

CREIGHTON UNIVERSITY BULLETIN

2003-2005 ISSUE *SCHOOL OF PHARMACY* *AND* *HEALTH PROFESSIONS*

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CALENDAR

FIRST SEMESTER, 2003-2004 (Tentative)

2003

August	4-9, <i>Mon-Sat.</i>	Orientation for first-year web-based Doctor of Pharmacy students.
	18-19, <i>Mon-Tues</i>	Orientation for first-year Doctor of Occupational Therapy and Doctor of Physical Therapy students.
	18-22, <i>Mon-Fri</i>	Orientation for first-year campus-based Doctor of Pharmacy students.
	19, <i>Tuesday</i>	Laptop exchange for Third-year Doctor of Pharmacy students.
	20, <i>Wednesday</i>	Fall term begins in the School of Pharmacy and Health Professions for most classes and programs.*
September	26, <i>Tuesday</i>	Class schedule changes and late registration. Dean's Office.
	27, <i>Wednesday</i>	Classes begin for all students enrolled in courses taught by undergraduate colleges.
	1, <i>Monday</i>	Labor Day. Holiday – no classes.
	5, <i>Friday</i>	School Picnic (classes from 11:30 a.m. and later are cancelled).
	10, <i>Wednesday</i>	11:00 a.m. Mass of the Holy Spirit. (<i>subject to change</i>)
October	25, <i>Thursday</i>	Last day to change from credit to audit. Last day to apply for Pass/No Pass status.
	16, <i>Thursday</i>	Last day for filing applications for degrees to be conferred at the end of the First Semester.
	18, <i>Saturday</i>	Fall Recess begins after last class, clinic, or laboratory.
	20, <i>Monday</i>	9:00 a.m. Mid-semester grade reports from instructors due in Registrar's Office.
	27, <i>Monday</i>	Classes resume.
November	31, <i>Friday</i>	Last day to withdraw from courses with a "W".
	25, <i>Tuesday</i>	Thanksgiving recess begins after last class, clinic, or laboratory.
	27, <i>Thursday</i>	9:00 a.m. Thanksgiving Day Mass.
December	1, <i>Monday</i>	Classes resume.
	15-19, <i>Mon-Fri</i>	Final semester examinations.
	19, <i>Friday</i>	Christmas – Mid-year Recess begins after last exam.
	19, <i>Friday</i>	School of Pharmacy and Health Professions Graduate Recognition and Hooding Ceremony, 4 p.m.
	20, <i>Saturday</i>	Mid-year commencement.

** For a complete listing of start and stop dates for all programs, please refer to the School of Pharmacy and Health Professions website.*

SECOND SEMESTER, 2003-2004 (Tentative)

2004

January	12, <i>Monday</i>	Spring term begins in the School of Pharmacy and Health Professions for most classes and programs.*
	14-20, <i>Wed-Tue</i>	Class schedule changes and late registration. Dean's Office.
	14, <i>Wednesday</i>	Classes begin for all students enrolled in courses taught by undergraduate colleges.
February	1, <i>Sunday</i>	Mass for Founder's Week: Past, Present and Future. St. John's Church. (<i>subject to change</i>)
	12, <i>Thursday</i>	Last day to change from credit to audit. Last day to apply for Pass/No Pass status.
	16, <i>Monday</i>	Last day for filing applications for degrees to be conferred at end of the Semester.
	20, <i>Friday</i>	School of Pharmacy and Health Professions Employment Fair. Skutt Student Center. School Spring Banquet. Date and time to be announced.
March	6, <i>Saturday</i>	Spring recess begins after last class, clinic, or laboratory.
	8, <i>Monday</i>	Mid-semester grade reports from instructor due in the Registrar's Office by 9:00 a.m.
	15, <i>Monday</i>	Classes resume.
April	22, <i>Monday</i>	Last day to withdraw from courses with a "W".
	8, <i>Thursday</i>	Holy Thursday – classes suspended until 5 p.m. Monday, April 12
	11, <i>Sunday</i>	Easter Sunday.
	12, <i>Monday</i>	Easter Monday. Classes resume at 5 p.m.
May	13, <i>Tuesday</i>	School of Pharmacy and Health Professions Honors Convocation. Skutt Student Center.
	10-13, <i>Mon-Thur</i>	Final semester examinations.
	14, <i>Friday</i>	Baccalaureate Mass. St. John's Church 3 p.m. School of Pharmacy and Health Professions Graduate Recognition and Hooding Ceremony, 6 p.m.
	15, <i>Saturday</i>	University Commencement.

SUMMER SESSION, 2004 (Tentative)

2004

May	17, <i>Monday</i>	Summer term begins in the School of Pharmacy and Health Professions for most classes and programs.**
	21, <i>Friday</i>	Last day to change from credit to audit. Last day to apply for Pass/No Pass status.
	31, <i>Monday</i>	Memorial Day – no classes.
June	10, <i>Thursday</i>	Last day for filing applications for degrees to be conferred at end of Summer Session.
July	5, <i>Monday</i>	Last day to withdraw from course with a "W".
	5, <i>Monday</i>	Independence Day (observed) – no classes
August	12, <i>Thursday</i>	Final examinations. Summer Session ends.
	16, <i>Friday</i>	Degrees conferred for August graduates.
	19, <i>Monday</i>	9:00 a.m. Term 2 final grade reports from instructors due in Registrar's Office.

* For a complete listing of start and stop dates for all programs, please refer to the School of Pharmacy and Health Professions website.

** Beyond Web Pharmacy and DPT 2 and 3 classes, summer curriculum consists mostly of clinical work. Dates of attendance vary by site.

FIRST SEMESTER, 2004-2005 (Tentative)

2004

August	2-7, <i>Mon-Sat</i>	Orientation for first-year web-based Doctor of Pharmacy students.*
	16-17, <i>Mon-Tue</i>	Orientation for first-year Doctor of Occupational Therapy and Doctor of Physical Therapy students.
	16-20, <i>Mon-Fri</i>	Orientation for first-year campus-based Doctor of Pharmacy students.
	18, <i>Wednesday</i>	Fall term begins in the School of Pharmacy and Health Professions for most classes and programs.*
	25, <i>Wednesday</i>	Classes begin for all students enrolled in classes taught by undergraduate colleges.
	31, <i>Tuesday</i>	Last day for late registration
September	6, <i>Monday</i>	Labor Day. Holiday – no classes.
	10, <i>Friday</i>	School Picnic (classes from 11:30 a.m. and later are cancelled).
	8, <i>Wednesday</i>	Mass of the Holy Spirit. St. John’s Church, 11 a.m. (<i>subject to change</i>)
	9, <i>Thursday</i>	Last day to change from credit to audit. Last day to apply for Pass/No Pass status.
October	14, <i>Thursday</i>	Last day for filing applications for degrees to be conferred at the end of the First Semester.
	16, <i>Saturday</i>	Fall Recess begins after last class, clinic, or laboratory.
	18, <i>Monday</i>	Mid-semester grade reports from instructors due in Registrar’s Office, 9 a.m.
	25, <i>Monday</i>	Classes resume.
	29, <i>Friday</i>	Last day to withdraw from courses with a “W”.
November	23, <i>Tuesday</i>	Thanksgiving recess begins after last class, clinic, or laboratory.
	25, <i>Thursday</i>	9:00 A.M. Thanksgiving Day Mass. St. John’s Church.
	29, <i>Monday</i>	Classes resume.
December	13, <i>Mon-Fri</i>	Final semester examinations.
	17, <i>Friday</i>	Christmas – Mid-year Recess begins after last exam.
	17, <i>Friday</i>	School of Pharmacy and Health Professions Graduate Recognition and Hooding Ceremony, 4 p.m.
	18, <i>Saturday</i>	Mid-year commencement.

**** For a complete listing of start and stop dates for all programs, please refer to the School of Pharmacy and Health Professions website.***

SECOND SEMESTER, 2004-2005 (Tentative)

2005

January	10, <i>Monday</i>	Spring term begins in the School of Pharmacy and Health Professions for most classes and programs.*
	10-11, <i>Mon-Tue</i>	Class schedule changes and late registration. Dean's Office.
	12, <i>Wednesday</i>	Classes begin for all students enrolled in courses taught by undergraduate colleges.
February	6, <i>Sunday</i>	Mass for Founder's Week: Past, Present and Future. St. John's Church. (<i>subject to change</i>)
	10, <i>Thursday</i>	Last day to change from credit to audit. Last day to apply for Pass/No Pass status.
	14, <i>Monday</i>	Last day for filing applications for degrees to be conferred at end of Second Semester.
March		School Spring Banquet. Date and time to be announced.
	5, <i>Saturday</i>	Spring recess begins after last class, clinic, or laboratory.
	7, <i>Monday</i>	Mid-semester grade reports from instructor due in the Registrar's Office, 9 a.m.
	14, <i>Monday</i>	Classes resume.
April	21, <i>Monday</i>	Last day to withdraw from courses with a "W".
	24, <i>Thursday</i>	Holy Thursday – classes suspended from 5 p.m. until April 28.
	27, <i>Sunday</i>	Easter Sunday.
	28, <i>Monday</i>	Easter Monday. Classes resume at 5 p.m.
	29, <i>Tuesday</i>	School of Pharmacy and Health Professions Honors Convocation. Skutt Student Center.
May	9-12, <i>Mon-Thur</i>	Final semester examinations.
	13, <i>Friday</i>	Baccalaureate Mass. St. John's Church. 3 p.m. School of Pharmacy and Health Professions Graduate Recognition and Hooding Ceremony, 6 p.m.
	14, <i>Saturday</i>	University Commencement.

** For a complete listing of start and stop dates for all programs, please refer to the School of Pharmacy and Health Professions website.*

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JOHN D. WALKER, B.P.S.	<i>Director of Mail Services</i>
ROBERT D. WALKER, M.S.	<i>Director of Financial Aid</i>
LAURA A. WEBER, Ph.D.	<i>Director of Campus Ministry</i>
W. WAYNE YOUNG, Pharm.D.	<i>Director of Academic Development and Technology Center</i>
W. WAYNE YOUNG, Jr.	<i>Associate Director of Residence Life</i>
LEIGH OFFICER	<i>Senior Women's Administrator</i>
ROBERT W. WERTHMAN, LTC	<i>Commandant of ROTC</i>
MARJORIE B. WANNARKA, M.A.	<i>Chairman, Archives Department, Reinert Alumni Memorial Library</i>



Dr. J. Chris Bradberry, Dean, School of Pharmacy and Health Professions

SCHOOL OF PHARMACY AND HEALTH PROFESSIONS
Officers of Administration

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GAIL M. JENSEN, Ph.D.	<i>Associate Dean for Faculty Development and Assessment</i>
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MICHAEL S. MONAGHAN, Pharm.D.	<i>Chair, Department of Pharmacy Practice</i>
BRENDA M. COPPARD, Ph.D.	<i>Chair, Department of Occupational Therapy; Director, Distance Post Professional Doctor of Occupational Therapy Pathway</i>
ROBERT SANDSTROM, Ph.D.	<i>Chair, Department of Physical Therapy</i>
ROBERT I. GARIS, Ph.D.	<i>Director, Nontraditional Doctor of Pharmacy Pathway</i>
CAROLINE GOULET, Ph.D.	<i>Director, Transitional Doctor of Physical Therapy Pathway</i>
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COMMITTEES

Executive
Administrative
Strategic Planning and Implementation
Rank and Tenure
Curriculum
Assessment
Technology
Faculty Development
Continuing Education
Admissions
Nontraditional Steering
Academic Review and Support
Special Needs and Assistance
Student Recovery Advocacy Network
Awards
Academic Issues Hearing Board
Research Advisory

GENERAL INFORMATION

Creighton University is by far the most diverse educational institution of its size in the nation. The combination of relatively small size and unusual diversity is the key to appreciation of Creighton University's excellence.

With an enrollment of 6,327 persons taught by 722 full-time faculty and 804 part-time and contributed service faculty, Creighton has set as its goal the conduct of higher education in the context of Christian values.

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

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

Thirty-five percent of the University's students are enrolled in the College of Arts and Sciences, 34 percent in the health sciences professions, 10 percent in Business Administration, 6 percent in University College, 8 percent in law, and 7 percent in the Graduate School.

LOCATION

Omaha, Nebraska's largest population center, is located on the western bank of the Missouri River, which serves as the Nebraska-Iowa boundary. Originally settled by the Omaha Indian Tribe, Omaha was soon a favorite stop for early settlers traveling up the Missouri River. Omaha's frontier traditions and values have remained largely intact as the city has progressed into the 21st century. Creighton's campus is located on the northwest edge of downtown Omaha, Nebraska. The University's planned campus of nearly 100 acres is near the city's revitalized urban center.

A center for information technology, telecommunications, transportation and food processing, Omaha is the heart of a metropolitan area of about 720,000, with more than 1 million people within a 50-mile radius. The city is the major urban area between Chicago and Denver and between Kansas City and Minneapolis. The metro Omaha area has seen steady growth over the past five decades and is now the 45th largest city and the 61st largest metro area in the nation.

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

Omaha, a cultural center of the Great Plains, is home of the world-class Opera Omaha and Omaha Symphony. The Omaha Community Playhouse and Omaha Theater Company For Young People are among the top community theaters in the nation. The Joslyn

Art Museum not only displays impressive permanent collections from 19th and 20th century European and American artists, but also schedules five major exhibits and a dozen small presentations each year. One of the nation's finest old-world style theaters, the Orpheum, is home to hundreds of outstanding entertainment events each year and the Durham Western Heritage Museum features some of the area's largest historical offerings.

An enthusiastic sports city, Omaha has hosted the NCAA College World Series, held in early June each year, for over 50 years.

Creighton is an NCAA Division I school which sponsors 14 men's and women's intercollegiate sports and competes in the Missouri Valley Conference. The Creighton Bluejay baseball, basketball, and soccer teams have earned trips to their respective NCAA tournaments in recent years.

Omaha is also the site of a vital downtown area. Omaha's Missouri Riverfront has undergone a massive redevelopment supported by private and public funds. A brand new 240,000 sq. ft. Convention Center and 16,000 seat Arena are visible signs of a downtown alive with expansion. In addition, a recently proposed plan will place an impressive pedestrian bridge spanning the Missouri River from Nebraska to Iowa. The Gallup organization and Union Pacific are building their new headquarters here, as is First National Bank, which recently completed the largest tower between Chicago and Denver.

Omaha is served by over 180 regularly scheduled daily flights by nine national air carriers and ten regional airlines. Two interstate highway systems serve the metropolitan area—I-80 going east and west and I-29 north and south.

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

HISTORY

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

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

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

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

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

The Creighton University School of Pharmacy, formerly the Omaha College of Pharmacy, became a part of the University on September 1, 1905. The School offered only the Bachelor of Science in Pharmacy degree until 1976, when an academic program leading to the Doctor of Pharmacy (Pharm.D.) degree was initiated. In 1982, the Creighton University School of Pharmacy became the Creighton University School of Pharmacy and Allied Health Professions with the addition of programs

in Respiratory Therapy, Nurse Anesthesia, and Medical Technology. While these three programs have since been terminated, a baccalaureate program in Occupational Therapy was initiated in 1985. In 1991, the School's faculty voted unanimously to adopt the Doctor of Pharmacy as the sole entry level pharmacy degree, which became effective with the pharmacy class entering in 1994. In 1992, the Physical Therapy program was instituted, and Creighton became the first University in the country to offer the entry level Doctor of Physical Therapy (DPT) degree. A nontraditional track leading to the Doctor of Pharmacy degree was added to the School's program offerings in 1994, and a nontraditional pathway to the Doctor of Physical Therapy degree was launched in 1999. In 1995 the School initiated one of the first post-baccalaureate Doctor of Occupational Therapy (OTD) programs in the country and as of 1999 all entry level occupational therapy students matriculating in the School of Pharmacy and Health Professions pursue the OTD degree. In the Fall 2001, two new web pathways were instituted, the distance post-professional Doctor of Occupational Therapy (OTD) and the entry level web-based pathway to the Doctor of Pharmacy degree. In 2002, the School changed its name to the School of Pharmacy and Health Professions.

CREDO OF CREIGHTON

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

We therefore profess, and pledge ourselves to teach in the perspectives of, the following creed:

We believe in God, our loving Creator and Father.

We believe in the intrinsic value of the human being as created in God's image and called to be his child. This includes all persons and excludes any form of racism and other discrimination.

We believe that the deepest purpose of each man and woman is to create, enrich, and share life through love and reverence in the human community. This motivates our open and relentless pursuit of truth. For this reason we foster reverence for life in all its human potential.

We believe that we should support all persons in their free and responsible life-sharing through family and social systems, and through political, scientific, and cultural achievements.

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

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

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

We believe in the teachings and example of Jesus Christ.

SCHOOL OF PHARMACY AND HEALTH PROFESSIONS

MISSION STATEMENT

The Creighton University School of Pharmacy and Health Professions prepares men and women in their professional disciplines with an emphasis on moral values and service in order to develop competent graduates who demonstrate concern for human health. This mission is fulfilled by providing comprehensive professional instruction, engaging in basic science and clinical research, participating in community and professional service, and fostering a learning environment enhanced by faculty who encourage self-determination, self-respect, and compassion in students.

The School believes that the maximum contribution of its graduates to social betterment is dependent on a sound scientific knowledge base, well-developed clinical expertise, critical thinking capabilities, moral reasoning, and communication skills. The School strives to instill these qualities in its students.

NONDISCRIMINATION POLICY

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

It is also the policy of the University to make all programs and services available to individuals with disabilities. To obtain information on accessibility of buildings and programs or to report problems of accessibility, please contact the Office of the Director of Affirmative Action, Room 232, Administration Building or by telephone (402) 280-3084.

ACCREDITATION

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. Professional Colleges and Schools are accredited by their respective professional standardizing agencies.

The Pharmacy program, accredited by the American Council on Pharmaceutical Education, is a member of the American Association of Colleges of Pharmacy. It was granted the maximum six-year continued accreditation by ACPE in 1999, and is scheduled for reaccreditation in 2004-2005. The ACPE is located at 311 West Superior Street, Chicago, IL 60610. The telephone numbers are (312) 664-3575 and (800) 533-3606. The fax number is (312) 664-4652.

The program in Occupational Therapy is accredited by the American Occupational Therapy Association. The program was reaccredited in 2001 for the maximum seven years, and is scheduled for evaluation in 2009. The AOTA is located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220. The telephone number is (301) 652-AOTA.

Program in Physical Therapy is accredited by the Commission on Accreditation in Physical Therapy Education which is based at the Headquarters of The American Physical Therapy Association. The Creighton University program in Physical Therapy was accredited in 1996 for the maximum period, and is at the time of this printing undergoing re-evaluation. The Commission of Accreditation in Physical Therapy Education can be contacted at 1111 North Fairfax St., Alexandria, VA 22341-1488; (800) 999-2782.

GOALS AND OBJECTIVES

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

Creighton is one of the nation's 28 independent Jesuit institutions of higher learning. It has behind it a pattern of more than four centuries of Jesuit teaching. The Order's focus has always been upon the total person, an approach that includes development of each student's talents to assure that he or she can meet both material and spiritual needs.

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

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

The School of Pharmacy and Health Professions gives its students a broad education in preclinical and clinical disciplines that serve as a basis for meeting the present and future demands of the professions of pharmacy, occupational therapy, and physical therapy. The graduate of the Doctor of Pharmacy, Doctor of Occupational Therapy and Doctor of Physical Therapy programs at Creighton University represent the highest level of professional practice that the educational resources of the University are capable of providing. Graduates must also possess all technical, professional, moral and ethical capabilities prescribed for practitioners by each accrediting agency.

The curricula are intended to meet the professional, moral, economic, and social responsibilities of these professions and, at the same time, provide the background to stimulate interest in graduate studies and continuing education. With graduate preparation, positions are available in industry, administration, and academia.



CAMPUS FACILITIES

Health Sciences Facilities

The Doctor C. C. and Mabel L. Criss Health Sciences Center is made possible largely through the generosity of the late Mabel L. Criss, whose gift commemorates her late husband, Dr. C.C. Criss. Dr. Criss was a Creighton alumnus; the couple founded Mutual of Omaha and United of Omaha.

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

The University recently constructed a 100,000 square foot science facility. The new Hixson-Lied Science Building is connected to both Criss and Rigge and provides expansion space for functions of the Vice President of Health Sciences, administration and faculty offices of the School of Pharmacy and Health Professions, offices for the Department of Preventive Medicine, classrooms, common use areas, Arts and Sciences administrative functions, and offices and classrooms for undergraduate science departments.

The University currently is renovating the existing Criss and Rigge buildings to provide state of the art research and teaching laboratories. Additionally, two 168-seat teaching amphitheaters will be updated technically and environmentally.

A new health science student computer laboratory has been built in the Criss II building. Student computer workstations are available in several sites in the Criss Center, Health Sciences Library, Creighton University Medical Center, and various clinics. The students have access to a wide variety of software, databases (including MedLine), electronic mail, and the internet.

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

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

A clinical assessment center has recently been developed at CUMC. The ultramodern facility has six examination rooms each equipped with recording equipment for faculty teaching and supervision of student history and physicals.

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

Since 1973, the School of Dentistry has occupied a facility containing 150,000 square feet of space (excluding interstitial mechanical areas). It is a three level structure with grade entry to the first two. Beginning in Fall 1993, this building has been shared with the School of Pharmacy and Health's Physical Therapy and Occupational Therapy programs. A five-year renovation of all classrooms, laboratories and dental clinic operatories was completed in 1998. The first floor consists of student services and lounge, classrooms, Physical Therapy/Occupational Therapy administrative offices, clinics and research laboratories. The adult dental clinic and dental departmental faculty offices occupy the second level. The third level is occupied by the children's dental clinic, basic and dental science laboratories, research space, seminar rooms and dental administrative offices.

Central to the facilities of the Health Center is the Creighton University Bio-Information Center, which opened in the summer of 1977. This facility brings to the health sciences campus a focal point for modern and innovative learning and research. The services provided are available for students and faculty of the University, hospital staff, and the health sciences community of the Omaha area. They include the Health Sciences Library, the Learning Resource Center, and the Media Services Center. Media Services provides technical services such as photography, graphic design, computer imaging, television production and classroom services. Classroom Services provides audio visual support for the University as well as educational service to assist in the identification of instructional priorities and attainment of educational goals.

The Health Sciences Library/Learning Resources Center (HSL/LRC) is open 104½ hours a week. Over 200,000 items of print and non-print materials are available. Access is provided to many; bibliographic and full-text databases such as MEDLINE, Micromedex, pharmaceutical abstracts, etc. The Learning Resources Center adds a multimedia dimension to the facility. It provides such resources as video disks, CD-ROMs, models, videotapes, and audiocassettes. In addition, a state of the art computer lab is equipped with Pentium PCs and Macintosh computers. Over 600 study seats are available for students, faculty, and staff.

LIVING ACCOMMODATIONS

Creighton University offers on-campus housing for all full-time matriculated students. All unmarried undergraduate students, from outside the immediate Omaha area (as defined by the University), are required to live in University residence halls the first two years they are at the University. Students from the Omaha area may live in the residence halls. Otherwise, during their first two years at the University, students from Omaha must live with a parent or guardian. A request to be exempt from the residency requirement must be made in writing to the Office of the Associate Vice President for Student Services by July 15th prior to the beginning of the student's classes (December 1 for the Spring Semester). Only the Associate Vice President for Student Services will be able to permit these exemptions. A resident must be a full-time, matriculated student at the University. If space allows, the University may permit housing of part-time students in University residence halls.

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

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

Meals are served in the Becker and Brandeis dining areas located adjacent to the campus residence halls. Students on the board plans may also have dinner in the Java Jay coffeehouse, Irma's Bistro and C. Jay's in the Student Center as part of the meal exchange program. More information about dining opportunities is available from Sodexo food service located on the lower level of Brandeis Hall.



The annual room and board rates in University residence halls effective August 2003 are:

Building	Type Room	Annual Rate
Deglman, Kiewit & Gallagher Halls (Freshman)	Double	\$3870
	Private	\$5798
Swanson Hall (Sophomores only)	Double	\$4028
	Private	\$6030
McGloin Hall (Sophomores only)	Double	\$4166
	Private	\$6228
Kenefick Hall (Juniors and Seniors Only)	Efficiency apartment	\$4188
	1 Bedroom apartment	\$4346
	Private efficiency	\$6200
Heider (12-month lease except those in the Loyola House) (Graduate and family housing)	Efficiency	\$7320
	Small 1 Bedroom	\$8112
	Large 1 Bedroom	\$8448
	Two Bedroom	\$9600
Board Plans	Type Plan	Annual Rate
	19 Meal and 40 Points Bonus	\$2956
	15 Meal and 100 Bonus Points	\$2956
	12 Meal - No Bonus Points	\$2790
Available to Heider, Kenefick and Off- Campus Students Only	Flex - Any 60 meals and 200 Bonus Points	\$1156

New students must apply to the Department of Residence Life for a residence hall reservation. All students pay a damage deposit of \$100. **Students applying for Heider Hall are required to pay a \$500 deposit.** Each semester's tuition, fees, and room and board charges are payable at the time of registration. However, arrangements may be made to pay monthly installments by using the University's Monthly Electronic Transfer (MET) plan (see page 116). Rent in Heider Hall can be paid monthly, as well.

