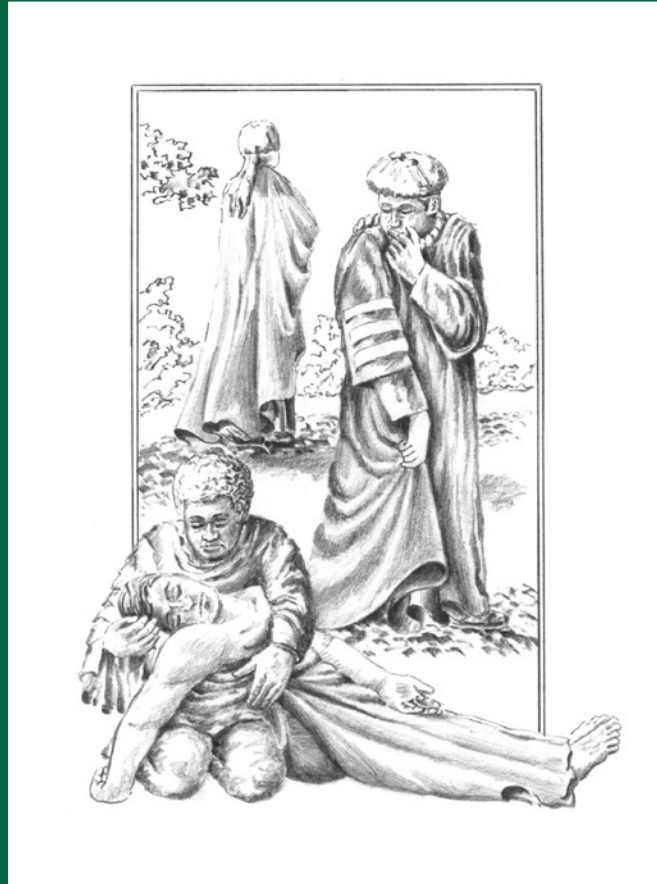
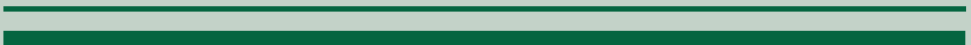


LOMA LINDA UNIVERSITY



SCHOOL OF MEDICINE

2003  2005



Loma Linda University
SCHOOL OF MEDICINE

Bulletin 2003-2005

Loma Linda, California

<http://www.llu.edu/llu/medicine/>

Cover: The Good Samaritan sculpture, located on the campus mall, is a representation of the parable told by Jesus and recorded in Luke 10:30-37. This four-figure sculpture was dedicated and unveiled at Loma Linda University May 3, 1981. It speaks eloquently of Jesus' compassionate practice of the healing arts and of His mission

—*To make man whole*—
the motto of this health-sciences University.

Legal Notice

This BULLETIN is the definitive statement of the School of Medicine on the requirements for admission, enrollment, curriculum, and graduation. The School of Medicine reserves the right to change the requirements and policies set forth in this BULLETIN at any time upon reasonable notice. In the event of conflict between the statements of this BULLETIN and any other statements by faculty or administration, the provisions of this BULLETIN shall control, unless express notice is given that the BULLETIN is being modified.

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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**School of
Medicine**
2003-2005

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effective beginning Summer Quarter 2003.

Loma Linda University

Loma Linda, CA 92350

a health-sciences University

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I

LOMA LINDA UNIVERSITY

[University Foundations](#)

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[The Calendar](#)

University Foundations

HISTORY

Loma Linda University has grown out of the institution founded in inland southern California at Loma Linda by the Seventh-day Adventist Church in 1905. The original schools—Nursing and Medicine—have been joined by the schools of Allied Health Professions, Dentistry, Pharmacy, Public Health, Science and Technology; the Graduate School; and the Faculty of Religion. The University, operated by the Seventh-day Adventist Church as part of its system of higher education, is committed to the vision of its founders and is sustained by its close association with the church.

This coeducational, health-sciences institution offers professional curricula through the schools of Allied Health Professions, Dentistry, Medicine, Nursing, and Public Health. 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 (January 1, 2005) indicate that the core of the combined faculties consists of 1,126 full-time teachers. Part-time and voluntary teachers (1,385—largely clinicians in the professional curricula) bring the total to 2,511. As of Autumn Quarter 2004, students from 92 countries are represented in the enrollment of 4,034.

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

2003

JUNE

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

2-20
2-20
9-13
13
16-20
17
19
23
23
23-SEP 19
23-29
23-SEP 5
30

FR Freshman SO Sophomore JR Junior SR Senior

Early registration for summer sessions
Final examinations—FR
Final examinations—LLU
Spring Quarter ends—LLU
NBME subject examinations—FR
Grades due from faculty
Registration—JR, SR
Last day to obtain financial clearance for standard LLU term
Instruction begins—LLU

SUMMER SESSIONS 2003
First five-week summer session
Eleven-week summer session
JR Orientation/OCM course begins

JULY

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

4
28
One week after course begins
One week after course begins
One week before end of course
30-SEP 5
31-AUG 1

Independence Day recess
Clerkships—JR, SR
Last day to enter a course or change from audit to credit/credit to audit
Last day to withdraw with no record of course registration on transcript
Last day to withdraw with a W grade or to submit S/U petition
Second five-week summer session
Registration and orientation—FR

AUGUST

S	M	T	W	T	F	S
				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

4

Instruction begins—FR

The Calendar

2003

SEPTEMBER

S M T W T F S
 1 2 3 4 5 6
 7 8 9 10 11 12 13
 14 15 16 17 18 19 20
 21 22 23 24 25 26 27
 28 29 30

1 Labor Day recess
 2 Summer registration—SO
 2 Orientation/Instruction begins—SO
 2–20 Registration for Autumn Quarter—FR, SO, JR, SR
POSTSUMMER-QUARTER SESSION 2003
 2 SM instruction begins, Postsummer-Quarter session
 5 LLU Summer Quarter ends
 8 LLU instruction begins, Postsummer-Quarter session
 8–12 Midterm examinations—FR
 10 Grades due from faculty
 14–OCT 14 Hispanic Heritage Month
 18 LLU Fall Faculty Colloquium
 22–DEC 12 **AUTUMN QUARTER 2003**
 22 Last day to obtain financial clearance and to complete registration without a late fee
 26–28 Faculty/Student retreat—SM
 30 Last day to enter a course or change from audit to credit/credit to audit

OCTOBER

S M T W T F S
 1 2 3 4
 5 6 7 8 9 10 11
 12 13 14 15 16 17 18
 19 20 21 22 23 24 25
 26 27 28 29 30 31

5 Welcome Back party
 5 HALL banquet
 6 Diversity new student orientation
 6–10 Fall Week of Devotion
 7 Last day to withdraw with no record of course registration on transcript
 7 Center for Christian Bioethics Grand Rounds
 9 Campus/Chamber of Commerce Connection
 13–17 Midterm examinations—SO
 15 ALAS chapel
 17 Examinations—JR
 20–24 Midterm examinations—FR
 22 University Convocation
 25–26 ALAS student retreat
 26 Healthy neighborhoods 5K and 10K race and Norton community celebration

NOVEMBER

S M T W T F S
 1
 2 3 4 5 6 7 8
 9 10 11 12 13 14 15
 16 17 18 19 20 21 22
 23 24 25 26 27 28 29
 30

1 Bioethics Center Annual Contributor's Convocation
 7–8 Annual BALL/BHPSA student retreat
 14 Center for Christian Bioethics Grand Rounds
 24 Last day to withdraw with a W grade or to submit S/U petition
 26–28 Thanksgiving recess—FR, SO

The Calendar

2003

DECEMBER

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

1	Instruction resumes
1-19	Registration for Winter Quarter—LLU
3	Center for Christian Bioethics Grand Rounds
5	Christmas Tree Lighting
5-12	Final examinations—FR, SO
8-12	Final examinations—LLU
12	Autumn Quarter ends
13-JAN 4	Christmas recess—LLU
13-JAN 4	Christmas recess—FR, SO
15-28	Christmas recess—JR, SR
17	Grades due from faculty
29	Instruction begins—JR, SR

2004

JANUARY

S	M	T	W	T	F	S
		1	2	3		
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

5-MAR 19	WINTER QUARTER 2004
5	Last day to obtain financial clearance—LLU
5	Instruction begins—FR, SO
5	Instruction begins—LLU
7	Center for Christian Bioethics Grand Rounds
12-16	Mission Emphasis Week
13	Last day to enter a course or change from audit to credit/credit to audit
14	Martin Luther King, Jr., Day Symposium for Diversity in Health Care
19	Martin Luther King, Jr., Day recess—FR, SO
19-23	Student Week of Spiritual Emphasis
20	Last day to withdraw with no record of course registration on transcript
23	Final examinations—JR

FEBRUARY

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29						

1-29	Black History month
2	Registration—FR, SO, JR, SR
2-6	Midterm examinations—FR
4	BHPSA chapel
9-13	Midterm examinations—SO
11	Center for Christian Bioethics Grand Rounds
13	Family day and FR dedication—SM
16	Presidents' Day recess
23	Diversity and Science International Conference
28	BALL banquet

The Calendar

2004

MARCH

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

1-26	Registration for Spring Quarter—SM
1	Last day to withdraw with a W grade or submit S/U petition
2-26	Registration for Spring Quarter—LLU
3-12	Annual Postgraduate Convention (APC)
4	Center for Christian Bioethics grand rounds
4-5	Fifteenth Annual Cardiology Symposium
7	Provonsha lecture
9-11	Alumni “Healthy People” convention—SPH
15-19	Final examinations—FR, SO
15-19	Final examinations—LLU
19	Winter Quarter ends
TBA	Match seminar—JR
TBA	Match seminar—SR
22-26	Spring break—LLU
22	Instruction begins—FR, SO
24	Grades due from faculty
29-JUN 12	SPRING QUARTER 2004
29	Last day to obtain financial clearance and to complete registration without a late fee
29	Instruction begins—LLU

APRIL

S	M	T	W	T	F	S
		1	2	3		
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

5-9	Spring Week of Devotion
6	Last day to enter a course or change from audit to credit/credit to audit
7	Center for Christian Bioethics grand rounds
8	ALAS student retreat
13	Last day to withdraw with a W grade or submit S/U petition
16	Examinations—JR
19-23	Midterm examinations—SO
26-30	Midterm examinations—FR

MAY

S	M	T	W	T	F	S
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

12	Center for Christian Bioethics grand rounds
15	Diversity consecration service
17-21	Final examinations—SO
24-28	NBME subject examinations and basic science comprehensive examination—SO
26-JUN 18	Registration for summer sessions—LLU
28	Hooding ceremony
29	Baccalaureate service
30	Conferring of Degrees
30	Memorial Day recess
31	Last day to withdraw with a W grade or submit S/U petition

The Calendar

2004

JUNE

S	M	T	W	T	F	S
			1	2	3	4
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

1–JUN 18	Registration for summer sessions—LLU
4	Spring Quarter ends—LLU
7–11	Final examinations—FR
7–11	Final examinations—LLU
14	Grades due from faculty
14–18	NBME subject examinations—FR
17	SM registration—JR, SR
21–SEP 3	SUMMER SESSIONS 2004
21–SEP 3	Eleven-week summer session
21–JUL 27	First five-week summer session
21	Last day to obtain financial clearance for standard term
21	LLU instruction begins
24	Last day to obtain financial clearance for standard term and to complete registration without a late fee
28	SM JR orientation/JR OCM course begins
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

JULY

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

4–5	Independence Day recess—LLU
8	Last day to obtain financial clearance
One week before end of course	Last day to withdraw with a W grade or to submit S/U petition
26	Clerkships begin—JR, SR
28–SEP 3	Second five-week summer session

AUGUST

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

5–6	Registration and orientation—FR
9	Instruction begins—FR

SEPTEMBER

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

3	Summer Quarter ends
6	Labor Day recess
7	Summer registration and Orientation—SO
7	Instruction begins—SO
7–24	Registration for Autumn Quarter—FR, SO, JR, SR
7–24	POST-SUMMER SESSION 2004
7	Instruction begins
8	Grades due from faculty
12	Hispanic Heritage Month
13–15	Midterm examinations—FR
22	LLU Fall faculty colloquium
22	Last day to obtain financial clearance without a late fee registration without a late fee
22–DEC 10	AUTUMN QUARTER 2004
24–26	Faculty/Student retreat—SM
30	Last day to enter a course or change from audit to credit/credit to audit

The Calendar

2004

OCTOBER

S	M	T	W	T	F	S
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3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

4	Diversity new student orientation
6	ALAS chapel
7	Campus/Chamber of Commerce Connection
7	Last day to withdraw with no record of course registration on transcript
11-15	Fall Week of Devotion
11-15	Midterm examinations—SO
13	Center for Christian Bioethics grand rounds
15	Examinations—JR
17	HALL banquet
18-22	Midterm examinations—FR
20	University Convocation

NOVEMBER

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

10	Center for Christian Bioethics grand rounds
12-13	Annual BALL/BHPSA student retreat
19-20	ALAS student retreat
22	Last day to withdraw with a W grade or submit S/U petition
24-28	Thanksgiving recess—FR, SO
29	Instruction resumes

DECEMBER

S	M	T	W	T	F	S
		1	2	3	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

1-DEC 24	Registration for Winter Quarter—LLU
1	Center for Christian Bioethics grand rounds
6-10	Final examinations—LLU
10	Autumn Quarter ends
11-JAN 2	Christmas recess—LLU
13-17	Final examinations—FR, SO, JR, SR
13-27	Christmas recess—JR, SR
18-JAN 2	Christmas recess—FR, SO
22	Grades due from faculty
27	Instruction begins—SR

2005

JANUARY

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

3-MAR 18	WINTER QUARTER 2004
3	Instruction begins—LLU
3	Instruction begins—FR, SO
3	Last day to obtain financial clearance
10	Instruction begins—JR
10-15	Mission Emphasis Week
11	Last day to enter a course or change from audit to credit/credit to audit
12	Center for Christian Bioethics grand rounds
12	Martin Luther King, Jr., Day Symposium for Diversity in Health Care
17	Martin Luther King, Jr., Day recess—FR, SO
18-21	Student Week of Spiritual Emphasis
18	Last day to withdraw with no record of course registration on transcript
21	Final examinations—JR

The Calendar

2005

FEBRUARY

S	M	T	W	T	F	S		
		1	2	3	4	5	1–28	Black History month
6	7	8	9	10	11	12	2	BHPSA chapel
13	14	15	16	17	18	19	7–11	Midterm examinations—FR
20	21	22	23	24	25	26	9	Center for Christian Bioethics grand rounds
27	28						14–18	Midterm examinations—SO
							18	Family day and FR Dedication
							21	Presidents' Day recess
							26	BALL banquet
							27–28	Diversity and Science International Conference
							28	Registration for Spring Quarter—SM
							28	Last day to withdraw with a W grade or to submit S/U petition
							28	Provonsha lecture

MARCH

S	M	T	W	T	F	S		
		1	2	3	4	5	1–25	Registration for Spring Quarter
6	7	8	9	10	11	12	4–7	Annual Postgraduate Convention (APC)—SM
13	14	15	16	17	18	19	6–7	Annual Bioethics/Spiritual Life Conference
20	21	22	23	24	25	26	8–10	Alumni "Healthy People" Convention—SPH
27	28	29	30	31			9	Center for Christian Bioethics grand rounds
							9–10	Fifteenth Annual Cardiology Symposium
							14–18	Final examinations—LLU
							14–18	Final examinations—FR, SO
							18	Winter Quarter ends
							19–27	Spring break—LLU
							TBA	JR match seminar
							TBA	SR match seminar
							21	Last day to obtain financial clearance and to complete registration without a \$50 late fee
							21	Instruction begins—SR
							23	Grades due from faculty
							28–JUN 10	SPRING QUARTER 2005
							28	Instruction begins—LLU
							28	Instruction begins—FR, SO

APRIL

S	M	T	W	T	F	S		
					1	2	1	Examinations—JR
							4–8	Spring Week of Devotion
							5	Last day to enter a course or change from audit to credit/credit to audit
							12	Last day to withdraw with no record of course registration on transcript
							13	Center for Christian Bioethics grand rounds
							18–22	Midterm examinations—SO
							18	Instruction begins—JR
							25–29	Midterm examinations—FR

The Calendar

2005

MAY

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

11	Center for Christian Bioethics grand rounds
14	Diversity Consecration service
16-27	Final examinations—SO
23	Last day to withdraw with a W grade or submit S/U petition
23-27	NBME subject examinations, and basic science comprehensive examination—SO
27	Hooding ceremony
28	Baccalaureate service
29	Conferring of Degrees
29	Memorial Day recess
30-JUN 3	Final examinations—FR

JUNE

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

1-JUN 17	Registration for summer sessions—LLU
6-10	Final examinations—LLU
10	Spring Quarter ends
13-17	NBME subject examinations—FR
15	Grades due from faculty
20-SEP 2	SUMMER SESSIONS 2005—LLU
20-SEP 2	Eleven-week summer session
20-JUL 26	First five-week summer session
28	Instruction begins—JR

JULY

S	M	T	W	T	F	S
				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

2	OCM—JR
4	Independence Day recess
27-SEP 2	Second five-week summer session
28	Clerkships—JR, SR



II

THE SCHOOL OF MEDICINE

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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.

The School offers quality educational programs for medical students, combined-degrees students, house staff, alumni, and professional peers. 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.



A handwritten signature in cursive script, appearing to read 'H. Roger Hadley'.

H. Roger Hadley, 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. More than nine decades later, the events since 1909 seem blurred by the rapid changes 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 in Los Angeles 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:

	SEM./QTR.	HRS.
General biology or zoology, with laboratory		8/12
General or inorganic chemistry, with laboratory		8/12
Organic chemistry, with laboratory		8/12
Physics, with laboratory		8/12
English, equivalent to satisfy baccalaureate degree requirement		
Religion, as required by the college attended		

Required:

Keyboard and computer skills

Recommended:

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.
- A preprofessional recommendation packet, if available, from the applicant's undergraduate college/university.
- Applicant's availability for interviews.

Incoming transcripts

Transcripts that convey the grades and credits earned in each subject at all universities and/or 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 ten 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 *Student Handbook* 2002 (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 the applicant 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 desired. An applicant 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.

INTERNATIONAL STUDENTS

International applicants (non-U.S. citizens and non-U.S. permanent residents) must meet all admissions requirements for the chosen program, provide suitable recommendations, meet minimum pre-entrance examination requirements, furnish English evaluations of all official foreign transcripts and credentials, and give evidence of their ability to meet estimated living expenses and all financial obligations to the University during their program.

English competency requirements

Prior to admission and regardless of nationality or citizenship, an applicant whose native language is not English is required to pass either the Michigan Test of English Language Proficiency (MTELP) or the three ETS examinations: Test of English as a Foreign Language (TOEFL), Test of Spoken English (TSE), and Test of Written English (TWE). If satisfactory results are not achieved on the tests, remedial course work should be taken and the appropriate test repeated until a satisfactory score is achieved. A personal interview is also encouraged to verify acceptable verbal and written skills.

The minimum MTELP requirements are as follows: undergraduate, a score at the 90th percentile; graduate humanities and social sciences, 90th percentile; graduate science, 85th percentile; professional graduate, 90th percentile.

The minimum TOEFL requirements are as follows: for clinical programs, a minimum score of 550 on the paper-based examination or 213 on the computer-based examination. For non-clinical programs, a minimum score of 173 on the computer-based examination is required, with the goal of a 213 score by graduation. It is recommended that applicants with scores below these minimums complete an English-as-a-second-language (ESL) program and repeat the examination until a satisfactory score is achieved.

The Admissions Office of the School of Medicine reserves the right to waive or to require any or all of the above English competency examinations.

Pre-entrance examination results

Official pre-entrance examination results, as required by each program (e.g., TOEFL), should be sent directly to the Admissions Office of the School of Medicine.

Foreign transcripts and credentials

Official foreign degrees, professional credentials, and educational transcripts (or grade sheets or grade reports) must be sent to an evaluation center approved by the National Association of Credential Evaluation Services, Inc. The center reports the evaluation results directly to the Admissions Office of the School of Medicine.

Finances and employment

Loma Linda University requires accepted international applicants to pay an advance international student deposit. This deposit is refundable, less any courier/ mailing fees, under the following circumstances: 1) during the student's last quarter of enrollment at Loma Linda University, 2) when a visa is denied by a U.S. embassy or consulate, or 3) when a student terminates his/her program.

United States immigration regulations require a prospective student to document his/her financial resources for tuition, fees, and living expenses. For international students, on-campus employment is allowed but limited by visa regulations (e.g., for F-1 and J-1 students, employment is limited to a maximum of twenty hours per week while school is in session). Scholarships, assistantships, and living stipends are rarely available at Loma Linda University because it is a small, private university (i.e., not supported by the U.S. or California state government but rather is church sponsored). Employment plans require approval by a designated school official (DSO) in International Student Services.

VISAS

F-1 student visas

Loma Linda University is authorized by the United States Department of Homeland Security to issue F-visa applications (i.e., I-20 forms). The F-1 student visa is the visa of choice for most international students coming to Loma Linda University. This visa allows some nondegree study (e.g., certificates, preceptorships, and English-as-a-second-language studies). Degree-earning students are subject to study-load requirements and are allowed limited on-campus employment. The I-20 is issued after a student has been accepted into a program, has paid the advance deposit, and has documented his/her financial plan for the chosen program. Contact International Student Services at 909\558-4955 for further information on F-1 student visas and the governing regulations.

J exchange-visitor's visas

Loma Linda University has an Exchange Visitor Program which is approved by the U.S. Department of State. This J visa exchange program is authorized to sponsor degree-earning students, nondegree (continuing education) short-term scholars, visiting professors, and research scholars. The J visa form, DS-2019, is issued after an exchange visitor has been accepted into a program, scholar position, or professor position; and has documented his/her financial plan (including health insurance for J-1 and for J-2 dependents) for the chosen program.

Other visas

Internationals may enter the U.S. on a wide variety of visas. However, a visa may have to be changed before a student can commence academic studies at this University. Please contact International Student Services at 909\558-4955 for further information regarding regulations and study options for specific visa types.

