

Creighton
UNIVERSITY

CREIGHTON UNIVERSITY CATALOG

School of Medicine

2023–2024



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CREIGHTON UNIVERSITY GENERAL INFORMATION

About Creighton

There is no university in the country like Creighton University in terms of size, the array of professional and graduate programs offered, and the strong commitment to Catholic and Jesuit ideals and values. Founded in 1878 and one of 27 Jesuit colleges and universities in the United States, Creighton is a vibrant and diverse learning community that offers its students more than an education.

Nationally recognized for providing a challenging and balanced educational experience, the University offers a rigorous academic agenda with a broad range of disciplines, providing nearly 8,500 undergraduate, graduate and professional students with degree programs that emphasize education of the whole person — academically, socially and spiritually. The student body has represented all 50 states and U.S. territories, as well as dozens of countries.

Creighton offers more than 140 academic paths in nine colleges and schools (arts and sciences, business, nursing, law, dentistry, medicine, pharmacy, OT, PT and other health professions, graduate school, and adult learning and degree completion). Creighton emphasizes the importance of global education, and study abroad and immersion programs take students to dozens of locations around the world annually.

The University has campuses in Omaha and Phoenix; online educational programs; occupational therapy partnerships with the University of Alaska in Anchorage and Regis University in Denver; and a campus for nursing students in Grand Island, Nebraska. With the opening of the health sciences campus in Phoenix in 2021, Creighton became one of the largest Catholic health professions educators in the United States.

Creighton ranked No. 115 in the prestigious National Universities category in *U.S. News & World Report's* 2022-2023 "Best Colleges" rankings, putting the University in the top third of national universities. Of the approximately 1,400 four-year colleges and universities nationwide ranked by *U.S. News*, only 389 (or about 20%) are classified as National Universities for offering a full range of undergraduate majors, master's and doctoral programs, and emphasizing faculty research or awarding professional practice doctorates.

In addition to the overall ranking, the University received additional undergraduate national rankings:

- Nursing was ranked No. 51 nationally in a new category, Best Nursing Programs, out of 681 institutions nationally.
- The Heider College of Business ranked in the top 20% in the country, with the finance program ranked No. 17, the accounting program ranked No. 28 and the analytics program ranked No. 14.
- U.S. News also recognized Creighton for Innovation, and as a Best Value institution.

Additionally, Creighton online graduate programs in business and education earned top rankings in *U.S. News' 2023 Best Online Programs*. Creighton also was cited in the 2023 *Princeton Review* college guide, "The Best 388 Colleges."

Location

Omaha, with a metropolitan area population of nearly 1 million, is Nebraska's largest city. It is located on the western bank of the Missouri River, which serves as the Nebraska-Iowa border, and is home to four Fortune 500 companies and several Fortune 1,000 company operations. The city is the major urban area between Chicago and Denver and between Kansas City and Minneapolis. Creighton's campus is within walking distance of downtown and riverfront business, sports/recreational, cultural and entertainment districts. Creighton also is conveniently located close to hotels and the airport.

In addition to the main campus in Omaha, and online education accessible from anywhere in the world, the Creighton University Health Sciences Campus is in midtown Phoenix, and the College of Nursing has a campus in Grand Island, Nebraska.

History

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

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

The bishop asked the Jesuits to operate the school and the first president, Roman A. Shaffel, SJ, arrived in Omaha in late 1877; the school opened on Sept. 2, 1878. One priest, two scholastics, a layman and a laywoman formed the faculty. The school began with 120 students ranging in age from 6 to 30. On Aug. 14, 1879, Bishop O'Connor surrendered his trust to the Jesuits, who incorporated "The Creighton University" under Nebraska law. Much of the initial teaching was below the collegiate level; in 1891, Creighton University awarded its first baccalaureate degrees.

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

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

Creighton Colleges and Schools

College of Arts and Sciences (<https://www.creighton.edu/arts-sciences/>)

Creighton's largest and oldest college provides students the personal attention they need to be critical and ethical thinkers, creative problem-solvers and clear communicators. The college offers more than 60 majors and minors, as well as pre-professional programs in a wide range of disciplines. Students are prepared to consider issues from multiple perspectives, making them well-rounded individuals and valuable members of any team. The Magis Core Curriculum ensures that all students gain a common set of abilities, in addition to knowledge in their field of study. Undergraduates have many opportunities to do original research, which many universities don't offer until graduate school. Each year, Creighton undergraduates give more than 400 presentations at local, regional and national conferences. Creighton has been nationally recognized by *U.S. News & World Report* as a top institution for undergraduate research and creative projects.

College of Nursing (<https://www.creighton.edu/nursing/>)

For more than 60 years, the College of Nursing has been a leader in preparing the next generation of nursing professionals. Innovative programs are offered on campuses in Omaha and Grand Island, Nebraska, and in Phoenix. The baccalaureate degree in nursing, master's degree in nursing, and the Doctor of Nursing Practice programs are accredited by the Commission of Collegiate Nursing Education. Creighton's accelerated BSN was one of the first in the nation, and Creighton was the first nursing school in Nebraska to offer the DNP degree and preparation for one of the newest nursing roles, the Clinical Nurse Leader. Creighton's BSN graduates meet or exceed the national average for first-time pass rates on the National Council Licensure Examination.

In 2022, the state of Arizona announced plans to invest \$25.7 million in the College of Nursing's Accelerated BSN program, guaranteeing at least 300 additional clinic-ready, rigorously educated nurses in the Arizona workforce by 2030.

College of Professional and Continuing Education (<https://www.creighton.edu/professional-studies/>)

Since 1983, the College of Professional and Continuing Education has been meeting – and exceeding – the needs of adult learners. These nontraditional students are supported with flexible learning programs and the resources they need to succeed. With more than 90 majors and minors to choose from, students may take classes on campus during the day or choose online classes to fit studies into their busy lives. No matter which program of study, students benefit from a team of people in place to provide support, including academic coaches, to help them every step of the way. From academic advising to the Career Center staff, Creighton's adult learners have access to the resources they need, when they need them.

Graduate School (<https://www.creighton.edu/graduate/>)

The first master's degree was conferred at Creighton in 1898 and the Graduate School was formally established as a separate division of the

University in 1926. The Graduate School serves a variety of students across many disciplines, including business, healthcare, education, medical research and theology. There are over 45 master's level programs available, including accelerated programs, as well as PhD programs and an interdisciplinary EdD in leadership. Creighton graduate programs are designed to meet the needs of students, and are available in several delivery methods, including on-campus, online and hybrid/blended. Nearly two-thirds of graduate students enroll on a part-time basis, which allows them to continue their education while maintaining current employment and meeting the needs of their families.

Heider College of Business (<https://www.creighton.edu/business/>)

The Heider College of Business has long received top rankings and recognition. The college is on the cutting edge of business education through innovative programs in leadership, entrepreneurship, finance, accounting, investment management and financial analysis, business ethics and more. Heider is among only the top 2% of business schools in the world to be accredited in both business and accounting by AACSB International. More than 90% of students complete at least one internship, and 99% of Heider graduates are employed, enrolled in graduate or professional school, or involved in a service program within six months of graduation. The annual Creighton Business Symposium is the largest student-run business conference in the nation, and the iJay store was the first student-run, Apple® authorized campus store in the world. Heider College is one of the first in the U.S. to offer the FinTech degree – an innovative program for an in-demand career field – and four-year leadership development and career development programs for all business students.

School of Dentistry (<https://www.creighton.edu/dentistry/>)

Since its founding in 1905, the School of Dentistry has prepared thousands of dentists for lives of professional excellence, community leadership and compassionate service. Creighton's close-knit and service-oriented academic community offers students the education and clinical experience they need to begin professionally practicing dentistry upon graduation. Accessible faculty members provide rigorous training and, alongside students, push the boundaries of dental knowledge through cutting-edge research. The state-of-the-art 200,000-plus square-foot dental facility is also home to the Creighton Dental Clinic, where more than 14,000 adults and children receive quality care and a full range of dental services each year. Thousands of dental visits also are provided annually in elementary schools through the school's Healthy Smiles program.

School of Law (<https://www.creighton.edu/law/>)

The School of Law was founded in 1904 not only to prepare lawyers, but also to develop leaders. It provides students with a powerful education rooted in the Jesuit, Catholic tradition. Its mission is to provide intellectual challenge, academic rigor and an opportunity to develop a foundation of moral values for lifelong service in the law; an environment for faculty that encourages personal growth and scholarly achievement; and continue its long-established tradition of service to the bar and citizens of the community. Along with its traditional JD program, the law school offers accelerated and part-time JD programs – tailored for busy

adult learners and recent college graduates who want to start right away on their law degree — along with dual-degree programs.

School of Medicine (<https://www.creighton.edu/medicine/>)

The School of Medicine has two campuses: one in Omaha and one in Phoenix. Graduates of the School of Medicine practice in all 50 states and are recognized for extraordinary clinical skills, empathy, cultural competence and commitment to service. Graduates' medical licensing scores and pass rates consistently exceed the national average, and 92% of 2022 graduates matched with their specialties of choice. One of the ways Creighton advances healthcare is through research, and Creighton researchers are driven by a strong desire to make a difference in patients' lives. They are making discoveries and developing new therapies in bacterial resistance, cancer, hearing loss, the conditions that impact bone health and loss, and more.

School of Pharmacy and Health Professions (<https://www.creighton.edu/pharmacy-ot-pt/>)

Founded in 1905, the School of Pharmacy and Health Professions has been a groundbreaking national leader in doctoral health professions education. The school developed the first Doctor of Physical Therapy (DPT) and Doctor of Occupational Therapy (OTD) entry-level degree programs in the United States. It also offered the first accredited online pharmacy program in the nation. The school's Center for Health Services Research and Patient Safety is recognized nationally for its work in patient safety research and education. Students in the School of Pharmacy and Health Professions receive excellent foundational education in the basic and professional sciences and first-rate clinical education with faculty who are among the best in the nation. Students also receive their clinical education with an emphasis on interprofessional education and practice, which accentuates team care and patient-centered care, both vital for the practitioners of tomorrow.

Mission and Learning Outcomes

Mission Statement

Creighton is a Catholic and Jesuit comprehensive university committed to excellence in its selected undergraduate, graduate and professional programs.

As **Catholic**, Creighton is dedicated to the pursuit of truth in all its forms and is guided by the living tradition of the Catholic Church.

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

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

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

the inalienable worth of each individual, and appreciation of ethnic and cultural diversity are core values of Creighton.

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

University Assessment of Learning Outcomes

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

All Creighton graduates will demonstrate:

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

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

Accreditations and Approvals

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

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

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

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

The Baccalaureate degree in Nursing, Master's degree in Nursing, Doctor of Nursing Practice, and post-graduate APRN certificate at Creighton University is accredited by the Commission on Collegiate Nursing Education (www.aacnursing.org) (<https://www.aacnursing.org/>).

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

The teacher education programs of Creighton University are fully accredited by the Council for the Accreditation of Educator Preparation (CAEP (<http://caepnet.org/>)) for the preparation of elementary, secondary, and special education teachers at the undergraduate level, and for the graduate-level preparation of teachers, school principals and school counselors.

The program in dental education is accredited by the Commission on Dental Accreditation and has been granted the accreditation status of "approval without reporting requirements." The Commission is a specialized accrediting body recognized by the United States Department of Education. The Commission on Dental Accreditation can be contacted at (312) 440-4653 or at 211 East Chicago Avenue, Chicago, IL 60611. The Commission's web address is: <http://www.ada.org/en/coda> (<http://www.ada.org/en/coda/>).

The Creighton University School of Law is fully accredited by the American Bar Association Section (ABA (https://www.americanbar.org/groups/legal_education/)) of Legal Education and Admissions to the Bar. The School of Law is also a member of the Association of American Law Schools (<https://www.aals.org/>).

The School of Medicine is fully accredited by the Liaison Committee on Medical Education (LCME (<http://lcme.org/>)), representing the Association of American Medical Colleges and the Council on Medical Education of the American Medical Association. The Department of Education recognizes the LCME for the accreditation of programs of medical education leading to the M.D. degree in institutions that are themselves accredited by regional accrediting associations. Institutional accreditation assures that medical education takes place in a sufficiently rich environment to foster broad academic purposes. The School of Medicine is also an institutional member of the Association of American Medical Colleges.

The School of Medicine is also accredited by The Accreditation Council for Graduate Medical Education (ACGME (<https://www.acgme.org/>)) for the training of medical residents.

The School of Pharmacy and Health Professions programs are accredited as follows:

The Pharmacy program, accredited by the Accreditation Council for Pharmacy Education (ACPE (<https://www.acpe-accredit.org/>)), is a member of the American Association of Colleges of Pharmacy.

The program in Occupational Therapy is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE (<https://www.aota.org/education-careers/accreditation.aspx>)) of the American Occupational Therapy Association Inc.

The program in Physical Therapy is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE (<http://www.captionline.org/home.aspx>)).

The University is also approved by and/or a member of the following: American Council on Education, Association of American Colleges and Universities, Association of Catholic Colleges and Universities, Association of Independent Colleges and Universities of Nebraska, Association of Jesuit Colleges and Universities, Council for the Advancement and Support of Education, Council for Higher Education

Accreditation, National Association of Independent Colleges and Universities, Commission on Accreditation of Allied Health Education Programs, Council for Opportunity in Education, American Association of Colleges for Teacher Education, American Association of University Professors, American Association of University Women, Association of Schools of Journalism and Mass Communication, Association of Independent Liberal Arts Colleges for Teacher Education, Council of Graduate Schools in the United States, Council on Social Work Education, International Association of Catholic Universities, Midwest Association of Graduate Schools, National Association for Foreign Student Affairs, Nebraska Council on Teacher Education, and Nebraska State Board of Educational Examiners.

Creighton University is authorized to provide online education. See [creighton.edu/state_authorization](https://www.creighton.edu/state_authorization) (https://www.creighton.edu/state_authorization/) for current listing.

University Libraries

Library

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

Campus Facilities

Creighton's urban Omaha campus encompasses more than 50 buildings, providing excellent facilities for the University's academic, residential, spiritual, athletic and recreational activities. The beautifully landscaped, pedestrian-friendly campus has been recognized by the Arbor Lodge Foundation as a Tree Campus USA University and has been named a "green college" by *Princeton Review* for a strong commitment to the environment and sustainability.

Recent facilities projects on the Omaha campus include \$25 million in renovations to the Harper Center, which is home to the Heider College of Business and a number of programs and services; a new pharmacy skills lab; the relocation and renovation of the Clinical Assessment and Simulation Center; upgrades to several undergraduate science labs; an expanded dining facility; renovated occupational therapy and physical therapy labs; and the 200,000-square-foot School of Dentistry building, featuring the latest in classroom, laboratory and clinical technology and accommodating larger class sizes and expanded community dental health outreach.

The CL Werner Center for Health Sciences Education, under construction and expected to open in fall 2023, will be the new home of the School of Medicine and includes shared spaces for each of the University's health sciences programs. Additional construction underway on campus includes Graves Hall, a \$37-million residence hall for 400 first-year students, also planned to open in the fall 2023.

In midtown Phoenix in 2021, the first group of health sciences students were welcomed to the \$100 million Virginia G. Piper Charitable Trust Health Sciences Building on the Creighton University Health Sciences Campus – Phoenix.

Recognition of Scholarship and Leadership

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

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

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

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

The Alumni Association

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

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

Alumni programs vary widely and include all-University events, Reunion weekend, class reunion activities, community service projects, college/school specific activities, recent alumni activities, regional events, career networking and social networking. Information on the Alumni Association can be found on the web at alumni.creighton.edu (<https://alumni.creighton.edu/>).

Non-discrimination Statement

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

programs, and other programs and activities, are administered without unlawful discrimination.

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

It is the policy of the University to make all programs and services available to individuals with disabilities. Inquiries concerning rights and responsibilities under Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990 should be directed to the Executive Director for the Office of Title IX and Civil Rights Compliance (see below). To obtain information on accessibility of buildings and programs or to report problems of accessibility, please contact Human Resources (for employees), Murphy Building, or by telephone 402.280.2709 or email at hr@creighton.edu, or Student Accessibility Services (for students), Old Gym 437 or by telephone 402.280.2166 or email at sas@creighton.edu.

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

Ms. Allison Taylor
Executive Director
Title IX Coordinator/Section 504 Coordinator
Creighton University
Office of Title IX and Civil Rights Compliance
Creighton Hall Suite 340
Omaha, NE 68178
Phone: 402.280.3189
Email: allisontaylor@creighton.edu
Web: www.creighton.edu/titleix

The United States Department of Education's Office for Civil Rights (OCR) enforces Title IX. Information regarding OCR may be found at www2.ed.gov/about/offices/list/ocr (<https://www2.ed.gov/about/offices/list/ocr/>).

Email as Official Means of Communication

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

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

Faculty, staff and students are expected to check their e-mail on a frequent and consistent basis in order to stay current with University-

related communications. Faculty, staff and students have the responsibility to recognize that certain communications may be time-critical.

Equity, Diversity and Inclusion Policy

Creighton University, inspired by the Catholic and Jesuit tradition, treasures the innate dignity of each member of our community and upholds the sanctity of each human being as a profound gift of God. Finding the resplendence of the divine reflected in the uniqueness of every person, we seek, acknowledge and celebrate diversity at Creighton.

Diversity in principle is the “service of faith in the promotion of justice.” Diversity enhances our social selves and intellectual lives by exposing all of us to methods, styles and frames of reference that challenge our unexamined assumptions helping us unmask personal, cultural, institutionalized, and organizational discrimination and stigmatization, recognizing that ignorance and stereotypes can create and sustain privileges and preference for some, while creating and sustaining marginalization and oppression for others.

In a truly Catholic context, diversity at Creighton commends inclusion as a prudential, virtuous, and practical principle. Celebrating diversity at Creighton is an invitation to incarnate our mission to educate lifelong learners who will be agents for change in our local communities and in the world. Diversity at Creighton animates our varied intellectual pursuits and enriches our mission to “seek Truth in all its forms.”

To this end, Creighton faculty, staff, students and administrators seek to foster an equitable environment of awareness, inclusion, and compassion for everyone in our community and our guests, regardless of age, culture, faith, ethnicity, immigrant status, race, gender, sexual orientation, language, physical appearance, physical ability, or social class. We strive to create a caring, hospitable community, paying attention to our academic and co-curricular offerings, admissions, hiring, and promotion policies to make Creighton a welcoming, inclusive community. We do this by constant vigilance and reassessment of our campus climate.

Graduation Rates

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

Degree Policies

Undergraduate Degrees

Singular degree policy

Creighton University does not award dual (two) or multiple undergraduate degrees, whether concurrently or consecutively. Undergraduate students may complete more than one major, but may not earn more than one degree. The student will choose which major will be primary, which is what will determine the type of degree:

Bachelor of Arts (BA)

Bachelor of Fine Arts (BFA)

Bachelor of Science (BS)

Bachelor of Science in Business Administration (BSBA)

Bachelor of Science in Chemistry (BSCHM)

Bachelor of Science in Environmental Science (BSEVS)

Bachelor of Science in Nursing (BSN)

Bachelor of Social Work (BSW)

Bachelor of Science in Paramedicine (BSParamedicine)

Bachelor of Science in Physics (BSPHY)

Military and Veterans Affairs

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

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

- Chapter 30 – Montgomery GI Bill[®] – Active Duty (MGIB-AD)
- Chapter 31 – Veteran Readiness & Employment Program (VR&E)
- Chapter 33 – Post-9/11 GI Bill[®] (including the Yellow Ribbon Program)
- Chapter 35 – Survivors’ & Dependents’ Educational Assistance (DEA)
- Chapter 1606 – Montgomery GI Bill[®] – Selected Reserve (MGIB-SR)

Creighton University is very proud of our commitment to our VSDS including our participation in the Yellow Ribbon Program. Chapter 33 students with 100% entitlement are eligible to participate in the Yellow Ribbon Program. The Yellow Ribbon Program is a financial supplement to Chapter 33 that helps students using the benefit bridge the financial gap between the Chapter 33 benefit and the actual cost of tuition and fees. For the 2023-2024 academic year, our Yellow Ribbon program provides eligible students with the following:

- Undergraduate students up to \$24,000 additional tuition dollars per academic year (\$12,000 from Creighton with a \$12,000 match from the VA)
- Graduate School up to \$10,000 per academic year (\$5,000 from Creighton with a \$5,000 match from the VA)
- School of Dentistry up to \$5,000 per academic year (\$5,000 from Creighton with a \$5,000 match from the VA). Maximum of three awards each academic year.
- School of Law up to \$10,000 per academic year (\$5,000 from Creighton with a \$5,000 match from the VA). Maximum of twelve awards each academic year.

- School of Medicine up to \$10,000 per academic year (\$5,000 from Creighton with a \$5,000 match from the VA. Maximum of six awards each academic year.
- School of Pharmacy and Health Professions up to \$10,000 per academic year (\$5,000 from Creighton with a \$5,000 match from the VA). Maximum of twelve awards each academic year.

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

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA).

Principles of Excellence

On April 27, 2012, President Obama signed Executive Order 13607, Establishing Principles of Excellence for Educational Institutions Serving Service Members, Veterans, Spouses, and Other Family Members. The published Executive Order is available here (<https://obamawhitehouse.archives.gov/the-press-office/2012/04/27/executive-order-establishing-principles-excellence-educational-instituti/>). Creighton University is a proud signatory and abides by this Presidential Executive Order which addresses key areas relating to Federal military and veterans educational benefits programs. The University affirms our long-standing promise of supporting our military student population, while exercising transparency and full compliance with the individual principles outlined in the Principles of Excellence which are summarized below.

- Provide students with a personalized form covering the total cost of an education program.
- Inform eligible students of Federal financial aid and have a policy to alert students prior to packaging or arranging private student loans or alternative financing programs.
- Abstain from fraudulent and aggressive recruiting techniques and misrepresentations.
- Ensure accreditation of all new programs prior to enrolling students.
- Accommodate Service Members and Reservists while absent due to service requirements.
- Align institutional refund policies with those under Title IV, which governs the administration of federal student financial aid programs.
- Provide educational plans for all military and veteran education beneficiaries.
- Designate a point of contact to provide academic and financial advice.

The Office of Military and Veterans Affairs may be contacted at (402) 280-4063 or veterans@creighton.edu.

Student Accessibility Services

Creighton University is committed to providing services and resources to meet the needs of qualified students with disabilities, ensuring equal access to academic programs and University facilities. Guided by Section 504 of the Rehabilitation Act of 1973, the American with Disabilities Act of 1990, and the ADA Amendment Act of 2008, Student Accessibility Services coordinates the process through which all students request and receive reasonable accommodations, working closely with faculty and staff to meet individual needs. The Office of Student Accessibility Services is located on the 4th floor of the Old Gym and can be contacted via email at SAS@creighton.edu or online at www.creighton.edu/student-success/student-accessibility-services.

The Jesuit Order

The Society of Jesus is a Roman Catholic religious order of men known as the Jesuits. It was founded in Paris by St. Ignatius of Loyola more than 470 years ago. In addition to their work in parishes, primary and secondary education, the Jesuits sponsor twenty-eight colleges and universities in the United States.

The Jesuits are the founding order of Creighton University and turned the governance of Creighton over to the Board of Trustees in 1968. While the main focus of the Jesuits in the United States is on education, the order is primarily a missionary order which is also involved in spiritual direction, retreat centers and social justice work. On campus, you will see members of the Jesuit community as your instructors, pastors, chaplains, and university administration and staff.

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

American Jesuit Colleges and Universities

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

Washington	Gonzaga University, Spokane Seattle University, Seattle
Wisconsin	Marquette University, Milwaukee

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

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

CREIGHTON UNIVERSITY ADMINISTRATION

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as of July 1, 2023

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as of July 1, 2023

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Kelly Tadeo Orbik, M.S.	Associate Director, Schlegel Center for Service and Justice

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Margarita Dubocq, M.S.	Director, ILAC Operations Dominican Republic and Encuentro Dominicano Academic Director
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Maorong Jiang, Ph.D.	Director, Asian World Center
Jacob A. Jones, M.Ed.	Director, International Admissions

Keli Mu, Ph.D.	Associate Dean, International Relations SPAHP
Jill Muegge, M.A.	Director, Study Abroad, ILAC Operations/Encuentro Dominicano Omaha
Vacant	Director, Academic Service Learning

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Lou E. Jensen, O.T.D., OTR/L, LVST, BIG	Interim Associate Vice Provost, Teaching and Learning Center

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TBD	Assistant Vice Provost for Library Services
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Joseph Knezetic, Ph.D.	Director, Research Compliance
Amanda Holman, Ph.D.	Interim Director, CURAS

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Michele K. Bogard, Ph.D.	Associate Vice Provost for Integrated Wellness
Paul Wraalstad, M.Ed.	Assistant Vice Provost, Housing & Auxiliary Services
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Kandis McCafferty, Ph.D., RN	Director, Student Health Education & Compliance
Katie Kelsey, M.Ed.	Senior Director, Engagement & Belonging
Kristen Schuling, M.S.Ed.	Director, Residential Life
Jennifer Peter, Psy.D.	Senior Director, Student Counseling Services
TBD	Director, Recreation and Wellness

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Jeremy Fisher, M.B.A.	Director, John P. Fahey Career Center

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Mark E. Simanek	Director, Shuttle/Transportation Services

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Samantha Harter, M.B.A.	Manager Finance, School of Dentistry
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Jeff Klein, M.B.A.	Director, Business Service Center
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Dave K. Madsen, B.S.	Senior Director Finance, School of Law
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Katie A. Rinkol, M.B.A.	Senior Director, Budget Planning & Analysis
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Raymond L. Stoupa, B.S.B.A.	Senior Director Finance, School of Medicine and Research
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Human Resources

Judi Szatko	Associate Vice President, Human Resources
-------------	---

Information Technology

Russ Pearlman, J.D.	Vice President for Information Technology
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Scott Taylor, B.I.T.	Assistant Vice President, Strategy & Planning
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Paul Hakenkamp	Senior Director, Portfolio and Project Management
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Bryan S. McLaughlin, B.S.	Senior Director, Security & Configuration
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Mark J. Mongar, B.S.	Senior Director, Operations
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JD Rummel, M.A.	Senior Director, Support
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Robert Aki, M.I.S.	Director, Service Management and Continuous Improvement
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Internal Audit

T. Paul. Tomoser, B.S.	Director, Internal Audit
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Heidi Grunkemeyer, B.A.	Vice President, University Communications and Marketing
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Creighton College and School Officers of Administration

as of July 1, 2023

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College of Nursing

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School of Law

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School of Medicine

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 Keli Mu, Ph.D., *Associate Dean for International Relations*
 Shawn Cook, MPA, *Assistant Dean for Student Affairs*
 Kelly Nystrom, Pharm.D., *Assistant Dean for Educational Outcomes*
 Kim Savicky, J.D., *Assistant Dean for Business Affairs*
 Katie Wadas-Thalken, Ed.D., *Assistant Dean for Academic Affairs*
 Susan Weems, M.S., *Assistant Dean for Student Affairs and Operations (Phoenix)*

MEDICINE

2023-2024 Issue

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

School of Medicine

Mission Statement

In Creighton's Jesuit, Catholic tradition, the mission of the School of Medicine is to improve the human condition with a diverse body of students, faculty and staff who provide excellence in educating learners, health care professionals, and the public; advancing knowledge; and, providing comprehensive patient care.

Vision Statement

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

Admission

Doctor of Medicine (MD) ADMISSIONS

It is the admission policy of Creighton University to admit qualified students within the limits of its resources and facilities. See also the University's Non-discrimination Statement (p. 6).

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

Application Process

MD ADMISSIONS

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

All of the AMCAS requirements for credentials and letters of support must be met and materials submitted to the Washington, D.C. office. The application will then be forwarded to the Creighton University School of

Medicine. A supplemental application and fee is required upon request by the School of Medicine for filing and processing the application. This fee is not refundable.

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

Requirements for Admission

MD Requirements for Admission

Please review the Medical Education Program Admissions Policies for information detailing:

- Academic Prerequisites
- Selection Criteria and Assessment Tools
- Application Process
- Selection for Interview
- Interview Process
- Admission Committee Review and Decision

The Admission Policies can be viewed at:

- SOM Guidelines and Policies (<https://medschool.creighton.edu/about/guidelines-and-policies/>) - select MEDICAL EDUCATION (MD) PROGRAM POLICIES to view the Admissions Policies.

Academic Calendar-School of Medicine

Academic Year 2023-2024

2023

May

3-5	W-F	Mandatory M3 Orientation - Class of 2025
6	Sa	M2 Year Ends - Class of 2025
8	M	Clinical rotation begins - M3 Class of 2025 and M4 Class of 2024
19	F	End of M1 Year - Class of 2026
29	M	Memorial Day - University Holiday - Clinical Duties as assigned M3/M4 students

June

19	M	Juneteenth - University Holiday - Clinical Duties as assigned M3/M4 student
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July

4	Tu	Independence Day - University Holiday - Clinical duties as assigned M3/M4 students
24-28	M-F	Mandatory M1 orientation - Class of 2027
28	F	White Coat Ceremony - Class of 2027, 2pm
31	M	M1/M2 years begin - Classes of 2027/2026

September

4	M	Labor Day - University Holiday - Clinical duties as assigned M3/M4 students
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October

20-22	Fri-Su	Fall break - M1 students
23	M	M1 Return from Fall break

November

20	M	Thanksgiving recess begins 8:00 am for M1 and M2 students
22-26	W-Su	Thanksgiving recess begins 5:00 pm M3/M4 students
27	M	Classes for M1/M2 students & duties resume as defined by clinical department for M3/M4 students

December

9	Sa	December Graduation - Degree Conferral Date (no ceremony)
15	F	Holiday Break begins for M3 students following subject examination
17	Sa	Holiday Break Begins M4 students at 8:00 am
17	Sa	First semester ends & Holiday Break begins for M1/M2 students at 8:00 am

2024

January

3	W	M3/M4 Clinic rotations resume at 7:00 am
8	M	Second semester begins for M1/M2 students

16	M	Martin Luther King, Jr. Day - University Holiday - Clinical duties as assigned M3/M4 students
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March

11-17	M-Su	Spring recess - M1 students
15	F	Match Day
18	M	Classes resume for M1
29-31	F-Su	Good Friday & Easter - no classes or clinical duties for all medical students

April

All Month		M4 Capstone
1	M	Duties resume as defined by clinical department for M3/M4 students
2	T	Classes resume at 8:00 a.m. for M1/M2 students
22-28	M-Su	Spring Break for M2 students

May

1-3	W-F	Mandatory M3 Orientation - Class of 2026
3	F	M2 Year concludes for - Class of 2026
3	F	Second semester ends for M3 students (Class of 2025) following subject examination
5	Su	Second semester ends for M4 students
6	M	M3 Year starts for Class of 2026
9	Th	Hooding/ Commencement Ceremony - Class of 2024
11	Sa	Degree Conferral Date - Class of 2024
19	Sa	Second semester ends for M1 students at 8:00 am

Academic Policies

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

University Immunization Requirement

All Creighton University students are required to comply with the University's immunization requirements. Students receive approval for course registration upon the completion and verification of their immunization records as coordinated by the Student Health Education and Compliance Office. Failure to meet these requirements will result in denial of class registration privileges, as well as a delay in housing assignments. The requirements follow CDC guidelines and are reviewed annually. The Student Health Education and Compliance Office is the official record keeper for Creighton University regarding student immunizations and University immunization requirements. Please consult the Student Immunization Requirements (<https://www.creighton.edu/student-experience/wellness/health-and-counseling/student-health-education-and-compliance/immunization-requirements/>) for additional details.

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

Immunization Exemptions: Exemptions to the University immunization requirements are considered for students who have a documented medical contraindication to receiving immunizations. Religious exemptions may also be accepted. Students may obtain an exemption form on the Student Health Immunization website. Completed exemption forms are to be submitted to immunizations@creighton.edu for review. Students are provided written notification of the acceptance or denial of the exemption request.

Tuition and Fees - School of Medicine

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

2023-2024 Academic Year

Medical Doctor - Omaha Campus - (Fees Per Semester)

Application for Admission Fee	\$95
Enrollment Reservation Deposit required of applicants when accepted for admission-credited to tuition	\$100
Tuition per semester for courses in Medical (MD) curriculum	\$32,544
University Fee (Mandatory)	\$700
University Technology Fee (Mandatory)	\$300
Mobile Device Program fee (1st year- Fall only)	\$1,910
Uworld Step 1 Fee - M2 students - Fall only	\$420
Uworld Step 1 Fee - M3 students - Fall only	\$784

Student Health Insurance Premium for six months ²	\$1,765
Late Payment Fee - See policy	\$150
Late Degree Application Fee	\$50
Transcripts ³	\$7

Medical Doctor - Phoenix Campus - (Fees Per Semester)

Application for Admission Fee	\$95
Enrollment Reservation Deposit required of applicants when accepted for admission-credited to tuition	\$100
Tuition per semester for courses in Medical (MD) curriculum	\$32,544
Phoenix Technology and University Fee (Mandatory)	\$1,000
Mobile Device Program fee (1st year- Fall only)	\$1,910
Uworld Step 1 Fee - M2 students - Fall only	\$420
Uworld Step 1 Fee - M3 students - Fall only	\$784
Phoenix Parking Permit	\$600
Student Health Insurance Premium for six months ²	\$1,765
Late Payment Fee - See policy	\$150
Late Degree Application Fee	\$50
Transcripts ³	\$7

Master of Physician Assistant Studies - Omaha Campus (Fees per Semester)

Tuition - Per Semester	\$12,941
University Fee (Mandatory)	\$700
University Technology Fee (Mandatory)	\$300
Medical Instruments Fee (1st Year - Fall only)	\$700
Lab Fee (Years 1 & 2)	\$113
Lab Fee (Year 3- Fall only)	\$225
Mobile Device Fee (1st Year -Fall only)	\$1,770.00
Course Materials Fee (1st Year- Fall only)	\$1,448
Basic Life Support Fee (1st and 3rd Years- Fall only)	\$80
Advanced Cardiac Life Support Fee (2nd Year- Fall only)	\$285
Board Exam Fee (1st Year- Fall only)	\$139
Board Exam Fee (2nd Year- Fall only)	\$555
Student Health Insurance Premium for six months ²	\$1,765
Late Payment Fee - See policy	\$150
Late Degree Application Fee	\$50
Transcripts ³	\$7

Master of Physician Assistant Studies - Phoenix Campus - (Fees per Semester)

Tuition - Per Semester	\$12,941
Phoenix Technology and University Fee (Mandatory)	\$1,000
Medical Instruments Fee (1st yer - Fall only)	\$597
Lab Fee (Years 1 and 2)	\$113
Lab Fee (Year 3 Fall only)	\$225
Mobile Device Fee (1st Year -Fall only)	\$1,920
Course Materials Fee (1st Year- Fall only)	\$602
Basic Life Support Fee (1st and 3rd Years -Fall only)	\$60
Advanced Cardiac Life Support Fee (2nd Year -Fall only)	\$300
Board Exam Fee (1st Year -Fall only)	\$130
Board Exam Fee (2nd Year-Fall only)	\$420
Board Preparation (2nd Year- Fall only)	\$79
Drug Screen & Background Check (2nd & 3rd Year- Fall only)	\$147
AAPA Membership (1st Year- Fall only)	\$75
Phoenix Parking Permit	\$600
Student Health Insurance Premium for six months ²	\$1,765
Late Payment Fee - See policy	\$150
Late Degree Application Fee	\$50
Transcripts ³	\$7

Post baccalaureate program (PBP) - (Fees per Semester)

Post Bac Program Tuition (Fall, Spring - per semester)	\$11,375
Post Bac Program Tuition (Summer only)	\$4,200
Post Bac Program Technology Fee (Fall only)	\$1,900
University Fee (Fall & Spring only - Mandatory)	\$700
University Fee (Summer only- Mandatory)	\$74
University Technology Fee (Fall & Spring only - Mandatory)	\$300
University Technology Fee (Summer only- Mandatory)	\$124
Student Health Insurance Premium for six months ²	\$1,765
International Student Orientation Fee (1st Semester - New International Students Only)	\$60
Late Payment - See policy	\$150

Late Degree Application Fee	\$50
Transcripts ³	\$7

Loss or damage to University property and equipment is charged to the student or students responsible.

In compliance with the Veterans Benefits and Transition Act of 2018, Creighton University will not impose a late fee, deny access to facilities or services, or assess any other penalty against an eligible student using Chapter 31 (Vocational Rehabilitation & Employment) or Chapter 33 (Post-9/11 GI Bill®) benefits due to a late payment of tuition and/or fees from VA, so long as the payment is received by Creighton University within 90 days after the date on which the University certifies or invoices for tuition and applicable fees. This restriction does not apply in cases where the student owes additional payment to the University beyond the anticipated amount of the tuition and applicable fee payment from the VA which includes but is not limited to: room, board, and/or parking permit.

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

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA).

Financial Arrangements

Tuition, fees, board, and room charges are payable at the time of registration for a semester. However, arrangements may be made to pay in monthly installments by using the University's Payment Plan. Participation in this plan will be limited to the unpaid balance after all financial aid credits have been applied. For further information on payment plans click here (<https://www.creighton.edu/businessoffice/statementandpaymentinformation/paymentplan/>) to access the Business Office webpage.

Students are encouraged to pay tuition and other expenses online via the NEST. Failure to pay any balance on your student account when due may result in the cancellation or administrative withdrawal of a student's registration for the current academic term.

Books and supplies may be purchased at the Campus Bookstore. These items must be paid for when they are obtained.

Late Payment Policy

A late payment fee will be added to charges assessed at registration that remain unpaid after the last payment date. (See Late Payment Policy (<https://www.creighton.edu/businessoffice/policies/latepaymentfees/>))

A late payment fee of \$150 will be assessed monthly to accounts that remain unpaid. Students with questions regarding their financial responsibilities are invited to contact the Student Financial Services Office at 402.280.1110 to request an appointment for individual counseling.

Withdrawals and Refunds

The University refund policy has been created to support our mission and allow students the maximum amount of time to reflect and discern

their course schedule and educational goals. A student is considered in attendance and is responsible for any tuition balances due until s/he has formally notified Creighton University in writing of their withdrawal.

Tuition refunds are based on the date he/she made their formal withdrawal. Students who formally withdraw from the University before the official start date of the semester or term will not be liable for the tuition or fees associated with each course. If a student withdraws after the official start date of the semester or term, tuition refunds will be posted to the student's tuition and fees account based on the schedule as shown on the Business Office webpage.

REFUND POLICY

Semester/ Term	Tuition & Fees 100% Refund	Tuition 80% Refund	Tuition 60% Refund	Tuition 40% Refund	Tuition 20% Refund	Not Eligible for Refund
Full Semester	1st - 7th calendar day of semester	8th - 14th calendar day of semester	15th - 21st calendar day of semester	22nd - 28th calendar day of semester	29th - 35th calendar day of semester	36th calendar day and after
10-, 11- or 12-week	1st - 5th calendar day of term	NA	6th - 10th calendar day of term	NA	11th - 15th calendar day of term	16th calendar day of term or after
7- or 8- week	1st - 4th calendar day of term	NA	5th - 7th calendar day of term	NA	8th - 10th calendar day of term	11th calendar day of term or after
4-, 5- or 6- week	1st - 3rd calendar day of term	NA	4th - 5th calendar day of term	NA	6th - 7th calendar day of term	8th calendar day of term or after
3-week	1st and 2nd calendar day of term	NA	3rd and 4th calendar day of term	NA	NA	5th calendar day of term and after
1 or 2- week	1st calendar day of term	NA	NA	NA	NA	2nd calendar day of term or after

Creighton University is required to complete the return of federal aid calculation for all students receiving financial aid. This is a proportional calculation based upon time enrolled during a semester, type of aid received, and direct costs. Students impacted by this policy will receive a worksheet outlining the steps and resulting calculation.

For the Doctor of Medicine program withdrawal/refund policy, please visit the School of Medicine Tuition Refund Policy (<https://www.creighton.edu/sites/default/files/Tuition%20and%20Fees%20Refund%20Policy%20v2.pdf>).

Continuing Education Refund Policy: Continuing education and professional development courses may be cancelled by the attendee in writing up to 7 days before the course begins for a full refund, less a

\$25 processing fee. Some courses are not eligible for a refund; these exceptions are noted in specific course descriptions. If a course is cancelled by the University for non-weather related issues, the student will be notified and a full refund will be processed. In the event of a weather related closure, the course will be rescheduled.

Refunds of room and board due to withdrawal from the University will be prorated.

Nonrecurring fees, the application fee, the University fee, the technology fee, special service fee and penalty fees will be charged in full, after the 100% refund period. The nonrecurring, penalty, and special service fees include; deferred payments, late payments, special examination/evaluations, challenge examinations, recording, tuition remission administrative fees, orientation fee and lockers.

Undergraduate full-time students who drop courses after the last day for late registration but remain full-time (12 or more credit hours) receive no refund. If a full-time student drops to part-time status, refund of the difference between the full-time tuition charge and the per-credit-hour charge for the courses being continued will be made in accordance with the refund schedule. Students assessed tuition per credit hour, including part-time students, graduate students, law students, and students in a summer session, will be charged for courses dropped in accordance with the refund schedule. In the event of total withdrawal, students will be refunded in accordance with the refund schedule.

A student will be considered as having withdrawn from the University after two consecutive weeks of unexplained absence. However, this policy is not to be considered as revoking the regulation that requires a student to notify the Dean in writing of his/her withdrawal. Refunds are made to the student on the basis of the date he/she has formally notified the Dean in writing of their withdrawal.

Financial Aid

Students wishing to receive financial aid should review this material and familiarize themselves with the various programs. Student financial aid is not available for students who are not citizens or permanent residents of the United States or its possessions. Financial aid benefits previously granted to undergraduates do not necessarily extend into the School of Medicine for the M.D. students or other professional school degrees.

Students pursuing Graduate Level education hosted by the School of Medicine should refer to the Financial Aid information found in the Graduate School catalog (<http://catalog.creighton.edu/graduate/financial-aid/>).

All forms and inquiries regarding financial aid for dental students should be directed to:

Student Financial Aid Office
Creighton University
2500 California Plaza
Omaha, NE 68178
Telephone: 402.280.2731

Financial aid information is available at www.creighton.edu/financialaid (<http://www.creighton.edu/financialaid/>).

M.D. Curriculum

School of Medicine Medical Educational Program

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

Graduation Requirements

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

Component I - First Year

Component I: New ERA Curriculum

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

Horizontal Integrated Disciplines (HID)

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

Interprofessional Education (IPE)

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

Component I Required Blocks (Courses)

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

Please review Section 7 Medical Curriculum - Component I of the MD Student Handbook (<https://medschool.creighton.edu/about/medical-education/md-student-handbook/>) for a list and description of all required Component I courses.

GOLD SELECTIVES

GOLD Selectives are available to Component I and II students in four categories: (1) Student Interest Selectives (SIS) in the Humanities and Special Topics, (2) Guided Research Selectives (GRS), (3) Career Exploration Selectives (CES), and (4) Mission Outreach Selectives (MOS). Each GOLD Selective ranges from 0.5 to 1.0 credit hour. Preclerkship students are required to complete 1.5 credit hours of GOLD Selectives

before advancement to Component III. Students must complete one SIS selective. Students receive information on the availability of Selectives offered in each semester of the pre-clerkship years during Orientation. Students can review the current GOLD Selective offerings on the EPC: Syllabus Archive BlueLine Site. (<https://blueline.instructure.com/courses/1168315/>)

Component II - Second Year

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

Horizontally Integrated Disciplines (HID)

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

Interprofessional Education (IPE)

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

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

Component II Required Blocks (Courses)

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

Please review Section 7 Medical Curriculum - Component II of the MD Student Handbook (<https://medschool.creighton.edu/about/medical-education/md-student-handbook/>) for a list and description of all required Component II courses.

GOLD Selectives

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

Students can review the current GOLD Selective offerings on the EPC: Syllabus Archive BlueLine Site. (<https://blueline.instructure.com/courses/1168315/>)

Component III - Third Year

Class of 2025

Component III is organized into 8 clerkships and 2 electives. Additionally, it includes the longitudinal course M3 Gold Track and a two-week IDC 370 Step 2 Guided Review course. The first clerkship rotation begins early in May, and the last clerkship rotation ends in April. The academic year ends with the completion of IDC 370 Step 2 Guided Review.

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

The third year includes 52 credits hours:

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

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

Component III Required Clerkships

Please review Section 7 Medical Curriculum - Component III of the MD Student Handbook (<https://medschool.creighton.edu/about/medical-education/md-student-handbook/>) for a list and description of all required Component III courses.

Selective Courses

Students in the third year must take two, two-credit-hour selectives. Students can review the list of electives on the EPC Syllabus Archive BlueLine Site (<https://blueline.instructure.com/courses/1168315/>).

Component IV - Fourth Year

Class of 2024

The fourth year prepares students for residency and provides a chance to explore their own interests in specialized areas of medical practice. Each student must complete at least 40 weeks of courses that include 12 weeks of required coursework and 26 weeks of elective coursework.

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

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

Required Coursework (40 weeks)

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

- One 4-week capstone selective
- The remaining 8 weeks may include clinical and/or non-clinical electives.

Component IV Course Groups

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

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

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

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

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

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

Code	Title	Credits
Interdepartmental Courses (IDC)		
Elective Courses		
IDC 410	Simulation Elective	4
IDC 412	Clinical Moral Perception, Art, and Medicine	4
IDC 413	Anatomy	4
IDC 419	Medicine as Ministry: Death and Dying	2
IDC 420	Is Healthcare a Human Right?	4
IDC 462	Medical Informatics	4
IDC 482	Minority Health Disparities-Issues & Strategies	2
IDC 485	LGBTQIA Health Disparities: Issues and Strategies	2
IDC 497	Directed Independent Research	4
IDC 498	Directed Independent Study	4

Code	Title	Credits
Anesthesiology (ANE)		
Elective Courses		
ANE 470	Anesthesiology Pain Medicine	4
ANE 498	Anesthesiology Extramural	1-8
Selective Courses		

ANE 450	Neuroanesthesia Sub-Internship (PRC)	4
ANE 451	Introduction to Anesthesiology	4
ANE 461	Introduction to Anesthesiology	4
ANE 465	Anesthesiology Capstone	4
ANE 473	Anesthesiology Capstone	4

Code Title Credits
Biomedical Sciences (BMS)

Elective Courses

BMS 461	Gross Anatomy	4
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Code Title Credits
Family Medicine (FAP)

Elective Courses

FAP 425	St. Vincent De Paul Medical & Dental Clinic	1-5
FAP 435	Urgent Care	4
FAP 438	Respite Care for the Homeless	4
FAP 442	Palliative Care	4
FAP 442A	Palliative Care	4
FAP 444	Rural Health Care	2-4
FAP 446	Family Medicine-Solaid/Cambodia	4
FAP 460	Hospice Care Of The Terminally Ill	4
FAP 460A	Hospice for Terminal Illness	4
FAP 464	Private Family Medicine	4
FAP 481	Longitudinal COPC Public Health Endowed Research	4
FAP 498	Family Practice Extramural	1-8

Selective Courses

FAP 440	Inpatient Family Medicine Sub-Internship	4
FAP 461	Inpatient Family Medicine Sub-internship	4
FAP 461A	Inpatient Family Medicine Sub-Internship	2
FAP 462	Rural Family Medicine Sub-internship	4
FAP 469	Family Medicine Capstone	4
FAP 476	Family Medicine Capstone (PRC)	4

Code Title Credits
Medical Microbiology and Immunology (MIC)

Elective Courses

MIC 463	Topics in Immunology/Application to Clinical Medicine	4
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Code Title Credits
Medicine (MED)

Elective Courses

MED 416	Clinical Allergy/Immunology	4
MED 417	Endocrinology, Diabetes, and Metabolism	2
MED 420	Infectious Diseases Sub-Internship (PRC)	4
MED 427	Genitourinary Oncology	1-5
MED 428	Geriatrics	4
MED 431	Dermatology	4
MED 433	Dermatology	4
MED 435	Medical Hematology/Oncology/Palliative Care	4
MED 436	Research in Med Hem/Onc/Palliative Care and Primer in Bio-Stats	4

MED 439	Emergency Medicine	4
MED 442	Inpatient Cardiology	4
MED 448	Inpatient Cardiology Sub-Internship (PRC)	4
MED 449	Renal Medicine-Critical Care	4
MED 452	Emergency Medicine - Dominican Republic	4
MED 453	Introduction to Global Health	2-4
MED 456	Gastrointestinal Medicine	4
MED 458	Pulmonary/Lung Transplant	4
MED 465	Endocrinology, Diabetes and Metabolism	4
MED 468	Infectious Diseases Sub-Internship	4
MED 469	Rheumatology	4
MED 470	ILAC Outpatient Medicine-Dominican Republic	4
MED 486	Medical Education Elective	4
MED 498	Medicine Extramural	4
MED 795	Evidence Based Medicine - Independent Study	4

Selective Courses

MED 401	General Medicine Sub-Internship	4
MED 410	Pulmonary/Critical care	4
MED 412	Pulmonary Diseases Sub-Internship (OMA)	4
MED 422	Renal Medicine Sub-Internship (OMA)	4
MED 471	Emergency Medicine Sub-Internship	4
MED 472	Critical Care Sub-Internship (OMA)	4
MED 481	Pulmonary/Intensive Care Unit	4
MED 482	Emergency Medicine Sub-Internship	4
MED 484	Intensive Care Unit	4
MED 487	Internal Med Sub-internship	4
MED 490	Critical Care Medicine	2-4
MED 491	Internal Medicine Capstone	4
MED 492	Internal Medicine Capstone	4

Code Title Credits
Neurology (NEU)

Elective Courses

NEU 401	General Neurology Sub-Internship (PRC)	4
NEU 462	General Neurology	2
NEU 498	Neurology Extramural	4

Code Title Credits
Obstetrics and Gynecology (OBG)

Elective Courses

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

Selective Courses

OBG 461	High Risk OB Sub-Internship (OMA)	4
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OBG 468	OB/GYN Sub-Internship (PRC)	4
OBG 477	Gynecologic Oncology Sub-Internship	4
OBG 483	Detection and Management of High Risk Pregnancy Sub-Internship	4
OBG 489	Obstetrics & Gynecology Capstone	4
OBG 490	Obstetrics and Gynecology Capstone	4

Code	Title	Credits
Pathology (PTG)		
Elective Courses		
PTG 402	Molecular Genetics in Oncology	4
PTG 461	Introduction to Pathology Practice	4
PTG 467	Survey of Pathology Practice	2
PTG 468	Microbial Laboratory Diagnosis	4
PTG 498	Pathology Extramural	4

Code	Title	Credits
Pediatrics (PDT)		
Elective Courses		
PDT 420	Pediatric Endocrinology	4
PDT 421	Pediatric Hematology-Oncology	4
PDT 422	Pediatric Rheumatology	4
PDT 423	Pediatric Gastroenterology and Nutrition	4
PDT 424	Medical Care for Homeless and At-Risk Kids and Teens	4
PDT 425	Pediatric Cardiology	4
PDT 426	Pediatric Urology	4
PDT 427	Pediatric Dermatology (PRC)	4
PDT 428	Pediatric Rheumatology	4
PDT 430	Pediatric Sports Medicine	4
PDT 431	Introduction to Inpatient Rehabilitation	1-5
PDT 440	Breastfeeding Medicine	4
PDT 442	General Pediatrics Outpatient/Nursery	4
PDT 444	Anatomic and Clinical Pathology	4
PDT 446	Pediatric Emergency Medicine Sub-Internship (PRC)	4
PDT 450	Pediatric Orthopedics	4
PDT 459	Pediatric Genetics and Metabolic Disease	4
PDT 463	Pediatrics Infectious Disease Sub-Internship (OMA)	4
PDT 466	Pediatric Cardiology	4
PDT 467	Pediatric Neurology	4
PDT 468	Pediatric Gastroenterology	4
PDT 469	Pediatric Endocrinology Services	4
PDT 470	Pediatric Hematology/Oncology Service	4
PDT 471	Pediatric Respiratory and Critical Care Medicine	4
PDT 472	General Pediatrics	4
PDT 477	Clinical Genetics/Dysmorphology	4
PDT 478	Pediatric Nephrology	4
PDT 480	Assessment of Child Abuse and Neglect	4
PDT 483	Pediatric Neurology	4
PDT 487	Family-Centered Patient Care	4
PDT 488	Pediatric Allergy and Immunology	4
PDT 494	Pediatric Urgent Care	4

PDT 498	Pediatrics Extramural	4
Selective Courses		
PDT 451	Pediatrics Capstone	4
PDT 460	Pediatric Inpatient Sub-Internship	4
PDT 461	Pediatric Critical Care Sub-Internship (OMA)	1-8
PDT 464	Neonatal Intensive Care Services Sub-Internship (OMA)	2-4
PDT 473	Advanced Pediatrics	4
PDT 474	Pediatric Emergency Medicine	4
PDT 475	Pediatric Pulmonology	4
PDT 484	Pediatric Critical Care Sub-Internship (PRC)	4
PDT 485	Neonatology Critical Care	4
PDT 486	Inpatient Pediatrics Sub-Internship (PRC)	4
PDT 490	Pediatric Cardiac Critical Care Sub-Internship (PRC)	4

Code	Title	Credits
Physical Medicine and Rehabilitation (PMR)		
Elective Courses		
PMR 401	Physical Medicine and Rehabilitation	1-8
PMR 421	Physical Medicine and Rehabilitation	4
PMR 425	Pain Management (PRC)	4
PMR 498	Physical Medicine & Rehabilitation Extramural	4

Code	Title	Credits
Preventive Medicine and Public Health (PMH)		
Elective Courses		
PMH 462	Clinical Genetics	1-8
PMH 470	Preventive Ophthalmology (Dominican Republic)	4

Code	Title	Credits
Psychiatry and Behavioral Sciences (PBS)		
Elective Courses		
PBS 410	General Hospital Psychiatry Sub-Internship (PRC)	4
PBS 414	Pediatric Psychiatry (PRC)	4
PBS 420	Special Topics in Psychiatry	4
PBS 446	Adult Outpatient Partial Program Elective	4
PBS 462	Clinical Psychopharmacology	4
PBS 463	Child and Adolescent Psychiatry	4
PBS 463A	Child & Adolescent Psychiatry	2
PBS 464	Psychiatry Research	4
PBS 467	Geriatric Psychiatry	4
PBS 467A	Geriatric Psychiatry	2
PBS 472	Adult Inpatient Psychiatry Sub-Internship (OMA)	4
PBS 472A	Adult Inpatient Psychiatry	2
PBS 474	Mood Disorders and Their Treatment	4
PBS 474A	Mood Disorders & Treatment	2
PBS 475	Consultation/Liaison Psychiatry Sub-Internship (OMA)	4
PBS 476	Special Topics in Psychiatry	4
PBS 479	Addictions	4
PBS 479A	Addictions	2
PBS 482	Trans-Cultural and Community Psychiatry	4
PBS 482A	Trans-Cultural/Comm Psychiatry	2

PBS 483	Domestic Violence Practicum	4
PBS 486	Narratives in Illness	4
PBS 498	Psychiatry Extramural	4

Code Title Credits

Radiation Oncology (RON)

Elective Courses		
RON 410	Radiation Medicine PRC	4
RON 498	Radiation Oncology Externship	4

Code Title Credits

Radiology (RAD)

Elective Courses		
RAD 450	Interventional Radiology	4
RAD 455	Musculoskeletal Radiology Elective	2-5
RAD 460	Diagnostic Radiology	4
RAD 463	Diagnostic Radiology	4
RAD 464	Radiology Oncology	4
RAD 465	Angio/Interventional	4
RAD 498	Radiology Extramural	4

Code Title Credits

Surgery (SUR)

Elective Courses		
SUR 401	Selective in Trauma	4
SUR 401A	Selective in Trauma	2
SUR 405	General Surgery Sub-Internship (Red) (OMA)	4
SUR 405A	Selective in General Surgery	2
SUR 411	Orthopedic Surgery Sub-Internship (PRC)	4
SUR 412	Advanced Surgical Prep	4
SUR 414	Plastics and Reconstructive Surgery (PRC)	4
SUR 415	Urology (PRC)	4
SUR 416	Surgery Research	4
SUR 419	Head and Neck Surgery Sub-Internship (OMA)	4
SUR 420	Trauma/Acute Care Surgery (PRC)	4
SUR 422	General Surgery Sub-Internship (PRC)	4
SUR 424	General Thoracic Surgery (PRC)	4
SUR 425	Otolaryngology (PRC)	4
SUR 431	Pediatric Surgery (PRC)	4
SUR 432	General & Oncology Surgery Sub-Internship (OMA)	2-4
SUR 432A	Selective in Oncology/Surgery	2
SUR 433	Urology Sub-Internship (OMA)	4
SUR 436	Urology/Gynecology (OMA)	4
SUR 450	Otolaryngology Sub-Internship (OMA)	4
SUR 460	Vascular Surgery (OMA)	4
SUR 472	Neurological Surgery Sub-Internship (OMA)	4
SUR 472A	Selective Neurological Surgery	2
SUR 474	Ophthalmology (OMA)	4
SUR 475	Orthopedic Trauma Surgery Elective (OMA)	4
SUR 475A	Selective in Orthopedic Surgery	2
SUR 476	Otolaryngology (OMA)	4
SUR 479	Plastic and Reconstructive Surgery (OMA)	4
SUR 486	Burns - St. Elizabeth's Hospital (OMA)	4

SUR 489	Selective in Pediatric Ophthalmology	4
SUR 498	Surgery Extramural	4

Selective Courses

SUR 485	Surgical Intensive Care Unit	1-4
SUR 491	Plastic and Reconstructive Surgery (OMA)	4
SUR 494	Neurological Surgery - Barrow (PRC)	4
SUR 495	Surgery Capstone	4
SUR 496	Surgery Capstone (PRC)	4

Clinical Education & Simulation Center

The mission of the Simulation Education Center shall be to assist health sciences faculty in the development, implementation, and evaluation of educational sessions for Creighton University health sciences learners at various levels of training. We exist to enhance the learning process and increase learner satisfaction with their educational experiences. We promote faculty development and are committed to the advancement of excellence in education at Creighton University so that graduates are able to provide comprehensive and safe patient care. The goals and objective for all of our activities are designed to provide learners with opportunities to demonstrate clinical competence in a safe and constructive environment. Learners are given opportunities to demonstrate proficiency in a variety of skills, while showing compassion and sensitivity to patient needs and concerns. Learners are taught to work as a team and are encouraged to reflect upon their experiences.

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

Physician Assistant Studies Program - Omaha

<https://medschool.creighton.edu/program/physician-assistant-mpas>
(<https://medschool.creighton.edu/program/physician-assistant-mpas/>)

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

The Creighton University Physician Assistant Program - Omaha is a 28-month program consisting of a 12-month didactic phase followed by 16-months of Supervised Clinical Practice Experiences (SCPE). Upon successful completion of the program the student is eligible to take the Physician Assistant National Certifying Exam (PANCE) which is administered by the National Commission on Certification of Physician Assistants (NCCPA) and receive their certification as a Physician Assistant.

Master of Physician Assistant Studies - Omaha

Degree requirements (126 credits)

Code	Title	Credits
Didactic Phase		
Phase I - Didactic Education - Fall Semester (18 weeks)		
IPE 500	Introduction to Collaborative Care	0
PAS 601	Foundations for Clinical Medicine	5
PAS 603	Clinical Medicine: Orthopedics/Rheumatology	7
PAS 605	Clinical Medicine: HEENT/Dermatology	8
PAS 614	Clinical Practice Skills I	3
PAS 616	PA Profession and the Health System I	1
Phase I - Didactic Education - Spring Semester (18 Weeks)		
PAS 607	Clinical Medicine: Neurology/Psychiatry	7
PAS 611	Clinical Medicine: Cardiology/Pulmonology	9
PAS 613	Clinical Medicine: Gastrointestinal/Nutrition	6
PAS 624	Clinical Practice Skills II	2
Phase I - Didactic Education - Summer Semester (12 weeks)		
PAS 615	Clinical Medicine: Endocrinology/Nephrology/Urology	4
PAS 617	Clinical Medicine: Women's Health/Hematology/Oncology	4
PAS 626	PA Profession and Health System II	1
PAS 628	Research Applications in Medicine	1
PAS 634	Clinical Practice Skills III	2
PAS 680	Preparation for Clinical Practice	2
Clinical Phase		
*Students are not required to provide or solicit clinical sites or preceptors		
Phase II - Core Supervised Clinical Practice Experiences		
PAS 721	Family Practice Rotation	8
PAS 723	Ambulatory Internal Medicine Rotation	4
PAS 725	Hospital Medicine Rotation	4
PAS 727	Pediatrics Rotation	4

PAS 729	Women's Health Rotation	4
PAS 731	Behavioral Health Rotation	8
PAS 733	Emergency Medicine Rotation	4
PAS 735	Surgical Rotation	4
Phase II - Selective Supervised Clinical Practice Experience		
PAS 741	Medically Underserved Rotation	4
PAS 743	Surgery Specialty Selective Clinical Rotation	4
Elective Supervised Clinical Practice Experience (select 12 credits from the courses listed)		
PAS 745	Pediatric Cardiology Elective Clinical Rotation	
PAS 747	Gynecologic Oncology Surgery Elective Clinical Rotation	
PAS 751	Cardiology	
PAS 753	Orthopedic Surgery Elective	
PAS 755	Urology	
PAS 757	Dermatology	
PAS 759	Otolaryngology	
PAS 761	Hematology/Oncology	
PAS 763	Cardiothoracic Surgery	
PAS 765	Gastroenterology	
PAS 767	Neurosurgery	
PAS 769	Geriatrics	
PAS 771	Critical Care	
PAS 773	Neurology	
PAS 775	Endocrinology	
PAS 777	Pulmonology	
PAS 779	Plastic&Reconstructive Srgry	
PAS 781	Nephrology	
PAS 783	Primary Care Elective	
PAS 785	Infectious Disease Elective Clinical Rotation	
PAS 789	Emergency Medicine Elective Clinical Rotation	
PAS 787	Maternal Fetal Medicine Elective Clinical Rotation	
PAS 791	Physical Medicine and Rehabilitation Elective Rotation	
PAS 795	Pediatric Surgery Elective Clinical Rotation	
PAS 797	Pediatric Inpatient Hospitalists Elective Clinical Rotation	
PAS 799	Pediatric Emergency Medicine Elective Clinical Rotation	
Phase II - Clinical Phase Seminar Series		
PAS 726	Seminar Series I	1
PAS 736	Seminar Series II	1
PAS 746	Seminar Series III	1
PAS 756	Seminar Series IV	1
Total Credits		126

Physician Assistant Studies Program - Phoenix

Program Director: Emily Babcock, DHSc, PA-C
 Program Office: PHX - Phoenix Health Sciences

Accreditation

The ARC-PA has granted **Accreditation-Provisional** status to the **Creighton University Physician Assistant Program – Phoenix** sponsored by **Creighton University**.

Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program’s ability to meet the ARC-PA *Standards* or when a program holding Accreditation-Provisional status appears to demonstrate continued progress in complying with the *Standards* as it prepares for the graduation of the first class (cohort) of students.

Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class. The program’s accreditation history can be viewed on the ARC-PA website. (<https://www.arc-pa.org/wp-content/uploads/2023/04/Accreditation-History-Creighton-University-1.pdf>)

Admissions Requirements

All applicants for the PA Program–Phoenix will be reviewed based on several admissions requirements related to residency, holding a bachelor’s degree, minimum GPA, prerequisites, patient care experience and more. Students are not required to provide or solicit clinical sites or preceptors. Accreditation will be separate from the PA Program in Omaha, Nebraska, and admissions requirements may vary between the two programs. See full requirements (<https://www.creighton.edu/medicine/programs/physician-assistant-mpas-phoenix/admissions/>).

Program Details

Creighton’s program can help you earn your credentials, serve your patients well and lead in the field. The physician assistant program aims to develop student competencies in:

- **Patient-Centered Practice Knowledge:** Provide compassionate, patient-centered, and evidence-based medical care that is effective for the treatment of health problems and the promotion of health while utilizing up-to-date scientific evidence to inform clinical reasoning and clinical judgment.
- **Health Literacy and Communication Skills:** Demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families and health professionals while engaging in shared decision-making with patients and honoring the patients’ unique personal, cultural and social values.
- **Interprofessional Collaborative Practice:** Demonstrate the ability to engage in an interprofessional team in a manner that optimizes safe, effective patient- and population-centered care.

Master of Physician Assistant Studies - Phoenix, AZ

Degree Requirements (126 Credits)

Course	Title	Credits
First Year		
Fall		
IPE 500	Introduction to Collaborative Care	0-0.5
PAS 640	Clinical Anatomy	5
PAS 642	Foundational Sciences I	3
PAS 644	Foundational Sciences II	1
PAS 646	Patient Evaluation I	4
PAS 648	Special Topics in Medicine I	1
PAS 650	Clinical Medicine: Musculoskeletal/ Rheumatology	3
PAS 652	Clinical Medicine: HEENT/Dermatology	4
Term Credits		21-21.5
Spring		
PAS 656	Foundational Sciences III	3
PAS 658	Patient Evaluation II	3
PAS 660	Special Topics in Medicine II	1
PAS 662	Clinical Medicine: Cardiology/ Pulmonology	7
PAS 664	Clinical Medicine: Gastrointestinal/ Nutrition	3
PAS 666	Clinical Medicine: Neurology/Psychiatry	5
PAS 668	Clinical Applications II	2
Term Credits		24
Summer		
PAS 670	Foundational Sciences IV	2
PAS 672	Patient Evaluation III	2
PAS 674	Special Topics in Medicine III	1
PAS 676	Clinical Medicine: Endocrinology/ Reproductive	5
PAS 678	Clinical Medicine: Nephrology/Urology & Hematology/Oncology	4
PAS 682	Clinical Applications III	1
PAS 684	Preparation for Clinical Phase	1
Term Credits		16

Second Year**Fall**

PAS 700	Family Practice Rotation	6
PAS 701	Internal Medicine Rotation	6
PAS 702	Pediatrics Rotation	6
PAS 703	Women's Health Rotation	6
PAS 704	Psych/Behavioral Hlth Rotation	6
PAS 705	Emergency Medicine Rotation	6
PAS 706	Surgery Rotation	6
	Term Credits	42

Spring

Selective Rotation:		
PAS 707	Selective Rotation	6
Elective Rotations:		
PAS 708	Elective Rotation I	6
PAS 709	Elective Rotation II	6
	Term Credits	18

Summer

Clinical Phase Seminar Series:		
PAS 710	Clinical Phase Seminar I	1
PAS 711	Clinical Phase Seminar II	1
PAS 712	Clinical Phase Seminar III	1
PAS 713	Clinical Phase Seminar IV	1
	Term Credits	4
	Total Credits	125-125.5

Health and Sciences Doctoral, Masters and Graduate Certificate Programs

The School of Medicine offers a variety of Health and Sciences Programs leading to a Ph.D. degree, Master's degree and Graduate Level Certificate.

The graduate programs available through the School of Medicine are administered by the Graduate School at Creighton University. More information regarding the programs, academic policies, and admissions requirements are available in the Graduate School Catalog (<http://catalog.creighton.edu/graduate/>).

Health and Science Programs, Degrees and Graduate Certificates

Bioethics

M.S., Bioethics (<http://catalog.creighton.edu/graduate/graduate-programs-courses/bioethics/ms-bioethics/>)

Graduate Certificates

Bioethics Graduate Certificate (<http://catalog.creighton.edu/graduate/graduate-programs-courses/bioethics/gc-bioethics/>)

Clinical Ethics Consultation Graduate Certificate (<http://catalog.creighton.edu/graduate/graduate-programs-courses/bioethics/gc-clinical-ethics-consultation/>)

BioMedical Sciences

M.S., Biomedical Sciences (<http://catalog.creighton.edu/graduate/graduate-programs-courses/biomedical-sciences/biomedical-sciences-ms/>)

Ph.D., Biomedical Sciences (<http://catalog.creighton.edu/graduate/graduate-programs-courses/biomedical-sciences/biomedical-sciences-phd/>)

Integrative Health and Wellness

M.S., Integrative Health and Wellness (<http://catalog.creighton.edu/graduate/graduate-programs-courses/health-and-wellness/ms-integrative-health-and-wellness/>)

M.S., Integrative Health and Wellness Accelerated Masters Programs

B.A., Communications Studies/M.S., Integrative Health and Wellness - AMP (<http://catalog.creighton.edu/graduate/graduate-programs-courses/health-and-wellness/ba-com-ms-hwc-amp/>)

B.S.B.A., Marketing-Management/M.S., Integrative Health and Wellness - AMP (<http://catalog.creighton.edu/graduate/graduate-programs-courses/health-and-wellness/bsba-mkt-ms-hwc-amp/>)

Graduate Certificate

Lifestyle Medicine Graduate Certificate (<http://catalog.creighton.edu/graduate/graduate-programs-courses/health-and-wellness/gc-lifestyle-medicine/>)

Medical Humanities

M.A., Medical Humanities (<http://catalog.creighton.edu/graduate/graduate-programs-courses/ma-medical-humanities/>)

Medical Microbiology and Immunology

M.S., Medical Microbiology and Immunology (<http://catalog.creighton.edu/graduate/graduate-programs-courses/medical-microbiology-and-immunology/ms-medical-microbiology-and-immunology/>)

Ph.D., Medical Microbiology and Immunology (<http://catalog.creighton.edu/graduate/graduate-programs-courses/medical-microbiology-and-immunology/phd-medical-microbiology-and-immunology/>)

Medical Sciences

M.S., Integrated Medical Sciences (<http://catalog.creighton.edu/graduate/graduate-programs-courses/medical-sciences/ms-medical-sciences-preclerkship/>)

M.S., Medical Sciences (<http://catalog.creighton.edu/graduate/graduate-programs-courses/medical-sciences/ms-medical-sciences/>)

Pharmacology and Neuroscience

M.S., Pharmacology and Neuroscience (<http://catalog.creighton.edu/graduate/graduate-programs-courses/pharmacology/>)

Ph.D., Pharmacology and Neuroscience (<http://catalog.creighton.edu/graduate/graduate-programs-courses/pharmacology/pharmacology-phd/>)

Public Health

Master of Public Health (<http://catalog.creighton.edu/graduate/graduate-programs-courses/public-health/mph-public-health/>)

Post-Baccalaureate Program - Medicine (PBP)

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

Program and Objectives

Pre-Medical Post-baccalaureate Pre-Professional Studies

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

Prerequisites for Admission

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

Goal

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

Postbaccalaureate Certificate (48-60 Credits)

Curriculum: Pre-Medical Postbaccalaureate Pre-Professional Studies

Certificate Requirements

Course	Title	Credits
Diagnostic Summer Session		
Summer courses may be waived in special cases with prior approval of the program director.		
PBP 400	Pre-Medical Biology Preview	1
PBP 401	Pre-Medical Chemistry Preview	1
PBP 402	Pre-Medical Analytical Reading Preview	1
PBP 403	Pre-Medical Writing Preview	1

PBP 404	Pre-Medical Mathematics Preview	1
PBP 405	Pre-Medical Physics Preview	1
PBP 418	Pre-Medical Integrated Cultural Awareness	1
PBP 420	Pre-Medical Academic Excellence (Part 1)	1
PBP 425	Pre-Med Analytical Reading Preview B	1
PBP 426	Pre-Medical Behavioral Science-Introduction to Psychology	1
PBP 427	Pre-Medical Cultural Connections	1
PBP 430	Pre-Medical Behavioral Science-Introduction to Sociology	1
Term Credits		12

Fall Academic Session

Required courses:

PBP 406	Pre-Medical Biology Review	3
PBP 407	Pre-Medical Chemistry Review	3
PBP 408	Pre-Medical Analytic Reading Review Part A	1
PBP 409	Pre-Medical Writing Review	1
PBP 410	Pre-Medical Mathematics Review	3
PBP 411	Pre-Medical Physics Review	3
PBP 421	Pre-Medical Academic Excellence (Part 2)	1
PBP 424	Pre-Medical Analytic Reading	1
PBP 426	Pre-Medical Behavioral Science-Introduction to Psychology	1
PBP 428	Pre-Medical Cultural Analytical Literature	2
PBP 429	PreMed Analytical Reading Part C	1
PBP 430	Pre-Medical Behavioral Science-Introduction to Sociology	1
Term Credits		21

Spring Academic Session

Required courses:

PBP 412	Pre-Medical Biology	2
PBP 413	Pre-Medical Chemistry	3
PBP 415	Pre-Medical Writing	1
PBP 416	Pre-Medical Mathematics	2
PBP 417	Pre-Medical Physics	3

PBP 422	Pre-Medical Academic Excellence & Learning Lab	1
PBP 423	Pre-Medical Biomedical Science	2
PBP 424	Pre-Medical Analytic Reading	1
PBP 430	Pre-Medical Behavioral Science-Introduction to Sociology	1
PBP 434	Pre-Medical Analytical Reading - Part A	1
PBP 446	Pre-Medical Behavioral Science II	1
Term Credits		18

Prematriculation Session

PBP 419	Pre-Medical Academic Excellence (Part 3)	1
PBP 501	Pre-Medical Molecular and Cell Biology	2
PBP 502	Pre-Medical Anatomy	2
PBP 503	Pre-Medical Principles of Microbiology	1
PBP 504	Pre-Medical Host Defense	1
PBP 505	Pre-Medical Pharmacology	1
PBP 506	Pre-Medical Neurosciences	1
Term Credits		9
Total Credits		60

Dual Degree Programs

Dual Degree Programs

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

- PhD (p. 30)
- MBA (p. 30) - Master of Business Administration
- MPH (<http://catalog.creighton.edu/graduate/graduate-programs-courses/public-health/mph-public-health/>) - Master of Public Health
- MS (<http://catalog.creighton.edu/graduate/graduate-programs-courses/bioethics/>) - Bioethics

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

MD/PhD Dual Degree Program

MD/PhD

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

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

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

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

MD/MBA Dual Degree Program

MD/MBA

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

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

medschool.creighton.edu/about/medical-education/md-student-handbook/).

All Courses - Post Baccalaureate Program Medicine

All Courses - Post Baccalaureate Program Medicine

CHA 030. Community Health Advocate Program. 0 credits.

This course will help prepare students or lay individuals to serve as Community Health Advocate (CHA), focused on chronic disease prevention, improvement, and slower progress through improved self-management and access to healthcare. The course will educate CHAs about how to link individuals and families with relevant medical, behavioral health and social services. CHAs will learn how to facilitate access to a wide range of services through advocacy, outreach, referral, community and individual/family education, informal mentoring, and social support.

PBP 400. Pre-Medical Biology Preview. 1 credit.

The main objectives of the biology course are to enhance understanding of biological concepts applicable to medicine, and to develop critical thinking and problem-solving skills required for biological science and medicine, including the ability to acquire and analyze information from various sources. Biological science emphasized includes anatomy, behavioral biology, cell biology, developmental biology, genetics, molecular biology, and physiology.

PBP 401. Pre-Medical Chemistry Preview. 1 credit.

Topics covered include: math concepts used in chemistry, introduction to the periodic table, atomic structure, chemical nomenclature, stoichiometry, ionic reactions in water solutions, electron configurations, periodic trends of the elements, ionic and covalent compounds.

PBP 402. Pre-Medical Analytical Reading Preview. 1 credit.

This class will assess the students' ability to read actively and critically. It will include an overview of the fundamentals of reading and various reading skills. Time will be spent developing the ability to reason from reading and to analyze written material. It will demonstrate the importance of reading in life.

PBP 403. Pre-Medical Writing Preview. 1 credit.

This course is a review of standard rhetorical modes, syntax, grammar, and usage, as well as an introduction to the MCAT essay structure.

PBP 404. Pre-Medical Mathematics Preview. 1 credit.

This review covers pre-algebra, college algebra, plane geometry, trigonometry, analytic geometry, and introductory calculus. There are three aims for the students in this course: to perfect the math skills necessary to manipulate formulas for an MCAT exam, to gain an understanding of general mathematical concepts behind the formulas and models in the physical sciences, to gain an understanding of general mathematical concepts behind the formulas and models of medical research. Individuals in the course will have weaknesses in varied areas, so that, the rate of coverage of topics will vary according to the needs of the students in the course.

PBP 405. Pre-Medical Physics Preview. 1 credit.

Lecture. Topics include: Language of Motion, Newton's laws of motion, Resistance, Conservation of motion, and work-energy. Testing is done in a MCAT format to make students familiar with MCAT tests and concepts needed.

PBP 406. Pre-Medical Biology Review. 3 credits.

The main objectives of the biology course are to enhance understanding of biological concepts applicable to medicine, and to develop critical thinking and problem-solving skills required for biological science and medicine, including the ability to acquire and analyze information from various sources. Biological science emphasized includes anatomy, behavioral biology, cell biology, developmental biology, genetics, molecular biology, and physiology.

PBP 407. Pre-Medical Chemistry Review. 3 credits.

A continuation of the summer chemistry program. Concepts and theories covered include the gas laws, intermolecular attractive forces, properties of solids and liquids, chemical thermodynamics, colligative properties of solutions, kinetics, chemical equilibrium, acid and base theory, solubility, oxidation and reduction reactions, and coordination theory. The summer and fall courses review the first year of college chemistry.

PBP 408. Pre-Medical Analytic Reading Review Part A. 1 credit.

This class will assess the students' ability to read actively and critically. It will include an overview of the fundamentals of reading and various reading skills. Time will be spent developing the ability to reason from reading and to analyze written material. It will demonstrate the importance of reading in life.

PBP 409. Pre-Medical Writing Review. 1 credit.

This course focuses on issues of timed writing and MCAT essay practice, as well as readings from fiction and nonfiction sources for style and structure.

PBP 410. Pre-Medical Mathematics Review. 3 credits.

This review covers pre-algebra, college algebra, plane geometry, trigonometry, analytic geometry, and introductory calculus. There are three aims for the students in this course: to perfect the math skills necessary to manipulate formulas for an MCAT exam, to gain an understanding of general mathematical concepts behind the formulas and models in the physical sciences, to gain an understanding of general mathematical concepts behind the formulas and models of medical research. Individuals in the course will have weaknesses in varied areas, so that, the rate of coverage of topics will vary according to the needs of the students in the course.

PBP 411. Pre-Medical Physics Review. 3 credits.

Lecture. Topics include: Gravity, Circular Motion, Torques, Solids, Fluids and Sound-Waves. Testing is done in a MCAT format to make students familiar with MCAT tests and concepts needed.

PBP 412. Pre-Medical Biology. 2 credits.

The main objectives of the biology course are to enhance understanding of biological concepts applicable to medicine, and to develop critical thinking and problem-solving skills required for biological science and medicine, including the ability to acquire and analyze information from various sources. Biological science emphasized includes anatomy, behavioral biology, cell biology, developmental biology, genetics, molecular biology, and physiology. P. PBP 406.

PBP 413. Pre-Medical Chemistry. 3 credits.

Semester reviews organic chemistry. Review of the structure and properties of organic compounds such as alkenes, aromatic compounds, alkynes, alcohols, alkyl halides, and the carbonyl compounds. Reaction mechanisms, organic synthesis and structural analysis by spectroscopy are emphasized.

PBP 414. Pre-Medical Analytical Reading. 1 credit.

This class will assess the students' ability to read actively and critically. It will include an overview of the fundamentals of reading and various reading skills. Time will be spent developing the ability to reason from reading and to analyze written material. It will demonstrate the importance of reading in life.

PBP 415. Pre-Medical Writing. 1 credit.

This course focuses on intensive MCAT exam practice while continuing the readings and analysis from the fall.

PBP 416. Pre-Medical Mathematics. 2 credits. SP

This review covers pre-algebra, college algebra, plane geometry, trigonometry, analytic geometry, and introductory calculus. There are three aims for the students in this course: to perfect the math skills necessary to manipulate formulas for an MCAT exam, to gain an understanding of general mathematical concepts behind the formulas and models in the physical sciences, to gain an understanding of general mathematical concepts behind the formulas and models of medical research. Individuals in the course will have weaknesses in varied areas, so that, the rate of coverage of topics will vary according to the needs of the students in the course. P. 410.

PBP 417. Pre-Medical Physics. 3 credits.

Lecture. Topics include: Electrodynamics, Circuits and Atomic-Nuclear Physics Testing is done in a MCAT format to make students familiar with MCAT tests and concepts needed.

PBP 418. Pre-Medical Integrated Cultural Awareness. 1-2 credits.

This course is designed to engage students in the discussion of cultural differences and issues of identity while honing their reading and reading critical skills. Students will discuss class, cultural clashes, and themes of dislocation and alienation. They will explore the meaning of physical and cognitive outsidership and learn to read critically.

PBP 419. Pre-Medical Academic Excellence. 1 credit.

This course is designed to assist the Post-Bac program students with the refinement of academic skills in preparation for maximum academic performance. This goal encompasses the academic work in the year long program, in increased performance on the MCAT and in readiness for the academic rigors of medical school. Individual assessment is an intricate part of the course. Students use the information to evaluate their current strategies to determine what areas need altered or additional techniques. Other components of the course include critical thinking skills, communication approaches, success collaborative learning, time management issues and stress reduction.

PBP 420. Pre-Medical Academic Excellence. 1 credit.

This course is designed to assist the Post-Bac program students with the refinement of academic skills in preparation for maximum academic performance. This goal encompasses the academic work in the year long program, in increased performance on the MCAT and in readiness for the academic rigors of medical school. Individual assessment is an intricate part of the course. Students use the information to evaluate their current strategies to determine what areas need altered or additional techniques. Other components of the course include critical thinking skills, communication approaches, success collaborative learning, time management issues and stress reduction.

PBP 421. Pre-Medical Academic Excellence. 1-2 credits.

This course is designed to assist the Post-Bac program students with the refinement of academic skills in preparation for maximum academic performance. This goal encompasses the academic work in the year long program, in increased performance on the MCAT and in readiness for the academic rigors of medical school. Individual assessment is an intricate part of the course. Students use the information to evaluate their current strategies to determine what areas need altered or additional techniques. Other components of the course include critical thinking skills, communication approaches, success collaborative learning, time management issues and stress reduction.

PBP 422. Pre-Medical Academic Excellence & Learning Lab. 1-2 credits.

This course is designed to assist the Post-Bac program students with the refinement of academic skills in preparation for maximum academic performance. This goal encompasses the academic work in the year long program, in increased performance on the MCAT and in readiness for the academic rigors of medical school. Individual assessment is an intricate part of the course. Students use the information to evaluate their current strategies to determine what areas need altered or additional techniques. Other components of the course include critical thinking skills, communication approaches, success collaborative learning, time management issues and stress reduction.

