

Creighton
UNIVERSITY

CREIGHTON UNIVERSITY CATALOG

School of Medicine

2024-2025



TABLE OF CONTENTS

Creighton University General Information	2	Physician Assistant Studies - Phoenix (MPAS)	33
Creighton Colleges and Schools	3	Health and Sciences Doctoral, Masters and Graduate Certificate Programs	35
Mission and Learning Outcomes	4	Post Baccalaureate Program (PBP)	36
Accreditations and Approvals	4	Dual Degree Programs	38
University Libraries	5	MD/PhD	38
Campus Facilities	5	MD/MBA Dual Degree Program	38
Recognition of Scholarship and Leadership	6	All Courses - Physician Assistant Studies	38
The Alumni Association	6	All Courses - Post Baccalaureate Program Medicine	45
Non-discrimination Statement	6	All Courses - School of Medicine	48
Email as Official Means of Communication	6	Faculty	92
Equity, Diversity and Inclusion Policy	7	Index	176
Graduation Rates	7		
Degree Policies	7		
Military and Veterans Affairs	7		
Preferred First Name Policy	9		
Student Accessibility Services	9		
The Jesuit Order	10		
American Jesuit Colleges and Universities	10		
Creighton University Administration	11		
Medicine	15		
School of Medicine	15		
Admission	15		
Application Process	15		
Requirements for Admission	15		
Academic Calendar	15		
Academic Policies	17		
Military and Veterans Affairs	17		
Student Life	17		
Center for Health Counseling	17		
Student Health Services	18		
University Health Insurance Requirements	18		
University Immunization Requirement	19		
Financial Aid	19		
Tuition and Fees	20		
Financial Arrangements	21		
Late Payment Policy	21		
Withdrawals and Refunds	21		
The M.D. Curriculum	22		
Distinguished Scholars Pathways for M.D. Students	31		
Physician Assistant Studies - Omaha (MPAS)	31		

CREIGHTON UNIVERSITY GENERAL INFORMATION

About Creighton

There is no university in the country like Creighton University in terms of size, the array of professional and graduate programs offered, and the strong commitment to Catholic and Jesuit ideals and values. Founded in 1878 and one of 27 Jesuit colleges and universities in the United States, Creighton is a vibrant and diverse learning community that offers its students more than an education.

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

Creighton offers more than 140 academic paths in nine schools and colleges (arts and sciences, business, nursing, law, dentistry, medicine, pharmacy, OT, PT and other health professions, graduate school, and adult learning and degree completion). Creighton emphasizes the importance of global education, and study abroad and immersion programs take students to dozens of locations around the world annually.

The University has campuses in Omaha and Phoenix; online educational programs; and occupational therapy partnerships with the University of Alaska in Anchorage and Regis University in Denver; and a campus for nursing students in Grand Island, Nebraska.

Creighton ranks in the top third of National Universities in *U.S. News & World Report's* 2023-2024 "Best Colleges" rankings. Of the approximately 1,400 four-year colleges and universities nationwide ranked by *U.S. News*, about 20% are classified as National Universities for offering a full range of undergraduate majors, master's and doctoral programs, and emphasizing faculty research or awarding professional practice doctorates.

In addition to the overall ranking, the University received additional undergraduate national rankings:

- Nursing was ranked No. 31 nationally in the category, Best Nursing Programs.
- The Heider College of Business ranked in the top 20% in the country, with the finance program ranked No. 15, the accounting program ranked No. 21 and the analytics program ranked No. 14.
- *U.S. News* also recognized Creighton for Innovation, and as a Best Value institution.

Additionally, Creighton online graduate programs in business and education earned top rankings in *U.S. News' 2023 Best Online Programs*. Creighton also was cited in the 2024 *Princeton Review* college guide, "The Best 389 Colleges."

Location

Omaha, with a metropolitan area population of nearly 1 million, is Nebraska's largest city. It is located on the western bank of the Missouri River, which serves as the Nebraska-Iowa border, and is home to four Fortune 500 companies and several Fortune 1,000 company

operations. The city is the major urban area between Chicago and Denver and between Kansas City and Minneapolis. Creighton's campus is within walking distance of downtown and riverfront business, sports/recreational, cultural and entertainment districts. Creighton also is conveniently located close to hotels and the airport.

In addition to the main campus in Omaha, and online education accessible from anywhere in the world, a Creighton University Health Sciences Campus is in midtown Phoenix, and the College of Nursing has a campus in Grand Island, Nebraska.

History

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

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

The bishop asked the Jesuits to operate the school, and the first president, Roman A. Shaffel, SJ, arrived in Omaha in late 1877. The school opened on Sept. 2, 1878. One priest, two scholastics, a layman and a laywoman formed the faculty. The school began with 120 students ranging in age from ages 6 to 30. On Aug. 14, 1879, Bishop O'Connor surrendered his trust to the Jesuits, who incorporated "The Creighton University" under Nebraska law. Much of the initial teaching was below the collegiate level; in 1891, Creighton University awarded its first baccalaureate degrees.

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

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

Creighton Colleges and Schools

College of Arts and Sciences (<https://www.creighton.edu/arts-sciences/>)

Creighton's largest and oldest college provides students the personal attention they need to be critical and ethical thinkers, creative problem-solvers and clear communicators. The college offers more than 60 majors and minors, as well as pre-professional programs in a wide range of disciplines. Students are prepared to consider issues from multiple perspectives, making them well-rounded individuals and valuable members of any team. The Magis Core Curriculum ensures that all students gain a common set of abilities, in addition to knowledge in their field of study. Undergraduates have many opportunities to do original research, which many universities don't offer until graduate school. Each year, Creighton undergraduates give more than 400 presentations at local, regional and national conferences. Creighton has been nationally recognized by U.S. News & World Report as a top institution for undergraduate research and creative projects.

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

For more than 60 years, the College of Nursing has been a leader in preparing the next generation of nursing professionals. Innovative programs are offered on campuses in Omaha and Grand Island, Nebraska, and in Phoenix. The baccalaureate degree in nursing, master's degree in nursing, and the Doctor of Nursing Practice programs are accredited by the Commission of Collegiate Nursing Education. Creighton's accelerated BSN was one of the first in the nation, and Creighton was the first nursing school in Nebraska to offer the DNP degree and preparation for one of the newest nursing roles, the Clinical Nurse Leader. Creighton's BSN graduates meet or exceed the national average for first-time pass rates on the National Council Licensure Examination.

In 2023, the state of Arizona awarded the College of Nursing \$11.9 million to go toward scholarships and further enhancing Creighton's campus in Phoenix. Nurses who graduate from Creighton's accelerated 12-month program with this scholarship will be clinic-ready and committed to working in Arizona for at least four years, ultimately creating a more talented and diverse nursing workforce within the state.

College of Professional and Continuing Education (<https://www.creighton.edu/professional-studies/>)

Since 1983, the College of Professional and Continuing Education has been meeting – and exceeding – the needs of adult learners. These nontraditional students are supported with flexible learning programs and the resources they need to succeed. With more than 90 majors and minors to choose from, students may take classes on campus during the day or choose online classes to fit studies into their busy lives. No matter which program of study, students benefit from a team of people in place to provide support, including academic coaches, to help them every step of the way. From academic advising to the Career Center staff, Creighton's adult learners have access to the resources they need, when they need them.

Graduate School (<https://www.creighton.edu/graduate/>)

The first master's degree was conferred at Creighton in 1898 and the Graduate School was formally established as a separate division of the University in 1926. The Graduate School serves a variety of students across many disciplines, including business, healthcare, education, medical research and theology. There are over 45 master's level programs available, including accelerated programs, as well as PhD programs and an interdisciplinary EdD in leadership. Creighton graduate programs are designed to meet the needs of students, and are available in several delivery methods, including on-campus, online and hybrid/blended. Nearly two-thirds of graduate students enroll on a part-time basis, which allows them to continue their education while maintaining current employment and meeting the needs of their families.

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

The Heider College of Business has long received top rankings and recognition. The college is on the cutting edge of business education through innovative programs in leadership, entrepreneurship, finance, accounting, investment management and financial analysis, business ethics and more. Heider is among only the top 2% of business schools in the world to be accredited in both business and accounting by AACSB International. More than 90% of students complete at least one internship, and 99% of Heider graduates are employed, enrolled in graduate or professional school, or involved in a service program within six months of graduation. The annual Creighton Business Symposium is the largest student-run business conference in the nation, and the iJay store was the first student-run, Apple® authorized campus store in the world. Heider College is one of the first in the U.S. to offer the FinTech degree – an innovative program for an in-demand career field – and four-year leadership development and career development programs for all business students.

School of Dentistry (<https://www.creighton.edu/dentistry/>)

Since its founding in 1905, the School of Dentistry has prepared thousands of dentists for lives of professional excellence, community leadership and compassionate service. Creighton's close-knit and service-oriented academic community offers students the education and clinical experience they need to begin professionally practicing dentistry upon graduation. Accessible faculty members provide rigorous training and, alongside students, push the boundaries of dental knowledge through cutting-edge research. The state-of-the-art 200,000-plus square-foot dental facility is also home to the Creighton Dental Clinic, where more than 14,000 adults and children receive quality care and a full range of dental services each year. Thousands of dental visits also are provided annually in elementary schools through the school's Healthy Smiles program.

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

The School of Law was founded in 1904 not only to prepare lawyers, but also to develop leaders. It provides students with a powerful education rooted in the Jesuit, Catholic tradition. Its mission is to provide intellectual challenge, academic rigor and an opportunity to develop a foundation of moral values for lifelong service in the law; an environment

for faculty that encourages personal growth and scholarly achievement; and continue its long-established tradition of service to the bar and citizens of the community. Along with its traditional JD program, the law school offers accelerated and part-time JD programs — tailored for busy adult learners and recent college graduates who want to start right away on their law degree — along with dual-degree programs.

School of Medicine (<https://www.creighton.edu/medicine/>)

The School of Medicine has two campuses: one in Omaha and one in Phoenix. Graduates of the School of Medicine practice in all 50 states and are recognized for extraordinary clinical skills, empathy, cultural competence and commitment to service. Graduates' medical licensing scores and pass rates consistently exceed the national average, and 92% of 2023 graduates matched with their top specialty choice. One of the ways Creighton advances healthcare is through research, and Creighton researchers are driven by a strong desire to make a difference in patients' lives. They are making discoveries and developing new therapies in bacterial resistance, cancer, hearing loss, the conditions that impact bone health and loss, and more.

School of Pharmacy and Health Professions (<https://www.creighton.edu/pharmacy-ot-pt/>)

Founded in 1905, the School of Pharmacy and Health Professions has been a groundbreaking national leader in doctoral health professions education. The school developed the first Doctor of Physical Therapy (DPT) and Doctor of Occupational Therapy (OTD) entry-level degree programs in the United States. It also offered the first accredited online pharmacy program in the nation. The school's Center for Health Services Research and Patient Safety is recognized nationally for its work in patient safety research and education. Students in the School of Pharmacy and Health Professions receive excellent foundational education in the basic and professional sciences and first-rate clinical education with faculty who are among the best in the nation. Students also receive their clinical education with an emphasis on interprofessional education and practice, which accentuates team care and patient-centered care, both vital for the practitioners of tomorrow.

Mission and Learning Outcomes

Mission Statement

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

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

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

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

Creighton exists for students and learning. Members of the Creighton community are challenged to reflect on transcendent values, including

their relationship with God, in an atmosphere of freedom of inquiry, belief and religious worship. Service to others, the importance of family life, the inalienable worth of each individual, and appreciation of ethnic and cultural diversity are core values of Creighton.

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

University Assessment of Learning Outcomes

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

All Creighton graduates will demonstrate:

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

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

Accreditations and Approvals

Creighton University is fully accredited by The Higher Learning Commission, the accrediting agency for the region in which the University is situated.

Higher Learning Commission
230 South LaSalle Street, Suite 7-500, Chicago, Illinois 60604-1413
Phone: 800.621.7440 / 312.263.0456 | Fax: 312.263.7462 |
info@hlcommission.org

The Heider College of Business is an accredited member of the Association to Advance Collegiate Schools of Business-AACSB (<https://www.aacsb.edu/accreditation/>) International (graduate and undergraduate programs). The accounting program holds supplemental AACSB Accounting Accreditation from the Accounting Accreditation Committee of the Association. The Executive Healthcare MBA program is accredited by the Commission on Accreditation of Healthcare Management Education (CAHME).

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

The baccalaureate degree in nursing, master's degree in nursing, Doctor of Nursing Practice, and post-graduate APRN certificate at Creighton University is accredited by the Commission on Collegiate Nursing Education (www.aacnursing.org (<https://www.aacnursing.org/>)).

The Medical Physics program is accredited by the Commission on Accreditation of Medical Physics Education Programs (CAMPEP).

The Social Work program, within the Department of Cultural and Social Studies, prepares professional undergraduate social workers and is fully accredited by the Council on Social Work Education (CSWE).

Creighton's initial licensure-level educator preparation programs are accredited by the Council for the Accreditation of Educator Preparation (CAEP) and by the Higher Learning Commission. Additionally, all of Creighton's educator preparation programs are approved by the Nebraska Department of Education.

The program in dental education is accredited by the Commission on Dental Accreditation and has been granted the accreditation status of "*approval without reporting requirements.*" The Commission is a specialized accrediting body recognized by the United States Department of Education. The Commission on Dental Accreditation can be contacted at (312) 440-4653 or at 211 East Chicago Avenue, Chicago, IL 60611. The Commission's web address is: <http://www.ada.org/en/coda> (<http://www.ada.org/en/coda/>).

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

The Liaison Committee for Medical Education (LCME) is recognized by the U.S. Department of Education and WFME as the notable authority for the accreditation of medical education programs leading to the MD degree. The medical education (MD) program of the Creighton University School of Medicine has Full Accreditation. The next survey will be in academic year 2027-28. For additional information, go to the website of the LCME at lcme.org or contact the LCME at lcme@aamc.org.

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

The Physician Assistant program is accredited by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA).

The Master of Public Health program is accredited by the Council on Education for Public Health (CEPH).

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

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

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

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

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

Creighton University is authorized to provide online education. See creighton.edu/state-authorization (<https://www.creighton.edu/state-authorization/>) for current listing.

University Libraries

Library

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

Campus Facilities

Campus Locations

Creighton University - Omaha
2500 California Plaza
Omaha, Nebraska 68178
Phone: 402-280-2700

Creighton University Health Sciences Campus - Phoenix
3100 N Central Avenue
Phoenix, Arizona 85012
Phone: 602-812-4311

Creighton's urban Omaha campus provides excellent facilities for the University's academic, residential, spiritual, athletic and recreational activities. The beautifully landscaped, pedestrian-friendly campus has been recognized by the Arbor Lodge Foundation as a Tree Campus USA University and has been named a "green college" by *Princeton Review* for a strong commitment to the environment and sustainability.

In recent years, facilities projects have included renovations to the Harper Center, which is home to the Heider College of Business and a number of programs and services; a new pharmacy skills lab; the relocation and

renovation of the Clinical Assessment and Simulation Center; upgrades to undergraduate science labs; an expanded dining facility; renovated occupational therapy and physical therapy labs; and the 200,000-square-foot School of Dentistry building, featuring the latest in classroom, laboratory and clinical technology and accommodating larger class sizes and expanded community dental health outreach.

The CL and Rachel Werner Center for Health Sciences Education, opened in fall 2023, as the new home of the School of Medicine and includes shared spaces for each of the University's health sciences programs. Additionally, Creighton opened Graves Hall, a \$37-million residence hall for 400 first-year students. Additional construction underway on campus includes the Jérôme Nadal, SJ, Jesuit Residence, a new residence for the University's Jesuit community.

In Phoenix, Arizona, Creighton welcomed the first group of health sciences students to its facility – the \$100 million Virginia G. Piper Charitable Trust Health Sciences Building – in the Phoenix Medical Quarter in 2021.

Recognition of Scholarship and Leadership

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

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

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

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

The Alumni Association

Creighton University seeks to maintain lifelong relationships with former students of the University. The Creighton University Alumni Association, formed in 1892, assists the University in keeping alumni engaged with the institution. Its mission is to "advance the interests of the Creighton family through a commitment to academic excellence, Judeo/Christian ethics and a lifelong relationship between Creighton alumni and their University that enriches both."

The Alumni Association is governed by the National Alumni Board. This board represents the alumni community in matters affecting the University; supports and assists the University in fulfilling its strategic goals; and provides services, programs and support consistent with the Alumni Association's mission.

Alumni programs vary widely and include all-University events, Reunion weekend, class reunion activities, community service projects, college/school specific activities, recent alumni activities, regional events, career networking and social networking. Information on the Alumni Association can be found on the web at alumni.creighton.edu (<https://alumni.creighton.edu>).

Non-discrimination Statement

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

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

It is the policy of the University to make all programs and services available to individuals with disabilities. Inquiries concerning rights and responsibilities under Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990 should be directed to the Executive Director for the Office of Title IX and Civil Rights Compliance (see below). To obtain information on accessibility of buildings and programs or to report problems of accessibility, employees should contact Human Resources at 402.280.2709 or HumanResources@creighton.edu. Students should contact the Office of Student Accessibility Services at 402.280.2195 or SAS@creighton.edu.

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

Ms. Allison Taylor
Executive Director
Title IX Coordinator/Section 504 Coordinator
Creighton University
Office of Title IX and Civil Rights Compliance
Creighton Hall Suite 340
Omaha, NE 68178
Phone: 402.280.3189
Email: titleix@creighton.edu
Web: www.creighton.edu/generalcounsel/title-ix-compliance

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

Email as Official Means of Communication

The Creighton University assigned e-mail account shall be the official means of communication with all students, faculty and staff. All community members are responsible for all information sent to them

via their University assigned e-mail account. Members who choose to manually forward mail from their University e-mail accounts are responsible for ensuring that all information, including attachments, is transmitted in its entirety to the preferred account.

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

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

Equity, Diversity and Inclusion Policy

Inspired by the Catholic and Jesuit tradition, our community believes that every human being is a profound gift of God, deserving of both dignity and opportunity. We thus strive to acknowledge and celebrate diversity at Creighton—building equitable, inclusive, welcoming spaces and relationships that are required for every person to thrive.

Equity: Rooted in our Jesuit, Catholic heritage, equity is a form of “*cura personalis*” or care for the whole person. Equity recognizes that individuals have unique experiences as a result of their various, intersecting identities. Because of this, equity seeks to ensure that each individual has the necessary resources for success.

Diversity: Diversity is a quantitative measure of the ways in which we are unique. More specifically, diversity is a group-level phenomenon that recognizes that the intersections of our diverse identities, lived experiences and expressions are vital considerations. Further, our commitment to diversity at Creighton includes the visible and invisible difference characteristics.

Inclusion: Inclusion involves building and sustaining an environment that is equitable and psychologically safe; one that encourages discussion and dialogue. We seek to create a university environment where all in our community can thrive and align with a sense of belonging.

Inclusive Excellence: At Creighton, we understand that at each point of decision-making and management considering the benefits and implications of equity, diversity and inclusion are vital. Further, we understand that progress in these efforts make our entire community stronger, more resilient and adaptable for current situations and our collective future.

To this end, all in our community are charged to foster an environment of awareness, inclusion and compassion for all, regardless of age, culture, faith, ethnicity, immigrant status, race, gender, sexual orientation, language, physical appearance, physical ability or social class.

Graduation Rates

Creighton University is pleased to provide information regarding our institution’s graduation/completion rates, in compliance with the Higher Education Act of 1965, as amended. To request graduation rate

information, please contact the University Registrar at 402.280.2702 or registrar@creighton.edu.

Degree Policies

Undergraduate Degrees

Singular degree policy

Creighton University does not award dual (two) or multiple undergraduate degrees, whether concurrently or consecutively. Undergraduate students may complete more than one major, but may not earn more than one degree. The only exception is for students who return to Creighton to pursue the accelerated Bachelor of Science in Nursing degree.

The student will choose which major will be primary, which is what will determine the type of degree:

- Bachelor of Arts (BA)
- Bachelor of Fine Arts (BFA)
- Bachelor of Science (BS)
- Bachelor of Science in Business Administration (BSBA)
- Bachelor of Science in Chemistry (BSCHM)
- Bachelor of Science in Environmental Science (BSEVS)
- Bachelor of Science in Nursing (BSN)
- Bachelor of Social Work (BSW)
- Bachelor of Science in Paramedicine (BSPParamedicine)
- Bachelor of Science in Physics (BSPHY)

Military and Veterans Affairs

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

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

- Chapter 30 – Montgomery GI Bill® – Active Duty (MGIB-AD)
- Chapter 31 – Veteran Readiness & Employment Program (VR&E)
- Chapter 33 – Post-9/11 GI Bill® (including the Yellow Ribbon Program)

- Chapter 35 – Survivors' & Dependents' Educational Assistance (DEA)
- Chapter 1606 – Montgomery GI Bill® – Selected Reserve (MGIB-SR)

Creighton University is very proud of our commitment to our VSDS including our participation in the Yellow Ribbon Program. Chapter 33 students with 100% entitlement are eligible to participate in the Yellow Ribbon Program. The Yellow Ribbon Program is a financial supplement to Chapter 33 that helps students using the benefit bridge the financial gap between the Chapter 33 benefit and the actual cost of tuition and fees. For the 2024-2025 academic year, our Yellow Ribbon program provides eligible students with the following:

- Undergraduate students up to \$24,000 additional tuition dollars per academic year (\$12,000 from Creighton with a \$12,000 match from the VA)
- Graduate School up to \$10,000 per academic year (\$5,000 from Creighton with a \$5,000 match from the VA)
- School of Dentistry up to \$5,000 per academic year (\$5,000 from Creighton with a \$5,000 match from the VA). Maximum of three awards each academic year.
- School of Law up to \$10,000 per academic year (\$5,000 from Creighton with a \$5,000 match from the VA). Maximum of twelve awards each academic year.
- School of Medicine up to \$10,000 per academic year (\$5,000 from Creighton with a \$5,000 match from the VA). Maximum of six awards each academic year.
- School of Pharmacy and Health Professions up to \$10,000 per academic year (\$5,000 from Creighton with a \$5,000 match from the VA). Maximum of twelve awards each academic year.

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

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA).

Principles of Excellence

On April 27, 2012, President Obama signed Executive Order 13607, Establishing Principles of Excellence for Educational Institutions Serving Service Members, Veterans, Spouses, and Other Family Members. The published Executive Order is available here (<https://obamawhitehouse.archives.gov/the-press-office/2012/04/27/executive-order-establishing-principles-excellence-educational-instituti/>). Creighton University is a proud signatory and abides by this Presidential Executive Order which addresses key areas relating to Federal military and veterans educational benefits programs. The University affirms our long-standing promise of supporting our military student population, while exercising transparency and full compliance with the individual principles outlined in the Principles of Excellence which are summarized below.

- Provide students with a personalized form covering the total cost of an education program.
- Inform eligible students of Federal financial aid and have a policy to alert students prior to packaging or arranging private student loans or alternative financing programs.
- Abstain from fraudulent and aggressive recruiting techniques and misrepresentations.
- Ensure accreditation of all new programs prior to enrolling students.

- Accommodate Service Members and Reservists while absent due to service requirements.
- Align institutional refund policies with those under Title IV, which governs the administration of federal student financial aid programs.
- Provide educational plans for all military and veteran education beneficiaries.
- Designate a point of contact to provide academic and financial advice.

The Office of Military and Veterans Affairs may be contacted at (402) 280-4063 or veterans@creighton.edu.

Preferred First Name Policy

Creighton University allows students to provide a preferred first name which differs from their legal first name. The preferred first name does not alter the legal name on the student's education record, including the official transcript. Students may indicate their preferred name on the application for admission, or at any time by submitting to the Registrar's Office a completed Preferred First Name Request form located on the Registrar's Office website (<https://www.creighton.edu/registrar/otherservicesandforms/>). More policy details may be found on the website.

Student Accessibility Services

Creighton University is committed to providing services and resources to meet the needs of qualified students with disabilities, ensuring equal access to academic programs and University facilities. Guided by Section 504 of the Rehabilitation Act of 1973, the American with Disabilities Act of 1990, and the ADA Amendment Act of 2008, Student Accessibility Services coordinates the process through which all students request and receive reasonable accommodations, working closely with faculty and staff to meet individual needs. The Office of Student Accessibility Services is located on the 4th floor of the Old Gym and can be contacted via email at SAS@creighton.edu (sas@creighton.edu) or online at www.creighton.edu/student-success/student-accessibility-services (<https://www.creighton.edu/student-success/student-accessibility-services/>).

The Jesuit Order

The Society of Jesus is a Roman Catholic religious order of men known as the Jesuits. It was founded in Paris by St. Ignatius of Loyola more than 470 years ago. In addition to their work in parishes, primary and secondary education, the Jesuits sponsor twenty-eight colleges and universities through the Association of Jesuit Colleges and Universities (AJCU).

The Jesuits are the founding order of Creighton University and turned the governance of Creighton over to the Board of Trustees in 1968. While the main focus of the Jesuits in the United States is on education, the order is primarily a missionary order which is also involved in spiritual direction, retreat centers and social justice work. On campus, you will see members of the Jesuit community as your instructors, pastors, chaplains, and university administration and staff.

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

American Jesuit Colleges and Universities

Alabama	Spring Hill College, Mobile
California	Loyola Marymount University, Los Angeles
	University of San Francisco, San Francisco
	Santa Clara University, Santa Clara
Colorado	Regis University, Denver
Connecticut	Fairfield University, Fairfield
District of Columbia	Georgetown University, Washington
Illinois	Loyola University Chicago
Louisiana	Loyola University New Orleans
Maryland	Loyola University Maryland, Baltimore
Massachusetts	Boston College, Chestnut Hill
	College of the Holy Cross, Worcester
Michigan	University of Detroit Mercy, Detroit
Missouri	Rockhurst University, Kansas City
	Saint Louis University, St. Louis
Nebraska	Creighton University, Omaha
New Jersey	Saint Peter's University, Jersey City
New York	Canisius College, Buffalo
	Fordham University, Bronx & Manhattan
	Le Moyne College, Syracuse
Ohio	John Carroll University, Cleveland
	Xavier University, Cincinnati
Pennsylvania	Saint Joseph's University, Philadelphia

	University of Scranton, Scranton
Washington	Gonzaga University, Spokane
	Seattle University, Seattle
Wisconsin	Marquette University, Milwaukee

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

ASSOCIATION OF JESUIT COLLEGES AND UNIVERSITIES
 One Dupont Circle, NW Suite 610
 Washington, D.C. 20036
 phone: 202.862.9893 fax: 202.862.8523
www.ajcunet.edu (<http://www.ajcunet.edu>)

CREIGHTON UNIVERSITY ADMINISTRATION

University Board of Trustees

as of July 1, 2024

Ms. Diane K. Duren	Chair, Creighton University Board of Trustees; Former Executive, Union Pacific
Mr. Mark W. Henkels	Vice Chair, Creighton University Board of Trustees; Director and Founding Partner, Moelis & Company
Ms. Josie Abboud	President and CEO, Methodist Hospital and Methodist Women's Hospital
Mr. Thomas D. Barry	Executive Vice President, Chief Financial Officer, Sirius XM Holdings, Inc.
Rev. Casey C. Beaumier, S.J., Ph.D.	Vice President and University Secretary; Director of the Institute for Advanced Jesuit Studies, Boston College
Mr. James T. Blackledge	President and Chief Executive Officer, Mutual of Omaha
Rev. Timothy R. Breen, S.J. (Trustee Associate)	Graduate Intern: Zags360 and Athletic Development, Gonzaga University
Rev. Matthew E. Carnes, S.J., Ph.D.	Associate Professor of Government and Director of the Center for Latin American Studies, Georgetown University
Mr. Jerry K. Crouse	Vice Chairman, Tenaska Energy, Inc.; CEO, Tenaska, Inc.
Dr. Christopher J. Elias, M.D.	President, Global Development, Bill and Melinda Gates Foundation
Mr. Mike Finley	CEO, Boingo Wireless
Mr. William J. Fox, J.D.	Global Financial Crimes Executive, Bank of America
Mr. Lee Graves, J.D.	Founder and Chairman of ELM Companies
Mr. Robert Greenwood	Pharmacist and Owner, Greenwood Pharmacy
Ms. Susan M. Haddix	Philanthropist
Ms. Sharon C. Harper	Chairman, CEO and co-founder of Plaza Companies
Mr. Scott C. Heider	Wealth Manager, Managing Principal, Chartwell Capital, LLC
Rev. Daniel S. Hendrickson, S.J., Ph.D.	President, Creighton University
Ms. Catherine L. Hughes	Founder and Chairperson, Urban One Inc.
Ms. Linda Hunt	Former Senior Vice President of Operations & CEO, CommonSpirit (Dignity) Health, Southwest Division

Rev. Eric T. Immel, S.J. (Trustee Associate)	Regional Vocation Promoter, Society of Jesus, Midwest Province
Mr. Eric Keen, P.E.	CEO, HDR
Mr. Richard T. Kizer, J.D.	Former Chairman, Central States Health and Life Company of Omaha
Ms. Wende L. Kotouc	Executive Co-Chair and CEO, American National Bank
Mr. Clark D. Lauritzen	Chairman and President, First National of Nebraska and First National Bank of Omaha
Rev. William P. Leahy, S.J., Ph.D.	President, Boston College
Mr. Derek Leathers	Vice Chairman, President, and CEO, Werner Enterprises
Mr. Donald E. Montgomery, J.D.	Senior Vice President, Synchrony Financial
Mr. Chris J. Murphy	Chairman and Chief Executive Officer, AmeriWest Corporation
Rev. Ronald R. O'Dwyer, S.J. (Trustee Associate)	President, De Smet Jesuit High School, St. Louis
Dr. Janis M. Orlowski, M.D.	Former Chief Health Care Officer, Association of American Medical Colleges
Dr. Melvin Palalay, M.D.	Oncologist and Hematologist, Hawaii Cancer Center
Mr. Conan Rainwater, S.J. (Trustee Associate)	MDiv S, Boston College Clough School of Theology and Ministry
Mr. Mark H. Rauenhorst	President, Marren Properties
Mr. Robert A. Reed, Jr.	President and CEO, Physicians Mutual Insurance Company
Mr. Kenny Rocker	Executive Vice President of Marketing and Sales, Union Pacific
Mr. William J. Roe	Former CEO of Coskata (Biotech)
Rev. Nicholas Santos, S.J., Ph.D.	Rector, Jesuit Community, Creighton University
Ms. Ann Schmitt	Vice President, The Walt Disney Company
Mr. Tobin A. Schropp, J.D.	Senior Vice President and General Counsel, Kiewit Corporation
Mr. James Simpson	Former President and CEO, MSI Systems Integrators
Ms. Karrin Taylor Robson, J.D.	Founder and President, Arizona Strategies
Mr. Kevin Travers	Strategic Advisor, Acosta; Former CEO of Premium Retail Services
Ms. Karen Van Dyke	Founder and President, Educate Uganda
Mr. Mark R. Walter, J.D.	Chief Executive Officer, Guggenheim Partners

Officers of Administration

as of July 1, 2024

Daniel S. Hendrickson, S.J., Ph.D. President

President's Office

Jeffrey Feldhaus, M.S. Special Assistant to the President & Board Liaison

Marcus Blossom, M.S., M.B.A.	McCormick Endowed Athletic Director
General Counsel	
James S. Jansen, J.D.	General Counsel and Corporate Secretary
Andrea M. Jahn, J.D.	Associate General Counsel and University Privacy Officer
Stuart Martens, J.D.	Director, Intellectual Resource Management
Allison Taylor, M.S., Ed.	Executive Director, Title IX and Civil Rights Compliance
Matt Stolberg, M.S.	Associate Athletic Director of Compliance
Equity, Diversity, and Inclusion	
Sarah Singletary Walker, Ph.D.	Vice President for Equity, Diversity, and Inclusion
Becky Nickerson, M.S.	Senior Director of Equity, Diversity, and Inclusion
Mission and Ministry	
Cynthia Schmersal, Ed.D.	Vice President for Mission and Ministry
Vacant	Senior Director, Department of Mission Integration
Vacant	Director, Deglman Center
Robert Francis, M.A.P.S.	Director, Campus Ministry
Jeff Sullivan, S.J.	Assistant Director, Campus Ministry
Kenneth Reed-Bouley, M.S., M.Div., M.B.A.	Director, Schlegel Center for Service and Justice
Kelly Tadeo Orbik, M.S.	Associate Director, Schlegel Center for Service and Justice
University Relations	
Matthew Gerard, M.Ed.	Vice President for University Relations
Cortney Hansen, M.S.	Associate Vice President of Development
Michael T. Findley, J.D.	Assistant Vice President, Principal Gifts
Matt Giller	Associate Athletic Director/ Assistant Vice President for Athletic Developmentg
Amy McElhaney, M.S.	Assistant Vice President, Operations and Strategic Initiatives
Sarah Peterson, M.A.	Assistant Vice President, Alumni Relations
Shannon Sherman	Assistant Vice President, Advancement Communications and Events
Steven A. Scholer, J.D.	Senior Philanthropic Advisor
Michael L. Zirulnik, Ph.D.	Assistant Vice President for Phoenix Development
Mardell A. Wilson, Ed.D.	Provost
Office of the Provost	
Sade Kosoko-Lasaki, M.D., M.S.P.H.	Associate Vice Provost, Multicultural and Community Affairs

Faculty and Academic Affairs

A. Barron Breland, D.M.	Vice Provost for Faculty and Academic Affairs and Dean of the Graduate School
Melinda J. Stoner, B.S.	University Registrar
Kristin Buscher, Ed.D.	Director, Analytics and Institutional Research
Enrollment Management	
Mary E. Chase, Ed.D.	Vice Provost, Enrollment
Sarah Richardson, M.S.	Assistant Vice Provost, Enrollment & Director of Admissions & Scholarships
Elizabeth Churchich, Ph.D.	Assistant Vice Provost, Graduate and Professional Enrollment
Kelly Fitzpatrick, B.S.	Sr. Director, Marketing and Enrollment Strategy
Janet Solberg, M.A., M.B.A.	Sr. Director, Financial Aid
Audra Callanan, B.S.	Director, Enrollment Operations
Beth Friedman, B.S., M.A.	Director, Business Office
Duey Heffelfinger, B.S.	Director, Data Architecture
Amanda McHendry, M.S.	Director, Prospective Student Experience
Candace Munoz, B.B.A.	Director, Student Financial Services and Records
Global Engagement	
René Padilla, Ph.D.	Vice Provost for Global Engagement
Andrew Baruth, Ph.D.	Director, Office of Sustainability Programs
Krista Cupich-Wingender, M.A.	Director, International Student & Scholar Services
Margarita Dubocq, M.S.	Director, ILAC Operations Dominican Republic and Encuentro Dominicano Academic Director
Jill Fox, Ph.D.	Director, Intensive English Language Program
Maorong Jiang, Ph.D.	Director, Asian World Center
Jacob A. Jones, M.Ed.	Director, International Admissions
Keli Mu, Ph.D.	Associate Dean, International Relations SPAHP
Jill Muegge, M.A.	Director, Study Abroad, ILAC Operations/Encuentro Dominicano Omaha
Lizzy Curran, M.S.	Director, Global and Community-Engaged Learning
Learning and Assessment	
Gail M. Jensen, Ph.D.	Vice Provost for Learning and Assessment
Lou E. Jensen, O.T.D., OTR/L, LVST, BIG	Associate Vice Provost, Center for Faculty Excellence
Library Services	
Michael Paulus, Jr., M.LIS., D.Min.	University Librarian
Research and Scholarship	
Juliane Strauss-Soukup, Ph.D.	Associate Vice Provost for Research & Scholarship

Beth Herr, M.P.A., CRA, CFRA	Director, Sponsored Programs Administration
Joseph Knezetic, Ph.D.	Director, Research Compliance
Ashley Fricks-Gleason, Ph.D.	Director, CURAS

Student Life

Eric Baldwin, D.Min.	Vice Provost for Student Life
Michele K. Bogard, Ph.D.	Associate Vice Provost for Integrated Wellness
Paul Wraalstad, M.Ed.	Assistant Vice Provost, Housing & Auxiliary Services
Desiree Nownes, Ed.D.	Senior Director, Student Formation
Kandis McCafferty, Ph.D., RN	Director, Student Health Education & Compliance
Katie Kelsey, M.Ed.	Senior Director, Engagement & Belonging
Frank Schleimer, M.Ed.	Director, Residential Life
Jennifer Peter, Psy.D.	Senior Director, Student Counseling Services
Jason Thornton, M.S.	Director, Recreation and Wellness

Student Success

W. Wayne Young, Ph.D.	Vice Provost, Student Success
Joe Ecklund, Ph.D.	Assistant Vice Provost for Advising & Support, Student Success
Mary Ann Tietjen, M.Ed.	Senior Director, The Success Center
Jeremy Fisher, M.B.A.	Senior Director, John P. Fahey Career Center

Jan Madsen, B.S.B.A., C.P.A. Executive Vice President

Administration

Michael D. Reiner, M.S., M.A.	Assistant Vice President, Public Safety
Derek M. Scott, B.S., M.B.A., M.A., M.S.	Associate Vice President, Facilities Management
Mark E. Simanek	Director, Shuttle/Transportation Services

Finance

John J. Jesse III, M.B.A.	Treasurer
Tara S. McGuire, B.S.B.A.	Associate Vice President, Finance
Courtney E. Bird, M.B.A.	Senior Director Finance, College of Arts & Sciences, Heider College of Business, College of Nursing, College of Professional and Continuing Education and Graduate School
Jeffrey L. Davis, B.S.B.A.	Manager Finance, School of Pharmacy and Health Professions
Eric J. Gilmore, B.A.	Senior Director, Strategic Sourcing
Samantha Harter, M.B.A.	Manager Finance, School of Dentistry
Jeff Klein, M.B.A.	Director, Business Service Center
Dave K. Madsen, B.S.	Senior Director Finance, School of Law
Katie A. Rinkol, M.B.A.	Senior Director, Budget Planning & Analysis
Raymond L. Stoupa, B.S.B.A.	Senior Director Finance, School of Medicine and Research

Human Resources

Judi Szatko	Associate Vice President, Human Resources
-------------	---

Information Technology

Russ Pearlman, J.D.	Vice President for Information Technology
Scott Taylor, B.I.T.	Assistant Vice President, Strategy & Planning
Paul Hakenkamp	Senior Director, Portfolio and Project Management
Bryan S. McLaughlin, B.S.	Security Officer, Security & Configuration
Robert Wagner, B.S.	Senior Director, Infrastructure
JD Rummel, M.A.	Senior Director, Support
Robert Aki, M.I.S.	Director, Service Management and Continuous Improvement

Internal Audit

T. Paul. Tomoser, B.S.	Director, Internal Audit
------------------------	--------------------------

University Communications and Marketing

Heidi Grunkemeyer, B.A.	Vice President, University Communications and Marketing
-------------------------	---

Creighton College and School Officers of Administration

as of July 1, 2024

College of Arts and Sciences

Bridget M. Keegan, Ph.D., *Dean*
 HollyAnn Harris, Ph.D., *Associate Dean for Natural Sciences*
 Rebecca Murray, Ph.D., *Associate Dean for Social Sciences and Professional Programs*
 Amy Wendling, Ph.D., *Associate Dean for Humanities and Fine Arts*
 Lisa Brockhoff, M.S., *Assistant Dean for Advising*
 Gerald Kuhlman, M.A., *Assistant Dean*
 Molly Loesche, Ed.D., *Assistant Dean for Student and College Programs*
 Wilfred Solomon, M.A., *Senior Director for Administration and Operations*

Heider College of Business

Anthony R. Hendrickson, Ph.D., *Dean*
 Kristie Briggs, Ph.D., *Associate Dean for Faculty*
 Eric J. Neuman, Ph.D., *Associate Dean for Operations and Graduate Programs*
 Matthew T. Seevers, Ph.D., *Associate Dean for Undergraduate Business Programs*
 Chris Karasek, M.S., *Assistant Dean for Graduate Business Programs*
 Charisse Williams, M.S., *Senior Assistant Dean for Undergraduate Business Programs*
 Whitney Eiden, M.A., *Assistant Dean for Undergraduate Business Programs*

College of Nursing

Jessica R. Clark, D.N.P., R.N., *Dean*
 Mary Kunes-Connell, Ph.D., R.N., *Associate Dean for Academics, Assessment, and Accreditation*
 Helen M. Hurst, D.N.P., R.N.-O.B., A.P.R.N.-C.N.M., *Associate Dean, Phoenix Campus*
 Amanda Kirkpatrick, Ph.D., *Associate Dean for Research and Innovation*

Jeffrey M. Zeld, M.B.A., J.D., *Associate Dean for Operations*
Nancy Brendenkamp, Ph.D., A.P.R.N., F.N.P.-C., *Assistant Dean and Faculty Chair, Graduate Programs*
Elizabeth Flott, Ed.D., R.N., *Assistant Dean for Faculty Development*
Jerilyn Kamm, M.A., Ph.D., *Assistant Dean for Student Affairs*
Julie Manz, Ph.D., R.N., C.N.E., *Assistant Dean for Undergraduate Programs*
Christina Murcek, M.S., Ed., Ed.D., *Assistant Dean for Outcomes and Quality Improvement*
Kimberly Zuzenak, M.S., Ed.D., *Assistant Dean for Operations and Academic Success*

College of Professional and Continuing Education

Gayla Stoner, Ph.D., *Dean*
Debra J. Ford, Ph.D., *Chair of the Department of Interdisciplinary Studies and Interim Associate Dean*

The Graduate School

A. Barron Breland, D.M., *Dean*
Chris Karasek, M.S., *Assistant Dean*
LuAnn M. Schwery, M.S., *Assistant Dean*

The School of Dentistry

Jillian Wallen, B.D.S., M.S., *Dean*
Timothy M. Durham, D.D.S., M.P.A., *Senior Associate Dean/Vice Dean*
Geraldyn Crain, D.D.S., Ph.D., F.N.A.P., *Associate Dean for Academic Affairs*
Garland Jarmon, M.B.A., *Senior Director for Admissions*
Sonia M. Rocha-Sanchez, M.S., Ph.D., M.B.A., *Associate Dean for Research*

Joseph V. Franco, Jr., D.D.S., *Associate Dean for Clinics*
Colette O'Meara-McKinney, M.Ed., Ed.D., *Associate Dean for Student Affairs and Admissions*
Marjel Whitmore, M.P.A., *Senior Director of Operations*
Samantha Harter, M.B.A., *Finance Manager*

School of Law

Joshua P. Fershee, J.D., *Dean and Professor of Law*
Sarah A. Gloden Carlson, J.D., *Associate Dean for Academic Affairs and Associate Professor of Law*
Yvonnda Summers, J.D., *Associate Dean for Student Affairs, Equity, Diversity and Inclusion*
BarbaraKaye Wright, J.D., *Assistant Dean for Admissions*
Mandy Whiddon, J.D., *Assistant Dean for Career Development*
Chris Gamm, J.D., *Director of Low Income Bankruptcy Clinic*
Rachel Goedken, J.D., *Director of the Werner Institute and Professor of Law*
Victoria Haneman, J.D., LL.M., *Director of Health Law Programs & Associate Dean of Faculty Research and Innovation*
Troy Johnson, J.D., *Director of the Law Library*
Joy Suder, J.D., *Director of Juvenile Justice Legal Clinic*
Diane Uchimiya, J.D., LL.M., *Director of Legal Clinics & Externships*

School of Medicine

Robert W. Dunlay, M.D., *Dean*
Randy Richardson, M.D., *Dean, Health Sciences Campus (Phoenix)*
Randall Pritza, M.D., *Associate Dean, Clinical Affairs (Omaha)*
TBD, *Associate Dean, Clinical Affairs (Phoenix)*
Tina Younger, M.D., *Assistant Dean, Clinical Affairs (Phoenix)*
Jason C. Bartz, Ph.D., *Associate Dean, Academic & Faculty Affairs (Omaha)*
Joanna Kowalik, M.D., *Assistant Dean, Academic and Faculty Affairs (Phoenix)*
Fr. James Clifton, S.J., *Associate Dean, Mission and Identity (Omaha)*

Michael Del Core, M.D., *Senior Associate Dean, Medical Education (Omaha)*
Claudia Chambers, M.D., *Associate Dean, Medical Education (Phoenix)*
Mary Sinclair, M.Sc., *Assistant Dean, Medical Education (Omaha)*
Ronn Johnson, Ph.D., *Senior Associate Dean, Diversity and Inclusion (Omaha)*
Jaya Raj, M.D., *Assistant Dean, Diversity & Inclusion (Phoenix)*
Michael G. Kavan, Ph.D., *Associate Dean, Student Affairs (Omaha)*
Rachel Jones, M.Ed., *Assistant Dean, Student Affairs (Phoenix)*
Nicole Piemonte, Ph.D., *Associate Dean, Faculty Leadership (Phoenix)*
TBD, *Associate Dean, Hospital Affairs (Omaha)*
Jyotsna Ranga, M.D., *Associate Dean, Graduate Medical Education (Omaha)*

Daniel Castellanos, M.D., *Associate Dean, Graduate Medical Education (Phoenix)*
James Rodenbiker, M.S.W., *Associate Dean, Administrative Planning and Business Affairs (Omaha)*
Laura Hansen, Ph.D., *Associate Dean, Research (Omaha)*
Maureen Tierney, M.D., *Associate Dean, Clinical Research and Public Health (Omaha)*
Thomas Svolos, M.D., *Associate Dean, Strategy & Accreditation (Omaha)*
Renuga Vivekanandan, M.D., *Assistant Dean, Strategy & Accreditation (Omaha)*
Stephen Cavaliere, Ph.D., *Associate Dean, Medical School Admissions (Omaha)*
Kathryn Coan, M.D., *Assistant Dean, Medical School Admissions (Phoenix)*
Daniel Gridley, M.D., *Assistant Dean, Clinical Research and Public Health (Phoenix)*
Cassie Eno, Ph.D., *Assistant Dean, Evaluation and Analytics (Omaha)*
Jessica Seaman, Ed.D., *Assistant Dean, Faculty Development (Phoenix)*
Thomas Gillespie, M.D., *Assistant Dean, Clinical M3/M4 Medical Education (Phoenix)*
Mark Fischione, M.D., *Assistant Dean, Pre-Clinical Medical Education (Phoenix)*
Ray L. Stoupa, *Financial Officer*

School of Pharmacy and Health Professions

Amy F. Wilson, Pharm.D., *Dean*
Paul L. Price, Pharm.D., *Senior Associate Dean*
Alekha K. Dash, Ph.D., *Associate Dean for Research*
Keli Mu, Ph.D., *Associate Dean for International Relations*
Kim Savicky, J.D., *Assistant Dean for Business Affairs*
Katie Wadas-Thalken, Ed.D., *Assistant Dean for Academic Affairs*
Susan Weems, M.S., *Assistant Dean for Student Affairs and Operations (Phoenix)*

MEDICINE

2024-2025 School of Medicine Catalog

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

School of Medicine

Mission Statement

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

Vision Statement

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

Admission

Doctor of Medicine (MD) ADMISSIONS

It is the admission policy of Creighton University to admit qualified students within the limits of its resources and facilities. See also the University’s Non-discrimination Statement (p. 6).

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

Application Process

MD ADMISSIONS

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

All of the AMCAS requirements for credentials and letters of support must be met and materials submitted to the Washington, D.C. office. The application will then be forwarded to the Creighton University School of

Medicine. A supplemental application and fee is required upon request by the School of Medicine for filing and processing the application. This fee is not refundable.

All supplementary information requested to complete the AMCAS application must be received at the Creighton University School of Medicine Office of Medical Admissions by January 15.

Requirements for Admission

MD Requirements for Admission

Please review the Medical Education Program Admissions Policies for information detailing:

- Academic Prerequisites
- Selection Criteria and Assessment Tools
- Application Process
- Selection for Interview
- Interview Process
- Admission Committee Review and Decision

The Admission Policies can be viewed at:

- SOM Guidelines and Policies (<https://medschool.creighton.edu/about/guidelines-and-policies/>) - select MEDICAL EDUCATION (MD) PROGRAM POLICIES to view the Admissions Policies.

Academic Calendar-School of Medicine

Academic Year 2024-2025

2024

May		
3	F	Second semester ends for M3 students (Class of 2025) following Step 2 Guided Review (IDC470)
5	Su	Second semester ends for M4 students (Class of 2024)
6-10	M-F	Mandatory M3 Orientation - Class of 2026
9	Th	Hooping/ Commencement Ceremony for Class of 2024
10	F	Second semester ends for M2 students (Class of 2026)
11	Sa	Degree Conferral - Class of 2024
13	M	M3 - Class of 2026 and M4 - Class of 2025 - First semester begins
18	Sa	Second semester ends for M1 students at 8am

27	M	Memorial Day - University Holiday - Clinical Duties as assigned M3/M4 students
----	---	--

June

19	W	Juneteenth - University Holiday - Clinical Duties as assigned M3/M4 student
----	---	---

July

4	Th	Independence Day - Univ Holiday - Clinical duties as assigned M3/M4 students
---	----	--

Jul - Aug	29-2	Mandatory M1 Orientation - Class of 2028 (Mon-Fri)
-----------	------	--

August

5	M	M1/M2 years begin - Class of 2028/2027
---	---	--

September

2	M	Labor Day - University Holiday - Clinical duties as assigned M3/M4 students
---	---	---

October

4-6	Fri-Su	Fall break - M2 students
25-27	Fri-Su	Fall Break - M1 students

November

25-29	M-F	Thanksgiving recess - M1/M2 students
27-29	W-F	Thanksgiving recess - M3/M4 students (begins at 5pm on Wed. Nov. 27th)

December

2	M	Classes resume at 8am for M1/M2 students; Duties resume as defined by clinical department for M3/M4 students
14	Sa	December graduation (no ceremony)
22	Su	First semester ends for all medical students

2025

January

6	M	Second semester begins for all medical students
20	M	Martin Luther King, Jr. Day - Univ Holiday - Clinical duties as

assigned M3/M4 students

March

3	M	USMLE Step 1 Guided Review & Study begins for M2 students
---	---	---

10-14	M-F	Spring recess - M1 students
-------	-----	-----------------------------

17	M	Classes resume for M1 students
----	---	--------------------------------

21	F	Match Day - M4 students
----	---	-------------------------

April

All Month		M4 Capstone (March 31-April 27)
-----------	--	---------------------------------

18	F	Good Friday - no classes or clinical duties all medical students
----	---	--

21	M	Duties resume as defined by clinical department for M3/M4 students
----	---	--

22	Tu	Classes resume at 8:00 a.m. for M1 students
----	----	---

Apr 28-May 2	M-F	Spring recess - M2 students
--------------	-----	-----------------------------

May

5-9	M-F	Mandatory M3 Orientation - Class of 2027
-----	-----	--

9	F	Second semester ends for M3 students (Class of 2026) following Step 2 Guided Review (IDC470). Second semester ends for M2 students following M3 Orientation.
---	---	--

10	Sa	Semester ends for M4 students (Class of 2025) at 8am
----	----	--

12	M	M3 - Class of 2027 and M4 - Class of 2026 - Second semester begins
----	---	--

15	Th	Hooding/ Commencement Ceremony - Class of 2024
----	----	--

17	Sa	Degree Conferral - Class of 2025
----	----	----------------------------------

17	Sa	Second semester ends for M1 students at 8:00 am
----	----	---

Academic Policies

Please review the MD Student Handbook (<https://medschool.creighton.edu/about/medical-education/md-student-handbook/>) for a complete list of the Medical Education Program policies and procedures.

Military and Veterans Affairs

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

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

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

Creighton University is very proud of our commitment to our VSDS including our participation in the Yellow Ribbon Program. Chapter 33 students with 100% entitlement are eligible to participate in the Yellow Ribbon Program. The Yellow Ribbon Program is a financial supplement to Chapter 33 that helps students using the benefit bridge the financial gap between the Chapter 33 benefit and the actual cost of tuition and fees. For the 2024-2025 academic year, our Yellow Ribbon program provides eligible students with the following:

- Undergraduate students up to \$24,000 additional tuition dollars per academic year (\$12,000 from Creighton with a \$12,000 match from the VA)
- Graduate School up to \$10,000 per academic year (\$5,000 from Creighton with a \$5,000 match from the VA)
- School of Dentistry up to \$5,000 per academic year (\$5,000 from Creighton with a \$5,000 match from the VA). Maximum of three awards each academic year.
- School of Law up to \$10,000 per academic year (\$5,000 from Creighton with a \$5,000 match from the VA). Maximum of twelve awards each academic year.
- School of Medicine up to \$10,000 per academic year (\$5,000 from Creighton with a \$5,000 match from the VA). Maximum of six awards each academic year.

- School of Pharmacy and Health Professions up to \$10,000 per academic year (\$5,000 from Creighton with a \$5,000 match from the VA). Maximum of twelve awards each academic year.

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

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA).

Principles of Excellence

On April 27, 2012, President Obama signed Executive Order 13607, Establishing Principles of Excellence for Educational Institutions Serving Service Members, Veterans, Spouses, and Other Family Members. The published Executive Order is available here (<https://obamawhitehouse.archives.gov/the-press-office/2012/04/27/executive-order-establishing-principles-excellence-educational-instituti/>). Creighton University is a proud signatory and abides by this Presidential Executive Order which addresses key areas relating to Federal military and veterans educational benefits programs. The University affirms our long-standing promise of supporting our military student population, while exercising transparency and full compliance with the individual principles outlined in the Principles of Excellence which are summarized below.

- Provide students with a personalized form covering the total cost of an education program.
- Inform eligible students of Federal financial aid and have a policy to alert students prior to packaging or arranging private student loans or alternative financing programs.
- Abstain from fraudulent and aggressive recruiting techniques and misrepresentations.
- Ensure accreditation of all new programs prior to enrolling students.
- Accommodate Service Members and Reservists while absent due to service requirements.
- Align institutional refund policies with those under Title IV, which governs the administration of federal student financial aid programs.
- Provide educational plans for all military and veteran education beneficiaries.
- Designate a point of contact to provide academic and financial advice.

The Office of Military and Veterans Affairs may be contacted at (402) 280-4063 or veterans@creighton.edu.

Student Life

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

Center for Health Counseling

Health and Counseling (<https://www.creighton.edu/student-experience/wellness/health-and-counseling/student-counseling-services/>) services include:

- **Student Health Education and Compliance** office provides health education and wellness resources to students, with the mission of enhancing well-being and academic success. This office also monitors immunization and health insurance compliance in accordance with University policy.
- **Student Counseling Services** provides understanding, acceptance, practical help and treatment for day-to-day challenges and personal growth and development.
- **CHI Health Clinic-Student Care Clinic** provides clinical health care to students. This modern facility is staffed with primary care providers and sub-specialists providing comprehensive care all under one roof.

These services are dedicated to promoting healthy life choices and serving the health and counseling needs of Creighton students.

Student Health Services

Student Health Services include:

1. The CHI Health Clinic-Student Care Clinic
2. The Student Health Education and Compliance Office

CHI Health Student Care Clinic

Services are available to Creighton University students at the clinic, located at 24th and Cuming Streets, for their medical needs.

Board-certified physicians, nurse practitioners and physician assistants will provide the following services from the CHI Health Clinic-Student Care Clinic:

- Primary Care and Specialty Care Providers
- Onsite X-rays and CT scans
- Additional services: Registered dietitians, diabetes educators, physical and occupational therapists, and pharmacists

It is essential that students bring a current health insurance card, photo ID and a form of payment to each health visit. CHI Health sets its fee schedule for services. Your health insurance plan will determine whether payment is to be collected at the time of visit. If a health insurance plan requires a co-pay, payment must be made before checking in for an appointment.

How to Obtain Student Health Services

Students can schedule an appointment by calling 402.280.2735 and select option 2.

Emergency Services

24/7 full-service community emergency department located at the CHI Health clinic at 24th and Cuming Streets. Severe conditions/injuries are transferred to the Level 1 Trauma Center at CHI Health Creighton University Medical Center-Bergan Mercy.

Student Health Education and Compliance

The Student Health Education and Compliance Office (<https://www.creighton.edu/student-experience/wellness/health-and-counseling/student-health-education-and-compliance/>) provides health education and wellness resources to students, with the mission of enhancing well-being and academic success. You may contact the office at 402.280.2735, located in the Kiewit Fitness Center Office #225.

Services include:

- Management of student, faculty, and staff immunization requirements
- Administration of University-sponsored student health insurance plans and monitoring of insurance requirements
- On-campus health education and programming, Shoo the Flu vaccinations, WellFest, and more
- Care coordination with CHI Health, other healthcare resources, and on campus resources
- Campus Health Aide Program

University Health Insurance Requirements

University Health Insurance Requirement

Comprehensive Health Insurance is required for **ALL Full-time students**^{1,2,3} and must include the following:

- National Coverage for inpatient and outpatient **medical** care. (Emergency only coverage does not satisfy this requirement).
- National Coverage for inpatient and outpatient **mental** health care. (Emergency only coverage does not satisfy this requirement).
- Coverage is currently active and maintained for the entire school year, including over breaks and during the summer.
- Offers an unlimited lifetime maximum.

¹ Full-time student status is defined as 12 credits/semester for undergraduate students and 8 credits/semester for graduate students

² All nursing students are required to have comprehensive insurance regardless of student status

³ All international students are required to maintain domestic insurance coverage regardless of student status

Creighton University Student Health Insurance Plan

- New and returning students are **auto-enrolled** in the University student health insurance plan (<https://www.uhcsr.com/creighton/>).
- If a student already has a comprehensive insurance plan, they must waive the coverage through the student's NEST account. International students (on an F-1 or J-1 visa) are not eligible to waive the health insurance coverage.
- The online waiver process begins in June and continues through the deadline in late August/early September. This information is required on an annual basis.
- The premium for the University-sponsored Student Health Insurance Plan will remain on the student's account unless the waiver process is completed before the deadline.
- When the Student Health Education and Compliance Office becomes aware of a lapse in the student's insurance coverage, the student will be automatically enrolled in the University student health insurance plan and the tuition statement will reflect a charge for the entire premium.

University Immunization Requirement

All Creighton University students are required to comply with the University's immunization requirements. Students receive approval for course registration upon the completion and verification of their immunization records as coordinated by the Student Health Education and Compliance Office. Failure to meet these requirements will result in denial of class registration privileges, as well as a delay in housing assignments. The requirements follow CDC guidelines and are reviewed annually. The Student Health Education and Compliance Office is the official record keeper for Creighton University regarding student immunizations and University immunization requirements. Please consult Student Immunization Requirements (<https://www.creighton.edu/student-experience/wellness/health-and-counseling/student-health-education-and-compliance/immunization-requirements/>) for additional details.

Residential Students: Students must have immunization requirements completed and immunization records verified by Student Health Education and Compliance prior to registering for classes and prior to receiving a housing assignment. Students who are in process of completing immunization requirements (i.e., have started a series for the first time) may be granted class registration and/or housing assignment privileges at the discretion of the Student Health Education and Compliance Office.

Immunization Exemptions: Exemptions to the University immunization requirements are considered for students who have a documented medical contraindication to receiving immunizations. Religious exemptions may also be accepted. Students may obtain an exemption form on the Student Health Immunization website. Completed exemption forms are to be submitted to immunizations@creighton.edu for review. Students are provided written notification of the acceptance or denial of the exemption request.

Financial Aid

Students wishing to receive 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 for the M.D. students or other professional school degrees.

Students pursuing Graduate Level education hosted by the School of Medicine should refer to the Financial Aid information found in the Graduate School catalog (<http://catalog.creighton.edu/graduate/financial-aid/>).

All forms and inquiries regarding financial aid for dental students should be directed to:

Student Financial Aid Office
Creighton University
2500 California Plaza
Omaha, NE 68178
Telephone: 402.280.2731

Financial aid information is available at www.creighton.edu/financialaid (<http://www.creighton.edu/financialaid/>).

Tuition and Fees - School of Medicine

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

2024-2025 Academic Year

Medical Doctor - Omaha Campus - (Fees Per Semester)

Application for Admission Fee	\$95
Enrollment Reservation Deposit required of applicants when accepted for admission-credited to tuition	\$100
Tuition per semester for courses in Medical (MD) curriculum	\$33,358
University Fee (Mandatory)	\$720
University Technology Fee (Mandatory)	\$308
Mobile Device Program fee (1st year- Fall only)	\$1,910
Uworld Step 1 Fee - M2 students - Fall only	\$450
Uworld Step 1 Fee - M3 students - Fall only	\$600
International Orientation Fee	\$100
Student Health Insurance Premium for six months ² - estimate	\$1,896
Late Payment Fee - See policy	\$150
Late Degree Application Fee	\$50
Transcripts	\$7

Medical Doctor - Phoenix Campus - (Fees Per Semester)

Application for Admission Fee	\$95
Enrollment Reservation Deposit required of applicants when accepted for admission-credited to tuition	\$100
Tuition per semester for courses in Medical (MD) curriculum	\$33,358
Phoenix Technology and University Fee (Mandatory)	\$1,028
Mobile Device Program fee (1st year- Fall only)	\$1,910
Uworld Step 1 Fee - M2 students - Fall only	\$450
Uworld Step 1 Fee - M3 students - Fall only	\$600
Phoenix Parking Permit	\$600
International Orientation Fee	\$100
Student Health Insurance Premium for six months ² - estimate	\$1,896
Late Payment Fee - See policy	\$150
Late Degree Application Fee	\$50
Transcripts	\$7

Master of Physician Assistant Studies - Omaha Campus (Fees per Semester)

Tuition - Per Semester	\$13,265
University Fee (Mandatory)	\$720
University Technology Fee (Mandatory)	\$308
Medical Instruments Fee (1st Year - Fall only)	\$630
Lab Fee (Year 1)	\$200
Lab Fee (Year 2)	\$116
Lab Fee (Year 3- Fall only)	\$231
Mobile Device Fee (1st Year -Fall only)	\$1,770
Course Materials Fee (1st Year- Fall only) - estimate	\$1,372
Basic Life Support Fee (1st and 3rd Years- Fall only)	\$88
Advanced Cardiac Life Support Fee (2nd Year- Fall only)	\$390
Board Exam Fee (1st Year- Fall only)	\$142
Board Exam Fee (2nd Year- Fall only)	\$569
Student Health Insurance Premium for six months ² - estimate	\$1,896
Late Payment Fee - See policy	\$150
Late Degree Application Fee	\$50
Transcripts	\$7

Master of Physician Assistant Studies - Phoenix Campus - (Fees per Semester)

Tuition - Per Semester	\$13,265
Phoenix Technology and University Fee (Mandatory)	\$1,028
Medical Instruments Fee (1st yer - Fall only)	\$630
Lab Fee (Years 1)	\$200
Lab Fee (Year 2)	\$116
Lab Fee (Year 3 Fall only)	\$231
Mobile Device Fee (1st Year -Fall only)	\$1,770
Course Materials Fee (1st Year- Fall only) - estimate	\$1,372
Basic Life Support Fee (1st Year, spring semester)	\$88
Advanced Cardiac Life Support Fee (1st Year - spring semester only)	\$390
Board Exam Fee (1st Year -Fall only)	\$142
Board Exam Fee (2nd Year-Fall only)	\$569
Board Preparation (2nd Year- Fall only)	\$79
Drug Screen & Background Check (2nd & 3rd Year- Fall only)	\$165
AAPA Membership (1st Year- Fall only)	\$75
Phoenix Parking Permit	\$600

International Orientation Fee	\$100
Student Health Insurance Premium for six months ² - estimate	\$1,896
Late Payment Fee - See policy	\$150
Late Degree Application Fee	\$50
Transcripts	\$7

Post baccalaureate program (PBP) - (Fees per Semester)

Post Bac Program Tuition (Fall, Spring - per semester)	\$11,375
Post Bac Program Tuition (Summer only)	\$4,200
Post Bac Program Technology Fee (Fall only)	\$1,900
University Fee (Fall & Spring only - Mandatory)	\$720
University Fee (Summer only- Mandatory)	\$76
University Technology Fee (Fall & Spring only - Mandatory)	\$308
University Technology Fee (Summer only- Mandatory)	\$127
Student Health Insurance Premium for six months ² - estimate	\$1,896
International Student Orientation Fee (1st Semester - New International Students Only)	\$100
Late Payment - See policy	\$150
Late Degree Application Fee	\$50
Transcripts	\$7

Loss or damage to University property and equipment is charged to the student or students responsible.

In compliance with the Veterans Benefits and Transition Act of 2018, Creighton University will not impose a late fee, deny access to facilities or services, or assess any other penalty against an eligible student using Chapter 31 (Vocational Rehabilitation & Employment) or Chapter 33 (Post-9/11 GI Bill®) benefits due to a late payment of tuition and/or fees from VA, so long as the payment is received by Creighton University within 90 days after the date on which the University certifies or invoices for tuition and applicable fees. This restriction does not apply in cases where the student owes additional payment to the University beyond the anticipated amount of the tuition and applicable fee payment from the VA which includes but is not limited to: room, board, and/or parking permit.

¹ Registration is not complete until financial arrangement have been made.

² This charge 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.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA).

Financial Arrangements

Tuition, fees, board, and room charges are payable at the time of registration for a semester. However, arrangements may be made to pay in monthly installments by using the University's Payment Plan. Participation in this plan will be limited to the unpaid balance after all financial aid credits have been applied. For further information on payment plans click here (<https://www.creighton.edu/businessoffice/statementandpaymentinformation/paymentplan/>) to access the Business Office webpage.

Students are encouraged to pay tuition and other expenses online via the NEST. Failure to pay any balance on your student account when due may result in the cancellation or administrative withdrawal of a student's registration for the current academic term.

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

Late Payment Policy

A late payment fee will be added to charges assessed at registration that remain unpaid after the last payment date. (See Late Payment Policy (<https://www.creighton.edu/businessoffice/policies/latepaymentfees/>))

A late payment fee of \$150 will be assessed monthly to accounts that remain unpaid. Students with questions regarding their financial responsibilities are invited to contact the Student Financial Services Office at 402.280.1110 to request an appointment for individual counseling.

Withdrawals and Refunds

The University refund policy has been created to support our mission and allow students the maximum amount of time to reflect and discern their course schedule and educational goals. A student is considered in attendance and is responsible for any tuition balances due until s/he has formally notified Creighton University in writing of their withdrawal.

Tuition refunds are based on the date he/she made their formal withdrawal. Students who formally withdraw from the University before the official start date of the semester or term will not be liable for the tuition or fees associated with each course. If a student withdraws after the official start date of the semester or term, tuition refunds will be posted to the student's tuition and fees account based on the schedule as shown on the Business Office webpage.

REFUND POLICY

Semester/Tuition & Term	Fees 100% Refund	Tuition 80% Refund	Tuition 60% Refund	Tuition 40% Refund	Tuition 20% Refund	Not Eligible for Refund
Full Semester	1st - 7th calendar day of semester	8th - 14th calendar day of semester	15th - 21st calendar day of semester	22nd - 28th calendar day of semester	29th - 35th calendar day of semester	36th calendar day and after
10-, 11- or 12-week	1st - 5th calendar day of term	NA	6th - 10th calendar day of term	NA	11th - 15th calendar day of term	16th calendar day of term or after

7- or 8-week	1st - 4th calendar day of term	NA	5th - 7th calendar day of term	NA	8th - 10th calendar day of term	11th calendar day of term or after
4-, 5- or 6-week	1st - 3rd calendar day of term	NA	4th - 5th calendar day of term	NA	6th - 7th calendar day of term	8th calendar day of term or after
3-week	1st and 2nd calendar day of term	NA	3rd and 4th calendar day of term	NA	NA	5th calendar day of term and after
1 or 2-week	1st calendar day of term	NA	NA	NA	NA	2nd calendar day of term or after

Creighton University is required to complete the return of federal aid calculation for all students receiving financial aid. This is a proportional calculation based upon time enrolled during a semester, type of aid received, and direct costs. Students impacted by this policy will receive a worksheet outlining the steps and resulting calculation.

For the Doctor of Medicine program withdrawal/refund policy, please visit the School of Medicine Tuition Refund Policy (<https://www.creighton.edu/sites/default/files/Tuition-Fees-Refund-Policy.pdf>).

Continuing Education Refund Policy: Continuing education and professional development courses may be cancelled by the attendee in writing up to 7 days before the course begins for a full refund, less a \$25 processing fee. Some courses are not eligible for a refund; these exceptions are noted in specific course descriptions. If a course is cancelled by the University for non-weather related issues, the student will be notified and a full refund will be processed. In the event of a weather related closure, the course will be rescheduled.

Refunds of room and board due to withdrawal from the University will be prorated.

Nonrecurring fees, the application fee, the University fee, the technology fee, special service fee and penalty fees will be charged in full, after the 100% refund period. The nonrecurring, penalty, and special service fees include; deferred payments, late payments, special examination/evaluations, challenge examinations, recording, tuition remission administrative fees, orientation fee and lockers.

Undergraduate full-time students who drop courses after the last day for late registration but remain full-time (12 or more credit hours) receive no refund. If a full-time student drops to part-time status, refund of the difference between the full-time tuition charge and the per-credit-hour charge for the courses being continued will be made in accordance with the refund schedule. Students assessed tuition per credit hour, including part-time students, graduate students, law students, and students in a summer session, will be charged for courses dropped in accordance with the refund schedule. In the event of total withdrawal, students will be refunded in accordance with the refund schedule.

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 that requires a student to notify the Dean in writing of his/her withdrawal. Refunds are made to the student on the basis of the date he/she has formally notified the Dean in writing of their withdrawal.

M.D. Curriculum

Creighton University School of Medicine Medical Education Program

The Creighton University School of Medicine medical educational program is made up of four components. Each component corresponds to the year that the student is matriculated.

Program Objectives

The faculty of the Creighton University School of Medicine prepare students to possess the knowledge, skills, attitudes and behaviors appropriate and necessary to be successful and empathic physicians. The faculty members have characterized the core competencies of the graduates in domains corresponding to competency domains described by the Accreditation Council on Graduate Medical Education and identified other objectives particularly relevant for Creighton University School of Medicine graduates. To attain the Doctor of Medicine degree, the Creighton student must achieve the following competencies and program objectives of the medical education curriculum:

Patient Care

- PC1: Obtain, record, and present pertinent data from a medical history and physical examination.
- PC2: Demonstrate effective clinical reasoning and judgment to determine an appropriate differential diagnosis and treatment plan.

Medical Knowledge

- MK1: Recognize normal variations in structure and function of the human body at the whole body, organ, cellular, and molecular levels.
- MK2: Assess the pathophysiology, signs, symptoms, risk factors, and diagnostic tests of common illnesses.
- MK3: Describe and apply the current evidence-based clinical practice guidelines in solving problems of health and disease.

Practice-Based Learning and Improvement

- PBL1: Demonstrate the ability to critically assess the medical literature and the research methods used in clinical studies to determine whether information should influence diagnosis and treatment.
- PBL2: Demonstrate the ability to improve skills based on feedback, self-reflection, and life-long learning.

Interpersonal and Communications Skills

- ICS1: Demonstrate the ability to communicate with patients, families, and members of the healthcare team in a concise and collaborative manner.

Professionalism

- PROF1: Demonstrate an ethical and compassionate approach to all professional activities including in interactions with patients, families, and members of the healthcare team.
- PROF2: Demonstrate the ability to collaborate on healthcare teams that include health professionals from other disciplines in providing coordinated services to patients.

System-Based Knowledge

- SBK1: Describe concepts and tools to enhance patient safety and improve patient care.
- SBK2: Demonstrate awareness of the influence of national, regional, and organizational health policy and finance on the practice of healthcare among individuals, within healthcare institutions, within communities, and for public health.
- SBK3: Apply an understanding of diverse patient populations and the medical consequences of common societal problems to healthcare prevention and treatment plans.

Personal & Professional Identity Development

- PPID1: Develop a habit of cognitive and affective reflection that enhances one’s self-awareness, resiliency, and wellness, as well as one’s understanding of the profession of medicine and the societal context of medical practice.
- PPID2: Identify strategies to serve and care for others as a whole person, particularly those most in need, through the practice of medicine.

Component I - First Year

Component I: New ERA Curriculum

Component I includes eight (8) required Clinically Integrated Blocks (CIB) in addition to interprofessional education activities and selectives. The year begins with a five-week Foundational Science Block that focuses on both social and basic sciences followed by seven sequential blocks generally organized by organ system. The New ERA Curriculum is vertically (organ system) and horizontally (disciplines) integrated.

Horizontal Integrated Disciplines (HID)

The Horizontal Integrated Disciplines (HID) extend across the curriculum. HID learning objectives are integrated into the Clinically Integrated Blocks. Students do not receive credit for the Horizontal Integrated Disciplines, however, student performance in each discipline will be tracked and reported to students at the end of each semester to allow identification of areas of weakness and guide further study. Horizontal disciplines require a minimum performance component internal to the school of medicine. Horizontal discipline performance will not be reported to the Registrar.

Interprofessional Education (IPE)

IPE is integrated into the medical school curriculum. Students are required to complete an online course, IPE 500 Introduction to Collaborative Care, on interprofessional education and three interprofessional education activities. Additional opportunities to interact and learn with other health professionals are interspersed throughout the Medical Education Program.

Component I Required Blocks (Courses)

Each Clinically Integrated Block will be topic-centered with vertical integration across all disciplines, inclusive of medical science, personal and professional development, and clinical skills training.

Code	Title	Credits
Required Courses		
CIB 103	Foundational Science	5
CIB 105	Immunology and Hematology	4
CIB 107	Musculoskeletal and Integumentary Systems	7
CIB 109	Neuroscience	7
CIB 113	Cardiovascular System	5
CIB 115	Respiratory System	4
CIB 117	HEENT	2
CIB 119	Infectious Disease	3
Total Credits		37

GOLD SELECTIVES

GOLD Selectives are available to Component I and II students in four categories: (1) Student Interest Selectives (SIS) in the Humanities and Special Topics, (2) Guided Research Selectives (GRS), (3) Career Exploration Selectives (CES), and (4) Mission Outreach Selectives (MOS). Each GOLD Selective ranges from 0.5 to 1.0 credit hour. Preclerkship students are required to complete 1.5 credit hours of GOLD Selectives before advancement to Component III. Students must complete one SIS selective. Students receive information on the availability of Selectives offered in each semester of the pre-clerkship years during Orientation.

Code	Title	Credits
Student Interest Selectives (SIS)		
Omaha		
SIS 502	A History of Disability and Medicine	0.5
SIS 503	Creative Writing Workshop for Future Physicians	1
SIS 504A	Communicating in Spanish for Medical Professionals I	0.5
SIS 504B	Communicating in Spanish for Medical Professionals II	0.5
SIS 506	Childbirth and Social Justice	0.5
SIS 507	Physician’s Vocation Program, Year 1: Introduction to Ignatian Spirituality in Medicine	1
SIS 509	The Art of the Examination: How Observation Leads to Empathy in Healthcare	0.5
SIS 510	Talking with Kids: Play, Empathy, and Communication with Children	0.5
SIS 511	Communication Around Women’s Health and Bodies	0.5
SIS 512	Mindfulness and Medicine	0.5
SIS 513	Gender/Sex, Communication, and Culture	0.5
SIS 514	Exploring Resistance to Vaccination	0.5
SIS 515	Developing a Professional Identity-Clinical Care and Accompaniment	0.5
SIS 516	The Medicalization of Deviance	0.5
SIS 517	Lessons from People Who Died	0.5
SIS 518	Problematic Progress in Parasitology	0.5
SIS 519	Restorative Recreation	0.5
SIS 524	Religion and Medicine	0.5
SIS 555	Empathy, Treatment, Humanity	0.5

SIS 558	Brain Death: What's the Latest?	0.5
SIS 559	Food Insecurity, Climate Change, and Public Health	0.5
SIS 561	Making Mistakes in Medical Practice	0.5
SIS 564	Birth of the Clinic (OMA)	0.5
SIS 565	Compassion Science (OMA)	0.5
SIS 566	Eldercare, Brain Injury, and the End of Life (OMA)	0.5
SIS 567	Procreation and the Beginning of Life (OMA)	0.5

Phoenix

SIS 526	Photography and Medicine (PHX)	0.5
SIS 527	Nature and Art Exposure (PHX)	0.5
SIS 528	3D Art and Empathy (PHX)	0.5
SIS 529	Rasaboxes and Emotion (PHX)	0.5
SIS 530	Drumming and Health (PHX)	0.5
SIS 531	Design Thinking for Complex Problems (PHX)	0.5
SIS 532	Communicating in Spanish (PHX)	0.5
SIS 533	Medicine and Marketplace (PHX)	0.5
SIS 534	Healing Traditions (PHX)	0.5
SIS 535	Camus' Plague (PHX)	0.5
SIS 536	Religion and Bioethics (PHX)	0.5
SIS 537	Art and Examination (PHX)	0.5
SIS 538	Practice of Creative Attention (PHX)	0.5
SIS 539	History of Disease (PHX)	0.5
SIS 540	Remember Thou Art Mortal (PHX)	0.5
SIS 541	Middle-Eastern Culture (PHX)	0.5
SIS 542	Power of Art (PHX)	0.5
SIS 543	Design, Ideas, and Prototypes (PHX)	0.5
SIS 544	Empathy and Humility (PHX)	0.5
SIS 545	Uncertain Futures (PHX)	0.5
SIS 546	Music and Grieving (PHX)	0.5
SIS 547	Learning to Walk Anew (PHX)	0.5
SIS 548	When Cadavers Danced (PHX)	0.5
SIS 549	Truth, Trust, and Conspiracy Theories (PHX)	0.5
SIS 550	Death Set to Music (PHX)	0.5
SIS 551	Art, Place, and Community (PHX)	0.5
SIS 552	Opera and Disease (PHX)	0.5
SIS 553	Art for Equity in Medicine (PHX)	0.5
SIS 557	Reviled Bodies	0.5
SIS 560	Hiking and Academic/Clinical Wellbeing	0.5

Guided Research Selectives (GRS)**Omaha & Phoenix**

GRS 591	Guided Research Selective I	0.5
---------	-----------------------------	-----

Career Exploration Selectives (CES)**Omaha & Phoenix**

CES 571	Career Exploration Selective I	0.5
---------	--------------------------------	-----

Mission Outreach Selectives (MOS)**Omaha & Phoenix**

MOS 581	Mission Outreach Selective I	0.5
MOS 583	Mini Medical School M1 Selective	0.5

Electives**IDC 183 Healer's Art (0.5 credit hour)**

The Healer's Art course is a medical school elective designed by Rachel Remen, M.D. The course's innovative educational strategy is based

on a discovery model. The Healer's Art course addresses one of the hidden crises in medicine: the growing loss of meaning and commitment experienced by physicians nationwide under the stress of today's healthcare system. The course consists of five two-and-a-half-hour evening sessions which occur typically five weeks in a row, each divided into large- and small-group experiences.

FAP 480 M1-COPC Public Health Summer Endowed Research Assistantship

This eight-week summer assistantship exposes students to the COPC process and improves their knowledge about health disparity issues. After the selection process, students will be asked to either identify a research question they have developed which fits the COPC model and seeks to research a health disparity issue in an underserved population or choose from a list of ongoing faculty COPC research projects. Students then will submit the research proposal in conjunction with the grant faculty to the IRB for their approval. As part of the assistantship, students will participate in an orientation program in May at the end of their M1 year which will introduce them to the COPC research model and provide an overview of the faculty's expectations for this project. Once the research question is selected and approved by the IRB, students will begin to enroll subjects into the research program. It is the expectation of this project that students will continue to work on the research question and enrolling available subjects on a longitudinal basis past the 8-week assistantship. It is also expected students will culminate their research activity by taking FAP481 in the M4 year in order to finish analyzing and writing their manuscripts.

Component II - Second Year

Component II includes seven required Clinically Integrated Blocks (CIB) and a period of preparation of the USMLE Step 1. The M2 year begins with the Renal System followed by six additional system blocks. The last block is followed by a dedicated period of preparation for Step 1 of the United States Medical Licensing Exam® (USMLE®), which includes a Guided Step 1 Review, time for self-directed study, and taking the USMLE® Step 1 exam. The year ends with a combination of orientation and clinical skills training in preparation for the M3 clinical rotations.

Horizontally Integrated Disciplines (HID)

The learning objectives of the Horizontal Integrated Disciplines, such as anatomy, physiology, or pathology, are integrated into the Clinically Integrated Blocks across the curriculum. Horizontal Integrated Disciplines do not appear on a student's transcript; however, a student's performance in each discipline is reported to the student at the end of each semester to identify areas of weakness and guide further study. Horizontal disciplines require a minimum performance level; failure to meet this level triggers a remediation plan.

Interprofessional Education (IPE)

Entering M2 students should have completed IPE 500. During the M2 year, students continue to participate in interprofessional education activities to fulfill the IPE passport requirement. Additional opportunities to interact and learn with other health professionals are interspersed throughout the Medical Education Program.

Component II includes active and experiential learning opportunities and small group case-based and team-based learning sessions. The Clinical Skills Training Curriculum continues from Component I with Ambulatory Clinic Experience, Early Hospital Experience, Interviewing, Clinical Skills Simulation and Interprofessional Education activities.

Component II Required Blocks (Courses)

Each Clinically Integrated Block will be topic-centered with vertical integration across all disciplines, inclusive of medical science, personal and professional development, and clinical skills training.

Code	Title	Credits
Required courses:		
CIB 202	Gastrointestinal System	5
CIB 204	Renal-Urinary System	4
CIB 206	Endocrine System	3
CIB 208	Reproductive System	4
CIB 210	Life Cycle	3
CIB 212	Multisystem Disease/Clinical Decision Making	5
CIB 214	Step 1 Guided Review and Study	8
CIB 218	Brain and Behavior	3
Total Credits		35

GOLD Selectives

GOLD Selectives are available to Component I and II students in four categories: (1) Student Interest Selectives (SIS) in the Humanities and Special Topics, (2) Guided Research Selectives (GRS), (3) Career Exploration Selectives (CES), and (4) Mission Outreach Selectives (MOS). Each GOLD Selective ranges from 0.5 to 1.0 credit hour. Preclerkship students are required to complete 1.5 credit hours of GOLD Selectives before advancement to Component III. Students must complete one SIS selective. Students receive information on the availability of Selectives offered in each semester of the pre-clerkship years during Orientation.

Code	Title	Credits
Student Interest Selectives (SIS)		
Omaha		
SIS 502	A History of Disability and Medicine	0.5
SIS 503	Creative Writing Workshop for Future Physicians	1
SIS 504A	Communicating in Spanish for Medical Professionals I	0.5
SIS 504B	Communicating in Spanish for Medical Professionals II	0.5
SIS 506	Childbirth and Social Justice	0.5
SIS 509	The Art of the Examination: How Observation Leads to Empathy in Healthcare	0.5
SIS 510	Talking with Kids: Play, Empathy, and Communication with Children	0.5
SIS 511	Communication Around Women's Health and Bodies	0.5
SIS 512	Mindfulness and Medicine	0.5
SIS 513	Gender/Sex, Communication, and Culture	0.5
SIS 514	Exploring Resistance to Vaccination	0.5
SIS 515	Developing a Professional Identity-Clinical Care and Accompaniment	0.5
SIS 516	The Medicalization of Deviance	0.5
SIS 517	Lessons from People Who Died	0.5
SIS 518	Problematic Progress in Parasitology	0.5
SIS 519	Restorative Recreation	0.5
SIS 520	Physician's Vocation Program: Theological Issues in Medicine	1

SIS 521	Physician's Vocation Program: The Problem of Suffering	0.5
SIS 524	Religion and Medicine	0.5
SIS 555	Empathy, Treatment, Humanity	0.5
SIS 558	Brain Death: What's the Latest?	0.5
SIS 559	Food Insecurity, Climate Change, and Public Health	0.5
SIS 561	Making Mistakes in Medical Practice	0.5
SIS 564	Birth of the Clinic (OMA)	0.5
SIS 565	Compassion Science (OMA)	0.5
SIS 566	Eldercare, Brain Injury, and the End of Life (OMA)	0.5
SIS 567	Procreation and the Beginning of Life (OMA)	0.5

Phoenix		
SIS 526	Photography and Medicine (PHX)	0.5
SIS 527	Nature and Art Exposure (PHX)	0.5
SIS 528	3D Art and Empathy (PHX)	0.5
SIS 529	Rasaboxes and Emotion (PHX)	0.5
SIS 530	Drumming and Health (PHX)	0.5
SIS 531	Design Thinking for Complex Problems (PHX)	0.5
SIS 532	Communicating in Spanish (PHX)	0.5
SIS 533	Medicine and Marketplace (PHX)	0.5
SIS 534	Healing Traditions (PHX)	0.5
SIS 535	Camus' Plague (PHX)	0.5
SIS 536	Religion and Bioethics (PHX)	0.5
SIS 537	Art and Examination (PHX)	0.5
SIS 538	Practice of Creative Attention (PHX)	0.5
SIS 539	History of Disease (PHX)	0.5
SIS 540	Remember Thou Art Mortal (PHX)	0.5
SIS 541	Middle-Eastern Culture (PHX)	0.5
SIS 542	Power of Art (PHX)	0.5
SIS 543	Design, Ideas, and Prototypes (PHX)	0.5
SIS 544	Empathy and Humility (PHX)	0.5
SIS 545	Uncertain Futures (PHX)	0.5
SIS 546	Music and Grieving (PHX)	0.5
SIS 547	Learning to Walk Anew (PHX)	0.5
SIS 548	When Cadavers Danced (PHX)	0.5
SIS 549	Truth, Trust, and Conspiracy Theories (PHX)	0.5
SIS 550	Death Set to Music (PHX)	0.5
SIS 551	Art, Place, and Community (PHX)	0.5
SIS 552	Opera and Disease (PHX)	0.5
SIS 553	Art for Equity in Medicine (PHX)	0.5
SIS 557	Reviled Bodies	0.5
SIS 560	Hiking and Academic/Clinical Wellbeing	0.5

Guided Research Selectives (GRS)

Omaha & Phoenix		
GRS 592	Guided Research Selective II	0.5

Mission Outreach Selectives (MOS)

Omaha & Phoenix		
MOS 582	Mission Outreach Selective II	0.5
MOS 584	Mini Medical School M2 Selective	0.5

Component III - Third Year

Component III is organized into 8 clerkships and 2 electives. Additionally, it includes the longitudinal course M3 Gold Track and a two-week IDC 370 Step 2 Guided Review course. The first clerkship rotation begins early in May, and the last clerkship rotation ends in April. The academic year ends with the completion of IDC 370 Step 2 Guided Review.

Component III students are required to complete all clerkship rotations at Creighton University School of Medicine – affiliated hospitals and clinics.

The third year includes 52 credits hours:

- The core clinical clerkships (44 credit hours)
- Electives (4 credit hours)
- M3 Gold Track (2 credit hours)
- IDC 370 Step 2 Guided Review (2 credit hours)

Students are scheduled into seven groups that rotate through the clerkships.

Code	Title	Credits
Required Clerkship Rotations		
EME 301	Emergency Medicine Clerkship	2
FAP 301	Family Medicine Clerkship	4-8
MED 301	Internal Medicine Clerkship	4,8
NEU 301	Neurology Clerkship	4
OBG 301	Obstetrics and Gynecology Clerkship (PHX)	6
PDT 301	Pediatrics Clerkship (PHX)	3,6
PBS 301	Psychiatry Clerkship (PHX)	3-6
SUR 301	Surgery Clerkship (PHX)	6
Total Credits		32-46

Elective Courses

Students in the third year must take two, two-credit-hour electives.

Code	Title	Credits
M3 Electives		
Omaha		
ANE 333	Anesthesiology	2
DER 333	Dermatology	2
MED 333	Outpatient Internal Medicine	2
PDT 335	Pediatric Ophthalmology	2
PMR 333	Physical Medicine & Rehabilitation	2
PTG 333	Pathology M3 Elective (OMA)	2
RAD 333	Diagnostic Radiology	2
RON 333	Radiation Oncology M3 Elective	2
RON 335	Radiation Oncology M3 Elective	2
SUR 333	Ophthalmology M3 Elective (OMA)	2
SUR 335	Orthopedic Surgery (OMA)	2
SUR 337	Orthopedic and Plastic Surgery (OMA)	2
SUR 339	Vascular Surgery (OMA)	2
SUR 341	Colorectal Surgery (OMA)	2
SUR 343	Urology (OMA)	2
SUR 345	Breast Surgery (OMA)	2
SUR 347	Pediatric ENT Surgery (OMA)	2

SUR 349	NE Spine Surgery (OMA)	2
SUR 351	Head and Neck Surgery (OMA)	2
SUR 353	Pediatric Surgery	2
SUR 355	Neurological Surgery	2
Phoenix		
ANE 334	Anesthesiology	2
ANE 335	Anesthesiology	2
DER 334	Dermatology	2
EME 335	Emergency Medicine M3 Elective - Valleywise (PHX)	2
PBS 334	Psychiatry	2
PMR 334	Physical Medicine & Rehabilitation	2
PTG 334	Pathology	2
RAD 334	Diagnostic Radiology (PHX)	2
RAD 335	Diagnostic Radiology 2 (PHX)	2
RON 334	Radiation Oncology (PHX)	2
SUR 334	Ophthalmology M3 Elective (PHX)	2
SUR 336	Orthopedic Surgery (PHX)	2
SUR 338	Plastic Surgery (PHX)	2
SUR 340	Burn Surgery (PHX)	2
SUR 342	Neurosurgery (PHX)	2
SUR 344	Urology (PHX)	2
SUR 348	ENT Surgery (PHX)	2
SUR 350	Thoracic Surgery (PHX)	2
SUR 352	Neurosurgery Trauma (PHX)	2
SUR 354	Orthopedic Surgery Trauma (PHX)	2
SUR 356	Primary Care Ophthalmology (PHX)	2

IDC 350 M3 Gold Track

The GOLD Track of the New ERA curriculum runs throughout all four years of medical training and focuses on the formation of the future physician as a professional and *as a person*. The purpose of this course is to ensure that GOLD Track activities and content—which includes ethics, the humanities, personal and professional development, leadership, evidence-based medicine, and health systems science—are embedded meaningfully and intentionally in the third year of training. Throughout their clerkships, students will gain a richer understanding of the GOLD Track material from Years 1 and 2 through the process of connecting concepts to real-world clinical experiences. Students will also have the opportunity to learn about and develop in various areas of lifestyle management that contribute to becoming a successful physician, including self-knowledge, study skills, career development, financial management, professionalism, and leadership. To achieve this, Gold Track activities will not occur outside of, or in addition to, students' clerkships, but rather within the clerkships themselves. Through activities such as small group sessions, reflection exercises, didactic sessions, and hands-on activities, students will develop a deeper, broader, and more critical understanding of the practice of medicine, as well cultivate their self-awareness, personal wellness, and ability to empathically engage with others.

IDC 370 Step 2 Guided Review

The purpose of this course is to help students prepare for the Step 2 Clinical Knowledge Exam. IDC 370 is required for all third-year medical students, and it will be held the last two weeks of the M3 academic year.

Component IV - Fourth Year

The fourth year prepares students for residency and provides a chance to explore their own interests in specialized areas of medical practice. Each student must complete at least 40 weeks of courses that include 12 weeks of required coursework and 26 weeks of elective coursework.

At the beginning of the fourth-year students are required to:

- Take the USMLE Step 2 CK exam between completion of the Step 2 Review Course and July 1.

Required Coursework (40 weeks)

- Clinical Electives: Minimum 28 weeks that must include the following:
 - CU SOM Critical Care Selective: 4 weeks One Required CU SOM 4-week critical care selective
 - CU SOM Sub-Internship or a Critical Care Selective: 4 weeks One Required CU SOM 4-week sub-internship selective or a second CU SOM 4-week critical care selective
 - The remaining 20 weeks of required clinical electives may include:
 - Up to 12 weeks of extramural electives
 - No more than three essentially identical electives
- One 4-week capstone selective
- The remaining 8 weeks may include clinical and/or non-clinical electives.

Component IV Course Groups

Critical Care Selectives provide the student with experience in caring for inpatients with life-threatening illnesses. Critical Care Selectives may require overnight and weekend call.

Sub-internships (Sub-Is) provide students with experience and preparation for inpatient medical care. Sub-Is are available in Medicine, Pediatrics, Family Medicine, Obstetrics and Gynecology, Surgery, Psychiatry, or Neurology. When students are performing a Sub-I, regardless of department, they should act in all capacities as an intern, albeit with a smaller number of patients and greater supervision. The experience should include call if possible and may include outpatient medical care.

Extramural Electives are clinical electives completed at approved LCME-accredited medical schools, ACGME-accredited residency programs, and/or military hospitals/clinics subject to limitations recommended by the #Coalition for Physician Accountability.

Non-clinical Electives are not required but are optional electives that are part of the four year curriculum. Students may complete a maximum of 10 weeks of non-clinical electives in addition to the required 2-week Step 2 Guided Review course.

Essentially Identical Electives: Generally, students are not allowed to successfully complete a course more than once. The only exception is that students can complete three of the same M4 clinical electives if one is a CU course and the other two are extramural electives. Different sub-specialty electives within the same department are not considered essentially identical.

A complete listing of available Component IV Elective/Selective Courses offered is provided to M4 students during the Spring semester prior to Component IV.

Code	Title	Credits
M4 Elective Courses		
Omaha		
ANE 461	Introduction to Anesthesiology	4
ANE 470	Anesthesiology Pain Medicine	4
BMS 461	Gross Anatomy	2-4
BMS 470	Teaching Practicum in Medical Anatomy (OMA)	4
FAP 461	Inpatient Family Medicine Sub-internship	1-4
FAP 462	Rural Family Medicine Sub-internship	4
FAP 464	Private Family Medicine	2-4
FAP 465	Inpatient Family Medicine	2
FAP 469	Family Medicine Capstone	4
FAP 481	Longitudinal COPC Public Health Endowed Research	4
IDC 412	Clinical Moral Perception, Art, and Medicine	4
IDC 414	Planetary Health	2
IDC 462	Medical Informatics	4
IDC 482	Minority Health Disparities-Issues & Strategies	2
MED 401	General Medicine Sub-Internship	4
MED 412	Pulmonary Diseases Sub-Internship (OMA)	4
MED 422	Renal Medicine Sub-Internship (OMA)	4
MED 430	Hospice and Palliative Care	2
MED 431	Dermatology	4
MED 435	Medical Hematology/Oncology/Palliative Care	2-4
MED 436	Research in Med Hem/Onc/Palliative Care and Primer in Bio-Stats	4
MED 442	Inpatient Cardiology	4
MED 453	Introduction to Global Health	2-4
MED 456	Gastrointestinal Medicine	1-4
MED 465	Endocrinology, Diabetes and Metabolism	2-5
MED 468	Infectious Diseases Sub-Internship	2-4
MED 469	Rheumatology	2-4
MED 470	ILAC Outpatient Medicine-Dominican Republic	4
MED 471	Emergency Medicine Sub-Internship	4
MED 472	Critical Care Sub-Internship (OMA)	4
MED 473	ILAC Outpatient Medicine for Student Coordinators-Dominican Republic (OMA)	6
MED 481	Pulmonary/Intensive Care Unit	4
MED 482	Emergency Medicine Sub-Internship	4
MED 484	Intensive Care Unit	4
MED 486	Medical Education Elective	2-4
MED 491	Internal Medicine Capstone	4
MED 795	Evidence Based Medicine - Independent Study	2-4
MIC 463	Topics in Immunology/Application to Clinical Medicine	4
NEU 462	General Neurology	2-5
NEU 465	General Neurology Sub-Internship (OMA)	4
OBG 446	Urogynecology Sub-Internship	4
OBG 461	High Risk OB Sub-Internship (OMA)	4
OBG 462	OB/GYN Sub-Internship (Immanuel) (OMA)	4
OBG 464	Prenatal Diagnosis	4
OBG 466	Gynecology Oncology	4

OBG 467	General Obstetrics - Foreign Service (Dominican Republic)	4	SUR 475	Orthopedic Trauma Surgery Elective (OMA)	2-4
OBG 472	Inpatient Gynecology	2-4	SUR 475A	Selective in Orthopedic Surgery	2
OBG 474	OB/GYN Sub-Internship (CUMC Bergan) (OMA)	4	SUR 476	Otolaryngology (OMA)	4
OBG 490	Obstetrics and Gynecology Capstone	4	SUR 477	Selective in Pediatric Surgery	4
PBS 462	Clinical Psychopharmacology	4	SUR 479	Plastic and Reconstructive Surgery (OMA)	1-4
PBS 463	Child and Adolescent Psychiatry	2-4	SUR 480	Otolaryngology Head & Neck Surgery (OMA)	4
PBS 472	Adult Inpatient Psychiatry Sub-Internship (OMA)	2-4	SUR 485	Surgical Intensive Care Unit	1-4
PBS 475	Consultation/Liaison Psychiatry Sub-Internship (OMA)	4	SUR 486	Burns - St. Elizabeth's Hospital (OMA)	4
PBS 483	Domestic Violence Practicum	4	SUR 491	Plastic and Reconstructive Surgery (OMA)	4
PBS 486	Narratives in Illness	2-4	SUR 495	Surgery Capstone	4
PDT 428	Pediatric Rheumatology	4	Phoenix		
PDT 430	Pediatric Sports Medicine	4	ANE 450	Neuroanesthesia Sub-Internship (PHX)	1-4
PDT 435	Pediatric Ophthalmology	2	ANE 451	Introduction to Anesthesiology	4
PDT 436	Pediatric Plastic Surgery (OMA)	4	ANE 456	Introduction to Anesthesiology - Valleywise (PHX)	4
PDT 459	Pediatric Genetics and Metabolic Disease	4	BMS 451	Gross Anatomy (PHX)	4
PDT 460	Pediatric Inpatient Sub-Internship	4	BMS 452	Gross Anatomy (PHX)	2
PDT 461	Pediatric Critical Care Sub-Internship (OMA)	1-8	FAP 416	Making Meaning at the End of Life (PHX)	4
PDT 463	Pediatrics Infectious Disease Sub-Internship (OMA)	4	FAP 425	St. Vincent De Paul Medical & Dental Clinic	1-5
PDT 464	Neonatal Intensive Care Services Sub-Internship (OMA)	2-4	FAP 428	Primary Care Sports Medicine	2
PDT 466	Pediatric Cardiology	4	FAP 438	Respite Care for the Homeless	4
PDT 468	Pediatric Gastroenterology	2-4	FAP 440	Inpatient Family Medicine Sub-Internship	4
PDT 469	Pediatric Endocrinology Services	2-4	IDC 410	Simulation Elective	2-4
PDT 470	Pediatric Hematology/Oncology Service	4	IDC 413	Anatomy	1-5
PDT 471	Pediatric Respiratory and Critical Care Medicine	4	IDC 419	Medicine as Ministry: Death and Dying	2
PDT 472	General Pediatrics	2-4	MED 403	Emergency Medicine - Chandler/Mercy (PHX)	4
PDT 473	Advanced Pediatrics	4	MED 404	Internal Medicine Sub-Internship - Valleywise (PHX)	4
PDT 474	Pediatric Emergency Medicine	4	MED 415	IM Hospital Med Sub-Internship	4
PDT 488	Pediatric Allergy and Immunology	3-4	MED 417	Endocrinology, Diabetes, and Metabolism	2
PDT 491	NICU Sub-Internship at Children's Hospital (OMA)	4	MED 418	Endocrinology & Metabolism	4
PMH 470	Preventive Ophthalmology (Dominican Republic)	4	MED 420	Infectious Diseases Sub-Internship (PHX)	4
PTG 461	Introduction to Pathology Practice	4	MED 421	Renal Medicine Sub-Internship - Valleywise (PHX)	4
PTG 468	Microbial Laboratory Diagnosis	4	MED 426	Interventional Pulmonary Medicine (PHX)	4
RAD 463	Diagnostic Radiology	1-4	MED 438	Hematology & Oncology Sub-Internship - Valleywise (PHX)	4
RAD 465	Angio/Interventional	4	MED 439	Emergency Medicine	4
RON 464	Radiation Oncology (OMA)	4	MED 444	Cardiology Sub-Internship - Valleywise (PHX)	4
SUR 405	General Surgery Sub-Internship (Red) (OMA)	1-8	MED 448	Inpatient Cardiology Sub-Internship (PHX)	4
SUR 405A	Selective in General Surgery	2	MED 451	Emergency Medicine Ultrasound - Valleywise (PHX)	4
SUR 409	Vascular Surgery	4	MED 454	Gastroenterology Sub-Internship - Valleywise (PHX)	4
SUR 419	Head and Neck Surgery Sub-Internship (OMA)	4	MED 458	Pulmonary/Lung Transplant	4
SUR 427	General Surgery Sub-Internship - VA (OMA)	4	MED 459	Minding the Gap (PHX)	4
SUR 432	General & Oncology Surgery Sub-Internship (OMA)	2-4	MED 464	Endocrinology & Metabolism - Valleywise (PHX)	4
SUR 432A	Selective in Oncology/Surgery	2	MED 467	Rheumatology - Valleywise (PHX)	4
SUR 433	Urology Sub-Internship (OMA)	4	MED 474	Critical Care Medicine Sub-Internship - Valleywise (PHX)	4
SUR 436	Urology/Gynecology (OMA)	4	MED 477	Emergency Medicine Sub-Internship - Valleywise (PHX)	4
SUR 443	Orthopedic Spine Sub-Internship (OMA)	4	MED 480	Pulmonology - Valleywise (PHX)	4
SUR 444	Orthopedic Sports Medicine Sub-Internship (OMA)	4	MED 487	Internal Med Sub-internship	4
SUR 452	Ophthalmology - Terp (OMA)	4	MED 490	Critical Care Medicine	2-5
SUR 460	Vascular Surgery (OMA)	4			
SUR 472	Neurological Surgery Sub-Internship (OMA)	4			

MED 492	Internal Medicine Capstone	4	PDT 490	Pediatric Cardiac Critical Care Sub-Internship (PHX)	4
NEU 401	General Neurology Sub-Internship (PHX)	2-4	PDT 494	Pediatric Urgent Care	4
NEU 415	Clinical Neurology - Valleywise (PHX)	4	PMR 421	Physical Medicine and Rehabilitation	4
OBG 432	Gynecologic Surgery	4	PTG 418	Hematology/Hematopathology (PHX)	4
OBG 438	Minimally Invasive Gynecologic Surgery Sub-Internship (PHX)	4	PTG 445	Anatomic/Clinical Pathology (PHX)	4
OBG 441	Labor and Delivery	4	RAD 442	Interventional Radiology - Valleywise (PHX)	4
OBG 450	Women's Imaging - Valleywise (PHX)	4	RAD 447	Diagnostic Radiology - Valleywise (PHX)	4
OBG 451	Maternal Fetal Medicine Sub-Internship (PHX)	4	RAD 450	Interventional Radiology	1-4
OBG 489	Obstetrics & Gynecology Capstone	4	RAD 455	Musculoskeletal Radiology Elective	1-5
PBS 410	General Hospital Psychiatry Sub-Internship (PHX)	1-4	RAD 458	Neuroradiology - Valleywise (PHX)	4
PBS 414	Pediatric Psychiatry (PHX)	2-4	RAD 459	Pediatric Neuroradiology	4
PBS 420	Special Topics in Psychiatry	4	RAD 460	Diagnostic Radiology	1-4
PBS 425	Child & Adolescent Psychiatry Sub-Internship - Valleywise (PHX)	4	RAD 471	Advanced Diagnostic Radiology	4
PBS 429	Adult Inpatient Psychiatry Sub-Internship - Valleywise (PHX)	4	RON 410	Radiation Medicine PRC	4
PBS 435	Psychiatry ACT Sub-Internship	4	SUR 402	Colorectal Surgery Sub-Internship - Chandler (PHX)	4
PDT 401	Pediatric Physical Medicine & Rehabilitation	4	SUR 407	Surgical Critical Care Sub-Internship – Chandler (PHX)	4
PDT 420	Pediatric Endocrinology	4	SUR 410	Cardiothoracic Crit Care Sub-I	4
PDT 421	Pediatric Hematology-Oncology	4	SUR 411	Orthopedic Surgery Sub-Internship (PHX)	4
PDT 422	Pediatric Rheumatology	4	SUR 414	Plastics and Reconstructive Surgery (PHX)	1-4
PDT 423	Pediatric Gastroenterology and Nutrition	4	SUR 415	Urology (PHX)	1-4
PDT 424	Medical Care for Homeless and At-Risk Kids and Teens	2-4	SUR 416	Surgery Research	4
PDT 425	Pediatric Cardiology	4	SUR 421	Otolaryngology (PHX)	4
PDT 426	Pediatric Urology	4	SUR 423	Urology Sub-Internship (PHX)	4
PDT 432	Neonatology Critical Care PCH (PHX)	4	SUR 424	General Thoracic Surgery (PHX)	4
PDT 433	Allergy and Immunology - PCH (PHX)	4	SUR 440	Burns Surgery Sub-Internship - Valleywise (PHX)	3-4
PDT 434	Pediatric Emergency Medicine (PHX)	4	SUR 442	Plastic & Reconstructive Surgery Sub-Internship - Valleywise (PHX)	4
PDT 437	Pediatric Anesthesia	4	SUR 445	Ophthalmology Elective (PHX)	4
PDT 438	High-Risk Adolescent Medicine (PHX)	4	SUR 446	Neurosurgery Trauma and Critical Care (PHX)	4
PDT 440	Breastfeeding Medicine	1-4	SUR 451	Surgical Critical Care - Valleywise (PHX)	4
PDT 442	General Pediatrics Outpatient/Nursery	4	SUR 458	Trauma Surgery - Valleywise (PHX)	4
PDT 444	Anatomic and Clinical Pathology	4	SUR 462	Acute Care Surgery Sub-Internship	4
PDT 446	Pediatric Emergency Medicine Sub-Internship (PHX)	4	SUR 463	Colorectal Surgery Sub-Internship	4
PDT 448	Pediatric Otorhinolaryngology	4	SUR 464	Endocrine Surgery Sub-Internship	4
PDT 449	Pediatric and Adolescent Gynecology	4	SUR 465	Minimally Invasive Surgery Sub-Internship	4
PDT 450	Pediatric Orthopedics	4	SUR 466	Trauma Critical Care Sub-Internship	4
PDT 451	Pediatrics Capstone	4	SUR 468	General Surgery/Vascular Sub-Internship	4
PDT 462	Pediatric Outpatient Department	4	SUR 494	Neurological Surgery - Barrow (PHX)	4
PDT 465	Pediatrics GI and Nutrition - Valleywise (PHX)	4	SUR 496	Surgery Capstone (PHX)	4
PDT 475	Pediatric Pulmonology	4	Both Omaha and Phoenix		
PDT 477	Clinical Genetics/Dysmorphology	4	IDC 417	Medicine and the Law	4
PDT 478	Pediatric Nephrology	4	IDC 421	Why Catholic Medicine?	4
PDT 480	Assessment of Child Abuse and Neglect	4	IDC 432	Medical Jurisprudence (OMA)	4
PDT 481	Development and Behavioral Pediatrics	4	IDC 485	LGBTQIA Health Disparities: Issues and Strategies	2
PDT 483	Pediatric Neurology	4	IDC 497	Directed Independent Research	1-8
PDT 484	Pediatric Critical Care Sub-Internship (PHX)	4	IDC 498	Directed Independent Study	1-4
PDT 485	Neonatology Critical Care	4	Clinical Education & Simulation Center		
PDT 486	Inpatient Pediatrics Sub-Internship (PHX)	4	The mission of the Simulation Education Center shall be to assist health sciences faculty in the development, implementation, and evaluation of educational sessions for Creighton University health sciences learners at various levels of training. We exist to enhance the learning process		

and increase learner satisfaction with their educational experiences. We promote faculty development and are committed to the advancement of excellence in education at Creighton University so that graduates are able to provide comprehensive and safe patient care. The goals and objective for all of our activities are designed to provide learners with opportunities to demonstrate clinical competence in a safe and constructive environment. Learners are given opportunities to demonstrate proficiency in a variety of skills, while showing compassion and sensitivity to patient needs and concerns. Learners are taught to work as a team and are encouraged to reflect upon their experiences.

Educational sessions are designed to promote an awareness of, and responsiveness to, the larger context and system of health care and the ability to call upon system resources to provide quality patient care. It is our goal to foster professional behavior that acknowledges the mission and vision of Creighton University.

Distinguished Scholars Pathways for M.D. Students

Distinguished Scholars Pathways

Distinguished Scholars Pathways provide students in the School of Medicine the opportunity to participate in a single, focused area of study longitudinally over the 4-year MD curriculum. These pathways are optional, academically rigorous, and will culminate in a capstone project to be presented during the M4 year.

Application to a Distinguished Scholars Pathway by interested students would be required during Spring semester of the M1 year. Beyond the general curricular requirements leading to the MD degree, pathways include academic activities beginning in the M1/M2 Summer and continuing through the M4 Spring Semester.

Distinguished Scholars Pathway Objectives

Each Distinguished Scholars Pathway will:

1. Enhance students' professional identity and sense of purpose by providing opportunities for deep engagement with topics beyond the traditional medical curriculum. These will foster additional understanding in specific areas of healthcare that may include ethical, spiritual, cultural, and social dimensions.
2. Provide an innovative approach in medical education through pathways that cultivate critical thinking among students while they explore topics of significant interest beyond the core medical education curriculum.
3. Equip students with specialized knowledge and innovation skills in niche areas of medical education and healthcare, positioning them as leaders and advocates for educational reform and innovation within healthcare institutions and academic settings while embracing the principles of *magis* (the pursuit of excellence), *cura personalis* (care for the person) and *cura apostolica* (care for others), inherent in Jesuit pedagogy.
4. Further promote lifelong learning and professional development by offering pathways that encourage exploration of emerging trends and interdisciplinary perspectives, enabling students to adapt to the evolving landscape of healthcare delivery and medical education.

Physician Assistant Studies Program - Omaha

<https://medschool.creighton.edu/program/physician-assistant-mpas>
(<https://medschool.creighton.edu/program/physician-assistant-mpas/>)

Program Director: Stephane P. VanderMeulen, MPAS, PA-C
Program Office: Hixson-Lied Science Building, Suite 202
Program Contact: 402-280-4531 or 800-325-4405;
pa.admissions@creighton.edu

The Creighton University Physician Assistant Program - Omaha is a 28-month program consisting of a 12-month didactic phase followed by 16-months of Supervised Clinical Practice Experiences (SCPE). Upon successful completion of the program the student is eligible to take the Physician Assistant National Certifying Exam (PANCE) which is administered by the National Commission on Certification of Physician Assistants (NCCPA) and receive their certification as a Physician Assistant.

Master of Physician Assistant Studies - Omaha

Degree requirements (126 credits)

Code	Title	Credits
Didactic Phase		
Phase I - Didactic Education - Fall Semester (18 weeks)		
IPE 500	Introduction to Collaborative Care	0
PAS 601	Foundations for Clinical Medicine	5
PAS 603	Clinical Medicine: Orthopedics/Rheumatology	7
PAS 605	Clinical Medicine: HEENT/Dermatology	8
PAS 614	Clinical Practice Skills I	3
PAS 616	PA Profession and the Health System I	1
Phase I - Didactic Education - Spring Semester (18 Weeks)		
PAS 607	Clinical Medicine: Neurology/Psychiatry	7
PAS 611	Clinical Medicine: Cardiology/Pulmonology	9
PAS 613	Clinical Medicine: Gastrointestinal/Nutrition	6
PAS 624	Clinical Practice Skills II	2
Phase I - Didactic Education - Summer Semester (12 weeks)		
PAS 615	Clinical Medicine: Endocrinology/Nephrology/ Urology	4
PAS 617	Clinical Medicine: Women's Health/Hematology/ Oncology	4
PAS 626	PA Profession and Health System II	1
PAS 628	Research Applications in Medicine	1
PAS 634	Clinical Practice Skills III	2
PAS 680	Preparation for Clinical Practice	2
Clinical Phase		
*Students are not required to provide or solicit clinical sites or preceptors		
Phase II - Core Supervised Clinical Practice Experiences		
PAS 721	Family Practice Rotation	8
PAS 723	Ambulatory Internal Medicine Rotation	4
PAS 725	Hospital Medicine Rotation	4
PAS 727	Pediatrics Rotation	4
PAS 729	Women's Health Rotation	4
PAS 731	Behavioral Health Rotation	8
PAS 733	Emergency Medicine Rotation	4
PAS 735	Surgical Rotation	4
Phase II - Selective Supervised Clinical Practice Experience		
PAS 741	Medically Underserved Rotation	4
PAS 743	Surgery Specialty Selective Clinical Rotation	4
Elective Supervised Clinical Practice Experience (select 12 credits from the courses listed)		
PAS 739	Women's Health Elective	
PAS 745	Pediatric Cardiology Elective	
PAS 747	Gynecologic Oncology Surgery Elective	
PAS 751	Cardiology Elective	
PAS 753	Orthopedic Surgery Elective	
PAS 755	Urology Elective	
PAS 757	Dermatology Elective	
PAS 759	Otolaryngology Elective	

PAS 761	Hematology/Oncology Elective	
PAS 763	Cardiothoracic Surgery Elective	
PAS 765	Gastroenterology Elective	
PAS 767	Neurosurgery Elective	
PAS 769	Geriatrics Elective	
PAS 771	Critical Care Elective	
PAS 773	Neurology Elective	
PAS 775	Endocrinology Elective	
PAS 777	Pulmonology Elective	
PAS 779	Plastic and Reconstructive Surgery Elective	
PAS 781	Nephrology Elective	
PAS 783	Urgent Care Elective	
PAS 785	Infectious Disease Elective	
PAS 789	Emergency Medicine Elective	
PAS 787	Maternal Fetal Medicine Elective	
PAS 791	Physical Medicine and Rehabilitation Elective	
PAS 793	Hospital Medicine Elective	
PAS 795	Pediatric Surgery Elective	
PAS 797	Pediatric Inpatient Hospitalists Elective	
PAS 799	Pediatric Emergency Medicine Elective	
Phase II - Clinical Phase Seminar Series		
PAS 726	Seminar Series I	1
PAS 736	Seminar Series II	1
PAS 746	Seminar Series III	1
PAS 756	Seminar Series IV	1
Total Credits		126

Physician Assistant Studies Program - Phoenix

Program Director: Emily Babcock, DHSc, PA-C
Program Office: PHX - Phoenix Health Sciences

Accreditation

The ARC-PA has granted **Accreditation-Provisional** status to the **Creighton University Physician Assistant Program – Phoenix** sponsored by **Creighton University**.

Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA *Standards* or when a program holding Accreditation-Provisional status appears to demonstrate continued progress in complying with the *Standards* as it prepares for the graduation of the first class (cohort) of students.

Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class. The program's accreditation history can be viewed on the ARC-PA website. (<https://www.arc-pa.org/wp-content/uploads/2023/04/Accreditation-History-Creighton-University-1.pdf>)

Admissions Requirements

All applicants for the PA Program–Phoenix will be reviewed based on several admissions requirements related to residency, holding a bachelor's degree, minimum GPA, prerequisites, patient care experience and more. Students are not required to provide or solicit clinical sites or preceptors. Accreditation will be separate from the PA Program in Omaha, Nebraska, and admissions requirements may vary between the two programs. See full requirements (<https://www.creighton.edu/medicine/programs/physician-assistant-mpas-phoenix/admissions/>).

Program Details

Creighton's program can help you earn your credentials, serve your patients well and lead in the field. The physician assistant program aims to develop student competencies in:

- **Patient-Centered Practice Knowledge:** Provide compassionate, patient-centered, and evidence-based medical care that is effective for the treatment of health problems and the promotion of health while utilizing up-to-date scientific evidence to inform clinical reasoning and clinical judgment.
- **Health Literacy and Communication Skills:** Demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families and health professionals while engaging in shared decision-making with patients and honoring the patients' unique personal, cultural and social values.
- **Interprofessional Collaborative Practice:** Demonstrate the ability to engage in an interprofessional team in a manner that optimizes safe, effective patient- and population-centered care.

Master of Physician Assistant Studies - Phoenix, AZ

Degree Requirements (126 Credits)

Course	Title	Credits
First Year		
Fall		
IPE 500	Introduction to Collaborative Care	0
PAS 640	Clinical Anatomy	5
PAS 642	Foundational Sciences I	3
PAS 644	Foundational Sciences II	1
PAS 646	Patient Evaluation I	4
PAS 648	Special Topics in Medicine I	1
PAS 650	Clinical Medicine: Musculoskeletal/ Rheumatology	3
PAS 652	Clinical Medicine: HEENT/Dermatology	4
Term Credits		21
Spring		
PAS 656	Foundational Sciences III	3
PAS 658	Patient Evaluation II	3
PAS 660	Special Topics in Medicine II	1
PAS 662	Clinical Medicine: Cardiology/ Pulmonology	7
PAS 664	Clinical Medicine: Gastrointestinal/ Nutrition	3
PAS 666	Clinical Medicine: Neurology/Psychiatry	5
PAS 668	Clinical Applications II	2
Term Credits		24
Summer		
PAS 670	Foundational Sciences IV	2
PAS 672	Patient Evaluation III	2
PAS 674	Special Topics in Medicine III	1
PAS 676	Clinical Medicine: Endocrinology/ Reproductive	5
PAS 678	Clinical Medicine: Nephrology/Urology & Hematology/Oncology	4
PAS 682	Clinical Applications III	1
PAS 684	Preparation for Clinical Phase	1
Term Credits		16

Second Year**Fall**

PAS 700	Family Practice Rotation	6
PAS 701	Internal Medicine Rotation	6
PAS 702	Pediatrics Rotation	6
PAS 703	Women's Health Rotation	6
PAS 704	Psychiatry/Behavioral Health Rotation	6
PAS 705	Emergency Medicine Rotation	6
PAS 706	Surgery Rotation	6
Term Credits		42

Spring

Selective Rotation:		
PAS 707	Selective Rotation	6
Elective Rotations:		
PAS 708	Elective Rotation I	6
PAS 709	Elective Rotation II	6
Term Credits		18

Summer

Clinical Phase Seminar Series:		
PAS 710	Clinical Phase Seminar I	1
PAS 711	Clinical Phase Seminar II	1
PAS 712	Clinical Phase Seminar III	1
PAS 713	Clinical Phase Seminar IV	1
Term Credits		4
Total Credits		125

Health and Sciences Doctoral, Masters and Graduate Certificate Programs

The School of Medicine offers a variety of Health and Sciences Programs leading to a Ph.D. degree, Master's degree and Graduate Level Certificate.

The graduate programs available through the School of Medicine are administered by the Graduate School at Creighton University. More information regarding the programs, academic policies, and admissions requirements are available in the Graduate School Catalog (<http://catalog.creighton.edu/graduate/>).

Health and Science Programs, Degrees and Graduate Certificates

BioMedical Sciences

M.S., Biomedical Sciences (<http://catalog.creighton.edu/graduate/graduate-programs-courses/biomedical-sciences/biomedical-sciences-ms/>)

Ph.D., Biomedical Sciences (<http://catalog.creighton.edu/graduate/graduate-programs-courses/biomedical-sciences/biomedical-sciences-phd/>)

Integrative Health and Wellness

M.S., Integrative Health and Wellness (<http://catalog.creighton.edu/graduate/graduate-programs-courses/health-and-wellness/ms-integrative-health-and-wellness/>)

M.S., Integrative Health and Wellness Accelerated Masters Programs

B.A., Communications Studies/M.S., Integrative Health and Wellness - AMP (<http://catalog.creighton.edu/graduate/graduate-programs-courses/health-and-wellness/ba-com-ms-hwc-amp/>)

B.S.B.A., Marketing-Management/M.S., Integrative Health and Wellness - AMP (<http://catalog.creighton.edu/graduate/graduate-programs-courses/health-and-wellness/bsba-mkt-ms-hwc-amp/>)

Graduate Certificate

Lifestyle Medicine Graduate Certificate (<http://catalog.creighton.edu/graduate/graduate-programs-courses/health-and-wellness/gc-lifestyle-medicine/>)

Medical Humanities and Ethics

M.A., Medical Humanities and Ethics (<http://catalog.creighton.edu/graduate/graduate-programs-courses/medical-humanities-ethics/ma-medical-humanities-ethics/>)

Graduate Certificates

Bioethics Graduate Certificate (<http://catalog.creighton.edu/graduate/graduate-programs-courses/medical-humanities-ethics/gc-bioethics/>)

Clinical Ethics Consultation Graduate Certificate (<http://catalog.creighton.edu/graduate/graduate-programs-courses/medical-humanities-ethics/gc-clinical-ethics-consultation/>)

Medical Microbiology and Immunology

M.S., Medical Microbiology and Immunology (<http://catalog.creighton.edu/graduate/graduate-programs-courses/medical-microbiology-and-immunology/ms-medical-microbiology-and-immunology/>)

Ph.D., Medical Microbiology and Immunology (<http://catalog.creighton.edu/graduate/graduate-programs-courses/medical-microbiology-and-immunology/phd-medical-microbiology-and-immunology/>)

Medical Sciences

M.S., Integrated Medical Sciences (<http://catalog.creighton.edu/graduate/graduate-programs-courses/medical-sciences/ms-medical-sciences-preclerkship/>)

M.S., Medical Sciences (<http://catalog.creighton.edu/graduate/graduate-programs-courses/medical-sciences/ms-medical-sciences/>)

Pharmacology and Neuroscience

M.S., Pharmacology and Neuroscience (<http://catalog.creighton.edu/graduate/graduate-programs-courses/pharmacology/>)

Ph.D., Pharmacology and Neuroscience (<http://catalog.creighton.edu/graduate/graduate-programs-courses/pharmacology/pharmacology-phd/>)

Public Health

Master of Public Health (<http://catalog.creighton.edu/graduate/graduate-programs-courses/public-health/mph-public-health/>)

Post-Baccalaureate Program - Medicine (PBP)

Program Director: Sade Kosoko-Lasaki, MD, MSPH, MBA
Program Office: Hixson-Lied Science Building G13

Program and Objectives

Pre-Medical Post-baccalaureate Pre-Professional Studies

Creighton University's Post-Baccalaureate Program is designed to aid disadvantaged students in their preparation and admission to medical school. The Program is comprised of three parts. The first is an 8-week Summer Diagnostic Session in which students are involved in academic pretesting and curricular review sessions. Next, in the Academic Year Program, students participate in intensive coursework in the sciences, mathematics, and English. Finally in the Pre-matriculation Summer Session, students attend medical school preview courses. Throughout the program, students are provided academic and psychosocial support, clinical experiences, and mentoring in order to assure successful completion of the program and admittance to the Creighton University School of Medicine or another medical school or health sciences program.

Prerequisites for Admission

Prior to admission to the post-baccalaureate program, each applicant must have fulfilled all pre-medical science requirements and have completed an undergraduate degree or higher from a regionally accredited United States college or university. Applicants must have earned a baccalaureate degree and must not have been previously accepted to a medical school. However, applicants must have been previously denied admission to medical school. An eligible applicant must be a U. S. citizen, non-citizen national, or foreign national who possesses a visa permitting permanent residence in the United States.

Goal

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

Postbaccalaureate Certificate (50-62 Credits)

Curriculum: Pre-Medical Postbaccalaureate Pre-Professional Studies

Certificate Requirements

Course	Title	Credits
Diagnostic Summer Session		
Summer courses may be waived in special cases with prior approval of the program director.		
PBP 400	Pre-Medical Biology Preview	1
PBP 401	Pre-Medical Chemistry Preview	1
PBP 402	Pre-Medical Analytical Reading Preview	1
PBP 403	Pre-Medical Writing Preview	1

PBP 404	Pre-Medical Mathematics Preview	1
PBP 405	Pre-Medical Physics Preview	1
PBP 418	Pre-Medical Integrated Cultural Awareness	1
PBP 420	Pre-Medical Academic Excellence - Part 1	1
PBP 425	Pre-Med Analytical Reading Preview B	1
PBP 426	Pre-Medical Behavioral Science-Introduction to Psychology	1
PBP 427	Pre-Medical Cultural Connections	1
PBP 430	Pre-Medical Behavioral Science-Introduction to Sociology	1
Term Credits		12

Fall Academic Session

Required courses:

PBP 406	Pre-Medical Biology Review	3
PBP 407	Pre-Medical Chemistry Review	3
PBP 408	Pre-Medical Analytic Reading Review Part A	1
PBP 409	Pre-Medical Writing Review	1
PBP 410	Pre-Medical Mathematics Review	3
PBP 411	Pre-Medical Physics Review	3
PBP 421	Pre-Medical Academic Excellence - Part 2	1
PBP 424	Pre-Medical Analytic Reading	1
PBP 426	Pre-Medical Behavioral Science-Introduction to Psychology	1
PBP 428	Pre-Medical Cultural Analytical Literature	2
PBP 429	PreMed Analytical Reading Part C	1
PBP 430	Pre-Medical Behavioral Science-Introduction to Sociology	1
PBP 431	Patient Simulation Learning (Part 1)	1
Term Credits		22

Spring Academic Session

Required courses:

PBP 412	Pre-Medical Biology	2
PBP 413	Pre-Medical Chemistry	3
PBP 415	Pre-Medical Writing	1

PBP 416	Pre-Medical Mathematics	2
PBP 417	Pre-Medical Physics	3
PBP 422	Pre-Medical Academic Excellence & Learning Lab	1
PBP 423	Pre-Medical Biomedical Science	2
PBP 424	Pre-Medical Analytic Reading	1
PBP 430	Pre-Medical Behavioral Science-Introduction to Sociology	1
PBP 431	Patient Simulation Learning (Part 2)	1
PBP 434	Pre-Medical Analytical Reading - Part A	1
PBP 446	Pre-Medical Behavioral Science II	1
Term Credits		19
Prematriculation Session		
PBP 419	Pre-Medical Academic Excellence	1
PBP 501	Pre-Medical Molecular and Cell Biology	2
PBP 502	Pre-Medical Anatomy	2
PBP 503	Pre-Medical Principles of Microbiology	1
PBP 504	Pre-Medical Host Defense	1
PBP 505	Pre-Medical Pharmacology	1
PBP 506	Pre-Medical Neurosciences	1
Term Credits		9
Total Credits		62

Dual Degree Programs

Dual Degree Programs

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

- PhD (p. 38)
- MBA (p. 38) - Master of Business Administration

For additional information please review the Dual-Degree Programs Policy within the MD Student Handbook (<https://medschool.creighton.edu/about/medical-education/md-student-handbook/>).

MD/PhD Dual Degree Program

MD/PhD

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

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

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

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

MD/MBA Dual Degree Program

MD/MBA

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

For additional information please review the Dual-Degree Programs Policy within the MD Student Handbook (<https://medschool.creighton.edu/about/medical-education/md-student-handbook/>).

All Courses - Physician Assistant Studies

PAS 601. Foundations for Clinical Medicine. 5 credits.

This course provides an introduction to the knowledge, concepts, and principles that are essential to understanding the fundamental mechanisms of immunology, microbiology, pharmacology, anatomy, physiology, and ethics. This course provides the necessary framework for the study of clinical medicine.

PAS 603. Clinical Medicine: Orthopedics/Rheumatology. 7 credits.

This course uses an integrated approach to the study of musculoskeletal and rheumatologic diseases across the life span. Students will study basic science and its application to clinical medicine, epidemiology, clinical presentation, evaluation, diagnosis, and the medical management of common conditions affecting these systems. In addition, ethical content pertaining to these systems will be addressed. Content synthesis is accomplished by integrating classroom lectures, team-based learning, problem-based learning, and other learning modalities.

PAS 605. Clinical Medicine: HEENT/Dermatology. 8 credits.

This course uses an integrated approach to the study of head and neck, ear, eye, nose, throat, and dermatologic diseases across the life span. Students will study basic science and its application to clinical medicine, epidemiology, clinical presentation, evaluation, diagnosis, and the medical management of common conditions affecting these systems. In addition, ethical content pertaining to these systems will be addressed. Content synthesis is accomplished by integrating classroom lectures, team-based learning, problem-based learning, and other learning modalities.

PAS 607. Clinical Medicine: Neurology/Psychiatry. 7 credits.

This course uses an integrated approach to the study of neurologic and psychiatric diseases across the life span. Students will study basic science and its application to clinical medicine, epidemiology, clinical presentation, evaluation, diagnosis, and the medical management of common conditions affecting the neurologic system and mental health. In addition, ethical content pertaining to these systems will be addressed. Content synthesis is accomplished by integrating classroom lectures, team-based learning, problem-based learning, and other learning modalities.

PAS 611. Clinical Medicine: Cardiology/Pulmonology. 9 credits.

This course uses an integrated approach to the study of pulmonary and cardiovascular diseases across the life span. Students will study basic science and its application to clinical medicine, epidemiology, clinical presentation, evaluation, diagnosis, and the medical management of common conditions affecting the cardiovascular system. In addition, ethical content pertaining to this system will be addressed. Content synthesis is accomplished by integrating classroom lectures, team-based learning, problem-based learning, and other learning modalities.

PAS 613. Clinical Medicine: Gastrointestinal/Nutrition. 6 credits.

This course uses an integrated approach to the study of gastrointestinal diseases and nutrition across the life span. Students will study basic science and its application to clinical medicine, epidemiology, clinical presentation, evaluation, diagnosis, and the medical management of common conditions affecting the gastrointestinal system and nutrition. In addition, ethical content pertaining to these systems will be addressed. Content synthesis is accomplished by integrating classroom lectures, team-based learning, problem-based learning, and other learning modalities.

PAS 614. Clinical Practice Skills I. 3 credits.

This is the first semester of a three-semester series of courses that provides students with instruction and practice in physical examination, procedural skills, and written and interpersonal communication which will provide students with the skills necessary for effective clinical practice. Through this course the student will gain understanding and practice of the physical examination, procedures, documentation, and interpersonal skills relevant to aligned clinical medicine topics.

PAS 615. Clinical Medicine: Endocrinology/Nephrology/Urology. 4 credits.

This course uses an integrated approach to the study of endocrine and nephrologic and genitourinary diseases across the life span. Students will study basic science and its application to clinical medicine, epidemiology, clinical presentation, evaluation, diagnosis, and the medical management of common conditions affecting these systems. In addition, ethical content pertaining to these systems will be addressed. Content synthesis is accomplished by integrating classroom lectures, team-based learning, problem-based learning, and other learning modalities.

PAS 616. PA Profession and the Health System I. 1 credit.

This is part one of a two-semester course that is designed to introduce the student to the physician assistant profession including concepts related to the history and future of the PA profession, professional organizations, challenges, professionalism, and professional lifestyle management. In addition, this course will address issues related to the healthcare delivery system to include but not limited to public health, access to care, health equity, risk management, reimbursement, health reform, and the role of the PA in the health care system.

PAS 617. Clinical Medicine: Women's Health/Hematology/Oncology. 4 credits.

This course uses an integrated approach to the study of reproductive, hematologic, and oncologic diseases across the life span. Students will study basic science and its application to clinical medicine, epidemiology, clinical presentation, evaluation, diagnosis, and the medical management of common conditions affecting these systems. In addition, ethical content pertaining to these systems will be addressed. Content synthesis is accomplished by integrating classroom lectures, team-based learning, problem-based learning, and other learning modalities.

PAS 624. Clinical Practice Skills II. 2 credits.

This is the second semester of a three-semester series of courses that provides students with instruction and practice in physical examination, procedural skills, and written and interpersonal communication which will provide students with the skills necessary for effective clinical practice. This course builds upon the knowledge and skills learned in Clinical Practice Skills I. Through this course the student will gain understanding and practice of the physical examination, procedures, documentation, and interpersonal skills relevant to aligned clinical medicine topics. P. PAS 614.

PAS 626. PA Profession and Health System II. 1 credit.

This is part two of two-semester course is designed to introduce the student to the physician assistant profession including concepts related to the history and future of the PA profession, professional challenges, and professional lifestyle management. In addition, this course will address issues related to the healthcare delivery system to include but not limited to public health, access to care, health equity, risk management, reimbursement, health reform, and the role of the PA in the health care system.

PAS 628. Research Applications in Medicine. 1 credit.

This course is designed to introduce the student to clinical research. Concepts covered include the critical appraisal of scientific research and medical literature, study design and methodology, and statistical analysis and its application to the evidence-based medical decision-making process. As part of this course, students will formulate a clinical question utilizing medical literature and complete a research project.

PAS 634. Clinical Practice Skills III. 2 credits.

This is the third semester of a three-semester series of courses that provides students with instruction and practice in physical examination, procedural skills, and written and interpersonal communication, which will provide students with the skills necessary for effective clinical practice. This course builds upon the knowledge and skills learned in Clinical Practice Skills I and II. Through this course the student will gain understanding and practice of the physical examination, procedures, documentation, and interpersonal skills relevant to aligned clinical medicine topics. P. PAS 614 and PAS 624.

PAS 640. Clinical Anatomy. 5 credits.

This course is designed to provide students with knowledge of the anatomy of the human body and relevant embryological development in a lecture and lab format. Students will participate in dissection of the human body, which will provide foundational information for conducting the physical examination, performing clinical procedures, and understanding the anatomical mechanisms of structural injury and disease. Instruction in this course will be focused on anatomy as it relates to clinical medicine. (Location: Phoenix Health Sciences Campus).

PAS 642. Foundational Sciences I. 3 credits.

This course introduces students to the knowledge, concepts, and principles that are essential to understanding the fundamental mechanisms of immunology, microbiology, pharmacology, physiology, pathology, genetics, and evidence-based medicine. This course provides the necessary framework for the study of clinical medicine. (Location: Phoenix Health Sciences Campus).

PAS 644. Foundational Sciences II. 1 credit.

This is the second course in a four-course series; concepts taught in this course will build upon the introductory knowledge acquired in PAS 642, providing the necessary framework for the study of clinical medicine. Students will study basic science principles as they apply to concepts concurrently delivered in clinical medicine courses. (Location: Phoenix Health Sciences Campus).

PAS 646. Patient Evaluation I. 4 credits.

This is the first semester of a three-semester series of lecture/laboratory-based courses that provide students with instruction and practice in medical history-taking, physical examination skills, and basic procedural and technical skills. Medical documentation, preventive medicine assessments, and interpersonal communication skills necessary for effective clinical practice will also be emphasized. Content in this course will be relevant to the aligned clinical medicine topics. (Location: Phoenix Health Sciences Campus).

PAS 648. Special Topics in Medicine I. 1 credit.

This is the first semester of a three-semester series of courses that is designed to introduce the student to concepts related to the following four topics: 1) medical humanities, 2) medical ethics, 3) the PA profession and professionalism, and 4) the healthcare delivery system. When relevant, content in this course will be aligned with material in the clinical medicine, foundational sciences, and clinical applications courses. (Location: Phoenix Health Sciences Campus).

PAS 650. Clinical Medicine: Musculoskeletal/Rheumatology. 3 credits.

This course provides students with the opportunity to study musculoskeletal and rheumatologic diseases across the life span. Students will study clinical medicine, epidemiology, clinical presentation, evaluation, diagnosis, and the medical management of common conditions affecting these systems. The content presented in this course will be integrated with basic science concepts taught in PAS 644 and content being taught in PAS 646 and PAS 654. (Location: Phoenix Health Sciences Campus).

PAS 652. Clinical Medicine: HEENT/Dermatology. 4 credits.

This course provides students with the opportunity to study head and neck, ear, eye, nose, throat, and dermatologic diseases across the life span. Students will study clinical medicine, epidemiology, clinical presentation, evaluation, diagnosis, and the medical management of common conditions affecting these systems. The content presented in this course will be integrated with basic science concepts taught in PAS 644 and content being taught in PAS 646 and PAS 654. (Location: Phoenix Health Sciences Campus).

PAS 654. Clinical Applications I. 1 credit.

This is the first semester of a three-semester series of lecture/laboratory-based courses that will focus on applying the knowledge and skills acquired in all concurrently enrolled courses. The course will emphasize instruction and practice in procedural and technical skills that will be utilized throughout the clinical year. Additionally, students will be provided opportunities to apply acquired knowledge to patient care with team-based learning, case-based learning, and other active learning experiences. (Location: Phoenix Health Sciences Campus).

PAS 656. Foundational Sciences III. 3 credits.

This is the third course in a four-course series; concepts taught in this course will build upon the knowledge acquired in PAS 642 and PAS 644, providing the necessary framework for the study of clinical medicine. Students will study basic science principles as they apply to concepts concurrently delivered in clinical medicine courses. (Location: Phoenix Health Sciences Campus).

PAS 658. Patient Evaluation II. 3 credits.

This is the second semester of a three-semester series of lecture/laboratory-based courses that provide students with instruction and practice in medical history-taking, physical examination skills, and basic procedural and technical skills. Medical documentation, preventive medicine assessments, and interpersonal communication skills necessary for effective clinical practice will also be emphasized. This course builds upon the knowledge and skills learned in PAS 646. Content in this course will be relevant to aligned clinical medicine topics. (Location: Phoenix Health Sciences Campus).

PAS 660. Special Topics in Medicine II. 1 credit.

This is the second semester of a three-semester series of courses that is designed to introduce the student to concepts related to the following four topics: 1) medical humanities, 2) medical ethics, 3) the PA profession and professionalism, and 4) the healthcare delivery system. When relevant, content in this course will be aligned with material in the clinical medicine, foundational sciences, and clinical applications courses. (Location: Phoenix Health Sciences Campus).

PAS 662. Clinical Medicine: Cardiology/Pulmonology. 7 credits.

This course provides students with the opportunity to study cardiovascular and pulmonary diseases across the life span. Students will study clinical medicine, epidemiology, clinical presentation, evaluation, diagnosis, and the medical management of common conditions affecting these systems. The content presented in this course will be integrated with basic science concepts taught in PAS 656 and content being taught in PAS 658 and PAS 668. (Location: Phoenix Health Sciences Campus).

PAS 664. Clinical Medicine: Gastrointestinal/Nutrition. 3 credits.

This course provides students with the opportunity to study gastrointestinal and nutrition related diseases across the life span. Students will study clinical medicine, epidemiology, clinical presentation, evaluation, diagnosis, and the medical management of common conditions affecting these systems. The content presented in this course will be integrated with basic science concepts taught in PAS 656 and content being taught in PAS 658 and PAS 668. (Location: Phoenix Health Sciences Campus).

PAS 666. Clinical Medicine: Neurology/Psychiatry. 5 credits.

This course provides students with the opportunity to study neurological and psychiatric diseases across the life span. Students will study clinical medicine, epidemiology, clinical presentation, evaluation, diagnosis, and the medical management of common conditions affecting this system. The content presented in this course will be integrated with basic science concepts taught in PAS 656 and content being taught in PAS 658 and PAS 668. (Location: Phoenix Health Sciences Campus).

PAS 668. Clinical Applications II. 2 credits.

This is the second semester of a three-semester series of lecture/laboratory-based courses that will focus on applying the knowledge and skills acquired in all concurrently enrolled courses. The course will emphasize instruction and practice in procedural and technical skills that will be utilized throughout the clinical year. Additionally, students will be provided opportunities to apply acquired knowledge to patient care with team-based learning, case-based learning, and other active learning experiences. (Location: Phoenix Health Sciences Campus).

PAS 670. Foundational Sciences IV. 2 credits.

This is the final course in a four-course series; concepts taught in this course will build upon the knowledge acquired in PAS 642, PAS 644, and PAS 656, providing the necessary framework for the study of clinical medicine. Students will study basic science principles as they apply to concepts concurrently delivered in clinical medicine courses. (Location: Phoenix Health Sciences Campus).

PAS 672. Patient Evaluation III. 2 credits.

This is the final semester of a three-semester series of lecture/laboratory-based courses that provide students with instruction and practice in medical history-taking, physical examination skills, and basic procedural and technical skills. Medical documentation, preventive medicine assessments, and interpersonal communication skills necessary for effective clinical practice will also be emphasized. This course builds upon the knowledge and skills learned in PAS 646 and PAS 658. Content in this course will be relevant to aligned clinical medicine topics. (Location: Phoenix Health Sciences Campus).

PAS 674. Special Topics in Medicine III. 1 credit.

This is the final semester of a three-semester series of courses that is designed to introduce the student to concepts related to the following four topics: 1) medical humanities, 2) medical ethics, 3) the PA profession and professionalism, and 4) the healthcare delivery system. When relevant, content in this course will be aligned with material in the clinical medicine, foundational sciences, and clinical applications courses. (Location: Phoenix Health Sciences Campus).

PAS 676. Clinical Medicine: Endocrinology/Reproductive. 5 credits.

This course provides students with the opportunity to study endocrine and reproductive diseases across the life span. Students will study clinical medicine, epidemiology, clinical presentation, evaluation, diagnosis, and the medical management of common conditions affecting these systems. The content presented in this course will be integrated with basic science concepts taught in PAS 670 and content being taught in PAS 672 and PAS 682. (Location: Phoenix Health Sciences Campus).

PAS 678. Clinical Medicine: Nephrology/Urology & Hematology/Oncology. 4 credits.

This course provides students with the opportunity to study renal, urologic, hematologic, and oncologic diseases across the life span. Students will study clinical medicine, epidemiology, clinical presentation, evaluation, diagnosis, and the medical management of common conditions affecting these systems. The content presented in this course will be integrated with basic science concepts taught in PAS 670 and content being taught in PAS 672 and PAS 682. (Location: Phoenix Health Sciences Campus).

PAS 680. Preparation for Clinical Practice. 2 credits.

This course is designed to prepare the student for the transition into the clinical phase of the program. Instruction will focus on a higher level of critical thinking and medical decision-making skills which will further prepare students to apply knowledge to patient management. This course will include summative evaluation of knowledge and skills required for clinical practice.

PAS 682. Clinical Applications III. 1 credit.

This is the final semester of a three-semester series of lecture/laboratory-based courses that will focus on applying the knowledge and skills acquired in all concurrently enrolled courses. The course will emphasize instruction and practice in procedural and technical skills that will be utilized throughout the clinical year. Additionally, students will be provided opportunities to apply acquired knowledge to patient care with team-based learning, case-based learning, and other active learning experiences. (Location: Phoenix Health Sciences Campus).

PAS 684. Preparation for Clinical Phase. 1 credit.

The Preparation for Clinical Phase (PCP) course is designed to prepare the student for a successful transition into the clinical phase of the program. Students will be provided an overview of administrative tasks and expectations required during the clinical phase. Additionally, students will be provided instruction on the advanced application of select didactic curricular elements. (Location: Phoenix Health Sciences Campus).

PAS 700. Family Practice Rotation. 6 credits.

The family medicine rotation is a six-week clinical practice experience during which a student will have learning opportunities in a variety of outpatient settings (e.g., private practice, community health center, rural clinic, etc.) under the supervision of a clinician. The student will gain experience in preventative medicine, management of acute and chronic diseases, procedures, and other aspects unique to care of the patient and family. This rotation also provides the student an opportunity to participate in the team practice concept of health care. (Location: Phoenix Health Sciences Campus).

PAS 701. Internal Medicine Rotation. 6 credits.**PAS 702. Pediatrics Rotation. 6 credits.****PAS 703. Women's Health Rotation. 6 credits.****PAS 704. Psychiatry/Behavioral Health Rotation. 6 credits.****PAS 705. Emergency Medicine Rotation. 6 credits.****PAS 706. Surgery Rotation. 6 credits.****PAS 707. Selective Rotation. 6 credits.****PAS 708. Elective Rotation I. 6 credits.****PAS 709. Elective Rotation II. 6 credits.****PAS 710. Clinical Phase Seminar I. 1 credit.**

The Clinical Phase Seminar I is a blended delivery course designed to provide formative assessments, instruction in advanced clinical skills, professional development, and the integration and application of evidence-based medicine in the clinical phase of the curriculum. (Location: Phoenix Health Sciences Campus).

PAS 711. Clinical Phase Seminar II. 1 credit.

The Clinical Phase Seminar II is a blended delivery course designed to provide formative assessments, instruction in advanced clinical skills, professional development, and the integration and application of evidence-based medicine in the clinical phase of the curriculum. (Location: Phoenix Health Sciences Campus).

PAS 712. Clinical Phase Seminar III. 1 credit.

The Clinical Phase Seminar III is a blended delivery course designed to provide instruction in advanced clinical skills, the opportunity for integration and application of evidence-based medicine, professional development, and the program's summative evaluation of students. (Location: Phoenix Health Sciences Campus).

PAS 713. Clinical Phase Seminar IV. 1 credit.

The Clinical Phase Seminar IV is a blended delivery course designed to provide instruction in advanced clinical skills, the opportunity for integration and application of evidence-based medicine, professional development, and assistance in transitioning from academia to clinical practice. (Location: Phoenix Health Sciences Campus).

PAS 721. Family Practice Rotation. 8 credits.

The family practice medicine rotation is an eight-week clinical experience in which the student will have many learning opportunities in the outpatient clinic and/or inpatient setting under the supervision of a clinician. The student will gain experience in preventative medicine, management of acute and chronic diseases across the life span, procedures, and aspects unique to the family practice setting. This rotation also provides the student an opportunity to participate in the team practice concept of health care.

PAS 723. Ambulatory Internal Medicine Rotation. 4 credits.

The outpatient internal medicine rotation is a four-week clinical experience in which the student will have many learning opportunities in the outpatient clinic and/or inpatient setting under the supervision of a clinician. The student will gain experience in preventative medicine, management of acute and chronic diseases in adult and geriatric patients, procedures, and aspects unique to outpatient internal medicine practice. This rotation also provides the student an opportunity to participate in the team practice concept of health care.

PAS 725. Hospital Medicine Rotation. 4 credits.

The hospital medicine rotation is a four-week clinical experience in which the student will have many learning opportunities in the inpatient setting under the supervision of a clinician. The student will gain experience in the evaluation and management of acute and chronic diseases in adult and geriatric patients, procedures, and aspects unique to hospital medicine practice. This rotation also provides the student an opportunity to participate in the team practice concept of health care.

PAS 726. Seminar Series I. 1 credit.

This course series includes advanced clinical skills instruction, practice-specific topic presentations, professional development, clinical assessments, and other activities.

PAS 727. Pediatrics Rotation. 4 credits.

The pediatric medicine rotation is a four-week clinical experience in which the student will have many learning opportunities in the outpatient clinic and/or inpatient setting under the supervision of a clinician. The student will gain experience in preventative medicine, management of acute and chronic diseases in pediatric patients, procedures, and aspects unique to pediatric medicine. This rotation also provides the student an opportunity to participate in the team practice concept of health care.

PAS 729. Women's Health Rotation. 4 credits.

The women's health rotation is a four-week clinical experience in which the student will have many learning opportunities in the outpatient clinic and/or inpatient setting under the supervision of a clinician. The student will gain experience in preventative medicine, management of acute and chronic diseases in women, prenatal care, pregnancy and delivery, procedures, and aspects unique to women's health. This rotation also provides the student an opportunity to participate in the team practice concept of health care.

PAS 731. Behavioral Health Rotation. 8 credits.

The women's health rotation is a four-week clinical experience in which the student will have many learning opportunities in the outpatient clinic and/or inpatient setting under the supervision of a clinician. The student will gain experience in preventative medicine, management of acute and chronic diseases in women, prenatal care, pregnancy and delivery, procedures, and aspects unique to women's health. This rotation also provides the student an opportunity to participate in the team practice concept of health care.

PAS 733. Emergency Medicine Rotation. 4 credits.

The emergency medicine rotation is a four-week clinical experience in which the student will have many learning opportunities in the emergency setting under the supervision of a clinician. The student will gain experience in management of medical emergencies across the life span, procedures, and aspects unique to emergency medicine practice. This rotation also provides the student an opportunity to participate in the team practice concept of health care.

PAS 735. Surgical Rotation. 4 credits.

The surgery rotation is an four-week clinical experience in which the student will have many learning opportunities in outpatient, inpatient, and/or surgical setting under the supervision of a clinician. The student will gain experience in preoperative and postoperative care, surgical procedures, and aspects unique to surgery. This rotation also provides the student an opportunity to participate in the team practice concept of health care.

PAS 736. Seminar Series II. 1 credit.

This course series includes advanced clinical skills instruction, practice-specific topic presentations, professional development, clinical assessments, and other activities.

PAS 739. Women's Health Elective. 4 credits.

The Women's Health elective rotation is a four-week clinical experience in which the student will have learning opportunities in the outpatient clinic and/or inpatient setting under the supervision of a clinician. The student will gain experience in preventative medicine, management of acute and chronic diseases in women, prenatal care, pregnancy and delivery, procedures, and aspects unique to women's health. This rotation also provides the student an opportunity to participate in the team practice concept of health care. P. Good standing and successful completion of the didactic phase of the Physician Assistant Program.

PAS 741. Medically Underserved Rotation. 4 credits.

The medically underserved rotation is a four-week clinical experience in which the student will have many learning opportunities in a variety of settings under the supervision of a clinician. The student will gain experience in preventative medicine, management of acute and chronic diseases in an underserved population, procedures, and aspects unique to lower resourced medical settings. This rotation also provides the student an opportunity to participate in the team practice concept of health care.

PAS 743. Surgery Specialty Selective Clinical Rotation. 4 credits.

The surgical specialty rotation is a four-week clinical experience in which the student will have many learning opportunities in outpatient, inpatient, and/or surgical setting under the supervision of a clinician. The student will gain experience in preoperative and postoperative care, surgical procedures, and aspects unique to surgery. This rotation also provides the student an opportunity to participate in the team practice concept of health care.

PAS 744. Pediatric Behavioral Hlth Elec. 4 credits.

The pediatric behavioral health elective rotation is a four-week clinical experience in which the student will have learning opportunities in the pediatric outpatient clinic and/or inpatient setting under the supervision of a clinician. The student will gain experience in pediatric (child/ adolescent) psychiatric evaluation, assessment of mental status, management of acute and chronic psychiatric diseases, and aspects unique to pediatric behavioral health. This rotation also provides the student an opportunity to participate in the team practice concept of health care. P. Good standing and successful completion of the didactic phase of the Physician Assistant Program.

PAS 745. Pediatric Cardiology Elective. 4 credits.

The pediatric cardiology rotation is a four-week clinical experience in which the student will have learning opportunities in the outpatient and/or inpatient setting under the supervision of a physician and/or PA/NP. The student will gain experience in preventative medicine, management of acute and chronic cardiovascular diseases, procedures, and aspects unique to pediatric cardiology. This rotation also provides the student an opportunity to participate in the team practice concept of health care. P. Good standing and successful completion of the didactic phase of the Physician Assistant Program. P. Good standing and successful completion of the didactic phase of the Physician Assistant Program.

PAS 746. Seminar Series III. 1 credit.

This course series includes advanced clinical skills instruction, practice-specific topic presentations, professional development, clinical assessments, and other activities.

PAS 747. Gynecologic Oncology Surgery Elective. 4 credits.

The Gyn/Onc Surgery elective rotation is a four-week clinical experience in which the student will have learning opportunities in the outpatient clinic, inpatient setting, and surgical suite under the supervision of a clinician. The student will gain experience in evaluation, medical and surgical management of acute and chronic diseases in women, procedures, and aspects unique to gynecologic oncology. This rotation also provides the student an opportunity to participate in the team practice concept of health care. P. Good standing and successful completion of the didactic phase of the Physician Assistant Program.

PAS 748. Pediatric Orthopedic Surgery Elective. 4 credits.

The pediatric orthopedic surgery elective rotation is a four-week clinical experience in which the student will have many learning opportunities in the pediatric orthopedic surgical setting under the supervision of a physician, PA and /or NP. The student will gain experience in pre-, intra-, and post-operative care, orthopedic procedures, and aspects unique to pediatric orthopedic surgery. This rotation also provides the student an opportunity to participate in the team practice concept of health care. P. Good standing and successful completion of the didactic phase of the Physician Assistant Program.

PAS 749. Pediatric Endocrinology Elective. 4 credits.

The pediatric endocrinology elective rotation is a four-week clinical experience in which the student will have learning opportunities in the outpatient clinic and/or inpatient setting under the supervision of a practitioner. The student will gain experience in diagnosing common diseases, management of acute and chronic endocrine diseases, procedures, and aspects unique to endocrinology. This rotation also provides the student an opportunity to participate in the team practice concept of health care. P. Good standing and successful completion of the didactic phase of the Physician Assistant Program.

PAS 751. Cardiology Elective. 4 credits.

The cardiology rotation is a four-week clinical experience in which the student will have many learning opportunities in the outpatient clinic and/or inpatient setting under the supervision of a clinician. The student will gain experience in preventative medicine, management of acute and chronic cardiovascular diseases, procedures, and aspects unique to cardiology. This rotation also provides the student an opportunity to participate in the team practice concept of health care. P. Good standing and successful completion of the didactic phase of the Physician Assistant Program.

PAS 752. Family Practice Elective. 4 credits. OD

The family practice medicine elective rotation is a four-week clinical experience in which the student will have learning opportunities in the outpatient clinic and /or inpatient setting under the supervision of a clinician. The student will gain experience in preventative medicine, management of acute and chronic diseases across the life span (children, adolescents, adults, and the elderly), procedures, and aspects unique to the family practice setting. This rotation also provides the student an opportunity to participate in the team practice concept of health care. P. Successful completion of Didactic phase of Physician Assistant Program.

PAS 753. Orthopedic Surgery Elective. 4 credits.

The orthopedic surgery elective rotation is a four-week clinical experience in which the student will have many learning opportunities in the orthopedic surgical setting under the supervision of a clinician. The student will gain experience in preoperative and postoperative care, orthopedic procedures, and aspects unique to orthopedic surgery. This rotation also provides the student an opportunity to participate in the team practice concept of health care. P. Good standing and successful completion of the didactic phase of the Physician Assistant Program.

PAS 755. Urology Elective. 4 credits.

The urology elective rotation is a four-week clinical experience in which the student will have many learning opportunities in the outpatient clinic and/or inpatient setting under the supervision of a clinician. The student will gain experience in preventative medicine, management of acute and chronic urologic diseases, procedures, and aspects unique to urology. This rotation also provides the student an opportunity to participate in the team practice concept of health care. P. Good standing and successful completion of the didactic phase of the Physician Assistant Program.

PAS 756. Seminar Series IV. 1 credit.

This course series includes advanced clinical skills instruction, practice-specific topic presentations, professional development, clinical assessments, and other activities.

PAS 757. Dermatology Elective. 4 credits.

The dermatology elective rotation is a four-week clinical experience in which the student will have many learning opportunities in the outpatient clinic setting under the supervision of a clinician. The student will gain experience in preventative medicine, management of acute and chronic dermatologic diseases, procedures, and aspects unique to dermatology. This rotation also provides the student an opportunity to participate in the team practice concept of health care. P. Good standing and successful completion of the didactic phase of the Physician Assistant Program.

PAS 759. Otolaryngology Elective. 4 credits.

The otolaryngology elective rotation is a four-week clinical experience in which the student will have many learning opportunities in the outpatient clinic and/or inpatient setting under the supervision of a clinician. The student will gain experience in preventative medicine, management of acute and chronic diseases, procedures, and aspects unique to otolaryngology. This rotation also provides the student an opportunity to participate in the team practice concept of health care. P. Good standing and successful completion of the didactic phase of the Physician Assistant Program.

PAS 761. Hematology/Oncology Elective. 4 credits.

The hematology/oncology elective rotation is a four-week clinical experience in which the student will have many learning opportunities in the outpatient clinic and/or inpatient setting under the supervision of a clinician. The student will gain experience in preventative medicine, management of acute and chronic hematologic and oncologic diseases, procedures, and aspects unique to hematology/oncology. This rotation also provides the student an opportunity to participate in the team practice concept of health care. P. Good standing and successful completion of the didactic phase of the Physician Assistant Program.

PAS 763. Cardiothoracic Surgery Elective. 4 credits.

The cardiovascular surgery elective rotation is a four-week clinical experience in which the student will have many learning opportunities in the cardiovascular surgical setting under the supervision of a clinician. The student will gain experience in preoperative and postoperative care, cardiovascular procedures, and aspects unique to cardiovascular surgery. This rotation also provides the student an opportunity to participate in the team practice concept of health care. P. Good standing and successful completion of the didactic phase of the Physician Assistant Program.

PAS 765. Gastroenterology Elective. 4 credits.

The gastroenterology elective rotation is a four-week clinical experience in which the student will have many learning opportunities in the outpatient clinic and/or inpatient setting under the supervision of a clinician. The student will gain experience in preventative medicine, management of acute and chronic gastrointestinal diseases, procedures, and aspects unique to gastroenterology. This rotation also provides the student an opportunity to participate in the team practice concept of health care. P. Good standing and successful completion of the didactic phase of the Physician Assistant Program.

PAS 767. Neurosurgery Elective. 4 credits.

The neurosurgery elective rotation is a four-week clinical experience in which the student will have many learning opportunities in the neurosurgical setting under the supervision of a clinician. The student will gain experience in preoperative and postoperative care, neurosurgical procedures, and aspects unique to neurosurgery. This rotation also provides the student an opportunity to participate in the team practice concept of health care. P. Good standing and successful completion of the didactic phase of the Physician Assistant Program.

PAS 769. Geriatrics Elective. 4 credits.

The gerontology elective rotation is a four-week clinical experience in which the student will have many learning opportunities in the outpatient clinic and/or inpatient setting under the supervision of a clinician. The student will gain experience in preventative medicine, management of acute and chronic diseases in the geriatric population, procedures, and aspects unique to gerontology. This rotation also provides the student an opportunity to participate in the team practice concept of health care. P. Good standing and successful completion of the didactic phase of the Physician Assistant Program.

PAS 771. Critical Care Elective. 4 credits.

The critical care elective rotation is a four-week clinical experience in which the student will have many learning opportunities in the inpatient setting under the supervision of a clinician. The student will gain experience in the management of high acuity medical situation, procedures, and aspects unique to critical care. This rotation also provides the student an opportunity to participate in the team practice concept of health care. P. Good standing and successful completion of the didactic phase of the Physician Assistant Program.

PAS 773. Neurology Elective. 4 credits.

The neurology elective rotation is a four-week clinical experience in which the student will have many learning opportunities in the outpatient clinic and/or inpatient setting under the supervision of a clinician. The student will gain experience in preventative medicine, management of acute and chronic neurological diseases, procedures, and aspects unique to neurology. This rotation also provides the student an opportunity to participate in the team practice concept of health care. P. Good standing and successful completion of the didactic phase of the Physician Assistant Program.

PAS 775. Endocrinology Elective. 4 credits.

The endocrinology elective rotation is a four-week clinical experience in which the student will have many learning opportunities in the outpatient clinic and/or inpatient setting under the supervision of a clinician. The student will gain experience in preventative medicine, management of acute and chronic endocrine diseases, procedures, and aspects unique to endocrinology. This rotation also provides the student an opportunity to participate in the team practice concept of health care. P. Good standing and successful completion of the didactic phase of the Physician Assistant Program.

PAS 777. Pulmonology Elective. 4 credits.

The pulmonology elective rotation is a four-week clinical experience in which the student will have many learning opportunities in the outpatient clinic and/or inpatient setting under the supervision of a clinician. The student will gain experience in preventative medicine, management of acute and chronic pulmonary diseases, procedures, and aspects unique to pulmonology. This rotation also provides the student an opportunity to participate in the team practice concept of health care. P. Good standing and successful completion of the didactic phase of the Physician Assistant Program.

PAS 779. Plastic and Reconstructive Surgery Elective. 4 credits.

The plastic and reconstructive surgery elective rotation is a four-week clinical experience in which the student will have many learning opportunities in the plastic and reconstructive setting under the supervision of a clinician. The student will gain experience in pre and postoperative care, plastic and reconstructive procedures, and aspects unique to plastic and reconstructive surgery. This rotation also provides the student an opportunity to participate in the team practice concept of health care. P. Good standing and successful completion of the didactic phase of the Physician Assistant Program.

PAS 781. Nephrology Elective. 4 credits.

The nephrology elective rotation is a four-week clinical experience in which the student will have many learning opportunities in the outpatient clinic and/or inpatient setting under the supervision of a clinician. The student will gain experience in preventative medicine, management of acute and chronic renal diseases, procedures, and aspects unique to nephrology. This rotation also provides the student an opportunity to participate in the team practice concept of health care. P. Good standing and successful completion of the didactic phase of the Physician Assistant Program.

PAS 783. Urgent Care Elective. 4 credits.

The urgent care elective rotation is a four-week clinical experience in which the student will have many learning opportunities in the outpatient clinic and/or inpatient setting under the supervision of a clinician. The student will gain experience in preventative medicine, management of acute and chronic diseases, procedures, and aspects unique to the primary care setting. This rotation also provides the student an opportunity to participate in the team practice concept of health care. P. Good standing and successful completion of the didactic phase of the Physician Assistant Program.

PAS 785. Infectious Disease Elective. 4 credits.

The infectious disease elective rotation is a four-week clinical experience in which the student will have many learning opportunities in the outpatient clinic and/or inpatient setting under the supervision of a clinician(s). The student will gain experience in infectious disease principles, management infectious pathologies, antibiotic stewardship, emerging infectious threats, and aspects unique to infectious disease. This rotation also provides the student an opportunity to participate in the team practice concept of health care. P. Good standing and successful completion of the didactic phase of the Physician Assistant Program.

PAS 787. Maternal Fetal Medicine Elective. 4 credits.

The maternal fetal elective rotation is a four-week clinical experience in which the student will have many learning opportunities in the outpatient clinic and/or inpatient setting under the supervision of a clinician. The student will gain experience in high-risk pregnant females and aspects unique to maternal fetal medicine. This rotation also provides the student an opportunity to participate in the team practice concept of health care. P. Good standing and successful completion of the didactic phase of the Physician Assistant Program.

PAS 789. Emergency Medicine Elective. 4 credits.

The emergency medicine elective rotation is a four-week clinical experience in which the student will have many learning opportunities in the emergency setting under the supervision of a clinician to expand upon previous emergency medicine experiences. The student will gain experience in medical emergencies across the life span, procedures, and aspects unique to emergency medicine practice. This rotation also provides the student an opportunity to participate in the team practice concept of health care. P. Good standing and successful completion of the didactic phase of the Physician Assistant Program.

PAS 791. Physical Medicine and Rehabilitation Elective. 4 credits.

The emergency medicine elective rotation is a four-week clinical experience in which the student will have many learning opportunities in the emergency setting under the supervision of a clinician to expand upon previous emergency medicine experiences. The student will gain experience in medical emergencies across the life span, procedures, and aspects unique to emergency medicine practice. This rotation also provides the student an opportunity to participate in the team practice concept of health care. P. Good standing and successful completion of the didactic phase of the Physician Assistant Program.

PAS 793. Hospital Medicine Elective. 4 credits.

The hospital medicine elective rotation is a four-week clinical experience in which the student will have learning opportunities in the inpatient setting under the supervision of a clinician. The student will gain experience in the evaluation and management of acute and chronic diseases in adult and geriatric patients, procedures, and aspects unique to inpatient internal medicine practice. This rotation also provides the student an opportunity to participate in the team practice concept of health care. P. Good standing and successful completion of the didactic phase of the Physician Assistant Program.

PAS 795. Pediatric Surgery Elective. 4 credits.

The pediatric surgery rotation is a four-week elective clinical experience in which the student will have learning opportunities in outpatient, inpatient, and/or surgical setting under the supervision of a clinician. The student will gain experience in pre-, intra-, and post-operative care, surgical procedures, and aspects unique to pediatric surgery. This rotation also provides the student an opportunity to participate in the team practice concept of health care. P. Good standing and successful completion of the didactic phase of the Physician Assistant Program.

PAS 797. Pediatric Inpatient Hospitalists Elective. 4 credits.

The pediatric inpatient hospitalists elective rotation is a four-week clinical experience in which the student will have learning opportunities in the outpatient and/or inpatient setting under the supervision of a physician and/or PA/NP. The student will gain experience in preventative medicine, management of acute and chronic pediatric diseases, procedures, and aspects unique to pediatric inpatient medicine. This rotation also provides the student an opportunity to participate in the team practice concept of health care. P. Good standing and successful completion of the didactic phase of the Physician Assistant Program.

PAS 799. Pediatric Emergency Medicine Elective. 4 credits.

The pediatric emergency medicine elective rotation is a four-week clinical experience in which the student will have learning opportunities in the pediatric emergency setting under the supervision of a clinician to expand on previous emergency medicine experiences. The student will gain experience in management of medical emergencies in infants, children, and adolescents, procedures, and aspects unique to pediatric emergency medicine practice. This rotation also provides the student an opportunity to participate in the team practice concept of health care. P. Good standing and successful completion of the didactic phase of the Physician Assistant Program.

All Courses - Post Baccalaureate Program Medicine

All Courses - Post Baccalaureate Program Medicine

CHA 030. Community Health Advocate Program. 0 credits.

This course will help prepare students or lay individuals to serve as Community Health Advocate (CHA), focused on chronic disease prevention, improvement, and slower progress through improved self-management and access to healthcare. The course will educate CHAs about how to link individuals and families with relevant medical, behavioral health and social services. CHAs will learn how to facilitate access to a wide range of services through advocacy, outreach, referral, community and individual/family education, informal mentoring, and social support.

PBP 400. Pre-Medical Biology Preview. 1 credit.

The main objectives of the biology course are to enhance understanding of biological concepts applicable to medicine, and to develop critical thinking and problem-solving skills required for biological science and medicine, including the ability to acquire and analyze information from various sources. Biological science emphasized includes anatomy, behavioral biology, cell biology, developmental biology, genetics, molecular biology, and physiology.

PBP 401. Pre-Medical Chemistry Preview. 1 credit.

Topics covered include: math concepts used in chemistry, introduction to the periodic table, atomic structure, chemical nomenclature, stoichiometry, ionic reactions in water solutions, electron configurations, periodic trends of the elements, ionic and covalent compounds.

PBP 402. Pre-Medical Analytical Reading Preview. 1 credit.

This class will assess the students' ability to read actively and critically. It will include an overview of the fundamentals of reading and various reading skills. Time will be spent developing the ability to reason from reading and to analyze written material. It will demonstrate the importance of reading in life.

PBP 403. Pre-Medical Writing Preview. 1 credit.

This course is a review of standard rhetorical modes, syntax, grammar, and usage, as well as an introduction to the MCAT essay structure.

PBP 404. Pre-Medical Mathematics Preview. 1 credit.

This review covers pre-algebra, college algebra, plane geometry, trigonometry, analytic geometry, and introductory calculus. There are three aims for the students in this course: to perfect the math skills necessary to manipulate formulas for an MCAT exam, to gain an understanding of general mathematical concepts behind the formulas and models in the physical sciences, to gain an understanding of general mathematical concepts behind the formulas and models of medical research. Individuals in the course will have weaknesses in varied areas, so that, the rate of coverage of topics will vary according to the needs of the students in the course.

PBP 405. Pre-Medical Physics Preview. 1 credit.

Lecture. Topics include: Language of Motion, Newton's laws of motion, Resistance, Conservation of motion, and work-energy. Testing is done in a MCAT format to make students familiar with MCAT tests and concepts needed.

PBP 406. Pre-Medical Biology Review. 3 credits.

The main objectives of the biology course are to enhance understanding of biological concepts applicable to medicine, and to develop critical thinking and problem-solving skills required for biological science and medicine, including the ability to acquire and analyze information from various sources. Biological science emphasized includes anatomy, behavioral biology, cell biology, developmental biology, genetics, molecular biology, and physiology.

PBP 407. Pre-Medical Chemistry Review. 3 credits.

A continuation of the summer chemistry program. Concepts and theories covered include the gas laws, intermolecular attractive forces, properties of solids and liquids, chemical thermodynamics, colligate properties of solutions, kinetics, chemical equilibrium, acid and base theory, solubility, oxidation and reduction reactions, and coordination theory. The summer and fall courses review the first year of college chemistry.

PBP 408. Pre-Medical Analytic Reading Review Part A. 1 credit.

This class will assess the students' ability to read actively and critically. It will include an overview of the fundamentals of reading and various reading skills. Time will be spent developing the ability to reason from reading and to analyze written material. It will demonstrate the importance of reading in life.

PBP 409. Pre-Medical Writing Review. 1 credit.

This course focuses on issues of timed writing and MCAT essay practice, as well as readings from fiction and nonfiction sources for style and structure.

PBP 410. Pre-Medical Mathematics Review. 3 credits.

This review covers pre-algebra, college algebra, plane geometry, trigonometry, analytic geometry, and introductory calculus. There are three aims for the students in this course: to perfect the math skills necessary to manipulate formulas for an MCAT exam, to gain an understanding of general mathematical concepts behind the formulas and models in the physical sciences, to gain an understanding of general mathematical concepts behind the formulas and models of medical research. Individuals in the course will have weaknesses in varied areas, so that, the rate of coverage of topics will vary according to the needs of the students in the course.

PBP 411. Pre-Medical Physics Review. 3 credits.

Lecture. Topics include: Gravity, Circular Motion, Torques, Solids, Fluids and Sound-Waves. Testing is done in a MCAT format to make students familiar with MCAT tests and concepts needed.

PBP 412. Pre-Medical Biology. 2 credits.

The main objectives of the biology course are to enhance understanding of biological concepts applicable to medicine, and to develop critical thinking and problem-solving skills required for biological science and medicine, including the ability to acquire and analyze information from various sources. Biological science emphasized includes anatomy, behavioral biology, cell biology, developmental biology, genetics, molecular biology, and physiology. P. PBP 406.

PBP 413. Pre-Medical Chemistry. 3 credits.

Semester reviews organic chemistry. Review of the structure and properties of organic compounds such as alkenes, aromatic compounds, alkynes, alcohols, alkyl halides, and the carbonyl compounds. Reaction mechanisms, organic synthesis and structural analysis by spectroscopy are emphasized.

PBP 414. Pre-Medical Analytical Reading. 1 credit.

This class will assess the students' ability to read actively and critically. It will include an overview of the fundamentals of reading and various reading skills. Time will be spent developing the ability to reason from reading and to analyze written material. It will demonstrate the importance of reading in life.

PBP 415. Pre-Medical Writing. 1 credit.

This course focuses on intensive MCAT exam practice while continuing the readings and analysis from the fall.

PBP 416. Pre-Medical Mathematics. 2 credits. SP

This review covers pre-algebra, college algebra, plane geometry, trigonometry, analytic geometry, and introductory calculus. There are three aims for the students in this course: to perfect the math skills necessary to manipulate formulas for an MCAT exam, to gain an understanding of general mathematical concepts behind the formulas and models in the physical sciences, to gain an understanding of general mathematical concepts behind the formulas and models of medical research. Individuals in the course will have weaknesses in varied areas, so that, the rate of coverage of topics will vary according to the needs of the students in the course. P. 410.

PBP 417. Pre-Medical Physics. 3 credits.

Lecture. Topics include: Electrodynamics, Circuits and Atomic-Nuclear Physics Testing is done in a MCAT format to make students familiar with MCAT tests and concepts needed.

PBP 418. Pre-Medical Integrated Cultural Awareness. 1 credit.

This course is designed to engage students in the discussion of cultural differences and issues of identity while honing their reading and reading critical skills. Students will discuss class, cultural clashes, and themes of dislocation and alienation. They will explore the meaning of physical and cognitive outsidership and learn to read critically.

PBP 419. Pre-Medical Academic Excellence. 1 credit.

This the third part of the course is designed to assist the Post-Bac program students with the refinement of academic skills in preparation for maximum academic performance. This goal encompasses the academic work in the year long program, in increased performance on the MCAT and in readiness for the academic rigors of medical school. Individual assessment is an intricate part of the course. Students use the information to evaluate their current strategies to determine what areas need altered or additional techniques. Other components of the course include critical thinking skills, communication approaches, success collaborative learning, time management issues and stress reduction.

PBP 420. Pre-Medical Academic Excellence - Part 1. 1 credit.

This is the first part of the course designed to assist the Post-Bac program students with the refinement of academic skills in preparation for maximum academic performance. This goal encompasses the academic work in the year long program, in increased performance on the MCAT and in readiness for the academic rigors of medical school. Individual assessment is an intricate part of the course. Students use the information to evaluate their current strategies to determine what areas need altered or additional techniques. Other components of the course include critical thinking skills, communication approaches, success collaborative learning, time management issues and stress reduction.

PBP 421. Pre-Medical Academic Excellence - Part 2. 1 credit.

This course is the second part of the course designed to assist the Post-Bac program students with the refinement of academic skills in preparation for maximum academic performance. This goal encompasses the academic work in the year long program, in increased performance on the MCAT and in readiness for the academic rigors of medical school. Individual assessment is an intricate part of the course. Students use the information to evaluate their current strategies to determine what areas need altered or additional techniques. Other components of the course include critical thinking skills, communication approaches, success collaborative learning, time management issues and stress reduction.

PBP 422. Pre-Medical Academic Excellence & Learning Lab. 1 credit.

This course is designed to assist the Post-Bac program students with the refinement of academic skills in preparation for maximum academic performance. This goal encompasses the academic work in the year long program, in increased performance on the MCAT and in readiness for the academic rigors of medical school. Individual assessment is an intricate part of the course. Students use the information to evaluate their current strategies to determine what areas need altered or additional techniques. Other components of the course include critical thinking skills, communication approaches, success collaborative learning, time management issues and stress reduction.

PBP 423. Pre-Medical Biomedical Science. 2 credits. SP

The main objectives of the biology course are to enhance understanding of biological concepts applicable to medicine, and to develop critical thinking and problem-solving skills required for biological science and medicine, including the ability to acquire and analyze information from various sources. Biological science emphasized includes anatomy, behavioral biology, cell biology, developmental biology, genetics, molecular biology, and physiology. P. PBP 406.

PBP 424. Pre-Medical Analytic Reading. 1 credit.

This class will assess the students' ability to read actively and critically. It will include an overview of the fundamentals of reading and various reading skills. Time will be spent developing the ability to reason from reading and to analyze written material. It will demonstrate the importance of reading in life.

PBP 425. Pre-Med Analytical Reading Preview B. 1 credit.

Analytical reading is a course designed to develop students analytical reading skills. Students will read expository essays, analyze literary texts to hone in reading skills and do MCAT passages. Although dental students take DAT rather than MCAT, experience has demonstrated that dental students do well on the DAT passages, which are less demanding in analytical skills and focus more on information, because they improve, through MCAT passages, their analytical and thinking skills. In this course, students will also learn to infer meaning of texts. They will analyze short literary texts, this course will focus primarily on helping students better understand what they read through recognizing and interpreting an author's main ideas. Furthermore, it will help them to understand how an author uses supporting details, tone, purpose, and point of view to influence the reader. This course will also offer students practice in reading and understanding texts, because verbal reasoning is a skill that is not acquired through lectures, they are expected to practice daily.

PBP 426. Pre-Medical Behavioral Science-Introduction to Psychology. 1 credit.

This course is an overview of basic psychological principals.

PBP 427. Pre-Medical Cultural Connections. 1 credit.

This course explores culture through the arts.

PBP 428. Pre-Medical Cultural Analytical Literature. 2 credits.

This course is an overview of cultural competency through essay and literary text.

PBP 429. PreMed Analytical Reading Part C. 1 credit.

Analytical reading is a course designed to develop students analytical reading skills. Students will read expository essays, analyze literary texts to hone in reading skills and do MCAT passages. Although dental students take DAT rather than MCAT, experience has demonstrated that dental students do well on the DAT passages, which are less demanding in analytical skills and focus more on information, because they improve, through MCAT passages, their analytical and thinking skills. In this course, students will also learn to infer meaning of texts. They will analyze short literary texts, this course will focus primarily on helping students better understand what they read through recognizing and interpreting an author's main ideas. Furthermore, it will help them to understand how an author uses supporting details, tone, purpose, and point of view to influence the reader. This course will also offer students practice in reading and understanding texts, because verbal reasoning is a skill that is not acquired through lectures, they are expected to practice daily.

PBP 430. Pre-Medical Behavioral Science-Introduction to Sociology. 1 credit.

This course is an overview of basic sociological principals.

PBP 434. Pre-Medical Analytical Reading - Part A. 1 credit. SP

Course is a continuation of Fall section and incorporates practice with MCAT verbal passages which include discussion of reasoning used to obtain answers, understanding the varying forms of questions and skills used with multiple choice questions.

PBP 446. Pre-Medical Behavioral Science II. 1 credit.

PBP 501. Pre-Medical Molecular and Cell Biology. 2 credits.

PBP 502. Pre-Medical Anatomy. 2 credits.

PBP 503. Pre-Medical Principles of Microbiology. 1 credit.

PBP 504. Pre-Medical Host Defense. 1 credit.

PBP 505. Pre-Medical Pharmacology. 1 credit.

PBP 506. Pre-Medical Neurosciences. 1 credit.

All Courses - School of Medicine

All Courses School of Medicine

ANE 333. Anesthesiology. 2 credits.

Students will become familiar with the specialty of anesthesiology through daily, hands-on preoperative, intraoperative, and postoperative anesthetic management of patients of all ages.

ANE 334. Anesthesiology. 2 credits.

Working closely with staff anesthesiologists in a variety of settings, students will become familiar with the specialty of anesthesiology through daily, hands-on preoperative, intraoperative, and postoperative anesthetic management of patients of all ages. Student will learn how to successfully manage an airway.

ANE 335. Anesthesiology. 2 credits.

Working closely with staff anesthesiologists in a variety of settings, students will become familiar with the specialty of anesthesiology through daily, hands-on preoperative, intraoperative, and postoperative anesthetic management of patients of all ages. Students will learn how to successfully manage an airway.

ANE 450. Neuroanesthesia Sub-Internship (PHX). 1-4 credits.

Student will develop the knowledge and skills to effectively deliver anesthesia to neurosurgical patients undergoing a wide variety of procedures including aneurysm clipping, complex spine surgery, brain tumor resection, and pediatric neurosurgery. Also, the student will have the opportunity to perform and assist in the placement of central venous catheters, arterial lines, intubations, and fiber optic bronchoscopy. Finally, the student will develop a basic working knowledge of pharmacology, physiology, and the pathophysiology of neurologic disorders.

ANE 451. Introduction to Anesthesiology. 4 credits.

Working closely with staff anesthesiologists in a variety of settings, students will become familiar with the specialty of anesthesiology through daily, hands-on preoperative, intraoperative and postoperative anesthetic management of patients of all ages. Students will learn how to successfully manage an airway.

ANE 456. Introduction to Anesthesiology - Valleywise (PHX). 4 credits.

Working closely with staff anesthesiologists in a variety of settings, students will become familiar with the specialty of anesthesiology through daily, hands-on preoperative, intraoperative and postoperative anesthetic management of patients of all ages. Students will learn how to successfully manage an airway.

ANE 461. Introduction to Anesthesiology. 4 credits.

Working closely with staff anesthesiologists in a variety of settings, students will become familiar with the specialty of anesthesiology through daily, hands-on preoperative, intraoperative and postoperative anesthetic management of patients of all ages. Students will learn how to successfully manage an airway.

ANE 470. Anesthesiology Pain Medicine. 4 credits.

The student will participate as a sub-intern in the care of acute and chronic pain patients in the hospital and clinic under the supervision of the medical staff at CHI Creighton Medical Center and Midwest Pain Clinics. Students will develop a basic working knowledge of pharmacology, physiology, pathophysiology of pain. Also, students will have the opportunity to assist with interventional pain procedures such as injections and nerve blocks.

ANE 472. Anesthesiology ILAC Service in the Dominican Republic. 2 credits.

The course provides the opportunity for students to use their anesthesiology skills in a primitive setting and allow students opportunities to provide health care to a needy population and interact with another culture. It is expected that the students will understand more deeply the advantages of the health care system we are privileged with, but to also come to understand and know the blessings of the simplicity and gratitude lived by those in the culture they will be immersed in.

ANE 473. Anesthesiology Capstone. 4 credits.

The senior student will participate in the anesthesiology capstone curriculum in the final block of his/her fourth year of training. Scheduled learning activities will include a variety of lectures, small group discussions, patient simulation exercises, procedure development, as well as hands-on patient care sessions.

ANE 498. Anesthesiology Extramural. 1-8 credits.

BMS 303. Physiology. 4 credits. SP

Provides Nursing and other Health Profession students with a basic knowledge of human physiology. Presents an overview of the function of the major organ systems using lectures and demonstrations. 4R. P. NUR major or IC.

BMS 311. Basic Human Anatomy. 4 credits. FA

Course designed to provide pre-professional students with an introduction to human gross anatomy, histology, and neuroanatomy. A systemic approach is used. Dissected cadaver specimens and anatomical models are available as learning aids. P.I.C.

BMS 451. Gross Anatomy (PHX). 4 credits.

BMS 451 is an elective designed to allow fourth-year medical students the opportunity to review and expand their knowledge of human gross anatomy by dissecting a selected region of a human cadaver. The goal is to enable students to expand their appreciation for the importance of human anatomy in clinical medicine.

BMS 452. Gross Anatomy (PHX). 2 credits.

BMS 452 is a two-week elective designed to allow fourth-year medical students the opportunity to improve their general knowledge of an anatomical region by dissecting a human cadaver. The appreciation for the importance of human anatomy in clinical medicine is an important aspect of this course.

BMS 461. Gross Anatomy. 2-4 credits.

The two-week elective is for students interested in improving their general knowledge of an anatomical region, while the four-week elective is for students wanting to undertake a more detailed examination and study. The latter option is especially designed for students interested in specific aspects of surgical anatomy.

BMS 470. Teaching Practicum in Medical Anatomy (OMA). 4 credits.

M4s participate as near-peer teaching assistants in medical gross anatomy laboratory with M1 and M2 students. Students will assist in prosecting donors for each laboratory session and actively teaching the M1s and M2s during the lab. M4s are encouraged to assist with tutorials outside of scheduled lab sessions.

BMS 497. Directed Independent Research. 1-3 credits. OD

This course consists of original scientific investigation under supervision and guidance of the instructor. Upon successful completion of this course, students will acquire the skills necessary to perform experiments, assess, and interpret results; demonstrate competence in the laboratory, effectively analyze, synthesize, and interpret data; and communicate their results. P. IC.

BMS 609. Introduction to Omics Data Analysis. 1 credit.

this is an introductory course to familiarize students with the principles of bioinformatic and computational analysis of transcriptomic, genomic and epigenomic data. A few hand-on projects will be designed for the students to practice the basic analyzing skills and to stimulate their interests for more advanced applications. P. BIO 202 or BMS 622.

BMS 622. Biochemistry, Molecular and Cell Biology. 4 credits.

This course covers fundamental principles of structural biochemistry and metabolism, and molecular and cell biology. P. IC.

BMS 630. Fundamentals of Hearing. 3 credits. FA, SP, SU

This is an advanced graduate level course focusing on the anatomy and physiology of the auditory system. The course will introduce students to the basics of normal human hearing with a focus on the peripheral auditory system, neural coding of sound, and the perception of simple sounds. P. Gr. Stdg. or IC.

BMS 708. Cancer Biology. 2 credits.

This course covers the biology of aging at the molecular, cellular, and organismal level, as well as discussions on age-related diseases. Topics include sections on cellular and molecular pathways of aging, model organism of aging, and the interrelationship between aging and disease, including hearing loss, cardiovascular disease, neurodegeneration, and cancer. P. BMS 622 or DC.

BMS 720. Advanced Topics in Molecular Structure/Function. 3 credits. FA, SP, SU

This course covers functional aspects of molecular structure, peptide chemistry, and molecular interactions. Topics vary will change with each iteration of the course permitting students to repeatedly enroll in the course but with each covering a different topic. Nine credit hours are the maximal applicable toward the degree. P. IC.

BMS 722. Mass Spectrometry and Biomedical Applications. 3 credits.

The Mass Spectrometry and Biomedical Applications course is designed to provide the necessary background for understanding the fundamental principles of mass spectrometry and application of this technique to answer questions in molecular and cellular biology. P. BMS 622.

BMS 730. Advanced Topics in Cell and Molecular Biology. 3 credits. FA, SP, SU

This course covers functional aspects of eukaryotic cells including gene regulation/expression, signal transduction, and cell-cell and cell-substrate interactions. Topics vary will change with each iteration of the course permitting students to repeatedly enroll in the course but with each covering a different topic. Nine credit hours are the maximal applicable toward the degree. P. IC.

BMS 740. Advanced Topics in Physiology. 3 credits. FA, SP, SU

This course covers specific aspects of physiology and pathophysiology of whole organisms and organ systems as well as cellular physiology. Topics vary will change with each iteration of the course permitting students to repeatedly enroll in the course but with each covering a different topic. Nine credit hours are the maximal applicable toward the degree. P. IC.

BMS 750. Advanced Topics in Morphology and Anatomy. 3 credits. FA, SP, SU

This course covers functional morphology ranging from cellular ultrastructure to gross anatomy and embryology. Topics vary will change with each iteration of the course permitting students to repeatedly enroll in the course but with each covering a different topic. Nine credit hours are the maximal applicable toward the degree. P. IC.

BMS 760. Advance Topics in Neuroscience. 3 credits. FA, SP, SU

This course integrates the areas of neuroanatomy, neurophysiology, neuropharmacology, and neuropathology at the cellular and organismal level. Topics vary with each iteration of the course permitting students to repeatedly enroll for the course but with each covering a different topic. Nine credit hours are the maximum applicable toward the degree. P. IC.

BMS 791. Seminar. 1 credit. FA, SP

This course consists of formal oral presentations and critical discussions of assigned subjects to familiarize students with the nature and extent of research literature, the analysis of research papers, and the collation and presentation of scientific information. This course is repeatable. P. IC.

BMS 792. Journal Club. 1 credit. FA, SP, SU

This course consists of detailed examination of the physiology, cell biology, and molecular biology of the nervous system, with emphasis on mammalian systems. The course will include membrane physiology, ion channels, synaptic physiology, neurotransmitters and receptors, sensory receptors, neural circuits, and advanced techniques. P. IC.

BMS 795. Directed Independent Study. 2 credits. FA, SP, SU

Each student, supervised by faculty members, will pursue in-depth reading and discussions on current research topics of interest to faculty and students. The purpose is to provide an environment whereby the student is introduced to scientific research methods and can improve critical thinking and reading skills as well as exchanging scientific information. P. IC.

BMS 797. Directed Independent Research. 1-9 credits. FA, SP, SU

This course consists of original investigation under supervision and guidance of individual staff members. P. IC.

BMS 799. Master's Thesis. 1-3 credits. FA, SP, SU

This course consists of review of the literature and research data; writing of the thesis. Students must register for this course in any term when engaged in formal preparation of the Master's thesis; however, six credit hours are the maximum applicable toward the degree. P. IC.

BMS 899. Doctoral Dissertation. 3-6 credits. FA, SP, SU

This course consists of review of the literature and research data and the writing of the dissertation. Students must register for this course in any term when engaged in formal preparation of the doctoral dissertation; however, twenty credit hours are the maximum applicable toward the degree. P. IC.

CIB 103. Foundational Science. 5 credits.

The overall goal of this course is to provide students with a comprehensive understanding of the fundamentals of the foundational sciences which serves as the basis of modern medicine. P. Admission to Medical School.

CIB 105. Immunology and Hematology. 4 credits.

This is an introductory block for first-year medical students to learn the principles of hematopoietic and lymphoreticular systems. The first part of the block will emphasize the relationship of immunology and human disease, as well as the biological mechanisms utilized by the immune system. The second part covers the normal and abnormal aspects of the hematopoietic system including physiology, pathology, and clinical disorders of blood cells, bone marrow, lymph nodes, spleen, and other lymphoid tissues.

CIB 107. Musculoskeletal and Integumentary Systems. 7 credits.

By the end of the course students will not only apply basic science knowledge to explain the normal and pathological states of the integumentary and musculoskeletal systems, but also relate that knowledge to the diagnosis, treatment, and prevention of common clinical diseases. P. Admission to Medical School.

CIB 109. Neuroscience. 7 credits.

This course structures the learning around the neurological clinical method of regional anatomical diagnosis. Students will learn factual material and also use the content to think as a neurologist in approaching clinical problems. The course integrates basic science and clinical science. Neuroanatomy, neurophysiology, neuropathology, neuropharmacology, and neurology will be interwoven with each other throughout the course. P. Admission to Medical School.

CIB 113. Cardiovascular System. 5 credits.

Each Clinically Integrated Block will be topic-centered with vertical integration across all disciplines, inclusive of Medical Science Disciplines, Personal and Professional Development Disciplines and Clinical Skills Training Disciplines. This Clinically Integrated Block is centered on topics related to the Cardiovascular System. P. Admission to Medical School.

CIB 115. Respiratory System. 4 credits.

The course teaches the anatomy and physiology of the lungs and airways, as well as the diagnosis and treatment of medical problems of the respiratory system including, upper airway disorders, reversible obstructive lung disease, chronic obstructive pulmonary disease, ALI-ARDS, restrictive lung disease, neoplasms, thrombosis, sleep apnea, and neonatal respiratory problems. P. Admission to Medical School.

CIB 117. HEENT. 2 credits.

This course introduces students to the anatomy, embryology, and physiology of the head and neck with an emphasis on the special senses. Basic and clinical sciences are integrated so that students learn the pathophysiology and pathology of common disorders within the region. P. Admission to Medical School.

CIB 119. Infectious Disease. 3 credits.

Worldwide, infections cause more morbidity or mortality than any other disease. This course helps students understand the structures of individual organisms, their pathogenic potential, and the diagnosis and treatment of the diseases they cause.

CIB 202. Gastrointestinal System. 5 credits.

Each Clinically Integrated Block will be topic-centered with vertical integration across all disciplines, inclusive of medical science, personal and professional development, and clinical skills training. The Gastrointestinal System block teaches the normal histology, embryology, pathology, anatomy, physiology, and basic clinical medicine of the GI system, integrated with a consideration of GI system abnormalities and appropriate therapy for these conditions. P. M1 Component.

CIB 204. Renal-Urinary System. 4 credits.

Each Clinically Integrated Block will be topic-centered with vertical integration across all disciplines, inclusive of medical science, personal and professional development, and clinical skills training. The Renal System block teaches the normal histology, embryology, pathology, anatomy, physiology, and basic clinical medicine of the renal system, integrated with a consideration of renal system abnormalities and appropriate therapy for these conditions. P. M1 Component.

CIB 206. Endocrine System. 3 credits.

Each Clinically Integrated Block will be topic-centered with vertical integration across all disciplines, inclusive of medical science, personal and professional development, and clinical skills training. The Endocrine System block teaches the normal histology, embryology, pathology, anatomy, physiology, and basic clinical medicine of the endocrine system, integrated with a consideration of endocrine system abnormalities and appropriate therapy for these conditions. P. M1 Component.

CIB 208. Reproductive System. 4 credits.

Each Clinically Integrated Block will be topic-centered with vertical integration across all disciplines, inclusive of medical science, personal and professional development, and clinical skills training. The Reproductive System block provides learning experiences on the anatomy, histology, physiology, pathology, pharmacology, and basic clinical medicine of the male and female reproductive systems integrated with a consideration of reproductive abnormalities and appropriate therapy for these conditions. Areas of focus include normal pregnancy and delivery and diseases of reproductive organs. P. M1 Component.

CIB 210. Life Cycle. 3 credits.

This four-week interdisciplinary block consists of lectures, pre-recorded videos, flipped classroom sessions and Team-Based Learning Sessions that focus on stages of life. Emphasis is placed on aspects of prenatal, childhood and geriatric stages that are not adequately covered in the organ system courses. P. M1 Component.

CIB 212. Multisystem Disease/Clinical Decision Making. 5 credits.

The Multisystem Disease/Clinical Decision-Making Block provides learning opportunities for students to increase their understanding of multisystem disease processes and to demonstrate competence in clinical decision-making skills. The course will include topics related to social determinants of health and interviewing culturally diverse patients. P. M1 Component.

CIB 214. Step 1 Guided Review and Study. 8 credits.

Each Clinically Integrated Block will be topic-centered with vertical integration across all disciplines, inclusive of medical science, personal and professional development, and clinical skills training. The Life Cycle block teaches the normal histology, embryology, pathology, anatomy, physiology, and basic clinical medicine of the different stages and cycles of life. P. M1 Component.

CIB 218. Brain and Behavior. 3 credits.

Students will learn the biological, psychological, and social origins of psychiatric syndromes, their definitions and symptom features, and the diagnostic criteria. Students will gain an understanding of the role of genetics, growth and development, environmental and psychosocial risk factors, dynamic experiential factors, and individual personality as parts of the complex process that can eventuate in psychiatric disorders.

DER 333. Dermatology. 2 credits.

This elective will introduce third year students to the field of Dermatology. The student should come to understand what dermatologists do and where they fit in the field of medicine. The student will recognize how the fields of internal medicine, surgery and pathology are all integral parts of dermatology and what the limits of dermatologists are in each area. He/she will also recognize that the diagnosis of certain skin disorders may point to other underlying medical conditions that dictate the need for further evaluation and possible consultation. There should be a clear understanding of ways to distinguish between benign and malignant skin growths. Also, the small number of life threatening dermatoses should be known.

DER 334. Dermatology. 2 credits.

This elective will expose the student to the full range of dermatologic services including General Medical Dermatology, Dermatologic Surgery, Cosmetic Dermatology, and Dermatology. The student will spend time during the elective with Dermatologists who specialize in each of the areas listed above. The student will be required to read each day/evening on a variety of dermatologic topics. Opportunities for special study and clinical research (i.e. case reports) will be available.

EME 301. Emergency Medicine Clerkship. 2 credits.

Students will care for patients of all ages who present to the Emergency Department. They will follow and manage patients under the direct supervision of the attending physician. Cases could include traumatic injuries, medical illnesses, as well as obstetric and gynecologic complaints. Day and night shifts are required, and students will complete an orientation at the beginning.

EME 333. Emergency Medicine. 2 credits.

This elective will give students exposure to the facets of the subspecialties that are combined in the acute care management and critical care of the emergency patient.

EME 334. Emergency Medicine. 2 credits.

In this rotation, the students will participate as a member of a team in the care of patients presenting to the Emergency Department. Students are assigned patients, and follow and manage the patients during their Emergency Department visit under the direct supervision of the attending physician. The patient population provides a wide range of experience in care of traumatic injuries, multiple medical illnesses, care of the patient with obstetric and gynecologic complaints, and management of the pediatric patient. Patients seen in the Emergency Department are of all ages. This is a very busy service, managing patients with a wide range of diagnoses. Students are assigned specific work schedules that involve both day and night exposure. There is no on call time during this rotation.

EME 335. Emergency Medicine M3 Elective - Valleywise (PHX). 2 credits.

Students join the team in the care of patients presenting to the Emergency Department. Students will follow and manage patients under the direct supervision of the attending physician. The wide range of experiences includes traumatic injuries, multiple medical illnesses, care of the patient with obstetric and gynecologic complaints, and management of the pediatric patient.

FAP 301. Family Medicine Clerkship. 4-8 credits.

The Department of Family Medicine administers a four-week required Family Medicine clerkship in the third year. Students work with supervising physicians who see patients in primary care clinics for general checkups, acute complaints, and chronic medical problems. Students will independently interview, examine, and assess patients prior to seeing the patients with the physician in the ambulatory setting.

FAP 416. Making Meaning at the End of Life (PHX). 4 credits.

Students will attend home visits with hospice and palliative medicine personnel. Learn the basics of medical management for patients near or at the end of life. Students will develop creative, meaning-based activities informed by patients' values to engage in with patients. This may include playing music, creating art, reading, or engaging in legacy work.

FAP 425. St. Vincent De Paul Medical & Dental Clinic. 1-5 credits.

This course is a two to four week elective in public health and community medicine for fourth year medical students with an interest in primary care medicine and the underserved. In clinic the students will have their own panel of patients while being supervised by family physicians, mostly the director, to gain experience treating the underserved with current evidence based guidelines. They will also participate in other public health related activities occurring in the clinic that can be used to aid in the healthcare delivered by the clinic or the safety net system as a whole.

FAP 428. Primary Care Sports Medicine. 2 credits.

This rotation is designed to provide in-depth exposure to primary care sports medicine with emphasis on care of non-articular rheumatic disorders, infectious, suppurative and degenerative arthritis conditions, acquired and congenital abnormalities of bones and joints, musculoskeletal and connective tissue disorders, evaluation and management of common sprains, fractures and dislocations, preventive care, rehabilitation, and restorative function.

FAP 431. Inpatient Family Medicine Sub-Internship (PHX). 4 credits.

In this course, the student participates as a sub-intern in the care of hospitalized Family Medicine patients. Students are assigned patients on a rotational basis and will follow their patients throughout their hospital stay, managing their care with duties and responsibilities similar to those of an intern.

FAP 438. Respite Care for the Homeless. 4 credits.

The student will work directly with the Circle the City staff physician at the Circle the City Medical Respite Center. Daily activities include pre-admission evaluation of potential patients at referring hospitals, admission work-ups, and daily medical care of the patients. Students will have the opportunity for learning opportunities with members of the interdisciplinary team, including nursing, physical therapists, case managers and the staff psychiatrist.

FAP 440. Inpatient Family Medicine Sub-Internship. 4 credits.

Inpatient Family Medicine is an elective in which the student participates as a sub-intern in the care of hospitalized Family Medicine patients. Students are assigned patients on a rotational basis and will follow their patients throughout their hospital stay, managing their care with duties and responsibilities similar to those of an intern. Patients are from the practices of family physicians on the staff, or are patients admitted from the community Family Medicine outpatient offices. The patient population provides a wide range of experience including Surgery, Pediatrics, Ob/Gyn, and Geriatrics. The number of patients admitted to the service varies from 20-30 per week, with an age range from birth to 99 years. This is a busy service with a wide variety of diagnoses. There are daily teaching rounds taught by Family Medicine faculty. The student will manage the assigned hospitalized patient under the supervision of the supervising resident and the attending physician, and complete the required paperwork. Students will also attend the weekly Core Content Lecture series. The successful completion of this elective fulfills the primary care sub-internship requirement.

FAP 450. Geriatrics (OMA). 4 credits.

Students will integrate the data gained from geriatric patients into a diagnosis and comprehensive treatment plan that exhibits the student's knowledge and skills to provide continuity of care, promote health through patient education, and provide humanistic and ethical care in a private family medicine physician office setting.

FAP 461. Inpatient Family Medicine Sub-internship. 1-4 credits.

The student will manage assigned hospitalized patients with supervision during this selective and will master the skills needed to assess, diagnose, and manage common inpatient illnesses. Educational goals of this course are to assist the student to integrate the clinical data gained from each inpatient into a diagnosis and comprehensive treatment plan that also exhibits the student's knowledge and skills to provide continuity of care, clinical reasoning skills, health promotion through patient education, and the provision of humanistic and ethical care in a family medicine hospital setting.

FAP 462. Rural Family Medicine Sub-internship. 4 credits.

This selective gives the student opportunities in rural family medicine. The department of family medicine has a number of practitioners in western Iowa, western and central Nebraska, and eastern Wyoming who serve as preceptors. Students will work with a family physician on primarily an outpatient basis in their clinics. There will be inpatient and on-call experiences as well. The student will gain skills in diagnosis, treatment, outpatient management, and family/longitudinal care within a rural, small town context. The student will be assigned selected outpatients and inpatients to medically evaluate under the supervision of the assigned rural physician; complete required paperwork, and participate in other patient reviews as indicated by the rural preceptor.

FAP 464. Private Family Medicine. 2-4 credits.

In this elective, students are assigned to a specific family practitioner who has been approved by the Department for senior electives. The student follows all hospital patients of the individual physician and spends clinical time in the practitioner's office. The student will be assigned selected outpatients and inpatients to medically evaluate under the supervision of the assigned physician; complete required paperwork, and participate in other patient reviews as indicated by the preceptor. The goal of this course is to assist the student to integrate the informational data gained from all types of patients into a diagnosis and comprehensive treatment plan that also exhibits the student's knowledge and skills to provide continuity of care, promote health through patient education, and provide humanistic and ethical care in a private family medicine physician office setting.

FAP 465. Inpatient Family Medicine. 2 credits.

To integrate the clinical data gained from each inpatient into a diagnosis and comprehensive treatment plan that also exhibits the student's knowledge and skills to provide continuity of care, clinical reasoning skills, health promotion through patient education, and the provision of humanistic and ethical care in a family medicine hospital setting.

FAP 469. Family Medicine Capstone. 4 credits.

The senior student will participate in the capstone family medicine curriculum in the final block of his/her fourth year of training. Scheduled learning activities will include a variety of lectures, small group discussions, patient simulation exercises, procedure development, as well as hands-on patient care sessions.

FAP 476. Family Medicine Capstone (PHX). 4 credits.

The senior student will participate in the capstone family medicine curriculum in the final block of his/her fourth year of training. Scheduled learning activities will include a variety of lectures, small group discussions, patient simulation exercises, procedure development, as well as hands-on patient care sessions.

FAP 481. Longitudinal COPC Public Health Endowed Research. 4 credits.

This is an elective that will complete the Longitudinal COPC Public Health Research Assistantship (FAP 480) that the student began during the summer between their M1 and M2 years. The student will be able to finalize their data analysis and manuscript/abstract/poster presentation during this month. The student will work closely with their research faculty mentor in order to complete their research findings and have their work ready for a regional or national presentation. It is expected that the student will present their work to a Specialty Society National Conference, the Midwest Research Forum, the COPC Common Ground meeting, etc.

FAP 498. Family Practice Extramural. 1-8 credits.**FAP 795. Independent Study in Family Medicine. 2-4 credits.****FAP 798. Directed Independent Study FAP. 1-4 credits.****GRS 591. Guided Research Selective I. 0.5 credits.**

This course includes a general introduction to research and offers students an opportunity to explore their individual interests. Students will be guided to discover research opportunities, write a grant proposal, obtain IRB approval, and begin to build a research portfolio. Bench, clinical, translational, and public health research opportunities will be available. P. Admission to Medical School.

GRS 592. Guided Research Selective II. 0.5 credits.

This course will allow students to continue the work that they started in GRS 591. At the completion of GRS 592, students will be expected to have a poster, presentation, or to have submitted their work for publication. P. GRS 591.

IDC 000. Study Abroad. 0-12 credits.**IDC 180. COPC Public Health Research. 0 credits.**

This eight-week summer assistantship will expose the student to the Community Oriented Primary Care (COPC) process and improve their knowledge about health disparity issues.

IDC 183. The Healer's Art. 0.5 credits.

The Healer's Art course is designed to form of a genuine community of inquiry between students and physicians that encourages an in-depth sharing of experience, beliefs, aspirations, and personal truths. Students and faculty participate together in a discovery model to explore service as a way of life. The course's innovative educational strategy helps students uncover and recognize the personal and universal meaning in the daily work of medicine.

IDC 320. Jesuit Worldwide Learning: Global Perspectives in Liberal Arts. 1 credit.

This course is designed to introduce students to the mission of Jesuit Worldwide Learning (JWL) and to its students living at the margins. Texts and videos concerning Ignatian pedagogy and mission; marginalization and privilege; daily lives of refugees; and techniques for online teaching will be analyzed and discussed.

IDC 350. M3 Gold Track. 1-2 credits.

Ethics, humanities, personal and professional development, leadership, evidence-based medicine, and health systems science are built into this course which expands upon the Gold Track material from years 1 and 2. Activities occur within clerkships through small groups, reflections, didactics, and hands-on experience to develop a deeper, more critical understanding of the practice of medicine.

IDC 398. USMLE Enrichment Course. 0-1 credits.

Medical students will be enrolled in this course after the Associate Dean for Student Affairs approves a formal program of study for USMLE Step 1 examination. This course is reserved for those students who have been unsuccessful in passing the USMLE Step 1 examination. The student will be reassigned from clinical clerkships to this independent study course. The purpose is to guide and direct the student in preparation for retaking the USMLE Step 1 toward the goal of successfully passing the exam. Satisfactory/Unsatisfactory only.

IDC 401. Service Learning in Local Communities - Sports and Education. 3 credits.

This course combines service learning in a local community and in a foreign country in order to compare experiences of the relationship between sports, education, and development across different cultures. P. Sr. stdng.

IDC 410. Simulation Elective. 2-4 credits.

The student will select 10 task trainer and or simulation scenarios for the 2 week course or 20 task trainer and or simulation scenarios for the 4 week course. For each simulation event chosen the student will learn the risks and benefits of the procedure, indications and contra-indications, steps to follow to safely perform the procedure and understand the role as a physician during the procedure or scenario. Once the student has mastered the procedure he/she will record the event which will be viewed and evaluated by the course director.

IDC 412. Clinical Moral Perception, Art, and Medicine. 4 credits.

Students who enroll in this elective will cultivate these skills by exploring art, narrative, and related interdisciplinary healthcare ethics and humanities topics. With guidance from the course director and Joslyn Museum staff, students will compile a journal. With guidance from the course director, students will also write an article. Required materials are a notebook (paper or electronic) to bring to the museum. A purpose of this course is to offer students opportunities to experience art, reflect on their futures as physicians, resonate with the humanities and visual art in this phase of their professional development, internalize the humanistic impulses of artists whose work is represented in the Joslyn, critically appraise their own patterns of perception, and relate their own sensitivities to their relationships with patients, patients' loved ones, and colleagues.

IDC 413. Anatomy. 1-5 credits.

The Anatomy elective is an elective designed to allow students the opportunity to review and expand their knowledge of human gross and imaging anatomy by working on a synthetic cadaver, reviewing normal plain film, CT, ultrasound and MRI anatomy and by doing ultrasound on a partner to identify normal anatomic structures.

IDC 414. Planetary Health. 2 credits.

This elective weaves together immersion in wild silences in the forest, principles in ecopsychology, indigenous perspectives, and the creativity and kinship that emerge in the woods. Students will develop their own creative writing and activity prompts around themes of how deeper connections with nature can contribute to their formation as physicians and to the mental and physical health of their patients.

IDC 417. Medicine and the Law. 4 credits.

This elective familiarizes medical students with various topics in law that influence the delivery of health care. The minority of medical schools (and residencies) offer formalized education in law and medicine, and this elective is strategically positioned in the fourth year of medical education to bridge the knowledge gap of legal aspects of medical care in the transition from undergraduate to graduate medical education.

IDC 419. Medicine as Ministry: Death and Dying. 2 credits.

Identify how a hospital setting can better care for the whole person: body, mind and spirit. How does the approach of the physician create a more caring experience? Experience pastoral care for patients and families by shadowing hospital chaplains. Care for dying patients and families through Hospice care. Recognize the power of death to clarify values. Experience how physicians can care for themselves while caring for others.

IDC 421. Why Catholic Medicine?. 4 credits.

This course is designed for students who would like to take a deeper dive into a Catholic understanding of medicine, Catholic moral theology and bioethics, and its application to contemporary cases and policies. The course will engage theological and philosophical ideas and arguments and show how abstract ideas matter for the most practical matters of contemporary clinical medicine.

IDC 422. Theology, Bioethics & Medicine. 4 credits.

This course is designed to orient students to a Catholic understanding of medicine, the relation between theology and medicine, and Catholic moral theology and bioethics. The course will engage theological and philosophical ideas and arguments but will be accessible to those who are not trained in these fields.

IDC 428. Bearing Witness: Memoirs of Dying, Death and Grief (OMA). 4 credits.

Students will discuss the concept of "bearing witness," as well as the role that personal narratives such as memoirs play in that process. Drawing on their clinical experience with patient narratives, students will develop a framework for exploring the ways in which the memoirs we read "bear witness" to dying, death, and grief.

IDC 432. Medical Jurisprudence (OMA). 4 credits.

Students work with a physician-attorney who specializes in representing plaintiffs in cases of professional negligence and medical malpractice. Students will learn the principles of medical jurisprudence including duty to report negligence, factors that increase liability, medicolegal implications of informed consent and leaving against medical advice, prevention of medical errors, improving the delivery of patient care, and the basic tenets of professional negligence and causation.

IDC 462. Medical Informatics. 4 credits.

This course will focus on how medical informatics impacts two major roles played by physicians: the role of life-long learning and the role of communicator/educator. Students will learn how to more efficiently access, use, and manage information using computer based technologies, various types of resources, and information sources.

IDC 470. Step 2 Clinical Knowledge Exam Guided Review. 2 credits.

The purpose of this course is to help students prepare for the Step 2 Clinical Knowledge Exam. IDC 470 is required for all third-year medical students and it will be held the last two weeks of the M3 academic year. Once advanced to the M4 year, students may enroll in the optional IDC 471, which immediately follows IDC 470, if they wish to extend their participation in guided review prior to taking Step 2.

IDC 471. Step 2 Clinical Knowledge Exam Guided Review (OMA). 2 credits.

The purpose of this course is to help students prepare for the step 2 Clinical Knowledge Exam. IDC 470, 471, and 472 are all unique Step 2 CK guided reviews. IDC 470, 471, and 472 will each review different topics and have different practice exams. Students may enroll in any one or all three courses.

IDC 482. Minority Health Disparities-Issues & Strategies. 2 credits.

This course explores cultural diversity and health disparities globally and locally. Through a cultural self-assessment, students explore how their own culture influences their worldview. Selected components of complex cultural environments that relate to health disparities will be analyzed. Students examine existing health disparities, systems and potential solutions. This course recognizes cultural competency as a basic requirement of any health care system and its constituents. Students will determine the importance of responding respectfully to and preserving the dignity of people of all cultures both within and outside of health and social systems.

IDC 485. LGBTQIA Health Disparities: Issues and Strategies. 2 credits.

Lesbian, Gay, Bisexual, Transgender, Transsexual, Queer, Questioning, Intersex, Intergender, Asexual/Aromantic (LGBTQIA) individuals face well-documented disparities when interacting with the health care system including: poorer access to needed care, bias and discrimination, a lack of provider knowledge and/or comfort in providing care, absent or suboptimal risk factor assessment, and medical management of diseases that is not grounded in the current evidence-based practices. These disparities can lead to unnecessary and preventable negative health outcomes. Students will examine LGBTQIA health disparities, policies, systems, and recommend possible solutions. This course recognizes the right of the LGBTQIA individuals to receive primary and comprehensive health care. Students will determine the importance of responding respectfully to and preserving the dignity of LGBTQIA community both within and outside of health and social systems.

IDC 491. Women in Science. 1 credit. SP

Course designed to provide an historical overview of women in science while focusing on current practices. Discussion will emphasize barriers that women have faced in the past and strategies for coping, presently, in what is no longer a "man's field." Class meets once a week.

IDC 497. Directed Independent Research. 1-8 credits.

Fourth-year medical students have the opportunity to participate in directed independent research for elective credit. The purpose of directed independent research is to explore an area of interest within and related to medicine under the supervision of a faculty member.

IDC 498. Directed Independent Study. 1-4 credits.

Fourth-year medical students have the opportunity to participate in directed independent study for elective credit. The purpose of directed independent study is to explore an area of interest within or related to medicine under the supervision of a faculty member.

IDC 561. Exploring Holistic Health-Implications for Care and Policy. 3 credits.

This course explores different understandings of health and how these influence perceptions of care and ultimately policies pertaining to public health and health care. Students compare and contrast their understandings and perceptions with those of diverse groups encountered during a study abroad program.

IDC 590. Collaboration and Diversity: A Journey Through the Balkans. 3 credits.

This blended FLPA course introduces students to the context of the Balkans and involves visits to religious and historical sites. Through the course, students gain a sense of the world, their place within it, and understanding of the values of Men and Women for and With Others and Cura Personalis.

IDC 601. Responsible Conduct of Research. 1 credit.

This required course for students in the graduate programs at Creighton University School of Medicine is designed to introduce fundamental concepts, principles and guidelines regarding scientific integrity in biomedical research. Through readings, lectures, and case discussion students are given an opportunity to reflect on ways in which they can help foster and maintain responsible conduct in research. They also become acquainted with existing regulations, guidelines, ethical themes and on-line resources regarding the ethics of their profession.

IDC 625. Introduction to Biostatistics for the Biomedical Sciences. 3 credits.

This course will provide instruction on the common statistical methods used in biomedical science and their correct application to the design and analysis of research study questions, in-class assignments will be given for each class session based specifically on the material covered during lecture. Students will be allowed to work together to complete assignments, but must complete and submit their own work for credit. One comprehensive final exam will be given to evaluate student learning throughout the semester.

IDC 627. Research Methods. 3 credits.

Study of modern experimental methods, instrumentation, and bioinformatics tools and approaches used in biomedical research. Major course components include detection, analysis, and genetic manipulation of nucleic acids, antibody-based experimental techniques, generation, detection, and analysis of recombinant proteins, microscopy, and various experimental model systems.

IDC 701. Research Writing. 3 credits.

This course will provide instruction on grant preparation and strategy, using the NIH R21 as a model. Content will consider alternative sources of grant funding and be relevant to all research grant applications. Emphasis will be placed on writing clear English.

IDC 797. Summer Research Project. 1 credit.

Students work with a faculty research mentor during the spring semester to develop a research proposal that is typically carried out during the summer before Component II.

IDC 997. Professional Practice Remediation. 1-16 credits.

This course is designed to provide remediation in preparation for repeating a clinical rotation in which an 'Unsatisfactory' or 'Failing' grade was earned.

IDC 998. Professional Practice Remediation. 1-20 credits.

This course is designed to provide remediation in preparation for repeating a professional practice course in which an "Unsatisfactory" grade was earned. P. Grade of Unsatisfactory in a professional practice course.

IDC 999. Continuing Graduate Studies. 0 credits.**IHW 013. HWC: Theory to Practice. 0 credits.**

This hybrid course combines online learning with a five-day on campus residency that builds on the knowledge, skills, and values gained throughout the HWC curriculum. Students apply theory to practice during the residency component of the course through case studies, face-to-face coaching sessions, and interactive group projects.

IHW 021. The Use of Journaling in Your Health Coaching Practice. 0 credits.

IHW 024. Using Motivational Interviewing Principles to Resist the "Righting Reflex" for Hlth Coaches/HC Profs. 0 credits.

IHW 028. Supporting Purposeful Behavior Change: SMART-EST Goals for Client Success. 0 credits.

IHW 032. Advanced Lifestyle Medicine. 0 credits.

Non-credit: Lifestyle medicine is the use of healthy lifestyle behaviors to prevent and treat chronic diseases. In this course, students will consider comprehensively applying lifestyle medicine strategies to healthy individuals, to those with chronic diseases, and as part of a self-care program. Students will also consider lifestyle medicine as its own medical explanatory framework for disease, illness and health.

IHW 038. Health Behavior Modification. 0 credits.

Noncredit: This course provides students with a broad perspective on the many factors that determine health, with emphasis on healthy lifestyle behaviors. Students will construct, implement and modify healthy lifestyle programs for case patients/clients with and without chronic disease and across the lifespan. Special emphasis will be placed on understanding the pathophysiology and current treatment strategies of common chronic diseases. Students also learn how to evaluate and read research papers that are based on lifestyle medicine practices and procedures.

IHW 053. Stress and Sleep Management. 0 credits.

IHW 065. Exercise for Chronic Disease. 0 credits.

This non-credit course reviews the basic principles of aerobic and anaerobic fitness and their relationship with health and disease. Students will learn and practice how to construct, implement, and modify personalized exercise programs for patients/clients with and without chronic disease and across the lifespan. Students also learn how to evaluate and read research papers that are based on exercise practices and procedures.

IHW 501. Personal Development for the Health and Wellness Professional. 3 credits.

A fundamental component for health and wellness professionals is self-awareness, continuous personal development, reflection, balance, and well-being. This course provides students with tools and practices to achieve and maintain these fundamental components of self-care. This course includes participation in academic service learning.

IHW 570. Healthy Aging: Concepts and Strategies for a Life Well Lived. 3 credits.

This course offers students an opportunity to develop an understanding of health promotion for the older adult. Several chronic diseases will be examined with emphasis placed on lifestyle medicine and its influence on the aging experience.

IHW 605. Foundations in Integrative Health and Wellness. 2 credits.

Integrative care is a broad term used to describe a type of personal care that addresses more of the whole person than simply a disease or condition. Integrative care purposefully adds evidence-based complementary medicine interventions to the conventional care treatment plans of patients within the current healthcare system. This course will provide a broad overview of the integrative care interventions commonly used in the U.S. healthcare system, with a particular focus on lifestyle medicine and the social determinants of health.

IHW 650. Health Behavior Modification. 3 credits.

This course provides students with a broad perspective on the many factors that determine health, with emphasis on healthy lifestyle behaviors. Students will construct, implement and modify healthy lifestyle programs for case patients/clients with and without chronic disease and across the lifespan. Special emphasis will be placed on understanding the pathophysiology and current treatment strategies of common chronic diseases. Students also learn how to evaluate and read research papers that are based on lifestyle medicine practices and procedures.

IHW 651. Nutrition for Chronic Disease. 3 credits.

This course reviews the basic principles of human nutrition with emphasis on the relationship between diet and health, and diet and disease. Students will learn and practice how to construct, implement, and modify personalized nutrition programs for patients/clients with and without chronic disease and across the lifespan. Students also learn how to evaluate and read research papers that are based on nutrition practices and procedures.

IHW 652. Exercise for Chronic Disease. 3 credits.

This course reviews the basic principles of aerobic and anaerobic fitness and their relationship with health and disease. Students will learn and practice how to construct, implement, and modify personalized exercise programs for patients/clients with and without chronic disease and across the lifespan. Students also learn how to evaluate and read research papers that are based on exercise practices and procedures.

IHW 653. Stress and Sleep Management. 3 credits.

This course studies stress and sleep and their respective impacts on health and chronic disease across the lifespan. Several stress management techniques are debated and practiced with emphasis on mind-body medicine and the relaxation response. Students also learn how to evaluate and read research papers that are based on stress and sleep management practices and procedures.

IHW 670. Research Methods and Program Design. 3 credits.

This course will explore of quantitative and qualitative research techniques applicable to health and wellness literature and program design. By the end of the course, students will be able to evaluate research and the program designs of others. In addition, students will be able to design their own programs with the appropriate methods of evaluation.

IHW 760. Advanced Health and Wellness Coaching. 3 credits.

This advanced course will prepare students for health and wellness coaching through the practice of program design and implementation of individuals within the community. Special emphasis will also be placed on team building skills and business practices related to health and wellness coaching.

IHW 770. Wholism as a Guiding Principle for Leadership and Well-Being. 3 credits.

Wholism is the philosophy that says that the parts of a whole are in intimate interconnection such that they cannot exist independently of the whole and cannot be understood without reference to the whole. This course explores the notion that all parts that make up the whole of an individual are interconnected where the guiding principles that form a person's leadership philosophy cannot be separated from those that guide personal health behaviors such that, "how we do anything is how we do everything" (Richard Rohr). Along with gaining a more in-depth sense of wholism, this course begins by exploring the interconnectedness of our relationships with others with the factors that determine health, balancing our inner world with our outer experiences, connecting dualism to our leadership style and personal health outcomes, and exploring our true-self and life purpose. Additionally, these elements are discussed in the context of chronic stress and the role that it plays in both personal health and leadership activities. The course ends with a practical application of these elements to employee health programs that emphasize improvements in quality-of-life, enhanced worker productivity, and cost savings to an organization.

IHW 780. Health and Wellness Coaching Skills, Techniques, & Tools. 3 credits.

The art and science of health and wellness coaching is enhanced with practice. In this course, students will utilize knowledge, skills, techniques, and tools acquired throughout the curriculum. Students will collaborate with clients seeking to improve their general well-being and with clients who are physician-diagnosed with chronic disease states. P. IHW 760 and Department Consent.

IHW 781. Health and Wellness Coaching: Theory to Practice. 3 credits.

This hybrid course combines online learning with a five-day on campus residency that builds on the knowledge, skills, and values gained throughout the Health & Wellness Coaching curriculum. Students apply theory to practice during the residency component of the course through case studies, face-to-face coaching sessions, and interactive group projects. P. IHW 760 and Department Consent.

IHW 795. Directed Independent Study. 1-6 credits.

Students participate in independent scholarly projects under the supervision of a faculty member. P. Department Consent.

IHW 798. Practicum in Health and Wellness Coaching. 3 credits.

Students who opt for the practicum track will work with a health/well-being-related organization to gain experience in the field of health and wellness coaching. During the practicum, students will design and develop an independent project that is mutually beneficial to the student and the organization. Students will be supervised by someone within the organization and by a faculty instructor. Course is repeatable up to 6 credits. P. Department Consent.

IHW 799. Capstone in Integrative Health and Wellness. 3 credits.

This course is designed to challenge students to reflect upon the Health and Wellness Coaching curriculum with the goal of defining their vocation, creating their personal health coaching philosophy, and identifying evidence based strategies they plan to use in their future health coaching practice while considering the broad and distinct landscape of health and well-being. P. Department Consent.

IHW 999. Awarded/Transfer Credit. 1-3 credits.**MBS 732. Bioscience Internship. 3 credits.**

The internship will allow students to develop skills outside their current area of expertise through working on a time-limited project within a science and business context. Each internship will be supervised by both a science and business PSM program faculty member.

MED 005. Coronavirus, COVID-19, and the Pandemic. 0 credits.

The purpose of this course is to provide faculty and students of Creighton University School of Medicine and other Schools and Colleges of Creighton University the opportunity to learn about the novel coronavirus (SARS-CoV-2) and the disease caused by the virus (COVID-19), including diagnostic tests and medical treatments of the disease. Elements of the global pandemic caused by coronavirus will be explored, including prevention strategies, public health issues, and the impact on society.

MED 301. Internal Medicine Clerkship. 4,8 credits.

The Internal Medicine Clerkship is a required eight-week clinical rotation in the third year of medical school. It is composed of two four-week sessions. You will care for some very complex patients with multiple chronic and acute medical problems. You will also have the opportunity to see some esoteric and complicated tertiary care patients. The Department of Medicine views this Clerkship as integral to your development as a physician. We believe that what you will learn over the next eight weeks will be of use to you no matter what field of Medicine you ultimately choose. The scope of Internal Medicine can be daunting. We have designed the Clerkship to promote self-directed, reflective learning habits that should serve you well throughout your career. You are expected to take the initiative in all aspects of your learning. This includes actively seeking feedback, participating in discussions, sharing your knowledge with others, and of course, spending time with your patients.

MED 333. Outpatient Internal Medicine. 2 credits.

This elective will provide students with a broad experience of internal medicine in the ambulatory setting. Internists see a wide variety of patients and this elective will allow students to appreciate the importance and difficulty of caring for patients with many co-morbidities.

MED 334. Outpatient Internal Medicine. 2 credits.

This elective will provide students with a broad experience of internal medicine in the ambulatory setting. Internists see a wide variety of patients and this elective will allow students to appreciate the importance and difficulty of caring for patients with many co-morbidities.

MED 335. Ambulatory Internal Medicine (PHX). 2 credits.

This course will introduce third-year medical students to outpatient internal medicine. The student will be expected to perform H&Ps, present SOAP notes, and formulate plans for diagnosis and treatment, under the supervision of a resident. After formulating a plan, the student will present to an attending.

MED 401. General Medicine Sub-Internship. 4 credits.

The senior student will participate as a sub-intern in the care of hospitalized patients. Patients are assigned to the students on a rotational basis under the supervision of a supervisory resident and/or an attending physician. The patients are admitted from a variety of locations including community outpatient clinics, the Emergency Department, and transfers from outside hospital systems. The student will manage his or her patients throughout their hospital stay. The patient population provides a wide variety of disease processes related to internal medicine, primarily acute cardiac, pulmonary, gastrointestinal, neurological, and infectious diseases problems. The emphasis is on the initial evaluation and management of acute problems and on the appropriate use of consultative subspecialty services in definitive management. A small number of evening call assignments may be required.

MED 403. Emergency Medicine - Chandler/Mercy (PHX). 4 credits.

This rotation is designed for fourth-year medical students who are interested in pursuing a career in Emergency Medicine. Students will work with clinical faculty one-on-one, participate in a robust EM educational curriculum, and receive dedicated coaching to set yourself up for success on future rotations and as a future intern.

MED 404. Internal Medicine Sub-Internship - Valleywise (PHX). 4 credits.

Development of clinical skills via supervised, advanced experience in examination and care of hospitalized patients. Improvement in problem identification and problem-solving skills.

MED 412. Pulmonary Diseases Sub-Internship (OMA). 4 credits.

The pulmonary service is a consulting service that sees patients both in the inpatient wards and as outpatients. Students are provided initial responsibility for evaluating patients with careful critique of their findings and close supervision of their day-to-day clinical decisions. Attending physicians spend approximately four hours each day with the medical students and are integrally involved in the educational process.

MED 415. IM Hospital Med Sub-Internship. 4 credits.

The sub-internship rotation in hospital medicine is designed to develop students' clinical skills in history, exam, and medical decision-making in the area of hospital medicine under the supervision of residents and faculty.

MED 417. Endocrinology, Diabetes, and Metabolism. 2 credits.

The overall goal of the course is for the student to gain proficiency in recognizing, evaluating and treating the wide variety of Endocrine, Diabetes and Bone disorders. The patient population provides a wide range of experience in diabetes, thyroid problems, hyperlipidemia, bone metabolism, osteoporosis and general endocrinology.

MED 418. Endocrinology & Metabolism. 4 credits.

To strengthen student skills in the care and evaluation of patients with endocrine and metabolic diseases, including evaluation, differential diagnosis, and the appropriate use of diagnostic testing in Diabetes, Thyroid, Osteoporosis and Reproductive disorders. Includes experience in thyroid ultrasound testing and thyroid nodule biopsies.

