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UNIVERSITY GENERAL INFORMATION

About Creighton

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

Nationally recognized for providing a challenging and balanced educational experience, the University offers a rigorous academic agenda with a broad range of disciplines, providing more than 8,000 undergraduate, graduate and professional students with degree programs that emphasize education of the whole person—academically, socially and spiritually. The student body represents all 50 states and U.S. territories, as well as more than 40 countries.

More than 115 academic programs are offered in nine colleges and schools (arts and sciences, business, nursing, law, dental, medicine, pharmacy, OT, PT and other health professions, graduate school, and adult learning and degree completion). Creighton study abroad programs take students to more than 50 locations around the world annually.

The University has been ranked No. 1 in the Midwest by U.S. News & World Report for 14 consecutive years and in 2017 also was among only 36 schools named nationally for undergraduate research opportunities. The Princeton Review named Creighton one of the nation’s “Best 381 Colleges” in 2017. In the Jesuit tradition of service, Creighton students last year contributed more than 1 million hours of community service locally, nationally and internationally.

Location

Omaha, with a metropolitan area population of nearly 1 million, is Nebraska's largest city. It is located on the western bank of the Missouri River, which serves as the Nebraska-Iowa border. The city is the major urban area between Chicago and Denver and between Kansas City and Minneapolis. Creighton's 139-acre campus is within walking distance of downtown and riverfront business, sports/recreational, cultural and entertainment districts. Creighton also is conveniently located close to hotels and the airport.

Omaha is on a number of “best” lists, as reported by the Greater Omaha Economic Development Partnership. These include No. 1 in the Top 10 Best American Cities to Work in Tech (Wallahub.com, 2015); Top 10 Cities for New College Grads (SmartAsset, 2015); The Best Cities to Find a Job in 2016 (ZipRecruiter); and The 5 Best Big Cities (Best in the Midwest) (Time.com/money, 2015).

In addition to the main campus in Omaha and online education accessible from anywhere in the world, Creighton has a College of Nursing campus in Hastings, Neb., and a School of Medicine campus in Arizona. Creighton’s regional campus in Phoenix at St. Joseph’s Hospital and Medical Center is the only Catholic medical school west of Omaha.

History

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

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

The bishop asked the Jesuits to operate the school and the first president arrived in Omaha in late 1877; the school opened on Sept. 2, 1878, to 120 students. Bishop O’Connor in 1879 surrendered his trust to the Jesuits, who incorporated the University under Nebraska law.

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

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

Creighton Colleges and Schools

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

The College of Arts and Sciences is the oldest and largest of Creighton’s nine colleges and schools. The college offers more than 60 majors and minors; an 11:1 faculty-to-student ratio; and research opportunities for undergraduates in all disciplines. Creighton encourages student involvement in research through the Center for Undergraduate Research and Scholarship (CURAS); nearly 200 undergraduate students present research at national and regional scholarly conferences annually. These efforts and others have resulted in Creighton being named among only 36 universities in the nation for undergraduate research opportunities by U.S. News & World Report — and the only Catholic university to be recognized in 2016.

More than half of the college’s students attend graduate or professional school upon graduation, at such institutions as Harvard, Stanford, Oxford and Cambridge universities. The College of Arts and Sciences hosts a chapter of Phi Beta Kappa, the nation’s oldest and most prestigious honor society for liberal arts and sciences graduates. Interdisciplinary programs include such areas as neuroscience, healthy lifestyle management, sustainability studies, digital humanities, health
administration, and justice and peace studies, and more. The Department of Journalism, Media and Computing prepares students for success in today’s technology-driven world by melding programs in journalism, graphic design and computing.

Heider College of Business (http://business.creighton.edu)

Established in 1920, the Heider College of Business became Creighton’s first named college in 2013, in recognition of philanthropists Charles (BSC’49) and Mary Heider. It is among only 2 percent of schools in the world accredited in both business and accounting by the Association to Advance Collegiate Schools of Business International. The faculty includes more chartered financial analysts than any other higher education institution in the world.

In 2017, Heider College was ranked a Top 100 business program by U.S. News & World Report at No. 93; undergraduate finance ranked 12th; and accounting ranked 15th. The college reports 99 percent of recent graduates were employed or in graduate school within six months of graduation; accounting majors have had a 100 percent placement rate for the past 10 years.

Students receive real-world experience, including using investing University funds through the Portfolio Practicum class; planning the Creighton Business Symposium, the largest U.S. student-planned business event; and working with the Business Ethics Alliance, the leading nonprofit dedicated to city-level business ethics programming. Programs offering interdisciplinary opportunities include 3/3 Law (business and law degrees attained in six years); Pre-Health Sciences (combines a business degree with completion of requirements for health care professional programs); Bioscience and Entrepreneurship (hands-on experience in commercializing medical innovations); and the MD/MBA (students complete an MBA during the third year of medical school).

College of Nursing (http://www.creighton.edu/nursing)

The College of Nursing has achieved a national reputation for innovative programs that keep pace with the ever-changing field of nursing. For example, Creighton’s accelerated Bachelor of Science in Nursing (BSN) was one of the first in the nation and Creighton was the first nursing school in Nebraska to offer a Doctor of Nursing Practice (DNP) degree. Creighton nursing faculty members serve on state and national nursing and health care committees and organizations.

Nursing education is delivered at two campuses, in Omaha and Hastings, Neb., and is supplemented by select online courses and tracks. A third campus in Phoenix will enroll students beginning in January 2018. In addition to the traditional BSN program, a 12-month accelerated BSN designed for college graduates who pursue nursing as a second degree, and an online RN-BSN degree completion program, the College of Nursing also offers an innovative undergraduate certificate in Outcomes Management and Care Coordination Leadership.

The college also offers both master’s and doctoral degree programs. The MSN and DNP programs prepare graduates to be nurse practitioners, clinical nurse specialists, clinical nurse leaders, clinical systems administrators and nurse educators.

The College of Nursing offers post-graduate certificates in a number of areas, including adult-gerontology acute care, family nurse practitioner, neonatal nurse practitioner, pediatric acute care nurse practitioner and clinical nurse leader.

Creighton BSN graduates meet or exceed the national average for first-time pass rates on the National Council Licensure Examination (NCLEX-RN) and annual pass rates on the certification examination for nurse practitioner-track graduates generally range from 90 to 100 percent for first-time test-takers.

College of Professional Studies and Summer Sessions (http://adultdegrees.creighton.edu)

The College of Professional Studies provides on-campus and online undergraduate degrees, certificates and noncredit programs for adult learners. Students enjoy small classes that offer individual attention and the ability to forge strong relationships with fellow learners and faculty. In 2016-2017, there were more than 400 students enrolled in the College of Professional Studies. The college’s online bachelor’s degree completion programs are ranked No. 28 nationally by U.S. News & World Report.

The online Bachelor’s in Leadership includes three specialization tracks: health care management, nonprofit management and human capital management; the new online Bachelor of Arts in Healthy Lifestyle Management is designed for students who wish to pursue careers in the growing field of health and wellness. The program is unique because its rooted in interdisciplinary teaching, research and practice to care for the whole person—body, mind and spirit. The college offers undergraduate certificate programs including business administration, health administration and policy, creative writing and more.

Graduate School (http://succeed.creighton.edu)

Creighton’s first master’s degree was awarded in 1893 and the first PhD was conferred in 1971. Today, the Graduate School offers more than 40 degree programs including doctorates, and is a leader in interdisciplinary education with both on-campus and online programs. More than half of Creighton graduate students are enrolled in online programs.

In 2017, U.S. News & World Report ranked Creighton No. 20 in Best Online Graduate Business Programs (Excludes MBA); No. 61 in Best Online Graduate Education Programs; and No. 47 in Best Online MBA Programs. The Doctoral Program in Interdisciplinary Leadership (Ed.D.) is the Graduate School’s largest online program, this year drawing students from 45 states and 10 countries.

The Graduate School is continually adding to its academic offerings with distinctive and innovative programs in a wide variety of fields including business, leadership, conflict resolution, education, school counseling, humanities, health care, public health, ministry, theology and science. Creighton also offers 22 graduate certificates in many fields, as well as more than 25 dual degrees in business, law, medicine, negotiation/conflict resolution, business intelligence and analytics, health care ethics, organizational leadership and more.

School of Dentistry (http://www.creighton.edu/dentalschool)

The School of Dentistry has a reputation for excellence, last year receiving 2,171 applications for 85 available seats; the school’s faculty members serve in leadership and advisory roles with local, regional and
national organizations. Graduates become general dentists or pursue residency programs, advanced degrees and specialty training in nearly all 50 states; 20 to 25 percent of Creighton dental graduates achieve post-doctoral training. Creighton is considered to have one of the most affordable private dental schools in the United States.

Hands-on clinical experience as well as community service are hallmarks of a Creighton dental education: the dental clinic serves more than 11,000 patients annually; students and faculty volunteer through OneWorld Community Health Center, "Give Kids a Smile," Heart Ministry Clinic, Special Olympics, outreach in the Dominican Republic and more. Oral health outreach, education and community services totaled 9,070 individual encounters last year.

Forty-three percent of students come from states without dental schools; Creighton has contracts with Idaho and Wyoming and offers Western Interstate Commission for Higher Education (WICHE) seats for dental students from New Mexico, North Dakota and Wyoming. Creighton is the dental pipeline school for Native American students interested in dentistry.

School of Law (http://law.creighton.edu)
The School of Law was established in 1904. Today, the 347 students in the School of Law are taught by 31 full-time professors and 35 adjunct faculty members who are prosecutors, public defenders and other practicing attorneys. Last year's graduates accepted offers of employment in 19 states.

Creighton law students have the flexibility to earn a JD degree in two, three or four years. Other programs include earning a JD plus a master’s degree in negotiation and dispute resolution in three years; the Government and Leadership (GOAL) Program, which provides a JD and a master’s degree in three years, including an externship in Washington, D.C.; and the joint JD/MBA with the Heider College of Business.

Innovative educational experiences in the school include a constitutional law seminar offered every other year allowing face-to-face discussion with a U.S. Supreme Court justice; the summer program, "From Nuremberg to the Hague," featuring the study of international criminal law, war crimes and the Holocaust in Germany and The Netherlands; and an annual immersion trip to the Dominican Republic that encourages law students to reflect on life, law and poverty in a less-developed nation.

The School of Law assists students interested in public-interest law by offering summer grants to first- and second-year students who accept unpaid externships with government and nonprofit law offices. Students also gain experience through the Abrahams Legal Clinic, which gives free legal services to low-income individuals, especially victims of domestic violence, and the new Immigration and Refugee Clinic.

School of Medicine (http://medschool.creighton.edu)
The School of Medicine was established in 1892 as the John A. Creighton Medical College. The school has a regional campus in Phoenix at St. Joseph’s Hospital and Medical Center, which is the only Catholic medical school campus west of Omaha. The medical school’s primary clinical partner, CHI Health, has 15 hospitals throughout Nebraska and Western Iowa, including the two campuses of CHI Health Creighton University Medical Center.

Creighton graduates’ medical licensing scores and pass rates consistently exceed the national average, and 100 percent of Creighton medical students perform community service while in medical school. Creighton was the first Catholic university to receive the prestigious Community Service Award from the Association of American Medical Colleges (AAMC); the award recognized the student-founded and run Magis Medical Clinic, which provides free health care for uninsured and underinsured people in Omaha.

Faculty members and their research are world-renowned. The medical school is an international leader in hereditary cancer and osteoporosis, with other outstanding programs including infectious disease, cardiovascular disease, nutrition/metabolism and neuroscience. A landmark study conducted at Creighton suggested that boosting vitamin D3 intake can significantly reduce the risk of breast and other cancers. Researchers in biomedical sciences, medical microbiology/immunology and pharmacology are making discoveries in atherosclerosis, bacterial resistance, cancer, hearing restoration, brain injury, bone growth/bone loss and more.

School of Pharmacy and Health Professions (http://spahp.creighton.edu)
Established in 1905 as the Creighton College of Pharmacy, the School of Pharmacy and Health Professions (SPAHP) expanded over the years to include other health professions. The school is an academic pioneer, offering: the first clinical doctorates in occupational therapy (OTD) and physical therapy (DPT) in the nation; the first Web-based distance education pharmacy program; the first distance education program in occupational therapy leading to the clinical doctorate in occupational therapy; and more than 40 years of emergency medical services (EMS) education. SPAHP also has innovative partnerships with the University of Alaska Anchorage (OTD and PharmD) and Regis University in Denver (OTD).

SPAHP faculty are renowned: the school has one of the largest OT faculties in the nation, with 20 faculty members holding terminal degrees; for more than 25 years, faculty members in the Center for Drug Information and Evidence-Based Practice have provided evidence-based, timely and unbiased information to health care professionals (fewer than 15 percent of pharmacy schools in the U.S. offer as much drug information expertise to the professional community); and the Center for Health Services Research and Patient Safety is recognized nationally for its work in patient safety, research and education.

First-time national licensure pass rates in pharmacy, OT and PT have been nearly 100 percent the past several years and more than 75 percent of the school’s students receive one to three job offers before they graduate. They have access to an expanse of clinical training sites, with a faculty-student clinical ratio of 1:3, in every health care discipline, including pediatrics, geriatrics, mental health, acute and long-term care and more. Service to others is a hallmark of the school, with students giving nearly 10,000 hours of service per semester.

Mission, Learning Outcomes, and Goals and Objectives
Mission Statement
Creighton is a Catholic and Jesuit comprehensive university committed to excellence in its selected undergraduate, graduate and professional programs.
As Catholic, Creighton is dedicated to the pursuit of truth in all its forms and is guided by the living tradition of the Catholic Church.

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

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

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

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

University Assessment of Learning Outcomes

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

All Creighton graduates will demonstrate:

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

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

Goals and Objectives

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

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

Members of every denomination are enrolled in and welcome to all courses in the University. While Creighton fosters learning in a Christian-oriented setting and challenges students to reflect on 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 Life, and the special areas of cultural diversity and service to others, values which are emphasized in Creighton’s Mission Statement.

Accreditations and Approvals

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

Higher Learning Commission
230 South LaSalle Street, Suite 7-500, Chicago, Illinois 60604-1411
Phone: 800.621.7440 / 312.263.0456 | Fax: 312.263.7462 | info@hlcommission.org

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

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

The Baccalaureate degree in Nursing, Master’s degree in Nursing, Doctor of Nursing Practice, and post-graduate APRN certificate at Creighton University is accredited by the Commission on Collegiate Nursing Education (http://www.aacn.nche.edu/ccne-accreditation).

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

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

The program in predoctoral dental education is accredited by the Commission on Dental Accreditation. The Commission is a specialized accrediting body recognized by the United States Department of Education. The Commission on Dental Accreditation can be contacted at
Creighton University is authorized to provide online education (http://www.creighton.edu/center-for-academic-innovation). See creighton.edu/state_authorization for current listing.

University Libraries

Library

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

Campus Facilities

Creighton’s 139-acre urban campus encompasses more than 50 buildings, providing excellent facilities for the University’s academic, residential, spiritual, athletic and recreational activities. The beautifully landscaped, pedestrian-friendly campus has been recognized by the Arbor Lodge Foundation as a Tree Campus USA University for nine consecutive years, and is listed in the 2016 Princeton Review Guide to 361 Green Colleges for its strong commitment to the environment and sustainability. In 2017, Creighton was named to Travel + Leisure magazine’s “Most Beautiful College in Every State” list.

The University recently made extensive campus improvements, including renovation of buildings affecting more than 100,000 square feet of academic space and completion of the east campus athletic/fitness/recreation corridor.

Recognition of Scholarship and Leadership

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

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

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

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

The Alumni Association

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

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

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

Non-discrimination Statement

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

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

It is the policy of the University to make all programs and services available to individuals with disabilities. Inquiries concerning rights and responsibilities under Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990 should be directed to the Executive Director for the Office of Equity and Inclusion (see below). To obtain information on accessibility of buildings and programs or to report problems of accessibility, please contact Human Resources (for employees), Schneider Hall or by telephone 402.280.2709, or Office of Disability Accommodations (for students), Old Gym 437 or by telephone 402.280.2166.

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

Ms. Allison Taylor
Executive Director
Title IX Coordinator/Section 504 Coordinator
Creighton University

Office of Equity and Inclusion
Creighton Hall Suite 340
Omaha, NE 68178
Phone: 402.280.3189
Email: allisontaylor@creighton.edu
Web: www.creighton.edu/oei

The United States Department of Education’s Office for Civil Rights (OCR) enforces Title IX. Information regarding OCR may be found at www.ed.gov/about/office/list/ocr/index.html. (http://www2.ed.gov/about/offices/list/ocr)

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. Students are encouraged to make requests for appropriate academic adjustments soon as possible after acceptance. Each student may be required to submit medical or other diagnostic documentation of disability and limitations. Students may be required to complete additional evaluation of limitations by Creighton University’s Center for Health or Counseling or other appropriate 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 recommendations for accommodations to appropriate University personnel. For more information, contact the Dean’s Office of the student’s college of enrollment or the Office of Disability Accommodations (http://www.creighton.edu/disabilitysupportservices) at 402.280.2166.

Email as Official Means of Communication

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

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

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

Graduation Rates

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

Joint and Dual Degree Definitions

Joint Degree
A joint degree is a single academic degree jointly conferred by two or more accredited institutions, or two or more schools/colleges, within a single, accredited institution. Both institutions, or schools/colleges, would participate in the joint degree program.

Dual Degree
A dual degree program is an integrated program of study designed to result in students earning two distinct University degrees in parallel by completing the requirements of two full degree programs, typically over a period of time shorter than would otherwise be required to complete both programs sequentially. It requires the completion of all requirements for each degree, but allows students to count designated credits to fulfill the requirements for both degrees. Students must be accepted and meet the requirements for each degree and follow the rules for the transfer or use of credit from one program to the other. Dual degree programs are primarily designed for the degrees to be earned concurrently, however may be earned consecutively. When one of the degrees is a bachelor's degree, the degrees will normally be earned consecutively. Undergraduate degrees describe a full program of study, which includes the core, major requirements, and credit hour requirements.

* Undergraduate students may complete more than one major, but may not earn two undergraduate degrees.

The Jesuit Order

The Society of Jesus is a Roman Catholic religious order of men known as the Jesuits. It was founded in Paris by St. Ignatius of Loyola over 460 years ago. In addition to their work in parishes, primary and secondary education, the Jesuits sponsor twenty-eight colleges and universities in the United States.

The Jesuits are the founding order of Creighton University and turned the governance of Creighton University over to the Board of Trustees in 1968. While the main focus of the Jesuits in the United States is on education, the order is primarily a missionary order which is also involved in spiritual direction, retreat centers and social justice work. There are presently 40 Jesuits at Creighton, including faculty, staff, administrators, chaplains and students.

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

American Jesuit Colleges and Universities

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

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

ASSOCIATION OF JESUIT COLLEGES AND UNIVERSITIES
One Dupont Circle, Suite 405
Washington, D.C. 20036
phone: 202.862.9893 fax: 202.862.8523
www.ajcunet.edu (http://www.ajcunet.edu)
### UNIVERSITY ADMINISTRATION

#### University Board of Trustees

*as of July 1, 2017*

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Michael R. McCarthy</td>
<td>Chairman, Creighton University Board of Trustees; Chairman, McCarthy Group, Inc.</td>
</tr>
<tr>
<td>Mr. Bruce E. Grewcock</td>
<td>Vice Chairman, Creighton University Board of Trustees; Chairman and Chief Executive Officer, Peter Kiewit Sons’, Inc.</td>
</tr>
<tr>
<td>Mr. Thomas D. Barry</td>
<td>Senior Vice President and Controller, Sirius XM Holdings, Inc.</td>
</tr>
<tr>
<td>Rev. Casey C. Beaumier, S.J., Ph.D.</td>
<td>Director, Institute for Advanced Jesuit Studies, Boston College</td>
</tr>
<tr>
<td>Mr. James T. Blackledge</td>
<td>President and Chief Executive Officer, Mutual of Omaha</td>
</tr>
<tr>
<td>Mary E. Walton Conti, M.D.</td>
<td>Mary W. Conti MD, LLC</td>
</tr>
<tr>
<td>Mr. Jerry K. Crouse</td>
<td>Vice Chairman and Chief Executive Officer, Tenaska Energy, Inc.</td>
</tr>
<tr>
<td>Rev. Joseph P. Daoust, S.J., J.D.</td>
<td>Superior of the Jesuit Community, Pine Ridge Indian Reservation</td>
</tr>
<tr>
<td>Christopher J. Elias, M.D.</td>
<td>President, Global Development, Bill and Melinda Gates Foundation</td>
</tr>
<tr>
<td>Mr. Ronald B. Gartlan</td>
<td>President and Chief Executive Officer, Godfather’s Pizza, Inc.</td>
</tr>
<tr>
<td>Mr. W. Gary Gates</td>
<td>President, Kathy and Gary Gates Foundation</td>
</tr>
<tr>
<td>Mr. Nizar N. Ghoussaini</td>
<td>Senior Operating Partner, Triton</td>
</tr>
<tr>
<td>Ms. Susan M. Haddix</td>
<td>Community Volunteer</td>
</tr>
<tr>
<td>Mr. Frank L. Hayes</td>
<td>President and Managing Director, Hayes and Associates, LLC</td>
</tr>
<tr>
<td>Ms. Julie S. Hefflinger</td>
<td>Executive Director (Retired), Partnership 4 Kids</td>
</tr>
<tr>
<td>Mr. Scott C. Heider</td>
<td>Managing Principal, Chartwell Capital, LLC</td>
</tr>
<tr>
<td>Rev. Daniel S. Hendrickson, S.J., Ph.D.</td>
<td>President, Creighton University</td>
</tr>
<tr>
<td>Mr. Mark Denniston Huber, J.D.</td>
<td></td>
</tr>
<tr>
<td>Mr. Eric T. Immel, S.J. (Associate Trustee)</td>
<td>Scholastic, Society of Jesus</td>
</tr>
<tr>
<td>Mr. Richard T. Kizer, J.D.</td>
<td>Chairman, Central States Health and Life Company of Omaha</td>
</tr>
<tr>
<td>Mr. John J. Koraleski (Honorary Trustee)</td>
<td>Executive Chairman (Retired), Union Pacific Corporation</td>
</tr>
<tr>
<td>Rev. G. Thomas Krettek, S.J., Ph.D.</td>
<td>Vice President for Mission and Ministry, Marquette University</td>
</tr>
<tr>
<td>Ms. Nancy Mehmert Lakier, R.N.</td>
<td>Chief Executive Officer, NOVIA Strategies and NOVIA Solutions</td>
</tr>
<tr>
<td>Mr. Bruce R. Lauritzen</td>
<td>Chairman, First National Bank of Omaha</td>
</tr>
<tr>
<td>Rev. William P. Leahy, S.J., Ph.D.</td>
<td>President, Boston College</td>
</tr>
</tbody>
</table>

**Officers of Administration**

*as of July 1, 2017*

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>Ms. Deborah A. Macdonald, J.D.</td>
<td>President (Retired), Kinder Morgan Natural Gas Pipeline Group</td>
</tr>
<tr>
<td>Mr. Jayme V. Martin</td>
<td>Vice President and General Manager, Global Categories, Nike, Inc.</td>
</tr>
<tr>
<td>Ms. Jane E. Miller</td>
<td>Chief Operating Officer, Gallup Inc.</td>
</tr>
<tr>
<td>Mr. Chris J. Murphy</td>
<td>Chairman and Chief Executive Officer, First Westroads Bank, Inc.</td>
</tr>
<tr>
<td>Ms. Sheila M. Nix, J.D.</td>
<td>President, Tusk Montgomery Philanthropies</td>
</tr>
<tr>
<td>Rev. Gregory J. O’Meara, S.J., J.D.</td>
<td>Rector, Jesuit Community, Creighton University</td>
</tr>
<tr>
<td>Mr. Mark H. Rauenhorst</td>
<td>President, Marren Properties</td>
</tr>
<tr>
<td>Mr. William J. Roe</td>
<td>President and Chief Executive Officer (Retired), Coskata, Inc.</td>
</tr>
<tr>
<td>Rev. Nicholas Santos, S.J., Ph.D.</td>
<td>Assistant Professor of Marketing, Marquette University</td>
</tr>
<tr>
<td>Nick W. Turkal, M.D.</td>
<td>Chief Executive Officer, Aurora Health Care</td>
</tr>
<tr>
<td>Ms. Gail Werner-Robertson, J.D.</td>
<td>President and Founder, GWR Wealth Management, LLC</td>
</tr>
<tr>
<td>Mr. Gary K. Witt</td>
<td>Consulting Director, Lutz Wealth and Company</td>
</tr>
<tr>
<td>Mr. Ryan M. Zabrowski</td>
<td>Principal, Investors Realty, Inc.</td>
</tr>
<tr>
<td>Mr. Patrick J. Zenner</td>
<td>President and Chief Executive Officer (Retired), Hoffmann-La Roche, Inc.</td>
</tr>
</tbody>
</table>

**President’s Office**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>John W. Darwin, B.A.</td>
<td>Special Assistant to the President &amp; Board Liaison</td>
</tr>
<tr>
<td>Richard J. Hauser, S.J.</td>
<td>Assistant to the President for Mission</td>
</tr>
<tr>
<td>Bruce D. Rasmussen, B.S.B.A.</td>
<td>Director of Intercollegiate Athletics</td>
</tr>
</tbody>
</table>

**General Counsel**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>James S. Jansen, J.D.</td>
<td>General Counsel and Corporate Secretary</td>
</tr>
<tr>
<td>Andrea M. Jahn, J.D.</td>
<td>University Privacy Officer and Associate General Counsel to Health Sciences</td>
</tr>
<tr>
<td>Allison Taylor, M.S.Ed.</td>
<td>Executive Director for Equity and Inclusion</td>
</tr>
<tr>
<td>Lauren Ward, M.A.</td>
<td>Associate Director, Violence Intervention &amp; Prevention</td>
</tr>
</tbody>
</table>

**University Relations**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matthew Gerard</td>
<td>Vice President for University Relations</td>
</tr>
<tr>
<td>Cortney Bauer</td>
<td>Interim Executive Director, Development</td>
</tr>
<tr>
<td>Michael T. Findley, J.D.</td>
<td>Assistant Vice President, Principal Gifts</td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
</tr>
<tr>
<td>---------------------------------------</td>
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</tr>
<tr>
<td>Anna S. Nubel, M.A.</td>
<td>Assistant Vice President for Alumni Relations</td>
</tr>
<tr>
<td>Bernadette Maldonado</td>
<td>Executive Director, Campaign</td>
</tr>
<tr>
<td>Kelly Ptacek</td>
<td>Executive Director, Development Programs</td>
</tr>
<tr>
<td>Steven A. Scholer, J.D.</td>
<td>Senior Philanthropic Advisor</td>
</tr>
<tr>
<td>Adrian Dowell</td>
<td>Senior Director, Athletics Development</td>
</tr>
<tr>
<td>Amy S. Turbes</td>
<td>Senior Director, Strategy, Research, and Development</td>
</tr>
<tr>
<td>Thomas F. Murray, Ph.D.</td>
<td>Provost</td>
</tr>
<tr>
<td>Tricia A. Brundo Sharrar, J.D.</td>
<td>Vice Provost for Academic Administration and Partnerships</td>
</tr>
<tr>
<td>Rene' Padilla, Ph.D.</td>
<td>Vice Provost for Global Engagement</td>
</tr>
<tr>
<td>Jessica M. Graner, B.S.B.A.</td>
<td>Associate Provost for Academic Finance</td>
</tr>
<tr>
<td>Sade Kosoko-Lasaki, M.D., M.S.P.H.</td>
<td>Associate Vice President for Multicultural and Community Affairs</td>
</tr>
<tr>
<td>Charles Austerberry, Ph.D.</td>
<td>Director, Pre-Health Advising</td>
</tr>
<tr>
<td>Joseph D. Ecklund, Ph.D.</td>
<td>Director of Academic Success and Educational Opportunity Programs, Creighton EDGE</td>
</tr>
<tr>
<td>Jeremy Fisher, M.B.A.</td>
<td>Director, Fahey Career Center</td>
</tr>
<tr>
<td>Denise Y. LeClair, M.S.</td>
<td>Director, Office of Disability Accommodations</td>
</tr>
<tr>
<td>Melinda J. Stoner, B.S.</td>
<td>University Registrar</td>
</tr>
<tr>
<td>Mark P. Turner, M.S.Ed</td>
<td>Director, Military and Veterans Affairs; Business Office</td>
</tr>
<tr>
<td>Eileen Burke-Sullivan, S.T.D.</td>
<td>Vice Provost for Mission and Ministry</td>
</tr>
<tr>
<td>Andrew F. Alexander, S.J.</td>
<td>Director of Collaborative Ministry</td>
</tr>
<tr>
<td>Lawrence D. Gillick, S.J.</td>
<td>Director of Deglman Center for Ignatian Spirituality</td>
</tr>
<tr>
<td>Amy Hoover, M.A.</td>
<td>Director of Creighton University Retreat Center</td>
</tr>
<tr>
<td>Kyle Lierk, M.Div.</td>
<td>Director of Campus Ministry</td>
</tr>
<tr>
<td>Andrea Montoya, J.D.</td>
<td>Director of Institute for Latin American Concern (Omaha)</td>
</tr>
<tr>
<td>Susan Naatz, M.A.</td>
<td>Associate Vice Provost for Mission and Ministry</td>
</tr>
<tr>
<td>Kenneth Reed-Bouley, M.S., M.Div., M.B.A.</td>
<td>Director of Schlegel Center for Service and Justice</td>
</tr>
<tr>
<td>Gail M. Jensen, Ph.D.</td>
<td>Vice Provost for Learning and Assessment and Dean of the Graduate School/College of Professional Studies</td>
</tr>
<tr>
<td>Mary Ann Danielson, Ph.D.</td>
<td>Associate Vice Provost for Academic Excellence and Assessment</td>
</tr>
<tr>
<td>A. James Bothmer, M.A.L.S.</td>
<td>University Librarian</td>
</tr>
</tbody>
</table>

**Student Life**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tanya Winegard, Ph.D.</td>
<td>Vice Provost for Student Life</td>
</tr>
<tr>
<td>Michele K. Bogard, Ph.D.</td>
<td>Associate Vice Provost for Student Engagement</td>
</tr>
<tr>
<td>Becky Nickerson, M.S.</td>
<td>Director of Creighton Intercultural Center</td>
</tr>
<tr>
<td>Nathan Haeker, M.D.</td>
<td>Medical Director of Student Health Services</td>
</tr>
<tr>
<td>Lucas Novotny, M.Ed.</td>
<td>Interim Director of Housing &amp; Auxiliary Services</td>
</tr>
<tr>
<td>Jennifer Peter, Psy.D.</td>
<td>Director of Counseling Services</td>
</tr>
<tr>
<td>Katie Kelsey, M.Ed.</td>
<td>Director of Student Leadership &amp; Involvement Center</td>
</tr>
<tr>
<td>Desiree Nownes, M.S.</td>
<td>Senior Director of Office of Community Standards and Wellbeing</td>
</tr>
<tr>
<td>Debra Saure, M.S.N., APRN-NP-C</td>
<td>Senior Director of Student Health Services</td>
</tr>
<tr>
<td>Steve Woita, M.S.Ed.</td>
<td>Director of Recreation and Wellness</td>
</tr>
<tr>
<td>W. Wayne Young, Jr., Ph.D.</td>
<td>Associate Vice Provost for Student Development</td>
</tr>
</tbody>
</table>

**Enrollment Management**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary E. Chase, Ed.D.</td>
<td>Vice Provost for Enrollment Management</td>
</tr>
<tr>
<td>Audra Callanan, B.S.</td>
<td>Director of Enrollment Operations</td>
</tr>
<tr>
<td>Katie Christenson, M.S., PLMHP</td>
<td>Director of Retention</td>
</tr>
<tr>
<td>Lindsay Johnson, M.S.H.E.</td>
<td>Director, Graduate and Adult Recruitment</td>
</tr>
<tr>
<td>Paula S. Kohles, B.S.B.A.</td>
<td>Director of Financial Aid</td>
</tr>
<tr>
<td>Sarah Richardson, M.S.</td>
<td>Director, Admissions and Scholarship</td>
</tr>
</tbody>
</table>

**Research and Scholarship**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>Beth Herr, M.P.A., C.R.A.</td>
<td>Director, Sponsored Programs Administration</td>
</tr>
<tr>
<td>Joseph Knezetic, Ph.D.</td>
<td>Director for Research and Compliance</td>
</tr>
<tr>
<td>Juliane K. Strauss-Soukup, Ph.D.</td>
<td>Director, CURAS</td>
</tr>
<tr>
<td>Daniel E. Burkey, B.S.B.A., C.P.A.</td>
<td>Senior Vice President for Operations, Treasurer</td>
</tr>
</tbody>
</table>

**Finance**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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</thead>
<tbody>
<tr>
<td>John W. Nisbet, M.B.A.</td>
<td>Vice President for Finance</td>
</tr>
<tr>
<td>Jeff Klein, M.B.A.</td>
<td>Director, Business Service Center</td>
</tr>
<tr>
<td>Kristi L. Freese, M.B.A.</td>
<td>Senior Director Finance, School of Dentistry</td>
</tr>
<tr>
<td>John J. Jesse, III, M.B.A.</td>
<td>Associate Vice President for Finance</td>
</tr>
<tr>
<td>Dave K. Madsen, B.S.</td>
<td>Senior Director Finance, School of Law</td>
</tr>
<tr>
<td>Tara B. McGuire, B.S.B.A.</td>
<td>Senior Director Budget, Planning and Analysis</td>
</tr>
</tbody>
</table>
Creighton College and School Officers of Administration
as of July 1, 2017

College of Arts and Sciences
Bridget M. Keegan, Ph.D., Dean
HollyAnn Harris, Ph.D., Associate Dean
Rebecca Murray, Ph.D., Associate Dean
Tracy N. Leavelle, Ph.D., Associate Dean
Lisa Brockhoff, M.S., Assistant Dean for Advising
Gerald Kuhlman, M.A., Assistant Dean for Advising
Wilfred Solomon, M.A., Assistant Dean for Operations

Heider College of Business
Anthony R. Hendrickson, Ph.D., Dean

Executive Vice President for Academic Affairs
Deborah L. Wells, Ph.D., Senior Associate Dean
Chris Karasek, Assistant Dean for Graduate Business Programs
Charisse Williams, Assistant Dean for Undergraduate Business Programs

College of Nursing
Catherine M. Toder, Ph.D., Dean
Mary Kunes-Connell, Ph.D., Associate Dean for Academics, Assessment, and Accreditation
Joan Lappe, Ph.D., Associate Dean for Research and Scholarship
Amy Cosimano, Ed.D., Assistant Dean for Student Affairs
Cynthia Adams, B.S.B.A., Assistant Dean for Administration and Finance
Michelle Gilman, MSN, RN, Assistant Dean, Phoenix Campus

College of Professional Studies and Summer Sessions
Gail M. Jensen, Ph.D., Dean
Cindy L. Costanzo, Ph.D., Senior Associate Dean; Chair of the Department of Interdisciplinary Studies

The Graduate School
Gail M. Jensen, Ph.D., Dean
Cindy L. Costanzo, Ph.D., Senior Associate Dean; Chair of the Department of Interdisciplinary Studies
LuAnn M. Schwery, M.S., Assistant Dean

School of Dentistry
Mark A. Latta, D.M.D., M.S., Dean
Timothy M. Durham, D.D.S., M.P.A., Senior Associate Dean/Vice Dean
William P. Kelsey III, D.D.S., Senior Associate Dean for Academic Affairs and Administration
Neil S. Norton, Ph.D., Associate Dean for Admissions and Student Affairs
Carol M. Murdock, D.D.S., Assistant Dean of Clinical Operations
Sonia Maria Rocha-Sanchez, M.S., Ph.D., M.B.A., Assistant Dean for Research
Colette O’Meara-McKinney, Director of Student Services
Kristi L. Freese, Senior Director of Finance

School of Law
Paul E. McGreal, J.D., LL.M., Dean and Professor of Law
David P. Weber, J.D., Senior Associate Dean for Academic Affairs and Professor of Law
Michael J. Kelly, J.D., LL.M., Associate Dean for Faculty Research and International Programs and Professor of Law
Andrea D. Bashara, M.S., Assistant Dean for Students and Special Projects
Mandy Whiddon, J.D., Assistant Dean for Career Development
Barbara Kaye Miller, J.D., Assistant Dean for Admissions

School of Medicine
Robert W. Dunlay, M.D., Dean
Devendra K. Agrawal, Ph.D., M.B.A., Associate Dean for Translational Research
Jason C. Bartz, Ph.D., Associate Dean for Faculty Affairs
Fr. James Clifton, S.J., Associate Dean for Mission, Identity and Diversity
Dave Davenport, Senior Associate Dean for Administration
Devin J. Fox, M.D., Assistant Dean, Quality and Patient Safety
Michael G. Kavan, Ph.D., Associate Dean for Student Affairs
Stephen J. Lanspa, M.D., Associate Dean for Clinical Affairs
Thomas F. Murray, Ph.D., Associate Dean for Research
Kevin J. Nokels, FACHE, Associate Dean for Hospital Affairs
JoAnn L. Porter, M.D., Associate Dean for Graduate Medical Education
Eugene Barone, M.D., Assistant Dean for Medical School Admissions
James Rodenbiker, M.S.W., Associate Dean for Planning and Business Affairs
Garrett Soukup, Ph.D., Associate Dean for Medical Education
Michael D. White, M.D., Associate Dean for Educational Innovation
Ray L. Stoupa, Chief Financial Officer

School of Pharmacy and Health Professions
J. Chris Bradberry, PharmD., Dean
Paul L. Price, Ph.D., Senior Associate Dean
Amy F. Wilson, PharmD., Associate Dean for Academic and Student Affairs
Brenda M. Coppard, Ph.D., Associate Dean for Assessment
Victoria F. Roche, Ph.D., Special Assistant to the Dean
Sam Augustine, PharmD., Special Assistant to the Dean
Charles Barr, Ph.D., Assistant Dean Alumni Relations
School of Medicine

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

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

Curriculum Goals and Objectives

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

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

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

• Develop an appropriate treatment plan for each patient seen.
• Perform health maintenance exams.

Medical Knowledge
• Describe the normal structure and function of the human body at the whole body, organ, cellular, and molecular levels.
• Describe the pathophysiology, signs, symptoms, risk factors, diagnostic tests, and treatment of common illnesses.
• Describe the current evidence-based clinical practice guidelines for treatment of common illnesses.
• Describe the current evidence-based preventive health care strategies and recommendations.

Practice-Based Learning and Improvement
• Demonstrate the ability to critically assess the medical literature and the research methods used to investigate the management of health problems.

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

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

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

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

School of Medicine Administration

School of Medicine Officers of Administration
effective July 1, 2017

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
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<tbody>
<tr>
<td>Robert Dunlay, M.D.</td>
<td>Dean</td>
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<tr>
<td>James Clifton, S.J.</td>
<td>Associate Dean, Mission, Identity and Diversity</td>
</tr>
<tr>
<td>Dale Davenport, M.H.S.A.</td>
<td>Senior Associate Dean, Administration</td>
</tr>
<tr>
<td>James Rodenbiker, M.S.W.</td>
<td>Associate Dean, Admin Planning and Business Affairs</td>
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Stephen J. Lanspa, M.D.  Associate Dean, Clinical Affairs
Michael White, M.D.  Associate Dean, Educational Innovation
Jason Bartz, Ph.D.  Associate Dean, Faculty Affairs
Joann Porter, M.D.  Associate Dean, Graduate Medical Education
Kevin Nokels  Associate Dean, Hospital Affairs
Garrett Soukup, Ph.D.  Associate Dean, Medical Education
Randy Richardson, M.D.  Associate Dean, Phoenix Regional Campus
Thomas Murray, M.D.  Associate Dean, Research
Laeth Nasir, M.D.  Associate Dean, Community Medicine
Michael Kavan, Ph.D.  Associate Dean, Student Affairs
Devendra Agrawal, Ph.D.  Associate Dean, Clinical and Translational Research
Thomas Quinn, Ph.D.  Assistant Dean, Medical School Admissions
Devin Fox, M.D.  Assistant Dean, Quality and Patient Safety
Robert Garcia, M.D.  Assistant Dean, Student Affairs, Phoenix Regional Campus
Amy Haddad, Ph.D.  Director, Center for Health Policy and Ethics
Ray Stoupa, M.B.A., CPA  Chief Financial Officer
Michon Marcil Abts, M.S.  Senior Director, Development

Ex-Officio Members

Robert Dunlay, M.D., Chair  Dean, School of Medicine
Sally O’Neill, Ph.D.  Associate Vice Provost HS Continuing Education
Dale Davenport  Senior Associate Dean, Administration
Devendra Agrawal, Ph.D.  Senior Associate Dean, Clinical and Translational Research
Jason Bartz, Ph.D.  Associate Dean, Academic & Faculty Affairs
Stephen Lanspa, M.D.  Associate Dean, Clinical Affairs
Michael White, M.D.  Associate Dean, Educational Innovation
Joann Porter, M.D.  Associate Dean, Graduate Medical Education
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Michael Kavan, M.D.  Associate Dean, Student Affairs
Thomas Quinn, Ph.D.  Assistant Dean, Admissions
Devin Fox, M.D.  Assistant Dean, Quality and Patient Safety
James Clifton, S.J.  Associate Dean, Mission, Identity and Diversity

Chair Appointed Members

Richard Geering, Ph.D.  Professor and Chair, Medical Microbiology
Charles Youngblood, M.D.  Associate Professor and Interim Chair, Anesthesiology
Poonam Sharma, M.B.B.S.  Professor and Chair, Pathology
James Smith, M.D.  Professor and Chair, Obstetrics & Gynecology

Dean Appointed Members

Peter DeMarco, M.D.  Associate Clinical Professor, Surgery
Timothy Simeone, Ph.D.  Associate Professor, Pharmacology
Syed F. Qadri, M.D.  Associate Professor, Psychiatry

Elected Members

Maniamparampi Shashidharan, M.B.B.S.  Associate Clinical Professor, Surgery
Deniz Yilmazer-Hanke, PD, Dr. Med Habil  Associate Professor, Biomedical Sciences
Theresa Townley, M.D.  Associate Professor, Medicine
Imad Alsakaf, M.D.  Assistant Professor, Psychiatry
Thomas Gillespie, M.D.  Associate Professor, Surgery, PRC
Henry Nipper, Ph.D.  Professor, Pathology
Nancy Hansen, Ph.D.  Professor, Medical Microbiology and Immunology
Robert Langdon, M.D.  Assistant Clinical Professor, Medicine
Robert Fitzgibbons, Jr., M.D.  Professor, Surgery

House Staff and Student Reps

James Mallen, M.D.  House Staff Representative
Michael Kramer  M-4 Student Representative
Andrew Hasebroock  M-2 Student Representative

Medical Alumni Advisory Board

Jennifer Oliveto Ayoub, M.D.
Allan Bisbee, M.D.
Stephen Brzica, M.D.
Timothy Burd, M.D.
Jane Carnazzo, M.D.
Mary Walton Conti, M.D.
Terrance Cudahy, M.D.
David Deaver, M.D.
Brian Dedinsky, M.D.
Pamela Tangri Dedinsky, M.D.
Jerome Dunklin, M.D.
Allen Dvorak, M.D.
Joanne Edney, M.D.
Jeffrey Edwards, M.D.
Eric English, M.D.
Richard Feldhaus, M.D.
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 students in the preclinical medical sciences, as well as office and recently renovated laboratory space for the members of the preclinical faculty.

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

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

The Hixson-Lied Science Building is connected to both Criss and Rigge Science Buildings and provides expansion space for functions of the Health Sciences programs including the Center for Multicultural and Community Affairs, the School of Pharmacy and Health Professions, the Henry Lynch Hereditary Cancer Research Center and the School of Medicine Department of Preventive Medicine and Public Health. This space includes areas for classrooms, common use purposes, and administrative support functions.

