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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 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). Creighton study abroad programs take students to more than 50 locations around the world annually.

The University has been ranked No. 1 in the Midwest by *U.S. News & World Report* for 14 consecutive years and in 2017 also was among only 36 schools named nationally for undergraduate research opportunities. The Princeton Review named Creighton one of the nation's "Best 381 Colleges" in 2017. 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 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 36 universities in the nation for undergraduate research opportunities by *U.S. News & World Report* — and the only Catholic university to be recognized in 2016.

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, and more. 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 2017, Heider College was ranked a Top 100 business program by *U.S. News & World Report* at No. 93; undergraduate finance ranked 12th; and accounting ranked 15th. 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-Health Sciences (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 MD/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.

Nursing education is delivered at two campuses, in Omaha and Hastings, Neb., and is supplemented by select online courses and tracks. A third campus in Phoenix will enroll students beginning in January 2018. In addition to the traditional BSN program, a 12-month accelerated BSN designed for college graduates who pursue nursing as a second degree, and an online RN-BSN degree completion program, the College of Nursing also offers an innovative undergraduate certificate in Outcomes Management and Care Coordination Leadership.

The college also offers both master's and doctoral degree programs. The MSN and DNP programs prepare graduates to be nurse practitioners, clinical nurse specialists, clinical nurse leaders, clinical systems administrators and nurse educators.

The College of Nursing offers post-graduate certificates in a number of areas, including adult-gerontology acute care, family nurse practitioner,

neonatal nurse practitioner, pediatric acute care nurse practitioner and clinical nurse leader.

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.

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

The College of Professional Studies 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 2016-2017, there were more than 400 students enrolled in the College of Professional Studies. The college's online bachelor's degree completion programs are ranked No. 28 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 undergraduate certificate programs including business administration, 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 PhD was conferred in 1971. Today, the Graduate School offers more than 40 degree programs including doctorates, 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 2017, *U.S. News & World Report* ranked Creighton No. 20 in Best Online Graduate Business Programs (Excludes MBA); No. 61 in Best Online Graduate Education Programs; and No. 47 in Best Online MBA 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. Creighton also offers 22 graduate certificates in many fields, as well as more than 25 dual degrees in business, law, medicine, negotiation/conflict resolution, business intelligence and analytics, health care ethics, organizational leadership and more.

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

The School of Dentistry has a reputation for excellence, last year receiving 2,171 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 more than 11,000 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. Oral health outreach, education and community services totaled 9,070 individual encounters last year.

Forty-three 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 is the dental pipeline school for Native American students interested in dentistry.

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

The School of Law was established in 1904. Today, the 347 students in the School of Law are taught by 31 full-time professors and 35 adjunct faculty members who are prosecutors, public defenders and other practicing attorneys. Last year's graduates accepted offers of employment in 19 states.

Creighton law students have the flexibility to earn a JD degree in two, three or four years. Other programs include earning a JD plus a master's degree in negotiation and dispute resolution in three years; the Government and Leadership (GOAL) Program, which provides a JD and a master's degree in three years, including an externship in Washington, D.C.; and the joint JD/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 less-developed 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 new Immigration and Refugee Clinic.

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, has 15 hospitals throughout Nebraska and Western Iowa, including the two campuses of CHI Health Creighton University Medical Center.

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 more than 40 years of emergency medical services (EMS) education. SPAHP also has innovative partnerships with the University of Alaska Anchorage (OTD and PharmD) and Regis University in Denver (OTD).

SPAHP faculty are renowned: the school has one of the largest OT faculties in the nation, with 20 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 Center for Health Services Research and Patient Safety is recognized nationally for its work in patient safety, research and education.

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 selected 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 Baccalaureate degree in Nursing, Master's degree in Nursing, Doctor of Nursing Practice, and post-graduate APRN certificate at Creighton University is accredited by the Commission on Collegiate Nursing Education (<http://www.aacn.nche.edu/ccne-accreditation>).

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 program in predoctoral dental education is accredited by the Commission on Dental Accreditation. The Commission is a specialized accrediting body recognized by the United States Department of Education. The Commission on Dental Accreditation can be contacted at

(312) 440-4653 or at 211 East Chicago Avenue, Chicago, IL 60611-2678. The Commission's web address is: <http://www.ada.org/en/coda>.

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 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 information 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 nine consecutive years, and is listed in the 2016 Princeton Review *Guide to 361 Green Colleges* for its strong commitment to the environment and sustainability. In 2017, Creighton was named to *Travel + Leisure* magazine's "Most Beautiful College in Every State" list.

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.

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.

Joint and Dual Degree Definitions

Joint Degree

A joint degree is a single academic degree jointly conferred by two or more accredited institutions, or two or more schools/colleges, within a single, accredited institution. Both institutions, or schools/colleges, would participate in the joint degree program.

Dual Degree

A dual degree program is an integrated program of study designed to result in students earning two distinct University degrees in parallel by completing the requirements of two full degree programs, typically over a period of time shorter than would otherwise be required to complete both programs sequentially. It requires the completion of all requirements for each degree, but allows students to count designated credits to fulfill the requirements for both degrees. Students must be accepted and meet the requirements for each degree and follow the rules for the transfer or use of credit from one program to the other. Dual degree programs are primarily designed for the degrees to be earned concurrently, however may be earned consecutively. When one of the degrees is a bachelor's degree, the degrees will normally be earned consecutively. Undergraduate degrees describe a full program of study, which includes the core, major requirements, and credit hour requirements.

* Undergraduate students may complete more than one major, but may not earn two undergraduate degrees.

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, Baltimore
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, St. Louis
Nebraska	Creighton University, Omaha
New Jersey	Saint Peter's University, Jersey City
New York	Canisius College, Buffalo
	Fordham University, Bronx & Manhattan
	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

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as of July 1, 2017

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as of July 1, 2017

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Lawrence D. Gillick, S.J.	Director of Deglman Center for Ignatian Spirituality
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Kyle Lierk, M.Div.	Director of Campus Ministry
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A. James Bothmer, M.A.L.S.	University Librarian

Somchan (Ying) Vuthipadadon, Ph.D.	Director, Institutional Research
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Katie Kelsey, M.Ed.	Director of Student Leadership & Involvement Center
Desiree Nownes, M.S.	Senior Director of Office of Community Standards and Wellbeing
Debra Saure, M.S.N., APRN-NP-C	Senior Director of Student Health Services
Steve Woita, M.S.Ed.	Director of Recreation and Wellness
W. Wayne Young, Jr., Ph.D.	Associate Vice Provost for Student Development

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Paula S. Kohles, B.S.B.A.	Director of Financial Aid
Sarah Richardson, M.S.	Director, Admissions and Scholarship

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Internal Audit

T. Paul. Tomoser, B.S.	Director of Internal Audit
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as of July 1, 2017

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Ray L. Stoupa, *Chief Financial Officer*

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MEDICINE

2017-2018 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, 2017

Robert Dunlay, M.D.	Dean
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Dale Davenport, M.H.S.A.	Senior Associate Dean, Administration
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Devendra Agrawal, Ph.D.	Associate Dean, Clinical and Translational Research
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Devin Fox, M.D.	Assistant Dean, Quality and Patient Safety
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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.	Senior Director, Development

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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
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Thomas Murray, Ph.D.	Associate Dean, Research
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Devin Fox, M.D.	Assistant Dean, Quality and Patient Safety
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Ray Stoupa	Chief Financial Officer
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Poonam Sharma, M.B.B.S.	Professor and Chair, Pathology
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Syed F. Qadri, M.D.	Associate Professor, Psychiatry

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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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Kashmir Singh, M.D.

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Robert N. Troia, M.D.

Robert Van Demark, M.D.

Jennifer Peter Van Warmerdam,
M.D.

Jane A. 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 Medical Education Center includes the Office of Medical Education, small group rooms, interactive study space, a 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 medical student 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 medical 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 14 acute care hospitals, 4 behavioral health facilities, and is known for specialty care programs in women's and children's, cardiovascular, orthopedic, spine, oncology, neurosciences, physical rehabilitation, and behavioral health services.

Creighton University Medical Center main teaching sites include Bergan Mercy Hospital in midtown Omaha, at 75th and Mercy and the new CHI Health University Campus of Creighton University Medical Center at 2412 Cuming Street .

Newly expanded and renamed CHI Health Creighton University Medical Center – Bergan Mercy features include expanded surgery suites, an

enlarged emergency department with a clinical decision and observation unit, a new four-bay drive-through ambulance garage and adjacent helipad, and a multi-story clinic and academic tower. The state-of-the-art Level I Trauma Center is the closest trauma center, by drive time, to 60% of the households in greater Omaha.

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, 42 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 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.

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 cardiology, interventional cardiology, colon-rectal surgery, child and adolescent psychiatry/post-pediatrics portal project, endocrinology, family medicine-obstetrics, gastroenterology, global surgery, infectious diseases, and pulmonary/critical care.

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 on the Omaha campus and one academic success consultant on the Phoenix campus 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, (HSMACA) 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 also promotes diversity through collaboration with other health sciences schools in the recruitment of a diverse student body in the Creighton University Health Sciences Schools. In addition, HS-MACA promotes local involvement in multicultural communities, civic functions, and community service organizations at Creighton University.

This effort of the department of HS-MACA is to reduce health disparities in underserved and diverse communities through research, culturally proficient education, community interactions and engagement.

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
- Hiking Club
- 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

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 *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.

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 (MAAB) is a national organization of 45 alumni volunteers serving a 3-year term. MAAB members recognize an individual's commitment to and support of the School of Medicine and its mission and commitment to educating physicians in the Catholic, Jesuit tradition of caring for the whole person – mind, body, and spirit. Members of the MAAB serve as advisors to the dean of the school and as advocates and ambassadors for the school. Through attendance and participation at Advisory Board meetings, selected activities throughout the year, and philanthropic support, advisory board members demonstrate their volunteer leadership on behalf of the School of Medicine. The board meets twice annually in late winter and fall rotating between the Omaha and Phoenix Regional campuses.

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. 8).

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, undergraduate 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 unless given permission by the Associate Vice Provost for Housing & Auxiliary Services or their designee, to live elsewhere.

A request to be exempt from this residency requirement must be made electronically to the Office of the Associate Vice Provost for Housing & Auxiliary Services via email at Housing@creighton.edu, by July 15th for requests for the upcoming fall semester, and by December 1 for the upcoming spring semester. Only the Associate Vice Provost for Housing & Auxiliary Services or their designee 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, graduate, and professional 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. Residents living in Deglman, Gallagher, Kiewit, Swanson, and McGloin must purchase either the All Access, 15, 12, or 9 meal plan. Sophomore residents of Kenefick Hall and Heider Hall must purchase the All Access, 15, 12, 9 or Flex 100 meal plan option. Exemptions (for example, for religious or medical reasons) to meal plan requirements may be requested electronically to the Associate Vice Provost for Housing & Auxiliary Services or their designee, via email at Housing@creighton.edu. 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, Brandeis, and Harper dining halls located adjacent to the campus residence halls. More information about dining opportunities is available from Sodexo at <https://creighton.sodexomyway.com>.

The annual room and board rates in University residence halls effective August 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 2/3/4 Bedroom \$8712
(12 month lease per Apartments and Lofts
resident) (Juniors and
Seniors)

Damage Deposit	\$100
Recontracting Fee	\$75

Board Plans Type	Annual Rate
All Access Plan/\$150 dining dollars + 5 guest passes	\$4678
15 Meal Plan + \$360 dining dollars + 5 guest passes	\$4678
12 Meal Plan + \$460 dining dollars + 5 guest passes	\$4678
9 Meal Plan + \$550 dining dollars + 5 guest passes	\$4678
Flex 50 + \$350 dining dollars	\$1464
Flex 75 + \$420 dining dollars	\$1956
Flex 100 + \$485 dining dollars	\$2450

New students must apply to Creighton University Housing 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. Questions regarding housing services and facilities may be directed to Residential Life & Housing, Swanson Hall; telephone (402)280-2717.

