

M.D. CURRICULUM

Creighton University School of Medicine Medical Education Program

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

Program Objectives

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

Patient Care

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

Medical Knowledge

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

Practice-Based Learning and Improvement

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

Interpersonal and Communications Skills

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

Professionalism

- PROF1: Demonstrate an ethical and compassionate approach to all professional activities including in interactions with patients, families, and members of the healthcare team.

- PROF2: Demonstrate the ability to collaborate on healthcare teams that include health professionals from other disciplines in providing coordinated services to patients.

System-Based Knowledge

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

Personal & Professional Identity Development

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

Component I - First Year

Component I: New ERA Curriculum

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

Horizontal Integrated Disciplines (HID)

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

Interprofessional Education (IPE)

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

Component I Required Blocks (Courses)

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

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

GOLD SELECTIVES

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

Code	Title	Credits
Student Interest Selectives (SIS)		
Omaha		
SIS 502	A History of Disability and Medicine	0.5
SIS 503	Creative Writing Workshop for Future Physicians	1
SIS 504A	Communicating in Spanish for Medical Professionals I	0.5
SIS 504B	Communicating in Spanish for Medical Professionals II	0.5
SIS 506	Childbirth and Social Justice	0.5
SIS 507	Physician's Vocation Program, Year 1: Introduction to Ignatian Spirituality in Medicine	1
SIS 509	The Art of the Examination: How Observation Leads to Empathy in Healthcare	0.5
SIS 510	Talking with Kids: Play, Empathy, and Communication with Children	0.5
SIS 511	Communication Around Women's Health and Bodies	0.5
SIS 512	Mindfulness and Medicine	0.5
SIS 513	Gender/Sex, Communication, and Culture	0.5
SIS 514	Exploring Resistance to Vaccination	0.5
SIS 515	Developing a Professional Identity-Clinical Care and Accompaniment	0.5
SIS 516	The Medicalization of Deviance	0.5
SIS 517	Lessons from People Who Died	0.5
SIS 518	Problematic Progress in Parasitology	0.5
SIS 519	Restorative Recreation	0.5
SIS 524	Religion and Medicine	0.5
SIS 555	Theatrical Storytelling: Empathy, Treatment, Humanity (OMA)	0.5
SIS 558	Brain Death: What's the Latest?	0.5
SIS 559	Food Insecurity, Climate Change, and Public Health	0.5

SIS 561	Making Mistakes in Medical Practice	0.5
SIS 564	Birth of the Clinic (OMA)	0.5
SIS 565	Compassion Science (OMA)	0.5
SIS 566	Eldercare, Brain Injury, and the End of Life (OMA)	0.5
SIS 567	Procreation and the Beginning of Life (OMA)	0.5

Phoenix

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

Guided Research Selectives (GRS)

Omaha & Phoenix

GRS 591	Guided Research Selective I	0.5
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Career Exploration Selectives (CES)

Omaha & Phoenix

CES 571	Career Exploration Selective I	0.5
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Mission Outreach Selectives (MOS)

Omaha & Phoenix

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

Electives

IDC 183 Healer's Art (0.5 credit hour)

The Healer's Art course is a medical school elective designed by Rachel Remen, M.D. The course's innovative educational strategy is based on a discovery model. The Healer's Art course addresses one of the hidden crises in medicine: the growing loss of meaning and commitment

experienced by physicians nationwide under the stress of today's healthcare system. The course consists of five two-and-a-half-hour evening sessions which occur typically five weeks in a row, each divided into large- and small-group experiences.

FAP 480 M1-COPC Public Health Summer Endowed Research Assistantship

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

Component II - Second Year

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

Horizontally Integrated Disciplines (HID)

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

Interprofessional Education (IPE)

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

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

Component II Required Blocks (Courses)

