



# CREIGHTON UNIVERSITY BULLETIN

## *2008-2010 ISSUE SCHOOL OF MEDICINE*

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## CALENDAR ACADEMIC YEAR 2008-09

### 2008

<b>June</b>	16, Monday	M-4 Year begins-Class of 2009
<b>July</b>	2-3, Wed.-Thursday	Mandatory M-3 Class Orientation - Class of 2010
	7, Monday	M-3 begins - Class of 2010
	4, Friday	Independence Day - University Holiday
<b>August</b>	13-15, Wed.-Fri.	Mandatory M-1 Class Orientation - Class of 2012
	18, Monday	M-1 begins-Class of 2012
		M-2 begins-Class of 2011
<b>September</b>	1, Monday	Labor Day - University Holiday
	10, Wednesday	Mass of the Holy Spirit
<b>October</b>	20, Monday	Fall Break for M-1 and M-2 students
<b>November</b>	25, Tuesday	Thanksgiving recess begins after last class, clinic or lab for M-1 and M-2 students
<b>December</b>	1, Monday	Classes resume at 8:00 a.m.
	15-19, Mon.-Fri.	First Semester ends for M-1 and M-2 students during this week after last examination
	20, Saturday	First Semester ends for M-3 and M-4 students at 8 a.m.
	20, Saturday	Mid-year Commencement

### 2009

<b>January</b>	5, Monday	Second Semester begins for all students
<b>March</b>	6, Friday	Spring recess begins after last class, clinic or lab for M-1 and M-2 students
	16, Monday	Classes resume for M-1 and M-2 students
	19, Thursday	Match Day
<b>April</b>	10, Friday	Good Friday-No classes for M-1 and M-2 students
<b>May</b>	11-15, Mon.-Fri.	Second semester ends for M-1 and M-2 students during this week after last examination
	14, Thursday	Hooding Ceremony
	16, Saturday	University Commencement
<b>June</b>	20, Saturday	Second semester ends for M-3 students at 8:00 a.m.

## CALENDAR ACADEMIC YEAR 2009-10

### 2009

<b>June</b>	22, Monday	M-4 Year begins-Class of 2010
<b>July</b>	1-2, Wed.-Thurs.	Mandatory M-3 Class Orientation - Class of 2011
	3, Friday	Independence Day (observed) - University Holiday
	6, Monday	M-3 Year begins-Class of 2011
<b>August</b>	12-14, Wed.-Fri.	Mandatory M-1 Orientation - Class of 2013
	17, Monday	M-1 Year begins-Class of 2013
		M-2 Year begins-Class of 2012
<b>September</b>	7, Monday	Labor Day-University Holiday
	9, Wednesday	Mass of the Holy Spirit <i>subject to change</i>
<b>October</b>	19, Monday	Fall Break for M-1 and M-2 students
<b>November</b>	24, Tuesday	Thanksgiving recess begins after last class, clinic or lab for M-1 and M-2 students
	30, Monday	Classes resume, 8:00 a.m. for M-1 and M-2 students.
<b>December</b>	14-18, Mon.-Fri.	First Semester ends for M-1 and M-2 students during this week after last exam
	19, Saturday	Mid-year Commencement
	19, Saturday	First Semester ends for M-3 and M-4 students, 8 a.m.

### 2010

<b>January</b>	4, Monday	Second Semester begins for all students
<b>March</b>	5, Friday	Spring recess begins after last class, clinic or lab for M-1 and M-2 students
<b>March</b>	15, Monday	Classes resume for M-1 and M-2 students
	18, Thursday	Match Day
<b>April</b>	2, Friday	Good Friday-No classes for M-1 and M-2 students
<b>May</b>	10-14, Mon.-Fri.	Second semester ends for M-1 and M-2 students during this week after last examination
	13, Thursday	Hooding Ceremony
	15, Saturday	University Commencement
<b>June</b>	19, Saturday	Second semester ends for M-3 students at 8:00 a.m.



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## GENERAL INFORMATION

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

With an enrollment of 6,992 persons taught by 667 full-time faculty and 804 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 Administration, University College, Schools of Dentistry, Medicine, Law, Nursing, and Pharmacy and Health Professions, and a Graduate School offering master and doctorate degrees. Creighton has been active in the establishment of continuing education programs and of a Summer Session of modern design for the contemporary educational consumer. The University College offers undergraduate degree and certificate programs for part-time students and specializes in noncredit offerings for adults.

Thirty-seven percent of the University's students are enrolled in the College of Arts and Sciences, 34 percent in the health sciences professions, 9 percent in Business Administration, 5 percent in University College, 7 percent in law, and 8 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 108-acre campus is located on the northwest edge of downtown Omaha, Nebraska.



SCHOOL OF MEDICINE 13





A center for information technology, telecommunications, transportation and food processing, Omaha, Neb., is the heart of a metropolitan area of about 775,000, 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 45th largest city and the 61st largest metro area in the nation.

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

Omaha, a cultural center of the Great Plains, is home of the world-class Opera Omaha and Omaha Symphony. The Omaha Community Playhouse and Omaha Theater Company For Young People are among the top community theaters in the nation. The Joslyn Art Museum not only displays impressive permanent collections from 19th and 20th century European and American artists, but also schedules five major exhibits and a dozen small presentations each year. One of the nation's finest old-world style theaters, the Orpheum, is home to hundreds of outstanding entertainment events each year and the Durham Western Heritage Museum features some of the area's largest historical offerings.

Creighton, who will host the NCAA College World Series for the 60th consecutive year in June 2009, is an NCAA Division I school which sponsors 14 men's and women's intercollegiate sports and competes in the Missouri Valley Conference. The Creighton Bluejay baseball, basketball, and soccer teams have earned trips to their respective NCAA tournaments in recent years.

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 and Qwest Center Omaha is home to the Bluejay basketball team. In addition, a recently proposed plan will place an impressive pedestrian bridge spanning the Missouri River from Nebraska to Iowa. The Gallup organization and Union Pacific built their new headquarters here, as did First National Bank, which completed 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.

## GOALS AND OBJECTIVES

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

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

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

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

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

## SCHOOL OF MEDICINE MISSION STATEMENT

In the Catholic, Jesuit tradition of Creighton University, the mission of the School of Medicine is to improve the human condition through excellence in educating students, physicians and the public, advancing knowledge, and providing comprehensive patient care.

## SCHOOL OF MEDICINE VISION STATEMENT

We will be a School of Medicine respected by our peers for excellence in teaching, research, and clinical care. We will be distinguished for preparing graduates who achieve excellence in their chosen fields and who demonstrate an extraordinary compassion and commitment to the service of others.



### ***NONDISCRIMINATION POLICY***

Creighton admits qualified students and hires qualified employees without regard to race, color, religion, sex, national origin, age, disability, marital status, sexual orientation, or veteran status. Its education and employment policies, scholarship and loan programs, and other programs and activities, are administered without unlawful discrimination. The University is taking affirmative action to employ and advance in employment qualified disabled veterans and veterans of the Vietnam-era. The University Affirmative Action Director has been delegated the responsibility for coordination of the University's equal rights efforts. It is also the policy of the University to make all programs and services available to individuals with disabilities. To obtain information on accessibility of buildings and programs or to report problems of accessibility, please contact the Office of the Director of Affirmative Action, Room 232, Administration Building or by telephone (402) 280-3084.

### ***SERVICES FOR STUDENTS WITH DISABILITIES***

Services for students with disabilities are provided to qualified students to ensure equal access to educational opportunities, programs, and activities in the most integrated setting possible. Students must make timely and appropriate disclosures and requests (at least five weeks in advance of a course, workshop, program, or activity for which accommodation is requested or such other reasonable time as the particular circumstance of a request for accommodation warrants). Requests for reasonable accommodations are encouraged to be made as soon as possible after acceptance. Each student may be required to submit medical or other diagnostic documentation of disability and limitations, and may be required to participate in such additional evaluation of limitations as may appropriately be required by Creighton University or other agencies prior to receiving requested accommodations. The University reserves the right to provide services only to students who complete and provide written results of evaluations and service recommendations to appropriate University personnel. For more information, contact the Dean's Office or the Office of Disability Accommodations at 280-2749.

### ***USING CREIGHTON UNIVERSITY'S EMAIL AS THE OFFICIAL MEANS OF COMMUNICATION***

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

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

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

### ***GRADUATION RATES***

Over the past six years, the Creighton University School of Medicine has graduated over 97% of all students matriculating with the school. The completion or graduation rate for undergraduate students who entered Creighton University in Fall 2002 was 75%.

### ***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.

### ***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 111 years that have ensued, the School has granted more than 7,000 Doctor of Medicine degrees. More than 4,900 living alumni practice throughout the United States and in foreign countries. The School's first home was in the first building of Saint Joseph Hospital, which was altered and equipped to afford temporary quarters. In 1896 the first building constructed to house the School of Medicine was erected on the northwest corner of 14th and Davenport streets in Omaha, and during the next two decades the modest campus gradually expanded to include three buildings in the area, one of which accommodated the School of Pharmacy. In 1967 the medical campus moved to the main university campus. In 1977 Saint Joseph Hospital, the primary teaching hospital of the university, was also moved to the university campus.

### ***MEDICAL CENTER***

#### ***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 and Student Wellness Center. The 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 Medical Center (CUMC), a regional health-care facility with state-of-the-art technology, serves as the major affiliated teaching hospital for the Creighton University School of Medicine. Opened in December of 1977, it is located on Creighton's west campus at 30th and California Streets and was one of the largest privately sponsored construction projects in the history of Nebraska. Policies for the hospital are set by a governing board that includes strong representation from Creighton University and the School of Medicine faculty.

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

A student clinical assessment center is housed within CUMC. The facility has six examination rooms each equipped with recording equipment for faculty teaching and supervision of student history and physicals.

The Boys Town National Research Hospital, constructed and operated by Father Flanagan's Boys Home, is physically connected to the teaching hospital. A unique national resource, the Hospital has assembled a highly specialized staff to develop inpatient and outpatient programs for children with communication disorders resulting from physical or sensory defects. The St. Joseph Service League Center for Abused Handicapped Children, established at the Hospital, is designed to assist in the detection, assessment, treatment, and prevention of abuse and neglect of children whose handicaps impair their communicative abilities.

The Health Sciences Library/Learning Resources Center (HSL/LRC) is open over 100 hours a week. Over 200,000 items of print and non-print materials are available. Access is provided to many; bibliographic and full-text databases such as MEDLINE, Micromedex, pharmaceutical abstracts, etc. The Learning Resources Center adds a multimedia dimension to the facility. It provides such resources as video disks, CD-ROMs, DVDs, models, videotapes, and audiocassettes. In addition, a computer lab and over 600 study seats are available for students, faculty, and staff.

## ***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,** 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; the Veterans Affairs Hospital in Lincoln, Nebraska, 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 the major clinical specialties, including Family Medicine, Internal Medicine, Internal Medicine/ Pediatrics, Obstetrics and Gynecology, Neurology, Pathology, Pediatrics, Psychiatry, Diagnostic Radiology, General Surgery, and Orthopedic Surgery.

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 or subspecialty involved and are described in more detail on the School of Medicine website.

### ***Special Programs***

Medical fellowship programs are offered in addiction psychiatry, allergy/immunology, cardiology, child psychiatry, colon-rectal surgery, endocrinology, geriatric psychiatry, infectious disease, interventional cardiology, pulmonary/critical care.

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



## GRADUATE PROGRAMS IN BASIC SCIENCES

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

The School of Medicine and the Graduate School jointly offer an M.D./Ph.D. program (see page 34) in the various basic science departments. The interested students must be accepted by both the Medical School and the Graduate School prior to entering the program. Normally this program would require at least six years of enrollment. Students may also access the program during their first and second year in the medical curriculum. A late entering student may require additional time to complete the requirements for both degrees. The School of Medicine sponsors several Dean's fellowships that provide for tuition remission for this program. Students who may have interest in pursuing this program are referred to the Combined M.D./Ph.D. Program section within this bulletin for details and application information.

## LIVING ACCOMMODATIONS

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

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

The residence hall agreement is for room and board. All freshman and sophomore residents are required to have a meal plan. Students living in Deglman, Gallagher, Kiewit, Swanson, and McGloin Halls can choose from 12, 15, or 19 meals per week. Kenefick Hall residents can select from these three plans or the SuperFlex meal plan. Residents of Davis Square, Opus Hall, and Heider Hall may purchase 12, 15, or 19 meals per week, the Super Flex meal plan or the Flex Meal Plan. A student requesting to be waived from the board plan for medical or other reasons must furnish documentation to the Associate Vice President for Student Services-Residence Life for review. Generally, the University Dining Services is able to meet most dietary needs. Board plans are also available to off campus and commuting students.

Meals are served in the Becker and Brandeis dining areas located adjacent to the

campus residence halls. Students on the board plans may also have dinner in the Java Jay coffeehouse, Irma's Bistro and C. Jay's in the Student Center as part of the meal exchange program. More information about dining opportunities is available from So-dexho food service located on the lower level of Brandeis Hall.

The annual room and board rates in University residence halls effective August 2007 are:

Building Type	Room	Annual Rate
Deglman, Kiewit & Gallagher Halls (Freshmen)	Double	\$4620
	Private	\$6800
Swanson Hall (Freshmen and Sophomores)	Double	\$4830
	Private	\$7100
McGloin Hall (Sophomores)	Double	\$4980
	Private	\$7400
Kenefick Hall (Sophomores)	Efficiency Apartment	\$4980
	1 Bedroom Apartment	\$5050
	Private efficiency Apartment	\$7400
Davis Square (Juniors and Seniors)	2/3/4 Bedroom Apartment	\$580/m
	4 Bedroom Loft Apartment	\$580/m
Opus Hall (Juniors and Seniors)	2/3/4 Bedroom Apartment	\$580/m
	4 Bedroom Loft Apartment	\$580/m
Heider (Graduate and family housing and others as needed)	Efficiency Apartment	\$660/m
	Small 1 Bedroom Apartment	\$720/m
	Large 1 Bedroom Apartment	\$760/m
	Two Bedroom Apartment	\$860/m

Board Plans Type	Annual Rate
19 Meals and 40 Dining Dollars	\$3560
15 Meals and 100 Dining Dollars	\$3560
12 Meals and 160 Dining Dollars	\$3560
SuperFlex - Any 120 meals & 200 Dining Dollars*	\$1910
Flex - Any 60 meals and 200 Dining Dollars**	\$1140

\* Available to Kenefick, Heider, Davis, Opus, & Off-Campus Only

\*\* Available to Heider, Davis, Opus, & Off-Campus Only

New students must apply to the Department of Residence Life for a residence hall reservation. All students pay a damage deposit of \$100. Each semester's tuition, fees, and room and board charges are payable at the time of registration.

