## Contents

- Mission ........................................................................................................ 1
- Academic Performance by Creighton Medical Students ................................... 2
- Campus Leadership | Contact Information .......................................................... 4
- Personnel Omaha Campus & Phoenix Campus .................................................... 5
- Educational Policy Committee Members & Bylaws ............................................. 6
- Academic Year 14-15 Governance .................................................................... 8
- Medical Education and Management Team & Bylaws ....................................... 10
- Evaluation Committee & Bylaws ....................................................................... 11
- Clinical Education & Simulation Center ............................................................. 12
- Development .................................................................................................... 13
- Faculty and Resident Development ................................................................... 14
- Phoenix Regional Campus Governance – Oversight Committee ....................... 15
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% of our students passed their courses in each of the four years of the curriculum and advanced to the next academic year. There were 151 graduates in May 2015.

**USMLE Step 1 Interim Performance Summary:** Basic science knowledge is assessed annually for our M2 students on Step 1 of the United States Medical Licensure Examination (USMLE). In 2015, our mean score was 226. The 2015 national average was 229. Our pass rate was 97% (3 failures). In 2014, the national mean score was 229 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 Step 1 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 2015, Creighton students taking the test for the first time achieved a mean score of 241 with a pass rate of 98%. Three 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 95%.

**USMLE Step 2 CS Performance Summary:** Clinical Skills competency is assessed nationally by the USMLE Step 2CS exam. This exam is graded on a pass/fail basis. Among 151 first-time takers reported for the class of 2015, 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 2015 AAMC Medical School Graduation Questionnaire 51% of the graduates of 2015 who responded (N= 146) agreed with the statement “Overall I am satisfied with the quality of my Medical Education.” This compares favorably with the national average of 49.2%.
Additional data from the 2015 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>90.2</td>
<td>77.7</td>
</tr>
<tr>
<td>Awareness of student concerns by administration</td>
<td>87.3</td>
<td>72.9</td>
</tr>
<tr>
<td>Responsiveness of administration to student problems</td>
<td>88.2</td>
<td>71.2</td>
</tr>
<tr>
<td>Participation of students on key committees</td>
<td>91.6</td>
<td>75.4</td>
</tr>
</tbody>
</table>
| MICHAEL WHITE, MD  
ASSOCIATE DEAN FOR MEDICAL EDUCATION | RANDY RICHARDSON, MD  
ASSOCIATE DEAN FOR THE PHOENIX REGIONAL CAMPUS |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>[Image]</td>
<td>[Image]</td>
</tr>
<tr>
<td><a href="mailto:MICHAELWHITE@CREIGHTON.EDU">MICHAELWHITE@CREIGHTON.EDU</a></td>
<td><a href="mailto:RANDYRICHARDSON2@DIGNITYHEALTH.ORG">RANDYRICHARDSON2@DIGNITYHEALTH.ORG</a></td>
</tr>
</tbody>
</table>
| CREIGHTON UNIVERSITY  
SCHOOL OF MEDICINE  
OFFICE OF MEDICAL EDUCATION  
2500 CALIFORNIA PLAZA  
CRISS III RM 463  
OMAHA NE 68178  
402.280.3600 | CREIGHTON UNIVERSITY  
PHOENIX REGIONAL CAMPUS  
ST. JOSEPH’S HOSPITAL & MEDICAL CENTER  
dIGNITY HEALTH  
350 W THOMAS RD.  
PHOENIX AZ 85013  
602.406.9900 |
Personnel Omaha Campus & Phoenix Campus

