

# CREIGHTON UNIVERSITY BULLETIN

## *2002-2004 ISSUE* *SCHOOL OF MEDICINE*

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## **TABLE OF CONTENTS**

<b>SCHOOL OF MEDICINE CALENDAR . 4</b>	<b>STUDENT FINANCIAL AID ..... 38</b>
<b>ADMINISTRATION ..... 6</b>	Scholarships ..... 40
<b>GENERAL INFORMATION ..... 13</b>	Loans ..... 40
The University ..... 13	<b>ADMINISTRATION AND</b>
Location ..... 13	<b>SUPERVISION ..... 43</b>
History ..... 14	Policy on Academic Honesty ..... 43
Jesuit Order ..... 14	Requirements for the
Goals and Objectives ..... 15	Degree of Doctor of Medicine ..... 43
Credo of Creighton ..... 15	Unit of Instruction ..... 44
School of Medicine Mission/Vision	Policy on Attendance ..... 44
Statements ..... 16	Examination Policy ..... 44
Nondiscrimination Policy ..... 16	Grading System and Policy ..... 45
Services for Students with Disabilities .. 17	Policy on Advancement ..... 45
Graduation Rates ..... 17	Commencement ..... 46
Accreditation ..... 17	Graduation Honors ..... 46
Medical Center ..... 18	Professional Behavior ..... 46
Additional Clinical Facilities ..... 20	Confidentiality of Student Records ..... 47
Postdoctoral Programs in	Transcripts ..... 48
Clinical Services ..... 20	<b>CURRICULUM ..... 49</b>
Graduate Programs ..... 21	Goals and Objectives ..... 49
Living Accommodations ..... 21	Component I-The First Year ..... 50
Student Health Services ..... 23	Component II-The Second Year ..... 50
Counseling and	Component III-The Third Year ..... 50
Psychological Services ..... 25	Component IV-The Fourth Year ..... 51
Wellness Council ..... 26	Synopsis of Courses and Hours of
Multicultural and Community Affairs.... 26	Instruction ..... 52
Professional Societies ..... 26	Departments and Courses ..... 53
Honors and Prizes ..... 26	Interdepartmental Courses ..... 53
Special Lectures ..... 28	Anesthesiology ..... 56
Alumni Association ..... 29	Biomedical Sciences ..... 56
Medical Alumni Advisory Board ..... 29	Family Practice ..... 56
<b>ADMISSION ..... 31</b>	Health Policy and Ethics ..... 57
Application Process ..... 31	Medical Microbiology ..... 57
Requirements for Admission ..... 31	Medicine ..... 57
Advanced Standing ..... 33	Neurology ..... 58
Registration ..... 33	Obstetrics and Gynecology ..... 59
Student Employment ..... 33	Otolaryngology & Human
<b>COMBINED M.D./PH.D.</b>	Communication ..... 59
<b>PROGRAM ..... 34</b>	Pathology ..... 59
Program Components ..... 34	Pediatrics ..... 60
Departments of Study for the Ph.D. .... 35	Pharmacology ..... 61
Financial Support &	Preventive Medicine
Tuition Remission ..... 35	and Public Health ..... 61
Eligibility ..... 35	Psychiatry and Behavioral Sciences .... 61
Application Procedures and Information .. 35	Radiology ..... 62
<b>TUITION AND FEES ..... 36</b>	Surgery ..... 62
Textbooks and Instruments ..... 36	<b>FACULTY ..... 64</b>
Financial Arrangements ..... 37	<b>DEGREES CONFERRED</b>
Late Payment Policy ..... 37	August 2000 - May 2002 ..... 99
Withdrawals & Refunds ..... 37	

*\* School of Medicine Hooding ceremony photos  
courtesy of Mr. Charles Kay.*

# **CALENDAR**

## **ACADEMIC YEAR 2002-03**

### **2002**

<b>July</b>	1, <i>Monday</i>	Junior Year begins-Class of 2004 Senior Year begins-Class of 2003
	4, <i>Thursday</i>	Independence Day - University Holiday
<b>August</b>	7-9, <i>Wed.-Fri.</i>	Freshman Orientation
	12, <i>Monday</i>	Freshman Year begins-Class of 2006 Sophomore Year begins-Class of 2005
<b>September</b>	2, <i>Monday</i>	Labor Day-University Holiday
	7, <i>Saturday</i>	Rosh Hashanah
	11, <i>Wednesday</i>	Mass of the Holy Spirit
	16, <i>Monday</i>	Yom Kippur
<b>October</b>	14, <i>Monday</i>	Fall Break
<b>November</b>	26, <i>Tuesday</i>	Thanksgiving recess begins after last class, clinic or lab for M-1 and M-2 students
<b>December</b>	2, <i>Monday</i>	Classes resume at 8:00 a.m.
	9-13, <i>Mon.-Fri.</i>	First Semester ends for M-1 and M-2 students during this week after last examination
	14, <i>Saturday</i>	First Semester ends for M-3 and M-4 students at 8 a.m.
	14, <i>Saturday</i>	Mid-year Commencement

### **2003**

<b>January</b>	6, <i>Monday</i>	Second Semester begins for all students
<b>February</b>	5, <i>Wednesday</i>	Founders Day Mass, time to be announced
	14-15, <i>Fri.-Sat.</i>	Midwest Student Biomedical Research Forum
<b>March</b>	7, <i>Friday</i>	Spring recess begins after last class, clinic or lab for M-1 and M-2 students
	17, <i>Monday</i>	Classes resume
	20, <i>Thursday</i>	Match Day
<b>April</b>	12, <i>Saturday</i>	Passover
	18, <i>Friday</i>	Good Friday-No classes for M1-M2 students
<b>May</b>	12-16, <i>Mon.-Fri.</i>	Second semester ends for M-1 and M-2 students during this week after last examination
	15, <i>Thursday</i>	Hooding Ceremony
	17, <i>Saturday</i>	University Commencement
<b>June</b>	21, <i>Saturday</i>	Second semester ends for M-3 students at 8:00 a.m.

# CALENDAR

## ACADEMIC YEAR 2003-04

### 2003

<b>July</b>	7, <i>Monday</i> 7, <i>Monday</i>	Junior Year begins-Class of 2005 Senior Year begins-Class of 2004
<b>August</b>	13-15, <i>Wed.-Fri.</i> 18, <i>Monday</i>	Freshman Orientation Freshman Year begins-Class of 2007 Sophomore Year begins-Class of 2006
<b>September</b>	1, <i>Monday</i> 10, <i>Wednesday</i> 30-Oct. 1, <i>Mon.-Tues.</i>	Labor Day-University Holiday Mass of the Holy Spirit Rosh Hashanah
<b>October</b>	20, <i>Monday</i>	Fall Break
<b>November</b>	25, <i>Tuesday</i>	Thanksgiving recess begins after last class, clinic or lab for M-1 and M-2 students
<b>December</b>	1, <i>Monday</i> 8-12, <i>Mon.-Fri.</i>  20, <i>Saturday</i> 20, <i>Saturday</i>	Classes resume at 8:00 a.m. First Semester ends for M-1 and M-2 students during this week after last exam  Mid-year Commencement First Semester ends for M3 and M4 students at 8 a.m.

### 2004

<b>January</b>	5, <i>Monday</i>	Second Semester begins for all students
<b>February</b>	11, <i>Wednesday</i> 20-21, <i>Fri.-Sat.</i>	Founders Day Mass, time to be announced Midwest Student Biomedical Research Forum
<b>March</b>	5, <i>Friday</i>  15, <i>Monday</i> 25, <i>Thursday</i>	Spring recess begins after last class, clinic or lab for M-1 and M-2 students  Classes resume Match Day
<b>April</b>	3, <i>Saturday</i> 9, <i>Friday</i>	Passover Good Friday-No classes for M-1 and M-2 students
<b>May</b>	10-14, <i>Mon.-Fri.</i>  13, <i>Thursday</i> 15, <i>Saturday</i>	Second semester ends for M-1 and M-2 students during this week after last examination  Hooding Ceremony University Commencement
<b>June</b>	19, <i>Saturday</i>	Second semester ends for M-3 students at 8:00 a.m.

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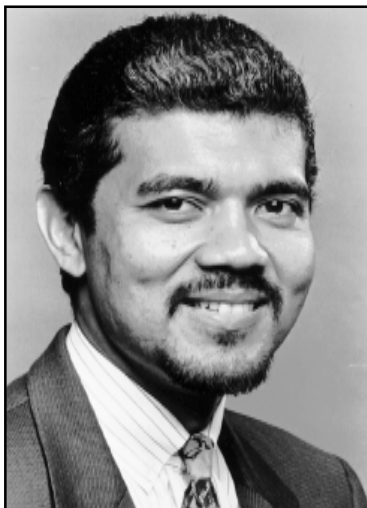
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JOSEPH M. STAVAS, M.D.  
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PATRICK F. VETERE, M.D.



With an enrollment of 6,226 persons taught by a faculty of 1,361, Creighton has set as its goal the conduct of higher education in the context of Christian values.

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

Creighton is a university in the true sense. In addition to the College of Arts and Sciences, Creighton has a College of Business Administration, University College, Schools of Dentistry, Medicine, Law, Nursing, and Pharmacy and Allied Health Professions, and a Graduate School offering master and doctorate degrees. Creighton has been active in the establishment of continuing education programs and of a Summer Session of modern design for the contemporary educational consumer. The University College offers undergraduate degree and certificate programs for part-time students and specializes in noncredit offerings for adults.

Thirty-four percent of the University's students are enrolled in the College of Arts and Sciences, 32 percent in the health sciences professions, 11 percent in Business Administration, 7 percent in University College, 8 percent in law, and 8 percent in the Graduate School.

### *LOCATION*

Omaha, Nebraska's largest population center, is located on the western bank of the Missouri River, which serves as the Nebraska-Iowa boundary. Originally settled by the Omaha Indian Tribe, Omaha was soon a favorite stop for early settlers traveling up the Missouri River. Omaha's frontier traditions and values have remained largely intact as the city has progressed toward the 21st century. Creighton's campus is located on the northwest edge of downtown Omaha, Nebraska. The University's planned campus of nearly 93.5 acres is near the city's revitalized urban center.

Omaha is a city of 390,007 that serves as a regional center. The city is the major urban area between Chicago and Denver and between Kansas City and Minneapolis. The center of a metropolitan area of 716,998 persons, Omaha has rolling hills and tree-lined streets.

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

Omaha is the home of the internationally acclaimed Opera Omaha, Ballet Omaha, and Omaha Symphony. Joslyn Art Museum not only displays impressive permanent collections from 19th and 20th century European and American artists, but also sched-

against the nation's best college athletes in Memorial Stadium, Devaney Sports complex, and Haymarket Park, less than forty-five minutes from Omaha.

Omaha is the site of a vital downtown area. Omaha's Missouri Riverfront has undergone a massive redevelopment supported by private and public funds. ConAgra, Inc., a multi-billion dollar food processor, has built its headquarters operation, complete with a research facility, on the riverfront. The City of Omaha is extending its downtown Central Park Mall to the river front. Recent development has also included a consolidated operations center for Union Pacific Railroad and a major computer center for Qwest Communications.

Omaha is served by over 180 regularly scheduled daily flights by twelve major airlines plus two regional airlines and by four class-one railroads. Two interstate highway systems serve the metropolitan area—I-80 going east and west and I-29 north and south.

Many students find inexpensive and charming apartments in renovated historic buildings close to both Creighton and the European allure of "The Old Market," downtown Omaha's shopping and dining quarter. The cost of living in Omaha is less than that of almost any other major city — a comfortable lifestyle is within easy reach.

## *HISTORY*

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

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

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

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

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

## *THE JESUIT ORDER AND CREIGHTON UNIVERSITY*

Creighton University, situated in the heart of America, is Jesuit education. Jesuit American education on the secondary level network is all-embracing. Forty-six Jesuit high schools dot our map; one was established in the 18th Century, twenty-four in the

There seems to be an instant bond of camaraderie among graduates of diverse American Jesuit universities and high schools before they have visited together for five minutes. Creighton graduates have commented on this again and again. It is a subtle but real bond that these graduates feel. They are part of a great and satisfying network calculated to prepare them for a full and rewarding life. This Jesuit education is shared with 1,000 other institutions conducted by the total number of 25,000 Jesuits across the world.

American Jesuit Priests and Brothers are active on every front. They are the largest missionary Order in the Catholic Church. Of their 6,000 American Jesuits, every fifth man is in the harvest field of foreign or American mission.

### *GOALS AND OBJECTIVES*

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

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

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

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

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

### *CREDO OF CREIGHTON*

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

We therefore profess, and pledge ourselves to teach in the perspectives of, the fol-

sharing through family and social systems, and through political, scientific, and cultural achievements.

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

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

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

We believe in the teachings and example of Jesus Christ.

