Cover: The Good Samaritan sculpture, located on the campus mall, is a graphic representation of the parable told by Jesus and recorded in Luke 10:25-37.
The information in this BULLETIN is made as accurate as is possible at the time of publication. Students are responsible for informing themselves of and satisfactorily meeting all requirements pertinent to their relationship with the University. The University reserves the right to make such changes as circumstances demand with reference to admission, registration, tuition and fees, attendance, curriculum requirements, conduct, academic standing, candidacy, and graduation.

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LOMA LINDA UNIVERSITY
Volume 89, Number 2, July 30, 2000

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Bulletin of the
School of Medicine
1999-2001

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

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

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

The most current campus census figures (1999-2000) indicate that the core of the combined faculties consists of 1,051 full-time teachers. Part-time and voluntary teachers, largely clinicians in the professional curricula, bring the total to 2,254. Men and women from 87 nations are represented in the 1999-2000 enrollment of 3,410.

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 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, sex, race, color, or national origin in its educational and admissions policies, financial affairs, employment programs, student life and services, or any University-administered program.

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

1999

JUNE

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1 Early registration for summer sessions
7-11 Final examinations—FR
8-9 USMLE, Step I—SO
21-SEP 3 SUMMER SESSIONS 1999
21-SEP 3 Eleven-week summer session
21-JUL 27 First five-week summer session

JULY

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4 5 6 7 8 9 10 Independence Day recess
11 12 13 14 15 16 17 SM clerkships—JR
18 19 20 21 22 23 24 Instruction begins—JR
25 26 27 28 29 30 31 Last day to obtain financial clearance
21 Instruction begins
21 Registration—JR, SR
24 Instruction begins—SR
26 Second five-week summer session
28-SEP 2 Second five-week summer session

AUGUST

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3-4 Careers in Medicine seminar
5-6 Registration and orientation—FR
9 Instruction begins—FR
24-25 USMLE, Step II—SR

SEPTEMBER

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3 Summer Quarter ends
6 Labor Day recess
7 Registration—FR, SO, JR, SR
7-24 Post-Summer Quarter session
7 Instruction begins, Post-Summer Quarter session
7 Instruction begins—SO
8-24 Registration for Autumn Quarter
13-15 Midterm examinations—FR
15 University faculty convocation
27-DEC 14 AUTUMN QUARTER 1999
27 Last day to obtain financial clearance and to complete registration without a late fee
The Calendar

1999

OCTOBER

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<td>1-3</td>
<td>Faculty/Student retreat</td>
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<td>5</td>
<td>Last day to enter a course or change from audit to credit/credit to audit</td>
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<td>7</td>
<td>Campus/Chamber of Commerce Connection</td>
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<td>11-15</td>
<td>Fall Week of Devotion</td>
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<td>12</td>
<td>Last day to withdraw with no record of course registration on transcript</td>
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<td>22</td>
<td>Examinations—JR</td>
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<tr>
<td>25-29</td>
<td>Midterm examinations—SO</td>
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<tr>
<td>29-30</td>
<td>Annual HALL/ALAS student retreat</td>
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NOVEMBER

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<td>19-20</td>
<td>Annual BALL/BIHPSA student retreat</td>
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<td>24-28</td>
<td>Thanksgiving recess—FR, SO</td>
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<td>Instruction resumes</td>
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<td>Last day to withdraw with a W grade</td>
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<td>Last day to submit S/U petition</td>
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<td>29-DEC 23</td>
<td>Registration for Winter Quarter—LLU</td>
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<td>Registration—FR, SO, JR, SR</td>
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<td>Final examinations—FR, SO</td>
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<td>13-27</td>
<td>Christmas recess—SR</td>
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<td>Autumn Quarter ends</td>
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<td>Grades due from faculty</td>
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<td>18-JAN 3</td>
<td>Christmas recess—FR, SO</td>
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<td>3-MAR 17</td>
<td>WINTER QUARTER 2000</td>
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<td>Instruction begins—FR, SO</td>
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# The Calendar

## 2000

### FEBRUARY

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| 29-MAR 24 |   |   |   |   |   | MAR|
|   |   |   |   |   |   | 24 |

- **7-11**: Midterm examinations—FR, SO
- **21**: Presidents’ Day recess
- **28**: Last day to withdraw with a W grade
- **28**: Last day to submit S/U petition

### MARCH

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- **2**: Registration—FR, SO, JR, SR
- **3**: SM Family Day and FR dedication
- **3-7**: Annual Postgraduate Convention (APC)
- **13-17**: Final examinations—FR, SO
- **17**: Winter Quarter ends
- **21**: Grades due from faculty
- **17-26**: Spring break—LLU

### APRIL

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- **4**: Last day to enter a course or change from audit to credit/credit to audit
- **10-14**: Spring Week of Devotion
- **11**: Last day to withdraw with no record of course registration on transcript
- **21**: Examinations—JR
- **24-28**: Midterm examinations—FR

### MAY

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- **8-12**: Final examinations—SO
- **13**: Minority Consecration Service
- **16**: Basic science comprehensive examination—SO
- **22**: Last day to withdraw with a W grade
- **22**: Last day to submit S/U petition
- **26**: Hooding Ceremony
- **27**: Baccalaureate Service
- **28**: Conferring of Degrees
- **29**: Memorial Day recess
- **31-JUN 16**: Early registration for summer sessions
The Calendar

2000

JUNE

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<td>SUMMER SESSIONS 2000</td>
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Early registration for summer sessions

Final examinations—FR

Spring Quarter ends—LLU

Final examinations—FR

SUMMER SESSIONS 2000
First five-week summer session
Eleven-week summer session
Last day to obtain financial clearance
Instruction begins

One week after course begins

Last day to enter a course or change from audit to credit/credit to audit

One week after course begins

Last day to withdraw with no record of course registration on transcript

29
Registration—JR

31
Instruction begins—JR, SR

JULY

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Independence Day recess
Instruction begins—JR
Last day to obtain financial clearance—JR
Second five-week summer session
Registration—SR
SM clerkships—JR, SR

One week before end of course

Last day to withdraw with a W grade

One week before end of course

Last day to submit S/U petition

AUGUST

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Registration and orientation—FR
Instruction begins—FR
The Calendar

2000

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1 Summer Quarter ends
4 Labor Day recess
5 Summer registration—SO
5 Instruction begins—SO
5-22 Registration for Autumn Quarter—FR, SO, JR, SR
5-22 POST-SUMMER QUARTER SESSION 2000
5 Instruction begins
11-15 Midterm examinations—FR
12 LLU faculty colloquium
25-DEC 14 AUTUMN QUARTER 2000
25 Last day to obtain financial clearance and to complete registration without a late fee
29-OCT 1 SM faculty/student retreat

OCTOBER

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3 Last day to enter a course or change from audit to credit/credit to audit
5 Campus/Chamber of Commerce Connection
9-13 Fall Week of Devotion
10 Last day to withdraw with no record of course registration on transcript
20 Examinations—JR
23-27 Midterm examinations—FR, SO
25 University convocation
27-28 Annual HALL/ALAS student retreat

NOVEMBER

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17-19 Annual BALL/BHPSA student retreat
22-26 Thanksgiving recess—FR, SO
27 Instruction resumes
27 Last day to withdraw with a W grade
27 Last day to submit S/U petition
27-DEC 22 Registration for Winter Quarter—LLU

DECEMBER

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7 Final examinations—FR, SO
11-14 Final examinations—LLU
14 Autumn Quarter ends
15-JAN 2 Christmas recess—LLU
18-JAN 2 Christmas recess—FR, SO, JR, SR
19 Grades due from faculty
The Calendar

2001

JANUARY

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2-MAR 16 **WINTER QUARTER 2001**

3 Instruction begins—LLU

3 Instruction begins—FR, SO, JR, SR

3 Last day to obtain financial clearance—LLU

9 Last day to enter a course or change from audit to credit/credit to audit

20-27 Mission Emphasis Week

15 Martin Luther King, Jr., Day recess—FR, SO

16 Last day to withdraw with no record of course registration on transcript

16-19 Student Week of Spiritual Emphasis

26 Final examinations—JR

FEBRUARY

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29-MAR 2 Midterm examinations—FR, SO

19 Presidents’ Day recess

20-27 African American History Week

22-27 SM Annual Postgraduate Convention (APC) with

27-MAR 2 SPH Alumni “Healthy People” Convention

25 SM Family Day and FR dedication

26 Last day to withdraw with a W grade

26 Last day to submit S/U petition

26-MAR 23 Registration for Spring Quarter—LLU

MARCH

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1 Registration for Spring Quarter—SM

12-16 Final examinations—LLU

12-16 Final examinations—FR, SO

16-25 Spring break—LLU

16 Winter Quarter ends

TBA JR match seminar

TBA SR match seminar

20 Grades due from faculty

26-JUN 8 **SPRING QUARTER 2001**

26 Last day to obtain financial clearance and to complete registration without a late fee

26 Instruction begins—LLU

27 Instruction begins—FR, SO
The Calendar

2001

APRIL

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3 Last day to enter a course or change from audit to credit/credit to audit
9-13 Spring Week of Devotion
10 Last day to withdraw with no record of course registration on transcript
20 Examinations—JR
23-27 Midterm examinations—FR

MAY

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7-11 Final examinations—SO
12 Diversity Consecration Service
15 Basic science comprehensive examination—SO
21 Last day to withdraw with a W grade
21 Last day to submit S/U petition
25 Hooding Ceremony
26 Baccalaureate Service
27 Conferring of Degrees
28 Memorial Day recess
30-JUN 15 Early registration for summer sessions—LLU

JUNE

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18-AUG 31 SUMMER SESSIONS 2001—LLU
4- 8 Final examinations—LLU
4- 8 Final examinations—FR
8 Spring Quarter ends
11-15 NBME subject examinations—FR
12 Grades due from faculty
18-JUL 24 First five-week summer session
18-AUG 31 Eleven-week summer session

JULY

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2 Instruction begins—JR
25-AUG 31 Second five-week summer session
30 SM 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.

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

We welcome your interest.

Brian S. Bull, M.D.
Dean, School of Medicine
School Foundations

HISTORY

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

SINCE 1909

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

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

PREPARING THE PHYSICIAN

Our overriding purpose is to foster the formation of Christian physicians, educated to serve as generalists or specialists providing whole-person care to individuals, families, and communities. To discharge 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 an atmosphere of inquiry and discovering new routes to wholeness through basic and clinical research.

SERVICE
Ministering to the physical, mental, emotional, and spiritual needs of patients in a timely and cost-effective fashion with due regard for their privacy, dignity, and valid consent; providing diagnostic and therapeutic services in primary and tertiary-care settings to patients of all ages, races, religions, and socioeconomic backgrounds.

DEVELOPING THE WHOLE PERSON
Fostering wholeness. The Christian view of wholeness maintains 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. We are dedicated to promoting physical, intellectual, social, and spiritual growth in our faculty and our students; and to 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 physicians and scientists from countries outside the United States additional 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 for dedication to the ideal of service to society.

GENERAL ENTRANCE INFORMATION

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

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

Required:
- Keyboard and computer skills
- Introductory course in basic statistics
- Biochemistry (strongly recommended; can be substituted for second-semester organic chemistry)

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 new 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 processed through this service. The AMCAS application booklet may be obtained at the college the applicant is attending or directly from AMCAS.
Inquiry should be addressed to the following:
American Medical College Application Service
Student Services
2450 N Street, N.W., Suite 201
Washington, DC 20037-1131

Deadline
Application should be made directly to AMCAS between June 1 and November 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 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 matriculation, continuing until the class is filled.
5. The accepted applicant sends a written acceptance of his/her offer of matriculation 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:
- 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.

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

DEADLINES
June 1 to November 1 (of the year preceding the year of matriculation) is the period for submission of applications for the first-year class.
August 1 (of the year preceding the year of matriculation) is the deadline for submission of application under the Early-Decision Program.
September 1 (of the year preceding the year of matriculation) is the deadline for the submission of credentials for the Early-Decision Program.
November 15 (of the year preceding the year of matriculation) is the deadline for receipt of all supporting credentials for the regular applicant pool.
May 15 (of the year of matriculation) 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 the availability of space and the 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 Training Program**

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

**Veterans**

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

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

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

The curriculum in medicine consists of four academic years. Instruction is on the quarter system. The first six quarters are oriented to the sciences basic to the practice of medicine; the remaining two academic years are made up of clinically oriented core instruction and up to twenty-two 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, information science and population-based medicine, fundamental principles of physical diagnosis, medical applications of the basic sciences, and neuroscience.