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Dean for Medical Education</td>
<td>Michael White, MD</td>
</tr>
<tr>
<td>Assistant Dean for Medical Education</td>
<td>Kathryn Huggett, PhD</td>
</tr>
<tr>
<td>Assistant Dean for Medical Education</td>
<td>Floyd Knoop, PhD</td>
</tr>
<tr>
<td>Director of Medical Education Development and Assessment</td>
<td>Thomas Pisarri, PhD</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>Medical Director Simulation Education</td>
<td>Eric Peters, MD</td>
</tr>
<tr>
<td>Administrative Assistant II</td>
<td>Vicki Wolter</td>
</tr>
<tr>
<td>Administrative Assistant III</td>
<td>Patricia Blue</td>
</tr>
<tr>
<td>Director for Medical Education Assessment</td>
<td>Cassie Eno, PhD</td>
</tr>
<tr>
<td>Education Director</td>
<td>Jan Stawniak, RN, BSN</td>
</tr>
<tr>
<td>M1 Curriculum Coordinator</td>
<td>Cate Pogge</td>
</tr>
<tr>
<td>M2 Curriculum Coordinator</td>
<td>Jackie Foster</td>
</tr>
<tr>
<td>M3/M4 Curriculum Coordinator</td>
<td>Theresa Thurin, MA</td>
</tr>
<tr>
<td>Program Coordinator</td>
<td>Stephanie Keator</td>
</tr>
<tr>
<td>Program Manager</td>
<td>Monica Martin</td>
</tr>
<tr>
<td>Senior Instructional Designer</td>
<td>Alice Smith, MS</td>
</tr>
<tr>
<td>Client Support Analyst</td>
<td>Yvonne Howland</td>
</tr>
<tr>
<td>Client Support Analyst</td>
<td>Tom Sindle</td>
</tr>
<tr>
<td>Administrator II</td>
<td></td>
</tr>
<tr>
<td>Administrator III</td>
<td></td>
</tr>
<tr>
<td>Associate Dean</td>
<td>Randy Richardson, MD</td>
</tr>
<tr>
<td>Assistant Dean for Medical Education</td>
<td>Robert Garcia, MD</td>
</tr>
<tr>
<td>Chaplain</td>
<td>Kevin Dilworth, SJ</td>
</tr>
<tr>
<td>Academic Success Consultant, Student Affairs</td>
<td>Linda Pappas &amp; Michele Millard, PhD</td>
</tr>
<tr>
<td>Administrative Assistant/Event Coordinator</td>
<td>Xavier Torres</td>
</tr>
<tr>
<td>Curriculum Coordinator</td>
<td>Amber Streamland</td>
</tr>
<tr>
<td>Director</td>
<td>Erica Brown</td>
</tr>
<tr>
<td>Simulation Manager</td>
<td>Heather Walker</td>
</tr>
<tr>
<td>Supervisor</td>
<td>Cathy Carlisle</td>
</tr>
<tr>
<td>Technology Support</td>
<td>Dianne Barazza-Mooney</td>
</tr>
</tbody>
</table>
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 Members & Bylaws

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Dean for Medical Education (Chair)</td>
<td>Michael White, MD</td>
</tr>
<tr>
<td>Dean for the School of Medicine</td>
<td>Robert Dunlay, 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 Vice President for Health Sciences</td>
<td>Director Health Sciences Library &amp; Resource Center</td>
</tr>
<tr>
<td>Assistant Dean for Medical Education</td>
<td>Director of Medical Education Development and Assessment</td>
</tr>
<tr>
<td>Assistant Dean for Student Affairs Phoenix Regional Campus</td>
<td>Robert Garcia, MD</td>
</tr>
<tr>
<td>Basic Science Faculty - Dept of Pharmacology</td>
<td>Margaret Scofield, PhD</td>
</tr>
<tr>
<td>Basic Science Faculty - Dept of Medical Microbiology</td>
<td>Patrick Swanson, PhD</td>
</tr>
<tr>
<td>Basic Science Faculty - Dept of Bio Medical Sciences</td>
<td>Kenneth Kramer, PhD</td>
</tr>
<tr>
<td>Clinical Faculty (PRC) - Department of Medicine</td>
<td>Jay Raj, MD</td>
</tr>
<tr>
<td>Clinical Faculty - Dept of Surgery</td>
<td>Thomas Lee, MD</td>
</tr>
<tr>
<td>Clinical Faculty - Department of Pediatrics</td>
<td>John Schmidt, MD</td>
</tr>
<tr>
<td>Clinical Faculty - Department of Medicine</td>
<td>Carrie Valenta, MD</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>Program Evaluation Analyst, Ad-hoc Member</td>
<td>Cassie Eno, PhD</td>
</tr>
<tr>
<td>M1 Student Representative</td>
<td>Sanjali Kumar</td>
</tr>
<tr>
<td>M2 Student Representative</td>
<td>Dan McEntire</td>
</tr>
<tr>
<td>M3 Student Representative</td>
<td>Gordon Chien</td>
</tr>
<tr>
<td>M3 PRC Student Representative</td>
<td>Cameron Adler</td>
</tr>
<tr>
<td>M4 Student Representative</td>
<td>Sean Judge</td>
</tr>
<tr>
<td>Staff Support – Omaha Campus</td>
<td>Pat Blue/Monica Martin</td>
</tr>
<tr>
<td>Staff Support – Phoenix Campus</td>
<td>Cathy Carlisle/Erica Brown</td>
</tr>
</tbody>
</table>