Family Housing

Creighton University has limited space in the apartment-style residences for families. A twelve-month lease is required on all apartments except for those graduating at the end of the current semester. Family housing is available on a first-come, first-served basis.

Off-Campus Housing

Information on rentals in the area of campus is available at <http://www.creighton.edu/living/>. 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

Creighton University Child Development Center was established in 1982 to meet the childcare needs of the parent who is a student, staff, or faculty member of the University. Children ages six weeks to five years are served in an atmosphere of care and learning. The Center assists Creighton's educational mission by providing an opportunity for students to work directly with the children, and for others to observe children as an element of their course work. The Center is committed to this three-fold mission: to serve young children, to serve their parents, and to serve the students of the Creighton community.

Children from the age of six weeks to five years receive tender, loving care at the Center, which is licensed by the State Department of Health and Human Services and operates from 6:30 a.m. to 6:00 p.m.

Monday through Friday with the exception of university holidays. 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
Marian Brown, Operations Manager, Insurance Specialist
Nathan Haecker, MD, Medical Director
Angela Maynard, BSN, CPN, Assistant Director, Clinical Services

Susan Weston, RN, Assistant Director, Campus Outreach

Student Health Services Clinical Staff

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

Student Health Services Operational Staff

Ms. Terri Faga
Ms. Michelle Overfelt
Ms. 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 learn 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- The BirdHouse

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 service members, veterans and their dependents. Creighton's Office of Military and Veterans Affairs provides services and support to our Veterans, Service members, 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 service members. 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 2017-2018 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-School of Medicine

Academic Year 2017-18

2017

June		
19	M	M4 Year begins-Class of 2018
29/30	Th/F	Mandatory M3 orientation - Class of 2019
July		

3	M	M3 year begins - Class of 2019
4	T	Independence Day - University Holiday
August		
2-4	W-F	Mandatory M1 Orientation-Class of 2021
7	M	M1/M2 Year begins-Classes of 2021/2020
September		
4	M	Labor Day-University Holiday- Clinical Duties as assigned M3/M4 students
13	W	Mass of the Holy Spirit - 10:30 am - 12:30 pm
October		
16	M	Fall Break for M1 and M2 students
November		
22	W	Thanksgiving Recess begins at 8:00 am for M1 and M2 students; at 5:00 pm for M3/M4 students
27	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		
14	Th	First Semester ends for M3 students following shelf examination
16	Sa	First semester ends for M1, M2 & M4 students at 8:00 am
16	Sa	December graduation (no ceremony)

2018

January		
3	W	Second Semester begins for all students
March		
3	Sa	Spring recess begins for M1 and M2 students at 8:00 am
12	M	Classes resume for M1 and M2 students
16	F	Match Day
23	F	Project Homeless Connect

30	F	Good Friday - no classes or clinical duties for all medical students
April		
2	M	Duties resume as defined by clinical department for M3/M4 students
2	M	Classes resume at 1:00 pm for M2 students
3	T	Classes resume at 8:00 am for M1 students
May		
11	F	School of Medicine Hooding Ceremony
12	Sa	University Commencement
12	Sa	Second Semester ends for M1 and M2 students at 8:00 am
28	M	Memorial Day - University Holiday - Clinical duties as defined by clinical department for M3/M4 students
June		
16	Sa	Second Semester ends for M3 students at 8:00 am

Tuition and Fees-School of Medicine

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

Tuition and Fees 2017-2018

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	\$27,790
University fee per semester	\$583
University Technology fee	\$249
Drug Screening Fee (1st year - Fall semester only)	\$50
Mobile Device Program Fee (1st year students Fall semester only)	\$600
Mobile Device Program Fee (2nd & 3rd yr students Fall semester only)	\$400
Student Health Insurance Premium for six months ³	\$1,215
Late Payment fee ²	\$165 (See Late Payment policy)

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 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	\$55,580
Fees	\$2,264
Living Expenses (Room, Board, Transportation)	\$16,200
Books	\$1,065
Travel	\$1,200
Health Insurance	\$2,500
Miscellaneous	\$2,100
Total	\$80,909

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 May. 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 more than 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 more than 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 based on the checkout date.

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 Temporary Withdrawal.

- 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. This loan has a fixed interest rate and the rate changes each year.

The current interest rate information can be found on the Financial Aid (<http://www.creighton.edu/financialaid/typesofaid/loanprograms/directloaninterestrates>) website. Interest begins to accrue 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 also an origination fee that will be deducted from 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. Interest rate information can be found on the Financial Aid (<http://www.creighton.edu/financialaid/typesofaid/loanprograms/directloaninterestrates>) website. There will also be origination fee that will be deducted from 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

Marilyn M. Crane Scholarship

Creighton Family Medical Scholarship

Creighton University Medical Center League Endowed Scholarship Fund

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

Creighton University School of Medicine Class of 1974 Endowed Scholarship

Dr. and Mrs. Richard Q. Crotty Endowed Scholarship

Henry L. Cuniberti, M.D. Scholarship

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

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

Tom J. DeCino, M.D. Endowed Scholarship Fund

Dr. Edward J. and Ruth H. DeLashmutt Scholarship

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

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

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

Richard L. Deming, M.D. Endowed Scholarship

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- Dean's Endowed Fund for Excellence in Education
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- School of Medicine Alumni Advisory Board Endowed Scholarship Fund
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- William K. Murphy, M.D. Scholarship
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- Anna H. O'Connor Scholarship
- Frank and Margaret Oliveto Endowed Medical Scholarship
- Dr. and Mrs. Gerald C. O'Neil Scholarship
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Stanley Sackin Endowed Scholarship for Medicine

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Drs. Lynn and Matthew Simmons Endowed Scholarship Fund

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

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Dr. Robert G. Wilson Scholarship

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Annual Scholarships and Awards for the School of Medicine

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Lynn P. and Louise A. DeMarco Annual Scholarship

Romano O. DeMarco Annual Scholarship

Carole and Peter E. Doris Radiology Award

Ellbogen Family Endowed Scholarship Fund

Arnold P. Gold Foundation Humanism in Medicine Award

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Oscar J. and Adelaide Hurok Memorial Scholarship

Jewish Federation of Omaha Foundation Annual Scholarship

Johnston Family Foundation School of Medicine Scholarship

Klein Family Annual Scholarship

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

Charles Ludwig Memorial Scholarship

Meriam E. and Charles G. Maio Scholarship

Doris Norton Scholars

Dr. Adolph and Ruth Sachs Prize

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Marcia Shadle-Cusic Scholarship

Drs. Lynn and Matthew Simmons Annual Scholarship Fund

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

M.D. 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.

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 and instruction in health maintenance and infection control measures and policies. Below are brief descriptions of the Component I courses:

Course	Description	Credit Hrs	Wks of Instruct	Lecture Hrs	Small Group	Labs	Other	Clinical	Exam Hrs	Total Hrs	Course Director
	REQUIRED COURSES:										
IDC 101	Molecular and Cell Biology	9	19	95	20	10.5	13	0	9.25	147.75	Dr. Joseph Knezetic
IDC 103	Anatomy	6	18	63	0	110	12	7.5	10.75	203.25	Dr. Diane Cullen
IDC 105	Principles of Pharmacology	1	2	14	3	0	0	0	1	18	Dr. Janee Gelineau-van Waes
IDC 107	Principles of Microbiology	1	4	23	0	0	0	0	4	27	Dr. Richard Goering
IDC 109	Host Defense	3	5	41.5	0	0	0	10	5.5	57	Dr. Kristen Drescher
IDC 111	Neuroscience	3	9	79	10	4	16.5	3.5	10	123	Dr. Laura Bruce
IDC 135	Ethical and Legal Topics in Clinical Medicine	3	16	34	10.5	0	0	0	2	46.5	Dr. Eugene Barone
IDC 136	Introduction to Clinical Skills	4	33	20	19.5	0	15	1	4	59.5	Dr. Robert Coleman and Dr. Anna Maio
IDC 138	Evidence Based Medicine	1	2	11	0	0	1	0	1.25	13.25	Dr. Bruce Houghton
IDC 140	Behavioral Medicine I	3	3	32	4	0	4	0	2.5	42.5	Dr. Terence Zach and Dr. Robert Coleman

IDC 142	Physicians Lifestyle Management	1	36	6	0	0	4.5	0	0	10.5	Dr. Michael Kavan
IDC 400	Intro to Collaborative Care Online Course	.5	NA	0	0	0	8	0	0	8	
TOTAL		39.5	37	418.5	67	124.5	74	22	50.25	756.25	
ELECTIVE COURSES											
IDC 183	The Healer's Art	1									
IDC 797	Summer Research Project	1									
FAP 480	Longitudinal COPC Public Health Endowed Research Summer Assistantshi	1									
PDT 180	Pediatric Summer Academy	1									
FAP 475	Family Medicine Summer Elective	1									

*"Other" includes: IDC 101 student genetic presentations; IDC 103 CT and MRI scans, team-based learning formal classroom and laboratory hours, endotracheal intubation workshop and lightning lab rounds; IDC 111 grand rounds patient contact and neuroanatomy workshops; IDC 136 Clinical Skills Examination (CSE), Focused Observed Clinical Interview (FOCI), ultrasound workshop, M4 team learning, and eye exam session; IDC140 patient panels, child agency visit experience; IDC 142 vital signs fall activity, faculty panel and testing style & personality inventory analysis. Not included are online quizzes or essays, Art of Leadership lectures (4 hrs), or mandatory spring lectures on Infection Control, Prescription Workshop, and Health Maintenance (4 hrs).

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:

Course	Description	Credit Hrs	Wks of Instruct	Lecture Hrs	Small Group	Labs	Other	Clinical	Exam Hrs	Total Hrs	Course Director
IDC 201	Cardiovascular System	4	5	73	2	9	6	0	4	94	Dr. Michael Del Core
IDC 203	Respiratory System	3	3	41	0	5	1	0	4	51	Dr. Dale Bergen
IDC 205	Renal-Urinary System	3	3	38	0	3	3	0	3	47	Dr. Sunil Jagadesh
IDC 207	Hematology Oncology	3	3	48	0	8	4	0	5	65	Dr. Michael Petzar

IDC 209	Gastrointestinal Systems	3	45	0	1	1	0	3	51	Dr. Roger Reidelberger	
IDC 211	Musculoskeletal Integument	2	28	0	1	1	0	2.5	32.5	Dr. Diane Cullen	
IDC 216	Endocrine-Reproductive System	4	60	0	7	3	0	4	74	Dr. Peter Abel	
IDC 222	Physician Lifestyle Management	1	32	5.5	1	0	9	0	16.5	Dr. Michael Kavan	
IDC 233	Infectious Disease	4	4	57	8	6	0	0	3	74	Dr. Laurel Preheim and Dr. Richard Goering
IDC 243	Behavior Medicine II	3	2	32	5.5	0	2.5	0	3	43	Dr. Robert Coleman and Dr. Pravee Fernandes
IDC 244	Behavior Medicine III	3	3	33	2	0	5	0	3	43	Dr. Robert Coleman and Dr. Thomas Pisarri
IDC 279	Case Studies Medicine *	2	32	1	29.5	0	0	0	0	30.5	Dr. Poonam Sharma
IDC 290	Applied Clinical Skills	3	32	14	20.5	0	0	60	3.5	98	Dr. Anna Maio and Dr. Robert Coleman
	Basic Science Shelf Exam	0	0	0	0	0	0	0	4	4	
TOTAL		38	32	475.5	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.

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.

Component III students are required to complete all their clerkships at Bergen Mercy, St. Joseph's Hospital and Medical Center, or at other sites affiliated with the School of Medicine.