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

## 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 lease. 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.

## **STUDENT HEALTH SERVICES**

### ***Center for Health and Counseling***

The Center for Health and Counseling houses both Health Services and Counseling Services in the Mike and Josie Harper Center for Student Life and Learning. 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.

### ***Mission Statement***

We provide holistic health care that supports students in their academic endeavors and prepares them to make healthy choices throughout their lives.

### ***Student 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 Student 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 Requirements***

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.

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

## **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](http://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.

**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.

#### ***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-sponsored Student Health 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 when out of area (away from home)
4. Coverage includes Mental Health care and has a comparable deductible.

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

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

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

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

#### ***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

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.

#### ***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 completed 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 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 Dr. Stephen A. Chartrand Outstanding Service to Children Award*, given by the Department of Pediatrics to a senior student for exceptional commitment and dedicated service to children.

*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 Practice Outstanding Student Award* is given by the Nebraska Academy of Family Physicians to an outstanding senior student entering the field of family practice.

*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 Practice Award* is given by the Department of Family Practice to a senior student for excellence in medical studies, involvement in family practice, and motivation in family practice 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. William A. and Ethel Perer Annual Biochemistry Award* in memory of Dr. Nicholas Dietz is presented to the graduating senior best exemplifying excellence in both basic and clinical biochemistry.

*The Ethel Perer Award* is given to the woman graduating senior student who has performed with extraordinary academic distinction.

*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* is 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

### *William A. Albano Memorial Lectureship*

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

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

### *Dr. William M. Clark Memorial Professorship*

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

### *James F. Sullivan Lectureship*

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

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

## THE ALUMNI ASSOCIATION

The Creighton University Alumni Association was formed in 1892 to provide an organization through which alumni could continue the friendships and associations developed during their student days on campus. Its mission is "to advance the interests of the Creighton family through a commitment to academic excellence, Judeo/Christian ethics, and a lifelong relationship between Creighton alumni and their University that enriches both."

The administration of alumni programs and services is handled by the Alumni Relations Office under the supervision of the Director of Alumni Relations, as advised by the National Alumni Board. The Alumni Relations Office supports numerous programs designed to enhance the alumni involvement with the University. Program offerings include the online alumni community; reunion weekend events; career networking; young alumni events; school/college receptions; and alumni club gatherings. University representatives are welcome to attend alumni events to which alumni, parents of current and past students, and friends of Creighton University are invited.

The Creighton Alumni Association has grown over the years to include over 54,000 alumni, parents, and friends.

## 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. Then 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. 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	2 credits
PBP 401	Pre-Medical Chemistry Preview	1 credit
PBP 402	Pre-Medical Analytical Reading Preview	1 credit
PBP 403	Pre-Medical Writing Preview	1 credit
PBP 404	Pre-Medical Mathematics Preview	1 credit
PBP 405	Pre-Medical Physics Preview	1 credit
PBP 420	Pre-Medical Academic Excellence	1 credit
PBP 418	Culture Awareness Literature	1 credit

#### Fall Academic Session

PBP 406	Pre-Medical Biology Review	3 credits
PBP 407	Pre-Medical Chemistry Review I	3 credits
PBP 408	Pre-Medical Analytic Reading Review	2 credits
PBP 409	Pre-Medical Writing Review	2 credits
PBP 410	Pre-Medical Mathematics Review	3 credits
PBP 411	Pre-Medical Physics Review	3 credits
PBP 418	Culture Awareness Literature	1 credit
PBP 421	Pre-Medical Academic Excellence	1 credit

#### Spring Academic Session

PBP 412	Pre-Medical Biology Review	4 credits
PBP 413	Pre-Medical Chemistry Review	4 credits
PBP 414	Pre-Medical Analytical Reading	1 credit
PBP 415	Pre-Medical Writing Review	2 credits
PBP 416	Pre-Medical Mathematics Review	3 credits
PBP 417	Pre-Medical Physics Review	3 credits
PBP 418	Culture Awareness Literature	1 credit
PBP 422	Premedical Academic Excellence	1 credit

#### Prematriculation Session

PBP 501	Molecular and Cell Biology	2 credits
PBP 502	Anatomy	2 credits
PBP 503	Principles of Microbiology	1 credit
PBP 504	Host Defense	1 credit
PBP 505	Pharmacology	1 credit
PBP 506	Neurosciences	1 credit
PBP 419	Pre-Medical Academic Excellence	1 credit

## 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.

#### *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.

#### *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 have either:

1. A Creighton University affiliation (e.g., prior matriculation in a Creighton professional school/college, alumni relationship/interest).
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 either 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>.

#### *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 38-week period of study, includes both selective and elective clinical programs, but allows crediting of up to 16 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

Generally, two Dean's fellowships are available for each year. The specific number of students admitted to the program in any given year may vary and is subject to availability of funds. This package includes stipends for Part II and tuition remission for Parts II, III, and IV. Students are responsible for tuition during the first two years of Part I.

### ELIGIBILITY

Successful applicants will be accepted by both the School of Medicine and the Graduate School, and will hold the 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.





## TUITION AND FEES

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

Application for admission fee.....	\$95.00
Enrollment reservation deposit required of applicants when accepted for admission-credited to tuition.....	100.00
Tuition per semester (effective June 2008) for courses in medical curriculum .....	21,306.00
University fee per semester .....	442.00
University Technology Fee.....	188.00
Late payment fee <sup>3</sup> .....	125.00
Student Health Insurance Premium for six months <sup>2</sup> .....	889.00

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, health insurance, and a computer will approximate the following amounts, which are subject to change. The tuition is at the rate effective June 2008. 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 2008-09 year.

Tuition .....	\$42,612.00
Fees .....	1,260.00
Living Expenses (Room, Board, Travel, Personal) .....	14,700.00
Books/Supplies .....	1,955.00
Computer .....	1,500.00
Health Insurance .....	1,778.00
Total .....	\$63,805.00

## 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.

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

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

Students are invited to pay tuition and other expenses by 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 \$125 for the first month and an additional \$64 for each subsequent month that the account remains unpaid. Accounts with unpaid balances under \$500 will be subject to a \$125 fee the first month and \$49 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 at least 60% of the semester, no tuition will be refunded nor will federal funds be subject to recalculation.

Refunds of 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](http://www.creighton.edu/finaid).

### APPLICATION PROCEDURES

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

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

### Statement of Satisfactory Academic Progress

Federal regulations require that minimum standards of satisfactory academic progress be established for a student participating in federal financial aid programs. Common programs for medical students are the Federal Subsidized Stafford Loan, Federal Unsubsidized Stafford Loan, Federal Grad PLUS Loan, and the Primary Care Loan. Creighton has defined satisfactory academic progress using the following criteria:

### Duration of Eligibility for Medical Students

Medical students are eligible for financial aid for up to 280 credits in the School of Medicine or the degree of Medical Doctor, whichever comes first.

### Completion Requirements

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

### Suspension

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

### Reinstatement of Eligibility

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

## GOVERNMENT GRANTS AND SCHOLARSHIPS

### 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](http://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.

Marguerite Armeth Scholarship  
George H. Arnold III Scholarship  
Dr. Edward & Nancy Beitenman Endowed Scholarship  
Stephen M. Brzica Jr. and Sheila Carey Brzica Endowed Scholarship  
Dr. Eileen G. Buhl and Class of 1988 Endowed Scholarship  
Cali Family Endowed Medical Scholarship  
Dr. and Mrs. Vincent J. Carollo Medical School Endowed Scholarship  
Carmelo C. Celestre, M.D. Endowed Scholarship  
Class of '94 Todd Thomas Memorial Scholarship  
Romain P. Clerou, M.D. Endowed Scholarship  
John, Josephine, and Mary Coates Medical Scholarship  
Robert and Shirley Collison Endowed Medical Scholarship  
Sal and Mary Walton Conti Medical Scholarship  
Creighton Family Medical Scholarship

Creighton School of Medicine Class of 1955 Endowed Scholarship  
Creighton School of Medicine Class of 1966 Endowed Scholarship  
Dr. and Mrs. Richard Q. Crotty Endowed Scholarship  
Henry L. Cuniberti, M.D. Scholarship  
Frederick J. de la Vega Medical Scholarship  
Dean's Endowed Fund for Excellence in Education  
Dr. Edward J. and Ruth H. DeLashmutt Scholarship  
Dr. Stephen B. and Verne M. Devin Endowed Scholarship  
Carole and Peter E. Doris Radiology Prize  
Franklin D. and Nancy Dotoli Endowed Scholarship  
Dr. Dale Eugene and Rosemary Walsh Dunn Endowed Scholarship  
Dr. John Elder Endowed Scholarship  
Fallen Comrades of the Class of 1968 Endowed Scholarship



David L. and Fay Feldman Endowed Medical Scholarship  
Holly Anne Fickel, M.D. Endowed Scholarship  
Dr. and Mrs. Robert M. Fischer Endowed Scholarship  
Dr. Robert and Mary Jane Fitzgibbons Family Scholarship  
Michael J. and Rozanne B. Galligan Endowed Scholarship  
John A. and Anna C. Gentleman Scholarship  
Dr. John E. and Donna Glode Endowed Scholarship  
Arnold P. Gold Foundation Scholarship  
Joseph and Ruth Goldberg and Morris and Miriam Brumberg Endowed Scholarship  
Dr. John L. and Margaret J. Gordon Endowed Scholarship  
James and Mary Gutch Medical Scholarship  
F. Audley Hale, M.D. Endowed Scholarship  
Hans Hansen, M.D. 1905 Endowed Scholarship  
Robert D. Hedequist, M.D. Endowed Scholarship  
Edwin J. Holling Endowed Scholarship  
Dr. Joseph and Frances M. Holthaus Endowed Scholarship  
Tu-Hi Hong, M.D. Endowed Scholarship  
Theodore F. Hubbard, M.D. Endowed Scholarship  
Dr. Charles and Kathryn Hustead Endowed Scholarship in Medicine  
Betty Lou H. Jelinek Endowed Scholarship  
Harry J. Jenkins Sr., M.D. and Harry J. Jenkins Jr., M.D. Endowed Scholarship  
Werner P. Jensen, M.D. Medical Scholarship  
Dr. Paul N. and Desnee M. Joos Family Endowed Scholarship  
Thomas H. Joyce III, M.D. Endowed Scholarship for Medical School Students  
Arlene and Ronald Kaizer Award in Memory of Dr. William Perer  
Robert and Rebecca Kalez Endowed Scholarship for Medical Students  
Milada Kloubkova-Schirger, Ph.D. Endowed Scholarship  
Eugene F. Lanspa, M.D. Endowed Scholarship  
Margaret and Stephen Lanspa Family Endowed Scholarship  
Lorge Scholarship  
Magassy Medical Scholarship  
Dr. John G. and Bess Manesis Endowed Medical Scholarship  
Dr. Patrick J. and Geraldine M. McKenna Endowed Scholarship  
Robert J. McNamara, M.D. Endowed Scholarship  
Dr. Irving L. Mittleman Memorial Endowed Scholarship  
William K. Murphy, M.D. Endowed Scholarship  
Dr. Delwyn J. and Josephine Nagengast Endowed Medical Scholarship

Jon L. and Candy Narmi Endowed Scholarship  
Anna H. O'Connor Scholarship  
Frank and Margaret Oliveto Medical Scholarship  
Dr. and Mrs. Gerald O'Neil Endowed Scholarship  
Pascotto Family Endowed Medical School Scholarship  
Dr. Dwaine, Sr., and Carmen Peetz Endowed Scholarship  
Edmund V. Pellettiere, M.D. Classes of '64 and '28 Endowed Scholarship  
Ethel Perer Award  
Dr. William and Ethel Perer Annual Biochemistry Award  
Perrin/Class of '64 Pathology Endowed Scholarship  
Dr. Roy L. Peterson Medical Scholarship  
Physicians Mutual Insurance Company Annual Scholarship  
Reals Family Scholarship  
Pearl Reed Endowed Scholarship  
Dr. John R. and Beverly Bartek Reynolds Endowed Scholarship Fund for Medicine  
Carroll Pierre Richardson Memorial Endowed Scholarship  
Dr. and Mrs. Norman E. Ringer Endowed Scholarship  
Dr. Garry F. and Judy Rust Endowed Scholarship  
Margaret D. Ryan Scholarship  
Stanley Sackin Endowed Scholarship for Medicine  
Edward John Safranek, M.D. '56 Endowed Scholarship in Medicine  
J. Albert Sarraill, M.D. Endowed Scholarship  
Scholarship for Peace and Justice  
Scholl Scholarship  
Shirley and Eileen Schultz Endowed Scholarship  
Dr. Hubert F. Schwarz Endowed Scholarship  
Aileen Mathiasen Sciortino, M.D. Scholarship  
Charles Shramek Scholarship  
Joseph Shramek Scholarship  
Albert Shumate, M.D. Scholarship  
Uros Stambuck, M.D. Scholarship  
Storkan Scholarship  
F. James and D. Kelly Taylor Endowed Scholarship  
Dr. Paul H. Thorough Scholarship  
Carl J. Troia, M.D. Endowed Scholarship  
Katherine C. Troia Scholarship  
Joseph E. Twidwell, M.D. '48 Endowed Scholarship  
Irma Smith Van Riesen, M.D. Endowed Scholarship  
Vicari/Monnig Annual Scholarship  
Edward R. West Scholarship  
Gerald J. Wieneke, M.D. Endowed Scholarship in Medicine  
Harold E. Willey Memorial Endowed Scholarship  
Robert M. Wiprud, M.D. Memorial Endowed Scholarship  
Dr. William K. Wolf Scholarship  
A.A. and E. Yossum Scholarship  
John and Marie F. Zaloudek Foundation Scholarship in Medicine  
Zoucha and Kuehner Family Endowed Scholarship

## LOAN PROGRAMS

### Long-term Loans

#### Primary Care Loan Program (PCL)

Medical students planning to enter a Primary Health Care career are eligible to apply for this loan by providing parental information on 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) The unpaid balance due on the loan will be immediately recomputed from the date of issuance at an interest rate of 18 percent per year, compounded annually, b) The recomputed balance must be repaid not later than three years after the date on which the borrower fails to comply with the agreement.