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.
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 14-15 Governance

Course Development

HPE 409: Special Topics in Healthcare Ethics & Humanities (OMA) - Dr. Christy Rentmeester
IDC 482: Minority Health Disparities: Issues and Strategies (OMA) - Dr. Sade Kosoko-Lasaki
PBS 421: Psychiatry Intensive Care (PRC) - Dr. Aaron Wilson
PDT 430: Pediatric Sports Medicine (OMA) - Dr. Kody Maffatt
PDT 431: Introduction to Inpatient Rehabilitation (OMA) - Dr. Thomas Stalder
SUR 435: PRC Selective in Otolaryngology / Head and Neck Surgery (PRC) - Dr. John M. Raines
SUR 436: Selective in Urology / Gynecology (OMA) - Dr. Michael Feloney

Course Revision

MED 401: General Medicine Sub-Internship (OMA) - Dr. Carrie Valenta
PBS 463: Child and Adolescent Psychiatry (OMA) - Dr. Jawed Bharwani
PDT 424: Medical Care for Homeless At-Risk Kids (PRC) - Dr. Cody Conklin-Aguilera

Course Director Changes

PBS 463: Child and Adolescent Psychiatry (OMA) - Dr. Jawed Bharwani
PDT 463: Pediatric Infectious Disease (OMA) - Dr. Kari Simonsen
PDT 474: Pediatric Emergency Medicine Children’s (OMA) - Dr. Lisa White
PMR 401: Physical Medicine and Rehabilitation Elective (OMA) - Dr. Aishwarya Patil
SUR 414: Plastics and Reconstructive Surgery (PRC) - Dr. Travis Holcombe

Evaluation Committee Final Reports

IDC 205: Renal/Urinary System Course (OMA) Dr. William Hunter
IDC 244: Behavioral Medicine III (OMA) Dr. Robert Coleman & Dr. Robert Pisarri
IDC 216: Endocrine Reproductive Systems (OMA) Dr. Peter Abel
IDC 209: Gastrointestinal System (OMA) Dr. Roger Reidelberger
IDC 211: Muscular/Skeletal/Integument System (OMA) Dr. Diane Cullen
IDC 243: Behavioral Medicine II (OMA) Dr. Robert Coleman & Dr. Praveen Fernandes
IDC 142: Physicians Lifestyle Management (OMA) Dr. Michael Kavan
IDC 222: Physicians Lifestyle Management (OMA) Dr. Michael Kavan
IDC 279: Case Studies in Medicine (OMA) Dr. William Hunter
IDC 290: Applied Clinical Skills (OMA) Dr. Anna Maio & Dr. Robert Coleman
OBG 301: Obstetrics and Gynecology Clerkship (OMA) Dr. Heidi Edsill & (PRC) Dr. Mario Castellanos
PBS 301: Psychiatry Clerkship (OMA) Dr. Eugene Barone & (PRC) Dr. Gregory Lewis
PDT 301: Pediatric Clerkship (OMA) /Dr. John Schmidt & (PRC) Dr. Kelly Kelleher
SUR 301: Surgery Clerkship (OMA) Dr. Marcus Balters & (PRC) Dr. Thomas Gillespie
**Educational Innovation**
- M3 Specialty Day Experience
- Pediatric Leadership Program
- SOM Student Scholarly Presentations
- Interprofessional Education Introduction to Collaborative Care Online Modules
- M4 WISEMD Requirement / Trial for Surgery Selectives

**Governing Policy Revisions**
- M3 NBME Subject Examination Normative Data Policy
- M3 Clerkship Grading Policy
- Learning Environment Recommendations for OB/GYN Clerkship (OMA)
- M2 Attendance Policy Revision