Room and board rates are subject to change without notice. Any special needs as to age or physical condition requiring special housing arrangements will be given full consideration by the Associate Vice President for Student Services. Questions regarding housing services and facilities may be directed to the Department of Residence Life, 136 Swanson Hall; telephone (402) 280-3016.

FAMILY HOUSING

Creighton University has limited space in the apartment-style Heider residence hall for families. A twelve-month lease is required on all apartments except for those graduating at the end of the current lease and those in the Loyola House. Available for families are the large one-bedroom apartments (655 sq. ft.) and two-bedroom apartments (1215 sq. ft.). There are only four two-bedroom apartments in Heider Hall. Family housing is available on a first-come, first-served basis.

OFF CAMPUS HOUSING

The Department of Residence Life, 136 Swanson Hall, lists information on rentals in the area of campus. The actual arrangements for housing are left to the individual students. The University is not responsible for the rental agreements between students and their landlords. It is suggested that students set aside several days before registering to search, inspect, and contract for suitable housing.

CHILD DEVELOPMENT CENTER

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

LOYOLA HOUSE

Loyola House is an academic and social community of pharmacy, occupational therapy and physical therapy students housed in the Heider Residence Hall. Loyola House residents participate in study groups and various social activities. Limited tutoring services are provided. The residents of Loyola House sign a 10-month lease. Questions about Loyola House should be directed to the Housing Office or the Associate Dean for Student Affairs in the School of Pharmacy and Health Professions.

RECOGNITION OF SCHOLARSHIP, LEADERSHIP AND SERVICE

University Wide Honors

Membership in Alpha Sigma Nu, National Jesuit Honor Society. Alpha Sigma Nu was founded at Marquette University in 1915, and the Creighton Chapter was established in 1921. In 1973 Gamma Pi Epsilon, the women's honor society, merged with Alpha Sigma Nu. Currently there are chapters at all 28 Jesuit colleges and universities in the United States, and at Sogang University in Seoul, Korea. Scholarship, loyalty, and service are the threefold requirements for membership in the society. Membership is highly selective and is awarded on the recommendations of the local chapter, the faculty, the deans, and with the approval of the University president. Outstanding undergraduates in their junior and senior years and professional and graduate students are eligible. Membership is prized as one of the most notable distinctions which can be earned by a student in a Jesuit institution of higher learning. Members of the student chapter automatically transfer into membership in the alumni chapter upon graduation.

Membership in Omicron Delta Kappa, National Leadership Honor Society. ODK was founded in 1914 at Washington and Lee University in Lexington, Virginia. The Creighton Chapter was officially approved in 1988, and joins over 275 established chapters in colleges and universities across the country. ODK was founded to recognize and encourage superior leadership and scholarship. Creighton's chapter sponsors a variety of programs each year designed to meet those goals. Membership is a mark of highest distinction and honor, and is open to qualified undergraduate juniors, seniors, as well as graduate and professional students.

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

INSTITUTE FOR LATIN AMERICAN CONCERN (ILAC)

An experience in a developing country is increasingly important for those whose call is to service in their own environment. The Institute for Latin American Concern (ILAC) at Creighton University has a twofold purpose:

1. To provide students and professionals the opportunity to understand the problems of developing countries based on firsthand experience in the Dominican Republic.
2. To provide health care and education to people in need in remote areas of the Dominican Republic.

The ILAC program was initiated in 1972 and more than 120 individuals participate in ILAC experiences each year. Students live in the Dominican Republic for four to seven weeks, while health professionals rotate in shifts of two-week periods to monitor the work of the students, and to help deliver health care to the Dominican people.

The participants of the Summer Program live with the Dominican people, and thus have the opportunity to learn firsthand about the culture, customs, and challenges of a developing country. ILAC provides a unique opportunity to dental, medical, nursing, pharmacy and undergraduate students to work in health-care teams monitored by professionals who also become part of the team-work experience. Separate programs exist for the Occupational Therapy and Physical Therapy students who are also monitored by professionals and work at various clinics in the Santiago area.

The ILAC Program is accredited by Creighton University and students receive academic credit for successful participation. The cost of participation includes round-trip airfare, living expenses and spending money.

THE ALUMNI ASSOCIATION

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

The administration of alumni activities is handled by the Alumni Relations Office under the supervision of the Director of Alumni Relations, as advised by the National Alumni Board. Among the programs sponsored by the Alumni Relations Office are the annual President’s Alumni Picnic, Reunion Weekends, the Thanksgiving Day Mass and Breakfast, alumni club and chapter events, and reunions for the various schools and colleges. The Alumni Relations Office also works with the Undergraduate Admissions Office to coordinate the Creighton Alumni Partners (CAP) program, in which alumni volunteers participate in the recruitment of prospective students. Additionally, the Alumni Career Network program has been established with the Career Services Office in an effort to provide students with the opportunity to network with alumni for career opportunities.

University representatives are welcome to attend alumni events to which alumni, parents of current and past students, and friends of Creighton University are invited.

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

STUDENT SERVICES

Creighton University has a sincere concern for the well-being of its students. With this in mind, the following services, in addition to those described elsewhere in this *Bulletin* are designed to assist each student to attain fulfillment in the college environment.

COUNSELING AND GUIDANCE

Counseling and Psychological Services

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

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

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

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

SCHOOL OF PHARMACY AND HEALTH PROFESSIONS

SERVICE OFFICES

Office of Academic and Student Affairs

The Office of Academic and Student Affairs in the School of Pharmacy and Health Professions at Creighton University supports the University and School missions through advising and serving the students so that they may develop as caring, ethical, and knowledgeable health care professionals. The Office provides a wide array of services to assist students in achieving their educational goals.

The staff coordinates new student orientations, graduation activities, annual employment fairs, class schedules, academic advising, and honors convocations. They also monitor student immunizations and CPR compliance, work with student organizations to coordinate events, communicate newsworthy information to students via email, complete applications for licensure, register students and process registration changes, maintain the School calendar, monitor academic achievement, post scholarship and employment opportunities, advise students on proper School procedures and guidelines, maintain and enforce School policies and procedures, and update the School's website and the School's issue of the *Creighton University Bulletin*.

Office of Information Technology & Learning Resources

The mission of the Office of Information Technology and Learning Resources (OITLR) is to promote a culture and create an environment that maximizes the integration and utilization of information technology in the workplace and educational settings of the School of Pharmacy and Health Professions and to implement

the elements of the School's strategic plan that relate to information technology. This is accomplished by providing and supporting the computer technology infrastructure; improving faculty, staff and student knowledge of, and comfort with, information technology and pedagogical issues; and introducing innovative technology. Services of the OITLR include hardware and software support and training, School and course web site management, instructor assistance with on-line course design and delivery, and the provision of a computer help desk for students, faculty and staff within the School.

Hardware and Software Support and Training

Hardware support encompasses individual computers located at the School and clinical sites including School provided student laptops, student computer labs, and the School's servers. Software applications and systems on these machines are installed and maintained by OITLR. The OITLR provides training for faculty, staff and students in the effective use of technology in the classroom, distance education and the workplace for a wide array of systems and software.

School Websites

The OITLR manages the official School web sites at <http://spahp.creighton.edu>. Where content creation is needed by faculty and staff, the OITLR will create the appropriate subwebs and authoring permissions, and will integrate appropriate links into the primary sites to produce a meaningful and useful interface for the users. The OITLR will manage overall security of the websites, including restricting user access to portions of the sites where necessary.

Course Websites

Course websites will be created at the request of the instructor. The OITLR takes an active role in the preparation and maintenance of course materials by working with faculty in course development teams. These teams consist of content experts, an instructional designer and may include a graphic artist and copyright librarian. The intent of these teams is to produce the highest quality course materials by combining the talents of content, pedagogy and technical experts.

Help Desk

Support services are provided by the OITLR to all students, faculty and staff within the School. To ensure requests are not overlooked and all requests are prioritized fairly, all requests for assistance must go through the OITLR Help Desk at 402.280.3037, 800.325.2830, or oitlr@creighton.edu. Requests for assistance will primarily be scheduled based on urgency.

Hours of support are Monday - Friday 8:00 a.m. to 4:30 p.m., CDT.

No fees will be charged for services provided in direct support of School courses or for computer help desk expertise. For a current listing of the support and services offered through the Office of Information Technology and Learning Resources, please refer to the OITLR Catalog of Services, which can be obtained in the OITLR office.

OTHER SERVICES

Veterans' Service—is provided by the Registrar's Office. Veterans and others eligible for educational benefits administered by the Veterans Administration are given assistance concerning proper and advantageous use of their benefits and to simplify and expedite transactions with the government. Information and application forms for VA educational benefits are available at the Registrar's Office.

Campus Ministry—Members of the Campus Ministry team are ready at any time to talk over, in a friendly and confidential manner, the plans and problems which any student may wish to bring to them. The chaplain - counselors in the residence halls and the Jesuit counselors of the professional schools, as well as the chaplains at St. John's, are likewise available for helping students. Protestant chaplains are also available for counseling. The Chaplains for the School of Pharmacy and Health Professions are Fr. Donald D. Driscoll, S.J. and Dr. Joan Lanahan. Fr. Driscoll can be reached in his School office (Hixson-Lied 158) or by calling (402) 280-2160. Dr. Lanahan's office is located in 111A Boyne, and her phone number is (402) 280-5210.

Career Search Counseling for Students and Alumni—is provided by the Career Services Center. During the school year, this office arranges over 100 campus visitations by representatives of business, industry and government to interview graduating seniors for full-time positions. Many other employers telephone or mail in job opportunity listings, and request resumes of candidates. There are a variety of other employment services which are provided without charge to students and alumni. Potential employers visit the School of Pharmacy and Health Professions throughout the year to host informational meetings and interview graduating students.

Health Sciences, Multicultural and Community Affairs (HS-MACA) - In the year 2000, the office of Health Sciences, Multicultural and Community Affairs was created with a mission to help Creighton University in the training and development of future leaders for an increasingly multicultural society. HS-MACA provides support and retention services to students by providing diversity awareness to the entire campus community. HS-MACA promotes minority affairs through recruiting and retaining underrepresented students in the Creighton University Health Sciences Schools. HS-MACA also promotes local involvement in multicultural communities, civic functions, and community service organizations. HS-MACA coordinates multicultural activities with other areas of the University and works to enhance cultural awareness of Health Sciences faculty, students and staff. The staff provides health career seminars, recruitment and retention activities to qualified students to ensure their academic and professional development.

STUDENT SUPPORT SERVICES PROGRAM

The Student Support Services Program at Creighton seeks to provide academic, emotional, and financial support for students who meet established Federal and program guidelines. In order to be eligible for program services, students must show need for academic services, and meet one or more of the following criteria: first-generation student status (when neither parent has graduated from a four-year college with a baccalaureate degree); meet income guidelines established by the U.S. Department of Education; or has a disability and needs academic accommodation.

Enrolled program participants receive academic advising, personal and career counseling, tutorial assistance, and assistance in applying for financial aid. A limited number of scholarships are available to program participants based on unmet financial need.

The Student Support Services offices are located in Markoe Hall, west of the Old Gymnasium. Call (402) 280-2749 for more information.

STUDENT HEALTH SERVICES

Mission Statement

Student Health Services promotes holistic health care. We prepare and educate students to advocate for their individual health needs. We do this as a campus health resource, primary care provider group, and an insurance plan sponsor. These services support students in the performance of their academic endeavors. Our Ignatian tradition integrates the physical, mental, spiritual, and emotional aspects of the student's life.

Student Health Services

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

Services Available:

- Allergy Injections
- Physicals
- EKGs
- Immunizations
- Laboratory
- Travel Health Consultation
- Pap Smears
- Radiology
- Health Promotion
- Educational Materials

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

How to obtain Student Health Services

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

Students will be seen in the Student Health Services office located in the Kellom Valley (Shops) Center at 2530 Cuming Street.

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

Who Provides the Services?

Physicians, and nationally-certified physician assistants and nurse practitioners provide services assisted by an auxiliary staff of medical assistants and clerical personnel.

Medical specialty and dental care is provided by referral to physicians and dentists who are faculty members of the Schools of Medicine and Dentistry at Creighton University. Mental health services are provided by referral to Counseling and Psychological Services, the Department of Psychiatry in the School of Medicine, psychiatrists, and/or therapists within the community.

Participating Providers

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

After Hours Care

Urgent care services are available at local urgent care centers. These centers have laboratory and x-ray services and can treat most acute illness and injury. Creighton University Medical Center's Emergency Department is conveniently located adjacent to the Creighton campus. Any after hours care received will be the financial responsibility of the student.

Services Available During the Summer

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

Student Health Services is responsible for maintaining the records that relate to the following University requirements:

University Immunization Requirements

Creighton University policy requires that all students born on or after January 1, 1957 provide documentation of two doses of **Measles, Mumps and Rubella vaccine prior to enrollment**. The first given at 12-15 months of age or later and the second given at 4-6 years of age or later, and at least one month after the first dose. History of disease is not acceptable.

University Health Insurance Requirements

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

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

*A comprehensive health insurance plan fulfills the following requirements:

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

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

Additional Immunization Requirements for Health Science Students

In addition to the Measles, Mumps, and Rubella requirement, all Health Science students must comply with the following list of requirements. Current CDC standards are used to determine compliance.

- Hepatitis B: documentation of vaccine series and/or a positive antibody titer is required.
- Annual Tuberculosis screening. If you have had a positive PPD in the past, please contact Student Health Services for further instruction.
- Varicella immunity as determined by a positive antibody titer or a series of two doses of vaccine.

- Diphtheria/Tetanus: Documentation of vaccine series, with last dose within past 10 years.
- Polio: Documentation of vaccine series, four doses with either OPV (oral Sabin) or IPV (inactivated Salk).

All of the above services are available at Student Health. If proof is not supplied, the cost of the required immunizations will be added to the student's business office account with the exception of PPDs.

Creighton University Student Health Insurance Plan

As a service to students, the University sponsors a comprehensive health insurance plan. This plan is available at a reasonable group rate and provides year-round coverage, wherever the student may be, as long as the semi-annual premium is paid. This plan provides benefits for laboratory tests, x-rays, and prescriptions. The services of designated sub-specialists and specific services are available in the Preferred Provider Network. Contact Student Health Services for complete details.

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

PROFESSIONAL LIABILITY INSURANCE

Creighton students are covered under a group professional liability insurance policy while they are enrolled in a training program within Creighton University, but only for legal liability arising out of the performance of, or failure to perform duties relating to such training program. Therefore, students in the School of Pharmacy and Health Professions are encouraged to obtain their own professional liability insurance policy (sometimes referred to as malpractice insurance) to provide coverage for them if they plan to work part-time in a health care field while completing their professional program of study. Some student organizations within the School, such as CUSOTA, ASP, NCPA, or CUSAPTA, may have information on how to obtain this insurance coverage at reasonable rates.

SCHOOL-WIDE OPPORTUNITIES FOR INVOLVEMENT AND RECOGNITION

While the Occupational Therapy, Physical Therapy and Pharmacy programs of the School offer a wide variety of opportunities for specialized involvement in professionally-related activities and service, the following paragraphs describe organizations and recognitions that are independent of professional or academic affiliation. Please also see the descriptions of the student organizations and scholarship/leadership recognition opportunities that are found in the discipline-specific sections of this *Bulletin*.

Student Organizations

Minority Health Science Student Association (MHSSA) was established in 1999 to build and maintain a supportive community among diverse groups of students, faculty and administration of the Health Sciences Division at Creighton University. It also promotes the needs and interests of students representing different ethnic and cultural groups in the Schools of Pharmacy and Health, Nursing, Medicine, and Dentistry.

Pharmacy and Health Professions Student Government (PHPSG) coordinates the activities of all recognized student organizations of the School. The PHPSG officers elected by the School of Pharmacy and Health Professions student body include the President, three Vice Presidents representing the disciplines of Occupational Therapy, Physical Therapy and Pharmacy, a Secretary and a Treasurer. All class presidents and elected representatives of all recognized student organizations of the School are on the PHPSG Board. This organization is the body which petitions the Creighton Students Union (CSU) for funds to support professional and social activities run by the various School-based student organizations and classes.

Student Empowerment Network (SEN) was established as an official University student organization in 1999. This campus-wide group was initiated in the School of Pharmacy and Health Professions to focus on important disability issues and advocate for students with disabilities. The mission of the SEN is to empower each member with the knowledge and political savvy to promote positive change for individuals with disabilities, to increase understanding of disability issues among the Creighton University community, and to offer emotional support to those with disabilities or who are concerned with disability issues. The SEN reflects the Catholic and Jesuit traditions of the University by fostering an integrated vision of the world, which is achieved by addressing the right of disabled students to receive an education equal to that of their non-disabled colleagues. The President of the SEN is a member of the School's Special Needs and Assistance Committee.

Vietnamese Student Organization was established in 1999 to promote networking opportunities among Vietnamese students and those interested in supporting this student population. Through this organization, students are encouraged to interact and assist each other on campus and in the community, celebrate the Vietnamese culture while promoting cultural diversity throughout the campus, and embrace the values and mission of the School and University.

Faculty Awards

Teaching Excellence Award is presented to the School faculty member who has demonstrated the highest quality of teaching as exemplified by professional competence, communication and evaluation skills, and effective interpersonal interaction.

Scholarly Achievement Award is presented to the School faculty member who has exhibited the highest achievement in scholarly activity based on publications, grantsmanship and scholarly presentations.

Service Award is presented to a School faculty member in recognition of outstanding service to the community and University.

ADMISSION POLICIES AND PROCEDURES

(Specific Requirements Are Found in Pharmacy, Occupational Therapy, and Physical Therapy Sections)

It is the admission policy of Creighton University to accept qualified students within the limits of its resources and facilities. See also the University's Nondiscrimination Policy on page 16.

SELECTION

Fulfillment of specific requirements does not insure admission to the School of Pharmacy and Health Professions. The appropriate Admission Committee will select those whom they judge to be the best qualified for the study and practice of pharmacy, occupational therapy, or physical therapy. In evaluating the applicants, consideration will be given to all of the qualities considered to be necessary in the pharmacist, occupational therapist, or physical therapist. Intellectual curiosity, leadership, emotional maturity, honesty, proper motivation, proven scholastic ability, and excellent written and verbal communication skills are of the utmost importance.

STUDENT POLICY APPLYING TO NONDISCRIMINATION ON THE BASIS OF DISABILITY

It shall be the policy of the Creighton University School of Pharmacy and Health Professions to ensure that no qualified person shall, solely by reason of disability, be denied access to, participation in, or benefits of, any program or activity operated by Creighton University. Given appropriate notice, each qualified person shall receive reasonable accommodations to ensure equal access to educational opportunities, programs and activities in the most integrated setting possible. All applications to the School of Pharmacy and Health Professions will be managed so as to comply with the Federal standards set forth in the Americans with Disabilities Act of 1990.

Federal law prohibits Creighton University from making inquiries regarding disability or handicap prior to admission. Information regarding disability, voluntarily given or inadvertently received, will not affect any admissions decision. However, if a student requires special services because of a disability, upon acceptance he or she is given the opportunity to declare the disability and request accommodations. The accepted student may also directly contact the Assistant/Associate Dean for Academic Affairs of the School or the Creighton University Office of Services for Students with Disabilities. This voluntary self-identification allows Creighton University to prepare for the effective delivery of all programs, activities, and services to students with disabilities. If provided, this information will be kept in strict confidence.

GUARANTEED ADMISSION POLICY FOR CREIGHTON UNDERGRADUATE STUDENTS

The School of Pharmacy and Health Professions offers preferential admission to qualified students completing preprofessional course work at Creighton University. Please refer to the specific Creighton University Student Admission policies described for each degree program.

ENROLLMENT RESERVATION DEPOSIT

A \$400 enrollment reservation deposit is required for each prospective U.S. student and a \$2,500 reservation deposit for each prospective international student within thirty days following the date of the letter initially informing the student of acceptance for admission by the Admission Committee. The deposit will be credited toward the first semester's tuition. The deposit is forfeited if the accepted student fails to register. One-half (\$200) of the U.S. prospective student deposit is refundable if written request for withdrawal is received before May 1.

ADMISSION OF TRANSFER STUDENTS

Students who have studied pharmacy, occupational therapy, or physical therapy in other fully accredited schools may be admitted with advanced standing. To qualify for a Creighton degree, transfer students must, at a minimum, complete the last two years of their program at Creighton. Individualized programs of study are constructed for advanced standing students by the Assistant/Associate Dean for Academic Affairs.

Applicants for admission with advanced standing must present a letter of honorable dismissal from the dean of the school they have previously attended, together with his/her statement that they are eligible to return to that school, and his/her designation of the class to which it is permissible for them to return. At the time of graduation, transfer students must have completed equivalent course content and demonstrate the professional competence required by the appropriate Creighton University program.

ADMISSION OF VETERANS

Courses in all Schools and Colleges of the University are approved for veterans' education and training. Veterans Service is provided by the Registrar's Office. Veterans and others eligible for educational benefits administered by the Veterans Administration are given assistance to assure proper and advantageous use of their benefits, and to simplify and expedite transactions with the government.

ADMISSION OF INTERNATIONAL STUDENTS

Creighton University is authorized under Federal law to enroll nonimmigrant alien students.

Previous Study in the United States

International students are advised that the Creighton University School of Pharmacy and Health Professions prefers to admit students who have taken at least a portion of the prerequisite courses at an accredited institution in the United States. Those currently living in the United States are encouraged to complete appropriate preprofessional and/or supporting course work in the United States.

Admission Credentials

The School of Pharmacy and Health Professions welcomes applications from international students. In order to receive full consideration all international applicants must begin the application process at least nine months prior to the desired term of entry. Certified transcripts bearing seals and original signatures must be sent directly to the School of Pharmacy and Health Professions. Photocopies are not acceptable. Creighton requires a course-by-course evaluation from an organization experienced in the evaluation process. Three commonly used evaluation services are:

- * AACRO; (202) 296-3359, www.aacro.org.
- * Educational Credential Evaluations, Inc., (414) 289-3400, www.ece.org.
- * World Educational Service, (800) 937-3895, www.wes.org.

International students whose first language is not English must present a TOEFL score of at least 213 on the computerized and at least 550 on the written test. Applicants should enter the Creighton University School of Pharmacy and Health Professions TOEFL Code number 6126 on their answer sheets when they sit for the

examination and/or when completing a TOEFL Score Report Request Form. To arrange to take the TOEFL, please visit the following website www.web1.toefl.org. If you have any questions about application as an international student, please contact Creighton's Office of Admission at (800) 325-2830, ext. 1. For questions about Visa status please contact International Programs at (402) 280-2221 or www.creighton.edu/IntlPrograms/students.htm.

Post Professional Doctor of Pharmacy

Graduates of international schools or colleges of pharmacy who wish to apply to the Nontraditional Doctor of Pharmacy must submit:

- * Official FPGEE (Foreign Pharmacy Graduate Equivalency Examination)
- * TOEFL (Test of English as a Foreign Language)
- * Official international transcripts for all studies
- * An official evaluation for all international studies.

Transitional Doctor of Physical Therapy

The Transitional Doctor of Physical Therapy program accepts students who hold a current U.S. physical therapy license or its equivalent. International students requiring information should contact the School's Office of Admission at (402) 280-2662, or <http://spahp.creighton.edu>.

Post Professional Doctor of Occupational Therapy

The Post Professional Doctor of Occupational Therapy program applicants must possess an entry-level degree in occupational therapy from an educational institution recognized by the World Federation of Occupational Therapy (WFOT). International students requiring more information should contact the School's Office of Admission at (402) 280-2662 or <http://spahp.creighton.edu>.

Degree Candidate Status

If an applicant's credentials indicate satisfactory preparation for admission, acceptance may be granted. International students may be admitted only as regular full-time students and are not eligible for special student status. The School of Pharmacy and Health Professions rarely admits students who are not seeking to obtain a degree from Creighton University.

Financial Aid

We regret that student financial assistance is rarely available for students who are not citizens or permanent residents of the United States or its possessions.

