

# **CREIGHTON UNIVERSITY BULLETIN**

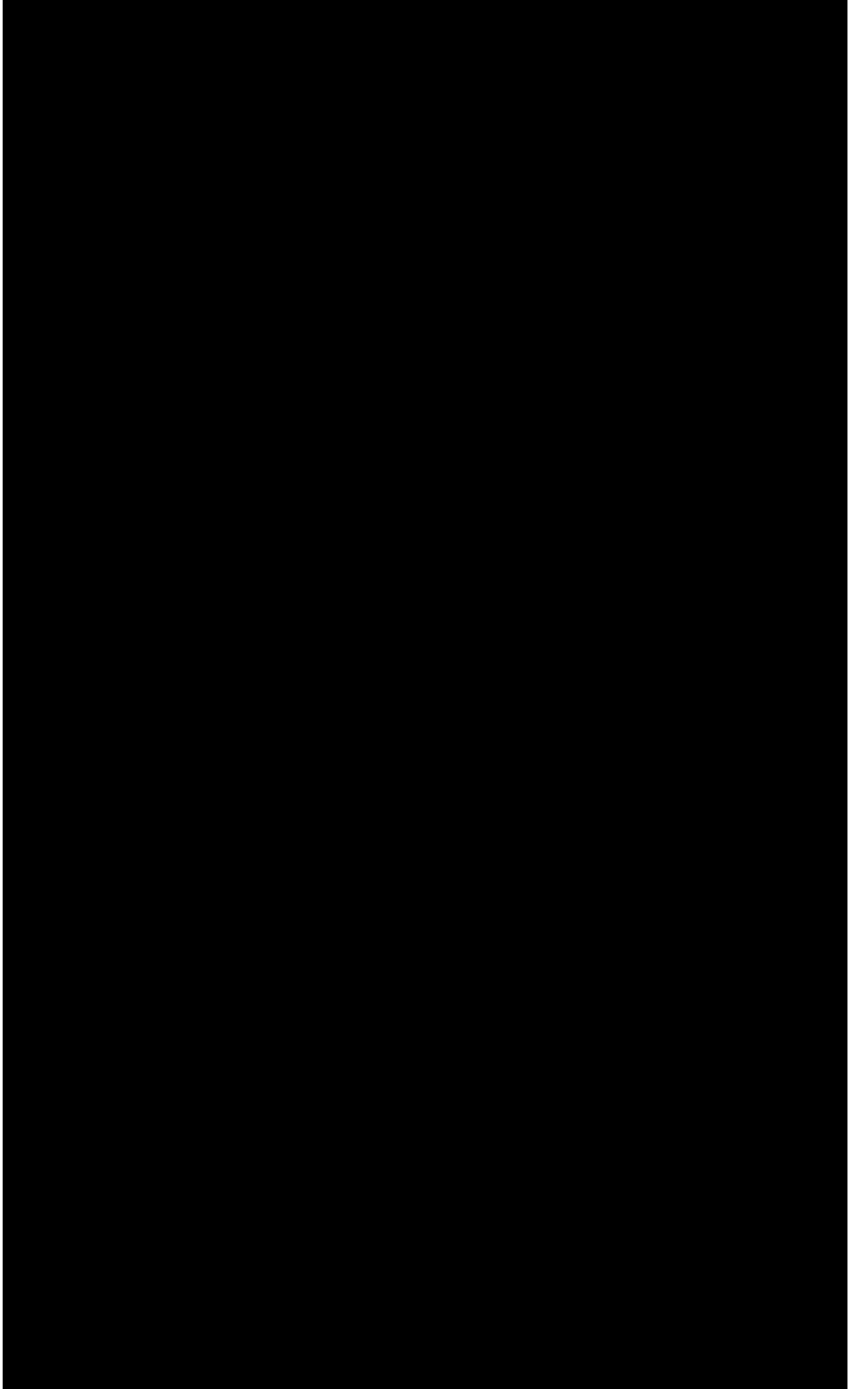
***1996-98 ISSUE***

***SCHOOL OF MEDICINE***

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# TABLE OF CONTENTS

<b>SCHOOL OF MEDICINE CALENDAR .....</b>	<b>4</b>	<b>CURRICULUM .....</b>	<b>45</b>
<b>ADMINISTRATION .....</b>	<b>6</b>	Goals and Objectives .....	45
<b>GENERAL INFORMATION .....</b>	<b>13</b>	Component I-The First Year .....	46
The University .....	13	Component II-The Second Year .....	46
Location .....	13	Component III-The Third Year .....	47
History .....	14	Component IV-The Fourth Year .....	47
Jesuit Order .....	14	Synopsis of Courses and Hours of Instruction .....	48
Goals and Objectives .....	15	Departments and Courses—	
Credo of Creighton .....	15	Interdepartmental Courses .....	50
Nondiscrimination Policy .....	16	Anesthesiology .....	53
Services for Students with Disabilities .....	16	Biomedical Sciences .....	53
Graduation Rates .....	16	Family Practice .....	53
Accreditation .....	17	Health Policy and Ethics .....	54
School of Medicine Mission Statement .....	17	Medical Microbiology .....	54
Medical Center .....	18	Medicine .....	55
Additional Clinical Facilities .....	20	Neurology .....	56
Postdoctoral Programs in Clinical Services .....	21	Obstetrics and Gynecology .....	56
Graduate Programs .....	21	Otolaryngology .....	57
Living Accomodations .....	22	Pathology .....	57
Student Health Service .....	23	Pediatrics .....	58
Student Health and Accident Insurance .....	24	Pharmacology .....	58
Counseling and Psychological Services .....	24	Preventive Medicine and Public Health .....	59
Professional Societies .....	25	Psychiatry and Behavioral Sciences .....	59
Honors and Awards .....	25	Radiology .....	60
Special Lectures .....	26	Surgery .....	60
Alumni Association .....	28		
<b>ADMISSION .....</b>	<b>29</b>	<b>FACULTY .....</b>	<b>62</b>
Application Process .....	29	<b>DEGREES CONFERRED</b>	
Requirements for Admission .....	29	<b>1994, 1995, 1996 .....</b>	<b>93</b>
Advanced Standing .....	31		
Registration .....	31		
Student Employment .....	31		
<b>TUITION AND FEES .....</b>	<b>32</b>		
Textbooks and Instruments .....	33		
Financial Arrangements .....	33		
Late Payment Policy .....	33		
Withdrawals & Refunds .....	33		
<b>STUDENT FINANCIAL AID .....</b>	<b>35</b>		
Scholarships .....	36		
Loans .....	37		
<b>ADMINISTRATION AND SUPERVISION .....</b>	<b>41</b>		
Policy on Academic Honesty .....	41		
Requirements for the Degree of Doctor of Medicine .....	41		
Unit of Instruction .....	41		
Attendance and Evaluation .....	42		
Grading System .....	42		
Advancement .....	42		
Commencement .....	43		
Graduation Honors .....	43		
Discipline .....	44		
Confidentiality of Student Records .....	44		
Transcripts .....	44		

# CALENDAR

## ACADEMIC YEAR 1996-97

### 1996

<b>July</b>	<i>1, Monday</i>	Senior Year begins—Class of 1997. Junior Year begins—Class of 1998.
	<i>4, Thursday</i>	Independence Day.
<b>August</b>	<i>7, Wednesday</i> <i>12, Monday</i> <i>27-28, Tues.-Wed.</i>	Freshman Year begins—Class of 2000 (Orientation). Sophomore Year begins—Class of 1999. USMLE Step II.
<b>September</b>	<i>2, Monday</i> <i>11, Wednesday</i> <i>13-14, Fri.-Sat.</i> <i>22-23, Sun.-Mon.</i>	Labor Day - University Holiday. Mass of the Holy Spirit Rosh Hashanah. Yom Kippur.
<b>October</b>	<i>10, Thursday</i> <i>15-16, Tues.-Wed.</i>	National Primary Care Day. USMLE Step I.
<b>November</b>	<i>27, Wednesday</i>	Thanksgiving recess begins after last class, clinic or lab for M-1 and M-2 students.
<b>December</b>	<i>2, Monday</i> <i>9-13, Mon.-Fri.</i>  <i>14, Saturday</i> <i>16, Monday</i>	Classes resume at 8:00 a.m. First Semester ends for M-1 and M-2 students during the week after last examination. Mid-year Commencement. First Semester ends for M-3 and M-4 students at 8:00 a.m.

### 1997

<b>January</b>	<i>6, Monday</i>	Second Semester begins for ALL students.
<b>February</b>	<i>TBA</i> <i>21-22, Fri.-Sat.</i>	Founders Day. Midwest Student Medical Research Forum.
<b>March</b>	<i>4-5, Tues.-Wed.</i> <i>7, Friday</i>  <i>17, Monday</i> <i>19, Wednesday</i> <i>28, Friday</i>	USMLE Step II. Spring recess begins <b>after</b> last class, clinic or lab for M-1 and M-2 students. Classes resume. Match Day. Good Friday—No classes.
<b>April</b>	<i>22, Tuesday</i>	Passover.
<b>May</b>	<i>12-16, Mon.-Fri.</i>  <i>15, Thursday</i> <i>17, Saturday</i>	Second semester ends for M-1 and M-2 students during the week of last examination. Hooding Ceremony. University Commencement.
<b>June</b>	<i>10-11, Tues.-Wed.</i> <i>23, Monday</i>	USMLE Step I. Second Semester ends for M-3 students at 8:00 a.m.
<b>July</b>	<i>1, Tuesday</i>	Senior Year begins—Class of 1998. Junior Year begins—Class of 1999. Junior Class orientation and departmental orientations to be announced.

# CALENDAR

## ACADEMIC YEAR 1997-98

### 1997

July	<i>1, Tuesday</i>	Senior Year begins—Class of 1998. Junior Year begins—Class of 1999.
	<i>4, Friday</i>	Independence Day.
August	<i>11, Monday</i>	Freshman Year begins—Class of 2001. Sophomore Year begins—Class of 2000.
September	<i>1, Monday</i> <i>10, Wednesday</i>	Labor Day - University Holiday. Mass of the Holy Spirit.
October	<i>2-3, Thurs.-Fri.</i> <i>11, Sunday</i>	Rosh Hashanah. Yom Kippur.
November	<i>26 Wed.-30 Sun.</i>	Thanksgiving recess begins after last class, clinic or lab for M-1 and M-2 students.
December	<i>1, Monday</i> <i>8-12, Mon.-Fri.</i>  <i>13, Saturday</i> <i>15, Monday</i>	Classes resume at 8:00 a.m. First Semester ends for M-1 and M-2 students during the week after last examination. Mid-year Commencement. First Semester ends for M-3 and M-4 students at 8:00 a.m.

### 1998

January	<i>5, Monday</i>	Second Semester begins for ALL students.
February	<i>TBA</i> <i>21-22, Fri.-Sat.</i>	Founders Day. Midwest Student Medical Research Forum.
March	<i>6, Friday</i>  <i>16, Monday</i>	Spring recess begins <b>after</b> last class, clinic or lab for M-1 and M-2 students. Classes resume.
April	<i>10, Friday</i> <i>11, Saturday</i>	Good Friday—No classes. Passover.
May	<i>11-15, Mon.-Fri.</i>  <i>14, Thursday</i> <i>16, Saturday</i>	Second semester ends for M-1 and M-2 students during the week of last examination. Hooping Ceremony. University Commencement.
June	<i>22, Monday</i>	Second Semester ends for M-3 students at 8:00 a.m.
July	<i>1, Wednesday</i>	Senior Year begins—Class of 1998. Junior Year begins—Class of 1999. Junior Class orientation and departmental orientations to be announced.

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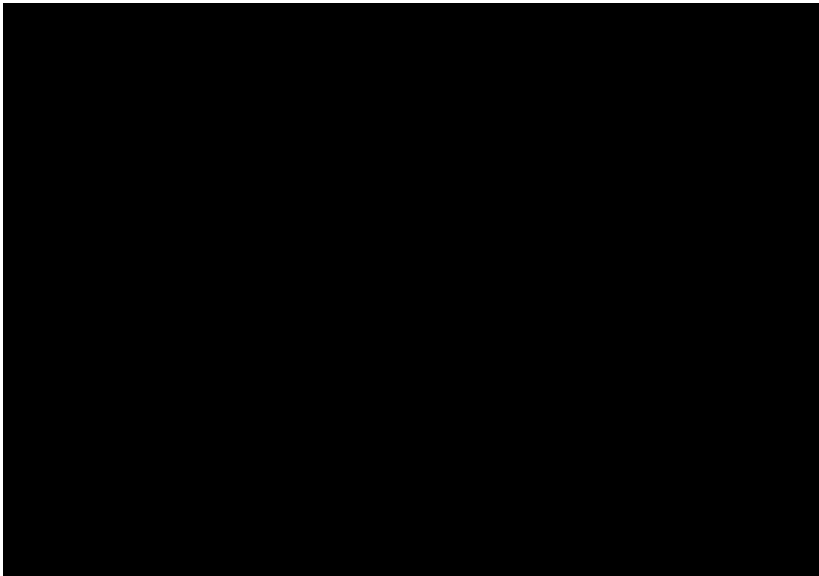
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## GENERAL INFORMATION

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

With an enrollment of 6,424 persons taught by a faculty of 1,310, Creighton has set as its goal the conduct of higher education in the context of Christian values.

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

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

Thirty-six percent of the University's students are enrolled in the College of Arts and Sciences, 27 percent in the health sciences professions, 10 percent in Business Administration, 11 percent in University College, 8 percent in law, and 8 percent in the Graduate School.

## LOCATION

Omaha, Nebraska is the very heart of America. Originally settled by the Omaha Indian Tribe, Omaha was soon a favorite stop for early settlers traveling up the Missouri River. Omaha's frontier traditions and values have remained largely intact as the city has progressed toward the 21st century. First-time visitors are delightfully surprised to find the sophistication of a large city (population one-half million) with the friendly ambiance of a midwestern town.

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

Omaha is the home of the internationally acclaimed Opera Omaha, Ballet Omaha, and Omaha Symphony. Joslyn Art Museum not only displays impressive permanent collections from 19th and 20th century European and American artists, but also schedules five major exhibits and a dozen small presentations each year. One of the nation's finest old-world style theaters, the Orpheum, is home to hundreds of outstanding entertainment events each year. In addition, the Omaha Community Playhouse and Omaha Theater Company For Young People (formerly Emmy Gifford Children's Theater) are among the top community theaters in the nation.

An enthusiastic sports city, Omaha has hosted the NCAA College World Series, held in early June each year, for over forty years. The Creighton Bluejay basketball and baseball teams have earned trips to their respective NCAA tournaments in recent years, and the baseball team finished third in the 1991 College World Series. Like the

rest of the state, Omaha also loves the nationally ranked Nebraska Cornhusker football, basketball, volleyball and gymnastic teams who compete against the nation's best college athletes in Memorial Stadium and the Devaney Sports complex, less than forty-five minutes from Omaha.

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

## *HISTORY*

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

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

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

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

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

The College of Arts and Sciences, the University's oldest and largest division, was founded in 1878. The College of Business Administration opened on September 20, 1920. The Graduate School was established as a separate division in 1926. Nursing programs began at Creighton in 1928, a separate College of Nursing was established in 1971 and in 1978, became the School of Nursing. The University College, which opened in the 1983 Fall Semester, offers credit and noncredit programs and correspondence courses for adult students. Professional schools and their dates of establishment are the School of Medicine, 1892. School of Law, 1904, School of Dentistry and School of Pharmacy, 1905. In 1982, the Creighton University School of Pharmacy became the Creighton University School of Pharmacy and Allied Health Professions. A baccalaureate program in Occupational Therapy was initiated in 1985. In 1991, the School's faculty voted unanimously to adopt the Doctor of Pharmacy as the sole entry level pharmacy degree, which became effective with the pharmacy class entering in 1994. In 1992, the Physical Therapy program was instituted, and Creighton became the first University in the country to offer the entry level Doctor of Physical Therapy (DPT) degree. In 1995, the School initiated one of the first post-baccalaureate Doctor of Occupational Therapy (OTD) programs in the country.

## *THE JESUIT ORDER AND CREIGHTON UNIVERSITY*

Here in mid-America, Creighton University is Jesuit education. Jesuit American education on the secondary level network is all-embracing. Forty-six Jesuit high schools dot our map, one was established in the 18th Century, twenty-four in the 19th Century, and twenty-one in the 20th Century, touching each year 36,500 young men and women of all denominations.

Twenty-eight Jesuit universities flourish from coast to coast, in 1990 enrolling 182,628 collegiate and professional students. Jokingly likened to sparrows, Jesuits in higher education frequent our nation's largest cities. The educational opportunities they provide are diverse, but all the institutions share in the Jesuit character and tradition. Why? Because they are staffed by religious and lay colleagues who are imbued with, or attracted by, the educational ideals of St. Ignatius Loyola, founder of the Jesuit Order. Ignatius synopsisized his principles for broadly-educated and decent people marked by good judgment in his *Ratio Studiorum*, "Plan of Studies," written about 1540.

And so, there seems to be an instant bond of camaraderie and identification between graduates of diverse American Jesuit universities and high schools before they have visited together for five minutes. Creighton graduates have remarked this again and again. It is a subtle but real bond that these graduates feel. They are part of a great and satisfying network calculated to prepare them for a full and rewarding life. This Jesuit education, in a lesser way, is shared with 1,000 other institutions conducted by the total number of 25,000 Jesuits across the world.

American Jesuit Priests and Brothers are active on every front. They are the largest missionary Order in the Catholic Church. Of their some 6,000 American Jesuits, every fifth man is in the harvest field of some foreign or American mission.

### **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.

### **CREDO OF CREIGHTON**

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

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

We believe in God, our loving Creator and Father.

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

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

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

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

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

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

We believe in the teachings and example of Jesus Christ.

### *NONDISCRIMINATION POLICY*

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

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

### *SERVICES FOR STUDENTS WITH DISABILITIES*

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). Requests for reasonable accommodations are encouraged to be made as soon as possible after acceptance. Each student may be required to submit medical or other diagnostic documentation of disability and 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 Dean's Office or the Coordinator of Services for Students with Disabilities at 280-2749.



## *GRADUATION RATES*

In 1995 the completion or graduation rate for students who entered Creighton University in Fall 1989 was 65.8 percent. This includes students who entered professional school programs of Dentistry, Law, Medicine and Pharmacy and Allied Health Professions at Creighton University.

## *ACCREDITATION*

Creighton University is fully accredited by the North Central Association of Colleges and Schools, the accrediting agency for the region in which the University is situated. Professional Colleges and Schools are accredited by their respective professional standardizing agencies. The School of Medicine is fully accredited by the Liaison Committee on Medical Education, the accrediting agency for programs leading to the M.D. degree in the United States and Canada.

## *SCHOOL OF MEDICINE*

### *Mission Statement*

The mission of Creighton University School of Medicine is to develop and promote an understanding of human health and the causes, treatments and prevention of disease. To accomplish this mission in the Jesuit tradition and spirit of Creighton University, the School of Medicine will pursue the following goals:

- To create an environment in which medical and graduate students and faculty are motivated to learn, to teach, and to serve the needs of society and in which compassion, integrity, humility and self-knowledge are united with wisdom.
- To empower future physicians with the necessary knowledge, skills, judgment and confidence to become competent clinicians and life-long learners.
- To promote the postgraduate education of physicians so they may become excellent practitioners, teachers and scholars instilled with a spirit of service and the highest ethical standards.
- To incorporate the concepts of disease prevention and health promotion into the art and science of medical practice.
- To motivate physicians to meet health care needs through specialty training in those disciplines in which recognized shortages exist.
- To provide continuing education for health professionals so they may further their knowledge and skills to better serve the needs of their community.
- To promote scholarship and conduct research dedicated to improve the practice and teaching of medicine, to enhance the quality of human life and to develop new knowledge.

### *Accreditation*

The Creighton University School of Medicine is accredited by the Liaison Committee on Medical Education, representing the Association of American Medical Colleges and the Council on Medical Education of the American Medical Association. The School of Medicine is an institutional member of the Association of American Medical Colleges.

### *History*

The John A. Creighton Medical College was established in 1892, 14 years after the beginning of Creighton University. In the 100 years that have ensued, the School has granted more than 5,816 Doctor of Medicine degrees. More than 4,010 living alumni practice throughout the United States and in foreign countries. The School's first home was in the first building of Saint Joseph Hospital, which was altered and equipped to afford temporary quarters. In 1896 the first building constructed to house the School of Medicine was erected on the northwest corner of 14th and Davenport streets in Omaha, and during the next two decades the modest campus gradually expanded to include three buildings in the area, one of which accommodated the School of Pharmacy. In 1967 the medical campus moved to the main university campus. In 1977 Saint Joseph Hospital, the primary teaching hospital of the university, was also moved to the university campus.

### **MEDICAL CENTER**

The Doctor C. C. and Mabel L. Criss Health Sciences Center is an ultra-modern complex 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 the most modern classroom and laboratory facilities for instruction of the freshman and sophomore students in the preclinical medical sciences, as well as office and laboratory space for the members of the preclinical faculty. Twin two-level 255-seat amphitheatres, the connecting link between the two units, form the hub of the academic activities. Multipurpose laboratories, classrooms, and seminar rooms are conveniently distributed throughout the facility. In addition, the Criss Health Sciences Center accommodates the administration, faculty, and students of the School of Nursing and the School of Pharmacy and Allied Health Professions. The administrative offices of the School of Medicine are located in the Criss Health Sciences Center, as are the offices of the Vice President for Health Sciences. Another unit (Criss I) provides medical research facilities for the faculty. As part of an ongoing process to upgrade and modernize Health Sciences facilities, a complete renovation of Unit I of the Criss Center was completed in February 1994. The recently completed Beirne Research Tower adjoins the Criss Health Sciences Center. This six story medical research facility was made possible by a gift from Doctor Gilbert A. Beirne and his brother, Doctor Clinton G. Beirne. The Beirne Research Tower provides approximately 13,000 square feet of space for laboratories and offices. The modern, functional research laboratories house the regulatory peptide research program, the infectious disease and microbiology program, a bone biology research program, the molecular biology core facility, and an allergic diseases research program.

A new medical student computer laboratory has been built in the Criss II building. Student computer workstations are available in several sites in the Criss Center, Health Sciences Library, Saint Joseph's Hospital, and various clinics. The student's have access to a wide variety of software, databases (including MedLine), electronic mail, and the internet.

Saint Joseph Hospital, an ultramodern regional health-care facility with state-of-the-art technology, serves as the major affiliated teaching hospital for the Creighton University School of Medicine. Opened in December of 1977, it is located on Creighton's west campus at 30th and California Streets and was one of the largest privately sponsored construction projects in the history of Nebraska. Policies for the

hospital are set by a governing board that includes strong representation from Creighton University and the School of Medicine faculty.

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

A six-story office complex attached directly to the hospital provides office suites and examining areas for the clinical faculty of the School of Medicine. The clinical faculty assigned by the chairs of the several departments provide teaching in the following clinical areas:

Allergy; arthritis; cardiology; chest disease; dermatology; diabetes; endocrinology; family medicine; hematology; hypertension; infectious disease; neurology; obstetrics and gynecology; oncology; ophthalmology; orthopedics; otolaryngology; pediatrics; peripheral vascular disease; proctology; psychiatry; psychology; radiology; rehabilitation; renal; rheumatology; surgery; and urology.

A clinical assessment center has just been developed at St. Joseph Hospital. The ultramodern facility has six examination rooms each equipped with recording equipment.

The diagnostic laboratory is supervised by the Department of Pathology and the radiological service by the Department of Radiology. Annual visits to the Health Center exceed 100,000.

A new outpatient Cardiac Center opened August 1, 1992. This new three story 60,000 square-foot building houses all cardiac outpatient diagnostic facilities as well as an outpatient Cardiac Catheterization Laboratory and a 15,000 square-foot Cardiac Rehabilitation Center.

The Boys Town National Research Hospital, constructed and operated by Father Flanagan's Boys Home, is physically connected to the teaching hospital. A unique national resource, the Hospital has assembled a highly specialized staff to develop inpatient and outpatient programs for children with communication disorders resulting from physical or sensory defects. The St. Joseph Service League Center for Abused Handicapped Children, established at the Hospital, is designed to assist in the detection, assessment, treatment, and prevention of abuse and neglect of children whose handicaps impair their communicative abilities. The Ronald McDonald House of Omaha, located at the Boys Town National Research Hospital, is a home-away-from-home for the families of children using medical facilities in the Omaha area. The staff of the Hospital also comprises the faculty and staff of the Department of Otolaryngology of the School of Medicine, and the Director of the Institute occupies the Father Flanagan Chair of Otolaryngology.

Since 1973, the School of Dentistry has occupied a facility containing 150,000 square feet of space (excluding interstitial mechanical areas). It is a three level structure with grade entry to the first two. Beginning in Fall 1993, this building has been shared with the School of Pharmacy and Allied Health's Physical Therapy and Occupational Therapy, student services, classrooms, and Physical Therapy/Occupational Therapy clinical and research laboratories. Adult dental clinical facilities and Dental

administrative offices occupy the second level of the building. The third level is occupied by the children's dental clinic, classrooms, basic science laboratories, research space, faculty offices, seminar rooms, and animal research.

Central to the facilities of the Health Center is the Creighton University Bio-Information Center, which opened in the summer of 1977. This facility brings to the health sciences campus a focal point for the most modern and innovative learning and research services for the students and faculty of the University, the hospital staff, and the health sciences community of the Omaha area. It includes the Health Sciences Library, Learning Resource Center, and Biomedical Communications Center. The Learning Resource Center provides study areas for utilization of all forms of media used in the learning process such as slide/tape programs, and audio tapes, video cassettes, and manuals to support audiovisual programs. The Biomedical Communications Center provides technical services such as photography, graphic arts, television, production, and classroom services, as well as educational service to assist individual health science units in the identification of instructional priorities and attainment of education goals.

### *ADDITIONAL CLINICAL FACILITIES*

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

*The Omaha Veterans Affairs Medical Center.* The Omaha Veterans Affairs Medical Center located at 42nd and Woolworth Avenue, is a general medical and surgical hospital of 486 beds. Consistent with the policy of the Veterans Administration, 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.

*Douglas County Hospital.* The Douglas County Hospital is located at 40th Street and Poppleton Avenue in Omaha. Until recently a general hospital of approximately 500 beds operated for the care of the indigent sick. This tax supported institution now limits its services primarily to psychiatric inpatient services and geriatric programs supported by a small general medical unit.

*Family Practice Model Units.* The Family Practice Department maintains two model units in strategic locations in the community. Designed and managed to simulate the actual environment in which a specialist in family practice conducts his or her medical practice, these model units serve as a principal teaching base for the undergraduate and postgraduate programs of the Department of Family Practice. Two of these model units provide comprehensive primary care to residents of the community's major underserved population groups.

Additional limited teaching affiliations are maintained by the School of Medicine at Archbishop Bergan Mercy Hospital, a 400-bed community general hospital; Ehrling Bergquist USAF Hospital serving Offutt Air Force Base and the headquarters of Strategic Air Command; the Veterans Administration Hospital in Lincoln, Nebraska; Mercy Hospital in Council Bluffs, Iowa; and St. Elizabeth's Hospital in Lincoln, Nebraska.

## *POSTDOCTORAL PROGRAMS IN CLINICAL SERVICES*

### *Residencies*

Creighton University and its clinical departments with the cooperation of its Affiliated Hospitals offers postdoctoral programs in the major clinical specialties, including Family Practice. These are primarily residency training programs that prepare the physicians for certification in a clinical specialty. These individual programs vary in length from three to five years, depending upon the specialty or subspecialty involved and are described in a separate brochure available from the Dean's Office.

### *Special Programs*

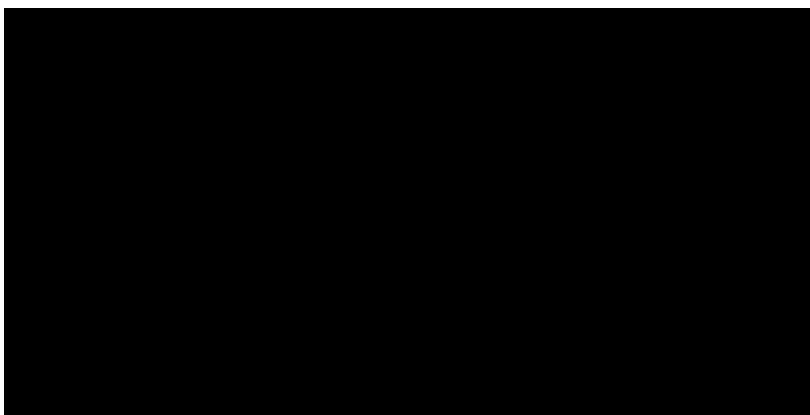
Special fellowship programs are offered in cardiovascular disease, metabolic disease, infectious disease, allergy, pulmonary disease, colorectal surgery, and in basic sciences.

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

## *GRADUATE PROGRAMS IN BASIC SCIENCES*

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

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



## LIVING ACCOMMODATIONS

The University operates six residence halls. Four are traditional style with common bathroom facilities. Most rooms are double occupancy. One hall, Kenefick, is a residence for junior and senior level students and is an efficiency or one bedroom apartment style hall. Another hall, Towers, is a hall of efficiency, one-bedroom, and two-bedroom apartments open to married students, students with families, or students who have already completed bachelor's degrees. Limited space is available to students with families. To reside in Towers, students must sign a 12 month lease. All other halls are contracted for the full academic year beginning in August and continuing until the end of exams the following May.

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

Meals are served in the Becker and Brandeis dining areas located adjacent to the campus residence halls. Carefully planned menus assure a well-balanced variety of nutritious and appetizing foods. More information about dining opportunities is available from Sodexo food service located on the lower level of Brandeis Hall.

The room and board rates per semester in University residence halls effective August 1996, based on double occupancy (except Towers Lease Plan) are:

### Board Plans per Semester:

Plan A: 19 meals per week + 4 Bonus dollars .....	\$1057.00
Plan B: 15 meals per week + 100 Bonus dollars .....	\$1057.00
Plan C: 12 meals per week .....	\$996.00
Flex Plan: 60 Meals per semester and 200 Bonus dollars .....	\$450.00
Room Rate (Rates are shown per semester except for Towers)	

### Degelman, Gallagher, Kiewit and Swanson Hall

Campus--Double Room .....	\$1,306.00
Campus--Private Room (when available) .....	\$1,960.00

### Kenefick

Efficiency Apartment .....	\$1,405.00
One Bedroom Apartment .....	\$1,460.00
Private Efficiency (when available) .....	\$2,100.00

### Towers

Towers--Efficiency Lease .....	\$430.00 per month
Towers--Small One Bedroom Lease .....	\$475.00 per month
Towers--Large One Bedroom Lease .....	\$495.00 per month
Towers--Two Bedroom Lease .....	\$565.00 per month

Incoming students must apply to the Department of Residence Life for a residence hall reservation. All students pay a damage deposit of \$100. Students applying for The Towers are required to pay a deposit equal to one month's rent for the Towers lease plan. Each semester's tuition, fees, and room and board charges are payable at

the time of registration. However, arrangements may be made to pay monthly installments by using the University's Monthly Electronic Transfer (MET) plan (see page 33).

Room and board rates are subject to change without notice. Any unusual circumstances as to age or physical condition requiring special housing arrangements will be given full consideration by the Assistant Vice President for Student Services. Questions regarding housing services and facilities may be directed to the Department of Residence Life, 104 Swanson Hall; telephone (402) 280-3016.

### *FAMILY HOUSING*

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

### *OFF CAMPUS HOUSING*

The Department of Residence Life, 104 Swanson Hall, posts information on rentals in the area of campus. The actual arrangements for housing are left to the individual students. The University is not responsible for the rental agreements between students and their landlords. It is suggested that students set aside several days before registering to search, inspect, and contract for suitable housing.

### *CHILD CARE CENTER*

Students with children may wish to take advantage of the Creighton Child Care Center, which is conveniently located just east of the main campus area. The Center has reasonable rates, and can accommodate children ranging in age from six weeks through five years. The Center also offers summer care for school-aged children. Call (402) 280-2460 for information.

### *STUDENT HEALTH SERVICE*

The Student Health Service is committed to promoting the physical and mental health of the Creighton student through provision of quality health care services. Public health measures to prevent infectious disease are implemented. Student Health Service also provides programming in health promotion and disease prevention to the University community. All of these services are based on research and evaluation of college students' health needs and lifestyle issues. Appropriate use of the health care delivery system is necessary to keep health care accessible. Therefore, our goal is to prepare students to be their own health advocates and informed consumers of health care services.

The Student Health Service provides health care to all students attending the University. A complete statement of the extent and limits of health service benefits is contained in the Student Handbook.

Student Health Service hours are 9:00 a.m. to 5:30 p.m., Monday through Friday, throughout the year. Students are encouraged to make an appointment because students with appointments will be seen before students who walk in. Full time students are not responsible for the charge for an office visit if not paid by the student's health insurance. However, charges for x-rays, laboratory work, or special procedures are the responsibility of the student if not paid by health insurance. Prescriptions can be filled at the St. Joseph Hospital Outpatient Pharmacy at a discounted cost on a cash and carry basis only. If it is necessary to refer a student for consultation to a physician

or surgeon outside of Student Health Service, the cost is the responsibility of the student or the student's health insurance.

