# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medicine</td>
<td>2</td>
</tr>
<tr>
<td>School of Medicine</td>
<td>2</td>
</tr>
<tr>
<td>Admission</td>
<td>2</td>
</tr>
<tr>
<td>Application Process</td>
<td>3</td>
</tr>
<tr>
<td>Requirements for Admission</td>
<td>3</td>
</tr>
<tr>
<td>Academic Calendar</td>
<td>4</td>
</tr>
<tr>
<td>The M.D. Curriculum</td>
<td>5</td>
</tr>
<tr>
<td>PostBaccalaureate Program (PBP)</td>
<td>44</td>
</tr>
<tr>
<td>Physician Assistant Studies (MPAS)</td>
<td>45</td>
</tr>
<tr>
<td>Academic Policies</td>
<td>49</td>
</tr>
<tr>
<td>Immunization Requirement</td>
<td>49</td>
</tr>
<tr>
<td>Dual Degree Programs</td>
<td>50</td>
</tr>
<tr>
<td>MD/PhD</td>
<td>50</td>
</tr>
<tr>
<td>MD/MBA</td>
<td>50</td>
</tr>
<tr>
<td>Index</td>
<td>51</td>
</tr>
</tbody>
</table>
MEDICINE

2020-2021 Issue

This publication contains the most current information available on the subjects covered as of the date of publication. Any updates between the dates of publication of this Catalog and its successor Catalog will be posted on the University’s website and are considered a part of this Catalog for all purposes. This publication is not an offer to enter into a contract. Final selection of applicants to be admitted shall be made by the University, which reserves the right to deny admission to any applicant for any lawful reason. The University also reserves the right to modify or eliminate University rules and policies, including without limitation: admission requirements and criteria; course offerings, or location or frequency thereof; course content; grading requirements and procedures; degree requirements; tuition, fee, and board and room rates; financial assistance programs; substantive or procedural student disciplinary rules; and support services, and to apply any such modifications to any student without regard to date of admission, application or enrollment.

School of Medicine

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, preparing, and professional development of leaders in advancing medicine, health and well-being.

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

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

Patient Care

PC1: Obtain, record, and present pertinent data from a medical history and physical examination.

Medical Knowledge

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

Practice-Based Learning and Improvement

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

Interpersonal and Communication Skills

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

Professionalism

PROF1: Demonstrate an ethical and compassionate approach to all professional activities including in interactions with patients, families, and members of the healthcare team.
PROF2: Demonstrate the ability to collaborate on healthcare teams that include health professionals from other disciplines in providing coordinated services to patients.

System-Based Knowledge

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

Personal & Professional Identity Development

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

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 Non-discrimination Statement (http://catalog.creighton.edu/general-information-about-creighton/nondiscrimination-policy/).

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 (https://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.

You may use your discretion when selecting letter-writers. A committee letter is preferred (if available), but not required. We prefer letters from individuals who can honestly and accurately attest to your performance, character, personal qualities, and aptitudes from direct knowledge, interactions, and observations. We suggest you provide us with two science faculty letters and one non-science faculty letter, but leave it up to you to determine who are the ideal persons to help us assess your candidacy for medical school.

Applicants should submit at least 3 letters, but not more than 6.

Recommendations must be submitted to the Office of Medical Admissions through the AMCAS Letter Service by January 15.

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.

Academic Calendar-School of Medicine

Academic Year 2020-2021

2020

June

30 T Mandatory M3 Orientation - Class of 2022 (Tuesday, Wednesday, Thursday) ONLINE/CLINICAL

July

1-2 W-Th Mandatory M3 orientation - Class of 2022 (Tuesday, Wednesday, Thursday) ONLINE/CLINICAL

August

3 M M1/M2 Year begins CLASSROOM/ONLINE

September

7 M Labor Day-University Holiday- Clinical Duties as assigned M3/M4 students

9 W Mass of the Holy Spirit - 10:30 am - 12:30 pm

November

25 W Thanksgiving recess begins at 12:00 pm for M1/M2 students

25 W Thanksgiving recess begins at 5:00 pm for M3/M4 students

30 M Classes resume at 8:00 am for M1/M2 students - ONLINE ONLY

30 M Duties resume as defined by clinical department for M3/M4 students CLINICAL

December

5 Sa First semester ends for M1/M2 students at 8:00 am

12 Sa December Graduation (no ceremony)

19 Sa First semester ends for M3/ M4 students at 8:00 am

2021

January

4 M Second semester begins for all medical students

February-March

27-7 Sa-Su Spring recess begins for M1/M2 students

March

8 M Classes resume for M1/ M2 students

19 F Match Day
M.D. Curriculum

School of Medicine Medical Educational Program

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

Curriculum Revision

Curriculum revision in the Medical Education Program is an ongoing process. Case-based learning and team-based learning sessions continue to be expanded in the Component I and Component II curriculum. Learning sessions in Component I and Component II include large-group active-learning sessions, lecture, small-group case-based learning, clinical experiences and reflection. The clinical experiences include simulation, ambulatory and hospital experience, and interaction with community groups and clinics. Experiential learning opportunities are designed to enhance the development of critical thinking and clinical reasoning skills. The curriculum includes learning opportunities in the medical humanities, patient safety, ethics, health systems science, and others, and offers selectives that include student interest seminars, research selectives, career exploration selectives and mission outreach selectives.

Graduation Requirements

Please refer to the Graduation Requirements Policy within Section 8 Academic Standards of the MD Student Handbook.(https://medschool.creighton.edu/about/medical-education/md-student-handbook/)

Component I - First Year

Component I

The Component I coursework includes seven required Clinically Integrated Blocks (CIB), interprofessional education activities, and selectives. The year begins with a five-week Foundational Science Block that focuses on both social and basic sciences followed by six sequential blocks organized by organ system. The curriculum is vertically (organ system) and horizontally (disciplines) integrated.

Horizontal Integrated Disciplines (HID)

Disciplines such as anatomy, physiology, and pathology are integrated across the curriculum, and HID learning objectives are integrated into the CIBs. Students do not receive credit for each HID; however, student performance in each discipline will be tracked and reported to students at the end of each semester to allow identification of areas of weakness and guide further study. While HIDs require a minimum performance component internal to the School of Medicine, HID performance will not be reported to the Registrar.

Interprofessional Education (IPE)

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

Component I Required Blocks (Courses)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIB 103</td>
<td>Foundational Science</td>
<td>5</td>
</tr>
<tr>
<td>CIB 105</td>
<td>Immunology, Blood and Lymphoreticular System</td>
<td>5</td>
</tr>
<tr>
<td>CIB 107</td>
<td>Integumentary System, Musculoskeletal System, Head and Neck</td>
<td>7</td>
</tr>
<tr>
<td>CIB 109</td>
<td>Neuroscience</td>
<td>8</td>
</tr>
<tr>
<td>CIB 111</td>
<td>Brain and Behavior</td>
<td>2</td>
</tr>
<tr>
<td>CIB 113</td>
<td>Cardiovascular System</td>
<td>5</td>
</tr>
<tr>
<td>CIB 115</td>
<td>Pulmonary System</td>
<td>3</td>
</tr>
<tr>
<td>IPE 500</td>
<td>Introduction to Collaborative Care</td>
<td>0.5</td>
</tr>
</tbody>
</table>

Descriptions for each course can be reviewed in Section 7 Medical Curriculum - Component I of the MD Student Handbook (https://medschool.creighton.edu/about/medical-education/md-student-handbook/).

GOLD Selectives

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

A complete list of GOLD Selectives can be reviewed Section 7 Medical Curriculum - Component I of the MD Student Handbook (https://medschool.creighton.edu/about/medical-education/md-student-handbook/).

Component II - Second Year

Component II includes six required Clinically Integrated Blocks (CIB) and a period of preparation of the USMLE Step 1. The M2 year in 2020 begins with a special Infectious Disease block, for this year only, followed by five organ system blocks. The year ends with a dedicated period of preparation for the Step 1 of the USMLE.

The curriculum is vertically (organ system blocks) and horizontally (disciplines) integrated.

Horizontally Integrated Disciplines (HID)

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

Interprofessional Education (IPE)

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

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

Component II Required Blocks (Courses)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIB 200</td>
<td>Infectious Diseases</td>
<td>3</td>
</tr>
<tr>
<td>CIB 202</td>
<td>Gastrointestinal System</td>
<td>4</td>
</tr>
<tr>
<td>CIB 204</td>
<td>Renal System</td>
<td>4</td>
</tr>
<tr>
<td>CIB 206</td>
<td>Endocrine System</td>
<td>3</td>
</tr>
<tr>
<td>CIB 208</td>
<td>Reproduction and Congenital Disorders</td>
<td>4</td>
</tr>
<tr>
<td>CIB 210</td>
<td>Life Cycle</td>
<td>2</td>
</tr>
<tr>
<td>CIB 212</td>
<td>Multisystem Disease</td>
<td>4</td>
</tr>
</tbody>
</table>

Descriptions for each course can be reviewed in Section 7 Medical Curriculum - Component II of the MD Student Handbook (https://medschool.creighton.edu/about/medical-education/md-student-handbook/).

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

A complete list of GOLD Selectives can be reviewed Section 7 Medical Curriculum - Component I of the MD Student Handbook (https://medschool.creighton.edu/about/medical-education/md-student-handbook/).

Component III - Third Year

Component III is organized into seven clerkships and three selectives within six 8-week rotation periods. Additionally, it includes the longitudinal course, Physician Lifestyles Management. The first rotation begins early in July and is preceded by M3 Orientation. The last rotation ends in mid-June.

Component III students are required to complete all of their clerkship rotations at Creighton University School of Medicine-affiliated hospitals.

The third year includes:

- Core clinical clerkships (48 credit hours)
- Selectives (6 credit hours)
- Physicians Lifestyle Management (1 credit hour)
- Dimensions in Clinical Medicine (2 credit hours)

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

Component III Required Clerkships and Selective Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAP 301</td>
<td>Family Medicine Clerkship</td>
<td>4</td>
</tr>
<tr>
<td>MED 301</td>
<td>Internal Medicine Clerkship</td>
<td>4.8</td>
</tr>
<tr>
<td>NEU 301</td>
<td>Neurology Clerkship</td>
<td>4</td>
</tr>
<tr>
<td>OBG 301</td>
<td>Obstetrics and Gynecology Clerkship</td>
<td>6</td>
</tr>
<tr>
<td>PBS 301</td>
<td>Psychiatry Clerkship</td>
<td>3-6</td>
</tr>
<tr>
<td>PDT 301</td>
<td>Pediatrics Clerkship</td>
<td>3,6</td>
</tr>
<tr>
<td>SUR 301</td>
<td>Surgery Clerkship</td>
<td>8</td>
</tr>
<tr>
<td>IDC 342</td>
<td>Physician Lifestyle Management</td>
<td>1</td>
</tr>
</tbody>
</table>

Selective Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANE 333</td>
<td>Anesthesiology</td>
<td>2</td>
</tr>
<tr>
<td>ANE 334</td>
<td>Anesthesiology</td>
<td>2</td>
</tr>
<tr>
<td>ANE 335</td>
<td>Anesthesiology</td>
<td>2</td>
</tr>
<tr>
<td>DER 333</td>
<td>Dermatology</td>
<td>2</td>
</tr>
<tr>
<td>DER 334</td>
<td>Dermatology</td>
<td>2</td>
</tr>
<tr>
<td>EME 333</td>
<td>Emergency Medicine</td>
<td>2</td>
</tr>
<tr>
<td>EME 334</td>
<td>Emergency Medicine</td>
<td>2</td>
</tr>
<tr>
<td>MED 333</td>
<td>Outpatient Internal Medicine</td>
<td>2</td>
</tr>
<tr>
<td>MED 334</td>
<td>Outpatient Internal Medicine</td>
<td>2</td>
</tr>
</tbody>
</table>
Descriptions for each required clerkship can be reviewed in Section 7 Medical Curriculum - Component III of the MD Student Handbook (https://medschool.creighton.edu/about/medical-education/md-student-handbook/).

Component III Students must also satisfy the following requirements:

- Attend all M3 orientation sessions
- Be certified in Advanced Cardiac Life Support

**Component IV - Fourth Year**

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

**Component IV Requirements**

Each student must complete at least 36 weeks of courses that include:

- A 4-week critical care elective
- A 4-week sub-internship elective or second 4-week critical care elective
- A 4-week capstone elective in April
- 24 weeks of electives with no more than 8 weeks of non-clinical electives

**AY 2020-2021 COVID Exemption:**

During AY 2020-2021 students may choose no more than 12 weeks of non-clinical electives.

**Critical Care Electives**

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

**Sub-Internship Electives**

Sub-internships provide preparation for patient care at the intern level, albeit with a smaller number of patients and greater supervision. Sub-internships can occur in the inpatient or outpatient setting.

Expectations of sub-internships:

- Students should interview and examine patients independently and report their findings to clinical supervisors.
- Students should participate in handoffs or transitions of care.
- Students should document within the electronic health or medical record by writing progress notes.
- Students should be encouraged to write orders that must be cosigned by clinical supervisors.
- Sub-internships must include clinical activities for at least 40 hours per week on average, over four weeks and may include overnight and weekend call.

**Extramural Electives**

Students may choose up to three extramural elective blocks at approved LCME-accredited medical schools, ACGME-accredited residency programs, and/or military hospitals/clinics. A fourth extramural elective is allowed but will not be counted toward the required 36 weeks. No more than three essentially identical electives may be taken during the Component IV academic year.

**AY 2020-2021 COVID Exemption**

During AY 2020-2021 students may choose one extramural elective block at an approved LCME-accredited medical school, ACGME-accredited residency program, and/or military hospital/clinic in a residency area not offered at Creighton University School of Medicine.

**USMLE Step 2 CK and Step 2 CS**

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

**AY 2020-2021 COVID Exemption:**

The Step 2CS requirement has been suspended for all AY 2020-2021 graduates.

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)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDC 410</td>
<td>Simulation Elective</td>
<td>4</td>
</tr>
<tr>
<td>IDC 412</td>
<td>Clinical Moral Perception, Art, and Medicine</td>
<td>4</td>
</tr>
<tr>
<td>IDC 413</td>
<td>Anatomy</td>
<td>4</td>
</tr>
<tr>
<td>IDC 419</td>
<td>Medicine as Ministry: Death and Dying</td>
<td>2</td>
</tr>
<tr>
<td>IDC 420</td>
<td>Is Healthcare a Human Right?</td>
<td>4</td>
</tr>
<tr>
<td>IDC 462</td>
<td>Medical Informatics</td>
<td>4</td>
</tr>
<tr>
<td>IDC 482</td>
<td>Minority Health Disparities-Issues &amp; Strategies</td>
<td>2</td>
</tr>
<tr>
<td>IDC 485</td>
<td>LGBTQIA Health Disparities: Issues and Strategies</td>
<td>2</td>
</tr>
<tr>
<td>IDC 497</td>
<td>Directed Independent Research</td>
<td>4</td>
</tr>
<tr>
<td>IDC 498</td>
<td>Directed Independent Study</td>
<td>4</td>
</tr>
</tbody>
</table>

**Anesthesiology (ANE)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANE 470</td>
<td>Anesthesiology Pain Medicine</td>
<td>4</td>
</tr>
<tr>
<td>ANE 498</td>
<td>Anesthesiology Extramural</td>
<td>1-8</td>
</tr>
</tbody>
</table>
### Biomedical Sciences (BMS)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANE 450</td>
<td>Neuroanesthesia Sub-Internship (PRC)</td>
<td>4</td>
</tr>
<tr>
<td>ANE 451</td>
<td>Introduction to Anesthesiology</td>
<td>4</td>
</tr>
<tr>
<td>ANE 461</td>
<td>Introduction to Anesthesiology</td>
<td>4</td>
</tr>
<tr>
<td>ANE 465</td>
<td>Anesthesiology Capstone</td>
<td>4</td>
</tr>
<tr>
<td>ANE 473</td>
<td>Anesthesiology Capstone</td>
<td>4</td>
</tr>
</tbody>
</table>

### Family Medicine (FAP)

#### Elective Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAP 425</td>
<td>St. Vincent De Paul Medical &amp; Dental Clinic</td>
<td>1-5</td>
</tr>
<tr>
<td>FAP 435</td>
<td>Urgent Care</td>
<td>4</td>
</tr>
<tr>
<td>FAP 438</td>
<td>Respite Care for the Homeless</td>
<td>4</td>
</tr>
<tr>
<td>FAP 442</td>
<td>Palliative Care</td>
<td>4</td>
</tr>
<tr>
<td>FAP 442A</td>
<td>Palliative Care</td>
<td>4</td>
</tr>
<tr>
<td>FAP 444</td>
<td>Rural Health Care</td>
<td>2-4</td>
</tr>
<tr>
<td>FAP 446</td>
<td>Family Medicine-Solaid/Cambodia</td>
<td>4</td>
</tr>
<tr>
<td>FAP 460</td>
<td>Hospice Care Of The Terminally Ill</td>
<td>4</td>
</tr>
<tr>
<td>FAP 460A</td>
<td>Hospice for Terminal Ill</td>
<td>4</td>
</tr>
<tr>
<td>FAP 464</td>
<td>Private Family Medicine</td>
<td>4</td>
</tr>
<tr>
<td>FAP 481</td>
<td>Longitudinal COPC Public Health Endowed Research</td>
<td>4</td>
</tr>
<tr>
<td>FAP 498</td>
<td>Family Practice Extramural</td>
<td>1-8</td>
</tr>
</tbody>
</table>

### Selective Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAP 440</td>
<td>Inpatient Family Medicine Sub-Internship</td>
<td>4</td>
</tr>
<tr>
<td>FAP 461</td>
<td>Inpatient Family Medicine Sub-internship</td>
<td>4</td>
</tr>
<tr>
<td>FAP 461A</td>
<td>Inpatient Family Medicine Sub-Internship</td>
<td>2</td>
</tr>
<tr>
<td>FAP 462</td>
<td>Rural Family Medicine Sub-internship</td>
<td>4</td>
</tr>
<tr>
<td>FAP 469</td>
<td>Family Medicine Capstone</td>
<td>4</td>
</tr>
<tr>
<td>FAP 476</td>
<td>Family Medicine Capstone (PRC)</td>
<td>4</td>
</tr>
</tbody>
</table>

### Medical Microbiology and Immunology (MIC)

#### Elective Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MIC 463</td>
<td>Topics in Immunology/Application to Clinical Medicine</td>
<td>4</td>
</tr>
</tbody>
</table>

### Medicine (MED)

#### Elective Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MED 416</td>
<td>Clinical Allergy/Immunology</td>
<td>4</td>
</tr>
<tr>
<td>MED 417</td>
<td>Endocrinology, Diabetes, and Metabolism</td>
<td>4</td>
</tr>
<tr>
<td>MED 420</td>
<td>Infectious Diseases Sub-Internship (PRC)</td>
<td>1-5</td>
</tr>
<tr>
<td>MED 427</td>
<td>Genitourinary Oncology</td>
<td>4</td>
</tr>
<tr>
<td>MED 428</td>
<td>Geriatrics</td>
<td>4</td>
</tr>
<tr>
<td>MED 431</td>
<td>Dermatology</td>
<td>4</td>
</tr>
<tr>
<td>MED 433</td>
<td>Dermatology</td>
<td>4</td>
</tr>
<tr>
<td>MED 435</td>
<td>Medical Hematology/Oncology/Palliative Care</td>
<td>4</td>
</tr>
<tr>
<td>MED 435A</td>
<td>Medical Hematology/Oncology/Palliative Care</td>
<td>2</td>
</tr>
<tr>
<td>MED 436</td>
<td>Research in Med Hem/Onc/Palliative Care and Primer in Bio-Stats</td>
<td>4</td>
</tr>
<tr>
<td>MED 439</td>
<td>Emergency Medicine</td>
<td>4</td>
</tr>
<tr>
<td>MED 442</td>
<td>Inpatient Cardiology</td>
<td>4</td>
</tr>
<tr>
<td>MED 448</td>
<td>Inpatient Cardiology Sub-Internship (PRC)</td>
<td>4</td>
</tr>
<tr>
<td>MED 449</td>
<td>Renal Medicine-Critical Care</td>
<td>4</td>
</tr>
<tr>
<td>MED 452</td>
<td>Emergency Medicine - Dominican Republic</td>
<td>4</td>
</tr>
<tr>
<td>MED 453</td>
<td>Introduction to Global Health</td>
<td>2-4</td>
</tr>
<tr>
<td>MED 456</td>
<td>Gastrointestinal Medicine</td>
<td>4</td>
</tr>
<tr>
<td>MED 458</td>
<td>Pulmonary/Lung Transplant</td>
<td>4</td>
</tr>
<tr>
<td>MED 465</td>
<td>Endocrinology, Diabetes and Metabolism</td>
<td>4</td>
</tr>
<tr>
<td>MED 468</td>
<td>Infectious Diseases Sub-Internship</td>
<td>4</td>
</tr>
<tr>
<td>MED 469</td>
<td>Rheumatology</td>
<td>4</td>
</tr>
<tr>
<td>MED 470</td>
<td>ILAC Outpatient Medicine-Foreign Service (Dominican Republic)</td>
<td>4</td>
</tr>
<tr>
<td>MED 486</td>
<td>Medical Education Elective</td>
<td>4</td>
</tr>
<tr>
<td>MED 498</td>
<td>Medicine Extramural</td>
<td>4</td>
</tr>
<tr>
<td>MED 795</td>
<td>Evidence Based Medicine - Independent Study</td>
<td>4</td>
</tr>
</tbody>
</table>

### Selective Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MED 401</td>
<td>General Medicine Sub-Internship</td>
<td>4</td>
</tr>
<tr>
<td>MED 410</td>
<td>Pulmonary/Critical care</td>
<td>4</td>
</tr>
<tr>
<td>MED 412</td>
<td>Pulmonary Diseases Sub-Internship (OMA)</td>
<td>4</td>
</tr>
<tr>
<td>MED 422</td>
<td>Renal Medicine Sub-Internship (OMA)</td>
<td>4</td>
</tr>
<tr>
<td>MED 471</td>
<td>Emergency Medicine Sub-Internship</td>
<td>4</td>
</tr>
<tr>
<td>MED 472</td>
<td>Critical Care Sub-Internship (OMA)</td>
<td>4</td>
</tr>
<tr>
<td>MED 481</td>
<td>Pulmonary/Intensive Care Unit</td>
<td>4</td>
</tr>
<tr>
<td>MED 482</td>
<td>Emergency Medicine Sub-Internship</td>
<td>4</td>
</tr>
<tr>
<td>MED 484</td>
<td>Intensive Care Unit</td>
<td>4</td>
</tr>
<tr>
<td>MED 487</td>
<td>Internal Med Sub-internship</td>
<td>4</td>
</tr>
<tr>
<td>MED 490</td>
<td>Critical Care Medicine</td>
<td>2-4</td>
</tr>
<tr>
<td>MED 491</td>
<td>Internal Medicine Capstone</td>
<td>4</td>
</tr>
<tr>
<td>MED 492</td>
<td>Internal Medicine Capstone</td>
<td>4</td>
</tr>
</tbody>
</table>

### Neurology (NEU)

#### Elective Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NEU 401</td>
<td>General Neurology Sub-Internship (PRC)</td>
<td>4</td>
</tr>
<tr>
<td>NEU 462</td>
<td>General Neurology</td>
<td>2</td>
</tr>
<tr>
<td>NEU 498</td>
<td>Neurology Extramural</td>
<td>4</td>
</tr>
</tbody>
</table>

### Obstetrics and Gynecology (OBG)

#### Elective Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OBG 462</td>
<td>OB/GYN Sub-Internship (Immanuel) (OMA)</td>
<td>4</td>
</tr>
<tr>
<td>OBG 464</td>
<td>Prenatal Diagnosis</td>
<td>4</td>
</tr>
<tr>
<td>OBG 466</td>
<td>Gynecology Oncology</td>
<td>4</td>
</tr>
<tr>
<td>OBG 467</td>
<td>General Obstetrics - Foreign Service (Dominican Republic)</td>
<td>4</td>
</tr>
<tr>
<td>OBG 470</td>
<td>Gynecologic Surgery</td>
<td>4</td>
</tr>
<tr>
<td>OBG 472</td>
<td>Inpatient Gynecology</td>
<td>4</td>
</tr>
<tr>
<td>OBG 474</td>
<td>OB/GYN Sub-Internship (CUMC Bergan) (OMA)</td>
<td>4</td>
</tr>
<tr>
<td>OBG 479</td>
<td>Clinical Research in Advanced Gynecology</td>
<td>4</td>
</tr>
<tr>
<td>Code</td>
<td>Title</td>
<td>Credits</td>
</tr>
<tr>
<td>--------</td>
<td>--------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>OBG 481</td>
<td>Maternal Fetal Medicine Research</td>
<td>4</td>
</tr>
<tr>
<td>OBG 498</td>
<td>Obstetrics and Gynecology Extramural</td>
<td>4</td>
</tr>
</tbody>
</table>

**Selective Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OBG 461</td>
<td>High Risk OB Sub-Internship (OMA)</td>
<td>4</td>
</tr>
<tr>
<td>OBG 468</td>
<td>General Obstetrics and Gynecology</td>
<td>4</td>
</tr>
<tr>
<td>OBG 477</td>
<td>Gynecologic Oncology Sub-Internship</td>
<td>4</td>
</tr>
<tr>
<td>OBG 483</td>
<td>Detection and Management of High Risk Pregnancy Sub-Internship</td>
<td>4</td>
</tr>
<tr>
<td>OBG 489</td>
<td>Obstetrics &amp; Gynecology Capstone</td>
<td>4</td>
</tr>
<tr>
<td>OBG 490</td>
<td>Obstetrics and Gynecology Capstone</td>
<td>4</td>
</tr>
</tbody>
</table>

**Pathology (PTG)**

**Elective Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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>
<td>4</td>
</tr>
<tr>
<td>PTG 467</td>
<td>Survey of Pathology Practice</td>
<td>2</td>
</tr>
<tr>
<td>PTG 468</td>
<td>Microbial Laboratory Diagnosis</td>
<td>4</td>
</tr>
<tr>
<td>PTG 498</td>
<td>Pathology Extramural</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PDT 420</td>
<td>Pediatric Endocrinology</td>
<td>4</td>
</tr>
<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>
<td>4</td>
</tr>
<tr>
<td>PDT 427</td>
<td>Pediatric Dermatology (PRC)</td>
<td>4</td>
</tr>
<tr>
<td>PDT 428</td>
<td>Pediatric Rheumatology</td>
<td>4</td>
</tr>
<tr>
<td>PDT 430</td>
<td>Pediatric Sports Medicine</td>
<td>4</td>
</tr>
<tr>
<td>PDT 431</td>
<td>Introduction to Inpatient Rehabilitation</td>
<td>1-5</td>
</tr>
<tr>
<td>PDT 440</td>
<td>Breastfeeding Medicine</td>
<td>4</td>
</tr>
<tr>
<td>PDT 442</td>
<td>General Pediatrics Outpatient/Nursery</td>
<td>4</td>
</tr>
<tr>
<td>PDT 444</td>
<td>Anatomic and Clinical Pathology</td>
<td>4</td>
</tr>
<tr>
<td>PDT 446</td>
<td>Pediatric Emergency Medicine Sub-Internship (PRC)</td>
<td>4</td>
</tr>
<tr>
<td>PDT 450</td>
<td>Pediatric Orthopedics</td>
<td>4</td>
</tr>
<tr>
<td>PDT 459</td>
<td>Pediatric Genetics and Metabolic Disease</td>
<td>4</td>
</tr>
<tr>
<td>PDT 463</td>
<td>Pediatrics Infectious Disease Sub-Internship (OMA)</td>
<td>4</td>
</tr>
<tr>
<td>PDT 466</td>
<td>Pediatric Cardiology</td>
<td>4</td>
</tr>
<tr>
<td>PDT 467</td>
<td>Pediatric Neurology</td>
<td>4</td>
</tr>
<tr>
<td>PDT 468</td>
<td>Pediatric Gastroenterology</td>
<td>4</td>
</tr>
<tr>
<td>PDT 469</td>
<td>Pediatric Endocrinology Services</td>
<td>4</td>
</tr>
<tr>
<td>PDT 470</td>
<td>Pediatric Hematology/Oncology Service</td>
<td>4</td>
</tr>
<tr>
<td>PDT 471</td>
<td>Pediatric Respiratory and Critical Care Medicine</td>
<td>4</td>
</tr>
<tr>
<td>PDT 472</td>
<td>General Pediatrics</td>
<td>4</td>
</tr>
<tr>
<td>PDT 477</td>
<td>Clinical Genetics/Dysmorphology</td>
<td>4</td>
</tr>
<tr>
<td>PDT 478</td>
<td>Pediatric Nephrology</td>
<td>4</td>
</tr>
<tr>
<td>PDT 480</td>
<td>Assessment of Child Abuse and Neglect</td>
<td>4</td>
</tr>
</tbody>
</table>