### *SCHOOL OF MEDICINE MISSION STATEMENT*

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

### *SCHOOL OF MEDICINE VISION STATEMENT*

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

### *NONDISCRIMINATION POLICY*

Creighton admits qualified students and hires qualified employees without regard to race, color, age, national or ethnic origin, disability, sex, marital status, or religion. Its education and employment policies, scholarship and loan programs, and other programs and activities, are administered without unlawful discrimination. The University is taking affirmative action to employ and advance in employment qualified disabled veterans and veterans of the Vietnam-era. The University Affirmative Action Director has been delegated the responsibility for coordination of the University's equal rights efforts.

It is also the policy of the University to make all programs and services available to individuals with disabilities. To obtain information on accessibility of buildings and programs or to report problems of accessibility, please contact the Office of the Director of Affirmative Action, Room 232, Administration Building or by telephone (402)



which accommodation is requested or such other reasonable time as the particular circumstance of a request for accommodation warrants). Requests for reasonable accommodations are encouraged to be made as soon as possible after acceptance. Each student may be required to submit medical or other diagnostic documentation of disability and limitations, and may be required to participate in such additional evaluation of limitations as may appropriately be required by Creighton University or other agencies prior to receiving requested accommodations. The University reserves the right to provide services only to students who complete and provide written results of evaluations and service recommendations to appropriate University personnel. For more information, contact the Dean's Office or the Coordinator of Services for Students with Disabilities at 280-2749.

### *GRADUATION RATES*

Over the past six years, the Creighton University School of Medicine has graduated over 96% of all students matriculating with the school. The completion or graduation rate for undergraduate students who entered Creighton University in Fall 1995 was 72%.

### *ACCREDITATION*

Creighton University is fully accredited by the North Central Association of Colleges and Schools, the accrediting agency for the region in which the University is situated. Professional Colleges and Schools are accredited by their respective professional standardizing agencies. The School of Medicine is fully accredited by the Liaison Committee on Medical Education, representing the Association of American Medical Colleges and the Council on Medical Education of the American Medical Association. The School of Medicine is an institutional member of the Association of American Medical Colleges.

### *History of the School of Medicine*

The John A. Creighton Medical College was established in 1892, 14 years after the beginning of Creighton University. In the 110 years that have ensued, the School has granted more than 7,000 Doctor of Medicine degrees. More than 4,800 living alumni practice throughout the United States and in foreign countries. The School's first home was in the first building of Saint Joseph Hospital, which was altered and equipped to afford temporary quarters. In 1896 the first building constructed to house the School of Medicine was erected on the northwest corner of 14th and Davenport streets in Omaha, and during the next two decades the modest campus gradually expanded to include three buildings in the area, one of which accommodated the School of Pharmacy. In 1967 the medical campus moved to the main university campus. In 1977 Saint Joseph Hospital, the primary teaching hospital of the university, was also moved to the university campus.

The Criss Center provides teaching, medical laboratory space, and facilities for the research activities of the faculty of the School of Medicine. Two separate units (Criss II and III) provide classroom and laboratory facilities for instruction of the freshman and sophomore students in the preclinical medical sciences, as well as office and laboratory space for the members of the preclinical faculty. Newly renovated, twin two-level amphitheaters, the connecting link between the two units, form the hub of the academic activities. Multipurpose laboratories, classrooms, and seminar rooms are conveniently distributed throughout the facility. In addition, the Criss Health Sciences Center accommodates the administration, faculty, and students of the School of Nursing and the School of Pharmacy and Allied Health Professions. The administrative offices of the School of Medicine are located in the Criss Health Sciences Center, as are the offices of the Vice President for Health Sciences. Another unit (Criss I) provides medical research facilities for the faculty. As part of an ongoing process to upgrade and modernize Health Sciences facilities, a complete renovation of Unit I of the Criss Center was completed in February 1994. The Beirne Research Tower adjoins the Criss Health Sciences Center. This six-story medical research facility was made possible by a gift from Doctor Gilbert A. Beirne and his brother, Doctor Clinton G. Beirne. The Beirne Research Tower provides approximately 13,000 square feet of space for laboratories and offices. The modern, functional research laboratories house the regulatory peptide research program, the infectious disease and microbiology program, a bone biology research program, the molecular biology core facility, and an allergic diseases research program.

Student computer laboratories and additional workstations are available in several sites in the Criss Center, Health Sciences Library, Creighton University Medical Center, and various clinics. The students have access to a wide variety of software, databases (including MedLine), electronic mail, and the internet.

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

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

peripheral vascular disease; proctology; psychiatry; psychology; radiology; rehabilitation; renal; rheumatology; surgery; and urology.

A clinical assessment center has recently been constructed at St. Joseph Hospital. The ultramodern facility has six examination rooms each equipped with recording equipment, for faculty teaching and supervision of student completed histories and physicals.

The diagnostic laboratory is supervised by the Department of Pathology and the radiological service by the Department of Radiology. Annual visits to the Health Center exceed 100,000.

An outpatient Cardiac Center opened August 1, 1992. This three-story, 60,000 square foot building houses all cardiac outpatient diagnostic facilities as well as an outpatient Cardiac Catheterization Laboratory and a 15,000 square-foot Cardiac Rehabilitation Center.

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

Since 1973, the School of Dentistry has occupied a facility containing 150,000 square feet of space (excluding interstitial mechanical areas). It is a three-level structure with grade entry to the first two. Beginning in Fall 1993, this building has been shared with the School of Pharmacy and Allied Health's Physical Therapy and Occupational Therapy, student services, classrooms, and Physical Therapy/Occupational Therapy clinical and research laboratories. Adult dental clinical facilities and Dental administrative offices occupy the second level of the building. The third level is occupied by the children's dental clinic, classrooms, basic science laboratories, research space, faculty offices, seminar rooms, and animal research.

Central to the facilities of the Health Center is the Creighton University Bio-Information Center, which opened in the summer of 1977. This facility brings to the health sciences campus a focal point for the most modern and innovative learning and research services for the students and faculty of the University, the hospital staff, and the health sciences community of the Omaha area. It includes the Health Sciences Library, Learning Resource Center, and Media Services. The Learning Resource Center provides study areas for utilization of all forms of media used in the learning process such as slide/tape programs, audio tapes, video cassettes, and manuals to support audiovi-

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

**Children's Hospital**, located at 83rd and Dodge Street, is a high-quality, patient-centered care center for children in Nebraska and the surrounding states. On September 30, 2000, Children's Hospital moved into its third home; a 275,000 square foot facility. The unique "football"-shaped facility has a total of nine floors, including three medical surgical floors, each with 24 single-occupancy rooms. The hospital also has a 16-bed pediatric intensive care unit and a 31-bed neonatal intensive care unit. An expansion project will increase the neonatal ICU capacity to 42 beds.

Affiliated with the School of Medicine since 1948, Children's Hospital is home to the only dedicated Pediatric Emergency Department in the region. The department offers traditional emergency care, urgent care, and observation. A 25-bed "day hospital," called the Children's Ambulatory Recovery and Express Stay or CARES unit, provides outpatients and their families with individual rooms throughout the surgical or outpatient procedure. Children's Hospital operates 25 specialty clinics and is the home of The Poison Center, one of the largest in the United States.

Additional teaching affiliations are maintained by the School of Medicine at Archbishop Bergan Mercy Hospital, a 400-bed community general hospital; Immanuel Medical Center; Ehrling Bergquist USAF Hospital serving Offutt Air Force Base and the headquarters of STRATCOM; the Veterans Administration Hospital in Lincoln, Nebraska and Mercy Hospital in Council Bluffs, Iowa.

## *POSTDOCTORAL PROGRAMS IN CLINICAL SERVICES*

### *Residencies*

Creighton University and its clinical departments with the cooperation of its Affiliated Hospitals offer postdoctoral programs in the major clinical specialties, including Family Practice, Internal Medicine, Internal Medicine/ Pediatrics, Obstetrics and Gynecology, Neurology, Pathology, Pediatrics, Medicine and Pediatrics, Psychiatry, Diagnostic Radiology, General Surgery, and Orthopedic Surgery.

These are primarily residency training programs that prepare physicians for certification in a clinical specialty. These individual programs vary in length from three to five years, depending upon the specialty or subspecialty involved and are described in more detail on the School of Medicine website.

### *Special Programs*

Medical fellowship programs are offered in cardiovascular disease, infectious disease, immunology, allergy, child psychiatry, geriatric psychiatry, pulmonary disease,

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

### *LIVING ACCOMMODATIONS*

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

The University operates seven residence halls. Three freshmen halls, Deglman, Kiewit, and Gallagher, are traditional style with common bathroom facilities. Most rooms are double occupancy. Two halls, McGloin and Swanson, are suite style with four sophomore students per suite. One hall, Kenefick, is a residence for junior and senior level students and is an efficiency or one bedroom apartment style hall. Heider Hall, is a hall of efficiency, one-bedroom, and two-bedroom apartments open to married students, students with families, or students who have already completed bachelor's degrees. Limited space is available for students with families. To reside in Heider Hall, students must sign a 12 month lease. All other halls are contracted for the full academic year beginning in August and continuing until the end of exams the following May.

The residence hall contract is for both room and board. Only students living in Kenefick or in Heider Hall are not required to be on the board plan. A student requesting to be off the board plan for medical or other reasons must furnish documentation to the Associate Vice-President for Student Services for his review. Generally, the dining services are able to meet most dietary needs. Students may elect either a 19, 15, or 12 meal plan per week. Students in Kenefick or in Heider Hall may elect any of the standard meal plans or the Flex Plan. The Flex Plan allows the student to eat 60 meals

Swanson Hall's	Double	\$3800
	Private	\$5690
(Sophomores only)		
Kenefick Hall (Juniors & Seniors Only)	Efficiency apartment	\$3950
	1 Bedroom apartment	\$4100
	Private efficiency	\$5850
McGloin Hall (Sophomores only)	Double	\$3930
	Private	\$5876
Heider (12 month lease) (Family and post bachelor degrees only)	Efficiency	\$6912
	Small 1 Bedroom	\$7656
	Large 1 Bedroom	\$7968
	Two Bedroom	\$9072
<b>Board Plans</b>	<b>Type Plan</b>	<b>Annual Rate</b>
	19 Meal and 40 Points Bonus	\$2788
	15 Meal and 100 Bonus Points	\$2788
	12 Meal - No Bonus Points	\$2632
Available to Heider, Flex - Any 60 meals and 200 Bonus Points Kenefick & Off Campus Students Only		\$1090

Incoming students must apply to the Department of Residence Life for a residence hall reservation. All students pay a damage deposit of \$100. **Students applying for Heider Hall are required to pay a deposit equal to one month's rent for the Heider lease plan.** Each semester's tuition, fees, and room and board charges are payable at the time of registration. However, arrangements may be made to pay monthly installments by using the University's Monthly Electronic Transfer (MET) plan (see page 37).

Room and board rates are subject to change without notice. Any special needs as to age or physical condition requiring special housing arrangements will be given full consideration by the Associate Vice President for Student Services. Questions regarding housing services and facilities may be directed to the Department of Residence Life, 136 Swanson Hall; telephone (402) 280-3016. More information is available at [www.creighton.edu/ResidenceLife](http://www.creighton.edu/ResidenceLife) or by email at [CUHousing@creighton.edu](mailto:CUHousing@creighton.edu).

#### **FAMILY HOUSING**

ing to search, inspect, and contract for suitable housing.

## ***CHILD DEVELOPMENT CENTER***

Students with children may wish to take advantage of the Creighton Child Development Center, which is conveniently located at 2222 Burt Street. The Center has reasonable rates, and can accommodate children ranging in age from six weeks through five years. The Center also offers summer care for school-aged children. Call (402) 280-2460 for information.

## ***STUDENT HEALTH SERVICES***

### ***Mission Statement***

Student Health Services is committed to promoting the health of the whole person. We do this as a campus health resource, primary care provider group, and an insurance plan sponsor. These services will support students in the performance of their academic endeavors. Our Ignatian tradition integrates the physical, mental, spiritual, and emotional aspects of the student's life. We will educate and prepare students to be advocates for their health.

### ***Student Health Services***

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

#### **Services Include:**

- Allergy Injections
- Physicals
- EKG's
- Immunizations
- Laboratory
- Travel Health Consultations
- Pap Smears
- Radiology
- Health Promotion
- Educational Materials

Services are provided through student fees, personal insurance, and/or self pay. Immunizations, laboratory tests, x-rays, splints, specialist referrals etc. not covered by personal/family health insurance will be the financial responsibility of the student.

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

### ***How to obtain Student Health Services***

Call 280-2735, Monday through Friday. Appointments should be made for all health needs other than emergencies. It is important that you keep scheduled appointments and that you arrive on time. If you will be late or must cancel, please call as soon as possible. Your courtesy will enable the best use of our available appointment times.

Students will be seen in the Student Health Services office located in the Kellom

or therapists within the community.

### ***Participating Providers***

Student Health Services providers are considered participating providers with University sponsored Insurance. It is important to check with your insurance plan to verify if services rendered at Student Health Services will be a covered expense under your plan. Claims are automatically submitted to the insurance carrier indicated by the student at the time services are provided.

