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UNIVERSITY GENERAL INFORMATION

About Creighton

There is no university in the country like Creighton University in terms of size, the array of professional and graduate programs offered, and the strong commitment to Catholic and Jesuit ideals and values. Founded in 1878 and one of 28 Jesuit colleges and universities in the United States, Creighton is a vibrant and diverse learning community that offers its students more than an education.

Nationally recognized for providing a challenging and balanced educational experience, the University offers a rigorous academic agenda with a broad range of disciplines, providing more than 8,000 undergraduate, graduate and professional students with interdisciplinary degree programs that emphasize education of the whole person—academically, socially and spiritually. The student body represents all 50 states and U.S. territories, as well as more than 40 countries.

More than 115 academic programs are offered in nine colleges and schools (arts and sciences, business, nursing, law, dental, medicine, pharmacy, OT, PT and other health professions, graduate school, and adult learning and degree completion). Average class size is 22, with an 11:1 student-to-faculty ratio. Creighton study abroad programs take students to more than 50 locations around the world annually.

The University has been consistently ranked a top Midwest regional university by *U.S. News & World Report* and in 2015 also was among the 200 colleges and universities profiled in Princeton Review's *Colleges That Pay You Back: The 200 Best Value Colleges and What It Takes to Get In*. In the Jesuit tradition of service, Creighton students last year contributed more than 1 million hours of community service locally, nationally and internationally.

Location

Omaha, with a metropolitan area population of nearly 1 million, is Nebraska's largest city. It is located on the western bank of the Missouri River, which serves as the Nebraska-Iowa border. The city is the major urban area between Chicago and Denver and between Kansas City and Minneapolis. Creighton's 139-acre campus is within walking distance of downtown and riverfront business, sports/recreational, cultural and entertainment districts. Creighton also is conveniently located close to hotels and the airport.

Omaha is on a number of "best" lists, as reported by the Greater Omaha Economic Development Partnership. These include No. 1 in the Top 10 Best American Cities to Work in Tech (*Wallethub.com*, 2015); Top 10 Cities for New College Grads (*SmartAsset*, 2015); The Best Cities to Find a Job in 2016 (*ZipRecruiter*); and The 5 Best Big Cities (Best in the Midwest) (*Time.com/money*, 2015).

In addition to the main campus in Omaha and online education accessible from anywhere in the world, Creighton has a College of Nursing campus in Hastings, Neb., and a School of Medicine campus in Arizona. Creighton's regional campus in Phoenix at St. Joseph's Hospital and Medical Center is the only Catholic medical school west of Omaha.

History

Edward and Mary Lucretia Creighton, along with Edward's brother John, settled in Omaha in the mid-1850s. John married Mary Lucretia's sister Sarah Emily Wareham in 1868 and the four are considered the founders of Creighton University. Edward's work with the transcontinental telegraph and freighting, ranching, railroading and banking became a major force in the city's economic development. The two brothers were widely known for their business enterprises, and the two couples were equally widely regarded for their philanthropy.

Edward died in 1874 and his widow included \$100,000 in her will to establish Creighton College in her husband's memory. Mary Lucretia died in 1876 and her executors, who included her brother-in-law John, purchased 6.2 acres of land at the northwest corner of what is currently 24th and California streets. They began to build a school and transferred the land, building and additional securities to Bishop James O'Connor of Omaha.

The bishop asked the Jesuits to operate the school and the first president, the Rev. Roman A. Shaffel, S.J., arrived in Omaha in late 1877; the school opened on Sept. 2, 1878, to 120 students. Bishop O'Connor in 1879 surrendered his trust to the Jesuits, who incorporated the University under Nebraska law.

Edward and Mary Lucretia's generosity is credited with establishing Creighton College, while John and Sarah Emily's philanthropy enlarged it to a five-school university. Today, Creighton University consists of nine schools and colleges:

- College of Arts and Sciences (1878)
- School of Medicine (1892)
- School of Law (1904)
- School of Dentistry (1905)
- School of Pharmacy and Health Professions (1905)
- Heider College of Business (1920)
- Graduate School (1926)
- College of Nursing (four-year bachelor's degree program began in 1958; college established in 1971)
- College of Professional Studies (established as University College in 1983)

Creighton Colleges and Schools

College of Arts and Sciences (<http://ccas.creighton.edu>)

The College of Arts and Sciences is the oldest and largest of Creighton's nine colleges and schools. The college offers more than 60 majors and minors; an 11:1 faculty-to-student ratio; and research opportunities for undergraduates in all disciplines. Creighton encourages student involvement in research through the Center for Undergraduate Research and Scholarship (CURAS); nearly 200 undergraduate students present research at national and regional scholarly conferences annually. These efforts and others have resulted in Creighton being named among only 49 universities in the nation for undergraduate research opportunities by *U.S. News & World Report* — and the only Jesuit university to be recognized in 2015.

More than half of the college's students attend graduate or professional school upon graduation, at such institutions as Harvard, Stanford, Oxford and Cambridge universities. The College of Arts and Sciences

hosts a chapter of Phi Beta Kappa, the nation's oldest and most prestigious honor society for liberal arts and sciences graduates. Interdisciplinary programs include such areas as neuroscience, healthy lifestyle management, sustainability studies, digital humanities, health administration, and justice and peace studies. The Department of Journalism, Media and Computing prepares students for success in today's technology-driven world by melding programs in journalism, graphic design and computing.

Heider College of Business (<http://business.creighton.edu>)

Established in 1920, the Heider College of Business became Creighton's first named college in 2013, in recognition of philanthropists Charles (BSC'49) and Mary Heider. It is among only 2 percent of schools in the world accredited in both business and accounting by the Association to Advance Collegiate Schools of Business International. The faculty includes more chartered financial analysts than any other higher education institution in the world.

In 2015, Heider College was ranked a Top 100 business program by *U.S. News & World Report* at No. 93; undergraduate finance ranked 14th; and accounting ranked 19th. The college reports 99 percent of recent graduates were employed or in graduate school within six months of graduation; accounting majors have had a 100 percent placement rate for the past 10 years.

Students receive real-world experience, including investing University funds through the Portfolio Practicum class; planning the Creighton Business Symposium, the largest U.S. student-planned business event; and working with the Business Ethics Alliance, the leading nonprofit dedicated to city-level business ethics programming. Programs offering interdisciplinary opportunities include 3/3 Law (business and law degrees attained in six years); Pre-Healthcare (combines a business degree with completion of requirements for health care professional programs); Bioscience and Entrepreneurship (hands-on experience in commercializing medical innovations); and the M.D./MBA (students complete an MBA during the third year of medical school).

College of Nursing (<http://www.creighton.edu/nursing>)

The College of Nursing has achieved a national reputation for innovative programs that keep pace with the ever-changing field of nursing. For example, Creighton's accelerated Bachelor of Science in Nursing (BSN) was one of the first in the nation and Creighton was the first nursing school in Nebraska to offer a Doctor of Nursing Practice (DNP) degree. Creighton nursing faculty members serve on state and national nursing and health care committees and organizations.

The college offers a BSN program on two campuses, in Omaha and Hastings, Neb., and is supplemented by select online courses and tracks. The BSN program includes a traditional four-year direct-entry pathway that allows students to start their college careers as freshmen in nursing, a 12 month accelerated BSN designed for college graduates who pursue nursing as a second degree. The college also offers an on-line RN-BSN degree completion program designed for registered nurses who have graduated from an accredited associate degree or diploma program in nursing and are eligible for licensure in Nebraska. The College of Nursing also offers an innovative undergraduate certificate in Outcomes Management and Care Coordination Leadership. This 24-week on-line program is designed for practicing registered nurses. Completion of

this 12 semester credit hours in this certificate program can be counted towards completion of the RN-BSN degree. The College also collaborates with Hastings College to offer a 3.5+ 1 dual degree program with Hastings College in Hastings, NE. This program is designed for students completing a Health Systems Major or other appropriate major at Hastings College Major, meets the prerequisites for the accelerated BSN and completes all accelerated nursing curriculum (ANC) requirements.

The College offers both MSN and DNP degree programs. The MSN program prepares graduates to be clinical nurse leaders, and clinical systems administrators. The DNP program prepares graduates to be nurse practitioners and clinical systems administrators. The nurse practitioner tracks include the Adult-Gerontology Acute Care Nurse Practitioner, Adult-Gerontology Acute Nurse Practitioner, Family Nurse Practitioner, Neonatal Nurse Practitioner, Pediatric Acute Care Nurse Practitioner, and Psychiatric Mental Health Nurse Practitioner. Graduates who successfully complete their identified NP track meet eligibility for national certification through their appropriate national certification boards.

The College of Nursing offers Post-Graduate Certificates in the following areas: Adult-Gerontology Acute Care Nurse Practitioner, Family Nurse Practitioner, Neonatal Nurse Practitioner, Pediatric Acute Care Nurse Practitioner, and Clinical Nurse Leader. Students who successfully complete the post-graduate certificate meet eligibility for national certification through their appropriate national certification boards. Creighton BSN graduates meet or exceed the national average for first-time pass rates on the National Council Licensure Examination (NCLEX-RN) and annual pass rates on the certification examination for nurse practitioner-track graduates generally range from 90 to 100 percent for first-time test-takers.

Community involvement — at home and abroad — is at the heart of Creighton nursing. Students gain hands-on learning at free health clinics in Omaha and through global health care experiences such as those associated with the Institute for Latin American Concern in the Dominican Republic (ILAC) and China. The College of Nursing collaborates with public and parochial schools in Omaha and surrounding areas to provide state-mandated health screenings. Creighton nursing students, at both the undergraduate and graduate levels, complete preceptorships in some of the nation's largest hospitals as well as in small, rural hospitals, specialty hospitals, and urban and rural clinics.

College of Professional Studies and Summer Sessions (<http://adultdegrees.creighton.edu>)

The College of Professional Studies, established in 1983 as University College, provides on-campus and online undergraduate degrees, certificates and noncredit programs for adult learners. Students enjoy small classes that offer individual attention and the ability to forge strong relationships with fellow learners and faculty. In 2015-2016, there were more than 300 students enrolled in the College of Professional Studies. The college's online bachelor's degree completion programs are ranked No. 20 nationally by *U.S. News & World Report*.

The online Bachelor's in Leadership includes three specialization tracks: health care management, nonprofit management and human capital management; the new online Bachelor of Arts in Healthy Lifestyle Management is designed for students who wish to pursue careers in the growing field of health and wellness. The program is unique because it is rooted in interdisciplinary teaching, research and practice to care for the

whole person—body, mind and spirit. The college offers 12 undergraduate certificate programs including such offerings as business administration, theology, health administration and policy, creative writing and more.

Graduate School (<http://succeed.creighton.edu>)

Creighton's first master's degree was awarded in 1893 and the first Ph.D. was conferred in 1971. Today, the Graduate School offers more than 35 master's degree programs and numerous doctoral programs and is a leader in interdisciplinary education with both on-campus and online programs. More than half of Creighton graduate students are enrolled in online programs.

In 2016, *U.S. News & World Report* ranked Creighton No. 13 in Best Online Graduate Business Programs (Excludes MBA); No. 36 in Best Online Graduate Education Programs; No. 44 in Best Online MBA Programs; and No. 64 in Best Online Graduate Nursing Programs. The Doctoral Program in Interdisciplinary Leadership (Ed.D.) is the Graduate School's largest online program, this year drawing students from 45 states and 10 countries.

The Graduate School is continually adding to its academic offerings with distinctive and innovative programs in a wide variety of fields including business, leadership, conflict resolution, education, school counseling, humanities, health care, public health, ministry, theology and science; creative writing (MFA), East-West studies, medical anthropology, public health, emergency medical services (EMS), finance (MFIN) and health and wellness coaching. Creighton also offers graduate certificates in many fields as well as dual degrees in business, law, medicine, international relations, negotiation/conflict resolution, business intelligence and analytics, health care ethics, leadership and more..

School of Dentistry (<http://www.creighton.edu/dentalschool>)

The School of Dentistry has a reputation for excellence, last year receiving 2,205 applications for 85 available seats; the school's faculty members serve in leadership and advisory roles with local, regional and national organizations. Graduates become general dentists or pursue residency programs, advanced degrees and specialty training in nearly all 50 states; 20 to 25 percent of Creighton dental graduates achieve post-doctoral training. Creighton is considered to have one of the most affordable private dental schools in the United States.

Hands-on clinical experience as well as community service are hallmarks of a Creighton dental education: the dental clinic serves approximately 12,000 patients annually; students and faculty volunteer through OneWorld Community Health Center, "Give Kids a Smile," Heart Ministry Clinic, Special Olympics, outreach in the Dominican Republic and more; through "Building Healthy Futures," Creighton provides preventive oral care and education to approximately 5,000 schoolchildren.

Thirty-nine percent of students come from states without dental schools; Creighton has contracts with Idaho and Wyoming and offers Western Interstate Commission for Higher Education (WICHE) seats for dental students from New Mexico, North Dakota and Wyoming. Creighton has participated in the Robert Wood Johnson Foundation's Dental Pipeline program, encouraging recruitment of Native American students.

School of Law (<http://law.creighton.edu>)

The School of Law was established in 1904. Today, the 300-plus students in the School of Law are taught by 35 full-time professors and 27 adjunct faculty members who are prosecutors, public defenders and other practicing attorneys. Last year's graduates accepted offers of employment in 19 states and two other countries.

Creighton law students have the flexibility to earn a J.D. degree in two, three or four years. Other programs include earning a J.D. plus a master's degree in negotiation and dispute resolution from Creighton's Werner Institute in three years; the Government and Leadership (GOAL) Program, which provides a J.D. and a master's degree in three years plus an externship in Washington, D.C.; and the joint J.D./MBA with the Heider College of Business.

Innovative educational experiences in the school include a constitutional law seminar offered every other year allowing face-to-face discussion with a U.S. Supreme Court justice; the summer program, "From Nuremberg to the Hague," featuring the study of international criminal law, war crimes and the Holocaust in Germany and The Netherlands; and an annual immersion trip to the Dominican Republic that encourages law students to reflect on life, law and poverty in a Third World nation.

The School of Law assists students interested in public-interest law by offering summer grants to first- and second-year students who accept unpaid externships with government and nonprofit law offices. Students also gain experience through the Abrahams Legal Clinic, which gives free legal services to low-income individuals, especially victims of domestic violence, and the Community Economic Development Clinic, which provides free legal services to low-income entrepreneurs.

School of Medicine (<http://medschool.creighton.edu>)

The School of Medicine was established in 1892 as the John A. Creighton Medical College. The school has a regional campus in Phoenix at St. Joseph's Hospital and Medical Center, which is the only Catholic medical school campus west of Omaha. The medical school's primary clinical partner, CHI Health, is the largest health care network in the region and one of the top 15 health care systems in the U.S. CHI Health is affiliated with Colorado-based Catholic Health Initiatives, one of the nation's largest faith-based nonprofit health systems.

Creighton graduates' medical licensing scores and pass rates consistently exceed the national average and 100 percent of Creighton medical students perform community service while in medical school. Creighton was the first Catholic university to receive the prestigious Community Service Award from the Association of American Medical Colleges (AAMC); the award recognized the student-founded and run Magis Medical Clinic, which provides free health care for uninsured and underinsured people in Omaha.

Faculty members and their research are world-renowned. The medical school is an international leader in hereditary cancer and osteoporosis, with other outstanding programs including infectious disease, cardiovascular disease, nutrition/metabolism and neuroscience. A landmark study conducted at Creighton suggested that boosting vitamin D3 intake can significantly reduce the risk of breast and other cancers. Researchers in biomedical sciences, medical microbiology/immunology and pharmacology are making discoveries in atherosclerosis, bacterial

resistance, cancer, hearing restoration, brain injury, bone growth/bone loss and more.

School of Pharmacy and Health Professions (<http://spahp.creighton.edu>)

Established in 1905 as the Creighton College of Pharmacy, the School of Pharmacy and Health Professions (SPAHP) expanded over the years to include other health professions. The school is an academic pioneer, offering: the first clinical doctorates in occupational therapy (OTD) and physical therapy (DPT) in the nation; the first Web-based distance education pharmacy program; the first distance education program in occupational therapy leading to the clinical doctorate in occupational therapy; and 40 years of emergency medical services (EMS) education. SPAHP also has innovative partnerships with the University of Alaska Anchorage (OTD and Pharm.D.) and Regis University in Denver (OTD).

SPAHP faculty are renowned: the school has one of the largest OT faculties in the nation, with 18 faculty members holding terminal degrees; for more than 25 years, faculty members in the Center for Drug Information and Evidence-Based Practice have provided evidence-based, timely and unbiased information to health care professionals (fewer than 15 percent of pharmacy schools in the U.S. offer as much drug information expertise to the professional community); and the Health Services Research Program is recognized nationally for its work in patient safety.

First-time national licensure pass rates in pharmacy, OT and PT have been nearly 100 percent the past several years and more than 75 percent of the school's students receive one to three job offers before they graduate. They have access to an expanse of clinical training sites, with a faculty-student clinical ratio of 1:3, in every health care discipline, including pediatrics, geriatrics, mental health, acute and long-term care and more. Service to others is a hallmark of the school, with students giving nearly 10,000 hours of service per semester.

Mission, Learning Outcomes, and Goals and Objectives

Mission Statement

Creighton is a Catholic and Jesuit comprehensive university committed to excellence in its undergraduate, graduate and professional programs.

As **Catholic**, Creighton is dedicated to the pursuit of truth in all its forms and is guided by the living tradition of the Catholic Church.

As **Jesuit**, Creighton participates in the tradition of the Society of Jesus which provides an integrating vision of the world that arises out of a knowledge and love of Jesus Christ.

As **comprehensive**, Creighton's education embraces several colleges and professional schools and is directed to the intellectual, social, spiritual, physical and recreational aspects of students' lives and to the promotion of justice.

Creighton exists for students and learning. Members of the Creighton community are challenged to reflect on transcendent values, including their relationship with God, in an atmosphere of freedom of inquiry, belief and religious worship. Service to others, the importance of family life, the inalienable worth of each individual and appreciation of ethnic and cultural diversity are core values of Creighton.

Creighton faculty members conduct research to enhance teaching, to contribute to the betterment of society, and to discover knowledge. Faculty and staff stimulate critical and creative thinking and provide ethical perspectives for dealing with an increasingly complex world.

University Assessment of Learning Outcomes

The University Assessment Committee has articulated six university-level outcomes that are common to all undergraduate, graduate, and professional student experience.

All Creighton graduates will demonstrate:

1. disciplinary competence and/or professional proficiency,
2. critical thinking skills,
3. Ignatian values, to include but not limited to a commitment to an exploration of faith and the promotion of justice,
4. the ability to communicate clearly and effectively,
5. deliberative reflection for personal and professional formation,
6. the ability to work effectively across race, ethnicity, culture, gender, religion and sexual orientation.

Each program defines its learning goals/graduate outcomes, and these outcomes should be in alignment with each College/School's goals as well as the broader university-wide goals. A variety of outcome measures are used within each of the programs to provide evidence of student learning, and to assess how well the learning goals/graduate outcomes are being met.

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 Life, and the special areas of cultural diversity and service to others, values which are emphasized in Creighton's Mission Statement.

Accreditations and Approvals

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.

Higher Learning Commission
230 South LaSalle Street, Suite 7-500, Chicago, Illinois 60604-1411
Phone: 800.621.7440 / 312.263.0456 | Fax: 312.263.7462 |
info@hlcommission.org

The Heider College of Business is an accredited member of the Association to Advance Collegiate Schools of Business-AACSB (<http://www.aacsb.edu/accreditation>) International (graduate and undergraduate programs). The accounting program has been accredited (Type A - baccalaureate) by the Accounting Accreditation Committee of the Association.

The Creighton University EMS Education Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP (<http://www.caahep.org>)) upon the recommendation of the Committee on Accreditation of Education Programs for the Emergency Medical Services Professions. The program also is approved by the State of Nebraska.

The College of Nursing baccalaureate, master's and doctoral programs are accredited by the Commission on Collegiate Nursing Education (CCNE (<http://www.aacn.nche.edu/ccne-accreditation>)). The baccalaureate program is approved by the State of Nebraska.

The Department of Social Work is an accredited Council on Social Work Education (CSWE (<http://www.cswe.org/Accreditation.aspx>)) program preparing professional undergraduate social workers.

The teacher education programs of Creighton University are fully accredited by the National Council for Accreditation of Teacher Education (NCATE (<http://www.ncate.org/Accreditation/tabid/100/Default.aspx>)) for the preparation of elementary, secondary, and special education teachers at the undergraduate level, and for the graduate-level preparation of teachers, school principals and school counselors.

The dental education program of the School of Dentistry is accredited by the Commission on Dental Accreditation (CODA (<http://www.ada.org/117.aspx>)). The Commission is a specialized accrediting body recognized by the U.S. Department of Education.

The Creighton University School of Law is fully accredited by the American Bar Association Section (ABA (http://www.americanbar.org/groups/legal_education/resources/accreditation.html)) of Legal Education and Admissions to the Bar. The School of Law is also a member of the Association of American Law Schools.

The School of Medicine is fully accredited by the Liaison Committee on Medical Education (LCME (<http://www.lcme.org>)), representing the Association of American Medical Colleges and the Council on Medical Education of the American Medical Association. The Department of Education recognizes the LCME for the accreditation of programs of medical education leading to the M.D. degree in institutions that are themselves accredited by regional accrediting associations. Institutional accreditation assures that medical education takes place in a sufficiently rich environment to foster broad academic purposes. The School of Medicine is also an institutional member of the Association of American Medical Colleges.

The School of Medicine is also accredited by The Accreditation Council for Graduate Medical Education (ACGME (<http://www.acgme.org>)) for the training of medical residents.

The School of Pharmacy and Health Professions programs are accredited as follows:

The Pharmacy program, accredited by the Accreditation Council for Pharmacy Education (ACPE (<https://www.acpe-accredit.org>)), is a member of the American Association of Colleges of Pharmacy.

The program in Occupational Therapy is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE (<http://www.aota.org/en/Education-Careers/Accreditation.aspx>)) of the American Occupational Therapy Association Inc.

The program in Physical Therapy is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE (<http://www.capteonline.org/home.aspx>)).

The University is also approved by and/or a member of the following: American Council on Education, Association of American Colleges and Universities, Association of Catholic Colleges and Universities, Association of Independent Colleges and Universities of Nebraska, Association of Jesuit Colleges and Universities, Council for the Advancement and Support of Education, Council for Higher Education Accreditation, National Association of Independent Colleges and Universities, Commission on Accreditation of Allied Health Education Programs, Council for Opportunity in Education, American Association of Colleges for Teacher Education, American Association of University Professors, American Association of University Women, Association of Schools of Journalism and Mass Communication, Association of Independent Liberal Arts Colleges for Teacher Education, Council of Graduate Schools in the United States, Council on Social Work Education, International Association of Catholic Universities, Midwest Association of Graduate Schools, National Association of Educational Broadcasters, National Association for Foreign Student Affairs, National Council for Accreditation of Teacher Education, Nebraska Council on Teacher Education, and Nebraska State Board of Educational Examiners.

Creighton University is authorized to provide online education (<http://www.creighton.edu/center-for-academic-innovation>). See [creighton.edu/state_authorization](http://www.creighton.edu/state_authorization) for current listing.

University Libraries

Library

The Creighton University Libraries, (Health Sciences, Law, and Reinert-Alumni) share a commitment to providing outstanding resources, expertise, and facilities to all our undergraduate, graduate and professional programs whether online or on campus. All three libraries have developed unique collections, services, and resources that are designed to maximize students' personal and educational experiences while at Creighton and beyond. Each library has an array of expert informational professionals who provide research, database, and library related technology support to students, including distance learners. Learning spaces in the University Libraries offer a variety of furnishings and technology for individual and collaborative study. Go to www.creighton.edu/libraries to explore any of the Creighton University Libraries.

Campus Facilities

Creighton's 139-acre urban campus encompasses more than 50 buildings, providing excellent facilities for the University's academic, residential, spiritual, athletic and recreational activities. The beautifully landscaped, pedestrian-friendly campus has been recognized by the Arbor Lodge Foundation as a Tree Campus USA University for eight consecutive years, and is listed in the 2015 Princeton Review Guide to 353 Green Colleges for its strong commitment to the environment and sustainability.

The University recently made extensive campus improvements, including renovation of buildings affecting more than 100,000 square feet of academic space and completion of the east campus athletic/fitness/recreation corridor.

Recognition of Scholarship and Leadership

Creighton University applauds the scholastic effort and achievement of its students. In addition to the numerous scholarships, awards, and honor societies from each School and College that recognize student accomplishments, Creighton is proud to honor students with the following:

Alpha Sigma Nu is a national Jesuit honor society for men and women, awarded on the basis of scholarship, loyalty and service.

Phi Beta Kappa, Beta of Nebraska (Creighton Chapter). Founded in 1776, Phi Beta Kappa is the nation's oldest honor society. It celebrates and advocates excellence in the liberal arts and sciences, and only 10 percent of American colleges and universities have earned the privilege of hosting a chapter. Once a year, the chapter invites select juniors and seniors with an outstanding academic record in the liberal arts and sciences to become members.

The **Spirit of Creighton Award** is a citation conferred on a male and a female student by the President of the University annually at Commencement for demonstrating remarkable initiative and able enterprise, wisdom in action, modesty in achievement, and great personal sacrifice for the good of others.

The Alumni Association

Creighton University seeks to maintain lifelong relationships with former students of the University. The Creighton University Alumni Association, formed in 1892, assists the University in keeping alumni engaged with the institution. 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 Alumni Association is governed by the National Alumni Board. This board represents the alumni community in matters affecting the University; supports and assists the University in fulfilling its strategic goals; and provides services, programs and support consistent with the Alumni Association's mission.

Alumni programs vary widely and include all-University events, Homecoming, class reunion activities, community service projects, college/school specific activities, recent alumni activities, regional events, career networking and social networking.

Information on the Alumni Association can be found on the web at www.alumni.creighton.edu.

Non-discrimination Statement

Creighton University is committed to providing a safe and non-discriminatory educational and employment environment. The University admits qualified students, hires qualified employees and accepts patients for treatment without regard to race, color, religion, sex, marital status, national origin, age, disability, citizenship, sexual orientation, gender identity, gender expression, veteran status, or other status protected by law. Its education and employment policies, scholarship and loan programs, and other programs and activities, are administered without unlawful discrimination.

Sexual harassment, including sexual violence, is a form of sex discrimination prohibited by Title IX of the Education Amendments of 1972. The University does not discriminate on the basis of sex in its educational, extracurricular, athletic, or other programs or in the context of employment.

It is the policy of the University to make all programs and services available to individuals with disabilities. Inquiries concerning rights and responsibilities under Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990 should be directed to the Executive Director for the Office of Equity and Inclusion (see below). To obtain information on accessibility of buildings and programs or to report problems of accessibility, please contact Human Resources (for employees), Schneider Hall or by telephone 402.280.2709, or Office of Disability Accommodations (for students), Old Gym 437 or by telephone 402.280.2166.

The following person has been designated to monitor compliance and to answer any questions regarding the University's non-discrimination policies:

Ms. Allison Taylor
Executive Director
Title IX Coordinator/Section 504 Coordinator
Creighton University
Office of Equity and Inclusion
Creighton Hall Suite 340
Omaha, NE 68178
Phone: 402.280.3189
Email: allisontaylor@creighton.edu
Web: www.creighton.edu/oei

The United States Department of Education's Office for Civil Rights (OCR) enforces Title IX. Information regarding OCR may be found at www.ed.gov/about/office/list/ocr/index.html. (<http://www2.ed.gov/about/offices/list/ocr>)

Services for Students with Disabilities

Services for students with disabilities are provided to qualified students to ensure equal access to educational opportunities, programs, and activities in the most integrated setting possible. Students must make timely and appropriate disclosures and requests, at least five weeks in advance of a course, workshop, program, or activity for which accommodation is requested or such other reasonable time as the particular circumstance of a request for accommodation warrants.