Student Health Service is located in the Kellom Valley Shops, 2530 Cuming Street. Telephone: (402) 280-2735; Worldwide Web: <http://www.creighton.edu/StudentHealth>; FAX: (402) 280-1859; e-mail: [student-health@creighton.edu](mailto:student-health@creighton.edu)

### *Immunizations*

Students are required to submit to the Student Health Service a confidential health record on the form sent to prospective students. Included on this form is an immunization record that **must** be completed. Registration will be delayed if documentation for immunity to measles, mumps, and rubella is not received prior to registration. The documentation must comply with the following standards which based upon recommendations of the Centers for Disease Control. **Measles:** All Creighton University students, full and part time, born after 1956, are required to provide documentation of receipt of two doses of measles vaccine. The first must be after the first birthday and after December 31, 1967. The second must be after 1979. **Mumps:** Immunization must be after 12 months of age. **Rubella:** Immunization must be given after 12 months of age and after December 31, 1967. Other forms of documentation of immunity include (1) physician-diagnosed illness with certified data including month and year (except for rubella); (2) you were born before 1957, and presumed to have had the disease; or (3) reports of an immune titer proving immunity.

### *STUDENT HEALTH AND ACCIDENT INSURANCE*

Health insurance that covers both inpatient and outpatient medical services is required. Students who do not provide proof of other health insurance will be assessed on the tuition statement for the Student Health Insurance Plan. A completed waiver form and a copy of your health insurance card must be submitted as proof prior to or at the time of registration in order to comply with this policy. This proof must be submitted only once unless there is a change in your health insurance coverage.

A complete announcement of the Student Health Insurance Plan will be sent to each student and prospective student during the summer. Or you can obtain further information by contacting Student Health at (402) 280-2735.

### *COUNSELING AND PSYCHOLOGICAL SERVICES*

These professional services are designed to help students actualize themselves in the areas of effective learning, appropriate educational and vocational decision-making, and social and personal adjustment. In conjunction with counseling interviews, a complete selection of psychological tests and inventories are available to students so that they may explore values, interests, aptitudes, and abilities.

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

The staff members strive to be warm, understanding, and accepting—not making decisions for the student but assisting him or her in self-direction. All aspects of the services are confidential. No information is released to anyone without the written consent of the student.

These services are available free of charge to full-time enrolled students. Office hours are 8:00 a.m. - 4:30 p.m., Monday through Friday, 280-2733.



Counseling and Psychological Services is located on the upper level of Brandeis Hall. Services are available free to full-time students. Phone 280-2733 for an appointment.

## *PROFESSIONAL SOCIETIES*

All medical students belong to the Creighton Medical Student Government. Membership in the American Medical Association, Medical Student Section (AMA-MSS), Nebraska Medical Association, American Medical Student Association (AMSA), Student National Medical Association (SNMA), and the American Medical Women's Association (AMWA) is also available to interested students on an optional basis.

## *HONORS AND PRIZES*

*Membership in Alpha Omega Alpha Honor Medical 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 American Federation of Clinical Research Award* goes to two senior students who have excelled in research during their medical student careers.

*Health Sciences Minority Senior Awards* are given to graduating students for outstanding academic performance, leadership, and services.

*The CIBA Award for Outstanding Community Service*, a complete set of Netter Atlas volumes, awarded to the sophomore student who has performed laudable extracurricular activity within the community.

*The Outstanding Student in Surgery Award* is awarded to the senior student who most exemplifies the qualities of the surgeon—scholarship, integrity, and humane dedication to the surgical patient, his or her problem, and care.

*The Janet M. Glasgow Memorial Achievement Citation Award* of the American Medical Women's Association is presented to female graduating students in the top 10 percent of the class. The Janet M. Glasgow Memorial Achievement Citation Award is also given to a female student if she graduates number one in her class.

*Lange Medical publications Certificates of Excellence* to one senior student and one junior student who are outstanding academically.

*McGraw Hill Awards* are awarded to two top ranking freshman students.

*The Merck Manual Award* to three outstanding senior students in medical studies.

*Moskowitz Family Practice Award* is presented to the senior student for excellence in medical studies, for involvement in family practice, and for motivation for family practice post-graduate study.

*The Department of Obstetrics and Gynecology Award* in honor of the late Dr. Walter J. Holden is given to that senior student in obstetrics and gynecology who showed outstanding academic ability, clinical skills, maturity, and dedication while pursuing the field of obstetrics and gynecology.

*Outstanding Pediatric Student Award by Nebraska Chapter of American Academy of Pediatrics* presented by the Department of Pediatrics in the School of Medicine.

*Ethel Perer Award* is presented to the woman graduating senior student who has the highest grade-point average.

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

*The Physiology Prize* toward the purchase of books, in honor of Dr. Irving Bernstein, is awarded to the student who had the top academic record in the freshman class in medical physiology.

*The Creighton/Nebraska Department of Psychiatry Award* in honor of the late Dr. Frank J. Menolascino is given to that senior student in psychiatry who showed outstanding academic ability, strong clinical skills, maturity, dedication to learning and high professional standards while pursuing the field of psychiatry.

*The Dr. Adolph Sachs Award* is awarded to the graduating senior who has attained the highest four-year grade-point average in the School of Medicine.

*The Sandoz Pharmaceuticals Award* is given to a senior student who best exemplified leadership, scholarship, and selfless devotion to his or her class activities. The student selected has to be one who has been actively involved in many areas which have helped both the community and his or her classmates, as well as the School of Medicine itself.

*Society for Academic Emergency Medicine Award* presented to the senior student who has demonstrated excellence in the specialty of emergency medicine.

*Dr. Maurice Stoner Award* for the senior medical student who in his/her personal and professional behavior most exemplifies the traits of compassion and concern for patient welfare.

*The Upjohn Medical Achievement Award* is awarded to the graduating senior who is selected as best exemplifying the future physician through scholarship, character, and leadership.

*The University of Wyoming College of Human Medicine* presents an annual award to the highest ranking graduate participating in the Wyoming affiliation agreement.

## **SPECIAL LECTURES**

### *William A. Albano Memorial Lectureship*

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

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

*Dr. William M. Clark Memorial Professorship*

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

*Thomas Timothy Smith Lectureship Series*

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

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

*James F. Sullivan Lectureship*

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

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

## *THE ALUMNI ASSOCIATION*

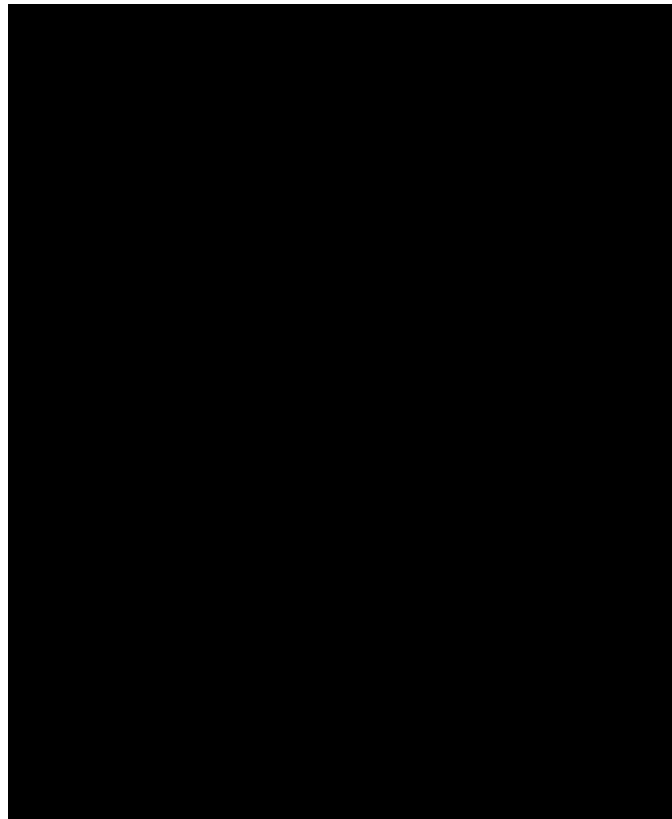
The Creighton University Alumni Association was formed in 1892 to provide an organization through which graduates and former students could continue the friendships and associations developed during their student days.

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 University that enriches both.”

The administration of alumni activities is handled by the Alumni Relations Office under supervision of the Director of Alumni Relations. All activities are carried out under policies established by the National Alumni Board, the governing board of the Association, and executives of the University.

Among the activities sponsored by the Alumni Association are the annual President’s Alumni Picnic, the Thanksgiving Day Mass and Breakfast, and the annual dinners and class reunions for the various Schools and Colleges. Each of the 72 Creighton clubs in as many cities across the country hold social meetings at least once a year. University officials attend all of these annual get-togethers to which alumni, parents of students, and friends of Creighton University are invited.

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



## **ADMISSION**

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

This publication contains the most current information available on the subjects covered as of date of publication. However, 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.

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

## ***APPLICATION PROCESS***

Application is made through the American Medical College Application Service (AMCAS). Applicants are encouraged to use AMCAS-E (<http://www.aamc.org>) if they have access to a personal computer. Otherwise, forms for making application for admission are available from the American Medical College Application Service (AMCAS), Association of Medical Colleges, Section for Student Services, 2501 M Street, NW, Lbby-26, Washington, DC 20037-1300 anytime after May 1. Applications must be filed between June 1 and December 1 of the year preceding the year in which the applicant desires to enter. Prompt filing is desirable.

All of the AMCAS requirements for credentials must be met and materials submitted to the Washington office. The application will then be forwarded to the Creighton University School of Medicine by AMCAS. A \$65.00 service fee is required upon request by the School for filing and processing the application. This fee is not refundable.

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

## ***REQUIREMENTS FOR ADMISSION***

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

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

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

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

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

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

Courses in critical thinking, reading skill, and reading comprehension are strongly recommended for any medical school applicant.

### *Further Requirements and Selection of Applicants*

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

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

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

Applicants must be able to perform the physical, intellectual, and communicational functions necessary to the performance of medicine. Before matriculation, accepted applicants are required to submit to the Student Health Service a Confidential Health Report.

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

### *Acceptance Procedures—Reservation and Deposit*

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

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

Prior to March 1 this written reply may be:

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

On or after March 1, an applicant offered a place in the Freshman class must within two weeks, make a formal reservation by paying the \$100 enrollment reservation deposit or withdraw his application. After March 1, deposits are nonrefundable. Deposits are credited to the first semester's tuition.

### *ADVANCED STANDING*

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

Advanced standing admission is restricted to those applicants who have either:

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

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

Should you consider yourself eligible for consideration for transfer, applications will be available after January 1, with a completion deadline of April 1.

Additional information and applications concerning advanced standing may be obtained by writing the Medical School Admissions Office, Creighton University, 2500 California Plaza, Omaha, Nebraska 68178.

### *REGISTRATION*

Registration for the First and Second Semesters of all four years must be completed on the appointed day as indicated in the School of Medicine calendar. Students failing to register during the specified time are subject to the late registration fee of \$46.00.

### *STUDENT EMPLOYMENT*

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

## TUITION AND FEES

Tuition and fees are payable in advance for an entire semester <sup>1</sup> and are subject to change without notice.

Application for admission fee .....	\$65.00
Enrollment reservation deposit required of applicants when accepted for admission-credited to tuition .....	100.00
Tuition per semester (effective June 1996) for courses in medical curriculum <sup>2</sup> .....	12,127.00
University fee per semester .....	232.00
Late registration fee .....	46.00
Late payment fee .....	69.00
Student Health Insurance Premium for six months <sup>3</sup> .....	460.00
Transcript fee <sup>4</sup> for the first transcript (Plus \$1.00 for each additional transcript in the same order) .....	5.00
Loss or damage to University property and equipment and excessive use of laboratory materials are charged to the student or students responsible.	

### *ESTIMATING BASIC COSTS*

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

In addition to the regular expenditures for daily living, the costs of tuition, textbooks, and instruments will approximate the following amounts, which are subject to change. The tuition is at the rate effective June 1996. The applicant for admission should assume that the annual tuition will change and is likely to increase each year during the four years of the medical program. The cost of textbooks and instruments is based upon requirements and estimated prices for the 1996-97 year.

Tuition .....	\$24,254
Living Expenses (Room, Board, Travel, Personal) .....	10,395
Books .....	1,617
Fees .....	464
Total .....	\$36,730

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



## *TEXTBOOKS AND INSTRUMENTS*

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

## *FINANCIAL ARRANGEMENTS*

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

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

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

### *Late Payment Policy*

A late payment fee will be added to charges assessed at registration that remain unpaid after the period for late registration. This fee is \$69 for the first month and an additional \$35 for each subsequent month that the account remains unpaid. Accounts with unpaid balances under \$500 will be subject to a \$69 fee the first month and \$25 each month thereafter.

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

## *WITHDRAWALS AND REFUNDS*

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

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

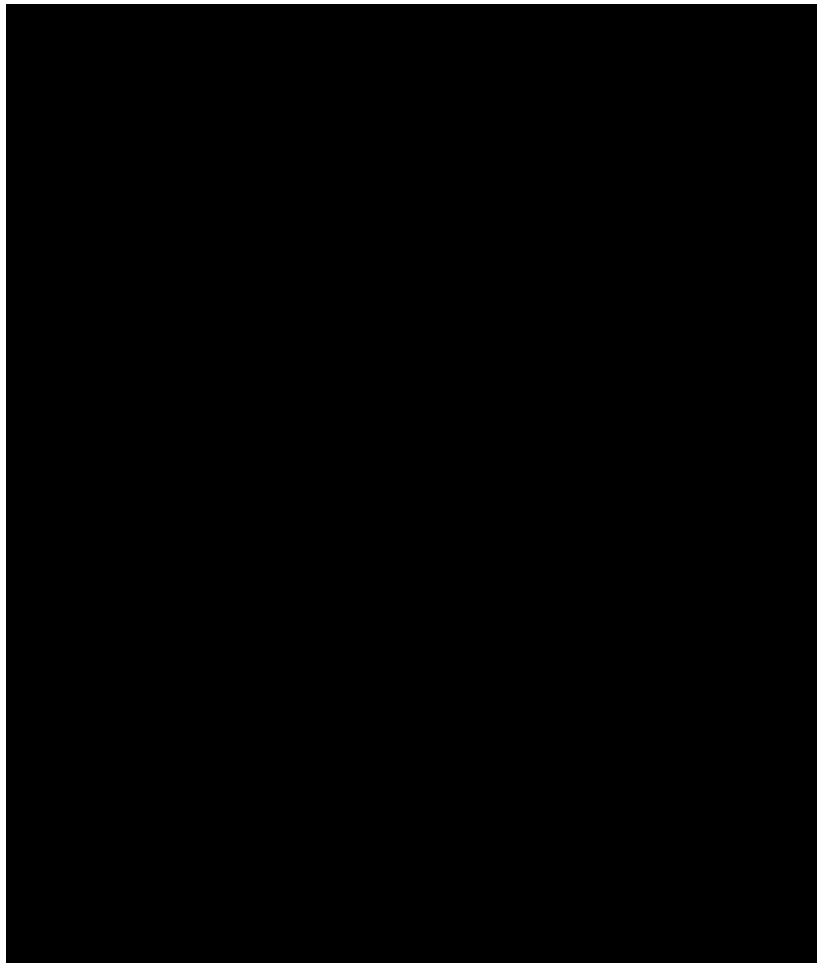
Refunds of room rent for withdrawals will be on the same basis as refunds of tuition.

Nonrecurring fees, the application fee, the University fee, and penalty fees will be charged in full, regardless of the period of attendance <sup>6</sup>.

No refund is granted a student who after the final date for late registration withdraws from a course or courses while continuing with the remainder of his or her program.

A student will be considered as having withdrawn from the University after two consecutive weeks of unexplained absence. However, this policy is not to be considered as revoking the regulation which requires a student to notify the Dean in person or in writing of his or her withdrawal. Refunds are made to the student in the basis of the date he or she has formally notified the Dean in person or in writing of his or her withdrawal.

6. The nonrecurring, penalty, and special service fees include late registration, deferred payment, late payment, change of course, tuition grant administrative fee, University fee, locker, and transcript fees.



## **STUDENT FINANCIAL AID**

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

All forms and inquiries regarding financial aid for medical students should be directed to the Student Financial Aid Office, Creighton University, 2500 California Plaza, Omaha, NE 68178. Telephone: (402) 280-2666.

### ***APPLICATION PROCEDURES***

1. Apply for admission for Creighton's School of Medicine. No financial aid commitment can be made until a student is accepted for admission.
2. Complete the Free Application for Federal Student Aid (FAFSA) or the Renewal Application and send in for processing. You should not complete or mail this application until after January 1. All parental information on the FAFSA should be completed. Applications without parental information will not be considered for the Primary Care Loan, FADHPS, or Exceptional Need Grants. A copy of the parents' and student's federal tax return must be submitted directly to the Financial Aid Office.
3. Students who have attended other postsecondary institutions prior to Creighton must forward a Financial Aid Transcript from each institution to Creighton. These forms are required even if no financial assistance was received from other institutions. **NO DISBURSEMENT WILL BE AUTHORIZED UNTIL ALL FINANCIAL AID TRANSCRIPTS ARE RECEIVED.** This form can be obtained from the Creighton Financial Aid Office.
4. Students are notified by an award letter, which must be signed and returned to Creighton if the student wishes to accept the aid offered.

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

### ***DISBURSEMENT AND USE OF AWARDS***

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

#### ***Statement of Satisfactory Academic Progress***

Federal regulations require that minimum standards of satisfactory academic progress be established for a student participating in Federal Financial Aid Programs. Common programs for medical students are the Federal Stafford Loan (FSSL) (Subsidized), Federal Unsubsidized Stafford Loan (FUSL), the Primary Care Loan (PCL), Exceptional Need and FADHPS grants.

Creighton had defined satisfactory academic progress using the following criteria:

*Duration of Eligibility for Medical Students*

Medical students are eligible for financial aid for up to 270 credits in the School of Medicine or the degree of Medical Doctor, whichever comes first.

*Completion Requirements*

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

*Suspension*

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

*Reinstatement of Eligibility*

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

## **GOVERNMENT GRANTS AND SCHOLARSHIPS**

*Exceptional Financial Need and Financial Aid for Disadvantaged Students*

*Scholarship Programs*

The purpose of these programs is to provide financial assistance with a five-year service obligation in order to encourage students of exceptional financial need and under-represented minority groups to pursue a career in primary care.

A student must be enrolled full time in an area of health professions and demonstrate exceptional financial need by completing an approved need analysis form (FAFSA). A student may have no resources available other than summer savings and/or loans to qualify for consideration. A student is required to report all financial information including parents' income regardless of the student's dependency. The number of scholarships offered are extremely limited and vary from year to year depending upon Federal appropriations.

*National Health Service Corps Scholarship*

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

Recipients of this scholarship receive benefits to pay tuition, fees, books, and supplies, and other educational expenses in addition to a monthly stipend. For each year of scholarship support a recipient is required to serve a year of full-time clinical practice in a manpower-shortage area. Two years is the minimum service. Students wishing additional information on this program may contact the National Health Service Corps Scholarship Program, 8201 Greensboro Drive, Suite 600, McLean VA 22102 or call toll free 1-800-221-9393.

### *Army, Navy, Air Force Scholarships*

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

### **UNIVERSITY SCHOLARSHIPS**

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

Marguerite Arneith Scholarship  
George Arnold Scholarship  
Carollo Family Medical Scholarships  
Creighton Family Medical Scholarship  
Crotty Medical Scholarship  
Dr. Frederick de la Vega Scholarship  
Dietz Memorial Scholarship  
David L. Feldman Scholarship  
John A. and Anna C. Gentleman Scholarship  
Gutch Medical Scholarship  
Drs. Kenney, Mead, and Mitchel Scholarship  
Lena Lorge Scholarship  
Anna H. O'Connor Scholarship  
Reals Family Scholarship Fund  
Pearl M. Reed Scholarship  
Margaret Ryan Scholarship  
Stanley Sackin Scholarship  
Dr. Charles J. Schramek Scholarship  
Dr. Hubert F. Schwarz Scholarship  
Dr. Joseph Shramek Scholarship  
Storkan Scholarship Fund  
Department of Surgery Scholarship  
Frances J. and Dolores Taylor Scholarship  
Paul H. Thorough Scholarship  
Edward R. West Scholarship  
Harold E. Willey Scholarship

### **LOAN PROGRAMS**

#### *Long-term Loans*

#### **Primary Care Loan Program(PCL)**

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

The yearly award varies based on your eligibility, available funds, and number of applicants. While in school the Federal government pays the interest on the loan. Repayment of principal and interest begins 12 months after graduation. Deferments for residency programs may delay repayment for the entire residency program. Your interest rate will be fixed at five percent over the life of the loan.

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

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

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

#### ***Federal Stafford Student Loan (Subsidized)***

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

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

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

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

#### ***Federal Unsubsidized Stafford Student Loan (FUSSL)***

The Federal Unsubsidized Stafford Loan is a long term, **interest accruing loan** provided to students to help in meeting educational expenses. This loan program allows students who are ineligible for the need-based Stafford Loan or who wish to borrow additional loan funds the opportunity to apply for an unsubsidized Stafford. The annual amount a student may borrow varies from \$10,000 to \$18,500, depending on the amount borrowed from the subsidized Stafford loan. Professional students may borrow up to an aggregate maximum of \$73,000 to \$138,500 (including undergraduate borrowing), once again depending on the amount borrowed from the subsidized Stafford loan program.

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

#### ***Alternative (Non-Federal) Loans***

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

#### ***Nebraska Medical Student Loan Program***

Recognizing that many areas of Nebraska face a critical shortage of physicians, the Nebraska Legislature enacted legislation authorizing loans to be granted to medical students who plan to practice in physician-shortage areas of the state.

In order to become eligible for a loan under this program, a student must be a resident of Nebraska and be enrolled or be accepted for enrollment as a full-time medical student. Preference is given to applicants who plan a career in one of the primary specialties and who are motivated to practice in a physician-shortage area. Additional information and application may be secured from the Student Financial Aid Office or by contacting the Nebraska Commission on Rural Health Manpower, c/o Nebraska Department of Health, P.O. Box 95007, 301 Centennial Mall South, Lincoln, NE 68509, Telephone (402) 471-2337.

### ***UNIVERSITY LOAN FUNDS***

#### ***Long-term Loans-to be repaid after graduation***

The following loan funds are available for a very limited number of long-term loans for medical students. There is no interest on the loan while the student is in school. June 1 of the year after graduation an interest rate of six percent will start to accrue. Students have five years after graduation to repay the loan with a 10-20-30-40 paycheck schedule.

Arthur and Esther Barr Loan Fund  
The W.K. Kellogg Foundation Loan Fund  
Teena V. Lane Memorial Loan Fund  
Clair J. Gibson and Richard F. McLaughlin Loan Fund  
Dr. Louise McGuire Memorial Loan Fund  
Jessie Smith Noyes Foundation Loan Fund  
Anna M. O'Connor Loan Fund  
Charles Pfizer and Company, Inc. Loan Fund  
St. John Hospital, Santa Monica-Creighton University School of Medicine Loan Fund (Halper Foundation)  
Doctor Joseph M. Shramek Loan Fund  
C. and C. Swanson Foundation Loan Fund  
Student AMA Emergency Loan Fund

*Eligibility:* Students in good academic standing with demonstrated need.

*Amount:* Varies depending in individual situations.

*Purpose:* To be used for tuition only.

*Robert Wood Johnson Loan Fund*-Generally limited to junior and senior students demonstrating a financial need. Repayment commences one year after graduation or until residency requirements are completed with an interest rate of three percent.

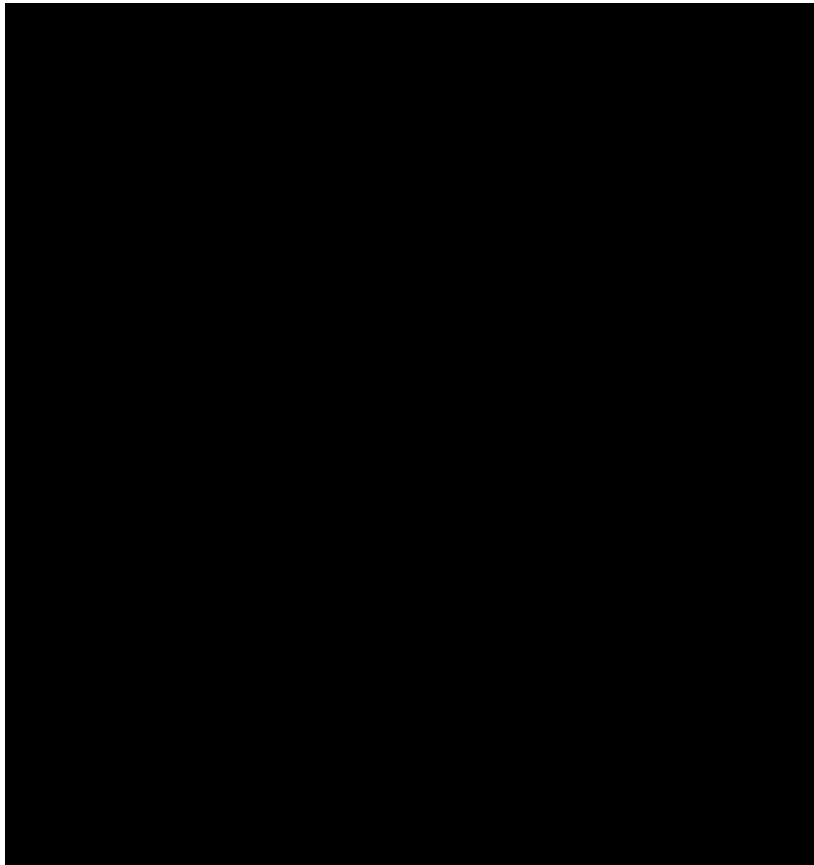
*Short-term Cash Loans (Six Months)*

Students in need of funds to meet emergency expenses or other unanticipated educational costs may apply for short-term assistance at the Medical Dean's Office. The following loans carry an interest rate of six percent and must be repaid within six months: Michael Cavaleri Memorial Fund; Crenshaw Medical Loan Fund; Dean's Emergency Cash Fund; Henry and Dorothy Ogram Loan Fund; Rotary Club Loan Fund; Gary Suenage Memorial Loan Fund; Senior Class of 1970 Loan Fund.

*Eligibility:* Currently enrolled students in the School of Medicine

*Amount:* \$1,000 maximum

*Purpose:* To be used for financial emergencies.





## ADMINISTRATION AND SUPERVISION

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

### *POLICY ON ACADEMIC HONESTY*

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

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

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

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

### *REQUIREMENTS FOR THE DEGREE OF DOCTOR OF MEDICINE*

Students recommended for the degree of Doctor of Medicine shall have demonstrated the knowledge, skills, maturity, and integrity and judged by the faculty ready to undertake the responsibilities of a physician. The degree is confirmed upon students who have satisfactorily completed not less than the equivalent of four years of study in the basic and clinical sciences. Each student must pass Step I of the U.S. Medical Licensing Examination as a requirement for graduation.

### *UNIT OF INSTRUCTION*

Beginning with the Class of 2000 (Academic Year 1996-97) the School of Medicine defines the credit unit of instruction as the semester hour. One semester hour is

equivalent to one fifty-minute period of recitation or lecture per week for one semester. Two or three fifty-minute periods of laboratory are equal to one period of recitation or lecture. (Prior years used the number of contact hours/week as the unit of instruction.)

### *ATTENDANCE AND EVALUATION*

Regular attendance at all curricular activities is expected. Each course and clerkship will publish specific attendance requirements and how each student will be evaluated. Each student will be evaluated as to mastery of cognitive, psychomotor, and affective objectives of each course or clerkship. Examinations must be taken by all students and only legitimately excused absences will be considered as warranting a make-up examination for individual students. Acceptance of responsibility and obligation are part of a medical school education and are expected to be met by each student.

### *GRADING SYSTEM*

Since 1994, the Creighton School of Medicine has used a satisfactory/unsatisfactory/honors evaluation system. Students are evaluated individually against curriculum standards and are not ranked among their peers. An unsatisfactory grade will not be accepted for graduation credit.

### *Incomplete and Absence from Examination*

I and X are marks used to reflect the student's irregular status at the date when end-of-term grades are due, and they must, within established time limits, be changed to permanent grades, either passing or failing.

When an I or X is cleared and a final grade, either passing or failing, is assigned, the final grade is entered on the student's permanent academic record beside the I or X and the I or X is bracketed by parentheses. Hence, these marks remain permanently on the student's record.

<b>Letter Grade</b>	<b>Performance Explanation</b>
SH	Satisfactory (honors)—credit
SA	Satisfactory (pass)—credit
UN	Unsatisfactory (fail)—no credit
AU	Audited course only—no credit
W	Official withdrawal—no credit
WF	Withdrawal failing
AF	Failure for excessive absences
X	Absence from final exam
I	Incomplete

### *ADVANCEMENT*

Academic standing and promotion are determined by the Advancement Committee using standards developed by the Educational Policy Committee. The Advancement Committee is made up of the four Component Directors, two members appointed from the faculty at large, two third-year students elected by the student body, and Associate Deans for Student Affairs and Academic Affairs. The committee makes its recommendation to the Executive Committee and to the Dean, who is responsible for final action.

Promotion to the next higher class depends upon a record of acceptable conduct and satisfactory completion of the entire year's work with a minimum of satisfactory in each course and no failures or incompletes outstanding in any course or clerkship. Graduation depends upon the same requirements--no students will be graduated with a failure outstanding. Further, a student must be of good moral character and must have discharged all financial obligations to the University.

**In addition, any student, who in the opinion of the Dean based upon recommendation of the faculty responsible for the curriculum of the year in progress or last completed, lacks the aptitude, emotional stability, or moral characteristics to successfully pursue the study or practice of Medicine, may be dropped from the School of Medicine even though he or she may otherwise satisfy the academic requirements.**

All students are required to pass Step one of the United States Medical Licensing Examination (USMLE) before promotion into the clinical years of the curriculum. Failure of a student to pass these basic science examinations after three attempts will result in dismissal from the School of Medicine.

Students are also expected to take Step two of the USMLE in their senior year. Successful completion of these clinically-oriented examinations is not required for promotion but is necessary for licensure to practice.

### *COMMENCEMENT*

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

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

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

### *GRADUATION HONORS*

An honors citation upon graduation depends upon the number of individual course honors obtained during the years of academic endeavor.

## *DISCIPLINE*

The primary purpose of discipline is educational in nature and is aimed at the development of responsible student conduct.

The University has the right and the duty to protect its educational purpose through setting and maintaining standards and regulations considered essential to its purpose.

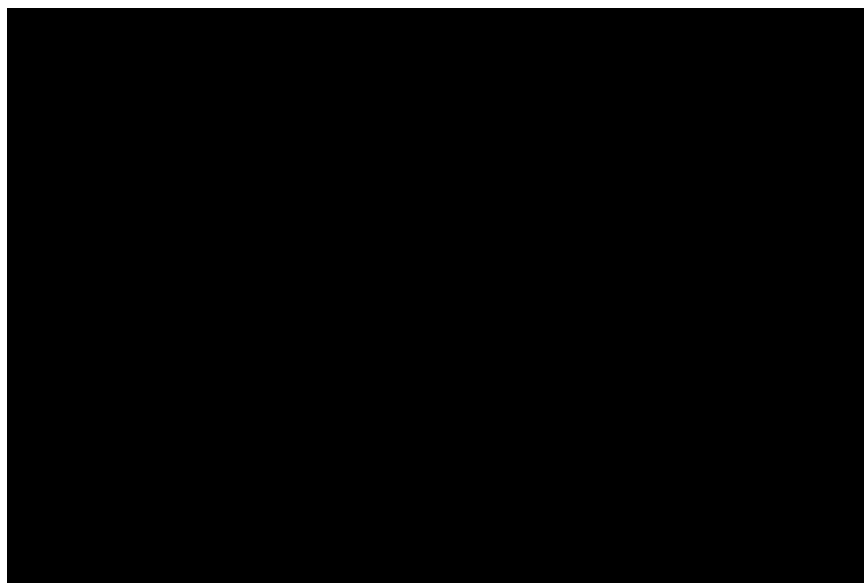
Such standards do include both dress and behavioral pattern stipulations. Regulations and disciplinary procedures are described in the *Student Handbook and in the School of Medicine Policy Booklet—Student Edition*. The student is referred to these booklets for further information. It should be kept in mind that suspension and expulsion are among the penalties for grave breaches of discipline.

## *CONFIDENTIALITY OF STUDENT RECORDS*

Creighton's policy relating to the confidentiality of student records is in keeping with the "Family Educational Rights and Privacy Act of 1974 as Amended." Information about a student (or former student) will not be released without the request or consent of the student other than in the exceptions stated in the Federal Act. A student is also accorded the right to inspect and review his/her education records. A summary of the University's Student Records Policy is published in the *Student Handbook*. A copy of the complete policy statement may be obtained in the Office of the Registrar or in the office of the Dean of the student's school or college.