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

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

THE SENIOR YEAR is forty weeks in length. Required clinical clerkships include subinternships in internal medicine or surgery; intensive care/emergency medicine, ambulatory care, and neurology; and up to twenty-six 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

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**TOTAL**<br>701 664 3142 2400 6907

*part of surgery rotation<br>**integrated with clerkship training

### Course numbers

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

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<th>Postbaccalaureate:</th>
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<td>401-499 senior</td>
<td>851-899 senior</td>
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CONJOINT COURSES

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

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

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

MDCJ 525, 526 Pathophysiology and Applied Physical Diagnosis (9)
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 531, 532, 533 Cell Structure and Function (14)
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 (10)
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) (7)
Fundamentals of neuroanatomy and neurophysiology integrated in a clinical context with principles of the human nervous system.

MDCJ 545, 546, 547 Medical Applications of the Basic Sciences (3, 2, 2)
Students solve clinical problems by using their medical knowledge and accessing appropriate learning resources. Independent and small-group activities help students to identify their personal learning issues. A minimum of four hours per week in independent, self-directed learning activities.

MDCJ 701 Orientation to Clinical Medicine (240 hours)
Builds on the second-year course MDCJ 525, 526. Diagnosis to provide 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.

DEPARTMENT COURSES

Please refer to the departmental listings, arranged alphabetically.

GRADUATE EDUCATION

Graduate programs leading to the Master of Science and Doctor of Philosophy degrees are offered by the preclinical Departments of Anatomy, Biochemistry, Microbiology, Molecular Genetics, and Physiology and Pharmacology.

COMBINED-DEGREES PROGRAMS

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

Medical Scientist Training Program

The Medical Scientist Training Program is designed to develop a student's independence and competence as an investigative scientist and clinician. It provides students with a broad educational base for the practice of medicine and medically related research. The program is administered jointly by the School of Medicine and the Graduate School. During the first three years of the program, students follow an integrated curriculum that includes medical courses, graduate education, and research training.
In the first year the curriculum includes a course sequence, taught by an interdisciplinary faculty, that integrates aspects of biochemistry, molecular genetics, molecular biology, cell physiology, and cell ultrastructure into a rigorous survey of cellular biology. Clinical information is added to this framework by weekly correlative sessions. During subsequent years, formal courses continue to broaden and integrate into a meaningful whole an understanding of the clinical consequences of cellular events.

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

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

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

Combined-degrees program

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

For the combined M.D./Ph.D. and M.D./M.S. degrees programs, the prerequisites and Graduate Record Examination requirements are similar to those described for the Medical Scientist Training 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, dental anesthesia, dermatology, emergency medicine, family practice, internal medicine, neurology, neurosurgery, obstetrics and gynecology, ophthalmology, oral implantology, oral surgery, orthopaedic surgery, otolaryngology, pathology, pediatrics, physical medicine/rehabilitation, preventive medicine, psychiatry, radiation oncology, diagnostic radiology, general surgery, plastic surgery, thoracic surgery, urology, and general vascular surgery.

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

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

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 Children's Hospital; and at Loma Linda University Community Hospital, Jerry L. Pettis Memorial Veterans Medical Center, Riverside County Regional Medical Center, Loma Linda University Behavioral Medicine Center, and White Memorial Medical 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 I trauma center for the region and is the tertiary-care center for high-risk obstetrics and neonatal intensive care. A new extension of the hospital 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 children and their parents that all aspects of their health will be closely monitored and understood. Loma Linda University Children's Hospital, pediatric nurses, physicians, surgeons, anesthesiologists, radiologists, and other professionals work together to assure that every patient receives the highest possible quality of medical attention.

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

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

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

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

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

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

Other facilities
Also utilized are San Bernardino County General Hospital, Kaiser Foundation Hospitals, Glendale Adventist Medical Center, and White Memorial Medical Center.
Research Centers

Basic science investigation is advanced and patient treatment is enhanced through the ground-breaking research conducted at the five 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 oligonucleotide 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.

CENTER FOR NEUROIMMUNOLOGY

The center seeks to develop basic clinical and research programs that provide insight into the scientific foundations underlying the integration of body, mind, and spirit in healing and in wellness. The center is strongly committed to providing a training environment and opportunities for medical students, clinical fellows, and early-career faculty members who wish to participate in interdisciplinary research.

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, participate—often with honors—at local and national basic research and clinical research meetings. They are given many opportunities for collaboration with other research laboratories, nationally and internationally.
NEUROSURGERY CENTER FOR RESEARCH, TRAINING, AND EDUCATION

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

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

CENTER FOR PERINATAL BIOLOGY

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

The biomedical scientists in this internationally renowned research center also teach basic science courses in the School of Medicine and graduate courses in their disciplines: physiology/pharmacology, gynecology/obstetrics, pathology/human anatomy, biochemistry/microbiology, and pediatrics. The center is an ideal environment 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. Visiting scholars from other universities also work in the center during sabbaticals or other interims.
Student Life

STUDENT LIFE

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

FROM UNIVERSITY TO STUDENT

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

STUDENT CONDUCT

It is inevitable that the student will come under question if:

- his/her academic performance is below standard;
- s/he neglects other student duties;
- his/her social conduct is unbecoming; or
- his/her attitudes demonstrate deficiencies such as poor judgment, moral inadequacy, or other forms of immaturity.

Procedures for evaluation of student academic and nonacademic performance—as well as for the student to initiate grievance procedures and/or to exercise his/her right of appeal—are described in each School’s section of the Student Handbook.

Prospective students who have questions concerning the University’s expectations should seek specific information prior to enrollment.
WHOLE-PERSON HEALTH

The University regards the student from a cosmopolitan and comprehensive point of view—

- cosmopolitan, in that the University’s global mission seeks to promote bonds and opportunities in education and service without regard to sex, national or racial origin, or geographical origin; and
- comprehensive, in that the University’s concern for the welfare of the student traditionally has been an integrated concern for assisting the student in balanced development.

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

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

Loma Linda University also offers opportunities for students to complement their formal learning through participation in a wide variety of activities 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.

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

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

The Drayson Center

The Drayson Center, Loma Linda University’s recreation and wellness center, provides state-of-the-art fitness facilities. It includes a 21,000-square-foot multipurpose gymnasium, which houses three full-size basketball courts, five volleyball courts, and 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. Included in the complex are a lighted, six-court tennis facility; a 400,000-square-foot multi-use recreational area with four softball fields; a half-mile-long track; and picnic and game areas.

The Drayson Center offers lifetime leisure classes (noncredit), such as low- and high-impact “classicize” aerobics, scuba diving, tennis, weight training, abdominal workout, karate, Tai-chi, photography, and basic calligraphy. Physical and nutritional assessments are also available.

UNIVERSITY STUDENT/FAMILY COUNSELING CENTER

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

STUDENT ASSISTANCE PROGRAM

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

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

Appointments may be scheduled during office hours: 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.

All LLSAP services are free of charge. For further information or to schedule a confidential appointment, the student may phone—off campus: 909/558-6050; on campus: 66050.

LLSAP is located at:
11360 Mountain View Avenue
Hartford Building, Suite A
Loma Linda, CA 92354.
TEACHING LEARNING CENTER

The Teaching Learning Center works with students to develop the reading, writing, analytical, and study skills needed to succeed in professional education. The center offers three ABLE programs that will help students face academic challenges by:

- Assessing learning style and reading skills.
- Breaking through in reading speed and comprehension.
- Learning analytical and memory techniques and skills.
- Enhancing ability to take tests and examinations.

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

The center is located on campus in Evans Hall, corner of Stewart and Anderson streets. The Student Health Service, which provides basic care to students, is located in the Center for Health Promotion in Evans Hall, room 207. There is no charge to the student for assessment and evaluation. The regular student tuition package does not include the TLC tuition. However, TLC tuition is lower than regular tuition. For additional information, please call 909/558-8625.

THE STUDENT HEALTH PLAN

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

Student Health Service

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

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 clinical/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 provision only during open enrollment

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

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

An eligible student may buy Student Health Plan coverage benefits for his/her spouse and/or dependent child(ren). Eligible dependents are the spouse (residing with the insured student) and his/her never-married child(ren) under nineteen years of age, or never-married child(ren) under twenty-four years of age who are full-time student(s), or never-married children under twenty-seven years of age who are full-time graduate student(s).

If a new spouse or eligible dependent is added to the household of a covered student after the two-week enrollment period, then the student has a thirty-day grace period (after the wedding or
after the birth, etc.) in which to buy coverage for the new spouse or new dependent; however, the coverage must be purchased for the entire quarter in which this new status occurred.

Buy-in rates per quarter are:

- $250 Part-time student
- $320 One dependent
- $600 Two or more dependents

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

Coverage exclusion for “pre-existing” condition

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

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

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

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

For local students the Student Health Plan covers only those prescriptions purchased through the Loma Linda Campus Pharmacy and/or the Loma Linda University Medical Center Pharmacy. The student co-pays $10 for generic or $20 for brand-name prescriptions; the Student Health Plan covers the balance for up to a 30-day supply per prescription.

The annual benefits apply per academic year, July 1 through June 30.

The Student Health Plan will pay medical expenses incurred subject to plan parameters to an annual limit of $100,000.

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 INSURANCE

Students are covered by malpractice insurance while acting within the course and scope of any approved clinical assignment. All full-time students at Loma Linda University in any clinical educational program are covered by the Student Health Plan. This plan provides coverage twenty-four hours per day while the student is enrolled at the University. The Student Health Plan waives the deductible and co-payment for accidental injury for students in clinical rotation.

DISABILITY INSURANCE PLAN

All School of Medicine students are automatically enrolled in a disability insurance program while registered in the School. This program provides limited disability insurance for students while in the program and also allows for conversion to an individual disability insurance policy at the time of graduation. Details of this program are available in the School of Medicine office of the assistant dean for administrative affairs.

GOVERNING PRACTICES

Residence hall

The School is coeducational and accepts both single and married students. Any single student who prefers to live on campus may do so.

Students are expected to live on campus unless they are:

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

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

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

Marriage

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

Personal appearance

Students in the classroom or clinical environment must exhibit personal grooming consistent with expectations of the health care institution, the profession, the School, and the University. Specific guidelines are provided by the School.
Personal property
The School assumes no responsibility for the loss of the student’s personal property, instruments, or other items by theft, fire, or unknown causes. The student is expected to assume responsibility for the safekeeping of personal belongings.

Criminal background check
Some clinical affiliation sites require personal background checks on students; these checks must be completed thirty days prior to clinical placement. The checks can be processed through University Security. The student will be informed when a facility requests a background check and will be charged an appropriate fee.

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

Student identification card
All students will be assigned University ID numbers and issued student ID cards. The University student ID card will be used for library, health, and other services.
In some cases, students are also required to have Medical Center ID badges. Information regarding this requirement can be obtained from the Office of the Dean of the School.

Substance abuse
Loma Linda University is committed to providing a learning environment conducive to the fullest possible human development. Because the University holds that a lifestyle that is drug, alcohol, and tobacco free is essential for achieving this goal, it maintains policies that seek a campus environment free of these substances. Students are expected to refrain from substance abuse while enrolled at the University. Substance abuse is considered to be any use of tobacco, alcohol, prescription or nonprescription drugs, or other mood-altering substance which impairs the appropriate functioning of the student. The School offers counseling and other redemptive programs to assist in the recovery from substance dependence or abuse. Continuation 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.

Sexual harassment
Sexual harassment is reprehensible and will not be tolerated by the University. It subverts the mission of the University and threatens the careers, educational experience, and well-being of students, faculty, employees, and patients.
Because of the sensitive nature of situations involving sexual harassment and to assure speedy and confidential resolution of these issues, students should contact one of the School’s designated, trained sexual harassment ombudspersons.
A more comprehensive statement of the policy regarding sexual harassment can be found in the University Student Handbook, pp. 95-99.

Dismissal, grievance
Students who are involved in dismissal proceedings or who wish to file a grievance are referred to the grievance procedure as outlined—
1. in the Student Life section of this Bulletin (see FROM UNIVERSITY TO STUDENT, par. 3); and
2. in the School section of the Student Handbook.

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

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

STUDENT ORGANIZATIONS
The purpose of Loma Linda University School of Medicine student organizations is to:
- encourage high Christian ideals among medical students.
- involve medical students in developing and furthering their education.
- enhance involvement in and loyalty to Loma Linda University.
- unite medical students to seek constructive solutions to problems.
- foster leadership among medical students.