Transfer students

International students currently attending other schools in the United States who have either an I-20 or a DS-2019 and who wish to attend Loma Linda University must do a school-to-school transfer. The timing of a transfer is criti-

cal in order to maintain visa status; therefore, it is important to consult with an international adviser as soon as the acceptance letter is received.

Study load

Both the F and J student-visa regulations require the successful completion of a full study load during each quarter of each academic year (as defined by each program). A minimum of 12 units per quarter is usually considered full time for an undergraduate program; 8 units per quarter is considered full time for a graduate program. In any quarter a reduced study load requires the prior approval of an individual in International Student Services who carries the title of designat-

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, neuroscience, and physiology.

THE SOPHOMORE YEAR includes microbiology, preventive medicine, 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 or neurology, 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 (2003-2004)

Year 1			
1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Gross Anatomy You and Your Patient; Evidence-based Medicine and Information Science			
	Medical Neuroscience Physical Diagnosis		
Cell Structure and Function Medical Applications of the Basic Sciences Medical Biochemistry/Molecular Biology/Genetics Religion			
Year 2			
Microbiology Psychopathology			
Physiology			
	Pathophysiology and Applied Physical Diagnosis Pharmacology		
Pathology Religion			
Year 3			
Clinical Clerkships (required)			
Surgery (12 weeks)	Medicine (12 weeks)	Pediatrics (8 weeks)	Obstetrics/Gynecology (6 weeks)
Family Medicine (4 weeks)	Psychiatry (6 weeks)	Orientation to Clinical Medicine (4 weeks)	
Year 4			
Clinical Clerkships (required)			
Intensive Care/Emergency Medicine (2 weeks)		Ambulatory Care (4 weeks)	
Neurology (4 weeks)	Electives (20-26 weeks)	Subinternships: Internal Medicine or Surgery or Pediatrics or Family Medicine (4 weeks)	

CURRICULUM OUTLINE (Effective 2004-2005)

Year 1			
1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Gross Anatomy You and Your Patient; Evidence-based Medicine and Information Science			
	Medical Neuroscience Physical Diagnosis		
Cell Structure and Function Medical Applications of the Basic Sciences Medical Biochemistry/Molecular Biology/Genetics Religion			
Year 2			
Microbiology Psychopathology			
Physiology			
Pathophysiology and Applied Physical Diagnosis			
	Pharmacology		
Pathology Religion			
Year 3			
Clinical Clerkships (required)			
Surgery (12 weeks)	Medicine (12 weeks)	Pediatrics (8 weeks)	Obstetrics/Gynecology (6 weeks)
Family Medicine or Neurology (4 weeks)	Psychiatry (6 weeks)	Orientation to Clinical Medicine (4 weeks)	
Year 4			
Clinical Clerkships (required)			
Intensive Care/Emergency Medicine (2 weeks)		Ambulatory Care (4 weeks)	
Family Medicine/ Neurology (4 weeks)	Electives (20-26 weeks)	Subinternships: Internal Medicine or Surgery or Pediatrics or Family Medicine (4 weeks)	

CLOCK-HOUR DISTRIBUTION—2003-2004

	FRESHMAN	SOPHOMORE	JUNIOR	SENIOR	TOTAL
Anatomy/Embryology	101	—	—	—	101
Cell Structure and Function	120	—	—	—	120
Evidence-Based Medicine and Information Sciences	60	—	—	—	60
Emergency Medicine	—	—	—	120	120
Family Medicine	—	—	240	240	480
Gynecology and Obstetrics	—	—	360	—	360
Intensive Care	—	—	—	120	120
Medical Biochemistry/Molecular Biology/Genetics	111	—	—	—	111
Medical Neuroscience	71	—	—	—	71
Medicine	—	—	720	240	960
Microbiology	—	94	—	—	94
Neurology	—	—	—	240	240
Orientation to Clinical Medicine	—	—	240	—	240
Pathophysiology and Applied Physical Diagnosis	—	78	—	—	78
Pathology	—	190	—	—	190
Pediatrics	—	—	480	—	480
Pharmacology	—	86	—	—	86
Physical Diagnosis	116	—	—	—	116
Physical Medicine and Rehabilitation	—	—	**	—	—
Physiology	—	120	—	—	120
Psychiatry	41	52	360	—	453
Surgery**	—	—	720	240	960
Anesthesiology/Critical Care	—	—	*	*	—
Neurosurgery	—	—	*	*	—
Ophthalmology	—	—	*	*	—
Orthopaedics	—	—	*	*	—
Otolaryngology	—	—	*	*	—
Urology	—	—	*	*	—
Religion and Ethics	66	44	22	—	132
Elective	—	—	—	1200	1200
TOTAL	686	664	3142	2400	6892

*part of surgery rotation

**integrated with clerkship training

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



CLOCK-HOUR DISTRIBUTION—2004-2005

	FRESHMAN	SOPHOMORE	JUNIOR	SENIOR	TOTAL
Anatomy/Embryology	101	—	—	—	101
Cell Structure and Function	120	—	—	—	120
Evidence-Based Medicine and Information Sciences	60	—	—	—	60
Emergency Medicine	—	—	—	120	120
Family Medicine	—	—	240	240	480
Gynecology and Obstetrics	—	—	360	—	360
Intensive Care	—	—	—	120	120
Medical Biochemistry/Molecular Biology/Genetics	111	—	—	—	111
Medical Neuroscience	71	—	—	—	71
Medicine	—	—	720	240	960
Microbiology	—	52	—	—	52
Neurology	—	—	—	240	240
Orientation to Clinical Medicine	—	—	240	—	240
Pathophysiology and Applied Physical Diagnosis	—	85	—	—	85
Pathology	—	96	—	—	96
Pediatrics	—	—	480	—	480
Pharmacology	—	69	—	—	69
Physical Diagnosis	116	—	—	—	116
Physical Medicine and Rehabilitation	—	—	**	—	—
Physiology	—	67	—	—	67
Psychiatry	41	44	360	—	445
Surgery**	—	—	720	240	960
Anesthesiology/Critical Care			*	*	
Neurosurgery			*	*	
Ophthalmology			*	*	
Orthopaedics			*	*	
Otolaryngology			*	*	
Urology			*	*	
Religion and Ethics	66	44	22	—	132
Elective	—	—	—	1200	1200
TOTAL	686	457	3142	2400	6685

*part of surgery rotation

**integrated with clerkship training

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

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 (4, 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 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 twenty-first-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

Loma 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, genetics, molecular biology, cell physiology, and cell and molecular ultrastructure into a rigorous survey of cellular biology. In addition to this foundation, students learn of new developments in the basic sciences and biomedical sciences through weekly seminars and monthly 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, physiology, or 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.

Medical Scientist Program acceptance

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. 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, physiology, or 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, otolaryngology, 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, rheumatology, 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 to the director of the specialty program.

Graduate dentists who seek residencies in dental anesthesia, endodontics, oral implantology, orthodontics, pediatric dentistry, periodontics, and prosthodontics 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 multiday 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. An 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 and an outpatient surgery suite that handles

approximately 30 percent of all the surgery done at the Medical 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.

Research Centers

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 has as its primary focus the improvement of patient care. These goals are met by the development of new biologically and technologically advanced diagnostic procedures, minimally invasive surgical techniques, and innovative instrumentation. The center functions in collaboration with the School of Public Health through its clinical and basic science departments and its Center for Health Research [biostatistical services] Consulting Group.

Currently the center is the recipient of a five-year NIH competitive grant to determine the role of iron perturbations in metabolism in the pathogenesis of Alzheimer's disease. This multidisciplinary study involves the Departments of Biochemistry, Radiology, Cell and Molecular Biology, Radiobiology, Psychiatry, Geriatric Medicine, and Biostatistics. The center is also interested in the development of new hemostatic agents that involve the control of hemorrhage. To this end it has developed new procoagulants and surgical devices in collaboration with industry. The center works in close collaboration with industrial resources for both testing and development of new surgical instrumentation. The director and associate director of the center hold numerous international and United States patents on surgical instruments and other surgical devices. The center provides:

- Research and training resources for education in general surgery, vascular surgery, and neurosurgery; as well as continuing-medical-education (CME) approval to provide preceptorships for medical students, surgical residents, faculty, outside physicians, and national and international visiting scholars on sabbatical.
- Opportunities for predoctoral and postdoctoral training in both biochemistry and cell biology, particularly as it relates to neurodegenerative disease.
- A curriculum for training in laparoscopic surgery.
- Instrumentation and laboratories for endoscopic experience.

- A computerized data bank, which is currently accessing cases of mild cognitive impairment, looking for determinants that lead to the development of Alzheimer's disease.
- CME-approved training in sutureless vascular anastomosis techniques.
- A video network connecting LLU operating rooms with other institutions that are a part of the Center of Excellence Program.

The Neurosurgery Center for Research, Training, and Education plays an important role in multidisciplinary research, interfacing with many other departments within the School as well as with outside institutions—such as the National Institutes of Health; the MRI Institute of Biomedical Research in Detroit; and foreign medical institutions, including the Free University of Berlin and Nanjing University.

CENTER FOR PERINATAL BIOLOGY

The primary research focus of the Center for Perinatal Biology is investigation of developmental 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; as well as 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. A number of visiting scholars from other universities also work in the center during sabbaticals or other interims.



Student Life

The information on student life contained in this BULLETIN is brief. The Student Handbook 2002 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. Prospective students have the freedom to choose or reject University or School standards, but the decision must be made before enrollment. 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 academic performance is below standard; student duties are neglected; social conduct is unbecoming; or attitudes demonstrate deficiencies such as poor judgment, moral inadequacy, or other forms of immaturity.

Procedures for evaluation of academic and nonacademic performance—as well as for the student to exercise his/her right of appeal—are described in each School's section of the *Student Handbook*. Grievances regarding both academic and nonacademic matters must be processed according to the grievance procedures in the *Student Handbook*. After a student files an appeal or grievance, the faculty assesses the student's fitness for a career in the chosen profession and recommends to the dean appropriate action regarding the student's continuance or discontinuance. 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. It is *cosmopolitan* in that historically the University's global mission has promoted bonds and opportunities in education and service without regard to gender, or to national, racial, or geographical origin. It is *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.

Loma Linda University offers opportunities for all students to complement their formal learning through participation in a wide variety of recreational, cultural, and other activities which 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.

Students from all schools of Loma Linda University may congregate and participate in a variety of multifaceted programs designed to foster social, intellectual, physical, emotional, and spiritual wellness. These programs support Loma Linda University's motto, "To make man whole."

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). 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.

SOCIAL HEALTH

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

COUNSELING AND HEALTH SERVICES

Counseling and health services offer comprehensive assistance to help students reach their maximum potential, cope with the stresses of university life, resolve problems, and achieve personal and academic success and fulfillment.

LOMA LINDA UNIVERSITY (LLU) HEALTH CARE STUDENT/FAMILY COUNSELING

The LLU 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

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.

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. The LLSAP clinicians will develop a treatment plan

that may include free short-term counseling. All LLSAP services are free of charge.

If more extensive treatment is appropriate, the client is 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. Community therapists and LLSAP clinicians will not release information without the written consent of the student, with the exception of matters that fall under mandatory reporting laws.

The 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 appointments times may be available upon request.

The program is located in the Hartford Building, 11360 Mountain View Avenue, Suite A, Loma Linda, CA 92354.

OFF-CAMPUS CRISIS INTERVENTION

Help for victim of any type of sexual assault and/or in child-abuse situation

909-885-8884 . . . for San Bernardino county
951-686-7273 . . . for Riverside county
(Rape Crisis Center)
800-442-4918 . . . for Riverside county
(child-abuse intervention)

Helpline—access to suicide intervention and other crisis hotlines

800-832-9119 . . . for San Bernardino county
(M-F NOON - 8 P.M.)
1-888-743-1478 . . . (6 P.M. - 8 P.M. AND WEEKENDS)
909-686-4357 . . . for Riverside county (24/7)

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. Student Health Service provides free service to students who are enrolled in the Student Health Plan. Full-time students are enrolled automatically. Part-time students must buy in. The plan 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 any 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 that 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 payment within the *open enrollment period*, which is only the first two weeks of each calendar quarter.

Buy-in rules and deadlines

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 at the Department of Risk Management.

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.

The Student Health Plan covers prescriptions when the Advance PCS prescription benefit services card is used. At Loma Linda University (LLU) network pharmacies, the student co-pay for a 30-day supply per prescription is \$15.00 for generic or \$30.00 for brand name. At non-LLU Advance PCS pharmacies, the student co-pay for a 30-day supply per prescription is \$25.00 for generic and \$40.00 for brand name. The Student Health Plan prescription co-pay is limited to \$2,500.00 per plan year.

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 PROGRAM

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

At Loma Linda University, nonacademic policies have been established which help foster a fulfilling University experience. Students are expected to uphold these policies, which govern nonacademic student life on and off campus.

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 [corner of University Street and Campus Street—on-campus: 44319; off-campus: 558-4319] and must have adequate public liability insurance—a minimum of \$100,000 bodily injury and property damage liability.

The University enforces traffic rules and regulations as provided for by the State of California Vehicle Code. It is the sole responsibility of the driver of any vehicle on University property to become familiar with these regulations. Drivers are held responsible for any infraction of the regulations. Copies of the brochure entitled "Loma Linda University Traffic and Parking Regulations" are available at the University Department of Safety and Security. Vehicles used by students on campus must be registered with the University Department of Safety and Security. Returning students must go to the University Department of Safety and Security to renew registration each quarter.

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.

Confidentiality

The law requires that all health care professionals maintain the highest level of confidentiality in matters pertaining to clients. Discussions or written assignments relating to client information, either health related or personal, may not include identifying data. Clients' privacy and rights are to be protected.

Failure to maintain confidentiality could result in legal action.

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/or 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, 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 well-being, educational experience, and careers 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" and "Sexual standards policy" can be found in the Loma Linda University *Student Handbook* 2002, Section V, University Policies.

Dismissal, grievance

Students who are involved in dismissal proceedings or who wish to file a grievance are referred to the grievance procedure as outlined in the *Student Life* section of this BULLETIN (see STUDENT CONDUCT); and 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

The Wil Alexander Whole-Person Care Award recognizes two senior medical students who have demonstrated to their peers and colleagues during their clinical years a growing excellence in the physical, mental, emotional, spiritual, and relational 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

The AMWA Award is presented based on demonstrated professional competence and promise of professional achievement.

Roger W. Barnes Award

The Roger W. Barnes Award is presented to a senior student who has demonstrated to an unusual degree the qualities of compassion, kindness, and humility—as exhibited by the physician and teacher for whom the award is named.

Chinnock Award

The Robert F. Chinnock Award is presented at the end of the senior year to an outstanding student 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.

Guy M. Hunt Award

The Guy M. Hunt Award is presented to a senior student who combines outstanding academic achievement and the spirit of gentle caring that was exemplified by Dr. Hunt.

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

The Benjamin Kovitz 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 Walter P. 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

The Harold F. Ziprick 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 2002*.

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 University *Student Handbook 2002*.

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 e-mail 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 on 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.

Graduation participation requirements

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 or 1-888/442-4551. 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 2004-2005**TUITION**

- \$32,500 Full time
- \$8,125 Full time, per quarter

FEES

- \$400 Per quarter: student services, health insurance, etc.

SUPPLIES AND INSTRUMENTS (estimated)

- \$3,200 Per school-calendar year

LIVING EXPENSES (estimated)

- \$11,532 Dormitory student, per school-calendar year
- \$13,365 Off-campus student living with parent or relative, per school-calendar year
- \$13,365 Community student providing own housing, per school-calendar year 2004-2005

SPECIAL CHARGES 2004-2005

- \$75 Supplemental application (non-refundable), in addition to AMCAS fee
- \$100 Acceptance deposit
- \$50 Late-payment fee
- \$10 Late financial charge (beginning second week after published registration date)
- cost Health care items not covered by health fee or insurance
- cost Library fine or loss, parking fine, property breakage or loss
- cost Health coverage for spouse and family
- \$50 Late registration (beginning first day after published registration date, plus \$3 per additional day)
- \$20 Returned-check fee

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.

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

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	School of Dentistry
DN	School of Dentistry: Dental Hygiene

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

BURTON A. BRIGGS, 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 analgesic agents.

FACULTY

DISTINGUISHED PROFESSOR

Bernard D. Briggs

PROFESSORS

Martin W. Allard
Richard L. Applegate II
Floyd S. Brauer
Stanley D. Brauer
Burton A. Briggs, PEDS, SURG
Robert D. Martin
Linda J. Mason, PEDS

EMERITUS CLINICAL PROFESSORS

Maureen H. Bull
Leslie Rendell-Baker

CLINICAL PROFESSORS

Roland C. Aloia, BCHM
Bernard J. Brandstater
James A. Meyer

ASSOCIATE PROFESSORS

Donald Lynn Anderson
Monica M. Neumann
Lowell W. Reynolds, PMRH
Linda I. Wat

EMERITUS ASSOCIATE CLINICAL PROFESSOR

Denis F. Lobo

ASSOCIATE CLINICAL PROFESSORS

Allen L. Brandt
Gary R. Stier

ASSISTANT PROFESSORS

Anne T. Cipta, PMRH
Elizabeth Ghazal
Erlinda Guzon-Castro
Richard K. Hamamura
Penny L. Kimball-Jones
Carol A. Lau, PEDS
Deborah McIvor
Phebe E. Mosaad
Abdul R. Samady
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)

BIOCHEMISTRY AND MICROBIOLOGY

LAWRENCE C. SOWERS, Chair

DIVISIONS

BIOCHEMISTRY

PENELOPE J. DUERKSEN-HUGHES, Associate Chair

MICROBIOLOGY

JAMES D. KETTERING, Associate Chair

The goals of the Department of Biochemistry and Microbiology are to:

1. Offer relevant course work for the various professional curricula that will provide essential foundational content, an understanding of the current state of the field, and the skills required to maintain currency.
2. Offer a graduate curriculum leading to M.S. and Ph.D. degrees that is designed to provide graduate students with the information and tools needed to succeed as independent educators and investigators.
3. Conduct and publish peer-reviewed research in biochemistry that contributes to knowledge in the biomedical sciences.
4. Support Loma Linda University colleagues through collaborations and consultations that will assist in research and instruction.

FACULTY

DISTINGUISHED PROFESSOR

David J. Baylink, MEDN, ORTH, PEDS

PROFESSORS

Daila S. Gridley, MICR, RDMN
George T. Javor, MICR
Wolff M. Kirsch, NEUS
John Leonora, #PHSL, MEDN
William Langridge, MICR
George M. Lessard
Thomas A. Linkhart, PEDS
John J. Rossi, MICR
Lawrence C. Sowers, MICR, MEDN
Barry L. Taylor, MICR
R. Bruce Wilcox
Anthony J. Zuccarelli, MICR

CLINICAL PROFESSOR

Roland C. Aloia, ANES

EMERTUS PROFESSORS

Richard E. Beltz
Charles W. Slattery, PEDS

RESEARCH PROFESSORS

John R. Farley, MEDN
David A. Hessinger, PHSL, PHRM
Kin-Hing W. Lau, MEDN
Subburaman Mohan, MEDN, PHSL
Donna D. Strong, MEDN, MICR
Jon E. Wergedal, MEDN

ASSOCIATE PROFESSORS

Penelope J. Duerksen-Hughes
E. Clifford Herrmann
William J. Pearce, PHSL

ASSOCIATE RESEARCH PROFESSORS

Shin Tai Chen
Richard W. Hubbard, PATH

ASSISTANT PROFESSOR

Jonathan W. Neidigh

ASSISTANT RESEARCH PROFESSORS

Chiranjib Dasgupta
Satish M. Sood

COURSES**BIOCHEMISTRY DIVISION****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 twenty-first-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 891 Biochemistry Elective (arranged)**MICROBIOLOGY DIVISION****FACULTY****EMERITUS PROFESSORS**

Leonard R. Bullas
Benjamin H. S. Lau
Raymond E. Ryckman
Edward D. Wagner

PROFESSORS

Istvan Fodor
Daila S. Gridley, RDMN, BCHM
George T. Javor, BCHM
James D. Kettering
William Langridge, BCHM
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

Carlos A. Casiano, MEDN
Alan P. Escher
Hansel M. Fletcher
Lora M. Green, MEDN
Junichi Ryu

ASSOCIATE RESEARCH PROFESSOR

Mark Johnson

INSTRUCTOR

Sandra Hilliker

ADJUNCT RESEARCH PROFESSORS

Ren Jang Lin
John J. Rossi, BCHM

ADJUNCT ASSOCIATE RESEARCH PROFESSORS

Edouard Cantin
Daniela Castanotto

ASSISTANT RESEARCH PROFESSOR

Ubaldo Soto

COURSES

MICROBIOLOGY DIVISION

MEDICINE

MICR 511 Medical Microbiology SM (7)

Systematic study of microorganisms of medical importance, pathogenic mechanisms, host-parasite relationships, and methods of identification.

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 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 twenty-first-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.)

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)**

EMERGENCY MEDICINE

WILLIAM A. WITTLAKE, Chair

STEPHEN W. CORBETT, Vice Chair

DIVISION

PEDIATRIC EMERGENCY MEDICINE

LANCE A. BROWN

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

Lance A. Brown
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Stephen W. Corbett
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W. Ahmad Salih
Eric Siedenbürg

Dustin D. Smith
Robert Steele
Mark E. Thomas
Louis Tran
Samuel G. Wilson

INSTRUCTORS

Korbin N. Haycock
Tae E. Kim
Timothy J. McNaughton
James A. Moynihan
Daved W. van Stralen, PEDS



COURSES

SURG 821 Surgery Clerkship (100 hours participation)

EMDN 821 Emergency Medicine Clerkship (120 hours)

Two-week required rotation of eight eight-hour emergency department (ED) shifts in 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 four eight-hour emergency department (ED) shifts weekly in 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)

FAMILY MEDICINE

JOHN K. TESTERMAN, Chair

The objectives of the Department of Family Medicine are to:

1. Provide medical students and residents with education and training in the specialty of Family Medicine that exemplifies excellence, compassion, and wholeness.
2. Educate students and residents to provide evidence-based, best-practice, chronic-disease care that spans the arc of care—from prevention to management to palliative care.
3. Teach students to evaluate and manage common problems at the primary-care level, providing continuing and comprehensive health care for individuals of both genders and all ages.
4. Teach students and residents the skills necessary to take a spiritual history and incorporate the spiritual and psychosocial with the biomedical aspects of clinical care.
5. Introduce students and residents to the use of a systems approach and quality-improvement techniques to improve patient safety and assure the delivery of best-practice, evidence-based care to a population of patients.
6. Introduce students to family-physician role models so that students will be able to make informed choices regarding family medicine as a career option.

