<table>
<thead>
<tr>
<th>Contents</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mission</td>
<td>1</td>
</tr>
<tr>
<td>Academic Performance by Creighton Medical Students</td>
<td>2</td>
</tr>
<tr>
<td>Campus Contact Information &amp; Addresses</td>
<td>4</td>
</tr>
<tr>
<td>Personnel Omaha Campus &amp; Phoenix Campus</td>
<td>5</td>
</tr>
<tr>
<td>Educational Policy Committee Members &amp; Bylaws</td>
<td>6</td>
</tr>
<tr>
<td>Academic Year 13-14 Governance</td>
<td>8</td>
</tr>
<tr>
<td>Medical Education and Management Team &amp; Bylaws</td>
<td>11</td>
</tr>
<tr>
<td>Evaluation Committee &amp; Bylaws</td>
<td>12</td>
</tr>
<tr>
<td>Clinical Education &amp; Simulation Center</td>
<td>13</td>
</tr>
<tr>
<td>CE&amp;SC Floorplan</td>
<td>14</td>
</tr>
<tr>
<td>Faculty and Resident Development</td>
<td>15</td>
</tr>
<tr>
<td>Phoenix Regional Campus Governance – Oversight Committee</td>
<td>17</td>
</tr>
</tbody>
</table>
Mission

The Office of Medical Education facilitates medical student education by providing educational support and services to faculty and students and by managing and coordinating the curriculum.

Our values include commitment to excellence in medical student education, dedication to helping faculty, staff and students, professionalism in meeting our responsibilities and personal growth and professional development of our faculty and staff.

Areas of responsibility for the Office of Medical Education include management of the medical curriculum, student testing, student learning materials, curriculum and program evaluation, academic computing, faculty development for teaching, assessment of clinical skills, medical education research, LCME compliance, strategic planning for education, support for medical education committees, preparation and maintenance of educational data and reports and management of medical educational space in the Criss Complex as well as the Clinical Education & Simulation Center located in the Creighton University Medical Center.
Academic Performance by Creighton Medical Students

**Academic Progress:** Over 98.8% of our students passed their courses in each of the four years of the curriculum and advanced to the next academic year. There were 141 graduates in May 2014.

**USMLE Step 1 Performance Summary:** Basic science knowledge is assessed annually for our M2 students on Step 1 of the United States Medical Licensure Examination (USMLE). In 2014, our mean score was 222. The 2014 national average was 229. Our pass rate was 95% (7 failures). In 2013, the national mean score was 228 and the pass rate on the first attempt was 96%. Analysis of curricular performance continues to indicate a strong concordance between numerical course averages in the M2 year and USMLE Step1 scores.

**USMLE Step 2 CK Performance Summary:** Clinical Science knowledge is assessed annually for our M4 students on the USMLE Step 2CK. For the class of 2014, Creighton students taking the test for the first time achieved a mean score of 238 with a pass rate of 96%. Five students who had not passed Step 2 CK on the first attempt passed on their subsequent attempt. The national mean score was 240 with a pass rate of 97%.

**USMLE Step 2 CS Performance Summary:** Clinical Skills competency is assessed nationally by the USMLE Step 2 CS exam. This exam is graded on a pass/fail basis. Among 156 first-time takers reported for the class of 2014, our pass rate was 98%. The national pass rate was 96% for this cohort.

**Clinical Skills:** Students are also required to demonstrate acquisition of clinical skills by passing the Clinical Skills Exam (CSE) at the end of the M3 year. All students passed this examination, demonstrating for our faculty the acquisition of those clinical skills required by our educational program. As the CSE is modeled after Step 2 CS we feel our students are positioned to pass CS on their first attempt.

**Student Satisfaction with Our Curriculum:** Satisfaction with our educational program remains high among our graduating students. On the annual 2014 AAMC Medical School Graduation Questionnaire over 55.7% of the graduates of 2014 who responded (N=131) agreed with the statement “Overall I am satisfied with the quality of my Medical Education.” This compares favorably with the national average of 51%.
**Additional data from the 2014 AAMC Medical School Graduation Questionnaire:** Areas of concern regarding the Associate Dean for Medical Education and administration of the Office of Medical Education.

