



**Loma Linda University**  
**S P H a**  
**Bulletin 2000-2001**

Loma Linda, California

Cover: The Good Samaritan sculpture, located on the campus mall, is a graphic representation of the parable told by Jesus and recorded in Luke 10:30-37.

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 admissions, registration, tuition and fees, attendance, curriculum requirements, conduct, academic standing, candidacy, and graduation.

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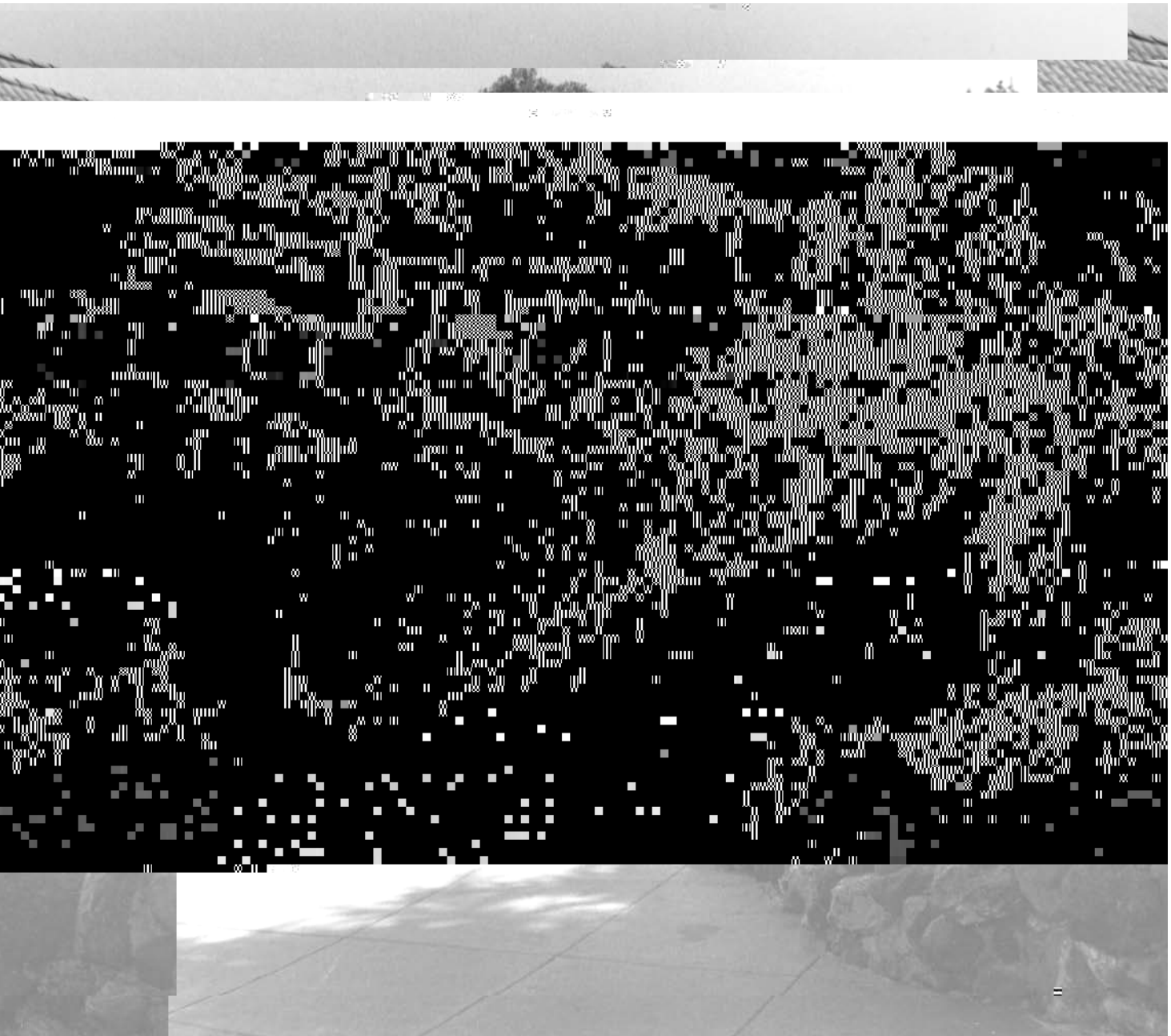
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# I

## LOMA LINDA UNIVERSITY

University Foundations

Our Mission

Nondiscrimination Policy

Affirmative Action

The Calendar



## U e F a

## HISTORY

**L**oma 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

**A**s 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.

# O M

**L**oma 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



# N a P

**T**he 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 or 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.

# A a e A

**T**he 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.

# Te Cæ a

## 2000

### JUNE

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

1-16  
19  
19  
19-JUL 25  
19-SEP 1

One week after  
course begins  
One week after  
course begins

### SUMMER QUARTER 2000

General registration  
Last day to obtain financial clearance  
Instruction begins  
First five-week summer session  
Eleven-week summer session (including registration; no examination week)  
Last day to enter a course or change from audit to credit/credit to audit  
Last day to withdraw with no record of course registration on transcript (one week after course begins)

### JULY

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

4  
One week before  
end of course  
26-AUG 31

Independence Day recess  
Last day to withdraw with a W grade or to submit S/U petition  
Second five-week summer session



### AUGUST

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

### SEPTEMBER

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

1  
4  
5-22  
5

5-22  
12  
18-19  
25  
25  
26

Summer Quarter ends  
**POST-SUMMER QUARTER SESSION 2000**  
Labor Day recess  
Fourteen-day session  
Instruction begins  
**AUTUMN QUARTER 2000**  
Registration for Autumn Quarter  
LLU faculty convocation  
SPH faculty colloquium  
Last day to obtain financial clearance  
Orientation  
Instruction begins for all classes (A.M. included)

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 record  
 25 University convocation  
 27-28 Annual HALL/ALAS student retreat

3- 5 SPH retreat  
 17-19 Annual BALL/BHPSA student retreat  
 22-26 Thanksgiving recess  
 27 Instruction resumes  
 27 Last day to withdraw with W grade or to submit S/U petition  
 27-DEC 22 Registration for Winter Quarter

11-14 Final examinations  
 14 Autumn Quarter ends  
 15-JAN 2 Christmas/New Year's recess  
 19 Grades due from faculty

**WINTER QUARTER 2001**

3 Instruction begins for all classes (a.m. included)  
 3 Last day to obtain financial clearance  
 9 Last day to enter a course or change from audit to credit/credit to audit  
 15 Martin Luther King, Jr., Day recess  
 16 Last day to withdraw with no record of course registration on transcript  
 16-19 Student Week of Spiritual Emphasis  
 20-27 Mission Emphasis Week

19	Presidents' Day recess
20-27	African-American History Week
26	Last day to withdraw with a W grade or to submit S/U petition
26-MAR 23	Registration for Spring Quarter
27-MAR 2	SPH alumni "Healthy People" convention
12-16	Final examinations
16	Winter Quarter ends
17-25	Spring recess
20	Grades due from faculty
<b>SPRING QUARTER 2001</b>	
26	Last day to obtain financial clearance
26	Instruction begins for all classes (A.M. included)
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 record
29-MAY 14	Spring Fine Arts Festival (entry deadline: April 17)
12	Diversity Consecration Service
21	Last day to withdraw with a W grade or to submit S/U petition
28	Memorial Day recess
30-	



4-8	Final examinations
8	Spring Quarter ends
8	Vesper Service—"Focus on Graduates"
9	Baccalaureate Service
10	Conferring of Degrees
12	Grades due from faculty
	<b>SUMMER QUARTER 2001</b>
18-JUL	

# II

## SCHOOL OF PUBLIC HEALTH

Letter from the Dean

Mission, Goals, and Values

School Foundations

General Information

Admissions Information

Financial Information

Student Life

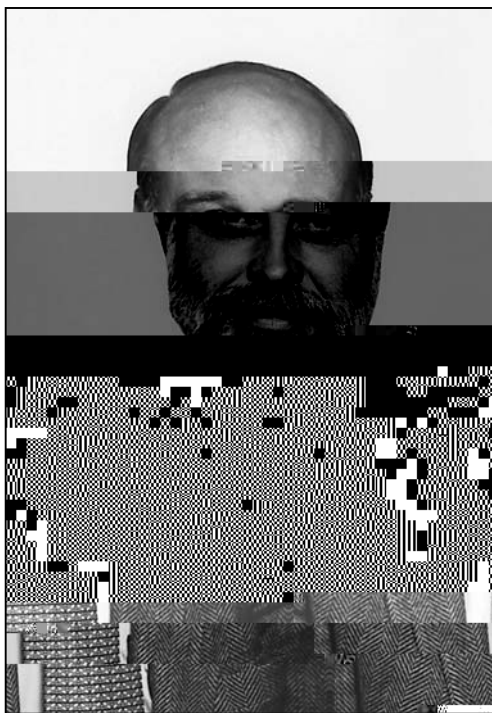
Academic Policies and General Regulations

**W**elcome to Loma Linda University and the School of Public Health. Our faculty and programs continue to expand and strengthen, while our primary commitment to the education of our students remains foremost.

Providing cost-effective and quality health care is one of the biggest challenges facing this country and the rest of the world today. This concern influences essentially all components of the health care system. It also provides unparalleled opportunities for public health professionals to give strong leadership in designing the future. Our goal is to give you both the tools and the vision to be an architect for the 21st century. Our six academic departments and three centers provide you with the theoretical and applied bases for exploring all aspects of health.

I sincerely hope your time here at Loma Linda University will be exciting, but I know it can also be stressful. Finances, relationships, assignments, and other issues can take their toll. Please be assured of our commitment and interest, and feel free to come to any of us to share a concern or worry. I believe you will find this faculty and staff skilled at both listening and caring.

Thank you for joining us. May this be a good year together.



Sincerely,

Richard H. Hart, M.D., Dr.P.H.

Dean

# M , G a , a V a e

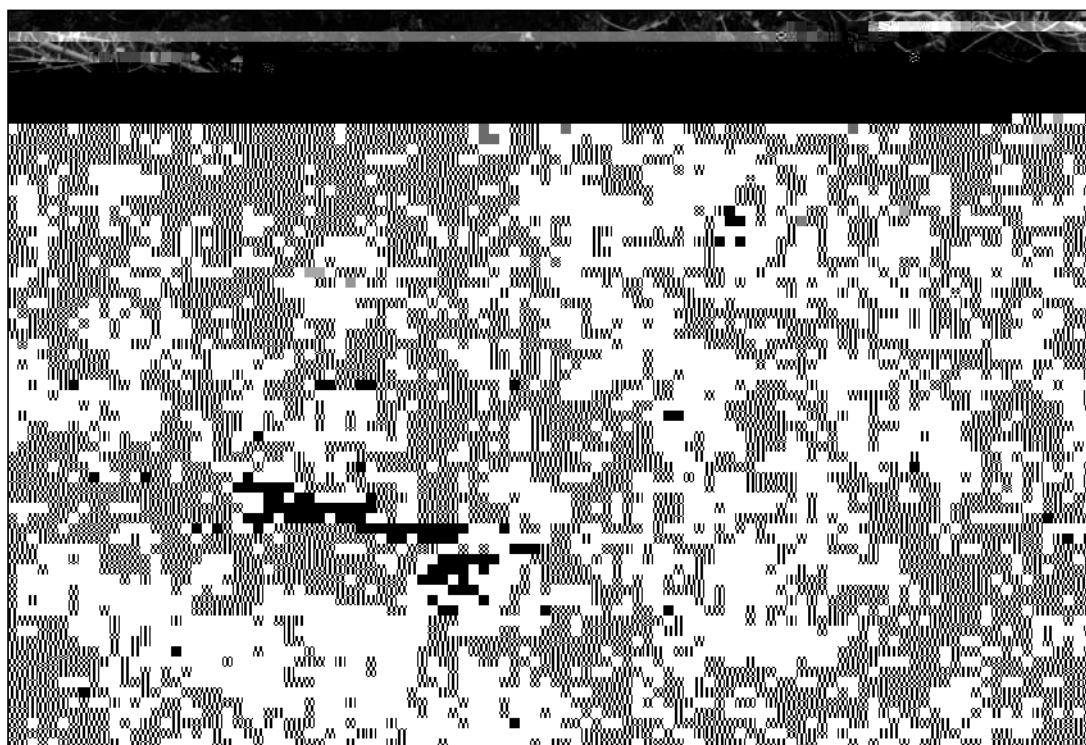
## OUR MISSION

**T**he mission of the School of Public Health reflects a distinctly Christian orientation and purpose in preparing students as public health professionals for local, national, and international service. The School integrates instruction, research, and service to achieve educational excellence. In keeping with its Seventh-day Adventist

OUR VALUES

The faculty and staff of the School of Public health seek to develop in the School's students values that are a consequence of a loving relationship between God and His created beings. This relationship is reflected in the following values:

- Compassion toward fellow human beings, creatures, and nature
- Acceptance of each individual as a priceless child of God
- Respect for the beliefs, ideas, opinions, and cultures of others
- Equity in interactions with all individuals, races, ethnicities, and cultures
- Integrity by matching belief with action
- Faith in the outworking of God's ultimate purpose
- Wisdom in research, study, and service





# G e a l a

## ADMINISTRATION

**T**he dean, the chief administrative officer of the School, is aided by administrative associates. The dean, his associates, and the faculty—working within committees—are responsible for the curriculum requirements for degrees; for admitting students and validating readiness for degrees; for selecting recipients of fellowships, traineeships, assistantships, awards, and honors; for conducting continuing education programs; and for carrying out other functions essential to the operation of the School. Offerings and curricula are continually evaluated for effectiveness and relevance; and appropriate action is taken to modify existing programs or initiate new ones, as may be advisable. Student participation in the decision-making processes of the School is encouraged by including students as regular voting members on committees.

## DEGREES

## DEPARTMENTS AND CENTERS

The instructional, research, and service programs within the School are organized and administered by six academic departments and three centers. The departments are: environmental and occupational health, epidemiology and biostatistics, health administration, health promotion and education, international health, and nutrition. They are described in the appropriate section of this BULLETIN. The three centers are: the Center for Health Promotion, the Center for Health Research, and the Center for Health and Development.

**C e n t e r f o r H e a l t h P r o m o t i o n (CHP)**

This center is a health-promotion-and-maintenance facility within the Adventist Health System/Loma Linda. It offers a wide spectrum of programs dealing with weight management, executive health, stress management, smoking cessation, nutrition, exercise, and alcohol and drug dependency. Group sessions, individual counseling, and health assessment are some of the aspects of the programs as they are conducted in the community or in a corporate setting. The CHP is a major training center for students.

**C e n t e r f o r H e a l t h R e s e a r c h (CHR)**

The center encourages involvement in





# A I a

**T**he School of Public Health at Loma Linda University encourages every individual to adopt a lifestyle that will increase not only quantity but also quality of life, particularly as it relates to spiritual and moral discernment and increased capacity to trust in God. Because of this, the School upholds a style of living—on and off campus—most conducive to the physical, mental, social, and spiritual health of each individual. Practical aspects of this lifestyle include well-balanced, simple nutrition; regular physical activity; abstinence from alcohol, caffeine, tobacco, and other chemical or mood-altering agents; moral conduct and continual personal development; moderation in all good things; and appreciation of and gratitude for the gifts God has given to each individual.

The rights and privileges of the individual are recognized and respected. However, behavior that is contrary to the principles governing a healthful and moral lifestyle is not acceptable for a student in the School of Public Health. The prospective student has the freedom to accept or reject these principles and practices. Once application is made to the School, however, it is assumed that the applicant has chosen to accept them and will abide by them while a student. The School reserves the right to enforce this policy in instances when the student's behavior is in opposition to the mission of the School.

## WHERE TO WRITE

**C**orrespondence about admission to programs for the Bachelor of Science in Public Health, Master of Public Health, Master of Health Administration, Master of Science in Public Health, and Doctor of Public Health degrees should be addressed to:

Office of Admissions and Academic Records  
 School of Public Health  
 Nichol Hall, Room 1705  
 Loma Linda University  
 Loma Linda, CA 92350

## GENERAL ADMISSIONS REQUIREMENTS

A a e e e

**E a e e**

Transcripts and recommendations should present evidence that the applicant is capable of graduate study.

**L a e e e x a a**

Applicants whose native language is not English are required to pass the Michigan Test of English Language Proficiency (MTELP) or the Test of English as a Foreign Language (TOEFL).

**C e e a**

Students are strongly encouraged to develop their computer skills and literacy prior to coming to the School. Computer literacy is a prerequisite to some courses.

**S e e a**

Accepted individuals who postpone studies at the School and wish to reactivate their acceptance at a later date must submit a reapplication/reacti-

For undergraduate students, 12 units or the equivalent clock hours of field experience meet this requirement. For graduate students, 8 units or 300 hours of field experience meet this requirement in the School of Public Health. The applicant must be prepared to provide such advance deposit as is required by the University and must give assurance that additional funds will be forthcoming to meet school expenses. Fellowships and assistantships for international students are scarce, and employment is limited by regulations of the Immigration and Naturalization Service to

**MASTER OF PUBLIC HEALTH  
MASTER OF HEALTH ADMINISTRATION  
MASTER OF SCIENCE IN PUBLIC HEALTH**

**C**ontent and length of programs vary according to an individual applicant's background (see "Advanced standing") and classification on acceptance. Specific admissions requirements for individual degree programs can be found in section III of this BULLETIN.

**E**

To be eligible for admission to a master's degree program, applicants must have at least a baccalaureate degree from an accredited institution, with a G.P.A. of 3.0 or above; and present above-average scores on the Graduate Record Examination (GRE). A limited number of students whose background and experience show potential for success but whose G.P.A. is less than 3.0 are admitted on a provisional basis.

A minimum grade of B (3.0) is required for all college-transfer courses

**DOCTOR OF PUBLIC HEALTH**

**E**

# F a a I a

**T**he Office of the Dean is the final authority in all financial matters and is charged with the interpretation of all financial policies. Any exceptions to published policy in regard to reduction or reimbursement of tuition must be approved by the dean. Any statement by individual faculty members or department chairs in regard to these matters is not binding on the School or the University unless approved by the dean.

## GENERAL PRACTICES

**T**he student is expected to arrange for financial resources to cover all expenses before the beginning of each school year. Sufficient money should be available to cover expenses for each year of attendance. Accounts with other schools or with this University must be settled prior to registration.

### A a e a e a e

Tuition for each quarter is charged and payable in full upon registration. Students who have not received their loans (e.g., Stafford) at the time of registration, or who have not applied for them at least thirty days prior to registration, may be charged a \$50 late-payment fee.

If a student withdraws from a course or courses before 60 percent of the quarter has passed, tuition will be refunded on a pro-rata basis, with refunds of not less than the portion of tuition assessed equal to the remaining portion of the enrollment period as of the last day of attendance (rounded down to the nearest 10 percent of that period).

### M æ e

Charges made to a student account will appear on a monthly statement and are due and payable in full by the end of the month. An account that is thirty days past due is subject to a service charge of 0.833 percent per month (10 percent per year). Failure to pay scheduled charges or to make proper arrangements is reported to the dean and may cause the student to be discontinued or ineligible to take final examinations.

### F a a e a a e

The student is expected to keep a clear financial status at all times. Financial clearance must be obtained: (a) at the initial registration; (b) at the beginning of any new term; (c) before registering for the subsequent year; (d) before receiving a



# S e L e

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 available to each registered student. Students need to familiarize themselves with the contents of the *Student Handbook*. Additional information regarding policies specific to a particular school or program within the University is available from the respective School.

## FROM UNIVERSITY TO STUDENT

Loma Linda University was established to provide education in a distinctively Christian environment. Students are expected to respect the standards and ideals of the Seventh-day Adventist church. Prospective students have the freedom to choose or reject University or School standards, but the decision must be made before enrollment. Application to and enrollment in the University constitute the student's commitment to honor and abide by the academic and social practices and regulations stated in announcements, bulletins, handbooks, and other published materials; and to maintain a manner that is mature and compatible with the University's function as an institution of higher learning.

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 exercise his/her right of appeal—are described in each School's section of the *Student Handbook*. Grievances regarding both academic and nonacademic matters must be processed in accordance with the grievance procedures set forth in the *Student Handbook*. Subsequent to a student's filing an appeal or grievance, the faculty assesses the student's fitness for a career in the chosen profession and recommends to the dean appropriate action regarding the student's continuance or discontinuance.

Prospective students who have questions concerning the University's expectations should seek specific information prior to enrollment.



## WHOLE-PERSON HEALTH

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

- cosmopolitan, in that historically the University's global mission has promoted 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.

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

Students from all schools of Loma Linda University may congregate and participate in the multifaceted programs offered that involve the wholistic concept of social, intellectual, physical, emotional, and spiritual wellness. These programs support Loma Linda University's motto, "To make man whole."

## SPIRITUAL HEALTH

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

## SOCIAL HEALTH

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

## PHYSICAL HEALTH

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

**T e D a    @    e**

The Drayson Center, Loma Linda University's recreation and wellness center, provides state-of-the-art fitness facilities. The center 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





**P a a e a a e**

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.

**P a e**

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.

**C a a e**

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.

**Ca a a a**

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 Safety and must have adequate public liability insurance—a minimum of \$100,000 bodily injury and property damage liability.

**S e e a a a**

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.

**S a e a e**

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 that impairs the appropriate functioning of the student. The School offers counseling and other redemptive programs to assist in the recovery from substance 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.

**S x a a a e**

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.