Students are encouraged to make requests for appropriate academic adjustments soon as possible after acceptance. Each student may be required to submit medical or other diagnostic documentation of disability and limitations. Students may be required to complete additional evaluation of limitations by Creighton University's Center for Health or Counseling or other appropriate agencies prior to receiving requested accommodations. The University reserves the right to provide services only to students who complete and provide written results of evaluations and recommendations for accommodations to appropriate University personnel. For more information, contact the Dean's Office of the student's college of enrollment or the Office of Disability Accommodations (<http://www.creighton.edu/disabilitysupportservices>) at 402.280.2166.

Military Leave Policy

Creighton University supports a student who is a member, or who parents a dependent child with a spouse who is a member, of a military reserve unit or the National Guard and is called into active military service by the United States. To assist him/her to maintain his/her status as Creighton student, the University has adopted the following guidelines:

Withdrawal from the University:

1. A student in good standing should immediately file a request for a leave of absence/withdrawal with the dean of the appropriate school or college in which the student is enrolled, along with a copy of the military orders.
2. The leave of absence generally will be granted for one year. However, the deans of the appropriate college are encouraged to grant any request to extend the leave of absence should military service require more than one year.
3. The student will receive a full refund of tuition and fees paid to Creighton University if the request for a leave of absence/withdrawal for military service is filed prior to the last day to drop classes.
4. The student will have a choice of three options if the request for a leave of absence/withdrawal is received after the last day to drop classes:
 - a. A full refund of tuition and fees with no credit awarded for work completed during the semester.
 - b. An Incomplete grade in all courses, upon approval of all instructors, with the right to complete all coursework within one year without further payment of tuition or fees.
 - c. A grade in all courses, upon approval of all instructors, based on work completed to the date of the leave of absence request.
 - d. Options b) & c) may be combined should circumstances warrant.
5. The student will receive prorated refunds for his/her housing and meal-plan, if applicable, based on taking the percentage of days registered at the University over the total number of days in the semester (i.e., beginning with the first day of class and ending on the last day of finals).
6. All applicable financial aid awards will be refunded to the appropriate agencies, and repayments of federal student loans will be calculated in accordance with federal guidelines.
7. While the University will make every effort to accommodate a student returning from active duty, placement in certain honors programs at the University cannot be guaranteed.

8. The student will be required to return university property, such as keys to residence halls, university computer equipment, library books, etc. in order to receive a refund or re enroll.

Email as Official Means of Communication

The Creighton University assigned e-mail account shall be the official means of communication with all students, faculty and staff. All community members are responsible for all information sent to them via their University assigned e-mail account. Members who choose to manually forward mail from their University e-mail accounts are responsible for ensuring that all information, including attachments, is transmitted in its entirety to the preferred account.

All faculty, staff and students are required to maintain an @creighton.edu computer account. This account provides both an online identification key and a University Official E-mail address. The University sends much of its correspondence solely through e-mail. This includes, but is not limited to, policy announcements, emergency notices, meeting and event notifications, course syllabi and requirements, and correspondence between faculty, staff and students. Such correspondence is mailed only to the University Official E-mail address.

Faculty, staff and students are expected to check their e-mail on a frequent and consistent basis in order to stay current with University-related communications. Faculty, staff and students have the responsibility to recognize that certain communications may be time-critical.

Graduation Rates

Creighton University is pleased to provide information regarding our institution's graduation/completion rates, in compliance with the Higher Education Act of 1965, as amended. To request graduation rate information, please contact the University Registrar at 402.280.2702 or registrar@creighton.edu.

The Jesuit Order

The Society of Jesus is a Roman Catholic religious order of men known as the Jesuits. It was founded in Paris by St. Ignatius of Loyola over 460 years ago. In addition to their work in parishes, primary and secondary education, the Jesuits sponsor twenty-eight colleges and universities in the United States.

The Jesuits are the founding order of Creighton University and turned the governance of Creighton over to the Board of Trustees in 1968. While the main focus of the Jesuits in the United States is on education, the order is primarily a missionary order which is also involved in spiritual direction, retreat centers and social justice work. There are presently 40 Jesuits at Creighton, including faculty, staff, administrators, chaplains and students.

The Jesuit tradition strives to form women and men to be of service for and with others. The hallmarks of a Jesuit education are excellence, service, leadership and faith. St Ignatius of Loyola saw the world as manifesting God's goodness, and graduates of Jesuit universities and colleges are called upon to "set the world on fire" by studying it, engaging with it, and changing it so that all people recognize their true identity as beloved sons and daughters of God.

American Jesuit Colleges and Universities

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

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

ASSOCIATION OF JESUIT COLLEGES AND UNIVERSITIES

One Dupont Circle, Suite 405

Washington, D.C. 20036

phone: 202.862.9893 fax: 202.862.8523

www.ajcunet.edu (<http://www.ajcunet.edu>)

UNIVERSITY ADMINISTRATION

University Board of Trustees

as of July 1, 2016

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as of July 1, 2016

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TBD	Medical Director of Student Health Services
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TBD	Director of Counseling Services
Katie Kelsey, M.Ed.	Director of Student Leadership and Involvement Center
Scott R. Maas, M.A.	Director of Student Center and Dining Services
Desiree Nownes, M.S.	Senior Director of Center for Student Integrity, Wellness and Assistance
Debra Saure, M.S.N., APRN-NP-C	Senior Director of Student Health Services
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W. Wayne Young, Jr., Ph.D.	Associate Vice Provost for Student Development
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University Communications and Marketing	
Jim P. Berscheidt, M.S.	Chief Communications and Marketing Officer

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as of July 1, 2016

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 Cindy Costanzo, Ph.D., *Senior Associate Dean*
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 Cynthia Adams, B.S.B.A., *Assistant Dean for Administration and Finance*

College of Professional Studies and Summer Sessions

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 Mandy Whiddon, *Assistant Dean for Career Development*

School of Medicine

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Ray L. Stoupa, *Chief Financial Officer*

School of Pharmacy and Health Professions

J. Chris Bradberry, PharmD., *Dean*

MEDICINE

2016-2017 Issue

This publication contains the most current information available on the subjects covered as of the date of publication. Any updates between the dates of publication of this Catalog and its successor Catalog will be posted on the University's website and are considered a part of this Catalog for all purposes. This publication is not an offer to enter into a contract. Final selection of applicants to be admitted shall be made by the University, which reserves the right to deny admission to any applicant for any lawful reason. The University also reserves the right to modify or eliminate University rules and policies, including without limitation: admission requirements and criteria; course offerings, or location or frequency thereof; course content; grading requirements and procedures; degree requirements; tuition, fee, and board and room rates; financial assistance programs; substantive or procedural student disciplinary rules; and support services, and to apply any such modifications to any student without regard to date of admission, application or enrollment.

School of Medicine

Mission Statement

In the Jesuit, Catholic tradition of Creighton University, the mission of the School of Medicine is to improve the human condition with a diverse body of students, faculty, and staff who provide excellence in educating students, physicians and the public, advancing knowledge, and providing comprehensive patient care.

Vision Statement

United by our Jesuit, Catholic identity, we transform learners into exceptional physicians who are leaders in advancing medicine, health and well-being.

Curriculum Goals and Objectives

Goals

The goal of the curriculum is to develop competent, caring physicians during graduate training and practice. Our students will acquire a strong foundation in the basic and clinical sciences. In addition, they will acquire a strong foundation in the humanities, social, and behavioral sciences that are relevant to the well-being of both the physician and the patient.

Objectives

To attain the Doctor of Medicine degree, the Creighton graduate must fulfill the following in the Six Competencies of Medical Education:

Patient Care

- Conduct an organized medical interview and obtain a pertinent medical history.
- Identify biopsychosocial needs of the patient.
- Perform an appropriate comprehensive physical examination.
- Present information verbally in a concise, complete, and organized manner.
- Record information in a concise, complete and organized manner.
- Develop a differential diagnosis for each patient seen.
- Demonstrate effective clinical reasoning and judgment to determine an accurate diagnosis.

- Develop an appropriate treatment plan for each patient seen.
- Perform health maintenance exams.

Medical Knowledge

- Describe the normal structure and function of the human body at the whole body, organ, cellular, and molecular levels.
- Describe the pathophysiology, signs, symptoms, risk factors, diagnostic tests, and treatment of common illnesses.
- Describe the current evidence-based clinical practice guidelines for treatment of common illnesses.
- Describe the current evidence-based preventive health care strategies and recommendations.

Practice-Based Learning and Improvement

- Demonstrate the ability to critically assess the medical literature and the research methods used to investigate the management of health problems.

Interpersonal and Communication Skills

- Counsel and educate patients regarding their illness and treatment plans in an effective, concise, and understandable manner.
- Communicate effectively with all members of the healthcare team.

Professionalism

- Actively participate on rounds, clinic sessions, small group sessions, and labs.
- Demonstrate punctuality and availability for all duties and professional obligations.
- Demonstrate honesty and integrity with all student responsibilities.
- Demonstrate compassion and empathy in the care of patients.
- Demonstrate respect, sensitivity, and responsiveness to diversity of culture, age, race/ethnicity, gender, sexual orientation, and disability.
- Identify and propose solutions to moral, ethical, and legal problems in medical practice.

System-Based Knowledge

- Use a team approach to provide comprehensive care.
- Organize patient care plans that incorporate referrals to other healthcare providers and/or community agencies and resources.
- Demonstrate an awareness of the relative cost benefit of different therapeutic options.

The School of Medicine requires successful completion of all components in each of the four years of study before the Doctor of Medicine is awarded.

School of Medicine Administration

School of Medicine Officers of Administration

effective July 1, 2016

Robert Dunlay, M.D.	Dean
James Clifton, S.J.	Associate Dean, Mission, Identity and Diversity
Dale Davenport, M.H.S.A.	Senior Associate Dean, Administration
James Rodenbiker, M.S.W.	Associate Dean, Admin Planning and Business Affairs

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Michael White, M.D.	Associate Dean, Educational Innovation
Jason Bartz, Ph.D.	Associate Dean, Faculty Affairs
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Kevin Nokels	Associate Dean, Hospital Affairs
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Thomas Quinn, Ph.D.	Assistant Dean, Medical School Admissions
Devin Fox, M.D.	Assistant Dean, Quality and Patient Safety
Robert Garcia, M.D.	Assistant Dean, Student Affairs, Phoenix Regional Campus
Amy Haddad, Ph.D.	Director, Center for Health Policy and Ethics
Ray Stoupa, M.B.A., CPA	Chief Financial Officer
Michon Marcil Abts, M.S.	Director, Development

School of Medicine Executive Committee

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Devendra Agrawal, Ph.D.	Senior Associate Dean, Clinical and Translational Research
Jason Bartz, Ph.D.	Associate Dean, Academic & Faculty Affairs
Stephen Lanspa, M.D.	Associate Dean, Clinical Affairs
Michael White, M.D.	Associate Dean, Educational Innovation
Joann Porter, M.D.	Associate Dean, Graduate Medical Education
Kevin Nokels	Associate Dean, Hospital Affairs
Garrett Soukup, Ph.D.	Associate Dean, Medical Education
James Rodenbiker, M.S.W.	Associate Dean, Admin Planning and Business Affairs
Thomas Murray, Ph.D.	Associate Dean, Research
Michael Kavan, M.D.	Associate Dean, Student Affairs
Thomas Quinn, Ph.D.	Assistant Dean, Admissions
Devin Fox, M.D.	Assistant Dean, Quality and Patient Safety
James Clifton, S.J.	Associate Dean, Mission, Identity and Diversity

Ray Stoupa	Chief Financial Officer
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Charles Youngblood, M.D.	Associate Professor and Interim Chair, Anesthesiology
Poonam Sharma, M.B.B.S.	Professor and Chair, Pathology
James Smith, M.D.	Professor and Chair, Obstetrics & Gynecology

Dean Appointed Members

Peter DeMarco, M.D.	Associate Clinical Professor, Surgery
Timothy Simeone, Ph.D.	Associate Professor, Pharmacology
Syed F. Qadri, M.D.	Associate Professor, Psychiatry

Elected Members

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Theresa Townley, M.D.	Associate Professor, Medicine
Imad Alsakaf, M.D.	Assistant Professor, Psychiatry
Thomas Gillespie, M.D.	Associate Professor, Surgery, PRC
Henry Nipper, Ph.D.	Professor, Pathology
Nancy Hansen, Ph.D.	Professor, Medical Microbiology and Immunology
Robert Langdon, M.D.	Assistant Clinical Professor, Medicine
Robert Fitzgibbons, Jr., M.D.	Professor, Surgery

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Michael Kramer	M-4 Student Representative
Andrew Hasebrook	M-2 Student Representative

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Richard Feldhaus, M.D.
Timothy Fitzgibbons, M.D.

Robert Gagne, M.D.
 John Glode, M.D.
 Eugene Groeger, M.D.
 Michael Guese, M.D.
 Thomas Habermann, M.D.
 Phillip F. Hagan, M.D.
 Oliver J. Harper, M.D.
 Paul Joos, M.D.
 Thomas F. Kelly, M.D.
 Paul R. Kenney, M.D.
 Patrick Mahoney, M.D.
 Kathleen Massop, M.D.
 Ellen T. McCarthy, M.D.
 John W. McClellan, III, M.D.
 Daniel J. McGuire, M.D.
 Michael McNamara, M.D.
 James Murphy, M.D.
 Frank D. Oliveto, M.D.
 Jennifer Oliveto Ayoub, M.D.
 Robert Pascotto, M.D.
 Paul M. Petelin, Sr., M.D.
 Deacon Richard Petersen, M.D.
 Thomas S. Pruse, M.D.
 William J. Reedy, M.D.
 Barbara Rodriguez, M.D.
 Kashmir Singh, M.D.
 Terence Slattery, M.D.
 Robert N. Troia, M.D.
 Jennifer Van Warmerdam, M.D.
 Robert VanDemark, M.D.
 Megann Walker Sauer, M.D.
 Jane West, M.D.
 Wayne Yakes, M.D.

General Information

Following is information specifically of interest for School of Medicine students.

Accreditation

Creighton University is fully accredited (p. 6) 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.

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.

Health Sciences Facilities

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 students in the preclinical medical sciences, as well as office and recently renovated 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, an 84-seat state-of-the-art computer lab, and conference room. Adjacent to the Medical Education Center is the Office of Student Affairs. A Student Wellness Center includes student lounge space and an exercise/wellness room that is available for use 24 hours a day.

In addition, the Criss Health Sciences Center houses the administrative offices of the School of Medicine as well as accommodates the administration, faculty, and students of the College of Nursing and the School of Pharmacy and Health Professions. 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 tower houses 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 Hixson-Lied Science Building is connected to both Criss and Rigge Science Buildings and provides expansion space for functions of the Health Sciences programs including the Center for Multicultural and Community Affairs, the School of Pharmacy and Health Professions, the Henry Lynch Hereditary Cancer Research Center and the School of Medicine Department of Preventive Medicine and Public Health. This space includes areas for classrooms, common use purposes, and administrative support functions.

Creighton University has strategic affiliations with two healthcare partners, CHI Health and St. Joseph's Hospital and Medical Center, to enhance students' educational experiences.

CHI Health

In 2012, Creighton expanded its academic affiliation with a major Omaha health system, increasing the clinical opportunities for Creighton's medial and other healthcare professional students. The combined health system, CHI Health, includes more than 120 sites of service and is the largest nonprofit, faith-based healthcare provider in Nebraska and southwest Iowa. CHI Health, as a member of the Catholic Healthcare Initiative (CHI), has 15 acute care hospitals, 4 behavioral health facilities, 2 specialty hospitals, and is known for specialty care programs in women's and children's, cardiovascular, orthopedic, spine, oncology, neurosciences, physical rehabilitation, and behavioral health services.

The CHI Health affiliation enhances both the academic experience for Creighton students and healthcare in the greater Omaha community.

St. Joseph's Hospital and Medical Center

In June, 2009, Creighton's School of Medicine and St. Joseph's Hospital and Medical Center in Phoenix announced an academic affiliation that created a Creighton medical school presence in Phoenix. The Phoenix campus, known as Creighton University School of Medicine at St. Joseph's Hospital and Medical Center, is a member of Dignity Health. The Creighton campus in Phoenix is the only Catholic medical school campus located west of Omaha.

Under this affiliation, Creighton expanded its entering class from 126 to 152 and established a fully operational campus at St. Joseph's that offers two full years of clinical training. Students begin their studies at the Creighton University School of Medicine in Omaha, and as students reach the clinical training component of the third year, forty-two members of the each third-year class move to Phoenix for their final two years of training.

The Creighton and St. Joseph's partnership answers the nation's call for more physicians in the pipeline and the Southwest regions of the United States.

Other Clinical Facilities

In addition to the clinical facilities at CHI Health and St. Joseph's Hospital and Medical 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 and Medical Center, located at 83rd and Dodge Street in Omaha, Children's Hospital & Medical Center (www.ChildrensOmaha.org) is recognized as a 2014-15 Best Children's Hospital by U.S. News & World Report in cardiology and heart surgery, gastroenterology and GI surgery, pulmonology and orthopedics. It is the only full-service, pediatric health care center in Nebraska providing expertise in more than 30 pediatric specialty services to children across a five-state region and beyond. Located in Omaha, the 139-bed, non-profit hospital operates the only Level II Pediatric Trauma Center in the region and offers 24-hour, in-house services by pediatric critical care specialists.

Additional teaching affiliations are maintained by the School of Medicine at Saint Mary's Medical Center in San Francisco, California, as well as with several other teaching facilities, hospitals and medical centers within the United States.

Postdoctoral Programs in Clinical Services

Residencies

Creighton University and its clinical departments, with the cooperation of its affiliated hospitals, offer postdoctoral programs in major clinical

specialties including Family Medicine, Internal Medicine, Obstetrics and Gynecology, Pathology, Psychiatry, Diagnostic Radiology, General Surgery and Urology. In addition, Creighton University serves as the training site for University of Nebraska Medical Center sponsored residents in Pediatrics and Neurology.

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 involved and are described in more detail on the School of Medicine (<http://medschool.creighton.edu>) website.

Special Programs

Medical fellowship programs are offered in allergy/immunology, cardiology, child psychiatry/post-pediatrics portal, colon-rectal surgery, endocrinology, infectious diseases, interventional cardiology, pulmonary/critical care, gastroenterology, and family medicine obstetrics.

These individual programs vary in length from one to three years, depending upon the subspecialty and are described in more detail on the School of Medicine (<http://medschool.creighton.edu>) website.

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 medical school wellness center, which has lounge and exercise space. The Council is responsible for developing and instituting wellness programs relevant to students within the medical school. These include presentations on relationships, stress management, depression management, relaxation training, and other topics. The Wellness Council has sponsored fitness fairs, picnics, and other activities that allow students to become active participants in their own well being. Students also contribute articles to the Wellness Chronicle (<http://medschool.creighton.edu/medicine/admin/staffairs/wellness>), a quarterly newsletter on medical school wellness issues.

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 two academic success consultants who provide one to one academic consulting, and arrange 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 also oversees the vital signs mentoring program.

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 recruitment, retention, training and development of diverse 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. Medical students are also actively involved in the American Medical Association (AMA-MSS), American Medical Student Association (AMSA), American Medical Women's Association (AMWA), Student National Medical Association (SNMA), and other professional societies.

The School of Medicine also supports two honorary societies including Alpha Omega Alpha Medical Honor Society and the Gold Humanism Honor Society. In addition, several societies and clubs are active within the school and include:

- American Medical Association - Medical Student Section (AMA-MSS)
- American Association of Physicians and Surgeons
- American Medical Women's Association (AMWA)
- Anesthesiology Interest Group
- Catholic Medical Student Association
- Christian Medical and Dental Association
- Clinical Case Review Club
- Clinical Skills Club
- Creighton Medical Student Government
- CUSOM Advocates
- CUSOM Advocates, Phoenix Branch
- Emergency Medicine Interest Group
- Family Medicine Interest Group - Phoenix
- Fit for Life
- Friends Organization
- Global Medicine Student Interest Group
- Internal Medicine Interest Group
- Magis Medical Clinic
- Married to Medicine Club
- Maya Community Health Collaborative (MCHC)
- Medical Anthropology and Sociology Society
- Medical Humanities Club
- Medical Spanish Society
- Medical Student Research Initiative
- Military Medical Student Association
- Multicultural Health Sciences Student Association
- Ophthalmology Interest Group
- Orthopedic Surgery Interest Group
- Partners Against Cancer
- Pediatric Interest Group
- Perinatal Experience
- Phi Rho Sigma Medical Society
- Premedical Society
- Project Cura (Creighton United in Relief Assistance)

- Sports Medicine Interest Group
- Student Interest Group in Neurology
- Student National Medical Association
- Surgery Club
- The Hiking Club

Honors and Awards

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 *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 Creighton University School of Medicine Chapter of the *Gold Humanism Honor Society* was established in 2004 to recognize exceptional senior medical students for their integrity, respect, compassion, empathy, and altruism—the qualities of the humanistic healer.

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

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 *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 Medicine Award* is given by the Department of Family Medicine to a senior student for excellence in

medical studies, involvement in family medicine, and motivation in family medicine postgraduate study.

The *Walter J. O'Donohue, Jr., M.D. Achievement Award* is given by the Department of Internal Medicine to a senior student whose academic excellence, altruism, and high ethical standards demonstrate the legacy of Dr. Walter J. O'Donohue.

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 *Outstanding Service to the School of Medicine Award*, presented by the Office of Medical Admissions, to a senior medical student for excellent leadership and tireless dedication to the admission process.

The *Outstanding Service to the School of Medicine Award*, presented by the Offices of Student Affairs and Medical Education to a senior medical student who has shown exceptional leadership, maturity, and service.

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.

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

Outstanding Medical Student in Family Medicine Award, presented by the Department of Family Medicine, Phoenix Regional Campus.

Outstanding Medical Student in Internal Medicine Award, presented by the Department of Internal Medicine, Phoenix Regional Campus.

Outstanding Medical Student in Obstetrics and Gynecology Award, presented by the Department of Obstetrics and Gynecology, Phoenix Regional Campus.

Outstanding Medical Student in Pediatrics Award, presented by the Department of Pediatrics, Phoenix Regional Campus.

Outstanding Medical Student in Psychiatry Award, presented by the Department of Psychiatry, Phoenix Regional Campus.

Outstanding Medical Student in General Surgery Award, presented by the Department of Surgery, Phoenix Regional Campus.

Special Lectures

Vincent Runco Jr., M.D. Visiting Scholar Program

In 1961, Vincent Runco Jr., M.D. and Richard Booth, M.D. established the region's first cardiac center at St. Joseph's Hospital. For 31 years, until his retirement in 1992, Dr. Runco helped educate more than 2,700 medical students and more than 1,000 residents. Together with Dr. Booth, he co-founded the Creighton Cardiac Center.

The two cardiologists set as a cornerstone of the program the education of area physicians on advancements in the diagnosis and treatment

of heart disease, and one of them traveled each week to outlying communities to conduct seminars. They established the Cardiology Fellowship Training Program; over the years, 121 cardiologists completed the program.

Dr. Runco served as chief of Cardiology and as medical director of Creighton's Cardiac Fellowship Training and Outreach programs, St. Joseph Hospital Coronary Care Unit, the Nebraska-South Dakota Regional Physician Coronary Care Training Program, and the Nebraska Regional Program on Coronary Care Training and Support.

Thomas Timothy Smith, M.D. Lecture

Thomas Timothy (T.T.) Smith, M.D. attended Creighton University as an undergraduate and received his medical degree from the School of Medicine in 1933. He completed a residency in otolaryngology and received a master's degree in medicine from the University of Pennsylvania. Following military service, he returned to Omaha in 1946 to practice in otolaryngology. He served on the School of Medicine faculty and was named department chair in 1950, a position he held until 1974.

Dr. Smith's special interests were nasal allergies and head and neck cancer. He was a master endoscopist with a talent for foreign body removal. He dedicated himself to the education of students, residents and practicing physicians and was responsible for the introduction of ear microsurgery in Omaha in the 1950s.

Dr. Smith assumed a leadership role in the initial planning of the Boys Town Institute for Communication Disorders in Children, known today the Boys Town National Research Hospital.

Frank J. Menolascino, M.D. Memorial Lecture

Frank Menolascino, M.D. was a native Omahan who received international acclaim for improvements in the comprehensive, humane care of persons with mental retardation. He championed social normalization and concurrent medical-psychiatric evaluation of those with under-recognized and underserved neuropsychiatric syndromes.

As a research psychiatrist at Nebraska Psychiatric Institute, Dr. Menolascino established the first in-patient program in the country for mental retardation and started the first national research project devoted to in-patient and out-patient care of this underserved population. In the late 1960s, with Dr. Wolf Wolfensberger, Dr. Menolascino established the Principles of Normalization in North America, and the two acquired funding for the Eastern Nebraska Community Office of Retardation (ENCOR), a pioneering, community-based program and a model of service, research and training.

Dr. Menolascino's seminal book in 1970, *Psychiatric Approaches to Mental Retardation*, was instrumental in explaining mental illness aspects of mental retardation. His additional 20 books increased knowledge of psychiatric causes and treatment needs of persons with mental retardation. He was a contributor to the President's Committee on Mental Retardation and the National Institute of Mental Health and received national and international awards for his work.

James F. Sullivan, M.D. Lecture

Dr. James F. Sullivan was one of the most respected and beloved teachers at Creighton. His concern for his patients and students and his drive, perceptive wit, intelligence and special gift for bedside teaching

were well known to all of us. Because of this, his students and colleagues established this Visiting Professorship in his honor.

James Sullivan was born in 1924 in Peoria, Illinois, received his B.S. degree at Eureka College in 1949 and his M.D. at St. Louis University in 1951. All of his postgraduate training was at the St. Louis University Hospitals. He became an Instructor of Medicine at St. Louis University in 1955, and later an Assistant Clinical Professor of Medicine from 1959-1961. He came to Creighton in 1961 as an Associate Professor of Medicine, Head of the Gastroenterology Section, and Assistant Chairman of the Department of Medicine. He became Professor of Medicine in 1964, Chief of Medicine at the VA in 1966 and Acting Chairman of the Department of Medicine at Creighton from 1969-1972. He held membership in many professional societies, received numerous awards and was the author of approximately 160 published articles. These tell only part of the story of James F. Sullivan. His limp was due to a war injury in the Battle of the Bulge, and all who knew him remember the ever-present pipe and the ever-lasting search for matches.

James left us abruptly on May 16, 1980 but he is remembered especially with this Visiting Professorship honoring those who also cherish the best in our heritage of medicine and are skilled bedside clinicians and teachers.

Distinguished Lecture Series:

The School of Medicine offers six Distinguished Lectures each year. Speakers are selected based on the following criteria:

1. Distinguished status of lecturer-nationally or internationally recognized in their field.
2. Recognized for research and publications.
3. Identified as an effective speaker.
4. Can speak on a contemporary issue of interest in basic or clinical science, and offer a learning opportunity for residents and students.

Medical School faculty are asked to nominate speakers for the series. Nominees are reviewed and selected by the Distinguished Lecture Series Committee.

Medical Alumni Board

The Creighton University Medical Alumni Advisory Board is a national organization of 50 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 February and September and members serve a term of three years.