FACULTY

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PROFESSOR
Wil Alexander

CLINICAL PROFESSOR
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Lauren M. Simon
John K. Testerman
Leonard S. Werner, MEDN, PHSL
Jack Yu

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Michelle E. Reeves
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 Jean-Claude Hage
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 Benny Hau
 Jonathan Horstmann
 Ming Chang Isinhue
 William E. Junkert
 Marina Khubesrian
 Claire H. Koga
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 Tony B. Lee
 Gerald Lofthouse
 Tarek Z. Mahdi
 Manoucher Manoucheri
 Elliot A. Meltzer
 Renu Mittal
 Walter C. Morgan
 Michael R. Oliverio
 Shantharam R. Pai

Raul Pardave
 Lien T. Pham
 R. Steven Pulverman
 Ruth Stanhiser
 Jeffrey R. Unger
 Dorothy E. Vura-Weis
 Robert K. Yamada

INSTRUCTORS

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 Anissa Y. LaCount
 Nancy Testerman
 Erik G. Walsh
 Janelle M. Warren

CLINICAL INSTRUCTORS

Norman D. Bravo
 Essie K. Lee
 Margaret H. Lester
 Ann M. Ronan
 Grace E. Song

COURSES

FMDN 599 Directed Elective Study (arranged)

FMDN 701 Family Medicine Clerkship (240 hours)

A four-week rotation in a family-practice clinical setting. Varied assignments may be with community physicians or in residency-based clinics. Emphasis on integrating biomedical, psychosocial, and spiritual issues; as well as appropriate preventive care. An OSCE given at the end of every twelve-week block, in conjunction with pediatrics.

FMDN 821 Family Medicine Subinternship (240 hours)

Four-week rotation during which students participate as members of the Family Medicine Inpatient Service team—providing patient care at Loma Linda University Community Medical Center and affiliated hospitals. Two afternoons seeing patients in a residency-based outpatient clinic.

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 fourth-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.

FMDN 891 Palliative Care Elective (120 hours)

Opportunity to discuss and teach fundamental topics in palliative care. Experience with interdisciplinary teams working as a group to improve patient care. Direct interaction with different disciplines in a non-hierarchical manner to provide excellent quality care.

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

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 Raymond Gilbert, ANAT, PHSL
 Alan King
 Gordon G. Power, MEDN, PHSL
 Elmar P. Sakala
 Barry S. Schifrin

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 Masao Nakamoto
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 Clifford A. Walters

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 Melissa Y. Kidder
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 Hyun S. Shartsman
 Ron Swensen

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 Marvin M. Sando
 Kathryn Shaw
 E. Laurence Spencer-Smith
 Darrell L. Vaughan
 Kim Warner
 Cinna T. Wohlmuth

INSTRUCTOR

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)

A six-week rotation that introduces students to women's reproductive health. Provides broad exposure to women's health, including a glimpse of what is involved in the specialty of obstetrics and gynecology.

GYOB 891 Gynecology and Obstetrics Elective (arranged)

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

PHILIP J. ROOS, Vice Chair and Chief of Service, Jerry L. Pettis Memorial 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

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CLINICAL PHARMACOLOGY

_____, 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. These objectives include progressing in the science of medicine while maintaining the art of medicine—the caring attitude that is so important to the well-being of physicians and of 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

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 Donald L. John
 Robert D. Mitchell
 John E. Peterson, Sr.
 Stewart W. Shankel
 William J. Wechter

DISTINGUISHED PROFESSOR

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 Imtiaz A. Malik

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 Charles R. Tourtellotte

EMERITUS CLINICAL PROFESSORS

Habeeb Bacchus
 Irving L. Leff

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 Martin J. Collen
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 Joseph Gropen
 L. Julian Haywood
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 Pravin M. Shah
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 Dale B. Sparks

EMERITUS RESEARCH PROFESSOR

Milton G. Crane

RESEARCH PROFESSORS

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 Kin-Hing W. Lau, BCHM
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 Subburaman Mohan, PHSL, BCHM
 Donna D. Strong, BCHM, MICR
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Lawrence B. Sandberg, PATH

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Sudha Pai
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Sevel A. Sadjadi
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ASSISTANT PROFESSORS

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 Ajeet R. Singhvi
 Fred F. Soeprono
 Khushal A. Stanisai
 Chao H. Sun
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 Gordon W. Thompson
 Bhoodev Tiwari
 Bertrand H. Vipond
 Wilson J. Yap

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ADJUNCT ASSISTANT PROFESSOR
 David D. McFadden

DERMATOLOGY DIVISION

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 Desmond D. Gibson
 Wendy E. Roberts
 Fred F. Soeprono, PATH
 Ingrid E. Trenkle
 J. Robert West

COURSES

MEDN 516 Introduction to Clinical Medicine (3)

MEDN 599 Medicine Directed Study (arranged)

MEDN 701 Medicine Clerkship (720 hours)
 A twelve-week internal medicine junior rotation. Focuses on developing the knowledge, skills, and attitudes necessary to care for adult patients. Two four-week blocks of inpatient experience and four weeks of exposure in the outpatient setting. At midrotation each student meets with the clerkship director to discuss the student's progress—including a formative session with a standardized patient, observed by a faculty member who will give feedback on clinical skills.

MEDN 821 Medicine Clerkship (240 hours)
 Medicine subinterns work under the direct supervision of second- and third-year medicine residents. In cooperation with the first-year medicine resident, each subintern follows assigned patients from admission to discharge (seven-to-eight patients on wards; four or five patients on intensive-care units). Attending physician is ultimately responsible for assuring appropriate patient care and for authenticating the subintern's work.

MEDN 822 Medicine ICU (120 hours)
 MICU subinterns work under the direct supervision of the second- and third- year medicine residents on the service. Attending physician ultimately responsible for assuring appropriate patient care. Supervising resident assigns newly admitted patients to the subintern, who will be responsible for performing and recording a complete history and physical examination on the patient's chart in a timely manner. Attending physician authenticates the subintern's work.

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 (4, 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 524, 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

PROFESSORS

Stephen Ashwal, MEDN, PEDS
Daniel W. Giang
Donald Miller, MEDN
Donald I. Peterson, PHRM, MEDN
Gordon W. Peterson, MEDN

ASSOCIATE PROFESSORS

Thomas W. Bohr
Jeffrey A. Bounds
Sarah M. Roddy, PEDS
David M. Swope

ASSOCIATE CLINICAL PROFESSORS

Felice L. Loverso, PMRH
R. Richard Sloop

ASSISTANT PROFESSORS

Bradley A. Cole, PATH
Dorothee Cole
Rodolfo O. Escutin
Laura H. Nist
Lori D. Uber-Zak

ASSISTANT CLINICAL PROFESSORS

Perin D. Gomer
Robert A. Klein

Antonio K. Liu
Michael T. Ropacki

INSTRUCTORS

Chalmers D. McClure III, PEDS
Sarah Uffindell

ADJUNCT ASSOCIATE CLINICAL PROFESSOR

Lori A. Shutter

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)



OPHTHALMOLOGY

HOWARD V. GIMBEL, Chair

ERNEST S. ZANE, Vice Chair

The Department of Ophthalmology is committed to:

1. Provide an academic environment that will foster an in-depth understanding of the specialty of ophthalmology.
2. Provide education for students, residents, and fellows that prepares them for an academic, community, or mission practice.
3. Encourage and support clinical research.
4. Inspire students and residents to promote preventive ophthalmology.

FACULTY

EMERITUS PROFESSOR

Sidney B. Brownsberger

PROFESSOR

Howard V. Gimbel

CLINICAL PROFESSORS

James I. McNeill

Charles M. Stephenson, Sr.

ASSOCIATE PROFESSORS

David L. Wilkins

Ernest S. Zane

ASSOCIATE CLINICAL PROFESSORS

Paul A. Blacharski

Clement K. Chan

James L. Davidian

James Guzek

Young Hyun Oh

P. Harold Wallar

Izak F. Wessels

ASSISTANT PROFESSORS

Pamela Y. Bekendam

Jennifer A. Dunbar

Arthur W. Giebel

Jeffrey C. Hong

Julio Narvaez

Michael E. Rauser

Alan J. Riezman

Kris J. Storkersen

Patricia S. Yoon

ASSISTANT CLINICAL PROFESSORS

Christopher L. Blanton

John P. Carlson

Paul Y. Chung

William R. Clegg

Denis J. Cline

Loren L. Denler

Robert M. Duffin

Joseph Fan

Christina J. Flaxel

Eric J. Friedrichsen

Kenneth Houchin

Gary G. Huffaker

Jeffrey J. Ing

Kristin E. Isaacs

Shyun Jeng

David R. McGrew

Richard D. Pesavento

Barratt L. Phillips

Robert C. Rosenquist, Jr.

Kimber L. Schneider

Gerald Schultz

Jodi O. Smith

Tom Tooma

Robert R. Wresch

Steven E. Zane

CLINICAL INSTRUCTOR

Marco Barrera

COURSES

SURG 821 Surgery Clerkship (participation)

OPHM 891 Ophthalmology Elective (arranged)

ORTHOPAEDIC SURGERY

CHRISTOPHER M. JOBE, Chair

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.

FACULTY

EMERITUS PROFESSORS

Fred A. Polesky
Dana M. Street

PROFESSORS

William P. Bunnell, PEDS
Christopher M. Jobe
Virchel E. Wood

CLINICAL PROFESSORS

Gary K. Frykman
D. Allan MacKenzie, PEDS
Kenneth Mudge
Hiromu Shoji

RESEARCH PROFESSORS

David J. Baylink, BCHM, MEDN, PEDS
Ian C. Clarke

ASSOCIATE PROFESSORS

William A. Craig
Philip H. Reiswig
James E. Shook, PEDS

ASSOCIATE RESEARCH PROFESSORS

Marilyn M. Pink

ASSOCIATE CLINICAL PROFESSORS

G. Allen Gustafson
Claran H. Jesse
D. Robert Johnson
Sharon L. Kalina
Martin Koffman
Walter C. Nash
Eskild A. Reinhold
Kenneth R. Roth
Herman R. Schoene
G. Carleton Wallace
George J. Wisseman
Leisure Yu

ASSISTANT PROFESSORS

Michael J. Coen
Thomas K. Donaldson
Bernarr B. Johnson

ASSISTANT RESEARCH PROFESSOR

Qiang G. Dai

ASSISTANT CLINICAL PROFESSORS

Karim Abdollahi
David V. Anderson
William W. Bowen
William E. Brown
Gurbir Chhabra
Vincent J. Devlin
Brian S. Doyle
Ray L. Foster
Navid Ghalambor
Ronny G. Ghazal
Barry S. Grames
Bradley R. Hotchner
Mary E. Hurley
Satish K. Lal
Paul C. W. Liu
James D. Matiko
Clifford D. Merkel
Timothy A. Peppers
Roy M. Rusch
John C. Steinman
David L. Wood
Steven R. Yegge

INSTRUCTORS

William S. Beal
Darren L. Bergey
Wayne K. Cheng
John M. Chrisler
Barry E. Watkins
M. Daniel Wongworawat

RESEARCH INSTRUCTOR

Paul Williams

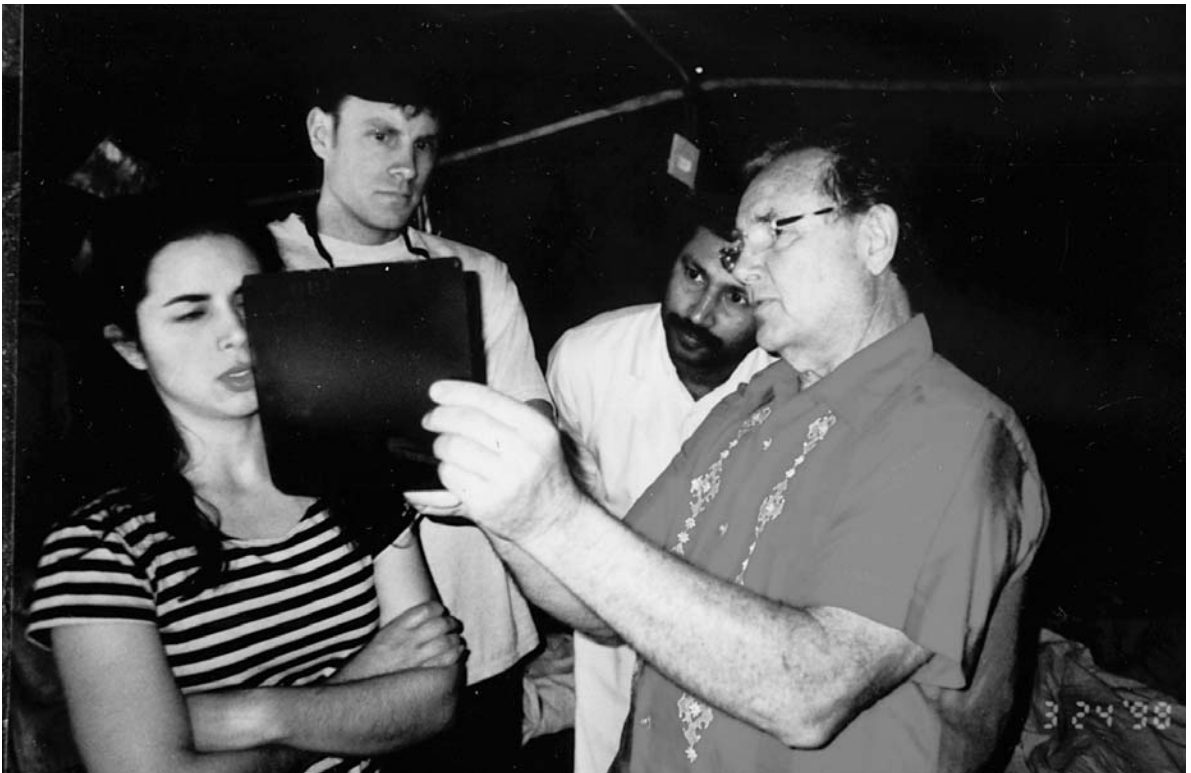
CLINICAL INSTRUCTORS

David G. Erickson
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

SURGICAL PATHOLOGY

WILLIAM G. SAUKEL, 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 facilitating the development of both teaching and investigative skills on the part of faculty, graduate students, and residents.

FACULTY

ANATOMY DIVISION

EMERITUS PROFESSORS

Paul C. Engen
Walter H. B. Roberts
E. Harold Shryock

PROFESSORS

William H. Fletcher, PHSL
Raymond Gilbert, PHSL, GYOB
Michael A. Kirby, PATH, PEDS
Paul J. McMillan
Robert L. Schultz
Steven M. Yellon, PEDS, PHSL

ASSOCIATE PROFESSORS

William M. Hooker
Pedro B. Nava

ASSOCIATE RESEARCH PROFESSORS

Denise Bellinger, PATH
Srinivasan Thyagarajan, PATH

ASSISTANT PROFESSORS

Bradley A. Cole, NEUR
Bertha C. Escobar-Poni
David A. Henderson
Kerby C. Oberg, PATH
William Wagner, SURG
Kenneth R. Wright

PATHOLOGY DIVISION

PROFESSORS

Brian S. Bull
Jeffrey D. Cao
Donald R. Chase
Resa L. Chase
G. Gordon Hadley
Darryl G. Heustis
Ralph A. Korpman
John E. Lewis, MEDN, MICR
Bo Ying Wat
Edwin T. Wright, DERM

RESEARCH PROFESSOR

Jerald C. Nelson, MEDN

CLINICAL PROFESSORS

Weldon J. Bullock
Thomas T. Noguchi

CLINICAL RESEARCH PROFESSOR

Lawrence B. Sandberg, MEDN

EMERITUS ASSOCIATE PROFESSORS

Albert F. Brown
Dick H. Koobs
Robert E. Moncrieff
Albert Olson
Mildred L. Stilson
Rodney E. Willard

ASSOCIATE PROFESSORS

Keith D. Hoffmann, SD
Christopher M. Jobe, ORTH
Norman H. Peckham
George W. Saukel
Craig W. Zuppan

ASSOCIATE RESEARCH PROFESSORS

Denise Bellinger, ANAT
Lee Berk
Richard W. Hubbard, BCHM
Michael A. Kirby, PEDS, ANAT
Stanley A. Tan, MEDN
Srinivasan Thyagarajan, ANAT

ASSOCIATE CLINICAL PROFESSORS

Berend Houwen
Ewald R. Lonser
Arthur J. Silvergleid

ASSISTANT PROFESSORS

Kenneth A. Cantos, MEDN
Wilson K. W. Chick
Evelyn B. Choo
Kil Un Lee
Morrill T. Moorehead
Kerby C. Oberg, ANAT
James M. Pappas
Mia C. N. Perez
Edward H. Rowsell
Kevin S. Thompson
Jun Wang
Pamela J. Wat

ASSISTANT RESEARCH PROFESSOR

Ronald H. Hillock

ASSISTANT CLINICAL PROFESSORS

Joseph I. Cohen
Neita R. Duazo
Joy I. Fridey
Frank R. Sheridan
Fred F. Soeprono, DERM
Steven J. Trenkle, PEDS

ADJUNCT PROFESSORS

J. Bruce Beckwith, UROL
Gary W. Mierau

ADJUNCT ASSOCIATE PROFESSOR

Arthur J. Hauck

ADJUNCT ASSOCIATE CLINICAL PROFESSOR

W. William Hughes III

ADJUNCT ASSISTANT PROFESSOR

M. Rose Akin
Anwar S. S. Raza

COURSES

ANAT 508, 509 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 506 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 518 Oral Histology and Development DN (3)

Introduction to general embryology, followed by a detailed study of microanatomy of the teeth and adjacent structures.

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 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 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 twenty-first-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.

PEDIATRICS

RICHARD E. CHINNOCK, Chair

DIVISIONS

CRITICAL CARE

SHAMEL A. ABD-ALLAH, Head

PEDIATRIC ENDOCRINOLOGY

EBA H. HATHOUT, Head

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

DISTINGUISHED PROFESSORS

Stephen Ashwal, MEDN, NEUR
David J. Baylink, MEDN, BCHM, ORTH

EMERITUS PROFESSOR

Charles W. Slattery, BCHM

PROFESSORS

John O. Archambeau, RDMN
Leonard L. Bailey, #SURG
B. Lyn Behrens
Burton A. Briggs, ANES, SURG
William P. Bunnell, ORTH
Richard E. Chinnock, EMDN
Douglas Deming
Eba H. Hathout
Lawrence D. Longo, GYOB, PHSL
John W. Mace
Linda J. Mason, ANES
Nidia R. Vyhmeister
Lionel W. Young, RADS

RESEARCH PROFESSORS

Michael A. Kirby, PATH, ANAT
Thomas A. Linkhart, BCHM

EMERITUS CLINICAL PROFESSOR

Willard R. Centerwall

CLINICAL PROFESSORS

George Fox
Charles J. Hyman
Gerald Saks

ASSOCIATE PROFESSORS

Nancy J. Anderson, DERM
D. Jeanne Andrews
Antranik A. Bedros
Jane Bork
Terry W. Chin
Edward Elmendorf
Yvonne Fanous
Elba E. S. Fayard
Andrew O. Hopper
Donald L. Janner
Leela Job
Marquelle J. Klooster
Michael Kuhn
Ranae L. Larsen
Maria Lois-Wenzel
J. David Moorhead, UROL, SURG
Joan Morris
Neda F. Mulla
Pushpa Nowranghi, MEDN
Ricardo L. Peverini
Ravindra Rao
Sharon K. Riesen
Sarah M. Roddy, NEUR
Shobha Sahney
Manoj C. Shah
Clare M. Sheridan, EMDN
James E. Shook, ORTH
Steven M. Yellon, PHSL, ANAT

ASSOCIATE CLINICAL PROFESSORS

Chul C. Cha
David Fox
Rauof A. Ibrahim
Constance J. Sandlin
Phisit Saphyakhajon
Richard P. Tyler
Mitzi Loubriel

ASSISTANT PROFESSORS

Shamel A. Abd-Allah
 Leyla Akanli
 Besh R. Barcega, EMDN
 Marti Baum
 Heather A. Carriedo
 Alexandra M. Clark
 Francis D. W. Chan
 Victor B. Chu
 Drew Cutler
 Anthony Dajnowicz
 Althea P. Daniels
 Wise M. Fargo
 Nancy R. Fernando
 Laura Funkhouser
 Maria C. Garberoglio
 Matthew F. Gross
 Agnes S. Gugan
 Albert Kheradpour
 Soo Youn Kim
 Mary Lam
 Carol A. Lau, ANES
 Michelle H. Loh
 Fataneh F. Majlessipour
 Ravi Mandapati, MEDN
 Lisel A. Mathias
 Farrukh Mirza
 Inger L. Olson
 John E. Peterson, Jr., SD
 Rebeca E. Piantini
 Emmeline Pulido
 Tamara M. Shankel, MEDN
 Thomas S. Sherwin, EMDN
 Catherine A. Tan
 Diana L. Trupp
 Daved W. van Stralen, EMDN
 Vasanti Voleti
 Karen A. Winston
 George S. Yanni

ASSISTANT CLINICAL PROFESSORS

Freddie B. Balgama
 Danielle L. Borut
 Samuel A. Bruttomesso
 William M. Clover
 Ernesto Cruz
 Vo Minh Dai
 Wen-Hsiung L. Huang
 Thomas A. Kaleita
 Hilario A. Marilao
 Jorge R. Mazlumian
 Ronald L. Mellinger
 Robert E. Meyer, Jr.
 James S. Miller
 Jonathan J. Mthombeni
 Olusola A. Oyemade, SURG
 Ronald G. Pearce
 Praful C. Shah
 Lawrence D. Sharpe
 Pranee Tulyathan
 Hansen Wang, SURG
 Sherri E. Yhip

INSTRUCTORS

Borhaan S. Ahmad

H. Todd Eachus
 Janet E. Halverson
 Olga Kalbermatter
 Chalmers D. McClure III, NEUR
 Helen Newsom
 Jonnel W. Pomeroy
 Stanford K. Shu
 Angela F. Slaughter
 Daved W. van Stralen, EMDN
 Traci H. Williams
 Kim Yee

ADJUNCT PROFESSOR

Sanford Schneider, MEDN, NEUR

COURSES

PEDS 599 Pediatrics Directed Study (arranged)

PEDS 701 Pediatrics Clerkship (480 hours)

An eight-week clerkship that addresses issues unique to childhood and adolescence by focusing on human development and by emphasizing the impact of family, community, and society on child health and well-being. Additional focus on the impact of disease and its treatment on the developing human; and emphasis on growth, development, principles of health supervision, and recognition of common health problems. Stresses the role of the pediatrician in prevention of disease and injury; and the importance of collaboration between the pediatrician, other health professions, and the family.