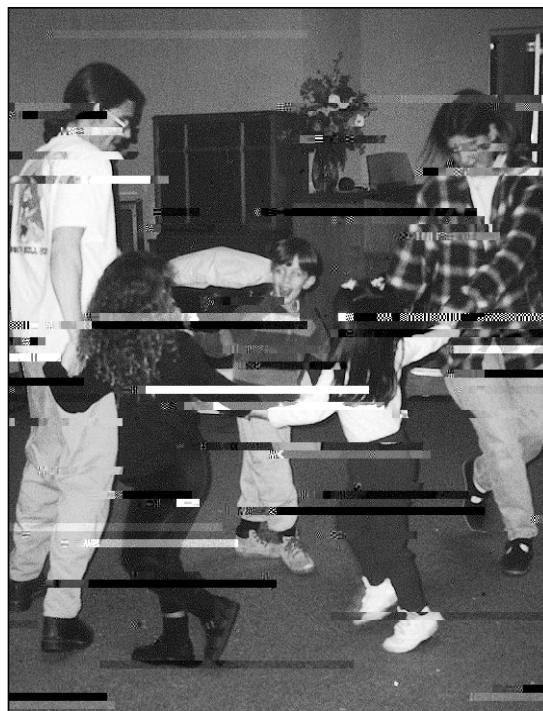
**D a, e a e**

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

- in the Student Life section of this BULLETIN (see FROM UNIVERSITY TO STUDENT, par. 3);
- in the School section of the *Student Handbook*.

**E e**

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.



### ACADEMIC AUTHORITY

The Office of the Dean is the final authority in all academic matters, with the exception of general-education requirements; and is charged with the interpretation and enforcement of academic requirements. Any exceptions or changes in academic requirements, graduation requirements, or grades are not valid unless approved by the dean. Any actions taken by individual faculty members in regard to these matters are advisory only and are not binding on the School or the University unless approved by the dean.

Acts of dishonesty, such as but not limited to theft; plagiarism; knowingly giving, obtaining, or falsifying information during examinations or other academic or professional practice assignments can be cause for dismissal from the School. Instructors and students are charged with the responsibility of reporting instances of such behavior to the department chairperson for investigation. Substantiated violations are to be brought before the dean for disciplinary action.

The minimum disciplinary actions to be taken for acts of plagiarism:

- first offense—a failing grade on the assignment;
- second offense—failure in the course without possibility of withdrawal;
- cheating—failure in the course without possibility of withdrawal.

### REGISTRATION AND ATTENDANCE

Students must register in person on the dates designated in the academic calendar in this BULLETIN. Registration is not completed until forms furnished by the Office of University Records have been approved by the academic adviser, processed through the Office of University Records, and turned in to Student Finance. Financial arrangements must be made with Student Finance. Students engaged in graduate work must be duly registered at the time the study is initiated and completed.



- S none Satisfactory performance, counted toward graduation. Equivalent to a C grade or better in undergraduate courses, or a B grade or better in graduate courses. An S grade is not computed in the grade point average.  
A student may request a grade of S in only a limited amount of course work as determined by the school. This is done by the student's filing with the Office of University Records the appropriate form prior to fourteen calendar days before the final examination week. Once filed, the grade is not subject to change.
- U none Unsatisfactory performance, given only when performance for an S-specified course falls below a C grade level in an undergraduate course or a B grade level in a graduate course. Similar filing procedures as given above are required. The U grade is not computed in the grade point average.
- S/N none Satisfactory performance in a clock-hour course. Not included in total units. Same grading criteria as the S grade given for a credit hour course.
- U/N none Unsatisfactory performance in a clock-hour course. Not included in total units. Same grading criteria as the U grade given for a credit hour course.
- CR none Credit earned for Credit by Examination. Counted toward graduation/units earned, but not units attempted. Such credit cannot be counted for financial aid purposes.
- NC none No credit for unsatisfactory performance for a Credit by Examination. Does not count for any purpose.
- N a
- W Withdrawal, given for withdrawal from a course prior to fourteen calendar days before the final examination week. Withdrawals during the first fourteen calendar days of a quarter or the first seven calendar days of a summer session are not recorded if the student files with the Office of University Records the appropriate form prior to the cut-off date. Withdrawals outside this time frame, upon recommendation of the dean, may be removed at the discretion of the vice president for academic affairs.
- In the case of nontraditionally scheduled courses, W will be given for withdrawal from a course prior to completion of 80 percent of the course, excluding the final examination period. Withdrawals during the first 20 percent of a course, excluding the final examination period, are not recorded if the student files with the Office of University Records the appropriate form prior to the date when this 20 percent of the course is completed.
- UW Unofficial Withdrawal, indicates that the student discontinued class attendance after the close of registration but failed to withdraw officially.
- I Incomplete, given when the majority of the course work has been completed and circumstances beyond a student's control result in the student being unable to complete the quarter. An I notation may be changed to a grade before the end of the following term (excluding the summer sessions for those not in attendance during that term) but may be changed only by the instructor. Incomplete units are not calculated in the grade point average.  
By the use of the petition form, the student requests an I notation from the instructor, stating the reason for the request and obtaining the signatures of the instructor, the department chair, and the associate dean. The form is left with the instructor. The instructor will then report the I grade on the grade-report form, as well as the grade which the student will receive if the deficiency is not removed within the time limit. The petition form is then filed with the Office of University Records along with the grade-report form.
- IP In Progress, indicating that the course has a duration of more than a single term and will be completed by the student no later than the final term of the course, not to exceed five quarters for independent study and research courses (original quarter of registration plus four additional quarters). The student's final grade will be reported on the instructor's grade report at the end of the term in which the course is completed. If the course work is not completed within the five-quarter time limit, a grade of U will be given.
- AU Audit, indicating registration for attendance only, with 80 percent class attendance considered a requirement. A request to change a credit course to audit or an audit course to credit may be made no later than the fourteenth calendar day after the beginning of a

ACADEMIC POLICIES AND GENERAL REGULATIONS







# III

## THE PROGRAMS

### Programs and Degrees

### Codes and Courses

### Bachelor's Degree Programs—B.S.P.H.

BIOMEDICAL DATA MANAGEMENT  
HEALTH GEOGRAPHICS  
WELLNESS MANAGEMENT

### Master's Degree Programs—M.P.H., M.H.A., M.S.P.H.

ENVIRONMENTAL AND OCCUPATIONAL HEALTH  
EPIDEMIOLOGY AND BIostatISTICS  
HEALTH ADMINISTRATION  
HEALTH EDUCATION  
MATERNAL AND CHILD HEALTH  
INTERNATIONAL HEALTH  
NUTRITION  
GENERALIST  
EXTENDED-CAMPUS PROGRAMS

### Doctoral Degree Programs—Dr.P.H.

EPIDEMIOLOGY  
HEALTH EDUCATION  
INTERNATIONAL HEALTH  
NUTRITION  
PREVENTIVE CARE

### Combined-Degrees Programs—M.P.H./M.S., M.P.H./M.S.W.,

M.P.H./Psy.D., Psy.D./Dr.P.H.

# P a a l e e

It is the responsibility of students to know and fulfill all academic and graduation requirements and to make every reasonable effort to obtain adequate academic advisement. Frequent adviser contact helps to ensure that students have current academic information and are making adequate progress toward educational goals. The School of Public Health offers one bachelor's degree—the Bachelor of Science in Public Health; three master's degrees—the Master of Public Health, the Master of Health Administration, and the Master of Science in Public Health; and one doctoral degree—the Doctor of Public Health.

## BACHELOR OF SCIENCE IN PUBLIC HEALTH

The program leading to the Bachelor of Science in Public Health (B.S.P.H.) degree is designed to prepare individuals for professional positions in health and related fields; provide a base for graduate study; and provide a foundation for personal growth. The degree is offered with major concentrations in the areas of biomedical data management, health geographics, and wellness management. Specific information about these programs may be found in section III of this BULLETIN.

### P e a e e e e

All undergraduate degree students in the School of Public Health are expected to develop an understanding of the areas of knowledge basic to public health. This knowledge base is included in the following required courses (or their equivalents) in each degree program:

ENVH	414	Introduction to Environmental Health	(3)
EPDM	414	Introduction to Epidemiology	(3)
HPRO	414	Personal Health and Fitness	(4)
SHCJ	401	Essentials of Public Health	(4)
STAT	414	Introduction to Biostatistics I	(3)
STAT	415	Computer Applications in Biostatistics	(1)

Students are expected to identify a specific area of concentration or a major. They may opt to add additional course work leading to a second area of emphasis.

### P e a e a

Attendance is required at a minimum of twenty (ten per year) public health seminars for each bachelor's degree sought. This is seen as an enrichment that augments the student's acquaintance with diverse current public health issues and concerns. The seminar requirement must be met during the student's enrollment in the School

of Public Health and is separate from course credit registration. No tuition or fee is charged by the School. Seminar activities that qualify to meet this requirement are those that have been approved by the associate dean. Many seminar presentations in the School of Public Health or in other parts of the University, the University Medical Center, the Jerry L. Pettis Memorial Veterans Medical Center, or the surrounding community qualify to meet this requirement. Prior approval must be obtained for public health seminars offered outside the School of Public Health.

Credit for no more than three public health seminars may be received for attendance at any one workshop or meeting, regardless of how many hours are attended.

### S e

Students are required to complete a senior project demonstrating competence in their field of study.

## MASTER OF PUBLIC HEALTH

The program leading to the Master of Public Health (M.P.H.) degree is designed to provide broad preparation in the fundamentals of public health while at the same time offering opportunity for some specialization in areas of interest.

The degree is offered with major concentrations in the areas of biostatistics, environmental and occupational health, epidemiology, health administration, health education, international health, maternal and child health, and nutrition. Combined degrees are available in a variety of programs in other schools. Specific information about these programs may be found in section III of this BULLETIN.

### P e a e e e e

All graduate degree students in the School of Public Health are expected to develop an understanding of the areas of knowledge basic to public health.

This knowledge base is included in the following required courses (or their equivalents) in each degree program:

ENVH	509	Principles of Environmental Health	(3)
EPDM	509	Principles of Epidemiology I	(3)
HADM	509	Principles of Administration in Public Health	(3)
HPRO	509	Health Behavior Change	(3)
SHCJ	605	Philosophy of Public Health	(1)
STAT	509	General Statistics	(4)

Students are expected to identify a specific area of concentration or major. They may opt to add additional course work leading to a second area of emphasis.

**P e a e a**

Attendance is required at a minimum of ten public health seminars for each master's degree sought. This is seen as an enrichment which augments the student's acquaintance with diverse current public health issues and concerns. The seminar requirement must be met during the student's enrollment in the School of Public Health and is separate from course credit registration. No tuition or fee is charged by the School. Seminar activities that qualify to meet this requirement are those that have been approved by the associate dean. Many seminar presentations in the School of Public Health or in other parts of the University, the University Medical Center, the Jerry L. Pettis Memorial Veterans Medical Center, or the surrounding community qualify to meet this requirement. Prior approval must be sought for public health seminars offered outside the School of Public Health.

Credit for no more than three public health seminars may be received for attendance at any one workshop or meeting, regardless of how many hours are attended.

**C a a**

The School requires that each graduate complete a synthesizing activity that demonstrates basic competencies in the five core areas of public health. These areas include biological, physical, and chemical factors that affect the health of a community; concepts and methods of relevant social and behavioral sciences; distribution of diseases or conditions in populations, and factors that influence this distribution; collection, storage, retrieval, analysis, and interpretation of health data; and planning, policy analysis, and administration of health programs.

**R e a**

Students are generally required to complete a954 753.424 mf\*55Studen4sams. an4Fval. anaionsree public healt-A,m

**P e e e a**

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### POSTDOCTORAL FELLOWSHIPS

One-year fellowships may be available in various programs. They are tailored to the applicant's interest (in accordance with training opportunities), expressed needs, and funding. Details can be obtained from the dean.

### PREVENTIVE MEDICINE RESIDENCIES

Residency training in preventive medicine is available for qualified physicians through the School of Public Health and the School of Medicine. The residency consists of a three-year program including (a) a clinical year of primary care training, (b) an academic year leading to an

M.P.H. degree in one of the majors in the School of Public Health, and (c) a practicum year of clinical medicine experience. A wide variety of intervention programs to reduce health risks and promote healthful living practices are integrated into the second- and third-year rotations. An international health emphasis is available for interested residents, including involvement with international projects in developing countries. The residency is approved by the Accreditation Council for Graduate Medical Education, 515 North State Street, Suite 2000, Chicago, IL 60610; and fulfills the specialty training requirements of the American Board of Preventive Medicine, 9950 West Lawrence Avenue, Suite 106, Schiller Park, IL 60176.



# C e a C e

**C**ourses numbered from 301 to 499 are advanced undergraduate courses. Those from 501 to 599 are graduate courses; from 601 to 699, graduate seminar, research, and thesis courses; from 701 to 899, public health practice courses.

## CODES

The following codes are used throughout this section of the BULLETIN:

### DEGREES

B.S.P.H.	Bachelor of Science in Public Health
M.P.H.	Master of Public Health
M.H.A.	Master of Health Administration
M.S.P.H.	Master of Science in Public Health
Dr.P.H.	Doctor of Public Health

### SUBJECT AREAS

AHCJ	School of Allied Health Professions Conjoint
ANAT	Anatomy (SD)
DTCS	Dietetics (AH)
ENVH	Environmental and Occupational Health
EPDM	Epidemiology
HADM	Health Administration
HPRO	Health Promotion and Education
INTH	International Health
MFAM	Marriage and Family Therapy (GS)
PHSL	Physiology (GS)
NRSG	Nursing (GS)
NUTR	Nutrition
PHSL	Physiology (GS)
RELE	Ethical Studies (FR)
RELF	Foundational Studies (FR)
RELR	Relational Studies (FR)
SHCJ	School of Public Health Conjoint
STAT	Biostatistics

### SCHOOLS

FR	Faculty of Religion
GS	Graduate School
AH	School of Allied Health Professions
SD	School of Dentistry
SM	School of Medicine
SN	School of Nursing
PH	School of Public Health

## CONJOINT COURSES

A conjoint course is one that is offered by a school, not by a department. It is independent of any department in the school, and its course content is not drawn from any specific department. Each department specifies which conjoint course(s) will be required for a given program or major.

**SHCJ 401 E e a P H a (4)**  
Public health background, issues, and concepts—including history from ancient times to HMOs; definitions; organization and infrastructure; functions, practices, programs, and services. Contributions of important public health practitioners. Political, social, and economic considerations of public health problems. Required course for School of Public Health undergraduate students.

**SHCJ 534 R e a M (2-3)**  
Philosophy of scientific research, sources of research invalidity, quantitative and qualitative literature-review techniques, research goals and objectives setting, quasi-experimental and experimental design, research ethics. Presentation and critique of published research and literature review required for 3 units of credit.

Prerequisite: STAT 509 or equivalent.

**SHCJ 604 R e a S a (2)**  
Critique of research proposals and dissertations, with peer review of research protocols of doctoral degree students.

Prerequisite: SHCJ 534; STAT 515.

**SHCJ 605 P P H a (1)**  
Selected topics addressing issues, concepts, and recent developments in public health.

**SHCJ 695 C P a (1-3)**  
Individual arrangements for students with health-professional backgrounds to participate in a guided, structured, practical experience in ongoing clinical lifestyle-modifying situations. Minimum of thirty hours required for each unit of credit. A maximum of 4 units applicable to a degree program.





**SCHOOL OF ALLIED HEALTH  
PROFESSIONS**

**AHCJ 235 Anatomy (5)**

Structure and function of the human body, including the study of organ systems. Includes class lectures and demonstration laboratories. Course is prerequisite to many programs.

**AHCJ 305 Care of the Elderly (1-2)**

Part 1: Important issues of AIDS, with special emphasis on the epidemiology and etiology of the disease. Psychosocial, economic, ethical, and legal concerns. Resources available. Impact on the health care worker. Risk factors and precautions for hepatitis and tuberculosis.

Part 2: Old age as part of the natural development sequence. Physical, psychological, and social needs of the elderly; as well as ways the allied health practitioner can contribute to wellness and independence in later life.

**AHCJ 311 Medical Terminology (2)**

Language of medicine, including word construction, definitions, and the use of terms related to medical science, hospital service, and the allied health specialties.

**DTCS 301 Human Nutrition (3)**

Fundamentals of normal nutrition. Carbohydrates, proteins, fats, vitamins, minerals, and their roles in human metabolism. Introduction to nutrition in the life cycle.

**DTCS 302 Food Service (4)**

Foods and their nutritive values. Changes associated with maturation, preservation, table preparation, transportation, and storage in relation to food safety. Laboratory included.

**DTCS 303 Menu Management (4)**

Nutritional concepts and cultural food patterns in formulating and producing menus, serving meals,

# Bachelor's Degree Program

**B**achelor of Science in Public Health (B.S.P.H.) degree programs are designed for

## BACHELOR OF SCIENCE IN PUBLIC HEALTH

### PROGRAM REQUIREMENTS

The first two years are taken at a college or university of the student's choice. Students transfer to Loma Linda University School of Public Health for the final two years. Students taking part-time course work may take longer to complete the program.

A minimum of 96 units must be completed prior to entering the B.S.P.H. degree program. Each student is required to complete 68 units as specified in the general education policy of Loma Linda University. General education requirements (GED) are to be met through lower-division courses as well as through courses taken during the final two years. A minimum of 192 units is required for the B.S.P.H. degree. (See the General Education section in this BULLETIN).

All B.S.P.H. degree students are required to take the following public health core courses.

**BIOMEDICAL DATA  
MANAGEMENT**

**T**

## HEALTH GEOGRAPHICS

For course descriptions and faculty and

The B.S.P.H. degree program in health geographics is an innovative, multidisciplinary program that combines courses in various departments and integrates public health methods and approaches with geo-information science technologies. The curriculum meets a broad range of geographic information systems (GIS) requirements in both the private and public sectors. The emphasis is designed to introduce students to geographic analysis and GIS technology with applications in public health. Graduates will have an understanding of the major public health disciplines and will develop the high-level skills required of the practicing GIS analyst. They will be able to work in multifunctional capacities providing spatially interpreted data on small groups of patients/populations or on entire communities, if desired.

## WELLNESS MANAGEMENT

The B.S.P.H. degree program in wellness management prepares individuals to manage and operate wellness centers in many different settings, such as universities, industrial and corporate facilities, spas, and health clubs. Graduates will understand how fitness helps people maintain and improve their health. They will be skilled in designing programs to meet the needs of people of differing ages and skill levels.

For course descriptions and faculty and department information, please consult the Department of Health Promotion and Education section in this BULLETIN.

### REQUIRED LOWER-DIVISION COURSES (may meet some GED requirements)

Accounting  
Anatomy and physiology (may be taken during final two years)  
Biology  
Chemistry  
College algebra  
Developmental psychology  
Introduction to computer science  
Journalism  
Microbiology (may be taken during final two years)  
Psychology  
Sociology  
Speech

# Master of Public Health

**M**aster of Public Health (M.P.H.), Master of Health Administration (M.H.A.), and Master of Science in Public Health (M.S.P.H.) degree programs are designed for those with appropriate backgrounds who are seeking to acquire graduate-level competencies in public health or health administration.

## MASTER OF PUBLIC HEALTH

**T**he Master of Public Health degree focuses on broad preparation in the basics of public health and offers major concentrations in biostatistics, environmental and occupational health, epidemiology, health administration, health promotion and education, international health, maternal and child health, and nutrition.

## MASTER OF HEALTH ADMINISTRATION

**T**he Master of Health Administration degree focuses on preparation for a career in upper-level administrative service in a wide variety of health organizations.

## MASTER OF SCIENCE IN PUBLIC HEALTH

**T**he Master of Science in Public Health degree is designed to provide in-depth specialization in one area of public health while at the same time assuring a breadth of understanding of the core areas.



**ENVIRONMENTAL AND OCCUPATIONAL HEALTH**



**MASTER OF PUBLIC HEALTH**

This M.P.H. degree program is designed for individuals with professional practitioner career objectives in the area of environmental and occupational health.

**EXPERIENCED HEALTH PROFESSIONAL (HP) PROGRAM (I)**

The Experienced Health Professional Program (I) is designed for students who can provide demonstration for at least two years of applicable environmental health experience. Preference is given to applicants who are registered environmental health specialists.

**ENVIRONMENTAL HEALTH SPECIALIST (HS) PROGRAM (II)**

The Environmental Health Specialist Program (II) provides career skills in the environmental health sciences for individuals without previous professional experience. Graduates with these skills seek employment in private business/industry as environmental quality-control professionals; or in local, state, or federal government health departments/agencies. The program has been

approved by the State of California Environmental Health Specialist Registration Committee, 601 North 7th Street, MS 396, P.O. Box 942732, Sacramento, CA 94234-7320. Satisfactory completion of this curriculum meets, in part, the eligibility requirements to sit for the Registered Environmental Health Specialist (REHS) Examination administered by the California State Department of Health Services. Satisfactory performance on the examination qualifies individuals for practice as registered environmental health specialists in California and, by reciprocity, in the forty-nine remaining states.

**PREREQUISITE (HP and HS)**

The following prerequisite courses must be completed prior to enrolling in the REHS programs in environmental health:

- Biological science with laboratory (one year)
- General chemistry with laboratory (one year)
- Organic chemistry with laboratory (minimum of two-quarter sequence)
- General microbiology with laboratory (one course)
- General physics with laboratory (one year)
- College algebra (one course)

**DEGREE REQUIREMENTS (PROGRAMS I AND II)**

P e a e e (17 )

ENVH	586	Environmental Health Administration	(3)
EPDM	509	Principles of Epidemiology I	(3)
HPRO	509	Health Behavior Change	(3)
±REL	5	Religion	(3)
artm2(ory			Beha (T)7 /F4OGRAM5

**ENVIRONMENTAL AND OCCUPATIONAL HYGIENE PROGRAM (III)**

The Environmental and Occupational Hygiene Program (III) is designed for established individuals who intend to use graduate-level knowledge of environmental health as an adjunct to their primary career goals. Environmental attorneys, health care managers, corporate administrators, and others who require working knowledge of the field are ideal candidates for this program. The program is virtually identical in scope and rigor to other programs offered in the department, with the exception of the science prerequisites. This program is not intended to meet the California REHS certification requirements.

