly recommended

Science credits earned in professional schools (e.g., allied health professions, business, dentistry, nursing, or pharmacy) do not fulfill requirements for admission to medicine.

CLEP and Pass/Fail performances are not acceptable for the required courses.

The Medical College Admission Test (MCAT) is required. Scores older than three years will not be considered.

APPLICATION PROCEDURE AND ACCEPTANCE

It is important to know the specifics of the application process and to begin the application process well in advance of the date of anticipated (or desired) entrance to medical school.

Where to write
The School of Medicine is a member of the American Medical College Application Service (AMCAS). Applications must be submitted through AMCAS. Their application is available on the web at <www.aamc.org/students/amcas/application.htm>.
Deadline
Application should be made directly to AMCAS between June 1 and November 1 for entry in August of the following year.

Fees
The AMCAS fee is required each time an application is submitted. An additional fee to the School of Medicine is required with each supplementary application.

Procedure
The application procedure is as follows:
1. The applicant submits a formal application to AMCAS, with fee and requested transcripts. The applicant's evaluated data are forwarded to the School of Medicine by AMCAS.
2. When the application is received from AMCAS, Loma Linda University School of Medicine requests completion of a supplementary application and reference forms. The prospective student should provide evidence of exposure to health care through personal involvement, or in other ways confirming the applicant's decision to become a physician.
3. After the supplementary application and letters of reference have been submitted and reviewed, the applicant may be invited for an interview.
4. The information submitted by the applicant through AMCAS, the supplementary application, the letters of reference, and the interview reports are then evaluated by the Admissions Committee of the School of Medicine. This committee determines whether an applicant is accepted or rejected. All applicants are notified of the final decision of the Admissions Committee regarding their application. Acceptance notices are sent to regular applicants beginning December of the year preceding admission to the School of Medicine, continuing until the class is filled.
5. The accepted applicant sends a written acceptance of his/her offer of admission as a student, together with a $100 acceptance deposit, by the announced date (about thirty days after the notification of acceptance). This deposit is refundable until May 15 of the year in which the student has been accepted for entry.

In summary, the Admissions Office requests the following:
• Loma Linda University School of Medicine secondary application and $75.00 application fee.
• Appraisal of the applicant's character, ability, and suitability for a medical career by persons knowledgeable about the applicant's past performance.

Incoming transcripts
Transcripts that convey the grades and credits earned in each subject at all universities and colleges attended are required of all accepted students. Official transcripts should be in the Office of the Dean at the time of registration.

Immunizations
New students are required to have immunizations against certain infectious diseases. Forms for a student's personal physician to use in documenting the completion of immunization requirements will be sent from the Office of Admissions to accepted students. A student must give evidence in the form of physician records or college health-service records for the items listed below before registration for the first academic quarter. A student without proper verification will be required to receive the immunizations at the time of registration, and the charges will be billed to the student's account.

Tetanus: Must be current within 10 years.
Hepatitis B: Immunization is required for all students. This includes three immunizations—given at 0, 1 month, and 6 months. Unless the student provides verification of a completed schedule, this immunization sequence will be initiated at the time of matriculation. This sequence may be completed at the University Student Health Service if it was begun elsewhere.
Varicella (chicken pox): Students who have not had chicken pox will need to provide proof of a positive titer or of a completed series of two vaccinations.
Measles, mumps, rubella (MMR): Immunizations current after 1980 are required.
Annual skin test: A tuberculosis skin test is required for all students and will be performed at matriculation and yearly thereafter.
Failure to complete the preceding requirements on the schedule specified by the School of Medicine and/or the University Student Health Service will result in the student not being allowed to register for the following quarter or (if the health of patients or others may be compromised) in immediate removal from classes or clerkships.
For further information, consult the Student Handbook, Section V—Communicable Disease Transmission Prevention Policy.

Pre-entrance health requirement and health insurance
Students must meet the immunization requirements as stated. In addition, students are expected to have routine dental and medical care and elective surgery attended to before registering for medical school.
All School of Medicine students are provided with a health insurance policy through the University's Department of Risk Management. This policy remains in effect for students who are regularly enrolled, provided they register and pay tuition and fees on time each quarter. Since the maximum benefit of the policy (as of the time this bulletin went to press) is $100,000 and does not cover preexisting illnesses or dental or optical care, students are encouraged to maintain a personal, current policy that covers preexisting illnesses and/or has a higher benefit. A student who does not have health insurance coverage for his/her spouse/children will need to purchase it through the University's Department of Risk Management at the time of registration. Government regulations prohibit the use of student loan funds to provide medical insurance or services for a student's spouse or children.

Students who wish to review a copy of the current student health plan or have further questions about the plan should call Risk Management (909/558-4386). Annual tuition also covers the cost of disability insurance. Details will be presented during orientation or upon request.

Accommodations for students with disabilities

Federal and state laws and Loma Linda University policies require the School of Medicine to provide students who have disabilities, and who are able to meet the technical standards of the School of Medicine, reasonable accommodation in its academic programs to the extent that such accommodations do not fundamentally alter the required curriculum or create an undue burden. It is the responsibility of the student with a disability to request an accommodation in writing, and to provide to the School of Medicine Accommodations Committee adequate documentation of the nature and extent of the disability, before an accommodation can be granted. Accepted students who plan to apply for an accommodation for any type of disability must request from the School of Medicine Office of Student Affairs a copy of the School's guidelines for assessment and documentation of the disability. More complete guidelines are available in the LLU Student Handbook (Section V—University policies: Disability accommodation policy). The student may also consult the University's dean of student affairs. Requests for accommodation must be accompanied by documentation that meets these guidelines. Contact the School of Medicine Office of Student Affairs (909/558-4630) for additional information.

EARLY-DECISION PROGRAM

A highly qualified applicant to medical school may apply between June 1 and August 1 and be guaranteed a decision by October 1. During that period of time, the applicant may not apply to any other medical school; and if s/he is accepted at Loma Linda University, s/he is committed to that decision. If the applicant is not accepted by October 1, s/he may apply to any school s/he wishes. Those not accepted by October 1 will be considered in the regular applicant pool. On the AMCAS application the applicant indicates that s/he is an early-decision applicant and agrees to comply with the constraints of that program.

DEADLINES

June 1 to November 1 (of the year preceding the year of admission to the School of Medicine) is the period for submission of applications for the first-year class.

August 1 (of the year preceding the year of admission) is the deadline for submission of application under the Early-Decision Program.

September 1 (of the year preceding the year of admission) is the deadline for the submission of credentials for the Early-Decision Program.

November 15 (of the year preceding the year of admission) is the deadline for receipt of all supporting credentials for the regular applicant pool.

May 15 (of the year of admission) is the date beyond which the deposit of $100 is not refundable.

TRANSFER

Under exceptional circumstances, the School accepts applicants into the junior year who are transferring from other U.S. medical schools. Such transfers must be for compelling circumstances and are subject to availability of space and approval of the Loma Linda University School of Medicine Dean’s Administrative Committee.

The University reserves the right to require of an applicant satisfactory completion of written or practical examinations in any course for which transfer credit is requested. Successful completion of USMLE Step I is required.

MEDICAL SCIENTIST PROGRAM

Students interested in the Medical Scientist Program are required to take the Graduate Record Examination and must apply to the Graduate School of Loma Linda University as well as to the School of Medicine. The Graduate School application fee will be waived if combined-degrees applications are received prior to November 1.

VETERANS

A student eligible for veteran's benefits under the current enactment should transfer records to the:

Veterans Administration Regional Office
11000 Wilshire Boulevard
Los Angeles, CA 90024.

The student should also notify the Office of Admissions and Records.
Curriculum

The curriculum in medicine consists of four academic years. Instruction is on the quarter system. The first six quarters are oriented to the sciences basic to the practice of medicine; the remaining two academic years are made up of clinically oriented core instruction and up to eighteen weeks of clinical electives.

THE FRESHMAN YEAR consists of the study of anatomy/embryology, biochemistry/molecular biology/genetics, cell structure and function, understanding your patient, fundamental principles of physical diagnosis, evidence-based medicine and information sciences, and neuroscience.

THE SOPHOMORE YEAR includes microbiology, pharmacology, physiology, and organ-systems pathology. Both pathophysiology and applied physical diagnosis provide the transition between the basic and clinical sciences. Course work in psychopathology builds upon the first-year content.

THE JUNIOR YEAR is fifty-two weeks in length and focuses on internal medicine, pediatrics, gynecology and obstetrics, family medicine, psychiatry, surgery, medical ethics, and orientation to clinical medicine. Didactic work is integrated with ward and clinical assignments.

THE SENIOR YEAR is forty weeks in length. Required clinical clerkships include subinternships in internal medicine or surgery or family medicine or pediatrics; intensive care/emergency medicine, ambulatory care, and neurology; and up to eighteen weeks of electives.

WHOLE-PERSON FORMATION

Personal and professional growth for the student in medicine is the focus of the disciplines in the School, the faculty in the School of Medicine, and the Faculty of Religion. Courses and content are offered to emphasize biblical, ethical, and relational aspects of the practice of medicine. The core for Whole-Person Formation--ten quarter hours of religion and ethics--is provided during the first two years of the medicine curriculum.
### CURRICULUM OUTLINE (2001-2002)

#### Year 1

<table>
<thead>
<tr>
<th>1st Quarter</th>
<th>2nd Quarter</th>
<th>3rd Quarter</th>
<th>4th Quarter</th>
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<tbody>
<tr>
<td>Gross Anatomy</td>
<td>Medical Neuroscience</td>
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<tr>
<td>You and Your Patient; Information Science and Population-Based Medicine</td>
<td>Physical Diagnosis</td>
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<td>Cell Structure and Function</td>
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<td></td>
<td>Medical Applications of the Basic Sciences</td>
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<td>Medical Biochemistry/Molecular Biology/Genetics</td>
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#### Year 2

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<th>3rd Quarter</th>
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<tbody>
<tr>
<td>Microbiology</td>
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#### Year 3

**Clinical Clerkships (required)**

<table>
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<th>Medicine</th>
<th>Pediatrics</th>
<th>Obstetrics/Gynecology</th>
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<tbody>
<tr>
<td>(12 weeks)</td>
<td>(12 weeks)</td>
<td>(8 weeks)</td>
<td>(6 weeks)</td>
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<tr>
<td>Family Medicine</td>
<td>Psychiatry</td>
<td>Orientation to Clinical Medicine</td>
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<tr>
<td>(4 weeks)</td>
<td>(6 weeks)</td>
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#### Year 4

**Clinical Clerkships (required)**

<table>
<thead>
<tr>
<th>Intensive Care/Emergency Medicine</th>
<th>Ambulatory Care</th>
<th>Neurology</th>
<th>Electives</th>
<th>Subinternships: Internal Medicine or Surgery or Pediatrics or Family Medicine</th>
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</thead>
<tbody>
<tr>
<td>(2 weeks)</td>
<td>(2 weeks)</td>
<td>(4 weeks)</td>
<td>(20-26 weeks)</td>
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<tr>
<td>Subinternships: Internal Medicine or Surgery or Pediatrics or Family Medicine</td>
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## CURRICULUM OUTLINE (Effective school year 2002-2003)

### Year 1

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<tbody>
<tr>
<td>Gross Anatomy&lt;br&gt;You and Your Patient;&lt;br&gt;Evidence-based Medicine and Information Science</td>
<td>Medical Neuroscience&lt;br&gt;Physical Diagnosis</td>
<td>Cell Structure and Function&lt;br&gt;Medical Applications of the Basic Sciences&lt;br&gt;Medical Biochemistry/Molecular Biology/Genetics&lt;br&gt;Religion</td>
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### Year 2

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<tr>
<td>Microbiology&lt;br&gt;Psychopathology</td>
<td>Physiology</td>
</tr>
<tr>
<td>Pathophysiology and Applied Physical Diagnosis&lt;br&gt;Pharmacology</td>
<td>Pathology&lt;br&gt;Religion</td>
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### Year 3

**Clinical Clerkships (required)**

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<tr>
<th>Surgery (12 weeks)</th>
<th>Medicine (12 weeks)</th>
<th>Pediatrics (8 weeks)</th>
<th>Obstetrics/Gynecology (6 weeks)</th>
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<tbody>
<tr>
<td>Family Medicine (4 weeks)</td>
<td>Psychiatry (6 weeks)</td>
<td>Orientation to Clinical Medicine (4 weeks)</td>
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### Year 4

**Clinical Clerkships (required)**

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<tbody>
<tr>
<td>Neurology (4 weeks)</td>
<td>Electives (20-26 weeks)</td>
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<tr>
<td>Subinternships:&lt;br&gt;Internal Medicine or Surgery or Pediatrics or Family Medicine (4 weeks)</td>
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### CLOCK-HOUR DISTRIBUTION

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<td>Orientation to Clinical Medicine</td>
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<td>Pathophysiology and Applied</td>
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*part of surgery rotation  
**integrated with clerkship training

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**Course numbers**

Ordinarily, course numbers reflect the year in which the courses are taken.

**Undergraduate:**

- 101-199 freshman  
- 201-299 sophomore  
- 301-399 junior  
- 401-499 senior  

**Postbaccalaureate:**

- 701-749 freshman  
- 751-799 sophomore  
- 801-849 junior  
- 851-899 senior  

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CONJOINT COURSES

MDCJ 501 Introduction to Medicine SM (2)
Taught by the Department of Medicine and the Faculty of Religion for students in the Early-Decision Program. Designed to help students develop the writing and reading skills essential to perform medical duties, and to help students develop the whole-person-care focus necessary for success as a physician.

MDCJ 502 Introduction to Medicine II (2)
Taught by the Faculty of Religion and by the Departments of Biochemistry, Medicine, Pathology and Human Anatomy (Anatomy Division), and Surgery. Designed to help students in the Early-Decision Program develop skills in problem-based learning, standardized patient assessment, and whole-person care—skills that are necessary for success as physicians.

MDCJ 513 Cell Biology (SM) (2.5)

MDCJ 514 Immunology SM (27 hours) (2.5)
Medical immunology, with emphasis on the cellular, humoral, and molecular components of the immune system. Immune responses associated with host defense, and disease processes. Immunologic techniques related to the practice of other basic and clinical sciences.

Cross-listing: MDCJ 543; MICR 520.

MDCJ 521, 522, 523 Physical Diagnosis (110 hours) (8, 4, 4)
Provides a core foundation of knowledge, skills, values, and attitudes necessary for effective physician-patient communication and physical examination.

MDCJ 524, 525, 526 Pathophysiology and Applied Physical Diagnosis (__, 5, 4)
Two parallel components that bridge the preclinical to the clinical curriculum:
(1) Pathophysiology lectures build upon the courses in organ pathology and physiology, introduce students to the pathophysiologic principles underlying mechanisms of disease, and emphasize application of these principles to a variety of new situations that require problem solving and synthesis in a clinical context.
(2) Practical experience develops and applies skills that build on the first-year sequence in physical diagnosis.

Prerequisite: MDCJ 522, 523.

MDCJ 531, 532, 533 Cell Structure and Function (150 hours) (5, 4, 4)
Fully integrated, comprehensive course that develops knowledge and skills relating normal microscopic and submicroscopic anatomy to cellular biology, cellular physiology, and immunology. General pathology—the common thread for the course—familiarizes students with morphologic and functional changes affecting cells exposed to a variety of normal and, to a lesser extent, abnormal environments.

MDCJ 535, 536, 537 Medical Biochemistry, Molecular Biology, and Genetics (110 hours) (4, 3, 3)
Foundation courses—in conjunction with MDCJ 531, 533—for study of normal biology in the first-year curriculum. Comprehensive sequence in biochemistry and molecular biology establishes the biochemical basis for cell structure, emphasizes an integrated approach to the understanding of cellular metabolism, provides a biochemical/genetic/molecular basis for understanding disease, and examines the mechanisms for genetic information flow in prokaryotic and eukaryotic cells.

MDCJ 541, 542 Medical Neuroscience SM (71 hours) (4, 4)
Fundamentals of neuroanatomy and neurophysiology integrated in a clinical context with principles of the human nervous system.

MDCJ 550, 551, 552 Evidence-Based Medicine and Information Sciences (3, 2, 2)
Designed for freshman medical students. Introduces basic concepts of evidence-based medicine to help facilitate lifelong, self-directed learning. Describes the challenges of the information needs of the 21st-century physician. Teaches a process by which students can efficiently and effectively acquire the answers to their clinical questions and apply them to the care of the patients they see. Teaching methodologies include large-group didactic presentations; small-group discussions; and self-study, on-line exercises. Sets the foundation for an ongoing, lifelong learning process. (Replaces MDCJ 545, 546, 547 effective August 5, 2002.)

MDCJ 599 Medicine Conjoint Directed Study (arranged)

MDCJ 701 Orientation to Clinical Medicine (240 hours)
Builds on the second-year course MDCJ 525, 526 Pathophysiology and Applied Physical Diagnosis. Provides the knowledge, skills, values, and attitudes necessary to facilitate a smooth transition from the preclinical to the clinical curriculum.

MDCJ 821 Ambulatory Care Clerkship (240 hours)
Interdisciplinary, four-week rotation designed to broaden exposure to community-based health care done mainly in primary-care clinics. Clinical experience in areas not otherwise covered in the curriculum: dermatology and STDs, clinical preventive medicine, and integrative/whole-person care in ambulatory and managed-care settings.

MDCJ 891 Whole-Person Care (7.2)

MDCJ 899 Practice of Medicine (1.8-3.6)

DEPARTMENT COURSES

Please refer to the departmental listings, arranged alphabetically.

COMBINED-GRADUATE-DEGREES PROGRAMS

oma Linda University is committed to fostering the investigative skills of its medical students. Students interested in pursuing careers in academic medicine and medical research may wish to enroll in one of the combined-degrees programs.

Medical Scientist Program
The Medical Scientist Program is designed to develop a student's independence and competence as an investigative scientist and clinician. It provides students with a broad educational base for the practice of medicine and medically related research. The program is administered jointly by the School of Medicine and the Graduate School. During the first three years of the program, students follow an integrated curriculum that includes
medical courses, graduate education, and research training.

In the first year the curriculum includes a course sequence—taught by an interdisciplinary faculty—that integrates aspects of biochemistry, molecular genetics, molecular biology, cell physiology, and cell ultrastructure into a rigorous survey of cellular biology. Clinical information is added to this framework during weekly correlative sessions. During subsequent years, formal courses continue to broaden and integrate into a meaningful whole an understanding of the clinical consequences of cellular events.

Beginning in the fourth year and continuing for two or more years, students pursue full-time research on a project of their own design within the graduate programs of human anatomy, biochemistry, microbiology and molecular genetics, or physiology and pharmacology. Research training within these programs is available in nationally recognized research laboratories in the School of Medicine. After completing the Ph.D. degree, students return to the medical curriculum for the two years of clinical training required to obtain the Doctor of Medicine degree.

For acceptance into the Medical Scientist Program, graduation from an accredited college is required. Students must simultaneously submit applications to the School of Medicine and the Graduate School. Scores on the general test of the Graduate Record Examination are required. The Department of Biochemistry requires and the Department of Physiology and Pharmacology recommends a basic course in calculus and two quarters of physical chemistry. Students who have completed at least 8 units in biochemistry may qualify for reduced biochemistry course work in the Medical Scientist Program.

For information regarding tuition waivers and scholarships, contact the director of the Medical Scientist Program.

**M.D./Ph.D. or M.D./M.S. combined degrees**

The M.D./Ph.D. Combined-Degrees Program is jointly sponsored by the School of Medicine and the Graduate School and includes many of the features of the Medical Scientist Program. Students in the combined degrees program complete the first two years of the standard medical curriculum before beginning graduate studies or research training. This is followed by three or more years of graduate course work and research to qualify for a Ph.D. degree, or at least one year for an M.S. degree, before commencing the last two years of the medical school curriculum—the clinical training—for the Doctor of Medicine degree. Majors are offered in anatomy, biochemistry, microbiology and molecular genetics, and physiology and pharmacology.

For the M.D./Ph.D. and M.D./M.S. Combined Degrees Programs, the prerequisites and Graduate Record Examination requirements are similar to those described for the Medical Scientist Program. Biochemistry is not required.

**RESIDENCY PROGRAMS**

Loma Linda University Medical Center and other hospitals affiliated with Loma Linda University School of Medicine provide a variety of graduate medical-education programs. These include residencies in anesthesiology, combined medicine/pediatrics, dermatology, emergency medicine, family practice, internal medicine, neurology, neurological surgery, obstetrics and gynecology, occupational medicine, ophthalmology, oral surgery, orthopaedic surgery, otorhinolaryngology, pathology, pediatrics, physical medicine/rehabilitation, plastic surgery, preventive medicine, psychiatry, radiation oncology, diagnostic radiology, general surgery, thoracic surgery, urology, and general vascular surgery.

Subspecialty residencies are offered in cardiovascular disease, gastroenterology, hematology, pulmonary disease/critical care medicine, neonatal-perinatal medicine, orthopaedics (hand surgery), pediatric anesthesiology, pediatric critical care medicine, pediatric emergency medicine, vascular/interventional radiology, neuroradiology, pediatric radiology, emergency medicine/pediatrics, pain-management anesthesiology, and child neurology.

Graduate physicians wishing to apply for entrance into these programs should apply directly to the director of the specialty program.

Graduate dentists who seek residencies in dental anesthesia, endodontics, oral implantology, orthodontics, pediatric dentistry, periodontics, and prostodontics should apply directly to the School of Dentistry.

**CONTINUING MEDICAL EDUCATION**

Recognizing the imperative of life-long learning for professionals, the School of Medicine supports a program of continuing medical education for physicians beyond their formal postgraduate years. The Office of Continuing Medical Education is accredited by the Accreditation Council for Continuing Medical Education to provide Category I continuing medical-education credit for physicians. Course offerings include weekly, bi-weekly and monthly School of Medicine departmental grand rounds and a large number of one-day and multi-day conferences and workshops that are presented locally and nationally for School of Medicine faculty, alumni, and practicing physicians within the geographic area in which the conferences are presented.