**Selective Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PDT 483</td>
<td>Pediatric Neurology</td>
<td>4</td>
</tr>
<tr>
<td>PDT 487</td>
<td>Family-Centered Patient Care</td>
<td>4</td>
</tr>
<tr>
<td>PDT 488</td>
<td>Pediatric Allergy and Immunology</td>
<td>4</td>
</tr>
<tr>
<td>PDT 494</td>
<td>Pediatric Urgent Care</td>
<td>4</td>
</tr>
<tr>
<td>PDT 498</td>
<td>Pediatrics Extramural</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PDT 451</td>
<td>Pediatrics Capstone</td>
<td>4</td>
</tr>
<tr>
<td>PDT 460</td>
<td>Pediatric Inpatient Sub-Internship</td>
<td>4</td>
</tr>
<tr>
<td>PDT 461</td>
<td>Pediatric Critical Care Sub-Internship (OMA)</td>
<td>1-8</td>
</tr>
<tr>
<td>PDT 464</td>
<td>Neonatal Intensive Care Services Sub-Internship (OMA)</td>
<td>2-4</td>
</tr>
<tr>
<td>PDT 473</td>
<td>Advanced Pediatrics</td>
<td>4</td>
</tr>
<tr>
<td>PDT 474</td>
<td>Pediatric Emergency Medicine</td>
<td>4</td>
</tr>
<tr>
<td>PDT 475</td>
<td>Pediatric Pulmonology</td>
<td>4</td>
</tr>
<tr>
<td>PDT 484</td>
<td>Pediatric Critical Care Sub-Internship (PRC)</td>
<td>4</td>
</tr>
<tr>
<td>PDT 485</td>
<td>Neonatology Critical Care</td>
<td>4</td>
</tr>
<tr>
<td>PDT 486</td>
<td>Inpatient Pediatrics</td>
<td>4</td>
</tr>
<tr>
<td>PDT 490</td>
<td>Pediatric Cardiac Critical Care Sub-Internship (PRC)</td>
<td>4</td>
</tr>
</tbody>
</table>

**Code | Title                                                        | Credits |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PMR 401</td>
<td>Physical Medicine and Rehabilitation</td>
<td>1-8</td>
</tr>
<tr>
<td>PMR 421</td>
<td>Physical Medicine and Rehabilitation</td>
<td>4</td>
</tr>
<tr>
<td>PMR 425</td>
<td>Pain Management (PRC)</td>
<td>4</td>
</tr>
<tr>
<td>PMR 498</td>
<td>Physical Medicine &amp; Rehabilitation Extramural</td>
<td>4</td>
</tr>
</tbody>
</table>

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

**Elective Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PMH 462</td>
<td>Clinical Genetics</td>
<td>1-8</td>
</tr>
<tr>
<td>PMH 470</td>
<td>Preventive Ophthalmology (Dominican Republic)</td>
<td>4</td>
</tr>
</tbody>
</table>

**Psychiatry and Behavioral Sciences (PBS)**

**Elective Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PBS 410</td>
<td>General Hospital Psychiatry Sub-Internship (PRC)</td>
<td>4</td>
</tr>
<tr>
<td>PBS 414</td>
<td>Pediatric Psychiatry (PRC)</td>
<td>4</td>
</tr>
<tr>
<td>PBS 420</td>
<td>Special Topics in Psychiatry</td>
<td>4</td>
</tr>
<tr>
<td>PBS 446</td>
<td>Adult Outpatient Partial Program Elective</td>
<td>4</td>
</tr>
<tr>
<td>PBS 462</td>
<td>Clinical Psychopharmacology</td>
<td>4</td>
</tr>
<tr>
<td>PBS 463</td>
<td>Child and Adolescent Psychiatry</td>
<td>4</td>
</tr>
<tr>
<td>PBS 463A</td>
<td>Child &amp; Adolescent Psychiatry</td>
<td>2</td>
</tr>
<tr>
<td>PBS 464</td>
<td>Psychiatry Research</td>
<td>4</td>
</tr>
<tr>
<td>PBS 467</td>
<td>Geriatric Psychiatry</td>
<td>4</td>
</tr>
<tr>
<td>PBS 467A</td>
<td>Geriatric Psychiatry</td>
<td>4</td>
</tr>
<tr>
<td>PBS 472</td>
<td>Adult Inpatient Psychiatry Sub-Internship (OMA)</td>
<td>4</td>
</tr>
<tr>
<td>PBS 472A</td>
<td>Adult Inpatient Psychiatry</td>
<td>2</td>
</tr>
<tr>
<td>PBS 474</td>
<td>Mood Disorders and Their Treatment</td>
<td>4</td>
</tr>
<tr>
<td>PBS 474A</td>
<td>Mood Disorders &amp; Treatment</td>
<td>2</td>
</tr>
<tr>
<td>PBS 475</td>
<td>Consultation/Liaison Psychiatry Sub-Internship (OMA)</td>
<td>4</td>
</tr>
<tr>
<td>PBS 476</td>
<td>Special Topics in Psychiatry</td>
<td>4</td>
</tr>
</tbody>
</table>
### Elective Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PBS 479</td>
<td>Addictions</td>
<td>4</td>
</tr>
<tr>
<td>PBS 479A</td>
<td>Addictions</td>
<td>2</td>
</tr>
<tr>
<td>PBS 482</td>
<td>Trans-Cultural and Community Psychiatry</td>
<td>4</td>
</tr>
<tr>
<td>PBS 482A</td>
<td>Trans-Cultural/Comm Psychiatry</td>
<td>2</td>
</tr>
<tr>
<td>PBS 483</td>
<td>Domestic Violence Practicum</td>
<td>4</td>
</tr>
<tr>
<td>PBS 486</td>
<td>Narratives in Illness</td>
<td></td>
</tr>
<tr>
<td>PBS 498</td>
<td>Psychiatry Extramural</td>
<td>4</td>
</tr>
</tbody>
</table>

### Radiation Oncology (RON)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RON 410</td>
<td>Radiation Medicine PRC</td>
<td>4</td>
</tr>
<tr>
<td>RON 498</td>
<td>Radiation Oncology Externship</td>
<td></td>
</tr>
</tbody>
</table>

### Radiology (RAD)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RAD 450</td>
<td>Interventional Radiology</td>
<td>4</td>
</tr>
<tr>
<td>RAD 455</td>
<td>Musculoskeletal Radiology Elective</td>
<td>2-5</td>
</tr>
<tr>
<td>RAD 460</td>
<td>Diagnostic Radiology</td>
<td>4</td>
</tr>
<tr>
<td>RAD 463</td>
<td>Diagnostic Radiology</td>
<td>4</td>
</tr>
<tr>
<td>RAD 464</td>
<td>Radiology Oncology</td>
<td>4</td>
</tr>
<tr>
<td>RAD 465</td>
<td>Angio/Interventional</td>
<td>4</td>
</tr>
<tr>
<td>RAD 498</td>
<td>Radiology Interventional</td>
<td>4</td>
</tr>
</tbody>
</table>

### Surgery (SUR)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUR 401</td>
<td>Selective in Trauma</td>
<td>4</td>
</tr>
<tr>
<td>SUR 401A</td>
<td>Selective in Trauma</td>
<td>2</td>
</tr>
<tr>
<td>SUR 405</td>
<td>General Surgery Sub-Internship (OMA)</td>
<td>4</td>
</tr>
<tr>
<td>SUR 405A</td>
<td>Selective in General Surgery</td>
<td></td>
</tr>
<tr>
<td>SUR 411</td>
<td>Orthopedic Surgery Sub-Internship (PRC)</td>
<td>4</td>
</tr>
<tr>
<td>SUR 412</td>
<td>Advanced Surgical Prep</td>
<td>4</td>
</tr>
<tr>
<td>SUR 414</td>
<td>Plastics and Reconstructive Surgery (PRC)</td>
<td>4</td>
</tr>
<tr>
<td>SUR 415</td>
<td>Urology (PRC)</td>
<td>4</td>
</tr>
<tr>
<td>SUR 416</td>
<td>Surgery Research</td>
<td>4</td>
</tr>
<tr>
<td>SUR 419</td>
<td>Head and Neck Surgery Sub-Internship (OMA)</td>
<td>4</td>
</tr>
<tr>
<td>SUR 420</td>
<td>Trauma/Acute Care Surgery (PRC)</td>
<td>4</td>
</tr>
<tr>
<td>SUR 422</td>
<td>General Surgery Sub-Internship (PRC)</td>
<td>4</td>
</tr>
<tr>
<td>SUR 424</td>
<td>General Thoracic Surgery (PRC)</td>
<td>4</td>
</tr>
<tr>
<td>SUR 425</td>
<td>Otolaryngology (PRC)</td>
<td>4</td>
</tr>
<tr>
<td>SUR 431</td>
<td>Pediatric Surgery (PRC)</td>
<td>4</td>
</tr>
<tr>
<td>SUR 432</td>
<td>General &amp; Oncology Surgery Sub-Internship (OMA)</td>
<td>2-4</td>
</tr>
<tr>
<td>SUR 432A</td>
<td>Selective in Oncology/Surgery</td>
<td>2</td>
</tr>
<tr>
<td>SUR 433</td>
<td>Urology Sub-Internship (OMA)</td>
<td>4</td>
</tr>
<tr>
<td>SUR 436</td>
<td>Urology/Gynecology (OMA)</td>
<td>4</td>
</tr>
<tr>
<td>SUR 450</td>
<td>Otolaryngology (OMA)</td>
<td>4</td>
</tr>
<tr>
<td>SUR 460</td>
<td>Vascular Surgery (OMA)</td>
<td>4</td>
</tr>
<tr>
<td>SUR 472</td>
<td>Neurological Surgery (OMA)</td>
<td>4</td>
</tr>
<tr>
<td>SUR 472A</td>
<td>Selective Neurological Surgery</td>
<td>2</td>
</tr>
<tr>
<td>SUR 474</td>
<td>Ophthalmology (OMA)</td>
<td>4</td>
</tr>
<tr>
<td>SUR 475</td>
<td>Orthopedic Surgery Sub-Internship (OMA)</td>
<td>4</td>
</tr>
<tr>
<td>SUR 475A</td>
<td>Selective in Orthopedic Surgery</td>
<td>2</td>
</tr>
<tr>
<td>SUR 476</td>
<td>Otolaryngology (OMA)</td>
<td>4</td>
</tr>
<tr>
<td>SUR 479</td>
<td>Plastic and Reconstructive Surgery (OMA)</td>
<td>4</td>
</tr>
<tr>
<td>SUR 486</td>
<td>Burns - St. Elizabeth's Hospital (OMA)</td>
<td>4</td>
</tr>
<tr>
<td>SUR 489</td>
<td>Selective in Pediatric Ophthalmology</td>
<td>4</td>
</tr>
<tr>
<td>SUR 498</td>
<td>Surgery Extramural</td>
<td>4</td>
</tr>
</tbody>
</table>

### 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.

### Courses

**ANE 333. Anesthesiology. 2 credits.**

Students will become familiar with the specialty of anesthesiology through daily, hands-on preoperative, intraoperative, and postoperative anesthetic management of patients of all ages.

**ANE 334. Anesthesiology. 2 credits.**

Working closely with staff anesthesiologists in a variety of settings, students will become familiar with the specialty of anesthesiology through daily, hands-on preoperative, intraoperative, and postoperative anesthetic management of patients of all ages. Student will learn how to successfully manage an airway.

**ANE 335. Anesthesiology. 2 credits.**

Working closely with staff anesthesiologists in a variety of settings, students will become familiar with the specialty of anesthesiology through daily, hands-on preoperative, intraoperative, and postoperative anesthetic management of patients of all ages. Students will learn how to successfully manage an airway.
ANE 450. Neuroanesthesia Sub-Internship (PRC). 1-4 credits.
Student will develop the knowledge and skills to effectively deliver anesthesia to neurosurgical patients undergoing a wide variety of procedures including aneurysm clipping, complex spine surgery, brain tumor resection, and pediatric neurosurgery. Also, the student will have the opportunity to perform and assist in the placement of central venous catheters, arterial lines, intubations, and fiber optic bronchoscopy. Finally, the student will develop a basic working knowledge of pharmacology, physiology, and the pathophysiology of neurologic disorders.

ANE 451. Introduction to Anesthesiology. 4 credits.
Working closely with staff anesthesiologists in a variety of settings, students will become familiar with the specialty of anesthesiology through daily, hands-on preoperative, intraoperative and postoperative anesthetic management of patients of all ages. Students will learn how to successfully manage an airway.

ANE 456. Introduction to Anesthesiology - Valleywise (PRC). 4 credits.
Working closely with staff anesthesiologists in a variety of settings, students will become familiar with the specialty of anesthesiology through daily, hands-on preoperative, intraoperative and postoperative anesthetic management of patients of all ages. Students will learn how to successfully manage an airway.

ANE 465. Anesthesiology Capstone. 4 credits.
The senior student will participate in the anesthesiology capstone curriculum in the final block of his/her fourth year of training. Scheduled learning activities will include a variety of lectures, small group discussions, patient simulation exercises, procedure development, as well as hands-on patient care sessions.

ANE 468. Anesthesia and Interventional Pain Management. 4 credits.
Senior Elective will include an intense hands-on anesthesia training experience for the motivated senior medical student. Training will occur in all fields of anesthesiology, but emphasize the basics. Subspecialty areas covered include ICU management for specific anesthesia patients - with emphasis on basics of mechanical ventilation and weaning post operatively - specifically working with respiratory therapists and intensivists as needed.

ANE 470. Anesthesiology Pain Medicine. 4 credits.
The student will participate as a sub-intern in the care of acute and chronic pain patients in the hospital and clinic under the supervision of the medical staff at CHI Creighton Medical Center and Midwest Pain Clinics. Students will develop a basic working knowledge of pharmacology, physiology, pathophysiology of pain. Also, students will have the opportunity to assist with interventional pain procedures such as injections and nerve blocks.

ANE 472. Anesthesiology ILAC Service in the Dominican Republic. 2 credits.
The course provides the opportunity for students to use their anesthesiology skills in a primitive setting and allow students opportunities to provide health care to a needy population and interact with another culture. It is expected that the students will understand more deeply the advantages of the health care system we are privileged with, but to also come to understand and know the blessings of the simplicity and gratitude lived by those in the culture they will be immersed in.

ANE 473. Anesthesiology Capstone. 4 credits.
The senior student will participate in the anesthesiology capstone curriculum in the final block of his/her fourth year of training. Scheduled learning activities will include a variety of lectures, small group discussions, patient simulation exercises, procedure development, as well as hands-on patient care sessions.

ANE 475. Special Topics Anesthesiology. 1-8 credits.
Special Topics in Anesthesiology.

ANE 497. Directed Independent Research. 2,4 credits.

ANE 498. Anesthesiology Extramural. 1-8 credits.

BMS 111. Basic Human Anatomy. 4 credits. FA
Designed to provide nursing students with a basic knowledge of human anatomy. Lecture topics range from anatomical terminology to comprehensive overviews of the individual organ systems, including aspects of gross anatomy, histology, and neuroanatomy. 4R. P. Registration in Nursing Program.

BMS 301. Biochemistry. 3 credits. FA
An introductory course designed for undergraduate students preparing for health sciences professional schools, e.g., medical or dental school. Students in undergraduate majors from all disciplines are also welcome. Topics will cover structure, function, and metabolism of important biomolecules, including amino acids, proteins, enzymes, carbohydrates, lipid and nucleic acids. Special topics surveyed also will include cellular processing of biomolecules, signal transduction pathways, and the molecular biology of gene expression in health and disease. Prerequisites: CHM 323 and 324 or equiv. with grades of "C" or better.

BMS 303. Physiology. 4 credits. SP
Provides Nursing and other Health Profession students with a basic knowledge of human physiology. Presents an overview of the function of the major organ systems using lectures and demonstrations. 4R. P NUR major or IC.

BMS 311. Basic Human Anatomy. 4 credits. FA
Course designed to provide pre-professional students with an introduction to human gross anatomy, histology, and neuroanatomy. A systemic approach is used. Dissected cadaver specimens and anatomical models are available as learning aids. P.I.C.

BMS 461. Gross Anatomy. 2-4 credits.
The two-week elective is for students interested in improving their general knowledge of an anatomical region, while the four-week elective is for students wanting to undertake a more detailed examination and study. The latter option is especially designed for students interested in specific aspects of surgical anatomy.

BMS 462. Teaching Practicum in Medical Anatomy. 2-6 credits.
The students in this course will participate as teaching assistants in Medical Gross Anatomy Laboratory. Each student will assist with tutorials, test preparation and grading. Students will be required to prepare for each laboratory session and to actively assist students in the laboratory. Students will be evaluated by their colleagues as well as by course faculty.

BMS 470. Teaching Practicum in Medical Anatomy (OMA). 4 credits.
M4s participate as near-peer teaching assistants in medical gross anatomy laboratory with M1 and M2 students. Students will assist in prospecting donors for each laboratory session and actively teaching the M1s and M2s during the lab. M4s are encouraged to assist with tutorials outside of scheduled lab sessions.
BMS 604. Fundamentals Of Cell And Molecular Biology. 3 credits. FA
This course consists of lectures on the functional aspects of cell and molecular biology with an emphasis on eukaryotic cells. P: IC.

BMS 622. Biochemistry, Molecular and Cell Biology. 4 credits.
This course covers fundamental principles of structural biochemistry and metabolism, and molecular and cell biology. P: IC.

BMS 624. Human Neuroanatomy. 4 credits. SP
This course covers fundamental concepts in neuroscience, including functional neuroanatomy, neurophysiology, and neuroembryology.

BMS 630. Fundamentals of Hearing. 3 credits. FA, SP, SU
This is an advanced graduate level course focusing on the anatomy and physiology of the auditory system. The course will introduce students to the basics of normal human hearing with a focus on the peripheral auditory system, neural coding of sound, and the perception of simple sounds. P: Gr. Stdg. or IC.

BMS 706. Advanced Cell and Molecular Biology. 3 credits.
Detailed consideration of the functional aspects of cell and molecular biology with emphasis on eukaryotic cells. Topics include structure, and synthesis of DNA and RNA, gene expression regulation, signal transduction, transport and processing of secretory proteins, and relevance of these topics in eukaryotic differentiation and pathologies such as cancer.

BMS 730. Advanced Topics in Cell and Molecular Biology. 3 credits. FA, SP, SU
This course covers functional aspects of eukaryotic cells including gene regulation/expression, signal transduction, and cell-cell and cell-substrate interactions. Topics vary will change with each iteration of the course permitting students to repeatedly enroll in the course but with each covering a different topic. Nine credit hours are the maximal applicable toward the degree. P: IC.

BMS 791. Seminar. 1 credit. FA, SP
This course consists of formal oral presentations and critical discussions of assigned subjects to familiarize students with the nature and extent of research literature, the analysis of research papers, and the collation and presentation of scientific information. This course is repeatable. P:IC.

BMS 792. Journal Club. 1 credit. FA, SP, SU
This course consists of detailed examination of the physiology, cell biology, and molecular biology of the nervous system, with emphasis on mammalian systems. The course will include membrane physiology, ion channels, synaptic physiology, neurotransmitters and receptors, sensory receptors, neural circuits, and advanced techniques. P: IC.

BMS 795. Directed Independent Study. 2 credits. FA, SP, SU
Each student, supervised by faculty members, will pursue in-depth reading and discussions on current research topics of interest to faculty and students. The purpose is to provide an environment whereby the student is introduced to scientific research methods and can improve critical thinking and reading skills as well as exchanging scientific information. P: IC.

BMS 797. Directed Independent Research. 1-9 credits. FA, SP, SU
This course consists of original investigation under supervision and guidance of individual staff members. P: IC.

BMS 799. Master's Thesis. 1-3 credits. FA, SP, SU
This course consists of review of the literature and research data; writing of the thesis. Students must register for this course in any term when engaged in formal preparation of the Master's thesis; however, six credit hours are the maximum applicable toward the degree. P: IC.

BMS 899. Doctoral Dissertation. 3-6 credits. FA, SP, SU
This course consists of review of the literature and research data and the writing of the dissertation. Students must register for this course in any term when engaged in formal preparation of the doctoral dissertation; however, twenty credit hours are the maximum applicable toward the degree. P: IC.

CIB 101. Social Determinants of Health and Evidence-based Medicine. 1 credit.
Each Clinically Integrated Block will be topic-centered with vertical integration across all disciplines, inclusive of Medical Science Disciplines, Personal and Professional Development Disciplines and Clinical Skills Training Disciplines. This Clinically Integrated Block is centered on the topics of Social Determinants of Health and Evidence-based Medicine. P: Admission to Medical School.

CIB 103. Foundational Science. 5 credits.
Each Clinically Integrated block will be topic-centered with vertical integration across all disciplines, inclusive of Medical Science Disciplines, Personal and Professional Development Disciplines and Clinical Skills Training Disciplines. This Clinically Integrated Block is centered on Foundational Science topics. P: Admission to Medical School.

CIB 105. Immunology, Blood and Lymphoreticular System. 5 credits.
Each Clinically Integrated Block will be topic-centered with vertical integration across all disciplines, inclusive of Medical Science Disciplines, Personal and Professional Development Disciplines and Clinical Skills Training Disciplines. This Clinically Integrated Block is centered on the topics related to Immunology, and the Blood and Lymphoreticular System. P: Admission to Medical School.

CIB 107. Integumentary System, Musculoskeletal System, Head and Neck. 7 credits.
Each Clinically Integrated Block will be topic-centered with vertical integration across all disciplines, inclusive of Medical Science Disciplines, Personal and Professional Development Disciplines and Clinical Skills Training Disciplines. This Clinically Integrated Block is centered on topics related to the Integumentary System, the Musculoskeletal System and Head and Neck. P: Admission to Medical School.

CIB 109. Neuroscience. 8 credits.
Each Clinically Integrated Block will be topic-centered with vertical integration across all disciplines, inclusive of Medical Science Disciplines, Personal and Professional Development Disciplines and Clinical Skills Training Disciplines. This Clinically Integrated Block is centered on topics related to Neuroscience. P: Admission to Medical School.

CIB 111. Brain and Behavior. 2 credits.
Each Clinically Integrated Block will be topic-centered with vertical integration across all disciplines, inclusive of Medical Science Disciplines, Personal and Professional Development Disciplines and Clinical Skills Training Disciplines. This Clinically Integrated Block is centered on topics related to Neuropsychiatry. P: Admission to Medical School.

CIB 113. Cardiovascular System. 5 credits.
Each Clinically Integrated Block will be topic-centered with vertical integration across all disciplines, inclusive of Medical Science Disciplines, Personal and Professional Development Disciplines and Clinical Skills Training Disciplines. This Clinically Integrated Block is centered on topics related to the Cardiovascular System. P: Admission to Medical School.
CIB 115. Pulmonary System. 3 credits.
Each Clinically Integrated Block will be topic-centered with vertical integration across all disciplines, inclusive of Medical Science Disciplines, Personal and Professional Development Disciplines and Clinical Skills Training Disciplines. This Clinically Integrated Block is centered on topics related to the Pulmonary System. P: Admission to Medical School.

CIB 200. Infectious Diseases. 3 credits.
Each Clinically Integrated Block will be topic-centered with vertical integration across all disciplines, inclusive of medical science, personal and professional development, and clinical skills training. The Infectious Diseases block teaches the normal histology, pathology, physiology, and basic clinical medicine of a variety of infectious diseases. P: M1 Component.

CIB 202. Gastrointestinal System. 4 credits.
Each Clinically Integrated Block will be topic-centered with vertical integration across all disciplines, inclusive of medical science, personal and professional development, and clinical skills training. The Gastrointestinal System block teaches the normal histology, embryology, pathology, anatomy, physiology, and basic clinical medicine of the GI system, integrated with a consideration of GI system abnormalities and appropriate therapy for these conditions. P: M1 Component.

CIB 204. Renal System. 4 credits.
Each Clinically Integrated Block will be topic-centered with vertical integration across all disciplines, inclusive of medical science, personal and professional development, and clinical skills training. The Renal System block teaches the normal histology, embryology, pathology, anatomy, physiology, and basic clinical medicine of the renal system, integrated with a consideration of renal system abnormalities and appropriate therapy for these conditions. P: M1 Component.

CIB 206. Endocrine System. 3 credits.
Each Clinically Integrated Block will be topic-centered with vertical integration across all disciplines, inclusive of medical science, personal and professional development, and clinical skills training. The Endocrine System block teaches the normal histology, embryology, pathology, anatomy, physiology, and basic clinical medicine of the endocrine system, integrated with a consideration of endocrine system abnormalities and appropriate therapy for these conditions. P: M1 Component.

CIB 208. Reproduction and Congenital Disorders. 4 credits.
Each Clinically Integrated Block will be topic-centered with vertical integration across all disciplines, inclusive of medical science, personal and professional development, and clinical skills training. The Reproduction and Congenital Disorders block teaches the normal histology, embryology, pathology, anatomy, physiology, and basic clinical medicine of the reproductive system and stages of reproduction, integrated with a consideration of congenital abnormalities and appropriate therapy for these disorders. P: M1 Component.

CIB 210. Life Cycle. 2 credits.
Each Clinically Integrated Block will be topic-centered with vertical integration across all disciplines, inclusive of medical science, personal and professional development, and clinical skills training. The Life Cycle block teaches the normal histology, embryology, pathology, anatomy, physiology, and basic clinical medicine of the different stages and cycles of life. P: M1 Component.

CIB 212. Multisystem Disease. 4 credits.
Each Clinically Integrated Block will be topic-centered with vertical integration across all disciplines, inclusive of medical science, personal and professional development, and clinical skills training. The Multisystem Disease block teaches the normal histology, embryology, pathology, anatomy, physiology, and basic clinical medicine of multisystem diseases, integrated with a consideration of abnormalities and appropriate therapy for these diseases. P: M1 Component.

DCM 301. Dimensions of Clinical Medicine. 2 credits.
This course is designed as an experience to provide a forum to cover topics critical to the clinical practice of the art of medicine. Presentations and lectures will focus on medical concerns related to current issues such as evidence-based medicine, integrative medicine, patient safety, legal topics, and other relevant topics.

DCM 301A. Dimensions of Clinical Medicine. 0 credits.
This course is designed as an experience to provide a forum to cover topics critical to the clinical practice of the art of Medicine. Presentations and lectures will focus on medical concerns related to current issues such as evidence-based medicine, patient safety, legal topics, and other relevant topics.

DER 333. Dermatology. 2 credits.
This elective will introduce third year students to the field of Dermatology. The student should come to understand what dermatologists do and where they fit in the field of medicine. The student will recognize how the fields of internal medicine, surgery and pathology are all integral parts of dermatology and what the limits of dermatologists are in each area. He/she will also recognize that the diagnosis of certain skin disorders may point to other underlying medical conditions that dictate the need for further evaluation and possible consultation. There should be a clear understanding of ways to distinguish between benign and malignant skin growths. Also, the small number of life threatening dermatoses should be known.

DER 334. Dermatology. 2 credits.
This elective will expose the student to the full range of dermatologic services including General Medical Dermatology, Dermatologic Surgery, Cosmetic Dermatology, and Dermatology. The student will spend time during the elective with Dermatologists who specialize in each of the areas listed above. The student will be required to read each day/evening on a variety of dermatologic topics. Opportunities for special study and clinical research (i.e. case reports) will be available.

EME 333. Emergency Medicine. 2 credits.
This elective will give students exposure to the facets of the subspecialties that are combined in the acute care management and critical care of the emergency patient.

EME 334. Emergency Medicine. 2 credits.
In this rotation, the students will participate as a member of a team in the care of patients presenting to the Emergency Department. Students are assigned patients, and follow and manage the patients during their Emergency Department visit under the direct supervision of the attending physician. The patient population provides a wide range of experience in care of traumatic injuries, multiple medical illnesses, care of the patient with obstetric and gynecologic complaints, and management of the pediatric patient. Patients seen in the Emergency Department are of all ages. This is a very busy service, managing patients with a wide range of diagnoses. Students are assigned specific work schedules that involve both day and night exposure. There is no on call time during this rotation.
FAP 301. Family Medicine Clerkship. 4-8 credits.
The Department of Family Medicine administers a four-week required Family Medicine clerkship in the third year. Students work with supervising physicians who see patients in primary care clinics for general checkups, acute complaints, and chronic medical problems. Students will independently interview, examine, and assess patients prior to seeing the patients with the physician in the ambulatory setting.

This rotation is designed to provide in-depth exposure to primary care sports medicine with an emphasis on care of non-articular rheumatic disorders, infectious, supplicative and degenerative arthritic conditions, acquired and congenital abnormalities of bones and joints, musculoskeletal and connective tissue disorders, evaluation and management of common sprains, fractures and dislocations, preventive care, rehabilitation and restorative function.

FAP 425. St. Vincent De Paul Medical & Dental Clinic. 1-5 credits.
This course is a two to four week elective in public health and community medicine for fourth year medical students with an interest in primary care medicine and the underserved. In clinic the students will have their own panel of patients while being supervised by family physicians, mostly the director, to gain experience treating the underserved with current evidence based guidelines. They will also participate in other public health related activities occurring in the clinic that can be used to aid in the healthcare delivered by the clinic or the safety net system as a whole.

FAP 435. Urgent Care. 4 credits.
The student will participate and learn about Urgent Care, which primarily involves diagnosis and treatment of acute, outpatient care to male and female patients of all ages and includes illnesses varying from common, minor ailments to stabilizing life threatening conditions until the patient is transferred to a higher level of care. Knowledge and appropriate treatment within the framework of local clinical resources are vital. Urgent Care treatment typically includes, but is not limited to patients presenting with: acute infections; acute and subacute pain; injuries/fractures; laceration repair; appropriate removal of foreign bodies; chest pain; asthma; wounds/burns; eye injuries — under the supervision of attending medical staff.

FAP 436. Rural Family Medicine Sub-Internship. 4 credits.
This is an elective which gives the student opportunities in rural family medicine. Students will work with a family physician in their clinics. The student will gain skills in diagnosis, treatment, outpatient management, and family/longitudinal care within a rural, small town context.

FAP 438. Respite Care for the Homeless. 4 credits.
The student will work directly with the Circle the City staff physician at the Circle the City Medical Respite Center. Daily activities include pre-admission evaluation of potential patients at referring hospitals, admission work-ups, and daily medical care of the patients. Students will have the opportunity for learning opportunities with members of the interdisciplinary team, including nursing, physical therapists, case managers and the staff psychiatrist.