Admission

It is the admission policy of Creighton University to admit qualified students within the limits of its resources and facilities. See also the University's Nondiscrimination Policy (p. 7).

Students accepted by the Committee on Admissions 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

AAMC website (<http://www.aamc.org>). Applications must be filed between June 1 and November 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 and letters of support 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. A supplemental application and fee is required upon request by the School of Medicine 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 School of Medicine Office of Medical Admissions by January 15.

Requirements for Admission

Educational Requirements

The minimum educational requirements for admission to the School of Medicine is the completion of a bachelor's degree and all course requirements. Please note that all course requirements need to be completed by June 1 of the matriculating year. **In addition, all course requirements must be completed at an accredited college or university located within the United States or Canada.**

College studies prior to admission to the School of Medicine should include subjects appropriate to a liberal arts education. The following courses are required for admission and are considered essential for the successful pursuit of the medical curriculum at Creighton University.

Required Courses

- Biochemistry
- Human/Animal Physiology at the advanced level¹
- Statistics
- English: two courses that emphasize writing

1. Creighton considers physiology courses that have a general biology and/or general chemistry prerequisite to be advanced level courses.

Preference for Admission

Preference for Admission will be given to applicants who complete at least one advanced science course, in addition to the required coursework, that builds a foundation within human or molecular-cellular biology.

Extracurricular Requirements

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, proper motivation, and proven scholastic ability.

In addition, the Committee on Admissions **requires** applicants to have a foundation in the following activities:

- Commitment to "service of others" through non-medical volunteer activities
- Physician shadowing experiences
- Patient contact through clinical and/or medical experiences

Scientific research, though not required for admission, is also highly valued by the Committee on Admissions.

US Residency Requirements

Creighton University School of Medicine requires applicants to be either United States citizens or United States permanent residents in order to qualify for admission.

MCAT

Applicants are encouraged to take the Medical College Admission Test (MCAT) in the spring or summer of the year preceding their application to medical school. MCAT scores received from examinations taken more than three years before matriculation will not be considered.

In addition to Creighton's course prerequisites, applicants are encouraged to complete courses that will assist them in achieving competitive scores on the MCAT. Applicants should review the MCAT website for a listing of courses that will provide the academic foundational concepts needed to be prepared to sit for the test.

Application Process

Applications should be submitted through AMCAS (American Medical College Application Service) as early as possible. Applicants are also required to complete the Creighton secondary application. All applicants who submit a verified AMCAS to Creighton are invited to submit the Creighton secondary application.

An evaluation by the Premedical Committee of the applicant's college academic record is required, if available. If the applicant's college does not have such a committee, the applicant is asked to submit three letters of recommendation. The letters should be submitted to the AMCAS letter service in Washington D.C. The letters should be submitted by the official premedical adviser, and by two faculty members (one science and one non-science) selected by the candidate. Applicants who do not have a premedical advisor are asked to submit three letters of recommendation from faculty members (two science and one non-science).

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 for the study and practice 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. Accepted applicants will also be subject to a criminal background check, and be tested for illicit drug use.

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, proper motivation, and proven scholastic ability. The Committee on Admissions also highly values evidence of humanitarian actions, volunteerism in the service of others, and leadership skills. Extracurricular shadowing of physicians and/or work or volunteer experience related to the delivery of health care,

as well as scientific research are also highly valued by the Committee on Medical Admissions.

Acceptance Procedures—Reservation and Deposit

Each applicant will be informed in writing by the Assistant Dean for Admissions of the School of Medicine of the outcome of his or her application.

Within 14 days following the date of an acceptance into the M1 class, the applicant must submit a written reply to the Assistant Dean for 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 April 30.)
2. Refusal of the place offered and withdrawal of application.

Enrollment deposits are refundable up to April 30 of the matriculation year. Enrollment deposits will be credited to the student's first semester's tuition.

An applicant who provides written notice of cancellation within three days (excluding Saturday, Sunday, and federal and state holidays) of signing the Formal Reservation is entitled to a refund of all monies paid. The school shall provide the 100% refund no later than 30 days of receiving the notice of cancellation.

Advanced Standing

Admission with advanced standing into the third year will be considered for qualified applicants. The number of available places will be determined by the total facilities of the school for accommodating students in each class and student attrition during any given year. Admission decisions will be determined by the Executive Committee on Admissions.

Evaluation criteria for advanced standing applicants include:

1. Aptitude for the mission of Creighton University School of Medicine, as demonstrated by a record of service to the community.
2. A Creighton University affiliation (for example, prior matriculation in a Creighton University school/college, legacy relationship).
3. Academic transcript from the applicant's undergraduate university and current medical school.
4. Completion of all prerequisite coursework required.
5. All applicants will be required to have received their bachelor's degree at an accredited institution within the United States or Canada.
6. Submission of the Advanced Standing Application.
7. Three letters of recommendation from current medical school faculty.
8. Letter from the Dean of the applicant's current medical school noting that the applicant is in good standing and eligible for promotion into the next academic year. This letter should also include any academic or professionalism infractions.
9. Personal interview.
10. Students must have taken USMLE Step 1 and must provide an official USMLE transcript to Creighton University School of Medicine.

11. Students must have previously applied to an LCME-accredited medical school through AMCAS.
12. Students must submit a verified AMCAS from their most recent application to medical school.
13. Student must submit a \$150.00 fee upon submission of their application. The application fee is non-refundable.

Requests for advanced standing will be processed by the Creighton University School of Medicine Office of Medical Admissions.

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 reception.

Student Life

When admitting a student, Creighton does so with a sincere concern for the student's well-being. With this in mind, the following services, in addition to those described elsewhere in this Catalog, are designed to assist each student to attain fulfillment in the university environment.

Living Accommodations

A limited number of University-owned apartments are available to professional students, graduate students and students with families.

See complete explanation and pricing below or at the Department of Residence Life (<http://www.creighton.edu/residencelife>) website.

On Campus Housing

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 during their first two years 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 the Omaha area 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 Provost for Student Life-Residence Life by July 15th for requests for the upcoming Fall Semester (April 1 for Opus Hall and Davis Square students) and December 1 for the Spring Semester. Only the Associate Vice Provost for Student Life 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 nine residence halls. Deglman, Kiewit, and Gallagher Halls are traditional-style freshman residence halls with common bathroom facilities. Rooms are double occupancy. 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. McGloin Hall is also a suite-style hall with four sophomore students per suite. Kenefick Hall is an apartment-style hall for sophomores with double-occupancy efficiency and one-bedroom apartments. Heider Hall is an apartment-style residence with double and quad-occupancy efficiency, one-bedroom, and two-bedroom apartments open

to sophomore undergraduates. Davis Square and Opus Hall, apartment complexes for junior and senior-level students, house students in two, three, or four-bedroom apartments. Residents of Davis Square and Opus Hall sign a 12-month lease. All other students contract 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. All freshman and sophomore residents are required to have a meal plan. Students living in Deglman, Gallagher, Kiewit, Swanson, and McGloin Halls must choose from 12, 15, or 19 meals per week. Kenefick Hall residents and sophomores living in Heider must select from these three plans or the SuperFlex meal plan. Residents of Davis Square, Opus Hall, and Heider Hall (except sophomores) may purchase 12, 15, or 19 meals per week, the Super Flex meal plan or the Flex meal plan. A student requesting to be waived from the board plan for medical or other reasons must furnish documentation to the Associate Vice Provost for Student Life-Residence Life for review. Generally, the University Dining Services is able to meet most dietary needs. 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 other campus retail locations as part of the meal exchange program. More information about dining opportunities is available from Sodexo food service located on the lower level of Brandeis Hall.

The annual room and board rates in University residence halls effective August 2016 are:

Building Type	Room	Annual Rate
Deglman, Kiewit & Gallagher Halls (Freshmen)	Double	\$6024
	Private	\$8856
Kiewit Triple Rate		\$4000
Swanson Hall (Freshmen and Sophomores)	Suite Double	\$6348
	Suite Private	\$9328
McGloin Hall (Sophomores)	Suite Double	\$6540
	Suite Private	\$9720
Kenefick Hall (Sophomores)	Efficiency Double	\$6540
	1 Bedroom Double	\$6636
	Private	\$9720
Heider Hall (Sophomores)	Efficiency Double	\$6540
	Efficiency Private	\$9720
	Small 1 Bedroom Double	\$6592
	Suite Double	\$6540
	Large 1 Bedroom Double	\$6636
	2 Bedroom	\$6696
	Davis Square, Opus Hall (12 month contract) (Juniors and Seniors)	2/3/4 Bedroom Apartments and Lofts

Damage Deposit	\$100
Recontracting Fee	\$75

Board Plans Type	Annual Rate
All Access Plan/\$150 dining dollars + 5 guest passes	\$4576
15 Meal Plan + \$360 dining dollars + 5 guest passes	\$4576
12 Meal Plan + \$460 dining dollars + 5 guest passes	\$4576
9 Meal Plan + \$550 dining dollars + 5 guest passes	\$4576
Flex 45 + \$325 dining dollars	\$1432
Flex 65 + \$400 dining dollars	\$1908
Flex 90 + \$450 dining dollars	\$2396

New students must apply to the Department of Residence Life for a residence hall reservation. All students pay a damage deposit of \$100. 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) (<http://catalog.creighton.edu/graduate/tuition-fees/financial-arrangements>) plan.

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 Provost for Student Services-Residence Life. Questions regarding housing services and facilities may be directed to the Department of Residence Life, Swanson Hall; telephone (402)280-2717.

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 semester. 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 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. All full-time students may qualify for a tuition discount or state funded child care assistance; undergraduate student parents may qualify for priority enrollment. Call 402.280.2460 or access creighton.edu/childdevelopmentcenter for information.

Center for Health and Counseling

The Center for Health and Counseling houses both Student Health and Student Counseling Services and is located in Suite 1034 of the Harper Center. Together these services are dedicated to promoting healthy life choices and serving the health and counseling needs of Creighton students.

Academic Year Hours:

Monday, Thursday, Friday 8:00am - 4:30pm
 Tuesday 10:00am - 6:30pm
 Wednesday 8:00am - 6:30pm

Summer and Academic Year Break Hours¹:

Monday-Friday 8:00am - 4:30pm

¹ From the Monday after May graduation through Tuesday following Labor Day

Student Counseling Services

Counseling services are available to all full-time Creighton Students. The counseling services are intended to assist all students in their growth, their adjustment to academic and life challenges, and their development of healthy strategies for living. Our services encourage positive health and wellness practices. The staff is sensitive to the cultural and life-style uniqueness of all students. We offer a variety of services to assist with the choices in college life:

- Individual counseling
- Psychological assessment to address academic problems
- Group counseling with groups focusing on women's issues, depression, grief, and transition to college
- Workshops for test anxiety and stress reduction
- Couples counseling
- Psychiatric consultation

Counseling Services staff (full and part time) consists of four licensed psychologists, three licensed counselors, two pre-doctoral psychology interns, and a Board Certified Psychiatrist.

Call the Center at 402.280.2735 for an appointment, or drop in. All counseling services are confidential. The Center is accredited by the International Association of Counseling Services. Counseling services are offered at no cost to Creighton students. There is a fee for some psychological assessment services.

Student Health Services

Student Health Services Administrative Staff

Debra C. Saure, MSN, APRN-NP-C, FACHA Senior Director
 Angela Maynard, BSN, CPN, Assistant Director, Clinical Services
 Susan Weston, RN, Assistant Director, Campus Outreach
 Marian Brown, Operations Manager, Insurance Specialist

Student Health Services Clinical Staff

Theresa Abbott, PA-C, Physician Assistant
 Karin T. Priefert, D.O., Staff Physician
 Taylor Skwarek, LPN

Kim Iossi, LPN
Olivia Vargas, LPN
Tina Penney, CMA; LRT
Theresa Svoboda, RT, CPC
Ann Pick, LPN

Student Health Services Operational Staff

Terri Faga
Michelle Overfelt
Marjorie Lee

Mission Statement

Student Health Services practices the Jesuit charisms of *being men and women for and with others* and *Cura Personalis* by offering comprehensive, holistic health care on campus. Our college health experts enhance the academic success of students and prepare them to make wellness-based decisions throughout their lives.

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, physician's assistant, or nurse practitioner provides services. **Services are available to all currently enrolled Creighton University students.**

Services Available:

- *Allergy Injections
- *Laboratory/Radiology
- *Acute Illness and Injury Care
- *Health and Wellness Promotion
- *Travel Health
- *Physical Exams (including Pap Smears)
- *Immunizations/Flu Shots

Services are supported by student fees, personal insurance, and/or self pay. Services not covered by personal/family health insurance will be the financial responsibility of the student.

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

How to Obtain Student Health Services

Call 402.280.2735, Monday through Friday. Appointments should be made for all health needs other than 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 result in the best use of our available appointment times.

Students will be seen in the Center for Health and Counseling, located in Suite 1034 of the Harper Center.

Who Provides the Services?

Physicians, and nationally certified Physician's Assistants and Nurse Practitioners are the core provider staff. An auxiliary staff of Registered Nurses, Licensed Practical Nurses, Medical Assistants and clerical personnel supports them.

Medical specialty and dental care is provided by referral to physicians and dentists within the community.

Participating Provider

Our providers participate with many insurance plans, including BCBS. We are not currently Medicaid or Medicare preferred providers.

All claims are automatically submitted to the insurance carrier indicated by the student at the time services are provided.

It is important to check with your insurance plan to verify the benefit level for services obtained away from home. Some plans require a referral for Out of Network services. The student will be responsible for initiating the referral process required by their insurance company.

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 or injury. Creighton University Medical Center's Emergency Department is conveniently located adjacent to campus. Any after-hours care received will be the financial responsibility of the student. Campus Health Aides are available to students living in Residence Halls and can be reached by calling 402.280.2104.

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.

We offer two online resources for all students:

Student Health 101 Newsletter: This is an interactive informative monthly newsletter. Learn more about specific issues facing college students and watch from other students regarding campus life, healthy eating on a limited budget, roommate issues, exercise, and so much more at www.creighton.edu/chc

Secure Patient Portal.

Student Health Services is responsible for maintaining the records that relate to the following University requirements. Please contact us if you have any questions.

University Immunization Requirement

All Creighton University students are required to comply with the University's Immunization requirements. Failure to meet these requirements will result in denial of registration privileges and exclusion from clinical activities. Immunization requirements follow CDC guidelines and are reviewed annually.

ALL STUDENTS attending classes on Campus for 2 weeks or more:

Measles, Mumps, & Rubella (MMR)

2 doses MMR vaccine given after the 1st birthday and at least 30 days apart are required of all students born after 1957

OR

Positive blood tests showing immunity for Measles, Mumps and Rubella. (History of illness does NOT meet the **requirement**)

ALL STUDENTS LIVING ON CAMPUS for 2 weeks or more:

Measles, Mumps, & Rubella (MMR) (See Above under ALL STUDENTS)

Meningitis Vaccine

1 dose Meningitis vaccine given after 16 years of age. Applies to ages 21 and under.

Tdap Vaccine

1 dose Tdap vaccine (Tetanus, Diphtheria, Pertussis)

Varicella (Chicken Pox) Verification of chickenpox disease

OR

2 doses Varicella vaccine

International Students:

Must meet requirements for ALL STUDENTS (see above).

If living on campus, must also meet requirements for ALL STUDENTS LIVING ON CAMPUS.

Tuberculosis Screening

Tuberculosis Screening will be done upon arrival to campus unless documentation is provided of a negative PPD skin test done within the past 12 months. *PPD skin test required regardless of prior BCG vaccine. Student with a history of a positive PPD: Chest X-ray done within the past 12 months in the United States OR QuantiFERON Gold testing

Health Science Students enrolled in Dental, EMS, Medical, Nursing, Pharmacy and Health Professions:

Measles, Mumps, & Rubella (MMR)

2 doses MMR vaccine given after the 1st birthday and at least 30 days apart are required of all students, regardless of age

OR

Positive blood tests showing immunity for Measles, Mumps and Rubella. (History of illness does NOT meet the requirement)

DPT/Td/Tdap Vaccine

3 dose series. 1 dose must be a Tdap vaccine given after licensure in 2005.

Polio

3-dose series OR A positive blood test proving immunity.

Hepatitis B

3-dose series AND a positive blood test showing immunity (Hepatitis B surface antibody test). A positive blood test alone meets the requirement.

Varicella (Chicken Pox)

2 doses Varicella vaccine or positive blood test showing immunity for Varicella. (History of illness does NOT meet requirement for Health Science Students.)

Tuberculosis Screening

- Initial 2-step screening.
 - 2 separate PPD skin tests given and read at least 1 week apart. 2 tests in a 12 month period also acceptable.
- Annual PPD screening
- Students with a history of a positive skin test: Chest x-ray done in U.S. in the past 12 months

- Annual Provider Review/QuantiFERON Gold

Annual Influenza Vaccine

This is due before December 1 each year.

Meningitis Vaccine (IF LIVING ON CAMPUS)

1 dose Meningitis vaccine given after 16 years of age. Applies to ages 21 and under.

Additional vaccine information can be found at www.cdc.gov/nip/publications/vis (<http://www.cdc.gov/vaccines/hcp/vis>)

University Health Insurance Requirements

University Health Insurance Requirement:

Comprehensive Health Insurance (Emergency only coverage does not satisfy this requirement) is required for ALL Full-time students¹ and must include the following:

- National Coverage for inpatient and outpatient **medical** care.
- National Coverage for inpatient and outpatient **mental** health care.
- Coverage is currently active and maintained for the entire school year, including summers.
- Offers an unlimited lifetime maximum or meets federal guidelines.

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.

¹ Undergraduate: 12 credits/semester; Graduate: 8 credits/semester

Creighton University Student Health Insurance Plan

As a service to students, the University endorses 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 and eligibility requirements are met.

For additional information please contact the Student Health Services Insurance Coordinator, Ms. Marian Brown:

Phone: 402.280.1278

Fax: 402.280.1859

<http://www.creighton.edu/chc>

Military and Veterans Affairs

As an approved institution for federal education benefits from the U.S. Department of Veterans Affairs (VA), Creighton University welcomes active duty servicemembers, veterans and their dependents. Creighton's Office of Military and Veterans Affairs provides services and support to our Veterans, Servicemembers, Dependents and Spouses (VSDS) while promoting a culture of success, well-being and trust. In addition to student support and advocacy, we serve the University community by providing expertise in military affairs relative to ongoing and future educational, research and outreach efforts. The office serves as the primary conduit to military institutional and community partners, as well as maintaining memberships in military professional organizations and associations. We also offer resources and support to faculty and staff to

equip them with beneficial knowledge and valuable tools to better serve our VSDS students.

The Office of Military and Veterans Affairs assists students with the use of their veterans educational benefits by acting as their liaison with the VA and certifying their enrollment each term and/or semester to ensure proper receipt of their applicable benefits. Currently we have students in all nine of our schools and colleges using the following benefit chapters:

- Chapter 30 – Montgomery GI Bill – Active Duty (MGIB-AD)
- Chapter 31 – Vocational Rehabilitation & Employment Program (VR&E)
- Chapter 32 – Veterans Educational Assistance Program (VEAP)
- Chapter 33 – Post-9/11 GI Bill (including the Yellow Ribbon Program)
- Chapter 35 – Survivors & Dependents (DEA)
- Chapter 1606 – Montgomery GI Bill – Selected Reserve (MGIB-SR)

Creighton University is very proud of our commitment to our VSDS including our participation in the Yellow Ribbon Program. Chapter 33 students with 100% entitlement are eligible to participate in the Yellow Ribbon program with the exception of students currently on active duty or spouses of active duty servicemembers. Per VA guidelines, they are not eligible for the program. The Yellow Ribbon program is a financial supplement to Chapter 33 that helps students using the benefit bridge the financial gap between the Chapter 33 benefit and the actual cost of tuition and fees. For the 2016-2017 academic year, our Yellow Ribbon program provides eligible students with the following:

- Undergraduate students up to \$20,000 additional tuition dollars per academic year (\$10,000 from Creighton with a \$10,000 match from the VA)
- Graduate School up to \$10,000 per academic year (\$5,000 from Creighton with a \$5,000 match from the VA)
- School of Law up to \$10,000 per academic year (\$5,000 from Creighton with a \$5,000 match from the VA). Maximum of twelve awards each academic year.

The exact amount of Yellow Ribbon dollars received is based on the student’s tuition and fees balance after Chapter 33 benefits and institutional aid are applied. Yellow Ribbon awards may reduce, or be reduced by, other institutional aid awarded. The university reviews its Yellow Ribbon commitment annually.

The Office of Military and Veterans Affairs is located in the Hixson-Lied Science Building, Room G-06. Our contact information is (402) 280-4063 or veterans@creighton.edu.

Academic Calendar

Academic Year 2016-17

2016

June		
20	M	M4 Year begins-Class of 2017
30	Th	Mandatory M3 orientation - Class of 2018
July		

1	F	Mandatory M3 Orientation-Class of 2018
4	M	Independence Day - University Holiday
5	T	M3 year begins - Class of 2018
August		
3-5	W-F	Mandatory M1 Orientation-Class of 2020
8	M	M1/M2 Year begins-Class of 2020/2019
September		
5	M	Labor Day-University Holiday- Clinical Duties as assigned M3/M4 students
14	W	Mass of the Holy Spirit - 10:30 am - 12:30 pm
October		
17	M	Fall Break for M1 and M2 students
November		
23	W	Thanksgiving Recess begins at 8:00 am for M1 and M2 students; at 5:00 pm for M3/M4 students
28	M	Classes resume at 8:00 a.m. for M1 and M2 students; Duties resume as defined by clinical department for M3/M4 students
December		
15	Th	First Semester ends for M3 students following shelf examination
17	Sa	First semester ends for M1, M2 & M4 students at 8:00 am
17	Sa	December graduation (no ceremony)
2017		
January		
3	M	Second Semester begins for all students
March		
4	Sa	Spring recess begins for M1 and M2 students at 8:00 am
13	M	Classes resume for M1 and M2 students
17	F	Match Day

31	F	Project Homeless Connect (tentative date as of 1/1/16)
April		
14	F	Good Friday - no classes or clinical duties for all medical students
17	M	Duties resume as defined by clinical department for M3/M4 students
17	M	Classes resume at 1:00 pm for M2 students
18	T	Classes resume at 8:00 am for M1 students
May		
12	F	School of Medicine Hooding Ceremony
13	Sa	University Commencement
13	Sa	Second Semester ends for M1 and M2 students at 8:00 am
29	M	Memorial Day - University Holiday - Clinical duties as defined by clinical department for M3/M4 students
June		
17	Sa	Second Semester ends for M3 students at 8:00 am

Tuition and Fees

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

Tuition and Fees 2016-2017

Application for Admission fee	\$95
Enrollment Reservation Deposit required of applicants when accepted for admission-credited to tuition	\$100
Tuition per semester for courses in medical curriculum	\$27,112
University fee per semester	\$583
University Technology fee	\$249
Medical Technology Fee	\$400
Late Payment fee ²	see late payment policy
Student Health Insurance Premium for six months ³	\$1,215

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

- Registration is not complete until financial arrangements have been made.
- Transcripts, grade reports, and diplomas are released only when outstanding balances have been paid.
- 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.

Estimating Basic Costs

A medical education involves a considerable expenditure of funds by the student. 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 health insurance will approximate the following amounts, which are subject to change. 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 health insurance is based upon requirements and estimated prices for the current year.

Tuition	\$54,224
Fees	\$2,064
Living Expenses (Room, Board, Transportation)	\$17,400
Books	\$1,065
Health Insurance	\$2,430
Miscellaneous	\$2,050
Total	\$79,233

Textbooks and Supplies

At the time of each semester registration, all students must provide themselves with the textbooks and supplies 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 and supplies are indispensable for the proper study of medicine with many being required.

Financial Arrangements

Tuition and 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 Tuition Payment (MET) plan. Participation in this plan will be limited to the unpaid balance after all financial aid credits have been applied. Information on enrolling in the MET plan will be sent via e-mail in early May to incoming students who have paid a deposit. Current students are sent an e-mail reminder in late April. For further information on payment plans you may view <http://www.creighton.edu/businessoffice/billinginfo/met/>

Books and supplies may be purchased at the Campus Bookstore. These items must be paid for when they are obtained.

Students are encouraged to pay tuition and other expenses online via the NEST. The University will cash checks for students with a \$200 limit per day in the Business Office. Checks returned for insufficient funds will be assessed a \$25 fee. 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 registration. This fee is \$165 for the first month and an additional fee is charged for each subsequent month that the account remains unpaid. Accounts with unpaid balances less than \$500 will be subject to a \$70 monthly late payment fee. Accounts with unpaid balances greater than \$500 are subject to a \$85 monthly late payment fee. Students with questions regarding their financial responsibilities are invited to contact the Business Office to request an appointment for individual counseling.

Withdrawals and Refunds

Students who withdraw from school before completing 60% of the semester are entitled to a refund of a portion of tuition. The refund amount is based on a pro rata percentage determined by dividing the number of calendar days attended, up to and including the withdrawal date, by the number of calendar days in the semester. The total number of calendar days in the semester includes weekends and excludes scheduled breaks of five or more calendar days. Fees are not refundable.

Students receiving federal financial aid who do not complete 60% of the semester will have aid eligibility recalculated and funds may be returned to the appropriate Title IV program in accordance with the Return of Title IV Funds regulations.

For all students having completed 60% or more of the semester, no tuition will be refunded nor will federal funds be subject to recalculation.

Refunds of Creighton University room rent for withdrawals will be prorated on a weekly basis.

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:

Financial Aid Coordinator's Office
School of Medicine
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 to 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) and submit for processing. You may submit the FAFSA beginning October 1. Students interested in the Primary Care Loan must provide parental information on the FAFSA.
3. Students are notified of their aid options by an award email with instructions on how to respond to the aid offer on-line. Returning Medical students receive an email to their Creighton University account when their award is available to accept.

It is recommended that applications for financial aid be made between October 1 and February 15 preceding the fall semester in which one plans to enroll.

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. One half of the total annual award is disbursed each semester.

Satisfactory Academic Progress Policy

Federal regulations require that students must be making satisfactory academic progress, as defined by the school, to be eligible for federal student aid. Satisfactory Academic Progress (SAP) is the successful completion of degree requirements within the maximum time frame allowed to earn the degree. The progress of each medical student will be monitored at the conclusion of each academic year to determine that the student is making satisfactory academic progress.

Qualitative Requirements

In order to establish and maintain satisfactory academic progress, the student must record a grade of at least Satisfactory (SA) in all courses.

Quantitative Requirements

A student must successfully complete at least 66% of the cumulative credit hours attempted. Grades of unsatisfactory, incomplete and withdrawal will not count as credits earned, but will be included in the credit hours attempted.

In addition, all requirements for degree completion must be completed within the following timeframe, excluding any time for an approved leave of absence.

- Medical Degree – 6 years
- Medical/MS Health Care Ethics, Medical/MS Clinical Translational Science or Medical/Master's Business – 7 years
- Medical/Ph.D – 10 years

Transfer Students

For transfer students, the total years of degree completion includes time spent at the previous institution to the extent credit is transferred

and applied toward the degree. Transfer credits are accepted as both attempted and completed hours.

Appeal for Financial Aid Probation

A student who fails to meet one or both of the standards for Satisfactory Academic Progress is not eligible to receive federal financial aid. Students may appeal to the Director of Student Financial Assistance for a financial aid probation period after receiving an approved plan of action from the School of Medicine's Advancement Committee. The appeal must be in writing and include information regarding why the student failed to make satisfactory academic progress, such as injury or illness of the student, death of a relative or other special circumstances. The appeal must also include what has changed in the student's situation and the Advancement Committee's approved plan of action that would allow the student to demonstrate satisfactory academic progress at the next evaluation. Students will be notified in writing of the results of the appeal.