For more information please write to:
Thomas Zirkle, M.D., Assistant Dean for Continuing Medical Education
Loma Linda University Medical Center, Room A505
Loma Linda, CA 92350;
or telephone (909) 558-4963.
Clinical Facilities

Clinical instruction takes place primarily at Loma Linda University Medical Center, which includes Loma Linda University Children's Hospital; and at Loma Linda University Community Hospital, Faculty Medical Offices (FMO), Jerry L. Pettis Memorial Veterans Medical Center, Riverside County Regional Medical Center, and Loma Linda University Behavioral Medicine Center. Also utilized are San Bernardino County General Hospital, Kaiser Foundation Hospital, Glendale Adventist Medical Center, and White Memorial Medical Center.

THE INSTRUCTIONAL RESOURCES

Loma Linda University Medical Center
The Medical Center is a major teaching center serving San Bernardino and Riverside counties. In addition to its large population of referred patients, the Medical Center is also the Level 1 trauma center for the region and is the tertiary-care center for high-risk obstetrics and neonatal intensive care. A new extension houses the Loma Linda Cancer Center and the Proton Treatment Center for cancer therapy. All patients in the Medical Center are available for medical student, resident, and fellowship training.

Loma Linda University Children's Hospital
The Children's Hospital provides a single, centralized location where newborns, infants, and children can receive comprehensive medical care. Being seen at a comprehensive center for children's health care assures parents and their children that all aspects of the child's health will be closely monitored and understood. Loma Linda University Children's Hospital staff—pediatric nurses, physicians, surgeons, anesthesiologists, radiologists, and other professionals—work together to assure that every patient receives the highest possible quality of medical attention.

The organization of a children's hospital also means that the hospital's staff is chosen from among people who are specially trained and have a deep interest in children's health care. Every Children's Hospital employee is highly skilled in dealing with children and has made the care of children a personal priority. The Children's Hospital is the place for little faces.

Loma Linda University Community Hospital
The Community Hospital is a teaching resource for medical students in family medicine and internal medicine as well as house staff in family medicine and general pediatrics.

Faculty Medical Offices (FMO)
The FMO includes facilities for all specialties, an outpatient surgery suite that handles approximately 30 percent of all the surgery done at the Medical Center, and an urgent-care center. The FMO is utilized for students' outpatient experience in nearly all specialties.

Jerry L. Pettis Memorial Veterans Medical Center
This medical center serves a wide geographic area and cares for a large population of veterans. Outpatient clinics and inpatient wards are available for student and resident teaching. The residency programs are integrated with the University Medical Center and are under the supervision of the faculty of the School of Medicine. The Dean's Committee helps to coordinate the patient care and teaching activities of the veterans medical center.

Riverside County Regional Medical Center
The medical center is located twenty miles south of Loma Linda in the city of Riverside. The patient population reflects an inner-city profile with a large concentration of urgent medical and surgical, trauma, obstetrics, and pediatrics cases. All patients are available for student, resident, and fellowship training.

Loma Linda University Behavioral Medicine Center
This freestanding, full-service psychiatric hospital opened in early 1991. Loma Linda University Behavioral Medicine Center offers adult, child, adolescent, and chemical-dependency services, including inpatient and partial hospitalization. There is special emphasis on services that provide the integration of Christian faith with psychiatric care for those patients desiring such. This expansion of clinical services greatly enhances the teaching of medical students and residents as well as the clinical research potential.

Other facilities
Also utilized are San Bernardino County General Hospital, Kaiser Foundation Hospitals, Glendale Adventist Medical Center, and White Memorial Medical Center.
Basic science investigation is advanced and patient treatment is enhanced through the ground-breaking research conducted at the four centers of the School of Medicine.

**CENTER FOR MOLECULAR BIOLOGY AND GENE THERAPY**

The Center for Molecular Biology and Gene Therapy conducts basic science research and training in the field of cellular and molecular genetics within the context of a Christian health-sciences university. The goals of the center are to:

- Establish and maintain an active research program in the field of cellular and molecular genetics.
- Conduct basic science scholarly research that provides a foundation for molecular medicine at this University.
- Apply molecular-genetic basic science research to the development of cellular and genetic therapies for treatment of neurological disorders as well as diseases such as cancer.
- Develop and promote courses to train faculty and students at this University in cellular and molecular-genetic technologies.

The center’s core facility, the DNA laboratory, provides services to the University research community—such as DNA sequencing and oligo nucleotide synthesis (synthesizing small DNA fragments or small genes); and uses real-time PCR equipment to measure DNA and RNA in small amounts and to amplify levels in tissue or cell samples.

**MUSCULOSKELETAL DISEASE CENTER**

The Musculoskeletal Disease Center (MDC) pursues research in molecular medicine, including gene therapy and molecular genetics, as its primary approach to diseases of the musculoskeletal system. The gene therapy research involves local and systemic therapy for musculoskeletal diseases, particularly osteoporosis. The Osteoporosis Research Clinic, which is a part of the MDC, offers state-of-the-art x-ray imaging for bone-density scans; and conducts clinical research studies in numerous areas other than osteoporosis.

Areas of research interest relevant to the MDC include:

- Signal transduction mechanisms involved in mediating the effects of mechanical strain to culminate in increased bone formation.
- Molecular mechanism of action of anabolic agents—including fluoride, a bone-cell mitogen.
- Role of the IGF system in the pathogenesis of bone loss and hip fracture.
- Identification of and functional studies of genes involved in the musculoskeletal system.

Medical students and postdoctoral fellows from around the world receive training in the MDC laboratories, and participate, often with honors, at local and national basic research and clinical research meetings. They are given many opportunities for collaboration with other research laboratories, nationally and internationally.
NEUROSURGERY CENTER FOR RESEARCH, TRAINING, AND EDUCATION

The Neurosurgery Center for Research, Training, and Education pursues ways to improve patient care. Its primary goals are to develop new biologically and technologically advanced, minimally invasive surgical techniques and instrumentation, in collaboration with the general, plastic, urological, cardiothoracic, and neurosurgical services; to facilitate training in new techniques, such as endoscopic surgery; and to stimulate research in all surgical fields, with emphasis on neurosurgical procedures. The director and associate director of the center hold numerous international and United States patents on surgical instruments and surgical assistive devices they have invented. The center provides:

- Research and training resources for education in general surgery and neurosurgery, as well as CME approval of preceptorships for medical students, surgical residents, faculty, outside physicians, and national and international visiting scholars on sabbatical (although the center's educational directives are intended primarily for surgical residents who are in a formal curriculum).
- Opportunities for surgical training on ex vivo models, then laboratory animals.
- A curriculum for training in laparoscopic surgery.
- Instrumentation and laboratories for endoscopic experience.
- CME-approved training in sutureless vascular anastomosis techniques.
- A computerized data bank for an international study of vascular accesses performed with nonpenetrating clips—a study involving medical students and the School of Public Health Biostatistics Service.
- A video network connecting LLU operating rooms with other institutions that are a part of the Center of Excellence Program.

CENTER FOR PERINATAL BIOLOGY

The primary research focus of the Center for Perinatal Biology is investigation of fetal and neonatal biology and physiology. The majority of the funding to support this research is derived from competitive grants awarded by the National Institutes of Health; additional funding is provided by the National Science Foundation, the American Heart Association, the March of Dimes Birth Defects Foundation, and other agencies.

The biomedical scientists in this internationally renowned research center also teach basic science courses in the School of Medicine and graduate courses in their disciplines: physiology/pharmacology, gynecology/obstetrics, pathology/human anatomy, biochemistry/microbiology, and pediatrics.

For the graduate students, postdoctoral fellows, and beginning investigators—who spend from two-to-four years in research and training in fields related to developmental physiology—the center is an ideal environment. Visiting scholars from other universities also work in the center during sabbaticals or other interims.
Student Life

STUDENT LIFE

The information on student life contained in this BULLETIN is brief. The Student Handbook more comprehensively addresses University and School expectations, regulations, and policies; and is made available to each registered student and to prospective students who request a copy in writing from the School of Medicine, Office of the Associate Dean for Student Affairs. Students are expected to familiarize themselves with the contents of the Student Handbook and to abide by its policies. Additional information regarding policies specific to a particular school or program within the University is available from the respective school.

FROM UNIVERSITY TO STUDENT

Loma Linda University was established to provide education in a distinctively Christian environment. Students are expected to respect the standards and ideals of the Seventh-day Adventist church. Application to and enrollment in the University constitute the student’s commitment to honor and abide by the academic and social practices and regulations stated in announcements, bulletins, handbooks, and other printed materials; and to maintain a manner that is mature and compatible with the University’s function as an institution of higher learning.

STUDENT CONDUCT

It is inevitable that the student will come under question if:
• his/her academic performance is below standard;
• s/he neglects other student duties;
• his/her social conduct is unbecoming; or
• his/her attitudes demonstrate deficiencies such as poor judgment, moral inadequacy, or other forms of immaturity.

Procedures for evaluation of student academic and nonacademic performance—as well as for the student to initiate grievance procedures and/or to exercise his/her right of appeal—are described in each school’s section of the Student Handbook. Prospective students who have questions concerning the University’s expectations should seek specific information prior to enrollment.
WHOLE-PERSON HEALTH

The University regards the student from a cosmopolitan and comprehensive point of view—
• cosmopolitan, in that the University’s global mission seeks to promote bonds and opportunities in education and service without regard to gender, national or racial origin, or geographical origin; and
• comprehensive, in that the University’s concern for the welfare of the student traditionally has been an integrated concern for assisting the student toward balanced development.

Students from all schools of Loma Linda University have the opportunity to participate in a variety of programs designed to foster social, intellectual, physical, emotional, and spiritual wellness. These programs support Loma Linda University’s motto, “To make man whole.” Opportunities for personal development and spiritual enrichment are provided in the regular schedule of religious exercises and activities and in informal association with others who cherish spiritual values.

Religion classes that focus on such subjects as “The Art of Integrative Patient Care,” “Biomedical Ethics,” and “God and Human Suffering”—as well as a weekly chapel service—are part of the required curriculum.

Loma Linda University also offers opportunities for students to complement their formal learning through participation in a wide variety of activities that can enrich their group interaction and leadership experiences, increase their interests in fields outside their profession, develop their talents, and enhance wholesome and memorable association with others.

Situated within easy access of the ocean, mountains, and desert, the University provides numerous opportunities for social and cultural activities. A variety of University-, School-, and group-sponsored events encourage students to relax and become better acquainted with one another.

The University encourages physical fitness by providing courses in field exercises, body building, and health instruction. An effort is made to interest each student in some recreational and health-building activity that may be carried over to enhance future life.

SPIRITUAL HEALTH

Opportunities for personal development and spiritual enrichment are provided in scheduled religious exercises and activities and in informal association with others who cherish spiritual values.

Through the Faculty of Religion, required and elective classes are offered—in foundational studies (biblical, theological, historical, and mission); in personal, professional, and social ethics; and in relational studies (applied theology, clinical ministry, and psychology of religion).

SOCIAL HEALTH

Situated within easy access of the ocean, mountains, and desert, the University provides numerous opportunities for social and recreational activities. A variety of University-, School-, and group-sponsored events encourage students to relax and become better acquainted with one another.

TEACHING LEARNING CENTER

Academic life at this University is rigorous, and inefficient study skills can add to the stress and strain. The Teaching Learning Center works with students to develop the reading, writing, analytical, and study skills needed to succeed in professional education. The center offers three ABLE programs that will help students face academic challenges by:

A. Assessing learning style and augmenting reading skills.
B. Breaking through in reading speed and comprehension.
L. Learning analytical and memory techniques and skills.
E. Enhancing ability to take tests and examinations.

If a student is having scholastic difficulties, the center will assess the student and tailor a program designed to increase and/or improve his/her reading speed and comprehension, writing clarity, analytical abilities, and other study skills—using the student’s own course materials.

The center is located on campus in West Hall, Room B112. There is no charge to the student for assessment and evaluation. The regular student tuition package does not include the TLC tuition. For additional information, please call 909/558-8625.

UNIVERSITY STUDENT/FAMILY COUNSELING CENTER

The University Counseling Center offers a variety of confidential services to students and their families, including: individual, premarital, marital, family, and group counseling regarding issues of adjustment, anxiety, depression, etc.; skills in time management, studying, and test-taking; and 24-hour emergency crisis intervention. The center is located at 11374 Mountain View Avenue, Loma Linda. Full-time students may receive up to nine free visits. Call 909/558-4505 (or, on campus: 66028) to schedule an appointment or for more information.

STUDENT ASSISTANCE PROGRAM

The Loma Linda Student Assistance Program (LLSAP) provides professional and caring assessment and treatment for a variety of personal, family, work, and school-related issues. LLSAP
clinicians will develop a treatment plan that may include free short-term counseling, up to eight sessions. If more extensive treatment is appropriate, clients are referred to a community therapist who specializes in the student's area of concern and who is covered by the student's health plan. All information is confidential. LLSAP clinicians will not release information without the written consent of the client, with the exception of matters that fall under mandatory reporting laws.

LLSAP, the only nationally accredited student assistance program in California, has provided state-of-the-art services to students since it was established in 1990.

Appointments may be scheduled during office hours (on-campus telephone—66050; off-campus—558-6050): Monday through Wednesday 8 a.m.-5 p.m.; Thursday 8 a.m.-8 p.m.; Friday 8 a.m.-1 p.m. Additional appointment times may be available upon request. All LLSAP services are free of charge. LLSAP is located at:

11360 Mountain View Avenue
Hartford Building, Suite A
Loma Linda, CA 92354.

**PHYSICAL HEALTH**

The University promotes physical fitness by encouraging recreational interests and by providing courses in field exercises, body building, and health instruction. An effort is made to interest each student in some recreational and health-building activity that may be carried over to enhance future life.

**THE DRAYSON CENTER**

The Drayson Center, the University’s recreation and wellness center, is a state-of-the-art fitness facility.

The center includes a 21,000-square-foot multipurpose gymnasium, which may accommodate three full-size basketball courts or five volleyball courts or nine badminton courts. Circling the gymnasium’s inside perimeter is a three-lane, elevated, rubberized running track. The facility also includes five racquetball courts with viewing areas, and fully equipped men’s and women’s locker rooms. Aerobics studios and cardiovascular and fitness areas are equipped for strength training, sports conditioning, body building, and power lifting. A large, ten-lane lap pool is designed to accommodate scuba diving classes. A 22-foot-high, 150-foot water slide ends in the nearby recreational pool. This shallow pool is wheelchair accessible. An outdoor jacuzzi is also available as well as indoor saunas in the men’s and women’s locker rooms. Included in the complex are a lighted, six-court tennis facility; a 400,000-square-foot multi-use recreational area with four softball fields; a half-mile-long track; and picnic and game areas.

The Drayson Center offers lifetime leisure classes (noncredit), such as low- and high-impact aerobics, scuba diving, tennis, weight training, and wilderness survival. Physical assessments are also available.

**THE STUDENT HEALTH PLAN**

Because the health, vitality, and welfare of its students and their dependents are of major concern to the University, Loma Linda University sponsors and funds the Student Health Plan, a health care plan that provides health service and medical coverage to all eligible students. It includes the following benefits: Student Health Service, 24-hour coverage, and generous coverage through preferred providers. The Student Health Plan provides a broad range of medical coverage but does not provide dental or vision coverage.

**Student Health Service**

Professional services are rendered by the Student Health Service, which provides basic care to students. The Student Health Service is located in the Center for Health Promotion in Evans Hall, corner of Stewart and Anderson Streets. The hours are 8 A.M.—5 P.M. Monday through Thursday and 8 A.M.—2 P.M. on Friday. Services are free to students.

**Supplementary medical-coverage policy**

The Student Health Plan is an “excess” policy and only supplements other medical plans that provide benefits to the student. The student first obtains direct-provider payment, or reimbursement for out-of-pocket payments, from all other medical plans that provide benefits for the student; only then does the student submit bills to the Student Health Plan for remaining balance not covered by the other plans. The student must, therefore, follow all rules of his/her primary insurance in obtaining medical treatment. The student should contact the primary carrier to determine what procedure to follow.

**Eligibility**

The Student Health Plan automatically covers all full-time students at Loma Linda University in any clinical or academic program. Students are covered when enrolled for 7 units or more per quarter (or clock-hour equivalent, as defined by each School) for which Loma Linda University is receiving tuition and applicable fees (excluding load validation, “in progress” [IP] units, “employee tuition benefit” units, and “audit” units). Students enrolled for field practicum are eligible for coverage if registered for at least 240 hours per quarter.

**Coverage during clinicals / rotations**

Students who are accidentally injured while performing their clinical rotation duties do not have to pay their co-payment. If a covered student is doing a school-sponsored clinical or rotation out of the area and becomes ill or injured, any health service and medical care received which is covered by the Student Health Plan will still be covered as if the student were in the Loma Linda area.

**Effective coverage date**

An eligible student’s coverage becomes effective on the day of orientation or the first day of class. Any purchased benefits will become effective on the day the Department of Risk Management receives the health plan application and
Buy-in provision only during open enrollment

Eligible students are themselves automatically covered by the plan; however, noneligible students—those on summer break and part-time students (e.g., in a clinical program but enrolled for fewer than 7 paid units)—may, if they wish, purchase coverage.

Those wishing to buy in may enroll in the Student Health Plan only during the first two weeks of each new calendar quarter, that is, during the first two weeks of January, April, July, and October.

For further information about eligibility, the student may refer to the Student Health Plan booklet or call Risk Management.

Buy-in rates per quarter

For current quarterly buy-in rules, please contact the Department of Risk Management.

Student responsibility for payment

Neither Student Finance nor the Department of Risk Management bills the student’s account or sends out reminders. Funds received for buy-in coverage must be in the form of a check or money order (payable to the Department of Risk Management).

Coverage exclusion for “pre-existing” condition

If a student or patient has not maintained a continuous “creditable coverage” under another health plan during the twelve months prior to the coverage effective date, the following pre-existing-condition exclusion will apply:

This plan will not cover any medical condition, illness, or injury for which medical advice, diagnosis, care, or treatment was recommended or received by the student or patient during the six months prior to the effective date of health plan coverage. This exclusion will apply for twelve months from the student’s coverage effective date, unless such an individual remains treatment free during the six-month term beginning with the effective date of coverage. If the individual remains treatment free during the six-month term, the pre-existing-condition exclusion will apply only during that six-month period. This exclusion will not apply to pregnancy-related medical expenses or to medical treatment for a newborn or adopted child. For additional information, the student may contact Risk Management.

Preferred-provider plan, prescriptions, annual term, benefit limits

The Student Health Plan is a PPO preferred-provider plan. A list of preferred physicians and preferred medical facilities is available from Risk Management.

Benefits are limited by the terms and conditions set forth in the Student Health Plan booklet. The booklet is available from the Loma Linda University Department of Risk Management. For additional health plan information, phone the Department of Risk Management at 909/558-4386.

MALPRACTICE COVERAGE

Students are covered by malpractice coverage while acting within the course and scope of any approved clinical assignment.

DISABILITY INSURANCE PLAN

All School of Medicine students are automatically enrolled in a disability insurance program while registered in the School. This program provides limited disability insurance for students while in the program and also allows for conversion to an individual disability insurance policy at the time of graduation. Details of this program are available in the School of Medicine Office of the Assistant Dean for Administrative Affairs.

GOVERNING PRACTICES

Residence hall

The School is coeducational and accepts both single and married students. Any single student who prefers to live on campus may do so. Students are expected to live on campus unless they are:

- married,
- twenty-one years of age or older,
- in a graduate program, or
- living with their parents.

Students who wish to live off campus but who do not meet one of the foregoing requirements may petition the dean of students for an exception. This should be done well in advance of registration to allow the student adequate time to plan. Additional information about campus housing can be obtained from the University’s dean of students.

The student must keep the assistant dean for administrative affairs informed of his or her current address and telephone number and other contact numbers.

Marriage

A student who marries or changes marital status during the academic year must give the Office of the Dean advance written notice in order to keep the School’s records correct and up to date.

Personal appearance

Students in the classroom or clinical environment must exhibit personal grooming consistent with expectations of the health care institution, the profession, the School, and the University. Specific guidelines are provided by the School.

Personal property

The School assumes no responsibility for the loss of the student’s personal property, instruments, or other items by theft, fire, or unknown causes. The student is expected to assume responsibility for the safekeeping of personal belongings.

Cars and transportation

Students are responsible for transportation arrangements and costs for off-campus assignments.
and clinical affiliations. All vehicles used to transport fellow students for off-campus assignments must be registered with Campus Security and must have adequate public liability insurance—a minimum of $100,000 bodily injury and property damage liability.

**Student identification card**

All students will be assigned University ID numbers and issued student ID cards. The University student ID card will be used for library, health, and other services.

In some cases, students are also required to have Medical Center ID badges. Information regarding this requirement can be obtained from the Office of the Dean of the School.

**Substance abuse**

As a practical application of its motto, “to make man whole,” Loma Linda University is committed to providing a learning environment conducive to the fullest possible human development. Because the University holds that a lifestyle free of alcohol, tobacco, and recreational/illegal drugs is essential for achieving this goal, it maintains policies that foster a campus environment free of these substances. All students are expected to refrain from substance abuse while enrolled at the University. Substance abuse is considered to be any use of tobacco, alcohol, and other recreational or illegal drugs; any use of a nonprescription mood-altering substance that impairs the appropriate functioning of the student; or any misuse of a prescription or nonprescription drug. Also, possession of an illegal drug may be cause for dismissal. The School offers counseling and other redemptive programs to assist in the recovery from substance abuse. Continuation as a student with the University will be dependent upon the abuser appropriately utilizing these programs. Failure to comply with these policies will result in discipline up to and including expulsion and, if appropriate, notification of law-enforcement agencies for prosecution.

