



Creighton
UNIVERSITY

BULLETIN

SCHOOL OF MEDICINE ISSUE

2012 - 2014

CREIGHTON UNIVERSITY

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.

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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 Bulletin and its successor Bulletin will be posted on the University's website and are considered a part of this Bulletin 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. Students are strongly encouraged to check the University's website for Bulletin changes at www.creighton.edu/Registrar.



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CALENDAR ACADEMIC YEAR 2012-13

2012

June	18	M	Senior Year begins-Class of 2013
	28-29	Th-F	Mandatory Junior Class Orientation - Class of 2014
July	2	M	Junior Year begins -Class of 2014
August	1-3	W-F	Mandatory Freshman Orientation - Class of 2016
	6	M	Freshman Year begins - Class of 2016 Sophomore Year begins - Class of 2015
September	3	M	Labor Day-University Holiday
	12	W	Mass of the Holy Spirit
November	21	W	Thanksgiving recess begins M-1 and M-2 students at 8:00am
	26	M	Classes resume at 8:00am for M-1 and M-2 students
December	15	Sa	First Semester ends for all medical students at 8:00am

2013

January	3	Th	Second Semester begins for all students
February	15	F	Last day to submit on-line Degree Application for May graduation
March	15	F	Match Day
	29	F	Good Friday-No classes for M-1 and M-2 students
May	16	Th	School of Medicine Hooding Ceremony
	18	Sa	University Commencement
	18	Sa	Second semester ends for M-1 and M-2 students at 8:00am
June	15	Sa	Second semester ends for M-3 students at 8:00am

CALENDAR ACADEMIC YEAR 2013-14

2013

June	17	M	Senior Year begins-Class of 2014
	27-28	Th-F	Mandatory Junior Class Orientation - Class of 2015
July	1	M	Junior Year begins-Class of 2015
	31	W	Mandatory Freshman Orientation - Class of 2017
August	1-2	Th-F	Mandatory Freshman Orientation - Class of 2017
	5	M	Freshman Year begins - Class of 2017 Sophomore Year begins - Class of 2016
September	2	M	Labor Day-University Holiday
	11	W	Mass of the Holy Spirit
November	27	W	Thanksgiving recess begins M-1 and M-2 students at 8:00am
December	2	M	Classes resume at 8:00am for M-1 and M-2 students
	14	Sa	First Semester ends for all medical students at 8:00am

2014

January	6	M	Second Semester begins for all students
February	15	Sa	Last day to submit on-line Degree Application for May graduation
March	21	F	Match Day
April	18	F	Good Friday-No classes for M-1 and M-2 students
May	16	F	School of Medicine Hooding Ceremony
	17	Sa	University Commencement
	17	Sa	Second semester ends for M-1 and M-2 students at 8:00am
June	21	Sa	Second semester ends for M-3 students at 8:00am

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Professor and Chair, Pediatrics

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GENERAL INFORMATION

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

With an enrollment of more than 7,700 persons taught by 759 full-time faculty and 226 part-time faculty, Creighton has set as its goal the conduct of higher education in the context of Christian values.

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

Creighton is a university in the true sense. In addition to the College of Arts and Sciences, Creighton has a College of Business, University College, Schools of Dentistry, Medicine, Law, Nursing, and Pharmacy and Health Professions, and a Graduate School offering master and doctorate degrees. University College offers undergraduate degree and certificate programs for part-time students and specializes in noncredit offerings for adults.

Thirty-five percent of the University's students are enrolled in the College of Arts and Sciences, 34 percent in the health sciences professions, 8 percent in business, 5 percent in University College, 6 percent in law, and 12 percent in the Graduate School.

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 campus is located on the northwest edge of downtown Omaha, Nebraska. The University's planned campus of nearly 130 acres is near the city's revitalized urban center.

A center for information technology, telecommunications, transportation and food processing, Omaha, Neb., is the heart of a metropolitan area of 800,000, with more than 1 million people within a 50-mile radius. The city is the major urban area between Chicago and Denver and between Kansas City and Minneapolis. The metro Omaha area has seen steady growth over the past five decades and is now the 40th largest city in the United States.

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.

Omaha, a cultural center of the Great Plains, is home to a number of live theatre options, one of America's best regional symphonies, an opera company that has made its name performing world premieres, the nation's largest community playhouse and the nation's largest urban artist colony. The Durham Western Heritage Museum, Joslyn Art Museum and Strategic Air and Space Museum all make Omaha one of the top 10 cities in the nation for raising a family according to Parenting Magazine.

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 Missouri Valley Conference, will host the NCAA College World Series for the next 25 years at the new TD Ameritrade Park. In addition, the U.S. Olympic Team Trials for Swimming, March Madness and NCAA Final Four Volleyball Tournament 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. Century Link 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. The cost of living in Omaha is less than that of almost any other major city — a comfortable lifestyle is within easy reach.

HISTORY

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

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

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

Jesuits were exclusive managers of the corporation until, in October 1968, the Board of Directors was expanded to include laypersons. Today 29 laypersons and six Jesuits conduct the corporate affairs of Creighton University.

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

History of the School of Medicine

The John A. Creighton Medical College was established in 1892, 14 years after the beginning of Creighton University. In the 120 years that have ensued, the school has granted more than 8,300 Doctor of Medicine degrees. More than 5,000 living alumni practice throughout the United States and in foreign countries.

The school's first home was in the first building of Saint Joseph Hospital, which was altered and equipped to afford temporary quarters. In 1896, the first building constructed to house the School of Medicine was erected on the northwest corner of 14th and Davenport streets in Omaha, and during the next two decades the modest campus expanded to include three buildings in the area, one of which accommodated the School of Pharmacy. In 1967, the medical campus moved to the main university campus.

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 Affirmative Action Office, The Campion House, Suite 3, 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 requesting accommodations must 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.

Students must submit this documentation at least five 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 reviewed by the Medical Education Management Team, which may elect to consult with the Coordinator of Student Support Services for Creighton University.

Any student requesting accommodations must submit medical or other diagnostic documentation of the disability and any limitations, and may be required to participate in additional evaluation of limitations as required by Creighton University or other agencies prior to receiving requested accommodations. The University reserves the right to provide services only to students who complete and provide written results of evaluations and service recommendations to appropriate University personnel.

For more information, contact the Associate Dean for Student Affairs at 402-280-2905 or the Coordinator of Services for Student Support Services at 402-280-2749.

ACCREDITATION

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. Professional Colleges and Schools are accredited by their respective professional standardizing agencies. The School of Medicine is fully accredited by the Liaison Committee on Medical Education, 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

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 accommodates the administration, faculty, and students of the School of Nursing and the School of Pharmacy and Health Professions. The administrative offices of the School of Medicine are located in the Criss Health Sciences Center, as are the offices of the Vice President for Health Sciences. Another unit (Criss I) provides medical research facilities for the faculty. 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.

ADDITIONAL CLINICAL FACILITIES

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

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

GRADUATE PROGRAMS IN BASIC SCIENCES

The Departments of Biomedical Sciences, Medical Microbiology and Immunology, and Pharmacology offer graduate programs leading to master's and doctoral degrees in the basic sciences. For a description of these programs and courses see the Graduate School Bulletin.

It is possible for medical students to earn an M.D./Ph.D. in the various basic science departments. Interested students must first be accepted into the School of Medicine and then typically apply to the Graduate School after consultation with their advisor and school administration. Normally this program would require at least seven years of enrollment with the majority of the Ph.D. studies completed between the second and third years of medical school.

COMBINED PROGRAMS

The School of Medicine also offers the joint programs of M.D./M.B.A, M.D./M.S. in Health Care Ethics, and M.D./M.S. in Translational Sciences. These individual programs are described in more detail on the School of Medicine website.

LIVING ACCOMMODATIONS

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

Davis Square and Opus Hall are apartment style units of two-, three-, or four-student occupancy. These have 12-month leases which run from mid-May to mid-May, or from the time the student matriculates until mid-May. Opus Hall and Davis Square do not accommodate families. Heider Hall provides both 9- and 12-month leases. The 9-month lease corresponds to the undergraduate academic year of mid-August to mid-May. The 12-month lease runs from August 1 through the following July. Students interested in securing on-campus housing should contact the Department of Residence Life at 402-280-2717. Pricing for on-campus housing can be found at the Department of Residence Life website, www.creighton.edu/residencelife.

BOARD PLANS TYPE

All University Dining Services board plans are available to on-campus residents and commuters. Freshman and sophomore students are required to have a meal plan, the choice of which is based upon the residence hall in which they live. For other resident and commuting students, meal plans are optional. The meal plans start the Sunday prior to the start of undergraduate classes and end the Saturday following undergraduate spring finals.

Visit the Department of Residence Life website, www.creighton.edu/residencelife, to view all meal plan options and pricing.

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. Call (402) 280-2460 for information.

CENTER FOR HEALTH AND COUNSELING

The Center for Health and Counseling houses both Health Services and Counseling Services. Together these Services are dedicated to promoting healthy life choices as well as serving the health and counseling needs of Creighton students. The two Services cooperate in the care of Creighton students.

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 280-2735 for an appointment, or drop in. Hours are 8:00 a.m. – 4:30 p.m. Monday and Friday; 8:00 a.m. – 6:30 p.m. Tuesday through Thursday. 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.

Health Services

Health Services provides a variety of services that 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 assistant, or nurse practitioner provides services. **Services are available to all currently enrolled Creighton University students.**

Services Available:

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

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 Health Services

Call 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 the Mike and Josie Harper Center for Student Life and Learning.

Who Provides the Services?

Physicians, nationally-certified Physician Assistants and Nurse Practitioners are the core provider staff. An auxiliary staff of Registered Nurses, Medical Assistants and clerical personnel supports them. Medical specialty and dental care is provided by referral to physicians and dentists who are faculty members of the Schools of Medicine and Dentistry at Creighton University Medical Center. Mental health services are provided by referral to Counseling Services, the Department of Psychiatry in the School of Medicine, psychiatrists, and/or therapists within the community.

Participating Providers

Our providers participate with most 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. Many of these centers have laboratory and x-ray services and can treat most acute illness and 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 the residence halls and can be reached by calling 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.

The Center for Health and Counseling is responsible for maintaining the records that relate to the following University requirements. Please contact us if you have any questions.

University Immunization Requirement

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

All Students

MMR Vaccine Requirement for students born after January 1, 1957, 2 MMR vaccines given after the 1st birthday and at least 30 days apart are required.

Positive blood titers for measles, mumps and rubella will meet the MMR requirement if vaccination dates are not available. History of illness does not meet this requirement.

Hepatitis A vaccine recommendation:

This is a 2 dose series given 6-12 months apart for those who desire protection against Hepatitis A. Hepatitis A is spread by eating or drinking contaminated foods or water. Students who travel abroad are encouraged to consider this vaccine.

Additional vaccine information can be found at www.cdc.gov/nip/publications/vis

Additional Immunization Requirements for Health Science Students

Health Science Students are students who are currently enrolled in the Dentistry, Medicine, Nursing, Occupational Therapy, Physical Therapy and Pharmacy programs.

MMR vaccine requirement:

All Health Science Students (regardless of Date of Birth), 2 MMR vaccines given after the 1st birthday and at least 30 days apart are required.

Positive blood titers for measles, mumps and rubella will meet the MMR requirement if vaccination dates are not available. History of illness does not meet requirement.

Tuberculosis screening requirement:

Category 1-Students who are currently in an annual testing cycle, please submit the last 2 years of negative test documentation.

Category 2-Students who have not had PPD skin testing in the past 2 years must have a *2-step PPD.

A 2-step PPD is defined as 2 negative skin tests done ideally 3 weeks apart

Category 3-Students who have had a positive skin test in the past must have documentation of a negative chest-x-ray done in the United States within the last 12 months. A radiology report is required.

All 3 categories require annual screening.

Category 1-annual PPD skin testing

Category 2-annual PPD skin testing

Category 3-annual provider review which may include a chest x-ray.

The provider review form can be completed/faxed to Student Health:(402)280-1859. The form can be downloaded from www.creighton.edu/StudentHealthService.

DPT/Td requirement:

Documentation of an original series plus a booster within ten years is required. If dates are unavailable for the original series, a student is considered not vaccinated and a 3 dose series is required. In December, 2006, the CDC recommended all health care workers be given a single booster dose of Tdap (Adacel) as soon as feasible if they have not previously received Tdap. An interval as short as 2 years from the last dose of Td is recommended however, shorter intervals may be used.

Polio requirement

A series of 3 vaccines is required. If dates are not available, positive titers will be accepted to meet this requirement.

Hepatitis B vaccine requirement:

A series of 3 vaccines and a positive blood titer is required. A blood titer is to be drawn at least 30 days after the 3rd dose of vaccine.

Annual Influenza requirement:

Annual seasonal influenza vaccine.

Varicella/Chicken Pox Immunity requirement:

If a student has a history of chicken pox disease, a positive blood titer is required. If a student has no history of chicken pox disease, a 2 dose series of vaccine is acceptable.

A complete listing of immunization requirements can be found at: <http://www.creighton.edu/chc/healthservices/immunizationrequirements/index.php>

University Health Insurance Requirements

It is Creighton University policy that all full time students be covered by a comprehensive health insurance plan* for the entire academic year.

NOTE: The premium for the University-endorsed Student Medical Insurance Plan will remain on the student's account unless the waiver process is properly completed before the deadline. **This information is required on an annual basis.**

* A comprehensive health insurance plan fulfills the following requirements:

1. Coverage includes most inpatient and outpatient health services and is comparable to the University endorsed Plan
2. Coverage is in effect for the entire Academic year
3. Coverage includes comprehensive benefits if out of area (away from home)
4. Coverage includes Mental Health care and has a comparable deductible.

* Automatic enrollment in the University-endorsed Plan will occur and the tuition statement will reflect a charge for the entire premium when the Center for Health and Counseling becomes aware of a lapse in the student's health coverage.

Creighton University Student Medical 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.

Contact the Center for Health and Counseling for complete details at the Harper Center, Room 1034, Phone: (402) 280-2735, Fax: (402) 280-1859.

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*, a quarterly newsletter on medical school wellness issues (<http://medicine.creighton.edu/wellness>).

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 includes the Christian Medical and Dental Society, Body Basics, Creighton Eye Society, Creighton Medical Student Government (CMSG), Creighton University Medical School OBGYN (CUM-SOG), 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, and the Wilderness Medical Society.

HONORS AND PRIZES

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 *Arlene and Ronald Kaizer Award*, in memory of Dr. William A. Perer to the non-military senior student who must move the furthest distance for residency training.

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 the student who most demonstrates compassion and empathy in the delivery of care to patients and their families.

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.

THE ALUMNI ASSOCIATION

The Creighton University Alumni Association was formed in 1892 to provide an organization through which alumni maintain the relationships they established with members of the Creighton community during their days as students. The Association's 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 administration of the Alumni Association is handled by the Alumni Relations Office under the supervision of the Assistant Vice President of Alumni Relations, as advised by the National Alumni Board. Programs and services provided to alumni and friends of the University vary widely and include reunion gatherings, all-University events, spiritual direction, community services, college/school specific activities, young alumni activities, regional events, and career networking.

In the School of Pharmacy and Health Professions, the Assistant Dean for Alumni Affairs also coordinates events. The Creighton Alumni Association has grown over the years to include over 54,000 alumni.

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.

POSTBACCALAUREATE PROGRAM (PBP)

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

Program and Objectives

CERTIFICATE PROGRAM:

PRE-MEDICAL POSTBACCALAUREATE PRE-PROFESSIONAL STUDIES

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

Prerequisites for Admission

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

Goal

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



Required Courses (55 Credits)

Curriculum: Pre-Medical Postbaccalaureate Pre-Professional Studies

Diagnostic Summer Session

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

Fall Academic Session

PBP 406	Pre-Medical Biology Review
PBP 407	Pre-Medical Chemistry
PBP 408	Pre-Medical Analytic Reading Part A
PBP 424	Pre-Medical Analytic Reading Part B
PBP 409	Pre-Medical Writing
PBP 410	Pre-Medical Mathematics
PBP 411	Pre-Medical Physics Review
PBP 428	Culture Competency Immersion
PBP 421	Pre-Medical Academic Excellence

Spring Academic Session

PBP 412	Pre-Medical Biology
PBP 413	Pre-Medical Chemistry
PBP 434	Pre-Medical Analytical Reading
PBP 415	Pre-Medical Writing
PBP 416	Pre-Medical Mathematics
PBP 417	Pre-Medical Physics
PBP 422	Pre Medical Academic Excellence
PBP 538	Pre-Medical Biomedical Science

Prematriculation Session

PBP 501	Molecular and Cell Biology
PBP 502	Anatomy
PBP 503	Principles of Microbiology
PBP 504	Host Defense
PBP 505	Pharmacology
PBP 506	Neurosciences
PBP 419	Pre-Medical Academic Excellence

ADMISSION

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

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 Internet (<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

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

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

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

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

Required Coursework

Biology (with lab)	8 sem.hrs.
Chemistry, Inorganic (or General) (with lab)	8 sem. hrs.
Chemistry, Organic (with lab)	8-10 sem. hrs.
English coursework with stress on composition.....	6 sem. hrs.
Physics (with lab)	8 sem. hrs.

Strongly Recommended Coursework

Biochemistry, Molecular Biology, Genetics, Anatomy, Physiology,
Humanities [music, art, history, literature, foreign language(s)]

Courses in Advanced Human Biology as well as others that require critical thinking, reading skill, and reading comprehension and composition are strongly recommended for any medical school applicant. Applicants are encouraged to acquire facility in speaking and writing the Spanish language.

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

Extra-Curricular Requirements

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

1. Commitment to "service to others" through non-medical volunteer activities
2. Physician shadowing experiences
3. Clinical and/or medical experiences

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

Further Requirements and Selection of Applicants

Applicants should take the Medical College Admission Test examination (MCAT) no later than September of the year preceding their entry into medical school. Spring examinations are advised. Required courses should be completed prior to sitting for the MCAT. August and September test results can be used in the evaluation of applicants who are not applying under the Early Decision (ED) program. MCAT scores received from examinations taken more than three years before matriculation will not be considered.

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) using the AMCAS letters portal.

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, and 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 Freshman 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 May 15.)
2. Refusal of the place offered and withdrawal of application.

Enrollment deposits are refundable up to May 15 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. No later than 30 days of receiving the notice of cancellation, the school shall provide the 100% refund.

ADVANCED STANDING

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

When openings are available, advanced standing admission is restricted to those applicants who are currently enrolled in good standing at an LCME-accredited medicine school, and have

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

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

Additional information and applications for advanced standing may be obtained by referring to the Creighton University School of Medicine website <http://medicine.creighton.edu/medicine/oma/transapp/index.php>

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.

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 EMPLOYMENT

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

COMBINED M.D./PH.D. 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 combined program requirements for both M.D. and Ph.D. degrees may be expected to be completed in six or more years of continuous study.

PROGRAM COMPONENTS

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

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

Part I is devoted to academic course work 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 I, 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 II 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 II, 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 III 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 IV, 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 II 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:

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

DEPARTMENTS OF STUDY FOR THE Ph.D.