PBP 423. Pre-Medical Biomedical Science. 2 credits. SP

The main objectives of the biology course are to enhance understanding of biological concepts applicable to medicine, and to develop critical thinking and problem-solving skills required for biological science and medicine, including the ability to acquire and analyze information from various sources. Biological science emphasized includes anatomy, behavioral biology, cell biology, developmental biology, genetics, molecular biology, and physiology. P. PBP 406.

PBP 424. Pre-Medical Analytic Reading. 1 credit.

This class will assess the students' ability to read actively and critically. It will include an overview of the fundamentals of reading and various reading skills. Time will be spent developing the ability to reason from reading and to analyze written material. It will demonstrate the importance of reading in life.

PBP 425. Pre-Med Analytical Reading Preview B. 1 credit.

Analytical reading is a course designed to develop students analytical reading skills. Students will read expository essays, analyze literary texts to hone in reading skills and do MCAT passages. Although dental students take DAT rather than MCAT, experience has demonstrated that dental students do well on the DAT passages, which are less demanding in analytical skills and focus more on information, because they improve, through MCAT passages, their analytical and thinking skills. In this course, students will also learn to infer meaning of texts. They will analyze short literary texts, this course will focus primarily on helping students better understand what they read through recognizing and interpreting an author's main ideas. Furthermore, it will help them to understand how an author uses supporting details, tone, purpose, and point of view to influence the reader. This course will also offer students practice in reading and understanding texts, because verbal reasoning is a skill that is not acquired through lectures, they are expected to practice daily.

PBP 426. Pre-Medical Behavioral Science-Introduction to Psychology. 1,2 credit.

This course is an overview of basic psychological principals.

PBP 427. Pre-Medical Cultural Connections. 1 credit.

This course explores culture through the arts.

PBP 428. Pre-Medical Cultural Analytical Literature. 1.5-2 credits.

This course is an overview of cultural competency through essay and literary text.

PBP 429. PreMed Analytical Reading Part C. 1 credit.

Analytical reading is a course designed to develop students analytical reading skills. Students will read expository essays, analyze literary texts to hone in reading skills and do MCAT passages. Although dental students take DAT rather than MCAT, experience has demonstrated that dental students do well on the DAT passages, which are less demanding in analytical skills and focus more on information, because they improve, through MCAT passages, their analytical and thinking skills. In this course, students will also learn to infer meaning of texts. They will analyze short literary texts, this course will focus primarily on helping students better understand what they read through recognizing and interpreting an author's main ideas. Furthermore, it will help them to understand how an author uses supporting details, tone, purpose, and point of view to influence the reader. This course will also offer students practice in reading and understanding texts, because verbal reasoning is a skill that is not acquired through lectures, they are expected to practice daily.

PBP 430. Pre-Medical Behavioral Science-Introduction to Sociology. 1 credit.

This course is an overview of basic sociological principals.

PBP 434. Pre-Medical Analytical Reading - Part A. 1 credit. SP

Course is a continuation of Fall section and incorporates practice with MCAT verbal passages which include discussion of reasoning used to obtain answers, understanding the varying forms of questions and skills used with multiple choice questions.

PBP 436. Pre-Medical Behavioral Science I. 2 credits.**PBP 446. Pre-Medical Behavioral Science II. 1 credit.****PBP 501. Pre-Medical Molecular and Cell Biology. 2 credits.****PBP 502. Pre-Medical Anatomy. 2 credits.****PBP 503. Pre-Medical Principles of Microbiology. 1 credit.****PBP 504. Pre-Medical Host Defense. 1 credit.****PBP 505. Pre-Medical Pharmacology. 1 credit.****PBP 506. Pre-Medical Neurosciences. 1 credit.**

All Courses - School of Medicine

All Courses School of Medicine

ANE 333. Anesthesiology. 2 credits.

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

ANE 334. Anesthesiology. 2 credits.

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

ANE 335. Anesthesiology. 2 credits.

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

ANE 450. Neuroanesthesia Sub-Internship (PRC). 1-4 credits.

Student will develop the knowledge and skills to effectively deliver anesthesia to neurosurgical patients undergoing a wide variety of procedures including aneurysm clipping, complex spine surgery, brain tumor resection, and pediatric neurosurgery. Also, the student will have the opportunity to perform and assist in the placement of central venous catheters, arterial lines, intubations, and fiber optic bronchoscopy. Finally, the student will develop a basic working knowledge of pharmacology, physiology, and the pathophysiology of neurologic disorders.

ANE 451. Introduction to Anesthesiology. 4 credits.

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

ANE 456. Introduction to Anesthesiology - Valleywise (PRC). 4 credits.

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

ANE 461. Introduction to Anesthesiology. 4 credits.

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

ANE 465. Anesthesiology Capstone. 4 credits.

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

ANE 468. Anesthesia and Interventional Pain Management. 4 credits.

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

ANE 470. Anesthesiology Pain Medicine. 4 credits.

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

ANE 472. Anesthesiology ILAC Service in the Dominican Republic. 2 credits.

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

ANE 473. Anesthesiology Capstone. 4 credits.

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

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

Special Topics in Anesthesiology.

ANE 497. Directed Independent Research. 2,4 credits.**ANE 498. Anesthesiology Extramural. 1-8 credits.****BMS 303. Physiology. 4 credits. SP**

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

BMS 311. Basic Human Anatomy. 4 credits. FA

Course designed to provide pre-professional students with an introduction to human gross anatomy, histology, and neuroanatomy. A systemic approach is used. Dissected cadaver specimens and anatomical models are available as learning aids. P.IC.

BMS 461. Gross Anatomy. 2-4 credits.

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

BMS 470. Teaching Practicum in Medical Anatomy (OMA). 4 credits.

M4s participate as near-peer teaching assistants in medical gross anatomy laboratory with M1 and M2 students. Students will assist in prospecting donors for each laboratory session and actively teaching the M1s and M2s during the lab. M4s are encouraged to assist with tutorials outside of scheduled lab sessions.

BMS 497. Directed Independent Research. 1-3 credits. OD

This course consists of original scientific investigation under supervision and guidance of the instructor. Upon successful completion of this course, students will acquire the skills necessary to perform experiments, assess, and interpret results; demonstrate competence in the laboratory, effectively analyze, synthesize, and interpret data; and communicate their results. P. IC.

BMS 609. Introduction to Omics Data Analysis. 1 credit.

this is an introductory course to familiarize students with the principles of bioinformatic and computational analysis of transcriptomic, genomic and epigenomic data. A few hands-on projects will be designed for the students to practice the basic analyzing skills and to stimulate their interests for more advanced applications. P. BIO 202 or BMS 622.

BMS 622. Biochemistry, Molecular and Cell Biology. 4 credits.

This course covers fundamental principles of structural biochemistry and metabolism, and molecular and cell biology. P. IC.

BMS 630. Fundamentals of Hearing. 3 credits. FA, SP, SU

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

BMS 706. Advanced Cell and Molecular Biology. 3 credits.

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

BMS 720. Advanced Topics in Molecular Structure/Function. 3 credits. FA, SP, SU

This course covers functional aspects of molecular structure, peptide chemistry, and molecular interactions. Topics vary will change with each iteration of the course permitting students to repeatedly enroll in the course but with each covering a different topic. Nine credit hours are the maximal applicable toward the degree. P. IC.

BMS 722. Mass Spectrometry and Biomedical Applications. 3 credits.

The Mass Spectrometry and Biomedical Applications course is designed to provide the necessary background for understanding the fundamental principles of mass spectrometry and application of this technique to answer questions in molecular and cellular biology. P. BMS 622.

BMS 730. Advanced Topics in Cell and Molecular Biology. 3 credits. FA, SP, SU

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

BMS 740. Advanced Topics in Physiology. 3 credits. FA, SP, SU

This course covers specific aspects of physiology and pathophysiology of whole organisms and organ systems as well as cellular physiology. Topics vary will change with each iteration of the course permitting students to repeatedly enroll in the course but with each covering a different topic. Nine credit hours are the maximal applicable toward the degree. P. IC.

BMS 750. Advanced Topics in Morphology and Anatomy. 3 credits. FA, SP, SU

This course covers functional morphology ranging from cellular ultrastructure to gross anatomy and embryology. Topics vary will change with each iteration of the course permitting students to repeatedly enroll in the course but with each covering a different topic. Nine credit hours are the maximal applicable toward the degree. P. IC.

BMS 760. Advance Topics in Neuroscience. 3 credits. FA, SP, SU

This course integrates the areas of neuroanatomy, neurophysiology, neuropharmacology, and neuropathology at the cellular and organismal level. Topics vary with each iteration of the course permitting students to repeatedly enroll for the course but with each covering a different topic. Nine credit hours are the maximum applicable toward the degree. P. IC.

BMS 791. Seminar. 1 credit. FA, SP

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

BMS 792. Journal Club. 1 credit. FA, SP, SU

This course consists of detailed examination of the physiology, cell biology, and molecular biology of the nervous system, with emphasis on mammalian systems. The course will include membrane physiology, ion channels, synaptic physiology, neurotransmitters and receptors, sensory receptors, neural circuits, and advanced techniques. P. IC.

BMS 795. Directed Independent Study. 2 credits. FA, SP, SU

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

BMS 797. Directed Independent Research. 1-9 credits. FA, SP, SU

This course consists of original investigation under supervision and guidance of individual staff members. P. IC.

BMS 799. Master's Thesis. 1-3 credits. FA, SP, SU

This course consists of review of the literature and research data; writing of the thesis. Students must register for this course in any term when engaged in formal preparation of the Master's thesis; however, six credit hours are the maximum applicable toward the degree. P. IC.

BMS 899. Doctoral Dissertation. 3-6 credits. FA, SP, SU

This course consists of review of the literature and research data and the writing of the dissertation. Students must register for this course in any term when engaged in formal preparation of the doctoral dissertation; however, twenty credit hours are the maximum applicable toward the degree. P. IC.

CIB 103. Foundational Science. 5 credits.

The overall goal of this course is to provide students with a comprehensive understanding of the fundamentals of the foundational sciences which serves as the basis of modern medicine. P. Admission to Medical School.

CIB 105. Immunology and Hematology. 4 credits.

Each Clinically Integrated Block will be topic-centered with vertical integration across all disciplines, inclusive of Medical Science Disciplines, Personal and Professional Development Disciplines and Clinical Skills Training Disciplines. This Clinically Integrated Block is centered on the topics related to Immunology and Hematology.

CIB 107. Musculoskeletal and Integumentary Systems. 7 credits.

By the end of the course students will not only apply basic science knowledge to explain the normal and pathological states of the integumentary and musculoskeletal systems, but also relate that knowledge to the diagnosis, treatment, and prevention of common clinical diseases. P. Admission to Medical School.

CIB 109. Neuroscience. 7 credits.

This course structures the learning around the neurological clinical method of regional anatomical diagnosis. Students will learn factual material and also use the content to think as a neurologist in approaching clinical problems. The course integrates basic science and clinical science. Neuroanatomy, neurophysiology, neuropathology, neuropharmacology, and neurology will be interwoven with each other throughout the course. P. Admission to Medical School.

CIB 113. Cardiovascular System. 5 credits.

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

CIB 115. Respiratory System. 4 credits.

The course teaches the anatomy and physiology of the lungs and airways, as well as the diagnosis and treatment of medical problems of the respiratory system including, upper airway disorders, reversible obstructive lung disease, chronic obstructive pulmonary disease, ALI-ARDS, restrictive lung disease, neoplasms, thrombosis, sleep apnea, and neonatal respiratory problems. P. Admission to Medical School.

CIB 117. HEENT. 2 credits.

This course introduces students to the anatomy, embryology, and physiology of the head and neck with an emphasis on the special senses. Basic and clinical sciences are integrated so that students learn the pathophysiology and pathology of common disorders within the region. P. Admission to Medical School.

CIB 119. Infectious Diseases. 3 credits.

Worldwide, infections cause more morbidity or mortality than any other disease. This course helps students understand the structures of individual organisms, their pathogenic potential, and the diagnosis and treatment of the diseases they cause.

CIB 202. Gastrointestinal System. 5 credits.

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

CIB 204. Renal System. 4 credits.

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

CIB 206. Endocrine System. 3 credits.

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

CIB 208. Reproductive System. 4 credits.

Each Clinically Integrated Block will be topic-centered with vertical integration across all disciplines, inclusive of medical science, personal and professional development, and clinical skills training. The Reproductive System block provides learning experiences on the anatomy, histology, physiology, pathology, pharmacology, and basic clinical medicine of the male and female reproductive systems integrated with a consideration of reproductive abnormalities and appropriate therapy for these conditions. Areas of focus include normal pregnancy and delivery and diseases of reproductive organs. P. M1 Component.

CIB 210. Life Cycle. 3 credits.

This four-week interdisciplinary block consists of lectures, pre-recorded videos, flipped classroom sessions and Team-Based Learning Sessions that focus on stages of life. Emphasis is placed on aspects of prenatal, childhood and geriatric stages that are not adequately covered in the organ system courses. P. M1 Component.

CIB 212. Multisystem Disease and Social Determinants of Health. 5 credits.

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

CIB 214. Step 1 Guided Review and Study. 5 credits.

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

CIB 216. USMLE Step 1 Study. 3 credits.

This course consists of self-directed learning to integrate medical knowledge acquired over the first and second years of the medical curriculum in preparation for the USMLE Step 1 examination.

CIB 218. Brain and Behavior. 3 credits.

Students will learn the biological, psychological, and social origins of psychiatric syndromes, their definitions and symptom features, and the diagnostic criteria. Students will gain an understanding of the role of genetics, growth and development, environmental and psychosocial risk factors, dynamic experiential factors, and individual personality as parts of the complex process that can eventuate in psychiatric disorders.

CIB 220. Introduction to Clinical Care. 1 credit.

This course prepares students who have taken the USMLE Step 1 for clinical clerkships. Students learn about required clinical experiences for clerkships and appropriate documentation, including electronic medical records. Topics include appropriate patient-physician relationships (boundaries, confidentiality, HIPAA, privacy), reporting and monitoring for errors, health care organization, workplace design, patient safety principles, and communicating with patients after adverse events.

DER 333. Dermatology. 2 credits.

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

DER 334. Dermatology. 2 credits.

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

EME 301. Emergency Medicine Clerkship. 2 credits.

Students will care for patients of all ages who present to the Emergency Department. They will follow and manage patients under the direct supervision of the attending physician. Cases could include traumatic injuries, medical illnesses, as well as obstetric and gynecologic complaints. Day and night shifts are required, and students will complete an orientation at the beginning.

EME 333. Emergency Medicine. 2 credits.

This elective will give students exposure to the facets of the subspecialties that are combined in the acute care management and critical care of the emergency patient.

EME 334. Emergency Medicine. 2 credits.

In this rotation, the students will participate as a member of a team in the care of patients presenting to the Emergency Department. Students are assigned patients, and follow and manage the patients during their Emergency Department visit under the direct supervision of the attending physician. The patient population provides a wide range of experience in care of traumatic injuries, multiple medical illnesses, care of the patient with obstetric and gynecologic complaints, and management of the pediatric patient. Patients seen in the Emergency Department are of all ages. This is a very busy service, managing patients with a wide range of diagnoses. Students are assigned specific work schedules that involve both day and night exposure. There is no on call time during this rotation.

EME 335. Emergency Medicine M3 Elective - Valleywise (PRC). 2 credits.

Students join the team in the care of patients presenting to the Emergency Department. Students will follow and manage patients under the direct supervision of the attending physician. The wide range of experiences includes traumatic injuries, multiple medical illnesses, care of the patient with obstetric and gynecologic complaints, and management of the pediatric patient.

FAP 301. Family Medicine Clerkship. 4-8 credits.

The Department of Family Medicine administers a four-week required Family Medicine clerkship in the third year. Students work with supervising physicians who see patients in primary care clinics for general checkups, acute complaints, and chronic medical problems. Students will independently interview, examine, and assess patients prior to seeing the patients with the physician in the ambulatory setting.

FAP 333. Family Medicine Elective. 2 credits.

This online elective provides in-depth insight into the practice of Family Medicine for third-year medical students.

FAP 416. Making Meaning at the End of Life (PRC). 4 credits.

Students will attend home visits with hospice and palliative medicine personnel. Learn the basics of medical management for patients near or at the end of life. Students will develop creative, meaning-based activities informed by patients' values to engage in with patients. This may include playing music, creating art, reading, or engaging in legacy work.

FAP 423. Primary Care Sports Medicine - Valleywise (PRC). 2-4 credits.

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

FAP 425. St. Vincent De Paul Medical & Dental Clinic. 1-5 credits.

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

FAP 435. Urgent Care. 4 credits.

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

FAP 436. Rural Family Medicine Sub-Internship. 4 credits.

This is an elective which gives the student opportunities in rural family medicine. Students will work with a family physician in their clinics. The student will gain skills in diagnosis, treatment, outpatient management, and family/longitudinal care within a rural, small town context.

FAP 438. Respite Care for the Homeless. 4 credits.

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

FAP 440. Inpatient Family Medicine Sub-Internship. 4 credits.

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

FAP 442. Palliative Care. 2-4 credits.

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

FAP 442A. Palliative Care. 4 credits.

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

FAP 443. Rural Family Medicine. 4 credits.

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

FAP 444. Rural Health Care. 2-4 credits.

A clinical opportunity to learn health care in a Native American Indian Health Service Clinic.

FAP 446. Family Medicine-Solaid/Cambodia. 4 credits.

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

FAP 460. Hospice Care Of The Terminally Ill. 2-4 credits.

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

FAP 460A. Hospice for Terminal Illness. 4 credits.

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

FAP 461. Inpatient Family Medicine Sub-internship. 1-4 credits.

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

FAP 461A. Inpatient Family Medicine Sub-Internship. 2 credits.

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

FAP 462. Rural Family Medicine Sub-internship. 4 credits.

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

FAP 464. Private Family Medicine. 2-4 credits.

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

FAP 465. Inpatient Family Medicine. 2 credits.

To integrate the clinical data gained from each inpatient into a diagnosis and comprehensive treatment plan that also exhibits the students knowledge and skills to provide continuity of care, clinical reasoning skills, health promotion through patient education, and the provision of humanistic and ethical care in a family medicine hospital setting.

FAP 469. Family Medicine Capstone. 4 credits.

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

FAP 476. Family Medicine Capstone (PRC). 4 credits.

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

FAP 481. Longitudinal COPC Public Health Endowed Research. 4 credits.

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

FAP 498. Family Practice Extramural. 1-8 credits.**FAP 795. Independent Study in Family Medicine. 2-4 credits.****FAP 798. Directed Independent Study FAP. 1-4 credits.****GRS 591. Guided Research Selective I. 0.5 credits.**

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

GRS 592. Guided Research Selective II. 0.5 credits.

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

IDC 000. Study Abroad. 0-12 credits.**IDC 101. Molecular and Cell Biology. 9 credits.**

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

IDC 103. Anatomy. 6 credits.

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

IDC 105. Principles of Pharmacology. 1 credit.

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

IDC 107. Principles of Microbiology. 1 credit.

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

IDC 109. Host Defense. 3 credits.

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

IDC 111. Neuroscience. 7 credits.

The goal of Neuroscience is to understand normal neurological function (using neuroanatomy, neurophysiology, neuropharmacology, neuropathology, and clinical neurology) and then to be able to use a patient's symptoms to locate the source of the problem within the nervous system. Perhaps the most complex and intimidating area of medicine is that of the human brain and nervous system. Neuroanatomy has been traditionally a course with an incredible amount of memorization which is easily forgotten as time passes. The key to retention is understanding the relevance of what you have learned and using that information as a physician uses that information. The heart of this course in Neuroscience is to structure the learning of the material around the neurological clinical method of regional anatomical diagnosis. Not only will you learn the factual material, but you will use it as you learn how to think as a neurologist in approaching clinical problems. The course will integrate basic science and clinical science. Your mentors will be clinical and basic scientists who will teach in both realms. Neuroanatomy, neurophysiology, neuropathology, neuropharmacology, and neurology have been integrated as much as possible and will be interwoven with each other throughout the course.

IDC 135. Ethical and Legal Topics in Clinical Medicine. 3 credits.

The ultimate motivation for all physicians must be the welfare of each patient. Jesuit teaching holds that clinical decision making must not be based upon medical factors alone, but on ethical standards as well. Each physician must develop well-grounded, practical ethical standards to guide their decision making. This course recognizes that each student brings values and beliefs from his/her family upbringing, religion, culture, education, and personal experience. During the semester, students will evaluate and augment these beliefs. The Course will provide a background of basic ethical and legal principles within a framework of clinical problems which commonly confront practitioners on a day to day basis. Students will gain knowledge and skills in the evaluation of ethical issues consistent with prudent ethical and legal guidelines. Students will accomplish these goals through didactic lectures, small group discussions, independent study (readings), and scholarly writing. This course introduces students to the basic constraints and methods of ethical analysis and moral reasoning, with emphasis on their application to key ethical issues in health care practice and policy. Special attention is given to the role of the physician and the opportunities and challenges to the ethical practice of medicine in today's society.

IDC 136. Introduction to Clinical Skills. 4 credits.

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

IDC 136A. Introduction to Clinical Skills A. 0 credits.

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

IDC 138. Evidence Based Medicine. 1 credit.

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

IDC 140. Behavioral Medicine I. 3 credits.

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

IDC 141. Creighton Medical Humanities. 1 credit.

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

IDC 142. Physician Lifestyle Management. 1 credit.

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

IDC 142A. Physicians Lifestyle Management A. 0 credits.**IDC 180. COPC Public Health Research. 0 credits.**

This eight-week summer assistantship will expose the student to the Community Oriented Primary Care (COPC) process and improve their knowledge about health disparity issues.

IDC 183. The Healer's Art. 0.5 credits.

The Healer's Art course is designed to form of a genuine community of inquiry between students and physicians that encourages an in-depth sharing of experience, beliefs, aspirations, and personal truths. Students and faculty participate together in a discovery model to explore service as a way of life. The course's innovative educational strategy helps students uncover and recognize the personal and universal meaning in the daily work of medicine.

IDC 205. Renal-Urinary System. 3 credits.

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

IDC 209. Gastrointestinal System. 3 credits.

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

IDC 211. Musculoskeletal-Integument System. 2 credits.

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

IDC 216. Endocrine-Reproductive System. 4 credits.

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

IDC 222. Physician Lifestyle Management. 1 credit.

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

IDC 222B. Physician Lifestyle Management B. 0.5 credits.

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

IDC 244. Multi-System Disease/Social Determinants of Health. 3 credits.

The focus of the first part of the course is about sleep and circadian rhythms, exercise, and environmental toxins, including alcohol. The next unit focuses on the medical implications of social marginalization. You will visit agencies that provide services to socially marginalized members of our community. In preparation for the site visits, you will research the populations served by the agencies. The third focus is application of behavioral and physical medicine to a variety of medical challenges, including chronic illness, chronic stress, brain injury, pain, and aging. The course ends with a special focus on Aging, organized by Dr. Viseslav Drinčić from the Department of Medicine. The Behavioral Medicine III course focuses on important and timely topics of medical concern: 1. multisystem health challenges whose effects can be ameliorated by behavioral change, including sleep disorders, sedentary lifestyle, and exposure to toxins, including alcohol. 2. the diverse social factors that impact the provision of health care, including cultural diversity, socioeconomic status (SES), poverty, and stigmatizing conditions that marginalize members of our society and predispose them to special challenges in maintaining health and receiving care. 3. coping with stress and chronic illness. 4. an introduction to care of the aging.

IDC 279. Case Studies in Medicine. 2 credits.

The course helps the student develop the analytical skills to assess patients' conditions and use clinical laboratory data to develop a differential diagnosis and treatment plan. Working as a group, students learn to work through a case from diagnosis to therapy to expected outcomes. Case Studies in Medicine is a longitudinal course (meaning that it runs concurrently with the system courses) during the second year curriculum. It consists of a series of small group case exercises and multidisciplinary conferences. The content will follow the systems courses and in that sense this course is also vertical. The students are continually assessed throughout the year.

IDC 279A. Case Studies in Medicine A. 0 credits.

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

IDC 290. Applied Clinical Skills. 3 credits.

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

IDC 290A. Applied Clinical Skills A. 0 credits.

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

IDC 299B. Clinical Skills Training and Experience B. 2 credits.

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

IDC 301. Ambulatory Primary Care Clerkship. 4-8 credits.

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

IDC 320. Jesuit Worldwide Learning: Global Perspectives in Liberal Arts. 1 credit.

This course is designed to introduce students to the mission of Jesuit Worldwide Learning (JWL) and to its students living at the margins. Texts and videos concerning Ignatian pedagogy and mission; marginalization and privilege; daily lives of refugees; and techniques for online teaching will be analyzed and discussed.

IDC 342. Physician Lifestyle Management. 1 credit.

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

IDC 342A. Physician Lifestyle Mgmt A. 0 credits.

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

IDC 350. M3 Gold Track. 1-2 credits.

Ethics, humanities, personal and professional development, leadership, evidence-based medicine, and health systems science are built into this course which expands upon the Gold Track material from years 1 and 2. Activities occur within clerkships through small groups, reflections, didactics, and hands-on experience to develop a deeper, more critical understanding of the practice of medicine.

IDC 398. USMLE Enrichment Course. 0-1 credits.

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

IDC 399. USMLE Enrichment. 6 credits.**IDC 401. Service Learning in Local Communities - Sports and Education. 3 credits.**

This course combines service learning in a local community and in a foreign country in order to compare experiences of the relationship between sports, education, and development across different cultures. P. Sr. stdng.

IDC 405. Healthcare and Spirituality. 1-4 credits.

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

IDC 410. Simulation Elective. 2-4 credits.

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

IDC 412. Clinical Moral Perception, Art, and Medicine. 4 credits.

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

IDC 413. Anatomy. 1-5 credits.

The Anatomy elective is an elective designed to allow students the opportunity to review and expand their knowledge of human gross and imaging anatomy by working on a synthetic cadaver, reviewing normal plain film, CT, ultrasound and MRI anatomy and by doing ultrasound on a partner to identify normal anatomic structures.

IDC 419. Medicine as Ministry: Death and Dying. 2 credits.

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

IDC 420. Is Healthcare a Human Right?. 4 credits.

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

IDC 425. Diagnosing Literature (OMA). 4 credits.

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

IDC 428. Bearing Witness: Memoirs of Dying, Death and Grief. 4 credits.

Students will discuss the concept of "bearing witness," as well as the role that personal narratives such as memoirs play in that process. Drawing on their clinical experience with patient narratives, students will develop a framework for exploring the ways in which the memoirs we read "bear witness" to dying, death, and grief.

IDC 429. Professionalism in Medicine (PRC). 4 credits.

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

IDC 432. Medical Jurisprudence (OMA). 4 credits.

Students work with a physician-attorney who specializes in representing plaintiffs in cases of professional negligence and medical malpractice. Students will learn the principles of medical jurisprudence including duty to report negligence, factors that increase liability, medicolegal implications of informed consent and leaving against medical advice, prevention of medical errors, improving the delivery of patient care, and the basic tenets of professional negligence and causation.

IDC 462. Medical Informatics. 4 credits.

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

IDC 470. Step 2 Clinical Knowledge Exam Guided Review. 2 credits.

The purpose of this course is to help students prepare for the Step 2 Clinical Knowledge Exam. IDC 470 is required for all third-year medical students and it will be held the last two weeks of the M3 academic year. Once advanced to the M4 year, students may enroll in the optional IDC 471, which immediately follows IDC 470, if they wish to extend their participation in guided review prior to taking Step 2.

IDC 471. Step 2 Clinical Knowledge Exam Guided Review (OMA). 2 credits.

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

IDC 472. Step 2 Clinical Knowledge Exam Guided Review (OMA). 2 credits.

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

IDC 482. Minority Health Disparities-Issues & Strategies. 2 credits.

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

IDC 485. LGBTQIA Health Disparities: Issues and Strategies. 2 credits.

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

IDC 491. Women in Science. 1 credit. SP

Course designed to provide an historical overview of women in science while focusing on current practices. Discussion will emphasize barriers that women have faced in the past and strategies for coping, presently, in what is no longer a "man's field." Class meets once a week.

IDC 497. Directed Independent Research. 1-8 credits.

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

IDC 498. Directed Independent Study. 1-4 credits.

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

IDC 561. Exploring Holistic Health-Implications for Care and Policy. 3 credits.

This course explores different understandings of health and how these influence perceptions of care and ultimately policies pertaining to public health and health care. Students compare and contrast their understandings and perceptions with those of diverse groups encountered during a study abroad program.

IDC 590. Collaboration and Diversity: A Journey Through the Balkans. 3 credits.

This blended FLPA course introduces students to the context of the Balkans and involves visits to religious and historical sites. Through the course, students gain a sense of the world, their place within it, and understanding of the values of Men and Women for and With Others and Cura Personalis.

IDC 601. Responsible Conduct of Research. 1 credit.

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

IDC 625. Introduction to Biostatistics for the Biomedical Sciences. 3 credits.

This course will provide instruction on the common statistical methods used in biomedical science and their correct application to the design and analysis of research study questions, in-class assignments will be given for each class session based specifically on the material covered during lecture. Students will be allowed to work together to complete assignments, but must complete and submit their own work for credit. One comprehensive final exam will be given to evaluate student learning throughout the semester.

IDC 627. Research Methods. 3 credits.

Study of modern experimental methods, instrumentation, and bioinformatics tools and approaches used in biomedical research. Major course components include detection, analysis, and genetic manipulation of nucleic acids, antibody-based experimental techniques, generation, detection, and analysis of recombinant proteins, microscopy, and various experimental model systems.

IDC 701. Research Writing. 3 credits.

This course will provide instruction on grant preparation and strategy, using the NIH R21 as a model. Content will consider alternative sources of grant funding and be relevant to all research grant applications. Emphasis will be placed on writing clear English.

IDC 797. Summer Research Project. 1 credit.

Students work with a faculty research mentor during the spring semester to develop a research proposal that is typically carried out during the summer before Component II.

IDC 997. Professional Practice Remediation. 1-16 credits.

This course is designed to provide remediation in preparation for repeating a clinical rotation in which an 'Unsatisfactory' or 'Failing' grade was earned.

IDC 998. Professional Practice Remediation. 1-20 credits.

This course is designed to provide remediation in preparation for repeating a professional practice course in which an "Unsatisfactory" grade was earned. P. Grade of Unsatisfactory in a professional practice course.

IDC 999. Continuing Graduate Studies. 0 credits.**IHW 013. HWC: Theory to Practice. 0 credits.**

This hybrid course combines online learning with a five-day on campus residency that builds on the knowledge, skills, and values gained throughout the HWC curriculum. Students apply theory to practice during the residency component of the course through case studies, face-to-face coaching sessions, and interactive group projects.

IHW 021. The Use of Journaling in Your Health Coaching Practice. 0 credits.**IHW 024. Using Motivational Interviewing Principles to Resist the "Righting Reflex" for Hlth Coaches/HC Profs. 0 credits.****IHW 028. Supporting Purposeful Behavior Change: SMART-EST Goals for Client Success. 0 credits.****IHW 032. Advanced Lifestyle Medicine. 0 credits.**

Non-credit: Lifestyle medicine is the use of healthy lifestyle behaviors to prevent and treat chronic diseases. In this course, students will consider comprehensively applying lifestyle medicine strategies to healthy individuals, to those with chronic diseases, and as part of a self-care program. Students will also consider lifestyle medicine as its own medical explanatory framework for disease, illness and health.

IHW 038. Health Behavior Modification. 0 credits.

Noncredit: This course provides students with a broad perspective on the many factors that determine health, with emphasis on healthy lifestyle behaviors. Students will construct, implement and modify healthy lifestyle programs for case patients/clients with and without chronic disease and across the lifespan. Special emphasis will be placed on understanding the pathophysiology and current treatment strategies of common chronic diseases. Students also learn how to evaluate and read research papers that are based on lifestyle medicine practices and procedures.

IHW 053. Stress and Sleep Management. 0 credits.**IHW 065. Exercise for Chronic Disease. 0 credits.**

This non-credit course reviews the basic principles of aerobic and anaerobic fitness and their relationship with health and disease. Students will learn and practice how to construct, implement, and modify personalized exercise programs for patients/clients with and without chronic disease and across the lifespan. Students also learn how to evaluate and read research papers that are based on exercise practices and procedures.

IHW 501. Personal Development for the Health and Wellness Coach. 3 credits.

A fundamental component to health and wellness coaching is self-awareness, continuous personal development, daily reflection, personal balance, and the self-promotion of health and well-being. This course provides students with tools and practices to achieve and maintain these fundamental components.

IHW 570. Healthy Aging: Concepts and Strategies for a Life Well Lived. 3 credits.

This course offers students an opportunity to develop an understanding of health promotion for the older adult. Several chronic diseases will be examined with emphasis placed on lifestyle medicine and its influence on the aging experience.

IHW 591. Advanced Lifestyle Medicine. 2 credits.

Lifestyle medicine is the use of healthy lifestyle behaviors to prevent and treat chronic diseases. In this course, students will consider comprehensively applying lifestyle medicine strategies to healthy individuals, to those with chronic diseases, and as part of a self-care program. Students will also consider lifestyle medicine as its own medical explanatory framework for disease, illness and health.

IHW 650. Health Behavior Modification. 3 credits.

This course provides students with a broad perspective on the many factors that determine health, with emphasis on healthy lifestyle behaviors. Students will construct, implement and modify healthy lifestyle programs for case patients/clients with and without chronic disease and across the lifespan. Special emphasis will be placed on understanding the pathophysiology and current treatment strategies of common chronic diseases. Students also learn how to evaluate and read research papers that are based on lifestyle medicine practices and procedures.

IHW 651. Nutrition for Chronic Disease. 3 credits.

This course reviews the basic principles of human nutrition with emphasis on the relationship between diet and health, and diet and disease. Students will learn and practice how to construct, implement, and modify personalized nutrition programs for patients/clients with and without chronic disease and across the lifespan. Students also learn how to evaluate and read research papers that are based on nutrition practices and procedures.

IHW 652. Exercise for Chronic Disease. 3 credits.

This course reviews the basic principles of aerobic and anaerobic fitness and their relationship with health and disease. Students will learn and practice how to construct, implement, and modify personalized exercise programs for patients/clients with and without chronic disease and across the lifespan. Students also learn how to evaluate and read research papers that are based on exercise practices and procedures.

IHW 653. Stress and Sleep Management. 3 credits.

This course studies stress and sleep and their respective impacts on health and chronic disease across the lifespan. Several stress management techniques are debated and practiced with emphasis on mind-body medicine and the relaxation response. Students also learn how to evaluate and read research papers that are based on stress and sleep management practices and procedures.

IHW 670. Research Methods and Program Design. 3 credits.

This course will explore of quantitative and qualitative research techniques applicable to health and wellness literature and program design. By the end of the course, students will be able to evaluate research and the program designs of others. In addition, students will be able to design their own programs with the appropriate methods of evaluation.

IHW 760. Advanced Health and Wellness Coaching. 3 credits.

This advanced course will prepare students for health and wellness coaching through the practice of program design and implementation of individuals within the community. Special emphasis will also be placed on team building skills and business practices related to health and wellness coaching.

IHW 770. Wholism as a Guiding Principle for Leadership and Well-Being. 3 credits.

Wholism is the philosophy that says that the parts of a whole are in intimate interconnection such that they cannot exist independently of the whole and cannot be understood without reference to the whole. This course explores the notion that all parts that make up the whole of an individual are interconnected where the guiding principles that form a person's leadership philosophy cannot be separated from those that guide personal health behaviors such that, "how we do anything is how we do everything" (Richard Rohr). Along with gaining a more in-depth sense of wholism, this course begins by exploring the interconnectedness of our relationships with others with the factors that determine health, balancing our inner world with our outer experiences, connecting dualism to our leadership style and personal health outcomes, and exploring our true-self and life purpose. Additionally, these elements are discussed in the context of chronic stress and the role that it plays in both personal health and leadership activities. The course ends with a practical application of these elements to employee health programs that emphasize improvements in quality-of-life, enhanced worker productivity, and cost savings to an organization.

IHW 780. Health and Wellness Coaching Skills, Techniques, & Tools. 3 credits.

The art and science of health and wellness coaching is enhanced with practice. In this course, students will utilize knowledge, skills, techniques, and tools acquired throughout the curriculum. Students will collaborate with clients seeking to improve their general well-being and with clients who are physician-diagnosed with chronic disease states. P. IHW 760.

IHW 781. Health and Wellness Coaching: Theory to Practice. 3 credits.

This hybrid course combines online learning with a five-day on campus residency that builds on the knowledge, skills, and values gained throughout the HWC curriculum. Students apply theory to practice during the residency component of the course through case studies, face-to-face coaching sessions, and interactive group projects. P. IHW 760.

IHW 795. Directed Independent Study. 1-6 credits.

Students participate in independent scholarly projects under the supervision of a faculty member. P. Department consent.

IHW 798. Practicum in Health and Wellness Coaching. 3 credits.

Students who opt for the practicum track will work with a health/well-being-related organization to gain experience in the field of health and wellness coaching. During the practicum, students will design and develop an independent project that is mutually beneficial to the student and the organization. Students will be supervised by someone within the organization and by a faculty instructor. Course is repeatable up to 6 credits. P. Department Consent.

IHW 799. Capstone in Integrative Health and Wellness. 3 credits.

This course is designed to challenge students to reflect upon the Health and Wellness Coaching curriculum with the goal of defining their vocation, creating their personal health coaching philosophy, and identifying evidence based strategies they plan to use in their future health coaching practice while considering the broad and distinct landscape of health and well-being. P. Department Consent.

IHW 999. Awarded/Transfer Credit. 1-3 credits.**MBS 732. Bioscience Internship. 3 credits.**

The internship will allow students to develop skills outside their current area of expertise through working on a time-limited project within a science and business context. Each internship will be supervised by both a science and business PSM program faculty member.

MED 005. Coronavirus, COVID-19, and the Pandemic. 0 credits.

The purpose of this course is to provide faculty and students of Creighton University School of Medicine and other Schools and Colleges of Creighton University the opportunity to learn about the novel coronavirus (SARS-CoV-2) and the disease caused by the virus (COVID-19), including diagnostic tests and medical treatments of the disease. Elements of the global pandemic caused by coronavirus will be explored, including prevention strategies, public health issues, and the impact on society.

MED 301. Internal Medicine Clerkship. 4,8 credits.

The Internal Medicine Clerkship is a required eight-week clinical rotation in the third year of medical school. It is composed of two four-week sessions. You will care for some very complex patients with multiple chronic and acute medical problems. You will also have the opportunity to see some esoteric and complicated tertiary care patients. The Department of Medicine views this Clerkship as integral to your development as a physician. We believe that what you will learn over the next eight weeks will be of use to you no matter what field of Medicine you ultimately choose. The scope of Internal Medicine can be daunting. We have designed the Clerkship to promote self-directed, reflective learning habits that should serve you well throughout your career. You are expected to take the initiative in all aspects of your learning. This includes actively seeking feedback, participating in discussions, sharing your knowledge with others, and of course, spending time with your patients.

MED 333. Outpatient Internal Medicine. 2 credits.

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

MED 334. Outpatient Internal Medicine. 2 credits.

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

MED 401. General Medicine Sub-Internship. 4 credits.

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

MED 402. Adult Critical Care Medicine (St. Mary's Medical Center, San Francisco CA). 4 credits.

This course prepares the trainee to take on the role of the beginning intern in a critical care setting. The student will perform initial and daily patient evaluations, prepare patient care plans, document in an electronic medical record system, participate in emergent events such as Codes and Rapid-Response events, present on rounds, communicate with physicians, staff, and patients, and participate in didactic sessions.

MED 404. Internal Medicine Sub-Internship - Valleywise (PRC). 4 credits.

Development of clinical skills via supervised, advanced experience in examination and care of hospitalized patients. Improvement in problem identification and problem-solving skills.

MED 407. Internal Medicine Sub-Internship (St. Mary's Medical Center, San Francisco, CA). 4 credits.

This course prepares the trainee to fulfill the roles taken on by the beginning intern, which include performing initial and daily patient evaluations, preparing patient care plans, documenting in an electronic medical record system, presenting on rounds, communicating with physicians, staff, and patients, and participating in didactic sessions.

MED 409. General and Transplant Nephrology (PRC). 4 credits.

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

MED 410. Pulmonary/Critical care. 4 credits.

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

MED 412. Pulmonary Diseases Sub-Internship (OMA). 4 credits.

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

MED 415. Respiratory Pharm/Immu. 4 credits.

The sub-internship rotation in hospital medicine is designed to develop students' clinical skills in history, exam, and medical decision-making in the area of hospital medicine under the supervision of residents and faculty.

MED 416. Clinical Allergy/Immunology. 4 credits.

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

MED 417. Endocrinology, Diabetes, and Metabolism. 2 credits.

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

MED 418. Endocrinology & Metabolism. 4 credits.

To strengthen student skills in the care and evaluation of patients with endocrine and metabolic diseases, including evaluation, differential diagnosis, and the appropriate use of diagnostic testing in Diabetes, Thyroid, Osteoporosis and Reproductive disorders. Includes experience in thyroid ultrasound testing and thyroid nodule biopsies.

MED 420. Infectious Diseases Sub-Internship (PRC). 4 credits.

This elective provides the opportunity to learn the consultation process for diagnosis and treatment of infectious diseases and to build on the foundation laid by previous courses including Medical Microbiology, Physical Diagnosis, and the Internal Medicine clerkship. The students participating in this elective are provided responsibility for evaluating patients seen in clinic or consultation with critique of their findings and supervision of their day-to-day clinical decisions, own review and presentation. Each student also has the opportunity to spend time in the Microbiology Laboratory to receive more in-depth exposure to common tests used in Infectious Diseases.

MED 421. Renal Medicine Sub-Internship - Valleywise (PRC). 4 credits.

This course will help students to develop clinical skills and advance their advance experience in examination and care of hospitalized patients with renal disease. By the end of this course, students will have improved skills in problem identification and problem-solving skills for the treatment of acute and chronic kidney diseases, acid base and electrolyte disturbances.

MED 422. Renal Medicine Sub-Internship (OMA). 4 credits.

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

MED 426. Interventional Pulmonary Medicine (PRC). 4 credits.

Interventional pulmonary medicine focuses on minimally invasive procedures for management of diseases of the airway, lung, and pleural surface. The course introduces the learner to point-of-care ultrasound, lung cancer screening, and the indications and contraindications of commonly performed pleural, advanced diagnostics, and interventional pulmonary procedures for management of lung cancer, pleural effusion, severe emphysema, tracheal stenosis etc.

MED 427. Genitourinary Oncology. 1-5 credits.

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

MED 428. Geriatrics. 2,4 credits.

An intro to Geriatrics including office practice, nursing home work, and hospice.

MED 429. Ignatian Spirituality in Palliative Medicine. 2 credits.

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

MED 430. Hospice and Palliative Care. 2 credits.

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

MED 431. Dermatology. 4 credits.

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

MED 433. Dermatology. 1-5 credits.

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

MED 435. Medical Hematology/Oncology/Palliative Care. 2-4 credits.

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

MED 435A. Medical Hematology/Oncology/Palliative Care. 2 credits.

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

MED 436. Research in Med Hem/Onc/Palliative Care and Primer in Bio-Stats. 4 credits.

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

MED 438. Hematology & Oncology Sub-Internship - Valleywise (PRC). 4 credits.

To strengthen students' skills in the management of patients with malignant disease and in the clinical evaluation of hematologic disorders.

MED 439. Emergency Medicine. 4 credits.

In this rotation, the students will participate as a member of a team in the care of patients presenting to the Emergency Department. Students are assigned patients, and follow and manage the patients during their Emergency Department visit under the direct supervision of the attending physician. The patient population provides a wide range of experience in care of traumatic injuries, multiple medical illnesses, care of the patient with obstetric and gynecologic complaints, and management of the pediatric patient. Patients seen in the Emergency Department are of all ages. This is a very busy service, managing patients with a wide range of diagnoses. Students are assigned specific work schedules that involve both day and night exposure. There is no on call time during this rotation.

MED 442. Inpatient Cardiology. 4 credits.

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

MED 444. Cardiology Sub-Internship - Valleywise (PRC). 4 credits.

To provide a broad overview of contemporary issues in the management of patients presenting with a wide variety of problems involving the cardiovascular system.

MED 448. Inpatient Cardiology Sub-Internship (PRC). 4 credits.

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

MED 449. Renal Medicine-Critical Care. 1-4 credits.

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

MED 450. Rheumatology, Phoenix Regional Campus. 1-4 credits.

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

MED 451. Emergency Medicine Ultrasound - Valleywise (PRC). 4 credits.

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

MED 452. Emergency Medicine - Dominican Republic. 4 credits.

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

MED 453. Introduction to Global Health. 2-4 credits.

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

MED 454. Gastroenterology Sub-Internship - Valleywise (PRC). 4 credits.

To provide students with a broad exposure to gastrointestinal and hepatic disorders in both the acute and outpatient setting.

MED 455. Community-Based Gastroenterology. 2-4 credits.

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

MED 456. Gastrointestinal Medicine. 1-4 credits.

In this elective, the student would be exposed to educational opportunities on the in-patient GI service and will work closely with medicine house staff officers as well as attending physicians. By the end of the rotation the student will be able to diagnose and treat patients with gastrointestinal conditions commonly found in the inpatient Internal Medicine setting.

MED 458. Pulmonary/Lung Transplant. 4 credits.

The Lung Transplant Critical Care Selective for Senior Medical Students include the expansion of knowledge gained as sophomore and junior students in the fundamentals of physical diagnosis and disease recognition, evaluation and management. The advanced lung disease and lung transplant team is a consulting service that sees patients both in the inpatient wards and outpatients in the evaluation unit. The students are closely supervised in these activities by pulmonary critical care medicine fellows and attending physicians. The students are provided initial responsibility for evaluating primary patients and patients seen in consultation with careful critique of their findings and close supervision of their day-to-day clinical decisions.

MED 459. Minding the Gap (PRC). 4 credits.

Fourth-year medical students interested in primary care, pediatrics, and psychiatry will experience a course focused on understanding autism and related disorders from a medical and psychosocial perspective as well as from the community, where people live and learn. Our vision is to build a healthcare equity model where no one goes untreated or is medically misunderstood because of autism and other related disorders.

MED 464. Endocrinology & Metabolism - Valleywise (PRC). 4 credits.

To strengthen student skills in the care and evaluation of patients with endocrine and metabolic diseases, including evaluation, differential diagnosis, and the appropriate use of diagnostic testing in both the acute and outpatient setting. Includes experience in thyroid, reproductive endocrinology, bone disease, and diabetes.

MED 465. Endocrinology, Diabetes and Metabolism. 2-5 credits.

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

MED 467. Rheumatology - Valleywise (PRC). 4 credits.

Students will learn how to diagnose and treat rheumatologic diseases including inflammatory autoimmune diseases (RA, SLE, scleroderma, myositis, vasculitis), degenerative conditions (OA, osteonecrosis), crystal disease/arthritis (gout, hyperuricemia, pseudogout, calcium pyrophosphate), soft tissue rheumatism, seronegative, spondyloarthropathies, (AS Reiters, psoriatic arthritis), and metabolic bone disease (osteoporosis, osteomalacia, Paget's).

MED 468. Infectious Diseases Sub-Internship. 2-4 credits.

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

MED 469. Rheumatology. 2-4 credits.

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

MED 470. ILAC Outpatient Medicine-Dominican Republic. 4 credits.

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

MED 471. Emergency Medicine Sub-Internship. 4 credits.

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

MED 472. Critical Care Sub-Internship (OMA). 4 credits.

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

MED 473. ILAC Outpatient Medicine for Student Coordinators-Dominican Republic (OMA). 6 credits.

This rotation is meant for the student coordinator who will participate as a leader for the students in MED 470. The student coordinator performs an expanded role with higher responsibility and more time spent in-country. The student coordinator is responsible for logistics management, coordination with the central office, and coordinating the interprofessional teams which include students, as well as nursing, dental, pharmacy, and medical professionals.

MED 474. Critical Care Medicine Sub-Internship - Valleywise (PRC). 4 credits.

To provide the student with hands-on practical experience in the intensive care unit. The emphasis will be on learning an organized diagnostic and therapeutic approach to the critically ill patient with multiple organ system disease.

MED 475. Introduction to Medical Practice. 1-8 credits.

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

MED 477. Emergency Medicine Sub-Internship - Valleywise (PRC). 4 credits.

This elective teaches the principles of emergency care. Students evaluate patients and help formulate testing and treatment strategies. Active participation skills are emphasized. Students will also complete assigned readings from emergency medicine references, attend weekly conferences, and have a final exam. Students will be exposed to undifferentiated patients to establish a solid foundation of skills and knowledge.

MED 480. Pulmonology - Valleywise (PRC). 4 credits.

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

MED 481. Pulmonary/Intensive Care Unit. 4 credits.

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

MED 482. Emergency Medicine Sub-Internship. 4 credits.

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

MED 484. Intensive Care Unit. 4 credits.

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

MED 486. Medical Education Elective. 2-4 credits.

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

MED 487. Internal Med Sub-internship. 4 credits.

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

MED 488. Internal Medicine Clinical Research. 4 credits.

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

MED 489. Patient Safety and Quality Improvement. 4 credits.

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

MED 490. Critical Care Medicine. 2-5 credits.

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

MED 491. Internal Medicine Capstone. 4 credits.

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

MED 492. Internal Medicine Capstone. 4 credits.

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

MED 496. Directed Independent Study. 4 credits.

Each student, supervised by faculty members, will pursue in-depth reading and discussions on current research topics of interest to faculty and students.

MED 498. Medicine Extramural. 1-8 credits.**MED 795. Evidence Based Medicine - Independent Study. 2-4 credits.**

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

MHE 600. Scholarly Reading and Writing. 3 credits.

The course will build on and improve existing writing skills. Students and faculty are all members or a larger writing community in which everyone contributes to an on-going dialogue. The course assumes one's writing can always improve. The specific aims of the course are: 1) to produce clear and precise writing and 2) to accurately credit and incorporate the others' scholarly work. The course includes recognizing, attributing and summarizing existing scholarship. The course also stresses responses to existing work, distinguishing response types, anticipating arguments or objections, and tying it all together. Concrete templates and rhetorical moves are employed to enhance reasoning and organizational abilities. Students incorporate detailed instructor feedback in multiple writing assignments. The course assumes understanding of the rules of English grammar, spelling, syntax, and punctuation.

MHE 601. Health Policy. 3 credits.

MHE 601 explores health policy and its development, emphasizing social justice and human rights. Students consider institutional, local, regional, national, and international approaches to public health, health systems, and priorities for research and development. American health systems - operations, processes, successes, and failures - are extensively analyzed. Students consider processes for and challenges in making health policy at institutional, state, and federal levels. Past and current attempts at health systems reform are reviewed, stressing 2010 U.S. healthcare reform.

MHE 602. Research Ethics. 3 credits.

This course will enhance students' understanding of core ethical issues in biomedical research and improve their ability to analyze, explain, and justify relevant cases, arguments, positions, and policies. The focus is biomedical research involving human participants. A stress is investigation involving populations and communities with vulnerability. Study of historically pivotal cases leads to review of ethical, policy, and programmatic responses. Students also study ethical factors in community-based research, informed consent, multinational research, genomics, and neuroscience. Discussions develop collective inquiry related to core topics. Individual papers also develop students' knowledge and aim to enhance their analytical and compositional skills.

MHE 603. Law and Health Care Ethics. 3 credits.

This course explores the crucial connection between health law and health care ethics. The course focuses on major ethical themes that have emerged in the law and highlights specific interconnections of doctrines that have come out of landmark cases. The course will also examine the significant and fundamental differences between health care ethics and health law.

MHE 604. Social and Cultural Contexts of Health Care. 3 credits.

This class introduces the student to the various contexts of personal and social experience that construct and interpret bioethics. Participants consider identity and autonomy as embedded in social matrices ranging from the body itself to global configurations. Various power dynamics of class, legitimacy, and ideology are considered. Participants analyze the culture of the biomedical project and the challenge of finding one's voice within it.

MHE 605. Philosophical Bioethics. 3 credits.

This course reviews the nature of ethical reasoning, including various epistemological challenges to moral judgment. Second, major theories of ethics will be introduced, including virtue ethics, deontology, utilitarianism, casuistry and principlism. Third, signature texts by protagonists of these historical theories will be compared and contrasted with contemporary critics, with specific reference to issues of vulnerability. P. MHE 600; MHE 610.

MHE 606. Theories of Justice. 3 credits.

This course will introduce students to theoretical and practical complexities, ambiguities, and persistent questions at the intersections of clinical ethics, social policy, and health justice. P. MHE 600, MHE 610.

MHE 607. Practical Ethics in Health Care Settings. 3 credits.

The practical application of ethics to clinical situations is much more than following standards of practice. This course will provide the opportunity to apply foundational concepts of ethics to a variety of health care settings. Additionally, the use of deliberative methods to think through and discuss the unique features presented by different health care settings and professional conduct will be an integral component of the course. The typical charges of institutional ethics committees will be examined: consultation, education, and policy review/development. P. MHE 600, MHE 610.

MHE 609. Capstone. 3 credits.

In this final required course of the degree program, students are expected to integrate insights gained and competencies acquired. Applying scholarly methods of bioethical inquiry and composition, students will develop a scholarly product on a theme related to their Practicum course experience. P. MHE 605; MHE 606; or permission of program director.

MHE 610. Introduction to Bioethics. 3 credits.

Bioethics is a complex field with few easy answers. This course uses an interdisciplinary lens to introduce students to the ethical dilemmas inherent in health care and health policy with specific emphasis on populations with vulnerability, disadvantage, or marginalization. Students develop a broad understanding of the philosophical, historical, cultural, economic, technological, and political dimensions of ethical issues the discipline of bioethics encompasses.

MHE 614. Ethical Aspects of End-of-Life Care. 3 credits.

This course examines different end-of-life care practices including forgoing treatment, PAS/euthanasia, palliative care, sedation and decision-making for incompetent patients. Students reflect on their own views on disabilities, aging and dying; examine the merits of policies/legislation; and consider how society at large can come to appreciate those dying in our midst.

MHE 615. Patient-Centered Consultation. 3 credits.

This course is an interactive introduction to the key, basic-level skills in healthcare ethics consultation involving adult patients. The course will focus on the three categories of skills for healthcare ethics consultants - ethical assessment and analysis, process skills and interpersonal skills - that are the foundation of the Core Competencies for Healthcare Ethics Consultants, 2nd ed., a report of the American Society of Bioethics and Humanities (ASBH, 2011).

MHE 621. Narrative Bioethics. 3 credits.

This course canvasses several different meanings of the term 'narrative' in the context of bioethics and health policy and seeks to advance students' knowledge of the processes and frameworks of ethical reasoning that transpire in different genres of storytelling.

MHE 622. Public Health Ethics. 3 credits.

This course introduces students to ethical issues in population health and the discipline of public health. This course draws upon some of the major discourses and analyses in human rights, social justice and other ethical theory, and health policy to consider health and healthcare as aggregate public and social goods. The ethical dimensions of geopolitical, economic, cultural, environmental, educational, and social influences on health will be explored in global, national, and community contexts. The course will consider ethical questions about the discipline of public health and the roles of governments, academic medical centers, healthcare organizations, health professions, professionals, and members of the public as stewards of health.

MHE 623. Catholic Bioethics. 3 credits.

Intensive introduction to the Catholic tradition in bioethics-including theological and philosophical foundations, key teachings of the church's Magisterium, and points of current controversy. Special focus on Catholic understandings of human dignity and justice, in general and as applied to selected health care issues.

MHE 695. Independent Study in Health Care Ethics. 3 credits.

This course offers students the opportunity to explore a topic in health care ethics in depth. Specifically, students will collaborate with the instructor to design a plan to achieve agreed upon learning goals, strategies to achieve goals, and evidence of learning.

MIC 141. Microbiology. 4 credits. FA

Introductory course, consisting of lectures, study groups, and computerized self-instruction, designed to provide nursing students with a basic knowledge of medical microbiology and immunology. P. None.

MIC 463. Topics in Immunology/Application to Clinical Medicine. 4 credits.

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

MIC 541. Medical Microbiology and Immunology. 3 credits. FA

Introductory course focusing on foundations of general bacteriology and virology, antibacterial therapy and mechanisms of antibacterial resistance, infectious diseases caused by bacteria, viruses, fungi, and parasites, and the host defenses against these microorganisms. R, L. P. Second year Pharm.D. student or degree seeking graduate student. Upper level undergraduate or other students require approval from course director.

MIC 543. Essentials of Immunology. 3 credits. SP

Lecture course covering the major areas of contemporary immunology including host resistance to infection, the chemistry of antigens and physiology of the immune system, immunogenetics and transplantation immunology, immunological techniques, tumor immunology, and immunopathology. P. MIC 541, or IC.

MIC 721. Foundations of Microbiology. 4 credits.

Lecture course that emphasizes (1) the foundations of general bacteriology and virology, (2) microorganisms of medical importance and the diseases, (3) antimicrobial, and (4) scientific logic for critical analysis of original research articles in the field. A required course for graduate students in the program.

MIC 733. Advanced Microbial Pathogenesis. 3 credits. AY, SP

Lectures, seminars, literature review, and group discussion concerning mechanisms by which microorganisms cause disease. P. MIC 617 or IC.

MIC 735. Diagnostic Microbiology. 4 credits. AY, SP

Laboratory and conferences which deal with selection of clinical specimens for diagnosis, isolation of pathogenic microorganisms and preparation of media for their growth. 4 R. L arr. P. IC.

MIC 739. Bacterial Physiology. 3 credits. AY, SP

Study of molecular, cellular, and genetic processes in bacteria. Includes molecular structure and function, cell division, synthesis of macromolecules, and metabolism.

MIC 740. Host Defense. 3 credits. SP

The student will be 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. Lecture presentations, assigned reading and computer-aided instruction. P. MIC 541, MIC 617 or IC.

MIC 745. Cellular And Molecular Immunology. 3 credits. SP

This course will focus on the basic and clinical aspects of cellular and molecular immunology. 2 R&L arr. P. MIC 740 or IC.

MIC 746. Advanced Immunology. 3 credits. AY, FA

Lectures and conferences providing a coordinated and detailed account of current immunology at an advanced level. Students will be expected to familiarize themselves with the original literature, and emphasis will be given to the more rapidly progressing areas. 3 R&L arr. P. MIC 543 or IC.

MIC 749. Molecular Virology. 3 credits. AY, FA

Study of the physical, chemical, and biological properties of viruses. Selected topics will include such areas of investigation as cultivation and identification, replication, host-virus interactions, interference, and viral oncogenesis. P. MIC 617 or IC.

MIC 753. Advanced Antimicrobial Agents And Chemotherapy. 3 credits. AY, FA

Chemistry, pharmacology, and biology of antibiotic substances and their use in therapy of infectious diseases. P. MIC 617 or IC.

MIC 790. Current Topics in Medical Microbiology and Immunology. 2 credits. FA

Lectures and literature discussion covering recent advances in the fields of microbiology, immunology, and virology, with roughly a third of the course devoted to each field of study. P. MIC 541, MIC 617.

MIC 791. Department Seminar And Teaching. 1 credit.

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

MIC 793. Directed Independent Readings: Selected Topics In Medical Microbiology And Immunology. 1-4 credits. FA, SP, SU

Conferences and reading assignments providing an opportunity for in-depth study of recent developments and associated problems in carefully selected and highly specialized areas of medical microbiology such as parasitology, mycology, clinical microbiology, pathogenesis, immunology, and epidemiology and public health.

MIC 795. Directed Independent Study. 4 credits.**MIC 797. Directed Independent Research for Master's Degree Students. 1-8 credits. FA, SP, SU**

Investigative work on selected subject. (Non-thesis research optional). L&R arr.

MIC 799. Master's Thesis. 1-6 credits. FA, SP, SU

Research, under departmental supervision, in connection with the preparation of the Master's thesis. Student must register for this course in any term when engaged in formal preparation of the Master's thesis; however, six credit hours are the maximum applicable toward the degree.

MIC 893. Directed Independent Readings: Selected Advanced Topics In Medical Microbiology And Immunology. 1-4 credits. FA, SP, SU

Conferences and reading assignments providing an opportunity for in-depth study of recent developments and associate problems in carefully selected and highly specialized areas of medical microbiology such as parasitology, mycology, clinical microbiology, pathogenesis, immunology, and epidemiology and public health.

MIC 897. Directed Independent Research for Doctoral Students. 1-8 credits. FA, SP, SU

Investigative work on a selected subject.

MIC 899. Doctoral Dissertation. 1-6 credits. FA, SP, SU

Research, under departmental supervision, in connection with the preparation of the doctoral dissertation. Student must register for this course in any term when engaged in formal preparation of the doctoral dissertation; however, 20 credit hours are the maximum applicable toward the degree.

MMS 600. Foundations of Medicine. 4 credits.

This five-week immersive course is taken with the first-year medical students and introduces the basics of medical cell and molecular biology. The course will use lecture, case discussion, and problem-based learning discussion to expose students to common pathologies and various specialty topics in preparation for the systems block.

MMS 601. Human Physiology. 2 credits.

This course examines basic concepts of cellular physiology and organ system physiology of the nervous, endocrine, muscle, cardiovascular, respiratory, gastrointestinal, and renal systems, as well as multisystem integration. P. Graduate standing or Instructor Consent.

MMS 602. Human Gross Anatomy. 5 credits.

Graduate students in the MS in Medical Sciences program have the opportunity to learn the detailed structure of the human body. Through integration of cadaveric dissection, a holographic atlas, and team-based learning, students will develop a thorough understanding of the 3D relationships necessary for a medical professional. Prereq: Instructor Consent.

MMS 603. Microscopic Anatomy. 3 credits.

This course is for graduate students in the MS in Medical Sciences program interested in the structure and function of human cells, tissues and organs at the microscopic level. The goal of the course is for students to develop an understanding of the architecture of human cells, tissues, and organs and to relate microscopic structure to the function, or disfunction, of the human organism. P. Instructor Consent.

MMS 604. Clinical Embryology. 2 credits.

This is a course in human embryology designed to provide students with insight into the important correlation between human embryology and clinical problems associated with pregnancy and birth defects. The course will cover development of all of the systems of the body. The fetus, placentation, birth and delivery will also be covered. Major congenital malformations will be discussed in detail. P. Instructor Consent.

MMS 620. Medical Ethics and Humanities. 2 credits.

Through multiple small-group discussions, this course aims to prepare health professionals to provide respectful, humane patient care and to address current ethical problems in health care.

MMS 630. Human Head and Neck Anatomy. 2 credits.

This course is for Master's in Medical Sciences students and is held concurrent with a course on human neuroanatomy. Using a dissection- and clinical-based approach, students will study the structure and anatomical systems of the head and neck.

MMS 635. Directed Independent Research. 4 credits.

This course presents students with an opportunity to conduct original investigation under supervision and guidance of individual faculty mentor. P. Approval of the Course Director. CO: BMS 706; IDC 627.

MMS 640. Clinical Rotations. 2 credits.

This course provides opportunities to experience day to day applications of gross anatomy in the clinical specialties of surgery, radiology, and pathology. Weekly discussions of the various cases will be held during which the pertinent anatomical correlations will be analyzed as will methods of best conveying to health sciences students the clinical information gained. Students will be expected to write a synopsis of each case and conduct the necessary literature research for a current relevant bibliography. P. IC.

MMS 645. Educational Techniques in Anatomy. 4 credits.

Master's in Medical Sciences students will have the opportunity to design and implement educational techniques appropriate for lecture, small group, and laboratory applications. Each student will prepare and deliver formal lectures and assist in teaching anatomy in the lab.

MMS 651. Capstone Project. 3 credits.

This course will present students with an opportunity to acquire foundational skills necessary for research in a medically-related discipline. After introduction to the scientific method and related topics, students will identify a mentor in the student's area of interest, develop a research proposal, and defend the research question and approach. Each student will then work with a Capstone Mentor to generate and present a poster summarizing their capstone project.

MOS 581. Mission Outreach Selective I. 0.5 credits.

This course provides a framework of inquiry to ongoing, immersive mission outreach service experiences. By completing mission service work, students engage with communities and learn firsthand the strengths and the challenges within the community in which they are working. P. Admission to Medical School.

MOS 582. Mission Outreach Selective II. 0.5 credits.

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

MOS 583. Mini Medical School M1 Selective. 0.5 credits.

This M1 selective provides a local mission service-oriented experience for first-year medical students. Students will choose a project and participate in an immersive experience that includes a minimum of two Mini Medical School events, with a minimum of 30 approved contact hours. Participation will be outside of the traditional academic semester schedule. P. Admission to Medical School.

MOS 584. Mine Medical School M2 Selective. 0.5 credits.

This M2 selective provides a local mission service-oriented experience for second-year medical students. Students will choose a project and participate in an immersive experience that includes a minimum of two Mini Medical School events, with a minimum of 30 approved contact hours. Participation will be outside of the traditional academic semester schedule. P. Admission to Medical School.

MPH 561. Exploring Holistic Health - Implications for Care and Policy. 3 credits.

This course explores different understandings of health and how these influence perceptions and practices of care as well as policies pertaining to public health care. Students will compare and contrast their own understandings with those of diverse groups and professionals encountered during a two-week program abroad.

MPH 601. Organization and Management of Public Health Services. 3 credits.

This course examines the organization, delivery, and financing of health care services from a managerial and policy perspective. Specific focus will be given to the role, responsibilities, and functions of public health services; the integral relationship of public health within the larger health system; and management principles and practices applicable to public health organizations.

MPH 602. Community Health Assessment. 3 credits.

This course examines the concepts, methods and practices for assessing the health of a community. Topics include measuring community health status, developing community health profiles, identifying the determinants of health, and the utilization of community health assessment in developing public health interventions.

MPH 604. Social and Behavioral Aspects of Public Health. 3 credits.

This course is an exploration of concepts and methods of social and behavioral sciences relevant to the identification and solution of public health problems. This course will focus on the basic set of competencies that is central to the field, including identifying theories, concepts, and models from a range of social and behavioral disciplines that are used in public health research and practice.

MPH 605. Epidemiology. 3 credits.

This course offers a foundation for the study of the distribution, history, and determinants of disease and disability in human populations. In addition to examining the biological basis of health, the course will explore social epidemiology and the interrelationship between the social and biological determinants of health.

MPH 606. Environmental Health. 3 credits.

This course examines the environmental factors that impact population health. This course focuses on the biological, physical and chemical agents affecting human health. Additional topic areas that will be explored include the regulatory framework for environmental health, workplace health, and contemporary issues in environmental justice.

MPH 607. Biostatistics. 3 credits.

This course focuses on descriptive and inferential statistical concepts, methods, and the applications of statistical methods in the analysis and assessment of population health.

MPH 608. Health Communication and Informatics. 3 credits.

This course provides a foundation for understanding the concepts and best practices in health communication and for developing skills in building effective communication campaigns with multiple and culturally diverse audiences. Recognizing the importance of informatics in health communication, this course will also address skills in the use of information technology for the retrieval, management and dissemination of information that promotes population health.

MPH 609. Introduction to Community-Based Participatory Research. 3 credits.

This course provides an introduction to Community-based Participatory Research (CBPR). This course is NOT a methodology course; CBPR is an approach to conducting research that can be used with many research designs and methodologies. It is intended to provide students a grounding in the goals and application of CBPR; the theoretical background that informs CBPR; an introduction to theories of race, ethnicity, power, difference, gender and sexuality; the formation and maintenance of community partnerships; the use of CBPR to promote health equity and social justice; and the introduction of CBPR techniques to institutional review boards and funders.

MPH 611. Practice Experience. 3 credits.

Opportunity to apply the knowledge and skills acquired through core courses and elective/area of concentration under the supervision of a qualified preceptor who is a public health professional. P. Completion of pre-applied practice experience checklist (P-APEX).

MPH 612. Capstone. 3 credits.

In this final required course of the degree program, students are expected to integrate insights gained and competencies acquired throughout the program. Applying methods of scholarly inquiry and composition, students will synthesize insights and findings from their practice experience in a publishable-quality article or commentary and will present the findings to fellow students and faculty. P. MPH 611.

MPH 615. Ethical Issues in Public Health: A Global Perspective. 3 credits.

This course provides students with a foundational understanding of the ethical issues related to public health as a discipline and to its practice. The course will emphasize the global dimension of these issues along with their national and local repercussions. While students will explore the theoretical issues with the discipline itself (about the ethical framework best fits population health enterprise), there will also be a more in-depth study of concrete cases that will highlight the multiple and global dimensions of health and healthcare. Global public health ethical issues will be explored within the context of the social and systemic factors that affect population health across the globe. Concrete cases that will be explored may include (but will not be restricted to): obesity, pandemics and vaccination, disasters and humanitarian aid, conflict of interest in screening and medical guidelines, medical research agenda and global justice.

MPH 617. Emerging Global Health Issues. 3 credits.

This course presents an overview of global health issues through examination of major determinants of health and key areas of disease burden. Student will be introduced to the complex tapestry of social, economic, political, and environmental factors that affect the health of populations globally.

MPH 632. Human Resources for Healthcare Managers. 3 credits.

This course approaches human resources in healthcare organizations from a strategic perspective. It is designed to equip human resource managers and those acting in that capacity with an understanding of how human resource practices need to align with the strategic plan and mission of the organization. We will cover key human resources aspects: 1) job analysis, 2) recruitment and selection, 3) managing a diverse workforce, 4) performance management, 5) rewards and compensation, 6) organizational development and learning, and 7) quality improvement in human resources. In addition, we will discuss the legal contexts around human resource management and the broader labor market.

MPH 633. Health Economics and Finance. 3 credits.

The course examines fundamental theories in health economics and health care finance and the application of these theories in public health administration. The course emphasizes an understanding of economic issues within the larger social and political context in which public health operates. Economic and finance theories and practices pertinent to the public health sector as well as concepts and practices in financial management that support the successful leadership and administration of public health organizations will be explored in this course.

MPH 634. Health Planning and Marketing. 3 credits.

This course focuses on the understanding and application of health planning and health care marketing models and practices. The course encompasses a range of health planning and marketing models, methods and applications including health systems planning, strategic planning and marketing, program planning and social marketing for public health services. Recognizing the integral role of program evaluation in the planning process, this course will also review best practices for the integration of program evaluation as a component of the overall plan.

MPH 635. Public Health Leadership. 3 credits.

The purpose of this course is to explore leadership theories, identify leadership challenges, and analyze best practices in public health leadership. Emphasis is given to reflection and self-development of decision-making and leadership styles in assuming leadership roles within public health organizations.

MPH 636. Public Health Intervention. 3 credits.

In this course, students will explore critical foundation concepts of public health promotion and intervention, including the use of behavior-oriented theories and environment-oriented theories. Students will discuss how to apply these theories in a systematic step-by-step process for intervention development called intervention mapping.

MPH 637. Environmental Health Risk Communication. 3 credits.

This course covers key concepts of risk communication theory as well as their practical application to the collection and sharing of information in support of individual and community decision-making about public health issues. Emphasis in the course is on professional best practices, especially how to communicate with the general public, special populations, and the news media. Use of social media, especially for disaster communication and response, will also be explored. Challenges in communicating with underserved and non-English speaking populations will be discussed.

MPH 639. Communicable Disease and Prevention. 3 credits.

This course takes a comprehensive look at the history, theory and practical aspects of public health and communicable diseases. An overview will be given of critical topics related to the identification, control, and prevention of newly emerging, as well as long recognized infectious diseases with public health importance. The clinical presentation, modes of transmission, geographic distribution and prevention of these infections will be considered from an epidemiologic perspective. This course provides foundational knowledge that help prepare public health and healthcare professionals to work in the prevention and control of infectious diseases. Selected communicable disease control programs and policies will be assessed for their strengths and weaknesses.

MPH 640. Planetary Health and Sustainability. 3 credits.

This course will provide students with a big picture perspective of planetary health, research, policy, and practice issues related to it, and the implications and opportunities related to planetary health for public and population health globally. A key theme throughout will be consideration of health and social equity issues and the differential impacts of climate and other environmental changes on populations in light of these issues.

MPH 641. Environmental Health Policy. 3 credits.

This course provides an overview of the development, structure, function, and implementation of environmental health policy at local, national, and global scales.

MPH 643. Public Health Grant Writing. 3 credits.

Grant funding is critical to develop public health knowledge and infrastructure. Organizations such as community-based agencies may write grants to obtain funding to improve the health of their community, and other organizations, such as universities, may write grants to conduct research. In this course, students will learn major grant writing aspects: developing an idea for a project, writing a succinct and impactful one page summary of an idea, considering potential funding sources, and writing a grant application. This course presents a step-by-step approach to writing grants. Throughout this course, students will develop an idea into a written grant proposal. The course culminates in this draft proposal, not an actual grant submission. However, submission may be possible with further development.

MPH 645. Global Health Epidemiology. 3 credits.

This course focuses on the studies of the classic functions of field epidemiology and the application of epidemiological methods to unexpected global health issues. Students will examine global health interventions to understand features of successful programs. P. MPH 605.

MPH 707. Introduction to Mixed Methods. 3 credits.

This course provides an overview and introduction to mixed methods research, which involves collecting, analyzing, and integrating both quantitative and qualitative research in a study. After a brief review of the similarities and distinctions between quantitative and qualitative research, this introduction consists of defining mixed methods research and its foundations. We will then examine the types of mixed methods designs available and discuss the process of research as it relates to each of these designs. Throughout the course, we will cover the components of rigorous mixed methods.

MPH 795. Selected Topics MPH Pre-Practicum. 1-3 credits.

Students will complete the necessary pre-practicum requirements for their practicum placement in MPH 611. To achieve a successful practicum placement, MPH 795 Selected Topic Pre-Practicum requires the student to work in collaboration with their practicum course director and practicum course instructor.

NEU 301. Neurology Clerkship. 4 credits.

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

NEU 401. General Neurology Sub-Internship (PRC). 2-4 credits.

During this clerkship the students will be taught the elements of a good neurological history and physical examination. The students will learn to interpret findings and to develop a differential diagnosis based on those findings. The students will learn the appropriate use of diagnostic testing to verify or clarify a diagnosis and learn the basics of neurological treatments of common neurological disorders.

NEU 410. Neurology/Neuromuscular. 2 credits.

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

NEU 415. Clinical Neurology - Valleywise (PRC). 4 credits.

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

NEU 462. General Neurology. 2-5 credits.

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

NEU 465. General Neurology Sub-Internship (OMA). 4 credits.

Students will learn the principles and skills for the recognition and management of neurologic diseases at the level of a sub-intern. They will learn the elements of a neurological history and physical examination, to interpret findings and develop a differential diagnosis, the appropriate use of diagnostic testing, and the basics of neurological treatments via patient contact and informal and formal teaching rounds and conferences.

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

Each student, supervised by faculty members, will pursue in-depth reading and discussions on current research topics of interest to faculty and students.

NEU 498. Neurology Extramural. 1-8 credits.**OBG 301. Obstetrics and Gynecology Clerkship. 6 credits.**

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

OBG 333. Obstetrics & Gynecology. 2 credits.

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

OBG 334. Obstetrics & Gynecology. 2 credits.

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

OBG 435. Specialty Clinics in Obstetrics and Gynecology - Valleywise (PRC). 4 credits.

Working in the Women's Care Clinic at Valleywise Health Medical Center/ Comprehensive Care Clinic, students will see a diverse patient population for routine obstetric care, common gynecological issues, and healthcare maintenance. Students will perform pelvic exams and participate in gynecology procedures. Procedures may include gynecology ultrasound, colposcopy, and outpatient gynecology minor surgical procedures.

OBG 441. Labor and Delivery. 4 credits.

This rotation provides an in-depth clinical experience in Obstetrics & Gynecology along with weekly conferences and night call. Students will be an integral part of the health care team. The rotation offers a learning experience where the student may further develop their diagnostic and patient management skills.

OBG 446. Urogynecology Sub-Internship. 4 credits.

For patients presenting for Female Pelvic Medicine and Reconstructive Surgery/Urogynecology specialty services, the student will participate in clinic, surgery, pelvic health physical therapy, and inter-disciplinary meetings. The student will gain experience working with the pelvic floor physical therapists while on service. The student will be expected to carry a patient load and present patients every day to faculty.

OBG 450. Women's Imaging - Valleywise (PRC). 4 credits.

Students will spend time in the clinic and on the ward assisting in the performance and interpretation of obstetric and gynecologic imaging with members of the Ob/Gyn and Radiology Departments. There will be a special emphasis on point-of-care obstetric ultrasound examination and recognition of common gynecologic pathology using ultrasound.

OBG 451. Maternal Fetal Medicine - Valleywise (PRC). 4 credits.

The student will participate in the antenatal testing center, ultrasound and prenatal diagnosis, didactic conferences, and morning rounds with the high risk obstetrics team. The student will observe procedures performed on high risk patients assigned to the maternal fetal management team. All student activities will be supervised by full-time faculty and the residents.

OBG 459. High Risk OB Sub-Internship-Valleywise (PRC). 4 credits.

In this course the students will develop techniques to identify the complications of pregnancy. Students have the opportunity to round with the physicians, participate in labor and delivery as well as clinical consults. In this course the student will work only with the patients with high risk pregnancies.

OBG 461. High Risk OB Sub-Internship (OMA). 4 credits.

The goal of this elective is develop the student's skills to identify and formulate management plans for the complicated pregnancy and follow their labor and delivery. In this course the students will develop techniques to identify the complications of pregnancy. Students have the opportunity to round with the physicians, participate in labor and delivery as well as clinical consults. In this course the student will work only with the patients with high risk pregnancies.

OBG 462. OB/GYN Sub-Internship (Immanuel) (OMA). 4 credits.

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

OBG 464. Prenatal Diagnosis. 4 credits.

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

OBG 465. Ambulatory Gynecology. 1-8 credits.

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

OBG 466. Gynecology Oncology. 4 credits.

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

OBG 467. General Obstetrics - Foreign Service (Dominican Republic). 4 credits.

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

OBG 467A. Delivery of Women's Healthcare-Foreign Service (Dominican Republic) A. 2 credits.

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

OBG 468. OB/GYN Sub-Internship (PRC). 4 credits.

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

OBG 470. Gynecologic Surgery. 4 credits.

The student will do four weeks working in the operating room and the clinic at St. Joseph's Hospital in Phoenix, Arizona. The student will serve as a first or second assistant on the gynecological surgical procedures and see surgical patients in the office. The purpose of this course is to broaden the student's clinical experience in gynecological surgery including exposure to treatments and surgical procedures.

OBG 472. Inpatient Gynecology. 2-4 credits.

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

OBG 473. Delivery of Women Healthcare - Foreign Service (Dominican Republic). 2 credits.

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

OBG 474. OB/GYN Sub-Internship (CUMC Bergan) (OMA). 4 credits.

The student will function as a sub-intern working in the OR and the office with private patients. He/she will participate in morning rounds and surgery everyday with participation in resident or faculty outpatient gynecology clinics and gynecologic ultrasound clinics. The student will be expected to carry a patient load and present patients in rounds everyday.

OBG 477. Gynecologic Oncology Sub-Internship. 4 credits.

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

OBG 479. Clinical Research in Advanced Gynecology. 4 credits.

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

OBG 480. Clinical Obstetrics and Gynecology Research. 4 credits.

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

OBG 481. Maternal Fetal Medicine Research. 4 credits.

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

OBG 483. Detection and Management of High Risk Pregnancy Sub-Internship. 4 credits.

In this course the students will develop techniques to identify the complications of pregnancy. Students have the opportunity to round with the physicians, participate in labor and delivery as well as clinical consults. In this course the student will work only with the patients with high risk pregnancies.

OBG 484. Gynecologic Oncology. 4 credits.

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

OBG 489. Obstetrics & Gynecology Capstone. 4 credits.

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

OBG 490. Obstetrics and Gynecology Capstone. 4 credits.

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

OBG 495. Directed Independent Study. 2,4 credits.**OBG 496. Directed Independent Study. 1-8 credits.**

Each student, supervised by faculty members, will pursue in-depth reading and discussions on current research topics of interest to faculty and students.

OBG 498. Obstetrics and Gynecology Extramural. 1-8 credits.**PAS 601. Foundations for Clinical Medicine. 5 credits.**

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

PAS 603. Clinical Medicine: Orthopedics/Rheumatology. 7 credits.

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

PAS 605. Clinical Medicine: HEENT/Dermatology. 8 credits.

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

PAS 607. Clinical Medicine: Neurology/Psychiatry. 7 credits.

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

PAS 611. Clinical Medicine: Cardiology/Pulmonology. 9 credits.

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

PAS 613. Clinical Medicine: Gastrointestinal/Nutrition. 6 credits.

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

PAS 614. Clinical Practice Skills I. 3 credits.

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

PAS 615. Clinical Medicine: Endocrinology/Nephrology/Urology. 4 credits.

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

PAS 616. PA Profession and the Health System I. 1 credit.

This is part one of a two-semester course that is designed to introduce the student to the physician assistant profession including concepts related to the history and future of the PA profession, professional organizations, challenges, professionalism, and professional lifestyle management. In addition, this course will address issues related to the healthcare delivery system to include but not limited to public health, access to care, health equity, risk management, reimbursement, health reform, and the role of the PA in the health care system.

PAS 617. Clinical Medicine: Women's Health/Hematology/Oncology. 4 credits.

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

PAS 624. Clinical Practice Skills II. 2 credits.

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

PAS 626. PA Profession and Health System II. 1 credit.

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

PAS 628. Research Applications in Medicine. 1 credit.

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

PAS 634. Clinical Practice Skills III. 2 credits.

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

PAS 640. Clinical Anatomy. 5 credits.

This course is designed to provide students with knowledge of the anatomy of the human body and relevant embryological development in a lecture and lab format. Students will participate in dissection of the human body, which will provide foundational information for conducting the physical examination, performing clinical procedures, and understanding the anatomical mechanisms of structural injury and disease. Instruction in this course will be focused on anatomy as it relates to clinical medicine. (Location: Phoenix Health Sciences Campus).

PAS 642. Foundational Sciences I. 3 credits.

This course introduces students to the knowledge, concepts, and principles that are essential to understanding the fundamental mechanisms of immunology, microbiology, pharmacology, physiology, pathology, genetics, and evidence-based medicine. This course provides the necessary framework for the study of clinical medicine. (Location: Phoenix Health Sciences Campus).

PAS 644. Foundational Sciences II. 1 credit.

This is the second course in a four-course series; concepts taught in this course will build upon the introductory knowledge acquired in PAS 642, providing the necessary framework for the study of clinical medicine. Students will study basic science principles as they apply to concepts concurrently delivered in clinical medicine courses. (Location: Phoenix Health Sciences Campus).

PAS 646. Patient Evaluation I. 4 credits.