## *TRANSCRIPTS*

A copy of a student's academic record is called a transcript and is issued by the University Registrar upon written request of the student. A special Request For Transcript form is available at the Registrar's Office, A226. A fee of \$5.00 is charged for the first transcript and \$1.00 is charged for each additional transcript. Copies are not made of transcripts of records on file from other institutions. Any additional copy of these must be requested by the student direct from the original issuing institution.



# CURRICULUM

## *Goals and Objectives*

### **Goals**

The goals of the curriculum are to:

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

### **Objectives**

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

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

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

The School of Medicine requires successful completion of four years of study before the *Doctor of Medicine* is awarded. All components of each of these four years must be completed before the student can be awarded the degree of *Doctor of Medicine*. The curriculum of these four years does change from time to time, in that additions and deletions of subject matter are continuously adapted. However, the basic concept of developing practitioners of medicine remains stable.

For the graduating Class of 2000, Creighton has introduced a revised curriculum which will better prepare clinically competent physicians to be ready for practice in the 21st Century and emulate the Mission of the Creighton University School of Medicine. The educational program is divided into four components:

#### **Component I – The First Year**

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

#### **Component II – The Second Year**

The goal of the second year curriculum is to provide students with the opportunity to learn basic science in some depth and to learn introductory aspects of clinical medicine that will prepare the students for the clinical clerkships. Students will also be assigned to a longitudinal clinic to provide reinforcement of History and Physical Examination skills learned in the first year. In the Patient and Society II course, students will be exposed to various health policy, public health, and behavioral science issues. The second year is organized into 10 organ systems and 2 disease-based sequences, each of which is presented by a multidisciplinary team of faculty members. Within each sequence the physiology of the system, pathology of common diseases of that system, immunologic and microbiologic aspects of those diseases, and the pharmacologic approach to them are presented. Each course is presented in a variety of formats, including case presentations, lectures, small group discussions, laboratory sessions, computer aided instruction, exercises, and independent study.

### **Component III -- The Third Year**

Component III is composed of the core clinical clerkships along with the continuation of the longitudinal care experience begun in the second year. The longitudinal experience is an assignment to a particular clinic one-half day per week. On that particular day (same day/time each week) the student leaves his or her scheduled clerkship and reports to the clinic. The third year is scheduled on 12 four-week periods, numbered 1-12. Students are scheduled into one of six groups, A-F, and consists of:

- Primary Care clerkship (8 weeks), an integrated approach to primary care drawn from the departments of Family Practice, Internal Medicine, and Pediatrics.
- Inpatient General Medicine (8 weeks)
- Psychiatry with Integrated Neurology (8 weeks)
- Surgery (8 weeks)
- Pediatrics (8 weeks)
- Obstetrics and Gynecology (8 Weeks)
- Sometime during the year, students will become certified in Advanced Cardiac Life Support.

### **Component IV – The Fourth Year**

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

- Select two out of five critical care, medicine clerkships (each with in-house call)
- Select one surgery clerkship
- Select one subinternship rotation in any specialty (may be met by the above requirement)
- Select one advanced basic science experience
- Select three to five elective experiences
- Pass the comprehensive clinical competency examination given in the fall of Component IV
- The longitudinal clinical experience begun in Component II will continue through Component IV
- Participate in the Senior Colloquium

Each student will be assigned a clinical faculty member who will aid the student in designing his or her coursework. Electives are offered in all departments in the School of Medicine. Elective offerings are described in a separate publication that is updated each academic year. Extramural electives (away from the Creighton campus) are usually allowed. Such extramural electives are taken at other university-affiliated hospitals with sound teaching programs and must be approved not less than 30 days prior to the start date by the student's advisor, department chair, and Associate Dean for Student Affairs. Up to three such extramural electives are allowed during the fourth year.

**SYNOPSIS OF COURSES AND UNITS OF INSTRUCTION**  
**For students matriculated after August 12, 1996**

Course	Sem. Hrs.
IDC 101 Molecular & Cell Biology .....	9
IDC 103 Anatomy .....	6
IDC 105 General Pharmacology .....	1
IDC 107 General Microbiology .....	1
IDC 109 Host Defense .....	3
IDC 111 Neurosciences .....	6
IDC 137 Patient & Society .....	<u>6</u>
	32
IDC 201 Cardiovascular System .....	4
IDC 203 Respiratory System .....	3
IDC 205 Renal-urinary System .....	3
IDC 207 Hematology/Oncology .....	3
IDC 209 Gastrointestinal System .....	3
IDC 211 Muscular/Skeletal/Integument .....	2
IDC 213 Endocrine System .....	2
IDC 215 Reproductive System .....	3
IDC 217 Special Senses .....	2
IDC 219 Psychiatry .....	2
IDC 233 Infectious Disease .....	3
IDC 235 Miscellaneous Topics .....	2
IDC 237 Patient & Society II .....	4
IDC 289 Longitudinal Clinic .....	<u>1</u>
	37
FAP 301 Primary Care Clerkship .....	8
MED 301 Inpatient Medicine Clerkship .....	8
SUR 301 Surgery Clerkship .....	8
PED 301 Pediatrics Clerkship .....	8
OBG 301 Ob/Gyn Clerkship .....	8
PBS 301 Psychiatry Clerkship .....	8
IDC 389 Longitudinal Clinic .....	<u>1</u>
	49
	Selectives & Electives .....
	36
IDC 489 Longitudinal Clinic .....	1
IDC 491 Senior Colloquium .....	<u>1</u>
	38

**Total: 156**



**SYNOPSIS OF COURSES AND HOURS OF INSTRUCTION**  
**For students matriculated before July 1, 1996**

*First Year*

Course	Credit Hrs.
BMS 101 Human Gross Anatomy .....	10
BMS 102 Histology .....	5
BMS 103 Neuroanatomy .....	5
BMS 104 Embryology .....	2
BMS 105 Biological Chemistry .....	10
HPE 111 Health, Policy, and Ethics I .....	2
PBS 103 Behavioral Sciences .....	6
PMH 103 Preventive Medicine and Public Health I .....	2
BMS 106 Medical Physiology .....	<u>12</u>
	54

**Elective Course**

PMH 102 Preventive Medicine and Public Health Clinic .....	2
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*Second Year*

HPE 211 Introduction to Health Policy and Ethics II .....	2
IDC 225 Introduction to Clinical Medicine .....	20
MIC 221 Medical Microbiology .....	12
PMH 221 Preventive Medicine and Public Health II .....	2
PHR 221 Medical Pharmacology .....	10
PTG 221 Pathology .....	<u>16</u>
	62

*Third and Fourth Years—The Clinical Years*

**Required Clerkships and Courses**

MED 343 Medicine .....	12
MED 489 Medicine .....	6
SUR 343 Surgery .....	12
SUR 489 Surgery .....	6
OBG 341 Obstetrics and Gynecology .....	12
PDT 341 Pediatrics .....	12
PBS 341 Psychiatry .....	12
FAP 341 Family Practice .....	6
IDC 461 Senior Seminar .....	<u>2</u>
	80

**Elective Program**

Elective courses are offered by all Basic Science and Clinical departments in time blocks of four weeks or multiples thereof. Each block rates six credit hours, and a total of eight rotations will be required for graduation. Five of these rotations must be taken at Creighton affiliated hospitals. The other rotations may be extramural. Students will be certified in basic and advanced cardiac life support during the clinical years. .... 48

## DEPARTMENTS AND COURSES

The Faculty of the School of Medicine is organized in departments of instruction which are listed here in alphabetical order. The curriculum is planned to correlate the instructional activity of the various departments.

In addition to the courses listed in this section, each department of the School of Medicine offers a program of Senior-year elective courses. These are listed and described in a separate brochure that will be distributed to students during their Junior year of clerkship rotation.

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

100-199	First (Freshman) Year
200-299	Second (Sophomore) Year
300-399	Third (Junior) Year
400-499	Fourth (Senior) Year
700-799	Research and Special Courses

### ***DIRECTED INDEPENDENT PROGRAMS (RESEARCH ELECTIVES)***

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

**Course No. 790X Directed Independent Research Methods**

**Course No. 793X Directed Independent Readings**

**Course No. 795X Directed Independent Study**

**Course No. 797X Directed Independent Research**

### ***INTERDEPARTMENTAL COURSES (IDC)***

#### **IDC 101 Molecular and Cell Biology (9)**

The Molecular and Cell Biology course is divided into six blocks: Cells and Tissues, Flow of Genetic Information, Cell Biology, Metabolism, Principles of Human Genetics and Developmental Biology, and Cells and Their Response to Disease. An interdepartmental team of faculty from the departments of Biomedical Science, Internal Medicine, Pharmacology, and Pathology teaches Molecular and Cell Biology and draws upon parts of formally separate disciplines to form a new coherent picture of cellular processes at the foundation of medicine. It includes cellular and basic tissue elements of histology, cellular physiology, molecular biology, nucleic acids and proteins, the cell biology of membranes and organelles, human genetics, developmental biology, and cellular pathology. The course will use a mixture of didactic lecture presentations, assigned reading, multidisciplinary conferences, various interactive learning strategies, including small group discussions, computer based instruction, and laboratories.

- IDC 103 Anatomy (6)**  
The Anatomy course introduces medical students to anatomic and medical terminology, basic information on form, structure and function that is fundamental to consideration of physical diagnosis, trauma and disease in the ensuing curriculum. Basic foundations of embryology will be presented. This course will be presented in the fall semester of the first year.
- IDC 105 Principles of Pharmacology (1)**  
The overall goal of Principles of Pharmacology is to introduce the students to the principles of pharmacokinetics, pharmacodynamics, drug metabolism, and factors which influence drug response, and principles in the development/evaluation/control of various therapeutic agents. This course will provide the foundations for a more detailed discussion of individual drugs in drug classes during the individual systems courses. The course will be presented using didactic lectures and small group discussion sessions.
- IDC 107 General Microbiology (1)**  
The goal of General Microbiology is to introduce students to the world of microbes and to prepare them for a lifetime of learning microbiology in relation to medicine and infectious disease. At the end of this course, the student will have been provided with the information to have a clear understanding of the following areas: 1) Microbial cell structure and function, 2) Bacteria genetics and regulation, 3) Viral structure and multiplication genetics, and 4) Basic concepts in pathogenesis. This will be accomplished by a mixture of lecture presentations, assigned reading, and various interactive learning strategies, including computer assisted instruction, small group case discussions, etc. This course will be presented in the first six weeks of the second semester.
- IDC 109 Host Defense (3)**  
The overall goal of this course is to introduce students to the exciting and rapidly developing field of immunology and prepare them for a lifetime of learning in this discipline. For physicians, the body's defense systems are particularly relevant and this course will emphasize the relationship to human disease as well as the remarkable biologic mechanisms utilized by the immune system. At the end of this course, the student will have been provided with the information to have a clear understanding of various subject areas, including antigen recognition, development of B&T cells, constitutive host defenses, immunopathology, inflammation, transplantation, allergy, and tumor immunology. This will be accomplished by using a mixture of lecture presentations, assigned reading, and various interactive learning strategies including, computer aided instruction and small group discussions, etc. This course will be given in the first six weeks of the second semester.
- IDC 111 Neuroscience (6)**  
The Neuroscience course integrates the content previously presented in neuroanatomy, neurophysiology, neuropharmacology, neuropathology, and clinical neurology into one coherent experience focusing on the patient. The course will be presented by didactic lectures, small group case discussions utilizing audio-visual aids, including patients, patient videos, computer aided instruction, etc. This course will be given in the final 8 weeks of the spring semester.
- IDC 137 Patient and Society I (6)**  
The Patient and Society I course are divided into several blocks. The first of which is the Fundamentals of Ethics in the fall semester. In the spring semester, the Fundamentals of Behavioral Science will be presented. This course will be presented using a mixture of didactic and small group sessions. A parallel sequence presenting the fundamentals of Physical Assessment will be given throughout the first year. It consists of didactic and laboratory sessions utilizing the Clinical Assessment Center. In the second semester, the students will complete history and physicals under the guidance of a faculty tutor.
- IDC 237 Patient and Society II (4)**  
The Patient and Society II course continues with modules developing behavioral science, health policy, public health, and preventive medicine themes. The course will be presented by lectures, case discussions and independent study.

## ***SYSTEMS COURSES***

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

- IDC 201 Cardiovascular System (4)**
- IDC 203 Respiratory System (3)**
- IDC 205 Renal-urinary System (3)**
- IDC 207 Hematology/Oncology (3)**
- IDC 209 Gastrointestinal System (3)**
- IDC 211 Muscular/Skeletal/Integument (2)**
- IDC 213 Endocrine System (2)**
- IDC 215 Reproductive System (3)**
- IDC 217 Special Senses (2)**
- IDC 219 Psychiatry (2)**
- IDC 233 Infectious Disease (3)**
- IDC 235 Miscellaneous Topics (2)**
- IDC 289 Longitudinal Clinic (1)**
- IDC 389 Longitudinal Clinic (1)**
- IDC 489 Longitudinal Clinic (1)**

The longitudinal clinic experience is an assignment to a particular clinic one-half day every other week. On that particular day (same day/time each week) the student leaves his or her scheduled course or clerkship and reports to the clinic.

- IDC 289 Senior Colloquium (2)**  
An interdisciplinary colloquium involving the Center for Health Policy and Ethics, the Department of Preventive Medicine and Public Health, and the clinical departments. Medical-legal and ethical issues in the context of actual current cases will be discussed.

*For students matriculated prior to August 12, 1996*

- IDC 225 Introduction to Clinical Medicine (20)**  
An interdepartmental course that coordinates the efforts of clinical departments (Anesthesiology, Medicine, Surgery, Obstetrics and Gynecology, Pediatrics, Radiology, Psychiatry, Neurology, and Family Practice) in a system-oriented approach to the understanding of human disease. Course includes practical training in interviewing and physical diagnosis, patient care by the health team, infection control, didactic lectures on disease processes, and clinical conferences. Activities of all participating disciplines are coordinated by a committee, and a single grade is given at the completion of the sequence. This course is presented during the Sophomore year.
- IDC 461 Senior Colloquium (2)**  
An interdisciplinary colloquium involving the Center for Health Policy and Ethics, the Department of Preventive Medicine and Public Health, and the clinical departments. Medical-legal and ethical issues in the context of actual current cases will be discussed.

## ***ANESTHESIOLOGY (ANE)***

*Assistant Professor* McCarthy (Chair); *Professor* Angelillo; *Associate Professor* Silverstein; *Assistant Professors* Buglewicz, Landmark, Manion, McQuillan, Olson, and Robertson; *Associate Clinical Professor* Belatti; *Instructor* Fontes and Schleifer

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

### **ANE 461 Anesthesiology (4 each)**

The department of Anesthesiology offers elective programs to senior students interested in Anesthesiology.

## ***BIOMEDICAL SCIENCES (BMS)***

*Professors* Murphy (Chair), Adrian, Anderson, Andrews, Babin, Bertoni, Conlon, Creek, Dalley, Fritsch, Gambal, Kimmel, Marcus, McGuire, Morley, Pancoe, Rendell, Quinn, Warr, and Yee; *Clinical Professor* Lankford; *Associate Professors* Bergren, Bewtra, Brauer, Bruce, Carusi, Fishkin, Hodgson, Jeffries, Neary, Nichols, Petzel, Reidelberger, Rendell, Smith, and Wangemann; *Adjunct Associate Professor* Crapon de Caprona; *Assistant Professors* Cosgrove, Cullen, Gale, Kincaid, Knezetic, Lemon, Lovas, Mackin, McGee, Palmer, Patterson, Pisarri, Vogel, and Vollberg; *Professors Emeritus* Badeer, Brody, Turbes, Warr, Watt, and Wells; *Research Associate Professor* Yan

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

### ***Fourth Year***

The Department offers various elective programs for senior medical students interested in specific areas of anatomy, biochemistry and physiology. See the Medical School's current listing of Senior Electives.

## ***FAMILY PRACTICE (FAP)***

*Associate Professors* Frey (Chair), Bhatia, Haller, and Kavan; *Assistant Professors* Aguila, Bell, Daher, Gonzalez, Goodman, Raj, and Wenzl; *Assistant Clinical Professors* Bevilacqua, Brittan, Carlsson, Cole, Dewan, Dolezal, Dunning, Evans, Fitzgibbons, Gruba, Howell, Jasper, Lamberty, Lanspa, Mock, Nohner, Quinlan, Rigler, Romano, Saniuk, Schermann, Shelton, Starr, White, and Zawaideh; *Assistant Instructors* Gupton, Stark, and Van Riper; *Clinical Instructors* Biskup, Garred, Glabasia, Harrington, Nemer, Rios-Lopez, and Walker; *Instructor* Jones; *Adjunct Associate Professors* Barone and Pettid; *Teaching Associate* Janing

### ***First and Second Years***

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

### ***Third Year***

### **FAP 341 Family Practice (6)**

The Department of Family Practice administers and teaches a four-week required junior year clerkship. Family Physician preceptors supervise and teach the medical student ambulatory medicine which includes home and nursing home visits.

### ***Fourth Year***

#### **FAP 451-471 Family Practice (6 each)**

The Department of Family Practice administers the Ambulatory Medicine Selective which is required for all senior students. In addition, the department offers several electives (FAP 461-471) for seniors interested in primary care research, family practice, occupational medicine, and rural medical practice.

#### ***HEALTH POLICY AND ETHICS (HPE)***

*Professors* Purtilo (Chair); *Associate Professor* Haddad; *Assistant Professor* McQuillan; *Assistant Instructor* Darby.

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

#### ***Second Year—Class of 1999***

#### **HPE 211 Medical Ethics II (2)**

This course is designed to develop the ability to use moral reasoning in social and economic contexts; to analyze the major principles and concepts of social justice; to examine problems and opportunities faced by changes in American health care delivery; to examine the intersection between personal ethical judgements and health care policy; to support the development of students' communication skills; and to provide an opportunity for personal reflection.

#### ***MEDICAL MICROBIOLOGY AND IMMUNOLOGY (MMI)***

*Professors* Nairn (Chair), Chartrand, Dworzack, Goering, Knoop, O'Brien, Preheim, Sanders, Sanders, Severin, and Townley; *Associate Professors* Agrawal, Bittner, Cavalieri, Chaperon, Gentry, Gorby, Harrison, Horowitz, and Jung; *Assistant Professors* Ehrhardt, Giger, Hanson, Lister, Safranek, and Thomson; *Clinical Professor* Gendelman; *Associate Clinical Professor* Davis; *Assistant Clinical Professors* Dominguez, Penn, Reed, Rupp, Safranek, Swindells, and Wiley; *Assistant Instructors* Prevan and Smith; *Adjunct Professor* Frankel; *Professor Emeritus* Ferraro

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

#### ***Second Year—Class of 1999***

#### **MIC 221 Medical Microbiology and Immunology and Infectious Disease (12)**

A major component of the Sophomore curriculum, this course includes lectures, demonstrations, and laboratory work in microbial fine structure, microbial genetics, bacterial physiology, bacterial pathogenesis, virology, mycology, parasitology, immunochemistry, immunobiology, immunopathology, immunopharmacology, and diagnostic microbiology. The treatment of infectious diseases, the epidemiology and public health of infectious diseases, and the management of such diseases are included in this course presentation.

### ***Fourth Year***

#### **MIC 461-468 Microbiology Electives (6 each)**

The Department offers various elective programs for those interested in specific areas of Microbiology. MIC 468 (Infectious Disease) is a four-week elective available to Senior students who wish to study the diagnosis, management, and control of infectious disease processes.

Courses will be offered at the discretion of the Chair of the Department of Medical Microbiology & Immunology to qualified students desiring to do Graduate work leading to advanced degrees (M.S., Ph.D.) With a major in Medical Microbiology and Immunology. The Graduate School issue of the Bulletin has the appropriate

details. Courses are also offered to students in the School of Nursing, the School of Dentistry, and the School of Pharmacy and Allied Health Professions by the Department of Medical Microbiology and Immunology.

## **MEDICINE (MED)**

*Professors* Rich (Chair), Anderson, Angelillo, Armitage, Cinque, Clifford, Dworzack, Egan, Gallagher, Heaney, Holthaus, Kimmel, Lanspa, H. Lynch, Mailliard, Mohiuddin, Nair, O'Brien, O'Donohue, Preheim, Recker, Rendell, Sanders, Townley, and Williams; *Clinical Professors* Connor, Crotty, Ecklund, Gendelman, Hartigan, Levin, Shehan, Soori, and Zetterman; *Associate Professors* Agrawal, Bewtra, Bierman, Bittner, Campbell, Destache, Dewan, Esterbrooks, Ferry, Gentry, Gorby, Hee, Hilleman, Horowitz, Huerter, Hurley, Jeffries, Johnson, Kenik, Lynch, Matoole, Mooss, Rospond, Schlueter, Stegman, and Swartz; *Associate Clinical Professors* Block, Connolly, Connolly, Davis, Hammeke, Jarzobski, Langdon, Marr, Nair, Pavelka, Potter, Steffes, and Weaver; *Assistant Professors* Akhter, Biddle, Cullen, Davies, DelCore, Derby, Dunlay, Frock, Griffin, Holmberg, Houghton, Hunter, Kadri, Lanspa, Lemon, McGinn, Pagano, Pincus, Pioreschi, Rovang, Safranek, Sakowski, Shinn, Woodbury, and Woodruff; *Assistant Clinical Professors* Altman, Burket, Cook, Davidian, Denton, Devin, Dominguez, Dunn, Fangman, Faylor, Ford, Grigsby, Huerta, Huerter, Hutfless, Jasper, Kopp, LaMarte, Landmark, Langdon, Mancuso, McVea, Milone, Muffly, Nader, Ortman, Peters, Peters, Piller, Pritza, Quinn, Reagan, Reed, Roehrs, Rupp, Safranek, Sambol, Schlanger, Spry, Stekoll, Swindells, and Thommi, *Instructors* Gorman, Greene Harrington, Harrington, Kinyamu, Mayer, Nitcher, and Shehan; *Clinical Instructors* Borrege, Crnkovich, Goli, Harrington, Lang, Muia, Reher, Velasquez, and West; *Assistant Instructors* Arouni, Ayoub, Clark, Kanwar, Reyes, Shalaby, Smith, and Terakubo; *Clinical Assistant* Freygang; *Research Assistant Professor* Gong; *Senior Research Associate* Barger-Lux; *Adjunct Professors* Fusaro, and Jenkins; *Adjunct Assistant Professors* Grant, Maio; Tracy, Wolpert, and Woodruff; *Professors Emeritus* Booth, Brody, and Wells.

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

### ***Second Year***

#### **IDC 225 Introduction to Clinical Medicine (20)**

The Department of Medicine participates in the teaching of this Sophomore introductory course and in teaching Sophomore physical diagnosis.

### ***Clinical Years***

#### **MED 343 Medicine (12)**

The teaching of Internal medicine during the eight-week clerkship phase of the Junior curriculum is divided among the separate subdisciplines of the Department of Medicine. Program consists of primarily inpatient experience on the general medicine services at St. Joseph Hospital and the Omaha VA Medical Center and is intended to provide the student with (1) a facility in obtaining historical, physical, and laboratory evidence from patients, (2) experience in synthesizing and evaluating physical and biological data, and (3) an in-depth study of medical disease as exemplified by assigned patients.

#### **MED 489 Medicine (6)**

Continuation of MED 343 in fourth year with focus on outpatient general medicine skills. This rotation will include outpatient clinics at St. Joseph Hospital and the VA Medical Center and also the offices of contributed service faculty.

#### **MED 401-473 Medicine Electives (6 each)**

The Department of Medicine offers a variety of elective programs for those interested in further training in general medicine and its subspecialties. Students are allowed to assume direct patient-care responsibility, under faculty supervision. Students are expected to acquire proficiency in therapeutics during these electives.

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

### ***NEUROLOGY (NEU)***

*Professors* Bertoni (Chair); *Associate Professors* Larsen, Lefkowitz, and Steg; *Associate Clinical Professor* Lorenzo and Ohr; *Assistant Professors* Adickes, Coulter, Hughes, McAllister and Pavkovic; *Assistant Clinical Professors* Aita, Kader, and Weber; *Adjunct Instructor* Pattee; *Adjunct Assistant Professor* Hoppe.

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

#### ***Second Year—Class of 1999***

##### **IDC 225 Introduction to Clinical Medicine (20)**

The Department of Neurology participates in the teaching of this course.

#### ***Third and Fourth Year***

##### **NEU 461-464 Neurology Electives (6 each)**

The Department of Neurology offers a variety of elective programs for those interested in further training in Neurology. This experience includes consultation on inpatient care as well as supervised clinic responsibilities. Daily teaching sessions are provided. This elective will allow the student to work closely with the Neurology staff in the evaluation and treatment of patients having neurologic problems. The student will see patients at St. Joseph Hospital and participate in various seminars in Neurology and Neuropathology. Students will be exposed to a wide variety of neurologic diseases and their treatment, and gain familiarity with diagnostic procedures and neuro imaging techniques. By prior arrangement, flexibility is allowed in the structure of this elective to meet a special student interest.

### ***OBSTETRICS AND GYNECOLOGY (OBG)***

*Associate Professor* Fleming (Chair); *Professors* Casey, and Monif; *Associate Professor* Kable; *Assistant Professor* Kim, and VanGeem; *Adjunct Assistant Professor* Ryder; *Clinical Professor* Heffron, Schwartz, and Taylor; *Associate Clinical Professor* Besse, Elston, Fischer, Garcia-Padial, Gawecki, Hilgers, Olesh, Pruse, and Quinn; *Assistant Clinical Professors* Billerbeck, Cummins, Hicks, Jurgensen, Kratoska, McCarthy, Murphy, Schropp, Sotolongo, Stegman, Vrbicky, and Wyatt; *Instructor* Muths; *Clinical Instructors* Chupp, Dixon, McNamara, McTaggart, and Peterson-Rigler; *Professors Emeritus* Baumstark, Heywood, and Krettek.

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

#### ***Second Year—Class of 1999***

##### **IDC 225 Introduction to Clinical Medicine (20)**

The Department of Obstetrics and Gynecology participates in the teaching of this course.

#### ***Third Year***

##### **OBG 341 Obstetrics and Gynecology (12)**

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



### ***Fourth Year***

#### **OBG 461-465 Obstetrics and Gynecology Electives (6 each)**

The Department offers various electives programs for those interested in additional training in specialized areas of Obstetrics and Gynecology.

#### ***OTOLARYNGOLOGY AND HUMAN COMMUNICATION (OTL)***

*Professors* Beisel, Brookhouser (Chair), Carney, Cyr, Gorga, Harker, Jesteadt, Keefe, Kimberling, Marcus, Morley, Neely, Philips, Smith, Stelmachowicz, Sullivan, Walsh, and Warr; *Associate Professors* Cohn, Farley, Friman, Grush, Neff, Nittrouer, Roberts, and Wangemann; *Associate Clinical Professors* Heieck and DeMarco; *Assistant Professors* Chait, Cosgrove, Dai, Dobleman, Emanuel, Hammett, Higgins, Ing, Kumar, McGee, Miller, Moore, Rath, Rupp, Ryan, Schulte, Syre, Thedinger, and Thompson; *Assistant Clinical Professors* Barton, Crawford, and Denenberg; *Instructors* Authier and Peters; *Assistant Instructors* Beauchaine, Bergman, Condon, Dettman, Downs, Eccarius, Eiten, Feigin, Frisbie, Gentile, Gossman, Henriksen, Kaminski, Karasek, Lewis, Mann, Moeller (Aull), Montoya, Moore, Shaner, Veazey, Williams, and Wood.

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

#### ***Second Year—Class of 1999***

#### **IDC 225 Introduction to Clinical Medicine (20)**

The Department of Otolaryngology participates by lecture and small group conferences in the teaching of the second-year curriculum.

#### ***PATHOLOGY (PTG)***

*Professors* Sims (chair), Baumstark, Cox, Kimberling, Nairn, and Quigley; *Clinical Professors* Kruger, Lankford, Schenken, and Taylor; *Associate Professors* Bewtra, Bishop, Cavalieri, Darcy, Healy, Hunter, Nipper, and Smyrk; *Associate Clinical Professors* Horn, Okoye, and Perry; *Clinical Instructor* Frankforter; *Clinical Associate Instructor* Gallagher; *Assistant Professors* Adickes, Badakhsh, Bogard, Bollinger, Giger, Hapke, Ing, and West; *Assistant Clinical Professors* Chung, Rouse, and Zieno; *Assistant Instructors* Felty-Duckworth, Goldberg-Kahn, and Thompson; *Associate Clinical Professor Emeritus* Sciortino; *Professor Emeritus* Sheehan; *Senior Teaching Associate* Crane

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

#### ***Second Year—Class of 1999***

#### **PTG 221 Pathology (16)**

A clinically relevant course covering key areas of molecular and general systemic pathology is presented. This course accents the dynamics of individual disease processes. It is directly presented and liberally supplemented by audiovisual lecture aids. The student is given lecture material prepared in advance which in turn is correlated with direct participation and autopsy discussion and presentation groups. A thorough study of the interrelationship between gross and microscopic material and clinical correlation by individual students is directed by departmental pathologists following each lecture session. During the course, exposure to various clinical syndromes and disease entities using various modalities are individually evaluated by the student and in the various department seminars.

## ***Fourth Year***

### **PTG 461-463 Pathology Electives (6 each)**

The Department offers various elective programs for those interested in specific areas of Pathology.

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

### ***PEDIATRICS (PDT)***

*Professors* Chartrand (Chair), Fine, Fitzmaurice, and Hopp; *Clinical Professors* Kugler and Westerman; *Associate Professors* Bhatia, Grush, Harrison, Jung, Kaufman, Larsen, and Zach; *Assistant Professors* Bever, Burns, Corkins, Fletcher, Gnarra, Hammer, Hammett, Hanson, Harrison, Pavkovic, Rath, Sinh-Dang, Steenson, and Wilson; *Associate Clinical Professors* Buehler, Cathro, Cheatham, Danford, Gumbiner, Hofschire, Hofshire, Huseman, Leuschen, Look, Madison, Schaefer, and Wilmot; *Assistant Clinical Professors* Ellison, Horton, Kader, Milazzo, Neise, Reimers, Rupp, Rush, Tolo, Uzendoski, Vance, Vann, and Wax; *Clinical Instructors* Domet, Itkin, and Winter; *Instructors* Edwards, LaCroix, Macklem, Moore, and Sindelar; *Adjunct Professor* Vanderhoof; *Adjunct Associate Professors* Antonson, Glow, and Willett; *Adjunct Assistant Professors* Bolam, Corley, Dickey, Goodrich, Mack, McCurdy, Murphy, Nelson, Romero, Tubach, and Walburn; *Assistant Instructors* Chatterjee and Pong; *Professor Emeritus* McIntire.

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

## ***Second Year—Class of 1999***

### **IDC 225 Introduction to Clinical Medicine (20)**

The Department of Pediatrics participates in the teaching of this course.

### **PDT 341 Pediatrics (12)**

Experience in clinical pediatrics is divided between hospital clerkship and outpatient department clerkship. The hospital clerkship affords the opportunity for study in depth by assignment of several cases per week per student with a maximum of full-time and contributed service instructional assistance. Outpatient clerkship under the same type of supervision is designed to allow the student to gain experience relative to a wide variety of pediatric problems in community pediatric office settings.

### **PDT 461-472 Pediatric Electives (6 each)**

The Department offers elective programs for those interested in additional training in special areas of pediatrics.

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

### ***PHARMACOLOGY (PHR)***

*Professors* Dowd (Chair), Bertoni, Prioreshi, and Stohs; *Associate Professors* Abel, Jeffries, Khan, Makoid, and Roche; *Assistant Professors* Bockman, Ohia, Parola, and Scofield; *Senior Research Associate* Zeng.

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

### *Second Year—Class of 1999*

**PHR 221 Medical Pharmacology (10)**

Lectures dealing with the action and mechanism of the action of drugs are presented to the Sophomore medical students. Emphasis is placed on those drugs and chemicals that have therapeutic importance and illustrate basic principles of pharmacology.

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

### ***PREVENTIVE MEDICINE AND PUBLIC HEALTH (PMH)***

*Professors* H. Lynch (Chair), Lanspa, and Severin; *Associate Professors* Scott and Swartz; *Assistant Professor* Lemon; *Assistant Clinical Professors* Brittan, Cristofaro, D. Cullan, Horton, Lamarte, and McDonough; *Instructor* J. F. Lynch; *Assistant Instructor* Ichikawa; *Adjunct Professor* Fusaro; *Professor Emeritus* McIntire.

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

### *Second Year—Class of 1999*

**PMH 221 Preventive Medicine and Public Health II (2)**

A continuation of PMH 103 with emphasis on the clinical aspects of preventive medicine and on legal medicine.

### ***Fourth Year***

**PHM 461-476 Preventive Medicine and Public Health (3 each)**

The Department offers elective programs for those interested in specific areas of Preventive Medicine and Public Health including Industrial Medicine, Legal Medicine, and Occupational Medicine.