The third year comprises the core clinical clerkships (48 credit hours). Students are scheduled into one of seven groups that rotate through clerkships in:

FAP 301	Family Medicine Clerkship	4
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

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	

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 critical care selective (4 weeks)
- 1 primary care sub-internship selective or 2nd critical care selective (4 weeks)
- 1 capstone selective (4 weeks) in April
- 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	Hospice for Terminal Illness	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

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
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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
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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	General Surgery - Red	4
SUR 405A	Selective in General Surgery	2
SUR 411	Orthopedic Surgery	4
SUR 412	Advanced Surgical Prep	4
SUR 414	Selective in Plastics and Reconstructive Surgery	4

SUR 415	Urology	4
SUR 416	Surgery Research	4
SUR 420	Selective in Trauma/Acute Care Surgery	4
SUR 422	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	2
SUR 432A	Selective in Oncology/Surgery	2
SUR 433	Selective in Urology	4
SUR 434	Comprehensive Ophthalmology	4
SUR 435	Otolaryngology	4
SUR 436	Urology/Gynecology	4
SUR 450	Otolaryngology	4
SUR 460	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	Orthopedic Surgery	4
SUR 475A	Selective in Orthopedic 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	Burns	4
SUR 489	Selective in Pediatric Ophthalmology	4
SUR 490	Urology	4
SUR 491	Selective in Plastic and Reconstructive Surgery	4
SUR 492	General Surgery	4
SUR 494	Selective in Neurological Surgery Sub-Internship	4
SUR 495	Surgery Capstone	4
SUR 498	Surgery Extramural	4
SUR 795	Directed Independent Study	4

Assessment and Evaluation

Clinical Education & Simulation Center

The mission of the Simulation Education Center shall be to assist health sciences faculty in the development, implementation, and evaluation of educational sessions for Creighton University health sciences learners at various levels of training. We exist to enhance the learning process and increase learner satisfaction with their educational experiences. We promote faculty development and are committed to the advancement of excellence in education at Creighton University so that graduates are able to provide comprehensive and safe patient care. The goals and objective for all of our activities are designed to provide learners with opportunities to demonstrate clinical competence in a safe and constructive environment.

Learners are given opportunities to demonstrate proficiency in a variety of skills, while showing compassion and sensitivity to patient needs and concerns. Learners are taught to work as a team and are encouraged to reflect upon their experiences. Educational sessions are designed to promote an awareness of, and responsiveness to, the larger context and system of health care and the ability to call upon system resources to provide quality patient care. It is our goal to foster professional behavior that acknowledges the mission and vision of Creighton University.

Student Evaluation of Curriculum

The participation of course, faculty, and curriculum evaluation is part of students' professional responsibility. Constructively evaluating the curriculum ensures the best possible education for current and future students. Student evaluations serve as a source of data for continual improvement and are regularly reviewed by course faculty, course/component directors, and the Evaluation Committee. Student evaluations are anonymous and confidential. Students are expected to complete all assigned evaluations within 14 days of course completion.

In the M1 and M2 years, students are required to complete all course, small group and end-of-year evaluations. Student will be randomly assigned to evaluations for approximately 50% of course faculty and will be required to complete assigned evaluations. In the M3 year, students are required to complete all clerkship and end-of-year evaluations, and 50% of preceptor evaluations per clerkship. In the M4 year, students are required to complete all elective course and course director evaluations. In all years, students will have the option and be encouraged to evaluate 100% of course faculty and preceptors.

Failure to complete an assigned evaluation will be considered a lapse in professionalism and result in a series of actions:

1. The first three incomplete evaluations will result in an email notice of the lapse in professionalism and reminder of the policy.
2. Each subsequent incomplete evaluation will result in an official letter noting the lapse in professionalism to be placed in the student's academic file.
3. Excessive notices may be noted as a lapse of professionalism in the student's MSPE at the discretion of the Associate Dean for Academic Affairs.

The Director of Program Assessment will be responsible for 1) monitoring student adherence to the policy, and 2) notifying the Associate Dean for Medical Education of individual non-compliance requiring action.

Curriculum Assessment

Ongoing evaluation of all elements of the curriculum is essential to maintain continuous improvement of the curriculum. Evaluation of the curriculum is performed 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 and a representative sample of elective courses on an annual basis. The committee determines 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
- Interview 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 at the completion of the course)

The Evaluation Committee recommendations are presented at an annual course meeting (including the Course Director, Component Director, the Assistant Dean for Medical Education, the Associate Dean for Medical Education, and the Director of Program Assessment) and utilized to generate action plans for making revisions to the course. The culmination of these activities is presented in a final course review report that is presented to the course director and to the Educational Policy Committee 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 Year 2 Questionnaire, 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.

Assessment of Student Performance

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 States Medical License Examination (USMLE) Step 1 must be passed before progressing into Component III. Taking and posting a score for USMLE Step 2 CK and CS is required to complete Component IV.

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, a diagnosis, and evaluator's recommendations. Please refer to the following website for additional information: <https://students-residents.aamc.org/applying-medical-school/article/application-requirements/>.
2. While requests for accommodations may be made at any time, the School recommends documentation be submitted 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.
3. 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 Introduction to Clinical Skills 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

In general, absences from mandatory activities will be granted for:

- Illness with a medical provider's excuse if more than one day
- The funeral of an immediate family member (including family members defined as father, mother, spouse, son, daughter, brother, sister, grandparent, grandchild, or in-law of the same degree)
- Election work or jury work
- Presentation or official delegate status at a regional, national or international medical conference or medical association meeting

Rescheduling for 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.

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

Component I

The student must complete an online Absence/Exception Request Form, which is on the M1 Bulletin Board on BlueLine. Once completed, the request will automatically email the Component Director who will determine whether the absence can be excused and, if appropriate, the alternative learning experience in consultation with the Course Director. After the Component Director informs the student of the decision by email, Absence Requests will be monitored by the Office of Medical Education and provided to the Office of Student Affairs for placement in the student's academic file.

Component II

The student must complete an online Absence/Exception Request Form, which is on the M2 Bulletin Board on BlueLine. Once completed, the request will automatically email the Component Director who will determine whether the absence can be excused and, if appropriate, the alternative learning experience in consultation with the Course Director. After the Component Director informs the student of the decision by email, Absence Requests will be monitored by the Office of Medical Education and provided to the Office of Student Affairs for placement in the student's academic file.

Each M2 student will additionally be allowed one personal wellness day absence from mandatory academic activities each semester. No more than one wellness day can be used per course, and personal wellness days cannot be used for absence from examinations including Clinical Skills Exams or Communication FOCI. No **alternative** learning experience will be arranged for absences due to personal wellness days, and students are not permitted to attend small group sessions. The student must complete an Absence Request form at least 7 days before the requested absence for a personal wellness day.

Component III

The student must complete an online Absence Request Form, which is on the M3 Bulletin Board on BlueLine and on the Office of Medical Education website. Once completed, the request will automatically email the Clerkship Director and Component Director, who will determine whether clinical time off can be approved and assign make-up time in

consultation with the Clerkship Director. After the Component Director informs the student of the decision by email, Absence Requests will be monitored by the Component Director and the form will be provided to the Office of Student Affairs for placement in the student's academic file.

Each M3 student will be additionally allowed two personal wellness days off from their academic activities in Component III. Clinical time off due to personal wellness days does not need to be made up. The student must complete an Absence Request form at least 14 days before the requested absence for a personal wellness day. The requested personal day absence must gain the approval of the Clerkship Director and the Component Director who must notify the student of approval prior to the absence.

Students may not attend a regional or national conference without prior approval. 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.

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.

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, expected graduation date, 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

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.

6. Withdrawal while Failing (FW)

A grade of Withdrawal while Failing (FW) will be recorded and no credit received when a student officially withdraws from a course while failing that course.

Graduation

Each student must file a formal application for degree (completed online through the NEST > Student Services > Student Records > Degree Application and Graduation Participation) with 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 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).

Posthumous Degree/Certificate

A degree or certificate may be awarded posthumously if the following conditions are met:

- The student was enrolled in the final year of his/her academic program;
- The student had completed a majority (generally 85%) of the required credits with passing grades;
- The student was in good academic and disciplinary standing;
- The posthumous degree or certificate has final approval from the President.

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 (MD)

To receive the degree of Doctor of Medicine (MD), 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.

Temporary Withdrawal

Students who are seeking a degree or certificate in an undergraduate, graduate, or professional program may request a Temporary Withdrawal. Reasons for such a request may include medical/psychological, personal or military obligations. This withdrawal is considered to be a temporary interruption in a student's program of study and must be approved by the student's school/college. The request must be made:

- After the end of the semester when a student doesn't plan to return for the next semester but plans to return within one year.
- During a semester when a student withdraws from all courses after the withdrawal deadline and plans to return within one year.

The duration of the temporary withdrawal may be up to one year (including the summer term). A student requesting to return to the University after being on a temporary withdrawal for longer than one year must make formal application for readmission. Unique circumstances requiring an absence longer than one year (e.g. Religious Obligations, Military) must be discussed and approved by the appropriate Dean.

Students enrolled in the College of Professional Studies will follow the '*Student Stop-Out and Readmission Policy*.'

When a student is granted a temporary withdrawal mid-semester, final grades of 'W' will be assigned. All previously graded courses at the time of the request will remain on the student's record, regardless of the semester in which the courses were taken.

A temporary withdrawal initiated mid-semester may result in a loss of tuition. Student responsibility for tuition, fees, and any other costs is determined in accordance with the Refund Policy and Schedule.

Students must re-register for (and retake) any of those courses that are required upon their return. This will necessitate the repayment of tuition for those courses.

Students should be aware that being on an approved temporary withdrawal does not change the time limit to complete their degree or certificate. The time taken during the temporary withdrawal will be included as part of the student's time to completion. Time limitations which pertain to the completion of courses from previous semesters in which a grade of 'I' (Incomplete) was given are not waived.

It is the responsibility of the student to notify the Financial Aid Office prior to the temporary withdrawal in order to retain future scholarship eligibility. Semesters absent under an approved temporary withdrawal do not count against the eight semester limitation for Creighton University scholarship funds.

During the temporary withdrawal period, students are not considered to be enrolled at Creighton University for the purpose of loan deferments.

However, students are eligible for services of the Career Center and library facilities.

If a student is approved for a temporary withdrawal and later is suspended, dismissed, placed on warning for unsatisfactory academic performance or is suspended, dismissed or expelled as the result of a disciplinary action, the sanctions take precedence over a temporary withdrawal and stand as a matter of record.

Only written requests that include specific information about why the temporary withdrawal is being requested will be considered. There is no guarantee that a request will be granted. A temporary withdrawal cannot be approved retroactively.

A student on an approved Temporary Withdrawal must request and receive permission in advance to enroll in courses at another regionally-accredited institution during this time. Courses not approved in advance may not be transferred back to Creighton University.

Temporary Withdrawal – Medical/Psychological

This may be requested when a student's health condition significantly impairs his/her ability to function successfully or safely as a student.

If the student is unable to participate in the temporary withdrawal process, the student's parent, spouse, advisor, or other designee may do so on behalf of the student, once the incapacitation of the student is documented. A licensed healthcare provider must submit a letter substantiating the condition and supporting the withdrawal.

Temporary Withdrawal – Personal

This may be requested when personal circumstances (e.g., family illness, death or other emergency) interrupt a student's academic progress.

Temporary Withdrawal – Military Obligations

Creighton University supports its students who are military members of the National Guard or Reserves who are called into active duty for military service by the United States during a war, other operation or national emergency, however, this excludes active duty for training or attendance at a service school. If the student's military service requires an absence longer than one year, the student should discuss this with the Dean of the college or school.

The following guidelines will apply to approved temporary withdrawals due to military obligations:

1. The student will receive a full refund of tuition and fees paid to Creighton University if the request for a withdrawal for military service is filed prior to the last day to drop classes.
2. The student will have a choice of three options if the request for a 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 withdrawal request.
 - d. Options b) & c) may be combined should circumstances warrant, at the discretion of the Office of Military & Veterans Affairs.

3. 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).
4. Federal financial aid awards will be returned, if required, according to Return of Title IV funds calculation as determined by the Department of Education.
5. 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.

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.

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.

Transcripts will not be released to a third party while a student is part of an on-going investigation that may lead to suspension, expulsion or dismissal.