1. Biomedical Sciences, including Molecular and Cellular Biology, Biological Chemistry, Anatomy, and Physiology.
2. Pharmacology
3. 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.

FINANCIAL SUPPORT AND TUITION REMISSION

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 the 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: www.medicine.creighton.edu.

COMBINED M.D./M.S., HEALTH CARE ETHICS

M.D./M.S. IN HEALTH CARE ETHICS DUAL DEGREE PROGRAM

The Creighton University School of Medicine and the Graduate School offer a co-ordinated 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 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:

1. Application: a completed application form.
2. Essay: Using 500 words or less per question, please respond to the following:
3. 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.
4. Explain how successful completion of this program will assist you in achieving your professional goals.

MD/MS 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.

PROGRAM DEGREE REQUIREMENTS FOR MD STUDENTS

MD/MS in HCE students must take the following twenty-seven (27) hours of MHE courses, plus the IDC 135 course that is taken as a standard part of the medical school curriculum:

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

DOCTOR OF MEDICINE/MASTER OF BUSINESS ADMINISTRATION (MD/MBA)

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

ELIGIBILITY FOR ADMISSION

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

MBA REQUIREMENTS

33 total credit hours; 4 transferred from IDC 135 and 138; 29 additional business credit hours

All MD/MBA students will complete two core courses (6 credit hours) that address business processes and skills. MBA 771 should be taken early in the student's program of study; MBA 775 is a capstone business course and thus should be taken near the end.

MBA 771	Leadership and Organizational Behavior
MBA 775	Business Policy and Managerial Action

MASTER OF SCIENCE IN CLINICAL & TRANSLATIONAL SCIENCE

The Master of Science in Clinical and Translational Science (CTS), offered by the Center for Clinical & Translational Science, is a comprehensive program to train future clinical investigators from diverse scientific backgrounds and disciplines. The specific goal is to prepare the scholars of the program to identify important clinical questions, develop research protocols, conduct clinical and translational investigations in highly interdisciplinary and collaborative team settings, generate pilot data, analyze and write the results in a publishable form and develop and submit grant proposals. The scholars will be required to write a Master's thesis.

For complete details, refer to the Graduate Bulletin or contact Dr. D.K. Agrawal, Office of Clinical & Translational Science; 402-280-2938.

TUITION AND FEES

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

Application for admission fee.....	\$95.00
Enrollment reservation deposit required of applicants when accepted for admission-credited to tuition.....	100.00
Tuition per semester (effective June 2012) for courses in medical curriculum	24,560.00
University fee per semester	516.00
University Technology Fee.....	221.00
Late payment fee ³	158.00
Student Health Insurance Premium for six months ²	1,004.00

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

ESTIMATING BASIC COSTS

A medical education 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 tuition is at the rate effective June 2012. 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 2012-13 year.

Tuition.....	\$49,120.00
Fees	1,474.00
Living Expenses (Room, Board, Transportation, Personal)	17,150.00
Books/Supplies	1,730.00
Health Insurance	2,008.00
Total	\$71,482.00

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.

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1. Registration is not complete until financial arrangements have been made.
 2. 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.
 3. Transcripts, grade reports, and diplomas are released only when outstanding balances have been paid.

FINANCIAL ARRANGEMENTS

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

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

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

LATE PAYMENT POLICY

A late payment fee will be added to charges assessed at registration that remain unpaid after the period for late registration. This fee is \$158 for the first month and an additional \$82 for each subsequent month that the account remains unpaid. Accounts with unpaid balances under \$500 will be subject to a \$158 fee the first month and \$66 each month thereafter.

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

WITHDRAWALS AND REFUNDS

Students 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.

STUDENT FINANCIAL AID

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

All forms and inquiries regarding financial aid for medical students should be directed to the Financial Aid Coordinator's Office in the School of Medicine, Creighton University, 2500 California Plaza, Omaha, NE 68178. Telephone: (402) 280-2666. General information on procedures for applying for aid can also be found at www.creighton.edu/finaid.

APPLICATION PROCEDURES

1. Apply for admission 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. Early application is desirable in order to insure the availability of funds.

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 manpower-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 www.nhsc.bhpr.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.

SCHOOL OF MEDICINE SCHOLARSHIPS

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

- Dr. Alfred C. and Louise L. Alessi Memorial Endowed Scholarship
Marguerite Arneith Scholarship
George H. Arnold, III Scholarship
Barnard Family Scholarship
The Dr. John W. and Janet Barnes Family Endowed Scholarship
Barr Medical 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
J. Clayton Campbell, M.D. Memorial Scholarship
Cali Family Medical Endowed Scholarship
Dr. Harold and Joan Cahoy Scholarship
Dr. and Mrs. Vincent J. Carollo Medical School Scholarship
Ned H. Cassem, S.J., M.D. Memorial 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
Mary Walton Conti Medical Scholarship
Marilyn M. Crane Scholarship
Creighton Family Medical Scholarship
Creighton School of Medicine Class of 1955 Scholarship
Creighton School of Medicine Class of 1962 Scholarship
Creighton School of Medicine Class of 1966 Scholarship
Creighton School of Medicine Class of 1970 Scholarship
Creighton School of Medicine Class of 1974 Scholarship
Dr. and Mrs. Richard Q. Crotty Scholarship
Henry L. Cuniberti, M.D. Scholarship
Dr. Frederick de la Vega Medical Scholarship
Dean Family Endowed Scholarship for the Schools of Medicine and Dentistry
Medical Dean's Endowed Scholarship
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
Dr. Stephen B. and Verne M. Devin Scholarship
Franklin D. and Nancy Dotoli Scholarship
Dr. Dale Eugene and Rosemary Walsh Dunn Scholarship
Dr. John Elder Scholarship
Fallen Comrades of the Class of 1968 Endowed Scholarship
Donnie Fangman, Jr. Memorial Scholarship
Dr. Michael J. and Linda Fazio Endowed Scholarship in Honor of William and Irene Fazio
Dr. Richard and Joanne Feldhaus Endowed Scholarship
David L. and Fay Feldman 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 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
Elizabeth J. Hagele Memorial Scholarship
F. Audley Hale, M.D. Scholarship
Hans Hansen, M.D. 1905 Scholarship
Harper-Culhane Memorial Endowed Scholarship
Hartigan Family Endowed Scholarship
Robert D. Hedequist, M.D. Scholarship
Edwin J. Holling Scholarship
Dr. Joseph and Frances M. Holthaus Scholarship
Tu-Hi Hong, M.D. Scholarship
Theodore F. Hubbard, M.D. Scholarship
Thomas C. Hunter Memorial Scholarship
Hurok Memorial Scholarship
Dr. Charles and Kathryn Husted Scholarship in Medicine
Betty Lou H. Jelinek Scholarship
Harry J. Jenkins Sr., M.D. and Harry J. Jenkins Jr., M.D. Scholarship
Werner P. Jensen, M.D. Medical Scholarship
Jewish Federation of Omaha Foundation Scholarship
Robert Woods Johnson Foundation Scholarship
Dr. Paul N. and Desnee M. Joos Family Scholarship
Thomas H. Joyce, III, M.D. Scholarship
Robert and Rebecca Kalez Scholarship
Marc S. Kelly Endowed Scholarship
Milada Kloubkova-Schirger, Ph.D. Scholarship
Sade Kosok Lasaki and Gbolahan Lasaki Scholarship
Eugene F. Lanspa, M.D. Scholarship
Margaret and Stephen Lanspa Family Scholarship
Lena Lorge Scholarship
The Luke Society Scholarship
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
Dr. Irving L. Mittleman Memorial Scholarship
Dr. James A. and Jeanne M. Murphy Endowed Scholarship
William K. Murphy, M.D. Scholarship
Dr. Delwyn J. and Josephine Nagengast Medical Scholarship

Jon L. and Candy Narmi Medical Scholarship
 The Doris Norton Scholars
 Anna H. O'Connor Scholarship
 Frank and Margaret Oliveto Medical Scholarship
 Dr. & Mrs. Gerald O'Neil Scholarship
 Pascotto Family Medical School Scholarship
 Dr. Dwaine, Sr., and Carmen Peetz Scholarship
 Edmund V. Pelletiere, M.D. Classes of '64 & '28
 Scholarship
 Dr. William and Ethel Perer Endowed Scholarship
 Perrin/Class of '64 Pathology Scholarship
 The Dr. Carole Presnick and Dr. Carl Pantaleo Endowed
 Scholarship
 Dr. Roy L. Peterson Medical Scholarship
 Reals Family Scholarship
 Pearl Reed 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
 Dr. Garry F. and Judy Rust Scholarship
 Rotary Club of Omaha Medical School Scholarship
 Margaret D. Ryan Scholarship
 Dr. David A. Sackin Memorial Scholarship
 Dr. Stanley Sackin Scholarship
 Edward John Safranek, M.D. '56 Scholarship
 St. Joseph Service League Scholarship
 Dr. Sal and Marilyn Santella Endowed Scholarship
 J. Albert Sarraill, M.D. Scholarship
 Schekall Family Scholarship
 Scholarship for Peace & Justice
 Scholl Scholarship
 School of Medicine Alumni Advisory Board Scholarship
 Shirley and Eileen Schultz Scholarship
 Dr. Hubert F. Schwarz Scholarship
 Arthur L. Sciortino, M.D. and Aileen Mathiasen
 Sciortino, M.D. Scholarship
 Marcia K. Shadle-Cusic Endowed Scholarship
 Dr. Kenichi Shimada Endowed Scholarship
 Charles Shramek Scholarship
 Joseph Shramek Scholarship
 Albert Shumate, M.D. Scholarship
 Stafford Family Endowed Scholarship
 Uros Stambuk Scholarship
 Dr. Margaret Storkan Scholarship
 Dr. and Mrs. Charles Taylon Scholarship
 F. James and D. Kelly Taylor Scholarship
 Class of '94 Todd Thomas Memorial Scholarship
 Dr. Paul H. Thorough Scholarship
 The Carl J. Troia, M.D. Endowed 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
 Vicari/Montag Annual 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

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, or osteopathic general practice.

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: a) Be a full-time student, b) Enter and complete a residency training program in primary health care not later than four years after the date on which the student graduates, and c) Practice primary health care through the date on which the loan is repaid in full.

Failure to meet the above requirements will result in the following variations to the terms of the PCL program: a) 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 b) 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. The unsubsidized loan has a fixed interest rate of 6.8% 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 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% 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. These loans have a fixed interest rate of 7.9%. There is a 4% origination fee on all Federal Direct Grad PLUS loans. Repayment begins six months after graduation, 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.

ADMINISTRATION AND SUPERVISION

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

POLICY ON ACADEMIC HONESTY

In keeping with its mission, 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.

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.

UNIT OF INSTRUCTION

The School of Medicine defines the credit unit of instruction as the semester hour. One semester hour is equivalent to one fifty-minute period of recitation or lecture per week for one semester. Two or three fifty-minute periods of laboratory are equal to one period of recitation or lecture.

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.

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.

A. 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.

B. 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.

C. 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.

D. 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.

E. 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.

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:

- I. 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.
- II. 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.

POLICY ON ATTENDANCE

A. 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.

B. Absence from a Mandatory Activity

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

1. Components I and II: The student must first complete an Absence/Exception Request Form, which is available from the M1 and M2 Bulletin 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.
2. 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.

3. 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 required 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.

C. 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.

D. 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.

E. 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.

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):

- A. Honors (SH)
The student performs exceptionally well as defined by the criteria for honors in the course syllabus.
- B. Satisfactory (SA)
The student completes all course requirements in a satisfactory manner as defined by the course syllabus.
- C. Unsatisfactory (UN)
The student fails to meet the minimum requirements for a course, clerkship, or elective as defined in the syllabus or:
 - 1. attains an overall course average less than 65%, or
 - 2. fails an NBME Subject Examination from a Component III clerkship twice, or
 - 3. fails the clinical component of a clerkship or elective, or
 - 4. fails to complete the requirements of a course within one year, or
 - 5. 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.
- D. Incomplete (I)*

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

1. 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.
2. 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.
3. 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).

E. 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.

POLICY ON 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.

COMMENCEMENT

Annual University Commencement Ceremonies are held in May. Students who complete their degree programs 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, with approval of the Dean's Office, in the preceding May. Students who complete their degree programs during the Summer are encouraged to attend Commencement the preceding May (with approval of the Dean's Office) or may attend the May Commencement following completion. Diplomas of August and December degree conferrals 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 shall have the responsibility for clearing all participants of Commencement.

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.

a. Summa Cum Laude

Students graduating with greater than or equal to 75% of course work, clerkship, and electives with Honors (SH).

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

CONFIDENTIALITY OF STUDENT RECORDS

Creighton's policy relating to the confidentiality of student records is in keeping with the "Family Educational Rights and Privacy Act" (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 access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the official to whom the request was submitted, that official shall advise the student of the correct official to whom the request shall be addressed.

2. The right to request the amendment of the student's education records that the student believes are 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 which 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, the National Student Clearinghouse); a person

serving on the Board of Directors; 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.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the University discloses educational records without consent to officials of another school in which the student seeks or intends to enroll.

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 by completing and filing with the Registrar's Office a statement entitled "Student Request To Restrict Directory Information." Such filing 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 20202-5920
1-800-872-5327

TRANSCRIPTS

A copy of a student's academic record is called a transcript and is issued by the University Registrar upon written request of the student. A Request For Transcript form is available at the Registrar's Office, or on the Registrar's website www.creighton.edu/registrar/transcripts. Copies are not made of transcripts of records on file from other institutions. Any additional copy of these must be requested by the student direct from the original issuing institution.

CREIGHTON UNIVERSITY

School of Medicine

Mission Statement

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

Vision Statement

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.

The Curriculum

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. Below are brief descriptions of the Component I courses.

IDC 101 Molecular and Cell Biology (9 credit hours)

Dr. Joseph Knezetic

The overall goal of this course is to provide the student with a comprehensive understanding of the fundamentals of molecular and cellular biology which serves as the foundation of modern medicine.

This course is one of the fundamental building blocks of the medical school curriculum. The curriculum is based in large part on the organ systems approach which will begin in the second half of the spring semester and continue through the second year. This will lead to clinical experiences in your third and fourth years for which you will need a solid foundation in the biomedical sciences. Knowledge of basic molecular and cell biology as it relates to cell, tissue and organ structure and function is a prerequisite for both the other basic science courses, and the more clinical subjects that comprise our medical curriculum.

The course faculty come from different disciplines and were brought together to present a coherent introduction to the cellular processes at the foundation of medicine. We want the course to provide the information necessary for a clear understanding of the following general subject areas:

1. Cell and tissue structure
2. Cell function
3. Genetic information flow
4. Protein structure and function
5. Fuel metabolism
6. Metabolic building blocks
7. Cellular mechanisms in response to cell death and disease

8. Inflammation and cellular repair
9. Human genetics and developmental biology
10. Neoplasia
11. Hemodynamic derangements and shock

Historically, these were very different subject areas; but they now have so much in common that it is desirable and logical to present them in a single course. For administrative purposes, the course has been divided into four sections:

- Unit I Histology and Proteins/Enzymes
- Unit II Molecular and Cell Biology
- Unit III Metabolism
- Unit IV Molecular and Cellular Pathology

IDC 103 Anatomy (6 credit hours)

Dr. Thomas Quinn

Successful completion of the Medical Gross Anatomy course should result in a firm knowledge of human anatomy that is based on correlation with current medical practice (medical knowledge). The process of gaining the didactic information and integrating it with eventual patient care is accomplished largely in the laboratory. Students who have worked in small groups with their "first patient" will have honed aspects of professionalism, interpersonal, written and verbal communication skills as well as the manual and perceptual skills necessary for many medical examination and procedural skills. Ethical and sensitive treatment of the bodies, the information gleaned from them, and the families of the donors will further incorporate the Ignatian values that are summarized in the phrase "men and women for and with others".

This course focuses on the structure of the human body and anatomic principles which provide the basis for physical examination and much of the diagnosis and therapy used in clinical practice. Nearly one third of the allotted course time is spent in lectures which have a strong audiovisual component. The balance of the time is shared between cadaver dissection and clinical correlations. The course incorporates basic organogenesis (development of organs) exclusive of the central nervous system. Radiological components stress three-dimensional aspects of clinical anatomy. At the end of the dissection experience students are responsible for a report summarizing general pathological findings.

IDC 105 Principles of Pharmacology (1 credit hour)

Dr. Janeé Gelineau-van Waes

The goal of Principles of Pharmacology is to facilitate student learning of principles that are fundamental to understanding drug action and the development of new drug therapy.

The overall goal of Principles of Pharmacology is to introduce the students to the principles of pharmacokinetics, pharmacodynamics, drug metabolism, and factors that influence drug response, and principles in the development/evaluation/control of various therapeutic agents. This course will provide the foundations for a more detailed discussion of individual drugs in drug classes during the individual systems courses. The course will be presented using didactic lectures and small group discussion sessions.

IDC 107 Principles of Microbiology (1 credit hour)

Dr. Richard Goering

At the end of this course the student will have been provided with the information to have a clear understanding of the following general areas: (1) microbial cell structure and function including bacteria, fungi, and protozoa of clinical importance, (2) bacterial genetics and regulation, (3) viral structure, multiplication and genetics, (4) basic concepts in pathogenesis.

This is an introductory course for first year medical students to learn the principles of microbiology. The course will introduce students to the fascinating world of microorganisms and to prepare them for a lifetime of learning microbiology in relation to medicine and infectious diseases. In the recent past major advances have been made in understanding the structure, physiology, and genetics of microbes. It is this understanding that has allowed us to understand the processes whereby microbial pathogens cause disease in humans.

IDC 109 Host Defense (3 credit hours)

Dr. Kristen Drescher

The goal of the course is to develop an understanding of antigen recognition, development of B and T cells, constitutive host defenses, immunopathology, inflammation, transplantation, allergy, and tumor immunology. This will be accomplished using a mixture of lecture presentations, various interactive learning strategies including computer-aided-instruction and case-based discussions.

This is an introductory course for first year medical students to learn the principles of medical microbiology and immunology. This course will emphasize the relationship of immunology and human disease as well as the biological mechanisms utilized by the immune system. The course is composed of lectures, tutorials, computer-based cases, multidisciplinary quizzes and a final exam.

IDC 111 Neuroscience (7 credit hours)

Dr. Laura Bruce

To understand normal neurological function (using neuroanatomy, neurophysiology, neuropharmacology, neuropathology, and clinical neurology) and then to be able to diagnose a patient's symptoms to locate the source of the problem within the nervous system.

Perhaps the most complex and intimidating area of medicine is that of the human brain and nervous system. Neuroanatomy has been traditionally a course with an incredible amount of memorization which is easily forgotten as time passes. The key to retention is understanding the relevance of what you have learned and using that information as a physician uses that information. The heart of this course in Neuroscience is to structure the learning of the material around the neurological clinical method of regional anatomical diagnosis. Not only will you learn the factual material, but you will use it as you learn how to think as a neurologist in approaching clinical problems. The course will integrate basic science and clinical science. Your mentors will be clinical and basic scientists who will teach in both realms. Neuroanatomy, neurophysiology, neuropathology, neuropharmacology, and neurology have been integrated as much as possible and will be interwoven with each other throughout the course.