MED 420. Infectious Diseases Sub-Internship (PHX). 4 credits.

This elective provides the opportunity to learn the consultation process for diagnosis and treatment of infectious diseases and to build on the foundation laid by previous courses including Medical Microbiology, Physical Diagnosis, and the Internal Medicine clerkship. The students participating in this elective are provided responsibility for evaluating patients seen in clinic or consultation with critique of their findings and supervision of their day-to-day clinical decisions, own review and presentation. Each student also has the opportunity to spend time in the Microbiology Laboratory to receive more in-depth exposure to common tests used in Infectious Diseases.

MED 421. Renal Medicine Sub-Internship - Valleywise (PHX). 4 credits.

This course will help students to develop clinical skills and advance their advance experience in examination and care of hospitalized patients with renal disease. By the end of this course, students will have improved skills in problem identification and problem-solving skills for the treatment of acute and chronic kidney diseases, acid base and electrolyte disturbances.

MED 422. Renal Medicine Sub-Internship (OMA). 4 credits.

The purpose of this selective in renal medicine is to familiarize the students with common renal disorders seen in everyday clinical practice in the wards, clinics and in the ICUs. These include acute and chronic renal failure and their associated problems including dialytic therapies, fluid and electrolyte disorders, acid base disorders, difficult to control hypertension in different clinical settings as well as renal transplant management. The students are required to perform a pertinent history and physical exam as well as prepare differential diagnosis and treatment plans. At the end of course, students should feel comfortable with assessing and managing patients with common renal disorders.

MED 426. Interventional Pulmonary Medicine (PHX). 4 credits.

Interventional pulmonary medicine focuses on minimally invasive procedures for management of diseases of the airway, lung, and pleural surface. The course introduces the learner to point-of-care ultrasound, lung cancer screening, and the indications and contraindications of commonly performed pleural, advanced diagnostics, and interventional pulmonary procedures for management of lung cancer, pleural effusion, severe emphysema, tracheal stenosis etc.

MED 427. Genitourinary Oncology. 1-5 credits.

The student will be assigned to the outpatient Genitourinary Oncology clinic at UACC. Working alongside a full-time faculty member, and with nurse practitioners, rotating house staff, nurses, and other health care personnel of the inter-disciplinary team, the student will gain experience with the diagnosis and management of patients with GU malignancies.

MED 430. Hospice and Palliative Care. 2 credits.

This elective will introduce the student to the field of hospice and palliative care. Based on the student's interest, emphasis can be provided in a community setting with hospice teams or in an acute care setting on the palliative inpatient consult service at Creighton University Medical Center Bergan Mercy. Students will explore these related fields using the National Coalition for Hospice and Palliative Care's guidelines which detail various "domains" of care.

MED 431. Dermatology. 4 credits.

In this elective, the student should come to understand what dermatologists do and where they fit in the field of medicine. The student will recognize how the fields of internal medicine, surgery and pathology are all integral parts of dermatology and what the limits of dermatologist are in each area. He/she will also recognize that the diagnosis of certain skin disorders may point to other underlying medical conditions that dictate the need for further evaluation and possible consultation. Students will develop a clear understanding of ways to distinguish between benign and malignant skin growths. Also, the small number of life threatening dermatoses should be known. Students learn technique in local anesthesia, cryotherapy and cutaneous surgeries including laser surgery. There are assigned and directed readings regarding interesting patients in this elective.

MED 435. Medical Hematology/Oncology/Palliative Care. 2-4 credits.

Students taking this rotation will learn about palliative and supportive care for cancer patients, end of life care, and be given instruction in patient physician communication. With staff supervision, students may be able to do bone marrow aspiration, biopsy and daily didactic sessions with faculty covering a wide variety of hematological, oncological and supportive care topics. Patients with cancer, anemia, and bleeding disorders offer the student a unique opportunity to gain valuable experiences, not only in cancer management, but also in general medicine.

MED 436. Research in Med Hem/Onc/Palliative Care and Primer in Bio-Stats. 4 credits.

The research component of student training are designed to establish competency in the design, conduct, interpretation and presentation of research by requiring the student to complete at least one major project and to participate in additional projects time permitting. Students learn clinical research methods which includes cancer outcomes and statistical analysis. Data interpretation along with presentation in various formats i.e., abstracts, posters and articles will be done.

MED 438. Hematology & Oncology Sub-Internship - Valleywise (PHX). 4 credits.

To strengthen students' skills in the management of patients with malignant disease and in the clinical evaluation of hematologic disorders.

MED 439. Emergency Medicine. 4 credits.

In this rotation, the students will participate as a member of a team in the care of patients presenting to the Emergency Department. Students are assigned patients, and follow and manage the patients during their Emergency Department visit under the direct supervision of the attending physician. The patient population provides a wide range of experience in care of traumatic injuries, multiple medical illnesses, care of the patient with obstetric and gynecologic complaints, and management of the pediatric patient. Patients seen in the Emergency Department are of all ages. This is a very busy service, managing patients with a wide range of diagnoses. Students are assigned specific work schedules that involve both day and night exposure. There is no on call time during this rotation.

MED 442. Inpatient Cardiology. 4 credits.

In this course, the student will come to appreciate the full breadth of cardiovascular diagnostic techniques and management of patients with cardiac disease. This elective is divided into four one-week blocks in which the student can choose electives. Each student who signs up for this course will be assigned two consecutive weeks on the inpatient service as a member of the team and will be responsible for the care of the patients admitted to the CCU and Cardiovascular services at Bergan and CUMC. The senior students will be assigned patients and will be responsible for the assessment and management of that patient during the patient's stay in the hospital. The student will be responsible for daily progress notes and orders on these patients. The patient population provides a wide range of experience in cardiovascular disease management. For the remaining two weeks of the course, the student can then choose from the following one week electives: A. Diagnostic Techniques; B. Outpatient Management; C. Independent Reading.

MED 444. Cardiology Sub-Internship - Valleywise (PHX). 4 credits.

To provide a broad overview of contemporary issues in the management of patients presenting with a wide variety of problems involving the cardiovascular system.

MED 448. Inpatient Cardiology Sub-Internship (PHX). 4 credits.

In this course, the student will come to appreciate the full breadth of cardiovascular diagnostic techniques and management of patients with cardiac disease. This elective is divided into four one-week blocks in which the student can choose electives. Each student who signs up for this course will be assigned two consecutive weeks on the inpatient service as a member of the team and will be responsible for the care of the patients admitted to the CCU and Cardiovascular services. The senior students will be assigned patients and will be responsible for the assessment and management of that patient during the patient's stay in the hospital. The student will be responsible for daily progress notes and orders on these patients. The patient population provides a wide range of experience in cardiovascular disease management. For the remaining two weeks of the course, the students can then choose from the following one week electives: A. Diagnostic Techniques; B. Outpatient Management; C. Independent Reading.

MED 451. Emergency Medicine Ultrasound - Valleywise (PHX). 4 credits.

The student will do at least four ultrasound shifts with the director; complete and archive 150 scans documenting on data sheets; provide follow-up and confirm all scans with radiographic studies or clinical exams; record and archive the images and clips for review and evaluation; complete a case study for use by director in conferences and other educational projects; participate in ongoing research projects and lectures; complete required readings. During the rotation students will learn how to integrate bedside ultrasound into their clinical practice.

MED 453. Introduction to Global Health. 2-4 credits.

This course will provide an academic framework in Global Health for future practitioners with a focus on equity and engagement. The course will utilize the Millennial Development Goals as a framework for discussion of Global Health. In addition, students will be provided with tools for travel preparation and project assessment.

MED 454. Gastroenterology Sub-Internship - Valleywise (PHX). 4 credits.

To provide students with a broad exposure to gastrointestinal and hepatic disorders in both the acute and outpatient setting.

MED 456. Gastrointestinal Medicine. 1-4 credits.

In this elective, the student would be exposed to educational opportunities on the in-patient GI service and will work closely with medicine house staff officers as well as attending physicians. By the end of the rotation the student will be able to diagnose and treat patients with gastrointestinal conditions commonly found in the inpatient Internal Medicine setting.

MED 458. Pulmonary/Lung Transplant. 4 credits.

The Lung Transplant Critical Care Selective for Senior Medical Students include the expansion of knowledge gained as sophomore and junior students in the fundamentals of physical diagnosis and disease recognition, evaluation and management. The advanced lung disease and lung transplant team is a consulting service that sees patients both in the inpatient wards and outpatients in the evaluation unit. The students are closely supervised in these activities by pulmonary critical care medicine fellows and attending physicians. The students are provided initial responsibility for evaluating primary patients and patients seen in consultation with careful critique of their findings and close supervision of their day-to-day clinical decisions.

MED 459. Minding the Gap (PHX). 4 credits.

Fourth-year medical students interested in primary care, pediatrics, and psychiatry will experience a course focused on understanding autism and related disorders from a medical and psychosocial perspective as well as from the community, where people live and learn. Our vision is to build a healthcare equity model where no one goes untreated or is medically misunderstood because of autism and other related disorders.

MED 460. Outpatient Internal Medicine Sub-Internship (PHX). 4 credits.

The majority of medical care occurs in the ambulatory setting and medical students must familiarize themselves with acute and chronic conditions in the outpatient setting, as well as counseling and providing preventive health services. This clinical experience is crucial to prepare senior medical students for internship.

MED 464. Endocrinology & Metabolism - Valleywise (PHX). 4 credits.

To strengthen student skills in the care and evaluation of patients with endocrine and metabolic diseases, including evaluation, differential diagnosis, and the appropriate use of diagnostic testing in both the acute and outpatient setting. Includes experience in thyroid, reproductive endocrinology, bone disease, and diabetes.

MED 465. Endocrinology, Diabetes and Metabolism. 2-5 credits.

The overall goal of the course is for the student to gain proficiency in recognizing, evaluating, and treating the wide variety of Endocrine, Diabetes and Bone disorders. In this rotation the student will participate as a senior student in the care of hospitalized patients and clinic patients. The patient population provides a wide range of experience in diabetes, thyroid problems, Hyperlipidemias, bone metabolism, osteoporosis and general endocrinology. Patients are seen for a wide variety of diagnoses that include: Type 1 and Type 2 diabetes, Ketoacidosis, hyper- and hypothyroidism, osteoporosis, osteomalacia, Hypercalcemia, hyper- and hypoadrenalism, pituitary insufficiency, male and female Hypogonadism (partial list only).

MED 467. Rheumatology - Valleywise (PHX). 4 credits.

Students will learn how to diagnose and treat rheumatologic diseases including inflammatory autoimmune diseases (RA, SLE, scleroderma, myositis, vasculitis), degenerative conditions (OA, osteonecrosis), crystal disease/arthritis (gout, hyperuricemia, pseudogout, calcium pyrophosphate), soft tissue rheumatism, seronegative, spondyloarthropathies, (AS Reiters, psoriatic arthritis), and metabolic bone disease (osteoporosis, osteomalacia, Paget's).

MED 468. Infectious Diseases Sub-Internship. 2-4 credits.

The goal of this selective is to learn the consultation process for diagnosis and treatment of infectious diseases. This selective builds on the foundation laid by previous courses including Medical Microbiology, Physical Diagnosis, and the Internal Medicine clerkship. The students are provided responsibility for evaluating patients seen in clinic or consultation with critique of their findings and supervision of their day-to-day clinical decisions, own review and presentation. Each student also has the opportunity to visit the HIV Clinic and also to spend one evening in the Travel Clinic where patients receive pre-travel counseling and immunizations.

MED 469. Rheumatology. 2-4 credits.

The Rheumatology Service is concerned with the care of patients both in the outpatient and inpatient setting. As a result, the student can become familiar with all types of musculoskeletal disorders. Because the nature of rheumatology is an outpatient predominant discipline, there is close and daily interaction between students, house officers and faculty. This interaction includes examination of history and physical taking techniques, understanding of the laboratory evaluations of patients with rheumatic diseases, interpretation of x-rays and formulations of therapeutic plans. In addition, the student is taught proper technique in aspiration and analysis of synovial fluid.

MED 470. ILAC Outpatient Medicine-Dominican Republic. 4 credits.

This rotation provides the student an opportunity to improve their knowledge and ability regarding Global Health issues and patient care. Students will also have direct, 24 hours a day contact with rural Dominicans and will be able to improve their basic fund of knowledge regarding healthcare needs, nutrition, economic and social problems and to develop a greater understanding for interaction between medical, social and economic pressures. The student will participate as a member of the team in the care of people in rural Dominican Republic. The Institute for Latin American Concern is a unique, faith-based program affiliated with Creighton University in the Dominican Republic. Our goals include providing an environment for spiritual enrichment in the form of on-site support for ministry, reflection, journaling, and worship. It is important for the student to be aware the Institute for Latin American Concern is a unique, faith-based program affiliated with Creighton University in the Dominican Republic. A goal for this experience is to provide an environment for spiritual enrichment in the form of on-site support for ministry, reflection, journaling and worship. We ask students to share their faith story in this journey with each other and the Dominicans we serve.

MED 471. Emergency Medicine Sub-Internship. 4 credits.

The Emergency Medicine rotation provides an experience for the 4th year student in which the facets of all subspecialties are combined in the acute care management and critical care of the emergency patient. The student will be given the opportunity to improve their differential diagnosis insight and skills and to work with inpatient and outpatient healthcare, involving primary care providers and other services. In this rotation, the student will participate as a member of a team in the care of patients presenting to the Emergency Department. The patient population provides a wide range of experience in care of traumatic injuries, multiple medical illnesses, care of the patient with obstetric and gynecologic complaints, and management of the pediatric patient.

MED 472. Critical Care Sub-Internship (OMA). 4 credits.

In this course students will gain an understanding of the clinical presentation, differential diagnosis and the approach to management of common critical care illnesses. Students will also gain the ability to recognize and learn the importance of communication and team work for managing ICU patients. Students will participate as a member of the team in the care of patients admitted to the ICU, managing their care with duties and responsibilities under the direct supervision of an attending physician, supervisory resident and first year resident. The patient population provides a wide range of in depth experience in critical care management, including invasive procedures and assessment. A wide variety of critical care problems in an acute setting focusing on pulmonary and cardiac complications. Management consultations are provided for the surgical ICU, approximately 10-15 number patients are seen with an age range from 40-80.

MED 473. ILAC Outpatient Medicine for Student Coordinators-Dominican Republic (OMA). 6 credits.

This rotation is meant for the student coordinator who will participate as a leader for the students in MED 470. The student coordinator performs as expanded role with higher responsibility and more time spent in-country. The student coordinator is responsible for logistics management, coordination with the central office, and coordinating the interprofessional teams which include students, as well as nursing, dental, pharmacy, and medical professionals.

MED 474. Critical Care Medicine Sub-Internship - Valleywise (PHX). 4 credits.

To provide the student with hands-on practical experience in the intensive care unit. The emphasis will be on learning an organized diagnostic and therapeutic approach to the critically ill patient with multiple organ system disease.

MED 477. Emergency Medicine Sub-Internship - Valleywise (PHX). 4 credits.

This elective teaches the principles of emergency care. Students evaluate patients and help formulate testing and treatment strategies. Active participation skills are emphasized. Students will also complete assigned readings from emergency medicine references, attend weekly conferences, and have a final exam. Students will be exposed to undifferentiated patients to establish a solid foundation of skills and knowledge.

MED 480. Pulmonology - Valleywise (PHX). 4 credits.

To strengthen the student's skills in the care of patients with a wide variety of pulmonary diseases including evaluation, differential diagnosis, and the appropriate use of diagnostic testing in both the acute and outpatient setting.

MED 481. Pulmonary/Intensive Care Unit. 4 credits.

The objective of this selective is to expose the student to the wide variety of critical care medicine and acute pulmonary disorders, as well as to teach the early recognition and management of organ dysfunction, and the most current pathophysiological explanations for shock, sepsis and respiratory failure. Also covered in this course will be current concepts of vasopressor and inotropic support therapy including mechanisms of drug action and examination of the interaction of lung diseases with other organ systems and with other medical illnesses. Students will acquire knowledge of airway management and ventilatory support. The students will spend 2 weeks on the Pulmonary Consultation Service and 2 weeks on the Intensive Care Unit Service.

MED 482. Emergency Medicine Sub-Internship. 4 credits.

Patients are assigned to students and residents on a rotational basis. Patients will be a mix of ambulatory patients, ambulance arrivals and clearance of both the acute psychiatric patient and patient wishing to undergo substance abuse treatment. There will be a wide variety of medical conditions seen including acute cardiac, pulmonary, gastrointestinal, neurological and infectious disease. There will also be potential for many procedures including ABG's, arthrocentesis, paracentesis, thoracentesis and central lines.

MED 484. Intensive Care Unit. 4 credits.

The Intensive Care Unit (ICU) elective rotation for senior medical students includes the expansion of knowledge gained as sophomore and junior students in the fundamentals of physical diagnosis and disease recognition, evaluation and management. The Intensive Care Unit team provides care to critically ill patients with a broad spectrum of medical and surgical diseases. The students are closely supervised by pulmonary and critical care fellows and attending physicians. The Critical Care Unit model involves a multidisciplinary team approach where the student will be an integral part of the team rounding with physicians, nurses, respiratory therapists, pharmacists, and others. Students are required to actively participate in daily rounds and attend didactic presentations.

MED 486. Medical Education Elective. 2-4 credits.

The Medical Education Elective is a two or four week non-clinical elective that will introduce fourth-year medical students to general topics in teaching, foster interest in medical education, and provide instruction to promote teaching skills particularly in small group and clinical settings. The four-week elective will introduce students to medical education scholarship, and provide support for the development of a scholarly project.

MED 487. Internal Med Sub-internship. 4 credits.

The senior student will have increased responsibility for patient management in preparation for internship. As acting intern, the student will evaluate new patients on each of the team's admitting days and follow those patients throughout their hospitalization. The senior resident and attending will assist in formulation of the plan for diagnosis and treatment. The student will make daily work rounds with the team and also attend all educational conferences.

MED 490. Critical Care Medicine. 2-5 credits.

The Pulmonary/Critical Care Medicine selective for senior medical students includes the expansion of knowledge gained as sophomore and junior students in the fundamentals of physical diagnosis and disease recognition, evaluation and management. Since the Pulmonary/Critical Service has both primary care patients and patients who are being evaluated in consultation, the student has the opportunity to evaluate and learn about both types of patients. The students are closely supervised in these activities by junior and senior medical residents, pulmonary fellows and pulmonary medicine attending physicians. The students are provided initial responsibility for evaluating primary care patients and patients seen in consultation with careful critique of their findings and close supervision of their day-to-day clinical decisions.

MED 491. Internal Medicine Capstone. 4 credits.

The senior student will participate in the capstone curriculum in the final rotation block of his/her fourth year of training. Scheduled learning activities will include a variety of lectures, small group discussions, patient simulation exercises, as well as hands on practical educational sessions.

MED 492. Internal Medicine Capstone. 4 credits.

The senior student will participate in the capstone curriculum in the final rotation block of his/her fourth year of training. Scheduled learning activities will include a variety of lectures, small group discussions, patient simulation exercises, as well as hands on practical educational sessions.

MED 498. Medicine Extramural. 1-8 credits.**MED 795. Evidence Based Medicine - Independent Study. 2-4 credits.**

Evidence Based Medicine is important to the practice of medicine and this elective course will build upon the foundations learned at M1 and M3 students and assist students in transition to residency. The purpose of this elective is to enhance the student's ability to critically appraise the medical literature and implement evidence based medicine into clinical decision making.

MHE 600. Scholarly Reading and Writing. 3 credits.

The course will build on and improve existing writing skills. Students and faculty are all members or a larger writing community in which everyone contributes to an on-going dialogue. The course assumes one's writing can always improve. The specific aims of the course are: 1) to produce clear and precise writing and 2) to accurately credit and incorporate the others' scholarly work. The course includes recognizing, attributing and summarizing existing scholarship. The course also stresses responses to existing work, distinguishing response types, anticipating arguments or objections, and tying it all together. Concrete templates and rhetorical moves are employed to enhance reasoning and organizational abilities. Students incorporate detailed instructor feedback in multiple writing assignments. The course assumes understanding of the rules of English grammar, spelling, syntax, and punctuation.

MHE 601. Health Policy. 3 credits.

MHE 601 explores health policy and its development, emphasizing social justice and human rights. Students consider institutional, local, regional, national, and international approaches to public health, health systems, and priorities for research and development. American health systems - operations, processes, successes, and failures - are extensively analyzed. Students consider processes for and challenges in making health policy at institutional, state, and federal levels. Past and current attempts at health systems reform are reviewed, stressing 2010 U.S. healthcare reform.

MHE 602. Research Ethics. 3 credits.

This course will enhance students' understanding of core ethical issues in biomedical research and improve their ability to analyze, explain, and justify relevant cases, arguments, positions, and policies. The focus is biomedical research involving human participants. A stress is investigation involving populations and communities with vulnerability. Study of historically pivotal cases leads to review of ethical, policy, and programmatic responses. Students also study ethical factors in community-based research, informed consent, multinational research, genomics, and neuroscience. Discussions develop collective inquiry related to core topics. Individual papers also develop students' knowledge and aim to enhance their analytical and compositional skills.

MHE 604. Social and Cultural Contexts of Health Care. 3 credits.

This class introduces the student to the various contexts of personal and social experience that construct and interpret bioethics. Participants consider identity and autonomy as embedded in social matrices ranging from the body itself to global configurations. Various power dynamics of class, legitimacy, and ideology are considered. Participants analyze the culture of the biomedical project and the challenge of finding one's voice within it.

MHE 605. Philosophical Bioethics. 3 credits.

This course reviews the nature of ethical reasoning, including various epistemological challenges to moral judgment. Second, major theories of ethics will be introduced, including virtue ethics, deontology, utilitarianism, casuistry and principlism. Third, signature texts by protagonists of these historical theories will be compared and contrasted with contemporary critics, with specific reference to issues of vulnerability. P. MHE 600; MHE 610.

MHE 606. Theories of Justice. 3 credits.

This course will introduce students to theoretical and practical complexities, ambiguities, and persistent questions at the intersections of clinical ethics, social policy, and health justice.

MHE 607. Practical Ethics in Health Care Settings. 3 credits.

The practical application of ethics to clinical situations is much more than following standards of practice. This course will provide the opportunity to apply foundational concepts of ethics to a variety of health care settings. Additionally, the use of deliberative methods to think through and discuss the unique features presented by different health care settings and professional conduct will be an integral component of the course. The typical charges of institutional ethics committees will be examined: consultation, education, and policy review/development.

MHE 609. Capstone. 3 credits.

In this final required course of the degree program, students are expected to integrate insights gained and competencies acquired. Applying scholarly methods of bioethical inquiry and composition, students will develop a scholarly product on a theme related to their Practicum course experience. P. DC.

MHE 610. Introduction to Bioethics. 3 credits.

Bioethics is a complex field with few easy answers. This course uses an interdisciplinary lens to introduce students to the ethical dilemmas inherent in health care and health policy with specific emphasis on populations with vulnerability, disadvantage, or marginalization. Students develop a broad understanding of the philosophical, historical, cultural, economic, technological, and political dimensions of ethical issues the discipline of bioethics encompasses.

MHE 614. Ethical Aspects of End-of-Life Care. 3 credits.

This course examines different end-of-life care practices including forgoing treatment, PAS/euthanasia, palliative care, sedation and decision-making for incompetent patients. Students reflect on their own views on disabilities, aging and dying; examine the merits of policies/legislation; and consider how society at large can come to appreciate those dying in our midst.

MHE 615. Patient-Centered Consultation. 3 credits.

This course is an interactive introduction to the key, basic-level skills in healthcare ethics consultation involving adult patients. The course will focus on the three categories of skills for healthcare ethics consultants - ethical assessment and analysis, process skills and interpersonal skills - that are the foundation of the Core Competencies for Healthcare Ethics Consultants, 2nd ed., a report of the American Society of Bioethics and Humanities (ASBH, 2011).

MHE 695. Independent Study in Health Care Ethics. 3 credits.

This course offers students the opportunity to explore a topic in health care ethics in depth. Specifically, students will collaborate with the instructor to design a plan to achieve agreed upon learning goals, strategies to achieve goals, and evidence of learning.

MIC 141. Microbiology. 4 credits. FA

Introductory course, consisting of lectures, study groups, and computerized self-instruction, designed to provide nursing students with a basic knowledge of medical microbiology and immunology. P. None.

MIC 463. Topics in Immunology/Application to Clinical Medicine. 4 credits.

Selected Topics in Immunology is an elective for those wishing to study in-depth a variety of selected topics in immunology. The elective will be available Second Semester continuously. This course will consist primarily of conferences, directed reading assignments in selected areas of immunology or immunochemistry. The interests and needs of the students will determine which topics they will be expected to study in-depth and will be determined on an individual basis with each student prior to the first class meeting. Some examples of selected topics would be immunologic disorders in the newborn, autoimmune methods in clinical diagnosis, etc.

MIC 541. Medical Microbiology and Immunology. 3 credits. FA

Introductory course focusing on foundations of general bacteriology and virology, antibacterial therapy and mechanisms of antibacterial resistance, infectious diseases caused by bacteria, viruses, fungi, and parasites, and the host defenses against these microorganisms. R, L. P. Second year Pharm.D. student or degree seeking graduate student. Upper level undergraduate or other students require approval from course director.

MIC 543. Essentials of Immunology. 3 credits. SP

Lecture course covering the major areas of contemporary immunology including host resistance to infection, the chemistry of antigens and physiology of the immune system, immunogenetics and transplantation immunology, immunological techniques, tumor immunology, and immunopathology. P. MIC 541, or IC.

MIC 721. Foundations of Microbiology. 4 credits.

Lecture course that emphasizes (1) the foundations of general bacteriology and virology, (2) microorganisms of medical importance and the diseases, (3) antimicrobial, and (4) scientific logic for critical analysis of original research articles in the field. A required course for graduate students in the program.

MIC 733. Advanced Microbial Pathogenesis. 3 credits. AY, SP

Lectures, seminars, literature review, and group discussion concerning mechanisms by which microorganisms cause disease. P. MIC 617 or IC.

MIC 735. Diagnostic Microbiology. 4 credits. AY, SP

Laboratory and conferences which deal with selection of clinical specimens for diagnosis, isolation of pathogenic microorganisms and preparation of media for their growth. 4 R. L arr. P. IC.

MIC 739. Bacterial Physiology. 3 credits. AY, SP

Study of molecular, cellular, and genetic processes in bacteria. Includes molecular structure and function, cell division, synthesis of macromolecules, and metabolism.

MIC 740. Host Defense. 3 credits. SP

The student will be 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. Lecture presentations, assigned reading and computer-aided instruction. P. IC.

MIC 745. Cellular And Molecular Immunology. 3 credits. SP

This course will focus on the basic and clinical aspects of cellular and molecular immunology. 2 R&L arr. P. MIC 740 or IC.

MIC 746. Advanced Immunology. 3 credits. AY, FA

Lectures and conferences providing a coordinated and detailed account of current immunology at an advanced level. Students will be expected to familiarize themselves with the original literature, and emphasis will be given to the more rapidly progressing areas. 3 R&L arr. P. MIC 543 or IC.

MIC 749. Molecular Virology. 3 credits. AY, FA

Study of the physical, chemical, and biological properties of viruses. Selected topics will include such areas of investigation as cultivation and identification, replication, host-virus interactions, interference, and viral oncogenesis. P. IC.

MIC 753. Advanced Antimicrobial Agents And Chemotherapy. 3 credits. AY, FA

Chemistry, pharmacology, and biology of antibiotic substances and their use in therapy of infectious diseases. P. IC.

MIC 790. Current Topics in Medical Microbiology and Immunology. 2 credits. FA

Lectures and literature discussion covering recent advances in the fields of microbiology, immunology, and virology, with roughly a third of the course devoted to each field of study. P. MIC 541.

MIC 791. Department Seminar And Teaching. 1 credit.

The student is required to register each semester of his/her residence. The maximum credit applicable toward a degree is two for the M.S.; six for the Ph.D. This course is graded satisfactory/unsatisfactory.

MIC 793. Directed Independent Readings: Selected Topics In Medical Microbiology And Immunology. 1-4 credits. FA, SP, SU

Conferences and reading assignments providing an opportunity for in-depth study of recent developments and associated problems in carefully selected and highly specialized areas of medical microbiology such as parasitology, mycology, clinical microbiology, pathogenesis, immunology, and epidemiology and public health.

MIC 795. Directed Independent Study. 4 credits.**MIC 797. Directed Independent Research for Master's Degree Students. 1-8 credits. FA, SP, SU**

Investigative work on selected subject. (Non-thesis research optional). L&R arr.

MIC 799. Master's Thesis. 1-6 credits. FA, SP, SU

Research, under departmental supervision, in connection with the preparation of the Master's thesis. Student must register for this course in any term when engaged in formal preparation of the Master's thesis; however, six credit hours are the maximum applicable toward the degree.

MIC 893. Directed Independent Readings: Selected Advanced Topics In Medical Microbiology And Immunology. 1-4 credits. FA, SP, SU

Conferences and reading assignments providing an opportunity for in-depth study of recent developments and associate problems in carefully selected and highly specialized areas of medical microbiology such as parasitology, mycology, clinical microbiology, pathogenesis, immunology, and epidemiology and public health.

MIC 897. Directed Independent Research for Doctoral Students. 1-8 credits. FA, SP, SU

Investigative work on a selected subject.

MIC 899. Doctoral Dissertation. 1-8 credits. FA, SP, SU

Research, under departmental supervision, in connection with the preparation of the doctoral dissertation. Student must register for this course in any term when engaged in formal preparation of the doctoral dissertation; however, 20 credit hours are the maximum applicable toward the degree.

MMS 600. Foundations of Medicine. 4 credits.

This five-week immersive course is taken with the first-year medical students and introduces the basics of medical cell and molecular biology. The course will use lecture, case discussion, and problem-based learning discussion to expose students to common pathologies and various specialty topics in preparation for the systems block.

MMS 601. Human Physiology. 2 credits.

This course examines basic concepts of cellular physiology and organ system physiology of the nervous, endocrine, muscle, cardiovascular, respiratory, gastrointestinal, and renal systems, as well as multisystem integration. P. Graduate standing or Instructor Consent.

MMS 602. Human Gross Anatomy. 5 credits.

Graduate students in the MS in Medical Sciences program have the opportunity to learn the detailed structure of the human body. Through integration of cadaveric dissection, a holographic atlas, and team-based learning, students will develop a thorough understanding of the 3D relationships necessary for a medical professional. Prereq: Instructor Consent.

MMS 603. Microscopic Anatomy. 3 credits.

This course is for graduate students in the MS in Medical Sciences program interested in the structure and function of human cells, tissues and organs at the microscopic level. The goal of the course is for students to develop an understanding of the architecture of human cells, tissues, and organs and to relate microscopic structure to the function, or dysfunction, of the human organism. P. Instructor Consent.

MMS 604. Clinical Embryology. 2 credits.

This is a course in human embryology designed to provide students with insight into the important correlation between human embryology and clinical problems associated with pregnancy and birth defects. The course will cover development of all of the systems of the body. The fetus, placentation, birth and delivery will also be covered. Major congenital malformations will be discussed in detail. P. Instructor Consent.

MMS 620. Medical Ethics and Humanities. 2 credits.

Through multiple small-group discussions, this course aims to prepare health professionals to provide respectful, humane patient care and to address current ethical problems in health care.

MMS 630. Human Head and Neck Anatomy. 3 credits.

This course is for Master's in Medical Sciences students and is held concurrent with a course on human neuroanatomy. Using a dissection- and clinical-based approach, students will study the structure and anatomical systems of the head and neck.

MMS 635. Directed Independent Research. 4 credits.

This course presents students with an opportunity to conduct original investigation under supervision and guidance of individual faculty mentor. P. Approval of the Course Director. CO: IDC 627.

MMS 640. Clinical Rotations. 2 credits.

This course provides opportunities to experience day to day applications of gross anatomy in the clinical specialties of surgery, radiology, and pathology. Weekly discussions of the various cases will be held during which the pertinent anatomical correlations will be analyzed as will methods of best conveying to health sciences students the clinical information gained. Students will be expected to write a synopsis of each case and conduct the necessary literature research for a current relevant bibliography. P. IC.

MMS 645. Educational Techniques in Anatomy. 4 credits.

Master's in Medical Sciences students will have the opportunity to design and implement educational techniques appropriate for lecture, small group, and laboratory applications. Each student will prepare and deliver formal lectures and assist in teaching anatomy in the lab.

MMS 651. Capstone Project. 3 credits.

This course will present students with an opportunity to acquire foundational skills necessary for research in a medically-related discipline. After introduction to the scientific method and related topics, students will identify a mentor in the student's area of interest, develop a research proposal, and defend the research question and approach. Each student will then work with a Capstone Mentor to generate and present a poster summarizing their capstone project.

MOS 581. Mission Outreach Selective I. 0.5 credits.

This course provides a framework of inquiry to ongoing, immersive mission outreach service experiences. By completing mission service work, students engage with communities and learn firsthand the strengths and the challenges within the community in which they are working. P. Admission to Medical School.

MOS 582. Mission Outreach Selective II. 0.5 credits.

This course provides an immersive experience in a mission outreach activity. The student will work with a mission team and a preceptor at an approved mission site. Students will write a 7-10 page research paper on medical mission work, a reflection on their experience at the site, or a related scientific area of research. P. MOS 581.

MOS 583. Mini Medical School M1 Selective. 0.5 credits.

This M1 selective provides a local mission service-oriented experience for first-year medical students. Students will choose a project and participate in an immersive experience that includes a minimum of two Mini Medical School events, with a minimum of 30 approved contact hours. Participation will be outside of the traditional academic semester schedule. P. Admission to Medical School.

MOS 584. Mini Medical School M2 Selective. 0.5 credits.

This M2 selective provides a local mission service-oriented experience for second-year medical students. Students will choose a project and participate in an immersive experience that includes a minimum of two Mini Medical School events, with a minimum of 30 approved contact hours. Participation will be outside of the traditional academic semester schedule. P. Admission to Medical School.

MPH 561. Exploring Holistic Health - Implications for Care and Policy. 3 credits.

This course explores different understandings of health and how these influence perceptions and practices of care as well as policies pertaining to public health care. Students will compare and contrast their own understandings with those of diverse groups and professionals encountered during a two-week program abroad.

MPH 601. Organization and Management of Public Health Services. 3 credits.

This course examines the organization, delivery, and financing of health care services from a managerial and policy perspective. Specific focus will be given to the role, responsibilities, and functions of public health services; the integral relationship of public health within the larger health system; and management principles and practices applicable to public health organizations.

MPH 602. Community Health Assessment. 3 credits.

This course examines the concepts, methods and practices for assessing the health of a community. Topics include measuring community health status, developing community health profiles, identifying the determinants of health, and the utilization of community health assessment in developing public health interventions.

MPH 604. Social and Behavioral Aspects of Public Health. 3 credits.

This course is an exploration of concepts and methods of social and behavioral sciences relevant to the identification and solution of public health problems. This course will focus on the basic set of competencies that is central to the field, including identifying theories, concepts, and models from a range of social and behavioral disciplines that are used in public health research and practice.

MPH 605. Epidemiology. 3 credits.

This course offers a foundation for the study of the distribution, history, and determinants of disease and disability in human populations. In addition to examining the biological basis of health, the course will explore social epidemiology and the interrelationship between the social and biological determinants of health.

MPH 606. Environmental Health. 3 credits.

This course examines the environmental factors that impact population health. This course focuses on the biological, physical and chemical agents affecting human health. Additional topic areas that will be explored include the regulatory framework for environmental health, workplace health, and contemporary issues in environmental justice.

MPH 607. Biostatistics. 3 credits.

This course focuses on descriptive and inferential statistical concepts, methods, and the applications of statistical methods in the analysis and assessment of population health.

MPH 608. Health Communication and Informatics. 3 credits.

This course provides a foundation for understanding the concepts and best practices in health communication and for developing skills in building effective communication campaigns with multiple and culturally diverse audiences. Recognizing the importance of informatics in health communication, this course will also address skills in the use of information technology for the retrieval, management and dissemination of information that promotes population health.

MPH 609. Introduction to Community-Based Participatory Research. 3 credits.

This course provides an introduction to Community-based Participatory Research (CBPR). This course is NOT a methodology course; CBPR is an approach to conducting research that can be used with many research designs and methodologies. It is intended to provide students a grounding in the goals and application of CBPR; the theoretical background that informs CBPR; an introduction to theories of race, ethnicity, power, difference, gender and sexuality; the formation and maintenance of community partnerships; the use of CBPR to promote health equity and social justice; and the introduction of CBPR techniques to institutional review boards and funders.

MPH 611. Practice Experience. 3 credits.

Opportunity to apply the knowledge and skills acquired through core courses and elective/area of concentration under the supervision of a qualified preceptor who is a public health professional. P. Completion of pre-applied practice experience checklist (P-APEX).

MPH 612. Capstone. 3 credits.

In this final required course of the degree program, students are expected to integrate insights gained and competencies acquired throughout the program. Applying methods of scholarly inquiry and composition, students will synthesize insights and findings from their practice experience in a publishable-quality article or commentary and will present the findings to fellow students and faculty. P. MPH 611.

MPH 615. Ethical Issues in Public Health: A Global Perspective. 3 credits.

This course provides students with a foundational understanding of the ethical issues related to public health as a discipline and to its practice. The course will emphasize the global dimension of these issues along with their national and local repercussions. While students will explore the theoretical issues with the discipline itself (about the ethical framework best fits population health enterprise), there will also be a more in-depth study of concrete cases that will highlight the multiple and global dimensions of health and healthcare. Global public health ethical issues will be explored within the context of the social and systemic factors that affect population health across the globe. Concrete cases that will be explored may include (but will not be restricted to): obesity, pandemics and vaccination, disasters and humanitarian aid, conflict of interest in screening and medical guidelines, medical research agenda and global justice.

MPH 617. Emerging Global Health Issues. 3 credits.

This course presents an overview of global health issues through examination of major determinants of health and key areas of disease burden. Student will be introduced to the complex tapestry of social, economic, political, and environmental factors that affect the health of populations globally.

MPH 632. Human Resources for Healthcare Managers. 3 credits.

This course approaches human resources in healthcare organizations from a strategic perspective. It is designed to equip human resource managers and those acting in that capacity with an understanding of how human resource practices need to align with the strategic plan and mission of the organization. We will cover key human resources aspects: 1) job analysis, 2) recruitment and selection, 3) managing a diverse workforce, 4) performance management, 5) rewards and compensation, 6) organizational development and learning, and 7) quality improvement in human resources. In addition, we will discuss the legal contexts around human resource management and the broader labor market.

MPH 633. Health Economics and Finance. 3 credits.

The course examines fundamental theories in health economics and health care finance and the application of these theories in public health administration. The course emphasizes an understanding of economic issues within the larger social and political context in which public health operates. Economic and finance theories and practices pertinent to the public health sector as well as concepts and practices in financial management that support the successful leadership and administration of public health organizations will be explored in this course.

MPH 634. Health Planning and Marketing. 3 credits.

This course focuses on the understanding and application of health planning and health care marketing models and practices. The course encompasses a range of health planning and marketing models, methods and applications including health systems planning, strategic planning and marketing, program planning and social marketing for public health services. Recognizing the integral role of program evaluation in the planning process, this course will also review best practices for the integration of program evaluation as a component of the overall plan.

MPH 635. Public Health Leadership. 3 credits.

The purpose of this course is to explore leadership theories, identify leadership challenges, and analyze best practices in public health leadership. Emphasis is given to reflection and self-development of decision-making and leadership styles in assuming leadership roles within public health organizations.

MPH 636. Public Health Intervention. 3 credits.

In this course, students will explore critical foundation concepts of public health promotion and intervention, including the use of behavior-oriented theories and environment-oriented theories. Students will discuss how to apply these theories in a systematic step-by-step process for intervention development called intervention mapping.

MPH 637. Environmental Health Risk Communication. 3 credits.

This course covers key concepts of risk communication theory as well as their practical application to the collection and sharing of information in support of individual and community decision-making about public health issues. Emphasis in the course is on professional best practices, especially how to communicate with the general public, special populations, and the news media. Use of social media, especially for disaster communication and response, will also be explored. Challenges in communicating with underserved and non-English speaking populations will be discussed.

MPH 639. Communicable Disease and Prevention. 3 credits.

This course takes a comprehensive look at the history, theory and practical aspects of public health and communicable diseases. An overview will be given of critical topics related to the identification, control, and prevention of newly emerging, as well as long recognized infectious diseases with public health importance. The clinical presentation, modes of transmission, geographic distribution and prevention of these infections will be considered from an epidemiologic perspective. This course provides foundational knowledge that help prepare public health and healthcare professionals to work in the prevention and control of infectious diseases. Selected communicable disease control programs and policies will be assessed for their strengths and weaknesses.

MPH 640. Planetary Health and Sustainability. 3 credits.

This course will provide students with a big picture perspective of planetary health, research, policy, and practice issues related to it, and the implications and opportunities related to planetary health for public and population health globally. A key theme throughout will be consideration of health and social equity issues and the differential impacts of climate and other environmental changes on populations in light of these issues.

MPH 641. Environmental Health Policy. 3 credits.

This course provides an overview of the development, structure, function, and implementation of environmental health policy at local, national, and global scales.

MPH 643. Public Health Grant Writing. 3 credits.

Grant funding is critical to develop public health knowledge and infrastructure. Organizations such as community-based agencies may write grants to obtain funding to improve the health of their community, and other organizations, such as universities, may write grants to conduct research. In this course, students will learn major grant writing aspects: developing an idea for a project, writing a succinct and impactful one page summary of an idea, considering potential funding sources, and writing a grant application. This course presents a step-by-step approach to writing grants. Throughout this course, students will develop an idea into a written grant proposal. The course culminates in this draft proposal, not an actual grant submission. However, submission may be possible with further development.

MPH 645. Global Health Epidemiology. 3 credits.

This course focuses on the studies of the classic functions of field epidemiology and the application of epidemiological methods to unexpected global health issues. Students will examine global health interventions to understand features of successful programs.

MPH 707. Introduction to Mixed Methods. 3 credits.

This course provides an overview and introduction to mixed methods research, which involves collecting, analyzing, and integrating both quantitative and qualitative research in a study. After a brief review of the similarities and distinctions between quantitative and qualitative research, this introduction consists of defining mixed methods research and its foundations. We will then examine the types of mixed methods designs available and discuss the process of research as it relates to each of these designs. Throughout the course, we will cover the components of rigorous mixed methods.

MPH 795. Selected Topics MPH Pre-Practicum. 1-3 credits.

Students will complete the necessary pre-practicum requirements for their practicum placement in MPH 611. To achieve a successful practicum placement, MPH 795 Selected Topic Pre-Practicum requires the student to work in collaboration with their practicum course director and practicum course instructor.

NEU 301. Neurology Clerkship. 4 credits.

This core clerkship is designed to give the student experience in evaluation of patients with neurologic disorders, to provide an opportunity to master the neurological exam and to enhance their knowledge of common neurological diseases. The format of the clerkship consists of four week rotations. Students doing their rotations in Omaha will have two weeks of outpatient experience and two weeks of inpatient service (which includes stroke and general neurology service). While on the inpatient services, the student will be required to perform a complete history and physical exam with emphasis on the neurologic findings, prepare written and verbal presentations, interpret laboratory data and begin to develop a differential diagnosis and management plan on all assigned patients. While on outpatient services, the student will participate in a variety of general neurology and specialty clinics in the Neurology department at Creighton University. Students will be required to perform appropriately focused history and physical exams and to participate in the management plan for the patient. Preparation through recommended reading materials will be required. Each clinic faculty will evaluate the student on their preparation and participation in that clinic. Didactic lectures will include a combination of live interactive lectures and some pre-recorded lectures. Some of the students will also take part in presenting case based discussion based on the patients seen during the clerkship.

NEU 401. General Neurology Sub-Internship (PHX). 2-4 credits.

During this clerkship the students will be taught the elements of a good neurological history and physical examination. The students will learn to interpret findings and to develop a differential diagnosis based on those findings. The students will learn the appropriate use of diagnostic testing to verify or clarify a diagnosis and learn the basics of neurological treatments of common neurological disorders.

NEU 415. Clinical Neurology - Valleywise (PHX). 4 credits.

To strengthen the student's skills in evaluating patients with neurologic and neurovascular disorders.

NEU 462. General Neurology. 2-5 credits.

During this elective the student will be taught the elements of a good neurological history and physical examination. Students will also learn to interpret findings and to develop a differential diagnosis based on those findings. The students will learn the appropriate use of diagnostic testing to verify or clarify a diagnosis and learn the basics of neurological treatments of common neurological disorders. This will be accomplished by direct patient contact in clinics and hospital services, by informal teaching rounds and formal teaching conferences like Grand Rounds and Epilepsy conferences.

NEU 465. General Neurology Sub-Internship (OMA). 4 credits.

Students will learn the principles and skills for the recognition and management of neurologic diseases at the level of a sub-intern. They will learn the elements of a neurological history and physical examination, to interpret findings and develop a differential diagnosis, the appropriate use of diagnostic testing, and the basics of neurological treatments via patient contact and informal and formal teaching rounds and conferences.

NEU 498. Neurology Extramural. 1-8 credits.**OBG 301. Obstetrics and Gynecology Clerkship (PHX). 6 credits.**

During your six-week clerkship, you will be exposed to normal and high-risk obstetrics, as well as office and surgical gynecology. Conferences have been designed to build upon the core lectures you received during your second year. You will spend half of the six-week clerkship at Creighton University Medical Center and the other half at Bergan Mercy Medical Center if you are in Omaha. In Phoenix, your entire experience will be at St. Joseph's Hospital and Medical Center. The curriculum is designed to acquaint you with all aspects of Obstetrics and Gynecology in private and institutional medicine.

OBG 432. Gynecologic Surgery. 4 credits.

The gynecologic surgery elective is available for M4 students who choose to rotate at VH. Attending physicians and residents directly supervise students in both the outpatient clinic and the hospital service. Students may also be assigned to a specific sub-specialist in the sub-specialty of gynecologic oncology or urogynecology.

OBG 435. Specialty Clinics in Obstetrics and Gynecology - Valleywise (PHX). 4 credits.

Working in the Women's Care Clinic at Valleywise Health Medical Center/ Comprehensive Care Clinic, students will see a diverse patient population for routine obstetric care, common gynecological issues, and healthcare maintenance. Students will perform pelvic exams and participate in gynecology procedures. Procedures may include gynecology ultrasound, colposcopy, and outpatient gynecology minor surgical procedures.

OBG 438. Minimally Invasive Gynecologic Surgery Sub-Internship (PHX). 4 credits.

The fourth-year medical student will act as a first-year surgical house officer and be integrated into pre-operative, operative, and post-operative care of gynecologic surgical patients. The course will broaden the clinical experience in gynecologic surgery, including exposure to treatments and surgical procedures, management of endometriosis, fibroids, large adnexal masses, complex hysterectomy, and pelvic pain.

OBG 441. Labor and Delivery. 4 credits.

This rotation provides an in-depth clinical experience in Obstetrics & Gynecology along with weekly conferences and night call. Students will be an integral part of the health care team. The rotation offers a learning experience where the student may further develop their diagnostic and patient management skills.

OBG 446. Urogynecology Sub-Internship. 4 credits.

For patients presenting for Female Pelvic Medicine and Reconstructive Surgery/Urogynecology specialty services, the student will participate in clinic, surgery, pelvic health physical therapy, and inter-disciplinary meetings. The student will gain experience working with the pelvic floor physical therapists while on service. The student will be expected to carry a patient load and present patients every day to faculty.

OBG 450. Women's Imaging - Valleywise (PHX). 4 credits.

Students will spend time in the clinic and on the ward assisting in the performance and interpretation of obstetric and gynecologic imaging with members of the Ob/Gyn and Radiology Departments. There will be a special emphasis on point-of-care obstetric ultrasound examination and recognition of common gynecologic pathology using ultrasound.

OBG 451. Maternal Fetal Medicine Sub-Internship (PHX). 4 credits.

The fourth-year medical student will act as a first-year intern and be integrated in pre-operative, operative, and post-operative care of patients. The sub-internship will be balanced with time spent in the MFM clinic, ultrasound and prenatal diagnosis, didactic conferences, and morning rounds with the high-risk obstetrics team.

OBG 461. High Risk OB Sub-Internship (OMA). 4 credits.

The goal of this elective is develop the student's skills to identify and formulate management plans for the complicated pregnancy and follow their labor and delivery. In this course the students will develop techniques to identify the complications of pregnancy. Students have the opportunity to round with the physicians, participate in labor and delivery as well as clinical consults. In this course the student will work only with the patients with high risk pregnancies.

OBG 462. OB/GYN Sub-Internship (Immanuel) (OMA). 4 credits.

This course will provide gynecology knowledge and information necessary to diagnose and manage the most common gynecologic disorders that are likely to be encountered in the practice by the general obstetrician/gynecologist. This includes the use of appropriate diagnostic tests and procedures encountered in the primary gynecologic care in the ambulatory health care setting and performing inpatient surgeries from that practice. The student will experience and achieve an overview of the multileveled facts of a private office-based practice in gynecology by the end of the elective.

OBG 464. Prenatal Diagnosis. 4 credits.

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

OBG 466. Gynecology Oncology. 4 credits.

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

OBG 467. General Obstetrics - Foreign Service (Dominican Republic). 4 credits.

The purpose of this elective is to expose the student to a different culture and appreciate the differences in the delivery of Women's Health within a third world country and compared to Omaha, NE. In addition, the student will gain extensive experience in outpatient gynecology and the performance of pelvic exams. The student will have the opportunity to experience the Dominican culture first-hand and provide medical care to an underserved population. The student will also gain experience in the private and rural clinic settings. The Institute for Latin American Concerns (ILAC) is a unique, faith-based program affiliated with Creighton University in the Dominican Republic. This rotation in another culture attempts to take advantage of the Jesuit tradition that inspires ILAC, through conscious awareness of culture differences, sensitivity to culture context in medical practice, and reflection on the experience in a way that helps us become beneficiaries who are grateful that we often receive more than we give.

OBG 467A. Delivery of Women's Healthcare-Foreign Service (Dominican Republic) A. 2 credits.

In this elective the student will gain extensive experience in outpatient gynecology and the performance of pelvic exams while being exposed to a different culture and attaining an appreciation of the differences in the delivery of Women's Health within a third world country as compared to Omaha, NE. The student will have the opportunity to experience the Dominican culture first hand and provide medical care to an under-served population. The student will gain an understanding of the differences in which healthcare is delivered to women in a third world country. The student will also gain experience in the private and rural clinic settings. It is important for the student to be aware that the Institute for Latin American Concerns (ILAC) is a unique, faith based program affiliated with Creighton University in the Dominican Republic. This rotation in another culture attempts to take advantage of the Jesuit tradition that inspires ILAC, through conscious awareness of culture differences, sensitivity to culture context in medical practice and reflection on the experience in a way that helps us become beneficiaries who are grateful that we often receive more than we give.

OBG 468. OB/GYN Sub-Internship (PHX). 4 credits.

The student will do two weeks of night float and will admit, manage, and deliver laboring obstetric patients at Saint Joseph's Hospital in Phoenix, Arizona. The student will also gain experience in gynecology and attend surgeries for the next two weeks. Free housing is available near Saint Joseph's Hospital.

OBG 472. Inpatient Gynecology. 2-4 credits.

The student will function as a sub-intern on the University Inpatient Gynecology Service. He/she will participate in morning rounds and surgery everyday with option to participate in resident or faculty outpatient gynecology clinics and gynecologic ultrasound clinics. The student will be expected to carry a patient load and present patients in rounds everyday to the attending faculty.

OBG 474. OB/GYN Sub-Internship (CUMC Bergan) (OMA). 4 credits.

The student will function as a sub-intern working in the OR and the office with private patients. He/she will participate in morning rounds and surgery everyday with participation in resident or faculty outpatient gynecology clinics and gynecologic ultrasound clinics. The student will be expected to carry a patient load and present patients in rounds everyday.

OBG 489. Obstetrics & Gynecology Capstone. 4 credits.

The goal of this course is to prepare students to meet all ACGME OB/GYN milestones expected of an incoming PGY-1. The course will comprise of simulations, interaction with standardized patients, clinical experiences, and radiology.

OBG 490. Obstetrics and Gynecology Capstone. 4 credits.

The goal of this course is to allow students to experience what it will be like to be an OB/Gyn PGY-1 while still in medical school. Through first hand experience, students will better understand the responsibilities and expectations that will be placed upon them as a PGY-1. In effect, the student will act as the PGY-1 while on this rotation. The responsibilities of students on this rotation will include the primary evaluation of triage patients, management of intrapartum patients, and first-assisting during procedures. The course will be four weeks long, subdivided into week-long "rotations", which will include Labor and Delivery days, Night Float, Ultrasound, and High-Risk Clinic. By the end of the course, students who have completed this "bootcamp" will start their PGY-1 year with competence and confidence.

OBG 498. Obstetrics and Gynecology Extramural. 1-8 credits.**PAS 601. Foundations for Clinical Medicine. 5 credits.**

This course provides an introduction to the knowledge, concepts, and principles that are essential to understanding the fundamental mechanisms of immunology, microbiology, pharmacology, anatomy, physiology, and ethics. This course provides the necessary framework for the study of clinical medicine.

PAS 603. Clinical Medicine: Orthopedics/Rheumatology. 7 credits.

This course uses an integrated approach to the study of musculoskeletal and rheumatologic diseases across the life span. Students will study basic science and its application to clinical medicine, epidemiology, clinical presentation, evaluation, diagnosis, and the medical management of common conditions affecting these systems. In addition, ethical content pertaining to these systems will be addressed. Content synthesis is accomplished by integrating classroom lectures, team-based learning, problem-based learning, and other learning modalities.

PAS 605. Clinical Medicine: HEENT/Dermatology. 8 credits.

This course uses an integrated approach to the study of head and neck, ear, eye, nose, throat, and dermatologic diseases across the life span. Students will study basic science and its application to clinical medicine, epidemiology, clinical presentation, evaluation, diagnosis, and the medical management of common conditions affecting these systems. In addition, ethical content pertaining to these systems will be addressed. Content synthesis is accomplished by integrating classroom lectures, team-based learning, problem-based learning, and other learning modalities.

PAS 607. Clinical Medicine: Neurology/Psychiatry. 7 credits.

This course uses an integrated approach to the study of neurologic and psychiatric diseases across the life span. Students will study basic science and its application to clinical medicine, epidemiology, clinical presentation, evaluation, diagnosis, and the medical management of common conditions affecting the neurologic system and mental health. In addition, ethical content pertaining to these systems will be addressed. Content synthesis is accomplished by integrating classroom lectures, team-based learning, problem-based learning, and other learning modalities.

PAS 611. Clinical Medicine: Cardiology/Pulmonology. 9 credits.

This course uses an integrated approach to the study of pulmonary and cardiovascular diseases across the life span. Students will study basic science and its application to clinical medicine, epidemiology, clinical presentation, evaluation, diagnosis, and the medical management of common conditions affecting the cardiovascular system. In addition, ethical content pertaining to this system will be addressed. Content synthesis is accomplished by integrating classroom lectures, team-based learning, problem-based learning, and other learning modalities.

PAS 613. Clinical Medicine: Gastrointestinal/Nutrition. 6 credits.

This course uses an integrated approach to the study of gastrointestinal diseases and nutrition across the life span. Students will study basic science and its application to clinical medicine, epidemiology, clinical presentation, evaluation, diagnosis, and the medical management of common conditions affecting the gastrointestinal system and nutrition. In addition, ethical content pertaining to these systems will be addressed. Content synthesis is accomplished by integrating classroom lectures, team-based learning, problem-based learning, and other learning modalities.

PAS 614. Clinical Practice Skills I. 3 credits.

This is the first semester of a three-semester series of courses that provides students with instruction and practice in physical examination, procedural skills, and written and interpersonal communication which will provide students with the skills necessary for effective clinical practice. Through this course the student will gain understanding and practice of the physical examination, procedures, documentation, and interpersonal skills relevant to aligned clinical medicine topics.

PAS 615. Clinical Medicine: Endocrinology/Nephrology/Urology. 4 credits.

This course uses an integrated approach to the study of endocrine and nephrologic and genitourinary diseases across the life span. Students will study basic science and its application to clinical medicine, epidemiology, clinical presentation, evaluation, diagnosis, and the medical management of common conditions affecting these systems. In addition, ethical content pertaining to these systems will be addressed. Content synthesis is accomplished by integrating classroom lectures, team-based learning, problem-based learning, and other learning modalities.

PAS 616. PA Profession and the Health System I. 1 credit.

This is part one of a two-semester course that is designed to introduce the student to the physician assistant profession including concepts related to the history and future of the PA profession, professional organizations, challenges, professionalism, and professional lifestyle management. In addition, this course will address issues related to the healthcare delivery system to include but not limited to public health, access to care, health equity, risk management, reimbursement, health reform, and the role of the PA in the health care system.

PAS 617. Clinical Medicine: Women's Health/Hematology/Oncology. 4 credits.

This course uses an integrated approach to the study of reproductive, hematologic, and oncologic diseases across the life span. Students will study basic science and its application to clinical medicine, epidemiology, clinical presentation, evaluation, diagnosis, and the medical management of common conditions affecting these systems. In addition, ethical content pertaining to these systems will be addressed. Content synthesis is accomplished by integrating classroom lectures, team-based learning, problem-based learning, and other learning modalities.

PAS 624. Clinical Practice Skills II. 2 credits.

This is the second semester of a three-semester series of courses that provides students with instruction and practice in physical examination, procedural skills, and written and interpersonal communication which will provide students with the skills necessary for effective clinical practice. This course builds upon the knowledge and skills learned in Clinical Practice Skills I. Through this course the student will gain understanding and practice of the physical examination, procedures, documentation, and interpersonal skills relevant to aligned clinical medicine topics. P. PAS 614.

PAS 626. PA Profession and Health System II. 1 credit.

This is part two of two-semester course is designed to introduce the student to the physician assistant profession including concepts related to the history and future of the PA profession, professional challenges, and professional lifestyle management. In addition, this course will address issues related to the healthcare delivery system to include but not limited to public health, access to care, health equity, risk management, reimbursement, health reform, and the role of the PA in the health care system.

PAS 628. Research Applications in Medicine. 1 credit.

This course is designed to introduce the student to clinical research. Concepts covered include the critical appraisal of scientific research and medical literature, study design and methodology, and statistical analysis and its application to the evidence-based medical decision-making process. As part of this course, students will formulate a clinical question utilizing medical literature and complete a research project.

PAS 634. Clinical Practice Skills III. 2 credits.

This is the third semester of a three-semester series of courses that provides students with instruction and practice in physical examination, procedural skills, and written and interpersonal communication, which will provide students with the skills necessary for effective clinical practice. This course builds upon the knowledge and skills learned in Clinical Practice Skills I and II. Through this course the student will gain understanding and practice of the physical examination, procedures, documentation, and interpersonal skills relevant to aligned clinical medicine topics. P. PAS 614 and PAS 624.

PAS 640. Clinical Anatomy. 5 credits.

This course is designed to provide students with knowledge of the anatomy of the human body and relevant embryological development in a lecture and lab format. Students will participate in dissection of the human body, which will provide foundational information for conducting the physical examination, performing clinical procedures, and understanding the anatomical mechanisms of structural injury and disease. Instruction in this course will be focused on anatomy as it relates to clinical medicine. (Location: Phoenix Health Sciences Campus).

PAS 642. Foundational Sciences I. 3 credits.

This course introduces students to the knowledge, concepts, and principles that are essential to understanding the fundamental mechanisms of immunology, microbiology, pharmacology, physiology, pathology, genetics, and evidence-based medicine. This course provides the necessary framework for the study of clinical medicine. (Location: Phoenix Health Sciences Campus).

PAS 644. Foundational Sciences II. 1 credit.

This is the second course in a four-course series; concepts taught in this course will build upon the introductory knowledge acquired in PAS 642, providing the necessary framework for the study of clinical medicine. Students will study basic science principles as they apply to concepts concurrently delivered in clinical medicine courses. (Location: Phoenix Health Sciences Campus).

PAS 646. Patient Evaluation I. 4 credits.

This is the first semester of a three-semester series of lecture/laboratory-based courses that provide students with instruction and practice in medical history-taking, physical examination skills, and basic procedural and technical skills. Medical documentation, preventive medicine assessments, and interpersonal communication skills necessary for effective clinical practice will also be emphasized. Content in this course will be relevant to the aligned clinical medicine topics. (Location: Phoenix Health Sciences Campus).

PAS 648. Special Topics in Medicine I. 1 credit.

This is the first semester of a three-semester series of courses that is designed to introduce the student to concepts related to the following four topics: 1) medical humanities, 2) medical ethics, 3) the PA profession and professionalism, and 4) the healthcare delivery system. When relevant, content in this course will be aligned with material in the clinical medicine, foundational sciences, and clinical applications courses. (Location: Phoenix Health Sciences Campus).

PAS 650. Clinical Medicine: Musculoskeletal/Rheumatology. 3 credits.

This course provides students with the opportunity to study musculoskeletal and rheumatologic diseases across the life span. Students will study clinical medicine, epidemiology, clinical presentation, evaluation, diagnosis, and the medical management of common conditions affecting these systems. The content presented in this course will be integrated with basic science concepts taught in PAS 644 and content being taught in PAS 646 and PAS 654. (Location: Phoenix Health Sciences Campus).

PAS 652. Clinical Medicine: HEENT/Dermatology. 4 credits.

This course provides students with the opportunity to study head and neck, ear, eye, nose, throat, and dermatologic diseases across the life span. Students will study clinical medicine, epidemiology, clinical presentation, evaluation, diagnosis, and the medical management of common conditions affecting these systems. The content presented in this course will be integrated with basic science concepts taught in PAS 644 and content being taught in PAS 646 and PAS 654. (Location: Phoenix Health Sciences Campus).

PAS 654. Clinical Applications I. 1 credit.

This is the first semester of a three-semester series of lecture/laboratory-based courses that will focus on applying the knowledge and skills acquired in all concurrently enrolled courses. The course will emphasize instruction and practice in procedural and technical skills that will be utilized throughout the clinical year. Additionally, students will be provided opportunities to apply acquired knowledge to patient care with team-based learning, case-based learning, and other active learning experiences. (Location: Phoenix Health Sciences Campus).

PAS 656. Foundational Sciences III. 3 credits.

This is the third course in a four-course series; concepts taught in this course will build upon the knowledge acquired in PAS 642 and PAS 644, providing the necessary framework for the study of clinical medicine. Students will study basic science principles as they apply to concepts concurrently delivered in clinical medicine courses. (Location: Phoenix Health Sciences Campus).

PAS 658. Patient Evaluation II. 3 credits.

This is the second semester of a three-semester series of lecture/laboratory-based courses that provide students with instruction and practice in medical history-taking, physical examination skills, and basic procedural and technical skills. Medical documentation, preventive medicine assessments, and interpersonal communication skills necessary for effective clinical practice will also be emphasized. This course builds upon the knowledge and skills learned in PAS 646. Content in this course will be relevant to aligned clinical medicine topics. (Location: Phoenix Health Sciences Campus).

PAS 660. Special Topics in Medicine II. 1 credit.

This is the second semester of a three-semester series of courses that is designed to introduce the student to concepts related to the following four topics: 1) medical humanities, 2) medical ethics, 3) the PA profession and professionalism, and 4) the healthcare delivery system. When relevant, content in this course will be aligned with material in the clinical medicine, foundational sciences, and clinical applications courses. (Location: Phoenix Health Sciences Campus).

PAS 662. Clinical Medicine: Cardiology/Pulmonology. 7 credits.

This course provides students with the opportunity to study cardiovascular and pulmonary diseases across the life span. Students will study clinical medicine, epidemiology, clinical presentation, evaluation, diagnosis, and the medical management of common conditions affecting these systems. The content presented in this course will be integrated with basic science concepts taught in PAS 656 and content being taught in PAS 658 and PAS 668. (Location: Phoenix Health Sciences Campus).

PAS 664. Clinical Medicine: Gastrointestinal/Nutrition. 3 credits.

This course provides students with the opportunity to study gastrointestinal and nutrition related diseases across the life span. Students will study clinical medicine, epidemiology, clinical presentation, evaluation, diagnosis, and the medical management of common conditions affecting these systems. The content presented in this course will be integrated with basic science concepts taught in PAS 656 and content being taught in PAS 658 and PAS 668. (Location: Phoenix Health Sciences Campus).

PAS 666. Clinical Medicine: Neurology/Psychiatry. 5 credits.

This course provides students with the opportunity to study neurological and psychiatric diseases across the life span. Students will study clinical medicine, epidemiology, clinical presentation, evaluation, diagnosis, and the medical management of common conditions affecting this system. The content presented in this course will be integrated with basic science concepts taught in PAS 656 and content being taught in PAS 658 and PAS 668. (Location: Phoenix Health Sciences Campus).

PAS 668. Clinical Applications II. 2 credits.

This is the second semester of a three-semester series of lecture/laboratory-based courses that will focus on applying the knowledge and skills acquired in all concurrently enrolled courses. The course will emphasize instruction and practice in procedural and technical skills that will be utilized throughout the clinical year. Additionally, students will be provided opportunities to apply acquired knowledge to patient care with team-based learning, case-based learning, and other active learning experiences. (Location: Phoenix Health Sciences Campus).

PAS 670. Foundational Sciences IV. 2 credits.

This is the final course in a four-course series; concepts taught in this course will build upon the knowledge acquired in PAS 642, PAS 644, and PAS 656, providing the necessary framework for the study of clinical medicine. Students will study basic science principles as they apply to concepts concurrently delivered in clinical medicine courses. (Location: Phoenix Health Sciences Campus).

PAS 672. Patient Evaluation III. 2 credits.

This is the final semester of a three-semester series of lecture/laboratory-based courses that provide students with instruction and practice in medical history-taking, physical examination skills, and basic procedural and technical skills. Medical documentation, preventive medicine assessments, and interpersonal communication skills necessary for effective clinical practice will also be emphasized. This course builds upon the knowledge and skills learned in PAS 646 and PAS 658. Content in this course will be relevant to aligned clinical medicine topics. (Location: Phoenix Health Sciences Campus).

PAS 674. Special Topics in Medicine III. 1 credit.

This is the final semester of a three-semester series of courses that is designed to introduce the student to concepts related to the following four topics: 1) medical humanities, 2) medical ethics, 3) the PA profession and professionalism, and 4) the healthcare delivery system. When relevant, content in this course will be aligned with material in the clinical medicine, foundational sciences, and clinical applications courses. (Location: Phoenix Health Sciences Campus).

PAS 676. Clinical Medicine: Endocrinology/Reproductive. 5 credits.

This course provides students with the opportunity to study endocrine and reproductive diseases across the life span. Students will study clinical medicine, epidemiology, clinical presentation, evaluation, diagnosis, and the medical management of common conditions affecting these systems. The content presented in this course will be integrated with basic science concepts taught in PAS 670 and content being taught in PAS 672 and PAS 682. (Location: Phoenix Health Sciences Campus).

PAS 678. Clinical Medicine: Nephrology/Urology & Hematology/Oncology. 4 credits.

This course provides students with the opportunity to study renal, urologic, hematologic, and oncologic diseases across the life span. Students will study clinical medicine, epidemiology, clinical presentation, evaluation, diagnosis, and the medical management of common conditions affecting these systems. The content presented in this course will be integrated with basic science concepts taught in PAS 670 and content being taught in PAS 672 and PAS 682. (Location: Phoenix Health Sciences Campus).

PAS 680. Preparation for Clinical Practice. 2 credits.

This course is designed to prepare the student for the transition into the clinical phase of the program. Instruction will focus on a higher level of critical thinking and medical decision-making skills which will further prepare students to apply knowledge to patient management. This course will include summative evaluation of knowledge and skills required for clinical practice.

PAS 682. Clinical Applications III. 1 credit.

This is the final semester of a three-semester series of lecture/laboratory-based courses that will focus on applying the knowledge and skills acquired in all concurrently enrolled courses. The course will emphasize instruction and practice in procedural and technical skills that will be utilized throughout the clinical year. Additionally, students will be provided opportunities to apply acquired knowledge to patient care with team-based learning, case-based learning, and other active learning experiences. (Location: Phoenix Health Sciences Campus).

PAS 684. Preparation for Clinical Phase. 1 credit.

The Preparation for Clinical Phase (PCP) course is designed to prepare the student for a successful transition into the clinical phase of the program. Students will be provided an overview of administrative tasks and expectations required during the clinical phase. Additionally, students will be provided instruction on the advanced application of select didactic curricular elements. (Location: Phoenix Health Sciences Campus).

PAS 700. Family Practice Rotation. 6 credits.

The family medicine rotation is a six-week clinical practice experience during which a student will have learning opportunities in a variety of outpatient settings (e.g., private practice, community health center, rural clinic, etc.) under the supervision of a clinician. The student will gain experience in preventive medicine, management of acute and chronic diseases, procedures, and other aspects unique to care of the patient and family. This rotation also provides the student an opportunity to participate in the team practice concept of health care. (Location: Phoenix Health Sciences Campus).

PAS 701. Internal Medicine Rotation. 6 credits.**PAS 702. Pediatrics Rotation. 6 credits.****PAS 703. Women's Health Rotation. 6 credits.****PAS 704. Psychiatry/Behavioral Health Rotation. 6 credits.****PAS 705. Emergency Medicine Rotation. 6 credits.****PAS 706. Surgery Rotation. 6 credits.****PAS 707. Selective Rotation. 6 credits.****PAS 708. Elective Rotation I. 6 credits.****PAS 709. Elective Rotation II. 6 credits.****PAS 710. Clinical Phase Seminar I. 1 credit.**

The Clinical Phase Seminar I is a blended delivery course designed to provide formative assessments, instruction in advanced clinical skills, professional development, and the integration and application of evidence-based medicine in the clinical phase of the curriculum. (Location: Phoenix Health Sciences Campus).

PAS 711. Clinical Phase Seminar II. 1 credit.

The Clinical Phase Seminar II is a blended delivery course designed to provide formative assessments, instruction in advanced clinical skills, professional development, and the integration and application of evidence-based medicine in the clinical phase of the curriculum. (Location: Phoenix Health Sciences Campus).

PAS 712. Clinical Phase Seminar III. 1 credit.

The Clinical Phase Seminar III is a blended delivery course designed to provide instruction in advanced clinical skills, the opportunity for integration and application of evidence-based medicine, professional development, and the program's summative evaluation of students. (Location: Phoenix Health Sciences Campus).

PAS 713. Clinical Phase Seminar IV. 1 credit.

The Clinical Phase Seminar IV is a blended delivery course designed to provide instruction in advanced clinical skills, the opportunity for integration and application of evidence-based medicine, professional development, and assistance in transitioning from academia to clinical practice. (Location: Phoenix Health Sciences Campus).

PAS 721. Family Practice Rotation. 8 credits.

The family practice medicine rotation is an eight-week clinical experience in which the student will have many learning opportunities in the outpatient clinic and/or inpatient setting under the supervision of a clinician. The student will gain experience in preventative medicine, management of acute and chronic diseases across the life span, procedures, and aspects unique to the family practice setting. This rotation also provides the student an opportunity to participate in the team practice concept of health care.

PAS 723. Ambulatory Internal Medicine Rotation. 4 credits.

The outpatient internal medicine rotation is a four-week clinical experience in which the student will have many learning opportunities in the outpatient clinic and/or inpatient setting under the supervision of a clinician. The student will gain experience in preventative medicine, management of acute and chronic diseases in adult and geriatric patients, procedures, and aspects unique to outpatient internal medicine practice. This rotation also provides the student an opportunity to participate in the team practice concept of health care.

PAS 725. Hospital Medicine Rotation. 4 credits.

The hospital medicine rotation is a four-week clinical experience in which the student will have many learning opportunities in the inpatient setting under the supervision of a clinician. The student will gain experience in the evaluation and management of acute and chronic diseases in adult and geriatric patients, procedures, and aspects unique to hospital medicine practice. This rotation also provides the student an opportunity to participate in the team practice concept of health care.

PAS 726. Seminar Series I. 1 credit.

This course series includes advanced clinical skills instruction, practice-specific topic presentations, professional development, clinical assessments, and other activities.

PAS 727. Pediatrics Rotation. 4 credits.

The pediatric medicine rotation is a four-week clinical experience in which the student will have many learning opportunities in the outpatient clinic and/or inpatient setting under the supervision of a clinician. The student will gain experience in preventative medicine, management of acute and chronic diseases in pediatric patients, procedures, and aspects unique to pediatric medicine. This rotation also provides the student an opportunity to participate in the team practice concept of health care.

PAS 729. Women's Health Rotation. 4 credits.

The women's health rotation is a four-week clinical experience in which the student will have many learning opportunities in the outpatient clinic and/or inpatient setting under the supervision of a clinician. The student will gain experience in preventative medicine, management of acute and chronic diseases in women, prenatal care, pregnancy and delivery, procedures, and aspects unique to women's health. This rotation also provides the student an opportunity to participate in the team practice concept of health care.

PAS 731. Behavioral Health Rotation. 8 credits.

The women's health rotation is a four-week clinical experience in which the student will have many learning opportunities in the outpatient clinic and/or inpatient setting under the supervision of a clinician. The student will gain experience in preventative medicine, management of acute and chronic diseases in women, prenatal care, pregnancy and delivery, procedures, and aspects unique to women's health. This rotation also provides the student an opportunity to participate in the team practice concept of health care.

PAS 733. Emergency Medicine Rotation. 4 credits.

The emergency medicine rotation is a four-week clinical experience in which the student will have many learning opportunities in the emergency setting under the supervision of a clinician. The student will gain experience in management of medical emergencies across the life span, procedures, and aspects unique to emergency medicine practice. This rotation also provides the student an opportunity to participate in the team practice concept of health care.

PAS 735. Surgical Rotation. 4 credits.

The surgery rotation is a four-week clinical experience in which the student will have many learning opportunities in outpatient, inpatient, and/or surgical setting under the supervision of a clinician. The student will gain experience in preoperative and postoperative care, surgical procedures, and aspects unique to surgery. This rotation also provides the student an opportunity to participate in the team practice concept of health care.

PAS 736. Seminar Series II. 1 credit.

This course series includes advanced clinical skills instruction, practice-specific topic presentations, professional development, clinical assessments, and other activities.

PAS 739. Women's Health Elective. 4 credits.

The Women's Health elective rotation is a four-week clinical experience in which the student will have learning opportunities in the outpatient clinic and/or inpatient setting under the supervision of a clinician. The student will gain experience in preventative medicine, management of acute and chronic diseases in women, prenatal care, pregnancy and delivery, procedures, and aspects unique to women's health. This rotation also provides the student an opportunity to participate in the team practice concept of health care. P. Good standing and successful completion of the didactic phase of the Physician Assistant Program.

PAS 741. Medically Underserved Rotation. 4 credits.

The medically underserved rotation is a four-week clinical experience in which the student will have many learning opportunities in a variety of settings under the supervision of a clinician. The student will gain experience in preventative medicine, management of acute and chronic diseases in an underserved population, procedures, and aspects unique to lower resourced medical settings. This rotation also provides the student an opportunity to participate in the team practice concept of health care.

PAS 743. Surgery Specialty Selective Clinical Rotation. 4 credits.

The surgical specialty rotation is a four-week clinical experience in which the student will have many learning opportunities in outpatient, inpatient, and/or surgical setting under the supervision of a clinician. The student will gain experience in preoperative and postoperative care, surgical procedures, and aspects unique to surgery. This rotation also provides the student an opportunity to participate in the team practice concept of health care.

PAS 744. Pediatric Behavioral Hlth Elec. 4 credits.

The pediatric behavioral health elective rotation is a four-week clinical experience in which the student will have learning opportunities in the pediatric outpatient clinic and/or inpatient setting under the supervision of a clinician. The student will gain experience in pediatric (child/adolescent) psychiatric evaluation, assessment of mental status, management of acute and chronic psychiatric diseases, and aspects unique to pediatric behavioral health. This rotation also provides the student an opportunity to participate in the team practice concept of health care. P. Good standing and successful completion of the didactic phase of the Physician Assistant Program.

PAS 745. Pediatric Cardiology Elective. 4 credits.

The pediatric cardiology rotation is a four-week clinical experience in which the student will have learning opportunities in the outpatient and/or inpatient setting under the supervision of a physician and/or PA/NP. The student will gain experience in preventative medicine, management of acute and chronic cardiovascular diseases, procedures, and aspects unique to pediatric cardiology. This rotation also provides the student an opportunity to participate in the team practice concept of health care. P. Good standing and successful completion of the didactic phase of the Physician Assistant Program.

PAS 746. Seminar Series III. 1 credit.

This course series includes advanced clinical skills instruction, practice-specific topic presentations, professional development, clinical assessments, and other activities.

PAS 747. Gynecologic Oncology Surgery Elective. 4 credits.

The Gyn/Onc Surgery elective rotation is a four-week clinical experience in which the student will have learning opportunities in the outpatient clinic, inpatient setting, and surgical suite under the supervision of a clinician. The student will gain experience in evaluation, medical and surgical management of acute and chronic diseases in women, procedures, and aspects unique to gynecologic oncology. This rotation also provides the student an opportunity to participate in the team practice concept of health care. P. Good standing and successful completion of the didactic phase of the Physician Assistant Program.

PAS 748. Pediatric Orthopedic Surgery Elective. 4 credits.

The pediatric orthopedic surgery elective rotation is a four-week clinical experience in which the student will have many learning opportunities in the pediatric orthopedic surgical setting under the supervision of a physician, PA and /or NP. The student will gain experience in pre-, intra-, and post-operative care, orthopedic procedures, and aspects unique to pediatric orthopedic surgery. This rotation also provides the student an opportunity to participate in the team practice concept of health care. P. Good standing and successful completion of the didactic phase of the Physician Assistant Program.

PAS 749. Pediatric Endocrinology Elective. 4 credits.

The pediatric endocrinology elective rotation is a four-week clinical experience in which the student will have learning opportunities in the outpatient clinic and/or inpatient setting under the supervision of a practitioner. The student will gain experience in diagnosing common diseases, management of acute and chronic endocrine diseases, procedures, and aspects unique to endocrinology. This rotation also provides the student an opportunity to participate in the team practice concept of health care. P. Good standing and successful completion of the didactic phase of the Physician Assistant Program.

PAS 751. Cardiology Elective. 4 credits.

The cardiology rotation is a four-week clinical experience in which the student will have many learning opportunities in the outpatient clinic and/or inpatient setting under the supervision of a clinician. The student will gain experience in preventative medicine, management of acute and chronic cardiovascular diseases, procedures, and aspects unique to cardiology. This rotation also provides the student an opportunity to participate in the team practice concept of health care. P. Good standing and successful completion of the didactic phase of the Physician Assistant Program.

PAS 752. Family Practice Elective. 4 credits. OD

The family practice medicine elective rotation is a four-week clinical experience in which the student will have learning opportunities in the outpatient clinic and /or inpatient setting under the supervision of a clinician. The student will gain experience in preventative medicine, management of acute and chronic diseases across the life span (children, adolescents, adults, and the elderly), procedures, and aspects unique to the family practice setting. This rotation also provides the student an opportunity to participate in the team practice concept of health care. P. Successful completion of Didactic phase of Physician Assistant Program.

PAS 753. Orthopedic Surgery Elective. 4 credits.

The orthopedic surgery elective rotation is a four-week clinical experience in which the student will have many learning opportunities in the orthopedic surgical setting under the supervision of a clinician. The student will gain experience in preoperative and postoperative care, orthopedic procedures, and aspects unique to orthopedic surgery. This rotation also provides the student an opportunity to participate in the team practice concept of health care. P. Good standing and successful completion of the didactic phase of the Physician Assistant Program.

PAS 755. Urology Elective. 4 credits.

The urology elective rotation is a four-week clinical experience in which the student will have many learning opportunities in the outpatient clinic and/or inpatient setting under the supervision of a clinician. The student will gain experience in preventative medicine, management of acute and chronic urologic diseases, procedures, and aspects unique to urology. This rotation also provides the student an opportunity to participate in the team practice concept of health care. P. Good standing and successful completion of the didactic phase of the Physician Assistant Program.

PAS 756. Seminar Series IV. 1 credit.

This course series includes advanced clinical skills instruction, practice-specific topic presentations, professional development, clinical assessments, and other activities.

PAS 757. Dermatology Elective. 4 credits.

The dermatology elective rotation is a four-week clinical experience in which the student will have many learning opportunities in the outpatient clinic setting under the supervision of a clinician. The student will gain experience in preventative medicine, management of acute and chronic dermatologic diseases, procedures, and aspects unique to dermatology. This rotation also provides the student an opportunity to participate in the team practice concept of health care. P. Good standing and successful completion of the didactic phase of the Physician Assistant Program.

PAS 759. Otolaryngology Elective. 4 credits.

The otolaryngology elective rotation is a four-week clinical experience in which the student will have many learning opportunities in the outpatient clinic and/or inpatient setting under the supervision of a clinician. The student will gain experience in preventative medicine, management of acute and chronic diseases, procedures, and aspects unique to otolaryngology. This rotation also provides the student an opportunity to participate in the team practice concept of health care. P. Good standing and successful completion of the didactic phase of the Physician Assistant Program.

PAS 761. Hematology/Oncology Elective. 4 credits.

The hematology/oncology elective rotation is a four-week clinical experience in which the student will have many learning opportunities in the outpatient clinic and/or inpatient setting under the supervision of a clinician. The student will gain experience in preventative medicine, management of acute and chronic hematologic and oncologic diseases, procedures, and aspects unique to hematology/oncology. This rotation also provides the student an opportunity to participate in the team practice concept of health care. P. Good standing and successful completion of the didactic phase of the Physician Assistant Program.

PAS 763. Cardiothoracic Surgery Elective. 4 credits.

The cardiovascular surgery elective rotation is a four-week clinical experience in which the student will have many learning opportunities in the cardiovascular surgical setting under the supervision of a clinician. The student will gain experience in preoperative and postoperative care, cardiovascular procedures, and aspects unique to cardiovascular surgery. This rotation also provides the student an opportunity to participate in the team practice concept of health care. P. Good standing and successful completion of the didactic phase of the Physician Assistant Program.

PAS 765. Gastroenterology Elective. 4 credits.

The gastroenterology elective rotation is a four-week clinical experience in which the student will have many learning opportunities in the outpatient clinic and/or inpatient setting under the supervision of a clinician. The student will gain experience in preventative medicine, management of acute and chronic gastrointestinal diseases, procedures, and aspects unique to gastroenterology. This rotation also provides the student an opportunity to participate in the team practice concept of health care. P. Good standing and successful completion of the didactic phase of the Physician Assistant Program.

PAS 767. Neurosurgery Elective. 4 credits.

The neurosurgery elective rotation is a four-week clinical experience in which the student will have many learning opportunities in the neurosurgical setting under the supervision of a clinician. The student will gain experience in preoperative and postoperative care, neurosurgical procedures, and aspects unique to neurosurgery. This rotation also provides the student an opportunity to participate in the team practice concept of health care. P. Good standing and successful completion of the didactic phase of the Physician Assistant Program.

PAS 769. Geriatrics Elective. 4 credits.

The gerontology elective rotation is a four-week clinical experience in which the student will have many learning opportunities in the outpatient clinic and/or inpatient setting under the supervision of a clinician. The student will gain experience in preventative medicine, management of acute and chronic diseases in the geriatric population, procedures, and aspects unique to gerontology. This rotation also provides the student an opportunity to participate in the team practice concept of health care. P. Good standing and successful completion of the didactic phase of the Physician Assistant Program.

PAS 771. Critical Care Elective. 4 credits.

The critical care elective rotation is a four-week clinical experience in which the student will have many learning opportunities in the inpatient setting under the supervision of a clinician. The student will gain experience in the management of high acuity medical situation, procedures, and aspects unique to critical care. This rotation also provides the student an opportunity to participate in the team practice concept of health care. P. Good standing and successful completion of the didactic phase of the Physician Assistant Program.

PAS 773. Neurology Elective. 4 credits.

The neurology elective rotation is a four-week clinical experience in which the student will have many learning opportunities in the outpatient clinic and/or inpatient setting under the supervision of a clinician. The student will gain experience in preventative medicine, management of acute and chronic neurological diseases, procedures, and aspects unique to neurology. This rotation also provides the student an opportunity to participate in the team practice concept of health care. P. Good standing and successful completion of the didactic phase of the Physician Assistant Program.

PAS 775. Endocrinology Elective. 4 credits.

The endocrinology elective rotation is a four-week clinical experience in which the student will have many learning opportunities in the outpatient clinic and/or inpatient setting under the supervision of a clinician. The student will gain experience in preventative medicine, management of acute and chronic endocrine diseases, procedures, and aspects unique to endocrinology. This rotation also provides the student an opportunity to participate in the team practice concept of health care. P. Good standing and successful completion of the didactic phase of the Physician Assistant Program.

PAS 777. Pulmonology Elective. 4 credits.

The pulmonology elective rotation is a four-week clinical experience in which the student will have many learning opportunities in the outpatient clinic and/or inpatient setting under the supervision of a clinician. The student will gain experience in preventative medicine, management of acute and chronic pulmonary diseases, procedures, and aspects unique to pulmonology. This rotation also provides the student an opportunity to participate in the team practice concept of health care. P. Good standing and successful completion of the didactic phase of the Physician Assistant Program.

PAS 779. Plastic and Reconstructive Surgery Elective. 4 credits.

The plastic and reconstructive surgery elective rotation is a four-week clinical experience in which the student will have many learning opportunities in the plastic and reconstructive setting under the supervision of a clinician. The student will gain experience in pre and postoperative care, plastic and reconstructive procedures, and aspects unique to plastic and reconstructive surgery. This rotation also provides the student an opportunity to participate in the team practice concept of health care. P. Good standing and successful completion of the didactic phase of the Physician Assistant Program.

PAS 781. Nephrology Elective. 4 credits.

The nephrology elective rotation is a four-week clinical experience in which the student will have many learning opportunities in the outpatient clinic and/or inpatient setting under the supervision of a clinician. The student will gain experience in preventative medicine, management of acute and chronic renal diseases, procedures, and aspects unique to nephrology. This rotation also provides the student an opportunity to participate in the team practice concept of health care. P. Good standing and successful completion of the didactic phase of the Physician Assistant Program.

PAS 783. Urgent Care Elective. 4 credits.

The urgent care elective rotation is a four-week clinical experience in which the student will have many learning opportunities in the outpatient clinic and/or inpatient setting under the supervision of a clinician. The student will gain experience in preventative medicine, management of acute and chronic diseases, procedures, and aspects unique to the primary care setting. This rotation also provides the student an opportunity to participate in the team practice concept of health care. P. Good standing and successful completion of the didactic phase of the Physician Assistant Program.

PAS 785. Infectious Disease Elective. 4 credits.

The infectious disease elective rotation is a four-week clinical experience in which the student will have many learning opportunities in the outpatient clinic and/or inpatient setting under the supervision of a clinician(s). The student will gain experience in infectious disease principles, management infectious pathologies, antibiotic stewardship, emerging infectious threats, and aspects unique to infectious disease. This rotation also provides the student an opportunity to participate in the team practice concept of health care. P. Good standing and successful completion of the didactic phase of the Physician Assistant Program.

PAS 787. Maternal Fetal Medicine Elective. 4 credits.

The maternal fetal elective rotation is a four-week clinical experience in which the student will have many learning opportunities in the outpatient clinic and/or inpatient setting under the supervision of a clinician. The student will gain experience in high-risk pregnant females and aspects unique to maternal fetal medicine. This rotation also provides the student an opportunity to participate in the team practice concept of health care. P. Good standing and successful completion of the didactic phase of the Physician Assistant Program.

PAS 789. Emergency Medicine Elective. 4 credits.

The emergency medicine elective rotation is a four-week clinical experience in which the student will have many learning opportunities in the emergency setting under the supervision of a clinician to expand upon previous emergency medicine experiences. The student will gain experience in medical emergencies across the life span, procedures, and aspects unique to emergency medicine practice. This rotation also provides the student an opportunity to participate in the team practice concept of health care. P. Good standing and successful completion of the didactic phase of the Physician Assistant Program.

PAS 791. Physical Medicine and Rehabilitation Elective. 4 credits.

The emergency medicine elective rotation is a four-week clinical experience in which the student will have many learning opportunities in the emergency setting under the supervision of a clinician to expand upon previous emergency medicine experiences. The student will gain experience in medical emergencies across the life span, procedures, and aspects unique to emergency medicine practice. This rotation also provides the student an opportunity to participate in the team practice concept of health care. P. Good standing and successful completion of the didactic phase of the Physician Assistant Program.

PAS 793. Hospital Medicine Elective. 4 credits.

The hospital medicine elective rotation is a four-week clinical experience in which the student will have learning opportunities in the inpatient setting under the supervision of a clinician. The student will gain experience in the evaluation and management of acute and chronic diseases in adult and geriatric patients, procedures, and aspects unique to inpatient internal medicine practice. This rotation also provides the student an opportunity to participate in the team practice concept of health care. P. Good standing and successful completion of the didactic phase of the Physician Assistant Program.

PAS 795. Pediatric Surgery Elective. 4 credits.

The pediatric surgery rotation is a four-week elective clinical experience in which the student will have learning opportunities in outpatient, inpatient, and/or surgical setting under the supervision of a clinician. The student will gain experience in pre-, intra-, and post-operative care, surgical procedures, and aspects unique to pediatric surgery. This rotation also provides the student an opportunity to participate in the team practice concept of health care. P. Good standing and successful completion of the didactic phase of the Physician Assistant Program.

PAS 797. Pediatric Inpatient Hospitalists Elective. 4 credits.

The pediatric inpatient hospitalists elective rotation is a four-week clinical experience in which the student will have learning opportunities in the outpatient and/or inpatient setting under the supervision of a physician and/or PA/NP. The student will gain experience in preventative medicine, management of acute and chronic pediatric diseases, procedures, and aspects unique to pediatric inpatient medicine. This rotation also provides the student an opportunity to participate in the team practice concept of health care. P. Good standing and successful completion of the didactic phase of the Physician Assistant Program.

PAS 799. Pediatric Emergency Medicine Elective. 4 credits.

The pediatric emergency medicine elective rotation is a four-week clinical experience in which the student will have learning opportunities in the pediatric emergency setting under the supervision of a clinician to expand on previous emergency medicine experiences. The student will gain experience in management of medical emergencies in infants, children, and adolescents, procedures, and aspects unique to pediatric emergency medicine practice. This rotation also provides the student an opportunity to participate in the team practice concept of health care. P. Good standing and successful completion of the didactic phase of the Physician Assistant Program.

PBS 301. Psychiatry Clerkship (PHX). 3-6 credits.

Psychiatry is an essential component of general medical practice in five primary ways: 1) Common disorders: 40-50% of primary care patients have active psychiatric illness. 2) All physical illness has some overlay of psychological difficulty or change. 3) Physical illness often presents with behavioral & psychological symptoms. 4) Improving interview skills and sensitivity to psychiatric issues will help in every patient encounter. 5) Psychiatric illness increases risk or physical illness (e.g., depression and MIs). The Psychiatry Clerkship is a required six-week clinical rotation in the third year of medical school which focuses on the development of patient care, medical and psychiatric knowledge, practice-based learning and improvement, interpersonal and communication skills, and professionalism in the treatment of the psychiatric patient. Students are supervised by psychiatry faculty in a variety of care settings.

PBS 334. Psychiatry. 2 credits.

The rotation consists of two weeks of a psychiatric experience in an inpatient psychiatric setting providing exposure to various aspects of the management of patients.

PBS 336. Adult Inpatient Psychiatry. 2 credits.

This elective provides exposure to the practice of adult psychiatry in the inpatient setting.

PBS 410. General Hospital Psychiatry Sub-Internship (PHX). 1-4 credits.

This elective provides exposure to the practice of psychiatry in the general hospital setting. The patient population can be broadly divided into two groups: patients with medical illnesses that present with psychiatric symptoms, and patients with chronic mental illness that now have medical illness requiring hospitalization. Special teaching on diagnosis issues (primarily, differentiating psychiatric illness from medical/neurological illness), developing acute treatment plans, and short term intervention techniques.

PBS 414. Pediatric Psychiatry (PHX). 2-4 credits.

The Pediatric Psychiatry Elective is a clinical rotation at Phoenix Children's Hospital in one or a combination of clinical settings including Inpatient Psychiatry and Consultation-Liaison Psychiatry services. The rotation aims to provide a foundation for and/or enhance medical student knowledge and understanding the unique aspects of Child and Adolescent Psychiatry evaluation, assessment and treatments. It also aims to provide an opportunity for the medical student to further appreciate the role of Child and Adolescent Psychiatry as a medical specialty and to promote a better recognition, early detection and prevention of child mental health problems.

PBS 420. Special Topics in Psychiatry. 4 credits.

The purpose of this course is to advance the learner's experience and interest in academic psychiatry. The course will specifically focus on the exploration of one particular area of interest that the learner has in the area of psychiatry with the ultimate goal of producing a piece of written work appropriate for journal publication or presentation as a poster at an academic meeting. Skills involved will include literature searching, manuscript format and preparation, editing, and poster formatting.

PBS 425. Child & Adolescent Psychiatry Sub-Internship - Valleywise (PHX). 4 credits.

This sub-internship will expand the student's understanding of child and adolescent psychiatry as a specialty. The student will learn to integrate clinical data from each patient into a diagnosis and comprehensive treatment plan demonstrating knowledge and skills in providing continuity of care, clinical reasoning, health promotion through patient education, and the provision of humanistic and ethical care.

PBS 429. Adult Inpatient Psychiatry Sub-Internship - Valleywise (PHX). 4 credits.

Students will develop clinical knowledge of inpatient psychiatry, interviewing and examining patients independently and diagnosing common psychiatric disorders. Students will formulate treatment plans, work with a multi-disciplinary team, understand the role of each team member, and develop a knowledge of psychopharmacological agents. Students collaborate with treatment teams, receive individual supervision, and participate in rounds and case conferences.

PBS 435. Psychiatry ACT Sub-Internship. 4 credits.

Assertive Community Treatment (ACT) is an evidence based psychosocial treatment model for patients diagnosed with serious mental illness that have struggled to maintain stability within the community. In this outpatient setting the sub-intern will collaborate with the ACT team including psychiatrist, nurses, licensed therapists, and behavioral health specialist to provide care at a high level of intensity.

PBS 449. Psychiatry First Episode Clinic Sub-Internship (PHX). 4 credits.

The student will function as a sub-intern and work with the multi-disciplinary team as they learn the role and responsibility of each team member and develop medical knowledge in diagnosis and psychopharmacology of psychiatric disorders. They will learn the importance of coordinating care in the community and participate in patient visits, case conferences, and individual supervision.

PBS 462. Clinical Psychopharmacology. 4 credits.

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

PBS 463. Child and Adolescent Psychiatry. 2-4 credits.

This elective is a clinical rotation for those interested to explore in depth Child and Adolescent Psychiatry. The student will be exposed to residential level of inpatient care at Immanuel Residential Treatment Center and outpatient at the Creighton Psychiatry Outpatient Clinic and Family Services. The student will also gain knowledge about community based treatments. Students will have an opportunity to understand various systems that the Child and Adolescent Psychiatrist needs to deal with as they treat their patients; and receive exposure to various consultation sites in the community such as group homes; Behaven' Day Care; and Family Services. This elective will help the student develop an understanding of normal child and adolescent development along with its deviations and development of psychopathology. Student will be exposed to various systems a child and adolescent psychiatrist deals with; i.e.; schools, Juvenile Court, and social services. The student will be able to diagnose common child and adolescent problems with the use of DSM-5; will learn to formulate an appropriate treatment plan; learn to work with multi-disciplinary treatment team and understand the role and responsibility of each member of the team; develop basic skills in use of various psychopharmacological agents of common child and adolescent disorders; learn the role of Child and Adolescent Psychiatrist in consultation with schools, courts, and other community based systems of care for children and adolescents.

PBS 464. Psychiatry Research. 4 credits.

Students will spend this elective period involved in the Creighton Psychiatry Research Center, and/or its affiliated Research Clinics at the Omaha VA Medical Center on current active protocols or, by mutual agreement, special topics. Currently, these range from Clinical Trials of Psychopharmacological Medications (for Anxiety, Depression, Psychosis, etc.) to Laboratory Research in Behavioral Biology, as well as special topics in Psychiatry (Child, Adolescent, Geriatric, Forensics, etc.). Students taking this elective will acquire knowledge in ethical, regulatory and operational aspects of protocols. They will become familiar with scientific and methodological issues in research. Students will become adept at using structured interviews for DSM-V criteria and Clinical Symptom Rating Scales for specific syndromes and research protocols.

PBS 472. Adult Inpatient Psychiatry Sub-Internship (OMA). 2-4 credits.

This elective provides exposure to the practice of adult psychiatry in the inpatient setting. Students collaborate in treatment teams participating in rounds, case-conferences, Grand Rounds, and individual supervision with strong emphasis of differential diagnosis, planning and implementing a biopsychosocial treatment plan for psychiatric patients. Students will gain experience in the evaluation, diagnosis, and formation of treatment plans of acutely ill psychiatric patients in the inpatient setting.

PBS 475. Consultation/Liaison Psychiatry Sub-Internship (OMA). 4 credits.

This elective provides exposure to medically ill patients with emotional/psychiatric problems along with special teaching on psychiatric diagnostic issues, acute treatment plans, short-term intervention techniques, and supportive therapies. This elective will provide the student with exposure to consultations to acute medical/surgical units allowing the student to develop skills in evaluating and treating medical, surgical, obstetrical, and chronically ill patients who develop psychiatric problems.

PBS 483. Domestic Violence Practicum. 4 credits.

This community-based experiential course provides students with practical knowledge and experience in community agencies and sites dedicated to reducing domestic violence and aiding its victims in Omaha. Students will develop skills in assessment, interviewing, and treatment of persons subject to domestic violence; they will also better appreciate the role of physicians in the community effort to reduce violence. The course provides practical experience at shelter sites, instruction in the assessment of domestic violence victims, and contact with courts, support groups, and community action organizations.

PBS 486. Narratives in Illness. 2-4 credits.

This two- week or four-week reading course involves the student in reading first-person narratives of psychiatric and medical illness, with one or two short pieces of fiction. Students will read a variety of such written works with the objective of understanding the interplay of biological, psychological, and social factors in the dynamics of the illnesses, and the importance of social context and the strength of personal coping and of social support as important elements in the person's recovery. The student will then prepare a written work with the guidance of the course director at the conclusion of their study.

PBS 498. Psychiatry Extramural. 1-8 credits.**PDT 120. Pediatric Summer Academy. 1 credit.**

This elective is an opportunity for medical students, in good academic standing, to enhance their clinical skills between their first and second year. The course will occur between May and June. Students will be expected to complete at least 3 of the 7 weeks available. The course will include shadowing physicians, attending lectures, and learning on patient simulators. Upon satisfactory completion of the course, the student will receive one academic credit on their final transcript.

PDT 301. Pediatrics Clerkship (PHX). 3,6 credits.

PDT 301 is a 6-week Pediatric Clerkship. Three weeks of the Clerkship serves as the inpatient experience. During this experience, the students spend 1-2 weeks in Children's Hospital on the Inpatient Service. One to two weeks of the inpatient experience will also be spent in the Neonatal Intensive Care Unit at Bergan Mercy Medical Center or in the Neonatal Intensive Care Unit at Children's Hospital. For the second half of the clerkship, three weeks will be spent in a community based Pediatric Outpatient setting. Each student will also spend one week of mornings in the Normal Newborn Nursery at Bergan Mercy Medical Center. The clerkship involves several scheduled learning sessions ranging from didactic lectures, hands-on learning opportunities, and web-based simulated patient encounters (CLIPP cases). Students take both a mid-term quiz and a practice exam during the clerkship to help them track their acquisition of knowledge.

PDT 335. Pediatric Ophthalmology. 2 credits.**PDT 336. Pediatric Ophthalmology 2 M3 Elective (OMA). 2 credits. (M3 Elective)**

Student will be able to recognize common childhood eye disorders, including strabismus, amblyopia, conjunctivitis, astigmatism, hyperopia, myopia, and cataracts.

PDT 401. Pediatric Physical Medicine & Rehabilitation. 4 credits.

Students will learn how to evaluate and treat children with disabling conditions, including brain injury, spinal cord injury, stroke, other neurologic conditions such as Guillain-Barré, as well as various cancers. Patients may have developmental conditions such as cerebral palsy. Students will also have exposure to procedures for the treatment of hypertonia with ultrasound and e-stim guidance.

PDT 420. Pediatric Endocrinology. 4 credits.

The student will evaluate patients primarily in the out-patient setting, but also have the opportunity to participate with consults and admission to the hospital. At the end of the elective, the student will have a chance to make a formal presentation of an interesting topic or clinical case.

PDT 421. Pediatric Hematology-Oncology. 4 credits.

The student will be assigned to the outpatient hematology/oncology clinic at Phoenix Children's Hospital. Working alongside a full-time faculty member, and with nurse practitioners, rotating house staff, nurses, and other health care personnel of the inter-disciplinary team, the student will gain experience with the diagnosis and management of patients with presumed and established hematological and oncological diagnoses.

PDT 422. Pediatric Rheumatology. 4 credits.

The student will evaluate patients primarily in the out-patient setting, but also have the opportunity to participate with consults and admission to the hospital. At the end of the elective, the student will prepare a formal presentation of an interesting topic of a clinical case encountered during the elective.

PDT 423. Pediatric Gastroenterology and Nutrition. 4 credits.

The student will be an active participant in out-patient GI clinics, inpatient consultative services and neonatal consultative services. Didactic sessions on major topics in Pediatric GI will be given frequently throughout the elective period. The student will present a short talk on a GI topic of interest. The student will participate in the department teaching activities including attending rounds, grand rounds, afternoon lectures and daily noon teaching conferences.

PDT 424. Medical Care for Homeless and At-Risk Kids and Teens. 2-4 credits.

The medical student will participate in the care of the indigent, underinsured and at risk teenagers in the Phoenix Metropolitan area.

PDT 425. Pediatric Cardiology. 4 credits.

The Pediatric Cardiology Rotation is designed for Senior Medical Students and is an opportunity to gain exposure to the full range of pediatric cardiac disease, both congenital and acquired, with a specific focus on the outpatient component of pediatric cardiology. Under the direct supervision of the Pediatric Cardiology faculty, students will spend most of their time in the clinic setting where they will have great opportunity to learn the fundamentals of performing a pediatric cardiovascular exam including listening to murmurs and heart sounds and refining their skills in cardiac disease recognition, evaluation and management. Students will also experience the inpatient aspect of pediatric cardiology by being an active participant in the team performing consults in the emergency department, neonatal intensive care unit and the pediatric wards. Students will also have the opportunity to spend time in the Cardiovascular Operating Rooms, cardiac catheterization lab and echocardiography labs. Clinic Schedule will be provided at the beginning of the rotation.

PDT 426. Pediatric Urology. 4 credits.

By providing patient care under direct supervision of the urology faculty, the student will become acquainted with general principles of pediatric urology. The student will participate in daily patient care/attending rounds and has continuous informal attending contact while in the patient care setting. When appropriate and with supervision, the student will perform or participate in various procedures such as, bladder catheterization, urodynamic studies, etc.

PDT 428. Pediatric Rheumatology. 4 credits.

The student will participate in the care of pediatric patients with a variety of problems seen by Pediatric Rheumatology. There are weekly clinics and inpatient consults under the guidance of a board certified rheumatologist.

PDT 430. Pediatric Sports Medicine. 4 credits.

The student will participate in the care of pediatric patients with a variety of problems seen by a pediatrician specializing in sports related injuries. These include, but are not limited to: musculoskeletal problems, concussions, nutrition, weight management, etc.

PDT 432. Neonatology Critical Care PCH (PHX). 4 credits.

The student will participate in the care of a variety of neonatal patients with common diseases and complex medical conditions requiring extensive intervention and management. The student, under the supervision of pediatric residents, neonatal nurse practitioners and/or attending neonatologist, will carry a case load of 2-4 moderately ill NICU and intermediate nursery patients. Patients are followed from admission to discharge when possible.

PDT 433. Allergy and Immunology - PCH (PHX). 4 credits.

This elective offers students the opportunity to observe, interact and explore a variety of allergic and immunologic diseases. The medical student will interact with patients, residents, fellows, and faculty physicians to develop a basic understanding of the etiology, physiology, pathogenesis, diagnostic procedures of allergic diseases and inborn errors of immunity.

PDT 434. Pediatric Emergency Medicine (PHX). 4 credits.

Students will participate in the care of patients presenting to the Pediatric Emergency Department at Valleywise Hospital. This population provides a wide range of experience in the care of minor and major traumatic injuries, multiple pediatric medical illnesses, care of the poisoned patient, and patients with psychiatric illness. Students are assigned eight-hour shifts, with weekday and weekend exposure.

PDT 435. Pediatric Ophthalmology. 2 credits. (Children's Medical Center - OMA)

Introduce student to field of Pediatric Ophthalmology. Student will be able to recognize common eye disorders, including conjunctivitis, hyperopia, myopia, and cataracts.

PDT 436. Pediatric Plastic Surgery (OMA). 4 credits.

This elective provides students with an overview pediatric plastic surgery. Many principles overlap with general plastic surgery education, but many are specific to age and congenital problems. Under the guidance of board-certified plastic surgeons, the student will see a broad spectrum of patient problems ranging in age from infant to young adulthood.

PDT 437. Pediatric Anesthesia. 4 credits.

This rotation will provide students interested in pursuing a residency in anesthesiology with a broad overall experience in pediatric anesthesia. The focus will be on anatomy, physiology pharmacology specific to children, and the approach to providing anesthesia in response to the differences between children and adults.

PDT 438. High-Risk Adolescent Medicine (PHX). 4 credits.

Correctional medicine presents a unique setting to model evidence-based clinical practice and the use of basic clinical epidemiology and the GRADE method in appraising the medical literature to address clinical questions that arise in both the emergent and routine care practiced in a secure care setting and how this setting challenges what may be "typical" in a routine ambulatory care practice.

PDT 440. Breastfeeding Medicine. 1-4 credits.

The Department of Pediatrics offers an elective course in Breastfeeding Medicine for 4th year medical students. Students who will be applying for residencies in Family Medicine, Pediatrics, OB GYN, and Internal Medicine are encouraged to take this elective. This elective is an introduction to the knowledge and skills necessary to evaluate and diagnose common breastfeeding concerns in the inpatient and outpatient setting. By the end of the rotation students will have achieved early competency in managing the following issues: basic position/latch, milk supply issues, nipple shields, use of supplemental nursing system (SNS), pumping, mastitis, thrush, tongue tie, reflux, milk-protein allergy, extended nursing, return to work, relactation, breast augmentation/reduction, medications in milk.

PDT 442. General Pediatrics Outpatient/Nursery. 4 credits.

The student will participate in nursery rounds and morning clinic providing primary care to infants and children under the supervision of an Attending Pediatrician. The patients are both well and sick children and include some specialty referral patients. The student will also participate in the department teaching activities including attending rounds, grand rounds, daily new teaching conferences, and nursery conferences.

PDT 444. Anatomic and Clinical Pathology. 4 credits.

The elective in pediatric anatomic and clinical pathology offers the senior medical student in-depth exposure to pediatric surgical pathology, cytopathology, and autopsy pathology. Various aspects of the clinical laboratory may be experienced, including hematopathology, microbiology, transfusion medicine, and clinical chemistry. Clinical conference attendance is required, including pediatric oncology tumor board, brain tumor conference, and gastroenterology conference. Students are expected to read relevant published material related to cases and specimens encountered in the laboratory. The student is responsible for keeping a case log.

PDT 446. Pediatric Emergency Medicine Sub-Internship (PHX). 4 credits.

Students will participate in the care of patients presenting to the Pediatric Emergency Department at Children's Hospital. Students are assigned attending physicians, and will work with the attending physician to manage the patients during their Emergency Department visit. At all times, the student will be under the direct supervision of the attending physician. The patient population provides a wide range of experience in the care of minor and major traumatic injuries, multiple pediatric medical illnesses, care of the poisoned pediatric patient and pediatric patients with psychiatric illness. Patients seen in Phoenix Children's Hospital Emergency Department range in age from newborn to 18 years. Students are assigned eight-hour shifts, with week day and weekend exposure. There is no "on call" time during this rotation. The student is required to review the orientation pack and complete computer training prior to beginning the rotation.

PDT 448. Pediatric Otorhinolaryngology. 4 credits.

Students will receive a general overview of the surgical treatment of pathological disorders in the field of otorhinolaryngology as it applies to children. They will become familiar with the surgical treatments and become more proficient in examining the head and neck region, using indirect laryngoscopy and other diagnostic techniques with special considerations for performing these procedures on children with developmental delays.

PDT 449. Pediatric and Adolescent Gynecology. 4 credits.

Pediatric and Adolescent Gynecology (PAG) is a sub-specialty of Obstetrics and Gynecology that evaluates and treats the reproductive needs of girls and teens from birth through age 24. Students participate in general PAG clinic, and multidisciplinary clinics that include the Differences of Sexual Development Clinic, the Menorrhagia Clinic for teens with bleeding and clotting disorders, and the Metabolic and Vulvar Skin Disorders Clinic.

PDT 450. Pediatric Orthopedics. 4 credits.

Students will spend time at Phoenix Children's Hospital, Children's Rehabilitation Services (CRS), and local outside clinics. The student will function in the role of an acting intern, take histories and perform physical exams, participate in the pediatric orthopaedic call schedule, have in-patient responsibilities, and participate in emergency and elective operative procedures as either an observer or assistant. Outside reading is expected with completion of reading Staheli's Pediatric Orthopaedics, and Rang's Pediatric Fracture texts provided during the rotation. Students are expected to attend teaching and clinical conferences. A pediatric orthopaedic topic will be decided upon by the student and faculty early in the elective and a presentation/discussion will be expected at the completion of the course. A pre- and post-rotation learning map will guide student education during the rotation. Students are expected to keep a log or portfolio of their pediatric activities.

PDT 451. Pediatrics Capstone. 4 credits.

This elective will combine didactic lectures, skill sessions, and simulated patient exercises. Learning activities will concentrate on general pediatric topics and be supervised by Creighton Pediatric Faculty and Residents.

PDT 459. Pediatric Genetics and Metabolic Disease. 4 credits.

The goal of this elective is to assist students to become familiar with the common genetic disorders seen in children and adolescents. Students will participate in the care of pediatric patients with a variety of problems seen by Genetics. There are weekly clinics and daily ward rounds with the on call physician.

PDT 460. Pediatric Inpatient Sub-Internship. 4 credits.

The student will participate in the care of the hospitalized pediatric patient. The acuity of the illness, the impact on the family, and the impact on the child make the care of the patient a multi-tiered task. The senior student on this rotation will assume primary responsibility for his/her patients, working with the resident and attending to ensure that quality and timely care is given. The student will continue to advance his/her communication, clinical problem solving and procedural skills, and become more familiar with common health problems in pediatrics.

PDT 461. Pediatric Critical Care Sub-Internship (OMA). 1-8 credits.

During this rotation, the student will be expected to observe, appreciate and learn the care and management of critical disease processes in the pediatric patient, from the neonatal period through adolescence. The student will learn the unique care and knowledge required by those in the pediatric critical care field to take care of critically ill children whose anatomy and physiology are constantly changing as they develop.

PDT 462. Pediatric Outpatient Department. 4 credits.

The student will participate in daily patient care/attending rounds in the treatment of critical ill pediatric patients. The student will perform or participate in various procedures, such as endotracheal intubation, lumbar puncture, CPR, and central line placement. The student will participate in attending rounds, grand rounds, afternoon lectures, and daily teaching conferences, as well as bi-weekly critical care conferences.

PDT 463. Pediatrics Infectious Disease Sub-Internship (OMA). 4 credits.

Students will learn to evaluate neonates, infants and children with a wide range of infectious diseases. This is primarily an inpatient experience with about 10% of patients seen in the outpatient clinic. Students will perform a complete workup and assessment, then present their findings and recommendations to the attending physician on daily rounds. Students are required to do considerable outside reading on their patients' illnesses. A selected reading list is provided to all students at the beginning of the rotation and students are responsible for all the material there in.

PDT 464. Neonatal Intensive Care Services Sub-Internship (OMA). 2-4 credits.

The purpose of this selective is to educate the senior medical student in the field of neonatology. The student will demonstrate competence in the critical care of sick and high-risk newborns. Student's participating in this selective will serve as "junior house officer" under the supervision of a staff Neonatologist and complete required paperwork. The student will learn to evaluate neonates. This is entirely an intensive care unit experience.