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

### ***University Immunization Requirements***

Creighton University policy **requires** that **all students born on or after January 1, 1957** provide documentation of two vaccinations for **Measles, Mumps and Rubella prior to enrollment**. Immunization must be given after 12 months of age and after December 31, 1967. A second immunization must be given after 1980. History of disease is not acceptable.

### ***University Health Insurance Requirements***

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

NOTE: The premium for the University-sponsored Student Health Insurance Plan will remain on the student's account unless a properly completed waiver form and a copy of both sides of a current health insurance card are received by Student Health Services before the deadline. **This information is required on an annual basis.**

\*A comprehensive health insurance plan fulfills the following requirements:

1. Coverage includes most inpatient and outpatient health services and is comparable to the University sponsored Plan
2. Coverage is in effect for the entire Academic year
3. Coverage includes comprehensive benefits when out of area (away from home)

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

### ***Services available during the Summer***

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

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

As a service to students, the University sponsors a comprehensive health insurance plan. This plan is available at a reasonable group rate and provides year-round cover-



students must comply with the following list of requirements. Current CDC standards will be used to determine compliance.

- Hepatitis B immunity usually involves a series of 3 doses of vaccine and an antibody titer.
- Annual Tuberculosis screening. If you have had a positive PPD in the past, please contact Student Health Services for further instruction.
- Varicella immunity as determined by a positive antibody titer or a series of two doses of vaccine.
- Diphtheria/Tetanus vaccination within the last 10 years.
- Completion of a four dose series of Polio vaccine.

All of the above services are available at Student Health. If proof is not supplied, the cost of the required immunizations will be added to your tuition. PPD's excluded.

*For additional information please contact Creighton Student Health Services at: 2530 Cuming Street, Omaha, Nebraska 68131-1632, Phone: (402) 280-2735, Fax: (402) 280-1859, <http://www.creighton.edu/StudentHealth>.*

### ***COUNSELING AND PSYCHOLOGICAL SERVICES***

These professional services are designed to help students actualize themselves in the areas of effective learning, appropriate educational and vocational decision-making, and social and personal adjustment. In conjunction with counseling interviews, a complete selection of psychological tests and inventories are available to students so that they may explore values, interests, aptitudes, abilities, personality and lifestyle. Lifestyle includes both academic and social behaviors such as study skills as well as chemical impairment (including alcoholism).

Other services include the Master Student Class for academically troubled undergraduate freshman students and the Peer Education outreach programs on issues such as healthy eating, self-esteem, and alcohol use.

The staff are professionally trained psychologists and counselors who assist students with a wide range of developmental and crisis concerns. Students expressing concerns in areas such as studying, interpersonal relationships, communication, decision-making, choices of majors or occupations, or lifestyle and values clarification may benefit from talking with a staff member.

The staff members strive to be understanding, warm, and accepting—not making decisions for the student but assisting him or her in self-direction. Staff are specially trained and have experience with the counseling and psychological needs of the university student. Confidentiality is practiced and information is not released out of the service without the written consent of the student.

The Counseling and Psychological Services is located in Room 203, Brandeis Hall, 280-2733. Please call for an appointment.

school. These include seminars on relationships, stress management, depression management, relaxation training, and other topics. In addition, the Wellness Council has sponsored fitness fairs, ice skating parties, and other activities that allow students to become active participants in their own well being. Students also contribute articles to the *Wellness Chronicle*, a quarterly newsletter on medical school wellness issues (<http://medicine.creighton.edu/wellness>).

### ***THE OFFICE OF ACADEMIC ADVANCEMENT***

The Office of Academic Advancement is an academic resource within the School of Medicine whose goal is to assist students in their pursuit of excellence within the medical school curriculum. The Office assists students by arranging tutoring, course preview sessions, examination review sessions, and skills training sessions in the areas of study skills, test-taking skills, time management, and related academic and personal enrichment areas. Faculty, administrative personnel, and students are enlisted to support students as they progress through the curriculum.

### ***THE OFFICE OF MULTICULTURAL AND COMMUNITY AFFAIRS IN THE HEALTH SCIENCES***

The Office of the Multicultural and Community Affairs Office, (MACA) in the Health Sciences, was created in 2000 to help Creighton University in the training and development of future leaders for an increasingly multicultural society. MACA provides support and retention services to students by providing diversity awareness to the entire campus community. MACA promotes Minority Affairs through recruiting and retaining underrepresented minority students in the Creighton University Health Sciences Schools. MACA also promotes local involvement in multicultural communities, civic functions, and community service organizations. MACA coordinates multicultural activities with other areas of the University and works to enhance cultural awareness of Health Sciences faculty, students, and staff.

### ***PROFESSIONAL SOCIETIES***

All medical students belong to the Creighton Medical Student Government (CMSG). CMSG is an active body with representation on key committees within the School of Medicine. Membership is also available in the American Medical Association (AMA-MSS), Nebraska Medical Association, American Medical Student Association (AMSA), Student National Medical Association (SNMA), and the American Medical Women's Association (AMWA). In addition, several societies and clubs are active within the school including the Irish Medical Society, the Christian Medical and Dental Society, the Spanish Club, the Wilderness Medical Society, the Military Medical Student Group, and clubs in family practice, internal medicine, emergency medicine, obstetrics-gynecology, ophthalmology, orthopedic surgery, pediatrics, psychiatry, radiology and surgery.

### ***HONORS AND PRIZES***

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

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

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

The American Medical Women's Association presents the *Janet M. Glasgow Memorial Achievement Citation* to the women in the class who are honors graduates.

The American Medical Women's Association presents the *Janet M. Glasgow Memorial Award* to a woman medical student should she graduate at the top of her class.

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

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

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

*The Healthcare Foundation of New Jersey Humanism in Medicine Award* is presented to the student who most demonstrates compassion and empathy in the delivery of care to patients and their families.

*The Dr. Walter J. Holden Obstetrics and Gynecology Outstanding Student Award* is given by the Department of Obstetrics and Gynecology to a senior student who has shown outstanding academic ability, clinical skills, maturity, and dedication while pursuing the field of obstetrics and gynecology.

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

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

*The Merck Manual Awards* are presented to three exceptional senior students in medical studies.

*The Minority Senior Awards* are given to senior students for outstanding leadership and excellent academic performance.

*The Dr. Simon L. Moskowitz Family Practice Award* is given by the Department of Family Practice to a senior student for excellence in medical studies, involvement in

the *Dr. William F. Steichen Award* is presented by the Department of Pathology to a senior student for excellence in the field of pathology.

*The Society for Academic Emergency Medicine Award* to the senior student for excellent achievement in the field of emergency medicine.

*The Dr. Maurice Stoner Award* is presented by the Department of Medicine to the senior medical student who in his or her personal and professional behavior most exemplifies the traits of an internist with the compassion and concern for patient welfare so characteristic of Dr. Stoner.

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

## **SPECIAL LECTURES**

### *William A. Albano Memorial Lectureship*

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

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

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

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

### *Thomas Timothy Smith Lectureship Series*

A spirit of genuine loyalty to Creighton was strikingly exemplified in Dr. Thomas

Association proudly have established the Thomas Timothy Smith Lectureship series.

### *James F. Sullivan Lectureship*

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

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

### *THE ALUMNI ASSOCIATION*

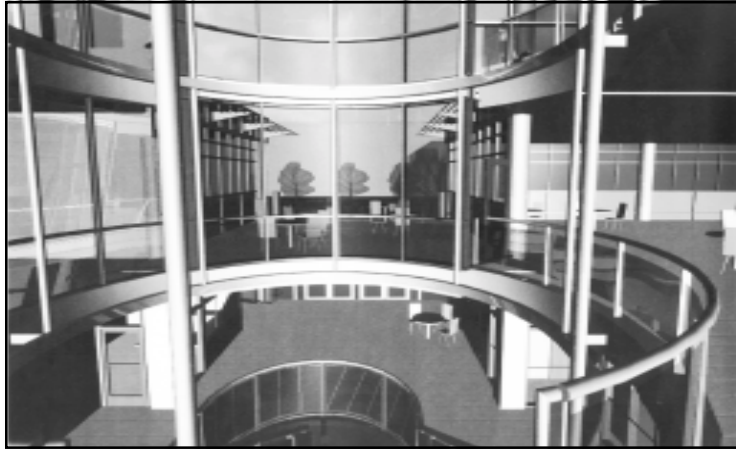
The Creighton University Alumni Association was formed in 1892 to provide an organization through which alumni could continue the friendships and associations developed during their student days on campus. Its mission is "to advance the interests of the Creighton family through a commitment to academic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

The administration of alumni activities is handled by the Alumni Relations Office under the supervision of the Director of Alumni Relations, as advised by the National Alumni Board. Among the activities sponsored by the Alumni Relations Office are the annual President's Alumni Picnic, Reunion Weekend, the Thanksgiving Day Mass and Breakfast, alumni club and chapter events, and reunions for the various Schools and Colleges. University representatives frequently attend alumni club get-togethers to which alumni, parents of current and past students, and friends of Creighton University are invited.

The Creighton Alumni Association has grown over the years to include over 50,000 alumni, parents, and friends.

### *MEDICAL ALUMNI BOARD*

The Creighton University Medical Alumni Advisory Board is a national organization of 32 alumni volunteers whose principal function is to assist, advise, and recommend on matters involving the School of Medicine, including fund-raising. The board meets twice annually in May and October and members serve a term of three years. Committees on the board include: Admissions, Alumni Relations, Continuing Medical Education



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

### *APPLICATION PROCESS*

Application is made through the American Medical College Application Service (AMCAS) anytime after May 1. Applicants are required to use AMCAS-E (<http://www.aamc.org>). Applications must be filed between June 1 and December 1 of the year preceding the year in which the applicant desires to enter. Prompt filing is desirable.

All of the AMCAS requirements for credentials must be met and materials submitted to the Washington office. The application will then be forwarded to the Creighton University School of Medicine by AMCAS. A service fee is required upon request by the School 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 Medical School Admissions Office by February 1.

### *REQUIREMENTS FOR ADMISSION*

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

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

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

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

Biology (with lab) .....	8 sem.hrs.
Chemistry, Inorganic (with lab) .....	8 sem. hrs.
Chemistry, Organic (one year, with lab) .....	8-10 sem. hrs.
English .....	6 sem. hrs.
Physics (with lab) .....	8 sem. hrs.

Courses in Human Anatomy and Biochemistry as well as others that require critical thinking, reading skill, and reading comprehension are strongly recommended for any medical school applicant.

### *Further Requirements and Selection of Applicants*

Applicants should take the Medical College Admission Test examination (MCAT) in the fall of the year preceding their entry into medical school. August test results can be used in the evaluation of applicants who are not applying under the Early Decision (ED) program. MCAT scores received from examinations taken more than three years prior to matriculation will not be considered.

An evaluation by the Premedical Committee of the applicant's college academic record is required. This evaluation should be sent by the committee directly to the Medical School's Admissions Office at Creighton University. If the applicant's college does not have such a committee, one recommendation should be submitted by the official premedical adviser, and one by each of the two faculty members (one science and one non science) selected by the candidate.

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 to the performance of medicine. Before matriculation, accepted applicants are required to submit to the Student Health Service a Confidential Health Report.

Fulfillment of the specific requirements does not insure admission to the School of Medicine. The Committee on Admissions will select those applicants whom they judge to be the best qualified for the study and practice of medicine. In evaluating the applicants, consideration will be given to all of the qualities considered to be necessary in a physician: Intellectual curiosity, emotional maturity, honesty, and proper motivation, in addition to proven scholastic ability, are of the utmost importance. The Committee on Admissions also values evidence of humanitarian actions, volunteerism in the service of others, and leadership skills.

### *Acceptance Procedures—Reservation and Deposit*

Each applicant will be informed in writing by the Director of Admissions of the School of Medicine on the outcome of his or her application.

Within 14 days following the date of an acceptance for a place in the Freshman class, the applicant must have a written reply to the Director of Admissions.

Prior to March 1 this written reply may be:

1. Formal reservation of the place offered by paying the \$100 enrollment reservation deposit. (Such deposit will be refunded upon request made prior to March 1.)



When openings are available, advanced standing admission is restricted to those applicants who have either:

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

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

Should you consider yourself eligible for consideration for transfer, applications will be available after January 1. Please consult the website for the deadline.

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

### *REGISTRATION*

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

### *ORIENTATION*

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

### *STUDENT EMPLOYMENT*

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



the degree of doctor of medicine. The combined program requirements for both M.D. and Ph.D. degrees may be expected to be completed in six or more years of continuous study.

### ***PROGRAM COMPONENTS***

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

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

**Part I** is devoted to academic course work in the medical curriculum, predominately in the basic sciences of the medical school program. These include anatomy, molecular and cellular biology, microbiology, host defense, pharmacology, and neuroscience in the first year. In the second year, a multidisciplinary approach to clinical medicine and pathophysiology is taken. Students in the M.D./Ph.D. program also attend seminars that focus on topics not included in medical school course work.