Certificate of Eligibility (I-20)

Before any certificate of eligibility (i.e., Form I-20) may be issued, the candidate must have deposited with the University a specified sum, after having been accepted for admission as a regular full-time student. For the 2003-2004 school year, the required deposit is \$2,500. A similar deposit may be required annually in advance of each school year for which the student wishes to register, assuming he or she is eligible to continue enrollment in the University. Canadian students are not required to meet this special deposit requirement. The deposit may be waived, or the amount of deposit required may be adjusted if the applicant submits acceptable evidence of ability to meet the financial demands of his/her education. Students from foreign countries should be advised that immigration rules do not normally permit students to be employed while residing in this country.

Illness or accidents requiring medical services and hospitalization can cost many thousands of dollars. Creighton University requires all registered students who are not permanent U.S. residents or U.S. citizens to carry the health and accident insurance plan offered on a group basis to Creighton students. The annual premium for 2003-2004 will be about \$1,180 or \$1,600 (See Tuition and Fees page 115) for a single student. The insurance covers expenses arising from both accident and sickness, whether sustained at the University or elsewhere, during the entire policy term. The policy has few limitations, but these should be noted carefully. Creighton has set this requirement in line with the majority of other universities in the United States to relieve parents or students of the financial strain that normally accompanies unanticipated medical expenses.

If a student is sponsored by any agency that provides its students with health and accident insurance, Creighton insurance may not be required. Evidence of this coverage must be submitted to Student Health Service in order to qualify for a Creighton insurance waiver (See University Health Insurance Requirements, page 28).



PHARMACY PROGRAM

THE PROFESSION

The pharmacist is the drug expert on the health care team who has the ability to solve health-related problems of individuals and the community as they relate to the selection, use, delivery, and distribution of pharmaceuticals. The pharmacist, utilizing knowledge of disease states, therapeutics, and the pharmaceutical and biomedical sciences, will assist in the management of the patient's therapy by gathering information from the patient record, the patient, other health professionals and other resources; selecting and implementing a therapeutic drug regimen; monitoring the outcome of that regimen; and providing drug information and education to patients and health professionals. Collectively, these responsibilities form the foundation of the professional mandate to pharmacists to provide pharmaceutical care. The pharmacist is also responsible for storing, protecting, compounding, and dispensing medication in its various dosage forms.

Pharmacists have more career opportunities available to them today than ever before. Many are staff pharmacists, own a private community practice, or are managers in hospitals. Other pharmacists elect to teach at colleges and schools of pharmacy across the country. The pharmaceutical industry also provides opportunities in research, sales, information management, marketing, regulatory control, product development, quality control and production. Numerous employment opportunities also exist in governmental agencies.

Pharmacists' professional responsibility to improve the quality of life of patients through the proactive development, implementation and monitoring of therapeutic care plans, demands education at the doctoral level. Creighton University instituted a Doctor of Pharmacy degree program in 1976 and offered it exclusively to entering students beginning in 1994. Doctor of Pharmacy (Pharm.D.) graduates who have accumulated a sufficient number of internship hours are eligible to sit for the North American Pharmacist Licensure Examination (NAPLEX). Successful completion of the NAPLEX is required for licensure in most states.

As a result of pharmacy's emerging and pivotal role in optimizing patient care outcomes, many pharmacists who were educated at the baccalaureate level are now seeking advanced educational opportunities in order to position themselves to meet future professional demands. Nontraditional methods of providing doctoral education to distance learners are being actively developed at many schools and colleges of pharmacy around the country. Creighton University's nontraditional Doctor of Pharmacy pathway was instituted in 1994, and is currently preparing about 150 practicing pharmacists to take full advantage of all the profession will have to offer in the twenty-first century.

Creighton University has continued to show its leadership in pharmacy education by establishing the first web-based pathway to earn the Doctor of Pharmacy degree in 2001. This innovative pathway covers the same material as the traditional campus-based pathway, but allows students to take didactic classes over the Internet from wherever they live. In addition, students may be assigned to mentors in each course who will assist, guide and encourage them. Students are required to come to campus for a short time each summer semester to complete laboratory courses in an accelerated fashion. Clerkships are completed in the same manner as done with campus-based students.

MISSION STATEMENT

The mission of the pharmacy program is to prepare competent, compassionate pharmacists who provide pharmaceutical care based upon sound scientific knowledge, well-developed clinical skills, critical thinking capabilities, active learning, moral reasoning, communication skills, and a desire for lifelong improvement. Creighton pharmacy graduates possess integrity, and the confidence and capacity to work collaboratively with and for others, and will be proactive and progressive leaders in the profession of pharmacy.

The faculty, with the support of the staff and administration, provide comprehensive and innovative instruction and experience in both the classroom and practice settings. In addition, the School ensures that the educational outcomes are met by a systematic assessment process. The School further fulfills the mission by participating in scholarship, advancing practice, and providing service to the profession, the University, the School, and the community.

Please Note: The following *Bulletin* sections apply to students in the entry-level Doctor of Pharmacy for both the campus-based and web-based pathways. Students pursuing the Pharm.D. degree through the nontraditional track should refer to the section entitled **Nontraditional Doctor of Pharmacy Pathway** for specific program information and requirements.

ADMISSION FOR ENTRY-LEVEL WEB-BASED AND CAMPUS-BASED PATHWAYS

Students enter the program in the fall semester. The preferred deadline for pharmacy applications is March 1; however, applicants are encouraged to apply in the fall prior to the desired term of entry.

All applicants will be required to apply using a centralized application service, PharmCAS. PharmCAS will collect and process applications to pharmacy colleges and schools that participate in this service. Applicants who apply through PharmCAS will submit a completed web-based application comprised of biographical data, post-secondary institutions attended, academic course history, work experience, extracurricular activities, personal statement, and official transcripts from all accredited



institutions attended. More information is available on the PharmCAS website at www.pharmcas.com. PharmCAS charges \$125 to apply to one school and an incremental fee for each additional pharmacy school selected. A supplemental application form sent directly to Creighton University will be required as well. The application fee for the supplemental application is \$60. The supplemental application is available online at spahp.creighton.edu.

All applicants, with the exception of Creighton undergraduates, will be required to submit scores from the PCAT (Pharmacy College Admission Test). The PCAT may be taken each October, January, and March. Students are advised to complete at least one semester of Organic Chemistry before taking the exam based on the exam content. Contact PCAT at (800) 622-3231 or www.pcat.info to register for the exam.

Successful completion of prerequisite courses does not guarantee admission to the program. 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.

GUARANTEED ADMISSION POLICY FOR CREIGHTON UNDERGRADUATE STUDENTS

Creighton undergraduate students meeting the following criteria will be granted admission to the Doctor of Pharmacy program.

Each student must:

1. Be enrolled and complete all pre-pharmacy requirements at Creighton University prior to entry into the program. Courses taken for college credit (e.g., Advanced Placement) prior to high school graduation will not result in ineligibility.
2. Complete a minimum of 15 semester hours each semester.
3. Have achieved a minimum overall quality point average (QPA) of 3.5 at the end of the semester in which the student applies.
4. Take biology and organic chemistry concurrently during the same semester.
5. Submit a completed application to the School of Pharmacy and Health Professions Admission Office by **November 15** of the academic year prior to enrollment in the professional program.

Students unable to meet one or more of the above criteria are encouraged to apply for admission through the normal admission procedure.

PREPROFESSIONAL COMPONENT

The 63 hours of prerequisites for entry into the pharmacy program are outlined below.

	Sem. Hrs.
Biology—two semesters with lab	8
General Chemistry—two semesters with lab	8
Organic Chemistry—two semesters with lab	8
English—including one semester of Composition	6
Speech	3
Calculus	3
Theology*	6
Psychology	3
Economics	3
Electives**	<u>15-21</u>
TOTAL	63

* Creighton University pre-pharmacy students are required to take six hours of Theology. Transfer students have this requirement waived and would instead take six additional credit hours of electives.

** Nine semester hours of the elective hours must be taken in areas of general education (e.g., courses in the humanities, or behavioral or social science areas of knowledge).

All science prerequisite classes must be at a level such that the courses would be acceptable to advance towards a bachelor degree in that discipline (e.g., organic chemistry for the health sciences).

LAPTOP PROGRAM

As of August of 2000 all entering full-time pharmacy students will be issued a personal notebook computer. The expense for the notebook computer will be incorporated into the normal tuition for the pharmacy school curriculum and the laptop is replaced after two years of active service.

Pharmacy education and pharmacy practice in the 21st century will critically depend on graduates who have mastery of information technology. All health care professionals depend more and more on the timely delivery and use of many types of networked information resources. Pharmacists already rely extensively on information systems for the provision of pharmaceutical care to patients. Access to the Internet for personal education and professional practice is no longer an option for Creighton's future pharmacy graduates. The Internet commerce generation is ahead for all of us and we intend to insure that our graduates are well prepared to capitalize on the rich opportunities that lie ahead for education, research and professional practice using advanced information technologies.

Our faculty has made a commitment to incorporate the use of notebook computers into their classroom lectures, tests, presentations, laboratory experiences, and pharmacy clerkships. To this end, an Office of Information Technology and Learning Resources has been established within the School and support staff added to insure that all students receive the onsite help they may require to successfully use their notebook computers in all of their studies. Furthermore, specific health sciences classrooms have been or will be remodeled to accommodate the routine use of notebook computers in classroom lectures, presentations and small group activities.

TUITION AND FEES

See Tuition and Fees Section in this *Bulletin*. Special fees may be required for purchase of professional resource materials, professional memberships, liability insurance, and licensure.

FINANCIAL AID

See Financial Aid Section in this *Bulletin*.

INTERNSHIP

Most states require some practical experience before candidates are allowed to take the examination for licensure. This practical experience, known as internship, may be a combination of part-time and summer employment, School-directed experience, and post-graduate work. The amount of internship required, and the credit given for School-directed experience, varies from state to state. Creighton University pharmacy students are required to apply for and subsequently obtain a Nebraska internship registration upon matriculation. Students must be registered as interns with the State of Nebraska before they can engage in early experiential education activities, be placed on clerkship, or accumulate internship hours. A fee is assessed by the State of Nebraska for issuing the internship registration. Students in the web-based pathway must also obtain and maintain an internship permit in their state or country of residence.

In addition to a valid Nebraska internship registration, students placed on clerkship in states other than Nebraska may also be required to hold a valid internship permit in those states.

The School grants each Pharm.D. graduate 200 hours of practical experience for each five week clerkship completed. State Boards of Pharmacy may accept all or part of these total experiential hours in partial fulfillment of the requirements for licensure.

LICENSURE

In order to qualify for practice in the United States, pharmacy graduates must successfully pass the licensure examinations and complete the practical experience hours required by the state in which licensure is sought.

PLACEMENT

Program graduates will be assisted by the University Placement Office. Job opportunities are plentiful. Many prospective employers conduct interviews at the School. The School hosts an annual Employment Fair that is well attended by potential employers, and effectively assists graduates with job placement.

PHARMACY STUDENT ORGANIZATIONS

Academy of Students of Pharmacy: A student chapter of the American Pharmaceutical Association, now called the Academy of Students of Pharmacy (ASP), was established at Creighton in 1955. This organization replaced the Creighton University Student American Pharmaceutical Association, which included all pharmacy students in its membership. The purpose of ASP is to advance the scholastic and social interests of pharmacy students, and to promote University and School loyalty. Many worthwhile events and projects are sponsored by ASP during the school year.

Alpha Alpha Chapter of Rho Chi, the national pharmacy honor society, was established at Creighton University in 1941. Charters and chapters of this organization are granted only to schools or colleges that are members in good standing of the American Association of Colleges of Pharmacy. Eligibility for membership in the Society is based on high scholarship and leadership. All candidates selected for membership must have completed the first professional year, and must be approved by the Dean of the School of Pharmacy and Health Professions.

The Kappa Psi Pharmaceutical Fraternity was founded at the Russell Military Academy in New Haven, Connecticut in 1879. Creighton's Beta Nu Chapter was revitalized in 1977 after having been inactive since World War II and continues to be very active locally, regionally and nationally. Membership is open to all students, both male and female. This group sponsors many professional and social activities throughout the year.

National Community Pharmacists Association: The Creighton University student chapter of the NCPA (formerly NARD) was established in 1993. All students enrolled in the pharmacy program are eligible for NCPA membership. The mission of the organization is to promote professionalism among pharmacy students, provide exposure to unique and innovative community/retail practice environments, and promote an awareness of political and legislative issues which impact pharmacy. Membership in NCPA offers the opportunity to engage in public service, hone leadership skills, and develop the attitudes necessary for life-long personal and professional growth.

Phi Delta Chi is a professional pharmacy fraternity which was founded at the University of Michigan in 1883. Phi Chapter at Creighton University was reactivated in 1991. Membership is open to all pharmacy students, both male and female. The fraternity emphasizes professional and educational functions balanced with social activities.

Phi Lambda Sigma is a national pharmacy leadership society dedicated to the encouragement, recognition, and promotion of leadership in the field of pharmacy. Creighton's Alpha Mu chapter was established in 1991. Pharmacy students, faculty, administrators, alumni, and staff who have demonstrated dedicated service and leadership in the advancement of pharmacy, and who are of high moral and ethical character, are eligible for membership. The advancement of pharmacy in schools, colleges and society is ensured through education, community service programs, and participation in pharmacy-related activities.

RECOGNITION OF SCHOLARSHIP, LEADERSHIP, AND SERVICE

Student Scholarships

The Creighton University School of Pharmacy and Health Professions administers endowed scholarships and scholarships derived from gifts and donations administratively and/or through the Pharmacy Awards Committee. In January of each year, students are invited to apply for selected scholarships. Selected awards are announced at the spring School Honors Convocation. Students are informed of miscellaneous scholarships through the School's newsletter and may consult with the School's Administrator for Finance and Administration regarding any such scholarships.

The following endowed scholarships are given annually to students through the Pharmacy Awards Committee or the University Financial Aid Office:

Luke Coniglio and James Geisler Endowed Scholarship awarded to an outstanding pharmacy student.

Dr. and Mrs. John F. Connolly Endowed Scholarship awarded to a pharmacy student with high academic standing and financial need.

Curt Barr Scholarship is presented to a pharmacy student who has demonstrated academic excellence, leadership, service and is interested in advancing pharmaceutical care in community pharmacy.

Dr. Ann Langley Czerwinski Endowed Scholarship is presented to a pharmacy student who exhibits professional potential, scholarship, and has financial need.

David and Fay Feldman Endowed Scholarship awarded to an outstanding student who can demonstrate financial need.

Alexander J. and Martha H. Forst Endowed Scholarship awarded to a third or fourth year pharmacy student who has demonstrated academic excellence and the need for financial aid.

The Jane A. Ghiglieri Memorial Scholarship is awarded to a senior pharmacy student who has demonstrated academic excellence, outstanding leadership abilities, and service to the School and community.

Claude O. Hendricks Endowed Scholarship is presented to a pharmacy student who exhibits professionalism, scholarship and has financial need.

The Hoffmann-LaRoche Foundation Gifted Minority Scholarship is presented to an entering ethnic minority pharmacy student who has demonstrated scholarship, leadership abilities, and financial need. This award may be renewed each year as funds are available.

Kmart Scholarship is awarded to an outstanding pharmacy student employed in a community pharmacy.

Sebastian C. Pirruccello Scholarship is presented to a second-year pharmacy student who has demonstrated scholarship, leadership, service and has financial need.

Leonard and Madeline Powers Endowed Scholarship is presented to a pharmacy student who exhibits professional potential, scholarship and has financial need.

Brett G. Sherman Awards are presented to one male and one female third year student who embody the spirit of Brett G. Sherman in their academic excellence and service to the class.

John and Lydia Stohs Scholarship Award, presented to a student in the School of Pharmacy and Health Professions who has demonstrated high academic achievement and need.

Sidney J. Stohs Endowed Scholarship Award, presented to a student in the School of Pharmacy and Health Professions who has demonstrated high academic achievement and need.

Other scholarships are given to students based on availability of funds through university and non-university sources.

Membership in National Societies

Membership in Phi Lambda Sigma, national pharmacy leadership society, awarded on the basis of dedicated service and leadership in the advancement of pharmacy.

Membership in Rho Chi, national pharmacy honor society, based on high attainment in scholarship, character and leadership.

Faculty Awards

Dr. Pete Ellerbeck Award, sponsored by the Creighton University chapter of Kappa Psi Pharmaceutical Fraternity, is presented to an outstanding pharmacy faculty member as voted on by all pharmacy students who have completed at least one year of the professional program. The award is based on professionalism, teaching ability, furthering the profession of pharmacy, professional publications, School spirit and dedication.

Rho Chi Pharmacy Teaching Award is presented to the pharmacy faculty member voted as the most outstanding teacher by currently active student members of Alpha Alpha Chapter of Rho Chi National Pharmacy Honor Society.

Phi Lambda Sigma Faculty Leadership Award is presented by the Creighton University Chapter of Phi Lambda Sigma Pharmacy Leadership Society to a faculty member who demonstrates outstanding leadership on a local, regional and/or national level, and who serves as a role model for students and peers.

DOCTOR OF PHARMACY DEGREE

Ability-based Outcomes

The Doctor of Pharmacy (Pharm.D.) degree is earned by those who have had the classroom and experiential education necessary to prepare them for broad-based general clinical practice. The following professionally specific and general ability-based outcomes have been endorsed by the pharmacy faculty for all Creighton University Doctor of Pharmacy graduates.

Professional Outcomes

- 1. Patient Assessment** - The student shall contribute to the database of information about the patient by: a) performing a medication history, review of systems and physical assessment; b) recommending and interpreting laboratory tests; c) assessing medical, psychosocial, behavioral, and economic status; and d) identifying potential drug-related problems.
- 2. Pharmaceutical Care Plan Development** - The student shall develop pharmaceutical care plans that maximize the patient's response to drug therapy and prevent or resolve a drug-related problem(s) in order to ensure positive outcome(s). The student shall appropriately document the implementation of and outcomes related to the care plan. The pharmaceutical care plan shall include medical devices, as needed, and educational information (e.g., nutrition, lifestyle, etc.) intended to promote general health and prevent or minimize disease progression.
- 3. Drug Therapy Evaluation** - The student shall assess and monitor the patient's drug therapy, including a consideration of the chemical, pharmaceutical, pharmacokinetic, and pharmacological characteristics of the administered medications.
- 4. Pharmacotherapy Decision-Making** - The student shall make pharmacotherapy decisions and support those decisions based on knowledge of biomedical, pharmaceutical, administrative, and clinical sciences. The student shall recommend patient use of prescription and nonprescription medications, as well as nondrug therapy.
- 5. Medication Preparation, Distribution, and Administration** - The student shall compound and/or dispense drug products consistent with patient needs and in harmony with the law. The student shall demonstrate the ability to accurately interpret the prescription, select the appropriate dosage form, route and method of administration, and appropriately package and label the product. The student shall demonstrate the ability to administer medications, when appropriate.
- 6. Systems Management** - The student shall use and evaluate acquisition, inventory control and distribution systems, while documenting and maintaining quality. The student shall plan, organize, direct and control pharmaceutical care systems and human, material, and financial resources, utilizing management theories and information technology.

General Education Outcomes

- 7. Communication Skills** - The student shall read, write, speak, listen and use multimedia to communicate effectively. The student shall counsel and educate patients, as well as communicate with other health care professionals.
- 8. Critical Thinking** - The student shall acquire, comprehend, apply, analyze, synthesize, and evaluate information. The student shall integrate these abilities to identify, resolve, and prevent problems and make appropriate decisions. The student shall understand the research process.

9. **Professional Ethics and Responsibility** - The student shall represent the profession in an ethical manner. The student shall identify, analyze and resolve ethical problems.
10. **Social Interaction, Citizenship, Leadership, Professionalism** - The student shall demonstrate appropriate interpersonal behaviors. The student shall provide service to the profession, as well as the community. The student shall be proactive in collaborating with other health care professionals.
11. **Life-long Learning** - The student shall continuously strive to expand his or her knowledge to maintain professional competence.
12. **Information Management** - The student shall apply technology to pharmacy practice and science. The student shall demonstrate the ability to interpret and evaluate data for the purpose of assessing the suitability, accuracy, and reliability of information from reference sources.

Communication Skill Requirement

Ability to speak and write grammatically correct English is imperative. This is essential to ensure academic progress and to enable the student to communicate clearly with patients and other health care professionals. All entry-level campus-based and entry-level web-based students are required to undergo a communication assessment during the new student orientation period. Remediation is mandatory if communication deficiencies are identified during the initial communication assessment conducted by pharmacy faculty and later confirmed by a second communication assessment conducted by Creighton University Intensive English Language Institute (IELI) faculty. Individual student remediation programs will be developed by the Assistant/Associate Dean for Academic Affairs as recommended by the IELI.

Any student who completes a mandatory English language remediation program will undergo a follow-up assessment through the Intensive English Language Institute to determine if deficiencies still exist. Those students identified by this process as deficient in oral and/or written English communication skills must continue remediation through Intensive English Language Institute, or agencies to which they are referred by Intensive English Language Institute. In addition, students identified by Intensive English Language Institute as deficient in oral communication skills must score a minimum of 45 on the Test of Spoken English (TSE)* or they will not be allowed to register the spring semester of their P3 year for clinical clerkships.

*Administered by the Educational Testing Service (ETS) through the Test of English as a Foreign Language (TOEFL) program.

REQUIREMENTS FOR GRADUATION

In order to satisfy the requirements for graduation, the entry-level Doctor of Pharmacy student must successfully complete:

- all requirements for admission, including a minimum of 63 pre-professional semester hours;
- all required courses in the entry-level Pharm.D. curriculum;
- all required elective courses

In order to satisfy the requirements for graduation, the post professional nontraditional Doctor of Pharmacy student must successfully complete all required courses in the Nontraditional Pharm.D. curriculum.

A cumulative grade-point average of not less than 2.0 is required for graduation, based on all work attempted while enrolled in the pharmacy program.

A candidate for a degree must be determined by the faculty to be of good moral character and fit for the practice of the profession, must have paid all indebtedness to the University, and must be present at the ceremonies where the degree is conferred (unless excused under University rules).

In an effort to comply with accreditation and ongoing programmatic quality assurance, completion of all course evaluations and senior assessments is required in order for the student to be assigned a course grade and/or graduate.

PROFESSIONAL CURRICULUM—

ENTRY-LEVEL CAMPUS-BASED PATHWAY

The campus-based pathway to the Doctor of Pharmacy degree requires nine semesters of professional course work (thirteen semesters including the two years of pre-pharmacy courses). Students are required to attend clerkship rotations during the summer prior to the last year of the program. **A full semester of tuition is charged for the summer clerkship experience.**

Normally, one-half of the class will take Ethics in the Health Care Professions in the Fall semester of the third professional year, and the other half will take Drug Information Systems and Literature Evaluation. In the spring semester, students will take the course they did not take in the fall.

DOCTOR OF PHARMACY CURRICULUM

Entry-level Campus-based

First Professional Year

<i>Fall Semester</i>	<i>Sem. Hrs.</i>	<i>Spring Semester</i>	<i>Sem. Hrs.</i>
PHA 304 Anatomy	2	BMS 404 Physiology	4
BMS 301 Biochemistry	4	PTG 105 Introduction to Disease	3
PHA 313 Pharmacy Calculations	2	PHA 325 Dosage Forms & Drug Delivery Systems	2
PHA 315 Physical Pharmacy	3	PHA 444 Biostatistics & Research Design	3
PHA 316 Health Care Systems	3	PHA 442 Pharmacy Practice Management	3
PHA 320 Communication Skills	2	PHA 402 Early Practice Experience I	1
PHA 329 Introduction to Drug Information and Pharmaceutical Care	1	Electives	2
	17		18

Second Professional Year

<i>Fall Semester</i>	<i>Sem. Hrs.</i>	<i>Spring Semester</i>	<i>Sem. Hrs.</i>
PHR 241 Pharmacology I	5	PHR 242 Pharmacology II	5
MIC 541 Microbiology	4	PHA 443 Basic Pharmacokinetics	2
PHA 337 Chemical Basis of Drug Action I	3	PHA 447 Chemical Basis of Drug Action II	2
PHA 334 Parenteral Drug Products	3	PHA 324 Nonprescription Therapeutics	5
Electives	3	PHA 326 Patient Assessment	2
	18	PHA 412 Early Practice Experience II	1
		Electives	1
			18

Third Professional Year			
<i>Fall Semester</i>	<i>Sem. Hrs.</i>	<i>Spring Semester</i>	<i>Sem. Hrs.</i>
PHA 450 Pharmacotherapeutics I	7	PHA 460 Pharmacotherapeutics II	7
PHA 454 Pharmacy Practice Law	3	PHA 464 Clinical Pharmacokinetics	2
PHA 456 Ethics in the Health Care Professions	3	PHA 456 Ethics in the Health Care Professions	3
OR		OR	
PHA 458 Drug Information Systems and Literature Evaluation	3	PHA 458 Drug Information Systems & Literature Evaluation	3
PHA 459 Immunopharmacology	2	PHA 466 Dispensing and Pharmaceutical Care	3
Electives	3	PHA 422 Early Practice Experience III	2
	18	Electives	1
			18
Fourth Professional Year			
<i>Summer Semester</i>	<i>Sem. Hrs.</i>	<i>Fall Semester</i>	<i>Sem. Hrs.</i>
Clerkships (2)	10	Clerkships (3)	15
Spring Semester			
<i>Spring Semester</i>	<i>Sem. Hrs.</i>		
Clerkship (3)	15		

ELECTIVES

A total of ten (10) elective semester hours are required of all entry-level pharmacy students.