### ***PSYCHIATRY AND BEHAVIORAL SCIENCES (PBS)***

Creighton University and the University of Nebraska Medical Center now have a single Department of Psychiatry, sharing clinical clerkships, residency programs, and fellowship training and geriatric psychiatry. Full-time faculty from UNMC share in Creighton student instruction. They are so identified in the following list.

*Professors* Folks (Chair), Chu, Fine, and Shaffer; *Clinical Professors* Bartholow, Burke, and Strider; *Associate Professors* S.B. Bhatia, S.C. Bhatia, Kavan, and Theesen; *Associate Clinical Professors* Collins, Diercks, Egan, Gerbino, Greiner, Haffke, Hartmann, Hsieh, Kenney, Kentsmith, Madison, Paige, Quintana, Richardson, Stark, Swanson, Weiler, Wengert, Wilson, and Zimmerman; *Assistant Professors* Cyr, Horton, Hughes, McNeilly, and White; *Assistant Clinical Professors* Bahr, Blodig, Boust, Cambridge, Dahlke, Gard, Graz, Hendrickson, Housel, Hunziker, Marsh, Martin, McIntyre, Novoa, Oliveto, Pease, Rajendran, Rappaport, Riedler, Roccaforte, Roy, Severa, Sharma, Townsend, Wengel, and White; *Clinical Instructors* Abisor, Asumendi, Coy, Curry, DeMott, Easterday, Egbert, Fine, Fleisher, Jaeger, Kauzlarich, Lipovitch, Otten, Paden, Ravipati, Sedlacek, Spellman, Sykes, and Tse; *Adjunct Assistant Professor* Grant; *Instructor* Bencomo; *Professor Emeritus* Mead; *Associate Clinical Professor Emeritus* Beitenman

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

## *Second Year—Class of 1999*

### **IDC 225 Introduction to Clinical Medicine**

The Creighton-Nebraska Department of Psychiatry has provided 8 to 10 hours review core as preparation for the boards.

## *Third Year*

### **PBS 341 Psychiatry**

During the Junior year every student is assigned full time to the Creighton-Nebraska Department of Psychiatry for a period of eight weeks. The student rotates through a number of inpatient and outpatient service assignments presenting all varieties of neurological and psychiatric disease. In addition to the bedside teaching, patient examination, and observations, the student attends a series of case conferences and subject seminars.

## *Fourth Year*

### **PBS 461-469 Psychiatry Electives (6 each)**

The Creighton-Nebraska Department of Psychiatry offers various elective programs for those interested in further training in special areas of Psychiatry.

An approved residency program is available to qualified students who have a medical degree and wish to specialize in the field of Psychiatry. The program covers four years. Also available are fellowships in Child and Adolescent Psychiatry and Geriatric Psychiatry. For certification in these subspecialties, three years in general Psychiatry and two years in the subspecialties are required.

## **RADIOLOGY (RAD)**

*Professors* Doris (Chair); *Associate Professors* Esterbrooks, Fleming, Frank, Lefkowitz, Terry, and Thorpe; *Associate Clinical Professors* Eckert, Good, Hankins, and Wilmot; *Assistant Professors* Gobar, Lerner, Poage, and Read; *Assistant Clinical Professors* Albrink, Bleicher, Burdette, Crawley, Enke, Kortylewicz, Soe, and Thompson; *Instructors* Kutilek and Rysavy; *Adjunct Assistant Professor* Jaeger

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

## *Third and Fourth Year*

### **RAD 461-465 Radiology Electives (6 each)**

Members of the Department of Radiology participate in the clerkship activity of the third and fourth year students by offering elective programs.

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

## **SURGERY (SUR)**

*Professors* McGuire (Chair), R. Fitzgibbons, Sr., R. Fitzgibbons, Jr., and Stothert; *Clinical Professors* Iwersen, Lempka, and Trimble; *Associate Professors* Blatchford, J. N. Bleicher, Brantigan, Chakkalakal, Christensen, Crosby, Edwards, Filipi, Fruin, Gaines, Michels, Scott, Sugimoto, Taylon, Thorpe, Thorson, Wyatt, and Zielinski; *Associate Clinical Professors* Bell, Ciurej, Deeths, R. Feldhause, Heieck, Kelly, Khan, McLeay, Monson, R. P. Murphy, Pinch, Priluck, Rothberg, Schneider, and Schultz; *Assistant Professors* Cronan, Graham, Hirai, Kessler, Neal, Ternent, and Tyndall; *Assistant Clinical Professors* Baccari, Bowman, Bushan, Cavanaugh, Connors, Dahl, DeSouza, Dowell, Edney, S. Feldhaus, T. Fitzgibbons, Fitzpatrick, Garred, Gordon, Gross, Hong, Kelly, Klein, Konigsberg, Kratochvil, Longo, J. A. McCarthy, McGuire, Mercier, Morrison, Mota, Patel, D. Peetz, Jr., D. Peetz, Sr., Perry, Peters, Pitsch,

Poepsel, Raynor, Ries, Torpy, Tribulato, C. Troia, S Troia, and Winkler; *Clinical Instructors* D. F. Arkfeld, D. L. Arkfeld, Bares, Drake, Ferenstein, Mindrebo, O'Malley, Parsow, Poggi, Redland, Schlichtemeier, Tiedeman, and R. Troia; *Research Associate Professor* Yan

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

### ***Second Year—Class of 1999***

#### **IDC 225 Introduction to Clinical Medicine (20)**

An interdepartmental course that coordinates the efforts of clinical departments (Anesthesiology, Medicine, Surgery, Obstetrics and Gynecology, Pediatrics, Radiology, Pathology, Preventive Medicine and Public Health, Psychiatry, Neurology, Orthopedics, and Family Practice) in a system-oriented approach to the understanding of human disease. Course includes practical training in physical diagnosis, patient care by the health team, didactic lectures on disease processes, and clinical conferences. Activities of all participating disciplines are coordinated by a committee, and a single grade is given at the completion of the sequence. The course is presented during the second semester of the Sophomore year.

### ***Third Year***

#### **SUR 343 Surgery (12)**

The Surgical Education Program in the third year is an objective-based learning system. That is, objectives in learning concepts, didactic information, and procedures are specifically defined and a program developed that will assure that each student attain a certain level of knowledge in each area. This is significantly different from the historic method of surgical teaching or a surgical proctorship and hit or miss experience with various surgical procedures and diseases. The curriculum for the third year involves a complex organization assuring that each student attain a level of proficiency in surgical skills, as well as the attainment of didactic knowledge and an understanding of the pathophysiology of defined surgical diseases. The surgical curriculum is divided into several areas with specific course objectives and requirements.

### ***Fourth Year***

#### **SURGERY 489 (6)**

This fourth year clerkship functions as a sub-internship which serves to increase student responsibility and teach basic sciences as applied to the surgical patient.

#### **SUR 402-483 Surgery Electives (6 each)**

The Department of Surgery offers a variety of choices in the various surgical specialties to fulfill the four-week requirement for surgical rotations at Creighton University. The purpose of the senior surgical rotations is to expose the student to specific aspects of the surgical disciplines and extend his/her technical ability beyond the level achieved during the junior clerkship. It is anticipated that the student will have close contact during the senior clerkships with the resident, staff, and faculty. A significant meaningful amount of patient care responsibility is to be given to the senior student so that he/she may function as an integral part of the surgical team.

An approved residency is available to qualified students who have the M.D. degree and wish to specialize in the field of Surgery. The program covers four years. Contact the Department Chair for details.

## FACULTY

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

- PETER W. ABEL, *Associate Professor of Pharmacology* (1987); *Associate Professor of Pharmaceutical and Administrative Sciences* (1993).  
B.S. Pha., University of Wisconsin, 1973; Ph.D., West Virginia University, 1978.
- DAVID A. ABISOR, *Clinical Instructor in Psychiatry and Behavioral Sciences* (1986; 1987).  
M.D., Universidad Nacional Auto Nome de Mexico, 1966.
- Edward D. Adickes, *Assistant Professor of Pathology* (1990; 1992); *Assistant Professor of Neurology* (1990; 1992); *Assistant Professor of Physical Therapy* (1996).  
B.S., Albright College, 1971; D.O., College of Osteopathic Medicine and Surgery, 1977.
- THOMAS E. ADRIAN, *Professor of Biomedical Sciences: Physiology* (1989).  
M.L., Institute of Biology (England), 1974; M.Sc., Brunel University (England), 1976; Ph.D., Royal Postgraduate Medical School (England), 1980.
- DEVENDRA K. AGRAWAL, *Associate Professor of Medicine* (1985; 1992); *Associate Professor of Medical Microbiology and Immunology* (1995).  
B.Sc., Lucknow University (India), 1971; M.Sc., 1973; Ph.D. (Biochemistry), 1978; Ph. D., (Medical Sciences), McMaster University (Canada), 1984.
- VIRGINA AGUILA, *Assistant Professor of Family Practice* (1984).  
B.S., University of Philippines, 1973; M.D., 1977.
- JOHN F. AITA, ASSISTANT CLINICAL PROFESSOR OF NEUROLOGY (1993).  
B.A. University of Iowa, 1964; M.D., University of Nebraska Medical Center, 1968.
- MOHAMMED P. AKHTER, *Assistant Professor of Medicine* (1991); *Assistant Professor of Comprehensive Dental Care* (1992).  
B.S., NED University of Engineering and Technology, 1981; M.S., University of Nebraska, 1983; Ph.D., University of Nebraska-Lincoln, 1988.
- FREDERICK H. ALBRINK, *Assistant Clinical Professor of Radiology* (1992; 1994).  
B.A., Oberlin College, 1971; M.A.T., University of New Hampshire, 1975; M.D., University of Louisville, 1987.
- RUBEN ALTMAN, *Assistant Clinical Professor of Medicine* (1977).  
B.S., George Washington University, 1955; M.D., Harvard University, 1961.
- ROBERT J. ANDERSON, *Associate Professor of Medicine* (1985); *Associate Professor of Biomedical Sciences: Biochemistry* (1992); *Professor of Medicine and Biomedical Sciences* (1995).  
M.D., Northwestern University Medical School, 1973; M.S., University of Minnesota, 1981.
- RICHARD V. ANDREWS, *Professor of Biomedical Sciences: Physiology* (1958; 1972);  
*Dean Emeritus, Graduate School* (1995).  
B.S., Creighton University, 1958; M.S., 1959; Ph.D., University of Iowa, 1963.
- VITO A. ANGELILLO, *Associate Professor of Medicine* (1977; 1984); *Associate Professor of Anesthesiology* (1985).  
B.A., St. Michael's College, 1967; M.D., Creighton University, 1971.
- DEAN L. ANTONSON, *Adjunct Associate Professor of Pediatrics* (1984; 1990).  
B.A., Carleton College, 1970; M.C., University of Nebraska College of Medicine, 1974.
- D. FRANCIS ARKFFELD, *Clinical Instructor in Surgery (Ophthalmology)* (1985).  
B.S., Creighton University, 1977; M.D., University of Nebraska, 1980.
- DONALD L. ARKFFELD, *Clinical Instructor in Surgery (Ophthalmology)* (1980).  
B.S. Creighton University, 1969; M.D., University of Nebraska, 1973.
- JAMES O. ARMITAGE, *Professor of Medicine* (1992).  
B.S., University of Nebraska-Lincoln, 1969; M.D., University of Nebraska Medical Center, 1973.
- AMY J. AROUNI, *Assistant Professor of Medicine* (1994).  
B.S., (Biology) Creighton University, 1987; M.D., Creighton University, 1991.
- MIREN D. ASUMENDI, *Clinical Instructor in Psychiatry* (1994).  
D.O., University College of Osteopathic Medicine, 1989.

- KAREN AUTHIER, *Instructor of Human Communication in Otolaryngology* (1986).  
B.A., University of Nebraska-Lincoln, 1964; M.S.W., 1969.
- JOSEPH T. AYOUB, *Assistant Instructor of Medicine* (1995).  
B.A., (Chemistry) Creighton University, 1987; M.D., Creighton University, 1991.
- DONALD R. BABIN, *Professor of Biomedical Sciences: Biochemistry* (1967; 1989).  
B.S., University of New Brunswick (Canada), 1958; Ph.D., 1962.
- MARIO E. BACCARI, *Assistant Clinical Professor of Surgery* (1973; 1976).  
B.A., New York University, 1961; M.D., Creighton University, 1965.
- SHAHROKH BADAQSH, *Assistant Professor of Pathology* (1970; 1973).  
M.D., Tehran University (Iran), 1964.
- HENRY S. BADEER, *Professor Emeritus of Physiology* (1967; 1991).  
M.D., American University of Beirut (Lebanon), 1938.
- PAULO R. BAHR, *Assistant Clinical Professor of Psychiatry and Behavioral Sciences* (1983).  
B.A., Colegio Bom Jesus Curitiba (Brazil), 1966; M.D., Federal University of Brazil, 1972.
- JOHN J. BAKER, *Assistant Clinical Professor of Pathology* (1993).  
B.S., University of Nebraska-Omaha, 1975; M.D., University of Nebraska Medical Center, 1979.
- HAROLD BARES, *Clinical Instructor in Surgery (Ophthalmology)* (1987).  
B.A., St. Cloud State University, 1973; M.D., University of Nebraska Medical Center, 1980.
- M. JANET BARGER-LUX, *Senior Research Associate in Medicine* (1994).  
B.S.M.T., Creighton University, 1964; M.S., University of Nebraska Medical Center, 1982.
- EUGENE J. BARONE, *Adjunct Associate Professor of Family Practice* (1979; 1992).  
B.S., LeMoyne College, 1972; M.D., Creighton University, 1976.
- GEORGE W. BADRTHLOW, *Clinical Professor of Psychiatry and Behavioral Sciences* (1977; 1990).  
B.S., University of Iowa, 1951; M.D., 1955.
- CHARLES L. BARTON, *Assistant Clinical Professor of Otolaryngology* (1979).  
A.B., Harvard University, 1958; M.D., University of Tennessee at Memphis, 1965.
- JOHN S. BAUMSTARK, *Professor of Biochemistry* (1972; 1979); *Professor of Pathology* (1974);  
*Professor of Obstetrics and Gynecology* (1972).  
B.S., Southeast Missouri State, 1951; A.M., University of Missouri, (1953); Ph.D., University of Missouri (1957).
- KATHRYN A. BEAUCHANINE, *Assistant Instructor of Human Communication in Otolaryngology* (1983).  
B.S., University of Wisconsin-Oshkosh, 1977; M.A., University of Denver, 1979.
- KIRK W. BEISEL, *Professor of Otolaryngology* (1992).  
B.S., Albright College, 1972; Ph.D., Rutgers University, 1978.
- EDWARD T. GEITENMAN, *Associate Clinical Professor of Psychiatry and Behavioral Sciences* (1969; 1977);  
*Associate Clinical Professor Emeritus-Psychiatry* (1996).  
B.S., Creighton University, 1950; M.D., 1954.
- RICHARD G. BELATTI, JR., *Associate Clinical Professor of Anesthesiology* (1985; 1993).  
B.S., Creighton University, 1978; M.D., 1982.
- DONALD D. BELL, *Associate Clinical Professor of Surgery* (1994).  
B.S., University of Nebraska-Lincoln, 1960; M.D., University of Nebraska College of Medicine, 1964.
- JUDY BELL, *Assistant Professor of Family Practice* (1994).  
B.S.N., Creighton University, 1970; M.N., Louisiana State University Medical Center, 1975; Ed.D.,  
University of Nebraska-Lincoln, 1981.
- LUIS M. BENCOMO, *Instructor of Psychiatry* (1995).  
Miami-Dade College, 1979; Universidad Central del Este Facultad De Ciencias, (1981); M.D., Universidad Centro  
de Estudios Tecnológicos, (1982).
- LEON G. BENSCHOTER, *Vice President for Information Services* (1991); *Assistant Professor of Biomedical  
Communications* (1973).  
B.S., Iowa State University, 1953; M.S., University of Nebraska-Omaha, 1973.
- DALE R. BERGREN, *Associate Professor of Biomedical Sciences: Physiology* (1985).  
B.A., Carroll College (Montana), 1973; M.S., 1975; Ph.D., University of North Dakota, 1976.
- JOHN M. BERTONI, *Professor of Neurology* (1989); *Professor of Biomedical Sciences:  
Neurobiology* (1992); *Professor of Pharmacology* (1993).  
A.B., Xavier University, 1967; M.D., University of Michigan, 1971; Ph.D., 1979.

- THOMAS M. BESSE, *Adjunct Assistant Professor of Obstetrics and Gynecology* (1977; 1992).  
B.S., University of Utah, 1971; M.D., Creighton University, 1975.
- MICHAEL BEST, *Clinical Associate in Pathology* (1991).  
B.A., University of Utah, 1971; M.D., Creighton University, 1975.
- JOHN L. BEVER, *Assistant Professor of Pediatrics* (1990).  
B.S., University of Notre Dame, 1975; M.D., Ohio State University, 1978.
- LEE C. BEVILACQUA, *Assistant Clinical Professor of Family Practice* (1975; 1986).  
B.S., Creighton University, 1956; M.D., 1961.
- AGAINDRA K. BEWTRA, *Associate Professor of Medicine* (1975; 1980); *Associate Professor of Biomedical Sciences: Cell and Developmental Biology* (1992).  
M.B.S., All India Institute of Medical Sciences (India), 1967; M.D., 1973.
- SHASHI K. BHATIA, *Associate Professor of Psychiatry and Behavioral Sciences* (1979; 1996);  
*Associate Professor of Pediatrics* (1983; 1996).  
M.B.B.S., Punjab University (India), 1969.
- SUBHASH C. BHATIA, *Associate Professor of Psychiatry and Behavioral Sciences* (1977; 1988);  
*Associate Professor of Family Practice* (1978; 1988).  
M.B.B.S., Punjab University (India), 1967; M.D., Postgraduate Institute of Medical Education and Research (India), 1973; M.A.M.S., Indian Academy of Medical Sciences (India), 1973.
- WILLIAM P. BIDDLE, *Assistant Professor of Medicine* (1988; 1991).  
B.A., University of Tennessee at Knoxville, 1979; M.D., University of Tennessee at Memphis, 1984.
- MARTIN H. BIERMAN, *Associate Professor of Medicine* (1998).  
B.S., Creighton University, 1967; M.D., 1971.
- ROBERT G. BILLERBECK, *Assistant Clinical Professor of Obstetrics and Gynecology* (1976; 1980).  
B.S., Creighton University, 1970; M.D., 1974.
- JOHN W. BISHOP, *Associate Professor of Pathology* (1993).  
B.A., Yale University, 1973; M.D., Tufts University School of Medicine, 1976.
- JAMES T. BISKUP, *Instructor in Family Practice* (1989).  
B.S., University of Nebraska, 1979; M.D., 1984.
- MARVIN J. BITTNER, *Associate Professor of Medical Microbiology and Immunology* (1981; 1991);  
*Associate Professor of Medicine* (1981; 1991).  
B.S. University of Chicago, 1972; M.D., Harvard University, 1976.
- GARNET J. BLATCHFORD, *Assistant Professor of Surgery* (1990; 1991); *Associate Professor of Surgery* (1995).  
B.S., University of Nebraska-Lincoln, 1979; M.S., University of Nebraska Medical Center, 1983.
- JOEL N. BLEICHER, *Associate Professor of Surgery* (1980; 1990).  
B.S., University of Nebraska-Lincoln, 1969; M.D., Creighton University, 1973.
- JON J. BLEICHER, *Assistant Clinical Professor of Radiology* (1993).  
B.S., University of Iowa, 1973; M.D., Creighton University, 1978.
- MARGARET BLOCK, *Associate Clinical Professor of Medicine* (1989; 1990).  
B.S., Rensselaer Polytechnic Institute, 1972; M.D., Albany; Medical College, 1976.
- JOHN L. BLODIG, *Assistant Clinical Professor of Psychiatry and Behavioral Sciences* (1963; 1968).  
M.D., Creighton University, 1953.
- PATRICK J. BOGARD, *Assistant Clinical Professor of Pathology* (1984; 1989).  
B.S., University of Nebraska, 1975; M.D., 1978.
- DAVID L. BOLAM, *Adjunct Assistant Professor of Pediatrics* (1987; 1990).  
B.S., Creighton University, 1965; M.D., University of Nebraska, 1970.
- DWIGHT J. BOLLINGER, *Assistant Professor of Pathology* (1995).  
A.A., Bismarck Junior College, 1975; B.S., University of North Dakota, 1977; M.D., 1981.
- RICHARD W. BOOTH, *Professor of Medicine* (1961; 1964); *Medical Director, St. Joseph Hospital* (1971);  
*Professor Emeritus of Medicine* (1996).  
M.D., University of Cincinnati, 1952.
- JOAN E. BORREGE, *Clinical Instructor in Medicine* (1987).  
B.S. (Biology), University of San Francisco, 1977; B.S. (Chemistry), University of California-Berkley, 1979; M.D., Creighton University, 1984.



- A. JAMES BOTHMER, *Assistant Professor of Library Sciences* (1992).  
B.A., Southwest State University, 1973; M.A., University of Minnesota, 1975.
- SUSAN J. BOUST, *Assistant Clinical Professor of Psychiatry* (1980).  
B.S., Iowa State University, 1972; M.D., University of Nebraska Medical Center, 1985.
- PATRICK W. BOWMAN, *Assistant Clinical Professor of Surgery (Orthopedics)* (1977; 1992).  
M.D., Creighton University, 1970.
- JOHN W. BRANTIGAN, *Associate Professor of Surgery* (1992).  
B.A., Cornell University, 1966; M.D., Ph.D., Medical College of Wisconsin, 1985.
- PHILIP R. BRAUER, *Assistant Professor of Biomedical Sciences: Cell and Developmental Biology* (1990); *Associate Professor of Biomedical Sciences* (1995).  
B.S., University of Wisconsin, 1977; Ph.D., Medical College of Wisconsin, 1985.
- JEFFERY C. BRITTAN, *Assistant Clinical Professor of Family Practice* (1984; 1986); *Assistant Clinical Professor of Preventive Medicine and Public Health* (1986).  
B.S., Creighton University, 1977; M.D., 1981.
- ALFRED W. BRODY, *Professor Emeritus of Medicine* (1954; 1993); *Professor Emeritus of Physiology* (1954; 1993).  
A.B., Columbia University, 1940; M.A., 1941; M.D., Long Island University, 1943; D.M.S., University of Pennsylvania, 1955.
- PATRICK E. BROOKHOUSER, *Professor of Otolaryngology and Chair of the Department* (1974; 1975); *Father Flanagan Professor of Otolaryngology* (1975).  
B.S., Creighton University, 1962; M.D., Johns Hopkins University, 1966.
- LAURA C. BRUCE, *Assistant Professor of Biomedical Sciences: Neurobiology* (1987); *Associate Professor of Biomedical Sciences* (1995).  
B.A., Cornell College, 1975; Ph.D., Georgetown University, 1982.
- JOHN H. BRUSH, *Assistant Clinical Professor of Surgery* (1987).  
M.D., University of Nebraska, 1943.
- BRUCE A. BUEHLER, *Associate Clinical Professor of Pediatrics* (1985).  
B.S., University of Florida, 1966; M.D., 1970.
- THOMAS G. BUGLEWICZ, *Assistant Professor in Anesthesiology* (1995).  
B.S., University of Nebraska-Lincoln, 1984; M.D., Creighton University, 1988.
- DAVID D. BURDETTE, *Assistant Clinical Professor of Radiology* (1995).  
B.A., Hope College, 1986; M.D., University of Michigan, 1990.
- WILLIAM J. BURKE, *Associate Clinical Professor of Psychiatry* (1987).  
B.S., Creighton University, 1976; M.D., University of Nebraska, 1980.
- PHILLIP E. BURKET, *Assistant Clinical Professor of Medicine* (1991).  
B.S., University of Nebraska-Lincoln, 1979; M.D., University of Nebraska Medical Center, 1983.
- BRENDA S. BURNS, *Assistant Professor of Pediatrics* (1992).  
B.S., Midland Lutheran College, 1968; M.D., University of Nebraska Medical Center, 1983.
- Y.M.S. BUSHAN, *Assistant Clinical professor of Surgery* (1994).  
B.S., St. Philomena College (India), 1955; M.D., Bangalore Medical College (India), 1961.
- J. CLAYTON CAMPBELL, *Associate Professor of Medicine* (1970; 1978).  
B.S., University of San Francisco, 1958; M.D., Creighton University, 1962.
- ROBERT A. CAMBRIDGE, *Clinical Instructor in Psychiatry* (1992); *Assistant Clinical Professor of Psychiatry* (1994).  
B.A., University of Minnesota, 1982; M.D., 1987.
- LAWRENCE A. CARLSSON JR., *Assistant Clinical Professor of Family Practice* (1979; 1982).  
B.S., Creighton University, 1972; M.D., 1976.
- ARLENE E. CARNEY, *Professor of Otolaryngology* (1990; 1992).  
B.S., St. John's University, 1969; M.A., University of Massachusetts, 1973; Ph.D., University of Minnesota, 1977.
- EDWARD A. CARUSI, *Associate Professor of Biomedical Sciences; Biochemistry* (1968; 1989).  
B.A., University of California at Los Angeles, 1950; M.A., 1952; Ph.D., 1957.
- MURRAY J. CASEY, *Professor of Obstetrics and Gynecology* (1989).  
A.B., University of Kansas, 1958; M.D., Georgetown University, 1962; M.S., Cardinal Stritch College, 1984; M.B.A., Marquette University, 1988.

- DAVID M. CATHRO, *Associate Clinical Professor of Pediatrics* (1979; 1989).  
M.B., Ch.B., University of Edinburgh (Scotland), 1954; M.D., 1964.
- STEPHEN J. CAVALIERI, *Associate Professor of Medical Microbiology and Immunology* (1987; 1994);  
*Associate Professor of Pathology* (1986; 1994).  
B.S., California University of Pennsylvania, 1977; M.S., 1979; Ph.D., West Virginia University, 1981.
- DENNIS J. CAVANAUGH, *Assistant Clinical Professor of Surgery* (1994).  
B.S., Regis University, 1970; M.D., Creighton University, 1974.
- DAVID H. CHAIT, *Assistant Professor of Otolaryngology* (1982).  
B.A., Colby College, 1967; M.D., University of Nebraska, 1971.
- DENNIS A. CHAKKALAKAL, *Associate Professor of Surgery* (1991).  
B.Sc., Madras University (India), 1958; M.S., Marquette University, 1962; Ph.D., Washington University, 1968.
- EDWARD A. CHAPERON, *Associate Professor of Medical Microbiology and Immunology* (1968; 1971).  
B.S., LeMoyné College, 1957; M.S., Marquette University, 1959; Ph.D., University of Wisconsin-Madison, 1965.
- STEPHEN A. CHARTRAND, *Professor of Medical Microbiology and Immunology* (1986; 1994); *Professor of Pediatrics* (1986; 1994).  
B.S., University of Kansas, 1971; M.D., 1975.
- MARK A. CHRISTENSEN, *Associate Professor of Surgery* (1986; 1992).  
B.S., University of Nebraska-Lincoln, 1969; M.D., University of Nebraska, 1973.
- CHUNG-CHOU CHU, *Professor of Psychiatry* (1992).  
M.D., Medical College of Korea University, 1973.
- HARRY H. CHUNG, *Assistant Clinical Professor of Pathology* (1972; 1979).  
M.D., University of Seoul (Korea), 1962.
- ERNEST W. CHUPP, *Clinical Instructor in Obstetrics and Gynecology* (1985).  
M.D., Creighton University, 1976.
- THOMAS J. CINQUE, *Professor of Medicine* (1992); *Dean of the School of Medicine* (1992).  
B.S., Fordham University, 1954; M.D., Creighton University, 1959.
- TERRENCE F. CIUREJ, *Associate Clinical Professor of Surgery* (1977; 1988).  
B.S., Pha., Creighton University, 1967; M.D., 1971.
- RICHARD A. CLARK, *Assistant Instructor of Medicine (Cardiology)* (1995).  
B.A., University of Colorado, 1986; M.D., Creighton University, 1992.
- GEORGE O. CLIFFORD, *Professor of Medicine* (1972).  
M.D., Tufts University, 1949.
- EDWARD S. COHN, *Associate Professor of Otolaryngology* (1993).  
B.A., Johns Hopkins University, 1962; M.D., University of Pennsylvania School of Medicine, 1972.
- DANIEL J. COLE, *Assistant Clinical Professor of Family Practice* (1990).  
B.S., Creighton University, 1967; M.D., 1971.
- LESLIE E. COLLINS, *Associate Clinical Professor of Psychiatry and Behavioral Sciences* (1980; 1991).  
B.A., University of Kansas, 1966; Ph.D., Yale University, 1976; M.S.W., University of Nebraska at Omaha, 1980.
- MARIE-CELESTE CONDON, *Assistant Instructor of Human Communication in Otolaryngology* (1991).  
B.S., University of Houston, 1975; M.S., University of Houston at Clear Lake City, 1980.
- JOHN M. CONLON, *Professor of Biomedical Sciences: Biochemistry* (1980).  
B.Sc., University of Newcastle (England), 1969; Ph.D., University of Sussex (England), 1972.
- JOHN J. CONNOLLY, *Associate Clinical Professor of Medicine* (1975; 1986).  
M.D., Creighton University, 1959.
- THOMAS L. CONNOLLY, *Associate Clinical Professor of Medicine* (1969; 1986).  
M.D., Creighton University, 1963.
- P. JAMES CONNOR, *Clinical Professor of Medicine* (1960; 1986).  
B.S., Creighton University, 1951; M.D., 1955.
- THOMAS M. CONNORS, *Associate Clinical Professor of Surgery* (1995).  
B.A., University of Nebraska, 1974; M.D., University of Nebraska Medical Center, 1984.
- MARY COOK, *Assistant Clinical Professor of Medicine* (1987; 1990).  
B.S., University of Wyoming, 1980; M.D., Creighton University, 1984.
- MARK R. CORKINS, *Assistant Professor of Pediatrics* (1995).  
B.A., University of Missouri-Columbia, 1989; M.D., 1989.

- KEVIN P. CORLEY, *Adjunct Assistant Professor of Pediatrics* (1985).  
B.S., University of Illinois Medical Center, 1968; M.D., 1972.
- DOMINIC E. COSGROVE, *Assistant Professor of Otolaryngology* (1992); *Assistant Professor of Biomedical Sciences: Physiology* (1992).  
B.S., University of Nebraska-Lincoln, 1984; Ph.D., University of Nebraska Medical Center, 1989.
- ROBERT S. COX, *Professor of Pathology* (1980); *Chair of the Department* (1980-1991); *Professor Emeritus of Pathology* (1996).  
B.S., Stanford University, 1946; M.S., 1948; Ph.D., 1952; M.D., University of Chicago, 1952.
- MICHAEL L. COX, *Clinical Instructor in Psychiatry* (1992).  
B.S., Creighton University, 1979; M.D., 1986.
- MICHAEL L. COY, *Clinical Instructor in Psychiatry* (1992).  
B.S., Creighton University, 1979; M.D., 1986.
- MARILYN CRANE, *Senior Teaching Associate in Pathology* (1975; 1988)  
B.S., Briar Cliff College, 1961; M.S., University of Nebraska, 1974.
- MARIE-DOMINIQUE CRAPON DE CAPRONA, *Adjunct Associate Professor of Biomedical Sciences* (1994).  
M.A. (Philosophy), Grenoble, France, 1966; M.A. (Psychology), Institute of Science, Geneva, Switzerland, 1970; Ph.D., 1977.
- GEOFFREY W. CRAWLEY, *Assistant Clinical Professor of Radiology* (1995).  
B.S., Georgetown College, 1985; M.D., University of Louisville Medical School, 1989.
- MICHAEL N. CRAWFORD, *Assistant Clinical Professor of Otolaryngology* (1981).  
B.A., Creighton University, 1970; M.D., University of Nebraska, 1975.
- ROBERT O. CREEK, *Professor of Biomedical Sciences; Physiology* (1964; 1989).  
B.S., University of Illinois at Urbana-Champaign, 1950; M.S., University of Southern Illinois, 1955; Ph.D., Indiana University-Bloomington, 1960.
- GIUSEPPE CRISTOFARO, *Assistant Clinical Professor of Preventive Medicine and Public Health* (1992).  
M.D., Bologna University (Italy), 1981.
- TIMOTHY P. CRNKOVICH, *Clinical Instructor in Medicine* (1987).  
M.D., Creighton University, 1984.
- JAMES C. CRONAN, *Assistant Professor of Surgery* (1991; 1992)  
B.S., North Georgia College, 1971; D.M.D., Medical College of Georgia, 1977; M.D., 1985.
- LYNN A. CROSBY, *Associate Professor of Surgery* (1989; 1994).  
B.S., University of North Dakota, 1977; B.S.Med., 1981; M.D., Ohio State University, 1983.
- RICHARD Q. CROTTY, *Clinical Professor of Medicine (Dermatology)* (1952; 1967).  
B.S., Creighton University, 1945; M.D., 1947.
- DANIEL B. CULLAN, *Assistant Clinical Professor of Preventive Medicine and Public Health* (1985).  
B.A., Regis College, 1967; J.D., Creighton University, 1970; M.D., 1982.
- JAMES G. CUMMINS, *Assistant Clinical Professor of Obstetrics and Gynecology* (1973; 1987).  
A.B., Creighton University, 1966; M.D., 1970.
- KATHI J. CURRY, *Clinical Instructor of Psychiatry* (1995).  
B.A., Creighton University, 1983; M.D., 1988.
- DAVID G. CYR, *Professor of Human Communication in Otolaryngology* (1977; 1990).  
B.A., San Jose State University, 1970; M.A., University of Illinois at Urbana-Champaign, 1971; Ph.D., University of Nebraska, 1983.
- JENNIFER H. CYR, *Assistant Professor of Psychiatry and Behavioral Sciences* (1990).  
B.S., University of Illinois at Urbana, 1970; M.A., 1971; M.D., University of Nebraska Medical Center, 1986.
- PETER M. DAHER, *Assistant Professor of Family Practice* (1995).  
B.S., St. Lucia College, 1985; M.D., Spartan Health Science University, St. Lucia, 1988.
- JANE B. DAHLKE, *Assistant Clinical Professor of Psychiatry and Behavioral Sciences* (1978-84; 1986).  
B.A., Wheaton College, 1967; M.D., University of Nebraska, 1972.
- HUANPING DAI, *Assistant Professor of Otolaryngology* (1996).  
B.S., University of Nanjing, 1983; Ph.D., Northeastern University, 1989.
- ARTHUR F. DALLEY, *Professor of Biomedical Sciences: Clinical Anatomy* (1974; 1992).  
B.S., University of Utah, 1970; Ph.D., 1975.
- GLENN V. DALRYMPLE, *Clinical Professor of Radiology* (1990).  
B.S., University of Arkansas, 1958; M.D., 1958.