PEDS 821 Pediatrics Subinternship (240 hours)

A Four-week rotation during which the subintern, functioning as an intern, works directly with the pediatric senior resident.

PEDS 822 Pediatrics Intensive Care (120 hours)

A two-week, senior PICU rotation. Students' responsibilities include but are not limited to: care for three-to-five assigned patients; obtain, write, and dictate H & P and discharge summary/writing progress notes; write orders from admission to discharge under close supervision, with all orders cosigned before implementation; learn procedures when available, and give team members a brief fifteen-to-twenty minute presentation with a written handout on a topic related to a case.

PEDS 891 Pediatrics Elective (arranged)

MDCJ 524, 525, 526 Pathophysiology and Applied Physical Diagnosis (4, 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.

MDCJ 524, 525, 526 Pathophysiology and Applied Physical Diagnosis (4, 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.



PHYSICAL MEDICINE AND REHABILITATION

MURRAY E. BRANDSTATER, Chair

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 PROFESSOR

Divakara Kedlaya
Lowell W. Reynolds, ANES

ASSISTANT PROFESSORS

Moon S. Bae
Beryl H. Bull
Anne T. Cipta, ANES
Esther C. Lee
Artemio R. Martin
Scott R. Strum
Jon E. Ween

ASSISTANT CLINICAL PROFESSORS

Bradley A. Eli
Gerald R. Goodlow
Yvette A. Holness
Jien Sup Kim
Robertus H. Kounang
Jonathan C. Lee
Felice L. Loverso, NEUR
Stephen T. Sparks

INSTRUCTORS

Margie T. Anacaya
Michael J. Davidson
Anita M. Pai

CLINICAL INSTRUCTOR

Kevan Z. Craig

COURSES

PMRH 891 Physical Medicine and Rehabilitation
Elective (arranged)

PHYSIOLOGY AND PHARMACOLOGY

LAWRENCE C. SOWERS, Acting Chair

DIVISIONS

PHYSIOLOGY

DAISY D. DELEON, Associate Chair

PHARMACOLOGY

JOHN BUCHHOLZ, Associate Chair

The goals of the Department of Physiology and Pharmacology are to:

1. Provide relevant course work for the various professional curricula that will provide essential foundational content, an understanding of the current state of the field, and the skills required to maintain currency.
2. Offer a graduate curriculum leading to M.S. and Ph.D. degrees that is designed to provide graduate students with the information and tools needed to succeed as independent educators and investigators.
3. Conduct and publish peer-reviewed research in physiology and pharmacology that contributes to knowledge in the medical sciences.
4. Support Loma Linda University colleagues through collaborations and consultations that will assist in research and instruction.

FACULTY

PHYSIOLOGY

DISTINGUISHED PROFESSOR

Lawrence D. Longo, GYOB, PEDS

PROFESSORS

Philip J. Chan, GYOB
 Charles A. Ducsay
 William H. Fletcher, ANAT
 Raymond D. Gilbert, GYOB, ANAT
 David A. Hessinger, PHRM, BCHM
 J. Mailen Kootsey
 John Leonora, BCHM, MEDN
 William J. Pearce, BCHM
 Gordon G. Power, GYOB, MEDN
 Robert W. Teel
 Steven M. Yellon, PEDS, ANAT

RESEARCH PROFESSOR

Subbaraman Mohan, MEDN, BCHM

EMERITUS ASSOCIATE PROFESSORS

George Maeda
 Elwood S. McCluskey

ASSOCIATE PROFESSORS

Daisy D. DeLeon
 Marino A. DeLeon
 Ramon R. Gonzalez, Jr.
 Raymond G. Hall, Jr.
 Charles Kean, SURG
 Leonard S. Werner, FMDN, MEDN

ASSISTANT PROFESSORS

Danilyn Angeles
 Pamela S. Coburn-Litvak

ASSISTANT RESEARCH PROFESSORS

Asher R. Sheppard
 Glyne U. Thorington

PHARMACOLOGY

DISTINGUISHED EMERITUS PROFESSOR

Ian M. Fraser

EMERITUS PROFESSORS

Marvin A. Peters
Allen Strother
Bernard E. Tilton

PROFESSORS

John Buchholz
Ralph E. Cutler, MEDN
David A. Hessinger, BCHM, PHSL
Lubo Zhang

ASSOCIATE PROFESSOR

C. Raymond Cress

ASSISTANT PROFESSOR

Lincoln P. Edwards



COURSES

PHYSIOLOGY

MEDICINE

MDCJ 541, 542 Medical Neuroscience SM (71 hours) (4, 4)

Within a clinical context, fundamentals of neuro-anatomy and neurophysiology integrated with principles of the human nervous system.

PHSL 511, 512, 513 Physiology SM (2, 4, 2)

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.

PHARMACOLOGY

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)

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, the Department of Psychiatry directs the teaching of the behavioral sciences courses. In these interdisciplinary courses, lectures and demonstrations cover a broad range of human behavioral determinants—including the biology, psychology, sociology, and psychopathology of behavior. A holistic concept of behavior, including its spiritual components, is taught.

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 W. Christison
George T. Harding IV
Mark G. Haviland
William H. McGhee

EMERITUS PROFESSOR

Benjamin Kovitz

CLINICAL PROFESSORS

Louis P. Bozzetti, Jr.
Clarence Carnahan, Jr.
Durand F. Jacobs
Charles Merideth

ASSOCIATE PROFESSORS

Julie M. Albert
Donald L. Anderson
Wm. G. Britt III
Carlos R. Fayard
Monika Gierz
Donald J. Kurth
James P. MacMurray
William G. Murdoch
William G. Roth
Diana Simon

ASSOCIATE CLINICAL PROFESSORS

Michael A. Cummings
Jerry D. Hoyle
Ihor Galarnyk
Harvey W. Oshrin
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COURSES

PSYT 511 Understanding Your Patient (3)

Taught in the fall of the freshman year, this lecture course covers subjects vital to providing compassionate, perceptive medical care. Topics include doctor-patient communication, ethnic and cultural issues, identifying abuse, stages of life, dying and palliative care, sexuality, and understanding the determinants of personality.

PSYT 512 Human Behavior (4)

In the Winter Quarter or the Spring Quarter of the freshman year, each medical student spends four afternoons with the Family Psychiatry Program, directly participating in the evaluation of children with behavioral difficulties. Students interview parents, caregivers, other relatives, and teachers to develop a comprehensive, systems-based formulation of the contributors to the children's difficulties and to assist in developing a treatment approach based on this formulation.

PSYT 514, 515, 516 Psychopathology (52 hours) (5)

In the fall of their sophomore year, students receive this intensive introduction to mental disorders and their treatment. Building on an understanding of the neural substrates of normal behavior, abnormal brain findings in the mental disorders are emphasized, along with the social and psychological consequences of the disorders. The course also includes an introduction to psychotherapeutic approaches and psychiatric medications.

PSYT 599 Directed Elective Study (240 hours)

PSYT 701 Psychiatry Clerkship (360 hours)

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.

PSYT 891 Psychiatry Elective (arranged)

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.



PREVENTIVE MEDICINE

RICHARD H. HART, Chair

The Department of Preventive Medicine is involved in preventive-medicine training and research and in patient and community service activities for the School of Medicine. The Department provides a comprehensive four-year preventive medicine curriculum to all medical students. Graduate medical education training is available in a general preventive medicine residency, an occupational medicine residency, and an addiction medicine fellowship. The department works with and supports the School of Public Health as well as various other Loma Linda programs in health promotion and epidemiology research projects, the most prominent of which is the Adventist Health Study. Preventive-medicine faculty direct clinical services at the Center for Health Promotion, the Social Action Community (SAC) Health System clinics, Empire Occupational Medicine, and five separate Inland Empire university health services. A diverse faculty focus primary activities through the School of Medicine, the School of Public Health, the Jerry L. Pettis Memorial Veterans Medical Center, the San Bernardino County Health Department, and various other regional/community entities.

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Patricia K. Johnston
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Susanne B. Montgomery

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P. William Dysinger

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Jayakaran S. Job

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David Abbey

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Gilbert M. Burnham

COURSES**PRVM 513 Preventive Medicine (3)****PRVM 514, 515, 516 (10) Clinical Preventive Medicine**

Teaches medical students the effective clinical preventive-medicine approaches used in the practice of medicine today. Provides medical students the useful framework for understanding epidemiology, public health, preventive concepts, disease screening, lifestyle modification, and risk-factor identification and reduction. Fosters a basic understanding of prevention in the clinical context. A year long course.

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 twenty-first-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.

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COURSES

**RDMN 799 Clinical Selective in Radiation
 Oncology (120 hours)**

**RDMN 891 Radiation Medicine Elective
 (arranged)**

RADIOLOGY

DAVID B. HINSHAW, JR., Chair

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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.

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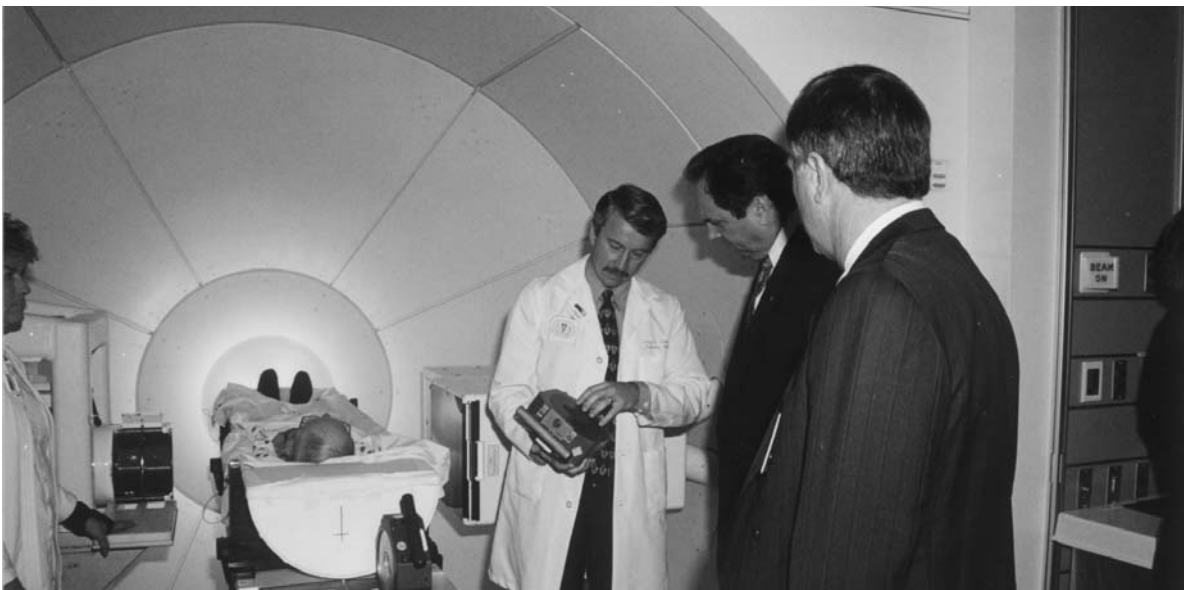
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Sheri L. Harder

COURSES

RADS 511 Radiation Sciences (participation)

RADS 701 Radiology Clerkship (80 hours)

**RADS 799 Clinical Selective in General
Radiology (120 hours)**

RADS 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.

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HERBERT C. RUCKLE, Head

VASCULAR

J. DAVID KILLEEN, Head

The Department of Surgery is in harmony with the stated purposes and philosophy of Loma Linda University School of Medicine.

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.

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COURSES**SURG 599 Surgery Directed Study (240 hours)****SURG 701 Surgery Clerkship (720 hours)**

Twelve-week junior surgery is rotation. Includes one month of general surgery and rotations on: anesthesiology, emergency medicine, neurosurgery, otolaryngology, ophthalmology, orthopaedic surgery, plastic surgery, and urology.

SURG 821 Surgery Clerkship (240 hours)

Subintern performs in the intern's role as part of a team in the clinical care of surgical patients. Subintern—who is responsible for the daily care of individual patients—practices procedural skills, and assists and participate in surgical procedures at an appropriate level. Participates in overnight in-house calls and responds to in-house emergencies and requests for routine consultations and for evaluation of patients in the Emergency Department. Duty hours and hours of responsibility for night call will not exceed the guidelines set for the junior house staff by the respective institutions where rotations occur and by the guidelines governing medical students on surgery

SURG 822 Surgery ICU (120 hours)

Introductory course in clinical critical-care medicine. A list of specific learning objectives for the course, along with a correlated reading-resource list, is provided to students. Students have primary responsibility for the care of at least two critically ill patients throughout the rotation. Student presents his/her own patients on rounds each morning—including pertinent history, physical examination, diagnoses and management plan.

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.

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

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Barry F. Pearce

COURSES

SURG 821 Surgery Clerkship (participation)

NEUS 891 Neurosurgery Elective (arranged)

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INSTRUCTOR

Gary A. Barker
 Christopher Tsai

COURSES

SURG 821 Surgery Clerkship (participation)

UROL 891 Urology Elective (arranged)

VASCULAR

EMERITUS PROFESSOR

Louis L. Smith

PROFESSORS

Jeffrey L. Ballard
 J. David Killeen

ASSOCIATE PROFESSOR

Ahmed M. Abou-Zamzam

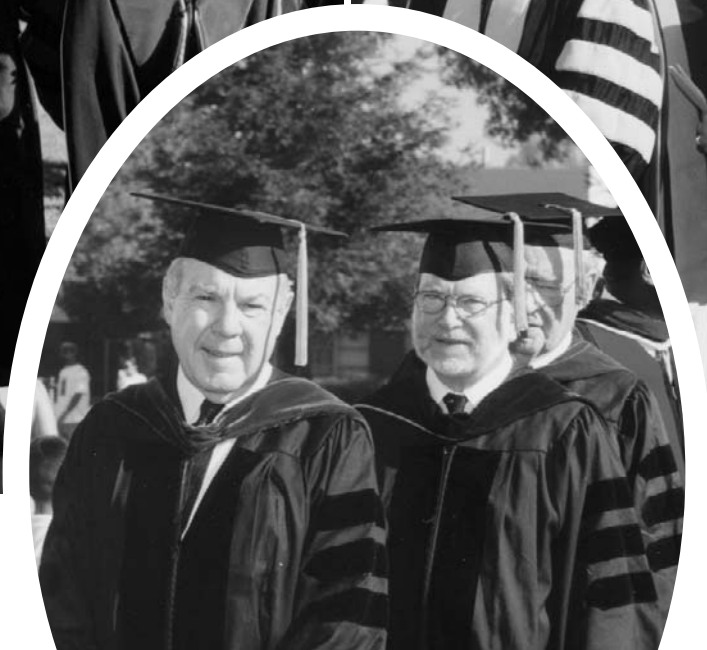
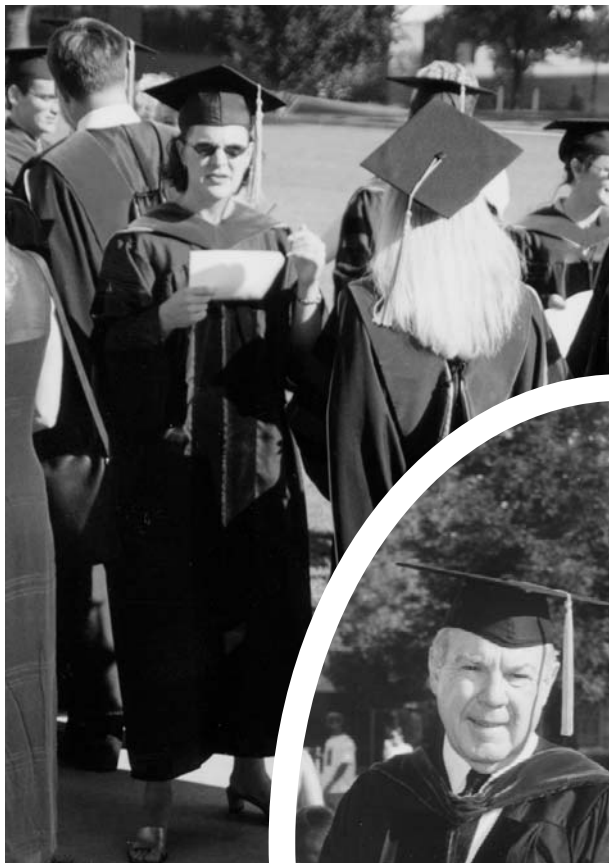
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 Theodore H. Teruya

ASSISTANT CLINICAL PROFESSORS

William J. Hopewell
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 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.



V

THE DIRECTORY

Officers of the Board of Trustees

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University Administration

School Administration

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The Faculty

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by Telephone, Fax, Web Site, Mail, and E-mail

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Henry L. Lamberton, Psy.D., Associate Dean

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Leonard S. Werner, M.D., Associate Dean

Clinical Education

Tamara T. Shankel, M.D., Assistant Dean

Combined-Degrees Programs:**M.S.T.P. and Conjoint Degrees**

_____, Assistant Dean

Graduate Medical Education

Daniel W. Giang, M.D., Associate Dean

Continuing Medical Education

Thomas J. Zirkle, M.D., Director

ADMINISTRATIVE AFFAIRS

Loretta P. Miyasato, B.S., Assistant Dean

CLINICAL FACULTY

Ricardo Peverini, M.D., Associate Dean

FACULTY PRACTICE AFFAIRS

H. Roger Hadley, M.D., Dean

FINANCIAL AFFAIRS AND PLANT MANAGEMENT

Gary Nelson, Assistant Dean

CLINICAL AND EXTERNAL AFFAIRS**Loma Linda University Medical Center****Children's Hospital**

B. Lyn Behrens, M.B., B.S.

Jerry L. Pettis Memorial Veterans**Administration Hospital**

Dwight C. Evans, M.D., Assistant Dean

Los Angeles Campus

Leroy A. Reese, M.D., Associate Dean

DIVERSITY AFFAIRS

Daisy D. De León, Ph.D., Assistant to the Dean for
Diversity Affairs

INTERNATIONAL AFFAIRS

C. Joan Coggin, M.D., Associate Dean

MEDICAL STAFF AFFAIRS

Linda J. Mason, M.D., Assistant to the Dean

SCHOOL COMMITTEES

EXECUTIVE

H. Roger Hadley, Chair
Leonard L. Bailey
Murray E. Brandstater
Burton A. Briggs
Resa L. Chase
Richard E. Chinnock
C. Joan Coggin
James J. Couperus
Daisy D. De León
Wayne S. Dysinger
Lenoa Edwards
Dwight C. Evans
Daniel W. Giang
Howard Gimbel
George Harding
David B. Hinshaw, Jr.
Christopher M. Jobe
Alan King
Wolff M. Kirsch
Henry L. Lamberton
Michael B. Lilly
Lawrence D. Longo
Linda J. Mason
Loretta P. Miyasato
P. Ben Nava
Gary Nelson
Stephen A. Nyirady
Leroy A. Reese
Ricardo Peverini
Rhodes Riggsby
Tamara T. Shankel
Jerry B. Slater
Lawrence Sowers
John K. Testerman
Leonard S. Werner
William A. Wittlake
Thomas J. Zirkle
Elected faculty representatives

**ADMISSIONS
2003-2005**

Clifton D. Reeves, Chair
Mihran H. Ask
Burton A. Briggs
Jeffrey D. Cao
Richard E. Chinnock
C. Joan Coggin
James J. Couperus
Debra D. Craig
H. Roger Hadley
Daisy D. De León
Henry L. Lamberton
P. Ben Nava
Stephen A. Nyirady
Leslie N. Pollard
Leroy A. Reese
Sharon K. Riesen
Bo Ying Wat
Leonard S. Werner
Raymond Y. Wong
Student representatives

**CURRICULUM
2003-2005**

Leonard S. Werner, Chair
John Bryne
Resa L. Chase
James J. Couperus
Wayne S. Dysinger
Daniel W. Giang
Nancy J. Heine
Henry L. Lamberton
Larry Loo
Mark Reeves
Tamara T. Shankel
Robert Teel
John Testerman
Abel Torres
R. Bruce Wilcox
Anthony J. Zuccarelli

INVITEES

Associate deans
Assistant deans
Student representatives

**SPIRITUAL LIFE AND WHOLENESS
2003-2005**

John Testerman, Chair
 Evert A. Bruckner
 Linda H. Ferry
 James Greek
 George T. Harding
 Henry L. Lamberton
 Lawrence K. Loo
 Johnny A. Ramirez
 Terry Swenson
 Leonard S. Werner
 R. Bruce Wilcox
 Gerald S. Winslow*
 Student representatives

*ex officio

**ACADEMIC REVIEW
2003-2005**

William Wittlake, Chair
 Jane M. Bork
 Jeff Cao
 Lynda Daniel
 George Isaac
 Michael Kirby
 Robert Teel
 Raymond Wong
 Anthony Zuccarelli
 Student representatives

NONVOTING MEMBERS

Resa Chase
 Henry Lamberton
 Tamara Shankel
 Leonard S. Werner

INVITEES

Appropriate course directors
 Appropriate clerkship directors
 Appropriate department chairs
 Loretta P. Miyasato
 Stephen A. Nyirady
 Leslie Pollard
 Lawrence Sowers

**BASIC SCIENCE COORDINATORS
2003-2005**

Leonard S. Werner, Chair
 John Buchholz
 Jeffrey D. Cao
 Resa L. Chase
 George W. Christison
 Bradley A. Cole
 Lincoln Edwards
 Anthony Firek
 James Kettering
 Michael Kirby
 Henry Lamberton
 John E. Lewis
 Larry Loo
 P. Ben Nava
 David Taylor
 Robert W. Teel
 R. Bruce Wilcox
 Anthony J. Zuccarelli
 Student representative

INVITEES

Associate deans
 Assistant deans
 Becky Bartos
 George Harding
 Nancy Heine

**CLINICAL COORDINATORS
2003-2005**

Tamara Shankel, Chair
 Alexandra M. Clark
 Lynda Daniels-Underwood
 Wayne S. Dysinger
 Kendra Fisher
 Wilbert Gonzales
 Nancy J. Heine
 Soo Youn Kim
 William McGhee
 Barbara L. Orr
 Frank R. Rogers
 Sara H. Uffindell
 Leonard Werner
 Raymond D. Wong
 Student representative

INVITEES

Associate deans
 Assistant deans

GRADUATE MEDICAL EDUCATION

2003-2005

Daniel W. Giang, Chair
Nancy Anderson
John L. Byrne
Daniel Castro
T. Allan Darnell
T. Kent Denmark
Gregory Guldner
Terence D. Lewis
Lawrence K. Loo
Robert D. Martin
Sharon K. Riesen
Mark E. Reeves
Mark R. Rowe
Maryann H. Schaepper
Arnold D. Tabuenca
Sarah Uffindell
Robert J. Wagner
Nancy Wheeler
Les Yonemoto
Lionel W. Young
Thomas J. Zirkle
House staff representatives

CONTINUING MEDICAL EDUCATION

Thomas J. Zirkle, Chair
J. Timothy Blackwelder
Darryl Heustis
John Jacobson
Richard S. Kim
James P. Larsen
Lilia N. Loreda
William H. McGhee
Tamara L. Thomas
Leonard S. Werner

FACULTY AFFAIRS

Basic Science Faculty Council

_____, Chair
Department chairs
Elected representatives
Invitees: Assistant and associate deans

#Clinical Science Faculty Council

_____, Chair
Elected representatives
Invitees: Assistant and associate deans

Faculty Promotions

2003-2005

Murray E. Brandstater, Chair
Stephen Ashwall
George W. Christison
Daila S. Gridley
Darryl Heustis
William Murdoch
Kerby C. Oberg
William J. Pearce
Herbert C. Ruckle
R. Bruce Wilcox

#Clinical department chairs are ex officio members.