Creighton University has strategic affiliations with two healthcare partners, CHI Health and St. Joseph’s Hospital and Medical Center, to enhance students’ educational experiences.

**CHI Health**

In 2012, Creighton expanded its academic affiliation with a major Omaha health system, increasing the clinical opportunities for Creighton’s medical and other healthcare professional students. The combined health system, CHI Health, includes more than 120 sites of service and is the largest nonprofit, faith-based healthcare provider in Nebraska and southwest Iowa. CHI Health, as a member of the Catholic Healthcare Initiative (CHI), has 14 acute care hospitals, 4 behavioral health facilities, and is known for specialty care programs in women’s and children’s, cardiovascular, orthopedic, spine, oncology, neurosciences, physical rehabilitation, and behavioral health services.

Creighton University Medical Center main teaching sites include Bergan Mercy Hospital in midtown Omaha, at 75th and Mercy and the new CHI Health University Campus of Creighton University Medical Center at 2412 Cuming Street. Newly expanded and renamed CHI Health Creighton University Medical Center – Bergan Mercy features include expanded surgery suites, an
enlarged emergency department with a clinical decision and observation unit, a new four-bay drive-through ambulance garage and adjacent helipad, and a multi-story clinic and academic tower. The state-of-the-art Level I Trauma Center is the closest trauma center, by drive time, to 60% of the households in greater Omaha.

The CHI Health affiliation enhances both the academic experience for Creighton students and healthcare in the greater Omaha community.

St. Joseph's Hospital and Medical Center
In June, 2009, Creighton's School of Medicine and St. Joseph's Hospital and Medical Center in Phoenix announced an academic affiliation that created a Creighton medical school presence in Phoenix. The Phoenix campus, known as Creighton University School of Medicine at St. Joseph's Hospital and Medical Center, is a member of Dignity Health. The Creighton campus in Phoenix is the only Catholic medical school campus located west of Omaha.

Under this affiliation, Creighton expanded its entering class from 126 to 152 and established a fully operational campus at St. Joseph's that offers two full years of clinical training. Students begin their studies at the Creighton University School of Medicine in Omaha, and as students reach the clinical training component of the third year, 42 members of the each third-year class move to Phoenix for their final two years of training.

The Creighton and St. Joseph's partnership answers the nation's call for more physicians in the pipeline and the Southwest regions of the United States.

Other Clinical Facilities
In addition to the clinical facilities at CHI Health and St. Joseph’s Hospital and Medical Center, the Creighton University School of Medicine conducts additional clinical teaching, patient care, and research activities in the following institutions:

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

Children's Hospital and Medical Center, located at 83rd and Dodge Street in Omaha, Children's Hospital & Medical Center (www.ChildrensOmaha.org) is recognized as a 2014-15 Best Children's Hospital by U.S. News & World Report in cardiology and heart surgery, gastroenterology and GI surgery, pulmonology and orthopedics. It is the only full-service, pediatric health care center in Nebraska providing expertise in more than 30 pediatric specialty services to children across a five-state region and beyond. Located in Omaha, the 139-bed, non-profit hospital operates the only Level II Pediatric Trauma Center in the region and offers 24-hour, in-house services by pediatric critical care specialists.

Additional teaching affiliations are maintained with several other teaching facilities, hospitals, and medical centers within the United States.

Postdoctoral Programs in Clinical Services
Residencies
Creighton University and its clinical departments, with the cooperation of its affiliated hospitals, offer postdoctoral programs in major clinical specialties including Family Medicine, Internal Medicine, Obstetrics and Gynecology, Pathology, Psychiatry, Diagnostic Radiology, General Surgery, and Urology. In addition, Creighton University serves as the training site for University of Nebraska Medical Center sponsored residents in Pediatrics.

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

Special Programs
Medical fellowship programs are offered in cardiology, interventional cardiology, colon-rectal surgery, child and adolescent psychiatry/post-pediatrics portal project, endocrinology, family medicine-obstetrics, gastroenterology, global surgery, infectious diseases, and pulmonary/critical care.

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

Wellness Council
The School of Medicine has an active Wellness Council, consisting of students from each of the four classes. In addition, students have access to the 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, picnics, and other activities that allow students to become active participants in their own well-being. Students also contribute articles to the Wellness Chronicle (http://medschool.creighton.edu/medicine/admin/staffairs/wellness), a quarterly newsletter on medical school wellness issues.

The Office of Academic Advancement
The Office of Academic Advancement is an academic resource within the School of Medicine whose goal is to assist students in their pursuit of excellence within the medical school curriculum. The Office employs two academic success consultants on the Omaha campus and one academic success consultant on the Phoenix campus who provide one-to-one academic consulting, and arrange tutoring, course preview sessions, examination review sessions, and skills training sessions in the areas of study skills, test-taking skills, time management, and related academic and personal enrichment areas. Faculty, administrative personnel, and students are enlisted to support students as they progress through the curriculum. The office also oversees the vital signs mentoring program.
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. Medical students are also actively involved in the American Medical Association (AMA-MSS), American Medical Student Association (AMSA), American Medical Women’s Association (AMWA), Student National Medical Association (SNMA), and other professional societies.

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

- American Medical Association (AMA) Medical Student Section (AMA-MSS)
- American Association of Physicians and Surgeons
- American College of Radiology
- Anesthesiology Interest Group
- Catholic Medical Student Association
- Christian Medical and Dental Association
- Clinical Case Review Club
- Clinical Skills Club
- Creighton Medical Student Government
- CUSOM Advocates
- CUSOM Advocates, Phoenix Branch
- Emergency Medicine Interest Group
- Family Medicine Interest Group - Phoenix
- Fit for Life
- Friends Organization
- Global Medicine Student Interest Group
- Hiking Club
- Internal Medicine Interest Group
- Magis Medical Clinic
- Married to Medicine Club
- Maya Community Health Collaborative (MCHC)

Honors and Awards

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

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

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

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

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

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

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

The Nebraska Academy of Family Physicians Dr. Michael J. Haller Award is given by the Nebraska Academy of Family Physicians to an outstanding senior student entering the field of family medicine.
The Dr. Walter J. Holden Obstetrics and Gynecology Outstanding Student Award is given by the Department of Obstetrics and Gynecology to a senior student who has shown outstanding academic ability, clinical skills, maturity, and dedication while pursuing the field of obstetrics and gynecology.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Special Lectures

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

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

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

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

Frank J. Menolascino, M.D. Memorial Lecture

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

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

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

James F. Sullivan, M.D. Lecture

Dr. James F. Sullivan was one of the most respected and beloved teachers at Creighton. His concern for his patients and students and his drive, perceptive wit, intelligence and special gift for bedside teaching were well known to all of us. Because of this, his students and colleagues established this Visiting Professorship in his honor.

James Sullivan was born in 1924 in Peoria, Illinois, received his B.S. degree at Eureka College in 1949 and his M.D. at St. Louis University in 1951. All of his postgraduate training was at the St. Louis University Hospitals. He became an Instructor of Medicine at St. Louis University
in 1955, and later an Assistant Clinical Professor of Medicine from 1959-1961. He came to Creighton in 1961 as an Associate Professor of Medicine, Head of the Gastroenterology Section, and Assistant Chairman of the Department of Medicine. He became Professor of Medicine in 1964, Chief of Medicine at the VA in 1966 and Acting Chairman of the Department of Medicine at Creighton from 1969-1972. He held membership in many professional societies, received numerous awards and was the author of approximately 160 published articles. These tell only part of the story of James F. Sullivan. His limp was due to a war injury in the Battle of the Bulge, and all who knew him remember the ever-present pipe and the ever-lasting search for matches.

James left us abruptly on May 16, 1980 but he is remembered especially with this Visiting Professorship honoring those who also cherish the best in our heritage of medicine and are skilled bedside clinicians and teachers.

**Distinguished Lecture Series:**
The School of Medicine offers six Distinguished Lectures each year. Speakers are selected based on the following criteria:

1. Distinguished status of lecturer-nationally or internationally recognized in their field.
2. Recognized for research and publications.
3. Identified as an effective speaker.
4. Can speak on a contemporary issue of interest in basic or clinical science, and offer a learning opportunity for residents and students.

Medical School faculty are asked to nominate speakers for the series. Nominees are reviewed and selected by the Distinguished Lecture Series Committee.

**Medical Alumni Board**
The Creighton University Medical Alumni Advisory Board (MAAB) is a national organization of 45 alumni volunteers serving a 3-year term. MAAB members recognize an individual's commitment to and support of the School of Medicine and its mission and commitment to educating physicians in the Catholic, Jesuit tradition of caring for the whole person—mind, body, and spirit. Members of the MAAB serve as advisors to the dean of the school and as advocates and ambassadors for the school. Through attendance and participation at Advisory Board meetings, selected activities throughout the year, and philanthropic support, advisory board members demonstrate their volunteer leadership on behalf of the School of Medicine. The board meets twice annually in late winter and fall rotating between the Omaha and Phoenix Regional campuses.

**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 (p. 8).

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

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

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

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

**Requirements for Admission**

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

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

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

1. Creighton considers physiology courses that have a general biology and/or general chemistry prerequisite to be advanced level courses.

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

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

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

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

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

**US Residency Requirements**

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

**MCAT**

Applicants are encouraged to take the Medical College Admission Test (MCAT) in the spring or summer of the year preceding their application to medical school. MCAT scores received from examinations taken more than three years before matriculation will not be considered.

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

**Application Process**

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

An evaluation by the Premedical Committee of the applicant’s college academic record is required, if available. If the applicant’s college does not have such a committee, the applicant is asked to submit three letters of recommendation. The letters should be submitted to the AMCAS letter service in Washington D.C. The letters should be submitted by the official premedical adviser, and by two faculty members (one science and one non-science) selected by the candidate. Applicants who do not have a premedical advisor are asked to submit three letters of recommendation from faculty members (two science and one non-science).

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

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

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

**Acceptance Procedures—Reservation and Deposit**

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

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

This written reply may be either a:

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

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

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

**Advanced Standing**

Admission with advanced standing into the third year will be considered for qualified applicants. The number of available places will be determined by the total facilities of the school for accommodating students in each class and student attrition during any given year. Admission decisions will be determined by the Executive Committee on Admissions.

**Evaluation criteria for advanced standing applicants:***

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

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

**Orientation**

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

**Student Life**

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

**Living Accommodations**

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

**On-Campus Housing**

Creighton University offers on-campus housing for all full-time, undergraduate 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 unless given permission by the Associate Vice Provost for Housing & Auxiliary Services or their designee, to live elsewhere.

A request to be exempt from this residency requirement must be made electronically to the Office of the Associate Vice Provost for Housing & Auxiliary Services via email at Housing@creighton.edu, by July 15th for requests for the upcoming fall semester, and by December 1 for the upcoming spring semester. Only the Associate Vice Provost for Housing & Auxiliary Services or their designee 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, graduate, and professional students in University residence halls.

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

The residence hall agreement is for room and board. All freshman and sophomore residents are required to have a meal plan. Residents living in Deglman, Gallagher, Kiewit, Swanson, and McGloin must purchase either the All Access, 15, 12, or 9 meal plan. Sophomore residents of Kenefick Hall and Heider Hall must purchase the All Access, 15, 12, 9 or Flex 100 meal plan option. Exemptions (for example, for religious or medical reasons) to meal plan requirements may be requested electronically to the Associate Vice Provost for Housing & Auxiliary Services or their designee, via email at Housing@creighton.edu. 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, Brandeis, and Harper dining halls located adjacent to the campus residence halls. More information about dining opportunities is available from Sodexo at https://creighton.sodexo.com.

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

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<tr>
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<th>Room</th>
<th>Annual Rate</th>
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Monday through Friday with the exception of university holidays. All full-time students may qualify for a tuition discount or state funded child care assistance; undergraduate student parents may qualify for priority enrollment. Call 402.280.2460 or access creighton.edu/childdevelopmentcenter for information.

Center for Health and Counseling

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

Academic Year Hours:
Monday, Thursday, Friday 8:00am - 4:30pm
Tuesday 10:00am - 6:30pm
Wednesday 8:00am - 6:30pm

Summer and Academic Year Break Hours:
Monday-Friday 8:00am - 4:30pm

From the Monday after May graduation through Tuesday following Labor Day

Student Counseling Services

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

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

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

Call the Center at 402.280.2735 for an appointment, or drop in. All counseling services are confidential. The Center is accredited by the International Association of Counseling Services. Counseling services are offered at no cost to Creighton students. There is a fee for some psychological assessment services.

Student Health Services

Student Health Services Administrative Staff
Debra C. Saure, MSN, APRN-NP-C, FACHA Senior Director
Marian Brown, Operations Manager, Insurance Specialist
Nathan Haecker, MD, Medical Director
Angela Maynard, BSN, CPN, Assistant Director, Clinical Services

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Family Housing

Creighton University has limited space in the apartment-style residences for families. A twelve-month lease is required on all apartments except for those graduating at the end of the current semester. Family housing is available on a first-come, first-served basis.

Off-Campus Housing

Information on rentals in the area of campus is available at http://www.creighton.edu/living/. 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

Creighton University Child Development Center was established in 1982 to meet the childcare needs of the parent who is a student, staff, or faculty member of the University. Children ages six weeks to five years are served in an atmosphere of care and learning. The Center assists Creighton’s educational mission by providing an opportunity for students to work directly with the children, and for others to observe children as an element of their course work. The Center is committed to this three-fold mission: to serve young children, to serve their parents, and to serve the students of the Creighton community.

New students must apply to Creighton University Housing for a residence hall reservation. All students pay a damage deposit of $100. Each semester’s tuition, fees, and room and board charges are payable at the time of registration. However, arrangements may be made to pay monthly installments by using the University’s Monthly Electronic Transfer (MET) (http://catalog.creighton.edu/graduate/tuition-fees/financial-arrangements) plan. Room and board rates are subject to change without notice. Questions regarding housing services and facilities may be directed to Residential Life & Housing, Swanson Hall; telephone (402)280-2717.
Mission Statement
Student Health Services practices the Jesuit charisms of being men and women for and with others and Cura Personalis by offering comprehensive, holistic health care on campus. Our college health experts enhance the academic success of students and prepare them to make wellness-based decisions throughout their lives.

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

Services Available:
*Allergy Injections
*Laboratory/Radiology
*Acute Illness and Injury Care
*Health and Wellness Promotion
*Travel Health
*Physical Exams (including Pap Smears)
*Immunizations/Flu Shots

Services are supported by student fees, personal insurance, and/or self pay. Services not covered by personal/family health insurance will be the financial responsibility of the student.

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

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

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

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

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

Participating Provider
Our providers participate with many insurance plans, including BCBS. We are not currently Medicaid or Medicare preferred providers.

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

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

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

We offer two online resources for all students:

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

Secure Patient Portal- The BirdHouse

Student Health Services is responsible for maintaining the records that relate to the following University requirements. Please contact us if you have any questions.

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

ALL STUDENTS attending classes on Campus for 2 weeks or more:

Measles, Mumps, & Rubella (MMR)
2 doses MMR vaccine given after the 1st birthday and at least 30 days apart are required of all students born after 1957
OR
Positive blood tests showing immunity for Measles, Mumps and Rubella. (History of illness does NOT meet the requirement)
ALL STUDENTS LIVING ON CAMPUS for 2 weeks or more:

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

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

Tdap Vaccine
1 dose Tdap vaccine (Tetanus, Diphtheria, Pertussis)

Varicella (Chicken Pox) Verification of chickenpox disease
OR
2 doses Varicella vaccine

International Students:
Must meet requirements for ALL STUDENTS (see above). If living on campus, must also meet requirements for ALL STUDENTS LIVING ON CAMPUS.

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

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

Measles, Mumps, & Rubella (MMR)
2 doses MMR vaccine given after the 1st birthday and at least 30 days apart are required of all students, regardless of age
OR
Positive blood tests showing immunity for Measles, Mumps and Rubella. (History of illness does NOT meet the requirement)

DPT/Td/Tdap Vaccine
3 dose series. 1 dose must be a Tdap vaccine given after licensure in 2005.

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

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

Varicella (Chicken Pox)
2 doses Varicella vaccine or positive blood test showing immunity for Varicella. (History of illness does NOT meet requirement for Health Science Students.)

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

University Health Insurance Requirements

University Health Insurance Requirement:
Comprehensive Health Insurance (Emergency only coverage does not satisfy this requirement) is required for ALL Full-time students1 and must include the following:

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

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

1 Undergraduate: 12 credits/semester; Graduate: 8 credits/semester

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

For additional information please contact the Student Health Services Insurance Coordinator, Ms. Marian Brown:
Phone: 402.280.1278
Fax: 402.280.1859
http://www.creighton.edu/chc

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

Academic Year 2017-18

2017

June

19 M M4 Year begins-Class of 2018
29/30 Th/F Mandatory M3 orientation - Class of 2019

July

3 M M3 year begins - Class of 2019
4 T Independence Day - University Holiday

August

2-4 W-F Mandatory M1 Orientation-Class of 2021
7 M M1/M2 Year begins - Classes of 2021/2020

September

4 M Labor Day-University Holiday - Clinical Duties as assigned M3/M4 students
13 W Mass of the Holy Spirit - 10:30 am - 12:30 pm

October

16 M Fall Break for M1 and M2 students

November

22 W Thanksgiving Recess begins at 8:00 am for M1 and M2 students; at 5:00 pm for M3/M4 students
27 M Classes resume at 8:00 a.m. for M1 and M2 students; Duties resume as defined by clinical department for M3/M4 students

December

14 Th First Semester ends for M3 students following shelf examination
16 Sa First semester ends for M1, M2 & M4 students at 8:00 am
16 Sa December graduation (no ceremony)

2018

January

3 W Second Semester begins for all students

March

3 Sa Spring recess begins for M1 and M2 students at 8:00 am
12 M Classes resume for M1 and M2 students
16 F Match Day
23 F Project Homeless Connect

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

- Chapter 30 – Montgomery GI Bill – Active Duty (MGIB-AD)
- Chapter 31 – Vocational Rehabilitation & Employment Program (VR&E)
- Chapter 32 – Veterans Educational Assistance Program (VEAP)
- Chapter 33 – Post-9/11 GI Bill (including the Yellow Ribbon Program)
- Chapter 35 – Survivors & Dependents (DEA)
- Chapter 1606 – Montgomery GI Bill – Selected Reserve (MGIB-SR)

Creighton University is very proud of our commitment to our VSDS including our participation in the Yellow Ribbon Program. Chapter 33 students with 100% entitlement are eligible to participate in the Yellow Ribbon program with the exception of students currently on active duty or spouses of active duty service members. Per VA guidelines, they are not eligible for the program. The Yellow Ribbon program is a financial supplement to Chapter 33 that helps students using the benefit bridge the financial gap between the Chapter 33 benefit and the actual cost of tuition and fees. For the 2017-2018 academic year, our Yellow Ribbon program provides eligible students with the following:

- Undergraduate students up to $20,000 additional tuition dollars per academic year ($10,000 from Creighton with a $10,000 match from the VA)
- Graduate School up to $10,000 per academic year ($5,000 from Creighton with a $5,000 match from the VA)
- School of Law up to $10,000 per academic year ($5,000 from Creighton with a $5,000 match from the VA). Maximum of twelve awards each academic year.

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

The Office of Military and Veterans Affairs is located in the Hixson-Lied Science Building, Room G-06. Our contact information is (402) 280-4063 or veterans@creighton.edu.
Good Friday - no classes or clinical duties for all medical students

April

2 M Duties resume as defined by clinical department for M3/M4 students
2 M Classes resume at 1:00 pm for M2 students
3 T Classes resume at 8:00 am for M1 students

May

11 F School of Medicine Hooding Ceremony
12 Sa University Commencement
12 Sa Second Semester ends for M1 and M2 students at 8:00 am
28 M Memorial Day - University Holiday - Clinical duties as defined by clinical department for M3/M4 students

June

16 Sa Second Semester ends for M3 students at 8:00 am

Tuition and Fees-School of Medicine

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

Tuition and Fees 2017-2018

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application for Admission fee</td>
<td>$95</td>
</tr>
<tr>
<td>Enrollment Reservation Deposit</td>
<td>$100</td>
</tr>
<tr>
<td>Tuition per semester for courses in Medical curriculum</td>
<td>$27,790</td>
</tr>
<tr>
<td>University fee per semester</td>
<td>$583</td>
</tr>
<tr>
<td>University Technology fee</td>
<td>$249</td>
</tr>
<tr>
<td>Drug Screening Fee (1st year - Fall semester only)</td>
<td>$50</td>
</tr>
<tr>
<td>Mobile Device Program Fee (1st year students Fall semester only)</td>
<td>$600</td>
</tr>
<tr>
<td>Mobile Device Program Fee (2nd &amp; 3rd yr students Fall semester only)</td>
<td>$400</td>
</tr>
<tr>
<td>Student Health Insurance Premium for six months</td>
<td>$1,215</td>
</tr>
<tr>
<td>Late Payment fee</td>
<td>$165 (See Late Payment policy)</td>
</tr>
</tbody>
</table>

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

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

Estimating Basic Costs

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

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

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$55,580</td>
</tr>
<tr>
<td>Fees</td>
<td>$2,264</td>
</tr>
<tr>
<td>Living Expenses (Room, Board, Transportation)</td>
<td>$16,200</td>
</tr>
<tr>
<td>Books</td>
<td>$1,065</td>
</tr>
<tr>
<td>Travel</td>
<td>$1,200</td>
</tr>
<tr>
<td>Health Insurance</td>
<td>$2,500</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>$2,100</td>
</tr>
<tr>
<td>Total</td>
<td>$80,909</td>
</tr>
</tbody>
</table>

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.

Financial Arrangements

Tuition and fees and board and room charges are payable at the time of registration for a semester. However, arrangements may be made to pay monthly installments by using the University's Monthly Electronic Tuition Payment (MET) plan. Participation in this plan will be limited to the unpaid balance after all financial aid credits have been applied. Information on enrolling in the MET plan will be sent via e-mail in early May to incoming students who have paid a deposit. Current students are sent an e-mail reminder in late May. For further information on payment plans you may view http://www.creighton.edu/businessoffice/billinginfo/met/
Books and supplies may be purchased at the Campus Bookstore. These items must be paid for when they are obtained.

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

**Late Payment Policy**

A late payment fee will be added to charges assessed at registration that remain unpaid after the period for registration. This fee is $165 for the first month and an additional fee is charged for each subsequent month that the account remains unpaid. Accounts with unpaid balances less than $500 will be subject to a $70 monthly late payment fee. Accounts with unpaid balances greater than $500 are subject to a $85 monthly late payment fee. Students with questions regarding their financial responsibilities are invited to contact the Business Office to request an appointment for individual counseling.

**Withdrawals and Refunds**

Students who withdraw from school before completing more than 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 more than 60% of the semester will have aid eligibility recalculated and funds may be returned to the appropriate Title IV program in accordance with the Return of Title IV Funds regulations.

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

Refunds of Creighton University room rent for withdrawals will be prorated based on the checkout date.

**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:

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

General information on procedures for applying for aid can also be found at www.creighton.edu/finaid.

**Application Procedures**

1. Apply for admission to 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) and submit for processing. You may submit the FAFSA beginning October 1. Students interested in the Primary Care Loan must provide parental information on the FAFSA.

3. Students are notified of their aid options by an award email 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 available to accept.

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

**Disbursements and Use of Awards**

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

**Satisfactory Academic Progress Policy**

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

**Qualitative Requirements**

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

**Quantitative Requirements**

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

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

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

**Transfer Students**

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

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

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

**Government Grants and Scholarships**

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

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

**Army, Navy, and Air Force Scholarships**
Students should contact the nearest armed services recruiting office to request additional information on these particular scholarships. The terms of the scholarships are very similar to the National Health Service Corps Scholarship Program.

**Loan Programs**

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

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

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

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

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

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

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

1. while serving on active duty as a member of a uniformed service of the United States for up to three years;
2. while serving as a volunteer under the Peace Corps Act for up to three years; and
3. up to four years while pursuing advanced professional training, including internships and residencies.

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

**Federal Unsubsidized Stafford Student Loan**
The Federal Direct Unsubsidized Student Loan is a non-need based loan. This loan has a fixed interest rate and the rate changes each year. The current interest rate information can be found on the Financial Aid (http://www.creighton.edu/financialaid/typesofaid/loansprograms/directloaninterestrates) website. Interest begins to accrue when the funds are disbursed. Students have the option of making interest payments during school or can choose to have the interest capitalized at repayment.

The annual amount that a student may borrow varies from $40,500 to $47,167 depending on the amount of other aid received and the length of the academic year. Professional medical students may borrow up to an aggregate maximum of $224,000 from the Federal Direct subsidized and unsubsidized loans including any undergraduate loans. There is also an origination fee that will be deducted from all Unsubsidized Stafford
School of Medicine Scholarships

Loans. Information regarding deferment and forbearance options are included on the Master Promissory Note.

Federal Grad PLUS Loan
This federal loan program allows graduate and professional students to borrow the cost of education less other financial aid. A good credit history is required to borrow Federal Direct Grad PLUS funds. Interest rate information can be found on the Financial Aid (http://www.creighton.edu/financialaid/typesofaid/loanprograms/directloaninterestrates) website. There will also be origination fee that will be deducted from all Federal Direct Grad PLUS loans. Repayment begins six months after the student graduates, leaves school or drops below half-time enrollment. Information regarding deferment and forbearance options are included on the Master Promissory Note.

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

School of Medicine Scholarships

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

Endowed Scholarships for the School of Medicine
Dr. Alfred C. and Louise L. Alessi Memorial Endowed Scholarship
Marguerite Arneth Scholarship
George H. Arnold, III Scholarship
Dr. John and Janet Barnes Family Endowed Scholarship
Arthur Laughlin and Esther Johnson Barr Scholarship
Clinton and Gilbert Beirne Scholarship
Dr. Edward and Nancy Beitenman Scholarship
Stephen M. Brzica, Jr. and Sheila Carey Brzica Endowed Scholarship Fund
Dr. Eileen G. Buhl and Class of 1988 Endowed Scholarship
Merle and Betty Burmester Memorial Scholarship
Dr. Harold and Joan Cahoy Endowed Scholarship
Cali Family Endowed Medical Scholarship
Dr. and Mrs. Vincent J. Carollo Medical School Endowed Scholarship Fund
Ned H. Cassem, S.J., M.D. Endowed Scholarship
Michael Cavaleri Scholarship
Carmelo C. Celestre, M.D. Endowed 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

Marilyn M. Crane Scholarship
Creighton Family Medical Scholarship
Creighton University Medical Center League Endowed Scholarship Fund
Creighton School of Medicine Class of 1955 Endowed Scholarship Fund to Honor the Deceased and Living Class Members
Creighton University School of Medicine Class of 1962 Endowed Scholarship
Creighton University School of Medicine Class of 1966 Endowed Scholarship
Creighton University School of Medicine Class of 1970 Endowed Scholarship
Creighton University School of Medicine Class of 1974 Endowed Scholarship
Dr. and Mrs. Richard Q. Crotty Endowed Scholarship
Henry L. Cuniberti, M.D. Scholarship
Frederick J. de la Vega, M.D. Scholarship
Dean Family Endowed Scholarship Fund for the School of Medicine and the School of Dentistry
Tom J. DeCino, M.D. Endowed Scholarship Fund
Dr. Edward J. and Ruth H. DeLashmutt Scholarship
Angela E. DeMarco Leise M.D. Endowed Scholarship Fund
Dr. Lynn I. and M. Diane DeMarco Endowed Scholarship Fund
Dr. Peter R. and Loreta L. DeMarco Endowed Scholarship Fund
Richard L. Deming, M.D. Endowed Scholarship
Dr. Stephen B. and Veer M. Devin Endowed Scholarship
Franklin D. and Nancy Dotoli Endowed Scholarship
Dale E. and Rosemary Dunn Endowed Scholarship
Dr. John Elder Endowed Scholarship
Fallen Comrades of the Class of 1968 Endowed Scholarship
Donnie Fangman, Jr. Memorial per Dr. and Mrs. Donald F. Fangman and Mr. and Mrs. Richard J. Fangman, Sr. Endowed Scholarship
Dr. Michael J. and Linda Fazio Endowed Scholarship in Honor of William and Irene Fazio
Richard J. Feldhaus, M.D. Endowed Scholarship
David and Fay Feldman Endowed Medical Scholarship
Holly Anne Fickel, M.D. Endowed Scholarship
Dr. and Mrs. Robert M. Fischer Endowed Scholarship
Dr. Robert and Mary Jane Fitzgibbons Family Scholarship
Dr. John and Mary Fitzpatrick Endowed Scholarship
Michael J. and Rozanne B. Galligan Scholarship
James O. Gates, M.D. Endowed Scholarship
John A. and Anna C. Gentleman Scholarship
Dr. John E. and Donna Glode Endowed Scholarship
Donald T. Glow, M.D. Endowed Scholarship
Joseph & Ruth Goldenberg and Morris & Miriam Brumberg Endowed Scholarship Fund
Dr. John L. and Margaret J. Gordon Endowed Scholarship
James and Mary Gutch Medical Scholarship
Dr. C. Thomas and Mary Hagan Family School of Medicine Endowed Scholarship
Dr. Herbert C. and Elizabeth J. Hagele Memorial Endowed Scholarship
F. Audley Hale, M.D. Scholarship
Hans Hansen, M.D. 1905 Scholarship
Harper-Culhane Memorial Endowed Scholarship Fund in memory of Mary and Oliver Harper and Kathleen and Joseph Culhane
Harigian Family Endowed Scholarship Fund for the School of Medicine
Robert D. Hedequist, M.D. Endowed Scholarship
Edwin J. Holling Endowed Scholarship
Dr. Joseph M. and Frances M. Holthaus Endowed Scholarship Fund
Tu-Hi Hong, M.D. Endowed Scholarship
Edward A. Horowitz, M.D. ’78 School of Medicine Endowed Scholarship
Theodore F. Hubbard, M.D. Endowed Scholarship
Thomas C. Hunter Memorial Endowed Scholarship
Dr. Charles and Kathryn Hustead Scholarship in Medicine
Betty Lou H. Jelinek Endowed Scholarship
Harry J. Jenkins Sr., M.D. and Harry J. Jenkins Jr., M.D. Endowed Scholarship
Werner P. Jensen, M.D. Medical Scholarship
Dr. Paul N. and Desnee M. Joos Family Endowed Scholarship Fund
Thomas H. Joyce, III, M.D. Endowed Scholarship Fund for Medical Students
Dr. Robert and Rebecca Kalez Endowed Scholarship Fund for Medical Students
Marc S. Kelly Endowed Scholarship
Klee S. Bethel, M.D. Endowed Scholarship Fund
The Klein Family Endowed Scholarship Fund
Milada Kloubkova-Schirger, Ph.D. Scholarship
Eugene F. Lanspa, M.D. Endowed Scholarship
Margaret and Stephen Lanspa Family Endowed Scholarship
Mrs. Lena Lorge Scholarship for the School of Medicine
Magassy Endowed Medical Scholarship
Dr. John G. and Bess Manesis Endowed Medical Scholarship
Dr. James E. and Mrs. Ann L. McGill Endowed Scholarship Fund
Dr. Patrick J. and Geraldine M. McKenna Endowed Scholarship
Robert J. McNamara Endowed Scholarship
Dean’s Endowed Fund for Excellence in Education
Medical Dean’s Endowed Scholarship
School of Medicine Alumni Advisory Board Endowed Scholarship Fund
Robert C. and Janet Meisterling Endowed Scholarship
Dr. Irving I. Mittleman Memorial Scholarship
Dr. James A. and Jeanne M. Murphy Endowed Scholarship
William K. Murphy, M.D. Scholarship
Dr. Delwyn J. and Josephine Nagengast Endowed Medical Scholarship
Jon L. and Constance E. Narmi Endowed Medical Scholarship
Anna H. O’Connor Scholarship
Frank and Margaret Oliveto Endowed Medical Scholarship
Dr. and Mrs. Gerald C. O’Neil Scholarship
Pascotto Family Endowed Medical School Scholarship
Dr. Dwaine, Sr., and Carmen Peetz Endowed Scholarship
Edmund V. Pellettiere, M.D. Classes of 1964 & 1928 Endowed Scholarship Fund
Dr. William A. and Ethel Green Perer Endowed Scholarship Fund for Women in Medicine in Honor of Dr. Nicholas Dietz, Jr.
Perrin\Class of ’64 Pathology Endowed Scholarship
Roy L. Peterson, M.D. Memorial Endowed Scholarship
The Dr. Carole Presnick and Dr. Carl Pantaleo Endowed Scholarship
Dr. Mary Hoff Pylipow time, Talent and Treasure Endowed Scholarship Fund
Rev. James Quinn, S.J. School of Medicine Endowed Scholarship Fund
Reals Family Scholarship
Purl E. Reed, M.D. Scholarship
Robert and Beverly Rento Endowed Scholarship
Dr. John R. and Beverly Bartek Reynolds Endowed Scholarship for Medicine
Carroll Pierre Richardson Memorial Scholarship
Dr. and Mrs. Norman E. Ringer Scholarship
Rotary Club of Omaha Endowed Scholarship
Dr. Garry F. and Judy Rust Endowed Scholarship
Robert Wood Johnson Foundation Medical Scholarship
Margaret D. Ryan Scholarship
Dr. Garry F. and Judy Rust Endowed Scholarship
Robert Wood Johnson Foundation Medical Scholarship
Margaret D. Ryan Scholarship
Dr. David A. Sackin Memorial Scholarship for the School of Medicine
Stanley Sackin Endowed Scholarship for Medicine
Sadowski Family Endowed Scholarship
Edward John Safranek, M.D. ’56 Endowed Scholarship Fund in Medicine
Dr. Sal and Marilyn Santella Endowed Scholarship
J. Albert Sarrail, M.D. Endowed Medical Scholarship
The Schekall Family Endowed Medical Scholarship Fund
Scholarship for Peace & Justice
Dr. William M. Scholl Endowment for Medical Jurisprudence
Shirley and Eileen Schultz Endowed Scholarship
Dr. Hubert F. Schwarz Scholarship
Arthur L. Sciortino, M.D. and Aileen Mathiasen Sciortino, M.D. Endowed Scholarship
Marcia K. Shadle-Cusic Endowed Scholarship Fund
Dr. Kenichi Shimada Endowed Scholarship Fund
Charles Shramek Scholarship
Dr. Joseph M. Shramek Scholarship
Albert Shumate, M.D. Endowed Scholarship
Drs. Lynn and Matthew Simmons Endowed Scholarship Fund
James P. Slattery, M.D. Endowed Scholarship Fund
Dr. Thomas Timothy and Cecelia Smith Endowed Scholarship
Thomas Timothy Smith, M.D. Lecture Series 1988-2015 Endowed Scholarship
Stafford Family Annual Scholarship for the School of Medicine and the School of Nursing
Dr. Margaret Storkan Scholarship
Dr. and Mrs. Charles Taylor Endowed Scholarship Fund
F. James and D. Kelly Taylor Endowed Scholarship
Class of ’94 Todd Thomas Memorial Endowed Scholarship
Dr. Paul H. Thorough Medical Scholarship Fund
Dr. Peter M. and Annette L. Townley Family Endowed Scholarship
Carl J. Troia, M.D. Endowed Scholarship Fund
Katherine C. Troia Endowed Medical Scholarship
Turkal Family Endowed Scholarship
Dr. Joseph E., MD ’48 and Mrs. Virginia D. Twidwell Scholarship Fund
Dr. Joseph E., MD ’48 and Mrs. Virginia D. Twidwell Endowed Scholarship in Honor of Frank E. Mork, Sr., M.D. ’29
Irma Smith Van Riesen, M.D. Endowed Scholarship Fund
Dr. Michael J. and Nancy J. Weaver Endowed Scholarship
Edward R. West Scholarship
Gerald J. Wieneke, M.D. Scholarship in Medicine
Harold E. Willey Memorial Scholarship
Dr. Robert G. Wilson Scholarship
Robert M. Wiprud, M.D. Memorial Endowed Scholarship
Dr. William K. Wolf Scholarship
John and Marie F. Zaloudek Foundation Scholarship in Medicine
Zoucha and Kuehner Family Endowed Scholarship

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

Dr. and Mrs. P. James Connor, Jr. Family Scholarship
Lynn P. and Louise A. DeMarco Annual Scholarship
Romano O. DeMarco Annual Scholarship
Carole and Peter E. Doris Radiology Award
Ellbogen Family Endowed Scholarship Fund
Arnold P. Gold Foundation Humanism in Medicine Award
Donald J. Greco, M.D. Endowed Scholarship
Oscar J. and Adelaide Hurok Memorial Scholarship
Jewish Federation of Omaha Foundation Annual Scholarship
Johnston Family Foundation School of Medicine Scholarship
Klein Family Annual Scholarship
Sade Kosoko-Lasaki, M.D. and Gbolahan O. Lasaki, Ph.D. Family Annual Scholarship Fund
Charles Ludwig Memorial Scholarship
Meriam E. and Charles G. Maio Scholarship
Doris Norton Scholars
Dr. Adolph and Ruth Sachs Prize
School of Medicine General Scholarship
Marcia Shadle-Cusic Scholarship

Drs. Lynn and Matthew Simmons Annual Scholarship Fund

St. Joseph Hospital Service League Scholarship for the School of Medicine

Uros Stambuk, M.D. Scholarship

The James and Georgianna Vicari and Dr. Phillip and Virginia Monnig School of Medicine Scholarship

**M.D. Curriculum**

The educational program of the School of Medicine is divided into four components.

Components I and II are the foundation of the educational program and present basic science information in a clinically relevant context. Initial discipline-based courses are followed by a series of organ system-based courses.

Component III consists of core clerkships emphasizing basic medical principles, primary care, and preventive medicine.

Component IV provides students with additional responsibilities for patient care including critical care medicine, and elective opportunities.

Clinical experience is a prominent part of the curriculum in all components, beginning with physical diagnosis instruction in the first year and continuing with participation in longitudinal primary care clinic in the second year. The curriculum integrates ethical and societal issues into all four components.

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

**Component I - First Year**

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Description</th>
<th>Credit Hrs</th>
<th>Wks of Instruct</th>
<th>Lecture Hrs</th>
<th>Small Group Hrs</th>
<th>Clinical Exam Hrs</th>
<th>Total Hrs</th>
<th>Course Director</th>
</tr>
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**TOTAL** 39.5 37 418.67 124.5 74 50.25 756.2

**ELECTIVE COURSES**

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<th>Wks of Instruct</th>
<th>Lecture Hrs</th>
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33
Following are the M2 course descriptions:

**Component II - Second Year**

In the second year, students continue learning basic science along with clinical medicine. The second year is organized as a series of organ system-based courses, each presented by a multidisciplinary team of faculty members. Within each course, normal physiology and pathology of the system are presented along with the pathology of common diseases, and the medical and pharmacologic approaches to diagnosis and treatment. Each course uses a variety of formats, including case presentations, lectures, small group discussions, laboratory sessions, computer-aided instruction, and independent study. In addition, in the Applied Clinical Skills course, students use small group discussions to learn clinical reasoning and are assigned to a clinic for two half days per month to reinforce history and physical examination skills.

Following are the M2 course descriptions:

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credit</th>
<th>Hrs</th>
<th>Lect</th>
<th>Small Labs</th>
<th>Other Clinic</th>
<th>Exam</th>
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<th>Small Labs</th>
<th>Other Clinic</th>
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TOTAL | 38 | 32 | 475.5 | 68.5 | 43 | 35.5 | 60 | 42 | 729.5 |

*Includes multidisciplinary conferences, panels, review and Q&A sessions. Not included are online quizzes or essays.

**Component III - Third Year**

Component III is organized into seven clerkships and three electives within six 8-week rotation periods. Additionally it includes two longitudinal courses, Dimensions in Clinical Medicine and Physicians Lifestyles Management.
The first rotation begins early in July and is preceded by a one day mandatory orientation and a one day clinical skills training. The last rotation ends in mid-June.

Component III students are required to complete all their clerkships at Bergan Mercy, St. Joseph’s Hospital and Medical Center, or at other sites affiliated with the School of Medicine.

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

<table>
<thead>
<tr>
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<th>Course Name</th>
<th>Credit Hours</th>
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<tr>
<td>FAP 301</td>
<td>Family Medicine Clerkship</td>
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<td>MED 301</td>
<td>Internal Medicine Clerkship</td>
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<tr>
<td>OBG 301</td>
<td>Obstetrics and Gynecology Clerkship</td>
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<td>NEU 301</td>
<td>Neurology Clerkship</td>
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<td>PBS 301</td>
<td>Psychiatry Clerkship</td>
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<td>PDT 301</td>
<td>Pediatrics Clerkship</td>
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<td>SUR 301</td>
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<td>DCM 301</td>
<td>Dimensions of Clinical Medicine</td>
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<tr>
<td>IDC 342</td>
<td>Physician Lifestyle Management</td>
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Electives 6

Component III Students must also satisfy the following requirements:

- Attend all Junior orientation sessions
- Be certified in Advanced Cardiac Life Support
- Satisfactorily complete the M3 Clinical Skills Exam prior to taking the USMLE Step 2 CS. A student who does not satisfactorily complete the M3 CSE must follow a plan of remediation designed by the Component Director, Course Director, and Medical Director of the Clinical Education & Simulation Center in order to be eligible to take the USMLE Step 2 CS.

Component IV - Fourth Year

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

- 1 critical care selective (4 weeks)
- 1 primary care sub-internship selective or 2nd critical care selective (4 weeks)
- 1 capstone selective (4 weeks) in April
- An additional 24 weeks of clinical electives including sub-internships with no more than 8 weeks of non-clinical electives

Selectives are chosen from a specific group of specialty electives.

Sub-Internships (Sub-I) provide the student with experience and preparation for inpatient medical care, similar to that of a first-year house officer and can be done in Medicine, Pediatrics, Family Medicine, or Obstetrics and Gynecology. When students are performing their sub-internship, regardless of department, they should act in all capacities as an intern, albeit with a smaller number of patients and greater supervision.

Sub-Internships should not be taken during months in which the student is interviewing extensively for residency positions.