- DAVID A. DANFORD, *Associate Clinical Professor of Pediatrics* (1995).  
B.S., MIT, 1974; M.D., Stanford University, 1978.
- TERESA P. DARCY, *Associate Professor of Pathology* (1995).  
B.A., Biology Carleton College, 1978; M.D., University of Iowa College of Medicine, 1982.
- MICHAEL H. DAVIDIAN, *Assistant Clinical Professor in Medicine* (1990; 1994)  
B.S., UCLA, 1981; M.S., Creighton University, 1983; M.D., Creighton University, 1987.
- K. MICHAEL DAVIES, *Assistant Professor of Medicine* (1992).  
B.S., Loyola University, 1964; Ph.D., University of Notre Dame, 1970.
- J. CALVIN DAVIS, III, *Associate Clinical Professor of Medical Microbiology* (1993); *Associate Clinical Professor of Medicine* (1993).
- HARRY J. DEETHS, *Associate Clinical Professor of Surgery (Urology)* (1975; 1978).  
B.S., Loyola University (Los Angeles), 1960; M.D., Creighton University, 1964.
- MICHAEL G. DEL CORE, *Assistant Professor of Medicine* (1986; 1988).  
B.S., Creighton University, 1979; M.D., 1983.
- PETER R. DEMARCO, *Associate Clinical Professor of Otolaryngology* (1970; 1976).  
M.D., Creighton University, 1962.
- LYNN A. DEMOTT, *Clinical Instructor in Psychiatry and Behavioral Sciences* (1986).  
B.A., University of Wisconsin, 1976; M.S.W., University of Nebraska-Omaha, 1983.
- CHARLES A. DENTON, *Assistant Clinical Professor of Medicine* (1984).  
B.S., St. Bonaventure University, 1972; M.D., Creighton University, 1976.
- JOANN L. DERBY, *Assistant Professor of Medicine* (1996).  
B.S. University of Nebraska-Omaha, 1987; M.D., Creighton University, 1991.
- EUCLID DESOUZA, *Assistant Clinical Professor of Surgery (Urology)* (1981; 1991).  
M.B.B.S., University of Bangalore (India), 1974.
- CHRISTOPHER J. DESTACHE, *Associate Professor of Pharmacy Practice* (1984; 1995); *Assistant Professor of Medicine* (1990).  
Pharm. D., Creighton University, 1984.
- DENISE L. DETTMAN, *Assistant Instructor of Human Communication in Otolaryngology* (1989).  
B.S., University of Illinois at Urbana-Champaign (1987); M.A., 1989.
- ROBERT S. DEVIN, *Clinical Instructor in Medicine* (1992).  
B.S., Creighton University, 1982; M.D., 1987.
- MEERA DEWAN, *Assistant Clinical Professor of Family Practice* (1985).  
M.D., Government Medical School and Hospital (India), 1977.
- NARESH A. DEWAN, *Associate Professor of Medicine* (1980; 1992).  
B.S., Government Science College (India), 1969; M.B.B.S., Nagpur University (India), 1975.
- LORRAINE A. DICKEY, *Adjunct Assistant Professor of Pediatrics* (1994).  
B.S., United States Air Force Academy, 1983; M.D. University of Nebraska, 1987.
- MARK J. DIERCKS, *Associate Clinical Professor of Psychiatry and Behavioral Sciences* (1984; 1992).  
B.S., Creighton University, 1977; M.D., 1981.
- MICHAEL B. DIXON, *Clinical Instructor in Obstetrics and Gynecology* (1994).  
B.A., St. Louis University, 1976; M.D., University of Missouri, 1981.
- JAMES F. DOLEZAL, *Assistant Clinical Professor in Family Practice* (1995).  
B.S., Creighton University, 1959; M.D., 1973.
- MARK J. DOMET, *Clinical Instructor In Pediatrics* (1993).  
B.S., Creighton University, 1979; University of Nebraska Medical Center, 1983.
- EDWARD A. DOMINGUEZ, *Assistant Clinical Professor of Medicine* (1992); *Assistant Clinical Professor of Medical Microbiology and Immunology* (1992).  
B.A., Rice University, 1982; M.D., Baylor College of Medicine, 1986.
- PETER E. DORIS, *Professor of Radiology* (1994); *Chair, Department of Radiology* (1994).  
B.A., University of Notre Dame, 1966; M.D., Northwestern University, 1970.
- FRANK J. DOWD, JR., *Professor of Pharmacology* (1976; 1985); *Chair of the Department of Pharmacology* (1980); *Adjunct Assistant Professor of Medicine* (1994)  
B.A., Maryknoll Seminary, 1961; D.D.S., Creighton University, 1969; Ph.D., Baylor University, 1975.

JOHN A. DOWELL, *Assistant Clinical Professor of Surgery (Ophthalmology)* (1986).  
B.S., Creighton University, 1969; M.D., 1973.

KRISTY L. DOWNS, *Assistant Instructor in Otolaryngology* (1992).  
B.S., University of Nebraska-Omaha, 1982; M.S., 1991.

CAROL A. DRAKE, *Clinical Instructor in Surgery (Ophthalmology)* (1986).  
B.S., University of Nebraska, 1977; M.D., 1981.

ROBERT W. DUNLAY, *Assistant Professor of Medicine* (1994).  
B.S., Creighton University, 1977; M.D., 1981.

MICHAEL J. DUNN, *Assistant Clinical Professor of Medicine* (1968; 1970).  
M.D., Creighton University, 1964.

J. DOUGLAS DUNNING, *Assistant Clinical Professor of Family Practice* (1990).  
B.S., Creighton University, 1980; M.D., 1984.

DAVID L. DWORZACK, *Professor of Medical Microbiology and Immunology* (1980; 1992);  
*Professor of Medicine* (1980; 1992).  
B.A., Washington University, 1969; M.D., University of Kansas, 1973.

JERRY L. EASTERDAY, *Clinical Instructor in Psychiatry and Behavioral Sciences* (1983).  
M.D., University of Missouri, 1977.

MALINDA A. ECCARIUS, *Assistant Instructor in Otolaryngology* (1991).  
B.A., University of Iowa, 1971; M.S., University of Nebraska-Lincoln, 1983.

JOSEPH F. ECKERT, *Associate Clinical Professor of Radiology* (1996).  
B.S., College of Saint Thomas, 1956; M.D., University of Minnesota, 1960.

ROBERT E. ECKLUND, *Clinical Professor of Medicine* (1981).  
B.S., Wheaton College, 1953; M.D., University of Illinois Medical Center, 1957.

CATHY EDWARDS, *Instructor of Pediatrics* (1995).  
B.D., Creighton University, 1988; M.D., 1992.

JOHN D. EDWARDS, *Associate Professor Surgery* (1990; 1994).  
B.S., University of Illinois, 1977; M.D., Rush Medical College, 1982.

JOHN D. EGAN, *Professor of Medicine* (1954; 1970).  
A.B., University of Rochester, 1945; M.D., University of Buffalo, 1949.

WILLIAM P. EGAN, *Associate Clinical Professor of Psychiatry and Behavioral Sciences* (1965; 1992).  
M.D., Creighton University, 1959.

MATTHEW K. EGBERT, *Clinical Instructor in Psychiatry* (1995).  
B.A., University of Nebraska-Lincoln, 1984; M.D., University of Nebraska Medical College, 1989.

ANTON F. EHRHARDT, *Assistant Professor of Medical Microbiology and Immunology* (1991; 1993).  
B.A., California State University, 1983; M.S., 1988; Ph.D., Arizona State University, 1990.

LEISHA R. EITEN, *Assistant Instructor in Otolaryngology* (1991).  
B.S., University of Iowa, 1983; M.A., 1986.

JOSEPH R. ELLISON, *Assistant Clinical Professor of Pediatrics* (1969; 1993).  
B.S., St. John's University, 1958; M.D., Creighton University, 1966.

JAMES H. ELSTON, *Associate Clinical Professor Obstetrics and Gynecology* (1984; 1995).  
M.D., Creighton University, 1959.

JANE EMANUEL, *Assistant Professor of Otolaryngology* (1987).  
B.S., Pha., University of Nebraska, 1978; M.D., 1982.

CHARLES A. ENKE, *Assistant Clinical Professor of Radiology* (1992).  
B.S., Loras College, 1981; M.D., University of Iowa, 1985.

DENNIS ESTERBROOKS, *Associate Professor of Medicine* (1977; 1992); *Assistant Professor of Radiology*  
(1991).  
B.S., College of Saint Thomas, 1968; M.D., Creighton University, 1974.

ELLEN R. EVANS, *Assistant Clinical Professor of Family Practice* (1986; 1994).  
B.S., University of Houston, 1975; M.D., University of Texas Health Science Center at Houston, 1983.

TIMOTHY R. FANGMAN, *Assistant Clinical Professor of Medicine* (1977).  
B.S., University of Notre Dame, 1968; M.D., Creighton University, 1972.

- GLENN R. FARLEY, *Assistant Professor of Otolaryngology* (1984); *Assistant Professor of Biomedical Sciences: Physiology* (1990); *Associate Professor of Otolaryngology* (1995).  
B.A., University of Colorado, 1974; Ph.D., University of California at Irvine, 1980.
- JAMES J. FAYLOR, *Assistant Clinical Professor of Medicine* (1984).  
B.S., Creighton University, 1974; M.D., 1978.
- JUDITH A. FEIGIN, *Assistant Clinical Professor of Medicine* (1984).  
B.A., University of Wisconsin-Madison, 1972; M.S., 1975.
- RICHARD J. FELDHAUS, *Associate Clinical Professor of Surgery* (1965; 1987).  
B.S., Creighton University, 1953; M.S., 1955; M.D., 1959.
- ANNA M. FELTY-DUCKWORTH, *Assistant Instructor in Pathology* (1995).  
B.A., (Biology), Indiana University, 1976; M.S. (Biology), Western Kentucky University, 1982; M.D., University of Nebraska Medical Center, 1992.
- STEVEN J. FELDHAUS, *Assistant Clinical Professor of Surgery* (1992).  
B.S., Creighton University, 1978; M.D., 1983.
- GERALD S. FERENSTEIN, *Clinical Instructor in Surgery (Ophthalmology)* (1979).  
B.A., University of Colorado at Boulder, 1966; M.S., University of Nebraska-Omaha, 1970; M.D., University of Nebraska, 1973.
- FRANK M. FERRARO, *Professor Emeritus of Medical Microbiology and Immunology* (1946; 1979).  
B.S. Pha., Creighton University, 1941; M.S., 1950; Ph.D., University of Southern California, 1960.
- JOHN J. FERRY, *Associate Professor of Medicine* (1970; 1991).  
B.S., University of Scranton, 1960; M.D., Creighton University, 1964.
- CHARLES J. FILIPI, *Associate Professor of Surgery* (1989; 1996).  
B.S., Iowa State University, 1963; M.D., University of Iowa, 1967.
- PAUL M. FINE, *Professor of Psychiatry and Behavioral Sciences* (1972; 1988); *Professor of Pediatrics* (1981; 1988).  
B.A. Alfred University, 1954; M.D., State University of New York—Downstate Medical Center, 1958.
- SALLY W. FINE, *Clinical Instructor in Psychiatry* (1993).  
A.B., Bryn Mawr College, 1949; M.S.W., University of Nebraska-Omaha, 1974; M.A., University of Nebraska-Lincoln, 1991.
- JOHN R. FISCHER, *Associate Clinical Professor of Obstetrics and Gynecology* (1968; 1986).  
B.S., University of Vermont, 1958; M.D., 1962.
- ARTHUR F. FISHKIN, *Associate Professor of Biomedical Sciences: Biochemistry* (1968; 1989).  
A.B., Indiana University 1951; M.A., 1952; Ph.D., University of Iowa, 1957.
- JOHN F. FITZGIBBONS, *Associate Clinical Professor of Pathology* (1968; 1971).  
B.S., Creighton University, 1950; M.S., 1951; M.S., 1955.
- ROBERT J. FITZGIBBONS, JR., *Professor of Surgery* (1980; 1993).  
M.D., Creighton University, 1974.
- ROBERT J. FITZGIBBONS, SR., *Professor Surgery* (1948; 1985).  
B.S., Creighton University, 1942; M.D., 1943; M.S., University of Minnesota, 1947.
- TIMOTHY C. FITZGIBBONS, *Assistant Clinical Professor of Surgery (Orthopedics)* (1978; 1987).  
M.D., Creighton University, 1973.
- WILLIAM P. FITZGIBBONS, *Assistant Clinical Professor of Family Practice* (1981; 1982).  
M.D., Creighton University, 1978.
- FRANCIS M. FITZMAURICE, *Professor of Pediatrics* (1961; 1974).  
A.B., St. Procopius College, 1951; M.D., Stritch School of Medicine, 1956.
- JOHN J. FITZPATRICK, *Assistant Clinical Professor of Surgery (Ophthalmology)* (1967; 1976).  
M.D., Creighton University, 1961.
- MARK H. FLEISHER, *Clinical Instructor in Psychiatry* (1992).  
B.S., University of Nebraska-Omaha, 1981; M.D., University of Nebraska Medical Center, 1987.
- ALFRED D. FLEMING, *Associate Professor of Obstetrics and Gynecology* (1990; 1994); *Chair, Department of Obstetrics and Gynecology* (1995).  
B.S., Creighton University, 1977; M.S., 1980; M.D., 1984.
- SCOTT E. FLETCHER, *Assistant Professor in Pediatrics* (1995).  
B.S., Creighton University, 1983; M.D., 1990.

- DAVID G. FOLKS, *Professor of Psychiatry* (1993); *Chair, Department of Psychiatry and Behavioral Sciences* (1993).  
B.S., Oklahoma State University, 1974; M.S., 1975; M.D., University of Oklahoma, 1979.
- MICHAEL A. FONTES, *Instructor of Anesthesiology* (1995)  
M.D., Creighton University, 1991.
- LINDA C. FORD, *Assistant Clinical Professor of Medicine* (1980; 1986).  
B.S., University of Nebraska, 1975; M.D., 1975.
- ALBERT R. FRANK, *Associate Professor of Radiology* (1989).  
A.A., Wilson Junior College, 1961; M.D., Loyola University, 1966.
- JACK W. FRANKEL, *Adjunct Professor of Medical Microbiology* (1981).  
B.A., Brown University, 1948; Ph.D., Rutgers University, 1951.
- SCOTT A. FRANKFORTER, *Assistant Instructor in Pathology* (1993); *Clinical Instructor in Pathology* (1996).  
B.S., University of Nebraska-Lincoln, 1986; M.D., Creighton University, 1990.
- INGRID FRANZE, *Assistant Clinical Professor of Radiology* (1992).  
M.D., University of Vienna, 1983.
- DONALD R. FREY, *Associate Professor of Family Practice* (1993); *Chair of Family Practice* (1995).  
B.A., William Jewell College, 1974; M.D., University of Missouri at Columbia, 1978.
- JEFFREY FREYGANG, *Clinical Assistant in Medicine* (1987).  
B.S., Res.Thp., Creighton University, 1982.
- PATRICK C. FRIMAN, *Associate Professor of Otolaryngology* (1992).  
B.A., University of Montana, 1975; M.A., University of Kansas, 1982; Ph.D., 1984.
- KRIS A. FRISBIE, *Assistant Instructor in Otolaryngology* (1990).  
B.S., Kansas State University, 1976; M.A., 1985.
- BERND FRITZSCH, *Professor of Biomedical Sciences: Neurobiology* (1990; 1993).  
M.S., University of Darmstadt (Germany), 1974; Ph.D., 1987.
- JAMES T. FROCK, *Assistant Professor of Medicine* (1989).  
B.S., Creighton University, 1976; M.D., 1981.
- ALAN H. FRUIN, *Associate Dean, School of Medicine* (1986-93); *Associate Professor of Surgery (Neurosurgery)* (1973; 1981).  
B.A. Vanderbilt University, 1963; M.D., 1967.
- RAMON M. FUSARO, *Professor of Medicine (Dermatology)* (1975); *Professor of Preventive Medicine and Public Health* (1984).  
B.A., University of Minnesota, 1949; B.S., 1951; M.D., 1953; M.S., 1958; Ph.D., 1965.
- RAY D. GAINES, *Associate Professor of Surgery* (1973; 1992).  
B.S., University of Illinois, 1966.
- HENRY H. GALE, *Assistant Professor of Biomedical Sciences: Physiology* (1966; 1989).  
Ph.D., University of Illinois, 1966.
- JOHN C. GALLAGHER, *Professor of Medicine* (1977; 1985).  
B.M., B.Ch., Manchester University (England), 1965; M.R.C.P., Leeds University (England), 1970; M.D., Manchester University, 1976.
- MARY S. GALLAGHER, *Clinical Associate Pathology* (1994).  
B.S.M.T., Marquette University, 1962.
- DAVID GAMBAL, *Professor of Biomedical Sciences: Biochemistry* (1965; 1968).  
B.S., Pennsylvania State University, 1953; M.S., Purdue University, 1956; Ph.D., 1957.
- JORGE GARCIA-PADIAL, *Associate Clinical Professor of Obstetrics and Gynecology* (1990; 1993).  
B.A., Marquette University, 1964; M.D., University of Puerto Rico, 1969.
- GARY C. GARD, *Assistant Clinical Professor of Psychiatry* (1995).  
B.S., Loras College, 1970; M.A., University of Nebraska-Omaha, 1974; Ph.D., University of Nebraska-Lincoln, 1982.
- JOHN L. GARRED JR., *Assistant Clinical Professor of Surgery* (1996).  
B.S., Morningside College, 1975; M.S., Creighton University, 1978; M.D., 1981.
- JOHN L. GARRED, SR., *Clinical Instructor in Family Practice* (1978).  
M.D., University of Louisville, 1946.

- FREDERICK M. GAWECKI, *Associate Clinical Professor of Obstetrics and Gynecology* (1972; 1977).  
B.S., University of Toledo, 1958; M.D., Boston School of Medicine, 1962.
- HOWARD E. GENDELMAN, *Clinical Professor of Medical Microbiology and Immunology* (1994).  
M.D., Pennsylvania State University, 1969; M.A., Indiana University, 1971; Ph.D., Oklahoma State University, 1984.
- MARTHA J. GENTRY, *Associate Professor of Medical Microbiology and Immunology* (1990; 1994);  
*Associate Professor of Medicine* (1990; 1994).  
B.S., Kansas State University, 1969; M.A., Indiana University, 1971; Ph.D., Oklahoma State University, 1984.
- LOUIS P. GERBINO, *Associate Clinical Professor of Psychiatry and Behavioral Sciences* (1983; 1988).  
B.S., University of Bridgeport, 1966; M.S., 1970; M.D., Creighton University, 1974.
- DONALD K. GIGER, *Assistant Professor of Medical Microbiology and Immunology* (1979).  
B.S. (Biological Science), California State Polytechnic University, 1961; B.S. (Microbiology and Immunology), California State University, 1970; M.S., 1973; Ph.D., Tulane University, 1977.
- JOSEPH P. GLABASNIA, *Clinical Instructor in Family Practice* (1976).  
B.A., University of Texas at Austin, 1969; M.D., 1973.
- DONALD T. GLOW, *Adjunct Associate Professor of Pediatrics* (1959; 1990).  
M.D., Creighton University, 1954.
- DAVID J. GNARRA, *Assistant Professor of Pediatrics* (1990).  
B.S., University of Pittsburgh, 1964; M.D., 1968.
- LISA S. GOBAR, *Assistant Professor of Radiology* (1994).  
B.A., Amherst College, 1984; M.D., Albany Medical College, 1990.
- RICHARD V. GOERING, *Professor of Medical Microbiology and Immunology* (1975; 1993).  
A.B., Wichita State University, 1966; M.S., 1968; Ph.D., Iowa State University, 1972.
- BECKI M. GOLDBERG-KAHN, *Assistant Instructor of Pathology* (1995).  
B.A., (Psychology), Creighton University, 1987; M.D., 1991.
- RAJITHA GOLI, *Clinical Instructor in Medicine (Cardiology)* (1987; 1992).  
M.B.B.S., Institute of Medical Science—Osmania Medical College (India), 1982.
- GUODONG GONG, *Research Assistant Professor of Medicine* (1995).  
B.S., Medicine Haerbin Medical University, China, 1970; M.D., Cardiac Beijing Medical College, China, 1982.
- LUIS A. M. GONZALEZ, *Assistant Professor of Family Practice* (1986; 1990).  
B.S., University of the Philippines, 1972; M.D., 1977.
- ROGER R. GOOD, *Associate Clinical Professor of Radiology* (1992).  
B.A., University of California at Davis, 1978; M.D., University of Nebraska Medical Center, 1980.
- MARK D. GOODMAN, *Assistant Professor of Family Practice* (1992; 1994).  
B.S., University of Nebraska-Lincoln, 1981; M.D., University of Nebraska Medical Center, 1985.
- PAUL D. GOODRICH, *Adjunct Assistant Professor of Pediatrics* (1985; 1993).  
B.A., Creighton University, 1973; M.D., University of Nebraska, 1977.
- GARY L. GORBY, *Assistant Professor of Medical Microbiology and Immunology* (1989); *Assistant Professor of Medicine* (1989); *Associate Professor of Medical Microbiology and Microbiology* (1995); *Associate Professor of Medicine* (1995).  
B.S., Youngstown State University, 1983; M.S., Northeastern Ohio Universities College of Medicine, 1983.
- PETER M. GORDON, *Assistant Clinical Professor of Surgery (Urology)* (1981; 1984).  
B.A., State University of New York at Buffalo, 1970; M.D., Medical College of Wisconsin, 1974.
- MICHAEL P. GORGA, *Professor of Human Communication in Otolaryngology* (1983; 1984).  
B.A., Brooklyn College, 1972; M.S., 1976; Ph.D., University of Iowa, 1980.
- STEVEN P. GORMAN, *Instructor of Medicine* (1996).  
B.A., (Biology), Humboldt State University, 1986; M.D. Creighton University, 1992.
- MARY A. GOSSMAN, *Assistant Instructor in Otolaryngology* (1988).  
B.S., University of Nebraska-Lincoln, 1973; M.A., 1978.
- ROBIN E. GRAHAM, *Assistant Professor of Surgery* (1991; 1993).  
B.S., Virginia Polytechnic Institute and State University, 1977; M.D., Medical College of Virginia, 1982.
- SUZANNE H. GRANGER, *Assistant Clinical Professor of Radiology* (1989; 1992).  
B.S., University of Nebraska, 1980; M.D., University of Nebraska Medical Center, 1984.



- KATHLEEN M. GRANT, *Adjunct Assistant Professor of Psychiatry* (1992; 1994); *Adjunct Assistant Professor of Medicine* (1992).  
B.S., Creighton University, 1972; M.D., 1979.
- CHARLES M. GRAZ, *Assistant Clinical Professor of Psychiatry and Behavioral Sciences* (1979; 1989).  
B.S., Fordham University, 1956; M.D., Creighton University, 1960.
- CARL GREINER, *Associate Clinical Professor of Psychiatry* (1988; 1991).  
B.A., Miami University, 1972; M.D., University of Cincinnati, 1978.
- TIMOTHY GRIFFIN, *Assistant Professor of Medicine* (1987; 1989).  
M.D., Creighton University, 1982.
- WESLEY S. GRIGSBY, *Assistant Clinical Professor of Medicine* (1990).  
B.A., University of Oklahoma, 1977; M.D., 1981.
- R. MICHAEL GROSS, *Assistant Clinical Professor of Surgery (Orthopedics)* (1977; 1987).  
B.S., Creighton University, 1966; M.D., St. Louis University, 1970.
- STEPHEN B. GRUBA, *Assistant Clinical Professor of Family Practice* (1986).  
B.S., Creighton University, 1974; M.D., 1978.
- MICHAEL L. GRUSH, *Associate Professor of Otolaryngology* (1976; 1983); *Associate Professor of Pediatrics* (1976; 1983).  
B.S., University of Nebraska, 1964; M.D., 1968.
- CARL L. GUMBINER, *Associate Clinical Professor of Pediatrics* (1995).  
B.S., Yale, 1968; M.D., Northwestern University Medical School, 1972;
- CAROL L. GUPTON, *Assistant Instructor in Family Practice* (1993).  
Certificate NRPM (National Registry Paramedic), Creighton University, 1991.
- AMY M. HADDAD, *Assistant Dean for Research and Administration (Pharmacy)* (1994); *Chair, Department of Administrative and Social Sciences* (1992); *Associate Professor of Pharmaceutical and Administrative Sciences* (1988; 1992).  
B.S.N., Creighton University, 1975; M.S.N., University of Nebraska, 1979; Ph.D., 1988.
- ERNEST A. HAFFKE, *Associate Clinical Professor of Psychiatry* (1988).  
B.S.N., University of Nebraska-Lincoln, 1958; University of Nebraska Medical Center, 1962.
- MICHAEL J. HALLER, *Associate Professor of Family Practice* (1966; 1977); *Associate Dean for Graduate Medical Education* (1977); *Chair of the Department of Family Practice* (1981-84; 1989).  
B.A., University of Nebraska-Lincoln, 1957; M.D., Creighton University, 1961.
- MICHAEL D. HAMMEKE, *Associate Clinical Professor of Medicine* (1977; 1988).  
B.S., Creighton University, 1968; M.D., 1972.
- RICHARD W. HAMMER, *Assistant Professor of Pediatrics* (1990).  
B.A., University of Iowa, 1951; M.D., 1958.
- PATRICIA S. HAMMETT, *Assistant Professor of Otolaryngology* (1994); *Assistant Professor of Pediatrics* (1994).  
B.S., University of Nebraska-Lincoln, 1981; M.D., University of Nebraska Medical Center, 1985.
- JORDAN H. HANKINS, *Associate Clinical Professor of Radiology* (1989).  
B.S., University of Mississippi, 1971; M.D., 1975.
- NANCY D. HANSON, *Assistant Professor of Medical Microbiology and Immunology* (1995); *Assistant Professor of Pediatrics* (1995).  
B.S., University of Texas of the Permian Basin, 1979; M.A., University of Nebraska-Omaha, 1984; Ph.D., University of Nebraska Medical Center, 1991.
- MARC R. HAPKE, *Assistant Professor of Pathology* (1995).  
A.B., Illinois College, 1967; M.S., University of Illinois College of Medicine, 1971; M.D., 1971.
- LEE A. HARKER, *Professor of Otolaryngology and Human Communication* (1991).  
B.A., University of Iowa, 1961; M.D., 1964.
- JOHN J. HARRINGTON, *Instructor in Medicine* (1995).  
B.A., University of Nebraska, 1986; M.D., Creighton University, 1992.
- ALFRED R. HARRINGTON, *Clinical Instructor in Medicine* (1992); *Clinical Instructor in Family Practice* (1993).  
B.S., Manhattan College, 1976; M.D., Yale University, 1986.

- CHRISTOPHER J. HARRISON, *Associate Professor of Pediatrics* (1991); *Associate Professor of Medical Microbiology and Immunology* (1991).  
B.S., University of Kentucky, 1967; M.D., 1971.
- FRANCIS J. HARRISON, *Assistant Professor of Pediatrics* (1995; 1996).  
B.S., Villanova, 1986; M.S., 1988; M.D., Creighton University, 1992.
- CRISTOPHER J. HARRISON, *Associate Professor of Pediatrics* (1991); *Associate Instructor in Family Practice* (1993).  
B.S., University of Kentucky, 1967; M.D., 1971.
- KATHERINE A. HARRISON, *Assistant Clinical Profesof of Radiology* (1992).  
B.A., Rice University , 1973; M.D., University of Arkansas, 1977.
- JOHN D. HARTIGAN, *Clinical Professor of Medicine* (1947; 1971).  
B.S.M., Creighton University, 1941; M.D., 1943; M.S. (Med), University of Minnesota, 1947.
- KLAUS HARTMANN, *Associate Clinical Professor of Psychiatry and Behavioral Sciences* (1983).  
B.S., University of Nebraska, 1970; M.D., 1970.
- JOHN C. HEALY, *Associate Professor of Pathology* (1990; 1996).  
B.S., Creighton University, 1980; M.D., 1984.
- ROBERT P. HEANEY, *Professor of Medicine* (1957; 1961); *John A. Creighton University Professor* (1983).  
B.S., Creighton University, 1947; M.D., 1951.
- THOMAS T. HEE, *Associate Professor of Medicine* (1978; 1992).  
B.S., California State University at Los Angeles, 1972; M.D., Creighton University, 1976.
- JOHN F. HEFFRON, *Clinical Professor of Obstetrics and Gynecology* (1959; 1985).  
M.D., Creighton University, 1952; M.S.M., 1960.
- JOHN J. HEIECK, *Associate Clinical Professor of Surgery* (1977; 1990); *Associate Clinical Professor of Otolaryngology* (1985; 1990).  
B.S., St. Mary's College (California), 1963; M.D., Creighton University, 1967.
- TODD P. HENDRICKSON, *Assistant Clinical Professor of Psychiatry* (1989).  
B.A., University of Nebraska-Omaha, 1981; M.D., University of Nebraska Medical Center, 1985.
- JOELLEN J. HENDRICKSEN, *Assistant Instructor in Otolaryngology* (1993).  
B.A., University of Northern Iowa, 1984; M.A., 1986; M.S., University of Texas, 1991.
- LEO T. HEYWOOD, *Clinical Professor Emeritus of Obstetrics and Gynecology* (1945; 1961-87; 1987).  
M.D., Creighton University, 1939.
- NANCY T. HICKS, *Assistant Clinical Professor* (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.
- MAUREEN B. HIGGINS, *Assistant Professor of Otolaryngology* (1993).  
B.S., Syracuse University, 1983; M.S., 1987; Ph.D., 1989.
- THOMAS W. HILGERS, *Associate Clinical Professor of Obstetrics and Gynecology* (1977; 1985).  
B.S., St. John's University, 1964; M.D., University of Minnesota at Minneapolis, 1969.
- DANIEL E. HILLEMANN, *Associate Professor of Medicine* (1988; 1992); *Associate Professor of Pharmacy Practice* (1981; 1991); *Chair, Department of Pharmacy Practice* (1991).  
Pharm.D., Creighton University, 1981.
- DENTSU HIRAI, *Assistant Professor of Surgery* (1981; 1984).  
M.D., University of Tokyo, 1968.
- CLAGUE P. HODGSON, *Associate Professor of Biomedical Sciences: Molecular Biology* (1991).  
B.S., University of Minnesota, 1976; Ph.D., Mayo Graduate School of Medicine, 1983.
- PHILIP J. HOF SCHIRE, *Associate Clinical Professor of Pediatrics* (1985; 1993).  
B.A., University of Nebraska-Omaha, 1962; M.D., University of Nebraska Medical Center, 1966.
- KAREN J. HOLDEMAN, *Associate Clinical Professor of Radiology* (1994).  
B.A., Anderson College, 1975; M.D., University of Nebraska Medical Center, 1981.
- JEFF HOLMBERG, *Assistant Professor of Medicine (Cardiology)* (1990; 1993).  
B.S., Iowa State University, 1979; Ph.D., University of Nebraska, 1983; M.D., Creighton University, 1987.
- JOSEPH M. HOLTHAUS, *Professor of Medicine* (1951; 1974).  
B.S.M., Creighton University, 1944; M.D., 1947.
- PUM-HI HONG, *Assistant Clinical Professor of Surgery (Urology)* (1990; 1992).  
B.S., College of Great Falls, 1975; M.D., Creighton University, 1979.

