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.

BULLETIN OF
LOMA LINDA UNIVERSITY

Volume 93, Number 1, February 28, 2005
Published once a month, February 28, 2005; once a month, March 31, 2005.

Loma Linda, CA 92350
USPS 0-74-440
LLUPS PS34634

printed on recycled paper

Picture captions: see page 134
Bulletin of the
School of Medicine
2003-2005

This is a two-year BULLETIN effective beginning Summer Quarter 2003.

Loma Linda University
Loma Linda, CA 92350

a health-sciences University
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LOMA LINDA UNIVERSITY

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

HISTORY

Loma Linda University has grown out of the institution founded 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

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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

23–SEP 19
First five-week summer session
23–SEP 5
Eleven-week summer session
30–SEP 5
Second five-week summer session
31–AUG 1
Registration and orientation—FR

JULY

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Independence Day recess
Clerkships—JR, SR
One week after course begins
Last day to enter a course or change from audit to credit/credit to audit
One week after course begins
Last day to withdraw with no record of course registration on transcript
One week before end of course
Last day to withdraw with a W grade or to submit S/U petition
30–SEP 5
Second five-week summer session
31–AUG 1
Registration and orientation—FR

AUGUST

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Instruction begins—FR
The Calendar

2003

SEPTEMBER

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

POSTSUMMER-QUARTER SESSION 2003
SM instruction begins, Postsummer-Quarter session
LLU Summer Quarter ends
LLU instruction begins, Postsummer-Quarter session
Midterm examinations—FR
Grades due from faculty
Hispanic Heritage Month
LLU Fall Faculty Colloquium

OCTOBER

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Welcome Back party
HALL banquet
Diversity new student orientation
Fall Week of Devotion

OCT 14
Midterm examinations—SO
ALAS chapel
Examinations—JR
Midterm examinations—FR
University Convocation
ALAS student retreat
Healthy neighborhoods 5K and 10K race and Norton community celebration

NOVEMBER

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Bioethics Center Annual Contributor’s Convocation
Annual BALL/BHPSA Student Retreat
Center for Christian Bioethics Grand Rounds
Last day to withdraw with a W grade or to submit S/U petition
Thanksgiving recess—FR, SO
The Calendar

2003

DECEMBER

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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

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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

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The Calendar

2004

MARCH

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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

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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

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</table>

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

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</table>

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 and to complete registration without a late fee
28 SM JR orientation/JR OCM course begins
One week after Last day to enter a course or change from audit to credit/credit to audit
One week after Last day to withdraw with no record of course registration on transcript

#### JULY

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4–5 Independence Day recess—LLU
8 Last day to obtain financial clearance
One week before 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

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

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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

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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

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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

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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

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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
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13 14 15 16 17 18 19
20 21 22 23 24 25 26
27 28 2

BHPSA chapel
7–11  Midterm examinations—FR
9
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
13 14 15 16 17 18 19
20 21 22 23 24 25 26
27 28 29 30 31

Annual Postgraduate Convention (APC)—SM
6–7  Annual Bioethics/Spiritual Life Conference
8–10  Alumni “Healthy People” Convention—SPH
9–10  Center for Christian Bioethics grand rounds
19–27  Spring break—LLU
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

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1  2  3  4  5  1  2
4–8  Examinations—JR
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13 14 15 16 17 18 19
20 21 22 23 24 25 26
27 28 29 30

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

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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

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15 16 17 18 19 20 21
22 23 24 25 26 27 28
29 30

1-2 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

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15 16 17 18 19 20 21
22 23 24 25 26 27 28
29 30

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

THE SCHOOL OF MEDICINE

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

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.

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:

<table>
<thead>
<tr>
<th>Subject</th>
<th>SEM./QTR. HRS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>General biology or zoology, with laboratory</td>
<td>8/12</td>
</tr>
<tr>
<td>General or inorganic chemistry, with laboratory</td>
<td>8/12</td>
</tr>
<tr>
<td>Organic chemistry, with laboratory</td>
<td>8/12</td>
</tr>
<tr>
<td>Physics, with laboratory</td>
<td>8/12</td>
</tr>
<tr>
<td>English, equivalent to satisfy baccalaureate degree requirement</td>
<td></td>
</tr>
<tr>
<td>Religion, as required by the college attended</td>
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</tbody>
</table>

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

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

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

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

APPLICATION PROCEDURE AND ACCEPTANCE

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

Where to write

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

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

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

In summary, the Admissions Office requests the following:
- Loma Linda University School of Medicine secondary application and $75.00 application fee.
- Appraisal of the applicant's character, ability, and suitability for a medical career by persons knowledgeable about the applicant's past performance.
- 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\15558-4955 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 critical 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