**PREREQUISITE (Program III)**

The following prerequisite courses must be completed prior to enrolling in the non-REHS program in environmental and occupational hygiene:

- Biological science with laboratory (one year)
- General chemistry with laboratory (one year)
- Organic chemistry (one course)
- General physics (one course)
- College algebra (one course)

**DEGREE REQUIREMENTS**

P e a e e (17 )

ENVH 586	Environmental Health Administration	(3)
EPDM 509	Principles of Epidemiology I	(3)
HPRO 509	Health Behavior Change	(3)
±REL 5	Religion	(3)
SHCJ 605	Philosophy of Public Health	(1)
STAT 509	General Statistics	(4)

E e a a a a e e e e (27 )

ENVH 566	Outdoor Air Quality and Human Health	(3)
ENVH 567	Hazardous Materials and Solid-Waste Management	(3)
ENVH 568	Water Quality Assurance	(3)
ENVH 569	Environmental Sampling and Analysis	(4)
ENVH 575	Indoor Air Quality	(3)
ENVH 581	Principles of Industrial Hygiene	(3)
ENVH 587	Environmental Toxicology	(3)
ENVH 589	Environmental Risk Assessment	(3)
ENVH 605	Seminar in Environmental and Occupational Health	(1, 1)
ENVH 798	Field Practicum	(400 clock hours)

E e (12 )

TOTAL UNITS: 56

±refer to Section IV of this BULLETIN for course description

C a a (a a )

A formal, oral presentation on a topic of current environmental health importance is required as a culminating activity. Student presentations are evaluated on professionalism, scientific merit, and thoroughness.

C e e e x a a (a a )

Students must satisfactorily complete a departmental comprehensive examination prior to graduation. The examination will allow students to demonstrate their ability to integrate and apply skills and knowledge expected of master's-level environmental health practitioners.

**ENVIRONMENTAL EPIDEMIOLOGY**

This combined program is administered jointly with the Department of Epidemiology and Biostatistics and is designed for persons with special interest in studying how environmental factors affect health and disease. Students in this major gain the epidemiologic skills necessary to conduct research as well as to meet the eligibility requirements to sit for the Registered Environmental Health Specialist Examination. See curriculum description under Department of Epidemiology and Biostatistics.

COURSES

UPPER-DIVISION

ENVH 414 I                    E        c    a  
  I a    (3)



**ENVH 585 I n t e r e a l a (3)**  
 Biological and chemical methods for identifying and controlling the environmental factors influencing health in institutional sites, hospitals, acute- and extended-care facilities, foster- and day-care sites, correctional institutions, schools, and other related institutions. Includes epidemiology and etiology of hospital-acquired infections and their control.

**ENVH 586 E n v i r o n m e n t a l A d m i n i s t r a t i o n (3)**  
 Introduction to the administration and management of organizations involved in environmental health within the context of the health care system. Provides an overview of regulatory and policy issues, applicable statutes, and emerging management systems.

**ENVH 587 E n v i r o n m e n t a l T o x i c o l o g y (3)**  
 Principles and mechanisms of toxicology as applied to environmentally encountered toxic agents. Toxicants of current public health importance and their pathologic effect on representative tissues and organs. Dose-response relationships; hazard and risk assessment; and determination of toxicity of environmental carcinogens, teratogens, mutagens, pesticides, metals, plastics, and organic solvents.  
 Prerequisite: Program prerequisite courses or written consent of program adviser.

**ENVH 589 E n v i r o n m e n t a l R i s k A s s e s s m e n t (3)**  
 Principles and methods of risk assessment associated with human exposure to toxic chemicals and other environmental hazards. Quantitative risk-assessment methodologies and approaches. Ecological risk assessment; risk-management issues involved in taking appropriate public health action; risk communication, acceptability, and perception; and informational resources.

**ENVH 605 S e a r c h I n t e r e s t s (1)**  
 Areas of current interest. May be repeated for additional credit.

**ENVH 694 R e s e a r c h (1-14)**  
 Independent research on problems currently receiving study in the department. Research program arranged with faculty member(s) involved. Minimum of thirty hours required for each unit of credit. Limited to qualified master's degree students.  
 Prerequisite: Consent of instructor responsible for supervision and of program adviser.

**ENVH 696 D e e p S e a r c h (1-4)**  
 Individual arrangements for advanced students to study under the guidance of a program faculty member. May include readings, literature reviews, or other special projects. Minimum of thirty hours required for each unit of credit. A maximum of 4 units applicable to any master's degree program.  
 Prerequisite: Consent of instructor responsible for supervision and of program adviser.

**ENVH 698 L a b o r a t o r y (1-6)**  
 Individual and/or group arrangements for selected students to participate in a structured laboratory experience in specified areas of environmental health.  
 Prerequisite: Consent of instructor responsible for supervision and of program adviser.

**ENVH 699 A p p l i e d R e s e a r c h (2)**  
 Assignment to private, government, international, or voluntary health agency or other approved organization where practical application of the materials studied on campus is made under the guidance of the department faculty and the organization involved. Research project that includes substantial analysis of data and discussion of results. Written report and oral presentation required.  
 Prerequisite: Consent of department adviser and of instructors responsible for supervision.

**ENVH 798A/B P r a c t i c u m (200, 400)**  
 Assignment to private, government, international, or voluntary health agency or other School-approved organization in which practical application of the materials studied on campus is made under the guidance of the department faculty and the organization involved. May consist of a research project. May be repeated for additional credit.  
 Prerequisite: Course requirements and consent of instructor(s) responsible for supervision and of program adviser.



# EPIDEMIOLOGY AND BIOSTATISTICS

SYNNOVE M. F. KNUTSEN, C a

## FACULTY

### PROFESSORS

David E. Abbey  
 Gary E. Fraser  
 Synnove M. F. Knutsen  
 Jan W. Kuzma (Adjunct Research)  
 Kristian D. Lindsted  
 Joan Sabaté NUTR  
 Grenith J. Zimmerman AH

### ASSOCIATE PROFESSORS

G. Stewart Campbell SM  
 Jayakaran S. Job INTH  
 Raymond Knutsen  
 John W. Morgan  
 Thomas J. Prendergast, Jr. (Clinical)

### ASSISTANT PROFESSORS

W. Lawrence Beeson  
 Terrence L. Butler (Adjunct)  
 H. Irene Grohar  
 Bessie L. Hwang  
 Floyd F. Petersen  
 Charles S. Salemi (Clinical)  
 Gerald W. Shavlik (Clinical)

**T**he epidemiology and biostatistics programs are jointly administered. The complementary nature of these research disciplines provides an efficient investigative alliance that combines the health perspective of biological science with the objectivity of statistics.

## EPIDEMIOLOGY

**A**lthough the science of epidemiology began with the investigation of the infectious disease outbreaks, the modern plagues of heart disease, cancer, stroke, and injuries are also considered by the modern epidemiologist. Contemporary epidemiology builds upon the premise that disease or health is not randomly distributed within populations. Epidemiology comprises the research methods that identify and isolate the underlying causes of disease and injury as well as health. The diversity of this investigative science is illustrated by a number of research accomplishments ranging from identification of control and preventive measures for AIDS and diabetes mellitus; to etiologic processes important in the development of malignant neoplasms, cardiovascular diseases, and infectious diseases. Other accomplishments of epidemiology include discovery of social and biological mechanisms involved in the spread of measles, AIDS, and pertussis through human populations; and preventive measures for surgical-wound and other hospital-acquired infections. Contemporary epidemiologic inquiry ranges from investigation of the roles of prescription medications, nutrition, electromagnetic fields, and pesticides in human cancer; to identification of the health benefits of cholesterol reduction, smoking cessation, and use of safety bindings on skis. The epidemiologist studies the distribution and determinants of health and disease in populations. The emphasis that is placed upon the investigative process has inspired some to describe the epidemiologist as a medical detective. Epidemiologic

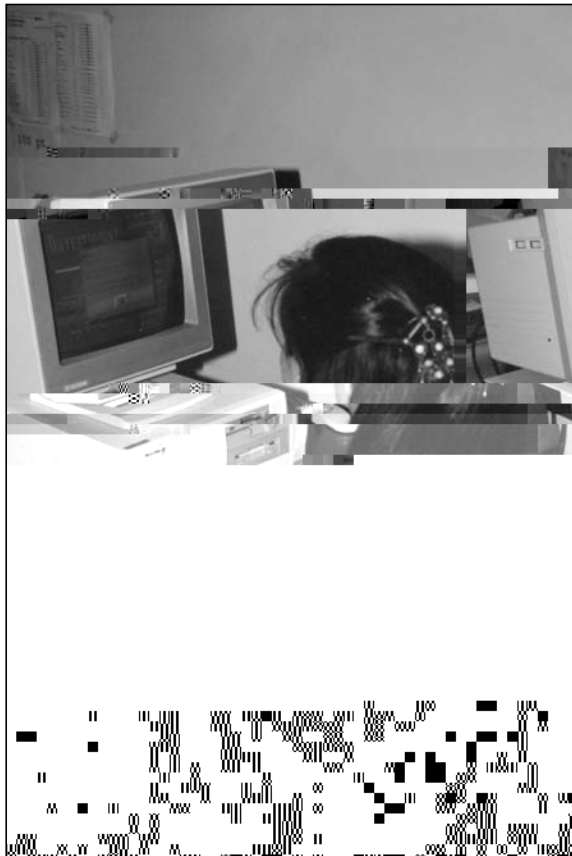
research incorporates use of statistical techniques and an understanding of environmental, genetic, and social characteristics important in disease development and spread.

Although epidemiology is a relatively young discipline, this collection of investigative methods has become an integral part of public health; epidemiologic findings permeate all fields of

**D a e a**

The Department of Epidemiology and Biostatistics:

1. Trains students to become professionals in biostatistics and/or epidemiology, according to their respective program goals.
2. Fosters a spirit of collaboration among students and faculty by including students in research projects and as teaching assistants.
3. Provides practical research experience—including presentation of data—through field practice in a public health department or other agency, or on one of the research projects within the University.
4. Conducts high-quality research within the department, collaborates on research projects with other departments in the School of Public Health and Loma Linda University, and develops research collaboration with other academic and research communities.
5. Provides consultation services regarding research design; and analyzes and interprets results to other groups within the University, the community, and outside agencies.







**DEGREE REQUIREMENTS (T a I a T a II)**

**P e a e e (20 )**

ENVH 509	Principles of Environmental Health	(3)
EPDM 509	Principles of Epidemiology I	(3)
HADM 509	Principles of Administration in Public Health	(3)
HPRO 509	Health Behavior Change	(3)
±REL 5	Religion	(3)
SHCJ 605	Philosophy of Public Health	(1)
STAT 521	Biostatistics I	(4)

**E e e e**

T a I: 21  
T a II: 32 + 400

EPDM 510	Principles of Epidemiology II	(3)
EPDM 512	Multivariate Modeling in Epidemiology	(1, #3)
STAT 522	Biostatistics II	(4)
STAT 548	Analytical Applications of SAS	(2)
STAT 564	Survey and Advanced Research Methods	(3)
+ <sup>1</sup> EPDM 515	Clinical Trials	(3)
<sup>1</sup> EPDM 555	Epidemiologic Methods in Outcomes Research and Continuous Quality Improvement	(3)
<sup>2</sup> EPDM 565	Epidemiology of Cancer	(3)
<sup>2</sup> EPDM 566	Epidemiology of Cardiovascular Disease	(3)
#STAT 515	Grant and Contract Proposal Writing	(2)
#STAT 557	Research-Data Management	(3)
EPDM 699	Applied Research	(+2, #4)
or		
EPDM 798	Field Practicum	(400 clock hours)

#EPDM/STAT Electives (Track II) (6)

**E e (T a I: 10 ; T a II: 5 )**

Electives must be chosen in consultation with the academic adviser.

**MINIMUM UNITS REQUIRED:**

Track I: 51

Track II: 57 + field practicum (400 clock hours)

or

57 + applied research (4 units)

+required for Track I

#required for Track II

1,2 one course of each number required

±refer to Section IV of this BULLETIN for course description

**R e a a e a e (T a I a II)**

Students are required to attend a minimum of ten forums in the Department of Epidemiology and Biostatistics and/or Center for Health Research during their program. Attendance at these forums will be in addition to attendance at the public health seminars.

**C a a (T a I a II)**

In order to obtain the degree, the student must successfully complete the culminating activity as required by the department.

**ENVIRONMENTAL EPIDEMIOLOGY**

**T**his M.P.H. degree is administered jointly with the Department of Environmental and Occupational Health and is designed for persons with special interest in studying how environmental factors affect health and disease. Students in this major gain the epidemiologic skills necessary to conduct research as well as to meet the eligibility requirements to sit for the Registered Environmental Health Specialist Examination. Graduates with this major have broad employment opportunities that range from population research on the relationship between environmental factors and human health, to assessment and management of modern environmental health problems.



**MINIMUM UNITS REQUIRED:**

- 68 + field practicum (400 clock hours)
- or
- 68 + applied research (4 units)

^one project approved and administered by both ENVH and EPDM/STAT

±refer to Section IV of this BULLETIN for course description

**R e a a e a e**

Students are required to attend a minimum of ten forums in the Department of Epidemiology and Biostatistics and/or Center for Health Research during their program. Attendance at these forums will be in addition to attendance at the public health seminars.

**C a a**

In order to obtain the degree, the student must successfully complete an appropriate culminating activity as determined by both departments.

**HEALTH-SERVICES RESEARCH**

This M.P.H. degree is administered jointly with the Department of Health Administration and is designed for persons with interests that include assessment and maintenance of health care organizations. Students gain the skills needed for health-services administration and epidemiologic research in the health-organization setting. Topics include cost benefit, productivity, quality assessment, and exposure/outcomes research. Graduates from this program should have broad employment opportunities that range from administration of health care organizations to research leadership within the health care field.

**P a a**

The program in health-services research provides the skills necessary to:

1. Evaluate health care organization and management, using epidemiologic research methods and health-administration knowledge.
2. Apply outcomes research methods to assess different aspects of health care quality, e.g., patient perception, treatment, procedures, etc.
3. Apply decision-tree analysis in decision-making processes and strategic planning.
4. Utilize continuous quality improvement (CQI) methods.
5. Assist in developing policies for prevention/control/treatment of diseases within the health care environment.

**PREREQUISITE**

Two courses in biological science (preferred courses include anatomy, physiology, pathology, microbiology, etc.)

College algebra or equivalent (calculus preferred)

**COREQUISITE**

(may be taken during first two quarters of program, in addition to units required for degree)

HADM 444 Financial Accounting for Health Care Organizations (3)

or

One course in accounting



**H a a a a**

Participation is required in a minimum of ten noncredit colloquia designed to acquaint students with various aspects of the health care industry. Attendance at these colloquia will be in addition to attendance at the public health seminars.

**C a a**

In order to obtain the degree, the student must successfully complete an appropriate culminating activity, as determined by both departments.

mine appropriate design, sample size, and methods of data collection and analysis.

**NUTRITIONAL EPIDEMIOLOGY**

**T**his M.P.H. degree is administered jointly by the Departments of Nutrition and of Biostatistics and Epidemiology. This degree is designed for students who are interested in doing research on the relationship of nutrition to major public health problems. The graduate will be prepared to design, implement, and evaluate population and intervention studies dealing with the relation of nutrition to health, aging, and chronic disease. This degree is designed for individuals who have aptitudes and interests in quantitative methods and desire to apply them to nutritional research.

**P a a**

The program in nutritional epidemiology provides the skills necessary to:

1. Conduct nutritional epidemiology research.
2. Develop valid instruments for assessing nutritional intake and nutritional status; deter-

STAT	515	Grant and Contract Proposal Writing	(2)
STAT	522	Biostatistics II	(4)
STAT	548	Analytical Applications of SAS	(2)
STAT	564	Survey and Advanced Research Methods	(3)

P e

EPDM and NUTR	699	Applied Research	(2)
	699	Applied Research	(2)

OR

EPDM and NUTR	798A	Field Practicum	(200 clock hours)
	798A	Field Practicum	(200 clock hours)

MINIMUM UNITS REQUIRED:

65 + field practicum (400 clock hours)  
or  
65 + applied research (units 4)

\*select 2 of 3 courses, in consultation with adviser

#select 1 of 2 courses, in consultation with adviser

^one project approved and administered by both EPDM/STAT and NUTR departments

±refer to Section IV of this BULLETIN for course description

**R e a a e a e**

Students are required to attend a minimum of ten forums in the Department of Epidemiology and Biostatistics and/or Center for Health Research during their program. Attendance at these forums will be in addition to attendance at the public health seminars.

**C a a**

In order to obtain the degree, the student must successfully complete an appropriate culminating activity as determined by both departments.

**DOCTOR OF PUBLIC HEALTH**

**D**issertation research areas for the Dr.P.H. in Epidemiology include: chronic diseases such as cancer, cardiovascular disease, diabetes, or osteoporosis; injury or infectious disease epidemiology. For admission and degree requirements, refer to doctoral degree programs in section III of this BULLETIN.

**COURSES**

**UPPER-DIVISION**

**EPDM 414 I E e (3)**  
Distribution and determinants of health events in human populations. Assessments of environmental conditions, lifestyles, and other circumstances influencing disease. Measures of disease occurrence and frequency and use of these measures in health care. Major types of epidemiological investigation. Interpretation of statistical associations.  
Prerequisite: STAT 414.

**GRADUATE**

**EPDM 509 P e E e I (3)**  
Principles and methods used to investigate the distribution, determinants, and prevention strategies for disease in human populations. Major topics include: disease classification, measures of disease frequency and relative effect, comparisons and contrasts of analytic study designs, methods used to isolate effects, statistical significance testing, interpretation of results, and screening for latent disease. Laboratory included.  
Prerequisite or concurrent: STAT 509, 521, or equivalent.

**EPDM 510 P e E e H (3)**  
 Definitions and contrasts of cumulative incidence, incidence rates (density), and hazard rates. Contrast of confounding versus effect modification. Mantel-Haenszel relative-effect measures and significance-test results for relative effect. Risk-difference measures frequently used in case-control and cohort investigations. Statistical power, sample-size determination, least-significant, relative-effect measures for observational case control. Cohort investigations using dichotomous exposures, estimation of effect of bias and misclassification, and correction for bias and random error. Laboratory includes Epi-Info and other computer programs, and problem sets used in applied epidemiology.

Prerequisite: EPDM 509.

**EPDM 511 A a e E e M (2)**  
 Study of complex epidemiologic models found in current epidemiology literature. Course topics include: analysis of study design, bias and misclassification, building a linear model for epidemiologic inference, logistic regression analysis, and analytic strategies used in epidemiologic analysis of complex data sets. Laboratory component of course involves microcomputer analyses of epidemiologic data sets.

Prerequisite: EPDM 510; STAT 521.

**EPDM 512 M a æ M e E e (1, 3)**  
 Study of complex epidemiologic models found in current literature.

1 unit, course topics include: building a linear model, analytic strategies for epidemiologic inference, logistic regression analysis, and the theory for calculation of sample size and power when using these methods. 3 units, additional topics include: nonparametric survival analysis, Poisson regression models, proportional hazard models, and the analysis of matched case-control studies. Laboratory includes microcomputer analysis of epidemiologic data sets.

Prerequisite: EPDM 509; STAT 522.

**EPDM 515 C a T a (3)**  
 Theory and practice of intervention studies, including community and clinical trials. Design and analysis used in trials. Includes: coverage of randomization schemes, blinding, and study-design methods. Additional topics include management of complex trials, ethical considerations, and meta analysis. Laboratory includes: microcomputer analysis of data, interpretation of published reports, and randomization and design of trials.

Prerequisite: EPDM 509; STAT 509 or 521.

**EPDM 534 E e Mæ a -C H a (3)**  
 Descriptive epidemiology of maternal and child health outcomes and environmental and biological risk factors affecting fetal, neonatal, and postneonatal infant mortality, childhood injury and illness, and maternal morbidity and mortality. Introduction to key studies and standard data sets used to describe and compare maternal and child health outcomes both domestically and internationally. Critical review of studies in the field. Limited to maternal and child health majors, doctoral students, or consent of instructor.

Prerequisite: EPDM 509; STAT 509.

**EPDM 544 E e I e D e æ (3) ( e INTH 544)**

Epidemiology of major acute and chronic infectious diseases worldwide. Characteristics of host, agent, environment. Immunity of individuals and populations. Methods of control and eradication. Types of epidemics. Experimental, serological, and analytical techniques used in epidemiology of infectious disease.

Prerequisite: EPDM 509 or consent of instructor.

**EPDM 555 E e M O e R e a a C Q a I e - e (3)**

Epidemiologic methods of outcomes research and continuous quality-improvement techniques in medical-care processes. Medical care as a process, use of control charts in process improvement, measurement of quality of care, and patient satisfaction with medical care. Cost-benefit, cost-effectiveness, cost-utility, and decision-tree analysis applied to medical care. Laboratory includes: demonstration of process control charts, flow charts, pareto diagrams, and data scanning.

Prerequisite: EPDM 509 or 510.

**EPDM 565 E e C a e (3)**

Critical review of the epidemiology of the major causes of cancer death in developed nations, including anatomic (ICD-10) and morphologic/pathogenic (ICDO) classifications. Emphasis on research and health-promotion issues that relate to control and prevention of cancer. Topics include: cancer vocabulary; multistage model of carcinogenesis; sources of cancer data; validity and value of population measures of cancer; magnitude of the cancer problem; trends in cancer frequency, incidence, burden, mortality, and survival; surveillance objectives and methods; consistent risk and protective factors for major cancer types; the role of infectious diseases in cancer etiology and progression; nutrition and cancer; screening objectives, recommendations, and controversies; interactions between genetic and environmental exposures in the etiology of cancer, and other selected etiologic hypotheses.

Prerequisite: EPDM 509.

**EPDM 566 E e C a a a D e æ (3)**

Descriptive epidemiology of the major cardiovascular diseases, including: myocardial infarction, sudden death, angina pectoris, hypertension, and stroke. Acquaintance with experimental designs and analytic techniques commonly used in cardiovascular epidemiology. Experimental and epidemiological evidence relating risk factors such as diet, smoking, blood lipids, blood pressure, and exercise to cardiovascular diseases. Acquaintance with the design and results of the major intervention studies.

Prerequisite: EPDM 509 or 510.