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

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

GOLD Selectives

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Code	Title	Credits
Student Interest Selectives (SIS)		
Omaha		
SIS 502	A History of Disability and Medicine	0.5
SIS 503	Creative Writing Workshop for Future Physicians	1
SIS 504A	Communicating in Spanish for Medical Professionals I	0.5
SIS 504B	Communicating in Spanish for Medical Professionals II	0.5
SIS 506	Childbirth and Social Justice	0.5
SIS 509	The Art of the Examination: How Observation Leads to Empathy in Healthcare	0.5
SIS 510	Talking with Kids: Play, Empathy, and Communication with Children	0.5
SIS 511	Communication Around Women's Health and Bodies	0.5
SIS 512	Mindfulness and Medicine	0.5
SIS 513	Gender/Sex, Communication, and Culture	0.5
SIS 514	Exploring Resistance to Vaccination	0.5
SIS 515	Developing a Professional Identity-Clinical Care and Accompaniment	0.5
SIS 516	The Medicalization of Deviance	0.5
SIS 517	Lessons from People Who Died	0.5
SIS 518	Problematic Progress in Parasitology	0.5
SIS 519	Restorative Recreation	0.5
SIS 520	Physician's Vocation Program: Theological Issues in Medicine	1
SIS 521	Physician's Vocation Program: The Problem of Suffering	0.5

SIS 524	Religion and Medicine	0.5
SIS 555	Theatrical Storytelling: Empathy, Treatment, Humanity (OMA)	0.5
SIS 558	Brain Death: What's the Latest?	0.5
SIS 559	Food Insecurity, Climate Change, and Public Health	0.5
SIS 561	Making Mistakes in Medical Practice	0.5
SIS 564	Birth of the Clinic (OMA)	0.5
SIS 565	Compassion Science (OMA)	0.5
SIS 566	Eldercare, Brain Injury, and the End of Life (OMA)	0.5
SIS 567	Procreation and the Beginning of Life (OMA)	0.5
Phoenix		
SIS 526	Photography and Medicine (PHX)	0.5
SIS 527	Nature and Art Exposure (PHX)	0.5
SIS 528	3D Art and Empathy (PHX)	0.5
SIS 529	Rasaboxes and Emotion (PHX)	0.5
SIS 530	Drumming and Health (PHX)	0.5
SIS 531	Design Thinking for Complex Problems (PHX)	0.5
SIS 532	Communicating in Spanish (PHX)	0.5
SIS 533	Medicine and Marketplace (PHX)	0.5
SIS 534	Healing Traditions (PHX)	0.5
SIS 535	Camus' Plague (PHX)	0.5
SIS 536	Religion and Bioethics (PHX)	0.5
SIS 537	Art and Examination (PHX)	0.5
SIS 538	Practice of Creative Attention (PHX)	0.5
SIS 539	History of Disease (PHX)	0.5
SIS 540	Remember Thou Art Mortal (PHX)	0.5
SIS 541	Middle-Eastern Culture (PHX)	0.5
SIS 542	Power of Art (PHX)	0.5
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SIS 544	Empathy and Humility (PHX)	0.5
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SIS 550	Death Set to Music (PHX)	0.5
SIS 551	Art, Place, and Community (PHX)	0.5
SIS 552	Opera and Disease (PHX)	0.5
SIS 553	Art for Equity in Medicine (PHX)	0.5
SIS 557	Reviled Bodies	0.5
SIS 560	Hiking and Academic/Clinical Wellbeing	0.5
Guided Research Selectives (GRS)		
Omaha & Phoenix		
GRS 592	Guided Research Selective II	0.5
Mission Outreach Selectives (MOS)		
Omaha & Phoenix		
MOS 582	Mission Outreach Selective II	0.5
MOS 584	Mini Medical School M2 Selective	0.5

Component III - Third Year

Component III is organized into 8 clerkships and 2 electives. Additionally, it includes the longitudinal course M3 Gold Track and a two-week IDC 370 Step 2 Guided Review course. The first clerkship rotation begins early

in May, and the last clerkship rotation ends in April. The academic year ends with the completion of IDC 370 Step 2 Guided Review.