The summer prior to the first year and the summer between the first and second years are both devoted to orientation to research activities in the student's chosen department. During this time, the student may take graduate level courses or begin specialized research. This also allows the student the opportunity to acquaint him/herself with the faculty and their various research interests. By the end of period I, the student will have determined the area of graduate research for the dissertation, selected a research advisor, and successfully passed Step 1 of the USMLE.

**Part II** of the curriculum is comprised of graduate level course work and research appropriate to the student's area of specialization. During the first year of Part II, the student participates in the activities of the major department with other graduate students in the department and completes course requirements and preliminary examinations. The preliminary examination is given both orally and in writing in the field of specialization as well as in other areas important to the program of graduate study. The student will complete the dissertation project and write the Ph.D. dissertation during the period.

**Part III** of the program begins after dissertation research is complete and the thesis has been approved by the dissertation advisor and the thesis defense scheduled. During the third year, the student rotates through six required clerkships, each of which is eight weeks in length. These clerkships are completed with the current third year medical school class.

**Part IV**, a 38-week period of study includes both selective and elective clinical programs, but allows crediting of up to 16 weeks for dissertation writing and defense (already completed during Part II in fulfillment of graduate school requirements for the Ph.D.)



2. Commitment of large blocks of time for graduate research.
3. Spirit of collaboration and cooperation between clinical and basic science faculty and the student.

### *DEPARTMENTS OF STUDY FOR THE PH.D.*

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

The program is conducted in the facilities of the Creighton University School of Medicine and the Graduate School. Laboratories for research work are located in the Criss complex of the School of Medicine, the Health Professions Center and Boys Town National Research Hospital (both adjacent to Saint Joseph Hospital), and the Omaha Veterans Affairs Medical Center. Excellent library and computer facilities are conveniently located on campus.

### *FINANCIAL SUPPORT AND TUITION REMISSION*

Generally, two Dean's fellowships are available for each year. The specific number of students admitted to the program in any given year may vary, subject to availability of funds. This package includes stipends for the first two summers of \$2000 per summer and stipends for Part II of \$13,800 per year. In addition, tuition for Parts II, III and IV are remitted. Students are responsible for tuition during the first two years of Part I.

### *ELIGIBILITY*

Successful applicants will be accepted by both the School of Medicine and the Graduate School, and will hold the Bachelor's Degree from an accredited academic institution. A productive undergraduate research experience is also highly desirable, as it demonstrates an aptitude for and commitment to scientific research. Applications to the M.D./Ph.D. program are normally accepted concomitantly with applications for entry into the first year medical school class. Consideration will also be given to individuals currently enrolled in medical study at Creighton.

Enrollment reservation required of applicants when accepted for admission-credited to tuition .....	100.00
Tuition per semester (effective June 2002) for courses in medical curriculum <sup>2</sup> .....	16,760.00
University fee per semester .....	341.00
Transcripts (no charge effective July 1997, see page 48) <sup>4</sup>	
Late payment fee .....	95.00
Student Health Insurance Premium for six months <sup>3</sup> .....	TBA

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

### *ESTIMATING BASIC COSTS*

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

In addition to the regular expenditures for daily living, the costs of tuition, textbooks, and instruments will approximate the following amounts, which are subject to change. The tuition is at the rate effective June 2002. The applicant for admission should assume that the annual tuition will change and is likely to increase each year during the four years of the medical program. The cost of textbooks and instruments is based upon requirements and estimated prices for the 2002-03 year.

Tuition .....	\$33,520.00
Living Expenses (Room, Board, Travel, Personal) .....	12, 850.00
Books .....	2,265.00
Fees .....	682.00
Total .....	\$49,317.00

### *TEXTBOOKS AND INSTRUMENTS*

At the time of each semester registration, all students must provide themselves with the textbooks, supplies, and instruments prescribed. A list of these is provided for each course. A list of the prescribed textbooks is also on file at the Campus Store. These books, supplies, and instruments are indispensable for the proper study of medicine. Students are required to purchase them at the time specified and retain them in their possession until graduation. A personal computer is strongly recommended. Please contact the Office of Medical Education in the School of Medicine for current recommendations.

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1. Registration is not complete until financial arrangements have been made.  
2. Students registering for less than 75% of the regular full-time program for a given year are part-time

applied. Folders describing the payment plans and services of MET are mailed to prospective and returning students during the summer.

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

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

*Late Payment Policy*

A late payment fee will be added to charges assessed at registration that remain unpaid after the period for late registration. This fee is \$95 for the first month and an additional \$48 for each subsequent month that the account remains unpaid. Accounts with unpaid balances under \$500 will be subject to a \$95 fee the first month and \$37 each month thereafter.

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

**WITHDRAWALS AND REFUNDS**

Students withdrawing before the end of a semester will be charged tuition and recurring fees on the following basis:

Period of attendance from date of enrollment	Percent of the semester rate to be charged
During the first week .....	10%
During the second week .....	20%
During the third week .....	40%
During the fourth week .....	60%
During the fifth week .....	80%
Over five weeks .....	100%

Refunds of room rent for withdrawals will be on the same basis as refunds of tuition.



undergraduates do not necessarily extend into the School of Medicine or other professional schools.

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

### *APPLICATION PROCEDURES*

1. Apply for admission for Creighton's School of Medicine. No financial aid commitment can be made until a student is accepted for admission.
2. Complete the Free Application for Federal Student Aid (FAFSA) or the Renewal Application and submit for processing. You should not complete or mail this application until after January 1. Students interested in the Primary Care Loan must provide parental information on the FAFSA.
3. Students are notified by an award letter, which must be signed and returned to Creighton if the student wishes to accept the aid offered.

It is recommended that applications for financial aid be made between January 1 and March 15 preceding the fall semester in which one plans to enroll. Early application is desirable in order to insure the availability of funds.

### *DISBURSEMENT AND USE OF AWARDS*

All financial aid advanced by Creighton University must be used to pay tuition, fees, and University board and room charges before any other direct or indirect educational costs. The stated limits on the award letter refer to the maximum amount of a loan or grant; the specific amount awarded will be governed by the need of the student and by the funds available at the time of application. One half of the total annual award is normally available each semester.

### *Statement of Satisfactory Academic Progress*

Federal regulations require that minimum standards of satisfactory academic progress be established for a student participating in Federal Financial Aid Programs. Common programs for medical students are the Federal Stafford Loan (FSSL) (Subsidized), Federal Unsubsidized Stafford Loan (FUSL), and the Primary Care Loan (PCL).

Creighton had defined satisfactory academic progress using the following criteria:

### *Duration of Eligibility for Medical Students*

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

### *Completion Requirements*

#### *Reinstatement of Eligibility*

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

### ***GOVERNMENT GRANTS AND SCHOLARSHIPS***

#### *National Health Service Corps Scholarship*

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

Recipients of this scholarship receive benefits to pay tuition, fees, books, and supplies, and other educational expenses in addition to a monthly stipend. For each year of scholarship support a recipient is required to serve a year of full-time clinical practice in a manpower-shortage area. Two years is the minimum service. Students wishing additional information on this program may contact the National Health Service Corps Scholarship Program, Division of Scholarships, 4350 East-West Highway, Bethesda, MA 20814, 301-394-4410.

#### *Army, Navy, Air Force Scholarships*

Students should contact the nearest service recruiting office to request additional information on these particular scholarships. The terms of the scholarships are very similar to the National Health Service Corps Scholarship Program.



Marguerite Armeth Scholarship  
George Arnold Scholarship  
Dr. Eileen Buhl Scholarship  
Cali Family Medical Scholarship  
Carmelo Celestre Scholarship  
Carollo Family Medical Scholarships  
Romain Clerou Scholarship  
Coates Family Medical Scholarship  
Robert and Shirley Collison Scholarship  
Sal and Mary Conti Scholarship  
Creighton Family Medical Scholarship  
Crotty Medical Scholarship  
Dr. Edward and Ruth DeLashmutt Scholarship  
Dr. Frederick de la Vega Scholarship  
F. and N. Dotoli Scholarship  
Dale and Rosemary Dunn Scholarship  
Fallen Comrades/Class of '68 Scholarship  
David L. Feldman Scholarship  
Dr. and Mrs. Robert Fischer Scholarship  
Michael and Rozanne Galligan Scholarship  
John A. and Anna C. Gentleman Scholarship  
Dr. John and Donna Glode Scholarship  
John Gordan Scholarship  
Gutch Medical Scholarship  
J. Audley Hale Scholarship  
Kalez Medical Scholarship  
Lena Lorge Scholarship  
Harold E. Willey Scholarship  
Dr. Robert M. Wiprud Scholarship

Dr. William Wolf Scholarship  
Magassy Scholarship  
Robert McNamara Scholarship  
Nagangast Medical Scholarship  
John Narmi Medical Scholarship  
Anna H. O'Connor Scholarship  
Dr. Frank Oliveto Scholarship  
Pascott Family Scholarship  
Peetz Medical Scholarship  
Perrin Memorial Scholarship  
Reals Family Scholarship Fund  
Pearl M. Reed Scholarship  
Richardson Memorial Scholarship  
Dr. and Mrs. Norman Ringer  
Garry and Judy Rust Scholarship  
Margaret Ryan Scholarship  
Stanley Sackin Scholarship  
Edward J. Safranek Scholarship  
J. Albert Sarraill, M.D. Endowed Scholarship  
Shirley and Eileen Schultz Scholarship  
Dr. Hubert Schwarz Scholarship  
Aileen Sciortiino Scholarship  
Dr. Charles J. Shramek Scholarship  
Albert Shumate Scholarship  
Storkan Scholarship Fund  
Frances J. and Dolores Taylor Scholarship  
Paul H. Thorough Scholarship  
Edward R. West Scholarship  
Gerald Wieneke Scholarship

## ***LOAN PROGRAMS***

### ***Long-term Loans***

#### ***Primary Care Loan Program (PCL)***

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

The yearly award varies based on your eligibility, available funds, and number of applicants. While in school the Federal government pays the interest on the loan. Repayment of principal and interest begins 12 months after graduation. Deferments for residency programs may delay repayment for the entire residency program. Your interest rate will be fixed at five percent over the life of the loan.



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

### *Federal Stafford Student Loan (Subsidized)*

The Stafford Student Loan is a long-term, low-interest loan provided to students to help offset their educational expenses. A student may borrow from Creighton University, a bank savings and loan association, credit union, or other lender, and a state or other private nonprofit agency will stand behind the loan. All applicants must file a FAFSA before their eligibility for the FSSL program can be determined. The amount that a student may borrow depends on the student's financial need but may not exceed the yearly limit which is \$8,500 per year for medical students. A medical student may borrow up to an aggregate maximum amount of \$65,500.

An origination and insurance fee is paid by the student and normally will be deducted from the loan when disbursed. An insurance fee of up to one percent may also be deducted from the loan request. The Federal government pays the interest on the loan while the student is in school. Repayment and interest begin six months after the student graduates, leaves school, or drops below half-time enrollment.

*Deferments-* You must apply for a deferment of your Federal Stafford Loan(s) from your lender or servicer. A deferment means that you may temporarily cease making your loan repayments. Interest may accumulate during authorized periods of enrollment. Deferment categories include: 1) at least a half-time student, 2) unemployment, 3) economic hardship.

**NOTE:** The Stafford Loan takes several weeks processing time. Applications should be submitted to the Financial Aid Office at least eight (8) weeks prior to registration to insure funds are available at that time.

### *Federal Unsubsidized Stafford Student Loan (FUSSL)*

The Federal Unsubsidized Stafford Loan is a long term, **interest accruing loan** provided to students to help in meeting educational expenses. This loan program allows students who are ineligible for the need-based Stafford Loan or who wish to borrow additional loan funds the opportunity to apply for an unsubsidized Stafford. The annual amount a student may borrow varies from 30,000-36,000, depending on the amount borrowed from the subsidized Stafford loan or other aid received. Professional students may borrow up to an aggregate maximum of \$183,500 (including undergraduate borrowing), once again depending on the amount borrowed from the subsidized Stafford loan program.

The Federal government does not pay the interest on the loan while the student is in school. However, you may defer the payment of principal and accruing interest until graduation. The interest rate is variable and is recalculated every 12 months with the

## *UNIVERSITY LOAN FUNDS*

### *Long-term Loans-to be repaid after graduation*

Some loan funds are available for a very limited number of long-term loans for medical students. There is no interest on the loan while the student is in school. June 1 of the year after graduation an interest rate of six percent will start to accrue. Students have five years after graduation to repay the loan with a 10-20-30-40 paycheck schedule. Inquiries should be made to the Medical School's Office of Student Affairs.



of Doctor of Medicine. Such judgement to deny further registration to a student is the responsibility of the Dean who acts on the advice of the faculty of the School of Medicine.

### ***POLICY ON ACADEMIC HONESTY***

In keeping with its mission, the University seeks to prepare its students to be knowledgeable, forthright, and honest. It expects and requires academic honesty from all members of the University community. Academic honesty includes adherence to guidelines established by the University, its Colleges and Schools and their faculties, its libraries, and the computer center.