This is the first semester of a three-semester series of lecture/laboratory-based courses that provide students with instruction and practice in medical history-taking, physical examination skills, and basic procedural and technical skills. Medical documentation, preventive medicine assessments, and interpersonal communication skills necessary for effective clinical practice will also be emphasized. Content in this course will be relevant to the aligned clinical medicine topics. (Location: Phoenix Health Sciences Campus).

PAS 648. Special Topics in Medicine I. 1 credit.

This is the first semester of a three-semester series of courses that is designed to introduce the student to concepts related to the following four topics: 1) medical humanities, 2) medical ethics, 3) the PA profession and professionalism, and 4) the healthcare delivery system. When relevant, content in this course will be aligned with material in the clinical medicine, foundational sciences, and clinical applications courses. (Location: Phoenix Health Sciences Campus).

PAS 650. Clinical Medicine: Musculoskeletal/Rheumatology. 3 credits.

This course provides students with the opportunity to study musculoskeletal and rheumatologic diseases across the life span. Students will study clinical medicine, epidemiology, clinical presentation, evaluation, diagnosis, and the medical management of common conditions affecting these systems. The content presented in this course will be integrated with basic science concepts taught in PAS 644 and content being taught in PAS 646 and PAS 654. (Location: Phoenix Health Sciences Campus).

PAS 652. Clinical Medicine: HEENT/Dermatology. 4 credits.

This course provides students with the opportunity to study head and neck, ear, eye, nose, throat, and dermatologic diseases across the life span. Students will study clinical medicine, epidemiology, clinical presentation, evaluation, diagnosis, and the medical management of common conditions affecting these systems. The content presented in this course will be integrated with basic science concepts taught in PAS 644 and content being taught in PAS 646 and PAS 654. (Location: Phoenix Health Sciences Campus).

PAS 654. Clinical Applications I. 1 credit.

This is the first semester of a three-semester series of lecture/laboratory-based courses that will focus on applying the knowledge and skills acquired in all concurrently enrolled courses. The course will emphasize instruction and practice in procedural and technical skills that will be utilized throughout the clinical year. Additionally, students will be provided opportunities to apply acquired knowledge to patient care with team-based learning, case-based learning, and other active learning experiences. (Location: Phoenix Health Sciences Campus).

PAS 656. Foundational Sciences III. 3 credits.

This is the third course in a four-course series; concepts taught in this course will build upon the knowledge acquired in PAS 642 and PAS 644, providing the necessary framework for the study of clinical medicine. Students will study basic science principles as they apply to concepts concurrently delivered in clinical medicine courses. (Location: Phoenix Health Sciences Campus).

PAS 658. Patient Evaluation II. 3 credits.

This is the second semester of a three-semester series of lecture/laboratory-based courses that provide students with instruction and practice in medical history-taking, physical examination skills, and basic procedural and technical skills. Medical documentation, preventive medicine assessments, and interpersonal communication skills necessary for effective clinical practice will also be emphasized. This course builds upon the knowledge and skills learned in PAS 646. Content in this course will be relevant to aligned clinical medicine topics. (Location: Phoenix Health Sciences Campus).

PAS 660. Special Topics in Medicine II. 1 credit.

This is the second semester of a three-semester series of courses that is designed to introduce the student to concepts related to the following four topics: 1) medical humanities, 2) medical ethics, 3) the PA profession and professionalism, and 4) the healthcare delivery system. When relevant, content in this course will be aligned with material in the clinical medicine, foundational sciences, and clinical applications courses. (Location: Phoenix Health Sciences Campus).

PAS 662. Clinical Medicine: Cardiology/Pulmonology. 7 credits.

This course provides students with the opportunity to study cardiovascular and pulmonary diseases across the life span. Students will study clinical medicine, epidemiology, clinical presentation, evaluation, diagnosis, and the medical management of common conditions affecting these systems. The content presented in this course will be integrated with basic science concepts taught in PAS 656 and content being taught in PAS 658 and PAS 668. (Location: Phoenix Health Sciences Campus).

PAS 664. Clinical Medicine: Gastrointestinal/Nutrition. 3 credits.

This course provides students with the opportunity to study gastrointestinal and nutrition related diseases across the life span. Students will study clinical medicine, epidemiology, clinical presentation, evaluation, diagnosis, and the medical management of common conditions affecting these systems. The content presented in this course will be integrated with basic science concepts taught in PAS 656 and content being taught in PAS 658 and PAS 668. (Location: Phoenix Health Sciences Campus).

PAS 666. Clinical Medicine: Neurology/Psychiatry. 5 credits.

This course provides students with the opportunity to study neurological and psychiatric diseases across the life span. Students will study clinical medicine, epidemiology, clinical presentation, evaluation, diagnosis, and the medical management of common conditions affecting this system. The content presented in this course will be integrated with basic science concepts taught in PAS 656 and content being taught in PAS 658 and PAS 668. (Location: Phoenix Health Sciences Campus).

PAS 668. Clinical Applications II. 2 credits.

This is the second semester of a three-semester series of lecture/laboratory-based courses that will focus on applying the knowledge and skills acquired in all concurrently enrolled courses. The course will emphasize instruction and practice in procedural and technical skills that will be utilized throughout the clinical year. Additionally, students will be provided opportunities to apply acquired knowledge to patient care with team-based learning, case-based learning, and other active learning experiences. (Location: Phoenix Health Sciences Campus).

PAS 670. Foundational Sciences IV. 2 credits.

This is the final course in a four-course series; concepts taught in this course will build upon the knowledge acquired in PAS 642, PAS 644, and PAS 656, providing the necessary framework for the study of clinical medicine. Students will study basic science principles as they apply to concepts concurrently delivered in clinical medicine courses. (Location: Phoenix Health Sciences Campus).

PAS 672. Patient Evaluation III. 2 credits.

This is the final semester of a three-semester series of lecture/laboratory-based courses that provide students with instruction and practice in medical history-taking, physical examination skills, and basic procedural and technical skills. Medical documentation, preventive medicine assessments, and interpersonal communication skills necessary for effective clinical practice will also be emphasized. This course builds upon the knowledge and skills learned in PAS 646 and PAS 658. Content in this course will be relevant to aligned clinical medicine topics. (Location: Phoenix Health Sciences Campus).

PAS 674. Special Topics in Medicine III. 1 credit.

This is the final semester of a three-semester series of courses that is designed to introduce the student to concepts related to the following four topics: 1) medical humanities, 2) medical ethics, 3) the PA profession and professionalism, and 4) the healthcare delivery system. When relevant, content in this course will be aligned with material in the clinical medicine, foundational sciences, and clinical applications courses. (Location: Phoenix Health Sciences Campus).

PAS 676. Clinical Medicine: Endocrinology/Reproductive. 5 credits.

This course provides students with the opportunity to study endocrine and reproductive diseases across the life span. Students will study clinical medicine, epidemiology, clinical presentation, evaluation, diagnosis, and the medical management of common conditions affecting these systems. The content presented in this course will be integrated with basic science concepts taught in PAS 670 and content being taught in PAS 672 and PAS 682. (Location: Phoenix Health Sciences Campus).

PAS 678. Clinical Medicine: Nephrology/Urology & Hematology/Oncology. 4 credits.

This course provides students with the opportunity to study renal, urologic, hematologic, and oncologic diseases across the life span. Students will study clinical medicine, epidemiology, clinical presentation, evaluation, diagnosis, and the medical management of common conditions affecting these systems. The content presented in this course will be integrated with basic science concepts taught in PAS 670 and content being taught in PAS 672 and PAS 682. (Location: Phoenix Health Sciences Campus).

PAS 680. Preparation for Clinical Practice. 2 credits.

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

PAS 682. Clinical Applications III. 1 credit.

This is the final semester of a three-semester series of lecture/laboratory-based courses that will focus on applying the knowledge and skills acquired in all concurrently enrolled courses. The course will emphasize instruction and practice in procedural and technical skills that will be utilized throughout the clinical year. Additionally, students will be provided opportunities to apply acquired knowledge to patient care with team-based learning, case-based learning, and other active learning experiences. (Location: Phoenix Health Sciences Campus).

PAS 684. Preparation for Clinical Phase. 1 credit.

The Preparation for Clinical Phase (PCP) course is designed to prepare the student for a successful transition into the clinical phase of the program. Students will be provided an overview of administrative tasks and expectations required during the clinical phase. Additionally, students will be provided instruction on the advanced application of select didactic curricular elements. (Location: Phoenix Health Sciences Campus).

PAS 700. Family Practice Rotation. 6 credits.

The family medicine rotation is a six-week clinical practice experience during which a student will have learning opportunities in a variety of outpatient settings (e.g., private practice, community health center, rural clinic, etc.) under the supervision of a clinician. The student will gain experience in preventive medicine, management of acute and chronic diseases, procedures, and other aspects unique to care of the patient and family. This rotation also provides the student an opportunity to participate in the team practice concept of health care. (Location: Phoenix Health Sciences Campus).

PAS 701. Internal Medicine Rotation. 6 credits.**PAS 702. Pediatrics Rotation. 6 credits.****PAS 703. Women's Health Rotation. 6 credits.****PAS 704. Psych/Behavioral Hlth Rotation. 6 credits.****PAS 705. Emergency Medicine Rotation. 6 credits.****PAS 706. Surgery Rotation. 6 credits.****PAS 707. Selective Rotation. 6 credits.****PAS 708. Elective Rotation I. 6 credits.****PAS 709. Elective Rotation II. 6 credits.****PAS 710. Clinical Phase Seminar I. 1 credit.**

The Clinical Phase Seminar I is a blended delivery course designed to provide formative assessments, instruction in advanced clinical skills, professional development, and the integration and application of evidence-based medicine in the clinical phase of the curriculum. (Location: Phoenix Health Sciences Campus).

PAS 711. Clinical Phase Seminar II. 1 credit.

The Clinical Phase Seminar II is a blended delivery course designed to provide formative assessments, instruction in advanced clinical skills, professional development, and the integration and application of evidence-based medicine in the clinical phase of the curriculum. (Location: Phoenix Health Sciences Campus).

PAS 712. Clinical Phase Seminar III. 1 credit.

The Clinical Phase Seminar III is a blended delivery course designed to provide instruction in advanced clinical skills, the opportunity for integration and application of evidence-based medicine, professional development, and the program's summative evaluation of students. (Location: Phoenix Health Sciences Campus).

PAS 713. Clinical Phase Seminar IV. 1 credit.

The Clinical Phase Seminar IV is a blended delivery course designed to provide instruction in advanced clinical skills, the opportunity for integration and application of evidence-based medicine, professional development, and assistance in transitioning from academia to clinical practice. (Location: Phoenix Health Sciences Campus).

PAS 721. Family Practice Rotation. 8 credits.

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

PAS 723. Ambulatory Internal Medicine Rotation. 4 credits.

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

PAS 725. Hospital Medicine Rotation. 4 credits.

The hospital medicine rotation is a four-week clinical experience in which the student will have many learning opportunities in the inpatient setting under the supervision of a clinician. The student will gain experience in the evaluation and management of acute and chronic diseases in adult and geriatric patients, procedures, and aspects unique to hospital medicine practice. This rotation also provides the student an opportunity to participate in the team practice concept of health care.

PAS 726. Seminar Series I. 1 credit.

This course series includes advanced clinical skills instruction, practice-specific topic presentations, professional development, clinical assessments, and other activities.

PAS 727. Pediatrics Rotation. 4 credits.

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

PAS 729. Women's Health Rotation. 4 credits.

The women's health rotation is a four-week clinical experience in which the student will have many learning opportunities in the outpatient clinic and/or inpatient setting under the supervision of a clinician. The student will gain experience in preventative medicine, management of acute and chronic diseases in women, prenatal care, pregnancy and delivery, procedures, and aspects unique to women's health. This rotation also provides the student an opportunity to participate in the team practice concept of health care.

PAS 731. Behavioral Health Rotation. 8 credits.

The women's health rotation is a four-week clinical experience in which the student will have many learning opportunities in the outpatient clinic and/or inpatient setting under the supervision of a clinician. The student will gain experience in preventative medicine, management of acute and chronic diseases in women, prenatal care, pregnancy and delivery, procedures, and aspects unique to women's health. This rotation also provides the student an opportunity to participate in the team practice concept of health care.

PAS 733. Emergency Medicine Rotation. 4 credits.

The emergency medicine rotation is a four-week clinical experience in which the student will have many learning opportunities in the emergency setting under the supervision of a clinician. The student will gain experience in management of medical emergencies across the life span, procedures, and aspects unique to emergency medicine practice. This rotation also provides the student an opportunity to participate in the team practice concept of health care.

PAS 735. Surgical Rotation. 4 credits.

The surgery rotation is a four-week clinical experience in which the student will have many learning opportunities in outpatient, inpatient, and/or surgical setting under the supervision of a clinician. The student will gain experience in preoperative and postoperative care, surgical procedures, and aspects unique to surgery. This rotation also provides the student an opportunity to participate in the team practice concept of health care.

PAS 736. Seminar Series II. 1 credit.

This course series includes advanced clinical skills instruction, practice-specific topic presentations, professional development, clinical assessments, and other activities.

PAS 737. Orthopedic Surgery 2 Elective Rotation. 4 credits.

The orthopedic surgery elective rotation 2 is a four-week clinical experience in which the student will have many learning opportunities in the orthopedic surgical setting under the supervision of a physician and/or PA. The student will gain experience in pre-, intra-, and post-operative care, orthopedic procedures, and aspects unique to orthopedic surgery. This rotation also provides the student an opportunity to participate in the team practice concept of health care. P. Good standing and successful completion of the didactic phase of the Physician Assistant Program.

PAS 741. Medically Underserved Rotation. 4 credits.

The medically underserved rotation is a four-week clinical experience in which the student will have many learning opportunities in a variety of settings under the supervision of a clinician. The student will gain experience in preventative medicine, management of acute and chronic diseases in an underserved population, procedures, and aspects unique to lower resourced medical settings. This rotation also provides the student an opportunity to participate in the team practice concept of health care.

PAS 743. Surgery Specialty Selective Clinical Rotation. 4 credits.

The surgical specialty rotation is a four-week clinical experience in which the student will have many learning opportunities in outpatient, inpatient, and/or surgical setting under the supervision of a clinician. The student will gain experience in preoperative and postoperative care, surgical procedures, and aspects unique to surgery. This rotation also provides the student an opportunity to participate in the team practice concept of health care.

PAS 745. Pediatric Cardiology Elective Clinical Rotation. 4 credits.

The pediatric cardiology rotation is a four-week clinical experience in which the student will have learning opportunities in the outpatient and/or inpatient setting under the supervision of a physician and/or PA/NP. The student will gain experience in preventative medicine, management of acute and chronic cardiovascular diseases, procedures, and aspects unique to pediatric cardiology. This rotation also provides the student an opportunity to participate in the team practice concept of health care. P. Good standing and successful completion of the didactic phase of the Physician Assistant Program.

PAS 746. Seminar Series III. 1 credit.

This course series includes advanced clinical skills instruction, practice-specific topic presentations, professional development, clinical assessments, and other activities.

PAS 747. Gynecologic Oncology Surgery Elective Clinical Rotation. 4 credits.

The Gyn/Onc Surgery elective rotation is a four-week clinical experience in which the student will have learning opportunities in the outpatient clinic, inpatient setting, and surgical suite under the supervision of a clinician. The student will gain experience in evaluation, medical and surgical management of acute and chronic diseases in women, procedures, and aspects unique to gynecologic oncology. This rotation also provides the student an opportunity to participate in the team practice concept of health care. P. Good standing and successful completion of the didactic phase of the Physician Assistant Program.

PAS 749. Pediatric Endocrinology Elective Rotation. 4 credits.

The pediatric endocrinology rotation is a four-week clinical experience in which the student will have learning opportunities in the outpatient clinic and/or inpatient setting under the supervision of a practitioner. The student will gain experience in diagnosing common diseases, management of acute and chronic endocrine diseases, procedures, and aspects unique to endocrinology. This rotation also provides the student an opportunity to participate in the team practice concept of health care. P. Good standing and successful completion of the didactic phase of the Physician Assistant Program.

PAS 751. Cardiology. 4 credits.

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

PAS 753. Orthopedic Surgery Elective. 4 credits.

The orthopedic surgery rotation is a four-week clinical experience in which the student will have many learning opportunities in the orthopedic surgical setting under the supervision of a clinician. The student will gain experience in preoperative and postoperative care, orthopedic procedures, and aspects unique to orthopedic surgery. This rotation also provides the student an opportunity to participate in the team practice concept of health care.

PAS 755. Urology. 4 credits.

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

PAS 756. Seminar Series IV. 1 credit.

This course series includes advanced clinical skills instruction, practice-specific topic presentations, professional development, clinical assessments, and other activities.

PAS 757. Dermatology. 4 credits.

The dermatology rotation is a four-week clinical experience in which the student will have many learning opportunities in the outpatient clinic setting under the supervision of a clinician. The student will gain experience in preventative medicine, management of acute and chronic dermatologic diseases, procedures, and aspects unique to dermatology. This rotation also provides the student an opportunity to participate in the team practice concept of health care.

PAS 759. Otolaryngology. 4 credits.

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

PAS 761. Hematology/Oncology. 4 credits.

The hematology/oncology rotation is a four-week clinical experience in which the student will have many learning opportunities in the outpatient clinic and/or inpatient setting under the supervision of a clinician. The student will gain experience in preventative medicine, management of acute and chronic hematologic and oncologic diseases, procedures, and aspects unique to hematology/oncology. This rotation also provides the student an opportunity to participate in the team practice concept of health care.

PAS 763. Cardiothoracic Surgery. 4 credits.

The cardiovascular surgery rotation is a four-week clinical experience in which the student will have many learning opportunities in the cardiovascular surgical setting under the supervision of a clinician. The student will gain experience in preoperative and postoperative care, cardiovascular procedures, and aspects unique to cardiovascular surgery. This rotation also provides the student an opportunity to participate in the team practice concept of health care.

PAS 765. Gastroenterology. 4 credits.

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

PAS 767. Neurosurgery. 4 credits.

The neurosurgery rotation is a four-week clinical experience in which the student will have many learning opportunities in the neurosurgical setting under the supervision of a clinician. The student will gain experience in pre and postoperative care, neurosurgical procedures, and aspects unique to neurosurgery. This rotation also provides the student an opportunity to participate in the team practice concept of health care.

PAS 769. Geriatrics. 4 credits.

The gerontology rotation is a four-week clinical experience in which the student will have many learning opportunities in the outpatient clinic and/or inpatient setting under the supervision of a clinician. The student will gain experience in preventative medicine, management of acute and chronic diseases in the geriatric population, procedures, and aspects unique to gerontology. This rotation also provides the student an opportunity to participate in the team practice concept of health care.

PAS 771. Critical Care. 4 credits.

The critical care rotation is a four-week clinical experience in which the student will have many learning opportunities in the inpatient setting under the supervision of a clinician. The student will gain experience in the management of high acuity medical situation, procedures, and aspects unique to critical care. This rotation also provides the student an opportunity to participate in the team practice concept of health care.

PAS 773. Neurology. 4 credits.

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

PAS 775. Endocrinology. 4 credits.

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

PAS 777. Pulmonology. 4 credits.

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

PAS 779. Plastic&Reconstructive Srgry. 4 credits.

The plastic and reconstructive surgery rotation is a four-week clinical experience in which the student will have many learning opportunities in the plastic and reconstructive setting under the supervision of a clinician. The student will gain experience in pre and postoperative care, plastic and reconstructive procedures, and aspects unique to plastic and reconstructive surgery. This rotation also provides the student an opportunity to participate in the team practice concept of health care.

PAS 781. Nephrology. 4 credits.

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

PAS 783. Primary Care Elective. 4 credits.

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

PAS 785. Infectious Disease Elective Clinical Rotation. 4 credits.

The infectious disease rotation is a four-week clinical experience in which the student will have many learning opportunities in the outpatient clinic and/or inpatient setting under the supervision of a clinician(s). The student will gain experience in infectious disease principles, management of infectious pathologies, antibiotic stewardship, emerging infectious threats, and aspects unique to infectious disease. This rotation also provides the student an opportunity to participate in the team practice concept of health care.

PAS 787. Maternal Fetal Medicine Elective Clinical Rotation. 4 credits.

The maternal fetal elective rotation is a four-week clinical experience in which the student will have many learning opportunities in the outpatient clinic and/or inpatient setting under the supervision of a clinician. The student will gain experience in high-risk pregnant females and aspects unique to maternal fetal medicine. This rotation also provides the student an opportunity to participate in the team practice concept of health care.

PAS 789. Emergency Medicine Elective Clinical Rotation. 4 credits.

The emergency medicine elective rotation is a four-week clinical experience in which the student will have many learning opportunities in the emergency setting under the supervision of a clinician to expand upon previous emergency medicine experiences. The student will gain experience in medical emergencies across the life span, procedures, and aspects unique to emergency medicine practice. This rotation also provides the student an opportunity to participate in the team practice concept of health care.

PAS 791. Physical Medicine and Rehabilitation Elective Rotation. 4 credits.

The emergency medicine elective rotation is a four-week clinical experience in which the student will have many learning opportunities in the emergency setting under the supervision of a clinician to expand upon previous emergency medicine experiences. The student will gain experience in medical emergencies across the life span, procedures, and aspects unique to emergency medicine practice. This rotation also provides the student an opportunity to participate in the team practice concept of health care.

PAS 793. Inpatient Internal Medicine Elective Rotation. 4 credits.

The Inpatient Internal Medicine elective rotation is a four-week clinical experience in which the student will have learning opportunities in the inpatient setting under the supervision of a clinician. The student will gain experience in the evaluation and management of acute and chronic diseases in adult and geriatric patients, procedures, and aspects unique to inpatient internal medicine practice. This rotation also provides the student an opportunity to participate in the team practice concept of health care. P. Good standing and successful completion of the didactic phase of the Physician Assistant Program.

PAS 795. Pediatric Surgery Elective Clinical Rotation. 4 credits.

The pediatric surgery rotation is a four-week elective clinical experience in which the student will have learning opportunities in outpatient, inpatient, and/or surgical setting under the supervision of a clinician. The student will gain experience in pre-, intra-, and post-operative care, surgical procedures, and aspects unique to pediatric surgery. This rotation also provides the student an opportunity to participate in the team practice concept of health care. P. Good standing and successful completion of the didactic phase of the Physician Assistant Program.

PAS 797. Pediatric Inpatient Hospitalists Elective Clinical Rotation. 4 credits.

The pediatric inpatient rotation is a four-week clinical experience in which the student will have learning opportunities in the outpatient and/or inpatient setting under the supervision of a physician and/or PA/NP. The student will gain experience in preventative medicine, management of acute and chronic pediatric diseases, procedures, and aspects unique to pediatric inpatient medicine. This rotation also provides the student an opportunity to participate in the team practice concept of health care. P. Good standing and successful completion of the didactic phase of the Physician Assistant Program.

PAS 799. Pediatric Emergency Medicine Elective Clinical Rotation. 4 credits.

The pediatric emergency medicine elective rotation is a four-week clinical experience in which the student will have learning opportunities in the pediatric emergency setting under the supervision of a clinician to expand on previous emergency medicine experiences. The student will gain experience in management of medical emergencies in infants, children, and adolescents, procedures, and aspects unique to pediatric emergency medicine practice. This rotation also provides the student an opportunity to participate in the team practice concept of health care. P. Good standing and successful completion of the didactic phase of the Physician Assistant Program.

PBS 301. Psychiatry Clerkship. 3-6 credits.

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

PBS 333. Child & Adolescent Psychiatry. 2 credits.

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

PBS 334. Psychiatry. 2 credits.

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

PBS 335. Geriatric Psychiatry. 2 credits.

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

PBS 336. Adult Inpatient Psychiatry. 2 credits.

This elective provides exposure to the practice of adult psychiatry in the inpatient setting.

PBS 410. General Hospital Psychiatry Sub-Internship (PRC). 1-4 credits.

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

PBS 412. Outpatient Psychiatry. 4 credits.

The rotation consists of four weeks of psychiatric experience in an outpatient psychiatric practice providing exposure to various aspects of the management of patients in this setting. This experience will include clinical supervision and readings. Due to the location of this rotation, personal transportation will be required.

PBS 414. Pediatric Psychiatry (PRC). 2-4 credits.

The Pediatric Psychiatry Elective is a clinical rotation at Phoenix Children's Hospital in one or a combination of clinical settings including Inpatient Psychiatry and Consultation-Liaison Psychiatry services. The rotation aims to provide a foundation for and/or enhance medical student knowledge and understanding the unique aspects of Child and Adolescent Psychiatry evaluation, assessment and treatments. It also aims to provide an opportunity for the medical student to further appreciate the role of Child and Adolescent Psychiatry as a medical specialty and to promote a better recognition, early detection and prevention of child mental health problems.

PBS 420. Special Topics in Psychiatry. 4 credits.

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

PBS 421. Psychiatric Intensive Care, Phoenix. 1-5 credits.

The rotation consists of four weeks of psychiatric inpatient intensive care. This experience in an inpatient psychiatric practice will provide exposure to various aspects of the management of patients in this setting. This experience will include clinical supervision and readings.

PBS 425. Child & Adolescent Psychiatry Sub-Internship - Valleywise (PRC). 4 credits.

This sub-internship will expand the student's understanding of child and adolescent psychiatry as a specialty. The student will learn to integrate clinical data from each patient into a diagnosis and comprehensive treatment plan demonstrating knowledge and skills in providing continuity of care, clinical reasoning, health promotion through patient education, and the provision of humanistic and ethical care.

PBS 429. Adult Inpatient Psychiatry Sub-Internship - Valleywise (PRC). 4 credits.

Students will develop clinical knowledge of inpatient psychiatry, interviewing and examining patients independently and diagnosing common psychiatry disorders. Students will formulate treatment plans, work with a multi-disciplinary team, understand the role of each team member, and develop a knowledge of psychopharmacological agents. Students collaborate with treatment teams, receive individual supervision, and participate in rounds and case conferences.

PBS 440. Basic Psychotherapeutic Interventions in Medicine and Mental Health. 4 credits.

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

PBS 445. Outpatient Psychiatry. 2-4 credits.

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

PBS 446. Adult Outpatient Partial Program Elective. 2,4 credits.

This course is designed to provide the fourth-year medical student exposure to adult psychiatric patients currently enrolled in Immanuel Hospital's Outpatient Adult Psychiatric Partial Program.

PBS 462. Clinical Psychopharmacology. 4 credits.

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

PBS 463. Child and Adolescent Psychiatry. 2-4 credits.

This elective is a clinical rotation for those interested to explore in depth Child and Adolescent Psychiatry. The student will be exposed to residential level of inpatient care at Immanuel Residential Treatment Center and outpatient at the Creighton Psychiatry Outpatient Clinic and Family Services. The student will also gain knowledge about community based treatments. Students will have an opportunity to understand various systems that the Child and Adolescent Psychiatrist needs to deal with as they treat their patients; and receive exposure to various consultation sites in the community such as group homes; Behaven' Day Care; and Family Services. This elective will help the student develop an understanding of normal child and adolescent development along with its deviations and development of psychopathology. Student will be exposed to various systems a child and adolescent psychiatrist deals with; i.e.; schools, Juvenile Court, and social services. The student will be able to diagnose common child and adolescent problems with the use of DSM-5; will learn to formulate an appropriate treatment plan; learn to work with multi-disciplinary treatment team and understand the role and responsibility of each member of the team; develop basic skills in use of various psychopharmacological agents of common child and adolescent disorders; learn the role of Child and Adolescent Psychiatrist in consultation with schools, courts, and other community based systems of care for children and adolescents.

PBS 463A. Child & Adolescent Psychiatry. 2 credits.

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

PBS 464. Psychiatry Research. 4 credits.

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

PBS 467. Geriatric Psychiatry. 2-4 credits.

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

PBS 467A. Geriatric Psychiatry. 2 credits.

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

PBS 472. Adult Inpatient Psychiatry Sub-Internship (OMA). 2-4 credits.

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

PBS 472A. Adult Inpatient Psychiatry. 2 credits.

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

PBS 474. Mood Disorders and Their Treatment. 4 credits.

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

PBS 474A. Mood Disorders & Treatment. 2 credits.

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

PBS 475. Consultation/Liaison Psychiatry Sub-Internship (OMA). 4 credits.

This elective provides exposure to medically ill patients with emotional/psychiatric problems along with special teaching on psychiatric diagnostic issues, acute treatment plans, short-term intervention techniques, and supportive therapies. This elective will provide the student with exposure to consultations to acute medical/surgical units allowing the student to develop skills in evaluating and treating medical, surgical, obstetrical, and chronically ill patients who develop psychiatric problems.

PBS 476. Special Topics in Psychiatry. 4 credits.

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

PBS 479. Addictions. 2-4 credits.

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

PBS 479A. Addictions. 2 credits.

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

PBS 482. Trans-Cultural and Community Psychiatry. 2-4 credits.

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

PBS 482A. Trans-Cultural/Comm Psychiatry. 2 credits.

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

PBS 483. Domestic Violence Practicum. 4 credits.

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

PBS 486. Narratives in Illness. 2-4 credits.

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

PBS 496. Directed Independent Study. 4 credits.

Each student, supervised by faculty members, will pursue in-depth reading and discussions on current research topics of interest to faculty and students.

PBS 498. Psychiatry Extramural. 1-8 credits.**PDT 120. Pediatric Summer Academy. 1 credit.**

This elective is an opportunity for medical students, in good academic standing, to enhance their clinical skills between their first and second year. The course will occur between May and June. Students will be expected to complete at least 3 of the 7 weeks available. The course will include shadowing physicians, attending lectures, and learning on patient simulators. Upon satisfactory completion of the course, the student will receive one academic credit on their final transcript.

PDT 301. Pediatrics Clerkship. 3,6 credits.

PDT 301 is a 6-week Pediatric Clerkship. Three weeks of the Clerkship serves as the inpatient experience. During this experience, the students spend 1-2 weeks in Children's Hospital on the Inpatient Service. One to two weeks of the inpatient experience will also be spent in the Neonatal Intensive Care Unit at Bergan Mercy Medical Center or in the Neonatal Intensive Care Unit at Children's Hospital. For the second half of the clerkship, three weeks will be spent in a community based Pediatric Outpatient setting. Each student will also spend one week of mornings in the Normal Newborn Nursery at Bergan Mercy Medical Center. The clerkship involves several scheduled learning sessions ranging from didactic lectures, hands-on learning opportunities, and web-based simulated patient encounters (CLIPP cases). Students take both a mid-term quiz and a practice exam during the clerkship to help them track their acquisition of knowledge.

PDT 333. Inpatient Pediatrics. 2 credits.

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

PDT 334. Pediatrics. 2 credits.

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

PDT 335. Pediatric Ophthalmology. 2 credits.**PDT 336. Pediatric Ophthalmology 2 M3 Elective (OMA). 2 credits. (M3 Elective)**

Student will be able to recognize common childhood eye disorders, including strabismus, amblyopia, conjunctivitis, astigmatism, hyperopia, myopia, and cataracts.

PDT 420. Pediatric Endocrinology. 4 credits.

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

PDT 421. Pediatric Hematology-Oncology. 4 credits.

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

PDT 422. Pediatric Rheumatology. 4 credits.

The student will evaluate patients primarily in the out-patient setting, but also have the opportunity to participate with consults and admission to the hospital. At the end of the elective, the student will prepare a formal presentation of an interesting topic of a clinical case encountered during the elective.

PDT 423. Pediatric Gastroenterology and Nutrition. 4 credits.

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

PDT 424. Medical Care for Homeless and At-Risk Kids and Teens. 2-4 credits.

The medical student will participate in the care of the indigent, underinsured and at risk teenagers in the Phoenix Metropolitan area.

PDT 425. Pediatric Cardiology. 4 credits.

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

PDT 426. Pediatric Urology. 4 credits.

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

PDT 427. Pediatric Dermatology (PRC). 4 credits.

Students will obtain a generalized knowledge base of common skin conditions affecting neonates, infants, children and adolescents and acquire skills of dermatologic description used to accurately communicate skin findings and differential diagnoses to specialists. Students will become familiar with common skin disorders and basic treatment regimens.

PDT 428. Pediatric Rheumatology. 4 credits.

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

PDT 430. Pediatric Sports Medicine. 4 credits.

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

PDT 431. Introduction to Inpatient Rehabilitation. 1-5 credits.

The student will have the opportunity to diagnose, evaluate, and treat patients with disorders that require rehabilitation such as traumatic brain injury, spinal cord injury, stroke, and chronic pulmonary conditions.

PDT 432. Neonatology Critical Care PCH (PRC). 4 credits.

The student will participate in the care of a variety of neonatal patients with common diseases and complex medical conditions requiring extensive intervention and management. The student, under the supervision of pediatric residents, neonatal nurse practitioners and/or attending neonatologist, will carry a case load of 2-4 moderately ill NICU and intermediate nursery patients. Patients are followed from admission to discharge when possible.

PDT 433. Allergy and Immunology - PCH (PRC). 4 credits.

This elective offers students the opportunity to observe, interact and explore a variety of allergic and immunologic diseases. The medical student will interact with patients, residents, fellows, and faculty physicians to develop a basic understanding of the etiology, physiology, pathogenesis, diagnostic procedures of allergic diseases and inborn errors of immunity.

PDT 434. Pediatric Emergency Med (PRC). 4 credits.

Students will participate in the care of patients presenting to the Pediatric Emergency Department at Valleywise Hospital. This population provides a wide range of experience in the care of minor and major traumatic injuries, multiple pediatric medical illnesses, care of the poisoned patient, and patients with psychiatric illness. Students are assigned eight-hour shifts, with weekday and weekend exposure.

PDT 435. Pediatric Ophthalmology. 2 credits. (Children's Medical Center - OMA)

Introduce student to field of Pediatric Ophthalmology. Student will be able to recognize common eye disorders, including conjunctivitis, hyperopia, myopia, and cataracts.

PDT 436. Pediatric Plastic Surgery (OMA). 4 credits.

This elective provides students with an overview pediatric plastic surgery. Many principles overlap with general plastic surgery education, but many are specific to age and congenital problems. Under the guidance of board-certified plastic surgeons, the student will see a broad spectrum of patient problems ranging in age from infant to young adulthood.

PDT 437. Pediatric Anesthesia. 4 credits.

This rotation will provide students interested in pursuing a residency in anesthesiology with a broad overall experience in pediatric anesthesia. The focus will be on anatomy, physiology pharmacology specific to children, and the approach to providing anesthesia in response to the differences between children and adults.

PDT 438. High-Risk Adolescent Medicine (PRC). 4 credits.

Correctional medicine presents a unique setting to model evidence-based clinical practice and the use of basic clinical epidemiology and the GRADE method in appraising the medical literature to address clinical questions that arise in both the emergent and routine care practiced in a secure care setting and how this setting challenges what may be "typical" in a routine ambulatory care practice.

PDT 440. Breastfeeding Medicine. 1-4 credits.

The Department of Pediatrics offers an elective course in Breastfeeding Medicine for 4th year medical students. Students who will be applying for residencies in Family Medicine, Pediatrics, OB GYN, and Internal Medicine are encouraged to take this elective. This elective is an introduction to the knowledge and skills necessary to evaluate and diagnose common breastfeeding concerns in the inpatient and outpatient setting. By the end of the rotation students will have achieved early competency in managing the following issues: basic position/latch, milk supply issues, nipple shields, use of supplemental nursing system (SNS), pumping, mastitis, thrush, tongue tie, reflux, milk-protein allergy, extended nursing, return to work, relactation, breast augmentation/reduction, medications in milk.

PDT 442. General Pediatrics Outpatient/Nursery. 4 credits.

The student will participate in nursery rounds and morning clinic providing primary care to infants and children under the supervision of an Attending Pediatrician. The patients are both well and sick children and include some specialty referral patients. The student will also participate in the department teaching activities including attending rounds, grand rounds, daily new teaching conferences, and nursery conferences.

PDT 444. Anatomic and Clinical Pathology. 4 credits.

The elective in pediatric anatomic and clinical pathology offers the senior medical student in-depth exposure to pediatric surgical pathology, cytopathology, and autopsy pathology. Various aspects of the clinical laboratory may be experienced, including hematopathology, microbiology, transfusion medicine, and clinical chemistry. Clinical conference attendance is required, including pediatric oncology tumor board, brain tumor conference, and gastroenterology conference. Students are expected to read relevant published material related to cases and specimens encountered in the laboratory. The student is responsible for keeping a case log.

PDT 446. Pediatric Emergency Medicine Sub-Internship (PRC). 4 credits.

Students will participate in the care of patients presenting to the Pediatric Emergency Department at Children's Hospital. Students are assigned attending physicians, and will work with the attending physician to manage the patients during their Emergency Department visit. At all times, the student will be under the direct supervision of the attending physician. The patient population provides a wide range of experience in the care of minor and major traumatic injuries, multiple pediatric medical illnesses, care of the poisoned pediatric patient and pediatric patients with psychiatric illness. Patients seen in Phoenix Children's Hospital Emergency Department range in age from newborn to 18 years. Students are assigned eight-hour shifts, with week day and weekend exposure. There is no "on call" time during this rotation. The student is required to review the orientation pack and complete computer training prior to beginning the rotation.

PDT 448. Pediatric Otorhinolaryngology. 4 credits.

Students will receive a general overview of the surgical treatment of pathological disorders in the field of otorhinolaryngology as it applies to children. They will become familiar with the surgical treatments and become more proficient in examining the head and neck region, using indirect laryngoscopy and other diagnostic techniques with special considerations for performing these procedures on children with developmental delays.

PDT 450. Pediatric Orthopedics. 4 credits.

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

PDT 451. Pediatrics Capstone. 4 credits.

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

PDT 459. Pediatric Genetics and Metabolic Disease. 4 credits.

The goal of this elective is to assist students to become familiar with the common genetic disorders seen in children and adolescents. Students will participate in the care of pediatric patients with a variety of problems seen by Genetics. There are weekly clinics and daily ward rounds with the on call physician.

PDT 460. Pediatric Inpatient Sub-Internship. 4 credits.

The student will participate in the care of the hospitalized pediatric patient. The acuity of the illness, the impact on the family, and the impact on the child make the care of the patient a multi-tiered task. The senior student on this rotation will assume primary responsibility for his/her patients, working with the resident and attending to ensure that quality and timely care is given. The student will continue to advance his/her communication, clinical problem solving and procedural skills, and become more familiar with common health problems in pediatrics.

PDT 461. Pediatric Critical Care Sub-Internship (OMA). 1-8 credits.

During this rotation, the student will be expected to observe, appreciate and learn the care and management of critical disease processes in the pediatric patient, from the neonatal period through adolescence. The student will learn the unique care and knowledge required by those in the pediatric critical care field to take care of critically ill children whose anatomy and physiology are constantly changing as they develop.

PDT 462. Pediatric Outpatient Department. 4 credits.

The student will participate in daily patient care/attending rounds in the treatment of critical ill pediatric patients. The student will perform or participate in various procedures, such as endotracheal intubation, lumbar puncture, CPR, and central line placement. The student will participate in attending rounds, grand rounds, afternoon lectures, and daily teaching conferences, as well as bi-weekly critical care conferences.

PDT 463. Pediatrics Infectious Disease Sub-Internship (OMA). 4 credits.

Students will learn to evaluate neonates, infants and children with a wide range of infectious diseases. This is primarily an inpatient experience with about 10% of patients seen in the outpatient clinic. Students will perform a complete workup and assessment, then present their findings and recommendations to the attending physician on daily rounds. Students are required to do considerable outside reading on their patients' illnesses. A selected reading list is provided to all students at the beginning of the rotation and students are responsible for all the material there in.

PDT 464. Neonatal Intensive Care Services Sub-Internship (OMA). 2-4 credits.

The purpose of this selective is to educate the senior medical student in the field of neonatology. The student will demonstrate competence in the critical care of sick and high-risk newborns. Student's participating in this selective will serve as "junior house officer" under the supervision of a staff Neonatologist and complete required paperwork. The student will learn to evaluate neonates. This is entirely an intensive care unit experience.

PDT 465. Pediatrics GI and Nutrition - Valleywise (PRC). 4 credits.

Students will be familiarized with major presentations and evaluations of gastrointestinal, hepatic and nutritional disease. Included will be discussion of malabsorption, GE reflux, cholesteric inflammatory bowel disease, abdominal pain, and peptic disease. Students will participate in a GI clinic, consultative service, and nursery rounds. Didactic sessions will be given in major topics in pediatric GI.

PDT 466. Pediatric Cardiology. 4 credits.

Students will participate in the care and evaluation of pediatric patients with known or suspected congenital heart disease. Students will also encounter pediatric patients with acquired cardiomyopathy. Students will develop the understanding of cardiovascular physiology and development. The goal of this course is to educate senior medical students in the field of pediatric cardiology in an outpatient setting.

PDT 467. Pediatric Neurology. 4 credits.

The purpose of this elective is to acquire skills required to perform pediatric exam, and develop a diagnostic and therapeutic approach to common pediatric neurologic problems. This elective will enable the student to work closely with the attending staff Pediatric Neurologist in the evaluation and treatment of children with neurologic disorders. The student will see patients in both hospital and outpatient settings.

PDT 468. Pediatric Gastroenterology. 2-4 credits.

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

PDT 469. Pediatric Endocrinology Services. 2-4 credits.

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

PDT 470. Pediatric Hematology/Oncology Service. 4 credits.

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

PDT 471. Pediatric Respiratory and Critical Care Medicine. 4 credits.

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

PDT 472. General Pediatrics. 2-4 credits.

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

PDT 473. Advanced Pediatrics. 4 credits.

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

PDT 474. Pediatric Emergency Medicine. 4 credits.

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

PDT 475. Pediatric Pulmonology. 4 credits.

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

PDT 477. Clinical Genetics/Dysmorphology. 4 credits.

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

PDT 478. Pediatric Nephrology. 4 credits.

The student will participate in the diagnosis and management of inpatients and outpatient with kidney diseases and related problems. They will perform the initial evaluation of new patients in both the inpatient and outpatient setting. They will participate in the methods and procedures performed in the renal metabolic laboratory. They will participate in daily formal and informal discussions on pre-assigned topics relating to renal disease. The student will participate in the department teaching activities including attending rounds, grand rounds, afternoon lectures and daily noon teaching conferences.

PDT 479. Newborn/General Pediatrics. 1-8 credits.

The student will participate in daily newborn nursery rounds with the student assuming primary care for 1-3 newborns. After assessment of the newborns, the cases are discussed with an attending pediatrician and management care plans are developed. The student then participates in morning and afternoon clinic with student providing primary care under supervision of attending physician. Patients will represent well and sick children as well as some specialty referral patients. The student will participate in the department teaching activities including attending rounds, grand rounds, afternoon lectures and daily noon teaching conferences.

PDT 480. Assessment of Child Abuse and Neglect. 4 credits.

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

PDT 481. Development and Behavioral Pediatrics. 4 credits.

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

PDT 483. Pediatric Neurology. 4 credits.

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

PDT 484. Pediatric Critical Care Sub-Internship (PRC). 4 credits.

The student will participate in daily patient care/attending rounds and has continuous informal attending contact while in the patient care setting. When appropriate and with supervision the student will perform or participate in various procedures such as, endotracheal intubation, lumbar puncture, CPR, central line placement, etc. The student will participate in the department teaching activities including attending rounds, grand rounds, afternoon lectures and daily noon teaching conferences as well as at least twice weekly critical care conferences. There is an overnight call responsibility approximately every 4-5th night. By participating fully in these activities the student will improve their ability to integrate their understanding of physiology with the bedside care of a critically ill pediatric patient.

PDT 485. Neonatology Critical Care. 4 credits.

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

PDT 486. Inpatient Pediatrics Sub-Internship (PRC). 4 credits.

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

PDT 487. Family-Centered Patient Care. 4 credits.

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

PDT 488. Pediatric Allergy and Immunology. 3-4 credits.

Students will participate in the care and evaluation of pediatric allergy and immunology patients seen with a variety of problems. Student will develop through clinical exposure, the understanding of common pediatric allergy and immunology conditions. The rotation is outpatient based.

PDT 490. Pediatric Cardiac Critical Care Sub-Internship (PRC). 4 credits.

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

PDT 491. NICU Sub-Internship at Children's Hospital (OMA). 4 credits.

Students will serve as a sub-intern under the supervision of a staff neonatologist. Children's Hospital has a Level 4 regional NICU that provides the highest level of neonatal care for infants with complex congenital or acquired surgical, respiratory, cardiac, and metabolic problems. Students will participate in the admission, daily rounds, and discharge of infants with a wide variety of diagnoses. Instruction will be provided through daily teaching rounds and lectures.

PDT 492. Pediatric Cardiology/Cardiac Critical Care. 1-8 credits.

The Pediatric Cardiology/Cardiac Critical Care Rotation is an opportunity for Senior Medical Students to gain exposure to the full discipline of pediatric cardiology in both the outpatient and inpatient setting including the acute care of critically ill children in the setting of a Pediatric Cardiovascular Intensive Care Unit. During the outpatient portion of the rotation, students will gain exposure to common cardiology problems including differentiating innocent from pathologic murmurs, basic electrocardiogram reading and diagnosing and treating a variety of congenital and acquired heart problems. In the inpatient setting, students will learn to recognize and manage common pediatric cardiac illnesses as well as participate in the pre and post-operative management of infants and children with congenital or acquired heart disease. Students will also have the opportunity to spend time in the Cardiovascular Operating Rooms, cardiac catheterization lab and echocardiography labs. Students will perform or participate in various procedures under the close supervision of the Pediatric Cardiac Critical Care Attending such as endotracheal intubation, central line placement, CPR, thoracostomy tube placement, etc.

PDT 494. Pediatric Urgent Care. 4 credits.

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

PDT 496. Directed Independent Study. 4 credits.

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

PDT 498. Pediatrics Extramural. 1-8 credits.**PMH 462. Clinical Genetics. 1-8 credits.**

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

PMH 470. Preventive Ophthalmology (Dominican Republic). 4 credits.

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

PMH 496. Directed Independent Study. 1-8 credits.**PMR 333. Physical Medicine & Rehabilitation. 2 credits.**

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

PMR 334. Physical Medicine & Rehabilitation. 2 credits.

At the conclusion of this elective, the medical student will be able to describe the role of the physiatrist in the treatment and care of the PMR patient and gain a basic understanding of orthotics/prosthetics prescriptions.

PMR 401. Physical Medicine and Rehabilitation. 1-8 credits.

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

PMR 421. Physical Medicine and Rehabilitation. 4 credits.

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

PMR 425. Pain Management (PRC). 4 credits.

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

PMR 498. Physical Medicine & Rehabilitation Extramural. 1-8 credits.**PTG 333. Pathology M3 Elective (OMA). 2 credits.**

This elective will expose the medical student to the fields of Anatomic and Clinical Pathology including Surgical Pathology, Cytopathology, Hematopathology and Clinical Chemistry, Molecular Pathology, Autopsy Pathology, Microbiology and other areas of Laboratory Medicine.

PTG 334. Pathology. 2 credits.

Students will be exposed to the full range of anatomic and clinical pathology services provided in a tertiary hospital setting. The time is usually split between clinical and anatomic divisions, including clinical chemistry, microbiology, hematology, blood bank, surgical pathology, cytopathology and autopsy pathology.

PTG 335. Pathology for the Medical Specialist M3 Elective. 2 credits.

This elective will provide students with exposure to anatomic and clinical pathology services related to specific medical subspecialties of the student's choice, such as gastroenterology/hepatology, endocrinology, dermatology, medical oncology, hematology, neurology, or radiology. The rotation will be tailored to reflect the student's interest and is intended for all medical students, including those interested in pathology and primary care.

PTG 336. Pathology for the Surgical Specialist M3 Elective. 2 credits.

This elective will provide students with exposure to anatomic and clinical pathology services related to specific surgical subspecialties of the student's choice, including neurosurgery, head and neck/HEENT/endocrine, thoracic, breast, urologic, and/or plastic surgery. The rotation will be individually tailored to the student's interest and is intended for all medical students, including those interested in pathology and primary care who may desire a more focused exposure to a particular subspecialty.

PTG 401. Neuropathology. 4 credits.

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

PTG 402. Molecular Genetics in Oncology. 4 credits.

The course will provide basic understanding of the personalized, precision medicine concept and its application to the discipline of Oncology through the extensive use of pharmacogenetics, cancer profiling and evidence based (literature surveys) practice of medicine. We now recognize that just as patients differ in how they are affected by their diseases, cancers have unique natural histories with distinctive biology. Tumors once described solely by their organs of origin now comprise subsets with different biological drivers and clinical outcomes. A goal of this course is for the student to achieve an understanding of the critical role of objective measurements of tumor characteristics (biomarkers, gene mutations) and evidence-based medicine.

PTG 418. Hematology/Hematopathology (PRC). 4 credits.

This course provides exposure to specialty diagnostics in the field of hematopathology. The student will participate in daily case evaluations, including peripheral smear examinations, coagulation studies, flow cytometry, bone marrow evaluations, and lymph node pathology. Principles of instrumentation and quality management will be stressed. The importance of professionalism and intra-/interdepartmental communication is also highlighted.

PTG 445. Anatomic/Clinical Pathology (PRC). 4 credits.

This elective may be individualized to suit the student's needs with prior agreement between the student, St. Joseph's faculty, and the Creighton electives coordinator. The elective offers the medical student an exposure to various pathology disciplines in a tertiary care pathology practice. Molecular biology and cytogenetic laboratories are recent additions to the curriculum.

PTG 450. Anatomic/Clinical Pathology. 1-4 credits.

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

PTG 461. Introduction to Pathology Practice. 4 credits.

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

PTG 462. Topics in Pathology. 4 credits.

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

PTG 467. Survey of Pathology Practice. 2 credits.

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

PTG 468. Microbial Laboratory Diagnosis. 4 credits.

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

PTG 497. Directed Independent Research. 1-8 credits.

Original investigation under supervision and guidance of individual staff members.

PTG 498. Pathology Extramural. 1-8 credits.**RAD 333. Diagnostic Radiology. 2 credits.**

This is an introduction to clinical imaging targeted for students who are interested in radiology, as well as those pursuing other specialties.

RAD 334. Diagnostic Radiology. 2 credits.

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

RAD 335. Diagnostic Radiology 2 M3 Elective (PRC). 2 credits.

The goal of this course is to introduce third-year medical students to diagnostic imaging techniques and procedures, based on an overview of medical radiology, including synthesis, imaging, and management of diagnostic imaging.

RAD 442. Interventional Radiology -Valleywise (PRC). 4 credits.

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

RAD 447. Diagnostic Radiology - Valleywise (PRC). 4 credits.

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

RAD 450. Interventional Radiology. 1-4 credits.

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

RAD 455. Musculoskeletal Radiology Elective. 1-5 credits.

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

RAD 458. Neuroradiology-Valleywise (PRC). 4 credits.

The student will learn about diagnostic imaging procedures of the head, neck, brain, and spine, working with patients who are seen for traumatic injuries, infections, malignancy, congenital anomalies, inflammatory conditions, and hydrocephalus. Students will learn the basic principles of interventional procedures, as well as the role of neuroimaging in the diagnosis and evaluation of common clinical conditions.

RAD 459. Pediatric Neuroradiology. 4 credits.

This course introduces M4 students to diagnostic imaging techniques utilized by pediatric neuroradiologists. Focus will be placed on acquisition and interpretation of MRI, CT, ultrasound, and nuclear medicine studies of the neuro-axis, as well as exploration into a career in pediatric neuroradiology.

RAD 460. Diagnostic Radiology. 1-4 credits.

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

RAD 463. Diagnostic Radiology. 1-4 credits.

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

RAD 464. Radiology Oncology. 4 credits.

This course is an elective which familiarizes students with cancer care. Very often, cancer care includes chemotherapy and surgery, therefore students should do reading appropriate to the topic in order to develop a well-rounded knowledge base. This elective will allow students the opportunity to consolidate his/her knowledge of Basic Science (Anatomy, Pathology) into clinical care of the cancer patients.

RAD 465. Angio/Interventional. 4 credits.

The Department of Radiology offers an elective course in Vascular and Interventional Radiology in which the medical student becomes a member of the interventional team. The rotation includes the work-up and evaluation of patients for diagnostic angiography, therapeutic vascular and interventions (angioplasty, thrombolysis, venous access procedures) and non-vascular interventional procedures (including CT-guided biopsy, abscess drainages), and complex non-vascular cases (such as biliary drainage and stenting, and percutaneous nephrostomy placement). The interventional team works as a cooperative group which provides initial assessment of a patient's care during the procedure and follow-up care on the ward as appropriate. The medical student will share the duties of the daily organization and management of the service.

RAD 468. Diagnostic Neuroradiology. 4 credits.

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

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

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

RAD 498. Radiology Extramural. 1-8 credits.**RAD 530. Advanced Statistics for Political Science. 3 credits.**

This course is designed to acquaint students with advanced research tools used by political scientists. We will build on basic bivariate models to include an array of multivariate techniques, including those that incorporate time series and cross sectional data. By the end of the semester, students will be able to produce a sophisticated data analysis project that could be publicly presented.

RON 333. Radiation Oncology M3 Elective. 2 credits.

This elective familiarizes students with cancer care, including radiotherapy, chemotherapy and surgery.

RON 334. Radiation Oncology. 2 credits.

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

RON 335. Radiation Oncology M3 Elective. 2 credits.

Students will experience the practice of radiation oncology, learning about staging malignancies, observing consultation and the radiotherapy delivery process, and attending tumor board conferences. (Location: CUMC-Bergan - OMA).

RON 410. Radiation Medicine PRC. 4 credits.

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

RON 464. Radiation Oncology (OMA). 4 credits.

Students will learn about the staging work-up for a wide range of malignancies including integration of radiation therapy. They will be involved in new patient consultations, treatment simulations, and observe the radiotherapy delivery process. Student will attend tumor board conferences and gain an understanding of the multidisciplinary approach for the treatment of cancer. (Location: Methodist - OMA).

RON 470. Radiation Oncology - OMA. 4 credits.

Students will learn the general overview of the field of radiation oncology. They will learn about the staging work-up for a wide range of malignancies and be involved in patient consultation, treatment simulations, and the radiotherapy delivery process. Students will also attend tumor board conference and will deliver a short presentation of a patient encountered during the rotation. (Location: CUMC Bergan - OMA).

RON 498. Radiation Oncology Externship. 1-12 credits.

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

SIS 501. Death, Health and Dickens. 0.5 credits.

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

SIS 502. A History of Disability and Medicine. 0.5 credits.

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

SIS 503. Creative Writing Workshop for Future Physicians. 1 credit.

Stories and writings are how we interact with the world. In keeping with the finest Jesuit and literary traditions to best prepare the student as a physician, the student will use creative writing to understand personal narratives and those narratives of patients.

SIS 504A. Communicating in Spanish for Medical Professionals I. 0.5 credits.

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

SIS 504B. Communicating in Spanish for Medical Professionals II. 0.5 credits.

This course provides students with a culturally contextualized foundation in vocabulary and grammar. The course focuses equally on the development of new knowledge and the ability to communicate medical information to patients and family members. This is the second of two courses.

SIS 505. Is Race Real? Racialization in Medicine and Science. 0.5 credits.

Through an exposure to relevant primary literature, popular media writings, academic talks, and through reflective writing and discussion, students will explore the effects of race on the patients they care for, and determine for themselves whether their role as clinicians in confronting the racialization of the health care system.

SIS 506. Childbirth and Social Justice. 0.5 credits.

This course encourages students to reflect on the connections between childbirth and social justice, and how social issues of access, equity, and participation have historically influenced maternal healthcare, especially among underserved or minority populations.

SIS 507. Physician's Vocation Program, Year 1: Introduction to Ignatian Spirituality in Medicine. 1 credit.

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

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

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

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

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

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

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

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

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

SIS 512. Mindfulness and Medicine. 0.5 credits.

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

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

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

SIS 514. Exploring Resistance to Vaccination. 0.5 credits.

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

SIS 515. Developing a Professional Identity-Clinical Care and Accompaniment. 0.5 credits.

This course takes as its central concern a renewed attention to caregiving and accompaniment. Bringing these two concepts together encourages the development of a professional identity that conceptualizes clinical care as much more than providing medical services to a diseased individual. Students will develop an understanding of care relationships as collaborative, reciprocal, on-going, and committed to equality and solidarity.

SIS 516. The Medicalization of Deviance. 0.5 credits.

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

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

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

SIS 518. Problematic Progress in Parasitology. 0.5 credits.

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

SIS 519. Restorative Recreation. 0.5 credits.

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

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

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

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

Having examined the inadequacy and potential damaging effects of philosophical and theological explanations for the problem of suffering, the second semester of the Physician’s Vocation Program seeks to help students develop a practical theodicy. Rather than try to explain or rationalize suffering, a practical theodicy seeks to deal with the reality of suffering by empowering people to continue to live with faith, hope, and love in the midst of it.

SIS 522. Trauma, Health and Medicine. 0.5 credits.

“Trauma, Health, and Medicine in Native American Literature” explores literature by and about Native North Americans about survival, resilience, and health in order to study the holistic concept of medicine in Indigenous culture and communities.

SIS 524. Religion and Medicine. 0.5 credits.

Some research suggests that religious practices may have positive impacts on health, but there are also times when a patient’s religion can inhibit medical care. This selective introduces the complexities of religion and medicine, highlighting how a medical practitioner’s sensitivity to religious beliefs and practices can enhance patient care.

SIS 525. Philosophy and Medicine. 0.5 credits.

Examination of philosophical concepts beyond biomedical ethics important for clinical judgment in medicine, focusing on our subjectivity and first-person perspectives as physicians and patients in relation to medicine as an objectively oriented, “third-person” science. Concepts discussed include practical wisdom (phronesis), pain, health, and illness as lived and embodied, and empathy.

SIS 526. Photography and Medicine (PRC). 0.5 credits.

This course facilitates powers of observation and creative expression of medical students through the skills of diaristic still photography and video imaging. As a class, we will also explore contemporary fine art photography as it relates to medicine.

SIS 527. Nature and Art Exposure (PRC). 0.5 credits.

This course will explore the concepts, theories, and research behind the benefits of nature and art exposure. Pertinent research on health conditions in all populations will be discussed and analyzed.

SIS 528. 3D Art and Empathy (PRC). 0.5 credits.

Overview of the materials, methods, tools and skills to translate scientific medical concepts into new forms of artistic expression by creating 3D clay forms to both help the public viewer to visualize diseases in order to empathize with better patient care, and to provide patients with a source of comfort to better cope with and confront their disease or illness and treatment.

SIS 529. Rasaboxes and Emotion (PRC). 0.5 credits.

Rasaboxes was originally used to train actors and performers. This course will allow students to build somatic emotional intelligence through physical movement, yoga, breath, sound, and somatic experience to gain a deeper understanding of their own emotional patterns and states in order to be mindful and present to the emotional states of others.

SIS 530. Drumming and Health (PRC). 0.5 credits.

This course will explore the rich variety of percussion-based musical cultures across the world. By learning to listen to and perform in several folkloric musical styles, students will learn how the act of drumming can be a model for collaborative teamwork, community building, humanism, and public health.

SIS 531. Design Thinking for Complex Problems (PRC). 0.5 credits.

This course introduces students to fundamental design thinking practices to explore complex problems and innovate new solutions. Through an exposure to relevant primary literature and popular media, presentations, and group exercises, students will explore practical system thinking frameworks and techniques to analyze their own thinking patterns to solve complex problems in healthcare.

SIS 532. Communicating in Spanish (PRC). 0.5 credits.

This seminar is designed for students who are in the medical professional fields or will be in preparation for these professions, and who often encounter Spanish-speaking persons in medical situations. This course will address the linguistic challenges and the cultural beliefs and practices of the Latino community.

SIS 533. Medicine and Marketplace (PRC). 0.5 credits.

This course examines the history of healthcare – in its various forms - in the early republic. It takes on the multiple meanings of “selling health” to examine competing prescriptions for a healthy life in the early republic. It is particularly concerned with nascent capitalism and its role in shaping the contours of the healthcare marketplace.

SIS 534. Healing Traditions (PRC). 0.5 credits.

Students will improve their ability to interpret historical events and express cultural cues to effectively communicate and develop respectful, trusting relationships with Spanish-speaking populations. This course takes an interdisciplinary approach to the intersectionality of human rights, theory, social norms, and wellness to produce research-based, actionable responses to community-related issues in healthcare.

SIS 535. Camus' Plague (PRC). 0.5 credits.

From the perspective of an overworked physician, Camus' novel explores how human beings respond to the existential threat posed by an outbreak of the plague in the Algerian town of Oran. This course will read and analyze Camus' fictional representations of health, illness, and community—alongside secondary readings on the nature of epidemic narratives and literary criticism of Camus' novel—to illuminate and reflect on contemporary cultural conditions in the era of the Covid-19 pandemic and how the stories of this time are being told.

SIS 536. Religion and Bioethics (PRC). 0.5 credits.

This course explores what religious perspectives must contribute to contemporary discussions of bioethical issues and how physicians and other members of the health care team might engage with religious and spiritual views and concerns.

SIS 537. Art and Examination (PRC). 0.5 credits.

This course will introduce students to artists' observational skills to cultivate a humanistic view of medicine. Students will improve their visual literacy through a guided examination of artworks and producing drawings of the human figure. Students do not need previous artistic training to participate in the course.

SIS 538. Practice of Creative Attention (PRC). 0.5 credits.

This course introduces students to the basic concepts of improvisation as a way of becoming more aware of self in interaction with others including patients and team members.

SIS 539. History of Disease (PRC). 0.5 credits.

This course introduces students to the relationship between patients, physicians, and illness before the advent of modern hospital medicine in Europe. Different cultural expectations of the world lead to different understandings—and experiences—of the body and its (ill)health. What did healthcare look like when patients asserted themselves as equal to the physicians or when people experienced disease as whole-body deficiencies instead of localized disease agents?.

SIS 540. Remember Thou Art Mortal (PRC). 0.5 credits.

This course uses craft skills as catalysts to encourage students to contemplate their own embodiment and physicality to foster empathy and improve their active listening tools in their professional practice.

SIS 541. Middle-Eastern Culture (PRC). 0.5 credits.

This course is intended for healthcare professionals to develop a better understanding of Arab and Muslim communities. This course will examine Arab beliefs, value systems and cultural/religious traditions impacting healthcare/medical interactions and field experiences. It will increase learners' awareness of, and confidence/efficacy in using, culturally sensitive communication strategies in their practices.

SIS 542. Power of Art (PRC). 0.5 credits.

This course focuses on connections between the visual arts, medicine, and healthcare. By strengthening observational and drawing skills and applying critical and visual thinking, students can improve the quality of patient examination, diagnosis, and level of patient care.

SIS 543. Designing Health Services (PRC). 0.5 credits.

Healthcare clinicians offer services to communities. These services can be designed to improve the experience of patients, family members, and the healthcare professional team. In this selective, students will explore ways to use service design thinking and a design mindset to improve their healthcare practice and vision.

SIS 544. Empathy and Humility (PRC). 0.5 credits.

Empathy and humility are essential to effective patient-centered and team-based healthcare delivery. This course not only provides foundational knowledge on empathy and humility but also evidence-based practices to promote these interpersonal and interprofessional clinical skills.

SIS 545. Uncertain Futures (PRC). 0.5 credits.

For patients and their loved ones, medical events – including treatments – can be life changing. How do people, as clinicians, help patients confront uncertain futures as part of the approach to care? In this course, students will learn how to use tools from action research and critical ethnography as resources for working with patients to imagine and face the unknown.

SIS 546. Music and Grieving (PRC). 0.5 credits.

This course explores historical and current practice, as well as relatively recent peer-reviewed research, that explores and documents the benefits of including well-informed and thoughtfully offered musical experiences in times of grieving.

SIS 547. Learning to Walk Anew (PRC). 0.5 credits.

Walking anew takes an embodied, perceptual, and body-self unified approach to walking. Short walking explorations expand body-self-awareness deepening the lived body experience to better articulate how the moving body thinks AS it moves. Students will collect and analyze the data from his/her/their walking practice and interpret findings through in-class discussions.

SIS 548. When Cadavers Danced (PRC). 0.5 credits.

This class provides a supplemental understanding to anatomy and cadaver work by considering those same cadavers when tissues were juicy and alive with movement. When Cadavers Danced provides a dancer's experiential understanding of the body as a living, breathing, moving structure of tension and compression where support occurs from soft tissues.

SIS 549. Truth, Trust, and Conspiracy Theories (PRC). 0.5 credits.**SIS 550. Death Set to Music (PRC). 0.5 credits.**

"Death Set to Music" examines four major musical works: Mozart's Requiem, A German Requiem by Brahms, the Verdi Requiem, and Thompson's Seven Last Words of the Unarmed. Through guided listening, students will gain an understanding of how the compositions work, how music conveys meaning, and how the student relates to the composer's ideas.

SIS 551. Art, Place, and Community (PRC). 0.5 credits.**SIS 552. Opera and Disease (PRC). 0.5 credits.**

This course introduces 3 operas with their source stories to students, with a musical and character analysis of the heroines. Additionally, students will use character analysis to think about patient care and diagnosis. Students will have the opportunity to sing themselves, and learn how the body and voice can inform doctors about disease.

SIS 553. Art for Equity in Medicine (PRC). 0.5 credits.

Engaging with contemporary and historical artworks, students uncover the power of symbols to normalize practices, build cultures, and set standards. Each week, students visit museums and private collections, accessible by light rail. The course offers tools for maintaining a criticality of social constructs, using art for equity.

SIS 554. Race and Medical Education. 0.5 credits.

Examining scientific and medical racism will help students recognize the long-term impacts of these modes of thinking and forms of discrimination. Students will think critically about the racialized assumptions and practices that influence 21st century medical education, including asserted correlations among race, genetics, disease, and poor health, and the disproportionate reliance of medical schools on standardized testing and science GPAs for admissions decisions.

SIS 555. Empathy, Treatment, Humanity. 0.5 credits.

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

SUR 301. Surgery Clerkship. 6 credits.

This clerkship will teach medical students the basics of procedural medicine. Students will learn surgery as a component of integrated medicine directed toward promoting health through safe and effective procedures applied through best medical evidence.

SUR 333. Ophthalmology M3 Elective OMA. 2 credits.

Introduce student to field of Ophthalmology. Student will be able to recognize common eye disorders, including conjunctivitis, hyperopia, myopia, and cataracts. Student must be able to travel to Dr. Terp's clinics in Fremont or Blair, Nebraska each day.

SUR 334. Ophthalmology M3 Elective PRC. 2 credits.

Outpatient Ophthalmology M3 Elective is a surgical specialty elective in which the student participates in the medical and surgical care of ophthalmology outpatients. M3 students are given opportunities to follow patients from consultation, specialized imaging and laboratory evaluation, clinic or surgical treatment, and post-treatment care.

SUR 335. Orthopedic Surgery (OMA). 2 credits.

This third-year elective introduces students to the field of orthopedic surgery. Students will improve their differential diagnosis skills, as well as work with inpatient and outpatient healthcare, involving primary care providers and other services. Students are assigned patients and follow and manage them under direct supervision of the attending physician.

SUR 336. Orthopedic Surgery (PRC). 2 credits.

This elective will teach medical students the basics of procedural medicine in Orthopedic Surgery. Students will learn surgery as a component of integrated medicine directed toward promoting health through safe and effective procedures applied through best medical evidence.

SUR 337. Orthopedic and Plastic Surgery (OMA). 2 credits.

This third-year elective introduces students to the fields of orthopedic and plastic surgery. Students will improve their differential diagnosis skills, as well as work with inpatient and outpatient healthcare, involving primary care providers and other services. Students are assigned patients and follow and manage them under direct supervision of the attending physician.

SUR 338. Plastic Surgery (PRC). 2 credits.

This elective will teach medical students the basics of procedural medicine in Plastic Surgery. Students will learn surgery as a component of integrated medicine directed toward promoting health through safe and effective procedures applied through best medical evidence.

SUR 339. Vascular Surgery (OMA). 2 credits.

This third-year elective introduces students to the field of vascular surgery. Students will improve their differential diagnosis skills, as well as work with inpatient and outpatient healthcare, involving primary care providers and other services. Students are assigned patients and follow and manage them under direct supervision of the attending physician.

SUR 340. Burn Surgery (PRC). 2 credits.

This elective will teach medical students the basics of procedural medicine in Burn Surgery. Students will learn surgery as a component of integrated medicine directed toward promoting health through safe and effective procedures applied through best medical evidence.

SUR 341. Colorectal Surgery (OMA). 2 credits.

This third-year elective introduces students to the field of colorectal surgery. Students will improve their differential diagnosis skills, as well as work with inpatient and outpatient healthcare, involving primary care providers and other services. Students are assigned patients and follow and manage them under direct supervision of the attending physician.

SUR 342. Neurosurgery (PRC). 2 credits.

This elective will teach medical students the basics of procedural medicine in Neurosurgery. Students will learn surgery as a component of integrated medicine directed toward promoting health through safe and effective procedures applied through best medical evidence.

SUR 343. Urology (OMA). 2 credits.

This third-year elective introduces students to the field of urology. Students will improve their differential diagnosis skills, as well as work with inpatient and outpatient healthcare, involving primary care providers and other services. Students are assigned patients and follow and manage them under direct supervision of the attending physician.

SUR 344. Urology (PRC). 2 credits.

This elective will teach medical students the basics of procedural medicine in Urology. Students will learn surgery as a component of integrated medicine directed toward promoting health through safe and effective procedures applied through best medical evidence.

SUR 345. Breast Surgery (OMA). 2 credits.

This third-year elective introduces students to the field of breast surgery. Students will improve their differential diagnosis skills, as well as work with inpatient and outpatient healthcare, involving primary care providers and other services. Students are assigned patients and follow and manage them under direct supervision of the attending physician.

SUR 346. Breast Surgery (PRC). 2 credits.

This elective will teach medical students the basics of procedural medicine in Breast Surgery. Students will learn surgery as a component of integrated medicine directed toward promoting health through safe and effective procedures applied through best medical evidence.

SUR 347. Pediatric ENT Surgery (OMA). 2 credits.

This third-year elective introduces students to the field of pediatric ENT surgery. Students will improve their differential diagnosis skills, as well as work with inpatient and outpatient healthcare, involving primary care providers and other services. Students are assigned patients and follow and manage them under direct supervision of the attending physician.

SUR 348. ENT Surgery (PRC). 2 credits.

This elective will teach medical students the basics of procedural medicine in ENT Surgery. Students will learn surgery as a component of integrated medicine directed toward promoting health through safe and effective procedures applied through best medical evidence.

SUR 349. NE Spine Surgery (OMA). 2 credits.

This third-year elective introduces students to the field of spine surgery. Students will improve their differential diagnosis skills, as well as work with inpatient and outpatient healthcare, involving primary care providers and other services. Students are assigned patients and follow and manage them under direct supervision of the attending physician.

SUR 350. Thoracic Surgery (PRC). 2 credits.

This elective will teach medical students the basics of procedural medicine in Thoracic Surgery. Students will learn surgery as a component of integrated medicine directed toward promoting health through safe and effective procedures applied through best medical evidence.

SUR 351. Head and Neck Surgery (OMA). 2 credits.

This third-year elective introduces students to the field of head and neck surgery. Students will improve their differential diagnosis skills, as well as work with inpatient and outpatient healthcare, involving primary care providers and other services. Students are assigned patients and follow and manage them under direct supervision of the attending physician.

SUR 352. Neurosurgery Trauma (PRC). 2 credits.

Students will learn the basics of trauma neurosurgery and have opportunities to improve their differential diagnosis insight and skills in the management of the neurologically injured patient. Students will see patients of all ages in the trauma bay, critical care unit, and the inpatient and outpatient settings under direct supervision of the attending physician.

SUR 354. Orthopedic Surgery Trauma (PRC). 2 credits.

Third-year students will experience a sub-specialty in trauma surgery and will get opportunities to improve their differential diagnosis insight and skills. They will work with trauma orthopedic patients of all ages in both the inpatient and outpatient settings. Students are under direct supervision of the attending physician.

SUR 356. Primary Care Ophthalmology (PRC). 2 credits.

Students will see patients in the outpatient, inpatient, and surgical settings. The patient population provides a wide range of experience including clinical evaluation skills, specialty examination techniques and instrumentation, and multiple related systemic diseases (such as diabetes, cardiovascular disease, auto-immune conditions, neurologic, and rheumatology illness). Students will help manage patients under the direct supervision of the attending physician.

SUR 401. Selective in Trauma. 1-4 credits.

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

SUR 401A. Selective in Trauma. 2 credits.

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

SUR 405. General Surgery Sub-Internship (Red) (OMA). 1-8 credits.

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

SUR 405A. Selective in General Surgery. 2 credits.

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

SUR 409. Vascular Surgery. 4 credits.

Students will learn the basics of vascular disease being able to diagnose arterial, venous, and lymphatic disease and understand treatment goals both surgical and non-surgical for these disease processes. Responsibilities will involve following and caring for critically ill patients who have undergone these procedures. Exposure in the operating room will include first assistant duties.

SUR 410. Selective in Surgical Oncology. 4 credits.

This course introduces the student to the subspecialty of cardiothoracic critical care and the management of complex post-operative patients in the ICU. It is designed to provide the student with a practical background of critical care medicine with an emphasis on end-stage lung disease, lung transplantation, mechanical circulatory support, lung cancer and esophageal disease.

SUR 411. Orthopedic Surgery Sub-Internship (PRC). 4 credits.

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

SUR 412. Advanced Surgical Prep. 4 credits.

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

SUR 414. Plastics and Reconstructive Surgery (PRC). 1-4 credits.

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

SUR 415. Urology (PRC). 1-4 credits.

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

SUR 416. Surgery Research. 4 credits.

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

SUR 419. Head and Neck Surgery Sub-Internship (OMA). 4 credits.

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

SUR 420. Trauma/Acute Care Surgery (PRC). 1-8 credits.

In this selective, students will function as sub-interns and participate in acute trauma resuscitations, operative care and ICU rounds during the rotation on the Trauma surgery Service. The student will evaluate and write daily progress notes under the supervision of the senior surgical resident and the surgical attending. Presentations during trauma rounds and at the weekly Trauma conference will be required.

SUR 421. Selective Non-Cardiac Thoracic Surgery-St. Joseph's Phoenix. 4 credits.

This course will familiarize the student with the practice of otolaryngology, including diagnosis and treatment of common ENT disorders, how to perform examination, and devise and execute a care plan. They will develop skills for diagnostic and therapeutic procedures, minor surgery, and surgical assisting. The student will be given responsibilities commensurate with their abilities.

SUR 422. General Surgery Sub-Internship (PRC). 4-5 credits.

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

SUR 423. Urology Sub-Internship (PRC). 4 credits.

This rotation provides students with an insight into general clinical urology and prepares them to identify common urological problems and recognize appropriate treatment plans for the same.

SUR 424. General Thoracic Surgery (PRC). 4 credits.

The General Thoracic Surgery Rotation is designed for Senior Medical Students who have an interest in the specialty of thoracic surgery. It is an opportunity for students to gain exposure to the full range of management with regards to general thoracic diseases – e.g. benign esophageal disease, esophageal cancer, lung cancer, advanced lung disease – and their surgical management. Under the supervision of the faculty and residents, the students will spend their time both in the inpatient and outpatient setting where they will have an opportunity to understand disease processes of the chest and foregut, learn about their surgical management, and spend time in the Operating Rooms.

SUR 425. Otolaryngology (PRC). 4 credits.

This rotation in Otolaryngology, Head and Neck surgery, offers an exposure to the medical and surgical evaluation and management of associated problems of this specialty. Patient population consists of both outpatients and inpatients at St Joseph Hospital and Medical Center, Phoenix, AZ. It focuses on the adult and pediatric population. Time will be divided between clinical experience and operative experience. Students will also obtain experience in head and neck tumor patients. It is anticipated the student will acquire adequate skill in the performance of a complete ENT examination and become familiar with the diagnosis and management of the major ENT disorders. Student progress will be assessed with periodic oral presentations. Knowledge of surgical indications and complication will be required and the student will be involved in patient management.

SUR 426. Seeing Beyond Ourselves in Surgery (PRC). 4 credits.

This non-clinical elective will prepare students for the challenges of a career in Surgery. Students will learn why shifting their own mindset matters in all their relationships and interactions. With this awareness they will explore the underlying drivers of relationships and the implications for how we approach our concepts of self-control and the ability to influence others and our environments.

SUR 427. General Surgery Sub-Internship - VA (OMA). 4 credits.

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

SUR 429. Ophthalmology - Fitzpatrick (OMA). 4 credits.

This course introduces the fourth-year medical student to the field of Ophthalmology. Student will be able to recognize common eye disorders, including conjunctivitis, hyperopia, myopia, cataracts.

SUR 430. Selective in Pediatric Ophthalmology. 4 credits.

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

SUR 431. Pediatric Surgery (PRC). 4 credits.

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

SUR 432. General & Oncology Surgery Sub-Internship (OMA). 2-4 credits.

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

SUR 432A. Selective in Oncology/Surgery. 2 credits.

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

SUR 433. Urology Sub-Internship (OMA). 4 credits.

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

SUR 434. Comprehensive Ophthalmology. 1-4 credits.

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

SUR 435. Otolaryngology. 4 credits.

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

SUR 436. Urology/Gynecology (OMA). 4 credits.

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

SUR 437. Surgery Sub-Internship-Valleywise (PRC). 4 credits.

This sub-internship will provide the student exposure to a wide variety of general and laparoscopic surgeries, including cholecystectomy, hernia surgery, and gastrointestinal surgery. The student will scrub into the procedures as a member of the surgical team, as well as participate in ward rounds, clinics, and all education conferences.

SUR 440. Burns Surgery Sub-Internship - Valleywise (PRC). 3-4 credits.

This sub-internship will allow the student to integrate basic burn pathophysiology and a variety of clinical burn and wound care experiences into the diagnosis and management of burn and wound patients and their families in a competent, evidence-based, patient and family-centered, compassionate manner.

SUR 442. Plastic & Reconstructive Surgery Sub-Internship - Valleywise (PRC). 4 credits.

This sub-internship will introduce students to the clinical practice of plastic and reconstructive surgery in a multi-specialty clinic setting where the emphasis is on patient care. Students will enhance their understanding of the principles of plastic and reconstructive surgery.

SUR 443. Orthopedic Spine Sub-Internship (OMA). 4 credits.

For students seeking a career in Orthopedics or Neurosurgery. Expose the M4 to the full range of clinical and teaching activities associated with an orthopedic spine, providing opportunity for the student to develop a sound foundation in Orthopedic & Neurosurgery patient management. This includes the emergent, operative, inpatient, and outpatient care of patients.

SUR 444. Orthopedic Sports Medicine Sub-Internship (OMA). 4 credits.

This course will expose the senior medical student to the full range of clinical and teaching activities associated with a sports medicine and adult reconstruction orthopedic service, providing opportunity for the student to develop a sound foundation in patient management. This includes the emergent, operative, inpatient, and outpatient care of patients.

SUR 445. Ophthalmology Elective (PRC). 4 credits.

In this elective the student participates in the medical and surgical care of ophthalmology outpatients. Students are given opportunities to develop key specialized history and ophthalmic physical examination skills, following patients from consultation, specialized imaging and laboratory evaluation, clinic or surgical treatment, and post-treatment care.

SUR 446. Neurosurgery Trauma and Critical Care (PRC). 4 credits.

Students will have exposure to and increased understanding of neurosurgical pathology and its treatment. Students are expected to develop the ability to diagnose patients presenting with neurosurgical conditions and outline appropriate treatment plans. Students will develop skills for diagnostic and therapeutic procedures, minor surgery, and surgical assisting. The student will learn how to address patients, perform examinations, and devise and execute a care plan.

SUR 448. Hand Surgery - Valleywise (PRC). 4 credits.

Students will participate, under faculty supervision, in the management of surgical and trauma patients requiring intensive care. A variety of educational opportunities will be provided, including daily faculty rounds, supervised procedures, guided literature review, and focus-based educational conferences and seminars. Direct faculty involvement and student interaction in patient care occurs daily and is emphasized.

SUR 449. Orthopedic Pediatric Surgery Sub-Internship (OMA). 4 credits.

This course will expose the senior medical student to the full range of clinical and teaching activities associated with an pediatric orthopedic service, providing opportunity for the student to develop a sound foundation in pediatric orthopedic patient management. This includes the emergent, operative, inpatient, and outpatient care of patients.

SUR 450. Otolaryngology Sub-Internship (OMA). 4 credits.

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

SUR 451. Surgical Critical Care - Valleywise (PRC). 4 credits.

Students will participate, under faculty supervision, in the management of surgical and trauma patients requiring intensive care. A variety of educational opportunities will be provided, including daily faculty rounds, supervised procedures, guided literature review and focused based educational conferences and seminars. Direct faculty involvement and student interaction in patient care occurs on a daily basis and is emphasized.

SUR 452. Ophthalmology - Terp (OMA). 4 credits.

This course introduces the fourth-year medical student to the field of Ophthalmology. Student will be able to recognize common eye disorders, including conjunctivitis, hyperopia, myopia, cataracts.

SUR 458. Trauma Surgery - Valleywise (PRC). 4 credits.

Learn and identify the correct sequence of priorities to be followed in the evaluation of traumatically injured patient. Identify and discuss key components and rationale for obtaining the patient's history and history of trauma incidents. Learn guidelines and techniques to be used in the initial resuscitative and definitive care phase in the treatment of the trauma patient.

SUR 460. Vascular Surgery (OMA). 4 credits.

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

SUR 461. Cardiothoracic Surgery Sub-Internship (OMA). 4 credits.

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

SUR 468. General Vascular & Orthopedic Surgery. 4 credits.

In this course the student will work closely with two surgeons, gaining experience in all aspects of a busy general surgery practice. This practice includes not only general surgery but vascular and orthopaedic surgery as well. The student will be involved with patients through surgical care including diagnosing and determining the need for surgical intervention, participating in the surgical suite with exposure to pathology and anatomic didactic, and following up on patients in the hospital and clinical setting. She/he will be expected to be on call for trauma and other emergencies.

SUR 472. Neurological Surgery Sub-Internship (OMA). 4 credits.

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

SUR 472A. Selective Neurological Surgery. 2 credits.

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

SUR 474. Ophthalmology (OMA). 4 credits.

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

SUR 475. Orthopedic Trauma Surgery Elective (OMA). 2-4 credits.

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

SUR 475A. Selective in Orthopedic Surgery. 2 credits.

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

SUR 476. Otolaryngology (OMA). 4 credits.

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

SUR 477. Selective in Pediatric Surgery. 4 credits.

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

SUR 478. Elective in Pediatric Surgery. 4 credits.

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

SUR 479. Plastic and Reconstructive Surgery (OMA). 1-4 credits.

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

SUR 481. Selective in Orthopaedic Surgery. 4 credits.