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

A complete listing of available Component IV Elective/Selective Courses offered is provided to M4 students during the Spring semester prior to Component IV. Elective/Selective courses are offered in the following subject areas:

**Interdepartmental Courses (IDC)**

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<td>IDC 413</td>
<td>Anatomy</td>
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<td>IDC 462</td>
<td>Medical Informatics</td>
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<td>IDC 482</td>
<td>Minority Health Disparities-Issues &amp; Strategies</td>
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<td>IDC 485</td>
<td>LGBTQIA Health Disparities: Issues and Strategies</td>
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**Anesthesiology (ANE)**

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<td>Neuroanesthesia</td>
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<td>ANE 451</td>
<td>Introduction to Anesthesiology</td>
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<td>ANE 461</td>
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<tr>
<td>ANE 468</td>
<td>Anesthesia and Interventional Pain Management</td>
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**Biomedical Sciences (BMS)**

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**Family Medicine (FAP)**

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<td>FAP 436</td>
<td>Rural Family Medicine Sub-Internship</td>
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<td>FAP 438</td>
<td>Respite Care for the Homeless</td>
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<tr>
<td>FAP 440</td>
<td>Inpatient Family Medicine Sub-Internship</td>
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<td>Topics in Immunology/Application to Clinical Medicine</td>
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### Medicine (MED)

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<td>MED 410</td>
<td>Pulmonary/Critical care</td>
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<td>MED 412</td>
<td>Pulmonary Diseases</td>
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<tr>
<td>MED 416</td>
<td>Clinical Allergy/Immunology</td>
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<td>MED 417</td>
<td>Endocrinology, Diabetes, and Metabolism</td>
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<td>Infectious Diseases</td>
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<td>MED 422</td>
<td>Critical Care - Renal Medicine</td>
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<tr>
<td>MED 449</td>
<td>Renal Medicine-Critical Care</td>
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<td>MED 452</td>
<td>Emergency Medicine - Dominican Republic</td>
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<tr>
<td>MED 453</td>
<td>Introduction to Global Health</td>
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<td>MED 456</td>
<td>Gastrointestinal Medicine</td>
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<td>MED 458</td>
<td>Pulmonary/Lung Transplant</td>
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<td>MED 465</td>
<td>Endocrinology, Diabetes and Metabolism</td>
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<td>Infectious Disease</td>
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<td>MED 469</td>
<td>Rheumatology</td>
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<td>MED 470</td>
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<td>MED 481</td>
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<td>MED 482</td>
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<td>MED 488</td>
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<td>Patient Safety and Quality Improvement</td>
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<td>MED 490</td>
<td>Critical Care Medicine</td>
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<td>Internal Medicine Capstone</td>
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<td>Directed Independent Study</td>
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<td>Medicine Extramural</td>
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<td>MED 795</td>
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### Neurology (NEU)

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<td>NEU 410</td>
<td>Neurology/Neuromuscular</td>
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<td>General Neurology</td>
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<td>NEU 496</td>
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<td>Private Services in Gynecology</td>
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<td>OBG 464</td>
<td>Prenatal Diagnosis</td>
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<td>Gynecology Oncology</td>
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<td>OBG 467</td>
<td>General Obstetrics - Foreign Service (Dominican Republic)</td>
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<td>OBG 468</td>
<td>General Obstetrics and Gynecology</td>
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<td>Gynecologic Surgery</td>
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<td>Inpatient Gynecology</td>
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<td>Delivery of Women Healthcare - Foreign Service (Dominican Republic)</td>
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<td>OBG 474</td>
<td>Applied Outpatient and Inpatient Gynecology</td>
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<tr>
<td>OBG 477</td>
<td>Gynecologic Oncology Sub-Internship</td>
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</tr>
<tr>
<td>OBG 479</td>
<td>Clinical Research in Advanced Gynecology</td>
<td>4</td>
</tr>
<tr>
<td>OBG 480</td>
<td>Clinical Obstetrics and Gynecology Research</td>
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<tr>
<td>OBG 481</td>
<td>Maternal Fetal Medicine Research</td>
<td>4</td>
</tr>
<tr>
<td>OBG 483</td>
<td>Detection and Management of High Risk Pregnancy Sub-Internship</td>
<td>4</td>
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<tr>
<td>OBG 490</td>
<td>Obstetrics and Gynecology Capstone</td>
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<tr>
<td>OBG 495</td>
<td>Directed Independent Study</td>
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</tr>
<tr>
<td>OBG 498</td>
<td>Obstetrics and Gynecology Extramural</td>
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### Pathology (PTG)

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<tr>
<th>Course Code</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>PTG 401</td>
<td>Neuropathology</td>
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</tr>
<tr>
<td>PTG 402</td>
<td>Molecular Genetics in Oncology</td>
<td>4</td>
</tr>
<tr>
<td>PTG 461</td>
<td>Introduction to Pathology Practice</td>
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</tr>
<tr>
<td>PTG 462</td>
<td>Topics in Pathology</td>
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<td>PTG 467</td>
<td>Survey of Pathology Practice</td>
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<tr>
<td>PTG 468</td>
<td>Microbial Laboratory Diagnosis</td>
<td>4</td>
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<td>PTG 497</td>
<td>Directed Independent Research</td>
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<td>PTG 498</td>
<td>Pathology Extramural</td>
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### Pediatrics (PDT)

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<tr>
<td>PDT 420</td>
<td>Pediatric Endocrinology</td>
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<tr>
<td>PDT 421</td>
<td>Pediatric Hematology-Oncology</td>
<td>4</td>
</tr>
<tr>
<td>PDT 422</td>
<td>Pediatric Rheumatology</td>
<td>4</td>
</tr>
<tr>
<td>PDT 423</td>
<td>Pediatric Gastroenterology and Nutrition</td>
<td>4</td>
</tr>
<tr>
<td>PDT 424</td>
<td>Medical Care for Homeless and At-Risk Kids and Teens</td>
<td>4</td>
</tr>
<tr>
<td>PDT 425</td>
<td>Pediatric Cardiology</td>
<td>4</td>
</tr>
<tr>
<td>PDT 426</td>
<td>Pediatric Urology</td>
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</table>
PDT 427 Pediatric Dermatology (PRC) 4
PDT 428 Pediatric Rheumatology 4
PDT 430 Pediatric Sports Medicine 4
PDT 440 Breastfeeding Medicine 4
PDT 442 General Pediatrics Outpatient/Nursery 4
PDT 444 Anatomic and Clinical Pathology 4
PDT 446 Pediatric Emergency Medicine 4
PDT 450 Pediatric Orthopedics 4
PDT 459 Pediatric Genetics and Metabolic Disease 4
PDT 460 Pediatric Inpatient Sub-Internship 4
PDT 461 Pediatric Critical Care 4
PDT 463 Pediatrics Infectious Disease 4
PDT 464 Neonatal Intensive Care Services 4
PDT 466 Pediatric Cardiology 4
PDT 467 Pediatric Neurology 4
PDT 468 Pediatric Gastroenterology 4
PDT 469 Pediatric Endocrinology Services 4
PDT 470 Pediatric Hematology/Oncology Service 4
PDT 471 Pediatric Respiratory and Critical Care Medicine 4
PDT 472 General Pediatrics 4
PDT 473 Advanced Pediatrics 4
PDT 474 Pediatric Emergency Medicine 4
PDT 475 Pediatric Pulmonology 4
PDT 477 Clinical Genetics/Dysmorphology 4
PDT 478 Pediatric Nephrology 4
PDT 480 Assessment of Child Abuse and Neglect 4
PDT 481 Development and Behavioral Pediatrics 4
PDT 483 Pediatric Neurology 4
PDT 484 Pediatric Critical Care 4
PDT 485 Neonatology Critical Care 4
PDT 486 Inpatient Pediatrics 4
PDT 487 Family-Centered Patient Care 4
PDT 488 Pediatric Allergy and Immunology 4
PDT 490 Pediatrics: Cardiac Critical Care 4
PDT 494 Pediatric Urgent Care 4
PDT 496 Directed Independent Study 4
PDT 498 Pediatrics Extramural 4

Physical Medicine and Rehabilitation (PMR)
PMR 421 Physical Medicine and Rehabilitation 4
PMR 498 Physical Medicine & Rehabilitation Extramural 4

Preventive Medicine and Public Health (PMH)
PMH 470 Preventive Ophthalmology (Dominican Republic) 4
PMH 496 Directed Independent Study 4

Psychiatry and Behavioral Sciences (PBS)
PBS 410 General Hospital Psychiatry 4
PBS 414 Pediatric Psychiatry (PRC) 4
PBS 420 Special Topics in Psychiatry 4
PBS 445 Outpatient Psychiatry 4
PBS 462 Clinical Psychopharmacology 4
PBS 463 Child and Adolescent Psychiatry 4
PBS 463A Child & Adolescent Psychiatry 2
PBS 464 Psychiatry Research 4
PBS 467 Geriatric Psychiatry 4
PBS 467A Geriatric Psychiatry 2
PBS 472 Adult Inpatient Psychiatry 4
PBS 472A Adult Inpatient Psychiatry 2
PBS 474 Mood Disorders and Their Treatment 4
PBS 474A Mood Disorders & Treatment 2
PBS 475 Consultation/Liaison Psychiatry 4
PBS 476 Special Topics in Psychiatry 4
PBS 479 Addictions 4
PBS 479A Addictions 2
PBS 482 Trans-Cultural and Community Psychiatry 4
PBS 482A Trans-Cultural/Comm Psychiatry 2
PBS 483 Domestic Violence Practicum 4
PBS 486 Narratives in Illness 4
PBS 496 Directed Independent Study 4
PBS 498 Psychiatry Extramural 4

Radiology (RAD)
RAD 450 Interventional Radiology 4
RAD 460 Diagnostic Radiology 4
RAD 463 Diagnostic Radiology 4
RAD 464 Radiology Oncology 4
RAD 465 Angio/Interventional 4
RAD 468 Diagnostic Neuroradiology 4
RAD 496 Directed Independent Study 4
RAD 498 Radiology Extramural 4

Surgery (SUR)
SUR 401 Selective in Trauma 4
SUR 401A Selective in Trauma 2
SUR 405 General Surgery - Red 4
SUR 405A Selective in General Surgery 2
SUR 411 Orthopedic Surgery 4
SUR 412 Advanced Surgical Prep 4
SUR 414 Selective in Plastics and Reconstructive Surgery 4
SUR 415 Urology 4
SUR 416 Surgery Research 4
SUR 420 Selective in Trauma/Acute Care Surgery 4
SUR 422 General Surgery 4
SUR 424 Selective in General Thoracic Surgery 4
SUR 425 Selective in Otolaryngology 4
SUR 431 Selective in Pediatric Surgery 4
SUR 432 Selective in General & Oncology Surgery 2
SUR 432A Selective in Oncology/Surgery 2
SUR 433 Selective in Urology 4
SUR 434 Comprehensive Ophthalmology 4
SUR 435 Otolaryngology 4
SUR 436 Urology/Gynecology 4
SUR 450 Otolaryngology 4
SUR 460 Vascular Surgery 4
SUR 468 General Vascular & Orthopedic Surgery 4
are required to complete all clerkship and end-of-year evaluations, and be required to complete assigned evaluations. In the M3 year, students assigned to evaluations for approximately 50% of course faculty and will complete small group and end-of-year evaluations. Student will be randomly assigned to evaluations for 50% of their preceptor evaluations per clerkship. In the M4 year, students are required to complete all elective course and course director evaluations. In all years, students will have the option and be encouraged to evaluate 100% of course faculty and preceptors.

Failure to complete an assigned evaluation will be considered a lapse in professionalism and result in a series of actions:
1. The first three incomplete evaluations will result in an email notice of the lapse in professionalism and reminder of the policy.
2. Each subsequent incomplete evaluation will result in an official letter noting the lapse in professionalism to be placed in the student's academic file.
3. Excessive notices may be noted as a lapse of professionalism in the student's MSPE at the discretion of the Associate Dean for Academic Affairs.

The Director of Program Assessment will be responsible for 1) monitoring student adherence to the policy, and 2) notifying the Associate Dean for Medical Education of individual non-compliance requiring action.

### Curriculum Assessment

Ongoing evaluation of all elements of the curriculum is essential to maintain continuous improvement of the curriculum. Evaluation of the curriculum is performed by students, faculty and staff. The process is coordinated by the Office of Medical Education and is performed by the Evaluation Committee. The Evaluation Committee (six faculty and two students) is responsible for the evaluation of all required courses and clerkships and a representative sample of elective courses on an annual basis. The committee determines what data are needed, including but not limited to:

- Course or clerkship syllabus and handbook materials
- Student evaluations of a course or clerkship
- Student assessment and grading methods
- Student performance in a course or clerkship
- Interview with faculty and staff involved with the course/clerkship
- Annual course/clerkship report (the course/clerkship director must submit a response to a series of course assessment questions at the completion of the course)

The Evaluation Committee recommendations are presented at an annual course meeting (including the Course Director, Component Director, the Assistant Dean for Medical Education, the Associate Dean for Medical Education, and the Director of Program Assessment) and utilized to generate action plans for making revisions to the course. The culmination of these activities is presented in a final course review report that is presented to the course director and to the Educational Policy Committee at its regular monthly meeting. The EPC accepts the findings and recommendations of the Evaluation Committee or asks for a response from the course/clerkship director. After resolution of all outstanding issues, the amended report is approved by the EPC and sent to the course director for implementation of the recommendations.

The Educational Policy Committee monitors the curriculum by examining course, clerkship, elective, and component evaluations (when requested) provided by the Evaluation Committee. The Evaluation Committee performs program evaluation using data from the AAMC Year 2 Questionnaire, AAMC Graduation Questionnaire and surveys of first year residency program directors. Program evaluation is also aided by examination of USMLE Step 1 and 2 scores.

### Assessment and Evaluation

#### 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.

#### Student Evaluation of Curriculum

The participation of course, faculty, and curriculum evaluation is part of students’ professional responsibility. Constructively evaluating the curriculum ensures the best possible education for current and future students. Student evaluations serve as a source of data for continual improvement and are regularly reviewed by course faculty, course/component directors, and the Evaluation Committee. Student evaluations are anonymous and confidential. Students are expected to complete all assigned evaluations within 14 days of course completion.

In the M1 and M2 years, students are required to complete all course, small group and end-of-year evaluations. Student will be randomly assigned to evaluations for approximately 50% of course faculty and will be required to complete assigned evaluations. In the M3 year, students are required to complete all clerkship and end-of-year evaluations, and

#### SUR 472
Selective in Neurological Surgery 4

#### SUR 472A
Selective Neurological Surgery 2

#### SUR 474
Selective in Ophthalmology 4

#### SUR 475
Orthopedic Surgery 4

#### SUR 475A
Selective in Orthopedic Surgery 2

#### SUR 476
Selective in Otolaryngology 4

#### SUR 477
Selective in Pediatric Surgery 4

#### SUR 478
Elective in Pediatric Surgery 4

#### SUR 479
Selective in Plastic and Reconstructive Surgery 4

#### SUR 481
Selective in Orthopaedic Surgery 4

#### SUR 485
Surgical Intensive Care Unit 4

#### SUR 486
Burns 4

#### SUR 489
Selective in Pediatric Ophthalmology 4

#### SUR 490
Urology 4

#### SUR 491
Selective in Plastic and Reconstructive Surgery 4

#### SUR 492
General Surgery 4

#### SUR 494
Selective in Neurological Surgery Sub-Internship 4

#### SUR 495
Surgery Capstone 4

#### SUR 498
Surgery Extramural 4

#### SUR 795
Directed Independent Study 4

50% of preceptor evaluations per clerkship. In the M4 year, students are required to complete all elective course and course director evaluations. In all years, students will have the option and be encouraged to evaluate 100% of course faculty and preceptors.
Assessment of Student Performance
Students are assessed in cognitive, affective, and psychomotor domains in all courses with an emphasis on formative assessment throughout the course providing frequent feedback to the student. Examinations and quizzes are coordinated in all components. Honors/Satisfactory/ Unsatisfactory grading is used in all courses; written and narrative assessment of students is provided where appropriate. Students are evaluated individually against curriculum standards and are not ranked. The United States Medical License Examination (USMLE) Step 1 must be passed before progressing into Component III. Taking and posting a score for USMLE Step 2 CK and CS is required to complete Component IV.

Administration and Academic Policies
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.

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.

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 including copying or taking photographs of any 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.

Advancement
Students are advanced to the next component of the curriculum 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, completion of all requirements for graduation as noted in the Student Handbook, and a record of professional conduct that indicates suitability to assume the responsibilities of the medical profession. Advancement to Component IV also requires a passing score on the USMLE Step 1 examination.

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

1. Submit to the School of Medicine Office of Student Affairs a request for accommodation and supporting current documentation from a licensed physician, psychiatrist, or psychologist. The School of Medicine recommends that students follow the application guidelines as listed by the Association of American Medical Colleges. These include recommendations on the credentials of the evaluator, the elements of the evaluation, the date of the evaluation, a diagnosis, and evaluator’s recommendations. Please refer to the following website for additional information: https://students-residents.aamc.org/applying-medical-school/article/application-requirements/.
2. While requests for accommodations may be made at any time, the School recommends documentation be submitted at least 5 weeks in advance of a course, workshop, program, or activity. The student may be required by the School of Medicine to provide additional evaluation materials.
3. Requests for accommodations are then reviewed by the Medical Education Management Team. The Coordinator of Student Support Services for Creighton University may be consulted by the MEMT.
Any student requesting accommodations must submit medical or other diagnostic documentation of the disability and any limitations, and may be required to participate in such additional evaluation of limitations as may appropriately be required by Creighton University or other agencies prior to receiving requested accommodations. The University reserves the right to provide services only to students who complete and provide written results of evaluations and service recommendations to appropriate University personnel. For more information, contact the Associate Dean for Student Affairs at 402-280-2905 or the Coordinator of Services for Student Support Services at 402-280-2749.

**Attendance**

**Mandatory Activities**

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

- orientation and general class meetings organized by the Office of Student Affairs, Office of Medical Education, or Departments
- examinations and quizzes
- small group sessions
- clinically related activities, including but not limited to Introduction to Clinical Skills 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 Education and Simulation Center
- any other activity designated as mandatory.

**Absence from a Mandatory Activity**

In general, absences from mandatory activities will be granted for:

- Illness with a medical provider’s excuse if more than one day
- The funeral of an immediate family member (including family members defined as father, mother, spouse, son, daughter, brother, sister, grandparent, grandchild, or in-law of the same degree
- Election work or jury work
- Presentation or official delegate status at a regional, national or international medical conference or medical association meeting

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

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

A student who will be absent from a mandatory activity must adhere to the absence request policy for his/her component.

**Component I**

The student must complete an online Absence/Exception Request Form, which is on the M1 Bulletin Board on BlueLine. Once completed, the request will automatically email the Component Director who will determine whether the absence can be excused and, if appropriate, the alternative learning experience in consultation with the Course Director. After the Component Director informs the student of the decision by email, Absence Requests will be monitored by the Office of Medical Education and provided to the Office of Student Affairs for placement in the student’s academic file.

**Component II**

The student must complete an online Absence/Exception Request Form, which is on the M2 Bulletin Board on BlueLine. Once completed, the request will automatically email the Component Director who will determine whether the absence can be excused and, if appropriate, the alternative learning experience in consultation with the Course Director. After the Component Director informs the student of the decision by email, Absence Requests will be monitored by the Office of Medical Education and provided to the Office of Student Affairs for placement in the student’s academic file.

Each M2 student will additionally be allowed one personal wellness day absence from mandatory academic activities each semester. No more than one wellness day can be used per course, and personal wellness days cannot be used for absence from examinations including Clinical Skills Exams or Communication FOCI. No alternative learning experience will be arranged for absences due to personal wellness days, and students are not permitted to attend small group sessions. The student must complete an Absence Request form at least 7 days before the requested absence for a personal wellness day.

**Component III**

The student must complete an online Absence Request Form, which is on the M3 Bulletin Board on BlueLine and on the Office of Medical Education website. Once completed, the request will automatically email the Clerkship Director and Component Director, who will determine whether clinical time off can be approved and assign make-up time in consultation with the Clerkship Director. After the Component Director informs the student of the decision by email, Absence Requests will be monitored by the Component Director and the form will be provided to the Office of Student Affairs for placement in the student’s academic file.

Each M3 student will be additionally allowed two personal wellness days off from their academic activities in Component III. Clinical time off due to personal wellness days does not need to be made up. The student must complete an Absence Request form at least 14 days before the requested absence for a personal wellness day. The requested personal day absence must gain the approval of the Clerkship Director and the Component Director who must notify the student of approval prior to the absence.

Students may not attend a regional or national conference without prior approval. Students may attend a local specialty conference at the invitation of the clerkship director as long as the conference pertains directly to the subject matter of the currently enrolled clerkship.

Students may not take personal days off for days scheduled for call unless arrangements are made with the clerkship director to arrange for suitable call coverage as not to make the absence an undue hardship to fellow students on the clerkship or to the department.

**Component IV**

M4 students will be allowed up to two days off from their academic activities for each four-week elective and up to one day off for each two-week elective. An exception is made for those clinical electives taken during the traditional interviewing months of October, November, December, and January during which time students are allowed up to five days off from their academic activities for each four-week elective and up to 2.5 days off for each standard two-week elective. Students are not
allowed to be absent from the Creighton University School of Medicine Emergency Medicine (MED 471). Students are not allowed to take more than five days off total during an M4 clinical elective, including dates for taking the USMLE Step 2 CS examination. Before the requested absence can be taken, the student must first complete an Absence Request Form, which is available from the Office of Student Affairs website or on Blueline, and submit it to the Elective Director at least 14 calendar days before the requested leave date. Upon initial approval by the Elective Director, the student must submit the request to the Component Director for approval. The Component Director will notify the student of the request’s approval and will submit the Absence Request Form to the Associate Dean for Student Affairs for placement in the student’s academic file. A student must be notified by the Component Director of the approval prior to the absence. Students are encouraged to use their interviewing month and non-clinical electives during the traditional interviewing months in order to have adequate time for interviewing.

M4 student absences will be monitored by the Clinical Programs Coordinator in the Office of Student Affairs. Students who are absent for more days than allowed within an elective are responsible for ALL missed work regardless of the reason for the absence. Absence without permission may result in failure of the clerkship as well as referral to the Advancement Committee for unprofessional behavior.

Absence from a Mandatory Activity Due to Illness

In the case of acute illness, trauma, or an emergency in which advance completion of a Student Absence Request Form is not practical, a student 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 the illness.

A student who misses an activity due to an illness must complete a Student Absence/Request Form upon his/her return. If the illness results in an absence of two or more days or if requested by the Component Director, the student must present a medical provider’s note from the provider seeing the student for the health problem that verifies the reason for the absence. Failure to verify the illness may result in failure of the course or clerkship as well as referral to the Advancement Committee for unprofessional behavior.

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

Absence Associated with USMLE Step 2 CS Administration

A student is allowed two days off from an M4 elective in order to complete the USMLE Step 2 CS examination. Prior to any absence for this examination, the student must complete a Student Absence Request Form, available from the curriculum coordinator or from the Office of Student Affairs website and receive approval for the time off. Students are discouraged from taking time off from two-week clinical electives. Students are not allowed to take more than five days off total during an M4 clinical elective, including dates for interviewing.

Inclement Weather

The decision to close or delay the opening of Creighton University due to severe weather or other emergency situations rests with the President. Independent decisions may not be made at the college, school, or department level.

1. **Closing/Delayed Opening.** During severe weather (e.g., winter storms), the decision to close or delay opening the University will be made as early as possible, but not later than 6:00 am. The Public Relations Department will relay applicable information to the local news media.

In the event of a closing or delay, Creighton University School of Medical Students in Omaha will not report to their clinical activity (including non-Creighton facilities) while the University is closed. Students are expected to resume their clinical activities once the University has reopened. Students are advised to listen to newscasts on mornings when severe weather conditions may force the closing or delayed opening of the University. Students may also check the University Weather Hotline, (402) 280-5800, or check email communications or CU ALERT TEXT messages to determine if the clinics are closing or delaying their opening.

2. **Curtailing Operations.** If severe weather or an emergency situation develops during the work day and creates conditions that warrant early closing of the University, a CUAlert will also be issued and the Weather Hotline and website will be updated. Students are to leave clinical activities at the time that Creighton University closes. If an exam is postponed by a University closing, students will be notified by email regarding the new date/time for the exam.

3. **Weather Hot Line.** Medical students can access the Creighton University Weather Hot Line (402)280-5800 to determine the status of University operations. The recording will indicate whether the University is operating under normal conditions, closed, a delayed start or curtailment of operations.

Confidentiality of Student Records

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

1. **The right to inspect and review the student’s education records within 45 days of the day the University receives a request for access.** Students should submit to the Registrar, Dean, Department Chair, or other appropriate official, a written request that identifies the record(s) they wish to inspect. The University official will make arrangements for, and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. **The right to request the amendment of the student’s education records that the student believes is inaccurate or misleading.** Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identifying the part of the record they want changed and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosures without consent.

One exception that permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including Public Safety personnel and Student Health staff); a person or company with whom the University has contracted (such as an attorney, auditor, collection agency, and the National Student Clearinghouse); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

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

- School officials with legitimate educational interest
- Other schools to which a student is requesting transfer or enrollment
- Specified officials for audit or evaluation purposes
- Appropriate parties in connection with financial aid to a student
- Organizations conducting certain studies for or on behalf of the school
- Accrediting organizations
- To comply with a judicial order or lawfully issued subpoena
- To a parent of a student under the age of 21 concerning the student’s violation of any law or policy regarding the use or possession of alcohol or a controlled substance.
- Appropriate officials in cases of health and safety emergencies
- Disclosures to the student
- Specified officials for audit or evaluation purposes
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by Creighton University to comply with requirements of FERPA.

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

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

Location, Types, and Custody of Educational Records

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

Registrar’s Office (Brandeis Hall 202)
- Application for admission and supporting documents, including standardized test scores, transcripts of academic work completed elsewhere
- Cumulative academic records
- Academic action reports
- Correspondence, etc

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

Academic Advisor’s Office
- Cumulative files containing academic information are maintained by some academic departments and by some faculty advisors concerning their advisees

Athletic Department (Ryan Athletic Center)
- Directory information
- Recruiting and eligibility records
- Performance statistics

Center for Health and Counseling (Harper Center, Room 1034)
- Medical records
- Counseling records

Office of International Programs (Creighton Hall, Third Floor)
- Records of international students
- Records of students who studied abroad

Residence Life Office (Swanson Hall 136)
- Housing information

Student Financial Aid Office (Harper Center 2040)
- Financial aid records

University Business Office (Creighton Hall 113)
• Financial records, including those pertaining to tuition, fees, and student loans

University Relations (Wareham Building, 3rd Floor)

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

Vice Provost for Student Life (Creighton Hall 224)

• Disciplinary records

University Ministries (Creighton Hall, Room 110)

• Directory information
• Religious affiliation

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

Full-Time Students

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

Grading System and Policy

Course Directors (including Preceptors) of 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, or elective as defined in the syllabus. Final course grades are Honors (SH), Satisfactory (SA), or Unsatisfactory (UN):

1. Honors (SH)
The student performs exceptionally well as defined by the criteria for honors in the course syllabus.

2. Satisfactory (SA)
The student completes all course requirements in a satisfactory manner as defined by the criteria in the course syllabus.

3. Unsatisfactory (UN)
The student fails to meet the minimum requirements for a course, clerkship, or elective as defined in the syllabus or meets one or more of the following criteria.
   a. In Component I or II, attains an overall course average less than 65%, or 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 65-70%) in two or more courses in that Component.
   b. In Component III, fails an NBME Subject Examination from a clerkship twice, or fails an NBME Subject Examination AND has previously received a grade of UN and/or a temporary grade of I in two or more Component III clerkships
   c. In Component III or IV, fails the clinical component of a clerkship or elective

4. Incomplete (I)*
A student may temporarily receive a grade of Incomplete (I) if he/she:
   a. has a final course average between 65-70% and is eligible to take a make-up examination before receiving a final course grade in Component I or II. A student is eligible to take make-up examinations in a maximum of two courses per academic year, but may not take a make-up exam if he/she has previously received a UN and/or I in any two previous courses during the Component. The Advancement Committee determines if a student is eligible to take a make-up exam.
   b. has failed a Component III NBME Subject Examination once and is eligible to take a second NBME Subject Examination before receiving a final course grade. A student is eligible to take a make-up examination in a maximum of two clerkships. A student failing an NBME Subject Examination in a third clerkship will receive an Unsatisfactory grade for that clerkship and will be referred to the Advancement Committee for action.
   c. has been granted an extension to complete course requirements (e.g., OSCE/CSE, H&Ps, written assignments, etc.)

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

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

6. Withdrawal while Failing (FW)
A grade of Withdrawal while Failing (FW) will be recorded and no credit received when a student officially withdraws from a course while failing that course.

Graduation

Each student must file a formal application for degree (completed online through the NEST > Student Services > Student Records > Degree Application and Graduation Participation) with the following deadlines:

- Degree completion at end of Spring semester: February 15
- Degree completion at end of Summer: March 15 (or June 15 if not participating in Commencement ceremony)
- Degree completion at end of Fall semester: October 15 (or previous March 15 if participating in Commencement ceremony prior to degree completion)

Late applicants may be charged a late fee.

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

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

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

Those applicants who do not complete all degree requirements or who are not approved must complete another application by the published deadline in order for a degree to be conferred at the end of the next semester.

Graduation Honors

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

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

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

• Cum Laude
  Students graduating with greater than or equal to 50% of course work, clerkship, and electives with Honors (SH).

Posthumous Degree/Certificate

A degree or certificate may be awarded posthumously if the following conditions are met:

• The student was enrolled in the final year of his/her academic program;
• The student had completed a majority (generally 85%) of the required credits with passing grades;
• The student was in good academic and disciplinary standing;
• The posthumous degree or certificate has final approval from the President.

Professional Behavior

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

Registration

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

Requirements for the Degree of Doctor of Medicine (MD)

To receive the degree of Doctor of Medicine (MD), a student must have demonstrated the knowledge, skills, maturity, integrity, and professional behaviors necessary to undertake the responsibilities of a physician. The student must have passed all courses, clerkships, and electives in a course of study that meets the requirements of the School of Medicine, pass Step 1 of the United States Medical Licensing Examination, pass the Junior Clinical Competency Examination, take Step 2 CK and CS of the United States Medical Licensing Examination and post a score on each, and pass Advanced Cardiac Life Support.

Student Employment

The curriculum of the School of Medicine requires the full time and energy of all medical students. Since it is believed that outside work interferes greatly with medical education, such work is not allowed. Any exception must be approved by the Associate Dean of Student Affairs. Summer employment is permitted following the M1 year.

Technical Standards

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

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

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

Candidates for the M.D. degree must have a variety of abilities and skills including: observation, communication, motor, intellectual-conceptual, integrative, and quantitative abilities, and attitudinal, behavioral, interpersonal, and emotional skills.
Technological accommodation is available to assist in certain cases of disability and may be permitted in certain areas. However, under all circumstances, a candidate for the M.D. degree should be able to perform in a reasonably independent manner. For example, the use of a third party means that a candidate's judgment must be mediated by another person's (the third party) powers of selection and observation. Therefore the use of a third party to assist a candidate or student in meeting the technical standards for admission or graduation is not permitted.

**Observation**

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

**Communication**

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

**Motor**

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

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

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

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

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

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

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

**Temporary Withdrawal**

Students who are seeking a degree or certificate in an undergraduate, graduate, or professional program may request a Temporary Withdrawal. Reasons for such a request may include medical/psychological, personal or military obligations. This withdrawal is considered to be a temporary interruption in a student’s program of study and must be approved by the student’s school/college. The request must be made:

- After the end of the semester when a student doesn’t plan to return for the next semester but plans to return within one year.
- During a semester when a student withdraws from all courses after the withdrawal deadline and plans to return within one year.
The duration of the temporary withdrawal may be up to one year (including the summer term). A student requesting to return to the University after being on a temporary withdrawal for longer than one year must make formal application for readmission. Unique circumstances requiring an absence longer than one year (e.g., Religious Obligations, Military) must be discussed and approved by the appropriate Dean.

Students enrolled in the College of Professional Studies will follow the ‘Student Stop-Out and Readmission Policy’.

When a student is granted a temporary withdrawal mid-semester, final grades of ‘W’ will be assigned. All previously graded courses at the time of the request will remain on the student’s record, regardless of the semester in which the courses were taken.

A temporary withdrawal initiated mid-semester may result in a loss of tuition. Student responsibility for tuition, fees, and any other costs is determined in accordance with the Refund Policy and Schedule.

Students must re-register for (and retake) any of those courses that are required upon their return. This will necessitate the repayment of tuition for those courses.

Students should be aware that being on an approved temporary withdrawal does not change the time limit to complete their degree or certificate. The time taken during the temporary withdrawal will be included as part of the student’s time to completion. Time limitations which pertain to the completion of courses from previous semesters in which a grade of ‘I’ (Incomplete) was given are not waived.

It is the responsibility of the student to notify the Financial Aid Office prior to the temporary withdrawal in order to retain future scholarship eligibility. Semesters absent under an approved temporary withdrawal do not count against the eight semester limitation for Creighton University scholarship funds.

During the temporary withdrawal period, students are not considered to be enrolled at Creighton University for the purpose of loan deferments. However, students are eligible for services of the Career Center and library facilities.

If a student is approved for a temporary withdrawal and later is suspended, dismissed, placed on warning for unsatisfactory academic performance or is suspended, dismissed or expelled as the result of a disciplinary action, the sanctions take precedence over a temporary withdrawal and stand as a matter of record.

Only written requests that include specific information about why the temporary withdrawal is being requested will be considered. There is no guarantee that a request will be granted. A temporary withdrawal cannot be approved retroactively.

A student on an approved Temporary Withdrawal must request and receive permission in advance to enroll in courses at another regionally-accredited institution during this time. Courses not approved in advance may not be transferred back to Creighton University.

Temporary Withdrawal – Medical/Psychological

This may be requested when a student’s health condition significantly impairs his/her ability to function successfully or safely as a student. If the student is unable to participate in the temporary withdrawal process, the student’s parent, spouse, advisor, or other designee may do so on behalf of the student, once the incapacitation of the student is documented. A licensed healthcare provider must submit a letter substantiating the condition and supporting the withdrawal.

Temporary Withdrawal – Personal

This may be requested when personal circumstances (e.g., family illness, death or other emergency) interrupt a student’s academic progress.

Temporary Withdrawal – Military Obligations

Creighton University supports its students who are military members of the National Guard or Reserves who are called into active duty for military service by the United States during a war, other operation or national emergency, however, this excludes active duty for training or attendance at a service school. If the student’s military service requires an absence longer than one year, the student should discuss this with the Dean of the college or school.

The following guidelines will apply to approved temporary withdrawals due to military obligations:

1. The student will receive a full refund of tuition and fees paid to Creighton University if the request for a withdrawal for military service is filed prior to the last day to drop classes.
2. The student will have a choice of three options if the request for a withdrawal is received after the last day to drop classes:
   a. A full refund of tuition and fees with no credit awarded for work completed during the semester.
   b. An Incomplete grade in all courses, upon approval of all instructors, with the right to complete all coursework within one year without further payment of tuition or fees.
   c. A grade in all courses, upon approval of all instructors, based on work completed to the date of the withdrawal request.
   d. Options b) & c) may be combined should circumstances warrant, at the discretion of the Office of Military & Veterans Affairs.
3. The student will receive prorated refunds for his/her housing and meal-plan, if applicable, based on taking the percentage of days registered at the University over the total number of days in the semester (i.e., beginning with the first day of class and ending on the last day of finals).
4. Federal financial aid awards will be returned, if required, according to Return of Title IV funds calculation as determined by the Department of Education.
5. While the University will make every effort to accommodate a student returning from active duty, placement in certain honors programs at the University cannot be guaranteed.

The student will be required to return university property, such as keys to residence halls, university computer equipment, library books, etc. in order to receive a refund or re-enroll.

Transcripts

A copy of a student’s academic record is called a transcript and is issued by the University Registrar upon signed request, or its equivalent, of the student. Transcript request information is available at the Registrar’s Office or on the Registrar’s website (http://creighton.edu/registrar/transcripts). Copies are not made of transcripts on file from other institutions; any additional copy of these must be requested by the student direct from the original issuing institution.
Transcripts will not be released to a third party while a student is part of an on-going investigation that may lead to suspension, expulsion or dismissal.

Students who are suspended or expelled from Creighton University due to non-academic reasons will have the following notations appear on their permanent academic record, including the official transcripts of the University:

- Disciplinary Suspension
- Disciplinary Expulsion

Students who are in an ongoing investigation may have the following notation appear on their academic record, including the official transcripts of the University:

- Withdrawal Pending Conduct Resolution

Students who are dismissed from Creighton University or from a College/School within Creighton University due to academic reasons, including academic integrity violations, will have the following notations appear on their permanent record, including the official transcripts of the University:

- Academic Dismissal from Creighton University
- Academic Dismissal from (School or College)

**Unit of Instruction/Credit Hour Policy**

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

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

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

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

Information regarding the School of Medicine Credit Hour Policy may be obtained from the Office of Medical Education.

**Dual Degree Programs**

**Dual Degree Programs**

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

- PhD (p. 47)
- MS, Health Care Ethics (p. 47)
- MS, Clinical and Translational Science (http://catalog.creighton.edu/graduate/graduate-programs-courses/clinical-translational/clinical-translational-science-md-ms)
- MBA (p. 48)

**MD/PhD Dual Degree Program**

**MD/PhD**

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

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

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

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

**MD/MS (HCE) Dual Degree Program**

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

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

**Admission Requirements**

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

Applicants must submit the following documents:

Application: a completed application form.

Essay: Using 500 words or less per question, please respond to the following:

- List three “big” questions in contemporary health care ethics then choose one of the questions to answer or write a commentary on why you think this particular issue is so important.
- Explain how successful completion of this program will assist you in achieving your professional goals.

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

M.D./M.S. in HCE students must take the following twenty-seven (27) hours of MHE courses, plus the IDC 135 Ethical and Legal Topics in Clinical Medicine course that is taken as a standard part of the medical school curriculum:
MHE 601  Health Policy  3
MHE 602  Research Ethics  3
MHE 603  Law and Health Care Ethics  3
MHE 604  Social and Cultural Contexts of Health Care  3
MHE 605  Philosophical Bioethics  3
MHE 606  Theories of Justice  3
MHE 607  Practical Ethics in Health Care Settings  3
MHE 608  Practicum  3
MHE 609  Capstone  3

Total Credits  27

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

**MD/ MBA Dual Degree Program**

**MD/MBA**

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

**Eligibility for Admission**

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

**MBA Requirements**

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

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

**PostBaccalaureate Program (PBP)**

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

**Program and Objectives**

**Certificate Program**

**Pre-Medical Postbaccalaureate Pre-Professional Studies**

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

**Prerequisites for Admission**

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

**Goal**

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

**Required Courses (55 Credits)**

**Diagnostic Summer Session**

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<tr>
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<td>PBP 400</td>
<td>Pre-Medical Biology Review</td>
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<td>PBP 401</td>
<td>Pre-Medical Chemistry Review</td>
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<tr>
<td>PBP 402</td>
<td>Pre-Medical Analytical Reading Review</td>
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<tr>
<td>PBP 403</td>
<td>Pre-Medical Writing Review</td>
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<td>PBP 404</td>
<td>Pre-Medical Mathematics Review</td>
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<tr>
<td>PBP 405</td>
<td>Pre-Medical Physics Preview</td>
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<td>PBP 420</td>
<td>Pre-Medical Academic Excellence</td>
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<tr>
<td>PBP 421</td>
<td>Pre-Medical Integrated Cultural Awareness</td>
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<tr>
<td>PBP 426</td>
<td>Pre-Medical Behavioral Science-Introduction to Psychology</td>
<td>2</td>
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<tr>
<td>PBP 427</td>
<td>Pre-Medical Cultural Connections</td>
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<tr>
<td>PBP 430</td>
<td>Pre-Medical Behavioral Science-Introduction to Sociology</td>
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**Fall Academic Session**

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<td>Pre-Medical Biology Review</td>
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<td>PBP 407</td>
<td>Pre-Medical Chemistry Review</td>
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<td>PBP 410</td>
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Faculty

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

Michael Aaronson, Assistant Professor of Medicine (2009).
B.A., Bowdoin College, 1992; M.D., University of Connecticut School of Medicine, 1996

Adil A. Abdalla, Assistant Professor of Medicine (2014).
M.B., B.S., School of Medicine, University of Khartoum (Sudan), 1994

Hesham E. Abdelrazek, Assistant Professor of Medicine (2016).
M.B., Ch.B., University of Alexandria School of Medicine, 1994

Shahab Abdessalam, Assistant Clinical Professor of Pediatrics (2011).
B.A., The Ohio State University, 1991; M.D., 1995

Peter W. Abel, Professor of Pharmacology (1987; 1997); Interim Chair, Pharmacology (2017).
B.S., University of Wisconsin, 1973; Ph.D., West Virginia University, 1978

Ahmed S. Aboeata, Assistant Professor of Medicine (2014).
M.B., B.Ch., Faculty of Medicine, Ain Shams University (Egypt), 2001

Moohsen Abou Seif, Assistant Clinical Professor of Family Medicine (2009; 2013).
M.D., Cairo University School of Medicine (Egypt), 1993

Reema O. Abou-Nasr, Assistant Clinical Professor of Family Medicine (2015).
B.S., University of Nebraska-Omaha, 1992; M.D., University of Nebraska College of Medicine, 1997

Emad T. Aboud, Clinical Instructor of Surgery (2016).
M.D., School of Medicine, Damascus University, 1986

Minnie Abramowitz, Associate Clinical Professor of Pediatrics (1996).
B.S., University of Manitoba, 1969; M.D., 1973

Mahmoud Abu Hazeem, Assistant Professor of Medicine (2013).
Tarek Abuelem, Clinical Instructor of Surgery (2016).
M.D., University of Jordan (Jordan), 2001

Hussam Abuisa, Associate Professor of Medicine (2009; 2015).
B.S., University of Jordan (Jordan); M.B., University of Jordan (Jordan), 1999

Edward D. Adickes, Associate Clinical Professor of Pathology (1990; 2014).
B.S., Albright College, 1971; D.O., College of Osteopathic Medicine and Surgery, 1977

Himanshu Agarwal, Assistant Clinical Professor of Medicine (2014).
M.B., B.S., King George's Medical College, 1990

Mark A. Agius, Professor of Neurology (2016).
M.D., Royal College of Physicians of London, 1977

Devendra K. Agrawal, Professor of Biomedical Sciences (1985; 2004); Professor of Medicine (1985; 2004); Professor of Medical Microbiology and Immunology (1995; 1997); Chair, Department of Clinical and Translational Science (2015).
B.Sc., Lucknow University (India), 1971; M.Sc., 1973; Ph.D., 1978; Ph.D., McMaster University (Canada), 1984

B.A., University of Southern California, 1997; M.D., Saint Louis University School of Medicine, 2007

Mehmud Ahmed, Assistant Clinical Professor of Psychiatry (2012).
B.S.; B.M., King Edward Medical College (Pakistan), 1988

Shair Ahmed, Assistant Clinical Professor of Surgery (2015).
B.S., University of Arizona, 2003; M.D., University of Arizona, 2007

Mohammed P. Akhter, Professor of Medicine (1991; 2003); Professor of General Dentistry (1992; 2003).
B.S., NED University of Engineering and Technology, 1981; M.S., University of Nebraska, 1983; Ph.D., University of Nebraska-Lincoln, 1988

Saifuldeen Al-Qaisi, Assistant Professor of Internal Medicine (2015; 2016).
M.D., University of Baghdad College of Medicine, 2006

Nada Al-Skaf, Special Assistant Professor of Medicine (2009; 2012).
M.D., Damascus University (Syria), 1998

Kyriekos Aleck, Clinical Professor of Pediatrics (2012).
A.B., Harvard University, 1969; M.D., Washington University School of Medicine, 1973

Mohamad Ali Alhajhusain, Assistant Clinical Professor of Medicine (2016).
M.D., University of Aleppo (Syria), 2006
Venkata Mahesh Alla M.B.B.S., Associate Professor of Internal Medicine (2009; 2017).
B.S., Osmania Medical College (India), 2000; M.B., Osmania Medical College (India), 2000

Sandra Allbery, Associate Clinical Professor of Radiology (2004; 2013).
B.A., Creighton University, 1988; M.D., University of Nebraska Medical Center, 1992

Edith Allen, Assistant Professor of Pediatrics (2007).
M.D., Universidad Mexico-Americana Del Norte, 1996

Elise Allen, Assistant Clinical Professor of Surgery (2004).
B.S., University of Iowa, 1991; M.D., University of Iowa, 1996

Robert Allen, Clinical Professor of Pathology (2005; 2015).
B.S., Southeastern Louisiana University, 1967; Ph.D., Tulane University, 1973; M.D., Tulane University, 1977

Imad Alsakaf, Assistant Professor of Psychiatry (2011).
M.D., Damascus University School of Medicine (Syria), 1955

Jeffrey Alvarez, Assistant Clinical Professor of Medicine (2013).
B.S., The University of Arizona, 1994; M.D., The University of Arizona College of Medicine, 1998

Mohamad Alyafi, Assistant Professor of Medicine (2011).
Damascus University School of Medicine (Syria), 1998

Mark D Andersen, Assistant Clinical Professor of Family Medicine (2016).
B.S., University of Nebraska-Lincoln, 1984; M.D., University of South Dakota School of Medicine, 1989

Amy Anderson, Assistant Clinical Professor of Psychiatry (2013).
B.A., University of Nebraska; M.D., University of Nebraska Medical Center

Robert J. Anderson, Professor of Medicine (1985; 1995); Professor of Biomedical Sciences (1992; 1995).
M.S., University of Minnesota, 1981; M.D., Northwestern University Medical School, 1973

William Anderson, Assistant Clinical Professor of Pathology (2012).
M.D., University of Iowa, 1979