- Five (5) semester hours of elective semester hours are required, regardless of pre-pharmacy academic history. These five elective hours must be taken at an accredited, four-year school, college or university while enrolled in Creighton's Doctor of Pharmacy program.

- Five (5) semester hours of unrestrictive electives are required of all students. These unrestrictive hours may be taken while enrolled in Creighton's Doctor of Pharmacy program, but credit hours earned in pre-professional coursework that are above and beyond those hours required for matriculation may also count against this requirement. If pre-professional coursework is used to satisfy the requirement, a grade of "C" or better must have been earned. Unrestrictive electives can be completed at any post-secondary institution of higher learning.

- Electives do not need to be taken in the exact sequence as shown in the Doctor of Pharmacy curriculum.

CLERKSHIP REQUIREMENTS

In the last three semesters of the program, five credits are given for each five week clerkship experience. Five clerkships are required:

- PHA 510 Community Pharmacy Practice Clerkship
- PHA 511 Inpatient Hospital Pharmacy Practice Clerkship
- PHA 512 Adult Acute Pharmaceutical Care Clerkship
- PHA 515 Drug Information Clerkship
- PHA 516 Ambulatory Care Clerkship

The remaining three (3) clerkships are elective but must be selected so as to provide a variety of professional experiences. Students are encouraged to enroll in clerkships that will expose them to direct patient contact and clinical service, distributive functions, and nontraditional practices. The experiential year has been designed to graduate a generalist practitioner who is highly qualified to enter practice or pursue advanced study in the clinical, administrative, or basic pharmaceutical sciences. The elective clerkships available to Pharm.D. students currently include:

- PHA 520 Elective Community Pharmacy Practice Clerkship
- PHA 521 Elective Community Pharmacy Management Clerkship
- PHA 523 Elective Long Term Care Clerkship
- PHA 524 Elective Ambulatory Care Clerkship
- PHA 526 Elective Ambulatory Home Care Clerkship
- PHA 528 Elective Third World Cultures and Health Care (ILAC)
- PHA 529 Elective International Clerkship
- PHA 533 Elective Pharmacy Organization Management Clerkship
- PHA 535 Elective Academic Clerkship
- PHA 536 Elective Pharmacoeconomics Clerkship
- PHA 540 Elective Inpatient Hospital Pharmacy Practice Clerkship
- PHA 541 Elective Hospital Pharmacy Management Clerkship
- PHA 542 Elective Drug Information Clerkship
- PHA 543 Elective Poison Center Clerkship
- PHA 544 Elective Drug Utilization Review Clerkship
- PHA 545 Elective Nuclear Medicine Clerkship
- PHA 546 Elective Veterinary Pharmaceuticals Clerkship
- PHA 550 Elective Industrial Pharmacy Clerkship
- PHA 551 Elective Clinical Research Clerkship
- PHA 560 Elective Adult Acute Pharmaceutical Care Clerkship I
- PHA 561 Elective Adult Acute Pharmaceutical Care Clerkship II
- PHA 562 Elective Clinical Pharmacokinetics Clerkship
- PHA 563 Elective Infectious Disease Clerkship I
- PHA 564 Elective Infectious Disease Clerkship II
- PHA 565 Elective AIDS Clerkship
- PHA 566 Elective Oncology-Hematology Clerkship I
- PHA 567 Elective Oncology-Hematology Clerkship II
- PHA 568 Elective Critical Care/Surgery Clerkship
- PHA 569 Elective Cardiology Clerkship
- PHA 570 Elective Psychiatry Clerkship I
- PHA 571 Elective Psychiatry Clerkship II
- PHA 572 Elective Pediatrics Clerkship
- PHA 573 Elective Clinical Nutrition Support Clerkship

PROFESSIONAL CURRICULUM ENTRY-LEVEL

WEB-BASED PATHWAY

The web-based pathway for the Doctor of Pharmacy degree requires eleven semesters of professional course work (fifteen semesters including the two years of pre-pharmacy courses). The courses covered in this pathway are the same as in the campus-based pathway; however, some courses normally taken during the Fall or spring semesters during the first three years of the campus-based pathway are taken during the summer in the web-based pathway. In particular, students are required to be on campus for an estimated two weeks each summer to take the laboratory courses in a condensed manner. As with the campus-based pathway, students are required to attend clerkship rotations during the summer prior to the last year of the program. The tuition for the web-based pathway is assessed somewhat differently from the campus-based pathway because of the additional summer semesters, however, it is expected that the overall tuition and fees will be nearly identical for the total entry-level program, regardless of the pathway.

DOCTOR OF PHARMACY CURRICULUM

Entry Level Web-based

First Professional Year

<i>Summer</i>	<i>Sem. Hrs</i>	<i>Spring Semester</i>	<i>Sem. Hrs</i>
*Orientation and Technology Training	0	BMS 404 Physiology	4
		PTG 105 Introduction to Disease	3
		PHA 325 Dosage Forms and Drug	
		Delivery Systems	2
<i>Fall Semester</i>	<i>Sem. Hrs</i>	PHA 329 Introduction to Drug Information	
PHA 304 Anatomy	2	and Pharmaceutical Care	1
BMS 301 Biochemistry	4	PHA 444 Biostatistics & Research Design	3
PHA 313 Pharmacy Calculations	2	PHA 442 Pharmacy Practice Management	3
PHA 315 Physical Pharmacy	3		3
PHA 316 Health Care Systems	3		16
	14		

Second Professional Year

<i>Summer Semester</i>	<i>Sem. Hrs</i>	<i>Fall Semester</i>	<i>Sem. Hrs</i>
PHA 443 Basic Pharmacokinetics	2	MIC 541 Microbiology	4
*PHA 320 Communication Skills	2	PHR 241 Pharmacology I	5
*PHA 334 Parenteral Drug Products	3	PHA 337 Chemical Basis of Drug Action I	3
*PHA 402 Early Practice Experience I	1	Electives	3
Electives	4		15
	12		
<i>Spring Semester</i>	<i>Sem. Hrs</i>		
PHR 242 Pharmacology II	5		
PHA 447 Chemical Basis of Drug Action II	2		
PHA 324 Nonprescription Therapeutics	5		
	12		

Third Professional Year

<i>Summer Semester</i>	<i>Sem. Hrs</i>	<i>Fall Semester</i>	<i>Sem. Hrs</i>
*PHA 326 Patient Assessment	2	PHA 450 Pharmacotherapeutics I	7
PHA 454 Pharmacy Practice Law	3	PHA 459 Immunopharmacology	2
*PHA 412 Early Practice Experience II	1	PHA 458 Drug Information Systems and Literature Evaluation	3
Electives	<u>3</u>	OR	
	9	PHA 456 Ethics in the Health Care Professions	<u>3</u>
			12
<i>Spring Semester</i>	<i>Sem. Hrs</i>		
PHA 460 Pharmacotherapeutics II	7		
PHA 464 Clinical Pharmacokinetics	2		
PHA 456 Ethics in the Healthcare Professions	3		
OR			
PHA 458 Drug Information Systems and Literature Evaluation	3		
PHA 422 Early Practice Experience III	2		
*PHA 466 Dispensing and Pharmaceutical Care	<u>3</u>		
	17		

Fourth Professional Year

<i>Summer Semester</i>	<i>Sem. Hrs</i>	<i>Fall Semester</i>	<i>Sem. Hrs</i>
Clerkships (2)	10	Clerkships (3)	15
<i>Spring Semester</i>	<i>Sem. Hrs</i>		
Clerkships (3)	15		

* *Lab component of course on Creighton University campus during a summer semester.*

Normally, one-half of the class will take Ethics in the Health Care Professions in the fall semester of the third professional year, and the other half will take Drug Information Systems and Literature Evaluation. In the spring semester, students will take the course they did not take in the fall.

ELECTIVES

A total of ten (10) elective semester hours are required of all entry-level pharmacy students.

- Five (5) semester hours of elective semester hours are required, regardless of pre-pharmacy academic history. These five elective hours must be taken at an accredited, four-year school, college or university while enrolled in Creighton's Doctor of Pharmacy program.

- Five (5) semester hours of unrestrictive electives are required of all students. These unrestrictive hours may be taken while enrolled in Creighton's Doctor of Pharmacy program, but credit hours earned in pre-professional coursework that are above and beyond those hours required for matriculation may also count against this requirement. If pre-professional coursework is used to satisfy the requirement, a grade of "C" or better must have been earned. Unrestrictive electives can be completed at any post-secondary institution of higher learning.

- Electives do not need to be taken in the exact sequence as shown in the Doctor of Pharmacy curriculum.

CLERKSHIP REQUIREMENTS

In the last three semesters of the program, five credits are given for each five week clerkship experience. Five clerkships are required:

- PHA 510 Community Pharmacy Practice Clerkship
- PHA 511 Inpatient Hospital Pharmacy Practice Clerkship
- PHA 512 Adult Acute Pharmaceutical Care Clerkship
- PHA 515 Drug Information Clerkship
- PHA 516 Ambulatory Care Clerkship

The remaining three (3) clerkships are elective but must be selected so as to provide a variety of professional experiences. Students are encouraged to enroll in clerkships that will expose them to direct patient contact and clinical service, distributive functions, and nontraditional practices. The experiential year has been designed to graduate a generalist practitioner who is highly qualified to enter practice or pursue advanced study in the clinical, administrative, or basic pharmaceutical sciences.

The elective rotations available to Pharm.D. students currently include:

- PHA 520 Elective Community Pharmacy Practice Clerkship
- PHA 521 Elective Community Pharmacy Management Clerkship
- PHA 523 Elective Long Term Care Clerkship
- PHA 524 Elective Ambulatory Care Clerkship
- PHA 526 Elective Ambulatory Home Care Clerkship
- PHA 528 Elective Third World Cultures and Health Care (ILAC)
- PHA 529 Elective International Clerkship
- PHA 533 Elective Pharmacy Organization Management Clerkship
- PHA 535 Elective Academic Clerkship
- PHA 536 Elective Pharmacoeconomics Clerkship
- PHA 540 Elective Inpatient Hospital Pharmacy Practice Clerkship
- PHA 541 Elective Hospital Pharmacy Management Clerkship
- PHA 542 Elective Drug Information Clerkship
- PHA 543 Elective Poison Center Clerkship
- PHA 544 Elective Drug Utilization Review Clerkship
- PHA 545 Elective Nuclear Medicine Clerkship
- PHA 546 Elective Veterinary Pharmaceuticals Clerkship
- PHA 550 Elective Industrial Pharmacy Clerkship
- PHA 551 Elective Clinical Research Clerkship
- PHA 560 Elective Adult Acute Pharmaceutical Care Clerkship I
- PHA 561 Elective Adult Acute Pharmaceutical Care Clerkship II
- PHA 562 Elective Clinical Pharmacokinetics Clerkship
- PHA 563 Elective Infectious Disease Clerkship I
- PHA 564 Elective Infectious Disease Clerkship II
- PHA 565 Elective AIDS Clerkship
- PHA 566 Elective Oncology-Hematology Clerkship I
- PHA 567 Elective Oncology-Hematology Clerkship II
- PHA 568 Elective Critical Care/Surgery Clerkship
- PHA 569 Elective Cardiology Clerkship
- PHA 570 Elective Psychiatry Clerkship I
- PHA 571 Elective Psychiatry Clerkship II
- PHA 572 Elective Pediatrics Clerkship
- PHA 573 Elective Clinical Nutrition Support Clerkship

ABOUT ELECTIVES/TRANSIENT STUDY

The unrestricted electives required of enrolled pharmacy students may be taken at any four year accredited college or university. Prior approval of the elective course by the Assistant/Associate Dean for Academic Affairs is required. A syllabus may need to be submitted to the Assistant/Associate Dean for Academic Affairs for review and approval. The advisor's recommendation will be an important part of the decision whether to allow the course to count against the requirements for graduation.

All elective courses must be taken for a grade unless the instructor has elected to use the Satisfactory/Unsatisfactory grading system. The Pass/No Pass option is not allowed for courses that will be applied toward the degree. As D grades do not transfer, elective courses taken for a letter grade at other institutions must be completed with a grade of C or better. Students should be advised that, while they will receive academic credit for the electives taken at institutions outside of Creighton University, the grades earned in these elective courses will NOT be calculated into their pharmacy grade point average. Credit transfers, but grades do not. If electives are taken at a school or college outside of Creighton an official transcript which documents the grade earned in the elective course must be submitted to the Assistant/Associate Dean for Academic Affairs. An elective course cannot be considered to have been successfully completed until an official transcript is in the student's file.

In order for a course to count against the elective course requirements for graduation, the student must NOT have taken a similar course that covered the same content, during their pre-professional studies (i.e., they should not take astronomy if they have taken a similar astronomy course in their pre-professional studies).

If a student wishes to apply for transient study, the form entitled "Application for Transient Study" must be completed and approved before registering for the course.

The student must obtain his/her adviser's signature or email confirmation before submitting the form to the Office of Academic and Student Affairs for approval.

POST PROFESSIONAL CURRICULUMS

CAMPUS-BASED POST PROFESSIONAL PHARM.D. PATHWAY

A campus-based post professional Doctor of Pharmacy degree pathway is available for individuals who already hold a B.S. in Pharmacy degree from an accredited U.S. school or college of pharmacy. Please contact the School of Pharmacy and Health Professions Admission Office for further information on this program option; (800) 325-2830.

DISTANCE NONTRADITIONAL DOCTOR OF PHARMACY PATHWAY

The nontraditional Doctor of Pharmacy pathway was developed to meet the professional needs of baccalaureate degree pharmacists wishing to acquire advanced clinical skills and earn the terminal practice degree in pharmacy. The pathway uses distance learning modalities which offer adult learners flexibility in completing course requirements, and which minimally disrupt their personal and professional lives. Earning the Doctor of Pharmacy degree through the nontraditional track requires successful completion of 58 credit hours of didactic and clinical course work. Students must complete all 33 hours of didactic course work prior to commencing clinical clerkships. Participants can complete the entire program in as few as three years, or can extend the time of completion to not more than eight years. Students are encouraged to make steady progress toward the Doctor of Pharmacy degree by enrolling in at least one course each enrollment period, but are not considered inactive until they fail to register in any course for three consecutive enrollment periods. Participants may elect to take clerkships in the Omaha metropolitan area, but are not required to do so. The program outcomes and graduate competencies are identical to those of the entry-level Doctor of Pharmacy pathway. Participants are required to be computer-literate, and be familiar with word processing, database, spreadsheet and web software.

Applicants to the nontraditional Doctor of Pharmacy pathway must either hold an earned baccalaureate degree in pharmacy from an ACPE accredited program, or meet one of the two criteria options listed in the "Requirements for International Students" section found on pages 32-34 of this *Bulletin*. Application forms are available electronically at <http://spahp.creighton.edu> or by contacting the School's Admission Office at (402) 280-2662 or (800) 325-2830.

CAMPUS-BASED POST PROFESSIONAL PHARM.D. PATHWAY FOR FOREIGN PHARMACY GRADUATES

The campus-based post professional Doctor of Pharmacy degree pathway for the Foreign Pharmacy Graduate is patterned after the distance nontraditional post professional Doctor of Pharmacy pathway for practicing U.S. pharmacists who currently hold a B.S. in Pharmacy degree and want the opportunity to earn a Doctor of Pharmacy degree (Pharm.D.). Foreign pharmacy graduates who want to earn the Pharm.D. degree must possess the B.S. in Pharmacy degree and achieve a satisfactory score on the Foreign Pharmacy Graduate Equivalency Exam (FPGEE) and the Test of English as a Foreign Language (TOEFL) prior to enrollment. The foreign pharmacy graduate will take all courses required of the student in the Distance Nontraditional Post-Professional Doctor of Pharmacy Program and three additional didactic courses needed to prepare the foreign graduate to practice in the U.S. These courses include: health care systems, dispensing, and pharmacy law. Of the six clerkship courses to be taken during the program, one must be a Community Pharmacy Practice Clerkship and the other an Inpatient Pharmacy Practice Clerkship. Communication and accent reduction courses (English as a second language courses) will be required for those students deficient in oral and/or written communication skills. Any student identified as deficient by the Creighton University Intensive Language Institute will be required to score a minimum of 45 on the Test of Spoken English (TSE) prior to registering for clinical clerkship courses. Please contact the School of Pharmacy and Health Professions Admission Office for further information on this program option; (800) 325-2830.

*POST PROFESSIONAL
DOCTOR OF PHARMACY CURRICULUM
Nontraditional*

Required Didactic Courses		Required Clerkships	
NDP 314 Home Medical Equipment	1	PHA 512 Adult Acute Pharmaceutical Care Clerkship	5
PHA 326 Patient Assessment	3	PHA 515 Drug Information Clerkship	5
NDP 334 Parenteral Drug Products	2	PHA 516 Ambulatory Care Clerkship	5
PHA 444 Biostatistics and Research Design	3	Elective Clerkships**	
PHA 456 Ethics in the Health Care Professions	3	Two elective clerkships of the student's choice	10
PHA 458 Drug Information Systems and Literature Evaluation	3		
PHA 459 Immunopharmacology	2		
PHA 464 Clinical Pharmacokinetics	2		
NDP 450 Pharmacotherapeutics I*	4		
NDP 451 Pharmacotherapeutics II*	3		
NDP 460 Pharmacotherapeutics III*	3		
NDP 461 Pharmacotherapeutics IV*	4		

* Nontraditional courses in Pharmacotherapeutics (NDP 450, 451, 460 and 461) are equivalent in content to the Pharmacotherapeutics courses offered in the entry-level, campus-based Doctor of Pharmacy program (PHA 450 and 460). All four nontraditional courses incorporate case studies in their content.

** The elective clerkships available to nontraditional Doctor of Pharmacy students include all elective clerkships available in the entry-level Doctor of Pharmacy pathways with the exception of:

- PHA 520 Elective Community Pharmacy Practice Clerkship
- PHA 540 Elective Inpatient Hospital Pharmacy Practice Clerkship
- PHA 528 Elective Third World Cultures and Health Care (ILAC)
- PHA 529 Elective International Clerkship

The above four elective clerkships can only be taken by a nontraditional Doctor of Pharmacy student with special permission from the Program Director.

COURSE DESCRIPTIONS

KEY TO SYMBOLS

The standard course description includes a variety of symbols or abbreviations indicating essential information. The following is a sample course description with the individual symbols explained in the order in which they appear in that description.

PHA 444 Biostatistics and Research Design (3)

This course is an introduction to statistics and research design. The course covers basic statistical concepts, techniques, notations and computations including descriptive and inferential statistics with an emphasis on statistical methods, computerized data analysis and data assessments most commonly associated with pharmaceutical and medical research. Basic descriptive and inferential statistical processes and procedures are presented as well as topics on the development of research protocols, survey research, clinical drug investigations, and grant development. P: PHA 329.

PHA/NDP Department (subject or discipline) abbreviation. Standard three-letter symbols are used throughout the University to identify the subject fields.

444 Course Number

Biostatistics and Research Design—Course Title

(3) Credit value of the course in terms of number of semester hours of credit.

P Prerequisite: the preliminary requirements that must be met before the course can be taken by a Doctor of Pharmacy student.

CO Corequisite: a requirement, usually another course, that must be completed in the same term.

DC, IC DC, department consent, and IC, instructor consent, signify that a student must have the permission of the department or instructor in addition to or in lieu of other course prerequisites.

NOTE: Not all of the foregoing information may be noted in any individual course.

FOUNDATION COURSES

The following courses are required in the entry-level (campus- and web-based) Doctor of Pharmacy program. They are offered by the Creighton School of Medicine.

BMS 301 Biochemistry (4)

An introductory course designed for students in the School of Pharmacy and Health Professions. In addition to topics concerning structure, function and metabolism of important biomolecules, biologically active peptides, detoxification and molecular biology will be surveyed.

MIC 541 Microbiology (4)

This is a team-taught professional course that coordinates the efforts of applied and clinical faculty in the areas of medical microbiology and infectious diseases. The course provides a unique approach to the understanding of human diseases, and includes didactic lectures and laboratory explanations on microbial structure, molecular biology, bacterial physiology, virology, mycology, parasitology, immunobiology, and bacterial pathogenesis. The diagnosis, treatment, and management of infectious diseases are included in this course presentation. P: BMS 301, BIO 211/CHM 100 or CHM 151.

PHR 241 Pharmacology I (5)

A comprehensive coverage of the major drug groups and their mechanisms. The emphasis is on human pharmacology and the rational basis for therapeutics. Specific drug classes will be discussed with emphasis on mechanism of action, organ systems affected by the drugs, their pharmacokinetics, therapeutic indications, untoward effects, contraindications and drug-drug interactions. P: BMS 301; BMS 404; CO: MIC 541.

PHR 242 Pharmacology II (5)

Continuation of PHR 241. P: PHR 241.

BMS 404 Physiology (4)

A course focused on the principles of operation of the human physiological system. Emphasis on major concepts of systemic physiology, basic operations of functions during steady-states and response reactions, culminating in the ability to draw appropriate conclusions about functional states. **P: BIO 211; CHM 207 or equivalent.**

PTG 105 Introduction to Disease (3)

Fundamental vocabulary and concepts of disease to include their causes, lesions, and mechanisms are studied. After providing the student with fundamental vocabulary and concepts, as well as a broad analysis of the most common and significant diseases and the process of diagnosis, the diseases are approached by organ system, with a review of the anatomy and physiology involved, epidemiology of each disease state, pathologic and clinical manifestation and diagnostic techniques. **P: PHA 304; CO: BMS 404.**

PHARMACY COURSES (PHA and NDP)

The courses listed below describe the required and elective offerings in the traditional (PHA) and nontraditional (NDP) Doctor of Pharmacy curricula. BMS, PHA or PHR designated prerequisites or corequisites required for enrollment in dual-listed courses apply only to entry-level Doctor of Pharmacy students.

PHA 304 Human Anatomy (2)

Pharmacy students will learn cellular, tissue, organ, and system level anatomical structures, with emphasis on using anatomical knowledge as a foundation for pharmaceutical care.

PHA 305 Basics of Personal Computing (1)

During this two-day intensive course students will learn basic computing technology skills, including but not limited to the basics of Microsoft Word, Powerpoint, Excel, Internet Explorer, Internet use and computer concepts. **Note: Only first-year pharmacy students can enroll in this course.**

PHA 306 Human Embryology (1)

Human embryology integrates anatomy and physiology with a pharmacy clinical focus on processes occurring during conception, pregnancy and development of the fetus.

PHA 310 Survey of Alternative Medicine (2)

This elective class introduces the student to several disciplines frequently termed "alternative medicine" or "nontraditional medicine." Examples of "alternative" disciplines include: Homeopathy, Chiropractic, Hypnotism, Osteopathy, and Acupuncture. Each discipline is presented by a specialist in that discipline.

PHA 311 Alternate Medicine Therapeutics (2)

This is a web-based course designed to develop a fundamental understanding of complementary and alternative medicine (CAM) practices. The basic concepts of efficacy and safety of these practices will be evaluated. Integration of this diverse group of practices into conventional medicine will be considered. Ethical issues relative to CAM therapies will be discussed. Participation by the student will include a variety of stress reduction techniques and visitation to local CAM providers. **Note: A student cannot take this course for credit if they have completed PHA 310 and vice versa.**

PHA 313 Pharmacy Calculations (2)

This course covers the mathematical calculations necessary for extemporaneous compounding of prescriptions and the proper dosing of drugs.

NDP 314 Home Medical Equipment (1)

This course is a survey of the various therapeutic, diagnostic and medical related products and devices marketed for use at home. It includes such topics as home medical equipment, first aid supplies, wound care products, ambulatory aids, ostomy supplies, and respiratory care equipment.

PHA 315 Physical Pharmacy (3)

This course is a study of the quantitative and theoretical concepts that govern drug formulation. The course will provide an understanding of the physicochemical properties of drugs as they relate to their design in dosage forms.