Reinstatement Federal Financial Aid Eligibility

A student may re-establish eligibility to receive federal financial aid by meeting the qualitative and quantitative requirements for satisfactory academic progress listed above.

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 federally designated physician shortage area. Two years is the minimum service. Students wishing additional information on this program may visit the Health Resources and Services Administration (HRSA) website at nhsc.hrsa.gov (<http://nhsc.hrsa.gov>).

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.

Loan Programs

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 the FAFSA 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, geriatrics or sports medicine.

The yearly award varies based on your eligibility, available funds, and number of applicants. No interest accrues on this loan while students

are enrolled in school. 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:

1. Be a full-time student,
2. 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
3. Practice primary health care for 10 years or until the loan is repaid in full, whichever occurs first.

Failure to meet the above requirements will result in the following variations to the terms of the PCL program:

1. This loan will accrue interest continuously at an interest rate of seven (7) percent per year beginning on the date of noncompliance, and ending when the loan is paid in full and
2. The Borrower is not eligible for deferment provisions outlined in the Promissory Note.

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 Student Loan Programs

All students must file a Free Application for Federal Student Aid (FAFSA) before any federal financial aid can be offered. Creighton University participates in the Federal Direct Student Loan Programs, which means students are borrowing loan funds from the federal government. These loans include the Federal Direct Unsubsidized Loan and the Federal Direct Grad PLUS Loan.

Federal Unsubsidized Stafford Student Loan

The Federal Direct Unsubsidized Student Loan is a non-need based loan. As of July 1, 2016, the unsubsidized loan has a fixed interest rate of 5.31% and begins to accrue interest to the borrower when the funds are disbursed. Students have the option of making interest payments during school or can choose to have the interest capitalized at repayment.

The annual amount that a student may borrow varies from \$40,500 to \$47,167 depending on the amount of other aid received and the length of the academic year. Professional medical students may borrow up to an aggregate maximum of \$224,000 from the Federal Direct subsidized and unsubsidized loans including any undergraduate loans. There is a 1.068% origination fee on all Unsubsidized Stafford Loans. Information regarding deferment and forbearance options are included on the Master Promissory Note.

Federal Grad PLUS Loan

This federal loan program allows graduate and professional students to borrow the cost of education less other financial aid. A good credit history is required to borrow Federal Direct Grad PLUS funds. As of July 1, 2016, these loans have a fixed interest rate of 6.31%. There is a 4.272% origination fee on all Federal Direct Grad PLUS loans. Repayment begins six months after the student graduates, leaves school or drops below half-time enrollment. Information regarding deferment and forbearance options are included on the Master Promissory Note.

Note: Instructions for completing the Federal Direct Master Promissory Notes (MPN) for both loan types and on-line entrance counseling will be included with the award notification letter.

School of Medicine Scholarships

We wish to thank our alumni and friends for their generous support of our School of Medicine students:

Endowed Scholarships for the School of Medicine

Dr. Alfred C. and Louise L. Alessi Memorial Endowed Scholarship

Marguerite Arneith Scholarship

George H. Arnold, III Scholarship

Dr. John and Janet Barnes Family Endowed Scholarship

Arthur Laughlin and Esther Johnson Barr Scholarship

Clinton and Gilbert Beirne Scholarship

Dr. Edward and Nancy Beitenman Scholarship

Stephen M. Brzica, Jr. and Sheila Carey Brzica Endowed Scholarship Fund

Dr. Eileen G. Buhl and Class of 1988 Endowed Scholarship

Merle and Betty Burmester Memorial Scholarship

Dr. Harold and Joan Cahoy Endowed Scholarship

Cali Family Endowed Medical Scholarship

Dr. and Mrs. Vincent J. Carollo Medical School Endowed Scholarship Fund

Ned H. Cassem, S.J., M.D. Endowed Scholarship

Michael Cavaleri Scholarship

Carmelo C. Celestre, M.D. Endowed Scholarship

Romain P. Clerou, M.D. Endowed Scholarship

John, Josephine, and Mary Coates Medical Scholarship

Robert and Shirley Collison Endowed Medical Scholarship

Sal and Mary Walton Conti Medical Scholarship

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Creighton Family Medical Scholarship

Creighton School of Medicine Class of 1955 Endowed Scholarship Fund to Honor the Deceased and Living Class Members

Creighton University School of Medicine Class of 1962 Endowed Scholarship

Creighton University School of Medicine Class of 1966 Endowed Scholarship

Creighton University School of Medicine Class of 1970 Endowed Scholarship

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Frederick J. de la Vega, M.D. Scholarship

Dean Family Endowed Scholarship Fund for the School of Medicine and the School of Dentistry

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Angela E. DeMarco Leise M.D. Endowed Scholarship Fund

Dr. Lynn I. and M. Diane DeMarco Endowed Scholarship

Dr. Peter R. and Loreta L. DeMarco Endowed Scholarship Fund

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Dr. Stephen B. and Verne M. Devin Endowed Scholarship

Franklin D. and Nancy Dotoli Scholarship

Dale E. and Rosemary Dunn Endowed Scholarship

Dr. John Elder Endowed Scholarship

Fallen Comrades of the Class of 1968 Endowed Scholarship

Donnie Fangman, Jr. Memorial per Dr. and Mrs. Donald F. Fangman and Mr. and Mrs. Richard J. Fangman, Sr. Endowed Scholarship

Dr. Michael J. and Linda Fazio Endowed Scholarship in Honor of William and Irene Fazio

Richard J. Feldhaus, M.D. Endowed Scholarship

David and Fay Feldman Endowed Medical Scholarship

Holly Anne Fickel, M.D. Endowed Scholarship

Dr. and Mrs. Robert M. Fischer Endowed Scholarship

Dr. Robert and Mary Jane Fitzgibbons Family Scholarship

Dr. John and Mary Fitzpatrick Endowed Scholarship

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James O. Gates, M.D. Endowed Scholarship

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Dr. John E. and Donna Glode Scholarship

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Joseph & Ruth Goldenberg and Morris & Miriam Brumberg Endowed Scholarship Fund

Dr. John L. and Margaret J. Gordon Endowed Scholarship

James and Mary Gutch Medical Scholarship

Dr. C. Thomas and Mary Hagan Family School of Medicine Endowed Scholarship

Dr. Herbert C. and Elizabeth J. Hagele Memorial Endowed Scholarship

F. Audley Hale, M.D. Scholarship

Hans Hansen, M.D. 1905 Scholarship

Harper-Culhane Memorial Endowed Scholarship Fund in memory of Mary and Oliver Harper and Kathleen and Joseph Culhane

Hartigan Family Endowed Scholarship Fund for the School of Medicine

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Edwin J. Holling Endowed Scholarship

Dr. Joseph M. and Frances M. Holthaus Endowed Scholarship Fund

Tu-Hi Hong, M.D. Endowed Scholarship

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Betty Lou H. Jelinek Endowed Scholarship

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Werner P. Jensen, M.D. Medical Scholarship

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Thomas H. Joyce, III, M.D. Endowed Scholarship Fund for Medical Students

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Marc S. Kelly Endowed Scholarship

Milada Kloubkova-Schirger, Ph.D. Scholarship

Eugene F. Lanspa, M.D. Endowed Scholarship

Margaret and Stephen Lanspa Family Endowed Scholarship

Lena Lorge Scholarship

Luke Society Endowed Scholarship Fund in Honor of Reverend John J. Lynch, S.J.

Magassy Endowed Medical Scholarship

Dr. John G. and Bess Manesis Endowed Medical Scholarship

Michael R. and Marian McIntee Endowed Family Scholarship

Dr. Patrick J. and Geraldine M. McKenna Endowed Scholarship

Robert J. McNamara Endowed Scholarship

Medical Dean Excellence in Education

Medical Dean's Endowed Scholarship

School of Medicine Alumni Advisory Board Endowed Scholarship Fund

Robert C. and Janet Meisterling Endowed Scholarship

Dr. Irving I. Mittleman Memorial Scholarship

Dr. James A. and Jeanne M. Murphy Endowed Scholarship

William K. Murphy, M.D. Scholarship

Dr. Delwyn J. and Josephine Nagengast Endowed Medical Scholarship

Jon L. and Constance E. Narmi Endowed Medical Scholarship

Anna H. O'Connor Scholarship

Frank and Margaret Oliveto Endowed Medical Scholarship

Dr. and Mrs. Gerald C. O'Neil Scholarship

Pascotto Family Endowed Medical School Scholarship

Dr. Dwaine, Sr., and Carmen Peetz Endowed Scholarship

Edmund V. Pelletiere, M.D. Classes of 1964 & 1928 Endowed Scholarship Fund

Dr. William A. and Ethel Green Perer Endowed Scholarship Fund for Women in Medicine in Honor of Dr. Nicholas Dietz, Jr.

Perrin\Class of '64 Pathology Endowed Scholarship

Roy L. Peterson, M.D. Memorial Endowed Scholarship

The Dr. Carole Presnick and Dr. Carl Pantaleo Endowed Scholarship

Dr. Mary Hoff Pylipow time, Talent and Treasure Endowed Scholarship Fund

Reals Family Scholarship

Purl E. Reed, M.D. Scholarship

Robert and Beverly Rento Endowed Scholarship

Dr. John R. and Beverly Bartek Reynolds Endowed Scholarship for Medicine

Carroll Pierre Richardson Memorial Scholarship

Dr. and Mrs. Norman E. Ringer Scholarship

Rotary Club of Omaha Endowed Scholarship

Dr. Garry F. and Judy Rust Endowed Scholarship

Robert Wood Johnson Foundation Scholarship

Margaret D. Ryan Scholarship

Dr. David A. Sackin Memorial Scholarship for the School of Medicine

Stanley Sackin Endowed Scholarship for Medicine

Sadowski Family Endowed Scholarship

Edward John Safranek, M.D. '56 Endowed Scholarship Fund in Medicine

Dr. Sal and Marilyn Santella Endowed Scholarship

J. Albert Sarraill, M.D. Endowed Medical Scholarship

The Schekall Family Endowed Medical Scholarship Fund

Scholarship for Peace & Justice

Scholl Scholarship

Shirley and Eileen Schultz Endowed Scholarship

Dr. Hubert F. Schwarz Scholarship

Arthur L. Sciortino, M.D. and Aileen Mathiasen Sciortino, M.D. Scholarship

Marcia K. Shadle-Cusic Endowed Scholarship Fund

Dr. Kenichi Shimada Endowed Scholarship Fund

Charles Shramek Scholarship

Dr. Joseph M. Shramek Scholarship

Albert Shumate, M.D. Endowed Scholarship

Drs. Lynn and Matthew Simmons Endowed Scholarship Fund

James P. Slattery, M.D. Endowed Scholarship Fund

Dr. Thomas Timothy and Cecelia Smith Endowed Scholarship

Stafford Family Annual Scholarship for the School of Medicine and the School of Nursing

Dr. Margaret Storkan Scholarship

Dr. and Mrs. Charles Taylon Endowed Scholarship Fund

F. James and D. Kelly Taylor Endowed Scholarship

Class of '94 Todd Thomas Memorial Endowed Scholarship

Dr. Paul H. Thorough Scholarship

Peter M. and Annette L. Townley Family Endowed Scholarship

Carl J. Troia, M.D. Endowed Scholarship Fund

Katherine C. Troia Endowed Medical Scholarship

Turkal Family Endowed Scholarship

Dr. Joseph E., MD '48 and Mrs. Virginia D. Twidwell Scholarship Fund

Dr. Joseph E., MD '48 and Mrs. Virginia D. Twidwell Endowed Scholarship in Honor of Frank E. Mork, Sr., M.D. '29

Irma Smith Van Riesen, M.D. Scholarship

Dr. Michael J. and Nancy J. Weaver Endowed Scholarship

Edward R. West Scholarship

Gerald J. Wieneke, M.D. Scholarship in Medicine

Harold E. Willey Memorial Scholarship

Dr. Robert G. Wilson Scholarship

Robert M. Wiprud, M.D. Memorial Endowed Scholarship

Dr. William K. Wolf Scholarship

John and Marie F. Zaloudek Foundation Scholarship in Medicine

Zoucha and Kuehner Family Endowed Scholarship

Annual Scholarships and Awards for the School of Medicine

Dr. and Mrs. P. James Connor, Jr. Family Scholarship

Carole and Peter E. Doris Radiology Award

Arnold P. Gold Foundation Award

Dr. George & Ruby Hyatt Memorial Scholarship

Oscar J. and Adelaide Hurok Memorial Scholarship

Jewish Federation of Omaha Foundation Annual Scholarship

Johnston Family Foundation School of Medicine Scholarship

Sade Kosoko-Lasaki, M.D. and Gbolahan O. Lasaki, Ph.D. Family Annual Scholarship Fund

Doris Norton Scholars

Dr. Adolph and Ruth Sachs Prize

Sadowski Family Scholarship

St. Joseph Hospital Service League Scholarship for the School of Medicine

Uros Stambuk, M.D. Scholarship

The James and Georgianna Vicari and Dr. Phillip and Virginia Monnig I School of Medicine Scholarship

The Curriculum

The educational program of the School of Medicine is divided into four components.

Components I and II are the foundation of the educational program and present basic science information in a clinically relevant context. Initial discipline-based courses are followed by a series of organ system-based courses.

Component III consists of core clerkships emphasizing basic medical principles, primary care, and preventive medicine.

Component IV provides students with additional responsibilities for patient care including critical care medicine, and elective opportunities.

Clinical experience is a prominent part of the curriculum in all components, beginning with physical diagnosis instruction in the first year and continuing with participation in longitudinal primary care clinic

in the second year. The curriculum integrates ethical and societal issues into all four components.

The School of Medicine requires successful completion of each of the four components of study before the Doctor of Medicine is awarded.

Office of Medical Education

The Office of Medical Education is dedicated to ensuring that the curriculum of the School of Medicine is delivered effectively to prepare our students to enter their residency of choice. The Medical Education team supports the faculty and course directors in:

- course planning
- identifying educational resources including computer-based and simulation educational technologies
- coordinating curricular activities
- student assessment
- faculty development
- development and conduct of educational research
- curriculum evaluation

Garrett A. Soukup, Ph.D., Associate Dean for Medical Education,
(402)280-3600

Curriculum Goals and Objectives

Goals

The goal of the curriculum is to develop competent, caring physicians during graduate training and practice. Our students will acquire a strong foundation in the basic and clinical sciences. In addition, they will acquire a strong foundation in the humanities, social and behavioral sciences that are relevant to the well-being of both the physician and the patient.

Objectives

To attain the Doctor of Medicine degree, the Creighton graduate must fulfill the following in the Six Competencies of Medical Education:

Patient Care

- Conduct an organized medical interview and obtain a pertinent medical history
- Identify bio psychosocial needs of the patient
- Perform an appropriate comprehensive physical examination
- Present information verbally in a concise, complete and organized manner
- Record information in a concise, complete and organized manner
- Develop a differential diagnosis for each patient seen
- Demonstrate effective clinical reasoning and judgment to determine an accurate diagnosis
- Develop an appropriate treatment plan for each patient seen
- Perform health maintenance exams

Medical Knowledge

- Describe the normal structure and function of the human body at the whole body, organ, cellular, and molecular levels
- Describe the pathophysiology, signs, symptoms, risk factors, diagnostic tests, and treatment of common illnesses
- Describe the current evidence-based clinical practice guidelines for treatment of common illnesses

- Describe the current evidence-based preventive health care strategies and recommendations

Practice-Based Learning and Improvement

- Demonstrate the ability to critically assess the medical literature and the research methods used to investigate the management of health problems

Interpersonal and Communication Skills

- Counsel and educate patients regarding their illness and treatment plans in an effective, concise and understandable manner
- Communicate effectively with all members of the healthcare team

Professionalism

- Actively participate on rounds, clinic sessions, small group sessions and labs
- Demonstrate punctuality and availability for all duties and professional obligations
- Demonstrate honesty and integrity with all student responsibilities
- Demonstrate compassion and empathy in the care of patients
- Demonstrate respect, sensitivity, and responsiveness to diversity of culture, age, race/ethnicity, gender, sexual orientation and disability
- Identify and propose solutions to moral, ethical and legal problems in medical practice

System-Based Knowledge

- Use a team approach to provide comprehensive care
- Organize patient care plans that incorporate referrals to other healthcare providers and/or community agencies and resources
- Demonstrate an awareness of the relative cost benefit of different therapeutic options

Component I - First Year

The goal of the first year is to provide a strong foundation in basic biomedical science to prepare students for detailed basic science content that occurs within the clinically oriented system courses that begin in the second year. Students are also introduced to ethical and behavioral science principles in Ethics and Legal Topics in Clinical Medicine and Behavioral Medicine I and learn the fundamentals of physical assessment and interviewing techniques. An additional (non-curricular) requirement of advancement to Component II is the completion of certification in basic cardiac life support.

Information below provides detailed descriptions of the Component I courses:

Cours	Descr	Credit	Wks	Lectu	Small	Other	Revie	Exam	Total	Course	
		Hrs	of	Hrs	Group			Hrs	Hrs	Director	
			Instru								
REQUIRED COURSES:											
IDC 101	(Molec and Cell Biolog	9	19	95	20	10.5	13	0	9.25	147.7	Dr. Joseph Knezetic
IDC 102	Anatomy	6	18	69	0	126	13.5	7.5	10.75	226.75	Dr. Diane Cullen

IDC 101 (Principles of Pharmacology)	2	14	3	0	0	0	0	1	18	Dr. Janee Gelineau van Waas	FAP 4 Longii1 COPC Public Health Endov Resea Summr Assist
IDC 102 (Principles of Microbiology)	4	23	0	0	0	0	0	1	24	Dr. Richard Goering	PDT 102 Pediatric Summer Academy
IDC 103 (Host Defense)	5	41	0	0	0	10	5.5	56.5	Dr. Kristen Drescher	FAP 4 Famil:1 Medic Summr Electi	
IDC 104 (Neuroscience)	3	78	10	4	16.5	7	10	125.5	Dr. Laura Bruce	Hours in "Other" column includes: IDC 101 student genetic presentations; IDC 103 CT and MRI scans, team-based learning fomral classroom and laboratory hours, and lightning lab rounds; IDC 111 grand rounds patient contact and neuroanatomy workshops; IDC 136 Clinical Skills Examination (CSE), Focused Observed Clinical Interview (FOCI), patient panels, ultrasounds workshop, M4 team learning, and eye exam session, IDC 142 vital signs fall activity. Not included are online quizzes or essays, or mandatory spring lectures on Infection Control, Prescription Workshop, and Health Maintenance (4 hrs).	
IDC 105 (Ethics and Legal Topics in Clinical Medicine)	3	16	34	10.5	0	0	0	2	46.5	Dr. Eugene Barone	
IDC 106 (Introduction to Clinical Skills)	3	20	23.5	0	16	0	4	63.5	Dr. Robert Coleman and Dr. Anna Maio		
IDC 107 (Evidence Based Medicine)	2	11	0	0	1	0	1.25	13.25	Dr. Bruce Houghton		
IDC 108 (Behavioral Medicine I)	3	34	6.5	0	0	0	2.5	43	Dr. Terence Zach and Dr. Robert Coleman		
IDC 109 (Physiology of Life: Management)	36	8.5	0	0	6.5	0	0	15	Dr. Michael Kavan		
IDC 400 (Intro to Collaborative Care Online Course)	.5	NA	0	0	0	8	0	0	8		
TOTAL	39.5	37	427.5	73.5	140.5	73.5	24.5	47.25	787.7		
ELECTIVE COURSES											
IDC 110 (The Healer Art)	1										
IDC 799 (Summer Research Project)											

Component II - Second Year

In the second year, students continue learning basic science along with clinical medicine. The second year is organized as 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 along with the pathology of common diseases, and the 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, in the Applied Clinical Skills course, students use small group discussions to learn clinical reasoning and are assigned to a clinic for two half days per month to reinforce history and physical examination skills.

Following are the M2 course descriptions:

Cours Descr	Credit Hrs	Wks of Instru	Lectur Hrs	Small Group	Labs	Other	Review	Exam Hrs	Total Hrs	Course Director
IDC 200 (Cardiovascular System)	4	10	73	2	9	6	0	4	94	Dr. Michael Del Core
IDC 201 (Respiratory System)	3	10	42	0	5	1	0	4	52	Dr. Dale Bergen
IDC 202 (Renal/Urinary System)	3	10	38	0	3	3	0	3	47	Dr. Sunil Jagadesh
IDC 203 (Hematology/Oncology)	3	10	47	0	8	4	0	5	64	Dr. Michael Petzar

IDC 200	Patrol Systems	48	0	4	1	0	3	56	Dr. Roger Reidelberger	The first rotation begins early in July and is preceded by a one day mandatory orientation and a one day clinical skills training. The last rotation ends in mid-June.		
IDC 210	Muscle Integ	2	28	0	1	1	0	2.5	32.5	Dr. Diane Cullen	Component III students are required to complete all their clerkships at Creighton University Medical Center, St. Joseph Hospital and Medical Center, or at other sites affiliated with the School of Medicine.	
IDC 215	Endocrine- Reproductive System	4	61	0	7	3	0	4	75	Dr. Peter Abel	The third year comprises the core clinical clerkships (48 credit hours). Students are scheduled into one of six groups that rotate through clerkships in:	
IDC 220	Physi Lifest Mana	32	5.5	1	0	9	0	0	15.5	Dr. Michael Kavan	FAP 301 Family Medicine Clerkship 4	
IDC 230	Infectious Disease	4	57	8	6	0	0	3	74	Dr. Laurel Preheim and Dr. Richard Goering	MED 301 Internal Medicine Clerkship 8 OBG 301 Obstetrics and Gynecology Clerkship 6 NEU 301 Neurology Clerkship 4 PBS 301 Psychiatry Clerkship 6 PDT 301 Pediatrics Clerkship 6 SUR 301 Surgery Clerkship 8	
IDC 240	Behav Medic II	3	32	5.5	0	2.5	0	3	43	Dr. Robert Coleman and Dr. Pravee Fernandes	DCM 301 Dimensions of Clinical Medicine 2 IDC 342 Physician Lifestyle Management 1 Electives 6 ANE 333 Anesthesiology ANE 334 Anesthesiology ANE 335 Anesthesiology DER 333 Dermatology DER 334 Dermatology EME 333 Emergency Medicine EME 334 Emergency Medicine MED 333 Outpatient Internal Medicine MED 334 Outpatient Internal Medicine OBG 333 Obstetrics & Gynecology OBG 334 Obstetrics & Gynecology PBS 333 Child & Adolescent Psychiatry PBS 335 Geriatric Psychiatry PBS 336 Adult Inpatient Psychiatry PBS 334 Psychiatry PDT 333 Inpatient Pediatrics PDT 334 Pediatrics PTG 334 Pathology PMR 333 Physical Medicine & Rehabilitation PMR 334 Physical Medicine & Rehabilitation RAD 333 Diagnostic Radiology RAD 334 Diagnostic Radiology RON 334 Radiation Oncology	
IDC 245	Behav Medicine III	3	39	2	0	5	0	3	49	Dr. Robert Coleman and Dr. Thomas Pisarri		
IDC 250	Case Study Medic *	32	1	29.5	0	0	0	0	30.5	Dr. Poonam Sharma		
IDC 290	Applied Clinical Skills	32	11	20.5	0	0	0	60	3.5	95	Dr. Anna Maio and Dr. Robert Coleman	
	Basic Scien Shelf Exam	0	0	0	0	0	0	4	4			
TOTAL		38	32	481.5	68.5	43	35.5	60	42	729.5		

*Includes multidisciplinary conferences, panels, review and Q&A sessions. Not included are online quizzes and essays.

Component III - Third Year

Component III is organized into seven clerkships and three electives within six 8-week rotation periods. Additionally it includes two longitudinal courses, Dimensions in Clinical Medicine and Physicians Lifestyles Management.

Component III Students must also satisfy the following requirements:

- Attend all Junior orientation sessions
- Be certified in Advanced Cardiac Life Support
- Satisfactorily complete the M3 Clinical Skills Exam prior to taking the USMLE Step 2 CS. A student who does not satisfactorily complete the M3 CSE must follow a plan of remediation designed by the Component Director, Course Director, and Medical Director of the Clinical Education & Simulation Center in order to be eligible to take the USMLE Step 2 CS.

Component IV - Fourth Year

The fourth year prepares students for residency and provides a chance to explore their own interests in specialized areas of medical practice. In the fourth year, each student selects at least 36 weeks of courses which must include;

- 1 surgical selective (4 weeks)
- 1 critical care selective (4 weeks)
- 1 primary care sub-internship selective or 2nd critical care selective (4 weeks)
- an additional 24 weeks of clinical electives including sub-internships with no more than 8 weeks of non-clinical electives

Selectives are chosen from a specific group of specialty electives.

Sub-Internships (Sub-I) provide the student with experience and preparation for inpatient medical care, similar to that of a first-year house officer and can be done in Medicine, Pediatrics, Family Medicine, or Obstetrics and Gynecology. When students are performing their sub-internship, regardless of department, they should act in all capacities as an intern, albeit with a smaller number of patients and greater supervision.

Sub-Internships should not be taken during months in which the student is interviewing extensively for residency positions.

During the fourth year a student must take and post a score for Step 2CK and Step 2CS of the USMLE prior to graduation.