PDT 465. Pediatrics GI and Nutrition - Valleywise (PHX). 4 credits.

Students will be familiarized with major presentations and evaluations of gastrointestinal, hepatic and nutritional disease. Included will be discussion of malabsorption, GE reflux, cholesteric inflammatory bowel disease, abdominal pain, and peptic disease. Students will participate in a GI clinic, consultative service, and nursery rounds. Didactic sessions will be given in major topics in pediatric GI.

PDT 466. Pediatric Cardiology. 4 credits.

Students will participate in the care and evaluation of pediatric patients with known or suspected congenital heart disease. Students will also encounter pediatric patients with acquired cardiomyopathy. Students will develop the understanding of cardiovascular physiology and development. The goal of this course is to educate senior medical students in the field of pediatric cardiology in an outpatient setting.

PDT 468. Pediatric Gastroenterology. 2-4 credits.

Students will learn to evaluate pediatric patients with chronic and infectious diarrhea, abdominal pain, constipation, malabsorption, inflammatory bowel disease, gastrointestinal infections, Hirschsprung's disease, neonatal cholestasis, growth failure, chronic vomiting, and liver disease. Students will develop an understanding of gastrointestinal physiology and development. Basic principles of enteral and parenteral nutrition in Pediatrics will be reviewed. The student will participate in the care of both hospitalized and ambulatory patients at Children's Hospital and Outreach Clinics. The student may choose to emphasize inpatient or outpatient activities based upon his/her prior experiences and individual career goals and needs. The medical student would work closely with the Pediatric Gastroenterology fellow, the pediatric house officers as well as the attending.

PDT 469. Pediatric Endocrinology Services. 2-4 credits.

The student will participate in the care of pediatric patients with a variety of problems seen in pediatric endocrinology private practice. There are ten half-day clinics weekly, and daily ward rounds with the on call physician. Regular formal discussions concerning endocrine problems are held. The purpose of this elective is for students to become familiar with the common endocrine disorders seen in children and adolescents.

PDT 470. Pediatric Hematology/Oncology Service. 4 credits.

This elective is for those students who are thinking about a career in pediatrics and wish in depth clinical exposure to hematology and cancer patients. Students will follow patients in the clinic and, if time allows, on the inpatient service. The purpose of this elective is to become familiar with common childhood malignancies and hematologic disorders, including differential diagnosis, therapy, and acute and late complications. There will be opportunity to review blood smears and bone marrow aspirate slides.

PDT 471. Pediatric Respiratory and Critical Care Medicine. 4 credits.

The goal of this rotation is to give the student a broad range of exposure to various pulmonary and upper respiratory problems ranging from asthma to cystic fibrosis through both inpatient and outpatient experiences. During the four weeks of this elective students will be provided with clinical experiences evaluating children with disorders of the respiratory system and acquiring skills necessary to perform the pediatric pulmonary exam and to develop a diagnostic and therapeutic approach to common pulmonary problems in children. Students are expected to be prepared for rounds, write patient notes, present patients, and be available for all rounds and clinics. Students are also expected to dictate consults and some clinic letters after review with the attending physician. Students are expected to review all tests performed in the pulmonary lab as time allows.

PDT 472. General Pediatrics. 2-4 credits.

The purpose of this elective is to educate senior medical students on newborn exams, routine health maintenance for various ages and diagnosis and treatment of common pediatric conditions. The student will be exposed to educational opportunities mostly in a pediatric ambulatory setting, but will also include patients in the newborn nursery and hospitalized patients. Basic approaches to childhood behavioral issues will also be included. This course is an ambulatory pediatric experience for those wishing to work in a general pediatric setting.

PDT 473. Advanced Pediatrics. 4 credits.

This elective is a didactic lecture series. Lectures will concentrate on general pediatric topics and will be given by Creighton Pediatric Faculty and Residents. In addition, each student will select a pediatric topic and give an oral presentation. The goal of this elective is to educate senior medical students regarding general and specialty pediatric illnesses in preparation for their residency.

PDT 474. Pediatric Emergency Medicine. 4 credits.

The purpose of this rotation is to provide the students with exposure to the practice of pediatric emergency medicine. Students will participate in the care of patients presenting to the Pediatric Emergency Department. Students will work with the attending physician to manage the patients during their Emergency Department visit. At all times, the student will be under the direct supervision of the attending physician. The patient population provides a wide range of experience in the care of minor and major traumatic injuries, multiple pediatric medical illnesses, care of the poisoned pediatric patient and pediatric patients with psychiatric illness. Patients seen in the Children's Hospital Emergency Department range in age from newborn to 21 years.

PDT 475. Pediatric Pulmonology. 4 credits.

The student will participate in inpatient rounds and patient evaluation of pulmonary patients in the morning. They will also participate in outpatient clinic visits, evaluate and treat pulmonary patients in the afternoon. Interactive didactic discussion regarding pulmonary diseases will occur periodically throughout the rotation. The student may participate in the department teaching activities including attending rounds, grand rounds, afternoon lectures and daily noon teaching conferences.

PDT 477. Clinical Genetics/Dysmorphology. 4 credits.

The student will attend all clinical genetics clinics at Phoenix Children's Hospital. The student will also participate in all inpatient consultations. The student will attend all genetics teaching conferences. The student will be provided a reading syllabus of original articles relating to the embryology of congenital anomalies and the approach to diagnosis of genetic disorders, which they are expected to read during the elective. Discussion will follow with faculty supervisor. The student will carry out an independent, thorough literature review of a genetics/dysmorphology topic of his/her choice. The topic will be presented orally to the faculty supervisor at the end of the rotation. The student may participate in the department teaching activities including attending rounds, grand rounds, afternoon lectures and daily noon teaching conferences.

PDT 478. Pediatric Nephrology. 4 credits.

The student will participate in the diagnosis and management of inpatients and outpatient with kidney diseases and related problems. They will perform the initial evaluation of new patients in both the inpatient and outpatient setting. They will participate in the methods and procedures performed in the renal metabolic laboratory. They will participate in daily formal and informal discussions on pre-assigned topics relating to renal disease. The student will participate in the department teaching activities including attending rounds, grand rounds, afternoon lectures and daily noon teaching conferences.

PDT 480. Assessment of Child Abuse and Neglect. 4 credits.

Students will participate in consults, round on inpatients, observe multidisciplinary team meetings, read selected journal articles and chapters, participate in journal club, and complete a series of case studies that demonstrate common presentations of non-accidental injury. In addition, students may have the opportunity to "ride along" with CPS and observe courtroom testimony on a case by case basis.

PDT 481. Development and Behavioral Pediatrics. 4 credits.

The student will participate in patient care with direct attending faculty supervision in the Autism Diagnostic Clinic, ADHD Diagnostic Program, and the general Developmental-Behavioral Pediatric Clinic. The student has available independent learning from the Developmental-Behavior Pediatrics website (www.phoenixchildrens.com/dbpeds), ADHD packet, Autism packet, and Emily Center packets. The student will participate in the department teaching activities including grand rounds, and daily noon teaching conferences. The student will participate in site visits with residents to community partners.

PDT 483. Pediatric Neurology. 4 credits.

This elective is appropriate for students considering a career in pediatrics or neurology. It is particularly encouraged for those students considering a career in child neurology, developmental pediatrics, or developmental neuroscience. The student will act as a sub-intern, integrated into a team consisting of the pediatric neurology faculty member, pediatric neurology resident (fellow), and usually an adult neurology resident. Experience with inpatient consultation and a wide variety of outpatient clinics are provided. The choice of outpatient clinics can be tailored to the student's interests.

PDT 484. Pediatric Critical Care Sub-Internship (PHX). 4 credits.

The student will participate in daily patient care/attending rounds and has continuous informal attending contact while in the patient care setting. When appropriate and with supervision the student will perform or participate in various procedures such as, endotracheal intubation, lumbar puncture, CPR, central line placement, etc. The student will participate in the department teaching activities including attending rounds, grand rounds, afternoon lectures and daily noon teaching conferences as well as at least twice weekly critical care conferences. There is an overnight call responsibility approximately every 4-5th night. By participating fully in these activities the student will improve their ability to integrate their understanding of physiology with the bedside care of a critically ill pediatric patient.

PDT 485. Neonatology Critical Care. 4 credits.

During this elective the student will attend high-risk deliveries, under the supervision of pediatric residents, neonatal nurse practitioners and/or attending neonatologist carry a case load of 2-4 moderately ill NICU and intermediate nursery patients. Patients are followed from admission to discharge when possible. With supervision, the medical student will practice and become familiar with bag and mask ventilation, CPAP application, endotracheal intubation, assisted ventilation, venipuncture, arterial puncture, umbilical arterial and venous catheterization. Students will also participate in patient-related problem-solving sessions and attend scheduled didactic teaching sessions. The student will participate in the department teaching activities including attending rounds, grand rounds, afternoon lectures and daily noon teaching conferences. There is an overnight call responsibility approximately every 4-5th night.

PDT 486. Inpatient Pediatrics Sub-Internship (PHX). 4 credits.

During this elective the student will be the primary care provider for up to five ward patients under the supervision of a senior resident and attending physician. The student will participate in the department teaching activities including attending rounds, grand rounds, afternoon lectures and daily noon teaching conferences. At this time there is no over-night call requirement but participating in occasional evening ward activities. Weekend rounds are required. By participating fully in these activities the student will improve their data collection and analysis skills along with improving their clinical problem solving. They will become familiar with a variety of common and not so common pediatric medical and surgical diagnoses.

PDT 488. Pediatric Allergy and Immunology. 3-4 credits.

Students will participate in the care and evaluation of pediatric allergy and immunology patients seen with a variety of problems. Student will develop through clinical exposure, the understanding of common pediatric allergy and immunology conditions. The rotation is outpatient based.

PDT 490. Pediatric Cardiac Critical Care Sub-Internship (PHX). 4 credits.

The Pediatric Cardiac Critical Care Rotation is designed for Senior Medical Students and is an opportunity to gain exposure to the acute care of critically ill children in the setting of a Pediatric Cardiothoracic Intensive Care Unit. Under the direct supervision of the Pediatric Cardiac Intensive Care faculty, students will provide direct patient care to 2-3 critically ill children with various types of congenital or acquired heart disease as well as other organ system problems including respiratory failure, renal failure and shock. Students will participate in the pre and post-operative management of infants and children with heart disease and will have the opportunity to spend time in the Cardiovascular Operating Rooms, cardiac catheterization lab and echocardiography labs.

PDT 491. NICU Sub-Internship at Children's Hospital (OMA). 4 credits.

Students will serve as a sub-intern under the supervision of a staff neonatologist. Children's Hospital has a Level 4 regional NICU that provides the highest level of neonatal care for infants with complex congenital or acquired surgical, respiratory, cardiac, and metabolic problems. Students will participate in the admission, daily rounds, and discharge of infants with a wide variety of diagnoses. Instruction will be provided through daily teaching rounds and lectures.

PDT 494. Pediatric Urgent Care. 4 credits.

The student will attend the Phoenix Children's Hospital's Urgent Care Center. The student will attend 16 eight hour shifts per elective block. The student may participate in the department teaching activities including attending rounds, grand rounds, afternoon lectures and daily noon teaching conferences. The student is responsible for keeping a patient care log.

PDT 498. Pediatrics Extramural. 1-8 credits.**PMH 462. Clinical Genetics. 1-8 credits.**

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

PMH 470. Preventive Ophthalmology (Dominican Republic). 4 credits.

Students will participate as team members in HS-MACA's Prevent Blindness Initiative (PBI) in collaboration with the Institute for Latin American Concern (ILAC). Students will conduct blindness prevention screenings in Latin America, where children are at risk for vitamin A deficiency and adults are at risk for glaucoma, cataract and pterygium. Students will have the opportunity to assist with ocular surgeries performed by local ophthalmologists and visiting eye surgeons from the United States.

PMR 333. Physical Medicine & Rehabilitation. 2 credits.

This elective will provide the medical student with an introduction to the discipline of Physical Medicine and Rehabilitation (PMR). Students on the inpatient service will assist with admissions, daily rounding, team conference, family conference, and discharge service for patients at Immanuel Rehabilitation Center; students on the outpatient service will train in various clinical locations.

PMR 334. Physical Medicine & Rehabilitation. 2 credits.

At the conclusion of this elective, the medical student will be able to describe the role of the physiatrist in the treatment and care of the PMR patient and gain a basic understanding of orthotics/prosthetics prescriptions.

PMR 421. Physical Medicine and Rehabilitation. 4 credits.

This elective will provide the medical student with a comprehensive overview of the discipline of Physical Medicine and Rehabilitation. Topics to be included are: Traumatic Brain Injury, Traumatic Spinal Cord Injury, Stroke and Pediatric Rehabilitation.

PMR 425. Pain Management (PHX). 4 credits.

At the conclusion of this elective, the medical student will be able to develop a basic working knowledge of pharmacology, physiology, and pathophysiology of pain. The students will develop a working knowledge of neuroanatomy and of conducting a thorough neurological examination.

PMR 498. Physical Medicine & Rehabilitation Extramural. 1-8 credits.**PTG 333. Pathology M3 Elective (OMA). 2 credits.**

This elective will expose the medical student to the fields of Anatomic and Clinical Pathology including Surgical Pathology, Cytopathology, Hematopathology and Clinical Chemistry, Molecular Pathology, Autopsy Pathology, Microbiology and other areas of Laboratory Medicine.

PTG 334. Pathology. 2 credits.

Students will be exposed to the full range of anatomic and clinical pathology services provided in a tertiary hospital setting. The time is usually split between clinical and anatomic divisions, including clinical chemistry, microbiology, hematology, blood bank, surgical pathology, cytopathology and autopsy pathology.

PTG 418. Hematology/Hematopathology (PHX). 4 credits.

This course provides exposure to specialty diagnostics in the field of hematopathology. The student will participate in daily case evaluations, including peripheral smear examinations, coagulation studies, flow cytometry, bone marrow evaluations, and lymph node pathology. Principles of instrumentation and quality management will be stressed. The importance of professionalism and intra-/interdepartmental communication is also highlighted.

PTG 445. Anatomic/Clinical Pathology (PHX). 4 credits.

This elective may be individualized to suit the student's needs with prior agreement between the student, St. Joseph's faculty, and the Creighton electives coordinator. The elective offers the medical student an exposure to various pathology disciplines in a tertiary care pathology practice. Molecular biology and cytogenetic laboratories are recent additions to the curriculum.

PTG 461. Introduction to Pathology Practice. 4 credits.

The goal of PTG 461 is to provide the medical student a broad introduction to the practice of modern day pathology built around interaction with clinicians, pathologists, residents, and technical staff. The student will gain an appreciation of the role of the laboratory in the practice of medicine. The student will gain some facility in the art of gross description, microscopic evaluation and diagnosis of surgical pathology specimens. The student will also be introduced to practical microbiology, hematology, and blood bank. The elective is designed and tailored to students' interests. It is a good experience for students interested in any specialty. For those interested in pathology it offers a chance to experience what a residency is like.

PTG 468. Microbial Laboratory Diagnosis. 4 credits.

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

PTG 498. Pathology Extramural. 1-8 credits.**RAD 333. Diagnostic Radiology. 2 credits.**

This is an introduction to clinical imaging targeted for students who are interested in radiology, as well as those pursuing other specialties.

RAD 334. Diagnostic Radiology (PHX). 2 credits.

This is an introduction to clinical imaging targeted at 3rd year medical students. This elective will provide an overview of medical radiology, including synthesis, imaging and management of diagnostic imaging. The focus will be on bone, abdomen, chest and pediatric imaging.

RAD 335. Diagnostic Radiology 2 (PHX). 2 credits.

The goal of this course is to introduce third-year medical students to diagnostic imaging techniques and procedures, based on an overview of medical radiology, including synthesis, imaging, and management of diagnostic imaging.

RAD 442. Interventional Radiology - Valleywise (PHX). 4 credits.

The student observes and participates in a wide variety of interventional radiology procedures, including angiography, vascular interventions (angioplasty, embolization, trauma, cancer treatment, thrombolysis, venous access procedures), non-vascular interventions (including CT-guided biopsy, abscess drainages), and complex non-vascular cases (such as biliary drainage and stenting, and percutaneous nephrostomy placement, tumor ablation).

RAD 447. Diagnostic Radiology - Valleywise (PHX). 4 credits.

This course will familiarize M4 students with the role of imaging in the evaluation and management of common conditions. Students will be introduced to diagnostic imaging techniques and procedures. The focus will be on Musculoskeletal, Body imaging, Chest and Pediatric imaging. The student will spend one week in each of these areas.

RAD 450. Interventional Radiology. 1-4 credits.

The Department of Radiology offers an elective course in Vascular and Interventional Radiology in which the medical student will learn the indications and techniques, as well as patient care considerations, of a wide variety of interventional procedures. The rotation includes the work-up and evaluation of patients for diagnostic angiography, therapeutic vascular and interventions (angioplasty, thrombolysis, venous access procedures) and non-vascular interventional procedures (including CT-guided biopsy, abscess drainages), and complex non-vascular cases (such as biliary drainage and stenting, and percutaneous nephrostomy placement).

RAD 455. Musculoskeletal Radiology Elective. 1-5 credits.

This course is an introduction to Musculoskeletal Radiology for 4th year medical students with emphasis on overview of anatomy, common musculoskeletal fractures, appropriate use of various imaging modalities and image guided procedures.

RAD 458. Neuroradiology - Valleywise (PHX). 4 credits.

The student will learn about diagnostic imaging procedures of the head, neck, brain, and spine, working with patients who are seen for traumatic injuries, infections, malignancy, congenital anomalies, inflammatory conditions, and hydrocephalus. Students will learn the basic principles of interventional procedures, as well as the role of neuroimaging in the diagnosis and evaluation of common clinical conditions.

RAD 459. Pediatric Neuroradiology. 4 credits.

This course introduces M4 students to diagnostic imaging techniques utilized by pediatric neuroradiologists. Focus will be placed on acquisition and interpretation of MRI, CT, ultrasound, and nuclear medicine studies of the neuro-axis, as well as exploration into a career in pediatric neuroradiology.

RAD 460. Diagnostic Radiology. 1-4 credits.

The Department of Radiology offers an elective course in General Diagnostic Radiology. This is an introduction to clinical imaging targeted at 4th year medical students. This elective will provide an overview of medical radiology, including synthesis, imaging and management of diagnostic imaging. The focus will be on bone, abdomen, chest and pediatric imaging. The student will spend one week in each of these areas. Arrangements can be made if there is interest in other sub-specialty areas.

RAD 463. Diagnostic Radiology. 1-4 credits.

The Department of Radiology offers an elective course in General Diagnostic Radiology. This is an intensive introduction to clinical imaging targeted for fourth year medical students, both those interested in radiology and those pursuing other specialties. This elective will provide a comprehensive overview of medical radiology, range, uses, limitations and costs of diagnostic techniques. The program consists of subspecialty rotations, faculty interactive conferences and independent study of selected cases.

RAD 465. Angio/Interventional. 4 credits.

The Department of Radiology offers an elective course in Vascular and Interventional Radiology in which the medical student becomes a member of the interventional team. The rotation includes the work-up and evaluation of patients for diagnostic angiography, therapeutic vascular and interventions (angioplasty, thrombolysis, venous access procedures) and non-vascular interventional procedures (including CT-guided biopsy, abscess drainages), and complex non-vascular cases (such as biliary drainage and stenting, and percutaneous nephrostomy placement). The interventional team works as a cooperative group which provides initial assessment of a patient's care during the procedure and follow-up care on the ward as appropriate. The medical student will share the duties of the daily organization and management of the service.

RAD 471. Advanced Diagnostic Radiology. 4 credits.

This course is designed for fourth-year students considering radiology as a career. The expectations will be more advanced than those for RAD 447, which is the course intended for fourth-year students not pursuing radiology. The student will be interpreting imaging exams and publishing preliminary radiology reports, as well as performing image-guided procedures.

RAD 498. Radiology Extramural. 1-8 credits.**RAD 530. Advanced Statistics for Political Science. 3 credits.**

This course is designed to acquaint students with advanced research tools used by political scientists. We will build on basic bivariate models to include an array of multivariate techniques, including those that incorporate time series and cross sectional data. By the end of the semester, students will be able to produce a sophisticated data analysis project that could be publicly presented.

RON 333. Radiation Oncology M3 Elective. 2 credits.

This elective familiarizes students with cancer care, including radiotherapy, chemotherapy and surgery.

RON 334. Radiation Oncology (PHX). 2 credits.

The student will be assigned to the Radiation Medicine department at St. Joseph's Hospital Medical Center and the University of Arizona Cancer Center. The student will work with the radiation oncologists, medical physicists, dosimetrists, nurses, and other medical personnel in order to manage and care for patients with established oncological diagnoses. In particular, the student will learn to compare and contrast the different radiation delivery modalities available for various malignancies, understand the nuances in radiation dosing, and anticipate and screen for common side effects based on treatment site.

RON 335. Radiation Oncology M3 Elective. 2 credits.

Students will experience the practice of radiation oncology, learning about staging malignancies, observing consultation and the radiotherapy delivery process, and attending tumor board conferences. (Location: CUMC-Bergan - OMA).

RON 410. Radiation Medicine PRC. 4 credits.

The student will be assigned to the Radiation Medicine department at St. Joseph's Hospital Medical Center and the University of Arizona Cancer Center. The student will work with the radiation oncologists, medical physicists, dosimetrists, nurses, and other medical personnel in order to manage and care for patients with established oncological diagnoses. In particular, the student will learn to compare and contrast the different radiation delivery modalities available for various malignancies, understand the nuances in radiation dosing, and anticipate and screen for common side effects based on treatment site.

RON 464. Radiation Oncology (OMA). 4 credits.

Students will learn about the staging work-up for a wide range of malignancies including integration of radiation therapy. They will be involved in new patient consultations, treatment simulations, and observe the radiotherapy delivery process. Student will attend tumor board conferences and gain an understanding of the multidisciplinary approach for the treatment of cancer. (Location: Methodist - OMA).

RON 498. Radiation Oncology Externship. 1-12 credits.

Fourth-year medical students may arrange to participate in externships at LCME- or ACGME-accredited institutions in order to further their education in the field of Radiation Oncology. They are allowed up to 12 credit hours (weeks) of externships during the fourth year of medical school. Radiation Oncology is an emerging field and education places a heavy emphasis on systems-based practice along with rigorous methods to assess and find solutions for the health and healthcare problems of cancer patients. Through didactics and clinical experiences, students learn to collaborate with patients, healthcare providers, and organizations to improve the health outcomes of cancer patients. They learn current treatment modalities in the healthcare setting. Students pay tuition at Creighton University and earn academic credit when participating in externships, thus a formal evaluation and grade are required of the host institution.

SIS 101. Liberation Medicine. 0.5 credits.

Learners will delve into the concept of structural violence – the political, economic, educational, residential, and medical systems which systemically exclude or disadvantage certain groups. They will come to understand what it means to take a preferential option for the poor and will explore how accompaniment is pragmatic solidarity through readings, videos, discussions, and application in their local communities. P. Course open to Arrupe Scholars only.

SIS 501. Death, Health and Dickens. 0.5 credits.

The representation of disease and death demonstrate an important social awareness of healthcare in Victorian Britain that helps us understand today's medical and social landscape. Students will explore the connection between health, social conditions, and the works of Charles Dickens.

SIS 502. A History of Disability and Medicine. 0.5 credits.

This course introduces students to a diversity of perspectives on the causes, nature, understanding, and appropriate management of disability. Through an examination of evolving historical perspectives on disability, in the clinic and in society, students will critically analyze traditional medical conceptions of disability as an individual "problem" with biological origins. P. Admission to Medical School.

SIS 503. Creative Writing Workshop for Future Physicians. 1 credit.

Stories and writings are how we interact with the world. In keeping with the finest Jesuit and literary traditions to best prepare the student as a physician, the student will use creative writing to understand personal narratives and those narratives of patients.

SIS 504A. Communicating in Spanish for Medical Professionals I. 0.5 credits.

This course is designed for students who are planning a career in medicine and want to improve their communication skills when dealing with Spanish-speaking persons. Prior introduction to the Spanish language is recommended. This course is the first of two courses dedicated to this topic.

SIS 504B. Communicating in Spanish for Medical Professionals II. 0.5 credits.

This course provides students with a culturally contextualized foundation in vocabulary and grammar. The course focuses equally on the development of new knowledge and the ability to communicate medical information to patients and family members. This is the second of two courses.

SIS 505. Is Race Real? Racialization in Medicine and Science. 0.5 credits.

Through an exposure to relevant primary literature, popular media writings, academic talks, and through reflective writing and discussion, students will explore the effects of race on the patients they care for, and determine for themselves whether their role as clinicians in confronting the racialization of the health care system.

SIS 506. Childbirth and Social Justice. 0.5 credits.

This course encourages students to reflect on the connections between childbirth and social justice, and how social issues of access, equity, and participation have historically influenced maternal healthcare, especially among underserved or minority populations.

SIS 507. Physician's Vocation Program, Year 1: Introduction to Ignatian Spirituality in Medicine. 1 credit.

The first year of the Physician's Vocation Program is a formative introduction to Ignatian spirituality that explores its potential influence on the practice of clinical medicine through the intersection of reading, prayer, reflective writing, discussion, and spiritual direction.

SIS 508. Neurodiversity: Appreciating Variations in Cognitive Ability to Enhance Comm & Understanding. 0.5 credits.

In this course, students will consider how the language used to address and describe neurodiverse individuals affects them and their treatment. Students will also examine definitions of "quality of life," the value they place on a certain kind of cognition, and how understanding the goals of neurodiverse individuals might challenge those definitions.

SIS 509. The Art of the Examination: How Observation Leads to Empathy in Healthcare. 0.5 credits.

This course introduces students to concepts of observation. By examining selected works of art students will increase visual literacy and observational skills. Pensive concentration is the basis for empathy. Through drawing, students will enhance their sensitivities to the role of empathy in health care. Students need no prior art training.

SIS 510. Talking with Kids: Play, Empathy, and Communication with Children. 0.5 credits.

This course explores the nature of children's communication. Specifically, this course will examine the communicative abilities, practices, and behaviors of children ranging across toddler to school age years. This course offers a new, and positive perspective from which to view children's communication within families, schools, communities, and healthcare.

SIS 511. Communication Around Women's Health and Bodies. 0.5 credits.

This course explores the role of communication in our understanding, perceptions, and treatment of women's health concerns and bodies. In this course students will examine the following topic areas: history of women's health, women's sexuality, menstrual cycle and menopause, breast health, relational well-being, infertility, pregnancy, and motherhood.

SIS 512. Mindfulness and Medicine. 0.5 credits.

This experiential-based course is designed to provide medical professionals an introduction to mindfulness. This unique reflection and self-awareness tool helps develop greater capacity within medical professionals to engage with patients on physical, mental, and emotional levels which are at the heart of the practice of modern medicine.

SIS 513. Gender/Sex, Communication, and Culture. 0.5 credits.

The purpose of this course is to discuss the complex connections among communication, gender, sex, culture, and biology. Increasingly, gender/sex is a site of cultural struggle where (mis)communication is common and social controversies obscure the ability of the public, subject experts, and practitioners to engage with these topics. Students will explore the role communication plays in developing and enforcing gender norms and the implications those norms have on the dignity of people at the margins of our society. Students can expect to discuss a variety of topics, including definitions of sex and gender, health communication, masculinity/femininity, sexuality, feminisms, reproduction, sexual assault, religion, and mass media.

SIS 514. Exploring Resistance to Vaccination. 0.5 credits.

This course addresses the general question of why some people choose not to abide by authoritative medical recommendations. We will tackle that question by taking a look at social scientific research on childhood vaccinations—specifically, why some parents choose to opt out of immunizations for their children.

SIS 515. Developing a Professional Identity-Clinical Care and Accompaniment. 0.5 credits.

This course takes as its central concern a renewed attention to caregiving and accompaniment. Bringing these two concepts together encourages the development of a professional identity that conceptualizes clinical care as much more than providing medical services to a diseased individual. Students will develop an understanding of care relationships as collaborative, reciprocal, on-going, and committed to equality and solidarity.

SIS 516. The Medicalization of Deviance. 0.5 credits.

The "Medicalization of Deviance" is a course that explores with a symbolic interactionist lens how society defines deviance and often uses medicalized treatments to address deviant behaviors. Topics that will be discussed include homosexuality, community violence, illegal drug use, and sexual offending.

SIS 517. Lessons from People Who Died. 0.5 credits.

Through a combination of case presentations, guided discussions, and relevant literature and/or media review, students will explore the complex interactions between serious illness, impending death, spirituality, communication, the human condition, and the singular privilege of serving others as a physician. Students will be required to complete short (< 15 minute) written reflections regarding each week's themed discussion immediately before and again after each session.

SIS 518. Problematic Progress in Parasitology. 0.5 credits.

This course will examine the history of discovery in parasitology with an emphasis on the life histories and pathologies of medically important parasites. It will question the process of scientific discovery as it has been portrayed in the past by considering “how we know” what we know about parasitic diseases and critically evaluating the means by which this knowledge has been acquired.

SIS 519. Restorative Recreation. 0.5 credits.

The SIS Courses provide opportunities for study of the humanities and related subject areas pertinent to the practice of medicine and contribute to the personal and professional development of the student.

SIS 520. Physician's Vocation Program: Theological Issues in Medicine. 1 credit.

The first year of the Physician's Vocation Program forms medical students into physicians who are contemplatives in action, that is doctors who are attentive to and cooperative with the movements of God's spirit in their lives and work as well as aware of and resistant to those forces that work to separate people from a loving and caring God.

SIS 521. Physician's Vocation Program: The Problem of Suffering. 0.5 credits.

Having examined the inadequacy and potential damaging effects of philosophical and theological explanations for the problem of suffering, the second semester of the Physician's Vocation Program seeks to help students develop a practical theodicy. Rather than try to explain or rationalize suffering, a practical theodicy seeks to deal with the reality of suffering by empowering people to continue to live with faith, hope, and love in the midst of it.

SIS 522. Trauma, Health and Medicine. 0.5 credits.

“Trauma, Health, and Medicine in Native American Literature” explores literature by and about Native North Americans about survival, resilience, and health in order to study the holistic concept of medicine in Indigenous culture and communities.

SIS 524. Religion and Medicine. 0.5 credits.

Some research suggests that religious practices may have positive impacts on health, but there are also times when a patient's religion can inhibit medical care. This selective introduces the complexities of religion and medicine, highlighting how a medical practitioner's sensitivity to religious beliefs and practices can enhance patient care.

SIS 525. Philosophy and Medicine. 0.5 credits.

Examination of philosophical concepts beyond biomedical ethics important for clinical judgment in medicine, focusing on our subjectivity and first-person perspectives as physicians and patients in relation to medicine as an objectively oriented, “third-person” science. Concepts discussed include practical wisdom (phronesis), pain, health, and illness as lived and embodied, and empathy.

SIS 526. Photography and Medicine (PHX). 0.5 credits.

This course facilitates powers of observation and creative expression of medical students through the skills of diaristic still photography and video imaging. As a class, we will also explore contemporary fine art photography as it relates to medicine.

SIS 527. Nature and Art Exposure (PHX). 0.5 credits.

This course will explore the concepts, theories, and research behind the benefits of nature and art exposure. Pertinent research on health conditions in all populations will be discussed and analyzed.

SIS 528. 3D Art and Empathy (PHX). 0.5 credits.

Overview of the materials, methods, tools and skills to translate scientific medical concepts into new forms of artistic expression by creating 3D clay forms to both help the public viewer to visualize diseases in order to empathize with better patient care, and to provide patients with a source of comfort to better cope with and confront their disease or illness and treatment.

SIS 529. Rasaboxes and Emotion (PHX). 0.5 credits.

Rasaboxes was originally used to train actors and performers. This course will allow students to build somatic emotional intelligence through physical movement, yoga, breath, sound, and somatic experience to gain a deeper understanding of their own emotional patterns and states in order to be mindful and present to the emotional states of others.

SIS 530. Drumming and Health (PHX). 0.5 credits.

This course will explore the rich variety of percussion-based musical cultures across the world. By learning to listen to and perform in several folkloric musical styles, students will learn how the act of drumming can be a model for collaborative teamwork, community building, humanism, and public health.

SIS 531. Design Thinking for Complex Problems (PHX). 0.5 credits.

This course introduces students to fundamental design thinking practices to explore complex problems and innovate new solutions. Through an exposure to relevant primary literature and popular media, presentations, and group exercises, students will explore practical system thinking frameworks and techniques to analyze their own thinking patterns to solve complex problems in healthcare.

SIS 532. Communicating in Spanish (PHX). 0.5 credits.

This seminar is designed for students who are in the medical professional fields or will be in preparation for these professions, and who often encounter Spanish-speaking persons in medical situations. This course will address the linguistic challenges and the cultural beliefs and practices of the Latino community.

SIS 533. Medicine and Marketplace (PHX). 0.5 credits.

This course examines the history of healthcare – in its various forms - in the early republic. It takes on the multiple meanings of “selling health” to examine competing prescriptions for a healthy life in the early republic. It is particularly concerned with nascent capitalism and its role in shaping the contours of the healthcare marketplace.

SIS 534. Healing Traditions (PHX). 0.5 credits.

Students will improve their ability to interpret historical events and express cultural cues to effectively communicate and develop respectful, trusting relationships with Spanish-speaking populations. This course takes an interdisciplinary approach to the intersectionality of human rights, theory, social norms, and wellness to produce research-based, actionable responses to community-related issues in healthcare.

SIS 535. Camus' Plague (PHX). 0.5 credits.

From the perspective of an overworked physician, Camus' novel explores how human beings respond to the existential threat posed by an outbreak of the plague in the Algerian town of Oran. This course will read and analyze Camus' fictional representations of health, illness, and community—alongside secondary readings on the nature of epidemic narratives and literary criticism of Camus' novel—to illuminate and reflect on contemporary cultural conditions in the era of the Covid-19 pandemic and how the stories of this time are being told.

SIS 536. Religion and Bioethics (PHX). 0.5 credits.

This course explores what religious perspectives must contribute to contemporary discussions of bioethical issues and how physicians and other members of the health care team might engage with religious and spiritual views and concerns.

SIS 537. Art and Examination (PHX). 0.5 credits.

This course will introduce students to artists' observational skills to cultivate a humanistic view of medicine. Students will improve their visual literacy through a guided examination of artworks and producing drawings of the human figure. Students do not need previous artistic training to participate in the course.

SIS 538. Practice of Creative Attention (PHX). 0.5 credits.

This course introduces students to the basic concepts of improvisation as a way of becoming more aware of self in interaction with others including patients and team members.

SIS 539. History of Disease (PHX). 0.5 credits.

This course introduces students to the relationship between patients, physicians, and illness before the advent of modern hospital medicine in Europe. Different cultural expectations of the world lead to different understandings—and experiences—of the body and its (ill)health. What did healthcare look like when patients asserted themselves as equal to the physicians or when people experienced disease as whole-body deficiencies instead of localized disease agents?

SIS 540. Remember Thou Art Mortal (PHX). 0.5 credits.

This course uses craft skills as catalysts to encourage students to contemplate their own embodiment and physicality to foster empathy and improve their active listening tools in their professional practice.

SIS 541. Middle-Eastern Culture (PHX). 0.5 credits.

This course is intended for healthcare professionals to develop a better understanding of Arab and Muslim communities. This course will examine Arab beliefs, value systems and cultural/religious traditions impacting healthcare/medical interactions and field experiences. It will increase learners' awareness of, and confidence/efficacy in using, culturally sensitive communication strategies in their practices.

SIS 542. Power of Art (PHX). 0.5 credits.

This course focuses on connections between the visual arts, medicine, and healthcare. By strengthening observational and drawing skills and applying critical and visual thinking, students can improve the quality of patient examination, diagnosis, and level of patient care.

SIS 543. Design, Ideas, and Prototypes (PHX). 0.5 credits.

Professional designers think and make in particular ways. In this selective, students explore ways to understand problems and situations, generate ideas, prototype solutions and proposals, and test these prototypes. Health professionals can use these skills to improve health objects, services, and processes that influence the experience of patients, family members, and the healthcare professional team.

SIS 544. Empathy and Humility (PHX). 0.5 credits.

Empathy and humility are essential to effective patient-centered and team-based healthcare delivery. This course not only provides foundational knowledge on empathy and humility but also evidence-based practices to promote these interpersonal and interprofessional clinical skills.

SIS 545. Uncertain Futures (PHX). 0.5 credits.

For patients and their loved ones, medical events – including treatments – can be life changing. How do people, as clinicians, help patients confront uncertain futures as part of the approach to care? In this course, students will learn how to use tools from action research and critical ethnography as resources for working with patients to imagine and face the unknown.

SIS 546. Music and Grieving (PHX). 0.5 credits.

This course explores historical and current practice, as well as relatively recent peer-reviewed research, that explores and documents the benefits of including well-informed and thoughtfully offered musical experiences in times of grieving.

SIS 547. Learning to Walk Anew (PHX). 0.5 credits.

Walking anew takes an embodied, perceptual, and body-self unified approach to walking. Short walking explorations expand body-self-awareness deepening the lived body experience to better articulate how the moving body thinks AS it moves. Students will collect and analyze the data from his/her/their walking practice and interpret findings through in-class discussions.

SIS 548. When Cadavers Danced (PHX). 0.5 credits.

This class provides a supplemental understanding to anatomy and cadaver work by considering those same cadavers when tissues were juicy and alive with movement. When Cadavers Danced provides a dancer's experiential understanding of the body as a living, breathing, moving structure of tension and compression where support occurs from soft tissues.

SIS 549. Truth, Trust, and Conspiracy Theories (PHX). 0.5 credits.**SIS 550. Death Set to Music (PHX). 0.5 credits.**

"Death Set to Music" examines four major musical works: Mozart's Requiem, A German Requiem by Brahms, the Verdi Requiem, and Thompson's Seven Last Words of the Unarmed. Through guided listening, students will gain an understanding of how the compositions work, how music conveys meaning, and how the student relates to the composer's ideas.

SIS 551. Art, Place, and Community (PHX). 0.5 credits.**SIS 552. Opera and Disease (PHX). 0.5 credits.**

This course introduces 3 operas with their source stories to students, with a musical and character analysis of the heroines. Additionally, students will use character analysis to think about patient care and diagnosis. Students will have the opportunity to sing themselves, and learn how the body and voice can inform doctors about disease.

SIS 553. Art for Equity in Medicine (PHX). 0.5 credits.

Engaging with contemporary and historical artworks, students uncover the power of symbols to normalize practices, build cultures, and set standards. Each week, students visit museums and private collections, accessible by light rail. The course offers tools for maintaining a criticality of social constructs, using art for equity.

SIS 554. Race and Medical Education. 0.5 credits.

Examining scientific and medical racism will help students recognize the long-term impacts of these modes of thinking and forms of discrimination. Students will think critically about the racialized assumptions and practices that influence 21st century medical education, including asserted correlations among race, genetics, disease, and poor health, and the disproportionate reliance of medical schools on standardized testing and science GPAs for admissions decisions.

SIS 555. Empathy, Treatment, Humanity. 0.5 credits.

The SIS Courses provide opportunities for study of the humanities and related subject areas pertinent to the practice of medicine and contribute to the personal and professional development of the student.

SIS 557. Reviled Bodies. 0.5 credits.

Fat, black, disabled, trans: these are labels ascribed to bodies that are often denigrated as unhealthy, inferior, broken, or otherwise problematic. But what do these labels mean, and why do they matter? How are we, as political animals, affected by the nature of our bodies? This class explores the body as a social justice topic.

SIS 558. Brain Death: What's the Latest?. 0.5 credits.

The shift to understand brain death as death has already produced enormous consequences and controversy: from organ donation to how we think about the nature of the human person. In addition to current debates, the course will explore emerging issues related to this topic that many clinicians will face in the near future.

SIS 559. Food Insecurity, Climate Change, and Public Health. 0.5 credits.

This course introduces students to the concepts of food security/insecurity, and explore how food insecurity impacts public health, how sustainable food movements are working to address these issues, and the challenges climate change poses to agriculture.

SIS 560. Hiking and Academic/Clinical Wellbeing. 0.5 credits.

Students will harness the power of hiking and connection with nature in order to maximize their academic and clinical wellbeing leading to improved patient care. Learners will identify and develop skills such as growth mindset, interpersonal communication, and endurance, so that they may translate these skills directly to patient care in the clinical setting.

SIS 561. Making Mistakes in Medical Practice. 0.5 credits.

In this course we will delve into the causes of errors, and the impact of medical error specifically on patients and physicians. Through an exploration of patient stories, we will identify approaches to respond to medical mistakes using best practices. Legal implications will be introduced, as well.

SIS 562. Historical Perspectives in Medical Education. 0.5 credits.

During this Student Interest Selective (SIS), students will be guided through important historical developments in medical education in early America, the transition of medical education into universities in the 19th and 20th centuries, and contemporary challenges in medical education from a historical perspective.

SIS 563. Financial Literacy. 1 credit.

This is a selective for first-year medical students to learn the principles of personal finance oriented toward medical students, residents, and physicians in practice. The selective will emphasize personal finance basics, debt management, budgeting, investing, taxes, insurance, retirement, estate planning, asset protection and contract negotiation.

SIS 564. Birth of the Clinic (OMA). 0.5 credits.

This course is a reading and discussion of Michel Foucault's Birth of the Clinic. The intent is to describe the moment of origin of the contemporary approach to physical examination and its role in diagnosis and treatment.

SIS 565. Compassion Science (OMA). 0.5 credits.

Fundamental to the practice of medicine is human connection. Research shows that making meaningful connections with a patient can lead to greater empathy followed by care rooted in compassion. Further, research shows that physicians scoring high on compassion scales provide better patient care, achieve better patient outcomes, experience greater personal well-being themselves, and save money for the healthcare system.

SIS 566. Eldercare, Brain Injury, and the End of Life (OMA). 0.5 credits.

This course focuses on consciousness, the brain, and moral status—and, beyond that, the course pays stained attention to both decision-making at the end of life and practical considerations surrounding the crisis of care for our elders and, in particular, the crisis of care for those facing Alzheimer's and other kinds of dementia.

SIS 567. Procreation and the Beginning of Life (OMA). 0.5 credits.

This course focuses on the radical equality of all human beings regardless of accidental traits like age, disease, disability, and level of dependence. Beyond that, however, the course pays stained attention both how a particular understanding of reproduction/procreation impacts issues at the beginning of life and how the complexity of abortion goes well beyond questions surrounding the moral status of the prenatal child.

SUR 301. Surgery Clerkship (PHX). 6 credits.

This clerkship will teach medical students the basics of procedural medicine. Students will learn surgery as a component of integrated medicine directed toward promoting health through safe and effective procedures applied through best medical evidence.

SUR 333. Ophthalmology M3 Elective (OMA). 2 credits.

Introduce student to field of Ophthalmology. Student will be able to recognize common eye disorders, including conjunctivitis, hyperopia, myopia, and cataracts. Student must be able to travel to Dr. Terp's clinics in Fremont or Blair, Nebraska each day.

SUR 334. Ophthalmology M3 Elective (PHX). 2 credits.

Outpatient Ophthalmology M3 Elective is a surgical specialty elective in which the student participates in the medical and surgical care of ophthalmology outpatients. M3 students are given opportunities to follow patients from consultation, specialized imaging and laboratory evaluation, clinic or surgical treatment, and post-treatment care.

SUR 335. Orthopedic Surgery (OMA). 2 credits.

This third-year elective introduces students to the field of orthopedic surgery. Students will improve their differential diagnosis skills, as well as work with inpatient and outpatient healthcare, involving primary care providers and other services. Students are assigned patients and follow and manage them under direct supervision of the attending physician.

SUR 336. Orthopedic Surgery (PHX). 2 credits.

This elective will teach medical students the basics of procedural medicine in Orthopedic Surgery. Students will learn surgery as a component of integrated medicine directed toward promoting health through safe and effective procedures applied through best medical evidence.

SUR 337. Orthopedic and Plastic Surgery (OMA). 2 credits.

This third-year elective introduces students to the fields of orthopedic and plastic surgery. Students will improve their differential diagnosis skills, as well as work with inpatient and outpatient healthcare, involving primary care providers and other services. Students are assigned patients and follow and manage them under direct supervision of the attending physician.

SUR 338. Plastic Surgery (PHX). 2 credits.

This elective will teach medical students the basics of procedural medicine in Plastic Surgery. Students will learn surgery as a component of integrated medicine directed toward promoting health through safe and effective procedures applied through best medical evidence.

SUR 339. Vascular Surgery (OMA). 2 credits.

This third-year elective introduces students to the field of vascular surgery. Students will improve their differential diagnosis skills, as well as work with inpatient and outpatient healthcare, involving primary care providers and other services. Students are assigned patients and follow and manage them under direct supervision of the attending physician.

SUR 340. Burn Surgery (PHX). 2 credits.

This elective will teach medical students the basics of procedural medicine in Burn Surgery. Students will learn surgery as a component of integrated medicine directed toward promoting health through safe and effective procedures applied through best medical evidence.

SUR 341. Colorectal Surgery (OMA). 2 credits.

This third-year elective introduces students to the field of colorectal surgery. Students will improve their differential diagnosis skills, as well as work with inpatient and outpatient healthcare, involving primary care providers and other services. Students are assigned patients and follow and manage them under direct supervision of the attending physician.

SUR 342. Neurosurgery (PHX). 2 credits.

This elective will teach medical students the basics of procedural medicine in Neurosurgery. Students will learn surgery as a component of integrated medicine directed toward promoting health through safe and effective procedures applied through best medical evidence.

SUR 343. Urology (OMA). 2 credits.

This third-year elective introduces students to the field of urology. Students will improve their differential diagnosis skills, as well as work with inpatient and outpatient healthcare, involving primary care providers and other services. Students are assigned patients and follow and manage them under direct supervision of the attending physician.

SUR 344. Urology (PHX). 2 credits.

This elective will teach medical students the basics of procedural medicine in Urology. Students will learn surgery as a component of integrated medicine directed toward promoting health through safe and effective procedures applied through best medical evidence.

SUR 345. Breast Surgery (OMA). 2 credits.

This third-year elective introduces students to the field of breast surgery. Students will improve their differential diagnosis skills, as well as work with inpatient and outpatient healthcare, involving primary care providers and other services. Students are assigned patients and follow and manage them under direct supervision of the attending physician.

SUR 346. Breast Surgery (PHX). 2 credits.

This elective will teach medical students the basics of procedural medicine in Breast Surgery. Students will learn surgery as a component of integrated medicine directed toward promoting health through safe and effective procedures applied through best medical evidence.

SUR 347. Pediatric ENT Surgery (OMA). 2 credits.

This third-year elective introduces students to the field of pediatric ENT surgery. Students will improve their differential diagnosis skills, as well as work with inpatient and outpatient healthcare, involving primary care providers and other services. Students are assigned patients and follow and manage them under direct supervision of the attending physician.

SUR 348. ENT Surgery (PHX). 2 credits.

This elective will teach medical students the basics of procedural medicine in ENT Surgery. Students will learn surgery as a component of integrated medicine directed toward promoting health through safe and effective procedures applied through best medical evidence.

SUR 349. NE Spine Surgery (OMA). 2 credits.

This third-year elective introduces students to the field of spine surgery. Students will improve their differential diagnosis skills, as well as work with inpatient and outpatient healthcare, involving primary care providers and other services. Students are assigned patients and follow and manage them under direct supervision of the attending physician.

SUR 350. Thoracic Surgery (PHX). 2 credits.

This elective will teach medical students the basics of procedural medicine in Thoracic Surgery. Students will learn surgery as a component of integrated medicine directed toward promoting health through safe and effective procedures applied through best medical evidence.

SUR 351. Head and Neck Surgery (OMA). 2 credits.

This third-year elective introduces students to the field of head and neck surgery. Students will improve their differential diagnosis skills, as well as work with inpatient and outpatient healthcare, involving primary care providers and other services. Students are assigned patients and follow and manage them under direct supervision of the attending physician.

SUR 352. Neurosurgery Trauma (PHX). 2 credits.

Students will learn the basics of trauma neurosurgery and have opportunities to improve their differential diagnosis insight and skills in the management of the neurologically injured patient. Students will see patients of all ages in the trauma bay, critical care unit, and the inpatient and outpatient settings under direct supervision of the attending physician.

SUR 353. Pediatric Surgery. 2 credits.

Students on this elective will learn the basics of Pediatric Surgery as a component of integrated medicine directed toward promoting health through safe and effective procedures applied through best medical evidence. The student will improve their differential diagnosis skills and work with inpatient and outpatient healthcare.

SUR 354. Orthopedic Surgery Trauma (PHX). 2 credits.

Third-year students will experience a sub-specialty in trauma surgery and will get opportunities to improve their differential diagnosis insight and skills. They will with trauma orthopedic patients of all ages in both the inpatient and outpatient settings. Students are under direct supervision of the attending physician.

SUR 355. Neurological Surgery. 2 credits.

This elective will teach medical students the basics of Neurological Surgery. Students will learn Neurosurgery as a component of integrated medicine directed toward promoting health through safe and effective procedures applied through best medical evidence. The student will improve their differential diagnosis skills and work with inpatient and outpatient healthcare, involving primary care providers and other services.

SUR 356. Primary Care Ophthalmology (PHX). 2 credits.

Students will see patients in the outpatient, inpatient, and surgical settings. The patient population provides a wide range of experience including clinical evaluation skills, specialty examination techniques and instrumentation, and multiple related systemic diseases (such as diabetes, cardiovascular disease, auto-immune conditions, neurologic, and rheumatology illness). Students will help manage patients under the direct supervision of the attending physician.

SUR 357. Otolaryngology Head & Neck Surgery (OMA). 2 credits.

The goal of this two-week rotation is to expose third-year students to basic principles of Otolaryngology. Students will participate in the care of patients of all ages with head and neck disorders. The rotation will include patient care in clinic, hospital wards, and operating room.

SUR 401. Trauma (OMA). 2 credits.

The student will be exposed to trauma evaluation and management, as they build a foundational knowledge base for the care of a critically ill/trauma patient. The student is expected to participate in teaching rounds and assist in the operating room for patients admitted to the general surgical trauma service. The student will function as a sub-intern and be expected to present cases during rounds as well as at trauma conferences.

SUR 402. Colorectal Surgery Sub-Internship - Chandler (PHX). 4 credits.

The fourth-year medical student will function as a first-year Colorectal Surgical House Officer. This specialized rotation promises an extensive understanding of colorectal surgical care, emphasizing both diagnostic and therapeutic components.

SUR 405. General Surgery Sub-Internship (Red) (OMA). 1-8 credits.

This course is an intensive surgical experience with emphasis on minimally-invasive general surgical procedures. The sub-intern will be given opportunities to first assist in selected cases and manage critically ill patients.

SUR 405A. Selective in General Surgery. 2 credits.

This course is an intensive surgical experience with emphasis on minimally-invasive general surgical procedures. The sub-intern will be given opportunities to first assist in selected cases and manage critically ill patients.

SUR 407. Surgical Critical Care Sub-Internship – Chandler (PHX). 4 credits.

The fourth-year medical student will function as a first-year surgical house officer and be integrated in pre-operative, operative, and post-operative care of surgical and trauma patients. Students will participate in daily multidisciplinary hospital rounds, operative management, and care of trauma/acute care surgery patients in the SICU.

SUR 409. Vascular Surgery. 4 credits.

Students will learn the basics of vascular disease being able to diagnose arterial, venous, and lymphatic disease and understand treatment goals both surgical and non-surgical for these disease processes. Responsibilities will involve following and caring for critically ill patients who have undergone these procedures. Exposure in the operating room will include first assistant duties.

SUR 410. Cardiothoracic Crit Care Sub-I. 4 credits.

This course introduces the student to the subspecialty of cardiothoracic critical care and the management of complex post-operative patients in the ICU. It is designed to provide the student with a practical background of critical care medicine with an emphasis on end-stage lung disease, lung transplantation, mechanical circulatory support, lung cancer and esophageal disease.

SUR 411. Orthopedic Surgery Sub-Internship (PHX). 4 credits.

This elective will provide the senior medical student an opportunity to gain an understanding of the responsibilities, skills, and learning expectations of a PGY-1 resident. It is directed toward students interested in orthopedic surgery. On completion of the rotation, students should feel confident using their new understanding and skills to create a more seamless transition into residency. The purpose of the course is to provide the student with a basic foundation of the knowledge and skills required for first year resident training in orthopedic surgery.

SUR 414. Plastics and Reconstructive Surgery (PHX). 1-4 credits.

This elective will introduce to the student the spectrum of modern plastic surgery. It will encompass the basic fundamentals of wound healing, evaluation and treatment of maxillofacial injuries, repair and reconstruction of head and neck tumors, repair of congenital facial deformities, review of surgical physiology in the treatment of burns, in addition to exposure to the various cosmetic surgical procedures.

SUR 415. Urology (PHX). 1-4 credits.

The student will function as a sub-intern in urology, performing admission histories and physical examinations, planning patient study programs, and joining with the urology staff for patient care in the cystoscopy and operating rooms. This rotation provides students with an insight into general clinical urology and prepares them to identify common urological problems and recognize appropriate treatment plans.

SUR 416. Surgery Research. 4 credits.

This elective will provide the senior medical student an opportunity to gain an understanding of the responsibilities, skills, and learning expectations of a resident. The purpose of this course is to assist the student in their understanding of the key concepts in the responsible conduct of research allowing them to conduct research that conforms to the highest standards for the protection of human research subjects.

SUR 419. Head and Neck Surgery Sub-Internship (OMA). 4 credits.

This elective is designed to provide students a broad experience in the general practice of Otolaryngology/Head and Neck Surgery (Pediatric and Adult) in both office and hospital/surgical settings. Students will receive exposure to the more complex specialty areas of Otolaryngology/Head and Neck Surgery including: Head and Neck/Reconstructive Surgery, Neuro-Otology, Skull Base Surgery, Laryngology, and Pediatric Otolaryngology.

SUR 420. Trauma/Acute Care Surgery (PHX). 1-8 credits.

In this selective, students will function as sub-interns and participate in acute trauma resuscitations, operative care and ICU rounds during the rotation on the Trauma surgery Service. The student will evaluate and write daily progress notes under the supervision of the senior surgical resident and the surgical attending. Presentations during trauma rounds and at the weekly Trauma conference will be required.

SUR 421. Otolaryngology (PHX). 4 credits.

This course will familiarize the student with the practice of otolaryngology, including diagnosis and treatment of common ENT disorders, how to perform examination, and devise and execute a care plan. They will develop skills for diagnostic and therapeutic procedures, minor surgery, and surgical assisting. The student will be given responsibilities commensurate with their abilities.

SUR 422. General Surgery Sub-Internship (PHX). 4-5 credits.

Students in this course are expected to function as sub-interns and participate in office evaluation, daily hospital rounds, operative managements and pre and postoperative care of patients on the general surgical service. The student will evaluate and write daily progress notes under the supervision of the senior surgical resident and the surgical attending. The student will participate in daily "checkout rounds" with the surgical team. Presentations during teaching rounds and participation at General Surgery Basic Science and journal club will be required.

SUR 423. Urology Sub-Internship (PHX). 4 credits.

This rotation provides students with an insight into general clinical urology and prepares them to identify common urological problems and recognize appropriate treatment plans for the same.

SUR 424. General Thoracic Surgery (PHX). 4 credits.

The General Thoracic Surgery Rotation is designed for Senior Medical Students who have an interest in the specialty of thoracic surgery. It is an opportunity for students to gain exposure to the full range of management with regards to general thoracic diseases – e.g. benign esophageal disease, esophageal cancer, lung cancer, advanced lung disease – and their surgical management. Under the supervision of the faculty and residents, the students will spend their time both in the inpatient and outpatient setting where they will have an opportunity to understand disease processes of the chest and foregut, learn about their surgical management, and spend time in the Operating Rooms.

SUR 426. Seeing Beyond Ourselves in Surgery (PHX). 4 credits.

This non-clinical elective will prepare students for the challenges of a career in Surgery. Students will learn why shifting their own mindset matters in all their relationships and interactions. With this awareness they will explore the underlying drivers of relationships and the implications for how we approach our concepts of self-control and the ability to influence others and our environments.

SUR 427. General Surgery Sub-Internship - VA (OMA). 4 credits.

This course is an intensive surgical experience with emphasis on minimally invasive general surgical procedures. The sub-intern will be given opportunities to first assist in selected cases and manage critically ill patients.

SUR 431. Pediatric Surgery (PHX). 4 credits.

This rotation will expose the student to common surgical diseases and congenital deformities in infants and children. The student will be required to perform selected histories and physicals on these patients and will second or first assist in surgery.

SUR 432. General & Oncology Surgery Sub-Internship (OMA). 2-4 credits.

This course is an intensive surgical experience with emphasis on minimally invasive general surgical procedures. The sub-intern will be given opportunities to first assist in selected cases and manage critically ill patients. The student will incorporate into the team, with sub-intern responsibilities and will have opportunity to develop a skill set and foundational knowledge to help transition into the PGY1 year.

SUR 432A. Selective in Oncology/Surgery. 2 credits.

This course is an intensive surgical experience with emphasis on minimally invasive general surgical procedures. The sub-intern will be given opportunities to first assist in selected cases and manage critically ill patients. The student will incorporate into the team, with sub-intern responsibilities and will have opportunity to develop a skill set and foundational knowledge to help transition into the PGY1 year.

SUR 433. Urology Sub-Internship (OMA). 4 credits.

The student will function as a sub-intern in urology, performing admission histories and physical examinations, planning patient study programs, and joining with the urology staff for patient care in the cystoscopy and operating rooms. The student will assist in postoperative management of their patients. Students will function as a member of the urology team. Students will also learn the interpretation of other imaging studies such as CT scans.

SUR 436. Urology/Gynecology (OMA). 4 credits.

The student will function as a sub-intern in urology/gynecology, performing admission histories and physical examinations, planning patient study programs, and joining with the urology staff for patient care in the cystoscopy and operating rooms. The student will assist in postoperative management of their patients. Students will function as a member of the urology team. Students will also learn the interpretation of other imaging studies such as CT scans.

SUR 440. Burns Surgery Sub-Internship - Valleywise (PHX). 3-4 credits.

This sub-internship will allow the student to integrate basic burn pathophysiology and a variety of clinical burn and wound care experiences into the diagnosis and management of burn and wound patients and their families in a competent, evidence-based, patient and family-centered, compassionate manner.

SUR 442. Plastic & Reconstructive Surgery Sub-Internship - Valleywise (PHX). 4 credits.

This sub-internship will introduce students to the clinical practice of plastic and reconstructive surgery in a multi-specialty clinic setting where the emphasis is on patient care. Students will enhance their understanding of the principles of plastic and reconstructive surgery.

SUR 443. Orthopedic Spine Sub-Internship (OMA). 4 credits.

For students seeking a career in Orthopedics or Neurosurgery. Expose the M4 to the full range of clinical and teaching activities associated with an orthopedic spine, providing opportunity for the student to develop a sound foundation in Orthopedic & Neurosurgery patient management. This includes the emergent, operative, inpatient, and outpatient care of patients.

SUR 444. Orthopedic Sports Medicine Sub-Internship (OMA). 4 credits.

This course will expose the senior medical student to the full range of clinical and teaching activities associated with a sports medicine and adult reconstruction orthopedic service, providing opportunity for the student to develop a sound foundation in patient management. This includes the emergent, operative, inpatient, and outpatient care of patients.

SUR 445. Ophthalmology Elective (PHX). 4 credits.

In this elective the student participates in the medical and surgical care of ophthalmology outpatients. Students are given opportunities to develop key specialized history and ophthalmic physical examination skills, following patients from consultation, specialized imaging and laboratory evaluation, clinic or surgical treatment, and post-treatment care.

SUR 446. Neurosurgery Trauma and Critical Care (PHX). 4 credits.

Students will have exposure to and increased understanding of neurosurgical pathology and its treatment. Students are expected to develop the ability to diagnose patients presenting with neurosurgical conditions and outline appropriate treatment plans. Students will develop skills for diagnostic and therapeutic procedures, minor surgery, and surgical assisting. The student will learn how to address patients, perform examinations, and devise and execute a care plan.

SUR 448. Hand Surgery - Valleywise (PHX). 4 credits.

Students will participate, under faculty supervision, in the management of surgical and trauma patients requiring intensive care. A variety of educational opportunities will be provided, including daily faculty rounds, supervised procedures, guided literature review, and focus-based educational conferences and seminars. Direct faculty involvement and student interaction in patient care occurs daily and is emphasized.

SUR 449. Orthopedic Pediatric Surgery Sub-Internship (OMA). 4 credits.

This course will expose the senior medical student to the full range of clinical and teaching activities associated with an pediatric orthopedic service, providing opportunity for the student to develop a sound foundation in pediatric orthopedic patient management. This includes the emergent, operative, inpatient, and outpatient care of patients.

SUR 451. Surgical Critical Care - Valleywise (PHX). 4 credits.

Students will participate, under faculty supervision, in the management of surgical and trauma patients requiring intensive care. A variety of educational opportunities will be provided, including daily faculty rounds, supervised procedures, guided literature review and focused based educational conferences and seminars. Direct faculty involvement and student interaction in patient care occurs on a daily basis and is emphasized.

SUR 452. Ophthalmology - Terp (OMA). 4 credits.

This course introduces the fourth-year medical student to the field of Ophthalmology. Student will be able to recognize common eye disorders, including conjunctivitis, hyperopia, myopia, cataracts.

SUR 456. Breast Oncology Surgery Sub-Internship. 4 credits.

This course is an intensive surgical experience with emphasis on benign and malignant breast disease. The sub-intern will be given opportunities to first-assist in most surgical cases and occasionally co-manage critically ill patients. They will have the opportunity to develop a skill set and foundational knowledge to help them transition into the PGY1 year.

SUR 458. Trauma Surgery - Valleywise (PHX). 4 credits.

Learn and identify the correct sequence of priorities to be followed in the evaluation of traumatically injured patient. Identify and discuss key components and rationale for obtaining the patient's history and history of trauma incidents. Learn guidelines and techniques to be used in the initial resuscitative and definitive care phase in the treatment of the trauma patient.

SUR 460. Vascular Surgery (OMA). 4 credits.

This elective will include all aspects of peripheral vascular surgery both venous and arterial, preoperative evaluation, intra-operative experience, and postoperative management of patients. Responsibilities will involve following and caring for critically ill patients who have undergone the above surgical procedures. Exposure in the operating room will include first assistant duties. The student will be part of a team caring for these patients and will participate actively in bedside and operating room teaching. The goal of this course is that students will learn the basics of vascular disease being able to diagnose arterial, venous and lymphatic disease and understand treatment goals both surgical and non-surgical for the above disease processes.

SUR 462. Acute Care Surgery Sub-Internship. 4 credits.

The fourth-year medical student steps into the role of first-year Acute Care Surgical House Officer, delving deeply into the fast-paced world of acute surgical care. The student will participate in the assessment and workup of patients presenting with acute surgical conditions, engaging in preoperative planning, being actively involved in surgical procedures, and ensuring post-operative care is effectively managed.

SUR 463. Colorectal Surgery Sub-Internship. 4 credits.

The fourth-year medical student will function as a first-year Colorectal Surgical House Officer. This specialized rotation promises an extensive understanding of colorectal surgical care, emphasizing both diagnostic and therapeutic components. The student will actively participate in the clinic, operating room, on consultations, in the endoscopy lab, and tumor board conferences.

SUR 464. Endocrine Surgery Sub-Internship. 4 credits.

The fourth-year medical student will act as a first-year Endocrine House Officer and be integrated into the comprehensive treatment of surgical endocrine disorders. The student will participate in outpatient assessments, inpatient consultations, and operative management of patients with acute and chronic surgical diseases of the endocrine system.

SUR 465. Minimally Invasive Surgery Sub-Internship. 4 credits.

The fourth-year medical student will assume the role of a first-year MIS/Hernia Surgical House Officer, immersing themselves in the specialized domain of minimally invasive surgery and hernia management, as well as gaining a comprehensive understanding of the surgical techniques and holistic management, including risk factor modification.

SUR 466. Trauma Critical Care Sub-Internship. 4 credits.

The fourth-year medical student will act as a first-year Surgical House Officer and be integrated in pre-operative, operative, and post-operative care of surgical patients. The student will participate in office evaluation, daily hospital rounds, operative management, and pre- and post-operative care of patients on the general surgical service.

SUR 468. General Surgery/Vascular Sub-Internship. 4 credits.

The fourth-year medical student will be inducted into the responsibilities characteristic of a first-year General Surgical House Officer. This rotation is designed to offer an extensive overview of the multifarious sectors within general surgery, including but not limited to elective surgical procedures, acute surgical interventions, trauma care, critical care medicine, and vascular surgical procedures.

SUR 472. Neurological Surgery Sub-Internship (OMA). 4 credits.

Students on this service will be responsible for routine daily care of neurological patients. Students will perform histories and physicals with emphasis on neurological examination. Students will actively participate in daily care, neurodiagnostic procedures, surgery, postoperative care, and attend Neurosurgery clinics and Neurosurgery conferences.

SUR 472A. Selective Neurological Surgery. 2 credits.

Students on this service will be responsible for routine daily care of neurological patients. Students will perform histories and physicals with emphasis on neurological examination. Students will actively participate in daily care, neurodiagnostic procedures, surgery, postoperative care, and attend Neurosurgery clinics and Neurosurgery conferences.

SUR 475. Orthopedic Trauma Surgery Elective (OMA). 2-4 credits.

The goal of this selective is to expose the senior medical student to the full range of clinical and teaching activities associated with an orthopaedic service, providing opportunity for the student to develop a sound foundation in Orthopaedic patient management. This includes the emergent, operative, inpatient, and outpatient care of patients. On this service, the students participate in the full range of clinical and teaching activities. The students evaluate patients in outpatient clinics and participate in the outline of the treatment plan. Students assist at surgery to become familiar with orthopaedic procedures and master the anatomy of the extremities and axial skeleton. The students participate in the post-operative in-hospital management and post-hospital clinic follow-up by preparing progress notes and writing patient care orders. The students participate in all teaching and conference aspects of the service.

SUR 475A. Selective in Orthopedic Surgery. 2 credits.

The goal of this selective is to expose the senior medical student to the full range of clinical and teaching activities associated with an orthopaedic service, providing opportunity for the student to develop a sound foundation in Orthopaedic patient management. This includes the emergent, operative, inpatient, and outpatient care of patients. On this service, the students participate in the full range of clinical and teaching activities. The students evaluate patients in outpatient clinics and participate in the outline of the treatment plan. Students assist at surgery to become familiar with orthopaedic procedures and master the anatomy of the extremities and axial skeleton. The students participate in the post-operative in-hospital management and post-hospital clinic follow-up by preparing progress notes and writing patient care orders. The students participate in all teaching and conference aspects of the service.

SUR 476. Otolaryngology (OMA). 4 credits.

This rotation in Otolaryngology and Human Communication, offers an exposure to the medical and surgical evaluation and management of associated problems of this specialty. Patient population consists of both outpatients and inpatients focusing on the adult and pediatric populations. Time will be divided between clinical experience, operative experience, and formal didactic on the various aspects of ENT. The student will have the opportunity to observe audiological, vestibular and speech/language evaluations, integral parts of the total ENT diagnostic and treatment plan. It is anticipated the student will acquire adequate skill in the performance of a complete ENT examination and become familiar with the diagnosis and management of the major ENT disorders. Knowledge of surgical indications and complication will be required and the student will be responsible for patient management.

SUR 477. Selective in Pediatric Surgery. 4 credits.

This rotation will expose the student to common surgical diseases and congenital deformities in infants and children. The student will be required to perform selected histories and physicals on these patients and will second or first assist in surgery.

SUR 479. Plastic and Reconstructive Surgery (OMA). 1-4 credits.

The purpose of the course is to expose the medical student to the comprehensive care of plastic surgery patient in the outpatient and inpatient setting. This selective will introduce to the student the spectrum of modern plastic surgery encompassing the basic fundamentals of wound healing, evaluation and treatment of maxillofacial injuries, repair and reconstruction of head and neck tumors, repair of congenital facial deformities, review of surgical physiology in the treatment of burns, and exposure to the various cosmetic surgical procedures. Instruction will include observation, assistance and instruction on plastic surgical techniques. During this rotation students are expected to assist in surgery.

SUR 480. Otolaryngology Head & Neck Surgery (OMA). 4 credits.

The goal of this 4-week elective is to provide an overview of otolaryngology, which would be particularly beneficial for students considering primary care or those considering otolaryngology residency. Students will participate in ENT conferences including Tumor Board, Grand Rounds, Morbidity and Mortality, and Journal Club.

SUR 485. Surgical Intensive Care Unit. 1-4 credits.

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

SUR 486. Burns - St. Elizabeth's Hospital (OMA). 4 credits.

This course includes participation in preoperative and postoperative care of the general surgical patient. Students are expected to round with attending physicians and make appropriate orders and notes on patient charts. Students will act as sub-intern and will observe surgical techniques and perform simple procedures. During the month, students will be expected to present a 30-minute topic of their choice in an area of general surgery or Burns to the attending physicians.

SUR 491. Plastic and Reconstructive Surgery (OMA). 4 credits.

This rotation will introduce to the student the spectrum of modern plastic surgery. It will encompass the basic fundamentals of wound healing, evaluation and treatment of maxillofacial injuries, repair and reconstruction of head and neck tumors, repair of congenital facial deformities, review of surgical physiology in the treatment of burns, in addition to exposure to the various cosmetic surgical procedures. Instruction will include observation, assistance and instruction on plastic surgical techniques performed in Creighton University Medical Center. Didactic lectures will include a basic core of information supplemented by topics appropriate to the interests of the individual student.

SUR 494. Neurological Surgery - Barrow (PHX). 4 credits.

In this selective, students will learn skills fundamental to entering into PGY1 of residency; performing neurological examinations, introduced to reading neuroimaging and will be exposed to a breadth of neurological diseases and treatments for conditions such as intracranial diseases (i.e., trauma, tumors, headaches), spinal and peripheral nerve disease, epilepsy, pain management and movement disorders. This selective exposes the senior medical student to a high volume, full spectrum clinical neurosurgery service. 182 beds of the hospital are dedicated to the treatment of neurological patients, including 11 state-of-the-art neurosurgical operating theaters and 2 dedicated neurosurgery endovascular suites. Academic activities are an integral part of the program. Students are expected to actively participate in the care of patients, attend department conferences and will make one presentation during Clinical Conference. Students will also be assigned to the endovascular and pediatric neurosurgery services in addition to attending outpatient clinic.

SUR 495. Surgery Capstone. 4 credits.

This elective will provide the senior medical student an opportunity to gain an understanding of the responsibilities, skills, and learning expectations of a PGY-1 resident. It is directed toward students interested in general surgery or other surgical subspecialties. On completion of the rotation, students should feel confident using their new understanding and skills to create a more seamless transition into residency. Coursework will consist of small group exercises and lectures, teaching rounds, independent study, skills lab practical experience, (cadaver dissection) and operating room exposure.

SUR 496. Surgery Capstone (PHX). 4 credits.

This elective will provide the senior medical student an opportunity to gain an understanding of the responsibilities, skills, and learning expectations of a PGY-1 resident. It is directed toward students interested in general surgery or other surgical subspecialties.

SUR 498. Surgery Extramural. 1-8 credits.

Faculty

Michael S. Abarms, *Associate Clinical Professor of Pediatrics* (2024).
B.S., Haverford College, 1982; M.D., Dartmouth College/Brown University, 1988

Hesham E. Abdelrazek, *Associate Professor of Medicine* (2016; 2024).
M.B.,CH.B., University of Alexandria School of Medicine, 1994

Shahab Abdessalam, *Professor of Surgery* (2011; 2021).
B.A., The Ohio State University, 1991; M.D., The Ohio State University, 1995

Joseph G. Abdo, *Assistant Clinical Professor of Surgery* (2022).
B.S., Lamar University, 1981; M.S., Lamar University, 1985; M.D., University of Texas Southwestern, 1989

Shaghayegh Abdollahi, *Assistant Professor of Medicine* (2018).
M.D., University Di Brescia (ITALY), 1997

Rania Abdul Rahman, *Assistant Professor of Medicine* (2020).
M.D., American University of Beirut, 2011

Yoftahe Abebe, *Assistant Professor of Medicine* (2023).
B.S., University of Minnesota, 2007; M.D., University of Minnesota, School of Medicine, 2013

Peter W. Abel, *Professor of Pharmacology* (1987; 1997); *Chair, Pharmacology and Neuroscience* (2018).
B.S., University of Wisconsin, 1973; Ph.D., West Virginia University, 1978

Ahmed S. Aboeata, *Associate Professor of Medicine* (2014; 2023).
M.B.,B.Ch., Faculty of Medicine, Ain Shams University (Egypt), 2001

Reema O. Abou-Nasr, *Assistant Clinical Professor of Family Medicine* (2015).
B.S., University of Nebraska-Omaha, 1992; M.D., University of Nebraska College of Medicine, 1997

Rinu T. Abraham, *Assistant Clinical Professor of Neurology* (2023).
B.S., University of Arizona, 2011; M.D., University of Arizona College of Medicine, 2015

Shawn D. Abreu, *Assistant Professor of Family Medicine* (2020).
B.S., Utah Valley University, 2012; M.D., The University of Texas Medical Branch School of Medicine, 2016

Minnie Abromowitch, *Clinical Professor of Pediatrics* (1996; 2023).
B.S., University of Manitoba, 1969; M.D., 1973

Todd Abruzzo, *Clinical Professor of Radiology* (2018).
B.A., University of California at Berkeley, 1987; M.D., S.U.N.Y. Health Science Center at Brooklyn, 1991

Tarek Abuelem, *Clinical Instructor of Surgery* (2016).
M.D., University of Jordan (Jordan), 2001

Hussam Abuissa, *Professor of Medicine* (2009; 2024).
B.S., University of Jordan (Jordan); M.B., University of Jordan (Jordan), 1999

Christopher J. Acker, *Assistant Clinical Professor of Emergency Medicine* (2017).

B.S., Marquette University, 2007; M.A., Loyola University-Chicago, 2011; M.D., Loyola University-Chicago, Stritch School of Medicine, 2011

Jacob R. Adams, *Assistant Clinical Professor of Medicine* (2018).
B.S., Colorado State University, 2002; D.O., Midwestern University Arizona College of Osteopathic Medicine, 2009

Oluwaseun A Adetayo, *Clinical Professor of Pediatrics* (2020).
B.S., Eastern Michigan University, 2002; M.D., University of Chicago Pritzker School of Medicine, 2006

Prajesh Adhikari, *Assistant Professor of Pathology* (2021).
B.S., Arizona State University; M.D., University of Cincinnati College of Medicine

Talissa Adkison, *Assistant Clinical Professor of Medicine* (2023).
B.S., Baylor University, 2000; M.B.,B.Ch., Royal College of Surgeons (Ireland), 2007

Shahab Aftahi, *Assistant Clinical Professor of Medicine* (2024).
B.S., University of New Haven, 1981; M.D., Ross University School of Medicine (West Indies), 1985

Nicole O. Afuape, *Assistant Professor of OB/GYN* (2019; 2021).
ScB, Brown University, 2010; M.D., Tufts University School of Medicine, 2015

Himanshu Agarwal, *Assistant Professor of Medicine* (2014; 2021).
M.B., B.S., King George's Medical College, 1990

Rishi Agarwal, *Assistant Clinical Professor of Medicine* (2022).
M.B.,B.S., University College of Medical Sciences, University of Delhi (India), 2008

Ayad K.M. Agha, *Associate Clinical Professor of Radiology* (2020).
B.S., The Ohio State University College of Pharmacy, 1989; M.D., Butler University/Syncor International, 1990; D.O., Midwestern University/Chicago College of Osteopathic Medicine, 1997

Osama Agha, *Associate Professor of Medicine* (2017; 2024).
M.D., University of Damascus (Syria), 2012

Julius P. Aguas, *Clinical Instructor of Emergency Medicine* (2021).
B.S., Loyola Chicago University, 2013; D.O., University of New England College of Osteopathic Medicine, 2018

Carrie Aguilar, *Instructor of Obstetrics & Gynecology* (2015).
B.A., University of Southern California, 1997; M.D., Saint Louis University School of Medicine, 2007

Gregory S. Ahearn, *Assistant Clinical Professor of Medicine* (2018).
B.A., Lafayette College, 1991; M.D., Hahnemann University School of Medicine, 1995

Abdullah Ahmad, *Associate Clinical Professor of Neurology* (2021).
B.S., Aligarh Muslim University (India), 1994; M.S., 1996; Ph.D., 2001

Faran Ahmad, *Assistant Professor of Medicine* (2022).
M.B.,B.S., King Edward Medical University (Pakistan), 2010

Saif Ahmad, *Assistant Clinical Professor* (2021).
B.Sc., Rohillkhand University (India), 1996; M.Sc., Rohillkhand University (India), 1998; Ph.D., Jamia Hamdard University (India), 2004

- Kamran Ahmed**, *Assistant Clinical Professor of Medicine* (2022).
B.A., Austin College, 2009; M.D., University of Texas Southwestern, 2016
- Mehmud Ahmed**, *Assistant Clinical Professor of Psychiatry* (2012).
B.S.; M.B., King Edward Medical College (Pakistan), 1988
- Osaf Ahmed**, *Assistant Professor of Medicine* (2023).
M.B.,B.S., King Edward Medical College (Pakistan), 1987
- Shair Ahmed**, *Assistant Professor of Surgery* (2015; 2019).
B.S., University of Arizona, 2003; M.D., University of Arizona, 2007
- Jinglu Ai**, *Associate Clinical Professor of Neurology* (2021).
M.B.,B.S., Heilongjiang University of Chinese Medicine and Pharmacy (China), 1991; Ph.D., University of Copenhagen (Denmark), 1999
- Adnan Ajmal**, *Assistant Professor of Medicine* (2018).
M.B.,B.S., Nishtar Medical University (India), 2000
- Omar S. Akbik**, *Assistant Professor of Neurological Surgery* (2021).
B.A., Northwestern University, 2006; M.S., Northwestern University, 2009; M.D., University of Tennessee Health Sciences Center, College of Medicine, 2013
- Mohammed P. Akhter**, *Professor of Medicine* (1991; 2003); *Professor of General Dentistry* (1992; 2003).
B.S., NED University of Engineering and Technology, 1981; M.S., University of Nebraska, 1983; Ph.D., University of Nebraska Lincoln, 1988
- Murtaza Akhter**, *Assistant Professor of Emergency Medicine* (2018).
B.A., University of Chicago, 2005; M.D., Northwestern University Feinberg School of Medicine, 2010
- Mehmet Akkaya**, *Assistant Professor of Medicine* (2019).
M.D., Celal Bayar University (Turkey), 2002
- Tabarik Al-Abadi**, *Assistant Professor of Radiology* (2024).
B.A., Arizona State University, Barrett, The Honors College, 2011; M.D., University of Arizona, College of Medicine, 2017
- Mina Al-Bardi**, *Assistant Clinical Professor* (2021).
M.B.Ch.B., College of Medicine, University of Baghdad (Iraq), 2002
- Ahmed Al-Chalabi**, *Assistant Professor of Medicine* (2022).
M.B.Ch.B., University of Baghdad College of Medicine (Iraq), 2000
- Mohanad T. Al-Qaisi**, *Assistant Clinical Professor of Medicine* (2022).
M.B.,B.S., University of Baghdad, College of Medicine (Iraq), 2005
- Waddah B. Al-Refaie**, *Professor of Surgery* (2023).
M.B.,B.S., Royal College of Surgeons (Ireland), 1997
- Mohamad H. Alaeddine**, *Assistant Clinical Professor of Surgery* (2019).
M.D., Lithuanian University of Health Sciences, 2004
- Jared T. Alberts**, *Assistant Professor of Medicine* (2021).
B.A., University of Iowa, 2008; M.D., American University of Antigua College of Medicine, 2021
- Ahmad Aldeiri**, *Assistant Clinical Professor of Medicine* (2022).
M.D., University of Damascus School of Medicine, 2009
- Kyriackos Aleck**, *Clinical Professor of Pediatrics* (2012).
A.B., Harvard University, 1969; M.D., Washington University School of Medicine, 1973
- Gretchen B. Alexander**, *Associate Professor of Psychiatry* (2020).
A.B., Bryn Mawr College, 1982; M.D., University of Pennsylvania School of Medicine, 1987
- Daniela Alexandru-Abrams**, *Assistant Clinical Professor of Surgery* (2021).
B.A., Grinnell College, 2000; M.D., University of Iowa, Carver College of Medicine, 2008
- Mohamad Ali Alhajhusain**, *Assistant Professor of Medicine* (2016; 2019).
M.D., University of Aleppo (Syria), 2006
- Erum Ali**, *Assistant Professor of Psychiatry* (2018).
M.B.,B.S., Sind Medical College (Pakistan), 1996
- Nyima A. Ali**, *Associate Professor of OB/GYN* (2018; 2022).
B.S., University of Florida, 2005; M.D., University of Florida College of Medicine, 2009
- Venkata Mahesh Alla**, *Professor of Medicine* (2009; 2022).
B.S., Osmania Medical College (India), 2000; M.B., Osmania Medical College (India), 2000
- Edith Allen**, *Professor of Pediatrics* (2007; 2023).
M.D., Universidad Mexico-Americana Del Norte, 1996
- Evan D. Allen**, *Assistant Professor of Neurology* (2022).
B.A., Stanford University, 1987; M.D., Northwestern University Medical School, 1991; M.B.A., Northwestern University Business School, 1993
- Robert Allen**, *Clinical Professor of Pathology* (2005; 2015).
B.S., Southeastern Louisiana University, 1967; Ph.D., Tulane University, 1973; M.D., Tulane University, 1977
- Travis R. Allen**, *Assistant Clinical Professor of Medicine* (2022).
B.S., University of Nebraska Medical Center, 2004; M.D., University of Science, Arts and Technology (West Indies), 2018
- Courtney J. Allen Cowardin**, *Assistant Clinical Professor of OB/GYN* (2022).
B.A., Creighton University, 1996; B.S.N., Creighton University, 2000; M.S.N., University of Washington, 2004
- Adebisi Alli**, *Assistant Clinical Professor of Medicine* (2024).
B.S., University of Michigan, 2004; M.S., Wayne State University School of Medicine, 2005; D.O., Michigan State University College of Osteopathic Medicine, 2011
- Rakhad A. Alrawi**, *Instructor of Medical Education* (2023).
M.D., University of Al-Mustansiriyah College of Medicine, 2000
- Imad Alsakaf**, *Assistant Clinical Professor of Psychiatry* (2011; 2024).
M.D., Damascus University School of Medicine (Syria), 1955
- Kholoud Altarazi**, *Clinical Instructor of Medical Education* (2023).
M.B.,B.S., Jordan University of Science and Technology (Jordan), 2011
- Jeffrey Alvarez**, *Assistant Clinical Professor of Medicine* (2013).
B.S., The University of Arizona, 1994; M.D., The University of Arizona College of Medicine, 1998
- Mohamad Alyafi**, *Assistant Professor of Medicine* (2011).
Damascus University School of Medicine (Syria), 1998

- Surabhi Amar**, *Associate Professor of Medicine* (2018).
M.B.,B.S., University of Delhi (India), 1994
- Mariana Amaya**, *Assistant Clinical Professor of OB/GYN* (2018).
B.S., University of Arizona, 1997; M.D., 2001
- Mimi Z. Amberger**, *Clinical Instructor of Anesthesiology* (2019).
B.S., Rochester Institute of Technology, 2005; M.D., University of Buffalo, School of Medicine, 2009
- Michael Amos-Asare**, *Assistant Clinical Professor of Medicine* (2023).
MChB, University of Science and Technology School of Medical Sciences (Ghana), 1991
- Chinenye C. Anako**, *Assistant Professor of Medical Education* (2024).
B.S.H.S., University of Arizona, 2007; M.D., University of Arizona, College of Medicine, 2013; M.P.H., University of Arizona, Mel and Enid Zuckerman College of Public Health, 2015
- Julie A. Anand**, *Associate Clinical Professor of Medical Humanities* (2021).
B.S., University of Arizona, 1997; M.F.A., University of New Mexico, 2005
- Neelesh K Anand**, *Assistant Professor of Anesthesiology* (2023).
B.S., University of Arizona, 2009; M.D., University of Arizona College of Medicine, 2013
- Mark D Andersen**, *Assistant Clinical Professor of Family Medicine* (2016).
B.S., University of Nebraska-Lincoln, 1984; M.D., University of South Dakota School of Medicine, 1989
- Elizabeth Anderson**, *Clinical Instructor of Health Professions* (2021).
B.A., Creighton University, 2000; MPAS, University of Nebraska Medical Center, 2004
- Kristen S. Anderson**, *Assistant Clinical Professor of Pediatrics* (2018).
B.A./M.D., University of Missouri-Kansas City, 2006
- Lauren A. Anderson**, *Assistant Clinical Professor of Obstetrics and Gynecology* (2017).
B.S., Nebraska Wesleyan University, 2009; M.D., University of Nebraska Medical Center, 2009
- Robert J. Anderson**, *Professor of Medicine* (1985; 1995); *Professor of Biomedical Sciences* (1992; 1995).
M.S., University of Minnesota, 1981; M.D., Northwestern University Medical School, 1973
- William Anderson**, *Assistant Clinical Professor of Pathology* (2012).
M.D., University of Iowa, 1979
- Ann Anderson-Berry**, *Clinical Professor of Pediatrics* (2004; 2018).
B.A., University of Wyoming, 1994; M.D., Creighton University School of Medicine, 1998
- Margo K. Anderson-Fowler**, *Assistant Clinical Professor of Family and Community Medicine* (2022).
B.S., University of Nebraska-Lincoln, 1987; M.D., University of Nebraska Medical Center, 1991
- Leslie Andes**, *Assistant Clinical Professor of Anesthesiology* (2012).
B.Sc., Ohio State University, 1976; M.D., Ohio State University College of Medicine, 1983
- David Andrews**, *Assistant Clinical Professor of Medicine* (2021).
B.S., University of Miami, 2002; M.A., Boston University Medical School, 2005; M.D., Ben-Gurion University of the Negev/Columbia University Medical Center, 2010
- Richard V. Andrews**, *Professor Emeritus of Biomedical Sciences* (1958; 1997); *Dean Emeritus, Graduate School* (1995).
B.S., Creighton University, 1958; M.S., 1959; Ph.D., University of Iowa, 1963
- Venkata A.G.B. Andukuri**, *Associate Professor of Medicine* (2016; 2022); *Associate Professor of Neurology and Clinical Research* (; 2022).
M.B.,B.S., Osmania Medical College (India), 2000
- Sureshbabu Angara**, *Assistant Professor of Medical Education* (2020).
BSc, Andhra University (India), 2004; MSc, Devi Ahilya University (India), 2006; PhD, University of Strathclyde (United Kingdom), 2011
- Janice S. Angeles**, *Assistant Clinical Professor of Surgery* (2021).
B.S., California State University-Long Beach, 2002; D.O., Western University, College of Osteopathic Medicine, 2007
- Katherine Anglim**, *Assistant Clinical Professor of Pediatrics* (2005).
B.S., University of Nebraska-Lincoln, 1997; M.D., University of Nebraska Medical Center, 2001
- Gary Anthone**, *Assistant Professor of Surgery* (2017).
B.A., Benedictine College, 1977; M.D., Creighton University School of Medicine, 1983
- Jennifer Anthone**, *Assistant Professor of Medicine* (2013; 2019).
Pharm.D., Creighton University School of Pharmacy and Health Professions, 2008
- Clint W. Anthony**, *Assistant Professor of Psychiatry* (2020).
B.A., University of Pennsylvania, 1985; M.D., Temple University School of Medicine, 1989
- John S. Anwar**, *Assistant Professor of Medicine* (2014).
M.D., Ross University School of Medicine, 2010
- Damien Apollo**, *Assistant Clinical Professor of Anesthesiology* (2022).
M.D., Yale School of Medicine, 2018
- Kariappa Appachu**, *Assistant Clinical Professor of Medicine* (2023).
M.B.,B.S., KMC Mangalore, Manipal University, 2006
- Brian L. Appavu**, *Assistant Professor of Neurology* (2019).
B.S., University of Illinois at Chicago, 2006; M.D., Medical College of Wisconsin, 2011
- Nicole Appel**, *Clinical Instructor of Biomedical Sciences* (2023).
B.S., Arizona State University, 2011; Ph.D., Arizona State University, 2022
- Collins Appiah**, *Assistant Professor of Medicine* (2023).
M.D., Kwame Nkrumah University of Science and Technology School of Medical Sciences (Ghana), 2001
- Wendy Arafles**, *Assistant Clinical Professor of Pediatrics* (2011).
M.D., John A. Burns School of Medicine, 2003
- Gregory Aran**, *Assistant Clinical Professor of Medicine* (2023).
B.A., University of Oklahoma, 2013; D.O., Oklahoma State University College of Osteopathic Medicine, 2019
- Thomas Ardiles**, *Assistant Clinical Professor of Medicine* (2021).

- M.D., Universidad Peruana Cayetano Heredia Facultad de Medicina Alberto Hurtado (Peru), 2000
- Meily Arevalo**, *Assistant Professor of Medicine* (2021).
M.D., University of El Salvador, 2014
- Luis R Argueso-Munoz**, *Assistant Clinical Professor of Surgery* (2016).
B.S., University of Puerto Rico Mayaguez (Puerto Rico), 1979; M.D., University of Puerto Rico School of Medicine (Puerto Rico), 1983
- David J. Aria**, *Assistant Clinical Professor of Radiology* (2018).
B.S., Ursinus College, 2002; M.D., Temple University School of Medicine, 2006
- Ashwini Arjuna**, *Associate Professor of Medicine* (2020; 2024).
M.B.,B.S., Bangalore Medical College and Research Institute (India), 2009
- Jamie O. Armbruster**, *Assistant Clinical Professor of Family Medicine* (2020).
B.S., University of Nebraska-Omaha, 2001; M.D., Ross University School of Medicine (West Indies), 2008
- Monica Arora**, *Associate Professor of Psychiatry* (2003; 2010); *Associate Professor of Pediatrics* (2005; 2010).
M.B.,B.S., Grant Medical College, 1998
- Amy J. Arouni**, *Professor of Internal Medicine* (1994; 2017).
B.S., Creighton University, 1987; M.D., Creighton University, 1991
- Martha A. Arouni**, *Assistant Clinical Professor of Medicine* (2009).
B.S., Creighton University, 1979; M.D., Creighton University, 1984
- Waqas Arslan**, *Assistant Professor of Medicine* (2018).
M.B.,B.S., Rawalpindi Medical College, University of Punjab (India), 1995
- Shylaja Arya**, *Assistant Clinical Professor of Surgery* (2023).
B.A., The Ohio State University, 2006; D.P.M., The Ohio College of Podiatric Medicine, 2011
- Arash Aryana**, *Clinical Professor of Medicine* (2024).
B.S., University of Maryland, 1992; M.S., Johns Hopkins University, 1995; M.D., Ross University School of Medicine, 2000; Ph.D., Vrije Universiteit Brussel (Belgium), 2019
- Abdelrahim I Asfour**, *Assistant Clinical Professor of Medicine* (2024).
M.B.,B.S., University of Jordan Faculty of Medicine (Jordan), 1993
- Hany Ashamalla**, *Assistant Clinical Professor of Psychiatry* (2022).
M.B.,B.S., Ain-Shams University (Egypt), 1997
- Lynn Stuart Ashby**, *Associate Professor of Neurology* (2018).
B.S.S., Northwestern University, 1977; M.A., 1986; M.D., 1993
- Allison K. Ashford**, *Associate Clinical Professor of Pediatrics* (2013; 2024).
B.S., University of Nebraska-Lincoln, 2003; M.D., University of Nebraska Medical Center, 2008
- Sara E. Ashurst**, *Assistant Professor of Psychiatry* (2018).
B.A., Indiana University, 2007; M.D., Indiana University School of Medicine, 2013
- Zaki Aslamy**, *Assistant Clinical Professor of Medicine* (2023).
B.S., Massachusetts Institute of Technology, 1989; M.D., University of Arizona College of Medicine, 1993
- Ijeoma Asota**, *Assistant Clinical Professor of Surgery* (2021).
B.S., University of Illinois at Urbana-Champaign, 2003; M.D., University of Wisconsin School of Medicine and Public Health, 2007
- Mansour Assar**, *Associate Clinical Professor of Medicine* (2011).
B.S., Pittsburg State University, 1980; M.S., Pittsburg State University, 1982; M.D., World University of Medicine (DR), 1985
- Naftaly Attias**, *Assistant Professor of Surgery* (2012).
Ben Gurion University of the Negev (Israel), 1991
- Bhavish Aubeleauk**, *Assistant Clinical Professor of Medicine* (2021).
Luliu Hatieganu University, Faculty of Medicine (Romania), 2006
- John Aucar**, *Associate Professor of Surgery* (2019); *Associate Professor of Clinical and Translational Science* (2019).
B.A., University of Kansas, 1982; M.D., University of Kansas, School of Medicine, 1986
- Ramiz Audi**, *Assistant Clinical Professor of Psychiatry* (2024).
B.A., Creighton University, 2001; M.D., Creighton University School of Medicine, 2005
- Julie A. Augenstein**, *Assistant Clinical Professor of Pediatrics* (2019).
B.S., The University of Arizona, 2006; M.D., The University of Arizona College of Medicine, 2011
- Thandar Aung**, *Assistant Professor of Neurology* (2018).
M.B.,B.S., Institute of Medicine (Myanmar), 2008
- Matthew C. Authement**, *Assistant Clinical Professor of Pediatrics* (2022).
B.S., North Carolina State University, 2012; M.D., College of Medicine, University of Florida, 2017
- Krista Autuori**, *Clinical Instructor of Health Professions* (2021).
B.S., Arizona State University, 2013; M.S., Philadelphia University, 2015
- Jordan D. Awerbach**, *Assistant Professor of Pediatrics* (2019).
B.A., Boston University, 2003; M.D., Tulane University School of Medicine, 2010
- Nagi Ayoub**, *Assistant Clinical Professor of Surgery* (2006).
B.S., Creighton University, 1991; M.D., Creighton University, 1995
- Hashem Ayyad**, *Assistant Clinical Professor of Pathology* (2020).
M.D., University of Jordan (Jordan), 2007
- Ali Azadi**, *Associate Professor of OB/GYN* (2022).
M.D., Shaheed Beheshti Medical University (Iran), 1999
- Erum Azhar**, *Assistant Professor of OB/GYN* (2024).
M.B.,B.S., Aga Khan University (Pakistan), 2004
- Nargis S. Azizi**, *Special Assistant Professor of Psychiatry* (2019; 2023).
B.A., University of Nebraska-Lincoln, 2009; M.D., Creighton University School of Medicine, 2014
- Arash Babaki**, *Assistant Clinical Professor of Medicine* (2016).
M.D., The School of Medicine at Tehran University (Iran), 1994
- Donald R. Babin**, *Professor Emeritus of Biomedical Sciences* (1967; 2007).
B.S., University of New Brunswick (Canada), 1958; Ph.D., 1962
- Funda S. Bachini**, *Assistant Clinical Professor of Psychiatry* (2015).

B.S., Colorado State University, 2001; M.D., Drexel University College of Medicine, 2010

Thomas F. Backer, *Assistant Clinical Professor (2020); Supervisor, Clinical Pastoral Education, CHI Health.*

B.A., Duke University, 1987; M.Div, Gordon Conwell Theological Seminary, 1993; M.A., Creighton University, 2000

Henry S. Badeer, *Professor Emeritus of Biomedical Sciences (1967; 1991).*
M.D., American University of Beirut (Lebanon), 1938

Mohammad Y. Bader, *Associate Professor of Pediatrics (2022).*

B.S., The American University of Beirut (Lebanon), 1993; M.D., The American University of Beirut (Lebanon), 1997

Jae-O Bae, *Assistant Clinical Professor of Surgery (2015).*

B.A., Johns Hopkins University, 1996; M.D., University of Medicine and Dentistry of New Jersey-Robert Wood Johnson Medical School, 2000

Maria-Jesus Bailon, *Assistant Professor of Psychiatry (2018).*

M.D., University of Zaragoza, Zaragoza Medical School (Spain), 1984; Ph.D., 1991

Karen Baker, *Assistant Professor of Radiology (2011).*

B.S., Marist College, 1980; M.D., University of Arizona, 1990

Philip Baker, *Assistant Clinical Professor of Radiology (2012).*

B.S., Brigham Young University, 1988; M.D., University of Alberta (Canada), 1993

Scott L. Baker, *Assistant Professor (2019).*

B.A., St. Cloud State University, 1993; M.D., University of South Dakota School of Medicine, 2000

Skye L. Bakker, *Assistant Clinical Professor of Anesthesiology (2024).*

B.S., University of Nebraska-Lincoln, 2010; M.D., University of Nebraska Medical Center, 2015

Alena A. Balasanova, *Associate Clinical Professor of Psychiatry (2017; 2022).*

B.A., The Johns Hopkins University, 2007; M.D., Harvard Medical School, 2012

Nicholas S. Baldetti, *Special Instructor of Clinical Research and Public Health (2022).*

B.S., Wayne State College; M.S., Pittsburg State University; M.B.A., Pittsburg State University; D.B.A., Creighton University

Reginald Q. Baldonado, *Assistant Professor of Family Medicine (2024).*

D.V.M., University of the Philippines, College of Veterinary Medicine, 1997; M.D., University of the Philippines, College of Medicine, 2004

James Balducci, *Professor of OB/GYN (2018).*

B.A., New York University, 1981; M.D., 1985

Nicholas K. Baldwin, *Assistant Professor of Psychiatry (2018).*

B.S., Weber State University, 2007; D.O., Pacific Northwest University of Health Sciences, College of Osteopathic Medicine 2012

Conrad D. Ballecer, *Assistant Professor of Surgery (2020).*

B.S., Santa Clara University, 1994; M.S., Barry University, 1999; M.D., St. George's University (West Indies), 2004

Timothy Balmer, *Assistant Clinical Professor of Biomedical Sciences (2021).*

B.A., University of Puget Sound, 2006; Ph.D., Georgia State University, 2014

Kevin Balter, *Assistant Clinical Professor of Medicine (2021).*

B.A., Cornell University College of Arts and Sciences, 1980; D.O., New York College of Osteopathic Medicine, 1984; M.D., Northeastern Ohio Universities College of Medicine, 1986

Marcus Balters, *Associate Professor of Surgery (2005; 2015).*

B.S., Texas Christian University, 1991; M.D., University of Nebraska Medical Center, 1996

Tammalynn Bambulas, *Instructor of OB/GYN (2021).*

B.S.N., University of Arizona, 1992; M.S.N., University of New Mexico, 1997

Sunitha Bandlamuri, *Assistant Professor of Medicine (2019).*

MBBS, Stanley Medical College (India), 1989

Elizabeth C Banks, *Instructor of OB/GYN (2019).*

B.A., The Johns Hopkins University, 2010; M.D., Case Western Reserve University School of Medicine, 2014

Rosa Maria Banuelos, *Assistant Professor of Family Medicine (2024).*

B.S., University of Arizona, 1985; M.D., University of Arizona College of Medicine, 1989

Suhaireirene R Barake, *Assistant Professor of Medicine (2020).*

B.S., University of California, Santa Barbara, 2002; M.D., Ross University School of Medicine, 2009

Matthew Baral, *Clinical Professor of Medical Humanities (2021).*

B.A., Castleton State College, 1994

Dianna M.E. Bardo, *Associate Clinical Professor of Radiology (2019).*

B.S., Illinois State University, 1987; M.D., Rush Medical College, 1996

Joel Barkley, *Assistant Professor of Obstetrics and Gynecology (2018).*

B.S., University of Nebraska, 2005; M.D., Creighton University School of Medicine, 2010

Craig E. Barnes, *Associate Clinical Professor of Radiology (2019).*

B.A., University of Washington, 1982; M.D., Medical College of Virginia, 1987

Andrew E. Barnhill, *Assistant Clinical Professor of Radiology (2023).*

B.S., University of Nebraska-Lincoln, 2013; M.D., Ross University School of Medicine (West Indies), 2018

Bruce Baron, *Assistant Clinical Professor of Radiology (2014).*

B.S., Allegheny College, 1983; D.O., Des Moines University College of Osteopathic Medicine and Surgery, 1987

Frank Barranco, *Assistant Professor of Neurology (2012).*

B.A., Williams College, 1979; M.D., University of Southern California School of Medicine, 1983

Aaron Barrett, *Assistant Professor of Family Medicine (2023).*

B.S., Weber State University, 2011; M.D., Creighton University School of Medicine, 2015

Michael Barsoom, *Associate Clinical Professor of Obstetrics & Gynecology (2012).*

B.S., Creighton University, 1991; M.D., Creighton University, 1995

- Jason C. Bartz**, *Professor of Medical Microbiology & Immunology* (2003; 2013); *Professor of Pharmacology and Neuroscience* (2019); *Associate Dean, Academic and Faculty Affairs* (2013).
B.S., University of Wisconsin-Stevens Point, 1990; M.S., University of Wisconsin-Madison, 1994; Ph.D., 1998
- Khalid Bashir**, *Associate Professor of Medicine* (2005; 2022).
M.B.B.S., King Edward Medical College (Pakistan), 1987
- Kimberly C. Bates**, *Associate Clinical Professor of Medicine* (2022; 2022).
B.S., The Ohio State University, 1995; M.D., The Ohio State University College of Medicine, 1999
- Cindy S. Bauer**, *Assistant Clinical Professor of Pediatrics* (2014).
B.S., Marquette University, 2003; M.D., Medical College of Wisconsin, 2007
- Jeremy M. Baum**, *Assistant Clinical Professor of Radiology* (2022).
B.S., University of Nebraska-Lincoln, 1995; M.D., University of Nebraska College of Medicine, 2002
- Vicki Bautista**, *Assistant Professor of Family and Community Medicine* (2015; 2018).
B.S., University of Texas-El Paso, 2000; ; M.A., University of Nebraska-Omaha, 2005; ; Ed.D., Creighton University, 2018
- Patricia A Bayless**, *Assistant Professor of Emergency Medicine* (2018).
B.S., University of Arizona, 1977; M.D., 1981
- Stephen Beals**, *Associate Clinical Professor of Surgery* (2012).
B.S., Calvin College, 1973; M.D., Wayne State University School of Medicine, 1978
- Jennifer Beaty**, *Associate Professor of Surgery* (2013; 2020).
B.S., University of Iowa, 1997; M.D., University of Iowa, 2001
- Sarah Beaumont**, *Assistant Clinical Professor of Pediatrics* (2011).
B.S., University of Illinois, 1996; M.D., University of Illinois at Peoria College of Medicine, 2000
- Jill Beck**, *Associate Clinical Professor of Pediatrics* (2011; 2022).
B.A., Haverford College, 1999; M.D., Case Western Reserve University School of Medicine, 2004
- Bradford A. Becken III**, *Assistant Professor of Pediatrics* (2021).
B.A., Davidson College, 2003; M.D., Georgetown University School of Medicine, 2014
- Terry A. Becker**, *Assistant Clinical Professor of Family Medicine* (2020).
B.S., University of Nebraska-Kearney, 1993; M.D., University of Nebraska College of Medicine, 1997
- Tyson E. Becker**, *Assistant Clinical Professor of Surgery* (2019).
B.A./M.D., University of Missouri at Kansas City School of Medicine, 2001
- Millie A. Behera**, *Assistant Clinical Professor of OB/GYN* (2020).
B.S., University of Saskatchewan (Canada), 1995; M.D., 1999
- Susan Beiner**, *Clinical Professor of Medical Humanities* (2021).
B.A., Rutgers University, Mason Gross School of the Arts, 1985; M.F.A., University of Michigan, School of Art, 1993
- Adam Beitscher**, *Assistant Clinical Professor of Medicine* (2022).
B.A., Creighton University, 2005; M.D., George Washington University School of Medicine 2013
- David Q. Bell**, *Assistant Professor of Emergency Medicine* (2018).
B.S., Wheaton College, 1997; M.A., Northern Illinois University, 2000; M.D., Ph.D., University of Illinois, 2007
- Leonard Bell**, *Clinical Professor of Surgery* (2012).
B.A., Hobart College, 1967; M.D., New York Medical College, 1971
- Pallavi Bellamkonda**, *Assistant Professor of Medicine* (2011; 2018).
M.B.,B.S., St. John's Medical College (India), 2002
- Sharad Bellapravala**, *Assistant Professor of Medicine* (2018).
M.B.,B.S., Osmania Medical College (India), 1968
- Michael Belshan**, *Professor of Medical Microbiology & Immunology* (2005; 2019).
B.S., Iowa State University, 1993; Ph.D., 1999
- Mohan V. Belthur**, *Assistant Clinical Professor of Surgery* (2014).
M.B.,B.S., Bangalore Medical College and Affiliated Hospitals, 1990
- Boleslaw A. Bendek**, *Assistant Professor of OB/GYN* (2019).
M.D., University of Warsaw (Poland), 2008
- Ryan Bender**, *Assistant Clinical Professor of Pathology* (2013).
B.S., Niagra University, 2002; Ph.D., Vanderbilt University, 2007
- Tanya Benedict**, *Professor of Clinical Research and Public Health* (2015).
B.A., University of Arkansas, 1992; M.S., 1994; Ph.D., University of North Carolina, 1999
- Michelle L. Benes**, *Assistant Clinical Professor of Family Medicine* (2016).
B.S., University of Nebraska Medical Center, 1993; M.D., University of Nebraska Medical Center, 1998
- Christina L. Benjamin**, *Assistant Clinical Professor of Pediatrics* (2024).
B.A., St. Olaf College, 2012; D.O., Des Moines University College of Osteopathic Medicine, 2017
- David M Bennett**, *Assistant Clinical Professor of Surgery* (2019).
B.S., Arizona State University, 2005; M.D., Howard University College of Medicine, 2009
- Bradley P. Bennin**, *Assistant Professor of Medicine* (2023).
B.S., Bethel University, 2010; M.A., Midwestern University, 2011; D.O., Midwestern University, 2016
- Phillip W. Bennion**, *Assistant Clinical Professor of Surgery* (2016).
B.S., Brigham Young University, 1996; M.D., Creighton University, 2002
- Casey Beran**, *Assistant Professor of Surgery* (2013).
B.S., Chadron State College, 1999; M.D., University of Nebraska Medical Center, 2005
- Margaret M. Beran**, *Assistant Clinical Professor of Obstetrics & Gynecology* (2015).
B.A., Creighton University, 2001; M.D., University of Nebraska Medical Center, 2005
- Ingrid H.L. Berg**, *Assistant Professor of Medicine* (2023).
B.A., University of Wisconsin-Madison, 1995; M.S., University of Illinois at Chicago, 2004; M.A., Creighton University, 2023; D.O.,

Chicago College of Osteopathic Medicine, Midwestern University, 2012

Mark J. Bergeron, *Assistant Clinical Professor of Pediatrics* (2024).

B.S., University of Oregon, 1995; M.D., Creighton University School of Medicine, 2002; M.P.H., University of Minnesota School of Public Health, 2008; M.B.A., University of St. Thomas Opus College of Business, 2023

Karl Bergmann, *Assistant Professor of Surgery* (2013).

B.S./B.A., Providence College, 1996; M.D., Creighton University, 2004

Alyssa Bernardi, *Assistant Clinical Professor of Pediatrics* (2024).

B.A., University of San Diego, 2012; D.O., Arizona College of Osteopathic Medicine, 2017

Wendy Bernatavicius, *Assistant Clinical Professor of Pediatrics* (2011).

B.A., University of New Hampshire, 1994; M.D., Drexel University College of Medicine, 2004

Saunders M. Bernes, *Assistant Clinical Professor of Pediatrics* (2019).

B.S., Tulane University, 1973; M.D., Northwestern University, 1977

Thomas M. Besse, *Associate Clinical Professor of Obstetrics & Gynecology* (1977; 1995).

B.S., University of Utah, 1971; M.D., Creighton University School of Medicine, 1975

Jason Beste, *Associate Professor of Clinical Research and Public Health* (2022).

B.S., Creighton University, 2003; M.D., 2008; M.P.H., University of Washington, 2016

Sara Beste, *Assistant Professor of Pediatrics* (2022).

B.A., Boston College, 2005; M.D., Creighton University, 2009; M.P.H., University of Massachusetts, 2016

Bruce Bethancourt, *Assistant Clinical Professor of Medicine* (2015).

B.S., Arizona State University, 1973; M.D., University of Arizona College of Medicine, 1980

Aubrey Bethel, *Assistant Clinical Professor of Emergency Medicine* (2024).

B.S., Indiana Wesleyan University, 2012; M.D., University of Arizona College of Medicine, 2016

Againdra K. Bewtra, *Adjunct Professor of Medicine* (1975; 2018).

M.B.,B.S., All India Institute of Medical Sciences (India), 1967; M.D., All India Institute of Medical Sciences (India), 1973

Chhanda Bewtra, *Professor Emeritus of Pathology* (1978; 2015).

M.B.,B.S., All India Institute of Medical Sciences (India), 1971

Gregory R. Beyer, *Assistant Clinical Professor of Radiology* (2022).

B.S., Louisiana State University, 1993; B.S., Louisiana State University, 1994; M.S., Louisiana State University, 1997; M.D., Louisiana State University Health Sciences Center School of Medicine, 2002

Shane M. Bezzant, *Assistant Professor of Radiology* (2021).

M.D., George Washington University School of Medicine and Health Sciences, 2002

Puneet Bhalla, *Assistant Clinical Professor of Medicine* (2020).

M.B.,B.S., Bangalore Medical College (India), 1998

Sarabjit S. Bhalla, *Assistant Clinical Professor of Medicine* (2012).

B.S., University of California at Los Angeles, 1995; M.D., University of Arizona College of Medicine, 1999

Anita Bharath, *Assistant Clinical Professor of Pediatrics* (2021).

B.S., Georgia Institute of Technology, 2010; M.D., Medical College of Georgia, 2014

Jawed Bharwani, *Assistant Professor of Psychiatry* (2022).

M.B.,B.S., The Aga Khan University Medical College (Pakistan), 1997

Sara Bharwani, *Assistant Clinical Professor of Medical Humanities* (2021).

B.A., Saint Mary's University of Minnesota, 1998; ; M.A., Creighton University, 2008; ; Ed.D., 2020

Deepti P. Bhat, *Assistant Clinical Professor of Pediatrics* (2019).

M.B.,B.S., Mysore Medical College (India), 1999

Poonam Bhatia, *Assistant Clinical Professor of Neurology* (2020).

M.B.,B.S., Maulana Azad Medical College, University of Delhi (India), 2000

Rahul Bhatia, *Associate Professor of Pediatrics* (2018).

M.B.,B.S., Kasturba Medical College, 2000

Rajeev Bhatia, *Associate Clinical Professor of Pediatrics* (2020).

M.B.,B.S., University College of Medical Sciences, University of Delhi (India), 2001

Supriya Bhatia, *Assistant Clinical Professor of Psychiatry* (2022).

B.A., Creighton University, 2001;; M.D., University of Nebraska Medical Center, 2002

Bikash Bhattarai, *Assistant Clinical Professor of Clinical Research and Public Health* (2022).

Ph.D., Texas A&M University, 2013

Vasudha Lalita Bhavaraiu, *Associate Clinical Professor of Pediatrics* (2018; 2019).

B.A., Franklin and Marshall College, 1995; M.D., Pennsylvania State University College of Medicine, 1999

Vandana Y. Bhide, *Assistant Professor of Medicine* (2018).

B.S., University of Wisconsin, 1985; M.D., 1991

Navin Bhopal, *Assistant Professor of Pediatrics* (2018).

M.D., Ross University School of Medicine (West Indies), 2011

Joshua J. Bies, *Assistant Clinical Professor of Pediatrics* (2022).

B.S., University of Nebraska-Lincoln, 2009; M.D., University of Nebraska Medical Center, 2014

Muhammad Bilal, *Assistant Clinical Professor of Medicine* (2024).

M.D., King Edward Medical University (Pakistan), 2003

Kristina Birch, *Assistant Clinical Professor of Anesthesiology* (2024).

B.S., University of Nebraska-Lincoln, 1996; M.D., University of Nebraska Medical Center, 2000

Nathan Birch, *Assistant Professor of Medicine* (2011).

B.S., University of Nebraska-Lincoln, 1977; M.D., University of Nebraska Medical Center, 2001

C. Roger Bird, *Associate Professor of Radiology* (2011).

B.A., Southern College, 1974; M.D., Loma Linda University School of Medicine, 1977

Nicole Birge, *Assistant Clinical Professor of Pediatrics* (2011).