IDC 135 Ethics and Legal Topics in Clinical Medicine (3 credit hours)

Dr. Eugene Barone

The ultimate motivation for all physicians must be the welfare of each patient. Jesuit teaching holds that clinical decision making must not be based upon medical factors alone, but on ethical standards as well. Each physician must develop well-grounded, practical ethical standards to guide their decision making.

This course recognizes that each student brings values and beliefs from his/her family upbringing, religion, culture, education, and personal experience. During the semester, students will evaluate and augment these beliefs.

The Course will provide a background of basic ethical and legal principles within a framework of clinical problems which commonly confront practitioners on a day to day basis. Students will gain knowledge and skills in the evaluation of ethical issues consistent with prudent ethical and legal guidelines. Students will accomplish these goals through didactic lectures, small group discussions, independent study (readings), and scholarly writing.

This course introduces students to the basic constraints and methods of ethical analysis and moral reasoning, with emphasis on their application to key ethical issues in health care practice and policy. Special attention is given to the role of the physician and the opportunities and challenges to the ethical practice of medicine in today's society.

IDC 136 Interviewing & Physical Exam (4 credit hours)

Dr. Robert Coleman and Dr. Anna Maio

This course is designed to introduce the M1 student to the art of interviewing and examining a patient. We will begin with basic concepts and add more advanced concepts as the foundation of medical knowledge develops. After completing this year of training, the M1 student should feel comfortable gathering basic information from a patient through history-taking and physical examination and competently examining a patient from head to toe.

The Interviewing and Physical Exam course is a two-semester offering which introduces the first-year medical student to the medical interview and the physical examination of patients.

Students will gain competency in these fundamental clinical skills through a variety of educational media---readings, lectures, demonstrations, films, and practice in both interviewing and physical exam skills. Practice sessions will enable students to learn and improve their skills with fellow students, with patient simulator models, and with Standardized Patients, that is, persons who are trained to play the role of patients with physical and psychiatric illnesses and medical histories.

IDC 138 Evidence Based Medicine (1 credit hour)

Dr. Bruce Houghton

The goal of the course is to start the student on the process of incorporating Evidence Based Medicine into their clinical decision making and in preparation for USMLE Step.

This is an introductory course for first year medical students to develop an understanding of and skills in the use of Evidence Based Medicine. It is offered during the first two weeks of the spring semester and is composed of lectures, a computer lab, small group sessions, quizzes and a final exam.

IDC 140 Behavioral Medicine I (3 credit hours)

Dr. Terence Zach and Dr. Robert Coleman

- 1) Understand the stages and processes of human development and the biopsychosocial aspects of behavior and human functioning in health and illness.
- 2) Recognize the significance of the individual's emotions, cognitions, behaviors and psychological reactions as he and she cope with the challenge of adapting to the demands of living, working, and accommodating to others throughout the course of life.
- 3) Utilize this foundation of knowledge to interact with patients in the doctor-patient relationship, to diagnose and treat a diverse population of patients with empathy and sensitivity, and to care for and manage patients with medical and psychiatric illness with skill and confidence.

The Behavioral Medicine I course presents an introduction to a variety of concept areas in the behavioral sciences and behavioral medicine. The course's purpose is to provide students with an understanding of:

- 1) the course of human development, including the stages of growth and change in many domains of human functioning;
- 2) normal human behavior in health, in illness, and in situations of challenges and difficulty;
- 3) the challenges and pressures of work as a medical student and physician, and recommendations for methods of coping, succeeding, and flourishing in one's training and one's career as a physician.

These understandings will serve as a foundation of knowledge for the students as they move from education and training in medicine to:

- 1) interacting with patients in the doctor-patient relationship;
- 2) diagnosing and treating diverse individuals with sensitivity and concern in a variety of serious contacts with persons seeking medical and psychiatric help for themselves and their family members;
- 3) recognizing the difficult challenges that patients face, which can enable them to work with patients in partnership, helping them to cope with and adapt to the vicissitudes of medical treatment and recovery.

Four major themes in the Behavioral Medicine I course will provide students with a perspective that will enable them to accomplish the course purposes and integrate them into their own perspectives:

- 1) Theories of development, including the biopsychosocial dynamic
- 2) Stages and domains of normal growth and development
- 3) The individual's psychological, emotional, and behavioral reactions to challenges and problems that occur during the life cycle.
- 4) The threat of violence and abuse in the lives of individuals and families.

Theories of development provide a description of processes that underlie the individual's passage to further development in one or another domain of change, such as brain and CNS development, or physical, social, cognitive, and emotional development. The biopsychosocial model presents a more general model of human development and functioning by way of a systems perspective, in which biological, psychological, and social systems interact to shape the course of development, as well as the onset,

course, and outcome of medical and psychiatric illnesses. The biopsychosocial model recognizes the dynamic interaction of many factors in the changes that occur in the health and life of the individual: genetic factors, temperament, personality, family nurture or its absence, socioeconomic status, educational level, friends and peers, personal and cultural values.

The stages of human growth and development – physical, emotional, cognitive, psychosocial, behavioral, and moral – provide maps for understanding human change and individual variation across the life cycle. Knowledge of these maps and of the significant milestones of development will enable the student and physician to have an essential framework for understanding children and adults, as well as for recognizing developmental problems. The physician’s recognition of the patient’s developmental stage can enable him or her to understand the patient’s emotional and psychological reaction that accompanies illness at every stage of life.

These predictable stages, and the psychosocial issues that arise, enable us to understand the stresses and strains in individual lives and families that may contribute to the development of medical and psychiatric illnesses and complicate the treatment and recovery. Understanding these complex stages gives the treating physician a framework for understanding the particular issues and meanings that shape the lives, emotions, and health of their individual patients.

The last course theme –violence and its effect on individual development ---is decidedly not part of normal development. It is included in our course because its large and pernicious influence is a factor in American life that can present a hazard and impediment to the individual’s health and development at every stage of life. Hence, the Behavioral Medicine I course presents a number of overviews and focused lectures on the abuse and neglect of children and on domestic violence. This will enable the student to better screen and assess patients so as to reduce this damaging element in their lives by providing assessment, appropriate treatment, and therapy.

IDC 141 Creighton Medical Humanities (1 credit hour)

Dr. Thomas Hansen

In the first year of this four year course, the focus will be on the Jesuit motto “Contemplatives in Action,” a term used to describe a Jesuit as being someone who regularly spends time in quiet contemplation of their mission in the midst of an active day. This course will provide an opportunity for students to learn about the Jesuits, the Sisters of Mercy, Jesuit Spirituality, and the missions of Creighton University, the School of Medicine and the Medical Center. The students will be asked to put together a one page paper or presentation (PowerPoint or Photo story) that articulates their personal mission.

In the first year the focus will be on the Mission of the Jesuits and the Sisters of Mercy as it applies to Creighton University, School of Medicine, and our two affiliate hospitals. The second year of the course will focus on “Cura Personalis,” or the care of the whole person as it applies to the patients they begin to see in the clinic. The third year will focus on “Magis,” or “Greater” as students reflect on how to provide the best service possible to our patient population. The fourth year will focus on “Men and Women for Others,” or seeing medical education as a tool to be used in service of others.

IDC 142 Physicians Lifestyle Management (1 credit hour)

Dr. Michael Kavan

By participating in classes and activities, students will have the opportunity to learn about and develop in various areas of lifestyle management that contribute to becoming a successful physician, including; self-knowledge, study skills, career development, financial management, professionalism and leadership.

M1s will participate in the following:

- Myers-Briggs Administration and Interpretation
- Productivity and Environmental Survey Preferences Administration and Interpretation
- Vital Signs Mentoring Program Kick-off
- Vital Signs Group Meeting
- Vital Signs 1:1 Meeting (2X)
- Careers in Medicine Introduction
- Wellness Lecture
- Financial Advising
- Professionalism Lecture

The Physician Lifestyle Management is a year-long course combines a number of mandatory events, lectures and experiences into a course that is focused on the professional development of medical students. Four specific areas of development will be explored within the course content; 1) Professionalism, 2) Career Development, 3) Personal Growth and 4) Leadership Development. Students will participate in educational experiences in each of these four areas.

IDC 183 Healer’s Art (Elective) (1 credit hour)

Dr. Thomas Hansen

The Healer’s Art Course is a medical school curriculum designed by Rachel Remen, M.D. The course’s innovative educational strategy is based on a discovery model. The Healer’s Art Course addresses one of the hidden crises in medicine: the growing loss of meaning and commitment experienced by physicians nationwide under the stress of today’s healthcare system. The course consists of five three hour evening sessions spaced two weeks apart, each divided into large-group and small group experiences.

IDC 797 Directed Independent Research (Elective) (1 credit hour)

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

FAP 480 M1-COPC Public Health Summer Endowed Research Assistantship (Elective)

Dr. Eugene Barone

This eight week summer assistantship will expose the student to the COPC process and improve their knowledge about health disparity issues. After the selection process, the student will be asked to either identify a research question that they have developed that fits the COPC model and seeks to research a health disparity issue in an underserved population. Instead, if the student chooses they can choose from a list of ongoing faculty COPC research projects. The student then will submit the research proposal, in conjunction with the grant faculty to the IRB for their approval. The student will participate, as part of the assistantship, in a orientation program in May at the end of

their M1 year that will introduce them to the COPC research model and be given an overview of the faculty's expectations for this project. Once the research question is selected and approved by the IRB, the student will begin to enroll subjects into the research program. It is the expectation of this project that the student will continue to work on the research question and enrolling evaluable subjects past the 8 week assistantship on a longitudinal basis. It is also an expectation that the student will culminate their research activity by taking FAP481 in their M4 year in order to finish analyzing and writing their manuscript.

PDT 180 Pediatric Summer Academy (Elective) (1 credit hour)

Dr. Terrance Zach

This elective is an opportunity for medical students, in good academic standing, to enhance their clinical skills between their first and second year. The course will occur between May and June. Students will be expected to complete at least 3 of the 7 weeks available. The course will include shadowing physicians, attending lectures, and learning on patient simulators. Upon satisfactory completion of the course, the student will receive one academic credit on their final transcript.

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.

IDC 201 Cardiovascular System (4 credit hours)

Dr. William Hunter

The course teaches the normal histology, embryology and physiology of the cardiovascular system, integrated with a consideration of cardiovascular abnormalities and appropriate therapy for these conditions.

This 4 semester hour interdisciplinary course surveys normal and abnormal function of the cardiovascular system. In conjunction with a discussion of the normal structure and function of the cardiovascular system, students learn the pathophysiology and pathology of the common disorders of the heart and vascular structures. Students also study the pharmacology and therapeutic principles of the common agents used in cardiovascular medicine. Clinical skill instruction includes interpretation of electrocardiograms, echocardiograms, and auscultation of the heart. Students also work through a series of clinical cases gaining experience in developing a differential diagnosis and management plan.

IDC 203 Respiratory System (3 credit hours)

Dr. Dale Bergren

The course will teach you the anatomy and physiology of the lungs and airways as well as the diagnosis and treatment of medical problems of the respiratory system including asthma, chronic obstructive pulmonary disease, neoplasms, thrombosis, and neonatal respiratory problems.

This three credit interdisciplinary course surveys normal and abnormal function of the respiratory system. After a discussion of the embryology and the normal structure and function of the upper and lower respiratory system, you will study the pathology and pathophysiology and the common disorders of the respiratory system and the pharmacology and therapeutic principles of the common agents used in respiratory medicine. The course includes an introduction to environmental respiratory diseases. Clinical skill instruction includes pulmonary function measurement. Through study of clinical cases, you'll gain experience in developing a differential diagnosis and management plan.

IDC 205 Renal-Urinary System (3 credit hours)

The course teaches the anatomy and physiology of the kidney and urinary systems and the physiology of body fluid and electrolyte homeostasis. Additionally, it introduces the diagnosis and treatment of medical problems of the renal and urinary system including fluid and electrolyte disorders, glomerular and non-glomerular kidney disorders, acid-base disorders, chronic renal failure, renal and urinary tract neoplasms, voiding disorders, and renal stone disease.

This three credit interdisciplinary course surveys the normal functions and diseases of the kidney and urinary bladder.

- Phase 1 focuses on core concepts related to body fluids and normal human renal anatomy, histology, embryology and physiology.
- Phase 2 then builds upon this core knowledge by discussing renal pathophysiology, the tools utilized for clinical diagnosis of renal disease, the structural and functional manifestations of prevalent causes of renal disease, and the therapeutic strategies and pharmaceutical agents used by clinical nephrologists to treat renal diseases.
- Phase 3 switches the focus to the anatomy, structure, function, pathologies, and dysfunction of the urinary tract, and the therapeutic strategies and pharmaceutical agents used by clinical urologists to treat these diseases.

IDC 207 Hematology-Oncology (3 credit hours)

The course goal is to develop a basic understanding of the normal structure and function of the various components of the hematopoietic system including red blood cells, white blood cells and platelets. Be familiar with the neoplastic and non-neoplastic disorders of the red blood cells, white blood cells and platelets and understand the basic principles of common laboratory techniques used in diagnosing hematopoietic disorders. Develop an understanding of molecular basis of neoplasia, indications and toxicity of chemotherapeutic agents used in oncology.

This 3-semester hour course covers the normal and abnormal aspects of the hematopoietic system including anatomy, physiology, pathology, and clinical disorders of blood cells, bone marrow, lymph nodes, spleen and other lymphoid tissues. Other topics covered include hemostasis, thrombosis, cancer chemotherapy and transfusion medicine. Only an introduction to the discipline of oncology is included in this course. This course is divided into 4 blocks as follows:

BLOCK 1: INTRODUCTION/RBC & ANEMIA: This block includes 11 hours of lecture time. There is a Phlebotomy lab-part 1 and a histology lab.

BLOCK 2: PLATELETS & COAGULATION: This block includes 12 hours of lecture time, and 1 hour for MDC.

BLOCK 3: WBC/LEUKEMIA/LYMPHOMA & ONCOLOGY: This block includes 17 hours of lecture time, 1 hour for MDC, Phlebotomy lab- Part 2 (peripheral blood smear review) and small groups.

BLOCK 4: CANCER CHEMOTHERAPY & TRANSFUSION MEDICINE: This block includes 7 hours of lecture time, 1 hour for MDC and 1 hour for review session, Histopathology lab and small groups.

IDC 209 Gastrointestinal System (3 credit hours)

Dr. Roger Reidelberger

The course teaches the normal histology, embryology and physiology of the gastrointestinal system, integrated with a consideration of gastrointestinal system abnormalities and appropriate therapy for these conditions.

This three week interdisciplinary course consists of lectures, laboratories, small group discussions and a multi-disciplinary conference that provide learning experiences on the anatomy, histology, physiology, pathology and basic clinical medicine of the gastrointestinal system. It begins with embryology of the gastrointestinal system and progresses from the oral cavity distally through the gastrointestinal tract, combining basic sciences with relevant clinical material.

IDC 211 Musculoskeletal-Integument System (2 credit hours)

Dr. Diane Cullen

The course teaches the normal histology, embryology and physiology of the musculo-skeletal-integument systems, integrated with a consideration of musculo-skeletal-integument abnormalities and appropriate therapy for these conditions.

This is a two semester hour course in the second year of the medical curriculum containing instruction in the normal functions and diseases of the musculoskeletal and integumentary systems. The course will cover the normal histology, embryology and function of the two systems integrated with a consideration of musculoskeletal/integumentary abnormalities and appropriate therapy for these conditions. The course will consist of didactic instruction, clinical discussion, small group discussions, and a multidisciplinary conference. Reading assignments are meant as preparation for lectures and should be completed before class. Additional reading may be assigned at the beginning of each lecture.

IDC 216 Endocrine-Reproductive Systems (4 credit hours)

Dr. Peter Abel

The course teaches the normal histology, embryology and physiology of the endocrine and reproductive systems, integrated with a consideration of endocrine/reproductive abnormalities and appropriate therapy for these conditions.

This four week interdisciplinary course consists of lectures, laboratories, small group discussions and multi-disciplinary conferences that provide learning experiences on the anatomy, histology, physiology, pathology, and basic clinical medicine of the endocrine and reproductive systems. The first two weeks focus on endocrine systems, beginning with the hypothalamic/pituitary axis, and continuing with the adrenal gland, calcium

homeostasis, thyroid gland, the endocrine pancreas and homeostatic control of metabolism. Beginning in the third week, the focus shifts to male and female reproductive systems, including normal pregnancy and delivery and diseases of reproductive organs.

IDC 222 Physicians Lifestyle Management Course (1 credit hour)

Dr. Michael Kavan

By participating in classes and activities, students will have the opportunity to learn about and develop in various areas of lifestyle management that contribute to becoming a successful physician, including; self-knowledge, study skills, career development, financial management, professionalism and leadership.

The Physician Lifestyle Management is a year-long course combines a number of mandatory events, lectures and experiences into a course that is focused on the professional development of medical students. Four specific areas of development will be explored within the course content; 1) Professionalism, 2) Career Development, 3) Personal Growth and 4) Leadership Development. Students will participate in educational experiences in each of these four areas.

IDC 233 Infectious Diseases (4 credit hours)

Dr. Gary Gorby and Dr. Richard Goering

Worldwide, infections cause more morbidity and mortality than any other disease, and increases in world travel now result in the transport of patients with exotic infections to our clinic doorstep. This course will help students understand the structures of individual organisms, their pathogenic potential, and diagnosis and treatment of the diseases they cause. It is also meant to set the stage and serve as a basis for understanding the infections taught in subsequent M2 system courses and encountered during clinical rotations.

This unit on Infectious Diseases is one of the first courses for second year medical students. The course uses lectures, laboratory exercises, and small group cases to help the students become familiar with the pathogenesis, epidemiology, diagnosis, treatment, and prevention of important bacterial, viral, fungal, and parasitic infectious diseases.

IDC 243 Behavioral Medicine II (3 credit hours)

Dr. Robert Coleman and Dr. Praveen Fernandes

The course goal is to enable students to gain a foundation of knowledge of DSM-IV psychiatric disorders for interacting with, assessing, diagnosing, and treating patients with psychiatric illnesses; to increase student understanding of, and ability to manage, the emotional, behavioral, psychiatric, and communications aspects of the clinical encounter with patients, and thereby prepare students for their clinical clerkships.

The course Behavioral Medicine II presents a series of lectures, with supplemental Problem-Based Learning cases, and required supplemental reading. The central purpose of the course is to enable students to understand the biological and psychosocial origins of psychiatric syndromes, their definitions and symptom features, and diagnostic criteria, as delineated in the Diagnostic and Statistical Manual of Mental Disorders-4th edition, that is, DSM-IV. Students will be expected to gain an understanding of the role of genetics, growth and development, environmental and psychosocial risk factors, and personality as parts of the complex process that eventuates in psychiatric disorder in some individuals. Students will gain a foundation of knowledge for assessing patients for psychiatric illness, interacting with them comfortably, diagnosing psychiatric illness, and making recommendations for pharmacological treatment and psychological therapies.