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
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

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

THE FACULTY

EMERITUS FACULTY

Andrews, H. Gibb	SURG
Bacchus, Habeeb	MEDN
Baumgartner, Conrad J.	SURG
Beltz, Richard E.	BCHM
Branson, Bruce W.	SURG
Brown, Albert F.	PATH
Brownsberger, Sidney B.	OPHM
Bull, Maureen H.	ANES
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, PHRM
Dayes, Lloyd A.	NEUS
Dysinger, P. William	PRVM
Eckmann, Bertram H.	MEDN
Engen, Paul C.	ANAT
Fraser, Ian M.	PHRM
Graf, Walter S.	MEDN
Grames, George M.	MEDN
Harris, John J.	MEDN
Hinshaw, David B., Sr.	SURG
House, Leland R.	OTOL
John, Donald L.	MEDN
Koobs, Dick H.	PATH
Kovitz, Benjamin	PSYT
Lau, Benjamin H. S.	MICR
Leff, Irving L.	MEDN
Lobo, Denis F.	ANES
Longerbeam, Jerrold K.	SURG
Maeda, George	PHSL
Massey, Ben D.	UROL
McCluskey, Elwood S.	PHSL
Miller, David	SURG
Mitchell, Robert D.	MEDN
Moncrieff, Robert E.	PATH
Olson, Albert L.	PATH
Perzik, Samuel L.	SURG
Peters, Marvin A.	PHRM
Peterson, John E., Sr.	MEDN
Polesky, Fred A.	ORTH
Quick, E. Danford	MEDN
Rendell-Baker, Leslie	ANES
Roberts, Walter H. B.	ANAT
Rogers, Frank A.	SURG
Rowe, Robert P.	OTOL
Ryckman, Raymond E.	MICR

Sanders, Isaac	RADS	Anderson, Donald Lynn	ANES
Shankel, Stewart W.	MEDN	Anderson, Nancy J.	DERM, PEDS
Shryock, E. Harold	ANAT	Andreason, Troy J.	SURG
Shure, Norman M.	MEDN	Andrews, D. Jeanne	PEDS
Slattery, Charles W.	BCHM, PEDS	Angeles, Danilyn	PHSL
Smith, Chauncey L.	MEDN	Anholm, James D.	MEDN
Smith, Louis L.	SURG	Aoyagi, Y. Paul	FMDN
Stevens, H. Glenn	MEDN	Applegate, Patricia J.	MEDN
Stilson, Mildred L.	PATH	Applegate, Richard L. II	ANES
Stilson, Walter L.	RADS	Arani, Siavash	MEDN
Street, Dana M.	ORTH	Archambeau, John O.	RDMN, PEDS
Strother, Allen	PHRM	Arjomandy, Bijan	RDMN
Thompson, Ralph J.	SURG	Armijo, Javier A.	FMDN
Tilton, Bernard E.	PHRM	Ashwal, Stephen	MEDN, NEUR, PEDS
Wagner, Edward D.	MICR	Ask, Mihran H.	MEDN, PRVM
Wareham, Ellsworth E.	SURG	Austin, Bruce T.	RADS
Wechter, William J.	MEDN	Avants, Teresa P.	GYOB
West, Raymond O.	FMDN	Avila, Karole S.	PSYT
Willard, Rodney E.	PATH	Avina, Robert L.	FMDN
Yamada, Shokei	NEUS	Azer, Sherif A.	ANES

THE FACULTY

Abbey, David	PRVM	Bae, Moon S.	PMRH
Abboy, Ramadas	MEDN	Bae, Won-Chul	RADS
Abd-Allah, Shamel A.	PEDS	Baerg, Joanne E.	SURG
Abdollahi, Karim	ORTH	Baek, H. Helen	MEDN
Abou-Zamzam, Ahmed M.	SURG	Bailey, Leonard L.	#SURG, PEDS
Abu-Assal, Maged L.	NEUS	Balarezo, Carlos A.	SURG
Afifi, Ghada Y.	SURG	Balasubramaniam, Kumaravelu	MEDN
Ahmad, Borhaan S.	PEDS	Baldwin, D. Duane	UROLOG
Ahmad, Imdad	MEDN	Balgama, Freddie B.	PEDS
Ahn, Changwoo	SURG	Ballard, Jeffrey L.	SURG
Aiyan, Shobha S.	MEDN	Ballard, Robert H.	ORTH
Aka, Paul	SURG	Banerjee, Monica M.	MEDN
Akanli, Leyla	PEDS	Bangasser, Ronald P.	FMDN
Akin, M. Rose	PATH	Bansal, Dajeet B.	MEDN
Al-Zaibag, Muyaed	MEDN	Bansal, Ramesh C.	MEDN
Albert, Julie M.	PSYT	Barcega, Besh R.	EMDN, PEDS
Alexander, Wil	FMDN	Barker, Gary A.	UROLOG
Alhadef, Leslie H.	PSYT	Barnes, Donald T.	RADS
Allard, Martin W.	ANES	Baron, Pedro	SURG
Aloia, Roland C.	ANES, BCHM	Barrera, Marco	OPHM
Alvarez, Louis R.	PSYT	Bartos, Rebekah	MEDN
Alves, Daniel	PRVM	Bastidas, J. Augusto	SURG
Anacaya, Margie T.	PMRH	Baum, Marti	PEDS
Anderson, David V.	ORTH	Baylink, David J.	BCHM, MEDN, ORTH, PEDS
Anderson, Dennis K.	SURG	Beaghtler, Marc A.	UROLOG
Anderson, Donald L.	PSYT	Beal, William S.	ORTH
		Beckwith, J. Bruce	PATH, UROLOG
		Bedros, Antranik A.	PEDS
		Bee, David M.	MEDN
		Behrens, B. Lyn	PEDS
		Bekendam, Pamela Y.	OPHM
		Belen, Nenita	PSYT

Bellinger, Denise	PATH, ANAT	Bruttomesso, Samuel A.	PEDS
Bennett, Jack L.	SURG	Bryan, Patrick J.	RADS
Berdega, Jesus G.	MEDN	Buchholz, John	#PHRM
Bergey, Darren L.	ORTH	Bull, Beryl H.	PMRH
Berk, Lee S.	PATH, PRVM	Bull, Brian S.	#PATH
Berriman, Diane J.	MEDN	Bull, Maureen H.	ANES
Bhat, Venkatesh G.	PSYT	Bullock, Weldon J.	PATH
Bianchi, Christian	SURG	Bunnell, William P.	ORTH, PEDS
Billimoria, Phiroze	RADS	Burnham, Gilbert M.	PRVM
Bischoff, Frederick M.	PRVM	Bush, David A.	RDMN
Bischoff, Joann K.	MEDN	Bush, Sean P.	EMDN
Blacharski, Paul A.	OPHM	Butler, Terrence L.	PRVM
Blackman, Donald M.	MEDN	Byrne, John M.	MEDN
Blackwelder, J. Timothy	RADS		
Blaine, Andrew C.	PSYT	Cabansag, Roger D.	PSYT
Blaine, Cyril D.	MEDN	Camacho, Elber S.	MEDN
Blakeley, Eleanor A.	RDMN	Canga-Siao, Cynthia R.	MEDN
Blakely, Patricia S.	MEDN	Cantin, Edouard	MICR
Bland, David	MEDN	Cantos, Kenneth A.	MEDN, PATH
Blanton, Christopher L.	OPHM	Cao, Jeffrey D.	PATH
Blaylock, Andre V.	FMDN	Carnahan, Clarence, Jr.	PSYT
Block, Barry S.	GYOB	Carlin, Lorna S.	PSYT
Blomquist, Ingrid K.	MEDN	Carlson, John P.	OPHM
Bocachica, John H.	DERM	Carpio, Moises R.	MEDN
Bohr, Thomas W.	NEUR	Carriedo, Heather A.	PEDS
Boling, Eugene P.	MEDN	Carter, Ethelred E.	MEDN
Bonnet, Reiner	MEDN	Casiano, Carlos A.	MEDN, MICR
Bork, Jane	PEDS	Castanotto, Daniela	MICR
Borut, Danielle L.	PEDS	Castro, Daniel	MEDN, FMDN
Bouland, Daniel L.	MEDN	Catalano, Richard D.	SURG, EMDN
Bounds, Jeffrey A.	NEUR	Cemaj, Samuel	SURG
Bowen, William W.	ORTH	Cha, Chul C.	PEDS
Boyne, Philip J.	SURG	Chan, Bobby S.	MEDN
Bozzetti, Louis P., Jr.	PSYT	Chan, Clement K.	OPHM
Braham, Arlene	PRVM	Chan, Francis D. W.	PEDS
Brandstater, Bernard J.	ANES	Chan, Philip J.	GYOB, PHSL
Brandstater, Murray E.	#PMRH	Chaney, Robert H.	MEDN
Brandt, Allen L.	ANES	Chang, Andrew C. H.	MEDN
Brauer, Floyd S.	ANES	Chang, Suzanne E.	MEDN
Brauer, Stanley D.	ANES	Charles-Marcel, Zeno L.	MEDN
Bravo, Norman D.	FMDN	Chase, Donald R.	PATH
Briggs, Bernard D.	ANES	Chase, Resa L.	PATH
Briggs, Burton A.	ANES, PEDS, SURG	Cheek, Gregory	MEDN
Brinegar, Charles H., Jr.	MEDN	Chen, Chien-Shing	MEDN
Britt, Wm. G. III	PSYT	Chen, Shin Tai	BCHM
Brooks, Daniel A.	PSYT	Cheng, Wayne K.	ORTH
Broome, Dale R.	RADS	Chhabra, Gurbir	ORTH
Brown, Gary W.	MEDN	Chi, Esmond	SURG
Brown, Lance	EMDN, PEDS	Chi-Lum, Bonnie I.	PRVM
Brown, Scott E.	PMRH	Chick, Wilson K. W.	PATH
Brown, William E.	ORTH	Childers, Ben J.	SURG
Brown-Harrell, Vickie D.	MEDN	Chin, Terry W.	PEDS
Bruckner, Evert A.	MEDN	Ching, Victor C.	UROL

Chinnoek, Richard E.	PEDS, EMDN	Cummings, Michael A.	PSYT
Chiritescu, Anca	PSYT	Cunningham, Janet A.	FMDN
Chitsazan, Morteza	MEDN	Cutler, Drew	PEDS
Choi, Chul	GYOB	Cutler, Ralph E.	PHRM
Chonkich, George D.	OTOL		
Choo, Evelyn B.	PATH	D'Antonio, Linda	SURG
Chow, Lori J.	SURG	Dai, Qiang G.	ORTH
Chow, Tony	EMDN	Dai, Vo Minh	PEDS
Chrisler, John M.	ORTH	Dajnowicz, Anthony	PEDS
Christison, Caron S. I.	PSYT	Dandamudi, Nagamani	MEDN
Christison, George W.	PSYT	Daniel-Underwood, Linda	EMDN
Chu, Victor B.	PEDS	Daniels, Althea P.	PEDS
Chua, Samuel C.	EMDN	Darnell, T. Allan	PRVM
Chwi, James	SURG	Dasgupta, Chiranjib	BCHM
Chung, Deborah M.	ANES	Date, Vishvanath V.	MEDN
Chung, Paul Y.	OPHM	Davidian, James L.	OPHM
Church, Christopher A.	OTOL	Davidson, Michael J.	PMRH
Churg, Warren B.	FMDN	Davis, Scott M.	PSYT
Cipta, Anne T.	ANES, PMRH	DeGuzman, Lino J.	MEDN
Clark, Alexandra M.	PEDS	De León, Daisy D.	#PHSL
Clarke, Andrea M.	FMDN	De León, Marino A.	PHSL
Clarke, Ian C.	ORTH	del Rio, Michael	SURG
Clegg, William R.	OPHM	Deming, Douglas	PEDS
Cline, Denis J.	OPTH	Deng, Zemin	MEDN
Clippinger, Karen S.	PMRH	Denler, Loren L.	OPHM
Clover, William M.	PEDS	Denmark, Thomas K.	MEDN
Coburn-Litvak, Pamela S.	PHSL	Denmark, T. Kent	EMDN
Coen, Michael J.	ORTH	Deppe, Linda	FMDN
Coggin, C. Joan	MEDN	Derrig, Pearse	RADS
Cohen, Joseph I.	PATH	Devendra, Titus	MEDN
Cojocar, Traian T.	NEUS	Devlin, Vincent J.	ORTH
Colburn, Keith K.	MEDN	Dew, Ann L.	PRVM
Cole, Bradley A.	PATH	Dexter, James R.	MEDN
Cole, Dorothee	NEUR	Donaldson, Thomas K.	ORTH
Collen, Martin J.	MEDN	Doran, Kenneth D.	MEDN
Collins, Norberto E.	SURG	Downey, Ralph III	MEDN
Colohan, Austin R. T.	NEUS	Doyle, Brian S.	ORTH
Concepcion, Waldo	SURG	Drinkard, James P.	MEDN
Condon, David S.	MEDN	Duazo, Neita R.	PATH
Condon, Stanley C.	MEDN	Ducsay, Charles A.	PHSL
Corbett, Steven W.	EMDN	Duerksen-Hughes, Penelope J.	BCHM
Corselli, Johannah	GYOB, ANAT	Duffin, Robert M.	OPHM
Cotton, Adrian N.	MEDN	Dunbar, Jennifer A.	OPHM
Cottrell, Alfred C.	MEDN	Dunbar, Richard D.	RADS
Couperus, James J.	#MEDN	Duran, Carlos	SURG
Coutrakon, George B.	RDMN	Duwal, Ramila	PSYT
Craig, Debra D.	MEDN	Dyer, James F., Jr.	PSYT
Craig, Kevan Z.	PMRH	Dyjack, David T.	PRVM
Craig, William A.	ORTH	Dysinger, Wayne S.	PRVM
Cranston, Richard T.	PSYT		
Cress, C. Raymond	PHRM	Eachus, H. Todd	PEDS
Cruz, Ernesto	PEDS	Eaton, Douglas O. W.	MEDN
Cumings, Christopher D.	RADS	Edwards, Lincoln P.	PHRM

Ehrman, Walter	SURG	Friedrichsen, Eric J.	OPHM
Eichenberg, Brian	SURG	Fritz, Helmut F.	MEDN
Eke, Clifford C.	SURG	Fritzsche, Peggy J.	RADS, UROL
Elias, Grace	SURG	Frivold, Geir P.	MEDN
Elder, Harvey A.	MEDN	Frykman, Gary K.	ORTH
Eli, Bradley A.	PMRH	Funkhouser, Laura	PEDS
Elmendorf, Edward	PEDS	Fymat, Alain L.	RDMN
Enge, Kari M.	PSYT		
Englander, David M.	EMDN	Gabriel, Edward	RADS
Erickson, David G.	ORTH	Galarnyk, Ihor	PSYT
Escher, Alan P.	MICR	Gangolly, Jothi	ANES
Escobar-Poni, Bertha C.	ANAT	Garberoglio, Carlos A.	SURG
Escutin, Rodolfo O.	NEUR	Garberoglio, Maria C.	PEDS
Evans, Dwight C.	MEDN	Gardiner, Geoffrey A.	RADS
Evans, J. Robert	MEDN	Garlitos, Juanito	MEDN
		Garrison, Roger C.	MEDN
Fan, Joseph	OPHM	Geller, Arnold Z.	RADS
Fanous, Yvonne	PEDS	Gemechu, Fekede	SURG
Fargo, Ramiz A.	MEDN	Ghalambor, Navid	ORTH
Fargo, Wise M.	PEDS	Ghazal, Elizabeth	ANES
Farley, John R.	BCHM, MEDN	Ghazal, Ronny G.	ORTH
Farooqi, Mubashir A.	PSYT	Giang, Daniel W.	#NEUR
Fayard, Carlos R.	PSYT	Gibbs, Liliane H.	RADS
Fayard, Elba E. S.	PEDS	Gibson, Desmond D.	DERM
Fedak, Marian A.	MEDN	Giebel, Arthur W.	OPIH
Fernando, Miguelito M.	GYOB	Giem, Marla G.	MEDN
Fernando, Nancy R.	PEDS	Gierz, Monika	PSYT
Fernando, Ronald S.	MEDN	Gilbert, Raymond	GYOB, PHSL, ANAT
Ferry, David R.	MEDN	Gill, Michelle R.	EMDN
Ferry, Linda H.	PRVM, FMDN	Gimbel, Howard V.	OPHM
Fierro, Robert	SURG	Girgis, Raafat W.	PSYT
Finley, J. Michael	MEDN	Gnanadev, Appannagari	SURG
Firek, Anthony F.	MEDN	Godfrey, Thomas E.	MEDN
Fisher, Franz P.	MEDN	Gold, Philip M.	MEDN
Fisher, Kendra	RADS	Golkar, Linda	MEDN
Flaxel, Christina J.	OPHM	Gollin, Gerald	SURG
Fleming, John	FMDN	Gollin, Yvonne G.	GYOB
Fletcher, Hansel M.	MICR	Gomer, Perin D.	NEUR
Fletcher, William H.	ANAT, PHSL	Gonzağa, Alma A.	MEDN
Flowers, Mary	MEDN	Gonzağa, Eduardo J.	MEDN
Fodor, Istvan	MICR	Gonzalez, Jaime E.	EMDN
Foo, Ron	PSYT	Gonzalez, Ramon R., Jr.	PHSL
Forage, James S.	NEUS	Gonzalez, Wilbert	GYOB
Fordham, Stewart	OTOL	Goodlow, Gerald R.	PMRH
Forland, Steven C.	MEDN	Gorenberg, Alan	MEDN
Foster, Glenn L.	MEDN	Gorenberg, Daniel	MEDN
Foster, Ray L.	ORTH	Gottlieb, Bernard	DERM
Fox, David	PEDS	Grames, Barry S.	ORTH
Fox, George	PEDS	Grange, Jeffrey T.	EMDN
Fraser, Gary E.	MEDN, PRVM	Gray, Timothy P.	ORTH
Frausto, Teresa	PSYT	Green, Lora M.	MICR, MEDN, RDMN
Frیده, Joy I.	PATH	Green, Steven M.	EMDN
Friedman, Gerald S.	MEDN	Gregg, Robert H.	GYOB

