

# Creighton University General Information

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## About Creighton

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

Nationally recognized for providing a challenging and balanced educational experience, the University offers a rigorous academic agenda with a broad range of disciplines, providing more than 8,000 undergraduate, graduate and professional students with interdisciplinary degree programs that emphasize education of the whole person -- academically, socially and spiritually. Students are taught by 541 full-time faculty and 241 part-time faculty in nine schools and colleges. In addition to the College of Arts and Sciences, which enrolls close to 30 percent of the University's students, Creighton schools and colleges include the Heider College of Business, College of Nursing, College of Professional Studies, the Graduate School, and Schools of Dentistry, Law, Medicine, and Pharmacy and Health Professions.

Students can participate in Creighton's service-learning semester in the Dominican Republic (Encuentro Dominicano), enroll in faculty-led courses taught abroad or study at one of 165 institutions located in 55 countries through Creighton exchanges.

## Location

Omaha, Nebraska's largest population center, is located on the western bank of the Missouri River, which serves as the Nebraska-Iowa boundary. Originally settled by the Omaha Indian Tribe, Omaha was soon a favorite stop for early settlers traveling up the Missouri River. Omaha's frontier traditions and values have remained largely intact as the city has progressed into the 21st century. Creighton's 130-acre campus is located on the northwest edge of downtown Omaha, Nebraska.

A center for information technology, telecommunications, transportation and food processing, Omaha is the heart of a metropolitan area of nearly one million. The city is the major urban area between Chicago and Denver and between Kansas City and Minneapolis.

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

Omaha, a cultural center of the Great Plains, boasts top-tier Joslyn Art Museum, the Holland Center, a world-class performing arts center and an excellent symphony and opera company. The Omaha Community Playhouse and Omaha Theater Company For Young People are among the top community theaters in the nation. One of the nation's finest old-world style theaters, the Orpheum, is

home to hundreds of outstanding entertainment events each year and the Durham Western Heritage Museum features some of the area's largest historical offerings.

Omaha not only draws national acts for major concerts, but also hosts sporting events. Creighton, an NCAA Division I school which sponsors 14 men's and women's intercollegiate sports and competes in the Big East Conference, hosted the NCAA College World Series for the 65th consecutive year in June 2014. In addition, the Olympic Swimming Trials, and NCAA Final Four Volleyball Tournament, NCAA regional Men's Basketball all have recently been here.

Omaha is also the site of a vital downtown area. Omaha's Missouri Riverfront has undergone a massive redevelopment supported by private and public funds. CenturyLink Center Omaha is home to the Bluejay basketball team and numerous concerts and an impressive pedestrian bridge spans the Missouri River from Nebraska to Iowa. The Gallup organization and Union Pacific built their new headquarters here, as did First National Bank, which occupies the largest tower between Chicago and Denver.

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

Many students find inexpensive and charming apartments in renovated historic buildings close to both Creighton and the European allure of "The Old Market," downtown Omaha's shopping and dining quarter. Omaha is widely considered to be one of the safest cities in the U.S. with a low unemployment rate, thriving economy and lively downtown.

## History

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

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

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

Jesuits were exclusive managers of the corporation until, in October 1968, the Board of Directors was expanded to include laypersons. The early growth of Creighton University and the enlargement of its endowment were due mainly to the benefactions of John A. Creighton and his wife, Sara Emily Creighton.

## Creighton Colleges and Schools

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

The College of Arts and Sciences is the largest and the oldest of Creighton's nine colleges and schools. The college offers 63 majors and 53 minors and research opportunities for undergraduates in all disciplines. The College has more than 359 full- and part-time faculty, the majority of whom hold

the highest degrees awarded in their fields. Fifty percent of graduates are accepted to graduate and professional schools.

Two new degrees are offered in Renewable Energy: a Bachelor of Arts in Sustainable Energy and a Bachelor of Science in Energy Science. Annually 225 students study abroad through summer programs led by the college's faculty. The Department of Journalism, Media and Computing prepares students for success in this information-rich world by melding programs in journalism, graphic design and computing.

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

In 1920, the Creighton College of Commerce, Accounts and Finance was opened in direct response to the educational needs of World War I veterans. In 1956, the name was changed to the College of Business. More than 1,200 students are enrolled; over 850 undergraduates and over 350 graduate students. They are taught by 51 full-time faculty and hundreds of business professionals who add their expertise to the classroom.

The College consistently receives national recognition for its programs and offers 3,000 local and national internship opportunities annually. Ninety-eight percent of business graduates are employed within six months of graduation go on to graduate or professional schools.

The College leverages its nine schools and colleges on behalf of business students. This interdisciplinary approach provides exposure to skills in multiple areas. At the same time, the College couples real-life experience with innovative course offerings.

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

The College of Nursing has achieved a national reputation for innovative programs that keep pace with the ever-changing field of nursing. Creighton was the first nursing school in Nebraska to offer a Doctor of Nursing Practice (DNP) degree and preparation for one of the newest nursing roles, the Clinical Nurse Leader. The College offers two pathways leading to a Baccalaureate degree. The traditional BSN program is designated for traditional high school student graduates or transfer students.

In 1928, the St. Joseph School of Nursing began its affiliation with Creighton University.

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

College of Professional Studies (formerly known as University College) opened in the fall of 1983 for nontraditional and adult students offering programs of study leading to baccalaureate degrees, associate degrees and certificates. Students can choose from the traditional majors offered by the College of Arts and Sciences and Heider College of Business, an accelerated degree program with three majors, and a fully on-line bachelor's degree completion program in Leadership. All programs build upon the University's common CORE curriculum and offer programs of study in a variety of formats that fit the needs of working adults.

The Independent Study Program offers students the opportunity for access to undergraduate CORE courses developed by Creighton University faculty members. These courses are completed within a

6 month time frame and the same high degree of instructional quality as the face-to-face equivalent is maintained.

Summer Sessions joined College of Professional Studies in spring 1990. Graduate and undergraduate courses are offered during the 13 weeks of summer. Day, evening, and on-line are offered in varying lengths from 3- week to 5-week sessions. Several summer travel programs offering college credit are also available.

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

The Graduate School was formally established as a separate division of Creighton University in 1926, although the first master's degree was conferred by the University in 1893. Currently the School offers more than 35 different programs at the master's and doctoral levels.

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

The School of Dentistry was founded in 1905, forming a remarkable legacy for being "unsurpassed in the West" - and continues that reputation today as it enters its second century of excellence in dental education. More than 5,000 students have graduated from the School of Dentistry, coming from throughout the nation.

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

The School of Law was founded in 1903. In 1907, the Creighton School of Law became just the second religiously affiliated law school to be granted full accreditation by the Association of American Law Schools, and in 1924 one of the first three religiously affiliated law schools to be accredited by the American Bar Association.

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

The School of Medicine opened in 1892 and in addition to its main campus in Omaha has a regional campus at St. Joseph's Hospital and Medical Center in Phoenix, Arizona. The school provides a comprehensive medical education leading to the M.D. and several joint degree programs including the M.D./Ph.D., M.D./M.B.A., M.D./Masters in Health Care Ethics, and M.D./Masters in Clinical and Translational Sciences. Students are committed to the service of others through their involvement in the student-run Magis Clinic, Project CURA, Institute for Latin American Concern, and numerous other service-oriented projects. Creighton consistently matches students into competitive medical specialty areas and programs throughout the country and graduates currently practice in all 50 states.

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

The School of Pharmacy began in 1905. In 1982, the Division of Health Professions (formerly attached to the School of Medicine as the Division of Allied Health Sciences) became part of the School of Pharmacy to form the School of Pharmacy and Health Professions. Programs are available in Pharmacy, Occupational Therapy, and Physical Therapy.

# Mission, Learning Outcomes, and Goals and Objectives

## Mission Statement

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

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

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

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

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

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

## University Assessment of Learning Outcomes

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

All Creighton graduates will demonstrate:

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

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

## Goals and Objectives

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

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

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

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

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

## Accreditations and Approvals

Creighton University is fully accredited by The Higher Learning Commission of the North Central Association of Colleges and Schools, the accrediting agency for the region in which the University is situated.

Higher Learning Commission

230 South LaSalle Street, Suite 7-500, Chicago, Illinois 60604-1411

Phone: 800.621.7440 / 312.263.0456 | Fax: 312.263.7462 | [info@hlcommission.org](mailto:info@hlcommission.org)

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

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

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

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

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

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

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

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

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

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

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

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

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

of Educational Broadcasters, National Association for Foreign Student Affairs, National Council for Accreditation of Teacher Education, Nebraska Council on Teacher Education, and Nebraska State Board of Educational Examiners.

Creighton University is authorized to provide online education (<http://www.creighton.edu/center-for-academic-innovation>) in the following states: Alaska, Arizona, District of Columbia, Georgia, Illinois, Iowa, Maryland, Minnesota, Mississippi, Montana, Nevada, North Dakota, Oregon, Pennsylvania, South Dakota, Utah, Washington, Wisconsin and Wyoming.

Creighton University is registered as a Private Institution with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

Creighton University is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes Creighton University to offer field placement components for specific degree programs. The Council may be contacted for a list of currently authorized programs. Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact:

Washington Student Achievement Council  
P.O. Box 43430  
Olympia, WA 98504-3430

## University Libraries

The three Creighton University libraries (Reinert-Alumni, Health Sciences and Law) collectively provide access to books, journals, videos and databases, in a combination of electronic and print formats. Research assistance is available in person, telephone, e-mail and chat services. Library resources are available from on and off campus. University Libraries: [www.creighton.edu/libraries/index.php](http://www.creighton.edu/libraries/index.php).

## Campus Facilities

More than 50 buildings comprise Creighton's urban campus setting, providing excellent facilities for the University's academic, residential and extracurricular activities. The 140-acre campus is located near Omaha's downtown area, close to major business employers, arts and culture, entertainment, shopping, sporting venues, hotels and the airport. The main campus extends from Cass Street on the south to Cuming Street on the north and from 17th Street on the east to 32nd Street on the west. The beautifully landscaped, pedestrian-friendly campus has been recognized by the Arbor Lodge Foundation as a Tree Campus USA University, and is the only Nebraska school listed in *The Princeton Review's Guide to 332 Green Colleges: 2014 Edition*, highlighting Creighton's ongoing commitment to sustainability.

## Recognition of Scholarship and Leadership

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

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

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

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

## The Alumni Association

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

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

Alumni programs vary widely and include all-University events, Alumni Homecoming Weekend, class reunion activities, community service projects, college/school specific activities, young alumni activities, regional events, career networking and social networking. Information on the Alumni Association can be found on the web at [www.alumni.creighton.edu](http://www.alumni.creighton.edu).

## Nondiscrimination Policy

Creighton admits qualified students and hires qualified employees without regard to race, color, religion, sex, national origin, age, disability, marital status, sexual orientation, or veteran status. Its education and employment policies, scholarship and loan programs, and other programs and activities, are administered without unlawful discrimination. The University is taking affirmative action to employ and advance in employment qualified disabled veterans and veterans of the Vietnam-era. The University Affirmative Action Director has been delegated the responsibility for coordination of the University's equal rights efforts. It is also the policy of the University to make all programs and services available to individuals with disabilities. To obtain information on accessibility of buildings

and programs or to report problems of accessibility, please contact the Office of the Director of Affirmative Action, Room 232, Administration Building or by telephone 402.280.3084.

## **Services for Students with Disabilities**

Services for students with disabilities are provided to qualified students to ensure equal access to educational opportunities, programs, and activities in the most integrated setting possible. Students must make timely and appropriate disclosures and requests (at least five weeks in advance of a course, workshop, program, or activity for which accommodation is requested or such other reasonable time as the particular circumstance of a request for accommodation warrants). Requests for reasonable accommodations are encouraged to be made as soon as possible after acceptance. Each student may be required to submit medical or other diagnostic documentation of disability and limitations and may be required to participate in such additional evaluation of limitations as may appropriately be required by Creighton University or other agencies prior to receiving requested accommodations. The University reserves the right to provide services only to students who complete and provide written results of evaluations and service recommendations to appropriate University personnel. For more information, contact the Dean's Office or the Office of Disability Accommodations at 402.280.2749.

## **Military Leave Policy**

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

Withdrawal from the University:

1. A student in good standing should immediately file a request for a leave of absence/withdrawal with the dean of the appropriate school or college in which the student is enrolled, along with a copy of the military orders.
2. The leave of absence generally will be granted for one year. However, the deans of the appropriate college are encouraged to grant any request to extend the leave of absence should military service require more than one year.
3. The student will receive a full refund of tuition and fees paid to Creighton University if the request for a leave of absence/withdrawal for military service is filed prior to the last day to drop classes.
4. The student will have a choice of three options if the request for a leave of absence/withdrawal is received after the last day to drop classes:
  - a. A full refund of tuition and fees with no credit awarded for work completed during the semester.
  - b. An Incomplete grade in all courses, upon approval of all instructors, with the right to complete all coursework within one year without further payment of tuition or fees.
  - c. A grade in all courses, upon approval of all instructors, based on work completed to the date of the leave of absence request.
  - d. Options b) & c) may be combined should circumstances warrant.

5. The student will receive prorated refunds for his/her housing and meal-plan, if applicable, based on taking the percentage of days registered at the University over the total number of days in the semester (i.e., beginning with the first day of class and ending on the last day of finals).
6. All applicable financial aid awards will be refunded to the appropriate agencies, and repayments of federal student loans will be calculated in accordance with federal guidelines.
7. While the University will make every effort to accommodate a student returning from active duty, placement in certain honors programs at the University cannot be guaranteed.
8. The student will be required to return university property, such as keys to residence halls, university computer equipment, library books, etc. in order to receive a refund or re enroll.

## Email as Official Means of Communication

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

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

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

## Graduation Rates

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

## The Jesuit Order

The Jesuits are men who belong to a Catholic religious order called the Society of Jesus. This group was founded by St. Ignatius of Loyola over 460 years ago.

There are about 19,000 Jesuits serving around the world and about 2,800 of them are in the United States within 10 area provinces. The Jesuit Community at Creighton University is the largest community of Jesuits within the Wisconsin Province. While the main focus of the Jesuits is on education, they are also involved in parish work, spiritual direction, retreat centers and social justice work. There are presently 48 Jesuits at Creighton, many of whom are faculty, staff, administrators, chaplains or students.

The Jesuit, Catholic tradition is excellence in higher education that forms women and men to be of service for and with others, and to be empowered to examine, engage and change the world.

## American Jesuit Colleges and Universities

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

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

### ASSOCIATION OF JESUIT COLLEGES AND UNIVERSITIES

One Dupont Circle, Suite 405

Washington, D.C. 20036

phone: 202.862.9893 fax: 202.862.8523

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

# Creighton University Administration

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## University Board of Trustees

Mr. Bruce C. Rohde	Chairman, Creighton University Board of Trustees and Chairman and Chief Executive Officer Emeritus, ConAgra Foods, Inc.
Mr. Richard T. Kizer	Vice Chairman, Creighton University Board of Trustees and Chairman, Central States Health and Life Company of Omaha
Mr. Mogens C. Bay	Chairman and Chief Executive Officer, Valmont Industries, Inc.
Mary E. Walton Conti, M.D.	President, XRT Management Services
Ms. Mimi A. Feller	Senior Vice President, Public Affairs and Government Relations, Gannett Co., Inc. (Retired)
Mr. Jack Koraleski	Chairman, President, and CEO, Union Pacific
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Mr. W. Gary Gates	President and Chief Executive Officer, OPPD
Mr. Bruce E. Grewcock	President, Chief Executive Officer, Peter Kiewit Sons', Inc.
George F. Haddix, Ph.D.	Riverton Management Resources, LLC
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Mr. Frank L. Hayes	President, Hayes and Associates, LLC
Mr. Scott C. Heider	Managing Principal, Chartwell Capital, LLC
Mr. Mark Denniston Huber	CEO, Corporate Ventures
Ms. Susan M. Jacques	President and Chief Executive Officer, Borsheim's
Rev. Stephen Katsouras, S.J.	Director, Institute of Catholic Educational Leadership, University of San Francisco School of Education
Melissa C. Kean, Ph.D., MA'93	Centennial Historian, Rice University
Mr. Michael E. Kelly	Chairman, Park National Bank
Rev. Peter J. Klink, S.J.	Former President, Red Cloud Indian School
Mr. Terry J. Kroeger	Publisher and Chief Executive Officer, Omaha World-Herald Company
Rev. Timothy R. Lannon, S.J.	President, Creighton University
Mr. Bruce R. Lauritzen	Chairman, First National Bank of Omaha
Rev. William P. Leahy, S.J.	President, Boston College
Ms. Deborah A. Macdonald	President (Retired), Natural Gas Pipeline Co.