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

#### Federal Student Loan Programs

All students must file a Free Application for Federal Student Aid (FAFSA) before any federal financial aid can be offered. It is in the student's best interest to apply for and accept federal student loans before accepting any private loans. The Federal Student Loan Programs include the Federal Stafford Student Loans, the Grad PLUS Loan and the Primary Care Loan.

#### Federal Subsidized Stafford Student Loan

The Federal Subsidized Stafford Loan is a need-based loan. The amount that a student may borrow depends on the student's financial need but may not exceed the yearly limit which is \$8,500 for a medical student. The aggregate maximum for this loan is \$65,500 including undergraduate loans. Lenders may charge an origination fee, which will be deducted from the loan prior to disbursement. A 1% federal default fee may also be deducted from the loan proceeds. The Stafford loan program has a fixed interest rate of 6.8% for all loans disbursed after July 1, 2006. The federal government pays the interest on this loan while the student is in school and during grace and authorized deferment periods. Repayment begins six months after the student graduates, leaves school, or drops below half-time enrollment.

Instructions for completing the Master Promissory Note (MPN) online will be included with the award notification letter. After the student fills out his/her portion of the application, the school must complete its section of the application prior to certifying it with the lender. Deferment and forbearance options are explained in detail on the promissory note.



### *Federal Unsubsidized Stafford Student Loan*

The Federal Unsubsidized Stafford Student Loan is a non-need based loan. The unsubsidized Stafford 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 \$30,000 to \$47,167 depending on the amount borrowed from the subsidized Stafford loan, other aid received and the length of the academic year. Professional students may borrow up to an aggregate maximum of \$224,000 for both subsidized and unsubsidized Stafford loans including any undergraduate loans. Information regarding deferment and forbearance options are included on the 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 through the Grad PLUS program.

Lenders are required to deduct a 3 percent origination fee and guarantors may deduct a 1 percent federal default fee from each disbursement. This loan has a fixed interest rate of 8.5 percent and interest begins to accrue to the borrower when the funds are disbursed. Repayment begins immediately upon graduation. Information regarding deferment and forbearance options are included on the promissory note.



## **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.

## 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. The student should first have the reason for the absence approved by the Component Director and then make arrangements with the Course Director to complete an assignment or alternative activity to make up the missed activity. The Associate Dean for Student Affairs must approve the arrangements. A Component III or IV student must also obtain the permission of the attending physician and in no case should be absent if patient care is compromised. Rescheduling of an examination requires prior arrangement with the Component Director or the Associate Dean for Student Affairs. Excessive requests will be denied.

Written permission for an absence is sought by completing the *Student Absence/Exception Request Form*, which is available from the Office of Medical Education web site, the Curriculum Coordinator or the Office of Student Affairs. If the request is approved, the Associate Dean for Student Affairs places the completed form in the student's permanent file.

Students 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 or trauma where advance completion of a Student Absence/Exception 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 inclement weather, cancellation of Component I and II classes follows the Creighton University policy. The Creighton University Hotline at 280-5800 will announce any University closing. Cancellation of activities for Component III and IV students, and Component II students scheduled for Longitudinal Clinic, is decided by the Clinical Site. As professionals, students are expected to fulfill their clinical responsibilities - if inclement weather delays or prohibits their attendance at clinical activities, they must contact both their physician preceptor and departmental curriculum coordinator immediately. If an exam is postponed by a University closing, students will be notified by email regarding the new date/time for the exam.





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

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

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

## GRADUATION HONORS

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 87.5% of course work, clerkship, and electives with Honors (SH).
- b. Magna Cum Laude  
Students graduating with greater than or equal to 75% 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:

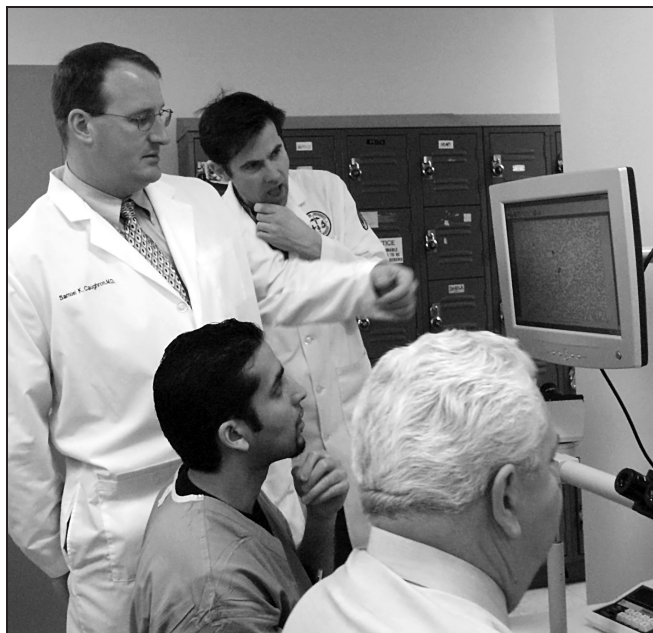
1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.

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  
600 Independence Avenue, SW  
Washington, DC 20202-4605

## TRANSCRIPTS

A copy of a student's academic record is called a transcript and is issued by the University Registrar upon written request of the student. A special Request For Transcript form is available at the Registrar's Office, A226 or on the Registrar's website <http://www.creighton.edu/Registrar/transcript.html>. Copies are not made of transcripts of records on file from other institutions. Any additional copy of these must be requested by the student direct from the original issuing institution.



## CURRICULUM

### GOALS AND OBJECTIVES

#### GOALS

The goals of the curriculum are to:

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

#### OBJECTIVES

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

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

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

The School of Medicine requires successful completion of four years of study before the *Doctor of Medicine* is awarded. All components of each of these four years must be completed before the student can be awarded the degree of *Doctor of Medicine*. The curriculum of these four years does change from time to time, based on student and faculty input, however, the basic concept of developing outstanding practitioners of medicine remains stable.

The educational program is divided into four components:

#### Component I – The First Year

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

#### Component II – The Second Year

The goal of the second year is to provide the opportunity to learn basic science in depth and to learn introductory aspects of clinical medicine. The second year is organized around 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 in conjunction with the pathology of common diseases and 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, other courses develop clinical skills and address the psychosocial aspects of medicine. In the Behavioral Medicine courses, students are exposed to psychiatry, health policy, public health, cultural competency, and behavioral science issues.



### Component III — The Third Year

Component III is comprised of the core clinical clerkships, all of which set a solid foundation for electives, residency, and the future practice of medicine. These consists of:

- Ambulatory Primary Care clerkship (8 weeks), an integrated approach to ambulatory primary care drawn from the departments of Family Medicine and Internal Medicine.
- Inpatient Medicine (8 weeks)
- Psychiatry (8 weeks)
- Surgery (8 weeks)
- Pediatrics (8 weeks)
- Obstetrics and Gynecology (8 Weeks)
- An inter-clerkship experience (IDC 302, Dimensions of Clinical Medicine) covering various clinically important topics (i.e., evidence-based medicine, sexuality, cultural competence, professionalism, alternative medicine, bioterrorism, and medical ethics) follows each clerkship. This course covers six sessions at 8 hours each.
- During Component III, students will become certified in Advanced Cardiac Life Support.
- Comprehensive clinical competency examination given in the spring of Component III.

### Component IV – The Fourth Year

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

- One (1) 4-week critical care medicine clerkship (with in-house call).
- One (1) 4-week required surgery.
- One (1) 4-week Primary Care Sub-internship rotation in Family Medicine, Obstetrics and Gynecology, Internal Medicine, or Pediatrics (may substitute a second critical care medicine rotation for this requirement).

Students may pursue other areas of interest during the remaining four-week electives of Component IV. Three of these may be in extramural programs (i.e., electives taken at other LCME-accredited medical schools, ACGME-accredited residency programs, and/or approved military hospitals) One four-week block is available for residency interviews.

Each student will be assigned a clinical faculty member who will aid the student in designing his or her coursework. Student schedules must be approved by his or her advisor and the Associate Dean for Student Affairs.

### SYNOPSIS OF COURSES AND UNITS OF INSTRUCTION

Course		Sem. 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 and Physical Exam .....4
IDC	138	Evidence Based Medicine.....1
IDC	140	Behavioral Medicine I .....3
		38
IDC	201	Cardiovascular System .....4
IDC	203	Respiratory System.....3
IDC	205	Renal/Urinary System.....3
IDC	207	Hematology/Oncology.....3
IDC	209	Gastrointestinal System .....3
IDC	211	Muscular/Skeletal/Integument.....2
IDC	216	Endocrine/ Reproductive System .....4
IDC	221	Multisystem Processes.....3
IDC	233	Infectious Disease .....4
IDC	243	Behavioral Medicine II .....3
IDC	244	Behavioral Medicine III.....3
IDC	279	Case Studies in Medicine.....2
IDC	290	Applied Clinical Skills.....3
		40
IDC	301	Ambulatory Primary Care Clerkship .....8
MED	301	Inpatient Medicine Clerkship .....8
SUR	301	Surgery Clerkship .....8
PED	301	Pediatrics Clerkship .....8
OBG	301	Ob/Gyn Clerkship .....8
PBS	301	Psychiatry Clerkship.....8
IDC	302	Dimensions of Clinical Medicine .....1
		49
		Critical Care Selectives/Sub-internship .....8
		Surgery Selective .....4
		Electives.....24
		36
		<b>Total: 163</b>



## DEPARTMENTS AND COURSES

The Faculty of the School of Medicine is organized into departments of instruction that are listed here in alphabetical order.

In addition to the courses listed in this section, each department of the School of Medicine offers a program of Senior-year elective courses. These are listed by department and on our website at <http://medicine.creighton.edu>.

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

100-199	M1 (Freshman) Year
200-299	M2 (Sophomore) Year
300-399	M3 (Junior) Year
400-499	M4 (Senior) Year
700-799	Research and Special Courses

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

The following courses are offered in the various departments of the School of Medicine. Normally they are conducted under the supervision of a faculty member in a specified department. M1, M2, and M3 students will receive 1 credit hour for research conducted during the academic year or summer, however, this credit will not count toward graduation requirements. 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.

Directed Independent Research Methods  
Directed Independent Readings  
Directed Independent Study  
Directed Independent Research

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

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

The Molecular and Cell Biology I course covers cellular processes at the foundation of medicine in five broad areas: Cells and Tissues, Flow of Genetic Information and Cell Biology, Metabolism, Principles of Human Genetics and Developmental Biology, and Cells and Their Response to Disease. An interdepartmental team of faculty from the departments of Biomedical Science and Pathology teach the courses in Molecular and Cell Biology. The topics of cellular and basic tissue elements of histology, cellular physiology, molecular biology, nucleic acids and proteins, the cell biology of membranes and organelles, human genetics, developmental biology, and cellular pathology are included. The course uses a mixture of didactic lecture presentations, assigned readings, and interactive learning strategies. The course is presented in the Fall Semester.

#### **IDC 103 Anatomy (6)**

The Anatomy course introduces medical students to anatomic and medical terminology, basic information on form, structure, and function that is fundamental to consideration of physical diagnosis, trauma, and disease in the ensuing curriculum. Basic foundations of embryology will be presented. This course will be presented in the fall semester of the first year. The course uses lectures with an emphasis on clinical examples, cadaver dissection, and assigned readings.

#### **IDC 105 Principles of Pharmacology (1)**

The overall goal of Principles of Pharmacology is to introduce the students to the principles of pharmacokinetics, pharmacodynamics, drug metabolism, and factors 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)**

The goal of General Microbiology is to introduce students to the world of microbes and to prepare them for a lifetime of learning microbiology in relation to medicine and infectious disease. At the end of this course, the student will have been provided with the information to have a clear understanding of the following areas: 1) Microbial cell structure and function, 2) Bacteria genetics and regulation, 3) Viral structure and multiplication genetics, and 4) Basic concepts in pathogenesis. This will be accomplished by a mixture of lecture presentations, assigned reading, and various interactive learning strategies, including computer-assisted instruction, small group case discussions, and so forth.

#### **IDC 109 Host Defense (3)**

The overall goal of this course is to introduce students to the exciting and rapidly developing field of immunology and prepare them for a lifetime of learning in this discipline. For physicians, the body's defense systems are particularly relevant and this course will emphasize the relationship to human disease as well as the remarkable biologic mechanisms utilized by the immune system. At the end of this course, the student will have been provided with the information to have a clear understanding of various subject areas, including antigen recognition, development of B&T cells, constitutive host defenses, immunopathology, inflammation, transplantation, allergy, and tumor immunology. This will be accomplished by using a mixture of lecture presentations, assigned reading, and various interactive learning strategies including, computer-aided instruction and small group discussions.

#### **IDC 111 Neuroscience (7)**

The Neuroscience course integrates the content of neuroanatomy, neurophysiology, neuropharmacology, neuropathology, and clinical neurology into one coherent experience focusing on the patient. The course will be presented by didactic lectures, small group case discussions utilizing audio-visual aids, patients, patient videos, computer-aided instruction, and so forth.

#### **IDC 135 Ethics and Legal Topics in Clinical Medicine (3)**

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 and Physical Exam (4)**

This course uses a mixture of lectures, assigned readings, demonstration labs, and small group sessions. The student is introduced to the major components of a medical history, how to distinguish between symptoms and signs, the concept and descriptors of a chief complaint, patterns of pain radiation, and patient information regarding medications, allergies, past medical history, and personal, social, and family history. In addition, the student performs a video-taped OSCE and is assigned a preceptor with whom he/she completes a history and physical on three patients.



