

CREIGHTON UNIVERSITY BULLETIN

2004-2006 ISSUE *SCHOOL OF MEDICINE*

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TABLE OF CONTENTS

| | |
|---|---|
| SCHOOL OF MEDICINE CALENDAR...4 | Late Payment Policy37 |
| ADMINISTRATION6 | Withdrawals and Refunds.....37 |
| GENERAL INFORMATION13 | STUDENT FINANCIAL AID38 |
| The University13 | Scholarships40 |
| Location13 | Loan Programs.....40 |
| History14 | ADMINISTRATION AND |
| Goals and Objectives15 | SUPERVISION43 |
| Credo of Creighton15 | Policy on Academic Honesty43 |
| School of Medicine Mission/Vision | Requirements for the |
| Statements16 | Degree of Doctor of Medicine.....43 |
| Nondiscrimination Policy16 | Unit of Instruction.....44 |
| Services for Students with Disabilities17 | Policy on Attendance44 |
| Graduation Rates17 | Grading System and Policy45 |
| Accreditation.....17 | Policy on Advancement46 |
| Medical Center.....18 | Commencement46 |
| Additional Clinical Facilities19 | Graduation Honors.....46 |
| Postdoctoral Programs in | Professional Behavior.....47 |
| Clinical Services.....20 | Confidentiality of Student Records.....47 |
| Graduate Programs in Basic Sciences20 | Transcripts48 |
| Living Accommodations.....20 | CURRICULUM49 |
| Student Health Services23 | Goals and Objectives49 |
| Counseling and | Component I-The First Year50 |
| Psychological Services25 | Component II-The Second Year50 |
| Wellness Council26 | Component III-The Third Year50 |
| The Office of Academic Advancement.....26 | Component IV-The Fourth Year51 |
| Multicultural and Community Affairs.....26 | Synopsis of Courses and |
| Professional Societies26 | Hours of Instruction.....52 |
| Honors and Prizes26 | Departments and Courses53 |
| Special Lectures.....28 | INTERDEPARTMENTAL COURSES 53 |
| Alumni Association29 | ANESTHESIOLOGY56 |
| Medical Alumni Advisory Board.....29 | BIOMEDICAL SCIENCES57 |
| Post-Baccalaureate Program.....30 | FAMILY PRACTICE57 |
| ADMISSION31 | HEALTH POLICY AND ETHICS58 |
| Application Process31 | MEDICAL MICROBIOLOGY59 |
| Requirements for Admission31 | MEDICINE60 |
| Advanced Standing33 | NEUROLOGY63 |
| Registration.....33 | OBSTETRICS AND GYNECOLOGY 64 |
| Orientation33 | PATHOLOGY65 |
| Student Employment33 | PEDIATRICS66 |
| COMBINED M.D./PH.D. | PHARMACOLOGY67 |
| PROGRAM34 | PREVENTIVE MEDICINE |
| Program Components34 | AND PUBLIC HEALTH68 |
| Departments of Study for the Ph.D.....35 | PSYCHIATRY AND BEHAVIORAL |
| Financial Support and | SCIENCES68 |
| Tuition Remission.....35 | RADIOLOGY70 |
| Eligibility35 | SURGERY71 |
| Application Procedures and Information..35 | FACULTY74 |
| TUITION AND FEES.....36 | DEGREES CONFERRED |
| Textbooks and Instruments36 | August 2002 - May 2004106 |
| Financial Arrangements37 | |

CALENDAR

ACADEMIC YEAR 2004-05

2004

| | | |
|------------------|---|---|
| July | <i>1-2, Thurs.-Friday</i> <i>5, Monday</i> <i>6, Tuesday</i> | Mandatory Junior Orientation - Class of 2006 Independence Day (observed) - University Holiday Junior Year begins-Class of 2006 Senior Year begins-Class of 2005 |
| August | <i>11-13, Wed.-Fri.</i> <i>16, Monday</i> | Freshman Orientation - Class of 2008 Freshman Year begins-Class of 2008 Sophomore Year begins-Class of 2007 |
| September | <i>6, Monday</i> <i>8, Wednesday</i> | Labor Day-University Holiday Mass of the Holy Spirit, 11 a.m. |
| October | <i>18, Monday</i> | Fall Break for M-1 and M-2 students |
| November | <i>23, Tuesday</i> <i>29, Monday</i> | Thanksgiving recess begins after last class, clinic or lab for M-1 and M-2 students Classes resume at 8:00 a.m. |
| December | <i>13-17, Mon.-Fri.</i> <i>18, Saturday</i> <i>18, Saturday</i> | First Semester ends for M-1 and M-2 students during this week after last examination First Semester ends for M-3 and M-4 students at 8 a.m. Mid-year Commencement |

2005

| | | |
|-----------------|---|---|
| January | <i>3, Monday</i> | Second Semester begins for all students |
| February | <i>4, Wednesday</i> <i>TBD</i> | Founders Day Mass, time to be announced Midwest Student Biomedical Research Forum |
| March | <i>4, Friday</i> <i>14, Monday</i> <i>17, Thursday</i> <i>25, Friday</i> | Spring recess begins after last class, clinic or lab for M-1 and M-2 students Classes resume Match Day Good Friday-No classes for M1-M2 students |
| May | <i>9-13, Mon.-Fri.</i> <i>12, Thursday</i> <i>14, Saturday</i> | Second semester ends for M-1 and M-2 students during this week after last examination Hooping Ceremony University Commencement |
| June | <i>18, Saturday</i> | Second semester ends for M-3 students at 8:00 a.m. |

CALENDAR

ACADEMIC YEAR 2005-06

2005

| | | |
|------------------|-----------------------------|---|
| June | <i>30-July 1, Thur.-Fri</i> | Mandatory Junior Orientation - Class of 2007 |
| July | <i>4, Monday</i> | Independence Day - University Holiday |
| | <i>5, Tuesday</i> | Junior Year begins-Class of 2007 |
| | <i>5, Tuesday</i> | Senior Year begins-Class of 2006 |
| August | <i>10-12, Wed.-Fri.</i> | Freshman Orientation |
| | <i>15, Monday</i> | Freshman Year begins-Class of 2009 |
| | | Sophomore Year begins-Class of 2008 |
| September | <i>5, Monday</i> | Labor Day-University Holiday |
| | <i>7, Wednesday</i> | Mass of the Holy Spirit <i>subject to change</i> |
| October | <i>17, Monday</i> | Fall Break |
| November | <i>22, Tuesday</i> | Thanksgiving recess begins after last class, clinic or lab for M-1 and M-2 students |
| | <i>28, Monday</i> | Classes resume at 8:00 a.m. |
| December | <i>12-16, Mon.-Fri.</i> | First Semester ends for M-1 and M-2 students during this week after last exam |
| | <i>17, Saturday</i> | Mid-year Commencement |
| | <i>17, Saturday</i> | First Semester ends for M3 and M4 students at 8 a.m. |

2006

| | | |
|-----------------|------------------------|---|
| January | <i>3, Tuesday</i> | Second Semester begins for all students |
| February | <i>TBD</i> | Midwest Student Biomedical Research Forum |
| March | <i>3, Friday</i> | Spring recess begins after last class, clinic or lab for M-1 and M-2 students |
| | <i>13, Monday</i> | Classes resume |
| | <i>16, Thursday</i> | Match Day |
| April | <i>14, Friday</i> | Good Friday-No classes for M-1 and M-2 students |
| May | <i>8-12, Mon.-Fri.</i> | Second semester ends for M-1 and M-2 students during this week after last examination |
| | <i>11, Thursday</i> | Hooding Ceremony |
| | <i>13, Saturday</i> | University Commencement |
| June | <i>17, Saturday</i> | Second semester ends for M-3 students at 8:00 a.m. |

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JAMES P. SLATTERY, M.D.

JOSEPH M. STAVAS, M.D.

ROBERT N. TROIA, M.D.

PATRICK F. VETERE, M.D.



GENERAL INFORMATION

Creighton University is by far the most diverse educational institution of its size in the nation. The combination of relatively small size and unusual diversity is the key to appreciation of Creighton University's excellence.

With an enrollment of 6,537 persons taught by 722 full-time faculty and 804 part-time and contributed service faculty, Creighton has set as its goal the conduct of higher education in the context of Christian values.

Founded in 1878, Creighton is coeducational, independent, and has always been operated by the Jesuits in the traditions of that Catholic religious order. Creighton has a faculty and student body made up of individuals of many races and faiths from every geographical region of the United States and from numerous foreign nations.

Creighton is a university in the true sense. In addition to the College of Arts and Sciences, Creighton has a College of Business Administration, University College, Schools of Dentistry, Medicine, Law, Nursing, and Pharmacy and Health Professions, and a Graduate School offering master and doctorate degrees. Creighton has been active in the establishment of continuing education programs and of a Summer Session of modern design for the contemporary educational consumer. The University College offers undergraduate degree and certificate programs for part-time students and specializes in noncredit offerings for adults.

Thirty-five percent of the University's students are enrolled in the College of Arts and Sciences, 34 percent in the health sciences professions, 10 percent in Business Administration, 5 percent in University College, 8 percent in law, and 8 percent in the Graduate School.

LOCATION

Omaha, Nebraska's largest population center, is located on the western bank of the Missouri River, which serves as the Nebraska-Iowa boundary. Originally settled by the Omaha Indian Tribe, Omaha was soon a favorite stop for early settlers traveling up the Missouri River. Omaha's frontier traditions and values have remained largely intact as the city has progressed into the 21st century. Creighton's campus is located on the northwest edge of downtown Omaha, Nebraska. The University's planned campus of more than 100 acres is near the city's revitalized urban center.

A center for information technology, telecommunications, transportation and food processing, Omaha is the heart of a metropolitan area of about 720,000, with more than 1 million people within a 50-mile radius. The city is the major urban area between Chicago and Denver and between Kansas City and Minneapolis. The metro Omaha area has seen steady growth over the past five decades and is now the 45th largest city and the 61st largest metro area in the nation.

Creighton University is perfectly situated to enjoy both the charm and beauty of the city and its cultural and recreational attractions. The campus is minutes from downtown theater, shopping, government and financial districts; Gene Leahy Mall and the Heartland of America Park, the jewels of downtown Omaha's scenic riverfront development; Henry Doorly Zoo, which features the world's largest indoor tropical rainforest and geodesic desert biodome, a 450,000 gallon walk-through salt water aquarium, and IMAX Theater; and Rosenblatt Stadium, home of the NCAA College World Series and the Omaha Royals.

Omaha, a cultural center of the Great Plains, is home of the world-class Opera Omaha and Omaha Symphony. The Omaha Community Playhouse and Omaha Theater Company For Young People are among the top community theaters in the nation. The Joslyn Art Museum not only displays impressive permanent collections from 19th and 20th century European and American artists, but also schedules five major exhibits and a dozen small presentations each year. One of the nation's finest old-world style theaters, the Orpheum, is home to hundreds of outstanding entertainment events each year and the Durham Western Heritage Museum features some of the area's largest historical offerings.

An enthusiastic sports city, Omaha has hosted the NCAA College World Series, held in early June each year, for over 50 years.

Creighton is an NCAA Division I school which sponsors 14 men's and women's intercollegiate sports and competes in the Missouri Valley Conference. The Creighton Bluejay baseball, basketball, and soccer teams have earned trips to their respective NCAA tournaments in recent years.

Omaha is also the site of a vital downtown area. Omaha's Missouri Riverfront has undergone a massive redevelopment supported by private and public funds. The new Qwest Center OMAHA, a 240,000 sq. ft. Convention Center and 16,000 seat Arena are visible signs of a downtown alive with expansion. In addition, a recently proposed plan will place an impressive pedestrian bridge spanning the Missouri River from Nebraska to Iowa. The Gallup organization and Union Pacific have built their new headquarters here, as well as First National Bank, which recently completed the largest tower between Chicago and Denver.

Omaha is served by over 180 regularly scheduled daily flights by nine national air carriers and ten regional airlines. Two interstate highway systems serve the metropolitan area—I-80 going east and west and I-29 north and south.

Many students find inexpensive and charming apartments in renovated historic buildings close to both Creighton and the European allure of "The Old Market," downtown Omaha's shopping and dining quarter. The cost of living in Omaha is less than that of almost any other major city — a comfortable lifestyle is within easy reach.

HISTORY

John and Edward Creighton, builders of the transcontinental telegraph that linked pioneer America, have given their name to the University.

Edward's widow, Mary Lucretia Creighton, carrying out her husband's wishes, left money and directions for establishing a college in his memory. Following her death on January 23, 1876, the present University site was purchased and the first Bishop of Omaha, the Right Reverend James O'Connor, D.D., invited the Jesuits to conduct the Creighton College.

One priest, three scholastics, a layman, and a woman formed the faculty when classes began September 2, 1878. On August 14, 1879, Bishop O'Connor surrendered his trust to a new corporation, "The Creighton University."

Jesuits were exclusive managers of the corporation until, in October 1968, the Board of Directors was expanded to include laypersons. Today twenty-eight laypersons and eight Jesuits conduct the corporate affairs of Creighton University.

The early growth of Creighton University and the enlargement of its endowment were due mainly to the benefactions of John A. Creighton and his wife, Sara Emily Creighton.

The Creighton University School of Pharmacy, formerly the Omaha College of Pharmacy, became a part of the University on September 1, 1905. The School offered

only the Bachelor of Science in Pharmacy degree until 1976, when an academic program leading to the Doctor of Pharmacy (Pharm.D.) degree was initiated. In 1982, the Creighton University School of Pharmacy became the Creighton University School of Pharmacy and Allied Health Professions with the addition of programs in Respiratory Therapy, Nurse Anesthesia, and Medical Technology. While these three programs have since been terminated, a baccalaureate program in Occupational Therapy was initiated in 1985. In 1991, the School's faculty voted unanimously to adopt the Doctor of Pharmacy as the sole entry level pharmacy degree, which became effective with the pharmacy class entering in 1994. In 1992, the Physical Therapy program was instituted, and Creighton became the first University in the country to offer the entry level Doctor of Physical Therapy (DPT) degree. A nontraditional track leading to the Doctor of Pharmacy degree was added to the School's program offerings in 1994, and a nontraditional pathway to the Doctor of Physical Therapy degree was launched in 1999. In 1995 the School initiated one of the first post-baccalaureate Doctor of Occupational Therapy (OTD) programs in the country and as of 1999 all entry level occupational therapy students matriculating in the School of Pharmacy and Health Professions pursue the OTD degree. In the Fall 2001, two new web pathways were instituted, the distance post-professional Doctor of Occupational Therapy (OTD) and the entry level web-based pathway to the Doctor of Pharmacy degree. In 2002, the School changed its name to the School of Pharmacy and Health Professions.

GOALS AND OBJECTIVES

Creighton University exists to educate her students with a view to their intellectual expansion, social adequacy, physical development, aesthetic appreciation, and spiritual enrichment. Creighton serves her publics primarily through teaching and research. Employing the techniques of teaching and research offers numerous other opportunities to provide community services and leadership.

Creighton has behind it a pattern of more than four centuries of Jesuit teaching. The Order's focus has always been on the total person, an approach that includes development of each student's talents to assure that he or she can meet both material and spiritual needs.

Members of every denomination are enrolled in and welcome to all courses in the University. While Creighton fosters learning in a Christian-oriented setting and challenges students to reflect on transcendental truths, students are not required to participate in religious services or activities.

All educational programs of Creighton University are open to both men and women.

The University Assessment Plan has been established to help measure the success of Creighton's academic programs. Each college and school has in place its own appropriate plan to determine student achievement in its programs and to implement changes for continuous improvement in Creighton's assessment plans, and students participate with faculty and administration in striving for improvements in the teaching-learning process. In addition, the University Plan embraces Student Services, and the special areas of cultural diversity and service to others, values which are emphasized in Creighton's Mission Statement.

CREDO OF CREIGHTON

Creighton, a Jesuit University, is convinced that the hope of humanity is the ability of men and women to seek the truths and values essential to human life. It aims to lead all its members in discovering and embracing the challenging responsibilities of their intelligence, freedom, and value as persons.

We therefore profess, and pledge ourselves to teach in the perspectives of, the following creed:

We believe in God, our loving Creator and Father.

We believe in the intrinsic value of the human being as created in God's image and called to be his child. This includes all persons and excludes any form of racism and other discrimination.

We believe that the deepest purpose of each man and woman is to create, enrich, and share life through love and reverence in the human community. This motivates our open and relentless pursuit of truth. For this reason we foster reverence for life in all its human potential.

We believe that we should support all persons in their free and responsible life-sharing through family and social systems, and through political, scientific, and cultural achievements.

We believe that we must strive for a human community of justice, mutual respect, and concern. In this context we must cultivate respect and care for our planet and its resources.

We believe that laws exist for the benefit and well-being of individual persons, that legal systems must express the common good, and that all government must be subject to the courageous, though respectful and loyal, criticism of intelligent and responsible citizens.

We believe that the law of justice and love must regulate the personal, family, economic, political, and international life of all persons if civilization is to endure.

We believe in the teachings and example of Jesus Christ.

SCHOOL OF MEDICINE MISSION STATEMENT

In the Catholic, Jesuit tradition of Creighton University, the mission of the School of Medicine is to improve the human condition through excellence in educating students, physicians and the public, advancing knowledge, and providing comprehensive patient care.

SCHOOL OF MEDICINE VISION STATEMENT

We will be a School of Medicine respected by our peers for excellence in teaching, research, and clinical care. We will be distinguished for preparing graduates who achieve excellence in their chosen fields and who demonstrate an extraordinary compassion and commitment to the service of others.

NONDISCRIMINATION POLICY

Creighton admits qualified students and hires qualified employees without regard to race, color, age, national or ethnic origin, disability, sex, marital status, or religion. Its education and employment policies, scholarship and loan programs, and other programs and activities, are administered without unlawful discrimination. The University is taking affirmative action to employ and advance in employment qualified disabled veterans and veterans of the Vietnam-era. The University Affirmative Action Director has been delegated the responsibility for coordination of the University's equal rights efforts.

It is also the policy of the University to make all programs and services available to individuals with disabilities. To obtain information on accessibility of buildings and programs or to report problems of accessibility, please contact the Office of the Director of Affirmative Action, Room 232, Administration Building or by telephone (402) 280-3084.

SERVICES FOR STUDENTS WITH DISABILITIES

The Student Support Services Program at Creighton seeks to provide academic, emotional, and financial support for students who meet established Federal and program guidelines. In order to be eligible for program services, students must show need for academic services, and meet one or more of the following criteria: first-generation student status (when neither parent has graduated from a four-year college with a baccalaureate degree); meet income guidelines established by the U.S. Department of Education; or has a disability and needs academic accommodation.

Enrolled program participants receive academic advising, personal and career counseling, tutorial assistance, and assistance in applying for financial aid. A limited number of scholarships are available to program participants based on unmet financial need.

The Student Support Services offices are located in Markoe Hall, west of the Old Gymnasium. Call (402) 280-2749 for more information.

GRADUATION RATES

Over the past six years, the Creighton University School of Medicine has graduated over 96% of all students matriculating with the school. The completion or graduation rate for undergraduate students who entered Creighton University in Fall 1997 was 72%.

ACCREDITATION

Creighton University is fully accredited by The Higher Learning Commission of the North Central Association of Colleges and Schools, the accrediting agency for the region in which the University is situated. Professional Colleges and Schools are accredited by their respective professional standardizing agencies. The School of Medicine is fully accredited by the Liaison Committee on Medical Education, representing the Association of American Medical Colleges and the Council on Medical Education of the American Medical Association. The School of Medicine is an institutional member of the Association of American Medical Colleges.

History of the School of Medicine

The John A. Creighton Medical College was established in 1892, 14 years after the beginning of Creighton University. In the 110 years that have ensued, the School has granted more than 7,000 Doctor of Medicine degrees. More than 4,800 living alumni practice throughout the United States and in foreign countries. The School's first home was in the first building of Saint Joseph Hospital, which was altered and equipped to afford temporary quarters. In 1896 the first building constructed to house the School of Medicine was erected on the northwest corner of 14th and Davenport streets in Omaha, and during the next two decades the modest campus gradually expanded to include three buildings in the area, one of which accommodated the School of Pharmacy. In 1967 the medical campus moved to the main university campus. In 1977 Saint Joseph Hospital, the primary teaching hospital of the university, was also moved to the university campus.

MEDICAL CENTER

Health Sciences Facilities

The Doctor C. C. and Mabel L. Criss Health Sciences Center is made possible largely through the generosity of the late Mabel L. Criss, whose gift commemorates her late husband, Dr. C.C. Criss. Dr. Criss was a Creighton alumnus; the couple founded Mutual of Omaha and United of Omaha.

The Criss Center provides teaching, medical laboratory space, and facilities for the research activities of the faculty of the School of Medicine. Two separate units (Criss II and III) provide classroom and laboratory facilities for instruction of the freshman and sophomore students in the preclinical medical sciences, as well as office and laboratory space for the members of the preclinical faculty.

The Criss III building was renovated in 2003 for medical student use. The Medical Education Center includes the Office of Medical Education, small group rooms, interactive study space, a 60-seat state-of-the-art computer lab, and conference room. Currently under construction and adjacent to the Medical Education Center is the Office of Student Affairs and Student Wellness Center. The Wellness Center will include student lounge space and an exercise/wellness room that will be available for use 24 hours a day.

In addition, the Criss Health Sciences Center accommodates the administration, faculty, and students of the School of Nursing and the School of Pharmacy and Health Professions. The administrative offices of the School of Medicine are located in the Criss Health Sciences Center, as are the offices of the Vice President for Health Sciences. Another unit (Criss I) provides medical research facilities for the faculty. The Beirne Research Tower adjoins the Criss Health Sciences Center. This six-story medical research facility was made possible by a gift from Doctor Gilbert A. Beirne and his brother, Doctor Clinton G. Beirne. The Beirne Research Tower provides approximately 13,000 square feet of space for laboratories and offices. The modern, functional research laboratories house the regulatory peptide research program, the infectious disease and microbiology program, a bone biology research program, the molecular biology core facility, and an allergic diseases research program.

The new Hixson-Lied Science Building is connected to both Criss and Rigge Science Buildings and provides expansion space for functions of the Vice President of Health Sciences, administration and faculty offices of the School of Pharmacy and Health Professions, offices for the Department of Preventive Medicine, classrooms, common use areas, Arts and Sciences administrative functions, and offices and classrooms for undergraduate science departments.

Creighton University Medical Center (CUMC), an ultramodern regional health-care facility with state-of-the-art technology, serves as the major affiliated teaching hospital for the Creighton University School of Medicine. Opened in December of 1977, it is located on Creighton's west campus at 30th and California Streets and was one of the largest privately sponsored construction projects in the history of Nebraska. Policies for the hospital are set by a governing board that includes strong representation from Creighton University and the School of Medicine faculty.

The School of Medicine, since its founding, has been affiliated for educational purposes with CUMC. This affiliation is in accordance with the provisions made by John A. Creighton, a benefactor of both institutions, and formalized in written agreements to define cooperation for the attainment of mutual and generally inseparable goals of good patient care, research, and medical education. A major regional and community facility, the hospital maintains programs in each of the major clinical services with the active staff appointed from the faculty of the School of Medicine. The close working relationship of the two institutions is continually reinforced by regular meetings of the joint management committee involving the top executive officers of both the hospital

corporation and the University.

A clinical assessment center has recently been developed at CUMC. The ultramodern facility has six examination rooms each equipped with recording equipment for faculty teaching and supervision of student history and physicals.

The Boys Town National Research Hospital, constructed and operated by Father Flanagan's Boys Home, is physically connected to the teaching hospital. A unique national resource, the Hospital has assembled a highly specialized staff to develop inpatient and outpatient programs for children with communication disorders resulting from physical or sensory defects. The St. Joseph Service League Center for Abused Handicapped Children, established at the Hospital, is designed to assist in the detection, assessment, treatment, and prevention of abuse and neglect of children whose handicaps impair their communicative abilities.

The Health Sciences Library/Learning Resources Center (HSL/LRC) is open 104½ hours a week. Over 200,000 items of print and non-print materials are available. Access is provided to many; bibliographic and full-text databases such as MEDLINE, Micromedex, pharmaceutical abstracts, etc. The Learning Resources Center adds a multimedia dimension to the facility. It provides such resources as video disks, CD-ROMs, DVDs, models, videotapes, and audiocassettes. In addition, a state-of-the-art computer lab and over 600 study seats are available for students, faculty, and staff.

ADDITIONAL CLINICAL FACILITIES

In addition to the clinical facilities in the Criss Health Sciences Center, the Creighton University School of Medicine conducts additional clinical teaching, patient care, and research activities in the following institutions:

The Omaha Veterans Affairs Medical Center. The Omaha Veterans Affairs Medical Center, located at 42nd and Woolworth Avenue, is a general medical and surgical hospital of 486 beds. Consistent with the policy of Veterans Affairs, a Dean's Committee, representing the Creighton University School of Medicine and the University of Nebraska Medical Center, directs the educational and research programs of the hospital. Undergraduate and graduate education is related to the activities of the departments of Medicine and Surgery of the School of Medicine.

Children's Hospital, located at 83rd and Dodge Street, is a high-quality, patient-centered care center for children in Nebraska and the surrounding states. On September 30, 2000, Children's Hospital moved into its third home, a 275,000 square foot facility. The unique "football"-shaped facility has a total of nine floors, including three medical surgical floors, each with 24 single-occupancy rooms. The hospital also has a 16-bed pediatric intensive care unit and a 31-bed neonatal intensive care unit. An expansion project will increase the neonatal ICU capacity to 42 beds.

Affiliated with the School of Medicine since 1948, Children's Hospital is home to the only dedicated Pediatric Emergency Department in the region. The department offers traditional emergency care, urgent care, and observation. A 25-bed "day hospital," called the Children's Ambulatory Recovery and Express Stay or CARES unit, provides outpatients and their families with individual rooms throughout the surgical or outpatient procedure. Children's Hospital operates 25 specialty clinics and is the home of The Poison Center, one of the largest in the United States.

Additional teaching affiliations are maintained by the School of Medicine at Archbishop Bergan Mercy Hospital, a 400-bed community general hospital; Immanuel Medical Center; Ehrling Bergquist USAF Hospital serving Offutt Air Force Base and the headquarters of STRATCOM; the Veterans Affairs Hospital in Lincoln, Nebraska, and Mercy Hospital in Council Bluffs, Iowa.

POSTDOCTORAL PROGRAMS IN CLINICAL SERVICES

Residencies

Creighton University and its clinical departments with the cooperation of its Affiliated Hospitals offer postdoctoral programs in the major clinical specialties, including Family Practice, Internal Medicine, Internal Medicine/ Pediatrics, Obstetrics and Gynecology, Neurology, Pathology, Pediatrics, Medicine and Pediatrics, Psychiatry, Diagnostic Radiology, General Surgery, and Orthopedic Surgery.

These are primarily residency training programs that prepare physicians for certification in a clinical specialty. These individual programs vary in length from three to five years, depending upon the specialty or subspecialty involved and are described in more detail on the School of Medicine website.

Special Programs

Medical fellowship programs are offered in cardiovascular disease, infectious disease, immunology, allergy, child psychiatry, geriatric psychiatry, pulmonary disease, contract care, and colorectal surgery.

Other postdoctoral programs may be arranged to meet the specific needs of applicants. Inquires should be directed to the chair of the appropriate preclinical or clinical department. The names of department chairs are listed in the Departments and Courses section of this Bulletin.

GRADUATE PROGRAMS IN BASIC SCIENCES

The Departments of Biomedical Sciences, Medical Microbiology and Immunology, and Pharmacology offer graduate programs leading to the Master's and Doctoral degree in the basic sciences. For a description of these programs and courses see the Graduate School Bulletin.

The School of Medicine and the Graduate School jointly offer an M.D./Ph.D. program in the various basic science departments. The interested students must be accepted by both the Medical School and the Graduate School prior to entering the program. Normally this program would require at least six years of enrollment. Students may also access the program during their first and second year in the medical curriculum. A late entering student may require additional time to complete the requirements for both degrees. The School of Medicine sponsors several Dean's fellowships that provide for tuition remission for this program. Students who may have interest in pursuing this program are referred to the Combined M.D./Ph.D. Program section within this bulletin for details and application information.

LIVING ACCOMODATIONS

Creighton University offers on-campus housing for all full-time matriculated students. All unmarried undergraduate students, from outside the immediate Omaha area (as defined by the University), are required to live in University residence halls the first two years they are at the University. Students from the Omaha area may live in the residence halls. Otherwise, during their first two years at the University, students from Omaha must live with a parent or guardian. A request to be exempt from the residency requirement must be made in writing to the Office of the Associate Vice President for Student Services by July 15th prior to the beginning of the student's classes (December 1 for the Spring Semester). Only the Associate Vice President for Student Services will be able to permit these exemptions. A resident must be a full-time, matriculated student at the University. If space allows, the University may permit housing of part-time students in University residence halls.

The University operates eight residence halls. Deglman, Kiewit, and Gallagher Halls are traditional-style freshman residence halls with common bathroom facilities. Rooms are double occupancy. A limited number of space in Swanson Hall is available to freshman students, as well. Swanson is a suite-style hall with four freshman or four sophomore students per suite, while McGloin is also a suite-style with four sophomore students per suite. Kenefick Hall is an apartment-style hall with efficiency and one-bedroom apartments. All apartments in Kenefick Hall are double occupancy. A new apartment complex for junior and senior-level students will open in Fall 2004. This complex will house students in two, three, or four-bedroom apartments. Heider Hall is an apartment-style residence with efficiency, one-bedroom, and two-bedroom apartments open to students with families or students who have already completed their bachelor's degrees. To reside in Heider Hall and the New Apartment Complex, students must sign a 12-month lease. All other halls are contracted for the full academic year, beginning in August and continuing until the end of exams the following May.

The residence hall agreement is for room and board. Only students living in Kenefick, the New Apartment Complex, or Heider Hall are not required to be on the board plan. A student requesting to be waived from the board plan for medical or other reasons must furnish documentation to the Associate Vice President for Student Services for Residence Life for review. Generally, the dining services are able to meet most dietary needs. Students may elect either a 19, 15, or 12 meal plan per week. Students in Kenefick, the New Apartment Complex, or Heider Hall may elect any of the standard meal plans or the Flex Plan. The Flex Plan allows the student to eat 60 meals during a semester. Board plans are also available to off campus and commuting students.

Meals are served in the Becker and Brandeis dining areas located adjacent to the campus residence halls. Students on the board plans may also have dinner in the Java Jay coffeehouse, Irma's Bistro and C. Jay's in the Student Center as part of the meal exchange program. More information about dining opportunities is available from So-dexho food service located on the lower level of Brandeis Hall.



The annual room and board rates in University residence halls effective August 2004 are:

| Building Type | Room | Annual Rate |
|--|--|-------------|
| Deglman, Kiewit & Gallagher Halls (Freshman) | Double | \$4080 |
| | Private | \$6116 |
| Swanson Hall (Freshman and Sophomores) | Double | \$4260 |
| | Private | \$6390 |
| McGloin Hall (Sophomores only) | Double | \$4410 |
| | Private | \$6610 |
| Kenefick Hall (Sophomores, Juniors, and Seniors) | Efficiency apartment | \$4430 |
| | 1 Bedroom apartment | \$4610 |
| | Private efficiency | \$6640 |
| New Apartment Complex (Juniors and Seniors) | Apartment (2/3/4 Bedroom) | \$540/m |
| | Apartment (4 bedroom) | \$575/m |
| Heider (12-month lease except those in the Loyola House) (Graduate and family housing) | Efficiency | \$7690 |
| | Small 1 Bedroom | \$8530 |
| | Large 1 Bedroom | \$8890 |
| | Two Bedroom | \$10,100 |
| Board Plans Type | Plan | Annual Rate |
| | 19 Meal and 40 Points Bonus | \$3120 |
| | 15 Meal and 100 Bonus Points | \$3120 |
| | 12 Meal - No Bonus Points | \$2940 |
| Available to Heider, Kenefick and Off- Campus Students Only | Flex - Any 60 meals and 200 Bonus Points | \$1224 |

New students must apply to the Department of Residence Life for a residence hall reservation. All students pay a damage deposit of \$100. **Students applying for Heider Hall are required to pay a \$500 deposit.** Each semester's tuition, fees, and room and board charges are payable at the time of registration. However, arrangements may be made to pay monthly installments by using the University's Monthly Electronic Transfer (MET) plan (see page 116). Rent in Heider Hall can be paid monthly, as well.

Room and board rates are subject to change without notice. Any special needs as to age or physical condition requiring special housing arrangements will be given full consideration by the Associate Vice President for Student Services. Questions regarding housing services and facilities may be directed to the Department of Residence Life, 136 Swanson Hall; telephone (402) 280-3016.

FAMILY HOUSING

Creighton University has limited space in the apartment-style Heider residence hall for families. A twelve-month lease is required on all apartments except for those graduating at the end of the current lease and those in the Loyola House. Available for families are the large one-bedroom apartments (655 sq. ft.) and two-bedroom apartments (1215 sq. ft.). There are only four two-bedroom apartments in Heider Hall. Family housing is available on a first-come, first-served basis.

OFF CAMPUS HOUSING

The Department of Residence Life, 136 Swanson Hall, lists information on rentals in the area of campus. The actual arrangements for housing are left to the individual students. The University is not responsible for the rental agreements between students and their landlords. It is suggested that students set aside several days before registering to search, inspect, and contract for suitable housing.

CHILD DEVELOPMENT CENTER

Students with children may wish to take advantage of the James R. Russell Child Development Center, which is conveniently located at 2222 Burt Street. The Center has reasonable rates, and can accommodate children ranging in age from six weeks through five years. Call (402) 280-2460 for information.

STUDENT HEALTH SERVICES

Mission Statement

Student Health Services promotes holistic health care. We prepare and educate students to advocate for their individual health needs. We do this as a campus health resource, primary care provider group, and an insurance plan sponsor. These services support students in the performance of their academic endeavors. Our Ignatian tradition integrates the physical, mental, spiritual, and emotional aspects of the student's life.

Student Health Services

The variety of services available at Creighton University Student Health Services will meet the health care needs of most students. Every effort is made to help students obtain appropriate consultation or referral when additional or specialized services are required. A physician, nurse practitioner, or physician assistant provides services. **All currently enrolled Creighton University students are eligible for services.**

Services Available:

- Allergy Injections
- Physicals
- EKGs
- Immunizations
- Laboratory
- Travel Health Consultation
- Pap Smears
- Radiology
- Health Promotion
- Educational Materials

Services are supported by student fees, personal insurance, and/or self pay. Immunizations, laboratory tests, x-rays, splints, specialist referrals, etc. not covered by personal/family health insurance will be the financial responsibility of the student.

How to obtain Student Health Services

Call 280-2735, Monday through Friday. Appointments should be made for all services, except emergencies. It is important that you keep scheduled appointments and that you arrive on time. If you will be late or must cancel, please call as soon as possible. Your courtesy will enable the best use of our available appointment times, and decrease the time you spend waiting.

Students will be seen in the Student Health Services office located in the Kellom Valley (Shops) Center at 2530 Cuming Street.

It is essential that a current insurance card be presented at each visit.

Who Provides the Services?

Physicians, and nationally-certified physician assistants and nurse practitioners provide services assisted by an auxiliary staff of medical assistants and clerical personnel.

Medical specialty and dental care is provided by referral to physicians and dentists who are faculty members of the Schools of Medicine and Dentistry at Creighton University. Mental health services are provided by referral to Counseling and Psychological Services, the Department of Psychiatry in the School of Medicine, psychiatrists, and/or therapists within the community.

Participating Providers

Our providers are considered participating providers with University sponsored Insurance. It is important to check with your insurance plan to verify if services rendered at Student Health Services will be a covered expense under your plan. Claims are submitted to the insurance carrier indicated by the student at the time services are provided.