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

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<tr>
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<tbody>
<tr>
<td>Microbiology</td>
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<td>Psychopathology</td>
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<td>Physiology</td>
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<td>Pathophysiology and Applied Physical Diagnosis</td>
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<td>Pharmacology</td>
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<td>Pathology</td>
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<td>Religion</td>
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### Year 3

**Clinical Clerkships (required)**

<table>
<thead>
<tr>
<th>Surgery (12 weeks)</th>
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<tbody>
<tr>
<td>Family Medicine (4 weeks)</td>
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<table>
<thead>
<tr>
<th>Medicine (12 weeks)</th>
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</thead>
<tbody>
<tr>
<td>Psychiatry (6 weeks)</td>
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<table>
<thead>
<tr>
<th>Pediatrics (8 weeks)</th>
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<tbody>
<tr>
<td>Orientation to Clinical Medicine (4 weeks)</td>
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</table>

| Obstetrics/Gynecology (6 weeks) |

### Year 4

**Clinical Clerkships (required)**

<table>
<thead>
<tr>
<th>Intensive Care/Emergency Medicine (2 weeks)</th>
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<tbody>
<tr>
<td>Neurology (4 weeks)</td>
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<table>
<thead>
<tr>
<th>Ambulatory Care (4 weeks)</th>
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</thead>
<tbody>
<tr>
<td>Electives (20-26 weeks)</td>
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</table>

<table>
<thead>
<tr>
<th>Subinternships: Internal Medicine or Surgery or Pediatrics or Family Medicine (4 weeks)</th>
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</table>
### CURRICULUM OUTLINE (Effective 2004-2005)

#### Year 1

<table>
<thead>
<tr>
<th>1st Quarter</th>
<th>2nd Quarter</th>
<th>3rd Quarter</th>
<th>4th Quarter</th>
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</thead>
</table>
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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

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<tbody>
<tr>
<td>Microbiology</td>
<td>Psychopathology</td>
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<tr>
<td>Physiology</td>
<td>Pathophysiology and Applied Physical Diagnosis</td>
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<td>Pharmacology</td>
<td>Pathology</td>
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<td>Religions</td>
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#### Year 3

Clinical Clerkships (required)

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

#### Year 4

Clinical Clerkships (required)

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<tr>
<th>Intensive Care/Emergency Medicine (2 weeks)</th>
<th>Ambulatory Care (4 weeks)</th>
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<td>Family Medicine/Neurology (4 weeks)</td>
<td>Electives (20-26 weeks)</td>
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<td>Subinternships: Internal Medicine or Surgery or Pediatrics or Family Medicine (4 weeks)</td>
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<td>Course</td>
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<td>Cell Structure and Function</td>
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<td>Family Medicine</td>
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<td>Intensive Care</td>
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<td>Medical Biochemistry/Molecular Biology/Genetics</td>
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<td>Medical Neuroscience</td>
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<td>Medicine</td>
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<td>Pharmacology</td>
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<td>Physical Diagnosis</td>
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<tr>
<td>Surgery**</td>
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<tr>
<td>Anesthesiology/Critical Care</td>
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<tr>
<td>Neurosurgery</td>
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<tr>
<td>Ophthalmology</td>
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<tr>
<td>Orthopaedics</td>
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<tr>
<td>Otolaryngology</td>
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<tr>
<td>Urology</td>
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<tr>
<td>Religion and Ethics</td>
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<td><strong>TOTAL</strong></td>
<td>686</td>
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</tbody>
</table>

*part of surgery rotation
**integrated with clerkship training

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

Undergraduate:          Postbaccalaureate:
101-199 freshman        701-749 freshman
201-299 sophomore       751-799 sophomore
301-399 junior          801-849 junior
401-499 senior          851-899 senior
# CLOCK-HOUR DISTRIBUTION—2004-2005

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*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 academ-ic 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 coreutive 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 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 directly 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 multi-day conferences and workshops that are presented locally and nationally for School of Medicine faculty, alumni, and practicing physicians within the geographic area in which the conferences are presented.

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

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

THE INSTRUCTIONAL RESOURCES

Loma Linda University Medical Center
The Medical Center is a major teaching center serving San Bernardino and Riverside counties. In addition to its large population of referred patients, the Medical Center is also the Level 1 trauma center for the region and is the tertiary-care center for high-risk obstetrics and neonatal intensive care. 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 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.