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

SUR 485. Surgical Intensive Care Unit. 1-4 credits.

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

SUR 486. Burns - St. Elizabeth's Hospital (OMA). 4 credits.

This course includes participation in preoperative and postoperative care of the general surgical patient. Students are expected to round with attending physicians and make appropriate orders and notes on patient charts. Students will act as sub-intern and will observe surgical techniques and perform simple procedures. During the month, students will be expected to present a 30-minute topic of their choice in an area of general surgery or Burns to the attending physicians.

SUR 489. Selective in Pediatric Ophthalmology. 4 credits.

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

SUR 490. Urology (OMA). 4 credits.

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

SUR 491. Plastic and Reconstructive Surgery (OMA). 4 credits.

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

SUR 492. General Surgery. 4 credits.

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

SUR 494. Neurological Surgery - Barrow (PRC). 4 credits.

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

SUR 495. Surgery Capstone. 4 credits.

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

SUR 496. Surgery Capstone (PRC). 4 credits.

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

SUR 498. Surgery Extramural. 1-8 credits.

SUR 795. Directed Independent Study. 4 credits.

Faculty

Hesham E. Abdelrazek, *Assistant Professor of Medicine* (2016).

M.B.,CH.B., University of Alexandria School of Medicine, 1994

Shahab Abdessalam, *Professor of Surgery* (2011; 2021).

B.A., The Ohio State University, 1991; M.D., The Ohio State University, 1995

Joseph G. Abdo, *Assistant Clinical Professor of Surgery* (2022).

B.S., Lamar University, 1981; M.S., Lamar University, 1985; M.D., University of Texas Southwestern, 1989

Shaghayegh Abdollahi, *Assistant Professor of Medicine* (2018).

M.D., University Di Brescia (ITALY), 1997

Rania Abdul Rahman, *Assistant Professor of Medicine* (2020).

M.D., American University of Beirut, 2011

Peter W. Abel, *Professor of Pharmacology* (1987; 1997); *Chair, Pharmacology* (2018).

B.S., University of Wisconsin, 1973; Ph.D., West Virginia University, 1978

Ahmed S. Aboeata, *Assistant Professor of Medicine* (2014; 2018).

M.B.,B.Ch., Faculty of Medicine, Ain Shams University (Egypt), 2001

Moohsen Abou Seif, *Assistant Clinical Professor of Family Medicine* (2009; 2013).

M.D., Cairo University School of Medicine (Egypt), 1993

Reema O. Abou-Nasr, *Assistant Clinical Professor of Family Medicine* (2015).

B.S., University of Nebraska-Omaha, 1992; M.D., University of Nebraska College of Medicine, 1997

Shawn D. Abreu, *Assistant Professor of Family Medicine* (2020).

B.S., Utah Valley University, 2012; M.D., The University of Texas Medical Branch School of Medicine, 2016

Minnie Abromowitch, *Associate Clinical Professor of Pediatrics* (1996).

B.S., University of Manitoba, 1969; M.D., 1973

Todd Abruzzo, *Clinical Professor of Radiology* (2018).

B.A., University of California at Berkeley, 1987; M.D., S.U.N.Y. Health Science Center at Brooklyn, 1991

Tarek Abuelem, *Clinical Instructor of Surgery* (2016).

M.D., University of Jordan (Jordan), 2001

Nawras Abuhamidah, *Assistant Professor of Medicine* (2022).

M.B.B.Ch., University of Tripoli Faculty of Medicine (Libya), 2008

Hussam Abuissa, *Associate Professor of Medicine* (2009; 2015).

B.S., University of Jordan (Jordan); M.B., University of Jordan (Jordan), 1999

Christopher J. Acker, *Assistant Clinical Professor of Emergency Medicine* (2017).

B.S., Marquette University, 2007; M.A., Loyola University-Chicago, 2011; M.D., Loyola University-Chicago, Stritch School of Medicine, 2011

Jacob R. Adams, *Assistant Clinical Professor of Medicine* (2018).

B.S., Colorado State University, 2002; D.O., Midwestern University Arizona College of Osteopathic Medicine, 2009

Noor Addasi, *Assistant Professor of Medicine* (2021).

M.D., University of Jordan School of Medicine, 2012

David Adelson, *Professor of Pediatrics* (2019).

B.A., Columbia College, 1982; M.D., College of Physicians and Surgeons-Columbia University, 1986

Oluwaseun A Adetayo, *Clinical Professor of Pediatrics* (2020).

B.S., Eastern Michigan University, 2002; M.D., University of Chicago Pritzker School of Medicine, 2006

Prajesh Adhikari, *Assistant Professor of Pathology* (2021).

B.S., Arizona State University; M.D., University of Cincinnati College of Medicine

Talissa Adkison, *Assistant Clinical Professor of Medicine* (2023).

B.S., Baylor University, 2000; M.B.,B.Ch., Royal College of Surgeons (Ireland), 2007

Shazia Afreen, *Assistant Professor of Family Medicine* (2022).

M.B.,B.S., Shadan Institute of Medical Sciences (India), 2021

Nicole O. Afuape, *Assistant Professor of OB/GYN* (2019; 2021).

ScB, Brown University, 2010; M.D., Tufts University School of Medicine, 2015

Himanshu Agarwal, *Assistant Professor of Medicine* (2014; 2021).

M.B., B.S., King George's Medical College, 1990

Rishi Agarwal, *Assistant Clinical Professor of Medicine* (2022).

M.B.,B.S., University College of Medical Sciences, University of Delhi (India), 2008

Ayad K.M. Agha, *Associate Clinical Professor of Radiology* (2020).

B.S., The Ohio State University College of Pharmacy, 1989; M.D., Butler University/Syncor International, 1990; D.O., Midwestern University/Chicago College of Osteopathic Medicine, 1997

Julius P. Aguas, *Clinical Instructor of Emergency Medicine* (2021).

B.S., Loyola Chicago University, 2013; D.O., University of New England College of Osteopathic Medicine, 2018

Carrie Aguilar, *Instructor of Obstetrics & Gynecology* (2015).

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

Gregory S. Ahearn, *Assistant Clinical Professor of Medicine* (2018).

B.A., Lafayette College, 1991; M.D., Hahnemann University School of Medicine, 1995

Abdullah Ahmad, *Associate Clinical Professor of Neurology* (2021).

B.S., Aligarh Muslim University (India), 1994; M.S., 1996; Ph.D., 2001

Faran Ahmad, *Assistant Professor of Medicine* (2022).

M.B.,B.S., King Edward Medical University (Pakistan), 2010

Saif Ahmad, *Assistant Clinical Professor* (2021).

B.Sc., Rohillkhand University (India), 1996; M.Sc., Rohillkhand University (India), 1998; Ph.D., Jamia Hamdard University (India), 2004

Kamran Ahmed, *Assistant Clinical Professor of Medicine* (2022).

B.A., Austin College, 2009; M.D., University of Texas Southwestern, 2016

A.B., Bryn Mawr College, 1982; M.D., University of Pennsylvania School of Medicine, 1987

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

Daniela Alexandru-Abrams, *Assistant Clinical Professor of Surgery* (2021).
B.A., Grinnell College, 2000; M.D., University of Iowa, Carver College of Medicine, 2008

Osaf Ahmed, *Assistant Professor of Medicine* (2023).
M.B., B.S., King Edward Medical College (Pakistan), 1987

Mohamad Ali Alhajhusain, *Assistant Professor of Medicine* (2016; 2019).
M.D., University of Aleppo (Syria), 2006

Shair Ahmed, *Assistant Professor of Surgery* (2015; 2019).
B.S., University of Arizona, 2003; M.D., University of Arizona, 2007

Erum Ali, *Assistant Professor of Psychiatry* (2018).
M.B., B.S., Sind Medical College (Pakistan), 1996

Jinglu Ai, *Associate Clinical Professor of Neurology* (2021).
M.B., B.S., Heilongjiang University of Chinese Medicine and Pharmacy (China), 1991; Ph.D., University of Copenhagen (Denmark), 1999

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B.S., University of Florida, 2005; M.D., University of Florida College of Medicine, 2009

Adnan Ajmal, *Assistant Professor of Medicine* (2018).
M.B., B.S., Nishtar Medical University (India), 2000

Venkata Mahesh Alla, *Professor of Medicine* (2009; 2022).
B.S., Osmania Medical College (India), 2000; M.B., Osmania Medical College (India), 2000

Omar S. Akbik, *Assistant Professor of Neurological Surgery* (2021).
B.A., Northwestern University, 2006; M.S., Northwestern University, 2009; M.D., University of Tennessee Health Sciences Center, College of Medicine, 2013

Edith Allen, *Professor of Pediatrics* (2007; 2023).
M.D., Universidad Mexico-Americana Del Norte, 1996

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

Evan D. Allen, *Assistant Professor of Neurology* (2022).
B.A., Stanford University, 1987; M.D., Northwestern University Medical School, 1991; M.B.A., Northwestern University Business School, 1993

Murtaza Akhter, *Assistant Professor of Emergency Medicine* (2018).
B.A., University of Chicago, 2005; M.D., Northwestern University Feinberg School of Medicine, 2010

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

Mehmet Akkaya, *Assistant Professor of Medicine* (2019).
M.D., Celal Bayar University (Turkey), 2002

Travis R. Allen, *Assistant Clinical Professor of Medicine* (2022).
B.S., University of Nebraska Medical Center, 2004; M.D., University of Science, Arts and Technology (West Indies), 2018

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M.B.Ch.B., College of Medicine, University of Baghdad (Iraq), 2002

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B.A., Creighton University, 1996; B.S.N., Creighton University, 2000; M.S.N., University of Washington, 2004

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M.B.Ch.B., University of Baghdad College of Medicine (Iraq), 2000

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M.D., Aleppo University (Syria), 2008

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M.D., Damascus University School of Medicine (Syria), 1955

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B.S., The University of Arizona, 1994; M.D., The University of Arizona College of Medicine, 1998

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Mohamad Alyafi, *Assistant Professor of Medicine* (2011).
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Surabhi Amar, *Associate Professor of Medicine* (2018).
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A.B., Harvard University, 1969; M.D., Washington University School of Medicine, 1973

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- MBCh.B, University of Science and Technology School of Medical Sciences (Ghana), 1991
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- Neelesh K Anand**, *Assistant Professor of Anesthesiology* (2023). B.S., University of Arizona, 2009; M.D., University of Arizona College of Medicine, 2013
- Mark D Andersen**, *Assistant Clinical Professor of Family Medicine* (2016). B.S., University of Nebraska-Lincoln, 1984; M.D., University of South Dakota School of Medicine, 1989
- Elizabeth Anderson**, *Clinical Instructor of Health Professions* (2021). B.A., Creighton University, 2000; MPAS, University of Nebraska Medical Center, 2004
- Kristen S. Anderson**, *Assistant Clinical Professor of Pediatrics* (2018). B.A./M.D., University of Missouri-Kansas City, 2006
- Lauren A. Anderson**, *Assistant Clinical Professor of Obstetrics and Gynecology* (2017). B.S., Nebraska Wesleyan University, 2009; M.D., University of Nebraska Medical Center, 2009
- Robert J. Anderson**, *Professor of Medicine* (1985; 1995); *Professor of Biomedical Sciences* (1992; 1995). M.S., University of Minnesota, 1981; M.D., Northwestern University Medical School, 1973
- William Anderson**, *Assistant Clinical Professor of Pathology* (2012). M.D., University of Iowa, 1979
- Ann Anderson-Berry**, *Clinical Professor of Pediatrics* (2004; 2018). B.A., University of Wyoming, 1994; M.D., Creighton University School of Medicine, 1998
- Margo K. Anderson-Fowler**, *Assistant Clinical Professor of Family and Community Medicine* (2022). B.S., University of Nebraska-Lincoln, 1987; M.D., University of Nebraska Medical Center, 1991
- Leslie Andes**, *Assistant Clinical Professor of Anesthesiology* (2012). B.Sc., Ohio State University, 1976; M.D., Ohio State University College of Medicine, 1983
- David Andrews**, *Assistant Clinical Professor of Medicine* (2021). B.S., University of Miami, 2002; M.A., Boston University Medical School, 2005; M.D., Ben-Gurion University of the Negev/Columbia University Medical Center, 2010
- Richard V. Andrews**, *Professor Emeritus of Biomedical Sciences* (1958; 1997); *Dean Emeritus, Graduate School* (1995). B.S., Creighton University, 1958; M.S., 1959; Ph.D., University of Iowa, 1963
- Venkata A.G.B. Andukuri**, *Associate Professor of Medicine* (2016; 2022); *Associate Professor of Neurology and Clinical Research* (; 2022). M.B.,B.S., Osmania Medical College (India), 2000
- Sureshbabu Angara**, *Assistant Professor of Medical Education* (2020). BSc, Andhra University (India), 2004; MSc, Devi Ahilya University (India), 2006; PhD, University of Strathclyde (United Kingdom), 2011
- Janice S. Angeles**, *Assistant Clinical Professor of Surgery* (2021). B.S., California State University-Long Beach, 2002; D.O., Western University, College of Osteopathic Medicine, 2007
- Katherine Anglim**, *Assistant Clinical Professor of Pediatrics* (2005). B.S., University of Nebraska-Lincoln, 1997; M.D., University of Nebraska Medical Center, 2001
- Gary Anthonie**, *Assistant Professor of Surgery* (2017). B.A., Benedictine College, 1977; M.D., Creighton University School of Medicine, 1983
- Jennifer Anthonie**, *Assistant Professor of Medicine* (2013; 2019). Pharm.D., Creighton University School of Pharmacy and Health Professions, 2008
- Clint W. Anthony**, *Assistant Professor of Psychiatry* (2020). B.A., University of Pennsylvania, 1985; M.D., Temple University School of Medicine, 1989
- John S. Anwar**, *Assistant Professor of Medicine* (2014). M.D., Ross University School of Medicine, 2010
- Damien Apollo**, *Assistant Clinical Professor of Anesthesiology* (2022). M.D., Yale School of Medicine, 2018
- Kariappa Appachu**, *Assistant Clinical Professor of Medicine* (2023). M.B.,B.S., KMC Mangalore, Manipal University, 2006
- Brian L. Appavu**, *Assistant Professor of Neurology* (2019). B.S., University of Illinois at Chicago, 2006; M.D., Medical College of Wisconsin, 2011
- Nicole Appel**, *Clinical Instructor of Biomedical Sciences* (2023). B.S., Arizona State University, 2011; Ph.D., Arizona State University, 2022
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- Gregory Aran**, *Assistant Clinical Professor of Medicine* (2023). B.A., University of Oklahoma, 2013; D.O., Oklahoma State University College of Osteopathic Medicine, 2019
- Thomas Ardiles**, *Assistant Clinical Professor of Medicine* (2021). M.D., Universidad Peruana Cayetano Heredia Facultad de Medicina Alberto Hurtado (Peru), 2000
- Meily Arevalo**, *Assistant Professor of Medicine* (2021). M.D., University of El Salvador, 2014
- Luis R Argueso-Munoz**, *Assistant Clinical Professor of Surgery* (2016). B.S., University of Puerto Rico Mayaguez (Puerto Rico), 1979; M.D., University of Puerto Rico School of Medicine (Puerto Rico), 1983
- David J. Aria**, *Assistant Clinical Professor of Radiology* (2018). B.S., Ursinus College, 2002; M.D., Temple University School of Medicine, 2006
- Ashwini Arjuna**, *Assistant Professor of Medicine* (2020). M.B.,B.S., Bangalore Medical College and Research Institute (India), 2009

- Jamie O. Armbruster**, *Assistant Clinical Professor of Family Medicine* (2020).
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- Charles E. Armstrong**, *Assistant Professor of Family Medicine* (2020).
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- Monica Arora**, *Associate Professor of Psychiatry* (2003; 2010); *Associate Professor of Pediatrics* (2005; 2010).
M.B.,B.S., Grant Medical College, 1998
- Amy J. Arouni**, *Professor of Internal Medicine* (1994; 2017).
B.S., Creighton University, 1987; M.D., Creighton University, 1991
- Martha A. Arouni**, *Assistant Clinical Professor of Medicine* (2009).
B.S., Creighton University, 1979; M.D., Creighton University, 1984
- Waqas Arslan**, *Assistant Professor of Medicine* (2018).
M.B.,B.S., Rawalpindi Medical College, University of Punjab (India), 1995
- Shylaja Arya**, *Assistant Clinical Professor of Surgery* (2023).
B.A., The Ohio State University, 2006; D.P.M., The Ohio College of Podiatric Medicine, 2011
- Hany Ashamalla**, *Assistant Clinical Professor of Psychiatry* (2022).
M.B.,B.S., Ain-Shams University (Egypt), 1997
- Lynn Stuart Ashby**, *Associate Professor of Neurology* (2018).
B.S.S., Northwestern University, 1977; M.A., 1986; M.D., 1993
- Nathan G. Asher**, *Assistant Clinical Professor of Pediatrics* (2009).
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- Muhammad Z. Ashfaq**, *Assistant Clinical Professor of Medicine* (2017).
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- Sara E. Ashurst**, *Assistant Professor of Psychiatry* (2018).
B.A., Indiana University, 2007; M.D., Indiana University School of Medicine, 2013
- Sana Aslam**, *Assistant Clinical Professor of Neurology* (2021).
B.A., Wellesley College, 2010; D.O., Lake Erie College of Osteopathic Medicine, 2014
- Ijeoma Asota**, *Assistant Clinical Professor of Surgery* (2021).
B.S., University of Illinois at Urbana-Champaign, 2003; M.D., University of Wisconsin School of Medicine and Public Health, 2007
- Mansour Assar**, *Associate Clinical Professor of Medicine* (2011).
B.S., Pittsburg State University, 1980; M.S., Pittsburg State University, 1982; M.D., World University of Medicine (DR), 1985
- Naftaly Attias**, *Assistant Professor of Surgery* (2012).
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- Bhavish Aubeelauck**, *Assistant Clinical Professor of Medicine* (2021).
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- John Aucar**, *Associate Professor of Surgery* (2019); *Associate Professor of Clinical and Translational Science* (2019).
B.A., University of Kansas, 1982; M.D., University of Kansas, School of Medicine, 1986
- Julie A. Augenstein**, *Assistant Clinical Professor of Pediatrics* (2019).
B.S., The University of Arizona, 2006; M.D., The University of Arizona College of Medicine, 2011
- Thandar Aung**, *Assistant Professor of Neurology* (2018).
M.B.,B.S., Institute of Medicine (Myanmar), 2008
- Matthew C. Authement**, *Assistant Clinical Professor of Pediatrics* (2022).
B.S., North Carolina State University, 2012; M.D., College of Medicine, University of Florida, 2017
- Krista Autuori**, *Clinical Instructor of Health Professions* (2021).
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- Jordan D. Awerbach**, *Assistant Professor of Pediatrics* (2019).
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- Nagi Ayoub**, *Assistant Clinical Professor of Surgery* (2006).
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- Samina Ayub**, *Assistant Clinical Professor of Family and Community Medicine* (2021).
B.A., University of California-Berkeley, 2003; M.D., Ross University (West Indies), 2009
- Hashem Ayyad**, *Assistant Clinical Professor of Pathology* (2020).
M.D., University of Jordon (Jordon), 2007
- Ali Azadi**, *Associate Professor of OB/GYN* (2022).
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- Nargis S. Azizi**, *Assistant Clinical Professor of Psychiatry* (2019).
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- Arash Babaki**, *Assistant Clinical Professor of Medicine* (2016).
M.D., The School of Medicine at Tehran University (Iran), 1994
- Donald R. Babin**, *Professor Emeritus of Biomedical Sciences* (1967; 2007).
B.S., University of New Brunswick (Canada), 1958; Ph.D., 1962
- Funda S. Bachini**, *Assistant Clinical Professor of Psychiatry* (2015).
B.S., Colorado State University, 2001; M.D., Drexel University College of Medicine, 2010
- Thomas F. Backer**, *Assistant Clinical Professor* (2020); *Supervisor, Clinical Pastoral Education, CHI Health*.
B.A., Duke University, 1987; M.Div, Gordon Conwell Theological Seminary, 1993; M.A., Creighton University, 2000
- Henry S. Badeer**, *Professor Emeritus of Biomedical Sciences* (1967; 1991).
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- Mohammad Y. Bader**, *Associate Professor of Pediatrics* (2022).
B.S., The American University of Beirut (Lebanon), 1993; M.D., The American University of Beirut (Lebanon), 1997
- Jae-O Bae**, *Assistant Clinical Professor of Surgery* (2015).
B.A., Johns Hopkins University, 1996; M.D., University of Medicine and Dentistry of New Jersey-Robert Wood Johnson Medical School, 2000
- Maria-Jesus Bailon**, *Assistant Professor of Psychiatry* (2018).

- M.D., University of Zaragoza, Zaragoza Medical School (Spain), 1984; Ph.D., 1991
- Karen Baker**, *Assistant Professor of Radiology* (2011).
B.S., Marist College, 1980; M.D., University of Arizona, 1990
- Philip Baker**, *Assistant Clinical Professor of Radiology* (2012).
B.S., Brigham Young University, 1988; M.D., University of Alberta (Canada), 1993
- Scott L. Baker**, *Assistant Professor* (2019).
B.A., St. Cloud State University, 1993; M.D., University of South Dakota School of Medicine, 2000
- Alena A. Balasanova**, *Associate Clinical Professor of Psychiatry* (2017; 2022).
B.A., The Johns Hopkins University, 2007; M.D., Harvard Medical School, 2012
- Nicholas S. Baldetti**, *Special Instructor of Clinical Research and Public Health* (2022).
B.S., Wayne State College; M.S., Pittsburg State University; M.B.A., Pittsburg State University; D.B.A., Creighton University
- James Balducci**, *Professor of OB/GYN* (2018).
B.A., New York University, 1981; M.D., 1985
- Nicholas K. Baldwin**, *Assistant Professor of Psychiatry* (2018).
B.S., Weber State University, 2007; D.O., Pacific Northwest University of Health Sciences, College of Osteopathic Medicine 2012
- Conrad D. Ballecer**, *Assistant Professor of Surgery* (2020).
B.S., Santa Clara University, 1994; M.S., Barry University, 1999; M.D., St. George's University (West Indies), 2004
- Timothy Balmer**, *Assistant Clinical Professor of Biomedical Sciences* (2021).
B.A., University of Puget Sound, 2006; Ph.D., Georgia State University, 2014
- Kevin Balter**, *Assistant Clinical Professor of Medicine* (2021).
B.A., Cornell University College of Arts and Sciences, 1980; D.O., New York College of Osteopathic Medicine, 1984; M.D., Northeastern Ohio Universities College of Medicine, 1986
- Marcus Balters**, *Associate Professor of Surgery* (2005; 2015).
B.S., Texas Christian University, 1991; M.D., University of Nebraska Medical Center, 1996
- Tammalynn Bambulas**, *Instructor of OB/GYN* (2021).
B.S.N., University of Arizona, 1992; M.S.N., University of New Mexico, 1997
- Sunitha Bandlamuri**, *Assistant Professor of Medicine* (2019).
MBBS, Stanley Medical College (India), 1989
- Elizabeth C Banks**, *Instructor of OB/GYN* (2019).
B.A., The Johns Hopkins University, 2010; M.D., Case Western Reserve University School of Medicine, 2014
- Suhaireirene R Barake**, *Assistant Professor of Medicine* (2020).
B.S., University of California, Santa Barbara, 2002; M.D., Ross University School of Medicine, 2009
- Matthew Baral**, *Clinical Professor of Medical Humanities* (2021).
B.A., Castleton State College, 1994
- Dianna M.E. Bardo**, *Associate Clinical Professor of Radiology* (2019).
B.S., Illinois State University, 1987; M.D., Rush Medical College, 1996
- Joel Barkley**, *Assistant Professor of Obstetrics and Gynecology* (2018).
B.S., University of Nebraska, 2005; M.D., Creighton University School of Medicine, 2010
- Craig E. Barnes**, *Associate Clinical Professor of Radiology* (2019).
B.A., University of Washington, 1982; M.D., Medical College of Virginia, 1987
- Andrew E. Barnhill**, *Assistant Clinical Professor of Radiology* (2023).
B.S., University of Nebraska-Lincoln, 2013; M.D., Ross University School of Medicine (West Indies), 2018
- Bruce Baron**, *Assistant Clinical Professor of Radiology* (2014).
B.S., Allegheny College, 1983; D.O., Des Moines University College of Osteopathic Medicine and Surgery, 1987
- Frank Barranco**, *Assistant Professor of Neurology* (2012).
B.A., Williams College, 1979; M.D., University of Southern California School of Medicine, 1983
- Aaron Barrett**, *Assistant Professor of Family Medicine* (2023).
B.S., Weber State University, 2011; M.D., Creighton University School of Medicine, 2015
- Michael Barsoom**, *Associate Clinical Professor of Obstetrics & Gynecology* (2012).
B.S., Creighton University, 1991; M.D., Creighton University, 1995
- Jason C. Bartz**, *Professor of Medical Microbiology & Immunology* (2003; 2013); *Professor of Pharmacology and Neuroscience* (2019); *Associate Dean, Academic and Faculty Affairs* (2013).
B.S., University of Wisconsin-Stevens Point, 1990; M.S., University of Wisconsin-Madison, 1994; Ph.D., 1998
- Khalid Bashir**, *Associate Professor of Medicine* (2005; 2022).
M.B.B.S., King Edward Medical College (Pakistan), 1987
- Frederick Bassal**, *Clinical Instructor of Neurology* (2021).
B.S., University of California-Davis, 2009; D.O., Midwestern University, Arizona College of Osteopathic Medicine, 2015
- Kimberly C. Bates**, *Associate Clinical Professor of Medicine* (2022; 2022).
B.S., The Ohio State University, 1995; M.D., The Ohio State University College of Medicine, 1999
- Ashley M. Bauer**, *Assistant Professor of Surgery* (2021; 2022).
BS, University of Nebraska at Omaha, 2009; MD, University of Nebraska Medical Center, 2014
- Cindy S. Bauer**, *Assistant Clinical Professor of Pediatrics* (2014).
B.S., Marquette University, 2003; M.D., Medical College of Wisconsin, 2007
- Jeremy M. Baum**, *Assistant Clinical Professor of Radiology* (2022).
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- Vicki Bautista**, *Assistant Professor of Family and Community Medicine* (2015; 2018).
B.S., University of Texas-El Paso, 2000; ; M.A., University of Nebraska-Omaha, 2005; ; Ed.D., Creighton University, 2018
- Patricia A Bayless**, *Assistant Professor of Emergency Medicine* (2018).

B.S., University of Arizona, 1977; M.D., 1981

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Jennifer Beaty, *Associate Professor of Surgery* (2013; 2020).

B.S., University of Iowa, 1997; M.D., University of Iowa, 2001

Sarah Beaumont, *Assistant Clinical Professor of Pediatrics* (2011).

B.S., University of Illinois, 1996; M.D., University of Illinois at Peoria College of Medicine, 2000

Jill Beck, *Associate Clinical Professor of Pediatrics* (2011; 2022).

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Bradford A. Becken III, *Assistant Professor of Pediatrics* (2021).

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Terry A. Becker, *Assistant Clinical Professor of Family Medicine* (2020).

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Tyson E. Becker, *Assistant Clinical Professor of Surgery* (2019).

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B.A., Rutgers University, Mason Gross School of the Arts, 1985; M.F.A., University of Michigan, School of Art, 1993

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Ahmed Belal, *Clinical Instructor of Surgery* (2018).

M.D., Alexandria University (Egypt), 2008

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David Q. Bell, *Assistant Professor of Emergency Medicine* (2018).

B.S., Wheaton College, 1997; M.A., Northern Illinois University, 2000; M.D., Ph.D., University of Illinois, 2007

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Casey Beran, *Assistant Professor of Surgery* (2013).

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B.S., Louisiana State University, 1993; B.S., Louisiana State University, 1994; M.S., Louisiana State University, 1997; M.D., Louisiana State University Health Sciences Center School of Medicine, 2002
- Shane M. Bezzant**, *Assistant Professor of Radiology* (2021).
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- Puneet Bhalla**, *Assistant Clinical Professor of Medicine* (2020).
M.B.,B.S., Bangalore Medical College (India), 1998
- Sarabjit S. Bhalla**, *Assistant Clinical Professor of Medicine* (2012).
B.S., University of California at Los Angeles, 1995; M.D., University of Arizona College of Medicine, 1999
- Anita Bharath**, *Assistant Clinical Professor of Pediatrics* (2021).
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- Jawed Bharwani**, *Assistant Professor of Psychiatry* (2022).
M.B.,B.S., The Aga Khan University Medical College (Pakistan), 1997
- Sara Bharwani**, *Assistant Clinical Professor of Medical Humanities* (2021).
B.A., Saint Mary's University of Minnesota, 1998; ; M.A., Creighton University, 2008; ; Ed.D., 2020
- Deepti P. Bhat**, *Assistant Clinical Professor of Pediatrics* (2019).
M.B.,B.S., Mysore Medical College (India), 1999
- Poonam Bhatia**, *Assistant Clinical Professor of Neurology* (2020).
M.B.,B.S., Maulana Azad Medical College, University of Delhi (India), 2000
- Rahul Bhatia**, *Associate Professor of Pediatrics* (2018).
M.B.,B.S., Kasturba Medical College, 2000
- Rajeev Bhatia**, *Associate Clinical Professor of Pediatrics* (2020).
M.B.,B.S., University College of Medical Sciences, University of Delhi (India), 2001
- Supriya Bhatia**, *Assistant Clinical Professor of Psychiatry* (2022).
B.A., Creighton University, 2001;; M.D., University of Nebraska Medical Center, 2002
- Bikash Bhattarai**, *Assistant Clinical Professor of Clinical Research and Public Health* (2022).
Ph.D., Texas A&M University, 2013
- Vasudha Lalita Bhavaraiu**, *Associate Clinical Professor of Pediatrics* (2018; 2019).
B.A., Franklin and Marshall College, 1995; M.D., Pennsylvania State University College of Medicine, 1999
- Vandana Y. Bhide**, *Assistant Professor of Medicine* (2018).
B.S., University of Wisconsin, 1985; M.D., 1991
- Navin Bhopal**, *Assistant Professor of Pediatrics* (2018).
M.D., Ross University School of Medicine (West Indies), 2011
- Sugandha K. Bhosrekar**, *Assistant Clinical Professor of Psychiatry* (2022).
M.B.,B.S., Dr. Panjabrao Deshmukh Memorial Medical College, 2004
- Joshua J. Bies**, *Assistant Clinical Professor of Pediatrics* (2022).
B.S., University of Nebraska-Lincoln, 2009; M.D., University of Nebraska Medical Center, 2014
- Nathan Birch**, *Assistant Professor of Medicine* (2011).
B.S., University of Nebraska-Lincoln, 1977; M.D., University of Nebraska Medical Center, 2001
- C. Roger Bird**, *Associate Professor of Radiology* (2011).
B.A., Southern College, 1974; M.D., Loma Linda University School of Medicine, 1977
- Nicole Birge**, *Assistant Clinical Professor of Pediatrics* (2011).
B.A., University of Kansas, 2000; M.D., University of Kansas, 2004
- D. Daniel Bishop**, *Assistant Clinical Professor of Medicine* (2013).
B.A., University of Utah, 1996; M.D., Oregon Health and Sciences University, 2005
- Karina I. Bishop**, *Assistant Clinical Professor of Family Medicine* (2018).
M.D., University of Panama School of Medicine (Panama), 2010
- Marvin J. Bittner**, *Professor of Medicine* (1981; 2019); *Professor of Medical Microbiology and Immunology* (1981; 2019).
B.S., University of Chicago, 1972; M.D., Harvard University, 1976
- Deepa Reddy Biyyam**, *Assistant Clinical Professor of Radiology* (2019).
M.B.,B.S., Government Medical College (India), 2000
- Paul A. Blackburn**, *Associate Professor of Emergency Medicine* (2018).
B.S., University of South Dakota, 1977; D.O., AT Still University, 1983
- Robert J. R. Blair**, *Clinical Professor of Psychiatry* (2018); *Assistant Professor of Medicine* (2023).
BSc. University College London, 1989, Ph.D., 1993
- Shirley Blanchard**, *Associate Professor of Medicine* (1994).
B.S., University of Nebraska Lincoln, 1960; M.D., University of Nebraska Medical Center, 1964
- Shirley A. Blanchard**, *Professor of Occupational Therapy* (1990; 2017); *Associate Professor Department of Internal Medicine* (2004); *Associate Professor of Community and Preventive Dentistry in the Department of Oral Health Promotion* (2014).
B.S.O.T., Virginia Commonwealth University, 1975; M.S., University of Nebraska, Omaha, 1981; Ph.D., University of Nebraska, Lincoln, 2002
- Jessica A. Blanco**, *Assistant Professor of Family Medicine* (2023).
B.S., University of Arizona, 1994; M.D., University of Arizona College of Medicine, 1998
- Valerie Blanco**, *Assistant Professor of Pediatrics* (2021).
B.A., Washington University, 2006; M.D., University of Texas Southwestern Medical School, 2011
- Garnet J. Blatchford**, *Associate Clinical Professor of Surgery* (1990; 2002).
B.S., University of Nebraska-Lincoln, 1979; M.S., University of Nebraska Medical Center, 1983
- Timothy Blecha**, *Assistant Clinical Professor of Family Medicine* (2010).
B.S., Kearney State College, 1975; M.D., Creighton University School of Medicine, 1979
- Joel Bleicher**, *Associate Clinical Professor of Surgery* (2005).

B.S., Creighton University, 1969; M.D., Creighton University School of Medicine, 1973

B.S., University of Nebraska-Lincoln, 1987; M.D., University of Nebraska Medical Center, 1991

Lindsay R. Blick, *Assistant Clinical Professor of Pediatrics* (2022).

B.S., Truman State University, 2008; M.D., University of Kansas School of Medicine

David L. Bolam, *Associate Clinical Professor of Pediatrics* (1987; 2002).

B.S., Creighton University, 1965; M.D., University of Nebraska Medical Center, 1970

Lindley T. Bliss, *Assistant Clinical Professor of Medicine* (2021).

B.S., Kansas State University, 1996; M.D., University of Kansas School of Medicine, 2000

Dayla M. Boldt, *Assistant Clinical Professor of Medicine* (2019).

Pre-Pharmacy, Creighton University, 2008; Pharm.D., Creighton University School of Pharmacy and Health Professions, 2012

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

Katalin H. Boleratzky, *Assistant Clinical Professor of Anesthesiology* (2019).

M.D., Albert Szent-Gyorgyi Medical University, 1994

Chelsea P. Bloom Anderson, *Assistant Clinical Professor of Pediatrics* (2016; 2023).

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

Kristi Boles, *Assistant Clinical Professor of Pediatrics* (2012).

B.S., Texas A&M University, 1991; B.S., Texas Tech University, 1997; M.D., Texas Tech University Health Sciences Center, 2001

Andrew L. Blount, *Assistant Professor of Surgery* (2017).

B.S., Arizona State University W.P. Cary School of Business, 2004; M.D., University of Arizona College of Medicine, 2008

Padmaja Bollam, *Instructor of Psychiatry* (2011).

M.B.,B.S., Kakatiya Medical College, 1992

Stacy D. Blum, *Assistant Clinical Professor of Family and Community Medicine* (2022).

B.S., Wayne State College, 1996; M.D., University of Nebraska Medical Center, 2000

Patrick Bolton, *Assistant Clinical Professor of Anesthesiology* (2012).

A.B., University of California-Berkeley, 1990; M.D., University of California-San Francisco, 2001

Charles S. Bockman, *Assistant Professor of Pharmacology* (1996).

B.A., Emory University, 1984; Ph.D., Creighton University, 1993

Rachel M. Bond, *Assistant Professor of Medicine* (2019).

B.S., The Sophie Davis School of Biomedical Education, 2007; M.D., New York University School of Medicine, 2009

Deepti Boddupalli, *Assistant Professor of Medicine* (2014).

M.B.,B.S., D.Y. Patil Medical College, Maharashtra University of Health Sciences (India), 2004

Jeanette Boohene, *Assistant Professor of Medicine* (2011).

M.B.,B.S., University of Newcastle upon Tyne Medical School (United Kingdom), 1996

Sai-Sridhar Boddupalli, *Assistant Professor of Medicine* (2011).

M.B.,B.S.,D.Y., Patil Medical College, Maharashtra University of Health Sciences (India), 2004

Timea Bor, *Assistant Clinical Professor of Medicine* (2015; 2020).

M.D., Mor Kaposi Hospital (Hungary), 1996

Leonard Bodell, *Clinical Professor of Surgery* (2012).

B.A., Hobart College, 1967; M.D., New York Medical College, 1971

Aimee Borazanci, *Assistant Clinical Professor of Neurology* (2013).

B.S., Louisiana State University, 2001; M.D., Louisiana State University Health Sciences Center, 2006

Dawn Bodnar, *Assistant Clinical Professor of Medicine* (2014).

B.S., University of Nebraska Lincoln, 1995; M.D., University of Nebraska Medical Center, 1999

Bo Borch-Christensen, *Assistant Professor of Pediatrics* (2014; 2022).

M.D., University of Copenhagen (Denmark), 2004

Kirsten Boedeker, *Clinical Instructor of Medicine* (2022).

B.S.N., College of Saint Mary, 2016; D.N.P., Creighton University, 2019

Abby J Borhan, *Assistant Professor of Medicine* (2023).

B.A., University of Iowa, 2009; M.D., Creighton University School of Medicine, 2011

Varina Boerwinkle, *Associate Clinical Professor of Neurology* (2020).

B.A., Texas A&M University, 1997; M.D., University of Texas Southwestern, 2002

Ali Borhan, *Assistant Clinical Professor of Surgery* (2012).

B.A., Cornell University, 1994; M.D., Albany Medical College, 1998

Patrick J. Bogard, *Assistant Clinical Professor of Pathology* (1984; 2014).

B.S., University of Nebraska Lincoln, 1975; University of Nebraska Medical Center, 1978

Andres Borja Alvarez, *Assistant Professor of Medicine* (2018).

M.D., Pontificia Universidad Catolica del Ecuador, 2006

James N. Bogert, *Assistant Professor of Surgery* (2018).

B.S., Northern Arizona University, 2004; M.D., University of Arizona College of Medicine, 2008

Anna Boron, *Assistant Professor of Medicine* (2011).

M.D., Medical University (Poland), 2002

Clarimar Borrero-Mejias, *Assistant Clinical Professor of Pediatrics* (2019); *Assistant Clinical Professor of Neurology* (2019).

B.S., University of Puerto Rico-School of Natural Sciences, 2002; M.D., Universidad Central del Caribe School of Medicine, 2006

Patricia Bohart, *Assistant Clinical Professor of Psychiatry* (2012).

Jose Borromeo, *Assistant Clinical Professor of Surgery* (2021).

B.S., University of the Philippines (Philippines), 1988; M.D., University of the Philippines College of Medicine (Philippines), 1993

Annaliese M. Bosco, *Assistant Professor of Neurology* (2020; 2021).

B.S., University of Nebraska-Lincoln, 2012; M.D., University of Nebraska College of Medicine, 2016

Andrew R. Boshara, *Assistant Clinical Professor of Medicine* (2022).

B.H.Sc., McMaster University (Canada), 2011; M.D., St. George's School of Medicine (West Indies), 2015

Esad Boskailo, *Associate Professor of Psychiatry* (2018).

M.D., Sarajevo University School of Medicine, 1984

Whitney L. Bossert, *Assistant Clinical Professor of Pediatrics* (2020).

B.S., Nebraska Wesleyan University, 2011; M.D., University of Nebraska Medical Center, 2015

Deyanna Boston, *Assistant Professor of Family and Community Medicine* (2022).

B.S., University of Maryland Baltimore County, 2002; M.A., Villanova University, 2008; M.D., American University of the Caribbean School of Medicine, 2019

Thomas Lee Bostwick, *Assistant Professor of Emergency Medicine* (2018).

B.A., California State University, 1987; M.D., University of Southern California School of Medicine, 1993

A. James Bothmer, *Assistant Professor of Pharmacy Practice* (1991); *Assistant Professor of Library Sciences* (1992); *Assistant Vice President of Health Sciences* (2008).

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Travis J. Bourret, *Associate Professor of Medical Microbiology and Immunology* (2015; 2022).

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Joseph Bouvier, *Assistant Clinical Professor of Pediatrics* (2018).

B.S., Boston College, 1985; M.S., 1988; Ph.D., University of Texas Austin, 1990; M.D., University of Massachusetts Medical School, 1996

Rachel Bowditch, *Associate Clinical Professor of Medical Humanities* (2021).

B.A., Skidmore College, 1998; Ph.D., Tisch School of the Arts, 2007

Robert Bowen, *Associate Clinical Professor of Pathology* (2011).

B.A., Hastings College, 1973; M.D., University of Nebraska Medical Center, 1976

Russell Bowen, *Assistant Clinical Professor of Medicine* (2010).

B.S., University of Kansas, 1992; M.D., University of Kansas School of Medicine, 1996

Tarah A. Bowen, *Assistant Professor of Pediatrics* (2020).

B.A., Middlebury College, 2009; M.D., St. George's University School of Medicine (West Indies), 2014

Robert P. Bowser, *Clinical Professor of Pathology* (2021).

B.S., Carnegie Mellon University, 1987; Ph.D., Yale University, 1992

Lisa Weissenburger-Moser Boyd, *Special Instructor of Clinical Research and Public Health* (2022).

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Kevin Boyle, *Assistant Professor of Medicine* (2020).

B.S., Michigan State University, 2010; D.O., A.T. Still University of Health Sciences, 2015

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B.A., University of Virginia, 1990; M.D., University of Virginia, 1995

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Kelly L. Braun, *Assistant Professor of Neurology* (2019).

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B.A., Wartburg College, 2012; M.D., Creighton University School of Medicine, 2016

Amy Brower, *Assistant Clinical Professor of Health Professors* (2023).

B.S., University of Nebraska-Lincoln, 1986; Ph.D., University of Nebraska Medical Center, 2001

Darwin L. Brown, *Associate Professor of Health Professions* (2018; 2023).

B.S., University of Nebraska Medical Center, 1981 ; M.P.H., University of Nebraska at Omaha, 2004

Jaycen Brown, *Instructor of Surgery* (2023).

B.S., Azusa Pacific University, 2010; M.D., The University of Arizona College of Medicine, 2017

John Brown, *Assistant Professor of Pathology* (2018).

B.A., Illinois Wesleyan University, 1984; M.D., Southern Illinois University School of Medicine, 1988

Katherine E. Brown, *Assistant Clinical Professor of Surgery* (2017); *Assistant Clinical Professor of Medicine* (2017).

B.S., Creighton University, 1993; D.O., Kansas City University of Medicine and Biosciences, 2001

Kyle A. Brown, *Clinical Instructor of Health Professions* (2020).

B.S., University of Colorado at Denver, 2011; M.P.A.S., University of Nebraska Medical Center, 2013

Larry L. Brown, *Assistant Clinical Professor of Medicine* (2016).

B.S., Creighton University, 1987; M.D., University of Nebraska College of Medicine, 1992

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

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

Tanida Brown, *Assistant Professor of Psychiatry* (2020).

B.A., University of California-Berkley, 2008; M.D., University of Arizona College of Medicine, 2014

Jason Bruce, *Assistant Clinical Professor of Pediatrics* (2007).

B.S., Creighton University, 1999; M.D., Creighton University School of Medicine, 2003

David Bryant, *Assistant Clinical Professor of Pathology* (2013).

M.D., Northeastern Ohio Universities College of Medicine, 1991

Haitam Buaisa, *Assistant Professor of Medicine* (2020).

M.B.B.Ch., Tripoli University, Faculty of Medicine (Libya), 2008

Steven A. Budd, *Assistant Clinical Professor of Family Medicine* (2014).

B.A., University of Alaska-Fairbanks; B.S., Creighton University; MPH, Tulane University; M.D., University College Cork (Ireland)

Bhuvn Buddhdev, *Assistant Professor of Medicine* (2019).

M.B.,B.S., Shah Medical College (India), 2008

Kajalben Buddhdev, *Assistant Professor of Medicine* (2019).

M.B.,B.S., C.U. Shah Medical College (India), 2009

Alex P. Bui, *Assistant Professor of Anesthesiology* (2023).

B.S., Arizona State University, 2013; M.D., Baylor College of Medicine, 2021

Tovah A. Buikema, *Clinical Instructor of Obstetrics and Gynecology* (2016).

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

Robert Blake Bulloch, *Clinical Professor of Pediatrics* (2018).

B.S., University of Manitoba, 1988; M.D., 1992

Raymond Bunch, *Assistant Clinical Professor of Psychiatry* (2013).

B.S., University of Arizona, 1995; M.D., University of Colorado Health Sciences Center, 2001

Timothy A. Burd, *Assistant Clinical Professor of Surgery* (2016).

B.A., California State University at Fullerton, 1992

K. John Burhan, *Assistant Professor of Medicine* (2010; 2016).

B.A., University of Nebraska Omaha, 1991; M.D., Ross University School of Medicine, 2001

David R. Burk, *Assistant Clinical Professor of Surgery* (2021).

B.S., Arizona State University, 2008; M.D., University of Arizona College of Medicine, 2012

Anna D. Burke, *Assistant Professor of Neurology* (2018).

M.D., Gdansk Medical University (Poland), 2000

Bridget Burke, *Assistant Professor of Health Professions* (2022).

B.S., Creighton University, 2001; M.P.A.S., Marquette University, 2005

Melinda S. Burnett, *Associate Professor of Neurology* (2017; 2022).

B.A., Rice University, 1996; M.D., University of California-San Francisco, 2003

Anne Burns, *Assistant Clinical Professor of Medicine* (2013).

B.A., University of California-Santa Barbara, 1994; M.D., University of California, 1999

Jessica D. Burns, *Assistant Clinical Professor of Pediatrics* (2020).

B.S., Arizona State University, 2008; M.D., University of Arizona, College of Medicine, 2014; MPH, 2014

Jason M. Burrows, *Assistant Clinical Professor of Pediatrics* (2017; 2023).

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

John E. Buterbaugh, *Assistant Professor of Radiology* (2020).

B.S., West Virginia Wesleyan College, 1986; M.D., Temple University Medical School, 1990

Bradley S. Butler, *Associate Professor of Emergency Medicine* (2018).

B.S., University of Arizona, 1990; M.D., 1994

- Sandra D. Buttram**, *Associate Clinical Professor of Pediatrics* (2021).
B.S., Purdue University, 1995; M.D., Wayne State University School of Medicine, 1999
- Erin P. Byrne**, *Clinical Instructor of Emergency Medicine* (2022).
B.S., Creighton University, 1996; M.D., St. George's University School of Medicine (West Indies), 2006
- Thomas M. Byrne**, *Assistant Clinical Professor of Pediatrics* (2017).
B.S., Creighton University, 1987; M.D., University of Nebraska Medical Center, 1991
- Monica Cabrera**, *Assistant Clinical Professor of Pediatrics* (2010).
B.S., University of the Philippines, 1987; M.D., University of the Philippines, 1993
- Jin Cai**, *Assistant Professor of Anesthesiology* (2009; 2010).
M.D., The Third Military Medical University (China), 1986; Ph.D., University of South Alabama College of Medicine, 1995
- Cicero Calderon**, *Assistant Clinical Professor of Pediatrics* (2005).
B.A., Wabash College, 1987; M.D., Indiana University, 1991
- Charles C. Camosy**, *Professor of Medical Humanities* (2022).
Ph.D., University of Notre Dame, 2008
- Rebekah A. Campbell**, *Assistant Professor of Surgery* (2018).
B.S., University of Texas at Arlington, 2007; M.D., St. George's University Medical School (West Indies), 2012
- William G. Cance**, *Professor of Surgery* (2017).
B.S., Duke University, 1978; M.D., 1982
- David E. Cantu**, *Assistant Professor of Pathology* (2020).
M.D., Universidad Autonoma de Nuevo Leon (Mexico), 2009
- Jane Caplan**, *Assistant Clinical Professor of Psychiatry* (2012).
B.S./B.A., Loyola University-Chicago, 1995; M.D., Creighton University School of Medicine, 2001
- Jason P. Caplan**, *Professor of Psychiatry* (2008; 2015).
B.A., Brandeis University, 1997; M.A., Boston University, 1998; M.A., 2002
- Michael J. Carchedi**, *Assistant Clinical Professor of Medicine* (2022).
B.S.N., Norwich University, 2006; D.O., University of New England College of Osteopathic Medicine, 2013
- Javier F. Cardenas**, *Assistant Professor of Neurology* (2018).
B.A., Arizona State University, 1999; M.D., University of Arizona College of Medicine, 2004
- Stephan Cardon**, *Assistant Clinical Professor of Anesthesiology* (2012).
B.A., Brigham Young University, 1981; M.D., University of Arizona College of Medicine, 1986
- Warren Carll**, *Assistant Clinical Professor of Medicine* (2022).
B.S., Grand Canyon University, 2008; D.O., Arizona College of Osteopathic Medicine-Midwestern University, 2013
- Lawrence A. Carlsson Jr.**, *Assistant Clinical Professor of Family Medicine* (1979; 1982).
B.S., Creighton University, 1972; M.D., Creighton University School of Medicine, 1976
- Wendi Carlton**, *Assistant Professor of Pediatrics* (2017).
B.S., East Carolina University, 1987; M.D., University of North Carolina School of Medicine, 1994
- Jane Carnazzo**, *Assistant Clinical Professor of Pediatrics* (2000).
B.S., Creighton University, 1982; M.D., Creighton University School of Medicine, 1986
- Scott C. Carollo**, *Assistant Clinical Professor of Medicine* (2014).
B.S., Creighton University, 1986; M.D., Creighton University School of Medicine, 1990
- David Carpentieri**, *Associate Clinical Professor of Pathology* (2018).
M.D., Faculdade de Ciencias Medicas da Santa Casa (Brazil), 1985
- Jeffrey S. Carstens**, *Assistant Clinical Professor of Medicine* (2014).
B.S., Creighton University, 1986; M.D., Creighton University School of Medicine, 1990
- Edward R. Carter**, *Professor of Pediatrics* (2019).
AB, Princeton University, 1977; MD, Vanderbilt University Medical School, 1981
- Jodi Carter**, *Assistant Clinical Professor of Pediatrics* (2011).
B.A., Georgetown University, 1994; M.D., University of Arizona College of Medicine, 2000
- Matthew J. Carter**, *Assistant Clinical Professor of Pediatrics* (2020).
B.S., Brigham Young University, 2009; D.O., Rocky Vista University College of Osteopathic Medicine, 2014
- Leah Casanave**, *Special Instructor of Clinical Research and Public Health* (2022).
B.A., Creighton University, 2008; M.P.H., University of Kentucky, 2010; Dr.P.H., University of Kentucky,
- Jayleen J. Casano**, *Assistant Clinical Professor of Medical Humanities* (2022).
R.N., Jennie Edmundson School of Nursing, 1992; B.S.N., Arizona State University, 1996; M.B.A., Loyola University Graduate School of Business, 2001
- Murray J. Casey**, *Professor of Obstetrics & 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
- James Cashman**, *Assistant Professor of Surgery* (2013; 2021).
BA, University of Texas Austin, 1988; MD, University of Texas at Houston Medical School, 1993
- Ian L.S. Cassell**, *Associate Clinical Professor of Radiology* (2019).
B.S., Purdue University, 1976; M.D. Medical College of Pennsylvania, 1986
- Daniel Castellanos**, *Professor of Psychiatry* (2023).
B.A., University of Miami, 1977; M.D., Pontificia Universidad Catolica Madre y Maestra (Dominican Republic), 1984
- Mario Castellanos**, *Assistant Professor of Obstetrics & Gynecology* (2011; 2014).
B.S., University of Houston, 2002; M.D., University of Texas Southwestern, 2006
- Michael Castro**, *Associate Clinical Professor of Medicine* (2021).

M.D., University of Puerto Rico School of Medicine (Puerto Rico), 1994

B.A., B.S., University of Rochester, 2009; M.D., SUNY at Buffalo School of Medicine, 2016

Amanda M. Cattelino, *Assistant Clinical Professor of Psychiatry* (2016).
B.S., Arizona State University, 1999; M.D., Albany Medical College, 2005

Steve Chang, *Clinical Instructor of Surgery* (2012; 2021).
B.S., Duke University, 1997; M.D., University of North Carolina School of Medicine, 2002

Stephen J. Cavalieri, *Professor of Pathology* (1987; 2010); *Professor of Medical Microbiology and Immunology* (1986; 2010).
B.S., California University of Pennsylvania, 1977; M.S., West Virginia University, 1979; Ph.D., 1981

Edward A. Chaperon, *Associate Professor Emeritus of Medical Microbiology & Immunology* (1968; 2018).
B.S., Le Moyne College, 1957; M.S., Marquette University, 1959; Ph.D., University of Wisconsin-Madison, 1965

Harry Cavanagh, *Assistant Clinical Professor of Anesthesiology* (2013).
B.A., University of Santa Clara, 1970; M.D., University of Colorado School of Medicine, 1974

Helen S. Chapple, *Professor of Bioethics* (2007; 2019); *Professor of Medical Humanities* (2007; 2019).
B.A., George Washington University, 1971; A.D., Shenandoah University, 1987; M.A., University of Virginia, 1994; Ph.D., 2007

Keren E. Cedillos, *Assistant Clinical Professor of Pediatrics* (2020).
B.S., University of Arizona, 1998; M.D., University of Arizona College of Medicine, 2004

Kristina M. Chapple, *Associate Professor of Surgery* (2018).
B.A., Arizona State University; M.S., Ph.D.

James Cervantes, *Assistant Clinical Professor of Family Medicine* (2010).
M.D., University of Nebraska Medical Center, 1992

Edward S. Chartrand, *Assistant Professor of Anesthesiology* (2015).
B.A., St. Louis University, 2006; M.D., University of Nebraska College of Medicine, 2010

Roberto F. Cervantes, *Clinical Instructor of Psychiatry* (2019).
B.S.E.E., Arizona State University, 1993; M.D., Creighton University School of Medicine, 2013

Dana Chase, *Professor of Obstetrics & Gynecology* (2011; 2019).
B.A., Brown University, 1996; M.D., University of California-Irvine, 2003

Manuel E. Cevallos, *Assistant Professor of Medical Education* (2021).
M.D., Universidad Peruana Cayetano Heredia (Peru), 1990

Sara Chauhan, *Assistant Clinical Professor of Medicine* (2022).
B.Sc., McMaster University (Canada), 2008; M.D., Ross University (Dominica), 2012

Dennis A. Chakkalakal, *Special Associate Professor of Surgery* (1991; 2013).
B.Sc., Madras University (India), 1958; M.S., Marquette University, 1962; Ph.D., Washington University School of Medicine, 1968

William A. Chavira Jr., *Associate Professor of OB/GYN* (2019).
B.A., The University of Arizona, 1992; M.D., The University of Arizona College of Medicine, 1996

Shalini Chaliki, *Assistant Professor of Medicine* (2022).
B.A., M.D., University of Missouri-Kansas City, 2017

Reeti Chawla, *Assistant Clinical Professor of Pediatrics* (2018).
B.A., SUNY-Stony Brook, 2003; M.D., 2007

Swathi Challa, *Assistant Professor of OB/GYN* (2019).
B.A., Emory University, 2004; D.O., Pikeville College of Osteopathic Medicine, 2010

Juvet Che, *Clinical Instructor of Psychiatry* (2020).
B.S., Grambling State University, 2006; M.D., University of Texas Medical Branch, 2012

Richard Chamberlain, *Assistant Clinical Professor of Surgery* (2013).
B.S., University of Virginia, 1985; M.D., University of Nebraska College of Medicine, 1989

Benjamin P. Chen, *Clinical Professor of Biomedical Sciences* (2023).
Ph.D., University of Wisconsin, 1983; M.Sc., University of Wisconsin; B.Sc., University of Wisconsin

Claudia Chambers, *Associate Professor of Obstetrics & Gynecology* (2011; 2019).
B.S., McMaster University, 1995; M.D., SUNY Upstate Medical, 2001

Melinda E. Chen, *Assistant Clinical Professor of Pediatrics* (2018).
B.S., University of Wisconsin-Madison, 2008; M.D., 2011

Melissa A. Chambers, *Assistant Clinical Professor of Pediatrics* (2018).
B.S., Grand Canyon University, 2006; D.O., A.T. Still University, 2012

Weihua Chen, *Assistant Professor of Psychiatry* (2022).
B.S., University of Arizona, 2006; M.S., Arizona State University, 2009; M.D., University of Arizona College of Medicine, 2017

Linda Chambliss, *Assistant Professor of Obstetrics & Gynecology* (2008; 2011).
B.S.N., Duke University, 1973; M.D., Michigan State University, 1980; MPH, Johns Hopkins University, 2004

Xian-Ming Chen, *Clinical Professor of Medical Microbiology & Immunology* (2007; 2021).
M.S., Shanxi Medical University (China), 1988; M.D., Hubei Medical University Xianning Medical School (China), 1985

Saurabh Chandan, *Assistant Professor of Medicine* (2020).
M.D., St. George's University School of Medicine (West Indies), 2014

Yu-Ting Chen, *Assistant Professor of Neurology* (2019).
M.D., Kaohsiung Medical University, 2009

Justin D. Chandler, *Assistant Professor of Surgery* (2018).
B.S., Johns Hopkins University, 1992; B.S., Towson State University, 1999; M.D., Thomas Jefferson Medical College, 2003

Lilia Cherkasskiy, *Assistant Clinical Professor of Family Medicine* (2023).
B.A., Stanford University, 2008; Ph.D., Yale University, 2012

Arthur J. Chang, *Assistant Clinical Professor of Pediatrics* (2022).

David P. Cherney, *Instructor of Anesthesiology* (2019).

- B.S., University of Notre Dame, 2010; M.D., Creighton University School of Medicine, 2015
- David K. Chew**, *Assistant Clinical Professor of Surgery* (2021).
M.B.,B.S., National University of Singapore (Singapore), 1989
- Victoria T. Chew**, *Assistant Professor of Family Medicine* (2022).
B.S., B.A, University of California Santa Cruz, 2008; D.O., Western University of Health Sciences, College of Osteopathic Medicine of the Pacific, 2016
- Sheetal K. Chhaya**, *Assistant Professor of Medicine* (2020).
B.A., University of Pennsylvania, 1994; D.O., UMDNJ-School of Osteopathic Medicine, 1999
- Jessica Chiang**, *Assistant Clinical Professor of Pediatrics* (2023).
B.S., University of Illinois Urbana-Champaign, 2009; M.D., University of Illinois College of Medicine, 2014
- Terri-Ann Ching**, *Clinical Instructor of Medical Education* (2021).
B.S., University of Hawaii at Manoa, 2008; M.Sc., University of Hawaii at Manoa, 2010
- Soumini Chintala**, *Assistant Clinical Professor of Pediatrics* (2019).
MBBS, G.S.L. Medical College (India), 2011
- Youngsoo Cho**, *Assistant Clinical Professor of Medicine* (2012).
B.S., Cornell University, 1993; M.D., Albert Einstein College of Medicine of Yeshiva University, 1999
- Yon J. Chong**, *Assistant Clinical Professor of Psychiatry* (2019).
B.S., The Ohio State University, 2002; M.D. St. George's University School of Medicine (West Indies), 2011
- Yun Chong**, *Assistant Clinical Professor of Medicine* (2012).
B.S., Cornell University, 1988; M.D., University of Illinois, 1998
- Leah D. Chrisman**, *Assistant Professor of Medical Education* (2019).
B.S., Missouri State University, 2012; M.S., The Ohio State University, 2014; Ph.D., 2018
- Keith Christensen**, *Associate Professor of Medicine* (2008; 2011).
B.S., University of Iowa, 1990; Pharm.D., Creighton University, 1994
- Michelle R. Christensen**, *Clinical Instructor of Health Professions* (2020).
B.S., University of Nebraska-Omaha, 1997; MPAS, University of Nebraska Medical Center, 1999
- Eric R. Christianson**, *Clinical Instructor of Surgery* (2022).
B.A., Dakota Wesleyan University, 2012; M.D., University of South Dakota, Sanford School of Medicine, 2016
- Michael Christopher**, *Assistant Clinical Professor of Medicine* (2013).
B.S., Arizona State University, 1981; M.D., University of Arizona, 1986
- Keng-Yu Chuang**, *Associate Professor of Medicine* (2018; 2019).
B.A., Rutgers University, 1998; M.D., University of Medicine and Dentistry of New Jersey, 2004
- Veenod Chulani**, *Associate Clinical Professor of Pediatrics* (2018).
M.D., Ateneo de Davao University (Philippines), 1994
- Koteswara R. Chundu**, *Professor of Pediatrics* (2018).
M.B.,B.S., Guntur Medical College, 1981
- Jacqueline Chung**, *Assistant Professor of Medicine* (2021).
B.Sc., University of Toronto (Canada), 2007; M.D., Saba University School of Medicine (The Netherlands), 2011
- Ernest W. Chupp**, *Clinical Instructor of Obstetrics & Gynecology* (1985).
M.D., Creighton University School of Medicine, 1976
- Erica K. Cichowski**, *Assistant Professor of Medicine* (2003; 2008).
B.A., Indiana University, 1996; M.D., Creighton University School of Medicine, 2000
- Clarence E. Clark**, *Associate Clinical Professor of Surgery* (2020).
B.A., University of Pennsylvania, 1999; M.D, Penn State University College of Medicine, 2004
- Daxa Clarke**, *Associate Clinical Professor of Pediatrics* (2012; 2022).
B.S., Texas A & M University, 1998; M.D., University of Texas Southwestern Medical School, 2003
- Michael Clegg**, *Assistant Clinical Professor of Radiology* (2016).
B.S., Creighton University, 2001; M.D., Creighton University School of Medicine, 2005
- Robert Clemons Jr.**, *Assistant Clinical Professor of Family Medicine* (2011).
B.S., Iowa State University, 1978; M.D., University of Iowa College of Medicine, 1982
- James Clifton S.J.**, *Assistant Professor of Medical Education* (2015).
M.Div., Jesuit School of Theology-Berkeley, 1982
- Brent L. Clyde**, *Assistant Professor of Surgery* (2020).
B.S., University of California-Los Angeles, 1988; M.D., Duke University School of Medicine, 1992
- Kathryn E. Coan**, *Associate Professor of Surgery* (2016; 2022).
B.S., University of New Mexico, 2004; M.D., University of New Mexico School of Medicine, 2009
- Lisa Ann Cobourn**, *Assistant Professor of Psychiatry* (2018).
B.S., The Ohio State University, 1989; M.D., 1993
- Daniela Cocco**, *Assistant Professor of Surgery* (2021).
M.D., University of Cagliari (Italy), 2004
- Kathryn Coffman**, *Assistant Clinical Professor of Pediatrics* (2014).
B.A., Northwestern University, 1973; M.D., University of Iowa, College of Medicine, 1981
- Jason Cole**, *Assistant Clinical Professor of Pediatrics* (2021).
B.S., University of Nebraska-Lincoln, 2008; M.D., University of Nebraska Medical Center, 2014
- Lauren Cole**, *Assistant Clinical Professor of Medicine* (2022).
B.S., University of Denver, 2007; M.D., University of Arizona College of Medicine, 2017
- Robert M. Coleman**, *Assistant Professor of Psychiatry* (1999).
A.B., Harvard College, 1966; M.A., University of Nebraska, 1980; Ph.D., University of Nebraska, 1995
- Michael Collins**, *Assistant Professor of Radiology* (2021).
B.S., Northern Arizona University, 2008; M.D., University of Arizona College of Medicine, 2013
- Earle Collum**, *Assistant Clinical Professor of Pathology* (2012).
B.S., University of South Carolina, 1974; M.D., University of South Carolina, 1979

- Elizabeth M. Collyer**, *Assistant Clinical Professor of Pediatrics* (2017).
B.A., Franklin & Marshall College, 2006; M.D., Pennsylvania State University College of Medicine, 2010
- Geoffrey B. Comp**, *Assistant Professor of Emergency Medicine* (2019; 2020).
B.S., University of Arizona, 2009; D.O., Kansas City University of Medicine and Biosciences, 2015
- Michael Compitello**, *Assistant Clinical Professor of Medicine* (2021).
B.M., Peabody Conservatory of Music, 2007; M.M., Yale University School of Music, 2009; M.M.A., 2012; D.M.A., 2016
- Mary J. Connell**, *Associate Professor of Radiology* (2018).
B.S., Arizona State University, 1980; M.D., Georgetown University College of Medicine, 1985
- Thomas J. Connolly**, *Assistant Professor of Surgery* (2013).
B.S., Creighton University, 1986; M.D., Creighton University School of Medicine, 1990
- Christina Marie Conrad**, *Assistant Clinical Professor of Pediatrics* (2020).
B.S., University of California-Davis, 2004; D.O., Des Moines University, College of Osteopathic Medicine, 2009
- Leslie B. Conrad**, *Associate Professor of OB/GYN* (2021).
B.A., Agnes Scott College; M.D., Louisiana State University School of Medicine, 2009
- Stephanie Conrad**, *Assistant Professor of Pediatrics* (2021).
B.A., Villanova University, 2004; M.S./D.O., Philadelphia College of Osteopathic Medicine, 2010
- Brian P. Conroy**, *Assistant Clinical Professor of Surgery* (2017).
B.S., University of Nebraska Omaha, 1987; M.A., University of Connecticut, 1990; M.D., University of Nebraska Medical Center, 1995
- Tracy Contant**, *Assistant Professor of Obstetrics & Gynecology* (2012).
B.A., Wesleyan University, 1986; M.D., Yale University, 1993
- Anna Cook**, *Assistant Professor of Medicine* (2012).
B.S., University of Notre Dame, 2004; M.D., Creighton University School of Medicine, 2008
- Curtis Cook**, *Associate Professor of OB/GYN* (2021).
A.B., Wabash College, 1985; M.D., Indiana University School of Medicine, 1989
- Craig S. Cookman**, *Assistant Professor of Medicine* (2020).
B.A., University of Iowa, 2001; D.O., Des Moines University School of Osteopathic Medicine, 2014
- Dean V. Coonrod**, *Professor of OB/GYN* (2018).
B.S., Seattle Pacific University, 1982; M.D., University of Washington School of Medicine, 1990
- James T. Cooper**, *Assistant Clinical Professor of Surgery* (2023).
B.A., University of Arizona, 1991; M.D., University of Arizona College of Medicine, 1995; M.H.A., University of Arizona Global Campus, 2021
- Kindra L. Cooper**, *Assistant Clinical Professor of Medical Humanities* (2022).
B.A., University of Washington, 1998; M.P.A., The George Washington University, 2002; J.D., University of Washington, 2004; M.A., Loyola University of Chicago, 2018
- Vasanth Coorg**, *Assistant Clinical Professor of Pediatrics* (2019).
B.A., Cornell University, 2005; M.D., Texas A&M College of Medicine, 2009
- Patricia Cornejo**, *Assistant Clinical Professor of Radiology* (2019).
M.D., Universidad Javeriana School of Medicine, 2002
- Santiago M. Cornejo**, *Assistant Clinical Professor of Radiology* (2016).
B.S., Arizona State University, 2000; M.D., The University of Arizona College of Medicine, 2006
- Ricardo R. Correa**, *Associate Clinical Professor of Medicine* (2018).
M.D., University of Panama (Panama), 2006
- Sandra E. Correa**, *Clinical Instructor of Medical Humanities* (2021).
B.A., University of the Sacred Heart (Puerto Rico), 1996; M.A., Iowa State University, 2000; Ph.D., Arizona State University, 2010
- Dominic Cosgrove**, *Associate Clinical Professor of Biomedical Sciences* (1992; 2004).
B.S., University of Nebraska-Lincoln, 1984; Ph.D., University of Nebraska Medical Center, 1989
- Amy J. Cosimano**, *Assistant Professor of Family and Community Medicine* (2005; 2010).
B.S., University of Nebraska Medical Center, 1987; B.S.N., Creighton University, 1995; M.S.N., University of Nebraska Medical Center, 2005; Ed.D., College of St. Mary, 2010
- Mary L. Cost**, *Assistant Professor of Psychiatry* (2018).
B.S., Louisiana State University, 1993; Psy.D., Argosy University/Arizona School of Professional Psychology, 2004
- John Cote**, *Assistant Clinical Professor of Obstetrics & Gynecology* (2005).
B.S., Loyola Marymount University, 1991; M.D., Creighton University School of Medicine, 1997
- Jason Couch**, *Assistant Clinical Professor of Pediatrics* (2023).
B.S., Arizona State University, 2007; D.O., Arizona College of Osteopathic Medicine, 2011
- Andrew M. Coughlin**, *Associate Professor of Surgery* (2016; 2020).
B.S., Nebraska Wesleyan University, 2004; M.D., University of Nebraska College of Medicine, 2008
- David Coulson**, *Clinical Instructor of Surgery* (2015).
B.S., Arizona State University, 2003; O.D., Pacific University College of Optometry, 2007
- Don Coulter**, *Clinical Professor of Pediatrics* (2011; 2022).
B.S., Virginia Polytechnic Institute & State University, 1994; M.D., University of Arizona College of Medicine, 2002
- Sarah Counts**, *Assistant Clinical Professor of Surgery* (2023).
B.S., University of Connecticut, 2005; D.O., University of New England College of Osteopathic Medicine, 2010
- Alicia L. Cowdrey**, *Assistant Professor of Psychiatry* (2018).
B.S., University of Arizona, 2001; M.D., 2012
- Christian W. Cox**, *Associate Professor of Radiology* (2021).

- B.S., University of Washington, 1998; M.D., Georgetown University School of Medicine, 2002
- Elizabeth D. Cox**, *Assistant Professor of OB/GYN* (2018; 2020).
B.A., University of Kansas, 1998; M.D., University of Kansas School of Medicine, 2003
- Allison Crain**, *Assistant Professor of Family Medicine* (2016).
B.S., The University of Arizona, 2007; M.D., The University of Arizona, 2012
- Jonathan Cramer**, *Assistant Clinical Professor of Pediatrics* (2014).
B.S., Creighton University, 2002; M.D., University of Nebraska Medical Center, 2006
- Robert O. Creek**, *Professor Emeritus of Biomedical Sciences* (1964; 2002).
B.S., University of Illinois at Urbana-Champaign, 1950; M.S., University of Southern Illinois, 1955; Ph.D., Indiana University-Bloomington, 1960
- Susan R. Criswell**, *Clinical Professor of Neurology* (2023).
B.S., University of Nebraska-Lincoln, 1997; M.D., University of Nebraska Medical Center, 2001; M.S., C.I., Washington University, 2009
- David J. Crockett**, *Assistant Clinical Professor of Surgery* (2023).
B.S., Brigham Young University, 2004; M.D., Texas A&M University, College of Medicine, 2008
- Patrick Cronican**, *Assistant Clinical Professor of Family Medicine* (2010).
B.S., Creighton University, 1984; M.D., Creighton University School of Medicine, 1988
- David Crotzer**, *Assistant Clinical Professor of Obstetrics & Gynecology* (2007; 2013).
B.S., University of Tulsa, 1994; M.D., Indiana University School of Medicine, 1998
- Christopher K. Crowe**, *Assistant Professor of Emergency Medicine* (2018).
B.S., University of Arizona, 2005; M.D., 2011
- Daniel J. Cucher**, *Assistant Clinical Professor of Surgery* (2019; 2021).
B.A., University of Arizona, 2002; M.D., University of Arizona College of Medicine, 2010; M.S., University of Arizona Health Sciences, 2014
- Bo Cui**, *Assistant Clinical Professor of Medicine* (2021).
M.D., Saba University (The Netherlands), 2012
- Bruce Culbertson**, *Assistant Professor of Obstetrics & Gynecology* (2012; 2017).
B.S., University of California-Irvine, 1985; M.D., Medical College of Virginia, 1990
- Diane Cullen**, *Clinical Professor of Biomedical Sciences* (2012; 2017); *Clinical Professor of Medicine* (1989; 2017).
B.S., State University of New York, 1976; M.S., Western Illinois University, 1977; Ph.D., University of Wisconsin-Madison, 1989
- Miriam Cummings**, *Assistant Clinical Professor of Medicine* (2012).
B.S., Xavier University, 1987; M.D., The Ohio State University College of Medicine and Public Health, 1991
- James G. Cummins**, *Assistant Clinical Professor of Obstetrics & Gynecology* (1973; 1987).
B.A., Creighton University, 1966; M.D., Creighton University School of Medicine, 1970
- Deadre L. Currie**, *Instructor of OB/GYN* (2022).
B.S., Creighton University, 2007; B.S.N., University Denver Anschutz Medical Campus, 2011; M.S.N., Frontier Nursing University, 2016
- Jeffrey M. Curtis**, *Associate Professor of Family Medicine* (2015; 2019).
B.A., Brigham Young University, 1989; MPH, University of Arizona, 1997; M.D., Uniformed Services University of Health Sciences, 1993
- Stuart H. Curtis**, *Clinical Instructor of Pediatrics* (2020).
B.S., University of Utah, 2009; M.D., University of Utah, 2014
- Rachel E. Cushing**, *Assistant Professor of Health Professions* (2020; 2021).
B.S., University of Nebraska-Lincoln, 2003; M.P.A.S., PA-C, Rosalind Franklin University of Medicine, 2006
- Robert A. Cusick**, *Professor of Surgery* (2001; 2021).
B.A., Creighton University, 1987; M.D., University of Nebraska Medical Center, 1992
- Maureen M. D'Angelo**, *Assistant Clinical Professor of Emergency Medicine* (2022).
B.S., Northwestern University, 2008; M.D., University of Iowa, 2012
- Daniel L. DaSilva**, *Assistant Professor of Radiology* (2020).
B.A., University of California-Berkeley, 2004; M.D., Georgetown University School of Medicine, 2010
- Fayez Daaboul**, *Assistant Professor of Pathology* (2023).
M.B.B.Ch., MISR University for Science and Technology (Egypt)
- William D. Dachman**, *Associate Professor of Medicine* (2018).
B.S., University of Illinois, 1982; M.D., 1986
- M. Olunmi Dada**, *Assistant Clinical Professor of Family Medicine* (2015); *Assistant Clinical Professor of Family Medicine*.
M.B., B.S., College of Medicine, University of Lagos, 1977
- Gina M. Dado**, *Assistant Professor of Obstetrics & Gynecology* (2014).
B.S., Illinois Benedictine College, 1988; M.D., Loyola University Chicago-Stritch School of Medicine, 1992
- Khagendra Dahal**, *Assistant Professor of Medicine* (2020).
M.B., B.S., Institute of Medicine, Tribhuvan University (India), 2006
- Peter M. Daher**, *Assistant Clinical Professor of Emergency Medicine* (1996; 2005).
B.S., St. Lucia College, 1985; M.D., Spartan Health Science University, St. Lucia, 1988
- Katharine C Dahl**, *Assistant Clinical Professor of Medicine* (2018).
B.A., Duke University, 1992; M.D., Columbia University College of Physicians and Surgeons, 2001
- Erin L. Dahlke**, *Assistant Clinical Professor of Medicine* (2023).
B.S., Concordia University, 2000; D.O., Rocky Vista University College of Osteopathic Medicine, 2012
- Heather J. Dalton**, *Assistant Clinical Professor of OB/GYN* (2019).
B.S., The College of Charleston, 2004; M.D., University of South Carolina School of Medicine, 2008; M.S., The University of Texas Graduate School of Biomedical Sciences, 2014
- Jonathan L. Dameworth**, *Assistant Professor of Surgery* (2021).

- B.S., Colorado State University, 2009; M.S., Colorado State University, 2010; M.D., Creighton University School of Medicine, 2015
- Ioana C. Danci**, *Instructor of OB/GYN* (2021).
B.S., Andrews University, 2013; M.D., Loma Linda University School of Medicine, 2017
- David A. Danford**, *Clinical Professor of Pediatrics* (1995; 2004).
B.S., MIT, 1974; M.D., Stanford University, 1978
- Jessica K. Daniels**, *Assistant Clinical Professor of Pathology* (2019).
- Laura M. Danielson**, *Assistant Professor of Neurology* (2020).
B.S., University of Minnesota, 2011; M.D., University of South Dakota, 2015
- Srinivas Dannaram**, *Assistant Clinical Professor of Psychiatry* (2021).
M.B.,B.S., Osmania Medical College (India), 2002
- Allissa R. Darden**, *Assistant Clinical Professor of Pediatrics* (2019).
B.A., Wellesley College, 2002; M.D., The Johns Hopkins University School of Medicine, 2006
- Beth A. Darling**, *Assistant Professor of Psychiatry* (2018).
B.A., Arizona State University, 2004; D.O., Midwestern University, 2013
- Ananya Das**, *Professor of Medicine* (2015).
M.B.,B.S., Silchar Medical College (India), 1987
- Allan Daskal**, *Assistant Professor of Anesthesiology* (2021).
B.A., Yeshiva University, 2002; M.D., Albert Einstein College of Medicine, 2007
- Joan Daughton**, *Assistant Clinical Professor of Psychiatry* (2009; 2012).
B.S., Loyola University Chicago, 1999; M.D., Loyola University Stritch School of Medicine, 2003
- Harikrishna Dave**, *Assistant Professor of Pathology* (2018).
M.B.,B.S., Gujarat University, 1979
- Katherine P. Davenport**, *Assistant Clinical Professor of Surgery* (2020).
B.S., Texas A&M University, 2000; M.D., University of Texas Health Sciences Center, 2005
- Mary S. Davey**, *Assistant Professor of Radiology* (2005; 2007).
B.A., University of Nebraska, 1982; M.D., University of Nebraska Medical Center, 1990
- Patrick H. David**, *Assistant Professor of Anesthesiology* (2019).
B.A., University of California-Berkeley, 1987; M.D., Uniformed Services University of Health Sciences, 1991
- Michael H. Davidian**, *Associate Professor of Medicine* (1990; 2007).
B.S., UCLA, 1981; M.S., Creighton University, 1983; M.D., Creighton University School of Medicine, 1987
- Timothy S. Davie**, *Assistant Professor of Emergency Medicine* (2018).
B.S., Brigham Young University, 2007; M.D., University of San Diego School of Medicine, 2012
- Babette W. Davis**, *Clinical Instructor of Emergency Medicine* (2018).
B.S., Bates College, 2001; M.S., Tufts University, 2004; MPH, 2010; D.O., University of New England College of Osteopathic Medicine, 2014
- John Davis**, *Assistant Clinical Professor of Surgery* (2021).
B.S., University of Illinois at Champaign-Urbana, 2010; M.D., Medical College of Wisconsin, 2014
- Karole M. Davis**, *Assistant Professor of Surgery* (2018).
B.S., Arizona State University, 2000; M.D., University of St. Eustatius School of Medicine (Netherlands), 2006
- Kathleen E. Davis**, *Assistant Clinical Professor of Pediatrics* (2015).
B.S., Truman State University, 2007; M.D., University of Nebraska Medical Center, 2011
- Roy Davis**, *Assistant Clinical Professor of Pathology* (2012).
M.D., University of Witwatersrand (South Africa), 1970
- Trent W. Davis**, *Assistant Clinical Professor of Radiology* (2022).
B.A., Bethany College, 2009; M.D., University of Kansas School of Medicine, 2013
- John M Davitt**, *Assistant Professor of OB/GYN* (2022).
B.S., B.S., Boston University, 2011; M.D., Marshall University Joan C. Edwards School of Medicine, 2015
- Amanda Dawson**, *Assistant Clinical Professor of Surgery* (2019; 2022).
B.S., Creighton University, 2009; M.D., 2013
- Michael G. Dawson**, *Assistant Clinical Professor of Pediatrics* (2012).
B.A., Creighton University, 2004; M.D., Creighton University School of Medicine, 2008
- Austin N. DeHart**, *Assistant Clinical Professor of Pediatrics* (2020).
B.S., The University of Texas at Austin Cockrell School of Engineering, 2009; M.D., Virginia Commonwealth University Health System, School of Medicine, 2013
- Jessica DeMarco**, *Clinical Instructor of Neurology* (2015).
Ed.S., University of Nebraska-Kearney, 2005; Psy.D., Forest Institute of Professional Psychology, 2011
- Peter DeMarco**, *Associate Clinical Professor of Surgery* (1970; 1976).
M.D., Creighton University School of Medicine, 1962
- Jacob T. DeMenna**, *Assistant Professor of Psychiatry* (2021).
B.A., Barrett Honors College, 2012; M.D., University of Arizona College of Medicine, 2016
- Zachary S. DePew**, *Associate Professor of Medicine* (2014; 2019).
B.A.,B.S., University of Nevada, 2002; M.D., Creighton University, 2007
- Franklin DeVries**, *Assistant Clinical Professor of Obstetrics & Gynecology* (2011).
B.S., Creighton University, 1981; M.D., University of Nebraska Medical Center, 1987
- Bradley DeVrieze**, *Assistant Professor of Medicine* (2013).
B.S., Northern Illinois University, 2004; M.D., Medical College of Wisconsin, 2009
- Michael Debo**, *Assistant Professor of Medicine* (2017).
B.S., SUNY Buffalo, 2006; M.S., Roswell Park, 2008; D.O., Midwestern University, 2012
- Brian D. Dedinky**, *Assistant Clinical Professor of Family Medicine* (2016).
M.D., Creighton University School of Medicine, 1990

- James A. Deer**, *Assistant Professor of Medicine* (2014).
B.S., University of Arizona, 2005; M.D., University of Arizona College of Medicine, 2009
- Vikram Deka**, *Assistant Professor of Surgery* (2017; 2021).
B.A., The University of Texas at Austin, 2000; M.D., Texas A&M University College of Medicine, 2005
- Adrienne Dekarske**, *Assistant Clinical Professor of Radiology* (2022).
B.A., St. Olaf College, 2003; M.P.H., Emory University, 2005; M.D., University of Minnesota, 2009
- Paul Anthony Del Prado**, *Assistant Professor of Surgery* (2018).
B.S., University of the Philippines, 2003; M.D., University of Santo Tomas (Philippines), 2007
- Michael G. DelCore**, *Professor of Medicine* (1988; 2012).
B.S., Creighton University, 1979; M.D., Creighton University School of Medicine, 1983
- Paul J. DelPorto**, *Assistant Professor of Surgery* (2014).
B.S., Gannon University, 1998; M.D., Drexel University College of Medicine, 2003
- Nathan L. Delafield**, *Assistant Professor of Medicine* (2019).
B.S., Arizona State University, 2011; M.D., Indiana University School of Medicine, 2016
- Shirley Delair**, *Assistant Clinical Professor of Pediatrics* (2011).
B.A., Dartmouth College, 1994; M.D., Universidad CES (Colombia), 2001
- Abigail A. Delaney**, *Assistant Clinical Professor of OB/GYN* (2019).
B.S., Creighton University, 2005; M.D., University of Nebraska Medical Center, 2009
- Jeffrey Delaney**, *Clinical Professor of Pediatrics* (2009; 2022).
B.A., University of Minnesota-Morris, 1990; M.D., Creighton University School of Medicine, 1994
- Harold DelasAlas**, *Assistant Clinical Professor of Medicine* (2013).
B.S., University of Houston, 2000; Pharm.D., University of Houston, 2000; M.D., University of Texas Medical Branch, College of Medicine, 2008
- Tami D. DenOtter**, *Assistant Professor of Radiology* (2014; 2015).
B.S., University of Nebraska-Lincoln, 1996; M.D., University of Nebraska Medical Center, 2002
- Nathan Dennison**, *Instructor of Medicine* (2021).
B.S., Grand Canyon University, 2012; D.O., Midwestern University Arizona College of Osteopathic Medicine, 2018
- Danica C. Denton**, *Assistant Clinical Professor of Psychiatry* (2015).
B.S., University of Arizona, 2004; D.O., Arizona College of Osteopathic Medicine, 2009
- Nima Desai**, *Assistant Clinical Professor of Pediatrics* (2020).
B.A., Tufts University, 2005; M.D., Tufts University School of Medicine, 2009
- Sudhen Desai**, *Associate Clinical Professor of Radiology* (2022).
B.S., Rensselaer Polytechnic Institute, 1995; M.D., Albany Medical College, 2000
- Alka Desai-Buechler**, *Assistant Clinical Professor of Pediatrics* (2000).
B.S., Wesleyan University, 1989; M.D., University of Nebraska Medical Center, 1993
- Anand Deshmukh**, *Assistant Clinical Professor of Medicine* (2021).
M.B.,B.S., Grant Medical College (India), 2001
- Daniel Desjardins**, *Assistant Clinical Professor of Family Medicine* (2021).
B.S., Queen's University (Canada), 2012; M.D., Saint James School of Medicine (Anguilla), 2017
- Christopher J. Destache**, *Professor of Pharmacy Practice* (1984; 2006); *Professor of Medicine* (1990; 2006); *Professor of Medical Microbiology and Immunology* (1997; 2006).
Pharm.D., Creighton University, 1984
- Raghu V. Devabhaktuni**, *Assistant Professor of Psychiatry* (2020).
M.B.,B.S., Guntur Medical College (India), 1980
- Naresh A. Dewan**, *Professor of Medicine* (1980; 2001).
B.S., Government Science College (India), 1969; M.B.,B.S., Nagpur University (India), 1975
- Vijay Dewan**, *Assistant Clinical Professor of Psychiatry* (2007).
M.B.,B.S., AFMC Medical College (India), 1981
- Namita Dhiman**, *Assistant Clinical Professor of Psychiatry* (2020).
M.B.,B.S., Indira Gandhi Medical College Shimla (India), 2006
- Maria R. DiLeo**, *Assistant Professor of OB/GYN* (2019).
B.S., University of Arizona, 2002; M.D., University of Arizona College of Medicine, 2007
- Gina DiRenzo-Coffey**, *Assistant Clinical Professor of Pediatrics* (2005).
B.S., University of Notre Dame, 1992; M.D., Duke University, 1996
- Aidnag Diaz**, *Professor of Radiology* (2019).
B.S., Columbia University, School of Engineering and Applied Sciences, 1981; M.D., Columbia University, College of Physicians and Surgeons, 1988
- Nabil Dib**, *Professor of Medicine* (2020).
M.D., Damascus University School of Medicine (Syria), 1986
- Shane D. Dieckman**, *Assistant Clinical Professor of Radiology* (2020).
B.S., Nebraska Wesleyan University, 1996; D.O., Des Moines University School of Osteopathic Medicine, 2000
- Robert P. Diego**, *Assistant Professor of Anesthesiology* (2017).
B.A., Creighton University, 1985; M.D., Creighton University School of Medicine, 1998
- Mark J. Diercks**, *Associate Clinical Professor of Psychiatry* (1984; 1992).
B.S., Creighton University, 1977; M.D., Creighton University School of Medicine, 1981
- Nicholas Dietz**, *Associate Professor of Pathology* (2011; 2017).
B.A., St. Louis University, 2002; M.D., University of Nebraska Medical Center, 2006
- Matthew F. Dilisio**, *Associate Clinical Professor of Surgery* (2014; 2022).
B.A., St. Louis University, 2004; M.D., St. Louis University School of Medicine, 2008
- Kevin L. Dilworth S.J.**, *Assistant Professor of Medical Education* (2016).