For details regarding the LLU drug-free environment—as well as information regarding prevention, detection, assessment, treatment and relapse prevention, confidentiality, and discipline—see the Loma Linda University Student Handbook 2002, Section V, University Policies: Alcohol, controlled substances, and tobacco policy.

**Sexual harassment**

Sexual harassment is reprehensible and will not be tolerated by the University. It subverts the mission of the University and threatens the careers, educational experience, and well-being of students, faculty, employees, and patients.

Because of the sensitive nature of situations involving sexual harassment and to assure speedy and confidential resolution of these issues, students should contact one of the School’s designated, trained sexual harassment ombudspersons.

A more comprehensive statement of the policy regarding sexual harassment can be found in the University Student Handbook.

**Dismissal, grievance**

Students who are involved in dismissal proceedings or who wish to file a grievance are referred to the grievance procedure as outlined—

1. in the Student Life section of this BULLETIN (see STUDENT CONDUCT); and
2. in the School section of the Student Handbook.

**Employment**

It is recommended that students refrain from assuming work obligations that divert time, attention, and strength from the arduous task of training in their chosen career. A student wishing to work during the school year may petition for permission from the Office of the Dean. The decision of the Office of the Dean regarding such an employment request will be based on grades, class load, health, and School policy.

**Weekend assignment**

From the day of enrollment in the School of Medicine, students are considered to be junior colleagues in the medical profession. They are an integral part of the treatment team. Becoming a physician includes learning to accept responsibility for one’s patients 24 hours a day, 7 days a week, 365 days a year—except when alternatives for coverage have been arranged. In order to meet patients’ needs and as part of the educational program, students may be required to provide care for their patients on Sabbath.

**STUDENT ORGANIZATIONS**

The purpose of Loma Linda University School of Medicine student organizations is to:

- encourage high Christian ideals among medical students.
- involve medical students in developing and furthering their education.
- enhance involvement in and loyalty to Loma Linda University.
- unite medical students to seek constructive solutions to problems.
- foster leadership among medical students.

At registration into the School of Medicine, students automatically become members of the School of Medicine Student Association. Other student organizations that operate within the School of Medicine and that are represented on the School of Medicine Senate include the following:

- The American Medical Association–Medical Student Section (AMA-MSS), Loma Linda University Chapter
- The American Medical Student Association (AMSA), Loma Linda University Chapter
- The Christian Medical and Dental Society (CMDS)
- The Organization of Student Representatives (OSR) to the AAMC
- Women in Medicine/American Medical Women’s Association (AMWA), Student Chapter
AMSA

Membership in the School of Medicine's local chapter of the American Medical Student Association is open to all students in the School.

AWARDS

Wil Alexander Whole-Person Care Award
This monetary award is given to two senior medical students who have demonstrated to their peers and colleagues during their clinical years a growing excellence in the physical, mental, emotional, relational, and spiritual care of their patients as part of the art of medical practice.

Alpha Omega Alpha
Students are recommended for membership in the national honor medical society, Alpha Omega Alpha. This honor is extended to students in the fourth year. Membership is determined based on scholastic, professional, and personal performance. The School of Medicine was granted a charter April 1, 1957, for establishing the Epsilon Chapter.

American Medical Women's Association
This award is presented based on demonstrated professional competence and promise of professional achievement.

Chinnock Award
The Robert F. Chinnock Award is presented at the end of the senior year to a student who has been outstanding in clinical and academic pediatrics.

Comstock Award
The Comstock Award is given annually to the senior student with the most distinguished performance in internal medicine. Selection is based on scholarship, science interest and skill, devotion to patient care, and personal attributes of dependability and integrity as demonstrated by the physician for whom the award is named, Daniel D. Comstock.

Griggs Award
The Griggs Award is presented annually to a senior student selected for meritorious scholarship and service reflecting those qualities demonstrated by the physician and teacher for whom the award is named, Donald E. Griggs.

Hinshaw Award
The Hinshaw Award, named for David B. Hinshaw, Sr., is presented annually to a senior student who has demonstrated outstanding qualities of leadership and scholarship.

Hoxie Award
The Hoxie Award is presented annually by the Department of Medicine to a senior student whose meritorious scholarship and service reflect those qualities demonstrated by the physician and teacher for whom the award is named, Harold J. Hoxie.

Benjamin Kovitz Award
This award is presented to a senior medical student who has demonstrated qualities of leadership and scholarship in the field of psychiatry.

Walter P. Ordelheide Award
The Ordelheide Award is given annually to a senior student who has demonstrated outstanding scholarship and leadership, and who has fostered the promotion and advancement of family medicine.

Chancellor's Award
The Chancellor's Award (formerly the President's Award), established in 1960, is presented annually in recognition of superior scholastic attainment and active participation in the student community, within the framework of Christian commitment. One recipient is selected from each school of the University.

Harold F. Ziprick Award
This award is presented annually by the Department of Gynecology and Obstetrics to a senior student in recognition of overall academic achievement and clinical performance in gynecology and obstetrics, as demonstrated by the physician and teacher for whom the award is named.
Academic Practices and General Regulations

Loma Linda University School of Medicine was established to provide education of future physicians in an atmosphere in which basic Christian values are honored. The rigorous academic expectations of the institution are consistent with the example of personal excellence embodied in the Christian tradition. Although no religious test is applied, students are expected to respect the standards and ideals of this church-related University. Application to and enrollment in the University constitute the student’s commitment to honor and abide by the academic, nonacademic, and social practices, policies, and regulations of the University. These policies are found in BULLETINS, handbooks, announcements, and other published materials. In addition, students are expected to display conduct that is mature and compatible with the University’s function as an institution of higher learning and the University’s sponsorship by the Seventh-day Adventist church.

The academic progress of each student is monitored by the Academic Review Committee. Specific policies for handling misconduct (academic or nonacademic) are published in the Student Handbook.

GENERAL POLICIES

Registration
The student must register on or prior to the date designated by the School of Medicine. Registration procedure includes recording information on forms furnished by the Office of University Records, clearing financial arrangements with Student Finance (including all past accounts), completing requirements of the Student Health Service, and having a student-identification picture taken.

Late registration is permissible only in case of compelling reason, and a charge is made if registration is completed after the designated dates. The student shall not attend classes without being registered.

Classification
The student who has satisfied all prerequisites and who is registered for a standard curriculum leading to a degree or certificate is classified as a regular student of the University. The student who is permitted to remove qualitative or quantitative deficiencies in order to qualify or requalify for regular standing is classified as a provisional student during the transition period. Because of limitations of space and personnel resources, the School of Medicine does not make provision for students to enroll as special, unclassified, or audit students.

Attendance
Regular attendance is expected beginning with the first day of each term and is inclusive of all instructional appointments and assemblies. Negligence relative to appointments may be referred to the Office of the Dean for consideration and action.

Chapel
Attendance is required of all freshman and sophomore medical students at the Wednesday morning chapel, as specified in the Student Handbook.

Communications
Communications to the medical student regarding academic and clinical assignments, scholarship opportunities, and other important information are routed through the Office of the Dean. The student mailboxes and bulletin board are in the School’s administrative area, located in the Medical Center. It is the responsibility of students to check their email and mailboxes and the bulletin board daily.
REQUIRED SUPPLIES

Microscope
The student is expected to have access to a satisfactory compound microscope (usually one rented from the School) that meets the following requirements:
- The microscope shall be no older than fifteen years.
- The lenses shall be in good condition and shall include scanning and oil-immersion objectives.
- The equipment shall include an Abbe condenser with rack and pinion adjustment, an iris diaphragm, and a mechanical stage.

Textbooks
Students are required to purchase the textbooks adopted by the School of Medicine Curriculum Committee.

Instruments
Students are required to purchase the instruments adopted by the Physical Diagnosis course.

PRACTICES AND REGULATIONS

Length of academic residence
To fulfill the degree requirement pertaining to length of academic residence, it is the usual policy that the student must be registered for full-time course work during the entire junior and senior academic years for the Doctor of Medicine degree.

Course exemptions
Students who seek exemption from registering for courses that they took prior to entering the School of Medicine must qualify for the exemption by passing a comprehensive examination covering the course material in question.

Should the student qualify, in lieu of the regular course the student will be required to participate in an advanced program that may include additional studies, research activities, and/or teaching. A written paper will be required from all students completing the advanced program.

The course director, the Office of Educational Affairs, and the student will work together to determine the content of the advanced program. Full tuition, equivalent to that of the regular program, will be charged.

Examinations
Students must take examinations at the scheduled time. Students who arrive more than 15 minutes late to an examination—or after another student has left during the examination for any reason—will be denied the opportunity to take the examination.

Should a student miss an examination because of an excused absence, the examination cannot be made up at a later time. Instead, the comprehensive final examination in the course for which the missed examination occurred will be

weighted an amount extra, proportional to the weighting of the missed examination(s). In addition, course directors may require other remediation at their discretion.

In order to have an excused absence, the student must obtain a written excuse from the Office of the Dean prior to the administration of the test in question. This written excuse must then be provided to the course director. Students missing examinations for health reasons must provide documentation from Student Health that they were indeed ill. Whether or not this documentation is an adequate excuse for missing an examination will be left to the discretion of the Office of the Dean.

Students who miss examinations without prior approval from the Office of the Dean have an unexcused absence. As a result, the student will receive a zero for the missed examination(s).

In the event of a bona fide emergency, where prior approval is not feasible, the Office of the Dean must be contacted as soon as possible. Failure to do so will result in an unexcused absence.

Grading policy
Course directors submit grades at the end of the course, indicating the overall evaluation of the student's performance in the course. The grade reflects the success or failure of the student in meeting the objectives of the course in terms of knowledge, skills, attitudes, and values. The grade will be recorded as SATISFACTORY if the student exceeded the minimum requirements for overall performance. The grade assigned will be UNSATISFACTORY if the student did not meet the minimum requirements for overall performance. The grade assigned will be MARGINAL PASS if the student met but did not exceed the minimum requirements for overall performance.

Complete promotion and retention policies are distributed to each class at orientation.

Class standing
Class standing is developed by the Office of the Dean and is based on student performance on in-house, faculty-generated examinations and NBME subject examinations.

Promotion
Promotion is contingent on satisfactory academic performance. Both cognitive and noncognitive evaluations of academic performance—as well as assessment of personal suitability to assume the responsibilities of the medical profession—are utilized in making promotion decisions. The Academic Review Committee of the School of Medicine periodically reviews student performance and progress and recommends promotion, retention, or dismissal on the basis of the overall academic record. The Student Handbook contains additional details regarding the criteria used by the Academic Review Committee for promotion decisions.
Withdrawal
To withdraw from a course(s), the student must complete a Change of Program form; to completely withdraw from school, a Total Withdrawal form must be completed. These forms should be completed and submitted on the last day of class attendance. The date of withdrawal used in calculating tuition refunds will be the date on which the properly completed form is submitted to the Office of University Records.

USMLE Steps I and II policy
States vary in the number of times a student can attempt USMLE examinations and still be eligible for licensure. A significant number of states allow no more than three attempts. The school has defined its own limits for number of attempts allowed. Our policy requires students enrolled in the Loma Linda University School of Medicine to pass Step I in no more than three tries.

Students must complete the clinical course work required for graduation within three years of starting the clinical curriculum; they are permitted a maximum of four sequential attempts to pass Step II of the USMLE. The student’s first attempt at passing Step II of the USMLE must take place only after s/he has satisfactorily passed all junior clerkships and prior to his/her completion of all required senior clinical course work.
A student who has failed Step II but who has completed all course curriculum requirements must remain enrolled in the School of Medicine as a directed-study student until s/he either has passed Step II of the USMLE or failed Step II of the USMLE for the fourth time. During this directed study, the student will be charged tuition.

LICENSING EXAMINATIONS

National
The graduate who holds credentials from the USMLE may be granted a license by endorsement of the examining board of most states. Additional requirements made by some states are given in a pamphlet that may be obtained from the Office of the Dean or from the Federation of State Medical Boards, 400 Fuller Wiser Road, Suite 300, Euless, TX 76039-3855.

DOCTOR OF MEDICINE DEGREE
The School of Medicine requires that a candidate must have met the following requirements for the Doctor of Medicine degree:
- Completed all requirements for admission.
- Attended an accredited medical school for four academic years, the last two of which must have been spent at this School.
- Completed honorably all requirements of the curriculum, including specified attendance, level of scholarship, length of academic residence, and credit units.
- Completed additional special examinations covering any or all subjects of the medical curriculum as may be required.
- Successfully completed USMLE examinations (Steps I and II), as specified.
- Given evidence of moral character, of due regard for Christian citizenship, and of consistent responsiveness to the established aims of the University and of the School.
- Discharged financial obligations to the University.

The candidate is required to participate in graduation exercises upon completion of the academic program. If the candidate is out of sequence with his/her current class but would like to participate in the commencement exercises, s/he must have completed a minimum of three months of the required senior clerkships, i.e., medicine, surgery, family medicine, neurology, ambulatory care, and intensive care/emergency medicine by April 1 of the year of graduation. Consent for the student to be absent, granted by the chancellor of the University, is contingent on the recommendation of the dean to the chancellor.

The families and friends of graduates are invited to be present at the official Conferring of Degrees service.

POSTGRADUATE TRAINING
In harmony with the needs of medicine today, the curriculum leading to the Doctor of Medicine degree is planned with the assumption that all students will take standard postgraduate training in one of the fields of medicine. This means serving as a resident for a minimum of three years in a hospital approved for this training by the Council of Medical Education and Hospitals of the American Medical Association.

The Office of the Dean supplies information and assistance for the arrangement of residencies. Since the School participates in the National Residency Matching Program, selection through this means constitutes approval by the School of Medicine.
Financial Information

GENERAL PRACTICES

The student is expected to arrange for financial resources to cover his/her expenses before the beginning of each year. Tuition is due and payable in full before or at the time of initial registration each academic quarter and at the subsequent posted dates. After acceptance into the School, the first quarter's tuition deposit is due at registration and must be paid in cash or financial aid awards. In subsequent quarters, failure to apply for financial aid at least thirty days in advance of registration day will result in a $50 late-payment fee in addition to any interest due.

FINANCIAL POLICIES

Advance payment and refunds
Tuition and fees are payable in full at the beginning of each term. For refund-policy information, consult Student Finance.

Students who have their loans (e.g., Stafford) pending (not yet received) at the time of registration and who have not applied for these at least thirty days prior to registration or have not paid the balance due at registration will be assessed a $50 late-payment fee.

Monthly statement
The amount of the monthly statement is due and payable in full within thirty days after presentation. An account that is more than thirty days past due is subject to a service charge of .833 percent per month (10 percent per year). Failure to pay scheduled charges or make proper arrangements, which is reported to the dean, may cause the student to be discontinued.

Financial clearance
The student is expected to keep a clear financial status at all times. Financial clearance must be obtained each term; before receiving a certificate or diploma; or before requesting a transcript, statement of completion, or other certification to be issued to any person, organization, or professional board. To obtain financial clearance from the Student Finance Office, the student must have a zero (0) balance due on account.

In order for a student who is enrolled for less than half time to obtain financial clearance, s/he must be current on all loan account payments and must have fully completed a loan exit interview.

Checks
Checks should be made payable to Loma Linda University and should show the student's name and identification number to ensure that the correct account is credited. If a check is returned, a $20 returned-check fee will be assessed.

Veteran's benefits
A student eligible to receive veteran's benefits under the current enactment should—

• contact the Office of University Records within the first week following registration, and
• have a certificate of eligibility sent to the Office of Admissions and Records at Loma Linda University.

In order for a medical student to be eligible to receive educational assistance from the Department of Veteran's Affairs, s/he must maintain a satisfactory grade for all required courses in the School of Medicine for the year that s/he is currently enrolled. If the student's grades reflect unsatisfactory progress, the student will not be certified for the Department of Veteran's Affairs educational benefits until his/her probationary status has been removed and s/he is certified to be in good and regular standing.

Under Title 38 of the U. S. Code, Loma Linda University is approved for the training of veterans and other eligible persons. Information regarding eligibility for any of these programs may be obtained by calling 1-888-GIBILL1. Students receiving veteran's benefits, but who fail for three consecutive quarters to maintain the required cumulative grade-point average (G.P.A.) for graduation, will have their benefits interrupted; and the Veterans Administration (VA) office will be notified.

Application for benefits must be made directly to the VA and may be done via the web. The Office of University Records serves as the certifying official for Loma Linda University. Students should contact the certifying official prior to their first enrollment certification. For more information, open links to the VA web site ("Students" and "Prospective Students") on the LLU home web page at <http://www.llu.edu>. 
**SCHEDULE OF CHARGES**

**2000-2001**

**TUITION**

<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
<th>Amount</th>
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<tbody>
<tr>
<td>2001-2002</td>
<td>Full time</td>
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<tr>
<td>2002-2003</td>
<td>Full time</td>
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<tr>
<td>2001-2002</td>
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<tr>
<td>2002-2003</td>
<td>Full time, per quarter</td>
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**FEES**

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<th>Description</th>
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<tr>
<td>Graduation fee, seniors</td>
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**SUPPLIES AND INSTRUMENTS (estimated)**

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<tr>
<th>Description</th>
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<tbody>
<tr>
<td>Per calendar year</td>
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**LIVING EXPENSES (estimated)**

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<tr>
<th>Description</th>
<th>Year</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Off-campus student living with parent or relative, per school calendar year</td>
<td>2001-2002</td>
<td>$12,485</td>
</tr>
<tr>
<td>Dormitory student, per calendar year</td>
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<td>$11,460</td>
</tr>
<tr>
<td>Dormitory student, per calendar year</td>
<td>2002-2003</td>
<td>$11,460</td>
</tr>
<tr>
<td>Community student providing own housing, per calendar year,</td>
<td>2001-2002</td>
<td>$12,485</td>
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<tr>
<td>Community student providing own housing, per calendar year,</td>
<td>2002-2003</td>
<td>$12,485</td>
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**SPECIAL CHARGES**

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<td>Acceptance deposit</td>
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<tr>
<td>Late-payment fee</td>
<td>$50</td>
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<tr>
<td>Late financial charge (beginning second week after published registration date)</td>
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<tr>
<td>Health care items not covered by health fee or insurance</td>
<td>cost</td>
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<tr>
<td>Library fine or loss, parking fine, property breakage or loss</td>
<td>cost</td>
</tr>
<tr>
<td>Health coverage for spouse and family</td>
<td>cost</td>
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<tr>
<td>Late registration (beginning first day after published registration date, plus $3 per additional day)</td>
<td>$50</td>
</tr>
<tr>
<td>Returned-check fee</td>
<td>$20</td>
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**STUDENT FINANCIAL AID**

Student inquiries about loans from the University, private and federal government funds, and other financial aid matters may be made in writing to: Financial Aid Adviser, Office of Financial Aid, Loma Linda University, Loma Linda, CA 92350; or by telephone, (909) 558-4509 or (800) 422-4558. To be considered for University-based aid, the student must complete the graduate financial aid application available from the Office of Financial Aid. Priority deadline is April 15 for the following academic year.

**Sponsors**

Some students are sponsored by friends, relatives, or nonrelatives. In some cases the University disburses the funds, while in others the sponsors aid the students directly. Contact the aid adviser for more information.

**WICHE**

The University participates in the student exchange program of the Western Interstate Commission for Higher Education (WICHE). Eligibility requirements vary from state to state. The interested student should apply to his/her state’s certifying officer for further information. The name and address of the certifying officer may be obtained from WICHE, University of Colorado, Boulder, CO 80302. Inquiry may also be made of the Office of Financial Aid. Application deadline is October 15 of the year preceding that for which admission is desired.

**SCHOLARSHIPS/FELLOWSHIPS**

**Military**

These support-for-service scholarships pay full tuition, required instruments, and other reasonable educational expenses; as well as provide a monthly stipend. For further information, contact the recruitment office of the army, navy, or air force at your earliest convenience.

**Medical scientist and combined-degrees fellowships**

The School of Medicine has a limited number of competitive fellowships for students in the Medical Scientist Program and in the Combined-Degrees Program. Information may be obtained by writing to the Medical Scientist Program director, Loma Linda University.
III

THE DEPARTMENTS

Anesthesiology
Biochemistry and Microbiology
Emergency Medicine
Family Medicine
Gynecology and Obstetrics
Medicine
Neurology
Ophthalmology
Orthopaedic Surgery
Pathology and Human Anatomy
Pediatrics
Physical Medicine and Rehabilitation
Physiology and Pharmacology
Psychiatry
Public Health and Preventive Medicine
Radiation Medicine
Radiology
Surgery
The Departments

The Departments of the School of Medicine strive to attain the University's overall objective—“To make man whole” physically, mentally, emotionally, and spiritually—through interaction between students and faculty in a caring, Christian atmosphere and through the various curricula that reveal belief in the efficacy of this objective.

The Loma Linda University School of Medicine curriculum is taught by approximately 600 full-time as well as part-time and voluntary faculty members in nineteen departments—three basic science departments; fourteen clinical departments; and two departments bridging basic sciences and clinical applications: pathology and human anatomy, as well as public health and preventive medicine.

The following pages will give a brief statement about each department as well as a listing of each department's various course offerings.

Information about the M.S. and Ph.D. degree programs in the basic science Departments of Biochemistry and Microbiology, Pathology and Human Anatomy, and Physiology and Pharmacology can be obtained from the department chair of the specific program. These various programs are outlined in the BULLETIN of the Graduate School.