Students who are suspended or expelled from Creighton University due to non-academic reasons will have the following notations appear on their permanent academic record, including the official transcripts of the University:

- Disciplinary Suspension
- Disciplinary Expulsion

Students who are in an ongoing investigation may have the following notation appear on their academic record, including the official transcripts of the University:

- Withdrawal Pending Conduct Resolution

Students who are dismissed from Creighton University or from a College/School within Creighton University due to academic reasons, including academic integrity violations, will have the following notations appear on their permanent record, including the official transcripts of the University:

- Academic Dismissal from Creighton University
- Academic Dismissal from (School or College)

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 (MD) degree along with a:

- PhD (p. 52)
- MS, Health Care Ethics (p. 52)
- MS, Clinical and Translational Science (<http://catalog.creighton.edu/graduate/graduate-programs-courses/clinical-translational/clinical-translational-science-md-ms>)
- MBA (p. 52)

MD/PhD Dual Degree Program

MD/PhD

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>)

MD/MS (HCE) 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.

MD/MBA Dual Degree Program

MD/MBA

Students have the opportunity to obtain a Doctor of Medicine (MD) and a Master of Business Administration (MBA) 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 MBA degree. The MBA degree is largely completed during a sabbatical year from medical school. Students in the program complete the MBA 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 MDs in large and small practices perform business-related functions more effectively and with a deeper level of understanding.

Eligibility for Admission

Students entering the MBA 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 MBA 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.

MBA 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 MD/MBA 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, MD, MSPH, MBA
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
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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	2
PBP 426	Pre-Medical Behavioral Science-Introduction to Psychology	2
PBP 427	Pre-Medical Cultural Connections	1
PBP 430	Pre-Medical Behavioral Science-Introduction to Sociology	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
PBP 430	Pre-Medical Behavioral Science-Introduction to Sociology	1.5

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
PBP 446	Pre-Medical Behavioral Science II	1.5
PBP 424	Pre-Medical Analytic Reading Review Part B	2
PBP 430	Pre-Medical Behavioral Science-Introduction to Sociology	1.5

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); *Interim Chair, Pharmacology* (2017).
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
- Reema O. Abou-Nasr**, *Assistant Clinical Professor of Family Medicine* (2015).
B.S., University of Nebraska-Omaha, 1992; M.D., University of Nebraska College of Medicine, 1997
- Emad T. Aboud**, *Clinical Instructor of Surgery* (2016).
M.D., School of Medicine, Damascus University, 1986
- 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).
- Tarek Abuelem**, *Clinical Instructor of Surgery* (2016).
M.D., University of Jordan (Jordan), 2001
- 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
- Mark A. Agius**, *Professor of Neurology* (2016).
M.D., Royal College of Physicians of London, 1977
- 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
- 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
- Mohamad Ali Alhajhusain**, *Assistant Clinical Professor of Medicine* (2016).
M.D., University of Aleppo (Syria), 2006
- Venkata Mahesh Alla M.B.B.S.**, *Associate Professor of Internal Medicine* (2009; 2017).
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
- 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
- Mohamad Alyafi**, *Assistant Professor of Medicine* (2011).
Damascus University School of Medicine (Syria), 1998
- Mark D Andersen**, *Assistant Clinical Professor of Family Medicine* (2016).
B.S., University of Nebraska-Lincoln, 1984; M.D., University of South Dakota School of Medicine, 1989
- Amy Anderson**, *Assistant Clinical Professor of Psychiatry* (2013).
B.A., University of Nebraska; M.D., University of Nebraska Medical Center
- 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
- William Anderson**, *Assistant Clinical Professor of Pathology* (2012).

M.D., University of Iowa, 1979

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

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

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

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

Venkata A.G.B. Andukuri, *Assistant Professor of Medicine* (2016).
M.B.,B.S., Osmania Medical College (India), 2000

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

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

Derrick Antoniak, *Assistant Clinical Professor of Medicine* (2016).
B.A., University of Nebraska Omaha, 2007; B.S., 2008; M.D., University of Nebraska College of Medicine, 2012

John S. Anwar, *Assistant Professor of Medicine* (2014).
M.D., Ross University School of Medicine, 2010

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

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

Luis R Argueso-Munoz, *Assistant Clinical Professor of Surgery* (2016).
B.S., University of Puerto Rico Mayaguez (Puerto Rico), 1979; M.D., University of Puerto Rico School of Medicine (Puerto Rico), 1983

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

Amy J. Arouni, *Professor of Internal Medicine* (1994; 2017).
B.S., Creighton University, 1987; M.D., Creighton University, 1991

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B.S., SS Medical College (India); M.B., SS Medical College (India), 2005

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Chantay Banikarim, *Assistant Professor of Pediatrics* (2012).

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B.S., University of Arizona, 2003; D.O., University of New England, College of Osteopathic Medicine, 2006
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- Bruce Baron**, *Assistant Clinical Professor of Radiology* (2014).
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- 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).
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- Khalid Bashir**, *Assistant Professor of Medicine* (2005).
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- Anne Beasley**, *Assistant Clinical Professor of* (2013).
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- Jennifer Beaty**, *Assistant Clinical Professor of Surgery* (2008).
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- Kirk W. Beisel**, *Professor of Biomedical Sciences* (1992).
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- Pallavi Bellamkonda**, *Assistant Professor of Medicine* (2011; 2016).
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- Ivor Benjamin**, *Associate Professor of Obstetrics & Gynecology* (2011).
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- Casey Beran**, *Assistant Professor of Surgery* (2013).
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- Margaret M. Beran**, *Assistant Clinical Professor of Obstetrics & Gynecology* (2015).
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- Joel Bleicher**, *Associate Clinical Professor of Surgery* (2005).
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- Andrew L. Blount**, *Assistant Professor of Surgery* (2017).
B.S., Arizona State University W.P. Cary School of Business, 2004; M.D., University of Arizona College of Medicine, 2008
- Charles S. Bockman**, *Assistant Professor of Pharmacology* (1996).
B.A., Emory University, 1984; Ph.D., Creighton University, 1993
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- John Bodensteiner**, *Clinical Professor of Pediatrics* (2009).
B.A., Luther College, 1966; M.D., University of Iowa, 1971
- Dawn Bodnar**, *Assistant Clinical Professor of Medicine* (2014).
B.S., University of Nebraska Lincoln, 1995; M.D., University of Nebraska Medical Center, 1999
- Patrick J. Bogard**, *Assistant Clinical Professor of Pathology* (1984; 2014).
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- Patricia Bohart**, *Assistant Clinical Professor of Psychiatry* (2012).
B.S., University of Nebraska-Lincoln, 1987; M.D., University of Nebraska Medical Center, 1991
- David L. Bolam**, *Associate Clinical Professor of Pediatrics* (1987; 2002).
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- Kristi Boles**, *Assistant Clinical Professor of Pediatrics* (2012).
B.S., Texas A&M University, 1991; B.S., Texas Tech University, 1997; M.D., Texas Tech University Health Sciences Center, 2001
- Padmaja Bollam**, *Instructor of Psychiatry* (2011).
M.B.,B.S., Kakatiya Medical College, 1992
- Patrick Bolton**, *Assistant Clinical Professor of Anesthesiology* (2012).
A.B., University of California-Berkley, 1990; M.D., University of California-San Francisco, 2001
- Jeanette Boohene**, *Assistant Professor of Medicine* (2011).
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Ph.D., School of Life Sciences, University of Hyderabad (India), 1997

- Timea Bor**, *Assistant Clinical Professor of Medicine* (2015).
M.D., Mor Kaposi Hospital (Hungary), 1996
- Aimee Borazanci**, *Assistant Clinical Professor of Neurology* (2013).
B.S., Louisiana State University, 2001; M.D., Louisiana State University Health Sciences Center, 2006
- Bo Borch-Christensen**, *Assistant Clinical Professor of Pediatrics* (2014).
M.D., University of Copenhagen (Denmark), 2004
- Ali Borhan**, *Assistant Clinical Professor of Surgery* (2012).
B.A., Cornell University, 1994; M.D., Albany Medical College, 1998
- Anna Boron**, *Assistant Professor of Medicine* (2011).
M.D., Medical University (Poland), 2002
- Joan E. Borrege**, *Clinical Instructor of Medicine* (1987).
B.S. (Biology), University of San Francisco, 1977; B.S. (Chemistry), University of California-Berkley, 1979; M.D., Creighton University School of Medicine, 1984
- A. James Bothmer**, *Assistant Professor of Pharmacy Practice* (1991); *Assistant Professor of Library Sciences* (1992); *Assistant Vice President of Health Sciences* (2008).
B.A., Southwest State University, 1973; M.A., University of Minnesota, 1975
- Travis J. Bourret**, *Assistant Professor of Medical Microbiology and Immunology* (2015).
B.S., University of Nebraska-Lincoln, 2002; Ph.D., University of Colorado Health Sciences Center, 2008
- Robert Bowen**, *Associate Clinical Professor of Pathology* (2011).
B.A., Hastings College, 1973; M.D., University of Nebraska Medical Center, 1976
- Russell Bowen**, *Assistant Clinical Professor of Medicine* (2010).
B.S., University of Kansas, 1992; M.D., University of Kansas School of Medicine, 1996
- Robert M. Brady**, *Assistant Professor of Obstetrics & Gynecology* (2005; 2011).
B.A., University of Virginia, 1990; M.D., University of Virginia, 1995
- Temple Brannan**, *Assistant Professor of Medicine* (2004).
B.A., Creighton University, 1996; M.D., Creighton University School of Medicine, 2001
- Karen Bremer**, *Assistant Professor of Neurology* (2009).
B.S., Idaho State University, 1990; M.D., University of Nebraska Medical Center, 1994
- Ross Bremner**, *Professor of Surgery* (2008; 2011).
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B.S., University of California-Irvine, 2004; M.D., Oregon Health and Science University, School of Medicine, 2010
- Jeffrey A. Brink**, *Clinical Instructor of Surgery* (2013).
B.S., University of Arizona, 1993; M.D., University of Arizona College of Medicine, 1997
- Eva Brion**, *Clinical Instructor of Psychiatry* (2013).
M.D., Southwestern University (Philippines), 1969
- Jeffrey C. Brittan**, *Assistant Clinical Professor of Family Medicine* (1984; 1986).
B.S., Creighton University, 1977; M.D., Creighton University School of Medicine, 1981
- Catherine A. Brooks**, *Assistant Clinical Professor of Pediatrics* (2016).
B.A., Nebraska Wesleyan University, 2005; D.O., Des Moines University College of Osteopathic Medicine, 2009
- Katherine E. Brown**, *Assistant Clinical Professor of Surgery* (2017); *Assistant Clinical Professor of Medicine* (2017).
B.S., Creighton University, 1993; D.O., Kansas City University of Medicine and Biosciences, 2001
- Larry L. Brown**, *Assistant Clinical Professor of Medicine* (2016).
B.S., Creighton University, 1987; M.D., University of Nebraska College of Medicine, 1992
- Linda Brown**, *Assistant Professor of Medicine* (2012).
B.S., Loyola University-Chicago, 2000; M.S., Midwestern University, 2003; D.O., Arizona College of Osteopathic Medicine, 2007
- Jason Bruce**, *Assistant Clinical Professor of Pediatrics* (2007).
B.S., Creighton University, 1999; M.D., Creighton University School of Medicine, 2003
- Laura C. Bruce**, *Professor of Biomedical Sciences* (1987; 2008).
B.A., Cornell College, 1975; Ph.D., Georgetown University, 1982
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B.S., Nebraska Wesleyan University, 1996; M.D., University of Nebraska Medical Center, 2002
- David Bryant**, *Assistant Clinical Professor of Pathology* (2013).
M.D., Northeastern Ohio Universities College of Medicine, 1991
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- Bruce A. Buehler**, *Clinical Professor of Pediatrics* (1985; 2004).
B.S., University of Florida, 1966; M.D., University of Florida, 1970
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B.S., University of Nebraska-Lincoln, 1984; M.D., Creighton University School of Medicine, 1988
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- Raymond Bunch**, *Assistant Clinical Professor of Psychiatry* (2013).
B.S., University of Arizona, 1995; M.D., University of Colorado Health Sciences Center, 2001
- Timothy A. Burd**, *Assistant Clinical Professor of Surgery* (2016).
B.A., California State University at Fullerton, 1992
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Daniel M. Caruso, *Clinical Professor of Surgery* (2017).