Ann Anderson-Berry, Associate Clinical Professor of Pediatrics (2004).
B.A., University of Wyoming, 1994; M.D., Creighton University School of Medicine, 1998

Leslie Andes, Assistant Clinical Professor of Anesthesiology (2012).
B.Sc., Ohio State University, 1976; M.D., Ohio State University College of Medicine, 1983

B.S., Creighton University, 1958; M.S., 1959; Ph.D., University of Iowa, 1963

James P. Andry, Assistant Professor of Surgery (2015).
B.S., University of Notre Dame, 2002; M.S., Georgetown University, 2003; M.D., Georgetown University, 2007

Venkata A.G.B. Andukuri, Assistant Professor of Medicine (2016).
M.B.,B.S., Osmania Medical College (India), 2000

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

Jennifer Anthone, Clinical Instructor of Medicine (2013).
Pharm.D., Creighton University School of Pharmacy and Health Professions, 2008

Derrick Antoniak, Assistant Clinical Professor of Medicine (2016).
B.A., University of Nebraska Omaha, 2007; B.S., 2008; M.D., University of Nebraska College of Medicine, 2012

John S. Anwar, Assistant Professor of Medicine (2014).
M.D., Ross University School of Medicine, 2010

Nwando A. Anyaoku, Associate Clinical Professor of Pediatrics (2015).
MPH, Johns Hopkins University, 1994; M.D., College of Medicine University of Nigeria (Nigeria), 1990

Wendy Arafiles, Assistant Clinical Professor of Pediatrics (2011).
M.D., John A. Burns School of Medicine, 2003

Luis R Argueso-Munoz, Assistant Clinical Professor of Surgery (2016).
B.S., University of Puerto Rico Mayaguez (Puerto Rico), 1979; M.D., University of Puerto Rico School of Medicine (Puerto Rico), 1983

Monica Arora, Associate Professor of Psychiatry (2003; 2010); Associate Professor of Pediatrics (2005; 2010).
M.B.,B.S., Grant Medical College, 1998

Amy J. Arouni, Professor of Internal Medicine (1994; 2017).
B.S., Creighton University, 1987; M.D., Creighton University, 1991

Martha A. Arouni, Assistant Clinical Professor of Medicine (2009).
B.S., Creighton University, 1979; M.D., Creighton University, 1984

Juan A. Asensio, Professor of Surgery (2014); Professor of Clinical and Translational Science (2016).
B.S., University of Illinois-Chicago, 1975; M.D., Rush Medical College, 1979

Nathan G. Asher, Assistant Clinical Professor of Pediatrics (2009).
B.S., Nebraska Wesleyan University, 2000; M.D., University of Nebraska Medical Center, 2005

Mansour Assar, Associate Clinical Professor of Medicine (2011).
B.S., Pittsburg State University, 1980; M.S., Pittsburg State University, 1982; M.D., World University of Medicine (DR), 1985

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

Ashutosh Atri, Assistant Clinical Professor of Psychiatry (2013).
B.S., SS Medical College (India); M.B., SS Medical College (India), 2005

Naftaly Attias, Assistant Professor of Surgery (2012).
Ben Gurion University of the Negev (Israel), 1991

Bhavish Aubeelauck, Assistant Clinical Professor of Medicine (2016).
M.D., Luliu Hatieganu University (Romania), 2006

Nagi Ayoub, Assistant Clinical Professor of Surgery (2006).
B.S., Creighton University, 1991; M.D., Creighton University, 1995

Arash Babaki, Assistant Clinical Professor of Medicine (2016).
Phillip W. Bennion, Assistant Clinical Professor of Surgery (2016).
B.S., Brigham Young University, 1996; M.D., Creighton University, 2002

Casey Beran, Assistant Professor of Surgery (2013).
B.S., Chadron State College, 1999; M.D., University of Nebraska Medical Center, 2005

Margaret M. Beran, Assistant Clinical Professor of Obstetrics & Gynecology (2015).
B.A., Creighton University, 2001; M.D., University of Nebraska Medical Center, 2005

Karl Bergmann, Assistant Professor of Surgery (2013).
B.S./B.A., Providence College, 1996; M.D., Creighton University, 2004

Dale R. Bergren, Professor of Biomedical Sciences (1985; 2011).
B.A., Carroll College (Montana), 1973; M.S., Carroll College (Montana), 1975; Ph.D., University of North Dakota, 1976

Ilya Berim, Assistant Professor of Medicine (2012).
M.D., University at Wurzburg (Germany), 2004

Lyudmyla Berim, Assistant Clinical Professor of Medicine (2013).
M.D., Ternopil Medical University (Ukraine), 1999

Wendy Bernatavicius, Assistant Clinical Professor of Pediatrics (2011).
B.A., University of New Hampshire, 1994; M.D., Drexel University College of Medicine, 2004

Robert P. Bertelletti, Assistant Professor of Surgery (2014).
B.S., Creighton University, 1999; M.D., Creighton University School of Medicine, 2003

Thomas M. Besse, Associate Clinical Professor of Obstetrics & Gynecology (1977; 1995).
B.S., University of Utah, 1971; M.D., Creighton University School of Medicine, 1975

Bruce Bethancourt, Assistant Clinical Professor of Medicine (2015).
B.S., Arizona State University, 1973; M.D., University of Arizona College of Medicine, 1980

Againdra K. Bewtra, Professor of Medicine (1975; 2009).
M.B.,B.S., All India Institute of Medical Sciences (India), 1967; M.D., All India Institute of Medical Sciences (India), 1973

Chhanda Bewtra, Professor Emeritus of Pathology (1978; 2015).
M.B.,B.S., All India Institute of Medical Sciences (India), 1971

Sarabjit S. Bhalla, Assistant Clinical Professor of Medicine (2012).
B.S., University of California at Los Angeles, 1995; M.D., University of Arizona College of Medicine, 1999

Shashi K. Bhatia, Professor of Psychiatry (1996; 2005); Professor of Pediatrics (1983; 1986).
M.B.,B.S., Punjab University (India), 1969

Subhash C. Bhatia, Professor of Psychiatry (1977; 2001).
M.B.,B.S., Punjab University (India), 1967; M.D., Postgraduate Institute of Medical Education and Research (India), 1973; M.A.M.S., Indian Academy of Medical Sciences (India), 1973

Amardip Bhuller, Assistant Professor of Surgery (2006).
M.B.,Ch.B, University of Sheffield (England), 1993

Nathan Birch, Assistant Professor of Medicine (2011).
B.S., University of Nebraska-Lincoln, 1977; M.D., University of Nebraska Medical Center, 2001

C. Roger Bird, Associate Professor of Radiology (2011).
B.A., Southern College, 1974; M.D., Loma Linda University School of Medicine, 1977

Nicole Birge, Assistant Clinical Professor of Pediatrics (2011).
B.A., University of Kansas, 2000; M.D., University of Kansas, 2004

D. Daniel Bishop, Assistant Clinical Professor of Medicine (2013).
B.A., University of Utah, 1996; M.D., Oregon Health and Sciences University, 2005

Marvin J. Bittner, 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

Garret J. Blatchford, Associate Clinical Professor of Surgery (1990; 2002).
B.S., University of Nebraska-Lincoln, 1979; M.S., University of Nebraska Medical Center, 1983

Timothy Blecha, Assistant Clinical Professor of Family Medicine (2010).
B.S., Kearney State College, 1975; M.D., Creighton University School of Medicine, 1979

Joel Bleicher, Associate Clinical Professor of Surgery (2005).
B.S., Creighton University, 1969; M.D., Creighton University School of Medicine, 1973

Robin Blitz, Associate Clinical Professor of Pediatrics (2012).
B.A., Miami University, 1982; M.D., Ohio State University College of Medicine, 1986

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

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

B.S., University of Nebraska-Lincoln, 2008; M.D., University of Nebraska Medical Center, 2012

Andrew L. Blount, Assistant Professor of Surgery (2017).
B.S., Arizona State University W.P. Cary School of Business, 2004; M.D., University of Arizona College of Medicine, 2008

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

Deepti Boddupalli, Assistant Professor of Medicine (2014).
M.B.,B.S., D.Y. Patil Medical College, Maharashtra University of Health Sciences (India), 2004

Sai-Sridhar Boddupalli, Assistant Professor of Medicine (2011).
M.B., B.S., D.Y., Patil Medical College, Maharashtra University of Health Sciences (India), 2004

Leonard Bodell, **Clinical Professor of Surgery** (2012).
B.A., Hobart College, 1967; M.D., New York Medical College, 1971

John Bodensteiner, **Clinical Professor of Pediatrics** (2009).
B.A., Luther College, 1966; M.D., University of Iowa, 1971

Dawn Bodnar, **Assistant Clinical Professor of Medicine** (2014).
B.S., University of Nebraska Lincoln, 1995; M.D., University of Nebraska Medical Center, 1999

Patrick J. Bogard, **Assistant Clinical Professor of Pathology** (1984; 2014).
B.S., University of Nebraska Lincoln, 1975; University of Nebraska Medical Center, 1978

Patricia Bohart, **Assistant Clinical Professor of Psychiatry** (2012).
B.S., University of Nebraska-Lincoln, 1987; M.D., University of Nebraska Medical Center, 1991

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

Kristi Boles, **Assistant Clinical Professor of Pediatrics** (2012).
B.S., Texas A&M University, 1991; B.S., Texas Tech University, 1997; M.D., Texas Tech University Health Sciences Center, 2001

Padmaja Bollam, **Instructor of Psychiatry** (2011).
M.B., B.S., Kakatiya Medical College, 1992

Patrick Bolton, **Assistant Clinical Professor of Anesthesiology** (2012).
A.B., University of California-Berkley, 1990; M.D., University of California-San Francisco, 2001

Jeanette Booheene, **Assistant Professor of Medicine** (2011).
M.B., B.S., University of Newcastle upon Tyne Medical School (United Kingdom), 1996

Chandra Boosani, **Research Assistant Professor of Clinical and Translational Science** (2016).
Ph.D., School of Life Sciences, University of Hyderabad (India), 1997

Timea Bor, **Assistant Clinical Professor of Medicine** (2015).
M.D., Mor Kaposi Hospital (Hungary), 1996

Aimee Borazanci, **Assistant Clinical Professor of Neurology** (2013).
B.S., Louisiana State University, 2001; M.D., Louisiana State University Health Sciences Center, 2006

Bo Borch-Christensen, **Assistant Clinical Professor of Pediatrics** (2014).
M.D., University of Copenhagen (Denmark), 2004

Ali Borhan, **Assistant Clinical Professor of Surgery** (2012).
B.A., Cornell University, 1994; M.D., Albany Medical College, 1998

Anna Boron, **Assistant Professor of Medicine** (2011).
M.D., Medical University (Poland), 2002

Joan E. Borrege, **Clinical Instructor of Medicine** (1987).
B.S. (Biology), University of San Francisco, 1977; B.S. (Chemistry), University of California-Berkley, 1979; M.D., Creighton University School of Medicine, 1984

A. James Bothmer, **Assistant Professor of Pharmacy Practice** (1991); **Assistant Professor of Library Sciences** (1992); **Assistant Vice President of Health Sciences** (2008).
B.A., Southwest State University, 1973; M.A., University of Minnesota, 1975

Travis J. Bouret, **Assistant Professor of Medical Microbiology and Immunology** (2015).
B.S., University of Nebraska-Lincoln, 2002; Ph.D., University of Colorado Health Sciences Center, 2008

Robert Bowen, **Associate Clinical Professor of Pathology** (2011).
B.A., Hastings College, 1973; M.D., University of Nebraska Medical Center, 1976

Russell Bowen, **Assistant Clinical Professor of Medicine** (2010).
B.S., University of Kansas, 1992; M.D., University of Kansas School of Medicine, 1996

Robert M. Brady, **Assistant Professor of Obstetrics & Gynecology** (2005; 2011).
B.A., University of Virginia, 1990; M.D., University of Virginia, 1995

Temple Brannan, **Assistant Professor of Medicine** (2004).
B.A., Creighton University, 1996; M.D., Creighton University School of Medicine, 2001

Karen Bremer, **Assistant Professor of Neurology** (2009).
B.S., Idaho State University, 1990; M.D., University of Nebraska Medical Center, 1994

Ross Bremner, **Professor of Surgery** (2008; 2011).
M.B.B.Ch., University of Witwatersrand, 1988; Ph.D., University of Witwatersrand, 1998

Jennifer C. Brewer, **Instructor of Obstetrics and Gynecology** (2014).
B.S., University of California-Irvine, 2004; M.D., Oregon Health and Science University, School of Medicine, 2010

Jeffrey A. Brink, **Clinical Instructor of Surgery** (2013).
B.S., University of Arizona, 1993; M.D., University of Arizona College of Medicine, 1997

Eva Brion, **Clinical Instructor of Psychiatry** (2013).
M.D., Southwestern University (Philippines), 1969

Jeffrey C. Brittan, **Assistant Clinical Professor of Family Medicine** (1984; 1986).
B.S., Creighton University, 1977; M.D., Creighton University School of Medicine, 1981

Catherine A. Brooks, **Assistant Clinical Professor of Pediatrics** (2016).
B.A., Nebraska Wesleyan University, 2005; D.O., Des Moines University College of Osteopathic Medicine, 2009

Katherine E. Brown, **Assistant Clinical Professor of Surgery** (2017); **Assistant Clinical Professor of Medicine** (2017).
B.S., Creighton University, 1993; D.O., Kansas City University of Medicine and Biosciences, 2001

Larry L. Brown, **Assistant Clinical Professor of Medicine** (2016).
B.S., Creighton University, 1987; M.D., University of Nebraska College of Medicine, 1992

Linda Brown, **Assistant Professor of Medicine** (2012).
Faculty

B.S., Loyola University-Chicago, 2000; M.S., Midwestern University, 2003; D.O., Arizona College of Osteopathic Medicine, 2007

**Jason Bruce**, Assistant Clinical Professor of Pediatrics (2007).
B.S., Creighton University, 1999; M.D., Creighton University School of Medicine, 2003

**Laura C. Bruce**, Professor of Biomedical Sciences (1987; 2008).
B.A., Cornell College, 1975; Ph.D., Georgetown University, 1982

**Lori Brunner-Buck**, Assistant Clinical Professor of Medicine (2006; 2008).
B.S., Nebraska Wesleyan University, 1996; M.D., University of Nebraska Medical Center, 2002

**David Bryant**, Assistant Clinical Professor of Pathology (2013).
M.D., Northeastern Ohio Universities College of Medicine, 1991

**Nancy C. Buckner**, Assistant Clinical Professor of Psychiatry (2014).
B.S., University of Tennessee, 1986; M.D., University of Tennessee Health Sciences Center, 1991

**Steven A. Budd**, Assistant Clinical Professor of Family Medicine (2014).
B.A., University of Alaska-Fairbanks; B.S., Creighton University; MPH, Tulane University; M.D., University College Cork (Ireland)

**Bruce A. Buehler**, Clinical Professor of Pediatrics (1985; 2004).
B.S., University of Florida, 1966; M.D., University of Florida, 1970

**Thomas G. Buglewicz**, Assistant Clinical Professor of Anesthesiology (2017).
B.S., University of Nebraska-Lincoln, 1984; M.D., Creighton University School of Medicine, 1988

B.S., Indiana University, 2002; D.O., Chicago College of Osteopathic Medicine/Midwestern University, 2008

**Raymond Bunch**, Assistant Clinical Professor of Psychiatry (2013).
B.S., University of Arizona, 1995; M.D., University of Colorado Health Sciences Center, 2001

**Timothy A. Burd**, Assistant Clinical Professor of Surgery (2016).
B.A., California State University at Fullerton, 1992

**K. John Burhan**, Assistant Professor of Medicine (2010; 2016).
B.A., University of Nebraska Omaha, 1991; M.D., Ross University School of Medicine, 2001

**Anne Burns**, Assistant Clinical Professor of Medicine (2013).
B.A., University of California-Santa Barbara, 1994; M.D., University of California, 1999

B.S., University of California-San Diego, 2008; M.D., University of Texas Medical Branch, 2013

**Monica Cabrera**, Assistant Clinical Professor of Pediatrics (2010).
B.S., University of the Philippines, 1987; M.D., University of the Philippines, 1993

**Jin Cai**, Assistant Professor of Anesthesiology (2009; 2010).
M.D., The Third Military Medical University (China), 1986; Ph.D., University of South Alabama College of Medicine, 1995

**Cicero Calderon**, Assistant Clinical Professor of Pediatrics (2005).
B.A., Wabash College, 1987; M.D., Indiana University, 1991

B.S., Duke University, 1978; M.D., 1982

**Jane Caplan**, Assistant Clinical Professor of Psychiatry (2012).
B.S./B.A., Loyola University-Chicago, 1995; M.D., Creighton University School of Medicine, 2001

**Jason P. Caplan**, Professor of Psychiatry (2008; 2015).
B.A., Brandeis University, 1997; M.A., Boston University, 1998; M.A., 2002

B.S., St. John's University, 1977; MPH, Harvard School of Public Health, 1995; M.D., SUNY-Downstate Medical Center, 1981

**Stephan Cardon**, Assistant Clinical Professor of Anesthesiology (2012).
B.A., Brigham Young University, 1981; M.D., University of Arizona College of Medicine, 1986

**Lawrence A. Carlsson Jr.**, Assistant Clinical Professor of Family Medicine (1979; 1982).
B.S., Creighton University, 1972; M.D., Creighton University School of Medicine, 1976

**Wendi Carlton**, Assistant Professor of Pediatrics (2017).
B.S., East Carolina University, 1987; M.D., University of North Carolina School of Medicine, 1994

**Jane Carnazzo**, Assistant Clinical Professor of Pediatrics (2000).
B.S., Creighton University, 1982; M.D., Creighton University School of Medicine, 1986

**Scott C. Carollo**, Assistant Clinical Professor of Medicine (2014).
B.S., Creighton University, 1986; M.D., Creighton University School of Medicine, 1990

**Caroline Carrion**, Assistant Professor of Obstetrics & Gynecology (2011).
M.D., University of Puerto Rico, 1999

**Jeffrey S. Carstens**, Assistant Clinical Professor of Medicine (2014).
B.S., Creighton University, 1986; M.D., Creighton University School of Medicine, 1990

B.A., Georgetown University, 1994; M.D., University of Arizona College of Medicine, 2000

**Daniel M. Caruso**, Clinical Professor of Surgery (2017).
B.A., Kalamazoo College, 1986; M.S., Wayne State University, 1989; M.D., Wayne State School of Medicine, 1992

A.B., University of Kansas, 1958; M.D., Georgetown University, 1962; M.A., Cardinal Stritch College, 1984; M.B.A., Marquette University, 1988

**James Cashman**, Assistant Clinical Professor of Surgery (2013).
B.A., University of Texas Austin, 1988; MD, University of Texas at Houston Medical School, 1993

**Mario Castellanos**, Assistant Professor of Obstetrics & Gynecology (2011; 2014).
B.S., University of Houston, 2002; M.D., University of Texas Southwestern, 2006

**Amanda M. Cattelino**, Assistant Clinical Professor of Psychiatry (2016).
Stephen J. Cavalieri, Professor of Pathology (1987; 2010); Professor of Medical Microbiology and Immunology (1986; 2010).

B.S., California University of Pennsylvania, 1977; M.S., West Virginia University, 1979; Ph.D., West Virginia University, 1981

Harry Cavanaugh, Assistant Clinical Professor of Anesthesiology (2013).

B.A., University of Santa Clara, 1970; M.D., University of Colorado School of Medicine, 1974

James Cervantes, Assistant Clinical Professor of Family Medicine (2010).

M.D., University of Nebraska Medical Center, 1992

Dennis A. Chakkalakal, Special Associate Professor of Surgery (1991; 2013).

B.Sc., Madras University (India), 1958; M.S., Marquette University, 1962; Ph.D., Washington University School of Medicine, 1968

Richard Chamberlain, Assistant Clinical Professor of Surgery (2013).

B.S., University of Virginia, 1985; M.D., University of Nebraska College of Medicine, 1989

Claudia Chambers, Assistant Professor of Obstetrics & Gynecology (2011).

B.S., McMaster University, 1995; M.D., SUNY Upstate Medical, 2001

Linda Chambliss, Assistant Professor of Obstetrics & Gynecology (2008; 2011).

B.S.N., Duke University, 1973; M.D., Michigan State University, 1980; MPH, Johns Hopkins University, 2004

Andrea J. Chamczuk, Assistant Professor of Surgery (2014).

B.S., McMaster University, 1977; M.Sc., University of Toronto, 2011; M.D., Saba University School of Medicine (The Netherlands-Antilles), 2005

Steve Chang, Instructor of Surgery (2012).

B.S., Duke University, 1997; M.D., University of North Carolina School of Medicine, 2002

Edward A. Chapiron, Associate Professor of Medical Microbiology & Immunology (1968; 1971).

B.S., LeMoyne College, 1957; M.S., Marquette University, 1959; Ph.D., University of Wisconsin-Madison, 1965

Edward S. Chart rand, Assistant Professor of Anesthesiology (2015).

B.A., St. Louis University, 2006; M.D., University of Nebraska College of Medicine, 2010

Dana Chase, Associate Professor of Obstetrics & Gynecology (2011; 2017).

B.A., Brown University, 1996; M.D., University of California-Irvine, 2003


B.S., University of Illinois at Urbana-Champaign, 2000; M.D., Rush University, 2008

Xian-Ming Chen, Professor of Medical Microbiology & Immunology (2007; 2012).

M.S., Shanxi Medical University (China), 1988; M.D., Hubei Medical University Xianning Medical School (China), 1985

Youngsoo Cho, Assistant Clinical Professor of Medicine (2012).

B.S., Cornell University, 1993; M.D., Albert Einstein College of Medicine of Yeshiva University, 1999

Yun Chong, Assistant Clinical Professor of Medicine (2012).

B.S., Cornell University, 1988; M.D., University of Illinois, 1998

Keith Christensen, Associate Professor of Medicine (2008; 2011).

B.S., University of Iowa, 1990; Pharm.D., Creighton University, 1994

Randal Christensen, Assistant Clinical Professor of Pediatrics (2011).

B.A., University of Arizona, 1990; M.D., Tufts University, 1995

Michael Christopher, Assistant Clinical Professor of Medicine (2013).

B.S., Arizona State University, 1981; M.D., University of Arizona, 1986

Chung-Chou Chu, Professor of Psychiatry (1992).

M.D., Medical College of Korea University, 1973


M.D., Creighton University School of Medicine, 1976

Erica K. Cichowski, Assistant Professor of Medicine (2003; 2008).

B.A., Indiana University, 1996; M.D., Creighton University School of Medicine, 2000

Joni Clark, Associate Professor of Neurology (2011).

B.S., University of Notre Dame, 1981; M.D., American University of the Caribbean (West Indies), 1985

Daxa Clarke, Assistant Clinical Professor of Pediatrics (2012).

B.S., Texas A&M Universtiy, 1998; M.D., University of Texas Southwestern Medical School, 2003

Michael Clegg, Assistant Clinical Professor of Radiology (2016).

B.S., Creighton University, 2001; M.D., Creighton University School of Medicine, 2005

Robert Clemons Jr., Assistant Clinical Professor of Family Medicine (2011).

B.S., Iowa State University, 1978; M.D., University of Iowa College of Medicine, 1982

James Clifton S.J., Assistant Professor of Medical Education (2015).

MDiv., Jesuit School of Theology-Berkeley, 1982

Kathryn E. Coan, Assistant Professor of Surgery (2016).

B.S., University of New Mexico, 2004; M.D., University of New Mexico School of Medicine, 2009

Peter F. Coccia, Clinical Professor of Pediatrics (1996).

B.A., Hamilton College, 1963; M.D., Upstate Medical Center, 1968

Kathryn Coffman, Assistant Clinical Professor of Pediatrics (2014).

B.A., Northwestern University, 1973; M.D., University of Iowa, College of Medicine, 1981

Agnes Colanta, Assistant Professor of Pathology (2012).

M.D., University of the Philippines College of Medicine, 1999

Robert M. Coleman, Assistant Professor of Psychiatry (1999).

A.B., Harvard College, 1966; M.A., University of Nebraska, 1980; Ph.D., University of Nebraska, 1995

Earle Collum, Assistant Clinical Professor of Pathology (2012).

B.S., University of South Carolina, 1974; M.D., University of South Carolina, 1979
Elizabeth M. Collyer, Assistant Clinical Professor of Pediatrics (2017). B.A., Franklin & Marshall College, 2006; M.D., Pennsylvania State University College of Medicine, 2010

John Colombo, Clinical Professor of Pediatrics (2005). B.A., University of Nebraska-Lincoln, 1971; M.D., University of Nebraska Medical Center, 1975

Cody L. Conklin-Aguilera, Assistant Clinical Professor of Pediatrics (2014). B.A., Hunter College of the City University of New York, 2000; M.D., Medical School for International Health, Ben Gurion University of the Negev in Collaboration with Columbia University Health Sciences, 2005

Thomas J. Connolly, Assistant Professor of Surgery (2013). B.S., Creighton University, 1986; M.D., Creighton University School of Medicine, 1990

Brian P. Conroy, Assistant Clinical Professor of Surgery (2017). B.S., University of Nebraska Omaha, 1987; M.A., University of Connecticut, 1990; M.D., University of Nebraska Medical Center, 1995

Mandi Constantine, Clinical Instructor of Psychiatry (2016). B.A., University of Alaska, 1997; M.E., University of Alaska, 2005; Ph.D., Trident University International

Tracy Contant, Assistant Professor of Obstetrics & Gynecology (2012). B.A., Wesleyan University, 1986; M.D., Yale University, 1993

Anna Cook, Assistant Professor of Medicine (2012). B.S., University of Notre Dame, 2004; M.D., Creighton University School of Medicine, 2008

Stephen Coons, Clinical Professor of Pathology (2009). B.S., Yale University, 1978; M.D., University of Arizona College of Medicine, 1983

Kevin Corley, Assistant Clinical Professor of Pediatrics (2009). B.S., University of Illinois, 1968; M.D., University of Illinois, 1972

Christa C. Corn, Assistant Professor of Surgery (2014). B.S., Baylor University, 1983; M.D., University of Texas Medical School at Houston, 1987

Santiago M. Cornejo, Assistant Clinical Professor of Radiology (2016). B.S., Arizona State University, 2000; M.D., The University of Arizona College of Medicine, 2006


Dominic Cosgrove, Associate Clinical Professor of Biomedical Sciences (1992; 2004). B.S., University of Nebraska-Lincoln, 1984; Ph.D., University of Nebraska Medical Center, 1989

John Cote, Assistant Clinical Professor of Obstetrics & Gynecology (2005). B.S., Loyola Marymount University, 1991; M.D., Creighton University School of Medicine, 1997

Luis F. Couchonnal, Assistant Clinical Professor of Medicine (2014). B.A., University of Notre Dame, 1998; M.D., University of Kansas School of Medicine, 2002

Andrew M. Coughlin, Assistant Clinical Professor of Surgery (2016). B.S., Nebraska Wesleyan University, 2004; M.D., University of Nebraska College of Medicine, 2008


Don Coulter, Assistant Clinical Professor of Pediatrics (2011). B.S., Virginia Polytechnic Institute & State University, 1994; M.D., University of Arizona College of Medicine, 2002

Christine D. Craig, Clinical Instructor of Obstetrics and Gynecology (2014). B.S., The University of Texas, 2005; M.D., The University of Texas Health Science Center, 2010


Jonathan Cramer, Assistant Clinical Professor of Pediatrics (2014). B.S., Creighton University, 2002; M.D, University of Nebraska Medical Center, 2006

Robert O. Creek, Professor Emeritus of Biomedical Sciences (1964; 2002). B.S., University of Illinois at Urbana-Champaign, 1950; M.S., University of Southern Illinois, 1955; Ph.D., Indiana University-Bloomington, 1960

Patrick Cronican, Assistant Clinical Professor of Family Medicine (2010). B.S., Creighton University, 1984; M.D., Creighton University School of Medicine, 1988

David Crozter, Assistant Clinical Professor of Obstetrics & Gynecology (2007; 2013). B.S., University of Tulsa, 1994; M.D., Indiana University School of Medicine, 1998

Atilia Csordas, Assistant Professor of Radiology (2007). M.D., University of PECS Health and Science Center (Hungary), 1995

Bruce Culbertson, Assistant Professor of Obstetrics & Gynecology (2012; 2017). B.S., University of California-Irvine, 1985; M.D., Medical College of Virginia, 1990

Diane Cullen, Clinical Professor of Biomedical Sciences (2012; 2017); Clinical Professor of Medicine (1989; 2017). B.S., State University of New York, 1976; M.S., Western Illinois University, 1977; Ph.D., University of Wisconsin-Madison, 1989

Miriam Cummings, Assistant Clinical Professor of Medicine (2012). B.S., Xavier University, 1987; M.D., The Ohio State University College of Medicine and Public Health, 1991

James G. Cummins, Assistant Clinical Professor of Obstetrics & Gynecology (1973; 1987). B.A., Creighton University, 1966; M.D., Creighton University School of Medicine, 1970

Jeffrey M. Curtis, Assistant Professor of Family Medicine (2015). B.A., Brigham Young University, 1989; MPH, University of Arizona, 1997; M.D., Uniformed Services University of Health Sciences, 1993

Robert A. Cusick, Assistant Clinical Professor of Surgery (2001).
<table>
<thead>
<tr>
<th>Name</th>
<th>Title and Affiliation</th>
</tr>
</thead>
</table>
| B.A., Creighton University, 1987; M.D., University of Nebraska Medical Center, 1992 | M. Olubunmi Dada, *Assistant Clinical Professor of Family Medicine* (2015); *Assistant Clinical Professor of Family Medicine*.  
M.B.,B.S., College of Medicine, University of Lagos, 1977 |
B.S., Chicago, 1988 |
B.S., Creighton University, 2002 |
| B.A., College of William & Mary, 1998; M.D., University of Virginia, School of Medicine, 2002 | Sagar S. Damle, *Assistant Clinical Professor of Medicine* (2016).  
B.S., Creighton University, 1981; M.D., University of Nebraska Medical Center, 1993 |
M.B.,B.S., University College of Medical Sciences, 2003 |
| B.A., Trinity College (Ireland), 2004 | Christopher Dardis, *Assistant Professor of Neurology* (2016).  
B.S., Creighton University, 2002 |
M.B.,B.S., Creighton University School of Medicine, 2003 |
| B.S., Creighton University, 1979; M.D., Loyola University Stritch School of Medicine, 2003 | Piyush Das, *Assistant Clinical Professor of Psychiatry* (2014).  
B.S., Creighton University, 1992 |
| B.S., Loyola University Chicago, 1999; M.D., Loyola University Stritch School of Medicine, 2003 | Joan Daughton, *Assistant Clinical Professor of Psychiatry* (2009; 2012).  
B.A., University of Nebraska, 1998; M.D., University of Nebraska Medical Center, 1999 |
| B.A., University of Nebraska, 1982; M.D., University of Nebraska Medical Center, 1990 | Mary S. Davey, *Assistant Professor of Radiology* (2005; 2007).  
B.A., University of Nebraska, 1982; M.D., University of Nebraska Medical Center, 1990 |
| B.S., UCLA, 1981; M.S., Creighton University, 1983; M.D., Creighton University School of Medicine, 1987 | Michael H. Davidian, *Associate Professor of Medicine* (1990; 2007).  
B.A., Creighton University, 1992; M.D., Creighton University School of Medicine, 2002 |
| B.S., University of Nebraska-Lincoln, 1978; M.S., Washington University, 1980; Ph.D., Creighton University, 1989 | Catherine Davis, *Clinical Professor of Medical Microbiology & Immunology* (2012).  
B.S., Creighton University School of Medicine, 2002 |
| B.S., Truman State University, 2007; M.D., University of Nebraska Medical Center, 2011 | Kathleen E. Davis, *Assistant Clinical Professor of Pediatrics* (2015).  
B.S., Creighton University, 2002; M.D., Creighton University School of Medicine, 2003 |
| M.D., University of Witwatersrand (South Africa), 1970 | Roy Davis, *Assistant Clinical Professor of Pathology* (2012).  
M.D., University of Witwatersrand (South Africa), 1970 |
| B.A., Creighton University, 2004; M.D., Creighton University School of Medicine, 2008 | Michael G. Dawson, *Assistant Clinical Professor of Pediatrics* (2012).  
B.A., Creighton University, 2004; M.D., Creighton University School of Medicine, 2008 |
B.A., Creighton University, 1970; M.D., Creighton University School of Medicine, 1976 |
| M.D., Creighton University School of Medicine, 1962 | Peter DeMarco, *Associate Clinical Professor of Surgery* (1970; 1976).  
B.A., Creighton University, 1987; M.D., University of Nebraska Medical Center, 1992 |
B.A.,Creighton University, 1996; M.D., Creighton University, 1996 | M.D., Creighton University School of Medicine, 1995; 2004 |
B.S., Creighton University, 1979; M.D., Creighton University School of Medicine, 2002 |
| B.S., University of Arizona, 2005; M.D., University of Arizona College of Medicine, 2009 | Paul J. DelPorto, *Assistant Professor of Surgery* (2014).  
B.A., Creighton University, 1992; M.D., Creighton University School of Medicine, 1993 |
B.A., Creighton University, 2002; M.D., Creighton University School of Medicine, 2003 |
B.A., Creighton University, 1992; M.D., Creighton University School of Medicine, 1993 |
| B.S., University of Houston, 2000; Pharm.D., University of Houston, 2000; M.D., University of Texas Medical Branch, College of Medicine, 2008 | Harold DelasAlas, *Assistant Clinical Professor of Medicine* (2013).  
B.S., Creighton University, 1992; M.D., Creighton University School of Medicine, 1993 |
B.S., Creighton University, 1992; M.D., Creighton University School of Medicine, 1993 | Danica C. Denton, *Assistant Clinical Professor of Psychiatry* (2015).  
B.S., Creighton University, 1992; M.D., Creighton University School of Medicine, 1993 |
| B.A., Wesleyan University, 1989; M.D., University of Nebraska Medical Center, 1993 | Alka Desai-Buechler, *Assistant Clinical Professor of Pediatrics* (2000).  
B.S., Creighton University, 1987; M.D., Creighton University School of Medicine, 1993 |
Christopher J. Destache, Professor of Pharmacy Practice (1984; 2006); Professor of Medicine (1990; 2006); Professor of Medical Microbiology and Immunology (1997; 2006).
Pharm.D., Creighton University, 1984

Sarah M. Devine, Assistant Clinical Professor of Medicine (2001).
B.S., St. Louis University, 1991; M.D., Loyola-Stritch Medical School, 1996

B.S., Government Science College (India), 1969; M.B.,B.S., Nagpur University (India), 1975

Vijay Dewan, Assistant Clinical Professor of Psychiatry (2007).
M.B.,B.S., AFMC Medical College (India), 1981

Rohit Dhall, Assistant Professor of Neurology (2011).
M.B.,B.S., All India Institute of Medical Sciences (India), 2000

Gina DiRenzo-Coffey, Assistant Clinical Professor of Pediatrics (2005).
B.S., University of Notre Dame, 1992; M.D., Duke University, 1996

Julie Dickson, Assistant Professor of Psychiatry (2012; 2015).
B.A., California State University-Northridge, 1989; M.D., Creighton University School of Medicine, 2002

Mark J. Diercks, Associate Clinical Professor of Psychiatry (1984, 1992).
B.S., Creighton University, 1977; M.D., Creighton University School of Medicine, 1981

Nicholas Dietz, Associate Professor of Pathology (2011; 2017); Associate Professor of Clinical and Translational Science (2016; 2017).
B.A., St. Louis University, 2002; M.D., University of Nebraska Medical Center, 2006

Matthew F. Dilisio, Assistant Professor of Surgery (2014); Assistant Professor of Clinical and Translational Science (2016).
B.A., St. Louis University, 2004; M.D., St. Louis University School of Medicine, 2008

Kevin L. Dilworth S.J., Assistant Professor of Medical Education (2016).
B.A., Loyola Marymount University, 1977; STB, M.Div., Regis College, University of Toronto, 1984; STM, Regis College, University of Toronto, 1985

Claudia Dima, Assistant Professor of Medicine (2011).
M.D., Carol Davila University of Medicine and Pharmacy (Romania), 1989

Carolyn M. Doherty, Assistant Clinical Professor of Obstetrics & Gynecology (1996).
M.D., University of South Dakota School of Medicine, 1986

Patrick J. Doherty, Assistant Clinical Professor of Pediatrics (2003; 2007).
B.S., University of Wyoming, 1984; M.D., Creighton University School of Medicine, 1992

B.A., University of St. Thomas, 1996; M.D., University of Iowa College of Medicine, 2004

Edward Donahue, Assistant Clinical Professor of Surgery (2008).
B.S., Villanova, 1970; M.S., University of Illinois, 1982; M.D., Temple Medical, 1979

B.A., Maryknoll Seminary, 1961; D.D.S., Creighton University, 1969; Ph.D., Baylor University, 1975

Marley A. Doyle, Assistant Clinical Professor of Psychiatry (2017).
B.S., Truman State University, 2006; M.D., Creighton University School of Medicine, 2010

Gregg A. Drabek, Assistant Clinical Professor of Surgery (2014).
B.S., Dakota Wesleyan University, 1979; M.D., University of South Dakota, 1987

Carol A. Drake, Assistant Clinical Professor of Surgery (1986; 2014).
B.S., University of Nebraska, 1977; M.D., University of Nebraska Medical Center, 1981

Jamie A. Drake, Assistant Clinical Professor of Pediatrics (2011; 2016).
B.A., Wayne State College, 2004; M.D., University of Nebraska Medical Center, 2008

Shashank Dravid, Associate Professor of Pharmacology (2006; 2013).
Ph.D., University of Georgia, 2003

Kristen M. Drescher, Professor of Medical Microbiology & Immunology (1999; 2011).
B.S., University of New Hampshire, 1983; M.S., University of Lowell, 1990; Ph.D., Johns Hopkins University, 1995

David J. Drewitz, Assistant Clinical Professor of Medicine (2014).
B.S., University of Wisconsin, 1986; M.D., Medical College of Wisconsin, 1990

Veselin V. Drincic, Assistant Professor of Medicine (2004; 2006).
M.D., University of Belgrade (Yugoslavia), 1989

Ralph Drosten, Professor of Radiology (2011; 2016).
M.D., University of Witwatersrand (South Africa), 1992

Robert C. Drvok Jr., Assistant Clinical Professor of Medicine (2001).
B.S., University of Nebraska-Lincoln, 1991; M.D., University of Nebraska Medical Center, 1995

Samuel Dubrow, Assistant Professor of Surgery (2014).
B.A., Colby College, 2002; M.D., Creighton University School of Medicine, 2007

Robert W. Dunlay, Professor of Medicine (1994; 2009); Dean, School of Medicine (2013).
B.S., Creighton University, 1977; M.D., Creighton University School of Medicine, 1981

Neil Dunn, Assistant Professor of Radiology (2011).
B.S., Stephen F. Austin State University, 1976; M.D., West Virginia University School of Medicine, 1982

Binh Duong, Assistant Professor of Medicine (2011).
B.S., University of Iowa, 1982; M.S., University of Iowa, 1983; D.O., Des Moines University, 1987

Allen Dvorak, Clinical Professor of Radiology (2008).
B.A., Creighton University, 1964; M.D., Creighton University School of Medicine, 1969

Thomas Dworak, Assistant Professor of Radiology (2005).
Christopher Erickson, Clinical Professor of Pediatrics (2002; 2010).
B.S., Nebraska Wesleyan University, 1980; M.D., University of Nebraska Medical Center, 1984

Jennifer Eschbacher, Assistant Clinical Professor of Pathology (2012).
M.D., Wayne State University School of Medicine, 2003

B.S., University of Illinois-Urbana, 1991; Ph.D., University of Nebraska-Lincoln, 2003

Dennis Esterbrooks, Professor of Medicine (1977; 2009); Interim Chair, Medicine (2012).
B.S., College of St. Thomas, 1968; M.D., Creighton University School of Medicine, 1974

Gale Etherton, Assistant Clinical Professor of Medicine (2010).
B.A., University of Colorado, 1988; M.D., Medical College of Wisconsin, 1994

Joshua C. Euteneuer, Assistant Clinical Professor of Pediatrics (2016).
B.S., University of Nebraska-Lincoln, 2005; M.S., University of Cincinnati, 2016; M.D., University of Nebraska Medical Center, 2010

Don L. Evans, Assistant Clinical Professor of Radiology (2014).
B.A., Washington University, 1988; M.D., University of Nebraska Medical Center, 2002

Amy Evans Werth, Assistant Professor of Medicine (2014; 2016).
B.S., Creighton University, 2010; M.D., Creighton University School of Medicine, 2014

Barry L. Fanders, Assistant Clinical Professor of Radiology (2016).
B.A./M.D., University of Missouri at Kansas City, 1982

Timothy R. Fangman, Assistant Clinical Professor of Medicine (2014).
B.S., University of Notre Dame, 1968; M.D., Creighton University School of Medicine, 1972

John Farley, Professor of Obstetrics & Gynecology (2011).
B.S., United States Military Academy, 1986; M.D., Uniformed Services University of the Health Sciences, 1990

Joanna E. Faryna, Assistant Clinical Professor of Psychiatry (1999).
M.D., Academy of Medicine (Poland), 1987

Christopher M. Fecarotta, Assistant Clinical Professor of Surgery (2017).
B.S., Stony Brook University, 2003; M.D., SUNY Upstate Medical University, 2007

Richard J. Feldhaus, Associate Clinical Professor of Surgery (1965; 2011).
B.S., Creighton University, 1953; M.S., Creighton University, 1955; M.D., Creighton University School of Medicine, 1959

Jeremy P. Feldman, Assistant Clinical Professor of Medicine (2016).
B.S., Stanford University, 1994; M.D., University of California San Diego, 1998

Michael Feloney, Associate Professor of Surgery (2007; 2013).
B.S., Santa Clara University, 1994; M.D., St. Louis University, 1999

Jose Fernandes, Assistant Clinical Professor of Neurology (2012).
M.D., Federal University of Bahia (Brazil), 1991

Praveen P. Fernandes, Professor of Psychiatry (2002; 2016).
M.B.,B.S., St. John’s Medical College (India), 1992
Carlos A. Fernandez, Assistant Professor of Surgery (2017). B.S., Creighton University, 1983; M.D., Creighton University School of Medicine, 1990

Cristina Fernandez, Professor of Pediatrics (2004; 2015). M.D., Universidad Nacional de Colombia (Columbia); 1993

Paul D. Fey, Associate Clinical Professor of Medical Microbiology & Immunology (1998; 2005). B.S., Kansas State University, 1991; Ph.D., Creighton University, 1995

Debra Fiala, Assistant Clinical Professor of the Center for Health Policy and Ethics (2011). B.S., Nebraska Wesleyan University, 1987; M.D., Northwestern University Medical School, 1991; J.D., Loyola University Chicago, 1998

Terry Fife, Clinical Professor of Neurology (2011; 2016). B.S., University of Arizona, 1982; M.D., Texas A&M University, 1986

Charles J. Filipi, Adjunct Professor of Surgery (1989; 2015). B.S., Iowa State University, 1963; M.D., University of Iowa, 1967


David Finken, Assistant Clinical Professor of Pediatrics (2005). B.S., Creighton University, 1990; M.D., University of Nebraska Medical Center, 1995

Robert E. Fintelmann, Assistant Clinical Professor of Surgery (2014). M.D., University of Ulm Medical School, 2005

Elie Firzie, Assistant Clinical Professor of Pediatrics (2006). B.S., American University of Beirut (Lebanon), 1980; M.D., American University of Beirut (Lebanon), 1985

Robert J. Fitzgibbons Jr., Professor of Surgery (1980; 1993); Professor of Clinical and Translational Science (2016); Chair, Department of Surgery (2015). M.D., Creighton University School of Medicine, 1974

Timothy C. Fitzgibbons, Assistant Clinical Professor of Surgery (1978; 1987). M.D., Creighton University School of Medicine, 1973

William P. Fitzgibbons, Assistant Clinical Professor of Family Medicine (1981; 1982). M.D., Creighton University School of Medicine, 1978

Joleen E. Fixley, Associate Professor of Medicine (2000; 2011). B.A., University of San Diego, 1991; M.D., Creighton University School of Medicine, 1997

Mark Fleisher, Clinical Professor of Psychiatry (1992; 2011). B.S., University of Nebraska-Omaha, 1981; M.D., University of Nebraska Medical Center, 1987

Garth E. Fletcher, Assistant Clinical Professor of Pediatrics (1999; 2002). B.A., Union College, 1982; M.D., Creighton University School of Medicine, 1986

Scott E. Fletcher, Professor of Pediatrics (1995; 2006); Professor of Radiology (2003; 2006).