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

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

AMSA

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

AWARDS

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

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

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

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

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

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

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

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

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

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

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

Harold F. Ziprick Award
This award is presented annually by the Department of Gynecology and Obstetrics to a senior student in recognition of overall academic achievement and clinical performance in gynecology and obstetrics, as demonstrated by the physician and teacher for whom the award is named.
Loma Linda University School of Medicine was established to provide education of future physicians in an atmosphere in which basic Christian values are honored. The rigorous academic expectations of the institution are consistent with the example of personal excellence embodied in the Christian tradition. Although no religious test is applied, students are expected to respect the standards and ideals of this church-related University. Application to and enrollment in the University constitute the student’s commitment to honor and abide by the academic, nonacademic, and social practices, policies, and regulations of the University. These policies are found in Bulletins, handbooks, announcements, and other published materials. In addition, students are expected to display conduct that is mature and compatible with the University’s function as an institution of higher learning and the University’s sponsorship by the Seventh-day Adventist church.

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

**GENERAL POLICIES**

**Registration**

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

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

**Classification**

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

**Attendance**

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

**Chapel**

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

**Communications**

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

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

Textbooks
Students are expected to provide themselves with the textbooks recommended each academic year of the curriculum.

Instruments
The instruments to be acquired include the following: dissection instruments, flashlight, sphygmomanometer, otoscope and ophthalmoscope, percussion hammer, steel tape (inch and centimeter graduation), stethoscope, and tuning fork.

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 are required to take examinations at the scheduled time. Students will be denied entrance once the examination has officially started.

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 get a written excuse from the dean’s office prior to the administration of the test in question. This written excuse must then be provided to the course coordinators. 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 a test will be left to the discretion of the dean’s office.

Students who miss examinations without prior approval from the dean’s office 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 dean’s office must be contacted as soon as possible. Failure to do so will result in an unexcused absence.

Grading policy
Course coordinators submit grades at the end of the course, indicating the overall evaluation of the student’s performance in the course. The grade will reflect the success or failure of the student in meeting the objectives of the course in terms of knowledge, skills, attitudes, and values. The evaluation of the student will be recorded as SATISFACTORY if the student exceeded the minimum requirements for overall performance. The grade assigned will be SATISFACTORY 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 for each course is developed by the course and is merged with standing from other courses to calculate cumulative class standings.

Promotion
Promotion is contingent on satisfactory academic performance. Both cognitive and noncognitive (including personal suitability to assume the responsibilities of the medical profession) evaluations of academic performance 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.

State

Graduates are eligible to take the examination given by the Medical Board of California. Information regarding the examination may be obtained from the Office of the Dean or from the Medical Board of California, 1430 Howe Street, Sacramento, CA 95825.

DOCTOR OF MEDICINE DEGREE

The School of Medicine requires that a candidate must have met the following requirements for the Doctor of Medicine degree:

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

The candidate is required to participate in graduation exercises upon completion of the academic program. If the candidate is out of sequence with his/her current class but would like to participate in the commencement exercises, s/he must have completed a minimum of three months of the required senior clerkships, i.e., medicine, surgery, pediatrics, gynecology/obstetrics, 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 president of the University, is contingent on the recommendation of the dean to the president.

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

POSTGRADUATE TRAINING

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

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

GENERAL PRACTICES

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

FINANCIAL POLICIES

Advance payment and refunds

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

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

Monthly statement

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

Financial clearance

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

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

Checks

Checks should be made payable to Loma Linda University and should show the student’s name and identification number to ensure that the correct account is credited. If a check is returned, a $10 returned check fee will be assessed.

Veterans

A student eligible to receive veteran’s benefits under the current enactment should (a) contact the Office of University Records within the first week following registration, and (b) 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 (usually one year) has been removed and s/he is certified to be in good and regular standing.
SCHEDULE OF CHARGES

TUITION
$27,124 Full time, 1999-2000
$27,990 Full time, 2000-2001
$6,781 Full time, per quarter, 1999-2000
$6,781 Full time, per quarter, 2000-2001

FEES
$110 Graduation fee, seniors

SUPPLIES AND INSTRUMENTS (estimated)
$2,000 Per calendar year

LIVING EXPENSES (estimated)
$7,040 Off-campus student living with parent or relative, per school calendar year 1999-2000
$7,040 Off-campus student living with parent or relative, per school calendar year 2000-2001
$10,230 Dormitory student, per calendar year 1999-2000
$10,230 Dormitory student, per calendar year 2000-2001
$12,485 Community student providing own housing, per calendar year, 1999-2000
$12,485 Community student providing own housing, per calendar year, 2000-2001

SPECIAL CHARGES
$55 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)

STUDENT FINANCIAL AID

S tudent 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

T he 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.

Graduate fellowship

California residents who plan to teach should apply for this program, which is awarded based on need, scholastic ability, and future plans. Application deadline is March 2 for the following year. This grant is renewable for up to three years.

Medical scientist and combined-degrees fellowships

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

THE DEPARTMENTS

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

The Departments of the School of Medicine strive to attain the 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, and 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. graduate degree programs in the basic science Departments of Biochemistry, Microbiology, Pathology and Human Anatomy, and Physiology and Pharmacology can be obtained from the department chair of the specific program. These various programs are outlined in the BULLETIN of the Graduate School.

KEY TO CODES

Subject areas are indicated by code letters as follows:

- ANAT Human Anatomy
- ANES Anesthesiology
- BCHM Biochemistry
- CMBL Cell and Molecular Biology
- DERM Dermatology
- EMDN Emergency Medicine
- FMDN Family Medicine
- GYOB Gynecology and Obstetrics
- MDCJ Conjoint
- MEDN Medicine
- MICR Microbiology
- NEUR Neurology
- NEUS Neurosurgery
- OPHM Ophthalmology
- ORTH Orthopaedic Surgery
- OTOL Otolaryngology
- PATH Pathology
- PEDS Pediatrics
- PHRM Pharmacology
- PMRI Physical Medicine and Rehabilitation
- PHSL Physiology
- PRVM Public Health and Preventive Medicine
- PHYT Psychiatry
- RADS Radiology
- RDMN Radiation Medicine
- SURG Surgery
- UROL Urology
- AH School of Allied Health Professions
- GS Graduate School
- PH School of Public Health
- SD or DN School of Dentistry

*For convenience of reference, the departments of instruction are listed alphabetically.
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
Roland C. Aloia, BCHM
Richard L. Applegate II
Floyd S. Brauer
Burton A. Briggs, PEDS, SURG
Daniel J. Cole
Wayne K. Jacobsen, PEDS
Robert D. Martin
Linda J. Mason, PEDS
James A. Meyer

EMERITUS CLINICAL PROFESSOR
Leslie Rendell-Baker

CLINICAL PROFESSOR
Bernard J. Brandstater

ASSOCIATE PROFESSORS
Donald Lynn Anderson
Stanley D. Brauer
Maureen H. Bull
Thomas P. Engel, PHRM
Monica M. Neumann

Randall M. Schell
Gary R. Stier
Linda I. Wat

EMERITUS ASSOCIATE CLINICAL PROFESSOR
Denis F. Lobo

ASSOCIATE CLINICAL PROFESSOR
Allen L. Brandt

ASSISTANT PROFESSORS
Sherif A. Azer
George Cheng
Deborah M. Chung
Anne T. Gupta
Carl E. Collier
Elizabeth Ghazal
Erlinda Guzon-Castro
Richard K. Hamamura
Anna L. Harris
Robin Kim
Penny Kimball-Johnson
Carol A. Lau, PEDS
Charles Lee
Timothy Lowe
Deborah Melvor
Phoebe E. Mosaad
Can Thanh Ngo
Lowell W. Reynolds, PMRH
Abdul R. Samady
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

BIOCHEMISTRY DIVISION
E. CLIFFORD HERRMANN, JR., Head (Acting Co-Chair)

MICROBIOLOGY DIVISION
JAMES D. KETTERING, Head (Acting Co-Chair)

BIOCHEMISTRY DIVISION

The primary objectives of the Department of Biochemistry are to:
1. Provide course work in biochemistry at levels appropriate for the various professional curricula.
2. Introduce students to applications of biochemistry that address problems in medicine, dentistry, nutrition, etc., so that they can understand the place of this discipline in each field.
3. Cooperate with colleagues in other areas at Loma Linda University, providing them with biochemical expertise to assist in their research projects or classroom instruction.
4. Offer a master's degree or Doctor of Philosophy degree in biochemistry to medical and dental professionals who have mastered biochemistry and demonstrated independent judgment and the skills essential to biomedical research. This course work can provide a foundation for the further academic training of some who will become biomedical educators of the future.
5. Conduct a high-quality graduate biochemistry program on a Seventh-day Adventist Christian campus for anyone who feels more comfortable in such an environment.
6. Conduct research in biochemistry that contributes to knowledge in biomedical sciences.

FACULTY

DISTINGUISHED PROFESSOR
David J. Baylink, MEDN, ORTH

PROFESSORS
Roland C. Aloia, ANES
Richard E. Beltz
Daila S. Gridley, MICR, RDMN
George T. Javor, MICR
Wolff M. Kirsch, NEUS
John Leonora, #PHSL, MEDN
William Langridge, MICR
Geórgio M. Lessard
Thomas A. Linkhart, PEDS
W. Barton Rippon, GS
John J. Rossi, MICR
Charles W. Slattery, PEDS
Barry L. Taylor, MICR
R. Bruce Wilcox
Anthony J. Zuccarelli, MICR

RESEARCH PROFESSORS
John R. Farley, MEDN
David A. Hessinger, PHSL, PHRM
Kin-Hing W. Lau, MEDN
Subburaman Mohan, MEDN, PHSL
Aladar Szalay
Conrad M. Van Gent, MEDN

ASSOCIATE PROFESSORS
E. Clifford Hermann
William J. Pearce, PHSL
ASSOCIATE RESEARCH PROFESSORS
Shin Tai Chen, Richard W. Hubbard, PATH
Donna D. Strong, MEDN, BCHM
Jon E. Wergedal, MEDN

ASSISTANT RESEARCH PROFESSOR
Satish M. Sood

RESEARCH INSTRUCTOR
Chiranjib Dasgupta

ADJUNCT ASSOCIATE PROFESSOR
Lawrence C. Sowers

COURSES

MDCJ 531, 532, 533  Cell Structure and Function SM (150 hours) (14)
Fully integrated, comprehensive course that develops knowledge and skills relating normal microscopic and submicroscopic anatomy to cellular biology, cellular physiology, and immunology. General pathalogy, 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) (10)
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 545, 546, 547  Medical Applications of the Basic Sciences (3, 2, 2)
Students solve clinical problems by using their medical knowledge and accessing appropriate learning resources. Independent and small-group activities help students identify their personal learning issues. A minimum of four hours per week in independent, self-directed learning activities.

BCHM 505  Seminar in Biochemistry (1)

BCHM 506  Seminar Presentation in Biochemistry (1)

BCHM 508  Principles of Biochemistry (6)

BCHM 523  Introduction to Physical Biochemistry (3)
Folding of globular and fibrous proteins, emphasizing the relationship between sequence, structure, and function. Biochemical thermodynamics and equilibria, with application to ligand/protein interaction. Multisubstrate enzyme kinetics. Enzyme mechanisms.
Prerequisite: BCHM 508, 515, or equivalent.

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

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

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

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

BCHM 551  Special Problems in Biochemistry (arranged)

BCHM 697  Research (arranged)

BCHM 698  Thesis (arranged)

BCHM 699  Dissertation (arranged)

BCHM 891  Biochemistry Elective (arranged)
MICROBIOLOGY DIVISION

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

FACULTY

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

PROFESSORS
Harvey A. Elder, MEDN
Istvan Fodor
Daila S. Gridley, RDMN, BCHM
George T. Javor, BCHM
James D. Kettering
William Langridge, BCHM
Benjamin H. S. Lau
John E. Lewis, MEDN, PATH
Yiming Li, SD
Michael B. Lilly, MEDN
Sandra Nehlsen-Cannarella, PATH, SURG
Barry L. Taylor, BCHM
Anthony J. Zuccarelli, BCHM

ASSOCIATE PROFESSORS
Lora M. Green, MEDN
Ira Roy
Junichi Ryu

ASSOCIATE RESEARCH PROFESSORS
Mark Johnson
Giuseppe Molinaro, PATH
Donna D. Strong, MEDN, BCHM

ASSISTANT PROFESSORS
Carlos A. Casiano
William C. Eby
Alan P. Escher
Hansel M. Fletcher
Igor B. Jouline

INSTRUCTOR
Sandra Hilliker

ADJUNCT RESEARCH PROFESSORS
Edouard Cantin
Ren Jang Lin

ADJUNCT RESEARCH ASSISTANT PROFESSOR
Daniela Castanotto

COURSES

MEDICINE

MICR 511  Medical Microbiology SM (7)
Systematic study of microorganisms of medical importance, pathogenic mechanisms, host-parasite relationships, and methods of identification.