FAP 440. Inpatient Family Medicine Sub-Internship. 4 credits.
Inpatient Family Medicine is an elective in which the student participates as a sub-intern in the care of hospitalized Family Medicine patients. Students are assigned patients on a rotational basis and will follow their patients throughout their hospital stay, managing their care with duties and responsibilities similar to those of an intern. Patients are from the practices of family physicians on the staff, or are patients admitted from the community Family Medicine outpatient offices. The patient population provides a wide range of experience including Surgery, Pediatrics, Ob/Gyn, and Geriatrics. The number of patients admitted to the service varies from 20-30 per week, with an age range from birth to 99 years. This is a busy service with a wide variety of diagnoses. There are daily teaching rounds taught by Family Medicine faculty. The student will manage the assigned hospitalized patient under the supervision of the supervising resident and the attending physician, and complete the required paperwork. Students will also attend the weekly Core Content Lecture series. The successful completion of this elective fulfills the primary care sub-internship requirement.

FAP 442. Palliative Care. 2-4 credits.
The student will learn about the basic principles of palliative and supportive care in patients with serious or life limiting illness. They will be taught how to have a holistic approach using both pharmacologic and non pharmacologic modalities when providing palliative care to patients, with emphasis not only on managing the physical components, but also emotional, spiritual and psychosocial components. The student will also learn about end of life care and effective communication with patients and their caregivers particularly surrounding delivering bad news.

FAP 442A. Palliative Care. 4 credits.
This 8-week, part-time course is intended as the clinical complement to HPE 414 over the same time period. The students will learn about the basic principles of palliative and supportive care in patients with life threatening illness. They will be taught how to have a holistic approach using both pharmacologic and non pharmacologic modalities when providing palliative care to patients, with emphasis not only on managing the physical components, but also emotional, spiritual and psychosocial components. The student will also learn about end of life care and effective communication with patients and their caregivers particularly surrounding delivering bad news.

FAP 443. Rural Family Medicine. 4 credits.
The Rural Medicine elective is a 4 week course that provides a comprehensive learning experience in a rural setting and allows students to work with rural populations. Student experiences include providing patient care in an outpatient clinic setting. The student will gain knowledge and competence in rural Family Medicine through a comprehensive approach to the medical, psychosocial and economic factors affecting rural populations. P: Successful completion of third year of medical school.

FAP 444. Rural Health Care. 2-4 credits.
A clinical opportunity to learn health care in a Native American Indian Health Service Clinic.
FAP 446. Family Medicine-Solaid/Cambodia. 4 credits.
This rotation will give the student first-hand experience with issues concerning international health and development as well as patient care in a rural setting. Students will have the opportunity to work closely with the director and staff of Solaid International, a non-profit organization working in a rural area of Kampot Province, Cambodia. This will include performing health assessments and directing patients to appropriate follow-up care, if needed. Some supervised clinical work will also be done which will be in the field, though a varying amount of office clinical experience may also be part of the rotation. Students will have the opportunity to observe and directly impact the lives of many rural Cambodians, as well as learn about the multiple non-medical issues that impact health in the developing world.

FAP 460. Hospice Care Of The Terminally Ill. 2-4 credits.
This course is an elective which familiarizes students with hospice care. This will be accomplished by students evaluating patients for control of symptoms such as pain, nausea, vomiting, dehydration, skin care, dyspnea, constipation, cough and other physical problems associated with the terminally ill. In addition, assessment for the emotional and spiritual well-being of the patient and care-giver will be taught. The student will be involved with the patient through home visits, participating in multi-disciplinary meetings held at the hospice office, course readings and individual teaching sessions with the Course Director.

FAP 460A. Hospice for Terminal Illness. 4 credits.
This 8-week, part-time course is intended as the clinical complement to HPE 414 over the same time period. This course is an elective which familiarizes students with hospice care. This will be accomplished by students evaluating patients for control of symptoms such as pain, nausea, vomiting, dehydration, skin care, dyspnea, constipation, cough and other physical problems associated with the terminally ill. In addition, assessment for the emotional and spiritual well-being of the patient and care-giver will be taught. The student will be involved with the patient through home visits, participating in multi-disciplinary meetings held at the hospice office, course readings and individual teaching sessions with the Course Director.

FAP 461. Inpatient Family Medicine Sub-internship. 1-4 credits.
The student will manage assigned hospitalized patients with supervision during this elective and will master the skills needed to assess, diagnose, and manage common inpatient illneses. Educational goals of this course are to assist the student to integrate the clinical data gained from each inpatient into a diagnosis and comprehensive treatment plan that also exhibits the students knowledge and skills to provide continuity of care, clinical reasoning skills, health promotion through patient education, and the provision of humanistic and ethical care in a family medicine hospital setting.

FAP 461A. Inpatient Family Medicine Sub-Internship. 2 credits.
The student will manage assigned hospitalized patients with supervision during this elective and will master the skills needed to assess, diagnose, and manage common inpatient illnesses. Educational goals of this course are to assist the student to integrate the clinical data gained from each inpatient into a diagnosis and comprehensive treatment plan that also exhibits the students knowledge and skills to provide continuity of care, clinical reasoning skills, health promotion through patient education, and the provision of humanistic and ethical care in a family medicine hospital setting.

FAP 462. Rural Family Medicine Sub-internship. 4 credits.
This selective gives the student opportunities in rural family medicine. The department of family medicine has a number of practitioners in western Iowa, western and central Nebraska, and eastern Wyoming who serve as preceptors. Students will work with a family physician on primarily an outpatient basis in their clinics. There will be inpatient and on-call experiences as well. The student will gain skills in diagnosis, treatment, outpatient management, and family/longitudinal care within a rural, small town context. The student will be assigned selected outpatients and inpatients to medically evaluate under the supervision of the assigned rural physician; complete required paperwork, and participate in other patient reviews as indicated by the rural preceptor.

FAP 464. Private Family Medicine. 2-4 credits.
In this elective, students are assigned to a specific family practitioner who has been approved by the Department for senior electives. The student follows all hospital patients of the individual physician and spends clinical time in the practitioner’s office. The student will be assigned selected outpatients and inpatients to medically evaluate under the supervision of the assigned physician; complete required paperwork, and participate in other patient reviews as indicated by the preceptor. The goal of this course is to assist the student to integrate the informational data gained from all types of patients into a diagnosis and comprehensive treatment plan that also exhibits the student’s knowledge and skills to provide continuity of care, promote health through patient education, and provide humanistic and ethical care in a private family medicine physician office setting.

FAP 469. Family Medicine Capstone. 4 credits.
The senior student will participate in the capstone family medicine curriculum in the final block of his/her fourth year of training. Scheduled learning activities will include a variety of lectures, small group discussions, patient simulation exercises, procedure development, as well as hands-on patient care sessions.

FAP 481. Longitudinal COPC Public Health Endowed Research. 4 credits.
This is an elective that will complete the Longitudinal COPC Public Health Research Assistantship (FAP 480) that the student began during the summer between their M1 and M2 years. The student will be able to finalize their data analysis and manuscript/abstract/poster presentation during this month. The student will work closely with their research faculty mentor in order to complete their research findings and have their work ready for a regional or national presentation. It is expected that the student will present their work to a Specialty Society National Conference, the Midwest Research Forum, the COPC Common Ground meeting, etc.

FAP 462. Rural Family Medicine Sub-internship. 4 credits.
This selective gives the student opportunities in rural family medicine. The department of family medicine has a number of practitioners in western Iowa, western and central Nebraska, and eastern Wyoming who serve as preceptors. Students will work with a family physician on primarily an outpatient basis in their clinics. There will be inpatient and on-call experiences as well. The student will gain skills in diagnosis, treatment, outpatient management, and family/longitudinal care within a rural, small town context. The student will be assigned selected outpatients and inpatients to medically evaluate under the supervision of the assigned rural physician; complete required paperwork, and participate in other patient reviews as indicated by the rural preceptor.

FAP 464. Private Family Medicine. 2-4 credits.
In this elective, students are assigned to a specific family practitioner who has been approved by the Department for senior electives. The student follows all hospital patients of the individual physician and spends clinical time in the practitioner’s office. The student will be assigned selected outpatients and inpatients to medically evaluate under the supervision of the assigned physician; complete required paperwork, and participate in other patient reviews as indicated by the preceptor. The goal of this course is to assist the student to integrate the informational data gained from all types of patients into a diagnosis and comprehensive treatment plan that also exhibits the student’s knowledge and skills to provide continuity of care, promote health through patient education, and provide humanistic and ethical care in a private family medicine physician office setting.

FAP 469. Family Medicine Capstone. 4 credits.
The senior student will participate in the capstone family medicine curriculum in the final block of his/her fourth year of training. Scheduled learning activities will include a variety of lectures, small group discussions, patient simulation exercises, procedure development, as well as hands-on patient care sessions.

The senior student will participate in the capstone family medicine curriculum in the final block of his/her fourth year of training. Scheduled learning activities will include a variety of lectures, small group discussions, patient simulation exercises, procedure development, as well as hands-on patient care sessions.

FAP 481. Longitudinal COPC Public Health Endowed Research. 4 credits.
This is an elective that will complete the Longitudinal COPC Public Health Research Assistantship (FAP 480) that the student began during the summer between their M1 and M2 years. The student will be able to finalize their data analysis and manuscript/abstract/poster presentation during this month. The student will work closely with their research faculty mentor in order to complete their research findings and have their work ready for a regional or national presentation. It is expected that the student will present their work to a Specialty Society National Conference, the Midwest Research Forum, the COPC Common Ground meeting, etc.
FAP 498. Family Practice Extramural. 1-8 credits.
FAP 795. Independent Study in Family Medicine. 2-4 credits.
FAP 798. Directed Independent Study FAP. 1-4 credits.

GRS 591. Guided Research Selective I. 0.5 credits.
This course includes a general introduction to research and offers students an opportunity to explore their individual interests. Students will be guided to discover research opportunities, write a grant proposal, obtain IRB approval, and begin to build a research portfolio. Bench, clinical, translational, and public health research opportunities will be available. P: Admission to Medical School.

GRS 592. Guided Research Selective II. 0.5 credits.
This course will allow students to continue the work that they started in GRS 591. At the completion of GRS 592, students will be expected to have a poster, presentation, or to have submitted their work for publication. P: GRS 591.

HPE 403. Justice in Research Ethics. 4 credits.
HPE 405. Special Topics in Health Care Ethics and Health Policy. 1-8 credits.
Students interested in this elective should have a particular topic in healthcare ethics or health policy they would like to pursue in an in-depth study not available in everyday undergraduate medical preparation.

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

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

HPE 409. Special Topics in Healthcare Ethics and Health Policy. 1-8 credits.
Students who enroll in this elective will explore their interests in interdisciplinary healthcare ethics and humanities topics that are typically unavailable in medical education curricula. With guidance from the course director, students will develop an article of professional publication quality.

HPE 410. Special Topics in Mental Health Policy and Ethics. 1-8 credits.
Students who enroll in this elective will explore their interests in mental health policy and ethics topics that are typically unavailable in medical education curricula. With guidance from the course director, students will develop an article of professional publication quality.

Students who enroll in this elective will cultivate these skills by exploring art, narrative, and related interdisciplinary healthcare ethics and humanities topics. With guidance from the course director and Joslyn Museum staff, students will compile a journal. With guidance from the course director, students will also write an article. Required materials are a notebook (paper or electronic) to bring to the museum. A purpose of this course is to offer students opportunities to experience art, reflect on their futures as physicians, resonate with the humanities and visual art in this phase of their professional development, internalize the humanistic impulses of artists whose work is represented in the Joslyn, critically appraise their own patterns of perception, and relate their own sensitivities to their relationships with patients, patients’ loved ones, and colleagues.

HPE 414. Ethical Aspects of End-of-Life Care. 4 credits.
This course has been designed to be taken together with either FAP 442A - Palliative Care (PRC) or FAP 460A - Hospice Care of the Terminally Ill (OMA) to achieve a full-time enrollment. January/February only. The possibilities of modern medicine to extend people’s lives are considerable and are generally much appreciated. But these advances have also evoked ever more ethical quandaries. Patients have begun to decline the available life-extending interventions or even request euthanasia. Medicine, health care, and society more in general, appear unable to balance quantity of life gained with quality of life considerations. On top of that, the expenses of end-of-life care are very high and continue to rise. This course provides students with an opportunity to examine a variety of end-of-life care practices from an ethical perspective, including forgoing life-sustaining interventions, PAS and euthanasia, palliative care and terminal sedation as well as decision making for incompetent patients at the end of life. Students will be challenged to reflect on and examine their own views on disabilities, aging and dying; examine the merits of legislation and policy development in the area of end of life health care; and consider ways in which society at large can come to truly appreciate those who are dying in our midst.

HPE 416. Special Topics in Health Ecology and the Roles of Physicians. 1-5 credits.
This Special Topics Course is designed to help interested students explore questions such as but not necessarily limited to these: What are possible roles of physicians and other healthcare professionals in motivating ecological understandings of human health and flourishing? How ought we go about the project of transforming public debates to generate innovation in our ethical approaches to health stewardship and ecological stewardship? Which features of ethical deliberation about healthcare and the environment are most in need of transformation and why? Which ethical values are most critical for thinking powerfully about our obligations as individuals and as collectives to motivate conditions that support health?.

IDC 000. Study Abroad. 0-12 credits.

IDC 101. Molecular and Cell Biology. 9 credits.
The overall goal of this course is to provide the student with a comprehensive understanding of the fundamentals of molecular and cellular biology that serve as the foundation of modern medicine. This course is one of the fundamental building blocks of the medical school curriculum. The curriculum is based in large part on the organ systems approach which will begin in the second half of the spring semester and continue through the second year. This will lead to clinical experiences in your third and fourth years for which you will need a solid foundation in the biomedical sciences. Knowledge of basic molecular and cell biology as it relates to cell, tissue and organ structure and function is a prerequisite for both the other basic science courses, and the more clinical subjects that comprise our medical curriculum. The course faculty come from different disciplines and were brought together to present a coherent introduction to the cellular processes at the foundation of medicine. We want the course to provide the information necessary for a clear understanding of the following general subject areas: Cell and tissue structure, Cell function, Genetic information flow, Protein structure and function, Fuel metabolism, Metabolic building blocks, Cellular mechanisms in response to cell death and disease, Inflammation and cellular repair, Human genetics and developmental biology, Neoplasia, Hemodynamic derangements and shock. Historically, these were very different subject areas; but they now have so much in common that it is desirable and logical to present them in a single course. For administrative purposes, the course has been divided into four sections: Unit I-Histology and Proteins/Enzymes, Unit II-Molecular and Cell Biology, Unit III-Metabolism, Unit IV-Molecular and Cellular Pathology.

IDC 103. Anatomy. 6 credits.
Successful completion of the Medical Gross Anatomy course results in a firm knowledge of human anatomy that is based on correlation with current medical practice (medical knowledge). The process of gaining the didactic information and integrating it with eventual patient care is accomplished largely in the laboratory. Students who have worked in small groups with their "first patient" will have honed aspects of professionalism, interpersonal, written and verbal communication skills as well as the manual and perceptual skills necessary for many medical examination and procedural skills. Ethical and sensitive treatment of the bodies, the information gleaned from them, and the families of the donors will further incorporate the Ignatian values that are summarized in the phrase "men and women for and with others". This course focuses on the structure of the human body and anatomic principles which provide the basis for physical examination and much of the diagnosis and therapy used in clinical practice. Nearly one third of the allotted course time is spent in lectures which have a strong audiovisual component. The balance of the time is shared between cadaver dissection and clinical correlations. The course incorporates basic organogenesis (development of organs) exclusive of the central nervous system. Radiological components stress three-dimensional aspects of clinical anatomy. At the end of the dissection experience students are responsible for a report summarizing general pathological findings.

IDC 105. Principles of Pharmacology. 1 credit.
The goal of Principles of Pharmacology is to facilitate student learning of principles that are fundamental to understanding drug action and the development of new drug therapy. The overall goal of Principles of Pharmacology is to introduce the students to the principles of pharmacokinetics, pharmacodynamics, drug metabolism, and factors that influence drug response, and principles in the development/evaluation/control of various therapeutic agents. This course will provide the foundations for a more detailed discussion of individual drugs in drug classes during the individual systems courses. The course will be presented using didactic lectures and small group discussion sessions.

IDC 107. Principles of Microbiology. 1 credit.
At the end of this course the student will have been provided with the information to have a clear understanding of the following general areas: microbial cell structure and function including bacteria, fungi, and protozoa of clinical importance; bacterial genetics and regulation; viral structure, multiplication and genetics; and basic concepts in pathogenesis. This is an introductory course for first year medical students to learn the principles of microbiology. The course will introduce students to the fascinating world of micro-organisms and to prepare them for a lifetime of learning microbiology in relation to medicine and infectious diseases. In the recent past major advances have been made in understanding the structure, physiology, and genetics of microbes. It is this understanding that has allowed us insight into the processes whereby microbial pathogens cause disease in humans.

IDC 109. Host Defense. 3 credits.
The goal of the course is to develop an understanding of antigen recognition, development of B and T cells, constitutive host defenses, immunopathology, inflammation, transplantation, allergy, and tumor immunology. This will be accomplished using a mixture of lecture presentations, various interactive learning strategies including computer-aided-instruction and case-based discussions. This is an introductory course for first year medical students to learn the principles of medical microbiology and immunology. This course will emphasize the relationship of immunology and human disease as well as the biological mechanisms utilized by the immune system. The course is composed of lectures, tutorials, computer-based cases, multidisciplinary quizzes and a final exam.

IDC 111. Neuroscience. 7 credits.
The goal of Neuroscience is to understand normal neurological function (using neuroanatomy, neurophysiology, neuropharmacology, neuropathology, and clinical neurology) and then to be able to use a patient's symptoms to locate the source of the problem within the nervous system. Perhaps the most complex and intimidating area of medicine is that of the human brain and nervous system. Neuroanatomy has been traditionally a course with an incredible amount of memorization which is easily forgotten as time passes. The key to retention is understanding the relevance of what you have learned and using that information as a physician uses that information. The heart of this course in Neuroscience is to structure the learning of the material around the neurological clinical method of regional anatomical diagnosis. Not only will you learn the factual material, but you will use it as you learn how to think as a neurologist in approaching clinical problems. The course will integrate basic science and clinical science. Your mentors will be clinical and basic scientists who will teach in both realms. Neuroanatomy, neurophysiology, neuropathology, neuropharmacology, and neurology have been integrated as much as possible and will be interwoven with each other throughout the course.
IDC 135. Ethical and Legal Topics in Clinical Medicine. 3 credits.
The ultimate motivation for all physicians must be the welfare of each patient. Jesuit teaching holds that clinical decision making must not be based upon medical factors alone, but on ethical standards as well. Each physician must develop well-grounded, practical ethical standards to guide their decision making. This course recognizes that each student brings values and beliefs from his/her family upbringing, religion, culture, education, and personal experience. During the semester, students will evaluate and augment these beliefs. The Course will provide a background of basic ethical and legal principles within a framework of clinical problems which commonly confront practitioners on a day to day basis. Students will gain knowledge and skills in the evaluation of ethical issues consistent with prudent ethical and legal guidelines. Students will accomplish these goals through didactic lectures, small group discussions, independent study (readings), and scholarly writing. This course introduces students to the basic constraints and methods of ethical analysis and moral reasoning, with emphasis on their application to key ethical issues in health care practice and policy. Special attention is given to the role of the physician and the opportunities and challenges to the ethical practice of medicine in today’s society.

IDC 136. Introduction to Clinical Skills. 4 credits.
The Introduction to Clinical Skills course is a two-semester offering which introduces the first-year medical student to the medical interview and the physical examination of patients. Students will gain competency in these fundamental clinical skills through a variety of educational media—readings, lectures, demonstrations, films, and practice in both interviewing and physical exam skills. Practice sessions will enable students to learn and improve their skills with fellow students, with patient simulator models, and with Standardized Patients (SPs), that is, persons who are trained to play the role of patients with physical and psychiatric illnesses and medical histories.

IDC 136A. Introduction to Clinical Skills A. 0 credits.
The Introduction to Clinical Skills course is a two-semester offering which introduces the first-year medical student to the medical interview and the physical examination of patients. Students will gain competency in these fundamental clinical skills through a variety of educational media—readings, lectures, demonstrations, films, and practice in both interviewing and physical exam skills.

IDC 138. Evidence Based Medicine. 1 credit.
The goal of the course is to start the student on the process of incorporating Evidence Based Medicine into their clinical decision making and in preparation for USMLE Step. This is an introductory course for first year medical students to develop an understanding of and skills in the use of Evidence Based Medicine. It is composed of lectures, a computer lab, small group sessions, quizzes and a final exam.

IDC 140. Behavioral Medicine I. 3 credits.
The Behavioral Medicine I course presents an introduction to a variety of concept areas in the behavioral sciences and behavioral medicine. The course’s purpose is to provide students with an understanding of: The course of human development, including the stages of growth and change in many domains of human functioning. Normal human behavior in health, in illness, and in situations of challenges and difficulty. The challenges and pressures of work as a medical student and physician, and recommendations for methods of coping, succeeding, and flourishing in one’s training and one’s career as a physician. These understandings will serve as a foundation of knowledge for the students as they move from education and training in medicine to: Interacting with patients in the doctor-patient relationship; Diagnosing and treating diverse individuals with sensitivity and concern in a variety of serious contacts with persons seeking medical and psychiatric help for themselves and their family members; Recognizing the difficult challenges that patients face, which can enable them to work with patients in partnership, helping them to cope with and adapt to the vicissitudes of medical treatment and recovery. Four major themes in the Behavioral Medicine I course will provide students with a perspective that will enable them to accomplish the course purposes and integrate them into their own perspectives: Theories of development, including the biopsychosocial dynamic; Stages and domains of normal growth and development; The individual’s psychological, emotional, and behavioral reactions to challenges and problems that occur during the life cycle; The threat of violence and abuse in the lives of individuals and families.

IDC 141. Creighton Medical Humanities. 1 credit.
In the first year the focus will be on the Mission of the Jesuits and the Sisters of Mercy as it applies to Creighton University; School of Medicine, and our two affiliate hospitals. The second year of the course will focus on ‘Cura Personals,’ or the care of the whole person as it applies to the patients they begin to see in the clinic. The third year will focus on ‘Magis,’ or ‘Greater’ as students reflect on how to provide the best service possible to our patient population. The fourth year will focus on ‘Men and Women for Others,’ or seeing medical education as a tool to be used in service of others.

IDC 142. Physician Lifestyle Management. 1 credit.
By participating in classes and activities, students will have the opportunity to learn about and develop in various areas of lifestyle management that contribute to becoming a successful physician, including: self-knowledge, study skills, career development, financial management, professionalism and leadership. M1s will participate in the following: Myers-Briggs Administration and Interpretation, Productivity and Environmental Survey Preferences Administration and Interpretation, Vital Signs Mentoring Program Kick-off, Vital Signs Group Meeting, Vital Signs 1:1 Meeting (2X), Careers in Medicine Introduction, Wellness Lecture, Financial Advising, Professionalism Lecture. The Physician Lifestyle Management is a year-long course combines a number of mandatory events, lectures and experiences into a course that is focused on the professional development of medical students. Four specific areas of development will be explored within the course content: 1) Professionalism, 2) Career Development, 3) Personal Growth and 4) Leadership Development. Students will participate in educational experiences in each of these four areas.

IDC 142A. Physicians Lifestyle Management A. 0 credits.

IDC 180. COPC Public Health Research. 0 credits.
This eight-week summer assistantship will expose the student to the Community Oriented Primary Care (COPC) process and improve their knowledge about health disparity issues.
IDC 183. The Healer's Art. 1 credit.
The Healer's Art Course is a medical school curriculum designed by Rachel Remen, M.D. The course's innovative educational strategy is based on a discovery model. The Healer's Art Course addresses one of the hidden crises in medicine: the growing loss of meaning and commitment experienced by physicians nationwide under the stress of today's healthcare system. The course consists of five three hour evening sessions spaced two weeks apart, each divided into large-group and small group experiences.

IDC 205. Renal-Urinary System. 3 credits.
The course teaches the anatomy and physiology of the kidney and urinary systems and the physiology of body fluid and electrolyte homeostasis. Additionally, it introduces the diagnosis and treatment of medical problems of the renal and urinary system including fluid and electrolyte disorders, glomerular and non-glomerular kidney disorders, acid-base disorders, chronic renal failure, renal and urinary tract neoplasm, voiding disorders, and renal stone disease. This three credit interdisciplinary course surveys the normal functions and diseases of the kidney and urinary bladder. Phase 1 focuses on core concepts related to body fluids and normal human renal anatomy, histology, embryology and physiology. Phase 2 then builds upon this core knowledge by discussing renal pathophysiology, the tools utilized for clinical diagnosis of renal disease, the structural and functional manifestation of prevalent causes of renal disease, and the therapeutic strategies and pharmaceutical agents used by clinical nephrologists to treat renal diseases. Phase 3 switches the focus to the anatomy, structure, function, pathologies, and dysfunction of the urinary tract, and the therapeutic strategies and pharmaceutical agents used by clinical urologists to treat these diseases.

IDC 209. Gastrointestinal System. 3 credits.
The course teaches the normal histology, embryology and physiology of the gastrointestinal system, integrated with a consideration of gastrointestinal system abnormalities and appropriate therapy for these conditions. This three week interdisciplinary course consists of lectures, laboratories, small group discussions and a multi-disciplinary conference that provide learning experiences on the anatomy, histology, physiology, pathology and basic clinical medicine of the gastrointestinal system. It begins with embryology of the gastrointestinal system and progresses from the oral cavity distally through the gastrointestinal tract, combining basic sciences with relevant clinical material.

IDC 211. Musculoskeletal-Integument System. 2 credits.
The course teaches the normal histology, embryology and physiology of the musculoskeletal-integument systems, integrated with a consideration of musculoskeletal-integument abnormalities and appropriate therapy for these conditions. This is a two semester hour course in the second year of the medical curriculum containing instruction in the normal functions and diseases of the musculoskeletal and integumentary systems. The course will cover the normal histology, embryology and function of the two systems integrated with a consideration of musculoskeletal/integumentary abnormalities and appropriate therapy for these conditions. The course will consist of didactic instruction, clinical discussion, small group discussions, and a multidisciplinary conference. Reading assignments are meant as preparation for lectures and should be completed before class. Additional reading may be assigned at the beginning of each lecture.

IDC 216. Endocrine-Reproductive System. 4 credits.
The course teaches the normal histology, embryology and physiology of the endocrine and reproductive systems, integrated with a consideration of endocrine/reproductive abnormalities and appropriate therapy for these conditions. This four week interdisciplinary course consists of lectures, laboratories, small group discussions and multi-disciplinary conferences that provide learning experiences on the anatomy, histology, physiology, pathology, and basic clinical medicine of the endocrine and reproductive systems. The first seven days focus on endocrine systems, beginning with the hypothalamic/pituitary axis, and continuing with the adrenal gland, calcium homeostasis, thyroid gland, the endocrine pancreas and homeostatic control of metabolism. Then, the focus shifts to male and female reproductive systems, including normal pregnancy and delivery and diseases of reproductive organs.

IDC 222. Physician Lifestyle Management. 1 credit.
By participating in classes and activities, students will have the opportunity to learn about and develop in various areas of lifestyle management that contribute to becoming a successful physician, including: self-knowledge, study skills, career development, financial management, professionalism and leadership. The Physician Lifestyle Management is a year-long course combines a number of mandatory events, lectures and experiences into a course that is focused on the professional development of medical students. Four specific areas of development will be explored within the course content: Professionalism, Career Development, Personal Growth and Leadership Development. Students will participate in educational experiences in each of these four areas.

IDC 222B. Physician Lifestyle Management B. 0.5 credits.
The Physician Lifestyle Management courses are two semester-long courses, that comprise a number of mandatory events, lectures and experiences focused on the professional development of medical students. Four specific areas of development are explored: 1) Professionalism, 2) Career Development, 3) Personal Growth and 4) Leadership Development. By participating in classes and activities, students have the opportunity to learn about and develop lifestyle management competencies that contribute to becoming a successful physician, including: self-knowledge, study skills, career development, financial management, professionalism and leadership.

IDC 244. Multi-System Disease/Social Determinants of Health. 3 credits.
The focus of the first part of the course is about sleep and circadian rhythms, exercise, and environmental toxins, including alcohol. The next unit focuses on the medical implications of social marginalization. You will visit agencies that provide services to socially marginalized members of our community. In preparation for the site visits, you will research the populations served by the agencies. The third focus is application of behavioral and physical medicine to a variety of medical challenges, including chronic illness, chronic stress, brain injury, pain, and aging. The course ends with a special focus on Aging, organized by Dr. Viseslav Drinčić from the Department of Medicine. The Behavioral Medicine III course focuses on important and timely topics of medical concern: 1. multisystem health challenges whose effects can be ameliorated by behavioral change, including sleep disorders, sedentary lifestyle, and exposure to toxins, including alcohol. 2. the diverse social factors that impact the provision of health care, including cultural diversity, socioeconomic status (SES), poverty, and stigmatizing conditions that marginalize members of our society and predispose them to special challenges in maintaining health and receiving care. 3. coping with stress and chronic illness. 4. an introduction to care of the aging.
IDC 279. Case Studies in Medicine. 2 credits.
The course helps the student develop the analytical skills to assess patients’ conditions and use clinical laboratory data to develop a differential diagnosis and treatment plan. Working as a group, students learn to work through a case from diagnosis to therapy to expected outcomes. Case Studies in Medicine is a longitudinal course (meaning that it runs concurrently with the system courses) during the second year curriculum. It consists of a series of small group case exercises and multidisciplinary conferences. The content will follow the systems courses and in that sense this course is also vertical. The students are continually assessed throughout the year.