- PHA 316 Health Care Systems (3)**
This course examines the various structural, economic, service delivery, professional, and patient factors influencing contemporary pharmacy practice in a variety of settings.
- PHA 320 Communication Skills (2)**
A course designed to improve communication skills by establishing the framework and demonstrating concepts essential for understanding the communication process. The course will focus on the development of interdisciplinary and patient relationships. A laboratory section will allow small group discussion, role playing, video taping, and computer application demonstrations.
- PHA 324 Nonprescription Therapeutics (NPT) (5)**
A review of the various therapeutic options marketed for use without a prescription. The public/patient places a unique responsibility upon pharmacists for the safe and appropriate use of over-the-counter (OTC) drugs, nutraceuticals and home medical equipment (HME). This course will address and discuss philosophical differences, principles of therapy, regulations, potency issues, and interactions related to OTC and nutraceuticals. This course is also a survey of the various therapeutic, diagnostic and related medical products and devices marketed for use in the home.
CO: PHR 242.
- PHA 325 Dosage Forms and Drug Delivery Systems (2)**
An introduction to different pharmaceutical dosage forms and drug delivery systems. This course will cover solid, liquid, and semisolid dosage forms, aerosols, transdermal, and other novel delivery systems. **P: PHA 315.**
- PHA 326 Patient Assessment (3)**
Patient assessment involves the systematic collection of objective and subjective data. This course will discuss the theoretical and practical aspects of patient assessment including specific aspects of physical assessment, clinical laboratory data, nutrition, culture, and normal growth and development.
- PHA 329 Introduction to Drug Information and Pharmaceutical Care (1)**
This course is an introduction to Drug Information, the model for learning basic references utilized in the area of pharmacy and health care. This course is also an introduction to pharmaceutical care, the basic model for pharmacists to systematically approach problems from their patients and other health care professionals. This course compliments the application of skills that will be acquired in the Communications course and Early Practice Experience sequence.
- PHA 330 Exercise and Sports Pharmacy (1)**
The primary intent of this course is to give students the appropriate training that will enable them to write safe and effective exercise prescriptions for patients with chronic diseases (diabetes, cardiovascular diseases, obesity, etc.) where exercise has been shown to be beneficial according to the specific guidelines of that disease. The course will also provide students information regarding sports pharmacy. The role of the team pharmacist, community pharmacist and certain sports supplements will be discussed. **P: Successful completion of all first year coursework in the Pharm.D. curriculum.**
- PHA 332 Exploring Health Information Technology (3)**
This course provides an introduction to and overview of the latest information technologies used in healthcare, including smartcards, handheld devices, clinical decision support systems, claims processing systems, automation /robotics, and clinical applications of pharmacogenetics/pharmacogenomics. The course also provides a brief overview of HIPAA regulatory information as it relates to health information technology. This course provides a framework for students to define, describe, and compare various devices and software applications that are currently used in healthcare or may be used in the near future.
- PHA 334 Parenteral Drug Products (3)**
Practical experiences in the preparation, handling, quality control, therapeutics, and dispensing of sterile dosage forms including proper aseptic preparation of parenteral and enteral nutrition products, chemotherapeutic agents, biologicals, and specialty solutions. Electronic delivery devices and other related equipment are also covered.
P: PHA 315.

NDP 334 Parenteral Drug Products (2)

Didactic and observational experiences in the preparation, handling, quality control, therapeutics, and dispensing of sterile dosage forms including proper aseptic preparation of parenteral and enteral nutrition products, chemotherapeutic agents, biologicals, and specialty solutions. Electronic delivery devices and other related equipment are also covered.

PHA 337 Chemical Basis of Drug Action I (3)

This course instructs the student on the chemical basis for drug behavior, both in vivo and in vitro. General chemical principles, physicochemical properties, and drug-receptor interactions are used to derive structure-activity relationships for important and commonly encountered classes of drugs. This permits the understanding of pharmacological and biopharmaceutical profiles of currently available drug products, and explains the scientific rationale behind their therapeutic use. Chemically based therapeutic case studies and structurally based therapeutic evaluations are utilized to help students develop a scientific basis for rational therapeutic decision-making. This practice-oriented approach, which emphasizes the relevance of chemistry to contemporary pharmacy practice, gives students the skills necessary to predict biological properties and therapeutic activities of future drug molecules. This course builds upon previously acquired knowledge of biochemistry, pharmaceutics and basic pharmaceutical sciences principles, and complements concepts being addressed in pharmacology, and which will be addressed in therapeutics. **P: BMS 301; CO: PHR 241.**

PHA 375 Introduction to Online Information Retrieval (1)

An in-depth introduction to information retrieval from the major bibliographic health science databases including Medline, Embase, and IPA. The student will develop a proficiency with the mechanics of searching, learn strategies for solving a variety of search problems, and develop an understanding of the strengths and weaknesses of the various databases.

PHA 377 Addiction and Other Substance Abuse (3)

A study of substance abuse and addiction, including etiology, prevention, and treatments. Special emphasis is given to the disease concept, intervention techniques, policies relating to impaired professionals, and the impact of drug use on society.

PHA 379 Veterinary Pharmaceuticals (1)

Discussion of veterinary medications potentially encountered in a community pharmacy setting. Clinical utilization of these agents will be seen on scheduled field trips. There will also be exposure to business management aspects of veterinary pharmaceuticals, as well as discussion of preparation and dispensing of these agents. Additionally, animal-human disease transmission (zoonoses) will be explored. The focus of this course will be on large animal products with an emphasis on equine pharmaceuticals.

PHA 380 Veterinary Therapeutics (2)

Upon completing this course students will have obtained knowledge and skills that can positively impact educational, veterinary and economic outcomes by applying their drug knowledge resources to veterinary situations. This course will provide valuable instruction on the uses and indications of human and veterinary labeled medications used in the treatment of diseases affecting companion and food animals. Common animal disease states affecting small animals, large animals, and food animals will be presented and discussed. Emphasis on the legal and regulatory issues that affect the practice of veterinary pharmacy will be emphasized. Exploration and utilization of text and internet-based veterinary-specific resources will be highlighted. Additionally, current topics in veterinary medicine and veterinary pharmacy will be discussed.

PHA 383 Consultant Pharmacy Practice in Long-Term Care (1)

This course provides the opportunity for students to learn about the evolution of consultant pharmacy practice, practice environments for consultant pharmacists, regulations affecting long-term care, and consultant pharmacist services.

- PHA 384 Current Trends and Controversies in Pharmacy Practice (1)**
This course will highlight current topics that are impacting the practice of pharmacy, such as the use of pharmacy technicians and robotics, price discrimination and pharmacists' prescribing. The investigation of issues and presentation of perspectives to peers will help participants develop leadership skills. **P: Successful completion of all first year coursework in the Pharm.D. curriculum.**
- PHA 385 Issues in Death and Dying (2)**
This course provides the opportunity for students to view death from several different perspectives and to review literature from the fields of psychology, sociology, health sciences and humanities that deals with death and the process of dying.
- PHA 386 High Tech Home Care (2)**
An elective course designed to examine the challenges inherent in the marriage of sophisticated technology and comprehensive home health care. The course examines challenges common to all types of high tech home care delivery including quality of care, working effectively with clients and the home care team, financial considerations, liability and risk management.
- PHA 387 Pediatric Journal Club (1)**
This course is intended to give students experience in 4 areas: pediatrics; literature evaluation; disease management; and a process for ongoing self-education. Emphasis within the course will be on reading selected pediatric journal literature. The student will be expected to participate in group sessions (directly and/or via an Internet based discussion forum) with fellow students and faculty members. Course participants will assess content and validity of assigned readings. Students will also participate in a small group project to develop a journal club presentation on a pediatric topic of their own choosing. **P: PHR 241 Class size is limited to 15 students.**
- PHA 399/499 Directed Independent Research I and II (1-6, 1-6)**
These courses provide students with the opportunity to become involved in a research project under the guidance of a faculty member.
- PHA 402 Early Practice Experience I (1)**
This course integrates previous and concurrent didactic material and professional socialization with a focus on patient care processes. Case simulations will develop students' ability to evaluate data, perform basic patient assessment, understand basic physiologic and pathologic processes, select appropriate dosage forms and discuss principles of pharmacy management.
- PHA 412 Early Practice Experience II (1)**
This course integrates previous and concurrent didactic coursework and professional socialization with a focus on the development of basic practice and pharmaceutical care skills. This laboratory course facilitates the development of pharmaceutical care skills. Observation and discussion at community and hospital pharmacy practice sites will be complemented by reflection during class with peer commentary. **P: PHA 402.**
- PHA 422 Early Practice Experience III (2)**
This course integrates previous and concurrent didactic coursework with professional socialization, pharmaceutical care practice, and experience. Clinical experience in acute, ambulatory, and long-term care settings will allow students an opportunity to apply didactically acquired information in the provision of pharmaceutical care. **P: PHA 412.**
- PHA 425 Introduction to Clinical Nutrition for Pharmacists (2)**
This course reviews the foundation of nutrition with emphasis on the nutritional aspects of carbohydrates, lipids, proteins, vitamins, electrolytes and trace elements. Nutrition for growth and development and nutrition/clinical care of selected disease states will be covered. Institutionalized nutritional therapy in specific disease states such as metabolic stress, liver and gall bladder disease, renal disease and the care of premature neonates will be addressed. The role of the pharmacist as a "nutritionist" and specialist in drug-nutrient interactions, specific OTC nutritional supplements and drugs and food additives will be emphasized. **P: BMS 301, BMS 404, or 1C.**
- PHA 442 Pharmacy Practice Management (3)**
This course introduces students to management techniques applicable to the contemporary practice of pharmacy in community and institutional settings.

- PHA 443 Basic Pharmacokinetics (2)**
Pharmacokinetics is the study of the mathematical timecourse of drug absorption, distribution, metabolism and excretion (ADME) in the body. The biological, physiological, and physicochemical factors which influence the transfer processes of drugs also influence the rate and extent of ADME. In many cases pharmacological action, as well as toxicological action, is related to the plasma concentration of drugs. Through the study of pharmacokinetics, the pharmacist will be able to individualize drug therapy for patients. **P: PHA 313.**
- PHA 444 Biostatistics and Research Design (3)**
This course is an introduction to statistics and research design. The course covers basic statistical concepts, techniques, notations and computations including descriptive and inferential statistics with an emphasis on statistical methods, computerized data analysis and data assessments most commonly associated with pharmaceutical and medical research. Basic descriptive and inferential statistical processes and procedures are presented as well as topics on the development of research protocols, survey research, clinical drug investigations, and grant development. **P: PHA 329.**
- PHA 447 Chemical Basis of Drug Action II (2)**
A continuation of PHA 337. **P: PHA 337; CO: PHR 242.**
- PHA 450 Pharmacotherapeutics I (7)**
This two-semester course provides in-depth instruction into the pharmacotherapeutic management of the major medical diseases. Emphasis is placed on the efficacy, safety, and comparative value of drug therapy in over 150 pathological disease states affecting all major human organ systems. This course provides the foundation of skills the pharmacist needs to provide appropriate pharmaceutical care to patients. The inclusion of case studies in this course allows the student pharmacist to integrate and apply the didactic knowledge in preparation for the experiential portion of the curriculum. **P: PHR 241, 242.**
- NDP 450 Pharmacotherapeutics I (4)**
This course provides in-depth instruction into the pharmacotherapeutic management of the major medical afflictions of humans. Emphasis is placed on the efficacy, safety and comparative value of drug therapy in over 150 pathological disease states affecting all major human organ systems. These courses impart the knowledge the pharmacist needs to provide appropriate pharmaceutical care to patients.
- NDP 451 Pharmacotherapeutics II (3)**
A continuation of NDP 450. **P: NDP 450.**
- PHA 453 Patient Management (2)**
This course allows students the opportunity to assess, manage and monitor patients longitudinally, simulating standard practice. The course begins with a review of basic patient issues, focusing on assessment and communication methods. The remainder (of the course) involves student-driven case discussions. Different medical conditions are highlighted each week. Cases incorporate demographics, practice settings (community, hospital, and possibly home health) as well as socioeconomic issues, thus familiarizing students with the 'holistic' approach to patient care. **P: PHA 450.**
- PHA 454 Pharmacy Practice Law (3)**
This course introduces students to the legal dimensions of pharmacy practice with emphasis on Federal and Nebraska pharmacy statutes and regulations pertaining to pharmacy practice, licensure, controlled substances, drug product selection, and other requirements with which a pharmacy practitioner must comply.
- PHA 455 Diabetes Care (2)**
This elective course develops knowledge, skills, treatment and problem solving techniques used to assist patients in the management of diabetes. Topics include the pathophysiology of Type I and Type II diabetes mellitus, disease progression, complications, and the impact of various therapies, medications, nutrition and exercise on glycemic control in the patient with diabetes. The course will serve to empower the pharmacy student to accept a more responsible role in the care of patients with diabetes. Upon successful completion of all course requirements, the student will receive a Certificate in Diabetes Care. **P: PHA 450.**

- PHA 456 Ethics in the Health Care Professions (3)**
This course prepares students to approach ethical dilemmas objectively with a thorough understanding of professional moral responsibility. This course assists students to: distinguish ethical from other kinds of issues in pharmacy; identify the morally relevant features of a case; identify the options open to a pharmacist faced with a moral problem; provide justification for the best options; consider counter arguments for one's positions; and enhance commitment to promoting the dignity of others.
- PHA 457 Elective Clinical Toxicology (1)**
This course will introduce students to the clinical toxicology of commonly encountered poisons. Emphasis is placed on underlying toxicologic mechanisms, as well as on clinical evaluation and management of poisoned patients. **P: PHR 242.**
- PHA 458 Drug Information Systems and Literature Evaluation (3)**
This course integrates information management principles and the use of reference sources to prepare students to utilize, retrieve, interpret and disseminate information on their clinical clerkships and in practice. The student will learn about advanced information sources, how to evaluate the literature, and how to interpret information appropriate to specific practice situations. **CO: PHA 450.**
- PHA 459 Immunopharmacology (2)**
This course emphasizes recent developments in immunology and pharmacology as they relate to the modulation of the immune response. The information covered includes the pharmacology of lymphokines and cytokines, mechanism of action of immunosuppressive and immunoenhancing agents, and the role of monoclonal antibodies in drug development. **P: PHR 242.**
- PHA 460 Pharmacotherapeutics II (7)**
A continuation of PHA 450. **P: PHR 241, 242.**
- NDP 460 Pharmacotherapeutics III (3)**
A continuation of NDP 451.
- NDP 461 Pharmacotherapeutics IV (4)**
A continuation of NDP 460.
- PHA 463 Practice and Principles of Pain Management (2)**
This course will instruct the pharmacy student on the principles of an etiology-based approach to pain management and the pharmaceutical care options available for the treatment of acute and chronic pain. The course will briefly review previously acquired knowledge including basic pharmacology and the basic anatomy and physiology of nociception. Additionally, the course will emphasize patient assessment and the application of common pain management principles. **P: PHR 242.**
- PHA 464 Clinical Pharmacokinetics (2)**
Application of basic pharmacokinetic principles and patient-specific variables to develop patient-specific drug regimens including the monitoring of side effects and drug toxicities. **P: PHA 443, PHA 450.**
- PHA 466 Dispensing and Pharmaceutical Care (3)**
This course will cover the process of patient and prescription evaluation utilizing problem-solving skills. The foundation for the course is the principle of pharmaceutical care, including evaluation of therapeutic regimens and identification of drug interactions. In addition, students will learn about dosage form preparation and prescription compounding. Critical issues affecting prescription dispensing such as medication errors and problem reporting programs will also be discussed. Emphasis will be placed on problem-solving and patient counseling. **P: PHA 313, PHA 320, PHA 325, PHA 450, PHA 454. CO: PHA 460.**
- PHA 468 Practice Development (2)**
This course provides students the opportunity to progress through the steps used to develop a pharmaceutical care service. Lectures address practical issues related to service development, while lab will provide time to discuss and develop proposals (i.e., business plans). Students will be expected to integrate knowledge and skills from previous didactic offerings with those learned in this course, working in collaboration with peers in order to develop a viable service. **P: P3 stdg.**

- PHA 472 Community Practice Management (3)**
This course expands on management techniques applicable to the contemporary practice of pharmacy in a community setting.
- PHA 473 Practical Literature Evaluation (1)**
Students enrolled in this course will become competent evaluators of the medical literature. At completion, students will feel comfortable and be competent at using and evaluating medical literature, which is essential to practicing evidence-based pharmacy. Students will learn to identify various study designs, evaluate the significance and relevance of scientific findings and communicate their evaluations to other healthcare providers clearly and concisely. **P: P3 Standing.**
- PHA 474 Pharmacy Based Immunization Delivery (1)**
This course shall provide the opportunity for students to become certified in pharmacy based immunization delivery. This course is designed to teach pharmacy students (or practicing pharmacists) about vaccine-preventable diseases, about the many different vaccines available, and about optimal pharmaceutical care (including administering vaccines) for patients relative to immunizations. This course prepares students to provide a needed service to the community and obtain clinical experience in a new pharmaceutical care activity. **P: PHA 334 and CPR certification course.**
- PHA 476 Principles of Toxicology (1)**
This course will provide students an overview of basic, fundamental and mechanistic aspects of toxicology. Emphasis will be given to the mechanism(s) of action of various drug/toxicants, organ specificity, risk assessment and antidotal therapy. **P: BMS 301.**
- PHA 477 Food and Nutritional Toxicology (2)**
Basic principles of food and nutritional toxicology with primary emphasis on food components and interaction of drugs, nutrients and food toxins will be discussed. The course will cover an overview of antioxidants and free radical metabolism, phytochemicals in health and disease, allergenic and toxic constituents in plant, animal marine and fungal origin, the role of diet and nutrients in mutagenesis and carcinogenesis, and the procedures, laws and regulation of safety assessment of foods including food additives, environmental contaminants, pesticides and antibiotic residues. Regulatory aspects will also be discussed. **P: BMS 301.**
- PHA 484 Compounding Seminar and Practicum (1)**
This is a compounding immersion course offered off campus for students who want practical and hands-on knowledge and training in modern innovative non-sterile compounding.
- PHA 509 Clinical Neuroscience (2)**
Clinical neuroscience integrates neuroanatomy and physiology with a pharmacy clinical focus on common diseases and conditions that affect nervous system function and behavior. **P: BMS 404, PHR 242.**
- PHA 510 Community Pharmacy Practice Clerkship (5)**
A clinical experience in an approved community pharmacy emphasizing development of students' ability to communicate with patients and prescribers in the course of providing medications for individual use, as well as contemporary medication and disease monitoring and management services. **P: Successful completion of all didactic coursework in the Pharm.D. curriculum.**
- PHA 511 Inpatient Hospital Pharmacy Practice Clerkship (5)**
A clinical experience in an approved hospital pharmacy which provides experience in the provision of pharmaceutical care in an acute inpatient setting. Particular emphasis is placed on the preparation, distribution and control of medications, medication and disease monitoring, and the development of students' ability to communicate with other health care professionals. **P: Successful completion of all didactic coursework in the Pharm.D. curriculum.**
- PHA 512 Adult Acute Pharmaceutical Care Clerkship (5)**
A clinical experience intended to provide students an opportunity to apply didactically acquired information in the provision of pharmaceutical care to adult patients in an acute care environment. **P: Successful completion of all didactic coursework in the Pharm.D. curriculum.**

- PHA 515 Drug Information Clerkship (5)**
This clerkship experience permits the student to serve as a primary provider of drug information. Emphasis is placed on how to properly receive requests for information, conduct a systematic literature search, and assimilate the information obtained into an appropriate response. The student develops a working knowledge of information resources, as well as the ability to critically evaluate those resources. The clerkship also provides experience in evaluation of drugs for formulary inclusion, newsletter publication and familiarization with Pharmacy and Therapeutics Committee activities. **P: Successful completion of all didactic coursework in the Pharm.D. curriculum.**
- PHA 516 Ambulatory Care Clerkship (5)**
A clinical experience during which the Pharm.D. student provides pharmaceutical care in an ambulatory setting. Emphasis within the clerkship is placed on how to appropriately identify, resolve, and prevent drug-related problems, as well as effectively communicate with patients and health care professionals. **P: Successful completion of all didactic coursework in the Pharm.D. curriculum.**
- PHA 520 Elective Community Pharmacy Practice Clerkship (5)**
An experience similar to that described for PHA 510. **P: Successful completion of all didactic coursework in the Pharm.D. curriculum.**
- PHA 521 Elective Community Pharmacy Management Clerkship (5)**
This clerkship provides experience in an innovative community pharmacy practice specializing in prescription and non-prescription medications with emphasis on successful practice management. **P: Successful completion of all didactic coursework in the Pharm.D. curriculum.**
- PHA 523 Elective Long Term Care Clerkship (5)**
The Long-Term Care Clerkship is an experience in which the student will have the opportunity to develop clinical skills and competence in the provision of pharmaceutical care to residents of long-term care, assisted living, and other care facilities. The student will receive exposure to all of the functions and responsibilities of the consultant pharmacy practitioner in these facilities. **P: Successful completion of all didactic coursework in the Pharm.D. curriculum.**
- PHA 524 Elective Ambulatory Care Clerkship (5)**
An experience similar to that described for PHA 516. **P: Successful completion of all didactic coursework in the Pharm.D. curriculum.**
- PHA 526 Elective Ambulatory Home Care Clerkship (5)**
This clerkship experience takes place in an ambulatory home health care setting. The student will become familiar with the pharmacist's responsibilities in preparation of home parenteral products. The student will participate in several of the home care facility's activities including home visit assessments with the nurses, inventory and quality control of products and patient discharge consultations. The student will also be exposed to pumps and other parenteral devices needed in home care. **P: Successful completion of all didactic coursework in the Pharm.D. curriculum.**
- PHA 528 Elective Third World Cultures and Health Care (ILAC) (5)**
A clinical clerkship in the study and practice of interdisciplinary assessment, planning, implementation, and evaluation of health care delivery in the Institute for Latin American Concern (ILAC) Program. Major focus is on the team approach to the solution of episodic health care problems. This unique experience affords the student the opportunity to actively participate in the triage of health care problems, health assessment, collaboration and diagnosis, explanation of treatment, and education in a developing country. **P: Successful completion of all didactic coursework in the Pharm.D. curriculum.**
- PHA 529 Elective International Clerkship (5)**
This elective clerkship provides an opportunity for the study and practice of health care delivery systems in a foreign country. Students actively participate in a variety of settings, gaining an appreciation for the differences in the standard activities and regulations of the profession. **P: Successful completion of all didactic coursework in the Pharm.D. curriculum.**

- PHA 533 Elective Pharmacy Organization Management Clerkship (5)**
This clerkship will provide experiences in national pharmacy association activities and operations, interorganizational affairs, government affairs, health and education policy, institutional research, and related programmatic fields. **P: Successful completion of all didactic coursework in the Pharm.D. curriculum.**
- PHA 535 Elective Academic Clerkship (5)**
This clerkship is designed to enhance the student's awareness of an academic career, develop teaching skills, and experience the responsibilities associated with a career in pharmacy education. **P: Successful completion of all didactic coursework in the Pharm.D. curriculum.**
- PHA 536 Elective Pharmacoeconomics Clerkship (5)**
This elective clerkship will introduce students to the insurance industry. Students will develop an understanding of the contemporary health care system with a specific emphasis on managed care pharmacy and acquire expertise in health services research. **P: Successful completion of all didactic coursework in the Pharm.D. curriculum.**
- PHA 540 Elective Inpatient Hospital Pharmacy Practice Clerkship (5)**
An experience similar to that described for PHA 511. **P: Successful completion of all didactic coursework in the Pharm.D. curriculum.**
- PHA 541 Elective Hospital Pharmacy Management Clerkship (5)**
A clerkship in the managerial, distributive and clinical functions involved in hospital pharmacy practice. **P: Successful completion of all didactic coursework in the Pharm.D. curriculum.**
- PHA 542 Elective Drug Information Clerkship (5)**
An experience similar to that described for PHA 515. **P: Successful completion of all didactic coursework in the Pharm.D. curriculum.**
- PHA 543 Elective Poison Center Clerkship (5)**
This clerkship offers students an opportunity to become familiar with the operation of an AAPCC certified regional poison center. Students develop skills necessary for handling calls at a poison center while enhancing their knowledge of clinical toxicology. In the traditional Doctor of Pharmacy program this clerkship is limited to two students per year. **P: Successful completion of all didactic coursework in the Pharm.D. curriculum.**
- PHA 544 Elective Drug Utilization Review Clerkship (5)**
The student will have the opportunity to develop skills in Drug Utilization Review that may involve pharmacy association work. Experiences will always include DUR processing and evaluation of patient profiles, analysis of utilization criteria, and correspondence with other health care professionals. Experiences may include work with the legislature, work on convention activities, article review for journal submission, or work on a specialty task force. **P: Successful completion of all didactic coursework in the Pharm.D. curriculum.**
- PHA 545 Elective Nuclear Medicine Clerkship (5)**
This clerkship will introduce the student to nuclear pharmacy and its applications to clinical nuclear medicine. The student will be exposed to the fundamentals of radio-pharmaceutical preparation and utilization within a centralized nuclear pharmacy. **P: Successful completion of all didactic coursework in the Pharm.D. curriculum.**
- PHA 546 Elective Veterinary Pharmaceuticals Clerkship (5)**
This clerkship will cover use of veterinary pharmaceuticals used in both small and large animals in a veterinary hospital setting. An understanding of dosing principles and dosage forms available for use in animals will also be covered. **P: Successful completion of all didactic coursework in the Pharm.D. curriculum.**
- PHA 550 Elective Industrial Pharmacy Clerkship (5)**
This clerkship experience allows the student to learn the responsibilities of the industrial pharmacist. The student participates in many of the areas of the drug industry including quality control, manufacturing, and regulatory affairs. **P: Successful completion of all didactic coursework in the Pharm.D. curriculum.**