After Hours Care

Urgent care services are available at local urgent care centers. These centers have laboratory and x-ray services and can treat most acute illness and injury. Creighton University Medical Center's Emergency Department is conveniently located adjacent to the Creighton campus. Any after hours care received will be the financial responsibility of the student.

Services Available During the Summer

Services provided during the summer are the same as those offered during the academic year. These services are provided through personal health insurance and/or self-pay.

Student Health Services is responsible for maintaining the records that relate to the following University requirements:

University Immunization Requirements

Creighton University policy requires that all students born on or after January 1, 1957 provide documentation of two doses of **Measles, Mumps and Rubella vaccine prior to enrollment**. The first given at 12-15 months of age or later and the second given at 4-6 years of age or later, and at least one month after the first dose. History of disease is not acceptable.

University Health Insurance Requirements

It is Creighton University policy that all full-time students be covered by a comprehensive health insurance plan* for the entire academic year.

NOTE: The premium for the University-sponsored Student Health Insurance Plan will remain on the student's account unless a properly completed waiver form and a copy of both sides of a current health insurance card are received by Student Health Services before the deadline. **This information is required on an annual basis.**

*A comprehensive health insurance plan fulfills the following requirements:

1. Coverage includes most inpatient and outpatient health services and is comparable to the University sponsored Plan.
2. Coverage is in effect for the entire academic year.
3. Coverage includes comprehensive benefits when out of area (away from home).

* Automatic enrollment into the University sponsored Plan will occur and the tuition statement will reflect a charge for the entire premium when Student Health Services becomes aware of a lapse in the student's health coverage.

ADDITIONAL IMMUNIZATION REQUIREMENTS FOR HEALTH SCIENCE STUDENTS

In addition to the Measles, Mumps, and Rubella requirement, all Health Science students must comply with the following list of requirements. Current CDC standards are used to determine compliance.

- Hepatitis B: documentation of vaccine series and/or a positive antibody titer is required.
- Annual Tuberculosis screening. If you have had a positive PPD in the past, please contact Student Health Services for further instruction.
- Varicella immunity as determined by a positive antibody titer or a series of two doses of vaccine.
- Diphtheria/Tetanus: Documentation of vaccine series, with last dose within past 10 years.
- Polio: Documentation of vaccine series, four doses with either OPV (oral Sabin) or IPV (inactivated Salk).

All of the above services are available at Student Health. If proof is not supplied, the cost of the required immunizations will be added to the student's business office account with the exception of PPDs.

Creighton University Student Health Insurance Plan

As a service to students, the University sponsors a comprehensive health insurance plan. This plan is available at a reasonable group rate and provides year-round coverage, wherever the student may be, as long as the semi-annual premium is paid. This plan provides benefits for laboratory tests, x-rays, and prescriptions. The services of designated sub-specialists and specific services are available in the Preferred Provider Network.

Contact Student Health Services for complete details.

For additional information please contact Creighton Student Health Services at: 2530 Cuming Street, Omaha, Nebraska 68131-1632, Phone: (402) 280-2735, Fax: (402) 280-1859, <http://www.creighton.edu/StudentHealth>.

COUNSELING AND PSYCHOLOGICAL SERVICES

These professional services are designed to help students actualize themselves in the areas of effective learning and social and personal adjustment. In conjunction with counseling interviews, a complete selection of psychological tests and inventories are available to students so that they may explore values, interests, aptitudes, abilities, personality and lifestyle. Lifestyle includes both academic and social behaviors such as academic success as well as chemical impairment (including alcoholism).

The staff are professionally trained psychologists and counselors who assist students with a wide range of developmental mental health and crisis concerns. Students expressing concerns in areas such as studying, interpersonal relationships, communication, decision-making, or lifestyle and values clarification may benefit from talking with a staff member.

The staff members strive to be understanding, warm, and accepting—not making decisions for the student but assisting him or her in self-direction. Staff are specially trained and have experience with the counseling and psychological needs of the university student. Confidentiality is practiced and information is not released out of the service without the written consent of the student.

The Counseling and Psychological Services is located in Room 203, Brandeis Hall, 280-2733. Please call for an appointment.

WELLNESS COUNCIL

The School of Medicine has an active Wellness Council, consisting of students from each of the four classes. In addition, students have access to the recently completed medical school wellness center, which has lounge and exercise space. The Council and its committees are responsible for developing and instituting wellness programs relevant to students within the medical school. These include seminars on relationships, stress management, depression management, relaxation training, and other topics. The Wellness Council has sponsored fitness fairs, ice skating parties, and other activities that allow students to become active participants in their own well being. Students also contribute articles to the *Wellness Chronicle*, a quarterly newsletter on medical school wellness issues (<http://medicine.creighton.edu/wellness>).

THE OFFICE OF ACADEMIC ADVANCEMENT

The Office of Academic Advancement is an academic resource within the School of Medicine whose goal is to assist students in their pursuit of excellence within the medical school curriculum. The Office employs an academic success consultant and assists students by arranging tutoring, course preview sessions, examination review sessions, and skills training sessions in the areas of study skills, test-taking skills, time management, and related academic and personal enrichment areas. Faculty, administrative personnel, and students are enlisted to support students as they progress through the curriculum.

THE OFFICE OF MULTICULTURAL AND COMMUNITY AFFAIRS IN THE HEALTH SCIENCES

The Health Sciences-Office of Multicultural and Community Affairs Office, (HS-MACA) was created in 2000 to help Creighton University in the training and development of future leaders for an increasingly multicultural society. HS-MACA provides support and retention services to students by providing diversity awareness to the entire campus community. HS-MACA promotes diversity through recruiting a diverse student body in the Creighton University Health Sciences Schools. HS-MACA also promotes local involvement in multicultural communities, civic functions, and community service organizations. HS-MACA coordinates multicultural activities with other areas of the University and works to enhance cultural awareness of Health Sciences faculty, students, and staff.

PROFESSIONAL SOCIETIES

All medical students belong to the Creighton Medical Student Government (CMSG). CMSG is an active body with representation on key committees within the School of Medicine and the University. Membership is also available in the American Medical Association (AMA-MSS), Nebraska Medical Association, American Medical Student Association (AMSA), Student National Medical Association (SNM A), and the American Medical Women's Association (AMWA). In addition, several societies and clubs are active within the school and includes the Christian Medical and Dental Society, the Spanish Club, the Wilderness Medical Society, the Military Medical Student Group, and clubs in family practice, internal medicine, emergency medicine, obstetrics-gynecology, ophthalmology, orthopedic surgery, pediatrics, psychiatry, radiology, and surgery.

HONORS AND PRIZES

The Aesculapian Award is given each year to one student in each class for guidance, compassion, and selfless service to the class, community, and university.

The William Albano Award is presented by the Department of Surgery in the School of Medicine for outstanding research activity.

Membership in Alpha Omega Alpha Medical Honor Society is awarded for scholarship, personal honesty, and potential leadership in the field of medicine. Alpha Omega Alpha is

a national honor medical society founded in 1902. The Creighton Chapter was chartered in 1956. The most prominent requisite for membership is evidence of scholarship in a broad sense. The motto of the society is “Worthy to serve the suffering.”

Membership in Alpha Sigma Nu is awarded for scholarship, loyalty, and service. Alpha Sigma Nu is a national Jesuit honor society for men and women established in 1915. Chapters exist in the Jesuit universities of the United States. Membership may be earned by students in each division of the University, including the School of Medicine.

The Nebraska Chapter of the American Academy of Pediatrics Outstanding Pediatric Student Award is presented by the Department of Pediatrics to the senior student who has shown exceptional interest and ability in the area of pediatrics.

The American Medical Women’s Association presents the *Janet M. Glasgow Memorial Achievement Citation* to the women in the class who are honors graduates.

The American Medical Women’s Association presents the *Janet M. Glasgow Memorial Award* to a woman medical student should she graduate at the top of her class.

The *Dr. Stephen A. Chartrand Outstanding Service to Children Award*, given by the Department of Pediatrics to a senior student for exceptional commitment and dedicated service to children.

The Carole R. and Peter E. Doris Outstanding Student in Radiology Award is given by the Doris’ to an outstanding student entering the field of radiology.

The Dr. Michael J. Haller Family Practice Outstanding Student Award is given by the Nebraska Academy of Family Physicians to an outstanding senior student entering the field of family practice.

The Leonard Tow Humanism in Medicine Award, sponsored by the Arnold P. Gold Foundation, is presented to the student who most demonstrates compassion and empathy in the delivery of care to patients and their families.

The Dr. Walter J. Holden Obstetrics and Gynecology Outstanding Student Award is given by the Department of Obstetrics and Gynecology to a senior student who has shown outstanding academic ability, clinical skills, maturity, and dedication while pursuing the field of obstetrics and gynecology.

The *Arlene and Ronald Kaizer Award*, in memory of Dr. William A. Perer to the non-military senior student who must move the furthest distance for residency training.

The Dr. Frank J. Menolascino Outstanding Student in Psychiatry Award is given by the Creighton/Nebraska Department of Psychiatry to the senior student who has shown outstanding academic ability, strong clinical skills, maturity, dedication to learning, and high professional standards while pursuing the field of psychiatry.

The Merck Manual Awards are presented to three exceptional senior students in medical studies.

The Dr. Simon L. Moskowitz Family Practice Award is given by the Department of Family Practice to a senior student for excellence in medical studies, involvement in family practice, and motivation in family practice postgraduate study.

The Dr. William A. and Ethel Perer Annual Biochemistry Award in memory of Dr. Nicholas Dietz is presented to the graduating senior best exemplifying excellence in both basic and clinical biochemistry.

The Ethel Perer Award is given to the woman graduating senior student who has performed with extraordinary academic distinction.

The Dr. Adolph Sachs Award to the senior student who has performed with extraordinary academic distinction throughout the four years in the School of Medicine.

The *Dr. John F. Sheehan Award* is presented by the Department of Pathology to a senior student for excellence in the field of pathology.

The *Outstanding Student in Surgery Award* is presented by the Department of Surgery to the senior student who most exemplifies the qualities of the surgeon – scholarship, integrity, and humane dedication to the surgical patient, his/her problems, and care.

SPECIAL LECTURES

William A. Albano Memorial Lectureship

This Lectureship has been established because of the generosity of Dr. Albano's friends, patients, and colleagues. This program has been established to perpetuate the memory of a man who spent seven years attempting to change the prevailing defeatist attitude toward cancer that had progressed beyond its earliest stages. His colleagues, whose ideas were changed; his students, whose thoughts were molded; and his long-term surviving patients, who loved him so, provide testimony to his success.

Dr. Albano obtained his Doctorate in Medicine in 1971 and his surgical residency in 1975 at Creighton University. He then entered a Surgical Oncology Fellowship at the City of Hope in California. He returned to Creighton in July of 1976 as a full-time member of the Department of Surgery until he died on the evening of July 7, 1983. During his short career, he established himself as a superb clinician and effective researcher in virtually all areas of surgical oncology. It is hoped that this lectureship in some small way will be able to perpetuate the memory as well as the goals of Dr. Albano.

Dr. William M. Clark Memorial Professorship

Dr. William M. Clark, a graduate from the Creighton Medical School in 1946, was a family practitioner who dedicated his professional life to the Creighton University School of Medicine and its students. Dr. Clark played an integral role in the teaching of students and residents in the Departments of Obstetrics and Gynecology, Surgery, and Family Practice. He was an extremely valuable mentor for younger faculty members and served the Creighton University Medical Center in a number of medical staff leadership positions. The Professorship in Family Practice in his name has been dedicated by his family, friends, and colleagues in order to keep alive the teaching and dedicated spirit which Dr. Clark expressed over the many years he was associated with the Creighton Medical School.

Thomas Timothy Smith Lectureship Series

A spirit of genuine loyalty to Creighton was strikingly exemplified in Dr. Thomas Timothy Smith who was an unselfish contributor to the teaching of medical students at Creighton from 1949 until his death. In addition, Dr. Smith served as chairman of the Department of Otolaryngology from 1950 until 1974, during which time that department made great strides toward achieving both local and national recognition. Dr. Smith also played a significant role in the initial projection and planning of the Boys Town Institute for Communication Disorders in Children, a dream which became a reality and is currently housed in a unique facility adjoining St. Joseph Hospital.

For his role in the growth of the School of Medicine teaching programs, for his faithful and loyal devotion to the principles of Creighton University, and for his eager participation in her development efforts, Creighton University and the Creighton Alumni Association proudly have established the Thomas Timothy Smith Lectureship series.

James F. Sullivan Lectureship

Faculty, friends and students of Creighton have established a lectureship in honor of Dr. James F. Sullivan in order to honor the great value he has been to his former students as a teacher, investigator, and physician. Dr. Sullivan was an inspiration to several generations of students and house staff at the Creighton Medical School and set a profound standard for other faculty to emulate.

Dr. Sullivan was a gastroenterologist whose research career involved studying liver disease and trace metal metabolism associated with alcohol consumption. He was a skilled clinician who epitomized the essence of an internist and whose name is listed in virtually every directory of the great men of modern medicine in his field of specialization. Further, he shaped and influenced the training of many future physicians in the field of internal medicine and its subspecialties. It is fair to say that Dr. Sullivan was the architect of the present residency program in internal medicine at Creighton University. The lectureship in Dr. Sullivan's name is an attempt to foster the high ideals, research activities, and teaching interest in upcoming students of internal medicine for which Dr. Sullivan was well-known.

THE ALUMNI ASSOCIATION

The Creighton University Alumni Association was formed in 1892 to provide an organization through which alumni could continue the friendships and associations developed during their student days on campus. Its mission is "to advance the interests of the Creighton family through a commitment to academic excellence, Judeo/Christian ethics, and a lifelong relationship between Creighton alumni and their University that enriches both."

The administration of alumni activities is handled by the Alumni Relations Office under the supervision of the Director of Alumni Relations, as advised by the National Alumni Board. Among the programs sponsored by the Alumni Relations Office are the annual President's Alumni Picnic, Reunion Weekends, the Thanksgiving Day Mass and Breakfast, alumni club and chapter events, and reunions for the various schools and colleges. The Alumni Relations Office also works with the Undergraduate Admissions Office to coordinate the Creighton Alumni Partners (CAP) program, in which alumni volunteers participate in the recruitment of prospective students. Additionally, the Alumni Career Network program has been established with the Career Services Office in an effort to provide students with the opportunity to network with alumni for career opportunities.

University representatives are welcome to attend alumni events to which alumni, parents of current and past students, and friends of Creighton University are invited.

The Creighton Alumni Association has grown over the years to include over 50,000 alumni, parents, and friends.

MEDICAL ALUMNI BOARD

The Creighton University Medical Alumni Advisory Board is a national organization of 32 alumni volunteers whose principal function is to assist, advise, and recommend on matters involving the School of Medicine, including fund-raising. The board meets twice annually in May and October and members serve a term of three years.

POSTBACCALAUREATE PROGRAM

Creighton University's Postbaccalaureate Program is designed to aid financially and educationally disadvantaged students in their preparation and admission to medical school. The Program is comprised of three parts. The first is an 8-week Summer Diagnostic Session in which students are involved in academic pretesting and curricular review sessions. Next, in the Academic Year Program, students participate in intensive coursework in the sciences, mathematics, and English. Then in the Prematriculation Summer Session, students attend medical school preview courses. Throughout the program, students are provided academic and psychosocial support, clinical experiences, and mentoring in order to assure successful completion of the program and admittance to the Creighton University School of Medicine or another medical school or health sciences program. An eligible applicant must be a U. S. citizen, non-citizen national, or foreign national who possesses a visa permitting permanent residence in the United States. Students must be either financially and/or educationally disadvantaged as specified by Department of Health and Human Services guidelines. Applicants must have earned a baccalaureate degree and must not have been previously accepted to a medical school.

Courses:

| | |
|---------|---|
| PBP 400 | Pre-Medical Biology Preview (1) |
| PBP 401 | Pre-Medical Chemistry Preview (1) |
| PBP 402 | Pre-Medical Analytical Reading Preview (1) |
| PBP 403 | Pre-Medical Writing Preview (1) (Summer) |
| PBP 404 | Pre-Medical Mathematics Preview (1) |
| PBP 405 | Pre-Medical Physics Preview (1) |
| PBP 406 | Pre-Medical Biology Review (3) |
| PBP 407 | Pre-Medical Chemistry Review I (3) |
| PBP 408 | Pre-Medical Analytic Reading Review (2) |
| PBP 409 | Pre-Med Writing Review (2) (Fall) |
| PBP 410 | Pre-Medical Mathematics Review (3) (Fall) |
| PBP 411 | Pre-Medical Physics Review (3) (Fall) |
| PBP 412 | Pre-Medical Biology Review (3) |
| PBP 413 | Pre-Medical Chemistry Review (3) |
| PBP 414 | Pre-Medical Analysis Reading (2) |
| PBP 415 | Pre-Medical Writing Review (2) (Spring) |
| PBP 416 | Pre-Medical Mathematics Review (3) (Spring) |
| PBP 417 | Pre-Medical Physics Review (3) (Spring) |
| PBP 418 | Culture Awareness Literature (1) |
| PBP 419 | Premedical Academic Excellence (1) |
| PBP 501 | Molecular and Cell Biology (1) |
| PBP 502 | Anatomy (1) |
| PBP 503 | Principles of Microbiology (1) |
| PBP 504 | Host Defense (1) |
| PBP 505 | Pharmacology (1) |
| PBP 506 | Neurosciences (1) |

ADMISSION

It is the admission policy of Creighton University to accept qualified students within the limits of its resources and facilities. See also the University's Nondiscrimination Policy on page 16.

Students accepted by the Admissions Committee enter the School of Medicine only at the beginning of the school year for which they are accepted and registration is closed one week after instruction has started for the first semester.

APPLICATION PROCESS

Application is made through the American Medical College Application Service (AMCAS). Applicants are required to file electronically on the Internet (<http://www.aamc.org>). Applications must be filed between June 1 and December 1 of the year preceding the year in which the applicant desires to enter. Early filing is advisable.

All of the AMCAS requirements for credentials must be met and materials submitted to the Washington, D.C. office. The application will then be forwarded to the Creighton University School of Medicine by AMCAS. A service fee is required upon request by the School for filing and processing the application. This fee is not refundable.

All supplementary information requested to complete the AMCAS application must be received at the Creighton University Medical School Admissions Office by February 1.

REQUIREMENTS FOR ADMISSION

The minimum educational requirements for admission to the School of Medicine are as follows:

1. Graduation from an accredited high school
2. Three years of study in an approved college. A minimum of 90 semester hours, exclusive of credit in military science, physical education, or similar courses, must be obtained before final acceptance may be given. All requirements should be completed by June 1 of the entrance year.

If other factors to be considered are equal, preference will be given to those applicants who have obtained a Bachelor's degree.

College studies prior to admission to the school of medicine should include subjects proper to a liberal education. They are usually best taken within the framework of a Bachelor's degree program. The following courses are required because they are considered essential for the successful pursuit of the medical curriculum:

| | |
|---|----------------|
| Biology (with lab)..... | 8 sem.hrs. |
| Chemistry, Inorganic (with lab)..... | 8 sem. hrs. |
| Chemistry, Organic (one year, with lab) | 8-10 sem. hrs. |
| English..... | 6 sem. hrs. |
| Physics (with lab) | 8 sem. hrs. |

Applicants may pursue a baccalaureate program with a science major or with a major in any field of liberal arts, except military science. Such majors should be appropriate to their interest such as business, English, foreign language, history, literature, political science, psychology, or sociology. Up to 27 hours of credit earned under advanced placement, CLEP, and/or P/F status are acceptable.

Courses in Human Anatomy, Biochemistry and Genetics as well as others that require critical thinking, reading skill, and reading comprehension are strongly recommended for any medical school applicant.

Further Requirements and Selection of Applicants

Applicants should take the Medical College Admission Test examination (MCAT) in the fall of the year preceding their entry into medical school. August test results can be used in the evaluation of applicants who are not applying under the Early Decision (ED) program. MCAT scores received from examinations taken more than three years prior to matriculation will not be considered.

An evaluation by the Premedical Committee of the applicant's college academic record is required. This evaluation should be sent by the committee directly to the Medical School's Admissions Office at Creighton University. If the applicant's college does not have such a committee, one recommendation should be submitted by the official premedical adviser, and one by each of the two faculty members (one science and one non science) selected by the candidate.

The school requires a formal interview of every applicant selected before it finalizes the acceptance. The interview will be held on the university campus.

Applicants must be able to perform the physical, intellectual, and communicational functions necessary to the performance of medicine. Please consult the School of Medicine's Student Handbook for details on Technical Standards. Before matriculation, accepted applicants are required to submit to the Student Health Service a Confidential Health Report and must have all required immunizations.

Fulfillment of the specific requirements does not insure admission to the School of Medicine. The Committee on Admissions will select those applicants whom they judge to be the best qualified for the study and practice of medicine. In evaluating the applicants, consideration will be given to all of the qualities considered to be necessary in a physician: Intellectual curiosity, emotional maturity, honesty, and proper motivation, and proven scholastic ability. The Committee on Admissions also values evidence of humanitarian actions, volunteerism in the service of others, and leadership skills.

Acceptance Procedures—Reservation and Deposit

Each applicant will be informed in writing by the Director of Admissions of the School of Medicine on the outcome of his or her application.

Within 14 days following the date of an acceptance for a place in the Freshman class, the applicant must have a written reply to the Director of Admissions.

This written reply may be either a:

1. Formal reservation of the place offered by paying the \$100 enrollment reservation deposit. (Such deposit will be refunded upon request made prior to May 15.)
2. Refusal of the place offered and withdrawal of application.

On or after May 15, an applicant offered a place in the Freshman class must within two weeks, make a formal reservation by paying the \$100 enrollment reservation deposit or withdraw his or her application. After May 15, deposits are nonrefundable. Deposits are credited to the first semester's tuition.

ADVANCED STANDING

Admission with advanced standing into the second or third year will be considered for qualified applicants whenever places are available in these classes. The number of such places will be determined by the total facilities of the School for accommodating students in each class and by overall student attrition during any given year.

When openings are available, advanced standing admission is restricted to those applicants who have either:

1. A Creighton University affiliation, (e.g., prior matriculation in a Creighton professional school/college, alumni relationship/interest).
2. A compelling reason to seek admission to Creighton, (e.g., transfer of spouse to Omaha, proximity to immediate family).

If you do not meet either of the two criteria described above, you will not be eligible for advanced standing admission.

Should you consider yourself eligible for consideration for transfer, applications will be available after January 1.

Additional information and applications for advanced standing may be obtained by referring to the Creighton University School of Medicine website <http://medicine.creighton.edu>.

REGISTRATION

Registration for the School of Medicine must be completed on the days designated by the office of the Associate Dean for Student Affairs for each semester.

ORIENTATION

All students entering the first year of medical school are required to participate in an orientation session prior to the first day of classes. Orientation includes information and programs on a variety of topics including the curriculum, policies of the medical school, student life, wellness, and an introduction to small-group learning. Students are also expected to register during this time. Orientation is highlighted by the White Coat Ceremony and the Creighton Medical School Government picnic.

STUDENT EMPLOYMENT

The curriculum of the School of Medicine requires the full time and energy of all medical students. Since it is believed that outside work greatly interferes with medical education, such work is not generally approved. Summer employment is permitted following the Freshman year.

COMBINED M.D./PH.D. PROGRAM

The Creighton Medical Scientist Training Program is designed to prepare highly qualified individuals for careers in academic medicine with emphasis on pre-clinical and clinical research. To accomplish this goal, the program provides for efficient integration of a graduate program in research with a full complement of clinical study for the degree of doctor of medicine. The combined program requirements for both M.D. and Ph.D. degrees may be expected to be completed in six or more years of continuous study.

PROGRAM COMPONENTS

The combined M.D./Ph.D. program occurs in four interrelated sections.

- I. Two years of science and clinical activities basic to medical practice.
- II. Two or more years of research and academic training along with dissertation preparation to fulfill the requirements for the Ph.D. degree.
- III. One year of core clinical clerkships in the medical school.
- IV. One year of elective courses, clinical clerkships, and research.

Part I is devoted to academic course work in the medical curriculum, predominately in the basic sciences of the medical school program. These include anatomy, molecular and cellular biology, microbiology, host defense, pharmacology, and neuroscience in the first year. In the second year, a multidisciplinary approach to clinical medicine and pathophysiology is taken. Students in the M.D./Ph.D. program also attend seminars that focus on topics not included in medical school course work.

The summer prior to the first year and the summer between the first and second years are both devoted to orientation to research activities in the student's chosen department. During this time, the student may take graduate level courses or begin specialized research. This also allows the student the opportunity to acquaint him/herself with the faculty and their various research interests. By the end of Part I, the student will have determined the area of graduate research for the dissertation, selected a research advisor, and successfully passed Step 1 of the USMLE.

Part II of the curriculum is comprised of graduate level course work and research appropriate to the student's area of specialization. During the first year of Part II, the student participates in the activities of the major department with other graduate students in the department and completes course requirements and preliminary examinations. The preliminary examination is given both orally and in writing in the field of specialization as well as in other areas important to the program of graduate study. The student will complete the dissertation project and write the Ph.D. dissertation during the period.

Part III of the program begins after dissertation research is complete and the thesis has been successfully defended. During the M3 year, the student rotates through six required clerkships, each of which is eight weeks in length. These clerkships are completed with the current third year medical school class.

Part IV, a 38-week period of study, includes both selective and elective clinical programs, but allows crediting of up to 16 weeks for dissertation writing and defense (already completed during Part II in fulfillment of graduate school requirements for the Ph.D.)

When all of the above are accomplished, the M.D. and Ph.D. degrees are awarded simultaneously at the completion of all four parts. This program is possible because of the following commitments:

1. Selection of candidates with strong scientific background and excellent time management skills so that academic work can be accelerated.
2. Commitment of large blocks of time for graduate research.
3. Spirit of collaboration and cooperation between clinical and basic science faculty and the student.

DEPARTMENTS OF STUDY FOR THE Ph.D.

1. Biomedical Sciences, including Molecular and Cellular Biology, Biological Chemistry, Anatomy, and Physiology.
2. Pharmacology
3. Medical Microbiology and Immunology

The program is conducted in the facilities of the Creighton University School of Medicine and the Graduate School. Laboratories for research work are located in the Criss complex of the School of Medicine, the Health Professions Center and Boys Town National Research Hospital (both adjacent to Creighton University Medical Center), and the Omaha Veterans Affairs Medical Center. Excellent library and computer facilities are conveniently located on campus.

FINANCIAL SUPPORT AND TUITION REMISSION

Generally, two Dean's fellowships are available for each year. The specific number of students admitted to the program in any given year may vary and is subject to availability of funds. This package includes stipends for Part II and tuition remission for Parts II, III, and IV. Students are responsible for tuition during the first two years of Part I.

ELIGIBILITY

Successful applicants will be accepted by both the School of Medicine and the Graduate School, and will hold the bachelor's degree from an accredited academic institution. A productive undergraduate research record is also highly desirable, as it demonstrates an aptitude for and commitment to scientific research. Applications to the M.D./Ph.D. program are accepted concomitantly with applications for entry into the first year medical school class. The successful applicant will first gain acceptance to Creighton University School of Medicine. At that time, the application for the M.D./Ph.D. program will be considered by the M.D./Ph.D. Admissions Committee. Upon acceptance to the M.D./Ph.D. program. The candidate will then apply to the Creighton University Graduate School.

Preference is given to individuals currently enrolled in medical study at Creighton.

APPLICATION PROCEDURES AND INFORMATION

Further information about application materials and procedures may be obtained from Henry C. Nipper, Ph.D., Assistant Dean for Admissions, Office of Medical Admissions, Creighton University School of Medicine, Criss II, Room 316, 2500 California Plaza, Omaha, Nebraska 68178. Telephone (402) 280- 2799. Fax (402)280-1241, email: medschadm@creighton.edu. web page: www.medicine.creighton.edu.

TUITION AND FEES

Tuition and fees are payable in advance for an entire semester¹ and are subject to change without notice.

| | |
|---|-----------|
| Application for admission fee..... | \$75.00 |
| Enrollment reservation deposit required of applicants when accepted for admission-credited to tuition | 100.00 |
| Tuition per semester (effective June 2004) for courses in medical curriculum ² | 18,213.00 |
| University fee per semester | 382.00 |
| Transcripts (no charge) | |
| Late payment fee | 106.00 |
| Student Health Insurance Premium for six months ³ | 750.00 |

Loss or damage to University property and equipment and excessive use of laboratory materials are charged to the student or students responsible.

ESTIMATING BASIC COSTS

A medical education of necessity involves a considerable expenditure of funds by the student as well as by many others who contribute to the support of the many activities of a school of medicine. Advice, and assistance when possible, is available to students with financial problems. However, the University must presume that those who seek admission will be able to meet the financial obligations that occur during the four years of the medical school program.

In addition to the regular expenditures for daily living, the costs of tuition, textbooks, and instruments will approximate the following amounts, which are subject to change. The tuition is at the rate effective June 2004. The applicant for admission should assume that the annual tuition will change and is likely to increase each year during the four years of the medical program. The cost of textbooks and instruments is based upon requirements and estimated prices for the 2004-05 year.

| | |
|---|-------------|
| Tuition | \$36,426.00 |
| Living Expenses (Room, Board, Travel, Personal) | 13,500.00 |
| Books | 2,665.00 |
| Fees | 764.00 |
| Health Insurance | 1,550.00 |
| Total | \$54,905.00 |

TEXTBOOKS AND INSTRUMENTS

At the time of each semester registration, all students must provide themselves with the textbooks, supplies, and instruments prescribed. A list of these is provided for each course. A list of the prescribed textbooks is also on file at the Campus Store. These books, supplies, and instruments are indispensable for the proper study of medicine. Students are required to purchase them at the time specified and retain them in their possession until graduation. A personal computer is strongly recommended. Please contact the Office of Medical Education in the School of Medicine for current recommendations.

1. Registration is not complete until financial arrangements have been made.
2. Students registering for less than 75% of the regular full-time program for a given year are part-time students and are charged tuition on a prorated per-credit-hour basis.
3. This charge for each full-time student may be waived if the student presents evidence that he or she carries insurance that provides coverage at least comparable to the student insurance offered by the University.
4. Transcripts, grade reports and diplomas are released only when outstanding balances have been paid.

FINANCIAL ARRANGEMENTS

Tuition, fees, and board and room charges are payable at the time of registration for a semester. However, arrangements may be made to pay monthly installments by using the University's Monthly Electronic Transfer (MET) plan. Participation in this plan will be limited to the unpaid balance after all financial aid credits have been applied. Folders describing the payment plans and services of MET are mailed to prospective and returning students during the summer.

Books and supplies purchased at the University's Campus Store must be paid for when they are obtained.

Students are invited to pay tuition and other expenses by personal check or money order. This is recommended especially to avoid the risk involved in carrying large amounts of cash. All students, particularly those from out of town, are urged to establish checking accounts in Omaha or hometown banks. The University will ordinarily cash small checks for students. (There is a \$200 limit for each student per day in the Business Office.) However, the University reserves the right to revoke or to deny this privilege to any individual at any time.

LATE PAYMENT POLICY

A late payment fee will be added to charges assessed at registration that remain unpaid after the period for late registration. This fee is \$106 for the first month and an additional \$53 for each subsequent month that the account remains unpaid. Accounts with unpaid balances under \$500 will be subject to a \$106 fee the first month and \$41 each month thereafter.

Students with questions regarding their financial responsibilities are invited to contact the Business Office to set up an appointment for individual counseling.

WITHDRAWALS AND REFUNDS

Students withdrawing before the end of a semester will be charged tuition and recurring fees on the following basis:

| Period of attendance from date of enrollment | Percent of the semester rate to be charged |
|---|---|
| During the first week | 10% |
| During the second week | 20% |
| During the third week..... | 40% |
| During the fourth week | 60% |
| During the fifth week..... | 80% |
| Over five weeks | 100% |

Refunds of room rent for withdrawals will be on the same basis as refunds of tuition.

STUDENT FINANCIAL AID

Financial aid available for medical students is described below. Students wishing financial aid should review this material and familiarize themselves with the various programs. Student financial aid is not available for students who are not citizens or permanent residents of the United States. Financial aid benefits previously granted to undergraduates do not necessarily extend into the School of Medicine or other professional schools.

All forms and inquiries regarding financial aid for medical students should be directed to the Student Financial Aid Liaison Office in the Medical School, Creighton University, 2500 California Plaza, Omaha, NE 68178. Telephone: (402) 280-2666. General information on procedures for applying for aid can also be found at www.creighton.edu/finaid.

APPLICATION PROCEDURES

1. Apply for admission for Creighton's School of Medicine. No financial aid commitment can be made until a student is accepted for admission.
2. Complete the Free Application for Federal Student Aid (FAFSA) or the Renewal Application and submit for processing. You should not complete or mail this application until after January 1. Students interested in the Primary Care Loan must provide parental information on the FAFSA.
3. Students are notified by an award letter, which must be signed and returned to Creighton if the student wishes to accept the aid offered.

It is recommended that applications for financial aid be made between January 1 and March 15 preceding the fall semester in which one plans to enroll. Early application is desirable in order to insure the availability of funds.

DISBURSEMENTS AND USE OF AWARDS

All financial aid advanced by Creighton University must be used to pay tuition, fees, and University board and room charges before any other direct or indirect educational costs. The stated limits on the award letter refer to the maximum amount of a loan or grant; the specific amount awarded will be governed by the need of the student and by the funds available at the time of application. One half of the total annual award is normally available each semester.

Statement of Satisfactory Academic Progress

Federal regulations require that minimum standards of satisfactory academic progress be established for a student participating in Federal Financial Aid Programs. Common programs for medical students are the Federal Stafford Loan (FSSL) (Subsidized), Federal Unsubsidized Stafford Loan (FUSSL), and the Primary Care Loan (PCL). Creighton has defined satisfactory academic progress using the following criteria:

Duration of Eligibility for Medical Students

Medical students are eligible for financial aid for up to 280 credits in the School of Medicine or the degree of Medical Doctor, whichever comes first.

Completion Requirements

Medical students must pass 80 percent of the cumulative hours attempted with the equivalent of a grade of "SA" or higher. A grade of "UN" received counts as an attempted class but not as one successfully completed.

Suspension

A student who has not met the standards of satisfactory academic progress will be suspended from Federal financial aid programs until the standards have been met. The student is responsible for securing alternative financing during any suspension period.

Reinstatement of Eligibility

A financial aid recipient may appeal a financial aid suspension if mitigating circumstances exist for inability to meet the requirement. Examples of mitigating circumstances could include illness of the student or a death in the immediate family.

GOVERNMENT GRANTS AND SCHOLARSHIPS

National Health Service Corps Scholarship

The commitment of a National Health Service Corps Scholarship is to provide health care in areas that are under-served or have a shortage of health-care professionals. This program gives financial support to eligible students of medicine and osteopathy and requires, in return, a commitment to serve in shortage areas.

Recipients of this scholarship receive benefits to pay tuition, fees, books, and supplies, and other educational expenses in addition to a monthly stipend. For each year of scholarship support a recipient is required to serve a year of full-time clinical practice in a manpower-shortage area. Two years is the minimum service. Students wishing additional information on this program may contact the National Health Service Corps Scholarship Program, Division of Scholarships, 4350 East-West Highway, Bethesda, MA 20814, 301-394-4410.

Army, Navy, and Air Force Scholarships

Students should contact the nearest armed services recruiting office to request additional information on these particular scholarships. The terms of the scholarships are very similar to the National Health Service Corps Scholarship Program.