James B. Ford, Associate Clinical Professor of Pediatrics (2015). B.S., University of Utah, 2002; D.O., Des Moines University, 2008

Thomas S. Forest, Assistant Clinical Professor of Radiology (2016). B.S., Creighton University, 1974; M.D., University of Nebraska Medical Center, 1978

James R. Forseth, Assistant Professor of Medicine (2014). B.S., University of North Dakota, 1976; M.D., University of North Dakota School of Medicine, 1980

Jason Foster, Associate Clinical Professor of Surgery (2004; 2010). B.S., Bucknell University, 1994; M.D., Temple University School of Medicine, 1994

Kevin N. Foster, Clinical Professor of Surgery (2017). B.S., Indiana University, 1983; M.D., Medical College of Ohio, 1990

Devin J. Fox, Assistant Professor of Medicine (2002); Assistant Dean, Medical Education, Patient Safety and Clinical Quality (2014). B.S., University of Nebraska-Lincoln, 1993; M.D., University of Nebraska Medical Center, 1998

Lisa J. Fox, Assistant Clinical Professor of Pediatrics (2013). B.S., Grand Canyon University, 2002; D.O., Midwestern University-Arizona College of Osteopathic Medicine, 2006

Andrew Frager, Assistant Clinical Professor of Radiology (2016). B.S., University of Nebraska-Lincoln, 2002; M.D., University of Nebraska Medical Center, 2006

Thomas Franco, Assistant Clinical Professor of Medicine (2007). B.S., Creighton University, 1985; M.D., University of Nebraska Medical Center, 1989

Jason D. Fraser, Assistant Clinical Professor of Surgery (2015). B.A., St. John's University, 2002; M.D., Creighton University School of Medicine, 2002

David Frate, Assistant Clinical Professor of Medicine (2013). B.S., George Mason University, 2000; D.O., Lake Erie College of Osteopathic Medicine, 2006

Thomas Frederickson, Assistant Clinical Professor of Medicine (2013). B.A., Brigham Young University, 1984; M.B.A., Indian University, 1986; M.D., University of Minnesota, 1995


Keith A. Frey, Professor of Family Medicine (2015). B.S., Virginia Military Institute, 1975; M.D., Medical College of Virginia, 1979

Laura Frigyes, Assistant Clinical Professor of Medicine (2011). B.S., University of California-Davis, 1988; M.D., Creighton University School of Medicine, 1993

Stuart Frigyes, Assistant Clinical Professor of Medicine (2011). B.S., University of California-Davis, 1988; M.D., Creighton University School of Medicine, 1993
James Frock, Associate Clinical Professor of Medicine (1989; 2011).
B.S., Creighton University, 1976; M.D., Creighton University School of Medicine, 1981

Derek J. Fulcher, Clinical Instructor of Anesthesiology (2014).
B.S., University of Arizona, 2005; M.D., University of Arizona College of Medicine, 2009

Megan K. Fuller, Assistant Clinical Professor of Pediatrics (2017).
B.S., Southwest Baptist University, 2002; M.D., Baylor College of Medicine, 2007

Ramon M. Fusaro, Adjunct Professor Emeritus of Medicine (1975; 2008); Adjunct Professor Emeritus of Preventive Medicine and Public Health (1984; 2008); Adjunct Professor Emeritus of Pharmacy Sciences (2006; 2008).
B.A., University of Minnesota, 1949; B.S., University of Minnesota, 1951; M.D., University of Minnesota, 1953; M.S., University of Minnesota, 1958; Ph.D., University of Minnesota, 1965

Ronald A. Gagliano, Professor of Surgery (2014; 2017).
B.S., Tulane University College of Arts and Sciences, 1990; M.D., Tulane University School of Medicine, 1994

Dean Gain, Assistant Professor of Radiology (2011).
B.A., The Johns Hopkins University, 1975; M.D., University of Arizona College of Medicine, 1979

John C. Gallagher, Professor of Medicine (1977); Professor of Clinical and Translational Science (2016).
M.B., Ch.B., Manchester University (England), 1965; M.R.C.P., Leeds University (England), 1970; M.D., Manchester University, 1976

Kishor Ganti, Associate Clinical Professor of Medicine (2012).
M.B., B.S., B.J. Medical College (India), 1996

Robert Garcia, Associate Professor of Family Medicine (2009; 2012); Assistant Dean, Student Affairs, Phoenix Regional Campus.
B.S., Arizona State University, 1977; M.D., University of Arizona, 1981

Glenn Gardner, Assistant Clinical Professor of Surgery (2004).
B.S., Wilson College (India), 1985; M.B.B.S., Christian Medical College (India), 1991

B.S., University of Wyoming, 1967; M.D., University of Maryland, 1962

B.S., Morningside College, 1975; M.S., Creighton University, 1978; M.D., Creighton University School of Medicine, 1981

Myles Gart, Assistant Clinical Professor of Anesthesiology (2016).
M.D., Creighton University School of Medicine, 1987

Dawn Gary, Assistant Clinical Professor of Pediatrics (2011).
B.S., University of Iowa, 1984; M.D., University of Iowa, 1990

Zoran Gatalica, Clinical Professor of Pathology (2002; 2011).
M.D., School of Medicine, University of Zagreb (Croatia), 1984; D.Sc., School of Natural Sciences, University of Zagreb (Croatia), 1989

Frederick Gawecki, Associate Clinical Professor Emeritus of Obstetrics & Gynecology (1972; 2006).
B.S., University of Toledo, 1958; M.D., Boston School of Medicine, 1962

Maryam F. Gbadamosi-Akindele, Assistant Professor of Medicine (2016).
B.S., University of Maryland, 2006; M.D., Creighton University School of Medicine, 2012

Andrew I. Gelbman, Associate Professor of Radiology (1999; 2009).
B.S., Oregon State University, 1972; M.S., Ph.D., Oregon State University, 1982; D.O., University of Osteopathic Medicine and Health Sciences, 1993

Janie Gelineau-vanWaes, Associate Professor of Pharmacology (2009).
B.S., Washington State University, 1979; D.V.M., Washington State University, 1983; M.D., Washington State University, 1996

George Gellert, Associate Clinical Professor of Anesthesiology (2012).
M.D., Semmelweis Medical University (Hungary), 1985

Dirk Gesink, Assistant Professor of Surgery (2012).
B.A., Calvin College, 1982; B.S., Michigan State University, 1984; M.D., University of Texas Medical Branch, 1988

Anatole Ghazalpour, Assistant Clinical Professor of Pathology (2013).
B.S., University of California-Los Angeles, 1988; Ph.D., University of California-Los Angeles, 2005

Amir Gholami, Assistant Clinical Professor of Medicine (2011).
B.S., University of British Columbia, 1995; B.A., University of British Columbia, 1999; M.D., Saba University School of Medicine (Netherlands), 2004

Joseph M. Giancola, Assistant Clinical Professor of Medicine (2012).
B.S., Creighton University, 1986; M.D., University of Missouri-Columbia, 1990

Gregg Giannina, Assistant Clinical Professor of Obstetrics & Gynecology (2014).
B.S., Saint Peter’s College, 1987; M.D., University of Medicine and Dentistry of New Jersey, 1991

Donald K. Giger, Professor Emeritus of Medical Microbiology & Immunology (1979; 2009).
B.S. (Biological Science), California State Polytechnic University, 1961; B.S. (Microbiology and Immunology), California State University, 1970; M.S., California State University, 1973; Ph.D., Tulane University, 1977

Vanessa Gildenstern, Assistant Clinical Professor of Pediatrics (2015).
B.S., Southwestern University, 2003; M.D., University of Texas Southwestern Medical School, 2007

Thomas Gillespie, Professor of Surgery (2011; 2017).
B.S., University of California Los Angeles, 1991; M.D., Columbia University college of Physicians and Surgeons, 1995

David J. Glembocki, Assistant Clinical Professor of Medicine (2012).
B.S., University of Wisconsin, 1992; M.D., Medical College of Wisconsin, 1997

David Gloss, Assistant Professor of Neurology (2012).
B.S., Boston College, 1991; M.D., Tulane University, 2004

Christopher Glowacki, Assistant Professor of Obstetrics & Gynecology (2011).
B.S., Creighton University, 2003; M.D., Creighton University School of Medicine, 2007

David Gnarra, Associate Clinical Professor of Pediatrics (1975; 2014).
B.S., University of Pittsburgh, 1964; M.D., University of Pittsburgh, 1968

Richard V. Goering, Professor of Medical Microbiology & Immunology (1975; 1993); Chair, Medical Microbiology & Immunology (2006).
A.B., Wichita State University, 1966; M.S., Wichita State University, 1968; Ph.D., Iowa State University, 1972

Jon R. Goldsmith, Assistant Clinical Professor of Surgery (2017).
B.S., University of California San Diego, 1999; D.P.M., Dr. William M. Scholl College of Podiatric Medicine at Finch University, 2003

Nathan Gollehon, Assistant Clinical Professor of Pediatrics (2015).
B.S., University of Nebraska-Lincoln, 2004; M.D., University of Nebraska Medical Center, 2008

Heather J. Gomes, Assistant Clinical Professor of Surgery (2014).
B.S., Northwestern University, 1999; MPH, Emory University, 2002; M.D., University of Nebraska Medical Center, 2006

Omar Y. Gonzalez, Associate Clinical Professor of Medicine (2014).
M.D., Universidad Peruana Cayetano Heredia, 1996

B.S., University of Nebraska-Lincoln, 1981; M.D., University of Nebraska Medical Center, 1985

Michael L. Goodman, Assistant Clinical Professor of Pediatrics (2014).
B.S., Drake University, 2002; M.D., Indiana University School of Medicine, 2006

Ruthi D. Goodwin, Assistant Clinical Professor of Medicine (2016).
M.D., University of Nebraska College of Medicine, 2011

Gary L. Gorby, Associate Professor of Medicine (1989; 1996); Associate Professor of Medical Microbiology and Immunology (1989; 1996).
B.S., Youngstown State University, 1983; M.D., Northeastern Ohio Universities College of Medicine, 1983

Bruce Gordon, Clinical Professor of Pediatrics (1996).
B.A., Johns Hopkins University, 1979; M.D., Johns Hopkins University, 1983

B.S., University of Illinois at Urbana-Champaign, 1988; M.D., University of Illinois at Chicago, 1992

John Gordon, Associate Professor Emeritus of Anesthesiology (1977; 2007).
B.S., Creighton University, 1955; M.D., Creighton University School of Medicine, 1959

Peter M. Gordon, Assistant Clinical Professor of Surgery (1981; 1984).
B.A., State University of New York at Buffalo, 1970; M.D., Medical College of Wisconsin, 1974

Pamela Goslar, Assistant Professor of Surgery (2011).
B.A., Cameron University, 1973; M.S.A., DePaul University, 1978; Ph.D., University of South Carolina, 1993

William Gossman, Associate Clinical Professor of Emergency Medicine (2006); Chair, Emergency Medicine.
B.S., Southern Illinois University, 1988; M.D., Southern Illinois University, 1992

Venkatesh Govindarajan, Associate Professor of Surgery (2004; 2009); Associate Professor of Biomedical Sciences (2013); Associate Professor of Medical Microbiology and Immunology (2009).
M.Sc.,M.M.S., Birla Institute of Technology & Science (India), 1992; Ph.D., University of Houston, 1997

Amanda Grace, Assistant Clinical Professor of Medicine (2013).
B.S., The University of Arizona, 1999; M.D., University of California-Los Angeles, 2003

Steven Gradowski, Clinical Instructor of Surgery (2007).
O.D., Southern College of Optometry, 1979

Jordan MacKay Graff, Assistant Clinical Professor of Surgery (2015).
B.S., Brigham Young University, 1997; M.D., University of California-Irvine, 2003

Robin Graham, Assistant Clinical Professor of Surgery (1991; 2014).
B.S., Virginia Polytechnic Institute and State University, 1977; M.D., Medical College of Virginia, 1982

Kirstin Grahn, Assistant Clinical Professor of Pediatrics (2011); Assistant Clinical Professor of Surgery (2015).
B.A., University of Arizona, 1997; M.D., University of Arizona, 2003

Kathleen M. Grant, Assistant Clinical Professor of Psychiatry (2003).
B.S., Creighton University, 1972; M.D., Creighton University School of Medicine, 1979

Christopher M. Graves, Assistant Clinical Professor of Surgery (2017).
B.S., Northwestern University, 2005; M.S., Purdue University, 2006; M.D., University of Illinois College of Medicine, 2010

Caron J. Gray, Professor of Obstetrics & Gynecology (1999; 2015).
B.S., University of Illinois, 1987; M.D., Northwestern University, 1991

Kathleen D. Graziano, Assistant Clinical Professor of Surgery (2015).
B.A., University of Southern California-Los Angeles, 1991; M.D., Columbia College of Physicians and Surgeons, 1996

Theresa Grebe, Associate Clinical Professor of Medicine (2010).
B.A., Washington University, 1982; M.D., Pennsylvania State University College of Medicine, 1986

Jennifer Green, Assistant Clinical Professor of Medicine (2013).
B.S., University of Nebraska-Lincoln, 1995; M.S., University of Nebraska Medical Center, 2002; M.D., University of Nebraska Medical Center, 2009

Andrea D. Green Hines, Assistant Clinical Professor of Pediatrics (2014).
B.S., University of Nebraska-Lincoln, 2002; M.D., University of Nebraska Medical Center, 2006

Michael Greene, Assistant Professor of Family Medicine (2012).
B.A., University of Scranton, 2000; M.D., SUNY Upstate Medical College, 2006

David Greenspan, Assistant Clinical Professor of Obstetrics & Gynecology (2012).
B.A., New York University, 1983; M.D., Hahnemann/Drexel University, 1989

Herman M. Greenwald, Assistant Professor of Surgery (2014).
B.A., Creighton University, 1987; M.D., Creighton University School of Medicine, 1993

Martin Harrington, *Assistant Clinical Professor of Psychiatry* (2006).  
B.A., University of Nebraska, 1987; M.D., University of Nebraska Medical Center, 1993

John Harris, *Assistant Clinical Professor of Medicine* (2007).  
B.S., University of Nebraska, 1990; M.D., University of Nebraska Medical Center, 1994

B.S., Villanova, 1986; M.S., Villanova, 1988; M.D., Creighton University School of Medicine, 1992

B.S., South Dakota School of Mines and Technology, 1989; M.D., University of South Dakota, 2003

B.A., Brown University, 1988; D.O., University of North Texas Health Science, 1998

Samad Hashimi, *Assistant Professor of Surgery* (2012).  
B.S., University of New Mexico, 1999; M.D., University of Iowa College of Medicine, 2004

Aly Hassan, *Assistant Clinical Professor of Psychiatry* (2009).  
M.B.B.Ch., Ain Shams University (Egypt), 1995

B.A., Oliver College, 1977; M.A., Truman State University, 1980; D.O., Michigan State University, 1989

Ralph J. Hauke, *Special Assistant Professor of Medicine* (2008; 2011).  
M.D., University of Panama Medical School (Panama), 1990

B.A., The University of South Dakota, 2004; Psy.D., Minnesota School of Professional Psychiatry at Argosy University/Twin Cities, 2008

B.S., Creighton University, 1986; M.D., Creighton University School of Medicine, 1990

Moustafa Hazin, *Assistant Professor of Medicine* (2011).  
B.S., Montclair State University, 2003; D.O., New York College of Osteopathic Medicine, 2007

M.D., Najing Railway Medical College (PR China), 1983

Don Headley, *Assistant Professor of Medicine* (2012).  
B.S., University of Wisconsin, 1972; M.D., George Washington University, 1986

B.S., Creighton University, 1980; M.D., Creighton University School of Medicine, 1984

Christopher J. Heaney, *Assistant Clinical Professor of Psychiatry* (2001).  
B.S., Creighton University, 1947; M.D., Creighton University School of Medicine, 1951

Lora L. Hebert, *Assistant Professor of Surgery* (2016).  
M.D., University of Texas Medical Branch, 1997

B.S., University of Arizona, 1995; M.D., Eastern Virginia Medical School, 2001

B.S., Purdue University, 1972; M.D., University of Arizona College of Medicine, 1999

Andrew Heckman, *Assistant Clinical Professor of Psychiatry* (2015).  
B.A., Butler University, 2005; M.S., Indiana University, 2007; Ph.D., Indiana University, 2010

B.S., Northern Michigan University, 1993; D.O., Kirksville College of Osteopathic Medicine, 1997

B.S., California State University at Los Angeles, 1972; M.D., Creighton University School of Medicine, 1967

B.S., Creighton University, 1982; M.D., 1986

B.S., Wake Forest University, 1963; M.D., Hahnemann Medical College and Hospital, 1968

B.S., University of Arizona, 1979; M.D., University of Arizona, 2001

B.S., Trinity College, 1994; M.D., Jefferson Medical College of Thomas Jefferson University, 1998

B.S., Simon Fraser University, 1997; M.D., University of British Columbia, 2002

Andrea Herman, *Assistant Clinical Professor of Family Medicine* (2007).  
B.A., Mid America Nazarene University, 1990; M.D., University of Nebraska Medical Center, 1995

B.S., Morehouse College, 1998; M.S., Harvard University, 2001; M.D., University of Virginia School of Medicine, 2005

B.A., Rice University, 1977; M.S., University of Texas, 1979; M.D., University of Texas Health Science Center, 1983

M.D., Medical University of Warsaw (Poland), 1992; Ph.D., Medical University of Warsaw (Poland), 2000

B.S., University of Illinois at Urbana-Champaign, 2001; M.D., University of Colorado Health Sciences Center at Denver, 2006

B.S., University of Nebraska-Lincoln, 1980; B.S. Med.Tech., Nebraska Wesleyan University, 1981; M.D., University of Nebraska Medical Center, 1985

Lee D. Hieb, Assistant Clinical Professor of Surgery (2013).
B.S., University of Iowa, 1976; M.D., University of Rochester School of Medicine and Dentistry, 1980

Thomas W. Hilgers, Clinical Professor of Obstetrics & Gynecology (1977; 2004).
B.S., St. John's University, 1964; M.D., University of Minnesota at Minneapolis, 1969

Daniel E. Hilleman, Professor of Pharmacy Practice (1981; 1994); Professor of Medicine (1994).
Pharm.D., Creighton University, 1981

Co T. Ho, Assistant Professor of Family Medicine (2017).
B.A., Texas A&M University, 2000; M.D., Ross University School of Medicine, 2013

Ronald Hobbs, Assistant Clinical Professor of Medicine (2015).
B.S., Arizona State University, 2004; M.D., Texas A&M College of Medicine, 2008

William A. Hodge, Assistant Professor of Surgery (2015).
M.D., Rush Medical Center, 1977

Erin J. Hoffman, Assistant Professor of Medical Education (2017).
B.A., University of Nebraska-Lincoln, 1999; 2002, University of Nebraska Medical Center, MPA

Deborah Hoffnung, Assistant Clinical Professor of Neurology (2014).
B.A., Washington University, 1996; M.A., Louisiana State University, 1998; Ph.D., Louisiana State University, 2002

Travis C. Holcombe, Assistant Clinical Professor of Surgery (2014).
B.A., Brown University, 1982; M.D., Johns Hopkins University School of Medicine, 1986

Heather Holley, Instructor of Pediatrics (2014).
B.S., Grand Canyon University, 2002; D.O., Midwestern University Arizona College of Osteopathic Medicine, 2009

Jeff (Mark) Holmberg, Professor of Internal Medicine (1990; 2016).
B.S., Iowa State University, 1979; Ph.D., University of Nebraska, 1983; M.D., Creighton University School of Medicine, 1987

Fred D. Holmes, Assistant Clinical Professor of Surgery (2013).
B.A., California State University, 1974; B.S., University of California-San Francisco, 1975; M.D., University of California-San Francisco, 1979

Joseph M. Holthaus, Professor Emeritus of Medicine (1951; 2002); Dean Emeritus (1996).
B.S.M., Creighton University, 1944; M.D., Creighton University School of Medicine, 1947

Yoon Hong, Assistant Clinical Professor of Surgery (2012).
B.A., Rice University, 1998; M.D., Stanford University, 2003

Harvey A.J. Hopkins, Assistant Clinical Professor of Medicine (2012).
B.S., University of Nebraska, 1983; M.D., University of Nebraska Medical Center, 1987

Russell J. Hopp, Professor of Pediatrics (1984; 1996); Professor of Medicine (1999).
B.S., Creighton University, 1970; D.O., College of Osteopathic Medicine, 1975

John D. Horgan, Assistant Clinical Professor of Surgery (2004; 2014).
B.A., Creighton University, 1983; M.D., Creighton University School of Medicine, 1987

John M. Home, Special Assistant Professor of Medicine (2015).
B.S., Barrett Honors College, 2005; M.S., Rosalind Franklin University, 2006; M.D., Rosalind Franklin University of Medicine and Science, 2010

Bruce L. Houghton, Associate Professor of Medicine (1994; 2004).
B.S., Creighton University, 1987; M.D., Creighton University School of Medicine, 1991

B.S., Creighton University, 1974; M.D., Creighton University School of Medicine, 1978

Sandra L. Howell, Associate Professor of Medical Education (2016); Assistant Dean, Medical Education; Director of Faculty and Curricular Development (2016).
M.D., University of Missouri-Columbia, 1986

Suzanne L. Hruza, Assistant Clinical Professor of Radiology (2014).
B.S., University of Nebraska, 1980; M.D., University of Nebraska Medical Center, 1984

Hudson H.T. Hsieh, Clinical Professor of Psychiatry (1980; 2009).
M.D., Taipei Medical College (Taiwan), 1974

Hao Hsu, Assistant Clinical Professor of Pediatrics (2012).
B.A., Harvard University, 1999; M.D., University of Alabama School of Medicine, 2004

Tilina Hu, Assistant Professor of Radiology (2011).
B.A., Austin College, 2000; M.D., University of Texas-Southwestern Medical School, 2004

Jasmine Huang, Assistant Professor of Surgery (2011).
B.A., Brown University, 1997; M.D., Brown University, 2001

Andrew S. Huang Pacheco, Assistant Clinical Professor of Pediatrics (2017).
M.D., Jose Matias Delgado University Medical School (El Salvador), 2008

Michelle Huddleston, Assistant Clinical Professor (2011).
BS, East Carolina University, 1990; MD, East Carolina University School of Medicine, 1995

Cathy Hudson, Assistant Professor of Pediatrics (1995; 1998).
B.S., Creighton University, 1988; M.D., Creighton University School of Medicine, 1992

Bill (Guillermo) Huerta, Assistant Clinical Professor of Medicine (1994).
B.S.,B.A., Florida Atlantic University, 1979; M.D., American University of the Caribbean, 1983

Christopher J. Huerter, Professor of Medicine (1989; 2012).
B.S., Creighton University, 1980; M.D., University of Nebraska Medical Center, 1984

Mary M. Huerter, Assistant Clinical Professor of Medicine (2017).
B.S., University of Wyoming, 2007; M.D., University of Nebraska Medical Center, 2013

Shirley L. Huerter, Assistant Clinical Professor of Medicine (2014).
B.S., Creighton University, 1980; M.D., Creighton University School of Medicine, 1985

B.A. of Kansas, 1974; B.S.Med.Tech., University of Kansas, 1975; M.S., University of Kansas, 1979; M.D., Creighton University School of Medicine, 1983

Claire B. Hunter, Professor of Medicine (1986; 2013).
B.A., University of Kansas, 1974; B.S. of Kansas, 1975; M.S., University of Kansas, 1979; M.D., Creighton University School of Medicine, 1983

B.S., Gonzaga University, 1967; M.D., Creighton University School of Medicine, 1971

B.A., University of Minnesota, 1969; M.A., Arizona State University, 1972; Ph.D., Arizona State University, 1977

John C. Hunziker, Assistant Clinical Professor of Psychiatry (1988).
B.A., University of Minnesota, 1969; M.A., Arizona State University, 1972; Ph.D., Arizona State University, 1977

B.S., Mount Saint Mary’s College (Maryland), 1970; M.D., Creighton University School of Medicine, 1974

Bret Hurliman, Clinical Instructor of Pediatrics (2012).
B.S., Eastern Illinois University, 2005; M.D., University of Illinois College of Medicine at Rockford, 2009

George S. Hutfless, Assistant Clinical Professor of Medicine (1991; 2002).
B.S., Georgetown University, 1975; B.A., University of Nebraska at Omaha, 1983; M.D., Creighton University School of Medicine, 1988

Soonjo Hwang, Assistant Clinical Professor of Psychiatry (2016).
M.D., Yonsei University College of Medicine, 1999

Marium Ilahi, Assistant Clinical Professor of Medicine (2017).
M.B., B.S., Rawalpindi Medical College, 2000

Landon Inge, Assistant Professor of Surgery (2011).
B.S., University of Arizona, 1994; M.D., University of California-Los Angeles, 2007

Michael Irei, Assistant Clinical Professor of Anesthesiology (2012).
B.A., Stanford University, 1978; M.D., University of Hawaii, 1983

Ryan B. Isherwood, Assistant Clinical Professor of Family Medicine (2014).
B.S., University of Nebraska, 1996; M.D., University of Nebraska College of Medicine, 2006

Glenn Islat, Assistant Clinical Professor of Anesthesiology (2012).
B.A., Columbia University, 1981; M.D., State University of New York Upstate Medical Center, 1985

Gregory R. Jackson, Assistant Clinical Professor of Radiology (2016).
B.A., Creighton University, 1979; M.D., 1983

Jordan Jacobs, Assistant Professor of Surgery (2016).
B.S., Arizona State University, 2001; M.D., Columbia University College of Physicians and Surgeons, 2009

Gopal Pundlik Jadhav, Assistant Professor of Clinical and Translational Science (2017).
B.S., University of Nottingham (United Kingdom), 2007

Sunil Jagadesh, Assistant Professor of Medicine (2013; 2014).
M.B., B.S., Kurnool Medical College (India), 2002

Anuj Jain, Assistant Clinical Professor of Medicine (2017).
M.B., B.S., Maulana Azad Medical College, 1985

Matthew M. Jaksha, Assistant Clinical Professor of Radiology (2014).
M.D., Creighton University School of Medicine, 1993

Ramin Jamshidi, Assistant Clinical Professor of Surgery (2015).
B.S., University of California-San Diego, 1998; M.D., University of Colorado School of Medicine, 2003

Vishal Jani, Assistant Professor of Neurology (2016).
M.B., B.S., BJ Medical College, Ahmedabad, State University of Gujarat (India), 2007

Joseph A. Jarzobski, Associate Clinical Professor of Medicine (1969; 1986).
B.A., Holy Cross College, 1961; M.D., Creighton University School of Medicine, 1965

Barry M. Javadzadeh, Assistant Clinical Professor of Pathology (2014).
B.S., University of Nebraska Medical Center, 1988; M.D., University of Nebraska Medical Center, 1995

B.S., Texas A&M University, 2003; M.D., Texas A&M Health Science Center, 2008

Erin T. Jenkins, Assistant Professor of Medicine (2013).
B.A., University of Notre Dame, 2002; M.D., University of Nebraska Medical Center, 2006

Elizabeth Jensen, Clinical Instructor of Medicine (2012).
D.O., Touro University College of Medicine, 2005

Matthew Jeong, Assistant Clinical Professor of Medicine (2012).
B.S., Stanford University, 1994; M.D., University of Connecticut, 2002

Jonathan Jerman, Assistant Clinical Professor of Pediatrics (2012).
B.A., Arizona State University, 2003; M.D., University of Utah School of Medicine, 2007

Corey Joekel, Associate Clinical Professor of Pediatrics (2005).
B.S., Nebraska Wesleyan University, 1980; M.D., University of Nebraska Medical Center, 1984

Edward Joganic, Assistant Clinical Professor of Surgery (2012).
B.S., University of Arizona, 1968; M.S., University of Arizona, 1970; M.D., University of Arizona, 1975

Jason Johanning, Assistant Clinical Professor of Surgery (2005).
B.A., Northwestern University, 1990; M.D., University of Kansas Medical School, 1994

Stanley D. Johnsen, Professor of Pediatrics (2010; 2016).
B.S., University of Wisconsin, 1959; M.S., University of Wisconsin, 1963; M.D., University of Wisconsin, 1953

James F. Johnson, Associate Clinical Professor Emeritus of Radiology (2003; 2006).
B.S., Creighton University, 1958; M.D., Creighton University School of Medicine, 1962

Ronn Johnson, Associate Professor of Psychiatry (2016).
B.A., Biola University, 1973; M.A., Southern Nazarene University, 1975; M.Ed., University of Central Oklahoma, 1975; M.A., Chapman University, 1978; Ph.D., Oklahoma State University, 1986

Curtis A. Johnston, Assistant Clinical Professor of Pathology (2013).
B.S., Yale University, 1973; M.D., University of Maryland School of Medicine, 1977

Jessica L. Jones, Assistant Clinical Professor of Medicine (2014).
B.S., Creighton University, 2002; M.D., Creighton University School of Medicine, 2006

Laurie Jones, Associate Professor of Pediatrics (2011).
B.S., Georgia Institute of Technology, 1995; M.D., Medical College of Georgia, 1999

Peggy Jones, Assistant Clinical Professor of Obstetrics and Gynecology (2010).
B.S., Creighton University, 2000; M.D., Creighton University School of Medicine, 2004

Prashant Joshi, Associate Clinical Professor of Pediatrics (2014).
M.D., University of Ottawa, 1987

Leslie-Anne Juarez Dietrich, Assistant Clinical Professor of Pediatrics (2016).
B.A., Trinity University, 2007; M.D., University of Texas Southwestern Medical Center, 2012

B.A., Creighton University, 1979; M.D., Creighton University School of Medicine, 1983

B.S., Texas A&M University, 1971; M.D., University of Texas Medical Branch, 1974

Kelly Kadlec, Assistant Clinical Professor of Pediatrics (2011).
B.A./B.S., Creighton University, 1994; M.D., Creighton University School of Medicine, 1998

Maheshwor Kafle, Assistant Clinical Professor of Pediatrics (2016).
M.B.,B.S., Nepal Medical College (India), 2003

Harold Kaftan, Assistant Professor of Pediatrics (2002).
B.S., Creighton University, 1986; M.D., Medical College of Wisconsin, 1990

Ernest Kahn, Assistant Clinical Professor of Medicine (2015).
B.A., University of Texas, 2005; D.O., University of North Texas Health Sciences Center, College of Osteopathic Medicine, 2011

Udaya Kakarla, Instructor of Surgery (2012).
B.S., The George Washington University, 1996; M.D., Indiana University, 2003

Eyad Kakish, Assistant Clinical Professor of Family Medicine (2004).
M.B.B.S., University of Jordan (Jordan), 1998

Olga Kalinkin, Professor of Radiology (2011).
M.D., Moscow State Medical School (Russia), 1984

Steven Kallmeyer, Assistant Clinical Professor of Pediatrics (2012; 2013).
M.B.Ch., University of Cape Town (South Africa), 1999

Anantharam Kalya, Assistant Professor of Medicine (2015).
M.B.,B.S., Kempegowda Institute of Medical Sciences (India), 1989

Leslie Kanda, Assistant Clinical Professor of Medicine (2012).
B.A., Vassar College, 1989; M.D., Northwestern University Medical School, 1993

D. Richard Kang, Associate Clinical Professor of Ear, Nose and Throat (2014).
B.A., Boston University, 1980; M.D., Boston University School of Medicine, 1980

Lydia Kang, Assistant Clinical Professor of Medicine (2010).
B.A., Columbia University, 1993; M.D., New York University School of Medicine, 1998

Sujay Kumar Kannamangala, Assistant Clinical Professor of Family Medicine (2014).
M.B.,B.S., Shri. B.M. Patil Medical College and Research Hospital, 2001; MPH, Florida International University, 2006

Kathryn Kanner, Assistant Professor of Psychiatry (2011; 2012).
B.A., Duke University, 2002; M.D., Albert Einstein College of Medicine, 2007

Usha K. Kanthety, Assistant Clinical Professor of Family Medicine (2016).
M.B.,B.S., Gandhi Medical College, NTR University of Health Science (India), 2002

Smita Kapor, Assistant Professor of Medicine (2015).
M.B.,B.S., Kasturba Medical College (India), 1998

Scott D. Kassing, Assistant Clinical Professor of Medicine (2013).
B.S., Texas Christian University, 1997; M.D., University of Texas Southwest Medical School at Dallas, 2002

B.S., University of Nebraska, 1992; M.D., University of Nebraska Medical Center, 1996

B.A., University of Kansas, 2002; M.D., University of Kansas School of Medicine, 2009

Michael G. Kavan, Professor of Family Medicine (1988; 2008); Professor of Psychiatry (1994; 2008); Associate Dean, Student Affairs (1996).
B.A., Creighton University, 1982; M.A., University of Nebraska-Lincoln, 1984; Ph.D., University of Nebraska, 1988

David Kay, Assistant Professor of Radiology (2011).
B.S., St. Olaf College, 1992; M.D., University of Minnesota, 1998

Emily Kean, Assistant Clinical Professor of Obstetrics & Gynecology (2004; 2013).
B.S., Bowling Green State University, 1994; M.D., University of Nebraska Medical Center, 1999

Gregory Keane, Assistant Clinical Professor of Psychiatry (2014).
B.S., University of South Dakota, 1997; D.O., Des Moines University-Osteopathic Medical Center, 2002
B.S., Arizona State University, 2008; M.D., Southern Illinois University School of Medicine, 2012

Susan D. Keasling, Assistant Clinical Professor of Family Medicine (2013).
B.A., St. Olaf College, 1998; M.D., University of Nebraska Medical Center, 2005

Kelly Kelleher, Assistant Clinical Professor of Pediatrics (2012).
B.A., Caroll College, 2004; M.D., Creighton University School of Medicine, 2008

Greg Keller, Assistant Professor of Surgery (2012).
B.A., Bucknell University, 1990; M.D., Pennsylvania State University, 1994

B.A., University of Minnesota-Morris, 1974; M.D., Creighton University School of Medicine, 1978

Elizabeth A. Kelly, Assistant Clinical Professor of Ear, Nose and Throat (2017).
B.S., University of Wisconsin, 2005; M.D., Medical College of Wisconsin, 2009

Susan Kelly, Assistant Clinical Professor of Pediatrics (2016).
B.S., Houghton College, 2005; M.D., Dartmouth Medical School, 2009

Jay G. Kenik, Associate Professor of Medicine (1980; 1990).
B.A., Temple University, 1971; M.D., Creighton University School of Medicine, 1975

Robert M. Kent, Assistant Clinical Professor of Family Medicine (2013).
B.A., University of Nebraska-Omaha, 2000; M.D., University of Nebraska Medical Center, 2006

Donald Kerr, Adjunct Associate Professor of Anesthesiology (2009; 2011).
M.S., Oklahoma State University, 1971; M.D., University of Nebraska Medical Center, 1976

John F. Kerrigan, Associate Clinical Professor of Pediatrics (2010).
B.A., University of California, 1979; M.D., University of California, 1983

Brett Kettelhut, Assistant Clinical Professor of Medicine (2006).
B.S., University of Nebraska-Omaha, 1974; M.S., University of Missouri, 1977; M.D., University of Nebraska Medical Center, 1982

Adnan Khalid, Assistant Clinical Professor of Medicine (2017).
M.D., Nishtar Medical College (Pakistan), 2002

Muhammad E. Khan, Assistant Clinical Professor of Medicine (2015).
M.B.,B.S., National University of Sciences and Technology (Pakistan), 2007

Jimmy P. Khandalavala, Associate Professor of Obstetrics & Gynecology (1999; 2009).
M.B.,B.S., St. John's Medical College, India, 1983; M.B.,B.S., Post Grad Institute of Medical Sciences (India), 2003

Kanwal K. Kher, Clinical Professor of Pediatrics (2017).
M.B.,B.S., University of Delhi (India), 1971

Farhoud Khosravi, Assistant Clinical Professor of Medicine (2017).
B.S., University of Iowa, 2003; D.O., Nova Southeastern University, 2008

Patrick J. Kiefer, Assistant Clinical Professor of Surgery (2016).
B.A., Creighton University, 1977; M.D., 1981

Alden Kielhorn, Assistant Clinical Professor of Pathology (2013).
B.S., Creighton University, 1971; M.D., Creighton University School of Medicine, 1975

Heidi Killefer, Assistant Clinical Professor of Pediatrics (2011).
B.A., University of Nebraska-Lincoln, 2001; M.D., Mayo Medical School, 2005

Hack Jae Kim, Assistant Professor of Medicine (2015).
B.S., Creighton University, 1992; M.D., Creighton University School of Medicine, 1997

John Hyung-Jun Kim, Assistant Clinical Professor of Medicine (2016).
B.A., Harvard University, 1996; M.D., Duke University, 2004

Michelle Kim, Clinical Professor of Pediatrics (2012).
B.S., Pacific Union College, 1991; M.D., Loma Linda University School of Medicine, 1995

Steven Kindel, Assistant Clinical Professor of Pediatrics (2014).
B.S., Washington University, 1999; M.D., The Ohio State University College of Medicine, 2003

Shannon Kinnan, Assistant Professor of Psychiatry (2010; 2012).
B.S., University of Nebraska Lincoln, 2002; M.D., University of Nebraska Medical Center, 2006

Daniel Kirsch, Assistant Clinical Professor of Obstetrics & Gynecology (2005).
M.D., Creighton University School of Medicine, 1995

Lisa Kirsch, Assistant Clinical Professor of Pediatrics (2007).
B.A., Pepperdine University, 1991; M.D., University of Arizona College of Medicine, 1997

Victor Kissil, Assistant Clinical Professor of Obstetrics & Gynecology (2012).
B.S., Northern Arizona University, 1977; D.O., Chicago College of Osteopathic Medicine of Mid-Western University, 1981

Robert Kizer, Assistant Professor of Medicine (2005; 2013).
B.A., University of Notre Dame, 1997; M.D., University of Nebraska Medical Center, 2001

Howard Kline, Clinical Professor of Medicine (2012).
B.S., Dickinson College, 1954; M.D., New York University Medical College, 1958

Joseph A. Knezetic, Professor of Pathology (1991; 2016); Professor of Biomedical Sciences (2003; 2016); Associate Professor of Preventive Medicine and Public Health (2000; 2016).
B.S., Bowling Green State University, 1981; Ph.D., University of Cincinnati, 1986

Kerry Knievel, Assistant Professor of Neurology (2012).
B.S., Colorado State University, 2001; M.S., Colorado State University, 2002; D.O., Kirksville College of Osteopathic Medicine, 2007

Floyd C. Knoop, Professor of Medical Microbiology & Immunology (1975; 1993).
Christopher J. Kratochvil, Clinical Professor of Psychiatry (1997; 2009).
B.A., Creighton University, 1987; M.D., Creighton University School of Medicine, 1992

B.A., Creighton University, 1987; M.D., Creighton University School of Medicine, 1991

Kyle A. Krehbiel, Assistant Clinical Professor of Radiology (2014).
B.A., University of Kansas, 1998; M.D., University of Kansas School of Medicine, 2002

Kari Krenzer, Assistant Clinical Professor of Pediatrics (2000; 2005).
B.S., Nebraska Wesleyan University, 1993; M.D., University of Nebraska Medical Center, 1997

Ali F. Krisht, Clinical Professor of Surgery (2016).
B.S., American University of Beirut, 1981; M.D., 1985

Kent Kronberg, Assistant Clinical Professor of Pediatrics (2011).
B.S., Dana College, 1976; M.D., University of Nebraska Medical Center, 1980

Joe Kross, Associate Clinical Professor of Anesthesiology (2012).
B.A., Harvard University, 1979; M.D., The Ohio State University College of Medicine, 1985

Jason A. Krupp, Associate Clinical Professor of Medicine (2016).
B.A., University of Virginia, 1995; M.D., Jefferson Medical College, Thomas Jefferson University, 1998

Travis Kruse, Assistant Clinical Professor of Pediatrics (2011).
B.S., Creighton University, 2000; M.D., Creighton University School of Medicine, 2004

D.O., AT Still University of Health Sciences, 1995

B.S., Nebraska Wesleyan, 1971; M.D., University of Nebraska Medical Center, 1994

Sujay C. Kumar, Assistant Clinical Professor of Family Medicine (2014).
M.B.,B.S., Shri. B.M. Patil Medical College and Research Hospital (India), 2001

Roshni Kundranda, Assistant Professor of Medicine (2010; 2011).
M.B.,B.S., Kasturba Medical College (India), 2000

Caroline Kim Kupfer, Assistant Professor of Medicine (2017).
B.A., Northwestern University, 1988; M.D., Indiana University School of Medicine, 1992; MPH, University of California, Los Angeles School of Public Health, 1998

Murali R. Kuracha, Research Assistant Professor of Surgery (2015).
Ph.D., Osmania University (India), 2008

Anthony Kusek, Assistant Clinical Professor of Family Medicine (2010).
B.S., University of Nebraska, 1980; M.D., Creighton University, 1984

Mark E. Kusek, Assistant Clinical Professor of Pediatrics (2015).
B.S., Creighton University, 2003; M.D., University of Nebraska Medical Center, 2008

David J. Kush, Assistant Professor of Anesthesiology (2016).
Shelby Kutty, Assistant Clinical Professor of Pediatrics (2008).  
M.B.,B.S., Calicut University School of Medicine (India)

William Kuyper, Assistant Clinical Professor of Obstetrics & Gynecology (2011).  
B.A., University of California-San Diego, 1986; M.D., University of California, 1990

Christina Kwasnica, Associate Professor of Neurology (2012).  
B.S., University of Arizona, 1991; M.D., Northwestern University, 1995

Amy LaCroix, Associate Clinical Professor of Pediatrics (1994; 2004).  
B.A., University of Nebraska-Omaha, 1987; M.D., University of Nebraska Medical Center, 1991

Shafeeq Ladha, Associate Clinical Professor of Neurology (2011).  
B.S., University of Notre Dame, 1996; M.D., University of Arizona College of Medicine, 2000

B.S., Massachusetts Institute of Technology, 2007; M.D., Dartmouth Medical School, 2011

Nivedita Lakhera, Assistant Clinical Professor of Medicine (2016).  
M.B.,B.S., TD Medical College (India), 2002

B.S., Alma College, 1988; M.A., Ball State University, 1990; Ph.D., University of Iowa, 2001

Jason Lambrecht, Assistant Professor of Medicine (2013; 2017).  
B.A., Creighton University, 1994; Pharm.D., Creighton University, 1988; M.D., University of Nebraska Medical Center, 2010

Jeffrey Lang, Clinical Instructor of Psychiatry (2011).  
B.A., University of Nebraska-Lincoln, 1994; M.S., University of Nebraska-Lincoln, 1997

Robert M. Langdon Jr., Assistant Clinical Professor of Medicine (1985).  
B.A., Washington University, 1976; M.D., University of Nebraska Medical Center, 1979

Thomas J. Langdon, Assistant Clinical Professor of Surgery (2016).  
B.S., Creighton University, 1978; M.D., University of Nebraska Medical Center, 1982

Robert Langenfeld, Assistant Clinical Professor of Psychiatry (2013).  
B.S., Creighton University, 1995; M.D., Creighton University School of Medicine, 2000

Hal G. Lankford, Professor Emeritus of Pathology (1962; 2003).  
B.S., Missouri School of Mines and Metallurgy, 1948; M.S., St. Louis University, 1950; Ph.D., St. Louis University, 1959

Stephen J. Lanspa, Professor of Medicine (1984; 2017); Associate Dean, Clinical Affairs (2015).  
M.D., Creighton University School of Medicine, 1978

Thomas J. Lanspa, Associate Clinical Professor of Medicine (1986; 2015).  
B.S., Creighton University, 1979; M.D., Creighton University School of Medicine, 1983

Paul D. Larsen, Associate Clinical Professor of Medicine (1990; 1998);  
Associate Clinical Professor of Pediatrics (1990; 1998).  
B.S., Brigham Young University, 1974; M.D., University of Utah, 1978

Donald J. Lauer, Assistant Clinical Professor of Medicine (2013).  
B.S., University of California at San Diego, 1992; MPH, Tulane University, 1996; M.D., Tulane University, 1996

Scott R. Lauer, Assistant Clinical Professor of Pathology (2014).  
B.A., St. Louis University, 2002; M.D., St. Louis University School of Medicine, 2007

Angela Law, Assistant Clinical Professor of Family Medicine (2007).  
B.A., University of Iowa, 1998; M.D., University of South Dakota School of Medicine, 2002

Stephen Lazoritz, Clinical Professor of Pediatrics (2000); Clinical Professor of Psychiatry (2004).  
B.A., State University of New York, 1972; M.D., State University of New York, 1976

Benjamin LeSueur, Assistant Clinical Professor of Medicine (2012).  
B.S., Arizona State University, 1995; M.D., University of Arizona College of Medicine, 2000

Dennis Lee, Assistant Clinical Professor of Psychiatry (2005).  
M.D., Autonomous University of Guadalajara (Mexico), 1976; M.P.H., Loma Linda University, 1977

Maurice Lee, Assistant Clinical Professor of Medicine (2015).  
B.S., Arizona State University, 2002; M.D./MPH, University of Arizona, 2010

Sang Mi Lee, Assistant Clinical Professor of Anesthesiology (2013).  
M.D., Thomas Jefferson University, 2005.