Floyd J. Malveaux, M.D.	Executive Director, Merck Childhood Asthma Network
Mr. Michael R. McCarthy	Chairman, McCarthy Group, Inc.
Ms. Jane Miller	Chief Operating Officer, Gallup Riverfront Campus
Mr. Joseph H. Moglia	Chairman, Ameritrade Holding Corporation
Mr. Chris J. Murphy	Chairman and Chief Executive Officer, First Westroads Bank, Inc.
Mr. Daniel P. Neary	Chairman and Chief Executive Officer, Mutual of Omaha Insurance Company
Mr. James B. O'Brien	President, National Alumni Board
Rev. Roc O'Connor, S.J.	Rector, Jesuit Community, Creighton University
Mr. Mark H. Rauenhorst	President and Chief Executive Officer, Opus Corporation
Mr. Robert A. Reed	President and Chief Executive Officer, Physicians Mutual Insurance Company
Rev. Philip J. Rossi, S.J.	Professor, Department of Theology, Marquette University
Ms. Constance M. Ryan	President, Streck Laboratories, Inc.
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## Officers of Administration

*as of Fall 2014*

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Operations and Continuous Improvement	
Melissa A. Bertelsen	Director of Operations and Continuous Improvement
Marketing & Communication	
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 Lisa Brockhoff Fitzsimmons, M.S., *Assistant Dean for Advising*

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## **School of Law**

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## **School of Medicine**

Robert W. Dunlay, M.D., *Dean*

## **School of Pharmacy and Health Professions**

J. Chris Bradberry, PharmD., *Dean*

# School of Medicine

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## **School of Medicine Issue 2014-2015**

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

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## Mission Statement

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

## Vision Statement

We are a School of Medicine respected nationally for our values-centered excellence in teaching, research, clinical care, and leadership. We are distinguished for preparing graduates who promote justice and achieve excellence in their chosen fields while demonstrating an extraordinary compassion and commitment to the service of others.

## Curriculum Goals and Objectives

### Goals

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

### Objectives

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

#### Patient Care

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

#### Medical Knowledge

- Describe the normal structure and function of the human body at the whole body, organ, cellular, and molecular levels.
- Describe the pathophysiology, signs, symptoms, risk factors, diagnostic tests, and treatment of common illnesses.

- Describe the current evidence-based clinical practice guidelines for treatment of common illnesses.
- Describe the current evidence-based preventive health care strategies and recommendations.

## **Practice-Based Learning and Improvement**

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

## **Interpersonal and Communication Skills**

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

## **Professionalism**

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

## **System-Based Knowledge**

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

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

# School of Medicine Administration

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## School of Medicine Officers of Administration

Robert Dunlay, M.D.	Dean
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Thomas Quinn, Ph.D.	Assistant Dean for Medical School Admissions
Robert Garcia, M.D.	Assistant Dean for Student Affairs, Phoenix Regional Campus
Devin Fox, M.D.	Assistant Dean of Medical Education, Patient Safety and Clinical Quality
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James Balducci, M.D.	Associate Dean Phoenix Regional Campus
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Devendra Agrawal, Ph.D.	Associate Dean for Translational Research
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Armour Forse, M.D.	Associate Dean of Clinical Research
Kevin Nokels	Associate Dean of Hospital Affairs
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Richard Rolson, M.D.	Senior Associate Dean for Clinical Affairs

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### Ex-Officio Members

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Devendra Agrawal, Ph.D.	Senior Associate Dean, Clinical and Translational Research
Jason Bartz, Ph.D.	Associate Dean, Academic & Faculty Affairs

Dale Davenport	Associate Dean, Administration
TBA	Assistant Dean, Clinical Affairs
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Donal Frey, M.D.	Vice President, Health Sciences
Kathryn Huggett, Ph.D.	Assistant Dean, Medical Education
Michael Kavan, M.D.	Associate Dean, Student Affairs
Kevin Nokels	Associate Dean, Hospital Affairs & CEO, Alegant Creighton Health, Creighton University Medical Center
Stephen Lanspa, M.D.	Associate Dean, Clinical Affairs
TBA	Associate Dean, Veteran Affairs
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Michael White, M.D.	Associate Dean, Medical Education
James Rodenbiker, M.S.W.	Associate Dean, Planning and Business Affairs
Devin Fox, M.D.	Assistant Professor, General Internal Medicine

## Chair Appointed Members

Richard Goering, Ph.D.	Professor and Chair, Medical Microbiology
Sanjay Singh, M.D.	Professor and Chair, Neurology
Poonam Sharma, M.B.B.S.	Associate Professor and Chair, Pathology
Terry Zach, M.D.	Professor and Chair, Pediatrics

## Dean Appointed Members

Kristen Drescher, Ph.D.	Professor, Medical Microbiology
Peter DeMarco, M.D.	Associate Clinical Professor, Surgery
Lee Morow, M.D.	Associate Professor, Medicine

## Elected Members

Maniamparampi Ahashidharan, M.B.B.S.	Assistant Clinical Professor, Surgery
Thomas Gillespie, M.D.	Associate Professor, Surgery
Theresa Townley, M.D.	Associate Professor, Medicine
Sandor Lovas, Ph.D.	Professor, Biomedical Sciences
Anna Maio, M.D.	Associate Professor, Medicine
Imad Alsakaf, M.D.	Assistant Professor, Psychiatry
Nancy Hansen, Ph.D.	Professor, Medical Microbiology and Immunology

Robert Langdon, M.D.	Assistant Clinical Professor, Medicine
Deniz Yilmazer-Hanke, PD, Dr. Med Habil	Associate Professor, Biomedical Sciences

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Clair Zach	M-4 Student Representative
Russell Goldstein	M-2 Student Representative

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Terrance Cudahy, M.D.  
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Brian Dedinsky, M.D.  
Pamela Tangri Dedinsky, M.D.  
Jerome Dunklin, M.D.  
Allen Dvorak, M.D.  
Jeffrey Edwards, M.D.  
Eric English, M.D.  
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Janie Fitzgibbons Mikuls, M.D.  
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Nick W. Turkal, M.D.  
Robert VanDemark, M.D.  
Wayne Yakes, M.D.  
Michael McNamara, M.D.

# General Information

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

## Accreditation

Creighton University is fully accredited (p. 6) by the Higher Learning Commission of the North Central Association of Colleges and Schools, the accrediting agency for the region in which the University is situated.

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

## Health Sciences Facilities

### Health Sciences Facilities

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

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

The Criss III building was renovated in 2003 for medical student use. The Medical Education Center includes the Office of Medical Education, small group rooms, interactive study space, a 75-seat state-of-the-art computer lab, and conference room. Adjacent to the Medical Education Center is the Office of Student Affairs. A Student Wellness Center includes student lounge space and an exercise/wellness room that is available for use 24 hours a day.

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

The Hixson-Lied Science Building is connected to both Criss and Rigge Science Buildings and provides expansion space for functions of the Vice President of Health Sciences, administration and faculty offices of the School of Pharmacy and Health Professions, offices for the Department of

Preventive Medicine, classrooms, common use areas, Arts and Sciences administrative functions, and offices and classrooms for undergraduate science departments.

Creighton University has strategic affiliations with two healthcare partners to enhance students' educational experiences.

The Creighton University School of Medicine at St. Joseph's Hospital and Medical Center in Phoenix is the only Catholic medical school presence west of Omaha. Creighton and St. Joseph's partnership answers the nation's call for more physicians in the pipeline and especially in the Southwest. Students begin their studies at the Creighton University School of Medicine in Omaha and finish their last two years at the Phoenix campus.

In 2012, Creighton expanded its academic affiliation with a major Omaha health system, increasing the clinical opportunities for Creighton's medical and other healthcare professional students. The combined health system, Alegent Creighton Health, includes more than 100 sites of service and is the largest nonprofit, faith-based healthcare provider in Nebraska and southwest Iowa. Alegent Creighton Health has 10 acute care hospitals, a large multi-specialty clinic, a specialty spine hospital and a freestanding psychiatric facility, and is known for its specialty care programs in women's and children's, cardiovascular, orthopedic, spine, oncology, neurosciences, physical rehabilitation and behavioral health services. The Alegent Creighton Health affiliation enhances both the academic experience for Creighton students and healthcare in the greater Omaha community.

## St. Joseph's Hospital and Medical Center

Creighton's School of Medicine and St. Joseph's Hospital and Medical Center in Phoenix announced in June 2009 an academic affiliation that will create a Creighton medical school presence in Phoenix.

The Phoenix campus, known as Creighton University School of Medicine at St. Joseph's Hospital and Medical Center, is a member of Dignity Health. The Creighton campus in Phoenix will be the only Catholic medical school campus located west of Omaha.

Under the new affiliation, Creighton will establish a fully operational campus at St. Joseph's that will offer two full years of clinical training. Creighton will expand its entering medical class from 126 to 152 students, starting in 2010. Forty-two, third-year students will move to Phoenix for their final two years of training, starting in 2012.

## Other Clinical Facilities

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

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

**Children's Hospital and Medical Center,** located at 83rd and Dodge Street, is a high-quality, patient-centered care center for children in Nebraska and the surrounding states. Children's Hospital

has a total of nine floors, including three medical surgical floors, each with 24 single-occupancy rooms. The hospital also has a 16-bed pediatric intensive care unit, and 42-bed neonatal intensive care unit.

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

Additional teaching affiliations are maintained by the School of Medicine at Archbishop Bergan Mercy Hospital, a 400-bed community general hospital; Immanuel Medical Center; Ehrling Bergquist USAF Hospital serving Offutt Air Force Base and the headquarters of STRATCOM; Mercy Hospital in Council Bluffs, Iowa, St. Joseph's Hospital and Medical Center in Phoenix, Arizona and Saint Mary's Medical Center in San Francisco, California.

## **Postdoctoral Programs in Clinical Services**

### **Residencies**

Creighton University and its clinical departments, with the cooperation of its affiliated hospitals, offer postdoctoral programs in major clinical specialties including Family Medicine, Internal Medicine, Obstetrics and Gynecology, Pathology, Psychiatry, Diagnostic Radiology and General Surgery. In addition to the Creighton University sponsored programs, in collaboration with The Nebraska Medical Center, the University offers joint postdoctoral programs in Neurology, Orthopedic Surgery and Pediatrics.

These are primarily residency training programs that prepare physicians for certification in a clinical specialty. These individual programs vary in length from three to five years, depending upon the specialty involved and are described in more detail on the School of Medicine (<http://medschool.creighton.edu>) website.

### **Special Programs**

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

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

## **Wellness Council**

The School of Medicine has an active Wellness Council, consisting of students from each of the four classes. In addition, students have access to the recently constructed medical school wellness center, which has lounge and exercise space. The Council is responsible for developing and instituting wellness programs relevant to students within the medical school. These include presentations on relationships, stress management, depression management, relaxation training, and other topics. The Wellness Council has sponsored fitness fairs, ice skating parties, and other

activities that allow students to become active participants in their own well being. Students also contribute articles to the Wellness Chronicle (<http://medschool.creighton.edu/medicine/admin/staffairs/wellness>), a quarterly newsletter on medical school wellness issues.

## The Office of Academic Advancement

The Office of Academic Advancement is an academic resource within the School of Medicine whose goal is to assist students in their pursuit of excellence within the medical school curriculum. The Office employs two academic success consultants who provide one to one academic consulting, and arrange tutoring, course preview sessions, examination review sessions, and skills training sessions in the areas of study skills, test-taking skills, time management, and related academic and personal enrichment areas. Faculty, administrative personnel, and students are enlisted to support students as they progress through the curriculum. The office also oversees the vital signs mentoring program.

## The Office of Multicultural and Community Affairs in the Health Sciences

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

## Professional Societies

All medical students belong to the Creighton Medical Student Government (CMSG). CMSG is an active body with representation on key committees within the School of Medicine and the University. Membership is also available in the American Medical Association (AMA-MSS), American Medical Student Association (AMSA), American Medical Women's Association (AMWA), Student National Medical Association (SNMA).

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

- Christian Medical and Dental Society
- Body Basics
- Creighton Eye Society
- Creighton Medical Student Government (CMSG)
- Creighton University Medical School OBGYN (CUMSOG)
- Emergency Medicine Interest Club
- Family Medicine Interest Group
- Internal Medicine Club
- Magis Clinic

- "Married to Medicine" Club
- Medical Students for Life
- Medical Students Cycling Club
- Military Medical Students Association (MMSA)
- Neurology Club
- Orthopaedics Club
- Pediatrics Interest Group
- Perinatal Experience
- Phi Chi Medical Fraternity
- Phi Rho Sigma Medical Society
- Project CURA
- Radiology Club
- Reproductive Medicine through Cultural Awareness (RECA)
- Spanish Club
- Student Physicians for Social Responsibility
- Surgery Club
- Wilderness Medical Society

## Honors and Awards

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

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

*Membership in Alpha Omega Alpha Medical Honor Society* is awarded for scholarship, personal honesty, and potential leadership in the field of medicine. Alpha Omega Alpha is a national honor medical society founded in 1902. The Creighton Chapter was chartered in 1956. The most prominent requisite for membership is evidence of scholarship in a broad sense. The motto of the society is "Worthy to serve the suffering."

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## **Special Lectures**

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

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

The two cardiologists set as a cornerstone of the program the education of area physicians on advancements in the diagnosis and treatment of heart disease, and one of them traveled each week to outlying communities to conduct seminars. They established the Cardiology Fellowship Training Program; over the years, 121 cardiologists completed the program.

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

### **Thomas Timothy Smith, M.D. Lecture**

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

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

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

## **Frank J. Menolascino, M.D. Memorial Lecture**

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

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

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

## **Medical Alumni Board**

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

# Admission

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It is the admission policy of Creighton University to admit qualified students within the limits of its resources and facilities. See also the University's Nondiscrimination Policy (p. 9).

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

## Application Process

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

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

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

## Requirements for Admission

### Educational Requirements

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

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

### Required Courses

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

\*The statistics requirement may be fulfilled either by completing a specific statistics course, or by completing a non-statistics course that includes coursework that provides the applicant with foundational statistical concepts.

## Preference for Admission

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

## Extracurricular Requirements

The Committee on Admissions will select those applicants whom they judge to be the best qualified for the study and practice of medicine. In evaluating the applicants, consideration will be given to all of the qualities considered to be necessary in a physician: intellectual curiosity, emotional maturity, honesty, and proper motivation, and proven scholastic ability.

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

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

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

## US Residency Requirements

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

## MCAT

Applicants are encouraged to take the Medical College Admission Test (MCAT) in the spring or summer of the year preceding their application to medical school. August and September test results may be used in the evaluation of applicants who are not applying under the Early Decision Program (ED). MCAT scores received from examinations taken more than three years before matriculation will not be considered.

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

## Application Process

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

An evaluation by the Premedical Committee of the applicant's college academic record is required, if available. If the applicant's college does not have such a committee, the applicant is asked to submit three letters of recommendation. The letters should be submitted to the AMCAS letter service in Washington D.C. The letters should be submitted by the official premedical adviser, and by two

faculty members (one science and one non-science) selected by the candidate. Applicants who do not have a premedical advisor are asked to submit three letters of recommendation from faculty members (two science and one non-science).

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

Applicants must be able to perform the physical, intellectual, and communicational functions necessary for the study and practice of medicine. Please consult the School of Medicine's Student Handbook for details on Technical Standards. Before matriculation, accepted applicants are required to submit to the Student Health Service a Confidential Health Report and must have all required immunizations. Accepted applicants will also be subject to a criminal background check, and be tested for illicit drug use.

Fulfillment of the specific requirements does not insure admission to the School of Medicine. The Committee on Admissions will select those applicants whom they judge to be the best qualified for the study and practice of medicine. In evaluating the applicants, consideration will be given to all of the qualities considered to be necessary in a physician: Intellectual curiosity, emotional maturity, honesty, proper motivation, and proven scholastic ability. The Committee on Admissions also highly values evidence of humanitarian actions, volunteerism in the service of others, and leadership skills. Extracurricular shadowing of physicians and/or work or volunteer experience related to the delivery of health care, as well as scientific research are also highly valued by the Committee on Medical Admissions.