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

The third year includes 52 credits hours:

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

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

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

Elective Courses

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

Code	Title	Credits
M3 Electives		
Omaha		
ANE 333	Anesthesiology	2
DER 333	Dermatology	2
MED 333	Outpatient Internal Medicine	2
PDT 335	Pediatric Ophthalmology	2
PMR 333	Physical Medicine & Rehabilitation	2
PTG 333	Pathology M3 Elective (OMA)	2
RAD 333	Diagnostic Radiology	2
RON 333	Radiation Oncology M3 Elective	2
RON 335	Radiation Oncology M3 Elective	2
SUR 333	Ophthalmology M3 Elective (OMA)	2
SUR 335	Orthopedic Surgery (OMA)	2
SUR 337	Orthopedic and Plastic Surgery (OMA)	2
SUR 339	Vascular Surgery (OMA)	2
SUR 341	Colorectal Surgery (OMA)	2
SUR 343	Urology (OMA)	2
SUR 345	Breast Surgery (OMA)	2
SUR 347	Pediatric ENT Surgery (OMA)	2
SUR 349	NE Spine Surgery (OMA)	2
SUR 351	Head and Neck Surgery (OMA)	2
SUR 353	Pediatric Surgery	2
SUR 355	Neurological Surgery	2

Phoenix

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

IDC 350 M3 Gold Track

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

IDC 370 Step 2 Guided Review

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

Component IV - Fourth Year

The fourth year prepares students for residency and provides a chance to explore their own interests in specialized areas of medical practice.

Each student must complete at least 40 weeks of courses that include 12 weeks of required coursework and 26 weeks of elective coursework.

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

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

Required Coursework (40 weeks)

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

Component IV Course Groups

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

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

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

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

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

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

Code	Title	Credits
M4 Elective Courses		
Omaha		
ANE 461	Introduction to Anesthesiology	4