Sang Hyung Lee, Assistant Professor of Medicine (2012).  
M.D., Yeungnam University College of Medicine (Korea), 2001

Cathy Lee-Miller, Assistant Clinical Professor of Pediatrics (2017).  
B.A., University of Georgia, 2003; M.D., University of Rochester School of Medicine and Dentistry, 2009

Bonnie Lees, Associate Clinical Professor of Pediatrics (2011).  
M.D., Queens University at Kingston (Canada), 1974

H. John Lehnhoff, Associate Clinical Professor of Psychiatry (2005).  
Ph.D., University of Nebraska-Lincoln, 1976

Robert G. Leibel, Assistant Clinical Professor of Family Medicine (2010).  
B.A., Creighton University, 1979; M.D., Creighton University School of Medicine, 1983

Gary Lerner, Assistant Clinical Professor of Pediatrics (2007).  
A.B., Washington University, 1971; M.D., University of Missouri, 1975

Stephen Leslie, Associate Professor of Surgery (2009).  
B.A., Queen’s College, 1971; M.D., Autonomous University of Guadalajara (Mexico), 1975

Christina K. Lettieri, Assistant Clinical Professor of Pediatrics (2015).  
B.A., West Virginia University, 2003; M.D., West Virginia University School of Medicine, 2007

Hugh Levin, Clinical Professor Emeritus of Medicine (1963; 2006).
Carol S. Lomneth, Assistant Professor of Medical Education (2017); Chair, Department of Medical Education (2017).

B.S., University of Vermont, 1952; M.D., University of Vermont, 1956

Gregory Lewis, Associate Clinical Professor of Family Medicine (2012).
A.B., Ripon College, 1988; M.D., University of Wisconsin Medical School, 1992

Chao Li, Assistant Clinical Professor of Obstetrics and Gynecology (2014).
M.D., China Medical University, 1997

Guiyuan Li, Assistant Professor of Pathology (2015).
M.D., China Medical University (China)

Jami Librizzi, Assistant Clinical Professor of Pediatrics (2015).
B.A., Dartmouth College, 2004; M.D., University of Vermont College of Medicine, 2009

Heidi Lichtenberg, Clinical Instructor of Surgery (2007).
B.S., University of Nebraska Omaha, 2002; O.D., Indiana University, 2007

Abraham N. Lieberman, Professor of Neurology (2016).
A.B., Cornell University, 1959; M.D., New York University Medical School, 1963

Lawrence Lilien, Assistant Professor of Pediatrics (2006; 2016).
B.A., Kenyon College, 1968; M.D., University of Chicago, 1972

Nelson Lim, Assistant Clinical Professor of Medicine (2015).
M.D., Loma Linda University School of Medicine, 2002

B.S., Marquette University, 2000; M.D., Medical College of Wisconsin, 2006

Erin M. Linde, Assistant Clinical Professor of Pathology (2014).
B.S., University of California-Davis, 2004; M.D., Creighton University School of Medicine, 2008

Andrew Little, Instructor of Surgery (2012).
B.S., Yale University, 1995; M.D., University of California-Irvine, 2003

Robert Little, Assistant Clinical Professor of Pediatrics (2012).
B.A., Yale University, 1993; M.D., Indiana University School of Medicine, 1999

Howard Liu, Associate Clinical Professor of Psychiatry (2009; 2017).
B.A., Northwestern University, 2000; M.D., University of Michigan, 2004

Yongge Liu, Assistant Clinical Professor of Family Medicine (2011).
M.A., University of Nebraska- Omaha, 1995; M.D., Shandong Medical University (China), 1989

Mary Lob, Assistant Clinical Professor of Family Medicine (2010).
B.A., University of California at Berkley, 1995; M.D., St. George School of Medicine (Grenada), 1999

B.S., Brigham Young University, 2001; M.D., Columbia University, College of Physicians and Surgeons, 2006

Brian W. Loggie, Professor of Surgery (2002).
M.D., McGill University (Canada), 1979

Carol S. Lomneth, Professor of Medical Education (2017); Chair, Department of Medical Education (2017).

B.S., University of Wisconsin, 1980; Ph.D., University of Cincinnati, 1989

Erin Loucks, Assistant Professor of Pediatrics (2006; 2007).
B.S., University Nebraska-Lincoln, 1999; M.S., University of Nebraska Medical Center, 1998; M.D., University of Nebraska Medical Center, 2002

Sandor Lowas, Professor of Biomedical Sciences (1994; 2007).
M.S., Jozef Attila University (Hungary), 1982; Ph.D., Jozef Attila University (Hungary), 1985

Terri Love, Assistant Clinical Professor of Pediatrics (2011; 2016).
B.S., University of Nebraska-Lincoln, 1998; M.D., University of Nebraska Medical Center, 2002

Helen Lovell, Associate Clinical Professor of Pediatrics (2005).
B.A., Lone Mountain College, 1971; M.D., University of California School of Medicine, 1976

Stefanie Lowas, Assistant Clinical Professor of Pediatrics (1998).
B.S., Loyola College of Maryland; M.D., The Pennsylvania State University College of Medicine, 2002

Howard Luber, Assistant Clinical Professor of Medicine (2012).
B.S., Yale University, 1978; M.D., University of Wisconsin Medical School, 1982

Alexandra R. Lucas, Professor of Medicine (2017).
B.Sc., McGill University, 1975; M.Sc., University of Western Ontario, 1978; M.D., University of Alberta, 1982

Richard E. Lutz, Associate Clinical Professor of Pediatrics (2004).
B.S., Wichita State University, 1978; M.D., University of Kansas School of Medicine, 1984

Daniel D. Lydiatt, Clinical Professor of Surgery (2016).
B.S., Kearney State College, 1973; D.D.S., University of Nebraska College of Dentistry, 1977; M.S., 1983; M.D., 1983

William M. Lydiatt, Clinical Professor of Surgery (2016).
B.S., Stanford University, 1984; M.D., University of Nebraska Medical School, 1988

Henry T. Lynch, Professor of Medicine (1968; 2016).
B.S., University of Oklahoma, 1951; M.A., University of Denver, 1952; M.D., University of Texas at Austin, 1960

Joseph D. Lynch, Associate Professor Emeritus of Medicine (1971; 2016).
B.S., Gonzaga University, 1962; M.D., Creighton University School of Medicine, 1966

Anthony J. Macdissi, Assistant Clinical Professor of Medicine (2013).
B.S., University of Nebraska Lincoln, 2006; M.D., University of Nebraska Medical Center, 2010

Andrew Macfadyen, Associate Clinical Professor of Pediatrics (2011).
B.S., Wheaton College, 1986; M.D., University of Alabama School of Medicine, 1990

Robert B. Mackin, Associate Professor of Biomedical Sciences (1992; 1997).
B.A., Carleton College, 1982; Ph.D., Emory University, 1987

Monique L. Macklem, Assistant Professor of Pediatrics (1996; 1997).
B.S., University of Nebraska-Lincoln, 1988; M.D., University of Nebraska Medical Center, 1993

Ritu Madan, Assistant Clinical Professor of Medicine (2015).
M.B.,B.S., Maulana Azad Medical College (India), 2006

James K. Madison, Associate Professor of Psychiatry (2000; 2005).
B.A., Pomona College, 1974; M.A., Emory University, 1981; Ph.D., Emory University, 1983

Lynda Madison, Associate Clinical Professor of Pediatrics (1989; 1993); Associate Clinical Professor of Psychiatry (2006).
B.S., Ohio State University, 1975; M.Ed., Georgia State University, 1977; Ph.D., Emory University, 1981

Thomas Magnuson, Associate Clinical Professor of Psychiatry (2009; 2014).
B.A., University of Nebraska-Lincoln, 1984; M.D., University of Nebraska Medical Center, 1995

Anna C. Maio, Associate Professor of Medicine (1989; 2007).
B.S., Creighton University, 1979; M.D., Creighton University School of Medicine, 1983

Konstantinos Makris, Assistant Clinical Professor of Surgery (2013).
M.D., Aristotelian University of Thessaloniki (Greece), 1994

Mark A. Malesker, Professor of Pharmacy Practice (1990; 2008); Associate Professor of Medicine (2000).
B.S.Ph.a., Creighton University, 1986; Pharm.D., Creighton University, 1988

PaulaJo Malin, Associate Professor of Psychiatry (2003; 2009).
B.A., Creighton University, 1991; M.D., Creighton University School of Medicine, 1999

Gary C. Mallis, Assistant Clinical Professor of Pediatrics (2014).
B.S., University of Arizona, 1975; M.D., Albert-Ludwigs Universitaet Medical School, 1983

Richard Manch, Professor of Medicine (2013).
B.A., State University of New York-Buffalo, 1965; M.S., University of Colorado at Denver, 1971; M.D., State University of New York-Buffalo, 1971

Carolyn Manhart, Assistant Professor of Medicine (2004).
B.A./B.S., Gonzaga University, 1996; M.D., Creighton University School of Medicine, 2001

James L. Manion, Associate Professor Emeritus of Anesthesiology (1979; 2016).
M.D., Creighton University School of Medicine, 1966

James Mankin, Assistant Professor of Surgery (2008; 2011).
B.S., University of Georgia, 1975; M.D., Medical College of Georgia, 1979

Steven Mann, Instructor of Medicine (2011).
B.S., Worcester Polytechnic Institute, 1986; M.S., University of Connecticut, 1990; M.D., Saba University School of Medicine (Netherlands), 2007

Isam E. Marar, Assistant Clinical Professor of Medicine (2008).
M.B.,B.S., University of Jordan (Jordan), 1990

William Marcil, Associate Clinical Professor of Psychiatry (2015).
B.S., Creighton University, 1983; M.D., Creighton University School of Medicine, 1987

M.D.,Ph.D., Hebrew University (Israel), 1992

Susan A. Martin, Assistant Professor of Family Medicine (2008; 2011).
B.A., James Madison University, 1977; M.A., Eastern Illinois University, 2000; M.S., Florida Institute of Technology, 2002; Psy.D., Florida Institute of Technology, 2004

Christopher R. Mascott, Associate Professor of Surgery (2015).
M.D., University of Lausanne Medical School (Switzerland), 1985

Jorge Masuello, Assistant Clinical Professor of Pediatrics (2014).
M.D., Universidad de Buenos Aires

Roberta Matern, Assistant Clinical Professor of Family Medicine (2012).
B.A., Cornell University, 1991; M.D., Mayo Medical School, 1996

Abraham P. Mathews, Assistant Clinical Professor of Medicine (2015).
M.D., University of Maiduguri (Nigeria), 1984

Kyaw Kyaw Maung, Assistant Clinical Professor of Medicine (2016).
M.B.,B.S., Institute of Medicine (Myanmar), 2004

Andrew Mayberry, Assistant Clinical Professor of Family Medicine (2012).
B.A., Arizona State University, 1993; M.D., University of Arizona College of Medicine, 1997

Carter Mayberry, Assistant Clinical Professor of Family Medicine (2012).
B.S., University of Arizona, 1986; M.D., University of Arizona, 1991

Marcus S. Maydew, Associate Professor of Radiology (2001; 2008).
B.S., Kansas State University, 1979; D.V.M., Kansas State University, 1981; M.S., Kansas State University, 1982; M.D., Creighton University School of Medicine, 1993

Domingo Maynes, Assistant Clinical Professor of Family Medicine (2015).
B.S., University of Notre Dame, 2002; M.D., Indiana University School of Medicine, 2007

John F. Mazour, Assistant Clinical Professor of Family Medicine (2010).
B.S., University of Nebraska Lincoln, 1984; M.D., University of Nebraska Medical Center, 1991

Merle McAlevy, Assistant Clinical Professor of Medicine (2010).
B.S., Nebraska Wesleyan University, 1967; M.D., University of Nebraska Medical Center, 1971

Janice L. McAllister, Assistant Clinical Professor of Medicine (1994); Assistant Clinical Professor of Pediatrics (2006).
B.S., University of Nebraska-Lincoln, 1973; M.D., University of Iowa, 1977

Rachel McCann, Assistant Clinical Professor of Pediatrics (2007).
B.S., Creighton University, 1997; M.D., University of Nebraska Medical Center, 2001

John A. McCarthy, Assistant Clinical Professor of Surgery (1987; 1990).
B.A., St. John's University, 1978; M.D., University of Iowa, 1981

Michael McCarthy, Assistant Clinical Professor of Medicine (2016).
B.Sc., College of Applied Sciences and Arts, 1980; Ph.D., School of Engineering, University of California at San Diego, 1997; M.D., Saint George's University (West Indies), 2002
Kirstin McCarville, Assistant Professor of Surgery (2009).
B.S., Creighton University, 2001; D.D.S., Creighton University, 2005

Donald McClellan, Associate Clinical Professor of Pediatrics (2012).
B.S., Brigham Young University, 1984; M.D., Uniformed Services University of the Health Sciences, 1988

John W. McClellan III, Assistant Clinical Professor of Surgery (2004).
B.A., Creighton University, 1989; M.D., Creighton University School of Medicine, 1993

Scott McConnell, Assistant Professor of Surgery (2002).
Pharm.D., Creighton University, 1997

Felicia M. McCreary, Assistant Clinical Professor of Anesthesiology (2013).
B.S., Creighton University, 2001; M.D., Creighton University School of Medicine, 2005

Rebecca J. McCrery, Assistant Clinical Professor of Obstetrics & Gynecology (2013).
B.S., Wheaton College, 1995; M.D., University of Minnesota, 1999

James R. McEown, Assistant Clinical Professor of Medicine (2013).
M.D., Autonomous University of Guadalajara, 1975

Amy McGaha, Professor of Family Medicine (2010; 2016).
B.A., University of Missouri, 1996; M.D., University of Missouri, 2000

JoAnn McGee, Assistant Clinical Professor of Biomedical Sciences (2004).
B.S., University of San Francisco, 1977; M.S., Creighton University, 1989; Ph.D., Southern Illinois University, 1989

Kevin McGeever, Assistant Professor of Surgery (2013).
B.S., University of California-Riverside, 1979; M.D., University of California-Los Angeles, 1983

Edward A. McGill, Assistant Clinical Professor of Surgery (1999).
B.S., Creighton University, 1989; M.D., Creighton University School of Medicine, 1993

B.S., Loyola University Chicago, 1980; D.D.S., Loyola University School of Dentistry, 1984; M.D., Creighton University School of Medicine, 1993

Jon F. McGreevy, Assistant Clinical Professor of Pediatrics (2014).
B.S., University of Tucson, 1998; M.D., Creighton University School of Medicine, 2002

Kristin M. McGregor, Assistant Clinical Professor of Pediatrics (2015).
B.S., University of Nebraska-Lincoln, 2007; M.D., University of Nebraska College of Medicine, 2011

B.S., Creighton University, 1978; M.D., Creighton University School of Medicine, 1982

Katherine R. McGuire, Assistant Professor of Anesthesiology (2010; 2011).
B.A., Creighton University, 1997; M.D., Creighton University School of Medicine, 2001

B.S., Creighton University, 1971; M.D., Creighton University School of Medicine, 1975

Curtis A. McKnight, Assistant Professor of Psychiatry (2013).
B.A., St. Louis University, 2005; M.D., University of Nebraska Medical Center, 2009

Lisa E. McMahon, Assistant Clinical Professor of Surgery (2015).
B.A., University of Virginia, 1992; M.D., Texas A&M University College of Medicine, 2001

Clancy McNally, Assistant Professor of Pediatrics (2008; 2009).
B.S., Creighton University, 2001; M.D., University of Nebraska Medical Center, 2005

Michael J. McNamara, Assistant Clinical Professor of Surgery (2000).
B.A., Creighton University, 1985; M.D., Creighton University School of Medicine, 1989

Jill C. McTaggart, Assistant Clinical Professor of Obstetrics & Gynecology (1993; 2013).
B.A., Creighton University, 1984; M.D., Creighton University School of Medicine, 1989

Kristine L. McVea, Assistant Clinical Professor of Medicine (1996).
B.A., Stanford University, 1984; M.D., University of Nebraska Medical Center, 1989; M.P.H., University of South Carolina, 1995

Harma Meffert, Clinical Instructor of Psychiatry (2016).
B.S., University of Twente, 1998 (Netherlands); M.D., University of Groningen, 2004 (Netherlands); Ph.D., University Medical Center Groningen, 2012 (Netherlands)

Samuel H. Mehr, Assistant Clinical Professor of Radiology (2016).
M.D., College of Medicine and Dentistry of New Jersey, Rutgers Medical School, 1978

Lisa Mejia, Assistant Professor of Family Medicine (2012).
B.A., California State University, 2000; M.D., University of California-Davis, 2005

Terrie Mendelson, Associate Clinical Professor of Medicine (2011).
B.S., University of California-Irvine, 1973; M.D., University of California San Francisco School of Medicine, 1984

Catherine Mendlick, Assistant Clinical Professor of Radiology (2016).
B.A., Creighton University, 1998; M.D., 2002

Scott F. Menolascino, Assistant Professor of Medicine (2001).
D.C., Palmer College of Chiropractic, 1986; Creighton University School of Medicine, 1995

Gina Mentzer, Assistant Clinical Professor of Medicine (2016).
B.S., University of Nebraska, 2000; M.D., University of Nebraska Medical Center, 2006

Stephen Metz, Assistant Clinical Professor of Pediatrics (2007).
A.B., St. Louis University, 1973; M.D., University of Illinois, 1977

Galen Meyer, Assistant Professor of Surgery (2011).
B.S., Nebraska Wesleyan University, 1980; M.D., University of Nebraska Medical Center, 1985

VaKara M. Meyer Karre, Assistant Clinical Professor of Psychiatry (2015).
B.S., University of Nebraska-Lincoln, 2001; M.D., University of Nebraska Medical Center, 2008

Giovanni Michieli, Assistant Clinical Professor of Family Medicine (2012).
M.D., Universidad Autonoma de Baja California (Mexico), 2004
Eva Mikrut, Assistant Clinical Professor of Medicine (2012).
B.A., California State University, 1990; M.D., University of Southern California Keck School of Medicine, 1994

Mary Jane Mikuls, Assistant Professor of Pediatrics (1999; 2005).
B.A., Creighton University, 1983; M.D., Creighton University School of Medicine, 1987

Oleg N. Militsakh, Associate Clinical Professor of Surgery (2016).
B.A., University of Louisville, 1997; M.D. University of Kentucky College of Medicine, 2001

Michele Millard, Assistant Professor of Psychiatry (2015).
B.S., Southeastern Louisiana University, 1977; M.D.; Texas Christian University, 1980; Ph.D., University of Nebraska-Lincoln, 2011

Andrew Miller, Assistant Clinical Professor of Pediatrics (2012).
B.S., Purdue University; M.D., Loyola University, Stritch School of Medicine, 2002

Jason Miller, Assistant Clinical Professor of Surgery (2006; 2009).
B.S., University of Florida, 1993; M.D., University of Nebraska Medical Center, 2000

Joshua P. Miller, Assistant Clinical Professor of Medicine (2016).
M.D., Creighton University School of Medicine, 2006

B.S., University of North Dakota, 2009; M.D., West Virginia University School of Medicine, 2014

Michael Mills, Assistant Clinical Professor of Medicine (2012).
B.S., University of Arizona, 1987; MPH, Tulane University, 1990; M.D., Tulane University, 1991

Denise Millstine, Assistant Professor of Medicine (2009; 2011).
B.B.E., The Catholic University of America, 1996; M.D., Loyola University, Stritch School of Medicine, 2000

Mirella Mircescu, Assistant Professor of Medicine (2010).
M.D., Carol Davila University of Medicine (Romania), 2000

Angel Mironov, Professor of Radiology (2008).
M.D., Eberhard Karls University (Germany), 1987; Ph.D., University of Bern (Switzerland), 1994

Mohsin M. Mirza, Assistant Professor of Medicine (2016).
M.B.B.S., Fatima Memorial Hospital College of Medicine and Dentistry, 2011

Christine Mitchell, Assistant Clinical Professor of Medicine (2012).
B.S., University of Nebraska-Lincoln, 2002; M.D., University of Nebraska Medical Center, 2007

Courtney Mitchell, Associate Professor of Radiology (2011; 2017).
B.S., University of Arizona, 1997; B.A., University of Arizona, 1999; M.D., University of Arizona College of Medicine, 2013

H. Larry Mitchell, Assistant Clinical Professor of Medicine (2015).
DDS, University of Nebraska, 1979; M.D., University of Nebraska Medical Center, 1996

LaFraya N. Mitchem-Westbrook, Assistant Clinical Professor of Medicine (2013).
B.S., Spelman College, 2001; M.D., University of South Carolina School of Medicine, 2005

Sumeet K. Mittal, Professor of Surgery (2003; 2008); Professor of Clinical and Translational Science (2016).
M.B.,B.S., All India Institute of Medical Sciences (India), 1996

Kody A. Moffatt, Associate Professor of Pediatrics (2003; 2012).
B.S., University of Nebraska-Lincoln, 1988; M.S., University of Nebraska Medical Center, 1989; M.D., University of Nebraska Medical Center, 2000

Michelle Mogenson, Assistant Clinical Professor of Pediatrics (2011).
B.A., University of Nebraska-Omaha, 2002; D.O., College of Osteopathic Medicine, 2006

Guillermo David Moguel-Cobos, Assistant Professor of Neurology (2016).
M.D., Instituto Tecnologico y de Estudios Superiores de Monterrey (Mexico), 1999

Thalachallour Mohanakumar, Professor of Surgery (2016).
Ph.D., Duke University, 1974

Syed M. Mohiuddin, Professor of Medicine (1970; 1978); Professor of Pharmacy Practice (1984).
M.B.,B.S., Osmania University (India), 1960; M.S., Creighton University, 1967; D.Sc., University of Laval (Canada), 1970

Shehnaz Mohsin, Assistant Clinical Professor of Family Medicine (2016).
M.B.B.S., Dow Medical College (India), 1999

Mark S. Molitor, Assistant Clinical Professor of Medicine (2015).
Assistant Clinical Professor of Surgery

Nicholas B. Monaco, Assistant Clinical Professor of Medicine (2016).
M.D., State Medical University of St. Petersburg (Russia), 1990

B.S., Brigham Young University, 1984; M.D., The University of Arizona College of Medicine, 1988

B.S., California State University, 2006; M.D., St. George’s University School of Medicine, 2010

Edward Montanez, Assistant Clinical Professor of Family Medicine (2010).
B.S., Stanford, 1977; M.D., Creighton University School of Medicine, 1988

Anthony J. Montegut Sr., Assistant Professor of Family Medicine (2016).
B.S., Xavier University, 1997; M.D., Uniformed Services University of the Health Sciences, 2001

Dominic Moore, Assistant Clinical Professor of Pediatrics (2012).
B.S., Brigham Young University, 2004; M.D., SUNY Downstate School of Medicine, 2008

Douglas Moore, Assistant Professor of Medicine (2015).
B.S., Creighton University, 2002; M.D., Creighton University School of Medicine, 2008

Forrest Moore, Associate Professor of Surgery (2008; 2017).
M.D., Medical College of Wisconsin, 1997

John C. Moore, Associate Clinical Professor of Pediatrics (1996; 2005).
B.A., Kansas u, 1970; M.D., University of Nebraska Medical Center, 1975

Michael J. Moore, Assistant Professor of Pediatrics (1996).
B.S., Dana College, 1988; M.D., University of Nebraska Medical Center, 1993

Aryan N. Mooss, Professor of Medicine (1976; 2001).
M.D., University of Derala (India), 1969

Ana I. Moran, Associate Clinical Professor of Medicine (2014).
M.D., Universidad Peruana Cayetano Heredia, 1997

Heather M. Morgan, Assistant Clinical Professor of Family Medicine (2016).
B.S., Creighton University, 1998; M.D., 2002

Bruce Morgenstern, Clinical Professor of Pediatrics (2012).
B.A., Pennsylvania State U, 1974; M.D., Jefferson Medical College, 1978

Matthew A. Mormino, Assistant Clinical Professor of Surgery (2003).
B.A., University of Missouri, 1987; M.D., University of Illinois, 1991

Peter Morris, Assistant Clinical Professor of Obstetrics & Gynecology (1997).
B.S., Southern Methodist U, 1978; M.D., University of Texas Southwestern, 1983

Michael J. Morrison, Assistant Clinical Professor of Surgery (1983).
B.S., Creighton University, 1968; M.D., Creighton University School of Medicine, 1973

Lee E. Morrow, Professor of Medicine (2003; 2014).
B.S., University of Michigan, 1992; M.S., University of Michigan, 2003; M.D., University of Iowa, 1996

David Mortensen, Assistant Clinical Professor of Surgery (2015).
B.S., Brigham Young University, 1996; M.D., Texas Tech University, 2000

Dharani Mudugal, Instructor of Neurology (2016).
M.B.,B.S., M.S. Ramaiyah Medical College (India), 2006

Kirk B. Muffy, Assistant Clinical Professor of Medicine (1986; 2004).
B.S., University of Nebraska-Lincoln, 1976; M.D., University of Nebraska Medical Center, 1979

John Muhm, Assistant Clinical Professor of Pediatrics (2011).
B.A., Pomona c, 1991; M.D., Mayo Medical School, 1995

Sandeep Mukherjee, Professor of Medicine (2012; 2016).
M.D., University of Wales College of Medicine, 1991

Devi Mukkai-Krishnamurty, Assistant Professor of Surgery (2014; 2017).
M.B.,B.S., All India Institute of Medical Sciences, 2007

Suraj Muley, Associate Clinical Professor of Neurology (2011).
M.B.,B.Ch., University of Bombay (India), 1991

Charles Mullaney, Clinical Professor of Surgery (2013).
M.B.,B.S., St. Vincent’s Hospital Medical School, University of Melbourne (Australia), 1969

Katy L. Mullens, Assistant Clinical Professor of Pediatrics (2017).
B.S., The University of Arizona, 2007; M.D., 2011

Shail Mullick, Assistant Clinical Professor of Family Medicine (2016).
M.D., St. George’s University School of Medicine, 2011

Peter Murphy, Assistant Clinical Professor of Medicine (2007).
B.A., University of Dallas, 1981; M.D., University of Texas Health Science Center, 1988

Richard F. Murphy, Professor Emeritus of Biomedical Sciences (1989; 2009).
B.S., University of Notre Dame, 1969; M.D., Creighton University School of Medicine, 1973

Richard P. Murphy, Associate Clinical Professor of Surgery (1984).
B.Sc., National University of Ireland, 1963; Ph.D., National University of Ireland, 1966

Subhakar Mutyala, Assistant Professor of Radiology (2016; 2017).
B.S., The Pennsylvania State University, 1995; M.D., Texas A&M University College of Medicine, 1999

Mohan Mysore, Assistant Clinical Professor of Pediatrics (1998).
M.B.,B.S., Armed Forces Medical College, 1982

B.S., Pomona College, 2007; M.D., Keck School of Medicine, University of Southern California, 2011

B.S., University of Illinois at Urbana-Champaign, 1999; M.D., University of Illinois College of Medicine at Rockford, 2003

Sina Nafisi, Assistant Clinical Professor of Medicine (2012).
B.S., UA, 1995; M.D., Ross University School of Medicine (Dominica), 2001

Hosakote M. Nagaraj, Assistant Clinical Professor of Medicine (2016).
M.B.,B.S., Mysore University JJM Medical College (India), 1992

Joseph A. Nahas, Assistant Professor of Medicine (2013).
B.S., Creighton University, 2004; M.D., Creighton University School of Medicine, 2008

Hurvsh Naik, Assistant Clinical Professor of Medicine (2012).
B.S., University of California-Berkeley, 1997; M.D., Albert Einstein School of Medicine, 2001

Priyumvada Naik, Assistant Professor of Medicine (2011).
B.S., Duke University, 1996; M.D., Medical College of Georgia, 2001

Peter Nakaji, Professor of Medicine (2010; 2014).
B.A., University of California Revelle College, 1989; M.D., University of California San Diego, 1995

Kalyana Nandipati, Associate Professor of Surgery (2011; 2015); Associate Professor of Clinical and Translational Science (2016).
M.B.,B.S., Osmania Medical College (India), 2004

James Naramore, Assistant Clinical Professor of Family Medicine (2010).
B.A., John Brown University, 1972; M.D., University of Utah, 1977

Vinodh Narayanan, Associate Clinical Professor of Pediatrics (2009).
B.S., Washington University, 1972; M.A., Princeton University, 1976; M.D., Louisiana State University School of Medicine, 1981

Anand Narayanappa, Assistant Clinical Professor of Anesthesiology (2012).
Ann E. Narmi, Assistant Clinical Professor of Medicine (2006; 2014). B.A., University of San Diego, 1999; M.D., Creighton University School of Medicine, 2003

Laeth Nasir, Professor of Family Medicine (2011; 2011); Chair, Family Medicine (2011). B.S., Western Michigan University, 1981; M.B.,B.S., University of Jordan (Jordan), 1987

Omar Nass, Assistant Clinical Professor of Medicine (2016). M.D., Damascus University (Syria), 1989

Radu F. Neamtu, Assistant Clinical Professor of Medicine (2016). M.D., "Victor Babes” University of Medicine and Pharmacy (Romania), 2001

Kari A. Neemann, Assistant Clinical Professor of Pediatrics (2014). B.S., University of Nebraska-Lincoln, 2002; M.D., University of Nebraska Medical Center, 2006

Eric M. Nelson, Assistant Professor of Anesthesiology (2016). B.S., University of Notre Dame, 2001; M.D., Tulane University School of Medicine, 2005; MPH, Tulane University School of Public Health, 2005

James Nelson, Assistant Clinical Professor of Pediatrics (2011). B.S., Old Dominion University, 1992; M.D., Eastern Virginia Medical School, 2005

Linda Nelson, Professor of Obstetrics & Gynecology (2012). B.A., University of Pennsylvania; M.A.,Ph.D., University of California; M.D., University of Miami School of Medicine

Kristi NewMyer, Assistant Clinical Professor of Obstetrics & Gynecology (2005; 2010). B.S., Duke University, 1988; M.D., Wake Forest University School of Medicine, 2005

Dorothee K.D. Newbem, Assistant Clinical Professor of Pediatrics (2014). B.S., Duke University, 1988; M.D., Wake Forest University School of Medicine, 2005

Kirk B. Newring, Clinical Instructor of Psychiatry (2017). B.S., Washington State University, 1995; M.S., Western Washington University, 1997; Ph.D., University of Nevada, 2005

Cam Nguyen, Associate Professor of Radiology (2005). B.S., University of Toronto (Canada), 1985; M.D., McGill University (Canada), 1989

Duy Nguyen, Assistant Clinical Professor of Pediatrics (2012). B.S., James Madison University, 2000; M.D., University of Iowa College of Medicine, 2004

Thong T. Nguyen, Assistant Clinical Professor of Pathology (2016). B.S., University of California at San Diego, 1998; D.O., Western University of Health Sciences, 2003

Jessica R. Nichols Snowden, Assistant Clinical Professor of Pediatrics (2009). B.S., Texas A&M University, 1998; M.D., Texas A&M University, 2002

Hana Niebur, Assistant Clinical Professor of Pediatrics (2015). B.A., St. Louis University, 2005; M.D., University of Nebraska Medical Center, 2009

Laura Nielsen, Assistant Clinical Professor of Pediatrics (2000). B.S., University of Nebraska, 1985; M.D., University of Nebraska Medical Center, 1989

Walter J. Nieri, Assistant Clinical Professor of Medicine (2014). B.S., St. Vincent College, 1964; M.D., Loyola Stritch School of Medicine, 1968

John Nigro, Assistant Clinical Professor of Surgery (2008). B.S., Case Western Reserve University, 1987; M.D., University of Illinois School of Medicine, 1993

Henry C. Nipper, Professor of Pathology (1986; 2010). B.A., Emory University, 1960; M.S., Purdue University, 1966; Ph.D., University of Maryland at College Park, 1971

A. J. Nixon, Assistant Clinical Professor of Family Medicine (2016). B.S., Creighton University, 2002; M.D., University of Nebraska Medical Center, 2006

Kevin D. Nohner, Assistant Clinical Professor of Family Medicine (1984; 1989). B.S., Creighton University, 1977; M.D., Creighton University School of Medicine, 1981

Kathleen M. Norman, Assistant Professor of Obstetrics & Gynecology (2014). B.A., University of Minnesota-Duluth, 1980; M.D., University of Minnesota Medical School, 1991


Terry C. North, Assistant Clinical Professor of Psychiatry (2001). B.A., Auburn University, 1982; M.A., University of South Dakota, 1986; M.D., University of South Dakota, 1989

Lindsay C. Northam, Assistant Clinical Professor of Medicine (2013). B.S., Nebraska Wesleyan University, 2004; M.D., University of Nebraska Medical Center, 2009

Bridget Norton, Assistant Clinical Professor of Pediatrics (2011). B.S., Saint Louis University, 1996; M.D., Saint Louis University, 2000

Kathleen Norton, Assistant Clinical Professor of Obstetrics & Gynecology (2011). B.S., Stanford University, 1975; M.D., University of Virginia, 1979

David M. Notrica, Associate Clinical Professor of Surgery (2015). B.S., Duke University, 1988; M.D., Emory University School of Medicine, 1992

Jessica E. Novotny, Assistant Professor of Medicine (2014). B.S., Doane College, 2000; M.D., University of Nebraska Medical Center, 2004

Richard L. O’Brien, Professor Emeritus of Medicine (1982). M.S., Creighton University, 1958; M.D., Creighton University School of Medicine, 1960

Stephen M. O’Connor, Assistant Clinical Professor of Medicine (2014).
Judith O'Haver, Assistant Clinical Professor of Pediatrics (2015).
BSN, Niagara University, 1980; MS, Arizona State University, 1993; Ph.D., University of Arizona, 2007

Terrance K. O'Malley, Assistant Clinical Professor of Surgery (2014).
B.A., Christian Brothers College, 1980; M.D., University of Tennessee Center for Health, 1985

Sally Cole O’Neill, Assistant Professor of Medicine (1987).
B.A., Drury College, 1973; M.Ed., University of Missouri at Columbia, 1975; Ph.D., University of Nebraska-Lincoln, 1986

Adele O’Sullivan, Assistant Clinical Professor of Family Medicine (2013).
B.S., ua, 1975; M.D., University of Arizona, 1984

Meghan Oakes, Assistant Clinical Professor of Obstetrics & Gynecology (2012).
B.S., University of North Carolina at Chapel Hill, 1997; M.D., University of Nebraska Medical Center, 2002

Gregory U. Ochuba, Associate Clinical Professor of Medicine (1997; 2009).
B.S.M.T., Creighton University, 1975; M.S., University of Nebraska Medical Center, 1978; Ph.D., University of Nebraska Medical Center, 1983; M.D., Creighton University School of Medicine, 1994

David E. Odegaard, Assistant Clinical Professor of Medicine (2017).
B.S., University of South Dakota, 2000; M.D., University of Iowa, Carver College of Medicine, 2004

B.A., Oberlin College, 1989; M.D., Pennsylvania State University, 1995

Michael K. Ofori, Assistant Clinical Professor of Anesthesiology (2016).
A.B., Dartmouth College, 1985; M.D., 1990

M.D., Poznan University of Medical Sciences (Poland), 2009

Yetunde Ogunleye, Assistant Professor of Psychiatry (2006).
M.B.Ch.B., Obafemi Awolowo University (Nigeria), 1992

B.S., University of Baguio, 2000; M.D., Matias H. Aznar College of Medicine (Philippines), 2004

Darin Okuda, Assistant Clinical Professor of Neurology (2011).
B.S., University of Hawaii, 1993; M.D., University of Hawaii, 2000

Jeffrey Oliver, Assistant Clinical Professor of Pathology (2012).
M.D., University of Iowa College of Medicine, 1983

Young P. Oliver, Assistant Clinical Professor of Pediatrics (2010).
B.S., United States Military Academy, 1969; M.S., University of California-Berkley, 1970; M.D., Baylor University, 1978

Stanley Oliverius, Assistant Clinical Professor of Anesthesiology (2012).
B.S., Creighton University, 1979; M.D., University of Nebraska Medical Center, 1983

Richard F. Olney, Assistant Clinical Professor of Pediatrics (2009).
B.S., University of Nebraska-Lincoln, 1978; M.D., University of Nebraska Medical Center, 1981

Daniel Olson, Assistant Clinical Professor of Pathology (2014).
B.A., Rutgers University, 2003; D.O., University of Medicine and Dentistry of New Jersey School of Osteopathic Medicine, 2009

Ashraf Omar, Assistant Professor of Medicine (2016).
M.B.,Bch, Faculty of Medicine Alexandria University (Egypt), 1993

Matthew F. Omojola, Clinical Professor of Neurology (2014).
M.B.,B.S., University of Ibadan

Srivadee Oravivantakanul, Assistant Professor of Neurology (2016).
M.D., Chulalongkorn University (Thailand)

Celine Ord, Assistant Professor of Radiology (2016).
B.S., University of Texas-Austin, 2003; M.D., University of Texas Health Science Center, 2007

Sanford Ornstein, Assistant Professor of Radiology (2011).
B.S., Ohio State University, 1964; M.D., Ohio State University, 1975

Erik Ortega, Assistant Professor of Neurology (2012).
B.S., University of California, 1997; M.D., University of Pennsylvania School of Medicine, 2003

James V. Ortmann, Assistant Clinical Professor of Medicine (1981).
B.A., Creighton University, 1971; M.D., Creighton University School of Medicine, 1975

B.S., University of Nebraska-Lincoln, 2000; M.D., University of Nebraska Medical Center, 2004

Benjamin J. Osborne, Assistant Professor of Medicine (2013).
B.S., University of Utah, 2000; D.O., Midwestern University of Arizona College of Osteopathic Medicine, 2006

Eric Ossowski, Assistant Clinical Professor of Family Medicine (2015).
B.S., University of Minnesota-Duluth, 1973; M.D., University of Minnesota-Duluth, 1977

Richard Osterholm, Associate Clinical Professor of Medicine (2011).
B.S., Nebraska Wesleyan University, 1969; M.D., University of Nebraska Medical Center, 1973

Ken Ota, Assistant Professor of Family Medicine (2017).
B.S., Santa Clara University, 2002; D.O., Western University of Health Sciences

Garineh Ovanessoff, Instructor of Medicine (2017).