**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 multiuse 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.

**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 . . . (Rape Crisis Center)
(M-F NOON - 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. The covered 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. 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. 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. 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. 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. 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. 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. 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. 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. 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. 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. 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. 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. 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. 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. If the individual remains treatment free during the six-month term, the pre-existing-condition exclusion will apply only during that six-month period.

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.

Chinook Award

The Robert F. Chinook 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

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.

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.

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.
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.
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 0.833 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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
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<tbody>
<tr>
<td>ANAT</td>
<td>Human Anatomy</td>
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<tr>
<td>ANES</td>
<td>*Anesthesiology</td>
</tr>
<tr>
<td>BCIM</td>
<td>*Biochemistry [and Microbiology]</td>
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<tr>
<td>CMBL</td>
<td>Cell and Molecular Biology</td>
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<tr>
<td>DERM</td>
<td>Dermatology</td>
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<tr>
<td>EMDN</td>
<td>*Emergency Medicine</td>
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<td>GYOB</td>
<td>*Gynecology and Obstetrics</td>
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<td>Conjoint</td>
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<td>*Ophthalmology</td>
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<td>ORTH</td>
<td>*Orthopaedic Surgery</td>
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<td>OTOL</td>
<td>Otolaryngology</td>
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<td>PATH</td>
<td>*Pathology [and Human Anatomy]</td>
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<td>Peds</td>
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<td>PHRM</td>
<td>Pharmacology</td>
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<td>PMRH</td>
<td>*Physical Medicine and Rehabilitation</td>
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<tr>
<td>PHSL</td>
<td>*Physiology [and Pharmacology]</td>
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<tr>
<td>PRVM</td>
<td>*Public Health and Preventive Medicine</td>
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<tr>
<td>FSYT</td>
<td>*Psychiatry</td>
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<td>RADS</td>
<td>*Radiology</td>
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<td>*Radiation Medicine</td>
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<td>UROL</td>
<td>Urology</td>
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</tbody>
</table>

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

Schools are indicated by code letters as follows:

<table>
<thead>
<tr>
<th>Code</th>
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</thead>
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<tr>
<td>AH</td>
<td>School of Allied Health Professions</td>
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<tr>
<td>FR</td>
<td>Faculty of Religion</td>
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<tr>
<td>GS</td>
<td>Graduate School</td>
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<td>PH</td>
<td>School of Public Health</td>
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<tr>
<td>SD</td>
<td>School of Dentistry</td>
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<tr>
<td>DN</td>
<td>School of Dentistry: Dental Hygiene</td>
</tr>
</tbody>
</table>

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 analgetic 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
Pheebe 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. Soloniuik
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

EMERITUS 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 591 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)
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
Sean P. Bush
Richard D. Catalano, SURG
Stephen W. Corbett
Jeffrey T. Grange
Clare M. Sheridan, PEDS
Thomas S. Sherwin, PEDS
Gail Stewart
Tamara L. Thomas
William A. Wittlake
Thomas J. Zirkle, SURG

ASSISTANT PROFESSORS
Besh R. Barcega, PEDS
Tony Chow
Samuel C. Chua
Linda Daniel-Underwood
T. Kent Denmark
David M. Englander
Michelle R. Gill
Jaime E. Gonzalez
Gregory T. Guldner
Melvyn L. Harris
Jonathan M. Hayden
Kevin G. Hegewald
Patricia L. James
John S. Jones
James E. Kean, Jr.
Aqeel S. Khan
Grace J. Kim
Frank A. Klanduch
R. David Kovacik  
Victor D. Levine  
R. Daniel Luther  
E. Lea Lynch  
Guison Mahmoud  
John C. Naftel  
Timothy P. Nesper  
H. Bryant Nguyen  
Humberto R. Ochoa  
Kevin J. Parkes  
W. Ahmad Salih  
Eric Siedenburg

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

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

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

ASSISTANT CLINICAL PROFESSORS
Teresa P. Avants
Chul Choi
Young-il H. Hahn
Ronald B. Johnson
Laurel J. Munson
Karen N. Oshiro
Harold V. Racine
Spencer S. Richlin
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

CARDIOLOGY

KENNETH R. JUTZY, Head

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

EMERITUS PROFESSORS
William L. Cover
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Stewart W. Shankel
William J. Wechter

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Ramesh C. Bansal
C. Joan Coggin
Harvey A. Elder
Glenn L. Foster
Gary E. Fraser, PRVM
Philip M. Gold
Raymond Herber
J. Thomas Heywood
Dale M. Isaeff
Geun C. Jang
Roy V. Jutzy
Irvin N. Kuhn
Francis Y. K. Lau
John E. Lewis, PATH, MICR
Michael B. Lilly, MICR
Imtiaz A. Malik