## **Acceptance Procedures—Reservation and Deposit**

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

Within 14 days following the date of an acceptance into the M1 class, the applicant must submit a written reply to the Director of Admissions.

This written reply may be either a:

1. Formal reservation of the place offered by paying the \$100 enrollment reservation deposit. (Such deposit will be refunded upon request made prior to April 30.)
2. Refusal of the place offered and withdrawal of application.

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

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

## **Advanced Standing**

Admission with advanced standing into the third year will be considered for qualified applicants. The number of available places will be determined by the total facilities of the school for accommodating

students in each class and student attrition during any given year. Admission decisions will be determined by the Executive Committee on Admissions.

Evaluation criteria for advanced standing applicants include:

1. Aptitude for the mission of Creighton University School of Medicine, as demonstrated by a record of service to the community.
2. A Creighton University affiliation (for example, prior matriculation in a Creighton University school/college, legacy relationship).
3. Academic transcript from the applicant's undergraduate university and current medical school.
4. Completion of all prerequisite coursework required.
5. All applicants will be required to have received their bachelor's degree at an accredited institution within the United States or Canada.
6. A letter from the applicant noting the reason for the transfer and a statement regarding whether he or she has ever been the recipient of any action by any postsecondary institution for unacceptable academic performance such as dismissal, disqualification or suspension, or for conduct violations.
7. Three letters of recommendation from current medical school faculty.
8. Letter from the Dean of the applicant's current medical school noting that the applicant is in good standing and eligibility for promotion into the next academic year. This letter should also include any academic or professionalism infractions.
9. Personal interview.
10. Students must have taken USMLE Step 1 and must provide an official NBME transcript to Creighton University School of Medicine.
11. Students must have previously applied to an LCME-accredited medical school through AMCAS.
12. Students must submit a verified AMCAS from their most recent application to medical school.
13. Student must submit a \$150.00 fee upon submission of their application. The application fee is non-refundable.

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

## Orientation

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

# Student Life

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

## Living Accommodations

A limited number of University-owned apartments are available to professional students, graduate students and students with families. See complete explanation and pricing below or at the Department of Residence Life (<http://www.creighton.edu/residencelife>) website.

## On Campus Housing

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

The University operates nine residence halls. Deglman, Kiewit, and Gallagher Halls are traditional-style freshman residence halls with common bathroom facilities. Rooms are double occupancy. Space in Swanson Hall is available to freshman students as well. Swanson is a suite-style hall with four freshman or four sophomore students per suite. McGloin Hall is also a suite-style hall with four sophomore students per suite. Kenefick Hall is an apartment-style hall for sophomores with double-occupancy efficiency and one-bedroom apartments. Davis Square and Opus Hall, apartment complexes for junior and senior-level students, house students in two, three, or four-bedroom apartments. Heider Hall is an apartment-style residence with double-occupancy efficiency, one-bedroom, and two-bedroom apartments open to sophomore, junior and senior undergraduates. A limited number of apartments is available to students with families and graduate/professional students. Residents of Davis Square and Opus Hall, as well as Heider residents who are graduate/professional students, married, or have families, sign a 12-month lease. All other students contract for the full academic year, beginning in August and continuing until the end of exams the following May.

The residence hall agreement is for room and board. All freshman and sophomore residents are required to have a meal plan. Students living in Deglman, Gallagher, Kiewit, Swanson, and McGloin Halls must choose from 12, 15, or 19 meals per week. Kenefick Hall residents and sophomores living in Heider must select from these three plans or the SuperFlex meal plan. Residents of Davis Square, Opus Hall, and Heider Hall (except sophomores) may purchase 12, 15, or 19 meals per week, the Super Flex meal plan or the Flex meal plan. A student requesting to be waived from the board plan for medical or other reasons must furnish documentation to the Associate Vice Provost for Student

Life-Residence Life for review. Generally, the University Dining Services is able to meet most dietary needs. Board plans are also available to off campus and commuting students.

Meals are served in the Becker and Brandeis dining areas located adjacent to the campus residence halls. Students on the board plans may also have dinner in other campus retail locations as part of the meal exchange program. More information about dining opportunities is available from Sodexo food service located on the lower level of Brandeis Hall.

The annual room and board rates in University residence halls effective August 2014 are:

<b>Building Type</b>	<b>Room</b>	<b>Annual Rate</b>
Deglman, Kiewit & Gallagher Halls (Freshmen)	Double Occupancy	\$5680
	Private Room	\$8356
Swanson Hall (Freshmen and Sophomores)	Suite	\$5984
	Private	\$8792
McGloin Hall (Sophomores)	Suite	\$6168
	Private	\$9168
Kenefick Hall (Sophomores)	Efficiency Apartment, Double Occupancy	\$6168
	1 Bedroom Apartment, Double Occupancy	\$6256
	Private Room, Efficiency Apartment	\$9168
Heider Hall (9 month) (Sophomores, Juniors, Seniors)	Efficiency Studio Apartment, Double Occupancy	\$6168
	Efficiency Studio Apartment, Private Room	\$9168
	Suite, Double Occupancy	\$6168
	Suite, Private	\$9168
	Small 1 Bedroom Apartment, Double Occupancy	\$6216
	Small 1 Bedroom Apartment, Double Occupancy	\$6216
	Large 1 Bedroom Apartment, Double Occupancy	\$6256
	2 Bedroom Apartment, Double Occupancy	\$6308
Davis Square, Opus Hall (12 month contract) (Juniors and Seniors)	2/3/4 Bedroom Apartments and Lofts	\$8220
Heider Hall (12 month contract) (Graduate students, married students, family housing)	Efficiency Apartment, Private	\$9240

Small 1 Bedroom Apartment, Private	\$10080
Large 1 Bedroom Apartment, Private	\$10620
2 Bedroom Apartment	\$12036

<b>Board Plans Type</b>	<b>Annual Rate</b>
19 Meals per week and 40 Dining Dollars per semester	\$4316
15 Meals per week and 100 Dining Dollars per semester	\$4316
12 Meals per week and 160 Dining Dollars per semester	\$4316
SuperFlex - Any 120 meals/200 Dining Dollars per semester <sup>1</sup>	\$2260
Flex 90 - 90 meals/200 Dining Dollars per semester	\$1800
Flex - 60 meals/200 Dining Dollars per semester	\$1350

<sup>1</sup> Available to Kenefick, Heider, Davis, Opus, Off-Campus Only

<sup>2</sup> Available to Davis, Opus, Heider (except sophomores), Off-Campus Only

New students must apply to the Department of Residence Life for a residence hall reservation. All students pay a damage deposit of \$100. Each semester's tuition, fees, and room and board charges are payable at the time of registration. However, arrangements may be made to pay monthly installments by using the University's Monthly Electronic Transfer (MET) (<http://catalog.creighton.edu/graduate/tuition-fees/financial-arrangements>) plan.

Room and board rates are subject to change without notice. Any special needs as to age or physical condition requiring special housing arrangements will be given full consideration by the Associate Vice President for Student Services-Residence Life. Questions regarding housing services and facilities may be directed to the Department of Residence Life, Harper Center for Student Life and Learning; telephone 402.280.3900.

## Family Housing

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

## Off Campus Housing

The Department of Residence Life lists information on rentals in the area of campus. The actual arrangements for housing are left to the individual students. The University is not responsible for

the rental agreements between students and their landlords. It is suggested that students set aside several days before registering to search, inspect, and contract for suitable housing.

## Child Development Center

Students with children may wish to take advantage of the James R. Russell Child Development Center, which is conveniently located at 2222 Burt Street. The Center has reasonable rates, and can accommodate children ranging in age from six weeks through five years. All full-time students may qualify for a tuition discount or state funded child care assistance; undergraduate student parents may qualify for priority enrollment. Call 402.280.2460 or access [creighton.edu/childdevelopmentcenter](http://creighton.edu/childdevelopmentcenter) for information.

## Center for Health and Counseling

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

Academic Year Hours:

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

Tuesday 10:00am - 6:30pm

Wednesday 8:00am - 6:30pm

Summer and Academic Year Break Hours<sup>1</sup>:

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

<sup>1</sup> From the Monday after May graduation through Tuesday following Labor Day

## Student Counseling Services

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

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

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

Call the Center at 402.280.2735 for an appointment, or drop in. All counseling services are confidential. The Center is accredited by the International Association of Counseling Services.

Counseling services are offered at no cost to Creighton students. There is a fee for some psychological assessment services.

## Student Health Services

### Student Health Services Staff

Debra C. Saure, MSN, APRN, FACHA Senior Director

Karin T. Priefert, DO, Clinical Director

Angela Maynard, BSN, CPN, Assistant Director, Clinical Services

Susan Weston, RN, Assistant Director, Campus Outreach

### Mission Statement

We provide holistic health care that supports students in their academic endeavors and prepares them to make healthy choices throughout their lives. We monitor compliance with University immunization and insurance requirements. Our outreach programs enhance the health of the campus community.

### Student Health Services

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

#### **Services Available:**

\*Allergy Injections

\*Laboratory/Radiology

\*Sick Care

\*Health and Wellness Promotion

\*Travel Health

\*Physical Exams (including Pap Smears)

\*Immunizations/Flu Shots

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

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

### How to Obtain Student Health Services

Call 402.280.2735, Monday through Friday. Appointments should be made for all health needs other than emergencies. It is important that you keep scheduled appointments and that you arrive on time. If you will be late or must cancel, please call as soon as possible. Your courtesy will result in the best use of our available appointment times.

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

## Who Provides the Services?

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

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

## Participating Provider

Our providers participate with many insurance plans, including our University-sponsored Insurance Plans.

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

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

## After Hours Care

Urgent care services are available at local urgent care centers. These centers have laboratory and x-ray services and can treat most acute illness or injury. Creighton University Medical Center's Emergency Department is conveniently located adjacent to campus. Any after-hours care received will be the financial responsibility of the student. Campus Health Aides are available to students living in Residence Halls and can be reached by calling 402.280.2104.

## Services Available during the Summer

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

We offer two online resources for all students:

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

**Online Student Health:** Please enroll at <https://medicatweb.creighton.edu> to receive secure messages from the Center for Health and Counseling.

**Student Health Services is responsible for maintaining the records that relate to University immunization and health insurance requirements. Please contact us if you have any questions.**

## University Immunization Requirement

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

### All Students attending classes on Campus:

#### Measles, Mumps, & Rubella (MMR)

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

OR

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

### All Students living on Campus:

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

#### Meningitis Vaccine

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

#### Tdap Vaccine

1 dose Tdap vaccine (Tetanus, Diphtheria, Pertussis) given after licensure date: May, 2005

**Varicella (Chicken Pox)** Verification of chickenpox disease

OR

2 doses Varicella vaccine

### International Students:

**Must meet requirements for ALL STUDENTS (see above).**

**If living on campus, must also meet requirements for ALL RESIDENT STUDENTS.**

#### Tuberculosis Screening

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

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

#### Measles, Mumps, & Rubella (MMR)

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

OR

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

### **DPT/Td/Tdap Vaccine**

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

### **Polio**

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

### **Hepatitis B**

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

### **Varicella (Chicken Pox)**

2 doses Varicella vaccine or . History of illness does NOT meet requirement for Health Science Students.

### **Tuberculosis Screening**

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

### **Annual Influenza Vaccine**

This is due before December 1 each year.

### **Meningitis Vaccine (IF LIVING ON CAMPUS)**

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

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

## **University Health Insurance Requirements**

### **University Health Insurance Requirement:**

Comprehensive Health Insurance (Emergency only coverage does not satisfy this requirement) is required for ALL Full-time students<sup>1</sup> and must include the following:

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

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

<sup>1</sup> Undergraduate: 12 credits/semester; Graduate: 9 credits/semester

## **Creighton University Student Health Insurance Plan**

As a service to students, the University endorses a comprehensive health insurance plan. This plan is available at a reasonable group rate and provides year-round coverage, wherever the student may be, as long as the semi-annual premium is paid and eligibility requirements are met.

For additional information please contact Student Health Services:

Phone: 402-280-1278

Fax: 402-280-1859

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

# Academic Calendar

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## Academic Year 2014-15

### 2014

#### June

23	M	Senior Year begins-Class of 2015
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#### July

2-3	W-Th	Mandatory Junior Class Orientation-Class of 2016
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7	M	Junior Year begins-Class of 2016
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#### August

6-8	W-F	Mandatory Freshman Orientation-Class of 2018
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11	M	Freshman Year begins-Class of 2018
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		Sophomore Year begins-Class of 2017
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#### September

1	M	Labor Day-University Holiday
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17	W	Mass of the Holy Spirit
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#### October

20	M	Fall Break for M-1 and M-2 students
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#### November

26	W	Thanksgiving Recess begins for M-1 and M-2 students at 8:00am
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#### December

1	M	Classes resume at 8:00am for M-1 and M-2 students
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20	Sa	First Semester ends for all medical students at 8:00am
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### 2015

#### January

5	M	Second Semester begins for all students
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#### February

15	Su	Last day to submit on-line Degree Application for May degree conferral
<b>March</b>		
7	Sa	Spring recess begins for M-1 and M-2 students at 8:00am
16	M	Classes resume at 8:00am for M-1 and M-2 students
20	F	Match Day
<b>April</b>		
3	F	Good Friday-No classes for M-1 and M-2 students
<b>May</b>		
15	F	School of Medicine Hooding Ceremony
16	Sa	University Commencement
16	Sa	Second Semester ends for M-1 and M-2 students at 8:00am
<b>June</b>		
20	Sa	Second Semester ends for M-3 students at 8:00am

# Tuition and Fees

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

## Tuition and Fees 2014-2015

Application for Admission fee	\$95
Enrollment Reservation Deposit required of applicants when accepted for admission-credited to tuition	\$100
Tuition per semester for courses in medical curriculum	\$25,804
University fee per semester	\$548
University Technology fee	\$234
Late Payment fee <sup>2</sup>	\$163
Student Health Insurance Premium for six months <sup>3</sup>	\$1,091

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

- 1 Registration is not complete until financial arrangements have been made.
- 2 Transcripts, grade reports, and diplomas are released only when outstanding balances have been paid.
- 3 This charge for each full-time student may be waived if the student presents evidence that he or she carries insurance that provides coverage at least comparable to the student insurance offered by the University.

## Estimating Basic Costs

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

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

Tuition	\$49,120
Fees	\$1,474
Living Expenses (Room, Board, Transportation, Personal)	\$17,150

Books/Supplies	\$1,730
Health Insurance	\$2,008
Total	\$71,482

## Textbooks and Supplies

At the time of each semester registration, all students must provide themselves with the textbooks and supplies prescribed. A list of these is provided for each course. A list of the prescribed textbooks is also on file at the Campus Store. These books and supplies are indispensable for the proper study of medicine with many being required. A personal computer is strongly recommended and included in the estimated basic costs listed above. Please contact the Office of Medical Education in the School of Medicine for current recommendations.

## Financial Arrangements

Tuition and fees and board and room charges are payable at the time of registration for a semester. However, arrangements may be made to pay monthly installments by using the University's Monthly Electronic Transfer (MET) plan. Participation in this plan will be limited to the unpaid balance after all financial aid credits have been applied. Folders describing the payment plans and services of MET are mailed in late April to accepted incoming students who have paid a deposit. Current students are sent an e-mail reminder in late April.

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

Students are encouraged to pay tuition and other expenses online via the NEST. The University will cash checks for students with a \$200 limit per day in the Business Office. Checks returned for insufficient funds will be assessed a \$25 fee. However, the University reserves the right to revoke or to deny this privilege to any individual at any time.

## Late Payment Policy

A late payment fee will be added to charges assessed at registration that remain unpaid after the period for registration. This fee is \$163 for the first month and an additional fee is charged for each subsequent month that the account remains unpaid. Accounts with unpaid balances less than \$500 will be subject to a \$68 monthly late payment fee; accounts with unpaid balances greater than \$500 are subject to a \$84 monthly late payment fee. Students with questions regarding their financial responsibilities are invited to contact the Business Office to set up an appointment for individual counseling.