Marvin Padnick, Assistant Clinical Professor of Medicine (2012).
B.A., Hofstra University, 1966; D.D.S., State University of New York, 1970; M.D., Rush Medical College, 1973

Kari Pagano, Assistant Professor of Family Medicine (2012).
B.S., Western Michigan University, 1997; M.D., Wayne State University School of Medicine, 2000

Arman Pajnigar, Assistant Clinical Professor of Medicine (2009).
B.A., Truman State University, 1994; M.D., University of Nebraska Medical Center, 1998

B.S., University of Nebraska-Kearney, 2001; M.D., University of Nebraska Medical Center, 2005

Jayashree S. Paknikar, Associate Professor of Family Medicine (2002; 2017).
M.B.,B.S., Seth G.S. Medical College Bombay University (India), 1981

Subhash Paknikar, Assistant Professor of Radiology (2015).
M.B.,B.S., Osmania Medical College and Hospital (India), 1978

Millicent L. Palmer, Associate Professor of Surgery (2002).
B.S., Stanford University, 1976; M.D., Tufts University, 1980

Pablo J. Palomo Sanchez, Assistant Clinical Professor of Pediatrics (2015).
M.D., Universidad Dr. Jose Matias Delgado (El Salvador), 2002

Tanmay Panchabhai, Assistant Professor of Medicine (2015).
M.B.,B.S., Maharashtra University of Health Sciences, Seth G.S. Medical College (India), 2008

Jitendra Pandya, Assistant Professor of Medicine (2017).
M.B.,B.S., BJ Medical College (India), 2006

Arun Panwar, Assistant Clinical Professor of Surgery (2014).
M.B.,B.S., University College of Medical Sciences & Guru Teg Bahadur Hospital, University of Delhi (India), 2005

Andrew L. Pavez, Assistant Clinical Professor of Pediatrics (2014).
B.S., University of Nevada-Reno, Mackay School of Mines, 1995; M.D., University of Nevada School of Medicine, 1999

B.A., University of Minnesota, 2003; M.D., University of Minnesota, 2010

Mara Paradis, Assistant Clinical Professor of Pediatrics (2006).
B.S., Creighton University, 1996; M.D., University of Nebraska Medical Center, 2000

David Parker, Clinical Instructor of Obstetrics & Gynecology (2012).
B.A., University of Dallas, 2004; M.D., University of Texas Medical School at Houston, 2008

Jennifer Parker, Associate Clinical Professor of Pediatrics (2005; 2014).
B.S., Creighton University, 1995; M.D., University of Nebraska Medical Center, 1999

Alan Parks, Assistant Clinical Professor of Surgery (2013).
D.O., Des Moines University College of Osteopathic College Medicine

Lilia Parra-Roide, Associate Professor of Pediatrics (2006).
B.S.,B.A., Mount St. Mary's College, 1987; M.D., Stanford University School of Medicine, 1993

Babar Parvez, Assistant Professor of Medicine (2017).
M.B.,B.S., Allama Iqbal Medical College (Pakistan), 2004

Nick J. Paslidis, Assistant Clinical Professor of Medicine (2017).
B.A., Whitman College, 1981; M.D., Ross University School of Medicine, 1988; Ph.D., University of Crete School of Medicine (Greece), 1991

Brad Pasternak, Assistant Clinical Professor of Pediatrics (2012).
B.A., State University of New York at Binghamton, 1998; M.D., Sackler School of Medicine-New York State American Program (Israel), 2002

Chirag Patel, Assistant Professor of Surgery (2016).
B.S., University of Arizona, 2005; M.D., 2009

Jay B. Patel, Assistant Professor of Medicine (2013).
M.B.,B.S., Smt. N.H.L. Municipal Medical College/Gujarat University, 2004

Nathvarlal P. Patel, Assistant Clinical Professor of Surgery (1979; 1980).
M.B.,B.S., Medical College of Gujarat University (India), 1969

Neel Patel, Assistant Clinical Professor of Medicine (2012).
B.S., Texas A&M University, 1995; M.D., University of Texas, Southwestern Medical School, 1999

Sachit A. Patel, Assistant Clinical Professor of Pediatrics (2017).
B.S., Nebraska Wesleyan University, 2003; M.D., University of Nebraska Medical Center, 2008

Shyamal Patel, Associate Professor of Radiology (2016).
B.A., Boston University; M.D., 2010

Vipul Patel, Assistant Professor of Medicine (2016).
M.B.,B.S., Maharaja Sayajirao University, Medical College (India), 1998

Aishwarya Patil, Assistant Clinical Professor of Neurology (2014).
M.B.,B.S., Government Medical College, 1996

Arun A. Patil, Professor of Surgery (2013); Professor of Clinical and Translational Science (2016).
M.B.,B.S., St. John's Medical College, 1969

Eric B. Patterson, Assistant Professor of Biomedical Sciences (1991).
B.A., Talladega College, 1973; Ph.D., Meharry Medical College, 1984

Cynthia Paul, Clinical Instructor of Psychiatry (2013).
B.S., Nebraska Wesleyan University, 1991; J.D., University of Utah, 1997; M.D., Creighton University School of Medicine, 2009

Edward G. Paul, Associate Professor of Family Medicine (2017).
B.S., Illinois State University, 1976; M.S., 1978; M.D., Southern Illinois University School of Medicine, 1981

Donald Paxton, Assistant Clinical Professor of Medicine (2012).
B.A., Princeton University, 1971; M.D., University of Arizona, 1976

Nicole Pearse, Assistant Clinical Professor of Obstetrics & Gynecology (2010; 2013).
B.S., UA, 2000; M.S., Creighton University, 2002; M.D., Creighton University School of Medicine, 2006

Erik A. Pedersen, Assistant Professor of Radiology (2014; 2015).
B.A., Saint John's University, 1995; M.D., Creighton University School of Medicine, 1999

Eric L. Pedicini, Assistant Clinical Professor of Anesthesiology (2013).
D.O., Midwestern University, 1989

Eric Peeples, Assistant Clinical Professor of Pediatrics (2012; 2016).
B.S., Creighton University, 2005; M.D., Creighton University School of Medicine, 2009

Dwaine J. Peetz Jr., Assistant Clinical Professor of Surgery (1987).
M.D., Creighton University School of Medicine, 1975

Dwaine J. Peetz Sr., Assistant Clinical Professor Emeritus of Surgery (1975; 2006).
B.S., Creighton University, 1946; M.D., Creighton University School of Medicine, 1948

Sara Pena, Assistant Professor of Family Medicine (2009; 2011).
B.S., Arizona State University, 1991; M.P.H., University of Arizona, 1994; M.D., University of Arizona, 1999

Wayne E. Penka, Assistant Clinical Professor of Pathology (2016).
B.A., St. Mary of the Plains College, 1968; M.D., Creighton University School of Medicine, 1972

Robert G. Penn, Assistant Clinical Professor of Medical Microbiology & Immunology (1980; 2000).
B.S., University of Nebraska, 1972; M.D., University of Nebraska Medical Center , 1975

Gregory Penny, Assistant Clinical Professor of Pediatrics (2005).
B.A., University of Missouri-Kansas City, 1992; M.D., University of Missouri-Kansas City, 1994

Katherine Penny, Assistant Clinical Professor of Pediatrics (2005).
D.O., University of North Texas Health Sciences, 2000

Pharm.D., Massachusetts College of Pharmacy and Health Sciences, 2001

Melvil Pereira, Assistant Clinical Professor of Center for Health Policy and Ethics (2011).
Ph.D., Jawaharlal Nehru University (India), 2009

B.S., University of Dayton, 2002; M.D., Loyola University Chicago Stritch School of Medicine, 2006

Deborah A. Perry, Associate Clinical Professor of Pathology (1994).
B.S., Nebraska Wesleyan University , 1980; M.D., University of Nebraska Medical Center, 1984

Lynda Peterman, Assistant Clinical Professor of Anesthesiology (2013).
B.S., University of Wisconsin-Madison, 1995; M.D., University of Wisconsin-Madison, 2001

Eric Peters, Assistant Professor of Medicine (2009).
B.S., Creighton University, 2000; M.D., Creighton University School of Medicine, 2005

Scott Petersen, Professor of Surgery (2008; 2015).
B.S., University of Utah, 1972; M.D., University of Utah, 1974

Rodica Petrea, Assistant Professor of Neurology (2012).
M.D., Carol Davila University of Medicine and Pharmacy, 1995

B.S., Creighton University, 1954; M.S., Creighton University, 1957; M.D., Creighton University School of Medicine, 1959

B.A., Creighton University, 1961; M.D., Creighton University School of Medicine, 1965

Hoang H. Pham, Clinical Instructor of Medicine (2014).
B.A., University of California-Los Angeles, 2001; M.S., California State University, 2004; M.D., Creighton University School of Medicine, 2010

Grant Phillips, Assistant Clinical Professor of Family Medicine (2013).
B.S., Colorado State University, 1995; M.D., Creighton University School of Medicine, 1999

Janice Piatt, Assistant Clinical Professor of Pediatrics (2011).
B.S., University of New Mexico , 1981; M.D., University of New Mexico, 1985

Nicole M. Piemonte, Assistant Professor of Medical Education (2017).
B.A., Arizona State University, 2008; M.A., 2010; Ph.D., The University of Texas Medical Branch, 2015

Edward C. Piller Jr., Assistant Clinical Professor of Medicine (1982; 1986).
B.S., St. Joseph's College (New York), 1975; M.D., Creighton University School of Medicine, 1979

Lewis Pinch, Associate Clinical Professor Emeritus of Surgery (1984; 2006).
M.D., Hahnemann Medical College , 1960

Iraklis Pipinos, Clinical Professor of Surgery (2005; 2011).
M.D., University of Crete (Greece), 1992

Thomas E. Pisarri, Assistant Professor of Biomedical Sciences (1993).
B.S., State University of New York at Buffalo, 1973; M.S., University of Wisconsin-Madison, 1975; Ph.D., University of Wisconsin-Madison, 1983

Sheryl Pitner, Assistant Clinical Professor of Pediatrics (1994; 2005).
M.D., University of Nebraska Medical Center, 1990

Amy Pitt, Assistant Professor of Radiology (2011).
B.S., University of Arizona, 1984; M.D., University of Arizona, 1988

Adam M. Pleas, Clinical Instructor of Surgery (2013).
B.S., Nebraska Wesleyan University , 2001; M.D., University of Nebraska Medical Center, 2007

Suzanne Plush, Assistant Professor of Medicine (2011).
B.S., University of Delaware, 1992; D.O., Midwestern University, 2004

Rajiv Poduval, Assistant Clinical Professor of Pediatrics (2012).
M.B.B.S., Calicut Medical College (India), 1992

Michele Poepping-Faulkner, Associate Professor of Medicine (2006).
B.A., Harvard University, 1998; M.D., University of Chicago

B.A., Harvard University, 1998; M.D., University of Chicago

Irina Popa, Assistant Clinical Professor of Medicine (2004).
M.D., Carol Davila University of Medicine and Pharmacy, 1996

Kayla Pope, Associate Professor of Psychiatry (2012; 2017).
B.A., University of Wisconsin-Madison, 1987; M.A., George Mason University, 2001; J.D., American University College of Law, 1993; M.D., George Washington University Medical Center, 2005

Dana Porter, Assistant Professor of Obstetrics & Gynecology (2008; 2011).
B.S., University of Michigan, 1991; M.D., Michigan State University , 1999
Joann L. Porter, Associate Professor of Medicine (1995; 2008); Associate Dean, Graduate Medical Education (2013).  
B.S., University of Nebraska-Omaha, 1987; M.D., Creighton University School of Medicine, 1992

Randall Porter, Professor of Surgery (2012).  
B.A., Southern Methodist University, 1989; M.D., Rush Medical College, 1993

David Portier, Assistant Clinical Professor of Medicine (2012).  
B.A., Louisiana State University, 2003; M.D., Louisiana State University, 2008

Jeny Pothen Itty, Assistant Professor of Medicine (2011).  
B.S., New York University Institute of Technology, 2002; D.O., New York College of Osteopathic Medicine, 2006

Thomas J. Poulton, Clinical Professor of Anesthesiology (2014).  
B.S., Ohio State University, 1972; M.D., Ohio State University College of Medicine, 1975

Keith Power, Assistant Clinical Professor of Medicine (2013).  
B.A., University of Texas at Austin, 1994; M.D., University of Texas, Southwestern Medical School, 1998

George Pratt, Assistant Clinical Professor of Medicine (2006).  
M.D., Johns Hopkins University, 1971; D.O., Kansas City University of Biomedical Sciences, 1983

Laurel Preheim, Professor of Medicine (1978; 1992); Professor of Medical Microbiology and Immunology (1978; 1992).  
B.A., Bethel College (Kansas), 1969; M.D., Northwestern University, 1973

Valerie Prescher-Buman, Assistant Professor of Medicine (2016; 2017).  
B.S., Iowa State University, 2008; M.D., University of Nebraska Medical Center, 2012

Paul L. Price, Associate Professor of Pharmacy Practice (2000; 2006); Associate Professor of Psychiatry (2002; 2006); Senior Associate Dean, School of Pharmacy and Health Professions (2017).  
Pharm.D., Creighton University, 1992

Karim Priefert, Assistant Clinical Professor of Family Medicine (2004).  
B.S., Iowa State University, 1974; D.O., Des Moines University College of Osteopathic Medicine, 1978

David R. Pritz, Assistant Clinical Professor of Medicine (2012).  
B.S., Creighton University, 1983; M.D., Creighton University School of Medicine, 1987

Ronald J. Pritz, Assistant Clinical Professor of Medicine (2014).  
B.A., Creighton University, 1985; J.D., Creighton University, 1988; M.D., Creighton University School of Medicine, 1995

Thomas S. Pruse, Clinical Professor of Obstetrics & Gynecology (1978; 2003).  
B.S., John Carroll University, 1966; M.D., Creighton University School of Medicine, 1970

Rueben D. Pulido, Assistant Clinical Professor of Psychiatry (2014).  
B.S., Georgetown University, 1994; Ph.D., George Mason University, 2004

Robert Puntel, Clinical Professor of Pediatrics (2012).  

B.S., University of Minnesota, 1964; M.T.S., Harvard University, 1975; Ph.D., Harvard University, 1979

Syed Qadri, Associate Professor of Psychiatry (2006; 2016).  
M.B.,B.S., Dow Medical College (Pakistan), 1995

Farouq A.N. Qaish, Assistant Clinical Professor of Family Medicine (2016).  
M.B.Ch.B., The Medical College Baghdad University (Iraq), 1974

Ibrahim Qaish, Assistant Professor of Medicine (2011).  
M.D., Jordan University of Science and Technology, 2003

Leslie Quinn, Assistant Clinical Professor of Pediatrics (2006).  
B.A., ua, 1980; M.D., University of Arizona, 1984

Thomas H. Quinn, Professor of Biomedical Sciences (1977; 1996); Professor of Surgery (1997).  
B.A., Creighton University, 1972; M.S., Creighton University, 1973; Ph.D., University of Nebraska-Lincoln, 1981

Ruben Quiros, Clinical Professor of Pediatrics (2010).  
M.D., Universidad Nacional de Panama (Panama), 1986

Priya Radhakrishnan, Associate Professor of Medicine (2011).  
M.B.,B.S., Medical College (India), 1992

Mohamed Radwan, Research Assistant Professor of Clinical and Translational Science (2016).  
M.B.,B.Ch., Cairo University (Egypt), 1986

Naureen Rafiq, Assistant Professor of Family Medicine (2011).  
M.B.,B.S., King Edward Medical College (Pakistan), 1996

Christine Ragay-Cathers, Assistant Professor of Family Medicine (2016).  
B.S., Grand Canyon University, 2003; D.O., Des Moines University, 2008

John Raines, Assistant Clinical Professor of Surgery (2014).  
M.D., University of California-San Francisco, 1974

Amanda Rainwater, Assistant Clinical Professor of Medicine (2012).  
B.A., University of Virginia, 1989; M.D., George Washington School of Medicine, 1994

Jaya M. Raj, Associate Professor of Medicine (2009; 2014).  

Ali Raja, Assistant Clinical Professor of Surgery (2016).  
M.B.,B.S., University of Punjab, 1998

Taruna Ralhan, Assistant Professor of Surgery (2016).  
B.Sc., Illinois Institute of Technology, 2004; M.D., Rosalind Franklin University/Chicago Medical School, 2008

Atul A. Ramachandran, Assistant Clinical Professor of Medicine (2014; 2017).  
B.S., Creighton University, 1987; M.D., Creighton University School of Medicine, 1994

Sriram Ramaswamy, Associate Professor of Psychiatry (2005; 2011).  
M.B.,B.S., Goa Medical College (India), 1994
Allison K. Ramey, Assistant Clinical Professor of Pediatrics (2013).  
B.S., University of Nebraska-Lincoln, 2003; M.D., University of Nebraska Medical Center, 2008

M.D., Medical School of Aristotle University of Thessaloniki (Greece), 2000

Douglas Ramos, Assistant Clinical Professor of Surgery (1998).  
B.A., Cornell College, 1977; M.D., Creighton University School of Medicine, 1981

Chris Ramsook, Assistant Clinical Professor of Pediatrics (2012).  
M.B.,B.S., University of the West Indies, 1972

Ranjani Rangray, Assistant Professor of Medicine (2017).  
M.B.,B.S., Government Medical College and Hospital (India), 2006

Apama R. Rao, Assistant Clinical Professor of Pediatrics (2014).  
M.B.,B.S., Bombay University, Grant Medical College, Sir JJ Group of Hospitals, 1992

Behrouz Rassekh, Assistant Clinical Professor of Biomedical Sciences (2011).  
M.D., University of Geneva, School of Medicine (Switzerland), 1965

Sudha Ravilla, Assistant Clinical Professor of Medicine (2006).  
M.B.,B.S., Kilpauk Medical College (India), 1995

Sriramamurthy Ravipati, Assistant Clinical Professor of Psychiatry (1991; 2004).  
M.D., Rangaraya Medical College (India), 1980

DeElla A. Ray, Assistant Professor of Anesthesiology (2015).  
M.D., Mayo Medical School Rochester, 1999

Dustin Rayhorn, Assistant Clinical Professor of Pediatrics (2011).  
B.S., ua, 2001; M.D., 2005

Laurence Raynor, Assistant Professor of Anesthesiology (2016).  
B.S., Marquette University, 1994; M.D., University of Nebraska Medical Center, 1998

B.S., University of Nebraska, 1976; M.D., University of Nebraska Medical Center, 1981

Robert L. Recker, Assistant Clinical Professor of Medicine (2012).  
B.S., Creighton University, 1988; M.S., Creighton University School of Medicine, 1993

Robert R. Recker, Professor of Medicine (1970; 1983); Professor of Periodontics (1986).  
M.D., Creighton University School of Medicine, 1963

DeenDayal Reddy, Clinical Instructor of Center for Health Policy and Ethics (2012).  
M.S., University of Illinois-Urbana, 1983; M.A., Loyola University-Chicago, 1998; Ph.D., Duquesne University, 2007

Gangadasu S. Reddy, Assistant Professor of Surgery (2014; 2015).  
M.B.,B.S., Institute of Medical Sciences, 1999

Savio Reddymasu, Associate Professor of Internal Medicine (2012; 2016).  
M.B.,B.S., Kasturba Medical College (India), 2011

B.A., Hastings College, 1979; M.D., Creighton University School of Medicine, 1984

Michael A. Reed, Assistant Clinical Professor of Obstetrics & Gynecology (2013).  
B.S., Creighton University, 1991; M.D., Creighton University School of Medicine, 1996

Brandi A. Reeve-Iverson, Assistant Clinical Professor of Pediatrics (2015).  
B.S., University of Nebraska-Omaha, 2005; M.D., University of Nebraska College of Medicine, 2010

Janette Reeves, Assistant Professor of Family Medicine (2012).  
B.A., University of Washington, 1992; D.O., Touro University College of Osteopathic College Medicine

James Regan, Assistant Clinical Professor of Medicine (2006).  
M.D., Creighton University School of Medicine, 1965

Roger D. Reidelberger, Special Professor of Biomedical Sciences (1990; 2017).  
B.S., Northwestern University, 1970; B.S., University of California, 1974; Ph.D., University of California, 1980

Adam Reinhardt, Assistant Clinical Professor of Pediatrics (2011).  
B.S., University of Nebraska-Lincoln, 1997; M.D., University of Nebraska Medical Center, 2002

Mark D. Reisbig, Associate Professor of Anesthesiology (2012; 2017); Associate Professor of Clinical and Translational Science (; 2017).  
B.S., St. John’s University, 1997; M.D., Creighton University School of Medicine, 2008

Randolph J. Reister, Assistant Clinical Professor of Medicine (2002; 2004).  
B.A., Augustana College, 1995; M.D., University of South Dakota, 1999

Silke Rempe, Assistant Professor of Medicine (2011).  
M.D., Christian-Albrechts-Universitat Kiel (Germany), 2000

Marc S. Rendell, Professor of Medicine (1986; 1996).  
B.S., City College of New York, 1968; M.D., State University of New York-Downstate Medical Center, 1972

Samer I. Renno, Assistant Clinical Professor of Medicine (2016).  
B.S., American University of Beirut (Lebanon), 1992; M.D., American University of Beirut (Lebanon), 1996

Emille M. Reyes-Santiago, Assistant Clinical Professor of Pediatrics (2016).  
M.D., Universidad Iberoamericana (Dominican Republic), 2007

George Reynolds, Associate Clinical Professor of Pediatrics (1997; 2008).  
B.A., University of California at Davis, 1979; M.D., Hahnemann University School of Medicine, 1984

Justin A. Reynolds, Assistant Professor of Medicine (2014).  
M.D., University of Michigan Medical School, 2006

Edward Rhee, Assistant Clinical Professor of Pediatrics (2008).  
B.A., University of Pennsylvania, 1986; M.D., University of Pittsburgh, 1993

Richard K. Ricardi, Assistant Clinical Professor of Psychiatry (2014).  
B.S., Michigan State University, 1980; D.O., Chicago College of Osteopathic Medicine, 1984
Eric Rice, Assistant Clinical Professor of Medicine (2017).
B.S., Creighton University, 1991; M.D., University of Nebraska Medical Center, 1995

Eugene C. Rich, Clinical Professor of Medicine (1996; 2010); Clinical Professor of the Center for Health Policy and Ethics (2010).
B.A., University of Mississippi, 1973; M.D., Washington University Medical Center, 1977

Al Alan Richards, Associate Clinical Professor of Surgery (1998; 2004).
M.B.,B.Ch., University of Witwatersrand (South Africa), 1966

Randy Richardson, Professor of Radiology (2011; 2012); Associate Dean, Phoenix Regional Campus.
B.A., Brigham Young University, 1991; M.D., Loma Linda University School of Medicine, 1995

Paul Richmann, Assistant Clinical Professor of Anesthesiology (2012).
B.A., Arizona State University, 1985; M.S., University of Hawaii, 1989; M.D., University of Hawaii, 1993

Matthew H. Riley, Clinical Instructor of Medicine (2014).
B.S., University of Oklahoma, 2007; D.O., Touro Nevada College of Osteopathic Medicine, 2011

B.S., University of Puerto Rico, 1981; M.D., San Juan Bautista School of Medicine, 1985

Michael L. Ritchey, Clinical Professor of Pediatrics (2016).
B.S., University of Southwestern Louisiana, 1975; M.D., Louisiana State University School of Medicine, 1979

Matthew Rivard, Assistant Professor of Surgery (2005; 2009).
B.S., Kansas State University, 1991; M.D., University of Kansas, 1995

Chandrika Rizal, Assistant Clinical Professor of Pediatrics (2000).
M.B.,B.S., LLRM Medical College (India), 1983

B.A., Northwestern University, 1972; M.D., University of Illinois College of Medicine, 1977

Floyd E. Roberson, Assistant Clinical Professor of Anesthesiology (2016).
B.A., Creighton University, 1975; M.D., Creighton University, 1981

Abby C. Roberts, Assistant Clinical Professor of Medicine (2012).
B.A., University of California, Berkeley, 2002; M.S., Georgetown University, 2003; D.O., Arizona College of Osteopathic Medicine, 2007

Michael Roberts, Assistant Clinical Professor of Medicine (2012).
B.A., Johns Hopkins University, 1975; M.D., Tufts University School of Medicine, 1979

Cliff A. Robertson, Assistant Clinical Professor of Family Medicine (2014).
B.A., University of Colorado, 1985; M.D., Ohio State College of Medicine

Mark D. Robinson, Assistant Professor of Interdisciplinary Studies (2016).
B.Phil., Northwestern University, 2004; M.A., University of Chicago, 2006, 2008; M.A., Princeton University, 2009; Ph.D., Princeton University, 2014

William H. Roccaforte, Associate Clinical Professor of Psychiatry (1987; 2001).
B.A., University of Nebraska, 1976; M.A., University of Nebraska, 1978; M.D., University of Nebraska Medical Center, 1983

Fedja A. Rochling, Assistant Clinical Professor of Medicine (1989).
MBBCh, Royal College of Surgeons (Ireland), 1989

Alexander Rodlach, Associate Professor of Psychiatry (2007; 2012).
M.A., Catholic University, 2000; Ph.D., University of Florida, 2005

Monica Rodriguez, Assistant Professor of Medicine (2015).
M.D., Universidad Catolica de Santiago de Guayaquil (Ecuador), 1997

Kavish Rohatgi, Assistant Clinical Professor of Family Medicine (2011).
M.B.,B.S., Maulana Azad Medical College (India), 2003

Richard Rolston, Associate Clinical Professor of Pediatrics (2013).
B.A., University of Montana, 1983; M.D., University of New Mexico School of Medicine, 1987

Larissa Romero, Assistant Professor of Obstetrics & Gynecology (2011; 2012).
B.S., Southwestern University, 2002; M.D., University of Texas Southwestern Medical School, 2006

Carey Ronspies, Assistant Clinical Professor of Medicine (2011).
B.S., University of Nebraska-Omaha, 2000; M.D., Creighton University School of Medicine, 2005

Kurt Rosenkrans, Assistant Clinical Professor of Family Medicine (2010).
M.D., Creighton University School of Medicine, 1993

Julie Rothlisberger, Assistant Clinical Professor of Medicine (2011).
B.A., Creighton University, 1995; M.D., University of Nebraska Medical Center, 2000

Jonathan Rouse, Assistant Clinical Professor of Pathology (2015).
B.S., University of Notre Dame, 1975; Ph.D., Stanford University, 1981; M.D., Creighton University School of Medicine, 1986

David Row, Assistant Professor of Surgery (2016).
B.S., Andrews University, 1996; M.D., Loma Linda University School of Medicine, 2001

Hannah C. Row, Assistant Professor of Surgery (2017).
B.A., University of Virginia, 2000; M.D., 2004

Dorothy H. Rowe, Assistant Clinical Professor of Surgery (2015).
B.A., Harvard University, 1988; M.D., Columbia University College of Physicians and Surgeons, 1994

Sabyasachi Roy, Assistant Professor of Medicine (2014).
M.B.,B.S., Calcutta Medical College (India), 2003

Kelli L. Rudman, Assistant Clinical Professor of Surgery (2014).
B.A., University of Kansas, 2004; M.D., University of Nebraska Medical Center, 2008

Roberto Ruiz, Assistant Clinical Professor of Medicine (2012).
M.D., Autonomous University of Guadalajara (Mexico), 1979

Thomas Ruma, Assistant Clinical Professor of Pathology (2004).
M.D., Creighton University School of Medicine, 1975

Richard G. Runge, Assistant Clinical Professor of Pathology (2014).
B.S., University of South Dakota, 1966; M.D., University of Iowa College of Medicine, 1970

Ellen Rupp, Assistant Clinical Professor of Pediatrics (1987; 2003).
B.S., University of Hawaii, 1975; M.D., University of South Dakota, 1979

Mark E. Rupp, Clinical Professor of Medical Microbiology and Immunology (1992; 2005).
B.S., University of Texas, 1981; M.D., Baylor College of Medicine, 1986

Eric T. Rush, Assistant Clinical Professor of Pediatrics (2014).
B.S., University of Kansas, 2001; M.D., University of Kansas School of Medicine, 2005

B.S., Creighton University, 1987; M.D., University of Nebraska Medical Center, 1992

Douglas A. Russell, Assistant Clinical Professor of Medicine (2000).
B.A., University of Nebraska-Omaha, 1987; M.D., University of Nebraska Medical Center, 1992

James Russell, Assistant Clinical Professor of Surgery (2008).
M.D., McMaster University (Canada), 1979

Benjamin J. Ryder, Assistant Clinical Professor of Obstetrics & Gynecology (1992; 2000).
B.S., Creighton University, 1981; M.D., Creighton University School of Medicine, 1988

Marwan Sabbagh, Professor of Neurology (2017).
B.A., University of California, 1987; M.D., University of Arizona College of Medicine, 1991

Mankanwal Singh Sachdev, Assistant Clinical Professor of Medicine (2015).
M.B., B.S., Dayanand Medical College (India), 1997

Ashish Sadhu, Assistant Professor of Medicine (1999).
M.B., B.S., Dr. Panjabrao Deshmukh Memorial Medical College (India), 1999

Hasnain Sadiq, Assistant Clinical Professor of Psychiatry (2006).
M.B., B.S., King Edward Medical College (Pakistan), 1980

Arshia Sadreddin, Assistant Professor of Neurology (2011).
B.S., San Francisco State University, 1999; M.D., Ross University School of Medicine (Dominica), 2004

Rajeev Saggar, Assistant Professor of Surgery (2011).
M.D., University of California-Irvine, 2002

Farzad Sakha, Assistant Clinical Professor of Medicine (2011).
M.D., Istanbul Tip Fakultesi (Turkey), 1990

Henry A. Sakowski, Associate Professor of Medicine (1995; 2007).
B.S., Creighton University, 1987; M.D., Creighton University School of Medicine, 1991

Vakrant Salaria, Assistant Clinical Professor of Medicine (2005).
M.B., B.S., Amritsar Medical College, 1993

Toni Salm, Assistant Clinical Professor of Pediatrics (2013).
B.S., Marquette University, 1997; M.D., Medical College of Wisconsin, 2001

Salam Salman, Assistant Professor of Medicine (2017).
M.D., King Faisal University and Medical School (Saudi Arabia), 1996

Julie Salmon, Assistant Clinical Professor of Medicine (2012).
B.S., University of California at Davis, 1986; M.D., University of California-San Francisco, 1990

Stephen Salzbrenner, Assistant Clinical Professor of Psychiatry (2009).
B.S., Marquette University, 1996; M.D., Creighton University School of Medicine, 2001

Kristen Samadder, Assistant Clinical Professor of Pediatrics (2008).
B.A., Gustavus Adolphus College, 1997; M.D., Indiana University School of Medicine, 2001

Paul Sammut, Associate Clinical Professor of Pediatrics (2006).
M.B., B.Ch., University College Galway Medical School (Ireland), 1981

Rodolfo Mario Sanchez, Assistant Professor of Family Medicine (2000; 2001).
M.D., Universidad N. Mayor de San Marcos (Peru), 1988

Christine C. Sanders, Professor Emeritus of Medical Microbiology & Immunology (1973; 2001).
B.S.M.T., University of Florida, 1970; Ph.D., University of Florida, 1973

W. Eugene Sanders Jr., Professor Emeritus of Medical Microbiology & Immunology (1972; 2001); Professor Emeritus of Medicine (1976; 2001).
A.B., Cornell University, 1956; M.D., Cornell University, 1960

Karl J. Sandin, Assistant Clinical Professor of Surgery (2017).
B.S., Wheaton College, 1982; M.D., Northwestern University Medical School, 1986

Melissa D. Sandoval, Assistant Clinical Professor of Medicine (2017).
B.S., New Mexico State University, 1998; B.S., 2000; M.D., University of California-San Francisco, 2004

Ashesh H. Sanghvi, Assistant Clinical Professor of Medicine (2015).
M.B., B.S., B.J. Medical College (India), 1999

Jenna Sangkam, Assistant Professor of Family Medicine (2017).
B.S., Indiana Wesleyan University, 2007; M.S. Purdue University of Indianapolis, 2008; D.O., Midwestern University, Arizona College of Osteopathic Medicine, 2013

Ram R. Sankaraneni, Assistant Professor of Neurology (2014).
M.B., B.S., Guntur Medical College, 2004

Michael J. Sanley, Assistant Professor of Medicine (2016).
B.A., Saint Louis University, 2005; M.D., Creighton University School of Medicine, 2009

Akira Sano, Clinical Professor of Radiology (2007).
M.D., Tottori University School of Medicine (Japan), 1972; Ph.D., Kobe University School of Medicine (Japan), 1982

Renato Santos, Associate Professor of Radiology (2011).
B.S., University of Santo Tomas (Philippines), 1976; M.D., University of Santo Tomas (Philippines), 1972

Antonio Saqueton Jr., Assistant Clinical Professor of Family Medicine (2005).
Cody Sasek, Assistant Professor of Medical Education (2017).
B.S., University of Nebraska-Kearney, 2006; M.P.S., University of Nebraska Medical Center, 2009;

Ruby Satpathy, Assistant Clinical Professor of Medicine (2006; 2014).
M.B.,B.S., SCR Medical College

Todd Sauer, Assistant Clinical Professor of Family Medicine (2007).
B.A., St. John’s University , 1994; M.D., Creighton University School of Medicine, 1999

Panayiotis Savvides, Professor of Medicine (2017).
M.D., University of Athens Medical School, 1986; Ph.D., 1990; MPH, Harvard School of Public Health, 1996

Kavir Saxena, Assistant Clinical Professor of Psychiatry (2013).
M.B.,B.S., King George’s Medical School, 1995

M.B.,B.S., King George’s Medical College (India), 1973; M.S., University of Nebraska, 1987; Ph.D., University of Nebraska Medical Center, 1990

Anita P. Schadlu, Assistant Clinical Professor of Surgery (2014).
B.A., Northwestern University, 1998; M.D., Northwestern University Medical School, 2002

Gregory J. Schafer, Assistant Professor of Medicine (2001).
B.S., University of Nebraska, 1981; M.D., University of Nebraska Medical Center, 1987

Karen Scharlett, Clinical Professor of Pediatrics (2012).
B.S., University of Florida, 1993; D.O., Nova Southeastern University , 1997

Timothy A. Schaub, Associate Professor of Surgery (2014; 2017).
B.S., University of Illinois at Urbana-Champaign, 1998; M.D., University of Illinois at Chicago Medical School, 2002

Edward Schima, Associate Clinical Professor of Neurology (2006).
B.A., Holy Cross College, 1960; M.D., Northwestern University , 1964

Charles Schlaepfer, Assistant Clinical Professor of Radiology (2015).
M.D., University of California, Los Angeles, 1994

Stuart R. Schlanger, Special Assistant Professor of Medicine (1981; 2013).
B.A., New York University , 1970; M.D., Washington University , 1977

William J. Schluter, Associate Clinical Professor of Medicine (1974; 2011).
M.D., Creighton University School of Medicine, 1966

John Schmidt, Associate Professor of Pediatrics (2009; 2015).
B.S., University of Nebraska-Lincoln, 1997; M.D., University of Nebraska Medical Center, 2003

Rebecca Schmidt, Assistant Clinical Professor of Psychiatry (2016).
B.S., University of Nebraska-Omaha, 1981; M.S., University of Nebraska, 1988; M.D., University of Nebraska Medical Center, 1993

Susan Scholer, Assistant Clinical Professor of Medicine (2010).
B.S., Creighton University, 1978; M.D., University of Nebraska Medical Center, 1982

Patty J Scholting, Assistant Professor of Medical Education (2017).
B.S., University of California at Davis, 1988; M.D., Creighton University School of Medicine, 1992

Frank Schraml, Professor of Radiology (2011; 2017).
B.S., United States Naval Academy, 1978; M.D., Uniformed Services University of Health Sciences, 1984

Bruce Schroeder, Associate Clinical Professor of Pediatrics (2011).
M.D., University of Nebraska Medical Center, 1981

B.S., Creighton University, 1977; M.D., Creighton University School of Medicine, 1985

Johanna Schubert, Assistant Professor of Radiology (2012).
M.D., Medical University of Pecs (Hungary), 2001

Mary E. Schultheis, Assistant Clinical Professor of Surgery (2013).
B.S., University of Maryland, 1992; M.D., Creighton University School of Medicine, 2001

M.D., University of Nebraska College of Medicine, 1955

Courtney Schusse, Assistant Professor of Neurology (2017).
B.S., University of California-Los Angeles, 2000; M.D., Michigan State University College of Human Medicine, 2000

Michael R. Schuster, Assistant Clinical Professor of Radiology (2014).
B.S., Washburn University, 1979; M.D., University of Kansas School of Medicine, 1987

Dawn Schwartz, Assistant Professor of Pediatrics (2012).
B.A., Kean University , 2003; D.O., Midwestern University, Arizona College of Osteopathic College Medicine, 2007

William C. Scibetta, Assistant Clinical Professor of Anesthesiology (2013).
B.S., University of California-Santa Barbara, 1987; M.D., Georgetown University School of Medicine, 1993

Arthur L. Sciortino, Associate Clinical Professor Emeritus of Pathology (1955; 1987).
M.S.M., Creighton University School of Medicine, 1955; M.D., Creighton University School of Medicine, 1950

Margaret A. Scofield, Associate Clinical Professor of Pharmacology (1992; 2016).
B.A., University of California, 1967; Ph.D., University of Arizona, 1973

Michele Scott, Assistant Clinical Professor of Pediatrics (2011).
B.A., University of San Diego, 1994; M.D., University of Arizona College of Medicine, 2002

Ryan Scott, Assistant Professor of Radiology (2015).
B.A., University of Texas, 2001; M.D., University of Texas Medical Branch, 2007

Tina Scott-Mordhorst, Associate Clinical Professor of Pediatrics (2006).
B.S., University of Nebraska-Omaha, 1992; M.D., University of Nebraska Medical Center, 1995

Dennis R. Scribner, Associate Clinical Professor of Obstetrics & Gynecology (2013).
Ashish Sharma, *Clinical Professor of Pediatrics* (2012).
B.A., College of the Holy Cross, 1988; M.D., University of Connecticut School of Medicine, 1993

Lee Segal, *Clinical Professor of Pediatrics* (2012).
B.A., Kenyon College, 1980; M.D., Temple University School of Medicine, 1984

Hussam Seif Eddeine, *Assistant Professor of Neurology* (2013).
M.D., University of Damascus School of Medicine, 2003

Anita M. Selmecki, *Assistant Professor of Medical Microbiology and Immunology* (2015).
B.A., College of St. Benedict/St. John’s University, 2002; Ph.D., University of Minnesota, 2007

Benjamin Seltzer, *Clinical Professor of Neurology* (2011).
A.B., University of Pennsylvania, 1965; M.D., Jefferson Medical College, 1969

Dana Seltzer, *Associate Professor of Surgery* (2012).
B.A., Pomona College, 1981; M.D., University of Southern California, 1986

Vithyalakshmi Selvaraj, *Associate Professor of Psychiatry* (2011; 2016); *Associate Professor of Obstetrics and Gynecology* (2016).
M.B.,B.S., Stanley Medical College (India), 2001

B.A., Colorado College, 1971; M.D., Creighton University School of Medicine, 1975

B.S., University of California-San Diego, 2003; M.D., Ross University School of Medicine, 2008

Lawrence Shaffer III, *Clinical Professor of Psychiatry* (2005).
B.S., Tulane University, 1972; M.D., University of Nebraska College of Medicine, 1976

M.B.,B.S., Osmania University of Hyderabad (India), 1988

M.B.,B.S., Maharaja Sayajirao University, 2006

B.A., University of Texas at Austin, 1996; M.S., Houston Baptist University, 1999; M.D., Texas A&M College of Medicine, 2003

M.B.,B.S., B.J. Medical College (India), 1989

Raymond Shamos, *Associate Professor of Surgery* (2008; 2016).
M.B.,B.Ch., Witwatersrand (South Africa), 1971

M.D., Universidad Autonoma de Guadalajara School of Medicine (Mexico), 2008

B.S., Mansfield State College, 1981; PsyD, Minnesota School of Professional Psychology, 1994

Arun Sharma, *Clinical Professor of Psychiatry* (1987; 2009).
M.B.,B.S., Delhi University (India), 1978

Ashish Sharma, *Associate Clinical Professor of Psychiatry* (2009; 2014).

M.B.,B.S., Ravindra Nath Tugore Medical College, 1998

Poonam Sharma, *Professor of Pathology* (2004; 2010); *Chair, Pathology* (2013).
M.B., B.S., Lardy Harding Medical College, University of Delhi (India), 1991

M.B.,B.S., Maulana Azad Medical College (India), 1985

M.B.,B.S., Osmania University (India), 1985

Tressia Shaw, *Assistant Clinical Professor of Pediatrics* (2011).
B.S., University of Minnesota, 1996; M.D., University of Arizona College of Medicine, 2000

Wesley Shealey, *Assistant Professor of Medicine* (2010; 2011).
B.S., Emory University, 1996; M.D., University of Alabama School of Medicine, 2000

Steven Shedd, *Assistant Clinical Professor of Anesthesiology* (2012).
B.S., Arizona State University, 1976; M.D., University of Arizona College of Medicine, 1982

B.S., University of Illinois, 1972; M.A., University of Illinois, 1974; Ph.D., University of Illinois, 1976; M.D., Northwestern University, 1983

M.D., Creighton University School of Medicine, 1994

Tatiana A. Shekhel, *Assistant Professor of Medicine* (2014).
B.S., Arizona State University, 2002; D.O., Midwestern University, 2008

M.B.,B.S., Calicut University School of Medicine (India), 1995

B.S., University of Nebraska-Lincoln, 1979; M.D., University of Nebraska Medical Center, 1979

Jiong Shi, *Associate Professor of Neurology* (2013).
M.D., School of Medicine, Shanghai Medical University, 1993; Ph.D., University of Florida, 1997

Anne Marie Shibata, *Associate Professor of Medical Microbiology & Immunology* (2006; 2013).
B.S., Creighton University, 1992; Ph.D., Colorado State University, 1997

Ronald Shikiya, *Research Assistant Professor of Medical Microbiology & Immunology* (2012).
B.Sc., Cayetano Heredia University (Peru), 1997; Ph.D., University of Nebraska Medical Center, 2005

B.S., Mississippi State University, 1991; M.D., University of Chicago, Pritzker School of Medicine, 1999

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

John Shufeldt, Assistant Clinical Professor of Medicine (2013).  
B.A., Drake University, 1982; M.D., Chicago Medical School, 1986

Sarjita Shukla, Assistant Clinical Professor of Pediatrics (2011).  
B.S., Texas A&M University, 2001; M.D., Texas A&M University, 2005

Vladimir Shvarts, Assistant Professor of Neurology (2013).  
B.A., Occidental College, 2000; M.D., Chicago Medical School, 2005

Lisa Sieczkowski, Assistant Clinical Professor of Pediatrics (2011).  
B.S./B.A., University of Kansas, 1996; M.D., University of Nebraska Medical Center, 2000

Kent Siemers, Assistant Clinical Professor of Obstetrics & Gynecology (2011).  
B.A., University of North Dakota, 1979; M.D., University of North Dakota, 1983

Peter T. Silberstein, Professor of Medicine (2002; 2012).  
B.A., Amherst College, 1975; M.D., State University of New York, 1979

Edibaldo Silva Jr., Associate Clinical Professor of Surgery (2003; 2010).  
Ph.D., Illinois Institute of Technology, 1976; M.D., University of Illinois School of Medicine, 1980

Kristina A. Simeone, Associate Professor of Pharmacology (2009; 2016).  
B.S., Regis University, 2000; Ph.D., University of California-Irvine, 2006

Timothy A. Simeone, Associate Professor of Pharmacology (2009; 2015).  
B.A., Boston University, 1997; Ph.D., University of Utah, 2002

Kari Simonsen, Assistant Clinical Professor of Pediatrics (2008).  
B.S., University of Nebraska, 1997; M.D., University of Nebraska Medical Center, 2001

Steven Sindelar, Assistant Professor of Pediatrics (1996; 1997).  
B.S., University of Nebraska, 1986; M.D., University of Nebraska Medical Center, 1993

Arthur Sinfield, Assistant Clinical Professor of Anesthesiology (2012).  
B.S., St. John’s University, 1982; M.D., Universidad Del Noreste (Mexico), 1986

Awinder Singh, Assistant Professor of Surgery (2017).  
M.B.,B.S., Medical College (India), 1999

Bhupinder Singh, Assistant Clinical Professor of Medicine (2012).  
M.B.,B.S., Armed Forces Medical College (India), 1993

Davinder Singh, Assistant Clinical Professor of Surgery (2012).  
B.A., Yale University, 1992; M.D., Columbia University of Physicians and Surgeons, 1996

Dhirendra P. Singh, Clinical Professor of Neurology (2013).  
B.S., Gorakhpur University, 1976; M.S., Kanpur University, 1978; Ph.D., Central Drug Research Institute, 1987

Sanjay Singh, Professor of Neurology (2011); Chair, Neurology (2010).  
M.B.,B.S.,M.L.N., Medical College (India), 1993

Shailender Singh, Assistant Clinical Professor of Medicine (2012).