<table>
<thead>
<tr>
<th>Area</th>
<th>% Very Satisfied or Satisfied at Creighton</th>
<th>% Very Satisfied or Satisfied Nationally</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accessibility to administration</td>
<td>89.8</td>
<td>77.3</td>
</tr>
<tr>
<td>Awareness of student concerns by administration</td>
<td>85.8</td>
<td>74.0</td>
</tr>
<tr>
<td>Responsiveness of administration to student problems</td>
<td>78.0</td>
<td>71.4</td>
</tr>
<tr>
<td>Participation of students on key committees</td>
<td>84.2</td>
<td>75.4</td>
</tr>
</tbody>
</table>
## Campus Contact Information & Addresses

<table>
<thead>
<tr>
<th>MICHAEL WHITE, MD</th>
<th>RANDY RICHARDSON, MD</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASSOCIATE DEAN FOR MEDICAL EDUCATION</td>
<td>ASSOCIATE DEAN FOR THE PHOENIX REGIONAL CAMPUS</td>
</tr>
</tbody>
</table>

| MICHAELWHITE@CREIGHTON.EDU | RANDYRICHARDSON2@DIGNITYHEALTH.ORG |

<table>
<thead>
<tr>
<th>CREIGHTON UNIVERSITY</th>
<th>CREIGHTON UNIVERSITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCHOOL OF MEDICINE</td>
<td>PHOENIX REGIONAL CAMPUS</td>
</tr>
<tr>
<td>OFFICE OF MEDICAL EDUCATION</td>
<td>ST. JOSEPH’S HOSPITAL &amp; MEDICAL CENTER</td>
</tr>
<tr>
<td>2500 CALIFORNIA PLAZA</td>
<td>DIGNITY HEALTH</td>
</tr>
<tr>
<td>CRISS III RM 463</td>
<td>350 W THOMAS RD.</td>
</tr>
<tr>
<td>OMAHA NE 68178</td>
<td>PHOENIX AZ 85013</td>
</tr>
<tr>
<td>402.280.3600</td>
<td>602.406.9900</td>
</tr>
</tbody>
</table>
Personnel Omaha Campus & Phoenix Campus

Associate Dean for Medical Education
Michael White, MD
Assistant Dean for Medical Education | Director of Medical Education Development and Assessment
Kathryn Huggett, PhD
M1 Component Director
Floyd Knoop, PhD
M2 Component Director
Thomas Pisarri, PhD
M3 Component Director
Eugene Barone, MD
M4 Component Director
Terence Zach, MD
Medical Director Simulation Education
Eric Peters, MD
Administrative Assistant II
Vicki Wolter
Administrative Assistant III
Patricia Blue
Education Director
Jan Stawniak, RN, BSN
M1 Curriculum Coordinator
Cate Pogge
M2 Curriculum Coordinator
Jackie Foster
M3/M4 Curriculum Coordinator
Sarah Taylor, MA
Program Coordinator
Daniel O’Reilly
Program Evaluation Analyst
Cassie Eno, PhD
Program Manager
Monica Martin
Senior Instructional Designer, Medical Education
Alice Smith, MS
Senior Client Support Analyst
Bill Robinson, MBA

Associate Dean | Assistant Dean for Medical Education
Randy Richardson, MD
Assistant Dean for Student Affairs
Robert Garcia, MD
Chaplain
Kevin Dilworth, SJ
Academic Success Consultant, Student Affairs
Patti Thorn, PhD
Administrative Assistant/Event Coordinator
Miguel Labrego
Curriculum Coordinator
Amber Streamland
Manager
Erica Brown
Simulation Manager
Heather Walker
Supervisor
Cathy Carlisle
Technology Support
Dianne Barazza-Mooney
The Educational Policy Committee shall be responsible for defining and revising the goals, objectives, structure and content of the undergraduate medical curriculum. In fulfillment of these responsibilities, the committee shall be charged with approving the creation or removal of courses from the educational program, determining the duration and order of courses, appointing course directors and clerkship directors, analyzing and distributing data from the Evaluation Committee, and formulating educational policies. The Educational Policy Committee shall consist of the following 18 voting members: seven appointed faculty members (3 basic
sciences and 3 clinical from the Omaha Campus, and one clinical faculty member from the Phoenix Regional Campus), five appointed students (one from each component from the Omaha Campus, and one third year student from the Phoenix Regional Campus), the four Component Directors, the Assistant Dean for Medical Education from the Phoenix Regional Campus and the Associate Dean form Medical Education, who also serves as chair. In addition, the following serve as ex officio, non-voting members: the Dean of the School of Medicine, the Associate Dean of the Phoenix Regional Campus, the Associate Dean for Student Affairs (Omaha Campus), the Assistant Dean for Student Affairs (Phoenix Regional Campus), the Assistant Dean for Medical Education (Omaha Campus), the Director of the Health Sciences Library, and the Chair of the Evaluation Committee. Faculty committee members shall be appointed by the Dean of the School of Medicine, based on their educational experience and the need for balance among disciplines. The committee shall meet once per month. A quorum shall consist of 50% of the current voting membership of the Committee.
Academic Year 13-14 Governance