**R e a a e a e**

Students are required to attend a minimum of ten forums in the Department of Epidemiology and Biostatistics and/or Center for Health Research during their program. Attendance at these forums will be in addition to attendance at the public health seminars.

**C a a**

In order to obtain a degree, the student is required to successfully complete a written comprehensive examination as required by the department.

**MASTER OF SCIENCE IN PUBLIC HEALTH**

The M.S.P.H. degree program is a two-year program that emphasizes statistical methods, data processing and computing, and epidemiology. It is

intended to train persons for collaborative work with scientists in nearly every area related to public health and medicine. A thesis is required. Students work with faculty as research associates during their training.

**PREREQUISITE**

Calculus (one year)

Linear algebra (one quarter)

Computer literacy (knowledge and experience in computer operating systems, especially the Windows environment and some programming experience recommended)

or

STAT 439

**DEGREE REQUIREMENTS**

P e a e e

P e a e A

a e a e a



**STAT 498 S P e (5, 5)**

Under faculty direction, student participates in on-the-job experience in data collection, management, and presentation. Written summary and oral presentation required.



## HEALTH ADMINISTRATION

S. ERIC ANDERSON, Chair

### FACULTY

#### PROFESSORS

James M. Crawford SD  
Nabil Y. Razzouk (Clinical)  
C. Torben Thomsen

#### ASSOCIATE PROFESSORS

S. Eric Anderson  
Albin H. Grohar  
Ronald P. Hattis (Clinical)  
Donald G. Pursley  
Abel Torres SM  
Albert S. Whiting (Adjunct)  
Lester N. Wright (Adjunct)

#### ASSISTANT PROFESSORS

Jane E. Adams  
Lynna S. Belin (Adjunct)  
Robert D. Blair, Jr. (Clinical)  
David C. Brodeur

Richard Bruno (Clinical)  
Bonnie I. Chi-Lum  
Cyril G. Connelly  
Brent A. Fisher (Clinical)  
Donn P. Gaede  
Bradley P. Gilbert (Clinical)  
Gordon E. Hewes  
Troy A. Holmes  
Michael H. Jackson  
Holly A. Kibble  
Karl J. McCleary  
Hilton R. Raethel  
T. Henry Scoggins  
Teri S. Tamayose  
Gwendolyn D. Taylor-Holmes (Clinical)  
Gregory B. Williams  
David G. Wren

#### INSTRUCTORS

George A. Cancel  
Danielle L. Wright

### Objectives

1. The Department of Health Administration, within the context of the missions of the University and the School of Public Health, seeks to equip its graduates with universal administrative tools and problem-solving skills enabling them to effectively function in a rapidly changing environment. Graduates will receive a broad interdisciplinary education that will encourage analytical thinking and the application of theory to the solution of practical problems. As perceptive and effective health care leaders, they will learn how to marshal resources to improve not only their own organizations but also the health care system as a whole.
2. The Department of Health Administration uses its resources to engage in both basic and applied research to expand the body of knowledge relevant for effective health care management.
3. The Department of Health Administration continually seeks to expand its links with both individuals and institutions within the health

The M.P.H. program in health administration offers considerable flexibility in course selection, and the courses have a strong emphasis on practical, real-life applications of theoretical concepts. The student will be prepared to enter either public- or private-sector health care management.

**COREQUISITE**

(may be taken during first two quarters of program, in addition to units required for degree)

HADM 444 Financial Accounting for Health Care Organizations (3)

or

One course in accounting

**DEGREE REQUIREMENTS****P e a e e (20 )**

ENVH 509	Principles of Environmental Health	(3)
EPDM 509	Principles of Epidemiology I	(3)
HADM 509	Principles of Administration in Public Health	(3)
HPRO 509	Health Behavior Change	(3)
±REL 5	Religion (RELE 534, recommended)	(3)
SHCJ 605	Philosophy of Public Health	(1)
STAT 509	General Statistics	(4)

**I a a a e e (18 )**

HADM 528	Organizational Behavior in Health Care	(3)
HADM 534	Legal and Regulatory Issues in Health Care	(3)
HADM 542	Managerial Accounting for Health Care Organizations	(3)
HADM 559	Health Care Marketing	(3)
HADM 574	Managing Human Resources in Health Care Organizations	(3)
HADM 604	Health-Systems Strategic Planning	(3)

**R e e e e e e (12 )**

EPDM 555	Epidemiologic Methods in Outcomes Research and Continuous Quality Improvement	(3)
HADM 510	Public Health Policy	(3)
HADM 514	Health Care Economics	(3)
HADM 555	Managed-Health Care Systems	(3)
HADM 564	Health Care Finance	(3)
HADM 575	Management-Information Systems in Health Care	(3)
HADM 601	Health-Systems Operations Management	(3)
HADM 605	Health Care Quality Management	(3)
HPRO 505	Public Health Communication	(3)
HPRO 589	Qualitative Research Methods	(3)
STAT 557	Research-Data Management	(3)

Other approved courses

**R e e e e**

HADM 798	Field Practicum	(400 clock hours)
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TOTAL UNITS: 50

±refer to Section IV of this BULLETIN for course description

**P e a e e**

Students are required to secure and maintain membership in an approved professional society, such as the American College of Healthctud/F2h47 OuWecutives.

**I a a a a**

Participation is required in a minimum of ten



### **HEALTH-SERVICES RESEARCH**

**T**his program is administered jointly with the Department of Epidemiology and Biostatistics and is designed for persons with interests that include assessment of health care organization and maintenance. Students gain the skills needed for health-services administration and epidemiologic research in the health-organization setting. See curriculum description under Department of Epidemiology and Biostatistics.

### **SUMMERS-ONLY PROGRAM**

**T**he Department of Health Administration also offers a Master of Public Health degree sum-

**P e a e e**

Students are required to secure and maintain membership in an approved professional society, such as the American College of Healthcare Executives.

**H a a a a**

Participation is required in a minimum of ten noncredit colloquia designed to acquaint students with various aspects of the health care industry. Attendance at these colloquia will be in addition to attendance at the public health seminars.

**R e**

The M.H.A. degree residency consists of 1200 hours of practicum. The term and structure of the residency are jointly determined by the adviser, residency preceptor, and the student, in accordance with the *Residency Manual*; and are based on the student's previous and/or current health-administration experience. All residency plans must be approved by the Department of Health Administration.

**C a a**

The student is required to successfully demonstrate understanding of and ability to apply all primary components of the program through a thesis-style written report.

**COURSES****UNDERGRADUATE****HADM 444 F a a A H a Cae  
O a a (3)**

Fundamentals of preparing and understanding financial statements. Emphasis on relationships between the balance sheet, income statement, and cash flow statement. Generally accepted accounting terminology.

**GRADUATE****HADM 509 P e A a  
P H a (3)**

Introduction to the administration of organizations within the context of the economic, governmental, and financial constraints of the health care-delivery system.

**HADM 510 P H a P (3)**

Analysis of current issues in health policy, including history of the issues, arguments for various positions, and development of frameworks that will facilitate development of positions on the issues.

**HADM 514 H a Cae E (3)**

Concepts of health care supply and demand, and resource allocation in view of political constraints imposed in market and planned economies. Health-service pricing and policy issues in quantity, quality, and cost of health care in domestic and international environments.

**HADM 528 O a a a B a H a  
Cae (3)**

Utilization of human resources to accomplish organizational goals within health care settings. Development of basic contributions to administrative theory and practice. Focus on human responses to varied organizational structures.

**HADM 534 E a a R a I e  
H a Cae (3)**

Study of the legal and judicial processes as they relate to health care. Consideration of criminal and civil law. Emphasis on principles of contract law.

**HADM 542 Ma ae a A H a  
Cae O a a (3)**

Use of financial data in decision making. Cost behavior, activity-based costing, cost allocation, product costing and pricing, operational budgets, capital budgeting, and behavioral aspects of control.

Prerequisite: HADM 444 or one course in financial accounting, or consent of instructor.

**HADM 555 Ma ae -H a Cae S e (3)**

Examination of existing and emerging forms of managed care, their historical development, and their effect on the health care-delivery system and health care-financing system.

**HADM 559 H a Cae Ma e (3)**

Application of marketing concepts to health care-delivery systems. Emphasis on a strategic market-management approach for developing or evaluating strategies and programs for a health care organization.

**HADM 564 H a Cae F a e (3)**

Public and private health care-financial issues, including third-party reimbursement, managed care, and health care-provision schemes. Financial planning for health care institutions, with consideration of capital markets and development of the tools of

HADM 604 **H a -S e S æ P a** (3)  
 Decision making and planned change through the strategic planning process. Performance review and evaluation of services and resource administration. Strategic plan and contingency plans, mission statement, objectives, courses of action, and resource allocation. Presentation and approval process.

HADM 605 **H a Cæ Q a Ma æ e** (3)  
 Focus on quality systems that include developing clear mission or vision, setting measurable strategic quality goals, deploying goals for action by identifying specific activities to be done, and controlling results. Historical analysis of quality process in health care, with emphasis on key strategies for success.

HADM 610 **S e S a H a**  
**A a** (1)  
 Integration of skills and concepts from previously taken courses in managerial problem solving. May be repeated for additional credit.

HADM 696 **De e S /Se a P e** (1-4)  
 Individual arrangements for advanced students to study under the guidance of a program faculty member. May include readings, literature reviews, or other special projects. Minimum of thirty hours required for each unit of credit.

# HEALTH PROMOTION AND EDUCATION

CHRISTINE M. NEISH, C a

JERRY W. LEE, A æ C a

## FACULTY

### EMERITUS PROFESSOR

Mervyn G. Hardinge

### DISTINGUISHED PROFESSOR

Joyce W. Hopp

### PROFESSORS

Lisa M. Beardsley

Glen G. Blix

Richard H. Hart INTH

Jerry W. Lee

Naomi N. Modeste

Susanne B. Montgomery

### EMERITUS ASSOCIATE PROFESSOR

Charles S. Thomas

### ASSOCIATE PROFESSORS

Barbara A. Frye Anderson INTH

Beverly J. Bradley (Clinical)

Linda H. Ferry

Helen P. Hopp Marshak

Jenifer J. Mason

Eva J. Miller, SN

Christine M. Neish

Eric Ngo (Clinical)

Anthony B. Radcliffe (Clinical)

Gail T. Rice

### ASSISTANT PROFESSORS

Mihran N. Ask

Lee S. Berk SM, AH

Frederick M. Bischoff (Clinical)

A. Elizabeth Creer (Clinical)

Bryan L. Haddock

R. Patricia Herring

Lorrie L. Hinkleman NUTR (Clinical)

Gary L. Hopkins (Clinical)

Susan G. Irish

Michele A. Jacknik (Clinical)

Tommy F. Kofoed

Linda L. Levisen (Clinical)

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### BACHELOR OF SCIENCE IN PUBLIC HEALTH

The Bachelor of Science in Public Health (B.S.P.H.) degree is offered with a major in wellness management. This degree program prepares individuals to manage and operate wellness centers in many different settings, such as universities, industrial and corporate facilities, spas, and health clubs. For degree requirements, refer to the bachelor's degree programs section of this BULLETIN.

Graduates are eligible to sit for the credentialing examination in health education offered by the National Commission for Health Education Credentialing, Inc., 944 Marcon Boulevard, Suite 310, Allentown, PA 18103.

De a e a e a e a e a-

### MASTER OF PUBLIC HEALTH

The Master of Public Health (M.P.H.) degree programs are built around 52-65-unit curricula. The number of required courses is based on the student's academic background, selected major, area of emphasis, and elective course work. The number of required units, culminating activity requirement, and length of field practicum are specified upon acceptance. The student develops an appropriate curriculum in consultation with his/her faculty adviser.

### HEALTH EDUCATION MAJOR

In health education, emphasis is placed on educational, interpersonal, community, and legislative factors that promote positive health behaviors. The curriculum emphasizes interventions based on scientific data and established behavioral and learning theories that promote public health through the processes of education and community organization.

Graduates of this 61-unit degree program may function as community-health educators in a variety of settings, both public and private. They are academically prepared to conduct community assessments; design, implement, and evaluate health-education interventions; organize health promotion efforts; and assist individuals and communities to better utilize techniques of health-behavior change.

Students select course work from each of several practice and content areas to enhance the applied portion of the curriculum. Professional practice is addressed during the laboratory and field-experience portions of the curriculum. Students may develop skills while working in community agencies and medical-care, school, and worksite settings.

Students who are licensed health professionals with two or more years experience in public health may request advanced standing for up to 9 units of elective course work. They also may apply to replace the standard 400-clock-hour field practicum with a 200-clock-hour field practicum or a three-unit community practicum.

## DEGREE REQUIREMENTS

P e a e e (23 )

ENVH	509	Principles of Environmental Health	(3)
EPDM	509	Principles of Epidemiology I	(3)
HADM	509	Principles of Administration in Public Health	(3)
HPRO	509	Health Behavior Change	(3)
NUTR	509	Public Health Nutrition	(3)
or			
NUTR	534	Maternal and Child Nutrition	(3)
±REL	5	Religion	(3)
SHCJ	605	Philosophy of Public Health	(1)
STAT	509	General Statistics	(4)

I a e a e e (20 )

HPRO	535	Health Education Program Administration	(3)
HPRO	536	Program Planning and Evaluation	(3)
*HPRO	537A	Community Programs Laboratory A	(2)
*HPRO	537B	Community Programs Laboratory B	(2)
*HPRO	537C	Community Programs Laboratory C	(2)
HPRO	538	Health Education Program Development	(3)
HPRO	539	Policy and Issues in Health Education	(2-3)
HPRO	589	Qualitative Research Methods	(3)

C e a a / e e e (18 )

HPRO	505	Public Health Communication	(3)
HPRO	514	Values, Culture, and Health	(3)
HPRO	523	Maternal and Child Health	(3)
HPRO	524	Adolescent Health	(3)
HPRO	525	Topics in Health Promotion	(3)
HPRO	526	Lifestyle Diseases and Risk Reduction	(3)
HPRO	527	Obesity and Disordered Eating	(3)
HPRO	528	Controversial Health Practices	(3)
HPRO	542	Health and Dependency Counseling	(3)
HPRO	543	Writing for Health Professionals	(3)
HPRO	544	Health Education Evaluation and Measurement	(3)
HPRO	548	Community and Domestic Violence	(3)
HPRO	553	Addiction Theory and Program Development	(3)
HPRO	555	Early-Age Parenthood	(3)
HPRO	556	Interventions for High-Risk Infants and Children	(3)
HPRO	557	Issues and Programs in Family Planning	(3)
HPRO	564	Mental Health and Society	(3)
HPRO	573	Exercise Physiology I	(3)
HPRO	578	Exercise Physiology II	(3)
HPRO	584	Aging and Health	(3)
HPRO	588	Determinants of Health Behavior	(3)
HPRO	694	Research	(3)

F e e e e

HPRO	798A/B	Field Practicum	(200, 400 clock hours)
or			
HPRO	695	Community Practicum	(3)

TOTAL UNITS: 61

±refer to Section IV of this BULLETIN for course description

\*may be waived for licensed health professionals currently practicing in public health

C a a

Students are required to demonstrate the ability to integrate the five areas of public health: administration, epidemiology, statistics, environmental health, and health behavior during their culminating activity experiences. The culminating activity includes a written examination, field

experience, professional portfolio, and exit interview.

Students who do not meet minimum standards of performance on the culminating activity are subject to academic review and/or remedial course work to address deficiencies in preparation; or they may be asked to withdraw from the program.



**C a a**

Students are required to demonstrate the ability to integrate the five areas of public health: administration, epidemiology, statistics, environmental health, and health behavior. The culminating activity is comprised of a written examination, field experience, professional portfolio, and exit interview.

Students who do not meet minimum standards of performance on the culminating activity are subject to academic review and/or remedial course work to address deficiencies in preparation; or they may be asked to withdraw from the program.



C a a

Students are required to demonstrate the ability to integrate the five areas of public health: administration, epidemiology, statistics, environmental health, and health behavior. The culminating activity is comprised of field experience, professional portfolio, and exit interview.

Students who do not meet minimum standards of performance on the culminating activity are subject to academic review and/or remedial course work to address deficiencies in preparation; or they may be asked to withdraw from the program.

**MATERNAL AND CHILD HEALTH MAJOR**

The course of study leading to the M.P.H. degree with a major in maternal and child health (MCH) will prepare graduates to demonstrate the competencies identified by the Association of Teachers of Maternal and Child Health and the Association of Schools of Public Health.

The major in maternal and child health builds on health education, epidemiology, cross-cultural, and nutrition theory and practice. Family-health issues are addressed using a broad array of public health strategies.

The program requires completion of a minimum 52 units with culminating activity and a 400-clock-hour field practicum.

Licensed health professionals with experience in public health may apply to replace the standard 400-clock-hour field practicum with a 200-clock-hour field practicum or a 3-unit community practicum.

**DEGREE REQUIREMENTS**

P e a e e (20 )

ENVH	509	Principles of Environmental Health	(3)
EPDM	509	Principles of Epidemiology I	(3)
HADM	509	Principles of Administration in Public Health	(3)
HPRO	509	Health Behavior Change	(3)
±REL	5__	Religion	(3)

Ø a e a e a æ a a  
e a :

1. To prepare health care professionals who will be able to—
  - apply public health research and management tools to the organization, design, implementation, and evaluation of maternal-child health programs in public health settings;
  - contribute to the development of public health policy and action agendas in maternal and child health;
  - communicate health and nutrition issues affecting mothers and children to a wide variety of stakeholders in varying cultural settings.
2. To establish linkages for community-based practice, research, and participation in the development and strengthening of public health programs and policy in maternal and child health.
3. To provide technical assistance and consultation to domestic and international entities offering maternal-child health services, including the Seventh-day Adventist church, private voluntary organizations, and government agencies.

**PREREQUISITE**

Demonstrate college-level conceptualization and writing skills

Professional license in a medical or health-related discipline (dentistry, medicine, social work, nursing, dietetics)

Relevant professional or public health experience in the field of maternal and child health

HPRO	555	Early-Age Parenthood	(3)
HPRO	557	Issues and Programs in Family Planning	(3)
HPRO	559	Lactation Management	(3)
HPRO	567	Reproductive Health	(3)
INTH	504	Concepts in International Health/Development	(3)
INTH	516	HIV/AIDS: Implications for Public Health	(2)
INTH	518	Women in Development	(3)
INTH	526	Population Dynamics	(2)
INTH	564	Primary Health Care Programs, I	(3)
HyP53		RAssessent 31-)	

**HPRO 418 I                      H a D e æ (3)**  
Introduction to acute and chronic disease processes  
by organ system: musculoskeletal, cardiovascular,  
nervous, digestive, urogenital, integumentary, respi-  
ratory, and endocrine.

**HPRO 421 A                      a        W e P a (4)**

**HPRO 515 M -B I e a a H a  
O e (3)**

Study of the effect of the neurological system on physical health, with a focus on psychoneuro-immunology.

Prerequisite: Anatomy and physiology, biochemistry.

**HPRO 519 P a a (3)**

Basic and clinical pharmacology. Emphasis on drugs of concern to health-promotion specialists. Principles of drug addiction, drug receptors and pharmacodynamics, pharmacokinetics, and practical uses for drugs.

Prerequisite: Anatomy and physiology, general chemistry, organic chemistry, biochemistry.

**HPRO 523 Mæ a a C H a (3)**

Examines national and global public health policy, initiatives, and programs targeting childbearing women as well as infants and children. Selected issues such as poverty, access to and utilization of health care, violence, and perinatal chemical exposure explored within socioeconomic, political, and ethical frameworks. Emphasis on interdisciplinary delivery of services within a public health setting.

Prerequisite: Physiology or consent of instructor.

**HPRO 524 A e e H a (3)**

Study of developmental and health problems unique to the adolescent period of life. Focus on special needs and public health programs designed to reach adolescents. Attention to special problems, such as social adaptation, juvenile delinquency, drug abuse, suicide, adolescent pregnancy.

**HPRO 525 T H a P (1-4)**

Lecture and discussion of a current topic in health promotion bearing on the theory or practice of one aspect of the discipline. Specific content varies from quarter to quarter. A maximum of 3 units of credit applicable to a degree program.

**HPRO 526 L e e D e æ a R  
H (3)**

Discussion of current lifestyle diseases, including: cardiovascular, metabolic, communicable, and nutritional. Concepts regarding risk factors, screening approaches, and risk reduction, with impact on specific health parameters.

Prerequisite: Anatomy and physiology, or consent of instructor.

**HPRO 527 O e a D e e E a (3)**

Exploration of causes and development of obesity, principles of weight management, and relapse prevention. Includes discussion of the causes and treatment of anorexia nervosa and bulimia.

Prerequisite: NUTR 509 or consent of instructor.

**HPRO 528 C e a H a P a e (2-3)**

Epidemiological analysis of quackery in North America. Study of traditional and/or controversial health beliefs and practices, including why people advocate and use them. Topics include: allopathy, aromatherapy, ayurvedic medicine, Chinese medicine, chiropractic, energy medicine, faith healing, food faddism, herbalism, holistic health, homeopathy, iridology, medical dowsing, naturopathy, New Age medicine, pseudopsychologies, radionics, reflexology, spiritism, therapeutic touch, and more. Laboratory included for third unit of credit.

**HPRO 529 P e e e a T e æ****I e e C D e æ (3)**

Specific preventive-care techniques dealing with lifestyle and chronic disease in the clinical environment. Multidisciplinary lifestyle interventions in the prevention and treatment of dyslipidemia, diabetes, hypertension, osteoporosis, sleep disorders, and other chronic conditions. Case studies and role playing used to explore interventions in a variety of clinical scenarios. Limited to doctoral degree students.

Prerequisite: HPRO 526.





**HPRO 694 R e a (1-14)**

Independent research on problems currently receiving study in the School or associated institutions; collaboration with researcher/faculty member. Research program arranged with faculty member(s) involved and approved by adviser. Research consultation toward dissertation available. Minimum of thirty hours required for each unit of credit. Written report required. Limited to qualified master's and doctoral degree students.

Prerequisite: Consent of instructor responsible for supervision and of the program adviser.