A complete listing of available Component IV Elective/Selective Courses offered is provided to M4 students during the Spring semester prior to Component IV. Elective/Selective courses are offered in the following subject areas:

Interdepartmental Courses (IDC)

IDC 410	Simulation Elective	4
IDC 413	Anatomy	4
IDC 462	Medical Informatics	4
IDC 482	Minority Health Disparities-Issues & Strategies	2
IDC 485	LGBTQIA Health Disparities: Issues and Strategies	2
IDC 497	Directed Independent Research	4
IDC 498	Directed Independent Study	4

Anesthesiology (ANE)

ANE 450	Neuroanesthesia	4
ANE 451	Introduction to Anesthesiology	4
ANE 461	Introduction to Anesthesiology	4
ANE 468	Anesthesia and Interventional Pain Management	4
ANE 470	Anesthesiology Pain Medicine	4

Biomedical Sciences (BMS)

BMS 461	Gross Anatomy	4
BMS 462	Teaching Practicum in Medical Anatomy	4

Family Medicine (FAP)

FAP 435	Urgent Care	4
FAP 436	Rural Family Medicine Sub-Internship	4
FAP 438	Respite Care for the Homeless	4
FAP 440	Inpatient Family Medicine Sub-Internship	4

FAP 442	Palliative Care	4
FAP 446	Family Medicine-Solaid/Cambodi	4
FAP 442A	Palliative Care	4
FAP 460	Hospice Care Of The Terminally Ill	4
FAP 460A	Hopsice Care of the Terminall Ill	4
FAP 461	Inpatient Family Medicine Sub-internship	4
FAP 461A	Inpatient Family Medicine Sub-Internship	2
FAP 462	Rural Family Medicine Sub-internship	4
FAP 464	Private Family Medicine	4
FAP 481	Longitudinal COPC Public Health Endowed Research	4

Health Policy and Ethic (HPE)

HPE 412	Clinical Moral Perception, Art, and Medicine	4
HPE 414	Ethical Aspects of End-of-Life Care	4

Medical Microbiology and Immunology (MIC)

MIC 463	Topics in Immunology/Application to Clinical Medicine	4
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Medicine (MED)

MED 401	General Medicine Sub-Internship	4
MED 410	Pulmonary/Critical care	4
MED 412	Pulmonary Diseases	4
MED 416	Clinical Allergy/Immunology	4
MED 417	Endocrinology, Diabetes, and Metabolism	4
MED 420	Infectious Diseases	4
MED 422	Critical Care - Renal Medicine	4
MED 431	Dermatology	4
MED 433	Dermatology	4
MED 435	Medical Hematology/Oncology/Palliative Care	4
MED 435A	Medical Hematology/Oncology/Palliative Care	2
MED 436	Research in Med Hem/Onc/Palliative Care and Primer in Bio-Stats	4
MED 439	Emergency Medicine	4
MED 442	Inpatient Cardiology	4
MED 448	Inpatient Cardiology	4
MED 449	Renal Medicine-Critical Care	4
MED 452	Emergency Medicine - Dominican Republic	4
MED 453	Introduction to Global Health	4
MED 456	Gastrointestinal Medicine	4
MED 458	Pulmonary/Lung Transplant	4
MED 465	Endocrinology, Diabetes and Metabolism	4
MED 468	Infectious Disease	4
MED 469	Rheumatology	4
MED 470	ILAC Outpatient Medicine-Foreign Service (Dominican Republic)	4
MED 471	Emergency Medicine	4
MED 472	Critical Care	4
MED 481	Pulmonary/Intensive Care Unit	4
MED 482	Emergency Medicine Sub-Internship	4
MED 484	Intensive Care Unit	4
MED 486	Medical Education Elective	4
MED 487	Internal Med Sub-internship	4

MED 488	Internal Medicine Clinical Research	4
MED 489	Patient Safety and Quality Improvement	4
MED 490	Critical Care Medicine	4
MED 491	Internal Medicine Capstone	4
MED 496	Directed Independent Study	4
MED 498	Medicine Extramural	4
MED 795	Evidence Based Medicine - Independent Study	4

Neurology (NEU)

NEU 401	General Neurology	4
NEU 410	Neurology/Neuromuscular	2
NEU 462	General Neurology	2
NEU 496	Directed Independent Study	4
NEU 498	Neurology Extramural	4

Obstetrics and Gynecology (OBG)

OBG 461	Detection and Mgmt of High-Risk Pregnancy Sub-Internship	4
OBG 462	Private Services in Gynecology	4
OBG 464	Prenatal Diagnosis	4
OBG 466	Gynecology Oncology	4
OBG 467	General Obstetrics - Foreign Service (Dominican Republic)	4
OBG 468	General Obstetrics and Gynecology	4
OBG 470	Gynecologic Surgery	4
OBG 472	Inpatient Gynecology	4
OBG 473	Delivery of Women Healthcare - Foreign Service (Dominican Republic)	2
OBG 474	Applied Outpatient and Inpatient Gynecology	4
OBG 477	Gynecologic Oncology Sub-Internship	4
OBG 479	Clinical Research in Advanced Gynecology	4
OBG 480	Clinical Obstetrics and Gynecology Research	4
OBG 481	Maternal Fetal Medicine Research	4
OBG 483	Detection and Management of High Risk Pregnancy Sub-Internship	4
OBG 490	Obstetrics and Gynecology Capstone	4
OBG 495	Directed Independent Study	2,4
OBG 498	Obstetrics and Gynecology Extramural	4

Pathology (PTG)

PTG 401	Neuropathology	4
PTG 402	Molecular Genetics in Oncology	4
PTG 461	Introduction to Pathology Practice	4
PTG 462	Topics in Pathology	4
PTG 467	Survey of Pathology Practice	2
PTG 468	Microbial Laboratory Diagnosis	4
PTG 497	Directed Independent Research	4
PTG 498	Pathology Extramural	4

Pediatrics (PDT)

PDT 420	Pediatric Endocrinology	4
PDT 421	Pediatric Hematology-Oncology	4
PDT 422	Pediatric Rheumatology	4
PDT 423	Pediatric Gastroenterology and Nutrition	4

PDT 424	Medical Care for Homeless and At-Risk Kids and Teens	4
PDT 425	Pediatric Cardiology	4
PDT 426	Pediatric Urology	4
PDT 427	Pediatric Dermatology (PRC)	4
PDT 428	Pediatric Rheumatology	4
PDT 430	Pediatric Sports Medicine	4
PDT 440	Breastfeeding Medicine	4
PDT 442	General Pediatrics Outpatient/Nursery	4
PDT 444	Anatomic and Clinical Pathology	4
PDT 446	Pediatric Emergency Medicine	4
PDT 450	Pediatric Orthopedics	4
PDT 459	Pediatric Genetics and Metabolic Disease	4
PDT 460	Pediatric Inpatient Sub-Internship	4
PDT 461	Pediatric Critical Care	4
PDT 463	Pediatrics Infectious Disease	4
PDT 464	Neonatal Intensive Care Services	4
PDT 466	Pediatric Cardiology	4
PDT 467	Pediatric Neurology	4
PDT 468	Pediatric Gastroenterology	4
PDT 469	Pediatric Endocrinology Services	4
PDT 470	Pediatric Hematology/Oncology Service	4
PDT 471	Pediatric Respiratory and Critical Care Medicine	4
PDT 472	General Pediatrics	4
PDT 473	Advanced Pediatrics	4
PDT 474	Pediatric Emergency Medicine	4
PDT 475	Pediatric Pulmonology	4
PDT 477	Clinical Genetics/Dysmorphology	4
PDT 478	Pediatric Nephrology	4
PDT 480	Assessment of Child Abuse and Neglect	4
PDT 481	Development and Behavioral Pediatrics	4
PDT 483	Pediatric Neurology	4
PDT 484	Pediatric Critical Care	4
PDT 485	Neonatology Critical Care	4
PDT 486	Inpatient Pediatrics	4
PDT 487	Family-Centered Patient Care	4
PDT 488	Pediatric Allergy and Immunology	4
PDT 490	Pediatrics: Cardiac Critical Care	4
PDT 494	Pediatric Urgent Care	4
PDT 496	Directed Independent Study	4
PDT 498	Pediatrics Extramural	4

Physical Medicine and Rehabilitation (PMR)

PMR 421	Physical Medicine and Rehabilitation	4
PMR 498	Physical Medicine & Rehabilitation Extramural	4

Preventive Medicine and Public Health (PMH)

PMH 470	Preventive Ophthalmology (Dominican Republic)	4
PMH 496	Directed Independent Study	4

Psychiatry and Behavioral Sciences (PBS)

PBS 410	General Hospital Psychiatry	4
PBS 414	Pediatric Psychiatry (PRC)	4

PBS 420	Special Topics in Psychiatry	4
PBS 445	Outpatient Psychiatry	4
PBS 462	Clinical Psychopharmacology	4
PBS 463	Child and Adolescent Psychiatry	4
PBS 463A	Child & Adolescent Psychiatry	2
PBS 464	Psychiatry Research	4
PBS 467	Geriatric Psychiatry	4
PBS 467A	Geriatric Psychiatry	2
PBS 472	Adult Inpatient Psychiatry	4
PBS 472A	Adult Inpatient Psychiatry	2
PBS 474	Mood Disorders and Their Treatment	4
PBS 474A	Mood Disorders & Treatment	2
PBS 475	Consultation/Liaison Psychiatry	4
PBS 476	Special Topics in Psychiatry	4
PBS 479	Addictions	4
PBS 479A	Addictions	2
PBS 482	Trans-Cultural and Community Psychiatry	4
PBS 482A	Trans-Cultural/Comm Psychiatry	2
PBS 483	Domestic Violence Practicum	4
PBS 486	Narratives in Illness	4
PBS 496	Directed Independent Study	4
PBS 498	Psychiatry Extramural	4

Radiology (RAD)

RAD 450	Interventional Radiology	4
RAD 460	Diagnostic Radiology	4
RAD 463	Diagnostic Radiology	4
RAD 464	Radiology Oncology	4
RAD 465	Angio/Interventional	4
RAD 468	Diagnostic Neuroradiology	4
RAD 496	Directed Independent Study	4
RAD 498	Radiology Extramural	4

Surgery (SUR)

SUR 401	Selective in Trauma	4
SUR 401A	Selective in Trauma	2
SUR 405	Selective in General Surgery	4
SUR 405A	Selective in General Surgery	2
SUR 411	Selective in Orthopedic Surgery	4
SUR 412	Advanced Surgical Prep	4
SUR 414	Selective in Plastics and Reconstructive Surgery	4
SUR 415	Selective in Urology	4
SUR 416	Surgery Research	4
SUR 420	Selective in Trauma/Acute Care Surgery	4
SUR 422	Selective in General Surgery	4
SUR 424	Selective in General Thoracic Surgery	4
SUR 425	Selective in Otolaryngology	4
SUR 431	Selective in Pediatric Surgery	4
SUR 432	Selective in General & Oncology Surgery	4
SUR 432A	Selective in Gen/Onclogy Surgry	2
SUR 433	Selective in Urology	4
SUR 434	Comprehensive Ophthalmology	4

SUR 435	Selective in Otolaryngology/Head and Neck Surgery	4
SUR 436	Selective in Urology/Gynecology	4
SUR 450	Selective in Otolaryngology	4
SUR 460	Selective in Vascular Surgery	4
SUR 468	General Vascular & Orthopedic Surgery	4
SUR 472	Selective in Neurological Surgery	4
SUR 472A	Selective Neurological Surgery	2
SUR 474	Selective in Ophthalmology	4
SUR 475	Selective in Orthopaedic Surgery	4
SUR 475A	Selective in Orthopdic Surgery	2
SUR 476	Selective in Otolaryngology	4
SUR 477	Selective in Pediatric Surgery	4
SUR 478	Elective in Pediatric Surgery	4
SUR 479	Selective in Plastic and Reconstructive Surgery	4
SUR 481	Selective in Orthopaedic Surgery	4
SUR 485	Surgical Intensive Care Unit	4
SUR 486	Selective in Burns	4
SUR 489	Selective in Pediatric Ophthalmology	4
SUR 490	Selective in Urology	4
SUR 491	Selective in Plastic and Reconstructive Surgery	4
SUR 492	Selective in General Surgery	4
SUR 494	Selective in Neurological Surgery Sub-Internship	4
SUR 495	Elective -Advanced Surgical Prep	4
SUR 498	Surgery Extramural	4
SUR 795	Directed Independent Study	4

Assessment and Evaluation

Assessment

Students are assessed in cognitive, affective, and psychomotor domains in all courses with an emphasis on formative assessment throughout the course providing frequent feedback to the student. Examinations and quizzes are coordinated in all components. Honors/Satisfactory/Unsatisfactory grading is used in all courses; written and narrative assessment of students is provided where appropriate. Students are evaluated individually against curriculum standards and are not ranked. The United State Medical License Examination (USMLE) Step 1 must be passed before progressing into Component III. Taking both parts of the USMLE Step 2 is required to complete Component IV.

Evaluation of the Curriculum

Ongoing evaluation of all elements of the curriculum is essential to maintain continuous improvement of the curriculum. Evaluation of the curriculum is preformed by students, faculty and staff. The process is coordinated by the staff of the Office of Medical Education and is performed by the Evaluation Committee. The Evaluation Committee (six faculty and two students) is responsible for the evaluation of all required courses and clerkships. The Evaluation Committee reports to the Educational Policy Committee, which has overall responsibility for management of the curriculum. The Evaluation Committee conducts continuous evaluation of preclinical courses (Components I and II) and clinical courses and clerkships (Component III and IV).

For each course, clerkship, and elective students complete an evaluation of the course/clerkship in addition to faculty evaluations for lecturers, small group facilitators, and site preceptors for clinical

experiences. These data are provided to course faculty, course/clerkship directors, and department chairs.

The Evaluation Committee meets monthly. The committee determines which courses or clerkships to evaluate and what data are needed, including but not limited to:

- Course or clerkship syllabus and handbook materials
- Student evaluations of a course or clerkship
- Student assessment and grading methods
- Student performance in a course or clerkship
- Interviews with faculty and staff involved with the course/clerkship
- Annual course/clerkship report (the course/clerkship director must submit a response to a series of course assessment questions within 2 months of the end of the course)

The final report is distributed to the course director and to the Educational Policy Committee (EPC) at its regular monthly meeting. The EPC accepts the findings and recommendations of the Evaluation Committee or asks for a response from the course/clerkship director. After resolution of all outstanding issues, the amended report is approved by the EPC and sent to the course director for implementation of the recommendations.

The Educational Policy Committee monitors the curriculum by examining course, clerkship, elective, and component evaluations (when requested) provided by the Evaluation Committee. The Evaluation Committee performs program evaluation using data from the AAMC Graduation Questionnaire and surveys of first year residency program directors. Program evaluation is also aided by examination of USMLE Step 1 and 2 scores. Clinical Skills are measured throughout the yearly components.

Administration and Academic Policies

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.

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.

Academic Honesty

In keeping with its mission, Creighton 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 including copying or taking photographs of any test materials;
- developing or using study guides for course examinations or National Board of Medical Examiners' examinations that are known to be based on memorized examination questions;
- altering or 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 that is intended or reasonably likely to confer upon one's self or another an unfair advantage or unfair benefit respecting an academic matter.

Students alleged to have engaged in the above behaviors will be subject to reporting to the Associate Dean for Student Affairs and will be subject to the policies and procedures designated for allegations of unprofessional behavior.

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.

Advancement

Students are advanced to the next component of the curriculum 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, completion of all requirements for graduation as noted in the Student Handbook, 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.

Americans with Disabilities Act

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 address the provision of services and accommodations for qualified individuals with disabilities. Services for students with disabilities are provided to qualified students to ensure equal access to educational opportunities, programs, and activities in the most integrated setting possible. Students requesting accommodations must take the following steps:

1. Submit to the School of Medicine Office of Student Affairs a request for accommodation and supporting current documentation from

a licensed physician, psychiatrist, or psychologist. The School of Medicine recommends that students follow the application guidelines as listed by the Association of American Medical Colleges. These include recommendations on the credentials of the evaluator, the elements of the evaluation, the date of the evaluation (i.e., the evaluation should have been administered no more than six months prior to submission date), a diagnosis, and evaluator's recommendations. Please refer to the following website for additional information: <https://www.aamc.org/students/applying/mcat/accommodations/application/>

2. Submit this documentation at least 5 weeks in advance of a course, workshop, program or activity. The student may be required by the School of Medicine to provide additional evaluation materials.

Requests for accommodations are then reviewed by the Medical Education Management Team. The Coordinator of Student Support Services for Creighton University may be consulted by the MEMT.

Any student requesting accommodations must submit medical or other diagnostic documentation of the disability and any limitations, and may be required to participate in such additional evaluation of limitations as may appropriately be required by Creighton University or other agencies prior to receiving requested accommodations. The University reserves the right to provide services only to students who complete and provide written results of evaluations and service recommendations to appropriate University personnel. For more information, contact the Associate Dean for Student Affairs at 402.280.2905 or the Coordinator of Services for Student Support Services at 402.280.2749.

Attendance

Mandatory Activities

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

- orientation and general class meetings organized by the Office of Student Affairs, Office of Medical Education, or Departments
- examinations and quizzes
- small group sessions
- clinically related activities, including but not limited to Interviewing and Physical Exam sessions and Neuroscience Grand Rounds in Component I, longitudinal clinic in Component II, and clinical rotations in Components III and IV
- sessions of the dimensions of Clinical Medicine course in Component III
- activities at the Clinical Education and Simulation Center
- any other activity designated as mandatory.

Absence from a Mandatory Activity

A student who will be absent from a mandatory activity must adhere to the absence request policy for his/her component.

Components I

The student must first complete an Absence/Exception Request Form, which is available from the M1 Bulletin Board on BlueLine, from the M1 Curriculum Coordinator, or from the Office of Student Affairs website. The completed request form should first be submitted to the Component Director who will determine whether the absence can be excused and, if appropriate, the alternative learning experience that may be offered to the student. The M1 Component Director may request that the student also

get the approval of the Course Director. After the Component Director informs the student of the decision, the Request Form is submitted to the Associate Dean for Student Affairs for placement in the student's academic file.

Component II

An excused absence during the M2 year can be granted for:

- Illness, with a medical provider's written excuse if more than one day
- The funeral of an immediate family member (father, mother, spouse, son, daughter, brother, sister, grandparents, grandchildren, or in-laws of the same degree)
- Election duty/jury duty
- A presentation or official delegate status at a regional, national, or international medical conference or medical association meeting. The conference schedule should be submitted along with a request to attend.

To request an excused absence, the student must complete an Absence Request Form, available from the Office of Student Affairs website or from the M2 Bulletin Board on BlueLine. The completed request form should be submitted to the Course Director, who may arrange an alternative learning experience for the student. Once signed by the Course Director, the Request Form is submitted to the M2 Curriculum Coordinator. The Curriculum Coordinator will send the signed form to the Associate Dean for Student Affairs for placement in the student's academic file.

In addition, each M2 student will be allowed one personal wellness day absence from mandatory academic activities each semester. The student must submit a completed Absence Request Form to the M2 Curriculum Coordinator at least 14 calendar days before the requested absence. The Curriculum Coordinator will submit the Absence Request Form to the Associate Dean for Student Affairs for placement in the student's academic file. An M2 student cannot use a personal wellness day for absence from examinations, including Clinical Skills Exams or Communication FOCL. No more than one wellness day can be used per course. No alternative learning experience will be available for M2 wellness days and a student is not permitted to attend small group sessions with another group if he or she is absent from his/her own small group meeting due to a personal wellness day.

Component III

Attendance at certain designated activities in clinical rotations and sessions of the Dimensions of Clinical Medicine course in Component III are expected. M3 students will be allowed two days off from their academic activities in Component III. However, before the requested absence can be taken, the student must first complete an Absence Request Form, which is available from the Office of Student Affairs website or on BlueLine, and submit it to the Clerkship Director at least 14 calendar days before the requested leave date. Upon initial approval by the Clerkship Director, the student must submit the request to the Component Director for approval. The Component Director will notify the student of the request's approval and will submit the Absence Request Form to the Associate Dean for Student Affairs for placement in the student's academic file. A student must be notified by the Component Director of the approval prior to the absence. The M3 student cannot be absent for:

- M3 Orientation
- Clinical Skills Day
- Clerkship Orientation Day(s)

- NBME Subject Examinations (Shelf Exams)
- Clerkship OSCE/FOCI
- Clinical Skills Exam-3 (CSE-3)

There will be no additional time off during the M3 year **except** for the following:

- illness with a medical provider's written excuse if more than one day
- funeral for an immediate family member (immediate family members are defined as father, mother, spouse, son, daughter, brother, sister, grandparents, grandchildren, or in-laws of the same degree)
- election duty/jury duty
- presentations or delegate status at a regional, national or international medical conference or medical association

Clinical time off because of the above exceptions will need to be made up in a manner acceptable to the component director; however, personal days off do not need to be made up.

Students may not attend a regional or national conference without qualifying for the above criteria. Students may attend a local specialty conference at the invitation of the clerkship director as long as the conference pertains directly to the subject matter of the currently enrolled clerkship.

Students may not take personal days off for days scheduled for call unless arrangements are made with the clerkship director to arrange for suitable call coverage as not to make the absence an undue hardship to fellow students on the clerkship or to the department.

Students are responsible for ALL missed work regardless of the reason for the absence. Absence without permission may result in failure of the clerkship as well as referral to the Advancement Committee for unprofessional behavior.

Component IV

M4 students will be allowed up to two days off from their academic activities for each four-week elective and up to one day off for each two-week elective. An exception is made for those clinical electives taken during the traditional interviewing months of October, November, December, and January during which time students are allowed up to five days off from their academic activities for each four-week elective and up to 2.5 days off for each standard two-week elective. Students are not allowed to be absent from the Creighton University School of Medicine Emergency Medicine (MED 471). Students are not allowed to take more than five days off total during an M4 clinical elective, including dates for taking the USMLE Step 2 CS examination. Before the requested absence can be taken, the student must first complete an Absence Request Form, which is available from the Office of Student Affairs website or on Blueline, and submit it to the Elective Director at least 14 calendar days before the requested leave date. Upon initial approval by the Elective Director, the student must submit the request to the Component Director for approval. The Component Director will notify the student of the request's approval and will submit the Absence Request Form to the Associate Dean for Student Affairs for placement in the student's academic file. A student must be notified by the Component Director of the approval prior to the absence. Students are encouraged to use their interviewing month and non-clinical electives during the traditional interviewing months in order to have adequate time for interviewing.

M4 student absences will be monitored by the Clinical Programs Coordinator in the Office of Student Affairs. Students who are absent for more days than allowed within an elective are responsible for ALL

missed work regardless of the reason for the absence. Absence without permission may result in failure of the clerkship as well as referral to the Advancement Committee for unprofessional behavior.

Rescheduling of an examination requires prior arrangements with the Component Director or the Associate Dean for Student Affairs. Excessive requests will be denied.

Students in all components are responsible for ALL missed work, regardless of the reason for the absence. Absence without permission may result in failure of the course or clerkship as well as referral to the Advancement Committee for unprofessional behavior.

Absence from a Mandatory Activity Due to Illness

In the case of acute illness, trauma, or an emergency in which advance completion of a Student Absence Request Form is not practical, a student must phone or email the Curriculum Coordinator or Component Director as soon as practical. In components III and IV, students must also ensure that the attending physician is aware of the illness.

A student who misses an activity due to an illness must complete a Student Absence/Request Form upon his/her return. If the illness results in an absence of two or more days or if requested by the Component Director, the student must present a medical provider's note from the provider seeing the student for the health problem that verifies the reason for the absence. Failure to verify the illness may result in failure of the course or clerkship as well as referral to the Advancement Committee for unprofessional behavior.

The student is responsible for ALL missed work, regardless of the reason for the absence. The course director or attending physician will determine the arrangements (assignment or alternative activity) that the student must complete to make up the missed activity. If an examination has been missed, the student will be expected to take a make-up exam at the earliest possible time following his/her return.

Absence Associated with USMLE Step 2 CS Administration

A student is allowed two days off from an M4 elective in order to complete the USMLE Step 2 CS examination. Prior to any absence for this examination, the student must complete a Student Absence Request Form, available from the curriculum coordinator or from the Office of Student Affairs website and receive approval for the time off. Students are discouraged from taking time off from two-week clinical electives. Students are not allowed to take more than five days off total during an M4 clinical elective, including dates for interviewing.

Inclement Weather

The decision to close or delay the opening of Creighton University due to severe weather or other emergency situations rests with the President.

Independent decisions may not be made at the college, school, or department level.

1. **Closing/Delayed Opening.** During severe weather (e.g., winter storms), the decision to close or delay opening the University will be made as early as possible, but not later than 6:00 am. The Public Relations Department will relay applicable information to the local news media.

In the event of a closing or delay, Creighton University School of Medical Students in Omaha will not report to their clinical activity (including non-

Creighton facilities) while the University is closed. Students are expected to resume their clinical activities once the University has reopened. Students are advised to listen to newscasts on mornings when severe weather conditions may force the closing or delayed opening of the University. Students may also check the University Weather Hotline, (402) 280-5800, or check email communications or CU ALERT TEXT messages to determine if the clinics are closing or delaying their opening.

2. Curtailing Operations. If severe weather or an emergency situation develops during the work day and creates conditions that warrant early closing of the University, a CUAlert will also be issued and the Weather Hotline and website will be updated. Students are to leave clinical activities at the time that Creighton University closes. If an exam is postponed by a University closing, students will be notified by email regarding the new date/time for the exam.

3. Weather Hot Line. Medical students can access the Creighton University Weather Hot Line (402)280-5800 to determine the status of University operations. The recording will indicate whether the University is operating under normal conditions, closed, a delayed start or curtailment of operations.

Confidentiality of Student Records

Creighton University's policy relating to the confidentiality and privacy 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, and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes is 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 that 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, and the National Student Clearinghouse); a person serving on the Board of Trustees; 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.

Generally, schools must have written permission from the student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions:

- School officials with legitimate educational interest
 - Other schools to which a student is requesting transfer or enrollment
 - Specified officials for audit or evaluation purposes
 - Appropriate parties in connection with financial aid to a student
 - Organizations conducting certain studies for or on behalf of the school
 - Accrediting organizations
 - To comply with a judicial order or lawfully issued subpoena
- To a parent of a student under the age of 21 concerning the student's violation of any law or policy regarding the use or possession of alcohol or a controlled substance.
- Appropriate officials in cases of health and safety emergencies
- Disclosures to the student

4. FERPA permits disclosure of educational record information to a student's parent or guardian if the student is their dependent for federal tax purposes. To rely on the exception, the University must verify a student's dependent status by asking the student for confirmation or by asking the parent/guardian to provide a copy of the portion of their tax return showing they claimed the student as a dependent. Students may grant their parents or another third party access to their academic records by following the procedure on their N.E.S.T. account.

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(es), 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, photographs, 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 indicating this on their N.E.S.T. account. The restriction shall not apply to directory information already published or in the process of being published. Once the student has designated a confidential classification, it will not be removed until the student indicates this through their N.E.S.T. account or submits a signed request to the Registrar's Office.

5. **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
400 Maryland Avenue, SW
Washington, DC 20202

Location, Types, and Custody of Educational Records

Following is a listing of the location and types of education records and the title of the respective official responsible:

Registrar's Office (Brandeis Hall 202)

- Application for admission and supporting documents, including standardized test scores, transcripts of academic work completed elsewhere
- Cumulative academic records
- Academic action reports
- Correspondence, etc

School or College Dean's Office

- Records will vary with Dean's office, but may include records and reports in original or copy form generally comparable to those maintained by Registrar
- Academic progress reports, evaluations and related actions
- Attendance data
- Correspondence, etc

Academic Advisor's Office

- Cumulative files containing academic information are maintained by some academic departments and by some faculty advisors concerning their advisees

Athletic Department (Ryan Athletic Center)

- Directory information
- Recruiting and eligibility records
- Performance statistics

Center for Health and Counseling (Harper Center, Room 1034)

- Medical records
- Counseling records

Office of International Programs (Creighton Hall, Third Floor)

- Records of international students
- Records of students who studied abroad

Residence Life Office (Swanson Hall 136)

- Housing information

Student Financial Aid Office (Harper Center 2040)

- Financial aid records

University Business Office (Creighton Hall 113)

- Financial records, including those pertaining to tuition, fees, and student loans

University Relations (Wareham Building, 3rd Floor)

- Directory information and other personal data about former students and graduates, and their subsequent activities and achievements

Vice Provost for Student Life (Creighton Hall 224)

- Disciplinary records

University Ministries (Creighton Hall, Room 110)

- Directory information
- Religious affiliation

Questions concerning the Student Records Policy may be referred to the University Registrar, who is designated as the University Custodian of Student Records.

Full-Time Students

All students must be enrolled full time unless the Associate Dean for Student Affairs has approved other arrangements. Registration for each session must be completed on the days designated by the Associate Dean for Student Affairs. Students who take 12 or more semester hours of credit during a semester are considered full-time students.