IDC 279A. Case Studies in Medicine A. 0 credits.
The two Case Studies in Medicine courses are semester-long courses that help the student develop the analytical skills to assess patients’ conditions and to use clinical laboratory data to develop a differential diagnosis and treatment plan. Working as a team, students learn to work through a case from diagnosis to therapy to expected outcomes.

IDC 290. Applied Clinical Skills. 3 credits.
This course is designed to prepare the M2 student for the 3rd year of medical school, by developing his or her history taking, interviewing, physical exam and clinical reasoning skills. At the conclusion of this course, the student is expected to be proficient in the basic components of clinical reasoning and decision making, which include: Gathering clinical data, including conducting a patient interview, Organizing clinical data, Interpreting basic clinical data, Hypothesis generation and testing, Critical evaluation of alternative diagnostic and treatment strategies, Engaging a patient in a therapeutic alliance, Oral and written case presentations, which are important expressions of clinical reasoning skills. A clinical skill is a discrete and observable act of medical care. Clinical reasoning, as a clinical skill, is the process of making sense of a clinical encounter. Compare it to the job of a detective. When investigating a crime, the detective must pick up on clues and determine which ones are important (and which ones are not). The ability to discriminate between the two can be difficult. The best way to make this choice is through a combination of subject knowledge and experience. The mastery of good communication techniques is essential. This course is designed to introduce and reinforce the knowledge base needed to make clinical decisions and provide an opportunity to use clinical skills through interaction with experienced clinicians.

IDC 290A. Applied Clinical Skills A. 0 credits.
The two Applied Clinical Skills courses are semester-long courses, that prepare the M2 student for the 3rd year of medical school and beyond by developing his or her history taking, interviewing, physical exam and clinical reasoning skills.

IDC 290B. Clinical Skills Training and Experience B. 2 credits.
This course will provide learning opportunities in (1) Clinical Skills Training; (2) Ambulatory Clinical Experience; (3) Early Hospital Experience; (4) Interprofessional Education; and (5) Laboratory Experience. P. Admission to Medical School.

IDC 301. Ambulatory Primary Care Clerkship. 4-8 credits.
This eight-week clerkship is divided into two four-week components: Ambulatory Family Medicine Component and Ambulatory Internal Medicine Component. Students are divided into groups for each four-week component. Students have the option to work with a Family Medicine preceptor during your Ambulatory Internal Medicine Component. This option is only for those students who want the opportunity to work at both an urban and a rural family medicine clinic site. The student works with a rural Family Medicine preceptor during the Ambulatory Family Medicine Component and with an urban Family Medicine preceptor during the Ambulatory Internal Medicine Component.

IDC 342. Physician Lifestyle Management. 1 credit.
This course focuses on the professional development of medical students in four specific areas: 1) Professionalism, 2) Career Development, 3) Personal Growth, and 4) Leadership Development. Students participate in educational experiences in each of these four areas.

IDC 342A. Physician Lifestyle Mgmt A. 0 credits.
The Physician Lifestyle Management is a year-long course which combines a number of mandatory events, lectures and experiences focused on the professional development of medical students. Four specific areas of development will be explored with the course content: 1) Professionalism, 2) Career Development, 3) Personal Growth and 4) Leadership Development. Students will participate in educational experiences in each of these four areas.

IDC 398. USMLE Enrichment Course. 1 credit.
Medical students will be enrolled in this course after the Associate Dean for Student Affairs approves a formal program of study for USMLE Step 1 examination. This course is reserved for those students who have been unsuccessful in passing the USMLE Step 1 examination. The student will be reassigned from clinical clerkships to this independent study course. The purpose is to guide and direct the student in preparation for retaking the USMLE Step 1 toward the goal of successfully passing the exam. Satisfactory/Unsatisfactory only.

IDC 399. USMLE Enrichment. 6 credits.

Spirituality has been defined as relating to, or consisting of the spirit. There is a growing appreciation that well-being is not merely the state of illness or health but rather the experience of ‘being well’. Spirituality, while possibly a component of a person’s religion, is key in the understanding of what a person’s ‘life’ means to them. This course will discuss the definition of spirituality in everyday life, in illness and in healing. This course will also address how the spirituality of the practitioner can affect the healing relationship.

IDC 410. Simulation Elective. 2-4 credits.
The student will select 10 task trainer and or simulation scenarios for the 2 week course or 20 task trainer and or simulation scenarios for the 4 week course. For each simulation event chosen the student will learn the risks and benefits of the procedure, indications and contra-indications, steps to follow to safely perform the procedure and understand the role as a physician during the procedure or scenario. Once the student has mastered the procedure he/she will record the event which will be viewed and evaluated by the course director.

Students who enroll in this elective will cultivate these skills by exploring art, narrative, and related interdisciplinary healthcare ethics and humanities topics. With guidance from the course director and Joslyn Museum staff, students will compile a journal. With guidance from the course director, students will also write an article. Required materials are a notebook (paper or electronic) to bring to the museum. A purpose of this course is to offer students opportunities to experience art, reflect on their futures as physicians, resonate with the humanities and visual art in this phase of their professional development, internalize the humanistic impulses of artists whose work is represented in the Joslyn, critically appraise their own patterns of perception, and relate their own sensitivities to their relationships with patients, patients’ loved ones, and colleagues.
IDC 413. Anatomy. 1-5 credits.
The Anatomy elective is an elective designed to allow students the opportunity to review and expand their knowledge of human gross and imaging anatomy by working on a synthetic cadaver, reviewing normal plain film, CT, ultrasound and MRI anatomy and by doing ultrasound on a partner to identify normal anatomic structures.

IDC 419. Medicine as Ministry: Death and Dying. 2 credits.
Identify how a hospital setting can better care for the whole person: body, mind and spirit. How does the approach of the physician create a more caring experience? Experience pastoral care for patients and families by shadowing hospital chaplains. Care for dying patients and families through Hospice care. Recognize the power of death to clarify values. Experience how physicians can care for themselves while caring for others.

Through exposure to relevant literature and film, and through reflective writing and discussion, students will explore the effects of health policy on the patients they care for, and determine for themselves whether access to healthcare is a basic human right.

Students will discuss the history of nineteenth-century medicine, as well as the difficulties and possibilities of reading literature from a medical perspective. Drawing on their clinical experience with patient narratives, students will develop a framework for exploring the representation of illness and disease in the literary works.

This course prepares students to engage professionally with patients, colleagues, and faculty during residency. Students will reflect on patient interactions; explore common professionalism pitfalls; learn leadership skills like conflict resolution, self-advocacy, and boundary setting; learn how to give effective presentations; and consider ways to engage authentically and professionally with colleagues outside the workplace.

IDC 462. Medical Informatics. 4 credits.
This course will focus on how medical informatics impacts two major roles played by physicians: the role of life-long learning and the role of communicator/educator. Students will learn how to more efficiently access, use, and manage information using computer based technologies, various types of resources, and information sources.

The purpose of this course is to help students prepare for the Step 2 Clinical Knowledge Exam. IDC 470, 471, and 472 are all unique Step 2 CK guided reviews. IDC 470, 471, and 472 will each review different topics and have different practice exams. Students may enroll in any one of all three courses.

The purpose of this course is to help students prepare for the step 2 Clinical Knowledge Exam. IDC 470, 471, and 472 are all unique Step 2 CK guided reviews. IDC 470, 471, and 472 will each review different topics and have different practice exams. Students may enroll in any one or all three courses.

The purpose of this course is to help students prepare for the Step 2 Clinical Knowledge Exam. IDC 470, 471, and 472 are all unique Step 2 CK guided reviews. IDC 470, 471, and 472 will each review different topics and have different practice exams. Students may enroll in any one or all three courses.

IDC 482. Minority Health Disparities-Issues & Strategies. 2 credits.
This course explores cultural diversity and health disparities globally and locally. Through a cultural self-assessment, students explore how their own culture influences their worldview. Selected components of complex cultural environments that relate to health disparities will be analyzed. Students examine existing health disparities, systems and potential solutions. This course recognizes cultural competency as a basic requirement of any health care system and its constituents. Students will determine the importance of responding respectfully to and preserving the dignity of people of all cultures both within and outside of health and social systems.

IDC 485. LGBTIQIA Health Disparities: Issues and Strategies. 2 credits.
Lesbian, Gay, Bisexual, Transgender, Transsexual, Queer, Questioning, Intersex, Intergender, Asexual/Aromantic (LGBTQIA) individuals face well-documented disparities when interacting with the health care system including: poorer access to needed care, bias and discrimination, a lack of provider knowledge and/or comfort in providing care, absent or suboptimal risk factor assessment, and medical management of diseases that is not grounded in the current evidence-based practices. These disparities can lead to unnecessary and preventable negative health outcomes. Students will examine LGBTQIA health disparities, policies, systems, and recommend possible solutions. This course recognizes the right of the LGBTQIA individuals to receive primary and comprehensive health care. Students will determine the importance of responding respectfully to and preserving the dignity of LGBTQIA community both within and outside of health and social systems.

Fourth-year medical students have the opportunity to participate in directed independent research for elective credit. The purpose of directed independent research is to explore an area of interest within and related to medicine under the supervision of a faculty member.

IDC 498. Directed Independent Study. 1-4 credits.
Fourth-year medical students have the opportunity to participate in directed independent study for elective credit. The purpose of directed independent study is to explore an area of interest within or related to medicine under the supervision of a faculty member.

IDC 601. Responsible Conduct of Research. 1 credit.
This required course for students in the graduate programs at Creighton University School of Medicine is designed to introduce fundamental concepts, principles and guidelines regarding scientific integrity in biomedical research. Through readings, lectures, and case discussion students are given an opportunity to reflect on ways in which they can help foster and maintain responsible conduct in research. They also become acquainted with existing regulations, guidelines, ethical themes and on-line resources regarding the ethics of their profession.

IDC 662. Introduction to Neurobiology. 3 credits.
This course covers anatomical, physiological, cellular, molecular, biochemical, developmental, and comparative aspects of neurobiology. Invertebrate and vertebrate model systems are presented to illustrate how the nervous system controls behavior. The communication of prevailing theories, concepts, ideas, and experimentation in verbal and written form is also an integral component of this course.
MED 301. Internal Medicine Clerkship. 4,8 credits.
The Internal Medicine Clerkship is a required eight-week clinical rotation in the third year of medical school. It is composed of two four-week sessions. You will care for some very complex patients with multiple chronic and acute medical problems. You will also have the opportunity to see some esoteric and complicated tertiary care patients. The Department of Medicine views this Clerkship as integral to your development as a physician. We believe that what you will learn over the next eight weeks will be of use to you no matter what field of Medicine you ultimately choose. The scope of Internal Medicine can be daunting. We have designed the Clerkship to promote self-directed, reflective learning habits that should serve you well throughout your career. You are expected to take the initiative in all aspects of your learning. This includes actively seeking feedback, participating in discussions, sharing your knowledge with others, and of course, spending time with your patients.

MED 333. Outpatient Internal Medicine. 2 credits.
This elective will provide students with a broad experience of internal medicine in the ambulatory setting. Internists see a wide variety of patients and this elective will allow students to appreciate the importance and difficulty of caring for patients with many co-morbidities.

MED 334. Outpatient Internal Medicine. 2 credits.
This elective will provide students with a broad experience of internal medicine in the ambulatory setting. Internists see a wide variety of patients and this elective will allow students to appreciate the importance and difficulty of caring for patients with many co-morbidities.

MED 401. General Medicine Sub-Internship. 4 credits.
The senior student will participate as a sub-intern in the care of hospitalized patients. Patients are assigned to the students on a rotational basis under the supervision of a supervisory resident and/or an attending physician. The patients are admitted from a variety of locations including community outpatient clinics, the Emergency Department, and transfers from outside hospital systems. The student will manage his or her patients throughout their hospital stay. The patient population provides a wide variety of disease processes related to internal medicine, primarily acute cardiac, pulmonary, gastrointestinal, neurological, and infectious diseases problems. The emphasis is on the initial evaluation and management of acute problems and on the appropriate use of consultative subspecialty services in definitive management. A small number of evening call assignments may be required.

MED 402. Adult Critical Care Medicine (St. Mary's Medical Center, San Francisco CA). 4 credits.
This course prepares the trainee to take on the role of the beginning intern in a critical care setting. The student will perform initial and daily patient evaluations, prepare patient care plans, document in an electronic medical record system, participate in emergent events such as Codes and Rapid-Response events, present on rounds, communicate with physicians, staff, and patients, and participate in didactic sessions.

MED 404. Internal Medicine Sub-Internship - Valleywise (PRC). 4 credits.
Development of clinical skills via supervised, advanced experience in examination and care of hospitalized patients. Improvement in problem identification and problem-solving skills.

MED 407. Internal Medicine Sub-Internship (St. Mary's Medical Center, San Francisco, CA). 4 credits.
This course prepares the trainee to fulfill the roles taken on by the beginning intern, which include performing initial and daily patient evaluations, preparing patient care plans, documenting in an electronic medical record system, presenting on rounds, communicating with physicians, staff, and patients, and participating in didactic sessions.

Students will see common renal disorders on the wards, in clinics, and in the ICUs, including acute and chronic renal failure and their associated problems, dialytic therapies, fluid and electrolyte disorders, acid-base disorders, difficult to control hypertension, as well as renal transplant management. Students will perform pertinent H&Ps and devise differential diagnoses and treatment plans.

MED 410. Pulmonary/Critical care. 4 credits.
This elective is designed to provide the student with a practical background in Pulmonary and Critical Care Medicine expanding on the knowledge gained as sophomore and junior students in the fundamentals of physical diagnosis, disease recognition, evaluation and management. Students are provided initial responsibility for evaluating primary care patients and patients seen in consultation with careful critique of their findings and close supervision of their day-to-day clinical decisions.

MED 412. Pulmonary Diseases Sub-Internship (OMA). 4 credits.
The pulmonary service is a consulting service that sees patients both in the inpatient wards and as outpatients. Students are provided initial responsibility for evaluating patients with careful critique of their findings and close supervision of their day-to-day clinical decisions. Attending physicians spend approximately four hours each day with the medical students and are integrally involved in the educational process.

MED 416. Clinical Allergy/Immunology. 4 credits.
The Clinical Allergy and Immunology elective is primarily an outpatient clinic based rotation. Students will have the opportunity to participate in eight or more clinics per week at CUMC, the Veterans Administration Hospital and Ehring Bergquist Hospital. Both pediatric and adult Allergy/Immunology is covered. It is anticipated that the student will master the basic science and clinical skills needed for the care of common allergic and immunologic diseases.

MED 417. Endocrinology, Diabetes, and Metabolism. 4 credits.
The overall goal of the course is for the student to gain proficiency in recognizing, evaluating and treating the wide variety of Endocrine, Diabetes and Bone disorders. The patient population provides a wide range of experience in diabetes, thyroid problems, hyperlipidemia, bone metabolism, osteoporosis and general endocrinology.

MED 420. Infectious Diseases Sub-Internship (PRC). 4 credits.
This elective provides the opportunity to learn the consultation process for diagnosis and treatment of infectious diseases and to build on the foundation laid by previous courses including Medical Microbiology, Physical Diagnosis, and the Internal Medicine clerkship. The students participating in this elective are provided responsibility for evaluating patients seen in clinic or consultation with critique of their findings and supervision of their day-to-day clinical decisions, own review and presentation. Each student also has the opportunity to spend time in the Microbiology Laboratory to receive more in-depth exposure to common tests used in Infectious Diseases.
MED 421. Renal Medicine Sub-Internship - Valleywise (PRC). 4 credits. This course will help students to develop clinical skills and advance their advance experience in examination and care of hospitalized patients with renal disease. By the end of this course, students will have improved skills in problem identification and problem-solving skills for the treatment of acute and chronic kidney diseases, acid base and electrolyte disturbances.

MED 422. Renal Medicine Sub-Internship (OMA). 4 credits. The purpose of this selective in renal medicine is to familiarize the students with common renal disorders seen in everyday clinical practice in the wards, clinics and in the ICUs. These include acute and chronic renal failure and their associated problems including diabetics, fluid and electrolyte disorders, acid base disorders, difficult to control hypertension in different clinical settings as well as renal transplant management. The students are required to perform a pertinent history and physical exam as well as prepare differential diagnosis and treatment plans. At the end of course, students should feel comfortable with assessing and managing patients with common renal disorders.

MED 427. Genitourinary Oncology. 1-5 credits. The student will be assigned to the outpatient Genitourinary Oncology clinic at UACC. Working alongside a full-time faculty member, and with nurse practitioners, rotating house staff, nurses, and other health care personnel of the inter-disciplinary team, the student will gain experience with the diagnosis and management of patients with GU malignancies.

MED 428. Geriatrics. 2,4 credits. An intro to Geriatrics including office practice, nursing home work, and hospice.

MED 429. Ignatian Spirituality in Palliative Medicine. 2 credits. This is a two-week elective in palliative medicine with an emphasis on reflective practice to meet holistic needs of patients with complex suffering. The course will use reflective writing exercises to explore spirituality and medicine. Students will participate in clinical practice that recognizes, listens to, and compassionately responds to spiritual and existential dimensions of suffering.

MED 430. Hospice and Palliative Care. 4 credits. This elective will introduce the student to the field of hospice and palliative care. Based on the student’s interest, emphasis can be provided in a community setting with hospice teams or in an acute care setting on the palliative inpatient consult service at Creighton University Medical Center Bergan Mercy. Students will explore these related fields using the National Coalition for Hospice and Palliative Care’s guidelines which detail various domains’ care.

MED 431. Dermatology. 4 credits. In this elective, the student should come to understand what dermatologists do and where they fit in the field of medicine. The student will recognize how the fields of internal medicine, surgery and pathology are all integral parts of dermatology and what the limits of dermatologist are in each area. He/she will also recognize that the diagnosis of certain skin disorders may point to other underlying medical conditions that dictate the need for further evaluation and possible consultation. Students will develop a clear understanding of ways to distinguish between benign and malignant skin growths. Also, the small number of life threatening dermatoses should be known. Students learn technique in local anesthesia, cryotherapy and cutaneous surgeries including laser surgery. There are assigned and directed readings regarding interesting patients in this elective.

MED 432. Dermatology. 1-5 credits. This month long elective will expose the student to the full range of dermatologic services including General Medical Dermatology, Dermatologic Surgery, Cosmetic Dermatology, and Dermatology. The student will spend time during the elective with Dermatologists who specialize in each of the areas listed above. The student will be required to read each day/evening on a variety of dermatologic topics. Opportunities for special study and clinical research (i.e. case reports) will be available.

MED 435. Medical Hematology/Oncology/Palliative Care. 2-4 credits. Students taking this rotation will learn about palliative and supportive care for cancer patients, end of life care, and be given instruction in patient physician communication. With staff supervision, students may be able to do bone marrow aspiration, biopsy and daily didactic sessions with faculty covering a wide variety of hematological, oncological and supportive care topics. Patients with cancer, anemia, and bleeding disorders offer the student a unique opportunity to gain valuable experiences, not only in cancer management, but also in general medicine.

MED 435A. Medical Hematology/Oncology/Palliative Care. 2 credits. Students taking this rotation will learn about palliative and supportive care for cancer patients, end of life care, and be given instruction in patient physician communication. With staff supervision, students may be able to do bone marrow aspiration, biopsy and daily didactic sessions with faculty covering a wide variety of hematological, oncological and supportive care topics. Patients with cancer, anemia, and bleeding disorders offer the student a unique opportunity to gain valuable experiences, not only in cancer management, but also in general medicine.

MED 436. Research in Med Hem/Onc/Palliative Care and Primer in BioStats. 4 credits. The research component of student training are designed to establish competency in the design, conduct, interpretation and presentation of research by requiring the student to complete at least one major project and to participate in additional projects time permitting. Students learn clinical research methods which includes cancer outcomes and statistical analysis. Data interpretation along with presentation in various formats i.e., abstracts, posters and articles will be done.

MED 438. Hematology & Oncology Sub-Internship - Valleywise (PRC). 4 credits. To strengthen students’ skills in the management of patients with malignant disease and in the clinical evaluation of hematologic disorders.

MED 439. Emergency Medicine. 4 credits. In this rotation, the students will participate as a member of a team in the care of patients presenting to the Emergency Department. Students are assigned patients, and follow and manage the patients during their Emergency Department visit under the direct supervision of the attending physician. The patient population provides a wide range of experience in care of traumatic injuries, multiple medical illnesses, care of the patient with obstetric and gynecologic complaints, and management of the pediatric patient. Patients seen in the Emergency Department are of all ages. This is a very busy service, managing patients with a wide range of diagnoses. Students are assigned specific work schedules that involve both day and night exposure. There is no on call time during this rotation.
MED 444. Cardiology Sub-Internship - Valleywise (PRC). 4 credits.
To provide a broad overview of contemporary issues in the management of patients presenting with a wide variety of problems involving the cardiovascular system.

MED 448. Inpatient Cardiology Sub-Internship (PRC). 4 credits.
In this course, the student will come to appreciate the full breadth of cardiovascular diagnostic techniques and management of patients with cardiac disease. This elective is divided into four one-week blocks in which the student can choose electives. Each student who signs up for this course will be assigned two consecutive weeks on the inpatient service as a member of the team and will be responsible for the care of the patients admitted to the CCU and Cardiovascular services at Bergan and CUMC. The senior students will be assigned patients and will be responsible for the assessment and management of that patient during the patient's stay in the hospital. The student will be responsible for daily progress notes and orders on these patients. The patient population provides a wide range of experience in cardiovascular disease management. For the remaining two weeks of the course, the student can then choose from the following one week electives: A. Diagnostic Techniques; B. Outpatient Management; C. Independent Reading.

MED 449. Renal Medicine-Critical Care. 1-4 credits.
This course is a selective in renal medicine. It familiarizes the students with the common renal disorders as seen in everyday clinical practice – on the wards, clinics and in the ICUs. These include acute and chronic renal failure and their associated problems including dialytic therapies, fluid and electrolyte disorders, acid-base disorders, difficult to control hypertension in different clinical settings as well as renal transplant management. The students are required to perform a pertinent history and physical exam as well as come up with a differential diagnosis and treatment plan. Didactic sessions are provided by the renal faculty. At the end of four weeks they should feel comfortable with assessing and managing patients with common renal disorders.

MED 450. Rheumatology, Phoenix Regional Campus. 1-4 credits.
The Rheumatology Service is concerned with the care of patient's both in the outpatient and inpatient setting. As a result, the student can become familiar with all types of musculoskeletal disorders. Because the nature of rheumatology is an outpatient predominant discipline, there is close and daily interaction between students, house officers and faculty. This interaction includes examination of history and physical taking techniques, understanding of the laboratory evaluations of patients with rheumatic diseases, interpretation of x-rays and formulations of therapeutic plans. In addition, the student is taught proper technique in aspiration and analysis of synovial fluid.

The student will do at least four ultrasound shifts with the director; complete and archive 150 scans documenting on data sheets; provide follow-up and confirm all scans with radiographic studies or clinical exams; record and archive the images and clips for review and evaluation; complete a case study for use by director in conferences and other educational projects; participate in ongoing research projects and lectures; complete required readings. During the rotation students will learn how to integrate bedside ultrasound into their clinical practice.

MED 452. Emergency Medicine - Dominican Republic. 4 credits.
Visiting students from Creighton will rotate at Union Medica, with the opportunity to see over 200 different emergencies each day. Students will function as the primary caregiver for their patients, working closely with supervising faculty to develop and implement management plans. There is ample opportunity for the performance of procedures. This course is offered in February only. Students will have the opportunity to experience the Dominican culture first-hand and provide medical care to an underserved population and gain an understanding of the differences in the delivery of health care in a developing country. It is important for the student to be aware that the Institute for Latin American Concerns (ILAC) is a unique, faith-based program affiliated with Creighton University in the Dominican Republic. This rotation in another culture attempts to take advantage of the Jesuit tradition that inspires ILAC, through conscious awareness of culture differences, sensitivity to culture context in medical practice, and reflection on the experience in a way that helps us become beneficiaries who are grateful that we often receive more than we give. The student will be expected to follow all guidelines and rules, including conduct and behavior, pertinent to all participants in the Creighton University ILAC programs.

MED 453. Introduction to Global Health. 2-4 credits.
This course will provide an academic framework in Global Health for future practitioners with a focus on equity and engagement. The course will utilize the Millennial Development Goals as a framework for discussion of Global Health. In addition, students will be provided with tools for travel preparation and project assessment.

MED 454. Gastroenterology Sub-Internship - Valleywise (PRC). 4 credits.
To provide students with a broad exposure to gastrointestinal and hepatic disorders in both the acute and outpatient setting.

MED 455. Community-Based Gastroenterology. 2-4 credits.
Community-Based Gastroenterology Rotation is an elective for those wishing a more in depth study of gastroenterology. The student will be exposed to educational opportunities in a busy outpatient GI practice, which also includes video capsule endoscopy and Remicade infusion unit, and significant endoscopy exposure in an adjacent state-licensed, Medicare-certified, AAAH-accredited ambulatory surgical center. In addition, there may be opportunities to see inpatients and advanced endoscopic procedures at nearby teaching hospitals with the attending, as desired/available.

In this elective, the student would be exposed to educational opportunities on the in-patient GI service and will work closely with medicine house staff officers as well as attending physicians. By the end of the rotation the student will be able to diagnose and treat patients with gastrointestinal conditions commonly found in the inpatient Internal Medicine setting.
MED 458. Pulmonary/Lung Transplant. 4 credits.
The Lung Transplant Critical Care Selective for Senior Medical Students include the expansion of knowledge gained as sophomore and junior students in the fundamentals of physical diagnosis and disease recognition, evaluation and management. The advanced lung disease and lung transplant team is a consulting service that sees patients both in the inpatient wards and outpatients in the evaluation unit. The students are closely supervised in these activities by pulmonary critical care medicine fellows and attending physicians. The students are provided initial responsibility for evaluating primary patients and patients seen in consultation with careful critique of their findings and close supervision of their day-to-day clinical decisions.

MED 465. Endocrinology, Diabetes and Metabolism. 2-5 credits.
The overall goal of the course is for the student to gain proficiency in recognizing, evaluating, and treating the wide variety of Endocrine, Diabetes and Bone disorders. In this rotation the student will participate as a senior student in the care of hospitalized patients and clinic patients. The patient population provides a wide range of experience in diabetes, thyroid problems, Hyperlipidemias, bone metabolism, osteoporosis and general endocrinology. Patients are seen for a wide variety of diagnoses that include: Type 1 and Type 2 diabetes, Ketoacidosis, hyper- and hypothyroidism, osteoporosis, osteomalacia, Hypercalcemia, hyper-and hypoadrenalism, pituitary insufficiency, male and female Hypogonadism (partial list only).

MED 468. Infectious Diseases Sub-Internship. 2-4 credits.
The goal of this selective is to learn the consultation process for diagnosis and treatment of infectious diseases. This selective builds on the foundation laid by previous courses including Medical Microbiology, Physical Diagnosis, and the Internal Medicine clerkship. The students are provided responsibility for evaluating patients seen in clinic or consultation with critique of their findings and supervision of their day-to-day clinical decisions, own review and presentation. Each student also has the opportunity to visit the HIV Clinic and also to spend one evening in the Travel Clinic where patients receive pre-travel counseling and immunizations.

MED 469. Rheumatology. 2-4 credits.
The Rheumatology Service is concerned with the care of patients both in the outpatient and inpatient setting. As a result, the student can become familiar with all types of musculoskeletal disorders. Because the nature of rheumatology is an outpatient predominant discipline, there is close and daily interaction between students, house officers and faculty. This interaction includes examination of history and physical taking techniques, understanding of the laboratory evaluations of patients with rheumatic diseases, interpretation of x-rays and formulations of therapeutic plans. In addition, the student is taught proper technique in aspiration and analysis of synovial fluid.

MED 470. ILAC Outpatient Medicine-Foreign Service (Dominican Republic). 1-6 credits.
This rotation provides the student an opportunity to improve their knowledge and ability regarding Global Health issues and patient care. Students will also have direct, 24 hours a day contact with rural Dominicans and will be able to improve their basic fund of knowledge regarding healthcare needs, nutrition, economic and social problems and to develop a greater understanding for interaction between medical, social and economic pressures. The student will participate as a member of the team in the care of people in rural Dominican Republic. The Institute for Latin American Concern is a unique, faith-based program affiliated with Creighton University in the Dominican Republic. Our goals include providing an environment for spiritual enrichment in the form of on-site support for ministry, reflection, journaling, and worship. It is important for the student to be aware the Institute for Latin American Concern is a unique, faith-based program affiliated with Creighton University in the Dominican Republic. A goal for this experience is to provide an environment for spiritual enrichment in the form of on-site support for ministry, reflection, journaling and worship. We ask students to share their faith story in this journey with each other and the Dominicans we serve.

MED 471. Emergency Medicine Sub-Internship. 4 credits.
The Emergency Medicine rotation provides an experience for the 4th year student in which the facets of all subspecialties are combined in the acute care management and critical care of the emergency patient. The student will be given the opportunity to improve their differential diagnosis insight and skills and to work with inpatient and outpatient healthcare, involving primary care providers and other services. In this rotation, the student will participate as a member of a team in the care of patients presenting to the Emergency Department. The patient population provides a wide range of experience in care of traumatic injuries, multiple medical illnesses, care of the patient with obstetric and gynecologic complaints, and management of the pediatric patient.