MICR 599  Directed Study (240 hours)

MICR 891  Microbiology Elective (arranged)

MDCJ 514  Immunology SM (27 hours) (2.5)
Medical immunology, with emphasis on the cellular, humoral, and molecular components of the immune system. Immune responses associated with host defense and disease processes. Immunologic techniques related to the practice of other basic and clinical sciences.
Crosslisting: MDCJ 543; MICR 520.

MDCJ 531, 532, 533  Cell Structure and Function SM (150 hours) (14)
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, and eukaryotic cells.
MDCJ 535, 536, 537 Medical Biochemistry, Molecular Biology, and Genetics (10)
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

MDCJ 545, 546, 547 Medical Applications of the Basic Sciences (3, 2, 2)
Students solve clinical problems by using their medical knowledge and accessing appropriate learning resources. Independent and small-group activities help students identify their personal learning issues. A minimum of four hours per week in independent, self-directed learning activities.

GRADUATE

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

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

MICR 503 Dental Immunology (2)

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

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

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

MICR 530 Introduction to Graduate Immunology (3)
MICR 531 Biological Membranes (3)
MICR 534 Microbial Physiology (3)
MICR 536 Laboratory in Gene Transfer and Gene Expression (4)
MICR 537 Selected Topics in Molecular Biology (2)
MICR 539 Molecular Biology of Prokaryotes and Eukaryotes (8)
MICR 545 Molecular Biology Techniques, Laboratory (4)
MICR 546 Advanced Immunology (4)
MICR 565 Virology (3)
MICR 566 Cell Culture (3)
MICR 604 Seminar in Microbiology (1)
MICR 605 Colloquium (1)
MICR 606 Graduate Seminar (1)
MICR 624 Special Problems in Microbiology (2-4)
MICR 625 Independent Study in Microbiology Literature (2-4)
MICR 626 Special Topics in Microbiology (2-4)
MICR 634 Clinical Microbiology Practicum (4)
MICR 697 Research (1-8)
MICR 698 Thesis (1-3)
MICR 699 Dissertation (1-3)
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.
COURSES

SURG 821  Surgery Clerkship (100 hours participation)

EMDN 821  Emergency Medicine Clerkship (120 hours)
Two-week required rotation of seven eight-hour emergency department (ED) shifts. A variety of Loma Linda University Community Hospital ED, Loma Linda University Medical Center ED, Loma Linda University Children's Hospital ED shifts (pediatric side); and an administrative shift—including time in the radio room, on the triage desk, and with the transport nurse. 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. Also included are hands-on suture lab, EKG reading tutorial, and case studies in reading common emergency radiographs.

EMDN 891  Emergency Medicine Elective (arranged)
Two-week or four-week rotation of four eight-hour emergency department (ED) shifts weekly. Shifts include a variety of Loma Linda University Community Hospital ED, Loma Linda University Medical Center ED, Loma Linda University Children's Hospital ED shifts (pediatric side); and an administrative shift—including time in the radio room, on the triage desk, and with the transport nurse. 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. Also included are a hands-on suture lab, EKG reading tutorial, and case studies in reading common emergency radiographs.

EMDN 892  Emergency Medicine Research Clerkship (240 hours)
FAMILY MEDICINE

JOHN K. TESTERMAN, Chair

The objectives of the Department of Family Medicine are to:

1. Provide medical students and residents with the highest level of training in the specialty of family medicine.

2. Help undergraduate students develop the skills to provide continuing and comprehensive health care for individuals and families.

3. Help students gain an appreciation for the breadth of family practice—which integrates the biological, clinical, and behavioral sciences in whole-person care.

4. Teach students that the scope of family practice encompasses health maintenance as well as all disease entities as they may affect all ages, both sexes, and each organ system.

5. Introduce students to family-physician role models so that students will be able to make an informed choice regarding family medicine as a career option.

6. Show medical students a perspective of the health care system and the process of patient intake at the primary level, which includes a clinical experience to evaluate and manage a number of common medical problems seen in the ambulatory setting.

FACULTY

EMERITUS PROFESSOR
Raymond O. West

PROFESSORS
Wil Alexander
Robert D. Orr

ASSOCIATE PROFESSORS
Barbara L. Orr
John K. Testerman
Leonard S. Werner, MEDN, PHSL/PHRM
Jack Yu

ASSOCIATE RESEARCH PROFESSOR
Kelly Morton

ASSOCIATE CLINICAL PROFESSORS
Mary E. Ferris
Timothy E. Neufeld

ASSISTANT PROFESSORS
Y. Paul Aoyagi
Daniel Castro, MEDN
Debra D. Craig, MEDN
Janet A. Cunningham
Dennis DeLeon
Linda Deppe
Linda H. Ferry, PRVM
John Fleming
Benny Hau
Helen P. Hopp-Marshak, PH
Richard Kim
Robert Mattos
Richard L. Milholm
Gina J. Mohn
Mark W. Olson
Michelle T. Opsahl
Shantharam R. Pai
Earl B. Quijada
Ivan L. Reeve
Lois Ritchie
Jorge L. Rivera, SURG
Magda L. Robinson
Alane M. Samarza
Lauren M. Simon
Esther Won

ASSISTANT CLINICAL PROFESSORS
Javier A. Armijo
Ronald P. Bangasser
Andre V. Blaylock
Iris J. Chung
Warren B. Churg
Jean-Claude Hage
Jonathan Horstmann
Ming Chang Isinhue
Kenneth M. Kopec
James S. Ku
Tony B. Lee
Gerald Lofthouse
Manoucher Manoucheri
Elliot A. Meltzer  
Renu Mittal  
Walter C. Morgan  
Wendell Moseley  
David Nutter  
Michael R. Oliverio  
Raul Pardave  
Lien T. Pham  
R. Steven Pulverman  
J. Franklin Randolph  
Michelle E. Reeves  
Ruth Stanhiser  
Jeffrey R. Unger  
Dorothy E. Vura-Weis

INSTRUCTORS
Ann M. Ronan  
Nancy Testerman

CLINICAL INSTRUCTORS
Norman D. Bravo  
Tina Haller-Wade  
Richard A. Leach  
Margaret H. Lester

ADJUNCT ASSISTANT CLINICAL PROFESSOR
Rhonda D. Robinson

COURSES

FMDN 599 Directed Elective Study (arranged)

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

FMDN 799 Clinical Selective in Family Medicine  
(Family Care of the Aged)  
(240 hours)
Advanced experience in family-centered senior health care. Improves skills specific to geriatric medicine. Familiarizes student with key socioeconomic issues in eldercare. Develops an individual approach to formulating primary-, secondary-, and tertiary-preventive-health strategies for older adults. Familiarizes students with the diagnosis and management of specific geriatric syndromes. (Open to 4th-year students.)

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

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

FMDN 893 Family Medicine Elective (Clinical Ethics)  
(240 hours)
Practical experience in analysis and decision making for difficult clinical situations. Student participates in ethics consultations, rounds, and conferences; and prepares a literature research paper. (Open to 4th-year students.)

FMDN 894 Family Medicine Elective  
(Adolescent Pregnancy: Social and Medical Aspects)  
(240 hours)
Opportunity for student to experience family-practice residencies with several different models of care: managed care (Kaiser-Fontana and Riverside), indigent/public health approach (San Bernardino County and Riverside General hospitals), and a mixed practice (Loma Linda Family Medicine). Specific learning objectives developed by student, with supervising faculty. (Open to 4th-year students.)

FMDN 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)
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. Diagnosis to provide the knowledge, skills, values, and attitudes necessary to facilitate a smooth transition from the preclinical to the clinical curriculum.

MDCJ 821 Ambulatory Care Clerkship  
(240 hours)
Interdisciplinary, four-week rotation designed to broaden exposure to community-based health care done mainly in primary-care clinics. Clinical experience in areas not otherwise covered in the curriculum: dermatology and STDs, clinical preventive medicine, and integrative/whole-person care in ambulatory and managed-care settings.
The purpose of the Department of Gynecology and Obstetrics is to provide an academic environment that encourages learning, teaching, and research. The objectives of the department are to:

1. Provide medical students with a broad base of knowledge in obstetrics and gynecology for entrance into a primary-care specialty.

2. Instill a standard of medical excellence that will lead to a continuing program of medical education, reaching through and beyond the residency years.

3. Provide faculty who function as role models for the students and residents.

**FACULTY**

**DISTINGUISHED PROFESSOR**
Lawrence D. Longo, PHSL, PEDS

**PROFESSORS**
Philip J. Chan, PHSL
Raymond Gilbert, PHSL
Alan King
Ronald M. Nelson
Gordon G. Power, MEDN, PHSL
Elmar P. Sakala

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

**ASSOCIATE CLINICAL PROFESSORS**
Bert J. Davidson
Miguelito M. Fernando
Wilbert Gonzalez
Robert H. Gregg
Beverly J. Gregorius
Jack G. Hallatt
Massoud Mofid
Rick D. Murray
Masao Nakamoto
Clifford A. Walters
Stanley R. M. Zerne

**ASSISTANT PROFESSORS**
Johannah Corselli
Yvonne G. Gollin
Jeffrey S. Hardey
Kathleen M. Lau
Leroy A. Reese
Hugo D. Riffel
Ron Swensden

**ASSISTANT CLINICAL PROFESSORS**
Teresa P. Avants
Juan C. Drachenberg
Thomas E. Gibson, Jr.
Young-il H. Hahn
Christopher T. Huang
Ronald B. Johnson
J. Dee Lansing
Laurel J. Munson
Gigia A. Parker
Harold V. Racine
Marvin M. Sando
Kathryn Shaw
E. Laurence Spencer-Smith
Darrell L. Vaughan
Kim Warner
Elvonne Whitney
Cinna T. Wolhuthur

**INSTRUCTORS**
Michelle L. Evans
Emily D. Gibson
Marilyn Herber
Melissa Y. Kidder
Faye J. Whiting

**CLINICAL INSTRUCTOR**
Ronald S. Wu
COURSES

GYOB 599  Gynecology and Obstetrics Directed Study (arranged)

GYOB 701  Gynecology and Obstetrics Clerkship (480 hours)

GYOB 891  Gynecology and Obstetrics Elective (arranged)

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

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 and Director of Planning, Loma Linda University

J. LAMONT MURDOCH, Vice Chair and Assistant Chief of Service, Loma Linda University Medical Center

GLENN L. FOSTER, Vice Chair and Chief of Service, Jerry L. Pettis Veterans Medical Center

DANIEL L. BOULAND, Vice Chair, Riverside General Hospital University Medical Center

DIVISIONS

CARDIiology
  KENNETH R. JUTZY, Head

CLINICAL PHARMACOLOGY
  RALPH E. CUTLER, Head

DERMATOLOGY
  ABEL TORRES, Head

ENDOCRINOLOGY
  J. LAMONT MURDOCH, Head

GASTROENTEROLOGY
  MICHAEL H. WALTER, Head

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

INFECTIOUS DISEASE
  JAMES J. COUPERUS, Head

NEPHROLOGY
  SIEGMUND TEICHMAN, Head

ONCOLOGY-HEMATOLOGY
  FRANK D. HOWARD IV, Head

PULMONARY AND CRITICAL CARE MEDICINE
  PHILIP M. GOLD, Head

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

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

FACULTY

INTERNAL MEDICINE DIVISIONS

EMERITUS PROFESSORS
William L. Cover
Raymond B. Crawford
Walter S. Graf
George M. Grames
Donald L. John
Varner J. Johns, Jr.
John E. Peterson, Sr.
Robert C. Rosenquist, Sr.
Stewart W. Shankel
Weldon J. Walker

DISTINGUISHED PROFESSOR
David J. Baylink, BCHM, ORTH

PROFESSORS
Ramesh C. Bansal
Yang K. Chen
C. Joan Coggin
Ralph E. Cutler, PHRM
James P. Drinkard
Harvey A. Elder, MICR
Glenn L. Foster
Gary E. Fraser, PRVM
Philip M. Gold
John J. Harris
Raymond Herber
Dale M. Isaef
Geun C. Jung