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Kin-Hing W. Lau, BCHM
John Leonora, PHSL, BCHM
Subburaman Mohan, PHSL, BCHM
Donna D. Strong, BCHM, MICR
Jon E. Wergedal, BCHM

J. Lamont Murdoch
Jerald C. Nelson, PATH
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Bruce A. Runyon
Lawrence C. Sowers, BCHM, MICR
Siegmund Teichman
Charles R. Tourtellotte

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Irving L. Leff

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Martin J. Collen
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L. Julian Haywood
Robert L. Johnson
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Pravin M. Shah
Richard L. Sheldon
Dale B. Sparks

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Milton G. Crane

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Terence D. Lewis
Cesar Libanati
Lawrence K. Loo
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John D. McCracken
James I. McMillan
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Donald Miller, NEUR
Pushpa Nowrangi, PEDS
Sudha Pai
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Philip J. Roos
Sevel A. Sadjadi
Allen L. Schwanst
Robert E. Soderblom
Vilma Torres
Michael H. Walter
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Xue Zhong Qin

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Norman M. Shure
Chauncy L. Smith

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H. John Marais
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Siavash Arani
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Ronald Griffin
Jocelyn Gunnarsson
Mouna E. Haddad-Wilson
Steven B. Hards
William H. Hardt, Jr.
Frank D. Howard IV
James J. Huang
Enacio G. Hunt
Walced A. Ibrahim
Joshua A. Imperio
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 the 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, 4, 4)

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

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Felice L. Loverso, PMRH
R. Richard Sloop

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Dorothee Cole
Rodolfo O. Escutin
Laura H. Nist
Lori D. Uber-Zak

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Perin D. Gomer
Robert A. Klein

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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

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Clement K. Chan
James L. Davidian
James Guzek
Young Hyun Oh
P. Harold Wallar
Izak F. Wessels

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Pamela Y. Bekendam
Jennifer A. Dunbar
Arthur W. Giebel
Jeffrey C. Hong
Julio Narvaez
Michael E. Rauser
Alan J. Rieczman
Kris J. Storkersen
Patricia S. Yoon

ASSISTANT CLINICAL PROFESSORS
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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)
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. Wiesseman
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. Hotchmer
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

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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)
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
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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
Rosa L. Chase
G. Gordon Hadley
Darryl G. Heustis
Ralph A. Korpman
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Bo Ying Wat
Edwin T. Wright, DERM

RESEARCH PROFESSOR
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Weldon J. Bullock
Thomas T. Noguchi

CLINICAL RESEARCH PROFESSOR
Lawrence B. Sandberg, MEDN

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Robert E. Moncrieff
Albert Olson
Mildred L. Stilson
Rodney E. Willard

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George W. Saukel
Craig W. Zuppan

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Lee Berk
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Srinivasan Thyagarajan, ANAT

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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 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 591 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
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David J. Baylink, MEDN, BCHM, ORTH

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Charles W. Slattery, BCHM

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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

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Thomas A. Linkhart, BCHM

EMERITUS CLINICAL PROFESSOR
Willard R. Centerwall

CLINICAL PROFESSORS
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Charles J. Hyman
Gerald Saks

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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
Ranac L. Larsen
Maria Lois-Wenzel
J. David Moorhead, UROL, SURG
Joan Morris
Neda F. Mulla
Pushpa Nowrang, 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
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Constance J. Sandlin
Phisit Saphyakhajon
Richard P. Tyler
Mitzi Loubriel
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Leyla Akanli
Besh R. Barcega, EMDN
Martti 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
Farrokh 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
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. Mellingler
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 experi-  
ence in areas not otherwise covered in the curricu-  
um: dermatology and STDs, clinical preventive med-  
icine, and integrative/whole-person care in ambulato-  
y 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 stu-  
dents 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 clini-  
cal context.  
2. Practical experience develops and applies skills  
that build on the first-year sequence in physical  
diagnosis.  
Prerequisite: MDCJ 522, 523.
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 Redlaya
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)
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
Georige 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
COURSES

PHYSIOLOGY

MEDICINE

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

PHSL 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)
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.
Daniel A. Brooks  
Lorna S. Carlin  
Anca Chiritescu  
Caron S. I. Christison  
Kari M. Enge  
Mubashir A. Farooqi  
Teresa Frausto  
Raafat W. Girgis  
Kevin M. Kinback  
George Kopiloff  
Maher S. Rozman  
Larry C. Lawrence  
Leigh A. Lindsey  
Anne E. Linton  
Michael B. Maskin  
James S. Maurer  
Magdi Mikhail  
Kenneth Miller  
Faye D. Owen  
Bipin L. Patel  
George J. Proctor  
Bonnie S. Quinton  
Patricia J. D. Roth  
David E. Schultz  
Gregg A. Sentenn  
William R. Simpson  
Daniel Skenderian  
John C. Stockdale  
John T. Thiel  
Sul R. O. Thorward  
Khushro Unwalla  
April Wursten  