MED 472. Critical Care Sub-Internship (OMA). 4 credits.
In this course students will gain an understanding of the clinical presentation, differential diagnosis and the approach to management of common critical care illnesses. Students will also gain the ability to recognize and learn the importance of communication and team work for managing ICU patients. Students will participate as a member of the team in the care of patients admitted to the ICU, managing their care with duties and responsibilities under the direct supervision of a attending physician, supervisory resident and first year resident. The patient population provides a wide range of in depth experience in critical care management, including invasive procedures and assessment. A wide variety of critical care problems in an acute setting focusing on pulmonary and cardiac complications. Management consultations are provided for the surgical ICU, approximately 10-15 number patients are seen with an age range from 40-80.

MED 474. Critical Care Medicine Sub-Internship - Valleywise (PRC). 4 credits.
To provide the student with hands-on practical experience in the intensive care unit. The emphasis will be on learning an organized diagnostic and therapeutic approach to the critically ill patient with multiple organ system disease.

MED 475. Introduction to Medical Practice. 1-8 credits.
The purpose of this course is to introduce fourth year medical students to the basic issues relevant to managing physician practice in the United States.
This elective teaches the principles of emergency care. Students evaluate patients and help formulate testing and treatment strategies. Active participation skills are emphasized. Students will also complete assigned readings from emergency medicine references, attend weekly conferences, and have a final exam. Students will be exposed to undifferentiated patients to establish a solid foundation of skills and knowledge.

To strengthen the student's skills in the care of patients with a wide variety of pulmonary diseases including evaluation, differential diagnosis, and the appropriate use of diagnostic testing in both the acute and outpatient setting.

MED 481. Pulmonary/Intensive Care Unit. 4 credits.
The objective of this selective is to expose the student to the wide variety of critical care medicine and acute pulmonary disorders, as well as to teach the early recognition and management of organ dysfunction, and the most current pathophysiological explanations for shock, sepsis and respiratory failure. Also covered in this course will be current concepts of vasopressor and inotropic support therapy including mechanisms of drug action and examination of the interaction of lung diseases with other organ systems and with other medical illnesses. Students will acquire knowledge of airway management and ventilatory support. The students will spend 2 weeks on the Pulmonary Consultation Service and 2 weeks on the Intensive Care Unit Service.

MED 482. Emergency Medicine Sub-Internship. 4 credits.
Patients are assigned to students and residents on a rotational basis. Patients will be a mix of ambulatory patients, ambulance arrivals and clearance of both the acute psychiatric patient and patient wishing to undergo substance abuse treatment. There will be a wide variety of medical conditions seen including acute cardiac, pulmonary, gastrointestinal, neurological and infectious disease. There will also be potential for many procedures including ABG's, arthrocentesis, paracentesis, thoracentesis and central lines.

MED 484. Intensive Care Unit. 4 credits.
The Intensive Care Unit (ICU) elective rotation for senior medical students includes the expansion of knowledge gained as sophomore and junior students in the fundamentals of physical diagnosis and disease recognition, evaluation and management. The Intensive Care Unit team provides care to critically ill patients with a broad spectrum of medical and surgical diseases. The students are closely supervised by pulmonary and critical care fellows and attending physicians. The Critical Care Unit model involves a multidisciplinary team approach where the student will be an integral part of the team rounding with physicians, nurses, respiratory therapists, pharmacists, and others. Students are required to actively participate in daily rounds and attend didactic presentations.

MED 486. Medical Education Elective. 2-4 credits.
The Medical Education Elective is a two or four week non-clinical elective that will introduce fourth-year medical students to general topics in teaching, foster interest in medical education, and provide instruction to promote teaching skills particularly in small group and clinical settings. The four-week elective will introduce students to medical education scholarship, and provide support for the development of a scholarly project.

MED 487. Internal Med Sub-internship. 4 credits.
The senior student will have increased responsibility for patient management in preparation for internship. As acting intern, the student will evaluate new patients on each of the team's admitting days and follow those patients throughout their hospitalization. The senior resident and attending will assist in formulation of the plan for diagnosis and treatment. The student will make daily work rounds with the team and also attend all educational conferences.

MED 488. Internal Medicine Clinical Research. 4 credits.
This month-long elective will expose the student to the full spectrum of clinical research including the fundamentals of clinical research and drug development with a special emphasis on learning the ethical principles and regulatory requirements for research involving human subjects. The student will spend time during the elective with clinical investigators who are involved in conducting various clinical trials. The student should plan to follow the instructor (or assigned research team member) each day during the rotation. The student will receive multiple lunchtime lectures throughout the month. The student will be required to read a variety of publications. The opportunities for special study and clinical research (i.e. case reports) will be available.

MED 489. Patient Safety and Quality Improvement. 4 credits.
The patient safety and quality selective for senior medical students expands on the clinical knowledge gained as sophomore and junior students in the fundamentals of physical diagnosis, disease recognition, evaluation and patient management as the background for an educational experience centered around healthcare systems of care and practice-based learning and improvement.

MED 490. Critical Care Medicine. 2-5 credits.
The Pulmonary/Critical Care Medicine selective for senior medical students includes the expansion of knowledge gained as sophomore and junior students in the fundamentals of physical diagnosis and disease recognition, evaluation and management. Since the Pulmonary/Critical Service has both primary care patients and patients who are being evaluated in consultation, the student has the opportunity to evaluate and learn about both types of patients. The students are closely supervised in these activities by junior and senior medical residents, pulmonary fellows and pulmonary medicine attending physicians. The students are provided initial responsibility for evaluating primary care patients and patients seen in consultation with careful critique of their findings and close supervision of their day-to-day clinical decisions.

MED 491. Internal Medicine Capstone. 4 credits.
The senior student will participate in the capstone curriculum in the final rotation block of his/her fourth year of training. Scheduled learning activities will include a variety of lectures, small group discussions, patient simulation exercises, as well as hands on practical educational sessions.

MED 492. Internal Medicine Capstone. 4 credits.
The senior student will participate in the capstone curriculum in the final rotation block of his/her fourth year of training. Scheduled learning activities will include a variety of lectures, small group discussions, patient simulation exercises, as well as hands on practical educational sessions.

MED 496. Directed Independent Study. 4 credits.
Each student, supervised by faculty members, will pursue in-depth reading and discussions on current research topics of interest to faculty and students.
MED 498. Medicine Extramural. 1-8 credits.

MED 795. Evidence Based Medicine - Independent Study. 2-4 credits.
Evidence Based Medicine is important to the practice of medicine and this elective course will build upon the foundations learned at M1 and M3 students and assist students in transition to residency. The purpose of this elective is to enhance the student's ability to critically appraise the medical literature and implement evidence based medicine into clinical decision making.

MIC 463. Topics in Immunology/Application to Clinical Medicine. 4 credits.
Selected Topics in Immunology is an elective for those wishing to study in-depth a variety of selected topics in immunology. The elective will be available Second Semester continuously. This course will consist primarily of conferences, directed reading assignments in selected areas of immunology or immunochemistry. The interests and needs of the students will determine which topics they will be expected to study in-depth and will be determined on an individual basis with each student prior to the first class meeting. Some examples of selected topics would be immunologic disorders in the newborn, autoimmune methods in clinical diagnosis, etc.

MIC 791. Department Seminar And Teaching. 1 credit.
The student is required to register each semester of his/her residence. The maximum credit applicable toward a degree is two for the M.S.; six for the Ph.D. This course is graded satisfactory/unsatisfactory.

MOS 581. Mission Outreach Selective I. 0.5 credits.
This course provides an immersive experience in a mission outreach activity. The student will work with a mission team and a preceptor at an approved mission site. Students will write a 7-10 page research paper on medical mission work, a reflection on their experience at the site, or a related scientific area of research. P: Admission to Medical School.

MOS 582. Mission Outreach Selective II. 0.5 credits.
This course provides an immersive experience in a mission outreach activity. The student will work with a mission team and a preceptor at an approved mission site. Students will write a 7-10 page research paper on medical mission work, a reflection on their experience at the site, or a related scientific area of research. P: MOS 581.

NEU 301. Neurology Clerkship. 4 credits.
This core clerkship is designed to give the student experience in evaluation of patients with neurologic disorders, to provide an opportunity to master the neurological exam and to enhance their knowledge of common neurological diseases. The format of the clerkship consists of four week rotations. Students doing their rotations in Omaha will have two weeks of outpatient experience and two weeks of inpatient service (which includes stroke and general neurology service). While on the inpatient services, the student will be required to perform a complete history and physical exam with emphasis on the neurologic findings, prepare written and verbal presentations, interpret laboratory data and begin to develop a differential diagnosis and management plan on all assigned patients. While on outpatient services, the student will participate in a variety of general neurology and specialty clinics in the Neurology department at Creighton University. Students will be required to perform appropriately focused history and physical exams and to participate in the management plan for the patient. Preparation through recommended reading materials will be required. Each clinic faculty will evaluate the student on their preparation and participation in that clinic. Didactic lectures will include a combination of live interactive lectures and some pre-recorded lectures. Some of the students will also take part in presenting case based discussion based on the patients seen during the clerkship.

NEU 401. General Neurology Sub-Internship (PRC). 2-4 credits.
During this clerkship the students will be taught the elements of a good neurological history and physical examination. The students will learn to interpret findings and to develop a differential diagnosis based on those findings. The students will learn the appropriate use of diagnostic testing to verify or clarify a diagnosis and learn the basics of neurological treatments of common neurological disorders.

NEU 410. Neurology/Neuromuscular. 2 credits.
During this clerkship the students will be taught the elements of a good neurological history and physical examination. The students will learn to interpret findings and to develop a differential diagnosis based on those findings. The students will learn the appropriate use of diagnostic testing to verify or clarify a diagnosis and learn the basics of neurological treatments of common neurological disorders. This will be accomplished by direct patient contact in clinics and hospital services, by informal teaching rounds and formal teaching conferences like Grand Rounds and Epilepsy conferences.

To strengthen the student’s skills in evaluating patients with neurologic and neurovascular disorders.

NEU 462. General Neurology. 2-5 credits.
During this elective the student will be taught the elements of a good neurological history and physical examination. Students will also learn to interpret findings and to develop a differential diagnosis based on those findings. The students will learn the appropriate use of diagnostic testing to verify or clarify a diagnosis and learn the basics of neurological treatments of common neurological disorders. This will be accomplished by direct patient contact in clinics and hospital services, by informal teaching rounds and formal teaching conferences like Grand Rounds and Epilepsy conferences.
Students will learn the principles and skills for the recognition and management of neurologic diseases at the level of a sub-Intern. They will learn the elements of a neurologic history and physical examination, to interpret findings and develop a differential diagnosis, the appropriate use of diagnostic testing, and the basics of neurologic treatments via patient contact and informal and formal teaching rounds and conferences.

NEU 496. Directed Independent Study. 1-8 credits.
Each student, supervised by faculty members, will pursue in-depth reading and discussions on current research topics of interest to faculty and students.


OBG 301. Obstetrics and Gynecology Clerkship. 6 credits.
During your six-week clerkship, you will be exposed to normal and high-risk obstetrics, as well as office and surgical gynecology. Conferences have been designed to build upon the core lectures you received during your second year. You will spend half of the six-week clerkship at Creighton University Medical Center and the other half at Bergan Mercy Medical Center if you are in Omaha. Phoenix, your entire experience will be at St. Joseph's Hospital and Medical Center. The curriculum is designed to acquaint you with all aspects of Obstetrics and Gynecology in private and institutional medicine.

OBG 333. Obstetrics & Gynecology. 2 credits.
The purpose of this elective is to prepare students who have chosen to pursue a deeper understanding of the field of OB/Gyn. The focus of this rotation will be on obstetrical issues, however there will be some work in gynecologic care.

OBG 334. Obstetrics & Gynecology. 2 credits.
The Obstetrics and Gynecology two-week rotation is designed for students who desire additional exposure to the specialty in addition to their clerkship experience.

OBG 461. High Risk OB Sub-Internship (OMA). 4 credits.
The goal of this elective is develop the student’s skills to identify and formulate management plans for the complicated pregnancy and follow their labor and delivery. In this course the students will develop techniques to identify the complications of pregnancy. Students have the opportunity to round with the physicians, participate in labor and delivery as well as clinical consultations. In this course the student will work only with the patients with high risk pregnancies.

OBG 462. OB/GYN Sub-Internship (Immanuel) (OMA). 4 credits.
This course will provide gynecology knowledge and information necessary to diagnose and manage the most common gynecologic disorders that are likely to be encountered in the practice by the general obstetrician/gynecologist. This includes the use of appropriate diagnostic tests and procedures encountered in the primary gynecologic care in the ambulatory health care setting and performing inpatient surgeries from that practice. The student will experience and achieve an overview of the multileveled facts of a private office-based practice in gynecology by the end of the elective.

OBG 464. Prenatal Diagnosis. 4 credits.
The student will learn the systematic approach to the diagnosis of prenatal fetal anomalies and growth disturbances. Upon completion of this rotation, the student will be able to perform a fetal anatomic survey, as well as standard fetal ultrasound measurements to estimate gestational age and fetal weight. The student will be expected to accurately do an obstetric ultrasound, complete with measurements and assessment of anatomy, to successfully complete the rotation.

The goal of this course is to provide an understanding of the ambulatory outpatient office-based practice that offers not only routine health maintenance screening, but also therapeutic procedures and follow-up, as well as evaluation of benign gynecologic disorders.

OBG 466. Gynecology Oncology. 4 credits.
The goals of the Gynecologic Oncology subspecialty experience for senior medical students are the expansion of knowledge and understanding of gynecologic oncology physical diagnosis, disease recognition and evaluation, and management of gynecologic oncology disorders.

OBG 467. General Obstetrics - Foreign Service (Dominican Republic). 4 credits.
The purpose of this elective is to expose the student to a different culture and appreciate the differences in the delivery of Women’s Health within a third world country and compared to Omaha, NE. In addition, the student will gain extensive experience in outpatient gynecology and the performance of pelvic exams. The student will have the opportunity to experience the Dominican culture first-hand and provide medical care to an underserved population. The student will also gain experience in the private and rural clinic settings. The Institute for Latin American Concerns (ILAC) is a unique, faith-based program affiliated with Creighton University in the Dominican Republic. This rotation in another culture attempts to take advantage of the Jesuit tradition that inspires ILAC, through conscious awareness of culture differences, sensitivity to culture context in medical practice, and reflection on the experience in a way that helps us become beneficiaries who are grateful that we often receive more than we give.

OBG 467A. Delivery of Women’s Healthcare-Foreign Service (Dominican Republic) A. 2 credits.
In this elective the student will gain extensive experience in outpatient gynecology and the performance of pelvic exams while being exposed to a different culture and attaining an appreciation of the differences in the delivery of Women’s Health within a third world country as compared to Omaha, NE. The student will have the opportunity to experience the Dominican culture first hand and provide medical care to an under-served population. The student will gain an understanding of the differences in which healthcare is delivered to women in a third world country. The student will also gain experience in the private and rural clinic settings. It is important for the student to be aware that the Institute for Latin American Concerns (ILAC) is a unique, faith-based program affiliated with Creighton University in the Dominican Republic. This rotation in another culture attempts to take advantage of the Jesuit tradition that inspires ILAC, through conscious awareness of culture differences, sensitivity to culture context in medical practice and reflection on the experience in a way that helps us become beneficiaries who are grateful that we often receive more than we give.

OBG 468. General Obstetrics and Gynecology. 4 credits.
The student will do two weeks of night float and will admit, manage, and deliver laboring obstetric patients at Saint Joseph’s Hospital in Phoenix, Arizona. The student will also gain experience in gynecology and attend surgeries for the next two weeks. Free housing is available near Saint Joseph’s Hospital.

OBG 470. Gynecologic Surgery. 4 credits.
The student will do four weeks working in the operating room and the clinic at St. Joseph’s Hospital in Phoenix, Arizona. The student will serve as a first or second assistant on the gynecological surgical procedures and see surgical patients in the office. The purpose of this course is to broaden the student’s clinical experience in gynecological surgery including exposure to treatments and surgical procedures.
OBG 472. Inpatient Gynecology. 2-4 credits.
The student will function as a sub-intern on the University Inpatient Gynecology Service. He/she will participate in morning rounds and surgery everyday with option to participate in resident or faculty outpatient gynecology clinics and gynecologic ultrasound clinics. The student will be expected to carry a patient load and present patients in rounds everyday to the attending faculty.

OBG 473. Delivery of Women Healthcare - Foreign Service (Dominican Republic). 2 credits.
In this elective the student will gain extensive experience in outpatient gynecology and the performance of pelvic exams while being exposed to a different culture and attaining an appreciation of the differences in the delivery of Women’s Health within a third world country as compared to Omaha, NE. The student will have the opportunity to experience the Dominican culture first hand and provide medical care to an under-served population. The student will gain an understanding of the differences in which healthcare is delivered to women in a third world country. The student will also gain experience in the private and rural clinic settings. It is important for the student to be aware that the Institute for Latin American Concerns (ILAC) is a unique, faith based program affiliated with Creighton University in the Dominican Republic. This rotation in another culture attempts to take advantage of the Jesuit tradition that inspires ILAC, through conscious awareness of culture differences, sensitivity to culture context in medical practice and reflection on the experience in a way that helps us become beneficiaries who are grateful that we often receive more than we give.

OBG 474. OB/GYN Sub-Internship (CUMC Bergan) (OMA). 4 credits.
The student will function as a sub-intern working in the OR and the office with private patients. He/she will participate in morning rounds and surgery everyday with participation in resident or faculty outpatient gynecology clinics and gynecologic ultrasound clinics. The student will be expected to carry a patient load and present patients in rounds everyday.

OBG 477. Gynecologic Oncology Sub-Internship. 4 credits.
In this course, the students will be able to broaden their clinical experience in gynecologic oncology, including exposure to treatments and surgical procedures such as radical pelvic surgery, robotic hysterectomy, staging, chemotherapy, and radiation oncology. Students will function as first year residents during the rotation and will be expected to work with the in-patient teaching service(s) they elect under the supervision of a senior resident and attending physician. The student’s goals and expectations will be discussed during an orientation interview the first Monday of the rotation and their schedule will be devised to best accommodate their learning objectives. If requested, a mentor will be assigned.

OBG 479. Clinical Research in Advanced Gynecology. 4 credits.
The student will serve as research assistant gathering and organizing information pertaining to a current project. The student will help finalize the research project. The student will be the first researcher with a goal to become published with the research. The purpose of this course is to broaden the student’s clinical research experience in advanced gynecologic surgery and chronic pelvic pain.

OBG 480. Clinical Obstetrics and Gynecology Research. 4 credits.
Students will spend 4 weeks working on and collaborating with gynecologic oncology attendings on various clinical and laboratory projects. These projects have the potential to guarantee co-authorship on poster or oral abstract presentations and/or manuscripts depending on the student’s dedication and persistence with the work. The student may choose to continue to work on a project after the rotation is complete. The student will not have clinical, hospital, or surgical responsibilities as this will be a purely research-focused rotation.

OBG 481. Maternal Fetal Medicine Research. 4 credits.
Students will spend 4 weeks working on and collaborating with maternal fetal medicine attendings on various clinical and laboratory projects. These projects have the potential to guarantee co-authorship on poster or oral abstract presentations and/or manuscripts depending on the student’s dedication and persistence with the work. The student may choose to continue to work on a project after the rotation is complete. The student will not have clinical, hospital, or surgical responsibilities as this will be a purely research-focused rotation.

OBG 483. Detection and Management of High Risk Pregnancy Sub- Internship. 4 credits.
In this course the students will develop techniques to identify the complications of pregnancy. Students have the opportunity to round with the physicians, participate in labor and delivery as well as clinical consults. In this course the student will work only with the patients with high risk pregnancies.

OBG 489. Obstetrics & Gynecology Capstone. 4 credits.
The goal of this course is to prepare students to meet all ACGME OB/GYN milestones expected of an incoming PGY-1. The course will comprise of simulations, interaction with standardized patients, clinical experiences, and radiology.

OBG 490. Obstetrics and Gynecology Capstone. 4 credits.
The goal of this course is to allow students to experience what it will be like to be an OB/Gyn PGY-1 while still in medical school. Through first hand experience, students will better understand the responsibilities and expectations that will be placed upon them as a PGY-1. In effect, the student will act as the PGY-1 while on this rotation. The responsibilities of students on this rotation will include the primary evaluation of triage patients, management of intrapartum patients, and first-assisting during procedures. The course will be four weeks long, subdivided into week-long “rotations”, which will include Labor and Delivery days, Night Float, Ultrasound, and High-Risk Clinic. By the end of the course, students who have completed this “bootcamp” will start their PGY-1 year with competence and confidence.

OBG 495. Directed Independent Study. 2-4 credits.

OBG 496. Directed Independent Study. 1-8 credits.
Each student, supervised by faculty members, will pursue in-depth reading and discussions on current research topics of interest to faculty and students.
OBG 498. Obstetrics and Gynecology Extramural. 1-8 credits.

PBS 301. Psychiatry Clerkship. 3-6 credits.
Psychiatry is an essential component of general medical practice in five primary ways: 1) Common disorders: 40-50% of primary care patients have active psychiatric illness. 2) All physical illness has some overlay of psychological difficulty or change. 3) Physical illness often presents with behavioral & psychological symptoms. 4) Improving interview skills and sensitivity to psychiatric issues will help in every patient encounter. 5) Psychiatric illness increases risk or physical illness (e.g., depression and MIs). The Psychiatry Clerkship is a required six-week clinical rotation in the third year of medical school which focuses on the development of patient care, medical and psychiatric knowledge, practice-based learning and improvement, interpersonal and communication skills, and professionalism in the treatment of the psychiatric patient. Students are supervised by psychiatry faculty in a variety of care settings.

PBS 333. Child & Adolescent Psychiatry. 2 credits.
This elective is a clinical rotation for those interested in exploring in-depth Child and Adolescent Psychiatry in an inpatient setting.

PBS 334. Psychiatry. 2 credits.
The rotation consists of two weeks of a psychiatric experience in an inpatient psychiatric setting providing exposure to various aspects of the management of patients.

PBS 335. Geriatric Psychiatry. 2 credits.
The Geriatric Psychiatry elective will provide students with experience in the evaluation and treatment of elderly patients with depression, anxiety, Alzheimer’s disease and other causes of dementia.

PBS 336. Adult Inpatient Psychiatry. 2 credits.
This elective provides exposure to the practice of adult psychiatry in the inpatient setting.

PBS 410. General Hospital Psychiatry Sub-Internship (PRC). 1-4 credits.
This elective provides exposure to the practice of psychiatry in the general hospital setting. The patient population can be broadly divided into two groups: patients with medical illnesses that present with psychiatric symptoms, and patients with chronic mental illness that now have medical illness requiring hospitalization. Special teaching on diagnosis issues (primarily, differentiating psychiatric illness from medical/neurological illness), developing acute treatment plans, and short term intervention techniques.

PBS 412. Outpatient Psychiatry. 4 credits.
The rotation consists of four weeks of psychiatric experience in an outpatient psychiatric practice providing exposure to various aspects of the management of patients in this setting. Experience may be partially customized to student’s area of interests in psychiatry, i.e., chronic mental illness, PTSD, substance abuse, and liaison between mental health and primary care.

PBS 420. Special Topics in Psychiatry. 4 credits.
The purpose of this course is to advance the learner’s experience and interest in academic psychiatry. The course will specifically focus on the exploration of one particular area of interest that the learner has in the area of psychiatry with the ultimate goal of producing a piece of written work appropriate for journal publication or presentation as a poster at an academic meeting. Skills involved will include literature searching, manuscript format and preparation, editing, and poster formatting.

PBS 421. Psychiatric Intensive Care, Phoenix. 1-5 credits.
The rotation consists of four weeks of psychiatric inpatient intensive care. This experience in an inpatient psychiatric practice will provide exposure to various aspects of the management of patients in this setting. Experience will include clinical supervision and readings.

PBS 440. Basic Psychotherapeutic Interventions in Medicine and Mental Health. 4 credits.
The rotation consists of four weeks of psychiatric experience in an inpatient setting. The student will be actively involved in providing psychotherapeutic interventions under strict supervision and guidance from the attending psychiatrist with emphasis on the traditional medical teaching model of ‘see one do one’. The student will be introduced to the cognitive behavioral therapy techniques, motivational interviewing, hypnosis, and relaxation therapies.

PBS 445. Outpatient Psychiatry. 2-4 credits.
The rotation consists of two or four weeks of psychiatric experience in an outpatient psychiatric practice providing exposure to various aspects of the management of patients in this setting. Experience will include clinical supervision and readings. Experience may be partially customized to student’s area of interests in psychiatry, i.e., chronic mental illness, PTSD, substance abuse, and liaison between mental health and primary care.

PBS 446. Adult Outpatient Partial Program Elective. 2,4 credits.
This course is designed to provide the fourth-year medical student exposure to adult psychiatric patients currently enrolled in Immanuel Hospital’s Outpatient Adult Psychiatric Partial Program.

PBS 462. Clinical Psychopharmacology. 4 credits.
This elective will provide contemporary information regarding the growing field of psychopharmacology. This will be achieved through guided independent learning (e.g., review of recent literature and assigned reading, small group discussion, participation in clinical teaching rounds, clinics, Grand Rounds, case discussions, and research activities).
PBS 463. Child and Adolescent Psychiatry. 2-4 credits.
This elective is a clinical rotation for those interested to explore in depth Child and Adolescent Psychiatry. The student will be exposed to residential level of inpatient care at Immanuel Residential Treatment Center and outpatient at the Creighton Psychiatry Outpatient Clinic and Family Services. The student will also gain knowledge about community based treatments. Students will have an opportunity to understand various systems that the Child and Adolescent Psychiatrist needs to deal with as they treat their patients; and receive exposure to various consultation sites in the community such as group homes; Behaven’ Day Care; and Family Services. This elective will help the student develop an understanding of normal child and adolescent development along with its deviations and development of psychopathology. Student will be exposed to various systems a child and adolescent psychiatrist deals with; i.e.; schools, Juvenile Court, and social services. The student will be able to diagnose common child and adolescent problems with the use of DSM-5; will learn to formulate an appropriate treatment plan; learn to work with multi-disciplinary treatment team and understand the role and responsibility of each member of the team; develop basic skills in use of various psychopharmacological agents of common child and adolescent disorders; learn the role of Child and Adolescent Psychiatrist in consultation with schools, courts, and other community based systems of care for children and adolescents.

PBS 463A. Child & Adolescent Psychiatry. 2 credits.
This elective is a clinical rotation for those interested to explore in depth Child and Adolescent Psychiatry. The student will be exposed to residential level of inpatient care at Immanuel Residential Treatment Center. This elective will help the student develop an understanding of normal child and adolescent development along with its deviations and development of psychopathology. The student will be able to diagnose common child and adolescent problems with the use of the DSM-5; will learn to formulate an appropriate treatment plan; learn to work with multi-disciplinary treatment team and understand the role and responsibility of each member of the team; develop basic skills in use of various psychopharmacological agents of common child and adolescent disorders.

PBS 464. Psychiatry Research. 4 credits.
Students will spend this elective period involved in the Creighton Psychiatry Research Center, and/or its affiliated Research Clinics at the Omaha VA Medical Center on current active protocols or, by mutual agreement, special topics. Currently, these range from Clinical Trials of Psychopharmacological Medications (for Anxiety, Depression, Psychosis, etc.) to Laboratory Research in Behavioral Biology, as well as special topics in Psychiatry (Child, Adolescent, Geriatric, Forensics, etc.). Students taking this elective will acquire knowledge in ethical, regulatory and operational aspects of protocols. They will become familiar with scientific and methodological issues in research. Students will become adept at using structured interviews for DSM-V criteria and Clinical Symptom Rating Scales for specific syndromes and research protocols.

PBS 467. Geriatric Psychiatry. 2-4 credits.
The Geriatric Psychiatry elective will provide the students with experience in the evaluation and treatment of elderly patients with depression, anxiety, Alzheimer’s disease, and other causes of dementia. The student will gain experience in the evaluation, diagnosis, and formation of treatment plans of geriatric patients in the psychiatric inpatient setting. The student will understand the evaluations process of older adults with cognitive deficits including mental status exam and laboratory and ex-ray data; know the pharmacokinetic changes in aging and their specific impact on geriatric psychopharmacology; appreciate the psychosocial impact on aging on older adult patients; and develop skills in utilizing family supports in the care of the geriatric patient.

PBS 467A. Geriatric Psychiatry. 2 credits.
The Geriatric Psychiatry elective will provide the students with experience in the evaluation and treatment of elderly patients with depression, anxiety, Alzheimer’s disease, and other causes of dementia. The student will gain experience in the evaluation, diagnosis, and formation of treatment plans of geriatric patients in the psychiatric inpatient setting. The student will understand the evaluations process of older adults with cognitive deficits including mental status exam and laboratory and ex-ray data; know the pharmacokinetic changes in aging and their specific impact on geriatric psychopharmacology; appreciate the psychosocial impact on aging on older adult patients; and develop skills in utilizing family supports in the care of the geriatric patient.

PBS 472. Adult Inpatient Psychiatry Sub-Internship (OMA). 2-4 credits.
This elective provides exposure to the practice of adult psychiatry in the inpatient setting. Students collaborate in treatment teams participating in rounds, case-conferences, Grand Rounds, and individual supervision with strong emphasis of differential diagnosis, planning and implementing a biopsychosocial treatment plan for psychiatric patients. Students will gain experience in the evaluation, diagnosis, and formation of treatment plans of acutely ill psychiatric patients in the inpatient setting.

PBS 472A. Adult Inpatient Psychiatry. 2 credits.
This elective provides exposure to the practice of adult psychiatry in the inpatient setting. Students collaborate in treatment teams participating in rounds, case-conferences, Grand Rounds, and individual supervision with strong emphasis of differential diagnosis, planning and implementing a biopsychosocial treatment plan for psychiatric patients. Students will gain experience in the evaluation, diagnosis, and formation of treatment plans of acutely ill psychiatric patients in the inpatient setting.