Course Development

FAP 443: Rural Medicine (PRC) - Dr. Jennifer Waara
IDC 410: Simulation Elective (PRC) - Dr. Randy Richardson
MED 490: Critical Care Medicine (PRC) - Drs. Rempe, Forseth, & Wright
PDT 421: Pediatric Hematology - Oncology (PRC) - Dr. Michael Henry
PDT 422: Pediatric Rheumatology (PRC) - Dr. Kaleo Ede
PDT 423: Pediatric GI and Nutrition (PRC) - Dr. Brad Pasteurnak
PDT 424: Medical Care Homeless at Risk Kids Teens (PRC) - Dr. Cody Conklin-Aguilera
PDT 425: Pediatric Cardiology (PRC) - Dr. Andrew Papez
PDT 426: Pediatric Urology (PRC) - Dr. Robert Bailey
PDT 459: Genetics and Metabolic Disease (OMA) - Dr. Eric Rush & Dr. Ann Olney
SUR 432: Selective in General Surgery & Oncology Surgery (OMA) - Dr. Robert Fitzgibbons
SUR 433: Selective in Urology (OMA) - Dr. Stephen Leslie
SUR 434: Comprehensive Ophthalmology (PRC) - Dr. Leslie Kanda
SUR 472: Selective in Neurological Surgery (OMA) - Dr. Fred Matanaj

Course Revision

PDT 420: PRC Pediatric Endocrinology (PRC) - Dr. Dorothee Newbern
PDT 481: PRC Development and Behavioral Pediatrics (PRC) - Dr. Beth Trevino
PDT 483: PRC Pediatric Neurology (PRC) - Dr. Robert Little & Dr. John Kerrigan
PDT 484: PRC Pediatric Critical Care (PRC) - Dr. Paul Tafoya
PDT 494: PRC Pediatric Urgent Care (PRC) - Dr. Chris A. Ramsook
PDT 480: PRC Assessment of Child Abuse and Neglect (PRC) - Dr. Kathryn Coffman

Course Director Changes

ANE 461: Introduction to Anesthesiology (OMA) - Dr. Edward McGonigal
FAP 460: Hospice Care (OMA) - Dr. Mark Goodman
IDC 205: Renal-Urinary Systems (OMA) - Dr. William Hunter
PBS 472: Adult Psychiatry (OMA) - Drs. Qadri, Hsieh, Kinnan, Alsakaf
PBS 479: Addictions (OMA) - Dr. Vijay Dewan & Dr. Kathleen Grant
PDT 481: Developmental & Behavioral Pediatric (PRC) - Dr. Beth Trevino
PDT 480: Assessment Child Abuse & Neglect (PRC) - Dr. Kathryn Coffman
PDT 466: Pediatric Cardiology (OMA) - Dr. Howard Hsu
PDT 470: Pediatric Hem (OMA) - Dr. Jim Harper
PDT 475: Pediatric Pulmonology (PRC) - Dr. James Woodward
PDT 469: Pediatric Endocrinology (OMA) - Dr. Kevin Corley
Evaluation Committee Final Reports
IDC 138: Evidence Based Medicine (OMA) - Dr. Bruce Houghton
IDC 107: Principles of Microbiology (OMA) - Dr. Richard Goering
IDC 109: Host Defense (OMA) - Dr. Kristin Drescher
IDC 111: Neuroscience (OMA) - Dr. Laura Bruce & Dr. Shailendra Saxena
IDC 207: Hematology/Oncology (OMA) – Dr. Robert Allen
IDC 233: Infectious Disease (OMA) – Dr. Laurel Preheim & Dr. Richard Goering
IDC 201: Cardiovascular System (OMA) – Dr. William Hunter
IDC 203: Respiratory System (OMA) – Dr. Dale Bergren
SUR 301: Surgery Clerkship (OMA) – Dr. Marcus Balters