B.A., Loyola Marymount University, 1977; S.T.B., M.Div. Regis College, University of Toronto, 1984; S.T.M., Regis College, University of Toronto, 1985

Claudia Dima, *Assistant Professor of Medicine* (2011).

M.D., Carol Davila University of Medicine and Pharmacy (Romania), 1989

Sara Dimeo, *Assistant Clinical Professor of Emergency Medicine* (2023).

B.A., University of Minnesota, 2008; M.D., The George Washington School of Medicine, 2014

Megan K. Dishop, *Clinical Professor of Pediatrics* (2019).

B.S., Duke University, 1993; M.D., Wake Forest, Bowman Gray School of Medicine, 1997

Megan Dixon, *Assistant Clinical Professor of Medicine* (2018).

M.D., University of North Dakota School of Medicine, 2003

Megan Beth Dixon, *Assistant Clinical Professor of Medicine* (2022).

M.D., University of North Dakota School of Medicine, 2003

Robert M. Dixon, *Assistant Professor of Surgery* (2018).

M.D., Medical College of Virginia, Virginia Commonwealth University School of Health Sciences, 1981

Michael J. Do, *Assistant Professor of Pediatrics* (2019).

B.A., Baylor University, 2009; M.D., University of Texas Medical Branch, 2013

Pooja Doehrman, *Assistant Professor of OB/GYN* (2019).

B.A., University of Virginia, 2007; M.P.H., George Washington University, 2007; M.D., Michigan State University College of Human Medicine, 2011

Carolyn M. Doherty, *Assistant Clinical Professor of Obstetrics & Gynecology* (1996).

M.D., University of South Dakota School of Medicine, 1986

Patrick J. Doherty, *Assistant Clinical Professor of Pediatrics* (2003; 2007).

B.S., University of Wyoming, 1984; M.D., Creighton University School of Medicine, 1992

Tamara Dolphens, *Special Assistant Professor* (2021).

B.S., University of Nebraska-Lincoln, 2002; M.P.A.S., University of Nebraska Medical Center, 2004

Stephen Dolter, *Assistant Clinical Professor of Pediatrics* (2011).

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

Maria Dominguez, *Clinical Instructor of Medical Humanities* (2021).

B.A., Universidad Complutense de Madrid (Spain), 1997; M.A., Arizona State University, 2008; Ph.D., Arizona State University, 2020

Laura A. Don, *Assistant Professor of Psychiatry* (2018).

M.D., University of Witwatersrand Medical School, 1990

Edward Donahue, *Assistant Clinical Professor of Surgery* (2008).

B.S., Villanova, 1970; M.S., University of Illinois, 1982; M.D., Temple Medical, 1979

Matthew A. Donahue, *Associate Clinical Professor of Clinical Research and Public Health* (2022).

B.Sc., Iowa State University, 2012; M.D., University of Iowa Carver College of Medicine, 2016

Kathryn Donesa-Zuzak, *Assistant Professor of Family Medicine* (2022).

B.A., University of Hawaii-Manoa, 1993; M.D., University of Hawaii-John A. Burns School of Medicine, 1997

Carla L. Dormer, *Assistant Clinical Professor of Anesthesiology* (2022).

B.S., University of Central Florida, 1999; M.D., University of Arizona College of Medicine, 2006

Michelle Dorsey, *Assistant Professor of Radiology* (2020).

B.A., University of Wisconsin-Madison, 1997; M.D., University of Wisconsin-Madison School of Medicine, 2001

Gaelle E. Doucet, *Associate Clinical Professor of Pharmacology and Neuroscience* (2021).

Ph.D., University of Caen (France), 2010

Frank J. Dowd Jr., *Professor Emeritus of Pharmacology* (1976; 2011); *Professor Emeritus of Oral Biology* (1985; 2011).

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

Marley A. Doyle, *Assistant Clinical Professor of Psychiatry* (2017).

B.S., Truman State University, 2006; M.D., Creighton University School of Medicine, 2010

Gregg A. Drabek, *Assistant Clinical Professor of Surgery* (2014).

B.S., Dakota Wesleyan University, 1979; M.D., University of South Dakota, 1987

Patricia Drace, *Instructor of Surgery* (2018).

B.A., Colorado College, 2003; M.D., Medical College of Wisconsin, 2011

Carol A. Drake, *Assistant Clinical Professor of Surgery* (1986; 2014).

B.S., University of Nebraska, 1977; M.D., University of Nebraska Medical Center, 1981

Jamie A. Drake, *Assistant Clinical Professor of Pediatrics* (2011; 2016).

B.A., Wayne State College, 2004; M.D., University of Nebraska Medical Center, 2008

Mary K. Drake, *Assistant Professor of Radiology* (2020).

B.S., University of Nebraska-Lincoln, 1995; M.D., University of Nebraska Medical Center, 1999

Shashank David, *Associate Professor of Pharmacology and Neuroscience* (2006; 2021).

B.V.Sc., G.B. Pant University (India), 1999; Ph.D., University of Georgia, 2003; M.B.A., Creighton University, 2012

Kristen M. Drescher, *Professor of Medical Microbiology & Immunology* (1999; 2011).

B.S., University of New Hampshire, 1983; M.S., University of Lowell, 1990; Ph.D., Johns Hopkins University, 1995

David J. Drewitz, *Assistant Clinical Professor of Medicine* (2014).

B.S., University of Wisconsin, 1986; M.D., Medical College of Wisconsin, 1990

Viseslav V. Drincic, *Assistant Professor of Medicine* (2004; 2006).

M.D., University of Belgrade (Yugoslavia), 1989

David M. Driscoll, *Clinical Instructor of Psychiatry* (2022).

B.A., University of the South, 2000; M.S., University of Memphis, 2003; Ph.D., University of Iowa, 2009

Ralph Drosten, *Professor of Radiology* (2011; 2016).

M.D., University of Witwatersrand (South Africa), 1992

Robert C. Drvol Jr., *Assistant Clinical Professor of Medicine* (2001).

B.S., University of Nebraska-Lincoln, 1991; M.D., University of Nebraska Medical Center, 1995

Aobo Du, *Assistant Clinical Professor of Family and Community Medicine* (2022).

B.S., Binghamton University, State University of New York, 2012; M.D., New York Medical College, 2017

Andrew C. Duarte, *Assistant Professor of Radiology* (2020).

B.S., Arizona State University, 2002; M.D., University of Arizona College of Medicine, 2009

Samuel Dubrow, *Assistant Professor of Surgery* (2014).

B.A., Colby College, 2002; M.D., Creighton University School of Medicine, 2007

Jalal M. Dufani, *Instructor of Medicine* (2021).

MBBCH, Tripoli University (Libya), 2009

Jacob Duncan, *Instructor of Surgery* (2020).

B.S., Southern Oregon University, 2010; D.O., Western University of Health Sciences, College of Osteopathic Medicine of the Pacific, 2014

Robert W. Dunlay, *Professor of Medicine* (1994; 2009); *Dean, School of Medicine* (2013).

B.S., Creighton University, 1977; M.D., Creighton University School of Medicine, 1981

Ryan P. Dunn, *Assistant Clinical Professor of Family Medicine* (2021).

B.A., Lawrence University, 2010; D.O., Des Moines University, 2016

Anthony M. Dunnigan, *Assistant Professor of Medicine* (2019).

B.S., University of Washington, 1993; M.D., Uniformed Services University of the Health Sciences

J. Douglas Dunning, *Assistant Clinical Professor of Family Medicine* (2021).

B.S., Creighton University, 1980; M.D., Creighton University School of Medicine, 1984

Binh Duong, *Assistant Professor of Medicine* (2011).

B.S., University of Iowa, 1982; M.S., University of Iowa, 1983; D.O., Des Moines University, 1987

James Dupey, *Assistant Clinical Professor of Medical Humanities* (2021).

B.A., Cascade College, 2005; M.A., Eastern Washington University, 2010; Ph.D., Arizona State University, 2018

Ashton W. Dykert, *Assistant Clinical Professor of Anesthesiology* (2017).

B.S., Arizona State University, 2008; M.D., Saint Louis University School of Medicine, 2012

Joshua H. Eason, *Assistant Clinical Professor of Medicine* (2022).

B.S., University of Kentucky, 2009; D.O., University of Pikeville, Kentucky College of Osteopathic Medicine, 2015

Stephen Ebers, *Assistant Clinical Professor of Pediatrics* (2021).

B.S., University of Nebraska-Lincoln, 2012; M.D., University of Nebraska Medical Center, 2016

Gregory G. Eckert, *Assistant Clinical Professor of Radiology* (2015).

B.S., Creighton University, 1991; M.D. Creighton University School of Medicine, 1995

Kaleo Ede, *Assistant Clinical Professor of Pediatrics* (2012).

B.A., Occidental College, 1997; M.D., University of Hawaii, 2001

Christopher W. Edwards, *Assistant Clinical Professor of Pediatrics* (2021).

B.A./M.D., University of Missouri-Kansas City, 2008

John C. Egan, *Assistant Clinical Professor of Pediatrics* (2013).

B.S., University of Notre Dame, 1991; M.D., Loyola University of Chicago Stritch School of Medicine, 1995

John D. Egan, *Professor Emeritus of Medicine* (1954; 1970).

B.A., University of Rochester, 1945; M.D., University of Buffalo, 1949

Matthew K. Egbert, *Associate Clinical Professor of Psychiatry* (1995; 2019).

B.A., University of Nebraska-Lincoln, 1984; M.D., University of Nebraska Medical Center, 1989

Obinna Egbo, *Assistant Clinical Professor of Medicine* (2022).

M.D., University of Nigeria College of Medicine and Dentistry (Nigeria), 1994

Michael L. Egger, *Assistant Clinical Professor of Psychiatry* (2019).

B.A., University of Nebraska-Lincoln, 1971; M.D., University of Nebraska College of Medicine, 1974

Claudine J. Egol, *Assistant Clinical Professor of Psychiatry* (2018).

B.S., Binghamton University, 2000; M.D., Creighton University School of Medicine, 2009

Moneeb Ehtesham, *Associate Professor of Neurology* (2022).

M.D., The Aga Khan University Medical College, 1999

Chad A. Eicher, *Assistant Clinical Professor of Radiology* (2014).

B.S., University of Nebraska-Lincoln, 1996; M.D., University of Nebraska Medical Center, 2001

Lewis Eirinberg, *Assistant Clinical Professor of Family Medicine* (2013).

Deepali D. Eksambe, *Assistant Professor of Pediatrics* (2018).

M.B., B.S., B.J. Medical College and Sassoon Hospitals, 1994

Rima El-Herte, *Assistant Professor of Medicine* (2021).

M.D., Lebanese University, Faculty of Medical Sciences and School of Medicine (Lebanon), 2007

Rachel E. Eliason, *Instructor of Obstetrics and Gynecology* (2020).

B.S., Dalhousie University (Canada), 2010; M.D., Tufts University School of Medicine, 2015

Michelle Elieff, *Assistant Clinical Professor of Pathology* (2012).

B.A., Indiana University, 1995; M.D., Indiana University School of Medicine, 1999

Mohammed Elkhwad, *Associate Professor of Pediatrics* (2021).

M.D., University of Khartoum, School of Medicine (Sudan), 1993

Steven T. Ellefson, *Assistant Clinical Professor of Radiology* (2022).

B.S., Oregon State University, 2014; M.S., University of Wisconsin, 2016

- Andrew B. Elliott**, *Resident Assistant Professor of Medicine* (2020).
B.S., Samford University, 2010; D.O., Lincoln Memorial University-DeBusk College of Osteopathic Medicine, 2014
- Erik G. Ellsworth**, *Assistant Clinical Professor of Pediatrics* (2020).
B.S., University of Arizona, 1999; M.D., Mayo Clinic School of Medicine, 2003
- Marc A Ellsworth**, *Assistant Clinical Professor of Medicine* (2021).
B.S., Brigham Young University, 2006; M.D., University of Rochester School of Medicine
- Diane Elmore**, *Assistant Clinical Professor of Emergency Medicine* (2019).
B.A., Arizona State University, 1978; M.D., University of Arizona College of Medicine, 1984
- Carol J. Elnicky**, *Assistant Professor of Family Medicine* (2021).
B.S., Bob Jones University, 1993; M.D., Wake Forest University, 1997
- Salaheddin A. Elrokhsi**, *Assistant Clinical Professor of Pediatrics* (2018).
M.B.B.Ch., Al Fateh University of Medical Sciences (Libya), 1998
- Gary N. Elsasser**, *Professor of Pharmacy Practice* (1981; 2010); *Professor of Family Medicine* (1996; 2011).
Pharm.D., University of Nebraska Medical Center, 1980
- Alisandrea N. Elson**, *Assistant Clinical Professor of Psychiatry* (2023).
BA, Creighton University, 2010; MD, Creighton University School of Medicine, 2018
- Joel D. Elson**, *Assistant Clinical Professor of Radiology* (2014).
B.S., University of Nebraska at Kearney, B.S.; M.D., University of Nebraska Medical Center, M.D.
- James Elston**, *Associate Clinical Professor Emeritus of Obstetrics & Gynecology* (1984; 2006).
M.D., Creighton University School of Medicine, 1959
- Lenore S. Encinas**, *Assistant Professor of Family Medicine* (2018).
B.S., The University of Arizona, 1996; M.D., 2001
- Richard Engel**, *Associate Clinical Professor of Pediatrics* (2011; 2018).
B.A., University of Philadelphia, 1998; M.D., New York University School of Medicine, 2002
- Candace P. Engelhardt**, *Assistant Clinical Professor of Pediatrics* (2020).
B.S., University of Arizona, 2003; M.D., University of Arizona Medical School, 2009
- Kevin P. Engelhardt**, *Assistant Clinical Professor of Pediatrics* (2019).
B.S., University of Arizona College of Medicine, 2006; M.D., 2010
- Melissa England**, *Assistant Clinical Professor of Pediatrics* (2016; 2022).
B.S., University of Nebraska - Lincoln, 2008; M.D., University of Nebraska Medical Center, 2012
- Cassie A. Eno**, *Assistant Professor of Medical Education* (2015; 2019); *Assistant Professor of Medical Humanities* (2022).
B.A., Simpson College, 2006; ; M.A., University of Alabama, 2008;; Ph.D., 2010
- Michael L. Epter**, *Professor of Emergency Medicine* (2018).
B.S., Adelphi University, 1991; D.O., New York College of Osteopathic Medicine, 1995
- Christopher Erickson**, *Clinical Professor of Pediatrics* (2002; 2010).
B.S., Nebraska Wesleyan University, 1980; M.D., University of Nebraska Medical Center, 1984
- Jenna R. Erickson**, *Assistant Clinical Professor of Pediatrics* (2023).
B.S., University of Minnesota-Duluth, 2006; M.S., University of Minnesota-Duluth, 2008; M.D., Chicago Medical School-Rosalind Franklin University, 2015
- Ashley D. Ermann**, *Assistant Clinical Professor of Pediatrics* (2023).
B.A., Lewis and Clark College, 2014; M.S., Tulane University, 2015; M.D., Oregon Health and Science University, 2015;
- Beth Ernst**, *Assistant Clinical Professor of Family Medicine* (2021).
B.S., Wayne State College, 1985; M.D., University of Nebraska Medical College, 1989
- Natalie Ertz-Archambault**, *Assistant Clinical Professor of Medicine* (2021).
B.S., Arizona State University, 2008; M.D., University of Arizona, College of Medicine, 2012
- Jennifer Eschbacher**, *Assistant Clinical Professor of Pathology* (2012).
M.D., Wayne State University School of Medicine, 2003
- Melissa Esparza**, *Clinical Instructor* (2021).
B.S., Stanford University, 2007; M.D., University of California San Francisco School of Medicine, 2014
- Paul W. Esposito**, *Assistant Clinical Professor of Medicine* (2018).
B.S. St. Bonaventure University, 1973; M.D., Hahnemann Medical College and Hospital, 1977
- Rosemary Esseks**, *Clinical Instructor of Psychiatry* (2015).
B.S., University of Illinois-Urbana, 1991; Ph.D., University of Nebraska-Lincoln, 2003
- Dennis Esterbrooks**, *Professor of Medicine* (1977; 2009).
B.S., College of St. Thomas, 1968; M.D., Creighton University School of Medicine, 1974
- Dulce Estevez**, *Clinical Instructor of Medical Humanities* (2021).
B.S., Arizona State University, 2000; M.A., Arizona State University, 2005; Ph.D., Arizona State University, 2014
- Gale Etherton**, *Assistant Clinical Professor of Medicine* (2010).
B.A., University of Colorado, 1988; M.D., Medical College of Wisconsin, 1994
- Joshua C. Euteneuer**, *Assistant Clinical Professor of Pediatrics* (2016).
B.S., University of Nebraska-Lincoln, 2005; M.S., University of Cincinnati, 2016; M.D., University of Nebraska Medical Center, 2010
- Don L. Evans**, *Assistant Clinical Professor of Radiology* (2014).
B.A., Washington University, 1988; M.D., University of Nebraska Medical Center, 2002
- Kari L. Evans**, *Assistant Professor of OB/GYN* (2023).
B.S., University of Portland, 2007; M.D., University of Arizona College of Medicine, 2013
- Amy Evans Werth**, *Assistant Professor of Medicine* (2014; 2016).
B.S., Creighton University, 2010; M.D., Creighton University School of Medicine, 2014
- Kaily Ewing**, *Assistant Professor of Surgery* (2021; 2023).

- B.S., University of Colorado at Colorado Springs, 2008; M.S., University of Colorado at Colorado Springs, 2010; D.O., A.T. Still University, Kirksville College of Osteopathic Medicine, 2015
- Denise Fabian**, *Assistant Clinical Professor of Psychiatry* (2022).
B.S., Arizona State University, 2004; M.D., University of Arizona College of Medicine, 2009
- Abdalla F. Fadda**, *Assistant Professor of Medicine* (2020).
M.B., B.S., University of Jordan (Jordan), 2007
- Islam M. Fahmi Abdou**, *Assistant Clinical Professor of OB/GYN* (2022).
M.B.B.Ch., Mansura University, Faculty of Medicine (Egypt), 2002
- Barry L. Fanders**, *Assistant Clinical Professor of Radiology* (2016).
B.A./M.D., University of Missouri at Kansas City, 1982
- Timothy R. Fangman**, *Assistant Clinical Professor of Medicine* (2014).
B.S., University of Notre Dame, 1968; M.D., Creighton University School of Medicine, 1972
- Khaled Fareed**, *Assistant Clinical Professor of Surgery* (2020).
MBBCh, Assiout University (Egypt), 1995
- Robin Farias-Eisner**, *Professor of OB/GYN* (2019); *Chair, OB/GYN* (2019).
B.S., UCLA/Albright College; M.D., Royal College of Surgeons (Ireland)
- John Farley**, *Professor of Obstetrics & Gynecology* (2011).
B.S., United States Military Academy, 1986; M.D., Uniformed Services University of the Health Sciences, 1990
- Nellie N. Farrington**, *Assistant Clinical Professor of Pediatrics* (2018).
B.S., Indiana University, 2006; M.D., Saint George's University (West Indies), 2011
- Ramin Fathi**, *Assistant Professor of Medicine* (2023).
B.A., Illinois Wesleyan University, 2006; M.D., Rush Medical College, 2013
- Erynn A. Faucett**, *Assistant Clinical Professor of Surgery* (2020).
B.S., University of California-San Diego, 2004; M.D., Michigan State University College of Human Medicine, 2011
- Robert J. Fauer**, *Assistant Professor of Family Medicine* (2023).
B.S., University of Michigan, 1978; M.D., University of California, Davis School of Medicine, 1982
- Taliat Fawole**, *Assistant Clinical Professor of Psychiatry* (2021).
M.D., Ladoko Akintola University of Technology College of Health Sciences (Nigeria), 2005; M.P.H., Texas A&M University School of Public Health, 2014
- Christopher M. Fecarotta**, *Assistant Clinical Professor of Surgery* (2017).
B.S., Stony Brook University, 2003; M.D., SUNY Upstate Medical University, 2007
- Jennifer Feirstein**, *Assistant Professor of Health Professions* (2021).
BS, University of Arizona, 2002; M.S.P.A.S., Arcadia University, 2004
- Iman Feiz-Erfan**, *Assistant Professor of Surgery* (2018).
M.D., Georg-August-Universität (Germany), 1999
- Richard J. Feldhaus**, *Associate Clinical Professor of Surgery* (1965; 2011).
B.S., Creighton University, 1953; M.S., Creighton University, 1955; M.D., Creighton University School of Medicine, 1959
- Jeremy P. Feldman**, *Assistant Clinical Professor of Medicine* (2016).
B.S., Stanford University, 1994; M.D., University of California San Diego, 1998
- Michael Feloney**, *Associate Professor of Surgery* (2007; 2013); *Chair, Urology* (2016).
B.S., Santa Clara University, 1994; M.D., St. Louis University, 1999
- Anne Yvonne Ferguson**, *Assistant Professor of Radiology* (2019).
B.A., Lynchburg College, 1989; MSHS, PA-C, The George Washington University, 2000
- Elizabeth M.N. Ferguson**, *Assistant Clinical Professor of Surgery* (2018).
B.A., College of St. Benedict/St. John's University, 1999; M.D., University of Minnesota School of Medicine, 2003
- Joseph Fernandes**, *Clinical Professor of Neurology* (2012; 2022).
M.D., Federal University of Bahia (Brazil), 1991
- Praveen P. Fernandes**, *Professor of Psychiatry* (2002; 2016).
M.B., B.S., St. John's Medical College (India), 1992
- Carlos A. Fernandez**, *Assistant Professor of Surgery* (2017).
M.D., Universidad Nacional de Colombia (Columbia); 1993
- Louis Ferrari**, *Assistant Professor of Surgery* (2023).
B.A., Syracuse University, 2000; M.D., Wayne State University School of Medicine, 2013
- Christina R. Ferraro**, *Assistant Professor of Radiology* (2018).
B.S., Gonzaga University, 2005; M.D., Creighton University School of Medicine, 2012
- Brent A. Feudale**, *Assistant Clinical Professor of Pediatrics* (2018).
B.A., University of California, Santa Barbara, 2003; M.S., SUNY at Buffalo, 2008; M.D., St. George's University School of Medicine, 2012
- Debra Fiala**, *Assistant Clinical Professor of of the Center for Health Policy and Ethics* (2011).
B.S., Nebraska Wesleyan University, 1987; M.D., Northwestern University Medical School, 1991; J.D., Loyola University Chicago, 1998
- Mary J. Fietz**, *Assistant Clinical Professor of Pathology* (2021).
B.S., University of Oklahoma, 1982; M.D., University of Oklahoma College of Medicine, 1986
- Terry Fife**, *Clinical Professor of Neurology* (2011; 2016).
B.S., University of Arizona, 1982; M.D., Texas A&M University, 1986
- Charles J. Filipi**, *Adjunct Professor of Surgery* (1989; 2015).
B.S., Iowa State University, 1963; M.D., University of Iowa, 1967
- Levi Filler**, *Assistant Professor of Emergency Medicine* (2019).
B.S., Portland State University, 2010; D.O., Arizona College of Osteopathic Medicine, 2015
- Kelcie J. Fincham**, *Assistant Clinical Professor of Pediatrics* (2020).
B.A., Dartmouth College, 2004; M.P.H., University of Georgia College of Public Health, 2007; M.D., Medical College of Georgia at Georgia Regents University, 2013
- Marjorie B. Fine**, *Associate Clinical Professor of Surgery* (2020).
A.B., UC Berkeley, 1965; M.D., UCLA School of Medicine, 1975

- David Finken**, *Assistant Clinical Professor of Pediatrics* (2005).
B.S., Creighton University, 1990; M.D., University of Nebraska Medical Center, 1995
- Robert E. Fintelmann**, *Assistant Clinical Professor of Surgery* (2014).
M.D., University of Ulm Medical School, 2005
- Christine E. Firth**, *Assistant Professor of Medicine* (2019).
B.S., Barrett Honors College, Arizona State University, 2010; M.D., University of Arizona College of Medicine, 2015
- Jerry L. Fischer**, *Assistant Clinical Professor of Family Medicine* (2021).
B.A., Luther College, 1970; M.D., University of Nebraska College of Medicine, 1977
- Lisa Fischer**, *Assistant Professor of Psychiatry* (2021).
B.A., University of Arizona, 1992; M.C., Arizona State University, 1997; Ph.D., Arizona State University, 2000
- Tamara L. Fischer**, *Clinical Instructor of Medicine* (2022).
B.S.N., Grand Canyon University, 2010; M.S.N., Grand Canyon University, 2018
- Mark A. Fischione**, *Professor of Pathology* (2019).
B.S., University of Detroit, 1981; M.D., American University of the Caribbean (West Indies), 1985
- Ronald Fischler**, *Assistant Clinical Professor of Pediatrics* (2021).
A.B., Harvard College, 1969; B.M.S., Dartmouth Medical School, 1971; M.D., Harvard Medical School, 1973
- Jonathan N. Fisher**, *Professor of Emergency Medicine* (2018).
B.A., Tufts University, 1993; M.D., MPH, 1997
- Lauren J. Fisher**, *Assistant Professor of Anesthesiology* (2018).
B.S., Tufts University, Jackson College, 1999; D.O., Philadelphia College of Osteopathic Medicine, 2003
- Kevin T. FitzGerald S.J.**, *Associate Professor and Chair, Medical Humanities* (2022); *Chair, Department of Medical Humanities* (2022).
B.A., Cornell University, 1977; M.Div., Jesuit School of Theology, 1988; Ph.D. (Molecular Biology), Georgetown University, 1996; Ph.D. (Bioethics), 2000
- Peter P. Fitzgibbons**, *Assistant Clinical Professor of Pediatrics* (2023).
B.S., The University of Oklahoma, 2013; M.D., Texas Tech University Health Science Center, 2017
- Robert J. Fitzgibbons Jr.**, *Professor of Surgery* (1980; 1993); *Professor of Clinical and Translational Science* (2016); *Chair, Department of Surgery* (2015).
M.D., Creighton University School of Medicine, 1974
- William P. Fitzgibbons**, *Assistant Clinical Professor of Family Medicine* (1981; 1982).
M.D., Creighton University School of Medicine, 1978
- Joleen E. Fixley**, *Associate Professor of Medicine* (2000; 2011).
B.A., University of San Diego, 1991; M.D., Creighton University School of Medicine, 1997
- Mark Fleisher**, *Clinical Professor of Psychiatry* (1992; 2011).
B.S., University of Nebraska-Omaha, 1981; M.D., University of Nebraska Medical Center, 1987
- Drew A. Flemming**, *Assistant Professor of Family and Community Medicine* (2022).
B.A., University of Washington, 2009; D.O., Edward Via College of Osteopathic Medicine, 2019
- Ashley L. Fletcher**, *Assistant Clinical Professor of Pediatrics* (2022).
B.A., University of Missouri-Kansas City, 2012; M.D., University of Missouri, Kansas City School of Medicine, 2015
- Garth E. Fletcher**, *Assistant Clinical Professor of Pediatrics* (1999; 2002).
B.A., Union College, 1982; M.D., Creighton University School of Medicine, 1986
- Esther Borges Florsheim**, *Assistant Clinical Professor of Biomedical Sciences* (2021).
B.Sc., University of Sao Paulo, 2009; Ph.D., University of Sao Paulo, 2014
- Anne Margaret Floyd**, *Assistant Professor of Surgery* (2018).
B.S., University of Arizona, 2004; M.S., 2006; M.D., University of Arizona 2012
- Stephen Foldes**, *Assistant Clinical Professor of Neurology* (2021).
B.S., Purdue University, 2004; M.S., Case Western Reserve, 2007; Ph.D., Case Western Reserve, 2011
- Tanner S. Folster**, *Assistant Clinical Professor of Emergency Medicine* (2023); *Assistant Clinical Professor of Emergency Medicine* (2023).
B.A., University of Utah, 2009; D.O., A.T. Still University - Kirksville College of Osteopathic Medicine, 2013
- Ekokobe E. Fonkem**, *Associate Clinical Professor of Neurology* (2020).
B.A., University of Wisconsin-Madison, 2002; D.O., Ohio University of Osteopathic Medicine, 2007
- James B. Ford**, *Associate Clinical Professor of Pediatrics* (2015).
B.S., University of Utah, 2002; D.O., Des Moines University, 2008
- Thomas S. Forest**, *Assistant Clinical Professor of Radiology* (2016).
B.S., Creighton University, 1974; M.D., University of Nebraska Medical Center, 1978
- James R. Forseth**, *Assistant Professor of Medicine* (2014).
B.S., University of North Dakota, 1976; M.D., University of North Dakota School of Medicine, 1980
- James P. Foshee**, *Assistant Clinical Professor of Medicine* (2023).
B.S., University of Arizona, 2010; M.D., Jefferson Medical College, Thomas Jefferson University, 2016
- Jason Foster**, *Associate Clinical Professor of Surgery* (2004; 2010).
B.S., Bucknell University, 1994; M.D., Temple University School of Medicine, 1994
- Kevin N. Foster**, *Professor of Surgery* (2017; 2021).
B.S., Indiana University, 1983; M.D., Medical College of Ohio, 1990
- Mohamed B. Fouda**, *Assistant Clinical Professor* (2023).
M.D., College of Human Medicine Benha University (Egypt)
- Samiksha Fouzdar Jain**, *Clinical Instructor of Pediatrics* (2020).
M.B., B.S., B.J. Medical College (India), 2001
- Alexandra N. Fox**, *Assistant Clinical Professor* (2019).

- M.D., American University of the Caribbean School of Medicine, 2012
- Cora Fox**, *Associate Clinical Professor of Medical Humanities* (2021).
B.A., Grinnell College, 1990; M.A., University of Wisconsin-Madison, 1994; Ph.D., University of Wisconsin-Madison, 2002
- Devin Fox**, *Assistant Clinical Professor of Medicine* (2022).
B.S., University of Nebraska-Lincoln, 1993; M.D., University of Nebraska Medical Center, 1998
- Lisa J. Fox**, *Assistant Clinical Professor of Pediatrics* (2013).
B.S., Grand Canyon University, 2002; D.O., Midwestern University-Arizona College of Osteopathic Medicine, 2006
- Caitlin B Foxley**, *Assistant Clinical Professor of Medicine* (2023).
B.S., Colorado State University, 1986; M.D., University of Nebraska College of Medicine, 1998
- Andrew Frager**, *Assistant Clinical Professor of Radiology* (2016).
B.S., University of Nebraska-Lincoln, 2002; M.D., University of Nebraska Medical Center, 2006
- Thomas Franco**, *Assistant Clinical Professor of Medicine* (2007).
B.S., Creighton University, 1985; M.D., University of Nebraska Medical Center, 1989
- Wayne J. Franklin**, *Professor of Medicine* (2022).
B.A., Williams College, 1993; M.D., University of California-Los Angeles, 1997
- Jan M Franko**, *Associate Clinical Professor of Surgery* (2021).
M.D., University of P.J. Safarik (Slovak Republic), 1996; Ph.D., University of Veterinary Medicine (Slovak Republic), 2000
- Wayne Frasch**, *Clinical Professor of Biomedical Sciences* (2021).
B.A., Hope College, 1972; Ph.D., University of Kentucky, 1979
- Jason D. Fraser**, *Assistant Clinical Professor of Surgery* (2015).
B.A., St. John's University, 2002; M.D., Creighton University School of Medicine, 2002
- Alan R. Frechette**, *Assistant Professor of Pediatrics* (2018).
B.S., University of Kansas, 1983; M.D., 1987
- Thomas Frederickson**, *Assistant Clinical Professor of Medicine* (2013).
B.A., Brigham Young University, 1984; M.B.A., Indian University, 1986; M.D., University of Minnesota, 1995
- Donald R. Frey**, *Professor Emeritus of Family Medicine* (1993; 2022).
B.A., William Jewell College, 1974; M.D., University of Missouri at Columbia, 1978
- Keith A. Frey**, *Professor of Family Medicine* (2015).
B.S., Virginia Military Institute, 1975; M.D., Medical College of Virginia, 1979
- Laura Frigyes**, *Assistant Clinical Professor of Medicine* (2011).
B.S., University of California-Davis, 1988; M.D., Creighton University School of Medicine, 1993
- Stuart Frigyes**, *Assistant Clinical Professor of Medicine* (2011).
B.S., University of California-Davis, 1988; M.D., Creighton University School of Medicine, 1993
- Jonathan K. Frischknecht**, *Assistant Clinical Professor of Pediatrics* (2023).
B.S., Utah Valley University, 2010; D.O., Arizona College of Osteopathic Medicine, Midwestern University, 2016
- David A. Frye**, *Assistant Clinical Professor of Radiology* (2022).
B.S., The University of Arizona, 1995; M.D., Dartmouth Medical School, 1999
- Richard Frye**, *Clinical Professor of Neurology* (2018).
B.A., Long Island University, 1986; M.S., Drexel University, 1991; Ph.D., Georgetown University, 1998; M.D., 1998
- Yusi Fu**, *Resident Assistant Professor of Biomedical Sciences* (2021; 2023).
B.S., Sun Yet-Sun University (China), 2011; Ph.D., Peking University, 2016
- Derek J. Fulcher**, *Clinical Instructor of Anesthesiology* (2014).
B.S., University of Arizona, 2005; M.D., University of Arizona College of Medicine, 2009
- Lynn C. Fullenkamp**, *Assistant Clinical Professor of Pediatrics* (2022).
B.S., Rockhurst University, 2006; J.D., University of Notre Dame School of Law, 2009; M.D., University of Kansas School of Medicine, 2016
- Casey A Fuller**, *Assistant Professor of Psychiatry* (2020).
BSN, University of Central Oklahoma, 2014; M.S., The University of Texas Health Science Center, 2016; DNP, Maryville University, 2020
- Jonathan E. Fuller**, *Assistant Clinical Professor of Surgery* (2019).
B.A., Columbia University, 1978; M.D., Columbia University College of Physicians and Surgeons, 1987
- Megan K. Fuller**, *Assistant Professor of Surgery* (2017; 2021).
B.S., Southwest Baptist University, 2002; M.D., Baylor College of Medicine, 2007
- Ramon M. Fusaro**, *Adjunct Professor Emeritus of Medicine* (1975; 2008); *Adjunct Professor Emeritus of Preventive Medicine and Public Health* (1984; 2008); *Adjunct Professor Emeritus of Pharmacy Sciences* (2006; 2008).
B.A., University of Minnesota, 1949; B.S., University of Minnesota, 1951; M.D., University of Minnesota, 1953; M.S., University of Minnesota, 1958; Ph.D., University of Minnesota, 1965
- Marli E. Gabriel**, *Assistant Professor of Medicine* (2022).
B.S., The University of Toledo, 2015; D.O., Ohio University Heritage College of Osteopathic Medicine, 2019
- Ronald A. Gagliano**, *Professor of Surgery* (2014; 2017).
B.S., Tulane University College of Arts and Sciences, 1990; M.D., Tulane University School of Medicine, 1994
- Dean Gain**, *Assistant Professor of Radiology* (2011).
B.A., The Johns Hopkins University, 1975; M.D., University of Arizona College of Medicine, 1979
- Jennifer Gaitley**, *Assistant Clinical Professor of Pediatrics* (2020).
B.S., University of Michigan, 2008; M.D., Wayne State University School of Medicine, 2012
- John C. Gallagher**, *Professor of Medicine* (1977).
M.B., Ch.B., Manchester University (England), 1965; M.R.C.P., Leeds University (England), 1970; M.D., Manchester University, 1976
- Vipul D. Ganatra**, *Assistant Professor of Medicine* (2018).
M.B., B.S., Mahatma Gandhi Mission's Medical College (India); 1996

- Bhavika Vinal Gandhi**, *Assistant Clinical Professor of Medicine* (2023).
M.B.,B.S., Pramukhswami Medical College (India), 2014
- John A. Garbacia**, *Associate Professor of OB/GYN* (2022).
B.S., Loyola University, Chicago, 1971; M.D., University of Illinois College of Medicine, 1975
- Robert Garcia**, *Associate Professor of Family Medicine* (2009; 2012);
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B.S., Arizona State University, 1977; M.D., University of Arizona, 1981
- Glenn Gardner**, *Assistant Clinical Professor of Surgery* (2004).
B.S., Wilson College (India), 1985; M.B.B.S., Christian Medical College (India), 1991
- Donna Garey**, *Assistant Clinical Professor of Pediatrics* (2021).
B.S., Arizona State University, 1996; M.D., University of Colorado School of Medicine, 2003
- Nisha Garg**, *Assistant Clinical Professor of OB/GYN* (2023).
B.S., Northwestern University, 2012; M.D., M.S., University of Miami, Miller School of Medicine, 2016
- Shipra Garg**, *Assistant Professor of Pathology* (2018; 2023).
M.B.,B.S., Lady Hardinge Medical College, 1985
- Byron J. Garn**, *Assistant Clinical Professor of Pediatrics* (2018).
B.S., Brigham Young University, 1997; M.D., Medical College of Wisconsin, 2002
- Cassie A. Garner**, *Assistant Clinical Professor of Medical Education* (2022).
B.A., University of Nebraska-Lincoln, 2002; M.S., University of Nebraska-Lincoln, 2004; Ph.D., University of Nebraska-Lincoln, 2007
- John L. Garred Jr.**, *Assistant Clinical Professor of Surgery* (1996).
B.S., Morningside College, 1975; M.S., Creighton University, 1978; M.D., Creighton University School of Medicine, 1981
- Erin Garvey**, *Assistant Clinical Professor of Surgery* (2018).
B.S., University of Denver, 2007; M.D., University of Vermont College of Medicine, 2011
- Anna J. Gary**, *Assistant Clinical Professor of Pediatrics* (2019).
B.A., Boston College, 2010; M.D., Creighton University School of Medicine, 2015
- Dawn Gary**, *Assistant Clinical Professor of Pediatrics* (2011).
B.S., University of Iowa, 1984; M.D., University of Iowa, 1990
- Ulises Garza-Serna**, *Assistant Clinical Professor of Surgery* (2022).
M.D., Universidad de Monterrey Facultad de Medicina (Mexico), 2004
- Zoran Gatalica**, *Clinical Professor of Pathology* (2002; 2011).
M.D., School of Medicine, University of Zagreb (Croatia), 1984; D.Sc., School of Natural Sciences, University of Zagreb (Croatia), 1989
- Annesly M. Gates**, *Assistant Clinical Professor of Psychiatry* (2023);
Assistant Clinical Professor of Psychiatry (2023).
B.A., University of California-Irvine, 2008; D.O., Touro University, College of Osteopathic Medicine, 2017
- Frederick Gawecki**, *Associate Clinical Professor Emeritus of Obstetrics & Gynecology* (1972; 2006).
B.S., University of Toledo, 1958; M.D., Boston School of Medicine, 1962
- Maryam F. Gbadamosi-Akindele**, *Assistant Professor of Medicine* (2016).
B.S., University of Maryland, 2006; M.D., Creighton University School of Medicine, 2012
- Yonas F. Geda**, *Professor of Neurology* (2022).
M.D., Addis Ababa University (Ethiopia), 1991
- Benjamin L. Geer**, *Assistant Clinical Professor of Surgery* (2020).
B.A., Albion College, 2001; M.D., Wayne State University School of Medicine, 2005
- Erika Geiggar-Schad**, *Assistant Professor of Psychiatry* (2020).
B.A., California Polytechnic University, 2006; M.A., Argosy University, 2010; Psy.D., 2015
- Andrew I. Gelbman**, *Associate Clinical Professor of Radiology* (1999; 2019).
B.S., Oregon State University, 1972; M.S., Ph.D., Oregon State University, 1982; D.O., University of Osteopathic Medicine and Health Sciences, 1993
- Janeé Gelineau-vanWaes**, *Associate Professor of Pharmacology* (2009).
B.S., Washington State University, 1979; D.V.M., 1983; M.D., 1996
- George Gellert**, *Associate Clinical Professor of Anesthesiology* (2012).
M.D., Semmelweis Medical University (Hungary), 1985
- Joanna L. Gendreau**, *Assistant Clinical Professor of Pediatrics* (2019).
B.S., Grand Canyon University, 2005; D.O., Kirksville College of Osteopathic Medicine, 2011
- Javier I. Gentile**, *Assistant Clinical Professor of Surgery* (2019).
M.D., Favaloro Foundation University, School of Medicine (Argentina), 1994
- Brenda A. Gentz**, *Associate Professor of Anesthesiology* (2022).
B.A., Willamette University, 1986; M.D., University of Washington School of Medicine, 1991
- Andrea George**, *Assistant Professor of Medicine* (2018).
B.S., University of Toronto (Canada), 2008; M.D., Windsor University School of Medicine (Canada), 2012
- Andrew George**, *Assistant Clinical Professor of Neurology* (2021).
B.S., Arizona State University, 1998; Ph.D., The University of Texas at Austin, 2009
- Nika R. George**, *Assistant Clinical Professor of Psychiatry* (2022).
B.S., University of Michigan, 2010; M.S., University of Missouri-St. Louis, 2012; Ph.D., University of Missouri-St. Louis, 2015
- Mark E. Gerber**, *Clinical Professor of Pediatrics* (2020).
B.A., Washington University, 1985; M.D., Loyola Stritch School of Medicine, 1989
- Joel Gereboff**, *Associate Clinical Professor of Medical Humanities* (2021).
B.A., New York University, 1971; Ph.D., Brown University, 1977
- Kara I. Geren**, *Assistant Professor of Emergency Medicine* (2018).
B.S., Emory University, 1999; M.D., University of Cincinnati College of Medicine, 2005
- Kristen A. Gerjevic**, *Assistant Professor of OB/GYN* (2022).

- B.S., University of Michigan, 2003; M.D., University of Iowa Carver College of Medicine, 2013; M.P.H., The Dartmouth Institute for Health Policy and Clinical Practice at Geisel Medical School, 2019
- Dirk Gesink**, *Assistant Clinical Professor of Surgery* (2012; 2021).
B.A., Calvin College, 1982; B.S., Michigan State University, 1984; M.D., University of Texas Medical Branch, 1988
- Celsius-Kit Jara Gesmundo**, *Assistant Professor of Psychiatry* (2018).
B.A., St. Louis University, 2002; M.D., Medical University of the Americas (West Indies), 2011
- Vafa Ghaemmaghami**, *Assistant Clinical Professor of Surgery* (2019; 2021).
B.A., University of Texas at Austin, 1996; M.D., University of Texas Health Science Center, 2000
- Anatole Ghazalpour**, *Assistant Clinical Professor of Pathology* (2013).
B.S., University of California-Los Angeles, 1988; Ph.D., University of California-Los Angeles, 2005
- Meenakshi Ghosh**, *Assistant Clinical Professor of Medicine* (2021).
M.B., B.S., Calcutta Medical College (India), 2007
- Evangelos Giakoumatos**, *Assistant Professor of Family and Community Medicine* (2021).
B.M.Sc., University of Western Ontario (Canada), 2007; M.Sc., University of Western Ontario (Canada), 2010; M.D., St. George's University Medical School (West Indies), 2015
- Joseph M. Giancola**, *Assistant Professor of Medicine* (2012; 2023).
B.S., Creighton University, 1986; M.D., University of Missouri-Columbia, 1990
- Gregg Giannina**, *Assistant Clinical Professor of Obstetrics & Gynecology* (2014).
B.S., Saint Peter's College, 1987; M.D., University of Medicine and Dentistry of New Jersey, 1991
- Donald K. Giger**, *Professor Emeritus of Medical Microbiology & Immunology* (1979; 2009).
B.S. (Biological Science), California State Polytechnic University, 1961; B.S. (Microbiology and Immunology), California State University, 1970; M.S., 1973; Ph.D., Tulane University, 1977
- Daniel Gih**, *Associate Clinical Professor of Psychiatry* (2017; 2020).
B.S., University of California-Irvine, 1999; M.D., University of Iowa Carver College of Medicine, 2006
- Vanessa Gildenstern**, *Assistant Clinical Professor of Pediatrics* (2015).
B.S., Southwestern University, 2003; M.D., University of Texas Southwestern Medical School, 2007
- Jared M. Gilliland**, *Assistant Clinical Professor of Surgery* (2023).
B.S., Baylor University, 2013; D.D.S., Texas A&M Baylor College of Dentistry, 2017
- James J. Giordano**, *Professor of Medical Humanities* (2020).
B.Sci., St. Peter's College, 1981; ; M.A., Norwich University, 1982; ; M.Phil., City University of New York, 1985; ; M.S., 1986; ; Ph.D., 1986; ; M.S., Lamar University, 2002
- David J. Glembocki**, *Assistant Clinical Professor of Medicine* (2012).
B.S., University of Wisconsin, 1992; M.D., Medical College of Wisconsin, 1997
- David Gloss**, *Assistant Professor of Neurology* (2012).
B.S., Boston College, 1991; M.D., Tulane University, 2004
- Christopher Glowacki**, *Assistant Professor of Obstetrics & Gynecology* (2011).
B.S., Creighton University, 2003; M.D., Creighton University School of Medicine, 2007
- David Gnarra**, *Associate Clinical Professor of Pediatrics* (1975; 2014).
B.S., University of Pittsburgh, 1964; M.D., University of Pittsburgh, 1968
- Shannon K. Godsil**, *Assistant Clinical Professor of Pediatrics* (2020).
B.A., Creighton University, 2007; M.S., 2008, M.D., 2013
- Parul Goel**, *Assistant Professor of Surgery* (2018).
B.S., Ohio State University, 1999; M.D., University of Cincinnati College of Medicine, 2004
- Richard V. Goering**, *Professor of Medical Microbiology & Immunology* (1975; 1993); *Chair, Medical Microbiology & Immunology* (2006).
A.B., Wichita State University, 1966; M.S., 1968; Ph.D., Iowa State University, 1972
- Casey Golab**, *Assistant Clinical Professor of Pediatrics* (2023).
B.A., Northwestern University, 1997; M.D., UCSD School of Medicine, 2007
- Ross F. Goldberg**, *Associate Professor of Surgery* (2018).
B.S., Emory University, 1999; M.D., New York Medical College, 2003
- Sheldon Goldberg**, *Assistant Clinical Professor of Medicine* (2021).
B.S., SUNY Downstate, 1974; B.S., Touro College, 1976, M.D., Autonomous University of the City of Juarez, 1983
- Carleigh B. Golden**, *Assistant Professor of Medicine* (2018; 2020).
B.S.N., Creighton University, 2011; M.D., 2015
- Jon R. Goldsmith**, *Assistant Clinical Professor of Surgery* (2017).
B.S., University of California San Diego, 1999; D.P.M., Dr. William M. Scholl College of Podiatric Medicine at Finch University, 2003
- Amy L. Goldstein**, *Clinical Instructor of Pediatrics* (2018).
B.A., Colorado College, 2009; M.D., Creighton University School of Medicine, 2015
- Bracha K. Goldsweig**, *Assistant Clinical Professor of Pediatrics* (2018).
B.A., Yeshiva University, 2002; M.D., New York University School of Medicine, 2007
- Nathan Gollehon**, *Associate Clinical Professor of Pediatrics* (2015; 2023).
B.S., University of Nebraska-Lincoln, 2004; M.D., University of Nebraska Medical Center, 2008
- Richard L. Golub**, *Assistant Clinical Professor of Surgery* (2018).
B.A., Ithaca College, 1996; M.D., Medical College of Ohio, 2000
- Heather J. Gomes**, *Assistant Clinical Professor of Surgery* (2014).
B.S., Northwestern University, 1999; MPH, Emory University, 2002; M.D., University of Nebraska Medical Center, 2006
- Adam Gomez**, *Assistant Professor of Pathology* (2021).
B.S., University of Houston, 2006; M.D., Baylor College of Medicine, 2012
- Luis F. Goncalves**, *Assistant Clinical Professor of Radiology* (2017).
M.D., Federal University of Santa Catarina (Brazil), 1987

- Bradley Gonik**, *Assistant Professor of Family Medicine* (2023).
B.S., Florida Atlantic University, 2012; M.D., Charles E. Schmidt College of Medicine at Florida Atlantic University, 2019
- Adalberto Gonzalez**, *Assistant Professor of Surgery* (2018).
B.A., Yale University, 1974; M.D., University of Colorado School of Medicine, 1978
- Daniel I Gonzalez**, *Assistant Clinical Professor of Neurology* (2022).
B.S., Baylor University, 2013; M.D., Texas A&M College of Medicine, 2017
- David V. Gonzalez**, *Professor of Medicine* (2019).
B.S., New Mexico State University, 1980; M.D., Stanford University School of Medicine, 1984
- Hugo Gonzalez**, *Clinical Instructor of Psychiatry* (2020).
M.D., Anahuac University and the National Autonomous University of Mexico, 1989.
- Omar Y. Gonzalez**, *Associate Clinical Professor of Medicine* (2014).
M.D., Universidad Peruana Cayetano Heredia, 1996
- Zoe M. Gonzalez-Garcia**, *Clinical Instructor of Pediatrics* (2018).
M.D., Universidad Autonoma de Guadalajara (Mexico), 2006
- Charles D. Goodman**, *Associate Clinical Professor of Surgery* (2021).
A.B., Brandeis University, 1977; M.D., Washington University, 1981
- Mark D. Goodman**, *Professor of Family Medicine* (1992; 2014).
B.S., University of Nebraska-Lincoln, 1981; M.D., University of Nebraska Medical Center, 1985
- Michael L. Goodman**, *Assistant Clinical Professor of Pediatrics* (2014).
B.S., Drake University, 2002; M.D., Indiana University School of Medicine, 2006
- Nathan P. Goodrich**, *Assistant Clinical Professor of Pediatrics* (2016; 2023).
B.S., B.S., University of Nebraska-Lincoln, 2009; M.D., University of Nebraska Medical Center, 2013
- Scott C. Goodwin**, *Clinical Professor of Radiology* (2020).
B.S., University of California-Los Angeles, 1979; M.D., Harvard Medical School, 1984
- Gary L. Gorby**, *Professor of Medicine* (1989; 2019); *Professor of Medical Microbiology and Immunology* (1989; 2019).
B.S., Youngstown State University, 1983; M.D., Northeastern Ohio Universities College of Medicine, 1983
- Bruce Gordon**, *Clinical Professor of Pediatrics* (1996).
B.A., Johns Hopkins University, 1979; M.D., Johns Hopkins University, 1983
- John Gordon**, *Associate Professor Emeritus of Anesthesiology* (1977; 2007).
B.S., Creighton University, 1955; M.D., Creighton University School of Medicine, 1959
- William Gossman**, *Associate Professor of Emergency Medicine* (2006; 2019); *Chair, Emergency Medicine* (2014).
B.S., Southern Illinois University, 1988; M.D., Southern Illinois University, 1992
- Shilpa Vellore Govardhan**, *Assistant Clinical Professor of Pediatrics* (2019).
M.B., B.S., Bangalore Medical College (India), 2003
- Venkatesh Govindarajan**, *Professor of Surgery* (2004; 2018); *Professor of Biomedical Sciences* (2013; 2018); *Professor of Medical Microbiology and Immunology* (2009; 2018).
M.Sc., M.M.S., Birla Institute of Technology & Science (India), 1992; Ph.D., University of Houston, 1997
- Amanda S. Grace**, *Assistant Clinical Professor of Emergency Medicine* (2023).
B.S., The University of Arizona, 1999; M.D., University of California-Los Angeles, 2003
- Michael P. Grace**, *Assistant Clinical Professor of Family Medicine* (2020).
B.S., University of Nebraska-Lincoln, 1999; M.D., University of Iowa College of Medicine, 2003
- So Yun Park Grace**, *Assistant Clinical Professor of Family and Community Medicine* (2020).
B.S., Tufts University, 2000; M.D., Albany Medical College, 2006
- Steven Gradowski**, *Clinical Instructor of Surgery* (2007).
O.D., Southern College of Optometry, 1979
- Jordan MacKay Graff**, *Assistant Clinical Professor of Surgery* (2015).
B.S., Brigham Young University, 1997; M.D., University of California-Irvine, 2003
- Claudia Gragnoli**, *Professor of Medicine* (2020).
M.D., U. La Sapienza of Rome (Italy), 1992; Ph.D., U. Tor Vergata of Rome (Italy), 2003
- Patricia A Graham**, *Assistant Professor of OB/GYN* (2020).
B.S., Georgetown University College of Arts and Sciences, 1979; M.D., Georgetown University School of Medicine, 1984
- Kirstin Grahn**, *Assistant Clinical Professor of Pediatrics* (2011); *Assistant Clinical Professor of Surgery* (2015).
B.A., University of Arizona, 1997; M.D., University of Arizona, 2003
- Noah Grams**, *Assistant Clinical Professor of Pediatrics* (2019).
B.S., Furman University, 2005; M.D., University of Wisconsin School of Medicine and Public Health, 2011
- Michael Anne Gratton**, *Assistant Clinical Professor of Biomedical Sciences* (2021).
B.S., University of Wisconsin-Milwaukee, 1974; M.A., University of Denver, 1976; Ph.D., State University of New York at Buffalo, 1989
- Sarah A. Grauman**, *Assistant Clinical Professor of Family Medicine* (2018).
B.S., College of St. Mary, 2008; M.D., Creighton University, 2014
- Christopher M. Graves**, *Assistant Clinical Professor of Surgery* (2017).
B.S., Northwestern University, 2005; M.S., Purdue University, 2006; M.D., University of Illinois College of Medicine, 2010
- Caron J. Gray**, *Professor of Obstetrics & Gynecology* (1999; 2015).
B.S., University of Illinois, 1987; M.D., Northwestern University, 1991
- Joseph N. Graziano**, *Associate Clinical Professor of Pediatrics* (2019).
B.S., University of Michigan, 1991; M.D., Columbia University, College of Physicians and Surgeons, 1995
- Kathleen D. Graziano**, *Assistant Clinical Professor of Surgery* (2015).
B.A., University of Southern California-Los Angeles, 1991; M.D., Columbia College of Physicians and Surgeons, 1996
- Theresa Grebe**, *Clinical Professor of Medicine* (2010; 2019).

- B.A., Washington University, 1982; M.D., Pennsylvania State University College of Medicine, 1986
- Jennifer M. Green**, *Assistant Professor of Medicine* (2013; 2023).
B.S., University of Nebraska-Lincoln, 1995; M.S., University of Nebraska Medical Center, 2002; M.D., University of Nebraska Medical Center, 2009
- John R. Green III**, *Professor of Surgery* (2020).
B.A., University of Cincinnati, 1987; University of Cincinnati College of Medicine, 1991
- Andrea D. Green Hines**, *Assistant Clinical Professor of Pediatrics* (2014).
B.S., University of Nebraska-Lincoln, 2002; M.D., University of Nebraska Medical Center, 2006
- Michael A. Greene**, *Associate Professor of Family Medicine* (2012; 2019).
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- David Greenspan**, *Associate Professor of Obstetrics & Gynecology* (2012; 2021).
B.A., New York University, 1983; M.D., Hahnemann/Drexel University, 1989
- Bradley Greger**, *Associate Clinical Professor of Biomedical Sciences* (2021).
B.A., Washington State University, 1994; B.S., Washington State University, 1995; Ph.D., Washington University, 2001
- Daniel G. Gridley**, *Associate Professor of Radiology* (2018; 2022); *Associate Professor of Clinical Research* (; 2022).
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- Timothy J. Griffin**, *Assistant Professor of Medicine* (1987; 1989).
M.D., Creighton University School of Medicine, 1982
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B.S., Wheeling Jesuit University, 2001; M.D., West Virginia University, 2005
- Gwen Marie Grimsby**, *Assistant Clinical Professor of Surgery* (2016).
B.A., Northern Michigan University, 2004; M.D., Medical College of Wisconsin, 2008
- Darren Groh**, *Assistant Professor of Pathology* (2018).
B.A., University of Delaware, 2007; M.D., New Jersey Medical School, University of Medicine and Dentistry of New Jersey, 2011
- Meg L. Groom**, *Assistant Clinical Professor of Medicine* (2021).
B.S., Loyola Marymount University, 2011; M.D., Loyola University Chicago Stritch School of Medicine, 2016
- Eric T. Gross**, *Assistant Clinical Professor of Medicine* (2020).
B.S., University of Las Vegas, 1995; M.D., University of Nevada School of Medicine, 2000
- David A. Grossblat**, *Assistant Clinical Professor of Anesthesiology* (2017).
B.S., University of Arizona, 1996; DPT, Northern Arizona, 2001; M.D., University of Arizona College of Medicine, 2010
- James Grunkemeyer**, *Resident Assistant Professor of Biomedical Sciences* (2021).
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- Alexa Grzywa**, *Clinical Instructor of Health Professions* (2022).
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- Jill E. Gualdoni**, *Assistant Clinical Professor of Medicine* (2022).
B.S., Northern Michigan University, 2008; M.D., Michigan State University, College of Human Medicine, 2013
- Thomas P. Guck**, *Professor of Family Medicine* (1996; 2008); *Professor of Psychiatry* (2001; 2008).
B.A., Hastings College, 1976; M.S., University of Nebraska-Omaha, 1981; Ph.D., University of Nebraska-Lincoln, 1985
- Jessica Guerrero**, *Special Instructor of Family and Community Medicine* (2022).
B.S., Midland University, 2009; M.S., Creighton University, 2021
- Timothy C. Guetterman**, *Special Instructor of Clinical Research and Public Health* (2022).
B.S., The University of Iowa, 1999; M.A., The University of Iowa, 2003; Ph.D., University of Nebraska-Lincoln, 2015
- Carl Gumbiner**, *Clinical Professor of Pediatrics* (1995; 2004).
B.S., Yale University, 1968; M.D., Northwestern University Medical School, 1972
- Ravindu P. Gunatilake**, *Assistant Professor of OB/GYN* (2019).
B.S., University of California, 2001; M.D., John A. Burns School of Medicine, University of Hawaii, 2005
- Vinay Gunnala**, *Assistant Professor of OB/GYN* (2018).
B.S. University of California-San Diego, 2005; M.D., University of Arizona College of Medicine, 2011
- Jaya S. Gupta**, *Assistant Professor of Medicine* (2014; 2016).
B.A., Creighton University, 2004; M.S., Creighton University, 2006; M.D., Creighton University School of Medicine, 2011
- Kirtibala Gupta**, *Assistant Clinical Professor of Medicine* (2008).
Ph.D., Creighton University, 1999; M.D., Creighton University School of Medicine, 2003
- Nandni Gupta**, *Assistant Professor of Psychiatry* (2020; 2023).
M.D., Medical University of the Americas, 2015
- Shradha Gupta**, *Assistant Clinical Professor of Medicine* (2022).
M.B.,B.S., Seth G.S. Medical College & K.E.M. Hospital (India)
- Vedant Gupta**, *Assistant Clinical Professor of Pediatrics* (2021).
B.S., Georgia Institute of Technology, 2009; D.O., Philadelphia College of Osteopathic Medicine, 2015
- Ann Guthery**, *Assistant Clinical Professor of Psychiatry* (2021).
B.S., University of Northern Colorado, 1987; M.S., Arizona State University, 1993; PhD, University of Arizona, 2010
- Rao Gutta**, *Assistant Clinical Professor of Surgery* (2016).
B.S., University of Miami, 1993; M.D., American University of the Caribbean, 1998
- Michael D. Guttenplan**, *Assistant Professor of Surgery* (2018).
B.A., University of Pennsylvania, 1980; M.D., 1985
- John F. Guynan**, *Instructor of Radiology* (2020).
B.S., Creighton University, 2010; M.D., University of Nebraska Medical Center, 2014

- Edwin R. Guzman**, *Professor of OB/GYN* (2019).
B.A., Rutgers, 1975; M.D., New York Medical College, 1980
- Michael W. Guzman Jr.**, *Assistant Professor of Family Medicine* (2018; 2019).
B.S., Creighton University, 2008; M.D., 2014
- Raymond S. Ha**, *Assistant Clinical Professor of Medicine* (2014).
BS, University of California-Davis, 2004
- Patricia J. Habak**, *Associate Professor of OB/GYN* (2019; 2021).
B.A., Northwestern University, 1993; M.D., University of Iowa, 1998
- Fahim Habib**, *Associate Clinical Professor of Surgery* (2020).
M.B.,B.S., Jawaharlal Nehru Medical College, 1990
- Naomi G. Habib**, *Assistant Clinical Professor* (2023).
B.S.N., Grand Canyon University, 2006; M.D., University of Arizona College of Medicine, 2013
- Hassan Hachem**, *Assistant Clinical Professor of Medicine* (2018).
M.D., Caen University Medical School, 1993
- John P. Hackett**, *Assistant Professor of Anesthesiology* (2022).
B.A., Duke University, 1998; M.D., University of Arizona College of Medicine, 2004
- Toufik M. Haddad**, *Assistant Professor of Medicine* (2020).
M.D., Tishreen University (Syria), 2009
- Maen M. Haddadin**, *Assistant Clinical Professor of Family Medicine* (2016).
M.B.,B.S., Jordan University, 1993
- Sead Hadziahmetovic**, *Assistant Professor of Psychiatry* (2020).
M.D., University of Banja Luka Medical School (Bosnia), 1988
- Nathan R. Haecker**, *Assistant Professor of Family Medicine* (2013; 2019).
B.A., Creighton University, 2001; M.D., Creighton University School of Medicine, 2005
- Sonal Haerter**, *Assistant Professor of Medicine* (2011).
M.B.,B.S., D.Y. Patel Education Society's Medical School (India), 1997
- John A. Haggstrom**, *Assistant Professor of Radiology* (2015; 2020).
B.S., Washington University, 1987; M.D., University of Nebraska Medical Center, 1991
- Mary Hahn**, *Assistant Clinical Professor of Pathology* (2012).
B.S., Arizona State University, 1987; M.D., The University of Arizona College of Medicine, 1993
- Zahi Haidar-Ahmad**, *Assistant Clinical Professor of Medicine* (2008); *Assistant Clinical Professor of Surgery* (2018).
B.S., American University of Beirut (Lebanon), 1993; M.D., American University of Beirut (Lebanon), 1997
- John D. Hain**, *Assistant Clinical Professor of Surgery* (2018).
B.S., University of Nebraska-Lincoln, 1996; M.D., University of Nebraska Medical Center, 2001
- Nasser Hajaig**, *Assistant Clinical Professor of Medicine* (2020).
B.S., University of South Florida, 1988; M.D., American University of the Caribbean, School of Medicine, 1993
- Karisa L. Hajek**, *Assistant Clinical Professor of Medicine* (2018; 2019).
B.S., Wayne State College, 2010; M.D., University of Nebraska Medical Center, 2014
- Waddah Hajja**, *Assistant Professor of Medicine* (2019).
M.D., Ross University School of Medicine, 2005
- Michael J. Hake**, *Assistant Professor of Medicine* (2023).
B.S., Case Western Reserve University, 1998; Ph.D., Case Western Reserve University, School of Medicine, 2008; M.D., Case Western Reserve University, School of Medicine, 2010
- Ahmad Halawa**, *Assistant Professor of Medicine* (2021).
M.D., University of Aleppo Faculty of Medicine (Syria), 2001
- Luke J. Halbur**, *Assistant Clinical Professor of Medicine* (2020).
B.S., University of California-Irvine, 1995; M.D., Loyola University Stritch School of Medicine, 1999
- Erin Hale**, *Clinical Instructor of Surgery* (2018).
B.S., University of Tulsa, 2009; M.D., University of Oklahoma School of Medicine, 2013
- Matthew A. Halfar**, *Assistant Professor of Family Medicine* (2017).
B.A., University of San Diego, 2001; M.D., Universidad Autonoma de Guadalajara School of Medicine, 2009
- Victoria Halgren**, *Assistant Clinical Professor of Medicine* (2011).
B.S., Creighton University, 1988; M.D., Creighton University School of Medicine, 1995
- Randon T. Hall**, *Assistant Clinical Professor of Pediatrics* (2018).
B.S., Rutgers, The State University of New Jersey, 2004; M.D., Vanderbilt University School of Medicine, 2008
- Timothy Hallman**, *Clinical Instructor of Radiology* (2022).
B.S., Creighton University, 2009; M.S., Creighton University School of Medicine, 2011; M.D., Creighton University School of Medicine, 2015
- Syma Aqduş Hamidi**, *Assistant Professor of Medicine* (2019).
M.B.,B.S., Sindh Medical College, University of Karachi (Pakistan), 1988
- Susan M. Hamman**, *Assistant Clinical Professor of Radiology* (2023).
B.A., Dartmouth College, 1986; M.D., University of Louisville School of Medicine, 1992; M.P.H., George Washington University Milken School of Public Health, 2023
- Samuel P. Hand**, *Assistant Professor of Psychiatry* (2018).
B.S., George Washington University, 1983; M.D., Medical College of Virginia, 1989
- Suzanne Haney**, *Associate Clinical Professor of Pediatrics* (2008; 2018).
B.S., Loyola Marymount University, 1992; M.D., Keck School of Medicine at University of Southern California, 1996
- Vo D. Hanh**, *Associate Clinical Professor of Pediatrics* (2016; 2022).
M.D., Pham Ngoc Thach University of Medicine (Vietnam), 1998
- Heather Anne Hanley**, *Assistant Clinical Professor of Pediatrics* (2020).
B.A., University of San Diego, 2000; M.D., Loma Linda University School of Medicine, 2007
- Angela M. Hanna**, *Assistant Professor of Surgery* (2022).
B.A., Virginia Polytechnic Institute and State University, 1998; M.D., University of Utah School of Medicine, 2003

- Laura A. Hansen**, *Professor of Biomedical Sciences* (2000; 2011).
B.S., Iowa State University, 1986; M.E.M., Duke University, 1988;
Ph.D., North Carolina State University, 1993
- Nancy D. Hanson**, *Professor of Medical Microbiology & Immunology* (1995; 2009); *Professor of Pediatrics* (1995; 2009).
B.S., University of Texas of the Permian Basin, 1979; M.A.,
University of Nebraska-Omaha, 1984; Ph.D., University of Nebraska
Medical Center, 1991
- Joseph Hanss**, *Associate Professor of OB/GYN* (2018).
B.S., Boston College, 1956; M.S., 1958; M.D., University of Buffalo,
1962
- Zijun Hao**, *Assistant Clinical Professor of Surgery* (2018).
M.D., Shandong Medical University (China), 1985
- Asim Haque**, *Assistant Professor of Neurology* (2017).
Ph.D., Washington University School of Medicine, 2007; M.D.,
University of Mississippi School of Medicine, 2010; MPH, Johns
Hopkins University Bloomberg School of Public Health, 2010
- Douglas A. Hardesty**, *Associate Professor of Neurological Surgery* (2023).
B.A., Earlham College, 2007; M.D., University of Pennsylvania
Perelman School of Medicine, 2011
- Richard J. Harding**, *Associate Professor of Surgery* (2016; 2021).
B.S., Vanderbilt University, 1985; M.D., Vanderbilt University School
of Medicine, 1989
- Allison M. Harlow**, *Adjunct Instructor of Medical Education* (2017).
B.A., Creighton University, 2000; M.A., The University of Akron, 2002;
Ph.D., The University of Akron, 2007
- Mark Harp**, *Assistant Clinical Professor of Psychiatry* (2021).
D.O., Oklahoma State University, College of Osteopathic Medicine,
2000
- James L. Harper**, *Associate Clinical Professor of Pediatrics* (1996; 2004).
B.S., University of Nebraska, 1981; M.D., University of Nebraska
Medical Center, 1985
- Gina Harper-Harrison**, *Assistant Professor of Obstetrics & Gynecology*
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B.S., University of Wyoming, 1988; M.D., Creighton University, 1992
- Claudia Harrington**, *Instructor of Medicine* (1996).
B.A., Creighton University, 1987; M.D., Creighton University School of
Medicine, 1993
- Martin Harrington**, *Assistant Clinical Professor of Psychiatry* (2006).
B.A., University of Nebraska, 1987; M.D., University of Nebraska
Medical Center, 1993
- Jamie C. Harris**, *Assistant Clinical Professor of Surgery* (2022).
B.S., The University of Arizona, 2008; M.D., The University of Arizona
College of Medicine, 2012
- John Harris**, *Assistant Clinical Professor of Medicine* (2007).
B.S., University of Nebraska, 1990; M.D., University of Nebraska
Medical Center, 1994
- Robin Harris**, *Assistant Clinical Professor of Biomedical Sciences* (2021).
B.Sc., Warwick University (United Kingdom), 2004; Ph.D., University
of Manchester (United Kingdom), 2009
- Alexander Harrison**, *Assistant Professor of Anesthesiology* (2021).
B.S., Springfield College, 2010; M.D., Medical College of Wisconsin,
2014
- Rosanne Hart**, *Assistant Clinical Professor of Pediatrics* (2011).
B.S., South Dakota School of Mines and Technology, 1989; M.D.,
University of South Dakota, 2003
- John Hartley**, *Associate Clinical Professor of Pediatrics* (2011; 2020).
B.A., Brown University, 1988; D.O., University of North Texas Health
Science, 1998
- Neal R. Hartman**, *Assistant Professor of Pediatrics* (2021).
B.S., University of Arizona, 2008; M.D., Saint Louis University School
of Medicine, 2012
- Carlos A. Hartmann**, *Assistant Professor of Medicine* (2018).
M.D., Universidad Nacional Experimental Francisco de Miranda
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- Patrick A. Harty**, *Assistant Clinical Professor of Radiology* (2022).
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of Medicine, 2000
- Paige A. Harwell**, *Assistant Clinical Professor of Surgery* (2021).
B.A., Wichita State University, 2008; M.D., University of Kansas
Medical Center, 2013
- Matthew L. Harwood**, *Assistant Professor of Radiology* (2023).
B.S., University of Arizona, 2009; M.D., University of Arizona, College
of Medicine, 2014
- Samad Hashimi**, *Associate Professor of Surgery* (2012; 2019).
B.S., University of New Mexico, 1999; M.D., University of Iowa
College of Medicine, 2004
- Aly Hassan**, *Assistant Clinical Professor of Psychiatry* (2009).
M.B.B.Ch., Ain Shams University (Egypt), 1995
- Jeffrey Hastings**, *Assistant Professor of OB/GYN* (2018; 2020).
B.A., University of Vermont, 2004; M.D., Mount Sinai School of
Medicine, 2014
- Julie A. Hastings**, *Instructor of OB/GYN* (2018).
B.A., University of California-Santa Cruz, 2004; M.D., Mount Sinai
School of Medicine, 2014
- Eric V. Hastriter**, *Assistant Clinical Professor of Pediatrics* (2018).
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School of Medicine, 2002
- Ralph J. Hauke**, *Special Assistant Professor of Medicine* (2008; 2011).
M.D., University of Panama Medical School (Panama), 1990
- Lindsey J. Hauser**, *Assistant Clinical Professor of Psychiatry* (2015).
B.A., The University of South Dakota, 2004; Psy.D., Minnesota
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- Yushi Hayashi**, *Resident Assistant Professor of Biomedical Sciences* (2021).
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- Shelley Haydel**, *Clinical Professor of Biomedical Sciences* (2021).

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Warren Hayes, *Assistant Clinical Professor of Family Medicine* (2010).

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Moustafa Hazin, *Associate Clinical Professor of Medicine* (2022).

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Lora L. Hebert, *Assistant Professor of Surgery* (2016).

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Pejman Preston Hedayati, *Assistant Professor of Radiology* (2018).

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Poya Hedayati, *Assistant Professor of Radiology* (2018).

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Jodanne Hedrick, *Assistant Clinical Professor of Obstetrics & Gynecology* (2011).

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Tom T. Hee, *Professor Emeritus of Medicine* (1978; 2018).

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Prabodh A. Hemmady, *Associate Professor of Pediatrics* (2018).

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Holly M. Hendin, *Assistant Professor of Psychiatry* (2020).

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Richard Hendrix, *Assistant Clinical Professor of Family Medicine* (2013).

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B.A., Mid America Nazarene University, 1990; M.D., University of Nebraska Medical Center, 1995

Susan T. Herman, *Clinical Professor of Neurology* (2021).

B.A., Johns Hopkins University, 1989; M.D., Columbia University College of Physicians & Surgeons, 1993

Cynthia L. Hernandez, *Assistant Clinical Professor of Emergency Medicine* (2018).

B.A., University of Nebraska-Omaha, 2001; M.D., University of Nebraska Medical Center, 2006

Eduardo J. Herrera Lirio, *Assistant Clinical Professor of Obstetrics & Gynecology* (2017).

M.D., Pontificia Universidad Catolica Madre y Maestra, 2010

Guadalupe Herrera-Garcia, *Assistsant Professor of OB/GYN* (2021).

B.A./B.A, University of Denver, 2003; D.O., Lake Erie College of Osteopathic Medicine, 2010

Michael J. Hervey, *Clinical Instructor of Obstetrics & Gynecology* (2014).

B.S., Morehouse College, 1998; M.S., Harvard University, 2001; M.D., University of Virginia School of Medicine, 2005

Joseph Hessel, *Associate Clinical Professor of Surgery* (2012).

B.A., Rice University, 1977; M.S., University of Texas, 1979; M.D., University of Texas Health Science Center, 1983

Jo Marie Hewitt, *Assistant Professor of Family Medicine* (2022; 2022).

B.S., University of Kansas, 2009; M.D., Cebu Institute of Medicine (Philippines), 2015

Molly J. Hiatt, *Instructor of Medicine* (2020).

B.S., Creighton University, 2013; M.D., Creighton University School of Medicine, 2017

Michael Hibner, *Professor of Obstetrics & Gynecology* (2005; 2011).

M.D., Medical University of Warsaw (Poland), 1992; Ph.D., Medical University of Warsaw (Poland), 2000

Jennifer Hickman, *Clinical Instructor of Pediatrics* (2012).

B.S., University of Illinois at Urbana-Champaign, 2001; M.D., University of Colorado Health Sciences Center at Denver, 2006

Nancy T. Hicks, *Assistant Clinical Professor of Obstetrics & Gynecology* (1989; 1995).

B.S., University of Nebraska-Lincoln, 1980; B.S. Med.Tech., Nebraska Wesleyan University, 1981; M.D., University of Nebraska Medical Center, 1985

Lee D. Hieb, *Assistant Clinical Professor of Surgery* (2013).

B.S., University of Iowa, 1976; M.D., University of Rochester School of Medicine and Dentistry, 1980

Alec Hildenbrand, *Assistant Professor of Medicine* (2021).

B.A./B.A., Minot State University, 2013; M.D., University of North Dakota School of Medicine and Health Sciences, 2017

Thomas W. Hilgers, *Clinical Professor of Obstetrics & Gynecology* (1977; 2004).

B.S., St. John's University, 1964; M.D., University of Minnesota at Minneapolis, 1969

Jenessa Hill, *Assistant Professor of Family Medicine* (2020).

B.S., University of Arizona, 2009; D.O., Edward Via College of Osteopathic Medicine, 2015

Krista L. Hill, *Assistant Clinical Professor of Family Medicine* (2021).

B.S., University of Nebraska-Lincoln, 1999; M.D., University of Nebraska Medical Center, 2003

Daniel E. Hilleman, *Professor of Pharmacy Practice* (1981; 1994); *Professor of Medicine* (1994).

Pharm.D., Creighton University, 1981

Diane E. Hindman, *Assistant Clinical Professor of Pediatrics* (2019).

B.S., University of Toronto (Canada), 1985; Pharm.D., University of Colorado, 2003; M.D., Trinity School of Medicine, 2013

Traci-Lynn Hirai, *Clinical Instructor of OB/GYN* (2020).

B.S., Loyola Marymount University, 2011; M.D., Creighton University School of Medicine, 2016

Travis W. Hirschfeld, *Clinical Instructor of Medicine* (2022).

B.A., University of Colorado at Boulder, 2000; B.S.N., University of Arizona, 2021

Patrick K. Hitchcock, *Assistant Professor of Radiology* (2018).

B.S., University of South Carolina, 1981; M.D., 1985

Carrie Hoarty, *Assistant Professor of Family Medicine* (2020).

BS, Marquette University, 2000; MD, University of Nebraska Medical Center, 2005

Ronald Hobbs, *Assistant Clinical Professor of Medicine* (2015).

B.S., Arizona State University, 2004; M.D., Texas A&M College of Medicine, 2008

Clayton J. Hoberman, *Assistant Clinical Professor of Medicine* (2022).

B.A., Middlebury College, 1998; D.O., Kirksville College of Osteopathic Medicine, 2004

Dan W. Hobohm, *Assistant Professor of Pathology* (2018).

B.A., Albion College, 1979; M.D., Wayne State University of Medicine, 1983

William A. Hodge, *Assistant Professor of Surgery* (2015).

M.D., Rush Medical Center, 1977

Erin J. Hoffman, *Assistant Professor of Health Professions* (2017).

B.A., University of Nebraska-Lincoln, 1999; 2002, University of Nebraska Medical Center, MPA

Deborah Hoffnung, *Assistant Clinical Professor of Neurology* (2014).

B.A., Washington University, 1996; M.A., Louisiana State University, 1998; Ph.D., Louisiana State University, 2002

Heidi Hogden, *Assistant Clinical Professor of Medical Humanities* (2021); *Assistant Clinical Professor of Medical Humanities* (2021).

B.F.A., Minneapolis College of Art and Design, 2008; M.F.A., Tufts University/School of the Museum of Fine Arts, 2012

Andrew J. Holcomb, *Assistant Professor of Surgery* (2020; 2021).

B.S., University of Florida-Gainesville, 2008; M.S., Georgetown University, 2009; M.D., Eastern Virginia Medical School, 2014

Travis C. Holcombe, *Assistant Clinical Professor of Surgery* (2014).

B.A., Brown University, 1982; M.D., Johns Hopkins University School of Medicine, 1986

Heather Holley, *Instructor of Pediatrics* (2014).

B.S., Grand Canyon University, 2002; D.O., Midwestern University of Arizona College of Osteopathic Medicine, 2009

Alexandra K. Hollingworth, *Assistant Professor of Surgery* (2018).

B.S./B.A, University of New York at Stony Brook, 1995; M.D., Ross University School of Medicine, 1999

Jeff (Mark) Holmberg, *Professor Emeritus of Internal Medicine* (1990; 2023).

B.S., Iowa State University, 1979; Ph.D., University of Nebraska, 1983; M.D., Creighton University School of Medicine, 1987

Fred D. Holmes, *Assistant Clinical Professor of Surgery* (2013).

B.A. , California State University, 1974; B.S., University of California-San Francisco, 1975; M.D., University of California-San Francisco, 1979

Jessica A. Holmes, *Assistant Professor of Family Medicine* (2018).