- RUSSELL J. HOPP, Professor of Pediatrics (1984; 1986).  
B.S., Creighton University, 1970; D.O., College of Osteopathic Medicine, 1975.
- KURTIS M. HOPPE, *Adjunct Assistant Professor of Neurology* (1992).  
B.A., Creighton University, 1982; M.D., University of Minnesota, 1987.
- MICHAEL J. HORN, *Associate Clinical Professor of Pathology* (1985; 1990).  
B.S., University of Nebraska-Lincoln, 1978; M.D., University of Nebraska, 1982.
- EDWARD A. HOROWITZ, *Associate Professor of Medicine* (1981; 1996); *Associate Professor of Medical Microbiology and Immunology* (1981; 1996).  
B.A., University of California at Los Angeles, 1973; M.D., Creighton University, 1978.
- MARK B. HORTON, *Assistant Clinical Professor of Pediatrics* (1981); *Assistant Clinical Professor of Preventive Medicine and Public Health* (1984).  
B.S., St. Louis University, 1968; M.D., 1972.
- RICK R. HORTON, *Assistant Professor of Psychiatry* (1992).  
B.A., University of Nebraska-Lincoln, 1979; M.D., University of Nebraska Medical Center, 1983.
- BRUCE L. HOUGHTON, *Assistant Professor of Medicine* (1994).  
B.S., (Biology) Creighton University, 1987; M.D., Creighton University, 1991.
- GLENDA J. HOUSEL, *Assistant Clinical Professor of Psychiatry* (1988).  
B.S., University of Nebraska-Lincoln, 1975; M.D., University of Nebraska Medical Center, 1978.
- ROBERT M. HOWELL, *Assistant Clinical Professor of Family Practice* (1985).  
B.S., Creighton University, 1974; M.D., 1978.
- HUDSON H. T. HSIEH, *Associate Clinical Professor of Psychiatry and Behavioral Sciences* (1980; 1989).  
M.D., Taipei Medical College (Taiwan), 1974.
- BILL HUERTA, *Assistant Clinical Professor of Medicine* (1994).  
B.S., B.A., Florida Atlantic University, 1979; M.D., American University of the Caribbean, 1983.
- CHRISTOPHER J. HUERTER, *Associate Professor of Medicine (Dermatology)* (1989; 1996).  
B.S., Creighton University, 1980; M.D., University of Nebraska Medical Center, 1984.
- SHIRLEY L. HUERTER, *Assistant Clinical Professor of Medicine* (1989; 1992).  
B.S., Creighton University, 1980; M.D., 1985.
- BERNADETTE A. HUGHES, *Assistant Professor in Neurology* (1993; 1995).  
B.A., University of Minnesota, 1984; M.D., Georgetown University, 1988.
- DANE S. HUGHES, *Assistant Professor of Psychiatry* (1992).  
B.G.S., University of Michigan, 1976; M.S.W., 1978.
- CLAIRE B. HUNTER, *Assistant Professor of Medicine* (1986; 1989); *Associate Dean for Clinical Affairs, School of Medicine* (1996).  
B.A., University of Kansas, 1974; B.S. Med. Tech., 1975; M.S., 1979; M.D., Creighton University, 1983.
- WILLIAM J. HUNTER III, *Associate Professor of Pathology* (1980; 1987); *Associate Dean for Academic Affairs, School of Medicine* (1985; 1988).  
B.S., Gonzaga University, 1967; M.D., Creighton University, 1971.
- JOHN C. HUNZIKER, *Assistant Clinical Professor of Psychiatry* (1988).  
B.A., University of Minnesota, 1969; M.A., Arizona State University, 1972; Ph.D., 1977.
- JOHN A. HURLEY, *Associate Professor of Medicine* (1977; 1991).  
B.S., Mount Saint Mary's College (Maryland), 1970; M.D., Creighton University, 1974.
- CAROL A. HUSEMAN, *Associate Clinical Professor of Pediatrics* (1983; 1993).  
B.S., University of Cincinnati, 1967; M.D., 1971.
- GEORGE S. HUTFLESS, *Assistant Clinical Professor* (1991; 1993).  
B.S., Georgetown University, 1975; B.A., University of Nebraska-Omaha, 1983; M.D., Creighton University, 1988.
- YOSHI ICHIKAWA, *Assistant Instructor of Preventive Medicine and Public Health* (1996).  
M.D., University of Tsukuba, Japan, 1986; Ph.D., 1996.
- PAUL S. ING, *Assistant Professor of Human Communication in Otolaryngology* (1984); *Assistant Professor of Pathology* (1987).  
B.A., Johns Hopkins University, 1970; Ph.D., Indiana University, 1975.
- PHILIP ITKIN, *Clinical Instructor in Pediatrics* (1978).  
B.S., University of Nebraska, 1970; M.D., 1974.

- FRANK J. IWERSEN, *Clinical Professor of Surgery (Orthopedics)* (1939; 1967).  
B.A., Creighton University, 1933; M.D., 1935.
- STANLEY S. JAEGER, *Assistant Professor of Radiology* (1985).  
B.S., University of Nevada at Las Vegas, 1975; M.S., University of Colorado, 1977.
- THOMAS JAEGER, *Clinical Instructor in Psychiatry* (1989).  
B.A., New York University, 1962; M.D., Catholic University of Louvain (Belgium), 1971.
- JUDY JANING, *Teaching Associate in Family Practice* (1993; 1995).  
B.S.N., California State University at Bakersfield, 1976.
- JOSEPH A. JARZOSKI, *Associate Clinical Professor of Medicine* (1969; 1986).  
B.A., Holy Cross College, 1961; M.D., Creighton University, 1965.
- DAVID A. JASPER, *Assistant Clinical Professor of Medicine* (1972; 1974); *Assistant Clinical Professor of Family Practice* (1987).  
B.A., St. Ambrose College, 1961; M.D., Creighton University, 1966.
- WILLIAM JEFFRIES, *Associate Professor of Pharmacology* (1988; 1994); *Associate Professor of Medicine* (1988; 1994); *Associate Professor of Biomedical Sciences: Biochemistry* (1988; 1994).  
B.S., University of Scranton, 1980; M.S., Philadelphia College of Pharmacy and Science, 1982; Ph.D., 1985.
- HARRY J. JENKINS, Jr., *Professor of Medicine* (1961; 1975).  
B.S., St. Louis University, 1950; M.D., Creighton University, 1954.
- WALT JESTEADT, *Professor of Human Communication in Otolaryngology* (1977; 1985).  
B.A., Johns Hopkins University, 1966; Ph.D., University of Pittsburgh, 1971.
- DEBORAH L. JOHNSON, *Assistant Instructor of Human Communication in Otolaryngology* (1984).  
B.S., Arizona State University, 1978; M.S., 1980.
- MARK L. JOHNSON, *Associate Professor of Medicine* (1995).  
B.S., University of Minnesota, 1976; M.D., 1980; NIH, Baylor College of Medicine, 1983.
- JUDSON C. JONES, *Instructor of Family Practice* (1996).  
B.A., Creighton University, 1984; M.D., 1992.
- WILLIAM JURGENSEN, Jr., *Assistant Clinical Professor of Obstetrics and Gynecology* (1987; 1992).  
B.A., Creighton University, 1979; M.D., 1983.
- NATALIE JUSTICE, *Assistant Instructor in Otolaryngology* (1991).  
B.S., University of Illinois at Urbana, 1984; M.A., 1986.
- WARREN T. KABLE III, *Associate Professor of Obstetrics and Gynecology* (1980; 1986).  
B.S., Texas A&M University, 1971; M.D., University of Texas Medical Branch, 1974.
- FRED J. KADER, *Assistant Clinical Professor of Neurology* (1978); *Assistant Clinical Professor of Pediatrics* (1978; 1984).  
B.S., McGill University (Canada), 1960; M.D.C.M., 1964.
- NAZIH N. KADRI, *Assistant Professor of Medicine* (1989).  
B.S., American University of Beirut (Lebanon), 1975; M.D., 1980.
- ANN E. KARASEK, *Assistant Instructor in Otolaryngology* (1984).  
B.S., Purdue University, 1980; M.S., 1982.
- BADAR A. KANWAR, *Assistant Instructor of Pulmonary Medicine* (1995).  
M.B., B.S., Allama Iqbal Medical College, Punjab University, Pakistan, 1986; M.S., Manchester University, 1991.
- DAVID A. KATZ, *Associate Professor of Pathology* (1978; 1984); *Associate Professor of Medicine (Dermatology)* (1983).  
B.S., University of Nebraska-Omaha, 1970; M.D., University of Nebraska, 1977.
- STUART S. KAUFMAN, *Associate Professor of Pediatrics* (1984; 1989).  
B.A., Wayne State University, 1974; M.D., 1978.
- SIDNEY A. KAUZLARICH, *Clinical Instructor of Psychiatry* (1996).  
B.A., Creighton University, 1986; M.D., 1990.
- MICHAEL G. KAVAN, *Associate Professor of Family Practice* (1988; 1995); *Associate Professor of Psychiatry and Behavior Science* (1994); *Associate Dean for Student Affairs, School of Medicine* (1996).  
B.A., Creighton University, 1982; M.A., University of Nebraska-Lincoln, 1984; Ph.D., 1988.
- DOUGLAS H. KEEFFE, *Professor of Otolaryngology and Human Communication* (1996).  
A.B., University of Michigan, 1971; M.D., Illinois Institute of Technology, 1977; Ph.D., Case Western Reserve University, 1980.

- CHARLES M. KELLY, *Assistant Clinical Professor of Surgery (Orthopedics)* (1985; 1992).  
B.A., University of Minnesota-Morris, 1974; M.D., Creighton University, 1978.
- JUSTIN F. KELLY, *Associate Clinical Professor of Surgery* (1991).  
B.A., Cambridge University (England), 1959; M.B.BChir., 1962; DRCOG, St. Mary's Hospital—Cambridge, 1965; FRCS, 1967.
- EMMET M. KENNEY, *Associate Clinical Professor of Psychiatry and Behavioral Sciences* (1972; 1977).  
B.S., Creighton University, 1955; M.D., 1959.
- DAVID K. KENTSMITH, *Associate Clinical Professor of Psychiatry and Behavioral Sciences* (1979).  
B.S., University of Nebraska, 1963; M.D., 1965.
- ELLEN R. KESSLER, *Adjunct Instructor in Surgery* (1986; 1990); *Assistant Professor of Surgery* (1994).  
B.S.Ed., Gwynedd-Mercy College, 1973; M.D., Creighton University, 1980.
- ANSAR U. KHAN, *Associate Clinical Professor of Surgery (Urology)* (1981).  
M.B.B.S., University of Lucknow (India), 1967.
- MANZOOR M. KHAN, *Associate Professor of Pharmaceutical Sciences* (1990); *Associate Professor of Pharmacology* (1991).  
B.S., University of Karachi (Pakistan), 1970; M.S. (Biology), University of Bridgeport, 1975; Ph.D., University of Arizona Health Sciences Center, 1980.
- SIK K. KIM, *Assistant Professor of Obstetrics and Gynecology* (1994).  
B.A., Mathematics Hamilton College, 1980; B.S.N., Creighton University, 1983; M.D., Creighton University, 1987.
- WILLIAM J. KIMBERLING, *Professor of Human Communication in Otolaryngology* (1980; 1987); *Professor of Pathology* (1987).  
B.A., Indiana University at Bloomington, 1962; Ph.D., 1967.
- DONALD B. KIMMEL, *Professor of Medicine* (1985; 1992); *Professor of Biomedical Sciences: Cell and Developmental Biology* (1988; 1993); *Clinical Professor of Periodontology* (1986; 1992).  
D.D.S., University of Maryland at Baltimore, 1972; Ph.D., University of Utah, 1975.
- ANTHONY E. KINCAID, *Assistant Professor of Biomedical Sciences* (1995).  
B.S., California State University; M.S., University of Michigan; Ph.D., University of Michigan.
- HARRIET A. KINYAMU, *Instructor in Medicine* (1992).  
B.S., University of Nairobi (Kenya), 1979; M.S., Iowa State University, 1985; Ph.D., 1990.
- LAWRENCE C. KLEIN, *Assistant Clinical Professor of Surgery (Ophthalmology)* (1972).  
M.D., Creighton University, 1963.
- JOSEPH A. KNEZETIC, *Assistant Professor of Biomedical Sciences: Biochemistry* (1991).  
B.S., Bowling Green State University, 1981; Ph.D., University of Cincinnati, 1986.
- FLOYD C. KNOOP, *Professor of Medical Microbiology* (1975; 1993).  
B.A., Defiance College, 1966; M.S., University of Dayton, 1969; Ph.D., University of Tennessee Center for the Health Sciences, 1974.
- HARVEY A. KONIGSBERG, *Assistant Clinical Professor of Surgery (Urology)* (1975).  
B.A., Rutgers University, 1963; M.D., Tufts University, 1968.
- BETHEL KOPP, *Assistant Clinical Professor of Medicine* (1987).  
M.D., Creighton University, 1981.
- JANINA KORTYLEWICZ, *Assistant Clinical Professor of Medicine* (1994).  
M.Sc. Polytechnical University of Wroclaw, 1977; Ph.D., (Chemistry), University of Kentucky, 1985.
- MARY KAY KRATOSKA, *Assistant Clinical Professor of Obstetrics and Gynecology* (1980; 1989).  
B.A., University of Iowa, 1973; M.D., Creighton University, 1977.
- BERNARD J. KRATOCHVIL, *Assistant Clinical Professor of Surgery (Orthopedics)* (1962; 1966).  
M.D., Creighton University, 1957.
- MARY K. KRATOSKA, *Assistant Clinical Professor of Obstetrics and Gynecology* (1980; 1990).  
B.S., University of Iowa, 1973; M.D., Creighton University, 1977.
- JOHN E. KRETTEK, *Professor Emeritus of Obstetrics and Gynecology* (1952; 1989).  
B.S.M., Creighton University, 1939; M.D., 1942; M.S. in Med, 1952.
- ROBERT L. KRUGER, *Clinical Professor of Pathology* (1994).  
M.D., University of Michigan, 1959.
- JOHN D. KUGLER, *Clinical Professor of Pediatrics* (1995).  
B.S., Nebraska Wesleyan, 1971; M.D., University of Nebraska Medical Center, 1994.

- SHRAWAN KUMAR, *Assistant Professor of Otolaryngology* (1993).  
B.S., University of Calcutta (India), 1972; M.S., Ranchi University (India), 1976; Ph.D., 1984.
- MATTHEW KURS, *Associate Dean for St. Joseph Hospital* (1992).  
B.A., Queens College, 1973; M.S., Yale University, 1975.
- RICK KUTILEK, *Instructor of Radiology* (1996).  
B.S., University of Nebraska, 1987; M.D., (1991).
- AMY E. LACROIX, *Instructor of Pediatrics* (1994).  
B.A., University of Nebraska Medical Center, 1987; M.D., 1991.
- FRANK P. LAMARTE, *Assistant Clinical Professor of Preventive Medicine and Public Health* (1987; 1995);  
*Assistant Clinical Professor of Medicine* (1992; 1995).  
B.S., Mercy College, 1972; M.S., New York Medical College, 1977; M.D., Creighton University, 1981;  
M.D., University of Iowa, 1987.
- JAMES D. LANDMARK, *Assistant Clinical Professor of Medicine* (1977).  
B.S., University of Minnesota, 1967; M.D., 1971.
- SANDRA J. LANDMARK, *Assistant Professor of Anesthesiology* (1985).  
A.A., Rochester Junior College, 1965; B.A., 1967; M.D., Minnesota Medical School, 1971.
- RICHARD S. LANG, *Clinical Instructor in Medicine* (1991).  
B.S., Creighton University, 1976; M.D., 1980.
- GERALD J. LANGDON, *Associate Clinical Professor of Medicine* (1975; 1986).  
M.D., Creighton University, 1967.
- ROBERT M. LANGDON, JR., *Assistant Clinical Professor of Medicine* (1985).  
A.B., Washington University, 1976; M.D., University of Nebraska, 1979.
- HAL G. LANKFORD, *Clinical Professor of Pathology* (1962; 1992); *Clinical Professor of Biomedical Sciences: Biochemistry* (1969; 1991).  
B.S., Missouri School of Mines and Metallurgy, 1948; M.D., 1950; Ph.D., St. Louis University, 1959.
- EUGENE F. LANSIPA, *Assistant Clinical Professor in Family Practice* (1965; 1991).  
B.S., Creighton University, 1951; M.D., 1955.
- STEPHEN J. LANSIPA, *Professor of Medicine* (1984; 1995); *Professor of Preventive Medicine and Public Health* (1987; 1995).  
M.D., Creighton University, 1978.
- THOMAS J. LANSIPA, *Assistant Professor of Medicine* (1986; 1988).  
B.S., Creighton University, 1979; M.D., 1983.
- PAUL D. LARSEN, *Associate Professor of Neurology* (1990); *Associate Professor of Pediatrics* (1990).  
B.S., Brigham Young University, 1974; M.D., University of Utah, 1978.
- DAVID M. LEFKOWITZ, *Associate Professor of Radiology* (1988; 1994); *Associate Professor of Neurology* (1990; 1994).  
B.S., Massachusetts Institute of Technology, 1975; M.D., Medical University of South Carolina, 1980.
- STEPHEN J. LEMON, *Assistant Professor of Preventive Medicine* (1995); *Assistant Professor of Biomedical Sciences* (1996).  
B.S., Massachusetts Institute of Technology, 1975; M.P.H., Johns Hopkins School of Hygiene, 1992;  
M.D., University of Washington School of Medicine, 1988.
- ARNOLD W. LEMPKA, *Clinical Professor of Surgery* (1946; 1971).  
B.S.M., Creighton University, 1940; M.D., 1941.
- CHARLES LERNER, *Assistant Professor of Radiology* (1996).  
B.S., Washington University, 1986; M.S., Stanford University, 1987; M.D., Washington University, 1991.
- M. PATRICIA LEUSCHEN, *Associate Clinical Professor of Pediatrics* (1990; 1993).  
B.S., Creighton University, 1965; M.S. (Biology), 1967; M.S., (Anatomy), University of Nebraska, 1974; Ph.D., 1976.
- HUGH S. LEVIN, *Clinical Professor of Professor of Medicine* (1963; 1973).  
B.S., University of Vermont, 1952; M.D., 1956.
- DAWNA E. LEWIS, *Assistant Instructor of Human Communication in Otolaryngology* (1984).  
B.S., University of Virginia, 1980; M.A., University of Tennessee, 1982.
- FRED B. LIPOVITCH, *Clinical Instructor of Psychiatry* (1994).  
M.D., Loyola University, Stritch School of Medicine, 1962.

- PHILIP D. LISTER, *Professor in Medical Microbiology and Immunology* (1994).  
B.S., Kansas State University, 1986; Ph.D., Creighton University, 1992.
- GERNON A. LONGO, *Assistant Clinical Professor of Surgery (Urology)* (1977; 1981).  
M.D., University of Nebraska, 1972.
- CHARLES R. LOOK, *Associate Clinical Professor of Pediatrics* (1963; 1993).  
B.A., Augustana College, 1951; B.S.M., University of South Dakota, 1953; M.D., Temple University, 1955.
- AGAPITO S. LORENZO, *Associate Clinical Professor of Neurology* (1973; 1974).  
M.D., University of the Philippines, 1957.
- SANDOR LOVAS, *Assistant Professor of Biomedical Sciences: Bioorganic Chemistry* (1994).  
Ph.D., M.S., Jozef Attila University (Hungary), 1982; Ph.D., 1985.
- HENRY T. LYNCH, *Professor of Preventive Medicine and Public Health* (1967; 1970); *Chair, Department of Preventive Medicine and Public Health* (1967); *Professor of Medicine* (1968; 1982).  
B.S., University of Oklahoma, 1951; M.A., University of Denver, 1952; M.D., University of Texas at Austin, 1960.
- JANE F. LYNCH, *Instructor in Preventive Medicine and Public Health* (1970).  
B.S.N., University of Colorado, 1946.
- JOSEPH D. LYNCH, *Associate Professor of Medicine* (1971; 1985).  
B.S., Gonzaga University, 1962; M.D., Creighton University, 1966.
- DAVID R. MACK, *Adjunct Assistant Professor of Pediatrics* (1990).  
M.D., University of Toronto, 1983.
- ROBERT B. MACKIN, *Assistant Professor of Biomedical Sciences: Biochemistry* (1992).  
B.A., Carleton College, 1982; Ph.D., Emory University, 1987.
- LYNDA S. MADISON, *Associate Clinical Professor of Pediatrics* (1989; 1993); *Associate Clinical Professor of Psychiatry and Behavioral Sciences* (1989).  
B.S., Ohio State University, 1975; M.Ed., Georgia State University, 1977; Ph.D., Emory University, 1981.
- SABYASACHI MAHAPATRA, *Associate Clinical Professor of Radiology* (1992).  
B.S., Ravenshaw College (India), 1962; M.B.B.S., Burla Medical College (India), 1967.
- JAMES A. MAILLIARD, *Professor of Medicine* (1959; 1989).  
B.S., Creighton University, 1948; M.D., 1952.
- ANNA C. MAIO, *Assistant Professor of Medicine* (1989; 1990).  
B.S., Creighton University, 1979; M.D., 1983.
- MICHAEL C. MAKOID, *Associate Professor of Pharmaceutical and Administrative Sciences* (1980); *Associate Professor of Pharmacology* (1989).  
B.S.Pha., University of Wisconsin, 1968; M.S.Pha., 1972; Ph.D., 1975.
- MARTIN M. MANCUSON, *Assistant Clinical Professor of Medicine* (1979; 1980).  
B.S., Creighton University, 1972; M.D., 1976.
- JAMES L. MANION, *Assistant Professor of Anesthesiology* (1979).  
M.D., Creighton University, 1966.
- MAUREEN MANN, *Assistant Instructor of Human Communication in Otolaryngology* (1988).  
B.A., Buena Vista College, 1980; M.S., 1983.
- DANIEL C. MARCUS, *Professor of Biomedical Sciences; Physiology* (1989; 1992); *Professor of Human Communication in Otolaryngology* (1988; 1992).  
B.S., Antioch College, 1968; M.S., Washington University, 1971; D.Sc., Washington University, 1976.
- BILL MARR III, *Associate Clinical Professor of Medicine* (1994).  
B.A., University of Texas, 1955; M.D., University of Texas Medical Branch, 1959.
- MICHELE R. MARSH, *Assistant Clinical Professor of Psychiatry* (1995).  
B.A., State University of New York at Purchase, 1975; M.D., University of Nebraska Medical Center, 1985.
- LOUIS C. MARTIN, *Assistant Clinical Professor of Psychiatry* (1989).  
B.A., St. Louis University, 1952; M.A., 1954; M.S., Creighton University, 1960; M.D., University of Nebraska Medical Center, 1962.
- JOHN J. MATOOLE, JR., *Associate Professor of Medicine* (1967; 1973); *Associate Dean, School of Medicine* (1980).  
M.D., Creighton University, 1957.
- JAMES D. MAYER, *Instructor in Medicine* (1993).  
B.S., University of South Dakota, 1985; M.D., 1990.

- JANICE L. McALLISTER, *Assistant Professor of Neurology* (1994).  
M.D., University of Iowa, 1977.
- JOHN A. MCCARTHY, *Assistant Clinical Professor of Surgery (Orthopedics)* (1987; 1990).  
B.A., St. John's University, 1978; M.D., University of Iowa, 1981.
- JOHN J. MCCARTHY, *Assistant Professor of Anesthesiology* (1977); *Chair, Department of Anesthesiology* (1994).  
B.S., Saint Mary's College (California), 1964; M.D., Creighton University, 1968.
- JOHN O. MCCARTHY, *Assistant Clinical Professor of Obstetrics and Gynecology* (1986; 1990).  
B.Sc., University of Nebraska, 1945; M.D., 1951.
- FRED McCURDY, *Adjunct Assistant Professor of Pediatrics* (1994).  
B.A., Hastings College, 1967; Ph.D., University of Nebraska Medical Center, 1976; M.D., 1976.
- KENETH L. McDONOUGH, *Assistant Clinical Professor of Preventive Medicine and Public Health* (1994).  
B.S., University of Minnesota, 1975; M.S., 1983; M.D., 1979.
- JOANN D. MCGEE, *Assistant Professor of Otolaryngology* (1992); *Assistant Professor of Biomedical Sciences; Neurobiology* (1992).  
B.S., University of San Francisco, 1977; M.S., Creighton University, 1983; Ph.D., Southern Illinois University, 1989.
- THOMAS R. MCGINN, *Assistant Professor of Medicine* (1993).  
B.A., University of Missouri at Kansas City, 1986; M.D., 1988.
- DANIEL J. MCGUIRE, *Assistant Clinical Professor of Surgery* (1995).  
B.S., (Chemistry), Creighton University, 1978; M.D., 1982.
- MICHAEL H. MCGUIRE, *Professor of Surgery (Orthopedics)* (1988; 1990); *Chief of Orthopedic Surgery* (1988); *Chair, Department of Surgery* (1992); *Professor of Biomedical Sciences; Cell and Developmental Biology* (1988; 1990).  
B.S., Creighton University, 1971; M.D., 1975.
- MATILDA S. MCINTIRE, *Professor Emeritus of Pediatrics* (1955; 1991); *Professor Emeritus of Preventive Medicine and Public Health* (1968; 1991).  
A.B., Mount Holyoke College, 1942; M.D., Albany Medical College, 1946.
- L. JAY MCINTYRE, *Instructor in Psychiatry* (1991); *Assistant Clinical Professor* (1994).  
B.A., University of Nebraska-Lincoln, 1962; M.D., University of Nebraska Medical Center, 1966.
- JOHN F. MCLEAY, *Associate Clinical Professor of Surgery* (1963; 1971).  
B.S., University of Nebraska, 1955; M.D., 1955.
- LEE F. McNAMARA, *Clinical Instructor in Obstetrics and Gynecology* (1963).  
B.S., Creighton University, 1954; M.D., 1958.
- DENNIS P. McNEILLY, *Assistant Professor of Psychology* (1995; 1996).  
B.A., Creighton University, 1975; M.Div., Theology Weston School of Theology, 1986; St.M., Loyola University, Chicago, 1989; Psy.D., Illinois School of Professional Psychology, 1994.
- ROBERT J. McQUILLAN, *Assistant Professor of Anesthesiology* (1993; 1994); *Assistant Professor in Health Policy and Ethics* (1993; 1994).  
B.A., Creighton University, 1984; M.D., 1988.
- JILL C. McTAGGART, *Clinical Instructor in Obstetrics and Gynecology* (1993).  
B.A., Creighton University, 1984; M.D., 1989.
- KRISTINE L. McVEA, *Assistant Clinical Professor of Medicine* (1996).  
B.S., University of South Carolina, 1943; M.S., University of Utah, 1958; M.D., University of South Carolina, 1947.
- BEVERLY T. MEAD, *Professor Emeritus of Psychiatry and Behavioral Sciences* (1965; 1966).  
B.S., University of South Carolina, 1943; M.D., 1947; M.S.M., University of Utah, 1958.
- LONNIE R. MERCIER, *Assistant Clinical Professor of Surgery (Orthopedics)* (1973; 1992).  
B.S., Parsons College, 1964; M.D., Creighton University, 1968.
- GARY D. MICHELS, *Associate Professor of Chemistry* (1986; 1993); *Associate Professor of Surgery* (1989).  
B.S., Creighton University, 1971; Ph.D., Iowa State University, 1977.
- CHARLES F. MILAZZO, *Assistant Clinical Professor of Pediatrics* (1987).  
B.S., Fordham University, 1976; M.D., University of Puerto Rico, 1980.
- SHIRLEY T. MILLER, *Assistant Professor of Otolaryngology* (1990; 1994).  
B.S., Creighton University, 1983; M.D., 1987.



- MARK J. MILONE, *Assistant Clinical Professor in Medicine* (1989; 1995).  
B.S., Creighton University, 1982; M.D., 1986.
- NORMAN MINDREBO, *Clinical Instructor in Surgery (Orthopedics)* (1993).  
B.S., Wheaton College, 1980; M.S., Villanova University, 1983; M.D., Temple University, 1987.
- CURTIS A. MOCK, *Assistant Clinical Professor of Family Practice* (1995).  
B.S., Creighton University, 1979; M.D., 1983.
- MARY P. MOELLER, *Assistant Instructor of Human Communication in Otolaryngology* (1979).  
B.S., Purdue University at Lafayette, 1972; M.S., 1973.
- SYED M. MOHIUDDIN, *Professor of Medicine* (1970; 1978); *Professor of Pharmacy Practice* (1984).  
M.B.B.S., Osmania University (India), 1960; M.S., Creighton University, 1967; D.Sc., University of Laval (Canada), 1970.
- GILES R. G. MONIF, *Professor of Obstetrics and Gynecology* (1984).  
B.A., Swarthmore College, 1957; M.D., Boston University, 1961.
- JOHN W. MONSON, *Associate Clinical Professor of Surgery* (1967; 1992).  
M.D., Creighton University, 1960.
- LOUISE A. MONTROYA, *Assistant Instructor of Otolaryngology* (1996).  
B.A., Western Maryland College, 1985; M.A., New Mexico State University, 1994.
- IRIS J. MOORE, *Assistant Professor of Otolaryngology* (1984).  
M.D., University of Nebraska, 1979.
- MIMI A. MOORE, *Assistant Instructor in Otolaryngology* (1994).  
B.A., University of Northern Colorado, 1979; M.A., University of Nebraska-Lincoln, 1993.
- ARYAN N. MOOSS, *Associate Professor of Medicine* (1976; 1984).  
M.D., University of Kerala (India), 1969.
- BARBARA J. MORLEY, *Professor of Human Communication in Otolaryngology* (1981; 1985); *Professor of Biomedical Sciences: Neurobiology* (1988).  
B.A., MacMurry College, 1968; Ph.D., University of Maine, 1973.
- MICHAEL G. MORRISON, S.J., *Professor of History* (1977; 1982); *President of the University* (1981).  
B.A., St. Louis University, 1960; M.A., 1965; Ph.L., 1965; S.L.T., 1969; Ph.D., University of Wisconsin-Madison, 1971.
- KEVIN R. MOTA, *Assistant Clinical Professor of Surgery* (1996).  
B.A., University of Southern California, 1978; M.D., University of Nebraska Medical Center, 1985.
- KIRK B. MUFFLY, *Assistant Clinical Professor of Medicine* (1986).  
B.S., University of Nebraska-Lincoln, 1976; M.D., University of Nebraska, 1979.
- YVONNE M. MUIA, *Clinical Instructor of Medicine* (1994).  
B.S., Fairleigh Dickinson, 1986; M.D., University of Nebraska Medical Center, 1990.
- KEVIN R. MURPHY, *Adjunct Assistant Professor of Pediatrics* (1990; 1993).  
B.A., Butler University, 1975; M.D., University of Nebraska, 1979.
- RICHARD F. MURPHY, *Professor of Biomedical Sciences: Bioorganic Chemistry* (1988; 1989); *Chair, Department of Biomedical Sciences* (1988; 1989); *Associate Dean, School of Medicine* (1992).  
B.Sc., National University of Ireland, 1963; Ph.D., 1966.
- RICHARD P. MURPHY, *Associate Clinical Professor of Surgery (Orthopedics)* (1984).  
B.S., University of Notre Dame, 1969; M.D., Creighton University, 1973.
- WILLIAM D. MURPHY, *Assistant Clinical Professor of Obstetrics and Gynecology* (1967; 1975).  
M.D., Creighton University, 1963.
- CINDY MUTHS, *Instructor of Obstetrics and Gynecology* (1996).  
B.S., University of Nebraska-Kearney, 1986; M.D., University of Nebraska Medical Center, 1990.
- JOSE A. NADER, *Assistant Clinical Professor of Medicine* (1994).  
M.D., Orlando Regional Medical Center, 1979.
- CHANDRA K. NAIR, *Professor of Medicine* (1978; 1990).  
B.S., Bombay University (India), 1964; M.B.B.S., Armed Forces Medical College (India), 1968.
- NICKI NAIR, *Associate Clinical Professor of Medicine* (1978; 1994).  
M.B.B.S., Karnatak University, 1970.
- RODERICK NAIRN, *Professor of Medical Microbiology and Immunology* (1995); *Chair, Department of Medical Microbiology and Immunology* (1995); *Professor of Pathology* (1996).  
B.Sc., University of Strathclyde, 1973; Ph.D., University of London, 1976.