#### **IDC 138 Evidence Based Medicine (1)**

This course uses a series of didactic lectures, practice exercises, and a small group experience to instill the fundamental principles of evidence based medicine (EBM). The course is divided into five parts. In part one, students learn the role of EBM in the practice of medicine, the basic steps of EBM, what research designs are used in medical research, and the importance and value of internal and external validity. In part two, students are introduced to the difference between descriptive and inferential statistics and how confidence intervals are used in medical journals. Part three teaches students the meaning of “testing” models and the importance of statistical significance and confidence intervals. Part four instructs students on the evidence-based medicine approach to the assessment of medical publications for therapy. Lastly, part five introduces the classical clinical diagnostic testing model and underscores the EBM approach to diagnostic testing.

#### **IDC 140 Behavioral Development I: Human Development Across the Lifespan (3)**

This interdisciplinary course presents an introduction to human development and behavioral sciences. The purpose is to provide students with an overview and understanding of human development and behaviors as a foundation of knowledge for interacting with patients in the clinical setting, for diagnosing and treating diverse individuals with sensitivity and concern in serious matters of health and illness, and for treating and managing common medical and behavioral problems.

#### **IDC 483 The Healer's Art (1)**

The Healer's Art addresses one of the hidden crises in medicine: the growing loss of meaning and commitment experiences by physicians nationwide under the stresses of today's health care system. Among medical educators, the question of how to stress-proof students to meet the challenges of practice has become urgent. The course consists of five three-hour evening sessions spaced two weeks apart, each divided into large-group and small-group experience.

### ***INTERDEPARTMENTAL SYSTEMS COURSES***

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

#### **IDC 201 Cardiovascular System (4)**

#### **IDC 203 Respiratory System (3)**

#### **IDC 205 Renal/Urinary System (3)**

#### **IDC 207 Hematology/Oncology (3)**

#### **IDC 209 Gastrointestinal System (3)**

#### **IDC 211 Muscular/Skeletal/Integument (2)**

#### **IDC 216 Endocrine System/ Reproduction System (4)**

#### **IDC 221 Multisystem Processes (3)**

#### **IDC 233 Infectious Disease (4)**

#### **IDC 243 Behavioral Development II: Social Marginalization and Behavioral Health (3)**

#### **IDC 244 Behavioral Development III: Psychopathology (3)**

#### **IDC 279 Case Studies in Medicine (2)**

#### **IDC 290 Applied Clinical Skills (3)**

### ***INTERDEPARTMENTAL THIRD YEAR COURSES***

#### **IDC 301 Ambulatory Primary Care (8)**

The Department of Family Medicine, in conjunction with the Department of Internal Medicine, administers and teaches an eight-week required junior-year clerkship. Each department component is a four-week period. During the Family Medicine component, Family Practice preceptors supervise and teach the medical student ambulatory family medicine, which includes home and nursing home visits.

The internal medicine component incorporates experiential learning with one-on-one faculty preceptors in ambulatory general internal medicine clinic settings, interactive case-based small group sessions, and web-based independent study materials to expose students to adult primary care. There is an option to replace this month with a month in a Family Medicine site.

#### **IDC 302 Dimensions of Clinical Medicine (1)**

This course is designed as an inter-clerkship experience to provide a forum to cover topics critical to the clinical practice of the art of medicine. Presentations and lectures will focus on medical concerns related to current event issues such as bioterrorism, healthcare diversity, evidence-based medicine, alternative medicine, and professionalism, as well as other relevant topics. Sessions for this course will be held at the end of each of the six major M3 clerkships. This course will receive one hour of academic credit.

### ***INTERDEPARTMENTAL ELECTIVE COURSES***

#### **IDC 462 Medical Informatics (4)**

Medical informatics in an interdisciplinary field based on computer science, information science, the cognitive and decision sciences, telecommunications, epidemiology, and other fields.

#### **IDC 480 Advanced PDX (4)**

Senior students interested in additional training in physical diagnosis and those who post a failure on the third-year OSCE will be required to participate in this course. The course will be given once during the academic year. It will consist of didactics, simulated patient practice sessions, and actual clinic interviewing and physical examinations.

#### **IDC 482 Minority Health Disparities-Issues & Strategies (2-4)**

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



## **ANESTHESIOLOGY (ANE)**

*Professor:* Galt; *Associate Professor:* Bramble, Landmark, Manion, McGonigal, McQuillan, Saied (Chair), Youngblood; *Assistant Professor:* Babcock, Jerabek, Logginidou, Van Blerk; *Assistant Clinical Professor:* Ripp; *Assistant Clinical Professor:* Amao, Price; *Associate Professor Emeritus:* Gordon; *Instructor:* Bauerly.

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

### ***Fourth Year***

#### **ANE 461 Introduction to Anesthesiology (4)**

This elective is designed to give the student a brief overview of the specialty of anesthesiology. Specific objectives will be realized by active participation in the clinical anesthetic management of patients, while working closely with staff anesthesiologists.

#### **ANE 467 Introduction to Anesthesiology (2)**

This elective is designed to give the student a brief overview of the specialty of anesthesiology. Specific objectives will be realized by active participation in the clinical anesthetic management of patients, while working closely with staff anesthesiologists. ANE 467 cannot be taken twice and count as ANE 461. Due to the short length of this course, the student should not plan to be away during the two weeks.

#### **ANE 468 Anesthesia and Interventional Pain Management (4 or 8)**

Senior Elective will include an intense hands-on anesthesia training experience for the motivated senior medical student. Training will occur in all fields of anesthesiology, but emphasize the basics. Subspecialty areas covered include ICU management for specific anesthesia patients – with emphasis on basics of mechanical ventilation and weaning post operatively – specifically working with respiratory therapists and intensivists as needed.

## **BIOMEDICAL SCIENCES (BMS)**

*Professor:* Agrawal, Anderson, Beisel, Bertoni, Brauer, Bruce, Cullen, Hallworth, He, Hulce, Lovas, McLaughlin, Murphy (Chair), Petty, Petzel, Quinn, Reidelberger, Thomas, Yee; *Associate Professor:* Bergren, Hansen, Happe, Kincaid, Knezetic, Mackin, Nichols, Smith, Soukup; *Assistant Professor:* Gale, Meyer, Patterson, Pissarri, Rocha-Sanchez, Soukup, Tempero, Xiao; *Lecturer:* Haver; *Clinical Professor:* Akulapalli, Jesteadt, Kimberling, Morley, Walsh; *Associate Clinical Professor:* Cosgrove; *Assistant Clinical Professor:* Kelley, McGee, Wang; *Professor Emeritus:* Andrews, Babin, Badeer, Creek, Fishkin, Watt, Wells.

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

### ***Fourth Year***

The Department offers various elective programs for senior medical students interested in specific areas of anatomy, biochemistry, and physiology.

#### **BMS 461 Gross Anatomy (4)**

Selected topics of regional, systemic, or clinical anatomy in areas of interest.

#### **BMS 462 Teaching Practicum in Medical Anatomy (credit by arrangement)**

The students in this course will participate as teaching assistants in Medical Gross Anatomy Laboratory.

## **FAMILY MEDICINE (FAP)**

*Professor:* Guck, Kavan; *Associate Professor:* Elsasser, Frey (Chair), Goodman; *Assistant Professor:* Abou-Nasr, Baumberger, Hansen, Heller, Khandalavala, Khandalavala, McStay, Prendes, Sanchez, Saxena, Sharma, Wenzl; *Instructor:* Levy; *Adjunct Professor:* Barone; *Associate Clinical Professor:* Pettid, Schaefer-Haines; *Assistant Clinical Professor:* Brittan, Carlsson, Fitzgibbons, Gruba, Hatcher, Herman, Houg, Kakish, Kawamitsu, Law, Margalit, Nohner, Paknikar, Priefert, Rios-Lopez, Romano, Saqueton, Sauer, Staack, Stanley Jr., Stanley Sr., Tubbs; *Clinical Instructor:* Shuey.

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

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

### ***Fourth Year***

#### **FAP 460 Hospice Care of the Terminally Ill (4)**

This course is an elective, which familiarizes students with hospice care.

#### **FAP 461 Inpatient Family Practice Sub-Internship (4)**

FAP 461 Inpatient Family Practice is an elective in which the student participates as a sub-intern in the care of hospitalized family practice patients.

#### **FAP 462 Rural Family Practice (4)**

FAP 462 is an elective that gives the student opportunities in rural Family Practice. The Department of Family Medicine has a number of practitioners in western Iowa, Nebraska, and Wyoming who serve as preceptors.

#### **FAP 464 Private Family Practice (4)**

Students electing to take FAP 464 are assigned to a specific family practitioner in the Omaha metropolitan area who has been approved by the Department for senior electives. The student follows all hospital patients of the individual physician and spends clinical time in the practitioner's office.

#### **FAP 470 Rural Family Medicine at Indian Health Sites (4)**

FAP 470 is an elective which gives the student opportunities in rural primary care at an underserved site. The Department of Family Medicine have setup primary care training sites at Indian Health facilities in Pine Ridge, SD, Chinle, AZ, and Macy, NE. Students will work with a primary care specialist primarily in an outpatient setting at the IHS facilities.

#### **FAP 471 International Family Medicine at Tenwek Hospital (Kenya) (4)**

Students perform history and physical exam assessments and make diagnostic and treatment plans under the supervision of our attending staff. The rotation involves inpatient and outpatient components. They are given opportunity to assist with surgeries and to learn basic medical procedures. Students are paired with Kenyan interns for night call. This allows the student to work closely with a Kenyan doctor and to have supervised experience in the emergency room.

#### **FAP 473 Nutrition and Bariatric Medicine: Obesity Management (4)**

The Nutrition and Bariatric Medicine Elective for senior medical students will include the newly emerging field of bariatric medicine in children and adults with focus on nutrition in the clinical field. The student will have the opportunity to learn on a first-hand basis and will work one-on-one with the faculty to study the management of the obese child and adult which will incorporate all treatment modalities of patient management including surgical, behavioral, and pharmacological.

An approved residency is available to qualified students who have an M.D. degree and wish to specialize in the field of Family Practice.



## HEALTH POLICY AND ETHICS (HPE)

*Professor:* Haddad (Director), O'Brien, Welie; *Assistant Professor:* Rentmeester;  
*Adjunct Professor:* Stone; *Clinical Professor:* Putilo, Sonnino; *Professor Emeritus:* Pinch.

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

### HPE 405 Special Topics in Health Care Ethics and Health Policy (4)

Students interested in this elective should have a particular topic in healthcare ethics or health policy they would like to pursue in an in-depth study not available in everyday undergraduate medical preparation.

### HPE 406 Justice in Health Care (4)

This elective picks up on two recent trends. First, Catholic hospitals and other health care facilities experience an increasing pressure on their identity as a result of market forces. What does it mean nowadays to be a Catholic health care facility? Particularly, what does it mean positively, for example, in terms of justice? Second, the Jesuit colleges and universities that educate the next generations of health care providers face a similar challenge: Is the education these students receive different from the education students elsewhere receive and, if so, how does this difference relate to the identity of the Jesuit university.

### HPE 407 Evaluating Patients' Best Interests (4)

This elective will offer students an opportunity to examine this most fundamental aspect of the physician-patient relationship. We will focus on the notion of "empathy" in medicine, and borrow from both philosophy and psychology to reach a better understanding of this communicative process.

### HPE 408 Ethical Aspects of End-of-Life Care (4)

In this elective, the student will delineate, in consultation with the course director, a specific ethical issue and examine this in-depth.

### HPE 409 Special Topics in Healthcare Ethics and Health Policy (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. With guidance from the course director, students will develop an article of professional publication quality.

### HPE 410 Special Topics in Mental Health Policy and Ethics (4)

Students who enroll in this elective will explore their interests in mental health policy and ethics topics that are typically unavailable in medical education curricula. With guidance from the course director, students will develop an article of professional publication quality.

## INTERPROFESSIONAL EDUCATION (IPE)

Various health sciences professionals are involved in teaching these courses.

### IPE 410 Foundation in Patient Safety (2-4)

This course is designed to educate health professions students about the fundamental core knowledge of patient safety. Faculties representing various disciplines teach the content from a patient-centered focus within an inter-professional framework. 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)

*Professor:* Agrawal, Casale, Chatterjee, Destache, Gentry-Nielsen, Goering (Chair), Knoop, Lister, Preheim, Thomson, Townley; *Associate Professor:* Bittner, Cavalieri, Chaperon, Chen, Drescher, Gorby, Hanson, Horowitz, Kincaid, Swanson, Wang; *Assistant Professor:* Bartz, Belshan, Shibata, Varman; *Adjunct Assistant Professor:* Stevens; *Associate Clinical Professor:* Fey, Rupp, Smith; *Assistant Clinical Professor:* Penn; *Assistant Instructor:* Giger; *Professor Emeritus:* Dworzack, Ferraro, Sanders, Sanders, Severin.

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

### Fourth Year

### MIC 463 Selected Topics in Immunology and their Application to Clinical Medicine (4)

MIC 463 Selected Topics in Immunology is an elective for those wishing to study in-depth a variety of selected topics in immunology. The elective will be available Second Semester continuously.