**HPRO 695 C P a (1-3)**

Individual arrangements for selected students to participate in a guided, structured, practical experience in ongoing clinical lifestyle-modifying situations. Minimum of thirty hours required for each unit of credit. A maximum of 4 units applicable to a degree program.

**HPRO 696 D e e S /S e a P e (1-4)**

Individual arrangements for advanced students to study under the guidance of a program faculty member. May include reading, literature review, or other special projects. Minimum of thirty hours required for each unit of credit. A maximum of 4 units applicable to any master's degree program.

Prerequisite: Consent of instructor and of the program adviser.

**HPRO 698 D e a (1-14)**

Preparation of manuscript presenting results of the doctoral research study. Limited to doctoral degree candidates.

**HPRO 703 A e R e a E x e e e (400 )**

Training and supervised experience with other health professionals in applied settings. Opportunity to work with individuals, families, and groups in assessing health and building relationships conducive to health-promoting behavior changes. Limited to doctoral (preventive care) degree students.

**HPRO 704 A B / C / D I e (100-400 )**

Training and supervised experience with other health professionals in applied settings. Opportunity to work with individuals, families, and groups in assessing health and building relationships conducive to health-promoting behavior changes. Limited to doctoral (preventive care) degree students. May be repeated for a total of up to 1,400 clock hours.

**HPRO 798 A / B F e P a (200-400 )**

Allows the student an opportunity to demonstrate mastery of basic competencies in health education; strengthens areas of weakness; integrates theoretical constructs with practical applications in the community; and documents an intervention from design through evaluation stages. Student expected to implement a project with supervision from an experienced health educator at the M.P.H.- or doctoral-degree level. Concurrent attendance in seminars on campus required.

Prerequisite: Course requirements, satisfactory completion of the culminating activity, and consent of instructor(s) responsible for supervision and of program adviser.



## INTERNATIONAL HEALTH

BARBARA A. FRYE ANDERSON, C a

## FACULTY

## EMERITUS PROFESSOR

John W. Elick

## PROFESSORS

P. William Dysinger (Adjunct)

Harvey A. Elder SM

Richard H. Hart

James M. Weidman (Clinical)

## ASSOCIATE PROFESSORS

Barbara A. Frye Anderson

Gilbert M. Burnham (Adjunct)

David T. Dyjack ENVH

Jayakaran S. Job

## ASSISTANT PROFESSORS

Arlene F. Braham (Clinical)

David C. Brodeur HADM

T. Allan Darnell

Gary H. Harding (Adjunct)

Kenneth W. Hart

Suzanne Karefa-Johnson

Gail M. Ormsby

Emmanuel M. Rudatsikira

Bruce E. Smith (Clinical)

Larry L. Thomas (Clinical)

Jerald W. Whitehouse (Clinical)

## INSTRUCTOR

Juan C. Belliard

**R**ecent advances in science, technology, and communications have helped create a rapidly shrinking planet—a veritable global village. As we st comhnsn



**D e a r**

The primary goal of the Department of International Health is to contribute towards a better quality of life for all people through sustainable health and development. The international health program utilizes an experiential learning model based on field-tested strategies and the following underlying objectives:

1. Optimize community participation and self-reliance in every process and activity.
2. Incorporate relevant elements of the World Health Organization primary health care model.
3. Practice social marketing techniques where applicable.
4. Maximize use of existing and potential local, national, and other resources.

The international health program prepares professionals who will be technically competent and crossculturally skilled to effectively:

1. Plan, implement, and evaluate integrated, sustainable primary health care and development programs by—
  - Understanding, assessing, and identifying local needs, constraints, and resources;
  - Justifying and establishing priorities among competing demands, choices, and needs in resource-scarce areas;
  - Creating adequate health and management-information systems;
  - Employing managerial and administrative methods;
  - Providing continuing education and training and offering consultative assistance; and
  - Advocating for public health policy at all levels of decision making.
2. Collaborate with and coordinate activities in health and related sectors of development (in particular, agriculture and forestry, animal husbandry, food, industry, education, housing, public works and sanitation, social welfare, and communications) at the community, national, and regional levels.
3. Initiate, interact with, and maintain working relationships with international funding and service agencies; government ministries and officials; research-oriented institutions; and most importantly, the communities being served.

## RESOURCES AND SERVICE/RESEARCH OPPORTUNITIES

### CAREER COUNSELING

Career counseling services are available through the International Health Department, which maintains a regularly updated database of U.S.-based and international health and development

organizations that offer opportunities for internships, fellowships, and employment. Announcements of current opportunities are available to students at the department office and through posted notices and online services. Faculty advisers also assist students by sharing their respective networks of professional contacts and resources.

In addition to offering specific information in the classroom on how to compete successfully in the international job market (such as preparation of a resume, finding the right job, interviewing techniques), students are strongly encouraged to attend one or more national or international conferences to facilitate interaction with peers and potential employers. Alumni working in various organizations around the world represent yet another key resource for job-placement opportunities. The School is designated by the World Health Organization (WHO) as a Collaborating Center for Primary Health Care and Human Resource Development.

### INTERNATIONAL HEALTH RESOURCE ROOM

The International Health Resource Room contains texts, brochures, journals, maps, publications from government and private voluntary organizations, and other information covering a broad range of international health and development issues.

### ADVENTIST DEVELOPMENT RELIEF AGENCY/INTERNATIONAL (ADRA/I)

Department faculty work closely with colleagues at the Adventist Development Relief Agency/International, a major U.S.-based, non-government organization; and at country and regional ADRA offices worldwide in health and development programs. Students continue to participate in short- and long-term projects and internships under the guidance of ADRA preceptors and advisers. Alumni from this department hold key positions in this agency and other similar nongovernment organizations.

### CENTER FOR HEALTH AND DEVELOPMENT (CHD)

The Center for Health and Development facilitates the development of international and crosscultural consultation and training activities for the School of Public Health which has been designated a World Health Organization (WHO) Collaborating Center for Primary Health Care and Human Resource Development. Linkages with government, private, and church-affiliated agencies in the field of international health and development permit department faculty (some of whom hold administrative positions in the CHD) to undertake professional responsibilities; conduct research, seminars, and training workshops; and

provide technical assistance and consultative services in planning and evaluation.

Faculty continue to be actively involved in collaborative projects in Africa, Asia, (including the People's Republic of China and the Indian sub-continent), Latin America, the Caribbean, Eastern and Southern Europe, and Oceania. Faculty experience significantly contributes to enriching the teaching-learning process for international health students.

Through a network of international schools of public health and medicine and health care institutions, the School of Public Health also facilitates the exchange of curricular information, program planning, and faculty interaction to further enhance professional public health education globally. The CHD also serves the wider University community and the world as a primary resource center.

#### STUDENTS FOR INTERNATIONAL MISSION SERVICE

Under the guidance of the School of Public Health and the CHD, Students for International Mission Service (SIMS), a popular University-wide student organization, organizes and implements a number of public health activities, including local projects targeting underserved populations; monthly basic medical/dental services in Baja, California; and four-to-twelve week medical/public health mission trips around the world. The international health faculty is involved in the administration and programmatic planning of SIMS activities.

#### SOCIAL ACTION COMMUNITY HEALTH SYSTEM

The Social Action Community Health System (SACHS) provides low-cost, primary health care services to persons who have limited or no access to medical care in traditional health systems. Students and faculty from the Department of International Health are closely involved in the delivery of services and programs that contribute to the public health learning process, and, in some cases, allow students to earn partial academic credit.

#### OFFICE OF INTERNATIONAL AFFAIRS

Loma Linda University Office of International Affairs primarily serves the University as a clearing-house for all incoming requests for international assistance, collaboration, or information; and as the coordinating center for all Loma Linda University-sponsored international, education, and service endeavors.

#### OFFICE OF ADVANCEMENT AND SPONSORED RESEARCH

Loma Linda University Office of Advancement and Loma Linda University Office of Sponsored

Research serve as additional resources for those engaged in grant writing and proposal preparation; and provide assistance in identifying potential donor agencies to fund U.S.-based and international service programs, research projects, or fellowships.

### PROGRAMS

The Department of International Health offers the following:

- Master of Public Health degree
- Peace Corps Master's International Program (M.P.H./MIP)
- Doctor of Public Health degree
- Medical and Dental Leadership Program
- Preventive medicine residencies

### MASTER OF PUBLIC HEALTH

Based on a flexible curriculum tailored to accommodate diverse student backgrounds and meet individual professional needs, the M.P.H. degree program emphasizes community-based, practice-oriented learning among marginalized communities in both developed and developing

international student adviser at (909) 558-4560 regarding visa requirements.

All students in this program are strongly advised to become proficient in one or more "major" languages (Spanish, French, or other languages as appropriate). Information regarding resources for language study are available for interested students.

**COREQUISITE**

(may be taken concurrently during the first two quarters of program, in addition to units required for degree)

- Microbiology
- Anatomy and physiology

**DEGREE REQUIREMENTS**

**P e a e e (20 )**

ENVH 509	Principles of Environmental Health	(3)
EPDM 509	Principles of Epidemiology I	(3)
HADM 509	Principles of Administration in Public Health	(3)
HPRO 509	Health Behavior Change	(3)
±REL_ 5__	Religion	(3)
SHCJ 605	Philosophy of Public Health	(1)
STAT 509	General Statistics	(4)

**I e a a e a e e (19 )**

INTH 504	Concepts in International Health/Development	(3)
*INTH 545	Integrated Community Development	(4)
INTH 564	Primary Health Care Programs I	(3)
INTH 566	Primary Health Care Programs II	(3)
INTH 605	Seminar in International Health/Development	(1)
HPRO 536	Program Planning and Evaluation	(3)
STAT 515	Grant and Contract Proposal Writing	(2)

**R e e e e e e e a e a e a e (21 )**

INTH 513	Crosscultural Health Education	(3)
INTH 514	Comparative Health and Development Systems	(3)
INTH 516	HIV/AIDS: Implications for Public Health	(2)
INTH 517	Cultural Issues in Healthcare	(3)
INTH 518	Women in Development	(3)
INTH 519	Principles of Disaster Management	(3)
INTH 526	Population Dynamics	(2)
INTH 534	Agriculture in Development	(3)
INTH 543	Epidemiology of Infectious Disease Project	(1)
INTH 544	Epidemiology of Infectious Disease	(3)
INTH 547	Refugee Health	(3)
INTH 548	Violence Issues: Global Public Health Perspective	(3)
INTH 567	Evaluation of International Health and Development Programs	(3)
INTH 584	Special Topics in International Health	(1-3)
INTH 696	Directed Study/Special Project	(1-4)
ENVH 557	Geographical Techniques for Health and Environmental Analysis	(3)
ENVH 558	Global Environmental Health	(2)
ENVH 559	Environmental Health for Developing Countries	(3)
ENVH 578	Principles of Occupational Health	(3)
EPDM 510	Principles of Epidemiology II	(3)
EPDM 515	Clinical Trials	(3)
HADM 514	Health Care Economics	(3)
HADM 604	Health-Systems Strategic Planning	(3)
HPRO 505	Public Health Communication	(3)
HPRO 513	School Health Programs	(3)
HPRO 523	Maternal and Child Health	(3)
HPRO 524	Adolescent Health	(3)
HPRO 543	Writing for Health Professionals	(2-3)
HPRO 553	Addiction Theory and Program Development	(3)
HPRO 556	Interventions for High-Risk Infants and Children	(3)
HPRO 564	Mental Health and Society	(3)
HPRO 584	Aging and Health	(3)
HPRO 589	Qualitative Research Methods	(3)





**INTH 519 P e D a e M a a e e (3)**  
Dynamics of disaster management to enable students to become familiar with the complex issues and problems associated with the planning, organization, and management of disaster-relief services. Public health impact of disasters. Nature and dynamics of emergency public health as they relate to disaster management. Disasters and their implications on and skills utilized in assessment, management, evaluation, and prevention issues—nationally and internationally.

**INTH 526 P a D a (2)**  
Dynamics of change in human populations in terms both of causes and consequences for health and development. Basic concepts of demography (i.e., fertility, mortality, migration, population structure/characteristics); and the application of demographic methods in public health. Urbanization, aging, role of women/family, economic development, and food as a function of population growth.

**INTH 534 A e D e e (3)**  
Food-production systems and issues in agricultural development. Attitudes and approaches for rural development practitioners.

**INTH 543 E e I e D e a e P e (1)**  
Appropriate project/study or a comprehensive review of an infectious disease of major public health significance.

Prerequisite: EPDM 509 or consent of instructor.  
Concurrent registration required for INTH 544.

**INTH 544 E e I e D e a e (3)**  
( e EPDM 544)  
Epidemiology of major acute and chronic infectious diseases worldwide. Characteristics of host, agent, environment, immunity of individuals, and populations. Methods of control and eradication; types of epidemics; and experimental, serological, and analytical techniques used in epidemiology of infectious disease.

Prerequisite: EPDM 509 or consent of instructor.

**INTH 545 I e a e C D e e (4)**  
Issues, problems, resources, and strategies of implementing integrated community development projects. Basic developmental needs of rural and urban communities. Taught from perspectives of developmental anthropology, agriculture, economic development, environmental management, program development, and the role of international health organizations. Includes field work in a developing country.

Prerequisite: INTH 504, 564, 566, and 605; and consent of instructor. Limited to international health M.P.H. and Dr.P.H. degree majors.

**INTH 547 R e H a (3)**  
Current global issue of refugee movements, focusing on physical and psychosocial health risks to affected populations in the migratory, internment, and resettlement phases. Mass migration as a global security problem. Economic, political, and ethical issues in the management and repatriation of refugees. The public health organization of the refugee camp, including triage systems; levels of health care; environmental control; social organization; international legal and regulatory issues; and targeted programs to promote health and security by international, national, and private organizations.

**INTH 548 V e e I e : G a P H a P e e (3)**  
Different types of violence and their distribution around the world. Socioeconomic, political, and medical impact of violence, with a focus on approaches for intervention and prevention. Public health implications of violence. Design of a violence-intervention/prevention model program.

**INTH 564, 566 P a H a C a e P a I, II (3, 3)**  
A two-part series of module-based learning experiences necessary to the management of primary health care and development programs serving vulnerable populations in resource-scarce areas. Topical areas include: program management and evaluation; nutrition/food security; communicable diseases; essential drugs; population/family planning, maternal-child health; immunizations; crosscultural communications; environmental issues; microenterprise; and public health policy/advocacy.

Prerequisite: INTH 504 or consent of instructor.

**INTH 567 E a a I e a a H a a D e e P a (3)**  
Approaches and methodology of evaluation in the setting of multiple stakeholders and varied cultural perspectives and expectations. Need for objectivity and improved measurement of outcomes balanced with the need for participation and feedback to the decision-making process. Limited to doctoral degree students or consent of instructor.

**INTH 584 S e a T I e a a H a (1-3)**  
Lecture and discussion on a current topic in international health. May be repeated for a maximum of 4 units applicable to degree program.

**INTH 605 S a I e a a H a / D e e (1)**  
Issues, trends, organizational structure, and practice of international public health. Issues impacting global health, the structure and functions of government and NGOs in the delivery of public health services, and preparation to practice international health. Selected guest lecturers and student participation.

**INTH 606 A a e S a I e a a H a (2, 2)**  
Research methodologies applied to program operations and health and development problems in developing countries. Cultural, ethical, and technical issues in conducting research in other societies. Limited to doctoral degree students.

**INTH 685 P e a R e a E x e e e (2)**  
Various aspects of research under the guidance of a faculty member and by participation in an ongoing project. Must be completed prior to beginning dissertation/research project. Limited to doctoral degree students.

Prerequisite: Consent of instructor.

**INTH 692 R e a C a (2)**  
Individual advice on research design, data collection, data analysis, and reporting of results.

Prerequisite: Consent of instructor.

**INTH 694 Research (1-4)**

Independent research on problems currently receiving study in the School or associated institutions; collaboration with researcher/faculty member. Research program arranged with faculty member(s) involved and approved by adviser. Minimum of thirty hours required for each unit of credit. Written report required. Limited to qualified master's and doctoral degree students.

Prerequisite: Consent of instructor responsible for supervision and of program adviser.

**INTH 695 Participatory Action Research (3)**

Individualized, arranged participation in field survey and evaluation, with preceptorship by affiliating non-government organizations (NGOs) in the developing world or underserved population settings. Limited to doctoral degree students.

Prerequisite: INTH 567.

**INTH 696 Deep Study/Service (1-4)**

Individual arrangements for advanced students to study under the guidance of a program faculty member. May include readings, literature reviews, or other special projects. Minimum of thirty hours required for each unit of credit. A maximum of 4 units applicable to any master's degree program.

Prerequisite: Consent of instructor responsible for supervision and of program adviser.

**INTH 698 Dissertation (1-12)**

Preparation of manuscript presenting results of doctoral research study. Limited to doctoral degree candidates.

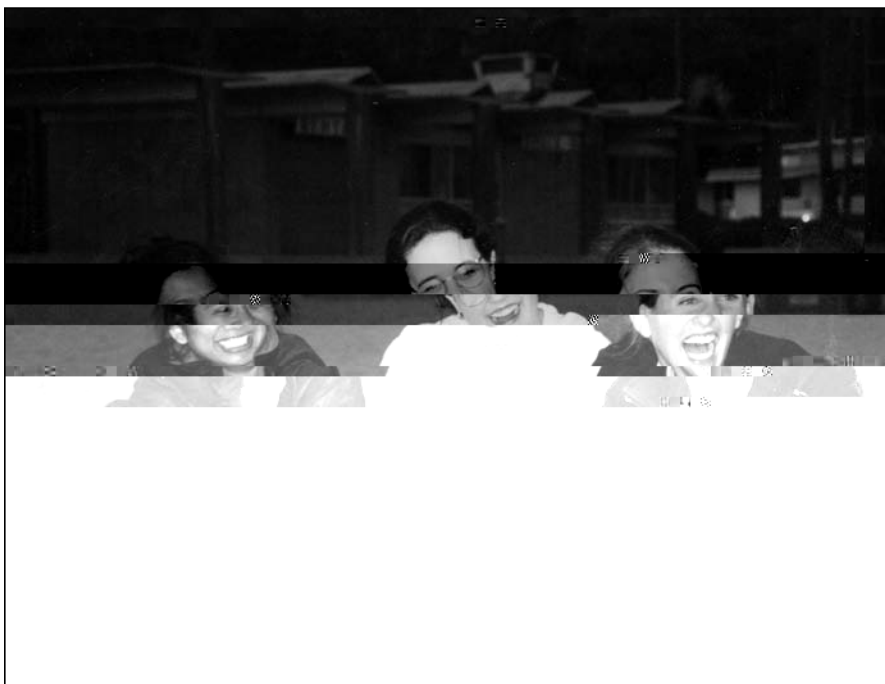
**INTH 797 MIP Research (400)**

Individual guided study in operational field practice under faculty supervision. Limited to graduate students in the INTH Master's International Program (MIP) whose projects have been approved by their committee.

**INTH 798A/B/C Capstone (100, 400)**

Written report, proposal, or evaluation of a program or project in which the student has been or will be involved. Application of concepts and skills taught in course work, made under the guidance of department faculty and agency supervisors. For students who lack relevant professional experience in an international or crosscultural health/development program, a ten-week assignment to an approved agency will be arranged. Students register for 400 clock hours. Students with appropriate experience register for 100 hours and write a culminating activity paper under the direction of department faculty.

Prerequisite: Consent of instructors responsible for supervision.



# NUTRITION

JOAN SABATÉ, C a

## FACULTY

### EMERITUS PROFESSOR

Ruth L. Nelson

### PROFESSORS

James W. Blankenship (Adjunct)

Kenneth I. Burke AH

Bertrum C. Connell AH

Patricia K. Johnston

Joan Sabaté

Albert S. Sanchez (Adjunct)

John A. Scharffenberg (Adjunct)

### ASSOCIATE PROFESSORS

Ella H. Haddad

Richard W. Hubbard SM

Mark J. Messina (Adjunct)

### ASSISTANT PROFESSORS

Ardis S. Beckner (Clinical)

Zaida R. Cordero-MacIntyre

Barbara F. Dickinson

Elaine K. Fleming

Elaine G. Hiel (Clinical)

Lorrie L. Hinkleman (Clinical)

Georgia E. Hodgkin

Eloise P. Jenks (Clinical)

Virginia L. Messina (Adjunct)

Alisa L. Minear-Morton (Clinical)

Sujatha Rajaram

Inherla H. Rivera (Clinical)

Kathleen L. Ruf (Clinical)

Louise E. Schneider (Clinical)

## INSTRUCTORS

Carol J. Abiden (Clinical)

Caroline R. Adame (Clinical)

Diane L. Barnhart (Clinical)

Bernice M. Beard (Clinical)

Paula D. Benedict

Kathy H. Chang (Clinical)

Barbara A. Crouse (Clinical)

Paula C. de Silva (Clinical)

Constance L. Garrett (Clinical)

Diana L. Herington (Clinical)

Eddy A. Jara (Clinical)

Joseph T. Kasper, Jr. (Clinical)

Merrill L. H. King (Clinical)

Diana T. Lamb (Clinical)

Susan K. Lewis (Clinical)

Ruth N. Lopez (Clinical)

Bryan R. Luna (Adjunct)

Karla D. Magie (Clinical)

Merijane T. Malouin (Clinical)

Samar S. McGregor (Clinical)

Doree L. Morgan (Clinical)

Karen A. Nilsen-Soderblom (Clinical)

Leh C. Ota (Clinical)

M. Elizabeth Quigley (Clinical)

Lia M. Robinson (Clinical)

Russell M. Stovner (Clinical)

Walter C. Thurnhofer (Adjunct)

Judy L. Vargo (Clinical)

**T**he Department of Nutrition provides programs leading to the Master of Public Health (M.P.H.) and the Doctor of Public Health (Dr.P.H.) degrees. These programs prepare public health nutritionists who can combine knowledge of nutrition science with competencies in education, behavioral science, management, and public policy to enhance the nutrition status of individuals, groups, and populations. Public health nutrition uses the science of nutrition and related disciplines to identify and solve nutrition-related health problems.