Academic or academic-related misconduct includes, but is not limited to, unauthorized collaboration or use of external information during examinations; plagiarizing or representing another's ideas as one's own; furnishing false academic information to the University; falsely obtaining, distributing, using or receiving test materials; developing or using study guides for course examinations or National Board of Medical Examiner's examinations that are based on memorized examination questions; falsifying academic records; falsifying clinical reports or otherwise endangering the well-being of patients involved in the teaching process; misusing academic resources; defacing or tampering with library materials; obtaining or gaining unauthorized access to examinations or academic research material; soliciting or offering unauthorized academic information or materials; improperly altering or inducing another to improperly alter any academic record; or engaging in any conduct which is intended or reasonable likely to confer upon one's self or another an unfair advantage or unfair benefit respecting an academic matter.

Further information regarding academic or academic-related misconduct, and disciplinary procedures and sanctions regarding such misconduct, may be obtained by consulting the current edition of the Creighton University Student Handbook and the School of Medicine Student Handbook. Students are advised that expulsion from the University is one of the sanctions that may be imposed for academic or academic-related misconduct.

The University reserves the right to modify, deviate from, or make exceptions to the School of Medicine Student Handbook at any time, and to apply any such modification, or make any such deviation or exception applicable to any student without regard to date of admission application or enrollment.

### ***REQUIREMENTS FOR THE DEGREE OF DOCTOR OF MEDICINE***

In order to receive the degree of Doctor of Medicine (M.D.), students must satisfactorily pass all course, clerkship, and elective requirements of the School of Medicine. Students shall have demonstrated the knowledge, skills, maturity, and integrity and be judged by the faculty as ready to undertake the responsibilities of a physician. The degree is conferred upon students who have satisfactorily completed not less than four years of study in the basic and clinical sciences. Each student must pass Step 1 of the

## *POLICY ON ATTENDANCE*

Attendance at all School of Medicine and departmental orientation meetings is mandatory. Regular attendance at all curricular activities is expected and is mandatory for small groups, multidisciplinary conferences, and at clinically-related activities such as longitudinal clinics and Clinical Assessment Center training. Any student who must be absent from one of these activities must gain permission from the Course Director and complete a Student Leave Request Form, which is available from the Curriculum Coordinator. The student must have the Course Director sign this form and then return it to the Curriculum Coordinator who will maintain this record and forward a copy of this form to the Dean's Office for placement in the student's permanent file. A student who does not receive permission to be absent and/or does not complete the necessary paperwork is subject to action up to and including failure of that course. Each course and clerkship will publish specific attendance requirements. Should a Component I or II student become ill, it is the student's responsibility to inform the Component Director and/or the Associate Dean for Student Affairs of the nature of his/her illness in a timely manner.

In the event that a Component III or IV student must be absent from a clerkship or an elective, the student must immediately inform and then gain permission from his/her attending. The student must then complete a Student Leave Request Form, which is available from the Curriculum Coordinator. The student must have the attending physician and clerkship director sign this form and then return it to the departmental record and a copy will be sent to the Dean's Office for placement in the student's permanent file. A student who does not receive permission to be absent and/or does not complete the necessary paperwork is subject to action up to and including failure of that clerkship or elective. Excessive absenteeism will not be allowed. Component IV students are generally not allowed time off for interviewing since an interviewing month is provided to them for this purpose. All students enrolled in clerkships or electives are responsible for making up any absence prior to receiving a grade for their clerkship or elective.

## *EXAMINATION POLICY*

Examinations vary in frequency and design with the course goals set by each Component Committee. All examinations must be taken by all students and only legitimately excused students will be considered for make-up examinations. Students in Component III of the curriculum are required to take and pass a National Board of Medical Examiner's Subject Examination at the end of each clerkship. Students who do not receive a passing score on the Subject Examination are advised to retake the examination at the next immediate sitting. Students who are unable to accomplish this should consult with the Associate Dean for Student Affairs in order to retake the Subject Examination at the earliest and most convenient date possible. It is mandatory that students retake a failed Subject Examination prior to the end of the academic year. Exemptions will be made for students who fail a Subject Examination for the fifth or

the academic year. No student will be allowed to advance into the next Component until all curriculum requirements have been met for the previous Component. Additional costs for subject examinations retakes and other special accommodations are the responsibility of the student.

### *GRADING SYSTEM AND POLICY*

Grades for students are meant to reflect their performance and mastery at meeting the objectives of the course in which they are enrolled in terms of knowledge, skills, attitudes, and values. The following grades may be assigned to students.

#### Grading System

- a. Honors (SH)  
A grade of Honors (SH) will be recorded when a student performs exceptionally well and meets the criteria for honors based on course requirements.
- b. Satisfactory (SA)  
A grade of Satisfactory (SA) will be recorded when the student meets all course requirements and performs these in a satisfactory manner.
- c. Unsatisfactory (UN)  
A grade of Unsatisfactory (UN) will be recorded when the student fails to meet the minimal requirements set for the course.
- d. Incomplete (I)\*  
A grade of Incomplete (I) will be recorded when a student has one or more insufficiencies related to the requirements of the course.  
\* The grade of Incomplete (I) will remain on the official transcript until all work is completed by the student. If, at one (1) year, the student has not completed the required work in a satisfactory manner, the Incomplete (I) will become an Unsatisfactory (UN) on the official transcript.
- e. Withdrawal (W)  
A grade of Withdrawal (W) will be recorded and no credit received when a student withdraws officially from a course following consultation with the Associate Dean for Student Affairs.
- f. Withdrawal with Unsatisfactory Grade (WU)  
A grade of Withdrawal with Unsatisfactory Grade (WU) will be recorded and no credit received when a student is authorized to withdraw from a course while possessing an unsatisfactory grade.

### *POLICY ON ADVANCEMENT*

Advancement is contingent on satisfactory academic performance as measured by both cognitive and non-cognitive (including personal suitability to assume the responsibilities of the medical profession) factors. Evaluations of academic performance are utilized in making promotion decisions. The Advancement Committee is made up of

courses, clerkships, or electives in any component in a given academic year, the Advancement Committee shall recommend dismissal from the School of Medicine to the Executive Operating Committee.

### *COMMENCEMENT*

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

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

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

### *GRADUATION HONORS*

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

- a. Summa Cum Laude  
Students graduating with greater than or equal to 87.5% of course work, clerkship, and electives with Honors (SH).
- b. Magna Cum Laude  
Students graduating with greater than or equal to 75% of course work, clerkship, and electives with Honors (SH).
- c. Cum Laude  
Students graduating with greater than or equal to 50% of course work, clerkship, and electives with Honors (SH).

### *PROFESSIONAL BEHAVIOR*

The regulations set forth regarding professional behavior are meant to assure that students are not only competent to undertake a career in medicine, but also that they

with the Family Educational Rights and Privacy Act (FERPA); this means that students or former students will not be released without the consent of the student other than in the exceptions stated in the Federal Act. FERPA affords students certain rights with respect to their educational records. They are:

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

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

2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.

Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identifying the part of the record they want changed, and specify why it is inaccurate or misleading.

If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosures without consent.

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

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

student is or has been enrolled, full-time/part-time status, local and permanent address(es), e-mail address, telephone number(s), date and place of birth, dates of attendance, division (school or college), class, major field(s) of study and/or curriculum, degrees and awards received, participation in officially recognized activities and sports, weight and height of members of athletic teams, photograph, and previous educational agency or institution attended by the student.

A currently enrolled student may request any or all directory information not be released by completing and filing with the Registrar's Office a statement entitled "Student Request To Restrict Directory Information." Such filing of this request shall be honored for the remainder of the term in which the request is filed, except that such restriction shall not apply to directory information already published or in the process of being published.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Creighton University to comply with requirements of FERPA.

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

Family Policy Compliance Office  
U.S. Department of Education  
600 Independence Avenue, SW  
Washington, DC 20202-4605

### *TRANSCRIPTS*

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





The goals of the curriculum are to:

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

## Objectives

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

- Demonstrate a knowledge of the principles of basic biologic processes pertaining to the understanding of disease.
- Demonstrate a knowledge of pathophysiology of common and important health problems.
- Demonstrate the ability to use scientific principles in the diagnosis and management of disease.
- Demonstrate a knowledge of therapeutic principles for common health problems including drug therapy, rehabilitation, and community support services.
- Demonstrate the knowledge and skills needed to identify persons at risk for common and important health problems.
- Demonstrate the ability to:
  - conduct a medical interview and obtain a medical history
  - carry out an appropriate physical examination
  - develop a differential diagnosis
  - utilize appropriate diagnostic and laboratory procedures to confirm the diagnosis
  - develop a treatment plan
  - record the information in a concise and organized manner
- Recognize and initially manage the life-threatening conditions for which immediate intervention is necessary for the well-being of the patient.
- Demonstrate the importance of preventive medicine in improving the health

- Demonstrate skills of lifelong learning and practice self-education by selecting appropriate learning resources to enhance one's personal progress and performance.
- Demonstrate the ability to critically assess the medical literature and the research methods used to investigate the management of health problems.
- Demonstrate effective use and management of information to include the ability to use computers for data analysis and information retrieval.
- Demonstrate the effective use of educational principles to educate patients, families, and fellow health professionals about health care problems.

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

The educational program is divided into four components:

### **Component I – The First Year**

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

### **Component II – The Second Year**

The goal of the second year curriculum is to provide students with the opportunity to learn basic science in some depth and to learn introductory aspects of clinical medicine that will prepare the students for the clinical clerkships. Students will also be assigned to a longitudinal clinic to provide reinforcement of History and Physical Examination skills learned in the first year. The longitudinal experience is an assignment to a particular clinic one-half day every other week. In the Patient and Society II course, students will be exposed to various health policy, public health, and behavioral science issues. The second year is organized into 12 organ systems and two disease-based sequences, each of which is presented by a multidisciplinary team of faculty members. Within each sequence the physiology of the system, pathology of common diseases of that system, immunologic and microbiologic aspects of those diseases, and the pharmacologic approach to them are presented. Each course is presented in a variety of formats, including case presentations, lectures, small group discussions, laboratory sessions, computer aided instruction, exercises, and independent study.

### **Component III – The Third Year**

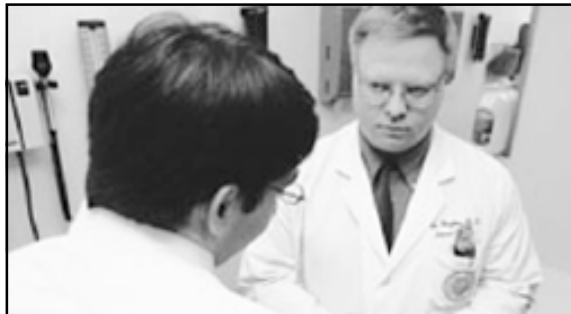
- Surgery (8 weeks)
- Pediatrics (8 weeks)
- Obstetrics and Gynecology (8 Weeks)
- During component III, students will become certified in Advanced Cardiac Life Support.

## **Component IV – The Fourth Year**

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

- Select two critical care medicine clerkships (each with in-house call)
- Select one surgery clerkship
- Select one subinternship rotation in any specialty (may be met by the above requirement)
- Select elective experiences
- Pass the comprehensive clinical competency examination given in the fall of Component IV
- Participate in the Senior Colloquium

Each student will be assigned a clinical faculty member who will aid the student in designing his or her coursework. Electives are offered in all departments in the School of Medicine. Elective offerings are described in a separate publication that is updated each academic year and available at our website. Extramural electives (away from the Creighton campus) are usually allowed and are taken at other university-affiliated hospitals with sound teaching programs. These must be approved by the student's advisor, department chair, and Associate Dean for Student Affairs. Up to three such extramural electives are allowed during the fourth year.



IDC	105	Principles of Pharmacology .....	1
IDC	107	Principles of Microbiology .....	1
IDC	109	Host Defense .....	3
IDC	111	Neurosciences .....	6
IDC	137	Patient & Society I .....	<u>6</u>
			32
IDC	201	Cardiovascular System .....	4
IDC	203	Respiratory System .....	3
IDC	205	Renal-urinary System .....	3
IDC	207	Hematology/Oncology .....	3
IDC	209	Gastrointestinal System .....	3
IDC	211	Muscular/Skeletal/Integument .....	2
IDC	213	Endocrine System .....	2
IDC	215	Reproductive System .....	3
IDC	217	Special Senses .....	2
IDC	219	Psychiatry .....	2
IDC	231	Pediatrics/Aging .....	2
IDC	233	Infectious Disease .....	3
IDC	235	Special Topics .....	1
IDC	237	Patient & Society II .....	2
IDC	279	Case Studies in Medicine .....	<u>2</u>
			38
FAP	301	Family Healthcare Clerkship .....	8
MED	301	Inpatient Medicine Clerkship .....	8
SUR	301	Surgery Clerkship .....	8
PED	301	Pediatrics Clerkship .....	8
OBG	301	Ob/Gyn Clerkship .....	8
PBS	301	Psychiatry Clerkship .....	8
			48
		Critical Care Selectives .....	8
		Surgery Selective .....	4
		Sub-internship .....	4
		(May be satisfied by selectives above)	
IDC	491	Senior Colloquium .....	1
		Electives .....	<u>20-24</u>
			37

**Total:155**

Medicine offers a program of Senior-year elective courses. These are listed on our website at [medicine.creighton.edu](http://medicine.creighton.edu).