- PETER M. NEAL, *Assistant Professor of Surgery (Urology)* (1992).  
M.D., Autonomous University of Guadalajara (Mexico), 1977.
- TIMOTHY J. NEARY, *Associate Professor of Biomedical Sciences: Neurobiology* (1977; 1985).  
B.S., Case Western Reserve University, 1969; M.S., 1970; Ph.D., 1975.
- STEPHEN T. NEELY, *Professor of Human Communication Otolaryngology* (1983; 1987).  
B.A., Ottawa University, 1974; M.S., California Institute of Technology, 1975; D.Sc., Washington University, 1981.
- DONNA L. NEFF, *Associate Professor of Human Communication in Otolaryngology* (1985; 1991).  
B.S., University of Nebraska-Omaha, 1976; M.A., 1979; Ph.D., University of Nebraska-Lincoln, 1983.
- MICHAEL R. NEISE, *Assistant Clinical Professor of Pediatrics* (1990; 1993).  
B.A., Creighton University, 1973; M.Ed., University of San Diego, 1975; Ph.D., University of Missouri at Columbia, 1983.
- JEFFREY S. NELSON, *Adjunct Assistant Professor of Pediatrics* (1993).  
B.S., University of Nebraska-Lincoln, 1982; M.A., 1983; M.D., University of Nebraska Medical Center, 1987.
- RAYMOND G. NEMER, *Clinical Instructor in Family Practice* (1974).  
M.D., Creighton University, 1959.
- DAVID H. NICHOLS, *Associate Professor of Biomedical Sciences: Neurobiology* (1981; 1989).  
B.S., Case Institute of Technology, 1969; Ph.D., University of Oregon, 1975.
- HENRY C. NIPPER, *Associate Professor of Pathology* (1986); *Assistant Dean for Admissions* (1995).  
A.B., Emory University, 1960; M.S., Purdue University, 1966; Ph.D., University of Maryland at College Park, 1971.
- RANDY L. NITCHER, *Instructor of Medicine* (1995; 1996).  
B.S., Iowa State University, 1992; D.O. University of Osteopathic Medicine and Health, 1992.
- SUSAN NITTROUER, *Associate Professor of Otolaryngology* (1987; 1995).  
B.S., West Chester State College, 1974; M.E.D., Smith College, 1975; Ph.D., City University of New York, 1985.
- Kevin D. Nohner, *Assistant Clinical Professor of Family Practice* (1984; 1989).  
B.S., Creighton University, 1977; M.D., 1981.
- Laura A. Novoa, *Assistant Clinical Professor of Psychiatry* (1994).  
B.A., Creighton University, 1983; M.D., Creighton University, 1987.
- RICHARD L. O'BRIEN, *Professor of Medicine* (1982); *Professor of Medical Microbiology and Immunology* (1982); *Vice President of Health Sciences* (1985).  
M.S., Creighton University, 1958; M.D., 1960.
- WALTER J. O'DONOHUE, JR., *Professor of Medicine* (1977); *Director of Pulmonary Medicine Division* (1977); *Chair, Department of Medicine* (1985).  
B.A., Virginia Military Institute, 1957; M.D., Medical College of Virginia, 1961.
- S. EDET OHIA, *Chair, Department of Pharmaceutical Sciences* (1992); *Assistant Professor of Pharmaceutical Sciences* (1991); *Assistant Professor of Pharmacology* (1992).  
B.Sc., University of Ibadan (Nigeria), 1978; M.Sc., 1981; Ph.D., University of Glasgow (Scotland), 1986.
- JASON T. OHR, *Associate Clinical Professor of Neurology* (1973; 1981).  
M.D., Seoul National University (Korea), 1962.
- MATTHIAS I. OKOYE, *Associate Clinical Professor of Pathology* (1993).  
M.Sc., University of Missouri, 1980; M.D., University of Lagos College of Medicine (Nigeria), 1974; J.D., Detroit College of Law, 1989.
- ROBERT C. OLESH, *Associate Clinical Professor of Obstetrics and Gynecology* (1983; 1990).  
B.A., Hunter College, 1972; M.D., Creighton University, 1976.
- EUGENE C. OLIVETO, *Assistant Clinical Professor of Psychiatry and Behavioral Sciences* (1986).  
B.S., St. John's University, 1963; M.D., Creighton University, 1967.
- BARRY E. OLSON, *Assistant Professor of Anesthesiology* (1990).  
B.S., University of Wisconsin, 1964; M.D., 1967.
- TERRENCE K. O'MALLEY, *Clinical Instructor in Surgery (Orthopedics)* (1991).  
B.A., Christian Brothers College, 1980; M.D., University of Tennessee, 1985.
- SALLY COLE O'NEILL, *Assistant Professor of Medical Education* (1987); *Associate Dean for Continuing Medical Education* (1988).  
B.A., Drury College, 1973; M.Ed., University of Missouri at Columbia, 1975;  
Ph.D., University of Nebraska-Lincoln, 1986.
- JAMES V. ORTMAN, *Assistant Clinical Professor of Medicine* (1981).  
B.A., Creighton University, 1971; M.D., 1975.

- JULIE A. OTTEN, *Clinical Instructor in Psychiatry* (1989).  
B.S., Creighton University, 1981; M.D., University of Nebraska Medical Center, 1985.
- STEPHEN J. PADEN, *Clinical Instructor in Psychiatry and Behavioral Sciences* (1981; 1982).  
B.A., Midland Lutheran College, 1974; M.D., Creighton University, 1978.
- TOM V. PAGANO, *Assistant Professor of Medicine* (1980; 1983).  
B.A., University of Michigan at Ann Arbor, 1973; M.D., Creighton University, 1977.
- STEPHEN R. PAIGE, *Associate Clinical Professor of Psychiatry* (1992).  
A.B., Syracuse University, 1973; M.A., University of Nebraska-Omaha, 1982;  
Ph.D., University of Nebraska-Lincoln, 1985.
- JEFFREY M. PALMER, *Assistant Professor of Biomedical Sciences: Physiology* (1993).  
B.A., St. Louis University, 1975; M.S., Eastern Kentucky University, 1979; Ph.D., University of Texas, 1984.
- WILLIAM L. PANCOE, JR., *Professor of Biomedical Sciences; Physiology* (1985; 1989); *Associate Dean, School of Medicine* (1985-1996); *Associate Vice President for Health Sciences* (1996).  
B.A., University of Delaware, 1959; Ph.D., Colorado State University, 1965.
- TONY L. PAROLA, *Assistant Professor of Pharmacology* (1996).  
B.S., Philadelphia College of Pharmacy and Science, 1986; M.S., 1987; Ph.D., University of Arizona, 1990.
- JAY J. PARSON, *Clinical Instructor in Surgery* (1990; 1991).  
B.A., University of Nebraska-Omaha, 1979; M.D., University of Nebraska Medical Center, 1984.
- GARY L. PATEE, *Adjunct Instructor in Neurology* (1991).  
B.S., Texas Christian University, 1981; M.D., University of Texas, 1986.
- NATVARLAL P. PATEL, *Assistant Clinical Professor of Surgery (Urology)* (1979; 1980).  
M.B.B.S., Medical College of Gujarat University (India), 1969.
- ERIC B. PATTERSON, *Assistant Professor of Biomedical Sciences: Molecular Biology* (1991).  
B.A., Talladega College, 1973; Ph.D., Meharry Medical College, 1984.
- DONALD J. PAVELKA, *Associate Clinical Professor of Medicine* (1959; 1986).  
B.S., Nebraska State Teachers College (Kearney), 1950; M.S., University of Nebraska, 1952;  
M.D., Creighton University, 1957.
- IVAN M. PAVKOVIC, *Assistant Professor in Neurology* (1995).  
B.S., University of Chicago, 1982; M.D., Rush Medical Center, 1988.
- EDWARD E. PEASE, *Assistant Clinical Professor of Psychiatry and Behavioral Sciences* (1981).  
B.S., Morningside College, 1965; M.Div., Iliff School of Theology, 1968; M.D., University of Iowa, 1972.
- DWAINE J. PEETZ, JR., *Assistant Clinical Professor of Surgery* (1987).  
M.D., Creighton University, 1975.
- DWAINE J. PEETZ, SR., *Assistant Clinical Professor of Surgery* (1975).  
B.S., Creighton University, 1946; M.D., 1948; M.S., 1953.
- WAYNE E. PENKA, *Assistant Clinical Professor of Pathology* (1981).  
B.A., Saint Mary of the Plains College, 1968; M.D., Creighton University, 1972.
- ROBERT G. PENN, *Assistant Clinical Professor of Medical Microbiology and Immunology* (1980; 1981).  
B.S., University of Nebraska, 1972; M.D., 1975.
- DEBORAH A. PERRY, *Associate Clinical Professor of Pathology* (1994).  
B.S., Nebraska Wesleyan University, 1980; M.D., University of Nebraska Medical College, 1984.
- RICHARD E. PERRY, *Assistant Clinical Professor of Surgery* (1991).  
M.B., Ch.B., Otago (New Zealand), 1978; M.D., 1980.
- JO ELLEN PETERS, *Instructor of Human Communication in Otolaryngology* (1978).  
B.A., Oklahoma State University, 1973; M.S., Purdue University at Lafayette, 1976.
- JOHN D. PETERS, *Assistant Clinical Professor of Surgery* (1995).  
B.S., Creighton University, 1983; M.D., 1988.
- MICHAEL H. PETERS, *Assistant Clinical Professor of Medicine* (1989; 1992).  
B.S., Creighton University, 1981; M.D., University of Nebraska Medical Center, 1986.
- RICHARD B. PETERS, *Assistant Clinical Professor of Medicine* (1978; 1986).  
B.S., Creighton University, 1971; M.D., 1975.
- KRISTI K. PETERSON, *Clinical Instructor in Obstetrics and Gynecology* (1991; 1994).  
B.A., Augustana College, 1983; M.D., University of South Dakota, 1987.

- FRED J. PETTID, *Adjunct Associate Professor of Family Practice* (1971; 1991).  
B.S., Creighton University, 1964; M.D., 1968.
- DAVID H. PETZEL, *Associate Professor of Biomedical Sciences: Physiology* (1989; 1995);  
B.S., Southampton College, 1974; M.S., University of Oslo, 1977; Ph.D., University of Illinois, 1982.
- BETTY J. PHILIPS, *Professor of Human Communication in Otolaryngology* (1977).  
B.S., California State College (Pennsylvania), 1946; M.Ed., Pennsylvania State University, 1947; Ed.D., 1951.
- EDWARD C. PILLER, JR., *Assistant Clinical Professor of Medicine* (1982; 1986).  
B.S., St. Joseph's College (New York), 1975; M.D., Creighton University, 1979.
- LEWIS W. PINCH, *Associate Clinical Professor of Surgery* (1948).  
M.D., Hahnemann Medical College, 1960.
- WINIFRED J. PINCH, *Professor of Nursing* (1985; 1993).  
B.S.N., Temple University, 1963; M.Ed., State University of New York, 1973; Ed.D., Boston University, 1983;  
M.S., Creighton University, 1985.
- KELLY T. PINCUS, *Assistant Professor of Pharmacy Practice* (1990); *Assistant Professor of Medicine*  
(1992).  
Pharm.D., Mercer University, 1987.
- THOMAS E. PISARRI, *Assistant Professor of Biomedical Sciences: Physiology* (1993).  
B.S., State University of New York at Buffalo, 1973; M.S., University of Wisconsin-Madison, 1975; Ph.D., 1983.
- RICHARD M. PITTSCH, JR., *Assistant Clinical Professor of Surgery* (1991; 1994).  
B.S., University of Nebraska, 1986; M.D., Creighton University, 1990.
- DAVID P. POAGE, *Assistant Professor of Radiology* (1996).  
B.S., University of Nebraska, 1986; M.D., Creighton University, 1990.
- HOWARD F. POEPEL, *Assistant Clinical Professor of Surgery (Urology)* (1964; 1968).  
M.D., Creighton University, 1955.
- J. JEFFREY POGGI, *Clinical Instructor in Surgery (Orthopedics)* (1993).  
B.A., Williams College, 1982; M.D., University of Rochester, 1986.
- ALICE L. PONG, *Assistant Instructor of Pediatrics* (1995).  
B.A., University of Hawaii, 1987; M.D., 1991.
- JANE F. POTTER, *Associate Clinical Professor of Medicine* (1992).  
B.S., Creighton University, 1973; M.D., 1977.
- LAUREL PREHEIM, *Professor of Medical Microbiology and Immunology* (1978; 1992); *Professor of  
Medicine* (1978; 1992).  
B.A., Bethel College (Kansas), 1969; M.D., Northwestern University, 1973.
- ANDREA M. PREVAN, *Assistant Instructor in Microbiology* (1992).  
A.B., Washington University, 1972; M.T., Menorah Medical Center, 1977; D.O., University of Health Sciences,  
1988.
- IRA A. PRILUCK, *Associate Clinical Professor of Surgery (Ophthalmology)* (1977; 1987).  
A.B., Indiana University at Bloomington, 1968; M.D., University of Oklahoma, 1972.
- PLINIO PRIORESCHI, *Professor of Pharmacology* (1967; 1976); *Assistant Professor of Medicine* (1970).  
M.D., University of Pavia (Italy), 1954; Ph.D., University of Montreal (Canada), 1961.
- RANDY PRITZA, *Assistant Clinical Professor of Medicine* (1990; 1994).  
B.S., Creighton University, 1983; M.D., 1987.
- THOMAS S. PRUSE, *Associate Clinical Professor of Obstetrics and Gynecology* (1978; 1984).  
B.S., John Carroll University, 1966; M.D., Creighton University, 1970.
- RUTH B. PURTILO, *Professor of Health Policy and Ethics* (1991); *Professor of Physical Therapy* (1993);  
*Director of Health, Policy, and Ethics Department* (1995).  
B.S., University of Minnesota, 1964; M.T.S., Harvard University, 1975; Ph.D., 1979.
- HERBERT J. QUIGLEY, JR., *Professor of Pathology* (1968; 1972).  
B.S., Franklin and Marshall College, 1958; M.D., University of Pennsylvania, 1962.
- MAURICE F. QUINLAN, *Assistant Clinical Professor of Family Practice* (1984; 1995).  
B.S., Creighton University, 1952; M.D., 1956.
- JAMES D. QUINN, *Associate Clinical Professor of Obstetrics and Gynecology* (1970; 1987).  
B.S., Creighton University, 1959; M.D., 1961; M.D., 1966.

- KEVIN M. QUINN, *Assistant Clinical Professor of Medicine* (1982; 1986).  
M.D., Creighton University, 1978.
- THOMAS H. QUINN, *Associate Professor of Biomedical Sciences: Morphology* (1977; 1989).  
B.A., Creighton University, 1972; M.S., 1973; Ph.D., University of Nebraska-Lincoln, 1981.
- HUMBERTO QUINTANA, *Associate Clinical Professor of Psychiatry* (1995).  
B.A., (Biology), City University of New York, 1972; M.D., State University of New York, 1977.
- DIANE M. RAAB-CULLEN, *Assistant Professor of Medicine* (1989; 1992); *Assistant Professor of Biomedical Sciences; Cell and Developmental Biology* (1992).  
B.S., State University of New York, 1976; M.S., Western Illinois University, 1977; Ph.D., University of Wisconsin-Madison, 1989.
- JOSEPH L. RACANELLI, *Assistant Clinical Professor of Radiology* (1994).  
B.S., University of Cincinnati, 1984; M.D., Northeastern Ohio University College of Medicine, 1988.
- A. NIRMAL RAI, *Assistant Professor in Family Practice* (1991; 1996).  
M.B.B.S., St. John's Medical College (India), 1979.
- MICHAEL S. RAPPAPORT, *Assistant Professor of Psychiatry* (1995).  
B.S., University of Toledo, 1971; Ph.D., University of Michigan, 1980; M.D., University of Cincinnati School of Medicine, 1987.
- SOMASUNDARA RAM RAJENDREN, *Assistant Clinical Professor of Psychiatry and Behavioral Sciences* (1982).  
M.B.B.S., Madras Medical College (India), 1960; M.D., Stanley Medical College (India), 1964.
- OTTO G. RATH, *Assistant Professor of Otolaryngology* (1994); *Assistant Professor of Pediatrics* (1994).  
B.A., Peru State College, 1951; M.D., University of Nebraska College of Medicine, 1955.
- SRIRAMAMURTHY RAVIPATI, *Clinical Instructor in Psychiatry* (1991).  
M.D., Rangaraya Medical College (India), 1980.
- STEPHEN C. RAYNOR, *Assistant Clinical Professor of Surgery* (1991).  
B.S., University of Nebraska, 1976; M.D., 1981.
- KEVIN P. REAGAN, *Assistant Clinical Professor of Medicine* (1991).  
B.S., University of Washington, 1977; M.D., Creighton University, 1981.
- ROBERT R. RECKER, *Professor of Medicine* (1970; 1983); *Professor of Periodontics* (1970; 1983).  
M.D., Creighton University, 1963.
- ROALENE J. REDLAND, *Clinical Instructor in Surgery* (1995).  
B.A., Hastings College, 1979; M.D., Creighton University, 1984.
- ELIZABETH C. REED, *Assistant Clinical Professor of Medical Microbiology* (1993).  
B.A., Hastings College, 1977; M.D., University of Nebraska Medical Center, 1980.
- EVELYN E. REHER, *Clinical Instructor of Medicine* (1994).  
R.N., Laramie City Community College, 1983; B.S., University of Wyoming, 1986; M.D., Creighton University, 1991.
- ROGER D. REIDELBERGER, *Associate Professor of Biomedical Sciences: Physiology* (1990; 1993).  
B.S., Northwestern University, 1970; B.S., University of California, 1974; Ph.D., 1980.
- THOMAS M. REIMERS, *Assistant Clinical Professor of Pediatrics* (1990; 1993).  
B.S., South Dakota State University, 1981; M.A., Mankato State University, 1983; Ph.D., University of Iowa, 1986.
- MARC S. RENDELL, *Associate Professor of Medicine* (1986); *Associate Professor of Biomedical Sciences: Biochemistry* (1993); *Professor of Medicine* (1995); *Professor of Biomedical Sciences: Biochemistry* (1995).  
B.S., City College of New York, 1968; M.D., State University of New York—Downstate Medical Center, 1972.
- CHARLES E. RICHARDSON, *Associate Clinical Professor of Psychiatry and Behavioral Sciences* (1983).  
B.A., University of Oregon, 1958; M.D., 1962.
- EUGENE C. RICH, *Professor of Medicine* (1996).  
B.A. University of Mississippi, 1973; M.D., Washington University Medical Center, 1977.
- LOREEN M. RIEDLER, *Assistant Clinical Professor of Psychiatry* (1989; 1994).  
B.S., University of Nebraska-Omaha, 1979; M.D., University of Nebraska Medical Center, 1984.
- GERALD E. RIES, *Assistant Clinical Professor of Surgery (Orthopedics)* (1963; 1968).  
B.S., Creighton University, 1950; M.D., 1954.
- DONALD E. RIGLER, *Assistant Clinical Professor of Family Practice* (1994).  
B.S., University of Oklahoma, 1982; D.O., Oklahoma State University College of Osteopathic Medicine, 1986.

- ELVIRA RIOS-LOPEZ, *Clinical Instructor of Family Practice* (1994).  
B.S., University of Puerto Rico, 1981; M.D., San Juan Bautista School of Medicine, 1985.
- KENNETH R. ROBERTS, *Associate Professor of Human Communication in Otolaryngology* (1988).  
B.A., University of Kansas, 1971; M.S., University of Oklahoma Health Sciences Center, 1973; Ph.D., University of Kansas, 1979.
- CHRIS M. ROBERTSON, *Assistant Professor of Anesthesiology* (1990; 1992).  
B.S., Creighton University, 1982; M.D., 1986.
- WILLIAM H. ROCCAFORTE, *Assistant Clinical Professor of Psychiatry* (1987; 1993).  
B.A., University of Nebraska, 1976; M.A., 1978; M.D., 1983.
- VICTORIA F. ROCHE, *Assistant Dean of Academic Affairs* (1992); *Professor of Pharmaceutical and Administrative Sciences* (1982; 1995); *Chair, Department of Pharmaceutical Sciences* (1983-92).  
B.S., Nebraska Wesleyan University, 1973; M.S., University of Nebraska College of Pharmacy, 1976; Ph.D., University of Nebraska Medical Center, 1981.
- JOHN D. ROEHRS, *Assistant Clinical Professor of Medicine* (1985).  
M.D., University of Nebraska, 1971.
- MICHAEL A. ROMANO, *Assistant Clinical Professor of Family Practice* (1990).  
B.S., Iowa State University, 1977; B.S., Creighton University (BIO), 1979; M.D., 1983.
- JOSE R. ROMERO, *Assistant Professor of Medical Microbiology and Immunology* (1993);  
*Assistant Professor of Pediatrics* (1993).  
M.D., Universidad Autonoma de Guadalajara (Mexico), 1977.
- RAYLENE M. ROSPOND, *Associate Professor of Pharmacy Practice* (1988; 1995); *Associate Professor of Medicine* (1989); *Associate Professor of Medicine* (1989).  
B.S., Creighton University, 1984; Pharm.D., The University of Texas Health Science Center at San Antonio, 1987.
- MARTIN L. ROTHBERG, *Associate Clinical Professor of Surgery* (1989).  
B.G.S., University of Nebraska-Omaha, 1974; B.S., Montana State University, 1978; M.D., University of Washington, 1982.
- JOHN R. ROUSE, *Assistant Clinical Professor of Pathology* (1990; 1992).  
B.S., University of Notre Dame, 1975; Ph.D., Stanford University, 1981; M.D., Creighton University, 1986.
- KAREN S. ROVANG, *Assistant Professor of Medicine* (1987; 1989).  
B.S., University of Nebraska-Lincoln, 1973; M.S., University of Nebraska Medical Center, 1976; M.D., 1984.
- SANAT K. ROY, *Assistant Clinical Professor of Psychiatry* (1993).  
B.S., Bihar University (India), 1959; M.D., Darbhanga Medical College (India), 1965; D.A., 1976.
- ELLEN RUPP, *Assistant Professor of Otolaryngology* (1982; 1984); *Assistant Clinical Professor of Pediatrics* (1982; 1993).  
B.S., University of Hawaii, 1975; M.D., University of South Dakota, 1979.
- MARK E. RUPP, *Assistant Clinical Professor of Medicine* (1992); *Assistant Clinical Professor of Medical Microbiology and Immunology* (1992).  
B.S., University of Texas, 1981; M.D., Baylor College of Medicine, 1986.
- CHARLES T. RUSH, *Assistant Clinical Professor of Pediatrics* (1978; 1993).  
M.D., Creighton University, 1975.
- SUSAN L. RYAN, *Assistant Professor of Otolaryngology* (1993).  
B.S., Creighton University, 1975.
- BENJAMIN J. RYDER, *Adjunct Assistant Professor of Obstetrics and Gynecology* (1992; 1994).  
B.S., Creighton University, 1981; M.D., 1988.
- JOSEPH A. RYSAVY, *Instructor in Radiology* (1986).  
B.A., University of Minnesota, 1969.
- LOUIS L. SAFRANEK, *Assistant Professor of Medical Microbiology and Immunology* (1990); *Assistant Professor of Medicine* (1990).  
A.B., Harvard University, 1974; M.D., 1979; Ph.D., 1980.
- THOMAS J. SAFRANEK, *Assistant Clinical Professor of Medical Microbiology and Immunology* (1987; 1991); *Assistant Clinical Professor of Medicine* (1987; 1991).  
B.S., University of San Francisco, 1975; M.D., Georgetown University, 1979.
- HENRY A. SAKOWSKI, *Assistant Professor of Medicine* (1995; 1996).  
B.S., Creighton University, 1987; M.D., 1991.

- DAVID H. SAMBOL, *Assistant Clinical Professor of Medicine* (1987; 1990).  
B.A., Creighton University, 1980; M.D., 1984.
- CHRISTINE C. SANDERS, *Professor of Medical Microbiology and Immunology* (1973; 1985).  
B.S.M.T., University of Florida, 1970; Ph.D., 1973.
- W. EUGENE SANDERS, JR., *Professor of Medical Microbiology and Immunology* (1972); *Professor of Medicine* (1976).  
A.B., Cornell University, 1956; M.D., 1960.
- ROBERT J. SANIUK, *Assistant Clinical Professor of Family Practice* (1991).  
B.S., Creighton University, 1976; M.D., 1980.
- GERALD B. SCHAEFER, *Associate Clinical Professor of Pediatrics* (1995).  
B.S., University of Oklahoma, 1978; M.D., 1982.
- JERALD R. SCHENKEN, *Clinical Professor of Pathology* (1978).  
B.S., Tulane University, 1955; M.D., 1959.
- MARY A. SCHERMANN, *Assistant Clinical Professor of Family Practice* (1983; 1986).  
B.A., University of Minnesota, 1976; M.D., 1980.
- STUART R. SCHLANGER, *Assistant Clinical Professor of Medicine* (1981; 1986).  
B.A., New York University, 1970; M.D., Washington University, 1977.
- WESLEY M. SCHLEIFER, *Instructor in Anesthesiology* (1989).  
B.S., Kearney State College, 1979; M.D., University of Nebraska Medical Center, 1985.
- WILLIAM R. SCHLICHTEMEIER, *Clinical Instructor in Surgery (Ophthalmology)* (1986).  
B.S., Nebraska Wesleyan University, 1969; M.D., University of Nebraska Medical Center, 1973.
- WILLIAM J. SCHLUETER, *Associate Professor of Medicine* (1974; 1987).  
M.D., Creighton University, 1966.
- PHILIP D. SCHNEIDER, *Associate Clinical Professor of Surgery* (1993).  
A.B., Stanford University, 1968; M.D., St. Louis University, 1972; Ph.D., University of Minnesota, 1983.
- GUY M. SCHROPP, *Assistant Clinical Professor in Obstetrics and Gynecology* (1991; 1995).  
B.S., Creighton University, 1977; M.D., 1985.
- LAURA E. SCHULTE, *Assistant Professor of Otolaryngology* (1993).  
B.A., Iowa State University, 1976; M.S., University of Nebraska at Omaha, 1980; Ph.D., University of Nebraska-Lincoln, 1990.
- LLOYD R. SCHULTZ, *Associate Clinical Professor of Surgery* (1984).  
M.D., University of Nebraska, 1955.
- MAURICE B. SCHWARTZ, *Clinical Professor of Obstetrics and Gynecology* (1965; 1985).  
B.S., Creighton University, 1952; M.D., 1956.
- ARTHUR L. SCIORTINO, *Associate Clinical Professor Emeritus of Pathology* (1955; 1966-87; 1987).  
M.D., Creighton University, 1950; M.S.M., 1955.
- MARGARET A. SCOFIELD, *Assistant Professor of Pharmacology* (1992).  
B.A., University of California, 1967; Ph.D., University of Arizona, 1973.
- WALTER J. SCOTT, *Associate Professor of Surgery (Cardio-thoracic)* (1992).  
B.S., University of Houston, 1977; M.D., University of Chicago Medical School, 1981.
- MICHAEL J. SEDLACEK, *Clinical Instructor in Psychiatry* (1990).  
B.A., Creighton University, 1981; M.D., University of Nebraska, 1985.
- JAMES D. SEVERA, *Assistant Clinical Professor of Psychiatry and Behavioral Sciences* (1980; 1986).  
B.S., Creighton University, 1972; M.D., 1976.
- MATTHEW J. SEVERIN, *Professor of Medical Microbiology and Immunology* (1968; 1977); *Professor of Preventive Medicine and Public Health* (1976; 1982).  
B.S., Creighton University, 1955; M.S., 1960; Ph.D., University of Nebraska-Lincoln, 1968; J.D., Creighton University, 1986.
- ALAA E. SHALABY, M.D., *Assistant Instructor of Medicine (Cardiology)* (1994).  
MBBCH, Ain Shams University, Egypt, 1989; M.D., 1991.
- ARUN SHARMA, *Assistant Clinical Professor of Psychiatry* (1987; 1993).  
M.B.B.S., M.D., Delhi University (India), 1978.
- JOHN F. SHEEHAN, *Professor Emeritus of Pathology* (1930; 1989).  
B.S., University of New Hampshire, 1928; M.S., 1930; Ph.D., University of Iowa, 1945.

- JAMES J. SHEHAN, *Associate Professor of Medicine* (1967; 1988).  
M.D., Creighton University, 1963; M.S., 1968.
- JOHN C. SHEHAN, *Instructor in Medicine* (1993).  
M.D., Creighton University, 1990.
- JAMES F. SHELTON, *Assistant Clinical Professor of Family Practice* (1989).  
B.S., Creighton University, 1975; M.S., 1979; M.D., 1984.
- BRADLEY W. SHINN, *Assistant Professor of Pharmacy Practice* (1990); *Assistant Professor of Medicine* (1992).  
B.S., University of Michigan, 1977; Pharm.D., 1989.
- PAUL I. SILVERSTEIN, *Associate Professor of Anesthesiology* (1989).  
B.S., Ohio State University, 1971; D.O., College of Osteopathic Medicine and Surgery, (Iowa), 1974.
- KENNETH L. SIMS, *Professor of Pathology* (1993); *Chair, Department of Pathology* (1993).  
M.D., Washington University School of Medicine, 1969.
- HELEN SINH-DANG, *Assistant Professor of Pediatrics* (1981; 1985).  
M.D., University of Saigon, 1969.
- JAMES N. SKINNER, *Lecturer in Pathology* (1992).  
B.S., University of Nebraska at Omaha, 1978; M.S., 1989.
- D. DAVID SMITH, *Associate Professor of Biomedical Sciences: Bioorganic Chemistry* (1989; 1994).  
B.Sc., Imperial College, University of London, 1983; Ph.D., University of Edinburg, 1986.
- SHELLEY D. SMITH, *Professor of Human Communication in Otolaryngology* (1984; 1992).  
B.A., Grinnelle College, 1971; Ph.D., Indiana University, 1978.
- THERESA L. SMITH, *Assistant Instructor of Medicine* (1995).  
B.S., Religion University of Iowa, 1984; Ph.D., Indiana University, 1978.
- THOMAS C. SMYRK, *Associate Professor of Pathology* (1987; 1995).  
B.A., University of Minnesota at Minneapolis, 1978; M.D., 1982.
- MICHAEL D. SOE, *Assistant Clinical Professor of Radiology* (1996).  
B.S., Dana College, 1985; M.D., University of Nebraska Medical Center (1990).
- GAMINI S. SOORI, *Clinical Professor of Medicine* (1993).  
G.C.E., Ananda College (Sri Lanka), 1963; M.D., University of Ceylon (Sri Lanka), 1970.
- JORGE F. SOTOLONGO, *Assistant Clinical Professor in Obstetrics and Gynecology* (1991; 1995).  
B.S., University of Puerto Rico, 1981; M.D., 1985.
- DOUGLAS F. SPELLMAN, *Clinical Instructor of Psychiatry* (1994).  
B.S., Biology Creighton University, 1983; M.D., Creighton University, 1988.
- LESLIE A. SPRY, *Assistant Clinical Professor of Medicine* (1989).  
B.A., University of Nebraska-Lincoln, 1973; M.D., University of Nebraska Medical Center, 1977.
- JACK STARK, *Associate Clinical Professor of Medicine* (1989).  
B.S., St. Francis College (Wisconsin), 1968; M.A., University of Nebraska, 1970; Ph.D., University of Nebraska-Lincoln, 1973.
- GREGORY C. STARR, *Assistant Clinical Professor of Family Practice* (1994).  
B.S., Boston College, 1969; M.D., University of Vermont, 1973.
- MARGARET S. STARK, *Assistant Instructor in Family Practice* (1993).  
L.P.N., 1968.
- JOSEPH M. STAVAS, *Assistant Clinical Professor of Radiology* (1991).  
B.S., University of Nebraska, 1977; M.D., Creighton University, 1982.
- ANDREA J. STEENSON, *Assistant Professor of Pediatrics* (1986).  
B.S., University of Nebraska-Omaha, 1975; M.D., University of Nebraska, 1978.
- PAUL E. STEFFES, *Associate Clinical Professor of Medicine* (1975; 1986).  
M.D., Creighton University, 1966.
- ROBERT E. STEG, *Associate Professor of Neurology* (1986; 1994).  
B.S., University of Nebraska-Omaha, 1977; M.D., University of Nebraska, 1981.
- MARK F. STEGMAN, *Assistant Clinical Professor of Obstetrics and Gynecology* (1996).  
B.A., Xavier University, 1977; M.D., University of Cincinnati, 1981.
- MARY R. STEGMAN, *Associate Professor of Medicine* (1988).  
B.A., Marycrest College, 1966; B.S.N., Creighton University, 1970; M.A., University of Iowa, 1973; Ph.D., 1980.