PBS 474. Mood Disorders and Their Treatment. 4 credits.
This course combines clinical service with depressed patients and discussion of books and articles discussing various aspects of the recognition, diagnosis, and treatment of depressive disorders. During this course the student will develop a solid fund of knowledge regarding Mood Disorders and their various etiologies and presentations; the ability to interview and diagnose patients with good ability to screen for dangerousness and self-harm and hospitalize if necessary. The student will also become familiar with medications commonly used in treatment of persons with Mood Disorders, and understand the goals and methods of cognitive-behavioral therapy and its brief treatment techniques.
**PBS 474A. Mood Disorders & Treatment. 2 credits.**
This course combines clinical service with depressed patients and discussion of books and articles discussing various aspects of the recognition, diagnosis, and treatment of depressive disorders. During this course the student will develop a solid fund of knowledge regarding Mood Disorders and their various etiologies and presentations; the ability to interview and diagnose patients with good ability to screen for dangerousness and self-harm and hospitalize if necessary. The student will also become familiar with medications commonly used in treatment of persons with Mood Disorders, and understand the goals and methods of cognitive-behavioral therapy and its brief treatment techniques.

**PBS 475. Consultation/Liaison Psychiatry Sub-Internship (OMA). 4 credits.**
This elective provides exposure to medically ill patients with emotional/psychiatric problems along with special teaching on psychiatric diagnostic issues, acute treatment plans, short-term intervention techniques, and supportive therapies. This elective will provide the student with exposure to consultations to acute medical/surgical units allowing the student to develop skills in evaluating and treating medical, surgical, obstetrical, and chronically ill patients who develop psychiatric problems.

**PBS 476. Special Topics in Psychiatry. 4 credits.**
This rotation is individually designed by the student and the Director within a broad range of topics in areas of psychiatry and psychology. During this course the student will develop a topic of study, a plan for research including an intended bibliography of at least 12 items, and the research question(s) for which the student plans to seek knowledge. The student then will write a well-organized paper exploring the subject in detail which will provide a strong exploration of the research questions with well-supported discussion and conclusion.

**PBS 479. Addictions. 2-4 credits.**
The student will spend this elective period at the Substance Abuse Disorders Program (SUDP) at the VA Hospital participating in the evaluation, assessment, and treatment of chemically dependent patients. The student will become skilled in taking substance use histories; will be able to identify on physical exam the medical consequences of substance abuse; will become familiar with the classes of drugs of abuse and the consequences of their uses; will become conversant in DSM-5 criteria for diagnosis of substance abuse and dependence; and will become knowledgeable of detoxification methods used to treat physical withdrawal. Student will observe and participate in therapeutic interventions including group therapy, one-on-one counseling, 12-step groups (e.g. Alcoholics Anonymous) in inpatient and outpatient settings.

**PBS 482. Trans-Cultural and Community Psychiatry. 2-4 credits.**
This community-based experiential course provides students with practical knowledge and experience in a community health system dedicated to psychiatric care for a transcultural population in Hilo, Hawaii. Students will develop skills in assessment, interviewing, and treatment of a highly diverse and under-served population; they will also better appreciate the role of psychiatrists in this unique community. The course provides practical experience in both in-patient and ambulatory sites, instruction in the assessment of major psychiatric syndromes and broader social issues in community and transcultural care.

**PBS 482A. Trans-Cultural/Comm Psychiatry. 2 credits.**
This community-based experiential course provides students with practical knowledge and experience in a community health system dedicated to psychiatric care for a transcultural population in Hilo, Hawaii. Students will develop skills in assessment, interviewing, and treatment of a highly diverse and under-served population; they will also better appreciate the role of psychiatrists in this unique community. The course provides practical experience in both in-patient and ambulatory sites, instruction in the assessment of major psychiatric syndromes and broader social issues in community and transcultural care.

**PBS 483. Domestic Violence Practicum. 4 credits.**
This community-based experiential course provides students with practical knowledge and experience in community agencies and sites dedicated to reducing domestic violence and aiding its victims in Omaha. Students will develop skills in assessment, interviewing, and treatment of persons subject to domestic violence; they will also better appreciate the role of physicians in the community effort to reduce violence. The course provides practical experience at shelter sites, instruction in the assessment of domestic violence victims, and contact with courts, support groups, and community action organizations.

**PBS 486. Narratives in Illness. 2-4 credits.**
This two- week or four-week reading course involves the student in reading first-person narratives of psychiatric and medical illness, with one or two short pieces of fiction. Students will read a variety of such written works with the objective of understanding the interplay of biological, psychological, and social factors in the dynamics of the illnesses, and the importance of social context and the strength of personal coping and of social support as important elements in the person’s recovery. The student will them prepare a written work with the guidance of the course director at the conclusion of their study.

**PBS 496. Directed Independent Study. 4 credits.**
Each student, supervised by faculty members, will pursue in-depth reading and discussions on current research topics of interest to faculty and students.

**PBS 498. Psychiatry Extramural. 1-8 credits.**

**PDT 120. Pediatric Summer Academy. 1 credit.**
This elective is an opportunity for medical students, in good academic standing, to enhance their clinical skills between their first and second year. The course will occur between May and June. Students will be expected to complete at least 3 of the 7 weeks available. The course will include shadowing physicians, attending lectures, and learning on patient simulators. Upon satisfactory completion of the course, the student will receive one academic credit on their final transcript.
PDT 301. Pediatrics Clerkship. 3.6 credits.
PDT 301 is a 6-week Pediatric Clerkship. Three weeks of the Clerkship serve as the inpatient experience. During this experience, the students spend 1-2 weeks in Children’s Hospital on the Inpatient Service. One to two weeks of the inpatient experience will also be spent in the Neonatal Intensive Care Unit at Bergan Mercy Medical Center or in the Neonatal Intensive Care Unit at Children’s Hospital. For the second half of the clerkship, three weeks will be spent in a community based Pediatric Outpatient setting. Each student will also spend one week of mornings in the Newborn Nursery at Bergan Mercy Medical Center. The clerkship involves several scheduled learning sessions ranging from didactic lectures, hands-on learning opportunities, and web-based simulated patient encounters (CLIPP cases). Students take both a midterm quiz and a practice exam during the clerkship to help them track their acquisition of knowledge.

PDT 333. Inpatient Pediatrics. 2 credits.
This course is designed to introduce third year medical students to various aspects of inpatient Pediatrics. Students will work with clinical faculty and also be exposed to academic, administrative and research components of Pediatrics.

PDT 334. Pediatrics. 2 credits.
The student will participate in well newborn nursery for one week and NYCU for one week under the supervision of an Attending Neonatologist and Pediatrician. The patients are both well and sick newborns. The student will also participate in the department teaching activities including attending rounds, grand rounds, daily teaching conferences, and nursery conferences.

PDT 335. Pediatric Ophthalmology. 2 credits.

PDT 420. Pediatric Endocrinology. 4 credits.
The student will evaluate patients primarily in the out-patient setting, but also have the opportunity to participate with consultations and admission to the hospital. At the end of the elective, the student will have a chance to make a formal presentation of an interesting topic or clinical case.

PDT 421. Pediatric Hematology-Oncology. 4 credits.
The student will be assigned to the outpatient hematology/oncology clinic at Phoenix Children’s Hospital. Working alongside a full-time faculty member, and with nurse practitioners, rotating house staff, nurses, and other health care personnel of the inter-disciplinary team, the student will gain experience with the diagnosis and management of patients with presumed and established hematological and oncological diagnoses.

PDT 422. Pediatric Rheumatology. 4 credits.
The student will participate in the care of pediatric patients with a variety of problems seen by a pediatrician specializing in sports related injuries. These include, but are not limited to: musculoskeletal problems, concussions, nutrition, weight management, etc.

PDT 423. Pediatric Gastroenterology and Nutrition. 4 credits.
The student will be an active participant in outpatient GI clinics, inpatient consultative services and neonatal consultative services. Didactic sessions on major topics in Pediatric GI will be given frequently throughout the elective period. The student will present a short talk on a GI topic of interest. The student will participate in the department teaching activities including attending rounds, grand rounds, afternoon lectures and daily noon teaching conferences.

PDT 424. Medical Care for Homeless and At-Risk Kids and Teens. 2-4 credits.
The medical student will participate in the care of the indigent, underinsured and at risk teenagers in the Phoenix Metropolitan area.

PDT 425. Pediatric Cardiology. 4 credits.
The Pediatric Cardiology Rotation is designed for Senior Medical Students and is an opportunity to gain exposure to the full range of pediatric cardiac disease, both congenital and acquired, with a specific focus on the outpatient component of pediatric cardiology. Under the direct supervision of the Pediatric Cardiology faculty, students will spend most of their time in the clinic setting where they will have great opportunity to learn the fundamentals of performing a pediatric cardiovascular exam including listening to murmurs and heart sounds and refining their skills in cardiac disease recognition, evaluation and management. Students will also experience the inpatient aspect of pediatric cardiology by being an active participant in the team performing consults in the emergency department, neonatal intensive care unit and the pediatric wards. Students will also have the opportunity to spend time in the Cardiovascular Operating Rooms, cardiac catheterization lab and echocardiography labs. Clinic Schedule will be provided at the beginning of the rotation.

PDT 426. Pediatric Urology. 4 credits.
By providing patient care under direct supervision of the urology faculty, the student will become acquainted with general principles of pediatric urology. The student will participate in daily patient care/attending rounds and has continuous informal attending contact while in the patient care setting. When appropriate and with supervision, the student will perform or participate in various procedures such as, bladder catheterization, urodynamic studies, etc.

PDT 427. Pediatric Dermatology (PRC). 4 credits.
Students will obtain a generalized knowledge base of common skin conditions affecting neonates, infants, children and adolescents and acquire skills of dermatologic description used to accurately communicate skin findings and differential diagnoses to specialists. Students will become familiar with common skin disorders and basic treatment regimes.

PDT 428. Pediatric Rheumatology. 4 credits.
The student will participate in the care of pediatric patients with a variety of problems seen by Pediatric Rheumatology. There are weekly clinics and inpatient consults under the guidance of a board certified hematologist.

PDT 430. Pediatric Sports Medicine. 4 credits.
The student will participate in the care of pediatric patients with a variety of problems seen by a pediatrician specializing in sports related injuries. These include, but are not limited to: musculoskeletal problems, concussions, nutrition, weight management, etc.

PDT 431. Introduction to Inpatient Rehabilitation. 1-5 credits.
The student will have the opportunity to diagnose, evaluate, and treat patients with disorders that require rehabilitation such as traumatic brain injury, spinal cord injury, stroke, and chronic pulmonary conditions.

The Department of Pediatrics offers an elective course in Breastfeeding Medicine for 4th year medical students. Students who will be applying for residencies in Family Medicine, Pediatrics, OB GYN, and Internal Medicine are encouraged to take this elective. This elective is an introduction to the knowledge and skills necessary to evaluate and diagnose common breastfeeding concerns in the inpatient and outpatient setting. By the end of the rotation students will have achieved early competency in managing the following issues: basic position/latch, milk supply issues, nipple shields, use of supplemental nursing system (SNS), pumping, mastitis, thrush, tongue tie, reflux, milk-protein allergy, extended nursing, return to work, relactation, breast augmentation/reduction, medications in milk.
PDT 440. Pediatric Critical Care Sub-Internship (OMA). 1-8 credits.
The purpose of this selective is to educate the senior medical student in the field of neonatology. The student will demonstrate competence in the critical care of sick and high-risk newborns. Students' participating in this selective will serve as 'junior house officer' under the supervision of a staff Neonatologist and complete required paperwork. The student will learn to evaluate neonates, infants, and children with a wide range of infectious diseases. This is primarily an inpatient experience with about 10% of patients seen in the outpatient clinic. Students will perform a complete workup and assessment, then present their findings and recommendations to the attending physician on daily rounds. Students are required to do considerable outside reading on their patients' illnesses. A selected reading list is provided to all students at the beginning of the rotation and students are responsible for all the material there in.

PDT 450. Pediatric Orthopedics. 4 credits.
Students will spend time at Phoenix Children's Hospital, Children's Rehabilitation Services (CRS), and local outside clinics. The student will function in the role of an acting intern, take histories and perform physical exams, participate in the pediatric orthopaedic call schedule, have in-patient responsibilities, and participate in emergency and elective operative procedures as either an observer or assistant. Outside reading is expected with completion of reading Staheli's Pediatric Orthopaedics, and Rang's Pediatric Fracture texts provided during the rotation. Students are expected to attend teaching and clinical conferences. A pediatric orthopaedic topic will be decided upon by the student and faculty early in the elective and a presentation/discussion will be expected at the completion of the course. A pre- and post-rotation learning map will guide student education during the rotation. Students are expected to keep a log or portfolio of their pediatric activities.

This elective will combine didactic lectures, skill sessions, and simulated patient exercises. Learning activities will concentrate on general pediatric topics and be supervised by Creighton Pediatric Faculty and Residents.

PDT 459. Pediatric Genetics and Metabolic Disease. 4 credits.
The goal of this elective is to assist students to become familiar with the common genetic disorders seen in children and adolescents. Students will participate in the care of pediatric patients with a variety of problems seen by Genetics. There are weekly clinics and daily ward rounds with the on call physician.
PDT 467. Pediatric Neurology. 4 credits.
The purpose of this elective is to acquire skills required to perform pediatric exam, and develop a diagnostic and therapeutic approach to common pediatric neurologic problems. This elective will enable the student to work closely with the attending staff Pediatric Neurologist in the evaluation and treatment of children with neurologic disorders. The student will see patients in both hospital and outpatient settings.

PDT 468. Pediatric Gastroenterology. 2-4 credits.
Students will learn to evaluate pediatric patients with chronic and infectious diarrhea, abdominal pain, constipation, malabsorption, inflammatory bowel disease, gastrointestinal infections, Hirschsprung’s disease, neonatal cholestasis, growth failure, chronic vomiting, and liver disease. Students will develop an understanding of gastrointestinal physiology and development. Basic principles of enteral and parenteral nutrition in Pediatrics will be reviewed. The student will participate in the care of both hospitalized and ambulatory patients at Children’s Hospital and Outreach Clinics. The student may choose to emphasize inpatient or outpatient activities based upon his/her prior experiences and individual career goals and needs. The medical student would work closely with the Pediatric Gastroenterology fellow, the pediatric house officers as well as the attending.

PDT 469. Pediatric Endocrinology Services. 2-4 credits.
The student will participate in the care of pediatric patients with a variety of problems seen in pediatric endocrinology private practice. There are ten half-day clinics weekly, and daily ward rounds with the on call physician. Regular formal discussions concerning endocrine problems are held. The purpose of this elective is for students to become familiar with the common endocrine disorders seen in children and adolescents.

PDT 470. Pediatric Hematology/Oncology Service. 4 credits.
This elective is for those students who are thinking about a career in pediatrics and wish in depth clinical exposure to hematology and cancer patients. Students will follow patients in the clinic and, if time allows, on the inpatient service. The purpose of this elective is to become familiar with common childhood malignancies and hematologic disorders, including differential diagnosis, therapy, and acute and late complications. There will be opportunity to review blood smears and bone marrow aspirate slides.

PDT 471. Pediatric Respiratory and Critical Care Medicine. 4 credits.
The goal of this rotation is to give the student a broad range of exposure to various pulmonary and upper respiratory problems ranging from asthma to cystic fibrosis through both inpatient and outpatient experiences. During the four weeks of this elective students will be provided with clinical experiences evaluating children with disorders of the respiratory system and acquiring skills necessary to perform the pediatric pulmonary exam and to develop a diagnostic and therapeutic approach to common pulmonary problems in children. Students are expected to be prepared for rounds, write patient notes, present patients, and be available for all rounds and clinics. Students are also expected to dictate consults and some clinic letters after review with the attending physician. Students are expected to review all tests performed in the pulmonary lab as time allows.

PDT 472. General Pediatrics. 2-4 credits.
The purpose of this elective is to educate senior medical students on newborn exams, routine health maintenance for various ages and diagnosis and treatment of common pediatric conditions. The student will be exposed to educational opportunities mostly in a pediatric ambulatory setting, but will also include patients in the newborn nursery and hospitalized patients. Basic approaches to childhood behavioral issues will also be included. This course is an ambulatory pediatric experience for those wishing to work in a general pediatric setting.

PDT 473. Advanced Pediatrics. 4 credits.
This elective is a didactic lecture series. Lectures will concentrate on general pediatric topics and will be given by Creighton Pediatric Faculty and Residents. In addition, each student will select a pediatric topic and give an oral presentation. The goal of this elective is to educate senior medical students regarding general and specialty pediatric illnesses in preparation for their residency.

PDT 474. Pediatric Emergency Medicine. 4 credits.
The purpose of this rotation is to provide the students with exposure to the practice of pediatric emergency medicine. Students will participate in the care of patients presenting to the Pediatric Emergency Department. Students will work with the attending physician to manage the patients during their Emergency Department visit. At all times, the student will be under the direct supervision of the attending physician. The patient population provides a wide range of experience in the care of minor and major traumatic injuries, multiple pediatric medical illnesses, care of the poisoned pediatric patient and pediatric patients with psychiatric illness. Patients seen in the Children’s Hospital Emergency Department range in age from newborn to 21 years.

PDT 475. Pediatric Pulmonology. 4 credits.
The student will participate in Inpatient rounds and patient evaluation of pulmonary patients in the morning. They will also participate in outpatient clinic visits, evaluate and treat pulmonary patients in the afternoon. Interactive didactic discussion regarding pulmonary diseases will occur periodically throughout the rotation. The student may participate in the department teaching activities including attending rounds, grand rounds, afternoon lectures and daily noon teaching conferences.

PDT 477. Clinical Genetics/Dysmorphology. 4 credits.
The student will attend all clinical genetics clinics at Phoenix Children’s Hospital. The student will also participate in all inpatient consultations. The student will attend all genetics teaching conferences. The student will be provided a reading syllabus of original articles relating to the embryology of congenital anomalies and the approach to diagnosis of genetic disorders, which they are expected to read during the elective. Discussion will follow with faculty supervisor. The student will carry out an independent, thorough literature review of a genetics/dysmorphology topic of his/her choice. The topic will be presented orally to the faculty supervisor at the end of the rotation. The student may participate in the department teaching activities including attending rounds, grand rounds, afternoon lectures and daily noon teaching conferences.

PDT 478. Pediatric Nephrology. 4 credits.
The student will participate in the diagnosis and management of inpatients and outpatient with kidney diseases and related problems. They will perform the initial evaluation of new patients in both the inpatient and outpatient setting. They will participate in the methods and procedures performed in the renal metabolic laboratory. They will participate in daily formal and informal discussions on pre-assigned topics relating to renal disease. The student will participate in the department teaching activities including attending rounds, grand rounds, afternoon lectures and daily noon teaching conferences.
PDT 479. Newborn/General Pediatrics. 1-8 credits.
The student will participate in daily newborn nursery rounds with the student assuming primary care for 1-3 newborns. After assessment of the newborns, the cases are discussed with an attending pediatrician and management care plans are developed. The student then participates in morning and afternoon clinic with student providing primary care under supervision of attending physician. Patients will represent well and sick children as well as some specialty referral patients. The student will participate in the department teaching activities including attending rounds, grand rounds, afternoon lectures and daily noon teaching conferences.

PDT 480. Assessment of Child Abuse and Neglect. 4 credits.
Students will participate in consults, round on inpatients, observe multidisciplinary team meetings, read selected journal articles and chapters, participate in journal club, and complete a series of case studies that demonstrate common presentations of non-accidental injury. In addition, students may have the opportunity to “ride along” with CPS and observe courtroom testimony on a case by case basis.

PDT 481. Development and Behavioral Pediatrics. 4 credits.
The student will participate in patient care with direct attending faculty supervision in the Autism Diagnostic Clinic, ADHD Diagnostic Program, and the general Developmental-Behavior Pediatric Clinic. The student has available independent learning from the Developmental-Behavior Pediatrics website (www.phoenixchildrens.com/dbpeds), ADHD packet, Autism packet, and Emily Center packets. The student will participate in the department teaching activities including grand rounds, and daily noon teaching conferences. The student will participate in site visits with residents to community partners.

PDT 483. Pediatric Neurology. 4 credits.
This elective is appropriate for students considering a career in pediatrics or neurology. It is particularly encouraged for those students considering a career in child neurology, developmental pediatrics, or developmental neuroscience. The student will act as a sub-intern, integrated into a team consisting of the pediatric neurology faculty member, pediatric neurology resident (fellow), and usually an adult neurology resident. Experience with inpatient consultation and a wide variety of outpatient clinics are provided. The choice of outpatient clinics can be tailored to the student’s interests.

PDT 484. Pediatric Critical Care Sub-Internship (PRC). 4 credits.
The student will participate in daily patient care/attending rounds and has continuous informal attending contact while in the patient care setting. When appropriate and with supervision the student will perform or participate in various procedures such as, endotracheal intubation, lumbar puncture, CPR, central line placement, etc. The student will participate in the department teaching activities including attending rounds, grand rounds, afternoon lectures and daily noon teaching conferences as well as at least twice weekly critical care conferences.

PDT 485. Neonatology Critical Care. 4 credits.
During this elective the student will attend high-risk deliveries, under the supervision of pediatric residents, neonatal nurse practitioners and/or attending neonatologist carry a case load of 2-4 moderately ill NICU and intermediate nursery patients. Patients are followed from admission to discharge when possible. With supervision, the medical student will practice and become familiar with bag and mask ventilation, CPAP application, endotracheal intubation, assisted ventilation, venipuncture, arterial puncture, umbilical arterial and venous catheterization. Students will also participate in patient-related problem-solving sessions and attend scheduled didactic teaching sessions. The student will participate in the department teaching activities including attending rounds, grand rounds, afternoon lectures and daily noon teaching conferences. There is an overnight call responsibility approximately every 4-5th night.

PDT 486. Inpatient Pediatrics. 4 credits.
During this elective the student will be the primary care provider for up to five ward patients under the supervision of a junior resident and attending physician. The student will participate in the department teaching activities including attending rounds, grand rounds, afternoon lectures and daily noon teaching conferences. At this time there is no over-night call requirement but participating in occasional evening ward activities. Weekend rounds are required. By participating fully in these activities the student will improve their data collection and analysis skills along with improving their clinical problem solving. They will become familiar with a variety of common and not so common pediatric medical and surgical diagnoses.

PDT 487. Family-Centered Patient Care. 4 credits.
Incorporation of family-centered patient care in the medical education of health care professionals is imperative in order to fully care for and understand the complex nature of the patients we serve. The goal of this course is to provide the skills necessary to implement family-centered care in patient encounters, and in doing so, encompassing a more diverse viewpoint of how to care for the individuals who seek our care.

PDT 488. Pediatric Allergy and Immunology. 3-4 credits.
Students will participate in the care and evaluation of pediatric allergy and immunology patients seen with a variety of problems. Students will develop through clinical exposure, the understanding of common pediatric allergy and immunology conditions. The rotation is outpatient based.

PDT 490. Pediatric Cardiac Critical Care Sub-Internship (PRC). 4 credits.
The Pediatric Cardiac Critical Care Rotation is designed for Senior Medical Students and is an opportunity to gain exposure to the acute care of critically ill children in the setting of a Pediatric Cardiothoracic Intensive Care Unit. Under the direct supervision of the Pediatric Cardiac Intensive Care faculty, students will provide direct patient care to 2-3 critically ill children with various types of congenital or acquired heart disease as well as other organ system problems including respiratory failure, renal failure and shock. Students will participate in the pre and post-operative management of infants and children with heart disease and will have the opportunity to spend time in the Cardiovascular Operating Rooms, cardiac catheterization lab and echocardiography labs.

PDT 491. NICU Sub-Internship at Children's Hospital (OMA). 4 credits.
Students will serve as a sub-intern under the supervision of a staff neonatologist. Children's Hospital has a Level 4 regional NICU that provides the highest level of neonatal care for infants with complex congenital or acquired surgical, respiratory, cardiac, and metabolic problems. Students will participate in the admission, daily rounds, and discharge of infants with a wide variety of diagnoses. Instruction will be provided through daily teaching rounds and lectures.
PDT 492. Pediatric Cardiology/Cardiac Critical Care. 1-8 credits.
The Pediatric Cardiology/Cardiac Critical Care Rotation is an opportunity for Senior Medical Students to gain exposure to the full discipline of pediatric cardiology in both the outpatient and inpatient setting including the acute care of critically ill children in the setting of a Pediatric Cardiovascular Intensive Care Unit. During the outpatient portion of the rotation, students will gain exposure to common cardiology problems including differentiating innocent from pathologic murmurs, basic electrocardiogram reading and diagnosing and treating a variety of congenital and acquired heart problems. In the inpatient setting, students will learn to recognize and manage common pediatric cardiac illnesses as well as participate in the pre and post-operative management of infants and children with congenital or acquired heart disease. Students will also have the opportunity to spend time in the Cardiovascular Operating Rooms, cardiac catheterization lab and echocardiography labs. Students will perform or participate in various procedures under the close supervision of the Pediatric Cardiac Critical Care Attending such as endotracheal intubation, central line placement, CPR, thoracostomy tube placement, etc.

PDT 494. Pediatric Urgent Care. 4 credits.
The student will attend the Phoenix Children’s Hospital’s Urgent Care Center. The student will attend 16 eight hour shifts per elective block. The student may participate in the department teaching activities including attending rounds, grand rounds, afternoon lectures and daily noon teaching conferences. The student is responsible for keeping a patient care log.

PDT 496. Directed Independent Study. 4 credits.
Each student, supervised by faculty members, will pursue in-depth reading and discussions on current research topics of interest to faculty and students. The purpose is to provide an environment whereby the student is introduced to scientific research methods and can improve critical thinking and reading skills as well as exchanging scientific information.


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

PMH 470. Preventive Ophthalmology (Dominican Republic). 4 credits.
Students will participate as team members in HS-MACA’s Prevent Blindness Initiative (PBI) in collaboration with the Institute for Latin American Concern (ILAC). Students will conduct blindness prevention screenings in Latin America, where children are at risk for vitamin A deficiency and adults are at risk for glaucoma, cataract and pterygium. Students will have the opportunity to assist with ocular surgeries performed by local ophthalmologists and visiting eye surgeons from the United States.

PMH 496. Directed Independent Study. 1-8 credits.

PMR 333. Physical Medicine & Rehabilitation. 2 credits.
This elective will provide the medical student with an introduction to the discipline of Physical Medicine and Rehabilitation (PMR). Students on the inpatient service will assist with admissions, daily rounding, team conference, family conference, and discharge service for patients at Immanuel Rehabilitation Center; students on the outpatient service will train in various clinical locations.

PMR 334. Physical Medicine & Rehabilitation. 2 credits.
At the conclusion of this elective, the medical student will be able to describe the role of the physiatrist in the treatment and care of the PMR patient and gain a basic understanding of orthotics/prosthetics prescription.

PMR 401. Physical Medicine and Rehabilitation. 1-8 credits.
This elective will provide the medical student with a comprehensive overview of the discipline of Physical Medicine and Rehabilitation. The Physical Medicine and Rehabilitation elective is located at the Immanuel Rehabilitation Center, located on the campus of Alegent Health Immanuel Medical Center. The Immanuel Rehabilitation Center specializes in the care of inpatients and outpatients who have had spinal cord injury, brain injury or stroke, amputations and other neurologic disorders.

PMR 421. Physical Medicine and Rehabilitation. 4 credits.
This elective will provide the medical student with a comprehensive overview of the discipline of Physical Medicine and Rehabilitation. Topics to be included are: Traumatic Brain Injury, Traumatic Spinal Cord Injury, Stroke and Pediatric Rehabilitation.

At the conclusion of this elective, the medical student will be able to develop a basic working knowledge of pharmacology, physiology, and pathophysiology of pain. The students will develop a working knowledge of neuroanatomy and of conducting a thorough neurological examination.

PMR 498. Physical Medicine & Rehabilitation Extramural. 1-8 credits.

PTG 333. Pathology M3 Elective (OMA). 2 credits.
This elective will expose the medical student to the fields of Anatomic and Clinical Pathology including Surgical Pathology, Cytopathology, Hematopathology and Clinical Chemistry, Molecular Pathology, Autopsy Pathology, Microbiology and other areas of Laboratory Medicine.

PTG 334. Pathology. 2 credits.
Elective time is usually split between anatomic and clinical divisions including clinical chemistry, microbiology, hematology, blood bank, surgical pathology, cytology and autopsy pathology. Gross examination and in-patient and out-patient frozen section experience are highlighted. Molecular biology and cytogenetic laboratories are recent additions to the curriculum.

PTG 401. Neuropathology. 4 credits.
Students will be exposed to a variety of neurosurgical specimens as well as diagnostic nerve and muscle biopsies, evaluating these specimens at the gross and microscopic levels one-on-one with the neuropathology faculty. The student will be encouraged to expand his/her knowledge in neuroanatomy, which includes skull base and gross brain at autopsy, whole brain myelin stain preparations and microscopic neuroanatomy.

PTG 402. Molecular Genetics in Oncology. 4 credits.
The course will provide basic understanding of the personalized, precision medicine concept and its application to the discipline of Oncology through the extensive use of pharmacogenetics, cancer profiling and evidence based (literature surveys) practice of medicine. We now recognize that just as patients differ in how they are affected by their diseases, cancers have unique natural histories with distinctive biology. Tumors once described solely by their organs of origin now comprise subsets with different biological drivers and clinical outcomes. A goal of this course is for the student to achieve an understanding of the critical role of objective measurements of tumor characteristics (biomarkers, gene mutations) and evidence-based medicine.
PTG 450. Anatomic/Clinical Pathology. 1-4 credits.
Elective time is usually split between anatomic and clinical divisions including clinical chemistry, microbiology, hematology, blood bank, surgical pathology, cytology and autopsy pathology. Gross examination and in-patient and out-patient frozen section experience are highlighted. Molecular biology and cytogentic laboratories are recent additions to the curriculum.