Gridley, Daila S.	MICR, BCHM, RDMN	Heinrich, James A.	OTOL
Griffin, Margaret A.	MEDN	Heiskell, Lawrence E.	SURG
Griffin, Ronald	MEDN	Henderson, David A.	ANAT
Gropen, Joseph	MEDN	Herber, Marilyn	GYOB
Gross, Matthew F.	PEDS	Herber, Raymond	MEDN
Grover, Michael L.	FMDN	Herbes, Greta M.	PSYT
Grube, Gerald	RADS	Herford, Alan S.	SURG
Guevara-Channell, Patricia	FMDN	Herrman, Jan M.	MEDN
Gugan, Agnes S.	PEDS	Herrmann, E. Clifford	BCHM
Guldner, Gregory T.	EMDN	Herzberger, Kathy A.	MEDN
Gundry, Steven R.	SURG	Hessinger, David A.	PHSL, PHRM, BCHM
Gunnarsson, Jocelyn	MEDN	Heustis, Darryl G.	PATH
Gupta, Subhas C.	SURG	Heywood, J. Thomas	MEDN
Gustafson, G. Allen	ORTH	Hillebrand, Donald J.	MEDN
Guth, Kathlene E.	RADS	Hilliard, Dennis A.	MEDN
Guzek, James	OPHM	Hilliker, Sandra	MICR
Guzon-Castro, Erlinda	ANES	Hillock, Ronald H.	PATH
Gysin, Reinhard	MEDN	Hindman, Bernard W.	RADS
Hackie, E. Mark	RADS	Hinshaw, David B., Jr.	#RADS
Haddad-Wilson, Mouna E.	MEDN	Hirokane, Jane M.	DERM
Hadley, G. Gordon	PATH	Hocko, Janet M.	RDMN
Hadley, H. Roger	UROLOG	Hoffman, Keith D.	PATH, #SURG, SD
Hage, Jean-Claude	FMDN	Hoffman, Thomas J.	MEDN
Hahn, Young-il H.	GYOB	Holness, Yvette A.	PMRH
Hall, Raymond G., Jr.	PHSL	Holshouser, Barbara	RADS
Hall, Susan L.	MEDN	Hong, Jeffrey C.	OPHM
Haller-Wade, Tina M.	FMDN	Hooker, William M.	ANAT
Halverson, Janet E.	PEDS	Hopewell, William J.	SURG
Hamamura, Richard K.	ANES	Hopper, Andrew O.	PEDS
Hammond, Paul G. S. J.	MEDN	Horsley, Joshua L.	PSYT
Harder, Sheri L.	RADS	Horstmann, Jonathan	FMDN
Hardesty, Jeffrey S.	GYOB	Hotchner, Bradley R.	ORTH
Hardesty, Robert	SURG	Houchin, Kenneth	OPHM
Hardin, Steven B.	MEDN	Houwen, Berend	PATH
Harding, George T. IV	PSYT	Howard, Frank D. IV	MEDN
Hardt, William H.	MEDN	Hoxie, Russell E.	MEDN
Harms, Lawrence A.	SURG	Hoyle, Jerry D.	PSYT
Harris, Melvyn L.	EMDN	Hsia, Patricia C.	MEDN
Hart, Kenneth W.	PRVM	Hsu, Frank P. O.	NEUS
Hart, Richard H.	#PRVM	Huang, Galen C. L.	MEDN
Hasso, Anton	RADS	Huang, James J.	MEDN
Hathout, Eba H.	PEDS	Huang, Virginia S. S.	SURG
Hattis, Ronald P.	PRVM	Huang, Wen-Hsiung L.	PEDS
Hau, Benny	FMDN	Huaringa, Arnando J.	MEDN
Hauck, Arthur J.	PATH	Hubbard, Richard W.	PATH, BCHM
Haviland, Mark G.	PSYT	Huffaker, Gary G.	OPHM
Haycock, Korbin	EMDN	Hughes, W. William III	PATH
Haywood, L. Julian	MEDN	Hunt, Enacio G.	MEDN
Hayden, Jonathan M.	EMDN	Hurley, Mary E.	ORTH
Hegewald, Kevin G.	EMDN	Hwang, Bessie L.	PRVM
Hegstad, Douglas R.	MEDN	Hyman, Charles J.	PEDS
Height, Vickie V.	MEDN	Ibrahim, Rauof A.	PEDS
Heine, Nancy J.	MEDN	Ibrahim, Waleed A.	MEDN

Imperio, Joshua A.	MEDN	Katz, Jeffery M.	MEDN
Ing, Jeffrey J.	OPHM	Kay, Brent W.	MEDN
Ing, Michael B.	MEDN	Kean, Charles	PHSL, SURG, SD
Ing, Samuel J.	RADS	Keany, James E., Jr.	EMDN
Isaac, George M.	MEDN	Kedlaya, Divakara	PMRH
Isaacs, Kristen E.	OPHM	Keenan, Robert S.	MEDN
Isaeff, Dale M.	MEDN	Keeney, Elden D.	GYOB
Isinhue, Ming Chang	FMDN	Keidel, Mark T.	FMDN
		Kennedy, Catherine M.	MEDN
Jabola, B. Rodney	RDMN	Kettering, James D.	MICR
Jackson-Townsend, Denise L.	MEDN	Keushkerian, Simon	SURG
Jacobs, Durand F.	PSYT	Khalil, Sherif F.	MEDN
Jacobson, Alan K.	MEDN	Khan, A. Hafeez	MEDN
Jacobson, John D.	GYOB	Khan, Aqueel S.	EMDN
Jahromi, Mehdi S.	MEDN	Khan, Faisal A.	SURG
Jakobsen, Joelle L.	SURG	Khehra, Balram S.	MEDN
James, Patricia L.	EMDN	Kheradpour, Albert	PEDS
Jang, Geun C.	MEDN	Khubesrian, Marina	FMDN
Janner, Donald L.	PEDS	Kidder, Melissa Y.	GYOB
Javor, George T.	BCHM, MICR	Kido, Daniel K.	#RADS
Jay, Shirlene	DERM	Kief-Garcia, Monika L.	RADS
Jeng, Shyun	OPTH	Killeen, J. David	SURG
Jennings, John C.	MEDN	Kim, Daniel B.	SURG
Jensen, Curtis M.	EMDN	Kim, Daniel I. S.	MEDN
Jesse, Claran H.	ORTH	Kim, Dennis Y.	MEDN
Jih, William W.	FMDN	Kim, Mi Ye	MEDN
Job, Jayakaran S.	PRVM	Kim, Grace J.	EMDN
Job, Leela	PEDS	Kim, Jien Sup	PMRH
Jobe, Christopher M.	#ORTH, PATH	Kim, John Y. G.	OTOL
Joe, Victor C.	SURG	Kim, Richard	FMDN
Johna, Samir D.	SURG	Kim, Soo Youn	PEDS
Johnson, Bernarr B.	ORTH	Kim, Susan J.	RADS
Johnson, Cameron J.	PSYT	Kim, Tae E.	EMDN
Johnson, D. Robert	ORTH	Kim, Y. William	PSYT
Johnson, James P.	PSYT	Kimball-Jones, Penny L.	ANES
Johnson, Mark	MICR	Kinback, Kevin M.	PSYT
Johnson, Robert L.	MEDN	King, Alan	#GYOB
Johnson, Ronald B.	GYOB	Kirby, Michael A.	PEDS, PATH, ANAT
Johnson, Walter D.	NEUS	Kirk, Gerald A.	RADS
Johnston, Patricia K.	PRVM	Kirk, Shannon	RADS
Jones, John S.	EMDN	Kirsch, Wolff M.	NEUS, BCHM
Jones, William G.	RADS	Kjellin, Ingrid B.	RADS
Joreteg, Torbjorn I.	MEDN	Klamut, Henry J.	MEDN
Jung, Timothy	OTOL	Klanduch, Frank A.	EMDN
Junkert, William E., Jr.	FMDN	Klein, Robert A.	NEUR
Jutzy, Kenneth R.	MEDN	Klooster, Marquelle J.	PEDS
Jutzy, Roy V.	MEDN	Klop, Winifred J.	PSYT
		Knutsen, Synnove M. F.	PRVM
Kachenmeister, Robert	SURG	Koffman, Martin	ORTH
Kafrouni, George	SURG	Koga, Claire H.	FMDN
Kalbermatter, Olga	PEDS	Kootsey, J. Mailen	PHSL
Kaleita, Thomas A.	PEDS	Kopiloff, George	PSYT
Kalina, Sharon L.	SURG	Korpman, Ralph A.	PATH
Kamdar, Vikram V.	MEDN	Koteira, Faher	MEDN

Kounang, Robertus H.	PMRH	Lewis, Terence D.	MEDN
Kovacic, R. David	EMDN	Li, Kai Ming	SURG
Kovitz, Benjamin	PSYT	Li, Yiming	MICR, SD
Kozman, Maher S.	PSYT	Libanati, Cesar	MEDN
Krahn, Douglas M.	SURG	Lilly, Michael B.	MICR, MEDN
Krick, Edwin H.	MEDN	Lin, Fang Jen	RDMN
Krishnan, Rajagopal	MEDN	Lin, Ju-an	MEDN
Ku, James S.	FMDN	Lin, Ray	RDMN
Kuester, Everrett	RADS	Lin, Ren Jang	MICR
Kuhn, Irvin N.	MEDN	Lindley, Elisa M.	GYOB
Kuhn, Michael	PEDS	Lindsey, Leigh A.	PSYT
Kurth, Donald J.	PSYT	Linkhart, Thomas A.	BCHM, PEDS
		Linton, Anne E.	PSYT
LaCount, Anissa Y.	FMDN	Liu, Antonio K.	NEUR
Lal, Satish K.	ORTH	Liu, Paul C. W.	ORTH
Lam, Mary	PEDS	Liwnicz, Regina G.	PSYT
Lam, Trang	MEDN	Llaurado, Joseph G.	RADS
Lamberton, Henry L.	PSYT	Lo, Takkin	MEDN
Lamin, Victor K.	MEDN	Lofthouse, Gerald	FMDN
Landa, Howard	UROL	Loh, Michelle H.	PEDS
Langga-Sharifi, Euly M.	MEDN	Loh, Samuel	ANES
Langridge, William	BCHM, MICR	Lois-Wenzel, Maria	PEDS
Lao, Wilson D.	MEDN	Longo, Lawrence D.	GYOB, PHSL, PEDS
Larsen, James P.	MEDN	Lonser, Ewald R.	PATH
Larsen, Ranae L.	PEDS	Loo, Lawrence K.	MEDN
Larsen, Steven E.	MEDN	Loredo, Lilia N.	RDMN
Lau, Alan C. K.	MEDN	Loughman, Barbara E.	MEDN
Lau, Carol A.	ANES, PEDS	Loverso, Felice L.	PMRH, NEUR
Lau, Francis Y. K.	MEDN	Ludi, Hector D.	SURG
Lau, Kathleen M.	GYOB	Luh, George Y.	RADS
Lau, Kin-Hing W.	MEDN, BCHM	Lui, Antonio K.	NEUR
Lau, Susie H.	MEDN	Lui, Paul	UROL
Lawrence, Larry C.	PSYT	Lum, Sharon S. J.	SURG
Lazar, Shellee R.	SURG	Luther, R. Daniel	EMDN
Lee, Essie K.	FMDN	Lynch, E. Lea	EMDN
Lee, Esther C.	PMRH		
Lee, Jonathan C.	PMRH	Mace, John W.	#PEDS
Lee, Joseph	MEDN	MacKenzie, D. Allan	ORTH, PEDS
Lee, Kil Un	PATH	Mackett, M. C. Theodore	SURG
Lee, Scott W.	MEDN	Macknet, Jr., Kenneth D.	DERM
Lee, Tony B.	FMDN	MacMurray, James P.	PSYT
Lehocky, Brett E.	SURG	Mahdi, Tarek Z.	FMDN, MEDN
Leonora, Carmela M.	MEDN	Mahmoud, Guison	EMDN
Leonora, John	#PHSL, BCHM, MEDN	Majlessipour, Fataneh F.	PEDS
Lessard, George M.	BCHM	Malik, Imtiaz A.	MEDN
Lester, Margaret H.	FMDN	Malik, Priya	MEDN
Leung, Duncan	MEDN	Manchanda, Ramesh K.	MEDN
Levine, Edward F.	SURG	Mandapati, Ravi	PEDS, MEDN
Levine, Paul A.	MEDN	Manoucheri, Manoucher	FMDN
Levine, Victor D.	EMDN	Mao, Xiao Wen	RDMN
Levy, Jody D.	MEDN	Marais, Gary E.	MEDN
Levy, Richard P.	RDMN	Marais, H. John	MEDN
Lewis, John E.	MEDN, MICR, PATH	Marilao, Hilario A.	PEDS

Marohn, Robert	NEUS	Mohr, Lester L.	SURG
Marsa, Robert J.	MEDN	Molkara, Afshin M.	SURG
Martell, Axa I. Newball	MEDN	Moloney, Patrick M.	MEDN
Martell, J. Todd	MEDN	Montgomery, Susanne B.	PRVM
Martin, Artemio R.	PMRH	Moores, Donald	SURG
Martin, Frederick J.	PEDS	Moorehead, Morrill T.	PATH
Martin, Robert D.	ANES	Moorhead, J. David	UROL, PEDS, SURG
Masinde, Godfred	MEDN	Morgan, Walter C.	FMDN
Maskin, Michael B.	PSYT	Morris, Joan	PEDS
Mason, Linda J.	ANES, PEDS	Morton, Kelly	FMDN
Mathias, Lisel A.	PEDS	Mosaad, Phebe E.	ANES
Matiko, James D.	ORTH	Moyers, Michael	RDMN
Mauer, James S.	PSYT	Moynihan, James A.	EMDN
Maxwell, Kenneth L.	MEDN	Mthombeni, Jonathan J.	PEDS
Mazlumian, Jorge R.	PEDS	Mudge, M. Kenneth	ORTH
McAfee, Molly K.	SURG	Mukherjee, Ashis	MEDN
McClure, Chalmers D. III	PEDS, NEUR	Mulla, Neda F.	PEDS
McCracken, John D.	MEDN	Multani, Malwinder K.	MEDN
McFadden, David D.	MEDN	Munson, Laurel J.	GYOB
McGann, David G.	OTOL	Murdoch, J. Lamont	MEDN
McGhee, William H.	PSYT	Murdoch, William G.	PSYT
McGill, Kenneth J.	GYOB	Murray, Earl D.	MEDN
McGrew, David R.	OPHM	Murray, Rick D.	GYOB
McIvor, Deborah	ANES		
McMillan, James I.	MEDN	Naftel, John C.	EMDN
McMillan, Paul J.	ANAT	Nakamoto, Masao	GYOB
McNaughton, Laurie P.	FMDN	Namihas, Ivan	RDMN
McNaughton, Timothy J.	EMDN	Nash, Walter C.	ORTH
McNeill, James I.	OPHM	Nava, Pedro B.	ANAT
McNeill, Jeanine A.	RADS	Narvaez, Julio	OPHM
Mehta, Chandrakant V.	MEDN	Neglio, Michael	RADS
Mehta, Sukh S. R.	MEDN	Neidigh, Jonathan W.	BCHM
Mellinger, Ronald L.	PEDS	Nelson, Gregory A.	RDMN
Meltzer, Elliot A.	FMDN	Nelson, Jerald C.	MEDN, PATH
Merideth, Charles	PSYT	Nesper, Timothy P.	EMDN
Merkel, Clifford D.	ORTH	Nethery, W. James	RMDN
Meyer, James A.	ANES	Neufeld, Timothy E.	FMDN
Meyer, Robert E., Jr.	PEDS	Neumann, Monica M.	ANES
Mierau, Gary W.	PATH	Newsom, Helen	PEDS
Miles, Duncan A. G.	SURG	Ng, Sherlene	MEDN
Milholm, Richard L.	FMDN	Ngó, Eric	PRVM
Mikhael, Magdi	PSYT	Nguyen, H. Bryant	EMDN
Miller, Daniel W.	RDMN	Nist, Laura H.	NEUR
Miller, Donald	NEUR, MEDN	Nitta, Annette T.	MEDN
Miller, James S.	PEDS	Noğuchi, Thomas T.	PATH
Miller, Kenneth	PSYT	Nowrangí, Pushpa	PEDS, MEDN
Milligan, Jamie R.	RDMN		
Mills, Daniel C.	SURG	Obenaus, Andre	RADS, RDMN
Mirza, Farrukh	PEDS	Oberg, Kerby C.	PATH, ANAT
Mittal, Renu	FMDN	Ochoa, Humberto R.	EMDN
Moersch, Richard N.	SURG	Oh, Young Hyun	OPHM
Mohan, Subburaman	BCHM, MEDN, PHSL	Ojogho, Okechukwu N.	SURG
Mohr, Gina J.	FMDN	Oliverio, Michael R.	FMDN

Olson, Inger L.	PEDS	Pink, Marilyn M.	ORTH
Olson, Mark W.	FMDN	Platt, Marc L.	MEDN
Oommen, Suma	MEDN	Pomeroy, Jonnel W.	PEDS
Opai-Tetteh, David	DERM	Power, Gordon G.	GYOB, MEDN, PHSL
Opsahl, Michelle T.	FMDN	Prakash, Ved	RADS
Orr, Barbara L.	FMDN	Prendergast, Thomas J.	PRVM
Orr, Robert D.	FMDN	Preston, William	RDMN
Osborn, Jamie S.	FMDN	Price, J. Edson	SURG
Oshiro, Karen N.	GYOB	Proctor, George J.	PSYT
Oshrin, Harvey W.	PSYT	Prout, Harry C.	SURG
Osterdock, Renatta J.	NEUS	Pulec, Jack L.	OTOL
Otero, Jay M.	PSYT	Pulido, Emmeline	PEDS
Owen, Fay D.	PSYT	Pulverman, R. Steven	FMDN
Oyemade, Olusola A.	PEDS, SURG	Punjabi, Anil P.	SURG
		Putnok, Gilbert J.	MEDN
Pai, Anita M.	PMRH		
Pai, Ramdas G.	MEDN	Qin, Xue Zhong	MEDN
Pai, Shantharam R.	FMDN	Quinton, Bonnie S.	PSYT
Pai, Sudha	MEDN		
Pant, Keshab D.	MEDN	Racine, Harold V.	GYOB
Pappas, James M.	PATH	Radcliffe, Anthony B.	PRVM
Pardave, Raul	FMDN	Rains, Victoria	MEDN
Park, Seekook	MEDN	Raiszadeh, Moussa	RADS
Parkes, Kevin J.	EMDN	Rambharose, John A.	MEDN
Patchin, Rebecca	ANES	Rao, Ravindra	PEDS
Patel, Bipin L.	PSYT	Rasi, Alfredo L.	SURG
Patel, Jigar D.	MEDN	Rausser, Michael E.	OPHM
Patton, William C.	GYOB	Ray, Andrea O.	SURG
Patyal, Baldev R.	RDMN	Raza, Anwar S. S.	PATH
Pauls, Gary L.	MEDN	Raza, Syed J.	MEDN
Pearce, Barry F.	NEUS	Razzouk, Anees J.	SURG
Pearce, Ronald G.	PEDS	Reese, Leroy A.	GYOB
Pearce, William J.	PHSL, BCHM	Reeve, Ivan L.	FMDN
Peckham, Norman H.	PATH	Reeves, Clifton D.	SURG
Pecaut, Michael J.	RDMN	Reeves, Mark E.	SURG
Peppers, Timothy A.	ORTH	Reeves, Michelle E.	FMDN
Pereyra, Robert	SURG	Reinhold, Eskild A.	ORTH
Perez, Donald U.	OTOL	Reiswig, Philip H.	ORTH
Perez, Mia C. N.	PATH	Rendell-Baker, Leslie	ANES
Pesavento, Richard D.	OPHM	Rentschler, Robert E.	MEDN
Peters, Warren R.	PRVM	Resch, Charlotte	SURG
Petersen, Floyd E.	PRVM	Reynolds, Lowell W.	ANES, PMRH
Peterson, Donald I.	MEDN, NEUR, PHRM	Rezkalla, Maher A.	MEDN
Peterson, Gordon W.	MEDN, NEUR	Ribeiro, Paulo A.	MEDN
Peterson, John E., Jr.	PEDS, SD	Richards, Douglas C.	PRVM
Petti, George H., Jr.	OTOL	Richards, Winston H.	UROLOG
Peverini, Ricardo L.	PEDS	Richlin, Spencer S.	GYOB
Pham, Lien T.	FMDN	Ricketts, Herman H.	MEDN
Phatak, Prashant V.	MEDN	Riesen, Sharon K.	PEDS
Philip, Shailendri E.	RADS	Riesenman, John P.	PSYT
Phillips, Barratt L.	OPHM	Riezman, Alan J.	OPHM
Piantini, Rebeca E.	PEDS	Rigsby, Rhodes L.	MEDN
Pickart, Michael C.	SURG	Rivera, Jorge L.	SURG, FMDN

Rizkalla, Suzanne S.	MEDN	Schlaerth, Katherine R.	FMDN
Roberson, B. B.	ANES	Schneider, Kimber L.	OPHM
Roberts, Steven E.	MEDN	Schoene, Herman R.	ORTH
Roberts, Wendy E.	MEDN	Schulte, Reinhard W.	RDMN
Robles, Antonio E.	SURG	Schultz, David E.	PSYT
Roddy, Sarah M.	PEDS, NEUR	Schultz, Gerald	OPHM
Rogers, Frank R.	SURG	Schultz, Robert L.	ANAT
Roghair, Garry D.	RADS	Schulz, Eloy E.	RADS
Roman, Maher A.	MEDN	Schwandt, Allen L.	MEDN
Ronan, Ann M.	FMDN	Schwartz, Alan C.	MEDN
Roos, Philip J.	MEDN	Schwartz, Elaine B.	MEDN
Ropacki, Michael T.	NEUR	Sehult, Roger D.	MEDN
Rosario, Carolann R.	MEDN	Sentenn, Gregg A.	PSYT
Rosenquist, Robert C., Jr.	OPHM	Sehra, Ruchir	MEDN
Rossi, Carl J.	RDMN	Serabyn, Cynthia L.	MEDN
Rossi, John J.	BCHM, MICR	Seraj, Ibrahim M.	GYOB
Roth, Patricia J. D.	PSYT	Sevilla, Conrado C.	PSYT
Roth, Kenneth R.	ORTH	Shah, Manoj C.	PEDS
Roth, William G.	PSYT	Shah, Praful C.	PEDS
Rouse, Glenn A.	RADS	Shah, Pravin M.	MEDN
Rowe, Mark	OTOL	Shankel, Tamara M.	MEDN, PEDS
Rowsell, Edward H.	PATH	Sharpe, Lawrence D.	PEDS
Ruckle, Herbert C.	UROL	Shartsman, Hyun S.	GYOB
Rudich, Marc D.	SURG	Shareef, Tahseen	MEDN
Ruh, Katja	MEDN	Shaw, Kathryn	GYOB
Ruiz, Cynthia C.	MEDN	Sheldon, Richard L.	MEDN
Runyon, Bruce A.	MEDN	Sheppard, Asher R.	PHYS
Rusch, Roy M.	ORTH	Sheridan, Clare M.	PEDS, EMDN
Russell, Findlay E.	NEUS	Sheridan, Frank R.	PATH
Ryu, Junichi	MICR	Sherman, Mark D.	OPHM
		Sherwin, Thomas S.	EMDN, PEDS
Saaty, Hans	RADS	Shin, Anthony S.	PSYT
Sadjadi, Sevel A.	MEDN	Shiu, Wilfred	PRVM
Sahney, Shobha	PEDS	Shoji, Hiromu	ORTH
Sajid, Melvin L.	PSYT	Shook, James E.	ORTH, PEDS
Sakala, Elmar P.	GYOB	Shrader, Sandra K.	MEDN
Saks, Gerald	PEDS	Shu, Stanford K.	PEDS
Salih, W. Ahmad	EMDN	Shum, Terence H. C.	MEDN
Salo, Jonathan C.	SURG	Shutter, Lori A.	NEUR, ANES
Salvador, Herminia S.	GYOB	Siedenburg, Eric	EMDN
Samady, Abdul R.	ANES	Silva, Vasthi V.	MEDN
Samarza, Alane M.	FMDN	Silvergleid, Arthur J.	PATH
Samples, John W.	MEDN	Simental, Alfred A.	OTOL
Sandberg, Lawrence B.	MEDN, PATH	Simental, Maira	RDMN
Sandlin, Constance J.	PEDS	Simon, Diana	PSYT
Sando, Marvin M.	GYOB	Simon, Lauren M.	FMDN
Saphyakhajon, Phisit	PEDS	Simpson, William R.	PSYT
Sasaki, Gordon H.	SURG	Singh, Pramil N.	PRVM
Saukel, George W.	PATH	Singhvi, Ajeet R.	MEDN
Scafidì, David E.	RADS	Skenderian, Daniel	PSYT
Schaepper, Mary Ann	PSYT	Skoretz, Lynnetta S.	MEDN
Scheult, Victor D.	MEDN	Slater, James B.	RADS, RDMN
Schifrin, Barry S.	GYOB	Slater, James M.	#RDMN