B.S., University of Iowa, 2002; MPH, University of Michigan School of Public Health, 2004; M.D., Case Western Reserve University School of Medicine, 2009

Kaveh O. Homayoon, *Associate Professor of Surgery* (2018).

M.D., Pahlavi University (Iran), 1979

Yoon Hong, *Assistant Clinical Professor of Surgery* (2012).

B.A., Rice University, 1998; M.D., Stanford University, 2003

Erin S. Honsa, *Assistant Clinical Professor of Medicine* (2021).

B.S., Queensland University of Technology (Australia), 2005; Ph.D., Baylor College of Medicine, 2012

Russell J. Hopp, *Professor of Pediatrics* (1984; 1996); *Professor of Medicine* (1999).

B.S., Creighton University, 1970; D.O., College of Osteopathic Medicine, 1975

Mohamad Horani, *Assistant Clinical Professor of Medicine* (2022).

M.D., Tishreen University School of Medicine (Syria), 1992

Christian Horazek, *Assistant Professor of Anesthesiology* (2020).

B.S., Duke University, 2009; M.D., Duke University School of Medicine, 2014

John M. Horne, *Assistant Professor of Medicine* (2015; 2018).
B.S., Barrett Honors College, 2005; M.S., Rosalind Franklin University, 2006; M.D., Rosalind Franklin University of Medicine and Science, 2010

Robert K. Horsley, *Assistant Professor of Medicine* (2020).
B.S., Benedictine University, 2012; M.D., University of Illinois College of Medicine, 2016

Kelly Hortel, *Instructor of Medicine* (2022).
B.S., Indiana University, 1996; B.S.N., Saint Mary's College, 1997; F.N.P.-C, Grand Canyon University, 2016

Bruce T. Horwood, *Assistant Professor of Medicine* (2018).
B.A., Point Loma Nazarene College, 1984; M.D., University of Washington, 1989

Justin Hoskin, *Assistant Clinical Professor of Neurology* (2021).
B.S., Brigham Young University, 2011; M.D., Eastern Virginia Medical School, 2016

Atoosa Hosseini, *Assistant Professor of Family Medicine* (2018).
D.O., Midwestern University Arizona College of Osteopathic Medicine, 2013

Bruce L. Houghton, *Professor of Medicine* (1994; 2022).
B.S., Creighton University, 1987; M.D., Creighton University School of Medicine, 1991

Robert M. Howell, *Assistant Clinical Professor Emeritus of Emergency Medicine* (1985; 2019).
B.S., Creighton University, 1974; M.D., Creighton University School of Medicine, 1978

Suzanne L. Hruza, *Assistant Clinical Professor of Radiology* (2014).
B.S., University of Nebraska, 1980; M.D., University of Nebraska Medical Center, 1984

Hudson H.T. Hsieh, *Clinical Professor of Psychiatry* (1980; 2009).
M.D., Taipei Medical College (Taiwan), 1974

Charles Kung Chao Hu, *Associate Clinical Professor of Surgery* (2018; 2022).
B.S., University of California-Los Angeles, 1992; M.S., Columbia University, 1994; M.D., Wayne State University, 1998

Tilina Hu, *Assistant Professor of Radiology* (2011).
B.A., Austin College, 2000; M.D., University of Texas-Southwestern Medical School, 2004

Xiaoyang Hua, *Clinical Instructor of Surgery* (2019).
M.D., Tongji Medical College, Huazhong University of Technology and Science (China), 2009

Dih-Dih Huang, *Assistant Professor of Surgery* (2021).
B.S., Johns Hopkins University, 2009; M.D., University of Minnesota, 2014

Gary Huang, *Assistant Clinical Professor of Surgery* (2023).
B.S., The Johns Hopkins University, 2008; M.D., The University of Illinois College of Medicine, 2015

Jasmine Huang, *Associate Professor of Surgery* (2011; 2018).

B.A., Brown University, 1997; M.D., Brown University, 2001

Wendy W. Huang, *Assistant Clinical Professor of Pediatrics* (2018).
B.A., The University of Chicago, 2003; M.D., Rush Medical College, 2008

Andrew S. Huang Pacheco, *Assistant Clinical Professor of Pediatrics* (2017).
M.D., Jose Matias Delgado University Medical School (El Salvador), 2008

Michelle Huddleston, *Assistant Clinical Professor* (2011).
BS, East Carolina University, 1990; MD, East Carolina University School of Medicine, 1995

Cathy Hudson, *Assistant Clinical Professor of Pediatrics* (1995; 2021).
B.S., Creighton University, 1988; M.D., Creighton University School of Medicine, 1992

Christopher J. Huerter, *Professor of Medicine* (1989; 2012).
B.S., Creighton University, 1980; M.D., University of Nebraska Medical Center, 1984

Nicholas G. Huggins, *Assistant Clinical Professor of Pediatrics* (2019).
B.S., Texas A&M University, 2006; M.D., University of Texas Southwestern Medical Center, 2010

Dennis M. Hughes, *Assistant Professor of Psychiatry* (2018).
B.A., University of Pittsburgh, 1988; M.D., Bowman Gray School of Medicine, 1993

Jeremy N. Hughes, *Associate Clinical Professor of Radiology* (2022).
B.S., Oklahoma State University, 2003; M.D., College of Medicine, University of Oklahoma Health Sciences Center, 2008

Sharon Hughes Gnagi, *Assistant Clinical Professor of Pediatricxs* (2020).
B.S., Texas Tech University, 2007; M.D., University of Texas Medical Branch, 2011

Silvie Huijben, *Assistant Clinical Professor of Biomedical Sciences* (2021).
B.Sc., Wageningen University (Netherlands), 2004; M.Sc., Wageningen University (Netherlands), 2006; Ph.D., Edinburgh University (United Kingdom), 2010

Katherine Hunt-Brendish, *Assistant Clinical Professor of Biomedical Sciences* (2021).
B.A., University of Arizona, 1991; M.S., Northwestern University, 1995; Ph.D., Arizona State University, 2013

Chelsea M. Hunter, *Clinical Instructor of Psychiatry* (2023).
B.S., University of Nebraska-Omaha, 2010; M.S.W., University of Nebraska-Omaha, 2012

Claire B. Hunter, *Professor Emeritus of Medicine* (1986; 2021).
B.A., University of Kansas, 1974; B.S.Med.Tech., University of Kansas, 1975; M.S., University of Kansas, 1979; M.D., Creighton University School of Medicine, 1983

William J. Hunter III, *Professor Emeritus of Pathology* (1980; 2016); *Professor Emeritus of Clinical and Translational Science* (2016; 2016).
B.S., Gonzaga University, 1967; M.D., Creighton University School of Medicine, 1971

John A. Hurley, *Associate Professor of Medicine* (1977; 1990).

- B.S., Mount Saint Mary's College (Maryland), 1970; M.D., Creighton University School of Medicine, 1974
- Brett Hurliman**, *Assistant Clinical Professor of Pediatrics* (2012; 2018).
B.S., Eastern Illinois University, 2005; M.D., University of Illinois College of Medicine at Rockford, 2009
- Michelle D. Huynh**, *Assistant Professor of Family Medicine* (2023).
B.S., University of Southern California, 2012; D.O., Western University of Health Sciences, 2019
- Jee-Yeon Hwang**, *Assistant Professor of Pharmacology* (2018).
B.S., Sungshin Woman's University (China), 1997; M.S., Yonsei University (South Korea); Ph.D., 2005
- Soonjo Hwang**, *Associate Clinical Professor of Psychiatry* (2016; 2022).
M.D., Yonsei University College of Medicine, 1999
- Angela Ibragimov**, *Assistant Professor of Pediatrics* (2018).
B.S., University of Arizona, 2008; M.D., University of Arizona College of Medicine, 2012
- Mudasser Ibrahim**, *Assistant Clinical Professor of Pediatrics* (2022).
M.B.,B.S., Gandhi Medical College (India), 2013
- Michael N. Igwe**, *Assistant Professor of Medicine* (2023).
M.B.,B.S., University of Port Harcourt Teaching Hospital (Nigeria), 2006
- Marium Ilahi**, *Assistant Clinical Professor of Medicine* (2017).
M.B.,B.S., Rawalpindi Medical College, 2000
- Christine Inguanzo**, *Assistant Clinical Professor of Family Medicine* (2020).
M.D., University of Nebraska Medical Center, 2001
- Umar Iqbal**, *Assistant Professor of Family Medicine* (2020).
B.S., Arizona State University, 2003; M.D., St. Matthew's University School of Medicine (Grand Cayman), 2009
- Michael Irei**, *Assistant Clinical Professor of Anesthesiology* (2012).
B.A., Stanford University, 1978; M.D., University of Hawaii, 1983
- Ryan B. Isherwood**, *Assistant Clinical Professor of Family Medicine* (2014).
B.S., University of Nebraska, 1996; M.D., University of Nebraska College of Medicine, 2006
- Sandia Iskandar**, *Assistant Professor of Medicine* (2020).
M.D., Poznan University of Medical Sciences, 2012
- Imtiaz Islam**, *Assistant Clinical Professor of Medicine* (2021).
M.B.,B.S., Dhaka Medical College (Bangladesh), 1989
- Glenn Islat**, *Assistant Clinical Professor of Anesthesiology* (2012).
B.A., Columbia University, 1981; M.D., State University of New York Upstate Medical Center, 1985
- Hamza Ismail**, *Assistant Clinical Professor of Medicine* (2021).
M.B.,B.S., Krishna Institute of Medical Sciences, 2002
- Mika Iwano**, *Assistant Professor of Pediatrics* (2020).
M.D., Kansai Medical University (Japan), 2009
- Kenneth C. Jackimczyk Jr.**, *Professor of Emergency Medicine* (2018).
B.S., University of Arizona, 1973; M.D., 1977
- Jonna Jackson**, *Assistant Clinical Professor of Biomedical Sciences* (2021).
B.S., University of Northern Colorado, 2012; Ph.D., University of Northern Colorado, 2017
- Paige Jackson Smith**, *Assistant Professor of Pediatrics* (2018).
B.S., University of California, Los Angeles, 1993; M.D., Howard University College of Medicine, 2002
- Jordan Jacobs**, *Assistant Professor of Surgery* (2016).
B.S., Arizona State University, 2001; M.D., Columbia University College of Physicians and Surgeons, 2009
- Gopal Pundlik Jadhav**, *Assistant Professor of Pharmacology and Neuroscience* (2017; 2019).
2007, University of Nottingham (United Kingdom), 2007
- Saleem Jafilan**, *Assistant Clinical Professor of Emergency Medicine* (2020).
B.S., Loyola University-Chicago, 2009; M.D., Creighton University School of Medicine, 2015
- Sunil Jagadesh**, *Assistant Professor of Medicine* (2013; 2014).
M.B.,B.S., Kurnool Medical College (India), 2002
- Nikhil Jagan**, *Assistant Professor of Medicine* (2018; 2019).
M.B.,B.S., Kasturba Medical College (India), 2012
- Narasimhan Jagannathan**, *Professor of Anesthesiology* (2023).
M.B.,B.S., Sri Ramachandra Medical College & Research Institute (India), 2001; M.B.A., Haslam School of Business, University of Tennessee, 2017
- Christian R. Jagusch**, *Assistant Clinical Professor of Pediatrics* (2020).
B.S., Creighton University, 1993; M.D., 1997; J.D., University of California Hastings College of Law, 2015
- Arpana Jain**, *Assistant Professor of Surgery* (2018).
M.B.,B.S., Maulana Azad Medical College, 2007
- Samiksha F. Jain**, *Clinical Instructor of Pediatrics* (2020).
M.B.,B.S., B.J. Medical College (India), 2001
- Matthew M. Jaksha**, *Assistant Clinical Professor of Radiology* (2014).
M.D., Creighton University School of Medicine, 1993
- William S. James**, *Assistant Clinical Professor of Psychiatry* (2022).
B.A., Johns Hopkins University, 1967; M.D., George Washington University School of Medicine, 1971
- Ramin Jamshidi**, *Assistant Professor of Surgery* (2015; 2023).
B.S., University of California-San Diego, 1998; M.D., University of Colorado School of Medicine, 2003
- Shyam S. Jani**, *Assistant Clinical Professor of Radiology* (2020).
B.S., University of California-Berkeley, 2009; M.S., University of California-Los Angeles, 2012; Ph.D., University of California-Los Angeles, 2015
- Vishal Balvantrai Jani**, *Associate Professor of Neurology* (2016; 2022).
M.B.,B.S., BJ Medical College, Ahmedabad, State University of Gujarat (India), 2007
- Alyssa Janousek**, *Assistant Professor of Anesthesiology* (2021).
B.S., University of Arizona, 2009; M.D., University of Arizona College of Medicine, 2013
- Brant M. Jaouen**, *Assistant Professor of Emergency Medicine* (2021).

B.A., The College of William and Mary, 2002; M.D., Saint Louis University School of Medicine, 2016

B.S., University of Wisconsin, 1959; M.S., University of Wisconsin, 1963; M.D., University of Wisconsin, 1953

Clay E. Jarrell, *Assistant Professor of Pathology* (2022).

B.S., University of Kansas, 2013; M.D., University of Kansas, 2017

Gregory Johnson, *Assistant Clinical Professor of Pediatrics* (2017).

B.A., Bethel University, 2008; M.D., Loma Linda University, 2014

Joseph A. Jarzowski, *Associate Clinical Professor of Medicine* (1969; 1986).

B.A., Holy Cross College, 1961; M.D., Creighton University School of Medicine, 1965

James Johnson, *Associate Clinical Professor Emeritus of Radiology* (2003; 2006).

B.S., Creighton University, 1958; M.D., Creighton University School of Medicine, 1962

Barry M. Javadzadeh, *Assistant Professor of Pathology* (2014; 2018).

B.S., University of Nebraska Medical Center, 1988; M.D., University of Nebraska Medical Center, 1995

Mark Johnson, *Instructor of Surgery* (2022).

B.S., University of Nebraska at Omaha, 2011; D.O., Rocky Vista University College of Osteopathic Medicine, 2016

Lakshmi Jayaram, *Assistant Professor of Pathology* (2018).

M.B., B.S., Government Medical College (India), 1985

Melissa Johnson, *Assistant Clinical Professor of Medicine* (2019).

B.S., Texas Christian University, 1996; M.D., University of Nebraska Medical Center, 2000

Roy Jedeikin, *Associate Clinical Professor of Medicine* (2019).

M.D., University of Witwatersrand Medical School, 1975

Ronn Johnson, *Professor of Family and Community Medicine* (2016; 2023).

B.A., Biola University, 1973; ; M.A., Southern Nazarene University, 1975; ; M.Ed., University of Central Oklahoma, 1975; ; M.A., Chapman University, 1978; ; Ph.D., Oklahoma State University, 1986

Christine M. Jeffrey, *Assistant Clinical Professor of Family and Community Medicine* (2022).

B.A., University of Nebraska - Omaha, 1991; M.D., University of Nebraska Medical Center, 1995

Crista E. Johnson-Agbakwu, *Associate Professor of OB/GYN* (2020).

BA, John Hopkins University, 1996; MD, Weill Medical College of Cornell University

Erin T. Jenkins, *Assistant Professor of Medicine* (2013).

B.A., University of Notre Dame, 2002; M.D., University of Nebraska Medical Center, 2006

Curtis A. Johnston, *Assistant Clinical Professor of Pathology* (2013).

B.S., Yale University, 1973; M.D., University of Maryland School of Medicine, 1977

Elizabeth Jensen, *Clinical Instructor of Medicine* (2012).

D.O., Touro University College of Medicine, 2005

Andree J. Jones, *Assistant Professor of Family Medicine* (2018).

B.S., Arizona State University, 1998; D.O., Arizona College of Osteopathic Medicine, 2007

Matthew Jeong, *Assistant Clinical Professor of Medicine* (2012).

B.S., Stanford University, 1994; M.D., University of Connecticut, 2002

Jonathan Jerman, *Assistant Clinical Professor of Pediatrics* (2012).

B.A., Arizona State University, 2003; M.D., University of Utah School of Medicine, 2007

Clifford B Jones, *Clinical Professor of Surgery* (2020).

B.A., DePauw University, 1987; M.D., Indiana University School of Medicine, 1992

Ruchira M. Jha, *Associate Clinical Professor of Neurology* (2021).

B.A., Macalester College, 2003; M.D., Harvard Medical School, 2008

Douglas R. Jones, *Assistant Professor of Family Medicine* (2018).

B.A., Brigham Young University, 1990; M.D., Bowman Gray School of Medicine of Wake Forest University, 1994

Sunny S. Jhamnani, *Assistant Clinical Professor of Medicine* (2021).

M.B., B.S., Government Medical College (India), 2009

Laurie Jones, *Associate Professor of Pediatrics* (2011).

B.S., Georgia Institute of Technology, 1995; M.D., Medical College of Georgia, 1999

Norlalak Jirameehee, *Assistant Professor of Medicine* (2019).

M.D., College of Medicine, Rangsit University (Thailand), 2008

Christopher R. Jodlowski, *Assistant Professor of Anesthesiology* (2019).

B.S., Benedictine University, 2000; M.D., Loyola University-Chicago, 2004

Michael D Jones, *Assistant Professor of Surgery* (2022).

B.S., Arizona State University, 2007; M.S., University of Arizona College of Public Health, 2010; M.D., University of Arizona College of Medicine, 2015

Aaron M. Joffe, *Professor of Anesthesiology* (2023).

B.S., Bemidji State University, 1990; D.O., Midwestern University, Chicago College of Osteopathic Medicine, 1998; M.S., Georgetown University, 2020

Peggy Jones, *Assistant Clinical Professor of Obstetrics and Gynecology* (2010).

B.S., Creighton University, 2000; M.D., Creighton University School of Medicine, 2004

Jason Johanning, *Assistant Clinical Professor of Surgery* (2005).

B.A., Northwestern University, 1990; M.D., University of Kansas Medical School, 1994

Rachel M. Jones, *Clinical Instructor* (2022).

B.A., University of Northern Iowa, 1991; M.Ed., University of Northern Iowa, 2014

Anub G. John, *Assistant Clinical Professor of Medicine* (2021).

M.B., B.S., Kasturba Medical College (India), 2010

Diane E. Jorgensen, *Assistant Clinical Professor of Medical Humanities* (2020).

Stanley D. Johnsen, *Professor of Pediatrics* (2010; 2016).

- B.A., Creighton University, 1976; M.A., University of Nebraska at Omaha, M.A., Creighton University, 1995
- Prashant Joshi**, *Associate Clinical Professor of Pediatrics* (2014).
M.D., University of Ottawa, 1987
- Sheridan A. Jost**, *Assistant Clinical Professor of Pediatrics* (2022).
B.A., University of Notre Dame, 2012; M.D., University of Texas Southwestern Medical School, 2016
- Leslie-Anne Juarez Dietrich**, *Assistant Clinical Professor of Pediatrics* (2016).
B.A., Trinity University, 2007; M.D., University of Texas Southwestern Medical Center, 2012
- Parunyou Julayanont**, *Assistant Clinical Professor* (2022).
M.D., Chulalongkorn University (Thailand), 2011
- Daniel Julien**, *Assistant Professor of Pediatrics* (2021).
B.S., University of Idaho, 2007; M.S., University of Idaho, 2010; M.D., University of Washington School of Medicine, 2014
- William Jurgensen Jr.**, *Assistant Clinical Professor of Obstetrics & Gynecology* (1987; 1992).
B.A., Creighton University, 1979; M.D., Creighton University School of Medicine, 1983
- Amjad Kabach**, *Assistant Professor of Medicine* (2019).
M.D., Damascus University (Syria), 2012
- Warren T. Kable III**, *Associate Professor Emeritus of Obstetrics & Gynecology* (1980; 2007).
B.S., Texas A&M University, 1971; M.D., University of Texas Medical Branch, 1974
- Kambiz S. Kadkhodayan**, *Assistant Professor of Medicine* (2019).
M.D., First Moscow State Medical University (Russia), 2005
- Kelly Kadlec**, *Associate Clinical Professor of Pediatrics* (2011; 2022).
B.A./B.S., Creighton University, 1994; M.D., Creighton University School of Medicine, 1998
- Amie E. Kafer**, *Assistant Clinical Professor of Psychiatry* (2018; 2019).
B.A., University of Arizona, 1991; D.O., Midwestern University, 2008
- Maheshwor Kafle**, *Assistant Clinical Professor of Pediatrics* (2016).
M.B.,B.S., Nepal Medical College (India), 2003
- Harold Kaftan**, *Assistant Professor of Pediatrics* (2002).
B.S., Creighton University, 1986; M.D., Medical College of Wisconsin, 1990
- Sanjay Kajji**, *Assistant Clinical Professor of Psychiatry* (2021).
B.S., Centenary College of Louisiana, 2007; M.D., University of Seychelles American Institute of Medicine (East Africa), 2013
- Udaya Kakarla**, *Instructor of Surgery* (2012).
B.S., The George Washington University, 1996; M.D., Indiana University, 2003
- Eyad Kakish**, *Assistant Clinical Professor of Family Medicine* (2004).
M.B.B.S., University of Jordan (Jordan), 1998
- Olga Kalinkin**, *Professor of Radiology* (2011).
M.D., Moscow State Medical School (Russia), 1984
- Scott E. Kalinowski**, *Assistant Clinical Professor of Surgery* (2021).
B.A., Northwestern University, 1995; M.D., The University of Iowa, 2003
- George JS Kallingal**, *Assistant Professor of Surgery* (2020).
B.S., University of Michigan, 1999; M.P.H., University of Michigan, 2005; M.D., Jefferson Medical College, Thomas Jefferson University, 2005
- Steven Kallmeyer**, *Assistant Clinical Professor of Pediatrics* (2012; 2013).
M.B., Ch.B., University of Cape Town (South Africa), 1999
- Sujith Kalmadi**, *Assistant Clinical Professor of Medicine* (2020).
M.B.,B.S., Kasturba Medical College (India), 1993
- Anantharam Kalya**, *Associate Professor of Medicine* (2022).
M.B.,B.S., Kempegowda Institute of Medical Sciences, Bangalore University (India), 1989
- Savitha B. Kalya**, *Assistant Professor of Medicine* (2020).
M.B.,B.S., Rajiv Gandhi University, JSS Medical College (India), 1995
- Juan F. Kamar**, *Instructor of Medicine* (2022).
B.S., Texas A&M University, 2012; M.D., Universidad Autonoma de Guadalajara School of Medicine, 2018
- Andrew J. Kamien**, *Assistant Clinical Professor of Pediatrics* (2021).
B.A., College of the Holy Cross, 2006; M.D., Creighton University School of Medicine, 2012
- Leslie Kanda**, *Assistant Clinical Professor of Medicine* (2012).
B.A., Vassar College, 1989; M.D., Northwestern University Medical School, 1993
- Donald Kane**, *Assistant Professor of Pediatrics* (2020).
B.S., Arizona State University, 1986; D.O., Des Moines University College of Osteopathic Medicine, 1995
- D. Richard Kang**, *Associate Clinical Professor of Ear, Nose and Throat* (2014); *Chair, Ear, Nose and Throat* (2016).
B.A., Boston University, 1980; M.D., Boston University School of Medicine, 1980
- Lydia Kang**, *Assistant Clinical Professor of Medicine* (2010).
B.A., Columbia University, 1993; M.D., New York University School of Medicine, 1998
- Arun Kanmantha Reddy**, *Assistant Professor of Medicine* (2018).
M.B.,B.S., Armed Forces Medical College (India)
- Avanija R. Kanmanthareddy**, *Assistant Professor of Medicine* (2023).
M.B.,B.S., Kempegowda Institute of Medical Sciences (India), 2014
- Sujay Kumar Kannamangala**, *Assistant Clinical Professor of Family Medicine* (2014).
M.B.,B.S., Shri. B.M. Patil Medical College and Research Hospital, 2001; MPH, Florida International University, 2006
- Usha K. Kanthety**, *Assistant Clinical Professor of Family Medicine* (2016).
M.B.,B.S., Gandhi Medical College, NTR University of Health Science (India), 2002
- Chirag Kapadia**, *Assistant Clinical Professor of Pediatrics* (2018).
B.A., Rutgers University, 1998; M.D., New York University School of Medicine, 2002
- Robert Kaplan**, *Clinical Professor of Medical Humanities* (2021).

B.M., Hartt School of Music, 1977; M.M., Arizona State University, 1997

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B.S., Coe College, 1996; M.S.N., Arizona State University, 2003

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M.B.,B.S., Kasturba Medical College (India), 1998

Amar Kapur, *Assistant Professor of Family and Community Medicine* (2022).

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Ammar Karim, *Assistant Clinical Professor of Surgery* (2023).

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B.A., Stanford University, 1998; M.D., Stony Brook University School of Medicine, 2003

Rajil Karnani, *Assistant Clinical Professor of Medicine* (2021).

B.S., Kent State University, 1997; M.D., Northeast Ohio Medical University, 2001

Anita D. Karnik, *Assistant Clinical Professor of Psychiatry* (2021).

B.A., The University of Texas at Austin, 2002; M.D. Texas A&M Health Science Center College of Medicine, 2006

Christella Kasis, *Assistant Clinical Professor of Medicine* (2021).

M.D., Lebanese University (Lebanon), 2003

Scott D. Kassing, *Assistant Clinical Professor of Medicine* (2013).

B.S., Texas Christian University, 1997; M.D., University of Texas Southwest Medical School at Dallas, 2002

Andrew A. Kassir, *Assistant Clinical Professor of Surgery* (2018).

M.D., Royal College of Surgeons (Ireland), 1983

Suganya Kathiravan, *Assistant Clinical Professor of Pediatrics* (2023).

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David Kaufman, *Assistant Clinical Professor of Pediatrics* (2000; 2005).

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Shagun Kaur, *Assistant Clinical Professor* (2023).

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Supreet Kaur, *Assistant Professor of Neurology* (2018).

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Yukari Kawamoto, *Assistant Professor of Psychiatry* (2018).

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David Kay, *Assistant Professor of Radiology* (2011).

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M.B.,B.S., Quaid-E-Azam Medical College (Pakistan), 2006

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Gregory Keane, *Assistant Clinical Professor of Psychiatry* (2014).

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Shannon Kearl, *Clinical Instructor of Pediatrics* (2015).

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B.A., University of Washington, 1993; M.B.A., Tufts University/Brandeis University, 2002; M.D., Tufts University School of Medicine, 2002

Susan D. Keasling, *Assistant Clinical Professor of Family Medicine* (2013).

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Allysa Kehring, *Assistant Clinical Professor of Pediatrics* (2018).

B.S., University of Arizona, 2010; M.D., 2014

Kelly Kelleher, *Assistant Clinical Professor of Pediatrics* (2012).

B.A., Carroll College, 2004; M.D., Creighton University School of Medicine, 2008

Zachary J. Keller, *Assistant Clinical Professor of Health Professions* (2023).

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Brian T. Kelly, *Assistant Clinical Professor of Pediatrics* (2019).

B.S., Boston College, 2003; M.A., Boston University School of Medicine, 2005; M.D., University of Missouri-Kansas City, 2009

Elizabeth A. Kelly, *Assistant Clinical Professor of Ear, Nose and Throat* (2017).

B.S., University of Wisconsin, 2005; M.D., Medical College of Wisconsin, 2009

Julia J. Kelly, *Assistant Professor of Pediatrics* (2020).

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- Thomas E. Kelly**, *Associate Professor of Emergency Medicine* (2018).
B.S., Ottawa University, 1996; M.S., Arizona School of Health Sciences, 1998; M.D., International University of Health Sciences, 2007
- Jay G. Kenik**, *Associate Professor of Medicine* (1980; 1990).
B.A., Temple University, 1971; M.D., Creighton University School of Medicine, 1975
- Joseph E Kent**, *Assistant Clinical Professor of Psychiatry* (2019).
B.S., University of Nebraska-Lincoln, 2010; M.D., University of Nebraska Medical Center, 2014
- Robert M. Kent**, *Assistant Clinical Professor of Family Medicine* (2013).
B.A., University of Nebraska-Omaha, 2000; M.D., University of Nebraska Medical Center, 2006
- Stacy M. Kenyon**, *Assistant Clinical Professor of Pathology* (2023).
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- Donald Kerr**, *Adjunct Associate Professor of Anesthesiology* (2009; 2011).
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- John F. Kerrigan**, *Associate Clinical Professor of Pediatrics* (2010).
B.A., University of California, 1979; M.D., University of California, 1983
- Daren Kest**, *Assistant Clinical Professor of Surgery* (2019).
B.S., Oakland University; O.D., Michigan State University College of Osteopathic Medicine
- Rubina Khair**, *Assistant Clinical Professor of Medicine* (2020).
B.A., New York University, 2004; M.P.H., SUNY Downstate, 2007; M.D., George Washington University School of Medicine and Health Sciences, 2010
- Ahmad Khalifa**, *Assistant Clinical Professor of Medicine* (2021).
M.D., University of Aleppo (Syria), 1995
- Ansar U. Khan**, *Assistant Clinical Professor of Urology* (2019).
M.B.,B.S., King George Medical College (India), 1967
- Anwaar Khan**, *Assistant Clinical Professor of Medicine* (2021).
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- Mansoor A. Khan**, *Assistant Clinical Professor of Emergency Medicine* (2023).
B.S., City College of New York Sophie Davis School of Biomedical Education, 1999; M.D., State University of New York Stony Brook Medical School of Medicine, 2001
- Manzoor M. Khan**, *Professor of Pharmacy Sciences* (1990; 1999); *Professor of Pharmacology* (1991; 1998).
B.S., University of Karachi (Pakistan), 1970; M.Sc., 1972; M.S., University of Bridgeport, 1975; Ph.D., University of Arizona College of Medicine, 1980
- Sooфия M. Khan**, *Assistant Clinical Professor of Pediatrics* (2022).
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- Umair U. Khan**, *Assistant Clinical Professor of Family Medicine* (2022).
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- Jimmy P. Khandalavala**, *Associate Professor of Obstetrics & Gynecology* (1999; 2009).
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- Jasleen K. Khanuja**, *Clinical Instructor of Medicine* (2021).
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- Kouros S. Khatami**, *Assistant Clinical Professor of Pediatrics* (2023).
B.S., Tulane University, 2012; M.D., Tulane University School of Medicine, 2017
- Mohammad MK Khatib**, *Assistant Clinical Professor of Medicine* (2022).
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- Kanwal K. Kher**, *Clinical Professor of Pediatrics* (2017).
M.B.,B.S., University of Delhi (India), 1971
- Shailesh Khetarpal**, *Assistant Professor of Pediatrics* (2019).
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- Abid Khokar**, *Assistant Professor of Medicine* (2021).
M.B.,B.S., National University of Sciences and Technology, 2007
- Mateen Khokhar**, *Clinical Instructor of Medicine* (2021).
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- Farhoud Khosravi**, *Assistant Clinical Professor of Medicine* (2017).
B.S., University of Iowa, 2003; D.O., Nova Southeastern University, 2008
- Amandeep Khurana**, *Assistant Clinical Professor of Medicine* (2022).
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- Patrick J. Kiefer**, *Assistant Clinical Professor of Surgery* (2016).
B.A., Creighton University, 1977; M.D., 1981
- Alden Kielhorn**, *Assistant Clinical Professor of Pathology* (2013).
B.S., Creighton University, 1971; M.D., Creighton University School of Medicine, 1975
- Heidi Killefer**, *Assistant Clinical Professor of Pediatrics* (2011).
B.A., University of Nebraska-Lincoln, 2001; M.D., Mayo Medical School, 2005
- Hack Jae Kim**, *Assistant Professor of Medicine* (2015).
B.S., Creighton University, 1992; M.D., Creighton University School of Medicine, 1997
- Michael Hyun-ook Kim**, *Professor, Department of Medicine* (2018); *Chair, Department of Medicine* (2018).
A.B., Princeton University, 1988; M.D., University of Rochester School of Medicine and Dentistry, 1992
- Michelle Kim**, *Clinical Professor of Pediatrics* (2012).
B.S., Pacific Union College, 1991; M.D., Loma Linda University School of Medicine, 1995
- Kevin S. King**, *Clinical Professor of Radiology* (2023).

- B.S., University of Southern California, 1999; M.D., Harvard-Massachusetts Institute of Technology Health Sciences and Technology, 2005; M.S., University of Texas Southwestern Medical Center, 2014
- John S. Kingsley**, *Assistant Professor of Psychiatry* (2018).
B.S., Arizona State University, 1997; M.D., University of Arizona College of Medicine, 2004
- Andrea J. Kinnan**, *Assistant Professor of OB/GYN* (2018; 2020).
B.A., University of Nebraska-Lincoln, 2005; M.D., University of Nebraska Medical Center, 2013
- Shannon Kinnan**, *Associate Professor of Psychiatry* (2010; 2022).
B.S., University of Nebraska Lincoln, 2002; M.D., University of Nebraska Medical Center, 2006
- Gary Kirkilas**, *Assistant Clinical Professor of Pediatrics* (2019).
B.S., Loyola University-Chicago, 2003; D.O., Touro University California Medical School, 2010
- Victor Kissil**, *Assistant Clinical Professor of Obstetrics & Gynecology* (2012).
B.S., Northern Arizona University, 1977; D.O., Chicago College of Osteopathic Medicine of Mid-Western University, 1981
- Robert Kizer**, *Assistant Professor of Medicine* (2005; 2013).
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- Robert L. Klaehn**, *Assistant Clinical Professor of Psychiatry* (2022).
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- Dane E Klett**, *Assistant Professor of Urology* (2021).
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- Howard Kline**, *Clinical Professor of Medicine* (2012).
B.S., Dickinson College, 1954; M.D., New York University Medical College, 1958
- Christopher M. Knapp**, *Assistant Professor of Surgery* (2022).
B.S., University of Arizona, 2010; M.D., University of Arizona College of Medicine, 2014
- Joseph A. Knezetic**, *Professor of Pathology* (1991; 2016); *Professor of Biomedical Sciences* (2003; 2016); *Director of Research and Compliance* (2014).
B.S., Bowling Green State University, 1981; Ph.D., University of Cincinnati, 1986
- Kerry Knievel**, *Associate Professor of Neurology* (2012; 2019).
B.S., Colorado State University, 2001; M.S., Colorado State University, 2002; D.O., Kirksville College of Osteopathic Medicine, 2007
- Floyd C. Knoop**, *Professor Emeritus of Medical Microbiology & Immunology* (1975; 2018).
B.A., Defiance College, 1966; M.S., University of Dayton, 1969; Ph.D., University of Tennessee Center for the Health Sciences, 1974
- Joshua Koch**, *Associate Clinical Professor of Pediatrics* (2019).
B.S., Trinity University, 1997; M.D., University of Kansas, 2001
- Narayana Koduri**, *Clinical Instructor of Psychiatry* (2013).
M.B.,B.S., Rangaraya Medical College (India), 2003
- Lawrence J. Koep**, *Assistant Clinical Professor of Surgery* (2013).
B.A., Johns Hopkins University, 1966; M.D., Johns Hopkins Medical School, 1970
- Anita Kohli**, *Assistant Professor of Medicine* (2015).
B.A., Bryn Mawr College, 2000; M.D. 2006, University of Virginia; M.S., 2009, University of Virginia
- Edward Kolb**, *Assistant Clinical Professor of Pediatrics* (2006).
B.S., University of California-Riverside, 1979; M.D., University of California-Los Angeles, 1982
- Ian K. Komenaka**, *Associate Professor of Surgery* (2018).
A.B., Cornell University, 1993; M.D., University of Hawaii, 1997
- Bethel Kopp**, *Assistant Clinical Professor of Medicine* (2021).
B.S.M.T., Creighton University, 1975; M.D., Creighton University School of Medicine, 1985
- Venkata S. Koripalli**, *Clinical Instructor of Medicine* (2018).
M.B.,B.S., Gandhi Medical College (India), 2012
- Omofolasade Kosoko-Lasaki**, *Professor of Surgery; Professor of Preventive Medicine and Public Health* (2000; 2007); *Professor of Surgery; Professor of Preventive Medicine and Public Health; Professor of Oral Health Promotion, Division of Community and Preventive Dentistry* (1986; 2007); *Professor of Preventive Medicine and Public Health* (2004; 2007); *Associate Vice President for Multicultural and Community Affairs* (2000).
M.D., University of Ibadan (Nigeria), 1978; M.S.P.H., Howard University, 1984; M.B.A., Creighton University, 2005
- Felicitas Koster**, *Assistant Clinical Professor of Psychiatry* (2018; 2019).
B.A., University of California-San Diego, 2006; D.O., A.T. Still University Kirksville College of Osteopathic Medicine, 2011
- Rudolf Kotula**, *Assistant Clinical Professor of Medicine* (2011).
M.D., Faculty of Medicine (Slovak Republic), 1986
- Sarang S. Koushik**, *Assistant Professor of Anesthesiology* (2022).
B.S., University of Arizona, 2009; M.D. University of Arizona, College of Medicine, 2013
- Joyce M. Kovar**, *Assistant Clinical Professor of Pathology* (2018).
B.S., University of Wyoming, 1993; M.D., Creighton University School of Medicine, 1999
- Oormila Kovilam**, *Associate Professor of Obstetrics & Gynecology* (2010).
M.B.,B.S., Kasturba Medical College (India), 1981
- Joanna Kowalik**, *Assistant Professor of Psychiatry* (; 2019).
M.D., Jagiellonski University, School of Medicine (Poland), 1994
- Atsuko Koyama**, *Assistant Professor of Pediatrics* (2020).
B.A., Pomona College, 1996; M.D., University of Arizona College of Medicine, 2004; M.P.H., University of California Berkeley, 2003
- Robert Kraft**, *Associate Clinical Professor of Psychiatry* (2005).
M.Ed., University of Nebraska-Lincoln, 1981; Ph.D., University of Nebraska-Lincoln, 1985
- Bryan J. Krajicek**, *Assistant Professor of Medicine* (2010; 2017).
B.S., Creighton University, 1998; M.D., Creighton University School of Medicine, 2002

- Kenneth Kramer**, *Associate Professor of Biomedical Sciences* (2011; 2018); *Director, Master of Medical Sciences Program* (2020).
B.S., University of Dayton, 1991; Ph.D., University of Cincinnati, 1997
- Christina L. Kranc**, *Assistant Clinical Professor of Medicine* (2018).
B.S., Purdue University, 2008; M.D., Loyola University Stritch School of Medicine, 2012
- Thomas O. Kraner**, *Assistant Clinical Professor of Surgery* (2019).
B.S., University of Wyoming, 1984; M.D., University of Utah, 1989
- Richard Kratche**, *Assistant Clinical Professor of Family Medicine* (2022).
B.A., Harvard University, 1983; M.D., The Ohio State University College of Medicine, 1987
- Christopher J. Kratochvil**, *Clinical Professor of Psychiatry* (1997; 2009).
B.A., Creighton University, 1987; M.D., Creighton University School of Medicine, 1992
- Jilyn A. Kratochvil**, *Assistant Clinical Professor of Pediatrics* (1995; 2021).
B.A., Creighton University, 1987; M.D., Creighton University School of Medicine, 1991
- Elena Kraus**, *Assistant Professor of OB/GYN* (2022).
B.S., University of Dallas, 2006; Ph.D., Saint Louis University, 2013; M.D., Saint Louis University, 2015; M.S., Washington University, 2022
- Kyle A. Krehbiel**, *Assistant Professor of Radiology* (2014; 2022).
B.A., University of Kansas, 1998; M.D., University of Kansas School of Medicine, 2002
- Kari Krenzer**, *Assistant Clinical Professor of Pediatrics* (2000; 2005).
B.S., Nebraska Wesleyan University, 1993; M.D., University of Nebraska Medical Center, 1997
- Tara L. Krog**, *Assistant Professor of Psychiatry* (2018).
B.S., South Dakota State University, 2001; Ph.D., The University of South Dakota, 2007
- Kent Kronberg**, *Assistant Clinical Professor of Pediatrics* (2011).
B.S., Dana College, 1976; M.D., University of Nebraska Medical Center, 1980
- Chelsea N. Kropp**, *Assistant Clinical Professor of OB/GYN* (2021).
B.S., George Mason University, 2009; M.D., University of Nebraska Medical Center, 2014
- Joe Kross**, *Associate Clinical Professor of Anesthesiology* (2012).
B.A., Harvard University, 1979; M.D., The Ohio State University College of Medicine, 1985
- Michael C. Kruer**, *Associate Clinical Professor of Pediatrics* (2019).
B.S., Arizona State University, 2001; M.D., University of Arizona College of Medicine, 2004
- Matthew J. Kruse**, *Assistant Professor of Radiology* (2018; 2020).
B.S., University of Nebraska-Lincoln, 2005; M.D., University of Nebraska Medical Center, 2010
- Travis Kruse**, *Assistant Clinical Professor of Pediatrics* (2011).
B.S., Creighton University, 2000; M.D., Creighton University School of Medicine, 2004
- Stephen Kruszka**, *Assistant Clinical Professor of Obstetrics and Gynecology* (2011).
D.O., AT Still University of Health Sciences, 1995
- Laura Kueny**, *Assistant Clinical Professor of Surgery* (2022).
B.S., Virginia Commonwealth University, 2010; M.D., Medical College of Virginia, 2014
- Maggie J. Kuhlmann-Capek**, *Assistant Clinical Professor of OB/GYN* (2020).
B.S., University of Nebraska-Lincoln; M.D., University of Nebraska Medical Center
- Leslie A. Kuhnel**, *Assistant Clinical Professor of Medical Humanities* (2019).
B.A., University of Nebraska-Lincoln, 1992; ; M.P.A., University of Nebraska-Omaha, 2005; ; M.S., Creighton University, 2013; ; D.Be., Loyola University, Neiswanger Institute, 2018
- Rajesh N. Kukunoor**, *Assistant Clinical Professor of Medicine* (2021).
M.B.,B.S., Osmania Medical College (India), 1994
- Anil Kumar**, *Assistant Clinical Professor of Neurology* (2018).
M.B.,B.S., Post Graduate Institute of Medical Sciences, 2001
- Sujay C. Kumar**, *Assistant Clinical Professor of Family Medicine* (2014).
M.B.,B.S., Shri. B.M. Patil Medical College and Research Hospital (India), 2001
- Tarun Kumar**, *Clinical Instructor of Surgery* (2021).
M.B.,B.S., Ravindra Nath Tagore Medical College (India), 1993
- Eric J. Kuncir**, *Professor of Surgery* (2020).
B.S., University of California-San Diego, 1984; M.S., University of California-San Diego, 1985; M.D., Hahnemann University, 1990
- Roshni Kundranda**, *Assistant Professor of Medicine* (2010; 2011).
M.B.,B.S., Kasturba Medical College (India), 2000
- Caroline Kim Kupfer**, *Assistant Professor of Medicine* (2017).
B.A., Northwestern University, 1988; M.D., Indiana University School of Medicine, 1992; MPH, University of California, Los Angeles School of Public Health, 1998
- Arielle Kuritzky-Havens**, *Assistant Clinical Professor of Emergency Medicine* (2023).
B.S., University of Central Florida, 2004; D.O., Midwestern University Arizona College of Osteopathic Medicine
- Hope Kurk**, *Assistant Clinical Professor of Health Professions* (2020; 2022).
B.A., Brandeis University, 1984; M.D., Sackler School of Medicine, 1988
- Nicole M. Kurnik**, *Assistant Clinical Professor of Surgery* (2020).
B.S., University of Nevada, 2007; M.D., University of Nevada School of Medicine, 2011
- Abraham C. Kuruvilla**, *Associate Professor of Family Medicine* (2018).
M.B.,B.S., Trivandrum Medical College, University of Kerala (India), 1966
- Max J. Kurz**, *Associate Clinical Professor of Pharmacology and Neuroscience* (2021).
B.S., Doane University, 1994; M.S., University of Nebraska-Omaha, 1997; Ph.D., University of Nebraska-Lincoln, 2006
- Anthony Kusek**, *Assistant Clinical Professor of Family Medicine* (2010).
B.S., University of Nebraska, 1980; M.D., Creighton University, 1984
- Mark E. Kusek**, *Assistant Clinical Professor of Pediatrics* (2015).

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David J. Kush, *Assistant Professor of Anesthesiology* (2016).
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William Kuyper, *Assistant Clinical Professor of Obstetrics & Gynecology* (2011).
B.A., University of California-San Diego, 1986; M.D., University of California, 1990

Christina Kwasnica, *Associate Professor of Neurology* (2012).
B.S., University of Arizona, 1991; M.D., Northwestern University, 1995

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B.S., Baylor University, 2012; D.O., University of North Texas Health Science Center, 2016

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Shafeeq Ladha, *Associate Clinical Professor of Neurology* (2011).
B.S., University of Notre Dame, 1996; M.D., University of Arizona College of Medicine, 2000

Angela H. Lai, *Clinical Instructor of Medicine* (2014).
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Douglas Lake, *Associate Clinical Professor of Biomedical Sciences* (2021).
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Suresh Lal, *Assistant Professor of Pediatrics* (2019).
M.B., B.S., University of Jabalpur (India), 1979

G. Patrick Lambert, *Professor of Exercise Science* (2008; 2016).
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B.S., Creighton University, 1994; Pharm.D., Creighton University, 1998; M.D., University of Nebraska Medical Center, 2010

Ian C. Lamoureux, *Assistant Professor of Psychiatry* (2020).
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Carolina A. Landeen, *Assistant Professor of Medicine* (2019).
M.D., Universidad Panamericana School of Medicine (Mexico), 2011

Lois A. Lane, *Special Instructor of Medical Humanities* (2022).
B.S.N., Indiana University, 1978; M.S.N., Indiana University, 1983; J.D., Cooley School of Law, 1994

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Thomas J. Langdon, *Assistant Clinical Professor of Surgery* (2016).
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Hal G. Lankford, *Professor Emeritus of Pathology* (1962; 2003).
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Stephanie Larson, *Assistant Clinical Professor of Family Medicine* (2020).
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Viet Le, *Assistant Clinical Professor of Surgery* (2021).

B.S., University of Georgia, 2005; M.S., Clemson University, 2019; M.D., Medical College of Georgia, 2010

Benjamin LeSueur, *Assistant Professor of Medicine* (2023).

B.S., Arizona State University, 1995; M.D., University of Arizona College of Medicine, 2000

Adam K. Lee, *Assistant Clinical Professor of Surgery* (2020).

B.S., Marshall University, 2005; M.D., Georgetown University School of Medicine, 2010

Justin Lee, *Assistant Clinical Professor of Surgery* (2021).

B.S., University of Illinois at Chicago, 2002; M.D., Tufts University School of Medicine, 2008

Maurice Lee, *Assistant Clinical Professor of Medicine* (2015).

B.S., Arizona State University, 2002; M.D./MPH, University of Arizona, 2010

Sang Mi Lee, *Assistant Clinical Professor of Anesthesiology* (2013).

M.D., Thomas Jefferson University, 2005.

Sang Hyung Lee, *Assistant Professor of Medicine* (2012).

M.D., Yeungnam University College of Medicine (Korea), 2001

Cathy Lee-Miller, *Assistant Clinical Professor of Pediatrics* (2017).

B.A., University of Georgia, 2003; M.D., University of Rochester School of Medicine and Dentistry, 2009

Bonnie Lees, *Associate Clinical Professor of Pediatrics* (2011).

M.D., Queens University at Kingston (Canada), 1974

Scott R. Lefler, *Assistant Professor of Biomedical Sciences* (2022).

B.S., California Polytechnic State University, 1994; Ph.D., Arizona State University, 2000

H. John Lehnhoff, *Associate Clinical Professor of Psychiatry* (2005).

Ph.D., University of Nebraska-Lincoln, 1976

Laura L. Lehnhoff, *Assistant Professor of Neurology* (2018).

B.S., Haverford College, 1997; M.D., University of Colorado Health Sciences Center, 2005

Michael Lehrer, *Clinical Instructor of Medicine* (2020).

B.S., Colorado State University, 2012; M.D., Creighton University School of Medicine, 2016

Evan C. Leibner, *Assistant Clinical Professor of Emergency Medicine* (2023).

B.S., State University of New York at Buffalo, 1987; M.D., UHS, The Chicago Medical School, 1992

William D. Light, *Assistant Clinical Professor of Surgery* (2023).

B.S., University of California at San Diego, 1999; M.D., University of North Carolina at Chapel Hill, School of Medicine, 2004

Elizabeth C. Leister, *Assistant Clinical Professor of Pediatrics* (2023).

B.S.N., University of Oklahoma College of Nursing, 1982; M.D., University of Oklahoma College of Medicine, 1989

Michael R. Lenihan, *Assistant Clinical Professor of Surgery* (2018).

B.S., Loyola Marymount University; M.D., University of Southern California, 1986

Barbra Lenz, *Assistant Clinical Professor of Medical Humanities* (2020).

B.S., Nebraska Wesleyan University, 1989; M.D., University of Nebraska Medical Center, 1993; M.Div., Garrett-Evangelical Theological Seminary, 2009

Thomas L. Lenz, *Professor of Family and Community Medicine* (2001; 2014); *Director, Integrative Health and Wellness Program* (2015).

B.S., Creighton University, 1992; M.S., University of Nebraska, Omaha, 1995; Pharm.D., Creighton University, 1999

Elizabeth L. Leonard, *Assistant Professor of Psychiatry* (2021).

B.S., Boston University; M.S., Medical College of Virginia, Virginia Commonwealth University, Ph.D., Tufts University

Nathan Lepp, *Assistant Clinical Professor of Pediatrics* (2018).

B.A., Washington University, 1997; M.D., University of Iowa Carver College of Medicine, 2001; MPH, University of Minnesota School of Public Health, 2016

Gary Lerner, *Assistant Clinical Professor of Pediatrics* (2007).

A.B., Washington University, 1971; M.D., University of Missouri, 1975

Stephen Leslie, *Associate Professor of Surgery* (2009).

B.A., Queen's College, 1971; M.D., Autonomous University of Guadalajara (Mexico), 1975

Christina K. Lettieri, *Assistant Clinical Professor of Pediatrics* (2015).

B.A., West Virginia University, 2003; M.D., West Virginia University School of Medicine, 2007

Salvatore C. Lettieri, *Associate Professor of Surgery* (2018).

B.S., Western Carolina University, 1983; M.D., Bowman Gray School of Medicine, 1988

Amy A. Leverant, *Assistant Clinical Professor of Surgery* (2019).

B.S., Loyola Marymount University, 1984; M.D., University of Arizona School of Medicine, 1988

Hugh Levin, *Clinical Professor Emeritus of Medicine* (1963; 2006).

B.S., University of Vermont, 1952; M.D., University of Vermont, 1956

Todd Peter Levine, *Associate Clinical Professor of Pediatrics* (2020).

B.A., Amherst College of Medicine, 1996; M.D., New York Medical College, 2002

Gwen A. Levitt, *Assistant Professor of Psychiatry* (2018).

B.S., University of Arizona, 1985; D.O., College of Osteopathic Medicine of the Pacific, 1990

Gregory Lewis, *Associate Clinical Professor of Family Medicine* (2012).

A.B., Ripon College, 1988; M.D., University of Wisconsin Medical School, 1992

Kara S. Lewis, *Assistant Clinical Professor of Pediatrics* (2018).

B.A., Pomona College, 1988; M.D., University of Arizona College of Medicine, 1992

Jamie Librizzi, *Assistant Clinical Professor of Pediatrics* (2015).

B.A., Dartmouth College, 2004; M.D., University of Vermont College of Medicine, 2009

B.A., University of Notre Dame, 2010; M.A., Northwestern University, 2012; D.O., Northwestern University, 2016

Heidi Lichtenberg, *Clinical Instructor of Surgery* (2007).

B.S., University of Nebraska Omaha, 2002; O.D., Indiana University, 2007

Justin S. Lo, *Assistant Clinical Professor of Emergency Medicine* (2022).

B.S., University of California-Davis, 2007; D.O., Lake Erie College of Osteopathic Medicine, 2015

Andrew E. Ligouri, *Assistant Clinical Professor of Radiology* (2022).

B.S., University of Arizona, 2006; D.O., Northwestern University, 2012

Frank LoVecchio, *Professor of Emergency Medicine* (2018).

B.A., State University of New York at Stony Brook, 1988; D.O., New York College of Osteopathic Medicine, 1992

Nelson Lim, *Assistant Clinical Professor of Medicine* (2015).

M.D., Loma Linda University School of Medicine, 2002

Richard Lochhead, *Instructor of Surgery* (2013).

B.S., Brigham Young University, 2001; M.D., Columbia University, College of Physicians and Surgeons, 2006

Mayin Lin, *Clinical Instructor of Surgery* (2021).

B.S., University of California-Los Angeles, 2006; MPH, University of Southern California, 2008; DO, Western University of Health Sciences, 2013

Adil Lokhandwala, *Assistant Clinical Professor* (2023).

B.S., Texas Chiropractic College, 2007; M.D., Ross University (West Indies), 2012

Robert H. Lindau III, *Assistant Professor of Surgery* (2015; 2018).

B.S., Marquette University, 2000; M.D., Medical College of Wisconsin, 2006

Carol S. Lomneth, *Professor Emeritus of Medical Education* (2017; 2022); *Chair, Department of Medical Education* (2017).

B.S., University of Wisconsin, 1980; ; Ph.D., University of Cincinnati, 1989

Christopher L. Lindblade, *Assistant Clinical Professor of Pediatrics* (2019).

B.S., Wheaton College, 1995; M.D., University of Illinois College of Medicine, 1999

Kim T. Long, *Assistant Professor of Pediatrics* (2020).

B.S., Grand Canyon University, 1978; M.D., University of Arizona School of Medicine, 1984

Erin M. Linde, *Assistant Clinical Professor of Pathology* (2014).

B.S., University of California-Davis, 2004; M.D., Creighton University School of Medicine, 2008

Kevin G. Loontjer, *Clinical Instructor of Health Professions* (2021).

B.S., Concordia University, 2002; B.S., University of Nebraska Medical Center, 2004; MPAS, University of Nebraska Medical Center, 2008

Larry Lindenbaum, *Associate Professor of Anesthesiology* (2019; 2019).

B.S., University of Illinois, 1989; M.D., 1993

Kevin G. Lopez, *Assistant Professor of Family Medicine* (2019).

B.S., University of New Mexico, 2000; M.D., University of New Mexico School of Medicine, 2004

Kristin E. Lindstrom, *Assistant Clinical Professor of Pediatrics* (2019).

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

Ileana Lorenzini, *Assistant Clinical Professor of Neurology* (2022).

B.S., University of Puerto Rico, 2003; M.S., Johns Hopkins University, 2007; M.D., Johns Hopkins University, 2014

Matthias Linke, *Assistant Professor of Surgery* (2018).

B.S., College of Science and Allied Health, Grand Canyon University, 1998; D.O., Arizona College of Osteopathic Medicine, Northwestern University, 2003

Joseph M. Losh, *Assistant Clinical Professor of Surgery* (2021).

B.A., University of Iowa, 2006; B.S., University of Iowa, 2007; M.A., Kansas City University, 2013; D.O., Kansas City University, 2013

Amanda M. Lisch, *Assistant Clinical Professor* (2022).

B.S., Rockhurst University, 2014; D.O., A.T. Still University, 2018

Erin Loucks, *Assistant Clinical Professor of Pediatrics* (2006; 2021).

B.S., University Nebraska-Lincoln, 1995; M.S., University of Nebraska Medical Center, 1998; M.D., University of Nebraska Medical Center, 2002

Jeb T. List, *Assistant Clinical Professor of Radiology* (2022).

B.S., University of South Dakota, 2010; M.D., University of South Dakota Sanford School of Medicine, 2014

Sandor Lovas, *Professor of Biomedical Sciences* (1994; 2007).

M.S., Jozef Attila University (Hungary), 1982; Ph.D., 1985

Andrew Little, *Instructor of Surgery* (2012).

B.S., Yale University, 1995; M.D., University of California-Irvine, 2003

Terri Love, *Assistant Clinical Professor of Pediatrics* (2011; 2016).

B.S., University of Nebraska-Lincoln, 1998; M.D., University of Nebraska Medical Center, 2002

Robert Little, *Assistant Clinical Professor of Pediatrics* (2012).

B.A., Yale University, 1993; M.D., Indiana University School of Medicine, 1999

Helen Lovell, *Associate Clinical Professor of Pediatrics* (2005).

B.A., Lone Mountain College, 1971; M.D., University of California School of Medicine, 1976

Howard Liu, *Associate Clinical Professor of Psychiatry* (2009; 2017).

B.A., Northwestern University, 2000; M.D., University of Michigan, 2004

Yongge Liu, *Assistant Clinical Professor of Family Medicine* (2011).

M.A., University of Nebraska-Omaha, 1995; M.D., Shandong Medical University (China), 1989

Stefanie Lowas, *Assistant Clinical Professor of Pediatrics* (1998).

B.S., Loyola College of Maryland; M.D., The Pennsylvania State University College of Medicine, 2002

Patrick E. Lloyd, *Clinical Instructor of Pediatrics* (2021).

Steven Lu, *Clinical Instructor of Health Professions* (2022).

B.S., University of California-Los Angeles, 2013; M.M.S., Midwestern University, 2018

Adam J. Luber, *Assistant Professor of Medicine* (2018; 2023).

B.A., Washington University, 2009; M.D., The University of Arizona College of Medicine, 2014

Howard Luber, *Assistant Clinical Professor of Medicine* (2012).

B.S., Yale University, 1978; M.D., University of Wisconsin Medical School, 1982

Alexandra R. Lucas, *Professor of Medicine* (2017).

B.Sc., McGill University, 1975; M.Sc., University of Western Ontario, 1978; M.D., University of Alberta, 1982

William Luciano, *Assistant Clinical Professor of Pediatrics* (2018).

B.S., Loyola Marymount University, 2003; M.D., Ross University School of Medicine (West Indies), 2007

Shannon Ludington, *Clinical Instructor of Medical Humanities* (2021).

B.F.A., Colorado State University, 2012; M.F.A., Arizona State University, 2018

Lou Lukas, *Assistant Clinical Professor of Family Medicine* (2018).

B.S., University of Nebraska, Omaha, 1993; M.D., University of Nebraska Medical Center, 1998

Abhishek D. Lunagariya, *Assistant Professor of Neurology* (2018).

M.B.,B.S., South Gujarat University, 2008

Rachel F. Lusk, *Assistant Professor of Pediatrics* (2020).

B.S., Arizona State University, 2009; M.D., University of Arizona College of Medicine, 2013

Richard E. Lutz, *Associate Clinical Professor of Pediatrics* (2004).

B.S., Wichita State University, 1978; M.D., University of Kansas School of Medicine, 1984

Sarah J. Lux, *Assistant Professor of Medical Humanities* (2021); *Director of Curricular Strategy and Implementation* (2022).

B.G.S., University of Nebraska-Omaha, 2000; M.S., 2002; Ph.D., Iowa State University, 2016

Daniel D. Lydiatt, *Professor of Surgery* (2016; 2018).

B.S., Kearney State College, 1973; D.D.S., University of Nebraska College of Dentistry, 1977; M.S., 1983; M.D., 1983

William M. Lydiatt, *Professor of Surgery* (2016).

B.S., Stanford University, 1984; M.D., University of Nebraska Medical School, 1988

Fiona G. Lynch, *Assistant Clinical Professor of Neurology* (2023).

B.A., University of Illinois, 2007; M.A., University of Illinois, 2011; M.D., Rush Medical Center, 2016

Henry T. Lynch, *Professor of Medicine* (1968; 2016).

B.S., University of Oklahoma, 1951; M.A., University of Denver, 1952; M.D., University of Texas at Austin, 1960

Joseph D. Lynch, *Associate Professor Emeritus of Medicine* (1971; 2016).

B.S., Gonzaga University, 1962; M.D., Creighton University School of Medicine, 1966

Jane Lyons, *Assistant Professor of Pediatrics* (2020).

B.S., University of California-San Diego, 2007; M.d., University of California-San Diego, 2012

Daniel T. Maas, *Assistant Professor of Medicine* (2023).

B.S., Arizona State University, 2013; D.O., Midwestern University, Arizona College of Osteopathic Medicine, 2018

Sandra K. MacDonald, *Assistant Clinical Professor of Psychiatry* (2022).

B.S., Kalamazoo College, 1987; M.D., University of Arizona College of Medicine, 1991

Mark M. MacElwee, *Assistant Professor of Medicine* (2018).

B.S., California State University-Long Beach, 1991; M.D., St. George's University School of Medicine (Grenada), 1995

Mark M. MacElwee, *Assistant Professor of Medicine* (2019).

B.S., California State University-Long Beach, 1991; M.D., St. George's University School of Medicine (Grenada), 1995

Katherine A MacKrell, *Assistant Clinical Professor of Pediatrics* (2018; 2023).

B.A., University of Notre Dame, 2008; M.S., Creighton University, 2010; M.D., University of Nebraska Medical Center, 2015

Jeffrey C. Macaraeg, *Assistant Professor of Medicine* (2020).

M.D., Ross University School of Medicine (West Indies), 2014

Anthony J. Macdissi, *Assistant Clinical Professor of Medicine* (2013).

B.S., University of Nebraska Lincoln, 2006; M.D., University of Nebraska Medical Center, 2010

Andrew Macfadyen, *Associate Clinical Professor of Pediatrics* (2011).

B.S., Wheaton College, 1986; M.D., University of Alabama School of Medicine, 1990

Ritu Madan, *Assistant Clinical Professor of Medicine* (2015).

M.B.,B.S., Maulana Azad Medical College (India), 2006

Kiely Madhavan, *Assistant Professor of Medical Education* (2020; 2023).

B.S., Fordham University, 2005; M.A., University of Cincinnati, 2010; Ph.D., University of Cincinnati, 2013

Cintya Yazmin Madrigal Moran, *Instructor of Medicine* (2023).

M.D., Universidad Autonoma de Sinaloa UAS (Mexico), 2018

Cheryl L. Madson, *Assistant Clinical Professor of Family Medicine* (2022).

B.S., Nebraska Wesleyan University, 1994; M.D., University of Nebraska College of Medicine, 1998

Brian J. Magee, *Assistant Clinical Professor of Radiology* (2023).

B.A., Kenyon College, 1992; M.S., Rutgers University, 1998; D.O., Midwestern University, Arizona College of Osteopathic Medicine, 2002

Thomas Magnuson, *Associate Clinical Professor of Psychiatry* (2009; 2014).

B.A., University of Nebraska-Lincoln, 1984; M.D., University of Nebraska Medical Center, 1995

Amandeep S. Mahal, *Assistant Clinical Professor of OB/GYN* (2019).

B.S., St. Mary's College of California, 2006; M.D., Creighton University School of Medicine, 2010

Padma Mahant, *Assistant Clinical Professor of Neurology* (2022).

B.A., The College of Notre Dame, 1991; M.D., The Medical College of Pennsylvania/Drexel University, 1995

B.A., Williams College, 1985; M.D., University of Medicine and Dentistry of New Jersey-Rutgers University, 1989

Miral Mahgoub, *Associate Clinical Professor of Medical Humanities* (2021); B.A., Zagazig University (Egypt), 1991; M.A., Zagazig University (Egypt); Ph.D., Cairo University (Egypt), 2006

Gerald A. Mandell, *Clinical Professor of Radiology* (2019). B.A., University of Pennsylvania, 1965; M.D., Jefferson Medical College, 1969

Ashkon Mahmoudi, *Instruction of Emergency Medicine* (2020). B.S., University of California-Davis, 2012; M.D., University of Arizona College of Medicine, 2017

Fredric Manfredsson, *Associate Clinical Professor of Neurology* (2021). B.S., Arizona State University, 1999; Ph.D., University of Florida, 2006

Patrick D. Mahoney, *Associate Clinical Professor of Radiology* (2020). B.A., Creighton University, 1967; M.D., Creighton University School of Medicine, 1971

Jan M. Mangalat, *Assistant Clinical Professor of Medicine* (2018). M.B.,B.S., Madras Medical College (India), 1960

Anna C. Maio, *Associate Professor of Medicine* (1989; 2007). B.S., Creighton University, 1979; M.D., Creighton University School of Medicine, 1983

Joseph D. Mangone, *Assistant Clinical Professor of Pediatrics* (2022). B.S., Miami University, 2001; M.P.H., St. George's University (West Indies), 2005; D.O., Midwestern University, Arizona College of Osteopathic Medicine, 2009

Raj Makadia, *Assistant Professor of Family Medicine* (2023). B.S., University of Saskatchewan (Canada), 2008; M.D., Medical University of the Americas (West Indies), 2013

Ross Mangum, *Assistant Professor of Pediatrics* (2021). B.S., Brigham Young University, 2010; M.D., The Ohio State University College of Medicine, 2014

John Paul Malayil, *Assistant Clinical Professor of Anesthesiology* (2022). B.S., Indiana University of Pennsylvania, 2003; M.D., Drexel University College of Medicine, 2007

Tara K. Mangum, *Assistant Clinical Professor of Neurology* (2019). B.S., Messiah College, 2005; D.O., Philadelphia College of Osteopathic Medicine, 2010

Sarah M. Malesa, *Clinical Instructor of Health Professions* (2020). B.A., University of Nebraska-Lincoln, 2009; M.P.A.S., University of Nebraska Medical Center, 2011

Carolyn Manhart, *Assistant Professor of Medicine* (2004). B.A./B.S., Gonzaga University, 1996; M.D., Creighton University School of Medicine, 2001

Mark A. Malesker, *Professor of Pharmacy Practice* (1990; 2008); *Professor of Medicine* (2000; 2008). B.S.Pha., Creighton University, 1986; Pharm.D., Creighton University, 1988

James L. Manion, *Associate Professor Emeritus of Anesthesiology* (1979; 2016). M.D., Creighton University School of Medicine, 1966

PaulaJo Malin, *Associate Professor of Psychiatry* (2003; 2009). B.A., Creighton University, 1991; M.D., Creighton University School of Medicine, 1999

James Mankin, *Associate Professor of Surgery* (2008; 2018). B.S., University of Georgia, 1975; M.D., Medical College of Georgia, 1979

Divya Malladi, *Assistant Clinical Professor of Medicine* (2023). B.A., University of Chicago, 2001; M.D., University of Pittsburgh Medical School, 2007

Steven Mann, *Instructor of Medicine* (2011). B.S., Worcester Polytechnic Institute, 1986; M.S., University of Connecticut, 1990; M.D., Saba University School of Medicine (Netherlands), 2007

Jason Mallin, *Assistant Clinical Professor of Medicine* (2021). B.A., Hofstra University, 1989; M.D., Sackler School of Medicine of Tel Aviv University, 1997

Sylvia Mann, *Assistant Clinical Professor of Health Professions* (2023). B.S., University of British Columbia, 1985; M.S., Sarah Lawrence College, 1988

Gary C. Mallis, *Assistant Clinical Professor of Pediatrics* (2014). B.S., University of Arizona, 1975; M.D., Albert-Ludwigs Universitaet Medical School, 1983

Srinagesh Mannekote Thippaiah, *Associate Professor of Psychiatry* (2020; 2022).

Matthew T. Malone, *Associate Professor of Psychiatry* (2022; 2022). B.S., University of South Dakota, 1997; D.O., Des Moines University, 2001

Maria Manriquez, *Professor of OB/GYN* (2019). BSN, Arizona State University, 1993; M.D., University of Arizona, 1998

Maika Manalastas, *Assisant Clinical Professor of Pediatrics* (2022). B.S., University of Illinois, 2009; M.S., Midwestern University, 2011; D.O., Chicago College of Osteopathic Medicine, 2015

Kalyan C. Mantripragada, *Assistant Clinical Professor of Medicine* (2020). M.B.,B.S., Rangaraya Medical College (India), 2004

Richard Manch, *Professor of Medicine* (2013). B.A., State University of New York-Buffalo, 1965; M.S., University of Colorado at Denver, 1971; M.D., State University of New York-Buffalo, 1971

Charissa L. Manuat, *Assistant Clinical Professor of Pediatrics* (2018). B.S., Truman State University, 2004; M.D., Southern Illinois University School of Medicine, 2009

Robert F. Mancuso, *Assistant Clinical Professor of Pediatrics* (2020).

Vinit Manuel, *Assistant Professor of Pediatrics* (2018). M.B.,B.S., University College of Medical Services, 1991

Reetta Marciano, *Associate Clinical Professor of Psychiatry* (2022).

- B.S., Youngstown State University, 1995; M.D., Medical University of South Carolina, 2010
- William Marcil**, *Associate Clinical Professor of Psychiatry* (2015).
B.S., Creighton University, 1983; M.D., Creighton University School of Medicine, 1987
- Sean A. Marco**, *Assistant Professor of Medicine* (2020); *Assistant Professor of Medicine* (2020).
B.S., University of California San Diego, 2005; M.D., American University of the Caribbean School of Medicine (Netherlands), 2012
- Claudia Mares-Gonzales**, *Clinical Instructor of Medical Humanities* (2022).
B.S., Grand Canyon University, 2014; M.B.A., Grand Canyon University, 2020
- Rachel A. Mariani**, *Assistant Professor of Pathology* (2021).
A.B., University of Chicago, 2003; M.D., University of Illinois at Chicago College of Medicine, 2010
- Allan Markus**, *Associate Clinical Professor of Medicine* (2021).
B.S., Union College, 1986; M.D., New Jersey Medical School, 1990
- Michele Marsh**, *Assistant Clinical Professor of Psychiatry* (2021).
B.A., State University of New York, 1975; M.D., University of Nebraska Medical Center, 1985
- Derek L. Marshall**, *Assistant Clinical Professor of Family Medicine* (2022).
B.S., University of Nebraska at Kearney, 2014; M.D., University of Nebraska College of Medicine, 2018
- Katherine 2015 Marshall**, *Assistant Clinical Professor of Pediatrics* (2021).
B.S.N., Northern Arizona University, School of Nursing, 2009; D.N.P., Arizona State University, 2015
- Gregory Martin**, *Associate Professor of Pediatrics* (2021).
M.D., New York University School of Medicine, 1998
- Katherine E. Martin**, *Assistant Professor of Radiology* (2020).
B.A., Whittier College, 1989; M.D., Yale University School of Medicine, 1994
- Susan A. Martin**, *Assistant Professor of Family Medicine* (2008; 2011).
B.A., James Madison University, 1977; M.A., Eastern Illinois University, 2000; M.S., Florida Institute of Technology, 2002; Psy.D., Florida Institute of Technology, 2004
- Carlos A. Martinot**, *Assistant Clinical Professor of Radiology* (2019).
M.D., San Marcos University, 1995
- Farshad Fani Marvasti**, *Associate Clinical Professor of Family Medicine* (2018).
B.S., Arizona State University, 2000; M.D., University of Arizona, College of Medicine, 2007; MPH, University of Arizona, College of Public Health, 2008
- Nicole Masnada**, *Assistant Professor of Psychiatry* (2020).
B.S., Loyola Marymount University, 2010; D.O., Midwestern University, Arizona College of Osteopathic Medicine, 2015
- Joshua Mason**, *Assistant Clinical Professor of Medicine* (2020).
B.S., The University of Arizona, 2005; M.D., Ross University School of Medicine, 2009
- Jorge Masuello**, *Assistant Clinical Professor of Pediatrics* (2014).
M.D., Universidad de Buenos Aires
- Roberta Matern**, *Assistant Clinical Professor of Family Medicine* (2012).
B.A., Cornell University, 1991; M.D., Mayo Medical School, 1996
- Nicholas G. Matthees**, *Assistant Clinical Professor of Radiology* (2022).
B.A., St. John's University, 2010; M.D., Creighton University School of Medicine, 2014
- Erik G. Mattison**, *Assistant Clinical Professor of Emergency Medicine* (2023).
B.S., University of Michigan, 1996; M.D., Case Western Reserve University, 2001
- Samantha L. Matz**, *Assistant Professor of Radiology* (2018).
B.S., University of Wisconsin-Madison, 2002; D.O., A.T. Still University, Kirksville College of Osteopathic Medicine, 2007
- Rachel J. Maurice**, *Assistant Professor of Pediatrics* (2021).
B.S., University of California at Berkeley, 2005; M.D., University of Arizona College of Medicine, 2013
- Andrew Mayberry**, *Assistant Clinical Professor of Family Medicine* (2012).
B.A., Arizona State University, 1993; M.D., University of Arizona College of Medicine, 1997
- Carter Mayberry**, *Assistant Clinical Professor of Family Medicine* (2012).
B.S., University of Arizona, 1986; M.D., University of Arizona, 1991
- Domingo L. Maynes III**, *Assistant Professor of Medicine* (2015; 2022).
B.S., University of Notre Dame, 2002; M.D., Indiana University School of Medicine, 2007
- Yuval Mazor**, *Assistant Clinical Professor of Biomedical Sciences* (2021).
B.Sc., Tel Aviv University; M.Sc., Tel Aviv University, 2005; Ph.D., Tel Aviv University, 2010
- John F. Mazour**, *Assistant Clinical Professor of Family Medicine* (2010).
B.S., University of Nebraska Lincoln, 1984; M.D., University of Nebraska Medical Center, 1991
- Janice L. McAllister**, *Assistant Clinical Professor of Medicine* (1994); *Assistant Clinical Professor of Pediatrics* (2006).
B.S., University of Nebraska-Lincoln, 1973; M.D., University of Iowa, 1977
- Kendra McAnally**, *Assistant Professor of Surgery* (2021).
B.S., Northern Arizona University, 2000; D.O., Western University of Health Sciences, 2004
- Owen McCabe**, *Assistant Professor of Surgery* (2020; 2021).
B.S., Kent State University, 2010; M.D., Northeast Ohio Medical University, 2014
- Rachel McCann**, *Assistant Clinical Professor of Pediatrics* (2007).
B.S., Creighton University, 1997; M.D., University of Nebraska Medical Center, 2001
- John A. McCarthy**, *Assistant Clinical Professor of Surgery* (1987; 1990).
B.A., St. John's University, 1978; M.D., University of Iowa, 1981
- Courtney K. McClean**, *Assistant Clinical Professor of Pediatrics* (2020).
B.S., Marshall University, 2007; M.D., Marshall University, Joan C. Edwards School of Medicine, 2011; M.S., University of Pittsburgh School of Medicine Institute of Clinical Research Education, 2017
- John W. McClellan III**, *Assistant Clinical Professor of Surgery* (2004).

B.A., Creighton University, 1989; M.D., Creighton University School of Medicine, 1993

B.A., Creighton University, 1997; M.D., Creighton University School of Medicine, 2001

Lisa McClellan, *Associate Clinical Professor of Family Medicine* (2020).

Michael H. McGuire, *Clinical Professor of Surgery* (1988; 2010).

Thomas E. McConahay, *Assistant Clinical Professor of Pediatrics* (2019).
B.S., University of Arizona, 1997; M.D., University of Arizona College of Medicine, 2001

B.S., Creighton University, 1971; M.D., Creighton University School of Medicine, 1975

Scott McConnell, *Assistant Professor of Surgery* (2002).
Pharm.D., Creighton University, 1997

Thomas J McGuire, *Clinical Instructor of Family Medicine* (2018).
B.S., Creighton University, 1977; M.D., 1982

Felicia M. McCreary, *Assistant Clinical Professor of Anesthesiology* (2013).
B.S., Creighton University, 2001; M.D., Creighton University School of Medicine, 2005

Tory L. McJunkin, *Assistant Professor of Anesthesiology* (2023).
B.S., Oral Roberts University, 1998; M.D., University of Oklahoma College of Medicine, 2002

Rebecca J. McCrery, *Assistant Clinical Professor of Obstetrics & Gynecology* (2013).
B.S., Wheaton College, 1995; M.D., University of Minnesota, 1999

Tina M McKenzie, *Assistant Professor of Family Medicine* (2020).
B.S., University of Illinois, 2005; M.D., Loyola University Chicago Stritch School of Medicine, 2014

Russell J. McCulloh, *Clinical Professor of Pediatrics* (2018; 2023).
B.S./B.A., University of Missouri-Columbia, 2001; M.D., 2005

Kathleen M. McKillip, *Assistant Professor of Medicine* (2018); *Assistant Professor of Medical Humanities* (2019).
B.A., Creighton University, 2009; ; M.D., University of Nebraska College of Medicine, 2013

Megan L. McElhinny, *Assistant Professor of Emergency Medicine* (2020; 2023).
B.S., University of Wisconsin-Madison, 2011; M.D., University of Wisconsin School of Medicine and Public Health, 2017

Curtis A. McKnight, *Associate Professor of Psychiatry* (2013).
B.A., St. Louis University, 2005; M.D., University of Nebraska Medical Center, 2009

James R. McEown, *Assistant Clinical Professor of Medicine* (2013).
M.D., Autonomous University of Guadalajara, 1975

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B.S., Chadron State College; M.P.A.S., University of Nebraska College of Medicine, 2000; D.Sc., Massachusetts College of Pharmacy and Health Sciences, 2020

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B.S., University of San Francisco, 1977; M.S., Creighton University, 1989; Ph.D., Southern Illinois University, 1989

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B.A., University of Virginia, 1992; M.D., Texas A&M University College of Medicine, 2001

Kevin McGeever, *Assistant Professor of Surgery* (2013).
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Thomas G. McGinn, *Clinical Professor of Medicine* (2020).
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B.S., Loyola University Chicago, 1980; D.D.S., Loyola University School of Dentistry, 1984; M.D., Creighton University School of Medicine, 1993

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- Jennifer K. McWilliams**, *Assistant Clinical Professor of Psychiatry* (2022).
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- Cherisse Mecham**, *Assistant Professor of Pediatrics* (2021).
B.S., Tufts University, 2010; M.D., University of Utah School of Medicine, 2014
- David A. Medina**, *Assistant Clinical Professor of Neurology* (2021).
B.S., University of Texas at San Antonio, 2007; Ph.D., UT Health Sciences Center-San Antonio, 2013
- Ricardo A. Medina-Centeno**, *Assistant Clinical Professor of Pediatrics* (2021).
B.S., University of Puerto Rico, 2007; M.D., University of Puerto Rico Medical Sciences, 2011
- Atam Mehdiratta**, *Assistant Clinical Professor of Medicine* (2021).
M.D., Maulana Azad Medical College (India)
- Azar Mehdizadeh**, *Assistant Professor of Medicine* (2019).
B.S., University of Toronto, 2002; M.D., University of Ottawa, 2006
- Divyesh Mehta**, *Assistant Professor of Psychiatry* (2018).
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M.F.A., B.F.A., University of North Carolina Greensboro
- G. Mauricio Mejia**, *Associate Clinical Professor of Medical Humanities* (2021).
MDes, University of Cincinnati, 2010; Ph.D., University of Minnesota, 2013
- Lisa Mejia**, *Assistant Professor of Family Medicine* (2012).
B.A., California State University, 2000; M.D., University of California-Davis, 2005
- Raun Melmed**, *Assistant Clinical Professor of Pediatrics* (2021).
M.D., University of Cape Town (South Africa), 1974
- Aksha Memon**, *Assistant Professor of Medical Education* (2021).
M.B., B.S., Pramukhswami Medical College (India), 2005; M.P.H., University of Texas Health Sciences Center, 2017
- Jenny Mendelson**, *Assistant Clinical Professor of Pediatrics* (2023).
B.A., Bowdoin College, 2001; M.D., University of Arizona College of Medicine, 2007
- Catherine Mendlick**, *Assistant Clinical Professor of Radiology* (2016).
B.A., Creighton University, 1998; M.D., 2002
- Neil Mendoza**, *Assistant Professor of Medicine* (2019).
B.A., Williams College, 2007; M.D., Dartmouth Medical School, 2011
- Joshua D. Menefee**, *Assistant Professor of Medicine* (2023).
B.S., University of Arizona, 2007; D.O., A.T. Still University, 2014
- Scott F. Menolascino**, *Assistant Professor of Medicine* (2001).
D.C., Palmer College of Chiropractic, 1986; Creighton University School of Medicine, 1995
- Heather M. Menzer**, *Assistant Clinical Professor of Surgery* (2023).
B.S., Colorado State University, 2007; M.D., University of New Mexico School of Medicine, 2011
- Maria C. Mercado**, *Assistant Clinical Professor of Pediatrics* (2018).
M.D., University of the City of Manila (Philippines), 1991
- Laura T Mercer**, *Assistant Clinical Professor of OB/GYN* (2020).
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- Matthew S. Merrill**, *Assistant Professor of Medicine* (2018).
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- Marc Merroto**, *Assistant Professor of Medicine* (2019).
B.A., West Virginia University, 1987; M.D., West Virginia University School of Medicine, 1991
- Kathryn B. Metcalf**, *Clinical Instructor of Surgery* (2023).
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- Galen Meyer**, *Assistant Professor of Surgery* (2011).
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- VaKara M. Meyer Karre**, *Assistant Clinical Professor of Psychiatry* (2015).
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- Jennifer Meyfeldt**, *Assistant Professor of Medicine* (2021; 2022).
M.D., Johannes Gutenberg University Mainz Medical School (Germany), 2016
- Barret Michalec**, *Associate Clinical Professor of Medical Humanities* (2021).
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- Giovani Michieli**, *Assistant Clinical Professor of Family Medicine* (2012).
M.D., Universidad Autonoma de Baja California (Mexico), 2004
- Eva Mikrut**, *Assistant Clinical Professor of Medicine* (2012).
B.A., California State University, 1990; M.D., University of Southern California Keck School of Medicine, 1994
- Mary Jane Mikuls**, *Assistant Clinical Professor of Pediatrics* (1999; 2021).
B.A., Creighton University, 1983; M.D., Creighton University School of Medicine, 1987
- Oleg N. Militsakh**, *Associate Professor of Surgery* (2016; 2018).
B.A., University of Louisville, 1997; M.D. University of Kentucky College of Medicine, 2001
- Andrew Miller**, *Assistant Clinical Professor of Pediatrics* (2012).
B.S., Purdue University; M.D., Loyola University, Stritch School of Medicine, 2002
- Emily Miller**, *Assistant Professor of Pediatrics* (2021).
B.A., Kenyon College, 2005; M.D., Medical College of Wisconsin, 2014
- Holly K. Miller**, *Assistant Clinical Professor of Pediatrics* (2019).
B.S., Gannon University, 2005; D.O., Lake Erie College of Osteopathic Medicine, 2009
- Jeffrey Miller**, *Assistant Professor of Medicine* (2020).

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Mohsin M. Mirza, *Assistant Professor of Medicine* (2016).
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Carl E. Mitchell, *Assistant Professor of Emergency Medicine* (2018).
B.S., Brigham Young University, 2002; M.D., University of Arkansas for Medical Sciences, 2009

Courtney Mitchell, *Associate Professor of Radiology* (2011; 2017).
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LaFrabya N. Mitchem-Westbrook, *Assistant Clinical Professor of Medicine* (2013).