## Withdrawals and Refunds

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

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

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

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

# Financial Aid

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

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

Financial Aid Coordinator's Office  
School of Medicine  
Creighton University  
2500 California Plaza  
Omaha, NE 68178  
Telephone: 402.280.2666

General information on procedures for applying for aid can also be found at [www.creighton.edu/finaid](http://www.creighton.edu/finaid).

## Application Procedures

1. Apply for admission for Creighton's School of Medicine. No financial aid commitment can be made until a student is accepted for admission.
2. Complete the Free Application for Federal Student Aid (FAFSA) or the Renewal Application and submit for processing. You should not complete or mail this application until after January 1. Students interested in the Primary Care Loan must provide parental information on the FAFSA.
3. New students are notified of their aid options by an award letter with instructions on how to respond to the aid offer on-line. Returning medical students receive an email to their Creighton University account when their award is ready.

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

## Disbursements and Use of Awards

All financial aid advanced by Creighton University must be used to pay tuition, fees, and University board and room charges before any other direct or indirect educational costs. One half of the total annual award is disbursed each semester.

## Satisfactory Academic Progress Policy

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

## Qualitative Requirements

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

## Quantitative Requirements

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

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

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

## Transfer Students

For transfer students, the total years of degree completion includes time spent at the previous institution to the extent credit is transferred and applied toward the degree. Transfer credits are accepted as both attempted and completed hours.

## Appeal for Financial Aid Probation

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

## Reinstatement Federal Financial Aid Eligibility

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

## Government Grants and Scholarships

### National Health Service Corps Scholarship

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

Recipients of this scholarship receive benefits to pay tuition, fees, books, and supplies, and other educational expenses in addition to a monthly stipend. For each year of scholarship support a recipient is required to serve a year of full-time clinical practice in a federally designated physician shortage area. Two years is the minimum service. Students wishing additional information on this program may visit the Health Resources and Services Administration (HRSA) website at [nhsc.hrsa.gov](http://nhsc.hrsa.gov) (<http://nhsc.hrsa.gov>).

## Army, Navy, and Air Force Scholarships

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

## Loan Programs

### Primary Care Loan Program (PCL)

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

The yearly award varies based on your eligibility, available funds, and number of applicants. No interest accrues on this loan while students are enrolled in school. Repayment of principal and interest begins 12 months after graduation. Deferments for residency programs may delay repayment for the entire residency program. Your interest rate will be fixed at five percent over the life of the loan.

**The following conditions must be met to receive this loan and maintain the favorable interest rates:**

1. Be a full-time student,
2. Enter and complete a residency training program in primary health care not later than four years after the date on which the student graduates, and
3. Practice primary health care for 10 years or until the loan is repaid in full, whichever occurs first.

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

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

Interest shall not accrue on the loan and installments need not be paid during the following periods:

1. while serving on active duty as a member of a uniformed service of the United States for up to three years;
2. while serving as a volunteer under the Peace Corps Act for up to three years; and

3. up to four years while pursuing advanced professional training, including internships and residencies.

## Federal Student Loan Programs

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

### Federal Unsubsidized Stafford Student Loan

The Federal Direct Unsubsidized Student Loan is a non-need based loan. As of July 1, 2014, the unsubsidized loan has a fixed interest rate of 6.21% and begins to accrue interest to the borrower when the funds are disbursed. Students have the option of making interest payments during school or can choose to have the interest capitalized at repayment.

The annual amount that a student may borrow varies from \$40,500 to \$47,167 depending on the amount of other aid received and the length of the academic year. Professional medical students may borrow up to an aggregate maximum of \$224,000 from the Federal Direct subsidized and unsubsidized loans including any undergraduate loans. There is a 1.072% origination fee on all Unsubsidized Stafford Loans. Information regarding deferment and forbearance options are included on the Master Promissory Note.

### Federal Grad PLUS Loan

This federal loan program allows graduate and professional students to borrow the cost of education less other financial aid. A good credit history is required to borrow Federal Direct Grad PLUS funds. As of July 1, 2014, these loans have a fixed interest rate of 7.21%. There is a 4.28% origination fee on all Federal Direct Grad PLUS loans. Repayment begins six months after the student graduates, leaves school or drops below half-time enrollment. Information regarding deferment and forbearance options are included on the Master Promissory Note.

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

## School of Medicine Scholarships

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

### Endowed Scholarships for the School of Medicine

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

Marguerite Armeth Scholarship

George H. Arnold, III Scholarship

The Dr. John and Janet Barnes Family Endowed Scholarship

Arthur Laughlin and Esther Johnson Barr Scholarship

Clinton and Gilbert Beirne Scholarship

Dr. Edward and Nancy Beitenman Scholarship

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

Dr. Eileen G. Buhl and Class of 1988 Scholarship

Merle and Betty Burmester Memorial Scholarship

Dr. Harold and Joan Cahoy Endowed Scholarship

Dr. J. Robert and Karlene Cali Family Endowed Scholarship

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

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

Michael Cavaleri Scholarship

Carmelo C. Celestre, M.D. Scholarship

Romain P. Clerou, M.D. Scholarship

John, Josephine, and Mary Coates Medical Scholarship

Robert and Shirley Collison Medical Scholarship

Sal and Mary Conti Medical Scholarship

Marilyn M. Crane Scholarship

Creighton Family Medical Scholarship

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

Creighton University School of Medicine Class of 1962 Scholarship

Creighton University School of Medicine Class of 1966 Scholarship

Creighton University School of Medicine Class of 1970 Student Scholarship

Creighton University School of Medicine Class of 1974 Scholarship

Creighton University School of Medicine Class of 1994 Todd Thomas Memorial Scholarship

Dr. and Mrs. Richard Q. Crotty Scholarship

Henry L. Cuniberti, M.D. Scholarship

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

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

Dr. Edward J. and Ruth H. DeLashmutt Scholarship

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

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

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

Richard L. Deming, M.D. Endowed Scholarship Fund

Dr. Stephen B. and Verne M. Devin Scholarship

Franklin D. and Nancy Dotoli Scholarship

Dr. Dale Eugene and Rosemary Walsh Dunn Scholarship

Dr. John T. Elder Endowed Scholarship

Fallen Comrades of the Class of 1968 Endowed Scholarship

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

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

Richard J. Feldhaus, M.D. Endowed Scholarship

David and Fay Feldman Endowed Medical Scholarship

Holly Anne Fickel, M.D. Scholarship

Dr. and Mrs. Robert M. Fischer Scholarship

Dr. Robert and Mary Jane Fitzgibbons Family Scholarship

Michael J. and Rozanne B. Galligan Scholarship

James O. Gates, M.D. Scholarship

John A. and Anna C. Gentleman Scholarship

Dr. John E. and Donna Glode Scholarship

Donald T. Glow, M.D. Scholarship

Joseph & Ruth Goldenberg and Morris & Miriam Brumberg Scholarship

Dr. John L. and Margaret J. Gordon Scholarship

James and Mary Gutch Medical Scholarship

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

F. Audley Hale, M.D. Scholarship

Hans Hansen, M.D. 1905 Scholarship

Harper-Culhane Memorial Endowed Scholarship

Hartigan Family Scholarship

Robert D. Hedequist, M.D. Scholarship

Edwin J. Holling Scholarship

Dr. Joseph M. and Frances M. Holthaus Scholarship

Tu-Hi Hong, M.D. Endowed Scholarship

Theodore F. Hubbard, M.D. Endowed Scholarship

Thomas C. Hunter Memorial Endowed Scholarship

Dr. Charles and Kathryn Hustead Scholarship in Medicine

Betty Lou H. Jelinek Endowed Scholarship

Harry J. Jenkins Sr., M.D. and Harry J. Jenkins Jr., M.D. Scholarship

Werner P. Jensen, M.D. Medical Scholarship

Dr. Paul N. and Desnee M. Joos Family Scholarship

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

Dr. Robert and Rebecca Kalez Scholarship

Marc Kelly Scholarship

Milada Kloubkova-Schirger, Ph.D. Scholarship

Eugene F. Lanspa, M.D. Endowed Scholarship

Dr. and Mrs. Stephen Lanspa Endowed Family Scholarship

Lena Lorge Scholarship

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

Magassy Medical Scholarship

Dr. John G. and Bess Manesis Medical Scholarship

Dr. Patrick J. and Geraldine M. McKenna Scholarship

Robert J. McNamara, M.D. Scholarship

Medical Dean Excellence in Education

Medical Dean's Endowed Scholarship

Medical School Advisory Board Scholarship

Dr. Irving I. Mittleman Memorial Scholarship

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

William K. Murphy, M.D. Scholarship

Dr. Delwyn J. and Josephine Nagengast Endowed Medical Scholarship

Jon L. and Constance E. Narmi Endowed Medical Scholarship

Anna H. O'Connor Scholarship

Frank and Margaret Oliveto Endowed Medical Scholarship

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

Pascotto Family Endowed Medical School Scholarship

Dr. Dwaine, Sr., and Carmen Peetz Scholarship

Edmund V. Pelletiere, M.D. Classes of '64 & '28 Scholarship

Dr. William A. and Ethel Green Perer Endowed Scholarship in Honor of Dr. Nicholas Dietz

Perrin\Class of '64 Pathology Scholarship

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

Reals Family Scholarship

Purl E. Reed, M.D. Scholarship

Robert and Beverly Rento Endowed Medical Scholarship

Dr. John R. and Beverly Bartek Reynolds Scholarship

Carroll Pierre Richardson Memorial Scholarship

Dr. and Mrs. Norman E. Ringer Scholarship

Rotary Club of Omaha Endowed Scholarship

Dr. Garry F. and Judy Rust Scholarship

RW Johnson Foundation Scholarship

Margaret D. Ryan Scholarship

Dr. David A. Sackin Memorial Scholarship

Dr. Stanley Sackin Scholarship

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

Dr. Sal and Marilyn Santella Endowed Scholarship

J. Albert Sarraill, M.D. Scholarship

Schekall Family Scholarship

Scholarship for Peace & Justice

Scholl Scholarship

Shirley and Eileen Schultz Scholarship

Dr. Hubert F. Schwarz Scholarship

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

Marcia Shadle-Cusic Scholarship

Dr. Kenichi Shimada Scholarship

Charles Shramek Scholarship

Dr. Joseph M. Shramek Scholarship

Albert Shumate, M.D. Scholarship

Drs. Lynn and Matthew Simmons Scholarship

James P. Slattery, M.D. Endowed Scholarship

Dr. Thomas Timothy and Cecelia Smith Endowed Scholarship

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

Dr. Margaret Storkan Scholarship

Dr. and Mrs. Charles Taylon Scholarship

F. James and D. Kelly Taylor Scholarship

Dr. Paul H. Thorough Scholarship

Dr. Peter M. and Annette L. Townley Family Endowed Scholarship

Carl J. Troia, M.D. Scholarship

Katherine C. Troia Scholarship

Turkal Family Scholarship

Dr. Joseph E. and Mrs. Virginia D. Twidwell Endowed Scholarship

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

Irma Smith Van Riesen, M.D. Scholarship

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

Edward R. West Scholarship

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

Harold E. Willey Memorial Scholarship

Robert M. Wiprud, M.D. Memorial Scholarship

Dr. William K. Wolf Scholarship

John and Marie F. Zaloudek Foundation Scholarship in Medicine

Zoucha and Kuehner Family Scholarship

## **Annual Scholarships and Awards for the School of Medicine**

Clayton J. Campbell Memorial Award

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

Carole and Peter E. Doris Radiology Award

Arnold P. Gold Foundation Award

Hurok Family Scholarship

Special Donor-Advised Fund of the Jewish Federation of Omaha Foundation

Arlene and Ronald Kaizer Award In Memory of Dr. William Perer

Sade Kosoko-Lasaki, M.D. and Gbolahan O. Lasaki, Ph.D. Family Post Baccalaureate Student Recognition Award

Clarence Ludwig, M.D. '51 Memorial Scholarship

Meriam & Charles Maio Scholarship

Doris Norton Scholarships

Dr. Roy L. Peterson Medical Scholarship

Dr. Adolph and Ruth Sachs Award

St. Joseph Hospital Service League Scholarship

Drs. Lynn and Matthew Simmons Annual Scholarship Fund

Uros Stambuk Scholarship

Reverend Bert Thelen, S.J. Scholarship

Vicari / Monnig Scholarship

# The M.D. Curriculum

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The educational program is divided into four components. Components I and II are the foundation of the educational program and present basic science information in a clinically relevant context. Initial discipline-based courses are followed by a series of organ system-based courses. Component III consists of core clerkships emphasizing basic medical principles, primary care, and preventive medicine. Component IV provides students with additional responsibilities for patient care including critical care medicine, and elective opportunities. Clinical experience is a prominent part of the curriculum in all components, beginning with physical diagnosis instruction in the first year and continuing with participation in longitudinal primary care clinic in the second year. The curriculum integrates ethical and societal issues into all four components.

## Component I - First Year

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

### Required Courses

IDC 101	Molecular and Cell Biology	9
IDC 103	Anatomy	6
IDC 105	Principles of Pharmacology	1
IDC 107	Principles of Microbiology	1
IDC 109	Host Defense	3
IDC 111	Neuroscience	7
IDC 135	Ethical and Legal Topics in Clinical Medicine	3
IDC 136	Interviewing and Physical Medicine	4
IDC 138	Evidence Based Medicine	1
IDC 140	Behavioral Medicine I	3
IDC 142	Physician Lifestyle Management	1

### Elective Courses

IDC 183	The Healer's Art	1
FAP 480	Longitudinal COPC Public Health Endowed Research Summer Assistantship	8
PDT 180	Pediatric Summer Academy	1

## Component II - Second Year

In the second year, students continue learning basic science along with clinical medicine. The second year is organized as a series of organ system-based courses, each presented by a multidisciplinary team of faculty members. Within each course, normal physiology and histology of the system are presented along with the pathology of common diseases, and the medical and pharmacologic

approaches to diagnosis and treatment. Each course uses a variety of formats, including case presentations, lectures, small group discussions, laboratory sessions, computer-aided instruction, and independent study. In addition, in the Applied Clinical Skills course, students use small group discussions to learn clinical reasoning and are assigned to a clinic for two half days per month to reinforce history and physical examination skills. Following are the Component II courses:

IDC 201	Cardiovascular System	4
IDC 203	Respiratory System	3
IDC 205	Renal-Urinary System	3
IDC 207	Hematology-Oncology	3
IDC 209	Gastrointestinal System	3
IDC 211	Musculoskeletal-Integument System	2
IDC 216	Endocrine-Reproductive System	4
IDC 222	Physician Lifestyle Management	1
IDC 233	Infectious Diseases	4
IDC 243	Behavioral Medicine II	3
IDC 244	Behavioral Medicine III	3
IDC 279	Case Studies in Medicine	2
IDC 290	Applied Clinical Skills	3

## Component III - Third Year

The third year comprises the core clinical clerkships. Students are scheduled into one of six groups that rotate through clerkships in:

IDC 301	Ambulatory Primary Care Clerkship	8
MED 301	Inpatient Medicine Clerkship	8
PBS 301	Psychiatry Clerkship	8
SUR 301	Surgery Clerkship	8
PDT 301	Pediatrics Clerkship	8
OBG 301	Obstetrics and Gynecology Clerkship	8

There are two additional courses that run throughout the third year:

DCM 301	Dimensions of Clinical Medicine	3
IDC 342	Physician Lifestyle Management	1

M3s will participate in the following education sessions:

- Success Strategies for Rotations (Emotional Intelligence)
- Meet the Specialists Program
- Navigating the Senior Year
- Residency Application Development
- Preparing for the Match
- Participation in Practice Interview Session
- Vital Signs Mentoring Program

- Careers in Medicine Sessions
- Financial Advising

Students must also satisfy the following requirements:

- Attend all Junior orientation sessions
- Be certified in Advanced Cardiac Life Support
- Complete the M3 Clinical Skills Exam in the Fall and Spring Semesters. Those students who do not pass the examination must take schedule an individual review before being eligible to take the USMLE Step 2 CS.