In addition to lectures, Behavioral Medicine II will focus on two Problem-Based Learning cases during small group sessions in order to present a virtual patient for assessment, diagnosis, and treatment, with each case meeting for two sessions. In addition, there will be a small group discussion of a notable short memoir of psychiatric illness, *Darkness Visible*, written by the late novelist, William Styron. There will be a quiz on the morning of Monday, Nov. 15, and a cumulative final exam on Monday, Nov. 22.

The Behavioral Medicine II course proceeds with the understanding that the student will apply knowledge gained in the first year in the Behavioral Medicine I course– the biopsychosocial systems perspective, human development, cognitive and emotional functioning, and normal human behavior. The readings and Problem-Based-Learning (PBL) cases assume knowledge in those areas, and hopefully, will contribute to the student's ability to integrate knowledge of normal human development with the central focus of this course, psychopathology and psychiatric syndromes.

IDC 244 Behavioral Medicine III (3 Credit Hours)

Dr. Robert Coleman and Dr. Thomas Pisarri

The focus of the first part of the course is to help you learn about sleep and circadian rhythms, exercise, and environmental toxins, including alcohol. The next unit focuses on the medical implications of social marginalization. You will visit agencies that provide services to socially marginalized members of our community. In preparation for the site visits, you will research the populations served by the agencies. The third focus is application of behavioral and physical medicine to a variety of medical challenges, including chronic illness, chronic stress, brain injury, pain, and aging. The course ends with a special focus on Aging, organized by Dr. Viselav Drinčić from the Department of Medicine.

The Behavioral Medicine III course focuses on important and timely topics of medical concern:

- 1) multisystem health challenges whose effects can be ameliorated by behavioral change, including sleep disorders, sedentary lifestyle, and exposure to toxins, including alcohol.
- 2) the diverse social factors that impact the provision of health care, including cultural diversity, socioeconomic status (SES), poverty, and stigmatizing conditions that marginalize members of our society and predispose them to special challenges in maintaining health and receiving care.
- 3) coping with stress and chronic illness.
- 4) an introduction to care of the aging.

IDC 279 Case Studies in Medicine (2 credit hours)

Dr. William Hunter

The course helps the student develop the analytical skills to assess patients' conditions and use clinical laboratory data to develop a differential diagnosis and treatment plan. Working as a group, students learn to work through a case from diagnosis to therapy to expected outcomes.

Case Studies in Medicine is a longitudinal course (meaning that it runs concurrently with the system courses) during the second year curriculum. It consists of a series of small group case exercises and multidisciplinary conferences. The content will follow the systems courses and in that sense this course is also vertical. The students are continually assessed throughout the year.

IDC 290 Applied Clinical Skills (3 credit hours)

Dr. Anna Maio and Dr. Robert Coleman

This course is designed to prepare the M2 student for the 3rd year of medical school, by developing his or her history taking, interviewing, physical exam and clinical reasoning skills.

At the conclusion of this course, the student is expected to be proficient in the basic components of clinical reasoning and decision making, which include:

Gathering clinical data, including conducting a patient interview

Organizing clinical data

Interpreting basic clinical data

Hypothesis generation and testing

Critical evaluation of alternative diagnostic and treatment strategies

Engaging a patient in a therapeutic alliance

Oral and written case presentations, which are important expressions of clinical reasoning skills

A clinical skill is a discrete and observable act of medical care. Clinical reasoning, as a clinical skill, is the process of making sense of a clinical encounter. Compare it to the job of a detective. When investigating a crime, the detective must pick up on clues and determine which ones are important (and which ones are not). The ability to discriminate between the two can be difficult. The best way to make this choice is through a combination of subject knowledge and experience. The mastery of good communication techniques is essential. This course is designed to introduce and reinforce the knowledge base needed to make clinical decisions and provide an opportunity to use clinical skills through interaction with experienced clinicians.

Component III - Third Year

(51 credit hours)

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

- IDC 301 Ambulatory Primary Care (8 weeks), an integrated clerkship that includes experiences in the departments of Family Medicine (4 weeks) Clerkship Directors: Dr. Eugene Barone (Omaha) and Dr. Lisa Mejia (Phoenix) and Internal Medicine (4 weeks) Clerkship Directors: Dr. Anna Maio (Omaha) and Dr. Sonal Haerter (Phoenix)
- MED 301 Inpatient Medicine (8 weeks) Clerkship Directors: Dr. Bruce Houghton (Omaha) and Dr. Sai-Sridhar Boddupalli (Phoenix) and Dr. Claudia Chambers (Phoenix)
- PBS 301 Psychiatry (8 weeks) Clerkship Directors: Dr. P.J. Malin (Omaha) and Dr. Jason Caplan (Phoenix)
- SUR 301 Surgery (8 weeks) Clerkship Directors: Dr. Marcus Balters (Omaha) and Dr. Thomas Gillespie (Phoenix)
- PDT 301 Pediatrics (8 weeks) Clerkship Directors: Dr. John Schmidt (Omaha) and Dr. Edith Allen (Phoenix)
- OBG 301 Obstetrics and Gynecology (8 Weeks) Clerkship Directors: Dr. James Smith (Omaha) and Dr. Claudia Chambers (Phoenix)

Students must also satisfy the following additional requirements:

- attend all Junior orientation sessions
- attend the Dimensions of Clinical Medicine course - DCM 301 (3 credit hours), which covers various clinically important topics based on the six competencies and is presented on the fourth Friday of each clerkship. Course Directors: Dr. Bruce Houghton (Omaha) and Dr. Randy Richardson (Phoenix)
- be certified in Advanced Cardiac Life Support during Component III

Complete the Junior Clinical Competency Examination.

Component IV - Fourth Year

(36 credit hours)

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.

Synopsis of Courses and Units of Instruction

Component I		Credit Hrs.
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 & Physical Exam	4
IDC 138	Evidence Based Medicine	1
IDC 140	Behavioral Medicine I	3
IDC 141	CU Humanities Program	1
IDC 142	Physicians Lifestyle Management	1
TOTAL		40

Component II		Credit Hrs.
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	2
IDC 216	Endocrine Reproductive System	4
IDC222	Physician Lifestyle Management	1
IDC 233	Infectious Disease	4
IDC 243	Behavior Medicine II	3
IDC 244	Behavior Medicine III	3
IDC 279	Case Studies Medicine	2
IDC 290	Applied Clinical Skills	3
	Basic Science Shelf Exam	
TOTAL		38

Component III - Third Year		Credit Hrs.
IDC 301	Ambulatory Primary Care	8
MED 301	Inpatient Medicine	8
PBS 301	Psychiatry	8
SUR 301	Surgery	8
PDT 301	Pediatrics	8
OBG 301	Obstetrics and Gynecology	8
DCM 301	Dimensions of Clinical Medicine	3
TOTAL		51

Component IV - Fourth Year		Credit Hrs.
	1 Surgical Selective	4
	1 Critical Care Selective	4
	1 Primary Care Selective or 2nd Critical Care Selective	4
	An additional 24 weeks of clinical electives with no more than 8 weeks of non-clinical electives	24
TOTAL		36

DIRECTED INDEPENDENT PROGRAMS

(Research Electives)

Directed Independent Research and Directed Independent Study courses are offered in the various departments of the School of Medicine. They are conducted under the supervision of a faculty member in a specified department. M4 students will receive 1 credit hour per week for participating in a research elective. Information on research opportunities and registration for these is available in the Office of Student Affairs.

Component IV Elective/Selective Courses

INTERDEPARTMENTAL COURSES (IDC)

- IDC405 Healthcare and Spirituality (4)**
This course will address spirituality in everyday life, in illness, and in healing, and how the spirituality of the practitioner can affect the healing relationship.
- IDC462 Medical Informatics (4)**
This course will focus on how medical informatics impacts two major roles played by physicians: the role of life-long learning and the role of communicator/educator. Students will learn to how to more efficiently access, use, and manage information using computer based technologies, various types of resources, and information sources.
- IDC482 Minority Health Disparities: Issues and Strategies (2)**
This course explores cultural diversity and health disparities globally and locally. Through a cultural self-assessment, students explore how their own culture influences their worldview. Students will examine existing health disparities, systems and potential solutions.

ANESTHESIOLOGY (ANE)

- ANE450 Neuroanesthesia, Phoenix Regional Campus (4)**
The student will participate as a sub-intern providing anesthesia and perioperative care of neurosurgical patients at the Barrow Neurologic Institute. The student will develop the knowledge and skills to effectively deliver anesthesia to neurosurgical patients undergoing a wide variety of procedures.
- ANE451 Introduction to Anesthesiology, Phoenix Regional Campus (4)**
The student will become acquainted with the clinical practice and basic science background of the specialty of anesthesiology and develop basic airway management skills.
- ANE461 Introduction to Anesthesiology (4)**
Working closely with staff anesthesiologists in a variety of settings, students will become familiar with the specialty of anesthesiology through daily, hands-on preoperative, intraoperative and postoperative anesthetic management of patients of all ages.
- ANE468 Anesthesia & Interventional Pain Management - Colorado Springs, CO (4)**
This course is an intense anesthesia training experience for the motivated senior medical student. The goal of this course is to assist the student in developing the skill to perform as an anesthesiologist.
- ANE470 Anesthesiology Pain Medicine (4)**
Student will develop a basic working knowledge of pharmacology, physiology and pathophysiology of pain. The student will participate as a sub-intern in the care of acute and chronic pain patients in the hospital and clinic in the Pain Control Center.

ANE472 Anesthesiology ILAC Trip to the Dominican Republic (2)

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

BIOMEDICAL SCIENCES (BMS)

BMS461 Gross Anatomy (4)

BMS 461 is an elective designed to allow fourth year medical students the opportunity to review and expand their knowledge of human gross anatomy by dissecting a selected region of a human cadaver. The goal is to enable students to expand their appreciation for the importance of human anatomy in clinical medicine.

BMS462 Teaching Practicum in Medical Anatomy (4)

The students in this course will participate as teaching assistants in the Medical Gross Anatomy Laboratory. Each student will also assist with tutorials, test preparation and grading. Students will be required to prepare for each laboratory session and to actively assist students in the laboratory.

FAMILY MEDICINE (FAP)

FAP435 Urgent Care, Phoenix Regional Campus (4)

The student will participate and learn about Urgent Care, which primarily involves diagnosis and treatment of acute, outpatient care to patients of all ages and includes illnesses varying from common, minor ailments to management of life threatening conditions until the patient is transferred to a higher level of care.

FAP436 Rural Family Medicine Sub-I in Benson AZ, Phoenix Regional Campus (4)

This is an elective which gives the student opportunities in rural family medicine. Students will work with a family physician in their clinics. The student will gain skills in diagnosis, treatment, outpatient management, and family/longitudinal care within a rural, small town context.

FAP437 Rural Family Medicine Sub-Internship in Zuni NM, Phoenix Regional Campus (4)

The student will gain knowledge and understanding of medicine and clinical practice in a rural setting and will have an opportunity to work mostly with a Native American population. The student will gain knowledge and competence in rural Family Medicine through a comprehensive approach to the medical, psychosocial and economic factors affecting both rural and Native American populations.

FAP438 Respite Care for the Homeless, Phoenix Regional Campus (4)

The goal of this rotation is to gain experience in providing healthcare to homeless persons who are being discharged from area hospitals. The student will become familiar with common health issues faced by homeless persons, and challenges in accessing necessary resources to address them. The student will work directly with the Circle the City staff physician at the Circle the City Medical Respite Center.

FAP440 Inpatient Family Medicine Sub-Internship, Phoenix Regional Campus (4)

The purpose and goal of this Inpatient Family Medicine Sub-Internship elective is to allow the student to integrate the clinical data gained from each inpatient into a diagnosis and comprehensive treatment plan that also exhibits the student's knowledge and skills to provide continuity of care, clinical reasoning skills, health promotion through patient education, and the provision of humanistic and ethical care in a family medicine hospital setting .

FAP442 Palliative Care, Phoenix Regional Campus (4)

The student will learn about the basic principles of palliative and supportive care in patients with life threatening illness using a holistic approach with emphasis not only on managing the physical components, but also emotional, spiritual and psychosocial components. The student will also learn about end of life care and effective communication with patients and their caregivers particularly surrounding delivering bad news.

FAP460 Hospice Care of the Terminally Ill (4)

The purpose and goal of this Inpatient Family Medicine Sub-Internship elective is to allow the student to integrate the informal data gained from hospice care patients to control their symptoms, treat their physical problems, assess their emotional and spiritual well-being, and provide humanistic and ethical care for the terminally ill patient.

FAP461 Inpatient Family Medicine Sub-internship (2 or 4)

This course will assist the student to integrate the clinical data gained from each patient into a diagnosis and comprehensive treatment plan that also exhibits the student's knowledge and skills to provide continuity of care in a family medicine hospital setting. The student will manage assigned hospitalized patients with supervision during this elective and will master the skills needed to assess, diagnose, and manage common inpatient illnesses.

FAP462 Rural Family Medicine Sub-internship (4)

The purpose and goal of this Inpatient Family Medicine Sub-Internship elective is to allow the student to integrate the clinical data gained from all types of patients into a diagnosis and comprehensive treatment plan that exhibits the student's knowledge and skills to provide continuity of care, promote health through patient education, and provide humanistic and ethical care in a rural family medicine setting. Students will work with a family physician on primarily an outpatient basis in their clinics. The student will gain skills in diagnosis, treatment, outpatient management, and family/longitudinal care within a rural, small town context.

FAP464 Private Family Medicine (4)

This course will assist the student to integrate the informational data gained from all types of patients into a diagnosis and comprehensive treatment plan that also exhibits the student's knowledge and skills to provide continuity of care in a private family medicine physician office setting in the Omaha metro area. The student will be assigned selected outpatients and inpatients to medically evaluate and manage under the supervision of the assigned physician.

FAP481 Longitudinal COPC Public Health Endowed Research (4)

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

HEALTH POLICY AND ETHICS (HPE)

HPE408 Ethical Aspects of End-of-Life Care (4)

The course provides the student with an opportunity to examine the ethical issues surrounding a variety of end-of-life care concerns and practices including foregoing life-sustaining interventions, PAS and euthanasia, palliative care and terminal sedation as well as decision making for incompetent patients at the end of life.

HPE409 Special Topics in Healthcare Ethics & Humanities (4)

Students who enroll in this elective will explore their interests in interdisciplinary healthcare ethics and humanities topics that are typically unavailable in medical education curricula and work toward developing an article of professional publication quality related to their topic of interest.

HPE410 Special Topics in Mental Health Policy and Ethics (4)

Students will develop an article of professional publication quality. Enrolled students will explore their interests in interdisciplinary healthcare ethics and policy topics that are typically unavailable in medical education curricula.

HPE412 Clinical Moral Perception, Art, and Medicine (4)

Observation, representation, and interpretation of visual and narrative information are critical components of the clinical diagnostic skill set. Students who enroll in this elective will cultivate these skills by exploring art, narrative, and related interdisciplinary healthcare ethics and humanities topics.

INTERPROFESSIONAL EDUCATION (IPE)**IPE410 Foundations in Patient Safety (4)**

This course is designed to educate health professions students about the fundamental core knowledge of patient safety. Concepts of safe systems will serve as an overarching principle to patient safety. By engaging in a series of modules complimented by case-based exercises, participants will learn the scope of the problem of patient safety, and acquire the skills to foster a culture of continuous learning and incorporation of patient safety best practices and improvements in their own individual professional practices.

MEDICAL MICROBIOLOGY AND IMMUNOLOGY (MMI)**MIC463 Topics in Immunology/Application to Clinical Medicine (4 or 8)**

The interests and needs of the students will determine which topics they will be expected to study in depth. Some examples of selected topics would be immunologic disorders in the newborn; autoimmune methods in clinical diagnosis, etc.

MEDICINE (MED)**MED401 General Medicine Sub-Internship (4)**

The senior student will participate as a sub-intern in the care of hospitalized patients. Patients are admitted from the General Medicine Department outpatient clinic and from the Emergency Department. The student will manage his or her patients throughout their hospital stay. The patient population provides a wide variety of disease processes related to internal medicine, primarily acute cardiac, pulmonary, gastrointestinal, neurological, and infectious diseases problems. The emphasis is on the initial evaluation and management of acute problems and on the appropriate use of consultative subspecialty services in definitive management.

MED408 Emergency Medicine Diagnostic Skills (4)

The Emergency Medicine Diagnostic Skills course will help students develop their patient care through lectures and discussions of tools focusing on EKGs and other emergent diagnostic techniques.

MED410 Pulmonary/Critical Care (4)

The Pulmonary/Critical Care Medicine selective includes the expansion of knowledge gained in the fundamentals of physical diagnosis regarding disease recognition, evaluation and management. Since the Pulmonary/Critical Service has both primary care patients and patients who are being evaluated in consultation, the student has the opportunity to evaluate and learn about both types of patients.

MED412 Pulmonary Diseases (4)

The student will understand the clinical presentation, pathogenesis and treatment options for common pulmonary disorders and the indication and interpretation guidelines for pulmonary function tests upon completion of this course. The pulmonary service is a consulting service that sees patients both in the inpatient wards and outpatients in the evaluation unit. In addition, they also see patients in the Sleep Assessment Clinic. The students are provided initial responsibility for evaluating primary care patients and patients seen in consultation with careful critique of their findings and close supervision of their day-to-day clinical decisions.

MED416 Clinical Allergy/Immunology (4)

The purpose of the course is to expose the medical student to the art of history taking and examination of patients with common allergic and immunologic diseases. The Clinical Allergy and Immunology elective is primarily an outpatient clinic based rotation. It is anticipated that the student will master the basic science and clinical skills in the care of allergic and immunologic diseases that affect at least 20% of the population

MED417 Endocrinology, Diabetes, and Metabolism, Phoenix Regional Campus (4)

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

MED420 Infectious Diseases, Phoenix Regional Campus (4)

This elective builds on the foundation laid by previous courses including Medical Microbiology, Physical Diagnosis, and the Internal Medicine clerkship. Students are provided responsibility for evaluating patients seen in clinic or consultation. Each student also has the opportunity to spend one day in the Microbiology Laboratory to receive more in-depth exposure to common tests used in Infectious Diseases.

MED422 Critical Care - Renal Medicine (4)

This course is an elective in renal medicine which seeks to familiarize students with the common renal disorders as seen in everyday clinical practice in the wards, clinics and in the ICUs. These include acute and chronic renal failure and their associated problems including dialytic therapies, fluid and electrolyte disorders, acid base disorders, difficult to control hypertension in different clinical settings as well as renal transplant management.

MED431 Dermatology (4)

The student will learn to integrate the data gained from cutaneous physical exam and laboratory testing to formulate a treatment plan for cutaneous disease and to educate patients about strategies for better skin health. The student will recognize how the fields of internal medicine, surgery and pathology are all integral parts of dermatology and what the limits of dermatologist are in each area. He/she will also recognize that the diagnosis of certain skin disorders may point to other underlying medical conditions that dictate the need for further evaluation and possible consultation.