INSTRUCTORS  
Roger J. Cabansag  
Greta M. Herbes  
Joshua L. Horsley  
James F. Johnson  
Nicholas-John Van Nieuwenhuysen  

CLINICAL INSTRUCTORS  
Scott M. Davis  
Ron Foo  
Melvin L. Sajid  
Mary E. Tyser-Tetley  

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.

FACULTY

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

EMERITUS PROFESSOR
P. William Dysinger

ASSOCIATE PROFESSORS
David T. Dyjack
Linda H. Ferry, FMDN
Jayakaran S. Job

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

ASSISTANT PROFESSORS
Daniel Alves
Mihran H. Ask, MEDN
Terrence L. Butler
Bonnie I. Chi-Lum

T. Allan Darnell
Ann L. Dew
Wayne S. Dysinger
Kenneth W. Hart
Bessie L. Hwang
Warren R. Peters
Floyd E. Petersen
Wilfred Shiu
Pramil N. Singh

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

ASSISTANT RESEARCH PROFESSOR
Lee S. Berk, PATH

ADJUNCT PROFESSOR
David Abbey

ADJUNCT ASSOCIATE PROFESSOR
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.

FACULTY

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

CLINICAL PROFESSOR
- Fang Jen Lin

RESEARCH PROFESSOR
- Lora M. Green

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

ASSOCIATE CLINICAL PROFESSOR
- Thomas J. Hegarty

ASSISTANT PROFESSORS
- George B. Coutrakon
- Janet M. Hocko
- Lilia N. Loredo
- David W. Mantik
- Ivan Namihas
- W. James Nethery

ASSISTANT RESEARCH PROFESSORS
- Andre Obenaus, RADS
- Michael J. Pecaut

ASSISTANT CLINICAL PROFESSOR
- Reinhard W. Schulte

INSTRUCTORS
- B. Rodney Jabola
- Xiao Wen Mao
- Maira Simental

ADJUNCT ASSOCIATE PROFESSOR
- Jamie R. Milligan

ADJUNCT RESEARCH PROFESSOR
- Eleanor A. Blakely

COURSES

RDMN 799 Clinical Selective in Radiation Oncology (120 hours)

RDMN 891 Radiation Medicine Elective (arranged)
RADIOLOGY

DAVID B. HINSHAW, JR., Chair

DIVISIONS

ABDOMINAL IMAGING
DALE R. BROOME

DIAGNOSTIC RADIOLOGY
GREGORY E. WATKINS, Head

COMMUNITY RADIOLOGY
RICHARD J. TULLY, Head

COMPUTED BODY TOMOGRAPHY
PHIROZE BILLIMORIA, Head

OUTPATIENT DIAGNOSTIC RADIOLOGY (FMO)
RICHARD D. DUNBAR, Head

DIAGNOSTIC ULTRASOUND

INPATIENT ULTRASOUND
GLENN A. ROUSE, Head

OUTPATIENT ULTRASOUND
GERALD GRUBE, Head

ENT RADIOLOGY
NATHANIEL D. WYCLIFFE, Head

INTERVENTIONAL RADIOLOGY
DOUGLAS C. SMITH, Head

MAGNETIC RESONANCE SCIENCES
DAVID B. HINSHAW, JR., Head

MUSCULOSKELETAL
INGRID KJELLIN, Head

NEURORADIOLOGY
DANIEL K. KIDO, Head

NUCLEAR RADIOLOGY
GERALD A. KIRK, Head

PEDIATRIC RADIOLOGY
LIONEL W. YOUNG, Head
The purposes of the Department of Radiology are to provide:

1. Excellent patient services through imaging studies, special diagnostic procedures, and interventional procedures.

2. Educational programs that include research and clinical training for technologists, dosimetrists, physicists, medical students, postdoctoral fellows, radiology residents, and fellows.