B.A., University of Kansas, 2000; M.D., University of Kansas, 2004

D. Daniel Bishop, *Assistant Clinical Professor of Medicine* (2013).

B.A., University of Utah, 1996; M.D., Oregon Health and Sciences University, 2005

Marvin J. Bittner, *Professor of Medicine* (1981; 2019); *Professor of Medical Microbiology and Immunology* (1981; 2019).

B.S., University of Chicago, 1972; M.D., Harvard University, 1976

Deepa Reddy Biyyam, *Assistant Clinical Professor of Radiology* (2019).

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

Paul A. Blackburn, *Associate Professor of Emergency Medicine* (2018).

B.S., University of South Dakota, 1977; D.O., AT Still University, 1983

Robert J. R. Blair, *Clinical Professor of Psychiatry* (2018); *Assistant Professor of Medicine* (2023).

BSc. University College London, 1989, Ph.D., 1993

Shirley Blanchard, *Associate Professor of Medicine* (1994).

B.S., University of Nebraska Lincoln, 1960; M.D., University of Nebraska Medical Center, 1964

Shirley A. Blanchard, *Professor of Occupational Therapy* (1990; 2017); *Associate Professor Department of Internal Medicine* (2004); *Associate Professor of Community and Preventive Dentistry in the Department of Oral Health Promotion* (2014).

B.S.O.T., Virginia Commonwealth University, 1975; M.S., University of Nebraska, Omaha, 1981; Ph.D., University of Nebraska, Lincoln, 2002

Jessica A. Blanco, *Assistant Professor of Family Medicine* (2023).

B.S., University of Arizona, 1994; M.D., University of Arizona College of Medicine, 1998

Valerie Blanco, *Assistant Professor of Pediatrics* (2021).

B.A., Washington University, 2006; M.D., University of Texas Southwestern Medical School, 2011

Garnet J. Blatchford, *Associate Clinical Professor of Surgery* (1990; 2002).

B.S., University of Nebraska-Lincoln, 1979; M.S., University of Nebraska Medical Center, 1983

Timothy Blecha, *Assistant Clinical Professor of Family Medicine* (2010).

B.S., Kearney State College, 1975; M.D., Creighton University School of Medicine, 1979

Joel Bleicher, *Associate Clinical Professor of Surgery* (2005).

B.S., Creighton University, 1969; M.D., Creighton University School of Medicine, 1973

Lindsay R. Blick, *Assistant Clinical Professor of Pediatrics* (2022).

B.S., Truman State University, 2008; M.D., University of Kansas School of Medicine

Lindley T. Bliss, *Assistant Clinical Professor of Medicine* (2021).

B.S., Kansas State University, 1996; M.D., University of Kansas School of Medicine, 2000

Margaret E. Block, *Associate Clinical Professor of Medicine* (2023).

B.S., Rensselaer Polytechnic Institute, 1972; M.D., Albany Medical College, 1976

Chelsea P. Bloom Anderson, *Assistant Clinical Professor of Pediatrics* (2016; 2023).

B.S., University of Nebraska-Lincoln, 2008; M.D., University of Nebraska Medical Center, 2012

Andrew L. Blount, *Assistant Professor of Surgery* (2017).

B.S., Arizona State University W.P. Cary School of Business, 2004; M.D., University of Arizona College of Medicine, 2008

Stacy D. Blum, *Assistant Clinical Professor of Family and Community Medicine* (2022).

B.S., Wayne State College, 1996; M.D., University of Nebraska Medical Center, 2000

Charles S. Bockman, *Assistant Professor of Pharmacology* (1996).

B.A., Emory University, 1984; Ph.D., Creighton University, 1993

Deepti Boddupalli, *Assistant Professor of Medicine* (2014).

M.B.,B.S., D.Y. Patil Medical College, Maharashtra University of Health Sciences (India), 2004

Sai-Sridhar Boddupalli, *Associate Professor of Medicine* (2011; 2023).

M.B.,B.S.,D.Y., Patil Medical College, Maharashtra University of Health Sciences (India), 2004

Leonard Bodell, *Clinical Professor of Surgery* (2012).

B.A., Hobart College, 1967; M.D., New York Medical College, 1971

Dawn Bodnar, *Assistant Clinical Professor of Medicine* (2014).

B.S., University of Nebraska Lincoln, 1995; M.D., University of Nebraska Medical Center, 1999

Kirsten Boedecker, *Clinical Instructor of Medicine* (2022).

B.S.N., College of Saint Mary, 2016; D.N.P., Creighton University, 2019

Patrick J. Bogard, *Assistant Clinical Professor of Pathology* (1984; 2014).

B.S., University of Nebraska Lincoln, 1975; University of Nebraska Medical Center, 1978

James N. Bogert, *Assistant Professor of Surgery* (2018).

B.S., Northern Arizona University, 2004; M.D., University of Arizona College of Medicine, 2008

Patricia Bohart, *Assistant Clinical Professor of Psychiatry* (2012).

B.S., University of Nebraska-Lincoln, 1987; M.D., University of Nebraska Medical Center, 1991

David L. Bolam, *Associate Clinical Professor of Pediatrics* (1987; 2002).

B.S., Creighton University, 1965; M.D., University of Nebraska Medical Center, 1970

Dayla M. Boldt, *Assistant Clinical Professor of Medicine* (2019).

Pre-Pharmacy, Creighton University, 2008; Pharm.D., Creighton University School of Pharmacy and Health Professions, 2012

Katalin H. Boleratzky, *Assistant Clinical Professor of Anesthesiology* (2019).

M.D., Albert Szent-Gyorgyi Medical University, 1994

Kristi Boles, *Assistant Clinical Professor of Pediatrics* (2012).

B.S., Texas A&M University, 1991; B.S., Texas Tech University, 1997; M.D., Texas Tech University Health Sciences Center, 2001

Padmaja Bollam, *Instructor of Psychiatry* (2011).

M.B.,B.S., Kakatiya Medical College, 1992

Patrick Bolton, *Assistant Clinical Professor of Anesthesiology* (2012).

A.B., University of California-Berkeley, 1990; M.D., University of California-San Francisco, 2001

Rachel M. Bond, *Assistant Professor of Medicine* (2019).

B.S., The Sophie Davis School of Biomedical Education, 2007; M.D., New York University School of Medicine, 2009

Jeanette Boohene, *Assistant Professor of Medicine* (2011).

M.B., B.S., University of Newcastle upon Tyne Medical School (United Kingdom), 1996

Sean L. Boone, *Assistant Professor of Radiology* (2023).

B.S., The Ohio State University, 2011; M.D., Washington University School of Medicine, 2017

Timea Bor, *Assistant Clinical Professor of Medicine* (2015; 2020).

M.D., Mor Kaposi Hospital (Hungary), 1996

Aimee Borazanci, *Assistant Clinical Professor of Neurology* (2013).

B.S., Louisiana State University, 2001; M.D., Louisiana State University Health Sciences Center, 2006

Bo Borch-Christensen, *Assistant Professor of Pediatrics* (2014; 2022).

M.D., University of Copenhagen (Denmark), 2004

Abby J Borhan, *Assistant Professor of Medicine* (2023).

B.A., University of Iowa, 2009; M.D., Creighton University School of Medicine, 2011

Ali Borhan, *Assistant Clinical Professor of Surgery* (2012).

B.A., Cornell University, 1994; M.D., Albany Medical College, 1998

Anna Boron, *Assistant Professor of Medicine* (2011).

M.D., Medical University (Poland), 2002

Jose Borromeo, *Assistant Clinical Professor of Surgery* (2021).

B.S., University of the Philippines (Philippines), 1988; M.D., University of the Philippines College of Medicine (Philippines), 1993

Annaliese M. Bosco, *Assistant Professor of Neurology* (2020; 2021).

B.S., University of Nebraska-Lincoln, 2012; M.D., University of Nebraska College of Medicine, 2016

Andrew R. Boshara, *Assistant Professor of Medicine* (2022; 2023).

B.H.Sc., McMaster University (Canada), 2011; M.D., St. George's School of Medicine (West Indies), 2015

Esad Boskailo, *Associate Professor of Psychiatry* (2018).

M.D., Sarajevo University School of Medicine, 1984

Whitney L. Bossert, *Assistant Clinical Professor of Pediatrics* (2020).

B.S., Nebraska Wesleyan University, 2011; M.D., University of Nebraska Medical Center, 2015

Deyanna Boston, *Assistant Professor of Family and Community Medicine* (2022).

B.S., University of Maryland Baltimore County, 2002; M.A., Villanova University, 2008; M.D., American University of the Caribbean School of Medicine, 2019

Thomas Lee Bostwick, *Assistant Professor of Emergency Medicine* (2018).

B.A., California State University, 1987; M.D., University of Southern California School of Medicine, 1993

A. James Bothmer, *Assistant Professor of Pharmacy Practice* (1991); *Assistant Professor of Library Sciences* (1992); *Assistant Vice President of Health Sciences* (2008).

B.A., Southwest State University, 1973; M.A., University of Minnesota, 1975

Lisa M. Boucek, *Assistant Professor of Pediatrics* (2022).

B.S., University of Illinois at Urbana-Champaign, 2001; M.S., University of Illinois at Urbana-Champaign, 2011; M.D., Southern Illinois University, School of Medicine, 2014

Travis J. Bourret, *Associate Professor of Medical Microbiology and Immunology* (2015; 2022).

B.S., University of Nebraska-Lincoln, 2002; Ph.D., University of Colorado Health Sciences Center, 2008

Joseph Bouvier, *Assistant Clinical Professor of Pediatrics* (2018).

B.S., Boston College, 1985; M.S., 1988; Ph.D., University of Texas Austin, 1990; M.D., University of Massachusetts Medical School, 1996

Rachel Bowditch, *Associate Clinical Professor of Medical Humanities* (2021).

B.A., Skidmore College, 1998; Ph.D., Tisch School of the Arts, 2007

Robert Bowen, *Associate Clinical Professor of Pathology* (2011).

B.A., Hastings College, 1973; M.D., University of Nebraska Medical Center, 1976

Russell Bowen, *Assistant Clinical Professor of Medicine* (2010).

B.S., University of Kansas, 1992; M.D., University of Kansas School of Medicine, 1996

Tarah A. Bowen, *Assistant Professor of Pediatrics* (2020).

B.A., Middlebury College, 2009; M.D., St. George's University School of Medicine (West Indies), 2014

Robert P. Bowser, *Clinical Professor of Pathology* (2021).

B.S., Carnegie Mellon University, 1987; Ph.D., Yale University, 1992

Lisa Weissenburger-Moser Boyd, *Special Instructor of Clinical Research and Public Health* (2022).

B.S., Creighton University, 2008; M.P.H., University of Nebraska Medical Center, 2012; Ph.D., University of Nebraska Medical Center, 2016

Samantha J. Boyer, *Assistant Clinical Professor of Family and Community Medicine* (2024).

B.S., Missouri Baptist University, 2010; D.O., Kansas City University of Medicine and Biosciences, 2018

Kevin Boyle, *Assistant Professor of Medicine* (2020).

B.S., Michigan State University, 2010; D.O., A.T. Still University of Health Sciences, 2015

Michael W. Bradstock, *Assistant Professor of Anesthesiology* (2018).

B.S., Arizona State University, 1999; M.D., McMaster University School of Medicine (Canada), 2009

Robert M. Brady, *Professor of Obstetrics & Gynecology* (2005; 2019).

B.A., University of Virginia, 1990; M.D., University of Virginia, 1995

Temple Brannan, *Assistant Professor of Medicine* (2004).

B.A., Creighton University, 1996; M.D., Creighton University School of Medicine, 2001

- Kelly L. Braun**, *Assistant Professor of Neurology* (2019).
B.S., McGill University (Canada), 2005; M.D., Robert Wood Johnson Medical School, 2013
- Christian S. Breburda**, *Professor of Medicine* (2019).
M.D., Justus-Liebig University Medical School (Germany), 1988;
Ph.D., Justus-Liebig University, 1991
- Cody Brechtel**, *Assistant Professor of Anesthesiology* (2020).
B.S., University of Arizona, 2009; O.D., Midwestern University, 2014
- Brianna K. Brei**, *Assistant Professor of Pediatrics* (2024).
B.S., Creighton University, 2010; M.D., Saint Louis University, 2014
- Karen Bremer**, *Assistant Professor of Neurology* (2009).
B.S., Idaho State University, 1990; M.D., University of Nebraska Medical Center, 1994
- Ross Bremner**, *Professor of Surgery* (2008; 2011).
M.B.B.Ch., University of Witwatersrand, 1988; Ph.D., University of Witwatersrand, 1998
- Jacob A. Brenner**, *Instructor of Medicine* (2024).
B.S., University of Sioux Falls, 2015; D.O., Nova Southeastern University-Kiran C. Patel College of Osteopathic Medicine, 2021
- Ann C. Brewer**, *Assistant Professor of Medicine* (2023).
B.S., College of Letters and Science, University of California-Berkeley, 2008; M.D., University of Arizona College of Medicine, 2013
- Jeffrey E. Brichta**, *Assistant Clinical Professor of Psychiatry* (2021; 2024).
B.A., Indiana University, 2004; D.O., Kirksville College of Osteopathic Medicine, 2009
- Stefanie H. Brichta**, *Assistant Professor of Psychiatry* (2023).
B.S., Arizona State University, 2007; M.D., University of Arizona College of Medicine, 2017
- Julia A. Bridge**, *Clinical Professor of Pathology* (2019).
B.S., M.D., University of Nebraska Medical Center, 1980
- Shivani D Briggs**, *Assistant Clinical Professor of Pediatrics* (2022).
B.S., The University of Texas, 2012; M.D., Texas A&M Health Science Center College of Medicine, 2017
- Jeffrey A. Brink**, *Clinical Instructor of Surgery* (2013).
B.S., University of Arizona, 1993; M.D., University of Arizona College of Medicine, 1997
- Ruth E. Bristol**, *Assistant Clinical Professor of Surgery* (2018).
B.S., Colby College, 1996; M.D., Tulane University, 2000
- Allan R. Britt**, *Assistant Professor of Radiology* (2019).
B.S., San Diego State College, 1972; M.S., 1976; Ph.D., University of California-Los Angeles, 1980; M.D., The University of the State of New York, 2005
- Jeffrey C. Brittan**, *Assistant Clinical Professor of Family Medicine* (1984; 1986).
B.S., Creighton University, 1977; M.D., Creighton University School of Medicine, 1981
- Catherine A. Brooks**, *Assistant Clinical Professor of Pediatrics* (2016).
B.A., Nebraska Wesleyan University, 2005; D.O., Des Moines University College of Osteopathic Medicine, 2009
- David Brooks**, *Assistant Professor of Pediatrics* (2022).
B.A., Wartburg College, 2012; M.D., Creighton University School of Medicine, 2016
- Margaret M. Brosnahan**, *Assistant Clinical Professor of Medical Humanities* (2024).
B.A., Bates College, 1987; D.V.M., Tufts University, 2002; M.S., Oklahoma State University, 2008; Ph.D., Baker Institute for Animal Health, Cornell University, 2015; M.A., Creighton University, 2023
- Amy Brower**, *Assistant Clinical Professor of Health Professions* (2023).
B.S., University of Nebraska-Lincoln, 1986; Ph.D., University of Nebraska Medical Center, 2001
- Darwin L. Brown**, *Associate Professor of Health Professions* (2018; 2023).
B.S., University of Nebraska Medical Center, 1981 ; M.P.H., University of Nebraska at Omaha, 2004
- Jaycen Brown**, *Instructor of Surgery* (2023).
B.S., Azusa Pacific University, 2010; M.D., The University of Arizona College of Medicine, 2017
- John Brown**, *Assistant Professor of Pathology* (2018).
B.A., Illinois Wesleyan University, 1984; M.D., Southern Illinois University School of Medicine, 1988
- Katherine E. Brown**, *Assistant Clinical Professor of Surgery* (2017);
Assistant Clinical Professor of Medicine (2017).
B.S., Creighton University, 1993; D.O., Kansas City University of Medicine and Biosciences, 2001
- Kyle A. Brown**, *Clinical Instructor of Health Professions* (2020).
B.S., University of Colorado at Denver, 2011; M.P.A.S., University of Nebraska Medical Center, 2013
- Larry L. Brown**, *Assistant Clinical Professor of Medicine* (2016).
B.S., Creighton University, 1987; M.D., University of Nebraska College of Medicine, 1992
- Linda Brown**, *Assistant Professor of Medicine* (2012).
B.S., Loyola University-Chicago, 2000; M.S., Midwestern University, 2003; D.O., Arizona College of Osteopathic Medicine, 2007
- Tanida Brown**, *Assistant Professor of Psychiatry* (2020).
B.A., University of California-Berkeley, 2008; M.D., University of Arizona College of Medicine, 2014
- Corey S. Bruce**, *Assistant Professor of OB/GYN* (2023).
B.S., Idaho State University, 1993; M.D., University of Washington School of Medicine, 1997
- David Bryant**, *Assistant Clinical Professor of Pathology* (2013).
M.D., Northeastern Ohio Universities College of Medicine, 1991
- Merima Bucaj**, *Assistant Professor of Family Medicine* (2023).
B.A., University of Arizona, 2005; D.O., Arizona College of Osteopathic Medicine, 2011; M.B.A., Arizona State University, 2023
- Steven A. Budd**, *Assistant Clinical Professor of Family Medicine* (2014).
B.A., University of Alaska-Fairbanks; B.S., Creighton University; MPH, Tulane University; M.D., University College Cork (Ireland)
- Bhuvn Buddhdev**, *Assistant Professor of Medicine* (2019).
M.B., B.S., Shah Medical College (India), 2008
- Kajalben Buddhdev**, *Assistant Professor of Medicine* (2019).

- M.B.,B.S., C.U. Shah Medical College (India), 2009
- Alex P. Bui**, *Assistant Professor of Anesthesiology* (2023).
B.S., Arizona State University, 2013; M.D., Baylor College of Medicine, 2021
- Robert Blake Bulloch**, *Clinical Professor of Pediatrics* (2018).
B.S., University of Manitoba, 1988; M.D., 1992
- Raymond Bunch**, *Assistant Clinical Professor of Psychiatry* (2013).
B.S., University of Arizona, 1995; M.D., University of Colorado Health Sciences Center, 2001
- Timothy A. Burd**, *Assistant Clinical Professor of Surgery* (2016).
B.A., California State University at Fullerton, 1992
- K. John Burhan**, *Assistant Professor of Medicine* (2010; 2016).
B.A., University of Nebraska Omaha, 1991; M.D., Ross University School of Medicine, 2001
- David R. Burk**, *Assistant Clinical Professor of Surgery* (2021).
B.S., Arizona State University, 2008; M.D., University of Arizona College of Medicine, 2012
- Anna D. Burke**, *Assistant Professor of Neurology* (2018).
M.D., Gdansk Medical University (Poland), 2000
- Bridget Burke**, *Assistant Professor of Health Professions* (2022).
B.S., Creighton University, 2001; M.P.A.S., Marquette University, 2005
- Melinda S. Burnett**, *Associate Professor of Neurology* (2017; 2022).
B.A., Rice University, 1996; M.D., University of California-San Francisco, 2003
- Anne Burns**, *Assistant Clinical Professor of Medicine* (2013).
B.A., University of California-Santa Barbara, 1994; M.D., University of California, 1999
- Jessica D. Burns**, *Assistant Clinical Professor of Pediatrics* (2020).
B.S., Arizona State University, 2008; M.D., University of Arizona, College of Medicine, 2014; MPH, 2014
- Jason M. Burrows**, *Assistant Clinical Professor of Pediatrics* (2017; 2023).
B.S., University of California-San Diego, 2008; M.D., University of Texas Medical Branch, 2013
- Alexandra J. Burt**, *Assistant Clinical Professor of Psychiatry* (2024).
B.A., Saint Louis University, 2012; M.D., University of Nebraska Medical Center, 2019
- Beth R. Burton**, *Assistant Professor of Anesthesiology* (2024).
B.A., University of Chicago, 2002; M.D., University of Nebraska College of Medicine, 2007
- Meisje Burton**, *Assistant Professor of OB/GYN* (2024).
B.S., Barry University, 2009; M.B.A., Barry University, 2010; M.D., University of Arizona College of Medicine, 2016
- John E. Buterbaugh**, *Assistant Professor of Radiology* (2020).
B.S., West Virginia Wesleyan College, 1986; M.D., Temple University Medical School, 1990
- Bradley S. Butler**, *Associate Professor of Emergency Medicine* (2018).
B.S., University of Arizona, 1990; M.D., 1994
- Sandra D. Buttram**, *Associate Clinical Professor of Pediatrics* (2021).
B.S., Purdue University, 1995; M.D., Wayne State University School of Medicine, 1999
- Erin P. Byrne**, *Clinical Instructor of Emergency Medicine* (2022).
B.S., Creighton University, 1996; M.D., St. George's University School of Medicine (West Indies), 2006
- Thomas M. Byrne**, *Assistant Clinical Professor of Pediatrics* (2017).
B.S., Creighton University, 1987; M.D., University of Nebraska Medical Center, 1991
- Monica Cabrera**, *Assistant Clinical Professor of Pediatrics* (2010).
B.S., University of the Philippines, 1987; M.D., University of the Philippines, 1993
- Jin Cai**, *Assistant Professor of Anesthesiology* (2009; 2010).
M.D., The Third Military Medical University (China), 1986; Ph.D., University of South Alabama College of Medicine, 1995
- Cicero Calderon**, *Assistant Clinical Professor of Pediatrics* (2005).
B.A., Wabash College, 1987; M.D., Indiana University, 1991
- Charles C. Camosy**, *Professor of Medical Humanities* (2022).
Ph.D., University of Notre Dame, 2008
- Rebekah A. Campbell**, *Assistant Professor of Surgery* (2018).
B.S., University of Texas at Arlington, 2007; M.D., St. George's University Medical School (West Indies), 2012
- Francisco J. Canales**, *Clinical Instructor of Emergency Medicine* (2023).
B.A., University of Arizona, 2009; M.A., Arizona State University, 2013; M.D., University of Arizona College of Medicine, 2018
- William G. Cance**, *Professor of Surgery* (2017).
B.S., Duke University, 1978; M.D., 1982
- David E. Cantu**, *Assistant Professor of Pathology* (2020).
M.D., Universidad Autonoma de Nuevo Leon (Mexico), 2009
- Jane Caplan**, *Assistant Clinical Professor of Psychiatry* (2012).
B.S./B.A., Loyola University-Chicago, 1995; M.D., Creighton University School of Medicine, 2001
- Jason P. Caplan**, *Professor of Psychiatry* (2008; 2015).
B.A., Brandeis University, 1997; M.A., Boston University, 1998; M.A., 2002
- Michael J. Carchedi**, *Assistant Clinical Professor of Medicine* (2022).
B.S.N., Norwich University, 2006; D.O., University of New England College of Osteopathic Medicine, 2013
- Stephan Cardon**, *Assistant Clinical Professor of Anesthesiology* (2012).
B.A., Brigham Young University, 1981; M.D., University of Arizona College of Medicine, 1986
- Warren Carll**, *Assistant Clinical Professor of Medicine* (2022).
B.S., Grand Canyon University, 2008; D.O., Arizona College of Osteopathic Medicine-Midwestern University, 2013
- Jane Carnazzo**, *Assistant Clinical Professor of Pediatrics* (2000).
B.S., Creighton University, 1982; M.D., Creighton University School of Medicine, 1986
- David Carpentieri**, *Associate Clinical Professor of Pathology* (2018).
M.D., Faculdade de Ciencias Medicas da Santa Casa (Brazil), 1985

Ashley N. Carroll, *Assistant Clinical Professor of Clinical Research and Public Health* (2024).

B.S., University of Nebraska Omaha, 2012; M.P.H., University of Nebraska Medical Center, 2018

Edward R. Carter, *Professor of Pediatrics* (2019).

AB, Princeton University, 1977; MD, Vanderbilt University Medical School, 1981

Jodi Carter, *Assistant Clinical Professor of Pediatrics* (2011).

B.A., Georgetown University, 1994; M.D., University of Arizona College of Medicine, 2000

Matthew J. Carter, *Assistant Clinical Professor of Pediatrics* (2020).

B.S., Brigham Young University, 2009; D.O., Rocky Vista University College of Osteopathic Medicine, 2014

Leah Casanave, *Special Instructor of Clinical Research and Public Health* (2022).

B.A., Creighton University, 2008; M.P.H., University of Kentucky, 2010; Dr.P.H., University of Kentucky,

Jayleen J. Casano, *Assistant Clinical Professor of Medical Humanities* (2022).

R.N., Jennie Edmundson School of Nursing, 1992; B.S.N., Arizona State University, 1996; M.B.A., Loyola University Graduate School of Business, 2001

Murray J. Casey, *Professor of Obstetrics & Gynecology* (1989).

A.B., University of Kansas, 1958; M.D., Georgetown University, 1962; M.A., Cardinal Stritch College, 1984; M.B.A., Marquette University, 1988

James Cashman, *Assistant Professor of Surgery* (2013; 2021).

BA, University of Texas Austin, 1988; MD, University of Texas at Houston Medical School, 1993

Ian L.S. Cassell, *Associate Clinical Professor of Radiology* (2019).

B.S., Purdue University, 1976; M.D. Medical College of Pennsylvania, 1986

Daniel Castellanos, *Professor of Psychiatry* (2023).

B.A., University of Miami, 1977; M.D., Pontificia Universidad Catolica Madre y Maestra (Dominican Republic), 1984

Mario Castellanos, *Assistant Professor of Obstetrics & Gynecology* (2011; 2014).

B.S., University of Houston, 2002; M.D., University of Texas Southwestern, 2006

Michael Castro, *Associate Clinical Professor of Medicine* (2021).

M.D., University of Puerto Rico School of Medicine (Puerto Rico), 1994

Amanda M. Cattelino, *Assistant Clinical Professor of Psychiatry* (2016).

B.S., Arizona State University, 1999; M.D., Albany Medical College, 2005

Stephen J. Cavalieri, *Professor of Pathology* (1987; 2010); *Professor of Medical Microbiology and Immunology* (1986; 2010).

B.S., California University of Pennsylvania, 1977; M.S., West Virginia University, 1979; Ph.D., 1981

Harry Cavanagh, *Assistant Clinical Professor of Anesthesiology* (2013).

B.A., University of Santa Clara, 1970; M.D., University of Colorado School of Medicine, 1974

Keren E. Cedillos, *Assistant Clinical Professor of Pediatrics* (2020).

B.S., University of Arizona, 1998; M.D., University of Arizona College of Medicine, 2004

James Cervantes, *Assistant Clinical Professor of Family Medicine* (2010).

M.D., University of Nebraska Medical Center, 1992

Roberto F. Cervantes, *Clinical Instructor of Psychiatry* (2019).

B.S.E.E., Arizona State University, 1993; M.D., Creighton University School of Medicine, 2013

Manuel E. Cevallos, *Assistant Professor of Medical Education* (2021).

M.D., Universidad Peruana Cayetano Heredia (Peru), 1990

Dennis A. Chakkalakal, *Special Associate Professor of Surgery* (1991; 2013).

B.Sc., Madras University (India), 1958; M.S., Marquette University, 1962; Ph.D., Washington University School of Medicine, 1968

Shalini Chaliki, *Assistant Professor of Medicine* (2022).

B.A., M.D., University of Missouri-Kansas City, 2017

Swathi Challa, *Assistant Professor of OB/GYN* (2019).

B.A., Emory University, 2004; D.O., Pikeville College of Osteopathic Medicine, 2010

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

B.S., University of Virginia, 1985; M.D., University of Nebraska College of Medicine, 1989

Claudia Chambers, *Associate Professor of Obstetrics & Gynecology* (2011; 2019).

B.S., McMaster University, 1995; M.D., SUNY Upstate Medical, 2001

Melissa A. Chambers, *Assistant Clinical Professor of Pediatrics* (2018).

B.S., Grand Canyon University, 2006; D.O., A.T. Still University, 2012

Linda Chambliss, *Assistant Professor of Obstetrics & Gynecology* (2008; 2011).

B.S.N., Duke University, 1973; M.D., Michigan State University, 1980; MPH, Johns Hopkins University, 2004

Saurabh Chandan, *Assistant Professor of Medicine* (2020).

M.D., St. George's University School of Medicine (West Indies), 2014

Justin D. Chandler, *Assistant Professor of Surgery* (2018).

B.S., Johns Hopkins University, 1992; B.S., Towson State University, 1999; M.D., Thomas Jefferson Medical College, 2003

Arthur J. Chang, *Assistant Clinical Professor of Pediatrics* (2022).

B.A., B.S., University of Rochester, 2009; M.D., SUNY at Buffalo School of Medicine, 2016

Steve Chang, *Clinical Instructor of Surgery* (2012; 2021).

B.S., Duke University, 1997; M.D., University of North Carolina School of Medicine, 2002

Edward A. Chaperon, *Associate Professor Emeritus of Medical Microbiology & Immunology* (1968; 2018).

B.S., LeMoyne College, 1957; M.S., Marquette University, 1959; Ph.D., University of Wisconsin-Madison, 1965

- Helen S. Chapple**, *Professor of Bioethics* (2007; 2019); *Professor of Medical Humanities* (2007; 2019).
B.A., George Washington University, 1971; A.D., Shenandoah University, 1987; M.A., University of Virginia, 1994; Ph.D., 2007
- Kristina M. Chapple**, *Associate Professor of Surgery* (2018).
B.A., Arizona State University; M.S., Ph.D.
- Edward S. Chartrand**, *Assistant Professor of Anesthesiology* (2015).
B.A., St. Louis University, 2006; M.D., University of Nebraska College of Medicine, 2010
- Sara Chauhan**, *Assistant Clinical Professor of Medicine* (2022).
B.Sc., McMaster University (Canada), 2008; M.D., Ross University (Dominica), 2012
- William A. Chavira Jr.**, *Associate Professor of OB/GYN* (2019).
B.A., The University of Arizona, 1992; M.D., The University of Arizona College of Medicine, 1996
- Reeti Chawla**, *Assistant Clinical Professor of Pediatrics* (2018).
B.A., SUNY-Stony Brook, 2003; M.D., 2007
- Juvet Che**, *Clinical Instructor of Psychiatry* (2020).
B.S., Grambling State University, 2006; M.D., University of Texas Medical Branch, 2012
- Larisa A. Che**, *Assistant Clinical Professor of Psychiatry* (2023).
B.A., University of Nebraska at Omaha, 2013; M.D., University of Nebraska Medical Center, 2017
- Benjamin P. Chen**, *Clinical Professor of Biomedical Sciences* (2023).
Ph.D., University of Wisconsin, 1983; M.Sc., University of Wisconsin; B.Sc., University of Wisconsin
- Weihua Chen**, *Assistant Professor of Psychiatry* (2022).
B.S., University of Arizona, 2006; M.S., Arizona State University, 2009; M.D., University of Arizona College of Medicine, 2017
- Xian-Ming Chen**, *Clinical Professor of Medical Microbiology & Immunology* (2007; 2021).
M.S., Shanxi Medical University (China), 1988; M.D., Hubei Medical University Xianning Medical School (China), 1985
- Yu-Ting Chen**, *Assistant Professor of Neurology* (2019).
M.D., Kaohsiung Medical University, 2009
- Lilia Cherkasskiy**, *Assistant Professor of Family Medicine* (2023).
B.A., Stanford University, 2008; Ph.D., Yale University, 2012
- David P. Cherney**, *Instructor of Anesthesiology* (2019).
B.S., University of Notre Dame, 2010; M.D., Creighton University School of Medicine, 2015
- David K. Chew**, *Assistant Clinical Professor of Surgery* (2021).
M.B.,B.S., National University of Singapore (Singapore), 1989
- Victoria T. Chew**, *Assistant Professor of Family Medicine* (2022).
B.S., B.A, University of California Santa Cruz, 2008; D.O., Western University of Health Sciences, College of Osteopathic Medicine of the Pacific, 2016
- Sheetal K. Chhaya**, *Assistant Professor of Medicine* (2020).
B.A., University of Pennsylvania, 1994; D.O., UMDNJ-School of Osteopathic Medicine, 1999
- Jessica Chiang**, *Assistant Clinical Professor of Pediatrics* (2023).
B.S., University of Illinois Urbana-Champaign, 2009; M.D., University of Illinois College of Medicine, 2014
- Terri-Ann Ching**, *Clinical Instructor of Medical Education* (2021).
B.S., University of Hawaii at Manoa, 2008; M.Sc., University of Hawaii at Manoa, 2010
- Michell L Chinga**, *Assistant Clinical Professor of Pediatrics* (2024).
M.D., Universidad Internacional del Ecuador (Ecuador), 2011
- Soumini Chintala**, *Assistant Clinical Professor of Pediatrics* (2019).
MBBS, G.S.L. Medical College (India), 2011
- Youngsoo Cho**, *Assistant Clinical Professor of Medicine* (2012).
B.S., Cornell University, 1993; M.D., Albert Einstein College of Medicine of Yeshiva University, 1999
- Joyce J Choi**, *Assistant Clinical Professor of Emergency Medicine* (2024).
B.S., Johns Hopkins University, 2009; M.D., Drexel University College of Medicine, 2017
- Kevin S. Choi**, *Assistant Clinical Professor of Neurology* (2013).
B.A., Northwestern University, 2011; M.D., University of Illinois College of Medicine, 2017
- Yon J. Chong**, *Assistant Clinical Professor of Psychiatry* (2019).
B.S., The Ohio State University, 2002; M.D. St. George's University School of Medicine (West Indies), 2011
- Yun Chong**, *Assistant Clinical Professor of Medicine* (2012).
B.S., Cornell University, 1988; M.D., University of Illinois, 1998
- Leah D. Chrisman**, *Assistant Professor of Medical Education* (2019).
B.S., Missouri State University, 2012; M.S., The Ohio State University, 2014; Ph.D., 2018
- Keith Christensen**, *Associate Professor of Medicine* (2008; 2011).
B.S., University of Iowa, 1990; Pharm.D., Creighton University, 1994
- Michelle R. Christensen**, *Clinical Instructor of Health Professions* (2020).
B.S., University of Nebraska-Omaha, 1997; MPAS, University of Nebraska Medical Center, 1999
- Eric R. Christianson**, *Clinical Instructor of Surgery* (2022).
B.A., Dakota Wesleyan University, 2012; M.D., University of South Dakota, Sanford School of Medicine, 2016
- Michael Christopher**, *Assistant Clinical Professor of Medicine* (2013).
B.S., Arizona State University, 1981; M.D., University of Arizona, 1986
- Keng-Yu Chuang**, *Associate Professor of Medicine* (2018; 2019).
B.A., Rutgers University, 1998; M.D., University of Medicine and Dentistry of New Jersey, 2004
- Veenod Chulani**, *Associate Clinical Professor of Pediatrics* (2018).
M.D., Ateneo de Davao University (Philippines), 1994
- Koteswara R. Chundu**, *Professor of Pediatrics* (2018).
M.B.,B.S., Guntur Medical College, 1981
- Erica K. Cichowski**, *Assistant Professor of Medicine* (2003; 2008).
B.A., Indiana University, 1996; M.D., Creighton University School of Medicine, 2000
- Clarence E. Clark**, *Associate Clinical Professor of Surgery* (2020).

B.A., University of Pennsylvania, 1999; M.D., Penn State University College of Medicine, 2004

B.S., Arizona State University, 1980; M.D., Georgetown University College of Medicine, 1985

Daxa Clarke, *Associate Clinical Professor of Pediatrics* (2012; 2022).

B.S., Texas A & M University, 1998; M.D., University of Texas Southwestern Medical School, 2003

Thomas J. Connolly, *Assistant Professor of Surgery* (2013).

B.S., Creighton University, 1986; M.D., Creighton University School of Medicine, 1990

Michael Clegg, *Assistant Clinical Professor of Radiology* (2016).

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

Christina Marie Conrad, *Assistant Clinical Professor of Pediatrics* (2020).

B.S., University of California-Davis, 2004; D.O., Des Moines University, College of Osteopathic Medicine, 2009

Robert Clemons Jr., *Assistant Clinical Professor of Family Medicine* (2011).

B.S., Iowa State University, 1978; M.D., University of Iowa College of Medicine, 1982

Stephanie Conrad, *Assistant Professor of Pediatrics* (2021).

B.A., Villanova University, 2004; M.S./D.O., Philadelphia College of Osteopathic Medicine, 2010

James Clifton S.J., *Assistant Professor of Medical Education* (2015).

M.Div., Jesuit School of Theology-Berkeley, 1982

Brian P. Conroy, *Assistant Clinical Professor of Surgery* (2017).

B.S., University of Nebraska Omaha, 1987; M.A., University of Connecticut, 1990; M.D., University of Nebraska Medical Center, 1995

Brent L. Clyde, *Assistant Professor of Surgery* (2020).

B.S., University of California-Los Angeles, 1988; M.D., Duke University School of Medicine, 1992

Tracy Contant, *Assistant Professor of Obstetrics & Gynecology* (2012).

B.A., Wesleyan University, 1986; M.D., Yale University, 1993

Kathryn E. Coan, *Associate Professor of Surgery* (2016; 2022).

B.S., University of New Mexico, 2004; M.D., University of New Mexico School of Medicine, 2009

Anna Cook, *Assistant Professor of Medicine* (2012).

B.S., University of Notre Dame, 2004; M.D., Creighton University School of Medicine, 2008

Lisa Ann Cobourn, *Assistant Professor of Psychiatry* (2018).

B.S., The Ohio State University, 1989; M.D., 1993

Curtis Cook, *Associate Professor of OB/GYN* (2021).

A.B., Wabash College, 1985; M.D., Indiana University School of Medicine, 1989

Daniela Cocco, *Assistant Professor of Surgery* (2021).

M.D., University of Cagliari (Italy), 2004

Craig S. Cookman, *Assistant Professor of Medicine* (2020).

B.A., University of Iowa, 2001; D.O., Des Moines University School of Osteopathic Medicine, 2014

Jason Cole, *Assistant Clinical Professor of Pediatrics* (2021).

B.S., University of Nebraska-Lincoln, 2008; M.D., University of Nebraska Medical Center, 2014

Dean V. Coonrod, *Professor of OB/GYN* (2018).

B.S., Seattle Pacific University, 1982; M.D., University of Washington School of Medicine, 1990

Lauren Cole, *Assistant Clinical Professor of Medicine* (2022).

B.S., University of Denver, 2007; M.D., University of Arizona College of Medicine, 2017

James T. Cooper, *Assistant Clinical Professor of Surgery* (2023).

B.A., University of Arizona, 1991; M.D., University of Arizona College of Medicine, 1995; M.H.A., University of Arizona Global Campus, 2021

Robert M. Coleman, *Assistant Clinical Professor of Psychiatry* (1999; 2024).

A.B., Harvard College, 1966; M.A., University of Nebraska, 1980; Ph.D., University of Nebraska, 1995

Kindra L. Cooper, *Assistant Clinical Professor of Medical Humanities* (2022).

B.A., University of Washington, 1998; M.P.A., The George Washington University, 2002; J.D., University of Washington, 2004; M.A., Loyola University of Chicago, 2018

Michael Collins, *Assistant Professor of Radiology* (2021).

B.S., Northern Arizona University, 2008; M.D., University of Arizona College of Medicine, 2013

Vasanth Coorg, *Assistant Clinical Professor of Pediatrics* (2019).

B.A., Cornell University, 2005; M.D., Texas A&M College of Medicine, 2009

Earle Collum, *Assistant Clinical Professor of Pathology* (2012).

B.S., University of South Carolina, 1974; M.D., University of South Carolina, 1979

Anna Cordova, *Assistant Professor of Anesthesiology* (2024).

B.A., Arizona State University, 2002; M.D., University of Arizona College of Medicine, 2008

Elizabeth M. Collyer, *Assistant Clinical Professor of Pediatrics* (2017).

B.A., Franklin & Marshall College, 2006; M.D., Pennsylvania State University College of Medicine, 2010

Patricia Cornejo, *Assistant Clinical Professor of Radiology* (2019).

M.D., Universidad Javeriana School of Medicine, 2002

Geoffrey B. Comp, *Assistant Professor of Emergency Medicine* (2019; 2020).

B.S., University of Arizona, 2009; D.O., Kansas City University of Medicine and Biosciences, 2015

Santiago M. Cornejo, *Assistant Clinical Professor of Radiology* (2016).

B.S., Arizona State University, 2000; M.D., The University of Arizona College of Medicine, 2006

Michael Compitello, *Assistant Clinical Professor of Medicine* (2021).

B.M., Peabody Conservatory of Music, 2007; M.M., Yale University School of Music, 2009; M.M.A., 2012; D.M.A., 2016

Ricardo R. Correa, *Associate Clinical Professor of Medicine* (2018).

Mary J. Connell, *Associate Professor of Radiology* (2018).

M.D., University of Panama (Panama), 2006

Sandra E. Correa, *Clinical Instructor of Medical Humanities* (2021).

B.A., University of the Sacred Heart (Puerto Rico), 1996; M.A., Iowa State University, 2000; Ph.D., Arizona State University, 2010

Amy J. Cosimano, *Assistant Professor of Family and Community Medicine* (2005; 2010).

B.S., University of Nebraska Medical Center, 1987; B.S.N., Creighton University, 1995; M.S.N., University of Nebraska Medical Center, 2005; Ed.D., College of St. Mary, 2010

Mary L. Cost, *Assistant Professor of Psychiatry* (2018).

B.S., Louisiana State University, 1993; Psy.D., Argosy University/Arizona School of Professional Psychology, 2004

John Cote, *Assistant Clinical Professor of Obstetrics & Gynecology* (2005).

B.S., Loyola Marymount University, 1991; M.D., Creighton University School of Medicine, 1997

Jason Couch, *Assistant Clinical Professor of Pediatrics* (2023).

B.S., Arizona State University, 2007; D.O., Arizona College of Osteopathic Medicine, 2011

Andrew M. Coughlin, *Associate Professor of Surgery* (2016; 2020).

B.S., Nebraska Wesleyan University, 2004; M.D., University of Nebraska College of Medicine, 2008

David Coulson, *Clinical Instructor of Surgery* (2015).

B.S., Arizona State University, 2003; O.D., Pacific University College of Optometry, 2007

Don Coulter, *Clinical Professor of Pediatrics* (2011; 2022).

B.S., Virginia Polytechnic Institute & State University, 1994; M.D., University of Arizona College of Medicine, 2002

Sarah Counts, *Assistant Clinical Professor of Surgery* (2023).

B.S., University of Connecticut, 2005; D.O., University of New England College of Osteopathic Medicine, 2010

Alicia L. Cowdrey, *Assistant Professor of Psychiatry* (2018).

B.S., University of Arizona, 2001; M.D., 2012

Christian W. Cox, *Associate Professor of Radiology* (2021).

B.S., University of Washington, 1998; M.D., Georgetown University School of Medicine, 2002

Elizabeth D. Cox, *Assistant Professor of OB/GYN* (2018; 2020).

B.A., University of Kansas, 1998; M.D., University of Kansas School of Medicine, 2003

Allison Crain, *Assistant Professor of Family Medicine* (2016).

B.S., The University of Arizona, 2007; M.D., The University of Arizona, 2012

Jonathan Cramer, *Assistant Clinical Professor of Pediatrics* (2014).

B.S., Creighton University, 2002; M.D., University of Nebraska Medical Center, 2006

Kathryn A. Crane, *Assistant Clinical Professor of Anesthesiology* (2024).

B.A., Brown University, 2003; M.D., Loyola University Stritch School of Medicine, 2012

Robert O. Creek, *Professor Emeritus of Biomedical Sciences* (1964; 2002).

B.S., University of Illinois at Urbana-Champaign, 1950; M.S., University of Southern Illinois, 1955; Ph.D., Indiana University-Bloomington, 1960

Susan R. Criswell, *Clinical Professor of Neurology* (2023).

B.S., University of Nebraska-Lincoln, 1997; M.D., University of Nebraska Medical Center, 2001; M.S., C.I., Washington University, 2009

David J. Crockett, *Assistant Clinical Professor of Surgery* (2023).

B.S., Brigham Young University, 2004; M.D., Texas A&M University, College of Medicine, 2008

Patrick Cronican, *Assistant Clinical Professor of Family Medicine* (2010).

B.S., Creighton University, 1984; M.D., Creighton University School of Medicine, 1988

David Crotzer, *Assistant Clinical Professor of Obstetrics & Gynecology* (2007; 2013).

B.S., University of Tulsa, 1994; M.D., Indiana University School of Medicine, 1998

Christopher K. Crowe, *Assistant Professor of Emergency Medicine* (2018).

B.S., University of Arizona, 2005; M.D., 2011

Daniel J. Cucher, *Assistant Clinical Professor of Surgery* (2019; 2021).

B.A., University of Arizona, 2002; M.D., University of Arizona College of Medicine, 2010; M.S., University of Arizona Health Sciences, 2014

Bo Cui, *Assistant Clinical Professor of Medicine* (2021).

M.D., Saba University (The Netherlands), 2012

Bruce Culbertson, *Assistant Professor of Obstetrics & Gynecology* (2012; 2017).

B.S., University of California-Irvine, 1985; M.D., Medical College of Virginia, 1990

Diane Cullen, *Clinical Professor of Biomedical Sciences* (2012; 2017); *Clinical Professor of Medicine* (1989; 2017).

B.S., State University of New York, 1976; M.S., Western Illinois University, 1977; Ph.D., University of Wisconsin-Madison, 1989

Miriam Cummings, *Assistant Clinical Professor of Medicine* (2012).

B.S., Xavier University, 1987; M.D., The Ohio State University College of Medicine and Public Health, 1991

Deadre L. Currie, *Instructor of OB/GYN* (2022).

B.S., Creighton University, 2007; B.S.N., University Denver Anschutz Medical Campus, 2011; M.S.N., Frontier Nursing University, 2016

Jeffrey M. Curtis, *Associate Professor of Family Medicine* (2015; 2019).

B.A., Brigham Young University, 1989; MPH, University of Arizona, 1997; M.D., Uniformed Services University of Health Sciences, 1993

Stuart H. Curtis, *Clinical Instructor of Pediatrics* (2020).

B.S., University of Utah, 2009; M.D., University of Utah, 2014

Rachel E. Cushing, *Assistant Professor of Health Professions* (2020; 2021).

B.S., University of Nebraska-Lincoln, 2003; M.P.A.S., PA-C, Rosalind Franklin University of Medicine, 2006

Robert A. Cusick, *Professor of Surgery* (2001; 2021).

B.A., Creighton University, 1987; M.D., University of Nebraska Medical Center, 1992

Brian R. Czarkowski, *Assistant Professor of Surgery* (2023).

B.A., Indiana University, 2010; M.S., Indian University-Purdue University, 2011; M.D., Ross University School of Medicine (Barbados), 2016

Maureen M. D'Angelo, *Assistant Clinical Professor of Emergency Medicine* (2022).

B.S., Northwestern University, 2008; M.D., University of Iowa, 2012

Daniel L. DaSilva, *Assistant Professor of Radiology* (2020).

B.A., University of California-Berkeley, 2004; M.D., Georgetown University School of Medicine, 2010

Fayez Daaboul, *Assistant Professor of Pathology* (2023).

M.B.B.Ch., MISR University for Science and Technology (Egypt)

William D. Dachman, *Associate Professor of Medicine* (2018).

B.S., University of Illinois, 1982; M.D., 1986

M. Olunmi Dada, *Assistant Clinical Professor of Family Medicine* (2015); *Assistant Clinical Professor of Family Medicine*.

M.B.,B.S., College of Medicine, University of Lagos, 1977

Gina M. Dado, *Assistant Professor of Obstetrics & Gynecology* (2014).

B.S., Illinois Benedictine College, 1988; M.D., Loyola University Chicago-Stritch School of Medicine, 1992

Khagendra Dahal, *Assistant Professor of Medicine* (2020).

M.B.,B.S., Institute of Medicine, Tribhuvan University (India), 2006

Peter M. Daher, *Assistant Clinical Professor of Emergency Medicine* (1996; 2005).

B.S., St. Lucia College, 1985; M.D., Spartan Health Science University, St. Lucia, 1988

Katharine C Dahl, *Assistant Clinical Professor of Medicine* (2018).

B.A., Duke University, 1992; M.D., Columbia University College of Physicians and Surgeons, 2001

Erin L. Dahlke, *Assistant Clinical Professor of Medicine* (2023).

B.S., Concordia University, 2000; D.O., Rocky Vista University College of Osteopathic Medicine, 2012

Heather J. Dalton, *Assistant Professor of OB/GYN* (2019; 2024).

B.S., The College of Charleston, 2004; M.D., University of South Carolina School of Medicine, 2008; M.S., The University of Texas Graduate School of Biomedical Sciences, 2014

Heidi J. Dalton, *Clinical Professor of Pediatrics* (2024).

B.S., Michigan State University, 1978; M.S., Michigan State University, 1981; M.D., Wayne State University, 1985

Jonathan L. Dameworth, *Assistant Professor of Surgery* (2021).

B.S., Colorado State University, 2009; M.S., Colorado State University, 2010; M.D., Creighton University School of Medicine, 2015

Ioana C. Danci, *Assistant Professor of OB/GYN* (2021; 2024).

B.S., Andrews University, 2013; M.D., Loma Linda University School of Medicine, 2017

David A. Danford, *Clinical Professor of Pediatrics* (1995; 2004).

B.S., MIT, 1974; M.D., Stanford University, 1978

Jessica K. Daniels, *Assistant Clinical Professor of Pathology* (2019).

Laura M. Danielson, *Assistant Professor of Neurology* (2020).

B.S., University of Minnesota, 2011; M.D., University of South Dakota, 2015

Alissa R. Darden, *Assistant Clinical Professor of Pediatrics* (2019).

B.A., Wellesley College, 2002; M.D., The Johns Hopkins University School of Medicine, 2006

Beth A. Darling, *Assistant Professor of Psychiatry* (2018).

B.A., Arizona State University, 2004; D.O., Midwestern University, 2013

Ananya Das, *Professor of Medicine* (2015).

M.B.,B.S., Silchar Medical College (India), 1987

Allan Daskal, *Assistant Professor of Anesthesiology* (2021).

B.A., Yeshiva University, 2002; M.D., Albert Einstein College of Medicine, 2007

Joan Daughton, *Assistant Clinical Professor of Psychiatry* (2009; 2012).

B.S., Loyola University Chicago, 1999; M.D., Loyola University Stritch School of Medicine, 2003

Harikrishna Dave, *Assistant Professor of Pathology* (2018).

M.B.,B.S., Gujarat University, 1979

Katherine P. Davenport, *Assistant Clinical Professor of Surgery* (2020).

B.S., Texas A&M University, 2000; M.D., University of Texas Health Sciences Center, 2005

Mary S. Davey, *Assistant Professor of Radiology* (2005; 2007).

B.A., University of Nebraska, 1982; M.D., University of Nebraska Medical Center, 1990

Patrick H. David, *Assistant Professor of Anesthesiology* (2019).

B.A., University of California-Berkeley, 1987; M.D., Uniformed Services University of Health Sciences, 1991

Timothy S. Davie, *Assistant Professor of Emergency Medicine* (2018).

B.S., Brigham Young University, 2007; M.D., University of San Diego School of Medicine, 2012

Babette W. Davis, *Clinical Instructor of Emergency Medicine* (2018).

B.S., Bates College, 2001; M.S., Tufts University, 2004; MPH, 2010; D.O., University of New England College of Osteopathic Medicine, 2014

John Davis, *Assistant Clinical Professor of Surgery* (2021).

B.S., University of Illinois at Champaign-Urbana, 2010; M.D., Medical College of Wisconsin, 2014

Karole M. Davis, *Assistant Professor of Surgery* (2018).

B.S., Arizona State University, 2000; M.D., University of St. Eustatius School of Medicine (Netherlands), 2006

Roy Davis, *Assistant Clinical Professor of Pathology* (2012).

M.D., University of Witwatersrand (South Africa), 1970

Trent W. Davis, *Assistant Clinical Professor of Radiology* (2022).

B.A., Bethany College, 2009; M.D., University of Kansas School of Medicine, 2013

John M Davitt, *Assistant Professor of OB/GYN* (2022).

B.S., B.S., Boston University, 2011; M.D., Marshall University Joan C. Edwards School of Medicine, 2015

Amanda Dawson, *Assistant Clinical Professor of Surgery* (2019; 2022).

B.S., Creighton University, 2009; M.D., 2013

Michael G. Dawson, *Assistant Clinical Professor of Pediatrics* (2012).
B.A., Creighton University, 2004; M.D., Creighton University School of Medicine, 2008

Daniel J. DeFreece, *Assistant Clinical Professor of Family Medicine* (2023).
B.S., Nebraska Wesleyan University, 1989; M.D., University of Kansas School of Medicine, 1993

Austin N. DeHart, *Assistant Clinical Professor of Pediatrics* (2020).
B.S., The University of Texas at Austin Cockrell School of Engineering, 2009; M.D., Virginia Commonwealth University Health System, School of Medicine, 2013

Jessica DeMarco, *Clinical Instructor of Neurology* (2015).
Ed.S., University of Nebraska-Kearney, 2005; Psy.D., Forest Institute of Professional Psychology, 2011

Peter DeMarco, *Associate Clinical Professor of Surgery* (1970; 1976).
M.D., Creighton University School of Medicine, 1962

Jacob T. DeMenna, *Assistant Professor of Psychiatry* (2021).
B.A., Barrett Honors College, 2012; M.D., University of Arizona College of Medicine, 2016

Zachary S. DePew, *Associate Professor of Medicine* (2014; 2019).
B.A., B.S., University of Nevada, 2002; M.D., Creighton University, 2007

Franklin DeVries, *Assistant Clinical Professor of Obstetrics & Gynecology* (2011).
B.S., Creighton University, 1981; M.D., University of Nebraska Medical Center, 1987

Bradley DeVrieze, *Associate Professor of Medicine* (2013; 2024).
B.S., Northern Illinois University, 2004; M.D., Medical College of Wisconsin, 2009

Michael Debo, *Assistant Professor of Medicine* (2017).
B.S., SUNY Buffalo, 2006; M.S., Roswell Park, 2008; D.O., Midwestern University, 2012

Brian D. Dedinky, *Assistant Clinical Professor of Family Medicine* (2016).
M.D., Creighton University School of Medicine, 1990

James A. Deer, *Assistant Professor of Medicine* (2014).
B.S., University of Arizona, 2005; M.D., University of Arizona College of Medicine, 2009

Lyndsay Ann Deeter, *Assistant Professor of Surgery* (2024).
B.A., Creighton University, 2003; M.S., Creighton University, 2004; M.D., Creighton University School of Medicine, 2009

Vikram Deka, *Assistant Professor of Surgery* (2017; 2021).
B.A., The University of Texas at Austin, 2000; M.D., Texas A&M University College of Medicine, 2005

Adrienne Dekarske, *Assistant Clinical Professor of Radiology* (2022).
B.A., St. Olaf College, 2003; M.P.H., Emory University, 2005; M.D., University of Minnesota, 2009

Paul Anthony Del Prado, *Associate Professor of Surgery* (2018; 2024).
B.S., University of the Philippines, 2003; M.D., University of Santo Tomas (Philippines), 2007

Michael G. DelCore, *Professor of Medicine* (1988; 2012).
B.S., Creighton University, 1979; M.D., Creighton University School of Medicine, 1983

Paul J. DelPorto, *Assistant Professor of Surgery* (2014).
B.S., Gannon University, 1998; M.D., Drexel University College of Medicine, 2003

Abigail A. Delaney, *Assistant Clinical Professor of OB/GYN* (2019).
B.S., Creighton University, 2005; M.D., University of Nebraska Medical Center, 2009

Jeffrey Delaney, *Clinical Professor of Pediatrics* (2009; 2022).
B.A., University of Minnesota-Morris, 1990; M.D., Creighton University School of Medicine, 1994

Harold DelasAlas, *Assistant Clinical Professor of Medicine* (2013).
B.S., University of Houston, 2000; Pharm.D., University of Houston, 2000; M.D., University of Texas Medical Branch, College of Medicine, 2008

Damon M. Dell'Aglio, *Assistant Clinical Professor of Emergency Medicine* (2024).
B.A., John Hopkins University, 1995; M.D., State University of New York, 1999

Joan Delto, *Associate Professor of Urology* (2018; 2024).
B.A., University of Southern California, 2001; M.D., John A. Burns School of Medicine, 2009

Tami D. DenOtter, *Associate Professor of Radiology* (2014; 2024).
B.S., University of Nebraska-Lincoln, 1996; M.D., University of Nebraska Medical Center, 2002

Nathan Dennison, *Instructor of Medicine* (2021).
B.S., Grand Canyon University, 2012; D.O., Midwestern University Arizona College of Osteopathic Medicine, 2018

Danica C. Denton, *Assistant Clinical Professor of Psychiatry* (2015).
B.S., University of Arizona, 2004; D.O., Arizona College of Osteopathic Medicine, 2009

Nima Desai, *Assistant Clinical Professor of Pediatrics* (2020).
B.A., Tufts University, 2005; M.D., Tufts University School of Medicine, 2009

Sudhen Desai, *Associate Clinical Professor of Radiology* (2022).
B.S., Rensselaer Polytechnic Institute, 1995; M.D., Albany Medical College, 2000

Alka Desai-Buechler, *Assistant Clinical Professor of Pediatrics* (2000).
B.S., Wesleyan University, 1989; M.D., University of Nebraska Medical Center, 1993

Anand Deshmukh, *Assistant Clinical Professor of Medicine* (2021).
M.B., B.S., Grant Medical College (India), 2001

Daniel Desjardins, *Assistant Clinical Professor of Family Medicine* (2021).
B.S., Queen's University (Canada), 2012; M.D., Saint James School of Medicine (Anguilla), 2017

Christopher J. Destache, *Professor of Pharmacy Practice* (1984; 2006);
Professor of Medicine (1990; 2006); *Professor of Medical Microbiology and Immunology* (1997; 2006).
Pharm.D., Creighton University, 1984

- Raghu V. Devabhaktuni**, *Assistant Professor of Psychiatry* (2020).
M.B.,B.S., Guntur Medical College (India), 1980
- Naresh A. Dewan**, *Professor of Medicine* (1980; 2001).
B.S., Government Science College (India), 1969; M.B.,B.S., Nagpur University (India), 1975
- Vijay Dewan**, *Assistant Clinical Professor of Psychiatry* (2007).
M.B.,B.S., AFMC Medical College (India), 1981
- Namita Dhiman**, *Assistant Clinical Professor of Psychiatry* (2020).
M.B.,B.S., Indira Gandhi Medical College Shimla (India), 2006
- Michelle O DiBaise**, *Professor of Health Sciences* (2024).
B.S., University of Nebraska Medical Center, 1990; MPAS, University of Nebraska Medical Center, 1998; DHSc, AT Still University, 2014
- Maria R. DiLeo**, *Assistant Professor of OB/GYN* (2019).
B.S., University of Arizona, 2002; M.D., University of Arizona College of Medicine, 2007
- Gina DiRenzo-Coffey**, *Assistant Clinical Professor of Pediatrics* (2005).
B.S., University of Notre Dame, 1992; M.D., Duke University, 1996
- Aidnag Diaz**, *Professor of Radiology* (2019).
B.S., Columbia University, School of Engineering and Applied Sciences, 1981; M.D., Columbia University, College of Physicians and Surgeons, 1988
- Nabil Dib**, *Professor of Medicine* (2020).
M.D., Damascus University School of Medicine (Syria), 1986
- Shane D. Dieckman**, *Assistant Clinical Professor of Radiology* (2020).
B.S., Nebraska Wesleyan University, 1996; D.O., Des Moines University School of Osteopathic Medicine, 2000
- Mark J. Diercks**, *Associate Clinical Professor of Psychiatry* (1984; 1992).
B.S., Creighton University, 1977; M.D., Creighton University School of Medicine, 1981
- Nicholas Dietz**, *Associate Professor of Pathology* (2011; 2017).
B.A., St. Louis University, 2002; M.D., University of Nebraska Medical Center, 2006
- Matthew F. Dilisio**, *Associate Clinical Professor of Surgery* (2014; 2022).
B.A., St. Louis University, 2004; M.D., St. Louis University School of Medicine, 2008
- Kevin L. Dilworth S.J.**, *Assistant Professor of Medical Education* (2016).
B.A., Loyola Marymount University, 1977; S.T.B., M.Div. Regis College, University of Toronto, 1984; S.T.M., Regis College, University of Toronto, 1985
- Claudia Dima**, *Assistant Professor of Medicine* (2011).
M.D., Carol Davila University of Medicine and Pharmacy (Romania), 1989
- Sara Dimeo**, *Assistant Clinical Professor of Emergency Medicine* (2023).
B.A., University of Minnesota, 2008; M.D., The George Washington School of Medicine, 2014
- Megan K. Dishop**, *Clinical Professor of Pediatrics* (2019).
B.S., Duke University, 1993; M.D., Wake Forest, Bowman Gray School of Medicine, 1997
- Megan Dixon**, *Assistant Clinical Professor of Medicine* (2018).
M.D., University of North Dakota School of Medicine, 2003
- Megan Beth Dixon**, *Assistant Clinical Professor of Medicine* (2022).
M.D., University of North Dakota School of Medicine, 2003
- Robert M. Dixon**, *Assistant Professor of Surgery* (2018).
M.D., Medical College of Virginia, Virginia Commonwealth University School of Health Sciences, 1981
- Pooja Doehrman**, *Assistant Professor of OB/GYN* (2019).
B.A., University of Virginia, 2007; M.P.H., George Washington University, 2007; M.D., Michigan State University College of Human Medicine, 2011
- Carolyn M. Doherty**, *Assistant Clinical Professor of Obstetrics & Gynecology* (1996).
M.D., University of South Dakota School of Medicine, 1986
- Patrick J. Doherty**, *Assistant Clinical Professor of Pediatrics* (2003; 2007).
B.S., University of Wyoming, 1984; M.D., Creighton University School of Medicine, 1992
- Tamara Dolphens**, *Special Assistant Professor* (2021).
B.S., University of Nebraska-Lincoln, 2002; M.P.A.S., University of Nebraska Medical Center, 2004
- Stephen Dolter**, *Assistant Clinical Professor of Pediatrics* (2011).
B.A., University of St. Thomas, 1996; M.D., University of Iowa College of Medicine, 2004
- Maria Dominguez**, *Clinical Instructor of Medical Humanities* (2021).
B.A., Universidad Complutense de Madrid (Spain), 1997; M.A., Arizona State University, 2008; Ph.D., Arizona State University, 2020
- Laura A. Don**, *Assistant Professor of Psychiatry* (2018).
M.D., University of Witwatersrand Medical School, 1990
- Edward Donahue**, *Assistant Clinical Professor of Surgery* (2008).
B.S., Villanova, 1970; M.S., University of Illinois, 1982; M.D., Temple Medical, 1979
- Matthew A. Donahue**, *Associate Clinical Professor of Clinical Research and Public Health* (2022).
B.Sc., Iowa State University, 2012; M.D., University of Iowa Carver College of Medicine, 2016
- Carla L. Dormer**, *Assistant Clinical Professor of Anesthesiology* (2022).
B.S., University of Central Florida, 1999; M.D., University of Arizona College of Medicine, 2006
- Michelle Dorsey**, *Assistant Professor of Radiology* (2020).
B.A., University of Wisconsin-Madison, 1997; M.D., University of Wisconsin-Madison School of Medicine, 2001
- Gaelle E. Doucet**, *Associate Clinical Professor of Pharmacology and Neuroscience* (2021).
Ph.D., University of Caen (France), 2010
- Frank J. Dowd Jr.**, *Professor Emeritus of Pharmacology* (1976; 2011); *Professor Emeritus of Oral Biology* (1985; 2011).
B.A., Maryknoll Seminary, 1961; D.D.S., Creighton University, 1969; Ph.D., Baylor University, 1975
- Marley A. Doyle**, *Assistant Clinical Professor of Psychiatry* (2017).

- B.S., Truman State University, 2006; M.D., Creighton University School of Medicine, 2010
- Gregg A. Drabek**, *Assistant Clinical Professor of Surgery* (2014).
B.S., Dakota Wesleyan University, 1979; M.D., University of South Dakota, 1987
- Patricia Drace**, *Instructor of Surgery* (2018).
B.A., Colorado College, 2003; M.D., Medical College of Wisconsin, 2011
- Carol A. Drake**, *Assistant Clinical Professor of Surgery* (1986; 2014).
B.S., University of Nebraska, 1977; M.D., University of Nebraska Medical Center, 1981
- Jamie A. Drake**, *Assistant Clinical Professor of Pediatrics* (2011; 2016).
B.A., Wayne State College, 2004; M.D., University of Nebraska Medical Center, 2008
- Mary K. Drake**, *Assistant Professor of Radiology* (2020).
B.S., University of Nebraska-Lincoln, 1995; M.D., University of Nebraska Medical Center, 1999
- Kristen M. Drescher**, *Professor of Medical Microbiology & Immunology* (1999; 2011).
B.S., University of New Hampshire, 1983; M.S., University of Lowell, 1990; Ph.D., Johns Hopkins University, 1995
- David J. Drewitz**, *Assistant Clinical Professor of Medicine* (2014).
B.S., University of Wisconsin, 1986; M.D., Medical College of Wisconsin, 1990
- Vesislav V. Drincic**, *Assistant Professor of Medicine* (2004; 2006).
M.D., University of Belgrade (Yugoslavia), 1989
- David M. Driscoll**, *Clinical Instructor of Psychiatry* (2022).
B.A., University of the South, 2000; M.S., University of Memphis, 2003; Ph.D., University of Iowa, 2009
- Ralph Drosten**, *Professor of Radiology* (2011; 2016).
M.D., University of Witwatersrand (South Africa), 1992
- Robert C. Drvol Jr.**, *Assistant Clinical Professor of Medicine* (2001).
B.S., University of Nebraska-Lincoln, 1991; M.D., University of Nebraska Medical Center, 1995
- Aobo Du**, *Assistant Clinical Professor of Family and Community Medicine* (2022).
B.S., Binghamton University, State University of New York, 2012; M.D., New York Medical College, 2017
- Andrew C. Duarte**, *Assistant Professor of Radiology* (2020).
B.S., Arizona State University, 2002; M.D., University of Arizona College of Medicine, 2009
- Samuel Dubrow**, *Assistant Professor of Surgery* (2014).
B.A., Colby College, 2002; M.D., Creighton University School of Medicine, 2007
- Jalal M. Dufani**, *Instructor of Medicine* (2021).
MBBCH, Tripoli University (Libya), 2009
- Jacob Duncan**, *Instructor of Surgery* (2020).
B.S., Southern Oregon University, 2010; D.O., Western University of Health Sciences, College of Osteopathic Medicine of the Pacific, 2014
- Robert W. Dunlay**, *Professor of Medicine* (1994; 2009); *Dean, School of Medicine* (2013).
B.S., Creighton University, 1977; M.D., Creighton University School of Medicine, 1981
- Ryan P. Dunn**, *Assistant Clinical Professor of Family Medicine* (2021).
B.A., Lawrence University, 2010; D.O., Des Moines University, 2016
- Anthony M. Dunnigan**, *Assistant Professor of Medicine* (2019).
B.S., University of Washington, 1993; M.D., Uniformed Services University of the Health Sciences
- J. Douglas Dunning**, *Assistant Clinical Professor of Family Medicine* (2021).
B.S., Creighton University, 1980; M.D., Creighton University School of Medicine, 1984
- James Dupey**, *Assistant Clinical Professor of Medical Humanities* (2021).
B.A., Cascade College, 2005; M.A., Eastern Washington University, 2010; Ph.D., Arizona State University, 2018
- Ashton W. Dykert**, *Assistant Clinical Professor of Anesthesiology* (2017).
B.S., Arizona State University, 2008; M.D., Saint Louis University School of Medicine, 2012
- Brittany G. Ebbing**, *Assistant Clinical Professor of Pediatrics* (2024).
B.S., Barrett, The Honors College at Arizona State University, 2013; M.P.H., University of Arizona School of Public Health, 2017; M.D., University of Arizona College of Medicine, 2017
- Stephen Ebers**, *Assistant Clinical Professor of Pediatrics* (2021).
B.S., University of Nebraska-Lincoln, 2012; M.D., University of Nebraska Medical Center, 2016
- Gregory G. Eckert**, *Assistant Clinical Professor of Radiology* (2015).
B.S., Creighton University, 1991; M.D. Creighton University School of Medicine, 1995
- Kaleo Ede**, *Assistant Clinical Professor of Pediatrics* (2012).
B.A., Occidental College, 1997; M.D., University of Hawaii, 2001
- Christopher W. Edwards**, *Assistant Clinical Professor of Pediatrics* (2021).
B.A./M.D., University of Missouri-Kansas City, 2008
- John C. Egan**, *Assistant Clinical Professor of Pediatrics* (2013).
B.S., University of Notre Dame, 1991; M.D., Loyola University of Chicago Stritch School of Medicine, 1995
- John D. Egan**, *Professor Emeritus of Medicine* (1954; 1970).
B.A., University of Rochester, 1945; M.D., University of Buffalo, 1949
- Matthew K. Egbert**, *Associate Clinical Professor of Psychiatry* (1995; 2019).
B.A., University of Nebraska-Lincoln, 1984; M.D., University of Nebraska Medical Center, 1989
- Obinna Egbo**, *Assistant Clinical Professor of Medicine* (2022).
M.D., University of Nigeria College of Medicine and Dentistry (Nigeria), 1994
- Michael L. Egger**, *Assistant Clinical Professor of Psychiatry* (2019).
B.A., University of Nebraska-Lincoln, 1971; M.D., University of Nebraska College of Medicine, 1974

- Claudine J. Egol**, *Assistant Clinical Professor of Psychiatry* (2018).
B.S., Binghamton University, 2000; M.D., Creighton University School of Medicine, 2009
- Moneeb Ehtesham**, *Associate Professor of Neurology* (2022).
M.D., The Aga Khan University Medical College, 1999
- Chad A. Eicher**, *Assistant Clinical Professor of Radiology* (2014).
B.S., University of Nebraska-Lincoln, 1996; M.D., University of Nebraska Medical Center, 2001
- Lewis Eirinberg**, *Assistant Clinical Professor of Family Medicine* (2013).
- Deepali D. Eksambe**, *Assistant Professor of Pediatrics* (2018).
M.B., B.S., B.J. Medical College and Sassoon Hospitals, 1994
- Rima El-Herte**, *Assistant Professor of Medicine* (2021).
M.D., Lebanese University, Faculty of Medical Sciences and School of Medicine (Lebanon), 2007
- Rachel E. Eliason**, *Instructor of Obstetrics and Gynecology* (2020).
B.S., Dalhousie University (Canada), 2010; M.D., Tufts University School of Medicine, 2015
- Michelle Elieff**, *Assistant Clinical Professor of Pathology* (2012).
B.A., Indiana University, 1995; M.D., Indiana University School of Medicine, 1999
- Mohammed Elkhwad**, *Associate Professor of Pediatrics* (2021).
M.D., University of Khartoum, School of Medicine (Sudan), 1993
- Steven T. Ellefson**, *Assistant Clinical Professor of Radiology* (2022).
B.S., Oregon State University, 2014; M.S., University of Wisconsin, 2016
- Andrew B. Elliott**, *Resident Assistant Professor of Medicine* (2020).
B.S., Samford University, 2010; D.O., Lincoln Memorial University-DeBusk College of Osteopathic Medicine, 2014
- Erik G. Ellsworth**, *Assistant Clinical Professor of Pediatrics* (2020).
B.S., University of Arizona, 1999; M.D., Mayo Clinic School of Medicine, 2003
- Marc A Ellsworth**, *Assistant Clinical Professor of Medicine* (2021).
B.S., Brigham Young University, 2006; M.D., University of Rochester School of Medicine
- Diane Elmore**, *Assistant Clinical Professor of Emergency Medicine* (2019).
B.A., Arizona State University, 1978; M.D., University of Arizona College of Medicine, 1984
- Carol J. Elnicky**, *Assistant Professor of Family Medicine* (2021).
B.S., Bob Jones University, 1993; M.D., Wake Forest University, 1997
- Salaheddin A. Elrokhsi**, *Assistant Clinical Professor of Pediatrics* (2018).
M.B.B.Ch., Al Fateh University of Medical Sciences (Libya), 1998
- Gary N. Elsasser**, *Professor of Pharmacy Practice* (1981; 2010); *Professor of Family Medicine* (1996; 2011).
Pharm.D., University of Nebraska Medical Center, 1980
- Alisandrea N. Elson**, *Assistant Clinical Professor of Psychiatry* (2023).
BA, Creighton University, 2010; MD, Creighton University School of Medicine, 2018
- Joel D. Elson**, *Assistant Clinical Professor of Radiology* (2014).
B.S., University of Nebraska at Kearney, B.S.; M.D., University of Nebraska Medical Center, M.D.
- James Elston**, *Associate Clinical Professor Emeritus of Obstetrics & Gynecology* (1984; 2006).
M.D., Creighton University School of Medicine, 1959
- Lenore S. Encinas**, *Assistant Professor of Family Medicine* (2018).
B.S., The University of Arizona, 1996; M.D., 2001
- Richard Engel**, *Associate Clinical Professor of Pediatrics* (2011; 2018).
B.A., University of Philadelphia, 1998; M.D., New York University School of Medicine, 2002
- Candace P. Engelhardt**, *Assistant Clinical Professor of Pediatrics* (2020).
B.S., University of Arizona, 2003; M.D., University of Arizona Medical School, 2009
- Kevin P. Engelhardt**, *Assistant Clinical Professor of Pediatrics* (2019).
B.S., University of Arizona College of Medicine, 2006; M.D., 2010
- Melissa England**, *Assistant Clinical Professor of Pediatrics* (2016; 2022).
B.S., University of Nebraska - Lincoln, 2008; M.D., University of Nebraska Medical Center, 2012
- Cassie A. H. Eno**, *Associate Professor of Medical Education* (2015; 2024); *Associate Professor of Medical Humanities* (2015; 2024).
B.A., Simpson College, 2006; ; M.A., University of Alabama, 2008;; Ph.D., 2010
- Nicolas Enriquez**, *Assistant Clinical Professor of Emergency Medicine* (2023).
B.S., University of Arizona, 2010; M.D., Drexel University College of Medicine, 2016
- Michael L. Epter**, *Professor of Emergency Medicine* (2018).
B.S., Adelphi University, 1991; D.O., New York College of Osteopathic Medicine, 1995
- Christopher Erickson**, *Clinical Professor of Pediatrics* (2002; 2010).
B.S., Nebraska Wesleyan University, 1980; M.D., University of Nebraska Medical Center, 1984
- Jenna R. Erickson**, *Assistant Clinical Professor of Pediatrics* (2023).
B.S., University of Minnesota-Duluth, 2006; M.S., University of Minnesota-Duluth, 2008; M.D., Chicago Medical School-Rosalind Franklin University, 2015
- Ashley D. Ermann**, *Assistant Clinical Professor of Pediatrics* (2023).
B.A., Lewis and Clark College, 2014; M.S., Tulane University, 2015; M.D., Oregon Health and Science University, 2015;
- Beth Ernst**, *Assistant Clinical Professor of Family Medicine* (2021).
B.S., Wayne State College, 1985; M.D., University of Nebraska Medical College, 1989
- Natalie Ertz-Archambault**, *Assistant Clinical Professor of Medicine* (2021).
B.S., Arizona State University, 2008; M.D., University of Arizona, College of Medicine, 2012
- Jennifer M. Eschbacher**, *Assistant Professor of Pathology* (2012; 2023).
M.D., Wayne State University School of Medicine, 2003
- Melissa Esparza**, *Clinical Instructor* (2021).

- B.S., Stanford University, 2007; M.D., University of California San Francisco School of Medicine, 2014
- Rosemary Esseks**, *Clinical Instructor of Psychiatry* (2015).
B.S., University of Illinois-Urbana, 1991; Ph.D., University of Nebraska-Lincoln, 2003
- Dennis Esterbrooks**, *Professor of Medicine* (1977; 2009).
B.S., College of St. Thomas, 1968; M.D., Creighton University School of Medicine, 1974
- Dulce Estevez**, *Clinical Instructor of Medical Humanities* (2021).
B.S., Arizona State University, 2000; M.A., Arizona State University, 2005; Ph.D., Arizona State University, 2014
- Gale Etherton**, *Assistant Clinical Professor of Medicine* (2010).
B.A., University of Colorado, 1988; M.D., Medical College of Wisconsin, 1994
- Don L. Evans**, *Assistant Clinical Professor of Radiology* (2014).
B.A., Washington University, 1988; M.D., University of Nebraska Medical Center, 2002
- Kari L. Evans**, *Assistant Professor of OB/GYN* (2023).
B.S., University of Portland, 2007; M.D., University of Arizona College of Medicine, 2013
- Amy Evans Werth**, *Assistant Professor of Medicine* (2014; 2016).
B.S., Creighton University, 2010; M.D., Creighton University School of Medicine, 2014
- Kaily Ewing**, *Assistant Professor of Surgery* (2021; 2023).
B.S., University of Colorado at Colorado Springs, 2008; M.S., University of Colorado at Colorado Springs, 2010; D.O., A.T. Still University, Kirksville College of Osteopathic Medicine, 2015
- Denise Fabian**, *Assistant Clinical Professor of Psychiatry* (2022).
B.S., Arizona State University, 2004; M.D., University of Arizona College of Medicine, 2009
- Abdalla F. Fadda**, *Assistant Professor of Medicine* (2020).
M.B., B.S., University of Jordan (Jordan), 2007
- Islam M. Fahmi Abdou**, *Assistant Clinical Professor of OB/GYN* (2022).
M.B.B.Ch., Mansura University, Faculty of Medicine (Egypt), 2002
- Barry L. Fanders**, *Assistant Clinical Professor of Radiology* (2016).
B.A./M.D., University of Missouri at Kansas City, 1982
- Timothy R. Fangman**, *Assistant Clinical Professor of Medicine* (2014).
B.S., University of Notre Dame, 1968; M.D., Creighton University School of Medicine, 1972
- Khaled Fareed**, *Assistant Clinical Professor of Surgery* (2020).
MBBCh, Assiout University (Egypt), 1995
- Robin Farias-Eisner**, *Professor of OB/GYN* (2019); *Chair, OB/GYN* (2019).
B.S., UCLA/Albright College; M.D., Royal College of Surgeons (Ireland)
- John Farley**, *Professor of Obstetrics & Gynecology* (2011).
B.S., United States Military Academy, 1986; M.D., Uniformed Services University of the Health Sciences, 1990
- Nellie N. Farrington**, *Assistant Clinical Professor of Pediatrics* (2018).
B.S., Indiana University, 2006; M.D., Saint George's University (West Indies), 2011
- Ramin Fathi**, *Assistant Professor of Medicine* (2023).
B.A., Illinois Wesleyan University, 2006; M.D., Rush Medical College, 2013
- Erynn A. Faucett**, *Assistant Clinical Professor of Surgery* (2020).
B.S., University of California-San Diego, 2004; M.D., Michigan State University College of Human Medicine, 2011
- Robert J. Fauer**, *Assistant Professor of Family Medicine* (2023).
B.S., University of Michigan, 1978; M.D., University of California, Davis School of Medicine, 1982
- Taliat Fawole**, *Assistant Clinical Professor of Psychiatry* (2021).
M.D., Ladoko Akintola University of Technology College of Health Sciences (Nigeria), 2005; M.P.H., Texas A&M University School of Public Health, 2014
- Daniel M. Fayard**, *Assistant Clinical Professor of Neurology* (2024).
B.S., University of California, 2006; M.D., Loma Linda University, 2007
- Christopher M. Fecarotta**, *Assistant Clinical Professor of Surgery* (2017).
B.S., Stony Brook University, 2003; M.D., SUNY Upstate Medical University, 2007
- Shana M. Feinberg**, *Assistant Professor of Psychiatry* (2023).
B.S., University of Arizona, 2013; D.O., Western University of Health Sciences College of Osteopathic Medicine of the Pacific, 2018
- Jennifer Feirstein**, *Assistant Professor of Health Professions* (2021).
BS, University of Arizona, 2002; M.S.P.A.S., Arcadia University, 2004
- Iman Feiz-Erfan**, *Assistant Professor of Surgery* (2018).
M.D., Georg-August-Universität (Germany), 1999
- Jeremy P. Feldman**, *Assistant Clinical Professor of Medicine* (2016).
B.S., Stanford University, 1994; M.D., University of California San Diego, 1998
- Michael Feloney**, *Associate Professor of Surgery* (2007; 2013); *Chair, Urology* (2016).
B.S., Santa Clara University, 1994; M.D., St. Louis University, 1999
- Robert Fenton**, *Clinical Instructor of Psychiatry* (2024).
B.A., Albertus Magnus College, 1988; M.S.W., Columbia University School of Social Work, 1990; D.S.W., Barry University School of Social Work, 2023
- Anne Yvonne Ferguson**, *Assistant Professor of Radiology* (2019).
B.A., Lynchburg College, 1989; MSHS, PA-C, The George Washington University, 2000
- Elizabeth M.N. Ferguson**, *Associate Professor of Surgery* (2018; 2024).
B.A., College of St. Benedict/St. John's University, 1999; M.D., University of Minnesota School of Medicine, 2003
- Joseph Fernandes**, *Clinical Professor of Neurology* (2012; 2022).
M.D., Federal University of Bahia (Brazil), 1991
- Carlos A. Fernandez**, *Assistant Professor of Surgery* (2017).
M.D., Universidad Nacional de Colombia (Columbia); 1993
- Louis Ferrari**, *Assistant Professor of Surgery* (2023).

- B.A., Syracuse University, 2000; M.D., Wayne State University School of Medicine, 2013
- Christina R. Ferraro**, *Assistant Professor of Radiology* (2018).
B.S., Gonzaga University, 2005; M.D., Creighton University School of Medicine, 2012
- Debra Fiala**, *Assistant Clinical Professor of of the Center for Health Policy and Ethics* (2011).
B.S., Nebraska Wesleyan University, 1987; M.D., Northwestern University Medical School, 1991; J.D., Loyola University Chicago, 1998
- Megan F. Fields**, *Assistant Clinical Professor of Peditatrics* (2023).
B.S., Indiana University, 2013; M.D., Indiana University School of Medicine, 2017
- Mary J. Fietz**, *Assistant Clinical Professor of Pathology* (2021).
B.S., University of Oklahoma, 1982; M.D., University of Oklahoma College of Medicine, 1986
- Terry Fife**, *Clinical Professor of Neurology* (2011; 2016).
B.S., University of Arizona, 1982; M.D., Texas A&M University, 1986
- Charles J. Filipi**, *Adjunct Professor of Surgery* (1989; 2015).
B.S., Iowa State University, 1963; M.D., University of Iowa, 1967
- Levi Filler**, *Assistant Professor of Emergency Medicine* (2019).
B.S., Portland State University, 2010; D.O., Arizona College of Osteopathic Medicine, 2015
- Kelcie J. Fincham**, *Assistant Clinical Professor of Pediatrics* (2020).
B.A., Dartmouth College, 2004; M.P.H., University of Georgia College of Public Health, 2007; M.D., Medical College of George at Georgia Regents University, 2013
- Marjorie B. Fine**, *Associate Clinical Professor of Surgery* (2020).
A.B., UC Berkeley, 1965; M.D., UCLA School of Medicine, 1975
- Robert E. Fintelmann**, *Assistant Clinical Professor of Surgery* (2014).
M.D., University of Ulm Medical School, 2005
- Christine E. Firth**, *Associate Professor of Medicine* (2019; 2024).
B.S., Barrett Honors College, Arizona State University, 2010; M.D., University of Arizona College of Medicine, 2015
- Jerry L. Fischer**, *Assistant Clinical Professor of Family Medicine* (2021).
B.A., Luther College, 1970; M.D., University of Nebraska College of Medicine, 1977
- Lisa Fischer**, *Assistant Professor of Psychiatry* (2021).
B.A., University of Arizona, 1992; M.C., Arizona State University, 1997; Ph.D., Arizona State University, 2000
- Tamara L. Fischer**, *Clinical Instructor of Medicine* (2022).
B.S.N., Grand Canyon University, 2010; M.S.N., Grand Canyon University, 2018
- Mark A. Fischione**, *Professor of Pathology* (2019).
B.S., University of Detroit, 1981; M.D., American University of the Caribbean (West Indies), 1985
- Ronald Fischler**, *Assistant Clinical Professor of Pediatrics* (2021).
A.B., Harvard College, 1969; B.M.S., Dartmouth Medical School, 1971; M.D., Harvard Medical School, 1973
- Jonathan N. Fisher**, *Professor of Emergency Medicine* (2018).
B.A., Tufts University, 1993; M.D., MPH, 1997
- Lauren J. Fisher**, *Assistant Professor of Anesthesiology* (2018).
B.S., Tufts University, Jackson College, 1999; D.O., Philadelphia College of Osteopathic Medicine, 2003
- Kevin T. FitzGerald S.J.**, *Associate Professor and Chair, Medical Humanities* (2022); *Chair, Department of Medical Humanities* (2022).
B.A., Cornell University, 1977; M.Div., Jesuit School of Theology, 1988; Ph.D. (Molecular Biology), Georgetown University, 1996; Ph.D. (Bioethics), 2000
- Peter P. Fitzgibbons**, *Assistant Clinical Professor of Pediatrics* (2023).
B.S., The University of Oklahoma, 2013; M.D., Texas Tech University Health Science Center, 2017
- Robert J. Fitzgibbons Jr.**, *Professor Emeritus of Surgery* (1980; 2024); *Professor of Clinical and Translational Science* (2016).
M.D., Creighton University School of Medicine, 1974
- Joleen E. Fixley**, *Associate Professor of Medicine* (2000; 2011).
B.A., University of San Diego, 1991; M.D., Creighton University School of Medicine, 1997
- Drew A. Flemming**, *Assistant Professor of Family and Community Medicine* (2022).
B.A., University of Washington, 2009; D.O., Edward Via College of Osteopathic Medicine, 2019
- Ashley L. Fletcher**, *Assistant Clinical Professor of Pediatrics* (2022).
B.A., University of Missouri-Kansas City, 2012; M.D., University of Missouri, Kansas City School of Medicine, 2015
- Garth E. Fletcher**, *Assistant Clinical Professor of Pediatrics* (1999; 2002).
B.A., Union College, 1982; M.D., Creighton University School of Medicine, 1986
- Adrian Flores**, *Assistant Clinical Professor of Clinical Research and Public Health* (2024).
B.A., Roosevelt University, 2019; Ph.D., University of Nebraska Medical Center, 2023
- Esther Borges Florsheim**, *Assistant Clinical Professor of Biomedical Sciences* (2021).
B.Sc., University of Sao Paulo, 2009; Ph.D., University of Sao Paulo, 2014
- Anne Margaret Floyd**, *Assistant Professor of Surgery* (2018).
B.S., University of Arizona, 2004; M.S., 2006; M.D., University of Arizona 2012
- Stephen Foldes**, *Assistant Clinical Professor of Neurology* (2021).
B.S., Purdue University, 2004; M.S., Case Western Reserve, 2007; Ph.D., Case Western Reserve, 2011
- Tanner S. Folster**, *Assistant Clinical Professor of Emergency Medicine* (2023); *Assistant Clinical Professor of Emergency Medicine* (2023).
B.A., University of Utah, 2009; D.O., A.T. Still University - Kirksville College of Osteopathic Medicine, 2013
- Thomas S. Forest**, *Assistant Clinical Professor of Radiology* (2016).
B.S., Creighton University, 1974; M.D., University of Nebraska Medical Center, 1978
- James R. Forseth**, *Assistant Professor of Medicine* (2014).

- B.S., University of North Dakota, 1976; M.D., University of North Dakota School of Medicine, 1980
- James P. Foshee**, *Assistant Clinical Professor of Medicine* (2023).
B.S., University of Arizona, 2010; M.D., Jefferson Medical College, Thomas Jefferson University, 2016
- Jason Foster**, *Associate Clinical Professor of Surgery* (2004; 2010).
B.S., Bucknell University, 1994; M.D., Temple University School of Medicine, 1994
- Kevin N. Foster**, *Professor of Surgery* (2017; 2021).
B.S., Indiana University, 1983; M.D., Medical College of Ohio, 1990
- Mohamed B. Fouda**, *Assistant Clinical Professor* (2023).
M.D., College of Human Medicine Benha University (Egypt)
- Samiksha Fouzdar Jain**, *Clinical Instructor of Pediatrics* (2020).
M.B., B.S., B.J. Medical College (India), 2001
- Alexandra N. Fox**, *Assistant Clinical Professor* (2019).
M.D., American University of the Caribbean School of Medicine, 2012
- Cora Fox**, *Associate Clinical Professor of Medical Humanities* (2021).
B.A., Grinnell College, 1990; M.A., University of Wisconsin-Madison, 1994; Ph.D., University of Wisconsin-Madison, 2002
- Devin Fox**, *Assistant Clinical Professor of Medicine* (2022).
B.S., University of Nebraska-Lincoln, 1993; M.D., University of Nebraska Medical Center, 1998
- Lisa J. Fox**, *Assistant Clinical Professor of Pediatrics* (2013).
B.S., Grand Canyon University, 2002; D.O., Midwestern University-Arizona College of Osteopathic Medicine, 2006
- Karolyn F. Fox-Dahl**, *Assistant Clinical Professor of Anesthesiology* (2024).
B.S., University of Nebraska-Lincoln, 2010; M.D., University of Nebraska College of Medicine, 2015
- Caitlin B. Foxley**, *Assistant Clinical Professor of Medicine* (2023).
B.S., Colorado State University, 1986; M.D., University of Nebraska College of Medicine, 1998
- Andrew Frager**, *Assistant Clinical Professor of Radiology* (2016).
B.S., University of Nebraska-Lincoln, 2002; M.D., University of Nebraska Medical Center, 2006
- Thomas Franco**, *Assistant Clinical Professor of Medicine* (2007).
B.S., Creighton University, 1985; M.D., University of Nebraska Medical Center, 1989
- Zachary S. Franco**, *Clinical Instructor of Anesthesiology* (2024).
B.S., Creighton University, 2016; M.D., Creighton University School of Medicine, 2020
- Wayne J. Franklin**, *Professor of Medicine* (2022).
B.A., Williams College, 1993; M.D., University of California-Los Angeles, 1997
- Jan M Franko**, *Associate Clinical Professor of Surgery* (2021).
M.D., University of P.J. Safarik (Slovak Republic), 1996; Ph.D., University of Veterinary Medicine (Slovak Republic), 2000
- Wayne Frasch**, *Clinical Professor of Biomedical Sciences* (2021).
B.A., Hope College, 1972; Ph.D., University of Kentucky, 1979
- Jason D. Fraser**, *Assistant Clinical Professor of Surgery* (2015).
B.A., St. John's University, 2002; M.D., Creighton University School of Medicine, 2002
- Thomas Frederickson**, *Assistant Clinical Professor of Medicine* (2013).
B.A., Brigham Young University, 1984; M.B.A., Indian University, 1986; M.D., University of Minnesota, 1995
- Lindsay Frerichs**, *Assistant Clinical Professor of Neurology* (2024).
B.S., Iowa State University, 2005; M.D., University of Texas Health Science Center at San Antonio, 2015
- Donald R. Frey**, *Professor Emeritus of Family Medicine* (1993; 2022).
B.A., William Jewell College, 1974; M.D., University of Missouri at Columbia, 1978
- Keith A. Frey**, *Professor of Family Medicine* (2015).
B.S., Virginia Military Institute, 1975; M.D., Medical College of Virginia, 1979
- Laura Frigyes**, *Assistant Clinical Professor of Medicine* (2011).
B.S., University of California-Davis, 1988; M.D., Creighton University School of Medicine, 1993
- Stuart Frigyes**, *Assistant Clinical Professor of Medicine* (2011).
B.S., University of California-Davis, 1988; M.D., Creighton University School of Medicine, 1993
- Jonathan K. Frischknecht**, *Assistant Clinical Professor of Pediatrics* (2023).
B.S., Utah Valley University, 2010; D.O., Arizona College of Osteopathic Medicine, Midwestern University, 2016
- David A. Frye**, *Assistant Clinical Professor of Radiology* (2022).
B.S., The University of Arizona, 1995; M.D., Dartmouth Medical School, 1999
- Derek J. Fulcher**, *Clinical Instructor of Anesthesiology* (2014).
B.S., University of Arizona, 2005; M.D., University of Arizona College of Medicine, 2009
- Lynn C. Fullenkamp**, *Assistant Clinical Professor of Pediatrics* (2022).
B.S., Rockhurst University, 2006; J.D., University of Notre Dame School of Law, 2009; M.D., University of Kansas School of Medicine, 2016
- Jonathan E. Fuller**, *Assistant Clinical Professor of Surgery* (2019).
B.A., Columbia University, 1978; M.D., Columbia University College of Physicians and Surgeons, 1987
- Megan K. Fuller**, *Assistant Professor of Surgery* (2017; 2021).
B.S., Southwest Baptist University, 2002; M.D., Baylor College of Medicine, 2007
- Christine M. Funke**, *Assistant Clinical Professor of Surgery* (2024).
BS, University of Notre Dame, 2004; MD, Rush Medical Center, 2010
- Ramon M. Fusaro**, *Adjunct Professor Emeritus of Medicine* (1975; 2008); *Adjunct Professor Emeritus of Preventive Medicine and Public Health* (1984; 2008); *Adjust Professor Emeritus of Pharmacy Sciences* (2006; 2008).
B.A., University of Minnesota , 1949; B.S., University of Minnesota, 1951; M.D., University of Minnesota, 1953; M.S., University of Minnesota, 1958; Ph.D., University of Minnesota, 1965
- Marli E. Gabriel**, *Assistant Professor of Medicine* (2022).

B.S., The University of Toledo, 2015; D.O., Ohio University Heritage College of Osteopathic Medicine, 2019

Ronald A. Gagliano, *Professor of Surgery* (2014; 2017).

B.S., Tulane University College of Arts and Sciences, 1990; M.D., Tulane University School of Medicine, 1994

Dean Gain, *Assistant Professor of Radiology* (2011).

B.A., The Johns Hopkins University, 1975; M.D., University of Arizona College of Medicine, 1979

Jennifer Gaitley, *Assistant Clinical Professor of Pediatrics* (2020).

B.S., University of Michigan, 2008; M.D., Wayne State University School of Medicine, 2012

John C. Gallagher, *Professor of Medicine* (1977).

M.B., Ch.B., Manchester University (England), 1965; M.R.C.P., Leeds University (England), 1970; M.D., Manchester University, 1976

Robert P. Gallegos, *Associate Professor of Surgery* (2024).

B.S., University of California-San Diego, 1994; M.D., University of California-San Diego School of Medicine, 1998; Ph.D., University of Minnesota, 2007

Vipul D. Ganatra, *Assistant Professor of Medicine* (2018).

M.B., B.S., Mahatma Gandhi Mission's Medical College (India); 1996

Bhavika Vinal Gandhi, *Assistant Clinical Professor of Medicine* (2023).

M.B., B.S., Pramukhswami Medical College (India), 2014

John A. Garbacia, *Associate Professor of OB/GYN* (2022).

B.S., Loyola University, Chicago, 1971; M.D., University of Illinois College of Medicine, 1975

Robert Garcia, *Associate Professor of Family Medicine* (2009; 2012); *Assistant Dean, Student Affairs, Phoenix Regional Campus.*

B.S., Arizona State University, 1977; M.D., University of Arizona, 1981

Glenn Gardner, *Assistant Clinical Professor of Surgery* (2004).

B.S., Wilson College (India), 1985; M.B.B.S., Christian Medical College (India), 1991

Donna Garey, *Assistant Clinical Professor of Pediatrics* (2021).

B.S., Arizona State University, 1996; M.D., University of Colorado School of Medicine, 2003

Nisha Garg, *Assistant Clinical Professor of OB/GYN* (2023).

B.S., Northwestern University, 2012; M.D., M.S., University of Miami, Miller School of Medicine, 2016

Shipra Garg, *Assistant Professor of Pathology* (2018; 2023).

M.B., B.S., Lady Hardinge Medical College, 1985

Byron J. Garn, *Assistant Clinical Professor of Pediatrics* (2018).

B.S., Brigham Young University, 1997; M.D., Medical College of Wisconsin, 2002

Cassie A. Garner, *Assistant Clinical Professor of Medical Education* (2022).

B.A., University of Nebraska-Lincoln, 2002; M.S., University of Nebraska-Lincoln, 2004; Ph.D., University of Nebraska-Lincoln, 2007

John L. Garred Jr., *Assistant Clinical Professor of Surgery* (1996).

B.S., Morningside College, 1975; M.S., Creighton University, 1978; M.D., Creighton University School of Medicine, 1981

Erin Garvey, *Assistant Clinical Professor of Surgery* (2018).

B.S., University of Denver, 2007; M.D., University of Vermont College of Medicine, 2011

Anna J. Gary, *Assistant Clinical Professor of Pediatrics* (2019).

B.A., Boston College, 2010; M.D., Creighton University School of Medicine, 2015

Dawn Gary, *Assistant Clinical Professor of Pediatrics* (2011).

B.S., University of Iowa, 1984; M.D., University of Iowa, 1990

Ulises Garza-Serna, *Assistant Clinical Professor of Surgery* (2022).

M.D., Universidad de Monterrey Facultad de Medicina (Mexico), 2004

Zoran Gatalica, *Clinical Professor of Pathology* (2002; 2011).

M.D., School of Medicine, University of Zagreb (Croatia), 1984; D.Sc., School of Natural Sciences, University of Zagreb (Croatia), 1989

Annesly M. Gates, *Assistant Clinical Professor of Psychiatry* (2023); *Assistant Clinical Professor of Psychiatry* (2023).

B.A., University of California-Irvine, 2008; D.O., Touro University, College of Osteopathic Medicine, 2017

Frederick Gawecki, *Associate Clinical Professor Emeritus of Obstetrics & Gynecology* (1972; 2006).

B.S., University of Toledo, 1958; M.D., Boston School of Medicine, 1962

Deana Gazzola, *Clinical Professor of Neurology* (2024).

A.B., Princeton University, 1998; M.D., University of Pennsylvania School of Medicine, 2002

Maryam F. Gbadamosi-Akindede, *Assistant Professor of Medicine* (2016).

B.S., University of Maryland, 2006; M.D., Creighton University School of Medicine, 2012

Yonas F. Geda, *Professor of Neurology* (2022).

M.D., Addis Ababa University (Ethiopia), 1991

Benjamin L. Geer, *Assistant Clinical Professor of Surgery* (2020).

B.A., Albion College, 2001; M.D., Wayne State University School of Medicine, 2005

Erika Geiggar-Schad, *Assistant Professor of Psychiatry* (2020).

B.A., California Polytechnic University, 2006; M.A., Argosy University, 2010; Psy.D., 2015

Andrew I. Gelbman, *Associate Clinical Professor of Radiology* (1999; 2019).

B.S., Oregon State University, 1972; M.S., Ph.D., Oregon State University, 1982; D.O., University of Osteopathic Medicine and Health Sciences, 1993

Janee Gelineau-vanWaes, *Associate Professor of Pharmacology* (2009).

B.S., Washington State University, 1979; D.V.M., 1983; M.D., 1996

George Gellert, *Associate Clinical Professor of Anesthesiology* (2012).

M.D., Semmelweis Medical University (Hungary), 1985

Randy S. Gelow, *Assistant Professor of Family Medicine* (2024).

B.S., Michigan State University, 2005; M.D., American University of the Caribbean (St. Maarten), 2011

Joanna L. Gendreau, *Assistant Clinical Professor of Pediatrics* (2019).

- B.S., Grand Canyon University, 2005; D.O., Kirksville College of Osteopathic Medicine, 2011
- Kevin Gengel**, *Assistant Clinical Professor of Radiology* (2023).
B.S., University of Nebraska-Lincoln, 2013; M.D., University of Nebraska Medical Center, 2017
- Javier I. Gentile**, *Assistant Clinical Professor of Surgery* (2019).
M.D., Favaloro Foundation University, School of Medicine (Argentina), 1994
- Brenda A. Gentz**, *Associate Professor of Anesthesiology* (2022).
B.A., Willamette University, 1986; M.D., University of Washington School of Medicine, 1991
- Nika R. George**, *Assistant Clinical Professor of Psychiatry* (2022).
B.S., University of Michigan, 2010; M.S., University of Missouri-St. Louis, 2012; Ph.D., University of Missouri-St. Louis, 2015
- Mark E. Gerber**, *Clinical Professor of Pediatrics* (2020).
B.A., Washington University, 1985; M.D., Loyola Stritch School of Medicine, 1989
- Joel Gereboff**, *Associate Clinical Professor of Medical Humanities* (2021).
B.A., New York University, 1971; Ph.D., Brown University, 1977
- Kara I. Geren**, *Assistant Professor of Emergency Medicine* (2018).
B.S., Emory University, 1999; M.D., University of Cincinnati College of Medicine, 2005
- Kristen A. Gerjevic**, *Assistant Professor of OB/GYN* (2022).
B.S., University of Michigan, 2003; M.D., University of Iowa Carver College of Medicine, 2013; M.P.H., The Dartmouth Institute for Health Policy and Clinical Practice at Geisel Medical School, 2019
- Dirk Gesink**, *Assistant Clinical Professor of Surgery* (2012; 2021).
B.A., Calvin College, 1982; B.S., Michigan State University, 1984; M.D., University of Texas Medical Branch, 1988
- Celsius-Kit Jara Gasmundo**, *Assistant Professor of Psychiatry* (2018).
B.A., St. Louis University, 2002; M.D., Medical University of the Americas (West Indies), 2011
- Vafa Ghaemmaghami**, *Assistant Clinical Professor of Surgery* (2019; 2021).
B.A., University of Texas at Austin, 1996; M.D., University of Texas Health Science Center, 2000
- Bahoo Ghafoor**, *Assistant Clinical Professor of Psychiatry* (2024).
B.S.H.S., University of Arizona, 2011; M.D., Geisel School of Medicine at Dartmouth, 2016
- Mohamedanwar Ghandour**, *Instructor of Medicine* (2024).
M.B.,B.S., National Ribat University College of Medicine, 2012
- Anatole Ghazalpour**, *Assistant Clinical Professor of Pathology* (2013).
B.S., University of California-Los Angeles, 1988; Ph.D., University of California-Los Angeles, 2005
- Meenakshi Ghosh**, *Assistant Clinical Professor of Medicine* (2021).
M.B.,B.S., Calcutta Medical College (India), 2007
- Evangelos Giakoumatos**, *Assistant Professor of Family and Community Medicine* (2021).
B.M.Sc., University of Western Ontario (Canada), 2007; M.Sc., University of Western Ontario (Canada), 2010; M.D., St. George's University Medical School (West Indies), 2015
- Joseph M. Giancola**, *Assistant Professor of Medicine* (2012; 2023).
B.S., Creighton University, 1986; M.D., University of Missouri-Columbia, 1990
- Donald K. Giger**, *Professor Emeritus of Medical Microbiology & Immunology* (1979; 2009).
B.S. (Biological Science), California State Polytechnic University, 1961; B.S. (Microbiology and Immunology), California State University, 1970; M.S., 1973; Ph.D., Tulane University, 1977
- Daniel Gih**, *Clinical Professor of Psychiatry* (2017; 2023).
B.S., University of California-Irvine, 1999; M.D., University of Iowa Carver College of Medicine, 2006
- Vanessa Gildenstern**, *Assistant Clinical Professor of Pediatrics* (2015).
B.S., Southwestern University, 2003; M.D., University of Texas Southwestern Medical School, 2007
- Erin A. Gillaspie**, *Associate Professor of Surgery* (2023).
B.S., University of Florida, 2004; M.D., University of Miami Miller School of Medicine 2008; M.P.H., Vanderbilt University Medical Center, 2018
- Jared M. Gilliland**, *Assistant Clinical Professor of Surgery* (2023).
B.S., Baylor University, 2013; D.D.S., Texas A&M Baylor College of Dentistry, 2017
- James J. Giordano**, *Professor of Medical Humanities and Ethics* (2020).
B.Sci., St. Peter's College, 1981; ; M.A., Norwich University, 1982; ; M.Phil., City University of New York, 1985; ; M.S., 1986; ; Ph.D., 1986; ; M.S., Lamar University, 2002
- David J. Glembocki**, *Assistant Clinical Professor of Medicine* (2012).
B.S., University of Wisconsin, 1992; M.D., Medical College of Wisconsin, 1997
- David Gloss**, *Assistant Professor of Neurology* (2012).
B.S., Boston College, 1991; M.D., Tulane University, 2004
- Christopher Glowacki**, *Assistant Professor of Obstetrics & Gynecology* (2011).
B.S., Creighton University, 2003; M.D., Creighton University School of Medicine, 2007
- David Gnarra**, *Associate Clinical Professor of Pediatrics* (1975; 2014).
B.S., University of Pittsburgh, 1964; M.D., University of Pittsburgh, 1968
- Shannon K. Godsil**, *Assistant Clinical Professor of Pediatrics* (2020).
B.A., Creighton University, 2007; M.S., 2008, M.D., 2013
- Parul Goel**, *Assistant Professor of Surgery* (2018).
B.S., Ohio State University, 1999; M.D., University of Cincinnati College of Medicine, 2004
- Richard V. Goering**, *Professor of Medical Microbiology & Immunology* (1975; 1993).
A.B., Wichita State University, 1966; M.S., 1968; Ph.D., Iowa State University, 1972
- Casey Golab**, *Assistant Clinical Professor of Pediatrics* (2023).

- B.A., Northwestern University, 1997; M.D., UCSD School of Medicine, 2007
- Ross F. Goldberg**, *Professor of Surgery* (2018; 2023).
B.S., Emory University, 1999; M.D., New York Medical College, 2003
- Sheldon Goldberg**, *Assistant Clinical Professor of Medicine* (2021).
B.S., SUNY Downstate, 1974; B.S., Touro College, 1976, M.D., Autonomous University of the City of Juarez, 1983
- Jennifer G. Goldman**, *Clinical Professor of Neurology* (2023).
A.B., Princeton University, 1993; M.D., Northwestern University Medical School, 1998; M.S., Rush University, 2009
- Jon R. Goldsmith**, *Assistant Clinical Professor of Surgery* (2017).
B.S., University of California San Diego, 1999; D.P.M., Dr. William M. Scholl College of Podiatric Medicine at Finch University, 2003
- Bracha K. Goldsweig**, *Assistant Clinical Professor of Pediatrics* (2018).
B.A., Yeshiva University, 2002; M.D., New York University School of Medicine, 2007
- Raphael Golebiowski**, *Assistant Professor of Psychiatry* (2024).
B.S., McMaster University, 2013; M.D. Jagiellonian University Medical College (Poland), 2018
- Nathan Gollehon**, *Associate Clinical Professor of Pediatrics* (2015; 2023).
B.S., University of Nebraska-Lincoln, 2004; M.D., University of Nebraska Medical Center, 2008
- Richard L. Golub**, *Assistant Clinical Professor of Surgery* (2018).
B.A., Ithaca College, 1996; M.D., Medical College of Ohio, 2000
- Heather J. Gomes**, *Assistant Clinical Professor of Surgery* (2014).
B.S., Northwestern University, 1999; MPH, Emory University, 2002; M.D., University of Nebraska Medical Center, 2006
- Adam Gomez**, *Assistant Professor of Pathology* (2021).
B.S., University of Houston, 2006; M.D., Baylor College of Medicine, 2012
- Luis F. Goncalves**, *Assistant Clinical Professor of Radiology* (2017).
M.D., Federal University of Santa Catarina (Brazil), 1987
- Bradley Gonik**, *Assistant Professor of Family Medicine* (2023).
B.S., Florida Atlantic University, 2012; M.D., Charles E. Schmidt College of Medicine at Florida Atlantic University, 2019
- Adalberto Gonzalez**, *Assistant Professor of Surgery* (2018).
B.A., Yale University, 1974; M.D., University of Colorado School of Medicine, 1978
- Daniel I Gonzalez**, *Assistant Clinical Professor of Neurology* (2022).
B.S., Baylor University, 2013; M.D., Texas A&M College of Medicine, 2017
- David V. Gonzalez**, *Professor of Medicine* (2019).
B.S., New Mexico State University, 1980; M.D., Stanford University School of Medicine, 1984
- Hugo Gonzalez**, *Clinical Instructor of Psychiatry* (2020).
M.D., Anahuac University and the National Autonomous University of Mexico, 1989.
- Omar Y. Gonzalez**, *Associate Clinical Professor of Medicine* (2014).
M.D., Universidad Peruana Cayetano Heredia, 1996
- Zoe M. Gonzalez-Garcia**, *Clinical Instructor of Pediatrics* (2018).
M.D., Universidad Autonoma de Guadalajara (Mexico), 2006
- Charles D. Goodman**, *Associate Clinical Professor of Surgery* (2021).
A.B., Brandeis University, 1977; M.D., Washington University, 1981
- Mark D. Goodman**, *Adjunct Professor of Family Medicine* (1992; 2024).
B.S., University of Nebraska-Lincoln, 1981; M.D., University of Nebraska Medical Center, 1985
- Michael L. Goodman**, *Assistant Clinical Professor of Pediatrics* (2014).
B.S., Drake University, 2002; M.D., Indiana University School of Medicine, 2006
- Nathan P. Goodrich**, *Assistant Clinical Professor of Pediatrics* (2016; 2023).
B.S., B.S., University of Nebraska-Lincoln, 2009; M.D., University of Nebraska Medical Center, 2013
- Scott C. Goodwin**, *Clinical Professor of Radiology* (2020).
B.S., University of California-Los Angeles, 1979; M.D., Harvard Medical School, 1984
- Gary L. Gorby**, *Professor of Medicine* (1989; 2019); *Professor of Medical Microbiology and Immunology* (1989; 2019).
B.S., Youngstown State University, 1983; M.D., Northeastern Ohio Universities College of Medicine, 1983
- Bruce Gordon**, *Clinical Professor of Pediatrics* (1996).
B.A., Johns Hopkins University, 1979; M.D., Johns Hopkins University, 1983
- John Gordon**, *Associate Professor Emeritus of Anesthesiology* (1977; 2007).
B.S., Creighton University, 1955; M.D., Creighton University School of Medicine, 1959
- William Gossman**, *Associate Professor of Emergency Medicine* (2006; 2019); *Chair, Emergency Medicine* (2014).
B.S., Southern Illinois University, 1988; M.D., Southern Illinois University, 1992
- Venkatesh Govindarajan**, *Professor of Surgery* (2004; 2018); *Professor of Biomedical Sciences* (2013; 2018); *Professor of Medical Microbiology and Immunology* (2009; 2018).
M.Sc., M.M.S., Birla Institute of Technology & Science (India), 1992; Ph.D., University of Houston, 1997
- Amanda S. Grace**, *Assistant Clinical Professor of Emergency Medicine* (2023).
B.S., The University of Arizona, 1999; M.D., University of California-Los Angeles, 2003
- Michael P. Grace**, *Assistant Clinical Professor of Family Medicine* (2020).
B.S., University of Nebraska-Lincoln, 1999; M.D., University of Iowa College of Medicine, 2003
- So Yun Park Grace**, *Assistant Clinical Professor of Family and Community Medicine* (2020).
B.S., Tufts University, 2000; M.D., Albany Medical College, 2006
- Steven Gradowski**, *Clinical Instructor of Surgery* (2007).
O.D., Southern College of Optometry, 1979
- Jordan MacKay Graff**, *Assistant Clinical Professor of Surgery* (2015).
B.S., Brigham Young University, 1997; M.D., University of California-Irvine, 2003

- Claudia Gragnoli**, *Professor of Medicine* (2020).
M.D., U. La Sapienza of Rome (Italy), 1992; Ph.D., U. Tor Vergata of Rome (Italy), 2003
- Kirstin Grahn**, *Assistant Clinical Professor of Pediatrics* (2011); *Assistant Clinical Professor of Surgery* (2015).
B.A., University of Arizona, 1997; M.D., University of Arizona, 2003
- Noah Grams**, *Assistant Clinical Professor of Pediatrics* (2019).
B.S., Furman University, 2005; M.D., University of Wisconsin School of Medicine and Public Health, 2011
- Michael Anne Gratton**, *Assistant Clinical Professor of Biomedical Sciences* (2021).
B.S., University of Wisconsin-Milwaukee, 1974; M.A., University of Denver, 1976; Ph.D., State University of New York at Buffalo, 1989
- Sarah A. Grauman**, *Assistant Clinical Professor of Family Medicine* (2018).
B.S., College of St. Mary, 2008; M.D., Creighton University, 2014
- Caron J. Gray**, *Professor of Obstetrics & Gynecology* (1999; 2015).
B.S., University of Illinois, 1987; M.D., Northwestern University, 1991
- Joseph N. Graziano**, *Associate Clinical Professor of Pediatrics* (2019).
B.S., University of Michigan, 1991; M.D., Columbia University, College of Physicians and Surgeons, 1995
- Kathleen D. Graziano**, *Assistant Clinical Professor of Surgery* (2015).
B.A., University of Southern California-Los Angeles, 1991; M.D., Columbia College of Physicians and Surgeons, 1996
- Theresa Grebe**, *Clinical Professor of Medicine* (2010; 2019).
B.A., Washington University, 1982; M.D., Pennsylvania State University College of Medicine, 1986
- Jennifer M. Green**, *Assistant Professor of Medicine* (2013; 2023).
B.S., University of Nebraska-Lincoln, 1995; M.S., University of Nebraska Medical Center, 2002; M.D., University of Nebraska Medical Center, 2009
- John R. Green III**, *Professor of Surgery* (2020).
B.A., University of Cincinnati, 1987; University of Cincinnati College of Medicine, 1991
- Andrea D. Green Hines**, *Assistant Clinical Professor of Pediatrics* (2014).
B.S., University of Nebraska-Lincoln, 2002; M.D., University of Nebraska Medical Center, 2006
- Michael A. Greene**, *Associate Professor of Family Medicine* (2012; 2019).
B.A., University of Scranton, 2000; M.D., SUNY Upstate Medical College, 2006
- David Greenspan**, *Associate Professor of Obstetrics & Gynecology* (2012; 2021).
B.A., New York University, 1983; M.D., Hahnemann/Drexel University, 1989
- Bradley Greger**, *Associate Clinical Professor of Biomedical Sciences* (2021).
B.A., Washington State University, 1994; B.S., Washington State University, 1995; Ph.D., Washington University, 2001
- Daniel G. Gridley**, *Associate Professor of Radiology* (2018; 2022); *Associate Professor of Clinical Research* (; 2022).
B.S., University of Nebraska-Lincoln, 1997; M.D., University of Nebraska Medical Center, 2001
- Timothy J. Griffin**, *Assistant Professor of Medicine* (1987; 1989).
M.D., Creighton University School of Medicine, 1982
- Pamela S. Griffiths**, *Assistant Professor of Pediatrics* (2021).
B.S., Wheeling Jesuit University, 2001; M.D., West Virginia University, 2005
- Gwen Marie Grimsby**, *Assistant Clinical Professor of Surgery* (2016).
B.A., Northern Michigan University, 2004; M.D., Medical College of Wisconsin, 2008
- Darren Groh**, *Assistant Professor of Pathology* (2018).
B.A., University of Delaware, 2007; M.D., New Jersey Medical School, University of Medicine and Dentistry of New Jersey, 2011
- Meg L. Groom**, *Assistant Clinical Professor of Medicine* (2021).
B.S., Loyola Marymount University, 2011; M.D., Loyola University Chicago Stritch School of Medicine, 2016
- Clifford A. Gross**, *Assistant Professor of Pediatrics* (2024).
B.S., University of Arizona, 2001; M.D., University of Arizona, 2006
- Eric T. Gross**, *Assistant Clinical Professor of Medicine* (2020).
B.S., University of Las Vegas, 1995; M.D., University of Nevada School of Medicine, 2000
- David A. Grossblat**, *Assistant Clinical Professor of Anesthesiology* (2017).
B.S., University of Arizona, 1996; DPT, Northern Arizona, 2001; M.D., University of Arizona College of Medicine, 2010
- James Grunkemeyer**, *Research Assistant Professor of Biomedical Sciences* (2021; 2024); *Research Assistant Professor*.
B.A., Creighton University, 1990; Ph.D., 1998
- Alexa Grzywa**, *Clinical Instructor of Health Professions* (2022).
B.A., University of Nebraska-Lincoln, 2009; M.P.A.S., University of Nebraska Medical Center, 2012
- Jill E. Gualdoni**, *Assistant Clinical Professor of Medicine* (2022).
B.S., Northern Michigan University, 2008; M.D., Michigan State University, College of Human Medicine, 2013
- Thomas P. Guck**, *Professor of Family Medicine* (1996; 2008); *Professor of Psychiatry* (2001; 2008).
B.A., Hastings College, 1976; M.S., University of Nebraska-Omaha, 1981; Ph.D., University of Nebraska-Lincoln, 1985
- Jessica Guerrero**, *Special Instructor of Family and Community Medicine* (2022).
B.S., Midland University, 2009; M.S., Creighton University, 2021
- Timothy C. Guetterman**, *Special Instructor of Clinical Research and Public Health* (2022).
B.S., The University of Iowa, 1999; M.A., The University of Iowa, 2003; Ph.D., University of Nebraska-Lincoln, 2015
- Padma Priya Gummadi**, *Assistant Professor of Medicine* (2023).
M.B., B.S., Alluri Sitarama Raju Academy of Medical Sciences, 2015
- Ravindu P. Gunatilake**, *Assistant Professor of OB/GYN* (2019).
B.S., University of California, 2001; M.D., John A. Burns School of Medicine, University of Hawaii, 2005
- Vinay Gunnala**, *Assistant Professor of OB/GYN* (2018).