MED433 Dermatology, Phoenix Regional Campus (4)

The goal of this course is to gain the knowledge and experience to assimilate findings from a cutaneous history, physical exam and laboratory results to formulate a diagnosis and treatment plan for dermatologic disease. This elective will expose the student to the full range of dermatologic services including General Medical Dermatology, Dermatologic Surgery, Cosmetic Dermatology, and Dermatology.

MED435 Medical Hematology/Oncology/Palliative Care (2 or 4)

The purpose of the course is to both improve patient interaction skills of physical examination, history taking and breaking bad news; as well as pain management and the diagnosis and treatment of hematological/oncological/coagulation and transfusion patients. The students will also learn about palliative care, and see hospice/palliative care patients.

MED436 Research in Hem/Onc/Palliative Care & Primer in Bio-Stats (4)

The purpose of the course is to learn research techniques, how to write an abstract and publication as well as learn information about different malignancies. Students learn clinical research methods which includes cancer outcomes and statistical analysis.

MED439 Emergency Medicine, Phoenix Regional Campus (4)

The Emergency Medicine rotation combines facets of all subspecialties in the acute and critical care management of the emergency patient. The student will be given the opportunity to improve their differential diagnosis insight and skills and to work with inpatient and outpatient healthcare involving primary care providers and other services.

MED442 Inpatient Cardiology (4)

The purpose of this course is to familiarize the student in all aspects of cardiovascular disease diagnosis and management. The student will come to appreciate the full breadth of cardiovascular diagnostic techniques and management of patients with cardiac disease. The patient population provides a wide range of experience in cardiovascular disease management.

MED448 Inpatient Cardiology, Phoenix Regional Campus (4)

In this course, the student will come to appreciate the full breadth of cardiovascular diagnostic techniques and management of patients with cardiac disease. The patient population provides a wide range of experience in cardiovascular disease management.

MED449 Renal Medicine, Phoenix Regional Campus (4)

This course is a selective in renal medicine which will include opportunities for student management of common renal disorders in addition to acute and chronic renal failure and their associated problems.

MED450 Rheumatology, Phoenix Regional Campus (4)

In this course the student will become familiar with all types of musculoskeletal disorders and the care of rheumatology patients in outpatient and inpatient settings. The student will learn proper technique in aspiration and analysis of synovial fluid.

MED456 Gastrointestinal Medicine (4)

MED 456 Gastroenterology is an elective for those wishing to study clinical gastroenterology. The student would be exposed to educational opportunities on the inpatient GI service. By the end of the rotation the student will be able to diagnose and treat patients with gastrointestinal conditions commonly found in the inpatient Internal Medicine setting.

MED457 Gastrointestinal Medicine, Phoenix Regional Campus (4)

Gastroenterology will allow the student exposure to educational opportunities in the inpatient and outpatient GI services. By the end of the rotation the student will be able to diagnose and treat patients with gastrointestinal conditions commonly found in the inpatient Internal Medicine setting.

MED465 Endocrinology, Diabetes & Metabolism (4)

In this rotation the student will participate as a senior student in the care of hospitalized patients and clinic patients. The patient population provides a wide range of experience in diabetes, thyroid problems, Hyperlipidemias, bone metabolism, osteoporosis and general endocrinology. The overall goal of the course is for the student to gain proficiency in recognizing, evaluating, and treating the wide variety of Endocrine, Diabetes and Bone disorders.

MED468 Infectious Diseases (4)

This elective builds on the foundation laid by previous courses including Medical Microbiology, Physical Diagnosis, and the Internal Medicine clerkship. Students are invited to participate in the Infectious Diseases Section Journal Club and are expected to attend the noon Internal Medicine conferences. Each student also has the opportunity to spend one afternoon in the Traveler's Clinic where patients receive pre-travel counseling and immunizations.

MED469 Rheumatology (4)

The students will gain knowledge and competence in the Internal Medicine sub-specialty of Rheumatology. The Rheumatology Service is concerned with the care of patients both in the outpatient and inpatient setting. As a result, the student can become familiar with all types of musculoskeletal disorders. Students will become further develop their examination of history and physical taking techniques, understanding of laboratory evaluations of patients with rheumatic diseases, interpretation of x-rays and formulations of therapeutic plans. In addition, the student will be taught proper technique in aspiration and analysis of synovial fluid.

MED470 ILAC Outpatient Medicine - Dominican Republic (4)

This rotation provides the student an opportunity to improve their knowledge and ability regarding Global Health issues and patient care. They will also have direct, 24 hours a day contact with rural Dominicans and are able to improve their basic fund of knowledge regarding healthcare needs, nutrition, economic and social problems and to develop a greater understanding for interaction between medical, social and economic pressures. This is a faith-based program.

MED471 Emergency Medicine (4)

The Emergency Medicine rotation provides an experience for the 4th year student in which the facets of all subspecialties are combined in the acute care management and critical care of the emergency patient. The student will be given the opportunity to improve their differential diagnosis insight and skills and to work with inpatient and outpatient healthcare, involving primary care providers and other services. The patient population includes all ages and provides a wide range of experience in care of traumatic injuries, multiple medical illnesses, care of the patient with obstetric and gynecologic complaints, and management of the pediatric patient.

MED472 Critical Care (4)

In this rotation the student will participate as a member of the team in the care of patients admitted to the ICU. The patient population provides experience in critical care management, invasive procedures, and assessment in an acute setting focused on pulmonary and cardiac complications.

MED481 Pulmonary/Intensive Care Unit (4)

The goals of this elective are to expose the student to the wide variety of critical care medicine and acute pulmonary disorders; teach the early recognition and management of organ dysfunction; teach the most current pathophysiological explanations for shock, sepsis and respiratory failure; and to teach current concepts of vasopressor and inotropic support therapy including mechanisms of drug action. Additionally, faculty will seek to explain and examine the interaction of lung diseases with other organ systems and with other medical illnesses. Students will acquire knowledge of airway management and ventilatory support in the patients they care for.

MED482 Emergency Medicine Sub-Internship VA Hospital (4)

The senior student will participate as a sub-intern in the care of our emergency department patients. The goals of this course are to contribute to excellence in the professional training of medical students interested in Emergency Medicine and to expand the students' knowledge in physical diagnosis, disease recognition, intervention and evaluation of emergent management of medical conditions in adult patients.

MED484 Intensive Care Unit (4)

The goals of this elective are to expose the student to critical care medicine and acute pulmonary disorders; to teach the early recognition and management of organ dysfunction; to teach the most current pathophysiological explanations for shock, sepsis and respiratory failure; and to teach current concepts of vasopressor and inotropic support therapy including mechanisms of drug action and monitoring of hemodynamics. Additionally, faculty will seek to explain and examine the interaction of lung diseases with other organ systems and with other medical illnesses. Students will acquire knowledge of airway management and ventilatory support; as well as gain knowledge of the epidemiological, ethical, economic, psychosocial, and legal aspects of critical illnesses. The Intensive Care Unit team provides care to critically ill patients with a broad spectrum of medical and surgical diseases.

MED486 Medical Education Elective (2 or 4)

The Medical Education elective will introduce students to general topics in teaching, foster interest in medical education, and provide instruction to promote teaching skills, particularly in small group and clinical settings. The elective will introduce students to medical education scholarship, and provide support for the development of a scholarly project.

MED487 Internal Medicine Sub-internship, Phoenix Regional Campus (4)

The SubI student will have increased responsibility for patient management in preparation for internship. As an "acting intern", the student will evaluate new patients on each of the team's admitting days and follow those patients throughout their hospitalization.

MED488 Internal Medicine Clinical Research, Phoenix Regional Campus (4)

The goal of this course is to introduce students to fundamentals of clinical research and drug development. Special emphasis will be placed on learning the ethical principles and regulatory requirements for research involving human subjects. The student will spend time during the elective with clinical investigators who are involved in conducting various clinical trials. Opportunities for special study and clinical research (i.e. case reports) will be available.

MED489 Patient Safety and Quality Improvement VAMC (4)

The Patient Safety and Quality selective expands on the clinical knowledge gained in the fundamentals of physical diagnosis course related to disease recognition, evaluation and patient management. The intent of this course is to prepare students for systems based thinking and approach to the practice of medicine with tools required for providing high-quality care. The students has the opportunity to learn and participate in patient safety and quality improvement initiatives at both individual and system level.

MED795 Evidence Based Medicine - Independent Study (2 or 4)

Evidence Based Medicine is important to the practice of medicine and this elective course will build upon the foundations learned at M1 and M3 students and assist students in transition to residency. The purpose of this elective course is to enhance the student's ability to critically appraise the medical literature and implement evidence based medicine into clinical decision making.

NEUROLOGY (NEU)**NEU401 General Neurology, Phoenix Regional Campus (4)**

During this clerkship the students will be taught the elements of a good neurological history and physical examination. The students will learn to interpret findings and to develop a differential diagnosis based on those findings. The students will learn the appropriate use of diagnostic testing to verify or clarify a diagnosis and learn the basics of neurological treatments of common neurological disorders.

NEU462 General Neurology (2)

The purpose of this course is to teach the principles and skills underlying the recognition and management of the neurologic diseases a general medical practitioner is most likely to encounter in practice. The students will learn to interpret findings and to develop a differential diagnosis based on those findings. The students will learn the appropriate use of diagnostic testing to verify or clarify a diagnosis and learn the basics of neurological treatments of common neurological disorders.

OBSTETRICS AND GYNECOLOGY (OBG)**OBG461 Detection and Mgmt of High-Risk Pregnancy Sub-Internship (4)**

In this course the students will develop techniques to identify the complications of pregnancy. Students have the opportunity to round with the physicians, participate in labor and delivery as well as clinical consults. The goal of this elective is develop the students' skills to identify and formulate management plans for the complicated pregnancy.

OBG462 Private Services in Gynecology (4)

The goal of this course is to provide an experience in the clinical and surgical practice of a private physician(s). This includes an understanding of the ambulatory outpatient that offers not only routine health maintenance screening, but also therapeutic procedures and follow-up, as well as evaluation of gynecologic disorders and experience in assisting in surgery on patients found in the physician office-based practice. This course will provide gynecology knowledge and information necessary to diagnose and manage the most common gynecologic disorders that are likely to be encountered in the practice by the general obstetrician/gynecologist.

OBG464 Prenatal Diagnosis (4)

The student will learn the systematic approach to the diagnosis of prenatal fetal anomalies and growth disturbances. In addition to formal instruction on performance of ultrasound, didactic sessions will be offered to review prenatal diagnosis of congenital anomalies. It is the goal of this course to orient the student toward the different prenatal testing available and their techniques.

OBG465 Ambulatory Gynecology (4)

This course gives the student an objective look at the functioning of a general OBGYN practice. Students work in a private medical office seeing obstetric patients and those coming in with gynecological problems. Students will also scrub in for operative procedures and deliveries both at the clinic and at local hospitals. The purpose of this course is to provide an understanding of the ambulatory outpatient office-based practice that offers not only routine health maintenance screening, but also therapeutic procedures and follow up, as well as benign gynecologic disorders.

OBG466 Gynecologic Oncology (4)

This rotation in Gynecologic Oncology incorporates the student fully into the cancer care team. The student participates in new cancer patient evaluations, pre-operative evaluations and in all surgeries. The goal of this course is to provide students with opportunities to expand their knowledge and understanding of gynecologic oncology physical diagnosis, disease recognition and evaluation, and management of gynecologic oncology disorders.

OBG467 Delivery of Women's Healthcare - Dominican Republic (4)

The purpose of this elective is to expose the student to a different culture and appreciate the differences in the delivery of Women's Health within a third world country and compared to Omaha, NE. In addition, the student will gain extensive experience in outpatient gynecology and the performance of pelvic exams. The student will have the opportunity to experience the Dominican culture first-hand and provide medical care to an underserved population. The student will be expected to follow all guidelines and rules, including conduct and behavior, pertinent to all participants in the Creighton University ILAC programs.

OBG468 General Obstetrics & Gynecology Sub-internship, Phoenix Regional Campus (4)

In this sub-internship experience, the student will admit, manage, and deliver laboring obstetric patients at St. Joseph's Hospital and Medical Center in Phoenix, Arizona. The student will also gain experience in gynecology and attend surgeries. The purpose of this elective course is to reinforce and build on the medical knowledge and clinical skills of the student.

OBG470 Gynecologic Surgery, Phoenix Regional Campus (4)

The purpose of this elective is to broaden the student's clinical experience in gynecologic surgery, including exposure to treatments and surgical procedures. The student will serve as a first or second assistant on the gynecological surgical procedures and see surgical patients in the office.

OBG472 Inpatient Gynecology (4)

The student will function as a sub-intern on the University Inpatient Gynecology Service. The student will participate in rounds and surgery with options to participate in resident or faculty outpatient gynecology clinics and gynecologic ultrasound clinics. The purpose of this course is to expose the student to a wide range of benign gynecologic conditions in both the inpatient and outpatient settings, with the student gaining medical knowledge and practical experience in managing these conditions.

OBG474 Applied Outpatient and Inpatient Gynecology (4)

The student will function as a sub-intern in a private patient care office. The student will participate in rounds and surgery in outpatient gynecology clinics and gynecologic ultrasound clinics. The student will be expected to carry a patient load and present patients. The goal of this rotation is to provide the students with rounded exposure to the scope of the field of Ambulatory Gynecology.

OBG477 Gynecologic Oncology Sub-Internship, Phoenix Regional Campus (4)

In this rotation students participate in ambulatory outpatient gynecology and oncologic care through the hospital service clinics as well as in the private office setting. Students function as first year residents during the rotation. The purpose of this course is to broaden the students clinical experience in gynecologic oncology, including exposure to treatments and surgical procedures including radical pelvic surgery, robotic hysterectomy, staging, chemotherapy, and radiation oncology.

OBG479 Clinical Research in Advanced Gynecology, Phoenix Regional Campus (4)

In this elective, the student will serve as research assistant gathering and organizing information pertaining to a current project, as well as assisting to finalize the research project. A goal for the student is to become published with their research project. The purpose of this course is to broaden the student's clinical research experience in advanced gynecologic surgery and chronic pelvic pain.

OBG480 Clinical Research Gynecologic Oncology, Phoenix Regional Campus (4)

Students will work and collaborate with gynecologic oncology attendings on various clinical and laboratory projects. These projects have the potential to offer co-authorship on poster or oral abstract presentations and/or manuscripts depending on the student's dedication and persistence with the work.

OBG481 Maternal Fetal Medicine Research, Phoenix Regional Campus (4)
Students will work and collaborate with maternal fetal medicine attendings on various clinical and laboratory projects. These projects have the potential to offer co-authorship on poster or oral abstract presentations and/or manuscripts depending on the student's dedication and persistence with the work.

OBG483 Detection and Management of High-Risk Pregnancy Sub-I, Phoenix Regional Campus (4)
In this course the students will develop techniques to identify complications of pregnancy. Students have the opportunity to round with the physicians, participate in labor and delivery as well as clinical consults. The student will work only with the patients with high risk pregnancies. The purpose of this course is to reinforce and build on the student's medical knowledge and clinical skills as it relates to practice of detection and management of High-Risk Obstetrics.

PATHOLOGY (PTG)

PTG401 Neuropathology, Phoenix Regional Campus (4)
Students will be exposed to a variety of neurosurgical specimens as well as diagnostic nerve and muscle biopsies, evaluating these specimens at the gross and microscopic levels one-on-one with the neuropathology faculty. The student will be encouraged to expand his/her knowledge in neuroanatomy, which includes skull base and gross brain at autopsy, whole brain myelin stain preparations and microscopic neuroanatomy.

PTG450 Anatomic/Clinical Pathology, Phoenix Regional Campus (4)
This elective may be individualized to suit the student's needs with prior agreement between the student, St. Joseph's faculty, and the Creighton electives coordinator. The elective offers the medical student an exposure to various pathology disciplines in a tertiary care pathology practice.

PTG461 Introduction to Pathology Practice Four Weeks (4)
The goal of PTG 461 is to provide the medical student a broad introduction to the practice of modern day pathology built around interaction with clinicians, pathologists, residents, and technical staff. The student will gain an appreciation of the role of the laboratory in the practice of medicine. The elective is designed and tailored to students' interests.

PTG462 Topics in Pathology (4)
The goal of PTG 462 is to provide the medical student with an in-depth experience related to a chosen area of pathology. The rotation will be customized based on the previous experience and interest of the student.

PTG463 Neuropathology (4)
The goal is to give the student an intense exposure to neuropathology familiarizing the student with the practical, technical, strategic aspects of neuropathology. One week will be devoted to each of the following topics: Developmental Neoplasia, Cerebrovascular Disease, and Degenerative Diseases of the Nervous System. Students will be expected to correlate all active cases with the Clinical Neurologists and Neuroradiologists.

PTG467 Survey of Pathology Practice (2)
The goal of PTG467 is to provide the medical student a broad introduction to the practice of modern day pathology built around interaction with clinicians, pathologists, residents, and technical staff. The student will gain an appreciation of the role of the laboratory in the practice of medicine. The elective is designed and tailored to students' interests. For those interested in pathology it offers a chance to experience what a pathology residency is like.

PTG468 Clinical Microbiology (4)

This course is designed to familiarize the student with the practical, technical, strategic aspects of clinical microbiology. Emphasis will be on specimen selection, collection and processing, identification of microbial pathogens and antimicrobial susceptibility testing as an aid for the diagnosis and treatment of patients with infectious diseases.

PEDIATRICS (PDT)

PDT420 Pediatric Endocrinology, PCH, Phoenix, AZ (4)

The student will evaluate patients primarily in the outpatient setting, but also have the opportunity to participate with consults and admission to the hospital. At the end of the elective, the student will have a chance to make a formal presentation of an interesting topic of clinical case. Students will acquire basic knowledge of common endocrinologic diseases in children.

PDT440 Breastfeeding Medicine, Phoenix Regional Campus (4)

This elective is an introduction to the knowledge and skills necessary to evaluate and diagnose common breastfeeding concerns in the inpatient and outpatient setting. By the end of the rotation students will have achieved early competency in managing the following issues: basic position/latch, milk supply issues, nipple shields, use of supplemental nursing system (SNS), pumping, mastitis, thrush, tongue tie, reflux, milk-protein allergy, extended nursing, return to work, relactation, breast augmentation/reduction, medications in milk. Students who will be applying for residencies in Family Medicine, Pediatrics, OB GYN, and Internal Medicine are encouraged to take this elective.

PDT442 General Pediatrics Outpatient/Nursery,, Phoenix Regional Campus (4)

In this course, the student will acquire basic knowledge of common neonatal and general pediatrics diseases and maintenance care. The student will participate in nursery rounds and morning clinic providing primary care to infants and children. The patients are both well and sick children and include some specialty referral patients.

PDT444 Anatomic and Clinical Pathology, PCH, Phoenix, AZ (4)

The elective in pediatric anatomic and clinical pathology offers the senior medical student in-depth exposure to pediatric surgical pathology, cytopathology, and autopsy pathology. Various aspects of the clinical laboratory may be experienced, including hematopathology, microbiology, transfusion medicine, and clinical chemistry. Students will acquire basic pathology knowledge of common diseases in children.