## MEDICINE (MED)

*Professor:* Agrawal, Anderson, Casale, Cullen, Destache, Dewan, Egan, Fletcher, Gallagher, Gentry-Nielsen, Heaney, Hilleman, Lanspa, Lappe, Lynch, Malesker, Mohiuddin, Mooss, Nair, Nielsen, O'Brien, Preheim, Recker, Rendell, Townley, Williams; *Associate Professor:* Akhter, Bewtra, Bittner, Blanchard, Davidian, DelCore, Drescher, Dunlay, Esterbrooks, Frock, Gonzalez, Gorby, Hee, Holmberg, Horowitz, Houghton, Huerter, Hunter, Hurley, Jeffries, Kenik, Lanspa, Lynch, Maio, Malesker, Monaghan, Morrow, Poepping-Faulkner, Phalen, Porter, Rovang, Sakowski, Schuller, Silberstein, Stokes, Swanson, Xiao; *Assistant Professor:* Armas, Arouni, Bashir, Biddle, Bin-Sagheer, Brannan, Clark, Drincic, Firoz, Fixley, Fox, Griffin, Huggett, Koster, Lund, Manhart, Menolascino, Paknikar, Polich, Schafer, Schima, Sharma, Shehan, Shen, Townley, Venkateshiah, Warriar, Wear, Wichman, Woodruff, Xiao, Zhao; *Instructor:* Harrington; *Adjunct Professor:* Fusaro; *Adjunct Associate Professor:* Kadri; *Adjunct Assistant Professor:* Drincic; *Adjunct Instructor:* Constantino; *Clinical Professor:* Armitage, Blinkhorn, Connor, Hartigan, Leopold, Soori, Zetterman; *Associate Clinical Professor:* Block, Connolly, Cosentino, Ford, Hartman, Jarzowski, Potter, Raybin, Romberger, Rupp, Smith, Steffes, Swanson, Tarantolo, Weaver; *Assistant Clinical Professor:* Ahmed, Altman, Alvarez, Block-Kurbisch, Brownell, Brunner-Buck, Buddharaju, Cichowski, Devine, Diab, Drvol, Franco, Grigsby, Gupta, Haidar-Ahmad, Haroon, Harris, Huerta, Hutfless, Khan, Kopp, Langdon, Lavedan, Lemon, Mancuso, McVea, Mediratta, Mezzacappa, Muffly, Murphy, Nordquist, Ochuba, Ortman, Peters, Piller, Popa, Pratt, Quader, Ravilla, Regan, Reister, Russell, Salaria, Sambol, Shehan, Stephenson, Thomas, Townley, Tracy, Violi, Ward, Weaver, Wilson, Wolff, Wolpert, Woodruff; *Clinical Instructor:* Borrege, Crnkovich, Kizer, Reher; *Assistant Instructor:* Burkhalter, Schlanger; *Senior Research Associate:* Barger-Lux; *Professor Emeritus:* Booth, Brody, Holthaus, Pettinger, Sketch; *Adjunct Professor Emeritus:* Fusaro; *Clinical Professor Emeritus:* Levin. *Lecturer:* Schlueter, Thome.

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



## *Clinical Years*

### **MED 301 Inpatient Medicine Clerkship (8)**

The teaching of internal medicine during the eight-week clerkship phase of the junior curriculum is an inpatient experience with a variety of core didactic curriculum made up of general medicine and its subspecialties. The inpatient experience consists of general medicine rotations at Creighton University Medical Center, Omaha VA Medical Center, Immanuel Medical Center, and St. Mary's Medical Center in San Francisco, California. The curriculum is intended to provide the student with (1) the ability to obtain historical, physical, and laboratory evidence from patients, (2) experience in synthesizing and evaluating physical and biological data, and (3) an in-depth study of medical disease as exemplified by assigned patients.

### **MED 401 General Medicine Sub-Internship (4) (CUMC)**

The senior student will participate as a sub-intern in the care of hospitalized patients. Patients are assigned to the students on a rotational basis under the supervision of a supervisory resident and attending physician.

### **MED 410 Pulmonary/Critical Care Methodist Hospital (4)**

The Pulmonary/Critical Care Medicine Selective for Senior Medical Students includes the expansion of knowledge gained as sophomore and junior students in the fundamentals of physical diagnosis and disease recognition, evaluation, and management.

### **MED 412 Pulmonary (4) (VA Medical Center)**

The Pulmonary Care Medicine Selective for Senior Medical Students includes the expansion of knowledge gained as sophomore and junior students in the fundamentals of physical diagnosis and disease recognition, evaluation and management.

### **MED 413 Pulmonary Medicine (4) (Bergan Mercy and/or Immanuel Hospital)**

During the four-week period, the student(s) will work closely with one of the staff physicians in the consultation and management of patients with respiratory disease at Bergan Mercy and/or Immanuel Hospitals.

### **MED 416 Clinical Allergy/Immunology (4) (CUMC)**

The Clinical Allergy and Immunology elective is primarily an outpatient clinic based rotation.

### **MED 422 Renal Medicine (4) (CUMC)**

In this rotation, the student functions as a member of the nephrology team at CUMC. Students are assigned patients on a rotational basis and follow their patients throughout their hospitalization under the direct supervision of the attending physician, supervisory resident, and first year resident.

### **MED 431 Dermatology (2-4)**

The student will learn to diagnose certain skin disorders, their underlying medical conditions, and treatment/consultation methods. Course can be offered as a two-week Section A course as well.

### **MED 435 Medical Hematology/Oncology/Palliative Care (4) (CUMC)**

Students taking this rotation will learn about palliative and supportive care for cancer patients, end of life care, and be given instruction in patient physician communication.

### **MED 442 Inpatient Cardiology (4) (CUMC)**

In this rotation the student will participate as a member of the team in the care of patients admitted to the CCU and Cardiovascular service at CUMC.

### **MED 456 Gastrointestinal Medicine (4) (CUMC)**

MED 456 Gastroenterology is an elective for those wishing to study clinical gastroenterology.

### **MED 465 Endocrinology, Diabetes and Metabolism (4)**

In this rotation the student will participate as a senior student in the care of hospitalized patients and clinic patients.

### **MED 468 Infectious Diseases (4) (CUMC and Omaha VA)**

This elective builds on the foundation laid by previous courses including Medical Microbiology, Physical Diagnosis, and the Internal Medicine clerkship. The students are provided responsibility for evaluating patients seen in clinic or consultation with critique of their findings and supervision of their day-to-day clinical decisions.

### **MED 469 Rheumatology (4)**

The goals of the Rheumatology Medicine elective for senior medical students include the expansion of knowledge gained as sophomore and junior students in the physical examination evaluation, interpretation of laboratory tests, and management of patients.

### **MED 470 Outpatient Medicine - Foreign Service (Dominican Republic) (credit by arrangement)**

The student will participate as a member of the team in the care of people in rural Dominican Republic.

### **MED 471 Emergency Medicine (4)**

In this rotation, the student will participate as a member of a team in the care of patients presenting to the Emergency Department.

### **MED 472 Critical Care (4) (Veterans Administrator Medical Center)**

In this rotation the student will participate as a member of the team in the care of patients admitted to the ICU.

### **MED 473 Internal Medicine Community Health Medicine (4)**

Emphasis will be placed on preventative medicine with daily discussions on disease pathogenesis, the impact of economic deprivation, and cultural practices

### **MED 475 Introduction to Medical Practice (2)**

The purpose of this course is to introduce fourth year medical students to the basic issues relevant to managing physician practice in the United States.

### **MED 478 Case Studies in Cardiology (2)**

In this rotation the student will participate in a set of case management studies designed to provide intensive study of the major cardiovascular disease states.

### **MED 480 Outpatient Medicine - Foreign Service (Dominican Republic) (4)**

The student will participate in the care of patients from the rural Dominican Republic. Students will work in cooperation with local health care workers. The students work in an outpatient clinic on a daily basis under the direct supervision of a physician.

### **MED 481 Combined Pulmonary Diseases and Intensive Care Unit (ICU) (4)**

The student will spend two weeks on the Pulmonary Consultation Service and two weeks on the Intensive Care Unit at CUMC.

### **MED 483 Introduction to Clinical Epidemiology and Clinical Outcomes Research (4)**

The purpose of this course is to introduce fourth-year medical students to the basic issues relevant to conducting, interpreting, and applying clinical research.



#### **MED 484 Intensive Care Unit (4)**

The Intensive Care Unit (ICU) Selective Rotation for Senior Medical Students includes the expansion of knowledge gained as sophomore and junior students in the fundamentals of physical diagnosis and disease recognition, evaluation and management. The Intensive Care Unit team provides care to critically ill patients with a broad spectrum of acute and chronic medical and surgical diseases and traumatic injuries. These patients are seen by the intensivist team providing full and shared levels of care as requested by the admitting physician. The students are closely supervised in these activities by junior and senior medical residents, pulmonary and critical care fellows, and pulmonary and critical care attending physicians.

#### **MED 486 Medical Education Elective (4)**

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

#### **MED 487 Internal Medicine Sub-Internship (4)**

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

#### **MED 795 Evidence Based Medicine Independent Study (credit by arrangement)**

Meetings with students and faculty to critically appraise medical literature. Students will identify clinical questions and proceed with answering those questions throughout the rotation.

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

### **NEUROLOGY (NEU)**

*Professor:* Bertoni (Chair); *Associate Professor:* Adickes; *Assistant Professor:* Stanek; *Associate Clinical Professor:* Larsen, Ohr, Schima; *Assistant Clinical Professor:* Kader, Khan, McAllister, Narayanaswami, Razavi, Weber.

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

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

#### **NEU 461 General Neurology (4) (CUMC)**

This elective is will allow the student to work closely with the Neurology staff in the evaluation and treatment of patients having neurological problems. The student will see outpatients and inpatients at Creighton University Medical Center and participate in various seminars in Neurology and Neuropathology.

#### **NEU 462 General Neurology (2) (CUMC)**

The Department of Neurology offers a required two-week rotation for medical students in their fourth year. The experience includes consultation on inpatient care as well as supervised clinic responsibilities.

An approved residency is available to qualified students who have an M.D. degree and wish to specialize in the field of Neurology.

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

*Professor:* Barsoom, Casey, Fleming (Chair); *Associate Professor:* Barsoom; *Assistant Professor:* Fleming, Gray, Khandalavala, Newmyer; *Instructor:* Kenna, Rice; *Adjunct Professor:* Taylor; *Adjunct Assistant Professor:* Nagy; *Clinical Professor:* Hilgers, Pruse; *Associate Clinical Professor:* Balducci, Besse, Garcia-Padial, Hibner, Mouer, Quinn, Wyatt; *Assistant Clinical Professor:* Brady, Chambliss, Cote, Cummins, DeSouza, Doherty, Habak, Hicks, Jurgensen, Kimmel, Kirsch, Kratoska, Langenfeld, Morris, Murdock, Pietro, Potter, Ryder, Schropp, Sotolongo, Taggart, Vrbicky, Watson; *Clinical Instructor:* Amaya, Beiter, Chupp, Crotzer, Feloney, Kean-Puccioni, Keefe, McNamara, McTaggart, Pierson, Stearnes, Stigen, Sullivan; *Assistant Instructor:* Baxter, Wobser; *Associate Professor Emeritus:* Kable; *Associate Clinical Professor Emeritus:* Elston, Gaweckki.

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

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

#### **OBG 301 Obstetrics and Gynecology Clerkship (8)**

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

#### ***Fourth Year***

#### **OBG 461 The Detection and Management of the High-Risk Pregnancy (4)**

The goal of this elective is to provide the student with a better understanding of the detection and management of high-risk pregnancies.

#### **OBG 462 Private Services in Obstetrics (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 and at deliveries of patients found in the physician office-based practice.

#### **OBG 464 Prenatal Diagnosis (4)**

The student will learn the systematic approach to the diagnosis of prenatal fetal anomalies and growth disturbances. Upon completion of this rotation, the student will be able to perform a fetal anatomic survey, as well as standard fetal ultrasound measurements to estimate gestational age and fetal weight. The student will be expected to accurately do an obstetric ultrasound, complete with measurements and assessment of anatomy, to successfully complete the rotation.

#### **OBG 465 Ambulatory Gynecology (4)**

The goal 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 evaluation of benign gynecologic disorders.



**OBG 466 Gynecologic Oncology (4)**

The goals of the Gynecologic Oncology subspecialty experience for senior medical students are the expansion of knowledge and understanding of gynecologic oncology physical diagnosis, disease recognition and evaluation, and management of gynecologic oncology disorders.

**OBG 467 General Obstetrics - Foreign Service (Dominican Republic) (credit by arrangement)**

The student will have the opportunity to experience the Dominican culture first-hand and provide medical care to an underserved population. Medical Spanish required. Conversation Spanish strongly encouraged.

**OBG 468 General Obstetrics - Phoenix (4)**

The student will do two weeks of night float and will admit, manage, and deliver laboring obstetric patients at Saint Joseph's Hospital in Phoenix, Arizona. The student will also gain experience in gynecology and attend surgeries for the next two weeks. Free housing is available near Saint Joseph's Hospital.

**OBG 469 Prenatal Diagnosis and High Risk Pregnancy - Phoenix (4)**

The student will do two weeks of night float and will admit, manage, and deliver laboring obstetric patients at Saint Joseph's Hospital in Phoenix, Arizona. The student will also gain experience in gynecology and attend surgeries for the next two weeks. Free housing is available near Saint Joseph's Hospital.

**OBG 470 Gynecologic Surgery - Phoenix (4)**

The student will do four weeks working with Dr. Hibner in the operating room and the office both at St. Joseph's Hospital and Maricopa Medical Center in Phoenix, Arizona. The student will serve as a first or second assistant on the gynecological surgical procedures and see surgical patients in the office. Free housing is available near Saint Joseph's Hospital.

**OBG 471 General OBGYN-International Elective (Peru) (4)**

The students will experience the Peruvian culture and provide medical care in a setting of severe poverty. The student will provide obstetrical care in a maternity hospital and gynecologic care in clinics and a hospice. They will go into the women's homes to provide follow-up care. It is important for the students to be aware that the Chimbote, Peru, rotation is a unique, faith-based program affiliated with Creighton University.

**OBG 472 Inpatient Gynecology (4)**

The student will function as a sub-intern on the University Inpatient Gynecology Service. He/she will participate in morning rounds and surgery everyday with option to participate in resident or faculty outpatient gynecology clinics and gynecologic ultrasound clinics.

**OBG 473 Delivery of Women Healthcare - Foreign Service (D.R.) (4)**

The student will have the opportunity to experience the Dominican culture first hand and provide medical care to an under-served population. The student will gain an understanding of the differences in which healthcare is delivered to women in a third world country. The student will also gain experience in the private and rural clinic settings.

An approved residency is available to qualified students who have an M.D. degree and wish to specialize in the field of Obstetrics.