B.S. University of California-San Diego, 2005; M.D., University of Arizona College of Medicine, 2011

B.S.N., Grand Canyon University, 2006; M.D., University of Arizona College of Medicine, 2013

Jaya S. Gupta, *Assistant Professor of Medicine* (2014; 2016).

B.A., Creighton University, 2004; M.S., Creighton University, 2006; M.D., Creighton University School of Medicine, 2011

Hassan Hachem, *Assistant Clinical Professor of Medicine* (2018).

M.D., Caen University Medical School, 1993

Kirtibala Gupta, *Assistant Clinical Professor of Medicine* (2008).

Ph.D., Creighton University, 1999; M.D., Creighton University School of Medicine, 2003

John P. Hackett, *Assistant Professor of Anesthesiology* (2022).

B.A., Duke University, 1998; M.D., University of Arizona College of Medicine, 2004

Manik K. Gupta, *Assistant Clinical Professor of Anesthesiology* (2024).

B.A., University of Georgia, Terry College of Business, 2010; M.D., Ponce School of Medicine and Health Sciences (Puerto Rico), 2015

Toufik M. Haddad, *Assistant Professor of Medicine* (2020).

M.D., Tishreen University (Syria), 2009

Shabnam Gupta, *Assistant Professor of OB/GYN* (2023).

B.S., Georgia Institute of Technology, 2012; M.D., Emory University School of Medicine, 2016

Maen M. Haddadin, *Assistant Clinical Professor of Family Medicine* (2016).

M.B.,B.S., Jordan University, 1993

Shradha Gupta, *Assistant Clinical Professor of Medicine* (2022).

M.B.,B.S., Seth G.S. Medical College & K.E.M. Hospital (India)

Sead Hadziahmetovic, *Assistant Professor of Psychiatry* (2020).

M.D., University of Banja Luka Medical School (Bosnia), 1988

Vedant Gupta, *Assistant Clinical Professor of Pediatrics* (2021).

B.S., Georgia Institute of Technology, 2009; D.O., Philadelphia College of Osteopathic Medicine, 2015

Nathan R. Haecker, *Assistant Professor of Family Medicine* (2013; 2019).

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

Ann Guthery, *Assistant Clinical Professor of Psychiatry* (2021).

B.S., University of Northern Colorado, 1987; M.S., Arizona State University, 1993; PhD, University of Arizona, 2010

Sonal Haerter, *Assistant Professor of Medicine* (2011).

M.B.,B.S., D.Y. Patel Education Society's Medical School (India), 1997

Danielle Guthrie, *Instructor of Psychiatry* (2023).

B.S., University of Arizona, 2013; D.O., University of New England College of Osteopathic Medicine, 2019

John A. Haggstrom, *Assistant Professor of Radiology* (2015; 2020).

B.S., Washington University, 1987; M.D., University of Nebraska Medical Center, 1991

Rao Gutta, *Assistant Clinical Professor of Surgery* (2016).

B.S., University of Miami, 1993; M.D., American University of the Caribbean, 1998

Mary F. Hahn, *Assistant Professor of Pathology* (2012; 2023).

B.S., Arizona State University, 1987; M.D., The University of Arizona College of Medicine, 1993

Michael D. Guttenplan, *Assistant Professor of Surgery* (2018).

B.A., University of Pennsylvania, 1980; M.D., 1985

Zahi Haidar-Ahmad, *Assistant Clinical Professor of Medicine* (2008);

Assistant Clinical Professor of Surgery (2018).

B.S., American University of Beirut (Lebanon), 1993; M.D., American University of Beirut (Lebanon), 1997

John F. Guynan, *Instructor of Radiology* (2020).

B.S., Creighton University, 2010; M.D., University of Nebraska Medical Center, 2014

Nasser Hajaig, *Assistant Clinical Professor of Medicine* (2020).

B.S., University of South Florida, 1988; M.D., American University of the Caribbean, School of Medicine, 1993

Edwin R. Guzman, *Professor of OB/GYN* (2019).

B.A., Rutgers, 1975; M.D., New York Medical College, 1980

Karisa L. Hajek, *Assistant Clinical Professor of Medicine* (2018; 2019).

B.S., Wayne State College, 2010; M.D., University of Nebraska Medical Center, 2014

Michael W. Guzman Jr., *Assistant Professor of Family Medicine* (2018; 2019).

B.S., Creighton University, 2008; M.D., 2014

Waddah Hajja, *Assistant Professor of Medicine* (2019).

M.D., Ross University School of Medicine, 2005

Nnamdi Ifekandu Gwacham, *Assistant Professor of OB/GYN* (2024).

B.S., Utah State University, 2009; M.S., Utah State University, 2012; D.O., Edward Via College of Osteopathic Medicine, 2016

Michael J. Hake, *Assistant Professor of Medicine* (2023).

B.S., Case Western Reserve University, 1998; Ph.D., Case Western Reserve University, School of Medicine, 2008; M.D., Case Western Reserve University, School of Medicine, 2010

Raymond S. Ha, *Assistant Clinical Professor of Medicine* (2014).

BS, University of California-Davis, 2004

Ahmad Halawa, *Assistant Professor of Medicine* (2021).

M.D., University of Aleppo Faculty of Medicine (Syria), 2001

Patricia J. Habak, *Associate Professor of OB/GYN* (2019; 2021).

B.A., Northwestern University, 1993; M.D., University of Iowa, 1998

Luke J. Halbur, *Assistant Clinical Professor of Medicine* (2020).

B.S., University of California-Irvine, 1995; M.D., Loyola University Stritch School of Medicine, 1999

Fahim Habib, *Associate Clinical Professor of Surgery* (2020).

M.B.,B.S., Jawaharlal Nehru Medical College, 1990

Erin Hale, *Assistant Clinical Professor of Surgery* (2018; 2024).

B.S., University of Tulsa, 2009; M.D., University of Oklahoma School of Medicine, 2013

Naomi G. Habib, *Assistant Clinical Professor* (2023).

- Matthew A. Halfar**, *Assistant Professor of Family Medicine* (2017).
B.A., University of San Diego, 2001; M.D., Universidad Autonoma de Guadalajara School of Medicine, 2009
- Victoria Halgren**, *Assistant Clinical Professor of Medicine* (2011).
B.S., Creighton University, 1988; M.D., Creighton University School of Medicine, 1995
- Randon T. Hall**, *Assistant Clinical Professor of Pediatrics* (2018).
B.S., Rutgers, The State University of New Jersey, 2004; M.D., Vanderbilt University School of Medicine, 2008
- Timothy Hallman**, *Clinical Instructor of Radiology* (2022).
B.S., Creighton University, 2009; M.S., Creighton University School of Medicine, 2011; M.D., Creighton University School of Medicine, 2015
- Syma Aqduus Hamidi**, *Assistant Professor of Medicine* (2019).
M.B., B.S., Sindh Medical College, University of Karachi (Pakistan), 1988
- Susan M. Hamman**, *Assistant Clinical Professor of Radiology* (2023).
B.A., Dartmouth College, 1986; M.D., University of Louisville School of Medicine, 1992; M.P.H., George Washington University Milken School of Public Health, 2023
- Samuel P. Hand**, *Assistant Professor of Psychiatry* (2018).
B.S., George Washington University, 1983; M.D., Medical College of Virginia, 1989
- Suzanne Haney**, *Clinical Professor of Pediatrics* (2008; 2023).
B.S., Loyola Marymount University, 1992; M.D., Keck School of Medicine at University of Southern California, 1996
- Vo D. Hanh**, *Associate Clinical Professor of Pediatrics* (2016; 2022).
M.D., Pham Ngoc Thach University of Medicine (Vietnam), 1998
- Heather Anne Hanley**, *Assistant Clinical Professor of Pediatrics* (2020).
B.A., University of San Diego, 2000; M.D., Loma Linda University School of Medicine, 2007
- Angela M. Hanna**, *Assistant Professor of Surgery* (2022).
B.A., Virginia Polytechnic Institute and State University, 1998; M.D., University of Utah School of Medicine, 2003
- Laura A. Hansen**, *Professor of Biomedical Sciences* (2000; 2011).
B.S., Iowa State University, 1986; M.E.M., Duke University, 1988; Ph.D., North Carolina State University, 1993
- Nancy D. Hanson**, *Professor of Medical Microbiology & Immunology* (1995; 2009); *Professor of Pediatrics* (1995; 2009).
B.S., University of Texas of the Permian Basin, 1979; M.A., University of Nebraska-Omaha, 1984; Ph.D., University of Nebraska Medical Center, 1991
- Zijun Hao**, *Assistant Clinical Professor of Surgery* (2018).
M.D., Shandong Medical University (China), 1985
- Asim Haque**, *Assistant Professor of Neurology* (2017).
Ph.D., Washington University School of Medicine, 2007; M.D., University of Mississippi School of Medicine, 2010; MPH, Johns Hopkins University Bloomberg School of Public Health, 2010
- Douglas A. Hardesty**, *Associate Professor of Neurological Surgery* (2023).
B.A., Earlham College, 2007; M.D., University of Pennsylvania Perelman School of Medicine, 2011
- Richard J. Harding**, *Associate Professor of Surgery* (2016; 2021).
B.S., Vanderbilt University, 1985; M.D., Vanderbilt University School of Medicine, 1989
- Allison M. Harlow**, *Adjunct Instructor of Medical Education* (2017).
B.A., Creighton University, 2000; M.A., The University of Akron, 2002; Ph.D., The University of Akron, 2007
- Mark Harp**, *Assistant Clinical Professor of Psychiatry* (2021).
D.O., Oklahoma State University, College of Osteopathic Medicine, 2000
- James L. Harper**, *Associate Clinical Professor of Pediatrics* (1996; 2004).
B.S., University of Nebraska, 1981; M.D., University of Nebraska Medical Center, 1985
- Gina Harper-Harrison**, *Assistant Professor of Obstetrics & Gynecology* (2010; 2015).
B.S., University of Wyoming, 1988; M.D., Creighton University, 1992
- Claudia Harrington**, *Instructor of Medicine* (1996).
B.A., Creighton University, 1987; M.D., Creighton University School of Medicine, 1993
- Martin Harrington**, *Assistant Clinical Professor of Psychiatry* (2006).
B.A., University of Nebraska, 1987; M.D., University of Nebraska Medical Center, 1993
- David P. Harris**, *Associate Clinical Professor of Neurology* (2023).
B.S., University of Florida, 2007; M.D., Florida State University, 2011; M.S., University of Michigan, 2021
- Jamie C. Harris**, *Assistant Clinical Professor of Surgery* (2022).
B.S., The University of Arizona, 2008; M.D., The University of Arizona College of Medicine, 2012
- John Harris**, *Assistant Clinical Professor of Medicine* (2007).
B.S., University of Nebraska, 1990; M.D., University of Nebraska Medical Center, 1994
- Robin Harris**, *Assistant Clinical Professor of Biomedical Sciences* (2021).
B.Sc., Warwick University (United Kingdom), 2004; Ph.D., University of Manchester (United Kingdom), 2009
- Alexander Harrison**, *Assistant Professor of Anesthesiology* (2021).
B.S., Springfield College, 2010; M.D., Medical College of Wisconsin, 2014
- Rosanne Hart**, *Assistant Clinical Professor of Pediatrics* (2011).
B.S., South Dakota School of Mines and Technology, 1989; M.D., University of South Dakota, 2003
- Jeremy J. Hartley**, *Assistant Clinical Professor of Anesthesiology* (2023).
B.S., College of Idaho, 2007; M.D., University of Nebraska Medical Center, 2012
- John Hartley**, *Associate Clinical Professor of Pediatrics* (2011; 2020).
B.A., Brown University, 1988; D.O., University of North Texas Health Science, 1998
- Neal R. Hartman**, *Assistant Professor of Pediatrics* (2021).
B.S., University of Arizona, 2008; M.D., Saint Louis University School of Medicine, 2012
- Carlos A. Hartmann**, *Assistant Professor of Medicine* (2018).

M.D., Universidad Nacional Experimental Francisco de Miranda (Venezuela), 2006

B.S., Montclair State University, 2003; D.O., New York College of Osteopathic Medicine, 2007

Patrick A. Harty, *Assistant Clinical Professor of Radiology* (2022).

B.A., Georgetown University, 1996; M.D., Creighton University School of Medicine, 2000

David Zhi-Zhou He, *Professor of Biomedical Sciences* (2000; 2007).

M.D., Nanjing Railway Medical College (PR China), 1983

Paige A. Harwell, *Assistant Clinical Professor of Surgery* (2021).

B.A., Wichita State University, 2008; M.D., University of Kansas Medical Center, 2013

James Healy, *Professor Emeritus of Pathology* (1990; 2007).

B.S., Creighton University, 1980; M.D., Creighton University School of Medicine, 1984

Matthew L. Harwood, *Assistant Professor of Radiology* (2023).

B.S., University of Arizona, 2009; M.D., University of Arizona, College of Medicine, 2014

Christopher J. Heaney, *Assistant Clinical Professor of Psychiatry* (2001).

B.S., Creighton University, 1947; M.D., Creighton University School of Medicine, 1951

Yusra Hasan, *Assistant Professor of Medicine* (2024).

M.B., B.S., Allama Iqbal Medical College (Pakistan), 2015

Braiden Heaps, *Assistant Clinical Professor of Surgery* (2021; 2024).

B.S., Brigham Young University, 2011; M.D., The University of Texas Medical School at Houston, 2015

Samad Hashimi, *Associate Professor of Surgery* (2012; 2019).

B.S., University of New Mexico, 1999; M.D., University of Iowa College of Medicine, 2004

Lora L. Hebert, *Assistant Professor of Surgery* (2016).

M.D., University of Texas Medical Branch, 1997

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

M.B.B.Ch., Ain Shams University (Egypt), 1995

Shannon Heck, *Assistant Clinical Professor of Medicine* (2012).

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

Jeffrey Hastings, *Assistant Professor of OB/GYN* (2018; 2020).

B.A., University of Vermont, 2004; M.D., Mount Sinai School of Medicine, 2014

Linda Heckler, *Assistant Clinical Professor of Pediatrics* (2011).

B.S., Purdue University, 1972; M.D., University of Arizona College of Medicine, 1999

Julie A. Hastings, *Instructor of OB/GYN* (2018).

B.A., University of California-Santa Cruz, 2004; M.D., Mount Sinai School of Medicine, 2014

Pejman Preston Hedayati, *Assistant Professor of Radiology* (2018).

B.S., University of Arizona, 1997; M.D., University of Arizona College of Medicine, 2002

Eric V. Hastriter, *Assistant Clinical Professor of Pediatrics* (2018).

B.S., Brigham Young University, 1995; M.D., St. George's University School of Medicine, 2002

Poya Hedayati, *Assistant Professor of Radiology* (2018).

B.S., University of Arizona, 1995; M.D., 2000

Ralph J. Hauke, *Special Assistant Professor of Medicine* (2008; 2011).

M.D., University of Panama Medical School (Panama), 1990

Arlie W. Hedrick, *Associate Clinical Professor of Medicine* (2022).

B.S., Ursinus College, 1978; D.O., Philadelphia College of Osteopathic Medicine, 1982; M.S., Albany Medical College, Alden March Bioethics Institute, 2013

Jason S. Hauptman, *Associate Professor of Neurological Surgery* (2024).

B.A., Muhlenberg College, 2001; M.D., Rutgers-New Jersey Medical School, 2005; Ph.D., University of California-Los Angeles, 2011

Jodanne Hedrick, *Assistant Professor of OB/GYN* (2011; 2024).

B.S., Northern Michigan University, 1993; D.O., Kirksville College of Osteopathic Medicine, 1997

Lindsey J. Hauser, *Assistant Clinical Professor of Psychiatry* (2015).

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

Tom T. Hee, *Professor Emeritus of Medicine* (1978; 2018).

B.S., California State University at Los Angeles, 1972; M.D., Creighton University School of Medicine, 1967

Yushi Hayashi, *Resident Assistant Professor of Biomedical Sciences* (2021).

M.D., Tohoku University, School of Medicine (Japan), 2003; Ph.D., Kyoto University (Japan), 2013

Elizabeth Heinrichs-Graham, *Associate Clinical Professor of Pharmacology and Neuroscience* (2021).

B.S., Creighton University, 2010; Ph.D., University of Nebraska-Omaha, 2015

Shagufta Hayat, *Assistant Professor of Medicine* (2023).

M.B., B.S., Bhaskar Medical College (India), 2011

Patricia A. Helke, *Assistant Clinical Professor of Radiology* (2016).

B.S., Creighton University, 1982; M.D., 1986

Shelley Haydel, *Clinical Professor of Biomedical Sciences* (2021).

B.S., Louisiana Tech University, 1993; Ph.D., University of Alabama at Birmingham, School of Medicine, 2000

Prabodh A. Hemmady, *Associate Professor of Pediatrics* (2018).

B.A./M.D., Boston University, College of Liberal Arts/School of Medicine, 1992

Warren Hayes, *Assistant Clinical Professor of Family Medicine* (2010).

B.S., Creighton University, 1986; M.D., Creighton University School of Medicine, 1990

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

B.S., Wake Forest University, 1963; M.D., Hahnemann Medical College and Hospital, 1968

Moustafa Hazin, *Associate Clinical Professor of Medicine* (2022).

Anne E. Henderson, *Assistant Professor of Surgery* (2018).

- B.S., California Lutheran University, 2003; M.D., Creighton University School of Medicine, 2008
- Richard Hendrix**, *Assistant Clinical Professor of Family Medicine* (2013).
B.S., University of Arizona, 1979; M.D., University of Arizona, 2001
- Ricardo N. Hererra**, *Assistant Clinical Professor of Medicine* (2022).
B.S., University of Texas-El Paso, 2011; M.D., Universidad Autonoma de Guadalajara School of Medicine (Mexico), 2017
- Andrea Herman**, *Assistant Clinical Professor of Family Medicine* (2007).
B.A., Mid America Nazarene University, 1990; M.D., University of Nebraska Medical Center, 1995
- Susan T. Herman**, *Clinical Professor of Neurology* (2021).
B.A., Johns Hopkins University, 1989; M.D., Columbia University College of Physicians & Surgeons, 1993
- Cynthia L. Hernandez**, *Assistant Clinical Professor of Psychiatry* (2018; 2024).
B.A., University of Nebraska-Omaha, 2001; M.D., University of Nebraska Medical Center, 2006
- Eduardo J. Herrera Lirio**, *Assistant Clinical Professor of Obstetrics & Gynecology* (2017).
M.D., Pontificia Universidad Catolica Madre y Maestra, 2010
- Michael J. Hervey**, *Clinical Instructor of Obstetrics & Gynecology* (2014).
B.S., Morehouse College, 1998; M.S., Harvard University, 2001; M.D., University of Virginia School of Medicine, 2005
- Joseph Hessel**, *Associate Clinical Professor of Surgery* (2012).
B.A., Rice University, 1977; M.S., University of Texas, 1979; M.D., University of Texas Health Science Center, 1983
- Courtnee Heyduk**, *Assistant Clinical Professor of Psychiatry* (2024).
B.S., University of Minnesota, 2014; M.D., Sanford School of Medicine, 2018
- Molly J. Hiatt**, *Instructor of Medicine* (2020); *Assistant Clinical Professor of Surgery* (2024).
B.S., Creighton University, 2013; M.D., Creighton University School of Medicine, 2017
- Lee D. Hieb**, *Assistant Clinical Professor of Surgery* (2013).
B.S., University of Iowa, 1976; M.D., University of Rochester School of Medicine and Dentistry, 1980
- Ashley S. Higashi**, *Assistant Clinical Professor of Pediatrics* (2023).
B.S., Colorado State University, 2008; M.D., Brown University, 2010
- Adam D. Highley**, *Associate Professor of Medicine* (2017; 2024).
B.A., Southern Illinois University at Edwardsville, 2006; M.D., American University of Antigua College of Medicine, 2010
- Alec Hildenbrand**, *Assistant Professor of Medicine* (2021).
B.A./B.A., Minot State University, 2013; M.D., University of North Dakota School of Medicine and Health Sciences, 2017
- Jenessa Hill**, *Assistant Professor of Family Medicine* (2020).
B.S., University of Arizona, 2009; D.O., Edward Via College of Osteopathic Medicine, 2015
- Krista L. Hill**, *Assistant Clinical Professor of Family Medicine* (2021).
B.S., University of Nebraska-Lincoln, 1999; M.D., University of Nebraska Medical Center, 2003
- Daniel E. Hilleman**, *Professor of Pharmacy Practice* (1981; 1994); *Professor of Medicine* (1994).
Pharm.D., Creighton University, 1981
- Diane E. Hindman**, *Assistant Clinical Professor of Pediatrics* (2019).
B.S., University of Toronto (Canada), 1985; Pharm.D., University of Colorado, 2003; M.D., Trinity School of Medicine, 2013
- Traci-Lynn Hirai**, *Clinical Instructor of OB/GYN* (2020).
B.S., Loyola Marymount University, 2011; M.D., Creighton University School of Medicine, 2016
- Travis W. Hirschfeld**, *Clinical Instructor of Medicine* (2022).
B.A., University of Colorado at Boulder, 2000; B.S.N., University of Arizona, 2021
- Patrick K. Hitchcock**, *Assistant Professor of Radiology* (2018).
B.S., University of South Carolina, 1981; M.D., 1985
- Carrie Hoarty**, *Assistant Professor of Family Medicine* (2020).
BS, Marquette University, 2000; MD, University of Nebraska Medical Center, 2005
- Ronald Hobbs**, *Assistant Clinical Professor of Medicine* (2015).
B.S., Arizona State University, 2004; M.D., Texas A&M College of Medicine, 2008
- Clayton J. Hoberman**, *Assistant Clinical Professor of Medicine* (2022).
B.A., Middlebury College, 1998; D.O., Kirksville College of Osteopathic Medicine, 2004
- Dan W. Hobohm**, *Assistant Professor of Pathology* (2018).
B.A., Albion College, 1979; M.D., Wayne State University of Medicine, 1983
- William A. Hodge**, *Assistant Professor of Surgery* (2015).
M.D., Rush Medical Center, 1977
- Erin J. Hoffman**, *Assistant Professor of Health Professions* (2017).
B.A., University of Nebraska-Lincoln, 1999; 2002, University of Nebraska Medical Center, MPA
- Deborah Hoffnung**, *Assistant Clinical Professor of Neurology* (2014).
B.A., Washington University, 1996; M.A., Louisiana State University, 1998; Ph.D., Louisiana State University, 2002
- Heidi Hogden**, *Assistant Clinical Professor of Medical Humanities* (2021); *Assistant Clinical Professor of Medical Humanities* (2021).
B.F.A., Minneapolis College of Art and Design, 2008; M.F.A., Tufts University/School of the Museum of Fine Arts, 2012
- Andrew J. Holcomb**, *Assistant Professor of Surgery* (2020; 2021).
B.S., University of Florida-Gainesville, 2008; M.S., Georgetown University, 2009; M.D., Eastern Virginia Medical School, 2014
- Travis C. Holcombe**, *Assistant Clinical Professor of Surgery* (2014).
B.A., Brown University, 1982; M.D., Johns Hopkins University School of Medicine, 1986
- Heather Holley**, *Instructor of Pediatrics* (2014).
B.S., Grand Canyon University, 2002; D.O., Midwestern University of Arizona College of Osteopathic Medicine, 2009

- Alexzandra K. Hollingworth**, *Associate Professor of Surgery* (2018; 2024).
B.S./B.A, University of New York at Stony Brook, 1995; M.D., Ross University School of Medicine, 1999
- Timothy E. Hollowed**, *Assistant Professor of Family Medicine* (2024).
B.S., Illinois Wesleyan University, 2014; M.D., Ross University School of Medicine, 2019
- Jeff (Mark) Holmberg**, *Professor Emeritus of Internal Medicine* (1990; 2023).
B.S., Iowa State University, 1979; Ph.D., University of Nebraska, 1983; M.D., Creighton University School of Medicine, 1987
- Fred D. Holmes**, *Assistant Clinical Professor of Surgery* (2013).
B.A., California State University, 1974; B.S., University of California-San Francisco, 1975; M.D., University of California-San Francisco, 1979
- Kaveh O. Homayoon**, *Associate Professor of Surgery* (2018).
M.D., Pahlavi University (Iran), 1979
- Yoon Hong**, *Assistant Clinical Professor of Surgery* (2012).
B.A., Rice University, 1998; M.D., Stanford University, 2003
- Erin S. Honsa**, *Assistant Clinical Professor of Medicine* (2021).
B.S., Queensland University of Technology (Australia), 2005; Ph.D., Baylor College of Medicine, 2012
- Robert L. Hooker**, *Associate Professor of Surgery* (2023).
B.A., Kenyon College, 1979; M.D., Cornell University Medical College, 1987
- Russell J. Hopp**, *Professor of Pediatrics* (1984; 1996); *Professor of Medicine* (1999).
B.S., Creighton University, 1970; D.O., College of Osteopathic Medicine, 1975
- Mohamad Horani**, *Assistant Clinical Professor of Medicine* (2022).
M.D., Tishreen University School of Medicine (Syria), 1992
- John M. Horne**, *Associate Professor of Medicine* (2015; 2024).
B.S., Barrett Honors College, 2005; M.S., Rosalind Franklin University, 2006; M.D., Rosalind Franklin University of Medicine and Science, 2010
- Michael Horsley**, *Assistant Clinical Professor of Surgery* (2024).
B.A., Brigham Young University, 2002; M.D., University of Illinois at Chicago School of Medicine, 2006
- Robert K. Horsley**, *Assistant Professor of Medicine* (2020).
B.S., Benedictine University, 2012; M.D., University of Illinois College of Medicine, 2016
- Heidi Horstman**, *Assistant Professor of Medicine* (2023).
B.S., Iowa State University, 2010; M.S., Creighton University, 2013; M.D., University of Nebraska Medical Center, 2017
- Kelly Hortel**, *Instructor of Medicine* (2022).
B.S., Indiana University, 1996; B.S.N., Saint Mary's College, 1997; F.N.P.-C, Grand Canyon University, 2016
- Bruce T. Horwood**, *Assistant Professor of Medicine* (2018).
B.A., Point Loma Nazarene College, 1984; M.D., University of Washington, 1989
- Justin Hoskin**, *Assistant Clinical Professor of Neurology* (2021).
B.S., Brigham Young University, 2011; M.D., Eastern Virginia Medical School, 2016
- Tiffany Hosten Blackmond**, *Assistant Professor of Medicine* (2023).
B.A., The University of Chicago, 2009; M.P.H., Rollins School of Public Health, Emory University, 2011; M.D., College of Medicine, University of Arizona, 2015
- Bruce L. Houghton**, *Professor of Medicine* (1994; 2022).
B.S., Creighton University, 1987; M.D., Creighton University School of Medicine, 1991
- Robert M. Howell**, *Assistant Clinical Professor Emeritus of Emergency Medicine* (1985; 2019).
B.S., Creighton University, 1974; M.D., Creighton University School of Medicine, 1978
- Suzanne L. Hruza**, *Assistant Clinical Professor of Radiology* (2014).
B.S., University of Nebraska, 1980; M.D., University of Nebraska Medical Center, 1984
- Hudson H.T. Hsieh**, *Clinical Professor of Psychiatry* (1980; 2009).
M.D., Taipei Medical College (Taiwan), 1974
- Charles Kung Chao Hu**, *Associate Clinical Professor of Surgery* (2018; 2022).
B.S., University of California-Los Angeles, 1992; M.S., Columbia University, 1994; M.D., Wayne State University, 1998
- Tilina Hu**, *Assistant Professor of Radiology* (2011).
B.A., Austin College, 2000; M.D., University of Texas-Southwestern Medical School, 2004
- Xiaoyang Hua**, *Clinical Instructor of Surgery* (2019).
M.D., Tongji Medical College, Huazhong University of Technology and Science (China), 2009
- Dih-Dih Huang**, *Assistant Professor of Surgery* (2021).
B.S., Johns Hopkins University, 2009; M.D., University of Minnesota, 2014
- Gary Huang**, *Assistant Clinical Professor of Surgery* (2023).
B.S., The Johns Hopkins University, 2008; M.D., The University of Illinois College of Medicine, 2015
- Jasmine Huang**, *Professor of Surgery* (2011; 2024).
B.A., Brown University, 1997; M.D., Brown University, 2001
- Terry Huang**, *Assistant Clinical Professor of Anesthesiology* (2024).
B.A., University of Chicago, 2001; M.D., University of Nebraska College of Medicine, 2005
- Wendy W. Huang**, *Assistant Clinical Professor of Pediatrics* (2018).
B.A., The University of Chicago, 2003; M.D., Rush Medical College, 2008
- Andrew S. Huang Pacheco**, *Assistant Clinical Professor of Pediatrics* (2017).
M.D., Jose Matias Delgado University Medical School (El Salvador), 2008
- Michelle Huddleston**, *Assistant Clinical Professor* (2011).
BS, East Carolina University, 1990; MD, East Carolina University School of Medicine, 1995
- Cathy Hudson**, *Assistant Clinical Professor of Pediatrics* (1995; 2021).

- B.S., Creighton University, 1988; M.D., Creighton University School of Medicine, 1992
- Christopher J. Huerter**, *Professor of Medicine* (1989; 2012).
B.S., Creighton University, 1980; M.D., University of Nebraska Medical Center, 1984
- Nicholas G. Huggins**, *Assistant Clinical Professor of Pediatrics* (2019).
B.S., Texas A&M University, 2006; M.D., University of Texas Southwestern Medical Center, 2010
- Dennis M. Hughes**, *Assistant Professor of Psychiatry* (2018).
B.A., University of Pittsburgh, 1988; M.D., Bowman Gray School of Medicine, 1993
- Jeremy N. Hughes**, *Associate Clinical Professor of Radiology* (2022).
B.S., Oklahoma State University, 2003; M.D., College of Medicine, University of Oklahoma Health Sciences Center, 2008
- Sharon Hughes Gnagi**, *Assistant Clinical Professor of Pediatricxs* (2020).
B.S., Texas Tech University, 2007; M.D., University of Texas Medical Branch, 2011
- Silvie Huijben**, *Assistant Clinical Professor of Biomedical Sciences* (2021).
B.Sc., Wageningen University (Netherlands), 2004; M.Sc., Wageningen University (Netherlands), 2006; Ph.D., Edinburgh University (United Kingdom), 2010
- Katherine Hunt-Brendish**, *Assistant Clinical Professor of Biomedical Sciences* (2021).
B.A., University of Arizona, 1991; M.S., Northwestern University, 1995; Ph.D., Arizona State University, 2013
- Chelsea M. Hunter**, *Clinical Instructor of Psychiatry* (2023).
B.S., University of Nebraska-Omaha, 2010; M.S.W., University of Nebraska-Omaha, 2012
- Claire B. Hunter**, *Professor Emeritus of Medicine* (1986; 2021).
B.A., University of Kansas, 1974; B.S.Med.Tech., University of Kansas, 1975; M.S., University of Kansas, 1979; M.D., Creighton University School of Medicine, 1983
- William J. Hunter III**, *Professor Emeritus of Pathology* (1980; 2016); *Professor Emeritus of Clinical and Translational Science* (2016; 2016).
B.S., Gonzaga University, 1967; M.D., Creighton University School of Medicine, 1971
- John A. Hurley**, *Associate Professor of Medicine* (1977; 1990).
B.S., Mount Saint Mary's College (Maryland), 1970; M.D., Creighton University School of Medicine, 1974
- Michelle D. Huynh**, *Assistant Professor of Family Medicine* (2023).
B.S., University of Southern California, 2012; D.O., Western University of Health Sciences, 2019
- Jee-Yeon Hwang**, *Assistant Professor of Pharmacology* (2018).
B.S., Sungshin Woman's University (China), 1997; M.S., Yonsei University (South Korea); Ph.D., 2005
- Soonjo Hwang**, *Associate Clinical Professor of Psychiatry* (2016; 2022).
M.D., Yonsei University College of Medicine, 1999
- Angela Ibragimov**, *Assistant Professor of Pediatrics* (2018).
B.S., University of Arizona, 2008; M.D., University of Arizona College of Medicine, 2012
- Mudasser Ibrahim**, *Assistant Clinical Professor of Pediatrics* (2022).
M.B.,B.S., Gandhi Medical College (India), 2013
- Ann M. Igoe**, *Assistant Clinical Professor of Medicine* (2024).
M.D., University of Pecs, Faculty of Medicine (Hungary), 2010
- Michael N. Igwe**, *Assistant Professor of Medicine* (2023).
M.B.,B.S., University of Port Harcourt Teaching Hospital (Nigeria), 2006
- Benjamin E. Ihms**, *Assistant Professor of Family Medicine* (2024).
B.S., Grand Canyon University, 2007; D.O., Midwestern University-Arizona College of Osteopathic Medicine, 2014
- Marium Ilahi**, *Assistant Clinical Professor of Medicine* (2017).
M.B.,B.S., Rawalpindi Medical College, 2000
- Mayuko Imai**, *Assistant Clinical Professor of Pathology* (2024).
B.S., Rutgers University, Douglass College, 1994; M.D., Mount Sinai School of Medicine, 1999
- Glareh Imani**, *Assistant Clinical Professor of Emergency Medicine* (2023).
B.S., University of Texas at Dallas, 2004; D.O., Arizona College of Osteopathic Medicine, 2013
- Christine Inguanzo**, *Assistant Clinical Professor of Family Medicine* (2020).
M.D., University of Nebraska Medical Center, 2001
- Umar Iqbal**, *Assistant Professor of Family Medicine* (2020).
B.S., Arizona State University, 2003; M.D., St. Matthew's University School of Medicine (Grand Cayman), 2009
- Michael Irei**, *Assistant Clinical Professor of Anesthesiology* (2012).
B.A., Stanford University, 1978; M.D., University of Hawaii, 1983
- Ryan B. Isherwood**, *Assistant Clinical Professor of Family Medicine* (2014).
B.S., University of Nebraska, 1996; M.D., University of Nebraska College of Medicine, 2006
- Sandia Iskandar**, *Assistant Professor of Medicine* (2020).
M.D., Poznan University of Medical Sciences, 2012
- Gaby A.P. Iskander**, *Professor of Surgery* (2023).
M.D., Ain Shams University School of Medicine (Egypt), 1988
- Imtiaz Islam**, *Assistant Clinical Professor of Medicine* (2021).
M.B.,B.S., Dhaka Medical College (Bangladesh), 1989
- Glenn Islat**, *Assistant Clinical Professor of Anesthesiology* (2012).
B.A., Columbia University, 1981; M.D., State University of New York Upstate Medical Center, 1985
- Hamza Ismail**, *Assistant Clinical Professor of Medicine* (2021).
M.B.,B.S., Krishna Institute of Medical Sciences, 2002
- Mika Iwano**, *Assistant Professor of Pediatrics* (2020).
M.D., Kansai Medical University (Japan), 2009
- Kenneth C. Jackimczyk Jr.**, *Professor of Emergency Medicine* (2018).
B.S., University of Arizona, 1973; M.D., 1977
- Jonna Jackson**, *Assistant Clinical Professor of Biomedical Sciences* (2021).
B.S., University of Northern Colorado, 2012; Ph.D., University of Northern Colorado, 2017
- Paige Jackson Smith**, *Assistant Professor of Pediatrics* (2018).

B.S., University of California, Los Angeles, 1993; M.D., Howard University College of Medicine, 2002

Jordan Jacobs, *Assistant Professor of Surgery* (2016).

B.S., Arizona State University, 2001; M.D., Columbia University College of Physicians and Surgeons, 2009

Gopal Pundlik Jadhav, *Assistant Professor of Pharmacology and Neuroscience* (2017; 2019).

M.Pharm., Pune University (India), 1998; Ph.D., University of Nottingham (United Kingdom), 2007

Saleem Jafilan, *Assistant Clinical Professor of Emergency Medicine* (2020).

B.S., Loyola University-Chicago, 2009; M.D., Creighton University School of Medicine, 2015

Sunil Jagadesh, *Assistant Professor of Medicine* (2013; 2014).

M.B.,B.S., Kurnool Medical College (India), 2002

Nikhil Jagan, *Associate Professor of Medicine* (2018; 2024).

M.B.,B.S., Kasturba Medical College (India), 2012

Narasimhan Jagannathan, *Professor of Anesthesiology* (2023).

M.B.,B.S., Sri Ramachandra Medical College & Research Institute (India), 2001; M.B.A., Haslam School of Business, University of Tennessee, 2017

Christian R. Jagusch, *Assistant Clinical Professor of Pediatrics* (2020).

B.S., Creighton University, 1993; M.D., 1997; J.D., University of California Hastings College of Law, 2015

Arpana Jain, *Assistant Professor of Surgery* (2018).

M.B.,B.S., Maulana Azad Medical College, 2007

Samiksha F. Jain, *Clinical Instructor of Pediatrics* (2020).

M.B.,B.S., B.J. Medical College (India), 2001

Alok Jaju, *Associate Clinical Professor of Radiology* (2024).

M.B.,B.S., Government Medical College and Hospital (India), 2001

Matthew M. Jaksha, *Assistant Clinical Professor of Radiology* (2014).

M.D., Creighton University School of Medicine, 1993

Simone M James, *Clinical Instructor of OB/GYN* (2024).

D.N.P., Grand Canyon University, 2020; M.S.N., Grand Canyon University, 2017

William S. James, *Assistant Clinical Professor of Psychiatry* (2022).

B.A., Johns Hopkins University, 1967; M.D., George Washington University School of Medicine, 1971

Ramin Jamshidi, *Assistant Professor of Surgery* (2015; 2023).

B.S., University of California-San Diego, 1998; M.D., University of Colorado School of Medicine, 2003

Shyam S. Jani, *Assistant Clinical Professor of Radiology* (2020).

B.S., University of California-Berkeley, 2009; M.S., University of California-Los Angeles, 2012; Ph.D., University of California-Los Angeles, 2015

Vishal Balvantrai Jani, *Associate Professor of Neurology* (2016; 2022).

M.B.,B.S., BJ Medical College, Ahmedabad, State University of Gujarat (India), 2007

Alyssa Janousek, *Assistant Professor of Anesthesiology* (2021).

B.S., University of Arizona, 2009; M.D., University of Arizona College of Medicine, 2013

Brant M. Jaouen, *Assistant Professor of Emergency Medicine* (2021).

B.A., The College of William and Mary, 2002; M.D., Saint Louis University School of Medicine, 2016

Clay E. Jarrell, *Assistant Professor of Pathology* (2022).

B.S., University of Kansas, 2013; M.D., University of Kansas, 2017

Joseph A. Jarzobski, *Associate Clinical Professor of Medicine* (1969; 1986).

B.A., Holy Cross College, 1961; M.D., Creighton University School of Medicine, 1965

Lakshmi Jayaram, *Assistant Professor of Pathology* (2018).

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

Roy Jedeikin, *Associate Clinical Professor of Medicine* (2019).

M.D., University of Witwatersrand Medical School, 1975

Christine M. Jeffrey, *Assistant Clinical Professor of Family and Community Medicine* (2022).

B.A., University of Nebraska - Omaha, 1991; M.D., University of Nebraska Medical Center, 1995

Erin T. Jenkins, *Assistant Professor of Medicine* (2013).

B.A., University of Notre Dame, 2002; M.D., University of Nebraska Medical Center, 2006

Elizabeth Jensen, *Clinical Instructor of Medicine* (2012).

D.O., Touro University College of Medicine, 2005

Matthew Jeong, *Assistant Clinical Professor of Medicine* (2012).

B.S., Stanford University, 1994; M.D., University of Connecticut, 2002

Julie C. Jerabek, *Assistant Clinical Professor of Medicine* (2023).

B.A., College of St. Benedict, 2001; M.D., Uniformed Services University, 2005

Jonathan Jerman, *Assistant Clinical Professor of Pediatrics* (2012).

B.A., Arizona State University, 2003; M.D., University of Utah School of Medicine, 2007

Ruchira M. Jha, *Associate Clinical Professor of Neurology* (2021).

B.A., Macalester College, 2003; M.D., Harvard Medical School, 2008

Sunny S. Jhamnani, *Assistant Clinical Professor of Medicine* (2021).

M.B.,B.S., Government Medical College (India), 2009

Norlalak Jiramethee, *Assistant Professor of Medicine* (2019).

M.D., College of Medicine, Rangsit University (Thailand), 2008

Aaron M. Joffe, *Professor of Anesthesiology* (2023).

B.S., Bemidji State University, 1990; D.O., Midwestern University, Chicago College of Osteopathic Medicine, 1998; M.S., Georgetown University, 2020

Jason Johannig, *Assistant Clinical Professor of Surgery* (2005).

B.A., Northwestern University, 1990; M.D., University of Kansas Medical School, 1994

Stanley D. Johnsen, *Professor of Pediatrics* (2010; 2016).

B.S., University of Wisconsin, 1959; M.S., University of Wisconsin, 1963; M.D., University of Wisconsin, 1953

Amber N. Johnson, *Assistant Clinical Professor of Medicine* (2024).

- B.S., Whitworth University, 2012; M.D., Creighton University School of Medicine, 2017
- Gregory Johnson**, *Assistant Clinical Professor of Pediatrics* (2017).
B.A., Bethel University, 2008; M.D., Loma Linda University, 2014
- James Johnson**, *Associate Clinical Professor Emeritus of Radiology* (2003; 2006).
B.S., Creighton University, 1958; M.D., Creighton University School of Medicine, 1962
- Mark Johnson**, *Instructor of Surgery* (2022).
B.S., University of Nebraska at Omaha, 2011; D.O., Rocky Vista University College of Osteopathic Medicine, 2016
- Ronn Johnson**, *Professor of Family and Community Medicine* (2016; 2023).
B.A., Biola University, 1973; ; M.A., Southern Nazarene University, 1975; ; M.Ed., University of Central Oklahoma, 1975; ; M.A., Chapman University, 1978; ; Ph.D., Oklahoma State University, 1986
- Curtis A. Johnston**, *Assistant Clinical Professor of Pathology* (2013).
B.S., Yale University, 1973; M.D., University of Maryland School of Medicine, 1977
- Andree J. Jones**, *Assistant Professor of Family Medicine* (2018).
B.S., Arizona State University, 1998; D.O., Arizona College of Osteopathic Medicine, 2007
- Clifford B Jones**, *Clinical Professor of Surgery* (2020).
B.A., DePauw University, 1987; M.D., Indiana University School of Medicine, 1992
- Douglas R. Jones**, *Associate Professor of Family Medicine* (2018; 2024).
B.A., Brigham Young University, 1990; M.D., Bowman Gray School of Medicine of Wake Forest University, 1994
- Laurie Jones**, *Associate Professor of Pediatrics* (2011).
B.S., Georgia Institute of Technology, 1995; M.D., Medical College of Georgia, 1999
- Michael D Jones**, *Assistant Professor of Surgery* (2022).
B.S., Arizona State University, 2007; M.S., University of Arizona College of Public Health, 2010; M.D., University of Arizona College of Medicine, 2015
- Peggy Jones**, *Assistant Clinical Professor of Obstetrics and Gynecology* (2010).
B.S., Creighton University, 2000; M.D., Creighton University School of Medicine, 2004
- Rachel M. Jones**, *Clinical Instructor* (2022).
B.A., University of Northern Iowa, 1991; M.Ed., University of Northern Iowa, 2014
- Diane E. Jorgensen**, *Assistant Clinical Professor of Medical Humanities* (2020).
B.A., Creighton University, 1976; M.A., University of Nebraska at Omaha, M.A., Creighton University, 1995
- Bhargavi D. Joshi**, *Assistant Professor of Family Medicine* (2024).
D.O., Midwestern University, Arizona College of Osteopathic Medicine, 2002
- Prashant Joshi**, *Associate Clinical Professor of Pediatrics* (2014).
M.D., University of Ottawa, 1987
- Sheridan A. Jost**, *Assistant Clinical Professor of Pediatrics* (2022).
B.A., University of Notre Dame, 2012; M.D., University of Texas Southwestern Medical School, 2016
- Brian A. Juber**, *Assistant Clinical Professor of Pediatrics* (2024).
B.A., Augustana College, 2011; M.D., University of South Dakota, Sanford School of Medicine, 2015
- Parunyou Julayanont**, *Assistant Clinical Professor* (2022).
M.D., Chulalongkorn University (Thailand), 2011
- Daniel Julien**, *Assistant Professor of Pediatrics* (2021).
B.S., University of Idaho, 2007; M.S., University of Idaho, 2010; M.D., University of Washington School of Medicine, 2014
- Amjad Kabach**, *Assistant Professor of Medicine* (2019).
M.D., Damascus University (Syria), 2012
- Warren T. Kable III**, *Associate Professor Emeritus of Obstetrics & Gynecology* (1980; 2007).
B.S., Texas A&M University, 1971; M.D., University of Texas Medical Branch, 1974
- Anita Kadikar**, *Assistant Clinical Professor of Medicine* (2024).
B.S., University of Toronto, Trinity College (Canada), 1994; M.D., University of Western Ontario (Canada), 1998
- Kambiz S. Kadkhodayan**, *Assistant Professor of Medicine* (2019).
M.D., First Moscow State Medical University (Russia), 2005
- Kelly Kadlec**, *Associate Clinical Professor of Pediatrics* (2011; 2022).
B.A./B.S., Creighton University, 1994; M.D., Creighton University School of Medicine, 1998
- Amie E. Kafer**, *Assistant Clinical Professor of Psychiatry* (2018; 2019).
B.A., University of Arizona, 1991; D.O., Midwestern University, 2008
- Maheshwor Kafle**, *Assistant Clinical Professor of Pediatrics* (2016).
M.B., B.S., Nepal Medical College (India), 2003
- Harold Kaftan**, *Assistant Professor of Pediatrics* (2002).
B.S., Creighton University, 1986; M.D., Medical College of Wisconsin, 1990
- Sanjay Kajji**, *Assistant Clinical Professor of Psychiatry* (2021).
B.S., Centenary College of Louisiana, 2007; M.D., University of Seychelles American Institute of Medicine (East Africa), 2013
- Udaya Kakarla**, *Instructor of Surgery* (2012).
B.S., The George Washington University, 1996; M.D., Indiana University, 2003
- Eyad Kakish**, *Assistant Clinical Professor of Family Medicine* (2004).
M.B., B.S., University of Jordan (Jordan), 1998
- Olga Kalinkin**, *Professor of Radiology* (2011).
M.D., Moscow State Medical School (Russia), 1984
- Scott E. Kalinowski**, *Assistant Clinical Professor of Surgery* (2021).
B.A., Northwestern University, 1995; M.D., The University of Iowa, 2003
- George JS Kallingal**, *Assistant Professor of Surgery* (2020).
B.S., University of Michigan, 1999; M.P.H., University of Michigan, 2005; M.D., Jefferson Medical College, Thomas Jefferson University, 2005

- Steven Kallmeyer**, *Assistant Clinical Professor of Pediatrics* (2012; 2013).
M.B., Ch.B., University of Cape Town (South Africa), 1999
- Sujith Kalmadi**, *Assistant Clinical Professor of Medicine* (2020).
M.B.,B.S., Kasturba Medical College (India), 1993
- Anantharam Kalya**, *Associate Professor of Medicine* (2022).
M.B.,B.S., Kempegowda Institute of Medical Sciences, Bangalore University (India), 1989
- Savitha B. Kalya**, *Assistant Professor of Medicine* (2020).
M.B.,B.S., Rajiv Gandhi University, JSS Medical College (India), 1995
- Juan F. Kamar**, *Instructor of Medicine* (2022).
B.S., Texas A&M University, 2012; M.D., Universidad Autonoma de Guadalajara School of Medicine, 2018
- Andrew J. Kamien**, *Assistant Clinical Professor of Pediatrics* (2021).
B.A., College of the Holy Cross, 2006; M.D., Creighton University School of Medicine, 2012
- Leslie Kanda**, *Assistant Clinical Professor of Medicine* (2012).
B.A., Vassar College, 1989; M.D., Northwestern University Medical School, 1993
- Donald Kane**, *Assistant Professor of Pediatrics* (2020).
B.S., Arizona State University, 1986; D.O., Des Moines University College of Osteopathic Medicine, 1995
- D. Richard Kang**, *Associate Clinical Professor of Ear, Nose and Throat* (2014); *Chair, Ear, Nose and Throat* (2016).
B.A., Boston University, 1980; M.D., Boston University School of Medicine, 1980
- Lydia Kang**, *Assistant Clinical Professor of Medicine* (2010).
B.A., Columbia University, 1993; M.D., New York University School of Medicine, 1998
- Arun Kanmantha Reddy**, *Associate Professor of Medicine* (2018; 2023).
M.B.,B.S., Armed Forces Medical College (India)
- Avanija R. Kanmanthareddy**, *Assistant Professor of Medicine* (2023).
M.B.,B.S., Kempegowda Institute of Medical Sciences (India), 2014
- Sujay Kumar Kannamangala**, *Assistant Clinical Professor of Family Medicine* (2014).
M.B.,B.S., Shri. B.M. Patil Medical College and Research Hospital, 2001; MPH, Florida International University, 2006
- Usha K. Kanthety**, *Assistant Clinical Professor of Family Medicine* (2016).
M.B.,B.S., Gandhi Medical College, NTR University of Health Science (India), 2002
- Chirag Kapadia**, *Assistant Clinical Professor of Pediatrics* (2018).
B.A., Rutgers University, 1998; M.D., New York University School of Medicine, 2002
- Robert Kaplan**, *Clinical Professor of Medical Humanities* (2021).
B.M., Hartt School of Music, 1977; M.M., Arizona State University, 1997
- Cathy J Kaplicki**, *Assistant Professor of Psychiatry* (2021).
B.S., Coe College, 1996; M.S.N., Arizona State University, 2003
- Vikas Kapoor**, *Assistant Clinical Professor of Medicine* (2023).
M.B.,B.S., Rawalpindi Medical College (Pakistan), 2016
- Smita Kapur**, *Assistant Professor of Medicine* (2015).
M.B.,B.S., Kasturba Medical College (India), 1998
- Ammar Karim**, *Assistant Clinical Professor of Surgery* (2023).
B.S., Rutgers University, 2008; D.O., University of Medicine and Dentistry of New Jersey, School of Osteopathic Medicine, 2012
- Corey Karlin-Zysman**, *Assistant Clinical Professor of Medicine* (2021).
B.A., Stanford University, 1998; M.D., Stony Brook University School of Medicine, 2003
- Rajil Karnani**, *Assistant Clinical Professor of Medicine* (2021).
B.S., Kent State University, 1997; M.D., Northeast Ohio Medical University, 2001
- Anita D. Karnik**, *Assistant Clinical Professor of Psychiatry* (2021).
B.A., The University of Texas at Austin, 2002; M.D., Texas A&M Health Science Center College of Medicine, 2006
- George K. Karway**, *Clinical Instructor of Neurology* (2023).
B.S., Arizona State University, 2018; M.S., Arizona State University, 2019; Ph.D., Arizona State University, 2022
- Christella Kasis**, *Assistant Clinical Professor of Medicine* (2021).
M.D., Lebanese University (Lebanon), 2003
- Scott D. Kassing**, *Assistant Clinical Professor of Medicine* (2013).
B.S., Texas Christian University, 1997; M.D., University of Texas Southwest Medical School at Dallas, 2002
- Andrew A. Kassir**, *Assistant Clinical Professor of Surgery* (2018).
M.D., Royal College of Surgeons (Ireland), 1983
- Suganya Kathiravan**, *Assistant Clinical Professor of Pediatrics* (2023).
M.B.,B.S., Tamilnadu M.G.R. Medical University (India), 2001
- Christos S. Katsanos**, *Associate Clinical Professor of Biomedical Sciences* (2021).
B.S., Democritus University of Thrace (Greece), 1992; M.S., University of Louisville, 1998; Ph.D., Florida State University, 2001
- David Kaufman**, *Assistant Clinical Professor of Pediatrics* (2000; 2005).
B.S., University of Nebraska, 1992; M.D., University of Nebraska Medical Center, 1996
- Jennifer Kaufman**, *Clinical Instructor of Pediatrics* (2012).
B.A., University of Kansas, 2002; M.D., University of Kansas School of Medicine, 2009
- Preet Kaur**, *Clinical Instructor of Psychiatry* (2024).
B.S., University of Auckland (New Zealand), 2008; M.A., The Chicago School of Professional Psychology, 2014; Ph.D., The George Washington University
- Shagun Kaur**, *Assistant Clinical Professor* (2023).
M.B.,B.S., Dayanand Medical College and Hospital (India)
- Supreet Kaur**, *Assistant Professor of Neurology* (2018).
M.B.,B.S., Kasturba Medical College, 2010
- Tejbeer Kaur**, *Assistant Professor of Biomedical Sciences* (2019).
Ph.D., Southern Illinois University, 2012
- Michael G. Kavan**, *Professor of Family Medicine* (1988; 2008); *Professor of Psychiatry* (1994; 2008); *Associate Dean, Student Affairs* (1996).

B.A., Creighton University, 1982; M.A., University of Nebraska-Lincoln, 1984; Ph.D., University of Nebraska, 1988

Yukari Kawamoto, *Assistant Professor of Psychiatry* (2018).

B.A./B.S., The University of Arizona, 2002; M.D., Creighton University School of Medicine, 2007

David Kay, *Assistant Professor of Radiology* (2011).

B.S., St. Olaf College, 1992; M.D., University of Minnesota, 1998

Alan P. Kazan, *Assistant Clinical Professor of Psychiatry* (2023).

B.S., Marquette University, 1971; M.D., Loyola-Stritch School of Medicine, 1975

Niranjan Kc, *Assistant Clinical Professor of Psychiatry* (2019).

M.B., B.S., Quaid-E-Azam Medical College (Pakistan), 2006

Gregory Keane, *Assistant Clinical Professor of Psychiatry* (2014).

B.S., University of South Dakota, 1997; D.O., Des Moines University-Osteopathic Medical Center, 2002

Marguerite Keane, *Assistant Professor of Pediatrics* (2021).

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

Shannon Kearnl, *Clinical Instructor of Pediatrics* (2015).

B.S., Arizona State University, 2008; M.D., Southern Illinois University School of Medicine, 2012

Kevin Kearney, *Assistant Clinical Professor of Radiology* (2022).

B.A., University of Washington, 1993; M.B.A., Tufts University/Brandeis University, 2002; M.D., Tufts University School of Medicine, 2002

Susan D. Keasling, *Assistant Clinical Professor of Family Medicine* (2013).

B.A., St. Olaf College, 1998; M.D., University of Nebraska Medical Center, 2005

Allysa Kehring, *Assistant Clinical Professor of Pediatrics* (2018).

B.S., University of Arizona, 2010; M.D., 2014

Kelly Kelleher, *Assistant Clinical Professor of Pediatrics* (2012).

B.A., Carroll College, 2004; M.D., Creighton University School of Medicine, 2008

Lindsey E. Keller, *Clinical Instructor of Emergency Medicine* (2024).

B.A., Lewis and Clark College 2010; M.D., University of Arizona College of Medicine, 2019

Zachary J. Keller, *Assistant Clinical Professor of Health Professions* (2023).

B.A., University of Nebraska-Omaha, 2010; D.O., Rocky Vista University, 2016

Elizabeth A. Kelly, *Assistant Clinical Professor of Ear, Nose and Throat* (2017).

B.S., University of Wisconsin, 2005; M.D., Medical College of Wisconsin, 2009

Thomas E. Kelly, *Associate Professor of Emergency Medicine* (2018).

B.S., Ottawa University, 1996; M.S., Arizona School of Health Sciences, 1998; M.D., International University of Health Sciences, 2007

Melissa A. Kelsey, *Assistant Clinical Professor of Emergency Medicine* (2023).

B.S., Arizona State University, 2008; D.O., Touro University Nevada College of Osteopathic Medicine, 2014

Jay G. Kenik, *Associate Professor of Medicine* (1980; 1990).

B.A., Temple University, 1971; M.D., Creighton University School of Medicine, 1975

Joseph E Kent, *Assistant Clinical Professor of Psychiatry* (2019).

B.S., University of Nebraska-Lincoln, 2010; M.D., University of Nebraska Medical Center, 2014

Robert M. Kent, *Assistant Clinical Professor of Family Medicine* (2013).

B.A., University of Nebraska-Omaha, 2000; M.D., University of Nebraska Medical Center, 2006

Stacy M. Kenyon, *Assistant Clinical Professor of Pathology* (2023).

B.A., Albion College, 2005; Ph.D., Arizona State University, 2012

John F. Kerrigan, *Associate Clinical Professor of Pediatrics* (2010).

B.A., University of California, 1979; M.D., University of California, 1983

Daren Kest, *Assistant Clinical Professor of Surgery* (2019).

B.S., Oakland University; O.D., Michigan State University College of Osteopathic Medicine

Rubina Khair, *Assistant Clinical Professor of Medicine* (2020).

B.A., New York University, 2004; M.P.H., SUNY Downstate, 2007; M.D., George Washington University School of Medicine and Health Sciences, 2010

Ahmad Khalifa, *Assistant Clinical Professor of Medicine* (2021).

M.D., University of Aleppo (Syria), 1995

Afzal H. Khan, *Assistant Professor of Family Medicine* (2024).

B.S., Arizona State University, 2005; M.D., St. Matthew's University School of Medicine (Cayman Islands), 2010

Ansar U. Khan, *Assistant Clinical Professor of Urology* (2019).

M.B., B.S., King George Medical College (India), 1967

Anwaar Khan, *Assistant Clinical Professor of Medicine* (2021).

M.B., B.S., Nishtar Medical University (India), 1974

Mansoor A. Khan, *Assistant Clinical Professor of Emergency Medicine* (2023).

B.S., City College of New York Sophie Davis School of Biomedical Education, 1999; M.D., State University of New York Stony Brook Medical School of Medicine, 2001

Manzoor M. Khan, *Professor of Pharmacy Sciences* (1990; 1999); *Professor of Pharmacology* (1991; 1998).

B.S., University of Karachi (Pakistan), 1970; M.Sc., 1972; M.S., University of Bridgeport, 1975; Ph.D., University of Arizona College of Medicine, 1980

Soofta M. Khan, *Assistant Clinical Professor of Pediatrics* (2022).

B.S., University of Arizona, 2008; M.D., University of Arizona, College of Medicine, 2012

Umair U. Khan, *Assistant Clinical Professor of Family Medicine* (2022).

B.S., New York Institute of Technology, 2010; M.D., University of Medicine and Health Sciences, 2015

Jimmy P. Khandalavala, *Associate Professor of Obstetrics & Gynecology* (1999; 2009).

M.B.,B.S., St. John's Medical College, India, 1983; M.B.,B.S., Post Grad Institute of Medical Sciences (India), 2003

Jasleen K. Khanuja, *Clinical Instructor of Medicine* (2021).

B.A., Scripps College, 2009; M.D., Wayne State University, 2013

Kourosh S. Khatami, *Assistant Clinical Professor of Pediatrics* (2023).

B.S., Tulane University, 2012; M.D., Tulane University School of Medicine, 2017

Mohammad MK Khatib, *Assistant Clinical Professor of Medicine* (2022).

M.D., Al-Baath University Faculty of Medicine (Syrian Arab Republic), 2008

Shailesh Khetarpal, *Assistant Professor of Pediatrics* (2019).

M.B.,B.S., Post Graduate Institute of Medical Sciences, M.D.U. University (India), 2008

Abid Khokar, *Assistant Professor of Medicine* (2021).

M.B.,B.S., National University of Sciences and Technology, 2007

Mateen Khokhar, *Assistant Professor of Medicine* (2021; 2023).

B.S., University of Arizona, 2011; B.S., University of Arizona, 2012; D.O., Arizona College of Osteopathic Medicine, Midwestern University, 2017

Farhoud Khosravi, *Assistant Clinical Professor of Medicine* (2017).

B.S., University of Iowa, 2003; D.O., Nova Southeastern University, 2008

Amandeep Khurana, *Assistant Clinical Professor of Medicine* (2022).

M.B.B.S., Maulana Azad Medical College (India), 1997

Patrick J. Kiefer, *Assistant Clinical Professor of Surgery* (2016).

B.A., Creighton University, 1977; M.D., 1981

Alden Kielhorn, *Assistant Clinical Professor of Pathology* (2013).

B.S., Creighton University, 1971; M.D., Creighton University School of Medicine, 1975

Paula M. Kiesner, *Assistant Professor of Medicine* (2023).

B.S., Arizona State University, 2004; D.O., Midwestern University, 2009

Heidi Killefer, *Assistant Clinical Professor of Pediatrics* (2011).

B.A., University of Nebraska-Lincoln, 2001; M.D., Mayo Medical School, 2005

Hack Jae Kim, *Assistant Professor of Medicine* (2015).

B.S., Creighton University, 1992; M.D., Creighton University School of Medicine, 1997

Joshua H. Kim, *Assistant Professor of Medicine* (2022; 2023).

B.S., University of Kentucky, 2009; D.O., University of Pikeville, Kentucky College of Osteopathic Medicine, 2015

Michael Hyun-ook Kim, *Professor, Department of Medicine* (2018); *Chair, Department of Medicine* (2018).

A.B., Princeton University, 1988; M.D., University of Rochester School of Medicine and Dentistry, 1992

Michelle Kim, *Clinical Professor of Pediatrics* (2012).

B.S., Pacific Union College, 1991; M.D., Loma Linda University School of Medicine, 1995

Kathryn S. King, *Clinical Instructor of Surgery* (2024).

B.S., Georgetown University, 2009; M.S., Georgetown University, 2011; M.D., Georgetown University School of Medicine, 2015

Kevin S. King, *Clinical Professor of Radiology* (2023).

B.S., University of Southern California, 1999; M.D., Harvard-Massachusetts Institute of Technology Health Sciences and Technology, 2005; M.S., University of Texas Southwestern Medical Center, 2014

John S. Kingsley, *Assistant Professor of Psychiatry* (2018).

B.S., Arizona State University, 1997; M.D., University of Arizona College of Medicine, 2004

Andrea J. Kinnan, *Assistant Professor of OB/GYN* (2018; 2020).

B.A., University of Nebraska-Lincoln, 2005; M.D., University of Nebraska Medical Center, 2013

Shannon Kinnan, *Associate Professor of Psychiatry* (2010; 2022).

B.S., University of Nebraska Lincoln, 2002; M.D., University of Nebraska Medical Center, 2006

Gary Kirkilas, *Assistant Clinical Professor of Pediatrics* (2019).

B.S., Loyola University-Chicago, 2003; D.O., Touro University California Medical School, 2010

Victor Kissil, *Assistant Clinical Professor of Obstetrics & Gynecology* (2012).

B.S., Northern Arizona University, 1977; D.O., Chicago College of Osteopathic Medicine of Mid-Western University, 1981

Robert Kizer, *Assistant Professor of Medicine* (2005; 2013).

B.A., University of Notre Dame, 1997; M.D., University of Nebraska Medical Center, 2001

Robert L. Klaehn, *Assistant Clinical Professor of Psychiatry* (2022).

B.A., The Johns Hopkins University, 1976; M.D., Wayne State University School of Medicine, 1980

Dane E Klett, *Assistant Professor of Urology* (2021).

B.S., Arizona State University, 2009; M.D., Creighton University School of Medicine, 2014

Howard Kline, *Clinical Professor of Medicine* (2012).

B.S., Dickinson College, 1954; M.D., New York University Medical College, 1958

Christopher M. Knapp, *Assistant Professor of Surgery* (2022).

B.S., University of Arizona, 2010; M.D., University of Arizona College of Medicine, 2014

Joseph A. Knezetic, *Professor of Pathology* (1991; 2016); *Professor of Biomedical Sciences* (2003; 2016); *Director of Research and Compliance* (2014).

B.S., Bowling Green State University, 1981; Ph.D., University of Cincinnati, 1986

Kerry Knievel, *Associate Professor of Neurology* (2012; 2019).

B.S., Colorado State University, 2001; M.S., Colorado State University, 2002; D.O., Kirksville College of Osteopathic Medicine, 2007

Floyd C. Knoop, *Professor Emeritus of Medical Microbiology & Immunology* (1975; 2018).

B.A., Defiance College, 1966; M.S., University of Dayton, 1969; Ph.D., University of Tennessee Center for the Health Sciences, 1974

Joshua Koch, *Associate Clinical Professor of Pediatrics* (2019).

- B.S., Trinity University, 1997; M.D., University of Kansas, 2001
- Narayana Koduri**, *Clinical Instructor of Psychiatry* (2013).
M.B.,B.S., Rangaraya Medical College (India), 2003
- Lawrence J. Koep**, *Assistant Clinical Professor of Surgery* (2013).
B.A., Johns Hopkins University, 1966; M.D., Johns Hopkins Medical School, 1970
- Anita Kohli**, *Assistant Professor of Medicine* (2015).
B.A., Bryn Mawr College, 2000; M.D. 2006, University of Virginia; M.S., 2009, University of Virginia
- Edward Kolb**, *Assistant Clinical Professor of Pediatrics* (2006).
B.S., University of California-Riverside, 1979; M.D., University of California-Los Angeles, 1982
- Ian K. Komenaka**, *Associate Professor of Surgery* (2018).
A.B., Cornell University, 1993; M.D., University of Hawaii, 1997
- Bethel Kopp**, *Assistant Clinical Professor of Medicine* (2021).
B.S.M.T., Creighton University, 1975; M.D., Creighton University School of Medicine, 1985
- Michael Koren**, *Associate Professor of Medicine* (2023).
B.S., University of Rochester, 2006; M.D., Uniformed Services University of Health Sciences, 2010
- Omofolasade Kosoko-Lasaki**, *Professor of Surgery* (2000; 2007); *Professor of Oral Health Promotion, Division of Community and Preventive Dentistry* (2000; 2007); *Professor of Preventive Medicine and Public Health* (2000; 2007); *Associate Vice President for Multicultural and Community Affairs* (2000).
M.D., University of Ibadan (Nigeria), 1978; M.S.P.H., Howard University, 1984; M.B.A., Creighton University, 2005
- Felicitas Koster**, *Assistant Clinical Professor of Psychiatry* (2018; 2019).
B.A., University of California-San Diego, 2006; D.O., A.T. Still University Kirksville College of Osteopathic Medicine, 2011
- Rudolf Kotula**, *Assistant Clinical Professor of Medicine* (2011).
M.D., Faculty of Medicine (Slovak Republic), 1986
- Mahesh M. Kotwal**, *Assistant Professor of Pediatrics* (2023).
Medical College of Baroda (India), 1973
- Sarang S. Koushik**, *Associate Clinical Professor of Anesthesiology* (2022; 2023).
B.S., University of Arizona, 2009; M.D. University of Arizona, College of Medicine, 2013
- Joyce M. Kovar**, *Assistant Clinical Professor of Pathology* (2018).
B.S., University of Wyoming, 1993; M.D., Creighton University School of Medicine, 1999
- Ormila Kovilam**, *Associate Professor of Obstetrics & Gynecology* (2010).
M.B.,B.S., Kasturba Medical College (India), 1981
- Joanna Kowalik**, *Assistant Professor of Psychiatry* (; 2019).
M.D., Jagiellonski University, School of Medicine (Poland), 1994
- Atsuko Koyama**, *Assistant Professor of Pediatrics* (2020).
B.A., Pomona College, 1996; M.D., University of Arizona College of Medicine, 2004; M.P.H., University of California Berkeley, 2003
- Robert Kraft**, *Associate Clinical Professor of Psychiatry* (2005).
M.Ed., University of Nebraska-Lincoln, 1981; Ph.D., University of Nebraska-Lincoln, 1985
- Bryan J. Krajicek**, *Associate Clinical Professor of Medicine* (2009; 2023).
B.S., Creighton University, 1998; M.D., Creighton University School of Medicine, 2002
- Kenneth Kramer**, *Associate Professor of Biomedical Sciences* (2011; 2018).
B.S., University of Dayton, 1991; Ph.D., University of Cincinnati, 1997
- Christina L. Kranc**, *Assistant Clinical Professor of Medicine* (2018).
B.S., Purdue University, 2008; M.D., Loyola University Stritch School of Medicine, 2012
- Thomas O. Kraner**, *Assistant Clinical Professor of Surgery* (2019).
B.S., University of Wyoming, 1984; M.D., University of Utah, 1989
- Ifat Z. Krase**, *Assistant Clinical Professor of Medicine* (2024).
B.S., University of Arizona Eller College of Management, 2003; Pharm.D., University of Arizona, College of Pharmacy, 2010; M.D., University of Arizona, College of Medicine, 2018
- Richard Kratche**, *Assistant Clinical Professor of Family Medicine* (2022).
B.A., Harvard University, 1983; M.D., The Ohio State University College of Medicine, 1987
- Christopher J. Kratochvil**, *Clinical Professor of Psychiatry* (1997; 2009).
B.A., Creighton University, 1987; M.D., Creighton University School of Medicine, 1992
- Jillyn A. Kratochvil**, *Assistant Clinical Professor of Pediatrics* (1995; 2021).
B.A., Creighton University, 1987; M.D., Creighton University School of Medicine, 1991
- Elena Kraus**, *Assistant Professor of OB/GYN* (2022).
B.S., University of Dallas, 2006; Ph.D., Saint Louis University, 2013; M.D., Saint Louis University, 2015; M.S., Washington University, 2022
- Kyle A. Krehbiel**, *Assistant Professor of Radiology* (2014; 2022).
B.A., University of Kansas, 1998; M.D., University of Kansas School of Medicine, 2002
- Kari Krenzer**, *Assistant Clinical Professor of Pediatrics* (2000; 2005).
B.S., Nebraska Wesleyan University, 1993; M.D., University of Nebraska Medical Center, 1997
- Tara L. Krog**, *Assistant Professor of Psychiatry* (2018).
B.S., South Dakota State University, 2001; Ph.D., The University of South Dakota, 2007
- Kent Kronberg**, *Assistant Clinical Professor of Pediatrics* (2011).
B.S., Dana College, 1976; M.D., University of Nebraska Medical Center, 1980
- Chelsea N. Kropp**, *Assistant Clinical Professor of OB/GYN* (2021).
B.S., George Mason University, 2009; M.D., University of Nebraska Medical Center, 2014
- Joe Kross**, *Associate Clinical Professor of Anesthesiology* (2012).
B.A., Harvard University, 1979; M.D., The Ohio State University College of Medicine, 1985
- Michael C. Kruer**, *Associate Clinical Professor of Pediatrics* (2019).
B.S., Arizona State University, 2001; M.D., University of Arizona College of Medicine, 2004

- Matthew J. Kruse**, *Assistant Professor of Radiology* (2018; 2020).
B.S., University of Nebraska-Lincoln, 2005; M.D., University of Nebraska Medical Center, 2010
- Brittany M. Krzyzanowski**, *Assistant Clinical Professor of Neurology* (2024).
B.A., Winona State University, 2011; M.S., Central Michigan University, 2013; Ph.D., University of Minnesota, 2021
- Leslie A. Kuhnel**, *Assistant Clinical Professor of Medical Humanities* (2019).
B.A., University of Nebraska-Lincoln, 1992; ; M.P.A., University of Nebraska-Omaha, 2005; ; M.S., Creighton University, 2013; ; D.Be., Loyola University, Neiswanger Institute, 2018
- Rajesh N. Kukunoor**, *Assistant Clinical Professor of Medicine* (2021).
M.B.,B.S., Osmania Medical College (India), 1994
- Aditya Kumar**, *Assistant Clinical Professor of Neurology* (2023).
M.B.,B.S., Government Medical College and Hospital (India), 2015
- Anil Kumar**, *Assistant Clinical Professor of Neurology* (2018).
M.B.,B.S., Post Graduate Institute of Medical Sciences, 2001
- Reena Kumar**, *Assistant Professor of Psychiatry* (2024).
B.S., University of Arizona, 2004; D.O., Midwestern University, Arizona College of Osteopathic Medicine, 2014
- Sujay C. Kumar**, *Assistant Clinical Professor of Family Medicine* (2014).
M.B.,B.S., Shri. B.M. Patil Medical College and Research Hospital (India), 2001
- Tarun Kumar**, *Clinical Instructor of Surgery* (2021).
M.B.,B.S., Ravindra Nath Tagore Medical College (India), 1993
- Eric J. Kuncir**, *Professor of Surgery* (2020).
B.S., University of California-San Diego, 1984; M.S., University of California-San Diego, 1985; M.D., Hahnemann University, 1990
- Roshni Kundranda**, *Assistant Professor of Medicine* (2010; 2011).
M.B.,B.S., Kasturba Medical College (India), 2000
- Caroline Kim Kupfer**, *Assistant Professor of Medicine* (2017).
B.A., Northwestern University, 1988; M.D., Indiana University School of Medicine, 1992; MPH, University of California, Los Angeles School of Public Health, 1998
- Arielle Kuritzky-Havens**, *Assistant Clinical Professor of Emergency Medicine* (2023).
B.S., University of Central Florida, 2004; D.O., Midwestern University Arizona College of Osteopathic Medicine
- Hope Kurk**, *Assistant Clinical Professor of Health Professions* (2020; 2022).
B.A., Brandeis University, 1984; M.D., Sackler School of Medicine, 1988
- Nicole M. Kurnik**, *Assistant Clinical Professor of Surgery* (2020).
B.S., University of Nevada, 2007; M.D., University of Nevada School of Medicine, 2011
- Max J. Kurz**, *Associate Clinical Professor of Pharmacology and Neuroscience* (2021).
B.S., Doane University, 1994; M.S., University of Nebraska-Omaha, 1997; Ph.D., University of Nebraska-Lincoln, 2006
- Anthony Kusek**, *Assistant Clinical Professor of Family Medicine* (2010).
B.S., University of Nebraska, 1980; M.D., Creighton University, 1984
- Mark E. Kusek**, *Assistant Clinical Professor of Pediatrics* (2015).
B.S., Creighton University, 2003; M.D., University of Nebraska Medical Center, 2008
- David J. Kush**, *Assistant Professor of Anesthesiology* (2016).
M.D., University of Arizona, 1984
- Anna Kushnir**, *Assistant Clinical Professor of Pediatrics* (2023).
B.S., Rhodes College, 2014; M.D., University of Tennessee Health Science Center, 2018
- Michael S. Kuwabara**, *Assistant Professor of Radiology* (2019).
B.S., University of California-Davis, 2006; M.D., University of Toledo, College of Medicine, 2012
- William Kuyper**, *Assistant Clinical Professor of Obstetrics & Gynecology* (2011).
B.A., University of California-San Diego, 1986; M.D., University of California, 1990
- Christina Kwasnica**, *Associate Professor of Neurology* (2012).
B.S., University of Arizona, 1991; M.D., Northwestern University, 1995
- Christina G. Kwong**, *Assistant Clinical Professor of Pediatrics* (2021).
B.S., University of Arizona, 2008; M.D., Washington University, 2012
- Brenna LaBere**, *Assistant Clinical Professor of Medicine* (2023).
B.S., Colorado State University, 2012; M.D., University of Colorado, School of Medicine, 2017
- Amy LaCroix**, *Associate Clinical Professor of Pediatrics* (1994; 2004).
B.A., University of Nebraska-Omaha, 1987; M.D., University of Nebraska Medical Center, 1991
- Priscilla S LaCroix**, *Assistant Clinical Professor of Pediatrics* (2023).
B.S., Baylor University, 2012; D.O., University of North Texas Health Science Center, 2016
- John Lacson**, *Assistant Professor of Family Medicine* (2022).
B.S., University of Arizona, 2013; D.O. Lake Erie College of Osteopathic Medicine, 2018
- Shafeeq Ladha**, *Associate Clinical Professor of Neurology* (2011).
B.S., University of Notre Dame, 1996; M.D., University of Arizona College of Medicine, 2000
- Angela H. Lai**, *Clinical Instructor of Medicine* (2014).
B.S., Massachusetts Institute of Technology, 2007; M.D., Dartmouth Medical School, 2011
- Marko A. Laitinen**, *Clinical Instructor of Surgery* (2024).
B.S., University of Utah, 2005; M.D., University of Nevada, Reno School of Medicine, 2018
- Marko A. Laitinen**, *Clinical Instructor of Surgery* (2024).
B.S., University of Utah, 2005; M.D., University of Nevada, Reno School of Medicine, 2018
- Douglas Lake**, *Associate Clinical Professor of Biomedical Sciences* (2021).
B.S., Texas Tech University, 1986; Ph.D., University of Arizona, 1993
- Suresh Lal**, *Assistant Professor of Pediatrics* (2019).
M.B.,B.S., University of Jabalpur (India), 1979
- G. Patrick Lambert**, *Professor of Exercise Science* (2008; 2016).

B.S., Alma College, 1988; M.A., Ball State University, 1990; Ph.D., University of Iowa, 2001

Jason Lambrecht, *Assistant Professor of Medicine* (2022).

B.S., Creighton University, 1994; Pharm.D., Creighton University, 1998; M.D., University of Nebraska Medical Center, 2010

Ian C. Lamoureux, *Assistant Clinical Professor of Psychiatry* (2020; 2024).

B.S., University of Arizona, 2007; M.D., University of Arizona College of Medicine, 2012

Carolina A. Landeen, *Assistant Professor of Medicine* (2019).

M.D., Universidad Panamericana School of Medicine (Mexico), 2011

Lois A. Lane, *Special Instructor of Medical Humanities* (2022).

B.S.N., Indiana University, 1978; M.S.N., Indiana University, 1983; J.D., Cooley School of Law, 1994

Jeffrey Lang, *Assistant Professor of Medical Education* (2011; 2023).

B.A., University of Nebraska-Lincoln, 1994; M.S., University of Nebraska-Lincoln, 1997; Ed.D., Nebraska Methodist College, 2021

Robert M. Langdon Jr., *Assistant Clinical Professor of Medicine* (1985).

B.A., Washington University, 1976; M.D., University of Nebraska Medical Center, 1979

Thomas J. Langdon, *Assistant Clinical Professor of Surgery* (2016).

B.S., Creighton University, 1978; M.D., University of Nebraska Medical Center, 1982

Hal G. Lankford, *Professor Emeritus of Pathology* (1962; 2003).

B.S., Missouri School of Mines and Metallurgy, 1948; M.S., St. Louis University, 1950; Ph.D., St. Louis University, 1959

Matthew E. Lanson, *Assistant Clinical Professor of Pediatrics* (2023).

B.S., University of California-Santa Barbara, 2013; M.D., Virginia Commonwealth University School of Medicine, 2019

Stephen J. Lanspa, *Professor Emeritus of Medicine* (1984; 2019).

M.D., Creighton University School of Medicine, 1978

Thomas J. Lanspa, *Associate Clinical Professor of Medicine* (1986; 2015).

B.S., Creighton University, 1979; M.D., Creighton University School of Medicine, 1983

Marisse Lardizabal, *Assistant Professor of Surgery* (2018).

B.A., Arizona State University, 2004; DPM, Temple University School of Podiatric Medicine, 2012

Peter Larsen, *Assistant Clinical Professor of Medical Microbiology and Immunology* (2021).

B.S., South Dakota State University, 2002; M.S., Texas Tech University, 2005; Ph.D., Texas Tech University, 2010

Stephanie Larson, *Assistant Clinical Professor of Family Medicine* (2020).

B.S., University of Nebraska-Kearney, 2004; M.S., University of Nebraska-Kearney, 2006; M.D., University of Nebraska Medical Center, 2014

Donald J. Lauer, *Assistant Clinical Professor of Medicine* (2013).

B.S., University of California at San Diego, 1992; MPH, Tulane University, 1996; M.D., Tulane University, 1996

Melissa K. Law, *Assistant Clinical Professor of Pediatrics* (2020).

B.S., University of Nebraska-Omaha, 2005; M.D., University of Nebraska College of Medicine, 2009

Richard Law, *Assistant Clinical Professor of Surgery* (2024).

B.S., SUNY at Binghamton, 2012; M.D., SUNY at Buffalo, Jacob's School of Medicine, 2016

Dalia S Lawandy, *Assistant Clinical Professor of Family Medicine* (2019).

MBBCh, Assiut University Faculty of Medicine, 2006

Michael T. Lawton, *Professor of Neurological Surgery* (2022).

Sc.B, Brown University, 1986; M.D., The Johns Hopkins University, 1990

Stephen Lazer, *Clinical Instructor of Medical Humanities* (2021).

B.A., Wesleyan University, 2005; M.A., Ph.D., University of Miami, 2014

Stephen Lazoritz, *Clinical Professor of Pediatrics* (2000); *Clinical Professor of Psychiatry* (2004).

B.A., State University of New York, 1972; M.D., State University of New York, 1976

Baoan Andy G. Le, *Assistant Professor of Family Medicine* (2023).

B.S., B.A., University of California at Irvine, 1997; M.D., Ross University School of Medicine, 2002

Viet Le, *Assistant Clinical Professor of Surgery* (2021).

B.S., University of Georgia, 2005; M.S., Clemson University, 2019; M.D., Medical College of Georgia, 2010

Benjamin LeSueur, *Assistant Professor of Medicine* (2023).

B.S., Arizona State University, 1995; M.D., University of Arizona College of Medicine, 2000

Adam K. Lee, *Assistant Clinical Professor of Surgery* (2020).

B.S., Marshall University, 2005; M.D., Georgetown University School of Medicine, 2010

Justin Lee, *Assistant Clinical Professor of Surgery* (2021).

B.S., University of Illinois at Chicago, 2002; M.D., Tufts University School of Medicine, 2008

Sang Mi Lee, *Assistant Clinical Professor of Anesthesiology* (2013).

M.D., Thomas Jefferson University, 2005.

Bonnie Lees, *Associate Clinical Professor of Pediatrics* (2011).

M.D., Queens University at Kingston (Canada), 1974

Scott R. Lefler, *Assistant Professor of Biomedical Sciences* (2022).

B.S., California Polytechnic State University, 1994; Ph.D., Arizona State University, 2000

H. John Lehnhoff, *Associate Clinical Professor of Psychiatry* (2005).

Ph.D., University of Nebraska-Lincoln, 1976

Laura L. Lehnhoff, *Assistant Professor of Neurology* (2018).

B.S., Haverford College, 1997; M.D., University of Colorado Health Sciences Center, 2005

Michael Lehrer, *Clinical Instructor of Medicine* (2020).

B.S., Colorado State University, 2012; M.D., Creighton University School of Medicine, 2016

Evan C. Leibner, *Assistant Clinical Professor of Emergency Medicine* (2023).

B.S., State University of New York at Buffalo, 1987; M.D., UHS, The Chicago Medical School, 1992

A.B., Ripon College, 1988; M.D., University of Wisconsin Medical School, 1992

William D. Leight, *Assistant Clinical Professor of Surgery* (2023).

B.S., University of California at San Diego, 1999; M.D., University of North Carolina at Chapel Hill, School of Medicine, 2004

Kara S. Lewis, *Assistant Clinical Professor of Pediatrics* (2018).

B.A., Pomona College, 1988; M.D., University of Arizona College of Medicine, 1992

Elizabeth C. Leister, *Assistant Clinical Professor of Pediatrics* (2023).

B.S.N., University of Oklahoma College of Nursing, 1982; M.D., University of Oklahoma College of Medicine, 1989

Yize H Li, *Assistant Clinical Professor of Medical Education* (2024).

Ph.D., Institute Pasteur of Shanghai, Chinese Academy of Sciences, 2012

Michael R. Lenihan, *Assistant Clinical Professor of Surgery* (2018).

B.S., Loyola Marymount University; M.D., University of Southern California, 1986

Jamie Librizzi, *Assistant Clinical Professor of Pediatrics* (2015).

B.A., Dartmouth College, 2004; M.D., University of Vermont College of Medicine, 2009

Barbra Lenz, *Assistant Clinical Professor of Medical Humanities* (2020).

B.S., Nebraska Wesleyan University, 1989; M.D., University of Nebraska Medical Center, 1993; M.Div., Garrett-Evangelical Theological Seminary, 2009

Heidi Lichtenberg, *Clinical Instructor of Surgery* (2007).

B.S., University of Nebraska Omaha, 2002; O.D., Indiana University, 2007

Thomas L. Lenz, *Professor of Family and Community Medicine* (2001; 2014); *Director, Integrative Health and Wellness Program* (2015).

B.S., Creighton University, 1992; M.S., University of Nebraska, Omaha, 1995; Pharm.D., Creighton University, 1999

Andrew E. Ligouri, *Assistant Clinical Professor of Radiology* (2022).

B.S., University of Arizona, 2006; D.O., Midwestern University, 2012

Nelson Lim, *Assistant Clinical Professor of Medicine* (2015).

M.D., Loma Linda University School of Medicine, 2002

Elizabeth L. Leonard, *Assistant Professor of Psychiatry* (2021).

B.S., Boston University; M.S., Medical College of Virginia, Virginia Commonwealth University, Ph.D., Tufts University

Mayin Lin, *Clinical Instructor of Surgery* (2021).

B.S., University of California-Los Angeles, 2006; MPH, University of Southern California, 2008; DO, Western University of Health Sciences, 2013

Michael P. Leovic, *Assistant Professor of OB/GYN* (2024).

B.S., University of Akron, 2009; M.D., The Ohio State University College of Medicine, 2013

Robert H. Lindau III, *Assistant Professor of Surgery* (2015; 2018).

B.S., Marquette University, 2000; M.D., Medical College of Wisconsin, 2006

Gary Lerner, *Assistant Clinical Professor of Pediatrics* (2007).

A.B., Washington University, 1971; M.D., University of Missouri, 1975

Christopher L. Lindblade, *Assistant Clinical Professor of Pediatrics* (2019).

B.S., Wheaton College, 1995; M.D., University of Illinois College of Medicine, 1999

Stephen Leslie, *Associate Professor of Surgery* (2009).

B.A., Queen's College, 1971; M.D., Autonomous University of Guadalajara (Mexico), 1975

Erin M. Linde, *Assistant Clinical Professor of Pathology* (2014).

B.S., University of California-Davis, 2004; M.D., Creighton University School of Medicine, 2008

Salvatore C. Lettieri, *Associate Professor of Surgery* (2018).

B.S., Western Carolina University, 1983; M.D., Bowman Gray School of Medicine, 1988

Larry Lindenbaum, *Associate Professor of Anesthesiology* (2019; 2019).

B.S., University of Illinois, 1989; M.D., 1993

Kirsten M. Leu, *Assistant Clinical Professor of Medicine* (2023).

B.S., University of Iowa, 1992; M.D., University of Iowa College of Medicine, 1996

Kristin E. Lindstrom, *Assistant Clinical Professor of Pediatrics* (2019).

B.S., Cornell University, 2001; M.D., University of Rochester School of Medicine, 2005

Amy A. Leverant, *Assistant Clinical Professor of Surgery* (2019).

B.S., Loyola Marymount University, 1984; M.D., University of Arizona School of Medicine, 1988

Matthias Linke, *Assistant Professor of Surgery* (2018).

B.S., College of Science and Allied Health, Grand Canyon University, 1998; D.O., Arizona College of Osteopathic Medicine, Midwestern University, 2003

Hugh Levin, *Clinical Professor Emeritus of Medicine* (1963; 2006).

B.S., University of Vermont, 1952; M.D., University of Vermont, 1956

Amanda M. Lisch, *Assistant Clinical Professor* (2022).

B.S., Rockhurst University, 2014; D.O., A.T. Still University, 2018

Todd Peter Levine, *Associate Clinical Professor of Pediatrics* (2020).

B.A., Amherst College of Medicine, 1996; M.D., New York Medical College, 2002

Jeb T. List, *Assistant Clinical Professor of Radiology* (2022).

B.S., University of South Dakota, 2010; M.D., University of South Dakota Sanford School of Medicine, 2014

Gwen A. Levitt, *Assistant Professor of Psychiatry* (2018).

B.S., University of Arizona, 1985; D.O., College of Osteopathic Medicine of the Pacific, 1990

Andrew Little, *Instructor of Surgery* (2012).

B.S., Yale University, 1995; M.D., University of California-Irvine, 2003

Gregory Lewis, *Associate Clinical Professor of Family Medicine* (2012).

Robert Little, *Assistant Clinical Professor of Pediatrics* (2012).

B.A., Yale University, 1993; M.D., Indiana University School of Medicine, 1999

Howard Liu, *Associate Clinical Professor of Psychiatry* (2009; 2017).

B.A., Northwestern University, 2000; M.D., University of Michigan, 2004

Yongge Liu, *Assistant Clinical Professor of Family Medicine* (2011).

M.A., University of Nebraska-Omaha, 1995; M.D., Shandong Medical University (China), 1989

Patrick E. Lloyd, *Clinical Instructor of Pediatrics* (2021).

B.A., University of Notre Dame, 2010; M.A., Midwestern University, 2012; D.O., Midwestern University, 2016

Justin S. Lo, *Assistant Clinical Professor of Emergency Medicine* (2022).

B.S., University of California-Davis, 2007; D.O., Lake Erie College of Osteopathic Medicine, 2015

Frank LoVecchio, *Professor of Emergency Medicine* (2018).

B.A., State University of New York at Stony Brook, 1988; D.O., New York College of Osteopathic Medicine, 1992

Richard Lochhead, *Instructor of Surgery* (2013).

B.S., Brigham Young University, 2001; M.D., Columbia University, College of Physicians and Surgeons, 2006

Sophia R. Loeb, *Assistant Clinical Professor of Pediatrics* (2024).

B.S., The University of Arizona, 2014; M.D., The University of Arizona College of Medicine, 2019

Adil Lokhandwala, *Assistant Clinical Professor* (2023).

B.S., Texas Chiropractic College, 2007; M.D., Ross University (West Indies), 2012

Carol S. Lomneth, *Professor Emeritus of Medical Education* (2017; 2022); *Chair, Department of Medical Education* (2017).

B.S., University of Wisconsin, 1980; ; Ph.D., University of Cincinnati, 1989

Kim T. Long, *Assistant Professor of Pediatrics* (2020).

B.S., Grand Canyon University, 1978; M.D., University of Arizona School of Medicine, 1984

Tarpley Long, *Clinical Instructor of Psychiatry* (2024).

B.A., H. Sophie Newcomb College of Tulane University, 1961; M.A., University of Maryland, 1971; M.S.W., Catholic University of America, 1977

Kevin G. Loontjer, *Clinical Instructor of Health Professions* (2021).

B.S., Concordia University, 2002; B.S., University of Nebraska Medical Center, 2004; MPAS, University of Nebraska Medical Center, 2008

Ileana Lorenzini, *Assistant Clinical Professor of Neurology* (2022).

B.S., University of Puerto Rico, 2003; M.S., Johns Hopkins University, 2007; M.D., Johns Hopkins University, 2014

Joseph M. Losh, *Assistant Clinical Professor of Surgery* (2021).

B.A., University of Iowa, 2006; B.S., University of Iowa, 2007; M.A., Kansas City University, 2013; D.O., Kansas City University, 2013

Erin Loucks, *Assistant Clinical Professor of Pediatrics* (2006; 2021).

B.S., University Nebraska-Lincoln, 1995; M.S., University of Nebraska Medical Center, 1998; M.D., University of Nebraska Medical Center, 2002

Sandor Lovas, *Professor of Biomedical Sciences* (1994; 2007).

M.S., Jozef Attila University (Hungary), 1982; Ph.D., 1985

Terri Love, *Assistant Clinical Professor of Pediatrics* (2011; 2016).

B.S., University of Nebraska-Lincoln, 1998; M.D., University of Nebraska Medical Center, 2002

Steven Lu, *Clinical Instructor of Health Professions* (2022).

B.S., University of California-Los Angeles, 2013; M.M.S., Midwestern University, 2018

Adam J. Luber, *Assistant Professor of Medicine* (2018; 2023).

B.A., Washington University, 2009; M.D., The University of Arizona College of Medicine, 2014

Howard Luber, *Assistant Clinical Professor of Medicine* (2012).

B.S., Yale University, 1978; M.D., University of Wisconsin Medical School, 1982

Alexandra R. Lucas, *Professor of Medicine* (2017).

B.Sc., McGill University, 1975; M.Sc., University of Western Ontario, 1978; M.D., University of Alberta, 1982

William Luciano, *Assistant Clinical Professor of Pediatrics* (2018).

B.S., Loyola Marymount University, 2003; M.D., Ross University School of Medicine (West Indies), 2007

Shannon Ludington, *Clinical Instructor of Medical Humanities* (2021).

B.F.A., Colorado State University, 2012; M.F.A., Arizona State University, 2018

Abhishek D. Lunagariya, *Assistant Professor of Neurology* (2018).

M.B.,B.S., South Gujarat University, 2008

Sarah J. Lux, *Assistant Professor of Medical Humanities* (2021); *Director of Curricular Strategy and Implementation* (2022).

B.G.S., University of Nebraska-Omaha, 2000; M.S., 2002; Ph.D., Iowa State University, 2016

Daniel D. Lydiatt, *Professor of Surgery* (2016; 2018).

B.S., Kearney State College, 1973; D.D.S., University of Nebraska College of Dentistry, 1977; M.S., 1983; M.D., 1983

William M. Lydiatt, *Professor of Surgery* (2016).

B.S., Stanford University, 1984; M.D., University of Nebraska Medical School, 1988

Fiona G. Lynch, *Assistant Clinical Professor of Neurology* (2023).

B.A., University of Illinois, 2007; M.A., University of Illinois, 2011; M.D., Rush Medical Center, 2016

Joseph D. Lynch, *Associate Professor Emeritus of Medicine* (1971; 2016).

B.S., Gonzaga University, 1962; M.D., Creighton University School of Medicine, 1966

Jane Lyons, *Assistant Professor of Pediatrics* (2020).

B.S., University of California-San Diego, 2007; M.d., University of California-San Diego, 2012

Daniel T. Maas, *Assistant Professor of Medicine* (2023).

B.S., Arizona State University, 2013; D.O., Midwestern University, Arizona College of Osteopathic Medicine, 2018

Sandra K. MacDonald, *Assistant Clinical Professor of Psychiatry* (2022).
B.S., Kalamazoo College, 1987; M.D., University of Arizona College of Medicine, 1991

Mark M. MacElwee, *Assistant Professor of Medicine* (2018).
B.S., California State University-Long Beach, 1991; M.D., St. George's University School of Medicine (Grenada), 1995

Mark M. MacElwee, *Assistant Professor of Medicine* (2019).
B.S., California State University-Long Beach, 1991; M.D., St. George's University School of Medicine (Grenada), 1995

Katherine A MacKrell, *Assistant Clinical Professor of Pediatrics* (2018; 2023).
B.A., University of Notre Dame, 2008; M.S., Creighton University, 2010; M.D., University of Nebraska Medical Center, 2015

Jeffrey C. Macaraeg, *Assistant Professor of Medicine* (2020).
M.D., Ross University School of Medicine (West Indies), 2014

Anthony J. Macdissi, *Assistant Clinical Professor of Medicine* (2013).
B.S., University of Nebraska Lincoln, 2006; M.D., University of Nebraska Medical Center, 2010

Andrew Macfadyen, *Associate Clinical Professor of Pediatrics* (2011).
B.S., Wheaton College, 1986; M.D., University of Alabama School of Medicine, 1990

Vishal Madaan, *Clinical Professor of Psychiatry* (2023).
M.B.,B.S., Post Graduate Institute of Medical Sciences (India), 1997

Ritu Madan, *Assistant Clinical Professor of Medicine* (2015).
M.B.,B.S., Maulana Azad Medical College (India), 2006

Kiely Madhavan, *Assistant Professor of Medical Education* (2020; 2023).
B.S., Fordham University, 2005; M.A., University of Cincinnati, 2010; Ph.D., University of Cincinnati, 2013

Cintya Yazmin Madrigal Moran, *Instructor of Medicine* (2023).
M.D., Universidad Autonoma de Sinaloa UAS (Mexico), 2018

Cheryl L. Madson, *Assistant Clinical Professor of Family Medicine* (2022).
B.S., Nebraska Wesleyan University, 1994; M.D., University of Nebraska College of Medicine, 1998

Brian J. Magee, *Assistant Clinical Professor of Radiology* (2023).
B.A., Kenyon College, 1992; M.S., Rutgers University, 1998; D.O., Midwestern University, Arizona College of Osteopathic Medicine, 2002

Thomas Magnuson, *Associate Clinical Professor of Psychiatry* (2009; 2014).
B.A., University of Nebraska-Lincoln, 1984; M.D., University of Nebraska Medical Center, 1995

Miral Mahgoub, *Associate Clinical Professor of Medical Humanities* (2021).
B.A., Zagazig University (Egypt), 1991; M.A., Zagazig University (Egypt); Ph.D., Cairo University (Egypt), 2006

Ashkon Mahmoudi, *Instruction of Emergency Medicine* (2020).
B.S., University of California-Davis, 2012; M.D., University of Arizona College of Medicine, 2017

Patrick D. Mahoney, *Associate Clinical Professor of Radiology* (2020).
B.A., Creighton University, 1967; M.D., Creighton University School of Medicine, 1971

Anna C. Maio, *Associate Clinical Professor of Medicine* (1989; 2013).
B.S., Creighton University, 1979; M.D., Creighton University School of Medicine, 1983

Oana Denisa Majorant, *Assistant Clinical Professor of Medicine* (2023).
M.D., Univesitatea de Medicina si Farmacie (Romania), 2002

Raj Makadia, *Assistant Professor of Family Medicine* (2023).
B.S., University of Saskatchewan (Canada), 2008; M.D., Medical University of the Americas (West Indies), 2013

Linda R. Makdesi, *Assistant Professor of Medicine* (2023).
M.D., Universidad Central del Estre, 2002

Mignon Makos-Hemke, *Assistant Professor of Neurology* (2023).
B.A., University of Missouri-Kansas City, 1982; M.D., University of Missouri-Kansas City, 1983

John Paul Malayil, *Assistant Clinical Professor of Anesthesiology* (2022).
B.S., Indiana University of Pennsylvania, 2003; M.D., Drexel University College of Medicine, 2007

Sarah M. Malesa, *Clinical Instructor of Health Professions* (2020).
B.A., University of Nebraska-Lincoln, 2009; M.P.A.S., University of Nebraska Medical Center, 2011

Mark A. Malesker, *Professor of Pharmacy Practice* (1990; 2008); *Professor of Medicine* (2000; 2008).
B.S.Pha., Creighton University, 1986; Pharm.D., Creighton University, 1988

PaulaJo Malin, *Associate Professor of Psychiatry* (2003; 2009).
B.A., Creighton University, 1991; M.D., Creighton University School of Medicine, 1999

Divya Malladi, *Assistant Clinical Professor of Medicine* (2023).
B.A., University of Chicago, 2001; M.D., University of Pittsburgh Medical School, 2007

Jason Mallin, *Assistant Clinical Professor of Medicine* (2021).
B.A., Hofstra University, 1989; M.D., Sackler School of Medicine of Tel Aviv University, 1997

Gary C. Mallis, *Assistant Clinical Professor of Pediatrics* (2014).
B.S., University of Arizona, 1975; M.D., Albert-Ludwigs Universitaet Medical School, 1983

Maika Manalastas, *Assisant Clinical Professor of Pediatrics* (2022).
B.S., University of Illinois, 2009; M.S., Midwestern University, 2011; D.O., Chicago College of Osteopathic Medicine, 2015

Shane Manatsathit, *Assistant Professor of Medicine* (2024).
M.D., Siriraj Medical School (Thailand), 2007; M.S., University of Nebraska Medical Center

Richard Manch, *Professor of Medicine* (2013).
B.A., State University of New York-Buffalo, 1965; M.S., University of Colorado at Denver, 1971; M.D., State University of New York-Buffalo, 1971

Robert F. Mancuso, *Assistant Clinical Professor of Pediatrics* (2020).

- B.A., Williams College, 1985; M.D., University of Medicine and Dentistry of New Jersey-Rutgers University, 1989
- Gerald A. Mandell**, *Clinical Professor of Radiology* (2019).
B.A., University of Pennsylvania, 1965; M.D., Jefferson Medical College, 1969
- Fredric Manfredsson**, *Associate Clinical Professor of Neurology* (2021).
B.S., Arizona State University, 1999; Ph.D., University of Florida, 2006
- Jan M. Mangalat**, *Assistant Clinical Professor of Medicine* (2018).
M.B., B.S., Madras Medical College (India), 1960
- Joseph D. Mangone**, *Assistant Clinical Professor of Pediatrics* (2022).
B.S., Miami University, 2001; M.P.H., St. George's University (West Indies), 2005; D.O., Midwestern University, Arizona College of Osteopathic Medicine, 2009
- Ross Mangum**, *Assistant Professor of Pediatrics* (2021).
B.S., Brigham Young University, 2010; M.D., The Ohio State University College of Medicine, 2014
- Tara K. Mangum**, *Assistant Clinical Professor of Neurology* (2019).
B.S., Messiah College, 2005; D.O., Philadelphia College of Osteopathic Medicine, 2010
- Carolyn Manhart**, *Assistant Professor of Medicine* (2004).
B.A./B.S., Gonzaga University, 1996; M.D., Creighton University School of Medicine, 2001
- James L. Manion**, *Associate Professor Emeritus of Anesthesiology* (1979; 2016).
M.D., Creighton University School of Medicine, 1966
- James Mankin**, *Associate Professor of Surgery* (2008; 2018).
B.S., University of Georgia, 1975; M.D., Medical College of Georgia, 1979
- Steven Mann**, *Instructor of Medicine* (2011).
B.S., Worcester Polytechnic Institute, 1986; M.S., University of Connecticut, 1990; M.D., Saba University School of Medicine (Netherlands), 2007
- Sylvia Mann**, *Special Assistant Professor of Health Professions* (2023).
B.S., University of British Columbia, 1985; M.S., Sarah Lawrence College, 1988
- Srinagesh Mannekote Thippaiah**, *Associate Professor of Psychiatry* (2020; 2022).
- Jacinto I. Manon**, *Assistant Professor of Neurological Surgery* (2024).
M.D., Ibero-American University (Dominican Republic), 2002
- Maria Manriquez**, *Professor of OB/GYN* (2019).
BSN, Arizona State University, 1993; M.D., University of Arizona, 1998
- Abeera Mansur**, *Assistant Clinical Professor of Medicine* (2023).
M.B., B.S., Fatima Jinnah Medical College (Pakistan), 1988
- Kalyan C. Mantripragada**, *Assistant Clinical Professor of Medicine* (2020).
M.B., B.S., Rangaraya Medical College (India), 2004
- Reetta Marciano**, *Associate Clinical Professor of Psychiatry* (2022).
B.S., Youngstown State University, 1995; M.D., Medical University of South Carolina, 2010
- William Marcil**, *Associate Clinical Professor of Psychiatry* (2015).
B.S., Creighton University, 1983; M.D., Creighton University School of Medicine, 1987
- Sean A. Marco**, *Assistant Professor of Medicine* (2020); *Assistant Professor of Medicine* (2020).
B.S., University of California San Diego, 2005; M.D., American University of the Caribbean School of Medicine (Netherlands), 2012
- Claudia Mares-Gonzales**, *Clinical Instructor of Medical Humanities* (2022).
B.S., Grand Canyon University, 2014; M.B.A., Grand Canyon University, 2020
- Rachel A. Mariani**, *Assistant Professor of Pathology* (2021).
A.B., University of Chicago, 2003; M.d., University of Illinois at Chicago College of Medicine, 2010
- Allan Markus**, *Associate Clinical Professor of Medicine* (2021).
B.S., Union College, 1986; M.D., New Jersey Medical School, 1990
- Cole T. Marolf**, *Assistant Clinical Professor of Family Medicine* (2023).
B.S., Nebraska Wesleyan University, 2012; M.D., University of Nebraska Medical Center, 2018
- Michele Marsh**, *Assistant Clinical Professor of Psychiatry* (2021).
B.A., State University of New York, 1975; M.D., University of Nebraska Medical Center, 1985
- Derek L. Marshall**, *Assistant Clinical Professor of Family Medicine* (2022).
B.S., University of Nebraska at Kearney, 2014; M.D., University of Nebraska College of Medicine, 2018
- Katherine 2015 Marshall**, *Assistant Clinical Professor of Pediatrics* (2021).
B.S.N., Northern Arizona University, School of Nursing, 2009; D.N.P., Arizona State University, 2015
- Gregory Martin**, *Associate Professor of Pediatrics* (2021).
M.D., New York University School of Medicine, 1998
- Katherine E. Martin**, *Assistant Professor of Radiology* (2020).
B.A., Whittier College, 1989; M.D., Yale University School of Medicine, 1994
- Susan A. Martin**, *Assistant Professor of Family Medicine* (2008; 2011).
B.A., James Madison University, 1977; M.A., Eastern Illinois University, 2000; M.S., Florida Institute of Technology, 2002; Psy.D., Florida Institute of Technology, 2004
- Carlos A. Martinot**, *Assistant Clinical Professor of Radiology* (2019).
M.D., San Marcos University, 1995
- Nicole Masnada**, *Assistant Professor of Psychiatry* (2020).
B.S., Loyola Marymount University, 2010; D.O., Midwestern University, Arizona College of Osteopathic Medicine, 2015
- Joshua Mason**, *Assistant Clinical Professor of Medicine* (2020).
B.S., The University of Arizona, 2005; M.D., Ross University School of Medicine, 2009
- Jorge Masuello**, *Assistant Clinical Professor of Pediatrics* (2014).
M.D., Universidad de Buenos Aires
- Roberta Matern**, *Assistant Clinical Professor of Family Medicine* (2012).

B.A., Cornell University, 1991; M.D., Mayo Medical School, 1996

Nassim Matin, *Assistant Clinical Professor of Neurology* (2023).
M.D., M.P.H., Tehran University of Medical Sciences (Iran), 2014

Nicholas G. Matthees, *Assistant Clinical Professor of Radiology* (2022).
B.A., St. John's University, 2010; M.D., Creighton University School of Medicine, 2014

John R. Matthews, *Assistant Clinical Professor of Surgery* (2023; 2024).
B.S., University of Arizona, 2011; M.D., University of Arizona College of Medicine, 2015

Erik G. Mattison, *Assistant Clinical Professor of Emergency Medicine* (2023).
B.S., University of Michigan, 1996; M.D., Case Western Reserve University, 2001

Samantha L. Matz, *Assistant Professor of Radiology* (2018).
B.S., University of Wisconsin-Madison, 2002; D.O., A.T. Still University, Kirksville College of Osteopathic Medicine, 2007

Joseph M. Maurice, *Professor of OB/GYN* (2023).
B.A., Loyola University-Chicago, 1988; M.D., Chicago Medical School, 1993

Rachel J. Maurice, *Assistant Professor of Pediatrics* (2021).
B.S., University of California at Berkeley, 2005; M.D. University of Arizona College of Medicine, 2013

Andrew Mayberry, *Assistant Clinical Professor of Family Medicine* (2012).
B.A., Arizona State University, 1993; M.D., University of Arizona College of Medicine, 1997

Carter Mayberry, *Assistant Clinical Professor of Family Medicine* (2012).
B.S., University of Arizona, 1986; M.D., University of Arizona, 1991

Domingo L. Maynes III, *Assistant Professor of Medicine* (2015; 2022).
B.S., University of Notre Dame, 2002; M.D., Indiana University School of Medicine, 2007

Yuval Mazor, *Assistant Clinical Professor of Biomedical Sciences* (2021).
B.Sc., Tel Aviv University; M.Sc., Tel Aviv University, 2005; Ph.D., Tel Aviv University, 2010

John F. Mazour, *Assistant Clinical Professor of Family Medicine* (2010).
B.S., University of Nebraska Lincoln, 1984; M.D., University of Nebraska Medical Center, 1991

Kendra McAnally, *Assistant Professor of Surgery* (2021).
B.S., Northern Arizona University, 2000; D.O., Western University of Health Sciences, 2004

Owen McCabe, *Assistant Professor of Surgery* (2020; 2021).
B.S., Kent State University, 2010; M.D., Northeast Ohio Medical University, 2014

Rachel McCann, *Assistant Clinical Professor of Pediatrics* (2007).
B.S., Creighton University, 1997; M.D., University of Nebraska Medical Center, 2001

John A. McCarthy, *Assistant Clinical Professor of Surgery* (1987; 1990).
B.A., St. John's University, 1978; M.D., University of Iowa, 1981

Courtney K. McClean, *Assistant Clinical Professor of Pediatrics* (2020).