PDT446 Pediatric Emergency Medicine, PCH, Phoenix, AZ (4)

Students will participate in the care of patients presenting to the Pediatric Emergency Department at Childrens Hospital. The patient population provides a wide range of experience in the care of minor and major traumatic injuries, multiple pediatric medical illnesses, care of the poisoned pediatric patient and pediatric patients with psychiatric illness. Students will acquire basic knowledge of emergent diseases in children.

PDT450 Pediatric Orthopedics, PCH, Phoenix, AZ (4)

Students will spend time at Phoenix Children's Hospital, Children's Rehabilitation Services (CRS), and local outside clinics. The student will function in the role of an acting intern, take histories and perform physical exams, participate in the pediatric orthopaedic call schedule, have inpatient responsibilities, and participate in emergency and elective operative procedures as either an observer or assistant. Students will acquire basic knowledge of common orthopedic diseases in children.

PDT460 Pediatric Inpatient Sub-Internship (4)

The student will participate in the care of the hospitalized pediatric patient. The acuity of the illness, the impact on the family, and the impact on the child make the care of the patient a multi-tiered task. The student will assume primary responsibility for their patients, working to ensure that quality and timely care is given. The student will continue to advance their communication, clinical problem solving and procedural skills, and become familiar with common health problems in pediatrics.

PDT461 Pediatric Critical Care (4)

This four-week critical care course will provide the student with the opportunity to be exposed to and participate in the care of critically ill children from a multi-state referral region. During this rotation, the student will be expected to observe, appreciate and learn the care and management of critical disease processes in the pediatric patient, from the neonatal period through adolescence. The student will learn the unique care and knowledge required by those in the pediatric critical care field to take care of critically ill children whose anatomy and physiology are constantly changing as they develop.

PDT463 Pediatric Infectious Disease (4)

Students will learn to evaluate neonates, infants and children with a wide range of infectious diseases. This is primarily an inpatient experience with about 10% of patients seen in the outpatient clinic. This course aims to educate students in the field of pediatric infectious diseases, honing their history taking, physical examination, diagnosis and patient management skills by evaluating complicated pediatric inpatients with serious infections.

PDT464 Neonatal Intensive Care Services (4)

The purpose of this elective course is to educate the senior medical student in the field of neonatology. The student will serve as "junior house officer" in this intensive care unit experience. At the conclusion of this rotation, the student will demonstrate competence in the critical care of sick and high-risk newborns.

PDT466 Pediatric Cardiology (4)

This course aims to educate senior medical students in the field of pediatric cardiology in an outpatient setting. Students will have the opportunity to attend cardiac catheterizations, cardiac surgeries, exercise studies and electrocardiography. Student will develop, through didactic and clinical exposure, the understanding of cardiovascular physiology and development.

PDT467 Pediatric Neurology (4)

The purpose of the course is to allow the student to acquire skills required to perform pediatric exam, and develop a diagnostic and therapeutic approach to common pediatric neurologic problems. This elective will enable the student to work closely with the attending staff Pediatric Neurologist in the evaluation and treatment of children with neurologic disorders. The student will see patients in both hospital and outpatient settings.

PDT468 Pediatric Gastroenterology (2 or 4)

Students will learn to evaluate pediatric patients with chronic and infectious diarrhea, abdominal pain, constipation, malabsorption, inflammatory bowel disease, gastrointestinal infections, Hirschsprung's disease, neonatal cholestasis, growth failure, chronic vomiting, and liver disease. Students will develop an understanding of gastrointestinal physiology and development. Basic principles of enteral and parenteral nutrition in Pediatrics will be reviewed.

PDT469 Pediatric Endocrinology Services (2 or 4)

The purpose of this course is to allow the student to become familiar with the common endocrine disorders seen in children and adolescents. The student will participate in the care of pediatric patients with a variety of problems seen in pediatric endocrinology private practice.

- PDT470 Pediatric Hematology/Oncology Service (2 or 4)**
This elective is for those students who are thinking about a career in pediatrics and wish in depth clinical exposure to hematology and cancer patients. Students will become familiar with common childhood malignancies and hematologic disorders, including differential diagnosis, therapy, and acute and late complications.
- PDT471 Pediatric Pulmonary Elective (4)**
The goal of this rotation is to give the student a broad range of exposure to various pulmonary and upper respiratory problems ranging from asthma to cystic fibrosis through both inpatient and outpatient experiences. In this elective students will be provided with clinical experiences evaluating children with disorders of the respiratory system and acquiring skills necessary to perform the pediatric pulmonary exam and to develop a diagnostic and therapeutic approach to common pulmonary problems in children.
- PDT472 General Pediatrics (2 or 4)**
The student will be exposed to educational opportunities primarily in a pediatric ambulatory setting. This course aims to educate students on newborn exams, routine health maintenance for various ages and diagnosis and treatment of common pediatric conditions. This course is an ambulatory pediatric experience for those wishing to work in a general pediatric setting.
- PDT473 Advanced Pediatrics (4)**
The purpose of this course is to educate senior medical students regarding general and specialty pediatric illnesses in preparation for their residency. This elective is a didactic lecture series. In addition, each student will select a pediatric topic and give an oral presentation.
- PDT474 Pediatric Emergency Medicine (4)**
Students will participate in the care of patients presenting to the Pediatric Emergency Department at Children's Hospital. The patient population provides a wide range of experience in the care of minor and major traumatic injuries, multiple pediatric medical illnesses, care of the poisoned pediatric patient and pediatric patients with psychiatric illness. The purpose of this rotation is to provide the students with exposure to the practice of pediatric emergency medicine.
- PDT475 Pediatric Pulmonology, Phoenix Regional Campus (4)**
The purpose of this course is to allow the student to acquire basic knowledge of common pulmonary diseases in children. In addition to clinical training experiences, the student will participate in the department teaching activities including attending rounds, grand rounds, afternoon lectures and daily noon teaching conferences.
- PDT477 Clinical/Molecular/Biochemical Genetics, PCH, Phoenix, AZ (4)**
The student will attend genetics clinics and teaching conferences at Phoenix Children's Hospital and participate in inpatient consultations. The student will be provided a reading syllabus of original articles relating to the embryology of congenital anomalies and the approach to diagnosis of genetic disorders. In addition to these assigned readings, the student will carry out an independent literature review of a genetics topic of his/her choice. Through their study and presentations, students will acquire basic knowledge of common genetic diseases in children.
- PDT478 Pediatric Nephrology, Phoenix Regional Campus (4)**
The purpose of this course is to allow the student to acquire basic knowledge of common kidney diseases in children. The student will participate in the diagnosis and management of inpatients and outpatient with kidney diseases and related problems, as well as in the department teaching activities including attending rounds, grand rounds, afternoon lectures and daily noon teaching conferences.

PDT479 General Pediatrics Outpatient/Normal Newborn Care, Phoenix Regional Campus (4)

The student will participate in daily newborn nursery rounds assuming the primary care for 1-3 newborns. The student will also participate in clinic providing primary care to infants and children. Patients are both well and sick children and include some specialty referral patients. Students will acquire basic knowledge of common neonatal and general pediatric diseases in children, as well as well-child care.

PDT480 Assessment of Child Abuse and Neglect, Phoenix Regional Campus (4)

The purpose of this course is to allow the student to acquire basic knowledge of child neglect and abuse in children. Students will participate in consults, round on inpatients, observe multidisciplinary team meetings, read selected journal articles and chapters, participate in journal club, and complete a series of case studies that demonstrate common presentations of non-accidental injury. In addition, students may have the opportunity to "ride along" with CPS and observe courtroom testimony on a case by case basis.

PDT481 Development and Behavioral Pediatrics, PCH, Phoenix, AZ (4)

The student will participate in patient care in the Autism Diagnostic Clinic, the ADHD Diagnostic Program, and general Developmental-Behavioral Pediatrics Clinic and participate in site visits with residents to community partners. Students will acquire basic knowledge of child development and common behavioral diseases in children.

PDT483 Pediatric Neurology, Phoenix Regional Campus (4)

The purpose of this course is to allow the student to acquire basic knowledge of common neurologic diseases in children. This elective is appropriate for students considering a career in pediatrics or neurology. It is particularly encouraged for those students considering a career in child neurology, developmental pediatrics, or developmental neuroscience.

PDT484 Pediatric Critical Care, PCH, Phoenix, AZ (4)

By providing direct patient care to 2-3 critically ill pediatric patients under the supervision of the pediatric critical care faculty, the student will become acquainted with general principles of pediatric critical care. The student may have the opportunity to perform or participate in various procedures such as endotracheal intubation, lumbar puncture, CPR, central line placement, etc. By participating fully in these activities the student will improve their ability to integrate their understanding of physiology with the bedside care of a critically ill pediatric patient.

PDT485 Neonatology Critical Care, Phoenix Regional Campus (4)

The purpose of this course is to allow the student to acquire basic knowledge of common diseases in neonates. During this elective the student will attend high-risk deliveries, under the supervision of pediatric residents, neonatal nurse practitioners and/or attending neonatologist carry a case load of 2-4 moderately ill NICU and intermediate nursery patients. Students will also participate in patient-related problem-solving sessions and attend scheduled didactic teaching sessions as well as participate in the department teaching activities including attending rounds, grand rounds, afternoon lectures and daily noon teaching conferences.

PDT486 Inpatient Pediatrics Sub-internship, PCH, Phoenix, AZ (4)

During this elective the student will be the primary care provider for up to five ward patients. By participating fully in the care of their patients, the student will improve their data collection and analysis skills along with improving their clinical problem solving. Students will acquire basic knowledge of common acute and chronic diseases in children that require hospitalization.

PDT487 Family-Centered Patient Care (4)

The purpose of this course is to educate senior medical students on the skills necessary to implement family-centered care in patient encounters. Students will learn to encompass a more diverse viewpoint to understand the complex nature of caring for pediatric patients.

PDT488 Pediatric Allergy and Immunology (2)

Students will participate in the care and evaluation of pediatric allergy and immunology patients seen with a variety of problems. Student will develop an understanding of common pediatric allergy and immunology conditions. The rotation will be outpatient based.

PDT490 Pediatric Cardiac Critical Care, Phoenix Regional Campus (4)

The Pediatric Cardiac Critical Care Rotation is designed for Senior Medical Students and is an opportunity to gain exposure to the acute care of critically ill children in the setting of a Pediatric Cardiovascular Intensive Care Unit. Students will care for critically ill children with various types of congenital or acquired heart disease as well as other organ system problems including respiratory failure, renal failure and shock. Students will also participate in the pre and post-operative management of infants and children with heart disease and will have the opportunity to spend time in the Cardiovascular Operating Rooms, cardiac catheterization lab and echocardiography labs. By participating fully as a member of the Pediatric Cardiac Intensive Care team, students will refine their ability to apply their knowledge of physiology to the bedside care of children with critical illness.

PDT491 Pediatric Cardiology (outpatient), PCH, Phoenix, AZ (4)

The Pediatric Cardiology Rotation is an opportunity for students to gain exposure to the full range of pediatric cardiac disease, both congenital and acquired, with a specific focus on the outpatient component of pediatric cardiology. Students will acquire basic knowledge of common cardiologic diseases in children.

PDT492 Pediatric Cardiology/Cardiac Critical Care, Phoenix Regional Campus (4)

The Pediatric Cardiology/Cardiac Critical Care Rotation is an opportunity for Senior Medical Students to gain exposure to the full discipline of pediatric cardiology in both the outpatient and inpatient setting including the acute care of critically ill children in the setting of a Pediatric Cardiovascular Intensive Care Unit. During the outpatient portion of the rotation, students will gain exposure to common cardiology problems including differentiating innocent from pathologic murmurs, basic electrocardiogram reading and diagnosing and treating a variety of congenital and acquired heart problems. In the inpatient setting, students will learn to recognize and manage common pediatric cardiac illnesses as well as participate in the pre and post-operative management of infants and children with congenital or acquired heart disease. By participating fully as a member of the Pediatric Cardiology and Cardiac Intensive Care teams, students will refine their ability to apply their knowledge of physiology to care for patients in the clinic, inpatient and acute care setting.

PDT494 Pediatric Urgent Care, PCH, Phoenix, AZ (4)

This course will provide the opportunity for experience and training in pediatric urgent care in an acute care setting at the Phoenix Children's Hospital's Urgent Care Center.

PHYSICAL MEDICINE AND REHABILITATION (PMR)

PMR421 Physical Medicine and Rehabilitation, Phoenix Regional Campus (4)

At the conclusion of this elective, the medical student will be able to describe the role of the physiatrist in the treatment and care of the PMR patient and gain a basic understanding of orthotics/prosthetics prescriptions. This elective will provide the medical student with a comprehensive overview of the discipline of Physical Medicine and Rehabilitation. Topics to be included are: Traumatic Brain Injury, Traumatic Spinal Cord Injury, Stroke and Pediatric Rehabilitation

PREVENTIVE MEDICINE AND PUBLIC HEALTH (PMH)

PMH462 Clinical Genetics (4 or 8)

This course seeks to provide research opportunities in the area of cancer genetics and cancer risk assessment. The areas of cancer genetics mainly addressed in this course will be hereditary colorectal cancer, hereditary breast ovarian cancer syndrome, and the many hematologic disorders. Seminars will be offered to students to explain the genetic models that have been used in clinical medicine.

PMH470 Preventive Ophthalmology - Dominican Republic (4)

Students will participate as team members in HS-MACA's Prevent Blindness Initiative (PBI) in collaboration with the Institute for Latin American Concern (ILAC). Students will conduct blindness prevention screenings in Latin America, where children are at risk for vitamin A deficiency and adults are at risk for glaucoma, cataract and pterygium. Students will have the opportunity to assist with ocular surgeries performed by local ophthalmologists and visiting eye surgeons from the United States. It is important for students to be aware that ILAC is a unique, faith-based program affiliated with Creighton University in the Dominican Republic.

PSYCHIATRY AND BEHAVIORAL SCIENCES (PBS)

PBS410 Critical Care Psychiatry, Phoenix Regional Campus (4)

This elective provides exposure to the practice of psychiatry in the general hospital setting. Specific attention will be paid to the psychiatric care of the ICU patient with focus on the diagnosis and management of delirium, substance dependence and withdrawal syndromes, depression, and amotivation.

PBS412 Outpatient Psychiatry, Phoenix Regional Campus (4)

The rotation consists of four weeks of psychiatric experience in an outpatient psychiatric practice providing exposure to various aspects of the management of patients in this setting. This experience will include clinical supervision and readings.

PBS420 Special Topics in Psychiatry, Phoenix Regional Campus (4)

The purpose of this course is to advance the learner's experience and interest in academic psychiatry. The course will specifically focus on the exploration of one particular area of interest that the learner has in the area of psychiatry with the ultimate goal of producing a piece of written work appropriate for journal publication or presentation as a poster at an academic meeting.

PBS462 Clinical Psychopharmacology (4)

This elective will provide contemporary information regarding the growing field of psychopharmacology. This will be achieved through directed independent learning. The goal of this course is to offer the student more advanced education and training of psychopharmacology with clinical relevance.

PBS463 Child and Adolescent Psychiatry (2 or 4)

This elective will help the student develop an understanding of normal child and adolescent development along with its deviations and development of psychopathology. The student will be able to diagnose common child and adolescent problems with the use of the DSM-IVTR; will learn to formulate an appropriate treatment plan; learn to work with multi-disciplinary treatment team and understand the role and responsibility of each member of the team; and develop basic skills in the use of various psychopharmacological agents implemented in the care of common child and adolescent disorders.

- PBS464 Psychiatry Research (4)**
Students taking this elective will acquire knowledge in ethical, regulatory and operational aspects of protocols. They will become familiar with scientific and methodological issues in research. Students will become adept at using structured interviews for DSM-IV criteria and Clinical Symptom Rating Scales for specific syndromes and research protocols.
- PBS467 Geriatric Psychiatry (4)**
The Geriatric Psychiatry elective will provide the students with experience in the evaluation and treatment of elderly patients with depression, anxiety, Alzheimer's disease and other causes of dementia. This student will gain experience in the evaluation, diagnosis, and formation of treatment plans of geriatric patients in the psychiatric inpatient setting.
- PBS472 Adult Inpatient Psychiatry (4)**
The student will gain experience in the evaluation, diagnosis, and formation of treatment plans of acutely ill psychiatric patients in the inpatient setting. This elective provides exposure to the practice of adult psychiatry in the inpatient setting.
- PBS474 Mood Disorders and Their Treatment (4)**
During this course a student will develop a solid fund of knowledge regarding Mood Disorders and their various etiologies and presentations; the ability to interview and diagnose patients with good ability to screen for dangerousness and self-harm and hospitalize if necessary. The student will also become familiar with medications commonly used in treatment of persons with Mood Disorders, and understand the goals and methods of cognitive-behavioral therapy and its brief treatment techniques.
- PBS475 Consultation/Liaison Psychiatry (4)**
This elective will provide the student with exposure to consultations in acute medical/surgical units allowing the student to develop skills in evaluating and treating medical, surgical, obstetrical, and chronically ill patients who develop psychiatric problems.
- PBS476 Special Topics in Psychiatry (4)**
During this course the students will develop a topic of study, a plan for research including an intended bibliography of at least 12 items, and the research question(s) for which the student plans to seek knowledge. The student then will write a well-organized paper of 12 -15 pages exploring the subject in detail, which will provide a strong exploration of the research questions, with well -supported discussion and conclusion.
- PBS479 Addictions (2 or 4)**
The student will become skilled in taking substance use histories; will be able to identify on physical exam medical consequences of substance abuse; will become familiar with classes of drugs of abuse and the consequences of their uses; will become conversant in DSM-IV criteria for diagnosis of substance abuse and dependence; and will become knowledgeable of detoxification methods used to treat physical withdrawal. Student will observe and participate in therapeutic interventions including group therapy, one-on-one counseling, 12-step groups (e.g. Alcoholics Anonymous) in inpatient and outpatient settings.
- PBS482 Trans-Cultural & Community Psychiatry - Hawaii (4)**
By the end of this course, the M-4 student will be able to develop communication and examination skills used in the assessment of patients in this community care system; to increase awareness of the psychiatrist's role and responsibilities of transcultural populations; to increase understanding of the ethical issues and questions raised for the physician in assessing, treating, and counseling patients in this unique setting; and to become familiar with the specific aspects of culturally competent care. The course provides practical experience in both in-patient and ambulatory sites, instruction in the assessment of major psychiatric syndromes and broader social issues in community and transcultural care.

PBS483 Domestic Violence Practicum (4)

This community-based experiential course provides students with practical knowledge and experience in community agencies and sites dedicated to reducing domestic violence and aiding its victims in Omaha. Students will develop skills in assessment, interviewing, and treatment of persons subject to domestic violence. Students will also better appreciate the role of physicians in the community effort to reduce violence. The course provides practical experience at shelter sites, instruction in the assessment of domestic violence victims, and contact with courts, support groups, and community action organizations.