- PHA 551 Elective Clinical Research Clerkship (5)**
 Research clerkship designed to provide students with experience in research design and development, performance of experiments, data collection and analysis, the peer review process, and animal or human research regulations. It is recommended that students have previously taken Independent Research (PHA 399 or PHA 499). **P: Successful completion of all didactic coursework in the Pharm.D. curriculum.**
- PHA 560/561 Elective Adult Acute Pharmaceutical Care Clerkship I and II (5,5)**
 The student will follow adult patients on a hospital unit, and be involved in patient assessment, patient interviews, drug therapy planning and monitoring. Students will be part of a rounding team with other health care professionals. How and why the pharmacist's contribution as an active member of the health care team is important to the overall patient care plan will be emphasized. **P: Successful completion of all didactic coursework in the Pharm.D. curriculum.**
- PHA 562 Clinical Pharmacokinetics Clerkship (5)**
 A clinical pharmacokinetics experience which will develop the student's ability to apply pharmacokinetics to drug therapy in the patient care setting. The student will acquire basic knowledge in applied pharmacokinetics and laboratory drug analysis necessary to provide consultative assistance to physicians in developing appropriate drug dosage regimens, including exposure to and utilization of computer programs for pharmacokinetic purposes. **P: Successful completion of all didactic coursework in the Pharm.D. curriculum.**
- PHA 563/564 Elective Infectious Disease Clerkship I and II (5,5)**
 The Infectious Disease Clerkship is an elective clerkship which will allow students to develop proficiency in the monitoring and management of patients receiving antimicrobial agents for proven or suspected complicated infectious disease. **P: Successful completion of all didactic coursework in the Pharm.D. curriculum.**
- PHA 565 Elective AIDS Clerkship (5)**
 A clerkship introducing the student to the care and treatment of patients in the various stages of HIV disease. **P: Successful completion of all didactic coursework in the Pharm.D. curriculum.**
- PHA 566/567 Elective Oncology-Hematology Clerkship I and II (5,5)**
 This elective clerkship develops proficiency in the acquisition, preparation, administration and monitoring of antineoplastic agents, palliation of paraneoplastic syndromes, and the critical care management of a neutropenic patient. The student will be introduced to clinical trials in oncology, and to the distributive and administrative functions of an oncology pharmacist. **P: Successful completion of all didactic coursework in the Pharm.D. curriculum.**
- PHA 568 Elective Critical Care/Surgery Clerkship (5)**
 A clinical rotation which stresses competency in the medical management of patients in the critical care and surgery units. **P: Successful completion of all didactic coursework in the Pharm.D. curriculum.**
- PHA 569 Elective Cardiology Clerkship (5)**
 The Cardiology Clerkship will develop the student's ability to make rational decisions concerning cardiovascular agents in the patient care setting. The student will acquire specialized knowledge concerning major cardiovascular disease states, invasive and noninvasive cardiovascular diagnostic techniques and the pharmacology, pharmacokinetics, and clinical use of cardiac drugs. **P: Successful completion of all didactic coursework in the Pharm.D. curriculum.**

PHA 570/571 Elective Psychiatry Clerkship I and II (5,5)

A full-time clerkship experience in psychiatry. The student acts as a member of the mental health care team to which they are assigned and is involved with patient monitoring, decisions regarding drug therapy, patient medication counseling and provision of drug information to team members. Emphasis within the clerkship is focused on teaching the student how to provide pharmaceutical care to the person with a mental illness and communication with patients and the mental health care team. **P: Successful completion of all didactic coursework in the Pharm.D. curriculum.**

PHA 572 Elective Pediatrics Clerkship (5)

Emphasis within the rotation is placed on pathophysiology and management of disease processes seen commonly in pediatric patients. The student acts as a member of the Pediatric Team and is involved in patient monitoring, decisions regarding drug therapy, and provision of drug information to team members. **P: Successful completion of all didactic coursework in the Pharm.D. curriculum.**

PHA 573 Elective Clinical Nutrition Support Clerkship (4)

A clinical rotation with a nutrition support service which provides inpatient parenteral and enteral nutrition therapies. **P: Successful completion of all didactic coursework in the Pharm.D. curriculum.**



FACULTY—Pharmacy Program

PETER ABEL, *Professor of Pharmacy Sciences* (secondary appointment) (1993; 1997).*

B.S., University of Wisconsin-Madison, 1973; Ph.D., West Virginia University, 1978.

NASER Z. ALSHARIF, *Associate Professor of Pharmacy Sciences* (1994; 2000).

B.A., University of Nebraska-Omaha, 1984; Pharm.D., University of Nebraska Medical Center, 1987; M.S., 1988; Ph.D., Creighton University, 1992.

DEBASIS BAGCHI, *Adjunct Research Professor of Pharmacy Sciences* (1992).

B.Sc., Jadavpur University (Calcutta), 1973; M.Sc., 1976; A.M.I.I., Indian Institute of Chemical Engineering (Calcutta), 1979; Ph.D., Indian Institute of Chemical Biology, 1982.

CHARLES C. BARR, *Associate Professor of Pharmacy Practice* (1998).

B.S. Wayne State College, 1970; B.S. Pha. Creighton University, 1974; Pharm.D., University of Nebraska Medical Center, 1981.

L. KIRK BENEDICT, *Dean Emeritus* (1995); *Dean* (1980-1990); *Professor of Pharmacy Sciences* (1980).

B.S., Albany College of Pharmacy, 1961; M.S., Purdue University, 1964; Ph.D., 1967.

A. JAMES BOTHMER, *Assistant Professor of Pharmacy Practice* (secondary appointment) (1991).

B.A., Southwest State University, 1973; M.A., University of Minnesota, 1975.

STEVEN T. BOYD, *Assistant Professor of Pharmacy Practice* (2003).

Pharm.D., University of Nebraska Medical Center, 2000.

JAMES D. BRAMBLE, *Assistant Professor of Pharmacy Sciences* (1997).

B.S. University of Utah, 1991; MPH, University of Oklahoma, 1993; Ph.D., Virginia Commonwealth University, 1998.

ANNE L. BRUCKNER, *Instructor of Pharmacy Practice* (2000).

B.S.Pha., Creighton University, 1981.

TRACY A. CHAPMAN, *Instructor, School of Pharmacy and Health Professions* (2000).

B.S., University of South Carolina, 1985; M.Ed., West Texas A & M University, 1999.

ALAN W. CHOCK, *Assistant Professor of Pharmacy Practice* (2002).

Pharm.D., Creighton University, 2001.

CARLA CHRISTENSEN, *Assistant Professor of Pharmacy Practice* (2003).

Pharm.D., Creighton University, 1994.

KEITH J. CHRISTENSEN, *Assistant Professor of Pharmacy Practice* (2002).

Pharm.D., Creighton University, 1994.

BARTHOLOMEW E. CLARK, *Assistant Professor of Pharmacy Sciences* (2001).

B.S., University of Illinois, Chicago, 1976; B.S.Pha., 1984; M.S., 1991; Ph.D., University of Wisconsin, Madison, 2001.

KELLI L. COOVER, *Assistant Professor of Pharmacy Sciences* (1997).

B.S. University of Nebraska, 1985; Pharm.D., University of Nebraska Medical Center, 1992.



* The year appearing in parentheses after the academic rank and official position indicates the beginning of service at Creighton University. The second date, if given, indicates the year of appointment to present rank.

- JAMES M. CRAMPTON, *Professor Emeritus of Pharmacy Sciences* (1958; 1965).
B.S.Pha., Creighton University, 1950; M.S., University of Florida, 1951; Ph.D., 1953.
- ALEKHA K. DASH, *Professor of Pharmacy Sciences* (1990; 1996; 2003).
B.S., University of Jadavpur (India), 1981; M.S. Pharm., 1983; Ph.D., University of Minnesota, 1990.
- EDWARD M. DESIMONE II, *Professor of Pharmacy Sciences* (1989; 1998)
B.S.Pha., Temple University, 1971; M.S.Pha., 1976; Ph.D., 1977.
- CHRISTOPHER J. DESTACHE, *Associate Professor of Pharmacy Practice* (1984; 1995); *Associate Professor of Pharmacy Sciences* (secondary appointment) (1997).
Pharm.D., Creighton University, 1984.
- REV. DONALD D. DRISCOLL, S.J., *Assistant Professor and Jesuit Chaplain, School of Pharmacy and Health Professions* (1987; 1996); *Lecturer in Theology* (1987)
B.A., St. Louis University, 1958; S.T.B., 1967; M.A., University of Notre Dame, 1968.
- GARY N. ELSASSER, *Associate Professor of Pharmacy Practice* (1981; 1992).
Pharm.D., University of Nebraska Medical Center, 1980.
- DONALD FAGAN, *Assistant Clinical Professor of Pharmacy Practice* (1980).
B.S.Pha., Creighton University, 1973; Pharm.D., 1982.
- MICHELE A. FAULKNER, *Vice Chair, Department of Pharmacy Practice* (2003);
Assistant Professor of Pharmacy Practice (1998).
Pharm.D., Creighton University, 1994.
- BARBARA L. FLYNN, *Assistant Professor of Pharmacy Sciences* (1991).
B.A., Mount Marty College, 1988; Pharm.D., University of Nebraska Medical Center, 1989.
- PAMELA A. FORAL, *Assistant Professor of Pharmacy Practice* (1997).
Pharm.D., University of Nebraska Medical Center, 1993.
- KIMBERLY A. GALT, *Professor of Pharmacy Practice* (1997; 2003). *Co-director, Creighton University Center for Practice Improvement and Outcomes Research* (1997).
B.S. University of Michigan, 1978; Pharm.D., University of Michigan, 1981.
- ROBERT I. GARIS, *Assistant Professor of Pharmacy Sciences* (1999); *Director, Nontraditional Pharm.D. Pathway* (2003).
B.S.Pha., Southwestern Oklahoma State University, 1980; MBA, West Texas A&M University, 1994; Ph.D., University of Oklahoma, 1999.
- ROBERT J. GERRAUGHTY, *Dean Emeritus* (1991); *Professor of Pharmacy Sciences* (1972).
B.S.Pha., Massachusetts College of Pharmacy, 1950; M.S., 1952; Ph.D., University of Connecticut, 1958.
- SALVATORE J. GRECO, *Dean Emeritus* (1992); *Professor Emeritus of Pharmaceutical Sciences* (1956; 1992).
B.S.Pha., Duquesne University, 1942; Ph.D., University of Maryland, 1948.
- AMY M. HADDAD, *Professor of Pharmacy Sciences* (1988; 1996).
B.S.N., Creighton University, 1975; M.S.N., University of Nebraska, 1979; Ph.D., 1988.
- WILLIAM R. HAMILTON, *Vice Chair, Department of Pharmacy Sciences* (2000);
Associate Professor of Pharmacy Sciences (1993).
Pharm.D., University of California at San Francisco, 1972.
- DANIEL E. HILLEMANN, *Professor of Pharmacy Practice* (1981; 1994); *Professor of Medicine* (secondary appointment) (1994).
Pharm.D., Creighton University, 1981.

- RONALD J. HOSPODKA, *Associate Dean for Student Affairs* (2000; 2003); *Associate Professor of Pharmacy Sciences* (1978; 1995); *Associate Professor of Physical Therapy (secondary appointment 2003)*; *Associate Professor of Occupational Therapy (secondary appointment 2003)*.
B.S.Pha., University of Nebraska, 1965; M.S., 1971; M.B.A., 1976.
- JOSEPH R. INECK, *Assistant Professor of Pharmacy Sciences* (2001).
Pharm.D. Idaho State University, 1998.
- GAIL JENSEN, *Associate Dean for Faculty Development and Administration* (2002); *Professor of Pharmacy Practice (secondary appointment 2003)*; *Professor of Physical Therapy and Occupation Therapy* (1993; 2000).
M.A., Stanford University, 1978; Ph.D., 1987.
- RICHARD JIZBA, *Assistant Clinical Professor of Pharmacy Practice* (1991).
M.S., Creighton University, 1983; M.L.S., Indiana University, 1984.
- RHONDA M. JONES, *Associate Professor of Pharmacy Practice* (1992; 1999); *Coordinator, Pharmacy Experiences Programs* (1998).
Pharm.D., Creighton University, 1991.
- KATHLEEN A. KARNIK, *Associate Clinical Professor of Pharmacy Sciences* (1985; 1994); *Chair, Department of Social and Administrative Sciences* (1990-92).
Pharm.D., University of Nebraska Medical Center, 1980.
- KENNETH R. KEEFNER, *Associate Professor of Pharmacy Sciences* (1990).
B.S. Pha., North Dakota State University, 1964; M.S., University of North Dakota, 1969; Ph.D., 1971.
- MANZOOR M. KHAN, *Professor of Pharmacy Sciences* (1990; 1999); *Director, Master of Science in Pharmaceutical Sciences Program* (1999).
B.S., University of Karachi (Pakistan), 1970; M.Sc., 1972; M.S., University of Bridgeport, 1975; Ph.D., University of Arizona Health Sciences Center, 1980.
- ANTHONY E. KINCAID, *Assistant Professor of Pharmacy Sciences (secondary appointment)* (1997).
B.S.P.T., California State University-Long Beach, 1979; M.S., University of Michigan, 1987; Ph.D., 1991.
- F. MICHAEL KLEINE, *Assistant Clinical Professor of Pharmacy Practice* (1980).
B.S.Pha., Creighton University, 1965; M.S.Pha., University of Iowa, 1967.
- JOAN S. LANAHAN, *Assistant Professor and Chaplain, School of Pharmacy and Health Professions* (1998; 2000).
D.Min., McCormick Theological Seminary, 1984.
- THOMAS L. LENZ, *Assistant Professor of Pharmacy Practice* (2001).
B.S., Creighton University, 1992; M.S., University of Nebraska, Omaha, 1995; Pharm. D., Creighton, 1999.
- AIMEE L. LIMPACH, *Assistant Professor of Pharmacy Sciences* (2003).
B.A., University of Nebraska-Lincoln, 1995; B.S., University of Nebraska-Lincoln, 1995; Ph.D., University of Nebraska Medical Center, 2001.
- ELANE LUST, *Instructor of Pharmacy Sciences* (2000).
B.S.Pha., Southwestern Oklahoma State University, 1992.
- MICHAEL C. MAKOID, *Chair, Department of Pharmacy Sciences* (1998); *Professor of Pharmacy Sciences* (1980; 1997).
B.S.Pha., University of Wisconsin, 1968; M.S.Pha., 1972; Ph.D., 1975.
- MARK A. MALESKER, *Associate Professor of Pharmacy Practice* (1990; 1997).
B.S.Pha., Creighton University, 1986; Pharm.D., 1988.

- PATRICK M. MALONE, *Associate Professor of Pharmacy Practice* (1990); *Director of Web-based Pharmacy Pathway* (2000).
B.S. Pha., Union University, 1977; Pharm.D., University of Michigan, 1979.
- STEVEN S. MARTIN, *Assistant Clinical Professor of Pharmacy Sciences* (1994).
B.S., Washburn University, 1979; M.A., University of Nebraska, 1992.
- ROBERT A. MCLEAN, *Professor of Pharmacy Sciences* (2002); *Professor and Director of Health Services Administration* (1999).
B.A., University of Texas at Austin, 1971; M.A., 1973; Ph.D., Cornell University, 1976.
- MICHAEL S. MONAGHAN, *Chair, Department of Pharmacy Practice* (2003); *Associate Professor of Pharmacy Practice* (1996).
Pharm.D., Creighton University, 1989.
- FRANCIS C. MOORE, *Associate Professor of Pharmacy Sciences* (1996).
B.S.Pha., University of Nebraska-Lincoln, 1968; Pharm. D., University of Tennessee Health Sciences, 1973.
- KEVIN G. MOORES, *Associate Professor of Pharmacy Practice* (2001).
Pharm.D., University of Nebraska Medical Center, 1979.
- FRANCES A. NDEMO, *Associate Professor of Pharmacy Sciences* (2002).
B.S.Pharmacy, DeMontfort University, 1976; Pharm.D., University of Minnesota, 1986.
- WILLIAM NOSEK, *Instructor of Pharmacy Sciences* (1993).
B.S.Pha., Creighton University, 1960.
- KELLY K. NYSTROM, *Assistant Professor of Pharmacy Practice* (2000).
Pharm.D., University of Nebraska Medical Center, 1993.
- KAREN O'BRIEN, *Adjunct Instructor of Pharmacy Sciences* (2003).
B.S.Pha., Creighton University, 1977.
- ALABA M. OGUNBADENIYI, *Assistant Professor of Pharmacy Sciences* (2002).
B.Pharmacy, University of Ibadan, 1989; M.S.Pharm., University of Ibadan, 1994; Ph.D., Idaho State University, 2001.
- LINDA K. OHRI, *Associate Professor of Pharmacy Practice* (1988; 2001).
B.S.Pha., University of Nebraska, 1974; Pharm.D., University of Michigan, 1977.
- CATHERINE A. OPERE, *Assistant Professor of Pharmacy Sciences* (2001; 2003).
B.S.Pha., University of Nairobi, Kenya, 1983; M.B.A., Creighton University, 1992; Ph.D., 1997.
- VICTOR A. PADRON, *Associate Professor of Pharmacy Sciences* (1991).
B.S.Pha., University of Nebraska, 1968; M.S., 1973; Ph.D., UNMC, 1978.
- PAUL L. PRICE, *Assistant Professor of Pharmacy Practice* (2000).
Pharm.D., Creighton University, 1992.
- REV. JAMES J. QUINN, S.J., *Associate Professor of Philosophy* (1953); *Director of Humanities for the Health Sciences* (1974).
B.A., St. Louis University, 1944; Ph.L., 1944; A.M., 1945; S.T.L., 1951; Ph.D., Pontifical Gregorian University (Rome), 1971.
- DORRAINE R. REYNOLDS, *Assistant Professor of Pharmacy Sciences* (2001); *Director of Outpatient Pharmacies* (2001).
Pharm.D., University of Nebraska Medical School, 1990.
- VICTORIA F. ROCHE, *Associate Dean for Administration* (1992; 2000; 2003); *Professor of Pharmacy Sciences* (1982; 1995); *Professor of Physical Therapy (secondary appointment 2003)*; *Professor of Occupational Therapy (secondary appointment 2003)*.
B.S., Nebraska Wesleyan University, 1973; M.S., University of Nebraska College of Pharmacy, 1976; Ph.D., University of Nebraska Medical Center, 1981.

- ANN M. RYAN-HADDAD, *Associate Professor of Pharmacy Sciences* (1990; 2003).
Pharm. D., University of Nebraska Medical Center, 1988.
- LINDA S. SCHEIRTON, *Associate Dean for Academic Affairs* (1998, 2003); *Associate Professor, Pharmacy Sciences* (secondary appointment 2003); *Associate Clinical Professor of Periodontics* (1997); *Associate Professor, Physical Therapy* (secondary appointment 2003); *Associate Professor, Occupational Therapy* (1997).
A.A.S., Del Mar College, 1974; B.S., Texas A & I University at Corpus Christi, 1975; M.A., University of Texas at San Antonio, 1978; Ph.D., University of Texas at Austin, 1990.
- CHRISTOPHER L. SHAFFER, *Assistant Clinical Professor of Pharmacy Practice* (1999).
Pharm.D., Creighton University, 1993.
- MICHAEL SHARA, *Assistant Professor of Pharmacy Sciences* (1994).
B.S., Texas Southern University, 1981; Pharm.D., University of Nebraska Medical Center, 1985; M.S., 1986; Ph.D., 1990.
- SOMNATH SINGH, *Assistant Professor of Pharmacy Sciences* (2003).
B.Pharm., Muzaffarpur Institute of Technology, 1990; M.Pharm., Banaras Hindu University, 1993; Ph.D., North Dakota State University, 2003.
- MARK V. SIRACUSE, *Assistant Professor of Pharmacy Sciences* (2003).
B.S.Pharmacy, University of Connecticut, 1984; Pharm.D., University of Michigan, 1994; M.S., University of Minnesota, 1997; Ph.D., University of Minnesota, 2002.
- MARYANN Z. SKRABAL, *Assistant Professor of Pharmacy Practice* (1995).
Pharm.D., University of Nebraska Medical Center, 1994.
- THOMAS C. SPAIN III, *Assistant Clinical Professor of Pharmacy Sciences* (1994).
B.S., University of the State of New York, 1978.
- JAMES SPENCER, *Adjunct Assistant Professor of Pharmacy Sciences* (2002; 2003).
M.A., St. Michael's College, 1998; M.S., 1998; Pharm.D., University of Southern California, 1980.
- JULIE A. STADING, *Assistant Professor of Pharmacy Practice* (1998).
Pharm.D., Creighton University, 1991.
- JEFFREY STEFFENSMEIER, *Adjunct Assistant Professor of Pharmacy Sciences* (2001).
B.S., Briar Cliff College, 1985; Pharm.D., University of Nebraska Medical Center, 1989.
- SIDNEY J. STOHS, *Dean Emeritus* (2003); *Professor of Pharmacy Sciences* (1989).
B.S.Pha., University of Nebraska, 1962; M.S., 1964; Ph.D., University of Wisconsin-Madison, 1967.
- ANNE M. STOYSICH, *Adjunct Assistant Professor of Pharmacy Practice* (2000).
B.A., University of Nebraska, Omaha, 1982; B.S., 1983; Pharm.D., Creighton University, 1989.
- BEVERLY A. TALLUTO, *Associate Professor of Pharmacy Practice* (2002).
M.H.Sc., Governor's State University, 1998; Pharm.D., University of Illinois, Chicago, 1994.
- ALICIA C. VANDEN BOSCH, *Assistant Professor of Pharmacy Practice* (1989).
B.S., University of Nebraska at Omaha, 1984; Pharm.D., University of Nebraska Medical Center, 1988.
- PHILIP VUCHETICH, *Assistant Professor of Pharmacy Sciences* (2000).
Pharm.D., Creighton University, 1999.
- LESLIE E. WHITE, *Assistant Professor of Pharmacy Sciences* (1997).
B.S.Pha., Creighton University, 1992; Pharm.D., 1994.
- AMY FRIEDMAN WILSON, *Assistant Professor of Pharmacy Practice* (2000).
Pharm.D., Creighton University, 1995.
- W. WAYNE YOUNG, *Associate Professor of Pharmacy Practice* (1984); *Director, Academic Development and Technology Center* (1995).
B.S.Pha., Purdue University, 1970; Pharm.D., Duquesne University, 1972.

OCCUPATIONAL THERAPY PROGRAM

THE PROFESSION

Occupational Therapy is the art and science of facilitating well-being through occupation. The term “occupation” represents the flow of activities that fill a person’s life and that has an effect on his or her health. Occupational therapy is particularly concerned with how people construct meaningful lives individually and in community.

In the view of Occupational Therapy, well-being is achieved through an active, dynamic and evolving balance between the person and his or her environment. Occupational therapists intervene when illness, disability, or social constraints threaten the person’s ability to actively create or find that balance. Because Occupational Therapy views people as multidimensional beings, it blends knowledge from the biological and social sciences into a unique, distinct and holistic profession. In order to use occupation strategically, occupational therapists have expertise in how the body, mind and spirit work together to produce occupations as simple as feeding oneself or as complex as leading a hundred-piece orchestra.

Occupational Therapy provides service to individuals, families, groups and populations in communities and institutions such as hospitals, day centers and schools. Occupational therapists both receive referrals from and make recommended referrals to appropriate health, educational, or medical specialists. Delivery of occupational therapy services involves several levels of personnel including the registered occupational therapist, the certified occupational therapy assistant, and aides.