PTG 461. Introduction to Pathology Practice. 4 credits.
The goal of PTG 461 is to provide the medical student a broad introduction to the practice of modern day pathology built around interaction with clinicians, pathologists, residents, and technical staff. The student will gain an appreciation of the role of the laboratory in the practice of medicine. The student will gain some facility in the art of gross description, microscopic evaluation and diagnosis of surgical pathology specimens. The student will also be introduced to practical microbiology, hematology, and blood bank. The elective is designed and tailored to students' interests. It is a good experience for students interested any specialty. For those interested in pathology it offers a chance to experience what a residency is like.

PTG 462. Topics in Pathology. 4 credits.
The goal of PTG 462 is to provide the medical student with a more in depth experience in some aspects of pathology. The rotation will be customized based on the previous experience and interest of the student. For example, if the student is interested in OB/GYN, the student would focus on gynecology pathology.

PTG 467. Survey of Pathology Practice. 2 credits.
The objective of the 2 week Survey Elective is to give the 4th year medical student a broad introduction in the practice of pathology built around interaction with clinicians, pathologists, residents, and technical staff. This elective is designed to offer each student an opportunity to gain an introductory understanding of the practice of clinical and anatomic pathology.

PTG 468. Microbial Laboratory Diagnosis. 4 credits.
This course is designed to familiarize the student with the practical, technical, strategic aspects of clinical microbiology. Emphasis will be placed on specimen selection, collection and processing, identification of microbial pathogens and antimicrobial susceptibility testing as an aid for the diagnosis of infectious diseases.

Original investigation under supervision and guidance of individual staff members.

PTG 498. Pathology Extramural. 1-8 credits.

RAD 333. Diagnostic Radiology. 2 credits.
This is an introduction to clinical imaging targeted for students who are interested in radiology, as well as those pursuing other specialties.

RAD 344. Diagnostic Radiology. 2 credits.
This is an introduction to clinical imaging targeted at 3rd year medical students. This elective will provide an overview of medical radiology, including synthesis, imaging and management of diagnostic imaging. The focus will be on bone, abdomen, chest and pediatric imaging.

The student observes and participates in a wide variety of interventional radiology procedures, including angiography, vascular interventions (angioplasty, embolization, trauma, cancer treatment, thrombolysis, venous access procedures), non-vascular interventions (including CT-guided biopsy, abscess drainages), and complex non-vascular cases (such as biliary drainage and stenting, and percutaneous nephrostomy placement).

This course will familiarize M4 students with the role of imaging in the evaluation and management of common conditions. Students will be introduced to diagnostic imaging techniques and procedures. The focus will be on Musculoskeletal, Body imaging, Chest and Pediatric imaging. The student will spend one week in each of these areas.

RAD 450. Interventional Radiology. 1-4 credits.
The Department of Radiology offers an elective course in Vascular and Interventional Radiology in which the medical student will learn the indications and techniques, as well as patient care considerations, of a wide variety of interventional procedures. The rotation includes the work-up and evaluation of patients for diagnostic angiography, therapeutic vascular and interventions (angioplasty, thrombolysis, venous access procedures) and non-vascular interventional procedures (including CT-guided biopsy, abscess drainages), and complex non-vascular cases (such as biliary drainage and stenting, and percutaneous nephrostomy placement).

RAD 455. Musculoskeletal Radiology Elective. 1-5 credits.
This course is an introduction to Musculoskeletal Radiology for 4th year medical students with emphasis on overview of anatomy, common musculoskeletal fractures, appropriate use of various imaging modalities and image guided procedures.

RAD 460. Diagnostic Radiology. 1-4 credits.
The Department of Radiology offers an elective course in General Diagnostic Radiology. This is an introduction to clinical imaging targeted at 4th year medical students. This elective will provide an overview of medical radiology, including synthesis, imaging and management of diagnostic imaging. The focus will be on bone, abdomen, chest and pediatric imaging. The student will spend one week in each of these areas. Arrangements can be made if there is interest in other sub-specialty areas.

RAD 463. Diagnostic Radiology. 1-4 credits.
The Department of Radiology offers an elective course in General Diagnostic Radiology. This is an intensive introduction to clinical imaging targeted for fourth year medical students, both those interested in radiology and those pursuing other specialties. This elective will provide a comprehensive overview of medical radiology, range, uses, limitations and costs of diagnostic techniques. The program consists of subspecialty rotations, faculty interactive conferences and independent study of selected cases.

RAD 464. Radiology Oncology. 4 credits.
This course is an elective which familiarizes students with cancer care. Very often, cancer care includes chemotherapy and surgery, therefore students should do reading appropriate to the topic in order to develop a well-rounded knowledge base. This elective will allow students the opportunity to consolidate his/her knowledge of Basic Science (Anatomy, Pathology) into clinical care of the cancer patients.
RAD 465. Angio/Interventional. 4 credits.
The Department of Radiology offers an elective course in Vascular and Interventional Radiology in which the medical student becomes a member of the interventional team. The rotation includes the work-up and evaluation of patients for diagnostic angiography, therapeutic vascular and interventions (angioplasty, thrombolysis, venous access procedures) and non-vascular interventional procedures (including CT-guided biopsy, abscess drainage), and complex non-vascular cases (such as biliary drainage and stenting, and percutaneous nephrostomy placement). The interventional team works as a cooperative group which provides initial assessment of a patient’s care during the procedure and follow-up care on the ward as appropriate. The medical student will share the duties of the daily organization and management of the service.

RAD 468. Diagnostic Neuroradiology. 4 credits.
The Department of Neuroradiology offers an elective course in Diagnostic neuroradiology. This is an introduction to clinical neuro imaging targeted at 4th year medical students. This elective will provide an overview of neuroradiology, including synthesis, imaging and management of neuro diagnostic imaging. The focus will be on Head CT, brain MRI, Spine imaging and Neuroangiography.

RAD 496. Directed Independent Study. 1-8 credits.
Each student, supervised by faculty members, will pursue in-depth reading and discussions on current research topics of interest to faculty and students. The purpose is to provide an environment whereby the student is introduced to scientific research methods and can improve critical thinking and reading skills as well as exchanging scientific information.

RON 333. Radiation Oncology M3 Elective. 2 credits.
This elective familiarizes students with cancer care, including radiotherapy, chemotherapy and surgery.

RON 334. Radiation Oncology. 2 credits.
The student will be assigned to the Radiation Medicine department at St. Joseph's Hospital Medical Center and the University of Arizona Cancer Center. The student will work with the radiation oncologists, medical physicists, dosimetrists, nurses, and other medical personnel in order to manage and care for patients with established oncological diagnoses. In particular, the student will learn to compare and contrast the different radiation delivery modalities available for various malignancies, understand the nuances in radiation dosing, and anticipate and screen for common side effects based on treatment site.

RON 410. Radiation Medicine PRC. 4 credits.
The student will be assigned to the Radiation Medicine department at St. Joseph's Hospital Medical Center and the University of Arizona Cancer Center. The student will work with the radiation oncologists, medical physicists, dosimetrists, nurses, and other medical personnel in order to manage and care for patients with established oncological diagnoses. In particular, the student will learn to compare and contrast the different radiation delivery modalities available for various malignancies, understand the nuances in radiation dosing, and anticipate and screen for common side effects based on treatment site.

RON 498. Radiation Oncology Externship. 1-12 credits.
Fourth-year medical students may arrange to participate in externships at LCME- or ACGME-accredited institutions in order to further their education in the field of Radiation Oncology. They are allowed up to 12 credit hours (weeks) of externships during the fourth year of medical school. Radiation Oncology is an emerging field and education places a heavy emphasis on systems-based practice along with rigorous methods to assess and find solutions for the health and healthcare problems of cancer patients. Through didactics and clinical experiences, students learn to collaborate with patients, healthcare providers, and organizations to improve the health outcomes of cancer patients. They learn current treatment modalities in the healthcare setting. Students pay tuition at Creighton University and earn academic credit when participating in externships, thus a formal evaluation and grade are required of the host institution.

SIS 501. Death, Health and Dickens. 0.5 credits.
The representation of disease and death demonstrate an important social awareness of healthcare in Victorian Britain that helps us understand today’s medical and social landscape. Students will explore the connection between health, social conditions, and the works of Charles Dickens.

SIS 502. A History of Disability and Medicine. 0.5 credits.
This course introduces students to a diversity of perspectives on the causes, nature, understanding, and appropriate management of disability. Through an examination of evolving historical perspectives on disability, in the clinic and in society, students will critically analyze traditional medical conceptions of disability as an individual “problem” with biological origins. P Admission to Medical School.

SIS 503. Creative Writing Workshop for Future Physicians. 1 credit.
Stories and writings are how we interact with the world. In keeping with the finest Jesuit and literary traditions to best prepare the student as a physician, the student will use creative writing to understand personal narratives and those narratives of patients.

SIS 504A. Communicating in Spanish for Medical Professionals I. 0.5 credits.
This course is designed for students who are planning a career in medicine and want to improve their communication skills when dealing with Spanish-speaking persons. Prior introduction to the Spanish language is recommended. This course is the first of two courses dedicated to this topic.

SIS 504B. Communicating in Spanish for Medical Professionals II. 0.5 credits.
This course provides students with a culturally contextualized foundation in vocabulary and grammar. The course focuses equally on the development of new knowledge and the ability to communicate medical information to patients and family members. This is the second of two courses.

SIS 505. Is Race Real? Racialization in Medicine and Science. 0.5 credits.
Through an exposure to relevant primary literature, popular media writings, academic talks, and through reflective writing and discussion, students will explore the effects of race on the patients they care for, and determine for themselves whether their role as clinicians in confronting the racialization of the health care system.

SIS 506. Childbirth and Social Justice. 0.5 credits.
This course encourages students to reflect on the connections between childbirth and social justice, and how social issues of access, equity, and participation have historically influenced maternal healthcare, especially among underserved or minority populations.
SIS 507. Physician's Vocation Program, Year 1: Introduction to Ignatian Spirituality in Medicine. 1 credit.

The first year of the Physician’s Vocation Program is a formative introduction to Ignatian spirituality that explores its potential influence on the practice of clinical medicine through the intersection of reading, prayer, reflective writing, discussion, and spiritual direction.

SIS 508. Narratives of Neurodiversity: Appreciating Variants in Cognitive Ability to Enhance Comm & Understanding. 0.5 credits.

In this course, students will consider how the language used to address and describe neurodiverse individuals affects them and their treatment. Students will also examine definitions of “quality of life,” the value they place on a certain kind of cognition, and how understanding the goals of neurodiverse individuals might challenge those definitions.

SIS 509. The Art of the Examination: How Observation Leads to Empathy in Healthcare. 0.5 credits.

This course introduces students to concepts of observation. By examining selected works of art, students will increase visual literacy and observational skills. Pensive concentration is the basis for empathy. Through drawing, students will enhance their sensitivities to the role of empathy in health care. Students need no prior art training.

SIS 510. Talking with Kids: Play, Empathy, and Communication with Children. 0.5 credits.

This course explores the nature of children's communication. Specifically, this course will examine the communicative abilities, practices, and behaviors of children ranging across toddler to school age years. This course offers a new, and positive perspective from which to view children's communication within families, schools, communities, and healthcare.

SIS 511. Communication Around Women's Health and Bodies. 0.5 credits.

This course explores the role of communication in our understanding, perceptions, and treatment of women's health concerns and bodies. In this course students will examine the following topic areas: history of women's health, women's sexuality, menstrual cycle and menopause, breast health, relational well-being, infertility, pregnancy, and motherhood.

SIS 512. Mindfulness, Meditation, and Yoga. 0.5 credits.

This experiential-based course is designed to provide medical professionals an introduction to mindfulness, meditation, and yoga. These unique reflection and self-awareness tools help develop greater capacity within medical professionals to engage with patients on physical, mental, and emotional levels which are at the heart of the practice of modern medicine.

SIS 513. Gender/Sex, Communication, and Culture. 0.5 credits.

The purpose of this course is to discuss the complex connections among communication, gender, sex, culture, and biology. Increasingly, gender/sex is a site of cultural struggle where (mis)communication is common and social controversies obscure the ability of the public, subject experts, and practitioners to engage with these topics. Students will explore the role communication plays in developing and enforcing gender norms and the implications those norms have on the dignity of people at the margins of our society. Students can expect to discuss a variety of topics, including definitions of sex and gender, health communication, masculinity/femininity, sexuality, feminisms, reproduction, sexual assault, religion, and mass media.

SIS 514. Exploring Resistance to Vaccination. 0.5 credits.

This course addresses the general question of why some people choose not to abide by authoritative medical recommendations. We will tackle that question by taking a look at social scientific research on childhood vaccinations—specifically, why some parents choose to opt out of immunizations for their children.

SIS 515. Caregiving and Accompaniment. 0.5 credits.

This course takes as its central concern a renewed attention to caregiving and accompaniment. Bringing these two concepts together contextualizes clinical care within broader social justice efforts, nationally and globally, and provides physicians with a value framework, an identity, and an approach to practicing medicine.

SIS 516. The Medicalization of Deviance. 0.5 credits.

The “Medicalization of Deviance” is a course that explores with a symbolic interactionist lens how society defines deviance and often uses medicalized treatments to address deviant behaviors. Subjects that will be discussed include homosexuality, community violence, illegal drug use, and sexual offending.

SIS 517. Lessons from People Who Died. 0.5 credits.

Through a combination of case presentations, guided discussions, and relevant literature and/or media review, students will explore the complex interactions between serious illness, impending death, spirituality, communication, the human condition, and the singular privilege of serving others as a physician. Students will be required to complete short (< 15 minute) written reflections regarding each week's themed discussion immediately before and again after each session.

SIS 518. Problematic Progress in Parasitology. 0.5 credits.

This course will examine the history of discovery in parasitology with an emphasis on the life histories and pathologies of medically important parasites. It will question the process of scientific discovery as it has been portrayed in the past by considering “how we know” what we know about parasitic diseases and critically evaluating the means by which this knowledge has been acquired.

SIS 519. Restorative Recreation. 0.5 credits.

The SIS Courses provide opportunities for study of the humanities and related subject areas pertinent to the practice of medicine and contribute to the personal and professional development of the student.

SIS 520. Physician's Vocation Program: Theological Issues in Medicine. 1 credit.

The first year of the Physician’s Vocation Program forms medical students into physicians who are contemplatives in action, that is doctors who are attentive to and cooperative with the movements of God’s spirit in their lives and work as well as aware of and resistant to those forces that work to separate people from a loving and caring God.

SIS 521. Physician’s Vocation Program: The Problem of Suffering. 0.5 credits.

Having examined the inadequacy and potential damaging effects of philosophical and theological explanations for the problem of suffering, the second semester of the Physician’s Vocation Program seeks to help students develop a practical theodicy. Rather than try to explain or rationalize suffering, a practical theodicy seeks to deal with the reality of suffering by empowering people to continue to live with faith, hope, and love in the midst of it.
SUR 301. Surgery Clerkship. 1-8 credits.
Our Goal is to teach the basics of procedural medicine. Students will learn surgery as a component of integrated medicine directed towards promoting health through safe and effective procedures applied through best medical evidence. This eight-week clerkship is divided into three components: All students will participate in one 4-week general surgery rotation, and two 2-week sub-specialty rotations. During the four-week block, you will be an integral part of the surgical team. The rotation is designed to introduce you to the “core” of knowledge, skills, behaviors, and attitudes regarding surgery which are fundamental to the medical practice of all physicians, whether you are considering a career in surgery, have no interest in a career in surgery, or don’t yet know. This experience will be intense as well as exhilarating; physically, mentally, and emotionally. It will challenge you to perform to the utmost of your abilities.

SUR 401. Selective in Trauma. 1-4 credits.
The student is expected to participate in teaching rounds and assist in the operating room for patients admitted to the general surgical trauma service. The student will function as a sub-intern and be expected to present cases during rounds as well as at trauma conferences. The student will also be expected to participate in research activities within the trauma division.

SUR 401A. Selective in Trauma. 2 credits.
The student is expected to participate in teaching rounds and assist in the operating room for patients admitted to the general surgical trauma service. The student will function as a sub-intern and be expected to present cases during rounds as well as at trauma conferences. The student will also be expected to participate in research activities within the trauma division.

SUR 405. General Surgery Sub-Internship (Red) (OMA). 1-8 credits.
This course is an intensive surgical experience with emphasis on minimally-invasive general surgical procedures. The sub-intern will be given opportunities to first assist in selected cases and manage critically ill patients.

SUR 405A. Selective in General Surgery. 2 credits.
This course is an intensive surgical experience with emphasis on minimally-invasive general surgical procedures. The sub-intern will be given opportunities to first assist in selected cases and manage critically ill patients.

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

SUR 412. Advanced Surgical Prep. 4 credits.
The purpose of the course is to provide the student with a basic foundation of the knowledge and skills required for first year resident training in surgery. It is directed toward students interested in general surgery or other surgical subspecialties. On completion of the rotation, students should feel confident using their new understanding and skills to create a more seamless transition into residency. Coursework will consist of small group exercises and discussions, teaching rounds, independent study, skills lab practical experience, (cadaver dissection) and operating room exposure.

This elective will introduce to the student the spectrum of modern plastic surgery. It will encompass the basic fundamentals of wound healing, evaluation and treatment of maxillofacial injuries, repair and reconstruction of head and neck tumors, repair of congenital facial deformities, review of surgical physiology in the treatment of burns, in addition to exposure to the various cosmetic surgical procedures.

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

SUR 416. Surgery Research. 4 credits.
This elective will provide the senior medical student an opportunity to gain an understanding of the responsibilities, skills, and learning expectations of a resident. The purpose of this course is to assist the student in their understanding of the key concepts in the responsible conduct of research allowing them to conduct research that conforms to the highest standards for the protection of human research subjects.

SUR 419. Head and Neck Surgery Sub-Internship (OMA). 4 credits.
This elective is designed to provide students a broad experience in the general practice of Otolaryngology/Head and Neck Surgery (Pediatric and Adult) in both office and hospital/surgical settings. Students will receive exposure to the more complex specialty areas of Otolaryngology/Head and Neck Surgery including: Head and Neck/Reconstructive Surgery, Neuro-Otology, Skull Base Surgery, Laryngology, and Pediatric Otolaryngology.

SUR 420. Trauma/Acute Care Surgery (PRC). 1-8 credits.
In this elective, students will function as sub-interns and participate in acute trauma resuscitations, operative care and ICU rounds during the rotation on the Trauma surgery Service. The student will evaluate and write daily progress notes under the supervision of the senior surgical resident and the surgical attending. Presentations during trauma rounds and at the weekly Trauma conference will be required.

SUR 422. General Surgery Sub-Internship (PRC). 4-5 credits.
Students in this course are expected to function as sub-interns and participate in office evaluation, daily hospital rounds, operative management and pre and postoperative care of patients on the general surgical service. The student will evaluate and write daily progress notes under the supervision of the senior surgical resident and the surgical attending. The student will participate in daily “checkout rounds” with the surgical team. Presentations during teaching rounds and participation at General Surgery Basic Science and journal club will be required.

The General Thoracic Surgery Rotation is designed for Senior Medical Students who have an interest in the specialty of thoracic surgery. It is an opportunity for students to gain exposure to the full range of management with regards to general thoracic diseases – e.g. benign esophageal disease, esophageal cancer, lung cancer, advanced lung disease – and their surgical management. Under the supervision of the faculty and residents, the students will spend their time both in the inpatient and outpatient setting where they will have an opportunity to understand disease processes of the chest and foregut, learn about their surgical management, and spend time in the Operating Rooms.
This rotation in Otolaryngology, Head and Neck surgery, offers an exposure to the medical and surgical evaluation and management of associated problems of this specialty. Patient population consists of both outpatients and inpatients at St Joseph Hospital and Medical Center, Phoenix, AZ. It focuses on the adult and pediatric population. Time will be divided between clinical experience and operative experience. Students will also obtain experience in head and neck tumor patients. It is anticipated the student will acquire adequate skill in the performance of a complete ENT examination and become familiar with the diagnosis and management of the major ENT disorders. Student progress will be assessed with periodic oral presentations. Knowledge of surgical indications and complication will be required and the student will be involved in patient management.

SUR 430. Selective in Pediatric Ophthalmology. 4 credits.
This ophthalmology elective serves as an introduction to the medical and surgical diseases of the eye. This course will give students the opportunity to become very familiar with Pediatric Ophthalmology and Adult Strabismus. Students will participate in primary eye care and assist with the responsibilities of care for patient.

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

SUR 432. General & Oncology Surgery Sub-Internship (OMA). 2-4 credits.
This course is an intensive surgical experience with emphasis on minimally invasive general surgical procedures. The sub-intern will be given opportunities to first assist in selected cases and manage critically ill patients. The student will incorporate into the team, with sub-intern responsibilities and will have opportunity to develop a skill set and foundational knowledge to help transition into the PGY1 year.

SUR 432A. Selective in Oncology/Surgery. 2 credits.
This course is an intensive surgical experience with emphasis on minimally invasive general surgical procedures. The sub-intern will be given opportunities to first assist in selected cases and manage critically ill patients. The student will incorporate into the team, with sub-intern responsibilities and will have opportunity to develop a skill set and foundational knowledge to help transition into the PGY1 year.

SUR 433. Urology Sub-Internship (OMA). 4 credits.
The student will function as a sub-intern in urology, performing admission histories and physical examinations, planning patient study programs, and joining with the urology staff for patient care in the cystoscopy and operating rooms. The student will assist in postoperative management of their patients. Students will function as a member of the urology team. Students will also learn the interpretation of other imaging studies such as CT scans.

SUR 434. Comprehensive Ophthalmology. 1-4 credits.
This elective will familiarize students with the diagnosis and care of patients with ocular disease, the exam techniques of the eye, and the medical and surgical treatments used in Ophthalmology. At the conclusion of this rotation, the student should be able to perform a thorough history and a comprehensive eye exam on patients with eye disease, identify and have the ability to treat non vision-threatening eye disorders and recognize vision-threatening and urgent eye conditions so that timely referral to an Ophthalmologist is obtained.

SUR 435. Otolaryngology. 4 credits.
This surgical subspecialty course is designed to provide students a broad experience in all aspects of the general practice of Otolaryngology/Head and Neck Surgery (Pediatric and Adult) in both office and hospital/surgical settings. In addition, students will receive exposure to the more complex specialty areas of Otolaryngology/Head and Neck Surgery including: Head and Neck/Reconstructive Surgery, Neuro-Otolary, Skull Base Surgery, Laryngology, and Pediatric Otolaryngology.

The student will function as a sub-intern in urology/gynecology, performing admission histories and physical examinations, planning patient study programs, and joining with the urology staff for patient care in the cystoscopy and operating rooms. The student will assist in postoperative management of their patients. Students will function as a member of the urology team. Students will also learn the interpretation of other imaging studies such as CT scans.

SUR 450. Otolaryngology (OMA). 4 credits.
This rotation in Otolaryngology and Human Communications offers an exposure to the medical and surgical evaluation and management of associated problems of this specialty. Patient population consists of both outpatients and inpatients at Creighton University Medical Center, Bergan Mercy Hospital, and Outpatient Surgical Specialties Center. It focuses on the adult and pediatric populations. The student will have the opportunity to observe audiological, vestibular and speech/language evaluations, integral parts of the total ENT diagnostic and treatment plan. Student will also obtain extensive experience in head and neck tumor patients. It is anticipated the student will acquire adequate skill in the performance of a complete ENT examination and become familiar with the diagnosis and management of the major ENT disorders.

This elective will include all aspects of peripheral vascular surgery both venous and arterial, preoperative evaluation, intra-operative experience, and postoperative management of patients. Responsibilities will involve following and caring for critically ill patients who have undergone the above surgical procedures. Exposure in the operating room will include first assistant duties. The student will be part of a team caring for these patients and will participate actively in bedside and operating room teaching. The goal of this course is that students will learn the basics of vascular disease being able to diagnose arterial, venous and lymphatic disease and understand treatment goals both surgical and non-surgical for the above disease processes.

SUR 461. Cardiothoracic Surgery Sub-Internship (OMA). 4 credits.
To learn the basics of cardiac and thoracic surgery, students will engage in all aspects of patient care, as well as acquire knowledge in cardiovascular diseases, pathophysiology, anatomy, pre- and post-operative management, ICU care, and suturing skills. The student will function as a sub-intern and gain insight and experience in the patient-surgeon relationship.

SUR 468. General Vascular & Orthopedic Surgery. 4 credits.
In this course the student will work closely with two surgeons, gaining experience in all aspects of a busy general surgery practice. This practice includes not only general surgery but vascular and orthopaedic surgery as well. The student will be involved with patients through surgical care including diagnosing and determining the need for surgical intervention, participating in the surgical suite with exposure to pathology and anatomic didactic, and following up on patients in the hospital and clinical setting. She/he will be expected to be on call for trauma and other emergencies.
Students on this service will be responsible for routine daily care of neurological patients. Students will perform histories and physicals with emphasis on neurological examination. Students will actively participate in daily care, neurodiagnostic procedures, surgery, postoperative care, and attend Neurosurgery clinics and Neurosurgery conferences.

SUR 472A. Selective Neurological Surgery. 2 credits.
Students on this service will be responsible for routine daily care of neurological patients. Students will perform histories and physicals with emphasis on neurological examination. Students will actively participate in daily care, neurodiagnostic procedures, surgery, postoperative care, and attend Neurosurgery clinics and Neurosurgery conferences.

In this selective, students will be exposed to the field of ophthalmology and have the opportunity to become familiar with common ocular conditions and microsurgery of the eye. Time will be spent in an outpatient office/clinic setting and in the operating room observing anterior and posterior segment surgeries. By the end of the rotation, the student will be able to diagnose and manage patients with ocular problems commonly found in the emergency room, outpatient and inpatient setting.

SUR 475. Orthopedic Surgery Sub-Internship (OMA). 1-8 credits.
The goal of this selective is to expose the senior medical student to the full range of clinical and teaching activities associated with an orthopaedic service, providing opportunity for the student to develop a sound foundation in Orthopaedic patient management. This includes the emergent, operative, inpatient, and outpatient care of patients. On this service, the students participate in the full range of clinical and teaching activities. The students evaluate patients in outpatient clinics and participate in the outline of the treatment plan. Students assist at surgery to become familiar with orthopaedic procedures and master the anatomy of the extremities and axial skeleton. The students participate in the post-operative in-hospital management and post-hospital clinic follow-up by preparing progress notes and writing patient care orders.

The students participate in all teaching and conference aspects of the service.

SUR 475A. Selective in Orthopedic Surgery. 2 credits.
The goal of this selective is to expose the senior medical student to the full range of clinical and teaching activities associated with an orthopaedic service, providing opportunity for the student to develop a sound foundation in Orthopaedic patient management. This includes the emergent, operative, inpatient, and outpatient care of patients. On this service, the students participate in the full range of clinical and teaching activities. The students evaluate patients in outpatient clinics and participate in the outline of the treatment plan. Students assist at surgery to become familiar with orthopaedic procedures and master the anatomy of the extremities and axial skeleton. The students participate in the post-operative in-hospital management and post-hospital clinic follow-up by preparing progress notes and writing patient care orders.

The students participate in all teaching and conference aspects of the service.

SUR 476. Otolaryngology (OMA). 4 credits.
This rotation in Otolaryngology and Human Communication, offers an exposure to the medical and surgical evaluation and management of associated problems of this specialty. Patient population consists of both outpatients and inpatients focusing on the adult and pediatric populations. Time will be divided between clinical experience, operative experience, and formal didactic on the various aspects of ENT. The student will have the opportunity to observe audiological, vestibular and speech/language evaluations, integral parts of the total ENT diagnostic and treatment plan. It is anticipated the student will acquire adequate skill in the performance of a complete ENT examination and become familiar with the diagnosis and management of the major ENT disorders. Knowledge of surgical indications and complication will be required and the student will be responsible for patient management.

SUR 477. Selective in Pediatric Surgery. 4 credits.
This rotation will expose the student to common surgical diseases and congenital deformities in infants and children. The student will be required to perform selected histories and physicals on these patients and will second or first assist in surgery.

SUR 478. Elective in Pediatric Surgery. 4 credits.
In this away rotation, the student will be exposed to a wide variety of surgical diseases to include pediatric cardiology and trauma. The student will work closely with our Creighton surgical resident rotating at Children’s Mercy Hospital in Kansas City, MO.

The purpose of the course is to expose the medical student to the comprehensive care of plastic surgery patient in the outpatient and inpatient setting. This selective will introduce to the student the spectrum of modern plastic surgery encompassing the basic fundamentals of wound healing, evaluation and treatment of maxillofacial injuries, repair and reconstruction of head and neck tumors, repair of congenital facial deformities, review of surgical physiology in the treatment of burns, and exposure to the various cosmetic surgical procedures. Instruction will include observation, assistance and instruction on plastic surgical techniques. During this rotation students are expected to assist in surgery.

SUR 481. Selective in Orthopaedic Surgery. 4 credits.
On this service the students participate in the full range of clinical and teaching activities. The students evaluate patients in outpatient clinics and participate in the outline of the treatment plan. Students assist at surgery to become familiar with orthopaedic procedures and master the anatomy of the extremities. The students participate in the post-operative in-house management and post-hospital clinic follow-up by preparing progress notes and writing patient care orders. The students participate in all teaching and conference aspects of the service including discussions of a scientific basis of orthopaedic surgery. Finally, the students prepare a formal written presentation on a patient of their choice, citing current literature and having an evidence based explanation for their treatment plan during the rotation.