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Duane L. Mitzel, *Associate Professor of Surgery* (2019).
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Tabitha G. Moe, *Assistant Clinical Professor of Medicine* (2018).
B.S., William Jennings Bryan College, 2000; M.D., University of Missouri, 2007

Kody A. Moffatt, *Clinical Professor of Pediatrics* (2003; 2020).
B.S., University of Nebraska-Lincoln, 1988; M.S., University of Nebraska Medical Center, 1989; M.D., University of Nebraska Medical Center, 2000

Michelle Mogenson, *Assistant Clinical Professor of Pediatrics* (2011).
B.A., University of Nebraska-Omaha, 2002; D.O., College of Osteopathic Medicine, 2006

Guillermo David Moguel-Cobos, *Assistant Professor of Neurology* (2016).
M.D., Instituto Tecnológico y de Estudios Superiores de Monterrey (Mexico), 1999

Selma F. Mohammed, *Associate Professor of Medicine* (2020).
M.D., University of Khartoum (Sudan), 2002; Ph.D., Mayo Clinic College of Medicine, 2015

Thalachallour Mohanakumar, *Professor of Surgery* (2016).
Ph.D., Duke University, 1974

Shehnaz Mohsin, *Assistant Clinical Professor of Family Medicine* (2016).
M.B.,B.S., Dow Medical College (India), 1999

Mark S. Molitor, *Assistant Clinical Professor of Medicine* (2015).
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Michael S. Monaghan, *Professor of Pharmacy Practice* (1996; 2008); *Professor of Internal Medicine* (1997; 2008).
B.S., Creighton University, 1985; Pharm.D., 1989

Barclay A. Monaster, *Assistant Clinical Professor of Family Medicine* (2020).
M.D., University of Manitoba (Canada), 1995

Bradley J. Monk, *Professor of Obstetrics & Gynecology* (2010; 2011).
B.S., Brigham Young University, 1984; M.D., The University of Arizona College of Medicine, 1988

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B.S., Stanford u, 1977; M.D., Creighton University School of Medicine, 1988

Cecilia Monteilh, *Assistant Clinical Professor of Pediatrics* (2021).
B.S., University of Arizona, 2010; M.D., Ross University School of Medicine, 2021

Farouk Mookadam, *Clinical Professor of Medicine* (2022).
M.B., C.h.B., University of Witwatersrand (South Africa), 1983

Casondra R. Moore, *Assistant Professor of Medicine* (2021).

- B.S., Michigan State University College of Natural Science, 2007; D.O., Michigan State University College of Osteopathic Medicine, 2012
- Dominic Moore**, *Assistant Clinical Professor of Pediatrics* (2012).
B.S., Brigham Young University, 2004; M.D., SUNY Downstate School of Medicine, 2008
- Douglas Moore**, *Assistant Professor of Medicine* (2015).
B.S., Creighton University, 2002; M.D., Creighton University School of Medicine, 2008
- Forrest Moore**, *Associate Professor of Surgery* (2008; 2017).
M.D., Medical College of Wisconsin, 1997
- John C. Moore**, *Associate Clinical Professor of Pediatrics* (1996; 2005).
B.A., Kansas u, 1970; M.D., University of Nebraska Medical Center, 1975
- Michael J. Moore**, *Assistant Clinical Professor of Pediatrics* (1996; 2021).
B.S., Dana College, 1988; M.D., University of Nebraska Medical Center, 1993
- JonMark Moorington**, *Assistant Clinical Professor of Pediatrics* (2020).
B.A., Grand Canyon University, 2002; M.Div., Baylor University, 2007; M.D., University of Arizona College of Medicine, 2016
- Aryan N. Mooss**, *Professor Emeritus of Medicine* (1976; 2001).
M.D., University of Derala (India), 1969
- Ana I. Moran**, *Associate Clinical Professor of Medicine* (2014).
M.D., Universidad Peruana Cayetano Heredia, 1997
- Christopher JB Morando**, *Assistant Clinical Professor of Anesthesiology* (2022).
B.S., Ohio State University, 2011; M.D., Creighton University School of Medicine, 2016
- Adeolu Morawo**, *Assistant Professor of Neurology* (2021).
M.B.Ch.B., Obafemi Awolowo University (Nigeria), 2009; M.S., Yale Graduate School of Arts and Sciences, 2015
- Heather M. Morgan**, *Assistant Clinical Professor of Family Medicine* (2016).
B.S., Creighton University, 1998; M.D., 2002
- Christopher E. Morris**, *Clinical Instructor of Medicine* (2021).
B.S., Northern Arizona University, 2009; D.O., A.T. Still University of Health Sciences, 2018
- Peter Morris**, *Assistant Clinical Professor of Obstetrics & Gynecology* (1997).
B.S., Southern Methodist U, 1978; M.D., University of Texas Southwestern, 1983
- Vershanna E. Morris**, *Assistant Clinical Professor* (2020).
B.S., University of Texas at Austin, 2007; M.D., University of Texas Medical Branch, 2011
- Greg W. Morrison**, *Clinical Instructor of Health Professions* (2022).
B.S., Wayne State College, 1990; M.P.A.S., University of Nebraska Medical Center, 1994
- Michael J. Morrison**, *Assistant Clinical Professor of Surgery* (1983).
B.S., Creighton University, 1968; M.D., Creighton University School of Medicine, 1973
- Lee E. Morrow**, *Professor of Medicine* (2003; 2022).
- B.S., University of Michigan, 1992; M.S., University of Michigan, 2003; M.D., University of Iowa, 1996
- David Mortensen**, *Assistant Clinical Professor of Surgery* (2015).
B.S., Brigham Young University, 1996; M.D., Texas Tech University, 2000
- Lynnette A. Moseman**, *Assistant Clinical Professor of Family Medicine* (2020).
B.S., University of Nebraska-Lincoln, 1982; M.D., University of Nebraska Medical Center, 1987
- Aris E Mosley**, *Assistant Professor of Psychiatry* (2020).
B.A., Loyola Marymount University, 2004; M.D., University of Sint Eustatius School of Medicine, 2013
- Maher Mousa**, *Assistant Clinical Professor of Medicine* (2018).
M.D., University of Hamburg (Germany), 1998
- Dharani Mudugal**, *Assistant Professor of Neurology* (2016; 2018).
M.B.,B.S., M.S. Ramaiah Medical College (India), 2006
- John Muhm**, *Assistant Clinical Professor of Pediatrics* (2011).
B.A., Pomona c, 1991; M.D., Mayo Medical School, 1995
- Sandeep Mukherjee**, *Professor of Medicine* (2012; 2016).
M.D., University of Wales College of Medicine, 1991
- Devi Mukkai-Krishnamurty**, *Assistant Professor of Surgery* (2014; 2017).
M.B.,B.S., All India Institute of Medical Sciences, 2007
- Suraj Muley**, *Associate Clinical Professor of Neurology* (2011).
M.B.,B.Ch., University of Bombay (India), 1991
- Charles Mullany**, *Clinical Professor of Surgery* (2013).
M.B.,B.S., St. Vincent's Hospital Medical School, University of Melbourne (Australia), 1969
- Sean T. Mullendore**, *Assistant Clinical Professor of Family Medicine* (2020).
B.A., Kalamazoo College, 1993; M.D., Wayne State University School of Medicine, 1997
- Katy L. Mullens**, *Assistant Clinical Professor of Pediatrics* (2017).
B.S., The University of Arizona, 2007; M.D., 2011
- Shail Mullick**, *Assistant Clinical Professor of Family Medicine* (2016).
M.D., St. George's University School of Medicine, 2011
- Alexandra Munet Ginorio**, *Clinical Instructor of Psychiatry* (2023).
B.A., University of Puerto Rico, 2004; Psy.D., Ponce School of Medicine and Health Sciences (Puerto Rico), 2009
- Seema Munir**, *Assistant Professor of Family Medicine* (2020).
B.S., Chicago State University, 1971; M.S., University of Illinois, 1974; D.O., Chicago College of Osteopathic Medicine, 1978
- Hemananda Kumar Muniraman**, *Assistant Professor of Pediatrics* (2018).
M.B.,B.S., J.J.M. Medical College (India), 2003
- Akshay Muralidhar**, *Assistant Clinical Professor of Medicine* (2020).
B.S., University of Arizona, 2009; M.D., University of Arizona College of Medicine, 2013
- Pamela Murphy**, *Assistant Professor of Pediatrics* (2021).
B.S., Ohio University, 1979; M.D., University of Cincinnati, 1985
- Richard F. Murphy**, *Professor Emeritus of Biomedical Sciences* (1989; 2009).

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Richard P. Murphy, *Associate Clinical Professor of Surgery* (1984).

B.Sc., National University of Ireland, 1963; Ph.D., National University of Ireland, 1966

Jeffrey J. Murray, *Assistant Professor of Medicine* (2021).

B.S., University of Missouri-Columbia, 2006; M.D., St. George's University School of Medicine (West Indies), 2014

Lakshmi K.P. Murthy, *Assistant Professor of Medicine* (2019).

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Murali Murty, *Assistant Clinical Professor of Medicine* (2020).

B.S., Rutgers University, 1989; M.D., University of Medicine and Dentistry, NJ Medical School, 2003

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B.S., University of Illinois-Champaign, 1991; M.D., Ph.D., University of Iowa, 1998

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Sangeeta Mutnuri, *Assistant Professor of Medicine* (2020).

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Subhakar Mutyala, *Assistant Professor of Radiology* (2016; 2017).

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Robert A. Myers, *Assistant Professor of Medicine* (2019).

B.S., University of Oklahoma, 1971; M.D., University of Oklahoma College of Medicine, 1975

Mohan Mysore, *Clinical Professor of Pediatrics* (1998; 2023).

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Abdul Nadir, *Assistant Professor of Medicine* (2019).

M.B.,B.S., Dow Medical College (Pakistan), 1990

Niyati J. Nadkarni, *Assistant Clinical Professor of Obstetrics & Gynecology* (2013).

B.S., University of Illinois at Urbana-Champaign, 1999; M.D., University of Illinois College of Medicine at Rockford, 2003

Sina Nafisi, *Assistant Clinical Professor of Medicine* (2012).

B.S., UA, 1995; M.D., Ross University School of Medicine (Dominica), 2001

Hussam Yousef Nagm, *Assistant Professor of Anesthesiology* (2019).

M.B.,B.Ch., Tripoli University School of Medicine, 2007

Abir Naguib, *Assistant Clinical Professor of Surgery* (2018).

MBBCh, Alexandria University (Egypt)

Joseph A. Nahas, *Assistant Professor of Medicine* (2013).

B.S., Creighton University, 2004; M.D., Creighton University School of Medicine, 2008

Hursh Naik, *Assistant Clinical Professor of Medicine* (2012).

B.S., University of California-Berkeley, 1997; M.D., Albert Einstein School of Medicine, 2001

Nimesh Naik, *Assistant Professor of Surgery* (2021).

B.S., Northern Arizona University, 2008; M.D., University of Arizona College of Medicine, 2013

Priyumvada Naik, *Assistant Professor of Medicine* (2011).

B.S., Duke University , 1996; M.D., Medical College of Georgia, 2001

Geetha R. Nair, *Assistant Professor of Pathology* (2018).

M.B.,B.S., University of Kerala Medical College (India), 1976

Sunil S. Nair, *Assistant Professor of Medicine* (2020).

M.B.,B.S., Charles University (Czech Republic), 2009

Hadi R. Najafian, *Assistant Clinical Professor* (2019).

B.S., University of California-San Diego, 1996; D.O., Arizona College of Osteopathic Medicine, 2000

Peter Nakaji, *Professor of Medicine* (2010; 2014); *Assistant Clinical Professor of Surgery* (2022).

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Natasha Namjoshi, *Assistant Professor of Pediatrics* (2022).

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Anil Nanda, *Assistant Professor of Medicine* (2019).

B.S.E., Arizona State University, 1979; M.D., University of Arizona College of Medicine, 1983

Kalyana Nandipati, *Associate Professor of Surgery* (2011; 2015); *Associate Professor of Clinical and Translational Science* (2016).

M.B.,B.S., Osmania Medical College (India), 2004

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

B.A., John Brown University , 1972; M.D., University of Utah, 1977

Ram N. Narayan, *Assistant Professor of Neurology* (2018).

PSG Institute of Medical Sciences and Research (India), 2010

Vinodh Narayanan, *Associate Clinical Professor of Pediatrics* (2009).

B.S., Washington University , 1972; M.A., Princeton University , 1976; M.D., Louisiana State University School of Medicine , 1981

Anand Narayanappa, *Assistant Clinical Professor of Anesthesiology* (2012).

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Shraddha M. Narechania, *Assistant Professor of Medicine* (2019).

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Chiranjir Narine, *Assistant Professor of Psychiatry* (2020).

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- Laeth Nasir**, *Professor of Family Medicine* (2011; 2011); *Chair, Family Medicine* (2011).
B.S., Western Michigan University, 1981; M.B.B.S., University of Jordan (Jordan), 1987
- Nagendra L. Natarajan**, *Assistant Clinical Professor of Medicine* (2018).
M.B.,B.S., Sri Devaraj Urs Medical College (India), 2000
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- Derek E. Neilson**, *Assistant Clinical Professor of Pediatrics* (2018).
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- Tracy Nelson**, *Assistant Clinical Professor of Pediatrics* (2021).
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- Kirk B. Newring**, *Clinical Instructor of Psychiatry* (2017).
B.S., Washington State University, 1995; M.S., Western Washington University, 1997; Ph.D., University of Nevada, 2005
- Cam Nguyen**, *Professor of Radiation Oncology/Radiology* (2005; 2020).
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- Duy Nguyen**, *Assistant Clinical Professor of Pediatrics* (2012).
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B.S., University of Arizona, 1993; M.D., University of Arizona, 1997
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B.A., St. Louis University, 2005; M.D., University of Nebraska Medical Center, 2009
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B.S., University of Nebraska, 1985; M.D., University of Nebraska Medical Center, 1989
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M.D., University of Copenhagen (Denmark), 2012
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B.S., St. Vincent College, 1964; M.D., Loyola Stritch School of Medicine, 1968
- John Nigro**, *Assistant Clinical Professor of Surgery* (2008).
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- Yuvraj S. Nijjar**, *Assistant Clinical Professor of Anesthesiology* (2018).
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- Pedro P. Ortiz**, *Assistant Clinical Professor of Medicine* (2022).
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- Benjamin J. Osborne**, *Assistant Professor of Medicine* (2013).
B.S., University of Utah, 2000; D.O., Midwestern University of Arizona College of Osteopathic Medicine, 2006
- Angela M. Osmolak**, *Assistant Professor of Surgery* (2022).
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- Eric Ossowski**, *Assistant Clinical Professor of Family Medicine* (2015); *Assistant Professor of Surgery* (2018).
B.S., University of Minnesota-Duluth, 1973; M.D., University of Minnesota-Duluth, 1977
- Will J. Ostdiek**, *Assistant Clinical Professor of Family Medicine* (2018).
B.S., Creighton University, 1993; M.D., University of Nebraska Medical Center, 1997
- Daniel J. Ostlie**, *Clinical Professor of Surgery* (2019).
B.S., University of North Dakota, 1990; M.D., University of North Dakota School of Medicine, 1994
- Jason D. Ourada**, *Assistant Clinical Professor* (2019).
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B.S., Duke University, 2002; M.D., Vanderbilt University, 2006
- Josna P. Padiyar**, *Assistant Professor of Medicine* (2020).
B.S., University of Michigan, 2008; M.S., Wayne State University, 2009; D.O., Midwestern University, 2014
- Marvin Padnick**, *Assistant Clinical Professor of Medicine* (2012).
B.A., Hofstra University, 1966; D.D.S., State University of New York, 1970; M.D., Rush Medical College, 1973
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B.S., Western Michigan University, 1997; M.D., Wayne State University School of Medicine, 2000
- Arman Pajnigar**, *Assistant Clinical Professor of Medicine* (2009).
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- Kristina Pakiz**, *Assistant Clinical Professor of Obstetrics and Gynecology* (2009; 2016).
B.S., University of Nebraska-Kearney, 2001; M.D., University of Nebraska Medical Center, 2005
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M.B., B.S., Seth G.S. Medical College Bombay University (India), 1981
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M.B., B.S., Osmania Medical College and Hospital (India), 1978
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B.S., John Carroll University, 1987; MD, University of Toledo, 1991
- Jack P. Palmer**, *Associate Professor of Emergency Medicine* (2021).
B.S., Tufts University, 2002; M.S., Georgia Institute of Technology, 2004; M.D., SUNY Upstate Medical University, 2009
- Pablo J. Palomo Sanchez**, *Assistant Clinical Professor of Pediatrics* (2015).
M.D., Universidad Dr. Jose Matias Delgado (El Salvador), 2002
- Tanmay Panchabhai**, *Assistant Professor of Medicine* (2015).
M.B., B.S., Maharashtra University of Health Sciences, Seth G.S. Medical College (India), 2008
- Sarada S. Panchanathan**, *Assistant Professor of Pediatrics* (2019).
B.Sc., University of Windsor (Canada), 1981; M.D., University of Western Ontario, 1986
- Aru Panwar**, *Associate Professor of Surgery* (2014; 2020).
M.B., B.S., University College of Medical Sciences & Guru Teg Bahadur Hospital, University of Delhi (India), 2005
- Andrew L. Papez**, *Assistant Clinical Professor of Pediatrics* (2014).
B.S., University of Nevada-Reno, Mackay School of Mines, 1995; M.D., University of Nevada School of Medicine, 1999
- Sara Paquet**, *Assistant Professor of Anesthesiology* (2020).
B.S., University of California-Davis, 2008; Keck School of Medicine, University of Southern California, 2013
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B.S., Creighton University, 1996; M.D., University of Nebraska Medical Center, 2000
- John M. Park**, *Assistant Clinical Professor of Surgery* (2018).
B.S., University of Wisconsin-Madison, 1994; M.D., University of Nebraska Medical Center, 2005
- Jennifer Parker**, *Associate Clinical Professor of Pediatrics* (2005; 2014).
B.S., Creighton University, 1995; M.D., University of Nebraska Medical Center, 1999
- Alan Parks**, *Assistant Clinical Professor of Surgery* (2013).
D.O., Des Moines University College of Osteopathic College Medicine
- Melissa A Parks**, *Clinical Instructor of OB/GYN* (2018).
B.S., University of Indianapolis, 2008; M.A., Ball State University, 2009; D.O., Ohio University Heritage College of Osteopathic Medicine, 2014
- Konstantinos M. Parperis**, *Assistant Professor of Medicine* (2018).
M.D., University of Patras School of Health Sciences (Greece), 2005
- Lilia Parra-Roide**, *Professor of Pediatrics* (2006; 2019).
B.S., B.A., Mount St. Mary's College, 1987; M.D., Stanford University School of Medicine, 1993
- Nick J. Paslidis**, *Assistant Clinical Professor of Medicine* (2017).
B.A., Whitman College, 1981; M.D., Ross University School of Medicine, 1988; Ph.D., University of Crete School of Medicine (Greece), 1991
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B.A., State University of New York at Binghamton, 1998; M.D., Sackler School of Medicine-New York State American Program (Israel), 2002
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BJ Medical College and Gujarat University (India), 1973
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M.B., B.S., Jawaharlal Nehru Medical College Nagpur University (India), 2000
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B.S., University of Arizona, 2005; M.D., 2009
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- Mital Patel**, *Assistant Clinical Professor of Medicine* (2021).
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- Mittun C. Patel**, *Assistant Clinical Professor of Radiology* (2019).
B.S., The University of Austin, 2002; M.D., Texas A&M College of Medicine, 2006
- Neel Patel**, *Assistant Professor of Medicine* (2012; 2023).
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- Neil D. Patel**, *Assistant Professor of Surgery* (2022).
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- Sachit A. Patel**, *Associate Clinical Professor of Pediatrics* (2017; 2022).
B.S., Nebraska Wesleyan University, 2003; M.D., University of Nebraska Medical Center, 2008
- Sarah Patel**, *Assistant Clinical Professor of Medicine* (2018).
B.S., University of Arizona, 2008; M.D., American University of the Caribbean School of Medicine, 2012
- Seema Patel**, *Assistant Clinical Professor of Medicine* (2023).
B.S., University of Arizona, 2010; D.O., Arizona College of Osteopathic Medicine of Midwestern University, 2016
- Shyamal Patel**, *Associate Professor of Radiology* (2016).
B.A., Boston University; M.D., 2010
- Avinash S. Patil**, *Assistant Professor of OB/GYN* (2019).
B.A., Columbia University, 1999; M.D., University of Tennessee College of Medicine, 2006
- Shantanu Patil**, *Assistant Professor of Medicine* (2022).
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B.S./M.D., Howard University College of Medicine, 2011
- Jessie N. Patterson**, *Assistant Clinical Professor of Medical Education* (2022).
B.S., University of Northern Colorado, 2010; AuD, University of Nebraska-Lincoln, 2014; Ph.D., University of Nebraska-Lincoln, 2016
- Cynthia Paul**, *Clinical Instructor of Psychiatry* (2013).
B.S., Nebraska Wesleyan University, 1991; J.D., University of Utah, 1997; M.D., Creighton University School of Medicine, 2009
- Edward G. Paul**, *Associate Professor of Family Medicine* (2017).
B.S., Illinois State University, 1976; M.S., 1978; M.D., Southern Illinois University School of Medicine, 1981
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B.S., Oregon State University, 2004; D.O., Chicago College of Osteopathic Medicine, 2014
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B.A., Princeton University, 1971; M.D., University of Arizona, 1976
- Jeffrey M. Pearl**, *Clinical Professor of Surgery* (2018).
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- Nicole Pearsall**, *Assistant Clinical Professor of Obstetrics & Gynecology* (2010; 2013).
B.S., UA, 2000; M.S., Creighton University, 2002; M.D., Creighton University School of Medicine, 2006
- Daniel A. Pearson**, *Assistant Clinical Professor of Family and Community Medicine* (2021).
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- Erik A. Pedersen**, *Assistant Professor of Radiology* (2014; 2015).
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- Eric L. Pedicini**, *Assistant Clinical Professor of Anesthesiology* (2013).
D.O., Midwestern University, 1989
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- Gregory Penny**, *Assistant Clinical Professor of Pediatrics* (2005).
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Charles S. Plimpton, *Assistant Clinical Professor of OB/GYN* (2018).

B.S., Arizona State University, 1986; M.D., University of Arizona, 1998

Suzanne Plush, *Assistant Professor of Medicine* (2011).

B.S., University of Delaware, 1992; D.O., Midwestern University, 2004

Rajiv Poduval, *Assistant Clinical Professor of Pediatrics* (2012).

M.B.,B.S., Calicut Medical College (India), 1992

Michele Poepping-Faulkner, *Associate Professor of Medicine* (2006).

Ann L. Polich, *Associate Clinical Professor of Medicine* (2021).

B.A./B.S., Rockhurst College, M.D., University of Kansas School of Medicine, 1991; M.P.H., University of Kansas School of Medicine, 2009; M.B.A., Nebraska Methodist College, 2019

Manuel G. Pompa, *Assistant Clinical Professor of Health Professions* (2023).

B.S., University of Arizona, 2014; PA-C, Midwestern University, 2020

Francisco A. Ponce, *Assistant Professor of Surgery* (2011; 2019).

B.A., Harvard University, 1998; M.D., University of Chicago

Irina Popa, *Assistant Clinical Professor of Medicine* (2004).

M.D., Carol Davila University of Medicine and Pharmacy, 1996

Stephen G. Pophal, *Clinical Professor of Pediatrics* (2019).

B.S., University of Notre Dame, 1986; M.D., The Ohio State University College of Medicine, 1991

- Sampath Kumar Poreddy**, *Assistant Professor of Medicine* (2020).
M.B.,B.S, Osmania Medical College (India), 2000
- Dana Porter**, *Assistant Professor of Obstetrics & Gynecology* (2008; 2011).
B.S., University of Michigan, 1991; M.D., Michigan State University , 1999
- Joann L. Porter**, *Associate Professor of Medicine* (1995; 2008); *Associate Dean, Graduate Medical Education* (2013).
B.S., University of Nebraska-Omaha, 1987; M.D., Creighton University School of Medicine, 1992
- John C. Porter**, *Associate Professor of Surgery* (2018).
B.S., University of Arizona, 1975; M.D., Universidad Autonoma De Nuevo Leon (Mexico), 1980
- Randall Porter**, *Professor of Surgery* (2012).
B.A., Southern Methodist University, 1989; M.D., Rush Medical College, 1993
- Avin Pothuloori**, *Assistant Professor of Medicine* (2023).
B.A., Creighton University, 2004; M.D., St. Matthew's University School of Medicine (British West Indies), 2011
- Tamara Pottker**, *Clinical Professor of Pediatrics* (2018).
B.S., Georgetown University, 1987; M.D., 1991
- Thomas J. Poulton**, *Clinical Professor of Anesthesiology* (2014).
B.S., Ohio State University, 1972; M.D., Ohio State University College of Medicine, 1975
- Anathea C. Powell**, *Assistant Professor of Surgery* (2018).
B.A., Bowdoin College, 1995; M.D., Boston University School of Medicine, 2004
- Travis J. Powell**, *Assistant Professor of OB/GYN* (2019).
B.S., Barrett Honors College, 2007; M.D., University of Arizona College of Medicine, 2012
- Keith Power**, *Assistant Clinical Professor of Medicine* (2013).
B.A., University of Texas at Austin, 1994; M.D., University of Texas, Southwestern Medical School, 1998
- Amit Pradhan**, *Assistant Professor of Psychiatry* (2022).
M.B.,B.S., Armed Forces Medical College (India), 2001
- John F. Prater**, *Assistant Clinical Professor of Psychiatry* (2022).
B.A., University of Akron, 1977; D.O., Ohio University Medical School, 1981
- Krishnapriya Prathapan**, *Assistant Clinical Professor of Medicine* (2022).
M.B.,B.S., T.D. Medical College, University of Kerala (India), 2012
- Stephen C. Pratt**, *Clinical Professor of Biomedical Sciences* (2021).
B.A., Harvard University, 1988; Ph.D., Cornell University, 1997
- Laurel Preheim**, *Professor Emeritus of Medicine* (1978; 1992); *Professor Emeritus of Medical Microbiology and Immunology* (1978; 2018).
B.A., Bethel College (Kansas), 1969; M.D., Northwestern University , 1973
- Kylie Prehn**, *Assistant Professor of Family Medicine* (2022).
B.S., Arizona State University, 2013; D.O., Midwestern University, Chicago College of Osteopathic Medicine, 2018
- Valerie Prescher-Buman**, *Assistant Professor of Medicine* (2016; 2017).
B.S., Iowa State University, 2008; M.D., University of Nebraska Medical Center, 2012
- Mark C. Preul**, *Instructor of Surgery* (2018).
B.A., The Ohio State University, 1981; M.D., Medical College of Ohio at Toledo, 1987
- Paul L. Price**, *Associate Professor of Pharmacy Practice* (2000; 2006); *Associate Professor of Psychiatry* (2002; 2006).
Pharm.D., Creighton University, 1992
- David R. Pritza**, *Assistant Clinical Professor of Medicine* (2012).
B.S., Creighton University, 1983; M.D., Creighton University School of Medicine, 1987
- Ronald J. Pritza**, *Assistant Clinical Professor of Medicine* (2014).
B.A., Creighton University, 1985; J.D., Creighton University , 1988; M.D., Creighton University School of Medicine, 1995
- Jeffrey C. Proudfoot**, *Assistant Professor of Medicine* (2018).
B.S., Michigan State University, 1973; D.O., Michigan State University College of Osteopathic Medicine, 1986
- William M. Pruett**, *Assisant Professor of Medicine* (2022).
B.S., University of Kansas, 2009; M.D., University of Kansas School of Medicine, 2016
- Thomas S. Pruse**, *Clinical Professor of Obstetrics & Gynecology* (1978; 2003).
B.S., John Carroll University , 1966; M.D., Creighton University School of Medicine, 1970
- Paul E. Pugsley**, *Instructor of Emergency Medicine* (2020).
B.A., University of California, 2008; M.D., Albany Medical College, 2016
- Kavitha Pundi**, *Assistant Clinical Professor of Medicine* (2019).
B.S., Drake University, 2005; M.D., Mayo Clinic College of Medicine, 2009
- Viren P. Punja**, *Assistant Professor of Surgery* (2019).
M.B.,B.S., Kempegowda Institute of Medical Sciences (India), 2005
- Robert Puntel**, *Clinical Professor of Pediatrics* (2012).
B.A., Washington and Jefferson College, 1983; M.D., Uniformed Services University of the Health Sciences, 1989
- Ruth B. Purtilo**, *Clinical Professor of Health Policy and Ethics* (1991; 2004).
B.S., University of Minnesota, 1964; M.T.S., Harvard University , 1975; Ph.D., Harvard University , 1979
- Jacqueline Pynns**, *Assistant Professor of Psychiatry* (2018).
M.D., University of Panama, 1982
- Syed Qadri**, *Associate Professor of Psychiatry* (2006; 2016).
M.B.,B.S., Dow Medical College (Pakistan), 1995
- Farouq A.N. Qaqish**, *Assistant Clinical Professor of Family Medicine* (2016).
M.B.,Ch.B., The Medical College Baghdad University (Iraq), 1974
- Ibrahim Qaqish**, *Associate Professor of Medicine* (2011; 2021).
M.D., Jordan University of Science and Technology, 2003
- Dan Quan**, *Associate Professor of Emergency Medicine* (2018).
B.S., University of California, 1989; D.O., Midwestern University/ Arizona College of Osteopathic Medicine, 2002

- David S. Quimby**, *Assistant Professor of Medicine* (2018; 2019).
B.S., University of Florida, 1997; M.D., University of Miami Miller School of Medicine, 2001
- Leslie Quinn**, *Assistant Clinical Professor of Pediatrics* (2006).
B.A., ua, 1980; M.D., University of Arizona, 1984
- Thomas H. Quinn**, *Professor Emeritus of Biomedical Sciences* (1977; 1996); *Professor Emeritus of Surgery* (1997).
B.A., Creighton University, 1972; M.S., Creighton University, 1973; Ph.D., University of Nebraska-Lincoln, 1981
- Pedro F. Quiroga**, *Assistant Professor of Medicine* (2019); *Assistant Professor of Medicine* (2019).
B.S., University of New Mexico, 1996; M.D., Universidad Autonoma de Guadalajara (Mexico), 2002
- Ruben Quiros**, *Clinical Professor of Pediatrics* (2010).
M.D., Universidad Nacional de Panama (Panama), 1986
- Craig H. Rabb**, *Professor of Neurological Surgery* (2021).
B.S., University of Oklahoma, 1983; M.D., University of Oklahoma, 1988
- Brad A. Racette**, *Professor of Neurology* (2022).
A.B., Princeton University, 1988; M.D., Northwestern University Medical School, 1992
- Priya Radhakrishnan**, *Associate Professor of Medicine* (2011).
M.B.,B.S., Medical College (India), 1992
- Naureen Rafiq**, *Associate Professor of Family Medicine* (2011; 2018).
M.B.,B.S., King Edward Medical College (Pakistan), 1996
- Christine Ragay-Cathers**, *Assistant Professor of Family Medicine* (2016).
B.S., Grand Canyon University, 2003; D.O., Des Moines University, 2008
- Timur O. Raghieb**, *Assistant Clinical Professor of Pediatrics* (2022).
B.S., University of North Dakota, 1998; M.D., University of North Dakota School of Medicine and Health Sciences, 2005
- Rex H. Ragsdale**, *Assistant Professor of Family Medicine* (2019).
B.S., University of Evansville; M.D., St. Louis University
- Sudhanshu P. Raikwar**, *Assistant Clinical Professor of Neurology* (2021).
BVSc & AH, Bombay Veterinary College (India), 1987; Indian Veterinary Research Institute (India), 1991; Ph.D., National Institute of Immunology (India), 1997
- John Raines**, *Assistant Clinical Professor of Surgery* (2014).
M.D., University of California-San Francisco, 1974
- Amanda Rainwater**, *Assistant Clinical Professor of Medicine* (2012).
B.A., University of Virginia, 1989; M.D., George Washington School of Medicine, 1994
- Jaya M. Raj**, *Professor of Medicine* (2009; 2018).
B.A., University of Pennsylvania, 1991; M.D., Columbia University College of Physicians and Surgeons, 1995
- Amandeep K. Rakhra**, *Assistant Professor of Medicine* (2023).
B.S., University of Missouri-Columbia, 2012; D.O., University of Pikeville-Kentucky College of Osteopathic Medicine, 2016
- Taruna Ralhan**, *Assistant Professor of Surgery* (2016).
B.Sc., Illinois Institute of Technology, 2004; M.D., Rosalind Franklin University/Chicago Medical School, 2008
- Atul A. Ramachandran**, *Assistant Clinical Professor of Medicine* (2014; 2017).
B.S., Creighton University, 1987; M.D., Creighton University School of Medicine, 1994
- Shankar Raman**, *Assistant Clinical Professor of Surgery* (2021).
M.B.,B.S., Jawaharlal Institute of Postgraduate Medical Education and Research (India), 2000
- Aparna Ramasubramanian**, *Associate Clinical Professor of Surgery* (2019; 2022).
MBBS, Medical College Thiruvananthapuram, University of Kerala (India), 2004
- Sriram Ramaswamy**, *Professor of Psychiatry* (2005; 2018).
M.B.,B.S., Goa Medical College (India), 1994
- Allison K. Ramey**, *Assistant Clinical Professor of Pediatrics* (2013).
B.S., University of Nebraska-Lincoln, 2003; M.D., University of Nebraska Medical Center, 2008
- Douglas Ramos**, *Associate Clinical Professor of Surgery* (1998; 2019).
B.A., Cornell College , 1977; M.D. , Creighton University School of Medicine, 1981
- Chris Ramsook**, *Associate Clinical Professor of Pediatrics* (2012; 2020).
M.B.,B.S., University of the West Indies, 1972
- Jyotsna Ranga**, *Assistant Professor of Psychiatry* (2020).
MBBS, Bangalore Medical College (India), 1992
- Ranjani Rangray**, *Assistant Professor of Medicine* (2017).
M.B.,B.S., Government Medical College and Hospital (India), 2006
- Hellen D. Ransom**, *Special Assistant Professor of Medical Humanities* (2022).
B.S., Tuskegee University, 2001; M.A., University of Southern Mississippi, 2003; D.H.C.E., Duquesne University, 2012
- Aparna R. Rao**, *Assistant Clinical Professor of Pediatrics* (2014).
M.B.,B.S., Bombay University, Grant Medical College, Sir JJ Group of Hospitals, 1992
- Hani Rashid**, *Assistant Clinical Professor of Medicine* (2021).
B.S., University of California-Los Angeles, 2008; D.O., Arizona College of Osteopathic Medicine, Midwestern University, 2014
- Devnandini Rastogi**, *Associate Professor of Psychiatry* (2018).
A.B., Washington University, 1987; M.D., Washington University School of Medicine, 1991
- Geetanjali Singh Rathore**, *Assistant Clinical Professor of Neurology* (2018).
M.B.,B.S., Dr. Sampurnanand Medical College, Rajasthan University Jodhpur (India), 2007
- Dhitinut Ratnapradipa**, *Professor of Clinical Research and Public Health* (2020); *Director, Master of Public Health Program* (2020).
B.A., JB Goddard College of Business and Economics, 1993; ; Ph.D., College of Health, University of Utah, 2001
- Lalitha Ravi**, *Assistant Clinical Professor of Pediatrics* (2019).
M.B.,B.S., Coimbatore Medical College (India), 1988

- Sudha Ravilla**, *Assistant Clinical Professor of Medicine* (2006).
M.B.,B.S., Kilpauk Medical College (India), 1995
- Sriramamurthy Ravipati**, *Assistant Clinical Professor of Psychiatry* (1991; 2004).
M.D., Rangaraya Medical College (India), 1980
- Abhisekh Sinha Ray**, *Assistant Clinical Professor of Medicine* (2021).
M.B.,B.S., Calcutta Medical College, 2006
- Ananya Ray**, *Assistant Clinical Professor of Pediatrics* (2021).
B.S., The Pennsylvania State University, 2010; M.D., Sidney Kimmel Medical College, 2016
- Bidisha Ray**, *Assistant Professor of OB/GYN* (2019).
B.S., University of Missouri-Columbia, 1999; M.D., 2003
- Dustin Rayhorn**, *Associate Clinical Professor of Pediatrics* (2011; 2023).
B.S., ua, 2001; M.D., 2005
- Stephen C. Raynor**, *Professor of Surgery* (1991; 2021).
B.S., University of Nebraska, 1976; M.D., University of Nebraska Medical Center, 1981
- Dannah G. Raz**, *Assistant Clinical Professor of Pediatrics* (2019).
B.S., University of Arizona, 2008; M.D., The University of Arizona College of Medicine, 2013
- Muhammad Raza**, *Assistant Clinical Professor of Medicine* (2021).
M.B.,B.S., Allam Iqbal Medical College (Pakistan), 1990
- Robert R. Recker**, *Adjunct Professor of Medicine* (1970; 2018); *Professor of Periodontics* (1986).
M.D., Creighton University School of Medicine, 1963
- DeenDayal Reddy**, *Clinical Instructor of Center for Health Policy and Ethics* (2012).
M.S., University of Illinois-Urbana, 1983; M.A., Loyola University-Chicago, 1998; Ph.D., Duquesne University, 2007
- Gangadasu S. Reddy**, *Assistant Professor of Surgery* (2014; 2015).
M.B.,B.S., Institute of Medical Sciences, 1999
- Satyanarayan K. Reddy**, *Associate Professor of Medicine* (2022).
M.B.,B.S., Institute of Medical Sciences, Osmania Medical College (India), 1977
- Roalene J. Redland**, *Clinical Instructor of Surgery* (1995).
B.A., Hastings College, 1979; M.D., Creighton University School of Medicine, 1984
- Michael Reed**, *Assistant Clinical Professor of Obstetrics & Gynecology* (2013).
B.S., Creighton University, 1991; M.D., Creighton University School of Medicine, 1996
- Brandi A. Reeve-Iverson**, *Assistant Clinical Professor of Pediatrics* (2015).
B.S., University of Nebraska-Omaha, 2005; M.D., University of Nebraska College of Medicine, 2010
- Janette Reeves**, *Assistant Professor of Family Medicine* (2012).
B.A., University of Washington, 1992; D.O., Touro University College of Osteopathi College Medicine
- James Regan**, *Assistant Clinical Professor of Medicine* (2006).
M.D., Creighton University School of Medicine, 1965
- Anna Reinert**, *Instructor of OB/GYN* (2018).
B.A., Harvard University, 2008; M.D., Columbia University College of Physicians and Surgeons, 2013
- Adam Reinhardt**, *Assistant Clinical Professor of Pediatrics* (2011).
B.S., University of Nebraska-Lincoln, 1997; M.D., University of Nebraska Medical Center, 2002
- Mark D. Reisbig**, *Associate Professor of Anesthesiology* (2012; 2017).
B.S., St. John's University, 1997; M.D., Creighton University School of Medicine, 2008
- Randolph J. Reister**, *Assistant Clinical Professor of Medicine* (2002; 2004).
B.A., Augustana College, 1995; M.D., University of South Dakota, 1999
- Marla D. Rejbi**, *Assistant Professor of Medicine* (2023).
B.S., Virginia Polytechnic Institute and State University, 2012; D.O., Edward Via College of Osteopathic Medicine, 2016
- Silke Rempe**, *Assistant Professor of Medicine* (2011).
M.D., Christian-Albrechts-Universitat Kiel (Germany), 2000
- Marc S. Rendell**, *Professor of Medicine* (1986; 1996).
B.S., City College of New York, 1968; M.D., State University of New York-Downstate Medical Center, 1972
- Samer I. Renno**, *Assistant Clinical Professor of Medicine* (2016).
B.S., American University of Beirut (Lebanon), 1992; M.D., American University of Beirut (Lebanon), 1996
- Crystal D. Reyelts**, *Assistant Clinical Professor of Psychiatry* (2020).
B.A., Vanderbilt University, 2009; M.D., University of Nebraska Medical Center, 2013
- Emille M. Reyes-Santiago**, *Assistant Clinical Professor of Pediatrics* (2016).
M.D., Universidad Iberoamericana (Dominican Republic), 2007
- Justin A. Reynolds**, *Assistant Professor of Medicine* (2014).
M.D., University of Michigan Medical School, 2006
- Aida Rezaie**, *Assistant Clinical Professor of Medicine* (2022).
B.S., Arizona State University, 2012; M.D., University of Utah School of Medicine, 2017
- Edward Rhee**, *Assistant Clinical Professor of Pediatrics* (2008).
B.A., University of Pennsylvania, 1986; M.D., University of Pittsburgh, 1993
- Eli M Rhoads**, *Assistant Clinical Professor of Pediatrics* (2022).
B.S., Brigham Young University, 2010; M.D., University of Louisville School of Medicine, 2015
- Robert B Rhodes**, *Assistant Clinical Professor of Family Medicine* (2018).
B.S., University of South Dakota, 1990; M.D., University of South Dakota School of Medicine, 1994
- Richard K. Ricardi**, *Clinical Professor of Psychiatry* (2014; 2018).
B.S., Michigan State University, 1980; D.O., Chicago College of Osteopathic Medicine, 1984
- Eric Rice**, *Assistant Clinical Professor of Medicine* (2017).
B.S., Creighton University, 1991; M.D., University of Nebraska Medical Center, 1995

- Eugene C. Rich**, *Clinical Professor of Medicine* (1996; 2010); *Clinical Professor of the Center for Health Policy and Ethics* (2010).
B.A., University of Mississippi, 1973; M.D., Washington University Medical Center, 1977
- Randy Richardson**, *Professor of Radiology* (2011; 2012); *Associate Dean, Phoenix Regional Campus*.
B.A., Brigham Young University, 1991; M.D., Loma Linda University School of Medicine, 1995
- Paul Richmann**, *Assistant Clinical Professor of Anesthesiology* (2012).
B.A., Arizona State University, 1985; M.S., University of Hawaii, 1989; M.D., University of Hawaii, 1993
- Sarah Richter Cox**, *Instructor of OB/GYN* (2022).
B.S., St. Lawrence University; M.S., Sarah Lawrence University
- Joshua Rifkind**, *Assistant Clinical Professor of Medicine* (2020).
B.A., McGill University, 1993; B.A., Yeshiva University, 1996; M.D., Sackler School of Medicine (Israel), 2002
- Aaron V. Riley**, *Assistant Professor of Psychiatry* (2018).
B.S., Marquette University, 2003; M.D., Medical College of Wisconsin, 2007
- Matthew H. Riley**, *Clinical Instructor of Medicine* (2014).
B.S., University of Oklahoma, 2007; D.O., Touro Nevada College of Osteopathic Medicine, 2011
- Valerie Rinehart**, *Clinical Instructor of Pediatrics* (2020).
B.A., University of North Carolina at Chapel Hill, 2012; M.D., Quillen College of Medicine at Eastern Tennessee State University, 2016
- Michael L. Ritchey**, *Clinical Professor of Pediatrics* (2016).
B.S., University of Southwestern Louisiana, 1975; M.D., Louisiana State University School of Medicine, 1979
- Gaby Ritfeld**, *Assistant Clinical Professor of Psychiatry* (2021).
M.D., Leiden University Medical Center (Netherlands), 2009; Ph.D., Leiden University Medical Center, 2012
- Matthew Rivard**, *Assistant Professor of Surgery* (2005; 2009).
B.S., Kansas State University, 1991; M.D., University of Kansas, 1995
- Robert Rivera**, *Assistant Professor of Radiology* (2018).
B.A., Saint Louis University, 2001; M.D., 2006
- Chandrika Rizal**, *Assistant Clinical Professor of Pediatrics* (2000).
M.B., B.S., LLRM Medical College (India), 1983
- George T. Rizk**, *Assistant Clinical Professor of Radiology* (2022).
B.S., Texas Tech University, 1980; M.D., Creighton University School of Medicine
- William Rizzo**, *Clinical Professor of Pediatrics* (2004).
B.A., Northwestern University, 1972; M.D., University of Illinois College of Medicine, 1977
- Kristopher R. Roach**, *Assistant Clinical Professor of Medicine* (2022).
B.S., University of Arizona, 2009; M.D., Saint George's University School of Medicine (West Indies), 2014
- Jennifer v. Robblee**, *Assistant Clinical Professor of Neurology* (2020).
BSc, Dalhousie University (Canada), 2006; M.D., University of Toronto (Canada), 2010; MSc, University of Toronto (Canada), 2016
- Michael Robers**, *Assistant Clinical Professor of Neurology* (2020).
B.S., Barrett Honors College at Arizona State University, 2007; M.D., Loyola University Chicago, 2014
- Floyd E. Roberson**, *Assistant Clinical Professor of Anesthesiology* (2016).
B.A., Creighton University, 1975; M.D., Creighton University, 1981
- Abby C. Roberts**, *Assistant Clinical Professor of Medicine* (2012).
B.A., University of California, Berkeley, 2002; M.S., Georgetown University, 2003; D.O., Arizona College of Osteopathy College Medicine, 2007
- Michael Roberts**, *Assistant Clinical Professor of Medicine* (2012).
B.A., Johns Hopkins University, 1975; M.D., Tufts University School of Medicine, 1979
- Robert Roberts**, *Professor of Medicine* (2021).
B.S., Memorial University of Newfoundland (Newfoundland), 1961; M.D., Dalhousie University (Nova Scotia), 1965
- Cliff A. Robertson**, *Assistant Clinical Professor of Family Medicine* (2014).
B.A., University of Colorado, 1985; M.D., Ohio State College of Medicine
- Aaron D. Robinson**, *Assistant Clinical Professor of Medical Education* (2022).
B.S., Brigham Young University, 2005; M.D., Saint Louis University School of Medicine, 2011
- Jeffrey A. Robinson**, *Assistant Clinical Professor of Pediatrics* (2018).
B.M., University of Kansas, 2005; M.D., 2011
- Mark D. Robinson**, *Associate Professor of Medical Humanities* (2016; 2022).
B.Phil., Northwestern University, 2004; ; M.A., University of Chicago, 2006, 2008; ; M.A., Princeton University, 2009; ; Ph.D., 2014; M.Be., Harvard University, 2019
- Mel F Roca**, *Assistant Clinical Professor of Family and Community Medicine* (2022).
B.S., San Francisco State University, 1989; M.D., Creighton University School of Medicine, 2007
- Alexander Rodlach**, *Associate Professor of Psychiatry* (2007; 2012).
M.A., Catholic University, 2000; Ph.D., University of Florida, 2005
- Aldeboran N Rodriguez**, *Assistant Professor of OB/GYN* (2022).
B.S., The University of New Mexico, 2009; M.D., University of Colorado School of Medicine, 2015
- Monica Rodriguez**, *Assistant Professor of Medicine* (2015).
M.D., Universidad Catolica de Santiago de Guayaquil (Ecuador), 1997
- Wolfgang F. Rodriguez**, *Assistant Clinical Professor of Family Medicine* (2020).
B.S.N., California State University-Long Beach, 2006; M.D., Universidad Nacional De Colombia (Colombia), 1996
- Alexander Roedlach**, *Professor of Cultural and Social Studies* (2007; 2021); *Professor of Medical Humanities* (2022); *Professor of Psychiatry and Behavioral Science* (2007; 2012).
M.A., Pontificia Universita Urbana (Rome), 1990; M.A., Philosophisch-Theologische Hochschule, Modling (Austria), 1990; M.A., Catholic University, 2000; Ph.D., University of Florida, 2005
- Albert T. Roh**, *Assistant Professor of Radiology* (2018; 2021).

- B.S., University of California-Berkeley, 2006; M.D., Temple University, 2012
- Namit N. Rohant**, *Assistant Clinical Professor of Medicine* (2023).
B.S., University of Southern California, 2009; M.D., St. George's University School of Medicine (West Indies), 2013
- Kavish Rohatgi**, *Assistant Clinical Professor of Family Medicine* (2011).
M.B.,B.S., Maulana Azad Medical College (India), 2003
- Attila Roka**, *Assistant Professor of Medicine* (2020).
M.D., Semmelweis University (Hungary), 2002; Ph.D., 2004
- Michelle Roley-Roberts**, *Assistant Professor of Psychiatry* (2020).
B.A., Kent State University, 2008; M.A., University of Toledo, 2013; Ph.D., 2016
- Mark W. Rolfe**, *Assistant Professor of Medicine* (2022).
B.S., Creighton University, 1982; M.D., Creighton University School of Medicine, 1986
- Nancy E. Rolfe**, *Assistant Professor of Medicine* (2023).
B.S., Colorado State University, 1982; M.D., University of South Florida Morsani College of Medicine, 2013
- William J. Romano**, *Assistant Clinical Professor of Radiology* (2022).
M.D., University of Western Ontario (Canada), 1981
- Larissa Romero**, *Assistant Professor of Obstetrics & Gynecology* (2011; 2012).
B.S., Southwestern University, 2002; M.D., University of Texas Southwestern Medical School, 2006
- Melissa M. Romero**, *Assistant Professor of Family Medicine* (2018).
B.A., Colorado College, 2004; M.D., University of Vermont College of Medicine
- Jennifer S. Ronecker**, *Clinical Instructor of Pediatrics* (2019).
B.S., University of California-Los Angeles, 2006; M.D., New York Medical College, 2011
- Natalie Ronshaugen**, *Assistant Clinical Professor of Pediatrics* (2018).
B.S., Nebraska Wesleyan University, 2008; M.D., University of Nebraska Medical Center, 2013
- Shane Root**, *Assistant Clinical Professor of Neurology* (2021).
B.A., St. Olaf College, 2011; M.D., Eastern Virginia Medical School, 2016
- Robert B. Rosenberg**, *Associate Clinical Professor of Pediatrics* (2019).
B.A., Claremont McKenna College, 1976; Ph.D., University of Louisville, 1981; M.D., 1987
- Kurt Rosenkrans**, *Assistant Clinical Professor of Family Medicine* (2010).
M.D., Creighton University School of Medicine, 1993
- Elyssa Rosenthal**, *Assistant Clinical Professor of Surgery* (2018).
B.S., University of Michigan, 1994; M.D. State University of New York at Buffalo, 2001
- Cynthia Roses-Thema**, *Clinical Instructor of Medical Humanities* (2021).
B.F.A., University of Cincinnati, 1983; M.F.A., Arizona State University, 2003; Ph.D., Arizona State University, 2007
- Amanda J. Ross**, *Clinical Instructor of Surgery* (2018); *Assistant Professor of Surgery* (2019); *Assistant Professor of Surgery* (2019).
- B.S., Creighton University, 2009; M.D., 2013
- Bryan J. Roth**, *Assistant Clinical Professor of Surgery* (2018).
B.S., University of Toledo, 2002; DPM, Ohio College of Podiatric Medicine, 2006
- Julie Rothlisberger**, *Assistant Clinical Professor of Medicine* (2011).
B.A., Creighton University, 1995; M.D., University of Nebraska Medical Center, 2000
- Varqa Rouhipour**, *Assistant Clinical Professor of Surgery* (2022).
B.S., University of Texas, 1997; M.D., University of Texas Health Sciences Center, 2001
- Layne Rousseau**, *Assistant Clinical Professor of Surgery* (2021).
B.A., Brigham Young University, 1997; D.O., Arizona College of Osteopathic Medicine, Midwestern University, 2003
- David Row**, *Associate Professor of Surgery* (2016).
B.S., Andrews University, 1996; M.D., Loma Linda University School of Medicine, 2001
- Hannah C. Row**, *Assistant Professor of Surgery* (2017).
B.A., University of Virginia, 2000; M.D., 2004
- Dorothy H. Rowe**, *Assistant Clinical Professor of Surgery* (2015).
B.A., Harvard University, 1988; M.D., Columbia University College of Physicians and Surgeons, 1994
- Thomas D. Rowe**, *Assistant Professor of Family Medicine* (2023).
B.A., Miami University, 1995; M.D., The Ohio State University College of Medicine, 1999
- Benjamin J. Rowley**, *Assistant Clinical Professor of Psychiatry* (2022).
B.S., University of Nebraska-Lincoln, 2009; M.D., University of Nebraska Medical Center, 2016
- Kelly H. Roy**, *Assistant Professor of OB/GYN* (2022).
B.S., Arizona State University, 1993; M.D., University of Arizona College of Medicine, 1997
- Raina R. Roy**, *Assistant Professor of Medicine* (2018).
B.S., University of Wisconsin-Madison, 2000; M.D., Chicago Medical School, 2006
- Sabyasachi Roy**, *Assistant Professor of Medicine* (2014).
M.B.,B.S., Calcutta Medical College (India), 2006
- Noreen C. Ruane**, *Assistant Professor of Pediatrics* (2020).
BS, Providence College, 1999; DO, Western University Health Sciences, College of Osteopathic Medicine of the Pacific, 2006
- Andrew F. Rubenstein**, *Associate Professor of OB/GYN* (2020).
B.A., Emory University, 1986; M.D., Hahnemann University School of Medicine, 1990
- Randi E. Rubenzik**, *Assistant Professor of Medicine* (2023).
B.A., Stanford University, 1990; M.D., University of Arizona, 1996
- David H. Rubin**, *Assistant Professor of Psychiatry* (2019).
B.A., Brown University, 1995; M.D., University of Medicine and Dentistry of New Jersey-Robert Wood Johnson Medical School, 2001
- Marina V. Rudin**, *Assistant Professor of Medicine* (2018).

- B.S., University of Houston, 1998; M.D., Texas Tech Health Sciences Center School of Medicine, 2003
- Meredith C. Rudish**, *Assistant Clinical Professor of OB/GYN* (2022).
B.A., Grinnell College, 2001; B.S.N., Rush University, College of Nursing, 2004; M.S.N., University of Kansas School of Nursing, 2011
- Roberto Ruiz**, *Assistant Clinical Professor of Medicine* (2012).
M.D., Autonomous University of Guadalajara (Mexico), 1979
- Christine Rukasin**, *Assistant Professor of Pediatrics* (2019).
B.S., Creighton University, 2005; M.D., 2012
- Richard G. Runge**, *Assistant Clinical Professor of Pathology* (2014).
B.S., University of South Dakota, 1966; M.D., University of Iowa College of Medicine, 1970
- Charles Runyan**, *Assistant Professor of Radiology* (2022).
B.S., Mississippi State University, 2011; M.D., University of Mississippi Medical Center School of Medicine, 2015
- David A. Rupiper**, *Assistant Clinical Professor of Radiology* (2022).
B.S., University of Nebraska-Lincoln, 2004; M.D., University of Nebraska College of Medicine, 2008
- Ellen Rupp**, *Assistant Clinical Professor of Pediatrics* (1987; 2003).
B.S., University of Hawaii, 1975; M.D., University of South Dakota, 1979
- Ann Russell**, *Assistant Clinical Professor of Pediatrics* (2005).
B.S., Creighton University, 1987; M.D., University of Nebraska Medical Center, 1992
- Daniela C. Russi**, *Assistant Professor of Pediatrics* (2022).
M.D., University of Rio de Janeiro, 1999
- Petr O. Ruzicka**, *Associate Professor of Neurological Surgery* (2023).
B.A., University of Minnesota, 1972; M.D., University of Minnesota Medical School, 1976
- Timothy J. Ryan**, *Assistant Professor of Emergency Medicine* (2018).
B.S. Arizona State University, 1990; D.O., Western Health Sciences University, 1995
- Artem I. Ryazantsev**, *Assistant Clinical Professor of Medicine* (2018).
B.A., University of California-Berkeley, 2008; D.O., Western University of Health Sciences, 2013
- Paul J. Rychwalski**, *Clinical Professor of Pediatrics* (2021).
B.S., University of Utah, 1988; M.D., Medical College of Wisconsin, 1993
- Jimmy Y. Saade**, *Assistant Professor of Radiology* (2020).
B.S., Arizona State University, 2001; M.D., University of Arizona, College of Medicine, 2005
- Arash Sabati**, *Assistant Clinical Professor of Pediatrics* (2018).
B.S., University of California-San Diego, 2001; M.D., University of Minnesota Medical School, 2006
- Marwan N. Sabbagh**, *Clinical Professor of Medicine* (2021).
B.A., University of California-Berkeley, 1987; M.D., University of Arizona College of Medicine, 1991
- Keith A. Sacco**, *Assistant Clinical Professor of Medicine* (2021).
M.D., University of Malta (Malta), 2014
- Mankanwal Singh Sachdev**, *Associate Professor of Medicine* (2015; 2018).
M.B.,B.S., Dayanand Medical College (India), 1997
- Denise Sackett**, *Assistant Professor of Family Medicine* (2022).
B.A., Vanderbilt University, 1997; D.O., Kirksville College of Osteopathic Medicine, 2002
- Mahvand Sadeghi**, *Assistant Clinical Professor of Medicine* (2018).
B.A., University of Iowa, 2004; Msc., University of London, King's College, 2005; M.D., Ross University School of Medicine, 2014
- Ashish Sadhu**, *Assistant Professor of Medicine* (1999).
M.B.,B.S., Dr. Panjabrao Deshmukh Memorial Medical College (India), 1999
- Hasnain Sadiq**, *Associate Clinical Professor of Psychiatry* (2006; 2019).
M.B.,B.S., King Edward Medical College (Pakistan), 1980
- Brian M. Sadowski**, *Assistant Clinical Professor of Surgery* (2018).
B.S., Creighton University, 2001; M.D., 2005
- Payam M. Sadr**, *Assistant Professor of Psychiatry* (2018).
B.A., University of California at San Diego, 1994; M.D., Universidad Autonoma De Guadalajara (Mexico), 2000
- Arshia Sadreddin**, *Assistant Professor of Neurology* (2011).
B.S., San Francisco State University, 1999; M.D., Ross University School of Medicine (Dominica), 2004
- Ali I. Saeed**, *Professor of Medicine* (2019; 2022).
B.Sc., University of Punjab (Pakistan), 1997; M.B.B.S., King Edward Medical University (Pakistan), 1999
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B.S., Sophie Davis School of Biomedical Education, 2008; M.P.H., New York Medical College, 2011; M.D., New York Medical College, 2011
- Rajeev Saggar**, *Assistant Professor of Surgery* (2011).
M.D., University of California-Irvine, 2002
- Venketraman Sahasranaman**, *Assistant Professor of Medicine* (2018).
M.B.,B.S., Bangalore Medical College and Research Institute (India), 2005
- Alpana Saini**, *Assistant Professor of Anesthesiology* (2021).
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- Ankur Saini**, *Assistant Clinical Professor* (2022).
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- Minky Saini**, *Assistant Clinical Professor of Medicine* (2022).
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- Michelle E. Saint**, *Clinical Instructor of Medical Humanities* (2021).
B.A., The College of William and Mary, 2005; M.A., Arizona State University, 2008; Ph.D., Arizona State University, 2010; M.C., Arizona State University, 2020
- Laila Sajwani**, *Assistant Professor of Family Medicine* (2020).
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M.D., Istanbul Tıp Fakultesi (Turkey), 1990

- Henry A. Sakowski**, *Associate Professor of Medicine* (1995; 2007).
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- Maryam Salehi**, *Assistant Clinical Professor of Pathology* (2023).
B.S., Azad University (Iran), 2006; M.S., University of Medical Sciences (Iran), 2011; Ph.D., Sanford School of Medicine, University of South Dakota, 2017
- Mark I. Salevitz**, *Assistant Clinical Professor of Surgery* (2018).
B.A., The Johns Hopkins University, 1986; M.D., New York University School of Medicine, 1990
- Jason A. Salganick**, *Assistant Clinical Professor of Medicine* (2020).
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- Naomi Salins**, *Associate Professor of Neurology* (2019).
M.B.,B.S., K.G. Somaiya Medical College (India), 2004
- Toni Salm**, *Assistant Clinical Professor of Pediatrics* (2013).
B.S., Marquette University, 1997; M.D., Medical College of Wisconsin, 2001
- Salam Salman**, *Assistant Professor of Medicine* (2017).
M.D., King Faisal University and Medical School (Saudi Arabia), 1996
- Julie Salmon**, *Assistant Clinical Professor of Medicine* (2012).
B.S., University of California at Davis, 1986; M.D., University of California-San Francisco, 1990
- Christine W. Saltzberg**, *Special Associate Professor of Medical Humanities* (2022).
B.S., Alfred University, 1989; M.S., University of Rochester, 1991; M.S.H.C.E., Creighton University, 2019; Ph.D., Cornell University, 2002
- Dana B. Salzberg**, *Assistant Clinical Professor of Pediatrics* (2019).
B.A., Newcomb College of Tulane University, 1992; M.D., Morehouse School of Medicine, 1999
- Stephen Salzbrener**, *Assistant Clinical Professor of Psychiatry* (2009).
B.S., Marquette University, 1996; M.D., Creighton University School of Medicine, 2001
- Nedall Samad**, *Assistant Professor of Medicine* (2018).
B.S., The Ohio State University, 2003; M.D., University of Sint Eustatius, School of Medicine (Netherlands-Antilles)
- Kristen Samaddar**, *Assistant Clinical Professor of Pediatrics* (2008).
B.A., Gustavus Adolphus College, 1997; M.D., Indiana University School of Medicine, 2001
- Paul Sammut**, *Associate Clinical Professor of Pediatrics* (2006).
M.B.,B.Ch., University College Galway Medical School (Ireland), 1981
- Christine C. Sanders**, *Professor Emeritus of Medical Microbiology & Immunology* (1973; 2001).
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- W. Eugene Sanders Jr.**, *Professor Emeritus of Medical Microbiology & Immunology* (1972; 2001); *Professor Emeritus of Medicine* (1976; 2001).
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- Dalbir S. Sandhu**, *Assistant Professor of Medicine* (2023).
M.B.,B.S., B.J. Medical College, University of Pune (India), 2001
- Karl J. Sandin**, *Assistant Clinical Professor of Surgery* (2017); *Assistant Clinical Professor of Surgery* (2023).
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- Tel Eli Sandler**, *Assistant Professor of Anesthesiology* (2021).
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- Melissa D. Sandoval**, *Assistant Clinical Professor of Medicine* (2017).
B.S., New Mexico State University, 1998; B.S., 2000; M.D., University of California-San Francisco, 2004
- Bryan Sandweiss**, *Assistant Clinical Professor of Pediatrics* (2019).
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- Danielle Saner**, *Assistant Clinical Professor of Pediatrics* (2021).
B.S., University of Alaska-Anchorage 2009; D.O., Pacific Northwest University of Health Sciences, 2017
- Ashesh H. Sanghvi**, *Assistant Clinical Professor of Medicine* (2015).
M.B.,B.S., B.J. Medical College (India), 1990
- Ram R. Sankaraneni**, *Assistant Professor of Neurology* (2014).
M.B.,B.S., Guntur Medical College, 2004
- Narendra Sankpal**, *Assistant Professor of Biomedical Sciences* (2022).
B.S., Shivaji University (India), 1993; M.Sc., Shivaji University (India), 1995; Ph.D., University of Pune and National Chemical Laboratory (India), 2001
- Akira Sano**, *Clinical Professor of Radiology* (2007).
M.D., Tottori University School of Medicine (Japan), 1972; Ph.D., Kobe University School of Medicine (Japan), 1982
- Renato Santos**, *Associate Professor of Radiology* (2011).
B.S., University of Santo Tomas (Philippines), 1976; M.D., University of Santo Tomas (Philippines), 1972
- Yvette Saquilayan**, *Assistant Professor of Medicine* (2023).
B.S., University of Arizona, 2007; D.O., Midwestern University Arizona College of Osteopathic Medicine, 2013
- Mansi Sarihan**, *Assistant Professor of Medicine* (2019).
B.S., University of Arizona, 2005; M.D., University of Arizona College of Medicine
- Jonathan E. Sarsiat**, *Assistant Professor of Psychiatry* (2018).
B.S., University of Pikeville, 2007; D.O., Kentucky School of Osteopathic Medicine, 2011
- Cody Sasek**, *Assistant Professor of Medical Education* (2017).
B.S., University of Nebraska-Kearney, 2006; M.P.S., University of Nebraska Medical Center, 2009;
- Susanne Sasse**, *Assistant Professor of Surgery* (2022).
B.S., Creighton University, 1984; M.D., University of Nebraska Medical Center, 1990
- Alice I. Sato**, *Assistant Clinical Professor of Pediatrics* (2022).

B.A., The Johns Hopkins University, 1988; M.D., University of Pennsylvania School of Medicine, 1998; Ph.D., University of Pennsylvania, 1996

Richard E. Saunders, *Assistant Clinical Professor of Emergency Medicine* (2020).

D.O., Midwestern University, 2008

Panayiotis Savvides, *Professor of Medicine* (2017).

M.D., University of Athens Medical School, 1986; Ph.D., 1990; MPH, Harvard School of Public Health, 1996

Kavir Saxena, *Assistant Clinical Professor of Psychiatry* (2013).

M.B., B.S., King George's Medical School, 1995

Shailendra K. Saxena, *Clinical Professor of Family Medicine* (2000; 2020).

M.B., B.S., King George's Medical College (India), 1973; M.S., University of Nebraska, 1987; Ph.D., University of Nebraska Medical Center, 1990

Anita P. Schadlu, *Assistant Clinical Professor of Surgery* (2014).

B.A., Northwestern University, 1998; M.D., Northwestern University Medical School, 2002

Gregory J. Schafer, *Assistant Professor of Medicine* (2001).

B.S., University of Nebraska, 1981; M.D., University of Nebraska Medical Center, 1987

Kristian T. Schafernak, *Associate Clinical Professor of Pathology* (2019).

B.S., University of Illinois at Urbana-Champaign, 1997; MPH, Boston University School of Public Health, 1999; Rush Medical College of Rush University, 2003

Lara W. Schaheen, *Assistant Professor of Surgery* (2021).

B.S., University of Arizona, 2007; M.D., University of Cincinnati, College of Medicine, 2012

Kathy A. Schall, *Assistant Clinical Professor of Pediatrics* (2021).

B.S., University of Nebraska at Omaha, 2005 M.D., University of Nebraska Medical Center, 2010

Lisa A. Schalley, *Assistant Clinical Professor of Medicine* (2019).

B.S., Creighton University, 1993; M.D., University of Nebraska Medical Center, 1997

Karen Scharlatt, *Clinical Professor of Pediatrics* (2012).

B.S., University of Florida, 1993; D.O., Nova Southeastern University, 1997

Timothy A. Schaub, *Associate Professor of Surgery* (2014; 2017).

B.S., University of Illinois at Urbana-Champaign, 1998; M.D., University of Illinois at Chicago Medical School, 2002

Patrick Scheffler, *Assistant Clinical Professor of Surgery* (2021).

B.A., McGill University (Canada), 2009; M.D., McGill University (Canada), 2014

Erica L. Scheller McLaughlin, *Assistant Clinical Professor of Pediatrics* (2019).

B.A., St. Catherine University, 2004; D.O., Kansas City University of Medicine and Biosciences, 2009

David Schildkret, *Clinical Professor of Medical Humanities* (2021).

B.A., Rutgers College, 1978; M.M., Indiana University School of Music, 1982; D.M., Indiana University School of Music, 1985

Edward Schima, *Associate Clinical Professor of Neurology* (2006).

B.A., Holy Cross College, 1960; M.D., Northwestern University, 1964

Charles Schlaepfer, *Assistant Clinical Professor of Radiology* (2015).

M.D., University of California, Los Angeles, 1994

Stuart R. Schlanger, *Special Assistant Professor of Medicine* (1981; 2013).

B.A., New York University, 1970; M.D., Washington University, 1977

William J. Schlueter, *Associate Clinical Professor of Medicine* (1974; 2011).

M.D., Creighton University School of Medicine, 1966

Corinne L. Schmidt, *Assistant Professor of Pediatrics* (2022).

B.S., University of California at San Diego, 2008; M.D., Creighton University School of Medicine, 2014

John Schmidt, *Associate Professor of Pediatrics* (2009; 2015).

B.S., University of Nebraska-Lincoln, 1997; M.D., University of Nebraska Medical Center, 2003

Rebecca Schmidt, *Assistant Clinical Professor of Psychiatry* (2016).

B.S., University of Nebraska-Omaha, 1981; M.S., University of Nebraska, 1988; M.D., University of Nebraska Medical Center, 1993

Stephanie N Schmieder, *Instructor of Radiology* (2022).

B.S., University of Kansas, 2011; M.D., University of Kansas, 2016

Robert B. Schoene, *Clinical Professor of Medicine* (2019).

B.A., Princeton University, 1968; M.D., Columbia College of Physicians and Surgeons, 1972

Patty J Scholting, *Assistant Professor of Health Professions* (2017).

B.S., Des Moines University, 2000; MPAS, University of Nebraska Medical Center, 2012; MPH, 2015

Michael D. Schooff, *Assistant Clinical Professor of Family Medicine* (2020).

B.S., Brigham Young University, 1987; M.D., Uniformed Services University of the Health Sciences, 1991

Frank Schraml, *Professor of Radiology* (2011; 2017).

B.S., United States Naval Academy, 1978; M.D., Uniformed Services University of Health Sciences, 1984

Bruce Schroeder, *Associate Clinical Professor of Pediatrics* (2011).

M.D., University of Nebraska Medical Center, 1981

Guy M. Schropp, *Assistant Clinical Professor of Obstetrics & Gynecology* (1991; 1995).

B.S., Creighton University, 1977; M.D., Creighton University School of Medicine, 1985

Johanna Schubert, *Assistant Professor of Radiology* (2012).

M.D., Medical University of Pecs (Hungary), 2001

Mary E. Schultheis, *Assistant Clinical Professor of Surgery* (2013).

B.S., University of Maryland, 1992; M.D., Creighton University School of Medicine, 2001

Heather M. Schultz, *Assistant Clinical Professor of Radiology* (2022).

B.S., University of Illinois at Urbana Champaign, 2008; M.D., University of Wisconsin School of Medicine and Public Health, 2014

Loyd Schultz, *Associate Clinical Professor Emeritus of Surgery* (1984; 2006).

M.D., University of Nebraska College of Medicine, 1955

Sarah K Schultz, *Clinical Instructor of OB/GYN* (2020).

- B.A., Creighton University, 2012; M.D., Creighton University School of Medicine, 2016
- Sondra M. Schultz**, *Assistant Professor of Psychiatry* (2022).
B.A., Minnesota State University-Moorhead, 2012; M.D., University of North Dakota School of Medicine and Health Sciences, 2016
- Courtney Schusse**, *Assistant Professor of Neurology* (2017).
B.S., University of California-Los Angeles, 2000; M.D., Michigan State University College of Human Medicine, 2000
- Michael R. Schuster**, *Assistant Clinical Professor of Radiology* (2014).
B.S., Washburn University, 1979; M.D., University of Kansas School of Medicine, 1987
- Dawn Schwartz**, *Assistant Professor of Pediatrics* (2012).
B.A., Kean University, 2003; D.O., Midwestern University, Arizona College of Osteopathic College Medicine, 2007
- Meyer P Schwartz**, *Assistant Clinical Professor of Family Medicine* (2023).
A.B., Washington University, 1978; M.D., Creighton University, 1982
- William C. Scibetta**, *Assistant Clinical Professor of Anesthesiology* (2013).
B.S., University of California-Santa Barbara, 1987; M.D., Georgetown University School of Medicine, 1993
- Arthur L. Sciortino**, *Associate Clinical Professor Emeritus of Pathology* (1955; 1987).
M.S.M., Creighton University School of Medicine, 1955; M.D., Creighton University School of Medicine, 1950
- Margaret A. Scofield**, *Associate Clinical Professor of Pharmacology* (1992; 2016).
B.A., University of California, 1967; Ph.D., University of Arizona, 1973
- Michele Scott**, *Assistant Clinical Professor of Pediatrics* (2011).
B.A., University of San Diego, 1994; M.D., University of Arizona College of Medicine, 2002
- Ryan Scott**, *Assistant Professor of Radiology* (2015).
B.A., University of Texas, 2001; M.D., University of Texas Medical Branch, 2007
- Tina Scott-Mordhorst**, *Associate Clinical Professor of Pediatrics* (2006).
B.S., University of Nebraska-Omaha, 1992; M.D., University of Nebraska Medical Center, 1995
- Davide Scozzi**, *Assistant Professor of Biomedical Sciences* (2023).
M.D., University of Rome (Italy), 2008; Ph.D., University of Rome (Italy), 2018
- Dennis R. Scribner**, *Associate Clinical Professor of Obstetrics & Gynecology* (2013).
B.A., College of the Holy Cross, 1988; M.D., University of Connecticut School of Medicine, 1993
- Jessica Seaman**, *Assistant Professor of Medical Humanities* (2021).
B.S., University of Utah, 1990; M.A., Northern Arizona University, 2006; EdD, Northern Arizona University, 2015
- Lee Segal**, *Clinical Professor of Pediatrics* (2012).
B.A., Kenyon College, 1980; M.D., Temple University School of Medicine, 1984
- Hussam Seif Eddeine**, *Assistant Professor of Neurology* (2013).
M.D., University of Damascus School of Medicine, 2003
- Dylan J. Seitz**, *Clinical Instructor of Neurology* (2023).
B.S., Robert D. Clark Honors College-University of Oregon, 2015; M.A., George Fox University, 2017; Psy.D., George Fox University, 2020
- Divyesh Sejpal**, *Clinical Professor of Medicine* (2021).
B.S., University of North Carolina, 1993; M.D., American University of the Caribbean School of Medicine, 1998
- Kathleen Sekpe**, *Assistant Clinical Professor of OB/GYN* (2018).
B.A., University of California-Santa Barbara, 2007; M.D., Creighton University School of Medicine, 2013
- Mohammad A. Selim**, *Assistant Professor of Medicine* (2020).
M.D., Ain Shams University, Faculty of Medicine (Egypt), 2009
- Benjamin Seltzer**, *Clinical Professor of Neurology* (2011).
A.B., University of Pennsylvania, 1965; M.D., Jefferson Medical College, 1969
- Steve Senseney**, *Assistant Clinical Professor of Family Medicine* (2010).
B.A., Colorado College, 1971; M.D., Creighton University School of Medicine, 1975
- Adhar Seth**, *Assistant Clinical Professor of Medicine* (2022).
B.S., The College of New Jersey, 1997; M.D., University of Medicine and Dentistry, 2001
- Kopal Seth**, *Assistant Clinical Professor of Pediatrics* (2018).
BA/MD, George Washington University, 2001
- Srilakshmi Settipalli**, *Assistant Professor of Family Medicine* (2018).
M.B., B.S., N.T.R. University (India), 2006
- Kareem Shaarawy**, *Assistant Professor of Family Medicine* (2012).
B.S., University of California-San Diego, 2003; M.D., Ross University School of Medicine, 2008
- Amish Shah**, *Assistant Clinical Professor of Emergency Medicine* (2022).
B.A., Northwestern University, 1997; M.D., Northwestern University Medical School, 2001, M.P.H., University of California, 2003
- Ankit Shah**, *Assistant Professor of Radiology* (2018; 2020).
B.A., Baylor University, 2008; M.D., 2012
- Darshil Shah**, *Assistant Clinical Professor of Medicine* (2020).
M.B., B.S., NHL Municipal Medical College, Gujarat University, 2003
- Inaganti M. Shah**, *Assistant Clinical Professor of Medicine* (2016).
M.B., B.S., Osmania University of Hyderabad (India), 1988
- Pooja J. Shah**, *Assistant Professor of OB/GYN* (2023).
B.S./M.D., University of Illinois at Chicago, 2005; M.B.A., Arizona State University, 2019
- Pratik Shah**, *Assistant Professor of Medicine* (2013).
M.B., B.S., Maharaja Sayaji Rao University, 2006
- Sheetal Shah**, *Assistant Professor of Pediatrics* (2018).
B.S., New York Institute of Technology, 2002; D.O., New York College of Osteopathic Medicine, 2006
- Shishir Shah**, *Assistant Professor* (2023).

B.S., Rensselaer Polytechnic Institute, 1992; D.O., Midwestern University, 1998

Sona Shah, *Associate Professor of Neurology* (2011; 2020).
M.B.,B.S., B.J. Medical College (India), 1989

Madhia Shahid, *Assistant Clinical Professor of Pediatrics* (2020).
M.B.,B.S., Lahore College for Women University (Pakistan), 2000

Mahmood Shahlapour, *Assistant Clinical Professor of Medicine* (2023).
B.S., Villanova University, 1995; M.D., Medical College of Pennsylvania, 1997

Carla B. Shamblen, *Associate Professor of Health Sciences* (2021).
B.S., Grand Canyon University, 2001; M.S., AT Still University, 2013;
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Raymond Shamos, *Associate Professor of Surgery* (2008; 2016).
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Meaghan M. Shanahan, *Assistant Professor of OB/GYN* (2016; 2017).
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Chandrika Shankar, *Associate Professor of Psychiatry* (2018).
M.B.,B.S., JSS Medical College (India), 1999

Sarah K. Sharer, *Assistant Professor of OB/GYN* (2019).
B.S., Arizona State University, 2006; M.D., University of Arizona College of Medicine, 2011

Arun Sharma, *Clinical Professor of Psychiatry* (1987; 2009).
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Ashish Sharma, *Clinical Professor of Psychiatry* (2009; 2019).
M.B.,B.S., Ravindra Nath Tagore Medical College, 1998

Ashu Sharma, *Assistant Professor of Radiology* (2020).
M.B.,B.S., Lady Hardinge Medical College (India), 1993

Poonam Sharma, *Professor of Pathology* (2004; 2010); *Chair, Pathology* (2013).
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Sanjeev K. Sharma, *Professor of Family Medicine* (2003; 2015).
M.B.,B.S., Maulana Azad Medical College (India), 1985

Sheena Sharma, *Assistant Clinical Professor of Pediatrics* (2018).
B.S., University of Toronto at Scarborough (Canada), 2005; M.D., St. George's University School of Medicine (West Indies), 2010

Maniampampil Shashidharan, *Associate Clinical Professor of Surgery* (2008; 2015).
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Tressia Shaw, *Assistant Clinical Professor of Pediatrics* (2011).

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Wesley Shealey, *Assistant Professor of Medicine* (2010; 2011).
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Steven Shedd, *Assistant Clinical Professor of Anesthesiology* (2012).
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B.S., Doane University, 2008; M.Sc., University College London, 2012; M.D., University of Nebraska Medical Center, 2013; MPH, Harvard T.H. Chan School of Public Health, 2018.

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Tatyana A. Shekhel, *Assistant Professor of Medicine* (2014).
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B.S., University of Nebraska-Lincoln, 1979; M.D., University of Nebraska Medical Center, 1979

Kevin N. Sheppard, *Assistant Clinical Professor of Family Medicine* (2020).
M.D., University of Newfoundland, 1984

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M.D., School of Medicine, Shanghai Medical University, 1993; Ph.D., University of Florida, 1997

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B.Sc., Cayetano Heredia University (Peru), 1997; Ph.D., University of Nebraska Medical Center, 2005

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Dosun Shin, *Associate Clinical Professor of Medical Humanities* (2021).
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- Sara Shin**, *Clinical Instructor of Surgery* (2023).
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- Scott A. Shipman**, *Professor of Clinical Research and Public Health* (2022).
B.S., Nebraska Wesleyan University, 1991; M.D., University of Nebraska Medical Center, 1995; M.P.H., Johns Hopkins Bloomberg School of Public Health, 2001
- Margery A Shoptaugh**, *Assistant Clinical Professor of Pediatrics* (2023).
B.S., Arizona State University, 1980; M.D., University of Colorado Health Science Center, 1994
- Jack H. Short**, *Assistant Clinical Professor of Medicine* (2022).
B.S., University of Missouri, 2009; M.D., University of Missouri School of Medicine, 2013
- Emily R Shortridge**, *Clinical Instructor of Surgery* (2019).
B.S., Grand Canyon University, 2008; M.D., University of Arizona College of Medicine, 2012
- Michael Shrader**, *Assistant Clinical Professor of Pediatrics* (2012).
B.S., Mississippi State University, 1991; M.D., University of Chicago, Pritzker School of Medicine, 1999
- Jesse Shriki**, *Assistant Professor of Emergency Medicine* (2018).
B.S., University of Arizona, 1995; M.S., Tulane University, 2001; D.O., Arizona College of Osteopathic Medicine, 2005
- Makardhwaj S. Shrivastava**, *Assistant Clinical Professor of Medicine* (2021).
M.B.,B.S., Seth G. S. Medical College and King Edward Memorial Hospital (India), 2005
- Robert A. Shuch**, *Associate Clinical Professor of Psychiatry* (2022; 2023).
B.S., Arizona State University, 1987; D.O., Kirksville College of Osteopathic Medicine, 1992
- Keith W. Shuey**, *Clinical Instructor of Family Medicine* (1999).
B.S., University of Nebraska, 1960; M.D., University of Nebraska Medical Center, 1964
- John Shufeldt**, *Assistant Clinical Professor of Medicine* (2013).
B.A., Drake University, 1982; M.D., Chicago Medical School, 1986
- Sarjita Shukla**, *Assistant Clinical Professor of Pediatrics* (2011).
B.S., Texas A&M University, 2001; M.D., Texas A&M University, 2005
- Vladimir Shvarts**, *Assistant Professor of Neurology* (2013).
B.A., Occidental College, 2000; M.D., Chicago Medical School, 2005
- Eugene Sidoti**, *Associate Clinical Professor of Surgery* (2020; 2021).
B.S., Princeton University, 1983; M.D., The Albert Einstein College of Medicine of Yeshiva University, 1987
- Lisa Sieczkowski**, *Assistant Clinical Professor of Pediatrics* (2011).
B.S./B.A., University of Kansas, 1996; M.D., University of Nebraska Medical Center, 2000
- Kent Siemers**, *Assistant Clinical Professor of Obstetrics & Gynecology* (2011).
B.A., University of North Dakota, 1979; M.D., University of North Dakota, 1983
- Maria A. Sierra**, *Assistsant Clinical Professor of Pediatrics* (2022).
M.D., University of Rosario, School of Medicine, 2014
- Peter T. Silberstein**, *Professor of Medicine* (2002; 2012).
B.A., Amherst College, 1975; M.D., State University of New York, 1979
- Edibaldo Silva Jr.**, *Associate Clinical Professor of Surgery* (2003; 2010).
Ph.D., Illinois Institute of Technology, 1976; M.D., University of Illinois School of Medicine, 1980
- Kristina A. Simeone**, *Associate Professor of Pharmacology and Neuroscience* (2009; 2016); *Director, Neuroscience Program* (2021).
B.S., Regis University, 2000; Ph.D., University of California-Irvine, 2006
- Timothy A. Simeone**, *Associate Professor of Pharmacology* (2009; 2015); *Director, Pharmacology Program* (2017).
B.A., Boston University, 1997; Ph.D., University of Utah, 2002
- Amanda Simon**, *Clinical Instructor of OB/GYN* (2022).
B.S.N., Grand Canyon University, 1995; M.S.N., Frontier Nursing University, 2014; W.H.N.P., Frontier Nursing University, 2015
- Kari Simonsen**, *Clinical Professor of Pediatrics* (2008; 2023).
B.S., University of Nebraska, 1997; M.D., University of Nebraska Medical Center, 2001
- Mary L. Sinclair**, *Instructor of Medical Education* (2022).
B.S., University of Saskatchewan (Canada), 1985; M.Sc., University of Saskatchewan (Canada), 1995
- Steven Sindelar**, *Assistant Clinical Professor of Pediatrics* (1996; 2021).
B.S., University of Nebraska, 1986; M.D., University of Nebraska Medical Center, 1993
- Arthur Sinfield**, *Assistant Clinical Professor of Anesthesiology* (2012).
B.S., St. John's University, 1982; M.D., Universidad Del Noreste (Mexico), 1986
- Abhishek Singh**, *Assistant Professor of Neurology* (2020).
M.B.,B.S., Kasturba Medical College (India), 2005
- Awinder Singh**, *Assistant Professor of Surgery* (2017).
M.B.,B.S., Medical College (India), 1999
- Bhupinder Singh**, *Assistant Clinical Professor of Medicine* (2012).
M.B.,B.S., Armed Forces Medical College (India), 1993
- Davinder Singh**, *Assistant Clinical Professor of Surgery* (2012).
B.A., Yale University, 1992; M.D., Columbia University of Physicians and Surgeons, 1996
- Dhirendra P. Singh**, *Clinical Professor of Neurology* (2013).
B.S., Gorakhpur University, 1976; M.S., Kanpur University, 1978; Ph.D., Central Drug Research Institute, 1987
- Harmit Singh**, *Assistant Clinical Professor of Psychiatry* (2019).
M.B.,B.S., Government Medical College (India), 2003
- Jagkirat Singh**, *Assistant Professor of Neurology* (2020).
M.B.,B.S., Dayanand Medical College (India), 2009
- Sanjay Singh**, *Clinical Professor of Neurology* (2011; 2022).
M.B.,B.S.,M.L.N., Medical College (India), 1993
- Shailender Singh**, *Assistant Clinical Professor of Medicine* (2012).