Roy V. Jutzy
Irvin N. Kuhn
Francis Y. K. Lau
John E. Lewis, PATH, MICR
Michael B. Lilly, MICR
Robert D. Mitchell
J. Lamont Murdoch
Jerald C. Nelson, PATH
Ramdas G. Pai
Gordon G. Power, GYOB, PHSL
Pravin M. Shah

EMERITUS CLINICAL PROFESSOR
Irving L. Leff

CLINICAL PROFESSORS
Habeeb Bacchus
Martin J. Collen
Joseph Gropen
L. Julian Haywood
Robert L. Johnson
Paul A. Levine
Carlos E. Ruiz
Richard L. Sheldon
Dale B. Sparks
Herman H. Stone

EMERITUS RESEARCH PROFESSOR
Milton G. Crane

RESEARCH PROFESSORS
John R. Farley, BCHM
Kin-Hing W. Lau, BCHM
John Leonora, PHRM, BCHM
Balram S. Khehra
Rajagopal Krishnan
Victor K. Lamin
Euly M. Langga-Sharifi
James P. Larsen
Alan C. K. Lau
Susie H. Lau
Scott W. Lee
Jody D. Levy
Takkin Lo
John D. McCracken
James I. McMillan
Priya Malik
Ramesh K. Manchanda
Malwinder K. Multani
Bavani Nadeswaran
Sami B. Nazal
Axa I. Newball
Sherlene Ng
Pushpa Nowrang, PEDS
Sudha Pai
Seekook Park
Gary L. Pauls
John A. Rambharose
Timothy Richardson
Rhodes L. Rigby
Suzanne S. Rizkalla
Daniel Robitshek
Maher A. Roman
Gordon H. Sasaki
Cynthia L. Serabyn
Rina N. Shah
Tamara M. Shankel, PEDS
Vasthi V. Silva
Lynnetta Skoretz
Sami S. Soliman
N. Lennard Specht
David C. Stanford
Liset N. Stoeltny
Debra D. Stottlemeyer
Michael W. Sue
Richard J. Swabb
Terri L. Tamase
Linda Giles Tan
Shirley M. Tan
Leah A. Tud Tud-Hans
Sammy S. Wong
Yasmin A. Yusufaly

Douglas O. W. Eaton
Philip A. Edelman
James A. Fallows
Marian A. Fedak
Mary A. Flowers
Gerald S. Friedman
Juanito Garlitos
Marla G. Giem
Alan Gorenberg
Margaret A. Griffin
Loran D. Hauck
Vickie V. Height
Jan M. Herrmann
Dennis A. Hilliard
Patricia C. Hisia
Galen C. L. Huang
Catherin M. Kennedy
David J. Kestenbaum
Sherif F. Khalil
A. Hafeez Khan
Sadruddin G. Hussain Khoja
Daniel I. S. Kim
Steven E. Larsen
Kam Y. Lau
Joseph Lee
Carmela M. Leonora
Duncan Leung
Chandrakant V. Mehta
Patrick M. Moloney
Ashis Mukherjee
Annette T. Nitta
David S. Nourok
Hai T. Phan
Victoria Rains
Herman H. Ricketts
Cynthia C. Ruiz
Alan C. Schwartz
Terrence H. C. Shum
Ajeet R. Singhi
Michael R. Solinger
Khusial A. Stanisai
Chao H. Sun
Douglas W. Teller
Ravi Thiruvengadom
Gordon W. Thompson
Bhoodev Tiwari
Charles R. Tourtellotte
Kees VanderHoek
Bertrand H. Vipond
John A. Ward
Gary M. Wernick
Carl Wolnisty
Andrew L. Wong
Francisco M. Wong

ASSISTANT CLINICAL PROFESSORS
Monica M. Banerjee
Connie J. Beehler
Cyril D. Blaine
Eugene P. Boling
Gary W. Brown
Elber S. Camacho
Ethelred E. Carter
Jeng-Hong Chen
Daniel S. Cosgrove
Donald L. Culver
Vishvanath V. Date
Lino J. DeGuzman
Thomas C. Denmark

ASSISTANT RESEARCH PROFESSORS
Weikuan Gu
Reinhard Gysin
Darko Kantoci
Xin Min Li
Earl D. Murray
Qin, Xue Zhong
Schwartz, Elaine B.
COURSES

MEDN 599  Medicine Directed Study (arranged)

MEDN 701  Medicine Clerkship (720 hours)

MEDN 799  Geriatric Medicine (120 hours)
Introduces students to the unique needs of older adults. Provides experience in the multidisciplinary, whole-person care of older adults, with emphasis on functional assessment.

MEDN 821  Senior Subinternship (240 hours)

MEDN 822  Senior Intensive Care (120 hours)

MEDN 891  Medicine Elective (arranged)

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 physicians.

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

MDCJ 521, 522, 523  Physical Diagnosis (8)
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 (9)
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. Diagnosis to provide 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

DISTINGUISHED PROFESSOR
W. Ross Adey, PHSL, MEDN

PROFESSORS
Carmel Armon
Stephen Ashwal, PEDS, MEDN
Donald Miller, MEDN
Donald I. Peterson, PHRM, MEDN
Gordon W. Peterson, MEDN

ASSOCIATE PROFESSORS
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Jeffrey A. Bounds
Daniel W. Giang
Boleslaw H. Liwnicz, PATH
Abraham T. Lu, PATH, MEDN
Sarah M. Roddy, PEDS

ASSOCIATE CLINICAL PROFESSOR
R. Richard Sloop

ASSISTANT PROFESSORS
Bradley A. Cole
Rodolfo O. Escutin
Lori A. Shutter

David M. Swope
Jon E. Ween

ASSISTANT CLINICAL PROFESSOR
Robert A. Klein

INSTRUCTORS
Perin D. Gomer
Dorothee Lambert
Chalmer D. McClure, PEDS
Izabella Soo

CLINICAL INSTRUCTOR
Sherif A. Dimyan

COURSES

NEUR 599 Directed Elective Study (arranged)

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

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

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

FACULTY

EMERITUS PROFESSORS
Sidney B. Brownsberger
George K. Kambara

PROFESSOR
Howard V. Gimbel

CLINICAL PROFESSORS
James I. McNeill
Charles M. Stephenson, Sr.

ASSOCIATE PROFESSORS
James Guzek
David L. Wilkins
Ernest S. Zane

ASSOCIATE CLINICAL PROFESSORS
Paul A. Blacharski
Clement K. Chan
James L. Davidian
Younge Hyun Oh
Christopher Stephenson
P. Harold Wallar
Izak F. Wessels

ASSISTANT PROFESSORS
Paul Y. Chung
Jennifer A. Dunbar
Arthur W. Giebel
Jeffrey C. Hong
Michael E. Rauser
Alan J. Riezman
Kimber L. Schneider
Gerald Schultz
Kris J. Storkersen

ASSISTANT CLINICAL PROFESSORS
Kimberley D. Ackley
Christopher L. Blanton
Loren L. Denler
Robert M. Duffin
Christina J. Flaxel
Eric J. Friedrichsen
Kenneth Houchin
Gary G. Huffaker
Kristin E. Isaacs
David R. McGrew
Richard D. Pesavento
Robert C. Rosenquist, Jr.
Lance M. Siegel
Tom Tooma
Robert R. Wresch
Steven E. Zane

INSTRUCTORS
Pamela Y. Bekendam
Sharon Takayesu

COURSES

SURG 821 Surgery Clerkship (participation)
OPHM 891 Ophthalmology Elective (arranged)
ORTHOPAEDIC SURGERY

CHRISTOPHER M. JOBE, Acting Chair

The Department of Orthopaedic Surgery provides a lecture series to junior and senior 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
F. William Wagner, Surg, Anat
Virchel E. Wood

CLINICAL PROFESSORS
Gary K. Frykman
D. Allan MacKenzie
Hiromu Shoji
Edmund B. Weis

RESEARCH PROFESSORS
David J. Baylink, BCHM, MEDN
Ian C. Clarke

ASSOCIATE PROFESSORS
William A. Craig
G. Allen Gustafson
Philip H. Reiswig
James E. Shook
George J. Wiesseman
Leisure Yu

ASSOCIATE CLINICAL PROFESSORS
Joseph C. Hohl
Claran H. Jesse
D. Robert Johnson
Martin Koffman
Milton K. Mudge
Walter C. Nash
Eskild A. Reinhold
Kenneth R. Roth
Herman R. Schoene
G. Carleton Wallace

INSTRUCTORS
Karim Abdollahi
William S. Beal
Eduardo A. Bestard
Gurbir Chhabra
Michael J. Coen
Navid Ghalambor
William R. Hale

ASSISTANT PROFESSORS
Bernarr B. Johnson
Michael H. Wright

ASSISTANT RESEARCH PROFESSOR
Qiang G. Dai

ASSISTANT CLINICAL PROFESSORS
Joel E. Adams
Charles H. Alexander
Robert H. Ballard
William E. Brown
Kali Chaudhuri
Clyde L. Davis
Edmund T. Dombrowski
Thomas K. Donaldson
Jan W. Duncan
Ray L. Foster
Calvin H. Frazier
Rommyn G. Ghazal
Barry S. Grames
Bradley R. Hotchner
Harris H. Kanel
Satish K. Lal
Liu, Paul C. W.
Kenneth L. Lorenz
James D. Matiko
Clifford D. Merkel
William J. Navigato
Rama T. Pathi
John W. Skubic
John C. Steinman
Alan W. Wolf
David L. Wood

ASSISTANT RESEARCH PROFESSOR
Qiang G. Dai

ASSISTANT CLINICAL PROFESSORS
Joel E. Adams
Charles H. Alexander
Robert H. Ballard
William E. Brown
Kali Chaudhuri
Clyde L. Davis
Edmund T. Dombrowski
Thomas K. Donaldson
Jan W. Duncan
Ray L. Foster
Calvin H. Frazier
Rommyn G. Ghazal
Barry S. Grames
Bradley R. Hotchner
Harris H. Kanel
Satish K. Lal
Liu, Paul C. W.
Kenneth L. Lorenz
James D. Matiko
Clifford D. Merkel
William J. Navigato
Rama T. Pathi
John W. Skubic
John C. Steinman
Alan W. Wolf
David L. Wood
COURSES
SURG 821 Surgery Clerkship (participation)
ORTH 891 Orthopaedic Surgery Elective
(arranged)
PATHOLOGY AND HUMAN ANATOMY

BRIAN S. BULL, Chair

ANATOMY DIVISION

HUMAN ANATOMY
PEDRO B. NAVA, JR., Head

PATHOLOGY DIVISION

ANATOMIC PATHOLOGY
DONALD R. CHASE, Head

PEDIATRIC PATHOLOGY
CRAIG W. ZUPPAN, Head

LABORATORY MEDICINE
JAMES M. PAPPAS, Head

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

The department is strongly committed to:

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

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

ANATOMY DIVISION

EMERITUS PROFESSORS
Paul C. Engen
Daniel A. Mitchell, Jr., SURG
Walter H. B. Roberts
E. Harold Shryock

PROFESSORS
John O. Archambeau, RDMN, PEDS
William H. Fletcher, PHSL
Raymond Gilbert, PHSL, GYOB
Paul J. McMillan
Robert L. Schultz

CLINICAL PROFESSOR
Jess Hayden, Jr.

ASSOCIATE PROFESSORS
William M. Hooker
Michael A. Kirby, PEDS
Pedro B. Nava
Steven M. Yellon, PEDS, PHSL

ASSISTANT PROFESSORS
Johannah Corselli, GYOB
Bertha C. Escobar-Poni
Kerby C. Oberg
William Wagner, SURG, ORTH
Kenneth R. Wright

PATHOLOGY DIVISION

EMERITUS PROFESSOR
Albert E. Hirst, Jr.