Grading System and Policy

Course Directors (including Preceptors) of courses, clerkships, and electives in the School of Medicine are the instructors of record and assign grades at the end of each course or clerkship/elective. Instructors evaluate students in a manner that is fair, unbiased, and consistent with the criteria and mechanisms announced at the beginning of the course or clerkship. Final course grades are Honors (SH), Satisfactory (SA), or Unsatisfactory (UN):

1. Honors (SH)
The student performs exceptionally well as defined by the criteria for honors in the course syllabus.
2. Satisfactory (SA)
The student completes all course requirements in a satisfactory manner as defined by the criteria in the course syllabus.
3. Unsatisfactory (UN)
The student fails to meet the minimum requirements for a course, clerkship, or elective as defined in the syllabus or meets one or more of the following criteria.
 - a. In Component I or II, attains an overall course average less than 65%, or attains an overall course average below 70% **AND** has previously received a grade of UN and/or a temporary grade of I (i.e., the student had a final course average between 65-70%) in two or more courses in that Component.
 - b. In Component III, fails an NBME Subject Examination from a clerkship twice, or fails an NBME Subject Examination **AND** has previously received a grade of UN and/or a temporary grade of I in two or more Component III clerkships
 - c. In Component III or IV, fails the clinical component of a clerkship or elective, or
 - d. fails to complete the requirements of a course within one year, or
4. Incomplete (I)*
A student may temporarily receive a grade of Incomplete (I) if he/she:
 - a. has a final course average between 65-70% and is eligible to take a make-up examination before receiving a final course grade in Component I or II. A student is eligible to take make-up examinations in a maximum of two courses per academic year, but may not take a make-up exam if he/she has previously received a UN and/or I in any two previous courses during the Component. The Advancement Committee determines if a student is eligible to take a make-up exam.
 - b. 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. A student is eligible to take a make-up examination in a maximum of two clerkships. A student failing an NBME Subject Examination in a third clerkship will receive an Unsatisfactory grade for that clerkship and will be referred to the Advancement Committee for action.

- c. has been granted an extension to complete course requirements (e.g., OSCE/CSE, H&Ps, written assignments, etc.)

The grade of Incomplete (I) is changed to Satisfactory (SA) when the student satisfactorily completes all required work for the course, clerkship, or elective within the time granted for the extension. If the student has not completed the required work in a satisfactory manner within the time granted (in no case later than one year after the completion of the original course), the Incomplete (I) is changed to Unsatisfactory (UN).

5. 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.

Graduation

Each student must file a formal application for degree (completed online through the N.E.S.T.) with the Registrar by the following deadlines:

Degree completion at end of Spring semester: February 15

Degree completion at end of Summer: March 15
(or June 15 if not participating in Commencement ceremony)

Degree completion at end of Fall semester: October 15
(or previous March 15 if participating in Commencement ceremony prior to degree completion)

Late applicants may be charged a late fee.

Annual University Commencement ceremonies are held in May. Students who complete their degrees in the Spring Semester are expected to be present at Commencement to receive their degrees. Students who complete their degree programs in the Fall Semester may attend Commencement in May following completion. Students who complete their degree requirements during the Summer are encouraged to attend Commencement the preceding May (if approved by their Dean) or may attend the May Commencement following completion. Diplomas of August and December graduates will be mailed upon confirmation of the completion of all degree requirements by the respective Dean.

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

The respective Deans of the Schools and Colleges of the University have the responsibility for approving candidates for graduation.

Those applicants who do not complete all degree requirements or who are not approved must complete another application by the published deadline in order for a degree to be conferred at the end of the next semester.

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.

- **Summa Cum Laude**
Students graduating with greater than or equal to 75% of course work, clerkship, and electives with Honors (SH).
- **Magna Cum Laude**
Students graduating with greater than or equal to 60% of course work, clerkship, and electives with Honors (SH).
- **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 professional standards, regulations, and disciplinary procedures, the student is referred to the School of Medicine Student Handbook.

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.

Requirements for the Degree of Doctor of Medicine

To receive the degree of Doctor of Medicine (M.D.), a student must have demonstrated the knowledge, skills, maturity, integrity, and professional behaviors necessary to undertake the responsibilities of a physician. The student must have passed all courses, clerkships, and electives in a course of study that meets the requirements of the School of Medicine, pass Step 1 of the United States Medical Licensing Examination, pass the Junior Clinical Competency Examination, take Step 2 CK and CS of the United States Medical Licensing Examination and post a score on each, and pass Advanced Cardiac Life Support.

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 interferes greatly with medical education, such work is not allowed. Any exception must be approved by the Associate Dean of Student Affairs. Summer employment is permitted following the M1 year.

Technical Standards

Creighton University is committed to admitting "qualified students without regard to race, color, age, national or ethnic origin, disability,

sex, marital status, or religion." A qualified applicant is a person who demonstrates superior intelligence and other skills to complete a very rigorous curriculum and to meet certain technical standards for physicians and medical students. The M.D. degree attests to the mastery of general knowledge in all fields requisite for the practice of medicine. The awarding of the M.D. degree signifies that the holder is a person who is prepared for the practice of medicine through entry into postgraduate training programs. Thus, the graduate of Creighton University School of Medicine must possess the knowledge and skills to function in a wide variety of clinical settings and to render a wide spectrum of patient care.

In order to acquire the necessary knowledge and skills, medical students must possess certain sensory and motor functions to permit them to carry out activities described below. Medical students must be able to integrate all information received by whatever sensory function is employed, and to do so consistently, rapidly, and accurately. Furthermore, medical students must be able to learn, integrate, analyze, and synthesize data.

Medical students must demonstrate the ability to tolerate physically challenging workloads and to function effectively under stress. Attending to the needs of patients is at the heart of becoming a physician. Academic and clinical responsibilities of medical students may require their presence during daytime and nighttime hours, any day of the year.

Candidates for the M.D. degree must have a variety of abilities and skills including: observation, communication, motor, intellectual-conceptual, integrative, and quantitative abilities, and attitudinal, behavioral, interpersonal, and emotional skills.

Technological accommodation is available to assist in certain cases of disability and may be permitted in certain areas. However, under all circumstances, a candidate for the M.D. degree should be able to perform in a reasonably independent manner. For example, the use of a third party means that a candidate's judgment must be mediated by another person's (the third party) powers of selection and observation. Therefore the use of a third party to assist a candidate or student in meeting the technical standards for admission or graduation is not permitted.

Observation

Candidates and students must have sufficient vision to be able to observe demonstrations, experiments, and laboratory exercises in the basic sciences. They must be able to observe a patient accurately at a distance and close at hand. Medical students must be capable of viewing and interpreting diagnostic modalities and to detect and interpret non-verbal communication from the patient.

Communication

Candidates and students must be able to communicate verbally with patients and colleagues. They should be able to hear the history of a patient and respond to the patient verbally. Candidates and students must be able to read and write in standard format and must be able to interact with computers in rendering patient care. Candidates and students must be proficient in English in order to be able to prepare a legible patient workup and present the workup orally in a focused manner to other health care professionals. Candidates and students must be able to communicate effectively with patients and family members and elicit a clinical history.

Motor

Candidates and students must have sufficient motor function so that they are able to execute movements reasonably required to take a history and to perform a physical examination, including the ability to inspect various physical signs and recognize normal versus abnormal findings. They must be able to elicit information from patients using the techniques of palpation, auscultation, percussion, and other diagnostic maneuvers. They must be able to execute motor movements reasonably required to provide general care and emergency treatment to patients in accordance with currently acceptable medical practice. Candidates and students must be able to utilize gross and fine manual palpation, touch, vibratory sensation, and temperature sensation in describing and evaluating various body parts.

Intellectual-Conceptual, Integrative and Quantitative Abilities

Candidates and students must possess a range of skills that allows mastery of the complex body of knowledge that comprises a medical education. Candidates and students must be able to recall large amounts of information, perform scientific measurements and calculations, and understand and cognitively manipulate three-dimensional models. Candidates and students must be able to learn effectively through a variety of modalities including but not limited to: classroom instruction, small group discussion, individual study of materials, preparation and presentation of written and oral reports, and use of computer-based technology. Candidates and students must exhibit reasoning abilities sufficient to analyze and synthesize information from a wide variety of sources. The ultimate goal of the student will be to render patient care by solving difficult problems and making diagnostic and therapeutic decisions in a timely fashion.

Attitudinal, Behavioral, Interpersonal, and Emotional Attributes

Because the medical profession is governed by generally accepted ethical principles and by state and federal laws, candidates and students must have the capacity to learn and understand these values and laws and to perform within their guidelines. Medical students must be able to relate to patients as well as staff and colleagues with honesty, integrity, non-discrimination, self-sacrifice, and dedication. Medical students must be able to develop mature, sensitive, and effective relationships with patients. Medical students must be able to identify personal reactions and responses, recognize multiple points of view, and integrate these appropriately into clinical decision-making. Medical students must be able to communicate and care for, in a non-judgmental way, persons whose culture, sexual orientation, or spiritual beliefs are different from their own. Candidates and students must be able to examine the entire patient, male or female, regardless of the social, cultural, or religious beliefs of the candidate or student.

Candidates and students must be of sufficient emotional and mental health to utilize fully their intellectual abilities, to exercise good judgment, to complete patient care responsibilities promptly, and to relate to patients, families, and colleagues with courtesy, compassion, maturity, and respect. Candidates and students must be able to modify their behavior in response to constructive criticism. They must be capable of being non-judgmental when caring for a patient and not let their own personal attitudes, perceptions, and stereotypes compromise care of the patient.

In evaluating applicants for admission and in preparing candidates for the M.D. degree, it is essential that the integrity of the curriculum be maintained, that those elements deemed necessary for the education of a physician be preserved, and that the health and safety of patients be maintained. While reasonable accommodation can be made for certain disabilities on the part of the student or candidate, those candidates and students who are disabled will be held to the same fundamental standards as their non-disabled peers.

The Creighton University School of Medicine will consider for admission any candidate who demonstrates the ability to perform the skills and abilities specified in these technical standards with or without reasonable accommodation consistent with the Americans with Disabilities Act. Candidates for the M.D. degree will be assessed on a regular basis according to the Academic Standards and the Technical Standards of the School of Medicine on their abilities to meet the requirements of the curriculum. Students interested in requesting accommodation(s) are encouraged to follow the procedures outlined in Part 4 (Americans with Disabilities Act: Information for Students) of the Student Handbook.

Transcripts

A copy of a student's academic record is called a transcript and is issued by the University Registrar upon signed request, or its equivalent, of the student. Transcript request information is available at the Registrar's Office or on the Registrar's website (<http://creighton.edu/registrar/transcripts>). Copies are not made of transcripts on file from other institutions; any additional copy of these must be requested by the student direct from the original issuing institution.

Unit of Instruction/Credit Hour Policy

The semester credit hour is the unit of instruction at Creighton University.

One credit hour is constituted by a minimum of one hour of classroom or direct instruction plus a minimum of two hours of out-of-class student work each week for a semester (or its equivalent). Utilizing the Carnegie Unit, "one hour" of instruction or class work equals 50 minutes; a semester is defined as not less than 15 weeks.

An equivalent amount of student work (minimum three hours per week for a semester of combined direct instruction and out-of-class student work) must be represented for a credit hour in other academic activities such as laboratories, internships, practica, studio work and other academic work.

Contact the School or College Dean's Office or the Registrar for Creighton's full Credit Hour Policy.

Information regarding the School of Medicine Credit Hour Policy may be obtained from the Office of Medical Education.

Dual Degree Programs

Dual Degree Programs

The School of Medicine offers dual degree programs for students earning a Doctor of Medicine (M.D.) degree along with a:

- Ph.D. (p. 46)
- M.S., Health Care Ethics (p. 46)
- M.S., Clinical and Translational Science (<http://catalog.creighton.edu/graduate/graduate-programs-courses/clinical-translational/clinical-translational-science-md-ms>)

- M.B.A. (p. 47)

M.D./Ph.D. Dual Degree Program

M.D./Ph.D.

The MD/PhD program's objective is to train physician-scientists to be an integral component of the healthcare system, now and into the future. Training such individuals is as unique as the expectations for successful trainees:

- Provide excellent patient care.
- Lead discovery in disease focused biomedical research.
- Promote translational research with accelerated progression of discoveries to the bed-side.
- Be a leader in biomedical research and healthcare delivery.

Please review the following sources for a complete explanation of the MD/PhD program, curriculum, and application process.

- MD/PhD Overview (<https://medschool.creighton.edu/future-students/dual-degree-programs/md-phd-programs>)
- MD/PhD Application (<https://medschool.creighton.edu/future-students/application-process>)

M.D./M.S. in Health Care Ethics Dual Degree Program

M.D./M.S. in Health Care Ethics Dual Degree Program

The Creighton University School of Medicine and the Graduate School offer a coordinated dual degree program leading to the separate conferral of both the Medical Doctor and the Master of Science in Health Care Ethics degrees. The program is structured so that students will receive credit toward the MS degree for the IDC 135 Ethical and Legal Topics in Clinical Medicine course, complete one ethics course the summer between the M1 and M2 year, and then take a full year to focus on the MSHCE degree between the M2 and M3 years. Students will complete the MS degree during the M4 year by taking the MHE 609 Capstone course, which will also fulfill two M4 elective requirements.

Admission Requirements

Admission to the MD/MS in Health Care Ethics requires acceptance into the medical degree program at Creighton University and completion of an entrance questionnaire and essay.

Applicants must submit the following documents:

Application: a completed application form.

Essay: Using 500 words or less per question, please respond to the following:

- List three "big" questions in contemporary health care ethics then choose one of the questions to answer or write a commentary on why you think this particular issue is so important.
- Explain how successful completion of this program will assist you in achieving your professional goals.

M.S. Program Requirements for M.D. Students

M.D./M.S. in HCE students must take the following twenty-seven (27) hours of MHE courses, plus the IDC 135 Ethical and Legal Topics in Clinical Medicine course that is taken as a standard part of the medical school curriculum:

MHE 601	Health Policy	3
MHE 602	Research Ethics	3
MHE 603	Law and Health Care Ethics	3
MHE 604	Social and Cultural Contexts of Health Care	3
MHE 605	Philosophical Bioethics	3
MHE 606	Theories of Justice	3
MHE 607	Practical Ethics in Health Care Settings	3
MHE 608	Practicum	3
MHE 609	Capstone	3
Total Credits		27

M.D./M.S. applicants will also be asked to grant the Creighton University School of Medicine permission to release the entire contents of their AMCAS (American Medical College Application Service) application to the Creighton University Graduate School and the Center for Health Policy and Ethics for the purpose of application to the Master of Science in Health Care Ethics program.

M.D./M.B.A. Dual Degree Program

M.D./M.B.A.

Students have the opportunity to obtain a Doctor of Medicine (M.D.) and a Master of Business Administration (M.B.A.) through a coordinated dual degree program offered by the School of Medicine and the Heider College of Business. This dual degree program pairs the traditional medical curriculum with a M.B.A. degree. The M.B.A. degree is largely completed during a sabbatical year from medical school. Students in the program complete the M.B.A. curriculum as full-time students between the M2 and M3 years of medical school. This degree program provides students with additional career opportunities as administrators and executives in health-care related fields. It will also help M.D.s in large and small practices perform business-related functions more effectively and with a deeper level of understanding.

Eligibility for Admission

Students entering the M.B.A. curriculum must provide evidence that they have completed IDC 135 Ethical and Legal Topics in Clinical Medicine; 3 credit hours and IDC 138 Evidence Based Medicine; 1 credit hour. The traditional M.B.A. application must be completed, including an application form, brief essay, two letters of recommendation, and transcripts (copies from School of Medicine files are adequate). Prior admission to medical school and the MCAT score implied by that admission is accepted in lieu of a GMAT score submission for this program.

M.B.A. Requirements

33 total credit hours; 4 transferred from IDC 135 Ethical and Legal Topics in Clinical Medicine and IDC 138 Evidence Based Medicine; 29 additional business credit hours

All M.D./M.B.A. students will complete two core courses (6 credit hours) that address business processes and skills. MBA 771 Leadership and Organizational Behavior should be taken early in the student's program

of study; MBA 775 Business Policy And Managerial Action is a capstone business course and thus should be taken near the end.

PostBaccalaureate Program (PBP)

Program Director: Sade Kosoko-Lasaki, M.D., M.S.P.H., M.B.A.
Program Office: Hixson-Lied Science Building G13

Program and Objectives

Certificate Program

Pre-Medical Postbaccalaureate Pre-Professional Studies

Creighton University's Postbaccalaureate Program is designed to aid 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. Finally 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.

Prerequisites for Admission

Prior to admission to the post-baccalaureate program, each applicant must have fulfilled all pre-medical science requirements and have completed an undergraduate degree or higher from a regionally accredited United States college or university. Applicants must have earned a baccalaureate degree and must not have been previously accepted to a medical school. However, applicants must have been previously denied admission to medical school. 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.

Goal

The goal of the Postbaccalaureate program is to strengthen the academic and test-taking skills of disadvantaged students in order to enhance their competitiveness for application to medical school.

Required Courses (55 Credits)

Diagnostic Summer Session

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
PBP 404	Pre-Medical Mathematics Preview	1
PBP 405	Pre-Medical Physics Preview	1
PBP 420	Pre-Medical Academic Excellence	1
PBP 418	Pre-Medical Integrated Cultural Awareness	1.5

Fall Academic Session

PBP 406	Pre-Medical Biology Review	3
PBP 407	Pre-Medical Chemistry Review	3
PBP 408	Pre-Medical Analytic Reading Review Part A	1

PBP 424	Pre-Medical Analytic Reading Review Part B	2
PBP 409	Pre-Medical Writing Review	1
PBP 410	Pre-Medical Mathematics Review	3
PBP 411	Pre-Medical Physics Review	3
PBP 428	Pre-Medical Cultural Analytical Literature	2
PBP 421	Pre-Medical Academic Excellence	1
Spring Academic Session		
PBP 412	Pre-Medical Biology	3
PBP 413	Pre-Medical Chemistry	4
PBP 434	Pre-Medical Analytical Reading	1
PBP 415	Pre-Medical Writing	1
PBP 416	Pre-Medical Mathematics	3
PBP 417	Pre-Medical Physics	3
PBP 422	Pre-Medical Academic Excellence	1
PBP 538	Pre-Pharmacy Biology	1
Prematriculation Session		
PBP 501	Pre-Medical Molecular and Cell Biology	2
PBP 502	Pre-Medical Anatomy	2
PBP 503	Pre-Medical Principles of Microbiology	1
PBP 504	Pre-Medical Host Defense	1
PBP 505	Pre-Medical Pharmacology	1
PBP 506	Pre-Medical Neurosciences	1
PBP 419	Pre-Medical Academic Excellence	1

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.

Michael Aaronson, *Assistant Professor of Medicine* (2009).

B.A., Bowdoin College, 1992; M.D., University of Connecticut School of Medicine, 1996

Adil A. Abdalla, *Assistant Professor of Medicine* (2014).

M.B.,B.S., School of Medicine, University of Khartoum (Sudan), 1994

Hesham E. Abdelrazek, *Assistant Professor of Medicine* (2016).

M.B.,CH.B., University of Alexandria School of Medicine, 1994

Shahab Abdessalam, *Assistant Clinical Professor of Pediatrics* (2011).

B.A., The Ohio State University, 1991; M.D., 1995

Peter W. Abel, *Professor of Pharmacology* (1987; 1997).

B.S., University of Wisconsin, 1973; Ph.D., West Virginia University, 1978

Ahmed S. Aboeata, *Assistant Professor of Medicine* (2014).

M.B.,B.Ch., Faculty of Medicine, Ain Shams University (Egypt), 2001

Moohsen Abou Seif, *Assistant Clinical Professor of Family Medicine* (2009; 2013).

M.D., Cairo University School of Medicine (Egypt), 1993

Minnie Abromowitch, *Associate Clinical Professor of Pediatrics* (1996).

B.S., University of Manitoba, 1969; M.D., 1973

Mahmoud Abu Hazeem, *Assistant Professor of Medicine* (2013).

Hussam Abuissa, *Associate Professor of Medicine* (2009; 2015).

B.S., University of Jordan (Jordan); M.B., University of Jordan (Jordan), 1999

Edward D. Adickes, *Associate Clinical Professor of Pathology* (1990; 2014).

B.S., Albright College, 1971; D.O., College of Osteopathic Medicine and Surgery, 1977

Himanshu Agarwal, *Assistant Clinical Professor of Medicine* (2014).

M.B., B.S., King George's Medical College, 1990

Devendra K. Agrawal, *Professor of Biomedical Sciences* (1985; 2004); *Professor of Medicine* (1985; 2004); *Professor of Medical Microbiology and Immunology* (1995; 1997); *Chair, Department of Clinical and Translational Science* (2015).

B.Sc., Lucknow University (India), 1971; M.Sc., 1973; Ph.D., 1978; Ph.D., McMaster University (Canada), 1984

Carrie Aguilar, *Instructor of Obstetrics & Gynecology* (2015).

B.A., University of Southern California, 1997; M.D., Saint Louis University School of Medicine, 2007

Mehmud Ahmed, *Assistant Clinical Professor of Psychiatry* (2012).

B.S.; M.B., King Edward Medical College (Pakistan), 1988

Shair Ahmed, *Assistant Clinical Professor of Surgery* (2015).

B.S., University of Arizona, 2003; M.D., University of Arizona, 2007

Mohammed P. Akhter, *Professor of Medicine* (1991; 2003); *Professor of General Dentistry* (1992; 2003).

B.S., NED University of Engineering and Technology, 1981; M.S., University of Nebraska, 1983; Ph.D., University of Nebraska-Lincoln, 1988

Lishan Aklog, *Associate Professor of Surgery* (2007).

M.A., Harvard College, 1985; M.D., Harvard College, 1989

Saifuldeen Al-Qaisi, *Assistant Professor of Internal Medicine* (2015; 2016).

M.D., University of Baghdad College of Medicine, 2006

Nada Al-Skaf, *Special Assistant Professor of Medicine* (2009; 2012).

M.D., Damascus University (Syria), 1998

Kyrieckos Aleck, *Clinical Professor of Pediatrics* (2012).

A.B., Harvard University, 1969; M.D., Washington University School of Medicine, 1973

Venkata Alla, *Assistant Professor of Medicine* (2009; 2012).

B.S., Osmania Medical College (India), 2000; M.B., Osmania Medical College (India), 2000

Sandra Allbery, *Associate Clinical Professor of Radiology* (2004; 2013).

B.A., Creighton University, 1988; M.D., University of Nebraska Medical Center, 1992

Edith Allen, *Assistant Professor of Pediatrics* (2007).

M.D., Universidad Mexico-Americana Del Norte, 1996

Elise Allen, *Assistant Clinical Professor of Surgery* (2004).

B.S., University of Iowa, 1991; M.D., University of Iowa, 1996

Robert Allen, *Clinical Professor of Pathology* (2005; 2015).

B.S., Southeastern Louisiana University, 1967; Ph.D., Tulane University, 1973; M.D., Tulane University, 1977

Imad Alsakaf, *Assistant Professor of Psychiatry* (2011).

M.D., Damascus University School of Medicine (Syria), 1955

M.D., Ross University School of Medicine, 2010

Jeffrey Alvarez, *Assistant Clinical Professor of Medicine* (2013).
B.S., The University of Arizona, 1994; M.D., The University of Arizona
College of Medicine, 1998

Nwando A. Anyaoku, *Associate Clinical Professor of Pediatrics* (2015).
MPH, Johns Hopkins University, 1994; M.D., College of Medicine
University of Nigeria (Nigeria), 1990

Mohamad Alyafi, *Assistant Professor of Medicine* (2011).
Damascus University School of Medicine (Syria), 1998

Wendy Arafiles, *Assistant Clinical Professor of Pediatrics* (2011).
M.D., John A. Burns School of Medicine, 2003

Kenton Amstutz, *Assistant Clinical Professor of Pediatrics* (2005).
B.A., Cedarville University, 1978; D.O., University of Osteopathic
Medicine and Surgery, 1983

James O. Armitage, *Clinical Professor of Medicine* (1992).
B.S., University of Nebraska-Lincoln, 1969; M.D., University of
Nebraska Medical Center, 1973

Matthew Anastasi, *Assistant Professor of Family Medicine* (2016).
B.A., Colgate University, 2002; M.D., Ross University School of
Medicine (West Indies), 2008

Monica Arora, *Associate Professor of Psychiatry* (2003; 2010); *Associate
Professor of Pediatrics* (2005; 2010).
M.B., B.S., Grant Medical College, 1998

Amy Anderson, *Assistant Clinical Professor of Psychiatry* (2013).
B.A., University of Nebraska; M.D., University of Nebraska Medical
Center

Amy J. Arouni, *Associate Professor of Medicine* (1994; 2009).
B.S., Creighton University, 1987; M.D., Creighton University, 1991

Geoffrey Anderson, *Adjunct Assistant Professor of Psychiatry* (2002; 2004;
2014).
B.S., Mary College, 1981; M.A., University of South Dakota, 1985;
Ph.D., University of South Dakota, 1988

Martha A. Arouni, *Assistant Clinical Professor of Medicine* (2009).
B.S., Creighton University, 1979; M.D., Creighton University, 1984

Robert J. Anderson, *Professor of Medicine* (1985; 1995); *Professor of
Biomedical Sciences* (1992; 1995).
M.S., University of Minnesota, 1981; M.D., Northwestern University
Medical School, 1973

Juan A. Asensio, *Professor of Surgery* (2014); *Professor of Clinical and
Translational Science* (2016).
B.S., University of Illinois-Chicago, 1975; M.D., Rush Medical
College, 1979

William Anderson, *Assistant Clinical Professor of Pathology* (2012).
M.D., University of Iowa, 1979

Nathan G. Asher, *Assistant Clinical Professor of Pediatrics* (2009).
B.S., Nebraska Wesleyan University, 2000; M.D., University of
Nebraska Medical Center, 2005

Ann Anderson-Berry, *Associate Clinical Professor of Pediatrics* (2004).
B.A., University of Wyoming, 1994; M.D., Creighton University School
of Medicine, 1998

Mansour Assar, *Associate Clinical Professor of Medicine* (2011).
B.S., Pittsburg State University, 1980; M.S., Pittsburg State
University, 1982; M.D., World University of Medicine (DR), 1985

Leslie Andes, *Assistant Clinical Professor of Anesthesiology* (2012).
B.Sc., Ohio State University, 1976; M.D., Ohio State University
College of Medicine, 1983

Diana Atashroo, *Instructor of Obstetrics & Gynecology* (2011).
B.A., University of Missouri-Kansas City; M.D., University of
Missouri-Kansas City, 2007

John Andresen, *Assistant Clinical Professor of Pediatrics* (2005).
B.A., Dana College, 1978; Master of Divinity, Luther Northwestern
Theological Seminary, 1984; M.D., University of Nebraska Medical
Center, 2000

Ashutosh Atri, *Assistant Clinical Professor of Psychiatry* (2013).
B.S., SS Medical College (India); M.B., SS Medical College (India),
2005

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

Naftaly Attias, *Assistant Professor of Surgery* (2012).
Ben Gurion University of the Negev (Israel), 1991

James P. Andry, *Assistant Professor of Surgery* (2015).
B.S., University of Notre Dame, 2002; M.S., Georgetown University,
2003; M.D., Georgetown University, 2007

Bhavish Aubeleauk, *Assistant Clinical Professor of Medicine* (2016).
M.D., Luliu Hatieganu University (Romania), 2006

Katherine Anglim, *Assistant Clinical Professor of Pediatrics* (2005).
B.S., University of Nebraska-Lincoln, 1997; M.D., University of
Nebraska Medical Center, 2001

Nagi Ayoub, *Assistant Clinical Professor of Surgery* (2006).
B.S., Creighton University, 1991; M.D., Creighton University, 1995

Jennifer Anthone, *Clinical Instructor of Medicine* (2013).
Pharm.D., Creighton University School of Pharmacy and Health
Professions, 2008

Mohanprabu Ayyaswamy, *Assistant Professor of Neurology* (2014).
M.B., B.S., MGR Medical University, Coimbatore Medical College,
1999

John S. Anwar, *Assistant Professor of Medicine* (2014).