B.S., Marshall University, 2007; M.D., Marshall University, Joan C. Edwards School of Medicine, 2011; M.S., University of Pittsburgh School of Medicine Institute of Clinical Research Education, 2017

John W. McClellan III, *Assistant Clinical Professor of Surgery* (2004).
B.A., Creighton University, 1989; M.D., Creighton University School of Medicine, 1993

Lisa McClellan, *Associate Clinical Professor of Family Medicine* (2020).

Thomas E. McConahay, *Assistant Clinical Professor of Pediatrics* (2019).
B.S., University of Arizona, 1997; M.D., University of Arizona College of Medicine, 2001

Scott McConnell, *Assistant Professor of Surgery* (2002).
Pharm.D., Creighton University, 1997

Felicia M. McCreary, *Assistant Clinical Professor of Anesthesiology* (2013).
B.S., Creighton University, 2001; M.D., Creighton University School of Medicine, 2005

Rebecca J. McCrery, *Assistant Clinical Professor of Obstetrics & Gynecology* (2013).
B.S., Wheaton College, 1995; M.D., University of Minnesota, 1999

Russell J. McCulloh, *Clinical Professor of Pediatrics* (2018; 2023).
B.S./B.A., University of Missouri-Columbia, 2001; M.D., 2005

Megan L. McElhinny, *Assistant Professor of Emergency Medicine* (2020; 2023).
B.S., University of Wisconsin-Madison, 2011; M.D., University of Wisconsin School of Medicine and Public Health, 2017

James R. McEown, *Assistant Clinical Professor of Medicine* (2013).
M.D., Autonomous University of Guadalajara, 1975

JoAnn McGee, *Assistant Clinical Professor of Biomedical Sciences* (2004).
B.S., University of San Francisco, 1977; M.S., Creighton University, 1989; Ph.D., Southern Illinois University, 1989

Kevin McGeever, *Assistant Professor of Surgery* (2013).
B.S., University of California-Riverside, 1979; M.D., University of California-Los Angeles, 1983

Thomas G. McGinn, *Clinical Professor of Medicine* (2020).
B.S., Creighton University, 1982; M.D., SUNY Downstate College of Medicine, 1989; MPH, Columbia University Mailman School of Public Health, 1997

Edward T. McGonigal, *Professor of Anesthesiology* (2000; 2015).
B.S., Loyola University Chicago, 1980; D.D.S., Loyola University School of Dentistry, 1984; M.D., Creighton University School of Medicine, 1993

Patrick E. McGovern, *Assistant Clinical Professor of Surgery* (2024).
B.A., Rutgers College, 2009; M.D., Rutgers-Robert Wood Johnson Medical School, 2013

Jon F. McGreevy, *Assistant Clinical Professor of Pediatrics* (2014).
B.S., University of Tucson, 1998; M.D., Creighton University School of Medicine, 2002

Kristin M. McGregor, *Assistant Clinical Professor of Pediatrics* (2015).
B.S., University of Nebraska-Lincoln, 2007; M.D., University of Nebraska College of Medicine, 2011

- Daniel J. McGuire**, *Assistant Clinical Professor of Surgery* (1995).
B.S., Creighton University, 1978; M.D., Creighton University School of Medicine, 1982
- Katherine R. McGuire**, *Assistant Professor of Anesthesiology* (2010; 2011).
B.A., Creighton University, 1997; M.D., Creighton University School of Medicine, 2001
- Michael H. McGuire**, *Clinical Professor of Surgery* (1988; 2010).
B.S., Creighton University, 1971; M.D., Creighton University School of Medicine, 1975
- Tory L. McJunkin**, *Assistant Professor of Anesthesiology* (2023).
B.S., Oral Roberts University, 1998; M.D., University of Oklahoma College of Medicine, 2002
- Kathleen M. McKillip**, *Assistant Professor of Medicine* (2018); *Assistant Professor of Medical Humanities* (2019).
B.A., Creighton University, 2009; ; M.D., University of Nebraska College of Medicine, 2013
- Curtis A. McKnight**, *Associate Professor of Psychiatry* (2013).
B.A., St. Louis University, 2005; M.D., University of Nebraska Medical Center, 2009
- Erin McKown**, *Assistant Professor of Health Professions* (2022); *Assistant Professor of Health Professions* (2022).
B.S., Chadron State College; M.P.A.S., University of Nebraska College of Medicine, 2000; D.Sc., Massachusetts College of Pharmacy and Health Sciences, 2020
- Cameron McLaughlin**, *Assistant Clinical Professor of Medicine* (2022).
B.A., Asbury University, 2005; D.O., Arizona College of Osteopathic Medicine, 2011
- Marc C. McLawhorn**, *Assistant Professor of Anesthesiology* (2024).
B.S., Wofford College, 2001; M.S., Medical University of South Carolina, 2003; M.D., Medical University of South Carolina, 2012
- Lisa E. McMahon**, *Assistant Clinical Professor of Surgery* (2015).
B.A., University of Virginia, 1992; M.D., Texas A&M University College of Medicine, 2001
- Clancy McNally**, *Assistant Clinical Professor of Pediatrics* (2008; 2021).
B.S., Creighton University, 2001; M.D., University of Nebraska Medical Center, 2005
- Michael J. McNamara**, *Assistant Clinical Professor of Surgery* (2000).
B.A., Creighton University, 1985; M.D., Creighton University School of Medicine, 1989
- Paula K. McPhail**, *Assistant Clinical Professor of Anesthesiology* (2019).
B.S., The Pennsylvania State University, 1996; M.D., Washington University School of Medicine, 2000
- Kirstin A. McPherson**, *Special Assistant Professor of Medical Humanities* (2023).
B.A., Wheaton College, 2003; M.A., Marquette University, 2011; Ph.D., Marquette University, 2016
- Caitlin McQuarie**, *Assistant Professor of Health Professions* (2022).
B.S., University of Arizona, 2013; M.M.S., Midwestern University, 2017
- Jill C. McTaggart**, *Assistant Clinical Professor of Obstetrics & Gynecology* (1993; 2013).
B.A., Creighton University, 1984; M.D., Creighton University School of Medicine, 1989
- Jennifer K. McWilliams**, *Associate Clinical Professor of Psychiatry* (2022; 2024).
B.A., University of Nebraska at Omaha, 1996; M.D., University of Nebraska Medical Center, 2004
- Cherisse Mecham**, *Assistant Professor of Pediatrics* (2021).
B.S., Tufts University, 2010; M.D., University of Utah School of Medicine, 2014
- David A. Medina**, *Assistant Clinical Professor of Neurology* (2021).
B.S., University of Texas at San Antonio, 2007; Ph.D., UT Health Sciences Center-San Antonio, 2013
- Ricardo A. Medina-Centeno**, *Assistant Clinical Professor of Pediatrics* (2021).
B.S., University of Puerto Rico, 2007; M.D., University of Puerto Rico Medical Sciences, 2011
- Atam Mehdiratta**, *Assistant Clinical Professor of Medicine* (2021).
M.D., Maulana Azad Medical College (India)
- Azar Mehdizadeh**, *Assistant Professor of Medicine* (2019).
B.S., University of Toronto, 2002; M.D., University of Ottawa, 2006
- Samuel H. Mehr**, *Associate Clinical Professor of Medicine* (2024).
B.S., Syracuse University, 1969; M.D., College of Medicine and Dentistry of New Jersey-Rutgers Medical School, 1978
- Divyesh Mehta**, *Assistant Professor of Psychiatry* (2018).
M.B.,B.S., Medical College Baroda (India); 1971
- Ellen Murray Meissinger**, *Clinical Professor of Medical Humanities* (2021).
M.F.A., B.F.A., University of North Carolina Greensboro
- G. Mauricio Mejia**, *Associate Clinical Professor of Medical Humanities* (2021).
MDes, University of Cincinnati, 2010; Ph.D., University of Minnesota, 2013
- Lisa Mejia**, *Assistant Professor of Family Medicine* (2012).
B.A., California State University , 2000; M.D., University of California-Davis, 2005
- Raun Melmed**, *Assistant Clinical Professor of Pediatrics* (2021).
M.D., University of Cape Town (South Africa), 1974
- Aksha Memon**, *Assistant Professor of Medical Education* (2021).
M.B.,B.S., Pramukhswami Medical College (India), 2005; M.P.H., University of Texas Health Sciences Center, 2017
- Jenny Mendelson**, *Assistant Clinical Professor of Pediatrics* (2023).
B.A., Bowdoin College, 2001; M.D., University of Arizona College of Medicine, 2007
- Catherine Mendlick**, *Assistant Clinical Professor of Radiology* (2016).
B.A., Creighton University, 1998; M.D., 2002
- Clyde C. Mendonca**, *Assistant Clinical Professor of Medicine* (2023).
M.B.,B.S., University of Bombay, Mahatma Gandhi Mission's Medical College (India), 1998
- Sumeet Mendonca**, *Assistant Professor of Medicine* (2024).

M.B.,B.S., University of Mumbai, Mahatma Gandhi Mission's Medical College (India), 1998

Neil Mendoza, *Adjunct Assistant Professor of Medicine* (2019; 2023).

B.A., Williams College, 2007; M.D., Dartmouth Medical School, 2011

Joshua D. Menefee, *Assistant Professor of Medicine* (2023).

B.S., University of Arizona, 2007; D.O., A.T. Still University, 2014

Scott F. Menolascino, *Assistant Professor of Medicine* (2001).

D.C., Palmer College of Chiropractic, 1986; Creighton University School of Medicine, 1995

Heather M. Menzer, *Assistant Clinical Professor of Surgery* (2023).

B.S., Colorado State University, 2007; M.D., University of New Mexico School of Medicine, 2011

Maria C. Mercado, *Assistant Clinical Professor of Pediatrics* (2018).

M.D., University of the City of Manila (Philippines), 1991

Laura T Mercer, *Assistant Clinical Professor of OB/GYN* (2020).

B.S./B.A., Northern Arizona University, 2005; M.D., University of Arizona College of Medicine, 2009

Matthew S. Merrill, *Assistant Professor of Medicine* (2018).

B.S.E., Arizona State University, 2006; D.O., Arizona College of Osteopathic Medicine, 2013

Marc Merroto, *Assistant Professor of Medicine* (2019).

B.A., West Virginia University, 1987; M.D., West Virginia University School of Medicine, 1991

Elyssa M. Metas, *Assistant Professor of OB/GYN* (2023).

B.S., University of Arizona, 2010; M.D., University of Arizona College of Medicine, 2015

Kathryn B. Metcalf, *Clinical Instructor of Surgery* (2023).

B.A., Pomona College, 2012; M.D., Oregon Health Sciences University School of Medicine, 2017

Galen Meyer, *Assistant Professor of Surgery* (2011).

B.S., Nebraska Wesleyan University, 1980; M.D., University of Nebraska Medical Center, 1985

Zachary C. Meyer, *Clinical Instructor of Medicine* (2023).

B.S., Marquette University, 2015; M.D., Creighton University School of Medicine, 2019

VaKara M. Meyer Karre, *Assistant Clinical Professor of Psychiatry* (2015).

B.S., University of Nebraska-Lincoln, 2001; M.D., University of Nebraska Medical Center, 2008

Diana Meyler, *Assistant Professor of Medicine* (2023).

B.A., City University of New York, Hunter College, 2013; M.D., St. George's University School of Medicine, 2017

Barret Michalec, *Associate Clinical Professor of Medical Humanities* (2021).

B.A., Emory University, 2000; M.A., East Carolina University, 2004; Ph.D., Emory University, 2009

Giovani Michieli, *Assistant Clinical Professor of Family Medicine* (2012).

M.D., Universidad Autonoma de Baja California (Mexico), 2004

Nicholas J. Mielke, *Clinical Instructor of Medicine* (2023).

B.S., University of Minnesota College of Biological Sciences, 2017; M.D., Oakland University William Beaumont School of Medicine, 2023

Eva Mikrut, *Assistant Clinical Professor of Medicine* (2012).

B.A., California State University, 1990; M.D., University of Southern California Keck School of Medicine, 1994

Mary Jane Mikuls, *Assistant Clinical Professor of Pediatrics* (1999; 2021).

B.A., Creighton University, 1983; M.D., Creighton University School of Medicine, 1987

Oleg N. Militsakh, *Associate Professor of Surgery* (2016; 2018).

B.A., University of Louisville, 1997; M.D. University of Kentucky College of Medicine, 2001

Andrew Miller, *Assistant Clinical Professor of Pediatrics* (2012).

B.S., Purdue University; M.D., Loyola University, Stritch School of Medicine, 2002

Emily Miller, *Assistant Professor of Pediatrics* (2021).

B.A., Kenyon College, 2005; M.D., Medical College of Wisconsin, 2014

Ernest Q. Miller, *Instructor of Psychiatry* (2023).

B.S., Southern Illinois University, 2014; M.D., University of Illinois College of Medicine, 2019

Holly K. Miller, *Assistant Clinical Professor of Pediatrics* (2019).

B.S., Gannon University, 2005; D.O., Lake Erie College of Osteopathic Medicine, 2009

Jeffrey Miller, *Assistant Professor of Medicine* (2020).

B.S., The Ohio State University, 2012; M.D., University of Toledo College of Medicine, 2016

Joshua P. Miller, *Assistant Professor of Medicine* (2016; 2021).

M.D., Creighton University School of Medicine, 2006

Karen M. Miller, *Assistant Clinical Professor of Family Medicine* (2020).

B.S., University of Nebraska-Lincoln, 1999; M.D., University of Iowa, Carver College of Medicine, 2003

Steven Miller, *Assistant Professor of Surgery* (2019).

B.A., University of South Florida, 1974; M.D., University of Miami School of Medicine, 1978

Paul Millner, *Associate Professor of Medicine* (2017; 2024).

B.S., University of North Dakota, 2009; M.D., West Virginia University School of Medicine, 2014

Michael Mills, *Assistant Clinical Professor of Medicine* (2012).

B.S., University of Arizona, 1987; MPH, Tulane University, 1990; M.D., Tulane University, 1991

Theresa Mills-Murdock, *Associate Clinical Professor of Pediatrics* (2014; 2020).

B.S., University of Nevada-Reno, 1988; M.D., University of Nevada School of Medicine, 1992

Denise Millstine, *Assistant Professor of Medicine* (2009; 2011).

B.B.E., The Catholic University of America, 1996; M.D., Loyola University, Stritch School of Medicine, 2000

Caitlyn M. Milone, *Clinical Instructor of Psychiatry* (2021).

- B.S., University of Nebraska-Lincoln, 2013; M.D., University of Nebraska Medical Center, 2017
- Chelsea E. Minert**, *Clinical Instructor of Health Professions* (2022).
B.S., Missouri State University, 2013; M.P.A.S., The University of Nebraska Medical Center, 2015
- Brandon M. Minzer**, *Assistant Clinical Professor of Anesthesiology* (2022).
B.A.E., Arizona State University, 2006; M.A., Arizona State University, 2008; Ed.M., Harvard University, 2009; M.D., University of Arizona College of Medicine, 2014
- Mirella Mircescu**, *Assistant Professor of Medicine* (2010).
M.D., Carol Davila University of Medicine (Romania), 2000
- Mohsin M. Mirza**, *Associate Professor of Medicine* (2016; 2024).
M.B.,B.S., Fatima Memorial Hospital College of Medicine and Dentistry, 2011
- Muazzam M. Mirza**, *Assistant Professor of Medicine* (2023).
M.D., Fatima Memorial Hospital College of Medicine and Dentistry (Pakistan), 2015
- Carl E. Mitchell**, *Assistant Professor of Emergency Medicine* (2018).
B.S., Brigham Young University, 2002; M.D., University of Arkansas for Medical Sciences, 2009
- Courtney Mitchell**, *Associate Professor of Radiology* (2011; 2017).
B.S., University of Arizona, 1997; B.A., University of Arizona, 1999; M.D., University of Arizona College of Medicine, 2013
- H. Larry Mitchell**, *Assistant Clinical Professor of Medicine* (2015).
DDS, University of Nebraska, 1979; M.D., University of Nebraska Medical Center, 1996
- LaFrabya N. Mitchem-Westbrook**, *Assistant Clinical Professor of Medicine* (2013).
B.S., Spelman College, 2001; M.D., University of South Carolina School of Medicine, 2005
- Sumeet K. Mittal**, *Professor of Surgery* (2003; 2008); *Professor of Clinical and Translational Science* (2016).
M.B.,B.S., All India Institute of Medical Sciences (India), 1996
- Duane L. Mitzel**, *Associate Professor of Surgery* (2019).
B.S., University of California-Davis, 1972; M.D., Washington University School of Medicine, 1978
- Krzysztof Mlak**, *Assistant Clinical Professor of Psychiatry* (2024).
B.S., Wayne State University, 2002; M.D., Wayne State University School of Medicine, 2007
- Tabitha G. Moe**, *Assistant Clinical Professor of Medicine* (2018).
B.S., William Jennings Bryan College, 2000; M.D., University of Missouri, 2007
- Kody A. Moffatt**, *Clinical Professor of Pediatrics* (2003; 2020).
B.S., University of Nebraska-Lincoln, 1988; M.S., University of Nebraska Medical Center, 1989; M.D., University of Nebraska Medical Center, 2000
- Michelle Mogenson**, *Assistant Clinical Professor of Pediatrics* (2011).
B.A., University of Nebraska-Omaha, 2002; D.O., College of Osteopathic Medicine, 2006
- Guillermo David Moguel-Cobos**, *Assistant Professor of Neurology* (2016).
M.D., Instituto Tecnológico y de Estudios Superiores de Monterrey (Mexico), 1999
- Hesham Mohamed**, *Assistant Clinical Professor of Medicine* (2024).
M.D., Tripoli University (Libya), 1996
- Laila Mohammad**, *Assistant Clinical Professor of Neurological Surgery* (2023).
B.A., B.A., Vanderbilt University College of Arts and Sciences, 2009; M.D., Vanderbilt University School of Medicine, 2013
- Selma F. Mohammed**, *Professor of Medicine* (2020; 2024).
M.D., University of Khartoum (Sudan), 2002; Ph.D., Mayo Clinic College of Medicine, 2015
- Thalachallour Mohanakumar**, *Professor of Surgery* (2016).
Ph.D., Duke University, 1974
- Shehnaz Mohsin**, *Assistant Clinical Professor of Family Medicine* (2016).
M.B.,B.S., Dow Medical College (India), 1999
- Mark S. Molitor**, *Assistant Clinical Professor of Medicine* (2015).
Assistant Clinical Professor of Surgery
- Michael S. Monaghan**, *Professor of Pharmacy Practice* (1996; 2008); *Professor of Internal Medicine* (1997; 2008).
B.S., Creighton University, 1985; Pharm.D., 1989
- Barclay A. Monaster**, *Assistant Clinical Professor of Family Medicine* (2020).
M.D., University of Manitoba (Canada), 1995
- Bradley J. Monk**, *Professor of Obstetrics & Gynecology* (2010; 2011).
B.S., Brigham Young University, 1984; M.D., The University of Arizona College of Medicine, 1988
- Cecilia Monteilh**, *Assistant Clinical Professor of Pediatrics* (2021).
B.S., University of Arizona, 2010; M.D., Ross University School of Medicine, 2021
- Farouk Mookadam**, *Clinical Professor of Medicine* (2022).
M.B., C.h.B., University of Witwatersrand (South Africa), 1983
- Casondra R. Moore**, *Assistant Professor of Medicine* (2021).
B.S., Michigan State University College of Natural Science, 2007; D.O., Michigan State University College of Osteopathic Medicine, 2012
- Dominic Moore**, *Assistant Clinical Professor of Pediatrics* (2012).
B.S., Brigham Young University, 2004; M.D., SUNY Downstate School of Medicine, 2008
- Douglas Moore**, *Associate Professor of Medicine* (2015; 2024).
B.S., Creighton University, 2002; M.D., Creighton University School of Medicine, 2008
- Forrest Moore**, *Associate Professor of Surgery* (2008; 2017).
M.D., Medical College of Wisconsin, 1997
- Michael J. Moore**, *Assistant Clinical Professor of Pediatrics* (1996; 2021).
B.S., Dana College, 1988; M.D., University of Nebraska Medical Center, 1993
- JonMark Moorington**, *Assistant Clinical Professor of Pediatrics* (2020).
B.A., Grand Canyon University, 2002; M.Div., Baylor University, 2007; M.D., University of Arizona College of Medicine, 2016
- Brenda Moorthy**, *Assistant Clinical Professor of Surgery* (2023).

B.S., Washington State University, 1990; D.O., Kansas City University, 1998

B.A., University of South Carolina, 2007; Ph.D., Alliant International University/California School of Professional Psychology, 2014

Aryan N. Mooss, *Professor Emeritus of Medicine* (1976; 2001).
M.D., University of Derala (India), 1969

Charles Mullany, *Clinical Professor of Surgery* (2013).
M.B.,B.S., St. Vincent's Hospital Medical School, University of Melbourne (Australia), 1969

Ana I. Moran, *Associate Clinical Professor of Medicine* (2014).
M.D., Universidad Peruana Cayetano Heredia, 1997

Sean T. Mullendore, *Assistant Clinical Professor of Family Medicine* (2020).
B.A., Kalamazoo College, 1993; M.D., Wayne State University School of Medicine, 1997

Christopher JB Morando, *Assistant Clinical Professor of Anesthesiology* (2022).
B.S., Ohio State University, 2011; M.D., Creighton University School of Medicine, 2016

Katy L. Mullens, *Assistant Clinical Professor of Pediatrics* (2017).
B.S., The University of Arizona, 2007; M.D., 2011

Adeolu Morawo, *Assistant Professor of Neurology* (2021).
M.B.Ch.B., Obafemi Awolowo University (Nigeria), 2009; M.S., Yale Graduate School of Arts and Sciences, 2015

Shail Mullick, *Associate Professor of Family and Community Medicine* (2016; 2024).
M.D., St. George's University School of Medicine, 2011

Kathryn J. Moreland, *Assistant Clinical Professor of OB/GYN* (2024).
B.S., University of Oregon, 2005; M.S., Tufts University School of Medicine, 2008; M.D., Creighton University School of Medicine, 2015

Madhavi Mulpuri, *Instructor of Medicine* (2023).
M.B.,B.S., Andhra Medical College (India), 1996

Heather M. Morgan, *Assistant Clinical Professor of Family Medicine* (2016).
B.S., Creighton University, 1998; M.D., 2002

Alexandra Munet Ginorio, *Special Assistant Professor of Psychiatry* (2023).
B.A., University of Puerto Rico, 2004; Psy.D., Ponce School of Medicine and Health Sciences (Puerto Rico), 2009

Greg W. Morrison, *Clinical Instructor of Health Professions* (2022).
B.S., Wayne State College, 1990; M.P.A.S., University of Nebraska Medical Center, 1994

Seema Munir, *Assistant Professor of Family Medicine* (2020).
B.S., Chicago State University, 1971; M.S., University of Illinois, 1974; D.O., Chicago College of Osteopathic Medicine, 1978

Michael J. Morrison, *Assistant Clinical Professor of Surgery* (1983).
B.S., Creighton University, 1968; M.D., Creighton University School of Medicine, 1973

Hemananda Kumar Muniraman, *Assistant Professor of Pediatrics* (2018).
M.B.,B.S., J.J.M. Medical College (India), 2003

Lee E. Morrow, *Professor of Medicine* (2003; 2022).
B.S., University of Michigan, 1992; M.S., University of Michigan, 2003; M.D., University of Iowa, 1996

Akshay Muralidhar, *Assistant Clinical Professor of Medicine* (2020).
B.S., University of Arizona, 2009; M.D., University of Arizona College of Medicine, 2013

David Mortensen, *Assistant Clinical Professor of Surgery* (2015).
B.S., Brigham Young University, 1996; M.D., Texas Tech University, 2000

Pamela Murphy, *Assistant Professor of Pediatrics* (2021).
B.S., Ohio University, 1979; M.D., University of Cincinnati, 1985

Lynnette A. Moseman, *Assistant Clinical Professor of Family Medicine* (2020).
B.S., University of Nebraska-Lincoln, 1982; M.D., University of Nebraska Medical Center, 1987

Richard F. Murphy, *Professor Emeritus of Biomedical Sciences* (1989; 2009).
B.S., University of Notre Dame, 1969; M.D., Creighton University School of Medicine, 1973

Aris E Mosley, *Assistant Professor of Psychiatry* (2020).
B.A., Loyola Marymount University, 2004; M.D., University of Sint Eustatius School of Medicine, 2013

Richard P. Murphy, *Associate Clinical Professor of Surgery* (1984).
B.Sc., National University of Ireland, 1963; Ph.D., National University of Ireland, 1966

Maher Mousa, *Assistant Clinical Professor of Medicine* (2018).
M.D., University of Hamburg (Germany), 1998

Lakshmi K.P. Murthy, *Assistant Professor of Medicine* (2019).
M.B.,B.S., JJMMC (India), 2016

Michael D. Mrizek, *Assistant Clinical Professor of Psychiatry* (2024).
B.S., Texas A&M University, 1999; M.S., University of Texas San Antonio, 2002; M.D., University of Texas Health Science Center, 2008

Murali Murty, *Assistant Clinical Professor of Medicine* (2020).
B.S., Rutgers University, 1989; M.D., University of Medicine and Dentistry, NJ Medical School, 2003

John Muhm, *Assistant Clinical Professor of Pediatrics* (2011).
B.A., Pomona c, 1991; M.D., Mayo Medical School, 1995

Michael A. Musci, *Assistant Clinical Professor of Medicine* (2020).
B.S., University of Illinois-Champaign, 1991; M.D., Ph.D., University of Iowa, 1998

Sandeep Mukherjee, *Professor of Medicine* (2012; 2016).
M.D., University of Wales College of Medicine, 1991

Raza Mushtaq, *Assistant Clinical Professor of Radiology* (2024).
B.S., B.S., B.A., Arizona State University, 2011; M.D., St. George's University School of Medicine, 2015

Devi Mukkai-Krishnamurty, *Assistant Professor of Surgery* (2014; 2017).
M.B.,B.S., All India Institute of Medical Sciences, 2007

Roger W. Mustalish, *Special Instructor of Clinical Research and Public Health* (2022).
A.B., University of Pennsylvania; M.S., Michigan State University; M.P.H., University of Minnesota; Ph.D., University of Minnesota

Audrina A. Mullane, *Assistant Clinical Professor of Psychiatry* (2024).

- Batsirai Mutize**, *Clinical Instructor of Health Professions* (2022).
B.S., Morningside College, 2005; M.P.A.S., University of Nebraska Medical College, 2008
- Subhakar Mutyala**, *Assistant Professor of Radiology* (2016; 2017).
B.S., The Pennsylvania State University, 1995; M.D., Texas A&M University College of Medicine, 1999
- Robert A. Myers**, *Assistant Professor of Medicine* (2019).
B.S., University of Oklahoma, 1971; M.D., University of Oklahoma College of Medicine, 1975
- Melissa A. Myrsiades**, *Assistant Clinical Professor of Pathology* (2024).
B.S., Colorado State University, 1997; M.D., University of Vermont College of Medicine, 2004
- Mohan Mysore**, *Clinical Professor of Pediatrics* (1998; 2023).
M.B.,B.S., Armed Forces Medical College , 1982
- Aleisha M. Nabower**, *Assistant Clinical Professor of Pediatrics* (2018; 2023).
B.S., Nebraska Wesleyan University, 2010; M.D., University of Nebraska Medical Center, 2015
- Abdul Nadir**, *Assistant Professor of Medicine* (2019).
M.B.,B.S., Dow Medical College (Pakistan), 1990
- Niyati J. Nadkarni**, *Assistant Clinical Professor of Obstetrics & Gynecology* (2013).
B.S., University of Illinois at Urbana-Champaign, 1999; M.D., University of Illinois College of Medicine at Rockford, 2003
- Sina Nafisi**, *Assistant Clinical Professor of Medicine* (2012).
B.S., UA, 1995; M.D., Ross University School of Medicine (Dominica), 2001
- Joseph A. Nahas**, *Associate Professor of Medicine* (2013; 2023).
B.S., Creighton University, 2004; M.D., Creighton University School of Medicine, 2008
- Hursh Naik**, *Assistant Clinical Professor of Medicine* (2012).
B.S., University of California-Berkeley, 1997; M.D., Albert Einstein School of Medicine, 2001
- Nimesh Naik**, *Assistant Professor of Surgery* (2021).
B.S., Northern Arizona University, 2008; M.D., University of Arizona College of Medicine, 2013
- Priyumvada Naik**, *Assistant Professor of Medicine* (2011).
B.S., Duke University , 1996; M.D., Medical College of Georgia, 2001
- Geetha R. Nair**, *Assistant Professor of Pathology* (2018).
M.B.,B.S., University of Kerala Medical College (India), 1976
- Sunil S. Nair**, *Assistant Professor of Medicine* (2020).
M.B.,B.S., Charles University (Czech Republic), 2009
- Hadi R. Najafian**, *Assistant Clinical Professor* (2019).
B.S., University of California-San Diego, 1996; D.O., Arizona College of Osteopathic Medicine, 2000
- Peter Nakaji**, *Professor of Medicine* (2010; 2014); *Assistant Clinical Professor of Surgery* (2022).
B.A., University of California Revelle College, 1989; M.D., University of California San Diego, 1995
- Natasha Namjoshi**, *Assistant Professor of Pediatrics* (2022).
B.S., University of Arizona, 2010; M.D., University of Arizona College of Medicine, 2015
- Anil Nanda**, *Assistant Professor of Medicine* (2019).
B.S.E., Arizona State University, 1979; M.D., University of Arizona College of Medicine, 1983
- Sudha Nandala**, *Assistant Clinical Professor of Medicine* (2023).
M.B.,B.S., Gandhi Medical College (India), 2007
- Kalyana Nandipati**, *Associate Professor of Surgery* (2011; 2015); *Associate Professor of Clinical and Translational Science* (2016).
M.B.,B.S., Osmania Medical College (India), 2004
- James Naramore**, *Assistant Clinical Professor of Family Medicine* (2010).
B.A., John Brown University , 1972; M.D., University of Utah, 1977
- Ram N. Narayan**, *Assistant Professor of Neurology* (2018).
PSG Institute of Medical Sciences and Research (India), 2010
- Vinodh Narayanan**, *Associate Clinical Professor of Pediatrics* (2009).
B.S., Washington University , 1972; M.A., Princeton University , 1976; M.D., Louisiana State University School of Medicine , 1981
- Anand Narayanappa**, *Assistant Clinical Professor of Anesthesiology* (2012).
B.A., Transylvania University , 1998; M.D., University of Louisville School of Medicine, 2002
- Chiranjir Narine**, *Assistant Clinical Professor of Psychiatry* (2020; 2024).
B.S., York University, 2003; M.D., All Saints University of Medicine, 2009
- Ann E. Narmi**, *Assistant Professor of Medicine* (2006; 2021).
B.A. , University of San Diego , 1999; M.D. , Creighton University School of Medicine , 2003
- Laeth Nasir**, *Professor of Family Medicine* (2011; 2011); *Chair, Family Medicine* (2011).
B.S., Western Michigan University , 1981; M.B.B.S., University of Jordan (Jordan), 1987
- Nagendra L. Natarajan**, *Assistant Clinical Professor of Medicine* (2018).
M.B.,B.S., Sri Devaraj Urs Medical College (India), 2000
- Arif Nawaz**, *Assistant Clinical Professor of Medicine* (2020).
M.B.,B.S., The Aga Khan University (Pakistan), 1988
- Mohammed N Nazmul**, *Assistant Professor of Medicine* (2017; 2018).
M.B.,B.S., Sir Salimullah Medical College and Mitford Hospital (Bangladesh), 1997
- Claire F. Nechiporenko**, *Assistant Clinical Professor of Pediatrics* (2023).
B.S., University of Arizona, 2004; M.D., University of North Dakota School of Medicine and Health Sciences, 2008
- Kari A. Neemann**, *Associate Clinical Professor of Pediatrics* (2014; 2023).
B.S., University of Nebraska-Lincoln, 2002; M.D., University of Nebraska Medical Center, 2006
- Derek E. Neilson**, *Assistant Clinical Professor of Pediatrics* (2018).
B.A., Johns Hopkins University, 1993; M.D., Oregon Health Sciences University, 1998
- Ashley S. Nelson**, *Assistant Clinical Professor of Pediatrics* (2023).
B.S., Texas A&M University, 2010; D.O., University of North Texas, 2014

- Benjamin Q. Nelson**, *Clinical Instructor of Anesthesiology* (2022).
B.S., University of Minnesota, 2012; M.D., Creighton University School of Medicine, 2017
- Douglas P. Nelson**, *Assistant Professor of Medicine* (2019).
B.A., Arizona State University, 1988; M.D., University of Arizona College of Medicine, 1994
- Erin D. Nelson**, *Assistant Professor of Psychiatry* (2022).
B.S., Arizona State University, 2010; M.D./M.P.H., The University of Arizona College of Medicine, 2017
- Joseph T. Nelson**, *Clinical Instructor of Surgery* (2021).
B.S., Brigham Young University, 2011; M.D., The University of Arizona, 2015
- Linda Nelson**, *Professor of Obstetrics & Gynecology* (2012).
B.A., University of Pennsylvania; M.A., Ph.D., University of California; M.D., University of Miami School of Medicine
- Tracy Nelson**, *Assistant Clinical Professor of Pediatrics* (2021).
B.S., University of Wisconsin, 2005; M.D., University of South Dakota, 2012
- Kristi NewMyer**, *Assistant Clinical Professor of Obstetrics & Gynecology* (2005; 2010).
B.S., Creighton University, 1997; M.D., Creighton University School of Medicine, 2001
- Dorothee K.D. Newbern**, *Associate Clinical Professor of Pediatrics* (2014; 2022).
B.S., Duke University, 1988; M.D., Wake Forest University School of Medicine, 2005
- Jason M. Newbern**, *Associate Clinical Professor of Biomedical Sciences* (2021).
B.S., University of Michigan, 2000; Ph.D., Wake Forest University School of Medicine, 2006
- Kirk B. Newring**, *Clinical Instructor of Psychiatry* (2017).
B.S., Washington State University, 1995; M.S., Western Washington University, 1997; Ph.D., University of Nevada, 2005
- Cam Nguyen**, *Professor of Radiation Oncology/Radiology* (2005; 2020).
B.S., University of Toronto (Canada), 1985; M.D., McGill University (Canada), 1989
- Duy Nguyen**, *Assistant Clinical Professor of Pediatrics* (2012).
B.S., James Madison University, 2000; M.D., University of Iowa College of Medicine, 2004
- Michael Nguyen**, *Assistant Clinical Professor of Pediatrics* (2023).
B.S., University of California Los Angeles, 2009; D.O., Chicago College of Osteopathic Medicine, 2016
- Michael T. Nguyen**, *Assistant Clinical Professor of Urology* (2019).
B.S., University of Arizona, 1993; M.D., University of Arizona, 1997
- Alexander Ngwube**, *Assistant Professor of Pediatrics* (2019; 2021).
M.B., B.S., College of Medicine, Nnamdi Azikiwe University (Nigeria), 2005
- Jessica R. Nichols Snowden**, *Assistant Clinical Professor of Pediatrics* (2009).
B.S., Texas A&M University, 1998; M.D., Texas A&M University, 2002
- Hana Niebur**, *Assistant Clinical Professor of Pediatrics* (2015).
B.A., St. Louis University, 2005; M.D., University of Nebraska Medical Center, 2009
- Laura Nielsen**, *Assistant Clinical Professor of Pediatrics* (2000).
B.S., University of Nebraska, 1985; M.D., University of Nebraska Medical Center, 1989
- Nicki Niemann**, *Assistant Professor of Neurology* (2019).
M.D., University of Copenhagen (Denmark), 2012
- Walter J. Nieri**, *Assistant Clinical Professor of Medicine* (2014).
B.S., St. Vincent College, 1964; M.D., Loyola Stritch School of Medicine, 1968
- John Nigro**, *Assistant Clinical Professor of Surgery* (2008).
B.S., Case Western Reserve University, 1987; M.D., University of Illinois School of Medicine, 1993
- Yuvraj S. Nijjar**, *Assistant Clinical Professor of Anesthesiology* (2018).
B.A., University of Kansas, 2007; M.D., University of Kansas School of Medicine, 2012
- Alexander Moses Nimri**, *Assistant Professor of Medicine* (2023).
M.D., Jordan University of Science and Technology (Jordan), 2003
- A. J. Nixon**, *Assistant Clinical Professor of Family Medicine* (2016).
B.S., Creighton University, 2002; M.D., University of Nebraska Medical Center, 2006
- Naw L. Nlam**, *Assistant Clinical Professor of Family and Community Medicine* (2022).
M.D., University of Medicine Mandalay (Myanmar), 2006
- Adam J. Nocek**, *Assistant Clinical Professor* (2021).
B.A., Honours McGill University, 2004; M.A., Boston College, 2007; Ph.D., University of Washington, 2015
- Taylor J. Noel**, *Clinical Instructor of Radiology* (2024).
B.S., University of Nebraska-Lincoln, 2014; M.D., Creighton University School of Medicine, 2018
- Kate Nolt**, *Assistant Professor of Clinical Research and Public Health* (2017).
Ph.D., Temple University, 2014
- Adam Norberg**, *Assistant Professor of Medicine* (2020; 2023).
B.S., Arizona State University, 2011; M.D., David Geffen School of Medicine at UCLA, 2015
- Luke Nordquist**, *Adjunct Instructor of Radiology* (2022).
B.S., Creighton University, 1989; M.D., Creighton University 1998
- Kathleen M. Norman**, *Assistant Professor of OB/GYN* (2019).
B.A., University of Minnesota-Duluth, 1980; M.D., University of Minnesota Medical School, 1991
- Brian J. North**, *Associate Professor of Biomedical Sciences* (2019; 2024).
B.A., Gustavus Adolphus College, 1999; Ph.D., University of California-San Francisco, 2005
- Terry C. North**, *Assistant Clinical Professor of Psychiatry* (2001).
B.A., Auburn University, 1982; M.A., University of South Dakota, 1986; M.D., University of South Dakota, 1989
- Kent Northcote**, *Assistant Professor of Pediatrics* (2020).

- B.S., University of California-Santa Cruz, 1992; M.D., St. George's University, 1998
- Brian Norton**, *Assistant Professor of Anesthesiology* (2021).
B.S., Santa Clara University, 2011; M.D., Creighton University School of Medicine, 2015
- Kay S. Norton**, *Clinical Professor of Medical Humanities* (2021).
B.M.E., University of Georgia, 1978; M.F.A., University of Georgia, 1980; Ph.D., University of Colorado-Boulder, 1990
- David M. Notrica**, *Associate Clinical Professor of Surgery* (2015).
B.S., Duke University, 1988; M.D., Emory University School of Medicine, 1992
- Jessica E. Novotny**, *Assistant Professor of Medicine* (2014).
B.S., Doane College, 2000; M.D., University of Nebraska Medical Center, 2004
- Todd T. Nowlen**, *Assistant Clinical Professor of Pediatrics* (2019).
B.A., Kalamazoo College, 1985; M.D., Wayne State University, 1988
- Hassan A. Nur**, *Instructor of Medicine* (2022).
M.D., Emilio Aguinaldo College (Manila), 2015
- Ikenna Nweze**, *Instructor of Surgery* (2023).
M.B.,B.S., University of Jos (Nigeria), 2005
- Sumediah Nzuonkwelle**, *Assistant Professor of Medicine* (2019).
BSc, University of Buea (Cameroon); BScN, University of Toronto (Canada); M.D., International American University College of Medicine, 2015
- Daniel C. O'Brien**, *Associate Professor of Surgery* (2022; 2023).
B.S., Creighton University, 2010; M.A.S., University of California at Davis, 2014; M.D., University of California at Davis, 2014
- Richard L. O'Brien**, *Professor Emeritus of Medicine* (1982).
M.S., Creighton University, 1958; M.D., Creighton University School of Medicine, 1960
- Stephen M. O'Connor**, *Assistant Clinical Professor of Medicine* (2014).
B.S., Creighton University, 1980; M.D., Creighton University, 1984
- Judith O'Haver**, *Assistant Clinical Professor of Pediatrics* (2015).
BSN, Niagara University, 1980; MS, Arizona State University, 1993; Ph.D., University of Arizona, 2007
- Anne M. O'Keefe**, *Professor of Clinical Research and Public Health* (2022).
B.S., University of Nebraska-Lincoln, 1986; M.D., Emory University School of Public Health, 1993; M.P.H., 1993
- Kevin T. O'Mara**, *Associate Professor of Emergency Medicine* (2020).
B.S., University of Notre Dame; M.D., Medical College of Ohio, 1999
- James W. O'Neil**, *Assistant Clinical Professor of Surgery* (2019).
B.A., Creighton University, 1983; M.D., 1987
- Sally Cole O'Neill**, *Assistant Professor of Medicine* (1987).
B.A., Drury College, 1973; M.Ed., University of Missouri at Columbia, 1975; Ph.D., University of Nebraska-Lincoln, 1986
- Meghan Oakes**, *Assistant Clinical Professor of Obstetrics & Gynecology* (2012).
B.S., University of North Carolina at Chapel Hill, 1997; M.D., University of Nebraska Medical Center, 2002
- Christian Oarhe**, *Assistant Clinical Professor of Pediatrics* (2017; 2023).
M.D., University of Benin (Nigeria), 1998
- Marie E. Oberst**, *Assistant Professor of Family Medicine* (2021).
B.S., Loyola University of Chicago, 2010; D.O., Arizona College of Osteopathic Medicine, 2014
- Aleksandra Obradov**, *Clinical Instructor of Health Professions* (2020; 2022).
B.S., University of Arizona, 2011; M.D., University of Arizona College of Medicine, 2015
- Sara R. Ocheltree**, *Assistant Clinical Professor of Medicine* (2023).
M.B.,B.S., King Abdul-Aziz University College of Medicine and Allied Sciences (Saudi Arabia), 2011
- David E. Odegaard**, *Assistant Clinical Professor of Medicine* (2017).
B.S., University of South Dakota, 2000; M.D., University of Iowa, Carver College of Medicine, 2004
- Michael K. Ofori**, *Assistant Clinical Professor of Anesthesiology* (2016).
A.B., Dartmouth College, 1985; M.D., 1990
- Daniel Ognean**, *Assistant Professor of Medicine* (2023).
B.S.E., Arizona State University, 2014; D.O., Arizona College of Osteopathic Medicine of Midwestern University, 2019
- Yetunde Ogunleye**, *Assistant Professor of Psychiatry* (2006).
M.B.Ch.B., Obafemi Awolowo University (Nigeria), 1992
- Christine Oh**, *Clinical Instructor of Surgery* (2022).
B.A., Cornell University, 2008; M.S., Georgetown University School of Medicine, 2010; M.D., Georgetown University School of Medicine, 2014
- Adatee Okonkwo**, *Assistant Clinical Professor of Surgery* (2022).
B.S., University of Georgia, 2011; M.D., Medical College of Georgia, 2015
- Darin Okuda**, *Assistant Clinical Professor of Neurology* (2011).
B.S., University of Hawaii, 1993; M.D., University of Hawaii, 2000
- Michael F. Olive**, *Clinical Professor of Biomedical Sciences* (2021).
B.A., University of California-San Diego, 1991; Ph.D., University of California-Los Angeles, 1997
- Jeffrey Oliver**, *Assistant Professor of Pathology* (2012; 2019).
M.D., University of Iowa College of Medicine, 1983
- Kaitlin A. Oliver**, *Assistant Clinical Professor of Emergency Medicine* (2024).
B.S., The University of Arizona, 2010; D.O., Arizona College of Osteopathic Medicine at Midwestern University, 2019
- Stanley Oliverius**, *Assistant Clinical Professor of Anesthesiology* (2012).
B.S., Creighton University, 1979; M.D., University of Nebraska Medical Center, 1983
- Gina M. Oliveto**, *Assistant Clinical Professor of Psychiatry* (2020).
B.S., University of Nebraska at Omaha, 1990; M.D., Creighton University School of Medicine, 1997
- Jacqueline Olmert**, *Assistant Clinical Professor of Medicine* (2021).
M.D., University of North Carolina School of Medicine, 1996
- Ann E. Olney**, *Clinical Professor of Pediatrics* (2011; 2023).
B.S., University of Nebraska-Lincoln, 1976; M.D., University of Nebraska Medical Center, 1981

- Abiola Olowoyeye**, *Assistant Professor of Pediatrics* (2021).
M.D., University of Lagos (Nigeria), 2006
- Alex B. Olsen**, *Assistant Clinical Professor of Surgery* (2019).
B.S., University of Houston, 2002; M.D., Texas Tech University Health Sciences Center, 2007
- Carol K. Olson**, *Professor of Psychiatry* (2018).
A.B., Bryn Mawr College, 1984; M.D., Stanford University School of Medicine, 1988
- Chloe B. Olson**, *Assistant Clinical Professor of Psychiatry* (2021).
B.S., Chadron State College, 2012; MD., University of Nebraska Medical Center, 2016
- Micah L. Olson**, *Assistant Clinical Professor of Pediatrics* (2019).
B.A., Emory University, 1998; M.D., University of Arizona College of Medicine, 2003
- S. Eric Olyejar**, *Assistant Clinical Professor of Medicine* (2020).
B.S., University of Northern Colorado, 1996; M.D., University of Colorado School of Medicine, 2000
- Ashraf Omar**, *Associate Professor of Medicine* (2016; 2019).
M.B.,BCh, Faculty of Medicine Alexandria University (Egypt), 1993
- Matthew F. Omojola**, *Clinical Professor of Neurology* (2014).
M.B.,B.S., University of Ibadan
- Adedayo O. Onibokun**, *Assistant Professor of OB/GYN* (2019).
B.S., University of Illinois, 1992; M.D., Southern Illinois University School of Medicine, 1997
- Kathryn Onorato**, *Special Instructor of Family Medicine* (2023).
B.S., University of New Haven, 2011; M.S., Creighton University School of Law, 2015; M.S., Creighton University, 2019; Ed.D., Creighton University, 2022
- Shibu Oommen**, *Assistant Clinical Professor of Family Medicine* (2020).
M.D., Windsor University School of Medicine (West Indies), 2012
- Adwoa S. Opoku-Boateng**, *Assistant Clinical Professor of Surgery* (2023).
B.S., Oakwood University, 2000; M.D., Loma Linda University School of Medicine, 2005
- Srivadee Oravivattanakul**, *Assistant Professor of Neurology* (2016).
M.D., Chulalongkorn University (Thailand)
- Sanford Ornstein**, *Assistant Professor of Radiology* (2011).
B.S., Ohio State University, 1964; M.D., Ohio State University , 1975
- Erik Ortega**, *Assistant Professor of Neurology* (2012).
B.S., University of California, 1997; M.D., University of Pennsylvania School of Medicine, 2003
- Gabriella R. Ortiz**, *Instructor of OB/GYN* (2022).
B.S., University of Puerto Rico, 2013; M.D., University of Puerto Rico, School of Medicine, 2017
- Pedro P. Ortiz**, *Assistant Clinical Professor of Medicine* (2022).
M.D., University of Guadalajara, School of Medicine (Mexico), 1991
- Santiago G. Ortiz**, *Assistant Professor of Medicine* (2023).
M.D., Universidad Autonoma de Guadalajara Facultad de Medicina (Mexico), 2019
- Laura A. Ortmann**, *Associate Clinical Professor of Pediatrics* (2017; 2023).
B.S., University of Nebraska-Lincoln, 2000; M.D., University of Nebraska Medical Center, 2004
- Steven C. Osborn**, *Clinical Instructor of Radiology* (2020).
B.S., Texas Christian University, 2009; M.D., University of Nebraska Medical Center, 2014
- Benjamin J. Osborne**, *Assistant Professor of Medicine* (2013).
B.S., University of Utah, 2000; D.O., Midwestern University of Arizona College of Osteopathic Medicine, 2006
- Ramy Osman**, *Assistant Clinical Professor of Medicine* (2024).
M.D., Faculty of Medicine, Ain Shams University (Egypt), 2013
- Angela M. Osmolak**, *Assistant Professor of Surgery* (2022).
B.S., University of St. Thomas, 2007; M.D., Creighton University School of Medicine, 2011
- Raul A. Osorio**, *Assistant Clinical Professor of OB/GYN* (2019).
M.D., Medical School University of Zaragoza (Spain), 1963
- Eric Ossowski**, *Assistant Clinical Professor of Family Medicine* (2015); *Assistant Professor of Surgery* (2018).
B.S., University of Minnesota-Duluth, 1973; M.D., University of Minnesota-Duluth, 1977
- Will J. Ostdiek**, *Assistant Clinical Professor of Family Medicine* (2018).
B.S., Creighton University, 1993; M.D., University of Nebraska Medical Center, 1997
- Daniel J. Ostlie**, *Clinical Professor of Surgery* (2019).
B.S., University of North Dakota, 1990; M.D., University of North Dakota School of Medicine, 1994
- Jason D. Ourada**, *Assistant Clinical Professor* (2019).
B.A., Creighton University, 2000; M.D., 2004
- Garineh Ovanessoff**, *Assistant Professor of Medicine* (2017; 2022).
B.A., University of California-Berkeley, 2003; M.D., M.P.H., New York Medical College, 2008
- Bimal B. Padaliya**, *Assistant Professor of Medicine* (2022; 2023).
B.S., Duke University, 2002; M.D., Vanderbilt University, 2006
- Josna P. Padiyar**, *Assistant Professor of Medicine* (2020).
B.S., University of Michigan, 2008; M.S., Wayne State University, 2009; D.O., Midwestern University, 2014
- Marvin Padnick**, *Assistant Clinical Professor of Medicine* (2012).
B.A., Hofstra University , 1966; D.D.S., State University of New York, 1970; M.D., Rush Medical College , 1973
- Allison M. Pagan**, *Assistant Clinical Professor of Family Medicine* (2024).
B.A., Valparaiso University, 2001; M.Ed., George Mason University, 2007; M.S., Suny-Buffalo State University, 2012; M.D., American University of the Caribbean, 2017
- Kari Pagano**, *Assistant Professor of Family Medicine* (2012).
B.S., Western Michigan University , 1997; M.D., Wayne State University School of Medicine , 2000
- Jayakrishna Paineni**, *Assistant Professor of Family Medicine* (2024).
M.B.,B.S., Sri Venkateswara Medical College (India), 2006
- Arman Pajnigar**, *Assistant Clinical Professor of Medicine* (2009).

- B.A., Truman State University, 1994; M.D., University of Nebraska Medical Center, 1998
- Kristina Pakiz**, *Assistant Clinical Professor of Obstetrics and Gynecology* (2009; 2016).
B.S., University of Nebraska-Kearney, 2001; M.D., University of Nebraska Medical Center, 2005
- Subhash Paknikar**, *Assistant Professor of Radiology* (2015).
M.B.,B.S., Osmania Medical College and Hospital (India), 1978
- Geetha Palaniappan**, *Assistant Clinical Professor of Medicine* (2023).
M.B.,B.S., Tirunelveli Medical College (India), 1990
- Keith H Paley**, *Assistant Professor of Surgery* (2019).
B.S., John Carroll University, 1987; MD, University of Toledo, 1991
- Jack P. Palmer**, *Associate Professor of Emergency Medicine* (2021).
B.S., Tufts University, 2002; M.S., Georgia Institute of Technology, 2004; M.D., SUNY Upstate Medical University, 2009
- Pablo J. Palomo Sanchez**, *Assistant Clinical Professor of Pediatrics* (2015).
M.D., Universidad Dr. Jose Matias Delgado (El Salvador), 2002
- Tanmay Panchabhai**, *Assistant Professor of Medicine* (2015).
M.B.,B.S., Maharashtra University of Health Sciences, Seth G.S. Medical College (India), 2008
- Sarada S. Panchanathan**, *Assistant Professor of Pediatrics* (2019).
B.Sc., University of Windsor (Canada), 1981; M.D., University of Western Ontario, 1986
- Siddharth Pandya**, *Instructor of Radiology* (2023).
B.S., University of Arizona, 2013; M.D., University of Arizona, College of Medicine, 2017
- Misha Pangasa**, *Assistant Professor of OB/GYN* (2024).
B.S., University of Arizona, 2010; M.D., Weill Cornell Medical College, 2014; M.S.C.I., University of Utah, 2023
- Aru Panwar**, *Associate Professor of Surgery* (2014; 2020).
M.B.,B.S., University College of Medical Sciences & Guru Teg Bahadur Hospital, University of Delhi (India), 2005
- Andrew L. Papez**, *Assistant Clinical Professor of Pediatrics* (2014).
B.S., University of Nevada-Reno, Mackay School of Mines, 1995; M.D., University of Nevada School of Medicine, 1999
- Sara Paquet**, *Assistant Professor of Anesthesiology* (2020).
B.S., University of California-Davis, 2008; Keck School of Medicine, University of Southern California, 2013
- John M. Park**, *Assistant Clinical Professor of Surgery* (2018).
B.S., University of Wisconsin-Madison, 1994; M.D., University of Nebraska Medical Center, 2005
- Alan Parks**, *Assistant Clinical Professor of Surgery* (2013).
D.O., Des Moines University College of Osteopathic College Medicine
- Melissa A Parks**, *Clinical Instructor of OB/GYN* (2018).
B.S., University of Indianapolis, 2008; M.A., Ball State University, 2009; D.O., Ohio University Heritage College of Osteopathic Medicine, 2014
- Konstantinos M. Parperis**, *Assistant Professor of Medicine* (2018).
M.D., University of Patras School of Health Sciences (Greece), 2005
- Lilia Parra-Roide**, *Professor of Pediatrics* (2006; 2019).
B.S.,B.A., Mount St. Mary's College, 1987; M.D., Stanford University School of Medicine, 1993
- Bryce E. Pasko**, *Assistant Clinical Professor of Pathology* (2023).
B.S., Metropolitan State University of Denver, 2009; M.D., University of Arkansas for Medical Sciences, 2015
- Nick J. Paslidis**, *Assistant Clinical Professor of Medicine* (2017).
B.A., Whitman College, 1981; M.D., Ross University School of Medicine, 1988; Ph.D., University of Crete School of Medicine (Greece), 1991
- Brad Pasternak**, *Assistant Clinical Professor of Pediatrics* (2012).
B.A., State University of New York at Binghamton, 1998; M.D., Sackler School of Medicine-New York State American Program (Israel), 2002
- Chandrakant B. Patel**, *Associate Professor of Anesthesiology* (2023).
BJ Medical College and Gujarat University (India), 1973
- Chikal A. Patel**, *Clinical Instructor of Medicine* (2020).
M.B.,B.S., Jawaharlal Nehru Medical College Nagpur University (India), 2000
- Chirag Patel**, *Assistant Clinical Professor of Surgery* (2016; 2021).
B.S., University of Arizona, 2005; M.D., 2009
- Jay B. Patel**, *Assistant Professor of Medicine* (2013).
M.B.,B.S., Smt. N.H.L. Municipal Medical College/Gujarat University, 2004
- Krunal P. Patel**, *Assistant Professor of OB/GYN* (2023).
M.B.,B.S., Pramukhswami Medical College (India), 2007
- Mital Patel**, *Assistant Clinical Professor of Medicine* (2021).
M.B.,B.S., Seth G.S. Medical College & King Edward Memorial Hospital (India), 2001
- Mittun C. Patel**, *Assistant Clinical Professor of Radiology* (2019).
B.S., The University of Austin, 2002; M.D., Texas A&M College of Medicine, 2006
- Neel Patel**, *Assistant Professor of Medicine* (2012; 2023).
B.S., Texas A&M University, 1995; M.D., University of Texas, Southwestern Medical School, 1999
- Neil D. Patel**, *Assistant Professor of Surgery* (2022).
B.A., University of Michigan, 2011; M.D., Michigan State University, College of Human Medicine, 2015
- Pratik M. Patel**, *Assistant Clinical Professor of Surgery* (2024).
M.B.,B.S., Smt. N.H.L., Municipal Medical College (India), 1995
- Punam A. Patel**, *Assistant Clinical Professor of Surgery* (2024).
B.A., Boston University, 2013; M.D., Boston University School of Medicine, 2017
- Sachit A. Patel**, *Associate Clinical Professor of Pediatrics* (2017; 2022).
B.S., Nebraska Wesleyan University, 2003; M.D., University of Nebraska Medical Center, 2008
- Sarah Patel**, *Assistant Clinical Professor of Medicine* (2018).
B.S., University of Arizona, 2008; M.D., American University of the Caribbean School of Medicine, 2012

- Seema Patel**, *Assistant Clinical Professor of Medicine* (2023).
B.S., University of Arizona, 2010; D.O., Arizona College of Osteopathic Medicine of Midwestern University, 2016
- Shyamal Patel**, *Associate Professor of Radiology* (2016; 2024).
B.A., Boston University; M.D., 2010
- Avinash S. Patil**, *Assistant Professor of OB/GYN* (2019).
B.A., Columbia University, 1999; M.D., University of Tennessee College of Medicine, 2006
- Shantanu Patil**, *Assistant Professor of Medicine* (2022).
M.B.,B.S., Seth G.S. Medical College and KEM Hospital, 2011
- Vinit V. Patil**, *Assistant Clinical Professor of Medicine* (2019).
B.S./M.D., Howard University College of Medicine, 2011
- Andrew T. Patterson**, *Assistant Professor of Medicine* (2023).
B.S., Grove City College, 2011; M.D., Ohio State University College of Medicine, 2015
- Jessie N. Patterson**, *Assistant Clinical Professor of Medical Education* (2022).
B.S., University of Northern Colorado, 2010; AuD, University of Nebraska-Lincoln, 2014; Ph.D., University of Nebraska-Lincoln, 2016
- Cynthia Paul**, *Assistant Clinical Professor of Psychiatry* (2013; 2023).
B.S., Nebraska Wesleyan University, 1991; J.D., University of Utah, 1997; M.D., Creighton University School of Medicine, 2009
- Edward G. Paul**, *Associate Professor of Family Medicine* (2017).
B.S., Illinois State University, 1976; M.S., 1978; M.D., Southern Illinois University School of Medicine, 1981
- Leena Pawar**, *Assistant Clinical Professor of Medicine* (2022).
M.B.,B.S., D.Y. Patil Medical College (India), 2005
- Christopher J. Paxton**, *Assistant Professor of Family Medicine* (2020).
B.S., Oregon State University, 2004; D.O., Chicago College of Osteopathic Medicine, 2014
- Donald Paxton**, *Assistant Clinical Professor of Medicine* (2012).
B.A., Princeton University, 1971; M.D., University of Arizona, 1976
- Jeffrey M. Pearl**, *Clinical Professor of Surgery* (2018).
B.A., University of California-Berkeley, 1984; M.D., University of California-Los Angeles Medical School, 1988
- Nicole Pearsall**, *Assistant Clinical Professor of Obstetrics & Gynecology* (2010; 2013).
B.S., UA, 2000; M.S., Creighton University, 2002; M.D., Creighton University School of Medicine, 2006
- Daniel A Pearson**, *Assistant Clinical Professor of Family and Community Medicine* (2021).
B.A., Trinity College, 1993; M.D., University of Nebraska Medical Center, 1997
- Erik G. Pearson**, *Assistant Clinical Professor of Pathology* (2024).
A.A., Emory University, 2002; B.B.A., Middle Tennessee State University, 2005; D.O., Lincoln Memorial University College of Osteopathic Medicine, 2019
- Erik A. Pedersen**, *Assistant Professor of Radiology* (2014; 2015).
B.A., Saint John's University, 1995; M.D., Creighton University School of Medicine, 1999
- Eric L. Pedicini**, *Assistant Clinical Professor of Anesthesiology* (2013).
D.O., Midwestern University, 1989
- Eric Peeples**, *Associate Clinical Professor of Pediatrics* (2012; 2022).
B.S., Creighton University, 2005; M.D., Creighton University School of Medicine, 2009
- Dwaine J. Peetz Jr.**, *Assistant Clinical Professor of Surgery* (1987).
M.D., Creighton University School of Medicine, 1975
- Dwaine J. Peetz Sr.**, *Assistant Clinical Professor Emeritus of Surgery* (1975; 2006).
B.S., Creighton University, 1946; M.D., Creighton University School of Medicine, 1948
- Wayne E. Penka**, *Assistant Clinical Professor of Pathology* (2016).
B.A., St. Mary of the Plains College, 1968; M.D., Creighton University School of Medicine, 1972
- Elizabeth Penner**, *Assistant Clinical Professor of Psychiatry* (2021).
B.S., University of Nebraska-Lincoln, 2008; M.P.H., Harvard University School of Public Health, 2012; M.D., University of Nebraska Medical Center, 2013
- Gregory Penny**, *Assistant Clinical Professor of Pediatrics* (2005).
B.A., University of Missouri-Kansas City, 1992; M.D., University of Missouri-Kansas City, 1994
- Katherine Penny**, *Assistant Clinical Professor of Pediatrics* (2005).
D.O., University of North Texas Health Sciences, 2000
- Summer Peregrin**, *Instructor of Family Medicine* (2008; 2011).
Pharm.D., Massachusetts College of Pharmacy and Health Sciences, 2001
- Melvil Pereira**, *Assistant Clinical Professor of Center for Health Policy and Ethics* (2011).
Ph.D., Jawaharlal Nehru University (India), 2009
- Adrienne E. Perfilio Edwards**, *Assistant Clinical Professor of Obstetrics and Gynecology* (2014); *Assistant Clinical Professor of Family Medicine* (2018).
B.S., University of Dayton, 2002; M.D., Loyola University Chicago Stritch School of Medicine, 2006
- Gerald P. Perman**, *Clinical Professor of Psychiatry* (2024).
B.S., University of Maryland, 1971; B.S., University of Maryland, 1972; M.D., University of Maryland Medical School, 1977
- Deborah A. Perry**, *Associate Clinical Professor of Pathology* (1994).
B.S., Nebraska Wesleyan University, 1980; M.D., University of Nebraska Medical Center, 1984
- Thomas D. Perry**, *Assistant Clinical Professor of Medicine* (2022).
B.A., Stanford University, 1968; M.D., University of California San Diego, 1974
- John A Pesavento**, *Special Assistant Professor of Psychiatry* (2020).
B.S., Creighton University, 2007; M.S., 2009; M.D., 2013
- Beate Peter**, *Associate Clinical Professor of Biomedical Sciences* (2021).
B.S., University of Washington, 1998; M.S., University of Washington, 2001; Ph.D., University of Washington, 2006

- Lynda Peterman**, *Assistant Clinical Professor of Anesthesiology* (2013).
B.S., University of Wisconsin-Madison, 1995; M.D., University of Wisconsin-Madison, 2001
- Eric Peters**, *Assistant Professor of Medicine* (2009).
B.S., Creighton University, 2000; M.D., Creighton University School of Medicine, 2005
- Rebecca J. Petersen**, *Assistant Clinical Professor of Psychiatry* (2024).
B.A., University of Nebraska-Lincoln, 2014; M.D., University of South Dakota, Sanford School of Medicine, 2019
- Scott Petersen**, *Professor of Surgery* (2008; 2015).
B.S., University of Utah, 1972; M.D., University of Utah, 1974
- Michelle L. Peterson-Jones**, *Assistant Clinical Professor of Radiology* (2022).
B.S., University of Nebraska-Lincoln, 1993; M.D., University of Nebraska College of Medicine, 1997
- William A. Pettinger**, *Professor Emeritus of Medicine* (1988; 1997).
B.S., Creighton University, 1954; M.S., Creighton University, 1957; M.D., Creighton University School of Medicine, 1959
- Michael S. Pettis**, *Assistant Professor of Anesthesiology* (2018).
B.A., University of Notre Dame, 1978; M.D., Creighton University School of Medicine, 1985
- Cory M. Pfeifer**, *Assistant Clinical Professor of Radiology* (2024).
B.A., B.S., Kansas State University, 1998; M.S., Oklahoma State University, 2000; M.D., University of Oklahoma College of Medicine, 2010; M.P.H., University of North Texas Health Science Center, 2019; M.B.A., University of North Texas, 2020
- James J. Phalen**, *Associate Professor Emeritus of Radiology* (1971; 2015).
B.A., Creighton University, 1961; M.D., Creighton University School of Medicine, 1965
- George J. Philip**, *Assistant Professor of Surgery* (2022).
M.D., Universidad Iberoamericana (Dominican Republic), 2004; M.P.H., University of Toledo, 2015
- Grant Phillips**, *Assistant Clinical Professor of Family Medicine* (2013).
B.S., Colorado State University, 1995; M.D., Creighton University School of Medicine, 1999
- Jack Phillips**, *Special Instructor of Medical Humanities* (2023).
B.A., University of Nebraska-Omaha, 1980; M.Minn., Creighton University, 1982
- Samantha M. Phou**, *Assistant Clinical Professor of Pathology* (2023).
B.S., University of California-Los Angeles, 2013; M.D., Chicago Medical School, Rosalind Franklin University, 2017
- Chia Ling Phuah**, *Associate Clinical Professor of Neurology* (2024).
B.A., St. John's College (United Kingdom), 2003; M.B.B.Ch., St. John's College (United Kingdom), 2006; M.A., St. John's College (United Kingdom), 2007; M.M.Sc., Harvard University, 2016
- Janice Piatt**, *Associate Clinical Professor of Pediatrics* (2011; 2018).
B.S., University of New Mexico, 1981; M.D., University of New Mexico, 1985
- Anthony J Pickett**, *Assistant Clinical Professor of Pediatrics* (2018).
B.S., University of Miami, 1997; M.D., University of Miami School of Medicine, 2001
- Nicole M. Piemonte**, *Associate Clinical Professor of Medical Humanities* (2017; 2024).
B.A., Arizona State University, 2008; M.A., 2010; Ph.D., The University of Texas Medical Branch, 2015
- Paola G. Pieri**, *Assistant Professor of Surgery* (2018; 2021).
B.S., University of Michigan, 1990; M.D., Wayne State University School of Medicine, 2000
- Sreelakshmi S. Pillai**, *Assistant Clinical Professor of Family Medicine* (2023).
M.B.,B.S., Mahatma Gandhi University (India), 2010
- Suchitra Pilli**, *Assistant Professor of Medicine* (2019).
M.B.,B.S., Kasturba Medical College (India), 2005
- Lewis Pinch**, *Associate Clinical Professor Emeritus of Surgery* (1984; 2006).
M.D., Hahnemann Medical College, 1960
- Mario Pineda**, *Assistant Clinical Professor of Medicine* (2020).
BS, University of San Francisco, 1997; PhD, University of Washington, 2006; M.D., University of Washington School of Medicine, 2007
- Dilini Pinnaduwege**, *Associate Clinical Professor of Radiology* (2022; 2023).
B.A., Austin College, 2002; M.S., Harvard University, 2004; Ph.D., Harvard University, 2007
- Iraklis Pipinos**, *Clinical Professor of Surgery* (2005; 2011).
M.D., University of Crete (Greece), 1992
- Miguel A. Pirela-Cruz**, *Professor of Surgery* (2020).
B.S., State University of New York, 1976; M.D., Temple University, 1980
- Thomas E. Pisarri**, *Assistant Professor of Biomedical Sciences* (1993).
B.S., State University of New York at Buffalo, 1973; M.S., University of Wisconsin-Madison, 1975; Ph.D., 1983
- Amy Pitt**, *Assistant Professor of Radiology* (2011).
B.S., University of Arizona, 1984; M.D., University of Arizona, 1988
- Robert Plambeck**, *Associate Professor of Medicine* (2024).
B.S., University of Nebraska, 2008; M.D., University of Nebraska Medical Center, 2012
- Charles S. Plimpton**, *Assistant Clinical Professor of OB/GYN* (2018).
B.S., Arizona State University, 1986; M.D., University of Arizona, 1998
- Suzanne Plush**, *Assistant Professor of Medicine* (2011).
B.S., University of Delaware, 1992; D.O., Midwestern University, 2004
- Rajiv Poduval**, *Assistant Clinical Professor of Pediatrics* (2012).
M.B.,B.S., Calicut Medical College (India), 1992
- Michele Poepping-Faulkner**, *Associate Professor of Medicine* (2006).
- Ann L. Polich**, *Associate Clinical Professor of Medicine* (2021).
B.A./B.S., Rockhurst College, M.D., University of Kansas School of Medicine, 1991; M.P.H., University of Kansas School of Medicine, 2009; M.B.A., Nebraska Methodist College, 2019

- Manuel G. Pompa**, *Assistant Clinical Professor of Health Professions* (2023).
B.S., University of Arizona, 2014; PA-C, Midwestern University, 2020
- Francisco A. Ponce**, *Assistant Professor of Surgery* (2011; 2019).
B.A., Harvard University, 1998; M.D., University of Chicago
- Jacqueline Poole**, *Assistant Professor of Medicine* (2021).
B.Sc., University of Toronto (Canada), 2007; M.D., Saba University School of Medicine (The Netherlands), 2011
- Irina Popa**, *Assistant Clinical Professor of Medicine* (2004).
M.D., Carol Davila University of Medicine and Pharmacy, 1996
- Nicholas A. Poponea**, *Assistant Clinical Professor of Medicine* (2024).
B.S., Michigan State University, 2010; D.O., Michigan State University, College of Osteopathic Medicine, 2014
- Sampath Kumar Poreddy**, *Associate Professor of Medicine* (2020; 2024).
M.B.,B.S, Osmania Medical College (India), 2000
- Dana Porter**, *Assistant Professor of Obstetrics & Gynecology* (2008; 2011).
B.S., University of Michigan, 1991; M.D., Michigan State University, 1999
- Joann L. Porter**, *Clinical Professor of Medicine* (1995; 2023).
B.S., University of Nebraska-Omaha, 1987; M.D., Creighton University School of Medicine, 1992
- John C. Porter**, *Associate Professor of Surgery* (2018).
B.S., University of Arizona, 1975; M.D., Universidad Autonoma De Nuevo Leon (Mexico), 1980
- Randall Porter**, *Professor of Surgery* (2012).
B.A., Southern Methodist University, 1989; M.D., Rush Medical College, 1993
- Jerrin T. Pothen**, *Assistant Professor of Anesthesiology* (2024).
B.S., Sophie Davis School of Bio-Medical Education, 2006; M.D., State University of New York Medical University, 2008
- Jeny M. Pothen Itty**, *Assistant Professor of Medicine* (2023).
B.S., New York Institute of Technology, 2002; D.O., New York College of Osteopathic Medicine, 2006
- Avin Pothuloori**, *Assistant Professor of Medicine* (2023).
B.A., Creighton University, 2004; M.D., St. Matthew's University School of Medicine (British West Indies), 2011
- Tamara Pottker**, *Clinical Professor of Pediatrics* (2018).
B.S., Georgetown University, 1987; M.D., 1991
- Thomas J. Poulton**, *Clinical Professor of Anesthesiology* (2014).
B.S., Ohio State University, 1972; M.D., Ohio State University College of Medicine, 1975
- Anathea C. Powell**, *Associate Professor of Surgery* (2018; 2024).
B.A., Bowdoin College, 1995; M.D., Boston University School of Medicine, 2004
- Travis J. Powell**, *Assistant Professor of OB/GYN* (2019).
B.S., Barrett Honors College, 2007; M.D., University of Arizona College of Medicine, 2012
- Keith Power**, *Assistant Clinical Professor of Medicine* (2013).
B.A., University of Texas at Austin, 1994; M.D., University of Texas, Southwestern Medical School, 1998
- Andria M. Powers**, *Associate Clinical Professor of Radiology* (2024).
B.S., University of Nebraska-Lincoln, 2002; M.D., University of Iowa, College of Medicine, 2008
- Amit Pradhan**, *Assistant Professor of Psychiatry* (2022).
M.B.,B.S., Armed Forces Medical College (India), 2001
- Supriya Pradhan**, *Assistant Professor of Medicine* (2023).
M.B.,B.S., Kasturba Medical College (India), 2014
- John F. Prater**, *Assistant Clinical Professor of Psychiatry* (2022).
B.A., University of Akron, 1977; D.O., Ohio University Medical School, 1981
- Krishnapriya Prathapan**, *Assistant Clinical Professor of Medicine* (2022).
M.B.,B.S., T.D. Medical College, University of Kerala (India), 2012
- Stephen C. Pratt**, *Clinical Professor of Biomedical Sciences* (2021).
B.A., Harvard University, 1988; Ph.D., Cornell University, 1997
- Laurel Preheim**, *Professor Emeritus of Medicine* (1978; 1992); *Professor Emeritus of Medical Microbiology and Immunology* (1978; 2018).
B.A., Bethel College (Kansas), 1969; M.D., Northwestern University, 1973
- Valerie Prescher-Buman**, *Assistant Professor of Medicine* (2016; 2017).
B.S., Iowa State University, 2008; M.D., University of Nebraska Medical Center, 2012
- Mark C. Preul**, *Instructor of Surgery* (2018).
B.A., The Ohio State University, 1981; M.D., Medical College of Ohio at Toledo, 1987
- Paul L. Price**, *Associate Professor of Pharmacy Practice* (2000; 2006); *Associate Professor of Psychiatry* (2002; 2006).
Pharm.D., Creighton University, 1992
- David R. Pritza**, *Assistant Clinical Professor of Medicine* (2012).
B.S., Creighton University, 1983; M.D., Creighton University School of Medicine, 1987
- Ronald J. Pritza**, *Assistant Clinical Professor of Medicine* (2014).
B.A., Creighton University, 1985; J.D., Creighton University, 1988; M.D., Creighton University School of Medicine, 1995
- Jeffrey C. Proudfoot**, *Assistant Professor of Medicine* (2018).
B.S., Michigan State University, 1973; D.O., Michigan State University College of Osteopathic Medicine, 1986
- William M. Pruett**, *Assisant Professor of Medicine* (2022).
B.S., University of Kansas, 2009; M.D., University of Kansas School of Medicine, 2016
- Jessica E. Prusa Flores**, *Assistant Clinical Professor of OB/GYN* (2023).
B.S., University of Nebraska-Omaha, 2008; M.D., University of Nebraska Medical Center, 2012
- Thomas S. Pruse**, *Clinical Professor of Obstetrics & Gynecology* (1978; 2003).
B.S., John Carroll University, 1966; M.D., Creighton University School of Medicine, 1970
- Paul E. Pugsley**, *Instructor of Emergency Medicine* (2020).

- B.A., University of California, 2008; M.D., Albany Medical College, 2016
- Kavitha Pundi**, *Assistant Clinical Professor of Medicine* (2019).
B.S., Drake University, 2005; M.D., Mayo Clinic College of Medicine, 2009
- Viren P. Punja**, *Associate Professor of Surgery* (2019; 2023).
M.B.,B.S., Kempegowda Institute of Medical Sciences (India), 2005
- Robert Puntel**, *Clinical Professor of Pediatrics* (2012).
B.A., Washington and Jefferson College, 1983; M.D., Uniformed Services University of the Health Sciences, 1989
- Ruth B. Purtilo**, *Clinical Professor of Health Policy and Ethics* (1991; 2004).
B.S., University of Minnesota, 1964; M.T.S., Harvard University, 1975; Ph.D., Harvard University, 1979
- Jacqueline Pynns**, *Assistant Professor of Psychiatry* (2018).
M.D., University of Panama, 1982
- Syed Qadri**, *Associate Professor of Psychiatry* (2006; 2016).
M.B.,B.S., Dow Medical College (Pakistan), 1995
- Ibrahim Qaqish**, *Associate Professor of Medicine* (2011; 2021).
M.D., Jordan University of Science and Technology, 2003
- Dan Quan**, *Associate Professor of Emergency Medicine* (2018).
B.S., University of California, 1989; D.O., Midwestern University/Arizona College of Osteopathic Medicine, 2002
- David S. Quimby**, *Assistant Professor of Medicine* (2018; 2019).
B.S., University of Florida, 1997; M.D., University of Miami Miller School of Medicine, 2001
- Leslie Quinn**, *Assistant Clinical Professor of Pediatrics* (2006).
B.A., ua, 1980; M.D., University of Arizona, 1984
- Thomas H. Quinn**, *Professor Emeritus of Biomedical Sciences* (1977; 1996); *Professor Emeritus of Surgery* (1997).
B.A., Creighton University, 1972; M.S., Creighton University, 1973; Ph.D., University of Nebraska-Lincoln, 1981
- Pedro F. Quiroga**, *Assistant Professor of Medicine* (2019); *Assistant Professor of Medicine* (2019).
B.S., University of New Mexico, 1996; M.D., Universidad Autonoma de Guadalajara (Mexico), 2002
- Ruben Quiros**, *Clinical Professor of Pediatrics* (2010).
M.D., Universidad Nacional de Panama (Panama), 1986
- Craig H. Rabb**, *Professor of Neurological Surgery* (2021).
B.S., University of Oklahoma, 1983; M.D., University of Oklahoma, 1988
- Andrew I. Rabinowitz**, *Assistant Clinical Professor of Surgery* (2024).
B.A., Cornell University, 1986; M.D., Hahnemann University Medical School, 1990
- Brad A. Racette**, *Professor of Neurology* (2022).
A.B., Princeton University, 1988; M.D., Northwestern University Medical School, 1992
- Priya Radhakrishnan**, *Associate Professor of Medicine* (2011).
M.B.,B.S., Medical College (India), 1992
- Naureen Rafiq**, *Associate Professor of Family Medicine* (2011; 2018).
M.B.,B.S., King Edward Medical College (Pakistan), 1996
- Timur O. Raghieb**, *Assistant Clinical Professor of Pediatrics* (2022).
B.S., University of North Dakota, 1998; M.D., University of North Dakota School of Medicine and Health Sciences, 2005
- Rex H. Ragsdale**, *Assistant Professor of Family Medicine* (2019).
B.S., University of Evansville; M.D., St. Louis University
- Sudhanshu P. Raikwar**, *Assistant Clinical Professor of Neurology* (2021).
BVSc & AH, Bombay Veterinary College (India), 1987; Indian Veterinary Research Institute (India), 1991; Ph.D., National Institute of Immunology (India), 1997
- John Raines**, *Assistant Clinical Professor of Surgery* (2014).
M.D., University of California-San Francisco, 1974
- Amanda Rainwater**, *Assistant Clinical Professor of Medicine* (2012).
B.A., University of Virginia, 1989; M.D., George Washington School of Medicine, 1994
- Jaya M. Raj**, *Professor of Medicine* (2009; 2018).
B.A., University of Pennsylvania, 1991; M.D., Columbia University College of Physicians and Surgeons, 1995
- Amandeep K. Rakhra**, *Assistant Professor of Medicine* (2023).
B.S., University of Missouri-Columbia, 2012; D.O., University of Pikeville-Kentucky College of Osteopathic Medicine, 2016
- Taruna Ralhan**, *Assistant Professor of Surgery* (2016).
B.Sc., Illinois Institute of Technology, 2004; M.D., Rosalind Franklin University/Chicago Medical School, 2008
- Atul A. Ramachandran**, *Assistant Clinical Professor of Medicine* (2014; 2017).
B.S., Creighton University, 1987; M.D., Creighton University School of Medicine, 1994
- Shankar Raman**, *Assistant Clinical Professor of Surgery* (2021).
M.B.,B.S., Jawaharlal Institute of Postgraduate Medical Education and Research (India), 2000
- Aparna Ramasubramanian**, *Associate Clinical Professor of Surgery* (2019; 2022).
MBBS, Medical College Thiruvananthapuram, University of Kerala (India), 2004
- Sriram Ramaswamy**, *Professor of Psychiatry* (2005; 2018).
M.B.,B.S., Goa Medical College (India), 1994
- Daniel E. Ramirez Parga**, *Assistant Professor of Anesthesiology* (2024).
M.D., Pontificia Universidad Javeriana Medical School (Colombia), 2012
- Douglas Ramos**, *Associate Clinical Professor of Surgery* (1998; 2019).
B.A., Cornell College, 1977; M.D., Creighton University School of Medicine, 1981
- Chris Ramsook**, *Associate Clinical Professor of Pediatrics* (2012; 2020).
M.B.,B.S., University of the West Indies, 1972
- Jyotsna Ranga**, *Assistant Professor of Psychiatry* (2020).
MBBS, Bangalore Medical College (India), 1992
- Hellen D. Ransom**, *Special Assistant Professor of Medical Humanities* (2022).

B.S., Tuskegee University, 2001; M.A., University of Southern Mississippi, 2003; D.H.C.E., Duquesne University, 2012

Aparna R. Rao, *Assistant Clinical Professor of Pediatrics* (2014).

M.B.,B.S., Bombay University, Grant Medical College, Sir JJ Group of Hospitals, 1992

Douglas E. Rappaport, *Assistant Clinical Professor of Emergency Medicine* (2023).

M.D., University of Arizona College of Medicine, 2013

Hani Rashid, *Assistant Clinical Professor of Medicine* (2021).

B.S., University of California-Los Angeles, 2008; D.O., Arizona College of Osteopathic Medicine, Midwestern University, 2014

Jennifer L. Rasmussen, *Assistant Clinical Professor of Anesthesiology* (2024).

B.S., University of Nebraska-Lincoln, 1997; M.D., University of Nebraska Medical Center, 2003

Devnandini Rastogi, *Associate Professor of Psychiatry* (2018).

A.B., Washington University, 1987; M.D., Washington University School of Medicine, 1991

Geetanjali Singh Rathore, *Assistant Clinical Professor of Neurology* (2018).

M.B.,B.S., Dr. Sampurnanand Medical College, Rajasthan University Jodhpur (India), 2007

Dhitinut Ratnapradipa, *Professor of Clinical Research and Public Health* (2020); *Director, Master of Public Health Program* (2020).

B.A., JB Goddard College of Business and Economics, 1993; ; Ph.D., College of Health, University of Utah, 2001

Chittalsinh M Raulji, *Associate Clinical Professor of Pediatrics* (2024).

M.B.,B.S., BJ Medical College (India), 2002

Lalitha Ravi, *Assistant Clinical Professor of Pediatrics* (2019).

M.B.,B.S., Coimbatore Medical College (India), 1988

Sudha Ravilla, *Assistant Clinical Professor of Medicine* (2006).

M.B.,B.S., Kilpauk Medical College (India), 1995

Sriramamurthy Ravipati, *Assistant Clinical Professor of Psychiatry* (1991; 2004).

M.D., Rangaraya Medical College (India), 1980

Abhisekh Sinha Ray, *Assistant Clinical Professor of Medicine* (2021).

M.B.,B.S., Calcutta Medical College, 2006

Ananya Ray, *Assistant Clinical Professor of Pediatrics* (2021).

B.S., The Pennsylvania State University, 2010; M.D., Sidney Kimmel Medical College, 2016

Bidisha Ray, *Assistant Professor of OB/GYN* (2019).

B.S., University of Missouri-Columbia, 1999; M.D., 2003

Dustin Rayhorn, *Associate Clinical Professor of Pediatrics* (2011; 2023).

B.S., ua, 2001; M.D., 2005

Dannah G. Raz, *Assistant Clinical Professor of Pediatrics* (2019).

B.S., University of Arizona, 2008; M.D., The University of Arizona College of Medicine, 2013

Muhammad Raza, *Assistant Clinical Professor of Medicine* (2021).

M.B.,B.S., Allam Iqbal Medical College (Pakistan), 1990

Robert R. Recker, *Adjunct Professor of Medicine* (1970; 2018); *Professor of Periodontics* (1986).

M.D., Creighton University School of Medicine, 1963

DeenDayal Reddy, *Clinical Instructor of Center for Health Policy and Ethics* (2012).

M.S., University of Illinois-Urbana, 1983; M.A., Loyola University-Chicago, 1998; Ph.D., Duquesne University , 2007

Gangadasu S. Reddy, *Assistant Professor of Surgery* (2014; 2015).

M.B.,B.S., Institute of Medical Sciences, 1999

Roalene J. Redland, *Clinical Instructor of Surgery* (1995).

B.A., Hastings College , 1979; M.D., Creighton University School of Medicine, 1984

Brandi A. Reeve-Iverson, *Assistant Clinical Professor of Pediatrics* (2015).

B.S., University of Nebraska-Omaha, 2005; M.D., University of Nebraska College of Medicine, 2010

Janette Reeves, *Assistant Professor of Family Medicine* (2012).

B.A., University of Washington, 1992; D.O., Touro University College of Osteopathi College Medicine

James Regan, *Assistant Clinical Professor of Medicine* (2006).

M.D., Creighton University School of Medicine, 1965

Anna Reinert, *Instructor of OB/GYN* (2018).

B.A., Harvard University,2008; M.D., Columbia University College of Physicians and Surgeons, 2013

Adam Reinhardt, *Assistant Clinical Professor of Pediatrics* (2011).

B.S., University of Nebraska-Lincoln, 1997; M.D., University of Nebraska Medical Center, 2002

Mark D. Reisbig, *Associate Professor of Anesthesiology* (2012; 2017); *Chair, Department of Anesthesiology*.

B.S., St. John's University, 1997; M.D., Creighton University School of Medicine, 2008

Randolph J. Reister, *Assistant Clinical Professor of Medicine* (2002; 2004).

B.A., Augustana College , 1995; M.D., University of South Dakota, 1999

Marla D. Rejbi, *Assistant Professor of Medicine* (2023).

B.S., Virginia Polytechnic Institute and State University, 2012; D.O., Edward Via College of Osteopathic Medicine, 2016

Silke Rempe, *Assistant Professor of Medicine* (2011).

M.D., Christian-Albrechts-Universitat Kiel (Germany), 2000

Justine M. Renauld, *Assistant Professor of Biomedical Sciences* (2023).

B.S., University of Liege (Belgium), 2010; M.S., 2012; Ph.D., 2017

Marc S. Rendell, *Professor of Medicine* (1986; 1996).

B.S., City College of New York, 1968; M.D., State University of New York-Downstate Medical Center, 1972

Samer I. Renno, *Assistant Clinical Professor of Medicine* (2016).

B.S., American University of Beirut (Lebanon), 1992; M.D., American University of Beirut (Lebanon), 1996

Crystal D. Reyelts, *Assistant Clinical Professor of Psychiatry* (2020).

B.A., Vanderbilt University, 2009; M.D., University of Nebraska Medical Center, 2013

- Emille M. Reyes-Santiago**, *Assistant Clinical Professor of Pediatrics* (2016).
M.D., Universidad Iberoamericana (Dominican Republic), 2007
- Justin A. Reynolds**, *Associate Professor of Medicine* (2014; 2023).
M.D., University of Michigan Medical School, 2006
- Aida Rezaie**, *Assistant Clinical Professor of Medicine* (2022).
B.S., Arizona State University, 2012; M.D., University of Utah School of Medicine, 2017
- Edward Rhee**, *Assistant Clinical Professor of Pediatrics* (2008).
B.A., University of Pennsylvania, 1986; M.D., University of Pittsburgh, 1993
- Eli M Rhoads**, *Assistant Clinical Professor of Pediatrics* (2022).
B.S., Brigham Young University, 2010; M.D., University of Louisville School of Medicine, 2015
- Richard K. Ricardi**, *Clinical Professor of Psychiatry* (2014; 2018).
B.S., Michigan State University, 1980; D.O., Chicago College of Osteopathic Medicine, 1984
- Eugene C. Rich**, *Clinical Professor of Medicine* (1996; 2010); *Clinical Professor of the Center for Health Policy and Ethics* (2010).
B.A., University of Mississippi, 1973; M.D., Washington University Medical Center, 1977
- Randy Richardson**, *Professor of Radiology* (2011; 2012); *Associate Dean, Phoenix Regional Campus*.
B.A., Brigham Young University, 1991; M.D., Loma Linda University School of Medicine, 1995
- Paul Richmann**, *Assistant Clinical Professor of Anesthesiology* (2012).
B.A., Arizona State University, 1985; M.S., University of Hawaii, 1989; M.D., University of Hawaii, 1993
- Sarah Richter Cox**, *Instructor of OB/GYN* (2022).
B.S., St. Lawrence University; M.S., Sarah Lawrence University
- Barbara N. Rickler**, *Assistant Clinical Professor of Psychiatry* (2024).
B.A., State University of New York at Binghamton-Harput College, 1975; M.A., State University of New York at Binghamton-Harput College, 1977; M.D., Loyola University-Stritch School of Medicine, 1981
- Joshua Rifkind**, *Assistant Clinical Professor of Medicine* (2020).
B.A., McGill University, 1993; B.A., Yeshiva University, 1996; M.D., Sackler School of Medicine (Israel), 2002
- Aaron V. Riley**, *Assistant Professor of Psychiatry* (2018).
B.S., Marquette University, 2003; M.D., Medical College of Wisconsin, 2007
- Matthew H. Riley**, *Clinical Instructor of Medicine* (2014).
B.S., University of Oklahoma, 2007; D.O., Touro Nevada College of Osteopathic Medicine, 2011
- Valerie Rinehart**, *Clinical Instructor of Pediatrics* (2020).
B.A., University of North Carolina at Chapel Hill, 2012; M.D., Quillen College of Medicine at Eastern Tennessee State University, 2016
- Gaby Ritfeld**, *Assistant Clinical Professor of Psychiatry* (2021).
M.D., Leiden University Medical Center (Netherlands), 2009; Ph.D., Leiden University Medical Center, 2012
- Matthew Rivard**, *Assistant Professor of Surgery* (2005; 2009).
B.S., Kansas State University, 1991; M.D., University of Kansas, 1995
- Robert Rivera**, *Assistant Professor of Radiology* (2018).
B.A., Saint Louis University, 2001; M.D., 2006
- Chandrika Rizal**, *Assistant Clinical Professor of Pediatrics* (2000).
M.B.,B.S., LLRM Medical College (India), 1983
- George T. Rizk**, *Assistant Clinical Professor of Radiology* (2022).
B.S., Texas Tech University, 1980; M.D., Creighton University School of Medicine
- William Rizzo**, *Clinical Professor of Pediatrics* (2004).
B.A., Northwestern University, 1972; M.D., University of Illinois College of Medicine, 1977
- Kristopher R. Roach**, *Assistant Clinical Professor of Medicine* (2022).
B.S., University of Arizona, 2009; M.D., Saint George's University School of Medicine (West Indies), 2014
- Jennifer v. Robblee**, *Assistant Clinical Professor of Neurology* (2020).
BSc, Dalhousie University (Canada), 2006; M.D., University of Toronto (Canada), 2010; MSc, University of Toronto (Canada), 2016
- Michael Robers**, *Assistant Clinical Professor of Neurology* (2020).
B.S., Barrett Honors College at Arizona State University, 2007; M.D., Loyola University Chicago, 2014
- Floyd E. Roberson**, *Assistant Clinical Professor of Anesthesiology* (2016).
B.A., Creighton University, 1975; M.D., Creighton University, 1981
- Abby C. Roberts**, *Assistant Clinical Professor of Medicine* (2012).
B.A., University of California, Berkeley, 2002; M.S., Georgetown University, 2003; D.O., Arizona College of Osteopathi College Medicine, 2007
- Michael Roberts**, *Assistant Clinical Professor of Medicine* (2012).
B.A., Johns Hopkins University, 1975; M.D., Tufts University School of Medicine, 1979
- Robert Roberts**, *Professor of Medicine* (2021).
B.S., Memorial University of Newfoundland (Newfoundland), 1961; M.D., Dalhousie University (Nova Scotia), 1965
- Cliff A. Robertson**, *Assistant Clinical Professor of Family Medicine* (2014).
B.A., University of Colorado, 1985; M.D., Ohio State College of Medicine
- Aaron D. Robinson**, *Assistant Clinical Professor of Medical Education* (2022).
B.S., Brigham Young University, 2005; M.D., Saint Louis University School of Medicine, 2011
- Jeffrey A. Robinson**, *Assistant Clinical Professor of Pediatrics* (2018).
B.M., University of Kansas, 2005; M.D., 2011
- Joseph A. Robinson**, *Assistant Clinical Professor of Anesthesiology* (2024).
B.S., Creighton University, 2002; M.D., University of Nebraska Medical Center, 2008
- Mark D. Robinson**, *Associate Professor of Medical Humanities* (2016; 2022).
B.Phil., Northwestern University, 2004; ; M.A., University of Chicago, 2006, 2008; ; M.A., Princeton University, 2009; ; Ph.D., 2014; M.Be., Harvard University, 2019
- Alfonso C. Robles**, *Assistant Professor of Pediatrics* (2023).

B.S., University of Arizona, 2011; M.D., University of Arizona, 2018

Mel F Roca, *Assistant Clinical Professor of Family and Community Medicine* (2022).

B.S., San Francisco State University, 1989; M.D., Creighton University School of Medicine, 2007

Alexander Rodlach, *Associate Professor of Psychiatry* (2007; 2012).

M.A., Catholic University, 2000; Ph.D., University of Florida, 2005

Aldeboran N Rodriguez, *Assistant Professor of OB/GYN* (2022).

B.S., The University of New Mexico, 2009; M.D., University of Colorado School of Medicine, 2015

Monica Rodriguez, *Assistant Professor of Medicine* (2015).

M.D., Universidad Catolica de Santiago de Guayaquil (Ecuador), 1997

Wolfgang F. Rodriguez, *Assistant Clinical Professor of Family Medicine* (2020).

B.S.N., California State University-Long Beach, 2006; M.D., Universidad Nacional De Colombia (Colombia), 1996

Alexander Roedlach, *Professor of Cultural and Social Studies* (2007; 2021); *Professor of Medical Humanities* (2022); *Professor of Psychiatry and Behavioral Science* (2007; 2012).

M.A., Pontifica Universita Urbana (Rome), 1990; M.A., Philosophisch-Theologische Hochschule, Modling (Austria), 1990; M.A., Catholic University, 2000; Ph.D., University of Florida, 2005

Namit N. Rohant, *Assistant Clinical Professor of Medicine* (2023).

B.S., University of Southern California, 2009; M.D., St. George's University School of Medicine (West Indies), 2013

Kavish Rohatgi, *Assistant Clinical Professor of Family Medicine* (2011).

M.B.,B.S., Maulana Azad Medical College (India), 2003

Attila Roka, *Assistant Professor of Medicine* (2020).

M.D., Semmelweis University (Hungary), 2002; Ph.D., 2004

Mark W. Rolfe, *Assistant Professor of Medicine* (2022).

B.S., Creighton University, 1982; M.D., Creighton University School of Medicine, 1986

Nancy E. Rolfe, *Assistant Professor of Medicine* (2023).

B.S., Colorado State University, 1982; M.D., University of South Florida Morsani College of Medicine, 2013

William J. Romano, *Assistant Clinical Professor of Radiology* (2022).

M.D., University of Western Ontario (Canada), 1981

Kara Roncin, *Instructor of Pathology* (2023).

B.S., B.S., University of Saskatchewan (Canada), 2010; B.S., Medical University of the Americas (Saint Kitts and Nevis), 2013; M.D., Medical University of the Americas (Saint Kitts and Nevis), 2016

Jennifer S. Ronecker, *Clinical Instructor of Pediatrics* (2019).

B.S., University of California-Los Angeles, 2006; M.D., New York Medical College, 2011

Natalie Ronshaugen, *Assistant Clinical Professor of Pediatrics* (2018).

B.S., Nebraska Wesleyan University, 2008; M.D., University of Nebraska Medical Center, 2013

Shane Root, *Assistant Clinical Professor of Neurology* (2021).

B.A., St. Olaf College, 2011; M.D., Eastern Virginia Medical School, 2016

Robert B. Rosenberg, *Associate Clinical Professor of Pediatrics* (2019).

B.A., Claremont McKenna College, 1976; Ph.D., University of Louisville, 1981; M.D., 1987

Melissa R. Rosenfeld, *Assistant Professor of Anesthesiology* (2023).

B.A., Stanford University, 1992; M.D., University of Arizona College of Medicine, 1997

Kurt Rosenkrans, *Assistant Clinical Professor of Family Medicine* (2010).

M.D., Creighton University School of Medicine, 1993

Elyssa Rosenthal, *Assistant Clinical Professor of Surgery* (2018).

B.S., University of Michigan, 1994; M.D., State University of New York at Buffalo, 2001

Cynthia Roses-Thema, *Clinical Instructor of Medical Humanities* (2021).

B.F.A., University of Cincinnati, 1983; M.F.A., Arizona State University, 2003; Ph.D., Arizona State University, 2007

Amanda J. Ross, *Clinical Instructor of Surgery* (2018); *Assistant Professor of Surgery* (2019); *Assistant Professor of Surgery* (2019).

B.S., Creighton University, 2009; M.D., 2013

Matthew S. Ross, *Assistant Clinical Professor of Emergency Medicine* (2024).

B.S., Northeastern State University, 2006; M.D., University of Southern California-Keck School of Medicine, 2010

Bryan J. Roth, *Assistant Clinical Professor of Surgery* (2018).

B.S., University of Toledo, 2002; DPM, Ohio College of Podiatric Medicine, 2006

Erika L. Rothgeb, *Assistant Clinical Professor of Medicine* (2024).

B.S., Creighton University, 2014; M.D., University of Nebraska Medical Center, 2018

Julie Rothlisberger, *Assistant Clinical Professor of Medicine* (2011).

B.A., Creighton University, 1995; M.D., University of Nebraska Medical Center, 2000

Varqa Rouhipour, *Assistant Clinical Professor of Surgery* (2022).

B.S., University of Texas, 1997; M.D., University of Texas Health Sciences Center, 2001

Layne Rousseau, *Assistant Clinical Professor of Surgery* (2021).

B.A., Brigham Young University, 1997; D.O., Arizona College of Osteopathic Medicine, Midwestern University, 2003

David Row, *Associate Professor of Surgery* (2016).

B.S., Andrews University, 1996; M.D., Loma Linda University School of Medicine, 2001

Hannah C. Row, *Assistant Professor of Surgery* (2017).

B.A., University of Virginia, 2000; M.D., 2004

Dorothy H. Rowe, *Assistant Clinical Professor of Surgery* (2015).

B.A., Harvard University, 1988; M.D., Columbia University College of Physicians and Surgeons, 1994

Thomas D. Rowe, *Assistant Professor of Family Medicine* (2023).

B.A., Miami University, 1995; M.D., The Ohio State University College of Medicine, 1999

Benjamin J. Rowley, *Assistant Clinical Professor of Psychiatry* (2022).
B.S., University of Nebraska-Lincoln, 2009; M.D., University of Nebraska Medical Center, 2016

Kelly H. Roy, *Assistant Professor of OB/GYN* (2022).
B.S., Arizona State University, 1993; M.D., University of Arizona College of Medicine, 1997

Raina R. Roy, *Assistant Professor of Medicine* (2018).
B.S., University of Wisconsin-Madison, 2000; M.D., Chicago Medical School, 2006

Sabyasachi Roy, *Assistant Professor of Medicine* (2014).
M.B.,B.S., Calcutta Medical College (India), 2006

Noreen C. Ruane, *Assistant Professor of Pediatrics* (2020).
BS, Providence College, 1999; DO, Western University Health Sciences, College of Osteopathic Medicine of the Pacific, 2006

Randi E. Rubenzik, *Assistant Professor of Medicine* (2023).
B.A., Stanford University, 1990; M.D., University of Arizona, 1996

Marina V. Rudin, *Assistant Professor of Medicine* (2018).
B.S., University of Houston, 1998; M.D., Texas Tech Health Sciences Center School of Medicine, 2003

Meredith C. Rudish, *Assistant Clinical Professor of OB/GYN* (2022).
B.A., Grinnell College, 2001; B.S.N., Rush University, College of Nursing, 2004; M.S.N., University of Kansas School of Nursing, 2011

Roberto Ruiz, *Assistant Clinical Professor of Medicine* (2012).
M.D., Autonomous University of Guadalajara (Mexico), 1979

Christine Rukasin, *Assistant Professor of Pediatrics* (2019).
B.S., Creighton University, 2005; M.D., 2012

Richard G. Runge, *Assistant Clinical Professor of Pathology* (2014).
B.S., University of South Dakota, 1966; M.D., University of Iowa College of Medicine, 1970

Charles Runyan, *Assistant Professor of Radiology* (2022).
B.S., Mississippi State University, 2011; M.D., University of Mississippi Medical Center School of Medicine, 2015

David A. Rupiper, *Assistant Clinical Professor of Radiology* (2022).
B.S., University of Nebraska-Lincoln, 2004; M.D., University of Nebraska College of Medicine, 2008

Ellen Rupp, *Assistant Clinical Professor of Pediatrics* (1987; 2003).
B.S., University of Hawaii, 1975; M.D., University of South Dakota, 1979

Ann Russell, *Assistant Clinical Professor of Pediatrics* (2005).
B.S., Creighton University, 1987; M.D., University of Nebraska Medical Center, 1992

Daniela C. Russi, *Assistant Professor of Pediatrics* (2022).
M.D., University of Rio de Janeiro, 1999

Petr O. Ruzicka, *Associate Professor of Neurological Surgery* (2023).
B.A., University of Minnesota, 1972; M.D., University of Minnesota Medical School, 1976

Timothy J. Ryan, *Assistant Professor of Emergency Medicine* (2018).
B.S. Arizona State University, 1990; D.O., Western Health Sciences University, 1995

Artem I. Ryazantsev, *Assistant Clinical Professor of Medicine* (2018).
B.A., University of California-Berkeley, 2008; D.O., Western University of Health Sciences, 2013

Paul J. Rychwalski, *Clinical Professor of Pediatrics* (2021).
B.S., University of Utah, 1988; M.D., Medical College of Wisconsin, 1993

Jamie A. Ryder, *Special Assistant Professor of Psychiatry* (2023).
B.S., University of Wyoming, 1998; M.S., University of Kansas, 2002; Ph.D., University of Kansas, 2005

Jimmy Y. Saade, *Assistant Professor of Radiology* (2020).
B.S., Arizona State University, 2001; M.D., University of Arizona, College of Medicine, 2005

Arash Sabati, *Assistant Clinical Professor of Pediatrics* (2018).
B.S., University of California-San Diego, 2001; M.D., University of Minnesota Medical School, 2006

Marwan N. Sabbagh, *Clinical Professor of Medicine* (2021).
B.A., University of California-Berkeley, 1987; M.D., University of Arizona College of Medicine, 1991

Keith A. Sacco, *Assistant Clinical Professor of Medicine* (2021).
M.D., University of Malta (Malta), 2014

Mankanwal Singh Sachdev, *Associate Professor of Medicine* (2015; 2018).
M.B.,B.S., Dayanand Medical College (India), 1997

Denise Sackett, *Assistant Professor of Family Medicine* (2022).
B.A., Vanderbilt University, 1997; D.O., Kirksville College of Osteopathic Medicine, 2002

Ashish Sadhu, *Assistant Professor of Medicine* (1999).
M.B.,B.S., Dr. Panjabrao Deshmukh Memorial Medical College (India), 1999

Hasnain Sadiq, *Associate Clinical Professor of Psychiatry* (2006; 2019).
M.B.,B.S., King Edward Medical College (Pakistan), 1980

Payam M. Sadr, *Assistant Professor of Psychiatry* (2018).
B.A., University of California at San Diego, 1994; M.D., Universidad Autonoma De Guadalajara (Mexico), 2000

Arshia Sadreddin, *Assistant Professor of Neurology* (2011).
B.S., San Francisco State University, 1999; M.D., Ross University School of Medicine (Dominica), 2004

Ali I. Saeed, *Professor of Medicine* (2019; 2022).
B.Sc., University of Punjab (Pakistan), 1997; M.B.B.S., King Edward Medical University (Pakistan), 1999

Ankita Sagar, *Associate Clinical Professor of Medicine* (2021).
B.S., Sophie Davis School of Biomedical Education, 2008; M.P.H., New York Medical College, 2011; M.D., New York Medical College, 2011

Rajeev Saggar, *Assistant Professor of Surgery* (2011).
M.D., University of California-Irvine, 2002

Venketraman Sahasranaman, *Associate Professor of Medicine* (2018; 2024).
M.B.,B.S., Bangalore Medical College and Research Institute (India), 2005

- Alpana Saini**, *Assistant Professor of Anesthesiology* (2021).
B.S., University of California-Los Angeles, 2005; D.O., Touro University College of Medicine, 2012
- Ankur Saini**, *Assistant Clinical Professor* (2022).
M.B.,B.S., Government Medical College and Hospital (India), 2007
- Deepti Saini**, *Assistant Clinical Professor of Surgery* (2024).
B.S., University of California-Los Angeles, 2004; M.S., Georgetown University, 2006; M.D., Drexel University College of Medicine, 2010
- Minky Saini**, *Assistant Clinical Professor of Medicine* (2022).
M.B.,B.S., Government Medical College (India), 2002
- Michelle E. Saint**, *Clinical Instructor of Medical Humanities* (2021).
B.A., The College of William and Mary, 2005; M.A., Arizona State University, 2008; Ph.D., Arizona State University, 2010; M.C., Arizona State University, 2020
- Farzad Sakha**, *Assistant Clinical Professor of Medicine* (2011).
M.D., Istanbul Tip Fakultesi (Turkey), 1990
- Henry A. Sakowski**, *Associate Professor of Medicine* (1995; 2007).
B.S., Creighton University, 1987; M.D., Creighton University School of Medicine, 1991
- Maryam Salehi**, *Assistant Clinical Professor of Pathology* (2023).
B.S., Azad University (Iran), 2006; M.S., University of Medical Sciences (Iran), 2011; Ph.D., Sanford School of Medicine, University of South Dakota, 2017
- Mark I. Salevitz**, *Assistant Clinical Professor of Surgery* (2018).
B.A., The Johns Hopkins University, 1986; M.D., New York University School of Medicine, 1990
- Jason A. Salganick**, *Assistant Clinical Professor of Medicine* (2020).
B.A., Princeton University, 1992; M.D., University of Chicago, Pritzker School of Medicine, 1996
- Anthony M. Salibi**, *Assistant Clinical Professor of Medicine* (2023).
B.S., Arizona State University, 2011; D.O., Lake Erie College of Osteopathic Medicine, 2017
- Naomi Salins**, *Associate Professor of Neurology* (2019).
M.B.,B.S., K.G. Somaiya Medical College (India), 2004
- Toni Salm**, *Assistant Clinical Professor of Pediatrics* (2013).
B.S., Marquette University , 1997; M.D., Medical College of Wisconsin, 2001
- Julie Salmon**, *Assistant Clinical Professor of Medicine* (2012).
B.S., University of California at Davis, 1986; M.D., University of California-San Francisco, 1990
- Christine W. Saltzberg**, *Special Associate Professor of Medical Humanities* (2022).
B.S., Alfred University, 1989; M.S., University of Rochester, 1991; M.S.H.C.E., Creighton University, 2019; Ph.D., Cornell University, 2002
- Dana B. Salzberg**, *Assistant Clinical Professor of Pediatrics* (2019).
B.A., Newcomb College of Tulane University, 1992; M.D., Morehouse School of Medicine, 1999
- Stephen Salzbrener**, *Assistant Clinical Professor of Psychiatry* (2009).
B.S., Marquette University , 1996; M.D., Creighton University School of Medicine, 2001
- Nedall Samad**, *Assistant Professor of Medicine* (2018).
B.S., The Ohio State University, 2003; M.D., University of Sint Eustatius, School of Medicine (Netherlands-Antilles)
- Kristen Samaddar**, *Assistant Clinical Professor of Pediatrics* (2008).
B.A., Gustavus Adolphus College , 1997; M.D., Indiana University School of Medicine, 2001
- Paul Sammut**, *Associate Clinical Professor of Pediatrics* (2006).
M.B.,B.Ch., University College Galway Medical School (Ireland), 1981
- Karla G. Sanchez**, *Clinical Instructor of Emergency Medicine* (2023).
B.S., Montclair State University, 2014; M.P.H., A.T. Still University College of Graduate Health Studies, 2019; D.O., A.T. Still University School of Osteopathic Medicine, 2019
- Christine C. Sanders**, *Professor Emeritus of Medical Microbiology & Immunology* (1973; 2001).
B.S.M.T., University of Florida, 1970; Ph.D., 1973
- W. Eugene Sanders Jr.**, *Professor Emeritus of Medical Microbiology & Immunology* (1972; 2001); *Professor Emeritus of Medicine* (1976; 2001).
A.B., Cornell University , 1956; M.D., Cornell University , 1960
- Dalbir S. Sandhu**, *Assistant Professor of Medicine* (2023).
M.B.,B.S., B.J. Medical College, University of Pune (India), 2001
- Karl J. Sandin**, *Assistant Clinical Professor of Surgery* (2017); *Assistant Clinical Professor of Surgery* (2023).
B.S., Wheaton College, 1982; M.D., Northwestern University Medical School, 1986
- Tel Eli Sandler**, *Assistant Professor of Anesthesiology* (2021).
B.A., Arizona State University, 2005; B.S., Arizona State University, 2010; Technion, Israel Institute of Technology (Israel), 2014
- Melissa D. Sandoval**, *Assistant Clinical Professor of Medicine* (2017).
B.S., New Mexico State University, 1998; B.S., 2000; M.D., University of California-San Francisco, 2004
- Bryan Sandweiss**, *Assistant Clinical Professor of Pediatrics* (2019).
B.S., Tulane University, 1991; M.D., Tulane University School of Medicine, 1995
- Danielle Saner**, *Assistant Clinical Professor of Pediatrics* (2021).
B.S., University of Alaska-Anchorage 2009; D.O., Pacific Northwest University of Health Sciences, 2017
- Amit Sangave**, *Assistant Clinical Professor of Surgery* (2024).
B.S., George Washington University College of Engineering and Applied Sciences, 2008; M.D., University of Rochester School of Medicine and Dentistry, 2012
- Ashesh H. Sanghvi**, *Assistant Clinical Professor of Medicine* (2015).
M.B.,B.S., B.J. Medical College (India), 1990
- Ram R. Sankaraneni**, *Associate Clinical Professor of Neurology* (2014; 2023).
M.B.,B.S., Guntur Medical College, 2004
- Narendra Sankpal**, *Assistant Professor of Biomedical Sciences* (2022).