Governing Policy Revisions
M2 Revision to Absence Policy

Official Documents
Academic Calendar AY14-15
Medical Curriculum AY14-15
M1 Fall 2014 Calendar
M1 Spring 2015 Calendar
M2 Fall 2014 Calendar
M2 Spring 2015 Calendar
M3 AY14-15 Calendar
M4 AY14-15 Calendar
Student Handbook 2014

Report Summaries
Post Graduate Year 1 Data for 2012
M3 Junior Competency Exam (JCX) Summary Data Spring 2013
M3 Clerkship Comparability Reports (CCR):
   Duty Hours Case Loggers Rotation 1-6 & Final Summary
   Grades Rotations 1-6 & Final Summary
M3 Clerkship Specific Student Performance Evaluations

Updates
AAMC Med Ed Portal Database
Admissions Requirements
Capital Request to Expand Clinical Education & Simulation Center
Curriculum Review Plans
M1 & M2 Small Group Class Size Discussion
Preliminary Step 2 Results Discussion

Announcements

Health Sciences Educator Fellowship Begins Sep 26, 2013
NBME Item Writing Workshop Omaha Oct 14, 2013
2013 AAMC Annual Meeting Nov 1-6, 2013 Philadelphia PA
Dr. Ollie Harper Get Together Phoenix Feb 7, 2014
Norton Scholar’s Luncheon Feb 24, 2014
Day with the Jays Phoenix Mar 7, 2014
Match Day Omaha Mar 21, 2014
Graduation Honor Ceremony Phoenix Apr 25, 2014
Golden Apple Ceremony Phoenix Apr 26, 2014
Golden Apple Ceremony Omaha May 3, 2014
M3 Clerkship Certification Workshop May 13, 2014
Hooding Ceremony Omaha May 16, 2014
Commencement Omaha May 17, 2014
### Medical Education and Management Team & Bylaws

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Dean for Medical Education (Chair)</td>
<td>Michael White, MD</td>
</tr>
<tr>
<td>Associate Dean for Student Affairs</td>
<td>Michael Kavan, PhD</td>
</tr>
<tr>
<td>Associate Dean for the Phoenix Regional Campus</td>
<td>Assistant Dean for Medical Education</td>
</tr>
<tr>
<td>Assistant Dean for Medical Education</td>
<td>Director of Med Ed Development and Assessment</td>
</tr>
<tr>
<td>Assistant Dean for Student Affairs Phoenix Regional Campus</td>
<td></td>
</tr>
<tr>
<td>M1 Component Director</td>
<td>Floyd Knoop, PhD</td>
</tr>
<tr>
<td>M2 Component Director</td>
<td>Thomas Pisarri, PhD</td>
</tr>
<tr>
<td>M3 Component Director</td>
<td>Eugene Barone, MD</td>
</tr>
<tr>
<td>M4 Component Director</td>
<td>Terence Zach, MD</td>
</tr>
<tr>
<td>Staff Support – Omaha Campus</td>
<td>Monica Martin</td>
</tr>
<tr>
<td>Staff Support – Phoenix Campus</td>
<td>Cathy Carlisle/Erica Brown</td>
</tr>
</tbody>
</table>

The Medical Education Management Team (MEMT) shall be responsible for the implementation of the Medical Education curriculum. The MEMT meets twice per month to monitor overall compliance with educational goals and objectives, and provides guidance to the administration regarding policies and procedures. The MEMT also considers students requests for accommodations related to the Americans with Disabilities Act. The MEMT is chaired by the Associate Dean for Medical Education (Omaha Campus), and shall in addition be composed of the Associate Dean of the Phoenix Regional Campus, the Assistant Deans for Medical Education, the Associate/Assistant Deans for Student Affairs, the Director of Medical Education Development and Assessment and four component directors. All members are voting members.
Evaluation Committee & Bylaws