***PATHOLOGY (PTG)***

*Professor:* Allen, Bewtra, Brumback (Chair), Gatalica, Hunter, Sarma; *Associate Professor:* Adickes, Baltaro, Cavalieri, Knezetic, Nipper, Silva, Wang; *Assistant Professor:* Deng, Hu, Naushad, Sharma, Tyler, Wang, Xie; *Instructor:* Hess; *Assistant Instructor:* Giger; *Associate Clinical Professor:* Lilleberg, Okoye, Perry; *Assistant Clinical Professor:* Bogard, Lyman, Ruma, Zieno; *Professor Emeritus:* Healy, Lankford, Quigley; *Associate Clinical Professor Emeritus:* Sciortino.

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

***Fourth Year***

**PTG 461 Introduction to Pathology Practice (4)**

The objective of the Senior Elective Program is to give the 4th year medical student a broad introduction in the practice of pathology built around interaction with clinicians, pathologists, residents, and technical staff.

**PTG 462 Topics in Pathology (4)**

This elective is designed to be undertaken in one section of the laboratory and may be taken with a clinical or research emphasis. Pre-requisite for this rotation is Introduction to Pathology Practice, similar experience and/or permission of the selected faculty member.

**PTG 463 Neuropathology (4)**

The objective of the Senior Elective Program is to give the fourth year medical student an intense exposure to neuropathology as practiced as a subspecialty of Pathology.

**PTG 464 Clinical Neuroscience (4)**

The objective of the Senior Elective Program is to give the fourth year medical student an introduction to the varied disciplines of the clinical neurosciences.

**PTG 466 Medical Informatics (4)**

This Senior Elective is a survey of the current state of informatics in medicine. There is a particular emphasis on pathology informatics, however, the principles discussed in this elective are applicable to medicine in general.

**PTG 467 Survey of Pathology Practice (2)**

The objective of the 2 week Survey Elective is to give the 4th year medical student a broad introduction in the practice of pathology built around interaction with clinicians, pathologists, residents, and technical staff. This elective is designed to offer each student an opportunity to gain an introductory understanding of the practice of clinical and anatomic pathology.

**PTG 468 Microbial Laboratory Diagnosis (4)**

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

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



## **PEDIATRICS (PDT)**

*Professor:* Bhatia, Chatterjee, Fletcher, Hopp, Roth, Zach (Chair); *Associate Professor:* Hanson, Jung; *Assistant Professor:* Akhtar, Arora, Desmangles, Fernandez, Harrison, Hudson, Kaftan, Loucks, Macklem, Mikuls, Moffatt, Moore, Sindelar, Specht, Steenson, Stokes, Townley, Varman, Yaghmour; *Adjunct Assistant Professor:* Kratochvil; *Instructor:* McNally; *Clinical Professor:* Buehler, Coccia, Colombo, Danford, Gordon, Gumbiner, Kugler, Lane, Lazortiz, Murphy, Peck, Rizzo, Schaefer, Thompson, Tonniges, Walburn, Warkentin, White; *Associate Clinical Professor:* Abromowitch, Amin, Bolam, Boyd, Ellison, Erickson, Grovas, Grush, Harper, Hogg, Joekel, Kessler, Larsen, Lindsay, Lovell, Lutz, Madison, Martin, Moore, Nelson, Reimers, Reynolds, Sammut, Scott-Mordhorst, Snyder, Willis, Wolcott; *Assistant Clinical Professor:* Allen, Amstutz, Anderson-Berry, Andresen, Anglim, Attard, Barthold, Blitz, Bosch, Brown, Bruce, Calderon, Carnazzo, DeMare, DiRenzo-Coffey, Doherty, Finken, Firzlie, Fletcher, Gnarra, Grimaldi, Holst, Kaufman, Kettelhut, Knee, Kirsch, Knowles, Kolb, Krenzer, LaCroix, Lavedan, Lerner, Lilien, McCann, McEvoy, Metz, Mysore, Nielsen, Noronha, Oakes, Paradis, Parra-Roide, Parker, Penny, Penny, Pitner, Prestridge, Quinn, Rizal, Rupp, Rush, Russell, Snyder, Stephenson, Thakker, Tolo, Tomek, Uzendoski, Vance, Vanderbur, Vann, Veaser, Walenz, Wilson, Wilwerding, Winterscheid, Yoon-Willis; *Clinical Instructor:* Patney, Stoolman; *Lecturer:* Isaacson; *Clinical Instructor:* Patney; *Lecturer:* Bausch, Isaacson; *Emeritus Professor:* Fine; *Adjunct Professor Emeritus:* Fusaro.

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

### **PDT 301 Pediatrics Clerkship (8)**

Experience in clinical pediatrics is divided between inpatient and outpatient components. The inpatient experience is located at Children's Hospital and is designed to expose the student to children with a variety of illnesses. The outpatient component is designed to allow the student to gain experience relative to a wide variety of pediatric problems and preventive medicine in community and pediatric office settings.

### **PDT 460 Pediatric Inpatient Externship (4) (Children's Hospital)**

The senior student on this rotation will assume primary responsibility for his/her patients, working with the resident and attending to ensure that quality and timely care is given. The student will continue to advance his/her communication, clinical problem solving and procedural skills, and become more familiar with common health problems in pediatrics.

### **PDT 461 Pediatric Critical Care (4) (Children's Hospital)**

The student participates as a sub-intern in the care of critically ill pediatric patients. Patients represent the full range of pediatric critical care.

### **PDT 463 Pediatric Infectious Disease (4)**

Students will learn to evaluate neonates, infants, and children with a wide range of infectious diseases.

### **PDT 464 Neonatal Intensive Care Services (4) (CUMC)**

The student will serve as a "junior house officer" under the supervision of a staff Neonatologist and a pediatric house officer. The student will be exposed to the critical care of sick and high risk infants.

### **PDT 466 Pediatric Cardiology (4) (Children's Hospital)**

Students will participate in the care and evaluation of pediatric patients with known or suspected congenital heart disease. Students will also encounter pediatric patients with acquired cardiomyopathy.

### **PDT 467 Pediatric Neurology (4) (Children's Hospital)**

This elective will enable the student to evaluate and treat children with neurologic disorders. The student will see patients in both hospital and outpatient settings. Participation in Neurology conference teaching sessions is required.

### **PDT 468 Pediatric Gastroenterology (4) (Children's Hospital)**

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.

### **PDT 469 Pediatric Endocrinology Services (4) (Children's Hospital)**

The student will participate in the care of pediatric patients with a variety of problems seen in pediatric endocrinology private practice. There are seven half-day clinics each week and daily ward rounds. Regular formal discussions concerning endocrine problems are held and the student is expected to give a presentation on a pertinent topic of interest toward the end of the rotation.

### **PDT 470 Pediatric Hematology/Oncology Service (4) (Children's Hospital)**

This elective is for those students who are thinking about a career in pediatrics and desire in-depth clinical exposure to hematology and cancer patients. Students will follow patients in the clinic and on the inpatient service.

### **PDT 471 Pediatric Respiratory and Critical Care Medicine (4) (Children's Hospital)**

Pediatric Respiratory and Critical Care Medicine is an elective for those wishing to study the spectrum of clinical respiratory disease in children. The experience is designed for motivated senior medical students.

### **PDT 472 General Pediatrics (credit by arrangement)**

This is an elective for those students wishing to work in a private practice pediatric setting.

### **PDT 473 Advanced Pediatrics (4)**

This is an elective for those students wishing to work in a private practice pediatric setting.

### **PDT 474 Pediatric Emergency Medicine (4)**

Students will participate in the care of patients presenting to the Pediatric Emergency Department at Children's Hospital. Students are assigned attending physicians and will work with the attending physician to manage patients during their Emergency Department visit.

### **PDT 475 Pediatric Pulmonology (Phoenix) (4)**

The student will participate in Inpatient rounds and patient evaluation of pulmonary patients in the morning. They will also participate in outpatient clinic visits, evaluate and treat pulmonary patients in the afternoon. Interactive didactic discussion regarding pulmonary diseases will occur periodically throughout the rotation. The student may participate in the department teaching activities including attending rounds, grand rounds, afternoon lectures and daily noon teaching conferences.

### **PDT 476 Chronic Illness in Childhood/Children's Rehab Services (Phoenix) (4)**

The student will participate in the various sub-specialty clinics at the Children's Rehabilitative Services Clinic in Phoenix. They also will participate in pediatric rehabilitation team rounds. There will be a topic presentation dealing with chronic illness selected by the student. The student may participate in the department teaching activities including attending rounds, grand rounds, afternoon lectures and daily noon teaching conferences.



**PDT 477 Clinical Genetics/Dysmorphology** (Phoenix) (4)

The student will attend all clinical genetics/dysmorphology clinics at The Children's Health Center of St. Joseph's Hospital, Children's Rehabilitation Services and Phoenix Children's Hospital.

**PDT 478 Pediatric Nephrology** (Phoenix) (4)

The student will participate in the diagnosis and management of inpatients and outpatient with kidney diseases and related problems. They will perform the initial evaluation of new patients in both the inpatient and outpatient setting. They will participate in the methods and procedures performed in the renal metabolic laboratory.

**PDT 479 Newborn/General Pediatrics** (Phoenix) (4)

The student will participate in daily newborn nursery rounds with the student assuming primary care for 1-3 newborns. After assessment of the newborns, the cases are discussed with an attending pediatrician and management care plans are developed.

**PDT 480 Assessment of Child Abuse and Neglect** (Phoenix) (4)

The student will participate in patient care in the Child Abuse Evaluation Center at the Children's Health Center of St. Joseph's Hospital, selected reading materials, observation of physicians and members of law enforcement, and mental health in providing assistance to children and their families. The student may participate in the department teaching activities including attending rounds, grand rounds, afternoon lectures and daily noon teaching conferences.

**PDT 481 Development and Behavioral Pediatrics** (Phoenix) (4)

The student will participate in patient care with direct attending faculty supervision in the Newborn Developmental Follow-Up Program, the Attention Deficit/Hyperactivity Disorders Program, and the Foster Care Assessment Program.

**PDT 482 Pediatric Gastroenterology and Nutrition** (4)

The student will be an active participant in out-patient GI clinics, inpatient consultative services and neonatal consultative services. Didactic sessions on major topics in Pediatric GI will be given frequently throughout the elective period. The student will present a short talk on a GI topic of interest.

**PDT 483 Pediatric Neurology-Phoenix** (4)

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.

**PDT 484 Pediatric Critical Care** (Phoenix) (4)

The student will participate in daily patient care/attending rounds and has continuous informal attending contact while in the patient care setting. When appropriate and with supervision the student will perform or participate in various procedures such as, endotracheal intubation, lumbar puncture, CPR, central line placement, etc.

**PDT 485 Neonatology** (Phoenix) (4)

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.

**PDT 486 Inpatient Pediatrics** (Phoenix) (4)

During this elective the student will be the primary care provider for up to five ward patients under the supervision of a senior resident and attending physician.

**PDT 487 Family-Centered Patient Care** (4)

Incorporation of family-centered patient care in the medical education of health care professionals is imperative in order to fully care for and understand the complex nature of the patients we serve. The goal of this course is to provide the skills necessary to implement family-centered care in patient encounters, and in doing so, encompassing a more diverse viewpoint of how to care for the individuals who seek our care.

**PDT 488 Pediatric Allergy and Immunology** (4)

The student will participate in the care of pediatric patients with a variety of problems seen in Pediatric allergy and immunology patients.

**PDT 489 Pediatric Sub-Internship** (4)

The student will participate in a four week experience interacting with both attendings and residents in the care of pediatric patients in both the pediatric intensive care unit and on the general floor at Creighton University Medical Center.

**PDT 490 Pediatrics: Cardiac Critical Care** (4) (Phoenix)

The Pediatric Cardiac Critical Care Rotation is designed for Senior Medical Students and is an opportunity to gain exposure to the acute care of critically ill children in the setting of a Pediatric Cardiothoracic Intensive Care Unit. Under the direct supervision of the Pediatric Cardiac Intensive Care faculty, students will provide direct patient care to 2-3 critically ill children with various types of congenital or acquired heart disease as well as other organ system problems including respiratory failure, renal failure and shock.

**PDT 491 Pediatrics: Cardiology** (4) (Phoenix)

The Pediatric Cardiology Rotation is designed for Senior Medical Students and is an opportunity to gain exposure to the full range of pediatric cardiac disease, both congenital and acquired, with a specific focus on the outpatient component of pediatric cardiology.

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

**PHARMACOLOGY (PHR)**

*Professor:* Abel, Dowd, Khan, Makoid, Murray (Chair), Petzel, Roche; *Associate Professor:* Alsharif, Cerutis, Dunlay, Jeffries, Norton, Opere, Scofield, Smith, Tu; *Assistant Professor:* Bockman, Dravid; *Resident Assistant Professor:* Wolff; *Professor Emeritus:* Pettinger.

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

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

**PHR 461 Integrative and Alternative Medicine** (4)

This Senior Elective is a critical survey of commonly employed complementary and alternative therapies.



## PHYSICAL MEDICINE AND REHABILITATION

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

### PMR 401 Physical Medicine and Rehabilitation (4)

This elective will provide the medical student with a comprehensive overview of the discipline of Physical Medicine and Rehabilitation. The Physical Medicine and Rehabilitation elective is located at the Immanuel Rehabilitation Center, located on the campus of Alegent Health Immanuel Medical Center. The Immanuel Rehabilitation Center specializes in the care of inpatients and outpatients who have had spinal cord injury, brain injury or stroke, amputations and other neurologic disorders.

## PREVENTIVE MEDICINE AND PUBLIC HEALTH (PMH)

*Professor:* Kosoko-Lasaki, Lynch (Chair); *Associate Professor:* Furlong, Knezetic, Silva, Watson; *Assistant Professor:* Chen; *Instructor:* Lynch; *Assistant Clinical Professor:* Ashwathnarayan, Attard, Haynatzka; *Lecturer:* Thome; *Professor Emeritus:* Severin; *Adjunct Professor Emeritus:* Fusaro.

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

### PMH 461 Cancer Epidemiology (4)

The rotation in cancer epidemiology will consist of an assigned research project pertinent to epidemiologic factors in one or more malignant neoplasms of man.