ANE 470	Anesthesiology Pain Medicine	4	PBS 462	Clinical Psychopharmacology	4
BMS 461	Gross Anatomy	2-4	PBS 463	Child and Adolescent Psychiatry	2-4
BMS 470	Teaching Practicum in Medical Anatomy (OMA)	4	PBS 472	Adult Inpatient Psychiatry Sub-Internship (OMA)	2-4
FAP 461	Inpatient Family Medicine Sub-internship	1-4	PBS 475	Consultation/Liaison Psychiatry Sub-Internship (OMA)	4
FAP 462	Rural Family Medicine Sub-internship	4	PBS 483	Domestic Violence Practicum	4
FAP 464	Private Family Medicine	2-4	PBS 486	Narratives in Illness	2-4
FAP 465	Inpatient Family Medicine	2	PDT 428	Pediatric Rheumatology	4
FAP 469	Family Medicine Capstone	4	PDT 430	Pediatric Sports Medicine	4
FAP 481	Longitudinal COPC Public Health Endowed Research	4	PDT 435	Pediatric Ophthalmology	2
IDC 412	Clinical Moral Perception, Art, and Medicine	4	PDT 436	Pediatric Plastic Surgery (OMA)	4
IDC 414	Planetary Health	2	PDT 459	Pediatric Genetics and Metabolic Disease	4
IDC 462	Medical Informatics	4	PDT 460	Pediatric Inpatient Sub-Internship	4
IDC 482	Minority Health Disparities-Issues & Strategies	2	PDT 461	Pediatric Critical Care Sub-Internship (OMA)	1-8
MED 401	General Medicine Sub-Internship	4	PDT 463	Pediatrics Infectious Disease Sub-Internship (OMA)	4
MED 412	Pulmonary Diseases Sub-Internship (OMA)	4	PDT 464	Neonatal Intensive Care Services Sub-Internship (OMA)	2-4
MED 422	Renal Medicine Sub-Internship (OMA)	4	PDT 466	Pediatric Cardiology	4
MED 430	Hospice and Palliative Care	2	PDT 468	Pediatric Gastroenterology	2-4
MED 431	Dermatology	4	PDT 469	Pediatric Endocrinology Services	2-4
MED 435	Medical Hematology/Oncology/Palliative Care	2-4	PDT 470	Pediatric Hematology/Oncology Service	4
MED 436	Research in Med Hem/Onc/Palliative Care and Primer in Bio-Stats	4	PDT 471	Pediatric Respiratory and Critical Care Medicine	4
MED 442	Inpatient Cardiology	4	PDT 472	General Pediatrics	2-4
MED 453	Introduction to Global Health	2-4	PDT 473	Advanced Pediatrics	4
MED 456	Gastrointestinal Medicine	1-4	PDT 474	Pediatric Emergency Medicine	4
MED 465	Endocrinology, Diabetes and Metabolism	2-5	PDT 488	Pediatric Allergy and Immunology	3-4
MED 468	Infectious Diseases Sub-Internship	2-4	PDT 491	NICU Sub-Internship at Children's Hospital (OMA)	4
MED 469	Rheumatology	2-4	PMH 470	Preventive Ophthalmology (Dominican Republic)	4
MED 470	ILAC Outpatient Medicine-Dominican Republic	4	PTG 461	Introduction to Pathology Practice	4
MED 471	Emergency Medicine Sub-Internship	4	PTG 468	Microbial Laboratory Diagnosis	4
MED 472	Critical Care Sub-Internship (OMA)	4	RAD 463	Diagnostic Radiology	1-4
MED 473	ILAC Outpatient Medicine for Student Coordinators-Dominican Republic (OMA)	6	RAD 465	Angio/Interventional	4
MED 481	Pulmonary/Intensive Care Unit	4	RON 464	Radiation Oncology (OMA)	4
MED 482	Emergency Medicine Sub-Internship	4	SUR 405	General Surgery Sub-Internship (Red) (OMA)	1-8
MED 484	Intensive Care Unit	4	SUR 405A	Selective in General Surgery	2
MED 486	Medical Education Elective	2-4	SUR 409	Vascular Surgery	4
MED 491	Internal Medicine Capstone	4	SUR 419	Head and Neck Surgery Sub-Internship (OMA)	4
MED 795	Evidence Based Medicine - Independent Study	2-4	SUR 427	General Surgery Sub-Internship - VA (OMA)	4
MIC 463	Topics in Immunology/Application to Clinical Medicine	4	SUR 432	General & Oncology Surgery Sub-Internship (OMA)	2-4
NEU 462	General Neurology	2-5	SUR 432A	Selective in Oncology/Surgery	2
NEU 465	General Neurology Sub-Internship (OMA)	4	SUR 433	Urology Sub-Internship (OMA)	4
OBG 446	Urogynecology Sub-Internship	4	SUR 436	Urology/Gynecology (OMA)	4
OBG 461	High Risk OB Sub-Internship (OMA)	4	SUR 443	Orthopedic Spine Sub-Internship (OMA)	4
OBG 462	OB/GYN Sub-Internship (Immanuel) (OMA)	4	SUR 444	Orthopedic Sports Medicine Sub-Internship (OMA)	4
OBG 464	Prenatal Diagnosis	4	SUR 452	Ophthalmology - Terp (OMA)	4
OBG 466	Gynecology Oncology	4	SUR 460	Vascular Surgery (OMA)	4
OBG 467	General Obstetrics - Foreign Service (Dominican Republic)	4	SUR 472	Neurological Surgery Sub-Internship (OMA)	4
OBG 472	Inpatient Gynecology	2-4	SUR 475	Orthopedic Trauma Surgery Elective (OMA)	2-4
OBG 474	OB/GYN Sub-Internship (CUMC Bergan) (OMA)	4	SUR 475A	Selective in Orthopedic Surgery	2
OBG 490	Obstetrics and Gynecology Capstone	4	SUR 476	Otolaryngology (OMA)	4
			SUR 477	Selective in Pediatric Surgery	4
			SUR 479	Plastic and Reconstructive Surgery (OMA)	1-4