Assistant Dean for Medical Education | Director of Medical Education Development and Assessment (Chair)  
Kathryn Huggett, PhD
Basic Science Faculty Representative  
Kristen Drescher, PhD
Basic Science Faculty Representative  
Philip Brauer, PhD
Clinical Faculty Representative  
Sandra Landmark, MD
Clinical Faculty Representative  
Michael Greene, MD
Clinical Faculty Representative (PRC)  
Priya Radhakrishnan, MD
M4 Student Representative  
Anhlinh Hoang
M3 Student Representative  
Krista Bolin

The Evaluation Committee shall consist of five faculty members, the Director of Medical Educational Development and Assessment, and two student representatives. One of the appointed faculty members shall be from the Phoenix Regional Campus. The Director of Medical Education Development and Assessment shall serve as the chair of the committee, and is a voting member. The committee shall be responsible for regularly evaluating and/or analyzing the data about a course or clerkship syllabus and teaching materials, student evaluations of the course or clerkships, grading methods, student performance in a course or clerkship, and the annual course/clerkship report. The Evaluation Committee shall report to the Educational Policy Committee, which has overall responsibility for management and assessment of the curriculum of both preclinical courses (Component I and II) and the clerkships and clinical curriculum (Component III and IV).
Clinical Education & Simulation Center

The mission of the Clinical Education & Simulation 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 experience. 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 Clinical Education & Simulation Center (CE&SC) provides the opportunity for learners from all disciplines to collaborate to learn necessary skills and participate in objective, standardized exams. The CE&SC provides learners with opportunities to demonstrate clinical competence in a structured environment. It allows them to develop confidence in their abilities, and it provides them with opportunities for learning in a healthcare team. The patient encounter rooms allow health sciences learners to refine their interpersonal communication skills by conducting health histories and physical exams on standardized patients. The center’s medical simulation activities include a variety of hands-on clinical skills, while showing compassions and sensitivity to patients’ needs and concerns. Combining simulation technology, standardized patients and Creighton educators, the center prepares health sciences learners to be competent and compassionate healthcare professionals in an increasingly complex and dynamic healthcare environment. The center fosters professional behavior that incorporates the mission and vision of Creighton University.

Standardized Patient Program: Standardized Patients are persons ages 18 and up who participate in mock doctor-patient encounters after being specifically trained to accurately and consistently recreate the history, symptoms, and emotions of an actual patient.

The Clinical Education & Simulation Center located on the 5th floor of the Alegent Creighton Health Creighton University Medical Center totals 10,581 square foot. The Open House was held Thu Apr 3, 2014 4-6 pm.

The state-of-the-art center features:
- Six patient encounter rooms
- 10 medical simulation rooms | Procedure training | Simulated clinical teamwork
- COPIC obstetrics simulation rooms
- Two medical education classrooms
- B-Line video monitoring and recording system
- Videoconferencing capability
- Medical student computer lab | Medical student lounge | Two medical student call rooms
The Summer Initiative for Teaching Excellence is a collaborative, interprofessional initiative offered by the Creighton University Health Sciences schools. SITE offers an opportunity for faculty from the Health Sciences (Medicine, Dentistry, Pharmacy & Health Professions, and Nursing) to engage in two days of study, conversation, work, and reflection about teaching and learning. SITE will introduce faculty to the scholarship of teaching and learning, and provide opportunities for faculty to advance their own teaching and educational scholarship.

SITE participants are asked to come prepared to be actively involved, and will spend their time reviewing principles of learning and development, discussing teaching and learning issues with colleagues, and developing instructional strategies to design new courses or enhance existing courses. Participants will also be encouraged to reflect upon their teaching goals and contribute to a discussion of teaching philosophies, innovation, and best practices.

The program goal is to develop and foster an interdisciplinary community of scholars who actively work to advance the professional competencies required of those who study, teach, and work in the health sciences. The learning objectives construct effective learning goals and objectives, describe 2-3 strategies or skills for effective teaching in large group, small group, and clinical venues, describe 2-3 strategies for effective assessment of student learning, define 3-5 criteria used to assess educational scholarship, initiate an educational scholarship project to be completed during the upcoming academic year.