KEY TO CODES
Subject areas are indicated by code letters as follows:

ANAT  Human Anatomy
ANES  *Anesthesiology
BCHM  *Biochemistry [and Microbiology]
CMBL  Cell and Molecular Biology
DERM  Dermatology
EMDN  *Emergency Medicine
FMDN  *Family Medicine
GYOB  *Gynecology and Obstetrics
MDCJ  Conjoint
MEDN  *Medicine
MICR  Microbiology
NEUR  *Neurology
NEUS  Neurosurgery
OPHM  *Ophthalmology
ORTH  *Orthopaedic Surgery
OTOL  Otolaryngology
PATH  *Pathology [and Human Anatomy]
PEDS  *Pediatrics
PHRM  Pharmacology
PMRH  *Physical Medicine and Rehabilitation

PHSL  *Physiology [and Pharmacology]
PRVM  *Public Health and Preventive Medicine
PSYT  *Psychiatry
RADS  *Radiology
RDMN  *Radiation Medicine
SURG  *Surgery
UROL  Urology

*Department [full name in brackets]
#Chair, cochair, or vice chair of department

Schools are indicated by code letters as follows:

AH  School of Allied Health Professions
FR  Faculty of Religion
GS  Graduate School
PH  School of Public Health
SD or DN  School of Dentistry

For convenience of reference, the departments of instruction are listed alphabetically in the following pages.
ANESTHESIOLOGY

BURTON A. BRIGGS, Acting Chair
ROBERT D. MARTIN, Vice Chair

DIVISIONS

CRITICAL CARE
   GARY R. STIER, Head

PAIN CONTROL
   LOWELL W. REYNOLDS, Head

The goals of the Department of Anesthesiology are to:
1. Provide necessary anesthesia, analgesia, pain control, and intensive care of the highest caliber and with Christian empathy to patients of Loma Linda University Medical Center and its affiliated facilities.
2. Educate medical students, dentists, and anesthesiology residents in the fields of anesthesia, critical care, and pain control.
3. Increase knowledge of the use of anesthetic and analgetic agents.

FACULTY

DISTINGUISHED PROFESSOR
   Bernard D. Briggs

PROFESSORS
   Martin W. Allard
   Richard L. Applegate II
   Floyd S. Brauer
   Burton A. Briggs, PEDS, SURG
   Daniel J. Cole
   Wayne K. Jacobsen, PEDS
   Robert D. Martin
   Linda J. Mason, PEDS
   Randall M. Schell

EMERITUS CLINICAL PROFESSOR
   Leslie Rendell-Baker

CLINICAL PROFESSORS
   Roland C. Aloia, BCHM
   Bernard J. Brandstater
   Maureen H. Bull
   James A. Meyer

ASSISTANT CLINICAL PROFESSOR
   Monica M. Neumann
   Lowell W. Reynolds, PMRH
   Lori Shutter, NEUR
   Gary R. Stier
   Linda I. Wat

EMERITUS ASSOCIATE CLINICAL PROFESSOR
   Denis F. Lobo

ASSOCIATE CLINICAL PROFESSOR
   Allen L. Brandt

ASSISTANT PROFESSORS
   Anne T. Cipta, PMRH
   Elizabeth Ghazal
   Erlinda Guzon-Castro
   Richard K. Hamamura
   Michelle Kim
   Penny Kimball-Jones
   Carol A. Lau, PEDS
   Deborah McIvor
   Phebe E. Mosaad
   Abdul R. Samady
   Michelle Schlunt
   Shirley Tan
   Teresa L. Thompson
   Sidney E. Torres
   Moheb S. Youssef
ASSISTANT CLINICAL PROFESSORS
Sherif A. Azer
Deborah M. Chung
Rebecca Patchin
B. B. Roberson
Victor J. Soloniuk
Donald L. Stilson

INSTRUCTOR
Jothi Gangolly

CLINICAL INSTRUCTOR
Samuel Loh

COURSES

SURG 821 Surgery Clerkship (100 hours participation)
Didactic and clinical instruction in the principles of resuscitation and life support. Supervised administration of general and regional anesthesia. Eight seminars.

ANES 891 Anesthesiology Elective (arranged)
THE PRIMARY OBJECTIVES OF THE DIVISION OF BIOCHEMISTRY ARE TO:

1. Provide course work in biochemistry at levels appropriate for the various professional curricula.

2. Introduce students to applications of biochemistry that address problems in medicine, dentistry, nutrition, etc., so that they can understand the place of this discipline in each field.

3. Cooperate with colleagues in other areas at Loma Linda University, providing them with biochemical expertise to assist in their research projects or classroom instruction.

4. Offer a master’s degree or Doctor of Philosophy degree in biochemistry to medical and dental professionals who have mastered biochemistry and demonstrated independent judgment and the skills essential to biomedical research. This course work can provide a foundation for the further academic training of some who will become biomedical educators of the future.

5. Conduct a high-quality graduate biochemistry program on a Seventh-day Adventist Christian campus for anyone who feels more comfortable in such an environment.

6. Conduct research in biochemistry that contributes to knowledge in biomedical sciences.
COURSES

MDCJ 531, 532, 533  Cell Structure and Function SM (150 hours) (5, 4, 4)
Fully integrated, comprehensive course that develops knowledge and skills relating normal microscopic and submicroscopic anatomy to cellular biology, cellular physiology, and immunology. General pathology—the common thread for the course—familiarizes students with morphologic and functional changes affecting cells exposed to a variety of normal and, to a lesser extent, abnormal environments.

MDCJ 535, 536, 537  Medical Biochemistry, Molecular Biology, and Genetics (110 hours) (4, 3, 3)
Foundation courses—in conjunction with MDCJ 531, 533—for study of normal biology in the first-year curriculum. Comprehensive sequence in biochemistry and molecular biology establishes the biochemical basis for cell structure, emphasizes an integrated approach to understanding cellular metabolism, provides a biochemical/genetic/molecular basis for understanding disease, and examines the mechanisms for genetic information flow in prokaryotic and eukaryotic cells.

MDCJ 550, 551, 552 (3, 2, 2)  Evidence-Based Medicine and Information Sciences
Designed for freshman medical students. Introduces basic concepts of evidence-based medicine to help facilitate lifelong, self-directed learning. Describes the challenges of the information needs of the 21st-century physician. Teaches a process by which students can efficiently and effectively acquire the answers to their clinical questions and apply them to the care of the patients they see. Teaching methodologies include large-group didactic presentations; small-group discussions; and self-study, on-line exercises. Sets the foundation for an ongoing, lifelong learning process. (Replaces MDCJ 545, 546, 547 effective August 5, 2002.)

BCHM 506  Introduction to Organic and Biochemistry (6)
BCHM 501  Biochemistry DN (5)
BCHM 504  Introduction to Biochemistry GS (5)
BCHM 505  Seminar in Biochemistry (1)
BCHM 506  Seminar Presentation in Biochemistry (1)

BCHM 507  Medical Biochemistry (7)
BCHM 507L  Medical Applications of Biochemistry (2)

BCHM 508  Principles of Biochemistry (6)

BCHM 509  Biochemistry of the Human Body DN (5)

BCHM 511  Medical Biochemistry (7)
BCHM 512  Medical Biochemistry (7)

BCHM 514  Medical Applications of Biochemistry (2)

BCHM 517  Clinical Studies in Medical Biochemistry (3-9)

BCHM 523  Introduction to Physical Biochemistry (3)
Prerequisite: BCHM 508 or equivalent.

BCHM 525  Metabolic Interrelationships and Control (5)
Structure, function, and control of enzymes. Control of energy metabolism. Cellular mechanisms of hormone action.

BCHM 527  Molecular Biology of the Cell (8)
Identical to CMBL 502.
Cross-listing: CMBL 502; MICR 539.
Prerequisite: BCHM 508 or CMBL 501.

BCHM 528  Principles of Molecular Biology and Genetics (5)

BCHM 534  Techniques of Biochemistry (5)
Intensive, integrated laboratory experience in protein chemistry and the physical characterization of macromolecules. Writing scientific papers.

BCHM 544  Advanced Topics in Biochemistry (arranged) (2-4)
Examples: membrane biochemistry, transport and bioenergetics, physical methods in biochemistry, metabolic regulation, protein structure, hormonal regulation of metabolism.
Cross-listing: CMBL 538; BIOL 546; MICR 538.

BCHM 551  Special Problems in Biochemistry (arranged)

BCHM 697  Research (arranged)
BCHM 698  Thesis (arranged)
BCHM 699  Dissertation (arranged)
BCHM 891  Biochemistry Elective (arranged)
MICROBIOLOGY DIVISION

The goals of the Division of Microbiology are to:
1. Enable medical, dental, and graduate students to develop an expertise in microbiology and infectious diseases.
2. Conduct and publish research in the field of microbiology.
3. Consult and participate professionally with all of the School’s basic science and clinical departments.

FACULTY

EMERITUS PROFESSORS
Leonard R. Bullas
Raymond E. Ryckman
Edward D. Wagner

PROFESSORS
Istvan Fodor
Dalla S. Gridley, RDMN, BCHM
George T. Javor, BCHM
James D. Kettering
William Langridge, BCHM
Benjamin H. S. Lau
John E. Lewis, MEDN, PATH
Yiming Li, SD
Michael B. Lilly, MEDN
Lawrence C. Sowers, BCHM, MEDN
Barry L. Taylor, BCHM
Anthony J. Zuccarelli, BCHM

RESEARCH PROFESSOR
Donna D. Strong, MEDN, BCHM

ASSOCIATE PROFESSORS
Alan P. Escher
Lora M. Green, MEDN
Hansel M. Fletcher
Junichi Ryu

ASSOCIATE RESEARCH PROFESSORS
Mark Johnson
Giuseppe Molinaro, PATH, PEDS

ASSISTANT PROFESSOR
Carlos A. Casiano, MEDN

INSTRUCTOR
Sandra Hilliker

ADJUNCT RESEARCH PROFESSOR
John J. Rossi, BCHM

ADJUNCT ASSOCIATE RESEARCH PROFESSORS
Edouard Cantin
Daniela Castanotto
Ren Jang Lin

ADJUNCT ASSISTANT RESEARCH PROFESSOR
Igor B. Jouline

COURSES

MEDICINE

MICR 486 Diagnostic Medical Mycology (2-3)
MICR 503 Essentials of Immunology (2)
MICR 511 Medical Microbiology SM (7)
Systematic study of microorganisms of medical importance, pathogenic mechanisms, host-parasite relationships, and methods of identification.
MICR 542 Applied Clinical Microbiology (3)
MICR 543 Cancer Biology and Immunology (2-3)
MICR 555 Microbial Genetics (3)
MICR 565 Virology (3)
MICR 568 Laboratory Techniques in Virology (3)
MICR 594 Medical Mycology
MICR 599 Directed Study (240 hours)
MICR 697 Research (1-8)
MICR 891 Microbiology Elective (arranged)
MDCJ 514 Immunology SM (27 hours) (2.5)
Medical immunology, with emphasis on the cellular, humoral, and molecular components of the immune system. Immune responses associated with host defense and disease processes. Immunologic techniques related to the practice of other basic and clinical sciences.
Cross-listing: MDCJ 543; MICR 520.
MDCJ 531, 532, 533 Cell Structure and Function SM (150 hours) (5, 4, 4)
Fully integrated, comprehensive course that develops knowledge and skills relating normal microscopic and submicroscopic anatomy to cellular biology, cellular physiology, and immunology. General pathology—the common thread for the course—familiarizes students with morphologic and functional changes affecting cells exposed to a variety of normal and, to a lesser extent, abnormal environments.
MDCJ 535, 536, 537  Medical Biochemistry, Molecular Biology, and Genetics (110 hours) (4, 3, 3)
Foundation courses—in conjunction with MDCJ 531, 533—for study of normal biology in the first-year curriculum. Comprehensive sequence in biochemistry and molecular biology establishes the biochemical basis for cell structure, emphasizes an integrated approach to the understanding of cellular metabolism, provides a biochemical/genetic/molecular basis for understanding disease, and examines the mechanisms for genetic information flow in prokaryotic and eukaryotic cells.

MDCJ 550, 551, 552 (3, 2, 2)  Evidence-Based Medicine and Information Sciences
Designed for freshman medical students. Introduces basic concepts of evidence-based medicine to help facilitate lifelong, self-directed learning. Describes the challenges of the information needs of the 21st-century physician. Teaches a process by which students can efficiently and effectively acquire the answers to their clinical questions and apply them to the care of the patients they see. Teaching methodologies include large-group didactic presentations; small-group discussions; and self-study, on-line exercises. Sets the foundation for an ongoing, lifelong learning process. (Replaces MDCJ 545, 546, 547 effective August 5, 2002.)

GRADUATE
The following courses are offered in fulfillment of requirements for the Master of Science and the Doctor of Philosophy degrees in microbiology. This program is outlined in the Graduate School Bulletin.

MICR 501  Principles of Microbiology DN (3.5)
Fundamental course for dentists, emphasizing the techniques and concepts of microbiology. Principles of infection and immunity. Systematic study of microorganisms pathogenic for man. Infectious diseases taught in cooperation with the Department of Oral Medicine. Emphasis on dental applications.

MICR 515  Introduction to Bioinformatics and Genomics (2)

MICR 520  Basic Immunology (2.5)
Introduction to medical immunology. Identical to MDCJ 514. Graduate students must register for this course.

MICR 521  Medical Microbiology (8)
Fundamental techniques and concepts of microbiology. Identical to MICR 511. Graduate students must register for this course.

MICR 530  Immunology (3)
Selected topics of modern immunology introduced to graduate students, with emphasis on understanding key paradigms. Identical to immunology section of CMBL 503.

Descriptions for the following courses are found in the Graduate School Bulletin.

MICR 533  Biological Membranes (3)
MICR 534  Microbial Physiology (3)
MICR 536  Laboratory in Gene Transfer and Gene Expression (4)
MICR 537  Selected Topics in Molecular Biology (2)
MICR 539  Molecular Biology of Prokaryotes and Eukaryotes (8)
MICR 545  Molecular Biology Techniques Laboratory (4)
MICR 546  Advanced Immunology (4)
MICR 565  Virology (3)
MICR 566  Cell Culture (3)
MICR 604  Seminar in Microbiology (1)
MICR 605  Colloquium (1)
MICR 606  Graduate Seminar (1)
MICR 624  Special Problems in Microbiology (2-4)
MICR 625  Independent Study in Microbiology Literature (2-4)
MICR 626  Special Topics in Microbiology (2-4)
MICR 634  Clinical Microbiology Practicum (4)
MICR 697  Research (1-5)
MICR 698  Thesis (1-3)
MICR 699  Dissertation (1-3)
CMBL 501  Steady State Cell (3-8)
CMBL 502  The Cell in Transition (8)
CMBL 503  The Differentiated Cell (8-10)
CMBL 511  Clinical Correlates (1)
CMBL 512  Clinical Correlates (1)
CMBL 513  Clinical Correlates (1)
CMBL 537  Introduction to Human Genetics (1)
CMBL 541  Cellular Structural Elements (3-4)
CMBL 542  Signal Transduction and Regulation (2-3)
CMBL 543  Immunology (4)
CMBL 544  Cell and Molecular Neurobiology (3)
The philosophy of the Department of Emergency Medicine centers on a commitment to quality in its service, teaching, and research missions. This department functions as a “crossroads” interface between the community and the medical center services, providing a point of access to medical care for many people who are seriously and unexpectedly ill and whose condition may be compromised by geographic isolation and socioeconomic disadvantage.

The objectives of the department are to:

1. Provide and coordinate cost-effective, empathic, and compassionate prehospital, emergency, and trauma services of excellent quality.

2. Support and contribute to the achievement of medical-education competency for all categories of emergency-care professionals.

3. Develop initiatives that promote increased understanding of and improved techniques and skills in emergency-care practice, heighten positive perception of this specialty, and contribute to quality research in this area.

4. Promote teamwork skills among the various services and professionals comprising the emergency medical system.

FACULTY

PROFESSORS
Richard E. Chinnock, PEDS
Steven M. Green

ASSOCIATE PROFESSORS
Sean P. Bush
Richard D. Catalano, SURG
Stephen W. Corbett
Clare M. Sheridan, PEDS
Gail Stewart
Tamara L. Thomas
William A. Wittlake
Thomas J. Zirkle, SURG

ASSISTANT PROFESSORS
Nader A. Abas
Besh R. Barcega, PEDS
Tony Chow
Samuel C. Chua
Linda Daniel-Underwood
T. Kent Denmark
David M. Englander
Michelle R. Gill

Gregory T. Guldner
Jeffrey T. Grange
Melvyn L. Harris
Jonathan M. Hayden
Kevin G. Hegewald
Patricia L. James
James E. Keany, Jr.
Aqeel S. Khan
Grace J. Kim
Frank A. Klanduch
R. David Kovacik
Victor D. Levine
R. Daniel Luther
E. Lea Lynch
John C. Naftel
Timothy P. Nesper
Humberto R. Ochoa
Mark G. Richmond
W. Ahmad Salih
Thomas S. Sherwin, PEDS
Eric Siedenburg
Dustin D. Smith
Robert Steele
Mark E. Thomas
Samuel G. Wilson
COURSES

SURG 821 Surgery Clerkship (100 hours participation)

EMDN 821 Emergency Medicine Clerkship (120 hours)
Two-week required rotation of 8 eight-hour emergency department (ED) shifts. A variety of locations are used, including Loma Linda University Community Hospital, and Loma Linda University Medical Center—both the pediatric and adult components. An additional administrative shift is optional and will expose the participant to some administrative issues in emergency medicine—such as the radio room, paramedic ride-alongs, triage, EMTALA law, and nurse transport. Didactic sessions include attendance at emergency medicine residency conferences and grand rounds, and one-on-one learning experience with the senior administrative resident each Monday morning.

EMDN 891 Emergency Medicine Elective (arranged)
Two-week or four-week rotation of 4 eight-hour emergency department (ED) shifts weekly. A variety of locations are used, including Loma Linda University Community Hospital, and Loma Linda University Medical Center—both the pediatrics and adult components. Additional administrative shifts are optional and will expose the participant to some administrative issues in emergency medicine, such as the radio room, paramedic ride-alongs, triage, EMTALA law, and nurse transport. Didactic sessions include attendance at emergency medicine residency conferences and grand rounds, and one-on-one learning experience with the senior administrative resident each Monday morning.

EMDN 892 Emergency Medicine Research Clerkship (240 hours)
The objectives of the Department of Family Medicine are to:

1. Provide medical students and residents with the highest level of training in the specialty of family medicine.
2. Help undergraduate students develop the skills to provide continuing and comprehensive health care for individuals and families.
3. Help students gain an appreciation for the breadth of family practice—which integrates the biological, clinical, and behavioral sciences in whole-person care.
4. Teach students how the scope of family practice encompasses not only health maintenance but also all disease entities as they may affect all ages, both sexes, and each organ system.
5. Introduce students to family-physician role models so that students will be able to make an informed choice regarding family medicine as a career option.
6. Show medical students a perspective of the health care system and the process of patient care at the primary care level, which includes clinical experience evaluating and managing common medical problems seen in the ambulatory setting.

**FACULTY**

**EMERITUS PROFESSOR**
Raymond O. West

**PROFESSOR**
Wil Alexander, SURG

**CLINICAL PROFESSOR**
Robert D. Orr

**ASSOCIATE PROFESSORS**
Barbara L. Orr
Lauren M. Simon
John K. Testerman
Leonard S. Werner, MEDN, PHSL
Jack Yu

**ASSOCIATE RESEARCH PROFESSOR**
Kelly Morton

**ASSOCIATE CLINICAL PROFESSOR**
Timothy E. Neufeld

**ASSISTANT PROFESSORS**
Robert L. Avina
Daniel Castro, MEDN
Andrea M. Clarke
Debra D. Craig, MEDN
Janet A. Cunningham
Linda Deppe
Dai Vien Du
Linda H. Ferry, PRVM
John Fleming
Michael L. Grover
Helen P. Hopp-Marshak, PH
Richard Kim
Lauri P. McNaughton
Richard L. Milholm
Gina J. Mohr
Mark W. Olson
Michelle T. Opsahl
Jamie S. Osborn
Earl B. Quijada
Ivan L. Reeve
Michelle E. Reeves
Lois Ritchie
Jorge L. Rivera, SURG
Magda L. Robinson
Alane M. Samarza

**ASSISTANT CLINICAL PROFESSORS**
Y. Paul Aoyagi
Javier A. Armijo
Ronald P. Bangasser
Andre V. Blaylock
Iris J. Chung
FAMILY MEDICINE 59

Warren B. Churg
Patricia Guevara-Channell
Jean-Claude Hage
Tina M. Haller-Wade
Benny Hau
Jonathan Horstmann
Ming Chang Ishihue
William E. Junkert
Marina Khubesrian
Claire H. Koga
Kenneth M. Kopec
James S. Ku
Tony B. Lee
Gerald Lofthouse
Tarek Z. Mahdi
Manoucher Manoucheri
Elliot A. Meltzer
Renu Mittal
Walter C. Morgan
David Nutter
Michael R. Oliverio
Shantharam R. Pai
Raul Pardave
Lien T. Pham
R. Steven Pulverman
J. Franklin Randolph
Ruth Stanhiser
Jeffrey E. Unger
Dorothy E. Vura-Weis
Robert K. Yamada

INSTRUCTORS
Essie K. Lee
Nancy Testerman
Janelle M. Warren

CLINICAL INSTRUCTORS
Norman D. Bravo
Richard A. Leach
Margaret H. Lester
Ann M. Ronan

COURSES

FMDN 599 Directed Elective Study (arranged)

FMDN 701 Family Medicine Clerkship (240 hours)
Office management of patients of all ages, with emphasis on integrating biomedical, psychosocial, and spiritual issues. Appropriate preventive care. Four-week rotation includes conferences, didactics, and working with a preceptor.

FMDN 799 Clinical Selective in Family Medicine (120 hours)

FMDN 821 Family Medicine Subinternship (240 hours)

FMDN 891 Family Medicine Elective (General Family Medicine) (arranged) (240 hours)
Student works with Loma Linda family practice faculty to provide both inpatient and outpatient care.

FMDN 892 Family Medicine Elective (Interresidency Elective in Family Medicine) (240 hours)
Opportunity for student to experience family-practice residencies with several different models of care: managed care (Kaiser-Fontana and Riverside), indigent/public health approach (San Bernardino County and Riverside General hospitals), and a mixed practice (Loma Linda Family Medicine). Specific learning objectives developed by student, with supervising faculty. (Open to 4th-year students.)