UNIVERSITY SCHOLARSHIPS

The following scholarship funds are available from annual gifts and endowments for medical students through the School of Medicine. All applications and selection questions should be directed to the Office of Student Affairs within the School of Medicine.

| | |
|--|---|
| Marguerite Arneht Scholarship | Eugene F. Lanspa Scholarship |
| George Arnold Scholarship | Lena Lorge Scholarship |
| Dr. John and Janet Barnes Scholarship | Magassy Scholarship |
| Dr. Eileen Buhl Scholarship | Robert McNamara Scholarship |
| Cali Family Medical Scholarship | William K. Murphy Scholarship |
| Carollo Family Medical Scholarships | Joseph and Delwyn Nagangast Medical Scholarship |
| Carmelo Celestre Scholarship | John Narmi Medical Scholarship |
| Romain Clerou Scholarship | Anna H. O'Connor Scholarship |
| Coates Family Medical Scholarship | Dr. Frank Oliveto Scholarship |
| Robert and Shirley Collison Scholarship | Pascotto Family Scholarship |
| Sal and Mary Conti Scholarship | Carmen and Dwaine Peetz Medical Scholarship |
| Creighton Family Medical Scholarship | Perrin Memorial Scholarship |
| Dr. and Mrs. Richard Crotty Medical Scholarship | Reals Family Scholarship Fund |
| Dr. Edward and Ruth DeLashmutt Scholarship | Pearl M. Reed Scholarship |
| Dr. Frederick de la Vega Scholarship | Carroll Pierre Richardson Memorial Scholarship |
| Frank and Mary Dotoli Scholarship | Dr. and Mrs. Norman Ringer |
| Dale and Rosemary Dunn Scholarship | Garry and Judy Rust Scholarship |
| Dr. John Elder Scholarship | Margaret Ryan Scholarship |
| Fallen Comrades/Class of '68 Scholarship | Stanley Sackin Scholarship |
| David L. Feldman Scholarship | Edward J. Safranek Scholarship |
| Dr. and Mrs. Robert Fischer Scholarship | J. Albert Sarraill, M.D. Endowed Scholarship |
| Dr. Robert and Mary Jane Fitzgibbons Scholarship | Shirley and Eileen Schultz Scholarship |
| Michael and Rozanne Galligan Scholarship | Dr. Hubert Schwarz Scholarship |
| John A. and Anna C. Gentleman Scholarship | Aileen Sciortino Scholarship |
| Dr. John and Donna Glode Scholarship | Dr. Charles J. Shramek Scholarship |
| John Gordan Scholarship | Joseph Shramek Scholarship |
| James and Mary Gutch Medical Scholarship | Albert Shumate Scholarship |
| J. Audley Hale Scholarship | Storkan Scholarship Fund |
| Dr. Hans Hansen Scholarship | Frances J. and Dolores Taylor Scholarship |
| Edwin J. Holling Scholarship | Paul H. Thorough Scholarship |
| Tu-Hi Hong Scholarship | Harold E. Willey Scholarship |
| Theodore Hubbard Scholarship | Dr. Robert M. Wiprud Scholarship |
| Robert and Rebecca Kalez Scholarship | Edward R. West Scholarship |
| Kalez Medical Scholarship | Gerald Wieneke Scholarship |
| | Dr. William Wolf Scholarship |

LOAN PROGRAMS

Long-term Loans

Primary Care Loan Program (PCL)

Medical students planning to enter a Primary Health Care career are eligible to apply for this loan by providing parental information on either the FAFSA or ReApp forms regardless of dependency status. For purposes of the PCL program, "Primary Health Care" is defined as family practice, general internal medicine, general pediatrics, preventive medicine, or osteopathic general practice.

The yearly award varies based on your eligibility, available funds, and number of applicants. While in school the Federal government pays the interest on the loan. Repayment of principal and interest begins 12 months after graduation. Deferments

for residency programs may delay repayment for the entire residency program. Your interest rate will be fixed at five percent over the life of the loan.

The following conditions must be met to receive this loan and maintain the favorable interest rates: a) Be a full-time student, b) Enter and complete a residency training program in primary health care not later than four years after the date on which the student graduates, and c) Practice primary health care through the date on which the loan is repaid in full.

Failure to meet the above requirements will result in the following variations to the terms of the PCL program: a) The unpaid balance due on the loan will be immediately recomputed from the date of issuance at an interest rate of 12 percent per year, compounded annually, b) The recomputed balance must be repaid not later than three years after the date on which the borrower fails to comply with the agreement.

Interest shall not accrue on the loan and installments need not be paid during the following periods: (1) while serving on active duty as a member of a uniformed service of the United States for up to three years; (2) while serving as a volunteer under the Peace Corps Act for up to three years; and (3) up to four years while pursuing advanced professional training, including internships and residencies.

Federal Stafford Student Loan (Subsidized)

The Stafford Student Loan is a long-term, low-interest loan provided to students to help offset their educational expenses. A student may borrow from Creighton University, a bank savings and loan association, credit union, or other lender, and a state or other private nonprofit agency will stand behind the loan. All applicants must file a FAFSA before their eligibility for the FSSL program can be determined. The amount that a student may borrow depends on the student's financial need but may not exceed the yearly limit which is \$8,500 per year for medical students. A medical student may borrow up to an aggregate maximum amount of \$65,500.

An origination and insurance fee is paid by the student and normally will be deducted from the loan when disbursed. An insurance fee of up to one percent may also be deducted from the loan request. The Federal government pays the interest on the loan while the student is in school. Repayment and interest begin six months after the student graduates, leaves school, or drops below half-time enrollment.

Deferments- You must apply for a deferment of your Federal Stafford Loan(s) from your lender or servicer. A deferment means that you may temporarily cease making your loan repayments. Interest may accumulate during authorized periods of enrollment. Deferment categories include: 1) at least a half-time student, 2) unemployment, 3) economic hardship.

NOTE: The Stafford Loan takes several weeks processing time. Applications should be submitted to the Financial Aid Office at least eight (8) weeks prior to registration to insure funds are available at that time.

Federal Unsubsidized Stafford Student Loan (FUSSL)

The Federal Unsubsidized Stafford Loan is a long term, **interest accruing loan** provided to students to help in meeting educational expenses. This loan program allows students who are ineligible for the need-based Stafford Loan or who wish to borrow additional loan funds the opportunity to apply for an unsubsidized Stafford. The annual amount a student may borrow varies from 30,000-36,000, depending on the amount borrowed from the subsidized Stafford loan or other aid received. Professional students may borrow up to an aggregate maximum of \$183,500 (including undergraduate borrowing), once again depending on the amount borrowed from the subsidized Stafford loan program.

The Federal government does not pay the interest on the loan while the student is in school. However, you may defer the payment of principal and accruing interest until graduation. The interest rate is variable and is recalculated every 12 months with the ceiling of 8.25 percent. The same subsidized Stafford deferment provisions apply to the unsubsidized Stafford Loan.

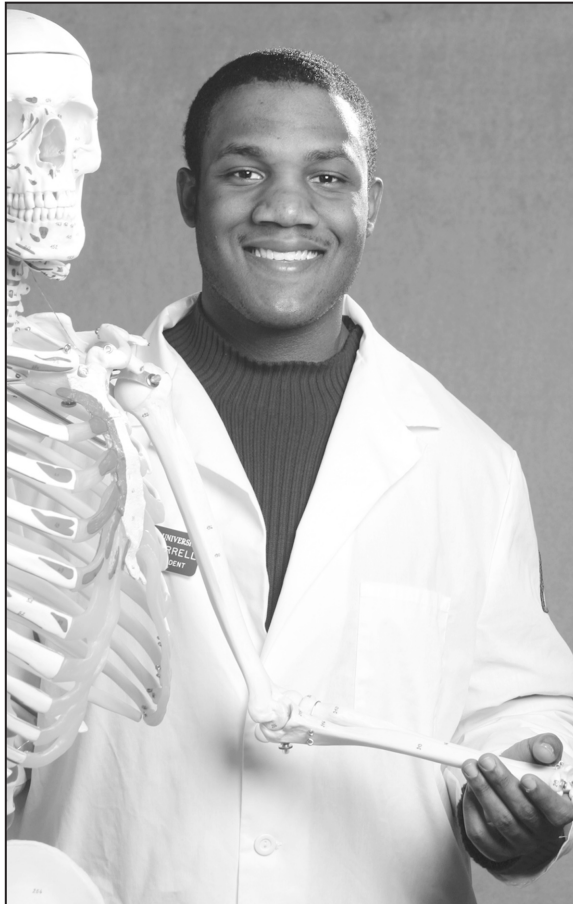
Alternative (Non-Federal) Loans

In addition to the federal loans, several private loans are available from commercial lenders common to the Stafford Loan Program. For a complete listing of these options, please contact the Financial Aid Office. As part of your award notification, a listing of loan programs, terms, and lenders will be included.

UNIVERSITY LOAN FUNDS

Long-term Loans-to be repaid after graduation

Some loan funds are available for a very limited number of long-term loans for medical students. There is no interest on the loan while the student is in school. June 1 of the year after graduation an interest rate of six percent will start to accrue. Students have five years after graduation to repay the loan with a 10-20-30-40 paycheck schedule. Inquiries should be made to the Medical School's Office of Student Affairs.



ADMINISTRATION AND SUPERVISION

The University reserves the right to make changes at any time in the requirements for admission, in the curriculum of the School, or in any regulations governing the School. The University reserves the right to refuse further registration to any student believed to be incompetent in scholarship or otherwise unfit to be awarded the degree of Doctor of Medicine. Such judgement to deny further registration to a student is the responsibility of the Dean who acts on the advice of the faculty of the School of Medicine.

POLICY ON ACADEMIC HONESTY

In keeping with its mission, the University seeks to prepare its students to be knowledgeable, forthright, and honest. It expects and requires academic honesty from all members of the University community. Academic honesty includes adherence to guidelines established by the University, its Colleges and Schools and their faculties, its libraries, and the computer center.

Academic or academic-related misconduct includes, but is not limited to, unauthorized collaboration or use of external information during examinations; plagiarizing or representing another's ideas as one's own; furnishing false academic information to the University; falsely obtaining, distributing, using or receiving test materials; developing or using study guides for course examinations or National Board of Medical Examiner's examinations that are based on memorized examination questions; falsifying academic records; falsifying clinical reports or otherwise endangering the well-being of patients involved in the teaching process; misusing academic resources; defacing or tampering with library materials; obtaining or gaining unauthorized access to examinations or academic research material; soliciting or offering unauthorized academic information or materials; improperly altering or inducing another to improperly alter any academic record; or engaging in any conduct which is intended or reasonable likely to confer upon one's self or another an unfair advantage or unfair benefit respecting an academic matter.

Further information regarding academic or academic-related misconduct, and disciplinary procedures and sanctions regarding such misconduct, may be obtained by consulting the current edition of the Creighton University Student Handbook and the School of Medicine Student Handbook. Students are advised that expulsion from the University is one of the sanctions that may be imposed for academic or academic-related misconduct.

The University reserves the right to modify, deviate from, or make exceptions to the School of Medicine Student Handbook at any time, and to apply any such modification, or make any such deviation or exception applicable to any student without regard to date of admission application or enrollment.

REQUIREMENTS FOR THE DEGREE OF DOCTOR OF MEDICINE

In order to receive the degree of Doctor of Medicine (M.D.), students must satisfactorily pass all course, clerkship, and elective requirements of the School of Medicine. Students shall have demonstrated the knowledge, skills, maturity, and integrity and be judged by the faculty as ready to undertake the responsibilities of a physician. The degree is conferred upon students who have satisfactorily completed not less than four years of study in the basic and clinical sciences. Each student must pass Step 1 of the United States Medical Licensing Examination, take Step 2 Clinical Knowledge and Clinical Skills of the United States Medical Licensing Examination and post a score on each, pass Advanced Cardiac Life Support, and pass the Junior Clinical Competency Examination.

UNIT OF INSTRUCTION

The School of Medicine defines the credit unit of instruction as the semester hour. One semester hour is equivalent to one fifty-minute period of recitation or lecture per week for one semester. Two or three fifty-minute periods of laboratory are equal to one period of recitation or lecture.

POLICY ON ATTENDANCE

A. MANDATORY ACTIVITIES

Regular attendance at all curricular activities is expected. Attendance at certain designated activities is mandatory. These include:

- all orientation and general class meetings organized by the Office of Student Affairs, Office of Medical Education, or Departments.
- all small group sessions.
- any clinically related activities, including Physical Diagnosis sessions in Component I., longitudinal clinic in Component II, and clinical rotations in Components III and IV.
- structured clinical activities at the Clinical Assessment Center.
- any other activity designated as mandatory by a course or clerkship.

B. ABSENCE FROM A MANDATORY ACTIVITY

Students who have a personal conflict and need to be absent from a mandatory activity must seek written permission in advance and make arrangements to make up the missed activity/work prior to receiving a grade for that activity. Written permission for an absence is sought by completing the appropriate student absence/exception request form, which is available from the Curriculum Coordinator of the relevant component, course or elective. An absence from a mandatory course activity requires the permission of the Course or Component Director. The course director or attending physician will be responsible for determining the remedial assignment for the activity. Component III and IV students must also obtain the permission of their Attending Physician. If a student requests rescheduling of an examination, prior arrangement with the Associate Dean for Student Affairs must be made. If the request is approved, the completed form is signed by the responsible faculty member and forwarded to the Associate Dean for Student Affairs for placement in the student's permanent file. Student requests may be denied if patient care is compromised or if excessive requests for absences have been received. Students are responsible for ALL missed work, regardless of the reason for the absence. Absence without permission will result in action up to and including failure of the course, clerkship or elective and disciplinary actions for unprofessional behavior.

C. ABSENCE FROM A MANDATORY ACTIVITY DUE TO ILLNESS

In the case of acute illness or trauma where advance completion of a Student Absence/Exception Request Form is not possible, students must notify, by phone or email, the relevant Curriculum Coordinator or component director as soon as possible before the scheduled activity. In components III and IV, students must ensure that the attending physician is aware of their illness. Upon their return, students who miss an activity due to an illness must also complete a Student Absence/Request Form and present a Doctor's note that explains the absence. Students who can not verify their illness may be subject to course failure and disciplinary actions for unprofessional behavior. Students are responsible for ALL missed work, regardless of the reason for the absence. The course director or attending physician will be responsible for determining the remedial assignment for the missed activity. If an examination has been missed, students will be expected to take a make-up exam at the earliest possible time following their return.

GRADING SYSTEM AND POLICY

Grades for students are meant to reflect their performance and mastery at meeting the objectives of the course in which they are enrolled in terms of knowledge, skills, attitudes, and values. The following grades may be assigned to students.

Grading System

A. Honors (SH)

A grade of Honors (SH) will be recorded when a student performs exceptionally well and meets the criteria for honors based on course requirements.

B. Satisfactory (SA)

A grade of Satisfactory (SA) will be recorded when the student meets all course requirements and performs these in a satisfactory manner.

C. Unsatisfactory (UN)

A grade of Unsatisfactory (UN) will be recorded when the student fails to meet the minimum requirements for a course, clerkship, or elective as defined in the syllabus. An Unsatisfactory grade is recorded when a student:

1. attains an overall course average less than 65%,
2. fails an NBME Subject Examination twice,
3. fails the clinical component of a clerkship or elective,
4. fails to officially drop a previously registered elective,
5. fails to complete the requirements of a course within one year.

D. Incomplete (I)*

A grade of Incomplete (I) will be recorded when a:

1. student is eligible to take a make-up examination before receiving a final course grade
2. student has failed a Component III NBME Subject Examination once and is eligible to take a second NBME Subject examination before receiving a final course grade
3. student has not yet completed all course requirements (e.g., OSCE, H&Ps, written assignments, etc.)

* The grade of Incomplete (I) will remain on the official transcript until the student completes all work necessary for the course, clerkship, or elective. If the student has not completed the required work in a satisfactory manner within one year of the completion of the original course, the Incomplete (I) will become an Unsatisfactory (UN) on the official transcript.

E. Withdrawal (W)

A grade of Withdrawal (W) will be recorded and no credit received when a student officially withdraws from a course while in good standing following consultation with the Associate Dean for Student Affairs.

F. Withdrawal with Unsatisfactory Grade (WU)

A grade of Withdrawal with Unsatisfactory grade (WU) will be recorded and no credit received when a student is authorized to withdraw from a course while possessing an unsatisfactory grade.

POLICY ON ADVANCEMENT

Students are advanced to the next component if they achieve satisfactory performance measured by both Academic and Professional Standards. Promotion to the next component or graduation requires a record of at least Satisfactory academic performance, with no failure outstanding in any course, clerkship or elective, and a record of Professional Conduct that indicates suitability to assume the responsibilities of the medical profession. Advancement to Component III also requires a passing score on the USMLE Step 1 examination.

COMMENCEMENT

Annual University Commencement ceremonies are held in May and December. Students who complete their degree programs in the Spring Semester are required to be present at the Annual Commencement Exercises in May to receive their degrees. Students who complete their degree programs in the Fall Semester may attend Commencement ceremonies in December. Diplomas will be mailed upon confirmation of the completion of all degree requirements by the respective Dean. Students who complete their degree programs during the summer receive their degrees at the end of the Summer Sessions, but no ceremony is held; these students may participate in the preceding May Commencement. All candidates who receive degrees at the end of a Fall Semester or Summer Session are listed in the next Annual Commencement Program.

NOTE: A student may participate in only one Commencement ceremony for each degree granted.

To participate in the May Commencement, a candidate must have successfully completed all degree requirements and must be approved for graduation, or be able to and plan to complete all requirements by the date for conferral of degrees in the following August. The respective deans of the Schools and Colleges of the University shall have the responsibility for clearing all participants in the Commencement. Those participants in the May ceremony who have not completed all degree requirements shall be so designated in the Commencement Program.

GRADUATION HONORS

Students graduating from the School of Medicine with outstanding performance may be eligible for summa cum laude, magna cum laude, or cum laude status.

- a. **Summa Cum Laude**
Students graduating with greater than or equal to 87.5% of course work, clerkship, and electives with Honors (SH).
- b. **Magna Cum Laude**
Students graduating with greater than or equal to 75% of course work, clerkship, and electives with Honors (SH).
- c. **Cum Laude**
Students graduating with greater than or equal to 50% of course work, clerkship, and electives with Honors (SH).

PROFESSIONAL BEHAVIOR

The regulations set forth regarding professional behavior are meant to assure that students are not only competent to undertake a career in medicine, but also that they possess honesty, ethical behavior and integrity, and a responsible attitude toward patients, other health care workers, faculty, and fellow students. The major emphasis of the policy on professional behavior is the education and development of the student and the protection of the rights of others. Unprofessional behavior on the student's part may result in action up to and including dismissal from the School of Medicine. For more detailed information regarding regulations and disciplinary procedures, the student is referred to the School of Medicine Student Handbook.

CONFIDENTIALITY OF STUDENT RECORDS

Creighton's policy relating to the confidentiality of student records is in keeping with the "Family Educational Rights and Privacy Act" (FERPA). Information about students or former students will not be released without the consent of the student other than in the exceptions stated in the Federal Act. FERPA affords students certain rights with respect to their educational records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.

Students should submit to the Registrar, Dean, Department Chair, or other appropriate official, a written request that identifies the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the official to whom the request was submitted, that official shall advise the student of the correct official to whom the request shall be addressed.

2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.

Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identifying the part of the record they want changed, and specify why it is inaccurate or misleading.

If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosures without consent.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including Public Safety personnel and Student Health staff); a person or company with whom the University has contracted (such as an attorney, auditor, collection agency, the National Student Loan Clearinghouse or campus direct); a person serving on the Board of Directors; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the University discloses educational records without consent to officials of another school in which the student seeks or intends to enroll.

FERPA also allows the University to disclose directory information without the written consent of the student. Directory information is information contained in an education record of a student which generally would not be considered harmful or an invasion of privacy if disclosed. Directory information includes the student's full name, the fact that the student is or has been enrolled, full time/part time status, local and permanent address(es), e-mail address, telephone number(s), date and place of birth, dates of attendance, division (school or college), class, major field(s) of study and/or curriculum, degrees and awards received, participation in officially recognized activities and sports, weight and height of members of athletic teams, photograph, and previous educational agency or institution attended by the student.

A currently enrolled student may request any or all directory information not be released by completing and filing with the Registrar's Office a statement entitled "Student Request To Restrict Directory Information." Such filing of this request shall be honored for the remainder of the term in which the request is filed, except that such restriction shall not apply to directory information already published or in the process of being published.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Creighton University to comply with requirements of FERPA.

The name and address of the office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202-4605

TRANSCRIPTS

A copy of a student's academic record is called a transcript and is issued by the University Registrar upon written request of the student. A special Request For Transcript form is available at the Registrar's Office, A226 or on the Registrar's website <http://www.creighton.edu/Registrar/transcript.html>. Copies are not made of transcripts of records on file from other institutions. Any additional copy of these must be requested by the student direct from the original issuing institution.



CURRICULUM

GOALS AND OBJECTIVES

GOALS

The goals of the curriculum are to:

- Develop self-directed learners who will continuously develop as caring physicians during graduate training and practice.
- Enable students to acquire a strong foundation in the basic and clinical sciences and in those aspects of the humanities, social, and behavioral sciences that are relevant to medicine.
- Foster the development of the skills necessary for the competent practice of medicine throughout their professional career.
- Help the student in developing an appreciation and understanding of the diverse values that are brought by health care professionals, patients, family, and society to the practice of medicine.
- Utilize methods in the curriculum that will be flexible in meeting the needs of the individual student. This curriculum will include a variety of learning strategies and formats.

OBJECTIVES

To attain the Doctor of Medicine degree, the Creighton graduate must:

- Demonstrate knowledge of the principles of basic biologic processes pertaining to the understanding of disease.
- Demonstrate knowledge of pathophysiology of common and important health problems.
- Demonstrate the ability to use scientific principles in the diagnosis and management of disease.
- Demonstrate knowledge of therapeutic principles for common health problems including drug therapy, rehabilitation, and community support services.
- Demonstrate the knowledge and skills needed to identify persons at risk for common and important health problems.
- Demonstrate the ability to:
 - conduct a medical interview and obtain a medical history
 - carry out an appropriate physical examination
 - develop a differential diagnosis
 - utilize appropriate diagnostic and laboratory procedures to confirm the diagnosis
 - develop a treatment plan
 - record the information in a concise and organized manner
- Be able to recognize and initially manage the life-threatening conditions for which immediate intervention is necessary for the well-being of the patient.
- Demonstrate the importance of preventive medicine in improving the health status of society and reducing health care costs. Encourage a healthy lifestyle by word and example.
- Identify and propose solutions to moral, ethical, and legal problems of medical practice.

- Demonstrate an ability to communicate with patients and family members in a clear and sensitive manner recognizing the consequences of illness as a process that unfolds within a societal and cultural context.
- Function as a competent member of the health care team, demonstrating cooperation, initiative, and appropriate leadership skills.
- Demonstrate skills of lifelong learning and practice self-education by selecting appropriate learning resources to enhance one's personal progress and performance.
- Demonstrate the ability to critically assess the medical literature and the research methods used to investigate the management of health problems.
- Demonstrate effective use and management of information to include the ability to use computers for data analysis and information retrieval.
- Demonstrate the effective use of educational principles to educate patients, families, and fellow health professionals about health care problems.

The School of Medicine requires successful completion of four years of study before the *Doctor of Medicine* is awarded. All components of each of these four years must be completed before the student can be awarded the degree of *Doctor of Medicine*. The curriculum of these four years does change from time to time, based on student and faculty input, however, the basic concept of developing outstanding practitioners of medicine remains stable.

The educational program is divided into four components:

Component I – The First Year

The goal of the first year is to provide a strong foundation in basic biomedical science in order to prepare the students for the detailed basic science content that occurs within the clinically oriented system courses in the second year. Students also will be introduced to ethical and behavioral science principles and will learn the fundamentals of physical assessment and interviewing techniques.

Component II – The Second Year

The goal of the second year is to provide the opportunity to learn basic science in depth and to learn introductory aspects of clinical medicine. The second year is organized around a series of organ system-based courses, each presented by a multidisciplinary team of faculty members. Within each course, normal physiology and histology of the system are presented in conjunction with the pathology of common diseases and medical and pharmacologic approaches to diagnosis and treatment. Each course uses a variety of formats, including case presentations, lectures, small group discussions, laboratory sessions, computer-aided instruction, and independent study. In addition, other courses develop clinical skills and address the psychosocial aspects of medicine. In IDC 289, students are assigned to a clinic one-half day every other week to reinforce History and Physical Examination skills learned in the first year. In the Psychological and Social Dimensions of Medical Practice I and II courses, students are exposed to psychiatry, health policy, public health, cultural competency, and behavioral science issues.

Component III – The Third Year

Component III is comprised of the core clinical clerkships, all of which set a solid foundation for electives, residency, and the future practice of medicine. These consists of:

- Ambulatory Primary Care clerkship (8 weeks), an integrated approach to ambulatory primary care drawn from the departments of Family Medicine and Internal Medicine.
- Inpatient Medicine (8 weeks)
- Psychiatry (8 weeks)
- Surgery (8 weeks)
- Pediatrics (8 weeks)
- Obstetrics and Gynecology (8 Weeks)
- An inter-clerkship experience (DCM 301, Dimensions of Clinical Medicine) covering various clinically important topics (i.e., evidence-based medicine, sexuality, cultural competence, professionalism, alternative medicine, bioterrorism, and medical ethics) follows each clerkship. This course covers six sessions at 8 hours each.
- During Component III, students will become certified in Advanced Cardiac Life Support.
- Comprehensive clinical competency examination given in the spring of Component III.

Component IV – The Fourth Year

Having been exposed to the breadth of medicine in the third year, the fourth year prepares students for the residency experience and provides a chance for exploring their own interests in various areas through elective courses. The guidelines for the fourth year are:

- One (1) 4-week critical care medicine clerkship (with in-house call).
- One (1) 4-week required surgery.
- One (1) 4-week Primary Care sub-internship rotation in Family Medicine, Internal Medicine, or Pediatrics (may substitute a second critical care medicine rotation for this requirement).
- One (1) two-week Neurology clerkship.
- The senior colloquium (discussion of medical, legal and ethical issues in the context of actual current cases).

All required Component IV coursework must be four-week experiences with the exception of the two-week required Neurology clerkship.

Students may pursue other areas of interest during the remaining four-week electives of Component IV. Three of these may be in extramural programs (i.e., electives taken at other School of Medicine approved/affiliated hospitals with sound teaching programs) and one is available for residency interviews.

Each student will be assigned a clinical faculty member who will aid the student in designing his or her coursework. These must be approved by the student's advisor and Associate Dean for Student Affairs.

SYNOPSIS OF COURSES AND UNITS OF INSTRUCTION

| Course | Sem. Hrs. |
|---------|---|
| IDC 101 | Molecular and Cell Biology I.....6 |
| IDC 102 | Molecular and Cell Biology II.....3 |
| IDC 103 | Anatomy6 |
| IDC 105 | Principles of Pharmacology1 |
| IDC 107 | Principles of Microbiology1 |
| IDC 109 | Host Defense.....3 |
| IDC 111 | Neuroscience.....6 |
| IDC 135 | Ethics in Medicine2 |
| IDC 136 | Interviewing and Physical Exam3 |
| IDC 138 | Evidence Based Medicine.....1 |
| IDC 139 | Human Development and Medicine2 |
| | 34 |
| IDC 201 | Cardiovascular System4 |
| IDC 203 | Respiratory System.....3 |
| IDC 205 | Renal/Urinary System.....3 |
| IDC 207 | Hematology/Oncology.....3 |
| IDC 209 | Gastrointestinal System3 |
| IDC 211 | Muscular/Skeletal/Integument.....2 |
| IDC 216 | Endocrine/ Reproductive System5 |
| IDC 221 | Multisystem Processes.....3 |
| IDC 233 | Infectious Disease.....3 |
| IDC 241 | Psychological and Social Dimensions of Medical Practice.....4 |
| IDC 242 | Psychological and Social Dimensions of Medical Practice.....2 |
| IDC 279 | Case Studies in Medicine.....2 |
| IDC 289 | Longitudinal Clinic.....1 |
| | 38 |
| IDC 301 | Ambulatory Primary Care Clerkship.....8 |
| MED 301 | Inpatient Medicine Clerkship8 |
| SUR 301 | Surgery Clerkship8 |
| PED 301 | Pediatrics Clerkship.....8 |
| OBG 301 | Ob/Gyn Clerkship.....8 |
| PBS 301 | Psychiatry Clerkship.....8 |
| DCM 301 | Dimensions of Clinical Medicine1 |
| | 49 |
| | Critical Care Selectives/Primary Care/Sub-internship8 |
| | Surgery Selective4 |
| | Neurology Clerkship.....2 |
| IDC 461 | Senior Colloquium.....2 |
| | Electives.....22 |
| | 38 |
| | Total:159 |

DEPARTMENTS AND COURSES

The Faculty of the School of Medicine is organized into departments of instruction that are listed here in alphabetical order.

In addition to the courses listed in this section, each department of the School of Medicine offers a program of Senior-year elective courses. These are listed by department and on our website at <http://medicine.creighton.edu>.

Courses in the Medical curriculum are numbered to correspond to the year for which they are offered:

| | |
|---------|------------------------------|
| 100-199 | M1 (Freshman) Year |
| 200-299 | M2 (Sophomore) Year |
| 300-399 | M3 (Junior) Year |
| 400-499 | M4 (Senior) Year |
| 700-799 | Research and Special Courses |

DIRECTED INDEPENDENT PROGRAMS (RESEARCH ELECTIVES)

The following courses are offered in the various departments of the School of Medicine. Normally they are conducted in four-week blocks of activity under the supervision of a faculty member in the specified department. The student will receive one credit hour per week while involved in the independent program and it is available to any student who has completed the first year of study in the School of Medicine. Applications and information are available in the Dean's office or in the individual departments of both the basic science and clinical departments in the School of Medicine.

| | |
|----------------|---------------------------------------|
| Course No. 790 | Directed Independent Research Methods |
| Course No. 793 | Directed Independent Readings |
| Course No. 795 | Directed Independent Study |
| Course No. 797 | Directed Independent Research |

INTERDEPARTMENTAL COURSES (IDC)

IDC 101 Molecular and Cell Biology I (6)

The Molecular and Cell Biology I course covers cellular processes at the foundation of medicine in five broad areas: Cells and Tissues, Flow of Genetic Information and Cell Biology, Metabolism, Principles of Human Genetics and Developmental Biology, and Cells and Their Response to Disease. An interdepartmental team of faculty from the departments of Biomedical Science and Pathology teach the courses in Molecular and Cell Biology. The topics of cellular and basic tissue elements of histology, cellular physiology, molecular biology, nucleic acids and proteins, the cell biology of membranes and organelles, human genetics, developmental biology, and cellular pathology are included. The course use a mixture of didactic lecture presentations, assigned readings, and interactive learning strategies. The course is presented in the Fall Semester.

IDC 102 Molecular and Cell Biology II (3)

Continuation of IDC 101. The course is presented in the first six weeks of the Spring Semester.

IDC 103 Anatomy (6)

The Anatomy course introduces medical students to anatomic and medical terminology, basic information on form, structure, and function that is fundamental to consideration of physical diagnosis, trauma, and disease in the ensuing curriculum. Basic foundations of embryology will be presented. This course will be presented in the fall semester of the first year. The course uses lectures with an emphasis on clinical examples, cadaver dissection, and assigned readings.

IDC 105 Principles of Pharmacology (1)

The overall goal of Principles of Pharmacology is to introduce the students to the principles of pharmacokinetics, pharmacodynamics, drug metabolism, and factors that influence drug response, and principles in the development/evaluation/control of various therapeutic agents. This course will provide the foundations for a more detailed discussion of individual drugs in drug classes during the individual systems courses. The course will be presented using didactic lectures and small group discussion sessions. This course will be presented in the spring semester.

IDC 107 Principles of Microbiology (1)

The goal of General Microbiology is to introduce students to the world of microbes and to prepare them for a lifetime of learning microbiology in relation to medicine and infectious disease. At the end of this course, the student will have been provided with the information to have a clear understanding of the following areas: 1) Microbial cell structure and function, 2) Bacteria genetics and regulation, 3) Viral structure and multiplication genetics, and 4) Basic concepts in pathogenesis. This will be accomplished by a mixture of lecture presentations, assigned reading, and various interactive learning strategies, including computer-assisted instruction, small group case discussions, and so forth. This course will be presented in the first six weeks of the second semester.

IDC 109 Host Defense (3)

The overall goal of this course is to introduce students to the exciting and rapidly developing field of immunology and prepare them for a lifetime of learning in this discipline. For physicians, the body's defense systems are particularly relevant and this course will emphasize the relationship to human disease as well as the remarkable biologic mechanisms utilized by the immune system. At the end of this course, the student will have been provided with the information to have a clear understanding of various subject areas, including antigen recognition, development of B&T cells, constitutive host defenses, immunopathology, inflammation, transplantation, allergy, and tumor immunology. This will be accomplished by using a mixture of lecture presentations, assigned reading, and various interactive learning strategies including, computer-aided instruction and small group discussions. This course will be given in the first six weeks of the second semester.

IDC 111 Neuroscience (6)

The Neuroscience course integrates the content of neuroanatomy, neurophysiology, neuropharmacology, neuropathology, and clinical neurology into one coherent experience focusing on the patient. The course will be presented by didactic lectures, small group case discussions utilizing audio-visual aids, patients, patient videos, computer-aided instruction, and so forth. This course will be given in the final 8 weeks of the spring semester.

IDC 135 Ethics in Medicine (2)

This course introduces students to the basic constraints and methods of ethical analysis and moral reasoning, with emphasis on their application to key ethical issues in health care practice and policy. Special attention is given to the role of the physician and the opportunities and challenges to the ethical practice of medicine in today's society.

IDC 136 Interviewing and Physical Exam (3)

This course uses a mixture of lectures, assigned readings, demonstration labs, and small group sessions. The student is introduced to the major components of a medical history, how to distinguish between symptoms and signs, the concept and descriptors of a chief complaint, patterns of pain radiation, and patient information regarding medications, allergies, past medical history, and personal, social, and family history. In addition, the student performs a video-taped OSCE and is assigned a preceptor with whom he/she completes a history and physical on three patients. The course is extended over two semesters.

IDC 138 Evidence Based Medicine (1)

This course uses a series of didactic lectures, practice exercises, and a small group experience to instill the fundamental principles of evidence based medicine (EBM). The course is divided into five parts. In part one, students learn the role of EBM in the practice of medicine, the basic steps of EBM, what research designs are used in medical research, and the importance and value of internal and external validity. In part two, students are introduced to the difference between descriptive and inferential statistics and how confidence intervals are used in medical journals. Part three teaches students the meaning of “testing” models and the importance of statistical significance and confidence intervals. Part four instructs students on the evidence-based medicine approach to the assessment of medical publications for therapy. Lastly, part five introduces the classical clinical diagnostic testing model and underscores the EBM approach to diagnostic testing.

IDC 139 Human Development and Medicine (2)

This interdisciplinary course presents an introduction to psychiatry and behavioral sciences. The purpose is to provide students with an overview and understanding of human development and behaviors as a foundation of knowledge for interacting with patients in the clinical setting, for diagnosing and treating diverse individuals with sensitivity and concern in serious matters of health and illness, and for treating and managing medical and psychiatric illness.

SYSTEMS COURSES

The following systems courses are each presented by a multidisciplinary team of faculty members. Within each sequence the physiology of the system, pathology of common diseases of that system, immunologic and microbiologic aspects of those diseases, and the pharmacologic approach to them are presented. Each course is presented in a variety of formats, including case presentations, lectures, small group discussions, laboratory sessions, computer-aided exercises, and independent study.