While targeted to new faculty members, faculty with teaching experience may also participate. SITE offers a variety of formats for learning activities, including large group presentations, small group discussions, and individual reflection and project time. Creighton University faculty and staff serve as facilitators and presenters.

Participants are expected to continue participation after SITE. This includes 2-4 meetings, typically over lunch, over one academic year and extends the mission of the SITE Program by providing professional development activities and mentorship for a scholarly project in education suitable for presentation and publication. An important component of SITE is the initiation of an individual project, such as the revision of an existing syllabus or development of a new assessment method. Time will be reserved for work on individual projects, and participants will also meet daily in small groups to share ideas and discuss the progress of their projects. Faculty experts will facilitate groups and provide one-on-one project consultation. In addition to the individual project, all participants will develop the following products or tools by the conclusion of the program: personal statement of teaching philosophy, individual project plan, and professional development plan to improve teaching.

<table>
<thead>
<tr>
<th>Year</th>
<th>School of Medicine</th>
<th>School of Dentistry</th>
<th>SPAHP Physical Therapy Occupational Therapy</th>
<th>College of Nursing</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>17 Participants</td>
<td>9</td>
<td>4</td>
<td>2</td>
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</tbody>
</table>
Health Sciences Educator Development Series
- Session 1: Developing Curricula and Educational Experiences
- Session 2: Understanding Today's Learners
- Session 3: Providing Effective Feedback
- Session 4: Teaching in Small Groups
- Session 5: Improving the Lecture
- Session 6: Using Assessment Data to Improve Teaching
- Session 7: Studying Your Teaching
- Session 8: Educational Leadership

NBME Test Item Writing Workshop

IAMSE Web Audio Seminars
- Team Based Learning 101
- Learning in Contest: Developing Case Scenarios for the Preclinical Curriculum
- Script Concordance Assessment of Clinical Reasoning in Medical Students 5 yrs out
- Progress Testing-Concept, History and Recent Developments
- Challenges and Opportunities of Independent Learning
- Social Media Competencies for Medical Educators
- How Medical Schools Operationalize LCME Accreditation
- Approaches to Active Learning: Two Medical Schools Make a Start
- A Pedagogically Driven Redesign To Fulfil Medical Education’s Social Contract
- MOOCS and Health Sciences Education: Hype or Disruption
- Newer Approaches to Medical Student Assessments
- Individual Learning Assessments Approaches
- Manage your records. Master your career
- Aligning Outcomes: Program, Course & Lessons
- Competency-based Medical Education

Medical Education Journal Club
- Best Practice for Patient-Centered Communication: A Narrative Review
- Are MOOCs the Future of Medical Education?
- A Pilot Study of Comprehensive Ultrasound Education at Wayne State Univ. SOM
- The attitudes of graduate healthcare students toward older adults

M1-M2 Course Director Meetings

Residents as Teachers Sessions: Family Medicine | Radiology | Surgery | Anatomy Graduate Students
Phoenix Regional Campus Governance – Oversight Committee

St. Joseph’s Hospital and Medical Center Attendees
- Ms. Linda Hunt, Senior VP of Operations and President/CEO, Dignity Health Arizona
- Mr. Dave Tierney, Chairman, Board of Director SJHMC
- Dr. Charles Alfano, CMO, VP of Medical Affairs SJHMC
- Mr. Matthew Cox, Chief Financial Officer Dignity Health Arizona & SJHMC
- Ms. Patty White, President & CEO St. Joseph’s Hospital and Medical Center, Ad-hoc
- Dr. Randy Richardson, Interim Associate Dean for Medical Education, Ad-hoc
- Dr. Robert Garcia, Assistant Dean for Student Affairs, Ad-Hoc
- Ms. Debra Martell, Program Manager Phoenix Regional Campus in Phoenix, AZ

Creighton University Attendees
- Dr. Edward R. O’Connor, Provost, Creighton University
- Dr. Robert Dunlay, Interim Dean, CUSOM
- Dr. Allen Dvorak, CUSOM Alum
- Fr. James Clifton, S.J., Associate Vice President Health Sciences Mission & Identity, Ad-Hoc
- Dr. Michael White, Associate Dean for Medical Education, Ad-Hoc
- Dr. Michael Kavan, Associate Dean for Student Affairs, Ad-hoc
- Mr. Dale Davenport, Associate Dean for Administration and Finance, Ad-hoc
- Ms. Monica Martin, Program Manager Phoenix Regional Campus in Omaha, NE