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

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

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

The following courses are offered in the various departments of the School of Medicine. Normally they are conducted in four-week blocks of activity under the supervision of a faculty member in the specified department. The student will receive one credit hour per week while involved in the independent program and it is available to any student who has completed the first year of study in the School of Medicine. Applications and information are available in the Dean's office or in the individual departments of both the basic science and clinical departments in the School of Medicine.

- Course No. 790X Directed Independent Research Methods
- Course No. 793X Directed Independent Readings
- Course No. 795X Directed Independent Study
- Course No. 797X Directed Independent Research

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

#### **IDC 101 Molecular and Cell Biology I (6)**

The Molecular and Cell Biology course is divided into five blocks: Cells and Tissues, Flow of Genetic Information and Cell Biology, Metabolism, Principles of Human Genetics and Developmental Biology, and Cells and Their Response to Disease. An interdepartmental team of faculty from the departments of Biomedical Science, Internal Medicine, Pharmacology, and Pathology teaches Molecular and Cell Biology and draws upon parts of formally separate disciplines to form a new coherent picture of cellular processes as the foundation of medicine. It includes cellular and basic tissue elements of histology, cellular physiology, molecular biology, nucleic acids and proteins, the cell biology of membranes and organelles, human genetics, developmental biology, and cellular pathology. The course will use a mixture of didactic lecture presentations, assigned readings, multidisciplinary conferences, and various interactive learning strategies, including small group discussions, computer based instruction, and laboratories.

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

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

**IDC 107 Principles of Microbiology (1)**

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

**IDC 109 Host Defense (3)**

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

**IDC 111 Neuroscience (6)**

The Neuroscience course integrates the content previously presented in neuroanatomy, neurophysiology, neuropharmacology, neuropathology, and clinical neurology into one coherent experience focusing on the patient. The course will be presented by didactic lectures, small group case discussions utilizing audio-visual aids, patients, patient videos, computer-aided instruction, etc. This course will be given in the final 8 weeks of the spring semester.

**IDC 137 Patient and Society I (6)**

The Patient and Society II course continues with modules developing behavioral science, health policy, public health, and preventive medicine themes. The course will be presented by lectures, small group case discussions, and independent study. This course will be given as part of the Component II curriculum.

## ***SYSTEMS COURSES***

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

- IDC 201 Cardiovascular System (4)**
- IDC 203 Respiratory System (3)**
- IDC 205 Renal/Urinary System (3)**
- IDC 207 Hematology/Oncology (3)**
- IDC 209 Gastrointestinal System (3)**
- IDC 211 Muscular/Skeletal/Integument (2)**
- IDC 213 Endocrine System (2)**
- IDC 215 Reproductive System (3)**
- IDC 217 Special Senses (2)**
- IDC 219 Psychiatry (2)**
- IDC 231 Pediatrics/Aging (2)**
- IDC 233 Infectious Disease (3)**
- IDC 235 Special Topics (1)**
- IDC 279 Case Studies in Medicine (2)**

The longitudinal clinic experience is an assignment to a particular clinic one-half day every other week. On that particular day (same day/time each week) the student leaves his or her scheduled course or clerkship and reports to the clinic.

### **IDC 461 Senior Colloquium (2)**

This is an interdisciplinary colloquium that occurs at the end of the M4 year. It involves the Center for Health Policy and Ethics, the Department of Preventive Medicine and Public Health, and the clinical departments. Medical-legal, ethical issues, and other current topics will be discussed in the context of actual current cases.

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

### ***Fourth Year***

#### **ANE 461/467 Anesthesiology (4)**

The department of Anesthesiology offers elective programs to senior students interested in Anesthesiology. ANE 461 is a four-week course and ANE 467 is a two-week course. ANE 467 cannot be taken twice and count as ANE 461.

### ***BIOMEDICAL SCIENCES (BMS)***

*Professors:* Agrawal, Anderson, Babin, Bertoni, Fritzsich, Jesteadt, Kimberling, Morley, Murphy (Chair), Ohia, Quinn, Reidelberger, Walsh, Yee; *Adjunct Professor:* Adrian, Vanderhoof; *Associate Professors:* Bergren, Brauer, Bruce, Fishkin, Hallworth, Hulce, Jeffries, Johnson, Knezetic, Lovas, Mackin, Nichols, Petzel, Smith; *Adjunct Associate Professor:* Crapon de Caprona; *Clinical Professor:* Conlon, Lankford; *Assistant Professors:* Cosgrove, Cullen, Deng, Dulka, Gale, Hansen, Haynatzki, Kincaid, McGee, Meyer, Nichols M, Patterson, Pisarri, Soukup; *Professors Emeritus:* Andrews, Badeer, Creek, Magee, Turbes, Watt, Wells.

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

### ***Fourth Year***

The Department offers various elective programs for senior medical students interested in specific areas of anatomy, biochemistry and physiology. See the Medical School's current listing of Senior Electives.

### ***FAMILY PRACTICE (FAP)***

*Associate Professors:* Elsasser, Frey (Chair), Guck, Kavan; *Adjunct Associate Professors:* Barone; *Assistant Professors:* Aguila, Bell, Daher, Goodman, Heller, Jones, Khandalavala B., Khandalavala J., Levy, McStay, Nabulsi, Peterson, Sanchez, Saxena, Satpathy, Schaefer-Haines, Wenzl; *Associate Clinical Professor:* Pettid; *Assistant Clinical Professors:* Brittan, Carlsson, Dewan, Dolezal, Dunning, Evans, Fitzgibbons, Gruba, Howell, Nohner, Novak, Paknikar, Quinlan, Rigler, Romano, Saqueton, Schermann, Staack, Stanley, Zawaideh; *Instructors:* Martinez, Prendes; *Clinical Instructors:* Garred, Glabasnia, Rios-Lopez, Shuey, Walker.

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

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

### ***Third Year***



#### **FAP 460-468 Family Practice Electives (4)**

The Department of Family Practice offers six electives for seniors interested in urban family practice, hospice, and rural family practice.

#### ***HEALTH POLICY AND ETHICS (HPE)***

*Professors:* Haddad, O'Brien, Pinch, Purtilo (Director); *Associate Professor:* Welie; *Assistant Professor:* Kissell.

This department participates in the teaching of interdepartmental courses that are fundamental to the curriculum of the School of Medicine, particularly the Patient and Society courses.

#### ***MEDICAL MICROBIOLOGY AND IMMUNOLOGY (MMI)***

*Professors:* Agrawal, Dworzack, Goering, Knoop, Nairn (Chair), Nielsen, Preheim, Townley; *Clinical Professor:* Gendelman; *Associate Professors:* Bittner, Cavalieri, Chaperon, Destache, Gorby, Horowitz, Lister, Jung, Romero, Thomson; *Associate Clinical Professors:* Rupp, Smith; *Assistant Professors:* Bessen, Chatterjee, Drescher, Giger, Hanson, Swanson; *Assistant Clinical Professors:* Fey, Henriksen, Penn, Safranek; *Adjunct Assistant Professor:* Stevens; *Professor Emeritus:* Ferraro, Sanders W., Sanders C., Severin.

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

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

#### **MIC 461-468 Microbiology Electives (4)**

The Department offers various elective programs for those interested in specific areas of Microbiology. MIC 468 (Infectious Disease) is a four-week elective available to Senior students who wish to study the diagnosis, management, and control of infectious disease processes.

#### ***MEDICINE (MED)***

*Professors:* Agrawal, Anderson, Casale, Dewan, Donovan, Dworzack, Egan, Gallagher, Heaney, Hopp, Lanspa, Lynch, Mailliard, Mohiuddin, Mooss, Nair, O'Brien, O'Donohue, Preheim, Recker, Rendell, Rich (Chair), Townley, Williams; *Adjunct Professors:* Clifford, Fusaro, Shehan; *Clinical Professors:* Armitage, Connor, Crotty, Ecklund, Gendelman, Hartigan, Soori, Zetterman; *Associate Professors:* Bewtra, Bittner, Campbell, Cullen, Deng, Destache, Dunlay, Esterbrooks, Ferry, Gonzalez, Frock, Gentry, Gorby, Hee, Hilleman, Horowitz, Huerter, Hurley, Jeffries, Johnson, Kenik, Li, Lynch, Monaghan, Schlueter; *Associate Clinical Professors:* Block, Connolly T., Cosentino, Hammeke, Jarzobski, Langdon G., Nair, Phalen, Potter, Raybin, Rupp, Steffes; *Assistant Professors:* Abiose, Adams, Akhter, Arouni, Biddle, Brown, Caraciani, Clark, Davidson, Davies, DeLCore, Derby, Easley, Fox,

Tjand a, Veigand a, *Clinical Instructors:* Bo ege, C hkovich, Ha ington, Kenc , *Research Assistant Professors:* Gong; *Senior Research Associate:* Barger-Lux; *Professors Emeritus:* Booth, Brody, Holthaus, Jenkins, Pettinger, Sketch, Wells.

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

### ***Clinical Years***

#### **MED 301 Inpatient Medicine Clerkship (3)**

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

#### **MED 401-473 Medicine Elective/Selectives (4)**

The Department of Medicine offers a variety of elective/selective programs to prepare students for postgraduate residency training and gives them the opportunity to explore their interest in internal medicine and its subspecialties. The experience consists of a required critical care selective rotation and gives the student the opportunity to rotate on a variety of elective rotations. Students are allowed to assume direct patient-care responsibility, under faculty supervision. Students are expected to acquire proficiency in therapeutics during these rotations.

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

### ***NEUROLOGY (NEU)***

*Professor:* Bertoni (Chair), Reyes; *Associate Professor:* Adickes; *Assistant Professors:* Prendes; *Instructor:* Stanek; *Associate Clinical Professors:* Larsen, Lorenzo, Ohr, Steg; *Assistant Clinical Professors:* Hannam, Hughes, Kader, Khan, McAllister, Pavkovic, Weber; *Clinical Instructors:* Kirchner, Sprengle.

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

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

#### **NEU 461-464 Neurology Electives (4)**

The Department of Neurology offers a variety of elective programs for those interested in further training in Neurology. This experience includes consultation on inpatient care as well as supervised clinic responsibilities. Daily teaching sessions

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

*Professors:* Casey, Fleming, A. (Chair); *Adjunct Professor:* Taylor; *Clinical Professors:* Heffron, Taylor; *Associate Professors:* Kable; *Associate Clinical Professors:* Besse, Elston, Garcia-Padial, Hilgers, Olesh, Pruse, Quinn, Wyatt; *Assistant Professors:* Barsoom, Bonebrake, Fleming M., Khandalavala, J.; *Assistant Clinical Professors:* Cummins, Doherty, Hicks, Jurgensen, Kratoska, Morris, Murphy, Ryder, Schropp, Sotolongo, Vrbicky; *Adjunct Assistant Professors:* Gray, Nagy; *Instructor:* Morgan; *Clinical Instructors:* Chupp, Kenney, Krieger, McNamara, McTaggart, Muths, Peterson; *Professors Emeritus:* Heywood, Krettek.

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

### ***Third Year***

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

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

### ***Fourth Year***

#### **OBG 461-465 Obstetrics and Gynecology Electives (4)**

The Department offers various electives programs for those interested in additional training in specialized areas of Obstetrics and Gynecology.

## ***OTOLARYNGOLOGY AND HUMAN COMMUNICATION***

### ***(OTL)***

*Professors:* Beisel, Brookhouser (Chair), Gorga, Harker, Jesteadt, Keefe, Kimberling, Morley, Neely, Neff, Smith, Stelmachowicz, Sullivan, Walsh, Warr; *Associate Professors:* Cohn, Cosgrove, Grush; *Assistant Professors:* Chait, Dobleman, Emanuel, Hammett, Higgins, Huerter, Kelley, Kumar, McGee, Miller, Rupp, Syre, Thedinger; *Assistant Clinical Professors:* Barton, Crawford, Denenberg, Moore; *Associate Clinical Professors:* DeMarco, Heieck; *Instructor:* Authier; *Assistant Instructors:* Beauchaine, Cork, Eccarius, Eiten, Feigin, Gossman, Hoover, Kaminski, Lewis, Mann, Mnan, Mixan, Moeller, Putnam, Williams, Wood.

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

Zieno; *Adjunct Assistant Professors:* Badakhsh, McManigal, Workman; *Clinical Associate:* Gallagher; *Senior Teaching Associate:* Crane; *Professors Emeritus:* Baumstark, Sciotino.

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

### ***Fourth Year***

#### **PTG 461-464 Pathology Electives (4)**

The Department offers various elective programs for those interested in general pathology, special topics in pathology and clinical neuroscience.