IDC 201 Cardiovascular System (4)**IDC 203 Respiratory System (3)****IDC 205 Renal/Urinary System (3)****IDC 207 Hematology/Oncology (3)****IDC 209 Gastrointestinal System (3)****IDC 211 Muscular/Skeletal/Integument (2)****IDC 216 Endocrine System/ Reproduction System (5)****IDC 221 Multisystem Processes (3)****IDC 233 Infectious Disease (3)****IDC 241 Psychological and Social Dimensions of Medical Practice (4)****IDC 242 Psychological and Social Dimensions of Medical Practice (2)****IDC 279 Case Studies in Medicine (2)****IDC 289 Longitudinal Clinic (1)**

The longitudinal clinic experience is an assignment to a particular clinic one-half day every other week.

IDC 301 Ambulatory Primary Care (8)

The Department of Family Medicine, in conjunction with the Department of Internal Medicine, administers and teaches an eight-week required junior-year clerkship. Each department component is a four-week period. During the Family Medicine component, Family Practice preceptors supervise and teach the medical student ambulatory family medicine, which includes home and nursing home visits.

The internal medicine component incorporates experiential learning with one-on-one faculty preceptors in ambulatory general internal medicine clinic settings, interactive case-based small group sessions, and web-based independent study materials to expose students to adult primary care. There is an option to replace this month with a month in a Family Medicine site.

IDC 461 Senior Colloquium (2)

This is an interdisciplinary colloquium that occurs at the end of the M4 year. Medical-legal, ethical issues, and other current topics will be discussed in the context of actual current cases.

IDC 462 Medical Informatics (4)

Medical informatics in an interdisciplinary field based on computer science, information science, the cognitive and decision sciences, telecommunications, epidemiology, and other fields.

IDC 480 Advanced PDX (4)

Senior students interested in additional training in physical diagnosis and those who post a failure on the third-year OSCE will be required to participate in this course. The course will be given once during the academic year. It will consist of didactics, simulated patient practice sessions, and actual clinic interviewing and physical examinations.

ANESTHESIOLOGY (ANE)

Professor: Enarson; *Associate Professors:* McQuillan (Chair), Manion, Youngblood; *Assistant Professors:* Landmark, McGonigal, VanBlerk; *Assistant Clinical Professors:* Ganfield, Schleifer; *Instructor:* Amao.

This department participates in the teaching of interdepartmental courses that are fundamental to the curriculum of the School of Medicine.

Fourth Year

ANE 461 Introduction to Anesthesiology (4) (four-week course)

This elective is designed to give the student a brief overview of the specialty of anesthesiology. Specific objectives will be realized by active participation in the clinical anesthetic management of patients, while working closely with staff anesthesiologists.

ANE 467 Introduction to Anesthesiology (2) (two-week course)

This elective is designed to give the student a brief overview of the specialty of anesthesiology. Specific objectives will be realized by active participation in the clinical anesthetic management of patients, while working closely with staff anesthesiologists. ANE 467 cannot be taken twice and count as ANE 461. Due to the short length of this course, the student should not plan to be away during the two weeks.

BIOMEDICAL SCIENCES (BMS)

Professors: Agrawal, Anderson, Babin, Beisel, Bertoni, Deng, Fritzsich, Hulce, Murphy (Chair), Quinn, Reidelberger, Yee; *Associate Professors:* Bergren, Brauer, Bruce, Cullen, Fishkin, Hallworth, He, Jeffries, Johnson, Kincaid, Knezetic, Lovas, Mackin, Nichols, Petzel, Smith; *Adjunct Associate Professor:* Crapon de Caprona; *Clinical Professor:* Conlon, Lankford; *Assistant Professors:* Dulka, Gale, Hansen, Haynatzki, Meyer, Nichols M, Patterson, Pedersen, Pisarri, Soukup; *Assistant Clinical Professor:* Kelley; *Professors Emeritus:* Andrews, Badeer, Creek, Turbes, Watt, Wells.

This department participates in the teaching of interdepartmental courses that are fundamental to the curriculum of the School of Medicine.

Fourth Year

The Department offers various elective programs for senior medical students interested in specific areas of anatomy, biochemistry, and physiology.

BMS 461 Gross Anatomy (4)

Selected topics of regional, systemic, or clinical anatomy in areas of interest.

BMS 462 Teaching Practicum in Medical Anatomy (credit by arrangement)

The students in this course will participate as teaching assistants in Medical Gross Anatomy Laboratory.

FAMILY MEDICINE (FAP)

Associate Professors: Elsasser, Frey (Chair), Guck, Kavan, Schaefer-Haines; *Adjunct Associate Professors:* Barone; *Assistant Professors:* Aguila, Bell, Daher, Goodman, Hansen, Heller, Jones, Khandalavala B., Khandalavala J., McStay, Nabulsi, Prendes, Sanchez, Satpathy, Saxena, Sharma, Wenzl; *Associate Clinical Professor:* Pettid; *Assistant Clinical Professors:* Brittan, Carlsson, Dewan, Dolezal, Dunning, Evans, Fitzgibbons, Gruba, Howell, Nohner, Paknikar, Romano, Saqueton, Schermann, Staack, Stanley, Tubbs, Zawaideh; *Instructors:* Levy; *Clinical Instructors:* Rios-Lopez, Shuey.

First and Second Years

The Department of Family Practice faculty participates in the teaching of interdepartmental courses that are fundamental to the curriculum of the School of Medicine.

Fourth Year

FAP 460 Hospice Care of the Terminally Ill (4)

This course is an elective, which familiarizes students with hospice care.

FAP 461 Inpatient Family Practice Sub-Internship (4)

FAP 461 Inpatient Family Practice is an elective in which the student participates as a sub-intern in the care of hospitalized family practice patients.

FAP 462 Rural Family Practice (4)

FAP 462 is an elective that gives the student opportunities in rural Family Practice. The Department of Family Medicine has a number of practitioners in western Iowa, Nebraska, and Wyoming who serve as preceptors.

FAP 464 Private Family Practice (4)

Students electing to take FAP 464 are assigned to a specific family practitioner in the Omaha metropolitan area who has been approved by the Department for senior electives. The student follows all hospital patients of the individual physician and spends clinical time in the practitioner's office.

An approved residency is available to qualified students who have an M.D. degree and wish to specialize in the field of Family Practice.

HEALTH POLICY AND ETHICS (HPE)

Professors: Enarson, Haddad, O'Brien, Pinch, Purtilo (Director), Welie; *Assistant Professor:* Kissell.

This department participates in the teaching of interdepartmental courses that are fundamental to the curriculum of the School of Medicine.

HPE 405 Special Topics in Health Care Ethics and Health Policy (4)

Students interested in this elective should have a particular topic in healthcare ethics or health policy they would like to pursue in an in-depth study not available in everyday undergraduate medical preparation.

HPE 406 Justice in Health Care (4)

This elective picks up on two recent trends. First, Catholic hospitals and other health care facilities experience an increasing pressure on their identity as a result of market forces. What does it mean nowadays to be a Catholic health care facility? Particularly, what does it mean positively, for example, in terms of justice? Second, the Jesuit colleges and universities that educate the next generations of health care providers face a similar challenge: Is the education these students receive different from the education students elsewhere receive and, if so, how does this difference relate to the identity of the Jesuit university.

HPE 407 Evaluating Patients' Best Interests (4)

This elective will offer students an opportunity to examine this most fundamental aspect of the physician-patient relationship. We will focus on the notion of "empathy" in medicine, and borrow from both philosophy and psychology to reach a better understanding of this communicative process.

HPE 408 Ethical Aspects of End-of-Life Care (4)

In this elective, the student will delineate, in consultation with the course director, a specific ethical issue and examine this in-depth.

MEDICAL MICROBIOLOGY AND IMMUNOLOGY (MMI)

Professors: Agrawal, Dworzack, Goering, Knoop, Nielsen, Preheim, Thomson, Townley; *Clinical Professor:* Gendelman; *Associate Professors:* Bittner, Cavalieri, Chaperon, Chatterjee, Destache, Gorby, Hanson, Horowitz, Lister, Jung, Romero; *Associate Clinical Professors:* Rupp, Smith; *Assistant Professors:* Bartz, Drescher, Giger, Swanson; *Assistant Clinical Professors:* Fey, Penn, Safranek; *Adjunct Assistant Professor:* Stevens; *Professor Emeritus:* Ferraro, Sanders W., Sanders C., Severin.

This department participates in the teaching of interdepartmental courses that are fundamental to the curriculum of the School of Medicine.

Fourth Year

MIC 461 Microbial Laboratory Diagnosis (4)

This course is designed to familiarize the student with the practical aspects of clinical microbiology. Emphasis will be placed on specimen selection, collection, and processing, identification of microbial pathogens and antimicrobial susceptibility testing as an aid for the diagnosis of infectious diseases.

MIC 463 Selected Topics in Immunology and their Application to Clinical Medicine (4)

MIC 463 Selected Topics in Immunology is an elective for those wishing to study in-depth a variety of selected topics in immunology. The elective will be available Second Semester continuously.

MIC 464 Selected Topics in Medical Microbiology (4)

MIC 464 Selected Topics in Microbiology is an elective for those wishing to study in-depth a variety of selected topics in microbiology. The elective will be available Second Semester continuously.

MIC 465 Methods in Molecular Epidemiology (4)

This course is an elective for those wishing laboratory oriented experience. The elective will be available Second Semester continuously. This course is a laboratory oriented experience related to the use of molecular techniques in the epidemiology of infectious disease. This will include “hands-on” experience in plasmid isolation and identification methods involving both gram-positive and gram-negative clinical isolates and the use of plasmid and chromosomal “finger-print” analysis to establish epidemiological relationships.

MIC 468 Infectious Diseases (4)

This elective builds on the foundation laid by previous courses including Medical Microbiology, Physical Diagnosis, and the Internal Medicine clerkship. The students are provided responsibility for evaluating patients seen in clinic or consultation and includes a critique of their findings and supervision of their day-to-day clinical decisions.

MEDICINE (MED)

Professors: Agrawal, Anderson, Casale, Deng, Dewan, Dworzack, Egan, Gallagher, Gentry, Heaney, Hopp, Lanspa, Lynch, Mailliard, Mohiuddin, Mooss, Nair, O'Brien, Preheim, Recker, Rendell, Rich (Chair), Shehan, Townley, Williams; *Adjunct Professors:* Fusaro; *Clinical Professors:* Armitage, Connor, Crotty, Ecklund, Gendelman, Hartigan, Soori, Zetterman; *Associate Professors:* Akhter, Bewtra, Bittner, Campbell, Cullen, DelCore, Destache, Dunlay, Esterbrooks, Frock, Gonzalez, Gorby, Haynatzki, Hee, Hilleman, Holmberg, Horowitz, Houghton, Huerter, Hurley, Jeffries, Johnson, Kenik, Li, Lynch, Monaghan, Schlueter, Schuller; *Associate Clinical Professors:* Block, Connolly T., Cosentino, Jarzobski, Potter, Raybin, Rovang, Sockell, Steffes; *Assistant Professors:* Abiose, Arouni, Biddle, Clark, Davidian, Davies, Drincic, Fixley, Fox, Gong, Griffin, Hunter, Lanspa, Lund, Maio, Menolascino, Morrow, Muffly, Nguyen, Pagano, Porter, Rapuri, Reyes, Sakowski, Schafer, Sharma, Shen, Silberstein, Stokes, Townley, Tribulato, Wichman, Woodbury, Woodruff; *Adjunct Assistant Professors:* Drincic, Hopkins, Lavedan, Lee; *Assistant Clinical Professors:* Altman, Block-Kurbisch, Buddhharaju, Cordero, Devine, Drvol, Faylor, Ford, Gammel, Grigsby, Huerta, Hutfless, Kopp, Langdon R., Malone, Malody, Mancuso, McVea, Mezzacappa, Michenfelder, Ochuba, Ortman, Peters, Piller, Pritza, Rael, Reister, Russell, Sambol, Schmidt, Silverberg, Spry, Stephenson, Thome, Thommi, Townley, Tracy, Violi, Ward, Wolff, Wolpert, Woodruff; *Instructors:* Cichowski, Harrington; *Clinical Instructors:* Borrege, Crnkovich, Harrington, Reher; *Senior Research Associate:* Barger-Lux; *Professors Emeritus:* Booth, Brody, Holthaus, Jenkins, Pettinger, Sanders, Sketch, Wells.

This department participates in the teaching of interdepartmental courses that are fundamental to the curriculum of the School of Medicine.

Clinical Years

MED 301 Inpatient Medicine Clerkship (4)

The teaching of internal medicine during the eight-week clerkship phase of the junior curriculum is an inpatient experience with a variety of core didactic curriculum made up of general medicine and its subspecialties. The inpatient experience consists of general medicine rotations at Creighton University Medical Center, Omaha VA Medical Center, Immanuel Medical Center, and St. Mary's Medical Center in San Francisco, California. The curriculum is intended to provide the student with (1) the ability to obtain historical, physical, and laboratory evidence from patients, (2) experience in synthesizing and evaluating physical and biological data, and (3) an in-depth study of medical disease as exemplified by assigned patients.

MED 401 General Medicine Sub-Internship (4) (CUMC)

The senior student will participate as a sub-intern in the care of hospitalized patients. Patients are assigned to the students on a rotational basis under the supervision of a supervisory resident and attending physician.

MED 404 Ambulatory General Internal Medicine (4)

Senior Medical Students will participate in a General Internal Medicine Clinic in an outpatient setting in Wyoming. The goal of the rotation is to familiarize the student with the varied approaches of evaluating and treating patients in an outpatient setting.

MED 410 Pulmonary/Critical Care Methodist Hospital (4)

The Pulmonary/Critical Care Medicine Selective for Senior Medical Students includes the expansion of knowledge gained as sophomore and junior students in the fundamentals of physical diagnosis and disease recognition, evaluation, and management.

MED 411 Pulmonary Diseases (4) (CUMC)

The Pulmonary Diseases Selective Rotation for Senior Medical Students includes the

expansion of knowledge gained as sophomore and junior students in the fundamentals of physical diagnosis and disease recognition, evaluation, and management.

MED 412 Pulmonary (4) (VA Medical Center)

The Pulmonary Care Medicine Selective for Senior Medical Students includes the expansion of knowledge gained as sophomore and junior students in the fundamentals of physical diagnosis and disease recognition, evaluation and management.

MED 413 Pulmonary Medicine (4) (Bergan Mercy and/or Immanuel Hospital)

During the four-week period, the student(s) will work closely with one of the staff physicians in the consultation and management of patients with respiratory disease at Bergan Mercy and/or Immanuel Hospitals.

MED 416 Clinical Allergy/Immunology (4) (CUMC)

The Clinical Allergy and Immunology elective is primarily an outpatient clinic based rotation.

MED 422 Renal Medicine (4) (CUMC)

In this rotation, the student functions as a member of the nephrology team at CUMC. Students are assigned patients on a rotational basis and follow their patients throughout their hospitalization under the direct supervision of the attending physician, supervisory resident, and first year resident.

MED 431 Dermatology (2-4)

The student will learn to diagnose certain skin disorders, their underlying medical conditions, and treatment/consultation methods. Course can be offered as a two-week Section A course as well.

MED 435 Medical Hematology/Oncology/Palliative Care (4) (CUMC)

Students taking this rotation will learn about palliative and supportive care for cancer patients, end of life care, and be given instruction in patient physician communication.

MED 440 Inpatient Cardiology (4) (Bergan Mercy)

In this rotation the student will participate as a member of the team in the care of patients admitted to the CCU and Cardiovascular service at Bergan Mercy.

MED 442 Inpatient Cardiology (4) (CUMC)

In this rotation the student will participate as a member of the team in the care of patients admitted to the CCU and Cardiovascular service at CUMC.

MED 456 Gastrointestinal Medicine (4) (CUMC)

MED 456 Gastroenterology is an elective for those wishing to study clinical gastroenterology.

MED 465 Endocrinology, Diabetes and Metabolism (4)

In this rotation the student will participate as a senior student in the care of hospitalized patients and clinic patients.

MED 468 Infectious Diseases (4) (CUMC and Omaha VA)

This elective builds on the foundation laid by previous courses including Medical Microbiology, Physical Diagnosis, and the Internal Medicine clerkship. The students are provided responsibility for evaluating patients seen in clinic or consultation with critique of their findings and supervision of their day-to-day clinical decisions.

MED 469 Rheumatology (4)

The goals of the Rheumatology Medicine elective for senior medical students include the expansion of knowledge gained as sophomore and junior students in the physical examination evaluation, interpretation of laboratory tests, and management of patients.

MED 470 Outpatient Medicine - Foreign Service (Dominican Republic) (credit by arrangement)

The student will participate as a member of the team in the care of people in rural Dominican Republic.

MED 471 Emergency Medicine (4)

In this rotation, the student will participate as a member of a team in the care of patients presenting to the Emergency Department.

MED 472 Critical Care (4) (Veterans Administrator Medical Center)

In this rotation the student will participate as a member of the team in the care of patients admitted to the ICU.

MED 473 Internal Medicine Community Health Medicine (4)

Emphasis will be placed on preventative medicine with daily discussions on disease pathogenesis, the impact of economic deprivation, and cultural practices

MED 474 General Medicine/Pediatrics (4)

The student will be exposed to educational opportunities in medicine/pediatric outpatient setting.

MED 475 Introduction to Medical Practice (2)

The purpose of this course is to introduce fourth year medical students to the basic issues relevant to managing physician practice in the United States.

MED 476 Advanced Topics in Internal Medicine (2)

The purpose of this course is to advance the student's knowledge in areas of adult medicine commonly used in practice.

MED 478 Case Studies in Cardiology (2)

In this rotation the student will participate in a set of case management studies designed to provide intensive study of the major cardiovascular disease states.

MED 479 Emergency Medicine/Foreign Service Dominican Republic Elective

Rotation (credit by arrangement)

The student will participate in the care of patients presenting to the Emergency Department at Cabral and Baez Hospital in Santiago, Dominican Republic. Students are assigned patients, and then follow and manage the patients during their Emergency Department visit under the supervision of the attending physician.

MED 480 Outpatient Medicine - Foreign Service (Dominican Republic) (4)

The student will participate in the care of patients from the rural Dominican Republic. Students will work in cooperation with local health care workers. The students work in an outpatient clinic on a daily basis under the direct supervision of a physician.

MED 481 Combined Pulmonary Diseases and Intensive Care Unit (ICU) (4)

The student will spend two weeks on the Pulmonary Consultation Service and two weeks on the Intensive Care Unit at CUMC.

MED 483 Introduction to Clinical Epidemiology and Clinical Outcomes Research (4)

The purpose of this course is to introduce fourth-year medical students to the basic issues relevant to conducting, interpreting, and applying clinical research.

MED 795 Evidence Based Medicine Independent Study (credit by arrangement)

Meetings with students and faculty to critically appraise medical literature. Students will identify clinical questions and proceed with answering those questions throughout the rotation.

Residency and fellowship positions in the Department of Medicine are available for qualified medical graduates. Contact the Department Chair for specific details.

NEUROLOGY (NEU)

Professor: Bashir, Bertoni (Chair), Reyes, Sullivan; *Associate Professor:* Adickes; *Assistant Professors:* Pedersen, Prendes, Stanek; *Associate Clinical Professors:* Larsen, Lorenzo, Ohr, Steg; *Assistant Clinical Professors:* Hannam, Hughes, Kader, Khan, McAllister, Pavkovic, Weber; *Clinical Instructors:* Kirchner.

This department participates in the teaching of interdepartmental courses that are fundamental to the curriculum of the School of Medicine.

Third and Fourth Year

NEU 461 General Neurology (4) (CUMC)

This elective will allow the student to work closely with the Neurology staff in the evaluation and treatment of patients having neurological problems. The student will see outpatients and inpatients at Creighton University Medical Center and participate in various seminars in Neurology and Neuropathology.

NEU 462 General Neurology (2) (CUMC)

The Department of Neurology offers a required two-week rotation for medical students in their fourth year. The experience includes consultation on inpatient care as well as supervised clinic responsibilities.

An approved residency is available to qualified students who have an M.D. degree and wish to specialize in the field of Neurology.

OBSTETRICS AND GYNECOLOGY (OBG)

Professors: Casey, Fleming, A. (Chair); *Adjunct Professor:* Taylor; *Clinical Professors:* Hilgers, Pruse; *Associate Professors:* Bonebrake, Kable; *Associate Clinical Professors:* Besse, Garcia-Padial, Quinn, Wyatt; *Assistant Professors:* Barsoom, Fleming M., Gray, Khandalavala, J.; *Assistant Clinical Professors:* Cummins, Doherty, Hicks, Jurgensen, Kratoska, Langenfeld, Morris, Potter, Ryder, Schropp, Sotolongo, Vrbicky; *Adjunct Assistant Professors:* Nagy; *Instructor:* Morgan; *Clinical Instructors:* Chupp, Kenney, McNamara, McTaggart, Pierson.

This department participates in the teaching of interdepartmental courses that are fundamental to the curriculum of the School of Medicine.

Third Year

OBG 301 Obstetrics and Gynecology Clerkship (8)

The third year clinical clerkship emphasizes the study and care of patients in the Obstetrics and Gynecology clinics and of the patients admitted to the affiliated hospitals. Observation and participation in the conduct of normal labor and delivery, and observation of the management of gynecologic diseases and surgery are encouraged. Morning seminars are held with in-depth clinical discussion of disease entities and the management of these conditions. Current literature reviews are required from clerks each week to introduce them to the discipline. An oral and a written examination are given at the end of each clerkship to provide a comprehensive review of the clerk's understanding of this specialty.

Fourth Year

OBG 461 The Detection and Management of the High-Risk Pregnancy (4)

The goal of this elective is to provide the student with a better understanding of the detection and management of high-risk pregnancies.

OBG 462 Private Services in Obstetrics (4)

The goal of this course is to provide an experience in the clinical and surgical practice of a private physician(s). This includes an understanding of the ambulatory outpatient that offers not only routine health maintenance screening, but also therapeutic procedures and follow-up, as well as evaluation of gynecologic disorders and experience in assisting in surgery and at deliveries of patients found in the physician office-based practice.

OBG 464 Prenatal Diagnosis (4)

The student will learn the systematic approach to the diagnosis of prenatal fetal anomalies and growth disturbances. Upon completion of this rotation, the student will be able to perform a fetal anatomic survey, as well as standard fetal ultrasound measurements to estimate gestational age and fetal weight. The student will be expected to accurately do an obstetric ultrasound, complete with measurements and assessment of anatomy, to successfully complete the rotation.

OBG 465 Ambulatory Gynecology (4)

The goal of this course is to provide an understanding of the ambulatory outpatient office-based practice that offers not only routine health maintenance screening, but also therapeutic procedures and follow-up, as well as evaluation of benign gynecologic disorders.

OBG 466 Gynecologic Oncology (4)

The goals of the Gynecologic Oncology subspecialty experience for senior medical students are the expansion of knowledge and understanding of gynecologic oncology physical diagnosis, disease recognition and evaluation, and management of gynecologic oncology disorders.

OBG 467 General Obstetrics - Foreign Service (Dominican Republic) (credit by arrangement)

The student will have the opportunity to experience the Dominican culture first-hand and provide medical care to an underserved population. Medical Spanish required. Conversation Spanish strongly encouraged.

An approved residency is available to qualified students who have an M.D. degree and wish to specialize in the field of Obstetrics.

PATHOLOGY (PTG)

Professors: Brumback (Chair), Gatalica, Healy, Reyes; *Associate Professors:* Adickes, Baltaro, Bewtra, Cavalieri, Hunter, Knezetic, Nipper; *Associate Clinical Professors:* Okoye, Perry; *Assistant Professors:* Giger, Kaleem, Soundararajan; *Assistant Clinical Professors:* Bogard, Cornish, Zieno; *Clinical Instructor:* Pojman; *Associate Clinical Professor Emeritus:* Sciotino; *Professors Emeritus:* Lankford, Quigley.

This department participates in the teaching of interdepartmental courses that are fundamental to the curriculum of the School of Medicine.

Fourth Year

PTG 461 Introduction to Pathology Practice (4)

The objective of the Senior Elective Program is to give the 4th year medical student a broad introduction in the practice of pathology built around interaction with clinicians, pathologists, residents, and technical staff.

PTG 462 Topics in Pathology (4)

This elective is designed to be undertaken in one section of the laboratory and may be taken with a clinical or research emphasis. Pre-requisite for this rotation is Introduction to Pathology Practice, similar experience and/or permission of the selected faculty member.

PTG 463 Neuropathology (4)

The objective of the Senior Elective Program is to give the fourth year medical student an intense exposure to neuropathology as practiced as a subspecialty of Pathology.

PTG 464 Clinical Neuroscience (4)

The objective of the Senior Elective Program is to give the fourth year medical student an introduction to the varied disciplines of the clinical neurosciences.

PTG 466 Medical Informatics (4)

This Senior Elective is a survey of the current state of informatics in medicine. There is a particular emphasis on pathology informatics, however, the principles discussed in this elective are applicable to medicine in general.

Residencies are available to the qualified graduate who wishes to pursue the speciality of Pathology. This four-year program encompasses detailed studies in all branches and subdisciplines of Pathology.

PEDIATRICS (PDT)

Professors: Fitzmaurice, Hopp, Roth (Chair); *Associate Professors:* Chatterjee, Fletcher, S., Jung, Zach; *Assistant Professors:* Desmangles, Doherty, Douglas, Harrison, Holst, Hudson, Kaftan, Macklem, Moffatt, Moore, M., Prestridge, Sindelar, Snow, Specht, Steenson, Varman, Yaghmour; *Adjunct Professor:* Vanderhoof; *Adjunct Associate Professors:* Romero, *Adjunct Assistant Professors:* Bausch, Kratochvil, *Clinical Professors:* Buehler, Coccia, Kugler, Lazoritz, Vanderhoof; *Associate Clinical Professors:* Abromowitch, Bolam, Danford, Gumbiner, Lutz, Reimers, Schaefer, Walburn; *Assistant Clinical Professors:* Amin, Attard, Brown, Corley, DeMare, Erickson, Fenton, Fletcher, Moore, Nelson, Noronha, Phillips, Stephenson, Thakker, Wilczewski; *Clinical Instructors:* Patney.

This department participates in the teaching of interdepartmental courses that are fundamental to the curriculum of the School of Medicine.

PDT 301 Pediatrics Clerkship (8)

Experience in clinical pediatrics is divided between inpatient and outpatient components. The inpatient experience is located at Children's Hospital and is designed to expose the student to children with a variety of illnesses. The outpatient component is designed to allow the student to gain experience relative to a wide variety of pediatric problems and preventive medicine in community and pediatric office settings.

PDT 460 Pediatric Inpatient Externship (4) (Children's Hospital)

The senior student on this rotation will assume primary responsibility for his/her patients, working with the resident and attending to ensure that quality and timely care is given. The student will continue to advance his/her communication, clinical problem solving and procedural skills, and become more familiar with common health problems in pediatrics.

PDT 461 Pediatric Critical Care (4) (Children's Hospital)

The student participates as a sub-intern in the care of critically ill pediatric patients. Patients represent the full range of pediatric critical care.

PDT 463 Pediatric Infectious Disease (4)

Students will learn to evaluate neonates, infants, and children with a wide range of infectious diseases.

PDT 464 Neonatal Intensive Care Services (4) (CUMC)

The student will serve as a "junior house officer" under the supervision of a staff Neonatologist and a pediatric house officer. The student will be exposed to the critical care of sick and high risk infants.

PDT 466 Pediatric Cardiology (4) (Children's Hospital)

Students will participate in the care and evaluation of pediatric patients with known or suspected congenital heart disease. Students will also encounter pediatric patients with acquired cardiomyopathy.

PDT 467 Pediatric Neurology (4) (Children's Hospital)

This elective will enable the student to evaluate and treat children with neurologic disorders. The student will see patients in both hospital and outpatient settings. Participation in Neurology conference teaching sessions is required.

PDT 468 Pediatric Gastroenterology (4) (Children's Hospital)

Students will learn to evaluate pediatric patients with chronic and infectious diarrhea, abdominal pain, constipation, malabsorption, inflammatory bowel disease, gastrointestinal infections, Hirschsprung's disease, neonatal cholestasis, growth failure, chronic vomiting, and liver disease.

PDT 469 Pediatric Endocrinology Services (4) (Children’s Hospital)

The student will participate in the care of pediatric patients with a variety of problems seen in pediatric endocrinology private practice. There are seven half-day clinics each week and daily ward rounds. Regular formal discussions concerning endocrine problems are held and the student is expected to give a presentation on a pertinent topic of interest toward the end of the rotation.

PDT 470 Pediatric Hematology/Oncology Service (4) (Children’s Hospital)

This elective is for those students who are thinking about a career in pediatrics and desire in-depth clinical exposure to hematology and cancer patients. Students will follow patients in the clinic and on the inpatient service.

PDT 471 Pediatric Respiratory and Critical Care Medicine (4) (Children’s Hospital)

Pediatric Respiratory and Critical Care Medicine is an elective for those wishing to study the spectrum of clinical respiratory disease in children. The experience is designed for motivated senior medical students.

PDT 472 General Pediatrics (credit by arrangement)

This is an elective for those students wishing to work in a private practice pediatric setting.

PDT 473 Advanced Pediatrics (4)

This is an elective for those students wishing to work in a private practice pediatric setting.

PDT 474 Pediatric Emergency Medicine (4)

Students will participate in the care of patients presenting to the Pediatric Emergency Department at Children’s Hospital. Students are assigned attending physicians and will work with the attending physician to manage patients during their Emergency Department visit.

Residencies are available to the qualified graduate who wishes to pursue the specialty of Pediatrics.

PHARMACOLOGY (PHR)

Professors: Abel, Dowd (Chair), Khan, Makoid, Roche; *Associate Professors:* Alsharif, Jeffries, Scofield; *Assistant Professors:* Bockman, Bradley, Norton, Opere, Tu.

This department participates in the teaching of interdepartmental courses that are fundamental to the curriculum of the School of Medicine.

Courses will be offered at the discretion of the Chair of the Department to qualified students desiring to do graduate work leading to advanced degrees (M.S., Ph.D.) with a major in Pharmacology. The Graduate School issue of the *Bulletin* has complete details.

PHR 461 Integrative and Alternative Medicine (4)

This Senior Elective is a critical survey of commonly employed complementary and alternative therapies.

PREVENTIVE MEDICINE AND PUBLIC HEALTH (PMH)

Professors: Lanspa, Lynch (Chair); *Adjunct Professor:* Fusaro; *Associate Professors:* Knezetic, Watson; *Assistant Professors:* Furlong; *Assistant Clinical Professor:* Cristofaro; *Professors Emeritus:* McIntire, Severin; *Instructor:* Lynch.

This department participates in the teaching of interdepartmental courses that are fundamental to the curriculum of the School of Medicine.

PMH 461 Cancer Epidemiology (4)

The rotation in cancer epidemiology will consist of an assigned research project pertinent to epidemiologic factors in one or more malignant neoplasms of man.

PMH 462 Clinical Genetics (4)

This elective program will be devoted primarily to genetic models using families with a high frequency of different diseases (e.g. cancer, heart disease, and others). This will enable students to evaluate the risk factors involved and the mode of genetic transmission of these diseases. Seminars will be offered to students on this subject to explain the genetic models that have been used in clinical medicine.

PSYCHIATRY AND BEHAVIORAL SCIENCES (PBS)

Professors: Bhatia, Chu, Petty, Reyes, Wilson (Chair); *Clinical Professors:* Burke, Manning; *Associate Professors:* Bhatia, Guck, Kavan, Sokol; *Associate Clinical Professors:* Diercks, Hartmann, Hsieh, Roccaforte, Swanson, Wengel, Zimmerman; *Assistant Professors:* Coleman, Fernandes, Happe, Madison, Marciel, Price, Sattar; *Adjunct Assistant Professor:* Svolos; *Adjunct Instructor:* Starks; *Assistant Clinical Professors:* Bahr, Bencomo, Bohac, Boust, Coy, Davis, Faryna, Fleisher, Grant, Heaney, Hunziker, Jones, Kremen, Kauzlarich, McGivern, North, Riedler, Roy, Schmidt, Schmidt, Seamands, Sharma, Stoller, Taylor, Townsend, Wetzler, Woodard, Worchel; *Clinical Instructors:* Campbell, Cassidy, Egbert, Forsman-Bierman, Goldman, Jaeger, Kamal, Naseem, Ravipati, Sedlacek, Sood, Reddy, West; *Professors Emeritus:* Fine, Mead; *Instructors:* Arora, Malin.

This department participates in the teaching of interdepartmental courses that are fundamental to the curriculum of the School of Medicine.

Third Year

PBS 301 Psychiatry Clerkship (8)

During the Junior year, every student is assigned full time to the Creighton Department of Psychiatry for a period of eight weeks. Students rotate through a number of inpatient and outpatient service assignments presenting all varieties of neurological and psychiatric disease. Teaching facilities include CUMC-SJH, Alegent Health, Children's Hospital, Omaha VAMC, Douglas County Health Center, and the Creighton Psychiatry Clinic. In addition to bedside teaching and patient examination, students attend a series of Grand Rounds, case conferences, and subject seminars.

Fourth Year

PBS 462 Clinical Psychopharmacology (4) (VA Medical Center)

This elective will provide contemporary information regarding the growing field of psychopharmacology. This will be achieved through guided independent learning (e.g., review of recent literature and assigned reading, small group discussion, participation in clinical teaching rounds, clinics, Grand Rounds, case discussions, and research activities).

- PBS 463 Child and Adolescent Psychiatry (2 or 4)**
This elective is a clinical rotation for those interested to explore in depth Child and Adolescent Psychiatry.
- PBS 464 Psychiatry Research (4)**
Students will spend this elective period involved in the Creighton Psychiatry Research Center, and its affiliated Research Clinics at the Omaha VA Medical Center on current active protocols or, *by mutual agreement*, special topics.
- PBS 466 Emergency Psychiatry (4)**
During this rotation students will be encouraged to seek information about the growing body of knowledge and skills in the field of emergency psychiatry.
- PBS 467 Geriatric Psychiatry (2 or 4)**
The Geriatric Psychiatry elective will provide the students with experience in the evaluation and treatment of elderly patients with depression, anxiety, Alzheimer's disease, and other causes of dementia.
- PBS 470 Eating Disorders (2-4)**
This experience will familiarize the medical student with the evaluation and treatment of children and adolescents with eating disorders.
- PBS 472 Adult Inpatient Psychiatry (2-4)**
The student will be assigned to an acute hospital unit. Students collaborate in treatment teams participating in rounds, case-conferences, Grand Rounds, and individual supervision with strong emphasis on differential diagnosis and planning and implementing a biopsychosocial treatment plan for psychiatric patients.
- PBS 474 Depression Disorders and their Treatment (2-4)**
This course combines clinical service with depressed patients and discussion of books and articles discussing various aspects of the recognition, diagnosis, and treatment of depressive disorders.
- PBS 475 Consultation/Liaison Psychiatry (2-4)**
This elective provides exposure to medically ill patients with emotional/psychiatric problems along with special teaching on psychiatric diagnostic issues, acute treatment plans, short-term intervention techniques, and supportive therapies.
- PBS 476 Special Topics in Psychiatry (credit by arrangement)**
This rotation is individually designed by the student and the Director. Available topics may be Evolutionary Psychology, Women's Issues, Outpatient Psychiatry, Forensic Psychiatry, Special Readings, or a combination of topics with clinical service.
- PBS 478 Off Campus Elective (4)**
Off campus electives may be taken to broaden one's knowledge of psychiatry generally or to acquire experience not available here.
- PBS 479 Addictions (2-4)**
The student will spend this elective period at the Substance Abuse Treatment Center (SATC) at the VA Hospital participating in the evaluation, assessment, and treatment of chemically dependent patients.
- PBS 482 Trans-Cultural and Community Psychiatry (2-4)**
This community-based experiential course provides students with practical knowledge and experience in a community health system dedicated to psychiatric care for a transcultural population in Hilo, Hawaii.