**Official Documents**
- Academic Calendar AY15-16
- Medical Curriculum AY15-16
- M1 Fall 2015 Calendar
- M1 Spring 2016 Calendar
- M2 Fall 2014 Calendar
- M2 Spring 2016 Calendar
- M3 AY15-16 Calendar
- M4 AY15-16 Calendar
- Student Handbook 2015

**Report Summaries | Presentations | Updates**
- M3 - Clinical Skills Exam Summary Data Spring 2014
- M3 - Clerkship Comparability Reports Rotations 1-6 & Final Summary
- LCME ED-33 Standard 8 Review
- 2014 Graduation Questionnaire Review
- Step 2 Score Report Update
- MD-CERT Certificate Program in Health Care Ethics
- M4 Alliance for Clinical Education (ACE) Recommendations
Medical Education and Management Team & Bylaws

Associate Dean for Medical Education (Chair) | Michael White, MD | Garrett Soukup, PhD
Associate Dean for Student Affairs | Michael Kavan, PhD
Associate Dean for the Phoenix Regional Campus | Assistant Dean for Medical Education | Randy Richardson, MD
Assistant Dean for Medical Education | Director of Med Ed Development and Assessment | Kathryn Huggett, PhD
Assistant Dean for Student Affairs Phoenix Regional Campus | Robert Garcia, MD
M1 Component Director | Floyd Knoop, PhD
M2 Component Director | Thomas Pisarri, PhD
M3 Component Director | Eugene Barone, MD
M4 Component Director | Terence Zach, MD
Staff Support – Omaha Campus | Monica Martin
Staff Support – Phoenix Campus | Cathy Carlisle/Erica Brown

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.
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 compassion 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.
Development

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>2015</th>
<th>School of Medicine</th>
<th>School of Dentistry</th>
<th>SPAHP Physical Therapy Occupational Therapy</th>
<th>College of Nursing</th>
<th>Graduate Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants</td>
<td>12</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Faculty and Resident Development
Health Sciences Educator Development Series
   Session 1: What Should Learners Know About Interprofessional Education (IPE)
   Session 2: Team-Based Learning (TBL)
   Session 3: AAMC Core Entrustable Professional Activities for Entering Residency
   Session 4: How to Improve Your Teaching: Insight from the Evaluation Committee

LCME Webcast Seminar ED-5-A

Summer Initiative for Teaching Excellence (SITE Program)
   2 Day Intensive Teaching Workshop

IAMSE Web Audio Seminars
   Holistic Review Medical School Admissions
   Prematriculation Programs: What Problems Are We Trying to Solve?
   Longitudinal Integrated Clerkships
   Crossing the Synapse
   Pros and Cons of Compressed Medical Schools
   Moving from Message to Action: The Role of the Learner in Feedback
   Developing Skills at Making Observations
   Graduate Courses on Teaching Skills
   Prime Program at Wake Forest
   Getting Started as a Medical Teacher in Times of Change
   Recent National Trends in IPE Education & Practice & Strategies to Approach Them
   Going Big: Integration IPE, Across a Large Health Science Campus

M1-M2 Course Director Meetings

Residents as Teachers Sessions:
   Family Medicine | Radiology | Surgery | Anatomy Graduate Students | Cardiology Fellows

GME Core Faculty Workshop

Pilot Leadership Curriculum for Creighton Medical Students PRC
St. Joseph's Hospital and Medical Center Dignity Health Attendees

Ms. Linda Hunt, Senior VP of Operations & President/CEO Dignity Health Arizona
Mr. Harry Garewal, Jr., Chairman, Board of Director SJHMC
Dr. Edward Donahue CMO, VP of Medical Affairs SJHMC
Mr. Jeffrey Jackson, VP of Financial Operations, St. Joseph’s Hospital & St. Joseph’s Westgate
Ms. Patty White, President & CEO St. Joseph’s Hospital and Medical Center, Ad-hoc
Dr. Randy Richardson, Associate Dean for Medical Education, Ad-hoc
Dr. Robert Garcia, Assistant Dean for Student Affairs, Ad-hoc
Fr. Kevin Dilworth, Chaplain
Ms. Erica Brown, Program Manager, Phoenix Regional Campus in Phoenix