FMDN 894 Family Medicine Elective (Adolescent Pregnancy: Social and Medical Aspects) (240 hours)
Opportunity to learn about medical and social issues related to pregnancy prevention and pregnancy care for adolescents. Participation in teen clinics, high school classrooms for pregnant or parenting teens, home visits, and prevention programs. Required research paper on an area of interest. (Open to 4th-year students.)

FMDN 895 Family Medicine Elective (Sports Medicine) (240 hours)
Opportunity to develop strong history and physical-examination skills related to sports-medicine problems in various areas, including medical, nutritional, musculoskeletal, or psychosocial. Learning sites include athletic settings, the Department of Family Medicine, and the Drayson Center.

MDCJ 521, 522, 523 Physical Diagnosis (110 hours) (8, 4, 4)
Provides a core foundation of knowledge, skills, values, and attitudes necessary for effective physician-patient communication and physical examination.

MDCJ 701 Orientation to Clinical Medicine (240 hours)
Builds on the second-year course MDCJ 525, 526 Pathophysiology and Applied Physical Diagnosis. Provides the knowledge, skills, values, and attitudes necessary to facilitate a smooth transition from the preclinical to the clinical curriculum.

MDCJ 821 Ambulatory Care Clerkship (240 hours)
Interdisciplinary, four-week rotation designed to broaden exposure to community-based health care done mainly in primary-care clinics. Clinical experience in areas not otherwise covered in the curriculum: dermatology and STDs, clinical preventive medicine, and integrative/whole-person care in ambulatory and managed-care settings.
GYNECOLOGY AND OBSTETRICS

ALAN KING, Chair

The purpose of the Department of Gynecology and Obstetrics is to provide an academic environment that encourages learning, teaching, and research. The objectives of the department are to:

1. Provide medical students with a broad base of knowledge in obstetrics and gynecology for entrance into a primary-care specialty.
2. Instill a standard of medical excellence that will lead to a continuing program of medical education, reaching through and beyond the residency years.
3. Provide faculty who function as role models for the students and residents.

FACULTY

DISTINGUISHED PROFESSOR
Lawrence D. Longo, PHSL, PEDS

PROFESSORS
Philip J. Chan, PHSL
Raymond Gilbert, PHSL
Alan King
Gordon G. Power, MEDN, PHSL
Elmar P. Sakala
Barry S. Schifrin

ASSOCIATE PROFESSORS
Barry S. Block
John D. Jacobson
Elden D. Keeney
Kenneth J. McGill
William C. Patton
Herminia S. Salvador
Mary L. Small
Robert J. Wagner

ASSOCIATE CLINICAL PROFESSORS
Miguelito M. Fernando
Wilbert Gonzalez
Robert H. Gregg
Beverly J. Gregorius
Jack G. Hallatt
Rick D. Murray
Masao Nakamoto
Ibrahim M. Seraj
Clifford A. Walters

ASSISTANT PROFESSORS
Johannah Corselli
Yvonne G. Gollin
Jeffrey S. Hardesty
Melissa Y. Kidder
Kathleen M. Lau
Leroy A. Reese
Ron Swensen

ASSISTANT CLINICAL PROFESSORS
Teresa P. Avants
Chul Choi
Young-Il H. Hahn
Ronald B. Johnson
J. Dee Lansing
Laurel J. Munson
Karen N. Oshiro
Harold V. Racine
Marvin M. Sando
Kathryn Shaw
E. Laurence Spencer-Smith
Darrell L. Vaughan
Kim Warner
Cinna T. Wohlmut

INSTRUCTORS
Emily D. Gibson
Marilyn Herber

CLINICAL INSTRUCTORS
Elisa M. Lindley
Ronald S. Wu
COURSES

GYOB 599  Gynecology and Obstetrics Directed Study (arranged)

GYOB 701  Gynecology and Obstetrics Clerkship (360 hours)

GYOB 891  Gynecology and Obstetrics Elective (arranged)

MDCJ 524, 525, 526  Pathophysiology and Applied Physical Diagnosis (78 hours) (__, 5, 4)

Two parallel components that bridge the preclinical curriculum to the clinical curriculum:
(1) Pathophysiology lectures build upon the courses in organ pathology and physiology, introduce students to the pathophysiologic principles underlying mechanisms of disease, and emphasize the application of these principles to a variety of new situations that require problem solving and synthesis in a clinical context.
(2) Practical experience develops and applies skills that build on the first-year sequence in physical diagnosis.

Prerequisite: MDCJ 522, 523.
MEDICINE

JAMES J. COUPERUS, Chair
PHILIP M. GOLD, Executive Vice Chair, Department of Medicine
J. LAMONT MURDOCH, Vice Chair, Loma Linda University Medical Center
PHILIP J. ROOS, Vice Chair and Chief of Service, Jerry L. Pettis Veterans Medical Center
DOUGLAS R. HEGSTAD, Vice Chair, Riverside General Hospital University Medical Center
RAYMOND Y. WONG, Associate Chair for Student Education
TERENCE D. LEWIS, Associate Chair for Resident Education
JAMES P. LARSEN, Associate Chair for Continuing Medical Education
RAYMOND HERBER, Associate Chair for Finance and Development
KEITH K. COLBURN, Associate Chair for Research

DIVISIONS

CARDIOLOGY
   KENNETH R. JUTZY, Head

CLINICAL PHARMACOLOGY
   RALPH E. CUTLER, Head

DERMATOLOGY
   ABEL TORRES, Head

ENDOCRINOLOGY
   J. LAMONT MURDOCH, Head

GASTROENTEROLOGY
   MICHAEL H. WALTER, Head

GENERAL INTERNAL MEDICINE AND GERIATRIC MEDICINE
   RAYMOND Y. WONG, Head

INFECTIOUS DISEASE
   JAMES J. COUPERUS, Head

NEPHROLOGY
   SIEGMUND TEICHMAN, Head

ONCOLOGY-HEMATOLOGY
   FRANK D. HOWARD IV, Head

PULMONARY AND CRITICAL CARE MEDICINE
   PHILIP M. GOLD, Head

RHEUMATOLOGY AND IMMUNOLOGY
   KEITH K. COLBURN, Head
The motto of Loma Linda University, “To Make Man Whole,” is central to achieving the objectives of the Department of Medicine. We must progress with the science of medicine; and we must also strive to maintain the art of medicine—the caring attitude that is so important to our well-being as physicians and to the well-being of our patients.

The objectives of the department are to:
1. Train medical students in the highest tradition of medical education—both the art and the science of medicine.
2. Train resident physicians in the art, science, and practice of internal medicine consistent with the high ideals of this School and of the American College of Physicians.
3. Disseminate to our colleagues new and recent discoveries in the science of medicine.
4. Be actively involved in the study of basic pathophysiology of disease processes.
5. Care for our patients with expertise and compassion in the highest Christian tradition.

**FACULTY**

**INTERNAL MEDICINE DIVISIONS**

**EMERITUS PROFESSORS**
Habeeb Bacchus
William L. Cover
Raymond B. Crawford
Ralph E. Cutler, PHRM
Walter S. Graf
George M. Grames
John J. Harris
Donald L. John
Varner J. Johns, Jr.
Robert D. Mitchell
John E. Peterson, Sr.
Stewart W. Shankel
Weldon J. Walker
William J. Wechter

**DISTINGUISHED PROFESSORS**
W. Ross Adey, PHSL, NEUR
David J. Baylink, BCHM, ORTH

**PROFESSORS**
Stephen Ashwal, NEUR, PEDS
Ramesh C. Bansal
C. Joan Coggin
James P. Drinkard
Harvey A. Elder
Glenn L. Foster
Gary E. Fraser, PRVM
Philip M. Gold
Raymond Herber
J. Thomas Heywood
Dale M. Isaef
Geun C. Jang
Roy V. Jutzy
Irvin N. Kuhn
Francis Y. K. Lau
John E. Lewis, PATH, MICR
Michael B. Lilly, MICR
Imtiaz A. Malik
J. Lamont Murdoch
Jerald C. Nelson, PATH
Ramdas G. Pai
Donald I. Peterson, PHRM, NEUR
Gordon W. Peterson, NEUR
Gordon G. Power, GYOB, PHSL
Lawrence C. Sowers, BCHM, MICR
Charles R. Tourtellotte

**EMERITUS CLINICAL PROFESSORS**
Habeeb Bacchus
Irving L. Leff

**CLINICAL PROFESSORS**
Martin J. Collen
Joseph Grophen
L. Julian Haywood
Robert L. Johnson
Paul A. Levine
Pravin M. Shah
Richard L. Sheldon
Dale B. Sparks

**EMERITUS RESEARCH PROFESSOR**
Milton G. Crane

**RESEARCH PROFESSORS**
John R. Farley, BCHM
Kin-Hing W. Lau, BCHM
John Leonora, PHSL, BCHM
Subburaman Mohan, PHSL, BCHM
Donna D. Strong, BCHM, MICR
Jonathan E. Wergedal, BCHM
CLINICAL RESEARCH PROFESSOR
Lawrence B. Sandberg, PATH

EMERITUS ASSOCIATE PROFESSORS
E. Danford Quick
H. Glenn Stevens

ASSOCIATE PROFESSORS
Muyaed Al-Zaibag
James D. Anholm
David Bland
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Ingrid E. Trenkle
J. Robert West

INSTRUCTOR
Donna M. West

COURSES

MEDN 516 Introduction to Clinical Medicine (3)
MEDN 599 Medicine Directed Study (arranged)
MEDN 701 Medicine Clerkship (720 hours)
MEDN 799 Geriatric Medicine (120 hours)
Introduces students to the unique needs of older adults. Provides experience in the multidisciplinary, whole-person care of older adults, with emphasis on functional assessment.
MEDN 821 Medicine Clerkship (240 hours)
MEDN 822 Medicine ICU (120 hours)
MEDN 891 Medicine Elective (arranged)

DERM 799 Clinical Selective in Dermatology (120 hours)

DERM 891 Dermatology Elective (120-720 hours)

MDCJ 501 Introduction to Medicine SM (2)
Taught by the Department of Medicine and the Faculty of Religion for students in the Early-Decision Program. Designed to help students develop the writing and reading skills essential to perform medical duties, and to help students develop the whole-person-care focus necessary for success as a physician.

MDCJ 502 Introduction to Medicine II (2)
Taught for students in the Early-Decision Program by the Faculty of Religion and by the Departments of Biochemistry, Medicine, Pathology and Human Anatomy (Anatomy Division), and Surgery. Designed to help students develop skills in problem-based learning, standardized patient assessment, and whole-person care—skills that are necessary for success as a physician.

MDCJ 521, 522, 523 Physical Diagnosis (110 hours) (8, 4, 4)
Provides a core foundation of knowledge, skills, values, and attitudes necessary for effective physician-patient communication and physical examination.

MDCJ 524, 525, 526 Pathophysiology and Applied Physical Diagnosis (__, 5, 4)
Two parallel components that bridge the preclinical curriculum to the clinical curriculum:
(1) Pathophysiology lectures build upon the courses in organ pathology and physiology, introduce students to the pathophysiologic principles underlying mechanisms of disease, and emphasize the application of these principles to a variety of new situations that require problem solving and synthesis in a clinical context.
(2) Practical experience develops and applies skills that build on the first-year sequence in physical diagnosis.
Prerequisite: MDCJ 522, 523

MDCJ 701 Orientation to Clinical Medicine (240 hours)
Builds on the second-year course MDCJ 525, 526 Pathophysiology and Applied Physical Diagnosis. Provides the knowledge, skills, values, and attitudes necessary to facilitate a smooth transition from the preclinical to the clinical curriculum.

MDCJ 821 Ambulatory Care Clerkship (240 hours)
Interdisciplinary, four-week rotation designed to broaden exposure to community-based health care done mainly in primary-care clinics. Clinical experience in areas not otherwise covered in the curriculum: dermatology and STDs, clinical preventive medicine, and integrative/whole-person care in ambulatory and managed-care settings.
NEUROLOGY

DANIEL W. GIANG, Chair

Neurologic disorders are common, and it is essential that students learn to recognize and treat them. The objective of the four-week course is for the student to further God’s work of restoring wholeness to people through excellence in neuroscientific education, investigation, and clinical care.

FACULTY

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Antonio K. Liu

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Michael T. Ropacki
Sarah Uffindell

ADJUNCT ASSISTANT CLINICAL PROFESSOR
Izabella Soo

COURSES

NEUR 599 Directed Elective Study (arranged)

NEUR 821 Neurology Clerkship (240 hours)
Basic neurology lectures, weekly neuroradiology conferences, neurology grand rounds, clinical neurology conference, and biweekly neuropathology conference. Student attendance required. Student participation in the outpatient neurology clinics during neurology rotation.

NEUR 891 Neurology Elective (arranged)
The Department of Ophthalmology is committed to:

1. Provide an academic environment that will foster an understanding of ophthalmology as a specialty.
2. Provide an education for students and residents that prepares them for service in communities when training has been completed.
3. Develop clinical research.
4. Encourage students and residents in preventive ophthalmology.

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Howard V. Gimbel

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Charles M. Stephenson, Sr.

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Gerald Schultz
Lance M. Siegel
Tom Tooma
Robert R. Wresch
Steven E. Zane

**INSTRUCTORS**
Shyun Jeng
Sharon Takayesu

**COURSES**

SURG 821 Surgery Clerkship (participation)
OPHM 891 Ophthalmology Elective (arranged)
The Department of Orthopaedic Surgery provides a lecture series to junior medical students. The objectives of the series are to:
1. Introduce the specialty of orthopaedic surgery.
2. Teach physical diagnosis of the musculoskeletal system.
3. Review care of common orthopaedic conditions.
4. Survey orthopaedic subspecialties and orthopaedic surgery.
5. Stimulate students to consider a career in orthopaedic surgery.

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Dana M. Street

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Virchel E. Wood

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Milton K. Mudge
Hiromu Shoji

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Ralph N. Steiger
Gurvinder S. Uppal
James R. Watson

COURSES
SURG 821 Surgery Clerkship (participation)
ORTH 891 Orthopaedic Surgery Elective (arranged)
PATHOLOGY AND HUMAN ANATOMY

BRIAN S. BULL, Chair

ANATOMY DIVISION

HUMAN ANATOMY
PEDRO B. NAVA, JR., Head

PATHOLOGY DIVISION

ANATOMIC PATHOLOGY
DONALD R. CHASE, Head

PEDIATRIC PATHOLOGY
CRAIG W. ZUPPAN, Head

LABORATORY MEDICINE
JAMES M. PAPPAS, Head

The primary goal of the Department of Pathology and Human Anatomy is to educate capable, compassionate, scientifically minded physicians dedicated to the mission and objectives of Loma Linda University School of Medicine. The courses offered by the department provide a bridge to the clinical sciences, spanning the entire two years of the preclinical curriculum--from foundational principles of gross, microscopic, and developmental anatomy to modern pathophysiologic concepts. Progressive emphasis is placed on cultivating the student's ability to integrate basic knowledge of structure, function, and dysfunction of the human body with analytical skills in solving clinical problems.

The department is strongly committed to:

1. Biomedical research designed to promote creative and critical thinking on the part of all students and faculty.

2. Provide an environment conducive to the pursuit of original studies by those oriented towards investigative medicine.
FACULTY

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Anwar S. S. Raza

ADJUNCT ASSISTANT RESEARCH PROFESSOR
Srinivasaan Thyagarajan
COURSES

ANAT 501, 502  Human Anatomy DN (3, 3)
Anatomy of the human body. Lecture and dissection course that includes developmental history pertinent to understanding of the adult. Emphasis on structures of the head and neck.

ANAT 503  Human Histology DN (5)
Detailed microscopic study of fundamental tissues, cells, organs, and systems of the human body.

ANAT 504  Oral Histology and Development DN (3)
Introduction to general embryology, followed by a detailed study of microanatomy of the teeth and adjacent structures.

ANAT 505  Neuroanatomy DN (3)
Basic anatomy of the human nervous system. Structure correlated with function as much as possible at macroscopic, microscopic, and ultramicroscopic levels. Correlation with clinical neurology.

ANAT 517  Gross Anatomy/Embryology SM (9)
Regional systemic study of the human body, with correlation to radiology and clinical medicine. Survey of human embryonic development. Consideration given to origins of common birth defects.

ANAT 528  Detailed Dissection of the Head and Neck DN (Surgical) (2)
Detailed dissection of the head and neck. Demonstration and lecture.
Prerequisite: ANAT 541 or equivalent.

ANAT 537  Neuroscience GS (8)
Structure and function of the human nervous system.

ANAT 541  Gross Anatomy GS (6, 4)
Anatomy of the head, neck, locomotor system, thorax, abdomen, pelvis, and perineum. Correlated with radiology and applied features.

ANAT 542  Cell, Tissue, and Organ Biology GS (2, 4)
Microscopic structure of cells, tissues, and organs of the human body.

ANAT 544  Human Embryology GS, Lecture (2)
The plan of development as it pertains to the human. Consideration of principles. Laboratory work involving the use of both human and comparative materials.
Prerequisite: A course in vertebrate embryology.

MDCJ 541, 542  Medical Neuroscience SM (71 hours) (4, 4)
Fundamentals of neuroanatomy and neurophysiology integrated in a clinical context with principles of the human nervous system.

MDCJ 550, 551, 552, (3, 2, 2)  Evidence-Based Medicine and Information Sciences
Designed for freshman medical students. Introduces basic concepts of evidence-based medicine to help facilitate lifelong, self-directed learning. Describes the challenges of the information needs of the 21st-century physician. Teaches a process by which students can efficiently and effectively acquire the answers to their clinical questions and apply them to the care of the patients they see. Teaching methodologies include large-group didactic presentations; small-group discussions; and self-study, on-line exercises. Sets the foundation for an ongoing, lifelong learning process. (Replaces MDCJ 545, 546, 547 effective August 5, 2002.)

LABORATORY MEDICINE

PATH 512, 513, 514  Human Pathology: Review by Organ Systems (100 hours) (4, 3, 3)
Systematic review of diseases affecting each organ system. Etiology, pathogenesis, morphology, pathophysiology, and biologic behavior covered; as well as relevant laboratory medicine techniques. Correlation with concurrent courses in physiology, microbiology, and physical diagnosis.
Prerequisite: MDCJ 531, 532, 533.
Recommended: Concurrent or previous medical microbiology.

PATH 599  Directed Study (arranged)

PATH 891  Pathology Elective (arranged)

MDCJ 531, 532, 533  Cell Structure and Function (150 hours) (5, 4, 4)
Fully integrated, comprehensive course that develops knowledge and skills relating normal microscopic and submicroscopic anatomy to cellular biology, cellular physiology, and immunology. General pathology—the common thread for the course—familiarizes students with morphologic and functional changes affecting cells exposed to a variety of normal and, to a lesser extent, abnormal environments.

MDCJ 701  Orientation to Clinical Medicine (240 hours)
Builds on the second-year course MDCJ 525, 526 Pathophysiology and Applied Physical Diagnosis. Provides the knowledge, skills, values, and attitudes necessary to facilitate a smooth transition from the preclinical to the clinical curriculum.
The mission of the Department of Pediatrics is to provide patient services, educational programs, research endeavors, child advocacy, and community service in a manner consistent not only with state-of-the-art science but also with Judeo-Christian values.

FACULTY

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Ernie Guzman
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Joya Heart
Albert Kheradpour
Soo Youn Kim
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James Mason
Jorge R. Mazlumian
Ronald L. Mellinger
Robert E. Meyer, Jr.
James S. Miller
Jonathan J. Mthombeni
James L. Munson
Madeline N. Ngo
Olusola A. Oyemade
Ronald G. Pearce
Deepak K. Rajpoot
Isreal Rubenstein
Praful C. Shah
Lawrence D. Sharpe
Marshall J. Spector
Norman Y. Sogoka, SURG
Steven J. Trenkle, PATH
Praneet Tulyathan
Nestor E. Vain
Huu Dinh Vo
Hansel Wang, SURG
Sherri E. Yhip

INSTRUCTORS
Borhaan S. Ahmad
Heather A. Carriedo
Alexandra M. Clark
H. Todd Eachus
Janet E. Halverson
Olga Kalbematter
Chalmers D. McClure III, NEUR
Helen Newsom
Lanny Nizar-Ontojo
Jonnel W. Pomeroy
Vanessa M. Pullen
Francisco Rincon
Stanford K. Shu
COURSES

**PEDS 599  Pediatrics Directed Study (arranged)**

**PEDS 701  Pediatrics Clerkship (480 hours)**

**PEDS 821  Pediatrics Subinternship / ICU (60-240 hours)**

**PEDS 822  Pediatrics Intensive Care (120 hours)**

**PEDS 891  Pediatrics Elective (arranged)**

**MDCJ 524, 525, 526  Pathophysiology and Applied Physical Diagnosis (__, 5, 4)**

Two parallel components that bridge the preclinical curriculum to the clinical curriculum:

1. Pathophysiology lectures build upon the courses in organ pathology and physiology, introduce students to the pathophysiologic principles underlying mechanisms of disease, and emphasize the application of these principles to a variety of new situations that require problem solving and synthesis in a clinical context.

2. Practical experience develops and applies skills that build on the first-year sequence in physical diagnosis.

Prerequisite: MDCJ 522, 523.

**MDCJ 701  Orientation to Clinical Medicine (240 hours)**

Builds on the second-year course MDCJ 525, 526 Pathophysiology and Applied Physical Diagnosis. Provides the knowledge, skills, values, and attitudes necessary to facilitate a smooth transition from the preclinical to the clinical curriculum.