PBS486 Narratives in Illness (2 or 4)

The purpose of this course is to enable students to utilize active listening and imagination in order to activate empathy to better understand the illness experience of their patients, as well as to enable students to elicit the patient's narrative in order to improve their narrative competence, that is, the ability to understand patient emotions, motivations, and intentions. Students will read and report on a variety of brief narratives and memoirs with the objectives of understanding the interplay of biological, psychological, and social factors in the dynamics of the illnesses, and importance of social context and the strength of personal coping and of social support as important elements in the person's recovery.

RADIOLOGY (RAD)

RAD450 Interventional Radiology, Phoenix Regional Campus (4)

The Department of Radiology offers an elective course in Vascular and Interventional Radiology in which the medical student will learn the indications and techniques, as well as patient care considerations, of a wide variety of interventional procedures. The rotation includes the work-up and evaluation of patients for diagnostic angiography, therapeutic vascular and interventions (angioplasty, embolization, trauma, cancer treatment, thrombolysis, venous access procedures) and non-vascular interventional procedures (including CT-guided biopsy, abscess drainages), and complex non-vascular cases (such as biliary drainage and stenting, and percutaneous nephrostomy placement, tumor ablation, etc.) The medical student will acquire basic interventional skills, observe and assist in these procedures, and participate in the care of patients.

RAD460 Diagnostic Radiology, Phoenix Regional Campus (4)

This course is an introduction to clinical imaging providing an overview of medical radiology, including synthesis, imaging and management of diagnostic imaging. The focus will be on bone, abdomen, chest and pediatric imaging. The goal of this course is to introduce students to diagnostic imaging techniques and procedures.

RAD463 Diagnostic Radiology (4)

The Department of Radiology offers an elective course in General Diagnostic Radiology. This is an intensive introduction to clinical imaging targeted for fourth year medical students, both those interested in radiology and those pursuing other specialties. This elective will provide a comprehensive overview of medical radiology, range, uses, limitations and costs of diagnostic techniques. The program consists of subspecialty rotations, faculty interactive conferences and independent study of selected cases.

RAD464 Radiology Oncology (4)

Radiology Oncology will expose medical students to cancer care in general. This includes care of cancer patients using radiotherapy, but students also have the opportunity to gain some basic knowledge in chemotherapy as well as surgery, and to consolidate his/her knowledge of Basic Science (Anatomy, Pathology) into clinical care of the cancer patient.

RAD465 Angio/Interventional (4)

The Department of Radiology offers an elective course in Vascular and Interventional Radiology in which the medical student becomes a member of the interventional team. The rotation includes the work-up and evaluation of patients for diagnostic angiography, therapeutic vascular and interventions (angioplasty, thrombolysis, venous access procedures) and non-vascular interventional procedures (including CT-guided biopsy, abscess drainages), and complex non-vascular cases (such as biliary drainage and stenting, and percutaneous nephrostomy placement). The interventional team works as a cooperative group which provides initial assessment of a patient's care during the procedure and follow-up care on the ward as appropriate. The medical student will share the duties of the daily organization and management of the service.

RAD468 Diagnostic Neuroradiology, Phoenix Regional Campus (4)

This is an introduction to clinical neuro imaging. This elective will provide an overview of neuroradiology, including synthesis, imaging and management of neuro diagnostic imaging. The focus will be on Head CT, brain MRI, Spine imaging and Neuroangiography.

SURGERY (SUR)**SUR401 Selective in Trauma – Blue (4)**

Expose the student to trauma evaluation and management and build a foundational knowledge base for the care of a critically ill / trauma patient. The student is expected to participate in teaching rounds and assist in the operating room for patients admitted to the general surgical trauma service. The student will function as a sub-intern and be expected to present cases during rounds as well as at trauma conferences.

SUR405 Selective in General Surgery – Red (4)

This course is an intensive surgical experience with emphasis on minimally invasive general surgical procedures. The sub-intern will be given opportunities to first assist in selected cases and manage critically ill patients. Students will have opportunity to develop a skill set and foundational knowledge to help them transition into the PGY1 year.

SUR411 Orthopedic Surgery, Phoenix Regional Campus (4)

This elective will provide the senior medical student an opportunity to gain an understanding of the responsibilities, skills, and learning expectations of a PGY-1 resident. It is directed toward students interested in orthopedic surgery. On completion of the rotation, students should feel confident using their new understanding and skills to create a more seamless transition into residency. The purpose of the course is to provide the student with a basic foundation of the knowledge and skills required for first year resident training in orthopedic surgery.

SUR412 Advanced Surgical Prep, Phoenix Regional Campus (4)

This elective will provide the senior medical student an opportunity to gain an understanding of the responsibilities, skills, and learning expectations of a PGY-1 resident in surgery. It is directed toward students interested in general surgery or other surgical subspecialties.

SUR413 Anatomy, Phoenix Regional Campus (4)

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

- SUR414 Plastics and Reconstructive Surgery, Phoenix Regional Campus (4)**
This elective will introduce to the student the spectrum of modern plastic surgery. It will encompass the basic fundamentals of wound healing, evaluation and treatment of maxillofacial injuries, repair and reconstruction of head and neck tumors, repair of congenital facial deformities, review of surgical physiology in the treatment of burns, in addition to exposure to the various cosmetic surgical procedures.
- SUR415 Urology, Phoenix Regional Campus (4)**
The student will function as a sub-intern in urology, performing admission histories and physical examinations, planning patient study programs, and joining with the urology staff for patient care in the cystoscopy and operating rooms. This rotation provides students with an insight into general clinical urology and prepares them to identify common urological problems and recognize appropriate treatment plans.
- SUR416 Surgery Research, Phoenix Regional Campus (4)**
This elective will provide the senior medical student an opportunity to gain an understanding of the responsibilities, skills, and learning expectations of a resident. The purpose of this course is to assist the student in their understanding of the key concepts in the responsible conduct of research allowing them to conduct research that conforms to the highest standards for the protection of human research subjects.
- SUR420 Selective Trauma/Acute Care Surgery, Phoenix Regional Campus (4)**
The student is expected to function as a sub-intern and participate in acute trauma resuscitations, operative care and ICU rounds during the rotation on the Trauma Surgery Service. The student will evaluate and write daily progress notes under the supervision of the senior surgical resident and the surgical attending. Presentations during trauma rounds and at the weekly Trauma Conference will be required.
- SUR422 Selective General Surgery, Phoenix Regional Campus (4)**
The student is expected to function as a sub-intern and participate in office evaluation, daily hospital rounds, operative management and pre and postoperative care of patients on the general surgical service. The student will evaluate and write daily progress notes under the supervision of the senior surgical resident and the surgical attending. The student will participate in daily "checkout rounds" with the surgical team. Presentations during teaching rounds and participation at General Surgery Basic Science and journal club will be required.
- SUR424 General Thoracic Surgery, Phoenix Regional Campus (4)**
The General Thoracic Surgery Rotation is designed for Senior Medical Students who have an interest in the specialty of thoracic surgery. It is an opportunity for students to gain exposure to the full range of management with regards to general thoracic diseases and their surgical management.
- SUR425 Otolaryngology, Phoenix Regional Campus (4)**
This rotation in Otolaryngology, Head and Neck surgery, offers an exposure to the medical and surgical evaluation and management of associated problems of this specialty. The student will become proficient in the work up and development of treatment options for common clinical problems in Otolaryngology /Head and Neck disorders in adult and pediatric patients.
- SUR430 Pediatric Ophthalmology, Phoenix Regional Campus (4)**
This ophthalmology elective serves as an introduction to the medical and surgical diseases of the eye. This course will give students the opportunity to become very familiar with Pediatric Ophthalmology and Adult Strabismus. The student will identify common causes of amblyopia, strabismus, chalazions, and blocked tear ducts.
- SUR431 Pediatric Surgery, Phoenix Regional Campus (4)**
This course will provide exposure to common surgical diseases and congenital deformities in infants and children. The student will be required to perform selected histories and physicals on these patients and will second or first assist in surgery.

SUR450 Selective in Otolaryngology (4)

This rotation in Otolaryngology and Human Communication, offers an exposure to the medical and surgical evaluation and management of associated problems of this specialty. Time will be divided between clinical experience, operative experience, and formal didactic on the various aspects of ENT. The student will have the opportunity to observe audiological, vestibular and speech/language evaluations, integral parts of the total ENT diagnostic and treatment plan. Students will also obtain extensive experience in head and neck tumor patients. It is anticipated the student will acquire adequate skill in the performance of a complete ENT examination and become familiar with the diagnosis and management of the major ENT disorders.

SUR460 Selective in Vascular Surgery (4)

Students will learn the basics of vascular disease being able to diagnose arterial, venous and lymphatic disease and understand treatment goals both surgical and non-surgical for the above disease processes.

SUR461 Selective in CV & Cardiothoracic Surgery (4)

To introduce the student to the basic topics in cardiac and thoracic surgery through an intensive month long patient centered rotation, where the students is actively engaged in all aspects of patient care. By the end of the rotation, the student shall have acquired knowledge and skills covering the basic diagnostic categories in the specialties. This would include: disease processes, pathophysiology, relevant anatomy, diagnostic work-up, therapeutic options, pre and post-operative management, ICU care and basic suturing skills. The student will also gain insight and experience in the patient-surgeon relationship.

SUR468 Selective in General, Vascular and Ortho Surgery, Onawa IA (4)

In this course the student will be involved with patients through surgical care including diagnosing and determining the need for surgical intervention, participating in the surgical suite with exposure to pathology and anatomic didactic, and following up on patients in the hospital and clinical setting. Students will be expected to be on call for trauma and other emergencies.

SUR472 Selective in Neurological Surgery (4)

The purpose of the course is to provide exposure to neurosurgery in the O.R., ICU, and on the wards. This course allows the mastery of a neurological exam, neurological diagnostic testing, decision-making and appropriate surgical or non-surgical management. Students will perform histories and physicals with emphasis on neurological examination. Students will actively participate in daily care, neurodiagnostic procedures, surgery, post-operative care, attend Neurosurgery clinics and Neurosurgery conferences. Students in this course will become exposed to this specialty and develop basic surgical skills.

SUR474 Selective in Ophthalmology (4)

This rotation provides an exposure to the field of ophthalmology. Students will have the opportunity to become familiar with common ocular conditions and microsurgery of the eye. By the end of the rotation the student will be able to diagnose and manage patients with ocular problems commonly found in the emergency room, outpatient and inpatient setting.

SUR475 Selective in Orthopaedic Surgery - CUMC (4)

On this service, the students participate in the full range of clinical and teaching activities. The students evaluate and follow patients in outpatient clinics and participate in the outline of the treatment plan. Students assist at surgery to become familiar with orthopaedic procedures and master the anatomy of the extremities and axial skeleton. The students participate in the post-operative patient management and participate in all teaching and conference aspects of the service including discussions of a scien-

tific basis of orthopaedic surgery. The purpose of this course is to expose the senior medical student to the full range of clinical and teaching activities associated with an orthopedic service, providing opportunity for the student to develop a sound foundation in Orthopaedic patient management. This includes the emergent, operative, inpatient, and outpatient care of patients."

SUR476 Selective in Otolaryngology (4)

This rotation in Otolaryngology and Human Communication, offers an exposure to the medical and surgical evaluation and management of associated problems of this specialty. Time will be divided between clinical experience, operative experience, and formal didactic on the various aspects of ENT. The student will have the opportunity to observe audiological, vestibular and speech/language evaluations, integral parts of the total ENT diagnostic and treatment plan. It is anticipated the student will acquire adequate skill in the performance of a complete ENT examination and become familiar with the diagnosis and management of the major ENT disorders. Knowledge of surgical indications and complication will be required and the student will be responsible for patient management.

SUR477 Selective in Pediatric Surgery (4)

The purpose of this course is to provide exposure to common surgical diseases and congenital deformities in infants and children. This rotation will expose the student to common surgical diseases and congenital deformities in infants and children. The student will be required to perform selected histories and physicals on these patients and will second or first assist in surgery.

SUR478 Elective in Pediatric Surgery (4)

By the end of the rotation students will be able to discuss common disease processes including anatomy and appropriate treatment alternatives for pediatric general, cardiac, urologic, Neurosurgical, and trauma patients. Students will also learn how to interpret diagnostic tests and write appropriate patient care orders for the pediatric surgery patient. The student will be exposed to a wide variety of surgical diseases to include pediatric cardiology and trauma.

SUR479 Selective in Plastic and Reconstructive Surgery (4)

The purpose of the course is to expose the medical student to the comprehensive care of plastic surgery patient in the outpatient and inpatient setting. It will encompass the basic fundamentals of wound healing, evaluation and treatment of maxillofacial injuries, repair and reconstruction of head and neck tumors, repair of congenital facial deformities, review of surgical physiology in the treatment of burns, in addition to exposure to the various cosmetic surgical procedures. Instruction will include observation, assistance and instruction on plastic surgical techniques performed in both university and university affiliated hospitals.

SUR481 Selective in Orthopaedic Surgery - Bergan Mercy (4)

On this service the students participate in the full range of clinical and teaching activities including directed study learning non-surgical musculoskeletal care. Students will evaluate patients in outpatient clinics, participate in the development of a treatment plan, assist at surgery, and become familiar with orthopaedic procedures.

SUR485 Surgical Intensive Care Unit (4)

The student will function as a sub-intern and will spend time in an ICU setting assisting the surgical team and the Pulmonary Team with patient care. The student will be able to recognize and formulate a treatment plan for common critical care disease processes.

SUR486 Selective in Burns - St. Elizabeth's - Lincoln, NE (4)

This service involves participation in preoperative and postoperative care of the general surgical patient. The student will act as a sub-intern during this month. At the conclusion of the rotation, the student will understand resuscitation of burn patients, outpatient treatment options for burns, criteria for referral to a burn center, and treatment of chronic wounds.

SUR489 Elective in Pediatric Ophthalmology (4)

The student will identify common causes of amblyopia, strabismus, chalazions, and blocked tear ducts. This ophthalmology elective serves as an introduction to the medical and surgical diseases of the eye. This course will give students the opportunity to become very familiar with Pediatric Ophthalmology and Adult Strabismus. Students will participate in primary eye care and assist with the responsibilities of care for patients.

SUR490 Selective in Urology - Fremont, NE (4)

The student will function as a sub-intern in urology, performing admission histories and physical examinations, planning patient study programs, and joining with the urology staff for patient care in the cystoscopy and operating rooms, as well as assisting in the postoperative management of their patients. This rotation provides students with an insight into general clinical urology and prepares them to identify common urological problems and recognize appropriate treatment plans for the same.

SUR491 Selective in Plastic and Reconstructive Surgery (4)

This rotation will introduce the student to the spectrum of modern plastic surgery. It will encompass the basic fundamentals of wound healing, evaluation and treatment of maxillofacial injuries, repair and reconstruction of head and neck tumors, repair of congenital facial deformities, review of surgical physiology in the treatment of burns, in addition to exposure to the various cosmetic surgical procedures. Instruction will include observation, assistance and instruction on plastic surgical techniques. After the course students will have developed a foundational knowledge base and be able to discuss wound healing, management of traumatic injuries of the face, and the implications of hand injuries.

SUR492 Selective in General Surg - Dakota Dunes, SD (4)

This service involves the participation in preoperative and postoperative care of the general surgical patient. Upon completion of this surgical rotation, the student will demonstrate knowledge of various surgical and surgery related conditions/disorders and their associated etiology, epidemiology, risk factors, course of illness, physiologic/pathophysiologic process, the usual historical findings, and signs/symptoms.

SUR494 Neurological Surgery Sub-Internship, Phoenix Regional Campus (4)

This elective exposes the senior medical student to a high volume, full spectrum clinical neurosurgery service at Barrow Neurological Institute. Students will learn skills fundamental to entering into PGY1 of residency; performing neurological examinations, reading neuroimaging and will be exposed to a breadth of neurological diseases and treatments.

SUR495 Advanced Surgical Prep Elective (4)

This elective will provide the senior medical student an opportunity to gain an understanding of the responsibilities, skills, and learning expectations of a PGY-1 resident. It is directed toward students interested in general surgery or other surgical subspecialties. On completion of the rotation, students should feel confident using their new understanding and skills to create a more seamless transition into residency. Coursework will consist of small group exercises and discussions, teaching rounds, independent study, skills lab practical experience, (cadaver dissection) and operating room exposure.

FACULTY

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

- MICHAEL AARONSON, *Assistant Clinical 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.
- PETER W. ABEL, *Professor of Pharmacology* (1987; 1997); *Professor of Pharmacy Sciences* (1993; 1997).
B.S., University of Wisconsin, 1973; Ph.D., West Virginia University, 1978.
- MOHSEN ABOU-SEIF, *Clinical Instructor of Family Medicine* (2009).
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.
- HUSSAM ABUISSA, *Assistant Professor of Medicine* (2009).
M.B., B.S., 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.
- DEVENDRA K. AGRAWAL, *Professor of Biomedical Sciences* (1985; 2004); *Professor of Medical Microbiology and Immunology* (1995; 1997); *Professor of Medicine* (1985; 2004); *Senior Associate Dean, Clinical and Translational Research* (2012).
B.Sc., Lucknow University (India), 1971; M.Sc., 1973; Ph.D. (Biochemistry), 1978; Ph. D., (Medical Sciences), McMaster University (Canada), 1984.
- MEHMUD AHMED, *Assistant Clinical Professor of Psychiatry* (2012).
M.B., B.S., King Edward Medical College (Pakistan), 1988.
- NAEEM AHMED, *Assistant Clinical Professor of Medicine* (2006).
M.B., B.S., Dow Medical College (Pakistan), 1987.
- KELLY J. AIREY, *Assistant Professor of Medicine* (2009).
B.Sc., University of Western Ontario, 1986; M.D., University of Toronto, 1990.
- MOHAMMED P. AKHTER, *Professor of Medicine* (1991; 2003); *Professor of General Dentistry* (1992; 2003).
B.S., NED University of Engineering and Technology, 1981; M.S., University of Nebraska, 1983; Ph.D., University of Nebraska-Lincoln, 1988.
- LISHAN AKLOG, *Associate Professor of Surgery* (2007).
M.A., Harvard College, 1985; M.D., 1989.
- 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).
M.B., B.S., Osmania Medical College (India), 2000.
- SANDRA ALLBERY, *Assistant Clinical Professor of Radiology* (2004).
B.A., Creighton University, 1988; M.D., University of Nebraska Medical Center, 1992.
- EDITH ALLEN, *Assistant Clinical 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., 1996.