The Oversight Committee for the Phoenix Regional Campus manages ongoing operations. Members of the Oversight Committee shall be appointed, 4 by St. Joseph’s Hospital and Medical Center Dignity Health and 4 by Creighton University, and may, but are not required to include, one Creighton Board Member, one Hospital Board Member, one senior leader or board member of Dignity Health, the Dean of the CUSOM, two persons chosen by Creighton’s President, and two person chosen by the Hospital’s Chief Executive Officer. The Associate/Assistant Deans shall provide reports to the Oversight Committee. Meetings of the Oversight Committee may be conducted in person or by telephone, provided at least one meeting per year is conducted in person. All action taken by the Oversight Committee shall be taken upon affirmative vote of the members of the Oversight Committee representing at least 51% of the voting authority.

The Oversight Committee met Thu Oct 17, 2013 at the Phoenix Regional Campus located in Norton Manor. The day began with the Faculty Forum facilitated by Dr. Bo Dunlay, Dean, School of Medicine and Dr. Randy Richardson, Associate Dean, Phoenix Regional Campus. The Norton Manor open house was well attended and concluded with a Blessing and the Mass of the Holy Spirit.
The Oversight Committee meeting was held in the Dignity Health St. Joseph’s Hospital and Medical Center Executive Board Room. Ms. Linda Hunt began the meeting with a welcome and reflection. Ms. Hunt and Dr. Edward O’Connor co-chair the meeting.

**Thu Oct 17, 2013 Topics for Discussion Included:**
- Alegent Creighton Health merger effective Aug 1, 2013
- 328 CUSOM faculty on the Phoenix Regional Campus
- Review the current status of the FY13-14 Budget with EOY projections
- Review the proposed FY14-15 budget
- Continue to develop the 5 year budget plan
- Expand opportunities with Creighton University School of Pharmacy and Health Professions
- Review the AY12-13 clerkship data reflecting comparable experiences
- 74 M4 electives offered at the Phoenix Regional Campus
- Psychiatry clerkship update
- Faculty development sessions offered to faculty and residents
- Teaching improvement opportunities
- CUSOM student body totaled 603 with 44 M3s & 39 M4s on the Phoenix campus
- AY13-14 tuition, average student debt, AY13-14 scholarship budget
- Faculty and student awards

The Oversight Committee met on the Omaha campus on May 15, 2014 to coincide with Hooding & Commencement. Dr. O’Connor welcomed member of the committee beginning with introductions followed by a reflection given by Fr. Kevin Dilworth.

**Thu May 15, 2014 Topics for Discussion Included:**
- FY15 budget review and approval
- Creighton Program Development:
  - MBA program geared toward health professions leaders
  - ACO specialized interprofessional training for patient navigators
  - MD-PhD clinical investigator
  - Master’s in Biomedical Science
  - New Post Graduate Program in Urology
  - GI Fellowship
  - Palliative Medicine Fellowship
  - 5 Year Neuroscience Master’s Program
- Expand relationships with Graduate Medical Education and Research, Medical Fellowships, Physician Assistant Programs
Creighton plans new trauma center
Currently recruiting high profile trauma surgeon
Joint Degree Programs: MD-PhD, MD-MBA, MD-MSCTS, MD/MSCHE
Creighton faculty benefit electronic library resources and CME credit for teaching
Clerkship Comparability and Evaluation Data
Learning Environments
Interprofessional education experiences at the SJHMC Simulation Center
Future renovation of Norton Manor to include state-of-the-art conference center
Clerkship Coordinator Certification training at the Omaha campus
Joint AAMC presentations composed of faculty from each campus
CUSOM student body totaled 615 for AY14-15 with 42 M3s & 44 M4s on the Phoenix campus
AY14-15 tuition, average student debt, AY14-15 scholarship budget
LCME status report
Higher Learning Commission recommendations
Awards for faculty and students

The Oversight Committee will meet at the Phoenix Regional Campus in Oct 2014 and in Omaha May 2015 during Hooding.