**MDCJ 821  Ambulatory Care Clerkship (240 hours)**

Interdisciplinary, four-week rotation designed to broaden exposure to community-based health care done mainly in primary-care clinics. Clinical experience in areas not otherwise covered in the curriculum: dermatology and STDs, clinical preventive medicine, and integrative/whole-person care in ambulatory and managed-care settings.
The Department of Physical Medicine and Rehabilitation was established to develop clinical services in rehabilitation medicine and to offer resources for teaching and research in the field of rehabilitation. These clinical and academic activities cover a wide spectrum of clinical medicine but have as a central basis the notion that rehabilitation is a complex process involving not only multiple disciplines but also consideration of the patient in the broader context of the family and community. The psychosocial-spiritual aspects of rehabilitation complete the whole-person focus, thus providing an opportunity for faculty and students to observe and experience patient care while meeting the goals and objectives of the School of Medicine.

**FACULTY**

PROFESSOR
Murray E. Brandstater

ASSOCIATE CLINICAL PROFESSOR
Victor Schell

ASSISTANT PROFESSORS
Moon S. Bae
Beryl H. Bull
Anne T. Cipta, ANES
Divakara Kedlaya
Esther C. Lee
Artemio R. Martin
Lowell W. Reynolds, ANES
Lori A. Shutter, NEUR
Scott R. Strum
Jon E. Ween, NEUR

ASSISTANT CLINICAL PROFESSORS
Bradley A. Eli
Gerald R. Goodlow

INSTRUCTORS
Yvette A. Holness
Robertus H. Kounang
Jien Sup Kim
Jonathan C. Lee
Felice L. Loverso, NEUR
Joseph A. Narloch
Hanna O. Sanders

CLINICAL INSTRUCTOR
Kevan Z. Craig

**COURSES**

PMRH 891 Physical Medicine and Rehabilitation Elective (arranged)
Upon completion of the physiology course, the student will have an understanding of the basic concepts related to the cardiovascular, respiratory, renal, gastrointestinal, and endocrine systems appropriate to current clinical application. As much as is possible, the integration of functions between the various systems is emphasized. Neurophysiology is presented separately as an integrated course involving neuroanatomy and histology. The student will also be oriented to research needed on many unsolved problems in physiology.

Likewise in pharmacology, students will be able to describe the principal concepts of drug action and safety; recognize and classify the drugs commonly used in the practice of medicine; and describe the major aspects of and concepts relating to their actions, mechanism(s) of action, disposition, major side effects, and uses. Students will also have an introductory understanding of the application of this knowledge to clinical cases.
COURSES

PHYSIOLOGY

UNDERGRADUATE

PHSL 250 Physiology-Pathophysiology SN (4)
Physiology of the body processes. Designed for the undergraduate nursing program.

PHSL 305 Physiology AH Medical Technology and Dietetics (3)

PHSL 307 Physiology AH PT (4)

PHSL 309 Neurophysiology PHTH (3)

DENTISTRY

PHSL 501 Neurophysiology DN (3)
Presentation of basic principles in neurophysiology to enhance understanding of normal and pathophysiologic function.

PHSL 701 Physiological Systems (5)
Biochemical and physiological bases of normal function. Lecture and demonstration illustrating physiological principles in animals and man. The Department of Biochemistry and the Department of Physiology and Pharmacology participate.

PHSL 741 Physiology of Bone (1)
Nature of bone mineral and matrix; bone biomechanics and mineralization; bone growth, healing and remodeling; pathological bone resorption; bone calcium homeostasis; dynamics of bone adaptation.

MEDICINE

MDCJ 541, 542 Medical Neuroscience SM (71 hours) (4, 4)
Within a clinical context, fundamentals of neuroanatomy and neurophysiology integrated with principles of the human nervous system.

PHSL 502 Basic Neurophysiology (3)

PHSL 504 Physiological Systems of the Human Body (5)

PHSL 505 Hemeostatic Mechanisms of the Human Body (4)

PHSL 511, 512 Physiology SM (1, 5, 4)
Presentation of normal functions of the various systems of the human body, designed to provide a proper understanding of mechanisms of disease, with their concomitant pathophysiology. Lecture, audiovisual demonstrations, computer models, and limited animal studies provide knowledge of the physiological principles.

PHSL 521 Medical Physiology GS (1)

PHSL 522 Medical Physiology GS (5)

PHSL 523 Medical Physiology GS (3)

PHSL 535 Comparative Physiology (5)

PHSL 538 Neuroscience (4)

PHSL 542 Signal Transduction (3)

PHSL 543 Cell-Cell Interaction (3)

PHSL 567 Respiratory Physiology (3)

PHSL 569 Oxygenation of the Fetus and the Newborn (2)

PHSL 576 Vascular Smooth Muscle (3)

PHSL 585 Endocrinology (3)

PHSL 589 Great Books in Physiology (1)

PHSL 595 Readings in Physiology (1-4)

PHSL 596 Readings in Comparative Physiology (1)

PHSL 597 Great Books in Physiology (1)

PHSL 701 Physiological Systems (5)

PHSL 741 Physiology of Bone (1)

PHSL 891 Physiology Elective (arranged)

GRADUATE

The following courses are offered in fulfillment of requirements for the Master of Science and the Doctor of Philosophy degrees in physiology. This program is outlined in the BULLETIN of the Graduate School.

PHSL 501 Neurophysiology DN (3)

PHSL 502 Basic Neurophysiology (3)

PHSL 503 The Differentiated Cell (10)

PHSL 525 Current Concepts in Cellular and Molecular Neural-Endocrine Interactions (3)

PHSL 533, 534 Physiology I, II (4, 3)

PHSL 537 Neuroscience (7)
Prerequisite to PHSL 511, 512.

PHSL 541 Cell and Molecular Biology (4)

PHSL 544 Cell and Molecular Neurobiology (3)

Courses 550-587 are advanced lecture and conference courses exploring the latest concepts in the respective area.
Prerequisite or concurrent: PHSL 511, 512; or the equivalent.

PHSL 550 Properties of the Nervous System (3)

PHSL 553 Applied Electronics for the Basic Sciences (4)

PHSL 555 Biology of Cancer, Lecture (3)

PHSL 556 Biology of Cancer, Laboratory (2)

PHSL 558 Physiology of Exercise and Inactivity (3)

PHSL 560 Physiology of Bone (3)
PHSL 577  Cardiac Physiology (3)
PHSL 578  Vascular Physiology (3)
PHSL 584  Readings in Neurophysiology (2)
PHSL 587  Physiology of Reproduction (2)
PHSL 604  Perinatal Biology Graduate Seminar (1)
PHSL 605  Integrative Biology Graduate Seminar (1)
PHSL 694  Special Problems in Physiology (1-4)
PHSL 697  Research (arranged)
PHSL 698  Dissertation (arranged)

PHARMACOLOGY

UNDERGRADUATE

PHRM 411  Pharmacology DH (2)
Uses, actions, and potential toxic effects of medications most frequently administered to or used by dental patients.

DENTISTRY

PHRM 501  Pharmacology and Therapeutics SD (4)
Principles of drug action. Systematic consideration of the pharmacology, clinical applications, and toxicities of the major drugs used in dentistry. Computerized demonstrations illustrating the effects of drugs.

PHRM 503  Clinical Pharmacology in Dentistry (2)
Use of medications in the treatment of dentally related diseases, and the potential impact of such diseases on total patient care.

MEDICINE

PHRM 511, 512 General and Systematic Pharmacology SM (86 hours) (5, 3)
Principles of drug action, drug receptors, absorption and fate of drugs, drug toxicity, and drug development. Systematic consideration of the pharmacology and therapeutic value of the drugs used in medicine. Clinical case conferences, demonstrations, simulations, and laboratory exercises illustrating the uses and effects of drugs in humans or animals.

PHRM 891  Pharmacology Elective (arranged)

GRADUATE

The following courses are offered in fulfillment of requirements for the Master of Science and the Doctor of Philosophy degrees in pharmacology. This program is outlined in the BULLETIN of the Graduate School.

PHRM 534  Topics in Pharmacology for Dentistry (2)
PHRM 535  Clinical Pharmacology (3)
PHRM 544  Topics in Advanced Pharmacology (3)
PHRM 545  Laboratory in Advanced Pharmacology (1-2)
PHRM 554  Neuropharmacology (4)
PHRM 555  Laboratory in Neuropharmacology (1)
PHRM 564  Cardiovascular and Renal Pharmacology (3)
PHRM 565  Laboratory in Cardiovascular and Renal Pharmacology (1)
PHRM 574  Chemotherapy (3)
PHRM 575  Laboratory in Chemotherapy (1)
PHRM 584  Drug Metabolism and Biochemical Pharmacology (3)
PHRM 585  Laboratory in Drug Metabolism and Biochemical Pharmacology (1)
PHRM 586  Toxicology (3)
PHRM 605  Integrative Biology, Graduate Seminar (1)
PHRM 684  Special Problems in Pharmacology (2-6)
PHRM 697  Research (arranged)
PHRM 698  Thesis (arranged)
PHRM 699  Dissertation (arranged)
PSYCHIATRY

GEORGE T. HARDING IV, Chair
WILLIAM H. MCGHEE, Vice Chair

The Department of Psychiatry provides educational programs that include clinical training and research for medical students, psychiatry residents, and psychiatry fellows.

During the first and second years, psychiatry is taught as an interdisciplinary course that consists of lectures and demonstrations covering a broad range of human behavioral determinants—including the biology, psychology, sociology, and psychopathology of behavior. The wholistic concept of behavior, including its spiritual components, is also stressed.

The third-year, six-week psychiatry clerkship includes: five weeks divided between two psychiatry treatment sites; and one week at an addiction treatment site. These clerkship experiences offer broad and varied training in the treatment of psychiatric problems of adults and children. Students also participate in an interactive, case-based seminar series.

Fourth-year medical students have the opportunity to take electives with psychiatry faculty in child and adult settings as well as an intensive reading/discussion course in religion and psychiatry.

FACULTY

PROFESSORS
George T. Harding IV
Mark G. Haviland
Benjamin Kovitz
William H. McGhee

EMERITUS CLINICAL PROFESSOR
Jack W. Provonsha

CLINICAL PROFESSORS
Louis P. Bozzetti, Jr.
Clarence Carnahan, Jr.
Durand F. Jacobs
August Kasper
Charles Meredith
David H. Whitbread

ASSOCIATE CLINICAL PROFESSORS
Michael A. Cummings
Harvey W. Oshrin
John P. Riesenman
Deane L. Wolcott

ASSOCIATE PROFESSORS
Julie M. Albert
Donald L. Anderson
Wm. G. Britt III
George W. Christison
Monika Gierz
Jerry D. Hoyle
Donald J. Kurth

ASSISTANT PROFESSORS
James P. MacMurray
William G. Murdoch
William G. Roth
Diana Simon
Michael A. Cummings
Harvey W. Oshrin
John P. Riesenman
Deane L. Wolcott
Karole S. Avila
James F. Dyer, Jr.
Carlos R. Fayard
Cameron J. Johnson
Y. William Kim
Henry L. Lambert
Leigh A. Lindsey
Regina G. Liwnicz
James S. Mauer
Jay M. Otero
Mary Ann Schaepper
Anthony S. Shin
Ahmad K. Tarar
E. Ray Verde
Ronald Warnell
ASSISTANT CLINICAL PROFESSORS
Louis R. Alvarez
Nenita Belen
Venkatesh G. Bhat
Andrew C. Blaine
Daniel A. Brooks
Lorna S. Carlin
Caron S. I. Christison
Richard T. Cranston
Kari M. Enge
Mubashir A. Farooqi
Molly L. Gallacher
Raafat W. Girgis
Rick L. Jenkins
Kevin M. Kinback
Patricia M. Kirkish
George Kopiloff
Maher S. Kozman
Larry C. Lawrence
Anne E. Linton
Michael B. Maskin
Magdi Mikhail
Kenneth Miller
Louis H. Monty
Faye D. Owen
Bipin L. Patel
George J. Proctor
Bonnie S. Quinton
Patricia J. D. Roth
David E. Schultz
Michael D. Schultz
Gregg A. Sentenn
William R. Simpson
Daniel Skenderian
John C. Stockdale

INSTRUCTORS
Greta M. Herbes
James P. Johnson
Winifred J. Klop

CLINICAL INSTRUCTOR
Melvin L. Sajid

COURSES
PSYT 511 Understanding Your Patient (3)
PSYT 512 Human Behavior (4)
Interdisciplinary course consisting of lectures and demonstrations covering a broad range of human behavioral determinants—including the biology, psychology, sociology, and psychopathology of behavior. Emphasizes the wholistic concept of behavior.
PSYT 514, 515, 516 Psychopathology (52 hours) (5)
PSYT 599 Directed Elective Study (240 hours)
PSYT 701 Psychiatry Clerkship (360 hours)
PSYT 891 Psychiatry Elective (arranged)
Opportunity for intensive learning experience in either a research area or a clinical area of the student’s choice.
PUBLIC HEALTH AND PREVENTIVE MEDICINE

RICHARD H. HART, Chair

The School of Medicine’s Department of Public Health and Preventive Medicine utilizes the faculty of the School of Public Health to carry out its functions. These responsibilities include the teaching of medical students and preventive medicine residents, conducting research in appropriate areas, and providing a wide variety of clinical services. The School of Public Health’s Center for Health Research, Center for Health Promotion, and Center for Health and Development all provide valuable services for the School of Medicine. The Preventive Medicine Faculty Practice Group functions primarily out of the Center for Health Promotion, the Social Action Community (SAC) Health System clinics, and selected university health services.

FACULTY

PROFESSORS
David Abbey
Gary E. Fraser, MEDN
Richard H. Hart
Patricia K. Johnston
Synnove M. F. Knutsen
Susanne B. Montgomery

ASSOCIATE PROFESSORS
David T. Dyjack
Linda H. Ferry, FMDN
Jayakaran S. Job
Raymond Knutsen
Jenifer J. Mason

ASSOCIATE CLINICAL PROFESSORS
Ronald P. Hattis
Eric Ngo
Thomas J. Prendergast
Anthony B. Radcliffe

ASSISTANT CLINICAL PROFESSORS
Frederick M. Bischoff
Arlene F. Braham
Douglas C. Richards
Bruce E. Smith
Larry L. Thomas

ASSISTANT RESEARCH PROFESSOR
Lee S. Berk, PATH

ADJUNCT PROFESSOR
P. William Dysinger

ADJUNCT ASSOCIATE PROFESSOR
Gilbert M. Burnham

ADJUNCT ASSISTANT PROFESSORS
Edward J. Gallagher
Gary H. Harding

COURSES

PRVM 513 Preventive Medicine (3)
PRVM 515 Preventive Medicine (3)
PRVM 516 Preventive Medicine (2)
PRVM 521, 522 Information Sciences and Population-Based Medicine (3, 3)
Introduction to biostatistics, epidemiology, and nutrition issues. Discussion of techniques used in analyzing research and journal articles.
PRVM 799 Clinical Selective in Preventive Medicine (120-600 hours)
PRVM 891 Preventive Medicine Elective (arranged)
MDCJ 550, 551, 552, (3, 2, 2) Evidence-Based Medicine and Information Sciences
Designed for freshman medical students. Introduces basic concepts of evidence-based medicine to help facilitate lifelong, self-directed learning. Describes the challenges of the information needs of the 21st-century physician. Teaches a process by which students can efficiently and effectively acquire the answers to their clinical questions and apply them to the care of the patients they see. Teaching methodologies include large-group didactic presentations; small-group discussions; and self-study, on-line exercises. Sets the foundation for an ongoing, lifelong learning process. (Replaces MDCJ 545, 546, 547 effective August 5, 2002.)

MDCJ 701 Orientation to Clinical Medicine (240 hours)
Builds on the second-year course MDCJ 525, 526 Pathophysiology and Applied Physical Diagnosis. Provides the knowledge, skills, values, and attitudes necessary to facilitate a smooth transition from the preclinical to the clinical curriculum.

MDCJ 821 Ambulatory Care Clerkship (240 hours)
Interdisciplinary, four-week rotation designed to broaden exposure to community-based health care done mainly in primary-care clinics. Clinical experience in areas not otherwise covered in the curriculum: dermatology and STDs, clinical preventive medicine, and integrative/whole-person care in ambulatory and managed-care settings.

COMPLEMENTARY DEGREES THROUGH SCHOOL OF PUBLIC HEALTH
Courses are offered in fulfillment of requirements for the Master of Public Health and Doctor of Public Health degrees. These programs are outlined in the BULLETIN of the School of Public Health.
RADIATION MEDICINE

JERRY D. SLATER, Chair

The purpose of the Department of Radiation Medicine is to provide superior patient services, education, and research using methods supportive of the Loma Linda University School of Medicine.

FACULTY

EMERITUS PROFESSOR
Ivan R. Neilsen

PROFESSORS
John O. Archambeau, PEDS, ANAT
Alain L. Fymat, RADS
Daila S. Gridley, MICR, BCHM
Richard P. Levy
Daniel W. Miller
James M. Slater
Jerry D. Slater
Stanislav Vatnitsky

CLINICAL PROFESSOR
Fang Jen Lin

ASSOCIATE PROFESSORS
Bijan Arjomandy
David A. Bush
Gregory A. Nelson
Baldev R. Patyal
William Preston
Carl J. Rossi, Jr.
Leslie T. Yonemoto

ASSISTANT PROFESSORS
George B. Coutrakon
Janet M. Hocko
Case H. Ketting
Ray Lin
Lilia N. Loredo
Albert C. Mak

ASSISTANT RESEARCH PROFESSOR
Michael Moyers
Ivan Namias
W. James Nethery
Waylene W. Swensen

ASSISTANT CLINICAL PROFESSORS
Andre Obenaus, RADS

Christopher Gilman
David W. Mantik
Ernest Ngo
Reinhard W. Schulte

INSTRUCTORS
B. Rodney Jabola
Xiao Wen Mao
Michael J. Pecaut

ADJUNCT ASSOCIATE PROFESSOR
Jamie R. Milligan

ADJUNCT RESEARCH PROFESSOR
Eleanor A. Blakely

COURSES

RDMN 799  Clinical Selective in Radiation Oncology (120 hours)

RDMN 891  Radiation Medicine Elective (arranged)
The purposes of the Department of Radiology are to provide:
1. Excellent patient services through imaging studies, special diagnostic procedures, and interventional procedures.
2. Educational programs that include research and clinical training for technologists, dosimetrists, physicists, medical students, postdoctoral fellows, radiology residents, and fellows.
3. Research support through laboratory facilities and clinical facilities.
FACULTY

EMERITUS PROFESSOR
   Walter L. Stilson

PROFESSORS
   Phiroze Billimoria
   Alain L. Fymat
   Geoffrey A. Gardiner
   David B. Hinshaw, Jr.
   Daniel K. Kido
   Joseph G. Llaurado
   Eloy E. Schulz
   Douglas C. Smith
   Frank C. Taylor
   Joseph R. Thompson
   Beverly Wood
   Lionel W. Young, PEDS

CLINICAL PROFESSORS
   Peggy J. Fritzsche
   Anton Hasso
   Isaac Sanders

ASSOCIATE PROFESSORS
   Dale R. Broome
   Richard D. Dunbar
   Bernard W. Hindman
   Barbara Holshouser
   Gerald A. Kirk
   Glenn A. Rouse
   Richard J. Tully
   Gregory Watkins

ASSOCIATE CLINICAL PROFESSORS
   Patrick J. Bryan
   Arnold Z. Geller

ASSISTANT PROFESSORS
   Bruce T. Austin
   Won-Chul Bae
   Donald T. Barnes
   William C. Buss
   Pairoj S. Chang
   Liliane H. Gibbs
   Gerald Grube
   Samuel J. Ing
   Shannon Kirk
   Ingrid B. Kjellin
   Everett Kuester
   George Y. Luh
   Jon M. Miller
   Shailendri E. Philip
   Ved Prakash
   Moussa Raiszadeh
   Hans Saaty
   James B. Slater, RDMN
   Karen A. Tong
   Sabrina I. W. Ward
   Thomas E. Wiley
   Nathaniel D. Wycliffe

ASSISTANT RESEARCH PROFESSOR
   Andrew Obenaus, RDMN

ASSISTANT CLINICAL PROFESSORS
   John T. Blackwelder
   Christopher D. Cumings
   David Dee, Jr.
   Pearse Derrig
   Edward Gabriel
   Kathlene E. Guth
   William G. Jones
   Monika L. Kief-Garcia
   Jeanine A. McNeill
   Michael Neglio
   Garry D. Roghair
   David E. Scafidi
   Joseph S. Unis
   James Wolfsen
   Alix Vincent

ADJUNCT PROFESSOR
   E. Mark Hackie

ADJUNCT ASSISTANT PROFESSOR
   Sheri L. Harder

COURSES

RADS 511 Radiation Sciences (participation)
RADS 701 Radiology Clerkship (80 hours)
RADS 799 Clinical Selective in General Radiology (120 hours)
RADS 821 Radiology Clerkship (3.6)
RADS 891 Radiology Elective (arranged)
MDCJ 701 Orientation to Clinical Medicine (240 hours)

Builds on the second-year course MDCJ 525, 526 Pathophysiology and Applied Physical Diagnosis. Provides the knowledge, skills, values, and attitudes necessary to facilitate a smooth transition from the preclinical to the clinical curriculum.
The Department of Surgery is in harmony with the stated purposes and philosophy of the School of Medicine, Loma Linda University.