Entry-level occupational therapy professional educational programs prepare the occupational therapist with basic skills to serve as direct care providers, consultants, educators, managers of personnel and resources, researchers and advocates for the profession and the consumer. The health care environment within which occupational therapists practice is changing dramatically, and the profession stands at the threshold of opportunity to expand practice roles. New environments need leaders who can manage organizations and systems as well as deal effectively with change.

ENTRY-LEVEL PROFESSIONAL DOCTORATE IN OCCUPATIONAL THERAPY

The curriculum of the entry-level professional doctorate in Occupational Therapy (OTD) responds to important trends in occupational therapy practice, health care, and society in general. Creighton University’s entry-level professional Doctor of Occupational Therapy pathway prepares graduates to fulfill all traditional duties of occupational therapists while helping them become transformative leaders in the profession. The program is based on models of other professional doctorate degrees in health sciences such as medicine, dentistry, pharmacy and physical therapy. The entry-level professional doctorate in Occupational Therapy at Creighton University is the first such program in the United States.

MISSION STATEMENT

In agreement with the Creighton University Mission and the School of Pharmacy and Health Professions Mission Statement, the mission statement of the Department of Occupational Therapy is as follows:

“The mission of the Creighton University Department of Occupational Therapy is to educate ethical practitioners, to engage in scholarship dedicated to the pursuit of truth, to serve the profession, and to offer occupational therapy expertise to local and global communities. The Creighton University occupational therapy graduate will be creative, holistic, reflective, and committed to life-long learning. Therefore, the department will value and honor diversity, model and foster leadership, and facilitate spiritual, personal and professional growth.”

PHILOSOPHY

The philosophical basis of the Department of Occupational Therapy is consistent with the American Occupational Therapy Association's Philosophical Base. The statement of philosophy of the Occupational Therapy Department states:

"It is the philosophy of the Department that humans are self-directed, adaptive, occupational beings. As such, their development (emotional, spiritual, social, cognitive, and biological) occurs in the context of occupation. Learning comes about through immersed exploration of diverse practice environments, collaboration, service, reflection, and creative thinking. In the view of the Department, teaching is enabling, knowledge is understanding, and learning is the active construction of subject matter. We believe learning is contextual in three ways: new knowledge is acquired by extending and revising prior knowledge; new ideas acquire meaning when they are presented in a coherent relationship to one another; and knowledge becomes usable when it is acquired in situations that entail applications to concrete problem-solving. Thus, the faculty teach through a variety of approaches intended to actively engage learners, draw upon their power as emerging professionals, and integrate occupational therapy knowledge: discussion, reflection, and self-directed learning."

OBJECTIVES

The objectives of the clinical doctorate in Occupational Therapy program work toward this end by preparing therapists that:

1. Demonstrate in-depth knowledge of the basic and clinical sciences and skills relevant to occupational therapy;
2. Use knowledge of how humans create meaning and seek adaptation through occupation across the lifespan;
3. Demonstrate mastery of entry-level professional clinical skills, particularly in the areas of evaluation and treatment design and implementation;
4. Serve the needs of diverse and underserved populations showing sensitivity to culture and ethnic backgrounds;
5. Implement occupational therapy services for wellness and dysfunction;
6. Apply principles and constructs of ethics to individual, institutional and societal problems, and that are able to articulate justifiable resolutions to these problems;
7. Identify researchable problems, advocate for and participate in research, and incorporate findings into clinical practice;
8. Contribute to the scholarly development of the profession through written and oral communication;
9. Correlate theory with practice and think critically and creatively about, respond to, develop, or adapt new practice environments including population based approaches;
10. Practice in educative roles for patients, peers, students, and others in university and clinical settings;
11. Serve as practitioners, educators, and leaders who can affect practice, education, and policy development;
12. Assume leadership roles at the local, state, national and international levels in occupational therapy and in health professions.

As part of a Jesuit University, we are convinced that the hope of humanity is in the ability of men and women to seek the truths and values essential to human life. Therefore, we aim to lead our students and faculty in discovering and embracing the

challenging responsibilities of their intelligence, freedom, and value as persons. We believe that the intrinsic and unique value of human beings is expressed through occupation, and that the deepest purpose of each man and woman is to create, enrich and share life through human community. Further, we believe we should strive for a human community of justice, respect, and mutual concern.

Occupations are considered to be another name for those goal-directed pursuits that typically extend over time; have meaning to the performer; and involve multiple tasks (AOTA, 1995; Moyers, 1999). In this program, occupational therapy is viewed as the profession that enables people to do the "day-to-day activities that are important to them" despite impairments, activity limitations, or participation restrictions or despite risks for these problems (Neistadt & Crepeau, 1998, p. 5). These occupations unfold at the level of the individual, family, community, society and the world.

The profession-specific portion of the occupational therapy curriculum is conceptualized as encompassing three primary themes: *occupation*, *professional practice*, and *professional identity and leadership*. Rather than approach each theme sequentially, the curriculum is built around the nesting of these themes, so that students begin studying all of them as soon as they enter the program and continue to build on them throughout the curriculum. The content of each theme unfolds over the nine semester course sequence, becoming integrated as the student progresses. Course objectives reflect curriculum themes, although some courses emphasize one theme more than others. In addition, *Neuro-occupation* is emerging within the occupational therapy curriculum at Creighton University as a theoretic framework that uniquely integrates all three curricular themes.

References:

- American Occupational Therapy Association (1995). Position paper Occupation. *American Journal of Occupational Therapy*, 49, 1015-1018.
- Moyers, P. (1999). The guide to occupational therapy practice. *American Journal of Occupational Therapy*, 53, 247-322.
- Neistadt, M. E., & Crepeau, E. B (1998). Introduction to occupational therapy. In M. E. Neistadt and E. B. Crepeau. (Eds.), *Willard and Spackman's Occupational Therapy* (9th ed., pp. 5-12). Philadelphia: Lippincott.

ADMISSION

Students enter the program in the fall semester. Applicants are encouraged to apply in the fall prior to the desired term of entry. The Admission Committee begins to admit students in November and continues to admit until the class is filled.

Admission is based on academic and personal qualifications considered necessary for successful, competent practice as an occupational therapist. To be considered for admission, an applicant must submit a completed application, application fee, official transcripts, and letters of recommendation. A transcript must be received from each institution the applicant has attended or is attending, regardless of whether credit was received.

Applicants must apply online at <http://www.applyweb.com/apply/cuhealth/menu.html>.

***GUARANTEED ADMISSION POLICY FOR CREIGHTON
UNDERGRADUATE STUDENTS***

Creighton undergraduate students meeting the following criteria will be guaranteed admission to the Doctor of Occupational Therapy program.

Each student must:

1. Be enrolled and complete the pre-occupational therapy requirements at Creighton University prior to entry into the program.
2. Submit completed application materials to the Admission Office by **January 15** of the academic year prior to enrollment in the professional program.
3. Remain in good academic and academic-related standing throughout all prerequisite coursework.
4. Have achieved a minimum overall quality point average (QPA) of 3.25 at the end of the semester in which the student applies.

Students unable to meet one or more of the above criteria are encouraged to apply for admission through the normal admission procedure.

PREPROFESSIONAL COMPONENT

Admission to the Creighton University School of Pharmacy and Health Professions entry-level Doctor of Occupational Therapy program requires at least 60 semester hours. Courses in the prerequisite categories listed below should be taken by pre-occupational therapy students. This content is reflective of a liberal arts education essential for occupational therapy professional practice, and is in close accordance with the Arts and Sciences core curriculum requirements at Creighton University. A liberal arts education foundation encourages students to become free and responsible people by delimiting the natural and human boundaries within which free choice and responsibility occur. Therefore, the pre-occupational therapy course content introduces students to the various traditional liberal arts and empirical sciences which are later extended in the OTD program. Together, the prerequisite sequence and the OTD curriculum, contribute to a broad understanding of human culture and prepare students to respond to the needs of society through professional practice.

The pre-occupational therapy preparation at Creighton University must include courses and credits selected from the specified categories outlined below. A single course may not be used to fulfill prerequisite requirements in more than one category. The number of semester credit hours applies to those students who have not earned a bachelor degree. Students who have already earned a bachelor degree are required to have taken a minimum of one course per category.

Questions regarding prerequisites may be directed to the School of Pharmacy and Health Professions Admission Office, (402) 280-2662, (800) 325-2830, phaadmis@creighton.edu.

CATEGORY A - Theology, Philosophy and Ethics (6 semester hours)*

Courses in this category assist in developing an ethical and moral understanding of the responsibility toward building a human community of justice, respect, and mutual concern.

Examples: Religion, theology, ethics, philosophy, logic.

CATEGORY B - Cultures, Ideas and Civilizations (6 semester hours)

Courses in this category contribute to understanding how cultures and civilizations have been shaped by ideas over history and for gaining insight into the variety of cultural, social, intellectual and religious backgrounds of the global society.

Examples: History, world religions, American studies, world literature, women's studies.

CATEGORY C - Natural Sciences (15 semester hours)

Courses in this category provide a broad foundation in the scientific investigation of the physical and biological dimensions of the world and human life. **At least one course must be taken from biological sciences. Must take at least one course with a lab.**
Examples: Biology, anatomy, physiology, chemistry, physics, health, nutrition.

CATEGORY D - Social and Behavioral Sciences (12 semester hours)

Courses in this category provide a broad foundation leading to an understanding of human patterns of interaction between self, others, and society. **At least one course must be taken from psychology.**
Examples: Anthropology, sociology, social work, political science.

CATEGORY E - Creative Expression (9 semester hours)

Courses in this category contribute to the development of creativity, expressive skills and competent exchange of ideas. **One hands-on fine and performing arts and one composition course must be taken.**
Examples: English composition, dance, music, art, speech, drama, journalism, web design.

CATEGORY F – Critical Discovery/Electives (12 semester hours)

Courses in this category reflect a student's learning interests or adding breadth or knowledge such as electives or upper division courses adding to a depth or knowledge. **A course in statistics or research must be taken.**
Examples: Math, economics, foreign language.

**Creighton University pre-occupational therapy students are required to take six hours of Theology.*

PROFESSIONAL COMPONENT

Entry-level Doctor of Occupational Therapy Pathway

The entry-level professional doctorate curriculum in occupational therapy emphasizes the development of critical thinking skills, an understanding of research literature, and professional competence. The degree Doctor of Occupational Therapy (OTD) is granted to students who successfully complete a program consisting of two years of prerequisite course work followed by nine semesters of professional education.

In addition to didactic course work, students in the entry-level professional doctorate in Occupational Therapy pathway must register for fieldwork (Fieldwork I) and/or field studies in the first four didactic semesters of the curriculum. Fieldwork I is provided in a variety of settings covering the life span, including hospitals, clinics, school systems and community centers. The schedule of didactic classes is organized in such a way to assist students in accomplishing this course requirement. All fieldwork assignments are made by the Occupational Therapy Academic Fieldwork Coordinators or by the Instructor of Record of the field study courses.

Two of the nine professional semesters required for the awarding of the entry-level OTD degree are three-month fieldwork placements at supervised, approved facilities (Fieldwork II). Eligibility for Fieldwork II experiences is determined by the student's mastery of the professional curriculum. In addition, a three-month Professional Rotation experience is required during the ninth (last) semester of the curriculum. A QPA of 2.0 or higher is required for Fieldwork II placement.

It is the student's responsibility to finance transportation and living accommodations for all Fieldwork II and Professional Rotation courses. Students should plan to travel to sites outside of Omaha for both Fieldwork I and II, as well as for Professional Rotations.

Post Professional Doctor of Occupational Therapy Pathway

The School initiated a post professional Doctor of Occupational Therapy (OTD) pathway in the fall of 1995. This pathway is one of the first professional OT doctoral programs of its kind in the country and is designed to strengthen occupational therapists' professional, practice management, teaching, and administrative skills. With the expertise and credentials gained by completing this program, graduates are more able to compete for positions in a diverse range of practice environments and will be poised to lead the profession into the 21st century. In 2001, the school instituted the post professional OTD program in a distance-based format to make the program readily accessible to occupational therapy practitioners who wish to pursue doctoral education while working. Students are able to access didactic coursework supportive of occupational therapy practice through print, videotape, CD-ROM, and web-based technology.

Advanced knowledge supportive of occupational therapy practice is presented in coursework emphasizing the occupational nature of the human being across the lifespan. Basic and applied courses such as occupation in community, occupation-centered community building, neuro-occupation and critical analysis of occupational therapy practice emphasize the relationship between function and structure and the vital role which occupation plays in determining this interaction. The curriculum provides well-developed learning opportunities regarding the interdependence between occupational science and neuro-occupation and their relationship to the practice domain of occupational therapy. In addition, the curriculum offers education in instructional and research methods in an effort to prepare students for academic as well as practice-oriented careers. Didactic coursework addresses advanced theory, knowledge, and skills in critical analysis, personnel supervision, mechanics of third-party reimbursement, legal and ethical parameters



of practice, and quality review methodologies. Problem-based methodologies enhance the practice relevance of the coursework.

The campus-based, full-time pathway consists of a two-calendar year, four-semester sequence. The web-based pathway, designed for practicing professionals, enrolls students in up to two courses per enrollment term and three courses are offered during the summer in a one-week intensive held on Creighton University's campus.

After successful completion of OTD 580, students participate in 24 credit hours of professional rotations. Rotations are available in a variety of practice settings across the life-span including pediatrics, industrial rehabilitation, hand rehabilitation, neonatal intensive care, private practice, psychiatry, home health, gerontology, academia, community-development, cross-cultural environments, clinical ethics and health policy. It is the student's responsibility to finance transportation and living accommodations for both professional rotation courses.

Students accepted to the post professional OTD pathway must have completed a bachelor's or entry level master's degree in occupational therapy at an ACOTE accredited institution and be qualified for, or have successfully completed, the certification examination. Successful certification by NBCOT is expected before advancing to professional rotations. Students accepted into the distance post professional OTD pathway must demonstrate that they have access to the necessary technology for the Internet-based curriculum.

Applicants must apply online at <http://www.applyweb.com/apply/cuhealth/menu.html>.

REQUIREMENTS FOR GRADUATION

In order to satisfy the requirements for graduation, the entry-level Doctor of Occupational Therapy and the post professional Doctor of Occupational Therapy students must successfully complete all requirements for admission, and all required courses in their professional curriculum, and entry-level OTD students must participate in an on-campus capstone event at the end of the academic program. A cumulative quality point average of not less than 2.0 is required for graduation based on all work attempted while enrolled in the professional program. Candidates for the entry-level OTD and post professional OTD degrees must be determined by the faculty to be of good moral character and fit for the practice of the profession, must have paid all indebtedness to the University, and must be present at the ceremonies where the degree is conferred (unless excused under University rules). In an effort to comply with accreditation and ongoing programmatic quality assurance, completion of all course evaluations and senior assessments is required in order for the student to be assigned a course grade and/or graduate.

PROFESSIONAL CERTIFICATION

Graduates of the entry level Doctor of Occupational Therapy pathway are eligible to sit for the national certification examination for the Occupational Therapist, administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this examination, the individual will be certified as an occupational therapist, Registered (OTR). Many states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination.

LICENSURE

Where licensure and/or state regulatory laws are in effect, therapists must follow state guidelines.

LIVING ACCOMMODATIONS

See Living Accommodations section of this *Bulletin*.

TUITION AND FEES

See Tuition and Fees section of this *Bulletin*.

FINANCIAL AID

See Financial Aid section of this *Bulletin*.

OTHER INFORMATION

For successful development as occupational therapists, membership in the American Occupational Therapy Association (AOTA) is required of all entry-level and post professional students. Membership in the Nebraska Occupational Therapy Association (NOTA) is strongly recommended.

Special fees are required for purchase of professional resource and laboratory materials, fieldwork expenses, NOTA and AOTA membership, and professional liability insurance.

PLACEMENT

Program graduates may be assisted in finding employment through the placement chair of the state Occupational Therapy Association and the American Occupational Therapy Association (AOTA). The School hosts an annual Employment Fair that is well attended by potential employers, and effectively assists graduates with job placement.

OCCUPATIONAL THERAPY STUDENT ORGANIZATIONS

CUSOTA

Creighton University Student Occupational Therapy Association (CUSOTA) was recognized as an official student organization for occupational therapy students in 1990. The purposes of the organization are student fellowship and camaraderie, discussion of issues of professional relevance, and promotion of community service activity and scholastic excellence among members.

Pi Theta Epsilon: Alpha Iota Chapter

The Alpha Iota Chapter of Pi Theta Epsilon was established as an official Creighton University Honor Society during the 1991 Fall semester and inducted new members at the first ceremony in December of that year. Pi Theta Epsilon was developed as a national honor society for occupational therapy students and alumni. This society recognizes and encourages superior scholarship among students enrolled in professional entry-level occupational therapy programs at accredited schools across the United States. The mission of Pi Theta Epsilon is to promote research and scholarship among occupational therapy students.

RECOGNITION OF SCHOLARSHIP LEADERSHIP AND SERVICE

Student Scholarships and Awards

The Creighton University School of Pharmacy and Health Professions administers endowed scholarships and scholarships derived from gifts and donations administratively and/or through the Occupational Therapy Awards Committee. Each January, students are invited to apply for available scholarships. Selected awards are announced at the School Honors Convocation held in the spring. Students are informed of miscellaneous scholarships through the School's newsletter, and may consult with the School administrator regarding any such scholarships.

Membership in National Societies

Membership in Pi Theta Epsilon national occupational therapy honor society is based on high scholastic achievement, leadership and service.

Annual Awards

Occupational Therapy Fieldwork Educator of the Year Award is presented annually to a fieldwork educator by the occupational therapy student body in recognition of excellence as a role model in clinical practice and leadership.

Outstanding Occupational Therapy Faculty Awards are presented by the occupational therapy student body to faculty members who have been of great service to the students, and exemplary role models and teachers.

John and Lydia Stohs Scholarship Award, presented to a student in the School of Pharmacy and Health Professions who has demonstrated high academic achievement and need.

Sidney J. Stohs Endowed Scholarship Award, presented to a student in the School of Pharmacy and Health Professions who has demonstrated high academic achievement and need.



DOCTOR OF OCCUPATIONAL THERAPY CURRICULUM

Entry-level Campus based

First Professional Year

<i>First Semester (Fall)</i>	<i>Sem. Hrs.</i>	<i>Second Semester (Spring)</i>	<i>Sem. Hrs.</i>
OTD 301 Introduction to Occupation	3	OTD 304 Occupational Patterns in Culture	2
OTD 303 Professional Foundations	3	OTD 312 Psychosocial Occupational Therapy Theory and Practice II	3
OTD 311 Psychosocial Occupational Therapy Theory and Practice I	3	OTD 322 Occupational Therapy Practice with Children and Youth	3
OTD 320 Professional Communications I	1	OTD 323 Professional Communications II	1
OTD 321 Child Development through Occupation	3	OTD 331 Creative Occupation in Practice	3
OTD 341 Neuroanatomy	2	OTD 339 Clinical Anatomy	3
OTD 370 Level I Fieldwork A	16	OTD 340 Clinical Anatomy Laboratory	3
<i>Third Semester</i>		OTD 371 Level I Fieldwork B	1
<i>(Summer – Optional)</i>	<i>Sem. Hrs.</i>		19
OTD 374 Mindful Preparation for Cross- Cultural Practice (elective)	2		

Second Professional Year

<i>First Semester (Fall)</i>	<i>Sem. Hrs.</i>	<i>Second Semester (Spring)</i>	<i>Sem. Hrs.</i>
OTD 351 Pharmacotherapeutic Effects on Human Performance	2	OTD 362 Ethics in Occupational Therapy	3
OTD 413 Physical Rehabilitation in Occupational Therapy I	3	OTD 414 Physical Rehabilitation in Occupational Therapy II	3
OTD 423 Occupational Therapy with Elders	3	OTD 432 Occupational Therapy Practice with Upper Extremity Conditions	3
OTD 431 Occupation, Adaptation and Technology	2	OTD 451 Introduction to Professional Inquiry	3
OTD 441 Musculoskeletal Dimensions of Occupation	3	OTD 463 Occupational Therapy Management	3
OTD 495 Personal Meaning in Occupation	3	OTD 373 Field Studies in Community	1
OTD 372 Field Studies in Occupation	1		16
OTD 479 Level II Fieldwork Preparation Seminar	1		
	18		
<i>Third Semester (Summer)</i>	<i>Sem. Hrs.</i>		
OTD 481 Level II Fieldwork A	12		
OTD 374 Mindful Preparation for Cross- Cultural Practice (elective)	2		

Third Professional Year

<i>First Semester (Fall)</i>	<i>Sem. Hrs.</i>	<i>Second Semester (Spring)</i>	<i>Sem. Hrs.</i>
OTD 501 Historical Perspectives of Occupation	3	OTD 512 Neuro-Occupation II	3
OTD 511 Neuro-Occupation I	3	OTD 516 Health Systems Management	3
OTD 521 Occupation in Community	3	OTD 517 Health Care Policy	3
OTD 551 Research Design and Methodologies	3	OTD 522 Occupation-Centered Community Building	3
OTD 562 Advanced Clinical Ethics	3	OTD 541 Critical Analysis of Occupational Therapy Practice	3
OTD 565 Instructional Methods and Evaluation	3	OTD 552 Research Projects	3
	18	OTD 580 Professional Trajectory	<u>1</u>
			19
<i>Third Semester (Summer)</i>			
	<i>Sem. Hrs.</i>		
OTD 481 Level II Fieldwork B	12		
OTD 374 Mindful Preparation for Cross-Cultural Practice (elective)	2		

Fourth Professional Year

<i>First Semester (Fall)</i>	<i>Sem. Hr</i>
OTD 483 Entry-Level Professional Rotation	12

Level I, II and Entry-Level Professional Rotation are practical experiences which supplement the occupational therapy didactic courses. Students will need to arrange for travel to sites which may be located in Omaha, the surrounding area, or other states or countries.

All Fieldwork II and Professional Rotation requirements must be completed within 24 months following completion of didactic preparation.

DOCTOR OF OCCUPATIONAL THERAPY CURRICULUM
Post Professional Campus-based

First Professional Year

<i>First Semester (Fall)</i>	<i>Sem. Hrs.</i>	<i>Second Semester (Spring)</i>	<i>Sem. Hrs.</i>
OTD 501 Historical Perspectives of Occupation	3	OTD 512 Neuro-Occupation II	3
OTD 511 Neuro-Occupation I	3	OTD 516 Health Systems Management	3
OTD 521 Occupation in Community	3	OTD 522 Occupation-Centered Community Building	3
OTD 551 Research Design and Methodologies	3	OTD 541 Critical Analysis of Occupational Therapy Practice	3
OTD 565 Instructional Methods and Evaluation	3	OTD 552 Research Projects	3
OTD 562 Advanced Clinical Ethics	3	OTD 580 Professional Trajectory	1
	18	OTD 517 Health Care Policy	3
			19

Second Professional Year

<i>First Semester (Summer)</i>	<i>Sem. Hrs.</i>	<i>Second Semester (Fall)</i>	<i>Sem. Hrs.</i>
OTD 590 Post Professional Rotation	12	OTD 590 Post Professional Rotation	12

Successful completion of all didactic coursework is required prior to placement in Professional Rotation courses.

DOCTOR OF OCCUPATIONAL THERAPY CURRICULUM
Post Professional Distance Web-based

Course	Sem. Hrs.
OTD 501 Historical Perspectives of Occupation	3
OTD 511 Neuro-Occupation I	3
OTD 512 Neuro-Occupation II	3
OTD 516 Health Systems Management	3
OTD 517 Health Care Policy	3
OTD 521 Occupation in Community	3
OTD 522 Occupation-Centered Community Building	3
OTD 541 Critical Analysis of Occupational Therapy Practice	3
OTD 551 Research Design and Methodologies	3
OTD 552 Research Projects	3
OTD 562 Advanced Clinical Ethics (Intensive)	3
OTD 565 Instructional Methods and Evaluation	3
OTD 580 Professional Trajectory	1
OTD 590 Post Professional Rotation	24
TOTAL SEMESTER HOURS	61

Successful completion of OTD 580 is required prior to placement in Post Professional Rotation courses.

COURSE DESCRIPTIONS

(See Key to Symbols on Page 53)

DOCTOR OF OCCUPATIONAL THERAPY (OTD): Courses numbered at the 500 level are required in the post professional Doctor of Occupational degree pathway.

OTD 301 Introduction to Occupation (3)

This course offers exploration of occupation, the core of occupational therapy. Emphasis will be on the understanding of occupation in personal experience. Occupation is explored in its sociocultural and contextual dimensions, including its historical and philosophical foundations. Particular focus is placed on understanding the occupational nature of human beings and how they derive meaning through occupation.