- LOUIS H. STEKOLL, *Assistant Clinical Professor of Medicine* (1981).  
B.A., Wichita State University, 1972; M.D., Chicago Medical School, 1976.
- PATRICIA G. STELMACHOWICZ, *Professor of Human Communication in Otolaryngology* (1981; 1991).  
B.S., Colorado State University, 1970; M.S., 1971; Ph.D., University of Iowa, 1980.
- SIDNEY J. STOHS, *Professor of Pharmaceutical and Administrative Sciences* (1989); *Dean, School of Pharmacy and Allied Health Professions* (1991); *Professor of Pharmacology* (1989).  
B.S.Pha., University of Nebraska, 1962; M.S., 1964; Ph.D., University of Wisconsin, 1967.
- JOSEPH C. STOTHERT, *Professor of Surgery* (1993).  
B.A., MacMurray College, 1970; M.D., St. Louis University, 1974; Ph.D., University of Washington, 1984.
- FRED D. STRIDER, *Clinical Professor of Psychiatry* (1991).  
B.A., University of Nebraska, 1955; Ph.D., 1961.
- JEFFERY T. SUGIMOTO, *Associate Professor of Surgery* (1986; 1989).  
B.A., Columbia University, 1975; M.D., University of Chicago, 1979.
- PATRICIA M. SULLIVAN, *Professor of Human Communication in Otolaryngology* (1981; 1992).  
A.A., Ottumwa Heights College, 1966; B.A., Marycrest College, 1968; Ed.S., University of Iowa, 1977; Ph.D., 1978.
- DONALD A. SWANSON, *Associate Clinical Professor of Psychiatry* (1987; 1990).  
M.D., University of Witwatersrand (Republic of South Africa), 1965; Ph.D., 1968.
- MILTON J. SWARTZ, *Associate Professor of Preventive Medicine and Public Health* (1969; 1975); *Associate Professor of Medicine* (1969; 1975 ).  
B.S., Creighton University, 1952; M.D., 1957.
- SUSAN SWINDELLS, *Assistant Clinical Professor of Medicine* (1994); *Assistant Clinical Professor of Medical Microbiology and Immunology* (1994).  
M.B.B.S., University College Hospital—London, 1977.
- WILLIAM M. SYKES, *Clinical Instructor in Psychiatry* (1992).  
B.S., Iowa State University, 1966; M.D., University of Colorado, 1970.
- DUDLEY SYRE, *Assistant Professor of Otolaryngology* (1988).  
B.A., Midland College, 1961; M.D., University of Nebraska Medical Center, 1971.
- CHARLES TAYLON, *Associate Professor of Surgery (Neurosurgery)* (1981; 1991).  
B.S., City College of the City University of New York, 1971; M.D., Creighton University, 1975.
- RICHARD J. TAYLOR, *Clinical Professor of Obstetrics and Gynecology* (1961; 1986); *Clinical Professor of Pathology* (1994).  
M.D., Creighton University, 1957.
- ATSUSHI J. TERAKUBO, *Assistant Instructor of Medicine* (1995).  
B.S., Creighton University, 1980; M.D., 1993.
- JOHN TERRY, *Associate Professor of Radiology* (1987).  
M.D., University of Nebraska Medical Center, 1983.
- BRITT A. THEDINGER, *Assistant Professor of Otolaryngology* (1990).  
B.A., Vanderbilt University, 1979; M.D., University of Kansas, 1984.
- KAREN A. THEESEN, *Associate Professor of Pharmacy Practice* (1985; 1991); *Associate Professor of Psychiatry* (1992).  
Pharm.D., University of Nebraska Medical Center, 1980.
- DAVID H. THERKILDSEN, *Clinical Instructor in Pathology* (1992; 1993).  
B.S., University of Wyoming, 1976; M.B.Ch.B., University of Zimbabwe, 1984.
- GEORGE THOMMI, *Assistant Clinical Professor of Medicine* (1991).  
M.B.B.S., Kasturba Medical College (India), 1973.
- ROBERT B. THOMPSON, *Assistant Clinical Professor of Radiology* (1992).  
B.S., St. John's University, 1973; M.S., University of Minnesota, 1977; M.D., University of South Dakota, 1981.
- RONALD W. THOMPSON, *Assistant Professor of Human Communication in Otolaryngology* (1978; 1985).  
B.A., University of Iowa, 1969; M.S., Creighton University, 1972.
- KENNETH S. THOMSON, *Assistant Professor of Medical Microbiology and Immunology* (1991).  
B.Ag.Sc., University of Tasmania, 1972; M.S., 1983; Ph.D., 1988.
- PATRICIA E. THORPE, *Associate Professor of Radiology* (1988; 1996); *Associate Professor of Surgery* (1993; 1996).  
B.A., Reed College, 1976; M.A., Portland State University, 1973; M.D., University of Oregon, 1981.

- ALAN G. THORSON, *Associate Professor of Surgery* (1986; 1992).  
B.S., University of Nebraska-Lincoln, 1974; B.A., 1976; M.D., University of Nebraska Medical Center, 1979.
- JEFFREY J. TIEDEMAN, *Clinical Instructor in Surgery* (1995).  
B.S., Creighton University, 1982; M.D., Creighton University, 1986.
- DAVID M. TOLO, *Assistant Clinical Professor of Pediatrics* (1989; 1994).  
B.S., University of Missouri-Columbia, 1976; M.D., 1981.
- STEPHEN D. TORPY, *Assistant Clinical Professor of Surgery* (1995).  
B.S., St. John's University, 1969; M.D., University of Nebraska Medical Center.
- ROBERT G. TOWNLEY, *Professor of Medicine* (1960; 1974); *Professor of Medical Microbiology and Immunology* (1969; 1974).  
M.D., Creighton University, 1955.
- ROBERT C. TOWNSEN, *Assistant Clinical Professor of Psychiatry* (1983).  
B.A., Lawrence University, 1969; Ph.D., University of Nebraska-Lincoln, 1974.
- JIM M. TRACY, *Assistant Clinical Professor of Medicine* (1994).  
B.S., University of Maryland, 1978; D.O., University of New England College of Osteopathic Medicine, 1984.
- LOUIS F. TRIBULATO, *Assistant Clinical Professor of Surgery* (Orthopedics) (1967; 1971).  
M.D., Creighton University, 1953.
- F. CLEVELAND TRIMBLE III, *Clinical Professor of Surgery* (1994).  
B.S., University of Nebraska-Lincoln, 1960; M.D., University of Nebraska College of Medicine, 1964.
- CARL J. TROIA, *Assistant Clinical Professor of Surgery* (Ophthalmology) (1963; 1976).  
B.S., Creighton University, 1946; M.D., 1953.
- ROBERT N. TROIA, *Clinical Instructor in Surgery* (Ophthalmology) (1985).  
B.A., University of Notre Dame, 1975; M.D., Creighton University, 1979.
- SEBASTIAN J. TROIA, *Assistant Clinical Professor of Surgery* (Ophthalmology) (1981; 1992).  
B.S., University of Notre Dame, 1972; M.D., Creighton University, 1976.
- STEPHEN D. TRORPY, *Assistant Clinical Professor* (1995).  
B.S., St. John's University, 1969; M.D., University of Nebraska Medical Center, 1974.
- TIMOTHY K. TSE, *Clinical Instructor of Psychiatry* (1995).  
M.S., Creighton University, 1980; M.B.A., 1983; M.D., 1989.
- SHANA L. TUBACH, *Adjunct Assistant Professor* (1995).  
B.A., (Biology) University of Colorado, 1988; M.D., Creighton University, 1992.
- CALVIN C. TURBES, *Professor Emeritus of Anatomy* (1968; 1989).  
D.V.M., Iowa State University, 1944; M.S., Ohio State University, 1949.
- STEVEN H. TYNDALL, *Assistant Professor in Surgery* (Vascular) (1992; 1994).  
B.S., University of Wyoming, 1982; M.D., Creighton University, 1986.
- DONALD M. UZENDOSKI, *Assistant Clinical Professor of Pediatrics* (1971; 1974).  
M.D., Creighton University, 1968.
- MICHAEL D. VANCE, *Assistant Clinical Professor of Pediatrics* (1990; 1993).  
B.A., Miami University, 1985; Ph.D., Indiana University, 1990.
- JON A. VANDERHOOF, *Adjunct Professor of Pediatrics* (1979; 1985); *Chair, Department of Pediatrics* (1989-93).  
B.S., University of Nebraska, 1968; M.D., 1972.
- JOHN J. VANN, *Assistant Clinical Professor of Pediatrics* (1995).  
B.A., University of California, 1986; M.D., University of Nebraska Medical Center, 1972.
- MARJORIE J. VAN RIPER, *Assistant Instructor of Family Practice* (1995).  
B.S.N., University of Nebraska Medical Center, 1985.
- JUVENCIO VELASQUEZ, JR., *Clinical Instructor of Radiology* (1996).  
B.S., University of California-Los Angeles, 1986; M.D., University of Nebraska Medical Center, 1992.
- DAVID D. VOGEL, *Assistant Professor of Oral Biology* (1991); *Assistant Professor of Biomedical Sciences: Physiology* (1992).  
B.A., University of Colorado, 1965; Ph.D., University of Iowa, 1972.
- THOMAS M. VOLLBERG, SR., *Assistant Professor of Biomedical Sciences: Molecular Biology* (1993).  
B.A., LaSalle College, 1976; Ph.D., Thomas Jefferson University, 1982.

- KEITH W. VRBICKY, *Assistant Clinical Professor of Obstetrics and Gynecology* (1982; 1987).  
M.D., Creighton University, 1979.
- JOHN N. WALBURN, *Adjunct Assistant Professor of Pediatrics* (1992).  
B.S., University of Nebraska-Lincoln, 1969; M.D., University of Nebraska Medical Center, 1973.
- RICHARD A. WALKER, *Clinical Instructor in Family Practice (Emergency)* (1985).  
B.A., Grinnell College, 1976; M.D., University of Nebraska, 1980.
- EDWARD J. WALSH, *Professor of Otolaryngology* (1990-1994); *Professor of Biomedical Sciences: Physiology* (1990; 1994).  
A.A., Springfield College, 1966; B.S., Western Illinois University, 1968; M.A., Sangamon State University, 1975; Ph.D., Creighton University, 1983.
- ANTJE P. WANGEMANN, *Associate Professor of Otolaryngology* (1990; 1996); *Associate Professor of Biomedical Sciences: Physiology* (1990; 1996).  
B.S., Justus-Liebig University (Germany), 1985; M.S., 1985; Ph.D., Max-Planck-Institute (Germany), 1988.
- MARJORIE B. WANNARKA, *Assistant Professor of Library Science* (1970); *Chairman, Archives Department, Reinert Alumni Memorial Library* (1991).  
B.A., College of St. Catherine, 1952; M.A., Boston University, 1958; Ph.D., 1963.
- WILLIAM B. WARR, *Professor of Human Communication in Otolaryngology* (1978); *Professor of Biomedical Sciences; Neurobiology* (1990).  
B.A., Brown University, 1957; M.A., 1958; Ph.D., Boston University, 1963.
- DEAN D. WAIT, *Professor Emeritus of Biological Chemistry* (1969; 1989).  
B.S., University of Idaho, 1942; Ph.D., Iowa State University, 1949.
- JAMES I. WAX, *Assistant Clinical Professor of Pediatrics* (1961; 1993).  
B.S., University of Wisconsin, 1955; M.D., 1958.
- MICHAEL J. WEAVER, SR., *Associate Clinical Professor of Medicine* (1971; 1985).  
B.S., Creighton University, 1960; M.D., 1964.
- LEONARD E. WEBER, *Assistant Clinical Professor of Neurology* (1977; 1985).  
B.S., University of San Diego, 1967; M.D., Creighton University, 1971.
- MARTIN A. WEILER, *Associate Clinical Professor of Psychiatry* (1988).  
B.S., University of Illinois, 1972; M.D., 1976.
- IBERT C. WELLS, *Professor Emeritus of Biological Chemistry* (1961; 1993).  
A.B., Central Methodist College, 1942; Ph.D., St. Louis University, 1948.
- STEVEN P. WENGEL, *Assistant Clinical Professor of Psychiatry* (1992).  
B.S., University of Nebraska-Lincoln, 1982; M.D., University of Nebraska Medical Center, 1986.
- JAMES W. WENGERT, *Associate Clinical Professor of Psychiatry and Behavioral Sciences* (1977).  
A.B., University of Nebraska, 1956; M.D., 1960.
- JOSEPH A. WENZL, *Assistant Professor of Family Practice* (1990).  
B.S., Creighton University, 1982; M.D., 1986.
- ARTHUR D. WEST, JR., *Clinical Instructor in Medicine* (1993).  
B.A., University of California at San Diego, 1983; M.D., Creighton University, 1990.
- WILLIAM W. WEST, *Assistant Professor of Pathology* (1990).  
B.A., University of Nebraska at Omaha, 1977; M.D., University of Nebraska Medical Center, 1977.
- GARY H. WESTERMAN, *Professor of Community and Preventive Dentistry* (1973; 1995); *Chair, Department Community and Preventive Dentistry* (1977); *Clinical Professor of Pediatrics* (1983; 1995).  
B.S., Gonzaga university, 1965; D.D.S., Creighton University, 1969; M.S., University of Iowa, 1973.
- DOUGLAS K. WHITE, *Assistant Clinical Professor of Family Practice* (1987; 1989).  
B.G.S., University of Kansas, 1976; M.D., 1985.
- JAMES T. WHITE, *Assistant Clinical Professor of Psychiatry* (1992).  
B.A., University of the Philippines, 1980. M.A., 1982; Ph.D., 1989.
- LYNNE D. WILLETT, *Adjunct Associate Professor of Pediatrics* (1987; 1993).  
B.S., Kearney State College, 1977; M.D., University of Nebraska Medical Center, 1980.
- JOHN L. WILEY, *Assistant Clinical Professor of Medical Microbiology and Immunology* (1975).  
B.S., Creighton University, 1960; M.S., University of Nebraska, 1971.
- KEVIN T. WILLIAMS, *Assistant Instructor of Otolaryngology* (1994).  
B.S., Pastoral Ministry, St. Louis Christian College, 1982; M.D., Western Maryland College, 1991.

- MARK A. WILLIAMS, *Professor of Medicine* (1981; 1987); *Lecturer in Physical Education/ Exercise Sciences* (1990).  
B.S., California State University at Fullerton, 1973; M.S., 1975; Ph.D., Texas A&M University, 1980.
- MICHAEL D. WILMOT, *Associate Clinical Professor of Radiology* (1979; 1988); *Associate Clinical Professor of Pediatrics* (1983).  
B.A., Northwestern University, 1969; M.D., Creighton University, 1975.
- JAMES E. WILSON, *Associate Clinical Professor of Psychiatry* (1989; 1994).  
B.S., Creighton University, 1971; Pharm.D., UNMC College of Pharmacy, 1979.
- MARK C. WILSON, *Assistant Professor of Pediatrics* (1990; 1993).  
B.S., University of Nebraska, 1980; M.D., 1980.
- MARTIN J. WINKLER, *Assistant Clinical Professor* (1995).  
M.D., University of Nebraska Medical Center, 1977.
- LOUISE A. WINTER, *Clinical Instructor of Pediatrics* (1994).  
B.S., University of Nebraska-Kearney, 1986; M.D., UNMC/Creighton University, 1991.
- LAURENCE WOLPERT, *Assistant Clinical Professor of Medicine* (1995; 1996).  
B.S., Creighton University; D.O., University of Health Sciences, 1986.
- SHARON WOOD-TEARE, *Assistant Instructor in Otolaryngology* (1992).  
B.S., State University of New York at Buffalo, 1974; M.S., State University of New York at Albany, 1976.
- JAMES J. WOODBURY, *Assistant Professor of Medicine* (1970; 1995).  
M.D., Creighton University, 1965.
- JOHN A. WOODRUFF, *Assistant Clinical Professor of Medicine* (1986; 1987).  
B.S., Nebraska Wesleyan University, 1979; M.D., University of Nebraska, 1983.
- MARK P. WOODRUFF, *Assistant Professor of Medicine* (1980; 1982).  
M.D., Creighton University, 1977.
- JAMES F. WYATT, *Assistant Clinical Professor of Obstetrics and Gynecology* (1985).  
B.S., California State Polytechnic University, 1972; M.D., Loma Linda University, 1976.
- WILLIAM M. WYATT, *Associate Professor of Oral and Maxillofacial Surgery* (1989); *Associate Professor of Surgery* (1994).  
B.A., University of Colorado, 1960; D.D.S., University of Nebraska, 1964.
- LIN YAN, *Research Associate Professor in Biomedical Sciences; Anatomy* (1992; 1994); *Senior Research Associate In Surgery (Orthopedics)* (1992).  
B.S., Qingdao Medical College (China), 1980; M.S., Texas Tech University, 1986; Ph.D., 1990.
- JOHN A. YEE, *Professor of Biomedical Sciences: Cell and Developmental Biology* (1990).  
B.S., University of Utah, 1970; Ph.D., 1974.
- TERENCE L. ZACH, *Associate Professor of Pediatrics* (1989; 1994).  
B.A., Creighton University, 1979; M.D., University of Nebraska Medical Center, 1983.
- ZIAD L. ZAWAIDEH, *Assistant Clinical Professor of Family Practice* (1986; 1990).  
M.D., University of Baghdad (Iraq), 1976.
- WANYUN ZENG, *Senior Research Associate In Pharmacology* (1992).  
M.D., Zhougshan medical College (China), 1959.
- ROWEN K. ZETTERMAN, *Clinical Professor of Medicine* (1977; 1988).  
B.A., Nebraska Wesleyan University, 1965; M.D., University of Nebraska, 1969.
- CECILE M. ZIELINSKI, *Associate Professor of Surgery* (1974; 1992).  
B.S., St. John's University, 1965; M.D., Creighton University, 1971.
- CHRISTINA M. K. ZIENO, *Assistant Clinical Professor of Pathology* (1990).  
B.S., University of Maryland, 1979; M.D., Uniformed Services University of the Health Sciences, 1983.
- NATHALIA M. ZIMMERMAN, *Associate Clinical Professor of Psychiatry* (1976; 1995).  
B.S., Iowa State University, 1949; M.S.W., University of Minnesota, 1963.

## DOCTORS OF MEDICINE

### *Degrees Conferred December 17, 1994*

Matthew Curtis Brown .....	West Des Moines, Iowa
Nicole LaShawn Dickens .....	Compton, California
Reginique Leonetta Green .....	Cincinnati, Ohio
Stephanie Carol Setliff .....	Omaha, Nebraska

### *Degrees Conferred May 13, 1995*

Brett Lee Adams, <i>magna cum laude</i> .....	Brigham City, Utah
Scott Bryan Armstrong, <i>cum laude</i> .....	White Bear Lake, Minnesota
John Yeganeh Aryan .....	Lancaster, California
Nagi Tanios Ayoub .....	Hammana, Lebanon
David Michael Baker, <i>cum laude</i> .....	Sacramento, California
Jeffrey Michael Baron .....	Huntington Beach, California
Michael Joseph Barsoom .....	Omaha, Nebraska
Alisa Ann Batman, <i>cum laude</i> .....	El Cajon, California
Jon Randal Berlie, <i>cum laude</i> .....	Huntington Beach, California
Jacques David Beveridge .....	Cheyenne, Wyoming
Craig Stephen Bindi .....	San Jose, California
Brian John Bock, <i>magna cum laude</i> .....	Omaha, Nebraska
Michael Steven Boschek .....	Milwaukee, Wisconsin
Mary Catherine Brandt .....	Lakewood, Colorado
Gregory Charles Brickner, <i>cum laude</i> .....	Carrington, North Dakota
Sean Francis Buckley, <i>cum laude</i> .....	Orinda, California
Charlene Ann Buechner .....	San Diego, California
Janet Carella .....	Fresno, California
John Patrick Carlson, <i>cum laude</i> .....	San Bernardino, California
Diane Michelle Carter .....	Sunnyvale, California
John Richard Collingham .....	Kennewick, Washington
Amy Katherine Curran .....	Yorba Linda, California
John Francis de la Vega, <i>magna cum laude</i> .....	La Jolla, California
Ramzi K. Deeik, <i>cum laude</i> .....	San Francisco, California
William J. Delgado, <i>magna cum laude</i> .....	Aloha, Oregon
Chinh Thien Dinh .....	Westminster, California
Danielle DiRe, <i>cum laude</i> .....	Anaconda, Montana
Bridget Ann Cunn .....	Denver, Colorado
Cynthia M. Dunn, <i>magna cum laude</i> .....	Cheyenne, Wyoming
Linda Elizabeth Dyer .....	Monroe, Connecticut
Robert Royal Eastman, <i>cum laude</i> .....	Wheatland, Wyoming
Gregory George Eckert .....	Mankato, Minnesota
Terry Scott Edwards .....	Seattle, Washington
Mark Lawrence Eldore, <i>cum laude</i> .....	Spokane, Washington
Stephen Thomas Enguidanos .....	Glendora, California
Holly Anne Fickel .....	San Diego, California
Scott Alan Finkbeiner, <i>cum laude</i> .....	Belle Fourche, South Dakota
Kevin Michael Fitzgerald .....	Rapid City, South Dakota
Brendan Hugh Fitzsimmons .....	Oak Park, Illinois
Marlin Jerome Fugate .....	North Platte, Nebraska
Sean William Garman, <i>magna cum laude</i> .....	Spokane, Washington
Giovanni David Giannotti .....	Naperville, Illinois
Vanessa Jean Gordon-Brown .....	Philadelphia, Pennsylvania
John Thomas Halgren, <i>summa cum laude</i> .....	Wenatchee, Washington
Roger Scott Hansen, <i>cum laude</i> .....	Salt Lake City, Utah
Hanna Haile Haptu .....	Bakersfield, California
Daniel John Hedequist, <i>magna cum laude</i> .....	Spokane, Washington
Raymond Dwayne Heller .....	Arcadia, California
Megan Annette Hoefler, <i>cum laude</i> .....	Kennewick, Washington
Jennifer Therese Holloway, <i>cum laude</i> .....	Southbury, Connecticut
Obioma C. Iro .....	Abia State, Niberia
Michael Keith Johnson .....	Omaha, Nebraska
Edward Paul Kammerer, <i>summa cum laude</i> .....	Casper, Wyoming
Gregory Paul Kassel, <i>magna cum laude</i> .....	Bloomington, Minnesota
Daniel Joseph Kirsch .....	Rawlins, Wyoming

Danice Franchelle Klimek .....	Duluth, Minnesota
Gabriele Susanne Knierim Howell .....	Claremont, California
Thomas B. Koenig .....	Richfield, Minnesota
David Anthony Krainacker .....	Trenton, New Jersey
Michael Jack LaBenz .....	Cheyenne, Wyoming
Trang Thuy Lam .....	South Pasadena, California
Robert William Lancey, <i>cum laude</i> .....	Dana Point, California
Kimberly Kay Lauritsen .....	Ponca City, Oklahoma
Edward Paul Lindell, <i>cum laude</i> .....	Edina, Minnesota
John Jason Lloyd .....	San Diego, California
Samuel Eugene Lockett .....	Houston, Texas
Dana Ralph Marks .....	Davis, California
Mark Nunzio Masotto, <i>cum laude</i> .....	Orange County, California
Scott Frank Menolascino .....	Omaha, Nebraska
Stephen Joseph Muehlenbein .....	Rochester, Minnesota
Julia Ann Mullen, <i>magna cum laude</i> .....	Red Oak, Iowa
Cynthia Marie Murdock, <i>magna cum laude</i> .....	Palos Verdes, California
Ryan B. Nielsen, <i>magna cum laude</i> .....	Spanish Fork, Utah
Diane Lesley Noton, <i>cum laude</i> .....	Meeteetse, Wyoming
David Joseph Orcutt .....	Wichita, Kansas
Mark Anthony Otto .....	Omaha, Nebraska
Christopher James Paa .....	Sioux Falls, South Dakota
M. Whitney Parnell, <i>magna cum laude</i> .....	Laramie Wyoming
James Lloyd Persson .....	Oakland, Nebraska
Jeffrey Scott Phelan, <i>magna cum laude</i> .....	Rapid City, South Dakota
Shalene Ann Phelan .....	St. Paul, Minnesota
Kelly Jay Pierce .....	Lincoln, Nebraska
Christopher Edward Price, <i>magna cum laude</i> .....	Trumbull, Connecticut
Danielle Davida Prince .....	Scottsdale, Arizona
Ronald Joseph Pritza .....	Omaha, Nebraska
Richard Vincent Ravalin, <i>magna cum laude</i> .....	Selma, California
Andrew Gabriel Resnik .....	Los Angeles, California
Beth Colleen Robitaille, <i>magna cum laude</i> .....	Casper, Wyoming
Bryan Paul Rolph, <i>cum laude</i> .....	Benson, Minnesota
Michael David Rosellini, <i>magna cum laude</i> .....	Costa Mesa, California
Robert Stephen Rossi .....	Iowa City, Iowa
Alisa Marie Sabin .....	Milpitas, California
Tarek Ali Salem .....	Omaha, Nebraska
Joann Elizabeth Schaefer-Haines .....	San Dimas, California
Brett J. Schneider .....	Algona, Iowa
Robert D. Schremmer .....	Derby, Kansas
Jeffrey Scott Seaman .....	Phoenix, Arizona
Thomas Frederick Semper .....	Glendale, Arizona
David Lloyd Shaw, <i>magna cum laude</i> .....	St. Louis, Missouri
Sharon Michele Stirgus .....	Chicago, Illinois
Brian Joseph Taber, <i>cum laude</i> .....	Sebastopol, California
Michael James Thielman, <i>summa cum laude</i> .....	Richland, Washington
Thoms Allen Thorn .....	Moses Lake, Washington
John Anthony Varras .....	Rock Springs, Wyoming
Robert de la Torre Vazquez .....	Upland, California
Victoria Votypka-Halgren .....	Rocky River, Ohio
Eric Scott Watson, <i>magna cum laude</i> .....	Orange, California
Gregory Vance West .....	El Dorado Springs, Missouri
Cynthia Diane White, <i>cum laude</i> .....	Oklahoma City, Oklahoma
Clayton Boyd Whiting, <i>magna cum laude</i> .....	Hampden, Massachusetts
Pamela Michele Wofford, <i>magna cum laude</i> .....	San Ramon, California
Robert Michael Wolf .....	Merced, California
Sharon Margaret Wolters .....	St. Paul, Minnesota
Karen M. Wright .....	Pinedale, Wyoming
Carrie Hau-Lai Yuen .....	Hong Kong

*Degrees Conferred December 16, 1995*

Yasushi Hori .....	Tokyo, Japan
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*Degrees Conferred May 19, 1996*

David Joel Abbott, <i>cum laude</i> .....	Yankton, South Dakota
Pawel A. Abraszewski, <i>cum laude</i> .....	Warsaw, Poland
Thomas Byron Alan .....	Glendale, California
Maria Alexov, <i>cum laude</i> .....	Mesa, Arizona
Marjorie Patricia Anderson, <i>cum laude</i> .....	Harmony, Minnesota
Kimberly Margaret Balk, <i>cum laude</i> .....	Rowland Heights, California
Samuel Alfred Balk .....	El Paso, Texas
John Paul Barsanti .....	St. Louis, Missouri
Roderick Montgomery Bartlett .....	Oakhurst, California
Melissa J. Bell .....	Turney, Missouri
John Peter Birkedal, <i>magna cum laude</i> .....	Osage, Iowa
Thomas Hugh Blee, <i>cum laude</i> .....	Rochester, Minnesota
David Wilsey Blodgett, <i>cum laude</i> .....	Columbus, Nebraska
Donna Marie Brady .....	Philadelphia, Pennsylvania
Katherine Marie Brooks .....	Indianapolis, Indiana
Danae Lee Browning .....	Casper, Wyoming
Jenifir Josephine Bruno .....	West Pittston, Pennsylvania
Mark Edward Buchanan, <i>cum laude</i> .....	Wichita, Kansas
Scott Alan Bundy, <i>cum laude</i> .....	Ames, Iowa
Timothy Andrew Burd .....	Los Huevos, California
Jennifer G. Cameron .....	Big Horn, Wyoming
Denise Marie Cech .....	Schaumburg, Illinois
Alexander Michael Chop .....	Toronto, Ontario
Marc Anthony Ciampi, <i>cum laude</i> .....	Waterbury, Connecticut
Jason J. Cool, <i>cum laude</i> .....	Pierre, South Dakota
Jennifer Lynn Cool, <i>magna cum laude</i> .....	Yankton, South Dakota
John Salvatore Culmine .....	Brooklyn, New York
Brian Stephen Curtis .....	Phoenix, Arizona
Richard Michael Curulla .....	Fairfield, Connecticut
Michael Francis D'Angelo, <i>cum laude</i> .....	Oakland, Iowa
Joseph Daniel Davis, <i>cum laude</i> .....	Silverado, California
Guy Delorefice, <i>in absentia</i> .....	Fairfield, California
Jeffrey Scott DeMare .....	Kailua, Hawaii
Richard Samuel DeMera .....	Fresno, California
Amanda Nichole Diehl .....	Casper, Wyoming
Kenneth Charles Dirk .....	Gresham, Oregon
Timothy Joseph Downey, <i>cum laude</i> .....	Merna, Nebraska
Melinda Lee Fiedor .....	Sheridan, Wyoming
John Thomas Findley .....	Omaha, Nebraska
Bernard Victor Fischbach .....	Rapid City, South Dakota
Steven Xavier Goebel, <i>cum laude</i> .....	Council Bluffs, Iowa
Elizabeth Ann Hamilton .....	Paramus, New Jersey
Eric Christopher Hansen .....	Newcastle, Wyoming
Kristi Lee Harold, <i>magna cum laude</i> .....	Portsmouth, Ohio
Michael Edwin Hebrard .....	Oakland, California
Craig L. Heins, <i>cum laude</i> .....	Cedar Falls, Iowa
Luke Kennan Hermann, <i>cum laude</i> .....	Cody, Wyoming
Ralph Arthur Herrera .....	Chicago, Illinois
Richard John Hilger .....	David City, Nebraska
Richard Allen Hunt, <i>cum laude</i> .....	Ottumwa, Iowa
Jonathan Andrew Jaksha, <i>summa cum laude</i> .....	Fremont, Nebraska
Richard Lawrence Jones .....	Evansville, Wyoming
Gregory John Kenney .....	Poway, California
Angela Kristine King-Hartley, <i>cum laude</i> .....	Omaha, Nebraska
Amy Elizabeth Kolar .....	Bloomington, Minnesota
Joseph Frank Kosinski II .....	Troy, New York
Rebecca Marie Kuhn .....	Coronado, California
Nathan Paul Kwon .....	Honolulu, Hawaii
Peter Francis Leonovicz III, <i>cum laude</i> .....	Madison, Wisconsin
George Manis .....	Barrington, Rhode Island
Steven Trevor McCrorey .....	Spokane, Washington
Leslie Ginger McDonald, <i>cum laude</i> .....	Loveland, Colorado
Shannon McDonald .....	Pleasanton, California
Daniel Leman Measel, <i>cum laude</i> .....	San Diego, California
Richard Mark Meis .....	Fountain Valley, California

Patrick Thomas Miller, <i>cum laude</i> .....	Spokane, Washington
Lisa Michelle Minge .....	Omaha, Nebraska
Rebecca Ann Mokrohisky, <i>cum laude</i> .....	Madison, Wisconsin
Ingrid Katherine Mudge .....	Auburn, Washington
Eric R. Mueller .....	Dallas, Texas
Richard John Muench .....	Sioux City, Iowa
Marie Paz Gutierrez Mutuc .....	Rosemead, California
Patrick Michael Nolan .....	Omaha, Nebraska
Daniel Leo Ocel, <i>magna cum laude</i> .....	Apple Valley, Minnesota
J. Bradley Oldemeyer .....	Fort Collins, Colorado
Jennifer Mary Peck .....	Portland, Oregon
Ernest Manuel Perea .....	La Puente, California
Andrew Perrotti .....	Ramsey, New Jersey
Stephen Jonathan Phipps, <i>cum laude</i> .....	Springfield, Vermont
David Lawrence Pinsinski .....	Denver, Colorado
Jeffrey Robert Polito, <i>cum laude</i> .....	Glendale, California
Laura Elizabeth Polito, <i>cum laude</i> .....	Santa Clara, California
Inga A. Polyak .....	San Francisco, California
Michael Arthur Reed .....	Ontario, Canada
Thomas Jon Rishavy .....	Rochester, Minnesota
Jonathan R. Russell .....	Baton Rouge, Louisiana
Michael Clyde Shaw .....	Garland, Utah
Byzan Shek .....	Honolulu, Hawaii
Bobby Leonard Shelton II .....	Detroit, Michigan
John David Shepherd, <i>cum laude</i> .....	Chico, California
Paul Stanley Shurnas, <i>cum laude</i> .....	Arvada, Colorado
Roger L. Skierka .....	Cut Bank, Montana
Traci L. Skierka .....	Whittier, California
Bonnie Jean Smith .....	El Cajon, California
Daniel Robert Smith .....	San Francisco, California
Paul Anthony Spinner, <i>magna cum laude</i> .....	Richfield, Minnesota
Greg H. Stampfli .....	San Diego, California
Alexandra Fedosia Suslow .....	Oranjestad, Aruba
Todd David Tillmanns .....	San Jose, California
Michael Phu Thien Tran .....	San Jose, California
Amy Louise Trelease-Bell .....	Cheyenne, Wyoming
Mon-Ta Tsai .....	Placentia, California
Sean Patrick Tushla .....	La Habra, California
Robert Anthony Vigneri, <i>magna cum laude</i> .....	Casper, Wyoming
Karen Denise Williams .....	West Des Moines, Iowa
Danielle Marie Winkler, <i>cum laude</i> .....	San Diego, California
Keith Gregory Zacher .....	Phoenix, Arizona