PBS 483 Domestic Violence Practicum (2-4)

This community-based experiential course provides students with practical knowledge and experience in community agencies and sites dedicated to reducing domestic violence and aiding its victims in Omaha.

PBS 484 Seminar in Contemporary Neurosciences (2-4)

This course will introduce the senior medical student to different aspects of current research in the general area of the Neurosciences, especially as they relate to psychic phenomena, psychiatric diagnoses and treatments, and related fields.

PBS 485 Senior Seminar in Psychotherapy (2-4)

This course will introduce the student to various psychological treatments, from cognitive and behavioral psychotherapy to psychoanalysis. Students will be exposed to psychotherapy as observers in ongoing psychotherapy groups at Creighton and Creighton-affiliated clinical sites.

PBS 486 Narratives of Illness (2-4)

This two- week or four-week reading course involves the student in reading first-person narratives of psychiatric and medical illness, with one or two short pieces of fiction.

An approved four-year residency program is available to qualified students who have a medical degree and wish to specialize in Psychiatry. Also available are fellowships in Child-Adolescent Psychiatry, Geriatric Psychiatry, Substance Abuse Psychiatry and Consult-Liaison Psychiatry.

RADIOLOGY (RAD)

Professor: Goldman (Chair); *Associate Professors:* Frank, Omojola, Phalen; *Assistant Professors:* Canaday, Gelbman, Maydew, Paknikar, Yousef; *Assistant Clinical Professor:* Brown; *Associate Clinical Professor:* Johnson; *Adjunct Assistant Professors:* Davey, Jaeger, Peet

This department participates in the teaching of interdepartmental courses that are fundamental to the curriculum of the School of Medicine.

Third and Fourth Year

RAD 463 Diagnostic Radiology (4)

The Department of Radiology offers an elective course in General Diagnostic Radiology. This is an intensive introduction to clinical imaging targeted for fourth year medical students.

RAD 464 Radiology Oncology (4)

The Department of Radiology offers an elective course in Radiation Oncology. This is a four-week course as introduction to the field of radiation oncology targeted for fourth year medical students.

RAD 465 Angio/Interventional (4)

The Department of radiology offers an elective course in Vascular and Interventional Radiology in which the medical student becomes a member of the interventional team.

An approved residency program is available to qualified students who have the M.D. degree and wish to specialize in the field of diagnostic radiology. Program covers four years. A transitional year is required. Contact the Program Director for details.

SURGERY (SUR)

Professors: Chiou, Filipi, Fitzgibbons, Jr. R., Forse (Chair), Loggie, McGuire, Sugimoto; *Associate Professors:* Arcidi, Chakkalakal, Gaines, Kosoko-Lasaki, Nawaz, Palmer, Silva, Sudan, Taylon, Wang, Zielinski; *Associate Clinical Professors:* Bell, Blatchford, Christensen, Ciurej, Deeths, Feldhaus, Heieck, Khan, McLeay, Michels, Monson, Murphy, Priluck, Rothberg, Thorson; *Assistant Professors:* Cemaj, Dey, Govindarajan, Graham, Mittal, Narotam, Soundarajan, Vora, Yohannes; *Assistant Clinical Professors:* Baccari, Bowman, Campbell, Collicott, Cusick, DeSouza, Dowell, Edney, Fehringer, Feldhaus, Fitzgibbons, T., Garred, Jr. J., Gogela, Gordon, Gross, Hong, Kelly, Klein, Konigsberg, Kratochivil, McCarthy, McClellan, McGill, McGuire, McNamara, Mercier, Mormino, Morrison, Mota, Patel, Paul, Peetz, Jr. D., Peters, Pitsch R., Pitsch, Jr. R., Ramos, D., Rassekh, Raynor, Saxton, Ternent, Townley, Troia, C., Troia, S., Tyndall, Voigt, Winkler, Woodward; *Clinical Instructors:* Bares, Drake, Ferenstein, Horgan, Lundak, O'Malley, Redland, Schlichtemeier, Tiedman, Troia, R.

This department participates in the teaching of interdepartmental courses that are fundamental to the curriculum of the School of Medicine.

Third Year

SUR 301 Surgery Clerkship (8)

To assure that students are well trained in the fundamentals of surgery, learning will occur in a supportive yet challenging environment. Students will learn effective use of language, critical thinking skills and the importance of precise written and verbal communication. Through interaction with surgical faculty and residents, students will recognize the importance of compassionate care. Students will experience a thoughtful supportive learning environment that will provide the core knowledge and skills acquisition needed to care for surgical patients. Guidance in the use of current tools to gather, organize, and present data in the evaluation of patients with surgical diseases will enhance the students overall understanding of patient care. Emphasis on exposure to surgeons as individuals will offer an opportunity to further explore career options.



Fourth Year

- SUR 401 Sub-Internship in Trauma/Critical Care (4)**
The student is expected to participate in teaching rounds and assist in the operating room for patients admitted to the general surgical trauma service. The student will function as a sub-intern and be expected to present cases during rounds as well as at trauma conferences. The student will also be expected to participate in research activities within the trauma division.
- SUR 405 Sub-Internship in General Surgery/ University II (4)**
This course is an intensive surgical experience with emphasis on mini-invasive general surgical procedures. The sub-intern will be given opportunities to first assist in selected cases and manage critically ill patients.
- SUR 461 Sub-Internship in Cardiovascular and Cardiothoracic Surgery (4)**
This elective will include all aspects of cardiovascular, thoracic, peripheral vascular surgery, preoperative evaluation, intraoperative experience, and postoperative management of patients.
- SUR 462 General Surgery (4)**
This service involves participation in preoperative and postoperative care of the general surgical patient.
- SUR 468 Sub-Internship in General, Vascular, and Orthopaedic Surgery (4)**
In this course the student will work closely with two surgeons, gaining experience in all aspects of a busy general surgery practice. This practice includes not only general surgery but vascular and orthopaedic surgery as well.
- SUR 470 Sub-Internship in Urology (4)**
This course will be under the supervision of the Chief of Urology. Students will rotate for four weeks on the University Urology service at CUMC-St. Joseph Hospital.
- SUR 472 Sub-Internship in Neurological Surgery (4)**
Students on this service will be responsible for routine daily care of neurological patients. Students will perform histories and physicals with emphasis on neurological examination. Students will actively participate in daily care, neurodiagnostic procedures, surgery, postoperative care, and attend Neurosurgery clinics and Neurosurgery conferences.
- SUR 474 Ophthalmology (4)**
This ophthalmology elective serves as an introduction to the medical and surgical diseases of the eye. This course will give students the opportunity to become very familiar with ophthalmology. Students will participate in primary eye care and assist with the responsibilities of care for patients.
- SUR 475 Sub-Internship in Orthopaedic Surgery (4)**
On this service, the students participate in the full range of clinical and teaching activities.
- SUR 476 Otolaryngology (2-4)**
This rotation in Otolaryngology and Human Communication offers an exposure to the medical and surgical evaluation and management of associated problems of this specialty.
- SUR 477 Sub-Internship in Pediatric Surgery (4) (Children's Hospital)**
This rotation will expose the student to common surgical diseases and congenital deformities in infants and children. The student will be required to perform selected histories and physicals on these patients and will second or first assist in surgery.

SUR 478 Pediatric Surgery (4) (Kansas City, Missouri)

The student will be exposed to a wide variety of surgical diseases to include pediatric cardiology and trauma. The student will work closely with our Creighton surgical resident rotating at Children's Mercy Hospital.

SUR 479 Plastic and Reconstructive Surgery (4)

This elective will introduce to the student the spectrum of modern plastic surgery.

SUR 480 Sub-Internship in Vascular Surgery (4)

Students enrolling in this course are assigned to the full Vascular Surgery service at Creighton University Medical Center.

SUR 481 Orthopaedic Surgery (4)

Senior students electing to enroll in this elective are assigned to the Orthopaedic Surgery Service in our clinics and Bergan Mercy Hospital. On this service the students participate in the full range of clinical and teaching activities.

SUR 484 Cardiothoracic Surgery (2-4) (Minot, North Dakota)

This senior elective will include all aspects of Cardiac and General Thoracic Surgery. Room and board will be provided.

SUR 485 Sub-Internship in Critical Care (4)

The student is expected to participate in daily teaching rounds in the ICU. The student will function as a sub-intern and be expected to present assigned patients on rounds, attend all lectures and conferences and read required material. Students will also have the opportunity to do procedures under close supervision.

An approved residency is available to qualified students who have an M.D. degree and wish to specialize in the field of Surgery.



FACULTY

Note: The year appearing in parentheses after the academic rank and official position indicates the beginning of service in Creighton University. The second date, if given, indicates the year of appointment to present rank.

- PETER W. ABEL, *Professor of Pharmacology* (1987; 1997); *Professor of Pharmaceutical and Administrative Sciences* (1993; 1997).
B.S., University of Wisconsin, 1973; Ph.D., West Virginia University, 1978.
- ADEMOLA K. ABOISE, *Assistant Professor of Medicine* (2002).
M.B., B.S., College of Medicine, University of Lagos (Nigeria), 1985.
- MINNIE ABROMOWITCH, *Associate Clinical Professor of Pediatrics* (1996).
B.S., University of Manitoba, 1969; M.D., 1973.
- EDWARD D. ADICKES, *Associate Professor of Pathology* (1990; 1997); *Associate Professor of Neurology* (1990; 1992); *Associate Professor of Physical Therapy* (1996).
B.S., Albright College, 1971; D.O., College of Osteopathic Medicine and Surgery, 1977.
- DEVENDRA K. AGRAWAL, *Professor of Medicine* (1985; 1997); *Professor of Medical Microbiology and Immunology* (1995; 1997); *Professor of Biomedical Sciences* (1998).
B.Sc., Lucknow University (India), 1971; M.Sc., 1973; Ph.D. (Biochemistry), 1978; Ph. D., (Medical Sciences), McMaster University (Canada), 1984.
- VIRGINIA AGUILA, *Assistant Professor of Family Medicine* (1984).
B.S., University of Philippines, 1973; M.D., 1977.
- MOHAMMED P. AKHTER, *Associate Professor of Medicine* (1991; 2003); *Associate Professor of Comprehensive Dental Care* (1992; 2003).
B.S., NED University of Engineering and Technology, 1981; M.S., University of Nebraska, 1983; Ph.D., University of Nebraska-Lincoln, 1988.
- NASER Z. ALSHARIF, *Assistant Professor of Pharmaceutical and Administrative Sciences* (1997); *Assistant Professor Pharmacology* (1997).
G.C.E., Carlett Park College of Technology, 1980; B.A, University of Nebraska-Omaha, 1984; Pharm.D., M.S., University of Nebraska Medical Center, 1988; Ph.D., Creighton University, 1992.
- RUBEN ALTMAN, *Assistant Clinical Professor of Medicine* (1977).
B.S., George Washington University, 1955; M.D., Harvard University, 1961.
- RASHEED O. AMAO, *Instructor of Anesthesiology* (2000).
M.B.,B.S., University of Ilorin (Nigeria) 1991.
- ZAHID AMIN, *Assistant Clinical Professor of Pediatrics* (2000).
Fsc, Cadet College Petaro (Pakistan) 1975; M.B.,B.S., Bolan Medical College (Pakistan) 1982.
- GEOFFREY ANDERSON, *Lecturer of Psychiatry* (2002; 2004).
B.S., Mary College, 1981; M.A., University of South Dakota, 1985; Ph.D., 1988.
- ROBERT J. ANDERSON, *Professor of Medicine* (1985; 1995); *Professor of Biomedical Sciences* (1992; 1995).
M.D., Northwestern University Medical School, 1973; M.S., University of Minnesota, 1981.
- RICHARD V. ANDREWS, *Professor Emeritus of Biomedical Sciences* (1958; 1997); *Dean Emeritus, Graduate School* (1995).
B.S., Creighton University, 1958; M.S., 1959; Ph.D., University of Iowa, 1963.
- JOSEPH M. ARCIDI, *Associate Professor of Surgery* (2001).
B.S., Boston College, 1978; M.A., Tufts University School of Medicine, 1980; M.D., Johns Hopkins University School of Medicine, 1982.

- JAMES O. ARMITAGE, *Clinical Professor of Medicine* (1992).
B.S., University of Nebraska-Lincoln, 1969; M.D., University of Nebraska Medical Center, 1973.
- MONICA ARORA, *Instructor of Psychiatry* (2003).
M.B.,B.S., Grant Medical College, 1998.
- AMY J. AROUNI, *Assistant Professor of Medicine* (1994; 1997).
B.S., (Biology) Creighton University, 1987; M.D., 1991.
- RAMESH ASHWATHNARAYAN, *Assistant Clinical Professor of Preventive Medicine* (2002).
M.B., B.S., Bangalore Medical College (India), 1991.
- THOMAS M. ATTARD, *Assistant Clinical Professor of Pediatrics* (2002).
M.D., University of Malta Medical School (Malta), 1993.
- DONALD R. BABIN, *Professor of Biomedical Sciences* (1967; 1989).
B.S., University of New Brunswick (Canada), 1958; Ph.D., 1962.
- MARIO E. BACCARI, *Assistant Clinical Professor of Surgery* (1973; 1976).
B.A., New York University, 1961; M.D., Creighton University School of Medicine, 1965.
- HENRY S. BADEER, *Professor Emeritus of Physiology* (1967; 1991).
M.D., American University of Beirut (Lebanon), 1938.
- PAULO R. BAHR, *Assistant Clinical Professor of Psychiatry and Behavioral Sciences* (1983).
B.A., Colegio Bom Jesus Curitiba (Brazil), 1966; M.D., Federal University of Brazil, 1972.
- RICHARD J. BALTARO, *Associate Professor of Pathology*, (2001).
B.A., Earlham College, 1972; Ph.D., University of Rome, 1977; M.D., Catholic University (Rome), 1983.
- HAROLD R. BARES, *Clinical Instructor of Surgery* (1987).
B.A., St. Cloud State University, 1973; M.D., University of Nebraska Medical Center, 1980.
- M. JANET BARGER-LUX, *Senior Research Associate of Medicine* (1987; 1994).
B.S.M.T., Creighton University, 1964; M.S., University of Nebraska Medical Center, 1982.
- EUGENE J. BARONE, *Adjunct Associate Professor of Family Practice* (1979; 1992).
B.S., LeMoyne College, 1972; M.D., Creighton University School of Medicine, 1976.
- MICHAEL BARSOOM, *Assistant Professor of Obstetrics and Gynecology* (2002).
B.S., Creighton University, 1991; M.D., 1995.
- JASON C. BARTZ, *Assistant Professor of Medical Microbiology and Immunology* (2003).
B.S., University of Wisconsin-Stevens Point, 1990; M.S., University of Wisconsin-Madison, 1994; Ph.D., 1998.
- RIFAAT M. BASHIR, *Professor of Neurology* (2002).
B.S., American University of Beirut, 1969; M.D., 1974.
- ANN MARIE BAUSCH, *Adjunct Assistant Professor of Pediatrics* (2001).
B.S., Creighton University, 1994; M.D., 1998.
- KIRK W. BEISEL, *Professor of Biomedical Sciences* (1992).
B.S., Albright College, 1972; Ph.D., Rutgers University, 1978.
- EDWARD T. BEITENMAN, *Associate Clinical Professor Emeritus of Psychiatry and Behavioral Sciences* (1969; 1996).
B.S., Creighton University, 1950; M.D., 1954.
- DONALD D. BELL, *Associate Clinical Professor of Surgery* (1994).
B.S., University of Nebraska-Lincoln, 1960; M.D., University of Nebraska Medical Center, 1964.
- JUDY BELL, *Assistant Professor of Family Medicine* (1994).
B.S.N., Creighton University, 1970; M.N., Louisiana State University Medical Center 1975; Ed.D., University of Nebraska-Lincoln, 1981.

- LUIS M. BENCOMO, *Assistant Clinical Professor of Psychiatry* (1995, 1998).
M.D., Universidad Centro de Estudios Tecnológicos (Santo Domingo, DR) 1982.
- DALE R. BERGREN, *Associate Professor of Biomedical Sciences* (1985).
B.A., Carroll College (Montana), 1973; M.S., 1975; Ph.D., University of North Dakota, 1976.
- JOHN M. BERTONI, *Professor of Neurology* (1989); *Professor of Biomedical Sciences* (1992); *Chair, Department of Neurology* (1989).
A.B., Xavier University, 1967; M.D., University of Michigan, 1971; Ph.D., 1979.
- THOMAS M. BESSE, *Associate Clinical Professor of Obstetrics and Gynecology* (1977; 1995).
B.S., University of Utah, 1971; M.D., Creighton University School of Medicine, 1975.
- AGAINDRA K. BEWTRA, *Associate Professor of Medicine* (1975; 1980).
M.B., B.S., All India Institute of Medical Sciences (India), 1967; M.D., 1973.
- CHHANDA BEWTRA, *Associate Professor of Pathology* (1978; 1986).
M.B., B.S., All India Institute of Medical Sciences (India), 1971.
- SHASHI K. BHATIA, *Associate Professor of Psychiatry and Behavioral Sciences* (1979; 1996);
Associate Professor of Pediatrics (1983; 1986).
M.B., B.S., Punjab University (India), 1969.
- SUBHASH C. BHATIA, *Professor of Psychiatry and Behavioral Sciences* (1977; 1988; 2001).
M.B., B.S., Punjab University (India), 1967; M.D., Postgraduate Institute of Medical
Education and Research (India), 1973; M.A.M.S., Indian Academy of Medical Sciences
(India), 1973.
- WILLIAM P. BIDDLE, *Assistant Professor of Medicine* (1988; 1991).
B.A., University of Tennessee at Knoxville, 1979; M.D., University of Tennessee at Memphis,
1984.
- MARVIN J. BITTNER, *Associate Professor of Medical Microbiology and Immunology* (1981; 1991);
Associate Professor of Medicine (1981; 1991).
B.S. University of Chicago, 1972; M.D., Harvard University, 1976.
- GARNET J. BLATCHFORD, *Associate Clinical Professor of Surgery* (1990, 1995, 2002).
B.S., University of Nebraska-Lincoln, 1979; M.S., University of Nebraska Medical Center,
1983.
- MARGARET BLOCK, *Associate Clinical Professor of Medicine* (1989; 1990).
B.S., Rensselaer Polytechnic Institute, 1972; M.D., Albany: Medical College, 1976.
- INGRID J. BLOCK-KURBISCH, *Assistant Clinical Professor of Medicine* (2001).
B.A., School for Foreign Languages and Arts (Austria) 1976; M.D., University of Vienna
Medical School (Austria) 1984.
- CHARLES S. BOCKMAN, *Assistant Professor of Pharmacology* (1996).
B.A., Emory University, 1984; Ph.D., Creighton University, 1993.
- PATRICK J. BOGARD, *Assistant Clinical Professor of Pathology* (1984; 1989).
B.S., University of Nebraska, 1975; M.D., 1978.
- DARYL L. BOHAC, *Assistant Clinical Professor of Psychiatry* (1998).
B.A., University of Nebraska, 1987; Ph.D., 1994.
- DAVID L. BOLAM, *Associate Clinical Professor of Pediatrics* (1987; 1998; 2002).
B.S., Creighton University, 1965; M.D., University of Nebraska Medical Center, 1970.
- ROBERT G. BONEBRAKE, *Associate Professor of Obstetrics and Gynecology* (1997; 2003).
B.S., Creighton University, 1986; M.D., 1991.
- RICHARD W. BOOTH, *Professor Emeritus of Medicine* (1961; 1996); *Medical Director, St. Joseph
Hospital* (1971).
M.D., University of Cincinnati, 1952.

- JOAN E. BORREGE, *Clinical Instructor of Medicine* (1987).
B.S. (Biology), University of San Francisco, 1977; B.S. (Chemistry), University of California-Berkley, 1979; M.D., Creighton University School of Medicine, 1984.
- A. JAMES BOTHMER, *Assistant Professor of Library Sciences* (1992).
B.A., Southwest State University, 1973; M.A., University of Minnesota, 1975.
- SUSAN J. BOUST, *Assistant Clinical Professor of Psychiatry* (1989).
B.S., Iowa State University, 1972; M.D., University of Nebraska Medical Center, 1985.
- PATRICK BOWMAN, *Assistant Clinical Professor of Surgery*, (1977; 1992; 1995).
B.A., Creighton University, 1966; M.D., 1970.
- MICHAEL E. BRADLEY, *Assistant Professor of Pharmacology* (1989).
B.A., University of the Pacific, 1982; Ph.D., University of Southern California, 1990.
- PHILIP R. BRAUER, *Associate Professor of Biomedical Sciences* (1990; 1995).
B.S., University of Wisconsin, 1977; Ph.D., Medical College of Wisconsin, 1985.
- JEFFERY C. BRITTAN, *Assistant Clinical Professor of Family Medicine* (1984; 1986).
B.S., Creighton University, 1977; M.D., 1981.
- ALFRED W. BRODY, *Professor Emeritus of Medicine* (1954; 1993); *Professor Emeritus of Biomedical Sciences* (1954; 1993).
A.B., Columbia University, 1940; M.A., 1941; M.D., Long Island University, 1943; D.M.S., University of Pennsylvania, 1955.
- KEVIN D. BROWN, *Assistant Clinical Professor of Radiology* (2001).
B.A., Union College, 1985; M.D., Loma Linda University, 1993.
- LARRY L. BROWN, *Assistant Clinical Professor of Pediatrics* (1996; 1997; 2004).
B.S., Creighton University (1987); M.D., University of Nebraska Medical Center, 1992.
- LAURA C. BRUCE, *Associate Professor of Biomedical Sciences* (1987; 1995).
B.A., Cornell College, 1975; Ph.D., Georgetown University, 1982.
- ROGER BRUMBACK, *Professor of Pathology*, (2001); *Chair of Pathology* (2001).
B.S., Pennsylvania State University, 1967; M.D., 1971.
- LAXMI BUDDHARAJU, *Assistant Clinical Professor of Medicine* (2002).
M.B., B.S., Andhra Medical College (India), 1991.
- BRUCE A. BUEHLER, *Associate Clinical Professor of Pediatrics* (1985).
B.S., University of Florida, 1966; M.D., 1970.
- WILLIAM J. BURKE, *Clinical Professor of Psychiatry* (1987; 1995).
B.S., Creighton University, 1976; M.D., University of Nebraska Medical Center, 1980.
- ALLAN S. CAMPBELL, *Assistant Clinical Professor of Surgery* (1996).
B.A., University of Nebraska, 1973; M.D., University of Nebraska Medical Center, 1978.
- J. CLAYTON CAMPBELL, *Associate Professor of Medicine* (1970; 1978).
B.S., University of San Francisco, 1958; M.D., Creighton University School of Medicine, 1962.
- WILLIAM E. CAMPBELL, *Clinical Instructor of Psychiatry* (2003).
B.A., University of Iowa, 1947; M.S., University of Nebraska-Omaha, 1975; Ph.D., University of Nebraska-Lincoln, 1980.
- PETER G. CANADAY, *Assistant Professor of Radiology* (1999).
B.A., Amherst College, 1972; M.D., University of Massachusetts, 1976.
- LAWRENCE A. CARLSSON JR., *Assistant Clinical Professor of Family Medicine* (1979; 1982).
B.S., Creighton University, 1972; M.D., 1976.
- THOMAS B. CASALE, *Professor of Medicine* (1997; 2000).
B.S., University of Illinois, 1973; M.D., The Chicago Medical School 1977.

- MURRAY J. CASEY, *Professor of Obstetrics and Gynecology* (1989).
A.B., University of Kansas, 1958; M.D., Georgetown University, 1962; M.A., Cardinal Stritch College, 1984; M.B.A., Marquette University, 1988.
- MICHELLE M. CASSIDY, *Clinical Instructor of Psychiatry* (2002).
B.A., Creighton University, 1991; M.D., University of Nebraska Medical Center 1995.
- STEPHEN J. CAVALIERI, *Associate Professor of Pathology* (1986; 1994); *Associate Professor of Medical Microbiology and Immunology* (1987; 1994).
B.S., California University of Pennsylvania, 1977; M.S., 1979; Ph.D., West Virginia University, 1981.
- SAMUEL CEMAJ, *Assistant Professor of Surgery* (2003).
M.D., University of Mexico, 1980.
- DENNIS A. CHAKKALAKAL, *Associate Professor of Surgery* (1991).
B.Sc., Madras University (India), 1958; M.S., Marquette University, 1962; Ph.D., Washington University, 1968.
- EDWARD A. CHAPERON, *Associate Professor of Medical Microbiology and Immunology* (1968; 1971).
B.S., LeMoyné College, 1957; M.S., Marquette University, 1959; Ph.D., University of Wisconsin-Madison, 1965.
- ARCHANA CHATTERJEE, *Associate Professor of Pediatrics* (1996, 2000, 2004); *Associate Professor of Medical Microbiology and Immunology* (2000; 2004); *Associate Professor, School of Pharmacy and Allied Health* (2000; 2004).
M.B., B.S., Armed Forces Medical College-India, 1983; Ph.D., University of Nebraska Medical Center, 1993.
- REI-KWEN CHIOU, *Professor of Surgery* (1999).
M.D., China Medical College (Taiwan), 1975; Ph.D., University of Minnesota, 1987 .
- MARK A. CHRISTENSEN, *Associate Clinical Professor of Surgery* (1986; 1987; 1988; 1992; 2003).
M.D., University of Nebraska Medical Center, 1973.
- CHUNG-CHOU CHU, *Professor of Psychiatry* (1992).
M.D., Medical College of Korea University, 1973.
- ERNEST W. CHUPP, *Clinical Instructor of Obstetrics and Gynecology* (1985).
M.D., Creighton University School of Medicine, 1976.
- ERICA K. CICHOWSKI, *Instructor of Medicine* (2003).
B.A., Indiana University, 1996; M.D., Creighton University School of Medicine, 2000.
- TERRENCE F. CIUREI, *Associate Clinical Professor of Surgery* (1977; 1987).
B.S., Creighton University School of Medicine, 1967; M.D., 1971.
- RICHARD A. CLARK, *Assistant Professor of Medicine* (1995; 1998).
B.A., University of Colorado, 1986; M.D., Creighton University School of Medicine, 1992.
- PETER F. COCCIA, *Clinical Professor of Pediatrics* (1996).
B.A., Hamilton College, 1963; M.D., Upstate Medical Center, 1968.
- ROBERT M. COLEMAN, *Assistant Professor of Psychiatry* (1999).
A.B., Harvard College, 1966; M.A., University of Nebraska, 1980; Ph.D., 1995.
- PAUL E. COLLICOTT, *Assistant Clinical Professor of Surgery* (2000).
B.S., University of Nebraska, 1963; M.D., 1966.
- JOHN M. CONLON, *Clinical Professor of Biomedical Sciences* (1988, 2002).
B.S., University of New Castle (England), 1969; D. Phil., University of Sussex (England), 1972.
- THOMAS L. CONNOLLY, *Associate Clinical Professor of Medicine* (1969; 1986).
M.D., Creighton University School of Medicine, 1963.

- P. JAMES CONNOR, *Clinical Professor of Medicine* (1960; 1986).
B.S., Creighton University, 1951; M.D., 1955.
- RAYNALDO CORDERO, *Assistant Clinical Professor of Medicine* (2002).
B.A., Brandeis University, 1984; M.D., University of Massachusetts Medical School, 1991.
- KEVIN P. CORLEY, *Assistant Clinical Professor of Pediatrics* (1985; 2002).
B.S., University of Illinois Medical Center, 1968; M.D., 1972.
- NANCY E. CORNISH, *Assistant Clinical Professor of Pathology* (2003).
B.A., University of Vermont, 1981; M.D., 1990.
- ANTHONY M. COSENTINO, *Associate Clinical Professor of Medicine* (2001).
M.D., University of Illinois, 1956.
- MICHAEL L. COY, *Assistant Clinical Professor of Psychiatry* (1992; 2003).
B.S., Creighton University, 1979; M.D., 1986.
- MARIE-DOMINIQUE CRAPON DE CAPRONA, *Adjunct Associate Professor of Biomedical Sciences* (1994).
M.A. (Philosophy), Grenoble, France, 1966; M.A. (Psychology), Institute of Science, Geneva, Switzerland, 1970; Ph.D., 1977.
- ROBERT O. CREEK, *Professor Emeritus of Biomedical Sciences* (1964; 1989; 2002).
B.S., University of Illinois at Urbana-Champaign, 1950; M.S., University of Southern Illinois, 1955; Ph.D., Indiana University-Bloomington, 1960.
- TIMOTHY P. CRNKOVICH, *Clinical Instructor of Medicine* (1987).
M.D., Creighton University School of Medicine, 1984.
- RICHARD Q. CROTTY, *Clinical Professor of Medicine* (1952; 1978).
B.S., Creighton University, 1945; M.D., 1947.
- DIANE M. CULLEN, *Associate Professor of Medicine; Associate Professor of Biomedical Sciences* (1985; 1999).
B.S., State University of New York, 1976; M.S., Western Illinois University, 1977; Ph.D., University of Wisconsin-Madison, 1989.
- JAMES G. CUMMINS, *Assistant Clinical Professor of Obstetrics and Gynecology* (1973; 1987).
B.A., Creighton University, 1966; M.D., 1970.
- ROBERT A. CUSICK, *Assistant Clinical Professor of Surgery*, (2001).
B.A., Creighton University, 1987; M.D., University of Nebraska Medical Center, 1992.
- PETER M. DAHER, *Assistant Professor of Family Medicine* (1995; 1996).
B.S., St. Lucia College, 1985; M.D., Spartan Health Science University, St. Lucia, 1988.
- DAVID A. DANFORD, *Associate Clinical Professor of Pediatrics* (1995).
B.S., MIT, 1974; M.D., Stanford University, 1978.
- MARY S. DAVEY, *Adjunct Assistant Professor of Radiology* (1998).
B. A., University of Nebraska, 1982; M.D., 1990.
- MICHAEL H. DAVIDIAN, *Assistant Professor of Medicine* (1990; 2000).
B.S., UCLA, 1981; M.S., Creighton University, 1983; M.D., 1987.
- K. MICHAEL DAVIES, *Assistant Professor of Medicine* (1992).
B.S., Loyola University, 1964; Ph.D., University of Notre Dame, 1970.
- TERRY A. DAVIS, *Assistant Clinical Professor of Psychiatry* (1992; 1994).
B.A., Creighton University, 1971; J.D., 1975; M.D., University of Nebraska Medical Center, 1987.
- HARRY J. DEETHS, *Associate Clinical Professor of Surgery* (1975; 1978).
B.S., Loyola University (Los Angeles), 1960; M.D., Creighton University School of Medicine, 1964.

- MICHAEL G. DEL CORE, *Associate Professor of Medicine* (1988; 2003).
B.S., Creighton University, 1979; M.D., 1983.
- PETER R. DEMARCO, *Associate Clinical Professor of Otolaryngology* (1970; 1976).
M.D., Creighton University School of Medicine, 1962.
- JEFFREY DEMARE, *Assistant Clinical Professor of Pediatrics* (2003).
B.S., Creighton University, 1992; M.D., 1996.
- HONG-WEN DENG, *Professor of Medicine* (1996; 2001; 2003); *Professor of Biomedical Sciences* (2000; 2003)
B.Sc., Peking University, 1988; M.Sc., 1990; Ph.D., University of Oregon, 1995.
- JEAN-CLAUDE DESMANGLES, *Assistant Professor of Pediatrics* (2001).
M.D., Université d'Etat d'Haiti (West Indies), 1990.
- EUCLID DESOUSA, *Assistant Clinical Professor of Surgery* (1981; 1991); *Assistant Clinical Professor Obstetrics and Gynecology* (1997).
M.B., B.S., University of Bangalore (India), 1974.
- CHRISTOPHER J. DESTACHE, *Associate Professor of Pharmacy Practice* (1984; 1995); *Associate Professor of Medicine* (1990; 1997); *Associate Professor of Medical Microbiology and Immunology* (1997).
Pharm. D., Creighton University, 1984.
- SARAH M. DEVINE, *Assistant Clinical Professor of Medicine* (2001).
B.S., St. Louis University, 1991; M.D., Loyola-Stritch Medical School, 1996.
- MEERA DEWAN, *Assistant Clinical Professor of Family Medicine* (1985).
M.D., Government Medical School and Hospital (India), 1977.
- NARESH A. DEWAN, *Professor of Medicine* (1980; 1990; 2001).
B.S., Government Science College (India), 1969; M.B., B.S., Nagpur University (India), 1975.
- BHAKTA R. DEY, *Assistant Professor of Surgery* (2003).
Ph.D., University of Edinburgh (UK), 1992.
- MARK J. DIERCKS, *Associate Clinical Professor of Psychiatry and Behavioral Sciences* (1984; 1992).
B.S., Creighton University School of Medicine, 1977; M.D., 1981.
- CAROLYN M. DOHERTY, *Assistant Clinical Professor of Obstetrics and Gynecology* (1996).
M.D., University of South Dakota School of Medicine, 1986.
- PATRICK J. DOHERTY, *Assistant Professor of Pediatrics* (2003).
B.S., University of Wyoming; 1984; 1988; M.D., Creighton University School of Medicine, 1992.
- JAMES F. DOLEZAL, *Assistant Clinical Professor of Family Medicine* (1977; 1995).
B.S., Creighton University, 1959; M.D., 1973.
- BERNARD DOUGLAS, *Assistant Professor of Pediatrics* (2004).
B.S., University of Nebraska, 1980; M.D., 1985.
- FRANK J. DOWD, JR., *Professor of Pharmacology* (1976; 1985); *Chair of Pharmacology* (1980).
B.A., Maryknoll Seminary, 1961; D.D.S., Creighton University, 1969; Ph.D., Baylor University, 1975.
- JOHN A. DOWELL, *Assistant Clinical Professor of Surgery* (1986).
B.S., Creighton University, 1969; M.D., 1973.
- CAROL A. DRAKE, *Clinical Instructor of Surgery* (1986).
B.S., University of Nebraska, 1977; M.D., 1981.
- KRISTEN M. DRESCHER, *Assistant Professor of Medical Microbiology and Immunology* (1999).
B.S., University of New Hampshire, 1983; M.S., University of Lowell, 1990; Ph.D., Johns Hopkins University, 1995.