Donald R. Babin, *Professor Emeritus of Biomedical Sciences* (1967; 2007).
B.S., University of New Brunswick (Canada), 1958; Ph.D., University
of New Brunswick (Canada), 1962

Funda S. Bachini, *Assistant Clinical Professor of Psychiatry* (2015).
B.S., Colorado State University, 2001; M.D., Drexel University College
of Medicine, 2010

Henry S. Badeer, *Professor Emeritus of Biomedical Sciences* (1967; 1991).

- M.D., American University of Beirut (Lebanon), 1938
- Jae-O Bae**, *Assistant Clinical Professor of Surgery* (2015).
B.A., Johns Hopkins University, 1996; M.D., University of Medicine and Dentistry of New Jersey-Robert Wood Johnson Medical School, 2000
- Robert B. Bailey Jr.**, *Assistant Clinical Professor of Pediatrics* (2014).
A.B., Harvard University, 1977; M.D., Yale University School of Medicine, 1981
- Robert T. Bailey**, *Associate Clinical Professor of Surgery* (2014).
Pre-Pharm, College of Charleston, 1975; Pharm.D., Medical University of South Carolina College of Pharmacy, 1979; M.D., Creighton University School of Medicine, 1994
- Karen Baker**, *Assistant Professor of Radiology* (2011).
B.S., Marist College, 1980; M.D., University of Arizona, 1990
- Philip Baker**, *Assistant Clinical Professor of Radiology* (2012).
B.S., Brigham Young University, 1988; M.D., University of Alberta (Canada), 1993
- Marcus Balters**, *Associate Professor of Surgery* (2005; 2015).
B.S., Texas Christian University, 1991; M.D., University of Nebraska Medical Center, 1996
- Chantay Banikarim**, *Assistant Professor of Pediatrics* (2012).
B.S., University of Massachusetts and Amherst, 1986; M.D., Medical College of Pecs (Hungary), 1992
- Sarah Bannister**, *Assistant Clinical Professor of Pediatrics* (2012).
B.S., University of Arizona, 2003; D.O., University of New England, College of Osteopathic Medicine, 2006
- Carrie Barker**, *Assistant Clinical Professor of Pediatrics* (2011).
B.A., Northwestern University, 1991; M.A., University of California, 1994; M.D., University of Iowa, 2005; Ph.D., New York University, 2007
- Danielle Barnett**, *Assistant Professor of Family Medicine* (2016).
B.S., Northern Arizona University, 2007; D.O., A.T. Still University-School of Osteopathic Medicine Arizona, 2011
- Bruce Baron**, *Assistant Clinical Professor of Radiology* (2014).
B.S., Allegheny College, 1983; D.O., Des Moines University College of Osteopathic Medicine and Surgery, 1987
- Eugene J. Barone**, *Adjunct Professor of Family Medicine* (2005; 1992).
B.S., LeMoyné College, 1972; M.D., Creighton School of Medicine, 1976
- Frank Barranco**, *Assistant Professor of Neurology* (2012).
B.A., Williams College, 1979; M.D., University of Southern California School of Medicine, 1983
- Michael Barsoom**, *Associate Clinical Professor of Obstetrics & Gynecology* (2012).
B.S., Creighton University, 1991; M.D., Creighton University, 1995
- Jason C. Bartz**, *Professor of Medical Microbiology & Immunology* (2003; 2013); *Associate Dean, Academic and Faculty Affairs* (2013).
B.S., University of Wisconsin-Stevens Point, 1990; M.S., University of Wisconsin-Madison, 1994; Ph.D., University of Wisconsin-Madison, 1998
- Khalid Bashir**, *Assistant Professor of Medicine* (2005).
M.B.B.S., King Edward Medical College (Pakistan), 1987
- John T. Batter**, *Assistant Clinical Professor of Surgery* (2016).
Pharm.D., University of Nebraska Medical Center, 1983; M.D., Creighton University School of Medicine, 1987
- Cindy S. Bauer**, *Assistant Clinical Professor of Pediatrics* (2014).
B.S., Marquette University, 2003; M.D., Medical College of Wisconsin, 2007
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- Karen Bremer**, *Assistant Professor of Neurology* (2009).
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B.A., Georgetown University, 1994; M.D., University of Arizona College of Medicine, 2000

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- Curtis Dickman**, *Professor of Surgery* (2012).
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- Nicholas Dietz**, *Assistant Professor of Pathology* (2011); *Assistant Professor of Clinical and Translational Science* (2016).
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- Matthew F. Dilisio**, *Assistant Professor of Surgery* (2014); *Assistant Professor of Clinical and Translational Science* (2016).
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- Claudia Dima**, *Assistant Professor of Medicine* (2011).
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- Edward Donahue**, *Assistant Clinical Professor of Surgery* (2008).
B.S., Villanova, 1970; M.S., University of Illinois, 1982; M.D., Temple Medical, 1979
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- Kaleo Ede**, *Assistant Clinical Professor of Pediatrics* (2012).
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- John C. Egan**, *Assistant Clinical Professor of Pediatrics* (2013).
B.S., University of Notre Dame, 1991; M.D., Loyola University of Chicago Stritch School of Medicine, 1995
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B.S., University of Nebraska-Lincoln, 1996; M.D., University of Nebraska Medical Center, 2001
- Lewis Eirinberg**, *Assistant Clinical Professor of Family Medicine* (2013).
- Michelle Elieff**, *Assistant Clinical Professor of Pathology* (2012).
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- Evan B. Eller**, *Assistant Clinical Professor of Anesthesiology* (2013).
B.S., Emory University, 1988; M.D., University of South Florida College of Medicine, 1992
- William Ellert**, *Associate Professor of Family Medicine* (2011).
B.S.N., The Catholic University of America, 1981; M.D., Northeastern Ohio Universities, 1991
- Gary N. Elsasser**, *Professor of Pharmacy Practice* (1981; 2010); *Professor of Family Medicine* (1996; 2011).
Pharm.D., University of Nebraska Medical Center, 1980
- Joel D. Elson**, *Assistant Clinical Professor of Radiology* (2014).
B.S., University of Nebraska at Kearney, B.S.; M.D., University of Nebraska Medical Center, M.D.
- James Elston**, *Associate Clinical Professor Emeritus of Obstetrics & Gynecology* (1984; 2006).
M.D., Creighton University School of Medicine, 1959
- Scott Enderby**, *Assistant Clinical Professor of Medicine* (2012).
B.S., University of Denver, 1984; D.O., College of Osteopathic Medicine, 1989
- Richard Engel**, *Assistant Clinical Professor of Pediatrics* (2011).
B.A., University of Philadelphia, 1998; M.D., New York University School of Medicine, 2002
- Melissa England**, *Clinical Instructor of Pediatrics* (2016).
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- Cassie A. Eno**, *Assistant Clinical Professor of Family Medicine* (2015).
B.A., Simpson College, 2006; M.A., University of Alabama, 2008; Ph.D., University of Alabama, 2010
- Christopher Erickson**, *Clinical Professor of Pediatrics* (2002; 2010).
B.S., Nebraska Wesleyan University, 1980; M.D., University of Nebraska Medical Center, 1984
- Jennifer Eschbacher**, *Assistant Clinical Professor of Pathology* (2012).
M.D., Wayne State University School of Medicine, 2003
- Rosemary Esseks**, *Clinical Instructor of Psychiatry* (2015).
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- Dennis Esterbrooks**, *Professor of Medicine* (1977; 2009); *Interim Chair, Medicine* (2012).
B.S., College of St. Thomas, 1968; M.D., Creighton University School of Medicine, 1974
- Gale Etherton**, *Assistant Clinical Professor of Medicine* (2010).
B.A., University of Colorado, 1988; M.D., Medical College of Wisconsin, 1994
- Don L. Evans**, *Assistant Clinical Professor of Radiology* (2014).
B.A., Washington University, 1988; M.D., University of Nebraska Medical Center, 2002
- Monica Evans**, *Clinical Instructor of Surgery* (2011).
B.A., Princeton University, 1999; M.D., St. Louis University School of Medicine, 2004
- Amy Evans Werth**, *Assistant Professor of Medicine* (2014; 2016).
B.S., Creighton University, 2010; M.D., Creighton University School of Medicine, 2014
- Timothy R. Fangman**, *Assistant Clinical Professor of Medicine* (2014).
B.S., University of Notre Dame, 1968; M.D., Creighton University School of Medicine, 1972
- John Farley**, *Professor of Obstetrics & Gynecology* (2011).
B.S., United States Military Academy, 1986; M.D., Uniformed Services University of the Health Sciences, 1990
- Joanna E. Faryna**, *Assistant Clinical Professor of Psychiatry* (1999).
M.D., Academy of Medicine (Poland), 1987
- Richard J. Feldhaus**, *Associate Clinical Professor of Surgery* (1965; 2011).
B.S., Creighton University, 1953; M.S., Creighton University, 1955; M.D., Creighton University School of Medicine, 1959
- Michael Feloney**, *Associate Professor of Surgery* (2007; 2013).
B.S., Santa Clara University, 1994; M.D., St. Louis University, 1999
- Jose Fernandes**, *Assistant Clinical Professor of Neurology* (2012).
M.D., Federal University of Bahia (Brazil), 1991
- Praveen P. Fernandes**, *Professor of Psychiatry* (2002; 2016).

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Debra Fiala, *Assistant Clinical Professor of of the Center for Health Policy and Ethics* (2011).
B.S., Nebraska Wesleyan University, 1987; M.D., Northwestern
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Terry Fife, *Associate Clinical Professor of Neurology* (2011).
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O.D., Southern College of Optometry, 1979

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B.S., State University of New York at Stony Brook, 1988; M.D., State University of New York at Buffalo, 1992

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B.A., University of Arizona, 1997; M.D., University of Arizona, 2003

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B.S., Creighton University, 1972; M.D., Creighton University School of Medicine, 1979

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Gary L. Gorby, *Associate Professor of Medicine* (1989; 1996); *Associate Professor of Medical Microbiology and Immunology* (1989; 1996).

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Mary Hahn, *Assistant Clinical Professor of Pathology* (2012).

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Richard J. Hallworth, *Professor of Biomedical Sciences* (2000; 2007).

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M.D., Pham Ngoc Thach University of Medicine (Vietnam), 1998

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Martin Harrington, *Assistant Clinical Professor of Psychiatry* (2006).

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John Harris, *Assistant Clinical Professor of Medicine* (2007).

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Francis J. Harrison, *Assistant Professor of Pediatrics* (1995; 1996).

B.S., Villanova, 1986; M.S., Villanova, 1988; M.D., Creighton University School of Medicine, 1992

Rosanne Hart, *Assistant Clinical Professor of Pediatrics* (2011).

B.S., South Dakota School of Mines and Technology, 1989; M.D., University of South Dakota, 2003

John Hartley, *Assistant Clinical Professor of Pediatrics* (2011).

B.A., Brown University, 1988; D.O., University of North Texas Health Science, 1998

Stephanie J. Hartman, *Assistant Clinical Professor of Medicine* (2012; 2013).

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Samad Hashimi, *Assistant Professor of Surgery* (2012).

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Aly Hassan, *Assistant Clinical Professor of Psychiatry* (2009).

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B.A., Oliver College, 1977; M.A., Truman State University, 1980; D.O., Michigan State University, 1989
- Ralph J. Hauke**, *Special Assistant Professor of Medicine* (2008; 2011).
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- Lindsey J. Hauser**, *Assistant Clinical Professor of Psychiatry* (2015).
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- Warren Hayes**, *Assistant Clinical Professor of Family Medicine* (2010).
B.S., Creighton University, 1986; M.D., Creighton University School of Medicine, 1990
- Moustafa Hazin**, *Assistant Professor of Medicine* (2011).
B.S., Montclair State University, 2003; D.O., New York College of Osteopathic Medicine, 2007
- David Zhi-Zhou He**, *Professor of Biomedical Sciences* (2000; 2007).
M.D., Najing Railway Medical College (PR China), 1983
- Don Headley**, *Assistant Professor of Medicine* (2012).
B.S., University of Wisconsin, 1972; M.D., George Washington University, 1986
- James Healy**, *Professor Emeritus of Pathology* (1990; 2007).
B.S., Creighton University, 1980; M.D., Creighton University School of Medicine, 1984
- Christopher J. Heaney**, *Assistant Clinical Professor of Psychiatry* (2001).
B.S., Creighton University, 1947; M.D., Creighton University School of Medicine, 1951
- Robert P. Heaney**, *Professor of Medicine* (1957; 1961).
B.S., Creighton University, 1947; M.D., Creighton University, 1951
- Shannon Heck**, *Assistant Clinical Professor of Medicine* (2012).
B.S., University of Arizona, 1995; M.D., Eastern Virginia Medical School, 2001
- Linda Heckler**, *Assistant Clinical Professor of Pediatrics* (2011).
B.S., Purdue University, 1972; M.D., University of Arizona College of Medicine, 1999
- Andrew Heckman**, *Assistant Clinical Professor of Psychiatry* (2015).
B.A., Butler University, 2005; M.S., Indiana University, 2007; Ph.D., Indiana University, 2010
- Jodanne Hedrick**, *Assistant Clinical Professor of Obstetrics & Gynecology* (2011).
B.S., Northern Michigan University, 1993; D.O., Kirksville College of Osteopathic Medicine, 1997
- Tom T. Hee**, *Professor of Medicine* (1978; 2009).
B.S., California State University at Los Angeles, 1972; M.D., Creighton University School of Medicine, 1967
- George Hemstreet III**, *Clinical Professor of Surgery* (2005).
B.S., Wake Forest University, 1963; M.D., Hahnemann Medical College and Hospital, 1968
- Richard Hendrix**, *Assistant Clinical Professor of Family Medicine* (2013).
B.S., University of Arizona, 1979; M.D., University of Arizona, 2001
- Michael M. Henry**, *Assistant Clinical Professor of Pediatrics* (2012).
B.S., Trinity College, 1994; M.D., Jefferson Medical College of Thomas Jefferson University, 1998
- Michael P. Henry**, *Clinical Instructor of Surgery* (2013).
B.S., Simon Fraser University, 1997; M.D., University of British Columbia, 2002
- Andrea Herman**, *Assistant Clinical Professor of Family Medicine* (2007).
B.A., Mid America Nazarene University, 1990; M.D., University of Nebraska Medical Center, 1995
- Michael J. Hervey**, *Clinical Instructor of Obstetrics & Gynecology* (2014).
B.S., Morehouse College, 1998; M.S., Harvard University, 2001; M.D., University of Virginia School of Medicine, 2005
- Joseph Hessel**, *Associate Clinical Professor of Surgery* (2012).
B.A., Rice University, 1977; M.S., University of Texas, 1979; M.D., University of Texas Health Science Center, 1983
- Michael Hibner**, *Professor of Obstetrics & Gynecology* (2005; 2011).
M.D., Medical University of Warsaw (Poland), 1992; Ph.D., Medical University of Warsaw (Poland), 2000
- Jennifer Hickman**, *Clinical Instructor of Pediatrics* (2012).
B.S., University of Illinois at Urbana-Champaign, 2001; M.D., University of Colorado Health Sciences Center at Denver, 2006
- Nancy T. Hicks**, *Assistant Clinical Professor of Obstetrics & 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
- Lee D. Hieb**, *Assistant Clinical Professor of Surgery* (2013).
B.S., University of Iowa, 1976; M.D., University of Rochester School of Medicine and Dentistry, 1980
- Thomas W. Hilgers**, *Clinical Professor of Obstetrics & Gynecology* (1977; 2004).
B.S., St. John's University, 1964; M.D., University of Minnesota at Minneapolis, 1969
- Daniel E. Hilleman**, *Professor of Pharmacy Practice* (1981; 1994); *Professor of Medicine* (1994).
Pharm.D., Creighton University, 1981
- Ronald Hobbs**, *Assistant Clinical Professor of Medicine* (2015).
B.S., Arizona State University, 2004; M.D., Texas A&M College of Medicine, 2008
- William A. Hodge**, *Assistant Professor of Surgery* (2015).
M.D., Rush Medical Center, 1977
- Tony Hodges**, *Assistant Professor of Medicine* (2010; 2011); *Assistant Professor of Medicine* (2014).
B.Sc., Louisiana Tech University, 1987; M.D., Louisiana State University, 1991
- Deborah Hoffnung**, *Assistant Clinical Professor of Neurology* (2014).
B.A., Washington University, 1996; M.A., Louisiana State University, 1998; Ph.D., Louisiana State University, 2002
- Peter Hogan**, *Assistant Professor of Family Medicine* (2008; 2011).

- B.S., New York University, 1973; M.D., The University of Arizona College of Medicine, 1993
- Travis C. Holcombe**, *Assistant Clinical Professor of Surgery* (2014).
B.A., Brown University, 1982; M.D., Johns Hopkins University School of Medicine, 1986
- Heather Holley**, *Instructor of Pediatrics* (2014).
B.S., Grand Canyon University, 2002; D.O., Midwestern University of Arizona College of Osteopathic Medicine, 2009
- Jeff (Mark) Holmberg**, *Professor of Internal Medicine* (1990; 2016).
B.S., Iowa State University, 1979; Ph.D., University of Nebraska, 1983; M.D., Creighton University School of Medicine, 1987
- Fred D. Holmes**, *Assistant Clinical Professor of Surgery* (2013).
B.A., California State University, 1974; B.S., University of California-San Francisco, 1975; M.D., University of California-San Francisco, 1979
- Joseph M. Holthaus**, *Professor Emeritus of Medicine* (1951; 2002); *Dean Emeritus* (1996).
B.S.M., Creighton University, 1944; M.D., Creighton University School of Medicine, 1947
- Yoon Hong**, *Assistant Clinical Professor of Surgery* (2012).
B.A., Rice University, 1998; M.D., Stanford University, 2003
- Harvey A.J. Hopkins**, *Assistant Clinical Professor of Medicine* (2012).
B.S., University of Nebraska, 1983; M.D., University of Nebraska Medical Center, 1987
- Russell J. Hopp**, *Professor of Pediatrics* (1984; 1996); *Professor of Medicine* (1999).
B.S., Creighton University, 1970; D.O., College of Osteopathic Medicine, 1975
- John D. Horgan**, *Assistant Clinical Professor of Surgery* (2004; 2014).
B.A., Creighton University, 1983; M.D., Creighton University School of Medicine, 1987
- John M. Horne**, *Special Assistant Professor of Medicine* (2015).
B.S., Barrett Honors College, 2005; M.S., Rosalind Franklin University, 2006; M.D., Rosalind Franklin University of Medicine and Science, 2010
- Bruce L. Houghton**, *Associate Professor of Medicine* (1994; 2004).
B.S., Creighton University, 1987; M.D., Creighton University School of Medicine, 1991
- Robert M. Howell**, *Assistant Clinical Professor of Emergency Medicine* (1985).
B.S., Creighton University, 1974; M.D., Creighton University School of Medicine, 1978
- Suzanne L. Hruza**, *Assistant Clinical Professor of Radiology* (2014).
B.S., University of Nebraska, 1980; M.D., University of Nebraska Medical Center, 1984
- Hudson H.T. Hsieh**, *Clinical Professor of Psychiatry* (1980; 2009).
M.D., Taipei Medical College (Taiwan), 1974
- Hao Hsu**, *Assistant Clinical Professor of Pediatrics* (2012).
B.A., Harvard University, 1999; M.D., University of Alabama School of Medicine, 2004
- Tilina Hu**, *Assistant Professor of Radiology* (2011).
B.A., Austin College, 2000; M.D., University of Texas-Southwestern Medical School, 2004
- Jasmine Huang**, *Assistant Professor of Surgery* (2011).
B.A., Brown University, 1997; M.D., Brown University, 2001
- Anne Hubbard**, *Clinical Professor of Pediatrics* (2011).
B.S., University of Nebraska, 1974; M.D., University of Nebraska Medical Center, 1977
- Michelle Huddleston**, *Assistant Clinical Professor* (2011).
B.S., East Carolina University, 1990; M.D., East Carolina University School of Medicine, 1995
- Cathy Hudson**, *Assistant Professor of Pediatrics* (1995; 1998).
B.S., Creighton University, 1988; M.D., Creighton University School of Medicine, 1992
- Bill (Guillermo) 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**, *Professor of Medicine* (1989; 2012).
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- Shriley L. Huerter**, *Assistant Clinical Professor of Medicine* (2014).
B.S., Creighton University, 1980; M.D., Creighton University School of Medicine, 1985
- Claire B. Hunter**, *Professor of Medicine* (1986; 2013).
B.A., University of Kansas, 1974; B.S./Med.Tech., University of Kansas, 1975; M.S., University of Kansas, 1979; M.D., Creighton University School of Medicine, 1983
- William J. Hunter III**, *Professor of Pathology* (1980; 2005); *Professor of Clinical and Translational Science* (2016).
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., Arizona State University, 1977
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B.S., Mount Saint Mary's College (Maryland), 1970; M.D., Creighton University School of Medicine, 1974
- Brett Hurliman**, *Clinical Instructor of Pediatrics* (2012).
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Jonathan Jerman, *Assistant Clinical Professor of Pediatrics* (2012).
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B.S., Texas Christian University, 1997; M.D., University of Texas Southwest Medical School at Dallas, 2002
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- Jennifer Kaufman**, *Clinical Instructor of Pediatrics* (2012).
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- Manu Kaushik**, *Assistant Professor of Medicine* (2014).
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- David Kay**, *Assistant Professor of Radiology* (2011).
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- Gregory Keane**, *Assistant Clinical Professor of Psychiatry* (2014).
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- Shannon Kearl**, *Clinical Instructor of Pediatrics* (2015).
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- Susan D. Keasling**, *Assistant Clinical Professor of Family Medicine* (2013).
B.A., St. Olaf College, 1998; M.D., University of Nebraska Medical Center, 2005
- Kelly Kelleher**, *Assistant Clinical Professor of Pediatrics* (2012).
B.A., Carroll College, 2004; M.D., Creighton University School of Medicine, 2008
- Greg Keller**, *Assistant Professor of Surgery* (2012).
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- Thomas J. Langdon**, *Assistant Clinical Professor of Surgery* (2016).
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- Jason Langenfeld**, *Assistant Clinical Professor of Emergency Medicine* (2012).
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- Robert Langenfeld**, *Assistant Clinical Professor of Psychiatry* (2013).
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- Paul D. Larsen**, *Associate Clinical Professor of Medicine* (1990; 1998); *Associate Clinical Professor of Pediatrics* (1990; 1998).
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- Donald J. Lauer**, *Assistant Clinical Professor of Medicine* (2013).
B.S., University of California at San Diego, 1992; MPH, Tulane University, 1996; M.D., Tulane University, 1996
- Scott R. Lauer**, *Assistant Clinical Professor of Pathology* (2014).
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- Pierre Lavedan**, *Assistant Clinical Professor of Family Medicine* (2012).
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- Angela Law**, *Assistant Clinical Professor of Family Medicine* (2007).
B.A., University of Iowa, 1998; M.D., University of South Dakota School of Medicine, 2002
- Stephen Lazoritz**, *Clinical Professor of Pediatrics* (2000); *Clinical Professor of Psychiatry* (2004).
B.A., State University of New York, 1972; M.D., State University of New York, 1976
- Benjamin LeSueur**, *Assistant Clinical Professor of Medicine* (2012).
B.S., Arizona State University, 1995; M.D., University of Arizona College of Medicine, 2000
- Dennis Lee**, *Assistant Clinical Professor of Psychiatry* (2005).
M.D., Autonomous University of Guadalajara (Mexico), 1976; M.P.H., Loma Linda University, 1977

- Maurice Lee**, *Associate Clinical Professor of Medicine* (2015).
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- Sang Mi Lee**, *Assistant Clinical Professor of Anesthesiology* (2013).
M.D., Thomas Jefferson University, 2005.
- Sang Hyung Lee**, *Assistant Professor of Medicine* (2012).
M.D., Yeungnam University College of Medicine (Korea), 2001
- Bonnie Lees**, *Associate Clinical Professor of Pediatrics* (2011).
M.D., Queens University at Kingston (Canada), 1974
- H. John Lehnhoff**, *Associate Clinical Professor of Psychiatry* (2005).
Ph.D., University of Nebraska-Lincoln, 1976
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B.A., Creighton University, 1979; M.D., Creighton University School of Medicine, 1983
- Stephen Lemon**, *Assistant Clinical Professor of Medicine* (2001; 2004).
B.S., Gonzaga University, 1983; M.D., University of Washington School of Medicine, 1988; M.P.H., Johns Hopkins School of Hygiene, 1992
- Gary Lerner**, *Assistant Clinical Professor of Pediatrics* (2007).
A.B., Washington University, 1971; M.D., University of Missouri, 1975
- Stephen Leslie**, *Associate Professor of Surgery* (2009).
B.A., Queen's College, 1971; M.D., Autonomous University of Guadalajara (Mexico), 1975
- Christina K. Lettieri**, *Assistant Clinical Professor of Pediatrics* (2015).
B.A., West Virginia University, 2003; M.D., West Virginia University School of Medicine, 2007
- Hugh Levin**, *Clinical Professor Emeritus of Medicine* (1963; 2006).
B.S., University of Vermont, 1952; M.D., University of Vermont, 1956
- Gregory Lewis**, *Associate Clinical Professor of Family Medicine* (2012).
A.B., Ripon College, 1988; M.D., University of Wisconsin Medical School, 1992
- Chao Li**, *Assistant Clinical Professor of Obstetrics and Gynecology* (2014).
M.D., China Medical University, 1997
- Guiyuan Li**, *Assistant Professor of Pathology* (2015).
M.D., China Medical University (China)
- Jamie Librizzi**, *Assistant Clinical Professor of Pediatrics* (2015).
B.A., Dartmouth College, 2004; M.D., University of Vermont College of Medicine, 2009
- Heidi Lichtenberg**, *Clinical Instructor of Surgery* (2007).
B.S., University of Nebraska Omaha, 2002; O.D., Indiana University, 2007
- Lawrence Lilien**, *Assistant Clinical Professor of Pediatrics* (2006).
B.A., Kenyon College, 1968; M.D., University of Chicago, 1972
- Nelson Lim**, *Assistant Clinical Professor of Medicine* (2015).
M.D., Loma Linda University School of Medicine, 2002
- Robert H. Lindau III**, *Assistant Clinical Professor of Surgery* (2015).
B.S., Marquette University, 2000; M.D., Medical College of Wisconsin, 2006
- Erin M. Linde**, *Assistant Clinical Professor of Pathology* (2014).
B.S., University of California-Davis, 2004; M.D., Creighton University School of Medicine, 2008
- Andrew Little**, *Instructor of Surgery* (2012).
B.S., Yale University, 1995; M.D., University of California-Irvine, 2003
- Robert Little**, *Assistant Clinical Professor of Pediatrics* (2012).
B.A., Yale University, 1993; M.D., Indiana University School of Medicine, 1999
- Howard Liu**, *Assistant Clinical Professor of Psychiatry* (2009; 2012).
B.A., Northwestern University, 2000; M.D., University of Michigan, 2004
- Yongge Liu**, *Assistant Clinical Professor of Family Medicine* (2011).
M.A., University of Nebraska-Omaha, 1995; M.D., Shandong Medical University (China), 1989
- Mary Lob**, *Assistant Clinical Professor of Family Medicine* (2010).
B.A., University of California at Berkeley, 1995; M.D., St. George School of Medicine (Grenada), 1999
- Richard Lochhead**, *Instructor of Surgery* (2013).
B.S., Brigham Young University, 2001; M.D., Columbia University, College of Physicians and Surgeons, 2006
- Brian W. Loggie**, *Professor of Surgery* (2002).
M.D., McGill University (Canada), 1979
- Erin Loucks**, *Assistant Professor of Pediatrics* (2006; 2007).
B.S., University Nebraska-Lincoln, 1995; M.S., University of Nebraska Medical Center, 1998; M.D., University of Nebraska Medical Center, 2002
- Sandor Lovas**, *Professor of Biomedical Sciences* (1994; 2007).
M.S., Jozef Attila University (Hungary), 1982; Ph.D., Jozef Attila University (Hungary), 1985
- Terri Love**, *Clinical Instructor of Pediatrics* (2011).
B.S., University of Nebraska-Lincoln, 1998; M.D., University of Nebraska Medical Center, 2002
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B.A., Lone Mountain College, 1971; M.D., University of California School of Medicine, 1976
- Stefanie Lowas**, *Assistant Clinical Professor of Pediatrics* (1998).
B.S., Loyola College of Maryland; M.D., The Pennsylvania State University College of Medicine, 2002
- Howard Luber**, *Assistant Clinical Professor of Medicine* (2012).
B.S., Yale University, 1978; M.D., University of Wisconsin Medical School, 1982
- Richard E. Lutz**, *Associate Clinical Professor of Pediatrics* (2004).
B.S., Wichita State University, 1978; M.D., University of Kansas School of Medicine, 1984
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- Joseph D. Lynch**, *Associate Professor Emeritus of Medicine* (1971; 2016).
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B.S., University of Nebraska Lincoln, 2006; M.D., University of Nebraska Medical Center, 2010
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B.S., Wheaton College, 1986; M.D., University of Alabama School of Medicine, 1990
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B.S., Ohio State University, 1975; M.Ed., Georgia State University, 1977; Ph.D., Emory University, 1981
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M.B.,B.S., Guntur Medical College (India), 1987
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- Konstantinos Makris**, *Assistant Clinical Professor of Surgery* (2013).
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- Andrew Miller**, *Assistant Clinical Professor of Pediatrics* (2012).
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- Jason Miller**, *Assistant Clinical Professor of Surgery* (2006; 2009).
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Richard Osterholm, *Associate Clinical Professor of Medicine* (2011).