3. Research support through laboratory facilities and clinical facilities.

FACULTY

EMERITUS PROFESSORS
Walter L. Stilson
Isaac Sanders

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

CLINICAL PROFESSORS
Peggy J. Fritzsche
Anton Hasso

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

ASSOCIATE CLINICAL PROFESSORS
Patrick J. Bryan
Arnold Z. Geller

ASSISTANT PROFESSORS
Bruce T. Austin
Won-Chul Bae
Donald T. Barnes
Kendra L. Fisher
Liliane H. Gibbs
Gerald Grube
Samuel J. Ing
Shannon Kirk
Ingrid B. Kjellin
Everett Kuester
George Y. Luh
Shailendri E. Philip
Ved Prakash
Moussa Raiszadeh
Hans Saaty
Jason C. Smith
Karen A. Tong
Thomas E. Wiley
Nathaniel D. Wycliffe

ASSISTANT RESEARCH PROFESSOR
Andre Obenaus, RDMN

ASSISTANT CLINICAL PROFESSORS
J. Timothy Blackwelder
Christopher D. Cumings
Pearese Derrig
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.
Surgery

Leonard L. Bailey, Chair
J. David Killeen, Vice Chair

Divisions

Cardiothoracic
Anees J. Razzouk, Head

General
Richard D. Catalano, Head

Head and Neck (Otolaryngology)
Alfred A. Simental, Head

Neurosurgery
Austin R. T. Colohan, Head

Oral
Alan S. Herford, Head

Pediatric
Donald C. Moores, Head

Plastic and reconstructive
Thomas J. Zirkle, Interim Head

Transplantation
Waldo Concepcion, Head

Urology
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.
FACULTY

CARDIOTHORACIC

EMERITUS PROFESSOR
Ellsworth E. Wareham

PROFESSORS
Leonard L. Bailey, PEDS
Anees J. Razzouk

CLINICAL PROFESSORS
Changwoo Ahn
Steven R. Gundry

ASSOCIATE PROFESSOR
Alfredo L. Rasi

ASSOCIATE CLINICAL PROFESSOR
Edwin E. Vyhmeister

ASSISTANT PROFESSORS
Molly K. McAfee
Nan Wang

ASSISTANT CLINICAL PROFESSORS
Michael del Rio
Walter Ehrman
George Kafrouni
Michael Wood
J. Frank Yamanishi

INSTRUCTOR
Robert Fierro

GENERAL

EMERITUS PROFESSORS
Bruce W. Branson
David B. Hinshaw, Sr.
Jerrold K. Longerbeam
Ralph J. Thompson

PROFESSORS
J. Augusto Bastidas
Burton A. Briggs, ANES, PEDS
Richard D. Catalano, EMDN
Carlos A. Garberoglio
Antonio E. Robles

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

EMERITUS ASSOCIATE PROFESSORS
David Miller
Samuel L. Perzik
Frank A. Rogers

ASSOCIATE PROFESSORS
Charles Kean, PHSL, SD
Arnold D. Tabuenca

ASSOCIATE CLINICAL PROFESSORS
Appannagari Gnanadev
Samir D. Johna
Faisal A. Khan

ASSISTANT PROFESSORS
Victor C. Joe
Hector D. Ludi
Sharon S. J. Lum
Lester L. Mohr
Mark E. Reeves
Jorge L. Rivera, FMDN
William Wagner, ANAT

ASSISTANT CLINICAL PROFESSORS
Paul Aka
Samuel Cemaj
Lori J. Chow
Clifford C. Eke
Fekeede Gemechu
Lawrence A. Harms
Lawrence E. Heiskell
Joelle L. Jakobsen
Simon Keushkerian
Douglas M. Krahn
Robert Pereyra
Marc D. Rudich
Matthew S. Tan
Edward H. Umgelter
David L. Vannix
Robert S. Vannix
Joseph J. Verska
Hansen Wang
David B. Welsh, MEDN
INSTRUCTORS
Jack L. Bennett
Esmond Chi
Shellee R. Lazar
Afshin M. Molkara

ADJUNCT ASSOCIATE PROFESSOR
Carlos A. Balarezo

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.

HEAD AND NECK (OTOLARYNGOLOGY)

EMERITUS PROFESSOR
Leland R. House

PROFESSOR
George H. Petti, Jr.