Creighton University Attendees

Dr. Edward R. O’Connor, Provost, Creighton University
Dr. Donald Frey, Sr. Vice Provost for Clinical Affairs
Dr. Robert Dunlay, Dean, School of Medicine
Fr. James Clifton, Associate VPHS Mission & Identity
Mr. Dale Davenport, Senior Associate Dean for Administration and Finance, Ad-hoc
Dr. Michael White, Associate Dean for Medical Education, Ad-hoc
Dr. Michael Kavan, Associate Dean for Student Affairs, Ad-hoc
Mr. James Rodenbiker, Associate Dean for Planning & Business Affairs, Ad-hoc
Dr. Kathryn Huggett, Assistant Dean for Medical Education, Ad-hoc
Ms. Monica Martin, Program Manager Phoenix Regional Campus in Omaha

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 Wed Oct 29, 2014 at the Phoenix Regional Campus. The Faculty Forum was held in the Norton Manor Courtyard facilitated by Dr. Bo Dunlay, Dean, School of Medicine and Dr. Randy
Richardson, Associate Dean, Phoenix Regional Campus. Following the Faculty Forum, a cadre of faculty leadership and staff from both campuses met to explore expanding the Phoenix Regional Campus to a 4 year campus. The focus group was to strategically review key areas and prepare a summation of ideas for the Oversight Committees to review later in the day.

The Oversight Committee meeting was held in the Dignity Health St. Joseph’s Hospital and Medical Center Executive Board Room. Ms. Linda Hunt welcomed members of the committee. Fr. James Clifton opened with a reflection. Ms. Hunt and Dr. Edward O’Connor co-chair the meeting.

**Thu Oct 29, 2014 Topics for Discussion Included:**

Focus Group recommendations to explore the development of a 4 year campus

- Evaluate comparability between the two campuses
- Ensure students will have opportunities to interact with remote faculty
- Implement processes to thoroughly document interaction for LCME
- Support enhancements in interactive distance learning
- Personnel: Full time Academic Success Consultant as well as Financial Aid Coordinator Support on the Phoenix campus
- Continue NP Healthcare and other related services
- Support current CUSOM admissions process

Dr. Richardson summarized the vision of the focus group to evolve the academic medical center at Dignity Health St. Joseph’s Hospital and Medical Center by expanding the relationship with Creighton University. The exploration of a 4 year campus will take our joint mission to the next level as a premiere medical center for medical education to better utilize facilities and personnel, the Barrow Neurologic Institute, the Basic Science labs, and Norton Manor.

Dr. Dunlay reported moving forward with the dual degree programs geared toward health profession leaders; MD/PhD, MD/MSCTS, MD/MSCHE, the GI Fellowship, and the 5 year Neuroscience program.

- Nomination of new Oversight Committee Omaha member – Dr. Ollie Harper
- Updates: CHI Health | Faculty Forum | Residency Program Affiliation | PA Program Expansion
- Budget: Review EOY actual budget FY14 & proposed FY15 budget
- Anticipated number of medical students AY14-15 621 with 6 on LOA 42 M3s & 44 M4s on the PRC
- AY14-15 tuition, average student debt, AY14-15 scholarship budget
- Updates: Higher Learning Commission | LCME
- Review the AY13-14 clerkship data reflecting comparable experiences
Educator Development Series - Online Teaching Modules: Welcome to Teaching, Residents and Graduate Students as Teachers, Mission and Identity, Creating Learning Goals & Objectives, Assessment of Learning, Strategies for Effective Learners, Strategies for Effective Small Groups, Teaching in the Outpatient Clinic Setting, Teaching in the Inpatient Setting, Principles of Adult Learning, and Teaching and Supervising Millennials

The Oversight Committee met on the Omaha campus on May 14, 2015 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 14, 2015 Topics for Discussion Included:**

- M4 student leaders shared educational experiences
- FY16 budget review and approved
- Updates: SOM Vote of No-confidence in CU Strategic Plan | Faculty Forum | Residency Program Affiliation
- Dignity Health Loan Repayment Program
- Design & Development Bergan Mercy Academic Campus in Omaha
- Status Report Strategic Exploration 4 Year SOM Campus in Phoenix – next step to visit other 4 year regional campuses
- CUSOM anticipated number of medical students AY15-17 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.