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

#### ***PEDIATRICS (PDT)***

*Professors:* Fitzmaurice, Hopp; *Associate Professors:* Fletcher, S., Jung, Zach (Interim Chair); *Assistant Professors:* Chatterjee, Desmangles, Harrison, Holst, Hudson, Kaftan, Macklem, Moore, M., Prestridge, Sindelar, Snow, Steenson, Wilson, Yaghmour; *Instructors:* Dickey, Specht; *Adjunct Professor:* Vanderhoof; *Adjunct Associate Professors:* Bolam, Romero, Walburn; *Adjunct Assistant Professors:* Brown, J., Brown, L., Corley, Fletcher, G., Isaacson, Kratochvil, Lavedan, Moore, J., Stephenson, Wilczewski; *Adjunct Instructor:* Bausch; *Clinical Professors:* Coccia, Kugler, Lazoritz, Westerman; *Associate Clinical Professors:* Abromowitch, Buehler, Danford, Gordon, Gumbiner, Leuschen, Madison, McCurdy, Schaefer, Seifert; *Assistant Clinical Professors:* Amin, Attard, Cabrera, Calderon, Carnazzo, Desai, Ellison, Erickson, Flearl, Gary, Gnarra, Harper, Hoig, Kaufman, Kettlehut, Knowles, Kolb, Lerner, Martin, McCaslin, Mikuls, Moran, Mysore, Najdawi, Nelson, Nichols, Nielsen, Pham, Reimers, Reynolds, Rizal, Rush, Schreiner, Smith, Strokes, Straley, Thakker, Thill, Tolo, Tomek, Uzendoski, Vance, Vann, Wax, Williams; *Clinical Instructors:* Domet, Itkin, Krenzer, LaCroix, Patney; *Professor Emeritus:* McIntire.

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

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

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

#### **PDT 461-472 Pediatric Electives (4)**

## **PHARMACOLOGY (PHR)**

*Professors:* Abel, Dowd (Chair), Makoid, Roche, Stohs, Ohia; *Associate Professors:* Jeffries, Khan, Scofield; *Assistant Professors:* Alsharif, Bockman, Bradley, Norton, Zardetto-Smith; *Assistant Clinical Professor:* Liu; *Senior Research Associate:* Zeng.

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

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

## **PREVENTIVE MEDICINE AND PUBLIC HEALTH (PMH)**

*Professors:* Lanspa, Lynch (Chair); *Adjunct Professor:* Fusaro; *Associate Professors:* Knezetic, Watson; *Assistant Professors:* Furlong; *Assistant Clinical Professor:* Cristofaro; *Professors Emeritus:* McIntire, Severin; *Instructor:* Lynch.

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

## **PSYCHIATRY AND BEHAVIORAL SCIENCES (PBS)**

*Professors:* Bhatia, Chu, Petty, Wilson (Chair); *Clinical Professors:* Burke, Manning, Strider; *Associate Professors:* Bhatia, Guck, Hendrickson, Kavan, Sokol; *Associate Clinical Professors:* Diercks, Hartmann, Hsieh, Roccaforte, Swanson, Wengel, Zimmerman; *Assistant Professors:* Coleman, Happe, Kremen, Madison, Marcil, Price, Sattar; *Adjunct Instructor:* Starks, Svolos; *Assistant Clinical Professors:* Bahr, Bencomo, Bendorf, Blodig, Bohac, Boust, Dahlke, Davis, Egger, Faryna, Fischer, Fleisher, Gard, Graz, Heaney, Hunziker, Kauzlarich, Oliveto, Roy, Schmidt, Schmidt, Seamands, Severa, Sharma, Steller, Townsend; *Adjunct Assistant Professor:* Marsh; *Clinical Instructors:* Abisor, Coy, DeMott, Egbert, Esterday, Faulkner, Forsman-Bierman, Goldman, Holland, Jaeger, Kamal, Naseem, Otten, Ravipati, Sood, Reddy, Tse, West; *Instructors:* Fernandes; *Professors Emeritus:* Fine, Mead.

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

### ***Third Year***

#### **PBS 301 Psychiatry Clerkships (8)**

During the Junior year, every student is assigned full time to the Creighton Department of Psychiatry for a period of eight weeks. Students rotate through a number of inpatient and outpatient service assignments presenting all varieties of neurological and psychiatric disease. Teaching facilities include CUMC-SJH, Alegent Health,

the teaching of clinical anthropology, as well as clinical or bench research and other special topics by agreement.

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

### ***RADIOLOGY (RAD)***

*Professor:* Goldman (Chair); *Associate Professors:* Frank, Omojola; *Assistant Professors:* Brown, Canaday, Gelbman, Mango, Paknikar, Yousef; *Assistant Clinical Professor:* Brown, Sturgill; *Associate Clinical Professor:* Eckert, Wilmont; *Adjunct Associate Professor:* Phalen; *Adjunct Assistant Professors:* Davey, Jaeger, Pitruzzello, Peet; *Instructor:* Maydew.

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

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

#### **RAD 461-465 Radiology Electives (4)**

Members of the Department of Radiology participate in the clerkship activity of the third and fourth year students by offering elective programs.

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

### ***SURGERY (SUR)***

*Professors:* Chiou, Filipi, Fitzgibbons, Jr. R., Jacobs (Chair), Loggie, Wilson; *Clinical Professors:* Yablonski; *Associate Professors:* Arcidi, Chakkalakal, Gaines, Knight, Kosoko, Richards, Sugimoto, Taylon, Zielinski; *Associate Clinical Professors:* Bell, Blatchford, Ciurej, Deeths, Feldhaus, Heieck, Khan, McLeay, Michels, Monson, Murphy, Priluck, Rothberg; *Assistant Professors:* Capella, Giangarra, Graham, Narotam, Ramos, T., Soundarajan, Vora, Wang, Yohannes; *Adjunct Assistant Professor:* Grijalva; *Assistant Clinical Professors:* Baccari, Bowman, Campbell, Collicott, Cusick, DeSouza, Dowell, Edney, Feldhaus, Fitzgibbons, T., Garred, Jr. J., Gogela, Gordon, Gross, Hong, Kelly, Klein, Konigsberg, Kratochivil, McCarthy, McGill, McGuire, McNamara, Mercier, Morrison, Mota, Patel, Paul, Peetz, Jr. D., Peters, Pitsch R., Pitsch, Jr. R., Ramos, D., Raynor, Saxton, Ternent, Townley, Troia, C., Troia, S., Tyndall, Voigt, Winkler; *Instructors:* Devney; *Clinical Instructors:* Bore, Drake, Eisenstein, O'Malley, Redland, Schlichtemeier, Tiedman, Troia, P.



### *Third Year*

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

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

### *Fourth Year*

#### **SUR 401-485 Surgical Rotation (4)**

Students in the fourth year of medical training are required to complete 4 weeks in a surgical area. The Department of Surgery offers a variety of choices in the various surgical specialties to fulfill this requirement. Students integrate into the team and participate at a sub intern level. Surgical curriculum consists of topics identified as the most common surgical disorders referred by general practitioners. The purpose of the senior surgical rotations is to expose the student to specific aspects of the surgical disciplines and extend his/her technical ability beyond the level achieved during the junior clerkship.

An approved residency is available to qualified students who have an M.D.

- PETER W. ABEL, *Professor of Pharmacology* (1987; 1997); *Professor of Pharmaceutical and Administrative Sciences* (1993; 1997).  
B.S. Pha., University of Wisconsin, 1973; Ph.D., West Virginia University, 1978.
- ADEMOLA K. ABOISE, *Assistant Professor of Medicine* (2002).  
M.D., B.S., College of Medicine, University of Lagos (Nigeria), 1985.
- DAVID E. ABISOR, *Clinical Instructor of Psychiatry and Behavioral Sciences* (1986; 1987).  
M.D., Universidad Nacional Auto Nome de Mexico, 1966.
- MINNIE ABROMOWITCH, *Associate Clinical Professor of Pediatrics* (1996).  
B.S., University of Manitoba, 1969; M.D., 1973
- PATRICK M. ADAMS, *Assistant Professor of Medicine* (2001)  
B.S., Rockhurst College, 1988; M.D., Creighton University School of Medicine, 1992
- EDWARD D. ADICKES, *Associate Professor of Pathology* (1990; 1997); *Associate Professor of Neurology* (1990; 1992); *Associate Professor of Physical Therapy* (1996).  
B.S., Albright College, 1971; D.O., College of Osteopathic Medicine and Surgery, 1977.
- THOMAS E. ADRIAN, *Adjunct Professor of Biomedical Sciences* (1989, 2001).  
M.L., Institute of Biology (England), 1974; M.Sc., Brunel University (England), 1976; Ph.D., Royal Postgraduate Medical School (England), 1980.
- DEVENDRA K. AGRAWAL, *Professor of Medicine* (1985; 1997); *Professor of Medical Microbiology and Immunology* (1995; 1997); *Professor of Biomedical Sciences* (1998).  
B.Sc., Lucknow University (India), 1971; M.Sc., 1973; Ph.D. (Biochemistry), 1978; Ph. D., (Medical Sciences), McMaster University (Canada), 1984.
- VIRGINIA AGUILA, *Assistant Professor of Family Practice* (1984).  
B.S., University of Philippines, 1973; M.D., 1977.
- MOHAMMED P. AKHTER, *Assistant Professor of Medicine* (1991); *Assistant Professor of Comprehensive Dental Care* (1992).  
B.S., NED University of Engineering and Technology, 1981; M.S., University of Nebraska, 1983; Ph.D., University of Nebraska-Lincoln, 1988.
- NASER Z. ALSHARIF, *Assistant Professor of Pharmaceutical and Administrative Sciences* (1997); *Assistant Professor Pharmacology* (1997).  
G.C.E., Carlett Park College of Technology, 1980; B.A, University of Nebraska-Omaha, 1984; Pharm.D., M.S., University of Nebraska Medical Center, 1988; Ph.D., Creighton University, 1992.
- RUBEN ALTMAN, *Assistant Clinical Professor of Medicine* (1977).  
B.S., George Washington University, 1955; M.D., Harvard University, 1961.
- ZAHID AMIN, *Assistant Clinical Professor of Pediatrics* (2000).  
Fsc, Cadet College Petaro (Pakistan) 1975; M.B.,B.S., Bolan Medical College (Pakistan) 1982.
- ROBERT J. ANDERSON, *Professor of Medicine* (1985; 1995); *Professor of Biomedical Sciences* (1992; 1995).  
M.D., Northwestern University Medical School, 1973; M.S., University of Minnesota, 1981.
- RICHARD V. ANDREWS, *Professor Emeritus of Biomedical Sciences* (1958; 1997);



- M.D., University of Malta Medical School (Malta), 1993.
- KAREN AUTHIER, *Instructor of Human Communication in Otolaryngology* (1986).  
B.A., University of Nebraska-Lincoln, 1964; M.S.W., 1969.
- N. KATHERINE BABCOCK, *Assistant Professor of Anesthesiology* (1999).  
B.A., University of Nebraska, 1976; M.D., 1979.
- DONALD R. BABIN, *Professor of Biomedical Sciences* (1967; 1989).  
B.S., University of New Brunswick (Canada), 1958; Ph.D., 1962.
- MARIO E. BACCARI, *Assistant Clinical Professor of Surgery* (1973; 1976).  
B.A., New York University, 1961; M.D., Creighton University, 1965.
- SHAHROKH BADAQSH, *Adjunct Assistant Professor of Pathology* (1970; 1999).  
M.D., Tehran University (Iran), 1964.
- HENRY S. BADEER, *Professor Emeritus of Physiology* (1967; 1991).  
M.D., American University of Beirut (Lebanon), 1938.
- PAULO R. BAHR, *Assistant Clinical Professor of Psychiatry and Behavioral Sciences* (1983).  
B.A., Colegio Bom Jesus Curitiba (Brazil), 1966; M.D., Federal University of Brazil, 1972.
- RICHARD J. BALTARO, *Associate Professor of Pathology*, (2001).  
B.A., Earlham College, 1972; Ph.D., University of Rome, 1977; M.D., Catholic University (Rome), 1983.
- HAROLD R. BARES, *Clinical Instructor of Surgery (Ophthalmology)* (1987).  
B.A., St. Cloud State University, 1973; M.D., University of Nebraska Medical Center, 1980.
- M. JANET BARGER-LUX, *Senior Research Associate of Medicine* (1987; 1994).  
B.S.M.T., Creighton University, 1964; M.S., University of Nebraska Medical Center, 1982.
- EUGENE J. BARONE, *Adjunct Associate Professor of Family Practice* (1979; 1992).  
B.S., LeMoyne College, 1972; M.D., Creighton University, 1976.
- MICHAEL BARSOOM, *Assistant Professor of OB/GYN* (2002).  
B.S., Creighton University, 1991; M.D., 1995.
- ANN MARIE BAUSCH, *Adjunct Instructor of Pediatrics* (2001).  
B.S., Creighton University, 1994; M.D., 1998.
- KATHRYN A. BEAUCHAINE, *Assistant Instructor of Human Communication in Otolaryngology* (1983).  
B.S., University of Wisconsin-Oshkosh, 1977; M.A., University of Denver, 1979.
- KIRK W. BEISEL, *Professor of Human Communication in Otolaryngology* (1992).  
B.S., Albright College, 1972; Ph.D., Rutgers University, 1978.
- EDWARD T. BEITENMAN, *Associate Clinical Professor Emeritus of Psychiatry and Behavioral Sciences* (1969; 1996).  
B.S., Creighton University, 1950; M.D., 1954.
- RICHARD G. BELATTI, JR., *Associate Clinical Professor of Anesthesiology* (1985; 1993).  
B.S., Creighton University, 1978; M.D., 1982.
- DONALD D. BELL, *Associate Clinical Professor of Surgery* (1994).  
B.S., University of Nebraska-Lincoln, 1960; M.D., University of Nebraska College of Medicine 1964.