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B.S., University of California-San Diego, 2008; M.D., University of Texas Medical Branch, 2013

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Richard Chamberlain, *Assistant Clinical Professor of Surgery* (2013).

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- Stephen Coons**, *Clinical Professor of Pathology* (2009).
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B.S., University of Illinois, 1968; M.D., University of Illinois, 1972
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- John Cote**, *Assistant Clinical Professor of Obstetrics & Gynecology* (2005).
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B.A., University of Notre Dame, 1998; M.D., University of Kansas School of Medicine, 2002
- Andrew M. Coughlin**, *Assistant Clinical Professor of Surgery* (2016).
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- Robert A. Cusick**, *Assistant Clinical Professor of Surgery* (2001).
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M.D., University of South Dakota School of Medicine, 1986

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Stephen Dolter, *Assistant Clinical Professor of Pediatrics* (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

Frank J. Dowd Jr., *Professor Emeritus of Pharmacology* (1976; 2011); *Professor Emeritus of Oral Biology* (1985; 2011).

B.A., Maryknoll Seminary, 1961; D.D.S., Creighton University, 1969; Ph.D., Baylor University, 1975

Marley A. Doyle, *Assistant Clinical Professor of Psychiatry* (2017).

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Carol A. Drake, *Assistant Clinical Professor of Surgery* (1986; 2014).

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Jamie A. Drake, *Assistant Clinical Professor of Pediatrics* (2011; 2016).

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Shashank Dravid, *Associate Professor of Pharmacology* (2006; 2013).

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B.S., University of New Hampshire, 1983; M.S., University of Lowell, 1990; Ph.D., Johns Hopkins University, 1995

David J. Drewitz, *Assistant Clinical Professor of Medicine* (2014).

B.S., University of Wisconsin, 1986; M.D., Medical College of Wisconsin, 1990

Viseslav V. Drincic, *Assistant Professor of Medicine* (2004; 2006).

M.D., University of Belgrade (Yugoslavia), 1989

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M.D., University of Witwatersrand (South Africa), 1992

Robert C. Drvol Jr., *Assistant Clinical Professor of Medicine* (2001).

B.S., University of Nebraska-Lincoln, 1991; M.D., University of Nebraska Medical Center, 1995

Samuel Dubrow, *Assistant Professor of Surgery* (2014).

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Robert W. Dunlay, *Professor of Medicine* (1994; 2009); *Dean, School of Medicine* (2013).

B.S., Creighton University, 1977; M.D., Creighton University School of Medicine, 1981

Neil Dunn, *Assistant Professor of Radiology* (2011).

B.S., Stephen F. Austin State University, 1976; M.D., West Virginia University School of Medicine, 1982

Binh Duong, *Assistant Professor of Medicine* (2011).

B.S., University of Iowa, 1982; M.S., University of Iowa, 1983; D.O., Des Moines University, 1987

Allen Dvorak, *Clinical Professor of Radiology* (2008).

B.A., Creighton University, 1964; M.D., Creighton University School of Medicine, 1969

Thomas Dworak, *Assistant Professor of Radiology* (2005).

B.S., Creighton University, 1973; M.D., University of Nebraska Medical Center, 1976

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B.S., Arizona State University, 2008; M.D., Saint Louis University School of Medicine, 2012

Gregory G. Eckert, *Assistant Clinical Professor of Radiology* (2015).

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Kaleo Ede, *Assistant Clinical Professor of Pediatrics* (2012).

B.A., Occidental College, 1997; M.D., University of Hawaii, 2001

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B.S., University of Notre Dame, 1991; M.D., Loyola University of Chicago Stritch School of Medicine, 1995

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B.A., University of Philadelphia, 1998; M.D., New York University School of Medicine, 2002
- Melissa England**, *Clinical Instructor of Pediatrics* (2016).
B.S., University of Nebraska - Lincoln, 2008; M.D., University of Nebraska Medical Center, 2012
- 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).
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- Jennifer Eschbacher**, *Assistant Clinical Professor of Pathology* (2012).
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B.S., College of St. Thomas, 1968; M.D., Creighton University School of Medicine, 1974
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- Joshua C. Euteneuer**, *Assistant Clinical Professor of Pediatrics* (2016).
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M.D., Academy of Medicine (Poland), 1987
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B.S., Stanford University, 1994; M.D., University of California San Diego, 1998
- Michael Feloney**, *Associate Professor of Surgery* (2007; 2013).
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M.D., Federal University of Bahia (Brazil), 1991
- Praveen P. Fernandes**, *Professor of Psychiatry* (2002; 2016).
M.B., B.S., St. John's Medical College (India), 1992
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M.D., Universidad Nacional de Colombia (Columbia); 1993
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M.D., Universidad Libre (Columbia), 1989
- Paul D. Fey**, *Associate Clinical Professor of Medical Microbiology & Immunology* (1998; 2005).
B.S., Kansas State University, 1991; Ph.D., Creighton University, 1995
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B.S., Creighton University, 1983; M.D., Creighton University School of Medicine, 1990
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B.S., University of Utah, 2002; D.O., Des Moines University, 2008
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- Andrew Frager**, *Assistant Clinical Professor of Radiology* (2016).
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- John C. Gallagher**, *Professor of Medicine* (1977); *Professor of Clinical and Translational Science* (2016).
M.B., Ch.B., Manchester University (England), 1965; M.R.C.P., Leeds University (England), 1970; M.D., Manchester University, 1976
- Kishor Ganti**, *Associate Clinical Professor of Medicine* (2012).
M.B., B.S., B.J. Medical College (India), 1996
- Robert Garcia**, *Associate Professor of Family Medicine* (2009; 2012); *Assistant Dean, Student Affairs, Phoenix Regional Campus*.
B.S., Arizona State University, 1977; M.D., University of Arizona, 1981
- Glenn Gardner**, *Assistant Clinical Professor of Surgery* (2004).

- B.S., Wilson College (India), 1985; M.B.B.S., Christian Medical College (India), 1991
- Robert Garfield**, *Professor of Obstetrics & Gynecology* (2013).
B.S., University of Wyoming, 1967; M.D., University of Maryland, 1962
- John L. Garred Jr.**, *Assistant Clinical Professor of Surgery* (1996).
B.S., Morningside College, 1975; M.S., Creighton University, 1978; M.D., Creighton University School of Medicine, 1981
- Myles Gart**, *Assistant Clinical Professor of Anesthesiology* (2016).
M.D., Creighton University School of Medicine, 1987
- Dawn Gary**, *Assistant Clinical Professor of Pediatrics* (2011).
B.S., University of Iowa, 1984; M.D., University of Iowa, 1990
- Zoran Gatalica**, *Clinical Professor of Pathology* (2002; 2011).
M.D., School of Medicine, University of Zagreb (Croatia), 1984; D.Sc., School of Natural Sciences, University of Zagreb (Croatia), 1989
- Frederick Gawecki**, *Associate Clinical Professor Emeritus of Obstetrics & Gynecology* (1972; 2006).
B.S., University of Toledo, 1958; M.D., Boston School of Medicine, 1962
- Maryam F. Gbadamosi-Akindede**, *Assistant Professor of Medicine* (2016).
B.S., University of Maryland, 2006; M.D., Creighton University School of Medicine, 2012
- Andrew I. Gelbman**, *Associate Professor of Radiology* (1999; 2009).
B.S., Oregon State University, 1972; M.S., Ph.D., Oregon State University, 1982; D.O., University of Osteopathic Medicine and Health Sciences, 1993
- Janee Gelineau-vanWaes**, *Associate Professor of Pharmacology* (2009).
B.S., Washington State University, 1979; D.V.M., Washington State University, 1983; M.D., Washington State University, 1996
- George Gellert**, *Associate Clinical Professor of Anesthesiology* (2012).
M.D., Semmelweis Medical University (Hungary), 1985
- Dirk Gesink**, *Assistant Professor of Surgery* (2012).
B.A., Calvin College, 1982; B.S., Michigan State University, 1984; M.D., University of Texas Medical Branch, 1988
- Anatole Ghazalpour**, *Assistant Clinical Professor of Pathology* (2013).
B.S., University of California-Los Angeles, 1988; Ph.D., University of California-Los Angeles, 2005
- Amir Gholami**, *Assistant Clinical Professor of Medicine* (2011).
B.S., University of British Columbia, 1955; B.A., University of British Columbia, 1999; M.D., Saba University School of Medicine (Netherlands), 2004
- Joseph M. Giancola**, *Assistant Clinical Professor of Medicine* (2012).
B.S., Creighton University, 1986; M.D., University of Missouri-Columbia, 1990
- Gregg Giannina**, *Assistant Clinical Professor of Obstetrics & Gynecology* (2014).
B.S., Saint Peter's College, 1987; M.D., University of Medicine and Dentistry of New Jersey, 1991
- Donald K. Giger**, *Professor Emeritus of Medical Microbiology & Immunology* (1979; 2009).
B.S. (Biological Science), California State Polytechnic University, 1961; B.S. (Microbiology and Immunology), California State University, 1970; M.S., California State University, 1973; Ph.D., Tulane University, 1977
- Vanessa Gildenstern**, *Assistant Clinical Professor of Pediatrics* (2015).
B.S., Southwestern University, 2003; M.D., University of Texas Southwestern Medical School, 2007
- Thomas Gillespie**, *Professor of Surgery* (2011; 2017).
B.S., University of California Los Angeles, 1991; M.D., Columbia University College of Physicians and Surgeons, 1995
- David J. Glembocki**, *Assistant Clinical Professor of Medicine* (2012).
B.S., University of Wisconsin, 1992; M.D., Medical College of Wisconsin, 1997
- David Gloss**, *Assistant Professor of Neurology* (2012).
B.S., Boston College, 1991; M.D., Tulane University, 2004
- Christopher Glowacki**, *Assistant Professor of Obstetrics & Gynecology* (2011).
B.S., Creighton University, 2003; M.D., Creighton University School of Medicine, 2007
- David Gnarra**, *Associate Clinical Professor of Pediatrics* (1975; 2014).
B.S., University of Pittsburgh, 1964; M.D., University of Pittsburgh, 1968
- Richard V. Goering**, *Professor of Medical Microbiology & Immunology* (1975; 1993); *Chair, Medical Microbiology & Immunology* (2006).
A.B., Wichita State University, 1966; M.S., Wichita State University, 1968; Ph.D., Iowa State University, 1972
- Jon R. Goldsmith**, *Assistant Clinical Professor of Surgery* (2017).
B.S., University of California San Diego, 1999; D.P.M., Dr. William M. Scholl College of Podiatric Medicine at Finch University, 2003
- Nathan Gollehon**, *Assistant Clinical Professor of Pediatrics* (2015).
B.S., University of Nebraska-Lincoln, 2004; M.D., University of Nebraska Medical Center, 2008
- Heather J. Gomes**, *Assistant Clinical Professor of Surgery* (2014).
B.S., Northwestern University, 1999; MPH, Emory University, 2002; M.D., University of Nebraska Medical Center, 2006
- Omar Y. Gonzalez**, *Associate Clinical Professor of Medicine* (2014).
M.D., Universidad Peruana Cayetano Heredia, 1996
- Mark D. Goodman**, *Professor of Family Medicine* (1992; 2014).
B.S., University of Nebraska-Lincoln, 1981; M.D., University of Nebraska Medical Center, 1985
- Michael L. Goodman**, *Assistant Clinical Professor of Pediatrics* (2014).
B.S., Drake University, 2002; M.D., Indiana University School of Medicine, 2006
- Ruthri D. Goodwin**, *Assistant Clinical Professor of Medicine* (2016).
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- Gary L. Gorby**, *Associate Professor of Medicine* (1989; 1996); *Associate Professor of Medical Microbiology and Immunology* (1989; 1996).
B.S., Youngstown State University, 1983; M.D., Northeastern Ohio Universities College of Medicine, 1983
- Bruce Gordon**, *Clinical Professor of Pediatrics* (1996).