- ANDJELA T. DRINCIC, *Assistant Professor of Medicine* (2003).
M.D., University of Belgrade (Yugoslavia), 1990.
- VISESLAV V. DRINCIC, *Adjunct Assistant Professor of Medicine* (2004).
M.D., University of Belgrade (Yugoslavia), 1989.
- ROBERT C. DRVOL, JR., *Assistant Clinical Professor of Medicine* (2001).
B.S., University of Nebraska-Lincoln, 1991; M.D., University of Nebraska Medical Center, 1995.
- JOSEPH G. DULKA, *Assistant Professor of Biomedical Sciences* (1997).
B.Sc., Bowling Green State University, 1980; M.Sc. University of Kentucky, 1983; Ph.D., University of Alberta-Canada, 1989.
- ROBERT W. DUNLAY, *Associate Professor of Medicine* (1994, 2001).
B.S., Creighton University, 1977; M.D., 1981.
- J. DOUGLAS DUNNING, *Assistant Clinical Professor of Family Medicine* (1990).
B.S., Creighton University, 1980; M.D., 1984.
- DAVID L. DWORZACK, *Professor of Medical Microbiology and Immunology* (1980; 1992);
Professor of Medicine (1980; 1992).
B.A., Washington University, 1969; M.D., University of Kansas, 1973.
- ROBERT E. ECKLUND, *Clinical Professor of Medicine* (1981).
B.S., Wheaton College, 1953; M.D., University of Illinois Medical Center, 1957.
- JOHN EDNEY, *Assistant Clinical Professor of Surgery* (1985; 1992).
B.S., Creighton University, 1972; M.D., 1976.
- JOHN D. EGAN, *Professor of Medicine* (1954; 1970).
B.A., University of Rochester, 1945; M.D., University of Buffalo, 1949.
- MATTHEW K. EGBERT, *Clinical Instructor of Psychiatry* (1995).
B.A., University of Nebraska-Lincoln, 1984; M.D., University of Nebraska Medical Center, 1989.
- GARY N. ELSASSER, *Associate Professor of Pharmacy* (1981; 1992); *Associate Professor of Family Medicine* (1996).
Pharm.D., University of Nebraska Medical Center, 1980.
- CAM E. ENARSON, *Professor of Anesthesiology* (2003); *Professor of Health Policy and Ethics* (2003); *Dean, Creighton University School of Medicine* (2003); *Vice President for Health Sciences* (2003).
B.A., Concordia College, 1978; M.D., University of Alberta, 1982; M.B.A., The Wharton School, University of Pennsylvania, 1990.
- CHRISTOPHER ERICKSON, *Assistant Clinical Professor of Pediatrics* (2002).
B.S., Nebraska Wesleyan University, 1980; M.D., University of Nebraska Medical Center, 1984.
- DENNIS ESTERBROOKS, *Associate Professor of Medicine* (1977; 1992); *Associate Professor of Radiology* (1991; 1992).
B.S., College of Saint Thomas, 1968; M.D., Creighton University School of Medicine, 1974.
- ELLEN R. EVANS, *Assistant Clinical Professor of Family Medicine* (1986; 1994).
B.S., University of Houston, 1975; M.D., University of Texas Health Science Center at Houston, 1983.
- JOANNA E. FARYNA, *Assistant Clinical Professor of Psychiatry* (1999).
M.D., Academy of Medicine, (Poland), 1987.
- JAMES J. FAYLOR, *Assistant Clinical Professor of Medicine* (1984).
B.S., Creighton University, 1974; M.D., 1978.

- EDWARD FEHRINGER, *Assistant Clinical Professor of Surgery* (2004).
B.A., Creighton University, 1991; M.D., University of Nebraska Medical Center, 1995.
- RICHARD J. FELDHAUS, *Associate Clinical Professor of Surgery* (1965; 1988).
B.S., Creighton University, 1953; M.S., 1955; M.D., 1959.
- STEVEN J. FELDHAUS, *Assistant Clinical Professor of Surgery* (1992).
B.S., Creighton University, 1978; M.D., 1983.
- KATHLEEN FENTON, *Assistant Clinical Professor of Pediatrics* (2003).
B.A., Johns Hopkins University, 1984; M.D., University of Maryland, 1988.
- GERALD S. FERENSTEIN, *Clinical Instructor of Surgery* (1979).
B.A., University of Colorado at Boulder, 1966; M.S., University of Nebraska-Omaha, 1970;
M.D., University of Nebraska, 1973.
- PRAVEEN P. FERNANDES, *Assistant Professor of Psychiatry* (2002; 2003).
M.B.,B.S., St. John's Medical College (India), 1992.
- FRANK M. FERRARO, *Professor Emeritus of Medical Microbiology and Immunology*
(1946; 1979).
B.S., Creighton University, 1941; M.S., 1950; Ph.D., University of Southern California, 1960.
- PAUL D. FEY, *Assistant Clinical Professor of Medical Microbiology & Immunology* (1998).
B.S., Kansas State University, 1991; Ph.D., Creighton University, 1995.
- CHARLES J. FILIPI, *Professor of Surgery* (1989, 1996, 2000).
B.S., Iowa State University, 1963; M.D., University of Iowa, 1967.
- ARTHUR F. FISHKIN, *Associate Professor of Biomedical Sciences* (1968; 1989).
B.A., Indiana University 1951; M.A., 1952; Ph.D., University of Iowa, 1957.
- ROBERT J. FITZGIBBONS, JR., *Professor of Surgery* (1980; 1993).
M.D., Creighton University School of Medicine, 1974.
- TIMOTHY C. FITZGIBBONS, *Assistant Clinical Professor of Surgery* (1978; 1987).
M.D., Creighton University School of Medicine, 1973.
- WILLIAM P. FITZGIBBONS, *Assistant Clinical Professor of Family Medicine* (1981; 1982).
M.D., Creighton University School of Medicine, 1978.
- FRANCIS M. FITZMAURICE, *Professor of Pediatrics* (1961; 1974).
B.A., St. Procopius College, 1951; M.D., Stritch School of Medicine, 1956.
- JOLEEN E. FIXLEY, *Assistant Professor of Medicine* (2000).
B.A., University of San Diego, 1991; M.D., Creighton University School of Medicine, 1997.
- MARK H. FLEISHER, *Assistant Clinical Professor of Psychiatry* (1992; 1996).
B.S., University of Nebraska-Omaha, 1981; M.D., University of Nebraska Medical Center,
1987.
- ALFRED D. FLEMING, *Professor of Obstetrics and Gynecology* (1990; 1994; 2001); *Chair,
Department of Obstetrics and Gynecology* (1995); *Associate Professor of Radiology* (1996).
B.S., Creighton University, 1977; M.S., 1980; M.D., 1984.
- MAUREEN E. FLEMING, *Assistant Professor of Obstetrics and Gynecology* (1991; 1996).
B.A., University of North Dakota, 1981; M.D., 1986.
- GARTH E. FLETCHER, *Assistant Clinical Professor of Pediatrics* (1999; 2002).
B.A., Union College, 1982; M.D., Creighton University School of Medicine, 1986.
- SCOTT E. FLETCHER, *Associate Professor in Pediatrics* (1995; 2000).
B.S., Creighton University, 1983; M.D., 1990.
- LINDA C. FORD, *Assistant Clinical Professor of Medicine* (1980; 1986).
B.S., University of Nebraska, 1975; M.D., 1975.

- ARMOUR R. FORSE, *Professor of Surgery* (2004); *Chair, Department of Surgery* (2004).
B.Sc., McGill University, 1972; M.D., 1976; Ph.D., 1982.
- SHEILA M. FORSMAN-BIERMAN, *Clinical Instructor of Psychiatry* (1997).
B.A., Hastings College, 1987; M.D., University of Nebraska Medical Center, 1991.
- DEVIN J. FOX, *Assistant Professor of Medicine* (2002).
B.S., University of Nebraska-Lincoln, 1993; M.D., University of Nebraska Medical Center, 1998.
- ALBERT R. FRANK, *Associate Professor of Radiology* (1989).
A.A., Wilson Junior College, 1961; M.D., Loyola University, 1966.
- DONALD R. FREY, *Associate Professor of Family Medicine* (1993); *Chair of Family Medicine* (1995).
B.A., William Jewell College, 1974; M.D., University of Missouri at Columbia, 1978.
- BERND FRITZSCH, *Professor of Biomedical Sciences* (1990; 1993).
M.S., University of Darmstadt (Germany), 1974; Ph.D., 1978.
- JAMES T. FROCK, *Associate Professor of Medicine* (1989; 1999).
B.S., Creighton University, 1976; M.D., 1981.
- BETH FURLONG, *Associate Professor of Nursing* (1997; 2001); *Associate Professor of Preventive Medicine and Public Health* (1997; 2001).
R.N., Mercy School of Nursing, 1963; B.S.N., Marycrest College, 1964; Ph.D., University of Nebraska, 1993; M.S., Nursing University of Colorado, 1971; J.D., Creighton University, 2000.
- RAMON M. FUSARO, *Adjunct Professor of Medicine* (1975; 1990); *Adjunct Professor of Preventive Medicine and Public Health* (1984; 1990).
B.A., University of Minnesota, 1949; B.S., 1951; M.D., 1953; M.S., 1958; Ph.D., 1965.
- RAY D. GAINES, *Associate Professor of Surgery* (1973; 1992).
B.S., Creighton University, 1954; M.D., 1958.
- HENRY H. GALE, *Assistant Professor of Biomedical Sciences* (1966; 1989).
Ph.D., University of Illinois, 1966.
- JOHN C. GALLAGHER, *Professor of Medicine* (1977; 1985).
M.B., Ch.B., Manchester University (England), 1965; M.R.C.P., Leeds University (England), 1970; M.D., Manchester University, 1976.
- DONALD M. GAMMEL, *Assistant Clinical Professor of Medicine* (1999).
B.S., University of Nebraska, 1963; M.D., 1967.
- ROGER GANFIELD, *Assistant Clinical Professor of Anesthesiology* (2003).
B.S., University of Iowa, 1965; Ph.D., Case Western Reserve University, 1969; M.D., University of Miami, 1973.
- JORGE GARCIA-PADIAL, *Associate Clinical Professor of Obstetrics and Gynecology* (1990; 1993).
B.A., Marquette University, 1964; M.D., University of Puerto Rico, 1969.
- JOHN L. GARRED JR., *Assistant Clinical Professor of Surgery* (1996).
B.S., Moringside College, 1975; M.S., Creighton University, 1978; M.D., 1981.
- ZORAN GATALICA, *Professor of Pathology* (2002).
M.D., School of Medicine, University of Zagreb (Croatia) 1984; D.Sc., School of Natural Sciences, University of Zagreb (Croatia), 1989.
- ANDREW I. GELBMAN, *Assistant Professor of Radiology* (1999).
B.S., Oregon State University, 1972; M.S., Ph.D., 1982; D.O., University of Osteopathic Medicine and Health Sciences, 1993.
- HOWARD E. GENDELMAN, *Clinical Professor of Medical Microbiology and Immunology* (1994).
B.S., Muhlenberg College, 1975; M.D., Pennsylvania State University, 1979.

- DONALD K. GIGER, *Assistant Professor of Medical Microbiology and Immunology* (1979);
Assistant Professor of Pathology (1994).
 B.S. (Biological Science), California State Polytechnic University, 1961; B.S. (Microbiology and Immunology), California State University, 1970; M.S., 1973; Ph.D., Tulane University, 1977.
- RICHARD V. GOERING, *Professor of Medical Microbiology and Immunology* (1975; 1993); *Interim Chair of Medical Microbiology and Immunology* (2004).
 A.B., Wichita State University, 1966; M.S., 1968; Ph.D., Iowa State University, 1972.
- LOUIS J. GOGELA, JR., *Assistant Clinical Professor of Surgery* (2000).
 B.S., University of Nebraska, 1969; M.D., 1973.
- EVA K. GOLDMAN, *Clinical Instructor of Psychiatry* (2000).
 B.A., Lehman College, 1971; M.A., Columbia University, 1973; M.S., Long Island University, 1993.
- MARTIN L. GOLDMAN, *Professor of Radiology* (1999); *Chair of Radiology* (1999).
 B.S., Northwestern University, 1963; M.D., 1966.
- GORDON GONG, *Assistant Professor of Medicine* (1995).
 B.S., Medicine Haerbin Medical University, China, 1970; M.D., Cardiac Beijing Medical College, China, 1982.
- STEVEN GONZALEZ, *Associate Professor of Medicine* (2000).
 B.A., University of California-Berkeley, 1969; M.D., Stanford University Medical School, 1974.
- MARK D. GOODMAN, *Assistant Professor of Family Medicine* (1992; 1994).
 B.S., University of Nebraska-Lincoln, 1981; M.D., University of Nebraska Medical Center, 1985.
- GARY L. GORBY, *Associate Professor of Medical Microbiology and Immunology* (1989; 1996);
Associate Professor of Medicine (1989; 1996).
 B.S., Youngstown State University, 1983; M.D., Northeastern Ohio Universities College of Medicine 1983.
- PETER M. GORDON, *Assistant Clinical Professor of Surgery* (1981; 1984).
 B.A., State University of New York at Buffalo, 1970; M.D., Medical College of Wisconsin, 1974.
- VENKATESH GOVINDARAJAN, *Assistant Professor of Surgery* (2004).
 M.Sc., M.M.S., Birla Institute of Technology & Science (India), 1992; Ph.D., University of Houston, 1997.
- ROBIN E. GRAHAM, *Assistant Professor of Surgery* (1991; 1993).
 B.S., Virginia Polytechnic Institute and State University, 1977; M.D., Medical College of Virginia, 1982.
- KATHLEEN M. GRANT, *Assistant Clinical Professor of Psychiatry* (2003).
 B.S., Creighton University, 1972; M.D., 1979.
- CARON J. GRAY, *Assistant Professor of Obstetrics and Gynecology* (1999; 2004).
 B.S., University of Illinois, 1987; M.D., Northwestern University, 1991.
- TIMOTHY J. GRIFFIN, *Assistant Professor of Medicine* (1987; 1989).
 M.D., Creighton University School of Medicine, 1982.
- WESLEY S. GRIGSBY, *Assistant Clinical Professor of Medicine* (1990).
 B.A., University of Oklahoma, 1977; M.D., 1981.
- R. MICHAEL GROSS, *Assistant Clinical Professor of Surgery* (1977; 1987).
 B.S., Creighton University, 1966; M.D., St. Louis University, 1970.
- STEPHEN B. GRUBA, *Assistant Clinical Professor of Family Medicine* (1986).
 B.S., Creighton University, 1974; M.D., 1978.

- THOMAS P. GUCK, *Associate Professor of Family Medicine* (1996).
B.A., Hastings College, 1976; M.S., University of Nebraska-Omaha, 1981; Ph.D., University of Nebraska-Lincoln, 1985.
- CARL L. GUMBINER, *Associate Clinical Professor of Pediatrics* (1995).
B.S., Yale, 1968; M.D., Northwestern University Medical School, 1972.
- AMY M. HADDAD, *Professor of Pharmaceutical and Administrative Sciences* (1988-1997);
Professor, Health Policy and Ethics (1988; 1996); *Professor, School of Dentistry* (1996);
Professor, School of Nursing (1998).
B.S.N., Creighton University, 1975; M.S.N., University of Nebraska, 1979; Ph.D., 1988.
- RICHARD J. HALLWORTH, *Associate Professor of Biomedical Sciences* (2000).
B. Eng. Sci., University of Melbourne (Australia), 1972; M. Eng. Sci., 1976; Ph.D., Baylor College of Medicine, 1983.
- JOHN M. HANNAM, *Assistant Clinical Professor of Neurology* (1989; 1998).
B.S., Creighton University, 1977; M.D., 1984.
- LAURA A. HANSEN, *Assistant Professor of Biomedical Sciences* (2000).
B.S., Iowa State University, 1986; M.E.M., Duke University, 1988; Ph.D., North Carolina State University, 1993.
- THOMAS J. HANSEN, *Assistant Professor of Family Medicine* (2003; 2004).
B.S., St. Louis University, 1989; Master of Divinity, Weston Jesuit School of Theology, 1996;
M.D., Creighton University School of Medicine, 2000.
- NANCY D. HANSON, *Assistant Professor of Medical Microbiology and Immunology* (1995);
Assistant Professor of Pediatrics (1995).
B.S., University of Texas of the Permian Basin, 1979; M.A., University of Nebraska-Omaha, 1984; Ph.D., University of Nebraska Medical Center, 1991.
- H. KEVIN HAPPE, *Assistant Professor of Psychiatry* (2002).
B.A., Rutgers University, 1977; M.S., University of Pittsburgh, 1984; Ph.D., University of Nebraska Medical Center, 1991.
- JAMES L. HARPER, *Assistant Clinical Professor of Pediatrics* (1996).
B.S., University of Nebraska, 1981; M.D., University of Nebraska Medical Center, 1985.
- ALFRED R. HARRINGTON, *Clinical Instructor of Medicine* (1992).
B.S., Manhattan College, 1976; M.D., Yale University, 1986.
- CLAUDIA C. G. HARRINGTON, *Instructor of Medicine* (1996).
B.A., Creighton University, 1987; M.D., 1993.
- FRANCIS J. HARRISON, *Assistant Professor of Pediatrics* (1995; 1996).
B.S., Villanova, 1986; M.S., 1988; M.D., Creighton University School of Medicine, 1992.
- JOHN D. HARTIGAN, *Clinical Professor of Medicine* (1947; 1971).
B.S.M., Creighton University, 1941; M.D., 1943; M.S. (Med), University of Minnesota, 1947.
- KLAUS HARTMANN, *Associate Clinical Professor of Psychiatry and Behavioral Sciences* (1983).
B.S., University of Nebraska Medical Center, 1970; M.D., 1970.
- VERA R. HAYNATZKA, *Assistant Clinical Professor of Preventive Medicine and Public Health* (1999).
M.S., St. Kliment Ohridski University (Bulgaria), 1988; M.A., 1995; Ph.D., University of California, 1997.
- GLEB R. HAYNATZKI, *Associate Professor of Medicine; Associate Professor of Biomedical Sciences* (1997; 1999; 2004).
Ph.D., Mathematics, St. Kliment Ohridski University-Bulgaria, 1989; Ph.D., Statistics, University of California, 1995.
- DAVID ZHI-ZHOU HE, *Associate Professor of Biomedical Sciences* (2000; 2003).
M.D., Njing Railway Medical College (PR China), 1983.

- JAMES C. HEALY, *Professor of Pathology* (1990; 1996; 2004).
B.S., Creighton University, 1980; M.D., 1984.
- CHRISTOPHER J. HEANEY, *Assistant Clinical Professor of Psychiatry* (2001).
B.M., Loyola University-New Orleans, 1984; M.M., 1990; Psy.D., Illinois School of Professional Psychology, 1996.
- ROBERT P. HEANEY, *Professor of Medicine* (1957; 1961); *John A. Creighton University Professor* (1983).
B.S., Creighton University, 1947; M.D., 1951.
- THOMAS T. HEE, *Associate Professor of Medicine* (1978; 1992).
B.S., California State University at Los Angeles, 1972; M.D., Creighton University School of Medicine, 1976.
- JOHN J. HEIECK, *Associate Clinical Professor of Surgery* (1977; 1990).
B.S., St. Mary's College (California), 1963; M.D., Creighton University School of Medicine, 1967.
- RAYMOND D. HELLER, *Assistant Professor of Family Medicine* (2001).
B.S., University of California Irvine, 1991; M.D., Creighton University School of Medicine, 1995.
- NANCY T. HICKS, *Assistant Clinical Professor of Obstetrics and Gynecology* (1989; 1995).
B.S., University of Nebraska-Lincoln, 1980; B.S., Med. Tech., Nebraska Wesleyan University, 1981; M.D., University of Nebraska Medical Center, 1985.
- THOMAS W. HILGERS, *Clinical Professor of Obstetrics and Gynecology* (1977; 1985; 2004).
B.S., St. John's University, 1964; M.D., University of Minnesota at Minneapolis, 1969.
- DANIEL E. HILLEMAN, *Associate Professor of Pharmacy Practice* (1981; 1991). *Associate Professor of Medicine* (1988; 1991); *Chair, Department of Pharmacy Practice* (1991).
Pharm.D., Creighton University, 1981.
- JEFF HOLMBERG, *Associate Professor of Medicine* (1990; 1993; 2004).
B.S., Iowa State University, 1979; Ph.D., University of Nebraska, 1983; M.D., Creighton University School of Medicine, 1987.
- AMY J. HOLST, *Assistant Professor of Pediatrics* (2001).
B.S., Midland Lutheran College, 1993; M.D., University of Nebraska Medical Center, 1997.
- JOSEPH M. HOLTHAUS, *Professor Emeritus of Medicine* (1951; 1974; 2002); *Dean Emeritus* (1996).
B.S.M., Creighton University, 1944; M.D., 1947.
- PUM-HI HONG, *Assistant Clinical Professor of Surgery* (1986; 1992).
B.S., College of Great Falls, 1975; M.D., Creighton University School of Medicine, 1979.
- HARVEY A. HOPKINS, *Adjunct Assistant Professor of Medicine* (1997; 2000).
B.S., University of Nebraska, 1983; M.D., University of Nebraska Medical Center, 1987.
- RUSSELL J. HOPP, *Professor of Pediatrics* (1984; 1996).
B.S., Creighton University, 1970; D.O., College of Osteopathic Medicine, 1975.
- JOHN D. HORGAN, *Clinical Instructor of Surgery* (2004).
B.A., Creighton University, 1983; M.D., 1987.
- EDWARD A. HOROWITZ, *Associate Professor of Medicine* (1981; 1996); *Associate Professor of Medical Microbiology and Immunology* (1984; 1996).
B.A., University of California at Los Angeles, 1973; M.D., Creighton University School of Medicine, 1978.
- BRUCE L. HOUGHTON, *Associate Professor of Medicine* (1994; 2004).
B.S., (Biology) Creighton University, 1987; M.D., 1991.
- ROBERT M. HOWELL, *Assistant Clinical Professor of Family Medicine* (1985).
B.S., Creighton University, 1974; M.D., 1978.

- HUDSON H. T. HSIEH, *Associate Clinical Professor of Psychiatry and Behavioral Sciences* (1980; 1989).
M.D., Taipei Medical College (Taiwan), 1974.
- CATHY HUDSON, *Assistant Professor of Pediatrics* (1995; 1998).
B.S., Creighton University, 1988; M.D., 1992.
- BILL HUERTA, *Assistant Clinical Professor of Medicine* (1994).
B.S., B.A., Florida Atlantic University, 1979; M.D., American University of the Caribbean, 1983.
- CHRISTOPHER J. HUERTER, *Associate Professor of Medicine* (1989; 1995).
B.S., Creighton University, 1980; M.D., University of Nebraska Medical Center, 1984.
- BERNADETTE A. HUGHES, *Assistant Clinical Professor of Neurology* (1993; 1997).
B.A., University of Minnesota, 1984; M.D., Georgetown University, 1988.
- MARTIN R. HULCE, *Professor of Biomedical Sciences* (1997).
B.S., Butler University, 1978; M.A., The Johns Hopkins University, 1980; Ph.D., 1983.
- CLAIRE B. HUNTER, *Assistant Professor of Medicine* (1986; 1989).
B.A., University of Kansas, 1974; B.S. Med. Tech., 1975; M.S., 1979; M.D., Creighton University School of Medicine, 1983.
- WILLIAM J. HUNTER III, *Associate Professor of Pathology* (1980; 1987).
B.S., Gonzaga University, 1967; M.D., Creighton University School of Medicine, 1971.
- JOHN C. HUNZIKER, *Assistant Clinical Professor of Psychiatry* (1988).
B.A., University of Minnesota, 1969; M.A., Arizona State University, 1972; Ph.D., 1977.
- JOHN A. HURLEY, *Associate Professor of Medicine* (1977; 1990).
B.S., Mount Saint Mary's College (Maryland), 1970; M.D., Creighton University School of Medicine, 1974.
- GEORGE S. HUTFLESS, *Assistant Clinical Professor of Medicine* (1991; 1993; 2000; 2002).
B.S., Georgetown University, 1975; B.A. University of Nebraska at Omaha, 1983; M.D. Creighton University School of Medicine, 1988.
- SHEILA M. ISAACSON, *Lecturer of Pediatrics* (1999; 2001).
B.S., University of Nebraska, 1990; M.D., 1995.
- STANLEY S. JAEGER, *Adjunct Assistant Professor of Radiology* (1985; 1993).
B.S., University of Nevada at Las Vegas, 1975; M.S., University of Colorado, 1977.
- THOMAS JAEGER, *Clinical Instructor of Psychiatry* (1989).
B.A., New York University, 1962; M.D., Catholic University of Louvain (Belgium), 1971.
- JOSEPH A. JARZOSKI, *Associate Clinical Professor of Medicine* (1969; 1986).
B.A., Holy Cross College, 1961; M.D., Creighton University School of Medicine, 1965.
- WILLIAM JEFFRIES, *Associate Professor of Pharmacology* (1988; 1994); *Associate Professor of Medicine* (1988; 1994); *Associate Professor of Biomedical Sciences* (1988; 1994); *Associate Dean for Medical Education* (2002).
B.S., University of Scranton, 1980; M.S., Philadelphia College of Pharmacy and Science, 1982; Ph.D., 1985.
- HARRY J. JENKINS, JR., *Professor Emeritus of Medicine* (1961; 1975; 2002).
B.S., St. Louis University, 1950; M.D., Creighton University School of Medicine, 1954.
- JAMES F. JOHNSON, *Associate Clinical Professor of Radiology* (2003).
B.S., Creighton University, 1958; M.D., 1962.
- MARK L. JOHNSON, *Associate Professor of Medicine* (1995); *Associate Professor of Biomedical Sciences* (1996).
B.S., University of Minnesota, 1976; Ph.D., 1980.

- JUDSON C. JONES, *Assistant Professor of Family Medicine* (1996; 1998).
B.A., Creighton University, 1988; M.D., 1992.
- SARAH L. JONES, *Assistant Clinical Professor of Psychiatry* (2003).
B.S., University of Nebraska-Lincoln, 1974; M.D., University of Nebraska Medical Center, 1977.
- LAWRENCE K. JUNG, *Associate Professor of Pediatrics* (1996); *Associate Professor of Medical Microbiology and Immunology* (1996).
B.Sc. University of Saskatchewan-Canada, 1971; M.D., 1975.
- WILLIAM JURGENSEN, JR., *Assistant Clinical Professor of Obstetrics and Gynecology* (1987; 1992).
B.A., Creighton University, 1979; M.D., 1983.
- WARREN T. KABLE III, *Associate Professor of Obstetrics and Gynecology* (1980; 1986).
B.S., Texas A&M University, 1971; M.D., University of Texas Medical Branch, 1974.
- FRED J. KADER, *Assistant Clinical Professor of Neurology* (1978); *Assistant Clinical Professor of Pediatrics* (1981).
B.S., McGill University (Canada), 1960; M.D.C.M., 1964.
- HAROLD KAFTAN, *Assistant Professor of Pediatrics* (2002).
B.S., Creighton University, 1986; M.D., Medical College of Wisconsin, 1990.
- ZAHID KALEEM, *Assistant Professor of Pathology* (2001).
M.B., B.S., DOW Medical College/University of Karachi (Pakistan), 1989.
- MOHAMMAD SHAHID KAMAL, *Clinical Instructor of Psychiatry* (2001).
M.B., Ch.B., University of Alexandria (Egypt), 1982.
- SIDNEY A. KAUZLARICH, *Assistant Clinical Professor of Psychiatry* (1996; 2001).
B.A., Creighton University, 1986; M.D., 1990.
- MICHAEL G. KAVAN, *Associate Professor of Family Medicine* (1988; 1995); *Associate Professor of Psychiatry and Behavior Science* (1994); *Associate Dean for Student Affairs, School of Medicine* (1996).
B.A., Creighton University, 1982; M.A., University of Nebraska-Lincoln, 1984; Ph.D., 1988.
- PHILIP M. KELLEY, *Assistant Clinical Professor of Biomedical Sciences* (1997; 2000; 2003).
B.S., Kansas State University, 1970; M.A. University of Missouri, 1974; Ph.D., Washington University, 1979.
- CHARLES M. KELLY, *Assistant Clinical Professor of Surgery* (1985; 1992).
B.A., University of Minnesota-Morris, 1974; M.D., Creighton University School of Medicine, 1978.
- JAY G. KENIK, *Associate Professor of Medicine* (1980; 1990).
B.A., Temple University, 1971; M.D., Creighton University School of Medicine, 1975.
- SEAN P. KENNEY, *Clinical Instructor of Obstetrics and Gynecology* (1999).
B.S., Creighton University, 1988; M.D., 1992.
- ANSAR U. KHAN, *Associate Clinical Professor of Surgery* (1981).
M.B., B.S., University of Lucknow (India), 1967.
- SOHAIL A. KHAN, *Assistant Clinical Professor of Neurology* (1999, 2002).
M.B., B.S., King Edward Medical College, Pakistan, 1989.
- MANZOOR M. KHAN, *Associate Professor of Pharmaceutical Sciences* (1990); *Associate Professor of Pharmacology* (1991).
B.S., University of Karachi (Pakistan), 1970; M.S., (Biology), University of Bridgeport, 1975; Ph.D., University of Arizona Health Sciences Center, 1980.
- BIRGIT N. KHANDALAVALA, *Assistant Professor of Family Medicine* (1996).
M.B., B.S., St. John's Medical College, (India) 1985.

- JIMMY P. KHANDALAVALA, *Assistant Professor of Obstetrics and Gynecology* (1999); *Assistant Professor of Family Practice* (1999).
M.B.,B.S., St. John's Medical College, India, 1983.
- ANTHONY E. KINCAID, *Associate Professor of Biomedical Sciences* (1995; 2003).
B.S., California State University; M.S., University of Michigan; Ph.D., University of Michigan.
- JOHN R. KIRCHNER, *Clinical Instructor of Neurology* (1999).
B.S., Creighton University, 1957; M.D., University of Nebraska Medical Center, 1961.
- JUDITH L. KISSELL, *Assistant Professor of Health Policy and Ethics* (2000).
B.A., Fontbonne College, 1964; Ph.D., Georgetown University, 1997.
- LAWRENCE C. KLEIN, *Assistant Clinical Professor of Surgery* (1972).
M.D., Creighton University School of Medicine, 1963.
- JOSEPH A. KNEZETIC, *Associate Professor of Pathology* (1991; 2002; 2003); *Associate Professor of Biomedical Sciences* (2003); *Associate Professor of Preventive Medicine and Public Health* (2000; 2002; 2003).
B.S., Bowling Green State University, 1981; Ph.D., University of Cincinnati, 1986.
- FLOYD C. KNOOP, *Professor of Medical Microbiology and Immunology* (1975; 1993).
B.A., Defiance College, 1966; M.S., University of Dayton, 1969; Ph.D., University of Tennessee Center for the Health Sciences, 1974.
- HARVEY A. KONIGSBERG, *Assistant Clinical Professor of Surgery* (1975).
B.A., Rutgers University, 1963; M.D., Tufts University, 1968.
- BETHEL G. KOPP, *Assistant Clinical Professor of Medicine* (1987).
M.D., Creighton University School of Medicine, 1981.
- OMOFOLASADE KOSOKO-LASAKI, *Associate Professor of Surgery* (2000); *Associate Professor of Preventive Medicine and Public Health* (2004); *Associate Vice President for Multicultural and Community Affairs* (2000).
M.D., University of Ibadan (Nigeria) 1978; M.S., Howard University, 1984.
- BERNARD L. KRATOCHVIL, *Assistant Clinical Professor of Surgery* (1962; 1966).
M.D., Creighton University School of Medicine, 1957.
- JILLYN A. KRATOCHVIL, *Assistant Professor of Pediatrics* (1995; 1997).
B.A., Creighton University, 1987; M.D., 1991.
- MARY KAY KRATOSKA, *Assistant Clinical Professor of Obstetrics and Gynecology* (1980; 1989).
B.A., University of Iowa, 1973; M.D., Creighton University School of Medicine, 1977.
- MARK E. KREMEN, *Assistant Clinical Professor of Psychiatry* (2001; 2003).
B.A., Reed College, 1971; M.D., University of Minnesota Medical School, 1978.
- JOHN D. KUGLER, *Clinical Professor of Pediatrics* (1995).
B.S., Nebraska Wesleyan, 1971; M.D., University of Nebraska Medical Center, 1994.
- AMY LACROIX, *Assistant Clinical Professor of Pediatrics* (1994; 1996; 2004).
B.A., University of Nebraska-Omaha, 1987; M.D., University of Nebraska Medical Center, 1991.
- SANDRA J. LANDMARK, *Assistant Professor of Anesthesiology* (1985).
A.A., Rochester Junior College, 1965; B.A., 1967; M.D., Minnesota Medical School, 1971.
- ROBERT M. LANGDON, JR., *Assistant Clinical Professor of Medicine* (1985).
B.A., Washington University, 1976; M.D., University of Nebraska Medical Center, 1979.
- MICHAEL S. LANGENFELD, *Assistant Clinical Professor of Obstetrics and Gynecology* (2004).
B.S., University of Nebraska-Lincoln, 1976; M.D., Creighton University School of Medicine, 1981.

- HAL G. LANKFORD, *Clinical Professor of Pathology* (1962; 1992); *Clinical Professor of Biomedical Sciences* (1969; 1991).
B.S., Missouri School of Mines and Metallurgy, 1948; M.S., St. Louis University, 1950; Ph.D., 1959.
- STEPHEN J. LANSPA, *Professor of Medicine* (1984; 1995); *Professor of Preventive Medicine and Public Health* (1987; 1995).
M.D., Creighton University School of Medicine, 1978.
- THOMAS J. LANSPA, *Assistant Professor of Medicine* (1986; 1988).
B.S., Creighton University, 1979; M.D., 1983.
- JOAN M. LAPPE, *Professor of Medicine* (2000; 2001).
B.S.N., University of Nebraska Medical Center College of Nursing, 1981; M.S., Creighton University, 1981; Ph.D., 1992.
- PAUL D. LARSEN, *Associate Clinical Professor of Neurology* (1990; 1998); *Associate Clinical Professor of Pediatrics* (1990; 1998).
B.S., Brigham Young University, 1974; M.D., University of Utah, 1978.
- ANNA L. LAVEDAN, *Adjunct Assistant Professor of Medicine* (2000); *Adjunct Assistant Professor of Pediatrics* (2000).
B.S., University of Texas at Arlington, 1990; University of Texas Health Sciences Center at Houston, 1994.
- STEPHEN LAZORITZ, *Clinical Professor of Pediatrics* (2000); *Clinical Professor of Psychiatry* (2004).
B.A., State University of New York, 1972; M.D., 1976.
- NICOLINE V. LEE, *Adjunct Assistant Professor of Medicine* (1999; 2000).
B.S., University of Utah, 1991; M.D., 1995.
- JEANNETTE LEVY, *Instructor of Family Medicine* (1997).
B.S.N., Creighton University, 1970; M.S.N., University of Nebraska Medical Center, 1976.
- HUAGUI LI, *Associate Professor of Medicine* (2000).
M.D., Sichuan Medical College, China, 1982; Ph.D., University of Western Ontario, 1992.
- PHILIP D. LISTER, *Associate Professor of Medical Microbiology and Immunology* (1994; 2000).
B.S., Kansas State University, 1986; Ph.D., Creighton University, 1992.
- BRIAN W. LOGGIE, *Professor of Surgery* (2002).
M.D., McGill University (Canada), 1979.
- AGAPITO S. LORENZO, *Associate Clinical Professor of Neurology* (1973; 1974).
M.D., University of the Philippines, 1957.
- SANDOR LOVAS, *Associate Professor of Biomedical Sciences* (1994; 2002).
M.S., Jozef Attila University (Hungary), 1982; Ph.D., 1985.
- RICHARD J. LUND, *Assistant Professor of Medicine* (1999; 2003).
M.B.,B.Ch., University of the Witwatersrand (Africa), 1993.
- BRUCE E. LUNDAK, *Clinical Instructor of Surgery* (2004).
B.A., University of Notre Dame, 1989; M.D., University of Kansas School of Medicine, 1993.
- RICHARD E. LUTZ, *Associate Clinical Professor of Pediatrics* (2004).
B.S., Wichita State University, 1978; M.D., University of Kansas School of Medicine, 1984.
- HENRY T. LYNCH, *Professor of Preventive Medicine and Public Health* (1967; 1970); *Chair, Department of Preventive Medicine and Public Health* (1967); *Professor of Medicine* (1968; 1982).
B.S., University of Oklahoma, 1951; M.A., University of Denver, 1952; M.D., University of Texas at Austin, 1960.