- B.S., Shivaji University (India), 1993; M.Sc., Shivaji University (India), 1995; Ph.D., University of Pune and National Chemical Laboratory (India), 2001
- Akira Sano**, *Clinical Professor of Radiology* (2007).
M.D., Tottori University School of Medicine (Japan), 1972; Ph.D., Kobe University School of Medicine (Japan), 1982
- Renato Santos**, *Associate Professor of Radiology* (2011).
B.S., University of Santo Tomas (Philippines), 1976; M.D., University of Santo Tomas (Philippines), 1972
- Yvette Saquilayan**, *Assistant Professor of Medicine* (2023).
B.S., University of Arizona, 2007; D.O., Midwestern University Arizona College of Osteopathic Medicine, 2013
- Mansi Sarihan**, *Assistant Professor of Medicine* (2019).
B.S., University of Arizona, 2005; M.D., University of Arizona College of Medicine
- Jonathan E. Sarsiat**, *Assistant Professor of Psychiatry* (2018).
B.S., University of Pikeville, 2007; D.O., Kentucky School of Osteopathic Medicine, 2011
- Cody Sasek**, *Assistant Professor of Medical Education* (2017).
B.S., University of Nebraska-Kearney, 2006; M.P.S., University of Nebraska Medical Center, 2009;
- Susanne Sasse**, *Assistant Professor of Surgery* (2022).
B.S., Creighton University, 1984; M.D., University of Nebraska Medical Center, 1990
- Alice I. Sato**, *Assistant Clinical Professor of Pediatrics* (2022).
B.A., The Johns Hopkins University, 1988; M.D., University of Pennsylvania School of Medicine, 1998; Ph.D., University of Pennsylvania, 1996
- Richard E. Saunders**, *Assistant Clinical Professor of Emergency Medicine* (2020).
D.O., Midwestern University, 2008
- Panayiotis Savvides**, *Professor of Medicine* (2017).
M.D., University of Athens Medical School, 1986; Ph.D., 1990; MPH, Harvard School of Public Health, 1996
- Kavir Saxena**, *Assistant Clinical Professor of Psychiatry* (2013).
M.B., B.S., King George's Medical School, 1995
- Jessica R. Sayre**, *Assistant Clinical Professor of Anesthesiology* (2024).
B.A., University of Kansas, 2008; M.D., University of Kansas Medical Center, 2013
- Anita P. Schadlu**, *Assistant Clinical Professor of Surgery* (2014).
B.A., Northwestern University, 1998; M.D., Northwestern University Medical School, 2002
- Gregory J. Schafer**, *Assistant Professor of Medicine* (2001).
B.S., University of Nebraska, 1981; M.D., University of Nebraska Medical Center, 1987
- Kristian T. Schafernak**, *Associate Clinical Professor of Pathology* (2019).
B.S., University of Illinois at Urbana-Champaign, 1997; MPH, Boston University School of Public Health, 1999; Rush Medical College of Rush University, 2003
- Lara W. Schaheen**, *Assistant Professor of Surgery* (2021).
B.S., University of Arizona, 2007; M.D., University of Cincinnati, College of Medicine, 2012
- Kathy A. Schall**, *Assistant Clinical Professor of Pediatrics* (2021).
B.S., University of Nebraska at Omaha, 2005 M.D., University of Nebraska Medical Center, 2010
- Lisa A. Schalley**, *Assistant Clinical Professor of Medicine* (2019).
B.S., Creighton University, 1993; M.D., University of Nebraska Medical Center, 1997
- David M. Schanbacher**, *Assistant Clinical Professor of Medicine* (2024).
B.S., B.A., University of Nebraska-Lincoln, 2004; M.D., University of Nebraska Medical Center, 2010
- Karen Scharlatt**, *Clinical Professor of Pediatrics* (2012).
B.S., University of Florida, 1993; D.O., Nova Southeastern University, 1997
- Timothy A. Schaub**, *Associate Professor of Surgery* (2014; 2017).
B.S., University of Illinois at Urbana-Champaign, 1998; M.D., University of Illinois at Chicago Medical School, 2002
- Patrick Scheffler**, *Assistant Clinical Professor of Surgery* (2021).
B.A., McGill University (Canada), 2009; M.D., McGill University (Canada), 2014
- Ericka L. Scheller McLaughlin**, *Assistant Clinical Professor of Pediatrics* (2019).
B.A., St. Catherine University, 2004; D.O., Kansas City University of Medicine and Biosciences, 2009
- David Schildkret**, *Clinical Professor of Medical Humanities* (2021).
B.A., Rutgers College, 1978; M.M., Indiana University School of Music, 1982; D.M., Indiana University School of Music, 1985
- Charles Schlaepfer**, *Assistant Clinical Professor of Radiology* (2015).
M.D., University of California, Los Angeles, 1994
- Stuart R. Schlanger**, *Special Assistant Professor of Medicine* (1981; 2013).
B.A., New York University, 1970; M.D., Washington University, 1977
- Rachel K. Schlueter**, *Assistant Clinical Professor of Pediatrics* (2024).
B.S., University of Nebraska-Lincoln, 2014; M.D., University of Nebraska Medical Center, 2018
- William J. Schlueter**, *Associate Clinical Professor of Medicine* (1974; 2011).
M.D., Creighton University School of Medicine, 1966
- Corinne L. Schmidt**, *Assistant Professor of Pediatrics* (2022).
B.S., University of California at San Diego, 2008; M.D., Creighton University School of Medicine, 2014
- John W. Schmidt**, *Professor of Pediatrics* (2009; 2024).
B.S., University of Nebraska-Lincoln, 1997; M.D., University of Nebraska Medical Center, 2003
- Rebecca Schmidt**, *Assistant Clinical Professor of Psychiatry* (2016).
B.S., University of Nebraska-Omaha, 1981; M.S., University of Nebraska, 1988; M.D., University of Nebraska Medical Center, 1993
- Stephanie N Schmieder**, *Instructor of Radiology* (2022).
B.S., University of Kansas, 2011; M.D., University of Kansas, 2016
- Robert B. Schoene**, *Clinical Professor of Medicine* (2019).

B.A., Princeton University, 1968; M.D., Columbia College of Physicians and Surgeons, 1972

Patty J Scholting, *Assistant Professor of Health Professions* (2017).
B.S., Des Moines University, 2000; MPAS, University of Nebraska Medical Center, 2012; MPH, 2015

Michael D. Schooff, *Assistant Clinical Professor of Family Medicine* (2020).
B.S., Brigham Young University, 1987; M.D., Uniformed Services University of the Health Sciences, 1991

Frank Schraml, *Professor of Radiology* (2011; 2017).
B.S., United States Naval Academy, 1978; M.D., Uniformed Services University of Health Sciences, 1984

Bruce Schroeder, *Associate Clinical Professor of Pediatrics* (2011).
M.D., University of Nebraska Medical Center, 1981

Guy M. Schropp, *Assistant Clinical Professor of Obstetrics & Gynecology* (1991; 1995).
B.S., Creighton University, 1977; M.D., Creighton University School of Medicine, 1985

Johanna Schubert, *Assistant Professor of Radiology* (2012).
M.D., Medical University of Pecs (Hungary), 2001

Mary E. Schultheis, *Assistant Clinical Professor of Surgery* (2013).
B.S., University of Maryland, 1992; M.D., Creighton University School of Medicine, 2001

Heather M. Schultz, *Assistant Clinical Professor of Radiology* (2022).
B.S., University of Illinois at Urbana Champaign, 2008; M.D., University of Wisconsin School of Medicine and Public Health, 2014

Lloyd Schultz, *Associate Clinical Professor Emeritus of Surgery* (1984; 2006).
M.D., University of Nebraska College of Medicine, 1955

Sarah K Schultz, *Clinical Instructor of OB/GYN* (2020).
B.A., Creighton University, 2012; M.D., Creighton University School of Medicine, 2016

Sondra M. Schultz, *Assistant Professor of Psychiatry* (2022).
B.A., Minnesota State University-Moorhead, 2012; M.D., University of North Dakota School of Medicine and Health Sciences, 2016

Courtney Schusse, *Assistant Professor of Neurology* (2017).
B.S., University of California-Los Angeles, 2000; M.D., Michigan State University College of Human Medicine, 2000

Michael R. Schuster, *Assistant Clinical Professor of Radiology* (2014).
B.S., Washburn University, 1979; M.D., University of Kansas School of Medicine, 1987

Dawn Schwartz, *Assistant Professor of Pediatrics* (2012).
B.A., Kean University, 2003; D.O., Midwestern University, Arizona College of Osteopath College Medicine, 2007

Meyer P Schwartz, *Assistant Clinical Professor of Family Medicine* (2023).
A.B., Washington University, 1978; M.D., Creighton University, 1982

William C. Scibetta, *Assistant Clinical Professor of Anesthesiology* (2013).
B.S., University of California-Santa Barbara, 1987; M.D., Georgetown University School of Medicine, 1993

Arthur L. Sciortino, *Associate Clinical Professor Emeritus of Pathology* (1955; 1987).

M.S.M., Creighton University School of Medicine, 1955; M.D., Creighton University School of Medicine, 1950

Margaret A. Scofield, *Associate Clinical Professor of Pharmacology* (1992; 2016).

B.A., University of California, 1967; Ph.D., University of Arizona, 1973

Britney A. Scott, *Assistant Professor of Surgery* (2023).

B.S., Marquette University, 2012; D.O., Des Moines University College of Osteopathic Medicine

Michele Scott, *Assistant Clinical Professor of Pediatrics* (2011).

B.A., University of San Diego, 1994; M.D., University of Arizona College of Medicine, 2002

Ryan Scott, *Assistant Professor of Radiology* (2015).

B.A., University of Texas, 2001; M.D., University of Texas Medical Branch, 2007

Tina Scott-Mordhorst, *Associate Clinical Professor of Pediatrics* (2006).

B.S., University of Nebraska-Omaha, 1992; M.D., University of Nebraska Medical Center, 1995

Davide Scozzi, *Assistant Professor of Biomedical Sciences* (2023).

M.D., University of Rome (Italy), 2008; Ph.D., University of Rome (Italy), 2018

Dennis R. Scribner, *Associate Clinical Professor of Obstetrics & Gynecology* (2013).

B.A., College of the Holy Cross, 1988; M.D., University of Connecticut School of Medicine, 1993

Jessica Seaman, *Assistant Professor of Medical Humanities* (2021).

B.S., University of Utah, 1990; M.A., Northern Arizona University, 2006; EdD, Northern Arizona University, 2015

Lee Segal, *Clinical Professor of Pediatrics* (2012).

B.A., Kenyon College, 1980; M.D., Temple University School of Medicine, 1984

Hussam Seif Eddeine, *Assistant Professor of Neurology* (2013).

M.D., University of Damascus School of Medicine, 2003

Dylan J. Seitz, *Clinical Instructor of Neurology* (2023).

B.S., Robert D. Clark Honors College-University of Oregon, 2015; M.A., George Fox University, 2017; Psy.D., George Fox University, 2020

Divyesh Sejpal, *Clinical Professor of Medicine* (2021).

B.S., University of North Carolina, 1993; M.D., American University of the Caribbean School of Medicine, 1998

Kathleen Sekpe, *Assistant Clinical Professor of OB/GYN* (2018).

B.A., University of California-Santa Barbara, 2007; M.D., Creighton University School of Medicine, 2013

Mohammad A. Selim, *Assistant Professor of Medicine* (2020).

M.D., Ain Shams University, Faculty of Medicine (Egypt), 2009

Benjamin Seltzer, *Clinical Professor of Neurology* (2011).

A.B., University of Pennsylvania, 1965; M.D., Jefferson Medical College, 1969

Steve Senseney, *Assistant Clinical Professor of Family Medicine* (2010).

- B.A., Colorado College, 1971; M.D., Creighton University School of Medicine, 1975
- Adhar Seth**, *Assistant Clinical Professor of Medicine* (2022).
B.S., The College of New Jersey, 1997; M.D., University of Medicine and Dentistry, 2001
- Kopal Seth**, *Assistant Clinical Professor of Pediatrics* (2018).
BA/MD, George Washington University, 2001
- Srilakshmi Settipalli**, *Assistant Professor of Family Medicine* (2018).
M.B.,B.S., N.T.R. University (India), 2006
- Kareem Shaarawy**, *Assistant Professor of Family Medicine* (2012; 2023).
B.S., University of California-San Diego, 2003; M.D., Ross University School of Medicine, 2008
- Amish Shah**, *Assistant Clinical Professor of Emergency Medicine* (2022).
B.A., Northwestern University, 1997; M.D., Northwestern University Medical School, 2001, M.P.H., University of California, 2003
- Ankit Shah**, *Assistant Professor of Radiology* (2018; 2020).
B.A., Baylor University, 2008; M.D., 2012
- Aun R. Shah**, *Assistant Professor of Medicine* (2023).
M.B.,B.S., Army Medical College (Pakistan), 2011
- Darshil Shah**, *Assistant Clinical Professor of Medicine* (2020).
M.B.,B.S., NHL Municipal Medical College, Gujarat University, 2003
- Inaganti M. Shah**, *Assistant Clinical Professor of Medicine* (2016).
M.B.,B.S., Osmania University of Hyderabad (India), 1988
- Pooja J. Shah**, *Assistant Professor of OB/GYN* (2023).
B.S./M.D., University of Illinois at Chicago, 2005; M.B.A., Arizona State University, 2019
- Pratik Shah**, *Assistant Professor of Medicine* (2013).
M.B.,B.S., Maharaja Sayaji Rao University, 2006
- Shishir Shah**, *Assistant Professor* (2023).
B.S., Rensselaer Polytechnic Institute, 1992; D.O., Midwestern University, 1998
- Sona Shah**, *Associate Professor of Neurology* (2011; 2020).
M.B.,B.S., B.J. Medical College (India), 1989
- Madhia Shahid**, *Assistant Clinical Professor of Pediatrics* (2020).
M.B.,B.S., Lahore College for Women University (Pakistan), 2000
- Mahmood Shahlapour**, *Assistant Clinical Professor of Medicine* (2023).
B.S., Villanova University, 1995; M.D., Medical College of Pennsylvania, 1997
- Raymond Shamos**, *Associate Professor of Surgery* (2008; 2016).
M.B.,B.Ch., Witwatersrand (South Africa), 1971
- Meaghan M. Shanahan**, *Assistant Professor of OB/GYN* (2016; 2017).
M.D., Universidad Autonoma de Guadalajara School of Medicine (Mexico), 2008
- Chandrika Shankar**, *Associate Professor of Psychiatry* (2018).
M.B.,B.S., JSS Medical College (India), 1999
- Sarah K. Sharer**, *Assistant Professor of OB/GYN* (2019).
B.S., Arizona State University, 2006; M.D., University of Arizona College of Medicine, 2011
- Arun Sharma**, *Clinical Professor of Psychiatry* (1987; 2009).
M.B.,B.S., Delhi University (India), 1978
- Ashish Sharma**, *Clinical Professor of Psychiatry* (2009; 2019).
M.B.,B.S., Ravindra Nath Tagore Medical College, 1998
- Ashu Sharma**, *Assistant Professor of Radiology* (2020).
M.B.,B.S., Lady Hardinge Medical College (India), 1993
- Poonam Sharma**, *Professor of Pathology* (2004; 2010); *Chair, Pathology* (2013).
M.B., B.S., Lady Hardinge Medical College, University of Delhi (India), 1991
- Sanjeev K. Sharma**, *Professor of Family Medicine* (2003; 2015).
M.B.,B.S., Maulana Azad Medical College (India), 1985
- Sheena Sharma**, *Assistant Clinical Professor of Pediatrics* (2018).
B.S., University of Toronto at Scarborough (Canada), 2005; M.D., St. George's University School of Medicine (West Indies), 2010
- Maniamparampil Shashidharan**, *Associate Clinical Professor of Surgery* (2008; 2015).
M.B.,B.S., Osmania University (India), 1985
- Erin E. Shaughnessy**, *Associate Clinical Professor of Pediatrics* (2019).
A.B., Princeton University, 2001; M.D., Duke University School of Medicine, 2005
- Michael B. Shaw**, *Assistant Clinical Professor of Medicine* (2022).
B.S., Brigham Young University, 2010; D.O., Midwestern University, 2018
- Tressia Shaw**, *Assistant Clinical Professor of Pediatrics* (2011).
B.S., University of Minnesota, 1996; M.D., University of Arizona College of Medicine, 2000
- Wesley Shealey**, *Assistant Professor of Medicine* (2010; 2011).
B.S., Emory University, 1996; M.D., University of Alabama School of Medicine, 2000
- Christopher P. Shearer**, *Assistant Clinical Professor of Family Medicine* (2024).
B.S., Northwestern University, 1979; M.D., Northwestern University, 1981; M.P.H., University of Arizona, 2001
- Steven Shedd**, *Assistant Clinical Professor of Anesthesiology* (2012).
B.S., Arizona State University, 1976; M.D., University of Arizona College of Medicine, 1982
- Margaret K. Sheehy**, *Assistant Clinical Professor of Emergency Medicine* (2020).
B.S., Doane University, 2008; M.Sc., University College London, 2012; M.D., University of Nebraska Medical Center, 2013; MPH, Harvard T.H. Chan School of Public Health, 2018.
- Jeremy M. Shefner**, *Clinical Professor of Neurology* (2014).
B.S., University of Illinois, 1972; M.A., University of Illinois, 1974; Ph.D., University of Illinois, 1976; M.D., Northwestern University, 1983
- Alan Sheinbaum**, *Assistant Clinical Professor of Medicine* (2021).

B.A., Brandeis University, 1967; M.D., Tufts University School of Medicine, 1971

B.S., Mississippi State University, 1991; M.D., University of Chicago, Pritzker School of Medicine, 1999

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

B.S., Arizona State University, 2002; D.O., Midwestern University, 2008

Jesse Shriki, *Assistant Professor of Emergency Medicine* (2018).

B.S., University of Arizona, 1995; M.S., Tulane University, 2001; D.O., Arizona College of Osteopathic Medicine, 2005

Shaija Shelby Kutty, *Clinical Instructor of Pediatrics* (2015).

M.B.,B.S., Calicut University School of Medicine (India), 1995

Makardhwaj S. Shrivastava, *Assistant Clinical Professor of Medicine* (2021).

M.B.,B.S., Seth G. S. Medical College and King Edward Memorial Hospital (India), 2005

William Shelton, *Assistant Clinical Professor of Family Medicine* (2010).

B.S., University of Nebraska-Lincoln, 1979; M.D., University of Nebraska Medical Center, 1979

Robert A. Shuch, *Associate Clinical Professor of Psychiatry* (2022; 2023).

B.S., Arizona State University, 1987; D.O., Kirksville College of Osteopathic Medicine, 1992

Kevin N. Sheppard, *Assistant Clinical Professor of Family Medicine* (2020).

M.D., University of Newfoundland, 1984

Jason D. Shuda, *Assistant Clinical Professor of Medicine* (2024).

B.S., University of Nebraska-Lincoln, 2010; M.D., University of Nebraska Medical Center, 2014

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

M.D., School of Medicine, Shanghai Medical University, 1993; Ph.D., University of Florida, 1997

Keith W. Shuey, *Clinical Instructor of Family Medicine* (1999).

B.S., University of Nebraska, 1960; M.D., University of Nebraska Medical Center, 1964

Annemarie Shibata, *Professor of Biology* (2006; 2021); *Professor of Medical Microbiology and Immunology* (2006; 2021).

B.S., Creighton University, 1992; Ph.D., Colorado State University, 1997

John Shufeldt, *Assistant Clinical Professor of Medicine* (2013).

B.A., Drake University, 1982; M.D., Chicago Medical School, 1986

Arthur D Shiff, *Assistant Professor of Medicine* (2024).

BA/MD, Boston University School of Medicine, 1967

Sarjita Shukla, *Assistant Clinical Professor of Pediatrics* (2011).

B.S., Texas A&M University, 2001; M.D., Texas A&M University, 2005

Ronald Shikiya, *Research Assistant Professor of Medical Microbiology & Immunology* (2012).

B.Sc., Cayetano Heredia University (Peru), 1997; Ph.D., University of Nebraska Medical Center, 2005

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

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

Holly A. Shill, *Clinical Professor of Neurology* (2019; 2021).

B.S., University of Arizona, 1991; M.D., University of Arizona College of Medicine, 1995

Eugene Sidoti, *Associate Clinical Professor of Surgery* (2020; 2021).

B.S., Princeton University, 1983; M.D., The Albert Einstein College of Medicine of Yeshiva University, 1987

Dosun Shin, *Associate Clinical Professor of Medical Humanities* (2021).

B.F.A., Keimyung University (South Korea), 1995; M.F.A., University of Illinois at Urbana-Champaign, 2003

Lisa Sieczkowski, *Assistant Clinical Professor of Pediatrics* (2011).

B.S./B.A., University of Kansas, 1996; M.D., University of Nebraska Medical Center, 2000

Sara Shin, *Clinical Instructor of Surgery* (2023).

B.A./B.S., University of Washington, 2013; M.D., Drexel University College of Medicine, 2017

Kent Siemers, *Assistant Clinical Professor of Obstetrics & Gynecology* (2011).

B.A., University of North Dakota, 1979; M.D., University of North Dakota, 1983

Scott A. Shipman, *Professor of Clinical Research and Public Health* (2022).

B.S., Nebraska Wesleyan University, 1991; M.D., University of Nebraska Medical Center, 1995; M.P.H., Johns Hopkins Bloomberg School of Public Health, 2001

Maria A. Sierra, *Assistsant Clinical Professor of Pediatrics* (2022).

M.D., University of Rosario, School of Medicine, 2014

Margery A Shoptaugh, *Assistant Clinical Professor of Pediatrics* (2023).

B.S., Arizona State University, 1980; M.D., University of Colorado Health Science Center, 1994

Peter T. Silberstein, *Professor of Medicine* (2002; 2012).

B.A., Amherst College, 1975; M.D., State University of New York, 1979

Jack H. Short, *Assistant Clinical Professor of Medicine* (2022).

B.S., University of Missouri, 2009; M.D., University of Missouri School of Medicine, 2013

Edibaldo Silva Jr., *Associate Clinical Professor of Surgery* (2003; 2010).

Ph.D., Illinois Institute of Technology, 1976; M.D., University of Illinois School of Medicine, 1980

Emily R Shortridge, *Clinical Instructor of Surgery* (2019).

B.S., Grand Canyon University, 2008; M.D., University of Arizona College of Medicine, 2012

Alicia D Silvestrini, *Assistant Professor of Psychiatry* (2024).

B.S., University of Puerto Rico, 2006; M.D., Universidad Central Del Caribe (Puerto Rico), 2011

Michael Shrader, *Assistant Clinical Professor of Pediatrics* (2012).

Kristina A. Simeone, *Associate Professor of Pharmacology and Neuroscience* (2009; 2016); *Director, Neuroscience Program* (2021).

- B.S., Regis University, 2000; Ph.D., University of California-Irvine, 2006
- Timothy A. Simeone**, *Professor of Pharmacology and Neuroscience* (2009; 2024); *Director, Pharmacology Program* (2017).
B.A., Boston University, 1997; Ph.D., University of Utah, 2002
- Curtis L. Simmons**, *Assistant Clinical Professor of Radiology* (2023).
B.S., Brigham Young University, 2011; M.D., Tulane University School of Medicine, 2016; M.B.A., Tulane University Freeman School of Business, 2016
- Amanda Simon**, *Clinical Instructor of OB/GYN* (2022).
B.S.N., Grand Canyon University, 1995; M.S.N., Frontier Nursing University, 2014; W.H.N.P., Frontier Nursing University, 2015
- Brittany V. Simon**, *Clinical Instructor of OB/GYN* (2023).
B.S., Georgetown University, 2009; M.D., Creighton University School of Medicine, 2018
- Kari Simonsen**, *Clinical Professor of Pediatrics* (2008; 2023).
B.S., University of Nebraska, 1997; M.D., University of Nebraska Medical Center, 2001
- Mary L. Sinclair**, *Instructor of Medical Education* (2022).
B.S., University of Saskatchewan (Canada), 1985; M.Sc., University of Saskatchewan (Canada), 1995
- Steven Sindelar**, *Assistant Clinical Professor of Pediatrics* (1996; 2021).
B.S., University of Nebraska, 1986; M.D., University of Nebraska Medical Center, 1993
- Arthur Sinfield**, *Assistant Clinical Professor of Anesthesiology* (2012).
B.S., St. John's University, 1982; M.D., Universidad Del Noreste (Mexico), 1986
- Abhishek Singh**, *Assistant Professor of Neurology* (2020).
M.B.,B.S., Kasturba Medical College (India), 2005
- Awinder Singh**, *Associate Professor of Surgery* (2017; 2023).
M.B.,B.S., Medical College (India), 1999
- Bhupinder Singh**, *Assistant Clinical Professor of Medicine* (2012).
M.B.,B.S., Armed Forces Medical College (India), 1993
- Davinder Singh**, *Assistant Clinical Professor of Surgery* (2012).
B.A., Yale University, 1992; M.D., Columbia University of Physicians and Surgeons, 1996
- Davinder P. Singh**, *Assistant Professor of Medicine* (2024).
M.B.,B.S., GCS Medical College, Punjabi University (India), 1987
- Dhirendra P. Singh**, *Clinical Professor of Neurology* (2013).
B.S., Gorakhpur University, 1976; M.S., Kanpur University, 1978; Ph.D., Central Drug Research Institute, 1987
- Harmit Singh**, *Assistant Clinical Professor of Psychiatry* (2019).
M.B.,B.S., Government Medical College (India), 2003
- Jagkirat Singh**, *Assistant Professor of Neurology* (2020).
M.B.,B.S., Dayanand Medical College (India), 2009
- Sanjay Singh**, *Clinical Professor of Neurology* (2011; 2022).
M.B.,B.S.,M.L.N., Medical College (India), 1993
- Shailender Singh**, *Assistant Clinical Professor of Medicine* (2012).
M.B., B.S., Pt.B.D., Sharma Postgraduate Institute of Medical Sciences (India), 1991
- Sonam Singh**, *Assistant Professor of OB/GYN* (2020).
B.S., Arizona State University, 2008; M.D., University of Arizona, College of Medicine, 2014
- Neil R. Singhal**, *Assistant Clinical Professor of Pediatrics* (2012).
B.S., Arizona State University, 2003; M.D., University of Arizona, 2007
- Madhumita Sinha**, *Professor of Pediatrics* (2018).
Maulana Azad Medical College Delhi University (India), 1990
- Michelle Sipe**, *Assistant Professor of Psychiatry* (2020; 2021).
B.A., University of Wisconsin-Madison, 2010; M.D., University of Arizona College of Medicine, 2016
- Jack O. Sipperley**, *Assistant Clinical Professor of Surgery* (2015).
B.S., Florida State University, 1967; M.D., University of Miami School of Medicine, 1971
- Andrew Siref**, *Assistant Professor of Pathology* (2022).
B.S., Tufts University, 2010; M.D., University of Nebraska Medical Center, 2015
- Larry E. Siref**, *Associate Professor of Surgery* (2013).
B.S., University of Nebraska-Lincoln, 1979; M.D., University of Nebraska Medical Center, 1983
- Thomas J. Sitzman**, *Associate Professor of Surgery* (2020).
B.A., University of Virginia, 2001; M.D., Duke University School of Medicine, 2006
- Losika Sivaganeshan**, *Assistant Clinical Professor of Family and Community Medicine* (2024).
B.S., University of Toronto (Canada); M.D., All Saints University School of Medicine (Dominica); M.P.H., Argosy University; M.B.A., Bellevue University
- Theru A. Sivakumaran**, *Associate Clinical Professor of Pathology* (2022).
B.Sc., Bharathiar University (India), 1988; M.Sc., Andhra University (India), 1992; M.Phil., University of Madras (India), 1994; Ph.D., All India Institute of Medical Sciences (India), 2001
- Anne Marie Sjursen Guerrero**, *Assistant Professor of Pediatrics* (2017).
B.S., University of Arizona, 2005; B.A., 2007; M.A., 2007; M.D., University of Arizona College of Medicine, 2012
- Tara Sjuts**, *Assistant Clinical Professor of Psychiatry* (2019).
B.A., University of Nebraska-Lincoln, 2008; M.A., 2009; Ph.D., 2014
- Gwenn L. Skar**, *Assistant Clinical Professor of pediatrics* (2018).
B.S., University of Nebraska-Lincoln, 2007; M.D., University of Nebraska Medical Center, 2011
- Michael H. Sketch Sr.**, *Professor Emeritus of Medicine* (1968; 1997).
B.Sc., Creighton University, 1959; M.D., Creighton University School of Medicine, 1963
- Shannon E. Skinner**, *Assistant Professor of Medicine* (2018).
B.A., Texas A&M University, 1992; M.D., Texas Tech University Health Sciences Center School of Medicine, 1996
- Terrence T. Slattery**, *Assistant Clinical Professor of Medicine* (2014).

B.S., Creighton University, 1995; M.D., Creighton University School of Medicine, 2000

Jessica K. Sloan, *Assistant Clinical Professor of Surgery* (2022).

B.S., The University of Texas at Austin, 2011; M.P.H., The University of Texas Health Science Center of Houston, 2015; M.D., The University of Texas Health Science Center at San Antonio, 2015

Christina M. Smarik, *Assistant Professor of Family Medicine* (2018).

B.S., Arizona State University, 2004; M.D., University of Arizona College of Medicine, 2008

Sarah G. Smiley, *Instructor of OB/GYN* (2022).

B.A., Colby College, 2007; M.P.H., University of North Carolina, School of Public Health, 2014; M.D., University of North Carolina, School of Medicine, 2015

Adam P. Smith, *Instructor of Surgery* (2020).

B.S., Brigham Young University, 2008; M.B.A., The Ohio State University, Fisher College of Business, 2014; M.D., The Ohio State University, College of Medicine, 2014

Alfred E. Smith, *Clinical Instructor of Medical Humanities* (2020).

B.A., Aurora University, 1987; ; M.F.A., University of Nebraska-Omaha, 2015

Andrew R. Smith, *Assistant Clinical Professor of Psychiatry* (2022); *Assistant Professor of Surgery* (2022).

B.A., University of Nebraska-Lincoln, 2006; M.D., University of Nebraska Medical Center, 2014

D. David Smith, *Professor of Biomedical Sciences* (1989; 2020).

B.Sc., Imperial College, University of London, 1983; Ph.D., University of Edinburgh, 1986

Dean F. Smith, *Associate Clinical Professor of Anesthesiology* (2012; 2017).

B.S., Stanford University, 1974; M.D., University of Arizona, 1977

Frances F. Smith, *Assistant Clinical Professor of Pediatrics* (2013; 2019).

B.A., Creighton University, 2006; M.D., Creighton University School of Medicine, 2010

James Smith, *Professor of Medical Education* (2011; 2019); *Professor of Medical Humanities* (2022).

B.A., Carroll College, 1981; M.D., St. Louis University School of Medicine, 1985

Jennifer Smith, *Assistant Clinical Professor of Pediatrics* (2011).

B.S., Nebraska Wesleyan University, 1986; M.D., University of Nebraska Medical Center, 1991

Melanie Smith, *Special Instructor of Medical Humanities* (2023).

B.S.N., Gwynedd Mercy University, 1986; J.D., Widener University Delaware School of Law, 1996

Michael Smith, *Professor of Surgery* (2011; 2017).

B.A., University of California-San Francisco, 1989; M.D., University of California-San Francisco, 1994

Michael P. Smith, *Assistant Clinical Professor of Medicine* (2023).

B.S., Marquette University, 2005; M.D., Creighton University School of Medicine, 2009

Joseph T. (Jay) Snow, *Assistant Clinical Professor of Pediatrics* (2002; 2007).

B.A., Creighton University, 1990; M.D., Creighton University School of Medicine, 1994

Gregory Snyder, *Clinical Instructor of Psychiatry* (2008; 2011).

B.A., Creighton University, 1998; M.S., Idaho State University, 2004; Ph.D., Idaho State University, 2006

Jamie L. Snyder, *Associate Clinical Professor of Psychiatry* (2002; 2019).

B.S., Pacific Union College, 1983; M.D., Loma Linda University, 1987

Sheilah Snyder, *Assistant Clinical Professor of Pediatrics* (2006).

B.S., Creighton University, 1997; M.D., University of Nebraska Medical Center, 2001

Jacek Sobczak, *Assistant Professor of Medicine* (2019).

M.D., Warsaw Medical School (Poland), 1990

Michael Sochacki, *Assistant Professor of Surgery* (2012).

BSE, Arizona State University, 1985; M.D., University of Arizona, 1992

Daniel J. Soden, *Clinical Instructor of Neurology* (2023).

B.A., Lancaster Bible School, 2015; M.A., George Fox University, 2017; Psy.D., George Fox University, 2020

Hahn Soe-Lin, *Associate Professor of Surgery* (2019; 2023).

B.S., McGill University, 2004; MSc., 2006; M.D., Georgetown University School of Medicine, 2012

Omri David Soffer, *Assistant Clinical Professor of Pediatrics* (2022).

M.D., Semmelweis University (Hungary), 2013

Ambika K. Sohal, *Instructor of Pediatrics* (2019).

B.S., Haverford College, 2003; D.O., Touro University College of Osteopathic Medicine, 2010

Claire M. Sollars, *Assistant Professor of Psychiatry* (2018).

B.S., Arizona State University, 2007; M.D., University of Arizona College of Medicine, 2011

David Solomon, *Assistant Clinical Professor of Pediatrics* (2011).

B.A., University of California-Los Angeles, 1969; M.D., Universidad Autonoma de Guadalajara (Mexico), 1984

Edward W. Song, *Assistant Clinical Professor of Surgery* (2019).

B.A., Harvard University, 1995; M.D., Washington University School of Medicine, 1999

Payal D. Soni, *Assistant Professor of Radiology* (2020).

B.A., Lehigh University, 2010; M.D., Drexel University College of Medicine, 2013

Akshat Sood, *Assistant Professor of Medicine* (2018; 2020).

M.B.,B.S., Kasturba Medical College (India)

Shabnam Sood, *Assistant Professor of Psychiatry* (2018).

M.B.,B.S., Medical School at Lady Hardinge Medical College (India), 1992

Stephen P. Sorensen, *Assistant Clinical Professor of Radiology* (2021).

B.S., University of Wisconsin-Madison, 2001; M.S., UCLA School of Medicine, University of California-Los Angeles, 2003; Ph.D., UCLA School of Medicine, University of California-Los Angeles, 2005

Suzanna A. Sorof, *Assistant Professor of Medicine* (2023).

B.A., University of Vermont, 1990; M.D., Baylor College of Medicine, 1998

Jorge F. Sotolongo, *Assistant Clinical Professor of Obstetrics & Gynecology* (1991; 1995).

B.S., University of Puerto Rico, 1981; M.D., University of Puerto Rico, 1985

Garrett A. Soukup, *Professor of Biomedical Sciences* (2000; 2013); *Associate Dean, Medical Education; Director, Biomedical Sciences Program* (2015; 2021).

B.S., Northwest Missouri State University, 1991; Ph.D., University of Nebraska Medical Center, 1997

Juliane K. Strauss Soukup, *Professor of Chemistry* (2000; 2011); *Professor of Biomedical Sciences* (2018); *Professor of Medical Microbiology/Immunology* (2018); *Vice Provost, Research and Scholarship* (2020).

B.S.Chm., Creighton University, 1993; Ph.D., University of Nebraska Medical Center, 1997

Richard N. Southard, *Assistant Clinical Professor of Radiology* (2018).

B.S., Harverford College, 1983; M.D., The Ohio State University School of Medicine, 1987

Mikayla L. Spangler, *Associate Professor of Pharmacy Practice* (2007; 2014); *Associate Professor of Family Medicine* (2010; 2017).

Pharm.D., University of Nebraska Medical Center, 2005

Julie Sparlin, *Assistant Professor of Anesthesiology* (2012; 2013).

B.A., University of Oregon, 1994; M.D., St. George's University School of Medicine (Grenada), 2005

Patrick Specht, *Assistant Clinical Professor of Pediatrics* (2001; 2002).

B.A., University of Nebraska, 1993; M.D., University of Nebraska Medical Center, 1998

Wendy M. Spencer, *Assistant Professor of Psychiatry* (2020).

B.A., University of New Mexico, 1983; M.S., Chestnut Hill College, 1997; Psy.D., Chestnut Hill College, 2006

Dan Inder S. Sraow, *Assistant Clinical Professor of Medicine* (2019).

B.A., Northwestern University, 2003; M.D., St. George's University School of Medicine (Grenada), 2008

Nattapong Sricharoen, *Associate Professor of Medicine* (2019).

M.D., Chiang Mai University (Thailand), 1991

Nadarajah Srikumar, *Adjunct Assistant Professor of Medicine* (2019; 2023).

M.B.,B.S., University of Colombo (Srilanka), 1990

Indu Srinivasan, *Associate Professor of Medicine* (2019; 2024).

M.B.,B.S., Kasturba Medical College (India), 2008

Prashanth Sripal, *Assistant Clinical Professor of Psychiatry* (2021; 2023).

B.S., Creighton University, 2010; M.S., Creighton University School of Medicine, 2013; M.D., Creighton University School of Medicine, 2017

Shiv P. Srivastava, *Clinical Professor of Radiology* (2021; 2023).

B.Sc., Lucknow University (India), 1993; M.Sc., Lucknow University (India), 1995; Ph.D., Purdue University, 2014

Melissa St. Germain, *Assistant Clinical Professor of Pediatrics* (2011).

B.A., University of Nebraska-Lincoln, 2001; M.D., University of Nebraska Medical Center, 2006

Karen S. Staack, *Assistant Clinical Professor of Family Medicine* (2001).

B.A., University of Nebraska, 1984; B.S., Delaware State University, 1987; M.D., Creighton University School of Medicine, 1999

Alexander R. Staller, *Assistant Professor of Medicine* (2023).

B.S., Colorado State University, 2009; D.O., M.A., Kansas City University of Medicine and Biosciences, 2016

Ray Stanford, *Assistant Clinical Professor* (2023).

BS, Weber University, 2011; DO, Midwestern University, 2015

Gerard J. Stanley Jr., *Assistant Clinical Professor of Family Medicine* (2008).

B.A., Creighton University, 2000; M.D., Creighton University School of Medicine, 2004

Laura Stanosheck, *Special Instructor of Medical Humanities* (2022).

B.A., Saint Mary's College, Notre Dame; M.Sc., Creighton University

Joseph S. Stapczynski, *Professor of Emergency Medicine* (2018).

B.S., M.A., Massachusetts Institute of Technology, 1972; M.D., UCLA School of Medicine, 1976

Vanessa J. Starns, *Clinical Instructor of Pediatrics* (2022).

B.S., University of Nebraska-Lincoln, 2013; D.O., Kansas City University College of Osteopathic Medicine and Biosciences, 2019

Lois J. Starr, *Assistant Clinical Professor of Pediatrics* (2016).

B.S., University of Nebraska, 2001; M.D., University of Nebraska Medical Center, 2017

Shannon L. Staton, *Clinical Instructor of Health Professions* (2020; 2022).

B.A., University of Nebraska Omaha, 2000; P.A., University of Nebraska Medical Center, 2004

Trevor Staub, *Clinical Instructor of Surgery* (2024).

B.S., Pennsylvania State University, 2012; M.D., Geisinger Commonwealth School of Medicine, 2017

Jeffrey Stearnes, *Assistant Clinical Professor of Obstetrics & Gynecology* (2005; 2011).

B.S., University of Illinois, 1995; M.D., Southern Illinois School of Medicine, 2000

Jamie Steele, *Clinical Instructor of Psychiatry* (2024).

B.A., Georgia Southern University, 2008; M.A., Georgia Southern University, 2010; M.F.T., Mercer University School of Medicine, 2013

James J. Steidler, *Assistant Clinical Professor of Radiology* (2023).

B.S., University of North Dakota, 1983; M.D., University of North Dakota School of Medicine, 1987

Nick Steinauerr, *Assistant Clinical Professor of Obstetrics & Gynecology* (2011).

B.A., University of Nebraska-Omaha, 1985; M.D., University of Nebraska Medical Center, 1991

Paul Steinberg, *Associate Professor of Family Medicine* (2008; 2011).

B.A., York University (Canada), 1973; M.D., McMaster University Medical School (Canada), 1979

Justin J. Stenquist, *Assistant Professor of Family Medicine* (2024).

B.S., Arizona State University, 2012; M.D., Ross University School of Medicine, 2016

Betsy Stephenson, *Assistant Clinical Professor of Pediatrics* (2007).

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

Christine F. Stephenson, *Assistant Clinical Professor of Pathology* (2021).
B.Sc, University of Ulster, 1986; M.Div., Fuller Theological Seminary, 2004; Ph.D., The Queen's University of Belfast, 1990

Dale Stern, *Assistant Clinical Professor of Medicine* (2022).
B.A., University of Western Ontario (Canada), 2005; M.D., Medical University of the Americas, 2015

Holly A.F. Stessman, *Assistant Professor of Pharmacology* (2016; 2024); *Associate Professor of Medical Microbiology and Immunology* (2016; 2024).
B.S., Clarke University, 2008; Ph.D., University of Minnesota, 2013

Gregory M. Stevens, *Clinical Instructor of Health Professions* (2020; 2022).
B.S., University of Nebraska-Lincoln, 2013; MPAS, University of Nebraska Medical Center, 2015

Shawn M. Stevens, *Assistant Clinical Professor of Surgery* (2023).
B.S., Arizona State University, 2006; M.D., The Ohio State University, 2010

Makenzi L. Stevenson, *Instructor of Medicine* (2023).
B.S., LeMoyne College, 2016; M.D., Creighton University School of Medicine, 2020

Shawn D. Stevenson, *Assistant Clinical Professor of Surgery* (2022).
B.S., Grand Canyon University, 1996; D.O., Midwestern University, 2001

Peter S. Steyger, *Clinical Professor of Biomedical Sciences* (2018).
B.S., University of Manchester (United Kingdom), 1984 ; Ph.D., Keele University (United Kingdom), 1991

Suhair Stipho-Majeed, *Assistant Clinical Professor of Medicine* (2021).
M.B.Ch.B., Baghdad University (Iraq), 1995

Douglas J. Stockwell, *Assistant Professor of Psychiatry* (2017).
A.B., Princeton University, 1976; M.S., Rice University, 1980; M.D., University of Texas Medical School, 1983

David EJ Stoike, *Assistant Clinical Professor of Anesthesiology* (2017).
B.S., Arizona State University, 2006; D.O., Midwestern University, 2012

Lilly Stoller, *Assistant Clinical Professor of Psychiatry* (2019).
M.D., University of Nebraska Medical Center, 1976

Daniel E. Stone, *Assistant Clinical Professor of OB/GYN* (2018).
B.S., Brigham Young University, 2006; M.D., Medical College of Wisconsin, 2010; M.S., University of Oklahoma Health Sciences Center, 2017

John Stone, *Professor Emeritus of Bioethics* (2006; 2020); *Professor Emeritus of Clinical Research and Public Health* (2006; 2020).
B.A., Emory University , 1963; M.D., Johns Hopkins University School of Medicine, 1967; Ph.D., Brown University, 1999

Sharon R Stoolman, *Associate Clinical Professor of Pediatrics* (2005; 2023).
B.S., Georgetown University , 1994; M.D., University of Nebraska Medical Center, 1999

Rebecca S. Stormont, *Assistant Professor of Medicine* (2013; 2014).
M.D., University of Oklahoma College of Medicine, 2010

Jeffrey R. Stowell, *Associate Professor of Emergency Medicine* (2018; 2023).
B.S., Arizona State University, 2006; M.D., The University of Arizona College of Medicine, 2011

Sheritta Strong, *Assistant Clinical Professor of Psychiatry* (2009; 2012).
B.S., University of Nebraska-Omaha, 1999; M.D., University of Nebraska Medical Center, 2004

Frigyes Stuart, *Assistant Clinical Professor of Medicine* (2011).
B.S., University of California , 1988; M.D., Creighton University School of Medicine, 1993

Leon Su, *Assistant Professor of Pathology* (2021).
B.S., University of California-San Diego, 1996; M.D., Albert Einstein College of Medicine, 2000

Wilbur Su, *Associate Clinical Professor of Medicine* (2011; 2018).
B.S., Massachusetts Institute of Technology, 1993; M.D., Tufts University School of Medicine, 1997

Youngpo B. Su, *Assistant Clinical Professor of Medicine* (2023).
B.A., University of Pennsylvania, 1994; M.D., New York University School of Medicine, 1998

J. Michael Suarez, *Assistant Clinical Professor of Medicine* (2013).
B.S., University of Notre Dame, 1970; M.D., University of Southern California, 1974

Gokul Subhas, *Assistant Professor of Surgery* (2022).
M.B.,B.S., Government Medical College (India), 1999

Meena Subramanian, *Assistant Clinical Professor of Emergency Medicine* (2023).
B.A./M.D., University of Missouri-Kansas City, 2014

Richard Sue, *Assistant Clinical Professor of Medicine* (2012).
B.S., University of California-Los Angeles, 1988; M.D., University of California-San Francisco, 1994

Jeffrey Sugimoto, *Professor of Surgery* (1979).
B.A., Columbia University, 1975; M.D., University of Chicago, Pritzker School of Medicine, 1979

Melissa K. Suh, *Assistant Clinical Professor of Surgery* (2022).
B.S., Rockhurst University, 2008; M.D., Saint Louis University School of Medicine, 2012

Ann Sullivan, *Assistant Clinical Professor of Obstetrics & Gynecology* (2005; 2011).
B.S., Kansas State University , 1997; M.D., Creighton University School of Medicine, 2001

Kimberly S. Sullivan, *Clinical Instructor of Health Professions* (2022).
B.S., University of Wisconsin-Madison, 2006; M.P.A.S., University of Nebraska Medical Center, 2016

Randall G. Sullivan, *Assistant Clinical Professor of Psychiatry* (2013).
A.B., Hastings College, 1973; M.S., University of Nebraska - Lincoln, 1982; M.D., University of Nebraska Medical Center, 1983

Riyaz Sumar, *Assistant Clinical Professor of Medicine* (2013).
M.B.,B.S., Krishna Institute of Medical Sciences, 1994

Shawn Summers, *Assistant Clinical Professor of Anesthesiology* (2013).

- B.S., University of Arizona, 1999; M.D., Jefferson Medical College, 2005
- Pranith Surabhi**, *Assistant Clinical Professor of Family Medicine* (2020).
M.B.,B.S., Kasturba Medical College (India), 2007
- Alok Surana**, *Assistant Clinical Professor of Medicine* (2024).
M.B.,B.S., Mysore Medical College and Research Institute (India), 2008
- Ritika Suri**, *Assistant Clinical Professor of Neurology* (2023).
M.B.,B.S., Maharashtra Institute of Medical Education and Research (India), 2014
- Nantha K. Surkunalingham**, *Assistant Clinical Professor of Medicine* (2018).
B.S., Southern Methodist University, 2004; D.O., Philadelphia College of Osteopathic Medicine, 2007
- Thomas M. Svolos**, *Professor of Psychiatry* (2001; 2013).
B.A., Duke University, 1988; M.D., University of California, 1994
- John R. Swagert**, *Assistant Clinical Professor of OB/GYN* (2024).
B.S., Northwestern University, 1986; M.D., The University of Iowa College of Medicine, 1990
- Jennifer Swann Hall**, *Assistant Clinical Professor of Pediatrics* (2021).
B.A., University of Washington, 2010; M.D., University of Washington School of Medicine, 2015
- Melissa Swanson**, *Assistant Clinical Professor of Anesthesiology* (2012).
D.O., Midwestern University, 2003
- Patrick C. Swanson**, *Professor of Medical Microbiology & Immunology* (1999; 2012); *Professor of Medicine* (2004; 2012); *Director, Medical Microbiology and Immunology Program*.
B.A., St. Olaf College, 1990; Ph.D., University of Michigan, 1995
- Vijendra Swarup**, *Assistant Clinical Professor of Medicine* (2021).
M.B.B.S., M.A. Medical College, University of Delhi (India)
- Michael W. Sweeney**, *Assistant Professor of Psychiatry* (2018).
B.S., University of Arizona, 1983; M.D., 1987
- Vicki Swier-Mosher**, *Research Assistant Professor of Clinical and Translational Science* (2016).
B.S., South Dakota State University, 1997; M.S., 2003; Ph.D., Texas Tech University, 2008
- Baharak Tabarsi**, *Associate Professor of Family Medicine* (2018; 2021).
B.A., University of California, 1995; M.D., Memorial University (Canada), 2001
- Mary Tadros**, *Assistant Professor of Medicine* (2012).
B.S., University of Nebraska-Omaha, 2002; M.D., Creighton University School of Medicine, 2008
- Paul Tafoya**, *Assistant Clinical Professor of Pediatrics* (2012).
B.S., Lewis and Clark College, 1992; M.D., The Ohio State University, 1998
- Heather Taggart**, *Associate Clinical Professor of Obstetrics & Gynecology* (2005; 2017).
B.S., University of Wisconsin-Madison, 1992; M.D., University of Nebraska Medical Center, 1996
- Bruce Takahashi**, *Assistant Clinical Professor of Medicine* (2022).
B.A., University of Colorado-Boulder, 1986; D.O., University of Osteopathic Medicine and Health Sciences, 1991
- Erin Talaska**, *Assistant Clinical Professor of Obstetrics & Gynecology* (2010; 2013).
B.S., Colorado State University, 1997; M.D., Creighton University School of Medicine, 2006
- Zheng Tan**, *Assistant Clinical Professor of Pathology* (2013).
Ph.D., Joint School of Life Science and Technology of Shanghai Jiaotong University and the Chinese Academy of Sciences (China), 2002
- Anne S. Tang-Ulanday**, *Assistant Professor of Family Medicine* (2023).
B.S., University of California-Los Angeles, 2016; M.D., Creighton University School of Medicine, 2020
- Rohma Tanveer**, *Assistant Clinical Professor of Family Medicine* (2023).
M.B.,B.S., King Edward Medical University (Pakistan), 2013
- Litao Tao**, *Assistant Professor of Biomedical Sciences* (2021).
B.S., Tsinghua University (China), 2005; M.S., 2007; Ph.D., University of Southern California, 2014
- Stefano Tarantolo**, *Associate Clinical Professor of Medicine* (2005).
B.S., Cook College/Rutgers University, 1980; M.D., St. George's University School of Medicine (West Indies), 1985
- Igor B. Tatarintsev**, *Assistant Professor of Psychiatry* (2017).
B.S., University of Pittsburgh, 2007; D.O., Lake Erie College of Osteopathic Medicine, 2012
- Abubakar Tauseef**, *Assistant Professor of Medicine* (2024).
M.B.,B.S., Dow Medical College, Dow University of Health Sciences (Pakistan), 2016
- Charles Taylor**, *Clinical Professor of Surgery* (1981; 2016).
B.S., City College, 1971; M.D., Creighton University School of Medicine, 1975
- Brittany K. Taylor**, *Assistant Clinical Professor of Pharmacology and Neuroscience* (2021).
B.S., Colorado State University, 2012; M.S., 2014; Ph.D., 2017
- Jessica D. Taylor**, *Clinical Instructor of Health Professions* (2020).
B.S., University of Nebraska-Lincoln, 2011; M.P.A.S., University of Nebraska Medical Center, 2013
- Johanna K Taylor**, *Assistant Clinical Professor* (2021).
B.A., The College of Wooster, 2005; M.A., Carnegie Mellon University, 2007; M.A., The New York School of Social Research, 2012; Ph.D., Milano School of International Affairs, Management and Urban Policy, 2016
- Patricia A. Teaford**, *Associate Clinical Professor of Pediatrics* (2019).
B.S., University of Georgia, 1976; M.D., Medical College of Georgia, 1980
- May Chen Tee**, *Assistant Clinical Professor of Surgery* (2021).
B.S., University of British Columbia (Canada), 2004; M.D., University of British Columbia (Canada), 2008
- Tal Teitz**, *Associate Professor of Pharmacology* (2018; 2022).
B.Sc., Tel Aviv University, 1981; M.Sc., 1985; Ph.D., 1989
- Albert Tejada**, *Assistant Clinical Professor of Medicine* (2012).

M.D., University of Arizona College of Medicine, 1986

Richard M. Tempero, *Associate Clinical Professor of Health Professions* (2023).

B.S., University of Wisconsin-Madison, 1992; Ph.D., University of Nebraska Medical Center, 1998; M.D., University of Nebraska Medical Center, 2000

Charles Terner, *Associate Clinical Professor of Surgery* (1996; 2010).

B.S., Rensselaer Polytechnic Institute, 1985; M.D., Creighton University School of Medicine, 1989

Patricia A Terp, *Assistant Clinical Professor of Surgery* (2018).

B.S., Creighton University, 2007; M.D., 2011

Nehal Thakkar, *Assistant Clinical Professor of Pediatrics* (2020).

B.S., Union College, 2009; M.D., Albany Medical College, 2014

Hiral Thakrar, *Assistant Clinical Professor* (2022).

B.S., Moorpark College, 2006; B.S., University of California Los Angeles, 2009; M.D., Ross University School of Medicine (West Indies), 2015

Klaus Thaler, *Clinical Professor* (2022).

M.D., University of Vienna Medical School (Austria), 1985

Nicholas V. Thalken, *Clinical Instructor of Emergency Medicine* (2022).

B.S., University of Nebraska-Omaha, 2011; D.O., Kansas City University of Medicine and Biosciences, 2018

Eugene F. Tharalson, *Assistant Clinical Professor of Medicine* (2014).

B.S., Seattle University, 1992; M.D., Medical College of Wisconsin, 1997

Nitika Thawani, *Professor of Radiology* (2016; 2024).

M.B.,B.S., S.M.S. Medical College and Hospital (India), 1999

Brant R. Thayer, *Assistant Professor of Psychiatry* (2023).

B.S., Oregon State University, 2006; B.S., Portland State University, 2014; M.D., Oregon Health & Science University, School of Medicine, 2018

Nicholas Theodore, *Clinical Professor of Surgery* (2010).

B.A., Cornell University, 1985; M.D., Georgetown University, 1991

Kevin Theodorou, *Assistant Clinical Professor of Medicine* (2011).

B.S., University of Illinois, 1991; M.D., Northwestern University School of Medicine, 1995

Joseph B. Thibodeau, *Assistant Clinical Professor of Medicine* (2014; 2023).

B.S., University of Nebraska-Lincoln, 1997; M.D., University of Nebraska College of Medicine, 2001

Nicholas R. Thiessen, *Assistant Clinical Professor of Surgery* (2019; 2021).

B.A., University of Nevada-Las Vegas, 2003; M.D., University of Iowa, 2008

Sudarone Thihalolipavan, *Assistant Clinical Professor of Medicine* (2021).

B.S., University of Buffalo-SUNY, 2004; M.D., Ross University School of Medicine (West Indies), 2008

Pooja A. Thimappa, *Assistant Clinical Professor of Pediatrics* (2020).

B.A./M.D., University of Missouri-Kansas City School of Medicine, 2014

Joseph Thirumalareddy, *Assistant Professor of Medicine* (2017; 2018).

M.B.,B.S., Rajiv Gandhi University of Health Sciences, 2005

Eric L. Thomas, *Associate Professor of Surgery* (2018).

B.S., Southern Utah University, 1992; M.D., Eastern Virginia Medical School, 1997

Heather Thomas, *Assistant Clinical Professor of Medicine* (2008).

B.A., Middlebury College, 1994; M.D., St. George University Medical School (West Indies), 1999

Jon Thomas, *Assistant Clinical Professor of Family Medicine* (2013).

B.S., University of Iowa, 1976; M.D., University of Iowa, 1982

Patrick B. Thomas, *Assistant Clinical Professor of Pediatrics* (2023).

B.A., Duke University, 1993; M.D., Medical University of South Carolina, 1998

Stanley V. Thomas, *Assistant Professor of Medicine* (2019).

B.S., University of California-Los Angeles, 2006; D.O., Western University, 2010

Konstantinos Thomopoulos, *Assistant Clinical Professor of Psychiatry* (2021).

B.S., University of Arizona, 1997; M.A., Arizona School of Professional Psychology, 2000; PsyD, Arizona School of Professional Psychiatry, Argosy University, 2011

Benjamin Thompson, *Assistant Clinical Professor of Pediatrics* (2020).

B.S., Brigham Young University, 2003; M.D., Tulane University School of Medicine, 2009

Michael C. Thompson, *Assistant Clinical Professor of Medical Humanities* (2020).

B.A., Huntington University, 2000; ; M.A., Denver Seminary, 2004; ; D.Min., Northern Seminary, 2018

Richard B. Thompson, *Assistant Clinical Professor of Surgery* (2022).

B.A., University of Pennsylvania, 1995; M.D., Columbia University, College of Physicians and Surgeons, 1999; M.B.A., Nebraska Wesleyan University, 2016

Mark E Thomsen, *Assistant Clinical Professor of Psychiatry* (2021).

B.A., University of Northern Iowa, 2005; M.D., University of Nebraska Medical Center, 2015

Patti Thorn, *Assistant Professor of Medicine* (2009; 2011).

B.S., Oregon State University, 1982; M.S., University of Dayton, 1987; Ph.D., University of Texas (Austin), 2003

Aaron T. Thornburg, *Assistant Clinical Professor of Medicine* (2018).

D.O., Ohio University College of Osteopathic Medicine, 2001

Alan G. Thorson, *Clinical Professor of Surgery* (1986; 2009).

B.A., University of Nebraska-Lincoln, 1974; B.S., University of Nebraska-Lincoln, 1976; M.D., University of Nebraska Medical Center, 1979

An-Chi Tien, *Assistant Professor of Neurology* (2021).

B.S., National Taiwan University (Taiwan), 2002; Ph.D., Baylor College of Medicine, 2009

Brent J. Tierney, *Assistant Clinical Professor of Obstetrics and Gynecology* (2014).

B.S., Creighton University, 2000; M.S., Creighton University, 2003; M.D., Creighton University School of Medicine, 2007

Maureen R. Tierney, *Professor of Nursing* (2018; 2022); *Professor of Clinical Research* (2016; 2022); *Professor of Medicine* (2020; 2022).

B.S., Fordham University, 1979; M.D., Cornell University Medical College, 1983

Myles Tieszen, *Assistant Professor of Surgery* (2013; 2018).

B.A., Dakota Wesleyan University, 1984; M.D., University of South Dakota School of Medicine, 1989

Brian R. Tiffany, *Assistant Professor of Emergency Medicine* (2023).

M.D., Washington University School of Medicine, 1988; Ph.D., Wayne State University, 1993

Zebulon J. Timmons, *Assistant Clinical Professor of Pediatrics* (2014).

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

Naga-Nalini Tirumalasetty, *Assistant Clinical Professor of Medicine* (2022).

M.B.,B.S., Gandhi Medical College (India), 2004

Nishant Tiwari, *Assistant Professor of Pathology* (2023).

M.B.,B.S., Kasturba Medical College (India), 2005

Tina Tobler, *Assistant Clinical Professor of Pediatrics* (2018).

B.A., University of California-Berkeley, 2001; M.D., Saint Louis University School of Medicine, 2007

Jeremy C. Toffle, *Assistant Clinical Professor of Pediatrics* (2014).

B.A., Wittenburg University, 2006; M.D., West Virginia University School of Medicine, 2010

Sofya Tokman, *Professor of Medicine* (2015; 2024).

B.S., DePaul University, 2003; ; M.D., Emory University School of Medicine, 2008

Alexander Toledo, *Assistant Professor of Emergency Medicine* (2020).

B.S., Rutgers University, 2002; Pharm.D., 2002; D.O., Ohio University, College of Osteopathic Medicine, 2006;

Deborah Tom, *Assistant Professor of Pediatrics* (2021).

B.S., University of California-Davis, 1985; M.D., Baylor College of Medicine, 1989

Salaheddine Tomeh, *Associate Clinical Professor of Surgery* (2008).

M.D., Damascus Medical College (Syria), 1972

Debra Tomek, *Associate Clinical Professor of Pediatrics* (1998; 2013).

B.S.E., University of Iowa, 1983; M.D., University of Nebraska, 1987

David G. Tomich, *Assistant Clinical Professor of Medicine* (2024).

B.S., Pennsylvania State University, 1994; D.O., Philadelphia College of Osteopathic Medicine, 1999

Shayne Tomisato, *Professor of Psychiatry* (2019).

B.S., University of Texas-El Paso, 1987; M.D., Baylor College of Medicine, 1991

M. Janette Tomlinson, *Assistant Clinical Professor of Emergency Medicine* (2023).

B.S., University of Michigan, 1985; M.D., Wayne State University School of Medicine, 1992

Dennis Tong, *Assistant Clinical Professor of Pediatrics* (2012).

B.S., University of Michigan, 1996; M.D., University of Michigan, 2000

Harrison H. Tong, *Assistant Professor of Family Medicine* (2024).

B.S.E., University of Michigan, 1994; D.O., Des Moines University College of Osteopathic Medicine, 1998

Aryan Toosi, *Assistant Clinical Professor of Emergency Medicine* (2024).

B.S., Arizona State University, 2013; D.O., Edward Via College of Osteopathic Medicine, 2019

Zachary H. Torgersen, *Assistant Clinical Professor of Surgery* (2018).

B.A., Creighton University, 2007; M.D., 2011

Maria L. Torres, *Assistant Clinical Professor of Pathology* (2021).

B.A., Florida International University, 2002; M.D., Universidad Central Del Este, 2009

Veronica Torres Hernandez, *Assistant Professor of Medicine* (2012).

M.D., Jagiellonian School of Medicine (Poland), 2004

Vamsee Torri, *Assistant Clinical Professor of Medicine* (2022).

M.B.,B.S., Jawaharlal Nehru Medical College (India), 2001

Leslie Touger, *Assistant Clinical Professor of Pediatrics* (2019).

B.S., Cornell University, 1984; M.D., New York University School of Medicine, 1988

Erlan S. Toulegenov, *Assistant Clinical Professor of Anesthesiology* (2018).

M.D., Kazakhstan National Medical University (Kazakhstan), 1996

Joseph W. Townley, *Assistant Clinical Professor of Surgery* (2000).

B.A., Creighton University, 1985; M.D., Creighton University School of Medicine, 1989

Theresa A. Townley, *Associate Professor of Medicine* (2002; 2011);

Associate Professor of Preventive Medicine and Public Health (2016).

B.A., Creighton University, 1987; M.D., University of Minnesota, 1992; M.P.H., Johns Hopkins, 2001

Amy Trahan, *Associate Professor of Radiology* (2011; 2017).

B.S., Grand Canyon University, 1999; M.D., Creighton University School of Medicine, 2005

Paul N. Tran, *Assistant Clinical Professor of Pediatrics* (2022).

B.A., Duke University, 2011; M.S., University of Cincinnati, 2012; M.D., University of Colorado School of Medicine, 2016

Elizabeth N. Traynor, *Assistant Professor of Neurology* (2022).

B.S., University of Wisconsin-Madison, 1979;; M.D., Boston University School of Medicine, 1983

David Treiman, *Professor of Neurology* (2011).

A.B., University of California-Berkeley, 1962; M.D., Stanford University, 1967

Richard Trepeta, *Assistant Professor of Pathology* (2012; 2018).

B.S., Massachusetts Institute of Technology, 1974; M.D., Yale University School of Medicine, 1978

Beth A. Trevino, *Assistant Clinical Professor of Pediatrics* (2013).

M.D., The University of Texas Medical School, 2001

Louis Trevisan, *Clinical Professor of Psychiatry* (2022).

B.A., The College of Wooster, 1972; M.Ed., Lewis and Clark College, 1981; B.S., Portland State University, 1985; M.D., Oregon Health Sciences University School of Medicine, 1989

Fernando Tripodi, *Clinical Instructor of Psychiatry* (2024).
M.S.W., University of Maryland School of Social Work, 2008

Matthew Troester, *Assistant Clinical Professor of Pediatrics* (2010).
B.A., The University of Kansas, 1996; D.O., Midwestern University-Arizona College of Osteopathic Medicine, 2002

Andrew N. Troia, *Assistant Clinical Professor of Pediatrics* (2021).
B.A., University of Notre Dame, 2008; M.D., Creighton University School of Medicine, 2012

Robert N. Troia, *Assistant Clinical Professor of Surgery* (1985).
B.A., University of Notre Dame, 1975; M.D., Creighton University School of Medicine, 1979

Sebastian J. Troia, *Assistant Clinical Professor of Surgery* (1981; 1992).
B.S., University of Notre Dame, 1972; M.D., Creighton University School of Medicine, 1976

Ryan M. Trowbridge, *Assistant Professor of Medicine* (2020).
B.A., Yale University, 2005; M.A., Boston University School of Medicine, 2010; M.S., Creighton University School of Medicine, 2014; M.D., Creighton University School of Medicine, 2014

Alexandra Tsontakis, *Assistant Professor of Pediatrics* (2023).
B.S., B.A., Arizona State University, 2012; M.D., University of Arizona College of Medicine, 2016

Yaping Tu, *Professor of Pharmacology* (2003; 2014).
B.S., Wuhan University (China), 1987; Ph.D., Institute of Biophysics, Chinese Academy of Science (China), 1992

John D. Tubbs, *Assistant Clinical Professor of Family Medicine* (2004).
B.S., Wayne State College, 1993; M.D., Ross University School of Medicine (Commonwealth of Dominica), 1999

Douglas Tuchin, *Assistant Clinical Professor of Anesthesiology* (2012).
B.S., University of Arizona, 1971; M.S., Arizona State University, 1974; M.D., The University of Health Sciences/Chicago Medical School, 1980

Krikor Tufenkjian, *Assistant Professor of Neurology* (2013).
M.D., University of Aleppo, 2003

Kevin F. Tulipana, *Assistant Professor of Family Medicine* (2023).
B.S., Truman State University, 1996; D.O., Des Moines University College of Osteopathic Medicine and Surgery, 2000; M.S., University of Mary, 2018

Jay D. Turner, *Associate Professor of Neurological Surgery* (2024).
B.S., The College of New Jersey, 1999; Ph.D., Rutgers University, 2007; M.D., Rutgers University, New Jersey Medical School, 2009

Samuel O. Tytler, *Assistant Professor of Medicine* (2022).
B.S., Arizona State University, 2009; M.D., Ross University School of Medicine (West Indies), 2014

Theodore Tzeremas, *Assistant Professor of Medicine* (2024).
M.D., Ross University School of Medicine (West Indies), 2002

Allison N. Uber, *Assistant Clinical Professor of Pediatrics* (2021).

B.S., University of Arizona, 2009; M.D., University of Arizona College of Medicine, 2014

Anthony O. Udekwo, *Professor of Surgery* (2015).
M.B.,B.Ch., University of Nigeria (Nigeria), 1979

Jennifer T. Uggen, *Assistant Clinical Professor of Anesthesiology* (2024).
B.S., University of Texas, 2003; D.O., Chicago College of Osteopathic Medicine, 2007

Dustin J. Uhlenhopp, *Assistant Clinical Professor of Medicine* (2022).
B.S., Iowa State University, 2009; D.O., West Virginia School of Osteopathic Medicine, 2018

Lara N. Ulm, *Assistant Clinical Professor of Pediatrics* (2018).
B.A., University of Missouri, 2002; M.D., University of Kansas School of Medicine, 2008

Yoshie Umemura, *Associate Clinical Professor of Neurology* (2024).
B.S., University of California, 2005; M.D., St. George's University (West Indies), 2011; M.S., University of Michigan, 2021

Jerald Underdahl, *Assistant Clinical Professor of Pediatrics* (2013).
B.A., St. Olaf College; M.D., Columbia University College of Physicians and Surgeons, 1995

Jose J. Urdaneta, *Assistant Professor of Psychiatry* (2014).
B.A., University of Kansas, 1992; M.D., University of Kansas, 1997

Timothy Uschold, *Instructor of Surgery* (2012).
B.S., Cornell University, 2002; M.D., Duke University, 2006

Yousef Usta, *Assistant Professor of Medicine* (2013).
M.D., American University of Beirut, 2008

Nicolas Uzcategui, *Assistant Clinical Professor of Surgery* (2021).
M.D., Universidad Central de Venezuela (Venezuela), 1994

Anthony J. Vaccarello, *Clinical Instructor of Medicine* (2023).
B.S., B.S., Arizona State University, 2013; B.S., Arizona State University, 2014; M.S., University of Florida, 2017; M.D., Trinity School of Medicine (St. Vincent and the Grenadines), 2019

Sydney J. Vail, *Associate Professor of Surgery* (2018).
B.S., George Washington University, 1983; M.D., Georgetown University School of Medicine, 1989

Hiva Vakil, *Assistant Clinical Professor of Medicine* (2022).
M.D., Shahid Beheshti University of Medical Sciences (Iran), 1990

Angela M. Valdez-Huizar, *Assistant Clinical Professor of Pediatrics* (2019).
B.S., University of Arizona, 2006; M.D., University of Arizona College of Medicine, 2010

Elizabeth Valencia, *Assistant Professor of Radiology* (2016).
B.A., MacMurray College, 1999; M.D./J.D., Southern Illinois University School of Medicine and School of Law, 2009

Carrie L. Valenta, *Assistant Professor of Medicine* (2010; 2011).
B.A., Creighton University, 2003; M.D., Creighton University School of Medicine, 2007

Josephine E. Valenzuela, *Assistant Clinical Professor of Emergency Medicine* (2023).
B.S., Stanford University, 2009; M.D., Harvard Medical School, 2014

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

- MB, BCh, University of Witwatersrand Medical School, (South Africa), 1973; FFA (SA); 1998
- Eric Van De Graaff**, *Assistant Clinical Professor of Medicine* (2014; 2023).
B.A., Brigham Young University, 1989; M.D., University of Utah School of Medicine, 1993
- Guneet Van De Graaff**, *Clinical Instructor of Medicine* (2023).
B.S., University of Houston, 2007; M.D., St. Matthew's University School of Medicine, 2014
- Christina Van Horn**, *Assistant Professor of Anesthesiology* (2009; 2010).
B.A., Creighton University, 2001; M.D., Creighton University School of Medicine, 2005
- Amelia VanHandel**, *Clinical Instructor of Surgery* (2024).
B.S., University of Wisconsin-Madison, 2012; M.D., Mayo Medical School, 2016
- Jancie VanRiper**, *Assistant Clinical Professor of Center for Health Policy and Ethics* (2012).
B.A., University of Montana; J.D.; Ph.D., University of Utah
- Dane VanTassel**, *Associate Professor of Radiology* (2018; 2022).
B.S., University of Arizona, 2007; M.D., University of Arizona, 2012
- Michael Vance**, *Assistant Clinical Professor of Pediatrics* (1990; 1993).
B.A., Miami University, 1985; Ph.D., Indiana University, 1990
- Stephane P. VanderMeulen**, *Associate Professor of Health Professions* (2017); *Chair, Department of Health Professions*.
B.S., Wayne State College, 1992; MPA, University of Nebraska Medical Center, 1994
- Lars Vanderbur**, *Assistant Clinical Professor of Pediatrics* (2005).
B.S., University of Nebraska-Lincoln, 1994; M.D., University of Nebraska Medical Center, 1999
- Raegan M. Vanderput**, *Assistant Clinical Professor of Pediatrics* (2012).
B.A., Washington University, 2003; M.D., St. Louis University School of Medicine, 2008
- Robert Vandervort**, *Assistant Clinical Professor of Surgery* (2007; 2019).
B.S., Indiana University, 1977; O.D., 1979
- Kathryn Vargas**, *Assistant Professor of Psychiatry* (2024).
B.S., Northern Arizona University, 2007; Ph.D., Purdue University, 2011; M.D., University of Arizona College of Medicine, 2015
- Lilian Vargas Barahona**, *Assistant Professor of Medicine* (2023).
M.D., Universidad Nacional Autonoma de Honduras (Honduras), 2015
- Jalal F. Vargha**, *Assistant Professor of Medicine* (2022).
B.S., University of Oklahoma, 2008; D.O., Midwestern University, Chicago College of Osteopathic Medicine, 2014
- James D. Vargo**, *Assistant Clinical Professor of Surgery* (2023).
B.S., Saint Vincent College, 2010; M.D., The Ohio State University, College of Medicine, 2014
- Divyashree Varma**, *Assistant Clinical Professor of Medicine* (2022).
M.B.,B.S., Padmashree Dr. D.Y. Patil Medical College and Research Hospital (India), 2009
- Meera Varman**, *Professor of Pediatrics* (2003; 2014); *Professor of Medical Microbiology & Immunology* (2006; 2014).
M.B.B.S., Coimbatore Medical College (India), 1985
- Rahul M. Varman**, *Assistant Professor of Surgery* (2023).
B.S., Emory University, 2012; M.D., Washington University, 2017
- Bradley J. Vasa**, *Assistant Clinical Professor of Family and Community Medicine* (2024).
B.S., University of Nebraska-Lincoln; M.D., University of Nebraska Medical Center, 1996
- Eduardo Vasquez**, *Assistant Clinical Professor of Medicine* (2012).
M.D., University of Panama Medical School (Panama), 1996
- Nicholas Vasquez**, *Assistant Professor of Medicine* (2012).
B.S., University of Arizona, 1995; M.D., University of Michigan Medical School, 2001
- Jayan Vasudevan**, *Associate Clinical Professor of Pediatrics* (2012; 2021).
M.B.,B.S., Calicut University (India), 1990
- Oladiji G Vaughan**, *Assistant Clinical Professor of Pediatrics* (2019).
M.B.,B.S., College of Medicine of the University of Lagos (Nigeria), 2000
- Jeffrey M. Vaughn**, *Assistant Clinical Professor of Surgery* (2024).
B.S., Brigham Young University, 1996; D.O., A.T. Still University, Kirksville College of Osteopathic Medicine, 2002
- Jennifer A. Vaughn**, *Assistant Clinical Professor of Radiology* (2019).
B.S., Wake Forest University, 2004; M.D., Wake Forest School of Medicine, 2008
- Thomas Veesser**, *Assistant Clinical Professor of Pediatrics* (2006).
B.A., St. Louis University, 1971; M.D., St. Louis University, 1975
- Manasa Velagapudi**, *Associate Professor of Medicine* (2017; 2023).
M.B.,B.S., Mamata Medical College (India), 2007
- Danita J. Velasco**, *Assistant Clinical Professor of Pediatrics* (2020).
B.S., University of Nebraska-Lincoln, 2009; M.D., University of Nebraska Medical Center, 2013
- James Velasquez**, *Assistant Clinical Professor of Emergency Medicine* (2024).
B.S., Arizona State University, 2011; M.D., St. George's University School of Medicine, 2018
- Daniel A. Velez**, *Assistant Clinical Professor of Surgery* (2021).
B.S., University of Puerto Rico, 1991; M.D., Universidad Central del Caribe School of Medicine, 1995
- Miguel Velez**, *Assistant Clinical Professor of Medicine* (2021).
M.D., CES University School of Medicine (Columbia), 2012
- Meghana Vellanki**, *Assistant Professor of Medicine* (2021).
B.S., Emory University, 2009; M.D., USF Health Morsani College of Medicine 2015
- Amrita Vempati**, *Assistant Professor of Emergency Medicine* (2020).
B.S., Wayne State University, 2008; M.D., Wayne State University School of Medicine, 2012
- Sharry Veres**, *Assistant Professor of Family Medicine* (2008; 2011).

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

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

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

B.A., Indiana University, 1983; M.D., Indiana University School of Medicine, 1987

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

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

Jessica Verpeut, *Assistant Clinical Professor of Biomedical Sciences* (2021).

B.S., Pennsylvania State University, 2010; Ph.D., Rutgers University, The State University of New Jersey, 2015

Luka Vlahovic, *Assistant Professor of Neurology* (2017).

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

Sami Victor, *Assistant Clinical Professor of Psychiatry* (2021).

B.S., University of Texas at Arlington; M.D., St. Matthew's University School of Medicine, 2007

Kathleen E. Vogel, *Assistant Professor of Medicine* (2023).

B.A., Washington University, 2015; M.D., Tufts University School of Medicine, 2019

Felipe L.G. Videla, *Assistant Clinical Professor of Surgery* (2019).

B.S., University of Michigan, 1987; M.D., Wayne State University School of Medicine, 1991

Maria A. Vogt-Roberts, *Instructor of OB/GYN* (2022).

B.S.N., Wayne State University; M.S.N., Frances Payne Bolton School of Nursing, Case Western Reserve University; C.N.M., Frontier School of Midwifery and Family Nursing

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

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

David W. Voigt, *Assistant Clinical Professor of Surgery* (2000).

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

Sarath Vijayakumar, *Research Assistant Professor of Biomedical Sciences* (2018; 2024); *Research Assistant Professor* (2024).

B.M.S., Medical College Thiruvananthapuram, University of Kerala (India), 1997;; Master of Surgery, Delhi University (India), 2004;; Ph.D., East Carolina University, 2009

George Voigtlander, *Assistant Clinical Professor of Family Medicine* (2010).

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

Rajakrishnan Vijaykrishnan, *Assistant Clinical Professor of Medicine* (2020).

M.B.,B.S., Medical College Thiruvananthapuram, University of Kerala (India), 2004

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

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

Roger F. Villalba, *Assistant Professor of Family Medicine* (2023).

M.D., Universidad Autonoma de Guadalajara (Mexico), 1997

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

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

Carlos Villanueva Del Rio, *Associate Clinical Professor of Surgery* (2020).

M.D., Universidad Autonoma De Guadalajara, 2003

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

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

Pradeepa P Vimalachandran, *Assistant Clinical Professor of Family Medicine* (2024).

B.S., University of Toronto (Canada); M.D., All Saints University School of Medicine (Dominica); M.P.H., Argosy University; M.S., Bellevue University

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

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

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

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

Roma R. Vora, *Clinical Instructor of OB/GYN* (2020).

B.S., University of Missouri, 2011; D.O., Kansas City University of Medicine and Biosciences, 2016

Omar Y. Viswanath, *Associate Clinical Professor of Anesthesiology* (2018; 2019).

B.A., St. Louis University, 2008; M.D., Creighton University School of Medicine, 2013

Rupal S. Vora, *Associate Clinical Professor of Medicine* (2022).

B.S., University of California, Los Angeles, 1991; M.D., David Geffen School of Medicine at UCLA, 1995; M.P.H., A.T. Still University, College of Graduate Health Studies, 2021

Jamie J. Vitamvas, *Assistant Clinical Professor of Family Medicine* (2024).

B.A., Creighton University, 2006; M.D., Sanford School of Medicine, University of South Dakota, 2010

Keith W. Vrbicky, *Assistant Clinical Professor of Health Professions* (2020).

B.S., Creighton University, 1975; M.D., Creighton University School of Medicine, 1979

Monica Viteri-Giordano, *Assistant Clinical Professor of Pediatrics* (2023).

B.S., Arizona State University, 1992; M.S., Arizona School of Health Sciences, 1997; D.O., Midwestern University, 2009

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

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

Renuga Vivekanandan, *Professor of Medicine* (2011; 2023); *Associate Professor of Medical Microbiology and Immunology* (2022); *Professor of Medicine* (2023).

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

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

Roselyne T. Vutien, *Assistant Professor of Medicine* (2020).

- B.A., University of California-Berkeley, 1997; M.D., University of Texas Southwestern Medical Center, 2003
- Neil M. Vyas**, *Assistant Clinical Professor of Medicine* (2023).
B.S., Stony Brook University, 2007; M.D., Ross University School of Medicine (West Indies), 2013
- Michael Wade**, *Clinical Instructor of Pediatrics* (2024).
B.S., Arizona State University, 2014; M.D., Howard University College of Medicine, 2019; M.S., Arizona State University, 2021
- Sheetal Wadera**, *Instructor of Pediatrics* (2018).
B.S., Texas A&M University, 2005; M.D., 2009
- Dvendra G. Wadwekar**, *Assistant Clinical Professor of Medicine* (2022).
M.B.,B.S., B.J. Medical College and New Civil Hospital (India), 1998
- Joshua Waggoner**, *Assistant Professor of Medicine* (2015).
B.S., University of Washington, 2002; M.D., Jefferson Medical College, 2006
- Abdul Waheed**, *Professor of Family Medicine* (2024).
M.B.,B.S., Aga Khan University (Pakistan), 2005; M.S., Pennsylvania State University, College of Medicine, 2021
- Paul Wahlheim**, *Assistant Clinical Professor of Medicine* (2013).
B.A., Southern California College, 1991; M.D., Universidad Autonoma de Guadalajara (Mexico), 1997
- Rajat Walia**, *Professor of Medicine* (2010; 2019).
M.B.,B.S., University of Delhi (India), 1997
- Scott D. Walker**, *Assistant Professor of Surgery* (2020).
B.S., Baylor University 2010; D.P.M., Midwestern University, 2016
- Jillian Wall**, *Associate Clinical Professor of Pediatrics* (2017; 2024).
B.S., University of California-Davis, 2006; M.D., University of Nevada School of Medicine, 2010
- Maegen J. Wallace**, *Associate Professor of Pediatrics* (2021; 2023).
B.S., Missouri State University, 2004; M.D., University of Nebraska Medical Center, 2008
- Shannon K. Wallace**, *Special Instructor of Family Medicine* (2022).
B.S., University of Nebraska-Lincoln; M.S., Creighton University
- Alexandra M. Walsh**, *Associate Clinical Professor of Pediatrics* (2019).
B.A., Cornell University, 1996; M.D., Ohio State University, College of Medicine, 2002
- Edward Walsh**, *Clinical Professor of Biomedical Sciences* (2001; 2004).
B.S., Western Illinois University, 1968; Ph.D., Creighton University, 1983
- Michael J. Walts**, *Assistant Clinical Professor of Family Medicine* (2016).
B.A., University of Missouri-Columbia, 1974; M.A., University of Missouri-Columbia, 1979; M.D., University of Missouri-Columbia, 1980
- Fenwei Wang**, *Assistant Clinical Professor of Medicine* (2008; 2011).
M.D., Su Zhou Medical College (China), 1990; M.M.S., University of Texas Medical Branch, 2003; Ph.D., University of Texas Medical Branch, 2005
- Jue Wang**, *Professor of Medicine* (2016; 2017).
M.D., Suzhou Medical College (China), 1993
- Ping Wang**, *Associate Clinical Professor of Neurology* (2021).
B.S., North China Institute of Technology (China), 1995; M.S., North China Institute of Technology (China), 1998; Ph.D., Xi'an Jiaotong University (China), 2002
- Tingrui Wang**, *Assistant Professor of Medicine* (2019).
M.D., Peking Union Medical University (China), 2018
- Cary L. Ward**, *Assistant Clinical Professor of Medical Education* (2016).
B.S., University of Texas, 1984; M.D., University of Texas, Southwestern Medical School, 1987
- Edward Washington**, *Assistant Clinical Professor of Anesthesiology* (2012).
B.A., University of California-San Diego, 1988; M.D., University of Michigan, 1992
- Masayo Watanabe**, *Assistant Clinical Professor of Pediatrics* (2017).
B.S., Massachusetts Institute of Technology, 1982; M.D., University of Kansas School of Medicine, 1986
- Jerilyn Watson**, *Clinical Instructor of Medicine* (2013).
B.A., Marymount Manhattan College, 1975; B.S.N., University of the State of New York, 1980; M.S., Columbia University, 1982; M.D., American University of the Caribbean (West Indies), 1988
- Paul A. Watson**, *Assistant Clinical Professor of Surgery* (2017).
B.S., Harvard University, 1990; M.D., McGill University (Canada), 1994
- Wendy Watson**, *Assistant Professor of Medicine* (2022).
B.S., Arizona State University, 2000; M.D., University of Arizona College of Medicine, 2005
- Dean D. Watt**, *Professor Emeritus of Biomedical Sciences* (1969; 1989).
B.S., University of Idaho, 1942; Ph.D., Iowa State University, 1949
- John M. Watt**, *Assistant Clinical Professor of Surgery* (2020).
B.Sc., McGill University, 2000; M.Sc., The Pennsylvania State University, 2003; M.D., The Sidney Kimmel Medical College, Thomas Jefferson University, 2008
- Arthur Weaver**, *Assistant Clinical Professor of Medicine* (2006).
B.S., University of Nebraska-Lincoln, 1976; D.O., Michigan State University, 1984
- Leland Webb**, *Assistant Clinical Professor of Surgery* (2021).
B.A., Hope College, 2002; M.D., Wayne State University School of Medicine, 2006
- Jennifer C. Weber**, *Assistant Clinical Professor of Pediatrics* (2023).
B.S., The Ohio State University, 2010; M.D., University of Arizona College of Medicine, 2014
- Daniel J. Wehrmann**, *Assistant Clinical Professor of Pediatrics* (2019).
B.S., Truman State University, 2009; M.D., Creighton University School of Medicine, 2013
- Melissa Wehrmann**, *Assistant Clinical Professor of Pediatrics* (2021).
B.S., University of Arizona, 2008; M.D., Creighton University School of Medicine, 2013
- Benjamin Wei**, *Assistant Professor of Surgery* (2018).
B.A., Cornell University, 2003; M.D., University of Michigan, 2007
- Brenda A. Weidner**, *Clinical Instructor of Pediatrics* (2017).

B.S.N., University of Nebraska Medical Center, 2005; M.D., 2014

Mark Weilage, *Assisnant Professor of Family and Community Medicine* (2022).

B.S., Doane College, 1992; M.A., University of Nebraska-Lincoln, 1994; Ph.D., University of Nebraska-Lincoln, 1997

Samuel B. Weimer, *Assistant Professor of Surgery* (2020; 2021).

B.S., University of Texas at Dallas, 2010; M.D., Texas Tech University Health Sciences Center Paul L. Foster School of Medicine, 2014

Andrew M. Weinberg, *Assistant Clinical Professor of Medicine* (2022).

B.S., Lehigh University, 1989; D.O., Philadelphia College of Osteopathic Medicine, 2000

Jordan Weinberg, *Professor of Surgery* (2016; 2017).

B.A., University of Western Ontario (Canada), 1992; M.D., University of Toronto (Canada), 1999

Carl P. Weiner, *Professor of OB/GYN* (2021).

B.A., Lehigh University, 1972; M.D., Medical College of Georgia, 1977; M.B.A., Loyola College of Maryland, 2002

Orla M. Weinhold, *Assistant Professor of Psychiatry* (2019).

B.S., University of Phoenix, 1999; M.D., Oceania University of Medicine, 2014

David K. Weinstock, *Assistant Clinical Professor of Psychiatry* (2023).

B.A., The University of Michigan, 1990; J.D., The Boston University School of Law, 1994; Ph.D., The University of Arizona, 2002

Ali S.H. Weiss, *Assistant Professor of Family Medicine* (2023).

B.S., University of South Dakota, 2016; M.D., University of South Dakota Sanford School of Medicine, 2020

Erik D. Weiss, *Assistant Professor of Radiology* (2020).

B.A., Yale University, 1999; M.D., Yale University School of Medicine, 2004; M.P.H., Yale School of Public Health, 2010

Jeffrey Weiss, *Clinical Professor of Pediatrics* (2011).

B.S., Muhlenberg College, 1967; M.D., Jefferson Medical College, 1971

Stephanie P. Weiss, *Assistant Clinical Professor of Medical Humanities* (2021).

B.S., Tufts University, 1997; B.M., New England Conservatory of Music, 1997; M.M., Conservatory of Music at University of Missouri-Kansas City, 2001; D.M.A., University of Nevada-Las Vegas, 2015

Jennifer A. Weller, *Assistant Professor of Psychiatry* (2018).

B.A., University of California-Los Angeles, 1993; M.A., Arizona State University, 1997; Ph.D., 2000

Ibert C. Wells, *Professor Emeritus of Biomedical Sciences* (1961; 1993).

A.B., Central Methodist College, 1942; Ph.D., St. Louis University, 1948

Mary H. Wells, *Assistant Clinical Professor of Medicine* (2023).

B.S., University of Wyoming, 2007; M.D., University of Nebraska Medical Center, 2013

Wen-hsiang Wen, *Assistant Clinical Professor of Pathology* (2013).

M.D., Kaohsiung Medical University (Taiwan), 1991

Albert Wendt, *Assistant Professor of Medicine* (2016).

B.S., The University of Arizona, 1970; M.D., The University of Arizona College of Medicine, 1974

Steven P. Wengel, *Clinical Professor of Psychiatry* (1992; 2008).

B.S., University of Nebraska-Lincoln, 1982; M.D., University of Nebraska Medical Center, 1986

Joseph A. Wenzl, *Assistant Professor of Family Medicine* (1989; 1990).

B.S., Creighton University, 1982; M.D., Creighton University School of Medicine, 1986

Elisa Wershba, *Assistant Clinical Professor of Pediatrics* (2014).

B.A., University of Arizona, 2000; M.D., George Washington University, 2007; MPH, University of North Carolina, 2013

Thomas M. Wertin, *Associate Professor of Surgery* (2018).

B.S., Grand Canyon University, 1996; M.D., Uniformed Services University, 2000

Andrew J. Wessel, *Special Instructor of Clinical Research and Public Health* (2024; 2024).

B.A., University of Kansas, 2002; M.P.H., University of California, 2004

Eric West, *Clinical Instructor of Pediatrics* (2021).

B.A./B.S., University of Utah, 2010; D.O., Midwestern University, Arizona College of Osteopathic Medicine, 2018

Jane Anne West, *Assistant Professor of Radiology* (2016; 2022).

B.S., Creighton University, 2003; M.D., 2007

Madeline J. West, *Assistant Clinical Professor of Psychiatry* (1998; 2014).

B.S., University of California, 1980; M.D., University of Nebraska Medical Center, 1992

Martin Wetzel, *Assistant Clinical Professor of Psychiatry* (2003).

B.S., Nebraska Wesleyan University, 1984; M.D., University of Nebraska Medical Center, 1988

Debra Whaley, *Assistant Clinical Professor of Pediatrics* (2009).

B.S., University of Nebraska, 2001; M.D., University of Nebraska Medical Center, 2005

Corrie M. Whisner, *Associate Clinical Professor of Biomedical Sciences* (2021).

B.S., Purdue University, 2007; Ph.D., Purdue University, 2011

Bruce White, *Clinical Professor of Pediatrics* (2006).

B.S., University of Tennessee, 1974; J.D., University of Tennessee, 1976; D.O., North Texas State University, 1985

Kama SibBell White, *Assistant Professor of Medicine* (2019).

B.S., University of Idaho, 1998; M.d., University of Washington School of Medicine, 2002

Lisa A. White, *Assistant Clinical Professor of Pediatrics* (2015).

B.S., University of Michigan, 1990; M.D., Wayne State University School of Medicine, 1994

Michael D. White, *Associate Professor* (2007; 2014).

B.S., Creighton University, 1996; M.D., Creighton University School of Medicine, 2001

Stuart F. White, *Assistant Clinical Professor of Pharmacology and Neuroscience* (2021).

- B.A., The George Washington University, 2004; M.A., John Jay College of Criminal Justice, 2006; Ph.D., University of New Orleans, 2010
- Christopher Whiting**, *Assistant Clinical Professor of Anesthesiology* (2021).
B.S., University of Florida, 2009; D.O., Lake Erie College of Osteopathic Medicine, 2013
- Thomas Whiting**, *Instructor of Emergency Medicine* (2020).
B.S., Arizona State University, 2012; O.D., Midwestern University, Arizona College of Osteopathic Medicine, 2016
- George B. Whitten**, *Assistant Clinical Professor of Anesthesiology* (2014).
B.S., U.S. Naval Academy, 1970
- Amy Whittle**, *Assistant Clinical Professor of Family Medicine* (2022).
B.S., Xavier University, 2010; M.D., University of Cincinnati, 2014
- Jessica Wickland**, *Assistant Clinical Professor of Pediatrics* (2021).
B.S., University of California Los Angeles, 2008; M.D., Wayne State University School of Medicine, 2014
- Carissa A. Wieseler**, *Clinical Instructor of Psychiatry* (2024).
B.A., University of South Dakota, 2014; M.D., Ross University School of Medicine, 2018
- Christine B. Wiggs**, *Instructor of Medical Education* (2024).
B.S., Gonzaga University; M.P.H., University of Arizona; M.S., University of Arizona; Ph.D., University of Arizona
- Gregory C. Wigington**, *Clinical Instructor of Psychiatry* (2019).
B.S., University of Nebraska-Omaha, 2002; M.D., University of Nebraska Medical Center, 2011
- Mark A. Wiles**, *Assistant Clinical Professor of Family Medicine* (2016).
B.A., Bethany College, 1997; M.D., University of Kansas School of Medicine, 2002
- Brian G. Wilhelmi**, *Assistant Professor of Anesthesiology* (2013; 2020).
B.S., University of South Dakota, 2003; J.D., Sandra Day O'Connor College of Law at Arizona State University, 2007; M.D., Mayo Clinic College of Medicine, 2009
- Scott Willard**, *Assistant Professor of Radiology* (2021).
B.S., Arizona State University, 2002; M.D. University of Arizona College of Medicine, 2011
- Alicia S. Willey**, *Assistant Professor of OB/GYN* (2023; 2024).
B.S., University of Oregon, 2011; M.D., Oregon Health Sciences University School of Medicine, 2018
- Crystall J. Williams**, *Clinical Instructor of Medical Humanities* (2021).
B.A., Creighton University, 1987; ; M.A., 2016
- Mark A. Williams**, *Professor Emeritus of Medicine* (1981; 2020); *Lecturer of Physical Education/Exercise Science* (1990).
B.S., California State University at Fullerton, 1973; M.S., California State University at Fullerton, 1975; Ph.D., Texas A&M University, 1980
- Nayo Shepard Williams**, *Assistant Clinical Professor of OB/GYN* (2024).
B.A., Bucknell University, 2008; M.D., Rutgers-Robert Wood Johnson Medical School, 2012
- Sophia N. Williams**, *Associate Clinical Professor of Pediatrics* (2017; 2022).
- B.A., University of Pennsylvania, 2001; MPH, SUNY Downstate Medical Center, 2004; M.D., SUNY Downstate Medical Center, 2006
- Amy J. Williamson**, *Assistant Professor of Obstetrics & Gynecology* (2012).
M.D., University of Illinois College of Medicine-Chicago, 1994
- Mark D. Willingham**, *Assistant Clinical Professor of Anesthesiology* (2021).
B.S., Washington University, 2009; M.S., Washington University School of Medicine, 2013; M.D., Saint Louis University School of Medicine, 2014
- Lyndsay J. Willmott**, *Assistant Professor of Obstetrics & Gynecology* (2013).
B.A., University of Rochester, 1998; M.D., State University of New York at Buffalo, 2003
- Frederick A. Willyerd**, *Assistant Clinical Professor of Pediatrics* (2016).
B.S., University of Arizona, 2003; M.D., Creighton University School of Medicine, 2007
- Diva Wilson**, *Assistant Professor of Family Medicine* (2021).
B.A./B.S., Creighton University, 2011; M.D., Jacobs School of Medicine and Biomedical Sciences, 2018
- Frederic Wilson**, *Assistant Professor of Surgery* (2012).
B.A., College of St. Thomas, 1977; M.D., University of Minnesota Medical School, 1988
- Rochelle Wilson**, *Assistant Clinical Professor of Pediatrics* (2019).
BSc, University of Iowa, 2004; M.D., Meharry Medical College, 2011
- Tony W. Wilson**, *Clinical Professor of Pharmacology* (2021).
B.S., Midwestern State University, 2001; Ph.D., University of Minnesota, 2005
- Jeanne Wilson-Rawls**, *Associate Clinical Professor of Biomedical Sciences* (2021).
B.Sc., McMaster University, 1985; Ph.D., Saint Louis University School of Medicine, 1993
- Laura Wilwerding**, *Assistant Clinical Professor of Pediatrics* (2005).
B.A., University of North Texas, 1991; M.D., University of Nebraska Medical Center, 1995
- Billie Winegard**, *Assistant Clinical Professor of Pediatrics* (2020).
B.S., University of Arizona, 1998; B.S., University of Arizona, 1999; M.P.H., Mel & Enid Zuckerman College of Public Health, University of Arizona, 2006; M.D., University of Arizona College of Medicine, 2012
- Michelle L. Wineinger**, *Assistant Clinical Professor of Pediatrics* (2021).
B.S., University of California Los Angeles, 2012; M.D., Creighton University School of Medicine, 2017
- Edward H. Wintergalen**, *Assistant Clinical Professor of Anesthesiology* (2022).
B.S., University of Arizona, 1988; M.D., University of Arizona, 1992
- Melinda Winterscheid**, *Assistant Clinical Professor of Pediatrics* (2005).
B.A., Rockford College, 1985; M.D., Uniform Services University of the Health Sciences, 1989
- Lisa M. WintonLi**, *Assistant Professor of Surgery* (2022).
B.S., University of Cincinnati; M.D., Ohio State University College of Medicine, 2012
- Elise C. Wise**, *Assistant Clinical Professor of Psychiatry* (2021).

B.M., Trinity University, 1987; R.N., Parkland College, 1992; M.Sc., Emory University, 1998

Jason T. Wiseman, *Assistant Professor of Surgery* (2020; 2021).

B.A., Boston University, 2005; M.D., University of Massachusetts Medical School, 2011; MSPH, University of Wisconsin School of Medicine and Public Health, 2015

David B. Wisinger, *Professor of Medicine* (2018).

B.S., Florida Institute of Technology, 1982; M.D., University of South Florida College of Medicine, 1986

Bethany L. Wisotzkey, *Assistant Clinical Professor of Pediatrics* (2020).

B.A., Vassar College, 2006; M.D., University of Texas Health Science Center San Antonio, 2010

David A. Wisthuff, *Clinical Instructor of Health Professions* (2022).

B.S., University of Illinois at Urbana, 2013; M.P.A.S., University of Nebraska Medical Center, 2017

Kelsey Witherspoon, *Assistant Professor of Medicine* (2021).

B.S., Wichita State University, 2011; M.D., University of Kansas School of Medicine, 2016

Renee Woehrer, *Assistant Clinical Professor of Medicine* (2010).

B.S., University of Nebraska-Lincoln, 1992; M.D., University of Nebraska Medical Center, 1996

George Wolcott, *Associate Clinical Professor of Pediatrics* (2005).

A.B., Dartmouth College, 1958; M.D., George Washington University School of Medicine, 1962

Tiffany Wolf, *Assistant Clinical Professor of Medical Microbiology & Immunology* (2021).

D.V.M., Louisiana State University School of Veterinary Medicine, 2002; Ph.D., University of Minnesota, 2015

Andrea L. Wolff, *Assistant Clinical Professor of Emergency Medicine* (2023).

M.D., Indiana University School of Medicine, 2004

Debra A. Wong, *Assistant Professor of Medicine* (2017).

M.B., BCh, Royal College of Surgeons (Ireland), 2009

Emily W. Wong, *Assistant Clinical Professor of Pediatrics* (2015).

B.S., University of California-Irvine, 2007; M.D., New York Medical College, 2011

Michael Wongchaowart, *Clinical Instructor of Medicine* (2014).

B.S., Massachusetts Institute of Technology, 2004; M.D., University of San Francisco, 2011

Jason J Woo, *Assistant Clinical Professor of OB/GYN* (2020).

B.A., University of North Carolina at Chapel Hill, 1986; M.D., Uniformed Services University of the Health Sciences, 1992

Darrick Woods, *Assistant Professor of Anesthesiology* (2020).

B.S., University of Illinois at Urbana, 1998; M.D., University of Illinois College of Medicine, 2004

Serena Woods-Grimm, *Assistant Professor of Family Medicine* (2010; 2011).

B.S., Albertson College of Idaho, 2000; MHS, Boise State University, 2008; M.D., University of Nevada School of Medicine, 2005

Chase C Woodward, *Assistant Clinical Professor of Surgery* (2022).

B.A., Northwestern University, 2007; M.D., Northwestern University, Feinberg School of Medicine, 2012; M.P.H., Northwestern University, 2012

James Woodward, *Assistant Clinical Professor of Pediatrics* (2012).

B.S., The University of Utah, 1985; M.D., St. Louis University School of Medicine, 1989

Danielle L. Wooldrik, *Assistant Clinical Professor of Family Medicine* (2024).

B.A., Midland Lutheran College, 2009; D.O., A.T. Still University, Kirksville College of Osteopathic Medicine, 2013

Joseph C. Woolley, *Assistant Clinical Professor of Pediatrics* (2022).

B.S., University of Wisconsin, 2009; D.O., Touro College of Osteopathic Medicine, 2015

Betre M. Workie, *Assistant Professor of Medicine* (2014).

M.D., University of Arizona School of Medicine, 2011

Alice P. Wright, *Assistant Professor of Medicine* (2013; 2023).

B.S., University of California, 1999; M.D., David Geffen School of Medicine at UCLA, 2003

Rhonda Wright, *Assistant Clinical Professor of Pediatrics* (2010).

B.A., Drake University, 1985; M.S., Creighton University, 1987; M.D., University of Nebraska Medical Center, 1991

Shawn E. Wright, *Assistant Professor of Medicine* (2018).

B.S., Stephen F. Austin State University, 1984; M.D., University of Texas Medical Branch, 1988

Cara L. Wright-Talamante, *Assistant Professor of Pediatrics* (2014).

B.S., Arizona State University, 1991; M.D., University of Arizona College of Medicine, 1995

Kelly L. Wu, *Assistant Professor of Medicine* (2023).

B.A., College of the Holy Cross, 2003; M.D., Tufts University School of Medicine, 2008

Peter S. Wu, *Assistant Professor of Surgery* (2022).

B.S., University of Massachusetts, 2001; M.S., University of Massachusetts, 2002; M.D., Tufts University School of Medicine, 2006

Asha G. Wurdeman, *Assistant Clinical Professor of Family Medicine* (2014).

B.S., University of California-Los Angeles, 2000; D.O., Midwestern University, 2005

Richard P. Wurtz, *Assistant Clinical Professor of Family Medicine* (2014).

B.A., Benedictine College, 1994; M.D., University of Kansas School of Medicine, 1998

Rebecca L. Wysoske, *Assistant Clinical Professor of Psychiatry* (2009).

B.S., Marycrest College, 1983; M.D., The Chicago Medical School, 1988

Jun Xia, *Assistant Professor of Biomedical Sciences* (2022).

Ph.D., Baylor College of Medicine, 2017

Nicole A. Xynos, *Associate Clinical Professor of OB/GYN* (2018).

B.S., Creighton University, 2000; M.D., Creighton University School of Medicine, 2004

Anthony Yaghmour, *Assistant Clinical Professor of Pediatrics* (2000; 2021).

- B.A., University of Kansas, 1993; M.D., University of Kansas Medical Center, 1997
- Alexander Yang**, *Assistant Professor of Neurological Surgery* (2021).
B.S./B.S., Armstrong Atlantic State University, 1999; M.S., University of Pennsylvania, 2001; M.D., Ph.D., Louisiana State University Health Sciences Center, 2012
- Andrew I. Yang**, *Instructor of Neurosurgery* (2023).
A.B., Princeton University, 2009; M.S., Duke University, 2010; M.D., New York University, Grossman School of Medicine
- Andy W. Yang**, *Instructor of Surgery* (2024).
B.S., Creighton University; Ph.D., University of Nebraska Medical Center; M.B.A., University of Nebraska Medical Center; M.D., University of Nebraska Medical Center
- Kevin Yang**, *Assistant Professor of Psychiatry* (2022; 2023).
B.A., Cornell University, 2013; D.O., Arizona College of Osteopathic Medicine, 2017
- Michael K. Yap**, *Assistant Clinical Professor of Surgery* (2019).
B.A./B.S., University of California-San Diego, 2003; M.D., Creighton University School of Medicine, 2009
- Amna Yaqoob**, *Assistant Professor of Medicine* (2012).
M.B./B.S., King Edward Medical University (Pakistan), 2002
- Karen Yeager**, *Assistant Clinical Professor of Pediatrics* (2019).
B.S., Houston Baptist University, 2008; D.O., Texas College of Osteopathic Medicine, 2013
- Beeletsega Yeneneh**, *Assistant Professor of Medicine* (2019).
M.D., Jimma University, College of Public Health and Medical Sciences (Ethiopia), 2005
- Fernando Yepes**, *Assistant Clinical Professor of Medicine* (2018).
B.S., University of Nebraska-Lincoln, 2001; B.S., University of Nebraska Medical Center, 2003; M.D., Creighton University School of Medicine, 2008
- Angela T. Yetman**, *Assistant Clinical Professor of Pediatrics* (2014).
B.A., York University (Canada), 1988; M.D., McMaster University (Canada), 1991
- Claudia Yeung**, *Assistant Clinical Professor of Pediatrics* (2020).
B.A., Whitman College, 2008; M.D., Medical College of Wisconsin, 2013
- Robert Yniguez**, *Assistant Clinical Professor of Pediatrics* (2018).
B.A., University of Arizona, 1995; M.D., 1999
- Lara Yoblonski**, *Assistant Clinical Professor of Pediatrics* (2017).
B.S., Wheaton College, 1991; M.D., Northwestern University Medical School, 1996; MPH, University of Arizona, 2004
- Terez Yonan**, *Assistant Clinical Professor of Pediatrics* (2024).
B.S., Arizona State University, 2005; M.P.H., University of Arizona, 2007; D.O., A.T. Still University School of Osteopathic Medicine, 2011
- Robert D. Yoo**, *Assistant Clinical Professor of Medicine* (2022).
B.S., Michigan State University, 2007; D.O., Michigan State University College of Osteopathic Medicine, 2012
- Renee Young**, *Associate Clinical Professor of Medicine* (2012).
B.S., University of Nebraska-Lincoln, 1977; M.D., University of Nebraska Medical Center, 1983
- Charles F. Youngblood**, *Associate Professor of Anesthesiology* (2011; 2016); *Associate Professor of Medical Humanities* (2022).
B.A., Loyola University, 1992; M.A., Colorado State University, 1996; M.D., Creighton University School of Medicine, 2002
- Tina L. Younger**, *Associate Professor of Medicine* (2019; 2022).
B.S., Arizona State University, 1995; M.D., University of Arizona College of Medicine, 1999
- Wael I. Youssef**, *Assistant Clinical Professor of Medicine* (2022).
M.D., Cairo University (Egypt), 1991
- Qi Yuan**, *Research Assistant Professor of Medical Microbiology/Immunology* (2020).
B.S., Donghua University (China), 2007; Ph.D., University of Nebraska-Lincoln, 2014
- Kevin CJ Yuen**, *Associate Professor of Medicine* (2018).
M.D., University of Sheffield (United Kingdom), 2005
- Sandra Yuh**, *Assistant Professor of Medicine* (2019).
B.A., Harvard and Radcliffe Colleges, 1991; M.D., Columbia University College of Physicians and Surgeons, 1995
- Arthur Yushuva**, *Assistant Clinical Professor of Surgery* (2019).
B.S., St. John's University, 2003; M.D., Ross University School of Medicine (West Indies), 2009
- Kelly J. Zach**, *Assistant Clinical Professor of Pediatrics* (2019).
B.S., Creighton University, 2007; University of Nebraska College of Medicine, 2011
- Terence L. Zach**, *Professor of Pediatrics* (1989; 2007); *Chair, Pediatrics* (2008).
B.A., Creighton University, 1979; M.D., University of Nebraska Medical Center, 1983
- Giselle Zagari**, *Assistant Clinical Professor of Medicine* (2013).
B.S., University of Nevada Reno, 1999; M.D., University of Nevada School of Medicine, 2005
- Amir Zahra**, *Assistant Clinical Professor of Medicine* (2019; 2024).
B.S., University of California-San Diego, 2004; D.O., Rocky Vista University College of Osteopathic Medicine, 2012
- Hadi Zahra**, *Assistant Clinical Professor of Medicine* (2020; 2021).
B.S., Arizona State University, 2000; M.D., University of Nebraska Medical Center, 2005
- Hasan A. Zaidi**, *Clinical Instructor of Surgery* (2015).
B.S., University of California-Los Angeles, 2005; M.D., Johns Hopkins University School of Medicine, 2010
- Syed A.J. Zaidi**, *Assistant Professor of Medicine* (2019).
M.B./B.S., Osmania Medical College (India), 1978
- Mohammed Zalabani**, *Assistant Clinical Professor of Family Medicine* (2020).
MD, Ain Shams University, 2006
- Marisa L. Zallocchi**, *Assistant Professor of Biomedical Sciences* (2018; 2023).

Ph.D., University of Buenos Aires

Eduardo Zambrano, *Clinical Professor of Pathology* (2024).

M.D., Catholic University of Santiago of Guayaquil (Ecuador), 1992;
M.Sc., Vrije Universiteit Brussel (Belgium), 1994

Joshua J. Zaritsky, *Clinical Professor of Pediatrics* (2023).

B.A., University of Virginia, 1993; M.D., Ph.D., Stanford Medical School, 2001

Yuzana Zaw, *Assistant Professor of Medicine* (2019); *Assistant Clinical Professor of Medicine* (2022).

M.B.,B.S., Institute of Medicine (Myanmar), 2003

Heather M. Zechman, *Assistant Clinical Professor of OB/GYN* (2022).

B.S., Philadelphia College of Pharmacy and Science, 1994; M.D., Pennsylvania State University College of Medicine, 1999

Zahi Zeidan, *Clinical Professor of Pediatrics* (2012).

B.S., American University of Beirut, 1992; M.D., American University of Beirut, 1997

Joshua I. Zeidler, *Assistant Clinical Professor of Emergency Medicine* (2023).

B.A., University of California, 1989; D.O., University of Osteopathic Medicine and Health Sciences, 1993

Sami Zeineddine, *Assistant Professor of OB/GYN* (2012; 2024).

M.D., Lebanese University (Lebanon)

Mohsen Zena, *Assistant Professor of Medicine* (2012).

M.D., Tishreen University Faculty of Medicine (Syria), 1996

Justin Zheng, *Clinical Instructor of Emergency Medicine* (2021).

B.S., Indiana University, 2013; M.D., University of Illinois College of Medicine, 2017

Yi Zhou, *Associate Clinical Professor of Biomedical Sciences* (2021).

B.S., Zhejiang University (China), 1996; M.S., Tsinghua University (China), 1999; Ph.D., Boston University, 2005

Mario Ziccarelli, *Clinical Instructor of Emergency Medicine* (2022).

B.A., B.S., University of Arizona, 2014; M.D., Creighton University School of Medicine, 2018

Paul Zidel, *Associate Professor of Surgery* (2018).

B.A., Washington University, 1973; M.S., Rutgers University, 1975; M.D., University of Medicine and Dentistry of New Jersey, 1980

Glynnis Zieman, *Assistant Professor of Neurology* (2017).

B.A., University of Missouri-Kansas City, 2009; M.D., 2009

Angelo Zieno, *Assistant Clinical Professor of Psychiatry* (2014).

B.S., University of Nebraska at Omaha, 2003; M.S., Bellevue University, 2005; D.O., Kansas City University of Medicine and Biosciences, 2009

Michael Zimmerman, *Assistant Clinical Professor of Medicine* (2022).

B.S., University of Nebraska, 2009; D.P.M., Des Moines University, 2013

Sheryl Zimmerman, *Assistant Clinical Professor of Pediatrics* (2018).

B.S. Brigham Young University; M.D., University of Utah

Stephanie Zimmerman, *Assistant Clinical Professor of Pediatrics* (2012).

B.S., University of California-Davis, 1990; M.D., St. Louis University School of Medicine, 1994

Mimi Zipser, *Assistant Clinical Professor of Emergency Medicine* (2023).

B.S., The University of Portland, 1999; M.D., Drexel School of Medicine, 2003

Navid Ziran, *Assistant Professor of Surgery* (2018).

B.A., Duke University, 1995; M.D., Case Western Reserve University School of Medicine, 2000

Michael L. Zirulnik, *Clinical Instructor of Medical Humanities* (2021).

BSc, Rutgers University, 2003; MCIS, Rutgers University, 2005; Ph.D., Arizona State University, 2015

Kevin A. Zoucha, *Associate Clinical Professor of Psychiatry* (2023).

B.A., Creighton University, 1983; M.D., University of Nebraska Medical Center, 1988

Ryan J. Zucker, *Assistant Clinical Professor of Radiology* (2022).

B.S., Tufts University, 1992; M.D., New York University School of Medicine, 1996

Zachary V. Zuniga, *Assistant Clinical Professor of Surgery* (2016).

B.A., Brown University, 1993; M.D., University of Pennsylvania School of Medicine, 1998

Noor Zwayne, *Assistant Professor of OB/GYN* (2021).

B.S./B.A., University of Texas, 2007; M.D., The University of Texas Medical Branch, 2011

Katherine M. de Souza, *Instructor of OB/GYN* (2018).

B.S., University of Maryland, 2006; M.D., Virginia Commonwealth University School of Medicine, 2013

Jose de los Santos, *Assistant Clinical Professor of Pathology* (2013).

M.D., Universidad Autonoma de Santo Domingo Medical School, 1986

Daphne deMello, *Clinical Professor of Pathology* (2012).

B.S., Sophia College for Women (India), 1965; M.B.,B.S., Seth Gordhandas Sunderdas Medical College/University of Bombay (India), 1970

Nicole deRosa, *Assistant Professor of Surgery* (2018; 2023).

B.A., Vassar College, 1998; Tufts University School of Medicine, 2006

INDEX

A

Academic Calendar	15
Academic Policies	17
Accreditations and Approvals	4
Admission	15
All Courses - Physician Assistant Studies	38
All Courses - Post Baccalaureate Program Medicine	45
All Courses - School of Medicine	48
American Jesuit Colleges and Universities	10
Application Process	15

C

Campus Facilities	5
Center for Health Counseling	17
Creighton Colleges and Schools	3
Creighton University Administration	11
Creighton University General Information	2

D

Degree Policies	7
Distinguished Scholars Pathways for M.D. Students	31
Dual Degree Programs	38

E

Email as Official Means of Communication	6
Equity, Diversity and Inclusion Policy	7

F

Faculty	92
Financial Aid	19
Financial Arrangements	21

G

Graduation Rates	7
------------------------	---

H

Health and Sciences Doctoral, Masters and Graduate Certificate Programs	35
---	----

L

Late Payment Policy	21
---------------------------	----

M

MD/MBA Dual Degree Program	38
MD/PhD	38
Medicine	15
Military and Veterans Affairs	7

Military and Veterans Affairs	17
Mission and Learning Outcomes	4

N

Non-discrimination Statement	6
------------------------------------	---

P

Physician Assistant Studies - Omaha (MPAS)	31
Physician Assistant Studies - Phoenix (MPAS)	33
Post Baccalaureate Program (PBP)	36
Preferred First Name Policy	9

R

Recognition of Scholarship and Leadership	6
Requirements for Admission	15

S

School of Medicine	15
Student Accessibility Services	9
Student Health Services	18
Student Life	17

T

The Alumni Association	6
The Jesuit Order	10
The M.D. Curriculum	22
Tuition and Fees	20

U

University Health Insurance Requirements	18
University Immunization Requirement	19
University Libraries	5

W

Withdrawals and Refunds	21
-------------------------------	----

Creighton
UNIVERSITY

2500 California Plaza
Omaha, NE 68178

creighton.edu