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Kirtibala Gupta, *Assistant Clinical Professor of Medicine* (2008).
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Rao Gutta, *Assistant Clinical Professor of Surgery* (2016).

- B.S., University of Miami, 1993; M.D., American University of the Caribbean, 1998
- Raymond S. Ha**, *Assistant Clinical Professor of Medicine* (2014).
BS, University of California-Davis, 2004
- Andrew T. Haber**, *Assistant Clinical Professor of Psychiatry* (2013).
B.A., Washington University, 1991; M.D., University of Missouri-Columbia, 1999
- Maen M. Haddadin**, *Assistant Clinical Professor of Family Medicine* (2016).
M.B.,B.S., Jordan University, 1993
- Aida Hadziahmetovic**, *Assistant Clinical Professor of Psychiatry* (2015).
M.D., University of Banja Luka Medical School (Bosnia), 1990
- Nathan R. Haecker**, *Assistant Clinical Professor of Family Medicine* (2013).
B.A., Creighton University, 2001; M.D., Creighton University School of Medicine, 2005
- Sonal Haerter**, *Assistant Professor of Medicine* (2011).
M.B.,B.S., D.Y. Patel Education Society's Medical School (India), 1997
- John A. Haggstrom**, *Assistant Clinical Professor of Radiology* (2015).
B.S., Washington University, 1987; M.D., University of Nebraska Medical Center, 1991
- Mary Hahn**, *Assistant Clinical Professor of Pathology* (2012).
B.S., Arizona State University, 1987; M.D., The University of Arizona College of Medicine, 1993
- Zahi Haidar-Ahmad**, *Assistant Clinical Professor of Medicine* (2008).
B.S., American University of Beirut (Lebanon), 1993; M.D., American University of Beirut (Lebanon), 1997
- Matthew A. Halfar**, *Assistant Professor of Family Medicine* (2017).
B.A., University of San Diego, 2001; M.D., Universidad Autonoma de Guadalajara School of Medicine, 2009
- Victoria Halgren**, *Assistant Clinical Professor of Medicine* (2011).
B.S., Creighton University, 1988; M.D., Creighton University School of Medicine, 1995
- Suzanne Haney**, *Assistant Clinical Professor of Pediatrics* (2008).
B.S., Loyola Marymount University, 1992; M.D., Keck School of Medicine at University of Southern California, 1996
- Vo D. Hanh**, *Assistant Clinical Professor of Pediatrics* (2016).
M.D., Pham Ngoc Thach University of Medicine (Vietnam), 1998
- Kelly Ann Hannigan**, *Assistant Clinical Professor of Emergency Medicine* (2015).
B.A., Dartmouth College, 2007; M.S., 2000; MB,BCh, Royal College of Surgeons in Ireland, 2006
- Laura A. Hansen**, *Professor of Biomedical Sciences* (2000; 2011).
B.S., Iowa State University, 1986; M.E.M., Duke University, 1988; Ph.D., North Carolina State University, 1993
- Nancy D. Hanson**, *Professor of Medical Microbiology & Immunology* (1995; 2009); *Professor of Pediatrics* (1995; 2009).
B.S., University of Texas of the Permian Basin, 1979; M.A., University of Nebraska-Omaha, 1984; Ph.D., University of Nebraska Medical Center, 1991
- Asim Haque**, *Assistant Professor of Neurology* (2017).
Ph.D., Washington University School of Medicine, 2007; M.D., University of Mississippi School of Medicine, 2010; MPH, Johns Hopkins University Bloomberg School of Public Health, 2010
- Richard J. Harding**, *Assistant Clinical Professor of Surgery* (2016).
B.S., Vanderbilt University, 1985; M.D., Vanderbilt University School of Medicine, 1989
- Allison M. Harlow**, *Adjunct Instructor of Medical Education* (2017).
B.A., Creighton University, 2000; M.A., The University of Akron, 2002; Ph.D., The University of Akron, 2007
- Muhammad Haroon**, *Assistant Clinical Professor of Medicine* (2007).
M.B.,B.S., Dow Medical College (Pakistan), 1984
- James L. Harper**, *Associate Clinical Professor of Pediatrics* (1996; 2004).
B.S., University of Nebraska, 1981; M.D., University of Nebraska Medical Center, 1985
- Gina Harper-Harrison**, *Assistant Professor of Obstetrics & Gynecology* (2010; 2015).
B.S., University of Wyoming, 1988; M.D., Creighton University, 1992
- Claudia Harrington**, *Instructor of Medicine* (1996).
B.A., Creighton University, 1987; M.D., Creighton University School of Medicine, 1993
- Martin Harrington**, *Assistant Clinical Professor of Psychiatry* (2006).
B.A., University of Nebraska, 1987; M.D., University of Nebraska Medical Center, 1993
- John Harris**, *Assistant Clinical Professor of Medicine* (2007).
B.S., University of Nebraska, 1990; M.D., University of Nebraska Medical Center, 1994
- 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
- Samad Hashimi**, *Assistant Professor of Surgery* (2012).
B.S., University of New Mexico, 1999; M.D., University of Iowa College of Medicine, 2004
- Aly Hassan**, *Assistant Clinical Professor of Psychiatry* (2009).
M.B.B.Ch., Ain Shams University (Egypt), 1995
- Jeffrey Hatcher**, *Assistant Clinical Professor of Family Medicine* (2007).
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).
M.D., University of Panama Medical School (Panama), 1990
- Lindsey J. Hauser**, *Assistant Clinical Professor of Psychiatry* (2015).

B.A., The University of South Dakota, 2004; Psy.D., Minnesota School of Professional Psychiatry at Argosy University/Twin Cities, 2008

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

Lora L. Hebert, *Assistant Professor of Surgery* (2016).
M.D., University of Texas Medical Branch, 1997

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

Patricia A. Helke, *Assistant Clinical Professor of Radiology* (2016).
B.S., Creighton University, 1982; M.D., 1986

George Hemstreet III, *Professor of Surgery* (2005; 2016).
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

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B.A., Texas A&M University, 2000; M.D., Ross University School of Medicine, 2013

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

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B.A., University of Nebraska-Lincoln, 1999; 2002, University of Nebraska Medical Center, MPA

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B.A., Washington University, 1996; M.A., Louisiana State University, 1998; Ph.D., Louisiana State University, 2002

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).

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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).

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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

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M.D., University of Missouri-Columbia, 1986

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Jasmine Huang, *Assistant Professor of Surgery* (2011).

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M.D., Jose Matias Delgado University Medical School (El Salvador), 2008

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BS, East Carolina University, 1990; MD, East Carolina University School of Medicine, 1995

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- David Kaufman**, *Assistant Clinical Professor of Pediatrics* (2000; 2005).
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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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B.A., Creighton University, 1987; M.D., Creighton University School of Medicine, 1991
- Kyle A. Krehbiel**, *Assistant Clinical Professor of Radiology* (2014).
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B.A., University of Virginia, 1995; M.D., Jefferson Medical College, Thomas Jefferson University, 1998
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D.O., AT Still University of Health Sciences, 1995
- John D. Kugler**, *Clinical Professor of Pediatrics* (1995).
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B.S., University of Arizona, 1991; M.D., Northwestern University, 1995
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- Shafeeq Ladha**, *Associate Clinical Professor of Neurology* (2011).
B.S., University of Notre Dame, 1996; M.D., University of Arizona College of Medicine, 2000
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M.D., Creighton University School of Medicine, 1978
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B.S., Brigham Young University, 1974; M.D., University of Utah, 1978
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- Maurice Lee**, *Assistant Clinical Professor of Medicine* (2015).
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- Michael Mills**, *Assistant Clinical Professor of Medicine* (2012).
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- Denise Millstine**, *Assistant Professor of Medicine* (2009; 2011).
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M.D., Carol Davila University of Medicine (Romania), 2000

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- Courtney Mitchell**, *Associate Professor of Radiology* (2011; 2017).
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- Guillermo David Moguel-Cobos**, *Assistant Professor of Neurology* (2016).
M.D., Instituto Tecnológico y de Estudios Superiores de Monterrey (Mexico), 1999
- Thalachallour Mohanakumar**, *Professor of Surgery* (2016).
Ph.D., Duke University, 1974
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M.B.,B.S., Osmania University (India), 1960; M.S., Creighton University, 1967; D.Sc., University of Laval (Canada), 1970
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M.B.,B.S., Dow Medical College (India), 1999
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- Nicholas B. Monaco**, *Assistant Clinical Professor of Medicine* (2016).
M.D., State Medical University of St. Petersburg (Russia), 1990
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B.S., Brigham Young University, 1984; M.D., The University of Arizona College of Medicine, 1988
- Dustin E. Monroe**, *Clinical Instructor of Pediatrics* (2006).
B.S., California State University, 2006; M.D., St. George's University School of Medicine, 2010
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- Forrest Moore**, *Associate Professor of Surgery* (2008; 2017).
M.D., Medical College of Wisconsin, 1997
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B.A., Drury College, 1973; M.Ed., University of Missouri at Columbia, 1975; Ph.D., University of Nebraska-Lincoln, 1986
- Adele O'Sullivan**, *Assistant Clinical Professor of Family Medicine* (2013).
B.S., ua, 1975; M.D., University of Arizona, 1984
- Meghan Oakes**, *Assistant Clinical Professor of Obstetrics & Gynecology* (2012).
B.S., University of North Carolina at Chapel Hill, 1997; M.D., University of Nebraska Medical Center, 2002
- Gregory U. Ochuba**, *Associate Clinical Professor of Medicine* (1997; 2009).
B.S.M.T., Creighton University, 1975; M.S., University of Nebraska Medical Center, 1978; Ph.D., University of Nebraska Medical Center, 1983; M.D., Creighton University School of Medicine, 1994
- David E. Odegaard**, *Assistant Clinical Professor of Medicine* (2017).
B.S., University of South Dakota, 2000; M.D., University of Iowa, Carver College of Medicine, 2004
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B.A., Oberlin College, 1989; M.D., Pennsylvania State University, 1995
- Michael K. Ofori**, *Assistant Clinical Professor of Anesthesiology* (2016).
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B.S., University of Hawaii, 1993; M.D., University of Hawaii, 2000
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B.S., United States Military Academy, 1969; M.S., University of California-Berkley, 1970; M.D., Baylor University, 1978
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- Richard F. Olney**, *Assistant Clinical Professor of Pediatrics* (2009).
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- Daniel Olson**, *Assistant Clinical Professor of Pathology* (2014).
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- Ashraf Omar**, *Assistant Professor of Medicine* (2016).
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B.S., University of Texas-Austin, 2003; M.D., University of Texas Health Science Center, 2007
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B.S., Ohio State University, 1964; M.D., Ohio State University, 1975
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- Benjamin J. Osborne**, *Assistant Professor of Medicine* (2013).
B.S., University of Utah, 2000; D.O., Midwestern University of Arizona College of Osteopathic Medicine, 2006
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B.S., Santa Clara University, 2002; D.O., Western University of Health Sciences
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Pharm.D., Massachusetts College of Pharmacy and Health Sciences, 2001

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Ph.D., Jawaharlal Nehru University (India), 2009

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B.S., University of Dayton, 2002; M.D., Loyola University Chicago Stritch School of Medicine, 2006

Deborah A. Perry, *Associate Clinical Professor of Pathology* (1994).

B.S., Nebraska Wesleyan University, 1980; M.D., University of Nebraska Medical Center, 1984

Lynda Peterman, *Assistant Clinical Professor of Anesthesiology* (2013).

B.S., University of Wisconsin-Madison, 1995; M.D., University of Wisconsin-Madison, 2001

Eric Peters, *Assistant Professor of Medicine* (2009).

B.S., Creighton University, 2000; M.D., Creighton University School of Medicine, 2005

Scott Petersen, *Professor of Surgery* (2008; 2015).