CLINICAL PROFESSORS
Timothy Jung
Jack L. Pulec

ASSOCIATE PROFESSORS
George D. Chonkich
Charles E. Stewart III

EMERITUS ASSOCIATE PROFESSOR
Robert P. Rowe

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

ASSISTANT CLINICAL PROFESSOR
James A. Heinrich

INSTRUCTORS
David G. McGann
Donald U. Perez

COURSES

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

EMERITUS PROFESSORS
  Lloyd A. Dayes
  Shokei Yamada

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

RESEARCH PROFESSOR
  Findlay E. Russell

ASSOCIATE PROFESSORS
  Traian T. Cojocaru
  Walter D. Johnson

ASSOCIATE RESEARCH PROFESSOR
  Yong Hua Zhu

ASSISTANT PROFESSORS
  James S. Forage
  Frank P. O. Hsu
  Renatta J. Osterdock
  Alexander Zouros

ASSISTANT CLINICAL PROFESSORS
  Maged L. Abu-Assal

ADJUNCT PROFESSOR
  Robert Marohn

ADJUNCT ASSOCIATE PROFESSOR
  Barry F. Pearce

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

ORAL

PROFESSOR
  Philip J. Boyne

ASSOCIATE PROFESSOR
  Alan S. Herford

PEDIATRIC

EMERITUS PROFESSOR
  H. Gibb Andrews

ASSOCIATE PROFESSOR
  Donald C. Moores

ASSISTANT PROFESSORS
  Joanne E. Baerg
  Gerald Gollin

ASSISTANT CLINICAL PROFESSOR
  Olusola A. Oyemade, PEDS

PLASTIC AND RECONSTRUCTIVE

PROFESSOR
  Linda D’Antonio

CLINICAL PROFESSOR
  Robert A. Hardesty
  Gordon H. Sasaki

ASSOCIATE PROFESSORS
  Ben J. Childers
  Subhas C. Gupta
  Frank R. Rogers
  Thomas J. Zirkle, EMDN

ASSOCIATE CLINICAL PROFESSORS
  Sharon L. Kalina
  Anil P. Punjabi

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  Brett E. Lehokey
  Duncan A. G. Miles

ASSISTANT CLINICAL PROFESSORS
  Ghada Y. Afifi
  Dennis K. Anderson
  Troy J. Andreason
  James Chui
  Norberto E. Collins
  Grace Elias
  Virginia S. S. Huang
  Robert Kachenmeister
  Kai Ming Li
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J. Edson Price  
Charlotte Resch  
John B. Slayback  

CLINICAL INSTRUCTORS  
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Virginia S. S. Huang  
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Michael C. Pickart  
Andrea O. Ray  

TRANSPANTATION  
PROFESSOR  
Waldo Concepcion  

ASSOCIATE PROFESSORS  
Pedro Baron  
Okechukwu N. Ojogho  

UROLOGY  
PROFESSORS  
J. Bruce Beckwith, PATH  
H. Roger Hadley, SURG  
Herbert C. Ruckle  
Steven C. Stewart  

EMERITUS ASSOCIATE PROFESSOR  
Ben D. Massey  

ASSOCIATE PROFESSORS  
D. Duane Baldwin  
Howard Landa  
Paul Lui  
J. David Moorhead, SURG, PEDS  

ASSOCIATE CLINICAL PROFESSORS  
Marc A. Beaghler  
Peggy J. Fritzche, RADS  

ASSISTANT CLINICAL PROFESSORS  
Victor C. Ching  
Winston H. Richards  
Robert R. Torrey, Jr.  

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  

ASSISTANT PROFESSORS  
Christian Bianchi  
Theodore H. Teruya  

ASSISTANT CLINICAL PROFESSORS  
William J. Hopewell  
Edward F. Levine  
Robert Pereyra
IV

THE FACULTY OF RELIGION

Statement of Mission

Courses
The Faculty of Religion

STATEMENT OF MISSION

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

1. To promote Christian wholeness for faculty and students in their personal and professional lives and witness.

2. To provide a religion curriculum with the following emphases:
   - Foundational studies (biblical, theological, historical, and mission).
   - Ethical studies (personal, professional, and social).
   - Relational studies (applied theology, clinical ministry, and psychology of religion).

3. To foster and support research in the foundational, ethical, and relational disciplines.

4. To serve the University, the church, and the larger world community by personal involvement in fostering deeper spirituality, theological integrity, and social justice.

COURSES

FOUNDATIONAL STUDIES

THEOLOGICAL STUDIES

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

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

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

ETHICAL STUDIES

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

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

RELATIONAL STUDIES

APPLIED THEOLOGY

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

CLINICAL MINISTRY

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

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

ADDITIONAL COURSE OPTIONS

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

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    Tamara T. Shankel, M.D., Assistant Dean
  Combined-Degrees Programs:
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  Continuing Medical Education
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C. Joan Coggin
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Debra D. Craig
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Sharon K. Riesen
Bo Ying Wat
Leonard S. Werner
Raymond Y. Wong
Student representatives

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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
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Assistant deans
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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

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William Wittlake, Chair
Jane M. Bork
Jeff Cao
Lynda Daniel
George Isaac
Michael Kirby
Robert Teel
Raymond Wong
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Henry Lamberton
Tamara Shankel
Leonard S. Werner