- THOMAS M. BESSE, *Associate Clinical Professor of Obstetrics and Gynecology* (1977; 1995).  
B.S., University of Utah, 1971; M.D., Creighton University, 1975.
- RICHARD A BESSEN, *Assistant Professor of Medical Microbiology* (1997).  
B.A., Washington University, 1984; M.S., Ph.D., University of Wisconsin, 1991.
- AGAINDRA K. BEWTRA, *Associate Professor of Medicine* (1975; 1980); *Associate Professor of Biomedical Sciences*(1992).  
M.B.S., All India Institute of Medical Sciences (India), 1967; M.D., 1973.
- CHHANDA BEWTRA, *Associate Professor of Pathology* (1978; 1986).  
M.B.B.S., All India Institute of Medical Sciences (India), 1971.
- SHASHI K. BHATIA, *Associate Professor of Psychiatry and Behavioral Sciences* (1979; 1996);  
*Associate Professor of Pediatrics* (1983; 1986)  
M.B.B.S., Punjab University (India), 1969.
- SUBHASH C. BHATIA, *Professor of Psychiatry and Behavioral Sciences* (1977; 1988; 2001).  
M.B.B.S., Punjab University (India), 1967; M.D., Postgraduate Institute of Medical Education and Research (India), 1973; M.A.M.S., Indian Academy of Medical Sciences (India), 1973.
- WILLIAM P. BIDDLE, *Assistant Professor of Medicine* (1988; 1991).  
B.A., University of Tennessee at Knoxville, 1979; M.D., University of Tennessee at Memphis, 1984.
- MARVIN J. BITTNER, *Associate Professor of Medical Microbiology and Immunology* (1981; 1991);  
*Associate Professor of Medicine* (1981; 1991).  
B.S. University of Chicago, 1972; M.D., Harvard University, 1976.
- GARNET J. BLATCHFORD, *Associate Clinical Professor of Surgery* (1990, 1995, 2002).  
B.S., University of Nebraska-Lincoln, 1979; M.S., University of Nebraska Medical Center, 1983.
- DANIEL K. BIXLER, *Assistant Clinical Professor of Medicine* (1998, 1999, 2000)  
B.A., University of Missouri, 1983; M.D., 1983.
- MARGARET BLOCK, *Associate Clinical Professor of Medicine* (1989; 1990).  
B.S., Rensselaer Polytechnic Institute, 1972; M.D., Albany; Medical College, 1976.
- INGRID J. BLOCK-KURBISCH, *Assistant Clinical Professor of Medicine* (2001).  
B.A., School for Foreign Languages and Arts (Austria) 1976; M.D., University of Vienna Medical School (Austria) 1984.
- JOHN L. BLODIG, *Assistant Clinical Professor of Psychiatry and Behavioral Sciences* (1963; 1968).  
M.D., Creighton University, 1953.
- CHARLES S. BOCKMAN, *Assistant Professor of Pharmacology* (1996).  
B.A., Emory University, 1984; Ph.D., Creighton University, 1993.
- PATRICK J. BOGARD, *Assistant Clinical Professor of Pathology* (1984; 1989).  
B.S., University of Nebraska, 1975; M.D., 1978.
- DARYL L. BOHAC, *Assistant Clinical Professor of Psychiatry* (1998).  
B.A., University of Nebraska, 1987; Ph.D., 1994.
- DAVID L. BOLAM, *Adjunct Associate Professor of Pediatrics* (1987; 1998).  
B.S., Creighton University, 1965; M.D., University of Nebraska, 1970.

SUSAN J. BOUST, *Assistant Clinical Professor of Psychiatry* (1989).  
B.S., Iowa State University, 1972; M.D., University of Nebraska Medical Center, 1985.

TERI J. BOWMAN, *Assistant Professor of Medicine* (1998).  
B.S., University of Akron, 1984; M.D., Ohio State University College of Medicine, 1989.

MICHAEL E. BRADLEY, *Assistant Professor of Pharmacology* (1989).  
B.A., University of the Pacific, 1982; Ph.D., University of Southern California, 1990.

PHILIP R. BRAUER, *Associate Professor of Biomedical Sciences* (1990; 1995).  
B.S., University of Wisconsin, 1977; Ph.D., Medical College of Wisconsin, 1985.

JEFFERY C. BRITTAN, *Assistant Clinical Professor of Family Practice* (1984; 1986); *Assistant Clinical Professor of Preventive Medicine and Public Health* (1986).  
B.S., Creighton University, 1977; M.D., 1981.

ALFRED W. BRODY, *Professor Emeritus of Medicine* (1954; 1993); *Professor Emeritus of Biomedical Sciences* (1954; 1993).  
A.B., Columbia University, 1940; M.A., 1941; M.D., Long Island University, 1943; D.M.S., University of Pennsylvania, 1955.

PATRICK E. BROOKHOUSER, *Professor of Otolaryngology* (1974); *Chair, Department of Otolaryngology* (1974); *Father Flanagan Professor of Otolaryngology* (1990).  
B.S., Creighton University, 1962; M.D., Johns Hopkins University, 1966.

JAMES C. BROWN, *Assistant Professor of Radiology* (1997; 1999); *Associate Professor Pediatrics* (1997; 1999).  
B.S., Davidson College, 1973; M.D., Bowman Gray School of Medicine 1977.

KEVIN D. BROWN, *Assistant Clinical Professor of Radiology* (2001).  
B.A., Union College, 1985; M.D., Loma Linda University, 1993.

LARRY L. BROWN, *Assistant Professor of Medicine* (1996; 1997); *Assistant Professor of Pediatrics* (1997).  
B.S., Creighton University, (1987); M.D., University of Nebraska Medical Center, 1992.

LAURA C. BRUCE, *Associate Professor of Biomedical Sciences* (1987; 1995).  
B.A., Cornell College, 1975; Ph.D., Georgetown University, 1982.

ROGER BRUMBACK, *Professor of Pathology*, (2001); *Chair of Pathology* (2001).  
B.S., Pennsylvania State University, 1967; M.D., 1971

ALKA BUECHLER, *Assistant Clinical Professor of Pediatrics* (2000)  
B.S., Nebraska Wesleyan University, 1989; M.D., University of Nebraska, 1993.

BRUCE A. BUEHLER, *Associate Clinical Professor of Pediatrics* (1985).  
B.S., University of Florida, 1966; M.D., 1970.

WILLIAM J. BURKE, *Clinical Professor of Psychiatry* (1987; 1995).  
B.S., Creighton University, 1976; M.D., University of Nebraska, 1980.

MONINA S. CABRERA, *Assistant Clinical Professor of Pediatrics* (2001).  
B.S., University of the Philippines, 1987; M.D., 1993.

CICERO M. CALDERON, *Assistant Clinical Professor of Pediatrics* (2000).  
B.A., Wabash College, 1987; M.D., Indiana University, 1991.

- M.D., Timisora Medical School (Romania), 1987.
- MARTEN A. CARLSON, *Assistant Clinical Professor of Medicine* (1999).  
B.S., University of Wyoming, 1987; M.D., Creighton University, 1991.
- LAWRENCE A. CARLSSON JR., *Assistant Clinical Professor of Family Practice* (1979; 1982).  
B.S., Creighton University, 1972; M.D., 1976.
- JANE M. CARNAZZO, *Assistant Clinical Professor of Pediatrics* (2000)  
B.S., Creighton University, 1982; M.D., 1986.
- THOMAS B. CASALE, *Professor of Medicine* (1997; 2000).  
B.S., University of Illinois, 1973; M.D., The Chicago Medical School (1977).
- MURRAY J. CASEY, *Professor of Obstetrics and Gynecology* (1989).  
A.B., University of Kansas, 1958; M.D., Georgetown University, 1962; M.A., Cardinal Stritch College, 1984; M.B.A., Marquette University, 1988.
- STEPHEN J. CAVALIERI, *Associate Professor of Pathology* (1986; 1994); *Associate Professor of Medical Microbiology and Immunology* (1987; 1994).  
B.S., California University of Pennsylvania, 1977; M.S., 1979; Ph.D., West Virginia University, 1981.
- DAVID H. CHAIT, *Assistant Professor of Otolaryngology* (1982).  
B.A., Colby College, 1967; M.D., University of Nebraska, 1971.
- DENNIS A. CHAKKALAKAL, *Associate Professor of Surgery* (1991).  
B.Sc., Madras University (India), 1958; M.S., Marquette University, 1962; Ph.D., Washington University, 1968.
- EDWARD A. CHAPERON, *Associate Professor of Medical Microbiology and Immunology* (1968; 1971).  
B.S., LeMoyné College, 1957; M.S., Marquette University, 1959; Ph.D., University of Wisconsin-Madison, 1965.
- ARCHANA CHATTERJEE, *Assistant Professor of Pediatrics* (1996, 2000); *Assistant Professor of Medical Microbiology and Immunology* (2000); *Assistant Professor, School of Pharmacy and Allied Health* (2000).  
M.B.B.S., Armed Forces Medical College-India, 1983; Ph.D., University of Nebraska Medical Center, 1993.
- REI-KWEN CHIOU, *Professor of Surgery* (1999).  
M.D., China Medical College (Taiwan), 1975; Ph.D., University of Minnesota, 1987.
- CHUNG-CHOU CHU, *Professor of Psychiatry* (1992).  
M.D., Medical College of Korea University, 1973.
- ERNEST W. CHUPP, *Clinical Instructor of Obstetrics and Gynecology* (1985).  
M.D., Creighton University, 1976.
- TERRENCE F. CIUREJ, *Associate Clinical Professor of Surgery* (1977; 1987).  
B.S., Pha. Creighton University, 1967; M.D., 1971.
- RICHARD A. CLARK, *Assistant Professor of Medicine* (1995; 1998).  
B.A., University of Colorado, 1986; M.D., Creighton University, 1992.
- GEORGE O. CLIFFORD, *Adjunct Professor of Medicine* (1972; 1997).  
M.D., Tufts University, 1949.
- PETER F. COCCIA, *Clinical Professor of Pediatrics* (1996).  
B.A., Hamilton College, 1963; M.D., Upstate Medical Center, 1968.

- M.D., Creighton University, 1963.
- P. JAMES CONNOR, *Clinical Professor of Medicine* (1960; 1986).  
B.S., Creighton University, 1951; M.D., 1955.
- RAYNALDO CORDERO, *Assistant Clinical Professor of Medicine* (2002).  
B.A., Brandeis University, 1984; M.D., University of Massachusetts Medical School, 1991.
- PAULETTE M. CORK, *Assistant Instructor of Human Communication in Otolaryngology* (1997).  
B.A., Creighton University, 1959; M.S., University of Nebraska, 1992.
- KEVIN P. CORLEY, *Adjunct Assistant Professor of Pediatrics* (1985).  
B.S., University of Illinois Medical Center, 1968; M.D., 1972.
- ANTHONY M. COSENTINO, *Associate Clinical Professor of Medicine* (2001).  
M.D., University of Illinois, 1956.
- DOMINIC E. COSGROVE, *Associate Professor of Human Communication in Otolaryngology* (1992; 1998); *Associate Professor of Biomedical Sciences* (1992; 1998).  
B.S., University of Nebraska-Lincoln, 1984; Ph.D., University of Nebraska Medical Center, 1989.
- MICHAEL L. COY, *Clinical Instructor of Psychiatry* (1992).  
B.S., Creighton University, 1979; M.D., 1986.
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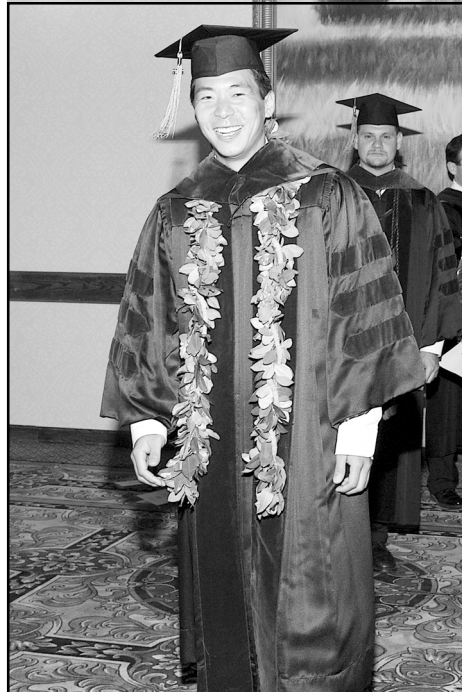
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