SUR 485. Surgical Intensive Care Unit. 1-4 credits.
The student is expected to participate in daily teaching rounds in the ICU. The student will function as a sub-intern and be expected to present assigned patients on rounds, attend all lectures and conferences and read required material. Students will also have the opportunity to do procedures under close supervision.
SUR 486. Burns - St. Elizabeth's Hospital (OMA). 4 credits.
This course includes participation in preoperative and postoperative care of the general surgical patient. Students are expected to round with attending physicians and make appropriate orders and notes on patient charts. Students will act as sub-intern and will observe surgical techniques and perform simple procedures. During the month, students will be expected to present a 30-minute topic of their choice in an area of general surgery or Burns to the attending physicians.

SUR 489. Selective in Pediatric Ophthalmology. 4 credits.
This ophthalmology elective serves as an introduction to the medical and surgical diseases of the eye. This course will give students the opportunity to become very familiar with Pediatric Ophthalmology and Adult Strabismus. Students will participate in primary eye care and assist with the responsibilities of care for patients. At the conclusion of this elective, students will be able to identify common causes of amblyopia, strabismus, chalazions, and blocked tear ducts.

SUR 490. Urology (OMA). 4 credits.
Students will rotate for four weeks at Urology Health Center and Fremont Area Medical Center. The student will function as a sub-intern in urology, performing admission histories and physical examinations, planning patient study programs, and joining with the urology staff for patient care in the cystoscopy and operating rooms. The student will assist in postoperative management of their patients. Students will function as a member of the urology team. This rotation provides students with an insight into general clinical urology. While on the urology service, the student will join faculty in the clinic practice, outpatient procedure and minor surgeries, as well as the hospital wards and the operating room.

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

SUR 492. General Surgery. 4 credits.
This service involves the participation in preoperative and postoperative care of the general surgical patient. Students will be expected to make rounds daily with attending staff and play an integral role in patient care decisions. The students should be prepared for cases on which they scrub by reading appropriate text prior to participating in the procedures.

In this selective, students will learn skills fundamental to entering into PGY1 of residency, performing neurological examinations, introduced to reading neuroimaging and will be exposed to a breadth of neurological diseases and treatments for conditions such as intracranial diseases (i.e., trauma, tumors, headaches), spinal and peripheral nerve disease, epilepsy, pain management and movement disorders. This selective exposes the senior medical student to a high volume, full spectrum clinical neurosurgery service. 182 beds of the hospital are dedicated to the treatment of neurological patients, including 11 state-of-the-art neurosurgical operating theaters and 2 dedicated neurosurgery endovascular suites. Academic activities are an integral part of the program. Students are expected to actively participate in the care of patients, attend department conferences and will make one presentation during Clinical Conference. Students will also be assigned to the endovascular and pediatric neurosurgery services in addition to attending outpatient clinic.

SUR 495. Surgery Capstone. 4 credits.
This elective will provide the senior medical student an opportunity to gain an understanding of the responsibilities, skills, and learning expectations of a PGY-1 resident. It is directed toward students interested in general surgery or other surgical subspecialties. On completion of the rotation, students should feel confident using their new understanding and skills to create a more seamless transition into residency. Coursework will consist of small group exercises and lectures, teaching rounds, independent study, skills lab practical experience, (cadaver dissection) and operating room exposure.

SUR 496. Surgery Capstone (PRC). 4 credits.
This elective will provide the senior medical student an opportunity to gain an understanding of the responsibilities, skills, and learning expectations of a PGY-1 resident. It is directed toward students interested in general surgery or other surgical subspecialties.

SUR 497. Surgery Extramural. 1-8 credits.

SUR 795. Directed Independent Study. 4 credits.

Post-Baccalaureate Program (PBP)
Program Director: Sade Kosoko-Lasaki, MD, MSPH, MBA
Program Office: Hixson-Lied Science Building G13

Program and Objectives
Certificate Program
Pre-Medical Post-baccalaureate Pre-Professional Studies
Creighton University’s Post-baccalaureate 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 Pre-matriculation 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 Post-baccalaureate 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)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PBP 400</td>
<td>Pre-Medical Biology Preview</td>
<td>1</td>
</tr>
<tr>
<td>PBP 401</td>
<td>Pre-Medical Chemistry Preview</td>
<td>1</td>
</tr>
<tr>
<td>PBP 402</td>
<td>Pre-Medical Analytical Reading Preview</td>
<td>1</td>
</tr>
<tr>
<td>PBP 403</td>
<td>Pre-Medical Writing Review</td>
<td>1</td>
</tr>
<tr>
<td>PBP 404</td>
<td>Pre-Medical Mathematics Preview</td>
<td>1</td>
</tr>
<tr>
<td>PBP 405</td>
<td>Pre-Medical Physics</td>
<td>1</td>
</tr>
<tr>
<td>PBP 420</td>
<td>Pre-Medical Academic Excellence</td>
<td>1</td>
</tr>
<tr>
<td>PBP 418</td>
<td>Pre-Medical Integrated Cultural Awareness</td>
<td>1.5,2</td>
</tr>
<tr>
<td>PBP 426</td>
<td>Pre-Medical Behavioral Science-Introduction to Psychology</td>
<td>1,1.5</td>
</tr>
<tr>
<td>PBP 427</td>
<td>Pre-Medical Cultural Connections</td>
<td>1</td>
</tr>
<tr>
<td>PBP 430</td>
<td>Pre-Medical Behavioral Science-Introduction to Sociology</td>
<td>1,1.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PBP 406</td>
<td>Pre-Medical Biology Review</td>
<td>3</td>
</tr>
<tr>
<td>PBP 407</td>
<td>Pre-Medical Chemistry Review</td>
<td>3</td>
</tr>
<tr>
<td>PBP 408</td>
<td>Pre-Medical Analytic Reading Review Part A</td>
<td>1</td>
</tr>
<tr>
<td>PBP 424</td>
<td>Pre-Medical Analytic Reading Review Part B</td>
<td>1-2</td>
</tr>
<tr>
<td>PBP 409</td>
<td>Pre-Medical Writing Review</td>
<td>1</td>
</tr>
<tr>
<td>PBP 410</td>
<td>Pre-Medical Mathematics Review</td>
<td>3</td>
</tr>
<tr>
<td>PBP 411</td>
<td>Pre-Medical Physics Review</td>
<td>3</td>
</tr>
<tr>
<td>PBP 428</td>
<td>Pre-Medical Cultural Analytical Literature</td>
<td>1.5,2</td>
</tr>
<tr>
<td>PBP 421</td>
<td>Pre-Medical Academic Excellence</td>
<td>1-2</td>
</tr>
<tr>
<td>PBP 430</td>
<td>Pre-Medical Behavioral Science-Introduction to Sociology</td>
<td>1,1.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PBP 412</td>
<td>Pre-Medical Biology</td>
<td>3</td>
</tr>
<tr>
<td>PBP 413</td>
<td>Pre-Medical Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>PBP 434</td>
<td>Pre-Medical Analytical Reading</td>
<td>1</td>
</tr>
<tr>
<td>PBP 415</td>
<td>Pre-Medical Writing</td>
<td>1</td>
</tr>
<tr>
<td>PBP 416</td>
<td>Pre-Medical Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>PBP 417</td>
<td>Pre-Medical Physics</td>
<td>3</td>
</tr>
<tr>
<td>PBP 422</td>
<td>Pre-Medical Academic Excellence</td>
<td>1-2</td>
</tr>
<tr>
<td>PBP 538</td>
<td>Pre-Pharmacy Biology</td>
<td>1</td>
</tr>
<tr>
<td>PBP 446</td>
<td>Pre-Medical Behavioral Science II</td>
<td>1.5</td>
</tr>
<tr>
<td>PBP 424</td>
<td>Pre-Medical Analytic Reading Review Part B</td>
<td>1-2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PBP 430</td>
<td>Pre-Medical Behavioral Science-Introduction to Sociology</td>
<td>1,1.5</td>
</tr>
</tbody>
</table>

Pre-matriculation Session

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PBP 501</td>
<td>Pre-Medical Molecular and Cell Biology</td>
<td>2</td>
</tr>
<tr>
<td>PBP 502</td>
<td>Pre-Medical Anatomy</td>
<td>2</td>
</tr>
<tr>
<td>PBP 503</td>
<td>Pre-Medical Principles of Microbiology</td>
<td>1</td>
</tr>
<tr>
<td>PBP 504</td>
<td>Pre-Medical Host Defense</td>
<td>1</td>
</tr>
<tr>
<td>PBP 505</td>
<td>Pre-Medical Pharmacology</td>
<td>1</td>
</tr>
<tr>
<td>PBP 506</td>
<td>Pre-Medical Neurosciences</td>
<td>1</td>
</tr>
<tr>
<td>PBP 419</td>
<td>Pre-Medical Academic Excellence</td>
<td>1</td>
</tr>
</tbody>
</table>

Physician Assistant Studies Program

Program Director: Stephane P. VanderMeulen, MPAS, PA-C
Program Office: Hixson-Lied Science Building, Suite 202
Program Contact: 402-280-4531 or 800-325-4405; pa.admissions@creighton.edu

Mission
The physician assistant program mission is to foster a tradition of excellence by transforming learners into compassionate physician assistants who are dedicated to exemplary patient care. Rooted in our Ignatian heritage, we empower students to realize their full potential through a commitment to professional growth and service to humanity.

Outcomes
Upon completion of the Creighton University Physician Assistant Program, the graduate will be able to demonstrate competence in the following areas of medical practice:

1. **Patient Care**: Provide patient-centered care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health.
2. **Medical knowledge**: Demonstrate knowledge of established and evolving biomedical, clinical, epidemiological, and social-behavioral sciences, as well as the application of this knowledge to patient care.
3. **Practice-Based Learning and Improvement**: Demonstrate the ability to investigate and evaluate their care of patients, to appraise and assimilate scientific evidence, and to continuously improve patient care based on constant self-evaluation and lifelong learning.
4. **Interpersonal and Communication Skills**: Demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.
5. **Professionalism**: Demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles.
6. **Systems-Based Practice**: Demonstrate an awareness of and responsiveness to the larger context and system of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.

Program Goals

Goal 1: Admit qualified applicants who will successfully complete the physician assistant curriculum.

Our admissions process selects for qualified applicants who possess the attributes that will prepare them for success in a rigorous physician assistant program. The measures used will include; undergraduate GPA, GRE scores, and number of hours spent in direct patient care and service to others prior to attending PA school. The outcomes used to measure
success in this goal will include student academic achievement, attrition
data, and PANCE pass rate.

Goal 2: Support a culture of service to others and to community.
Consistent with our mission, service to humanity will be emphasized throughout
the program. The admissions process will select for applicants who have demonstrated a commitment to service to others.
Service activities will be incorporated into the curriculum and students will
be encouraged to seek extracurricular service opportunities.
Outcomes will be measured by students' service hours acquired prior to
PA school, the number of service activities available to students during
the program and the average number of service hours completed during
the students' time in the program.

Goal 3: Foster the personal and professional development of students as
medical providers.
A commitment to personal and professional growth is a program priority.
Students will participate in a dynamic curriculum that integrates ethical
and professional principles throughout, allowing for student growth and
a better understanding of one's own biases and beliefs. This process
will involve instruction, mentoring and feedback as well as self-reflection
activities. Professional behaviors will be evaluated by faculty and clinical
preceptors using professionalism evaluations. Feedback and mentoring
will be provided on an ongoing basis. Students will be asked to reflect
on their professional behaviors and to explore their own personal set
of values and beliefs. This goal will be assessed by measuring the
percentage of students who achieve 100% satisfactory ratings on their
professionalism evaluations by graduation and the assessment of student perceptions of personal and professional growth as measured by
the student exit data survey.

Goal 4: Deliver an educational experience that provides students
with the knowledge and skills necessary for entry level practice as
physician assistants.
Students will participate in an integrated curriculum and a broad
array of clinical experiences that will prepare them to enter
the workforce in a wide variety of practice settings. Students will
develop skills to effectively elicit a complete history and perform
differential diagnosis based physical exams. Students will learn to
diagnose, develop and implement treatment plans by utilizing critical
thinking and medical decision-making skills. In addition, students will
learn to communicate effectively to elicit information, provide patient
education, and collaborate in interprofessional teams. Students will
develop the skills to provide care to patients across the life span and from
diverse populations. Students will apply this knowledge in a multitude
of practice settings to refine their skills. Success in this goal will be
demonstrated by assessing student academic achievement, PANCE pass
rate, and measures of knowledge and skills as evaluated on the student
exit survey, graduate survey, and employer survey.

Goal 5: Achieve a first time PANCE pass rate that is above the national
average.
This goal will be measured annually with the NCCPA provided data on
program first time pass rate as compared to the national average.

Master of Physician Assistant Studies
Degree requirements (126 credits)

First Year

<table>
<thead>
<tr>
<th>Term</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>PAS 601</td>
<td>Foundations for Clinical Medicine</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>PAS 603</td>
<td>Clinical Medicine: Musculoskeletal / Rheumatology</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>PAS 605</td>
<td>Clinical Medicine: HEENT/Dermatology</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>PAS 614</td>
<td>Clinical Practice Skills I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PAS 616</td>
<td>PA Profession and the Health System I</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Term Credits</td>
<td>22-22.5</td>
</tr>
<tr>
<td>Spring</td>
<td>PAS 607</td>
<td>Clinical Medicine: Neurology/Psychology</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>PAS 611</td>
<td>Clinical Medicine: Pulmonology and Cardiovascular</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>PAS 613</td>
<td>Clinical Medicine: Gastrointestinal/Nutrition</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>PAS 624</td>
<td>Clinical Practice Skills II</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Term Credits</td>
<td>22</td>
</tr>
<tr>
<td>Summer</td>
<td>PAS 615</td>
<td>Clinical Medicine: Endocrinology/Renal</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>PAS 617</td>
<td>Clinical Medicine: Reproductive/Hematology/Oncology</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>PAS 626</td>
<td>PA Profession and Health System II</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>PAS 628</td>
<td>Research Applications in Medicine</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>PAS 634</td>
<td>Clinical Practice Skills III</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>PAS 680</td>
<td>Preparation for Clinical Practice</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Term Credits</td>
<td>18</td>
</tr>
</tbody>
</table>

Second Year

<table>
<thead>
<tr>
<th>Term</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>PAS 721</td>
<td>Family Practice Rotation</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>PAS 723</td>
<td>Ambulatory Internal Medicine Rotation</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>PAS 725</td>
<td>Inpatient Internal Medicine Rotation</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>PAS 727</td>
<td>Pediatrics Rotation</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>PAS 729</td>
<td>Women's Health Rotation</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>PAS 731</td>
<td>Behavioral Health Rotation</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>PAS 733</td>
<td>Emergency Medicine Rotation</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>PAS 735</td>
<td>Surgery Rotation</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Term Credits</td>
<td>44</td>
</tr>
</tbody>
</table>

Spring
PAS 741  Medically Underserved Rotation
Select 12 credits from the following list:

PAS 751  Cardiology
PAS 753  Orthopedic Surgery
PAS 755  Urology
PAS 757  Dermatology
PAS 759  Otolaryngology
PAS 761  Hematology/Oncology
PAS 763  Cardiothoracic Surgery
PAS 765  Gastroenterology
PAS 767  Neurosurgery
PAS 769  Geriatrics
PAS 771  Critical Care
PAS 773  Neurology
PAS 775  Endocrinology
PAS 777  Pulmonology
PAS 779  Plastic/Reconstructive Surgery
PAS 781  Nephrology
PAS 783  Primary Care Elective

| Term Credits | 84 |

Summertime Seminar Series

<table>
<thead>
<tr>
<th>Clinical Phase Seminar Series</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAS 726 Seminar Series I</td>
<td>1</td>
</tr>
<tr>
<td>PAS 736 Seminar Series II</td>
<td>1</td>
</tr>
<tr>
<td>PAS 746 Seminar Series III</td>
<td>1</td>
</tr>
<tr>
<td>PAS 756 Seminar Series IV</td>
<td>1</td>
</tr>
</tbody>
</table>

| Term Credits | 4 |

| Total Credits: | 194-194.5 |

Courses

PAS 601. Foundations for Clinical Medicine. 5 credits.
This course provides an introduction to the knowledge, concepts, and principles that are essential to understanding the fundamental mechanisms of immunology, microbiology, pharmacology, anatomy, physiology, and ethics. This course provides the necessary framework for the study of clinical medicine.

PAS 603. Clinical Medicine: Musculoskeletal/Rheumatology. 6 credits.
This course uses an integrated approach to the study of musculoskeletal and rheumatologic diseases across the life span. Students will study basic science and its application to clinical medicine, epidemiology, clinical presentation, evaluation, diagnosis, and the medical management of common conditions affecting the musculoskeletal and rheumatologic systems. In addition, ethical content pertaining to these systems will be addressed. Content synthesis is accomplished by integrating classroom lectures, team-based learning, problem-based learning, and other learning modalities.

PAS 605. Clinical Medicine: HEENT/Dermatology. 7 credits.
This course uses an integrated approach to the study of head and neck, ear, eye, nose, throat, and dermatologic diseases across the life span. Students will study basic science and its application to clinical medicine, epidemiology, clinical presentation, evaluation, diagnosis, and the medical management of common conditions affecting these systems. In addition, ethical content pertaining to these systems will be addressed. Content synthesis is accomplished by integrating classroom lectures, team-based learning, problem-based learning, and other learning modalities.

PAS 607. Clinical Medicine: Neurology/Psychology. 6 credits.
This course uses an integrated approach to the study of neurologic and psychiatric diseases across the life span. Students will study basic science and its application to clinical medicine, epidemiology, clinical presentation, evaluation, diagnosis, and the medical management of common conditions affecting the neurologic system and mental health. In addition, ethical content pertaining to these systems will be addressed. Content synthesis is accomplished by integrating classroom lectures, team-based learning, problem-based learning, and other learning modalities.

PAS 611. Clinical Medicine: Pulmonology and Cardiovascular. 10 credits.
This course uses an integrated approach to the study of pulmonary and cardiovascular diseases across the life span. Students will study basic science and its application to clinical medicine, epidemiology, clinical presentation, evaluation, diagnosis, and the medical management of common conditions affecting the cardiovascular system. In addition, ethical content pertaining to this system will be addressed. Content synthesis is accomplished by integrating classroom lectures, team-based learning, problem-based learning, and other learning modalities.

This course uses an integrated approach to the study of gastrointestinal diseases and nutrition across the life span. Students will study basic science and its application to clinical medicine, epidemiology, clinical presentation, evaluation, diagnosis, and the medical management of common conditions affecting the gastrointestinal system and nutrition. In addition, ethical content pertaining to these systems will be addressed. Content synthesis is accomplished by integrating classroom lectures, team-based learning, problem-based learning, and other learning modalities.

PAS 614. Clinical Practice Skills I. 3 credits.
This is the first semester of a three-semester series of courses that provides students with instruction and practice in physical examination, procedural skills, and written and interpersonal communication which will provide students with the skills necessary for effective clinical practice. Through this course the student will gain understanding and practice of the physical examination, procedures, documentation, and interpersonal skills relevant to aligned clinical medicine topics.

PAS 615. Clinical Medicine: Endocrinology/Renal. 4 credits.
This course uses an integrated approach to the study of endocrine, nephrologic, and genitourinary diseases across the life span. Students will study basic science and its application to clinical medicine, epidemiology, clinical presentation, evaluation, diagnosis, and the medical management of common conditions affecting these systems. In addition, ethical content pertaining to this system will be addressed. Content synthesis is accomplished by integrating classroom lectures, team-based learning, problem-based learning, and other learning modalities.
PAS 616. PA Profession and the Health System I. 1 credit.
This is part one of a two-semester course that is designed to introduce the student to the physician assistant profession including concepts related to the history and future of the PA profession, professional organizations, challenges, professionalism, and professional lifestyle management. In addition, this course will address issues related to the healthcare delivery system to include not limited to public health, access to care, health equity, risk management, reimbursement, health reform, and the role of the PA in the health care system.

PAS 617. Clinical Medicine: Reproductive/Hematology/Oncology. 8 credits.
This course uses an integrated approach to the study of reproductive, hematologic, and oncologic diseases across the life span. Students will study basic science and its application to clinical medicine, epidemiology, clinical presentation, evaluation, diagnosis, and the medical management of common conditions affecting the nephrologic and genitourinary systems. In addition, ethical content pertaining to these systems will be addressed. Content synthesis is accomplished by integrating classroom lectures, team-based learning, problem-based learning, and other learning modalities.

PAS 624. Clinical Practice Skills II. 2 credits.
This is the second semester of a three-semester series of courses that provides students with instruction and practice in physical examination, procedural skills, and written and interpersonal communication which will provide students with the skills necessary for effective clinical practice. This course builds upon the knowledge and skills learned in Clinical Practice Skills I. Through this course the student will gain understanding and practice of the physical examination, procedures, documentation, and interpersonal skills relevant to aligned clinical medicine topics.

PAS 626. PA Profession and Health System II. 1 credit.
This is part two of two-semester course is designed to introduce the student to the physician assistant profession including concepts related to the history and future of the PA profession, professional challenges, and professional lifestyle management. In addition, this course will address issues related to the healthcare delivery system to include not limited to public health, access to care, health equity, risk management, reimbursement, health reform, and the role of the PA in the health care system.

PAS 628. Research Applications in Medicine. 1 credit.
This course is designed to introduce the student to clinical research. Concepts covered include the critical appraisal of scientific research and medical literature, study design and methodology, and statistical analysis and its application to the evidence-based medical decision-making process. As part of this course, students will formulate a clinical question utilizing medical literature and complete a research project.

PAS 634. Clinical Practice Skills III. 2 credits.
This is the third semester of a three-semester series of courses that provides students with instruction and practice in physical examination, procedural skills, and written and interpersonal communication, which will provide students with the skills necessary for effective clinical practice. This course builds upon the knowledge and skills learned in Clinical Practice Skills I and II. Through this course the student will gain understanding and practice of the physical examination, procedures, documentation, and interpersonal skills relevant to aligned clinical medicine topics. P. PAS 614 and PAS 624.

PAS 680. Preparation for Clinical Practice. 2 credits.
This course is designed to prepare the student for the transition into the clinical phase of the program. Instruction will focus on a higher level of critical thinking and medical decision-making skills which will further prepare students to apply knowledge to patient management. This course will include summative evaluation of knowledge and skills required for clinical practice.

PAS 721. Family Practice Rotation. 8 credits.
The family practice medicine rotation is an eight-week clinical experience in which the student will have many learning opportunities in the outpatient clinic and/or inpatient setting under the supervision of a physician and/or PA. The student will gain experience in preventative medicine, management of acute and chronic diseases across the life span, procedures, and aspects unique to the family practice setting. This rotation also provides the student an opportunity to participate in the team practice concept of health care.

PAS 723. Ambulatory Internal Medicine Rotation. 4 credits.
The outpatient internal medicine rotation is a four-week clinical experience in which the student will have many learning opportunities in the outpatient clinic and/or inpatient setting under the supervision of a physician and/or PA. The student will gain experience in preventative medicine, management of acute and chronic diseases in adult and geriatric patients, procedures, and aspects unique to outpatient internal medicine practice. This rotation also provides the student an opportunity to participate in the team practice concept of health care.

PAS 725. Inpatient Internal Medicine Rotation. 4 credits.
The inpatient internal medicine rotation is a four-week clinical experience in which the student will have many learning opportunities in the inpatient setting under the supervision of a physician and/or PA. The student will gain experience in the evaluation and management of acute and chronic diseases in adult and geriatric patients, procedures, and aspects unique to inpatient internal medicine practice. This rotation also provides the student an opportunity to participate in the team practice concept of health care.

PAS 726. Seminar Series I. 1 credit.
This course series includes advanced clinical skills instruction, practice-specific topic presentations, professional development, clinical assessments, and other activities.

PAS 727. Pediatrics Rotation. 4 credits.
The pediatric medicine rotation is a four-week clinical experience in which the student will have many learning opportunities in the outpatient clinic and/or inpatient setting under the supervision of a physician and/or PA. The student will gain experience in preventative medicine, management of acute and chronic diseases in pediatric patients, procedures, and aspects unique to pediatric medicine. This rotation also provides the student an opportunity to participate in the team practice concept of health care.

PAS 729. Women's Health Rotation. 4 credits.
The women's health rotation is a four-week clinical experience in which the student will have many learning opportunities in the outpatient clinic and/or inpatient setting under the supervision of a physician and/or PA. The student will gain experience in preventative medicine, management of acute and chronic diseases in women, prenatal care, pregnancy and delivery, procedures, and aspects unique to women's health. This rotation also provides the student an opportunity to participate in the team practice concept of health care.
PAS 731. Behavioral Health Rotation. 8 credits.
The behavioral health rotation is an eight-week clinical experience in
which the student will have many learning opportunities in the outpatient
clinic and/or inpatient setting under the supervision of a physician
and/or PA. The student will gain experience in psychiatric evaluation,
assessment of mental status, management of acute and chronic
psychiatric diseases, and aspects unique to behavioral health. This
rotation also provides the student an opportunity to participate in the
teaching practice concept of health care.

Academic Policies
Please review the MD Student Handbook (https://
medschool.creighton.edu/about/medical-education/md-student-
handbook/) for a complete list of the Medical Education Program policies
and procedures.

University Immunization Requirement
All Creighton University students are required to comply with the
University's immunization requirements. Students receive approval
for course registration upon the completion and verification of their
immunization records as coordinated by the Student Health Education
and Compliance Office. Failure to meet these requirements will result
in denial of class registration privileges. The requirements follow CDC
guidelines and are reviewed annually. Immunization requirements
apply to all students. International students, health science students
and residential students (living in campus housing) have specific
requirements. The Student Health Education and Compliance Office
is the official record keeper for Creighton University regarding student
immunizations and University immunization requirements. Please
consult the Student Immunization Requirements website (https://
studentlife.creighton.edu/wellness/health-and-counseling/student-
health-education-and-compliance/immunization-requirements/) for
additional details.

Residential Students: Students must have immunization requirements
completed and immunization records verified by Student Health
Education and Compliance prior to registering for classes and prior
to receiving a housing assignment. Students who are in process of
completing immunization requirements (i.e., have started a series for the
first time) may be granted class registration and/or housing assignment
privileges at the discretion of Student Health Services.

Immunization Exemptions: Exemptions to the University immunization
requirements are considered for students who have a documented
medical contraindication to receiving immunizations. Religious
exemptions are not accepted. Students may request an exemption form
from Student Health Services. Completed exemption forms are reviewed
by the Student Health Services Medical Director. Students are provided
written notification of the acceptance or denial of the immunizations
exemption request.

ALL STUDENTS attending classes on campus:

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 in 1957 or later OR
• Positive titers showing immunity for Measles, Mumps and Rubella.
• History of disease does NOT meet the requirement

RESIDENTIAL STUDENTS (living on campus):

Measles, Mumps, & Rubella (MMR) (See Above under ALL STUDENTS)
Meningitis Vaccine - 1 dose Meningitis vaccine given after 16 years of
age. Applies to ages 21 and under
Tdap Vaccine - 1 dose Tdap vaccine (Tetanus, Diphtheria, Pertussis)
Varicella (Chicken Pox) Two (2) doses of Varicella vaccine OR
Verification of chickenpox disease

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
Quantiferon or T-SPOT (IGRA testing) within the previous 12 months;
Chest x-ray completed within the previous 12 months for students with a
history of a positive PPD skin test or IGRA blood test (Quantiferon Gold
or T-Spot) who have not completed tuberculosis treatment

Tetanus-Diphtheria-Pertussis (Tdap) Vaccine
One (1) dose of adult Tdap; If last Tdap is more than 10 years old, provide
date of last Td and Tdap

Hepatitis B
3 dose series AND a positive blood test showing immunity (Hepatitis B
surf test antibody test). A positive blood test alone meets the requirement.
If lab titer is negative, additional doses of vaccine and repeat titer will be
necessary.

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

Tuberculosis Screening

• Initial two (2)-step screening - 2 separate PPD skin tests
given and read at least 1 week apart OR 2 tests in a 12
month period.
• Annual PPD screening after two-step requirement is met
• Quantiferon or T-SPOT is also acceptable
• Students with a positive skin test and subsequent positive
IGRA testing: Chest x-ray done in the past 12 months
• Annual Provider Review

Annual Influenza Vaccine
Due before December 1st each year.

Meningitis Vaccine (IF LIVING ON CAMPUS)
1 dose Meningitis vaccine given after 16 years of age. Applies to ages 21
and under.
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. 50)
- MBA (p. 50)

For additional information please review the Dual-Degree Programs Policy within the MD Student Handbook (https://medschool.creighton.edu/about/medical-education/md-student-handbook/).

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/md-program/application-process/)

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.

For additional information please review the Dual-Degree Programs Policy within the MD Student Handbook (https://medschool.creighton.edu/about/medical-education/md-student-handbook/).
# INDEX

## A
- Academic Calendar ................................................................. 4
- Academic Policies ................................................................. 49
- Admission ............................................................................. 2
- Application Process ............................................................... 3

## D
- Dual Degree Programs ........................................................... 50

## I
- Immunization Requirement ..................................................... 49

## M
- MD/MBA ............................................................................. 50
- MD/PhD .............................................................................. 50
- Medicine ............................................................................. 2

## P
- Physician Assistant Studies (MPAS) ........................................ 45
- PostBaccalaureate Program (PBP) ........................................... 44

## R
- Requirements for Admission ................................................... 3

## S
- School of Medicine ................................................................ 2

## T
- The M.D. Curriculum ............................................................. 5