M.B., B.S., Pt.B.D., Sharma Postgraduate Institute of Medical Sciences (India), 1991

Neil R. Singhal, Assistant Clinical Professor of Pediatrics (2012).  
B.S., Arizona State University, 2003; M.D., University of Arizona, 2007

Jack O. Sipperley, Assistant Clinical Professor of Surgery (2015).  
B.S., Florida State University, 1967; M.D., University of Miami School of Medicine, 1971

Larry E. Siref, Associate Professor of Surgery (2013).  
B.S., University of Nebraska-Lincoln, 1979; M.D., University of Nebraska Medical Center, 1983

Gopi Kiran Reddy Sirineni, Associate Professor of Radiology (2010; 2016).  
M.B.,B.S., Osmania Medical College (India), 1998

Anne Marie Sjursen Guerrero, Assistant Professor of Pediatrics (2017).  
B.S., University of Arizona, 2005; B.A., 2007; M.A., 2007; M.D., University of Arizona College of Medicine, 2012

Michael H. Sketch Sr., Professor Emeritus of Medicine (1968; 1997).  
B.Sc., Creighton University, 1959; M.D., Creighton University School of Medicine, 1963

Terence T. Slattery, Assistant Clinical Professor of Medicine (2014).  
B.S., Creighton University, 1995; M.D., Creighton University School of Medicine, 2000

B.S., Iowa State University, 1995; D.P.M., California School of Podiatric Medicine, 2000

Aiman Smer, Assistant Professor of Medicine (2016).  
MBBCh, Tripoli University (Libya), 2005

D. David Smith, Associate Professor of Biomedical Sciences (1989; 1994).  
B.Sc., Imperial College, University of London, 1983; Ph.D., University of Edinburg, 1986

Dean F. Smith, Associate Clinical Professor of Anesthesiology (2012; 2017).  
B.S., Stanford University, 1974; M.D., University of Arizona, 1977

Frances M. Smith, Clinical Instructor of Pediatrics (2013).  
B.A., Creighton University, 2006; M.D., Creighton University School of Medicine, 2010

James Smith, Professor of Obstetrics & Gynecology (2011); Chair, Obstetrics & Gynecology.  
B.A., Carroll College, 1981; M.D., St. Louis University School of Medicine, 1985

Jennifer Smith, Assistant Clinical Professor of Pediatrics (2011).  
B.S., Nebraska Wesleyan University, 1986; M.D., University of Nebraska Medical Center, 1991

Michael Smith, Professor of Surgery (2011; 2017).  
B.A., University of California-San Francisco, 1989; M.D., University of California-San Francisco, 1994

Philip W. Smith, Associate Clinical Professor of Medical Microbiology & Immunology (1999).  
B.S., University of Wisconsin, 1968; M.D., University of Chicago, 1972
Russell B. Smith, Clinical Professor of Surgery (2016).
B.S., University of Missouri-Columbia, 1991; M.D., 1995

B.A., Creighton University, 1990; M.D., Creighton University School of Medicine, 1994

Gregory Snyder, Clinical Instructor of Psychiatry (2008; 2011).
B.A., Creighton University, 1998; M.S., Idaho State University, 2004; Ph.D., Idaho State University, 2006

Jamie L. Snyder, Associate Professor of Psychiatry (2002; 2011).
B.S., Pacific Union College, 1983; M.D., Loma Linda University, 1987

Laura A. Snyder, Instructor of Surgery (2015).
M.D., Jefferson Medical College, 2008

Sheilah Snyder, Assistant Clinical Professor of Pediatrics (2006).
B.S., Creighton University, 1997; M.D., University of Nebraska Medical Center, 2001

Michael Sochacki, Assistant Professor of Surgery (2012).
BSE, Arizona State University, 1985; M.D., University of Arizona, 1992

David Solomon, Assistant Clinical Professor of Pediatrics (2011).
B.A., University of California-Los Angeles, 1969; M.D., Universidad Autonoma de Guadalajara (Mexico), 1984

Gamini S. Soori, Clinical Professor of Medicine (1993).
G.C.E., Ananda College (Sri Lanka), 1963; M.D., University of Ceylon (Sri Lanka), 1970

B.S., University of Puerto Rico, 1981; M.D., University of Puerto Rico, 1985

Garrett A. Soukup, Professor of Biomedical Sciences (2000; 2013); Associate Dean, Medical Education (2015).
B.S., Northwest Missouri State University, 1991; Ph.D., University of Nebraska Medical Center, 1997

Mikayla L. Spangler, Associate Professor of Pharmacy Practice (2007; 2014); Associate Professor of Family Medicine (2010; 2017).
Pharm.D., University of Nebraska Medical Center, 2005

John Sparks, Clinical Professor of Pediatrics (2011).
B.S., Massachusetts Institute of Technology, 1968; M.D., Harvard Medical School, 1972

Julie Sparlin, Assistant Professor of Anesthesiology (2012; 2013).
B.A., University of Oregon, 1994; M.D., St. George’s University School of Medicine (Grenada), 2005

Patrick Specht, Assistant Professor of Pediatrics (2001; 2002).
B.A., University of Nebraska, 1993; M.D., University of Nebraska Medical Center, 1998

Robert Spetzler, Professor of Surgery (2011).
B.S., Knox College, 1967; M.D., Northwestern University, 1971

Robert Spicer, Clinical Professor of Pediatrics (2012).
B.S., University of Colorado, 1973; M.D., Rush Medical College, 1977

Melissa St. Germain, Assistant Clinical Professor of Pediatrics (2011).
B.A., University of Nebraska-Lincoln, 2001; M.D., University of Nebraska Medical Center, 2006

Karen S. Staack, Assistant Clinical Professor of Family Medicine (2001).
B.A., University of Nebraska, 1984; B.S., Delaware State University, 1987; M.D., Creighton University School of Medicine, 1999

Thomas Stalder, Assistant Clinical Professor of Pediatrics (2012).
B.S., University of Nebraska-Lincoln, 1978; M.D., University of Nebraska Medical Center, 1982

B.A., Creighton University, 2000; M.D., Creighton University School of Medicine, 2004

Lois J. Starr, Assistant Clinical Professor of Pediatrics (2016).
B.S., University of Nebraska, 2001; M.D., University of Nebraska Medical Center, 2017

Jeffrey Stearnes, Assistant Clinical Professor of Obstetrics & Gynecology (2005; 2011).
B.S., University of Illinois, 1995; M.D., Southern Illinois School of Medicine, 2000

Andrea J. Steenson, Assistant Professor of Pediatrics (1986).
B.S., University of Nebraska-Omaha, 1975; M.D., University of Nebraska Medical Center, 1978

Nick Steinauer, Assistant Clinical Professor of Obstetrics & Gynecology (2011).
B.A., University of Nebraska-Omaha, 1985; M.D., University of Nebraska Medical Center, 1991

Paul Steinberg, Associate Professor of Family Medicine (2008; 2011).
B.A., York University (Canada), 1973; M.D., McMaster University Medical School (Canada), 1979

Betsy Stephenson, Assistant Clinical Professor of Pediatrics (2007).
B.S., University of North Dakota, 1980; M.D., University of Nebraska Medical Center, 1984

Yvonne M. Stephenson, Assistant Clinical Professor of Medicine (1994; 1997).
B.S., Fairleigh Dickinson, 1986; M.D., University of Nebraska Medical Center, 1990

Holly A. Stessman, Assistant Professor of Pharmacology (2016).
B.S., Clarke University, 2008; Ph.D., University of Minnesota, 2013

Holly A.F. Stessman, Assistant Professor of Medical Microbiology and Immunology (2016).
B.S., Clarke University, 2008; Ph.D., University of Minnesota, 2013

Terry F. Stock, Assistant Professor of Anesthesiology (2016).
M.D., Creighton University School of Medicine, 1988

Douglas J. Stockwell, Assistant Professor of Psychiatry (2017).
A.B., Princeton University, 1976; M.S., Rice University, 1980; M.D., University of Texas Medical School, 1983

David EJ Stoike, Assistant Clinical Professor of Anesthesiology (2017).
B.S., Arizona State University, 2006; D.O., Midwestern University, 2012

B.S., Kansas State University, 1987; M.D., University of Kansas Medical Center, 1991

John Stone, *Professor of Health Policy and Ethics* (2006; 2009).

B.A., Emory University, 1963; M.D., Johns Hopkins University School of Medicine, 1967; Ph.D., Brown University, 1999


B.S., Georgetown University, 1994; M.D., University of Nebraska Medical Center, 1999

Rebecca S. Stormont, *Assistant Professor of Medicine* (2013; 2014).

M.D., University of Oklahoma College of Medicine, 2010


B.S., University of Nebraska-Omaha, 1977; M.D., University of Nebraska Medical Center, 1983


B.S., University of Nebraska-Omaha, 1999; M.D., University of Nebraska Medical Center, 2004


B.S., University of California, 1988; M.D., Creighton University School of Medicine, 1993

Natalie A. Stuntz, *Assistant Clinical Professor of Pediatrics* (2016).

B.A., University of Nebraska-Lincoln, 2005; M.D., University of Nebraska Medical Center, 2009


B.S., Massachusetts Institute of Technology, 1993; M.D., Tufts University School of Medicine, 1997


B.S., University of Notre Dame, 1970; M.D., University of Southern California, 1974


B.S., University of California-Los Angeles, 1988; M.D., University of California-San Francisco, 1994


B.A., Columbia University, 1975; M.D., University of Chicago, Pritzker School of Medicine, 1979


B.S., Kansas State University, 1997; M.D., Creighton University School of Medicine, 2001


A.B., Hastings College, 1973; M.S., University of Nebraska - Lincoln, 1982; M.D., University of Nebraska Medical Center, 1983

Riyaz Sumar, *Assistant Clinical Professor of Medicine* (2013).

M.B.,B.S., Krishna Institute of Medical Sciences, 1994


B.S., University of Arizona, 1999; M.D., Jefferson Medical College, 2005


B.S., Old Dominion University, 1992; M.D., Eastern Virginia Medical School, 2005

Thomas M. Svolos, *Professor of Psychiatry* (2001; 2013); *Chair, Psychiatry* (2013).

B.A., Duke University, 1988; M.D., University of California, 1994

Melissa Swanson, *Assistant Clinical Professor of Anesthesiology* (2012).

D.O., Midwestern University, 2003

Patrick C. Swanson, *Professor of Medical Microbiology & Immunology* (1999; 2012); *Professor of Medicine* (2004; 2012).

B.A., St. Olaf College, 1990; Ph.D., University of Michigan, 1995


B.S., South Dakota State University, 1997; M.S., South Dakota State University, 2003; Ph.D., Texas Tech University, 2008

Prasanna Kumar Reddy Tadi, *Assistant Professor of Neurology* (2017).

M.B.,B.S., Asram Medical College (India), 2007

Mary Tadros, *Assistant Professor of Medicine* (2012).

B.S., University of Nebraska-Omaha, 2002; M.D., Creighton University School of Medicine, 2008


B.S., Lewis and Clark College, 1992; M.D., The Ohio State University, 1998


B.S., University of Wisconsin-Madison, 1992; M.D., University of Nebraska Medical Center, 1996


B.S., Colorado State University, 1997; M.D., Creighton University School of Medicine, 2006


Ph.D., Joint School of Life Science and Technology of Shanghai Jiaotong University and the Chinese Academy of Sciences (China), 2002

Stefano Tarantolo, *Associate Clinical Professor of Medicine* (2005).

B.S., Cook College/Rutgers University, 1980; M.D., St. George's University School of Medicine (West Indies), 1985

Igor B. Tatartintsev, *Assistant Professor of Psychiatry* (2017).

B.S., University of Pittsburgh, 2007; D.O., Lake Erie College of Osteopathic Medicine, 2012


B.S., City College of the City University of New York, 1968; M.D., Rush Medical College, 1974


B.S., City College, 1971; M.D., Creighton University School of Medicine, 1975


B.S., Creighton University, 2000; B.S., Bellevue University, 2005; M.D., Ross University School of Medicine (West Indies), 2012

Albert Tejada, *Assistant Clinical Professor of Medicine* (2012).
M.D., University of Arizona College of Medicine, 1986

**Robyn Teply, Assistant Professor of Pharmacy Practice** (2009; 2016); **Assistant Professor of Family Medicine** (2011).
- B.S., University of California San Diego, 2002; M.B.A., Creighton University, 2007; Pharm.D., Creighton University, 2007

**Charles Ternent, Associate Clinical Professor of Surgery** (1996; 2010).
- B.S., Rensselaer Polytechnic Institute, 1985; M.D., Creighton University School of Medicine, 1989

**Bryan S. Teruya, Assistant Clinical Professor of Pathology** (2014).
- B.S., Pacific Union College, 1998; M.D., Loma Linda University, School of Medicine, 2002

**Jayesh C. Thakker, Associate Clinical Professor of Pediatrics** (2000; 2013).
- M.B., B.S., Bombay University (India), 1986; M.D., Bombay University (India), 1990

**Eugene F. Tharalson, Assistant Clinical Professor of Medicine** (2014).
- B.S., Seattle University, 1992; M.D., Medical College of Wisconsin, 1997

**Nitika Thawani, Assistant Professor of Radiology** (2016).
- M.B., B.S., S.M.S. Medical College and Hospital (India), 1999

**Nicholas Theodore, Clinical Professor of Surgery** (2010).
- B.A., Cornell University, 1985; M.D., Georgetown University, 1991

**Kevin Theodorou, Assistant Clinical Professor of Medicine** (2011).
- B.S., University of Illinois, 1991; M.D., Northwestern University School of Medicine, 1995

**Joseph B. Thibodeau, Assistant Clinical Professor of Medicine** (2014).
- B.S., University of Nebraska-Lincoln, 1997; M.D., University of Nebraska College of Medicine, 2001

**Dennis Thiel, Assistant Professor of Anesthesiology** (2015); **Assistant Professor of Anesthesiology**.
- B.S., University of Nebraska-Lincoln, 2005; M.D., Creighton University School of Medicine, 2009

**Heather Thomas, Assistant Clinical Professor of Medicine** (2008).
- B.A., Middlebury College, 1994; M.D., St. George University Medical School (West Indies), 1999

**Jon Thomas, Assistant Clinical Professor of Family Medicine** (2013).
- B.S., University of Iowa, 1976; M.D., University of Iowa, 1982

**Peter Thomas, Adjunct Professor of Surgery** (2005).
- B.Sc., University of Wales (Wales), 1967; Ph.D., University of Wales (Wales), 1971

**Vincent C. Thomas, Associate Clinical Professor of Pediatrics** (2016).
- B.A., The George Washington University, 1999; M.D., University of Nevada School of Medicine, 2003

**Patti Thorn, Assistant Professor of Medicine** (2009; 2011).
- B.S., Oregon State University, 1982; M.S., University of Dayton, 1987; Ph.D., University of Texas (Austin), 2003

**Alan G. Thorson, Clinical Professor of Surgery** (1986; 2009).
- B.A., University of Nebraska-Lincoln, 1974; B.S., University of Nebraska-Lincoln, 1976; M.D., University of Nebraska Medical Center, 1979

**Brent J. Tierney, Assistant Clinical Professor of Obstetrics and Gynecology** (2014).
- B.S., Creighton University, 2000; M.S., Creighton University, 2003; M.D., Creighton University School of Medicine, 2007

**Dennis P. Tierney, Assistant Clinical Professor of Medicine** (2014).
- B.S., Creighton University, 1973; M.D., Creighton University School of Medicine, 1977

**Maureen R. Tierney, Assistant Clinical Professor of Medicine** (2016).
- B.S., Fordham University, 1979; M.D., Cornell University Medical College, 1983

**Myles Tieszen, Assistant Clinical Professor of Surgery** (2013).
- B.A., Dakota Wesleyan University, 1984; M.D., University of South Dakota School of Medicine, 1989

**Zebulon J. Timmons, Assistant Clinical Professor of Pediatrics** (2014).
- B.S., Creighton University, 2003; M.D., Creighton University School of Medicine, 2007

**John Titus, Assistant Clinical Professor of Family Medicine** (2016).
- M.D., Creighton University School of Medicine, 1979

**Jeremy C. Toffle, Assistant Clinical Professor of Pediatrics** (2014).
- B.A., Wittenberg University, 2006; M.D., West Virginia University School of Medicine, 2010

**Sofya Tokman, Assistant Clinical Professor of Medicine** (2015).
- B.S., DePaul University, 2003; M.D., Emory University School of Medicine, 2008

**David Tolo, Associate Clinical Professor of Pediatrics** (1989; 2013).
- B.S., University of Missouri-Columbia, 1976; M.D., University of Missouri-Columbia, 1981

**Salaheddine Tomeh, Associate Clinical Professor of Surgery** (2008).
- M.D., Damascus Medical College (Syria), 1972

**Debra Tomek, Associate Clinical Professor of Pediatrics** (1998; 2013).
- B.S.E., University of Iowa, 1983; M.D., University of Nebraska, 1987

**Dennis Tong, Assistant Clinical Professor of Pediatrics** (2012).
- B.S., University of Michigan, 1996; M.D., University of Michigan, 2000

**Veronica Torres Hernandez, Assistant Professor of Medicine** (2012).
- M.D., Jagiellonian School of Medicine (Poland), 2004

**Joseph W. Townley, Assistant Clinical Professor of Surgery** (2000).
- B.A., Creighton University, 1985; M.D., Creighton University School of Medicine, 1989

**Theresa A. Townley, Associate Professor of Medicine** (2002; 2011); **Associate Professor of Preventive Medicine and Public Health** (2016).
- B.A., Creighton University, 1987; M.D., University of Minnesota, 1992; M.P.H., Johns Hopkins, 2001

**James M. Tracy, Assistant Clinical Professor of Medicine** (1994).
- B.S., University of Maryland, 1978; M.D., University of New England College of Osteopathic Medicine, 1984

**Amy Trahan, Associate Professor of Radiology** (2011; 2017).
- B.S., Grand Canyon University, 1999; M.D., Creighton University School of Medicine, 2005
Thuc H. Tran, Assistant Professor of Anesthesiology (2016).
B.S., Creighton University, 1995; M.D., Creighton University School of Medicine, 1999

Tim H. Tran, Assistant Professor of Anesthesiology (2016).
B.S., Creighton University, 1999; M.D., University of Nebraska Medical Center, 2003

David Treiman, Professor of Neurology (2011).
A.B., University of California-Berkeley, 1962; M.D., Stanford University, 1967

Richard Trepeta, Assistant Clinical Professor of Pathology (2012).
B.S., Massachusetts Institute of Technology, 1974; M.D., Yale University School of Medicine, 1978

Beth A. Trevino, Assistant Clinical Professor of Pediatrics (2013).
M.D., The University of Texas Medical School, 2001

William A. Triana, Assistant Clinical Professor of Medicine (2016).
M.D., National University of Colombia (Colombia), 2002

Martina Tribulato, Assistant Clinical Professor of Medicine (2011).
B.S., Santa Clara University, 1994; M.D., Creighton University School of Medicine, 1999

Matthew Troester, Assistant Clinical Professor of Pediatrics (2010).
B.A., The University of Kansas, 1996; D.O., Midwestern University-Arizona College of Osteopathic Medicine, 2002

Robert N. Troia, Assistant Clinical Professor of Surgery (1985).
B.A., University of Notre Dame, 1975; M.D., Creighton University School of Medicine, 1979

B.S., University of Notre Dame, 1972; M.D., Creighton University School of Medicine, 1976

Edward Trumper, Associate Clinical Professor of Pediatrics (2009).
B.S., University of Mississippi, 1972; M.S., University of Mississippi, 1979; M.D., University of Mississippi, 1982

Yaping Tu, Professor of Pharmacology (2003; 2014).
B.S., Wuhan University (China), 1987; M.D., Institute of Biophysics, Chinese Academy of Science (China)

John D. Tubbs, Assistant Clinical Professor of Family Medicine (2004).
B.S., Wayne State College, 1993; M.D., Ross University School of Medicine (Commonwealth of Dominica), 1999

Douglas Tuchin, Assistant Clinical Professor of Anesthesiology (2012).
B.S., University of Arizona, 1971; M.S., Arizona State University, 1974; M.D., The University of Health Sciences/Chicago Medical School, 1980

Humayun Tufail, Assistant Clinical Professor of Medicine (2016).
M.B.,B.S., King Edward Medical College, 1994

Krikor Tufenkjian, Assistant Professor of Neurology (2013).
M.D., University of Aleppo, 2003

Anuradha Tunuguntla, Associate Clinical Professor of Medicine (2016).
M.B.,B.S., M.S. Ramaiyah Medical College (India), 2000

Anthony O. Udekwu, Professor of Surgery (2015).
M.B.,B.Ch., University of Nigeria (Nigeria), 1979

Jerald Underdahl, Assistant Clinical Professor of Pediatrics (2013).
B.A., St. Olaf College; M.D., Columbia University College of Physicians and Surgeons, 1995

Jose J. Urdaneta, Assistant Professor of Psychiatry (2014).
B.A., University of Kansas, 1992; M.D., University of Kansas, 1997

Timothy Uschold, Instructor of Surgery (2012).
B.S., Cornell University, 2002; M.D., Duke University, 2006

Yousef Usta, Assistant Professor of Medicine (2013).
M.D., American University of Beirut, 2008

Elizabeth Valencia, Assistant Professor of Radiology (2016).
B.A., MacMurray College, 1999; M.D./J.D., Southern Illinois University School of Medicine and School of Law, 2009

Carrie Valenta, Assistant Professor of Medicine (2010; 2011).
B.A., Creighton University, 2003; M.D., Creighton University School of Medicine, 2007

Bert Van Blerk, Adjunct Assistant Professor of Anesthesiology (2001; 2011).
MB, BCh, University of Witwatersrand Medical School, (South Africa), 1973; FFA (SA); 1998

Eric Van De Graaff, Assistant Clinical Professor of Medicine (2014).
B.A., Brigham Young University, 1989; M.D., University of Utah School of Medicine, 1993

Christina Van Horn, Assistant Professor of Anesthesiology (2009; 2010).
B.A., Creighton University, 2001; M.D., Creighton University School of Medicine, 2005

Jancie VanRiper, Assistant Clinical Professor of Center for Health Policy and Ethics (2012).
B.A., University of Montana; J.D.; Ph.D., University of Utah

Michael Vance, Assistant Clinical Professor of Pediatrics (1990; 1993).
B.A., Miami University, 1985; Ph.D., Indiana University, 1990

Stephane P. VanderMeulen, Associate Professor of Medical Education (2017).
B.S., Wayne State College, 1992; MPA, University of Nebraska Medical Center, 1994

Lars Vanderbur, Assistant Clinical Professor of Pediatrics (2005).
B.S., University of Nebraska-Lincoln, 1994; M.D., University of Nebraska Medical Center, 1999

Raegan M. Vanderput, Assistant Clinical Professor of Pediatrics (2012).
B.A., Washington University, 2003; M.D., St. Louis University School of Medicine, 2008

B.S., Indiana University, 1977; O.D., 1979

John Vann, Assistant Clinical Professor of Pediatrics (1995).
B.A., University of California, 1986; M.D., University of Nebraska Medical Center, 1990

Jay K. Varma, Assistant Professor of Neurology (2013).
B.S., Case Western Reserve University, 2002; M.D., The Ohio State University College of Medicine, 2006

Meera Varman, Professor of Pediatrics (2003; 2014); Professor of Medical Microbiology & Immunology (2006; 2014).
Eduardo Vasquez, Assistant Clinical Professor of Medicine (2012).
M.D., University of Panama Medical School (Panama), 1996

Nicholas Vasquez, Assistant Professor of Medicine (2012).
B.S., University of Arizona, 1995; M.D., University of Michigan Medical School, 2001

Jayan Vasudevan, Assistant Professor of Pediatrics (2012).
M.B.,B.S., Calicut University (India), 1990

Oladiji Vaughan, Assistant Professor of Pediatrics (2010).
M.B.,B.S., College of Medicine, University of Lagos (Nigeria), 2000

Thomas Veeser, Assistant Clinical Professor of Pediatrics (2006).
B.A., St. Louis University, 1971; M.D., St. Louis University, 1975

Manasa Velagapudi, Assistant Professor of Medicine (2017).
M.B.,B.S., Mamata Medical College (India), 2007

Jacob J. Venter, Associate Clinical Professor of Psychiatry (2013; 2014).
M.B.,Ch.B., University of the Free State Medical School, 1987

Sharry Veres, Assistant Professor of Family Medicine (2008; 2011).
B.S., University of Idaho, 1997; M.D., University of Washington School of Medicine, 2003; M.H.S.M., Arizona State University, 2007

Deborah M. Vernasco, Assistant Clinical Professor of Anesthesiology (2014).
B.A., Indiana University, 1983; M.D., Indiana University School of Medicine, 1987

B.S., University of Utah, 2002; M.D., Medical College of Wisconsin, 2007

Laura Viereck, Assistant Professor of Medicine (2012).
Pharm.D., South Dakota University College of Pharmacy, 2009

Lydia N Villa, Assistant Professor of Pediatrics (2017).
B.S., The University of Texas at San Antonio, 2009; M.D., Texas A&M Health Science Center, 2013

Thomas Vinton, Assistant Clinical Professor of Family Medicine (2010).
B.S., Creighton University, 1976; M.D., Creighton University School of Medicine, 1980

Louis Violi, Assistant Clinical Professor of Medicine (2016).
M.D., University of Nebraska Medical Center

Renuga Vivekanandan, Assistant Professor of Medicine (2011; 2013).
B.S., University of Waterloo, 2002; M.D., Medical University of the Americas

Shvarts Vladimir, Assistant Professor of Neurology (2013).
B.A., Occidental College, 2000; M.D., Chicago Medical School, 2005

Luka Vlahovic, Assistant Professor of Neurology (2017).
M.D., University of Belgrade (Serbia), 2010

David W. Voigt, Assistant Clinical Professor of Surgery (2000).
B.S., Montana State University, 1981; M.D., Medical College of Ohio-Toledo, 1989

George Voigtlander, Assistant Clinical Professor of Family Medicine (2010).
B.S., Creighton University, 1974; M.D., Creighton University School of Medicine, 1978

Gary Valentine, Assistant Clinical Professor of Medicine (2012).
B.S., University of Iowa, 1974; M.D., University of Iowa, 1978

Katie L. Vollmuth, Assistant Clinical Professor of Pediatrics (2015).
B.S., Nebraska Wesleyan University, 2005; M.D., University of Nebraska Medical Center, 2010

Lawrence Volz, Assistant Clinical Professor of Surgery (2003).
B.A., University of San Diego, 1993; M.D., Creighton University School of Medicine, 1997

Stephanie Von Fischer Seiki, Assistant Clinical Professor of Medicine (2014).
B.S., University of Michigan, 2003; M.D., New York Medical College, 2008

Louis Vu, Assistant Professor of Surgery (2012).
B.S., Stanford University, 1989; M.D., Albert Einstein College of Medicine, 1995

James Vukonich, Assistant Clinical Professor of Surgery (2005).
B.S., University of Osteopathic Medicine and Health Sciences, 1996; D.P.M., University of Osteopathic Medicine and Health Sciences, 1998

Jennifer L. Waara, Assistant Clinical Professor of Family Medicine (2014).
B.S., University of Arizona, 1996; M.D., University of Arizona, 2004

Joshua Waggoner, Assistant Professor of Medicine (2015).
B.S., University of Washington, 2002; M.D., Jefferson Medical College, 2006

Michel R. P. Wagner, Assistant Professor of Surgery (2012; 2014).
B.S., University of California-Davis, 1984; M.D., L’Universite Catholique de Louvain (Brussels), 1992

Paul Wahlheim, Assistant Clinical Professor of Medicine (2013).
B.A., Southern California College, 1991; M.D., Universidad Autonoma de Guadalajara (Mexico), 1997

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

Elizabeth Walenz, Assistant Clinical Professor of Pediatrics (2007).
B.A., Miami University, 1995; M.D., University of Nebraska Medical Center, 2002

Rajat Walia, Associate Professor of Medicine (2010; 2015).
M.B.,B.S., University of Delhi (India), 1997

Jillian Wall, Assistant Clinical Professor of Pediatrics (2017).
B.S., University of California-Davis, 2006; M.D., University of Nevada School of Medicine, 2010

Edward Walsh, Clinical Professor of Biomedical Sciences (2001; 2004).
B.S., Western Illinois University, 1968; Ph.D., Creighton University, 1983

Ryan R. Walsh, Associate Professor of Neurology (2017).
B.S., Georgetown University, 1995; M.D., Ph.D., University of Cincinnati College of Medicine, 2004
Ryan W. Walters, Assistant Professor of Medicine (2015).
B.S., Minnesota State University, 2005; M.S., Missouri State University, 2007; Ph.D., University of Nebraska-Lincoln, 2015

Michael J. Walts, Assistant Clinical Professor of Family Medicine (2016).
B.A., University of Missouri-Columbia, 1974; M.A., University of Missouri-Columbia, 1979; M.D., University of Missouri-Columbia, 1980

Fenwei Wang, Assistant Clinical Professor of Medicine (2008; 2011).
M.D., Su Zhou Medical College (China), 1990; M.M.S., University of Texas Medical Branch, 2003; Ph.D., University of Texas Medical Branch, 2005

Jue Wang, Professor of Medicine (2016; 2017).
M.D., Suzhou Medical College (China), 1993

Cary L. Ward, Assistant Clinical Professor of Medical Education (2016).
B.S., University of Texas, 1984; M.D., University of Texas, Southwestern Medical School, 1987

A.B., University of California-Berkeley, 1978; M.S., Stanford University, 1979; M.D., New York Medical College, 1986

Edward Washington, Assistant Clinical Professor of Anesthesiology (2012).
B.A., University of California-San Diego, 1988; M.D., University of Michigan, 1992

Jerilyn Watson, Clinical Instructor of Medicine (2013).
B.A., Marymount Manhattan College, 1975; B.S.N., University of the State of New York, 1980; M.S., Columbia University, 1982; M.D., American University of the Caribbean (West Indies), 1988

Patrice A. Watson, Adjunct Associate Professor of Medicine (1987; 2014).
B.A., University of Nebraska-Lincoln, 1974; Ph.D., University of Nebraska-Lincoln, 1978

Paul A. Watson, Assistant Clinical Professor of Surgery (2017).
B.S., Harvard University, 1990; M.D., McGill University (Canada), 1994

Dean D. Watt, Professor Emeritus of Biomedical Sciences (1969; 1989).
B.S., University of Idaho, 1942; Ph.D., Iowa State University, 1949

Robert Wear, Assistant Clinical Professor of Medicine (2014).
B.S., Creighton University, 1996; M.D., Creighton University School of Medicine, 2000

Arthur Weaver, Assistant Clinical Professor of Medicine (2006).
B.S., University of Nebraska-Lincoln, 1976; D.O., Michigan State University, 1984

June Wedergren, Assistant Clinical Professor of Obstetrics & Gynecology (2011).
B.S., University of Nebraska-Lincoln, 1993; M.D., University of Nebraska Medical Center, 1997

Jordan Weinberg, Professor of Surgery (2016; 2017).
B.A., University of Western Ontario (Canada), 1992; M.D., University of Toronto (Canada), 1999

Jeffrey Weiss, Clinical Professor of Pediatrics (2011).
B.S., Muhlenberg College, 1967; M.D., Jefferson Medical College, 1971

Timothy Welch, Clinical Professor of Radiology (2005).
B.S., Creighton University, 1976; M.D., Creighton University School of Medicine, 1980

Ibert C. Wells, Professor Emeritus of Biomedical Sciences (1961; 1993).
A.B., Central Methodist College, 1942; Ph.D., St. Louis University, 1948

Shan Wen, Assistant Clinical Professor of Medicine (2012).
M.D., West China University of Medical Sciences, 1988

Wen-hsiang Wen, Assistant Clinical Professor of Pathology (2013).
M.D., Kaohsiung Medical University (Taiwan), 1991

John Wendel, Assistant Clinical Professor of Pediatrics (2011).
B.S., University of Utah, 1996; M.D., Mayo Medical School, 2000

Albert Wendt, Assistant Professor of Medicine (2016).
B.S., The University of Arizona, 1970; M.D., The University of Arizona College of Medicine, 1974

Steven P. Wengel, Clinical Professor of Psychiatry (1992; 2008).
B.S., University of Nebraska-Lincoln, 1982; M.D., University of Nebraska Medical Center, 1986

Joseph A. Wenzl, Assistant Professor of Family Medicine (1989; 1990).
B.S., Creighton University, 1982; M.D., Creighton University School of Medicine, 1986

John Weremy, Assistant Clinical Professor of Surgery (2004).
B.S., University of Nebraska-Lincoln, 1987; D.P.M., College of Podiatric Medicine and Surgery, 1994

Elisa Wershba, Assistant Clinical Professor of Pediatrics (2014).
B.A., University of Arizona, 2000; M.D., George Washington University, 2007; MPH, University of North Carolina, 2013

Jane Anne West, Assistant Clinical Professor of Radiology (2016).
B.S., Creighton University, 2003; M.D., 2007

Madeline J. West, Assistant Clinical Professor of Psychiatry (1998; 2014).
B.S., University of California, 1980; M.D., University of Nebraska Medical Center, 1992

Matthew P. West, Assistant Clinical Professor of Surgery (2016).
B.S., Creighton University, 2000; M.D., 2005

William W. West, Associate Clinical Professor of Pathology (2017).
B.S., University of Nebraska, 1974; University of Nebraska Medical Center, 1977

Martin Wetzel, Assistant Clinical Professor of Psychiatry (2003).
B.S., Nebraska Wesleyan University, 1984; M.D., University of Nebraska Medical Center, 1988

Debra Whaley, Assistant Clinical Professor of Pediatrics (2009).
B.S., University of Nebraska, 2001; M.D., University of Nebraska Medical Center, 2005

Matthew J. Wheeler, Assistant Clinical Professor of Surgery (2017).
B.S., Illinois State University, 2004; M.D., Indiana University School of Medicine, 2008

Lisa Wheelock, Assistant Clinical Professor of Pediatrics (2011).
B.S., Providence College, 1998; M.D., Creighton University School of Medicine, 2003
B.S., University of Tennessee, 1974; J.D., University of Tennessee, 1976; D.O., North Texas State University, 1985

Lisa A. White, \textit{Assistant Clinical Professor of Pediatrics} (2015).
B.S., University of Michigan, 1990; M.D., Wayne State University School of Medicine, 1994

Michael D. White, \textit{Associate Professor} (2007; 2014); \textit{Chief Academic Officer-CHI Health; Associate Dean, Educational Innovation} (2015).
B.S., Creighton University, 1996; M.D., Creighton University School of Medicine, 2001


George B. Whitten, \textit{Assistant Clinical Professor of Anesthesiology} (2014).
B.S., U.S. Naval Academy, 1970

Michael Wilczewski, \textit{Assistant Clinical Professor of Pediatrics} (2000).
B.S., University of Arizona, 1987; M.D., University of Nebraska Medical Center, 1992

Mark A. Wiles, \textit{Assistant Clinical Professor of Family Medicine} (2016).
B.A., Bethany College, 1997; M.D., University of Kansas School of Medicine, 2002

Brian G. Wilhelmi, \textit{Assistant Clinical Professor of Anesthesiology} (2013; 2016).
B.S., University of South Dakota, 2003; J.D., Sandra Day O’Connor College of Law at Arizona State University, 2007; M.D., Mayo Clinic College of Medicine, 2009

B.S., Kearney State College, 1977; M.D., University of Nebraska Medical Center, 1980

James A. Williams, \textit{Assistant Clinical Professor of Pediatrics} (2017).
B.S., University of Michigan, 1989; M.D., Wayne State University School of Medicine, 1993

Mark A. Williams, \textit{Professor of Medicine} (1981; 1994); \textit{Lecturer of Physical Education/Exercise Science} (1990).
B.S., California State University at Fullerton, 1973; M.S., California State University at Fullerton, 1975; Ph.D., Texas A&M University, 1980

Sophia N. Williams, \textit{Assistant Clinical Professor of Pediatrics} (2017).
B.A., University of Pennsylvania, 2001; MPH, SUNY Downstate Medical Center, 2004; M.D., SUNY Downstate Medical Center, 2006

Amy J. Williamson, \textit{Assistant Professor of Obstetrics & Gynecology} (2012).
M.D., University of Illinois College of Medicine-Chicago, 1994

Brigham Willis, \textit{Associate Clinical Professor of Pediatrics} (2008).
B.S., University of California-Los Angeles, 1994; M.D., University of California-San Francisco, 1988

Lyndsay J. Willmott, \textit{Assistant Professor of Obstetrics & Gynecology} (2013).
B.A., University of Rochester, 1998; M.D., State University of New York at Buffalo, 2003

Frederick A. Willyerd, \textit{Assistant Clinical Professor of Pediatrics} (2016).
B.S., University of Arizona, 2003; M.D., Creighton University School of Medicine, 2007

Aaron Wilson, \textit{Assistant Clinical Professor of Psychiatry} (2012).
B.S., Arizona State University, 2001; M.D., Tulane State University School of Medicine, 2007

Frederic Wilson, \textit{Assistant Professor of Surgery} (2012).
B.A., College of St. Thomas, 1977; M.D., University of Minnesota Medical School, 1988

Mark C. Wilson, \textit{Associate Clinical Professor of Pediatrics} (1990; 2009); \textit{Associate Clinical Professor of Medicine} (2004; 2009).
B.S., University of Nebraska, 1976; M.D., University of Nebraska Medical Center, 1980

Laura Wilwerding, \textit{Assistant Clinical Professor of Pediatrics} (2005).
B.A., University of North Texas, 1991; M.D., University of Nebraska Medical Center, 1995

Rick Windle, \textit{Assistant Professor of Surgery} (2012).
B.S., University of Nebraska-Lincoln, 1973; M.D., University of Nebraska Medical Center, 1976

Melinda Winterscheid, \textit{Assistant Clinical Professor of Pediatrics} (2005).
B.A., Rockford College, 1985; M.D., Uniform Services University of the Health Sciences, 1989

Randy Wobser, \textit{Assistant Professor of Obstetrics & Gynecology} (2005; 2010).
B.A., Kent State University, 1988; M.D., Uniformed Services University of the Health Sciences, 1998

Renee Woehrer, \textit{Assistant Clinical Professor of Medicine} (2010).
B.S., University of Nebraska-Lincoln, 1992; M.D., University of Nebraska Medical Center, 1996

George Wolcott, \textit{Associate Clinical Professor of Pediatrics} (2005).
A.B., Dartmouth College, 1958; M.D., George Washington University School of Medicine, 1962

Constance Wong, \textit{Assistant Clinical Professor of Medicine} (2012).
B.A., University of California at Berkeley, 1998; M.D., Rosalind Franklin University of Health Sciences/Chicago Medical School, 2005

Debra A. Wong, \textit{Assistant Professor of Medicine} (2017).
M.B.,BCh, Royal College of Surgeons (Ireland), 2009

Emily W. Wong, \textit{Assistant Clinical Professor of Pediatrics} (2015).
B.S, University of California-Irvine, 2007; M.D., New York Medical College, 2011

B.S., Massachusetts Institute of Technology, 2004; M.D., University of San Francisco, 2011

John A. Woodruff, \textit{Assistant Clinical Professor of Medicine} (1986; 1987).
B.S., Nebraska Wesleyan University, 1979; M.D., University of Nebraska Medical Center, 1983

Serena Woods-Grimm, \textit{Assistant Professor of Family Medicine} (2010; 2011).
B.S., Albertson College of Idaho, 2000; MHS, Boise State University, 2008; M.D., University of Nevada School of Medicine, 2005
H. Randall Woodward, Assistant Clinical Professor of Surgery (2003).  
B.S., University of North Dakota, 1969; M.D., Northwestern University, 1973

James Woodward, Assistant Clinical Professor of Pediatrics (2012).  
B.S., The University of Utah, 1985; M.D., St. Louis University School of Medicine, 1989

Betre M. Workie, Assistant Professor of Medicine (2014).  
M.D., University of Arizona School of Medicine, 2011

Alice P. Wright, Assistant Clinical Professor of Medicine (2013).  
B.S., University of California, 1999; M.D., David Geffen School of Medicine at UCLA, 2003

Rhonda Wright, Assistant Clinical Professor of Pediatrics (2010).  
B.A., Drake University, 1985; M.S., Creighton University, 1987; M.D., University of Nebraska Medical Center, 1991

Cara L. Wright-Talamante, Assistant Professor of Pediatrics (2014).  
B.S., Arizona State University, 1991; M.D., University of Arizona College of Medicine, 1995

Peter Wu, Instructor of Surgery (2017).  
B.S., University of Massachusetts, 2001; M.S., 2002; M.D., Tufts University School of Medicine, 2006

Asgha G. Wurdeman, Assistant Clinical Professor of Family Medicine (2014).  
B.S., University of California-Los Angeles, 2000; D.O., Midwestern University, 2005

Richard P. Wurtz, Assistant Clinical Professor of Family Medicine (2014).  
B.A., Benedictine College, 1994; M.D., University of Kansas School of Medicine, 1998

James F. Wyatt, Associate Clinical Professor of Obstetrics & Gynecology (1985; 1997).  
B.S., Marycrest College, 1983; M.D., Loma Linda University, 1976

Rebecca L. Wyososke, Assistant Clinical Professor of Psychiatry (2009).  
B.S., Marycrest College, 1983; M.D., The Chicago Medical School, 1988

Anthony Yaghmour, Assistant Professor of Pediatrics (2000; 2001).  
B.A., University of Kansas, 1993; M.D., University of Kansas Medical Center, 1997

Jennifer A. Yalof, Assistant Clinical Professor of Psychiatry (2016).  
B.S., University of Pittsburgh; M.Ed., Temple University; Psy.D., William James College

Alan Y. Yan, Assistant Clinical Professor of Surgery (2015).  
M.D., Shanghai University of Traditional Chinese Medicine, 1993

Hui Yang, Assistant Clinical Professor of Medicine (2012).  
M.B.,B.S., University of Medicine 1 (Myanmar), 1988

Anma Yaqoob, Assistant Professor of Medicine (2012).  
M.B.,B.S., King Edward Medical University (Pakistan), 2002

Angela T. Yetman, Assistant Clinical Professor of Pediatrics (2014).  
B.A., York University (Canada), 1988; M.D., McMaster University (Canada), 1991

Jacob G. Yetzer, Assistant Clinical Professor of Surgery (2017).  
B.S., University of Wisconsin, 2005; DDS, University of the Pacific School of Dentistry, 2008; M.D., University of Florida College of Medicine, 2012

Lara Yoblonski, Assistant Clinical Professor of Pediatrics (2017).  
B.S., Wheaton College, 1991; M.D., Northwestern University School of Medicine, 1996; MPH, University of Arizona, 2004

Paulos Yohannes, Assistant Clinical Professor of Surgery (2001; 2005).  
B.A., University of Louisville, 1990; M.D., University of Louisville, 1994

Jina M. Youn, Assistant Professor of Neurology (2017).  
B.A./M.S., Johns Hopkins University, 2007; M.D., University of Chicago Pritzker School of Medicine, 2011

Benjamin D. Young, Assistant Clinical Professor of Surgery (2016).  
B.S., Kansas State University, 2002; M.D., Creighton University School of Medicine, 2006

Renee Young, Associate Clinical Professor of Medicine (2012).  
B.S., University of Nebraska-Lincoln, 1977; M.D., University of Nebraska Medical Center, 1983

Charles F. Youngblood, Associate Professor of Anesthesiology (2011; 2016); Interim Chair, Anesthesiology (2008).  
B.A., Loyola University, 1992; M.A., Colorado State University, 1996; M.D., Creighton University School of Medicine, 2002

Frederick E. Youngblood, Associate Clinical Professor of Anesthesiology (1999; 2015).  
B.S., University of Georgia, 1964; M.D., Medical College of Georgia, 1968

Christopher A. Youngman, Assistant Clinical Professor of Pediatrics (2015).  
B.S., University of Michigan, 1999; M.D., Wayne State University School of Medicine, 2003

B.A., Creighton University, 1979; M.D., University of Nebraska Medical Center, 1983

Giselle Zagari, Assistant Clinical Professor of Medicine (2013).  
B.S., University of Nevada Reno, 1999; M.D., University of Nevada School of Medicine, 2005

John T. Zaharopoulos, Assistant Clinical Professor of Psychiatry (2014).  
B.S., The Ohio State University, 2004; D.O., Kirksville College of Osteopathic Medicine, 2008

Hadi Zahra, Assistant Clinical Professor of Medicine (2016).  
B.S., Arizona State University, 2000; M.D., University of Nebraska College of Medicine, 2005

B.S., University of California-Los Angeles, 2005; M.D., Johns Hopkins University School of Medicine, 2010

Fernando Zapata, Assistant Clinical Professor of Pediatrics (2004; 2009).  
M.D., Universidad del Valle (Columbia), 1987

Zahi Zeidan, Clinical Professor of Pediatrics (2012).  
B.S., American University of Beirut, 1992; M.D., American University of Beirut, 1997
Sami Zeineddine, Assistant Clinical Professor of Obstetrics & Gynecology (2012).
M.D., Lebanese University (Lebanon)

Mohsen Zena, Assistant Professor of Medicine (2012).
M.D., Tishreen University Faculty of Medicine (Syria), 1996

Cecile M. Zielinski, Professor Emeritus of Surgery (1974; 2013).
B.S., St. John's University, 1965; M.D., Creighton University School of Medicine, 1971

Glynnis Zieman, Assistant Professor of Neurology (2017).
B.A., University of Missouri-Kansas City, 2009; M.D., 2009

Angelo Zieno, Assistant Clinical Professor of Psychiatry (2014).
B.S., University of Nebraska at Omaha, 2003; M.S., Bellevue University, 2005; D.O., Kansas City University of Medicine and Biosciences, 2009

Stephanie Zimmerman, Assistant Clinical Professor of Pediatrics (2012).
B.S., University of California-Davis, 1990; M.D., St. Louis University School of Medicine, 1994

Zachary V. Zuniga, Assistant Clinical Professor of Surgery (2016).
B.A., Brown University, 1993; M.D., University of Pennsylvania School of Medicine, 1998

Maria de Brito McGee, Assistant Clinical Professor of Psychiatry (2016).
B.S., Creighton University, 1994; MPH, The George Washington University, 1995; M.S., The George Washington University, 1997; M.D., University of Nebraska Medical Center, 2002

Jose de los Santos, Assistant Clinical Professor of Pathology (2013).
M.D., Universidad Autonoma de Santo Domingo Medical School, 1986

Daphne de Mello, Clinical Professor of Pathology (2012).
B.S., Sophia College for Women (India), 1965; M.B., B.S., Seth Gordhandas Sunderdas Medical College/University of Bombay (India), 1970
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