- JANE F. LYNCH, *Instructor of Preventive Medicine and Public Health* (1970).
B.S.N., University of Colorado, 1946.
- JOSEPH D. LYNCH, *Associate Professor of Medicine* (1971; 1985).
B.S., Gonzaga University, 1962; M.D., Creighton University School of Medicine, 1966.
- ROBERT B. MACKIN, *Associate Professor of Biomedical Sciences* (1992; 1997).
B.A., Carleton College, 1982; Ph.D., Emory University, 1987.
- MONIQUE L. MACKLEM, *Assistant Professor of Pediatrics* (1996; 1997).
B.S., University of Nebraska-Lincoln, 1988; M.D., University of Nebraska Medical Center, 1993.
- JAMES K. MADISON, *Assistant Professor of Psychiatry* (2000).
B.A., Pomona College, 1974; M.A., Emory University, 1981; Ph.D., 1983.
- DONAL F. MAGEE, *Emeritus Professor of Physiology* (1965; 1991).
Ph.D., University of Illinois, 1952; D.M., Oxford University, 1972.
- JAMES A. MAILLIARD, *Professor of Medicine* (1959; 1989).
B.S., Creighton University, 1948; M.D., 1952.
- ANNA C. MAIO, *Assistant Professor of Medicine* (1989; 1995; 2002).
B.S., Creighton University, 1979; M.D., 1983.
- MICHAEL C. MAKOID, *Professor of Pharmaceutical and Administrative Sciences* (1989; 1997);
Professor of Pharmacology (1989; 1997).
B.S., University of Wisconsin, 1968; M.S.Pha., 1972; Ph.D., 1975.
- MARK A. MALESKER, *Associate Professor of Pharmacy Practice* (1988 1989; 1990; 1997)
Associate Professor of Psychiatry (2000)..
B.S., Creighton University, 1986; Pharm.D., 1988.
- PAULAJO MALIN, *Instructor of Psychiatry* (2003).
B.A., Creighton University, 1991; M.D., 1999.
- LISA A. MALODY, *Assistant Clinical Professor of Medicine* (2000).
B.S., University of Wyoming, 1984; M.D., Creighton University School of Medicine, 1990.
- J. DAVID MALONE, *Assistant Clinical Professor of Medicine* (2002).
M.D., Medical School of Royal College of Physicians and Surgeons (Ireland), 1967.
- MARTIN M. MANCUSO, *Assistant Clinical Professor of Medicine* (1979; 1980).
B.S., Creighton University, 1972; M.D., 1976.
- JAMES L. MANION, *Associate Professor of Anesthesiology* (1979; 2003).
M.D., Creighton University School of Medicine, 1966.
- DONALD E. MANNING, *Clinical Professor of Psychiatry* (2000).
B.A., Duke University, 1968; M.B.A., California Coast University, 1998; M.M.M., Tulane University, 1999; M.D., Medical University of South Carolina, 1972.
- WILLIAM A. MARCIL, *Assistant Professor of Psychiatry* (1999).
B.S., Creighton University, 1983; M.D., 1987.
- MARCUS S. MAYDEW, *Assistant Professor of Radiology* (2001; 2002).
B.S., Kansas State University, 1979; D.V.M., 1981; M.S., 1982; M.D., Creighton University School of Medicine, 1993.
- JANICE L. McALLISTER, *Assistant Clinical Professor of Neurology* (1994).
B.S., University of Nebraska-Lincoln, 1973; M.D., University of Iowa, 1977.
- JOHN C. McCABE, *Associate Professor of Surgery* (2004).
B.A., Manhattan College, 1972; D.D.S., Columbia University, 1985; M.D., 1990.
- JOHN A. MCCARTHY, *Assistant Clinical Professor of Surgery* (1987; 1990).
B.A., St. John's University, 1978; M.D., University of Iowa, 1981.

- JOHN W. MCCLELLAN, III, *Assistant Clinical Professor of Surgery* (2004).
B.A., Creighton University, 1989; M.D., 1993.
- EDWARD A. MCGILL, *Assistant Clinical Professor of Surgery* (1999).
B.S., Creighton University, 1989; M.D., 1993.
- JANET P. MCGIVERN, *Assistant Clinical Professor of Psychiatry* (2003).
B.S., Loras College, 1984; M.D., University of Nebraska Medical Center, 1990.
- EDWARD T. MCGONIGAL, *Assistant Professor of Anesthesiology* (2000).
B.S., Loyola University Chicago, 1980; D.D.S., Loyola University School of Dentistry, 1984;
M.D., Creighton University School of Medicine, 1993.
- DANIEL J. MCGUIRE, *Assistant Clinical Professor of Surgery* (1995).
B.S., Creighton University, 1978; M.D., 1982.
- MICHAEL H. MCGUIRE, *Professor of Surgery* (1988; 1990; 1994; 2002; 2004).
B.S., Creighton University, 1971; M.D., 1975.
- JOHN F. MCLEAY, *Associate Clinical Professor of Surgery* (1963; 1971).
B.S., University of Nebraska, 1955; M.D., 1955.
- LEE F. MCNAMARA, *Clinical Instructor of Obstetrics and Gynecology* (1963).
B.S., Creighton University, 1954; M.D., 1958.
- MICHAEL J. MCNAMARA, *Assistant Clinical Professor of Surgery* (2000).
B.A., Creighton University, 1985; M.D., 1989.
- ROBERT J. MCQUILLAN, *Associate Professor of Anesthesiology* (1993; 2000); *Chair, Department of Anesthesiology* (2000); *Associate Professor in Health Policy and Ethics* (1993; 2000).
B.A., Creighton University, 1984; M.D., 1988.
- LOU ANN M. MCSTAY, *Assistant Professor of Family Medicine* (1999).
B.S., Creighton University, 1983; M.D., 1987.
- JILL C. MCTAGGART, *Clinical Instructor of Obstetrics and Gynecology* (1993).
B.A., Creighton University, 1984; M.D., 1989.
- KRISTINE L. MCVEA, *Assistant Clinical Professor of Medicine* (1996).
B.A., Stanford University, 1984; M.D., University of Nebraska Medical Center, 1989; M.P.H.,
University of North Carolina, 1995.
- BEVERLEY T. MEAD, *Professor Emeritus of Psychiatry and Behavioral Sciences* (1965; 1966).
B.S., University of South Carolina, 1943; M.D., 1947; M.S.M., University of Utah, 1958.
- SCOTT F. MENOLASCINO, *Assistant Professor of Medicine* (2001).
D.C., Palmer College of Chiropractic, 1986; Creighton University School of Medicine, 1995.
- LONNIE R. MERCIER, *Assistant Clinical Professor of Surgery* (1973; 1992).
B.S., Parsons College, 1964; M.D., Creighton University School of Medicine, 1968.
- RITA A. MEYER, *Assistant Professor of Biomedical Sciences* (2000).
B.S., University of Minnesota, 1974; M.S., 1976; Ph.D., University of Chicago, 1981.
- FRANK J. MEZZACAPPA, *Assistant Clinical Professor of Medicine* (2000).
B.A., Creighton University; M.D., 1988.
- GARY D. MICHELS, *Associate Professor of Chemistry* (1986; 1993); *Associate Professor of Surgery*
(1989).
B.S., Creighton University, 1971; Ph.D., Iowa State University, 1977.
- H. JAKOB MICHENFELDER, *Assistant Clinical Professor of Medicine* (2002).
M.D., University of Munich (Germany), 1972.
- MICHAEL J. MILORO, *Adjunct Associate Professor of Surgery* (2003).
M.B., B.S., All India Institute of Medical Sciences (India), 1996.

- SUMEET K. MITTAL, *Assistant Professor of Surgery* (2003, 2004).
M.B.,B.S., All India Institute of Medical Sciences (India), 1996.
- KODY A. MOFFATT, *Assistant Professor of Pediatrics* (2003, 2004).
B.S., University of Nebraska-Lincoln, 1988; M.S., University of Nebraska Medical Center, 1989, M.D., 2000.
- SYED M. MOHIUDDIN, *Professor of Medicine* (1970; 1978); *Professor of Pharmacy Practice* (1984).
M.B., B.S., Osmania University (India), 1960; M.S., Creighton University, 1967; D.Sc., University of Laval (Canada), 1970.
- MICHAEL S. MONAGHAN, *Associate Professor of Pharmacy Practice* (1997); *Associate Professor of Medicine* (1997); *Chair of Pharmacy Practice* (2004).
B.S., Creighton University, 1985; Pharm.D., 1989.
- JOHN W. MONSON, *Associate Clinical Professor of Surgery* (1967; 1995).
M.D., Creighton University School of Medicine, 1960.
- IRIS J. MOORE, *Assistant Clinical Professor of Otolaryngology* (1983;1984).
M.D., University of Nebraska Medical Center, 1979.
- JOHN C. MOORE, *Assistant Clinical Professor of Pediatrics* (1996; 2001).
B.A., Kansas University, 1970; M.D., University of Nebraska Medical Center, 1975.
- MICHAEL J. MOORE, *Assistant Professor of Pediatrics* (1996).
B.S., Dana College, 1988; M.D., University of Nebraska Medical Center, 1993.
- ARYAN N. MOOSS, *Professor of Medicine* (1976; 1984; 2001).
M.D., University of Kerala (India), 1969.
- NATALIE MORGAN, *Instructor of Obstetrics and Gynecology* (2002).
B.S., Creighton University, 1993; M.D., 1998.
- MATTHEW A. MORMINO, *Assistant Clinical Professor of Surgery* (2003).
B.A., University of Missouri, 1987; M.D., University of Illinois, 1991.
- PETER C. MORRIS, *Assistant Clinical Professor of Obstetrics and Gynecology* (1997).
B.S., Southern Methodist University, 1978; M.D., University of Texas Southwestern, 1983.
- MICHAEL J. MORRISON, *Assistant Clinical Professor of Surgery* (1983).
B.S., Creighton University, 1968; M.D., 1973.
- LEE E. MORROW, *Assistant Professor of Medicine* (2003).
B.S., University of Michigan, 1992; M.D., University of Iowa, 1996; M.S., University of Michigan, 2003.
- KEVIN R. MOTA, *Assistant Clinical Professor of Surgery* (1996).
B.A., University of Southern California, 1978; M.D., University of Nebraska Medical Center, 1985.
- KIRK B. MUFFLY, *Assistant Professor of Medicine* (1986; 2000).
B.S., University of Nebraska-Lincoln, 1976; M.D., University of Nebraska Medical Center, 1979.
- RICHARD F. MURPHY, *Professor of Biomedical Sciences* (1989); *Chair, Department of Biomedical Sciences* (1989).
B.Sc., National University of Ireland, 1963; Ph.D., 1966.
- RICHARD P. MURPHY, *Associate Clinical Professor of Surgery* (1984).
B.S., University of Notre Dame, 1969; M.D., Creighton University School of Medicine, 1973.
- REEMA NABULSI, *Assistant Professor of Family Medicine* (2000; 2001).
B.S., University of Nebraska, 1992; M.D., 1997.
- ANNA MARIA NAGY, *Adjunct Assistant Professor of Obstetrics and Gynecology* (1997).
B.A., Biology University of Missouri, 1989; M.D., 1989.

- CHANDRA K. NAIR, *Professor of Medicine* (1978; 1990).
B.S., Bombay University (India), 1964; M.B.B.S., Armed Forces Medical College (India), 1968.
- PRADEEP K. NAROTAM, *Assistant Professor of Surgery* (2001).
MB., Ch.B., University of Natal (South Africa) 1984; M.Med, 1993.
- AHSAN A. NASEEM, *Clinical Instructor of Psychiatry* (2001).
F.Sc, Government College (Pakistan), 1985; M.B.,B.S., Rawalpindi Medical College (Pakistan), 1991.
- ZAFAR NAWAZ, Ph.D., *Associate Professor of Surgery* (2002).
B.S., University of Karachi (Pakistan), 1983; M.S., 1985; Ph.D., University of North Texas, 1992.
- JEFFREY S. NELSON, *Assistant Clinical Professor of Pediatrics* (1993; 2001).
B.S., University of Nebraska-Lincoln, 1982; M.A., 1983; M.D., University of Nebraska Medical Center, 1987.
- BAO LONG NGUYEN, *Assistant Professor of Medicine* (2003).
M.D., University of Nebraska Medical Center, 1996.
- DAVID H. NICHOLS, *Associate Professor of Biomedical Sciences* (1981; 1989).
B.S., Case Institute of Technology, 1969; Ph.D., University of Oregon, 1975.
- MICHAEL G. NICHOLS, *Assistant Professor of Biomedical Sciences* (2000).
B.S., Harvey Mudd College, 1990; M.A., University of Rochester, 1992; Ph.D., 1996.
- MARTHA J. NIELSEN, *Professor of Medical Microbiology and Immunology* (1990; 1994; 2002);
Professor of Medicine (1994; 2002).
B.S., Kansas State University, 1969; M.A., Indiana University, 1971; Ph.D., Oklahoma State University, 1984.
- HENRY C. NIPPER, *Associate Professor of Pathology* (1986); *Assistant Dean for Admissions* (1996).
B.A., Emory University, 1960; M.S., Purdue University, 1966; Ph.D., University of Maryland at College Park, 1971.
- KEVIN D. NOHNER, *Assistant Clinical Professor of Family Medicine* (1984; 1989).
B.S., Creighton University, 1977; M.D., 1981.
- LUKE NORONHA, *Assistant Clinical Professor of Pediatrics* (2002).
M.B.,B.S., Kasturba Medical College, 1985.
- TERRY C. NORTH, *Assistant Clinical Professor of Psychiatry* (2001).
B.A., Auburn University, 1982; M.A., University of South Dakota, 1986; Ph.D., 1989.
- NEIL S. NORTON, *Assistant Professor of Oral Biology* (1996); *Assistant Professor of Pharmacology* (1997).
B.A., Randolph-Macon College, 1988; Ph.D., University of Nebraska Medical Center, 1995.
- RICHARD L. O'BRIEN, *Professor of Medicine* (1982); *Professor of Medical Microbiology and Immunology* (1982); *Professor of Health Policy and Ethics* (2000).
M.S., Creighton University, 1958; M.D., 1960.
- GREGORY U. OCHUBA, *Assistant Clinical Professor of Medicine* (1997; 1999).
B.S.M.T., Creighton University, 1975; M.S., University of Nebraska Medical Center, 1978; Ph.D., 1983; M.D., Creighton University School of Medicine, 1994.
- JASON T. OHR, *Associate Clinical Professor of Neurology* (1973; 1981).
M.D., Seoul National University (Korea), 1962.
- MATTHIAS I. OKOYE, *Associate Clinical Professor of Pathology* (1993).
M.Sc., University of Missouri, 1980; M.D., University of Lagos College of Medicine (Nigeria), 1974; J.D., Detroit College of Law, 1989.
- TERRENCE K. O'MALLEY, *Clinical Instructor of Surgery* (1991).
B.A., Christian Brothers College, 1980; M.D., University of Tennessee, 1985.

- MATTHEW F. OMOJOLA, *Associate Professor of Radiology* (1999).
M.B., B.S., University of Ibadan, (Nigeria) 1973.
- SALLY COLE O'NEILL, *Assistant Professor of Medical Education* (1987); *Associate Dean for Continuing Medical Education* (1988).
B.A., Drury College, 1973; M.Ed., University of Missouri at Columbia, 1975;
Ph.D., University of Nebraska-Lincoln, 1986.
- CATHERINE A. O'PERE, *Assistant Professor of Pharmacology* (2004).
B.Pharm., University of Nairobi (Kenya); M.B.A., Creighton University, 1992; Ph.D., 1997.
- JAMES V. ORTMAN, *Assistant Clinical Professor of Medicine* (1981).
B.A., Creighton University, 1971; M.D., 1975.
- TOM V. PAGANO, *Assistant Professor of Medicine* (1980; 1983).
B.A., University of Michigan at Ann Arbor, 1973; M.D., Creighton University School of Medicine, 1977.
- JAYASHREE S. PAKNIKAR, *Assistant Clinical Professor of Family Medicine* (2002).
M.B., B.S., Seth G. S. Medical College Bombay University (India), 1981.
- SUBHASH PAKNIKAR, *Assistant Professor of Radiology* (1996, 1998).
M.B., B.S., Osmania University (India) 1978; D.M.R.D., 1984.
- MILLCENT L. PALMER, *Associate Professor of Surgery* (2002).
B.S., Stanford University, 1976; M.D., Tufts University, 1980.
- NATVARLAL P. PATEL, *Assistant Clinical Professor of Surgery* (1979; 1980).
M.B., B.S., Medical College of Gujarat University (India), 1969.
- MANJU L. PATNEY, *Clinical Instructor of Pediatrics* (1998).
M.D., Christian Medical College, (India) 1960.
- ERIC B. PATTERSON, *Assistant Professor of Biomedical Sciences* (1991).
B.A., Talladega College, 1973; Ph.D., Meharry Medical College, 1984.
- CHESTER N. PAUL, *Assistant Clinical Professor of Surgery* (2000).
B.A., Nebraska Wesleyan University, 1965; M.D., University of Nebraska Medical Center, 1969.
- IVAN M. PAVKOVIC, *Assistant Clinical Professor of Neurology* (1995; 2000).
B.A., University of Chicago, 1982; M.D., Rush Medical Center, 1988.
- WARD A. PEDERSEN, *Assistant Professor of Neurology* (2002).
B.Sc., University of New Brunswick, 1987; M.Sc., 1989; Ph.D., Boston University, 1996.
- GARY J. PEET, *Adjunct Assistant Professor of Radiology* (2002).
B.A., University of Texas at Austin, 1976; M.D., Baylor College of Medicine, 1980.
- DWAINE J. PEETZ, JR., *Assistant Clinical Professor of Surgery* (1987).
M.D., Creighton University School of Medicine, 1975.
- ROBERT G. PENN, *Assistant Clinical Professor of Medical Microbiology and Immunology* (1980; 1981).
B.S., University of Nebraska, 1972; M.D., 1975.
- DEBORAH A. PERRY, *Associate Clinical Professor of Pathology* (1994).
B.S., Nebraska Wesleyan University, 1980; M.D., University of Nebraska Medical Center, 1984.
- JOHN D. PETERS, *Assistant Clinical Professor of Surgery* (1995).
B.S., Creighton University, 1983; M.D., 1988.
- RICHARD B. PETERS, *Assistant Clinical Professor of Medicine* (1978; 1986).
B.S., Creighton University, 1971; M.D., 1975.
- FRED J. PETTID, *Associate Clinical Professor of Family Medicine* (1971; 1999).
B.S., Creighton University, 1964; M.D., 1968.

- WILLIAM A. PETTINGER, *Professor Emeritus of Medicine* (1988; 1997).
B.S., Creighton University, 1954; M.S., 1957; M.D., 1959.
- FREDERICK C. PETTY, *Professor of Psychiatry* (2001).
B.A., Southern Adventist University, 1965; Ph.D., Georgia Institute of Technology, 1971;
M.D., University of Tennessee, 1976.
- DAVID H. PETZEL, *Associate Professor of Biomedical Sciences* (1989; 1996); *Associate Professor of Pharmacology* (1996).
B.S., Southhampton College, 1974; M.S., University of Oslo, 1977; Ph.D., University of Illinois, 1982.
- JAMES J. PHALEN, *Associate Professor of Radiology* (1971; 1999); *Associate Professor of Medicine* (2001).
B.A., Creighton University, 1961; M.D., 1965.
- ARLANA R. PHILLIPS, *Assistant Clinical Professor of Pediatrics* (2004).
B.S., State University of New York at Stony Brook, 1987; M.D., University of Kansas School of Medicine, 1999.
- ROBERT L. PIERSON, *Clinical Instructor of Obstetrics and Gynecology* (2003).
B.A., University of South Dakota, 1964; M.D., Creighton University School of Medicine, 1970.
- EDWARD C. PILLER, JR., *Assistant Clinical Professor of Medicine* (1982; 1986).
B.S., St. Joseph's College (New York), 1975; M.D., Creighton University School of Medicine, 1979.
- WINIFRED J. ELLENCHILD PINCH, *Professor of Nursing* (1985; 1993); *Professor of Health Policy and Ethics* (1989); *Professor, School of Medicine* (1992).
B.S.N., Temple University, 1963; M.Ed., State University of New York, 1973; Ed.D., Boston University, 1983; M.S., Creighton University, 1985.
- THOMAS E. PISARRI, *Assistant Professor of Biomedical Sciences* (1993).
B.S., State University of New York at Buffalo, 1973; M.S., University of Wisconsin-Madison, 1975; Ph.D., 1983.
- RICHARD M. PITSCH, JR., *Assistant Clinical Professor of Surgery* (1991; 1994).
B.S., Kearney St. College, 1973; M.D., University of Nebraska Medical Center, 1976.
- ROBERT J. PITSCH, *Assistant Clinical Professor of Surgery* (2000).
B.S., Kearney State College, 1983; M.D., University of Nebraska Medical Center, 1987.
- DONALD J. POJMAN, *Clinical Instructor of Pathology* (2003).
B.S., University of Illinois, 1985; M.D., 1991.
- JOANN L. PORTER, *Assistant Professor of Medicine* (1995; 1996).
B.S. University of Nebraska-Omaha, 1987; M.D., Creighton University School of Medicine, 1992.
- JANE F. POTTER, *Associate Clinical Professor of Medicine* (1992).
B.S., Creighton University, 1973; M.D., 1977.
- MARK E. POTTER, *Assistant Clinical Professor of Obstetrics and Gynecology* (2001; 2004).
B.S., Creighton University, 1976; M.D., 1980.
- LAUREL PREHEIM, *Professor of Medical Microbiology and Immunology* (1978; 1992); *Professor of Medicine* (1978; 1992).
B.A., Bethel College (Kansas), 1969; M.D., Northwestern University, 1973.
- CARLOS PRENDES, *Assistant Professor of Family Medicine*, (2002).
B.A., Creighton University, 1995; M.D., University of Kansas School of Medicine, 1999.
- JOSE-LUIS PRENDES, *Assistant Professor of Neurology*, (2001).
B.S., University of Nebraska, 1966; M.D., University of Nebraska Medical Center, 1970.

- LAUREL L. PRESTRIDGE, *Assistant Professor of Pediatrics* (2000).
B.A., Rice University, 1975; M.S., Clemson University, 1977; M.D., University of Texas Medical School at Houston, 1985.
- PAUL PRICE, *Assistant Professor of Psychiatry* (2002).
Pharm.D., Creighton University, 1988.
- IRA A. PRILUCK, *Associate Clinical Professor of Surgery* (1977; 1987).
B.A., Indiana University at Bloomington, 1968; M.D., University of Oklahoma, 1972.
- RANDY PRITZA, *Assistant Clinical Professor of Medicine* (1990; 1994).
B.S., Creighton University, 1983; M.D., 1987.
- THOMAS S. PRUSE, *Clinical Professor of Obstetrics and Gynecology* (1978; 1984; 2003).
B.S., John Carroll University, 1966; M.D., Creighton University School of Medicine, 1970.
- RUTH B. PURTILO, *Professor of Health Policy and Ethics* (1991); *Professor of Physical Therapy* (1993); *Director of Center for Health Policy and Ethics* (1995).
B.S., University of Minnesota, 1964; M.T.S., Harvard University, 1975; Ph.D., 1979.
- HERBERT J. QUIGLEY, JR., *Professor Emeritus of Pathology* (1968; 1972; 2003).
B.S., Franklin and Marshall College, 1958; M.D., University of Pennsylvania, 1962.
- JAMES D. QUINN, *Associate Clinical Professor of Obstetrics and Gynecology* (1970; 1987).
B.S., Creighton University, 1959; M.S., 1961; M.D., 1966.
- THOMAS H. QUINN, *Professor of Biomedical Sciences* (1977; 1996); *Professor of Surgery* (1997).
B.A., Creighton University, 1972; M.S., 1973; Ph.D., University of Nebraska-Lincoln, 1981.
- SYLVIA L. RAEL, *Assistant Clinical Professor of Medicine* (2004).
B.S., Creighton University, 1992; M.D., 1997.
- DOUGLAS J. RAMOS, *Assistant Clinical Professor of Surgery* (1998).
B.A., Cornell College, 1977; M.D., Creighton University School of Medicine, 1981.
- PREMA B. RAPURI, *Assistant Professor of Medicine* (2003).
B.Sc., Osmania University (India), 1985; M.Sc., 1987, Ph.D., 1994.
- BEHROUZ RASSEKH, *Assistant Clinical Professor of Surgery* (2002).
M.D., University of Geneva (Switzerland), 1965.
- SRIRAMAMURTHY RAVIPATI, *Clinical Instructor of Psychiatry* (1991).
M.D., Rangaraya Medical College (India), 1980.
- DANIEL M. RAYBIN, *Associate Clinical Professor of Medicine* (2001).
B.A., Columbia College, 1967; M.D., Stanford University School of Medicine, 1973.
- STEPHEN C. RAYNOR, *Assistant Clinical Professor of Surgery* (1991).
B.S., University of Nebraska, 1976; M.D., 1981.
- ROBERT R. RECKER, *Professor of Medicine* (1970; 1983); *Professor of Periodontics* (1986).
M.D., Creighton University School of Medicine, 1963.
- NARENDRA B. REDDY, *Clinical Instructor of Psychiatry* (1999).
M.B., B.S., Osmania University (India) 1978.
- ROALENE J. REDLAND, *Clinical Instructor of Surgery* (1995).
B.A., Hastings College, 1979; M.D., Creighton University School of Medicine, 1984.
- EVELYN E. REHER, *Clinical Instructor of Medicine* (1994).
R.N., Laramie City Community College, 1983; B.S., University of Wyoming, 1986; M.D., Creighton University School of Medicine, 1991.
- ROGER D. REIDELBERGER, *Professor of Biomedical Sciences* (1990; 1999); *Professor of Pharmacology* (1996).
B.S., Northwestern University, 1970; B.S., University of California, 1974; Ph.D., 1980.
- THOMAS M. REIMERS, *Assistant Clinical Professor of Pediatrics* (1990; 1993).
B.S., South Dakota State University, 1981; M.A., Mankato State University, 1983; Ph.D., University of Iowa, 1986.

- RANDOLPH J. REISTER, *Assistant Clinical Professor of Medicine* (2002; 2004).
B.A., Augustana College, 1995; M.D., University of South Dakota, 1999.
- MARC S. RENDELL, *Professor of Medicine* (1986; 1996).
B.S., City College of New York, 1968; M.D., State University of New York-Downstate Medical Center, 1972.
- ANTONIO P. REYES, JR., *Assistant Professor of Medicine* (1994; 1997).
B.S., Biology, University of California-Los Angeles, 1987; M.D., Creighton University School of Medicine, 1991.
- PATRICIO F. REYES, *Professor of Neurology* (2000); *Professor of Pathology* (2000); *Professor of Psychiatry* (2000).
B.S., University of the Philippines, 1966; M.D., 1971.
- EUGENE C. RICH, *Professor of Medicine* (1996); *Chair, Department of Medicine* (1996).
B.A. University of Mississippi, 1973; M.D., Washington University Medical Center, 1977.
- LOREEN M. RIEDLER, *Assistant Clinical Professor of Psychiatry* (1994).
B.S. University of Nebraska, 1979; M.D., University of Nebraska Medical Center, 1984.
- ELVIRA RIOS-LOPEZ, *Clinical Instructor of Family Medicine* (1994).
B.S., University of Puerto Rico, 1981; M.D., San Juan Bautista School of Medicine, 1985.
- WILLIAM H. ROCCA FORTE, *Associate Clinical Professor of Psychiatry* (1987; 1993; 2001).
B.A., University of Nebraska, 1976; M.A., 1978; M.D., 1983.
- VICTORIA F. ROCHE, *Associate Dean for Administration* (2004); *Professor of Pharmaceutical and Administrative Sciences* (1982; 1995).
B.S., Nebraska Wesleyan University, 1973; M.S., University of Nebraska College of Pharmacy, 1976; Ph.D., University of Nebraska Medical Center, 1981.
- MICHAEL A. ROMANO, *Assistant Clinical Professor of Family Medicine* (1990).
B.S., Iowa State University, 1977; B.S., Creighton University School of Medicine, 1979; M.D., 1983.
- JOSE R. ROMERO, *Adjunct Associate Professor of Pediatrics* (1993; 1995; 1998); *Adjunct Associate Professor of Medical Microbiology and Immunology* (1993).
M.D., Universidad Autonoma de Guadalajara (Mexico), 1977.
- KARL S. ROTH, M.D., *Professor of Pediatrics* (2002); *Chair, Department of Pediatrics* (2002).
A.B., University of Rochester, 1963; M.A., University of City of New York, 1965; M.D., Bowman Gray School of Medicine, Wake Forest University, 1969.
- MARTIN L. ROTHBERG, *Associate Clinical Professor of Surgery* (1989; 1994).
B.G.S., University of Nebraska-Omaha, 1974; B.S., Montana State University, 1978; M.D., University of Washington, 1982.
- KAREN S. ROVANG, *Associate Professor of Medicine* (1987; 1989; 2003).
B.S., University of Nebraska-Lincoln, 1973; M.S., University of Nebraska Medical Center, 1976; M.D., 1984.
- SANAT K. ROY, *Assistant Clinical Professor of Psychiatry* (1993).
B.S., Bihar University (India), 1959; M.D., Darbhanga Medical College (India), 1965; D.A., 1976.
- MARK E. RUPP, *Associate Clinical Professor of Medical Microbiology and Immunology* (1992; 1998); *Associate Clinical Professor of Medicine* (1992; 1998).
B.S., University of Texas, 1981; M.D., Baylor College of Medicine, 1986.
- DOUGLAS A. RUSSELL, *Assistant Clinical Professor of Medicine* (2000).
B.A., University of Nebraska-Omaha, 1987; M.D., University of Nebraska Medical Center, 1992.
- BENJAMIN J. RYDER, *Assistant Clinical Professor of Obstetrics and Gynecology* (1992; 2000).
B.S., Creighton University, 1981; M.D., 1988.

- THOMAS J. SAFRANEK, *Assistant Clinical Professor of Medical Microbiology and Immunology* (1987; 1991); *Assistant Clinical Professor of Medicine* (1987; 1991).
B.S., University of San Francisco, 1975; M.D., Georgetown University, 1979.
- HENRY A. SAKOWSKI, *Assistant Professor of Medicine* (1995; 1996).
B.S., Creighton University, 1987; M.D., 1991.
- DAVID H. SAMBOL, *Assistant Clinical Professor of Medicine* (1987; 1990).
B.A., Creighton University, 1980; M.D., 1984.
- R. MARIO SANCHEZ, *Assistant Professor of Family Medicine* (2000; 2001).
M.D., Universidad N. Mayor de San Marcos (Peru), 1988.
- CHRISTINE C. SANDERS, *Professor Emeritus of Medical Microbiology and Immunology* (1973; 1985; 2001).
B.S.M.T., University of Florida, 1970; Ph.D., 1973.
- W. EUGENE SANDERS, JR., *Professor Emeritus of Medical Microbiology and Immunology* (1972; 2001); *Professor Emeritus of Medicine* (1976, 2001).
A.B., Cornell University, 1956; M.D., 1960.
- ANTONIO B. SAQUETON, *Assistant Clinical Professor of Family Medicine* (1998).
B.S., University of California-Davis, 1988. M.D., Creighton University School of Medicine, 1992.
- HEMANT K. SATPATHY, *Assistant Professor of Family Medicine* (2001).
M.B., B.S, SCB Medical College (India), 1988.
- SYED SATTAR, *Assistant Professor of Psychiatry* (2002).
M.B., B.S., Dow Medical College (Pakistan), 1993.
- SHAILENDRA K. SAXENA, *Assistant Professor of Family Medicine* (2000).
M.B., B.S., King George's Medical College (India), 1973; M.S., 1977; M.S., University of Nebraska, 1987; Ph.D., 1990.
- MARK L. SAXTON, *Assistant Clinical Professor Surgery* (2000).
B.A., College of St. Thomas, 1982; M.D., University of Minnesota, 1988.
- GERALD B. SCHAEFER, *Associate Clinical Professor of Pediatrics* (1995).
B.S., University of Oklahoma, 1978; M.D., 1982.
- JOANN E. SCHAEFER-HAINES, *Associate Professor of Family Medicine* (1997; 1998; 2003).
B.A., California State University, 1990; M.D., Creighton University School of Medicine, 1995.
- GREGORY J. SCHAFER, *Assistant Professor of Medicine* (2001).
B.S., University of Nebraska, 1981; M.D., University of Nebraska Medical Center, 1987.
- MARY A. SCHERMANN, *Assistant Clinical Professor of Family Medicine* (1983; 1986).
B.A., University of Minnesota, 1976; M.D., 1980.
- STUART R. SCHLANGER, *Assistant Instructor of Medicine* (1981; 1986; 2004).
B.A., New York University, 1970; M.D., Washington University, 1977.
- WESLEY M. SCHLEIFER, *Assistant Clinical Professor of Anesthesiology* (1989; 2000; 2003).
B.S., Kearney State College, 1979; M.D., University of Nebraska Medical Center, 1985.
- WILLIAM R. SCHLICHTEMEIER, *Clinical Instructor of Surgery* (1986).
B.S., Nebraska Wesleyan University, 1969; M.D., University of Nebraska Medical Center, 1973.
- WILLIAM J. SCHLUETER, *Associate Clinical Professor of Medicine* (1974; 1987; 2002).
M.D., Creighton University School of Medicine, 1966.
- DAVID A. SCHMIDT, *Assistant Clinical Professor of Psychiatry* (1999).
B.S., University of Nebraska, 1989; M.D., 1993.

- REBECCA A. SCHMIDT, *Assistant Clinical Professor of Psychiatry* (2002).
B.S., University of Nebraska-Omaha, 1981; M.S., 1988; M.D., University of Nebraska Medical Center, 1993.
- ROBERT W. SCHMIDT, *Assistant Clinical Professor of Medicine* (2002).
B.S., University of California, 1961; M.D., Stanford University School of Medicine, 1966.
- GUY M. SCHROPP, *Assistant Clinical Professor of Obstetrics and Gynecology* (1991; 1995).
B.S., Creighton University, 1977; M.D., 1985.
- DAN SCHULLER, *Associate Professor of Medicine* (2002).
M.D., National Autonomous University of Mexico, 1985.
- ARTHUR L. SCIORTINO, *Associate Clinical Professor Emeritus of Pathology* (1955; 1987).
M.D., Creighton University, 1950; M.S.M., 1955.
- MARGARET A. SCOFIELD, *Associate Professor of Pharmacology* (1992; 2002).
B.A., University of California, 1967; Ph.D., University of Arizona, 1973.
- CRAIG N. SEAMANDS, *Assistant Clinical Professor of Psychiatry* (1999).
B.S., University of Nebraska, 1977; M.D., 1982.
- MICHAEL J. SEDLACEK, *Clinical Instructor of Psychiatry* (2003).
B.A., Creighton University, 1981; M.D., University of Nebraska Medical Center, 1985.
- MATTHEW J. SEVERIN, *Professor Emeritus of Medical Microbiology and Immunology* (1968; 1999);
Professor Emeritus of Preventive Medicine and Public Health (1976; 1999).
B.S., Creighton University, 1955; M.S., 1960; Ph.D., University of Nebraska-Lincoln, 1968;
J.D., Creighton University, 1986.
- AKHILESH K. SHARMA, *Assistant Professor of Medicine*, (2001; 2002).
M.B., B.S., University College of Medical Sciences (India), 1990.
- ARUN SHARMA, *Assistant Clinical Professor of Psychiatry* (1987; 1993).
M.B., B.S., Delhi University (India), 1978.
- SANJEEV K. SHARMA, *Assistant Professor of Family Medicine* (2003).
M.B., B.S., Maulana Azad Medical College (India), 1985.
- JAMES J. SHEHAN, *Professor of Medicine* (1967; 1996; 2001; 2002).
M.D., Creighton University, 1963; M.S., 1968.
- XUEDONG SHEN, *Assistant Professor of Medicine* (2004).
M.D., Creighton University, 1963; M.S., 1968.
- KEITH W. SHUEY, *Clinical Instructor of Family Medicine* (1999).
B.S., University of Nebraska, 1960; M.D., 1964).
- PETER T. SILBERSTEIN, *Assistant Professor of Medicine* (2002).
B.A., Amherst College, 1975; M.D., State University of New York, 1979.
- EDIBALDO SILVA, JR., *Associate Professor of Surgery* (2003).
B.S., Lawrence University, 1971; Ph.D., Illinois Institute of Technology, 1976; M.D.,
University of Illinois School of Medicine, 1980.
- DAVID A. SILVERBERG, *Assistant Clinical Professor of Medicine* (2003).
B.A., University of Kansas, 1972; M.D., 1976.
- STEVE SINDELAR, *Assistant Professor of Pediatrics* (1996; 1997).
B.S., University of Nebraska, 1986; M.D., 1993.
- MICHAEL H. SKETCH, SR., *Professor Emeritus of Medicine* (1968; 1997).
B.Sc. Creighton University, 1959; M.D., 1963.
- D. DAVID SMITH, *Associate Professor of Biomedical Sciences* (1989; 1994).
B.Sc., Imperial College, University of London, 1983; Ph.D., University of Edinburgh, 1986.
- PHILIP W. SMITH, *Associate Clinical Professor of Medical Microbiology and Immunology* (1999);
Associate Clinical Professor of Medicine (1999).
B.S., University of Wisconsin, 1968; M.D., University of Chicago, 1972.