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Sonal Singh, *Associate Clinical Professor of Family Medicine* (2019).
B.A., University of Illinois, 2007; M.D., American University of Antigua College of Medicine, 2013

Sonam Singh, *Assistant Professor of OB/GYN* (2020).
B.S., Arizona State University, 2008; M.D., University of Arizona, College of Medicine, 2014

Neil R. Singhal, *Assistant Clinical Professor of Pediatrics* (2012).
B.S., Arizona State University, 2003; M.D., University of Arizona, 2007

Madhumita Sinha, *Professor of Pediatrics* (2018).
Maulana Azad Medical College Delhi University (India), 1990

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Jack O. Sipperley, *Assistant Clinical Professor of Surgery* (2015).
B.S., Florida State University, 1967; M.D., University of Miami School of Medicine, 1971

Andrew Siref, *Assistant Professor of Pathology* (2022).
B.S., Tufts University, 2010; M.D., University of Nebraska Medical Center, 2015

Larry E. Siref, *Associate Professor of Surgery* (2013).
B.S., University of Nebraska-Lincoln, 1979; M.D., University of Nebraska Medical Center, 1983

Thomas J. Sitzman, *Associate Professor of Surgery* (2020).
B.A., University of Virginia, 2001; M.D., Duke University School of Medicine, 2006

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B.Sc., Bharathiar University (India), 1988; M.Sc., Andhra University (India), 1992; M.Phil., University of Madras (India), 1994; Ph.D., All India Institute of Medical Sciences (India), 2001

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B.S., University of Arizona, 2005; B.A., 2007; M.A., 2007; M.D., University of Arizona College of Medicine, 2012

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B.S., University of Nebraska-Lincoln, 2007; M.D., University of Nebraska Medical Center, 2011

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B.Sc., Creighton University, 1959; M.D., Creighton University School of Medicine, 1963

Shannon E. Skinner, *Assistant Professor of Medicine* (2018).
B.A., Texas A&M University, 1992; M.D., Texas Tech University Health Sciences Center School of Medicine, 1996

Terrence T. Slattery, *Assistant Clinical Professor of Medicine* (2014).
B.S., Creighton University, 1995; M.D., Creighton University School of Medicine, 2000

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B.S., Arizona State University, 2004; M.D., University of Arizona College of Medicine, 2008

Aiman Smer, *Assistant Professor of Medicine* (2016).
MBBCh, Tripoli University (Libya), 2005

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Adam P. Smith, *Instructor of Surgery* (2020).
B.S., Brigham Young University, 2008; M.B.A., The Ohio State University, Fisher College of Business, 2014; M.D., The Ohio State University, College of Medicine, 2014

Alfred E. Smith, *Clinical Instructor of Medical Humanities* (2020).
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B.S., Nebraska Wesleyan University , 1986; M.D., University of Nebraska Medical Center, 1991

Melanie Smith, *Special Instructor of Medical Humanities* (2023).
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Joseph T. (Jay) Snow, *Assistant Clinical Professor of Pediatrics* (2002; 2007).
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Gregory Snyder, *Clinical Instructor of Psychiatry* (2008; 2011).

- B.A., Creighton University, 1998; M.S., Idaho State University, 2004; Ph.D., Idaho State University, 2006
- Jamie L. Snyder**, *Associate Clinical Professor of Psychiatry* (2002; 2019).
B.S., Pacific Union College, 1983; M.D., Loma Linda University, 1987
- Sheilah Snyder**, *Assistant Clinical Professor of Pediatrics* (2006).
B.S., Creighton University, 1997; M.D., University of Nebraska Medical Center, 2001
- Jacek Sobczak**, *Assistant Professor of Medicine* (2019).
M.D., Warsaw Medical School (Poland), 1990
- Michael Sochacki**, *Assistant Professor of Surgery* (2012).
BSE, Arizona State University, 1985; M.D., University of Arizona, 1992
- Daniel J. Soden**, *Clinical Instructor of Neurology* (2023).
B.A., Lancaster Bible School, 2015; M.A., George Fox University, 2017; Psy.D., George Fox University, 2020
- Hahn Soe-Lin**, *Assistant Professor of Surgery* (2019).
B.S., McGill University, 2004; MSc., 2006; M.D., Georgetown University School of Medicine, 2012
- Omri David Soffer**, *Assistant Clinical Professor of Pediatrics* (2022).
M.D., Semmelweis University (Hungary), 2013
- Ambika K. Sohal**, *Instructor of Pediatrics* (2019).
B.S., Haverford College, 2003; D.O., Touro University College of Osteopathic Medicine, 2010
- Claire M. Sollars**, *Assistant Professor of Psychiatry* (2018).
B.S., Arizona State University, 2007; M.D., University of Arizona College of Medicine, 2011
- David Solomon**, *Assistant Clinical Professor of Pediatrics* (2011).
B.A., University of California-Los Angeles, 1969; M.D., Universidad Autonoma de Guadalajara (Mexico), 1984
- Edward W. Song**, *Assistant Clinical Professor of Surgery* (2019).
B.A., Harvard University, 1995; M.D., Washington University School of Medicine, 1999
- Payal D. Soni**, *Assistant Professor of Radiology* (2020).
B.A., Lehigh University, 2010; M.D., Drexel University College of Medicine, 2013
- Akshat Sood**, *Assistant Professor of Medicine* (2018; 2020).
M.B.,B.S., Kasturba Medical College (India)
- Shabnam Sood**, *Assistant Professor of Psychiatry* (2018).
M.B.,B.S., Medical School at Lady Hardinge Medical College (India), 1992
- Stephen P. Sorensen**, *Assistant Clinical Professor of Radiology* (2021).
B.S., University of Wisconsin-Madison, 2001; M.S., UCLA School of Medicine, University of California-Los Angeles, 2003; Ph.D., UCLA School of Medicine, University of California-Los Angeles, 2005
- Suzanna A. Sorof**, *Assistant Professor of Medicine* (2023).
B.A., University of Vermont, 1990; M.D., Baylor College of Medicine, 1998
- Jorge F. Sotolongo**, *Assistant Clinical Professor of Obstetrics & Gynecology* (1991; 1995).
B.S., University of Puerto Rico, 1981; M.D., University of Puerto Rico, 1985
- Garrett A. Soukup**, *Professor of Biomedical Sciences* (2000; 2013); *Associate Dean, Medical Education; Director, Biomedical Sciences Program* (2015; 2021).
B.S., Northwest Missouri State University, 1991; Ph.D., University of Nebraska Medical Center, 1997
- Juliane K. Strauss Soukup**, *Professor of Chemistry* (2000; 2011); *Professor of Biomedical Sciences* (2018); *Professor of Medical Microbiology/Immunology* (2018); *Vice Provost, Research and Scholarship* (2020).
B.S.Chm., Creighton University, 1993; Ph.D., University of Nebraska Medical Center, 1997
- Richard N. Southard**, *Assistant Clinical Professor of Radiology* (2018).
B.S., Haverford College, 1983; M.D., The Ohio State University School of Medicine, 1987
- Mikayla L. Spangler**, *Associate Professor of Pharmacy Practice* (2007; 2014); *Associate Professor of Family Medicine* (2010; 2017).
Pharm.D., University of Nebraska Medical Center, 2005
- Julie Sparlin**, *Assistant Professor of Anesthesiology* (2012; 2013).
B.A., University of Oregon, 1994; M.D., St. George's University School of Medicine (Grenada), 2005
- Patrick Specht**, *Assistant Clinical Professor of Pediatrics* (2001; 2002).
B.A., University of Nebraska, 1993; M.D., University of Nebraska Medical Center, 1998
- Wendy M. Spencer**, *Assistant Professor of Psychiatry* (2020).
B.A., University of New Mexico, 1983; M.S., Chestnut Hill College, 1997; Psy.D., Chestnut Hill College, 2006
- Robert Spicer**, *Clinical Professor of Pediatrics* (2012).
B.S., University of Colorado, 1973; M.D., Rush Medical College, 1977
- Dan Inder S. Sraow**, *Assistant Clinical Professor of Medicine* (2019).
B.A., Northwestern University, 2003; M.D., St. George's University School of Medicine (Grenada), 2008
- Nattapong Sricharoen**, *Associate Professor of Medicine* (2019).
M.D., Chiang Mai University (Thailand), 1991
- Nadarajah Srikumar**, *Assistant Professor of Medicine* (2019).
M.B.,B.S., University of Colombo (Sri Lanka), 1990
- Indu Srinivasan**, *Assistant Professor of Medicine* (2019).
M.B.,B.S., Kasturba Medical College (India), 2008
- Prashanth Sripal**, *Assistant Clinical Professor of Psychiatry* (2021; 2023).
B.S., Creighton University, 2010; M.S., Creighton University School of Medicine, 2013; M.D., Creighton University School of Medicine, 2017
- Shiv P. Srivastava**, *Associate Clinical Professor of Radiology* (2021; 2022).
B.Sc., Lucknow University (India), 1993; M.Sc., Lucknow University (India), 1995; Ph.D., Purdue University, 2014
- Melissa St. Germain**, *Assistant Clinical Professor of Pediatrics* (2011).
B.A., University of Nebraska-Lincoln, 2001; M.D., University of Nebraska Medical Center, 2006
- Karen S. Staack**, *Assistant Clinical Professor of Family Medicine* (2001).

B.A., University of Nebraska, 1984; B.S., Delaware State University, 1987; M.D., Creighton University School of Medicine, 1999

B.S., University of Nebraska-Lincoln, 2013; MPAS, University of Nebraska Medical Center, 2015

Alexander R. Staller, *Assistant Professor of Medicine* (2023).

B.S., Colorado State University, 2009; D.O., M.A., Kansas City University of Medicine and Biosciences, 2016

Shawn M. Stevens, *Assistant Clinical Professor of Surgery* (2023).

B.S., Arizona State University, 2006; M.D., The Ohio State University, 2010

Gerard J. Stanley Jr., *Assistant Clinical Professor of Family Medicine* (2008).

B.A., Creighton University, 2000; M.D., Creighton University School of Medicine, 2004

Shawn D. Stevenson, *Assistant Clinical Professor of Surgery* (2022).

B.S., Grand Canyon University, 1996; D.O., Midwestern University, 2001

Laura Stanosheck, *Special Instructor of Medical Humanities* (2022).

B.A., Saint Mary's College, Notre Dame; M.Sc., Creighton University

Peter S. Steyger, *Clinical Professor of Biomedical Sciences* (2018).

B.S., University of Manchester (United Kingdom), 1984 ; Ph.D., Keele University (United Kingdom), 1991

Joseph S. Stapczynski, *Professor of Emergency Medicine* (2018).

B.S., M.A., Massachusetts Institute of Technology, 1972; M.D., UCLA School of Medicine, 1976

Rita Coleen Stice, *Assistant Clinical Professor of Surgery* (2018).

B.A., Montana State University, 1974; M.D., University of Utah, 1978

Vanessa J. Starns, *Clinical Instructor of Pediatrics* (2022).

B.S., University of Nebraska-Lincoln, 2013; D.O., Kansas City University College of Osteopathic Medicine and Biosciences, 2019

Suhair Stipho-Majeed, *Assistant Clinical Professor of Medicine* (2021).

M.B.Ch.B., Baghdad University (Iraq), 1995

Lois J. Starr, *Assistant Clinical Professor of Pediatrics* (2016).

B.S., University of Nebraska, 2001; M.D., University of Nebraska Medical Center, 2017

Douglas J. Stockwell, *Assistant Professor of Psychiatry* (2017).

A.B., Princeton University, 1976; M.S., Rice University, 1980; M.D., University of Texas Medical School, 1983

Shannon L. Staton, *Clinical Instructor of Health Professions* (2020; 2022).

B.A., University of Nebraska Omaha, 2000; P.A., University of Nebraska Medical Center, 2004

David EJ Stoike, *Assistant Clinical Professor of Anesthesiology* (2017).

B.S., Arizona State University, 2006; D.O., Midwestern University, 2012

Jeffrey Stearnes, *Assistant Clinical Professor of Obstetrics & Gynecology* (2005; 2011).

B.S., University of Illinois, 1995; M.D., Southern Illinois School of Medicine, 2000

Lilly Stoller, *Assistant Clinical Professor of Psychiatry* (2019).

M.D., University of Nebraska Medical Center, 1976

Nick Steinauerr, *Assistant Clinical Professor of Obstetrics & Gynecology* (2011).

B.A., University of Nebraska-Omaha, 1985; M.D., University of Nebraska Medical Center, 1991

Daniel E. Stone, *Assistant Clinical Professor of OB/GYN* (2018).

B.S., Brigham Young University, 2006; M.D., Medical College of Wisconsin, 2010; M.S., University of Oklahoma Health Sciences Center, 2017

Paul Steinberg, *Associate Professor of Family Medicine* (2008; 2011).

B.A., York University (Canada), 1973; M.D., McMaster University Medical School (Canada), 1979

John Stone, *Professor Emeritus of Bioethics* (2006; 2020); *Professor Emeritus of Clinical Research and Public Health* (2006; 2020).

B.A., Emory University, 1963; M.D., Johns Hopkins University School of Medicine, 1967; Ph.D., Brown University, 1999

Betsy Stephenson, *Assistant Clinical Professor of Pediatrics* (2007).

B.S., University of North Dakota, 1980; M.D., University of Nebraska Medical Center, 1984

Sharon R Stoolman, *Associate Clinical Professor of Pediatrics* (2005; 2023).

B.S., Georgetown University, 1994; M.D., University of Nebraska Medical Center, 1999

Christine F. Stephenson, *Assistant Clinical Professor of Pathology* (2021).

B.Sc., University of Ulster, 1986; M.Div., Fuller Theological Seminary, 2004; Ph.D., The Queen's University of Belfast, 1990

Catherine T. Stoos, *Assistant Professor of Pathology* (2018).

B.A., The University of South Dakota, 2007; M.D., Sanford USD School of Medicine, 2011

Dale Stern, *Assistant Clinical Professor of Medicine* (2022).

B.A., University of Western Ontario (Canada), 2005; M.D., Medical University of the Americas, 2015

Rebecca S. Stormont, *Assistant Professor of Medicine* (2013; 2014).

M.D., University of Oklahoma College of Medicine, 2010

Holly A. Stessman, *Assistant Professor of Pharmacology* (2016).

B.S., Clarke University, 2008; Ph.D., University of Minnesota, 2013

Danielle K. Stovaw, *Assistant Professor of OB/GYN* (2018).

B.S., University of Northern Colorado, 2002; M.D., Creighton University School of Medicine, 2009

Holly A.F. Stessman, *Assistant Professor of Medical Microbiology and Immunology* (2016).

B.S., Clarke University, 2008; Ph.D., University of Minnesota, 2013

Jeffrey R. Stowell, *Assistant Professor of Emergency Medicine* (2018).

B.S., Arizona State University, 2006; M.D., The University of Arizona College of Medicine, 2011

Gregory M. Stevens, *Clinical Instructor of Health Professions* (2020; 2022).

Sheritta Strong, *Assistant Clinical Professor of Psychiatry* (2009; 2012).

B.S., University of Nebraska-Omaha, 1999; M.D., University of Nebraska Medical Center, 2004

Frigyes Stuart, *Assistant Clinical Professor of Medicine* (2011).

- B.S., University of California , 1988; M.D., Creighton University School of Medicine, 1993
- Natalie A. Stuntz**, *Assistant Clinical Professor of Pediatrics* (2016).
B.A., University of Nebraska-Lincoln, 2005; M.D., University of Nebraska Medical Center, 2009
- Leon Su**, *Assistant Professor of Pathology* (2021).
B.S., University of California-San Diego, 1996; M.D., Albert Einstein College of Medicine, 2000
- Wilbur Su**, *Associate Clinical Professor of Medicine* (2011; 2018).
B.S., Massachusetts Institute of Technology, 1993; M.D., Tufts University School of Medicine, 1997
- J. Michael Suarez**, *Assistant Clinical Professor of Medicine* (2013).
B.S., University of Notre Dame, 1970; M.D., University of Southern California, 1974
- Gokul Subhas**, *Assistant Professor of Surgery* (2022).
M.B.,B.S., Government Medical College (India), 1999
- Meena Subramanian**, *Assistant Clinical Professor of Emergency Medicine* (2023).
B.A./M.D., University of Missouri-Kansas City, 2014
- Richard Sue**, *Assistant Clinical Professor of Medicine* (2012).
B.S., University of California-Los Angeles, 1988; M.D., University of California-San Francisco, 1994
- Jeffrey Sugimoto**, *Professor of Surgery* (1979).
B.A., Columbia University, 1975; M.D., University of Chicago, Pritzker School of Medicine, 1979
- Donny Suh**, *Associate Clinical Professor of Pediatrics* (2018).
B.A., Rice University, 1991; M.D., Baylor College of Medicine, 1995
- Melissa K. Suh**, *Assistant Clinical Professor of Surgery* (2022).
B.S., Rockhurst University, 2008; M.D., Saint Louis University School of Medicine, 2012
- Ann Sullivan**, *Assistant Clinical Professor of Obstetrics & Gynecology* (2005; 2011).
B.S., Kansas State University , 1997; M.D., Creighton University School of Medicine, 2001
- Kimberly S. Sullivan**, *Clinical Instructor of Health Professions* (2022).
B.S., University of Wisconsin-Madison, 2006; M.P.A.S., University of Nebraska Medical Center, 2016
- Randall G. Sullivan**, *Assistant Clinical Professor of Psychiatry* (2013).
A.B., Hastings College, 1973; M.S., University of Nebraska - Lincoln, 1982; M.D., University of Nebraska Medical Center, 1983
- Riyaz Sumar**, *Assistant Clinical Professor of Medicine* (2013).
M.B.,B.S., Krishna Institute of Medical Sciences, 1994
- Shawn Summers**, *Assistant Clinical Professor of Anesthesiology* (2013).
B.S., University of Arizona, 1999; M.D., Jefferson Medical College , 2005
- Pranith Surabhi**, *Assistant Clinical Professor of Family Medicine* (2020).
M.B.,B.S., Kasturba Medical College (India), 2007
- Nantha K. Surkunaligam**, *Assistant Clinical Professor of Medicine* (2018).
B.S., Southern Methodist University, 2004; D.O., Philadelphia College of Osteopathic Medicine, 2007
- Cassandra Susman**, *Assistant Clinical Professor of Pediatrics* (2011).
B.S., Old Dominion University , 1992; M.D., Eastern Virginia Medical School, 2005
- Thomas M. Svulos**, *Professor of Psychiatry* (2001; 2013).
B.A., Duke University , 1988; M.D., University of California, 1994
- Jennifer Swann Hall**, *Assistant Clinical Professor of Pediatrics* (2021).
B.A., University of Washington, 2010; M.D., University of Washington School of Medicine, 2015
- Melissa Swanson**, *Assistant Clinical Professor of Anesthesiology* (2012).
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B.A., St. Olaf College , 1990; Ph.D., University of Michigan, 1995
- Vijendra Swarup**, *Assistant Clinical Professor of Medicine* (2021).
M.B.B.S., M.A. Medical College, University of Delhi (India)
- Michael W. Sweeney**, *Assistant Professor of Psychiatry* (2018).
B.S., University of Arizona, 1983; M.D., 1987
- Vicki Swier-Mosher**, *Research Assistant Professor of Clinical and Translational Science* (2016).
B.S., South Dakota State University, 1997; M.S., 2003; Ph.D., Texas Tech University, 2008
- Baharak Tabarsi**, *Associate Professor of Family Medicine* (2018; 2021).
B.A., University of California, 1995; M.D., Memorial University (Canada), 2001
- Mary Tadros**, *Assistant Professor of Medicine* (2012).
B.S., University of Nebraska-Omaha, 2002; M.D., Creighton University School of Medicine, 2008
- Paul Tafoya**, *Assistant Clinical Professor of Pediatrics* (2012).
B.S., Lewis and Clark College , 1992; M.D., The Ohio State University , 1998
- Heather Taggart**, *Associate Clinical Professor of Obstetrics & Gynecology* (2005; 2017).
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- Bruce Takahashi**, *Assistant Clinical Professor of Medicine* (2022).
B.A., University of Colorado-Boulder, 1986; D.O., University of Osteopathic Medicine and Health Sciences, 1991
- Erin Talaska**, *Assistant Clinical Professor of Obstetrics & Gynecology* (2010; 2013).
B.S., Colorado State University, 1997; M.D., Creighton University School of Medicine, 2006
- Anjan J. Talukdar**, *Assistant Clinical Professor of Surgery* (2018).
M.B.,B.S., All India Institute of Medical Sciences, 2005
- Zheng Tan**, *Assistant Clinical Professor of Pathology* (2013).

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B.S., Colorado State University, 2012; M.S., 2014; Ph.D., 2017

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B.S., University of Nebraska-Lincoln, 2011; M.P.A.S., University of Nebraska Medical Center, 2013

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B.A., The College of Wooster, 2005; M.A., Carnegie Mellon University, 2007; M.A., The New York School of Social Research, 2012; Ph.D., Milano School of International Affairs, Management and Urban Policy, 2016

Patricia A. Teaford, *Associate Clinical Professor of Pediatrics* (2019).
B.S., University of Georgia, 1976; M.D., Medical College of Georgia, 1980

May Chen Tee, *Assistant Clinical Professor of Surgery* (2021).
B.S., University of British Columbia (Canada), 2004; M.D., University of British Columbia (Canada), 2008

Tal Teitz, *Associate Professor of Pharmacology* (2018; 2022).
B.Sc., Tel Aviv University, 1981; M.Sc., 1985; Ph.D., 1989

Albert Tejada, *Assistant Clinical Professor of Medicine* (2012).
M.D., University of Arizona College of Medicine, 1986

Richard M. Tempero, *Associate Clinical Professor of Health Professions* (2023).
B.S., University of Wisconsin-Madison, 1992; Ph.D., University of Nebraska Medical Center, 1998; M.D., University of Nebraska Medical Center, 2000

Charles Terner, *Associate Clinical Professor of Surgery* (1996; 2010).
B.S., Rensselaer Polytechnic Institute, 1985; M.D., Creighton University School of Medicine, 1989

Patricia A Terp, *Assistant Clinical Professor of Surgery* (2018).

B.S., Creighton University, 2007; M.D., 2011

Nehal Thakkar, *Assistant Clinical Professor of Pediatrics* (2020).
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Jayesh C. Thakker, *Associate Clinical Professor of Pediatrics* (2000; 2013).
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Hiral Thakrar, *Assistant Clinical Professor* (2022).
B.S., Moorpark College, 2006; B.S., University of California Los Angeles, 2009; M.D., Ross University School of Medicine (West Indies), 2015

Klaus Thaler, *Clinical Professor* (2022).
M.D., University of Vienna Medical School (Austria), 1985

Nicholas V. Thalken, *Clinical Instructor of Emergency Medicine* (2022).
B.S., University of Nebraska-Omaha, 2011; D.O., Kansas City University of Medicine and Biosciences, 2018

Eugene F. Tharalson, *Assistant Clinical Professor of Medicine* (2014).
B.S., Seattle University, 1992; M.D., Medical College of Wisconsin, 1997

Nitika Thawani, *Assistant Professor of Radiology* (2016).
M.B.,B.S., S.M.S. Medical College and Hospital (India), 1999

Brant R. Thayer, *Assistant Professor of Psychiatry* (2023).
B.S., Oregon State University, 2006; B.S., Portland State University, 2014; M.D., Oregon Health & Science University, School of Medicine, 2018

Nicholas Theodore, *Clinical Professor of Surgery* (2010).
B.A., Cornell University, 1985; M.D., Georgetown University, 1991

Kevin Theodorou, *Assistant Clinical Professor of Medicine* (2011).
B.S., University of Illinois, 1991; M.D., Northwestern University School of Medicine, 1995

Joseph B. Thibodeau, *Assistant Professor of Medicine* (2014; 2021).
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B.A., University of Nevada-Las Vegas, 2003; M.D., University of Iowa, 2008

Sudarone Thihalolipavan, *Assistant Clinical Professor of Medicine* (2021).
B.S., University of Buffalo-SUNY, 2004; M.D., Ross University School of Medicine (West Indies), 2008

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B.A./M.D., University of Missouri-Kansas City School of Medicine, 2014

Joseph Thirumalareddy, *Assistant Professor of Medicine* (2017; 2018).
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Eric L. Thomas, *Associate Professor of Surgery* (2018).
B.S., Southern Utah University, 1992; M.D., Eastern Virginia Medical School, 1997

Heather Thomas, *Assistant Clinical Professor of Medicine* (2008).
B.A., Middlebury College, 1994; M.D., St. George University Medical School (West Indies), 1999

- Jon Thomas**, *Assistant Clinical Professor of Family Medicine* (2013).
B.S., University of Iowa, 1976; M.D., University of Iowa, 1982
- Patrick B. Thomas**, *Assistant Clinical Professor of Pediatrics* (2023).
B.A., Duke University, 1993; M.D., Medical University of South Carolina, 1998
- Stanley V. Thomas**, *Assistant Professor of Medicine* (2019).
B.S., University of California-Los Angeles, 2006; D.O., Western University, 2010
- Vincent C. Thomas**, *Associate Clinical Professor of Pediatrics* (2016).
B.A., The George Washington University, 1999; M.D., University of Nevada School of Medicine, 2003
- Konstantinos Thomopoulos**, *Assistant Clinical Professor of Psychiatry* (2021).
B.S., University of Arizona, 1997; M.A., Arizona School of Professional Psychology, 2000; PsyD, Arizona School of Professional Psychiatry, Argosy University, 2011
- Benjamin Thompson**, *Assistant Clinical Professor of Pediatrics* (2020).
B.S., Brigham Young University, 2003; M.D., Tulane University School of Medicine, 2009
- Michael C. Thompson**, *Assistant Clinical Professor of Medical Humanities* (2020).
B.A., Huntington University, 2000; ; M.A., Denver Seminary, 2004; ; D.Min., Northern Seminary, 2018
- Richard B. Thompson**, *Assistant Clinical Professor of Surgery* (2022).
B.A., University of Pennsylvania, 1995; M.D., Columbia University, College of Physicians and Surgeons, 1999; M.B.A., Nebraska Wesleyan University, 2016
- Mark E Thomsen**, *Assistant Clinical Professor of Psychiatry* (2021).
B.A., University of Northern Iowa, 2005; M.D., University of Nebraska Medical Center, 2015
- Patti Thorn**, *Assistant Professor of Medicine* (2009; 2011).
B.S., Oregon State University, 1982; M.S., University of Dayton, 1987; Ph.D., University of Texas (Austin), 2003
- Aaron T. Thornburg**, *Assistant Clinical Professor of Medicine* (2018).
D.O., Ohio University College of Osteopathic Medicine, 2001
- Alan G. Thorson**, *Clinical Professor of Surgery* (1986; 2009).
B.A., University of Nebraska-Lincoln, 1974; B.S., University of Nebraska-Lincoln, 1976; M.D., University of Nebraska Medical Center, 1979
- An-Chi Tien**, *Assistant Professor of Neurology* (2021).
B.S., National Taiwan University (Taiwan), 2002; Ph.D., Baylor College of Medicine, 2009
- Brent J. Tierney**, *Assistant Clinical Professor of Obstetrics and Gynecology* (2014).
B.S., Creighton University, 2000; M.S., Creighton University, 2003; M.D., Creighton University School of Medicine, 2007
- Maureen R. Tierney**, *Professor of Nursing* (2018; 2022); *Professor of Clinical Research* (2016; 2022); *Professor of Medicine* (2020; 2022).
B.S., Fordham University, 1979; M.D., Cornell University Medical College, 1983
- Myles Tieszen**, *Assistant Professor of Surgery* (2013; 2018).
B.A., Dakota Wesleyan University, 1984; M.D., University of South Dakota School of Medicine, 1989
- Brian R. Tiffany**, *Assistant Professor of Emergency Medicine* (2023).
M.D., Washington University School of Medicine, 1988; Ph.D., Wayne State University, 1993
- Zebulon J. Timmons**, *Assistant Clinical Professor of Pediatrics* (2014).
B.A., Creighton University, 2003; M.D., Creighton University School of Medicine, 2007
- Naga-Nalini Tirumalasetty**, *Assistant Clinical Professor of Medicine* (2022).
M.B.,B.S., Gandhi Medical College (India), 2004
- John Titus**, *Assistant Clinical Professor of Family Medicine* (2008).
M.D., Creighton University School of Medicine, 1979
- Tina Tobler**, *Assistant Clinical Professor of Pediatrics* (2018).
B.A., University of California-Berkeley, 2001; M.D., Saint Louis University School of Medicine, 2007
- Jeremy C. Toffle**, *Assistant Clinical Professor of Pediatrics* (2014).
B.A., Wittenburg University, 2006; M.D., West Virginia University School of Medicine, 2010
- Sofya Tokman**, *Associate Professor of Medicine* (2015; 2018).
B.S., DePaul University, 2003; ; M.D., Emory University School of Medicine, 2008
- Alexander Toledo**, *Assistant Professor of Emergency Medicine* (2020).
B.S., Rutgers University, 2002; Pharm.D., 2002; D.O., Ohio University, College of Osteopathic Medicine, 2006;
- David Tolo**, *Associate Clinical Professor of Pediatrics* (1989; 2013).
B.S., University of Missouri-Columbia, 1976; M.D., University of Missouri-Columbia, 1981
- Deborah Tom**, *Assistant Professor of Pediatrics* (2021).
B.S., University of California-Davis, 1985; M.D., Baylor College of Medicine, 1989
- Salaheddine Tomeh**, *Associate Clinical Professor of Surgery* (2008).
M.D., Damascus Medical College (Syria), 1972
- Debra Tomek**, *Associate Clinical Professor of Pediatrics* (1998; 2013).
B.S.E., University of Iowa, 1983; M.D., University of Nebraska, 1987
- Shayne Tomisato**, *Professor of Psychiatry* (2019).
B.S., University of Texas-El Paso, 1987; M.D., Baylor College of Medicine, 1991
- M. Janette Tomlinson**, *Assistant Clinical Professor of Emergency Medicine* (2023).
B.S., University of Michigan, 1985; M.D., Wayne State University School of Medicine, 1992
- Dennis Tong**, *Assistant Clinical Professor of Pediatrics* (2012).
B.S., University of Michigan, 1996; M.D., University of Michigan, 2000
- Zachary H. Torgersen**, *Assistant Clinical Professor of Surgery* (2018).
B.A., Creighton University, 2007; M.D., 2011
- Maria L Torres**, *Assistant Clinical Professor of Pathology* (2021).
B.A., Florida International University, 2002; M.D., Universidad Central Del Este, 2009

- Veronica Torres Hernandez**, *Assistant Professor of Medicine* (2012).
M.D., Jagiellonian School of Medicine (Poland), 2004
- Vamsee Torri**, *Assistant Clinical Professor of Medicine* (2022).
M.B.,B.S., Jawaharlal Nehru Medical College (India), 2001
- Leslie Touger**, *Assistant Clinical Professor of Pediatrics* (2019).
B.S., Cornell University, 1984; M.D., New York University School of Medicine, 1988
- Erlan S. Toulegenov**, *Assistant Clinical Professor of Anesthesiology* (2018).
M.D., Kazakhstan National Medical University (Kazakhstan), 1996
- Joseph W. Townley**, *Assistant Clinical Professor of Surgery* (2000).
B.A., Creighton University, 1985; M.D., Creighton University School of Medicine, 1989
- Theresa A. Townley**, *Associate Professor of Medicine* (2002; 2011);
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B.A., Creighton University, 1987; M.D., University of Minnesota, 1992;
M.P.H., Johns Hopkins, 2001
- Amy Trahan**, *Associate Professor of Radiology* (2011; 2017).
B.S., Grand Canyon University, 1999; M.D., Creighton University School of Medicine, 2005
- Paul N. Tran**, *Assistant Clinical Professor of Pediatrics* (2022).
B.A., Duke University, 2011; M.S., University of Cincinnati, 2012;
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- Philip Traquair**, *Assistant Clinical Professor of Pediatrics* (2018).
B.A., Pomona College, 1985; M.A., Northwestern University, 1989;
BSN, Rush University, 1991; M.D., Indiana University School of Medicine, 2002
- Elizabeth N. Traynor**, *Assistant Professor of Neurology* (2022).
B.S., University of Wisconsin-Madison, 1979; M.D., Boston University School of Medicine, 1983
- David Treiman**, *Professor of Neurology* (2011).
A.B., University of California-Berkeley, 1962; M.D., Stanford University, 1967
- Richard Trepeta**, *Assistant Professor of Pathology* (2012; 2018).
B.S., Massachusetts Institute of Technology, 1974; M.D., Yale University School of Medicine, 1978
- Beth A. Trevino**, *Assistant Clinical Professor of Pediatrics* (2013).
M.D., The University of Texas Medical School, 2001
- Louis Trevisan**, *Clinical Professor of Psychiatry* (2022).
B.A., The College of Wooster, 1972; M.Ed., Lewis and Clark College, 1981; B.S., Portland State University, 1985; M.D., Oregon Health Sciences University School of Medicine, 1989
- Matthew Troester**, *Assistant Clinical Professor of Pediatrics* (2010).
B.A., The University of Kansas, 1996; D.O., Midwestern University-Arizona College of Osteopathic Medicine, 2002
- Andrew N. Troia**, *Assistant Clinical Professor of Pediatrics* (2021).
B.A., University of Notre Dame, 2008; M.D., Creighton University School of Medicine, 2012
- Robert N. Troia**, *Assistant Clinical Professor of Surgery* (1985).
B.A., University of Notre Dame, 1975; M.D., Creighton University School of Medicine, 1979
- Sebastian J. Troia**, *Assistant Clinical Professor of Surgery* (1981; 1992).
B.S., University of Notre Dame, 1972; M.D., Creighton University School of Medicine, 1976
- Ryan M. Trowbridge**, *Assistant Professor of Medicine* (2020).
B.A., Yale University, 2005; M.A., Boston University School of Medicine, 2010; M.S., Creighton University School of Medicine, 2014; M.D., Creighton University School of Medicine, 2014
- Yaping Tu**, *Professor of Pharmacology* (2003; 2014).
B.S., Wuhan University (China), 1987; Ph.D., Institute of Biophysics, Chinese Academy of Science (China), 1992
- John D. Tubbs**, *Assistant Clinical Professor of Family Medicine* (2004).
B.S., Wayne State College, 1993; M.D., Ross University School of Medicine (Commonwealth of Dominica), 1999
- Douglas Tuchin**, *Assistant Clinical Professor of Anesthesiology* (2012).
B.S., University of Arizona, 1971; M.S., Arizona State University, 1974; M.D., The University of Health Sciences/Chicago Medical School, 1980
- Krikor Tufenkjian**, *Assistant Professor of Neurology* (2013).
M.D., University of Aleppo, 2003
- Kevin F. Tulipana**, *Assistant Professor of Family Medicine* (2023).
B.S., Truman State University, 1996; D.O., Des Moines University College of Osteopathic Medicine and Surgery, 2000; M.S., University of Mary, 2018
- Samuel O. Tytler**, *Assistant Professor of Medicine* (2022).
B.S., Arizona State University, 2009; M.D., Ross University School of Medicine (West Indies), 2014
- Allison N. Uber**, *Assistant Clinical Professor of Pediatrics* (2021).
B.S., University of Arizona, 2009; M.D., University of Arizona College of Medicine, 2014
- Anthony O. Udekwo**, *Professor of Surgery* (2015).
M.B.,B.Ch., University of Nigeria (Nigeria), 1979
- Dustin J. Uhlenhopp**, *Assistant Clinical Professor of Medicine* (2022).
B.S., Iowa State University, 2009; D.O., West Virginia School of Osteopathic Medicine, 2018
- Lara N. Ulm**, *Assistant Clinical Professor of Pediatrics* (2018).
B.A., University of Missouri, 2002; M.D., University of Kansas School of Medicine, 2008
- Jerald Underdahl**, *Assistant Clinical Professor of Pediatrics* (2013).
B.A., St. Olaf College; M.D., Columbia University College of Physicians and Surgeons, 1995
- Jose J. Urdaneta**, *Assistant Professor of Psychiatry* (2014).
B.A., University of Kansas, 1992; M.D., University of Kansas, 1997
- Timothy Uschold**, *Instructor of Surgery* (2012).
B.S., Cornell University, 2002; M.D., Duke University, 2006
- Yousef Usta**, *Assistant Professor of Medicine* (2013).
M.D., American University of Beirut, 2008
- Nicolas Uzcategui**, *Assistant Clinical Professor of Surgery* (2021).

- M.D., Universidad Central de Venezuela (Venezuela), 1994
- Anthony J. Vaccarello**, *Clinical Instructor of Medicine* (2023).
B.S., B.S., Arizona State University, 2013; B.S., Arizona State University, 2014; M.S., University of Florida, 2017; M.D., Trinity School of Medicine (St. Vincent and the Grenadines), 2019
- Sydney J. Vail**, *Associate Professor of Surgery* (2018).
B.S., George Washington University, 1983; M.D., Georgetown University School of Medicine, 1989
- Hiva Vakil**, *Assistant Clinical Professor of Medicine* (2022).
M.D., Shahid Beheshti University of Medical Sciences (Iran), 1990
- Angela M. Valdez-Huizar**, *Assistant Clinical Professor of Pediatrics* (2019).
B.S., University of Arizona, 2006; M.D., University of Arizona College of Medicine, 2010
- Elizabeth Valencia**, *Assistant Professor of Radiology* (2016).
B.A., MacMurray College, 1999; M.D./J.D., Southern Illinois University School of Medicine and School of Law, 2009
- Carrie L. Valenta**, *Assistant Professor of Medicine* (2010; 2011).
B.A., Creighton University, 2003; M.D., Creighton University School of Medicine, 2007
- Bert Van Blerk**, *Adjunct Assistant Professor of Anesthesiology* (2001; 2011).
MB, BCh, University of Witwatersrand Medical School, (South Africa), 1973; FFA (SA); 1998
- Eric Van De Graaff**, *Assistant Professor of Medicine* (2014; 2021).
B.A., Brigham Young University, 1989; M.D., University of Utah School of Medicine, 1993
- Guneet Van De Graaff**, *Clinical Instructor of Medicine* (2023).
B.S., University of Houston, 2007; M.D., St. Matthew's University School of Medicine, 2014
- Christina Van Horn**, *Assistant Professor of Anesthesiology* (2009; 2010).
B.A., Creighton University, 2001; M.D., Creighton University School of Medicine, 2005
- Chad Van Pelt**, *Assistant Professor of Psychiatry* (2023).
B.A., University of Southern California, 2009; M.D., University of Arizona College of Medicine, 2016
- Jancie VanRiper**, *Assistant Clinical Professor of Center for Health Policy and Ethics* (2012).
B.A., University of Montana; J.D.; Ph.D., University of Utah
- Dane VanTassel**, *Associate Professor of Radiology* (2018; 2022).
B.S., University of Arizona, 2007; M.D., University of Arizona, 2012
- Michael Vance**, *Assistant Clinical Professor of Pediatrics* (1990; 1993).
B.A., Miami University, 1985; Ph.D., Indiana University, 1990
- Oghenetega E. Vance**, *Assistant Professor of Family Medicine* (2023).
B.S.N., Minnesota State University, 2016; D.N.P., University of Minnesota, 2021
- Craig Vander Wyst**, *Assistant Clinical Professor of Pediatrics* (2019).
B.S., University of Wisconsin, 2006; M.D., Medical College of Wisconsin, 2011
- Stephane P. VanderMeulen**, *Associate Professor of Health Professions* (2017); *Chair, Department of Health Professions*.
- B.S., Wayne State College, 1992; MPA, University of Nebraska Medical Center, 1994
- Lars Vanderbur**, *Assistant Clinical Professor of Pediatrics* (2005).
B.S., University of Nebraska-Lincoln, 1994; M.D., University of Nebraska Medical Center, 1999
- Raegan M. Vanderput**, *Assistant Clinical Professor of Pediatrics* (2012).
B.A., Washington University, 2003; M.D., St. Louis University School of Medicine, 2008
- Robert Vandervort**, *Assistant Clinical Professor of Surgery* (2007; 2019).
B.S., Indiana University, 1977; O.D., 1979
- John Vann**, *Assistant Clinical Professor of Pediatrics* (1995).
B.A., University of California, 1986; M.D., University of Nebraska Medical Center, 1990
- Jalal F. Vargha**, *Assistant Professor of Medicine* (2022).
B.S., University of Oklahoma, 2008; D.O., Midwestern University, Chicago College of Osteopathic Medicine, 2014
- James D. Vargo**, *Assistant Clinical Professor of Surgery* (2023).
B.S., Saint Vincent College, 2010; M.D., The Ohio State University, College of Medicine, 2014
- Divyashree Varma**, *Assistant Clinical Professor of Medicine* (2022).
M.B., B.S., Padmashree Dr. D.Y. Patil Medical College and Research Hospital (India), 2009
- Meera Varman**, *Professor of Pediatrics* (2003; 2014); *Professor of Medical Microbiology & Immunology* (2006; 2014).
M.B.B.S., Coimbatore Medical College (India), 1985
- Eduardo Vasquez**, *Assistant Clinical Professor of Medicine* (2012).
M.D., University of Panama Medical School (Panama), 1996
- Nicholas Vasquez**, *Assistant Professor of Medicine* (2012).
B.S., University of Arizona, 1995; M.D., University of Michigan Medical School, 2001
- Jayan Vasudevan**, *Associate Clinical Professor of Pediatrics* (2012; 2021).
M.B., B.S., Calicut University (India), 1990
- Oladiji G Vaughan**, *Assistant Clinical Professor of Pediatrics* (2019).
M.B., B.S., College of Medicine of the University of Lagos (Nigeria), 2000
- Jennifer A. Vaughn**, *Assistant Clinical Professor of Radiology* (2019).
B.S., Wake Forest University, 2004; M.D., Wake Forest School of Medicine, 2008
- Thomas Veesser**, *Assistant Clinical Professor of Pediatrics* (2006).
B.A., St. Louis University, 1971; M.D., St. Louis University, 1975
- Manasa Velagapudi**, *Assistant Professor of Medicine* (2017).
M.B., B.S., Mamata Medical College (India), 2007
- Danita J. Velasco**, *Assistant Clinical Professor of Pediatrics* (2020).
B.S., University of Nebraska-Lincoln, 2009; M.D., University of Nebraska Medical Center, 2013
- Daniel A. Velez**, *Assistant Clinical Professor of Surgery* (2021).
B.S., University of Puerto Rico, 1991; M.D., Universidad Central del Caribe School of Medicine, 1995
- Miguel Velez**, *Assistant Clinical Professor of Medicine* (2021).

M.D., CES University School of Medicine (Columbia), 2012

Meghana Vellanki, *Assistant Professor of Medicine* (2021).

B.S., Emory University, 2009; M.D., USF Health Morsani College of Medicine 2015

Amrita Vempati, *Assistant Professor of Emergency Medicine* (2020).

B.S., Wayne State University, 2008; M.D., Wayne State University School of Medicine, 2012

Sharry Veres, *Assistant Professor of Family Medicine* (2008; 2011).

B.S., University of Idaho, 1997; M.D., University of Washington School of Medicine, 2003; M.H.S.M., Arizona State University, 2007

Deborah M. Vernasco, *Assistant Clinical Professor of Anesthesiology* (2014).

B.A., Indiana University, 1983; M.D., Indiana University School of Medicine, 1987

Jessica Verpeut, *Assistant Clinical Professor of Biomedical Sciences* (2021).

B.S., Pennsylvania State University, 2010; Ph.D., Rutgers University, The State University of New Jersey, 2015

Sami Victor, *Assistant Clinical Professor of Psychiatry* (2021).

B.S., University of Texas at Arlington; M.D., St. Matthew's University School of Medicine, 2007

Felipe L.G. Videla, *Assistant Clinical Professor of Surgery* (2019).

B.S., University of Michigan, 1987; M.D., Wayne State University School of Medicine, 1991

Laura Viereck, *Assistant Professor of Medicine* (2012).

Pharm.D., South Dakota University College of Pharmacy, 2009

Rajakrishnan Vijaykrishnan, *Assistant Clinical Professor of Medicine* (2020).

M.B., B.S., Medical College Thiruvananthapuram, University of Kerala (India), 2004

Roger F. Villalba, *Assistant Professor of Family Medicine* (2023).

M.D., Universidad Autonoma de Guadalajara (Mexico), 1997

Carlos Villanueva Del Rio, *Associate Clinical Professor of Surgery* (2020).

M.D., Universidad Autonoma De Guadalajara, 2003

Thomas Vinton, *Assistant Clinical Professor of Family Medicine* (2010).

B.S., Creighton University, 1976; M.D., Creighton University School of Medicine, 1980

Omar Y. Viswanath, *Associate Clinical Professor of Anesthesiology* (2018; 2019).

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Monica Viteri-Giordano, *Assistant Clinical Professor of Pediatrics* (2023).

B.S., Arizona State University, 1992; M.S., Arizona School of Health Sciences, 1997; D.O., Midwestern University, 2009

Renuga Vivekanandan, *Associate Professor of Medicine* (2011; 2018); *Associate Professor of Medical Microbiology and Immunology* (2022).

B.S., University of Waterloo, 2002; M.D., Medical University of the Americas

Shvarts Vladimir, *Assistant Professor of Neurology* (2013).

B.A., Occidental College, 2000; M.D., Chicago Medical School, 2005

Luka Vlahovic, *Assistant Professor of Neurology* (2017).

M.D., University of Belgrade (Serbia), 2010

Kathleen E. Vogel, *Assistant Professor of Medicine* (2023).

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B.S.N., Wayne State University; M.S.N., Frances Payne Bolton School of Nursing, Case Western Reserve University; C.N.M., Frontier School of Midwifery and Family Nursing

David W. Voigt, *Assistant Clinical Professor of Surgery* (2000).

B.S., Montana State University, 1981; M.D., Medical College of Ohio-Toledo, 1989

George Voigtlander, *Assistant Clinical Professor of Family Medicine* (2010).

B.S., Creighton University, 1974; M.D., Creighton University School of Medicine, 1978

Gary Volentine, *Assistant Clinical Professor of Medicine* (2012).

B.S., University of Iowa, 1974; M.D., University of Iowa, 1978

Katie L. Vollmuth, *Assistant Clinical Professor of Pediatrics* (2015).

B.S., Nebraska Wesleyan University, 2005; M.D., University of Nebraska Medical Center, 2010

Lawrence Volz, *Assistant Clinical Professor of Surgery* (2003).

B.A., University of San Diego, 1993; M.D., Creighton University School of Medicine, 1997

Stephanie Von Fischer Seiki, *Assistant Clinical Professor of Medicine* (2014).

B.S., University of Michigan, 2003; M.D., New York Medical College, 2008

Roma R. Vora, *Clinical Instructor of OB/GYN* (2020).

B.S., University of Missouri, 2011; D.O., Kansas City University of Medicine and Biosciences, 2016

Rupal S. Vora, *Associate Clinical Professor of Medicine* (2022).

B.S., University of California, Los Angeles, 1991; M.D., David Geffen School of Medicine at UCLA, 1995; M.P.H., A.T. Still University, College of Graduate Health Studies, 2021

Hope M. Voto, *Assistant Clinical Professor of Pediatrics* (2018).

B.S., Montclair State University, 2005; D.O., University of Medicine and Dentistry of New Jersey School of Osteopathic Medicine, 2009

Keith W. Vrbicky, *Assistant Clinical Professor of Health Professions* (2020).

B.S., Creighton University, 1975; M.D., Creighton University School of Medicine, 1979

Louis Vu, *Assistant Professor of Surgery* (2012).

B.S., Stanford University, 1989; M.D., Albert Einstein College of Medicine, 1995

James Vukonich, *Assistant Clinical Professor of Surgery* (2005).

B.S., University of Osteopathic Medicine and Health Sciences, 1996; D.P.M., University of Osteopathic Medicine and Health Sciences, 1998

Roselyne T. Vutien, *Assistant Professor of Medicine* (2020).

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Neil M. Vyas, *Assistant Clinical Professor of Medicine* (2023).

B.S., Stony Brook University, 2007; M.D., Ross University School of Medicine (West Indies), 2013

Sheetal Wadera, *Instructor of Pediatrics* (2018).

B.S., Texas A&M University, 2005; M.D., 2009

Devendra G. Wadwekar, *Assistant Clinical Professor of Medicine* (2022).

M.B.,B.S., B.J. Medical College and New Civil Hospital (India), 1998

Joshua Waggoner, *Assistant Professor of Medicine* (2015).

B.S., University of Washington, 2002; M.D., Jefferson Medical College, 2006

Michel R. P. Wagner, *Assistant Professor of Surgery* (2012; 2014).

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Paul Wahlheim, *Assistant Clinical Professor of Medicine* (2013).

B.A., Southern California College, 1991; M.D., Universidad Autonoma de Guadalajara (Mexico), 1997

John N. Walburn, *Clinical Professor of Pediatrics* (1992; 2005).

B.S., University of Nebraska-Lincoln, 1969; M.D., University of Nebraska Medical Center, 1973

Elizabeth Walenz, *Assistant Clinical Professor of Pediatrics* (2007).

B.A., Miami University, 1995; M.D., University of Nebraska Medical Center, 2002

Rajat Walia, *Professor of Medicine* (2010; 2019).

M.B.,B.S., University of Delhi (India), 1997

Scott D. Walker, *Assistant Professor of Surgery* (2020).

B.S., Baylor University 2010; D.P.M., Midwestern University, 2016

Jillian Wall, *Assistant Clinical Professor of Pediatrics* (2017).

B.S., University of California-Davis, 2006; M.D., University of Nevada School of Medicine, 2010

Maegen J. Wallace, *Assistant Clinical Professor of Pediatrics* (2021).

B.S., Missouri State University, 2004; M.D., University of Nebraska Medical Center, 2008

Shannon K. Wallace, *Special Instructor of Family Medicine* (2022).

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Alexandra M. Walsh, *Associate Clinical Professor of Pediatrics* (2019).

B.A., Cornell University, 1996; M.D., Ohio State University, College of Medicine, 2002

Edward Walsh, *Clinical Professor of Biomedical Sciences* (2001; 2004).

B.S., Western Illinois University, 1968; Ph.D., Creighton University, 1983

Michael J. Walts, *Assistant Clinical Professor of Family Medicine* (2016).

B.A., University of Missouri-Columbia, 1974; M.A., University of Missouri-Columbia, 1979; M.D., University of Missouri-Columbia, 1980

Fenwei Wang, *Assistant Clinical Professor of Medicine* (2008; 2011).

M.D., Su Zhou Medical College (China), 1990; M.M.S., University of Texas Medical Branch, 2003; Ph.D., University of Texas Medical Branch, 2005

Jue Wang, *Professor of Medicine* (2016; 2017).

M.D., Suzhou Medical College (China), 1993

Ping Wang, *Associate Clinical Professor of Neurology* (2021).

B.S., North China Institute of Technology (China), 1995; M.S., North China Institute of Technology (China), 1998; Ph.D., Xi'an Jiaotong University (China), 2002

Tingrui Wang, *Assistant Professor of Medicine* (2019).

M.D., Peking Union Medical University (China), 2018

Cary L. Ward, *Assistant Clinical Professor of Medical Education* (2016).

B.S., University of Texas, 1984; M.D., University of Texas, Southwestern Medical School, 1987

Edward Washington, *Assistant Clinical Professor of Anesthesiology* (2012).

B.A., University of California-San Diego, 1988; M.D., University of Michigan, 1992

Masayo Watanabe, *Assistant Clinical Professor of Pediatrics* (2017).

B.S., Massachusetts Institute of Technology, 1982; M.D., University of Kansas School of Medicine, 1986

Jerilyn Watson, *Clinical Instructor of Medicine* (2013).

B.A., Marymount Manhattan College, 1975; B.S.N., University of the State of New York, 1980; M.S., Columbia University, 1982; M.D., American University of the Caribbean (West Indies), 1988

Paul A. Watson, *Assistant Clinical Professor of Surgery* (2017).

B.S., Harvard University, 1990; M.D., McGill University (Canada), 1994

Wendy Watson, *Assistant Professor of Medicine* (2022).

B.S., Arizona State University, 2000; M.D., University of Arizona College of Medicine, 2005

Dean D. Watt, *Professor Emeritus of Biomedical Sciences* (1969; 1989).

B.S., University of Idaho, 1942; Ph.D., Iowa State University, 1949

John M. Watt, *Assistant Clinical Professor of Surgery* (2020).

B.Sc., McGill University, 2000; M.Sc., The Pennsylvania State University, 2003; M.D., The Sidney Kimmel Medical College, Thomas Jefferson University, 2008

Arthur Weaver, *Assistant Clinical Professor of Medicine* (2006).

B.S., University of Nebraska-Lincoln, 1976; D.O., Michigan State University, 1984

Leland Webb, *Assistant Clinical Professor of Surgery* (2021).

B.A., Hope College, 2002; M.D., Wayne State University School of Medicine, 2006

Jennifer C. Weber, *Assistant Clinical Professor of Pediatrics* (2023).

B.S., The Ohio State University, 2010; M.D., University of Arizona College of Medicine, 2014

Daniel J. Wehrmann, *Assistant Clinical Professor of Pediatrics* (2019).

B.S., Truman State University, 2009; M.D., Creighton University School of Medicine, 2013

Melissa Wehrmann, *Assistant Clinical Professor of Pediatrics* (2021).

B.S., University of Arizona, 2008; M.D., Creighton University School of Medicine, 2013

Benjamin Wei, *Assistant Professor of Surgery* (2018).

B.A., Cornell University, 2003; M.D., University of Michigan, 2007

- Brenda A. Weidner**, *Clinical Instructor of Pediatrics* (2017).
B.S.N., University of Nebraska Medical Center, 2005; M.D., 2014
- Mark Weilage**, *Assisnant Professor of Family and Community Medicine* (2022).
B.S., Doane College, 1992; M.A., University of Nebraska-Lincoln, 1994; Ph.D., University of Nebraska-Lincoln, 1997
- Samuel B. Weimer**, *Assistant Professor of Surgery* (2020; 2021).
B.S., University of Texas at Dallas, 2010; M.D., Texas Tech University Health Sciences Center Paul L. Foster School of Medicine, 2014
- Andrew M. Weinberg**, *Assistant Clinical Professor of Medicine* (2022).
B.S., Lehigh University, 1989; D.O., Philadelphia College of Osteopathic Medicine, 2000
- Jordan Weinberg**, *Professor of Surgery* (2016; 2017).
B.A., University of Western Ontario (Canada), 1992; M.D., University of Toronto (Canada), 1999
- Carl P. Weiner**, *Professor of OB/GYN* (2021).
B.A., Lehigh University, 1972; M.D., Medical College of Georgia, 1977; M.B.A., Loyola College of Maryland, 2002
- Orla M. Weinhold**, *Assistant Professor of Psychiatry* (2019).
B.S., University of Phoenix, 1999; M.D., Oceania University of Medicine, 2014
- Erik D. Weiss**, *Assistant Professor of Radiology* (2020).
B.A., Yale University, 1999; M.D., Yale University School of Medicine, 2004; M.P.H., Yale School of Public Health, 2010
- Jeffrey Weiss**, *Clinical Professor of Pediatrics* (2011).
B.S., Muhlenberg College, 1967; M.D., Jefferson Medical College, 1971
- Stephanie P. Weiss**, *Assistant Clinical Professor of Medical Humanities* (2021).
B.S., Tufts University, 1997; B.M., New England Conservatory of Music, 1997; M.M., Conservatory of Music at University of Missouri-Kansas City, 2001; D.M.A., University of Nevada-Las Vegas, 2015
- Jennifer A. Weller**, *Assistant Professor of Psychiatry* (2018).
B.A., University of California-Los Angeles, 1993; M.A., Arizona State University, 1997; Ph.D., 2000
- Ibert C. Wells**, *Professor Emeritus of Biomedical Sciences* (1961; 1993).
A.B., Central Methodist College, 1942; Ph.D., St. Louis University, 1948
- Wen-hsiang Wen**, *Assistant Clinical Professor of Pathology* (2013).
M.D., Kaohsiung Medical University (Taiwan), 1991
- Albert Wendt**, *Assistant Professor of Medicine* (2016).
B.S., The University of Arizona, 1970; M.D., The University of Arizona College of Medicine, 1974
- Steven P. Wengel**, *Clinical Professor of Psychiatry* (1992; 2008).
B.S., University of Nebraska-Lincoln, 1982; M.D., University of Nebraska Medical Center, 1986
- Joseph A. Wenzl**, *Assistant Professor of Family Medicine* (1989; 1990).
B.S., Creighton University, 1982; M.D., Creighton University School of Medicine, 1986
- Elisa Wershba**, *Assistant Clinical Professor of Pediatrics* (2014).
B.A., University of Arizona, 2000; M.D., George Washington University, 2007; MPH, University of North Carolina, 2013
- Thomas M. Wertin**, *Associate Professor of Surgery* (2018).
B.S., Grand Canyon University, 1996; M.D., Uniformed Services University, 2000
- Eric West**, *Clinical Instructor of Pediatrics* (2021).
B.A./B.S., University of Utah, 2010; D.O., Midwestern University, Arizona College of Osteopathic Medicine, 2018
- Jane Anne West**, *Assistant Professor of Radiology* (2016; 2022).
B.S., Creighton University, 2003; M.D., 2007
- Madeline J. West**, *Assistant Clinical Professor of Psychiatry* (1998; 2014).
B.S., University of California, 1980; M.D., University of Nebraska Medical Center, 1992
- Martin Wetzel**, *Assistant Clinical Professor of Psychiatry* (2003).
B.S., Nebraska Wesleyan University, 1984; M.D., University of Nebraska Medical Center, 1988
- Debra Whaley**, *Assistant Clinical Professor of Pediatrics* (2009).
B.S., University of Nebraska, 2001; M.D., University of Nebraska Medical Center, 2005
- Matthew J. Wheeler**, *Assistant Clinical Professor of Surgery* (2017).
B.S., Illinois State University, 2004; M.D., Indiana University School of Medicine, 2008
- Lisa Wheelock**, *Assistant Clinical Professor of Pediatrics* (2011).
B.S., Providence College, 1998; M.D., Creighton University School of Medicine, 2003
- Corrie M. Whisner**, *Associate Clinical Professor of Biomedical Sciences* (2021).
B.S., Purdue University, 2007; Ph.D., Purdue University, 2011
- Bruce White**, *Clinical Professor of Pediatrics* (2006).
B.S., University of Tennessee, 1974; J.D., University of Tennessee, 1976; D.O., North Texas State University, 1985
- Kama SibBell White**, *Assistant Professor of Medicine* (2019).
B.S., University of Idaho, 1998; M.D., University of Washington School of Medicine, 2002
- Lisa A. White**, *Assistant Clinical Professor of Pediatrics* (2015).
B.S., University of Michigan, 1990; M.D., Wayne State University School of Medicine, 1994
- Michael D. White**, *Associate Professor* (2007; 2014).
B.S., Creighton University, 1996; M.D., Creighton University School of Medicine, 2001
- Stuart F. White**, *Assistant Clinical Professor of Pharmacology and Neuroscience* (2021).
B.A., The George Washington University, 2004; M.A., John Jay College of Criminal Justice, 2006; Ph.D., University of New Orleans, 2010
- Christopher Whiting**, *Assistant Clinical Professor of Anesthesiology* (2021).
B.S., University of Florida, 2009; D.O., Lake Erie College of Osteopathic Medicine, 2013
- Thomas Whiting**, *Instructor of Emergency Medicine* (2020).

B.S., Arizona State University, 2012; O.D., Midwestern University, Arizona College of Osteopathic Medicine, 2016

George B. Whitten, *Assistant Clinical Professor of Anesthesiology* (2014).
B.S., U.S. Naval Academy, 1970

Amy Whittle, *Assistant Clinical Professor of Family Medicine* (2022).
B.S., Xavier University, 2010; M.D., University of Cincinnati, 2014

Jessica Wickland, *Assistant Clinical Professor of Pediatrics* (2021).
B.S., University of California Los Angeles, 2008; M.D., Wayne State University School of Medicine, 2014

Gregory C. Wightington, *Clinical Instructor of Psychiatry* (2019).
B.S., University of Nebraska-Omaha, 2002; M.D., University of Nebraska Medical Center, 2011

Michael Wilczewski, *Assistant Clinical Professor of Pediatrics* (2000).
B.S., University of Arizona, 1987; M.D., University of Nebraska Medical Center, 1992

Mark A. Wiles, *Assistant Clinical Professor of Family Medicine* (2016).
B.A., Bethany College, 1997; M.D., University of Kansas School of Medicine, 2002

Brian G. Wilhelmi, *Assistant Professor of Anesthesiology* (2013; 2020).
B.S., University of South Dakota, 2003; J.D., Sandra Day O'Connor College of Law at Arizona State University, 2007; M.D., Mayo Clinic College of Medicine, 2009

Scott Willard, *Assistant Professor of Radiology* (2021).
B.S., Arizona State University, 2002; M.D., University of Arizona College of Medicine, 2011

Lynne Willett, *Clinical Professor of Pediatrics* (2011).
B.S., Kearney State College, 1977; M.D., University of Nebraska Medical Center, 1980

Crystall J. Williams, *Clinical Instructor of Medical Humanities* (2021).
B.A., Creighton University, 1987; ; M.A., 2016

James A. Williams, *Assistant Clinical Professor of Pediatrics* (2017).
B.S., University of Michigan, 1989; M.D., Wayne State University School of Medicine, 1993

Mark A. Williams, *Professor Emeritus of Medicine* (1981; 2020); *Lecturer of Physical Education/Exercise Science* (1990).
B.S., California State University at Fullerton, 1973; M.S., California State University at Fullerton, 1975; Ph.D., Texas A&M University, 1980

Sophia N. Williams, *Associate Clinical Professor of Pediatrics* (2017; 2022).
B.A., University of Pennsylvania, 2001; MPH, SUNY Downstate Medical Center, 2004; M.D., SUNY Downstate Medical Center, 2006

Amy J. Williamson, *Assistant Professor of Obstetrics & Gynecology* (2012).
M.D., University of Illinois College of Medicine-Chicago, 1994

Mark D. Willingham, *Assistant Clinical Professor of Anesthesiology* (2021).
B.S., Washington University, 2009; M.S., Washington University School of Medicine, 2013; M.D., Saint Louis University School of Medicine, 2014

Brigham C. Willis, *Associate Clinical Professor of Pediatrics* (2008; 2019).

B.S., University of California-Los Angeles, 1994; M.D., University of California-San Francisco, 1988

Lyndsay J. Willmott, *Assistant Professor of Obstetrics & Gynecology* (2013).
B.A., University of Rochester, 1998; M.D., State University of New York at Buffalo, 2003

Frederick A. Willyerd, *Assistant Clinical Professor of Pediatrics* (2016).
B.S., University of Arizona, 2003; M.D., Creighton University School of Medicine, 2007

Diva Wilson, *Assistant Professor of Family Medicine* (2021).
B.A./B.S., Creighton University, 2011; M.D., Jacobs School of Medicine and Biomedical Sciences, 2018

Frederic Wilson, *Assistant Professor of Surgery* (2012).
B.A., College of St. Thomas, 1977; M.D., University of Minnesota Medical School, 1988

Mark C. Wilson, *Associate Clinical Professor of Pediatrics* (1990; 2009); *Associate Clinical Professor of Medicine* (2004; 2009).
B.S., University of Nebraska, 1976; M.D., University of Nebraska Medical Center, 1980

Rochelle Wilson, *Assistant Clinical Professor of Pediatrics* (2019).
BSc, University of Iowa, 2004; M.D., Meharry Medical College, 2011

Tony W. Wilson, *Clinical Professor of Pharmacology* (2021).
B.S., Midwestern State University, 2001; Ph.D., University of Minnesota, 2005

Jeanne Wilson-Rawls, *Associate Clinical Professor of Biomedical Sciences* (2021).
B.Sc., McMaster University, 1985; Ph.D., Saint Louis University School of Medicine, 1993

Laura Wilwerding, *Assistant Clinical Professor of Pediatrics* (2005).
B.A., University of North Texas, 1991; M.D., University of Nebraska Medical Center, 1995

Billie Winegard, *Assistant Clinical Professor of Pediatrics* (2020).
B.S., University of Arizona, 1998; B.S., University of Arizona, 1999; M.P.H., Mel & Enid Zuckerman College of Public Health, University of Arizona, 2006; M.D., University of Arizona College of Medicine, 2012

Michelle L. Wineinger, *Assistant Clinical Professor of Pediatrics* (2021).
B.S., University of California Los Angeles, 2012; M.D., Creighton University School of Medicine, 2017

Edward H. Wintergalen, *Assistant Clinical Professor of Anesthesiology* (2022).
B.S., University of Arizona, 1988; M.D., University of Arizona, 1992

Melinda Winterscheid, *Assistant Clinical Professor of Pediatrics* (2005).
B.A., Rockford College, 1985; M.D., Uniform Services University of the Health Sciences, 1989

Lisa M. WintonLi, *Assistant Professor of Surgery* (2022).
B.S., University of Cincinnati; M.D., Ohio State University College of Medicine, 2012

Elise C. Wise, *Assistant Clinical Professor of Psychiatry* (2021).
B.M., Trinity University, 1987; R.N., Parkland College, 1992; M.Sc., Emory University, 1998

Jason T. Wiseman, *Assistant Professor of Surgery* (2020; 2021).

B.A., Boston University, 2005; M.D., University of Massachusetts Medical School, 2011; MSPH, University of Wisconsin School of Medicine and Public Health, 2015

B.A., Northwestern University, 2007; M.D., Northwestern University, Feinberg School of Medicine, 2012; M.P.H., Northwestern University, 2012

David B. Wisinger, *Professor of Medicine* (2018).

B.S., Florida Institute of Technology, 1982; M.D., University of South Florida College of Medicine, 1986

James Woodward, *Assistant Clinical Professor of Pediatrics* (2012).

B.S., The University of Utah, 1985; M.D., St. Louis University School of Medicine, 1989

Bethany L. Wisotzkey, *Assistant Clinical Professor of Pediatrics* (2020).

B.A., Vassar College, 2006; M.D., University of Texas Health Science Center San Antonio, 2010

Joseph C. Woolley, *Assistant Clinical Professor of Pediatrics* (2022).

B.S., University of Wisconsin, 2009; D.O., Touro College of Osteopathic Medicine, 2015

David A. Wisthuff, *Clinical Instructor of Health Professions* (2022).

B.S., University of Illinois at Urbana, 2013; M.P.A.S., University of Nebraska Medical Center, 2017

Betre M. Workie, *Assistant Professor of Medicine* (2014).

M.D., University of Arizona School of Medicine, 2011

Kelsey Witherspoon, *Assistant Professor of Medicine* (2021).

B.S., Wichita State University, 2011; M.D., University of Kansas School of Medicine, 2016

Alice P. Wright, *Assistant Professor of Medicine* (2013; 2023).

B.S., University of California, 1999; M.D., David Geffen School of Medicine at UCLA, 2003

Renee Woehrer, *Assistant Clinical Professor of Medicine* (2010).

B.S., University of Nebraska-Lincoln, 1992; M.D., University of Nebraska Medical Center, 1996

Rhonda Wright, *Assistant Clinical Professor of Pediatrics* (2010).

B.A., Drake University, 1985; M.S., Creighton University, 1987; M.D., University of Nebraska Medical Center, 1991

George Wolcott, *Associate Clinical Professor of Pediatrics* (2005).

A.B., Dartmouth College, 1958; M.D., George Washington University School of Medicine, 1962

Shawn E. Wright, *Assistant Professor of Medicine* (2018).

B.S., Stephen F. Austin State University, 1984; M.D., University of Texas Medical Branch, 1988

Tiffany Wolf, *Assistant Clinical Professor of Medical Microbiology & Immunology* (2021).

D.V.M., Louisiana State University School of Veterinary Medicine, 2002; Ph.D., University of Minnesota, 2015

Cara L. Wright-Talamante, *Assistant Professor of Pediatrics* (2014).

B.S., Arizona State University, 1991; M.D., University of Arizona College of Medicine, 1995

Andrea L. Wolff, *Assistant Clinical Professor of Emergency Medicine* (2023).

M.D., Indiana University School of Medicine, 2004

Kelly L. Wu, *Assistant Professor of Medicine* (2023).

B.A., College of the Holy Cross, 2003; M.D., Tufts University School of Medicine, 2008

Andrew P. Wong, *Associate Professor of Family Medicine* (2023).

B.S., University of Arizona, 2009; M.D., University of Arizona College of Medicine, 2013

Peter S. Wu, *Assistant Professor of Surgery* (2022).

B.S., University of Massachusetts, 2001; M.S., University of Massachusetts, 2002; M.D., Tufts University School of Medicine, 2006

Debra A. Wong, *Assistant Professor of Medicine* (2017).

M.B., BCh, Royal College of Surgeons (Ireland), 2009

Asha G. Wurdeman, *Assistant Clinical Professor of Family Medicine* (2014).

B.S., University of California-Los Angeles, 2000; D.O., Midwestern University, 2005

Emily W. Wong, *Assistant Clinical Professor of Pediatrics* (2015).

B.S., University of California-Irvine, 2007; M.D., New York Medical College, 2011

Richard P. Wurtz, *Assistant Clinical Professor of Family Medicine* (2014).

B.A., Benedictine College, 1994; M.D., University of Kansas School of Medicine, 1998

Michael Wongchaowart, *Clinical Instructor of Medicine* (2014).

B.S., Massachusetts Institute of Technology, 2004; M.D., University of San Francisco, 2011

James F. Wyatt, *Associate Clinical Professor of Obstetrics & Gynecology*

(1985; 1997).

B.S., California State Polytechnic University, 1972; M.D., Loma Linda University, 1976

Jason J. Woo, *Assistant Clinical Professor of OB/GYN* (2020).

B.A., University of North Carolina at Chapel Hill, 1986; M.D., Uniformed Services University of the Health Sciences, 1992

Rebecca L. Wyoske, *Assistant Clinical Professor of Psychiatry* (2009).

B.S., Marycrest College, 1983; M.D., The Chicago Medical School, 1988

Darrick Woods, *Assistant Professor of Anesthesiology* (2020).

B.S., University of Illinois at Urbana, 1998; M.D., University of Illinois College of Medicine, 2004

Jun Xia, *Assistant Professor of Biomedical Sciences* (2022).

Ph.D., Baylor College of Medicine, 2017

Serena Woods-Grimm, *Assistant Professor of Family Medicine* (2010; 2011).

B.S., Albertson College of Idaho, 2000; MHS, Boise State University, 2008; M.D., University of Nevada School of Medicine, 2005

Nicole A. Xynos, *Associate Clinical Professor of OB/GYN* (2018).

B.S., Creighton University, 2000; M.D., Creighton University School of Medicine, 2004

Chase C. Woodward, *Assistant Clinical Professor of Surgery* (2022).

Anthony Yaghmour, *Assistant Clinical Professor of Pediatrics* (2000; 2021).

- B.A., University of Kansas, 1993; M.D., University of Kansas Medical Center, 1997
- Alexander Yang**, *Assistant Professor of Neurological Surgery* (2021).
B.S./B.S., Armstrong Atlantic State University, 1999; M.S., University of Pennsylvania, 2001; M.D., Ph.D., Louisiana State University Health Sciences Center, 2012
- Kevin Yang**, *Assistant Professor of Psychiatry* (2022; 2023).
B.A., Cornell University, 2013; D.O., Arizona College of Osteopathic Medicine, 2017
- Michael K. Yap**, *Assistant Clinical Professor of Surgery* (2019).
B.A./B.S., University of California-San Diego, 2003; M.D., Creighton University School of Medicine, 2009
- Amna Yaqoob**, *Assistant Professor of Medicine* (2012).
M.B./B.S., King Edward Medical University (Pakistan), 2002
- Karen Yeager**, *Assistant Clinical Professor of Pediatrics* (2019).
B.S., Houston Baptist University, 2008; D.O., Texas College of Osteopathic Medicine, 2013
- Beeletsega Yeneneh**, *Assistant Professor of Medicine* (2019).
M.D., Jimma University, College of Public Health and Medical Sciences (Ethiopia), 2005
- Fernando A. Yepes**, *Assistant Clinical Professor of Medicine* (2018).
B.S., University of Nebraska-Lincoln, 2001; M.D., Creighton University School of Medicine, 2008
- Angela T. Yetman**, *Assistant Clinical Professor of Pediatrics* (2014).
B.A., York University (Canada), 1988; M.D., McMaster University (Canada), 1991
- Jacob G. Yetzer**, *Assistant Clinical Professor of Surgery* (2017).
B.S., University of Wisconsin, 2005; DDS, University of the Pacific School of Dentistry, 2008; M.D., University of Florida College of Medicine, 2012
- Claudia Yeung**, *Assistant Clinical Professor of Pediatrics* (2020).
B.A., Whitman College, 2008; M.D., Medical College of Wisconsin, 2013
- Robert Yniguez**, *Assistant Clinical Professor of Pediatrics* (2018).
B.A., University of Arizona, 1995; M.D., 1999
- Lara Yoblonski**, *Assistant Clinical Professor of Pediatrics* (2017).
B.S., Wheaton College, 1991; M.D., Northwestern University Medical School, 1996; MPH, University of Arizona, 2004
- Robert D. Yoo**, *Assistant Clinical Professor of Medicine* (2022).
B.S., Michigan State University, 2007; D.O., Michigan State University College of Osteopathic Medicine, 2012
- Renee Young**, *Associate Clinical Professor of Medicine* (2012).
B.S., University of Nebraska-Lincoln, 1977; M.D., University of Nebraska Medical Center, 1983
- Charles F. Youngblood**, *Associate Professor of Anesthesiology* (2011; 2016); *Associate Professor of Medical Humanities* (2022); *Interim Chair, Anesthesiology* (2008).
B.A., Loyola University, 1992; M.A., Colorado State University, 1996; M.D., Creighton University School of Medicine, 2002
- Tina L. Younger**, *Associate Professor of Medicine* (2019; 2022).
- B.S., Arizona State University, 1995; M.D., University of Arizona College of Medicine, 1999
- Christopher A. Youngman**, *Assistant Clinical Professor of Pediatrics* (2015).
B.S., University of Michigan, 1999; M.D., Wayne State University School of Medicine, 2003
- Hossam Youssef**, *Clinical Instructor of Surgery* (2018).
M.D., Alexandria University (Egypt), 2009
- Wael I. Youssef**, *Assistant Clinical Professor of Medicine* (2022).
M.D., Cairo University (Egypt), 1991
- Qi Yuan**, *Research Assistant Professor of Medical Microbiology/Immunology* (2020).
B.S., Donghua University (China), 2007; Ph.D., University of Nebraska-Lincoln, 2014
- Jennifer Choy Yee Yuen**, *Assistant Clinical Professor of Pediatrics* (2018); *Assistant Clinical Professor of Neurology* (2018).
B.S., University of California-San Diego, 2001; M.D., Kansas City University of Medicine and Biosciences, College of Osteopathic Medicine
- Kevin CJ Yuen**, *Associate Professor of Medicine* (2018).
M.D., University of Sheffield (United Kingdom), 2005
- Sandra Yuh**, *Assistant Professor of Medicine* (2019).
B.A., Harvard and Radcliffe Colleges, 1991; M.D., Columbia University College of Physicians and Surgeons, 1995
- Arthur Yushuva**, *Assistant Clinical Professor of Surgery* (2019).
B.S., St. John's University, 2003; M.D., Ross University School of Medicine (West Indies), 2009
- Kelly J. Zach**, *Assistant Clinical Professor of Pediatrics* (2019).
B.S., Creighton University, 2007; University of Nebraska College of Medicine, 2011
- Terence L. Zach**, *Professor of Pediatrics* (1989; 2007); *Chair, Pediatrics* (2008).
B.A., Creighton University, 1979; M.D., University of Nebraska Medical Center, 1983
- Giselle Zagari**, *Assistant Clinical Professor of Medicine* (2013).
B.S., University of Nevada Reno, 1999; M.D., University of Nevada School of Medicine, 2005
- Amir Zahra**, *Clinical Instructor of Medicine* (2019).
B.S., University of California-San Diego, 2004; D.O., Rocky Vista University College of Osteopathic Medicine, 2012
- Hadi Zahra**, *Assistant Clinical Professor of Medicine* (2020; 2021).
B.S., Arizona State University, 2000; M.D., University of Nebraska Medical Center, 2005
- Hasan A. Zaidi**, *Clinical Instructor of Surgery* (2015).
B.S., University of California-Los Angeles, 2005; M.D., Johns Hopkins University School of Medicine, 2010
- Syed A.J. Zaidi**, *Assistant Professor of Medicine* (2019).
M.B./B.S., Osmania Medical College (India), 1978
- Mohammed Zalabani**, *Assistant Clinical Professor of Family Medicine* (2020).

MD, Ain Shams University, 2006

Marisa L. Zallocchi, *Assistant Professor of Biomedical Sciences* (2018; 2023).

Ph.D., University of Buenos Aires

Joshua J. Zaritsky, *Clinical Professor of Pediatrics* (2023).

B.A., University of Virginia, 1993; M.D., Ph.D., Stanford Medical School, 2001

Yuzana Zaw, *Assistant Professor of Medicine* (2019); *Assistant Clinical Professor of Medicine* (2022).

M.B.,B.S., Institute of Medicine (Myanmar), 2003

Heather M. Zechman, *Assistant Clinical Professor of OB/GYN* (2022).

B.S., Philadelphia College of Pharmacy and Science, 1994; M.D., Pennsylvania State University College of Medicine, 1999

Zahi Zeidan, *Clinical Professor of Pediatrics* (2012).

B.S., American University of Beirut, 1992; M.D., American University of Beirut, 1997

Sami Zeineddine, *Adjunct Assistant Professor of Obstetrics & Gynecology* (2012; 2022).

M.D., Lebanese University (Lebanon)

Mohsen Zena, *Assistant Professor of Medicine* (2012).

M.D., Tishreen University Faculty of Medicine (Syria), 1996

Michael A. Zgoda, *Associate Professor of Medicine* (2021).

B.S., University of Kentucky, 1995; M.D., University of Kentucky College of Medicine, 2000

Justin Zheng, *Clinical Instructor of Emergency Medicine* (2021).

B.S., Indiana University, 2013; M.D., University of Illinois College of Medicine, 2017

Yi Zhou, *Associate Clinical Professor of Biomedical Sciences* (2021).

B.S., Zhejiang University (China), 1996; M.S., Tsinghua University (China), 1999; Ph.D., Boston University, 2005

Mario Ziccarelli, *Clinical Instructor of Emergency Medicine* (2022).

B.A., B.S., University of Arizona, 2014; M.D., Creighton University School of Medicine, 2018

Paul Zidel, *Associate Professor of Surgery* (2018).

B.A., Washington University, 1973; M.S., Rutgers University, 1975; M.D., University of Medicine and Dentistry of New Jersey, 1980

Cecile M. Zielinski, *Professor Emeritus of Surgery* (1974; 2013).

B.S., St. John's University, 1965; M.D., Creighton University School of Medicine, 1971

Glynnis Ziemann, *Assistant Professor of Neurology* (2017).

B.A., University of Missouri-Kansas City, 2009; M.D., 2009

Angelo Zieno, *Assistant Clinical Professor of Psychiatry* (2014).

B.S., University of Nebraska at Omaha, 2003; M.S., Bellevue University, 2005; D.O., Kansas City University of Medicine and Biosciences, 2009

Michael Zimmerman, *Assistant Clinical Professor of Medicine* (2022).

B.S., University of Nebraska, 2009; D.P.M., Des Moines University, 2013

Sheryl Zimmerman, *Assistant Clinical Professor of Pediatrics* (2018).

B.S. Brigham Young University; M.D., University of Utah

Stephanie Zimmerman, *Assistant Clinical Professor of Pediatrics* (2012).

B.S., University of California-Davis, 1990; M.D., St. Louis University School of Medicine, 1994

Mimi Zipser, *Assistant Clinical Professor of Emergency Medicine* (2023).

B.S., The University of Portland, 1999; M.D., Drexel School of Medicine, 2003

Navid Ziran, *Assistant Professor of Surgery* (2018).

B.A., Duke University, 1995; M.D., Case Western Reserve University School of Medicine, 2000

Michael L. Zirulnik, *Clinical Instructor of Medical Humanities* (2021).

BSc, Rutgers University, 2003; MCIS, Rutgers University, 2005; Ph.D., Arizona State University, 2015

Ryan J. Zucker, *Assistant Clinical Professor of Radiology* (2022).

B.S., Tufts University, 1992; M.D., New York University School of Medicine, 1996

Zachary V. Zuniga, *Assistant Clinical Professor of Surgery* (2016).

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