Our department maintains links to nutrition-service providers and programs that allow students the opportunity to be exposed to various nutrition services and to work with professionals in a variety of disciplines and settings.

The M.P.H. degree program in nutrition is approved by the Faculties of Graduate Programs in Public Health Nutrition and conforms to the high standards established by this national organization.



The department also offers the Master of Science degree in nutrition through the Graduate School in the areas of nutritional science and clinical nutrition. Descriptions of these programs can be found in the Graduate School BULLETIN.

#### D e a

The Department of Nutrition will:

1. Train competent public health nutritionists who are able to—
  - promote health and reduce risk of chronic disease in individuals and communities;
  - apply the science of nutrition and an understanding of techniques for effecting health-behavior change;
  - communicate skillfully, utilizing different media in varied settings;
  - utilize knowledge and skills of public health science for such things as community-needs assessment and research projects;
  - apply the principles of management to community-nutrition programs;
  - participate in advocacy efforts to improve nutritional status.
2. Contribute to the body of nutrition knowledge through active research, emphasizing issues related to vegetarian nutrition, plant-based diets, prevention of disease, and promotion of health.
3. Serve as a resource for the Seventh-day Adventist church and others, with special attention to vegetarian nutrition.
4. Collaborate with local agencies in various activities for improvement of the nutritional status of the community.
5. Provide opportunity within a graduate program to meet the didactic and professional practice requirements for registration by the Commission on Dietetic Registration of the American Dietetic Association.

#### MASTER OF PUBLIC HEALTH

The M.P.H. degree program in public health nutrition provides specialized training in community nutrition within the multidisciplinary programs in public health offered by the School. The program is designed to train professionals to assume leadership positions in assessing community-nutrition needs; and in planning, directing, and evaluating the nutrition component of health-promotion and disease-prevention efforts.

Public health nutritionists may work in a variety of settings—in government and voluntary agencies, public and private community-health centers, ambulatory care clinics, schools, industries, private practice, and specialized community-health projects. They may function as directors

and administrators of nutrition programs, nutrition-care providers, advocates, educators, counselors, consultants, and researchers.

To help students acquire the body of knowledge and develop the skills required of these professionals, the public health nutrition curriculum provides for both didactic and field experiences. Graduates from the M.P.H. degree program in public health nutrition will be able to:

1. Apply nutrition and public health sciences to improve nutritional status and health.
2. Plan, conduct, and evaluate dietary studies, nutritional assessment studies, and surveillance activities.
3. Lead nutrition-education programs, food-assistance efforts, and related projects.
4. Create, select, and evaluate educational materials to disseminate nutrition information to professionals and consumers.
5. Monitor and recommend public policies to protect and promote nutritional status and health.

#### P e a (T a I)

This program outlines the basic requirements of the M.P.H. degree and prepares students for careers in public health and community nutrition.

#### PREREQUISITE

Chemistry through organic (at least 5 quarter hours of organic)

Physiology

Microbiology

±Foods

±Human Nutrition

DEGREE REQUIREMENTS

P e a e e (20 )

ENVH	509	Principles of Environmental Health	(3)
EPDM	509	Principles of Epidemiology I	(3)
HADM	509	Principles of Administration in Public Health	(3)
HPRO	509	Health Behavior Change	(3)
±REL	5	Religion (RELE 534 recommended)	(3)
SHCJ	605	Philosophy of Public Health	(1)
STAT	509	General Statistics	(4)

P e a e e (30 )

HPRO	536	Program Planning and Evaluation	(3)
NUTR	510	Advanced Public Health Nutrition	(3)
NUTR	517	Advanced Nutrition I: Carbohydrates and Lipids	(4)
NUTR	518	Advanced Nutrition II: Proteins, Vitamins, and Minerals	(4)
NUTR	525	Nutrition Policy, Programs, and Services	(3)
*NUTR	528	Symposium: Adventist Philosophy of Nutrition	(1)
NUTR	534	Maternal and Child Nutrition	(3)
NUTR	537A	Community Nutrition Practicum-A	(1)
NUTR	537B	Community Nutrition Practicum-B	(1)
NUTR	538	Principles of Effective Nutrition Education	(3)
*NUTR	564	Contemporary Issues of Vegetarian Diets	(1-2)
NUTR	605	Seminar in Public Health Nutrition	(1, 1)
STAT	515	Grant and Contract Proposal Writing	(2)

			Units	Practicum Hours
DTCS	461	Food Science	(4)	
NUTR	504	Nutritional Metabolism (advanced biochemistry)	(5)	
NUTR	527	Assessment of Nutritional Status	(3)	30
NUTR	545	Clinical Nutrition I	(3)	
^NUTR	546	Clinical Nutrition II	(3)	45
^NUTR	575	Food-Systems Management	(4)	60

### DEGREE REQUIREMENTS

#### P e a e e (20 )

ENVH	509	Principles of Environmental Health	(3)	
EPDM	509	Principles of Epidemiology I	(3)	
HADM	509	Principles of Administration in Public Health	(3)	
HPRO	509	Health Behavior Change	(3)	
±REL	5	Religion (RELE 534 recommended)	(3)	
SHCJ	605	Philosophy of Public Health	(1)	
STAT	509	General Statistics	(4)	

#### P e a a e e (30 )

HPRO	536	Program Planning and Evaluation	(3)	
NUTR	510	Advanced Public Health Nutrition	(3)	
NUTR	517	Advanced Nutrition I: Carbohydrates and Lipids	(4)	
NUTR	518	Advanced Nutrition II: Proteins, Vitamins, and Minerals	(4)	
NUTR	525	Nutrition Policy, Programs, and Services	(3)	
*NUTR	528	Symposium: Adventist Philosophy of Nutrition	(1)	
NUTR	534	Maternal and Child Nutrition	(3)	
^NUTR	537A	Community Nutrition Practicum-A	(1)	30
^NUTR	537B	Community Nutrition Practicum-B	(1)	30
^NUTR	538	Principles of Effective Nutrition Education	(3)	
*NUTR	564	Contemporary Issues of Vegetarian Diets	(1-2)	
NUTR	605	Seminar in Public Health Nutrition	(1, 1)	
STAT	515	Grant and Contract Proposal Writing	(2)	

#### F e e (4 , e a a e )

#### F e a / e e a e

NUTR	798B	Field Practicum	(400 clock hours)	
NUTR	798C	Dietetic Practicum	(400 clock hours)	
NUTR	798D	Dietetic Practicum	(30 clock hours) as needed	

TOTAL: 54 units + corequisites as needed + 1025 hours practice

\*choose one course

^includes dietetic practice hours

±refer to Section IV of this BULLETIN for course description

#### C a a

Successful completion of written and oral comprehensive examinations is required.

#### P e a e a

(T a III)

This program is designed for individuals with professional credentials—such as medicine, dentistry, dietetics, or nursing. One variant within this track provides a greater emphasis on research and may allow students to complete a moderate-sized project with publication potential.

#### PREREQUISITE

Hold health professional credentials such as M.D., D.D.S., RN, RD, etc.

#### COREQUISITE

(may be taken during first two quarters of program, in addition to units required for degree)  
Corequisite requirements may be met by appropriate course work taken previously for which a B or better grade was received.

Foods (or Directed Study in Foods)

NUTR 504 Nutritional Metabolism

**DEGREE REQUIREMENTS**

## C a a

Successful completion of written and oral comprehensive examinations is required.

## NUTRITIONAL EPIDEMIOLOGY (IV)

This combined program is administered jointly with the Department of Epidemiology and Biostatistics and allows the student to study the etiologic role of nutrition in major public health problems. The graduate will be prepared to design, implement, and evaluate population and intervention studies dealing with the relation of nutrition to health, aging, and chronic and infectious disease. This program is for the individual interested in research. If either major is dropped, additional requirements are necessary to complete the remaining major. See curriculum description under Department of Epidemiology and Biostatistics.

## FITNESS INSTRUCTOR

Preparation for certification granted by the American College of Sports Medicine (ACSM)—National Center Certification Department, P.O. Box 1440, Indianapolis, IN 46206-1440—can be obtained at this University. Appropriate course work includes:

HPRO 573	Exercise Physiology I	(3)
HPRO 578	Exercise Physiology II	(3)
NUTR 578	Exercise Nutrition	(2-3)

## MASTER OF SCIENCE

Further information is available from the Graduate School regarding the Master of Science (M.S.) degree.

## DOCTOR OF PUBLIC HEALTH

The Doctor of Public Health (Dr.P.H.) degree is designed to provide the advanced knowledge, skills, and competencies required to meet the increasing needs of public health nutrition at the doctoral level in the areas of program management, leadership, and research. Research emphasis is on community-nutrition program research as well as the relation of dietary practices to health promotion and disease prevention.

For degree requirements, refer to Doctoral Degree Programs in section III of this BULLETIN.

## COURSES

## UPPER-DIVISION

**NUTR 474 N a F e (3)**  
Basic principles of nutrition and healthful eating for fitness and exercise. Role of nutrition and exercise in optimizing health from a scientific standpoint. Myths prevalent among consumers in the area of nutrition and fitness.

## GRADUATE

**NUTR 504 N a M a (5)**  
Study of the static and dynamic aspects of the metabolism of carbohydrates, lipids, amino acids, proteins, nucleic acids, enzymes, hormones, vitamins, and minerals in the normal healthy human.

**NUTR 509 P H a N (3)**  
Introduction to the concepts of nutrition as related to public health. Includes life-cycle issues as well as discussion of major nutrition-related diseases and their prevention. Not applicable toward a major in nutrition.

**NUTR 510 A a e P H a N (3)**  
Study of the applied and preventive aspects of nutrition as related to public health.  
Prerequisite: NUTR 504.

**NUTR 517 A a e N I: Ca a (4)**  
Advanced study of the nutrition, metabolism, and function of carbohydrates and lipids as related to health and disease.  
Prerequisite: NUTR 504.

**NUTR 518 A a e N II: P e , V a , a M e a (4)**  
Advanced study of the nutrition, metabolism, and function of proteins, vitamins, and minerals as related to health and disease.  
Prerequisite: NUTR 504.

**NUTR 519 P e a (2)**  
Discussion of the role of phytochemicals in disease prevention and treatment. Review of current research in this area.  
Prerequisite: NUTR 504.

**NUTR 525 N P , P a , a S e (3)**  
Development of professional skills in management of nutrition programs. Includes legislative advocacy and analysis of current nutrition programs at local, state, and federal levels. Laboratory.



NUTR 564 C e a I e V e a a  
De (1-2)  
Introduction to contemporary issues and controver-

NUTR 798AB Fe P a (200, 400  
)



## THE GENERALIST PROGRAM

The Generalist Program is designed to meet the needs of practicing health professionals who desire to augment their current career with additional information and skills. Such individuals would include physicians, dentists, nurses, health administrators, and other practicing public health professionals. It is not meant for students entering graduate school directly from an undergraduate degree program; nor is it meant to be a foundation for a major career change.

### PREREQUISITE

Professional license in a medical or health-related discipline or a minimum of two years of health professional experience

Anatomy and/or Physiology

Introduction to psychology

College algebra

### DEGREE REQUIREMENTS

#### P e a e e e (26 )

ENVH 509	Principles of Environmental Health	(3)
EPDM 509	Principles of Epidemiology I	(3)
HADM 509	Principles of Administration in Public Health	(3)
HPRO 509	Health Behavior Change	(3)
INTH 504	Concepts in International Health/Development	(3)
NUTR 509	Public Health Nutrition	(3)
±REL 5	Religion (RELE 534 recommended)	(3)
SHCJ 605	Philosophy of Public Health	(1)
STAT 509	General Statistics	(4)

#### G e a e e e (27 )

#### R e x e e e

SHCJ 695	Community Practicum	(3)
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TOTAL UNITS: 56

±refer to Section IV of this BULLETIN for course description

#### C a a

Successful completion of comprehensive examinations is required.

# Extended-Campus Programs

The School of Public Health offers the M.P.H. degree in health administration, health education, and international health at selected off-campus sites and at the Loma Linda Hub. These programs are designed to meet the needs of qualified individuals seeking to develop graduate-level competencies in public health but who, for a variety of reasons, do not choose to become full-time, on-campus students.

An off-campus degree program in a particular location is generally begun at the request of an organization that agrees to serve as co-sponsor.

Instruction for the extended-campus programs is primarily provided by regular School of Public Health faculty members who either travel to a given site or teach at the Loma Linda Hub for a three-to-five-day intensive session. Distance-learning technology (interactive computer hook-ups, live and prerecorded video/TV presentations, etc.) may

assignment and grading period will not. Because of this, it is often necessary to assign a grade of IP (in progress) for the first grading period. Final grades will appear on the transcript the following quarter.

#### E e

The format of the courses offered off campus combines both independent study and intensive student/instructor contact. Because of this format, it is vital that the student preregister for each course through the Office of Extended Programs at least six weeks prior to the class session. Fact sheets and textbooks must be in hand a minimum of six weeks prior to the beginning of the class session. Registration for off-campus students takes place the first day of each class session. Selected off-campus courses may be taken by qualified on-campus students on a space-available basis. On-campus students also sign up six weeks prior to the class session, but they must register at the same time they register for on-campus courses.

#### W a a e

An off-campus student wishing to withdraw from a class with no record on the transcript must withdraw prior to the end of the on-site class session. A student may withdraw up to five weeks after the on-site class session by notifying the Office of Extended Programs in writing; a "W" will appear on the transcript. Withdrawal from class must take place before the date of the final examination and/or the deadline for turning in final course work.

An on-campus student withdrawing from an off-campus course must follow the designated deadlines published by University Records for withdrawal from on-campus courses.

#### C e e

The School of Public Health cannot guarantee to provide repeated cycling of courses at a particular site. Consequently, it may not be possible to provide an individual student with a course that s/he has missed at a given site. If a student misses any courses during the cycle, or if entry into the program occurs after the beginning of the cycle at a particular site, it is the student's responsibility to make up any missed courses by attending them as offered at other sites. The Office of Extended Programs pledges to do all it can to help any individual who may be having difficulty with course scheduling.

#### P e a e a

Each School of Public Health student is required to attend a minimum of ten public health seminars for each master's degree sought. This is seen as an enrichment that augments the student's acquaintance with diverse current public health issues and concerns. The seminar requirement must be met during the student's enrollment in the School of Public Health and is separate from course credit registration. No tuition or fee is charged by the School. Seminar activities must be approved by the associate dean in order to meet this requirement.

#### T e e a

Two types of registration are possible: regular and audit. Regular registration provides academic credit; audit registration does not. No change from audit to regular credit or from regular credit to audit is permitted after completion of the registration procedure for any off-campus course. This procedure must be completed at the time a given course is in session. A class taken for audit may not be repeated for regular credit.

The completion of registration involves both academic and financial clearance. Spouses of registered students may attend classes free of charge but do not receive academic credit.

#### S e a a

Students enrolled in courses prior to receiving official acceptance into the School of Public Health are classified as PTC (permission to take classes) students by the University. Students may retain this status only by permission of the director of admissions and academic records for a maximum of 12 units of study before official acceptance into the School has been decided.

#### G e a e e e

After exhausting all resources as outlined in the University *Student Handbook*, an off-campus student may approach his/her state licensing agency for further assistance. Addresses for the licensing agencies are available by site in this section of the

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**L a**

Inquiry about loans should be made to the University Office of Financial Aid. Only students who are accepted into a degree program are eligible to apply. For loan purposes, off-campus students registered for 4 units per quarter are considered to be enrolled half-time.

**Ce**

Checks should be made payable to Loma Linda University and should show the student's name and social security or identification number to ensure that the correct account is credited.

**Se**

Extended-campus programs are available at several locations throughout the United States. The current off-campus sites and their approval agencies are listed below:

**A ae , A a a**  
Alaska Commission on Post-secondary Education  
707 A Street  
Anchorage, AK 99501

**Sa ae , Ca a**  
State of California Department of Education  
P.O. Box 944272  
Sacramento, CA 94244-2720

**Wa , D.C.**  
Education Licensure Commission  
717 Fourteenth Street, NW, Suite 801  
Washington, D.C. 20005

**GENERAL DEGREE REQUIREMENTS**

**A**ll applicants to the Extended-Campus Programs must meet the general admissions requirements found in section II of this BULLETIN.

Requirements vary depending on students' backgrounds and the degree program selected. Individuals following the program design may complete the program in approximately four years.

**C a a**

Before obtaining the Master of Public Health degree, students must successfully complete a culminating activity as described for a particular program.

**R e e e e e**

No on-campus residence is required.

**G ae ae ae**

A grade point average (G.P.A.) of 3.0 (B) must be maintained both in the major and for the overall G.P.A.

**G a a e**

Submission of a petition for graduation is required three quarters before anticipated date of graduation. A graduation petition must be submitted to the Office of Admissions and Academic Records by December 15 for participation in commencement activities the following June.

**T e**

The time lapse from first enrollment in a master's degree curriculum to the conferring of the degree may not exceed five years.

**MASTER OF PUBLIC HEALTH**

**HEALTH ADMINISTRATION**

**T**he M.P.H. degree program with a major in health administration provides an understanding of health care-management issues and skills within the broad perspective provided by an introduction to the public health sciences. It is designed for health care professionals who expect to advance into administrative responsibilities and for those without health care-professional degrees who plan a career in health care management. The student will be prepared for careers in either public- or private-sector health care management.

**COREQUISITE**

(may be taken during first two quarters of program, in addition to units required for degree)

HADM 444 Financial Accounting for Health Care Organizations (3)

or

One course in accounting

**HEALTH ADMINISTRATION  
SUMMERS-ONLY PROGRAM**

**A**n M.P.H. degree in health administration is offered with classes taken during one month each summer. It is possible to complete an M.P.H. degree in four summers. Course work follows the extended-campus program format with pre- and postcourse assignments. This program is designed particularly for administrators of hospitals and health care systems in the Third World. Course work is structured to meet the unique challenges these administrators face. For further information, contact the Department of Health Administration.

**HEALTH EDUCATION**

**T**his program is designed around the specific needs of the individual who wants an emphasis in health education and who has the appropriate experience or training. Contact the chair of the Department of Health Promotion and Education for details; telephone (909) 558-4575; email cNeish@sph.llu.edu.

**PREREQUISITE**

Demonstration of college-level conceptualization and writing skills

Professional license in a medical or health-related discipline

Relevant community service or public health experience, as documented by record of employment

**COREQUISITE**

(may be taken during first two quarters of program, in addition to units required for degree)

Anatomy and physiology/physiology (one course or course sequence)

Behavioral science (two courses, one of which is an introductory psychology course)

Using the intensive, short-course (three-to-five day) format, a student may complete all course requirements (except the field practicum) over four consecutive summers. Additional courses taken during the summer or the regular academic year may assist in earlier completion.

Please see the International Health section of this BULLETIN and contact the chair of the Department of International Health for further information at 1 (800) 854-5661, ext. 44902.

**COREQUISITE**

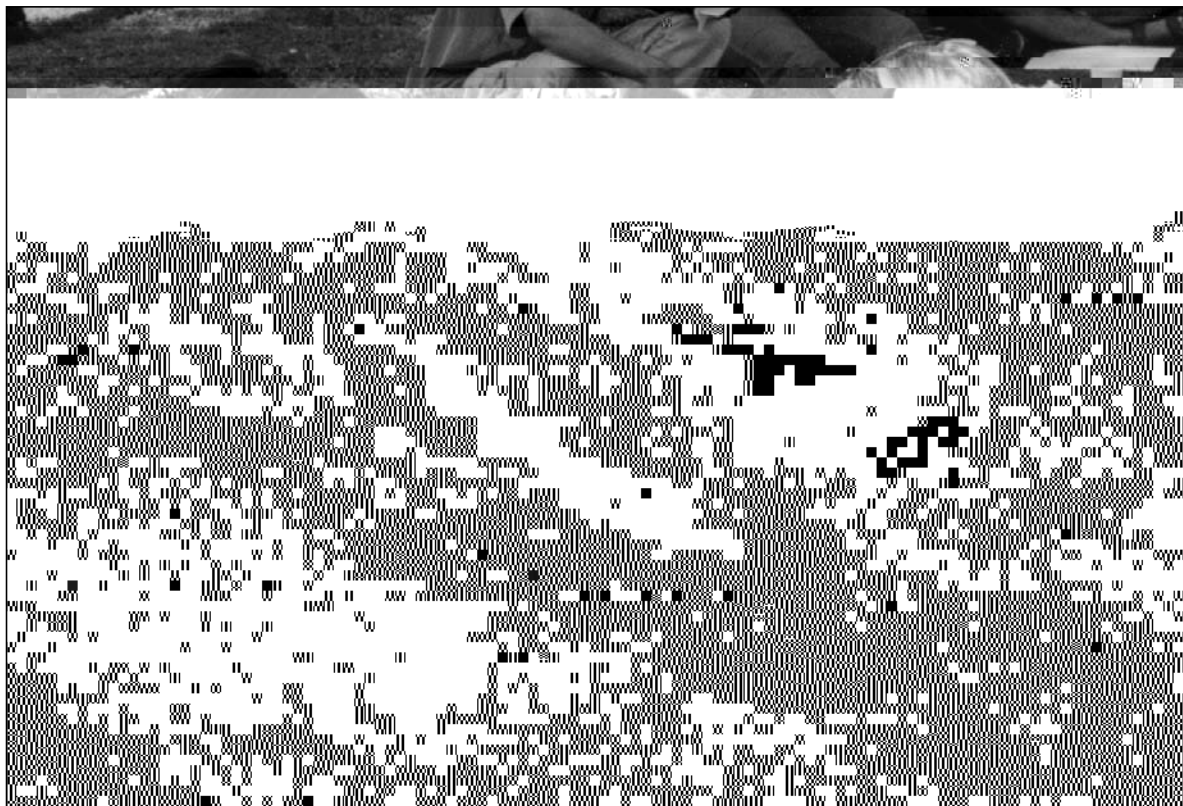
(may be taken during first two quarters of program, in addition to units required for degree)

Microbiology

Anatomy and physiology

**INTERNATIONAL HEALTH**

The M.P.H. degree in international health is specifically designed to accommodate the limited-time availability of working professionals who wish to pursue a career in public health.