## Component IV - Fourth Year

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

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

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

Following are the Component IV Elective/Selective Courses:

### Interdepartmental Courses (IDC)

IDC 405	Healthcare and Spirituality	4
IDC 410	Simulation Elective	4
IDC 413	Anatomy	4
IDC 462	Medical Informatics	8
IDC 482	Minority Health Disparities-Issues & Strategies	8
IDC 497	Directed Independent Research	1-8
IDC 498	Directed Independent Study	1-4

### Anesthesiology (ANE)

ANE 450	Neuroanesthesia	4
ANE 451	Introduction to Anesthesiology	4
ANE 461	Introduction to Anesthesiology	8
ANE 468	Anesthesia and Interventional Pain Management	8
ANE 470	Anesthesiology Pain Medicine	8
ANE 472	Anesthesiology ILAC Service in the Dominican Republic	2

### Biomedical Sciences (BMS)

BMS 461	Gross Anatomy	1-8
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**Family Medicine (FAP)**

FAP 435	Urgent Care	4
FAP 436	Rural Family Medicine Sub-Internship	4
FAP 438	Respite Care for the Homeless	4
FAP 440	Inpatient Family Medicine Sub-Internship	4
FAP 442	Palliative Care	4
FAP 443	Rural Family Medicine	4
FAP 460	Hospice Care Of The Terminally Ill	8
FAP 461	Inpatient Family Medicine Sub-internship	8
FAP 462	Rural Family Medicine Sub-internship	8
FAP 464	Private Family Medicine	8
FAP 481	Longitudinal COPC Public Health Endowed Research	8

**Health Policy and Ethic (HPE)**

HPE 409	Special Topics in Healthcare Ethics and Health Policy	8
HPE 410	Special Topics in Mental Health Policy and Ethics	8
HPE 412	Clinical Moral Perception, Art, and Medicine	4

**Medical Microbiology and Immunology (MIC)**

MIC 463	Topics in Immunology/Application to Clinical Medicine	1-8
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**Medicine (MED)**

MED 401	General Medicine Sub-Internship	4
MED 410	Pulmonary/Critical care	1-8
MED 412	Pulmonary Diseases	1-8
MED 416	Clinical Allergy/Immunology	1-8
MED 417	Endocrinology, Diabetes, and Metabolism	1-4
MED 420	Infectious Diseases	4
MED 422	Critical Care - Renal Medicine	1-8
MED 431	Dermatology	1-8
MED 433	Dermatology	4
MED 435	Medical Hematology/Oncology/Palliative Care	1-8
MED 436	Research in Med Hem/Onc/Palliative Care and Primer in Bio-Stats	1-4
MED 439	Emergency Medicine	4
MED 442	Inpatient Cardiology	1-8
MED 448	Inpatient Cardiology	4
MED 449	Renal Medicine-Critical Care	1-4
MED 455	Community-Based Gastroenterology	2-4
MED 456	Gastrointestinal Medicine	1-8
MED 458	Pulmonary/Lung Transplant	4
MED 465	Endocrinology, Diabetes and Metabolism	1-8
MED 468	Infectious Disease	1-8

MED 469	Rheumatology	1-8
MED 470	ILAC Outpatient Medicine-Foreign Service (Dominican Republic)	1-8
MED 471	Emergency Medicine	1-8
MED 472	Critical Care	1-8
MED 481	Pulmonary/Intensive Care Unit	1-8
MED 482	Emergency Medicine Sub-Internship	2-4
MED 484	Intensive Care Unit	1-8
MED 486	Medical Education Elective	1-8
MED 487	Internal Med Sub-internship	1-8
MED 488	Internal Medicine Clinical Research	4
MED 490	Critical Care Medicine	4
MED 795	Evidence Based Medicine - Independent Study	1-8

### Neurology (NEU)

NEU 401	General Neurology	1-4
NEU 410	Neurology/Neuromuscular	2
NEU 462	General Neurology	1-8

### Obstetrics and Gynecology (OBG)

OBG 461	Detection and Mgmt of High-Risk Pregnancy Sub-Internship	1-8
OBG 462	Private Services in Gynecology	1-8
OBG 464	Prenatal Diagnosis	1-8
OBG 465	Ambulatory Gynecology	1-8
OBG 466	Gynecology Oncology	1-8
OBG 467	General Obstetrics - Foreign Service (Dominican Republic)	1-8
OBG 468	General Obstetrics and Gynecology	1-8
OBG 470	Gynecologic Surgery	1-8
OBG 472	Inpatient Gynecology	1-8
OBG 473	Delivery of Women Healthcare - Foreign Service (Dominican Republic)	1-4
OBG 474	Applied Outpatient and Inpatient Gynecology	1-8
OBG 477	Gynecologic Oncology Sub-Internship	1-8
OBG 479	Clinical Research in Advanced Gynecology	4
OBG 480	Clinical Obstetrics and Gynecology Research	4
OBG 481	Maternal Fetal Medicine Research	4
OBG 483	Detection and Management of High Risk Pregnancy Sub-Internship	4
OBG 490	Obstetrics and Gynecology Bootcamp	4

### Pathology (PTG)

PTG 401	Neuropathology	4
PTG 402	Molecular Genetics in Oncology	4
PTG 450	Anatomic/Clinical Pathology	1-4

PTG 461	Introduction to Pathology Practice	1-8
PTG 462	Topics in Pathology	1-8
PTG 467	Survey of Pathology Practice	1-8
PTG 468	Microbial Laboratory Diagnosis	1-8

### **Pediatrics (PDT)**

PDT 420	Pediatric Endocrinology	4
PDT 421	Pediatric Hematology-Oncology	4
PDT 422	Pediatric Rheumatology	4
PDT 423	Pediatric Gastroenterology and Nutrition	4
PDT 424	Medical Care for Homeless and At-Risk Kids and Teens	2-4
PDT 425	Pediatric Cardiology	4
PDT 426	Pediatric Urology	4
PDT 440	Breastfeeding Medicine	4
PDT 442	General Pediatrics Outpatient/Nursery	4
PDT 444	Anatomic and Clinical Pathology	4
PDT 446	Pediatric Emergency Medicine	4
PDT 450	Pediatric Orthopedics	4
PDT 459	Pediatric Genetics and Metabolic Disease	1-5
PDT 460	Pediatric Inpatient Sub-Internship	1-8
PDT 461	Pediatric Critical Care	1-8
PDT 463	Pediatrics Infectious Disease	1-8
PDT 464	Neonatal Intensive Care Services	1-8
PDT 466	Pediatric Cardiology	1-8
PDT 467	Pediatric Neurology	1-8
PDT 468	Pediatric Gastroenterology	1-8
PDT 469	Pediatric Endocrinology Services	1-8
PDT 470	Pediatric Hematology/Oncology Service	1-8
PDT 471	Pediatric Respiratory and Critical Care Medicine	1-8
PDT 472	General Pediatrics	1-8
PDT 473	Advanced Pediatrics	1-8
PDT 474	Pediatric Emergency Medicine	1-8
PDT 475	Pediatric Pulmonology	1-8
PDT 477	Clinical Genetics/Dysmorphology	1-8
PDT 478	Pediatric Nephrology	1-8
PDT 479	Newborn/General Pediatrics	1-8
PDT 480	Assessment of Child Abuse and Neglect	1-8
PDT 481	Development and Behavioral Pediatrics	1-8
PDT 483	Pediatric Neurology	1-8
PDT 484	Pediatric Critical Care	1-8
PDT 485	Neonatology Critical Care	1-8

PDT 486	Inpatient Pediatrics	1-8
PDT 487	Family-Centered Patient Care	1-8
PDT 488	Pediatric Allergy and Immunology	1-8
PDT 490	Pediatrics: Cardiac Critical Care	1-8
PDT 492	Pediatric Cardiology/Cardiac Critical Care	1-8
PDT 494	Pediatric Urgent Care	4

**Physical Medicine and Rehabilitation (PMR)**

PMR 401	Physical Medicine and Rehabilitation	1-8
PMR 421	Physical Medicine and Rehabilitation	4

**Preventive Medicine and Public Health (PMH)**

PMH 462	Clinical Genetics	1-8
PMH 470	Preventive Ophthalmology (Dominican Republic)	1-8

**Psychiatry and Behavioral Sciences (PBS)**

PBS 410	General Hospital Psychiatry	2-5
PBS 420	Special Topics in Psychiatry	4
PBS 421	Psychiatric Intensive Care, Phoenix	1-5
PBS 445	Outpatient Psychiatry	4
PBS 462	Clinical Psychopharmacology	1-8
PBS 464	Psychiatry Research	1-8
PBS 467	Geriatric Psychiatry	1-8
PBS 472	Adult Inpatient Psychiatry	1-8
PBS 474	Mood Disorders and Their Treatment	1-8
PBS 475	Consultation/Liaison Psychiatry	1-8
PBS 476	Special Topics in Psychiatry	1-8
PBS 479	Addictions	1-8
PBS 482	Trans-Cultural and Community Psychiatry	1-8
PBS 483	Domestic Violence Practicum	1-8
PBS 486	Narratives in Illness	1-8

**Radiology (RAD)**

RAD 450	Interventional Radiology	4
RAD 460	Diagnostic Radiology	4
RAD 463	Diagnostic Radiology	1-8
RAD 464	Radiology Oncology	1-8
RAD 465	Angio/Interventional	1-8
RAD 468	Diagnostic Neuroradiology	4

**Surgery (SUR)**

SUR 401	Selective in Trauma	1-8
SUR 405	Selective in General Surgery	1-8

SUR 411	Selective in Orthopedic Surgery	4
SUR 412	Advanced Surgical Prep	4
SUR 414	Selective in Plastics and Reconstructive Surgery	2-4
SUR 415	Selective in Urology	4
SUR 416	Surgery Research	4
SUR 420	Selective in Trauma/Acute Care Surgery	1-8
SUR 422	Selective in General Surgery	1-8
SUR 424	Selective in General Thoracic Surgery	4
SUR 425	Selective in Otolaryngology	4
SUR 430	Selective in Pediatric Ophthalmology	4
SUR 431	Selective in Pediatric Surgery	4
SUR 432	Selective in General & Oncology Surgery	4
SUR 433	Selective in Urology	4
SUR 434	Comprehensive Ophthalmology	1-4
SUR 450	Selective in Otolaryngology - Bergan Mercy, Immanuel, Methodist and Children's Hospitals	1-8
SUR 460	Selective in Vascular Surgery	1-8
SUR 461	Selective in Cardiovascular and Cardiothoracic Surgery	1-8
SUR 472	Selective in Neurological Surgery	1-8
SUR 474	Selective in Ophthalmology	1-8
SUR 475	Selective in Orthopaedic Surgery	1-8
SUR 476	Selective in Otolaryngology	1-8
SUR 477	Selective in Pediatric Surgery	1-8
SUR 478	Elective in Pediatric Surgery	1-8
SUR 479	Selective in Plastic and Reconstructive Surgery	1-8
SUR 481	Selective in Orthopaedic Surgery	1-8
SUR 485	Surgical Intensive Care Unit	1-8
SUR 486	Selective in Burns	1-8
SUR 489	Selective in Pediatric Ophthalmology	1-8
SUR 490	Selective in Urology	1-8
SUR 491	Selective in Plastic and Reconstructive Surgery	1-8
SUR 492	Selective in General Surgery	1-4
SUR 494	Selective in Neurological Surgery Sub-Internship	4
SUR 495	Elective -Advanced Surgical Prep	1-4

# Administration and Academic Policies

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

## Academic Honesty

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

Academic or academic-related misconduct includes, but is not limited to:

- unauthorized collaboration or use of external information during examinations;
- plagiarizing or representing another's ideas as one's own;
- furnishing false academic information to the university;
- falsely obtaining, distributing, using or receiving test materials;
- developing or using study guides for course examinations or National Board of Medical Examiners' examinations that are known to be based on memorized examination questions;
- altering or falsifying academic records;
- falsifying clinical reports or otherwise endangering the well-being of patients involved in the teaching process;
- misusing academic resources; defacing or tampering with library materials;
- obtaining or gaining unauthorized access to examinations or academic research material;
- soliciting or offering unauthorized academic information or materials;
- improperly altering or inducing another to improperly alter any academic record;
- or engaging in any conduct that is intended or reasonably likely to confer upon one's self or another an unfair advantage or unfair benefit respecting an academic matter.

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

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

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

## Advancement

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

## Americans with Disabilities Act

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

1. Submit to the School of Medicine Office of Student Affairs a request for accommodation and supporting current documentation from a licensed physician, psychiatrist, or psychologist.
2. Submit this documentation at least 5 weeks in advance of a course, workshop, program or activity. The student may be required by the School of Medicine to provide additional evaluation materials.

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

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

## Attendance

### Mandatory Activities

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

- orientation and general class meetings organized by the Office of Student Affairs, Office of Medical Education, or Departments
- examinations and quizzes

- small group sessions
- clinically related activities, including but not limited to Interviewing and Physical Exam sessions and Neuroscience Grand Rounds in Component I, longitudinal clinic in Component II, and clinical rotations in Components III and IV
- sessions of the dimensions of Clinical Medicine course in Component III
- activities at the Clinical Assessment Center
- any other activity designated as mandatory.

## Absence from a Mandatory Activity

A student who will be unavoidably absent from a mandatory activity must receive written permission in advance.

## Components I and II

The student must first complete an Absence/Exception Request Form, which is available from the M1 and M2 Catalog Boards on BlueLine, from the M1 and M2 Curriculum Coordinators, or from the Office of Student Affairs website. The completed request form should first be submitted to the Component Director who will determine whether the absence can be excused and, if appropriate, the alternative learning experience that will be offered to the student. The Component Director may request that the student also get the approval of the Course Director. After the Component Director informs the student of the decision, the Request Form is submitted to the Associate Dean for Student Affairs for placement in the student's academic file.

## Component III

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

- M3 Orientation
- Clinical Skills Day
- Clerkship Orientation Day(s)
- NBME Subject Examinations (Shelf Exams)
- Clerkship OSCE
- JCX OSCE

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

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

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

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

## Component IV

The student must first complete the Absence Request Form, which is available from the Office of Student Affairs website, and submit it to the Elective Course Director for approval. The Elective Course Director will determine whether the absence will be excused and, if appropriate, the manner in which the absence will be made up by the student. Upon initial approval by the Elective Course Director, the student must submit the request to the Component Director for approval. The form will then be submitted to the Associate Dean for Student Affairs for placement in the student's academic file.

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

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

## Absence from a Mandatory Activity Due to Illness

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

A student who misses an activity due to an illness must complete a Student Absence/Request Form upon his/her return, and present a doctor's note that explains the absence.

Failure to verify the illness may be subject to course failure and disciplinary actions for unprofessional behavior and/or failure of advancement.

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

## **Absence Associated with USMLE Step 2 CS Administration**

A student is allowed two days off from an M4 elective in order to complete the USMLE Step 2 CS examination. Prior to any absence for this examination, the student must complete a Student Absence Request Form, available from the curriculum coordinator or from the Office of Student Affairs website. Students are discouraged from taking time off from the two-week clinical electives.

## **Inclement Weather**

In the event of a closing or delay, Creighton University School of Medicine students in Omaha will not report to their classroom or clinical activity (including non-Creighton facilities) while the University is closed. Students are expected to resume their training activities once the University has reopened. Students are advised to listen to newscasts on mornings when severe weather conditions may force the closing or delayed opening of the University. Students may also check the University Weather Hotline, 402.280.5800, or check email communications or CU Alert Text messages to determine if the clinics are closing or delaying their opening.

## **Confidentiality of Student Records**

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

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

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

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

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

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

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

One exception that permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including Public

Safety personnel and Student Health staff); a person or company with whom the University has contracted (such as an attorney, auditor, collection agency, and the National Student Clearinghouse); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

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

- School officials with legitimate educational interest
- Other schools to which a student is requesting transfer or enrollment
- Specified officials for audit or evaluation purposes
- Appropriate parties in connection with financial aid to a student
- Organizations conducting certain studies for or on behalf of the school
- Accrediting organizations
- To comply with a judicial order or lawfully issued subpoena
- Appropriate officials in cases of health and safety emergencies

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

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

A currently enrolled student may request any or all directory information not be released on their N.E.S.T. account and requesting their information be hidden. Such submission of this request shall be honored for the remainder of the term in which the request is filed, except that such restriction shall not apply to directory information already published or in the process of being published.