Slater, Jerry D.	RDMN	Tarar, Ahmad K.	PSYT
Slaughter, Angela F.	PEDS	Taylor, Barry L.	#MICR, BCHM
Slayback, John B.	SURG	Teel, Robert W.	PHSL
Sloop, R. Richard	NEUR	Teichman, Siegmund	MEDN
Small, Mary L.	GYOB	Teller, Douglas W.	MEDN
Smith, Bruce E.	PRVM	Teruya, Theodore H.	SURG
Smith, Douglas C.	RADS	Testerman, John K.	#FMDN
Smith, Dustin D.	EMDN	Testerman, Nancy	FMDN
Smith, Jason C.	RADS	Thiel, John T.	PSYT
Smith, Jodi O.	OPHM	Thomas, Kim M.	MEDN
Soderblom, Robert E.	MEDN	Thomas, Mark E.	EMDN
Soeprono, Fred F.	DERM, PATH	Thomas, Tamara L.	EMDN
Soloniuk, Victor J.	ANES	Thompson, Gordon W.	MEDN
Song, Grace E.	FMDN	Thompson, Joseph R.	RADS
Soo, Izabella	NEUR	Thompson, Kevin S.	PATH
Sood, Satish M.	BCHM	Thompson, Teresa L.	ANES
Soto, Ubaldo	MICR	Thorington, Glyne U.	PHSL
Sowers, Lawrence C.	#BCHM, MICR, MEDN	Thorward, Sul R. O.	PSYT
Sparks, Dale B.	MEDN	Thyagarajan, Srinivasan	ANAT, PATH
Sparks, Stephen T.	PMRH	Tiwari, Bhoodev	MEDN
Specht, N. Lennard	MEDN	Tong, Karen A.	RADS
Spencer-Smith, E. Laurence	GYOB	Tooma, Ghassan S.	ORTH
Srivastava, Apurva	MEDN	Tooma, Tom	OPHM
Stanhiser, Ruth	FMDN	Torres, Abel	#DERM
Stanisai, Khushal A.	MEDN	Torres, Sidney E.	ANES
Steele, Robert	EMDN	Torres, Vilma	MEDN
Steinman, John C.	ORTH	Torrey, Robert R., Jr.	UROL
Stephenson, Charles M., Sr.	OPHM	Tourtellotte, Charles R.	MEDN
Stepien, Betty	MEDN	Tran, Louis	EMDN
Stewart, Charles E. III	OTOL	Trenkle, Ingrid E.	DERM
Stewart, Gail	EMDN	Trenkle, Steven J.	PATH
Stewart, Steven C.	UROL	Trupp, Diana L.	PEDS
Stier, Gary R.	ANES	Tsai, Christopher	UROL
Stilson, Donald L.	ANES	Tudtud-Hans, Leah A.	MEDN
Stockdale, John C.	PSYT	Tully, Richard J.	RADS
Stoletniy, Liset N.	MEDN	Tulyathan, Pranee	PEDS
Storkersen, Kris J.	OPHM	Tyler, Richard P.	PEDS
Stottlemeyer, Debra D.	MEDN	Tysor-Tetley, Mary E.	PSYT
Strong, Donna D.	MEDN, MICR, BCHM	Uber-Zak, Lori D.	NEUR
Strong, Richard M.	MEDN	Uffindell, Sarah	NEUR
Strum, Scott R.	PMRH	Ulloa-Michaelis, Julie A.	MEDN
Sun, Chao H.	MEDN	Umgelter, Edward H.	SURG
Swabb, Richard J.	MEDN	Unger, Jeffrey R.	FMDN
Swensen, Ron	GYOB	Unis, Joseph S.	RADS
Swope, David M.	NEUR	Unwalla, Khushro	PSYT
Tabuenca, Arnold D.	SURG	Uppal, Gurvinder S.	ORTH
Tan, Catherine A.	PEDS	Vannix, David L.	SURG
Tan, Linda Giles	MEDN	Vannix, Robert S.	SURG
Tan, Matthew S.	SURG	Van Nieuwenhuysen, Nicholaas J.	PSYT
Tan, Shirley	ANES	van Stralen, Daved W.	PEDS, EMDN
Tan, Shirley M.	MEDN	Varadarajan, Padmini	MEDN
Tan, Stanley A.	MEDN, PATH		

Vatnitsky, Stanislav	RDMN	Wong, Sammy S.	MEDN
Vaughan, Darrell L.	GYOB	Wongworawat, M. Daniel	ORTH
Verde, E. Ray	PSYT	Woo, Michael K.	MEDN
Verska, Joseph J.	SURG	Wood, Beverly	RADS
Vincent, Alix	RADS	Wood, David L.	ORTH
Vipond, Bertrand H.	MEDN	Wood, Michael	SURG
Voleti, Vasanti	PEDS	Wood, Virchel E.	ORTH
Vura-Weis, Dorothy E.	FMDN	Wresch, Robert R.	OPHM
Vyhmeister, Edwin E.	SURG	Wright, Edwin T.	DERM, PATH
Vyhmeister, Nidia R.	PEDS	Wright, Kenneth R.	ANAT
		Wu, Ronald S.	GYOB
Wagner, Robert J.	GYOB	Wursten, April	PSYT
Wagner, William	SURG, ANAT	Wycliffe, Nathaniel D.	RADS, OTOL
Wallace, G. Carleton	ORTH		
Wallar, P. Harold	OPHM	Yamada, Robert K.	FMDN
Walsh, Eric G.	FMDN	Yamanishi, J. Frank	SURG
Walter, Michael H.	MEDN	Yanni, George S.	PEDS
Walters, Clifford A.	GYOB	Yap, Wilson J.	MEDN
Wang, Hansen	SURG	Yee, Kim	PEDS
Wang, Jun	PATH	Yegge, Steven R.	ORTH
Wang, Nan	SURG	Yellon, Steven M.	ANAT, PEDS, PHSL
Warnell, Ronald	PSYT	Yhip, Sherrie E.	PEDS
Warner, Kim	GYOB	Yonemoto, Leslie T.	RDMN
Warren, Janelle M.	FMDN	Yoon, Patricia S.	OPHM
Wat, Bo Ying	PATH	Young, Lionel W.	RADS, PEDS
Wat, Linda I.	ANES	Youssef, Moheb S.	ANES
Wat, Pamela J.	PATH	Yu, Jack	FMDN
Watkins, Barry E.	ORTH	Yu, Leisure	ORTH
Watkins, Gregory E.	RADS	Yusufaly, Yasmin A.	MEDN
Watkins, Hubert C.	DERM		
Watson, James R.	ORTH	Zane, Ernest S.	#OPHM
Webster, James L.	SURG	Zane, Steven E.	OPHM
Ween, Jon E.	PMRH	Zhang, Lubo	PHRM
Welsh, David B.	SURG	Zhu, Yong Hua	NEUS
Wergedal, Jon E.	MEDN, BCHM	Zirkle, Thomas J.	SURG, EMDN
Werner, Leonard S.	MEDN, FMDN, PHSL	Zouros, Alexander	NEUS
Wessels, Izak F.	OPHM	Zuccarelli, Anthony J.	MICR, BCHM
West, J. Robert	DERM	Zuppan, Craig W.	PATH
Wiesseman, George J.	ORTH		
Wilbur, David W.	MEDN		
Wilcox, R. Bruce	BCHM		
Wilkins, David L.	OPHM		
Wiley, Thomas E.	RADS		
Williams, Paul	ORTH		
Williams, Traci H.	PEDS		
Wilson, Samuel G.	EMDN		
Winston, Karen A.	PEDS		
Wittlake, William A.	EMDN		
Wohlmuth, Cinna T.	GYOB		
Wolcott, Deane L.	PSYT		
Wolfsen, James	RADS		
Won, Esther	FMDN		
Wong, Raymond Y.	MEDN		



SUMMARY OF GRADUATES

Class of 1914	6	Class of 1960	85
Class of 1915	12	Class of 1961	87
Class of 1916	10	Class of 1962	82
Class of 1917	13	Class of 1963	99
Class of 1918	22	Class of 1964	103
Class of 1919	5	Class of 1965	78
Class of 1920	14	Class of 1966	89
Class of 1921	20	Class of 1967	89
Class of 1922	23	Class of 1968	83
Class of 1923	39	Class of 1969	69
Class of 1924	58	Class of 1970	85
Class of 1925	70	Class of 1971	95
Class of 1927	42	Class of 1972	97
Class of 1928	36	Class of 1973	APR 97
Class of 1929	65	Class of 1973	SEP 121
Class of 1930	67	Class of 1974	135
Class of 1931	78	Class of 1975	82
Class of 1932	83	Class of 1976A	81
Class of 1933	69	Class of 1976B	72
Class of 1934	90	Class of 1977A	79
Class of 1935	82	Class of 1977B	80
Class of 1936	95	Class of 1978A	70
Class of 1937	73	Class of 1978B	67
Class of 1938	109	Class of 1979A	64
Class of 1939	109	Class of 1979B	81
Class of 1940	93	Class of 1980A	74
Class of 1941	90	Class of 1980B	66
Class of 1942	77	Class of 1981	100
Class of 1943	82	Class of 1982	143
Class of 1944A	67	Class of 1983	138
Class of 1944B	77	Class of 1984	129
Class of 1945	72	Class of 1985	131
Class of 1946	93	Class of 1986	134
Class of 1947	90	Class of 1987	129
Class of 1948	87	Class of 1988	131
Class of 1949	86	Class of 1989	127
Class of 1950	74	Class of 1990	145
Class of 1951	81	Class of 1991	142
Class of 1952	81	Class of 1992	153
Class of 1953A	100	Class of 1993	129
Class of 1953B	93	Class of 1994	154
Class of 1954	91	Class of 1995	153
Class of 1955	93	Class of 1996	153
Class of 1956	84	Class of 1997	140
Class of 1957	98	Class of 1998	167
Class of 1958	96	Class of 1999	149
Class of 1959	77	Class of 2000	154
		Class of 2001	166
		Class of 2002	151
		Class of 2003	152
		Class of 2004	<u>144</u>
		TOTAL	8896

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

Founded as College of Evangelists 1905-06. Chartered as College of Medical Evangelists by the state of California December 13, 1909. Accredited by Northwest Association of Secondary and Higher Schools April 7, 1937. Accredited by WASC (Western Association of Schools and Colleges) (prior to January 1962, Western College Association) February 24, 1960. Became Loma Linda University July 1, 1961. Professional curricula started and approved as indicated.

THE PROFESSIONS

GRADUATE SCHOOL: Started in 1954. Accredited through University accreditation.

SCHOOL OF ALLIED HEALTH 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 Dental 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.

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 Dietetic Technology Program is currently granted continuing accreditation by the Commission on Accreditation for Dietetics Education of the American Dietetic 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.

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.

NUCLEAR MEDICINE TECHNOLOGY: Started in 1970. Approved by the Council on Medical Education of the American Medical Association June 23, 1973. Currently approved by the Joint Review Committee on Educational Programs in Nuclear Medicine Technology.

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: Started in 1959. Initial approval by the Council on Medical Education of the American Medical Association June 10, 1960. Full approval March 30, 1962. Currently approved by the Accreditation Council for Occupational Therapy Education.

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.

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.

PHYSICAL THERAPIST ASSISTANT: Started in 1989. Approved by the American Physical Therapy Association April 4, 1990.

PHYSICAL THERAPY: Started in 1941. Initial approval by the Council on Medical Education of the American Medical Association June 6, 1942. Currently approved by the American Physical Therapy Association.

PHYSICIAN ASSISTANT: Started in 2000. Provisional accreditation granted October 20, 2000, by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). Effective January 1, 2001, CAAHEP was succeeded by the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA). Accredited March 2002 by ARC-PA.

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 (CAAHEP) in collaboration with the Committee on Accreditation for Respiratory Care (CoARC) (formerly known as: Joint Review Committee for Respiratory Therapy Education [JRCRTE]).

SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY: Approved by the American Speech-Language-Hearing Association June 1, 1991.

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

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

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

ORAL AND MAXILLOFACIAL SURGERY: Started in 1964. Approved by the Commission on Dental Accreditation of the American Dental Association since 1967.

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 1961. Approved by the Commission on Dental Accreditation of the American Dental Association since December 1967.

PROSTHODONTICS: Started in 1993. Approved by the Commission on Dental Accreditation of the American Dental Association since February 1995.

SCHOOL OF 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.

SCHOOL OF NURSING: Hospital school started at Loma Linda in 1905. Hospital school added at Los Angeles in 1924. Collegiate program in nursing organized in 1948. Accredited by the National Nursing Accrediting Service December 10, 1951, with approval continuing under the National League for Nursing until 2001. Initial 1917 approval of the California State Board of Health extended until college program approved July 1, 1952, by the California Board of Registered Nursing. California Board of Registered Nursing approval since 1952. Public health nursing preparation recognized in 1959. School accredited by the Commission on Collegiate Nursing Education (CCNE) since 1999.

SCHOOL OF PUBLIC HEALTH: Started in 1948; reorganized in 1964. Approved by the American Public Health Association June 23, 1967. Currently approved by the Council on Education for Public Health.

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 (WASC)
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.

All entry-level degrees are accredited by their respective professional accrediting associations.

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
E-mail: caadac@jps.net

Marital and Family Therapy

Commission on Accreditation for Marriage and Family Therapy Education of the American Association for Marriage and Family Therapy
1133 15th Street NW, Suite 300
Washington, DC 20005-2710
Phone: 202 / 467-5111 or 452-0109
FAX: 202 / 223-2329
Web site: www.aamft.org
E-mail: coamfte@aamft.org

Psychology

American Psychological Association
750 First Street NE
Washington, DC 20002-4242
Phone: 202 / 336-5500
FAX: 202 / 336-5978
Web site: www.apa.org
E-mail: 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
E-mail: info@cswe.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
E-mail: accreditation@asha.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, ext. 101
FAX: 817 / 354-8519 or 817 / 252-0773
Web site: www.coarc.com
E-mail: richwalker@coarc.com (director)
or nchec@nchec.org

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
E-mail: 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
E-mail: naaclsinfo@naacls.org
California Department of Health, Laboratory Field Services
2151 Berkeley Way, Annex 12
Berkeley, CA 94707-1011
Phone: 510 / 873-6449

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
E-mail: naaclsinfo@naacls.org
California Department of Health, Laboratory Field Services
2151 Berkeley Way, Annex 12
Berkeley, CA 94707-1011
Phone: 510/873-6449

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

E-mail: caahep@caahep.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

E-mail: caahep@caahep.org

Nutrition and Dietetics**Dietetic Technology Program—A.S.****Nutrition and Dietetics Program—B.S.**

Commission on Accreditation for
Dietetics Education (CADE) of the
American Dietetic Association

120 South Riverside Plaza, Suite 2000

Chicago, IL 60606-6995

Phone: 312 / 899-0040, ext. 5400 or

800 / 877-1600, ext. 5400

FAX: 312 / 899-4817

Web site: www.eatright.org/cade

E-mail: 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 800 / 377-8555

FAX: 301 / 652-7711

Web site: www.aota.org

E-mail: accred@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

E-mail: see Web site

Radiation Technology**Medical Radiography—A.S.****Radiation Therapy Technology—certificate**

Joint Review Committee on Education in
Radiologic Technology (JRCERT)

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

Phone: 312-553-9355

FAX: 312 / 553-9616

Web site: www.caahep.org

E-mail: caahep@caahep.org

Joint Review Committee on Education in
Diagnostic Medical Sonography (JRC-DMS)

2025 Woodlane Drive

St. Paul, MN 55125-2995

Phone: 651 / 731-1582

FAX: 651 / 731-0410

Web site: www.jrcdms.org

E-mail: jrc-dms@jcahpo.org

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

E-mail: 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

E-mail: accreditation@asha.org

SCHOOL OF DENTISTRY

American Commission on Dental Accreditation

211 East Chicago Avenue

Chicago, IL 60611

Phone: 800 / 621-8099 or 312 / 440-4653

FAX: 312 / 440-2915

Web site: www.ada.org

E-mail: horanc@ada.org

SCHOOL OF MEDICINE

Liaison Committee on Medical Education
Association of American Medical Colleges

2450 N Street NW

Washington, DC 30037

Phone: 202 / 828-0596

FAX: 202 / 828-1125

Web sites: www.lcme.org; www.aamc.org

E-mail: 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.rn.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.aacn.nche.edu/accreditation

SCHOOL OF PUBLIC HEALTH

Council on Education for Public Health
800 Eye St. NW, Suite 202
Washington, DC 20001-1397
Phone: 202 / 789-1050
FAX: 202 / 789-1895
Web site: www.ceph.org
E-mail: jconklin@ceph.org

Health Promotion and Education

Certified Health Education Specialist (CHES)

National Commission for Health Education
Credentialing, Inc.
944 Marcon Boulevard, Suite 310
Allentown, PA 18109
Phone: toll free 888 / 624-3248 or 673-5445
FAX: 800 / 813-0727
Web site: www.nchec.org
E-mail: nchec@nchec.org

Environmental and Occupational Health

Registered Environmental Health Specialist

State of California
Environmental Health Specialist
Registration Program
601 North 7th Street, MS 396
P.O. Box 942732
Sacramento, CA 94234-7320
Phone: 916 / 324-8819
FAX: 916 / 323-9869
Web site: www.dhs.ca.gov
or www.dhs.cahwnet.gov
E-mail: rhook1@dhs.ca.gov

Nutrition

Commission on Accreditation for
Dietetics Education (CADE) of the
American Dietetic Association
120 South Riverside Plaza, Suite 2000
Chicago, IL 60606-6995
Phone: 312 / 899-0040, ext. 5400 or
800 / 877-1600, ext. 5400
FAX: 312 / 899-4817
Web site: www.eatright.org/cade
E-mail: education@eatright.org

THE UNIVERSITY LIBRARIES

Major library resources

Three major library resources on campus support the University's academic programs. These are:

- the Del E. Webb Memorial Library,
- the Jesse Medical Library and Information Center (JMLIC), and
- the Veterans Administration Library Services.

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

Central library

The historical roots of the Del E. Webb Memorial Library—the central library of Loma Linda University—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. In 1981 a new library was built, funded by a Del E. Webb Foundation grant, 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 2003, the library had a total collection of 353,019 books and bound journals; 165,856 print and electronic books; 8,211 current print and electronic journal titles; and 6,060 media items. For more information, go to <http://www.llu.edu/llu/library/about/libstats.htm>.

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, and access to the Internet. The Library also provides hundreds of online databases, including full text; 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

Access to resources

The Del E. Webb Memorial Library's Online Public Access Catalog (OPAC) provides integrated access to all campus library collections. In addition to the collections of the Del E. Webb Memorial Library and of the JMLIC, there are Nursing Skills Lab, Bioethics, East Campus, Nutrition, Occupational Therapy, and Geoscience Research Center collections. The OPAC also provides access to the combined collections of some thirty-nine libraries through LinkPlus, a book-request service and union catalog of more than 8 million records.

The Library's Web site serves as a gateway to all electronic resources in our system, as well as those resources available on the Internet. The Library's databases provide access to more than 5,000 full-text and citation databases.

The Library participates in national and regional networks such as 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 Inland Empire Academic Library Cooperative (IEALC) and San Bernardino, Inyo, Riverside Counties United Library Services (SIRCULS). Membership in these cooperatives gives Loma Linda University students, faculty, and staff access to the collections of these libraries, archives, and special collections.

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. It includes print materials; rare books; theses; dissertations; microforms; sound recordings; several thousand photographs; and 14,000 linear feet of archival materials, including papers of various denominational and University officials, as well as the congressional papers of the Honorable Jerry and Shirley Pettis. Searchable digitized indexes for various document files are also available via the Library's Web site.



ELLEN G. WHITE ESTATE LOMA LINDA BRANCH OFFICE

Also located in the Library is a branch office of the Ellen G. White Estate. It contains 60,000 type-written 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 variant editions of her works is available on the Library's home page.



**LLUSMC
CAMPUS
MAP**



UNIVERSITY AVE.

LOT G*
LLUMC Employee
Parking Garage

PROSPECT ST.

LOT F North*
Nelson House 63

LOT F West*
64 West Hall (SN SP, T.L.C., GS admin.)

LOT F South*

← to 215

= Medical Center amphitheaters
H = Heliports

CAMPUS STREET

LOT X (unpaved)*
Gentry Gymnasium (not to scale)

LOT X (paved)*
Media Services

LOT Y**
16 Alumni Hall for Basic Sciences

LOT Y**
15 Shryock Hall

LOT Y**
17 Riskley Hall

LOT Y**
23 Griggs Hall (FR, GS)

LOT Y**
24 Mortensen Hall

LOT Y**
22 Magan Hall

LOT Y**
21 Heritage Room

LOT Y**
18 Barnden Hall

LOT Y**
19 Visitors Center

LOT Y**
14 Evans Hall (Ctr. for Health Promo.)