# D a Ø e e P a

**D**octor of Public Health (Dr.P.H.) degree programs are designed for individuals with appropriate backgrounds who are seeking to acquire further research, leadership, and/or clinical capability in the area of public health. Doctoral programs in the School of Public Health emphasize health problems affecting the community, with special attention given to the essential matter of lifestyle. Majors are available in: epidemiology, health education, international health, nutrition, and preventive care. The faculty and the course descriptions for the doctoral degree programs are listed in the academic department through which they are offered.

The programs offer training for a career where advanced analytical and conceptual capabilities are required (e.g., teaching, research, consultation, and top-level administration). Students' research and dissertations are key components in the development of critical thinking related to public health and their major fields.

A minimum of two years is generally required to complete course work; however, the number of units required depends on the specific major chosen. Time to completion of dissertation is variable. Program plans are described under individual majors.

Individuals whose academic backgrounds include substantial graduate study in public health and/or the major field may be granted advanced standing. The number of units of course work required to complete the program may be reduced accordingly but is not to be less than 60 units plus dissertation units at Loma Linda University.

## GOALS

**U**pon completion of the Doctor of Public Health degree program, students will be able to:

1. Combine creativity with thoughtful application of the theoretical concepts of the major field and the principles of public health practice for advancement of knowledge, problem solving, and policy making.
2. Initiate, organize, and pursue investigation of a significant research problem relevant to public health and the major field of study.
3. Utilize advanced analytical and planning capabilities for leadership in a variety of settings.
4. Develop and execute project and research proposals; design program and evaluation plans.
5. Communicate knowledge and ideas professionally and to the public with consideration of ethical issues, lifestyle needs, cultural implications, and belief systems of the people.

## ADMISSION REQUIREMENTS

**T**he following are the admission requirements for the Doctor of Public Health degree program:

1. A strong background and high academic performance in previous education.
2. M.P.H. or M.S. degree in the major field or its equivalent; or a doctoral degree in a health-related field.
3. Minimum cumulative G.P.A. of 3.2 in graduate study.
4. Submission of GRE scores (taken within the last seven years).
5. Statement of professional aspirations and goals.
6. Experience beyond a master's degree in a health-related field, preferably that of the major, required by some programs.
7. Recommendations indicating student's academic performance and leadership potential.
8. Interview with the doctoral committee.

Applications must be submitted by January 15 to be considered in the March Admissions Committee. Applications must be submitted by March 15 to be considered in the June Admissions Committee. Foreign applicants should submit applications at least one month earlier.

## EPIDEMIOLOGY

The aim of this major is to prepare those Doctor of Public Health degree graduates for career options that include epidemiologic research, teaching, and public health practice. The curriculum is planned on an individual basis. Details depend upon the student's interest and academic needs, the program requirements, and the nature of the proposed research program. Where appropriate to the career interest

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D e e e (12 )

EPDM 534	Epidemiology of Maternal-Child Health	(3)
EPDM 544	Epidemiology of Infectious Disease	(3)
EPDM 565	Epidemiology of Cancer	(3)
EPDM 566	Epidemiology of Cardiovascular Disease	(3)
EPDM 567	Epidemiology of Aging	(3)
EPDM 588	Environmental and Occupational Epidemiology	(3)
EPDM 635	Epidemiological Studies of Seventh-day Adventists	(2)

B e a e e (26 )

#ANAT 503	Human Histology	(5)
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## HEALTH EDUCATION

**T**his major is designed for individuals who desire to add depth to their health education specialization and develop research capabilities. The emphasis in health education offers advanced knowledge and competence in the health education process and includes planning and evaluation of health-behavior change. There is emphasis on the practice of healthful lifestyle behaviors and community-health education.

### PREREQUISITE

Anatomy and physiology

Microbiology

Quantitative proficiency

Master's or doctoral degree in appropriate field

Post-master's degree work experience, minimum two years

## INTERNATIONAL HEALTH

**B**uilding on earlier graduate work, public health professionals develop a broad base of advanced knowledge, skills, and competencies needed to plan, manage, and evaluate health and development programs both in developing and developed countries. Primary emphases are placed on enabling students to experientially learn leadership and administrative skills, crosscultural communication techniques, and appropriate operational and evaluative research methodologies to address the multifaceted problems affecting health and development among resource-scarce, underserved populations. Applicants possessing a master's degree in public health (or a master's or doctoral degree in a related field) and relevant field experience are eligible to apply. Graduates of this program typically are employed in national and international organizations (government, private, and voluntary), and in academic settings.

### PREREQUISITE

Anatomy and physiology

Microbiology

Master's or doctoral degree in related field

A minimum of two years' experience in professional public health practice

### COREQUISITE

(advanced standing from previous degree course work may be given consideration)

ENVH	509	Principles of Environmental Health	(3)
EPDM	509	Principles of Epidemiology I	(3)
HADM	509	Principles of Administration in Public Health	(3)
HPRO	509	Health Behavior Change	(3)
HPRO	536	Program Planning and Evaluation	(3)
INTH	504	Concepts in International Health/ Development	(3)
INTH	545	Integrated Community Development	(4)
INTH	564	Primary Health Care Programs I	(3)
INTH	566	Primary Health Care Programs II	(3)
NUTR	509	Public Health Nutrition	(3)
or			
NUTR	534	Maternal and Child Nutrition	(3)
SHCJ	605	Philosophy of Public Health	(1)
STAT	515	Grant and Contract Proposal Writing	(2)

### DEGREE REQUIREMENTS

Master's (22 units)

#### Required (10 units)

INTH	567	Evaluation of International Health and Development Programs	(3)
INTH	606	Advanced Seminar in International Health	(2, 2)
INTH	695	Practicum in Field-Based Survey and Evaluation	(3)

#### Recommended electives (12 units)

INTH	514	Comparative Health and Development Systems	(3)
INTH	516	HIV/AIDS: Implications for Public Health	(2)
INTH	517	Cultural Issues in Healthcare	(3)
INTH	518	Women in Development	(3)

INTH 519 Principles of Disaster Management (3)

## NUTRITION

**T**his major is designed to provide the advanced knowledge, skills, and competencies required to meet the increasing need for nutrition professionals trained at the doctoral level in the areas of program management, leadership, and research. Emphasis is on community nutrition research as well as the relation of dietary practices to disease prevention and treatment and the role of nutrition in health promotion. The program consists of two years of course work, plus research and dissertation.

### PREREQUISITE

Anatomy and physiology

Behavioral science (one course)

Advanced biochemistry

Quantitative proficiency

A master's degree in nutrition or a health- professional degree at the doctoral level (M.D., D.D.S., or equivalent)

### COREQUISITE

ENVH 509	Principles of Environmental Health	(3)
EPDM 509	Principles of Epidemiology I	(3)
HADM 509	Principles of Administration in Public Health	(3)
HPRO 509	Health Behavior Change	(3)
HPRO 536	Program Planning and Evaluation	(3)
SHCJ 605	Philosophy of Public Health	(1)

**Master's (21 credit hours)**

*NUTR 510	Advanced Public Health Nutrition	(3)
NUTR 517	Advanced Nutrition I: Carbohydrates and Lipids	(4)
NUTR 518	Advanced Nutrition II: Proteins, Vitamins, and Minerals	(4)
NUTR 519	Phytochemicals	(2)
*NUTR 525	Nutrition Policy, Programs, and Services	(3)
NUTR 527	Assessment of Nutritional Status	(3)
NUTR 534	Maternal and Child Nutrition	(3)
NUTR 536	Nutrition and Aging	(2)
NUTR 538	Principles of Effective Nutrition Education	(3)
*NUTR 543	Concepts in Nutritional Epidemiology	(3)
NUTR 565	Ethnic Food Practices	(2)
NUTR 578	Exercise Nutrition	(2-3)
NUTR 585	Topics in International Nutrition *NUTR	



## PREVENTIVE CARE

**T**his major is designed to prepare specialists in wellness and lifestyle intervention. Emphasis is placed on academic preparation, practical skills, and administrative abilities in developing, implementing, and evaluating programs and protocols designed to address a wide spectrum of health issues and, in particular, those dealing with chronic disease. These include health-risk appraisal, nutritional assessment and recommendations, exercise testing and prescription, and smoking and other substance-abuse counseling. The program seeks to demonstrate and elucidate the intimate connection between mind and body. Graduates address the combined influences of nutrition, exercise, stress, substance abuse, and other lifestyle factors on the promotion of health and the prevention of disease. This program is offered by the Department of Health Promotion and Education.

### PREREQUISITE

Graduate degree or equivalent in an appropriate field  
 Graduate Record Examination (GRE) or MCAT within the past seven years  
 General chemistry  
 Organic chemistry  
 Microbiology  
 Anatomy and/or physiology  
 General psychology

### COREQUISITE

ENVH	509	Principles of Environmental Health	(3)
EPDM	509	Principles of Epidemiology I	(3)
HADM	509	Principles of Administration in Public Health	(3)
HPRO	509	Health Behavior Change	(3)
HPRO	536	Program Planning and Evaluation	(3)
NUTR	509	Public Health Nutrition (or other basic nutrition course)	(3)
SHCJ	605	Philosophy of Public Health	(1)

### DEGREE REQUIREMENTS

Prior to completing 32 graduate units in the program, each student must submit a proposed curriculum outline that includes the preventive care specialty electives which the student plans to pursue. This outline must be approved by the student's adviser prior to submission.

### B e a e e (39 )

±ANAT	503	Human Histology	(5)
HPRO	519	Pharmacology	(3)
HPRO	531	Pathology of Human Systems I	(3)
HPRO	532	Pathology of Human Systems II	(3)
HPRO	533	Human Anatomy and Physiology I	(6)
HPRO	534	Human Anatomy and Physiology II	(6)
NUTR	504	Nutritional Metabolism	(5)
NUTR	517	Advanced Nutrition I: Carbohydrates and Lipids	(4)
NUTR	518	Advanced Nutrition II: Proteins, Vitamins and Minerals	(4)

General Electives (38)

HPRO 515	Mind-Body Interaction and Health Outcomes	(3)
HPRO 526	Lifestyle Diseases and Risk Reduction	(3)
HPRO 527	Obesity and Disordered Eating	(3)
HPRO 542	Health and Dependency Counseling	(3)
HPRO 553	Addiction Theory and Program Development	(3)
HPRO 573	Exercise Physiology I	(3)
HPRO 578	Exercise Physiology II	(3)
HPRO 584	Aging and Health	(3)
HPRO 586	Introduction to Preventive Care	(1)
HPRO 587	Preventive Care Practice Management	(2)
HPRO 588	Determinants of Health Behavior	(4)
HPRO 606	Preventive Care Seminar	(2, 2)
NUTR 545	Clinical Nutrition I	(3)

Research Electives (15)

SHCJ 534	Research Methods	(3)
SHCJ 604	Research Seminar	(2)
STAT 521	Biostatistics I	(4)
STAT 522	Biostatistics II	(4)
STAT 548	Analytical Applications of SAS	(2)
or		
STAT 549	Analytical Applications of SPSS	(2)
HPRO 692	Health Education Research Consultation	(1-4)

Preventive Care Electives (12)

An area of preventive care specialization is chosen in consultation with the student's adviser, taking into consideration the student's previous experience and present interests. These units may be selected from courses offered by the School of Public Health or by other schools within the University and must reflect a specific preventive care specialty emphasis, clinical practice focus, or additional statistical or data analysis that will be required by the student's dissertation research.

Research (3)

REL_ 5_		(3)
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Research/Dissertation (12)

The dissertation research required by this program must be designed to address a practical problem or demonstrate the efficacy of an existing intervention in the area of wellness promotion or lifestyle modification. As a part of the dissertation, the student will be expected to produce at least one publishable paper describing the results of the research. Up to 4 units of the research/dissertation requirement may be met by registering for HPRO 692 Research Consultation in the appropriate department. While enrolled in HPRO 694 Research the student, in consultation with faculty advisers, will prepare a literature review and develop the methodology of the dissertation project. Students who plan to use an existing database for their research project must take EPDM 512 Multivariate Modeling in Epidemiology as a part of their preventive-care specialty electives. Students may not register for any of the 6 units of HPRO 698 Dissertation until they have passed their comprehensive examinations, successfully defended their proposal, and advanced to candidacy.

HPRO 694	Research	(6)
HPRO 698	Dissertation	(6)

Internship (1400)

Upon completion of the internship experience, the student will present to the faculty of the department a portfolio documenting the achievements and skills in preventive care acquired during both the didactic and internship phases of the degree program.

HPRO 704	Internship	(1400 clock hours)
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TOTAL UNITS: 119

±refer to Section IV of this BULLETIN for course description



C e -D ee P a

HPRO 573	Exercise Physiology I	(3)
HPRO 578	Exercise Physiology II	(3)
HPRO 584	Aging and Health	(3)

R e x e e e

HPRO 798B	Field Practicum	(400 clock hours)
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TOTAL UNITS: 61

±refer to Section IV of this BULLETIN for course description

MASTER OF PUBLIC HEALTH **H a E a with**  
 MASTER OF SCIENCE N

**PREREQUISITE**

<u>A a e</u>		<u>a e (27 )</u>	
NRSG 546	Curriculum Development		(3)
NRSG 617	Clinical Practicum: A & A		(3)
NRSG 624	Adult and Aging I		(3)
and NRSG 626	Adult and Aging II		(3)
OR			
NRSG 645	Growing Family I		(3)
and NRSG 647	Growing Family II		(3)
NRSG 651	Physical Assessment		(3)
NRSG 681	Research Methods I		(3)
NRSG 682	Research Methods II		(2)
PHSL 533	Pysiology I		(4)
±RELE 524	Christian Bioethics		(3)
<u>Fe e x e e e (3 )</u>			
HPRO 695	Community Practicum		(3)

TOTAL UNITS: 80

±refer to Section IV of this BULLETIN for course description

**C a a**

Students are required to demonstrate the ability to integrate the five areas of public health: administration, epidemiology, statistics, environmental health, and health behavior. The culminating activity is comprised of a written examination, field experience, professional portfolio, and exit interview.

Students who do not meet minimum standards of performance on the culminating activity are subject to academic review or remedial course work to address deficiencies in preparation; or they may be asked to withdraw from the program.

**MASTER OF PUBLIC HEALTH Mæ a a C H a with**  
**MASTER OF SOCIAL WORK S a W**

**PREREQUISITE**

Demonstrate college-level conceptualization and writing skills

Relevant community service or public health experience as documented by record of employment

**DEGREE REQUIREMENTS**

P e a e e (20 )

and NRSG 68HADM27750017n Tc(and )TjTMENTplee on Aepidemiology



MASTER OF PUBLIC HEALTH **H a E a with**  
DOCTOR OF PSYCHOLOGY **C a**

**T**he Master of Public Health (M.P.H.) degree curriculum in health education is taught through the School of Public Health. The Doctor of Psychology (Psy.D.) degree program in clinical psychology is taught through the Graduate School. Information regarding the Doctor of Psychology degree curriculum is available from the Graduate School. *The following is the curriculum for the Master of Public Health degree only:*

**PREREQUISITE**

Demonstrate college-level conceptualization and writing skills

Relevant community service or public health experience as documented by record of employment

**COREQUISITE**

(may be taken during first two quarters of program, in addition to units required for degree)

Anatomy and physiology/physiology (one course or course sequence)

Behavioral science (two courses, one of which is an introductory psychology course)

**DEGREE REQUIREMENTS****P e a e e (20 )**

ENVH	509	Principles of Environmental Health	(3)
EPDM	509	Principles of Epidemiology I	(3)
HADM	509	Principles of Administration in Public Health	(3)
HPRO	509	Health Behavior Change	(3)
±RELE	534	Ethical Issues in Public Health	(3)
SHCJ	605	Philosophy of Public Health	(1)
STAT	509	General Statistics	(4)
or			
—	—	Advanced statistics from Psy.D. program	(4)

**H a e a e e (23 )**

HPRO	535	Health Education Program Administration	(3)
HPRO	536	Program Planning and Evaluation	(3)
HPRO	537A	Community Programs Laboratory A	(2)
HPRO	537B	Community Programs Laboratory B	(2)
HPRO	537C	Community Programs Laboratory C	(2)
HPRO	538	Health Education Program Development	(3)
HPRO	539	Policy and Issues in Health Education	(2-3)
HPRO	589	Qualitative Research Methods	(3)
NUTR	509	Public Health Nutrition	(3)
or			
NUTR	534	Maternal and Child Nutrition	(3)

**C e a a / e e e (6 HPRO + 12 P .D. )**

HPRO	505	Public Health Communication	(3)
HPRO	514	Values, Culture, and Health	(3)
HPRO	523	Maternal and Child Health	(3)
HPRO	524	Adolescent Health	(3)
HPRO	537AMat42h	Education Progh2ounsel0 -1	

HPRO 543	Writing for Health Professionals	(3)
HPRO 548	Community and Domestic Violence	(3)
HPRO 553	Addiction Theory and Program Development	(3)
HPRO 555	Early-Age Parenthood	(3)
HPRO 556	Interventions for High-Risk Infants and Children	(3)
HPRO 557	Issues and Programs in Family Planning	(3)
HPRO 564	Mental Health and Society	(3)
HPRO 573	Exercise Physiology I	(3)
HPRO 578	Exercise Physiology II	(3)
HPRO 584	Aging and Health	(3)

Fe e x e e e

HPRO 798B	Field Practicum	(400 clock hours)
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TOTAL UNITS: 61 + Psy.D. program units

±refer to Section IV of this BULLETIN

DOCTOR OF PSYCHOLOGY (Clinical) *and with*  
 DOCTOR OF PUBLIC HEALTH (Preventive Care)

**T**he Doctor of Psychology (Clinical)/Doctor of Public Health (Preventive care) degree program (Psy.D./Dr.P.H.) is designed for individuals who wish to combine clinical psychology with public health science. The faculty of the program are listed with the appropriate academic departments in the School of Public Health BULLETIN and in the Graduate School BULLETIN.

ADMISSIONS REQUIREMENTS

**F**or acceptance into the Doctor of Psychology/Doctor of Public Health Combined-Degrees Program, the applicant must meet the respective prerequisites of both degrees, as outlined in the Graduate School BULLETIN and in the School of Public Health BULLETIN. Application must be made to each school, and each school will process the applications separately.

COURSE OF STUDY

**T**he course of study for the combined degrees, Doctor of Psychology/Doctor of Public Health, consists of a minimum of 225 units, as outlined in the following:

COREQUISITE

ENVH 509 Principles of Environmental Health

(3)





W e e e (20 )

\*PSYC 534 Culture, Psychology, and Religion  
\*PSYC 535 Psychological Study of Religion

(3)  
(3)

# IV

## FACULTY OF RELIGION

Foundations

Courses

Fa

R

## FOUNDATIONS

In the configuration of Loma Linda University as a health-sciences university, the role of religion as integrative in each of the programs of the University is mandated and continuously affirmed by University administration and the Board of Trustees.

To assist in this integration, the Faculty of Religion (formerly the School of Religion) was established in July 1990.

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

1. To provide a core teaching program of religion, which consists of subject matter purposely emphasizing the biblical-theological, moral-ethical, and relational (personal, professional, and missions) content of health and wholeness as required for students in each of the health-science disciplines.
2. To coordinate the training of faculty and students in the science and art of whole-person care as integral to individual professions and their Christian witness.
3. To foster and support research in the fundamental, ethical, and relational teaching disciplines.

## COURSES

Undergraduate students are required to take a minimum 2 units of a 400-level religion course. Graduate students must take a minimum of 3 units at the 500-level.

## FOUNDATIONAL STUDIES

REL 404 **N** **T** **a** **e** **L** **e** (3-4)

Verse-by-verse study of selected documents, with special emphasis on their theological and practical implications for Christians today.

REL 406 **SDA** **B** **e** **a** **L** **e** (2-3)

Study of the beliefs and lifestyle in Seventh-day Adventism. Limited to students who are not members of the Seventh-day Adventist church.

REL 416 **G** **a** **H** **a** **S** **e** (2-3)

Christian philosophy of sin, suffering, redemption, and healing.

REL 417 **C** **a** **B** **e** **a** **L** **e** (2-3)

Introduction to the beliefs and lifestyle of the Christian Church for students from a non-Christian culture.

REL 419 **T** **e** **G** **e** **J** (2-3)

Exegetical study, with special emphasis on Johannine Christology and the concepts of the Fatherhood of God, the Holy Spirit, life, truth, grace, and eschatology.

REL 429 **T** **e** **G** **e** **L** **e** (2-3)

Survey of Luke's Gospel to examine his understanding of the healing ministry of Christ.

REL 438 **F** **a** **i** **t** **R** **e** **e** **,a** **S** **a** **a** (2-3)

Meaning and scope of the central biblical doctrine of righteousness and salvation by faith in Jesus Christ.

REL 555 **T** **e** **H** **S.D.A.** **D** **e** (3-4)

Overview of the development of S.D.A. doctrine, theology, and thought from the 1800s to the present. Attention also given to contemporary theological developments.

REL 559 **N** **T** **a** **e** **T** **e** (3-4)

Major theological themes found in the teachings of Jesus, Paul, and John.

REL 568 **H** **e** (3-4)

Chapter-by-chapter interpretation of Hebrews. Analysis of its teaching on Jesus' atoning death and subsequent ministry in the heavenly sanctuary.

REL 588 **O** **T** **a** **e** **T** **e** (3-4)

Major theological concepts of the Old Testament; their relationship to Christian faith and understanding.

## ETHICAL STUDIES

## RELE 455 C a U e a S x a (2-3)

Interpretations of human sexuality in ancient, medieval, and modern theology, with emphasis on contemporary discussions of masculinity, femininity, monogamy, pornography, homosexuality, and professional ethics.

## RELE 457 C a E a H a Cæ (2-3)

Discussions of ethical issues in modern medicine and related fields from the perspective of Christian thought and practice. Topics determined in part by student professional orientations and interests.