PROFESSORS
J. Bruce Beckwith, PEDS, UROL
Brian S. Bull
Jeffrey D. Cao
Donald R. Chase
Resa L. Chase
David L. Felton
G. Gordon Hadley
Darrell G. Heustis
Ralph A. Korpman
John E. Lewis, MEDN, MICR
Boleslaw H. Liwnicz, NEUR
Bo Ying Wat
Edwin T. Wright, DERM

RESEARCH PROFESSORS
Sandra Nehlsen-Cannarella, SURG, MICR
Jerald C. Nelson, MEDN

CLINICAL PROFESSORS
Weldon J. Bullock
Thomas T. Noguchi

CLINICAL RESEARCH PROFESSOR
Lawrence B. Sandberg

EMERITUS ASSOCIATE PROFESSORS
Albert F. Brown
Gerhardt L. Dybdahl
Robert E. Moncrieff
Albert Olson
Mildred L. Stilson
Rodney E. Willard

ASSOCIATE PROFESSORS
Arthur J. Hauck
Keith D. Hofmann, SD
Berend Houwen
Christopher M. Jobe, ORTH
Dick H. Koobs
Norman H. Peckham
George W. Saukel
Craig W. Zuppan

ASSOCIATE RESEARCH PROFESSORS
Denise Bellinger
Lee S. Berk, PRVM
Richard W. Hubbard, BCHM
Michael A. Kirby, PEDS

ASSOCIATE CLINICAL PROFESSORS
Bernard Gottlieb, DERM
W. William Hughes III, AH
Ewald R. Lonser
Abraham T. Lu, NEUR, MEDN
Arthur J. Silvergleid

ASSISTANT PROFESSORS
M. Rose Akin
Kenneth Cantos
Wilson K. W. Chick
Evelyn B. Choo
Kil Un Lee
Richelle L. Malott
Morrel T. Moorehead
Kerby C. Oberg
James M. Pappas
Mia C. N. Perez
Kevin S. Thompson
Pamela J. Wat

ASSISTANT RESEARCH PROFESSORS
Omar R. Fagouga
Giuseppe Molinaro, MICR
Srinivasan ThyagaRajan

ASSISTANT CLINICAL PROFESSORS
Neita R. Duazo
Joy I. Frindey
Fikry F. Hanna
Frank Sheridan
Fred F. Soeprono, DERM
W. Leonard Taylor
Ingrid E. Trenkle, DERM
Steven J. Trenkle

ADJUNCT PROFESSOR
Gary W. Mierau
COURSES

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

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

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

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

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

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

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

ANAT 541  Gross Anatomy GS (4, 8)
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 (1)
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) (7)
Fundamentals of neuroanatomy and neurophysiology integrated in a clinical context with principles of the human nervous system.

MDCJ 545, 546, 547  Medical Applications of the Basic Sciences SM (3, 2, 2)
Students solve clinical problems by using their medical knowledge and accessing appropriate learning resources. Independent and small-group activities help students to identify their personal learning issues. A minimum of four hours per week in independent, self-directed learning activities.

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, pathological, and biologic behavior covered, as well as relevant laboratory medicine techniques. Correlation with concurrent courses in physiology, microbiology, and physical diagnosis.
Prerequisite: MDCJ 531, 532, 533.
Recommended: Concurrent or previous medical microbiology.

PATH 599  Directed Study (arranged)

PATH 891  Pathology Elective (arranged)

MDCJ 531, 532, 533  Cell Structure and Function (150 hours) (14)
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. Diagnosis to provide the knowledge, skills, values, and attitudes necessary to facilitate a smooth transition from the preclinical to the clinical curriculum.
The mission of the Department of Pediatrics is to provide patient services, educational programs, research endeavors, child advocacy, and community service in a manner not only consistent with state-of-the-art science but also with Judeo-Christian values.

FACULTY

DISTINGUISHED PROFESSOR
David J. Baylink, MEDN, BCHM, ORTH

EMERITUS PROFESSORS
Hertha Ehlers
Theodore H. Goldman
Eugene L. Petry
J. Joseph Quilligan, RADS

PROFESSORS
John O. Archambeau, RDMN, ANAT
Stephen Ashwal, MEDN, NEUR
Leonard L. Bailey, SURG
J. Bruce Beckwith, PATH, UROL
B. Lyn Behrens
Burton A. Briggs, ANES, SURG
William P. Bunnell, ORTH
Richard E. Chinnock, EMDN
Wayne K. Jacobsen, ANES
Lawrence D. Longo, GYOB, PHSL
John W. Mace
Linda J. Mason, ANES
Ronald M. Perkin, EMDN
Charles W. Slattery, BCHM
Lionel W. Young, RADS

RESEARCH PROFESSOR
Thomas A. Linkhart, BCHM

EMERITUS CLINICAL PROFESSOR
Willard R. Centerwall

CLINICAL PROFESSORS
Hunter I. Crittenden
George Fox
Charles J. Hyman
John L. Johnson
John P. Morris
Gerald Saks

ASSOCIATE PROFESSORS
Ofelia A. Alvarez
Nancy J. Anderson, DERM
D. Jeanne Andrews

Antranik A. Bedros
Jane Bork
Chul C. Cha
Terry W. Chin
Douglas Deming
Edward Elmendorf
Yvonne Fanous
Elba E. S. Fayard
Steven R. Gundry, SURG
Andrew O. Hopper
Donald L. Janner
Leela Job
David S. Knierim, NEUS
Marquelle J. Klooster
Michael Kuhn
Ranae L. Larsen
Maria Lois-Wenzel
J. David Moorhead, UROL, SURG
Neda F. Mulla
Ricardo L. Peverini
Ravindra Rao
Sharon K. Riesen
Sarah M. Roddy, NEUR
Shobha Sahney
Clare M. Sheridan, EMDN
Lawrence G. Tomasi, NEUR
Nidia R. Vyhmeister
Steven M. Yellon, PHSL

ASSOCIATE RESEARCH PROFESSORS
Michael A. Kirby, PATH
Giuseppe Molinaro, MICR, PATH

EMERITUS ASSOCIATE CLINICAL PROFESSORS
Edwin F. Patton
Clifton P. Rose
Lawrence S. Siegel

ASSOCIATE CLINICAL PROFESSORS
Assaad Assaad
James A. Bartley
Harbinder S. Brar
Susan J. Clark
Wallace Cleaves
George D. Doroshow
David Fox
MDCJ 524, 525, 526  Pathophysiology and Applied Physical Diagnosis (9)

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. Diagnosis to provide the knowledge, skills, values, and attitudes necessary to facilitate a smooth transition from the preclinical to the clinical curriculum.

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

MURRAY E. BRANDSTATER, Chair

The Department of Physical Medicine and Rehabilitation was established to develop clinical services in rehabilitation medicine and to offer resources for teaching and research in the field of rehabilitation. These clinical and academic activities cover a wide spectrum of clinical medicine but have as a central basis the notion that rehabilitation is a complex process involving not only multiple disciplines but also consideration of the patient in the broader context of the family and community. The psychosocial-spiritual aspects of rehabilitation complete the whole-person focus, thus providing an opportunity for faculty and students to observe and experience patient care while meeting the goals and objectives of the School of Medicine.

FACULTY

PROFESSOR
Murray E. Brandstater

ASSOCIATE CLINICAL PROFESSOR
Victor Schell

ASSISTANT PROFESSORS
Moon S. Bae
Divakara Redlaya
Angela Cha-Kim
Lowell W. Reynolds, ANES
Scott R. Strum

ASSISTANT CLINICAL PROFESSORS
Scott E. Brown
Gerald R. Goodlow
Yvette A. Holness
Robertus H. Kounang
Esther C. Lee
Jonathan C. Lee
Felice L. Loverso
Joseph A. Narloch
Hanna O. Sanders

INSTRUCTORS
Kevan Z. Craig
Jien Sup Kim

CLINICAL INSTRUCTOR
Karen S. Clippinger

ADJUNCT ASSISTANT PROFESSOR
Bradley Eli

COURSES

PMRH 799 Physical Medicine and Rehabilitation
Program based primarily on the inpatient rehabilitation service but includes exposure to formal didactics and outpatient services.

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

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

FACULTY

PHYSIOLOGY

DISTINGUISHED PROFESSORS
- W. Ross Adey, NEUR
- Lawrence D. Longo, GYOB, PEDS

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

RESEARCH PROFESSOR
- Subbaraman Mohan, MEDN, BCHM

EMERITUS ASSOCIATE PROFESSOR
- Elwood S. McCluskey

ASSOCIATE PROFESSORS
- Daisy D. DeLeon
- Marino A. DeLeon
- Ramon R. Gonzalez, Jr.
- Raymond G. Hall, Jr.
- Charles Kean, SURG
- George Maeda
- Leonard S. Werner, MEDN

ASSISTANT RESEARCH PROFESSORS
- Jean M. Tieche
- Glyne U. Thorington
PHARMACOLOGY

DISTINGUISHED EMERITUS PROFESSOR
Ian M. Fraser

EMERITUS PROFESSORS
Marvin A. Peters
Allen Strother
Bernard E. Tilton

PROFESSORS
Ralph E. Cutler, MEDN
David A. Hessinger, BCHM

ASSOCIATE PROFESSORS
John Buchholz
C. Raymond Cress
Lubo Zhang

ASSISTANT PROFESSORS
Rhonda P. Davis
Thomas P. Engel, ANES

ADJUNCT PROFESSOR
Sue P. Duckles

COURSES

PHYSIOLOGY

UNDERGRADUATE

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

DENTISTRY

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

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

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

MEDICINE

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

MDCJ 541, 542 Medical Neuroscience SM
(71 hours) (7)
Fundamentals of neuroanatomy and neurophysiology integrated with principles of the human nervous system within a clinical context.

PHSL 891 Physiology Elective (arranged)

GRADUATE

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

PHSL 501 Neurophysiology DN (3)

PHSL 502 Basic Neurophysiology (3)

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

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

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

PHSL 541 Cell and Molecular Biology (4)

PHSL 544 Cell and Molecular Neurobiology (3)

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

PHSL 550 Properties of the Nervous System (3)

PHSL 553 Applied Electronics for the Basic Sciences (4)

PHSL 555 Biology of Cancer, Lecture (3)

PHSL 556 Biology of Cancer, Laboratory (2)

PHSL 558 Physiology of Exercise and Inactivity (3)

PHSL 560 Physiology of Bone (3)

PHSL 569 Oxygenation of the Fetus and the Newborn (2)
HSL 577  Cardiac Physiology (3)
P Austral 578  Vascular Physiology (3)
P Austral 584  Readings in Neurophysiology (2)
P Austral 585  Endocrinology (3)
P Austral 587  Physiology of Reproduction (2)
P Austral 604  Perinatal Biology Graduate Seminar (1)
P Austral 605  Integrative Biology Graduate Seminar (1)
P Austral 694  Special Problems in Physiology (1-4)
P Austral 697  Research (arranged)
P Austral 698  Thesis (arranged)
P Austral 699  Dissertation (arranged)
Comm  503  The Differentiated Cell (10)

PHARMACOLOGY

UNDERGRADUATE

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

DENTISTRY

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

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

MEDICINE

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

PHRM 591  Pharmacology Elective (arranged)

GRADUATE

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

PHRM 534  Topics in Pharmacology for Dentistry (2)

PHRM 535  Clinical Pharmacology (3)

PHRM 544  Topics in Advanced Pharmacology (3)

PHRM 545  Laboratory in Advanced Pharmacology (1-2)

PHRM 554  Neuropharmacology (4)

PHRM 555  Laboratory in Neuropharmacology (1)

PHRM 564  Cardiovascular and Renal Pharmacology (3)

PHRM 565  Laboratory in Cardiovascular and Renal Pharmacology (1)

PHRM 574  Chemotherapy (3)

PHRM 575  Laboratory in Chemotherapy (1)

PHRM 584  Drug Metabolism and Biochemical Pharmacology (3)

PHRM 585  Laboratory in Drug Metabolism and Biochemical Pharmacology (1)

PHRM 586  Toxicology (3)

PHRM 605  Integrative Biology, Graduate Seminar (1)

PHRM 684  Special Problems in Pharmacology (2-6)

PHRM 697  Research (arranged)

PHRM 698  Thesis (arranged)

PHRM 699  Dissertation (arranged)
PSYCHIATRY

DONALD L. ANDERSON, Chair
WILLIAM H. MCGHEE, Vice Chair

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

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

During the third year the student divides six weeks between at least two psychiatry services: inpatient psychiatric ward, inpatient consultation-liaison, outpatient consultation, triage services, and/or possibly others. These rotations are done at various affiliated hospitals.