B.S., University of Utah, 1972; M.D., University of Utah, 1974

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

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

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B.A., Arizona State University, 2008; M.A., 2010; Ph.D., The University of Texas Medical Branch, 2015

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

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).

M.D., Carol Davila University of Medicine and Pharmacy, 1996

Kayla Pope, *Associate Professor of Psychiatry* (2012; 2017).

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).

B.S., University of Nebraska-Omaha, 1987; M.D., Creighton University School of Medicine, 1992

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).

B.A., Louisiana State University, 2003; M.D., Louisiana State University, 2008

Jeny Pothén Itty, *Assistant Professor of Medicine* (2011).

B.S., New York University Institute of Technology, 2002; D.O., New York College of Osteopathic College 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).

B.A., University of Texas at Austin, 1994; M.D., University of Texas, Southwestern Medical School, 1998

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

Valerie Prescher-Buman, *Assistant Professor of Medicine* (2016; 2017).

B.S., Iowa State University, 2008; M.D., University of Nebraska Medical Center, 2012

Paul L. Price, *Associate Professor of Pharmacy Practice* (2000; 2006);

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Pharm.D., Creighton University, 1992

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B.S., Iowa State University, 1974; D.O., Des Moines University
College of Osteopaths College of Medicine, 1978

David R. Pritza, *Assistant Clinical Professor of Medicine* (2012).
B.S., Creighton University, 1983; M.D., Creighton University School
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Ronald J. Pritza, *Assistant Clinical Professor of Medicine* (2014).
B.A., Creighton University, 1985; J.D., Creighton University, 1988;
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Thomas S. Pruse, *Clinical Professor of Obstetrics & Gynecology* (1978;
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B.S., John Carroll University, 1966; M.D., Creighton University
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Rueben D. Pulido, *Assistant Clinical Professor of Psychiatry* (2014).
B.S., Georgetown University, 1994; Ph.D., George Mason University,
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Robert Puntel, *Clinical Professor of Pediatrics* (2012).
B.A., Washington and Jefferson College, 1983; M.D., Uniformed
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Ruth B. Purtilo, *Clinical Professor of Health Policy and Ethics* (1991; 2004).
B.S., University of Minnesota, 1964; M.T.S., Harvard University,
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Syed Qadri, *Associate Professor of Psychiatry* (2006; 2016).
M.B.,B.S., Dow Medical College (Pakistan), 1995

Farouq A.N. Qaqish, *Assistant Clinical Professor of Family Medicine* (2016).
M.B.,Ch.B., The Medical College Baghdad University (Iraq), 1974

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M.D., Jordan University of Science and Technology, 2003

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B.A., ua, 1980; M.D., University of Arizona, 1984

Thomas H. Quinn, *Professor of Biomedical Sciences* (1977; 1996);
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Ruben Quiros, *Clinical Professor of Pediatrics* (2010).
M.D., Universidad Nacional de Panama (Panama), 1986

Priya Radhakrishnan, *Associate Professor of Medicine* (2011).
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Mohamed Radwan, *Research Assistant Professor of Clinical and
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B.S., Grand Canyon University, 2003; D.O., Des Moines University,
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John Raines, *Assistant Clinical Professor of Surgery* (2014).

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Ali Raja, *Assistant Clinical Professor of Surgery* (2016).
M.B.,B.S., University of Punjab, 1998

Taruna Ralhan, *Assistant Professor of Surgery* (2016).
B.Sc., Illinois Institute of Technology, 2004; M.D., Rosalind Franklin
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Sriram Ramaswamy, *Associate Professor of Psychiatry* (2005; 2011).
M.B.,B.S., Goa Medical College (India), 1994

Allison K. Ramey, *Assistant Clinical Professor of Pediatrics* (2013).
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Behrouz Rassekh, *Assistant Clinical Professor of Biomedical Sciences*
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Sudha Ravilla, *Assistant Clinical Professor of Medicine* (2006).
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B.S., Creighton University, 1988; M.S., Creighton University School of Medicine, 1993

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- Carey Ronspies**, *Assistant Clinical Professor of Medicine* (2011).
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- James Russell**, *Assistant Clinical Professor of Surgery* (2008).
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B.S., University of Nebraska-Lincoln, 1997; M.D., University of
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M.D., University of Nebraska College of Medicine, 1955
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B.S., University of California-Los Angeles, 2000; M.D., Michigan
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B.A., Kean University, 2003; D.O., Midwestern University, Arizona
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B.S., University of California-Santa Barbara, 1987; M.D., Georgetown
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B.A., University of California, 1967; Ph.D., University of Arizona, 1973
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- Ryan Scott**, *Assistant Professor of Radiology* (2015).
B.A., University of Texas, 2001; M.D., University of Texas Medical
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- Lee Segal**, *Clinical Professor of Pediatrics* (2012).
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Medicine, 1984
- Hussam Seif Eddeine**, *Assistant Professor of Neurology* (2013).
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- Anna M. Selmecki**, *Assistant Professor of Medical Microbiology and
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University of Minnesota, 2007
- Benjamin Seltzer**, *Clinical Professor of Neurology* (2011).
A.B., University of Pennsylvania, 1965; M.D., Jefferson Medical
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- Dana Seltzer**, *Associate Professor of Surgery* (2012).
B.A., Pomona College, 1981; M.D., University of Southern California,
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- Vithyalakshmi Selvaraj**, *Associate Professor of Psychiatry* (2011; 2016);
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B.S., Tulane University, 1972; M.D., University of Nebraska College
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M.B.,B.S., Maharaja Sayaji Rao University, 2006
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B.A., University of Texas at Austin, 1996; M.S., Houston Baptist University, 1999; M.D., Texas A&M College of Medicine, 2003
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M.B.,B.S., B.J. Medical College (India), 1989
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M.B.,B.Ch., Witwatersrand (South Africa), 1971
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B.S., Mansfield State College, 1981; PsyD, Minnesota School of Professional Psychology, 1994
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B.S., University of Minnesota, 1996; M.D., University of Arizona College of Medicine, 2000
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- Jeremy M. Shefner**, *Clinical Professor of Neurology* (2014).
B.S., University of Illinois, 1972; M.A., University of Illinois, 1974; Ph.D., University of Illinois, 1976; M.D., Northwestern University, 1983
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M.D., Creighton University School of Medicine, 1994
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B.S., Arizona State University, 2002; D.O., Midwestern University, 2008
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B.A., University of Nebraska-Lincoln, 2001; M.D., University of Nebraska Medical Center, 2006
- Karen S. Staack**, *Assistant Clinical Professor of Family Medicine* (2001).
B.A., University of Nebraska, 1984; B.S., Delaware State University, 1987; M.D., Creighton University School of Medicine, 1999
- Thomas Stalder**, *Assistant Clinical Professor of Pediatrics* (2012).
B.S., University of Nebraska-Lincoln, 1978; M.D., University of Nebraska Medical Center, 1982
- Gerard J. Stanley Jr.**, *Assistant Clinical Professor of Family Medicine* (2008).
B.A., Creighton University, 2000; M.D., Creighton University School of Medicine, 2004
- Lois J. Starr**, *Assistant Clinical Professor of Pediatrics* (2016).
B.S., University of Nebraska, 2001; M.D., University of Nebraska Medical Center, 2017
- Jeffrey Stearnes**, *Assistant Clinical Professor of Obstetrics & Gynecology* (2005; 2011).
B.S., University of Illinois, 1995; M.D., Southern Illinois School of Medicine, 2000
- Andrea J. Steenson**, *Assistant Professor of Pediatrics* (1986).
B.S., University of Nebraska-Omaha, 1975; M.D., University of Nebraska Medical Center, 1978
- Nick Steinauerr**, *Assistant Clinical Professor of Obstetrics & Gynecology* (2011).
B.A., University of Nebraska-Omaha, 1985; M.D., University of Nebraska Medical Center, 1991
- Paul Steinberg**, *Associate Professor of Family Medicine* (2008; 2011).
B.A., York University (Canada), 1973; M.D., McMaster University Medical School (Canada), 1979
- Betsy Stephenson**, *Assistant Clinical Professor of Pediatrics* (2007).
B.S., University of North Dakota, 1980; M.D., University of Nebraska Medical Center, 1984
- Yvonne M. Stephenson**, *Assistant Clinical Professor of Medicine* (1994; 1997).
B.S., Fairleigh Dickinson, 1986; M.D., University of Nebraska Medical Center, 1990
- Holly A. Stessman**, *Assistant Professor of Pharmacology* (2016).
B.S., Clarke University, 2008; Ph.D., University of Minnesota, 2013
- Holly A.F. Stessman**, *Assistant Professor of Medical Microbiology and Immunology* (2016).
B.S., Clarke University, 2008; Ph.D., University of Minnesota, 2013
- Terry F. Stock**, *Assistant Professor of Anesthesiology* (2016).
M.D., Creighton University School of Medicine, 1988
- Douglas J. Stockwell**, *Assistant Professor of Psychiatry* (2017).
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- David EJ Stoike**, *Assistant Clinical Professor of Anesthesiology* (2017).
B.S., Arizona State University, 2006; D.O., Midwestern University, 2012
- 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**, *Assistant Clinical Professor of Pediatrics* (2005; 2016).
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
- Frigyes Stuart**, *Assistant Clinical Professor of Medicine* (2011).
B.S., University of California, 1988; M.D., Creighton University School of Medicine, 1993
- Natalie A. Stuntz**, *Assistant Clinical Professor of Pediatrics* (2016).
B.A., University of Nebraska-Lincoln, 2005; M.D., University of Nebraska Medical Center, 2009
- 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).
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Richard Sue, *Assistant Clinical Professor of Medicine* (2012).

B.S., University of California-Los Angeles, 1988; M.D., University of California-San Francisco, 1994

Jeffrey Sugimoto, *Professor of Surgery* (1979).

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Randall G. Sullivan, *Assistant Clinical Professor of Psychiatry* (2013).

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Riyaz Sumar, *Assistant Clinical Professor of Medicine* (2013).

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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).

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Thomas M. Svolo, *Professor of Psychiatry* (2001; 2013); *Chair, Psychiatry* (2013).

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Melissa Swanson, *Assistant Clinical Professor of Anesthesiology* (2012).

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Paul Tafoya, *Assistant Clinical Professor of Pediatrics* (2012).

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B.S., Cook College/Rutgers University, 1980; M.D., St. George's University School of Medicine (West Indies), 1985

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Albert Tejada, *Assistant Clinical Professor of Medicine* (2012).