## RELE 474 Fa , Va e , a A (2-3)

Discussion of belief systems, the faith in belief systems, the values derived from beliefs, and the actions which proceed out of specific belief systems.

## RELE 524 C a B e (3-4)

Advanced analysis of ethical issues and options in medicine and related fields. Contributions of Christian thought and life. Topics selected in part by student priorities.

## RELE 534 E a I e P H a (3-4)

Theoretical and practical appraisals of the ethical issues and alternatives encountered by public health administrators, educators, and investigators.

## RELE 548 C a S a E (3-4)

Presuppositions and implications of Christian belief for selected problems in social ethical theory and practice.

## RELATIONAL STUDIES

## RELR 427 C C e (2-3)

Crisis phenomena, current crisis theory, a Christian model of crisis care, and the dynamics and practices of crisis care.

## RELR 428 W e e H a Cæ P e a (2-3)

Theological and clinical exploration of a number of approaches for noninvasively and winsomely presenting the gospel of Jesus Christ to patients as part of their healing process and personal wholeness.

## RELR 440 W R (2-3)

Survey of the origins, beliefs, and contemporary practices of major religious systems. Attention given to the interaction between specific religions and the cultures in which they are practiced. Study of the similarities, differences, and potential for understanding among the religions.

## RELR 475 Te A I e a e Cæ (2-3)

Principles, concepts, and practices that affect the ministry of health care and the Christian witness in the clinical setting.

Additional project required for third unit.

## RELR 564 R , Ma ae , a e Fa (3-4)

The family in theological, historical, and ethical perspectives. Christian assessment of contemporary theories regarding the family. Religious and secular resources for preventing and resolving family crises.

## RELR 568 Cæ e D a e B e ae (3-4)

Theological, cultural, and psychological aspects of death. Interventions with the dying and bereaved.

## RELR 584 C e , P , a R (3-4)

Introduction to the major contours of Western culture as they relate to various schools of psychological thought; influence of religious beliefs in their inception. Theological critique of various world views that have guided psychological schools of thought. Topics include: liberalism and modernism; pietism and evangelicalism; enlightenment and romantic movements.

## RELR 586 P M a a Fa H e e (3-4)

Study of logical, moral, and faith reasoning from a cognitive-developmental perspective. How people think about actual choices and conflicts in their lives. How cultural and religious norms affect moral thinking. How people develop moral and religious thinking; how it is influenced by life crises and human experience.



# V

## **DIVISION OF GENERAL STUDIES**

LLU Philosophy of General Education

Criteria for LLU General Education Course

LLU General Education Requirements

School-Recommended General Education Courses

LLU General Education Courses Booklet

## LOMA LINDA UNIVERSITY PHILOSOPHY OF GENERAL EDUCATION

**A**s a Seventh-day Adventist health-sciences institution, Loma Linda University seeks to exemplify a life of service and sensitivity beyond the requirements of academic excellence within a professional discipline. With its rich spiritual heritage, the University places special emphasis on educating its students for a life of service in a multicultural world.

General education at Loma Linda University is therefore unique. In addition to the basics of cultural heritage and diversity, scientific inquiry and analysis, communication, and wellness, the curriculum emphasizes the University's spiritual heritage as well as moral and ethical decision-making that is grounded in Christian principles. Thus, general education is considered to be the cornerstone upon which students begin cultivating their abilities to:

1. Understand the fundamental Christian principles and Adventist heritage that undergird Loma Linda University.
2. Make informed moral and ethical decisions.
3. Incorporate critical thinking skills into personal and professional experience.
4. Value individuals with diverse capabilities and ideological, ethnic, gender, and generational perspectives.

**DOMAIN 1: SPIRITUAL AND CULTURAL HERITAGE (28-32 ae e )**

Study of spiritual heritage must include a minimum of four (4) credits in religious studies per year of full-time course work (or the equivalent) while attending a Seventh-day Adventist college or university and must include a religion course dealing with the spiritual heritage of the philosophy and mission of Loma Linda University. Four of the units in religious studies may include a course dealing specifically with the religious, moral, and ethical questions of health care. Other courses may be selected from such content areas as Christian ethics; clinical ministry; comparative religions; and doctrinal, historical, and systematic theology. Required credits in spiritual heritage must be earned from the Seventh-day Adventist institution.

Study of cultural heritage must include a minimum of 12 credits and must include one course, or components integrated in several courses, dealing specifically with issues of human diversity among peers. The remainder of credits in cultural heritage may be selected from the following content areas: civilization/history, fine arts, literature, modern language, performing/visual arts (not to exceed 2 quarter credits) or philosophy.

**DOMAIN 2: SCIENTIFIC INQUIRY AND ANALYSIS (24-32 ae e )**

Scientific inquiry and analysis encompasses both the natural and social sciences. Content areas from which students must choose 12-16 credits within the natural sciences include biology, chemistry, geology, mathematics, physics, and statistics. No more than 6 credits in any one area may count toward the natural sciences requirements. Study of social sciences must include 12-16 credits in two or more of the following content areas: anthropology, economics, geography, political science, psychology, and sociology.

**DOMAIN 3: COMMUNICATION (9-13 ae e )**

Course work in communication must include a complete sequence in freshman English which meets the baccalaureate degree requirements of a four-year college or university. Other areas of study in communication may include courses in computer information systems, critical thinking, and public speaking.

**DOMAIN 4: HEALTH AND WELLNESS (2-6 ae e )**

To encourage the pursuit of lifelong leisure activities and wellness, the study of health and wellness must include at least two physical activities totaling a minimum of 1 quarter credit, and one course in personal health or nutrition. Additional credits may include other areas of health, nutrition, and physical fitness.

**DOMAIN 5: ELECTIVES**

Electives from the previous four domains may be selected to complete the General Education minimum requirements of 68 quarter credits.

**SCHOOL-RECOMMENDED GENERAL EDUCATION COURSES**

The following courses are recommended for students in the School of Public Health.

**DOMAIN 1: SPIRITUAL AND CULTURAL HERITAGE (28-32 ae e )**

**C a I ae**

**ANTH 436 C a C e x R (4)**  
Anthropological approach to the study of religious beliefs and practices, focusing on the diversity of religious expressions that can give us insight into what makes us human and how we can battle the frailties of humanity. Promotes empathy with people from cultural and religious traditions other than our own, as well as tolerance and even respect for their differences.

**ARTA 205 Te La ae A (2-4)**  
Basic concepts, materials, and history of the visual arts that will enable the nonart major to develop an art vocabulary and gain insight into the creative process.

**ENGL 206 I Le a e (4)**  
Introduces reading and analysis of major literary genres: poetry, drama, short story, and essay.

**ENGL 246 Le a F a Ie a (4)**  
Varied content from quarter to quarter, with specific areas listed in the class schedule (such as drama, the short story, contemporary literature, women in literature, C. S. Lewis). Offered primarily for general students but applies toward a major in English. May be repeated with new content for additional credit.

**ENGL 478 Te a A a L (3)**  
Introduces general linguistics. Covers the core linguistic areas of syntax, phonetics, phonology, morphology, and semantics; also peripheral linguistic areas such as sociolinguistics, pragmatics, and psycholinguistics.

**ENSL 177 E a a S La ae (2-12)**  
Enables University students to improve their proficiency in speaking and in understanding spoken, academic American English. Special emphasis placed on appropriate listening and conversation skills, as well as attention to problems arising from the student's native language.

**MUHL 205 I M (4)**  
Basic music literature, with some attention to other arts.



## S a H a e

RELE 455 C a U e a  
S x a (2-3)

Interpretations of human sexuality in ancient, medieval, and modern Christian thought, with emphasis on contemporary issues such as marriage, divorce, homosexuality, and artificial human procreation.

Additional project required for third unit.

## RELE 457 C a E a H a C a e (2-3)

Ethical issues in modern medicine and related fields from the perspective of Christian thought and practice.

Additional project required for third unit.

## RELR 427 C C e (2-3)

Crisis phenomena, current crisis theory, a Christian model of crisis care, and the dynamics and practices of crisis care.

Additional project required for third unit.

## RELR 475 A I e a e C a e (2-3)

Principles, concepts, and practices which affect the ministry of health care and the Christian witness in the clinical setting.

Additional project required for third unit.

DOMAIN 2: SCIENTIFIC INQUIRY  
AND ANALYSIS (24-32 a e e e )

## N a a S e e

## ANTH 315 C a A (4)

*(meets Diversity requirement)*

Advanced course in ethnology and social organization. Explores the nature of culture, giving special attention to such features as technology, economic activities, community organization, kinship and marriage, social control, magic and religion, the arts, and other forms of cultural behavior. Presents a wide array of examples from societies around the world.

## ANTH 448 M a A (4)

*(meets Diversity requirement)*

Studies sickness and health as universal factors in the human condition. Examines world view as an explanatory system for human behavior, giving ethnographic examples of curing systems and coping mechanisms. Deals with crosscultural communication of health principles and practices

## BIOL 107 H a B (4)

Man as an integrated organism; systems of the body; the basis of healthful living. Four class hours per week.

## ENVH 414 I E e a H a (3)

Introductory overview of the major areas of environmental health, such as ecology, environmental law, population concerns; environmental diseases and toxins; food, water, and air quality; radiation; noise; and solid and hazardous waste.

## EPDM 414 I E e (3)

Distribution and determinants of health events in human populations. Assessments of environmental conditions, lifestyles, and other circumstances influencing disease. Measures of disease occurrence and frequency and use of these measures in health care. Major types of epidemiological investigation. Interpretation of statistical associations.

Prerequisite: STAT 414.

## STAT 414 I B a I (3)

Fundamental procedures in collecting, summarizing, presenting, analyzing, and interpreting data. Measures of central tendency and variation. Investigation of binomial and normal probability distributions. Topics include: probability; confidence intervals; and hypothesis testing using t-tests, chi-square, correlation, and regression. Brief introduction to ANOVA and multivariate analysis. Emphasis on practical application. Laboratory use of the personal computer in statistical problem solving.

Prerequisite: Competency in algebra.

## STAT 415 C e A a B a (1)

Laboratory use of the personal computer in statistical problem solving.

Prerequisite or concurrent: STAT 414 or equivalent. Designed to be taken concurrently with STAT 414.

## S a S e e

PSYC 224 D e e a P :  
C / A e e e (3-4)

Physical, mental, emotional, social, and religious/moral development that occurs within the family context during the interim from conception through adolescence. Observations and/or laboratory experience.

PSYC 225 D e e a P :  
A a A (3-4)

Physical, mental, emotional, social, and religious/moral development of adults that occurs within the family and social context. Changes that occur from young adulthood through middle age, old age, and death. Observations and/or laboratory experience.

## PSYC 226 L e -S a D e e (4)

Life-span course emphasizing the physical, mental, emotional, social, and religious/moral development from conception through adulthood, aging, and death.

PSYC 305 P a F a  
E a (4)

Studies psychological development as it relates to the learning process and to evaluation techniques for learners in the elementary and secondary schools.

Prerequisite: General psychology.

PSYC 404 P a T a  
M a e e (3)

Develops competencies and understandings for selecting, administering, and interpreting the major types of standardized tests and inventories used in psychology and education. Presents theoretical principles and issues together with hands-on applications. Practicum required.

## PSYC 405 P H a R a (3)

Human relations for career and personal success. Topics include the effective use of human resources, communication, leadership skills, decision making, stress management, assertiveness training, managing conflicts, career development, and achieving balance.



**WRIT 417 WRITING III (2)**

Advanced technical writing. Provides advanced skills for technical/scientific writing of research assignments, major projects, clinical reports, observational reports, case studies, etc. Highly conceptual writing combines technical skills with creative/critical-thinking skills. Combines traditional cognitive learning with enriching affective learning styles and methods. Specific skills include: prewriting techniques; organizing, prioritizing, and structuring of ideas; revising and editing; correct annotation style (e.g., APA, MLA, etc.); and applying metalingual understanding to grammar and to English language concepts.

**DOMAIN 4: HEALTH AND WELLNESS**

(2-6 a e e )

**HPRO 414 P a H a a F e (4)**

Application of health principles to the student's physical, mental, spiritual, and social health.

**DOMAIN 5: ELECTIVES**

Electives from the preceding four domains may be selected to complete the General Education minimum requirements of 68 quarter credits.

**LLU GENERAL EDUCATION COURSES BOOKLET**

A complete listing of courses offered at this University to meet General Education domain requirements is included in the *Loma Linda University General Education Philosophy, Requirements, and Courses* booklet. For information regarding General Education courses, the student should consult his/her academic adviser.



# VI

## THE DIRECTORY

Officers of the Board of Trustees

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To Communicate with LLU Personnel

by Telephone, FAX, Web Site, Mail, or Email

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DAVID W. RIOS, M.L.S.	Director	Del E. Webb Memorial Library

## SCHOOL ADMINISTRATION

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Academics

CYRIL G. CONNELLY, Ed.D., Assistant Dean for  
Enrollment and Development

GORDON E. HEWES, M.B.A., Assistant Dean for  
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TERI S. TAMAYOSE, M.B.A., Director of  
Admissions and Academic Records

## FACULTY

### EMERITUS FACULTY

JOHN W. ELICK, Emeritus Professor of International  
Health

Ph.D. University of California, Los Angeles

MERVYN G. HARDINGE, Emeritus Professor of Health  
Promotion and Education

M.D. Loma Linda University SM

Ph.D. Stanford University

Dr.P.H. Harvard University



- KARL J. McCLEARY, Assistant Professor of Health Administration  
Ph.D. University of Alabama, Birmingham  
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- NAOMI N. MODESTE, Professor of Health Promotion and Education  
Dr.P.H. Loma Linda University PH  
M.P.H. Loma Linda University PH
- SUSANNE B. MONTGOMERY, Professor of Health Promotion and Education  
Ph.D. University of Michigan  
M.P.H. University of Michigan
- JOHN W. MORGAN, Associate Professor of Epidemiology and Biostatistics  
Dr.P.H. Loma Linda University PH  
M.P.H. Loma Linda University PH
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**ORAL AND MAXILLOFACIAL SURGERY:** Started in 1978. Approved by the Commission on Dental Accreditation of the American Dental Association since 1981.

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

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

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

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

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

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

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

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

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

**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.

## ACCREDITING AGENCIES

### THE UNIVERSITY

**L**oma Linda University is accredited by WASC through 2008:

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Alameda, CA 94501  
Phone: 510 / 748-9001  
FAX: 510 / 748-9797  
Website: www.wascweb.org  
Email: wascsr@wascsenior.org

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### GRADUATE SCHOOL

**D a A C e**  
Commission on Alcoholism and Drug Counselors Education Program (CADCEP)  
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

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

**S a W**  
Council on Social Work Education  
Division of Standards and Accreditation  
1600 Duke Street  
Alexandria, VA 22314-3421  
Phone: 703 / 683-8080  
FAX: 703 / 683-8099  
Web site: www.cswe.org  
Email: see Web site

See -La ae Pa

Educational Standards Board  
American Speech-Language-Hearing Association  
(ASHA)  
10801 Rockville Pike  
Rockville, MD 20852  
Phone: 301 / 897-5700  
FAX: 301 / 571-0457  
Web site: [www.asha.org](http://www.asha.org)  
Email: [accreditation@asha.org](mailto:accreditation@asha.org)

**SCHOOL OF ALLIED HEALTH  
PROFESSIONS**

Ca a Se e  
R a Te a

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](http://www.coarc.com)  
Email: [richwalker@coarc.com](mailto:richwalker@coarc.com)

S a T

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.arcst.org](http://www.arcst.org)  
Email: [coa@ast.org](mailto:coa@ast.org)

C a La a Se e  
P e G æ

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.naacls.org](http://www.naacls.org)  
Email: [naaclsinfo@naacls.org](mailto:naaclsinfo@naacls.org)

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Email: [naaclsinfo@naacls.org](mailto:naaclsinfo@naacls.org)

C e

Commission on Accreditation of Allied Health  
Education Programs (CAAHEP)  
35 East Wacker Drive, Suite 1970  
Chicago, IL 60601-2208  
Phone: 312 / 553-9355

**D a M a S a e æ**  
 Joint Review Committee on Education in  
 Diagnostic Medical Sonography (JRCE-DMS)  
 1248 Harwood Road  
 Bedford, TX 76021-4244  
 Phone: 817 / 685-6629  
 FAX: 817 / 354-8519  
 Web Site: www.caahep.org  
 Email: sharonworthing@coarc.com

**N e a M e T e æ**  
 Joint Review Committee on Education Programs  
 in Nuclear Medicine Technology  
 One 2nd Avenue East, Suite C  
 Polson, MT 59860-2320  
 Phone: 406 / 883-0003  
 FAX: 406 / 883-0022  
 Email: jrcnmt@ptinet.net

**S e e -L a æ P a a A**  
 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 St. NW, Suite 402  
 Washington, DC 20001  
 Phone: 202 / 789-1050  
 FAX: 202 / 789-1895  
 Web site: www.ceph.org

**C e H a E a S e a (CHES)**  
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 944 Marcon Boulevard, Suite 310  
 Allentown, PA 18103  
 Phone: 610 / 264-8200  
 FAX: 800 / 813-0727  
 Email: www.nchec.org

**D a A C e**  
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 Education Program (CADCEP)  
 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

**E e a H a S e a**  
 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

**P H a N a D e e**  
 Commission on Accreditation for  
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 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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HPRO 416	Health through the Life Span	(4)
HPRO 417	Biomechanics	(4)
HPRO 418	Introduction to Human Disease	(3)
HPRO 421	Administration of Wellness Programs	(4)
HPRO 424	Health Appraisal and Wellness Testing	(4)
HPRO 425	Exercise Science	(3)
HPRO 426	Fitness for Special Populations	(4)
HPRO 431	Psychology and Sociology of Sport	(3)
HPRO 432	Injury Prevention	(2)
HPRO 433	Athletic Training	(3)
HPRO 436	Programs in Health Promotion	(4)
HPRO 443	Writing for Publication	(2)
HPRO 495	Wellness Programs Laboratory	(3, 3, 3)
HPRO 498A/B	Senior Project	(1, 3)
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1. The first part of the document discusses the importance of maintaining accurate records of all transactions. This is essential for ensuring the integrity of the financial statements and for providing a clear audit trail. The records should be kept up-to-date and should be easily accessible to all relevant parties.

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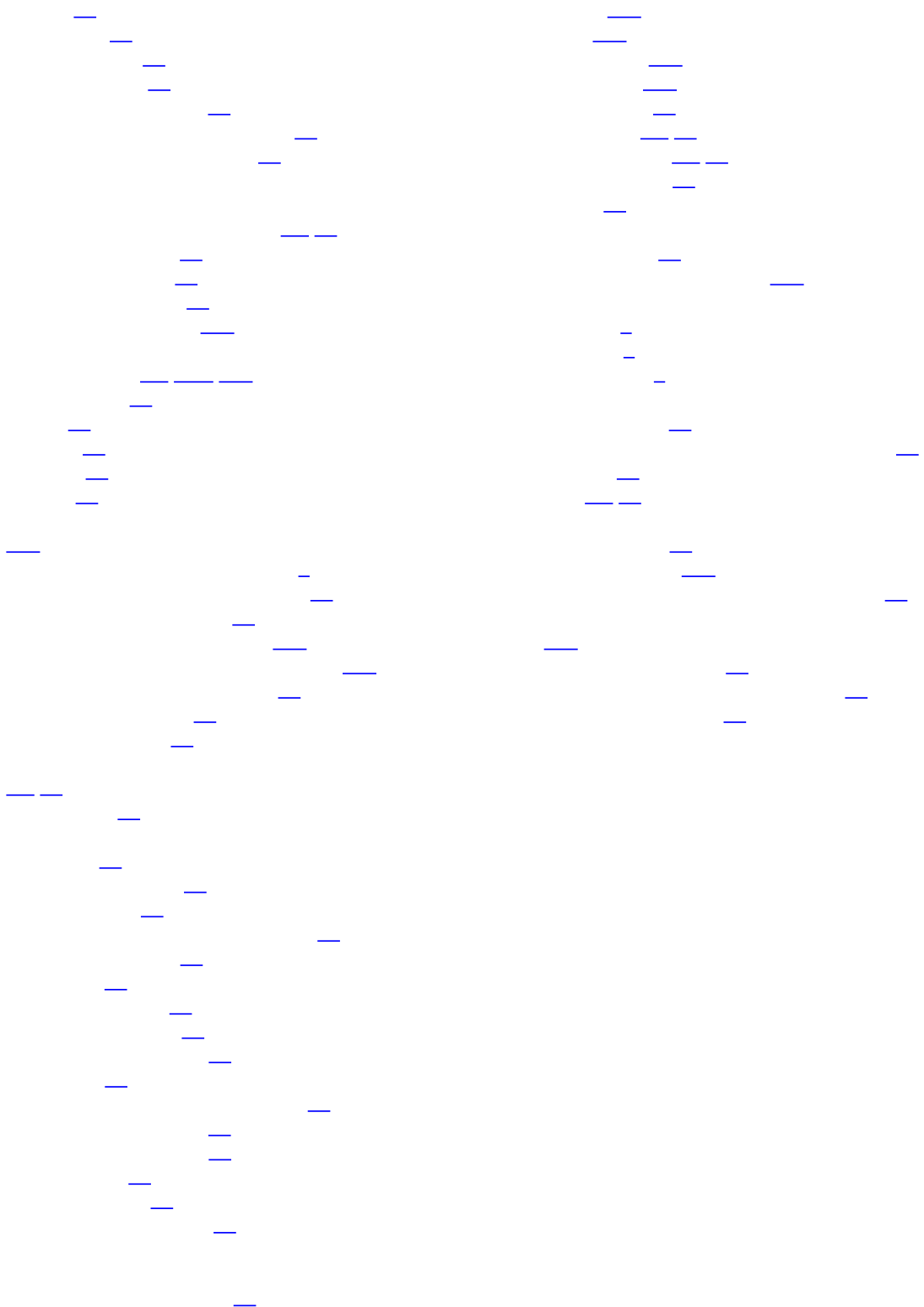
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