SUR 480	Otolaryngology Head & Neck Surgery (OMA)	4	OBG 438	Minimally Invasive Gynecologic Surgery Sub-Internship (PHX)	4
SUR 485	Surgical Intensive Care Unit	1-4	OBG 441	Labor and Delivery	4
SUR 486	Burns - St. Elizabeth's Hospital (OMA)	4	OBG 450	Women's Imaging - Valleywise (PHX)	4
SUR 491	Plastic and Reconstructive Surgery (OMA)	4	OBG 451	Maternal Fetal Medicine Sub-Internship (PHX)	4
SUR 495	Surgery Capstone	4	OBG 489	Obstetrics & Gynecology Capstone	4
Phoenix					
ANE 450	Neuroanesthesia Sub-Internship (PHX)	1-4	PBS 410	General Hospital Psychiatry Sub-Internship (PHX)	1-4
ANE 451	Introduction to Anesthesiology	4	PBS 414	Pediatric Psychiatry (PHX)	2-4
ANE 456	Introduction to Anesthesiology - Valleywise (PHX)	4	PBS 420	Special Topics in Psychiatry	4
BMS 451	Gross Anatomy (PHX)	4	PBS 425	Child & Adolescent Psychiatry Sub-Internship - Valleywise (PHX)	4
BMS 452	Gross Anatomy (PHX)	2	PBS 429	Adult Inpatient Psychiatry Sub-Internship - Valleywise (PHX)	4
FAP 416	Making Meaning at the End of Life (PHX)	4	PBS 435	Psychiatry ACT Sub-Internship	4
FAP 425	St. Vincent De Paul Medical & Dental Clinic	1-5	PDT 401	Pediatric Physical Medicine & Rehabilitation	4
FAP 428	Primary Care Sports Medicine	2	PDT 420	Pediatric Endocrinology	4
FAP 438	Respite Care for the Homeless	4	PDT 421	Pediatric Hematology-Oncology	4
FAP 440	Inpatient Family Medicine Sub-Internship	4	PDT 422	Pediatric Rheumatology	4
IDC 410	Simulation Elective	2-4	PDT 423	Pediatric Gastroenterology and Nutrition	4
IDC 413	Anatomy	1-5	PDT 424	Medical Care for Homeless and At-Risk Kids and Teens	2-4
IDC 419	Medicine as Ministry: Death and Dying	2	PDT 425	Pediatric Cardiology	4
MED 403	Emergency Medicine - Chandler/Mercy (PHX)	4	PDT 426	Pediatric Urology	4
MED 404	Internal Medicine Sub-Internship - Valleywise (PHX)	4	PDT 432	Neonatology Critical Care PCH (PHX)	4
MED 415	IM Hospital Med Sub-Internship	4	PDT 433	Allergy and Immunology - PCH (PHX)	4
MED 417	Endocrinology, Diabetes, and Metabolism	2	PDT 434	Pediatric Emergency Medicine (PHX)	4
MED 418	Endocrinology & Metabolism	4	PDT 437	Pediatric Anesthesia	4
MED 420	Infectious Diseases Sub-Internship (PHX)	4	PDT 438	High-Risk Adolescent Medicine (PHX)	4
MED 421	Renal Medicine Sub-Internship - Valleywise (PHX)	4	PDT 440	Breastfeeding Medicine	1-4
MED 426	Interventional Pulmonary Medicine (PHX)	4	PDT 442	General Pediatrics Outpatient/Nursery	4
MED 438	Hematology & Oncology Sub-Internship - Valleywise (PHX)	4	PDT 444	Anatomic and Clinical Pathology	4
MED 439	Emergency Medicine	4	PDT 446	Pediatric Emergency Medicine Sub-Internship (PHX)	4
MED 444	Cardiology Sub-Internship - Valleywise (PHX)	4	PDT 448	Pediatric Otorhinolaryngology	4
MED 448	Inpatient Cardiology Sub-Internship (PHX)	4	PDT 449	Pediatric and Adolescent Gynecology	4
MED 451	Emergency Medicine Ultrasound - Valleywise (PHX)	4	PDT 450	Pediatric Orthopedics	4
MED 454	Gastroenterology Sub-Internship - Valleywise (PHX)	4	PDT 451	Pediatrics Capstone	4
MED 458	Pulmonary/Lung Transplant	4	PDT 462	Pediatric Outpatient Department	4
MED 459	Minding the Gap (PHX)	4	PDT 465	Pediatrics GI and Nutrition - Valleywise (PHX)	4
MED 464	Endocrinology & Metabolism - Valleywise (PHX)	4	PDT 475	Pediatric Pulmonology	4
MED 467	Rheumatology - Valleywise (PHX)	4	PDT 477	Clinical Genetics/Dysmorphology	4
MED 474	Critical Care Medicine Sub-Internship - Valleywise (PHX)	4	PDT 478	Pediatric Nephrology	4
MED 477	Emergency Medicine Sub-Internship - Valleywise (PHX)	4	PDT 480	Assessment of Child Abuse and Neglect	4
MED 480	Pulmonology - Valleywise (PHX)	4	PDT 481	Development and Behavioral Pediatrics	4
MED 487	Internal Med Sub-internship	4	PDT 483	Pediatric Neurology	4
MED 490	Critical Care Medicine	2-5	PDT 484	Pediatric Critical Care Sub-Internship (PHX)	4
MED 492	Internal Medicine Capstone	4	PDT 485	Neonatology Critical Care	4
NEU 401	General Neurology Sub-Internship (PHX)	2-4	PDT 486	Inpatient Pediatrics Sub-Internship (PHX)	4
NEU 415	Clinical Neurology - Valleywise (PHX)	4	PDT 490	Pediatric Cardiac Critical Care Sub-Internship (PHX)	4
OBG 432	Gynecologic Surgery	4	PDT 494	Pediatric Urgent Care	4
			PMR 421	Physical Medicine and Rehabilitation	4
			PTG 418	Hematology/Hematopathology (PHX)	4