The purposes of the Department of Surgery are to:

1. Provide the highest standard of surgical patient care.
2. Maintain educational programs in the surgical disciplines for medical students, residents, and fellows.
3. Provide facilities for laboratory and clinical research in the areas of surgical interest.
FACULTY

CARDIOTHORACIC

EMERITUS PROFESSOR
Ellsworth E. Wareham

PROFESSORS
Leonard L. Bailey, PEDS
P. Richard Carter
Anees J. Razzouk

CLINICAL PROFESSORS
Changwoo Ahn
Steven R. Gundry, PEDS

ASSOCIATE CLINICAL PROFESSORS
Alfredo L. Rasi
Edwin E. Vyhmeister

ASSISTANT PROFESSORS
Molly K. McAfee
Nan Wang

ASSISTANT CLINICAL PROFESSORS
Michael del Rio
George Kafrouni
Michael Wood

GENERAL

EMERITUS PROFESSORS
Bruce W. Branson
David B. Hinshaw, Sr.
Jerold K. Longerbeam
Louis L. Smith
Ralph J. Thompson

PROFESSORS
Burton A. Briggs, ANES, PEDS
Antonio E. Robles

CLINICAL PROFESSORS
M. C. Theodore Mackett
Clifton D. Reeves

EMERITUS ASSOCIATE PROFESSORS
Conrad J. Baumgartner
Irving A. Fields
David Miller
Daniel A. Mitchell, Jr., ANAT
Samuel L. Perzik
Frank A. Rogers

ASSOCIATE PROFESSORS
Pedro Baron
Richard D. Catalano, EMDN
Waldo Concepcion
Carlos A. Garberoglio
Charles Kean, PHSL, SD
J. David Moorhead, UROL, PEDS
Thomas E. O’Callaghan
Okechukwu N. Ojogho
Arnold D. Tabuenca
James L. Webster

ASSOCIATE CLINICAL PROFESSORS
Duane S. Bietz
Appannagari Gnanadev
Janet H. Ihde
Faisal A. Khan
Paul H. Trotta

ASSISTANT PROFESSORS
Samuel Cemaj
Samir D. Johna
Hector D. Ludi
Sharon S. J. Lum
Okechukwu N. Ojogho
Mark E. Reeves
Jorge L. Rivera, FMDN
William Wagner, ANAT
ASSISTANT CLINICAL PROFESSORS
Paul Aka
Linbrook Barker
Lawrence Braslow
Lori J. Chow
Clifford C. Eke
Fekede Gemechu
Lawrence A. Harms
Lawrence E. Heiskell
Simon Keushkerian
Lester L. Mohr
Robert Pereyra
John E. Prichard
Harry C. Prout
Marc D. Rudich
James D. Simpson
Matthew S. Tan
Edward H. Umgelter
David L. Vannix
Robert S. Vannix
Joseph J. Verska
Hansen Wang
M. Charles Warren
David B. Welsh, MEDN

INSTRUCTORS
Jack L. Bennett
Christian Bianchi
Esmond Chi
Virginia S. S. Huang

ADJUNCT PROFESSOR
Carlos Duran

ADJUNCT ASSOCIATE PROFESSOR
Carlos A. Balarezo

COURSES
SURG 599  Surgery Directed Study (240 hours)

SURG 701  Surgery Clerkship (720 hours)
Includes one week on each service: anesthesiology, emergency medicine, neurosurgery, otolaryngology, ophthalmology, orthopaedic surgery, plastic surgery, and urology; and one month of general surgery.

SURG 821  Surgery Clerkship (240 hours)
Includes one-month service on general surgery.

SURG 822  Surgery ICU (120 hours)
Includes two-week service on a surgical intensive-care unit.

SURG 891  Surgery Elective (arranged)
May include pediatric surgery, vascular surgery, trauma surgery, general surgery, cardiothoracic surgery, plastic surgery, neurosurgery, otolaryngology, surgical intensive care, and urology.

HEAD AND NECK (Otolaryngology)

EMERITUS PROFESSOR
Leland R. House

PROFESSORS
Linda D’Antonio
George H. Petti, Jr.

CLINICAL PROFESSORS
Timothy Jung
Jack L. Pulec

ASSOCIATE PROFESSORS
George D. Chonkich
Charles E. Stewart III

EMERITUS ASSOCIATE PROFESSOR
Robert P. Rowe

ASSOCIATE CLINICAL PROFESSORS
Stewart Fordham
George C. Gay
Elmer W. Lorenz

ASSISTANT PROFESSORS
Johnny Arruda
John Y. G. Kim
Mark Rowe
Alfred A. Simental
Nathaniel Wycliffe, RADS

ASSISTANT CLINICAL PROFESSORS
James A. Heinrich
Richard C. Rajaratnam

INSTRUCTOR
David G. McGann

COURSES
SURG 821  Surgery Clerkship (participation)
OTOL 891  Otolaryngology Elective (arranged)
NEUROSURGERY

EMERITUS PROFESSORS
Lloyd A. Dayes
Shokei Yamada

PROFESSORS
Austin R. T. Colohan
Wolff M. Kirsch, BCHM

CLINICAL PROFESSOR
Robert W. Rand

RESEARCH PROFESSOR
Findlay E. Russell

ASSOCIATE PROFESSORS
Traian T. Cojocaru
Walter D. Johnson
David S. Knierim, PEDS

ASSOCIATE RESEARCH PROFESSOR
Yong Hua Zhu

ASSISTANT CLINICAL PROFESSORS
Maged L. Abu-Assal
Brian V. Curtis
Joseph G. Hubbard
Marvin A. Korbin
Stanley A. Rouhe

ADJUNCT PROFESSOR
Robert Marohn

ADJUNCT ASSOCIATE PROFESSOR
Barry F. Pearce

COURSES

SURG 821  Surgery Clerkship (participation)
NEUS 891  Neurosurgery Elective (arranged)

ORAL

PROFESSOR
Philip J. Boyne

ASSOCIATE PROFESSOR
Keith Hoffman, PATH, SD

ASSISTANT PROFESSOR
Alan S. Herford

PEDIATRIC

EMERITUS PROFESSOR
H. Gibb Andrews, PEDS

ASSOCIATE PROFESSORS
Mark W. Fullerton
Donald C. Moores

ASSISTANT PROFESSORS
Joanne E. Baerg, PEDS
Gerald Gollin

ASSISTANT CLINICAL PROFESSOR
Olusola A. Oyemade

PLASTIC AND RECONSTRUCTIVE

PROFESSORS
Linda D'Antonio
Robert A. Hardesty

ASSOCIATE PROFESSORS
Ben J. Childers
Anil P. Punjabi
Frank R. Rogers
Thomas J. Zirkle, EMDN

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Thomas F. Mitts  
J. Edson Price  
Charlotte Resch  
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Brian Eichenberg  

**INSTRUCTORS**  
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Chester Cheng  
Anil P. Punjabi  

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Steven C. Stewart  

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A. Estin Comarr  

**EMERITUS ASSOCIATE PROFESSOR**  
Ben D. Massey  

**ASSOCIATE PROFESSORS**  
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Sze C. Lee  
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Winston H. Richards  
Robert R. Torrey, Jr.  
Richard J. Wilson  

**INSTRUCTOR**  
Christopher Tsai  

**CLINICAL INSTRUCTOR**  
Lyric Santiago  

**COURSES**  
SURG 821  Surgery Clerkship (participation)  
UROL 891  Urology Elective (arranged)  

**VASCULAR**  

**EMERITUS PROFESSOR**  
Louis L. Smith  

**PROFESSORS**  
J. David Killeen  

**ASSOCIATE PROFESSOR**  
Jeffrey L. Ballard  

**ASSOCIATE CLINICAL PROFESSOR**  
James L. Webster  

**ASSISTANT PROFESSIONS**  
Ahmed M. Abou-Zamzam  
Theodore H. Teruya  

**ASSISTANT CLINICAL PROFESSORS**  
Edward F. Levine  
Lester L. Mohr  
Robert Pereyra
IV

THE FACULTY OF RELIGION

Statement of Mission

Courses
The Faculty of Religion

STATEMENT OF MISSION

The Faculty of Religion is committed to the following four tasks as informed by the teachings and practice of the Seventh-day Adventist heritage and mission:

1. To promote Christian wholeness for faculty and students in their personal and professional lives and witness.
2. To provide a religion curriculum with the following emphases:
   • Foundational studies (biblical, theological, historical, and mission).
   • Ethical studies (personal, professional, and social).
   • Relational studies (applied theology, clinical ministry, and psychology of religion).
3. To foster and support research in the foundational, ethical, and relational disciplines.
4. To serve the University, the church, and the larger world community by personal involvement in fostering deeper spirituality, theological integrity, and social justice.

COURSES

FOUNDATIONAL STUDIES

THEOLOGICAL STUDIES

RELF 706 Adventist Beliefs and Life (2)
Fundamental tenets of Seventh-day Adventist faith, and the lifestyle which such faith engenders.

RELF 707 Medicine, Humanity, and God (2)
Role of the practitioner of medicine as a co-worker with God in the healing of humankind.

RELF 716 God and Human Suffering (2)
Suffering and evil in relation to the creative and redemptive purposes of God for this world.

ETHICAL STUDIES

RELE 704 Medicine and Ethics (2)
Introductory study of Christian medical ethics, emphasizing personal integrity of the physician, the process of moral decision making, and ethical problems facing contemporary medicine, such as abortion and euthanasia.

RELE 714 Advanced Medical Ethics (2)
Advanced study of issues and cases in contemporary medical ethics.

RELATIONAL STUDIES

APPLIED THEOLOGY

RELR 725 Wholeness for Physicians (2)
Knowledge, values, attitudes, and skills contributing to the physician’s goal of personal wholeness.

CLINICAL MINISTRY

RELR 701 Orientation to Religion and Medicine (2)
Examination of the relationship between Scripture and the practice of medicine.

RELR 775 Art of Integrative Care (2)
The integration of psychosocial and spiritual care in the clinical setting.

ADDITIONAL COURSE OPTIONS

Additional religion courses are available as electives. Please see the Faculty of Religion BULLETIN, which may be obtained from the Office of the Dean of the Faculty of Religion.
THE DIRECTORY

Officers of the Board of Trustees
Board of Trustees
University Administration
School Administration
School Committees
The Faculty Index
Summary of Graduates
School Alumni Association
Accreditation Status
Accrediting Agencies
The University Libraries
Maps and Legends
Picture Captions
Index
To Communicate with LLU Personnel
    by Telephone, FAX, Web Site, Mail, and Email
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  Graduate Medical Education
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  Continuing Medical Education
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Daisy D. DeLeon, Ph.D., Assistant to the Dean for Diversity Affairs

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Ralph W. Perrin
Leslie N. Pollard
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G. Gordon Hadley
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Mailen Kootsey
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Lawrence K. Loo
John McCracken
Jigar Patel
Jean Prince
Arnold D. Tabuenca
Sarah Uffindell
Robert J. Wagner
Nancy Wheeler
Lionel W. Young
Thomas J. Zirkle
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Richard S. Kim
James P. Larsen
Lilia N. Loredo
William H. McGhee
Michelle Schlunt
Tamara L. Thomas
Leonard S. Werner

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Robert Hardesty
Frank Howard
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Lawrence K. Loo
John McCracken
Jigar Patel
Jean Prince
Arnold D. Tabuenca
Sarah Uffindell
Robert J. Wagner
Nancy Wheeler
Lionel W. Young
Thomas J. Zirkle
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_______________, Chair
Department chairs
Elected representatives
Invitees: Assistant and associate deans

#Clinical Science Faculty Council
_______________, Chair
Elected representatives
Invitees: Assistant and associate deans

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Murray E. Brandstater, Chair
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John N. Buchholz
Walter Johnson
James D. Kettering ('02)
Terence D. Lewis ('01)
Michael Lilly
William Murdoch
Kerby C. Oberg
Shobha Sahney ('02)
Randell Schell
Robert W. Teel ('02)

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John N. Buchholz
George Christison
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Walter Johnson
Michael Lilly
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Kerby C. Oberg
William J. Pearce
Randell Schell
Robert W. Teel ('02)

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THE FACULTY INDEX

In the alphabetical listing that follows, the letters at the right of the name indicate the SM department or division and/or other School in which the faculty member is listed.

CODES

ANAT  Human Anatomy
ANES  *Anesthesiology
BCHM  *Biochemistry [and Microbiology]
DERM  Dermatology
EMDN  *Emergency Medicine
FMDN  *Family Medicine
GYOB  *Gynecology and Obstetrics
MEDN  *Medicine
MICR  Microbiology
NEUR  *Neurology
NEUS  Neurosurgery
OPHM  *Ophthalmology
ORTH  *Orthopaedic Surgery
OTOL  Otolaryngology
PATH  *Pathology [and Human Anatomy]
PEDS  *Pediatrics
PHRM  Pharmacology
PRVM  *Public Health and Preventive Medicine
PSYT  *Psychiatry
RADS  *Radiology
RDMN  *Radiation Medicine
SURG  *Surgery
UROL  Urology
AH  School of Allied Health Professions
FR  Faculty of Religion
GS  Graduate School
PH  School of Public Health
SD  School of Dentistry/Dental Hygiene

*department [full name in brackets]
#chair or cochair of department identified by code

EMERITUS FACULTY

Andrews, H. Gibb  SURG
Bacchus, Habeeb  MEDN
Baumgartner, Conrad J.  SURG
Branson, Bruce W.  MEDN
Brown, Albert F.  PATH
Brownsberger, Sidney B.  OPHM
Bullas, Leonard R.  MICR
Centerwall, Williard R.  PEDS
Cohen, Theodore M.  DERM
Comarr, A. Estin  UROL
Cover, William L.  MEDN
Crane, Milton G.  MEDN
Crawford, Raymond B.  MEDN
Cutler, Ralph E.  MEDN
Dayes, Lloyd A.  NEUS
Dybdahl, Gerhardt L.  PATH
Eckmann, Bertram H.  MEDN
Engen, Paul C.  ANAT
Fields, Irving A.  SURG
Fraser, Ian M.  PHRM
Goldman, Theodore H.  PEDS
Graf, Walter S.  MEDN
Grames, George M.  MEDN
Harris, John J.  MEDN
Hinshaw, David B., Sr.  SURG
Hirst, Albert E., Jr.  PATH
House, Leland R.  OTOL
John, Donald L.  MEDN
Johns, Varner J.  MEDN
Koobs, Dick H.  PATH
Leff, Irving L.  MEDN
Lobo, Denis F.  ANES
Longerbeam, Jerrold K.  SURG
Massey, Ben D.  UROL
McCluskey, Elwood S.  PHSL
Miller, David  SURG
Mitchell, Daniel A., Jr.  ANAT, SURG
Mitchell, Robert D.  MEDN
Moncrieff, Robert E.  PATH
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Rogers, Frank A.  SURG
THE FACULTY

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Abbey, David PRVM
Abby, Ramadas MEDN
Abd-Allah, Shamel A. PEDS
Abdollah, Karim ORTH
Abou-Zamzam, Ahmed M. SURG
Abraha, Daniel PEDS
Abu-Assal, Maged L. NEUS
Ackley, Kimberly D. OPHM
Adams, Jane E. PRVM
Adey, W. Ross MEDN, NEUR, PHSL
Affi, Ghada Y. SURG
Ahmad, Borhaan S. PEDS
Ahmad, Imdad MEDN
Ahn, Changwoo SURG
Aliyan, Shobha S. MEDN
Aka, Paul SURG
Akanli, Leyla PEDS
Akin, M. Rose PATH
Aldana, Daniel H. PEDS
Al-Zaibag, Muyaed MEDN
Albert, J. Julie M. PSYT
Alexander, Charles H. ORTH
Alexander, Wil FR, FMDN, SURG

THE FACULTY
<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Name</th>
<th>Department</th>
<th>Name</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beal, William S.</td>
<td>ORTH</td>
<td>Brauer, Stanley D.</td>
<td>ANES</td>
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<td>Beckwith, J. Bruce</td>
<td>PATH, PEDS, UROL</td>
<td>Bravo, Norman D.</td>
<td>FMDN</td>
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<td>Bedros, Antranik A.</td>
<td>PEDS</td>
<td>Briggs, Bernard D.</td>
<td>ANES</td>
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</tr>
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<td>Bee, David M.</td>
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<td>Briggs, Burton A.</td>
<td>ANES, PEDS, SURG</td>
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<td>Behrens, B. Lyn</td>
<td>PEDS</td>
<td>Brinegar, Charles H., Jr.</td>
<td>MEDN</td>
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<tr>
<td>Bekendam, Pamela Y.</td>
<td>OPHM</td>
<td>Brit, Wm. G. III</td>
<td>PSYT</td>
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<tr>
<td>Belen, Renita</td>
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<td>Brooks, Daniel A.</td>
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</tr>
<tr>
<td>Bellinger, Denise</td>
<td>PATH</td>
<td>Broome, Dale R.</td>
<td>RADS</td>
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</tr>
<tr>
<td>Belote, James H.</td>
<td>PEDS</td>
<td>Brown, Gary W.</td>
<td>MEDN</td>
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<tr>
<td>Beltz, Richard E.</td>
<td>BCHM</td>
<td>Brown, Scott E.</td>
<td>PMRH</td>
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</tr>
<tr>
<td>Bennett, Jack L.</td>
<td>SURG</td>
<td>Brown, William E.</td>
<td>ORTH</td>
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</tr>
<tr>
<td>Berdega, Jesus G.</td>
<td>MEDN</td>
<td>Brown-Harrell, Vickie D.</td>
<td>MEDN</td>
<td></td>
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</tr>
<tr>
<td>Bergan, John J.</td>
<td>SURG</td>
<td>Bruckner, Evert A.</td>
<td>MEDN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Berglund, Hazel J.</td>
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### SUMMARY OF GRADUATES

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SCHOOL ALUMNI ASSOCIATION

Graduates of the School of Medicine organized their Alumni Association in 1915 when only two classes totaling eighteen members had been graduated, and the organization has functioned continuously since that time. Membership is extended to alumni who have graduated with the Doctor of Medicine degree from this University and to graduates of the American Medical Missionary College, operated by Seventh-day Adventists in Battle Creek, Michigan, from 1895 to 1910. Associate membership is extended to students of the School of Medicine, and affiliate membership is extended to faculty who have earned degrees from other institutions. During the 1986-87 school year, membership was extended to the basic science faculty.

Statement of mission and purpose

The Alumni Association of the School of Medicine of Loma Linda University is a nonprofit organization composed both of alumni and affiliate members. The association is organized to support the School, to promote excellence in worldwide health care, and to serve its members in the following ways:

1. EDUCATION—To encourage continuing education among its members by organizing and offering graduate education and related programs at the Annual Postgraduate Convention and at other health care seminars.
2. COMMUNICATION—To publish newsworthy, factual information about alumni and developments at the School of Medicine in the alumni journal, in the annual directory, and in journals of organizations under the umbrella of the association.
3. HEALTH CARE—To foster improved health care and preventive medicine throughout the world by conducting postgraduate seminars; demonstrations; and people-to-people, health care interactions with Christian concern and compassion.
4. PHILANTHROPY—To encourage the contribution of funds for the support of undergraduate and graduate education at the School, including funds for student loans, research, and professorial chair endowments; and funds to provide for improvement in the School’s physical plant. To encourage donations of money, equipment, and supplies for educational centers and health care facilities in areas of need worldwide.
5. MEDICAL RESEARCH—To support medical research among the faculty and students of the School, thereby enhancing the association’s ability to respond to the needs of its alumni and to advance medical knowledge.
6. FRATERNITY—To promote and provide gatherings, in an atmosphere of Christian and professional friendship, which foster unity and advance the foregoing objectives.

ACCREDITATION STATUS

THE UNIVERSITY


THE PROFESSIONS

CLINICAL LABORATORY SCIENCE (FORMERLY: MEDICAL TECHNOLOGY): Started in 1937. Approved by the Council on Medical Education of the American Medical Association since August 28, 1937. Currently approved by the Commission on Accreditation of Allied Health Education Programs in collaboration with the National Accrediting Agency for Clinical Laboratory Sciences.

CYTOTECHNOLOGY: Started in 1982. Initial approval by the Commission on Accreditation of Allied Health Education Programs in collaboration with the Cytotechnology Programs Review Committee January 20, 1983.

DENTAL HYGIENE: Started in 1959. Approved by the Commission on Dental Accreditation of the American Dental Association since September 7, 1961.

DENTISTRY: Started in 1953. Approved by the Commission on Dental Accreditation of the American Dental Association since May 23, 1957.

DIAGNOSTIC MEDICAL SONOGRAPHY: Started in 1976 as diagnostic medical sonography. Approved by the Joint Review Committee on Education in Diagnostic Medical Sonography October 24, 1985.

DIETETIC TECHNOLOGY: Started in 1988. The Dietetics Technology Program is currently granted continuing accreditation by the Commission on Accreditation for Dietetics Education of the American Dietetics Association April 25, 1988.

EMERGENCY MEDICAL CARE: Started in 1993 as a baccalaureate degree program for paramedics, respiratory therapists, and other allied health professionals desiring education, science, or management credentials in emergency medical services.

ENDODONTICS: Started in 1967. Approved by the Commission on Dental Accreditation of the American Dental Association since December 1969.

HEALTH INFORMATION MANAGEMENT: Started as medical record administration in 1963. Approved by the Council on Medical Education of the American Medical Association since December 1, 1963. Currently approved by the Commission on Accreditation of Allied Health Education Programs in collaboration with the American Health Information Management Association.
MEDICAL RADIOGRAPHY: Started in 1941 as radiological technology. Approved by the Council on Medical Education of the American Medical Association November 19, 1944. Currently approved by the Joint Review Committee on Education in Radiologic Technology and the California State Department of Health Services.

MEDICINE: Started in 1909. Approved by the Association of American Medical Colleges and the Council on Medical Education of the American Medical Association since November 16, 1922.


NUTRITION AND DIETETICS: Started in 1922 as a certificate program; baccalaureate degree conferred 1932-54; graduate program offered since 1954. Internship program continuously approved by The American Dietetic Association from 1957 through 1974; reestablishment of baccalaureate degree program authorized October 1971. Since 1974 the Coordinated Program in Dietetics has been granted accreditation by the Commission on Accreditation for Dietetics Education of the American Dietetic Association.


OCCUPATIONAL THERAPY ASSISTANT: Started in 1988. Approved by the Commission on Accreditation of Allied Health Education Programs in collaboration with The American Occupational Therapy Association (AOTA) April 13, 1989. Currently accredited by the Accreditation Council for Occupational Therapy Education of the AOTA.