- ROBERT ALLEN, *Professor of Pathology* (2005).
B.S., Southeastern Louisiana University, 1967; Ph.D., Tulane University, 1973; M.D., 1977.
- IMAD ALSAKAF, *Assistant Professor of Psychiatry* (2011).
M.D., Damascus University School of Medicine (Syria), 1955.
- NADA AL-SKAF, *Special Assistant Professor of Medicine* (2009; 2012).
M.D., Damascus University (Syria), 1998.
- 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.
- ANN ANDERSON-BERRY, *Assistant Clinical Professor of Pediatrics* (2004).
B.A., University of Wyoming, 1994; M.D., Creighton University School of Medicine, 1998.
- GEOFFREY ANDERSON, *Lecturer of Psychiatry* (2002; 2004).
B.S., Mary College, 1981; M.A., University of South Dakota, 1985; Ph.D., 1988.
- ROBERT J. ANDERSON, *Professor of Medicine* (1985; 1995); *Professor of Biomedical Sciences* (1992; 1995).
M.D., Northwestern University Medical School, 1973; M.S., University of Minnesota, 1981.
- WILLIAM ANDERSON, *Assistant Clinical Professor of Pathology* (2012).
M.D., University of Iowa, 1979.
- 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.
- RICHARD V. ANDREWS, *Professor Emeritus of Biomedical Sciences* (1958; 1997);
Dean Emeritus, Graduate School (1995).
B.S., Creighton University, 1958; M.S., 1959; Ph.D., University of Iowa, 1963.
- 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.
- 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; 2004; 2010); *Associate Professor of Pediatrics* (2005; 2010).
M.B., B.S., Grant Medical College, 1998.
- AMY J. AROUNI, *Associate Professor of Medicine* (1994; 1997; 2009).
B.S., Creighton University, 1987; M.D., 1991.

- MARTHA A. AROUNI, *Assistant Clinical Professor of Medicine* (2009).
B.S., Creighton University, 1979; M.D., 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., 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., 2007.
- ASHUTOSH ATRI, *Assistant Clinical Professor of Psychiatry* (2013).
M.B., B.S., 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., 1995.
- NITA BABCOCK, *Associate Professor of Anesthesiology* (2004; 2012).
B.S., University of Nebraska, 1976; M.D., University of Nebraska Medical Center, 1979.
- DONALD R. BABIN, *Professor Emeritus of Biomedical Sciences* (1967; 1989; 2007).
B.S., University of New Brunswick (Canada), 1958; Ph.D., 1962.
- 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 at 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, 1978; M.D., 1978
- EUGENE J. BARONE, *Adjunct Professor of Family Medicine* (2005; 1992).
B.S., LeMoyne College, 1972; M.D., Creighton University 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 and Gynecology* (2012).
B.S., Creighton University, 1991; M.D., 1995.

- JASON C. BARTZ, *Professor of Medical Microbiology and Immunology* (2003; 2013); *Associate Dean, Academic and Faculty Affairs* (2013).
B.S., University of Wisconsin-Stevens Point, 1990; M.S., University of Wisconsin-Madison, 1994; Ph.D., 1998.
- KHALID BASHIR, *Assistant Professor of Medicine* (2005).
M.B.B.S., King Edward Medical College (Pakistan), 1987.
- SANDRA BAUMBERGER, *Special Assistant Professor of Family Medicine* (2006; 2010).
B.S.N., Presentation College, 1992; South Dakota State University, 1994; M.D., Creighton University, 2004.
- STEPHEN BEALS, *Associate Clinical Professor of Surgery* (2012).
B.S., Calvin College, 1973; M.D., Wayne State University School of Medicine, 1978.
- JENNIFER BEATY, *Assistant Clinical Professor of Surgery* (2008).
B.S., University of Iowa, 1997; M.D., 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.
- KIRK W. BEISEL, *Professor of Biomedical Sciences* (1992).
B.S., Albright College, 1972; Ph.D., Rutgers University, 1978.
- 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, *Assistant Professor of Medicine* (2011).
M.B., B.S., St. John's Medical College (India), 2002.
- MICHAEL BELSHAN, *Associate Professor of Medical Microbiology and Immunology* (2005; 2011). B.S., Iowa State University, 1999; Ph.D., 1999.
- RYAN BENDER, *Assistant Clinical Professor of Pathology* (2013).
B.S., Niagara University, 2002; Ph.D., Vanderbilt University, 2007
- IVOR BENJAMIN, *Associate Professor of Obstetrics & Gynecology* (2011).
B.S., Yale University, 1983; M.S. 1983; M.D., Columbia University, 1987.
- CASEY BERAN, *Instructor 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.
- DALE R. BERGREN, *Professor of Biomedical Sciences* (1985; 2011).
B.A., Carroll College (Montana), 1973; M.S., 1975; Ph.D., University of North Dakota, 1976.
- ILYA BERIM, M.D., *Assistant Professor of Medicine* (2012).
M.D., University at Wuerzburg (Germany), 2004.
- LYUDMYLA BERIM, *Assistant Clinical Professor* (2013).
M.D., Ternopil Medical University (Ukraine), 1999.
- PAUL BERKOWITZ, *Assistant Clinical Professor* (2012).
B.S., University of California-Davis, 1990; Finch University of Health Sciences/The Chicago Medical School, 1996.
- WENDY BERNATAVICIUS, *Assistant Clinical Professor of Pediatrics* (2011).
B.A., University of New Hampshire, 1994; M.D., Drexel University College of Medicine, 2004.

- THOMAS M. BESSE, *Associate Clinical Professor of Obstetrics and Gynecology* (1977; 1995).
B.S., University of Utah, 1971; M.D., Creighton University School of Medicine, 1975.
- AGAINDRA K. BEWTRA, *Professor of Medicine* (1975; 1980; 2009).
M.B., B.S., All India Institute of Medical Sciences (India), 1967; M.D., 1973.
- CHHANDA BEWTRA, *Professor of Pathology* (1978; 1986; 2006).
M.B., B.S., All India Institute of Medical Sciences (India), 1971.
- SARABJIT BHALLA, *Assistant Clinical Professor of Medicine* (2012).
B.S., University of California at Los Angeles, 1995; M.D., University of Arizona College of Medicine, 1999
- SHASHI K. BHATIA, *Professor of Psychiatry* (2005; 1996); *Professor of Pediatrics* (1983; 1986).
M.B., B.S., Punjab University (India), 1969.
- SUBHASH C. BHATIA, *Professor of Psychiatry* (1977; 1988; 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; 1991; 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., 2005; D.V.M., 1972; M.D., University of Nebraska Medical Center, 1978.
- NATHAN BIRCH, *Assistant Professor of Medicine* (2011).
B.S., University of Nebraska -Lincoln, 1997; M.D., University of Nebraska Medical Center, 2001.
- C. ROGER BIRD, *Associate Professor of Radiology* (2011).
B.A., Southern College, 1974; M.D., Loma Linda University School of Medicine, 1977.
- NICOLE BIRGE, *Assistant Clinical Professor of Pediatrics* (2011).
B.A., University of Kansas, 2000; M.D., 2004.
- D. DANIEL BISHOP, *Assistant Clinical Professor of Medicine* (2013).
B.A., University of Utah, 1996; M.D., Oregon Health and Sciences University, 2005.
- MARVIN J. BITTNER, *Associate Professor of Medicine* (1981; 1991); *Associate Professor of Medical Microbiology and Immunology* (1981; 1991).
B.S. University of Chicago, 1972; M.D., Harvard University, 1976.
- 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, 1995, 2002).
B.S., University of Nebraska-Lincoln, 1979; M.S., University of Nebraska Medical Center, 1983.
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- DENNIS A. CHAKKALAKAL, *Special Associate Professor of Surgery* (1991; 2013).
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- CLAUDIA CHAMBERS, *Assistant Professor of Obstetrics and Gynecology* (2011).
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- DANA CHASE, *Assistant Professor of Obstetrics and Gynecology* (2011).
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Professor of Pediatrics (1996, 2000, 2004; 2008); *Professor of Medical Microbiology and Immunology* (2000; 2004; 2008); *Professor, Department of Pharmacy Sciences, School of Pharmacy and Health Professions* (2000; 2004; 2008); *Associate Dean for Faculty Affairs* (2008; 2012).
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- YOUNGSOO CHO, *Assistant Clinical Professor of Medicine* (2012).
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M.D., Medical College of Korea University, 1973.
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B.A., Case Western Research University, 1989; M.D., Northwestern University School of Medicine, 1994.
- ERNEST W. CHUPP, *Clinical Instructor of Obstetrics and Gynecology* (1985).
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B.S., University of Notre Dame, 1981; M.D., American University of the Caribbean (West Indies), 1985.
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B.S., Arizona State University, 1993; D.P.M., California College of Podiatric Medicine, 2000.
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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).
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- ROBERT M. COLEMAN, *Assistant Professor of Psychiatry* (1999).
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- ROBERT COLES, *Assistant Professor of Pediatrics* (2012).
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M.D., Creighton University School of Medicine, 1984.
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B.S., St. Mary's College (California), 1963; M.D., Creighton University School of Medicine, 1967.
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- KATHRYN KANNER, *Assistant Professor of Psychiatry* (2011; 2012).
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- SCOTT D. KASSING, *Assistant Clinical Professor of Medicine*, 2013.
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B.A., Carroll College, 2004; M.D., Creighton University School of Medicine, 2008.
- GREG KELLER, *Assistant Professor of Surgery* (2012).
B.A., Bucknell University, 1990; M.D., Pennsylvania State University, 1994.
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B.S., Kansas State University, 1970; M.A. University of Missouri, 1974; Ph.D., Washington University, 1979.
- CHARLES M. KELLY, *Assistant Clinical Professor of Surgery* (1985; 1992).
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- JAMES KELLY, *Assistant Professor of Surgery* (2009).
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- JOHN F. KERRIGAN, *Associate Clinical Professor of Pediatrics* (2010); *Associate Clinical Professor of Medicine* (2010).
B.A., University of California, 1979; M.D., 1983.
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B.A., University of Nebraska-Lincoln, 2001; M.D. Mayo Medical School, 2005.
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B.A., Indiana University at Bloomington, 1962; Ph.D., 1967.
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B.S., Pacific Union College, 1991; M.D., Loma Linda University School of Medicine, 1995.
- SHARON KIM, *Assistant Clinical Professor of Pediatrics* (2012).
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B.A., Cornell University, 1968; D.D.S., University of Maryland, 1972; Ph.D., University of Utah, 1976.
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- HOWARD KLINE, *Clinical Professor of Medicine* (2012).
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B.S., University of California-Riverside, 1979; M.D., University of California-Los Angeles, 1982.
- HARVEY A. KONIGSBERG, *Assistant Clinical Professor of Surgery* (1975).
B.A., Rutgers University, 1963; M.D., Tufts University, 1968.
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- TRAVIS KRUSE, *Assistant Clinical Professor of Pediatrics* (2011).
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B.A., Creighton University, 1982; M.D., 1986.
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M.D., Creighton University School of Medicine, 1955.
- THERESA A. TOWNLEY, *Associate Professor of Medicine* (2002; 2011); *Associate Professor of Pediatrics* (2004; 2011).
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- JAMES M. TRACY, *Assistant Clinical Professor of Medicine* (1994).
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- AMY TRAHAN, *Assistant Professor of Surgery* (2011).
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- NGUYET TRAN, *Assistant Clinical Professor of Surgery* (2006; 2008).
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- DAVID TREIMAN, *Professor of Neurology* (2011).
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- RICHARD TREPETA, *Assistant Clinical Professor of Pathology* (2012).
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- ROBERT N. TROIA, *Assistant Clinical Professor of Surgery* (1985).
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- EDWARD TRUEMPER, *Associate Clinical Professor of Pediatrics* (2009).
B.S., University of Mississippi, 1972; M.S., 1979; M.D., 1982.
- YAPING TU, *Associate Professor of Pharmacology* (2003; 2008).
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- PAUL TURNER, *Associate Professor of Medicine* (1998); *Associate Professor of Medicine*, (2010).
B.S., University of Nebraska-Lincoln, 1976; M.S., Creighton University, 1986; Ph.D., University of Nebraska, 1998.
- LISA TYLER, *Assistant Clinical Professor of Pathology* (2007; 2010).
B.S., University of Arkansas, 1987; M.S., Memphis State University, 1993; M.D., University of Arkansas, 1998.
- JERALD UNDERDAHL, *Assistant Clinical Professor of Pediatrics* (2013).
B.A., St. Olaf College; M.D., Columbia University College of Physicians and Surgeons, 1995.
- BENNIE UPCHURCH, *Associate Professor of Medicine* (2009).
B.A., Southern Illinois University, 1989; M.D., University of Iowa, 1993.
- TIMOTHY USCHOLD, *Instructor of Surgery* (2012).
B.S., Cornell University, 2002; M.D., Duke University, 2006.
- DONALD UZENDOSKI, *Assistant Clinical Professor of Pediatrics* (1971; 1974).
M.D., Creighton University, 1968.
- CARRIE L. VALENTA, *Assistant Professor of Medicine* (2010; 2011).
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- BERT VAN BLERK, *Adjunct Assistant Professor of Anesthesiology* (2001; 2011).
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- MICHAEL VANCE, *Assistant Clinical Professor of Pediatrics* (1990; 1993).
B.A., Miami University, 1985; Ph.D., Indiana University, 1990.
- LARS VANDERBUR, *Assistant Clinical Professor of Pediatrics* (2005).
B.S., University of Nebraska-Lincoln, 1994; M.D., University of Nebraska Medical Center, 1999.

- ROBERT VANDERVORT, *Clinical Instructor of Surgery* (2007).
B.S., Indiana University, 1977; O.D., 1979.
- JOHN VANN, *Assistant Clinical Professor of Pediatrics* (1995).
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- JANICE VANRIPER, *Assistant Clinical Professor of Center for Health Policy and Ethics* (2012).
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- EDUARDO VASQUEZ, *Assistant Clinical Professor of Medicine* (2012).
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- JAYAN VASUDEVAN, *Assistant Professor of Pediatrics* (2012).
M.B., B.S., Calicut University (India), 1990.
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- OLADIJI VAUGHAN, *Assistant Professor of Pediatrics* (2010).
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- SHARRY VERES, *Assistant Professor of Family Medicine* (2008).
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Pharm.D., South Dakota State University College of Pharmacy, 2009.
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B.S., Creighton University, 1976; M.D., 1980.
- DAVID VOGEL, *Assistant Clinical Professor of Surgery* (2011).
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- DAVID W. VOIGT, *Assistant Clinical Professor of Surgery* (2000).
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- GARY VOLENTINE, *Assistant Clinical Professor of Medicine* (2012).
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- LAWRENCE VOLZ, *Assistant Clinical Professor of Surgery* (2003).
B.A., University of San Diego, 1993; M.D., Creighton University, 1997.
- JAMES VOKONICH, *Assistant Clinical Professor of Surgery* (2005).
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- LOUIS VU, *Assistant Professor of Surgery* (2012).
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- PAUL WAHLHEIM, *Assistant Clinical Professor of Medicine*, 2013.
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- JOHN N. WALBURN, *Clinical Professor of Pediatrics* (1992; 2000; 2002; 2005).
B.S., University of Nebraska-Lincoln, 1969; M.D., University of Nebraska Medical Center, 1973.
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- RAJAT WALIA, *Assistant Professor of Medicine* (2010; 2011).
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- EDWARD WALSH, *Clinical Professor of Biomedical Sciences* (2001; 2004).
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- ASHLEY WALTERS, *Assistant Clinical Professor of Psychiatry* (2008).
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- FEN WEI WANG, *Assistant Clinical Professor of Medicine* (2008; 2011).
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- GUANGSHUN WANG, *Assistant Clinical Professor of Biomedical Sciences* (2008).
M.S., Chinese Academy of Sciences (China), 1988; Ph.D., Simon Fraser University, 1997.
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- PHYLLIS WARKENTIN, *Clinical Professor of Pediatrics* (2006).
B.A., Millikin University, 1970; M.D., University of Minnesota, 1974.
- EDWARD WASHINGTON, *Assistant Clinical Professor of Anesthesiology*, 2012.
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- THOMAS WEBB III, *Assistant Clinical Professor of Surgery* (2004).
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- JUNE WEDERGREN, *Assistant Clinical Professor of Obstetrics and Gynecology* (2011).
B.S., University of Nebraska-Lincoln, 1993; M.D., University of Nebraska Medical Center, 1997.
- JEFFREY WEISS, *Clinical Professor of Pediatrics* (2011).
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- TIMOTHY WELCH, *Clinical Professor of Radiology* (2005).
B.S., Creighton University, 1976; M.D., 1980.
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M.A., Catholic University of Nijmegen-Netherlands, 1987; M.Med.S, University of Maastricht, Netherlands, 1987; J.D., 1990; Ph.D, Catholic University of Nijmegen, Netherlands, 1994.
- IBERT C. WELLS, *Professor Emeritus of Biomedical Sciences* (1961; 1993).
A.B., Central Methodist College, 1942; Ph.D., St. Louis University, 1948.
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B.A., Carroll College, 1989; M.D., Creighton University School of Medicine, 1993.
- SHAN WEN, *Assistant Clinical Professor of Medicine* (2012).
M.D., West China University of Medical Sciences, 1988.
- WEN-HSIANG WEN, *Assistant Clinical Professor of Pathology*, 2013.
M.D., Kaohsiung Medical University (Taiwan), 1991.
- JOHN WENDEL, *Assistant Clinical Professor of Pediatrics* (2011).
B.S., University of Utah, 1996; M.D., Mayo Medical School, 2000.
- STEVEN P. WENGEL, *Clinical Professor of Psychiatry* (1992; 2001; 2008).
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- JOSEPH A. WENZL, *Assistant Professor of Family Medicine* (1989; 1990).
B.S., Creighton University, 1982; M.D., 1986.
- JOHN WEREMY, *Assistant Clinical Professor of Surgery* (2004).
B.S., University of Nebraska-Lincoln, 1987; D.P.M., College of Podiatric Medicine and Surgery, 1994.
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- DEBRA WHALEY, *Assistant Clinical Professor of Pediatrics* (2009).
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- LISA WHEELLOCK, *Assistant Clinical Professor of Pediatrics* (2011).
B.S., Providence College, 1998; M.D., Creighton University, 2003.
- BRUCE WHITE, *Clinical Professor of Pediatrics* (2006).
B.S., University of Tennessee, 1974; J.D., 1976; D.O., North Texas State University, 1985.
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- MICHAEL WILCZEWSKI, *Assistant Clinical Professor of Pediatrics* (2000).
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B.S., California State University at Fullerton, 1973; M.S., 1975; Ph.D., Texas A&M University, 1980.
- BRIGHAM WILLIS, *Associate Clinical Professor of Pediatrics* (2008).
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B.S., Albertson College of Idaho, 2000; M.D., University of Nevada School of Medicine, 2005; MHS, Boise State University, 2008.
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B.S., University of North Dakota, 1969; M.D., Northwestern University, 1973.
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- HUI YANG, *Assistant Clinical Professor of Medicine* (2012).
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- AMNA YAQOOB, *Assistant Professor of Medicine* (2012).
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- TERENCE L. ZACH, *Professor of Pediatrics* (1989; 1994; 2007); *Chair, Department of Pediatrics* (2008).
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- EMILY ZARAGOZA, *Assistant Professor of Family Medicine* (2008; 2011).
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- FERNANDO ZAPATA, *Assistant Clinical Professor of Pediatrics* (2004; 2009).
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CREDO OF CREIGHTON

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

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

We believe in God, our loving Creator and Father.

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

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

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

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

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

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

We believe in the teachings and example of Jesus Christ.

Creighton

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THE COLLEGES

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College of Business
College of Nursing
University College and Summer Sessions

THE SCHOOLS

Graduate School
School of Dentistry
School of Law
School of Medicine
School of Pharmacy and
Health Professions