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- Peter Thomas**, *Adjunct Professor of Surgery* (2005).
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- Alan G. Thorson**, *Clinical Professor of Surgery* (1986; 2009).
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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).
B.A., Creighton University, 2003; M.D., Creighton University School of Medicine, 2007
- John Titus**, *Assistant Clinical Professor of Family Medicine* (2008).
M.D., Creighton University School of Medicine, 1979
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B.A., Wittenburg University, 2006; M.D., West Virginia University School of Medicine, 2010
- Sofya Tokman**, *Assistant Clinical Professor of Medicine* (2015).
B.S., DePaul University, 2003; M.D., Emory University School of Medicine, 2008
- David Tolo**, *Associate Clinical Professor of Pediatrics* (1989; 2013).
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- Salaheddine Tomeh**, *Associate Clinical Professor of Surgery* (2008).
M.D., Damascus Medical College (Syria), 1972
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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
- Veronica Torres Hernandez**, *Assistant Professor of Medicine* (2012).
M.D., Jagiellonian School of Medicine (Poland), 2004
- Joseph W. Townley**, *Assistant Clinical Professor of Surgery* (2000).
B.A., Creighton University, 1985; M.D., Creighton University School of Medicine, 1989
- Theresa A. Townley**, *Associate Professor of Medicine* (2002; 2011); *Associate Professor of Preventive Medicine and Public Health* (2016).
B.A., Creighton University, 1987; M.D., University of Minnesota, 1992; M.P.H., Johns Hopkins, 2001
- James M. Tracy**, *Assistant Clinical Professor of Medicine* (1994).
B.S., University of Maryland, 1978; M.D., University of New England College of Osteopathic Medicine, 1984
- Amy Trahan**, *Associate Professor of Radiology* (2011; 2017).
B.S., Grand Canyon University, 1999; M.D., Creighton University School of Medicine, 2005
- Thuc H. Tran**, *Assistant Professor of Anesthesiology* (2016).
B.S., Creighton University, 1995; M.D., Creighton University School of Medicine, 1999
- Tin H. Tran**, *Assistant Professor of Anesthesiology* (2016).
B.S., Creighton University, 1999; M.D., University of Nebraska Medical Center, 2003
- David Treiman**, *Professor of Neurology* (2011).
A.B., University of California-Berkeley, 1962; M.D., Stanford University, 1967
- Richard Trepeta**, *Assistant Clinical Professor of Pathology* (2012).
B.S., Massachusetts Institute of Technology, 1974; M.D., Yale University School of Medicine, 1978
- Beth A. Trevino**, *Assistant Clinical Professor of Pediatrics* (2013).
M.D., The University of Texas Medical School, 2001
- William A. Triana**, *Assistant Clinical Professor of Medicine* (2016).
M.D., National University of Colombia (Colombia), 2002
- Martina Tribulato**, *Assistant Clinical Professor of Medicine* (2011).
B.S., Santa Clara University, 1994; M.D., Creighton University School of Medicine, 1999
- Matthew Troester**, *Assistant Clinical Professor of Pediatrics* (2010).
B.A., The University of Kansas, 1996; D.O., Midwestern University-Arizona College of Osteopathic Medicine, 2002
- Robert N. Troia**, *Assistant Clinical Professor of Surgery* (1985).
B.A., University of Notre Dame, 1975; M.D., Creighton University School of Medicine, 1979
- Sebastian J. Troia**, *Assistant Clinical Professor of Surgery* (1981; 1992).
B.S., University of Notre Dame, 1972; M.D., Creighton University School of Medicine, 1976
- Edward Truemper**, *Associate Clinical Professor of Pediatrics* (2009).

B.S., University of Mississippi, 1972; M.S., University of Mississippi, 1979; M.D., University of Mississippi, 1982

Yaping Tu, *Professor of Pharmacology* (2003; 2014).

B.S., Wuhan University (China), 1987; M.D., Institute of Biophysics, Chinese Academy of Science (China)

John D. Tubbs, *Assistant Clinical Professor of Family Medicine* (2004).

B.S., Wayne State College, 1993; M.D., Ross University School of Medicine (Commonwealth of Dominica), 1999

Douglas Tuchin, *Assistant Clinical Professor of Anesthesiology* (2012).

B.S., University of Arizona, 1971; M.S., Arizona State University, 1974; M.D., The University of Health Sciences/Chicago Medical School, 1980

Humayun Tufail, *Assistant Clinical Professor of Medicine* (2016).

M.B.,B.S., King Edward Medical College, 1994

Krikor Tufenkjian, *Assistant Professor of Neurology* (2013).

M.D., University of Aleppo, 2003

Anuradha Tunuguntla, *Associate Clinical Professor of Medicine* (2016).

M.B.,B.S., M.S. Ramaiah Medical College (India), 2000

Anthony O. Udekwo, *Professor of Surgery* (2015).

M.B.,B.Ch., University of Nigeria (Nigeria), 1979

Jerald Underdahl, *Assistant Clinical Professor of Pediatrics* (2013).

B.A., St. Olaf College; M.D., Columbia University College of Physicians and Surgeons, 1995

Jose J. Urdaneta, *Assistant Professor of Psychiatry* (2014).

B.A., University of Kansas, 1992; M.D., University of Kansas, 1997

Timothy Uschold, *Instructor of Surgery* (2012).

B.S., Cornell University, 2002; M.D., Duke University, 2006

Yousef Usta, *Assistant Professor of Medicine* (2013).

M.D., American University of Beirut, 2008

Elizabeth Valencia, *Assistant Professor of Radiology* (2016).

B.A., MacMurray College, 1999; M.D./J.D., Southern Illinois University School of Medicine and School of Law, 2009

Carrie Valenta, *Assistant Professor of Medicine* (2010; 2011).

B.A., Creighton University, 2003; M.D., Creighton University School of Medicine, 2007

Bert Van Blerk, *Adjunct Assistant Professor of Anesthesiology* (2001; 2011).

MB, BCh, University of Witwatersrand Medical School, (South Africa), 1973; FFA (SA); 1998

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B.A., Brigham Young University, 1989; M.D., University of Utah School of Medicine, 1993

Christina Van Horn, *Assistant Professor of Anesthesiology* (2009; 2010).

B.A., Creighton University, 2001; M.D., Creighton University School of Medicine, 2005

Jancie VanRiper, *Assistant Clinical Professor of Center for Health Policy and Ethics* (2012).

B.A., University of Montana; J.D.; Ph.D., University of Utah

Michael Vance, *Assistant Clinical Professor of Pediatrics* (1990; 1993).

B.A., Miami University, 1985; Ph.D., Indiana University, 1990

Stephane P. VanderMeulen, *Associate Professor of Medical Education* (2017).

B.S., Wayne State College, 1992; MPA, University of Nebraska Medical Center, 1994

Lars Vanderbur, *Assistant Clinical Professor of Pediatrics* (2005).

B.S., University of Nebraska-Lincoln, 1994; M.D., University of Nebraska Medical Center, 1999

Raegan M. Vanderput, *Assistant Clinical Professor of Pediatrics* (2012).

B.A., Washington University, 2003; M.D., St. Louis University School of Medicine, 2008

Robert Vandervort, *Clinical Instructor of Surgery* (2007).

B.S., Indiana University, 1977; O.D., 1979

John Vann, *Assistant Clinical Professor of Pediatrics* (1995).

B.A., University of California, 1986; M.D., University of Nebraska Medical Center, 1990

Jay K. Varma, *Assistant Professor of Neurology* (2013).

B.S., Case Western Reserve University, 2002; M.D., The Ohio State University College of Medicine, 2006

Meera Varman, *Professor of Pediatrics* (2003; 2014); *Professor of Medical Microbiology & Immunology* (2006; 2014).

M.B.,B.S., Coimbatore Medical College (India), 1985

Eduardo Vasquez, *Assistant Clinical Professor of Medicine* (2012).

M.D., University of Panama Medical School (Panama), 1996

Nicholas Vasquez, *Assistant Professor of Medicine* (2012).

B.S., University of Arizona, 1995; M.D., University of Michigan Medical School, 2001

Jayan Vasudevan, *Assistant Professor of Pediatrics* (2012).

M.B.,B.S., Calicut University (India), 1990

Oladiji Vaughan, *Assistant Professor of Pediatrics* (2010).

M.B.,B.S., College of Medicine, University of Lagos (Nigeria), 2000

Thomas Veesser, *Assistant Clinical Professor of Pediatrics* (2006).

B.A., St. Louis University, 1971; M.D., St. Louis University, 1975

Manasa Velagapudi, *Assistant Professor of Medicine* (2017).

M.B.,B.S., Mamata Medical College (India), 2007

Jacob J. Venter, *Associate Clinical Professor of Psychiatry* (2013; 2014).

M.B.,Ch.B., University of the Free State Medical School, 1987

Sharry Veres, *Assistant Professor of Family Medicine* (2008; 2011).

B.S., University of Idaho, 1997; M.D., University of Washington School of Medicine, 2003; M.H.S.M., Arizona State University, 2007

Deborah M. Vernasco, *Assistant Clinical Professor of Anesthesiology* (2014).

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Yohanna Vernon, *Clinical Instructor of Pediatrics* (2011).

B.S., University of Utah, 2002; M.D., Medical College of Wisconsin, 2007

Laura Viereck, *Assistant Professor of Medicine* (2012).

Pharm.D., South Dakota University College of Pharmacy, 2009

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B.S., The University of Texas at San Antonio, 2009; M.D., Texas A&M Health Science Center, 2013

Thomas Vinton, *Assistant Clinical Professor of Family Medicine* (2010).

B.S., Creighton University, 1976; M.D., Creighton University School of Medicine, 1980

Louis Violi, *Assistant Clinical Professor of Medicine* (2016).

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Renuga Vivekanandan, *Assistant Professor of Medicine* (2011; 2013).

B.S., University of Waterloo, 2002; M.D., Medical University of the Americas

Shvarts Vladimir, *Assistant Professor of Neurology* (2013).

B.A., Occidental College, 2000; M.D., Chicago Medical School, 2005

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M.D., University of Belgrade (Serbia), 2010

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B.S., Montana State University, 1981; M.D., Medical College of Ohio-Toledo, 1989

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B.S., Creighton University, 1974; M.D., Creighton University School of Medicine, 1978

Gary Volentine, *Assistant Clinical Professor of Medicine* (2012).

B.S., University of Iowa, 1974; M.D., University of Iowa, 1978

Katie L. Vollmuth, *Assistant Clinical Professor of Pediatrics* (2015).

B.S., Nebraska Wesleyan University, 2005; M.D., University of Nebraska Medical Center, 2010

Lawrence Volz, *Assistant Clinical Professor of Surgery* (2003).

B.A., University of San Diego, 1993; M.D., Creighton University School of Medicine, 1997

Stephanie Von Fischer Seiki, *Assistant Clinical Professor of Medicine* (2014).

B.S., University of Michigan, 2003; M.D., New York Medical College, 2008

Louis Vu, *Assistant Professor of Surgery* (2012).

B.S., Stanford University, 1989; M.D., Albert Einstein College of Medicine, 1995

James Vukonich, *Assistant Clinical Professor of Surgery* (2005).

B.S., University of Osteopathic Medicine and Health Sciences, 1996; D.P.M., University of Osteopathic Medicine and Health Sciences, 1998

Jennifer L. Waara, *Assistant Clinical Professor of Family Medicine* (2014).

B.S., University of Arizona, 1996; M.D., University of Arizona, 2004

Joshua Waggoner, *Assistant Professor of Medicine* (2015).

B.S., University of Washington, 2002; M.D., Jefferson Medical College, 2006

Michel R. P. Wagner, *Assistant Professor of Surgery* (2012; 2014).

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Paul Wahlheim, *Assistant Clinical Professor of Medicine* (2013).

B.A., Southern California College, 1991; M.D., Universidad Autonoma de Guadalajara (Mexico), 1997

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Rajat Walia, *Associate Professor of Medicine* (2010; 2015).

M.B., B.S., University of Delhi (India), 1997

Jillian Wall, *Assistant Clinical Professor of Pediatrics* (2017).

B.S., University of California-Davis, 2006; M.D., University of Nevada School of Medicine, 2010

Edward Walsh, *Clinical Professor of Biomedical Sciences* (2001; 2004).

B.S., Western Illinois University, 1968; Ph.D., Creighton University, 1983

Ryan R. Walsh, *Associate Professor of Neurology* (2017).

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Ryan W. Walters, *Assistant Professor of Medicine* (2015).

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Fenwei Wang, *Assistant Clinical Professor of Medicine* (2008; 2011).

M.D., Su Zhou Medical College (China), 1990; M.M.S., University of Texas Medical Branch, 2003; Ph.D., University of Texas Medical Branch, 2005

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Richard B. Ward, *Assistant Clinical Professor of Medicine* (2001).

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B.A., Marymount Manhattan College, 1975; B.S.N., University of the State of New York, 1980; M.S., Columbia University, 1982; M.D., American University of the Caribbean (West Indies), 1988

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- Arthur Weaver**, *Assistant Clinical Professor of Medicine* (2006).
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- Jordan Weinberg**, *Professor of Surgery* (2016; 2017).
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B.S., Muhlenberg College, 1967; M.D., Jefferson Medical College, 1971
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B.S., University of Utah, 1996; M.D., Mayo Medical School, 2000
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- Steven P. Wengel**, *Clinical Professor of Psychiatry* (1992; 2008).
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- Joseph A. Wenzl**, *Assistant Professor of Family Medicine* (1989; 1990).
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