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- Rodica Petrea**, *Assistant Professor of Neurology* (2012).
M.D., Carol Davila University of Medicine and Pharmacy, 1995
- William A. Pettinger**, *Professor Emeritus of Medicine* (1988; 1997).
B.S., Creighton University, 1954; M.S., Creighton University, 1957; M.D., Creighton University School of Medicine, 1959
- Michael Petzar**, *Assistant Professor of Pathology* (2013; 2014).
B.A., Northwestern University, 1977; M.D., The Albany Medical College of Union University, 1983
- James J. Phalen**, *Associate Professor Emeritus of Radiology* (1971; 2015).
B.A., Creighton University, 1961; M.D., Creighton University School of Medicine, 1965
- Hoang H. Pham**, *Clinical Instructor of Medicine* (2014).
B.A., University of California-Los Angeles, 2001; M.S., California State University, 2004; M.D., Creighton University School of Medicine, 2010
- Grant Phillips**, *Assistant Clinical Professor of Family Medicine* (2013).
B.S., Colorado State University, 1995; M.D., Creighton University School of Medicine, 1999
- Janice Piatt**, *Assistant Clinical Professor of Pediatrics* (2011).
B.S., University of New Mexico, 1981; M.D., University of New Mexico, 1985
- 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
- Lewis Pinch**, *Associate Clinical Professor Emeritus of Surgery* (1984; 2006).
M.D., Hahnemann Medical College, 1960
- Iraklis Pipinos**, *Clinical Professor of Surgery* (2005; 2011).
M.D., University of Crete (Greece), 1992
- Craig Piquette**, *Associate Clinical Professor of Medicine* (2012).
B.A., Boston University, 1978; M.D., University of South Dakota, 1986
- 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., University of Wisconsin-Madison, 1983
- Sheryl Pitner**, *Assistant Clinical Professor of Pediatrics* (1994; 2005).
M.D., University of Nebraska Medical Center, 1990
- Amy Pitt**, *Assistant Professor of Radiology* (2011).
B.S., University of Arizona, 1984; M.D., University of Arizona, 1988
- Adam M. Pleas**, *Clinical Instructor of Surgery* (2013).
B.S., Nebraska Wesleyan University, 2001; M.D., University of Nebraska Medical Center, 2007
- Suzanne Plush**, *Assistant Professor of Medicine* (2011).
B.S., University of Delaware, 1992; D.O., Midwestern University, 2004
- Rajiv Poduval**, *Assistant Clinical Professor of Pediatrics* (2012).
M.B., B.S., Calicut Medical College (India), 1992
- Michele Poepping-Faulkner**, *Associate Professor of Medicine* (2006).
- Francisco A. Ponce**, *Instructor of Surgery* (2011).
B.A., Harvard University, 1998; M.D., University of Chicago
- Irina Popa**, *Assistant Clinical Professor of Medicine* (2004).
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- Kayla Pope**, *Special Associate Professor of Psychiatry* (2012; 2014).
B.A., University of Wisconsin-Madison, 1987; M.A., George Mason University, 2001; J.D., American University, College of Law, 1993; M.D., George Washington University Medical Center, 2005
- Dana Porter**, *Assistant Professor of Obstetrics & Gynecology* (2008; 2011).
B.S., University of Michigan, 1991; M.D., Michigan State University, 1999
- Joann L. Porter**, *Associate Professor of Medicine* (1995; 2008); *Associate Dean, Graduate Medical Education* (2013).
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- Randall Porter**, *Professor of Surgery* (2012).
B.A., Southern Methodist University, 1989; M.D., Rush Medical College, 1993
- David Portier**, *Assistant Clinical Professor of Medicine* (2012).
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- Jeny Pothén Itty**, *Assistant Professor of Medicine* (2011).
B.S., New York University Institute of Technology, 2002; D.O., New York College of Osteopaths College of Medicine, 2006
- Thomas J. Poulton**, *Clinical Professor of Anesthesiology* (2014).
B.S., Ohio State University, 1972; M.D., Ohio State University College of Medicine, 1975
- Keith Power**, *Assistant Clinical Professor of Medicine* (2013).
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- George Pratt**, *Assistant Clinical Professor of Medicine* (2006).
M.D., Johns Hopkins University, 1971; D.O., Kansas City University of Biomedical Sciences, 1983
- Laurel Preheim**, *Professor of Medicine* (1978; 1992); *Professor of Medical Microbiology and Immunology* (1978; 1992).
B.A., Bethel College (Kansas), 1969; M.D., Northwestern University, 1973
- Paul L. Price**, *Associate Professor of Pharmacy Practice* (2000; 2006); *Associate Professor of Psychiatry* (2002; 2006); *Associate Dean for Academic and Student Affairs* (2015).
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- David R. Pritza**, *Assistant Clinical Professor of Medicine* (2012).
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- Rueben D. Pulido**, *Assistant Clinical Professor of Psychiatry* (2014).
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- Ruben Quiros**, *Clinical Professor of Pediatrics* (2010).
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- Priya Radhakrishnan**, *Associate Professor of Medicine* (2011).
M.B.,B.S., Medical College (India), 1992
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- Jaya M. Raj**, *Associate Professor of Medicine* (2009; 2014).
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B.S., University of Nebraska-Lincoln, 2003; M.D., University of Nebraska Medical Center, 2008
- Douglas Ramos**, *Assistant Clinical Professor of Surgery* (1998).
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M.D., Creighton University School of Medicine, 1965
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B.S., Northwestern University, 1970; B.S., University of California, 1974; Ph.D., University of California, 1980
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B.S., South Dakota State University, 1981; M.A., Mankato State University, 1983; Ph.D., University of Iowa, 1986
- Adam Reinhardt**, *Assistant Clinical Professor of Pediatrics* (2011).
B.S., University of Nebraska-Lincoln, 1997; M.D., University of Nebraska Medical Center, 2002
- Mark Reisbig**, *Instructor of Anesthesiology* (2012).
B.S., St. John's University, 1997; M.D., Creighton University School of Medicine, 2008
- Randolph J. Reister**, *Assistant Clinical Professor of Medicine* (2002; 2004).
B.A., Augustana College, 1995; M.D., University of South Dakota, 1999
- Silke Rempe**, *Assistant Professor of Medicine* (2011).
M.D., Christian-Albrechts-Universitat Kiel (Germany), 2000
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- Justin A. Reynolds**, *Assistant Professor of Medicine* (2014).
M.D., University of Michigan Medical School, 2006
- Edward Rhee**, *Assistant Clinical Professor of Pediatrics* (2008).
B.A., University of Pennsylvania, 1986; M.D., University of Pittsburgh, 1993
- Richard K. Ricardi**, *Assistant Clinical Professor of Psychiatry* (2014).
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B.A., University of Mississippi, 1973; M.D., Washington University Medical Center, 1977
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M.B.,B.Ch., University of Witwaterstrand (South Africa), 1966
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B.A., Brigham Young University, 1991; M.D., Loma Linda University School of Medicine, 1995
- Paul Richmann**, *Assistant Clinical Professor of Anesthesiology* (2012).
B.A., Arizona State University, 1985; M.S., University of Hawaii, 1989; M.D., University of Hawaii, 1993
- Matthew H. Riley**, *Clinical Instructor of Medicine* (2014).
B.S., University of Oklahoma, 2007; D.O., Touro Nevada College of Osteopathic Medicine, 2011
- Elvira Rios-Lopez**, *Assistant Clinical Professor of Family Medicine* (1994; 2004).
B.S., University of Puerto Rico, 1981; M.D., San Juan Bautista School of Medicine, 1985
- Matthew Rivard**, *Assistant Professor of Surgery* (2005; 2009).
B.S., Kansas State University, 1991; M.D., University of Kansas, 1995
- Chandrika Rizal**, *Assistant Clinical Professor of Pediatrics* (2000).
M.B.,B.S., LLRM Medical College (India), 1983
- William Rizzo**, *Clinical Professor of Pediatrics* (2004).
B.A., Northwestern University, 1972; M.D., University of Illinois College of Medicine, 1977
- Abby C. Roberts**, *Assistant Clinical Professor of Medicine* (2012).
B.A., University of California, Berkeley, 2002; M.S., Georgetown University, 2003; D.O., Arizona College of Osteopathi College Medicine, 2007
- Michael Roberts**, *Assistant Clinical Professor of Medicine* (2012).
B.A., Johns Hopkins University, 1975; M.D., Tufts University School of Medicine, 1979
- Cliff A. Robertson**, *Assistant Clinical Professor of Family Medicine* (2014).
B.A., University of Colorado, 1985; M.D., Ohio State College of Medicine
- Mark D. Robinson**, *Assistant Professor of Health Policy and Ethics* (2016).
B.Phil., Northwestern University, 2004; M.A., University of Chicago, 2006, 2008; M.A., Princeton University, 2009; Ph.D., Princeton University, 2014
- William H. Roccaforte**, *Associate Clinical Professor of Psychiatry* (1987; 2001).
B.A., University of Nebraska, 1976; M.A., University of Nebraska, 1978; M.D., University of Nebraska Medical Center, 1983
- Fedja A. Rochling**, *Assistant Clinical Professor of Medicine* (1989).

- MBBCh, Royal College of Surgeons (Ireland), 1989
- Alexander Rodlach**, *Associate Professor of Psychiatry* (2007; 2012).
M.A., Catholic University, 2000; Ph.D., University of Florida, 2005
- Monica Rodriguez**, *Assistant Professor of Medicine* (2015).
M.D., Universidad Catolica de Santiago de Guayaquil (Ecuador), 1997
- Kavish Rohatgi**, *Assistant Clinical Professor of Family Medicine* (2011).
M.B.,B.S., Maulana Azad Medical College (India), 2003
- Richard Rolston**, *Associate Clinical Professor of Pediatrics* (2013).
B.A., University of Montana, 1983; M.D., University of New Mexico School of Medicine, 1987
- Debra Romberger**, *Associate Clinical Professor of Medicine* (2005).
B.S., Kansas State University, 1978; M.D., University of Kansas, 1983
- Larissa Romero**, *Assistant Professor of Obstetrics & Gynecology* (2011; 2012).
B.S., Southwestern University, 2002; M.D., University of Texas Southwestern Medical School, 2006
- Carey Ronspies**, *Assistant Clinical Professor of Medicine* (2011).
B.S., University of Nebraska-Omaha, 2000; M.D., Creighton University School of Medicine, 2005
- Kurt Rosenkrans**, *Assistant Clinical Professor of Family Medicine* (2010).
M.D., Creighton University School of Medicine, 1993
- Julie Rothlisberger**, *Assistant Clinical Professor of Medicine* (2011).
B.A., Creighton University, 1995; M.D., University of Nebraska Medical Center, 2000
- Jonathan Rouse**, *Assistant Clinical Professor of Pathology* (2015).
B.S., University of Notre Dame, 1975; Ph.D., Stanford University, 1981; M.D., Creighton University School of Medicine, 1986
- Dorothy H. Rowe**, *Assistant Clinical Professor of Surgery* (2015).
B.A., Harvard University, 1988; M.D., Columbia University College of Physicians and Surgeons, 1994
- Sanat K. Roy**, *Assistant Clinical Professor of Psychiatry* (1993).
B.S., Bihar University (India), 1959; M.D., Darbahanga Medical College (India), 1976
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B.A., University of Kansas, 2004; M.D., University of Nebraska Medical Center, 2008
- Roberto Ruiz**, *Assistant Clinical Professor of Medicine* (2012).
M.D., Autonomous University of Guadalajara (Mexico), 1979
- Thomas Ruma**, *Assistant Clinical Professor of Pathology* (2004).
M.D., Creighton University School of Medicine, 1975
- Richard G. Runge**, *Assistant Clinical Professor of Pathology* (2014).
B.S., University of South Dakota, 1966; M.D., University of Iowa College of Medicine, 1970
- Ellen Rupp**, *Assistant Clinical Professor of Pediatrics* (1987; 2003).
B.S., University of Hawaii, 1975; M.D., University of South Dakota, 1979
- Mark E. Rupp**, *Clinical Professor of Medical Microbiology and Immunology* (1992; 2005).
B.S., University of Texas, 1981; M.D., Baylor College of Medicine, 1986
- Ann Russell**, *Assistant Clinical Professor of Pediatrics* (2005).
B.S., Creighton University, 1987; M.D., University of Nebraska Medical Center, 1992
- Douglas A. Russell**, *Assistant Clinical Professor of Medicine* (2000).
B.A., University of Nebraska-Omaha, 1987; M.D., University of Nebraska Medical Center, 1992
- James Russell**, *Assistant Clinical Professor of Surgery* (2008).
M.D., McMaster University (Canada), 1979
- Benjamin J. Ryder**, *Assistant Clinical Professor of Obstetrics & Gynecology* (1992; 2000).
B.S., Creighton University, 1981; M.D., Creighton University School of Medicine, 1988
- Mankanwal Singh Sachdev**, *Assistant Clinical Professor of Medicine* (2015).
M.B.,B.S., Dayanand Medical College (India), 1997
- Ashish Sadhu**, *Assistant Professor of Medicine* (1999).
M.B.,B.S., Dr. Panjabrao Deshmukh Memorial Medical College (India), 1999
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M.B.,B.S., King Edward Medical College (Pakistan), 1980
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B.S., San Francisco State University, 1999; M.D., Ross University School of Medicine (Dominica), 2004
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M.D., University of California-Irvine, 2002
- Farzad Sakha**, *Assistant Clinical Professor of Medicine* (2011).
M.D., Istanbul Tip Fakultesi (Turkey), 1990
- Henry A. Sakowski**, *Associate Professor of Medicine* (1995; 2007).
B.S., Creighton University, 1987; M.D., Creighton University School of Medicine, 1991
- Vakrant Salaria**, *Assistant Clinical Professor of Medicine* (2005).
M.B.,B.S., Amritsar Medical College, 1993
- Toni Salm**, *Assistant Clinical Professor of Pediatrics* (2013).
B.S., Marquette University, 1997; M.D., Medical College of Wisconsin, 2001
- Julie Salmon**, *Assistant Clinical Professor of Medicine* (2012).
B.S., University of California at Davis, 1986; M.D., University of California-San Francisco, 1990
- Stephen Salzbrenner**, *Assistant Clinical Professor of Psychiatry* (2009).
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- Kristen Samaddar**, *Assistant Clinical Professor of Pediatrics* (2008).
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A.B., Cornell University, 1956; M.D., Cornell University, 1960
- Ashesh H. Sanghvi**, *Assistant Clinical Professor of Medicine* (2015).
M.B., B.S., B.J. Medical College (India), 1990
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M.D., Tottori University School of Medicine (Japan), 1972; Ph.D., Kobe University School of Medicine (Japan), 1982
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B.S., University of Florida, 1993; D.O., Nova Southeastern University, 1997
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B.S., University of Illinois at Urbana-Champaign, 1998; M.D., University of Illinois at Chicago Medical School, 2002
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Ryan Scott, *Assistant Professor of Radiology* (2015).

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B.A., Pomona College, 1981; M.D., University of Southern California, 1986

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Inaganti M. Shah, *Assistant Clinical Professor of Medicine* (2016).

M.B.,B.S., Osmania University of Hyderabad (India), 1988

Pratik Shah, *Assistant Professor of Medicine* (2013).

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Sohail Shah, *Assistant Clinical Professor of Medicine* (2014).

B.A., University of Texas at Austin, 1996; M.S., Houston Baptist University, 1999; M.D., Texas A&M College of Medicine, 2003

Sona Shah, *Assistant Clinical Professor of Neurology* (2011).

M.B.,B.S., B.J. Medical College (India), 1989

Raymond Shamos, *Associate Clinical Professor of Surgery* (2008).

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Wesley Shealey, *Assistant Professor of Medicine* (2010; 2011).

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Steven Shedd, *Assistant Clinical Professor of Anesthesiology* (2012).

B.S., Arizona State University, 1976; M.D., University of Arizona College of Medicine, 1982

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Joseph Shehan, *Assistant Clinical Professor of Medicine* (2008).

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Tatyana A. Shekhel, *Assistant Professor of Medicine* (2014).

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Hong Shi, *Associate Professor of Neurology* (2013).

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Michael Smith, *Associate Professor of Surgery* (2011; 2014).

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B.A., University of Nebraska-Omaha, 1985; M.D., University of Nebraska College of Medicine, 1991

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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
- Terry F. Stock**, *Assistant Professor of Anesthesiology* (2016).
M.D., Creighton University School of Medicine, 1988
- Jeffrey R. Stokes**, *Professor of Medicine* (2002; 2013); *Professor of Pediatrics* (2000; 2013).
B.S., Kansas State University, 1987; M.D., University of Kansas Medical Center, 1991
- John Stone**, *Professor of Health Policy and Ethics* (2006; 2009).
B.A., Emory University, 1963; M.D., Johns Hopkins University School of Medicine, 1967; Ph.D., Brown University, 1999
- Sharon Stoolman**, *Clinical Instructor of Pediatrics* (2005).
B.S., Georgetown University, 1994; M.D., University of Nebraska Medical Center, 1999
- Rebecca S. Stormont**, *Assistant Professor of Medicine* (2013; 2014).
M.D., University of Oklahoma College of Medicine, 2010
- Joseph Straley**, *Assistant Clinical Professor of Pediatrics* (2012).
B.S., University of Nebraska-Omaha, 1977; M.D., University of Nebraska Medical Center, 1983
- Sheritta Strong**, *Assistant Clinical Professor of Psychiatry* (2009; 2012).
B.S., University of Nebraska-Omaha, 1999; M.D., University of Nebraska Medical Center, 2004
- Frigyegs Stuart**, *Assistant Clinical Professor of Medicine* (2011).
B.S., University of California, 1988; M.D., Creighton University School of Medicine, 1993
- Wilbur Su**, *Assistant Clinical Professor of Medicine* (2011).
B.S., Massachusetts Institute of Technology, 1993; M.D., Tufts University School of Medicine, 1997
- J. Michael Suarez**, *Assistant Clinical Professor of Medicine* (2013).
B.S., University of Notre Dame, 1970; M.D., University of Southern California, 1974
- Richard Sue**, *Assistant Clinical Professor of Medicine* (2012).
B.S., University of California-Los Angeles, 1988; M.D., University of California-San Francisco, 1994
- Ann Sullivan**, *Assistant Clinical Professor of Obstetrics & Gynecology* (2005; 2011).
B.S., Kansas State University, 1997; M.D., Creighton University School of Medicine, 2001
- Randall G. Sullivan**, *Assistant Clinical Professor of Psychiatry* (2013).
A.B., Hastings College, 1973; M.S., University of Nebraska - Lincoln, 1982; M.D., University of Nebraska Medical Center, 1983
- Riyaz Sumar**, *Assistant Clinical Professor of Medicine* (2013).
M.B., B.S., Krishna Institute of Medical Sciences, 1994
- Shawn Summers**, *Assistant Clinical Professor of Anesthesiology* (2013).
B.S., University of Arizona, 1999; M.D., Jefferson Medical College, 2005
- Cassandra Susman**, *Assistant Clinical Professor of Pediatrics* (2011).
B.S., Old Dominion University, 1992; M.D., Eastern Virginia Medical School, 2005
- Thomas M. Svolos**, *Professor of Psychiatry* (2001; 2013); *Chair, Psychiatry* (2013).
B.A., Duke University, 1988; M.D., University of California, 1994
- Melissa Swanson**, *Assistant Clinical Professor of Anesthesiology* (2012).
D.O., Midwestern University, 2003
- Patrick C. Swanson**, *Professor of Medical Microbiology & Immunology* (1999; 2012); *Professor of Medicine* (2004; 2012).
B.A., St. Olaf College, 1990; Ph.D., University of Michigan, 1995
- Vicki Swier-Mosher**, *Research Assistant Professor of Clinical and Translational Science* (2016).
B.S., South Dakota State University, 1997; M.S., South Dakota State University, 2003; Ph.D., Texas Tech University, 2008
- Mary Tadros**, *Assistant Professor of Medicine* (2012).
B.S., University of Nebraska-Omaha, 2002; M.D., Creighton University School of Medicine, 2008
- Paul Tafoya**, *Assistant Clinical Professor of Pediatrics* (2012).
B.S., Lewis and Clark College, 1992; M.D., The Ohio State University, 1998
- Heather Taggart**, *Assistant Clinical Professor of Obstetrics & Gynecology* (2005).
B.S., University of Wisconsin-Madison, 1992; M.D., University of Nebraska Medical Center, 1996
- Erin Talaska**, *Assistant Clinical Professor of Obstetrics & Gynecology* (2010; 2013).
B.S., Colorado State University, 1997; M.D., Creighton University School of Medicine, 2006
- Zheng Tan**, *Assistant Clinical Professor of Pathology* (2013).
Ph.D., Joint School of Life Science and Technology of Shanghai Jiaotong University and the Chinese Academy of Sciences (China), 2002
- Stefano Tarantolo**, *Associate Clinical Professor of Medicine* (2005).
B.S., Cook College/Rutgers University, 1980; M.D., St. George's University School of Medicine (West Indies), 1985
- Albert Tejada**, *Assistant Clinical Professor of Medicine* (2012).
M.D., University of Arizona College of Medicine, 1986
- Robyn Teply**, *Associate Professor of Pharmacy Practice* (2009; 2016); *Assistant Professor of Family Medicine* (2011).
B.S., University of California San Diego, 2002; M.B.A., Creighton University, 2007; Pharm.D., Creighton University, 2007
- Charles Terner**, *Associate Clinical Professor of Surgery* (1996; 2010).
B.S., Rensselaer Polytechnic Institute, 1985; M.D., Creighton University School of Medicine, 1989
- Bryan S. Teruya**, *Assistant Clinical Professor of Pathology* (2014).
B.S., Pacific Union College, 1998; M.D., Loma Linda University, School of Medicine, 2002

- Jayesh C. Thakker**, *Associate Clinical Professor of Pediatrics* (2000; 2013).
M.B., B.S., Bombay University (India), 1986; M.D., Bombay University (India), 1990
- Eugene F. Tharalson**, *Assistant Clinical Professor of Medicine* (2014).
B.S., Seattle University, 1992; M.D., Medical College of Wisconsin, 1997
- Nitika Thawani**, *Assistant Professor of Radiology* (2016).
M.B., B.S., S.M.S. Medical College and Hospital (India), 1999
- Nicholas Theodore**, *Clinical Professor of Surgery* (2010).
B.A., Cornell University, 1985; M.D., Georgetown University, 1991
- Kevin Theodorou**, *Assistant Clinical Professor of Medicine* (2011).
B.S., University of Illinois, 1991; M.D., Northwestern University School of Medicine, 1995
- Joseph B. Thibodeau**, *Assistant Clinical Professor of Medicine* (2014).
B.S., University of Nebraska-Lincoln, 1997; M.D., University of Nebraska College of Medicine, 2001
- Dennis Thiel**, *Assistant Professor of Anesthesiology* (2015); *Assistant Professor of Anesthesiology*.
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- Heather Thomas**, *Assistant Clinical Professor of Medicine* (2008).
B.A., Middlebury College, 1994; M.D., St. George University Medical School (West Indies), 1999
- Jon Thomas**, *Assistant Clinical Professor of Family Medicine* (2013).
B.S., University of Iowa, 1976; M.D., University of Iowa, 1982
- Peter Thomas**, *Adjunct Professor of Surgery* (2005).
B.Sc., University of Wales (Wales), 1967; Ph.D., University of Wales (Wales), 1971
- Patti Thorn**, *Assistant Professor of Medicine* (2009; 2011).
B.S., Oregon State University, 1982; M.S., University of Dayton, 1987; Ph.D., University of Texas (Austin), 2003
- Alan G. Thorson**, *Clinical Professor of Surgery* (1986; 2009).
B.A., University of Nebraska-Lincoln, 1974; B.S., University of Nebraska-Lincoln, 1976; M.D., University of Nebraska Medical Center, 1979
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- Dennis P. Tierney**, *Assistant Clinical Professor of Medicine* (2014).
B.S., Creighton University, 1973; M.D., Creighton University School of Medicine, 1977
- Myles Tieszen**, *Assistant Clinical Professor of Surgery* (2013).
B.A., Dakota Wesleyan University, 1984; M.D., University of South Dakota School of Medicine, 1989
- Zebulon J. Timmons**, *Assistant Clinical Professor of Pediatrics* (2014).
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- John Titus**, *Assistant Clinical Professor of Family Medicine* (2008).
M.D., Creighton University School of Medicine, 1979
- Jeremy C. Toffle**, *Assistant Clinical Professor of Pediatrics* (2014).
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- David Tolo**, *Associate Clinical Professor of Pediatrics* (1989; 2013).
B.S., University of Missouri-Columbia, 1976; M.D., University of Missouri-Columbia, 1981
- Salaheddine Tomeh**, *Associate Clinical Professor of Surgery* (2008).
M.D., Damascus Medical College (Syria), 1972
- Debra Tomek**, *Associate Clinical Professor of Pediatrics* (1998; 2013).
B.S.E., University of Iowa, 1983; M.D., University of Nebraska, 1987
- Dennis Tong**, *Assistant Clinical Professor of Pediatrics* (2012).
B.S., University of Michigan, 1996; M.D., University of Michigan, 2000
- Thomas Tonniges**, *Clinical Professor of Pediatrics* (2005).
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M.D., Jagiellonian School of Medicine (Poland), 2004
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B.A., Creighton University, 1987; M.D., University of Minnesota, 1992; M.P.H., Johns Hopkins, 2001
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- Amy Trahan**, *Assistant Professor of Radiology* (2011).
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- David Treiman**, *Professor of Neurology* (2011).
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