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

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Resa L. Chase
George W. Christison
Bradley A. Cole
Lincoln Edwards
Anthony Firek
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Michael Kirby
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John E. Lewis
P. Ben Loo
David Taylor
Robert W. Teel
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Assistant deans

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Wayne S. Dysinger
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Wilbert Gonzalez
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William McGhee
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Sara H. Uffindell
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Raymond D. Wong
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Assistant deans
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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
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Sarah Uffindell
Robert J. Wagner
Nancy Wheeler
Les Yonemoto
Lionel W. Young
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Thomas J. Zirkle, Chair
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Darryl Heustis
John Jacobson
Richard S. Kim
James P. Larsen
Lilia N. Loredo
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Tamara L. Thomas
Leonard S. Werner

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Elected representatives
Invitees: Assistant and associate deans

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

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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
BCIM *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
PMIRH *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. BCIM
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

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

Harriss, 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. MEDN
Longerbeam, Jerrold K. SURG

Maeda, George PHSL
Massey, Ben D. UROL
McCloskey, 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
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SCHOOL ALUMNI ASSOCIATION

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duates of the School of Medicine organized the 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

F

ounded 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.


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.

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


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

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.


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]).

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.


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.


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: wasnser@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: comft@amft.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.naaccls.org
E-mail: naacclsinfo@naaccls.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.naaccls.org
E-mail: naacclsinfo@naaccls.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 / 585-2682 or 800 / 377-8555
FAX: 301 / 585-3211
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 (JRG-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 20037
Phone: 202 / 828-0596
FAX: 202 / 828-1125
Web sites: www.lcme.org; www.aamc.org
E-mail: lcme@aamc.org

ACREDITING AGENCIES
THE UNIVERSITY LIBRARIES

Major library resources

- 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.

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**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 typed-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.
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
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PICTURE CAPTIONS

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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.
TO COMMUNICATE WITH LLU . . .

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

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

PHONE:  
For information about LLU  1/800-422-4LLU  
dialing from Canada  1/800-545-7114

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

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The Schools:

Allied Health Professions

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**School of Science and Technology**

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Student Services/Resources

WEB SITE:
www.llu.edu/llu/students
www.llu.edu/bbie
www.llu.edu/llu/studentaffairs

E-MAIL:
registrar@univ.llu.edu

University Records

The Faculty of Religion

Coordinator of M.A. in Bio-
medicinal and Clinical Ethics
http://ethics.llu.edu/
mcarr@rel.lla.edu

Coordinator of M.A. in Clinical
Ministry
http://ministry.llu.edu/
ssorajjakool@rel.lla.edu

Coordinator of M.A. in Religion
and the Sciences
http://religionandscience.llu.edu
rrice@rel.lla.edu

Center for Christian Bioethics
http://www.lla.edu/llu/bioethics/
hmorrison@ethicscenter.lla.edu

Center for Spiritual Life and
Wholeness
http://www.lla.edu/llu/wholeness/
innerweave@som.lla.edu

The Schools:

Allied Health Professions
http://www.lla.edu/llu/sahp/

Admissions
admissions@sahp.lla.edu attn. admissions

Cardiopulmonary Sciences
admissions@sahp.lla.edu attn. CPSC

Clinical Laboratory Science
admissions@sahp.lla.edu attn. CLSC

Health Information
admissions@sahp.lla.edu attn. HLIN

Management
admissions@sahp.lla.edu attn. DTCS

Nutrition and Dietetics
admissions@sahp.lla.edu attn. DTCS

Occupational Therapy
admissions@sahp.lla.edu attn. OCTH

Physical Therapy
admissions@sahp.lla.edu attn. PHTH

Radiation Technology
admissions@sahp.lla.edu attn. RTCH

Speech-Language Pathology/
Audiology
admissions@sahp.lla.edu attn. SPPA

Dentistry
http://www.lla.edu/llu/dentistry/
admissions.sd@sd.lla.edu

Graduate
http://www.lla.edu/llu/grad/
admissions.gs@univ.lla.edu

Medicine
http://www.lla.edu/llu/medicine/
ledwards@som.lla.edu

Nursing
http://www.lla.edu/llu/nursing/
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Pharmacy
http://www.lla.edu/llu/sps/
pharmacy@univ.lla.edu
rxadmissions@univ.lla.edu

Public Health
Recruitment
http://www.lla.edu/llu/sph/
sphinfo@sph.lla.edu

Science and Technology
http://www.lla.edu/llu/scitech.html
admissions.sst@univ.lla.edu