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

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

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

## **Location, Types, and Custody of Educational Records**

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

**Registrar's Office (Brandeis Hall 202)**

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

**School or College Dean's Office**

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

**Academic Advisor's Office**

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

**Athletic Department (Ryan Athletic Center)**

- Directory information
- Recruiting and eligibility records
- Performance statistics

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

- Medical records
- Counseling records

**Office of International Programs (Creighton Hall, Third Floor)**

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

**Residence Life Office (Swanson Hall 136)**

- Housing information

**Student Financial Aid Office (Harper Center 2040)**

- Financial aid records

**University Business Office (Creighton Hall 113)**

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

**University Relations (Wareham Building, 3rd Floor)**

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

**Vice Provost for Student Life (Creighton Hall 224)**

- Disciplinary records

**University Ministries (Creighton Hall, Room 110)**

- Directory information
- Religious affiliation

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

## Full-Time Students

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

## Grading System and Policy

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

1. Honors (SH)

The student performs exceptionally well as defined by the criteria for honors in the course syllabus.

2. Satisfactory (SA)

The student completes all course requirements in a satisfactory manner as defined by the course syllabus.

3. Unsatisfactory (UN)

The student fails to meet the minimum requirements for a course, clerkship, or elective as defined in the syllabus or:

- a. attains an overall course average less than 65%, or
- b. fails an NBME Subject Examination from a Component III clerkship twice, or
- c. fails the clinical component of a clerkship or elective, or
- d. fails to complete the requirements of a course within one year, or
- e. attains an overall course average below 70% AND has previously received a grade of UN and/or a temporary grade of I (i.e., the student had a final course average between 65-69%) in two or more courses in that Component.

4. Incomplete (I)\*

A student may temporarily receive a grade of Incomplete (I) if he/she:

- a. has a final course average between 65-69% and is eligible to take a make-up examination before receiving a final course grade. A student is eligible to take make-up examinations in a

maximum of two courses per academic year. The Advancement Committee determines if a student is eligible to take a make-up exam.

- b. has failed a Component III NBME Subject Examination once and is eligible to take a second NBME Subject examination before receiving a final course grade.
- c. has been granted an extension to complete course requirements (e.g., OSCE, H&Ps, written assignments, etc.).

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

#### 5. Withdrawal (W)

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

## Graduation

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

Degree completion at end of Spring semester: February 15

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

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

Late applicants are charged a late fee.

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

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

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

Those applicants who do not complete all degree requirements or who are not approved must complete another application by the following deadline to be conferred at the end of the first semester or second semester or Summer Session.

## Graduation Honors

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

- **Summa Cum Laude**  
Students graduating with greater than or equal to 75% of course work, clerkship, and electives with Honors (SH).
- **Magna Cum Laude**  
Students graduating with greater than or equal to 60% of course work, clerkship, and electives with Honors (SH).
- **Cum Laude**  
Students graduating with greater than or equal to 50% of course work, clerkship, and electives with Honors (SH).

## Professional Behavior

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

## Registration

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

## Requirements for the Degree of Doctor of Medicine

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

## Student Employment

The curriculum of the School of Medicine requires the full time and energy of all medical students. Since it is believed that outside work interferes greatly with medical education, such work is not allowed. Any exception must be approved by the Associate Dean of Student Affairs. Summer employment is permitted following the Freshman year.

## Technical Standards

Creighton University is committed to admitting “qualified students...without regard to race, color, age, national or ethnic origin, disability, sex, marital status, or religion.” A qualified applicant is a person who demonstrates superior intelligence and other skills to complete a very rigorous curriculum and to meet certain technical standards for physicians and medical students. The M.D. degree attests to the mastery of general knowledge in all fields requisite for the practice of medicine. The awarding of the M.D. degree signifies that the holder is a person who is prepared for the practice of medicine through entry into postgraduate training programs. Thus, the graduate of Creighton University School of Medicine must possess the knowledge and skills to function in a wide variety of clinical settings and to render a wide spectrum of patient care.

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

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

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

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

## Observation

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

## **Communication**

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

## **Motor**

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

## **Intellectual-Conceptual, Integrative and Quantitative Abilities**

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

## **Attitudinal, Behavioral, Interpersonal, and Emotional Attributes**

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

examine the entire patient, male or female, regardless of the social, cultural, or religious beliefs of the candidate or student.

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

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

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

## **Transcripts**

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

## **Unit of Instruction/Credit Hour Policy**

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

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

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

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

In the School of Medicine one semester hour is equivalent to one fifty-minute period of recitation or lecture per week for one semester. Two or three fifty-minute periods of laboratory are equal to one period of recitation or lecture.

# Dual Degree Programs

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## Dual Degree Programs

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

- Ph.D. (p. 84)
- M.S., Health Care Ethics (p. 86)
- M.B.A. (p. 87)

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

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

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

### Departments of study for the Ph.D.:

- Biomedical Sciences, including Molecular and Cellular Biology, Biological Chemistry, Anatomy, and Physiology.
- Pharmacology
- Medical Microbiology and Immunology
- The program is conducted in the facilities of the Creighton University School of Medicine and the Graduate School. Laboratories for research work are located in the Criss complex of the School of Medicine, the Health Professions Center and Boys Town National Research Hospital (both adjacent to Creighton University Medical Center), and the Omaha Veterans Affairs Medical Center. Excellent library and computer facilities are conveniently located on campus.

### Program Components

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

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

**Part 1** is devoted to academic coursework in the medical curriculum, predominately in the basic sciences of the medical school program. These include anatomy, molecular and cellular biology, microbiology, host defense, pharmacology, behavioral medicine, and neuroscience in the first year. In the second year, a multidisciplinary approach to clinical medicine and pathophysiology is taken.

Students in the M.D./Ph.D. program also attend seminars that focus on topics not included in medical school course work.

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

**Part 2** of the curriculum is comprised of graduate level course work and research appropriate to the student's area of specialization. During the first year of part 2, the student participates in the activities of the major department with other graduate students in the department and completes course requirements and preliminary examinations. The preliminary examination is given both orally and in writing in the field of specialization as well as in other areas important to the program of graduate study. The student will complete the dissertation project and write the Ph.D. dissertation during the period.

**Part 3** of the program begins after dissertation research is complete and the thesis has been successfully defended. During the M3 year, the student rotates through six required clerkships, each of which is eight weeks in length. These clerkships are completed with the current third year medical school class.

**Part 4**, a 36-week period of study, includes both selective and elective clinical programs, but allows crediting of up to 8 weeks for dissertation writing and defense (already completed during Part 2 in fulfillment of graduate school requirements for the Ph.D.)

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

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

## Financial Support and Tuition Remissions

The specific number of students admitted to the program in any given year may vary and is subject to availability of funds. Contact the office of Medical Education for details.

### Eligibility

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

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

### **Application Procedures and Information**

Further information about application materials and procedures may be obtained from:

Assistant Dean for Admissions  
Office of Medical Admissions  
Creighton University School of Medicine  
Criss II, Room 316  
2500 California Plaza  
Omaha, Nebraska 68178  
Telephone: 402.280. 2799 Fax: 402.280.1241  
Email: medschadm@creighton.edu  
Web page: medschool.creighton.edu

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

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

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

### **Admission Requirements**

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

Applicants must submit the following documents:

Application: a completed application form. Essay: Using 500 words or less per question, please respond to the following: List three “big” questions in contemporary health care ethics then choose one of the questions to answer or write a commentary on why you think this particular issue is so important. Explain how successful completion of this program will assist you in achieving your professional goals.

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

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

MHE 601	Health Policy	3
MHE 602	Research Ethics	3
MHE 603	Law and Health Care Ethics	3

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

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

## Under Construction

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

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

### Eligibility for Admission

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

### M.B.A. Requirements

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

All M.D./M.B.A. students will complete two core courses (6 credit hours) that address business processes and skills. MBA 771 Leadership and Organizational Behavior should be taken early in the student's program of study; MBA 775 Business Policy And Managerial Action is a capstone business course and thus should be taken near the end.

# PostBaccalaureate Program (PBP)

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Program Director: Sade Kosoko-Lasaki, M.D., M.S.P.H., M.B.A.

Program Office: Hixson-Lied Science Building G13

## Program and Objectives

### Certificate Program

### Pre-Medical Postbaccalaureate Pre-Professional Studies

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

### Prerequisites for Admission

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

### Goal

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

### Required Courses (55 Credits)

#### Diagnostic Summer Session

PBP 400	Pre-Medical Biology Preview	1
PBP 401	Pre-Medical Chemistry Preview	1
PBP 402	Pre-Medical Analytical Reading Preview	1
PBP 403	Pre-Medical Writing Preview	1
PBP 404	Pre-Medical Mathematics Preview	1
PBP 405	Pre-Medical Physics Preview	1
PBP 420	Pre-Medical Academic Excellence	1
PBP 418	Pre-Medical Integrated Cultural Awareness	2

#### Fall Academic Session

PBP 406	Pre-Medical Biology Review	3
PBP 407	Pre-Medical Chemistry Review	3
PBP 408	Pre-Medical Analytic Reading Review Part A	1
PBP 424	Pre-Medical Analytic Reading Review Part B	1
PBP 409	Pre-Medical Writing Review	1
PBP 410	Pre-Medical Mathematics Review	3
PBP 411	Pre-Medical Physics Review	3
PBP 428	Pre-Medical Culture Competency Immersion	1
PBP 421	Pre-Medical Academic Excellence	1
<b>Spring Academic Session</b>		
PBP 412	Pre-Medical Biology	3
PBP 413	Pre-Medical Chemistry	4
PBP 434	Pre-Medical Analytical Reading	1
PBP 415	Pre-Medical Writing	1
PBP 416	Pre-Medical Mathematics	3
PBP 417	Pre-Medical Physics	3
PBP 422	Pre-Medical Academic Excellence	1
PBP 538	Pre-Pharmacy Biology	1
<b>Prematriculation Session</b>		
PBP 501	Pre-Medical Molecular and Cell Biology	2
PBP 502	Pre-Medical Anatomy	2
PBP 503	Pre-Medical Principles of Microbiology	1
PBP 504	Pre-Medical Host Defense	1
PBP 505	Pre-Medical Pharmacology	1
PBP 506	Pre-Medical Neurosciences	1
PBP 419	Pre-Medical Academic Excellence	1

# Faculty

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

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

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

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

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

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

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

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

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

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

**Hussam Abuissa**, *Assistant Professor of Medicine* (2009).

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

**Edward D. Adickes**, *Associate Professor of Pathology* (1990; 1997).

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

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

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

**Devendra K. Agrawal**, *Professor of Biomedical Sciences* (1985; 2004); *Professor of Medicine* (1985; 2004); *Professor of Medical Microbiology and Immunology* (1995; 1997); *Senior Associate Dean, Clinical and Translational Research* (2012).

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

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

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

**Naem Ahmed**, *Assistant Clinical Professor of Medicine* (2006).

B.S., Dow Medical College, 1987; M.B., Dow Medical College, 1987

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Robert Allen**, *Adjunct Professor of Pathology* (2005).

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

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

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

**Ruben Altman**, *Assistant Clinical Professor of Medicine* (1977).

B.S., George Washington University, 1955; M.D., Harvard University, 1961

**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

**Jorge Alvarez**, *Assistant Clinical Professor of Medicine* (2008).

Pre-Med, Loyola University-New Orleans, 1979; M.D., Universidad Central del Este, 1983

**Mohamad Alyafi**, *Assistant Professor of Medicine* (2011).

Damascus University School of Medicine (Syria), 1998

**Kenton Amstutz**, *Assistant Clinical Professor of Pediatrics* (2005).

B.A., Cedarville University, 1978; D.O., University of Osteopathic Medicine and Surgery, 1983

**Amy Anderson**, *Assistant Clinical Professor of* (2013).

**Geoffrey Anderson**, *Adjunct Assistant Professor of Psychiatry* (2002; 2004; 2014).

B.S., Mary College, 1981; M.A., University of South Dakota, 1985; Ph.D., University of South Dakota, 1988

**William Anderson**, *Assistant Clinical Professor of Pathology* (2012).

M.D., University of Iowa, 1979

**Ann Anderson-Berry**, *Associate Clinical Professor of Pediatrics* (2004).

B.A., University of Wyoming, 1994; M.D., Creighton University School of Medicine, 1998

**Leslie Andes**, *Assistant Clinical Professor of Anesthesiology* (2012).

B.Sc., Ohio State University, 1976; M.D., Ohio State University College of Medicine, 1983

**John Andresen**, *Assistant Clinical Professor of Pediatrics* (2005).

B.A., Dana College, 1978; Master of Divinity, Luther Northwestern Theological Seminary, 1984; M.D., University of Nebraska Medical Center, 2000

**Radha Andukuri**, *Assistant Clinical Professor of Medicine* (2011).

M.B.,B.S., Osmania Medical College (India), 2001

**Katherine Anglim**, *Assistant Clinical Professor of Pediatrics* (2005).

B.S., University of Nebraska-Lincoln, 1997; M.D., University of Nebraska Medical Center, 2001

**Jennifer Anthone**, *Clinical Instructor* (2013).

**Wendy Arafiles**, *Assistant Clinical Professor of Pediatrics* (2011).

M.D., John A. Burns School of Medicine, 2003

**Laura Armas**, *Associate Professor of Medicine* (2007; 2013).

B.S., Evangel University, 1997; M.D., Creighton University, 2001

**James O. Armitage**, *Clinical Professor of Medicine* (1992).

B.S., University of Nebraska-Lincoln, 1969; M.D., University of Nebraska Medical Center, 1973

**Monica Arora**, *Associate Professor of Psychiatry* (2003; 2010); *Associate Professor of Pediatrics* (2005; 2010).

M.B.,B.S., Grant Medical College, 1998

**Amy J. Arouni**, *Associate Professor of Medicine* (1994; 2009).

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

**Nathan G. Asher**, *Assistant Clinical Professor of Pediatrics* (2009).

B.S., Nebraska Wesleyan University, 2000; M.D., University of Nebraska Medical Center, 2005

**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

**Diana Atashroo**, *Instructor of Obstetrics & Gynecology* (2011).

B.A., University of Missouri-Kansas City; M.D., University of Missouri-Kansas City, 2007

**Ashutosh Atri**, *Assistant Clinical Professor of Psychiatry* (2013).

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

**Naftaly Attias**, *Assistant Professor of Surgery* (2012).

Ben Gurion University of the Negev (Israel), 1991

**Nagi Ayoub**, *Assistant Clinical Professor of Surgery* (2006).

B.S., Creighton University, 1991; M.D., Creighton University, 1995

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

M.D., American University of Beirut (Lebanon), 1938

**Karen Baker**, *Assistant Professor of Radiology* (2011).

B.S., Marist College, 1980; M.D., University of Arizona, 1990

**Philip Baker**, *Assistant Clinical Professor of Radiology* (2012).

B.S., Brigham Young University, 1988; M.D., University of Alberta (Canada), 1993

**Marcus Balters**, *Assistant Professor of Surgery* (2005; 2006).

B.S., Texas Christian University, 1991; M.D., University of Nebraska Medical Center, 1996

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

B.S., University of Massachusetts and Amherst, 1986; M.D., Medical College of Pecs (Hungary), 1992

**Sarah Bannister**, *Assistant Clinical Professor of Pediatrics* (2012).

B.S., University of Arizona, 2003; D.O., University of New England, College of Osteopathic Medicine, 2006

**Harold R. Bares**, *Clinical Instructor of Surgery* (1987).

B.A., St. Cloud State University, 1973; M.D., University of Nebraska Medical Center, 1980

**Carrie Barker**, *Assistant Clinical Professor of Pediatrics* (2011).

B.A., Northwestern University, 1991; M.A., University of California, 1994; M.D., University of Iowa, 2005; Ph.D., New York University, 2007

**Vernon Barksdale**, *Associate Clinical Professor of Psychiatry* (2013).

B.A., The Johns Hopkins University School of Medicine, 1975; MPH, The Johns Hopkins University School of Medicine, 1978; M.D., The Johns Hopkins University School of Medicine, 1978

**Eugene J. Barone**, *Adjunct Professor of Family Medicine* (2005; 1992).

B.S., LeMoyné College, 1972; M.D., Creighton School of Medicine, 1976

**Frank Barranco**, *Assistant Professor of Neurology* (2012).

B.A., Williams College, 1979; M.D., University of Southern California School of Medicine, 1983

**Michael Barsoom**, *Associate Clinical Professor of Obstetrics & Gynecology* (2012).

B.S., Creighton University, 1991; M.D., Creighton University, 1995

**Khalid Bashir**, *Assistant Professor of Medicine* (2005).

M.B.B.S., King Edward Medical College (Pakistan), 1987

**Stephen Beals**, *Associate Clinical Professor of Surgery* (2012).

B.S., Calvin College, 1973; M.D., Wayne State University School of Medicine, 1978

**Anne Beasley**, *Assistant Clinical Professor of* (2013).

**Jennifer Beaty**, *Assistant Clinical Professor of Surgery* (2008).

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

B.A., Haverford College, 1999; M.D., Case Western Reserve University School of Medicine, 2004

**Donald D. Bell**, *Associate Clinical Professor of Surgery* (1994).

B.S., University of Nebraska-Lincoln, 1960; M.D., University of Nebraska Medical Center, 1964

**Leonard Bell**, *Clinical Professor of Surgery* (2012).

B.A., Hobart College, 1967; M.D., New York Medical College, 1971

**Pallavi Bellamkonda**, *Resident Assistant Professor of Medicine* (2011).

M.B.,B.S., St. John's Medical College, 2002

**Ryan Bender**, *Assistant Clinical Professor of Pathology* (2013).

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B.S., Yale University, 1983; M.S., Yale University, 1983; M.D., Columbia University, 1987

**Casey Beran**, *Assistant Professor of Surgery* (2013).

B.S., Chadron State College, 1999; M.D., University of Nebraska Medical Center, 2005

**Karl Bergmann**, *Assistant Professor of Surgery* (2013).

B.S./B.A., Providence College, 1996; M.D., Creighton University, 2004

**Ilya Berim**, *Assistant Professor of Medicine* (2012).

M.D., University at Wuerzburg (Germany), 2004

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**Paul Berkowitz**, *Assistant Clinical Professor of* (2012).