ORTHODONTICS AND DENTOFACIAL ORTHOPEDICS: Started in 1960. Approved by the Commission on Dental Accreditation of the American Dental Association since May 1965.

PEDIATRIC DENTISTRY: Started in 1993. Approved by the Commission on Dental Accreditation of the American Dental Association since December 1972.

PERIODONTICS: Started in 1979. Approved by the Commission on Dental Accreditation of the American Dental Association since December 1972.

PHLEBOTOMY: Started in 1994. Accredited/approved April 1997 both by the California Department of Health, Laboratory Field Services and by the National Accrediting Agency for Clinical Laboratory Science (NAACLS); with continuing state approval, reaccredited April 2001 by NAACLS.


RADIATION THERAPY: Approved by the Council on Medical Education of the American Medical Association December 1, 1974. Currently approved by the Joint Review Committee on Education in Radiologic Technology.

RESPIRATORY CARE: Started in 1971. Initial approval by the Council on Medical Education of the American Medical Association September 1972. Full approval June 1973. Currently approved by the Commission on Accreditation of Allied Health Education Programs in collaboration with the Joint Committee on Accreditation for Respiratory Care Education.

ACCREDITING AGENCIES

THE UNIVERSITY

Loma Linda University is accredited by WASC.

Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges
985 Atlantic Avenue, Suite 100
Alameda, CA 94501
Phone: 510 / 748-9001
FAX: 510 / 748-9797
Web site: www.wascweb.org
Email: wascsr@wascsenior.org

WASC is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Commission on Recognition of Postsecondary Accreditation.

In addition to WASC, the following agencies accredit specific University schools or programs:

GRADUATE SCHOOL

Drug and Alcohol Counseling
California Association of Alcoholism and Drug Abuse Counselors (CAADAC)
3400 Bradshaw Road, Suite A5
Sacramento, CA 95827
Phone: 916 / 368-9412
FAX: 916 / 368-9424
Web site: www.caadac.org
Email: caadac@ps.net

Psychology
American Psychological Association
750 First Street N. E.
Washington, DC 20002-4242
Phone: 202 / 336-5500
FAX: 202 / 336-5978
Web site: www.apa.org
Email: education@apa.org

Social Work
Council on Social Work Education
Division of Standards and Accreditation
1600 Duke Street, Suite 500
Alexandria, VA 22314-3457
Phone: 703 / 683-8080
FAX: 703 / 683-8099
Web site: www.cswe.org
Email: info@cswe.org

SCHOOL OF ALLIED HEALTH PROFESSIONS

Cardiopulmonary Sciences
Respiratory Care
Committee on Accreditation for Respiratory Care
1248 Harwood Road
Bedford, TX 76021-4244
Phone: 800 / 874-5615 or 817 / 283-2835
FAX: 817 / 354-8519 or 817 / 252-0773
Web site: www.coarc.com
Email: richwalker@coarc.com

Physician Assistant
Accreditation Review Commission on Education for the Physician Assistant (ARC-PA)
Medical Education Department 1R6
1000 North Oak Avenue
Marshfield, WI 54449-5778
Phone: 715 / 389-3785
FAX: 715 / 387-5163
Web site: www.arc-pa.org
Email: mccartyj@mfldclin.edu

Clinical Laboratory Science
Phlebotomy Certificate
National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
8410 West Bryn Mawr Avenue, Suite 670
Chicago, IL 60631-3415
Phone: 773 / 714-8880
FAX: 773 / 714-8886
Web site: www.naacls.org
Email: naaclsinfo@naacls.org

Clinical Laboratory Science (formerly Medical Technology)
National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
8410 West Bryn Mawr Avenue, Suite 670
Chicago, IL 60631-3415
Phone: 773 / 714-8880
FAX: 773 / 714-8886
Web site: www.naacls.org
Email: naaclsinfo@naacls.org

Cytotechnology
Commission on Accreditation of Allied Health Education Programs (CAAHEP)
35 East Wacker Drive, Suite 1970
Chicago, IL 60601-2208
Phone: 312 / 553-9355
FAX: 312 / 553-9616
Web site: www.caahep.org
Email: caahep@caahep.org

Speech-Language Pathology
Speech-Language Pathology Educational Standards Board
American Speech-Language-Hearing Association
10801 Rockville Pike
Rockville, MD 20852
Phone: 301 / 897-5700
FAX: 301 / 571-0457
Web site: www.asha.org
Email: accreditation@asha.org
Health Information Management

Health Information Administration
Commission on Accreditation of Allied Health Education Programs (CAAHEP)
35 East Wacker Drive, Suite 1970
Chicago, IL 60601-2208
Phone: 312 / 553-9355
FAX: 312 / 553-9616
Web site: www.caahep.org
Email: caahep@caahep.org

Nutrition and Dietetics

Dietetic Technician Program—A.S.
Nutrition and Dietetics Program—B.S.
Commission on Accreditation for Dietetics Education (CADE)
The American Dietetic Association
216 West Jackson Boulevard, 7th floor
Chicago, IL 60606-6995
Phone: 312 / 877-1600
FAX: 312 / 899-4899 or 899-4817
Web site: www.eatright.org/cade
Email: education@eatright.org

Occupational Therapy
The Accreditation Council for Occupational Therapy Education (ACOTE)
American Occupational Therapy Association, Inc. (AOTA)
P.O. Box 31220
Bethesda, MD 20824-1220
Phone: 301 / 652-2682
or toll free 800 / 377-8555
FAX: 301 / 652-7711
Web site: www.aota.org
Email: acccred@aota.org

Physical Therapy
Commission on Accreditation in Physical Therapy Education
American Physical Therapy Association (APTA)
1111 North Fairfax Street
Alexandria, VA 22314
Phone: 703 / 706-3245
FAX: 703 / 838-8910
Web site: www.apta.org
Email: see Web site

Radiation Technology

Medical Radiography—A.S.
Radiation Therapy Technology—certificate
Joint Review Committee on Education in Radiologic Technology
20 North Wacker Drive, Suite 900
Chicago, IL 60606-2901
Phone: 312 / 704-5300
FAX: 312 / 704-5304
Web site: www.jrcert.org

Diagnostic Medical Sonography—Certificate
Commission on Accreditation of Allied Health Education Programs (CAAHEP)
35 East Wacker Drive, Suite 1970
Chicago, IL 60601-2208
Web site: www.caahep.org
Email: sharonworthing@coarc.com

Nuclear Medicine Technology—Certificate
California Department of Health Services Radiologic Health Branch
P.O. Box 942732
Sacramento, CA 94234-7320
Phone: 916/322-5096
FAX: 916/324-3610
Web site: www.csrt.org
Email: RKubiak@dhs.ca.gov

Speech-Language Pathology and Audiology
American Speech-Language-Hearing Association
10801 Rockville Pike
Rockville, MD 20852
Phone: 301 / 897-5700
FAX: 301 / 571-0481
Web site: www.asha.org
Email: accreditation@asha.org

SCHOOL OF DENTISTRY
Commission on Dental Accreditation of the American Dental Association
211 East Chicago Avenue
Chicago, IL 60611
Phone: 800 / 621-8099
FAX: 312 / 440-2915
Web site: www.ada.org
Email: licarif@ada.org

SCHOOL OF MEDICINE
Liaison Committee on Medical Education Association of American Medical Colleges
2450 N Street NW
Washington, DC 20037
Phone: 202 / 828-0596
FAX: 202 / 828-1125
Web Sites: www.lcme.org; www.aamc.org
Email: lcme@aamc.org

SCHOOL OF NURSING
Board of Registered Nursing
1170 Durfee Avenue, Suite G
South El Monte, CA 91733
Phone: 626 / 575-7080
FAX: 626 / 575-7090
Web Site: www.bn.ca.gov

Commission on Collegiate Nursing Education (CCNE)
One Dupont Circle NW, Suite 530
Washington, DC 20036-1120
Phone: 202 / 887-6791
FAX: 202 / 887-8476
Web Site: www.acn.nche.edu/accreditation
THE UNIVERSITY LIBRARIES

Major library resources
Four major library resources on campus support the University’s academic programs. These are:
• the Del E. Webb Memorial Library,
• the Jorgensen Learning Resources Center,
• the Jesse Medical Library and Information Center, and
• the Veterans Administration Library Services.

In addition to these facilities, specialized libraries are located in various medical and school departments on campus.

Central library
The Del E. Webb Memorial Library is the central library of Loma Linda University. Its historical roots go back to 1907, when a small library collection was started in a room of the old Loma Linda Sanitarium. In 1953 the growing collection was moved to its own building on the Loma Linda campus. Then in 1981, a new library building was built from a grant by the Del E. Webb Foundation, giving the library a total floor space of 87,670 square feet. This structure now houses the main library, while the old structure is now shared between the Department of Archives and Special Collections and the bound retrospective journals. As of June 2001, the library has a total collection of 410,807 books, bound and current journals/periodicals, and media items (197,303 books; 125,577 bound journals, 1,420 current periodical subscriptions, 349 nonsubscription periodicals; and 84,158 media items).

Library mission
The mission of the Library is to stimulate and support the information needs of the University’s instructional, research, and service programs. To this end the Library provides a full range of information support services, including, but not limited to, reference, circulation, reserve, access to the internet, and hundreds of online databases, e.g., full-text, automatic, selective dissemination of information (SDI) services; database end-user training programs; library orientations; interlibrary loans; photocopy and pull services; a microcomputer laboratory; a learning service resource center; class-integrated library instruction programs; and services that support distance education and University outreach programs.

Worldwide access
The Library provides access to other collections worldwide using internet technologies. It also participates in a number of national and regional networks. One of these is the National Network of the Libraries of Medicine, founded by the National Library of Medicine. This structure is divided into eight regional sections, one of which is the Pacific Southwest Region. The Del E. Webb Memorial Library belongs to this region and is the designated medical resource library for San Bernardino and Riverside counties. Local library cooperatives include the IEALC (Inland Empire Academic Library Cooperative) and SIRCULS (San Bernardino, Inyo, Riverside Counties United Library Services). Membership in these cooperatives gives our students, faculty, and staff access to the collections of these libraries.

Archives and special collections
The Department of Archives and Special Collections is the central repository of information on the history of Loma Linda University, the health sciences, and major collections on Adventism. In addition to print materials which include rare books, theses, and dissertations, there are microforms, sound recordings, and several thousand photographs. Searchable digitized indexes for various document files are also available via the Library’s web site. The collection also includes 14,000 linear feet of archival materials, which include papers of various denominational and University officials, as well as the congressional papers of the Honorable Jerry and Shirley Pettis.
Also located in the Library is a branch office of the Ellen G. White Estate. It contains 60,000 typewritten pages of Ellen G. White’s letters and manuscripts; 4,600 of her published articles; and several different files of materials pertaining to various aspects of her life and ministry. A computerized concordance to her published writings is available to researchers. A link to a bibliography of the different variant editions of her works is available on the Library’s home page.
Area Map
and numerical legend

1-64 (see Campus Map)
65 - Material Supply and Distribution
Support Services Center
66 - Loma Linda Children’s Center
67 - Jerry L. Pettis Memorial Veterans
Medical Center (VA Hospital)
68 - Mountain View Plaza
69 - Loma Linda Health Center
70 - LLU Behavioral Medicine Center
71 - Marriage and Family Therapy Clinic
72 - Professional Plaza
73 - SACHS Norton Clinic
74 - Geoscience Research Institute
75 - LLUMC Rehabilitation Institute

San
Bernardino

Marriage and
Family Therapy
Clinic

71

to
Los
Angeles

Hospitality
Lane

to Palm Springs

Redlands Boulevard

Loma
Linda

Stewart

Drayson

Prospect

Lawton Ave.

Anderson

Anderson

Lawton Ave.

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Faculty Medical
Offices

Loma Linda

Drayson

Center

Child
Care Center

Barton Rd.

LLUMC

53

53

55

GRI

University

Campus

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LLUMC

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LLUCCH

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74

74

74

74

74

74

74

74

74

74

74

74

74
PICTURE CAPTIONS

Page
20—Coleman Pavilion/School of Medicine and Loma Linda University Medical Center.
23—The early days, when Loma Linda University was the “sanitarium on the hill” (1905).
28—Medical students on the steps of the School of Medicine's Coleman Pavilion studying for basic science comprehensives.
31—Carlos Casiano, M.D. (standing, right), discusses a sample of cells with Ph.D. student Xiwei We (seated), who is assisting Dr. Casiano in his NIH-funded research. Looking on is Zhou Chen, a rotation graduate student.
36—Former School of Medicine students who went on mission electives.
42—Junior and senior students elected to the national honor medical society, Alpha Omega Alpha, based on scholastic, professional, and personal performance.
57—Steven Green, M.D., professor of emergency medicine, with Korbin Haycock, former recipient of the Department of Emergency Medicine Student Award.
61—Kenneth Hart, M.D., assistant professor of International Health (SPH), goes over a patient’s chart with Diane Connelly, M.D., gynecology and obstetrics resident, at a SAC Health System clinic.
67—Daniel W. Giang, M.D., chair of the Department of Neurology, advising a patient.
70—A curriculum of service: medical students spend elective time at mission posts.
D. Robert Johnson, M.D., (worldwide mission) Physician Recruitment, General Conference Representative Office, an orthopaedist (LLU SM), has played a major role in resurrecting the SM mission elective program. Here he reads an x-ray and explains his findings to medical students on a trip to Nepal.
76—School of Medicine students on a pediatrics rotation.
80—Ian M. Fraser, M.D.—Distinguished Emeritus Professor, retired vice president for academic and research affairs, and 1967-98 chair of the Department of Physiology and Pharmacology—with his wife, receives a bronze replica of the Good Samaritan sculpture, the University’s highest award to an individual.
82—Loma Linda University Behavioral Medicine Center, a center for healing the mind and psyche.
85—James M. Slater, M.D., professor and former chair of the Department of Radiation Medicine, explains to California secretary of state Bill Jones and LLUMC administrative officer Terry Hansen the procedure a patient is about to undergo in the Proton Treatment Center. They are in a room where the gantry rotates, delivering a precisely controlled beam of radiation from the proton accelerator to treat diseases such as cancer.
89—Adelaido Sosa (right), the 100th liver transplant patient, receives a plaque from Waldo Concepcion, M.D., director of the [liver, pancreas, and kidney] Transplantation Institute at Loma Linda University Medical Center.
92—H. Roger Hadley, M.D., head of the Division of Urology, with Juliana King, former recipient of the Roger W. Barnes Award.
93—Commencement—a new beginning.
95—School of Medicine students (left) learn whole-patient care with a multidisciplinary team.
114—Macpherson Society president Kenneth Jutzy, M.D., and School of Medicine dean Brian Bull, M.D., present Teacher of the Year Award—a reserved parking place—to George M. Isaacs, M.D.
125—Ellen G. White, a Seventh-day Adventist pioneer, urged the church to establish health centers worldwide, and in Loma Linda the College of Medical Evangelists (now Loma Linda University and its various medical centers).
125—The Del E. Webb Memorial Library.
134—The Good Samaritan, the School of Medicine (Coleman Pavilion), Loma Linda University Medical Center.
INDEX

Academic policies, practices, and general regulations, 43, 44
Academic residence, length of, 44
Acceptance, 25
Accommodations for students with disabilities, 27
Accreditation status, 120
Accrediting agencies, 122
Administration, School, 98
Administration, University, 97
Admissions information, 25
Advance payment, 46
Affirmative action, 12
Aid, student financial, 47
AMSA (American Medical Student Association), 42
Anesthesiology, Department of, 50
Appearance, personal, 40
Application deadline, 27
Application procedure, 25, 26
Area map, 129
Attendance, 43
Awards, scholastic, 42

Biochemistry and Microbiology, Department of, 52
Board of Trustees, 97

Calendar, 13
Campus map, 126
Cars, 40
Centers, research
  Center for Molecular Biology and Gene Therapy, 35
  Center for Perinatal Biology, 36
  Musculoskeletal Disease Center, 35
  Neurosurgery Center for Research, Training, and Education, 36
Center, Teaching Learning, 38
Chapel, 43
Charges, schedule of, 47
Checks, 46
Class standing, 44
Clearance, financial, 46
Clinical facilities, 34
Clock-hour distribution, 31
Codes, subject and school, 49
Combined graduate-degrees programs, 32, 33

Committees, School, 98
Communications to the medical student, 43
Conduct, student, 37
Conjoint courses, 32
Continuing medical education, 33
Counseling Center, University, 38
Counseling (Student Assistance Program), 38
Course exemptions, 44
Curriculum, 28
Curriculum outline, 2001-2002, 29
Curriculum outline, 2002-2003, 30

Deadline for submission of application, 27
Departments, Section III, 49
Directory, Section V, 96
Disability insurance, 40
Dismissal proceedings, 41
Drayson Center, 39

Early-Decision Program, 27
Email addresses, campus, 137
Emergency Medicine, Department of, 56
Employment while in school, 41
Entrance information, 25
Examinations, 44
Exemptions, course, 44
Expenses, 47

Faculty index, 105
Faculty of Religion, Section IV, 95
  Courses, 95
  Statement of mission, 95
Faculty of Religion, Section IV, 94
Family Medicine, Department of, 58
FAX numbers, campus, 135
Fees, 47
Fees, AMCAS, 26
Fellowships, combined-degrees, 47
Fellowships, medical scientist, 47
Financial aid, student, 47
Financial clearance, 46
Financial information, 46
Foundations, School, 23
Foundations, University, 8

General practices, financial, 46
General regulations, 43
Governing practices, School, 40
Grading policy, 44
Graduates, summary of, 114
Graduation requirements, 45
Grievance procedure, 41
Gynecology and Obstetrics, Department of, 60

Health insurance, student, 39
Health Plan, Student, 39
Health, whole-person, 38
History, School, 23
History, University, 8

I.D., student, 41
Immunizations, 26
Incoming transcripts, 26
Index, faculty, 105
Instructional resources, 34
Instruments required, 44
Insurance
  Disability, 40
  Malpractice, 40
  Student health, 39

Learning Center, Teaching, 38
Length of academic residence, 44
Letter from the Dean, 22
Libraries, University, 124
Licensing examinations, 45
Loma Linda University, Section I, 7

Mail, 135
Malpractice coverage, 40
Map, area, 129
Map, campus, 126
Map legends, 127, 128
Marriage, 40
Medical Scientist Program, 27, 32
Medicine, Department of, 62
Microscope required, 44
Mission, School, 24
Mission, University, 9
Monthly statement, 46

Neurology, Department of, 67
Nondiscrimination policy, 11

Officers of the Board of Trustees, 97
Ophthalmology, Department of, 68
Organizations, student, 41
Orthopaedic Surgery, Department of, 69

Pathology and Human Anatomy, Department of, 71
Payment, advance, 46
Pediatrics, Department of, 74
Personal appearance, 40
Personal property, 40
Philosophy, University, 8
Phone, 135
Physical health, 39
Physical Medicine and Rehabilitation, Department of, 77
Physiology and Pharmacology, Department of, 78
Picture captions, 130
Postgraduate training, 45
Pre-entrance health requirement, 26
Programs, combined-degrees, 32
Promotion, 44
Property, personal, 40
Psychiatry, Department of, 81
Public Health and Preventive Medicine, Department of, 83

Radiation Medicine, Department of, 85
Radiology, Department of, 86
Refunds, 46
Registration, 43
Regulations, general, 43, 44
Required supplies, 44
  Instruments, 44
  Microscope, 44
  Textbooks, 44
Requirements, graduation, 45
Research centers, 35
Residence hall, 40
Residency, 45
Residency programs, 33

Schedule of charges, 47
Scholarships, military, 47
Scholastic awards, 42
School Administration, 98
School Alumni Association, 120
School Committees, 98
School foundations, 23
School history, 23
School mission, 24
School of Medicine, 21
Section I, Loma Linda University, 7
INDEX 133

Section II, School of Medicine, 21
Section III, Departments, 48
Section IV, Faculty of Religion, 94
Section V, Directory, 96
Sexual harassment, 41
Social health, 38
Spiritual health, 38
Sponsors, financial, 47
Statement, monthly, 46
Student Assistance Program (counseling), 38
Student Association,
American Medical (AMSA), 42
Student classification, 43
Student conduct, 37
Student financial aid, 47
Student Health Plan, 39
Student Health Service, 39
Student I.D. card, 41
Student life, 37
Student organizations, 41
Subject and school codes, 49
Substance abuse, 41
Summary of graduates, 119
Supplies required, 44
Surgery, Department of, 88

Teaching Learning Center, 38
Textbooks, required, 44
To communicate with LLU...
   Email addresses, 137
   FAX numbers, 135
   Mail, 135
   Telephone, 135
   Web site, 137

Training, postgraduate, 45
Transcripts, incoming, 26
Transfer students, 27
Transportation, 40
Tuition, 47

University administration, 97
University Counseling Center, 38
University foundations, 8
University history, 8
University mission, 9
University philosophy, 8
USMLE Steps I and II policy, 45

Vehicles, 40
Veterans benefits, 27, 46

Web site, 137
Weekend assignment, 41
White (Ellen G.) Estate Loma Linda
   Branch Office, 125
Whole-person formation, 28
Whole-person health, 38
WICHE (Western Interstate Commission for
   Higher Education), 47
Withdrawal, 45
TO COMMUNICATE WITH LLU

MAIL:  
Loma Linda University  
11060 Anderson Street  
Loma Linda, CA  92350

WORLDWIDE WEB:  
http://www.llu.edu

PHONE:  
For information about LLU 1/800-422-4LLU  
dailing from Canada 1/800-548-7114

Area Code:  909 /  
Switchboard:  558-1000, 558-4300

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Student Services
www.llu.edu/ssweb

Teaching Learning Center
www.llu.edu/llu/tlc

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The Faculty of Religion
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sphinfo@sph.llu.edu

and on-line application for admission and information