### PMH 462 Clinical Genetics (4)

This elective program will be devoted primarily to genetic models using families with a high frequency of different diseases (e.g. cancer, heart disease, and others). This will enable students to evaluate the risk factors involved and the mode of genetic transmission of these diseases. Seminars will be offered to students on this subject to explain the genetic models that have been used in clinical medicine.

### PMH 470 Preventive Ophthalmology (DR) (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. In addition, in 2005, we have demonstrated a disproportionately high prevalence of ocular signs of vitamin A deficiency in the Dominican Republic.

## PSYCHIATRY AND BEHAVIORAL SCIENCES (PBS)

*Professor:* Bhatia, Bhatia, Brumback, Chu, Dickel, Guck, Kavan, Malesker, Petty, Sullivan, Wilson (Chair); *Associate Professor:* Fernandes, Happe, Madison, Malesker, Marciel, Price, Sudan; *Assistant Professor:* Arora, Battafarano, Coleman, Malin, Ogunleye, Ramaswamy, Sattar, Snyder; *Adjunct Professor:* Svolos; *Instructor:* Qadri; *Clinical Professor:* Burke, Lazortiz, Shaffer, Wengel; *Associate Clinical Professor:* Boust, Diercks, Fleisher, Hartmann, Hsieh, Kraft, Lehnhoff, Madison, Roccaforte, Swanson, Zimmerman; *Assistant Clinical Professor:* Bahr, Caplan, Coady-Leeper, Coy, Davis, Dewan, Faryna, Grant, Harrington, Heaney, Hunziker, Jones, Kauzlarich, Kipperman, Lee, McGivern, Newman, North, Ravipati, Riedler, Roy, Sadiq, Schmidt, Seamands, Sharma, Stoller, Taylor, Townsend, Wetzel, Woodard; *Clinical Instructor:* Cassidy, Egbert, Forsman-Bierman, Kamal, Naseem, Reddy, Sedlacek, Siddiqui, Snyder, Sood, Walters, West; *Lecturer:* Anderson, Nobus; *Professor Emeritus:* Fine, Mead.

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

### Third Year

#### PBS 301 Psychiatry Clerkship (8)

During the Junior year, every student is assigned full time to the Creighton Department of Psychiatry for a period of eight weeks. Students rotate through a number of inpatient and outpatient service assignments presenting all varieties of neurological and psychiatric disease. Teaching facilities include CUMC-SJH, Alegent Health, Children's Hospital, Omaha VAMC, Douglas County Health Center, and the Creighton Psychiatry Clinic. In addition to bedside teaching and patient examination, students attend a series of Grand Rounds, case conferences, and subject seminars.

### Fourth Year

#### PBS 462 Clinical Psychopharmacology (4) (VA Medical Center)

This elective will provide contemporary information regarding the growing field of psychopharmacology. This will be achieved through guided independent learning (e.g., review of recent literature and assigned reading, small group discussion, participation in clinical teaching rounds, clinics, Grand Rounds, case discussions, and research activities).

#### PBS 463 Child and Adolescent Psychiatry (2 or 4)

This elective is a clinical rotation for those interested to explore in depth Child and Adolescent Psychiatry.

#### PBS 464 Psychiatry Research (4)

Students will spend this elective period involved in the Creighton Psychiatry Research Center, and its affiliated Research Clinics at the Omaha VA Medical Center on current active protocols or, *by mutual agreement*, special topics.

#### PBS 466 Emergency Psychiatry (4)

During this rotation students will be encouraged to seek information about the growing body of knowledge and skills in the field of emergency psychiatry.

#### PBS 467 Geriatric Psychiatry (2 or 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.



**PBS 470 Eating Disorders (2-4)**

This experience will familiarize the medical student with the evaluation and treatment of children and adolescents with eating disorders.

**PBS 472 Adult Inpatient Psychiatry (2-4)**

The student will be assigned to an acute hospital unit. Students collaborate in treatment teams participating in rounds, case-conferences, Grand Rounds, and individual supervision with strong emphasis on differential diagnosis and planning and implementing a biopsychosocial treatment plan for psychiatric patients.

**PBS 474 Depression Disorders and their Treatment (2-4)**

This course combines clinical service with depressed patients and discussion of books and articles discussing various aspects of the recognition, diagnosis, and treatment of depressive disorders.

**PBS 475 Consultation/Liaison Psychiatry (2-4)**

This elective provides exposure to medically ill patients with emotional/psychiatric problems along with special teaching on psychiatric diagnostic issues, acute treatment plans, short-term intervention techniques, and supportive therapies.

**PBS 476 Special Topics in Psychiatry (credit by arrangement)**

This rotation is individually designed by the student and the Director. Available topics may be Evolutionary Psychology, Women's Issues, Outpatient Psychiatry, Forensic Psychiatry, Special Readings, or a combination of topics with clinical service.

**PBS 479 Addictions (2-4)**

The student will spend this elective period at the Substance Abuse Treatment Center (SATC) at the VA Hospital participating in the evaluation, assessment, and treatment of chemically dependent patients.

**PBS 482 Trans-Cultural and Community Psychiatry (2-4)**

This community-based experiential course provides students with practical knowledge and experience in a community health system dedicated to psychiatric care for a transcultural population in Hilo, Hawaii.

**PBS 483 Domestic Violence Practicum (2-4)**

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.

**PBS 486 Narratives of Illness (2-4)**

This two- week or four-week reading course involves the student in reading first-person narratives of psychiatric and medical illness, with one or two short pieces of fiction.

An approved four-year residency program is available to qualified students who have a medical degree and wish to specialize in Psychiatry. Also available are fellowships in Child-Adolescent Psychiatry, Geriatric Psychiatry, Substance Abuse Psychiatry and Consult-Liaison Psychiatry.

## **RADIOLOGY (RAD)**

*Professor:* Fleming, Fletcher, Goldman (Chair), Mironov; *Associate Professor:* Maydew, Nguyen, Phalen; *Assistant Professor:* Csordas, Davey, Dworak, Gelbman, Grayev, Kaufman, Paknikar; *Adjunct Associate Professor:* Frank; *Clinical Professor:* Sano, Welch; *Associate Clinical Professor:* Silberberg; *Assistant Clinical Professor:* Allbery; *Associate Clinical Professor Emeritus:* Johnson; *Assistant Instructor:* Jaeger, Terry.

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

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

**RAD 463 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.

**RAD 464 Radiology Oncology (4)**

The Department of Radiology offers an elective course in Radiation Oncology. This is a four-week course as introduction to the field of radiation oncology targeted for fourth year medical students.

**RAD 465 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.

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

## **SURGERY (SUR)**

*Professor:* Chiou, Filipi, Fitzgibbons, Forse, Gaines, Kosoko-Lasaki, Loggie, McGuire, Mohiuddin, Monaghan, O'Brien, Quinn, Sugimoto (Chair), Thomas; *Associate Professor:* Chakkalakal, Feldhaus, Mittal, Palmer, Silva, Sudan, Taylon, Wang, Zielinski; *Assistant Professor:* Balcers, Bajenova, Bhuller, Cemaj, Connolly, Feldhaus, Foster, Govindarajan, Graham, McConnell, Ogunleye, Sekundiak, Sykes, Wright; *Adjunct Associate Professor:* Miloro; *Clinical Professor:* Hemstreet, Lynch, Petersen; *Associate Clinical Professor:* Aklog, Bell, Blatchford, Bleicher, Bremner, Christensen, Cleveland, Ciurej, DeMarco, Deeths, Heieck, McLeay, Michels, Monson, Moore, Murphy, Priluck, Richards, Rothberg, Shamos, Thorson, Tomeh; *Assistant Clinical Professor:* Allen, Ayoub, Baccari, Bowman, Campbell, Chait, Cohn, Collicott, Cusick, DeGuzman, DeSouza, Dobleman, Donahue, Duncan, Emanuel, Fehringer, Fitzgibbons, Gardner, Gardner, Garred, Gogela, Gordon, Gottlieb, Gross, Hammel, Johanning, Kelly, Khoynezhad, Klein, Konigsberg, Kratochvil, Longo, Lueg, Mankin, Margalit, McCarthy, McClellan, McGill, McGuire, McNamara, Mercier, Montag, Moore, Mormino, Morrison, Mota, Nigro, Olari, Patel, Paul, Peetz, Peters, Phillips, Pipinos, Pitsch, Pitsch, Prinz, Ramos, Raynor, Russell, Sjulín, Townley, Troia, Troia, Troia, Tyndall, Voigt, Volz, Vukonich, Webb, Weremy, Winkler, Woodward, Yohannes; *Clinical Instructor:* Bares, Cheatham, Clark, Dowell, Drake, Ferenstein, Gradowski, Horgan, Lichtenberg, Lundak, Margalit, Miller, Myrtue, O'Malley, Oleson, Redland, Rivard, Schlichtemeier, Sluiter, Tiedeman, Tran, Vandervort; *Assistant Instructor:* Shereck; *Associate Clinical Professor Emeritus:* Pinch, Schultz; *Assistant Clinical Professor Emeritus:* Peetz.



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

### *Third Year*

#### **SUR 301 Surgery Clerkship (8)**

To assure that students are well trained in the fundamentals of surgery, learning will occur in a supportive yet challenging environment. Students will learn effective use of language, critical thinking skills and the importance of precise written and verbal communication. Through interaction with surgical faculty and residents, students will recognize the importance of compassionate care. Students will experience a thoughtful supportive learning environment that will provide the core knowledge and skills acquisition needed to care for surgical patients. Guidance in the use of current tools to gather, organize, and present data in the evaluation of patients with surgical diseases will enhance the students overall understanding of patient care. Emphasis on exposure to surgeons as individuals will offer an opportunity to further explore career options.

### *Fourth Year*

#### **SUR 401 Sub-Internship in Trauma/Critical Care (4)**

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. The student will also be expected to participate in research activities within the trauma division.

#### **SUR 405 Sub-Internship in General Surgery/ University II (4)**

This course is an intensive surgical experience with emphasis on mini-invasive general surgical procedures. The sub-intern will be given opportunities to first assist in selected cases and manage critically ill patients.

#### **SUR 407 Elective in General Surgery (4)**

This service involves participation in preoperative and postoperative care of the general surgical patient. Students are expected to round with attending physicians and make appropriate orders and notes on patient charts. Students should be thoroughly prepared by reading appropriate material for cases on which they scrub. In addition, students will observe surgical techniques and perform simple procedures. During the month, students will be expected to present a 30-minute topic of their choice in an area of general surgery to the attending physicians. The student will act as a sub-intern during this month.

#### **SUR 408 Elective in General Surgery (4)**

This service involves participation in preoperative and postoperative care of the general surgical patient. Students are expected to round with attending physicians and make appropriate orders and notes on patient charts. Students should be thoroughly prepared by reading appropriate material for cases on which they scrub. In addition, students will observe surgical techniques and perform simple procedures. During the month, students will be expected to present a 30-minute topic of their choice in an area of general surgery to the attending physicians. The student will act as a sub-intern during this month.

#### **SUR 409 Selective in General Surgery (4)**

This service involves participation in preoperative and postoperative care of the general surgical patient. Students are expected to round with attending physicians and make appropriate orders and notes on patient charts. Students should be thoroughly prepared by reading appropriate material for cases on which they scrub. In addition, students will observe surgical techniques and perform simple procedures. During the month, students will be expected to present a 30-minute topic of their choice in an area of general surgery to the attending physicians. The student will act as a sub-intern during this month.

#### **SUR 410 Selective in Surgical Oncology (4)**

This service involves participation in pre-operative and post-operative care of the surgical oncology patient. Students are expected to round with attending physicians and make appropriate orders and notes on patient charts. Students are expected to prepare thoroughly by reading appropriate material for cases on which they scrub. In addition, students will observe surgical techniques and perform simple procedures.

#### **SUR 450 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. Patient population consists of both outpatients and inpatients at Boys Town National Research Hospital, Bergan Mercy Hospital, Children's Memorial Hospital, and Nebraska Methodist Hospital. It focuses on the adult and pediatric population. 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. Student progress will be assessed with weekly oral presentations. Knowledge of surgical indications and complication will be required and the student will be responsible for patient management.

#### **SUR 460 Selective in Cardiovascular and Cardiothoracic Surgery (4)**

This elective will include all aspects of cardiovascular, thoracic, peripheral vascular surgery, preoperative evaluation, intraoperative experience, and postoperative management of patients. Responsibilities will involve following and caring for critically ill patients who have undergone the above surgical procedures, and first hand experience dealing with ventilators, inotropic, and invasive monitoring. Exposure in the operating room will include first assistant duties. The student will be part of a team caring for these patients and will participate actively in bedside and operating room teaching.

#### **SUR 461 Sub-Internship in Cardiovascular and Cardiothoracic Surgery (4)**

This elective will include all aspects of cardiovascular, thoracic, peripheral vascular surgery, preoperative evaluation, intraoperative experience, and postoperative management of patients.

#### **SUR 462 General Surgery (4)**

This service involves participation in preoperative and postoperative care of the general surgical patient.

#### **SUR 468 Sub-Internship in General, Vascular, and Orthopaedic Surgery (4)**

In this course the student will work closely with two surgeons, gaining experience in all aspects of a busy general surgery practice. This practice includes not only general surgery but vascular and orthopaedic surgery as well.



**SUR 470 Sub-Internship in Urology (4)**

This course will be under the supervision of the Chief of Urology. Students will rotate for four weeks on the University Urology service at CUMC-St. Joseph Hospital.

**SUR 472 Sub-Internship in Neurological Surgery (4)**

Students on this service will be responsible for routine daily care of neurological patients. Students will perform histories and physicals with emphasis on neurological examination. Students will actively participate in daily care, neurodiagnostic procedures, surgery, postoperative care, and attend Neurosurgery clinics and Neurosurgery conferences.

**SUR 474 Ophthalmology (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 ophthalmology. Students will participate in primary eye care and assist with the responsibilities of care for patients.

**SUR 475 Sub-Internship in Orthopaedic Surgery (4)**

On this service, the students participate in the full range of clinical and teaching activities.

**SUR 476 Otolaryngology (2-4)**

This rotation in Otolaryngology and Human Communication offers an exposure to the medical and surgical evaluation and management of associated problems of this specialty.