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**Wendy Bernatavicius**, *Assistant Clinical Professor of Pediatrics* (2011).

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**Thomas M. Besse**, *Associate Clinical Professor of Obstetrics & Gynecology* (1977; 1995).

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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 of Pathology* (1978; 2006).

M.B.,B.S., All India Institute of Medical Sciences (India), 1971

**Sarbjit Bhalla**, *Assistant Clinical Professor of Medicine* (2012).

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**Shashi K. Bhatia**, *Professor of Psychiatry* (1996; 2005); *Professor of Pediatrics* (1983; 1986).

M.B.,B.S., Punjab University (India), 1969

**Subhash C. Bhatia**, *Professor of Psychiatry* (1977; 2001).

M.B.,B.S., Punjab University (India), 1967; M.D., Postgraduate Institute of Medical Education and Research (India), 1973; M.A.M.S., Indian Academy of Medical Sciences (India), 1973

**Amardip Bhuller**, *Assistant Professor of Surgery* (2006).

M.B.,Ch.B, University of Sheffield (England), 1993

**Shalini Bichala**, *Assistant Professor of Medicine* (2012).

M.B.,B.S., Osmania Medical College (India), 2001

**William P. Biddle**, *Associate Professor of Medicine* (1988; 2009).

B.A., University of Tennessee at Knoxville, 1979; M.D., University of Tennessee at Memphis, 1984

**James Billups**, *Assistant Clinical Professor of Medicine* (2010).

B.S., Kansas State University, 1969; M.P.H., Kansas State University, 2005; M.D., University of Nebraska Medical Center, 1978; D.M.V., Kansas State University, 1969

**Nathan Birch**, *Assistant Professor of Medicine* (2011).

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**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

**Shirley Blanchard**, *Associate Professor of Medicine* (1994).

B.S., University of Nebraska-Lincoln, 1960; M.D., University of Nebraska Medical Center, 1964

**Garnet J. Blatchford**, *Associate Clinical Professor of Surgery* (1990; 2002).

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**Joel Bleicher**, *Associate Clinical Professor of Surgery* (2005).

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**Robin Blitz**, *Associate Clinical Professor of Pediatrics* (2012).

B.A., Miami University, 1982; M.D., Ohio State University College of Medicine, 1986

**Margaret Block**, *Associate Clinical Professor of Medicine* (1989; 1990).

B.S., Rensselaer Polytechnic Institute, 1972; M.D., Albany: Medical College, 1976

**Ingrid J. Block-Kurbisch**, *Assistant Clinical Professor of Medicine* (2001).

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**Charles S. Bockman**, *Assistant Professor of Pharmacology* (1996).

B.A., Emory University, 1984; Ph.D., Creighton University, 1993

**Sai-Sridhar Boddupalli**, *Assistant Professor of Medicine* (2011).

M.B.,B.S.,D.Y., Patil Medical College, Maharashtra University of Health Sciences (India), 2004

**Ryan Bode**, *Assistant Clinical Professor of Pediatrics* (2011).

B.S., John Carroll University, 1998; M.D., The Ohio State University College of Medicine and Public Health, 2002

**Sara Bode**, *Assistant Clinical Professor of Pediatrics* (2012).

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**Leonard Bodell**, *Clinical Professor of Surgery* (2012).

B.A., Hobart College, 1967; M.D., New York Medical College, 1971

**John Bodensteiner**, *Clinical Professor of Pediatrics* (2009).

B.A., Luther College, 1966; M.D., University of Iowa, 1971

**Patricia Bohart**, *Assistant Clinical Professor of Psychiatry* (2012).

B.S., University of Nebraska-Lincoln, 1987; M.D., University of Nebraska Medical Center, 1991

**David L. Bolam**, *Associate Clinical Professor of Pediatrics* (1987; 2002).

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**Kristi Boles**, *Assistant Clinical Professor of Pediatrics* (2012).

B.S., Texas A&M University, 1991; B.S., Texas Tech University, 1997; M.D., Texas Tech University Health Sciences Center, 2001

**Padmaja Bollam**, *Instructor of Psychiatry* (2011).

M.B.,B.S., Kakatiya Medical College, 1992

**Patrick Bolton**, *Assistant Clinical Professor of Anesthesiology* (2012).

A.B., University of California-Berkeley, 1990; M.D., University of California-San Francisco, 2001

**Jeanette Boohene**, *Assistant Professor of Medicine* (2011).

M.B.,B.S., University of Newcastle upon Tyne Medical School (United Kingdom), 1996

**Aimee Borazanci**, *Assistant Clinical Professor of* (2013).

**Ali Borhan**, *Assistant Clinical Professor of Surgery* (2012).

B.A., Cornell University, 1994; M.D., Albany Medical College, 1998

**Anna Boron**, *Assistant Professor of Medicine* (2011).

M.D., Medical University (Poland), 2002

**Joan E. Borrege**, *Clinical Instructor of Medicine* (1987).

B.S. (Biology), University of San Francisco, 1977; B.S. (Chemistry), University of California-Berkeley, 1979; M.D., Creighton University School of Medicine, 1984

**A. James Bothmer**, *Assistant Professor of Pharmacy Practice* (1991); *Assistant Professor of Library Sciences* (1992); *Assistant Vice President of Health Sciences* (2008).

B.A., Southwest State University, 1973; M.A., University of Minnesota, 1975

**Robert Bowen**, *Associate Clinical Professor of Pathology* (2011).

B.A., Hastings College, 1973; M.D., University of Nebraska Medical Center, 1976

**Russell Bowen**, *Assistant Clinical Professor of Medicine* (2010).

B.S., University of Kansas, 1992; M.D., University of Kansas School of Medicine, 1996

**Robert M. Brady**, *Assistant Professor of Obstetrics & Gynecology* (2005; 2011).

B.A., University of Virginia, 1990; M.D., University of Virginia, 1995

**Lea Brandt**, *Assistant Clinical Professor of Health Policy and Ethics* (2012).

B.S., Creighton University, 1998; Ph.D., Creighton University, 2002; M.A., Loyola University Chicago, 2009

**Temple Brannan**, *Assistant Professor of Medicine* (2004).

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**Karen Bremer**, *Assistant Professor* (2009).

**Ross Bremner**, *Professor of Surgery* (2008; 2011).

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**Jeffrey Brink**, *Clinical Instructor* (2013).

**Eva Brion**, *Clinical Instructor* (2013).

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**Alfred W. Brody**, *Professor Emeritus of Medicine* (1954; 1993); *Professor Emeritus of Biomedical Sciences* (1954; 1993).

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**David Bryant**, *Assistant Clinical Professor of* (2013).

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**Bruce A. Buehler**, *Clinical Professor of Pediatrics* (1985; 2004).

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**Raymond Bunch**, *Assistant Clinical Professor of* (2013).

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**William J. Burke**, *Clinical Professor of Psychiatry* (1987; 1995).

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**Kip Burkman**, *Assistant Clinical Professor of Medicine* (2012).

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**Anne Burns**, *Assistant Clinical Professor of Medicine* (2013).

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**Tammy Burns**, *Assistant Clinical Professor of Medicine* (2011).

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**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).

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**Cicero Calderon**, *Assistant Clinical Professor of Pediatrics* (2005).

B.A., Wabash College, 1987; M.D., Indiana University, 1991

**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**, *Associate Professor of Psychiatry* (2008; 2011).

B.A., Brandeis University, 1997; M.A., Boston University, 1998; M.A., 2002

**Gabriel Caponetti**, *Assistant Professor of Pathology* (2012).

M.D., University of Buenos Aires School of Medicine (Argentina), 2003

**Stephan Cardon**, *Assistant Clinical Professor of Anesthesiology* (2012).

B.A., Brigham Young University, 1981; M.D., University of Arizona College of Medicine, 1986

**Lawrence A. Carlsson Jr.**, *Assistant Clinical Professor of Family Medicine* (1979; 1982).

B.S., Creighton University, 1972; M.D., Creighton University School of Medicine, 1976

**Jane Carnazzo**, *Assistant Clinical Professor of Pediatrics* (2000).

B.S., Creighton University, 1982; M.D., Creighton University School of Medicine, 1986

**Caroline Carrion**, *Assistant Professor of Obstetrics & Gynecology* (2011).

M.D., University of Puerto Rico, 1999

**Jodi Carter**, *Assistant Clinical Professor of Pediatrics* (2011).

B.A., Georgetown University, 1994; M.D., University of Arizona College of Medicine, 2000

**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 Clinical Professor of Surgery* (2013).

BA, University of Texas Austin, 1988; MD, University of Texas at Houston Medical School, 1993

**Mario Castellanos**, *Assistant Professor of Obstetrics & Gynecology* (2011; 2014).

B.S., University of Houston, 2002; M.D., University of Texas Southwestern, 2006

**Harry Cavanagh**, *Assistant Clinical Professor of Anesthesiology* (2013).

B.A., University of Santa Clara, 1970; M.D., University of Colorado School of Medicine, 1974

**Jeffrey Cecil**, *Assistant Clinical Professor of Family Medicine* (2010).

B.S., Creighton University, 1997; M.D., Creighton University School of Medicine, 2001

**James Cervantes**, *Assistant Clinical Professor of Family Medicine* (2010).

M.D., University of Nebraska Medical Center, 1992

**David H. Chait**, *Assistant Clinical Professor of Surgery* (1982; 2004).

B.A., Colby College, 1967; M.D., University of Nebraska Medical Center, 1971

**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

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

**Claudia Chambers**, *Assistant Professor of Obstetrics & Gynecology* (2011).

B.S., McMaster University, 1995; M.D., SUNY Upstate Medical, 2001

**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

**Steve Chang**, *Instructor of Surgery* (2012).

B.S., Duke University, 1997; M.D., University of North Carolina School of Medicine, 2002

**Robert Chaplin**, *Assistant Clinical Professor of Pediatrics* (2011).

B.S., Friends University, 1991; M.D., University of Kansas School of Medicine, 2002

**Dana Chase**, *Assistant Professor of Obstetrics & Gynecology* (2011).

B.A., Brown University, 1996; M.D., University of California-Irvine, 2003

**Kyle Cheatham**, *Clinical Instructor of Surgery* (2007).

B.S., Centre College, 2001; O.D., Indiana University, 2005

**Andrea Chen**, *Instructor of Obstetrics & Gynecology* (2012).

B.S., University of Illinois at Urbana-Champaign, 2000; M.D., Rush University, 2008

**Songcang Chen**, *Research Assistant Professor* (2013).

**Youngsoo Cho**, *Assistant Clinical Professor of Medicine* (2012).

B.S., Cornell University, 1993; M.D., Albert Einstein College of Medicine of Yeshiva University, 1999

**Yun Chong**, *Assistant Clinical Professor of Medicine* (2012).

B.S., Cornell University, 1988; M.D., University of Illinois, 1998

**Keith Christensen**, *Associate Professor of Medicine* (2008; 2011).

B.S., University of Iowa, 1990; Pharm.D., Creighton University, 1994

**Randal Christensen**, *Assistant Clinical Professor of Pediatrics* (2011).

B.A., University of Arizona, 1990; M.D., Tufts University, 1995

**Michael Christopher**, *Assistant Clinical Professor of Medicine* (2013).

B.S., Arizona State University, 1981; M.D., University of Arizona, 1986

**Chung-Chou Chu**, *Professor of Psychiatry* (1992).

M.D., Medical College of Korea University, 1973

**Tam Chu**, *Instructor* (2013).

**Steve Chung**, *Associate Professor of Medicine* (2010; 2011).

B.A., Case Western Reserve University, 1989; M.D., Northwestern University School of Medicine, 1994

**Ernest W. Chupp**, *Clinical Instructor of Obstetrics & Gynecology* (1985).

M.D., Creighton University School of Medicine, 1976

**Erica K. Cichowski**, *Assistant Professor of Medicine* (2003; 2008).

B.A., Indiana University, 1996; M.D., Creighton University School of Medicine, 2000

**John Cimino**, *Assistant Clinical Professor of Medicine* (2009).

B.S., University of Notre Dame, 1979; M.D., Creighton University School of Medicine, 1983

**Terrence F. Ciurej**, *Associate Clinical Professor of Surgery* (1977; 1987).

B.S., Creighton University, 1967; M.D., Creighton University School of Medicine, 1971

**Joni Clark**, *Associate Professor of Neurology* (2011).

B.S., University of Notre Dame, 1981; M.D., American University of the Caribbean (West Indies), 1985

**Justin Clark**, *Instructor of Surgery* (2012).

B.S., University of Michigan, 2002; M.D., University of Michigan Medical School, 2007

**Nanci Clark**, *Clinical Instructor of Surgery* (2005).

B.S., Arizona State University, 1993; D.P.M., California College of Podiatric Medicine, 2000

**Daxa Clarke**, *Assistant Clinical Professor of Pediatrics* (2012).

B.S., Texas A&M University, 1998; M.D., University of Texas Southwestern Medical School, 2003

**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

**Peter F. Coccia**, *Clinical Professor of Pediatrics* (1996).

B.A., Hamilton College, 1963; M.D., Upstate Medical Center, 1968

**Agnes Colanta**, *Assistant Professor of Pathology* (2012).

M.D., University of the Philippines College of Medicine, 1999

**Gabriel Colceriu**, *Assistant Professor of Medicine* (2011).

M.D., Carol Davila University of Medicine and Pharmacy (Romania), 2000

**Robert M. Coleman**, *Assistant Professor of Psychiatry* (1999).

A.B., Harvard College, 1966; M.A., University of Nebraska, 1980; Ph.D., University of Nebraska, 1995

**Robert Coles**, *Assistant Professor of Pediatrics* (2012).

B.Sc., University of British Columbia (Canada), 1989; MDCM, McGill University (Canada), 1993

**Earle Collum**, *Assistant Clinical Professor of Pathology* (2012).

B.S., University of South Carolina, 1974; M.D., University of South Carolina, 1979

**John Colombo**, *Clinical Professor of Pediatrics* (2005).

B.A., University of Nebraska-Lincoln, 1971; M.D., University of Nebraska Medical Center, 1975

**Thomas J. Connolly**, *Assistant Professor of Surgery* (2013).

B.S., Creighton University, 1986; M.D., Creighton University School of Medicine, 1990

**Thomas L. Connolly**, *Associate Clinical Professor of Medicine* (1969; 1986).

M.D., Creighton University School of Medicine, 1963

**P. James Connor**, *Clinical Professor of Medicine* (1960; 1986).

B.S., Creighton University, 1951; M.D., Creighton University School of Medicine, 1955

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B.A., Wesleyan University, 1986; M.D., Yale University, 1993

**Anna Cook**, *Assistant Professor of Medicine* (2012).

B.S., University of Notre Dame, 2004; M.D., Creighton University School of Medicine, 2008

**Stephen Coons**, *Clinical Professor of Pathology* (2009).

B.S., Yale University, 1978; M.D., University of Arizona College of Medicine, 1983

**Kevin Corley**, *Assistant Clinical Professor of Pediatrics* (2009).

B.S., University of Illinois, 1968; M.D., University of Illinois, 1972

**Anthony Cosentino**, *Associate Clinical Professor of Medicine* (2012).

M.D., University of Illinois, 1956

**John Cote**, *Assistant Clinical Professor of Obstetrics & Gynecology* (2005).

B.S., Loyola Marymount University, 1991; M.D., Creighton University School of Medicine, 1997

**Don Coulter**, *Assistant Clinical Professor of Pediatrics* (2011).

B.S., Virginia Polytechnic Institute & State University, 1994; M.D., University of Arizona College of Medicine, 2002

**Tracy Crews**, *Clinical Instructor of Psychiatry* (2013).

M.D., University of Arkansas for Medical Sciences, 2000

**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

**Attila Csordas**, *Assistant Professor of Radiology* (2007); *Interim Chair, Department of Radiology* (2013).

M.D., University of PECS Health and Science Center (Hungary), 1995

**Bruce Culbertson**, *Assistant Clinical Professor of Obstetrics & Gynecology* (2012).

B.S., University of California-Irvine, 1985; M.D., Medical College of Virginia, 1990

**Allison Cullan**, *Assistant Professor of Family Medicine* (2010).

B.S., University of Western Ontario, 2001; MB, BCh., Royal College of Surgeons (Ireland), 2007

**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

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**Robert A. Cusick**, *Assistant Clinical Professor of Surgery* (2001).