In the fourth year, if a student chooses to do an elective, s/he is given the opportunity to choose from a variety of options, including but not limited to subspecialities.
ASSISTANT CLINICAL PROFESSORS
Nenita Belen
Andrew C. Blaine
Antonius D. Brandon, GS
Kari M. Enge
Rick L. Jenkins
Kevin M. Kinback
Patricia M. Kirkish
George Kopiloff
Donald J. Kurth
Michael B. Maskin
Kenneth Miller
Faye D. Owen
Bipin L. Patel
Michael D. Schultz
Gregg A. Sentenn
William R. Simpson
Daniel Skenderian
John C. Stockdale
John T. Thiel
Sul R. O. Thorward
Thais Thrasher

INSTRUCTORS
Winifred J. Klop
Melvin L. Sajid
David E. Schultz
E. Ray Verde
April Wursten

CLINICAL INSTRUCTORS
Lorna S. Carlin
George J. Proctor
Bonnie S. Quinton
Patricia J. D. Roth

COURSES
PSYT 511 You and Your Patient; PSYT 512, 513
Interviewing a Family System (56 hours) (5)
Interdisciplinary three-part course consisting of lectures and demonstrations covering a broad range of human behavioral determinants, including the biology, psychology, sociology, and psychopathology of behavior. Stresses the wholistic concept of behavior.

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

PSYT 599 Directed Elective Study (240 hours)

PSYT 701 Psychiatry Clerkship (360 hours)

PSYT 891 Psychiatry Elective (arranged)
Opportunity for intensive learning experience in either a research area or a clinical area of the student's choice.
PUBLIC HEALTH AND PREVENTIVE MEDICINE

RICHARD H. HART, Chair

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

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COURSES

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 891 Preventive Medicine Elective (arranged)

MDCJ 545, 546, 547 Medical Applications of the Basic Sciences (3, 2, 2)
Students solve clinical problems by using their medical knowledge and accessing appropriate learning resources. Independent and small-group activities help students to identify their personal learning issues. A minimum of four hours per week in independent, self-directed learning activities.

MDCJ 701 Orientation to Clinical Medicine (240 hours)
Builds on the second-year course MDCJ 525, 526. Diagnosis to provide 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

JAMES M. SLATER, Chair

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

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COURSES
RDMN 591 Radiation Medicine Elective
(arranged)
RADIOLOGY

DAVID B. HINSHAW, JR., Chair

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RICHARD D. DUNBAR, Head

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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.

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Alix Vincent

**COURSES**

**RADS 511** Radiation Sciences (participation)

**RADS 891** Radiology Elective (arranged)

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

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

The purposes of the Department of Surgery are to:

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

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COURSES

SURG 599  Directed Elective Study (240)

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

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

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

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

HEAD AND NECK (Otolaryngology)

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CLINICAL INSTRUCTOR
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COURSES

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

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

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

THE FACULTY OF RELIGION

Mission Statement
Courses
Faculty of Religion

MISSION STATEMENT

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, mission, and historical).
   - 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 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, procedures 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)
Principles, concepts, and practices that affect the ministry of health care and the Christian witness in the clinical setting.
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University Administration
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School Administration
School Committees
The Faculty Index
Summary of Graduates
School Alumni Association
Accreditation Status
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The University Libraries
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    by Telephone, FAX, Web Site, Mail, and Email
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Randall L. Roberts
Anthony J. Zuccarelli

INVITEES
Associate deans
Assistant deans
CLINICAL COMMITTEES

SCHOOL COMMITTEES

Leonard S. Werner, Chair
George W. Christison
Bradley A. Cole
Wilbert Gonzales
Nancy J. Heine
Barbara L. Orr
Frank R. Rogers
Elmar P. Sakala
Tamara M. Shankel
Raymond D. Wong
Larry D. Yin
Student representative

INVIETES
Associate deans
Assistant deans

CLINICAL COORDINATORS

Leonard S. Werner, Chair
George W. Christison
Bradley A. Cole
Wilbert Gonzales
Nancy J. Heine
Barbara L. Orr
Frank R. Rogers
Elmar P. Sakala
Tamara M. Shankel
Raymond D. Wong
Larry D. Yin
Student representative

GRADUATE MEDICAL EDUCATION

Daniel W. Giang, Chair
John L. Byrne
Daniel Castro
Richard E. Chinnock
Caron S. Christison
Dennis deLeon
Steven M. Green
Terence D. Lewis
Lawrence K. Loo
Arnold D. Tabuena
Robert J. Wagner
Nancy Wheeler
Lionel W. Young
Thomas J. Zirkle
House staff representatives

CONTINUING MEDICAL EDUCATION

Thomas J. Zirkle, Chair
M. Rose Akin
Daniel J. Cole
Richard S. Kim
James P. Larsen
Lilia N. Loredo
William H. McGhee
Ronald Perkin
Tamara L. Thomas
Leonard S. Werner
Patti Wright

INVITEES
Associate deans
Assistant deans

FACULTY AFFAIRS

Basic Science Faculty Council
_______________, Chair
Department chairs
Elected representatives
Invitees: Assistant and associate deans

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

Faculty Promotions

Murray E. Brandstater, Chair
Carmel Armon ('00)
David L. Felten ('02)
Daniel W. Giang ('00)
James D. Kettering ('02)
Michael A. Kirby ('99)
Terence D. Lewis ('00)
Shobha Sahney ('02)
Herminia S. Salvador ('02)
Robert W. Teel ('02)

#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

ADMN  Administration
ANAT  Anatomy
ANES  Anesthesiology
BCHM  Biochemistry
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  Otoaryngology
PATH  Pathology
PEDS  Pediatrics
PHRM  Pharmacology
PMRH  Physical Medicine and Rehabilitation
PHSL  Physiology
PRVM  Public Health and Preventive Medicine
PSYT  Psychiatry
RADS  Radiology
RDMN  Radiation Medicine
SURG  Surgery
UROL  Urology
AH  School of Allied Health Professions
GS  Graduate School
PH  School of Public Health
SD  School of Dentistry

Comarr, A. Estin  UROL
Cover, William L.  MEDN
Crane, Milton G.  MEDN
Crawford, Raymond B.  MEDN
Dybdahl, Gerhardt L.  PATH

Eckmann, Bertram H.  MEDN
Ehlers, Hertha  PEDS
Engen, Paul C.  ANAT
Fields, Irving A.  SURG
Fraser, Ian M.  PHRM

Goldman, Theodore II.  PDES
Graf, Walter S.  MEDN
Grames, George M.  MEDN
John, Donald L.  MEDN
Johns, Varner J.  MEDN
Kambara, George K.  OPHM
Leff, Irving L.  MEDN
Lobo, Denis F.  ANES
Longerbeam, Jerrold K.  SURG

Massey, Ben D.  UROL
McCluskey, Elwood S.  PHSL
Miller, David  SURG
Mitchell, Daniel A., Jr.  ANAT, SURG
Moncrieff, Robert E.  PATH

Neilsen, Ivan R.  RDMN

Perzik, Samuel L.  SURG
Peters, Marvin A.  PHRM
Peterson, John E., Sr.  MEDN
Petry, Eugene L.  PEDS
Polesky, Fred A.  ORTH
Quick, E. Danford  MEDN
Quilligan, J. Joseph  RADS

Rendell-Baker, Leslie  ANES
Roberts, Walter H. B.  ANAT
Rogers, Frank A.  SURG

#department chair, cochair
*leave of absence

EMERITUS FACULTY

Baumgartner, Conrad J.  SURG
Branson, Bruce W.  SURG
Brown, Albert F.  PATH
Brownsberger, Sidney B.  OPHM
Bullas, Leonard R.  MICR
Centerwall, Williard R.  PEDS
Cohen, Theodore M.  DERM
Olson, Albert L.  PATH

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Rendell-Baker, Leslie  ANES
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Li, Yiming  MICR, SD  Martell, Jerry T.  MEDN
Libanati, Cesar  MEDN  Martin, Frederick J.  Peds
Lilly, Michael B.  MICR, MEDN  Martin, Robert D.  ANES
Lin, Fang Jen  RDMN  Marxmiller-Bork, Jane  Peds
Lin, Ren Jang  MICR  Maskin, Michael B.  PSYT
Lindsey, Leigh A.  PSYT  Mason, Jennifer J.  PRVM
Linkhart, Thomas A.  BCHM, PEDS  Mason, Linda J.  ANES, Peds
Linsted, Kristian D.  PRVM  Mattik, James D.  ORTH
Liu, Arthur M.  FMDN  Mattos, Robert  FMDN
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Liwnicz, Boleslaw H.  PATH, NEUR  Mazzumian, Jorge R.  Peds
Liwnicz, Regina G.  PSYT  McClure, Chalmers D. III  Peds, Neur
Laurado, Joseph G.  RADS  McCracken, John D.  MEDN
Lo, Takkin  MEDN  McGann, David G.  OTOL
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Lu, Abraham T.  MEDN, NEUR, PATH  Mehta, Sukh S. R.  MEDN
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Lui, Paul  UROL  Menoni, Rosalinda M.  NEUS
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Luther, R. Daniel  EMDN  Meyer, James A.  ANES
Lynch, E. Lea  EMDN  Meyer, Robert E., Jr.  Peds
Mace, John W.  #Peds  Mierau, Gary W.  PATH
MacKenzie, D. Allan  ORTH, PEDS  Milholm, Richard L.  FMDN
Mackett, M. C. Theodore  SURG  Miller, Daniel W.  RADS
MacMurray, James P.  PSYT  Miller, Donald  Neur, Medn
Maeda, George  PHSL  Miller, James S.  Peds
Mak, Albert C.  RDMN  Miller, Jon M.  RDMN
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Marais, Gary E.  MEDN, FMDN  Moersch, Richard N.  SURG
Marais, H. John  MEDN  Mofid, Massoud  GYOB
Mohan, Subburaman      BCHM, MEDN, PHSL    Ng, Sherlene     MEDN
Moheimani, Assad       ORTH                     Ngo, Can Thanh    ANES
Mohn, Gina J.          FMDN                     Ngo, Eric         PRVM
Mohr, Lester L.        SURG                     Ngo, Ernest       RDMN
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Moloney, Patrick M.    MEDN                     Nitta, Annette T. MEDN
Montgomery, Susanne B. PRVM                     Nizar-Oentojo, Lanny PEDS
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Moorehead, Morrel T.   PATH                     Nourok, David S.  MEDN
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Morgan, Walter C.      FMDN                     O'Callaghan, Thomas E. SURG
Morris, John P.        PEDS                     Ober, Kerby C.   PATH/ANAT, SURG
Mortensen, John W.     RADs                      Ochoa, Humberto R. EMDN
Morton, Kelly          FMDN                     Oh, Young Hyun    OPHM
Mosaad, Phebe E.       ANES                     Ojogho, Okechukwu N. SURG
Moseley, Wendell       FMDN                     Oliverio, Michael R. FMDN
Moyers, Michael        RDMN                     Olson, Mark W.    FMDN
Mthombeni, Jonathan J. PEDS                     O'Callaghan, Thomas E. SURG
Mudge, Milton K.       ORTH                     Oppal, Tetteh, David DERM
Mukherjee, Ashis       MEDN                     Ormsby, Gail M.   PRVM
Mulla, Neda F.         PEDS                     Orr, Barbara L.    FMDN
Mullen, James H.       SURG                     Orr, Robert D.    FMDN
Multani, Malwinder K.  MEDN                     Oshiro, Karen N.   GYOB
Munson, James L.       PEDS                     Oshrin, Harvey W.  PSYT
Munson, Laurel J.      GYOB                     Owen, Fay D.      PSYT
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Murdoch, William G.    PSYT                      Pai, Ramdas G.    MEDN
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Naftel, John C.        EDMN                     Pant, Keshab D.   MEDN
Nakamoto, Masao        GYOB                     Pappas, James M.  PATH
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Narloch, Joseph A.     PMRH                     Park, Seekook     MEDN
Nash, Walter C.        ORTH                      Parker, Giglia A. GYOB
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Radcliffe, Anthony B.
Raethel, Hilton R.
Rains, Victoria
Raiszadeh, Moussa
Rajaram, Sujatha
Rajaratnam, Richard C.
Rajpoot, Deepak K.
Rambharose, John A.
Rand, Robert W.
Randolph, J. Franklin
Rao, Ravindra
Rasi, Alfredo L.
Rauser, Michael E.
Razzouk, Anees J.
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## SUMMARY OF GRADUATES