PTG 445	Anatomic/Clinical Pathology (PHX)	4
RAD 442	Interventional Radiology - Valleywise (PHX)	4
RAD 447	Diagnostic Radiology - Valleywise (PHX)	4
RAD 450	Interventional Radiology	1-4
RAD 455	Musculoskeletal Radiology Elective	1-5
RAD 458	Neuroradiology - Valleywise (PHX)	4
RAD 459	Pediatric Neuroradiology	4
RAD 460	Diagnostic Radiology	1-4
RAD 471	Advanced Diagnostic Radiology	4
RON 410	Radiation Medicine PRC	4
SUR 402	Colorectal Surgery Sub-Internship - Chandler (PHX)	4
SUR 407	Surgical Critical Care Sub-Internship – Chandler (PHX)	4
SUR 410	Cardiothoracic Crit Care Sub-I	4
SUR 411	Orthopedic Surgery Sub-Internship (PHX)	4
SUR 414	Plastics and Reconstructive Surgery (PHX)	1-4
SUR 415	Urology (PHX)	1-4
SUR 416	Surgery Research	4
SUR 421	Otolaryngology (PHX)	4
SUR 423	Urology Sub-Internship (PHX)	4
SUR 424	General Thoracic Surgery (PHX)	4
SUR 440	Burns Surgery Sub-Internship - Valleywise (PHX)	3-4
SUR 442	Plastic & Reconstructive Surgery Sub-Internship - Valleywise (PHX)	4
SUR 445	Ophthalmology Elective (PHX)	4
SUR 446	Neurosurgery Trauma and Critical Care (PHX)	4
SUR 451	Surgical Critical Care - Valleywise (PHX)	4
SUR 458	Trauma Surgery - Valleywise (PHX)	4
SUR 462	Acute Care Surgery Sub-Internship	4
SUR 463	Colorectal Surgery Sub-Internship	4
SUR 464	Endocrine Surgery Sub-Internship	4
SUR 465	Minimally Invasive Surgery Sub-Internship	4
SUR 466	Trauma Critical Care Sub-Internship	4
SUR 468	General Surgery/Vascular Sub-Internship	4
SUR 494	Neurological Surgery - Barrow (PHX)	4
SUR 496	Surgery Capstone (PHX)	4
Both Omaha and Phoenix		
IDC 417	Medicine and the Law	4
IDC 421	Why Catholic Medicine?	4
IDC 432	Medical Jurisprudence (OMA)	4
IDC 485	LGBTQIA Health Disparities: Issues and Strategies	2
IDC 497	Directed Independent Research	1-8
IDC 498	Directed Independent Study	1-4

Clinical Education & Simulation Center

The mission of the Simulation Education Center shall be to assist health sciences faculty in the development, implementation, and evaluation of educational sessions for Creighton University health sciences learners at various levels of training. We exist to enhance the learning process and increase learner satisfaction with their educational experiences. We promote faculty development and are committed to the advancement of excellence in education at Creighton University so that graduates are able to provide comprehensive and safe patient care. The goals and objective for all of our activities are designed to provide learners with opportunities to demonstrate clinical competence in a safe

and constructive environment. Learners are given opportunities to demonstrate proficiency in a variety of skills, while showing compassion and sensitivity to patient needs and concerns. Learners are taught to work as a team and are encouraged to reflect upon their experiences.

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