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B.S., St. Lucia College, 1985; M.D., Spartan Health Science University, St. Lucia, 1988

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B.S., MIT, 1974; M.D., Stanford University, 1978

**Andrea Darby-Stewart**, *Associate Professor of Family Medicine* (2012).

B.S., Arizona State University, 1993; M.D., University of California, 1997

**Joan Daughton**, *Assistant Clinical Professor of Psychiatry* (2009; 2012).

B.S., Loyola University Chicago, 1999; M.D., Loyola University Stritch School of Medicine, 2003

**Mary S. Davey**, *Assistant Professor of Radiology* (2005; 2007).

B.A., University of Nebraska, 1982; M.D., University of Nebraska Medical Center, 1990

**Michael H. Davidian**, *Associate Professor of Medicine* (1990; 2007).

B.S., UCLA, 1981; M.S., Creighton University, 1983; M.D., Creighton University School of Medicine, 1987

**Catherine Davis**, *Clinical Professor of Medical Microbiology & Immunology* (2012).

B.S., University of Nebraska-Lincoln, 1978; M.S., Washington University, 1980; Ph.D., Creighton University, 1989

**Roy Davis**, *Assistant Clinical Professor of Pathology* (2012).

M.D., University of Witwatersrand (South Africa), 1970

**Michael Dawson**, *Assistant Clinical Professor of Pediatrics* (2012).

B.A., Creighton University, 2004; M.D., Creighton University School of Medicine, 2008

**Peter DeMarco**, *Associate Clinical Professor of Surgery* (1970; 1976).

M.D., Creighton University School of Medicine, 1962

**Jeffrey DeMare**, *Assistant Clinical Professor of Pediatrics* (2003).

B.S., Creighton University, 1992; M.D., Creighton University School of Medicine, 1996

**Andrew DeNazareth**, *Resident Instructor* (2011).

**Euclid DeSouza**, *Assistant Clinical Professor of Surgery* (1981; 1991).

M.B.,B.S., University of Bangalore (India), 1974

**Franklin DeVries**, *Assistant Clinical Professor of Obstetrics & Gynecology* (2011).

B.S., Creighton University, 1981; M.D., University of Nebraska Medical Center, 1987

**Bradley DeVrieze**, *Assistant Professor* (2013).

**Harry J. Deeths**, *Associate Clinical Professor of Surgery* (1975; 1978).

B.S., Loyola University (Los Angeles), 1960; M.D., Creighton University School of Medicine, 1964

**Michael G. DelCore**, *Professor of Medicine* (1988; 2012).

B.S., Creighton University, 1979; M.D., Creighton University School of Medicine, 1983

**Shirley Delair**, *Assistant Clinical Professor of Pediatrics* (2011).

B.A., Dartmouth College, 1994; M.D., Universidad CES (Colombia), 2001

**Jeffrey Delaney**, *Assistant Clinical Professor of Pediatrics* (2009).

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

**Nita Desai**, *Instructor* (2012).

B.S., Emory University, 2000; M.D., Ross University School of Medicine (West Indies), 2004

**Alka Desai-Buechler**, *Assistant Clinical Professor of Pediatrics* (2000).

B.S., Wesleyan University, 1989; M.D., University of Nebraska Medical Center, 1993

**Anand Deshmukh**, *Resident Assistant Professor* (2011).

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Ph.D., Creighton University, 1984

**Sarah M. Devine**, *Assistant Clinical Professor of Medicine* (2001).

B.S., St. Louis University, 1991; M.D., Loyola-Stritch Medical School, 1996

**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

**Rohit Dhall**, *Assistant Professor of Neurology* (2011).

M.B.,B.S., All India Institute of Medical Sciences (India), 2000

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**Curtis Dickman**, *Professor of Surgery* (2012).

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**Edward Donahue**, *Assistant Clinical Professor of Surgery* (2008).

B.S., Villanova, 1970; M.S., University of Illinois, 1982; M.D., Temple Medical, 1979

**John A. Dowell**, *Clinical Instructor of Surgery* (1986; 2007).

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**Carol A. Drake**, *Clinical Instructor of Surgery* (1986).

B.S., University of Nebraska, 1977; M.D., University of Nebraska Medical Center, 1981

**Jamie A. Drake**, *Clinical Instructor of Pediatrics* (2011).

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**Richard Engel**, *Assistant Clinical Professor of Pediatrics* (2011).

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**John Ferry**, *Associate Clinical Professor of Medicine* (1970; 1991).

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**Terry Fife**, *Associate Clinical Professor of Neurology* (2011).

B.S., University of Arizona, 1982; M.D., Texas A&M University, 1986

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**Paul Fine**, *Professor Emeritus of Psychiatry* (1981; 1995).

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**Muhammed Firoz**, *Assistant Professor of Medicine* (2004).

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**William P. Fitzgibbons**, *Assistant Clinical Professor of Family Medicine* (1981; 1982).

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**Mark Fleisher**, *Clinical Professor of Psychiatry* (1992; 2011).

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**David Frate**, *Assistant Clinical Professor of Medicine* (2013).  
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**Dirk Gesink**, *Assistant Professor of Surgery* (2012).

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B.S., University of California-Los Angeles, 1988; Ph.D., University of California-Los Angeles, 2005

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B.S., University of British Columbia , 1955; B.A., University of British Columbia, 1999; M.D., Saba University School of Medicine (Netherlands), 2004

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**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**, *Assistant Clinical Professor of Pediatrics* (1975; 1998).

B.S., University of Pittsburgh, 1964; M.D., University of Pittsburgh, 1968

**Neil Goldstein**, *Assistant Professor of Radiology* (2012).

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**Mark D. Goodman**, *Professor of Family Medicine* (1992; 2014).

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**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

**Peter M. Gordon**, *Assistant Clinical Professor of Surgery* (1981; 1984).

B.A., State University of New York at Buffalo, 1970; M.D., Medical College of Wisconsin, 1974

**Pamela Goslar**, *Assistant Professor of Surgery* (2011).

B.A., Cameron University, 1973; M.S.A., DePaul University, 1978; Ph.D., University of South Carolina, 1993

**William Gossman**, *Associate Clinical Professor of Emergency Medicine* (2006).

B.S., Southern Illinois University, 1988; M.D., Southern Illinois University, 1992

**Amanda Grace**, *Assistant Clinical Professor of Medicine* (2013).

B.S., The University of Arizona, 1999; M.D., University of California-Los Angeles, 2003

**Steven Gradowski**, *Clinical Instructor of Surgery* (2007).

O.D., Southern College of Optometry, 1979

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B.S., Virginia Polytechnic Institute and State University, 1977; M.D., Medical College of Virginia, 1982

**Kirstin Grahn**, *Assistant Clinical Professor of Pediatrics* (2011).

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

**Kathleen M. Grant**, *Assistant Clinical Professor of Psychiatry* (2003).

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

**Caron J. Gray**, *Associate Professor of Obstetrics & Gynecology* (1999; 2009).

B.S., University of Illinois, 1987; M.D., Northwestern University, 1991

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

B.S., University of Nebraska-Lincoln, 2000; M.D., University of Nebraska Medical Center, 2004

**Theresa Grebe**, *Associate Clinical Professor of Medicine* (2010).

B.A., Washington University, 1982; M.D., Pennsylvania State University College of Medicine, 1986

**Jennifer Green**, *Assistant Clinical Professor of Medicine* (2013).

B.S., University of Nebraska-Lincoln, 1995; M.S., University of Nebraska Medical Center, 2002;  
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**Michael Greene**, *Assistant Professor of Family Medicine* (2012).

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B.A., New York University, 1983; M.D., Hahnemann/Drexel University, 1989

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B.A., University of Oklahoma, 1977; M.D., University of Oklahoma, 1981

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B.A., University of Nevada-Los Vegas, 2000; M.D., University of Utah School of Medicine, 2005

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B.S., University of Nebraska, 1964; M.D., University of Nebraska Medical Center, 1968

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**Sonal Haerter**, *Assistant Professor of Medicine* (2011).

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

B.S., Arizona State University, 1987; M.D., The University of Arizona College of Medicine, 1993

**Zahi Haidar-Ahmad**, *Assistant Clinical Professor of Medicine* (2008).

B.S., American University of Beirut (Lebanon), 1993; M.D., American University of Beirut (Lebanon), 1997

**Victoria Halgren**, *Assistant Clinical Professor of Medicine* (2011).

B.S., Creighton University, 1988; M.D., Creighton University School of Medicine, 1995

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M.B.,B.S., Dow Medical College (Pakistan), 1984

**James L. Harper**, *Associate Clinical Professor of Pediatrics* (1996; 2004).

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**Gina Harper-Harrison**, *Assistant Clinical Professor of Obstetrics & Gynecology* (2010).

B.S., University of Wyoming, 1988; M.D., Creighton University, 1992

**Claudia Harrington**, *Instructor of Medicine* (1996).

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

B.A., University of Nebraska, 1987; M.D., University of Nebraska Medical Center, 1993

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

B.S., University of Nebraska, 1990; M.D., University of Nebraska Medical Center, 1994

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

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

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

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B.S.M., Creighton University, 1941; M.S. (Med), University of Minnesota, 1947; M.D., Creighton University School of Medicine, 1943

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

- Samad Hashimi**, *Assistant Professor of Surgery* (2012).  
B.S., University of New Mexico, 1999; M.D., University of Iowa College of Medicine, 2004
- Aly Hassan**, *Assistant Clinical Professor of Psychiatry* (2009).  
M.B.B.Ch., Ain Shams University (Egypt), 1995
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- Ralph J. Hauke**, *Special Assistant Professor of Medicine* (2008; 2011).  
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B.S., Creighton University, 1986; M.D., Creighton University School of Medicine, 1990
- Moustafa Hazin**, *Assistant Professor of Medicine* (2011).  
B.S., Montclair State University, 2003; D.O., New York College of Osteopathic Medicine, 2007
- Don Headley**, *Assistant Professor of Medicine* (2012).  
B.S., University of Wisconsin, 1972; M.D., George Washington University, 1986
- James Healy**, *Professor Emeritus of Pathology* (1990; 2007).  
B.S., Creighton University, 1980; M.D., Creighton University School of Medicine, 1984
- Christopher J. Heaney**, *Assistant Clinical Professor of Psychiatry* (2001).  
B.S., Creighton University, 1947; M.D., Creighton University School of Medicine, 1951
- Shannon Heck**, *Assistant Clinical Professor of Medicine* (2012).  
B.S., University of Arizona, 1995; M.D., Eastern Virginia Medical School, 2001
- Linda Heckler**, *Assistant Clinical Professor of Pediatrics* (2011).  
B.S., Purdue University, 1972; M.D., University of Arizona College of Medicine, 1999
- Jodanne Hedrick**, *Assistant Clinical Professor of Obstetrics & Gynecology* (2011).  
B.S., Northern Michigan University, 1993; D.O., Kirksville College of Osteopathic Medicine, 1997
- Tom T. Hee**, *Professor of Medicine* (1978; 2009).  
B.S., California State University at Los Angeles, 1972; M.D., Creighton University School of Medicine, 1967
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B.S., St. Mary's College (California), 1963; M.D., Creighton University School of Medicine, 1967
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- Richard Hendrix**, *Assistant Clinical Professor of Family Medicine* (2013).  
B.S., University of Arizona, 1979; M.D., University of Arizona, 2001
- Michael M. Henry**, *Assistant Clinical Professor of Pediatrics* (2012).

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**Yoon Hong**, *Assistant Clinical Professor of Surgery* (2012).

B.A., Rice University, 1998; M.D., Stanford University, 2003

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**Kari Krenzer**, *Assistant Clinical Professor of Pediatrics* (2000; 2005).

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B.S., Dana College, 1976; M.D., University of Nebraska Medical Center, 1980

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B.A., Harvard University, 1979; M.D., The Ohio State University College of Medicine, 1985

**Travis Kruse**, *Assistant Clinical Professor of Pediatrics* (2011).

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**Stephen Kruszka**, *Assistant Clinical Professor of Neurology* (2011).

D.O., AT Still University of Health Sciences, 1995

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- Roshni Kundranda**, *Assistant Professor of Medicine* (2010; 2011).  
M.B.,B.S., Kasturba Medical College (India), 2000
- Elbert Kuo**, *Assistant Professor of Surgery* (2011).  
B.A., Brown University, 1996; M.D., Brown University, 2001
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B.S., University of Nebraska, 1980; M.D., Creighton University, 1984
- Shelby Kutty**, *Assistant Clinical Professor of Pediatrics* (2008).  
M.B.,B.S., Calicut University School of Medicine (India), 1995
- 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
- Amy LaCroix**, *Associate Clinical Professor of Pediatrics* (1994; 2004).  
B.A., University of Nebraska-Omaha, 1987; M.D., University of Nebraska Medical Center, 1991
- Shafeeq Ladha**, *Associate Clinical Professor of Neurology* (2011).  
B.S., University of Notre Dame, 1996; M.D., University of Arizona College of Medicine, 2000
- G. Patrick Lambert**, *Assistant Professor of Biomedical Sciences* (2008).  
B.S., Alma College, 1988; M.A., Ball State University, 1990; Ph.D., University of Iowa, 2001
- Jason Lambrecht**, *Clinical Instructor of Medicine* (2013).  
B.A., Creighton University, 1994; Pharm.D., Creighton University, 1988; M.D., University of Nebraska Medical Center, 2010
- Bob Lang**, *Assistant Clinical Professor of Emergency Medicine* (2005).  
M.D., Loma Linda University, 1974
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B.A., University of Nebraska-Lincoln, 1994; M.S., University of Nebraska-Lincoln, 1997
- Robert M. Langdon Jr.**, *Assistant Clinical Professor of Medicine* (1985).  
B.A., Washington University, 1976; M.D., University of Nebraska Medical Center, 1979
- Jason Langenfeld**, *Assistant Clinical Professor of Medicine* (2012).  
B.A., University of Nebraska-Lincoln, 1999; M.D., Creighton University School of Medicine, 2003
- Robert Langenfeld**, *Assistant Clinical Professor of Psychiatry* (2013).  
B.S., Creighton University, 1995; M.D., Creighton University School of Medicine, 2000
- 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

**Thomas J. Lanspa**, *Associate Professor of Medicine* (1986; 2005).

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B.S., Brigham Young University, 1974; M.D., University of Utah, 1978

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B.S., University of Hawaii, 1993; M.D., University of Hawaii, 2000

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B.S., United States Military Academy, 1969; M.S., University of California-Berkeley, 1970; M.D., Baylor University, 1978

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B.S., University of Nebraska-Lincoln, 1978; M.D., University of Nebraska Medical Center, 1981

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B.S., Ohio State University, 1964; M.D., Ohio State University, 1975

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