| Class of 1914 | 6 | Class of 1960 | 85 |
| Class of 1915 | 12 | Class of 1961 | 87 |
| Class of 1916 | 10 | Class of 1962 | 82 |
| Class of 1917 | 13 | Class of 1963 | 99 |
| Class of 1918 | 22 | Class of 1964 | 103 |
| Class of 1919 | 5 | Class of 1965 | 78 |
| Class of 1920 | 14 | Class of 1966 | 89 |
| Class of 1921 | 20 | Class of 1967 | 89 |
| Class of 1922 | 23 | Class of 1968 | 83 |
| Class of 1923 | 39 | Class of 1969 | 69 |
| Class of 1924 | 58 | Class of 1970 | 85 |
| Class of 1925 | 70 | Class of 1971 | 95 |
| Class of 1927 | 42 | Class of 1972 | 97 |
| Class of 1928 | 36 | Class of 1973 | 97 |
| Class of 1929 | 65 | Class of 1974 | 135 |
| Class of 1930 | 67 | Class of 1975 | 82 |
| Class of 1931 | 78 | Class of 1976A | 81 |
| Class of 1932 | 83 | Class of 1976B | 72 |
| Class of 1933 | 69 | Class of 1977A | 79 |
| Class of 1934 | 90 | Class of 1977B | 80 |
| Class of 1935 | 82 | Class of 1978A | 70 |
| Class of 1936 | 95 | Class of 1978B | 67 |
| Class of 1937 | 73 | Class of 1979A | 64 |
| Class of 1938 | 109 | Class of 1979B | 81 |
| Class of 1939 | 109 | Class of 1980A | 74 |
| Class of 1940 | 93 | Class of 1980B | 66 |
| Class of 1941 | 90 | Class of 1981 | 100 |
| Class of 1942 | 77 | Class of 1982 | 143 |
| Class of 1943 | 82 | Class of 1983 | 138 |
| Class of 1944A | 67 | Class of 1984 | 129 |
| Class of 1944B | 77 | Class of 1985 | 131 |
| Class of 1945 | 72 | Class of 1986 | 134 |
| Class of 1946 | 93 | Class of 1987 | 129 |
| Class of 1947 | 90 | Class of 1988 | 131 |
| Class of 1948 | 87 | Class of 1989 | 127 |
| Class of 1949 | 86 | Class of 1990 | 145 |
| Class of 1950 | 74 | Class of 1991 | 142 |
| Class of 1951 | 81 | Class of 1992 | 153 |
| Class of 1952 | 81 | Class of 1993 | 129 |
| Class of 1953A | 100 | Class of 1994 | 154 |
| Class of 1953B | 93 | Class of 1995 | 153 |
| Class of 1954 | 91 | Class of 1996 | 153 |
| Class of 1955 | 93 | Class of 1997 | 140 |
| Class of 1956 | 84 | Class of 1998 | 167 |
| Class of 1957 | 98 | Class of 1999 | 149 |
| Class of 1958 | 96 | Class of 2000 | 154 |
| Class of 1959 | 77 | TOTAL | 8,283 |
SCHOOL ALUMNI ASSOCIATION

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

Statement of mission and purpose

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

1. EDUCATION To encourage continuing education among its members by organizing and offering graduate education and related programs at the Annual Postgraduate Convention and at other health care seminars.

2. COMMUNICATION To publish newsworthy, factual information about alumni and developments at the School of Medicine in the alumni journal, in the annual directory, and in journals of organizations under the umbrella of the association.

3. HEALTH CARE To foster improved health care and preventive medicine throughout the world by conducting postgraduate seminars; demonstrations; and people-to-people, health care interactions with Christian concern and compassion.

4. PHILANTHROPY To encourage the contribution of funds for the support of undergraduate and graduate education at the School, including funds for student loans, research, and professorial chair endowments; and funds to provide for improvement in the School's physical plant. To encourage donations of money, equipment, and supplies for educational centers and health care facilities in areas of need worldwide.

5. MEDICAL RESEARCH To support medical research among the faculty and students of the School, thereby enhancing the association's ability to respond to the needs of its alumni and to advance medical knowledge.

6. FRATERNITY To promote and provide gatherings, in an atmosphere of Christian and professional friendship, which foster unity and advance the foregoing objectives.

ACCREDITATION STATUS

THE UNIVERSITY

Founded as College of Evangelists 1905-06. Chartered as College of Medical Evangelists by the state of California December 13, 1909. Accredited by Northwest Association of Secondary and Higher Schools April 7, 1937. Accredited by 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

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

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

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

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


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

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

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

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

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.


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

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. Coordinated undergraduate program accredited by The American Dietetic Association Commission on Accreditation/Dietetics Education, 1974.


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


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.


SURGICAL TECHNOLOGY: Started in 1995. Approval by the Council on Medical Education of the American Medical Association December 1972. Currently approved by the Commission on Accreditation of Allied Health Education Programs in collaboration with the Accreditation Review Committee on Education in Surgical Technology.
THE UNIVERSITY

Loma Linda University is accredited by WASC:
Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges
P.O. Box 9990
Mills College
Oakland, California 94613-9990
Phone: 510 / 632-5000
FAX: 510 / 632-8361

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

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

GRADUATE SCHOOL

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

Marriage 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

Social Work
Council on Social Work Education
Division of Standards and Accreditation
1600 Duke Street
Alexandria, Virginia 22314-3421
Phone: 703 / 683-8080
FAX: 703 / 683-8099

SCHOOL OF ALLIED HEALTH PROFESSIONS

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

Surgical Technology
Accreditation Review Committee on Education in Surgical Technology (ARC-ST)
7108-C South Alton Way
Englewood, CO 80112-2106
Phone: 303 / 694-9262
FAX: 303 / 741-3655
Web Site: www.arest.org
Email: coa@ast.org

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

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

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

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

Nutrition and Dietetics
  Dietetic Technician Program
Commission on Accreditation for Dietetics Education (CADE)
The American Dietetic Association
216 West Jackson Boulevard, 7th floor
Chicago, IL 60606-6995
Phone: 800 / 877-1600
FAX: 312 / 899-4817
Web Site: www.eatright.org/cade
Email: education@eatright.org
Occupational Therapy
The Accreditation Council for Occupational Therapy Education (ACOTE)
American Occupational Therapy Association, Inc. (AOTA)
P.O. Box 31220
Bethesda, MD 20824-1220
Phone: 301 / 652-2682
or toll free 800 / 377-8555
FAX: 301 / 652-7711
Web Site: www.aota.org
Email: 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
Email: see Web site

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

[Diagnostic] Medical Sonography—certificate
Joint Review Committee on Education in Diagnostic Medical Sonography (JRCE-DMS)
1245 Harwood Road
Bedford, TX 76021-4244
Phone: 817 / 685-6629
FAX: 817 / 354-8519
Web Site: www(caahcep.org
Email: sharonworth@eoarc.com

Nuclear Medicine Technology—certificate
Joint Review Committee on Education Programs in Nuclear Medicine Technology
One 2nd Avenue East, Suite C
Polson, MT 59860-2320
Phone: 406 / 883-0063
FAX: 406 / 883-0022
Email: jrcnmt@ptinet.net

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.sha.org
Email: accreditation@asha.org

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

SCHOOL OF MEDICINE
Liaison Committee on Medical Education
Association of American Medical Colleges
2450 N Street NW
Washington, DC 30037
Phone: 202 / 828-0596
FAX: 202 / 828-1125
Web Sites: www.lcme.org; www.aamc.org

SCHOOL OF NURSING
National League for Nursing Accrediting Commission
61 Broadway
New York, NY 10006
Phone: 212 / 363-5555, ext. 153
or toll free 800 / 669-1656
FAX: 212 / 812-0390
Web Site: www.nln.org

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

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

SCHOOL OF PUBLIC HEALTH
Council on Education for Public Health
1015 15th Street NW, Suite 402
Washington, DC 20001
Phone: 202 / 789-1050
FAX: 202 / 789-1895
Web Site: www.ceph.org
**Certified Health Education Specialist (CHES)**
National Commission for Health Education Credentialing, Inc.
944 Marcon Boulevard, Suite 310
Allentown, PA 18103
Phone: 610 / 264-8200
FAX: 800 / 813-0727
Email: www.nchec.org

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

**Environmental Health Specialist**
State of California
Environmental Health Specialist Registration Program
601 North 7th Street, MS 396
P.O. Box 942732
Sacramento, CA 94234-7320
Phone: 919 / 324-8819
FAX: 916 / 323-9869
Web Site: www.dhs.ca.gov

**Public Health Nutrition and Dietetics**
Commission on Accreditation for Dietetics Education (CADE)
The American Dietetic Association
216 West Jackson Boulevard, 7th floor
Chicago, IL 60606-6995
Phone: 800 / 877-1600
FAX: 312 / 899-4817
Web Site: www.eatright.org/cade
Email: education@eatright.org

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

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**THE UNIVERSITY LIBRARIES**

**Major library resources**

Four major library resources on campus support the University's academic programs. These are: the Del E. Webb Memorial Library, the Joergensen Learning Resources Center, the Jesse Medical Library and Information Center, and the Veterans Administration Library Services. In addition to these facilities, specialized libraries are located in various medical and school departments on campus.

**Central library**

The Del E. Webb Memorial Library is the central library of Loma Linda University. Its historical roots go back to 1907, when a small library collection was started in a room of the old Loma Linda Sanitarium. In 1953 the growing collection was moved to its own building on the Loma Linda campus. Then in 1981, a new library building was built from a grant by the Del E. Webb Foundation, giving the library a total floor space of 87,670 square feet. This structure now houses the main library, while the old structure is now shared between the Department of Archives and Special Collections and the bound retrospective journals. As of April 2000, the library has a total collection of 402,455 books, bound and current journals, and media items (193,679 books; 125,752 bound journals and 1,403 current periodical subscriptions; and 81,621 media items).

**Library mission**

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

**Worldwide access**

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

Archives and special collections

The Department of Archives and Special Collections is the central repository of information on the history of Loma Linda University, the health sciences, and major collections on Adventism. In addition to print materials which include rare books, theses, and dissertations, there are microforms, sound recordings, and several thousand photographs. Searchable digitized indexes for various document files are also available via the Library's website. The collection also includes 14,000 linear feet of archival materials, which include papers of various denominational and University officials, as well as the congressional papers of the Honorable Jerry and Shirley Pettis.

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 typewritten pages of Ellen G. White's letters and manuscripts; 4,600 of her published articles; and several different files of materials pertaining to various aspects of her life and ministry. A computerized concordance to her published writings is available to researchers. A link to a bibliography of the different variant editions of her works is available on the Library's home page.
To update information for the next edition of the campus and area maps and legends, please contact: Academic Publications, ext. 4-4525.
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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).
27—Macpherson Society president Kenneth Jutzy, M.D., and School of Medicine dean Brian Bull, M.D., present Teacher of the Year Award—a reserved parking place—to 2000 honoree George M. Isaacs, M.D.
35—Senior School of Medicine students who went on mission electives.
41—Junior and Senior students elected to the national honor medical society, Alpha Omega Alpha, based on scholastic, professional, and personal performance.
52—Medical students on the steps of the School of Medicine’s Coleman Pavilion studying for basic science comprehensives.
54—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.
56—Steven Green, M.D., professor of emergency medicine, with Korbin Haycock, recipient of the 2000 Department of Emergency Medicine Student Award.
60—Kenneth Hart, M.D., assistant professor of International Health (SPII), goes over a patient’s chart with Diane Connelly, M.D., gynecology and obstetrics resident, at a SAC Health System clinic.
66—Daniel W. Giang, M.D., chair of the Department of Neurology, advising a patient.
69—A curriculum of service: medical students spend elective time at mission posts.
75—School of Medicine students on a pediatrics rotation.
79—Ian M. Fraser, M.D.—Distinguished Emeritus Professor, chair of the Department of Physiology and Pharmacology 1967-98, and recently retired vice president for academic and research affairs—with his wife, receives a bronze replica of the Good Samaritan sculpture, the University’s highest award to an individual.
81—Loma Linda University Behavioral Medicine Center, a center for healing the mind and psyche.
84—James M. Slater, M.D., professor and 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.
88—Adelaido Sosa (right), the 100th liver transplant patient, receives a plaque from Waldo Concepcion, M.D., director of liver, pancreas, and kidney transplantation at Loma Linda University Medical Center.
91—H. Roger Hadley, M.D., head of the Division of Urology, with Juliana King, recipient of the 2000 Roger W. Barnes Award.
92—Commencement 2000.
94—A School of Medicine student (left) learns whole-patient care with a multidisciplinary team.
119—The Del E. Webb Memorial Library.
120—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).
128—The Good Samaritan, the School of Medicine (Coleman Pavilion), Loma Linda University Medical Center.
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For information about LLU 1/800-422-4LLU
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