**SUR 477 Sub-Internship in Pediatric Surgery (4) (Children's Hospital)**

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

**SUR 478 Pediatric Surgery (4) (Kansas City, Missouri)**

The student will be exposed to a wide variety of surgical diseases to include pediatric cardiology and trauma. The student will work closely with our Creighton surgical resident rotating at Children's Mercy Hospital.

**SUR 479 Plastic and Reconstructive Surgery (4)**

This elective will introduce to the student the spectrum of modern plastic surgery.

**SUR 481 Orthopaedic Surgery (4)**

Senior students electing to enroll in this elective are assigned to the Orthopaedic Surgery Service in our clinics and Bergan Mercy Hospital. On this service the students participate in the full range of clinical and teaching activities.

**SUR 485 Sub-Internship in Critical Care (4)**

The student is expected to participate in daily teaching rounds in the ICU. The student will function as a sub-intern and be expected to present assigned patients on rounds, attend all lectures and conferences and read required material. Students will also have the opportunity to do procedures under close supervision.

**SUR 486 Selective in Burns (4) (Lincoln)**

This service involves participation in preoperative and postoperative care of the general surgical patient. Students are expected to round with attending physicians and make appropriate orders and notes on patient charts. Students should be thoroughly prepared by reading appropriate material for cases on which they scrub. In addition, students will observe surgical techniques and perform simple procedures. During the month, students will be expected to present a 30-minute topic of their choice in an area of general surgery or Burns to the attending physicians. The student will act as a sub-intern during this month.

**SUR 487 Elective in Plastic and Reconstructive Surgery (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. Instruction will include observation, assistance and instruction on plastic surgical techniques performed in both university and university affiliated hospitals. Didactic lectures will include a basic core of information supplemented by topics appropriate to the interests of the individual student.

**SUR 488 Selectives in General Surgery (4) (CUMC)**

This service involves participation in preoperative and postoperative care of the general surgical patient. Students are expected to round with attending physicians and make appropriate orders and notes on patient charts. Students should be thoroughly prepared by reading appropriate material for cases on which they scrub. In addition, students will be expected to present a 30-minute topic of their choice in an area of general surgery to the attending physicians. The student will act as a sub-intern during this month.

**SUR 489 Selectives in Pediatric Ophthalmology (4) (CUMC)**

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 ophthalmology. Students will participate in primary eye care and assist with the responsibilities of care for patients.

**SUR 490 Selectives in Urology (4)**

This course will be under the supervision of Paulos Yohannes, MD. Students will rotate for four weeks at Urology Health Center and Fremont Area Medical Center. The student will function as a sub-intern in urology, performing admission histories and physical examinations, planning patient study programs, and joining with the urology staff for patient care in the cystoscopy and operating rooms. The student will assist in postoperative management of their patients. Students will function as a member of the urology team.

**SUR 491 Plastic and Reconstructive Surgery Selective (4)**

This rotation will introduce to the student the spectrum of modern plastic surgery. It will encompass the basic fundamentals of wound healing, evaluation and treatment of maxillofacial injuries, repair and reconstruction of head and neck tumors, repair of congenital facial deformities, review of surgical physiology in the treatment of burns, in addition to exposure to the various cosmetic surgical procedures. Instruction will include observation, assistance and instruction on plastic surgical techniques performed in Creighton University Medical Center.

An approved residency is available to qualified students who have an M.D. degree and wish to specialize in the field of Surgery.



## FACULTY

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

PETER W. ABEL, *Professor of Pharmacology* (1987; 1997); *Professor of Pharmacy Sciences* (1993; 1997).  
B.S., University of Wisconsin, 1973; Ph.D., West Virginia University, 1978.

REEMA ABOU-NASR, *Assistant Professor of Family Medicine* (2000; 2001).  
B.S., University of Nebraska, 1992; M.D., 1997.

MINNIE ABROMOWITCH, *Associate Clinical Professor of Pediatrics* (1996).  
B.S., University of Manitoba, 1969; M.D., 1973.

EDWARD D. ADICKES, *Associate Professor of Pathology* (1990; 1997); *Associate Professor of Neurology* (1990; 1992); *Associate Professor of Physical Therapy* (1996).  
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).  
B.Sc., Lucknow University (India), 1971; M.Sc., 1973; Ph.D. (Biochemistry), 1978; Ph.D., (Medical Sciences), McMaster University (Canada), 1984.

NAEEM AHMED, *Assistant Clinical Professor of Medicine* (2006).  
M.B., B.S., King Edward Medical College (Pakistan), 1988.

JAVED AKHTAR, *Assistant Professor of Medicine* (2006).  
M.B., B.S., Quaid-i-Azam Medical College (1986).

MOHAMMED P. AKHTER, *Associate Professor of Medicine* (1991; 2003); *Associate 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 Clinical Professor of Surgery* (2007).  
M.A., Harvard College, 1985; M.D., 1989.

SUDHAKAR AKULAPALLI, *Clinical Professor of Biomedical Sciences* (2004).  
B.Sc., SK University Kurnool (India), 1993; M.S., University of Hyderabad (India), 1995; M.Phil., 1996; Ph.D. (Biochemistry), 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.

NASER Z. ALSHARIF, *Associate Professor of Pharmacy Sciences* (1997; 2002); *Associate Professor Pharmacology* (1997; 2002).  
G.C.E., Carlett Park College of Technology, 1980; B.A., University of Nebraska-Omaha, 1984; Pharm.D., M.S., University of Nebraska Medical Center, 1988; Ph.D., Creighton University, 1992.

RUBEN ALTMAN, *Assistant Clinical Professor of Medicine* (1977).  
B.S., George Washington University, 1955; M.D., Harvard University, 1961.

JORGE ALVAREZ, *Assistant Clinical Professor of Medicine* (2008).  
Pre-Med, Loyola University-New Orleans, 1979; M.D., Universidad Central del Este, 1983.

RASHEED O. AMAO, *Assistant Clinical Professor of Anesthesiology* (2000; 2005; 2007).  
M.B., B.S., University of Ilorin (Nigeria) 1991.

MARIANA AMAYA, *Clinical Instructor of Obstetrics and Gynecology* (2005).  
B.S., University of Arizona, 1997; M.D., 2001.

ZAHID AMIN, *Associate Clinical Professor of Pediatrics* (2000; 2004).  
Fsc, Cadet College Petaro (Pakistan) 1975; M.B., B.S., Bolan Medical College (Pakistan) 1982.

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.

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.

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

LAURA ARMAS, *Assistant Professor of Medicine* (2007).  
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, *Assistant Professor of Psychiatry* (2003; 2004); *Assistant Professor of Pediatrics* (2005).  
M.B., B.S., Grant Medical College, 1998.

AMY J. AROUNI, *Assistant Professor of Medicine* (1994; 1997).  
B.S., Creighton University, 1987; M.D., 1991.

RAMESH ASHWATHNARAYAN, *Assistant Clinical Professor of Preventive Medicine* (2002).  
M.B., B.S., Bangalore Medical College (India), 1991.

THOMAS M. ATTARD, *Assistant Clinical Professor of Pediatrics* (2002); *Assistant Clinical Professor of Preventive Medicine and Public Health* (2002).  
M.D., University of Malta Medical School (Malta), 1993.

NAGI AYOUB, *Assistant Clinical Professor of Surgery* (2006).  
B.S., Creighton University, 1991; M.D., 1995.

NITA BABCOCK, *Assistant Professor of Anesthesiology* (2004).  
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.

MARIO E. BACCARI, *Assistant Clinical Professor of Surgery* (1973; 1976).  
B.A., New York University, 1961; M.D., Creighton University School of Medicine, 1965.

HENRY S. BADEER, *Professor Emeritus of Biomedical Sciences* (1967; 1991).  
M.D., American University of Beirut (Lebanon), 1938.

PAULO R. BAHR, *Assistant Clinical Professor of Psychiatry* (1983).  
B.A., Colegio Bom Jesus Curitiba (Brazil), 1966; M.D., Federal University of Brazil, 1972.



OLGA BAJENOVA, *Assistant Professor of Surgery* (2005); *Assistant Professor of Biomedical Sciences* (2005).  
M.S., St. Petersburg State University (Russia), 1976; Ph.D., Institute of Microbiology (Russia), 1987.

JAMES BALDUCCI, *Associate Clinical Professor of Obstetrics and Gynecology* (2005).  
B.A., New York University, 1981; M.D., 1985; M.B.A., Penn State University, 2004.

RICHARD J. BALTARO, *Associate Professor of Pathology*, (2001).  
B.A., Earlham College, 1972; Ph.D., University of Rome, 1977; M.D., Catholic University (Rome), 1983.

MARCUS BALTERS, *Assistant Professor of Surgery* (2005; 2006).  
B.S., Texas Christian University, 1991; M.D., University of Nebraska Medical Center, 1996.

HAROLD R. BARES, *Clinical Instructor of Surgery* (1987).  
B.A., St. Cloud State University, 1973; M.D., University of Nebraska Medical Center, 1980.

M. JANET BARGER-LUX, *Senior Research Associate of Medicine* (1987; 1994).  
B.S.M.T., Creighton University, 1964; M.S., University of Nebraska Medical Center, 1982.

EUGENE J. BARONE, *Adjunct Professor of Family Medicine* (2005; 1992).  
B.S., LeMoyne College, 1972; M.D., Creighton University School of Medicine, 1976.

MICHAEL BARSOOM, *Associate Professor of Obstetrics and Gynecology* (2002; 2008).  
B.S., Creighton University, 1991; M.D., 1995.

CLAUDIA BARTHOLD, *Assistant Clinical Professor of Pediatrics* (2007).  
B.A., Emory University, 1996; M.D. University of Tennessee-Memphis, 2000.

JASON C. BARTZ, *Assistant Professor of Medical Microbiology and Immunology* (2003).  
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.

NICHOLAS BATTAFARANO, *Assistant Professor of Psychiatry* (2004).  
B.S., University of Scranton, 1979; M.D., Hahnemann University, 1983.

CHAD BAUERLY, *Instructor of Anesthesiology* (2007).  
B.S., University of Tulsa, 1994; M.D., Creighton University, 1979.

SANDRA BAUMBERGER, *Assistant Professor of Family Medicine* (2006).  
B.S.N., Presentation College, 1992; South Dakota State University, 1994; M.D., Creighton University, 2004.

ANN MARIE BAUSCH, *Lecturer of Pediatrics* (2001; 2002; 2006).  
B.S., Creighton University, 1994; M.D., 1998.

IAN BAXTER, *Assistant Instructor of Obstetrics and Gynecology* (2005).  
B.S., California University of Pennsylvania, 1995; M.S., 2002; D.O., Philadelphia College of Osteopathic Medicine, 2001.

KIRK W. BEISEL, *Professor of Biomedical Sciences* (1992).  
B.S., Albright College, 1972; Ph.D., Rutgers University, 1978.

KYLE BEITER, *Clinical Instructor* (2008).  
B.A., Franciscan University, 2000; M.D., Ohio State University, 2004.

DONALD D. BELL, *Associate Clinical Professor of Surgery* (1994).  
B.S., University of Nebraska-Lincoln, 1960; M.D., University of Nebraska Medical Center, 1964.

MICHAEL BELSHAN, *Assistant Professor of Medical Microbiology and Immunology* (2005).  
B.S., Iowa State University, 1999; Ph.D., 1999.

DALE R. BERGREN, *Associate Professor of Biomedical Sciences* (1985).  
B.A., Carroll College (Montana), 1973; M.S., 1975; Ph.D., University of North Dakota, 1976.

JOHN M. BERTONI, *Professor of Neurology* (1989); *Professor of Biomedical Sciences* (1992);  
*Chair, Department of Neurology* (1989).  
A.B., Xavier University, 1967; M.D., University of Michigan, 1971; Ph.D., 1979.

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, *Associate Professor of Medicine* (1975; 1980).  
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.

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.

WILLIAM P. BIDDLE, *Assistant Professor of Medicine* (1988; 1991).  
B.A., University of Tennessee at Knoxville, 1979; M.D., University of Tennessee at Memphis, 1984.

SYED BIN-SAGHEER, *Assistant Professor of Medicine* (2005).  
M.B.B.S., Dow Medical College (Pakistan), 1990.

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.

JOEL BLEICHER, *Associate Clinical Professor of Surgery* (2005).  
B.S., Creighton University, 1969; M.D., 1973.

RICAHRD BLINKHORN JR., *Clinical Professor of Medicine* (2006).  
B.S., Davidson College, 1978; Bowman Gray; M.D., 1982.

ROBIN BLITZ, *Assistant Clinical Professor of Pediatrics* (2006).  
B.A., Miami University, 1982; M.D., Ohio State University College of Medicine, 1986.

MARGARET BLOCK, *Associate Clinical Professor of Medicine* (1989; 1990).  
B.S., Rensselaer Polytechnic Institute, 1972; M.D., Albany: Medical College, 1976.

INGRID J. BLOCK-KURBISCH, *Assistant Clinical Professor of Medicine* (2001).  
B.A., School for Foreign Languages and Arts (Austria) 1976; M.D., University of Vienna Medical School (Austria) 1984.

CHARLES S. BOCKMAN, *Assistant Professor of Pharmacology* (1996).  
B.A., Emory University, 1984; Ph.D., Creighton University, 1993.

PATRICK J. BOGARD, *Assistant Clinical Professor of Pathology* (1984; 1989).  
B.S., University of Nebraska, 1975; M.D., 1978.

DAVID L. BOLAM, *Associate Clinical Professor of Pediatrics* (1987; 1998; 2002).  
B.S., Creighton University, 1965; M.D., University of Nebraska Medical Center, 1970.

RICHARD W. BOOTH, *Professor Emeritus of Medicine* (1961; 1996).  
M.D., University of Cincinnati, 1952.



JOAN E. BORREGGE, *Clinical Instructor of Medicine* (1987).  
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Annie Knierim ..... Glasgow, Montana  
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Daniel Edward Kreutz..... Tempe, Arizona  
Andrew Emil Kummer..... White Bear Lake, Minnesota  
Benjamin Wayne Ladner.....Long Beach, Mississippi  
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