- JOSEPH T. (JAY) SNOW, *Assistant Professor of Pediatrics* (2002).
B.A., Creighton University, 1990; M.D., 1994.
- JAMIE L. SNYDER, *Adjunct Assistant Professor of Psychiatry* (2002).
B.S., Pacific Union College, 1983; M.D., Loma Linda University, 1987.
- MARK E. SOCKELL, *Associate Clinical Professor of Medicine* (2003).
B.A., Yale, 1974; M.D., University of California-San Francisco, 1983.
- MAE S. SOKOL, *Associate Professor of Psychiatry* (2001); *Associate Professor of Pediatrics* (2001).
B.S., Brooklyn College, 1972; M.D., University of Louvain (Belgium), 1980.
- NAVDEEP SOOD, *Clinical Instructor of Psychiatry* (2002).
M.B.,B.S., Government Medical College (India), 1992.
- GAMINI S. SOORI, *Clinical Professor of Medicine* (1993).
G.C.E., Ananda College (Sri Lanka), 1963; M.D., University of Ceylon (Sri Lanka), 1970.
- JORGE F. SOTOLONGO, *Assistant Clinical Professor of Obstetrics and Gynecology* (1991; 1995).
B.S., University of Puerto Rico, 1981; M.D., 1985.
- GARRETT A. SOUKUP, *Assistant Professor of Biomedical Sciences* (2000).
B.S., Northwest Missouri State University, 1991; Ph.D., University of Nebraska Medical Center, 1997.
- KRISHNASAMY SOUNDARARAJAN, *Assistant Professor of Surgery* (2001).
H.Sc., Madras Christian College (India), 1982; M.B., B.S., Madras Medical College, 1988.
- SUGANTHI SOUNDARARAJAN, *Assistant Professor of Pathology* (2001).
M.B.,B.S., Madras Medical College (India), 1987.
- PATRICK SPECHT, *Assistant Professor of Pediatrics* (2001; 2002).
B.A., University of Nebraska, 1993; M.D., University of Nebraska Medical Center, 1998.
- LESLIE A. SPRY, *Assistant Clinical Professor of Medicine* (1989).
B.A., University of Nebraska-Lincoln, 1973; M.D., University of Nebraska Medical Center, 1977.
- KAREN S. STAACK, *Assistant Clinical Professor of Family Medicine* (2001).
B.A., University of Nebraska, 1984; B.S., Delaware State University, 1987; M.D. Creighton University School of Medicine, 1999.
- KAREN L. STANEK, *Assistant Professor of Neurology* (2001; 2003).
B.S., Idaho State University, 1990; M.D., University of Nebraska Medical Center, 1994.
- GERALD J. STANLEY, SR., *Assistant Clinical Professor of Family Medicine* (2000).
B.Ed., University of Hawaii, 1973; M.D., Autonoma University, Mexico, 1979.
- HUGH B. STARKS, *Adjunct Instructor of Psychiatry* (1999).
B.A., Creighton University, 1988; M.D., University of Nebraska Medical Center, 1994.
- ANDREA J. STEENSON, *Assistant Professor of Pediatrics* (1986).
B.S., University of Nebraska-Omaha, 1975; M.D., University of Nebraska Medical Center, 1978.
- PAUL E. STEFFES, *Associate Clinical Professor of Medicine* (1975; 1986).
M.D., Creighton University School of Medicine, 1966.
- ROBERT E. STEG, *Associate Clinical Professor of Neurology* (1986; 1994; 2000).
B.S., University of Nebraska-Omaha, 1977; M.D., University of Nebraska Medical Center, 1981.
- BETSY J. STEPHENSON, *Assistant Clinical Professor of Pediatrics* (1998).
B.S., University of North Dakota, 1980; M.D., University of Nebraska Medical Center, 1984.
- YVONNE M. STEPHENSON, *Assistant Clinical Professor of Medicine* (1994; 1997).
B.S., Fairleigh Dickinson, 1986; M.D., University of Nebraska Medical Center, 1990.

- KATHY J. STEVENS, *Adjunct Assistant Professor of Medical Microbiology & Immunology* (2001).
D.V.M., Iowa State University College of Veterinary Medicine, 1987.
- JEFFREY R. STOKES, *Assistant Professor of Medicine* (2002); *Assistant Professor of Pediatrics* (2000; 2002).
B.S., Kansas State University, 1987; M.D., University of Kansas Medical Center, 1991.
- LILLY M. STOLLER, *Assistant Clinical Professor of Psychiatry* (1999).
B.S., University of Nebraska Medical Center, 1976; M.D., 1976.
- RANJAN SUDAN, *Associate Professor of Surgery* (2002); *Associate Professor of Psychiatry* (2002).
M.D., Armed Forces Medical College (India), 1981.
- JEFFERY T. SUGIMOTO, *Professor of Surgery* (1986; 1989; 2003).
B.A., Columbia University, 1975; M.D., University of Chicago, 1979.
- PATRICIA M. SULLIVAN, *Professor of Neurology* (2002).
B.A., Marycrest College, 1968; Ed.S., The University of Iowa, 1977; Ph.D., 1978.
- THOMAS M. SVOLOS, *Adjunct Instructor of Psychiatry* (2001).
B.A., Duke University, 1988; M.D., University of California, 1994.
- DONALD A. SWANSON, *Associate Clinical Professor of Psychiatry* (1987; 1990).
M.D., University of Witwatersrand (Republic of South Africa), 1965; Ph.D., 1968.
- PATRICK C. SWANSON, *Assistant Professor of Medical Microbiology and Immunology* (1999).
B.A., St. Olaf College, 1990; Ph.D., University of Michigan, 1995.
- CHARLES TAYLOR, *Associate Professor of Surgery* (1981; 1990).
B.S., City College of the City University of New York, 1971; M.D., Creighton University School of Medicine, 1975.
- RICHERT J. TAYLOR, *Adjunct Professor of Obstetrics and Gynecology* (1961; 1966; 1971; 1986; 2004).
M.D., Creighton University School of Medicine, 1957.
- STEVEN L. TAYLOR, *Assistant Clinical Professor of Psychiatry*, (2003).
B.S., South Dakota State University, 1977; M.A., Southern Illinois University; Ph.D., Florida State University, 1997.
- CHARLES TERNET, *Assistant Clinical Professor of Surgery* (1996, 2002).
B.S., Rensselaer Polytechnic Institute, 1985; M.D., Creighton University School of Medicine, 1989.
- JAYESH C. THAKKER, *Assistant Clinical Professor of Pediatrics* (2000).
M.B., B.S., Bombay University (India) 1986; M.D., 1990.
- STEPHAN D. THOME, *Assistant Clinical Professor of Medicine* (2002).
M.D., Medizinische Fakultät University Ulm (German), 1992; Ph.D., 1996.
- GEORGE THOMMI, *Assistant Clinical Professor of Medicine* (1991).
M.B., B.S., Kasturba Medical College (India), 1973.
- KENNETH S. THOMSON, *Professor of Medical Microbiology and Immunology* (1991; 1997; 2003).
B.Ag.Sc., University of Tasmania, 1972; Ph.D., 1988.
- ALAN G. THORSON, *Associate Clinical Professor of Surgery* (1986; 1992; 2003).
B.A., University of Nebraska-Lincoln, 1974; B.S., 1976; M.D., University of Nebraska Medical Center, 1979.
- JEFFREY J. TIEDEMAN, *Clinical Instructor of Surgery* (1995).
B.S., Creighton University, 1982; M.D., 1986.
- JOSEPH W. TOWNLEY, *Assistant Clinical Professor of Surgery* (2000).
B.A., Creighton University, 1985; M.D., 1989.
- PETER M. TOWNLEY, *Assistant Clinical Professor of Medicine* (2002).
B.A., Creighton University, 1982; M.D., 1986.

- ROBERT G. TOWNLEY, *Professor of Medicine* (1960; 1974); *Professor of Medical Microbiology and Immunology* (1968; 1974).
M.D., Creighton University School of Medicine, 1955.
- THERESA A. TOWNLEY, *Assistant Professor of Medicine* (2002); *Assistant Professor of Pediatrics* (2004).
B.A., Creighton University, 1987; M.D., University of Minnesota, 1992; M.P.H., Johns Hopkins, 2001.
- ROBERT C. TOWNSEND, *Assistant Clinical Professor of Psychiatry* (1983).
B.A., Lawrence University, 1969; Ph.D., University of Nebraska-Lincoln, 1974.
- JAMES M. TRACY, *Assistant Clinical Professor of Medicine* (1994).
B.S., University of Maryland, 1978; M.D., University of New England College of Osteopathic Medicine, 1984.
- MARTINA M. TRIBULATO, *Assistant Professor of Medicine* (2002).
B.S., Santa Clara University, 1994; M.D., Creighton University School of Medicine, 1999.
- CARL J. TROIA, *Assistant Clinical Professor of Surgery* (1963; 1976).
B.S., Creighton University, 1946; M.D., 1953.
- ROBERT N. TROIA, *Clinical Instructor of Surgery* (1985).
B.A., University of Notre Dame, 1975; M.D., Creighton University School of Medicine, 1979.
- SEBASTIAN J. TROIA, *Assistant Clinical Professor of Surgery* (1981; 1992).
B.S., University of Notre Dame, 1972; M.D., Creighton University School of Medicine, 1976.
- YAPING TU, *Assistant Professor of Pharmacology* (2003).
B.S., Wuhan University (China), 1987; Ph.D., Institute of Biophysics, Chinese Academy of Science (China), 1992.
- JOHN D. TUBBS, *Assistant Clinical Professor of Family Medicine* (2004).
B.S., Wayne State College, 1993; M.D., Ross University School of Medicine (Commonwealth of Dominica) 1999.
- CALVIN C. TURBES, *Professor Emeritus of Biomedical Sciences* (1968; 1989).
D.V.M., Iowa State University, 1944; M.S., Ohio State University, 1949.
- STEVEN H. TYNDALL, *Assistant Clinical Professor of Surgery* (1992; 1996).
B.S., University of Wyoming, 1982; M.D., Creighton University School of Medicine, 1986.
- BERT VAN BLERK, *Assistant Professor of Anesthesiology*, (2001).
MB, BCh, University of the Witwatersrand Medical School, (South Africa) 1973; FFA (SA), 1988.
- JON A. VANDERHOOF, *Adjunct Professor of Pediatrics* (1979; 1993); *Chair, Department of Pediatrics* (1989-1993).
B.S., University of Nebraska, 1968; M.D., 1972.
- MEERA VARMAN, *Assistant Professor of Pediatrics* (2003).
M.B., B.S., Coimbatore Medical College (India), 1985.
- LOUIS VIOLI, *Assistant Clinical Professor of Medicine* (2000).
A.B., University of Chicago, 1986; M.D., University of Nebraska Medical Center, 1991.
- DAVID W. VOIGT, *Assistant Clinical Professor of Surgery* (2000).
B.S., Montana State University, 1981; M.D., Medical College of Ohio-Toledo, 1989.
- LAWRENCE T. VOLZ, *Assistant Instructor of Surgery* (2003).
B.A., University of San Diego, 1993; M.D., Creighton University School of Medicine, 1997.
- YASHAIL Y. VORA, *Assistant Professor of Surgery* (2001).
M.Sc., University of Alberta (Canada), 1998; M.D., B.Med, 1994.
- KEITH W. WRBICKY, *Assistant Clinical Professor of Obstetrics and Gynecology* (1982; 1987).
M.D., Creighton University School of Medicine, 1979.

- JOHN N. WALBURN, *Associate Clinical Professor of Pediatrics* (1992; 2000; 2002).
B.S., University of Nebraska-Lincoln, 1969; M.D., University of Nebraska Medical Center, 1973.
- ZHAOYI WANG, *Associate Professor of Surgery* (2003).
B.S., Hangzhou University (China), 1982; M.S., Shanghai Institute Cell Biology (China), 1987; Ph.D., Washington University, 1994.
- MARJORIE B. WANNARKA, *Assistant Professor of Library Science* (1970); *Chairman, Archives Department, Reinert Alumni Memorial Library* (1991).
B.A., College of St. Catherine, 1952; M.A., University of Minnesota, 1967.
- RICHARD B. WARD, *Assistant Clinical Professor of Medicine* (2001).
A.B., University of California-Berkeley, 1978; M.D., New York Medical College, 1986; M.S., Stanford University, 1979.
- PATRICE A. WATSON, *Associate Professor of Preventive and Public Health* (1987; 1993).
B.A., University of Nebraska-Lincoln, 1974; Ph.D., 1978.
- DEAN D. WATT, *Professor Emeritus of Biomedical Sciences* (1969; 1989).
B.S., University of Idaho, 1942; Ph.D., Iowa State University, 1949.
- LEONARD E. WEBER, *Assistant Clinical Professor of Neurology* (1999).
B.S., University of San Diego, 1967; M.D., Creighton University School of Medicine, 1971.
- JOZEF V. M. WELIE, *Professor of Health Policy and Ethics* (1979; 1999; 2004); *Professor, School of Dentistry* (1997; 1999; 2004).
M.A., Catholic University of Nijmegen-Netherlands, 1987; M.Med.S, University of Maastricht, Netherlands, 1987; J.D., 1990; Ph.D, Catholic University of Nijmegen, Netherlands, 1994.
- IBERT C. WELLS, *Professor Emeritus of Biomedical Sciences* (1961; 1993).
A.B., Central Methodist College, 1942; Ph.D., St. Louis University, 1948.
- STEVEN P. WENGEL, *Associate Clinical Professor of Psychiatry* (1992; 2001).
B.S., University of Nebraska-Lincoln, 1982; M.D., University of Nebraska Medical Center, 1986.
- JOSEPH A. WENZL, *Assistant Professor of Family Medicine* (1989; 1990).
B.S., Creighton University, 1982; M.D., 1986.
- MADELINE J. WEST, *Clinical Instructor of Psychiatry* (1998).
B.S., University of California, 1980; M.D., University of Nebraska Medical Center, 1992.
- MARTIN WEITZEL, *Assistant Clinical Professor of Psychiatry* (2003).
B.S., Nebraska Wesleyan University, 1984; M.D., University of Nebraska Medical Center, 1988.
- TAMMY O. WICHMAN, *Assistant Professor of Medicine* (2003).
B.S., Creighton University, 1992; M.D., St. Louis University, 1996.
- MICHAEL J. WILCZEWSKI, *Assistant Clinical Professor of Pediatrics* (2000).
B.S., University of Arizona, 1987; M.D., University of Nebraska Medical Center, 1992.
- MARK A. WILLIAMS, *Professor of Medicine* (1981; 1994); *Lecturer of Physical Education/Exercise Sciences* (1990).
B.S., California State University at Fullerton, 1973; M.S., 1975; Ph.D., Texas A&M University, 1980.
- BERNARD J. WILSON, *Assistant Clinical Professor of Pediatrics* (2002).
B.S., University of Notre Dame, 1988; M.D., University of Nebraska Medical Center, 1992.
- DANIEL R. WILSON, *Professor of Psychiatry* (2000); *Chair, Department of Psychiatry* (2000).
B.A., Yale College, 1979; M.D., University of Iowa, 1983; Ph.D., Cambridge University, 1998.

- MARK C. WILSON, *Assistant Clinical Professor of Pediatrics* (1990; 1994; 2004).
B.S., University of Nebraska, 1976; M.D., 1980.
- MARTIN J. WINKLER, *Assistant Clinical Professor of Surgery* (1995).
M.D., University of Nebraska Medical Center, 1977.
- ARMAND J. WOLFF, *Assistant Clinical Professor of Medicine* (2004).
B.S., University of California, 1989; M.D., Creighton University School of Medicine, 1994.
- LAURENCE WOLPERT, *Assistant Clinical Professor of Medicine* (1995; 1996).
B.S., Creighton University; D.O., University of Health Sciences, 1986.
- MARILOU WOODARD, *Assistant Clinical Professor of Psychiatry* (2002).
B.S.N., University of Colorado Health Sciences, 1980; M.S.N., 1984; M.D., Creighton University School of Medicine, 1989.
- JAMES J. WOODBURY, *Assistant Professor of Medicine* (1970; 1995; 2001; 2002).
M.D., Creighton University School of Medicine, 1965.
- JOHN A. WOODRUFF, *Assistant Clinical Professor of Medicine* (1986; 1987).
B.S., Nebraska Wesleyan University, 1979; M.D., University of Nebraska Medical Center, 1983.
- MARK P. WOODRUFF, *Assistant Professor of Medicine* (1980; 1982).
M.D., Creighton University School of Medicine, 1977.
- H. RANDALL WOODWARD, *Assistant Clinical Professor of Surgery* (2003).
B.S., University of North Dakota, 1969; M.D., Northwestern University, 1973.
- JASON WORCHEL, *Associate Clinical Professor of Psychiatry* (2003).
B.A., University of Texas, 1971; M.D., Southwestern Medical School, 1975.
- JAMES F. WYATT, *Associate Clinical Professor of Obstetrics and Gynecology* (1985; 1997).
B.S., California State Polytechnic University, 1972; M.D., Loma Linda University, 1976.
- ANTHONY YAGHMOUR, *Assistant Professor of Pediatrics* (2000; 2001).
B.A., University of Kansas, 1993; M.D., University of Kansas Medical Center, 1997.
- JOHN A. YEE, *Professor of Biomedical Sciences* (1990).
B.S., University of Utah, 1970; Ph.D., 1974.
- PAULOS YOHANNES, *Assistant Professor of Surgery* (2001, 2002).
B.A., University of Louisville, 1990; M.D., 1994.
- FREDERICK E. YOUNGBLOOD, *Associate Professor of Anesthesiology* (1999; 2003).
B.S., University of Georgia, 1964; M.D., Medical College of Georgia, 1968.
- KHALIL AMIN YOUSEF, *Assistant Professor of Radiology* (2001).
B.S., American University of Beirut (Lebanon), 1984; M.D., 1988.
- TERENCE L. ZACH, *Associate Professor of Pediatrics* (1989; 1994).
B.A., Creighton University, 1979; M.D., University of Nebraska Medical Center 1983.
- ZIAD L. ZAWAIDEH, *Assistant Clinical Professor of Family Medicine* (1986; 1990).
M.D., University of Baghdad (Iraq), 1976.
- ROWEN K. ZETTERMAN, *Clinical Professor of Medicine* (1977; 1986).
B.A., Nebraska Wesleyan University, 1965; M.D., University of Nebraska Medical Center, 1969.
- CECILE M. ZIELINSKI, *Associate Professor of Surgery* (1974; 1992).
B.S., St. John's University, 1965; M.D., Creighton University School of Medicine, 1971.
- CHRISTINA M. K. ZIENO, *Assistant Clinical Professor of Pathology* (1990).
B.S., University of Maryland, 1979; M.D., Uniformed Services University of the Health Sciences, 1983.
- NATHALIA M. ZIMMERMAN, *Associate Clinical Professor of Psychiatry* (1976; 1995).
B.S., Iowa State University, 1949; M.S.W., University of Minnesota, 1963.

DOCTORS OF MEDICINE

Degrees conferred December 14, 2002

Keri Lynn Hubbard Yuba City, California

Degrees conferred May 17, 2003

Jack Pete Ayoub Chantilly, Virginia

Emily Katherine Balsler Redmond, Washington

Matthew Adams Banfield, *cum laude* Rochester, Minnesota

Jason Allen Barry Red Wing, Minnesota

Carl Dustin Bechtold, *summa cum laude* Cody, Wyoming

Brian Robert Beeman Springfield, Illinois

Lonnie Andrea Berg Kimball, Minnesota

Robert Paul Bertellotti Des Plaines, Illinois

Michael Lynn Brenner Mapleton, Iowa

Michael John Brickner Carrington, North Dakota

Keri Li Momi Kiyotoki Brown Aiea, Hawaii

Jason Christopher Bruce Kailua, Hawaii

Neal Christopher Buddensiek Richfield, Minnesota

Lisa Marie Burak Bethel, Connecticut

Allison Elizabeth Burris Leavenworth, Kansas

Jonathan Edward Buzzell, *cum laude* Austin, Texas

Elizabeth Ann Campbell Everett, Washington

John Joseph Cannella III Grand Island, Nebraska

Elizabeth Anne Catanzaro Rocklin, California

Christopher Paul Celio Fullerton, California

Sue-Jean Chang Los Angeles, California

Lance Kwan Yung Cheung Honolulu, Hawaii

Ekua Nkrumah Cobbina Ghana

Brian Francis DeCesare Edina, Minnesota

Gregory Mark Ennis Fair Oaks, California

Michelle Colleen Ethun Minneapolis, Minnesota

Erin Harkness Evans Omaha, Nebraska

Trisa Ann Fiscus Fort Collins, Colorado

Amanda Jane Fitzgerald Scottsbluff, Nebraska

Mai-Linh Toni Frascarelli Kailua, Hawaii

Kim Mika Fujinaga, *cum laude* Honolulu, Hawaii

Jose Antonio Garcia Tacoma, Washington

Geoffrey Joseph Gill Steamboat Springs, Colorado

Taressa Anne Gillig Cary, North Carolina

Carrie Lynn Goltko Indianalantic, Florida

Christine Suzanne Goudge Wyoming, Minnesota

Kirtibala Gupta Bombay, India

Rebecca Jean Gurney, *cum laude* Mankato, Minnesota

Sadie Nobuko Hanaumi Aiea, Hawaii

| | |
|---|-----------------------------|
| Ann Marie Harris | Sandpoint, Idaho |
| Rukmin John Ravinda Hettiarachy | Omaha, Nebraska |
| Aileen Elizabeth Higgins | Englewood, Colorado |
| Robert Thomas Hill | Bartlett, Illinois |
| Kevin Eric Hodges | Kennewick, Washington |
| Shannon Nichole Hoos | Kearney, Nebraska |
| Michael Todd Hopfenspirger | Rochester, Minnesota |
| Rachael Sue Horn | Gilbert, Arizona |
| McCann Houng | Redondo Beach, California |
| Samuel C. Hoxie | St. Paul, Minnesota |
| David Thomas Hughes | Wichita, Kansas |
| Kayvon David Izadi | La Canada, California |
| Pamela Elsa Japlit, <i>cum laude</i> | Bountiful, Utah |
| Richard Floyd Keith | Thatcher, Arizona |
| Steven Robert Kelly | Omaha, Nebraska |
| Andrew Paul Klein | Tacoma, Washington |
| Shawna Megan Kneesel | Las Vegas, Nevada |
| Kristopher Daniel Krueger | Kansas City, Kansas |
| John Thomas Kuhl, <i>cum laude</i> | Mattoon, Illinois |
| Aaron Nicholas Lackamp | St. Joseph, Missouri |
| Jason Gerard Langenfeld | Omaha, Nebraska |
| Richard Garrett Lee, <i>cum laude</i> | Rexburg, Idaho |
| Jeremy James Logan, <i>cum laude</i> | Phoenix, Arizona |
| Kristyn Gail Loram | San Luis Obispo, California |
| Jason Kirk Lowry | Monett, Missouri |
| Marcus Christopher Luce | Los Angeles, California |
| Jyoti Sujata Mahapatra | Lincoln, Nebraska |



| | |
|---|---------------------------------|
| Andrea Maureen Malchiodi | San Diego, California |
| Megan Elizabeth McChesney, <i>cum laude</i> | Spokane, Washington |
| Mary Margaret McGranahan, <i>cum laude</i> | Pensacola, Florida |
| Daniel Timothy McKenna | De Pere, Wisconsin |
| Christopher Paul McKinney | Brooklyn Park, Minnesota |
| Amanda Marie McQueen | Carroll, Iowa |
| Steven Walter Meisterling | Stillwater, Minnesota |
| Andrew David Mills | Colorado Springs, Colorado |
| Neill Mollard | Saratoga, California |
| Lauren Joan Moore | Las Vegas, Nevada |
| Carrie Elizabeth Muffett | Beavercreek, Oregon |
| Ann Elizabeth Narmi | Council Bluffs, Iowa |
| Kristine Elizabeth Newell | Woodbury, Minnesota |
| Kellie Monique Newman-Horning | Roosevelt, New York |
| Paul Blake O'Brien | Leonardtown, Maryland |
| Monica Jeanne Oldenburg | Fort Collins, Colorado |
| Jeffrey Michael Payne | Dixon, Illinois |
| David Pettit | Boulder, Colorado |
| James Arash Peykanu | Hermosa Beach, California |
| Daniel Lee Pierce | Billings, Montana |
| Benjamin Joseph Platt | Modesto, California |
| Jennifer Cordova Reodica | South San Francisco, California |
| Jessica Merrifield Schemm | Oregon City, Oregon |
| Lisa Suzanne Schwebach | Dell Rapids, South Dakota |
| Amy Terese Sheil | DeWitt, Iowa |
| Mian Shen | Silver Spring, Maryland |
| Shawn Charles Snow | Colorado Springs, Colorado |
| Darren Jon Splonskowski | Jamestown, North Dakota |
| Tracy Jean Springfield | Arvada, Colorado |
| Daniel John Stein | Milwaukee, Wisconsin |
| Leanne Michell Stoneking | Santa Ana, California |
| Gregory Michael Stroup | Portland, Oregon |
| Mari Suto | Akita, Japan |
| Tina Marie Svatos | Lincoln, Nebraska |
| Katherine Klemz Swank | Eugene, Oregon |
| Quentin Kalman Tanko | Omaha, Nebraska |
| Sara Elizabeth Tisdale | Cherry Hills Village, Colorado |
| Bao Quoc Tran | Costa Mesa, California |
| Antoinette Louise Tribulato | Omaha, Nebraska |
| In-Lin Tuan | Yankton, South Dakota |
| Nikolas Wanahita | Jakarta, Indonesia |
| Jody Kay White | Corona, California |
| Trisha Erin Wong | Fremont, California |
| Mark Kenji Yamaguchi | Los Angeles, California |
| Joshua Paul Zastrocky | Broomfield, Colorado |

Degrees conferred August 15, 2003

Daniel Thomas Hemmingson Omaha, Nebraska
Kristen Ann Olson Waukon, Iowa

Degrees conferred May 15, 2004

Khader Kamel Abou-Nasr..... Omaha, Nebraska
Christina Rivera Alicdan..... Omaha, Nebraska
Andrea Kirstin Bacani..... Scottsdale, Arizona
Ankush Kumar Bansal Fairfax Station, Virginia
Tara Lynn Barto Chesapeake, Virginia
Sandra Beth Baumberger Aberdeen, South Dakota
Brian Joseph Bell Des Moines, Iowa
Karl Andrew Bergmann West Warwick, Rhode Island
Maulik Kirit Bhalani Ormond Beach, Florida
Achala Bhaskara Lancaster, California
Gail Marie Budke, *cum laude* Cincinnati, Ohio
Erica Marie Burns Moxee, Washington
Jaclyn Faulkner Chaffee, *cum laude* White Bear Lake, Minnesota
Peggy Helen Cheng..... Omaha, Nebraska
Derek Allen Kin Ming Ching..... Honolulu, Hawaii
Berdine Tzu Yin Chong Honolulu, Hawaii
Michael McGowin Collins..... Omaha, Nebraska
James Dillon Crew..... Omaha, Nebraska
Emily Catherine Cyr Omaha, Nebraska
Benjamin Lane Dahl Fargo, North Dakota
Elias Sagia Dakwar San Jose, California
Rowena Bayudan Delos Santos Waipahu, Hawaii
Angela Elizabeth DeMarco..... Omaha, Nebraska
Tiffani Denise Dennis Overland Park, Kansas
Kumar Subodh Desai Oak Brook, Illinois
Soni Reddy Dhanireddy..... Strongsville, Ohio
Kevin John Donahoe..... St. Louis, Missouri
Nicole Anne Dubas Doniphan, Nebraska
Ryan Allen Dvorak..... Omaha, Nebraska
Anthony Joseph Dye Firth, Idaho
Emily Louise Ebenhoe Farmington Hills, Michigan
Amy Janet Edman Benson, Minnesota
Jason Steven Eldrige Hermiston, Oregon
Todd Michael Fagot Lexington, Nebraska
Alicia Beth Laidlaw Feldman Columbia, Maryland
Elizabeth Erin Fitzpatrick Omaha, Nebraska
Derek Matthew Flores..... Mililani, Hawaii
Sean Jeffrey Gamble San Francisco, California
Anand Ashok Gandhi Sugar Land, Texas
Kristen Rochelle Glass..... El Paso, Texas
Jadvinder Singh Goraya..... Gilroy, California
Sarah Linn Hammil..... Spokane, Washington

| | |
|---|---------------------------|
| Robert William Hastings III, <i>cum laude</i> | Kamuela, Hawaii |
| Carl Francis Heine | Omaha, Nebraska |
| Truc Chinh Hoang | Kansas City, Missouri |
| Sara Michele Huegli | Ann Arbor, Michigan |
| Tim Thomas Issac | Dallas, Texas |
| Ganesh Venkata Rama Kakarlapudi | Cincinnati, Ohio |
| Raj V. Kakarlapudi | Kansas City, Kansas |
| Teresa Austin Karre | Lincoln, Nebraska |
| Jennifer Therese Keis | Little Canada, Minnesota |
| Steven Lawrence Koch | Dyersville, Iowa |
| Daniel Gene Kolder | Columbus, Nebraska |
| Ari Kounavis | Providence, Rhode Island |
| Travis Daniel Kruse | Columbus, Nebraska |
| Brian Allen Kuhn | Fairfield, Ohio |
| Kalyan Gupta Kuna | Pueblo, Colorado |
| Michael John Lanspa | Omaha, Nebraska |
| Rebecca Lynn LeVangie | Templeton, Massachusetts |
| Caroline L. Lin | San Jose, California |
| Christopher Bryan Lindsay | Clancy, Montana |
| Jelyn Weinching Lu | Thousand Oaks, California |
| Jeff Mathew | San Jose, California |
| Lindsey Jo McCarty | Longmont, Colorado |
| Aaron Walter Michels | Omaha, Nebraska |
| Janine Elaine Morris, <i>summa cum laude</i> | Danville, Illinois |
| Daniel Kiden Nishijima | Hilo, Hawaii |
| Haakon Berge Nygaard | Oslo, Norway |
| Jason Dean Ourada | Holdrege, Nebraska |
| Lee B. Ozaeta | Granada Hills, California |
| Zaheer Kersi Pajnigar | Lincoln, Nebraska |
| Brian Shen-ta Pan | West Chester, Ohio |
| Priyesh Dhirmbhai Patel | Elgin, Illinois |
| Jennifer Marie Peter, <i>magna cum laude</i> | Larkspur, California |
| Jason Francisco Reynoso | Scottsdale, Arizona |
| Maria Alexandra Rodriguez, <i>cum laude</i> | Miami, Florida |
| Melissa Ann Rosenthal | Los Alamitos, California |
| Lindsey Dianne Rutledge | Cheyenne, Wyoming |
| Natalie Patterson Cook Santiago | Chicago, Illinois |
| Steven James Schechinger | Harlan, Iowa |
| Elizabeth Malia Schmied | Woodinville, Washington |
| Thomas Edward Schulte | Fort Dodge, Iowa |
| David Charles Semerad II | St. Paul, Minnesota |
| Allyson Marie Servoss | Setauket, New York |
| Deepesh Mahendra Shah | Phoenix, Arizona |
| Khalid Shirzad | Yakima, Washington |
| Evan Christopher Silvi | Bronxville, New York |
| Jennifer Lyn Simkins | Eagan, Minnesota |
| George Joseph Smolinski III | West St. Paul, Minnesota |

Gerard Joseph Stanley, Jr. Onawa, Iowa
 Candice Adrienne Tay Orange, California
 Matthew Joseph Tinguely Fargo, North Dakota
 Parag Pradip Tolat Madison, Wisconsin
 Victor Duc Truong Pacheco, California
 Andrea Diane Valeri Kenosha, Wisconsin
 Scott Melvin Vanek, *cum laude* Lakewood, Colorado
 Krishna Arthur Venkatesh Scottsdale, Arizona
 David Laurence Vogel Prior Lake, Minnesota
 Brian Michael Waters Stockton, California
 Stuart Virgil Weatherwax Brighton, Colorado
 John Winters Omaha, Nebraska
 Brian Huang Wu Honolulu, Hawaii
 Grant Masaru Yasui Honolulu, Hawaii
 DeEtte Duke Zahn San Jose, California
 Sadiq Uz Zaman Glendale Heights, Illinois
 Jeremy Paul Zebroski, *cum laude* Lander, Wyoming



School of Medicine Hooding Ceremony photos courtesy of Mr. Charles Kay.

AMERICAN JESUIT COLLEGES AND UNIVERSITIES

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| <i>Alabama</i> | Spring Hill College, Mobile |
| <i>California</i> | Loyola Marymount University, Los Angeles University of San Francisco, San Francisco University of Santa Clara, Santa Clara |
| <i>Colorado</i> | Regis College, Denver |
| <i>Connecticut</i> | Fairfield University, Fairfield |
| <i>District of Columbia</i> | Georgetown University, Washington |
| <i>Illinois</i> | Loyola University of Chicago Parks College of Aeronautical Technology (Saint Louis University), Cahokia |
| <i>Louisiana</i> | Loyola University, New Orleans |
| <i>Maryland</i> | Loyola College, Baltimore |
| <i>Massachusetts</i> | Boston College, Chestnut Hill College of the Holy Cross, Worcester |
| <i>Michigan</i> | University of Detroit Mercy, Detroit |
| <i>Missouri</i> | Rockhurst College, Kansas City Saint Louis University, Saint Louis |
| <i>Nebraska</i> | Creighton University, Omaha |
| <i>New Jersey</i> | Saint Peter's College, Jersey City |
| <i>New York</i> | Canisius College, Buffalo Fordham University, New York Le Moyne College, Syracuse |
| <i>Ohio</i> | John Carroll University, Cleveland The Xavier University, Cincinnati |
| <i>Pennsylvania</i> | Saint Joseph's University, Philadelphia University of Scranton, Scranton |
| <i>Washington</i> | Gonzaga University, Spokane Seattle University, Seattle |
| <i>West Virginia</i> | Wheeling College, Wheeling |
| <i>Wisconsin</i> | Marquette University, Milwaukee |

(Seminaries and high schools are not included in this list.)

ASSOCIATION OF JESUIT COLLEGES AND UNIVERSITIES
1717 Massachusetts Avenue, N.W., Washington, D.C. 20036