LOT Y**
18 Orthopaedics/Bioengineering Research Lab

LOT Y**
20 Randall Center

LOT Y**
26 University Church

LOT Y**
27 Campus Chapel Fellowship Hall

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28 Prince Hall (SD)

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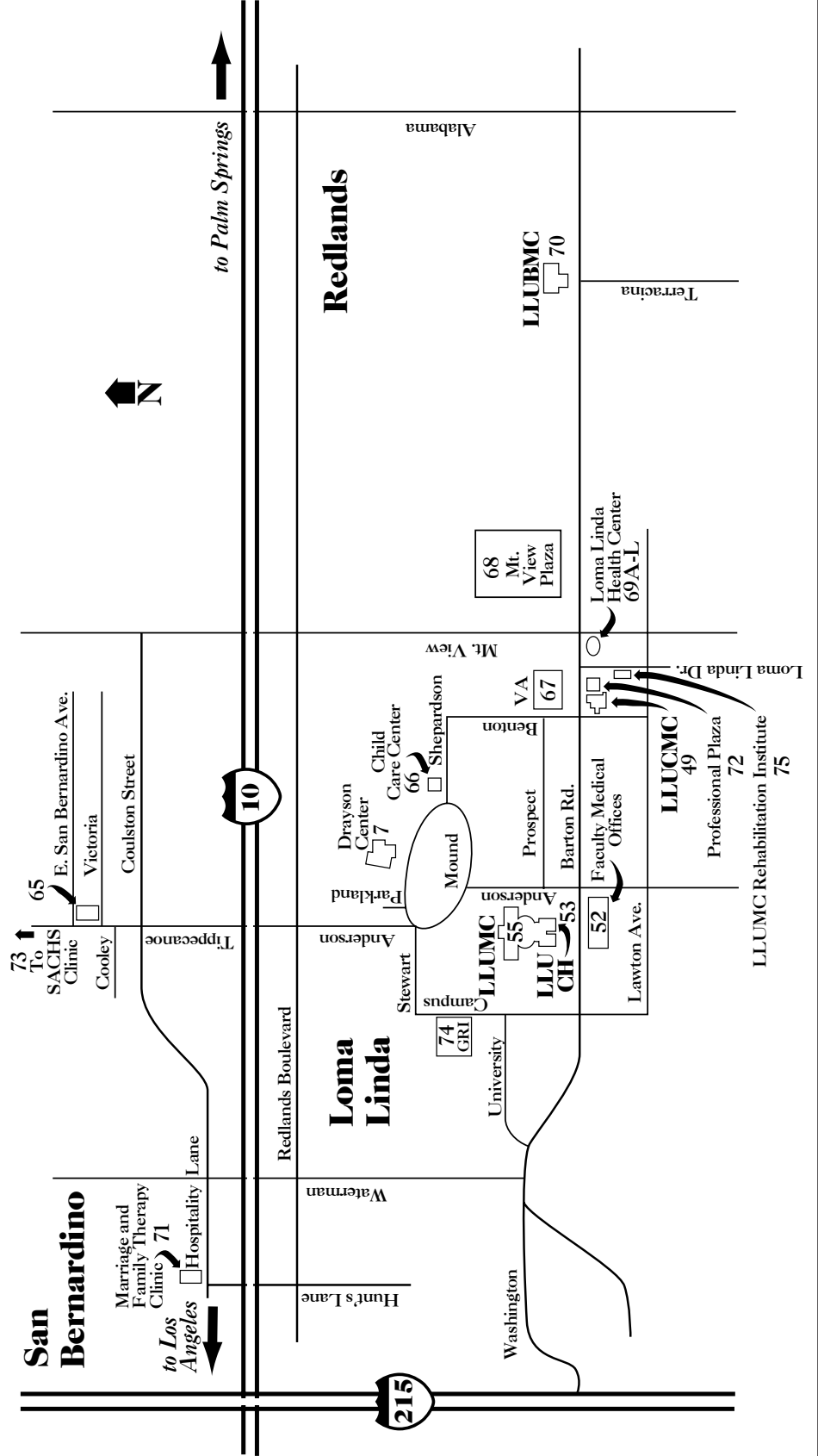
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**Area Map
and numerical legend**

- 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



Key to abbreviations and symbols

(See also key to Schools on Campus Map)

X = Nearest cross street

> = See Area Map

LLU/AHSC = Loma Linda University
Adventist Health Sciences Center

LLU = Loma Linda University
LLUBMC = Behavioral Medicine Center
LLUCH = Children's Hospital
LLUCMC = Community Medical Center
LLUMC = Medical Center

Campus Map (numerical)

1. Gentry Gymnasium
2. Media Services (University, MC)
3. Housekeeping (University); Radiation / Hazardous Materials Safety
4. Campus Engineering (maintenance shops); Lock and Key; Campus Receiving (University); 4C=Garage buildings
5. Purchasing (University); Campus Engineering (machine shop)
6. University Printing Services and Design Department; Construction; Architectural Services; Warehouse
7. Drayson Center: volleyball/basketball gym, intramurals, tennis, badminton, racquetball, cardio and weight rooms, aerobics studios, tracks, pools, arts and crafts; chaplain's office; Superfield; Student Union; Student Association
8. Speech and Hearing Clinic (AH)
9. Nichol Hall: School of Public Health, Centers for Health Research and for Health and Development; School of Allied Health Professions; 9C = Cottages; #60 ("Blue")—Marketing and Retention (AH); #70 ("Brown")—OT Field Work Office (AH); #80 ("Green")—SIMS, Center for Health and Development (PH)
10. Daniels Residence Complex (men; graduate women)
11. Lindsay Hall (women's residence)
12. Campus Hill SDA Church
13. Linda Hall (Campus Hill SDA Church)
14. Evans Hall: Center for Health Promotion; Cutler Amphitheater; Student Health Service
15. Shryock Hall: Anatomy; Embryology Museum
16. Alumni Hall for Basic Sciences; Microbiology; Pathology; Courville Museum (pathology)
17. Risley Hall: Physiology; Pharmacology; Kelllogg Amphitheater
18. Burden Hall: Academic Publications, room B14; University Relations; Physical therapy lab (AH)
19. Orthopaedic and bioengineering research labs; Department of Natural Sciences—Ecological Physiology / Marine Biology research labs
20. Randall Visitors Center: Amphitheater; Jorgensen Learning Center
21. University Library, Del E. Webb Memorial: Main library; Ellen G. White Estate Loma Linda Branch Office; Heritage Room; Micro-Systems Support
22. Megan Hall: Administration, LOMA LINDA UNIVERSITY; Faculty Records; Gift Records; Vice chancellors for academic affairs, advancement, public affairs; Special assistants to the chancellor—diversity, global outreach
23. Griggs Hall: Faculty of Religion; Graduate School Departments of Biology, Geology, Marital and Family Therapy, and Social Work
24. Mortenson Hall: Biochemistry; Center for Molecular Biology and Gene Therapy
25. Campus Security; Rideshare
26. University Church; Fellowship Hall; Campus Chapel
27. Good Samaritan sculpture
28. Prince Hall: School of Dentistry
29. Cogeneration Plant (power plant)
30. Advanced Periodontics Education; Dentistry faculty endodontics*
31. Educational Support Services (SD)
32. Central Building; Psychology (GS)
33. Center for Dental Research; Administrative Information Systems (University), room 208
34. Carlson Wagonlit Travel—University Travel
35. University Arts: Human Resource Management (personnel, payroll, benefits, employee training and orientation); Purchasing (MC); Advanced Life Support Education; Dentistry*
36. Faculty Dental Offices*
37. Occupational therapy lab (AH)
- 38A. Grants Management (postaward, University); LLU Foundation Rental Office
- 38B. Research affairs, vice chancellor for
- 38C. Office of Sponsored Research (preaward)
39. Bank of America
40. U. S. Post Office
41. Upper level: Business Center; Accounting; Foundation; Lower level: Student Services Center—Student Affairs (student life, international student services, off-campus housing, dean of students); Financial Aid; Student Finance / Accounting; Loan Collections; University Records; Administrative Information Systems (University) (room 115) La Loma Credit Union
42. Campus Cafeteria
43. Risk Management
44. Safety Education Center
45. Campus Store (bookstore, camera shop, Apple computer sales and service); Loma Linda Market (Campus Pharmacy, bakery, natural foods); Patio Pantry
46. Alumni Center: Alumni offices; Staff Development; Planned Giving; General Conference liaison
47. AC: TS. (emergency relief)
48. LLU COMMUNITY MEDICAL CENTER; Urgent Care
49. Ronald McDonald House

50. University Kidney Center (dialysis)
51. Faculty Medical Offices (FMO)* and SM
52. LLU CHILDREN'S HOSPITAL; Helpport, H South; Cafeteria; Central Computing (MC)—room B737, room B724 Proton Treatment Center
53. LLU MEDICAL CENTER; School of Medicine; Helpport, H North; Lost and Found, B404; Cafeteria; Amphitheaters: Lobby-1506, A512; Transplantation Institute
54. Schuman Pavilion: International Heart Institute
55. Coleman Pavilion: School of Medicine; Medical Affairs (LLU/AHSC); Center for Christian Bioethics; Center for Spiritual Life and Wholeness, special assistance to the chancellor—spiritual life and wholeness; Employee health and immunizations, 2nd floor (room 21019)
56. Wong Kettee International Conference Center
57. Emergency Department, LLUMC
58. Mail Service (University, MC)
59. Nelson House: Decision Support Services (MC)
60. West Hall: Schools of Nursing and Pharmacy; Graduate School administration; Teaching Learning Center
61. Material Supply and Distribution Support Services Center (Receiving, Mercantile, etc.) (MC), 1269 E. San Bernardino Ave, SB (X Tippecanoe)
62. Loma Linda Children's Center, 25228 Sheppardson Dr. Hospital, 11201 Benton St. (X Barron Rd.)
63. Mountain View Plaza (X Barron Rd.); Diabetes Treatment Center (MC); Osteoporosis Research Center, LLU administrative office; Radiology Medical Group, administrative office; Hospice (MC); LL Medical Supply Judkins Library (MC); LLUMC Managed Care Finance; Health Care Patient Business Office (FMO billing); Adventist Health Managed Care
64. Loma Linda Health Center ("Cape Cod" buildings), Mountain View Ave. (X Barron Rd.)
65. A-11306 Providence: LL Community Medical Group* B-11314 Cambridge: LLU medical staff administration (BMC, CH, CMC, MC); Compliance Department
66. G-11320 Gloucester: Women's Exercise Fitness Center D-11326 Worcester: Special Projects (MC); Physician Referral and Circle of Care
67. E-11332 Wesley: Medical* F-11354 Walden: Medical* G-11360 Hartford: LLU Cancer Institute; Cancer Data Center; Administration; Clinical oncology research
68. H-11346 Concord: Marketing (MC); Medical* I-11368 Springfield: LLU Cancer Institute; Region 5 Cancer Surveillance Program; Pharmaceutical research
69. J-11374 Drexler: Psychiatry and Behavioral Medicine (SM)

- 69-72. Counseling and chemical dependency treatment centers (students, employees);
69. G-11360 Hartford, Suite A: Employee Assistance Program services (MC); Medical faculty*
70. LLU BEHAVIORAL MEDICINE CENTER, 1710 Barron Road (X Terracina Blvd.); Crisis hotline; Partial hospitalization (days only); Inpatient
71. Marriage and Family Therapy Clinic, 164 W. Hospitality Lane., Suite 15, (X Hunt's Lane in SB)
72. Professional Plaza, 25455 Barron F. rontage Rd. (X Loma Linda Drive; X Benton St.); Neurosurgery Clinic (MC), Suite 108A; Loma Linda Pharmacy; MC/SM teaching, administrative; LLU/LLUMC Occupational Health (work-related health/injury) Suite 106A; dental/medical*
73. SACHS Norton clinic (E. 3rd Street off Tippecanoe)
74. Geoscience Research Institute [of the General Conference of Seventh-day Adventists] (Ortner Building)
75. (East Campus) LLUMC Rehabilitation Institute; Out-patient physical therapy; Orthopaedic research, Tribology laboratory

K-11382 Danbury: Loma Linda Health Pharmacy, Dental* L-11340 Bridgeport: LLU Cancer Institute; Cancer Information

Campus and area maps (alphabetical) with map numbers

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*private practice office(s)

Area Map (numerical)

65. Material Supply and Distribution Support Services Center (Receiving, Mercantile, etc.) (MC), 1269 E. San Bernardino Ave, SB (X Tippecanoe)
66. Loma Linda Children's Center, 25228 Sheppardson Dr. Hospital, 11201 Benton St. (X Barron Rd.)
68. Mountain View Plaza (X Barron Rd.); Diabetes Treatment Center (MC); Osteoporosis Research Center, LLU administrative office; Radiology Medical Group, administrative office; Hospice (MC); LL Medical Supply Judkins Library (MC); LLUMC Managed Care Finance; Health Care Patient Business Office (FMO billing); Adventist Health Managed Care
69. Loma Linda Health Center ("Cape Cod" buildings), Mountain View Ave. (X Barron Rd.)
- A-11306 Providence: LL Community Medical Group* B-11314 Cambridge: LLU medical staff administration (BMC, CH, CMC, MC); Compliance Department
- G-11320 Gloucester: Women's Exercise Fitness Center D-11326 Worcester: Special Projects (MC); Physician Referral and Circle of Care
- E-11332 Wesley: Medical* F-11354 Walden: Medical* G-11360 Hartford: LLU Cancer Institute; Cancer Data Center; Administration; Clinical oncology research
- H-11346 Concord: Marketing (MC); Medical* I-11368 Springfield: LLU Cancer Institute; Region 5 Cancer Surveillance Program; Pharmaceutical research
- J-11374 Drexler: Psychiatry and Behavioral Medicine (SM)

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- 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).
- 30—Medical students on the steps of the School of Medicine’s Coleman Pavilion studying for basic science comprehensives.
- 33—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.
- 39—Former School of Medicine students who went on mission electives.
- 46—Junior and senior students elected to the national honor medical society, Alpha Omega Alpha, based on scholastic, professional, and personal performance.
- 60—Steven Green, M.D., professor of emergency medicine, with Korbin Haycock, former recipient of the Department of Emergency Medicine Student Award.
- 64—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.
- 70—Daniel W. Giang, M.D., chair of the Department of Neurology, advising a patient.
- 73—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.
- 79—School of Medicine students on a pediatrics rotation.
- 82—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 from University President B. Lyn Behrens a bronze replica of the Good Samaritan sculpture, the University’s highest award to an individual.
- 84—Loma Linda University Behavioral Medicine Center, a center for healing the mind and psyche.
- 89—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.
- 92—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.
- 95—H. Roger Hadley, M.D., head of the Division of Urology, with Juliana King, former recipient of the Roger W. Barnes Award.
- 96—Commencement—a new beginning.
- 98—School of Medicine students (left) learn whole-patient care with a multidisciplinary team.
- 118—Macpherson Society president Kenneth Jutzy, M.D., and former 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—The Del E. Webb Memorial Library.
- 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).
- 133—The Good Samaritan, the School of Medicine (Coleman Pavilion), Loma Linda University Medical Center.

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Switchboard: 558-1000, 558-4300

Off-campus PHONE:	On-campus PHONE:		Off-campus FAX:	On-campus FAX:
558-4540	44540	Chancellor	558-0242	80242
558-4787	44787	Diversity	558-0140	80140
558-4510	44510	Student Affairs	558-4879	44879
		Student welfare, housing, visas...		
558-4955	44955	International Student Services	558-4879	44879
558-4520	44520	Student Finance	558-4879	44879
558-4509	44509	Student Financial Aid	558-7904	87904
558-4508	44508	University Records	558-4879	44879
558-8770	88770	Student Health Service	558-0433	80433
558-6028	66028	Student Counseling	558-6090	66090
558-6050	66050	Student Assistance Program	558-6051	66051
		Spiritual Counseling		
558-8348	88348	Campus Chaplain/Campus Ministries	558-0347	80347
558-4570	44570	University Church	558-4186	44186
809-1049	44270	Campus Hill Church	796-1992	
558-9200	39200	LLU Behavioral Medicine Center	558-9243	39243
558-4536	44536	Faculty of Religion	558-4856	44856
558-8434	88434	Dean	558-4856	44856
558-4956	44956	Biomedical and Clinical Ethics	558-0336	80336
558-4956	44956	Center for Christian Bioethics	558-0336	80336
558-8433	88433	Clinical Ministry	558-4856	44856
558-1000	ext. 43983	Center for Spiritual Life and Wholeness	558-0336	80336
558-8433	88433	Religion and the Sciences	558-4856	44856
		The Schools:		
		Allied Health Professions		
558-4599	44599	Admissions	558-4291	44291-attn. Admissions
558-4545	44545	Dean	558-4291	44291-attn. Dean
558-4932	44932	Cardiopulmonary Sciences	558-4701	44701-attn. CPSC
558-4966	44966	Clinical Laboratory Science	558-0458	80458-attn. CLSC
558-4976	44976	Health Information Management	558-0404	80404-attn. HLIN
558-7389	87389	Health Science (B.S., Japan only)	558-0982	80982-attn. HSCI
558-4593	44593	Nutrition and Dietetics	558-4291	44291-attn. DTCS
558-4628	44628	Occupational Therapy	558-0239	80239-attn. OCTH
558-4948	44948	Occupational Therapy Assistant	558-0239	80239-attn. OCTA
558-4632	44632	Physical Therapy	558-0459	80459-attn. PHTH
558-4634	44634	Physical Therapist Assistant	558-0459	80459-attn. PAST
558-4931	44931	Radiation Technology	558-4291	44291-attn. RTCH
558-4998	44998	Speech-Language Pathology/Audiology	558-4291	44291-attn. SPPA
558-4998	47224	Speech-Language Pathology Assistant	558-4291	44291-attn. SLPA

Off-campus PHONE:	On-campus PHONE:		Off-campus FAX:	On-campus FAX:
558-4222	1616	Dentistry		
558-4621	44621	Admissions	558-4211	44211
558-4683	44683	Dean	558-0483	80483
558-8624	88624	Advanced Dental Education Programs	558-0122	80122
558-4621	44621	Dentistry Program	558-4211	44211
558-4631	44631	Dental Hygiene Program	558-0313	80313
558-4669	44669	International Dentist Program	558-0133	80133
558-4790	44790	SD Student Affairs	558-4211	44211
558-4601	44601	SD Academic Affairs	558-4211	44211
Graduate				
558-4529	44529	Admissions	558-7967	87967
558-4528	44528	Dean		
Medicine				
558-4462	44462	Admissions	558-4146	44146
558-4467	44467	Dean	558-0359	80359
558-4481	44481	Dean	558-4146	44146
Nursing				
558-1000	ext. 44360	Admissions	558-4134	44134
558-4923	44923	Dean	558-0175	80175
558-4517	44517	Graduate	558-0225	80225
558-8061	88061	Undergraduate	558-0719	80719
558-8060	88060	International Nursing	558-0643	80643
558-7122	87122		558-0224	80224
Pharmacy				
558-1300	41300	Admissions	558-4859	44859
558-7442	87442	Dean	558-7973	87973
Public Health				
558-4546	44546	Admissions/Academic Records	558-4087	44087
558-4694	44694	Dean	558-4087	44087 attn. Admissions
558-4578	44578	Environmental and Occupational Health	558-4087	44087 attn. Dean
558-8750	88750	Epidemiology and Biostatistics	558-0493	84493 attn. ENVH
558-8750	44590	Health Administration	558-0126	80126 attn. EPDM/STAT
558-4573	44573	Health Promotion and Education	558-0469	80469 attn. HADM
558-4575	44575	International Health	558-0471	80471 attn. HPRO
558-4902	44902	Maternal and Child Health	558-0389	80389 attn. INTH
558-4575	44575	Nutrition	558-0471	80471 attn. MCH
558-4598	44598	Preventive Medicine Residency Program	558-4095	44095 attn. NUTR
558-4918	44918		558-0630	80630 attn. PMR
School of Science and Technology				
558-1900	81900	Admissions/Academic Records	558-7967	87967 attn. Admissions
558-4528	44528	Dean	558-0441	80441 attn. Dean

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Student Services/Resources	www.llu.edu/llu/students www.llu.edu/ssweb www.llu.edu/llu/studentaffairs	
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Coordinator of M.A. in Clinical Ministry	http://ministry.llu.edu/	ssorajjakool@rel.llu.edu
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Center for Spiritual Life and Wholeness	http://www.llu.edu/llu/wholeness/	innerweave@som.llu.edu
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Cardiopulmonary Sciences		admissions@sahp.llu.edu attn. CPSC
Clinical Laboratory Science		admissions@sahp.llu.edu attn. CLSC
Health Information Management		admissions@sahp.llu.edu attn. HLIN
Nutrition and Dietetics		admissions@sahp.llu.edu attn. DTCS nutrition@sahp.llu.edu attn. DTCS
Occupational Therapy		admissions@sahp.llu.edu attn. OCH
Physical Therapy		admissions@sahp.llu.edu attn. PHTH
Radiation Technology		admissions@sahp.llu.edu attn. RTCH
Speech-Language Pathology/ Audiology		admissions@sahp.llu.edu attn. SPPA
Dentistry	http://www.llu.edu/llu/dentistry/	
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Graduate	http://www.llu.edu/llu/grad/	
Admissions	http://www.llu.edu/llu/grad/	admissions.gs@univ.llu.edu
Medicine	http://www.llu.edu/llu/medicine/	ledwards@som.llu.edu
Nursing	http://www.llu.edu/llu/nursing/	admissions_sn@sn.llu.edu
Pharmacy	http://www.llu.edu/llu/sps/	pharmacy@univ.llu.edu rxadmissions@univ.llu.edu
Public Health	http://www.llu.edu/llu/sph/	
Recruitment and on-line application for admission and information	http://www.llu.edu/llu/sph/	sphinfo@sph.llu.edu
Science and Technology	http://www.llu.edu/llu/scitech.html	admissions.sst@univ.llu.edu