OTD 303 Professional Foundations (3)

The course provides an overview of the professional foundations for current practice related to philosophical and theoretical basis for practice, history, professional identity, models of practice, scope of practice, professional behavior, and standards and regulations of practice.

OTD 304 Occupational Patterns in Culture (2)

The course provides an opportunity to explore occupational patterns in cultural experiences. Students reorganize meaning by identifying personal values and beliefs in light of greater understanding of self and their culture. The course facilitates a student's ability to approach others in an open and compassionate manner in order to work in collaboration with persons from other cultures. It enables the future therapist to understand culturally appropriate activities that symbolize meaning and purpose to the client across the lifespan. **P: OTD 303.**

OTD 311 Psychosocial Occupational Therapy Theory and Practice I (3)

This is the first course in a two semester sequence. This course uses an overarching developmental framework combined with the occupational therapy process in sequencing content presentation. This course offers the psychosocial and cultural aspects of development of the individual from childhood through senescence with emphasis on life stage changes and adaptations influencing occupational functioning. Because much of occupational therapy in mental health focuses on group treatment, the student is introduced to the fundamentals of group dynamics in the first semester. Therapeutic use of self and effective communication skills are emphasized. Frames of reference and/or conceptual practice models are reviewed as each serves to guide the selection of assessment and methods of treatment. Students will examine a variety of psychiatric disorders and the influence of the function-dysfunction continuum on occupational performance.

OTD 312 Psychosocial Occupational Therapy Theory and Practice II (3)

This is the second course in a two semester sequence. This course uses an overarching developmental framework combined with the occupational therapy process in sequencing content presentation. This course offers the psychosocial and cultural aspects of development of the individual from childhood through senescence with emphasis on life stage changes and adaptations influencing occupational functioning. Frames of reference and/or conceptual practice models are reviewed as each serves to guide the selection of assessment and methods of treatment. Students will examine a variety of psychiatric disorders and the influence of the function-dysfunction continuum on occupational performance. Emerging areas of practice will be explored as well as the ethical and moral treatment of clients in a mental health setting. Students are engaged in experiences with real life clients to apply learned group dynamics. **P: OTD 311.**

OTD 320 Professional Communications I (1)

This is the first course in a two-semester sequence. This course explores oral communication skills necessary for occupational therapy practice. Students' experiential learning opportunities are used to connect the classroom instruction and clinical experiences.

- OTD 321 Child Development Through Occupation (3)**
 This course begins with an examination of occupations of children and youth, with an emphasis on the occupations of play and student. The sensorimotor, cognitive/communication, emotional, and social, aspects of normal development are studied as they support the development of occupations in childhood and adolescence. Students learn the evaluation process, including the importance of observations in natural environments; interviewing parents and/or teachers; selecting, administering, and interpreting standardized pediatric assessments; and producing a written report. Frames of reference are introduced as they relate to the selection of assessment tools.
- OTD 322 Occupational Therapy Practice with Children and Youth (3)**
 This course begins with an examination of occupational dysfunction from birth through teen years. Theories and frames of reference related to pediatric practice are covered in depth. Planning of intervention strategies is studied, with an emphasis on a collaborative consultation model of service delivery. Providing occupational therapy services to children and their families in homes, schools, community settings (such as playgrounds or child care centers), and hospitals is covered. Students study the impact of legislation and policy on the provision of occupational therapy services in the public schools. **P: OTD 301, 321.**
- OTD 323 Professional Communications II (1)**
 This is the second course in a two-semester sequence. This course emphasizes written documentation skills for occupational therapy practice. Students' experiential learning opportunities and online discussion groups are used to connect the classroom instruction and clinical experiences. **P: OTD 320.**
- OTD 330 Spanish for Health Professionals (2)**
 This course offers a concise introduction to Spanish grammar, vocabulary and culture for students whose personal or professional goals include a working knowledge of Spanish. In addition to emphasizing basic communication, this course will give special attention to the vocabulary needs of those individuals involved in the health professions.
- OTD 331 Creative Occupation in Practice (3)**
 Occupational therapists utilize purposeful activity and occupation as a means of helping people with physical and psychological disorders gain, maintain or restore meaningful lives. This course explores the concepts of activity analysis and occupational performance. Students will learn creative problem solving methods in analyzing and designing treatment interventions using a variety of media. Lab experiences are intended as an immersion and experimentation in creative occupation. **P: OTD 301, 311.**
- OTD 339 Clinical Anatomy (3)**
 This course is designed to provide an overview of gross, clinical, and neuroanatomical, aspects of the human body through the lifespan. A systemic, rather than regional, approach is used. Dissected cadaver specimens and anatomical models are available as learning aids, reflective journaling, and palpation labs combine to provide the student an advanced integration of gross anatomy and function. **CO: OTD 340.**
- OTD 340 Clinical Anatomy Laboratory (3)**
 Coupled with OTD 339, this course is a dissection based anatomical study of the human body. **CO: OTD 339.**
- OTD 341 Neuroanatomy (2)**
 This course assists the student in learning the major structural and functional features of the central nervous system. Format includes lectures and facilitated discussion including the study of external morphology of the brain and spinal cord, embryology and demonstration including reflective journaling and discussion of normal function which correlate with the didactic material to commonly seen clinical situations.
- OTD 351 Pharmacotherapeutic Effects on Human Performance (2)**
 This course utilizes the principles of physiology and neuroanatomy to develop an understanding of the effects of medication on human performance throughout the life-span within the context of various physical and mental dysfunctions. The course is designed to develop an understanding of the pharmacological basis of drug interactions, substance abuse, drug compliance, age and dosage recommendations. **P: OTD 311, 341.**

OTD 362 Ethics in Occupational Therapy (3)

This course allows examination of the ethical dimensions of the role of occupational therapist in contemporary society with emphasis on the therapist's obligations to recipients and society. Specific ethical problems and decision-making strategies are highlighted.

OTD 370 Level I Fieldwork A (1)

This course promotes understanding of occupation, personal identity and professional practice and leadership in the transformation of students as individuals, in community, and in organizations. Students take part in observational and participatory fieldwork and classroom experiences in settings or communities with populations across the lifespan. Students will begin the process of self-identification as occupational therapy practitioners in their trajectory toward their Entry Level Professional Rotation (OTD 483). This course also serves to orient students to policies, procedures and required documentation associated with OTD fieldwork and professional rotations. **CO: OTD 301, 303, 311, 321.**

OTD 371 Level I Fieldwork B (1)

Continuation at OTD 370. **P: OTD 370.**

OTD 372 Field Studies in Occupation (1)

This course is designed to capitalize on the use of experiential field activities as a means of incorporating key content from didactic coursework related to occupation and place it within situational context. The course is comprised of field-study and seminar-based components. Field-study experiences are self-directed and provide students with the opportunity to observe and participate in events associated with occupation at the personal level of conception. The examination of the subjective complexities of occupation and how these influence the construction and co-construction of occupation will occur through participant observation in community. The seminar-based component of the course will facilitate the integration of field-study experiences with curriculum design educational objectives and will focus heavily on the use of critical thinking and reflection, linking didactic course content to contextual occupation occurring naturally in the environment. **P: OTD 371; CO: OTD 495.**

OTD 373 Field Studies in Community (1)

This course is designed to capitalize on the use of experiential field experiences as a means of incorporating key content from didactic coursework related to occupation and place it within situational context. The course is comprised of field-study and seminar-based components. Field-study experiences are self-directed and provide students with the opportunity to observe and participate in experiences associated with occupation at the community level of conception. Students will make use of qualitative research methodologies and, more specifically, participant observation and action research in historically traditional occupational therapy community based settings to examine occupation as it occurs within the context of community. This will serve to expand knowledge of current occupational therapy practice to a community level of understanding. The seminar-based component of the course will integrate field-study experiences with curriculum design educational approach objectives, and will focus heavily on the use of critical thinking and reflection, expanding knowledge of occupational therapy practice beyond its current medical model propensity towards practice that can be authentically claimed by occupational therapy in both traditional and non-traditional settings. **P: OTD 303, 304, 372, 413; CO: OTD 451.**

OTD 374 Mindful Preparation for Cross-Cultural Practice (Elective) (2)

Occupational therapy students participate in a semester-long pre-experience seminar and a four week, full-time experience in a Third-World country under the facilitation of faculty and volunteer professional mentors. Students become involved in institutional or community-based programs that serve the occupational needs of the local population. A major focus of the experience is the inquiry into the life-experiences of local people and deepening understanding of how humans develop occupational patterns and derive meaning through occupation. Reflection and discussion are the main methods used in building community during the experience. **P: or CO: OTD 330.**

- OTD 413 Physical Rehabilitation in Occupational Therapy I (3)**
The first course of a two-semester sequence designed to provide the student with an overview of the effects of specific disease or injury on the individual's occupational performance of self-care, work, and leisure. Emphasis will be on the impact of acute and chronic disability on occupation. Case studies and experiential learning will be used to analyze dysfunction and function in the context of occupation and to formulate rehabilitation treatment plans using sensory motor theories. The course is designed to facilitate synthesis of all aspects of the occupational therapy process associated with clinical practice. **P: OTD 339, 340, 312, 322, 340, 341.**
- OTD 414 Physical Rehabilitation in Occupational Therapy II (3)**
Clinical reasoning will be used to identify and apply occupation centered evaluation and assessment to cognitive and physical clinical conditions including neurological, orthopedic, and degenerative diseases. Formulation of treatment plans and discharge summaries using a variety of documentation formats for reimbursement will also be covered. **P: OTD 413, 441.**
- OTD 423 Occupational Therapy with Elders (3)**
This course provides an overview of occupational therapy with elders. It emphasizes the needs and characteristics of this population from a holistic perspective taking into consideration "occupation". Emphasis is placed on viewing elders as a heterogeneous group, dispelling myths and stereotypes, exploring relevant community resources, and understanding public policy. The labs will focus on intergeneration contact and service learning with elders. Students administer assessments, interventions, and health promotion with elders. **P: OTD 312, 322.**
- OTD 431 Occupation, Adaptation and Technology (2)**
This course applies clinical knowledge to evaluation of daily living skills, seating and positioning, and occupational performance of the physically or cognitively challenged. Fabrication and selection of adaptive equipment and the therapeutic use of technology are emphasized to prepare the student for general clinical practice. **P: OTD 322, 331, 339, 340.**
- OTD 432 Occupational Therapy Practice With Upper Extremity Conditions (3)**
Continuation of OTD 431. A problem solving and clinical reasoning process is utilized for selecting, designing and fabricating splints and prosthetic devices. Basic upper extremity therapy skills are emphasized to prepare the student for general clinical practice. This course is framed in an understanding of the impact of upper-extremity conditions on occupations. **P: OTD 413, 431, 441.**
- OTD 441 Musculoskeletal Dimensions of Occupation (3)**
The course is a study of the musculoskeletal system with special emphasis on body movement and the application of laws and principles that govern movement. Principles and applications of the range of motion measurement and manual muscle testing to occupational performance are addressed. **P: OTD 339, 340, 341.**
- OTD 451 Introduction to Professional Inquiry (3)**
This course is the first of a series of research courses. Emphasis of this course will be placed on building a solid foundation in research. Both quantitative and qualitative research methodologies and designs will be introduced. Students are expected to develop critical knowledge and skills in professional inquiry such as seeking, examining and interpreting research literature; understanding and articulating different research designs; and understanding ethical issues of research. Gaining an understanding of research process is expected at the end of the course.
- OTD 463 Occupational Therapy Management (3)**
This course considers the challenges of the health care environment, occupational therapy management, and professional development. Comprehensive program and facility planning is addressed with emphasis on marketing, cost analysis, and program evaluation. Emphasis is on understanding marketing occupational therapy to consumers in the community. **P: OTD 312, 322, 413.**
- OTD 479 Level II Fieldwork Preparation Seminar (1)**
This course is designed to provide structure and guidance to students for the process of Level IIA/IIB Fieldwork placements. Additionally, the course will prepare the students for their Level II Fieldwork with a focus on self-exploration, interpersonal issues, and fieldwork situations.

- OTD 481 Fieldwork Level II A (12)**
Students will apply their understanding of occupation, professional practice, identity and leadership during a 12-week, full-time fieldwork placement. Objectives of the course continue to focus on personal transformation as occupational therapists. Students are expected to develop the professional competencies of entry-level therapists for the particular site by the conclusion of this experience. **P: OTD 301, 303,304, 311, 312, 322, 331,370, 479.**
- OTD 482 Fieldwork Level II B (12)**
See description for OTD 481. **P: OTD 303, 304, 372, 414, 463.**
- OTH 483 Entry-Level Professional Rotation (12)**
Students construct this field experience by carrying out their personal learning objectives identified in OTD 580 Professional Trajectory. Course objectives move from personal and professional transformation toward the transformation of practice. During this 12-week, full-time experience students are challenged to actualize the objectives of the OTD in the practice site. **P: OTD 580.**
- OTD 495 Personal Meaning in Occupation (3)**
Examination of the subjective complexities of personal meaning in occupation through critical reflection. Students investigate the underlying intricacies of occupational patterns, including interaction with objects, culture, language, rituals, habits, learning and others. **P: OTD 303, 304, 312, 322, 331, 362, 414, 423, 432.**
- OTD 501 Historical Perspectives of Occupation (3)**
This course traces the evolution of the profession's view of the occupational nature of the human being and how human beings realize their sense of life's meaning through purposeful activity. Through this historical review, students critically evaluate the profession's premises and deepen their understanding of how fundamental beliefs drove the profession in the past, inform present practice, and propel future transformation of occupational therapy. Using methods of historical inquiry, students relate historical paradigm shifts within the profession to contextual changes in society and articulate implications for the practice of occupational therapy. **P: OTD 451 or enrollment in post professional program.**
- OTD 511 Neuro-Occupation I (3)**
This course offers study into the emerging art and science of "braiding" occupation with neuroscience. The origins and current status of neuro-occupation will be identified and related to theory and research pertinent to occupational therapy including occupation based practice and integrated using clinical reasoning. This first course in the two-course sequence provides an overview of philosophy of science, scholarship and postmodernism as the foundation of understanding neuroscience and occupation as they inter-relate. Pertinent neuroscience systems are covered with an emphasis placed on examination of the neurological system as a system of support underlying occupation, occupational patterns, and the occupational nature of man. Identification of an area of study pertinent to occupational therapy practice will be made and professional literature supporting neuro-occupational coupling will be explored. The course builds upon the programs view of students as self-directed and critically inquiring learners, and provides students with the opportunity to explore areas of study with potential for advancing occupational therapy knowledge and transforming current and future practice. **P: OTD 301, 339, 340, 341 or enrollment in post professional program.**
- OTD 512 Neuro-Occupation II (3)**
This course continues with in depth analysis of neuro-occupation. A primary focus is neuro-occupation specific to mind-body and emotional-social dimensions underlying occupational patterns. Further emphasis is placed on the advanced study of the operation of mind processes (cognition+emotion) by which we become aware of objects of thought and perception. Course studies are grounded in the latest neuropsychiatric theories. Continued in depth examination of professional literature culminating in theoretical papers contributing to an increased understanding of neuro-occupation and its significance for occupational therapy knowledge as a means of informing practice is encouraged. The course builds upon the program's view of students as self-directed and critically inquiring learners, and provides students with the opportunity to explore areas of study with potential for advancing occupational therapy knowledge and transforming current and future practice. **P: OTD 511.**

OTD 516 Health Systems Management (3)

Using a systems framework this course will examine the evolution and general characteristics of U.S. health care delivery. The place of the profession of occupational therapy within the health delivery system will be discussed, and new frontiers for the profession will be explored. Within this context, leadership and management philosophy, techniques, program planning and productivity in the current practice environment will be investigated. Models of service provision development within the boundaries of the family and community systems and the constraints of the health care environment will be discussed. Interfacing with state and community systems and developing effective service models for at risk and/or vulnerable populations will be an area of practice focus. A community needs assessment will be completed. Program development will be based on this assessment. Students will develop a grant proposal for funding of these programs. Emphasis will be placed on entrepreneurship and the development of creativity as important personal and business strategies for survival and success. **P: OTD 301, 314, 322, 362 414, 423, 463 or enrollment in post professional program.**

OTD 517 Health Care Policy (3)

This course involves study of health care policy and its effects on occupational therapy practice. This course includes the examination of government and regulatory systems, institutional structures and processes, professional societies, economic, political, and professional forces, and cultural and social values which influence the development of health care policy and contemporary practice. **P: OTD 562 or enrollment in post professional program.**

OTD 521 Occupation in Community (3)

This course expands on interdisciplinary and occupation science inquiry on the subjective experience and objective description of occupation in a wide variety of contexts. Parting from reflection on their own occupational experience, students analyze notions of meaning, occupational patterns, and occupational choices as they occur in relation to others. Action research serves as a main method of inquiry into others' experience. **P: OTD 301, 304, 495 or enrollment in post professional program.**

OTD 522 Occupation-Centered Community Building (3)

Drawing from the advanced study of occupation done in OTD 521 this course focuses on understanding occupation-centered community practice. Competencies in critical thinking, decision-making, problem-solving, learning how to learn, collaboration and self-management are further developed through immersion in associative occupations and through focused analysis of how meaning in occupation is co-constructed and grounded within the social context. An action research approach is used to facilitate community building. **P: OTD 521.**

OTD 541 Critical Analysis of Occupational Therapy Practice (3)

The primary goal of this course is to analyze occupational therapy practice. Occupational therapists need to employ methods of evidence-based practice for assessment and treatment. A reflective process is utilized to critically assess how the profession defines practice and to evaluate assessment tools and therapeutic interventions. Cases are a core effort that is both teacher- and student-centered with interactive seminars, case analyses, and projects. **P: Full-time standing in third year of entry-level program or enrollment in post professional program.**

OTD 551 Research Design and Methodologies (3)

The focus of this course is the development of a methodologically sound and IRB approved research proposal. Students will identify a research problem, formulate researchable questions and select a research design, quantitative or qualitative, that is best suited to answer the research questions. Both quantitative and qualitative data analysis will be discussed and students are expected to apply such knowledge and skills into their research proposals. The IRB process will be reviewed and implemented for the developed research proposals. Through proposal development, students are expected to gain more understanding of research methodologies and designs and to increase their competence in scientific inquiry. **P: OTD 451 or enrollment in post professional program.**

OTD 552 Research Projects (3)

This course is the continuation of OTD 551. The research proposals developed in OTD 551 will be implemented in this course. Emphasis of this course is placed on the first hand experience of the research process (e.g., recruitment of participants, data collection and data analysis, manuscript writing, etc.). Students are expected to critically analyze and solve problems and difficulties encountered during the proposal implementation process. The proposal implementation process will be closely monitored to ensure research integrity. A scholarly written research manuscript is expected at the end of this course. **P: OTD 551.**

OTD 562 Advanced Clinical Ethics (3)

The course focuses on ethical reflection, negotiation, and decision-making in occupational therapy. Theoretical frameworks, concepts, and applied analytical strategies are examined critically in light of their usefulness for practice. An emphasis is placed on the acquisition of skills necessary to take ethics-related service and leadership roles in health care institutions, communities, professional associations and regulatory review boards. **P: OTD 362 or enrollment in post professional program.**

OTD 565 Instructional Methods and Evaluation (3)

Philosophical foundations of knowledge and learning and their relationship with occupational therapy theoretical principles are examined. Major approaches to teaching are discussed and implications for occupational therapy practice are sought. Close attention is paid to the educative role occupational therapists may play in a variety of settings including clinics, hospitals, community agencies, and colleges and universities. Other major content areas of this course include instructional design, methods, skills, and media; evaluation; and education and supervision of students during experiential activities. **P: Full-time standing in third year of entry-level program or enrollment in post professional program.**

OTD 580 Professional Trajectory (1)

Drawing on the understanding of occupation, professional practice, and professional identity and leadership from field and classroom experiences, students develop learning objectives to support a personal trajectory toward transformation of practice. These objectives will be carried out during the Professional Rotation course(s). **P: OTD 370, 371, 372, 373, 481 or enrollment in post professional program.**

OTD 590 Post Professional Rotation (3-24)

Students construct this professional experience by carrying out their personal learning objectives identified in OTD 580 Professional Trajectory. Course objectives move from personal and professional transformation toward the transformation of practice. During this experience students are expected to function beyond the competencies of entry-level therapists. A total of 24 credit hours of Post Professional Rotation are required for graduation. Number of credit hours assigned to each experience is based on learning objectives and approval of instructor. **P: OTD 580.**

FACULTY-OCCUPATIONAL THERAPY PROGRAM

MARLENE J. AITKEN, *Associate Professor of Occupational Therapy* (1992; 1997).
B.A.O.T., University at Iowa, 1958; M.A.M.S., University of Illinois at Chicago, 1980;
Ph.D., 1992.

KATE BARRETT, *Assistant Professor of Occupational Therapy* (2001).
B.S.O.T. Creighton University, 1995; O.T.D., 2000.

SHIRLEY A. BLANCHARD, *Assistant Professor of Occupational Therapy* (1990; 1995).
B.S.O.T., Virginia Commonwealth University, 1975; M.S., University of Nebraska at
Omaha, 1981; Ph.D., University of Nebraska, Lincoln, 2003.

BRENDA M. COPPARD, *Chair, Department of Occupational Therapy* (2003);
Associate Professor of Occupational Therapy (1992; 2001); *Director, Distance
Post-Professional O.T.D. Pathway* (2000).
B.A., Creighton University, 1989; M.S.O.T., Rush University, 1991; Ph.D. University of
Nebraska, Lincoln, 2000.

REV. DONALD D. DRISCOLL, S.J., *Assistant Professor and Jesuit Chaplain, School
of Pharmacy and Health Professions* (1987; 1996); *Lecturer in Theology* (1987).
B.A., St. Louis University, 1958; S.T.B., 1967; M.A., University of Notre Dame, 1968.

MAUREEN DUNCAN, *Assistant Professor of Occupational Therapy* (1998; 1999).
B.A., Midland Lutheran College, 1993; B.S.O.T., Creighton University, 1995; O.T.D., 1998.

REVA FREDERICKSON, *Clinical Instructor* (2003).
B.S.O.T., Creighton University, 1992; B.F.A., University of South Dakota, 1971.

LINDA S. GABRIEL, *Vice Chair, Department of Occupational Therapy* (2003);
Assistant Professor of Occupational Therapy (1988; 2003)
B.S.O.T., University of Kansas, 1973; MA, University of Nebraska at Omaha, 1983; Ph.D.,
University of Nebraska Medical Center, 2001.

HELENE GOLDSTEIN- LOHMAN, *Associate Professor of Occupational Therapy*
(1987; 1997).
B.S.O.T., Colorado State University, 1976; M.A., University of Nebraska at Omaha, 1991;
O.T.D., Creighton University, 2001.

YOLANDA W. L. GRIFFITHS, *Assistant Professor of Occupational Therapy* (1993;
1996).
B.S.O.T., University of Puget Sound, 1976; M.H.R., University of Oklahoma, 1995; O.T.D.,
Creighton University, 1999.

RONALD J. HOSPODKA, *Associate Dean for Student Affairs* (2000; 2003); *Associate
Professor of Occupational Therapy (secondary appointment 2003)*; *Associate
Professor of Pharmacy Sciences* (1978; 1995); *Associate Professor of Physical
Therapy (secondary appointment 2003)*.
B.S.Pha., University of Nebraska, 1965; M.S., 1971; M.B.A., 1976.

GAIL JENSEN, *Associate Dean for Faculty Development and Administration* (2002);
Professor of Physical Therapy and Occupation Therapy (1993; 2000); *Professor of
Pharmacy Practice (secondary appointment 2003)*.
M.A., Stanford University, 1978; Ph.D., 1987.

BRIAN JIMENEZ, *Assistant Professor of Occupational Therapy* (2000).
B.S.O.T., Creighton University, 1999; O.T.D. 2001.

JOAN S. LANAHAN, *Assistant Professor and Chaplain, School of Pharmacy and
Health Professions* (1998; 2000).
D.Min., McCormick Theological Seminary, 1984.

- AMY MATTHEWS, *Instructor of Occupational Therapy* (1999)
B.S., Iowa State University, 1990; M.S.O.T., Western Michigan University, 1992.
- KELI MU, *Assistant Professor of Occupational Therapy* (1998; 2001).
B.S., East China Normal University, 1987; M.A., University of Nebraska at Omaha, 1993;
Ph.D., University of Nebraska-Lincoln, 1998; B.S.O.T., Creighton University, 2001.
- CANDICE MULLENDORE, *Assistant Professor of Occupational Therapy* (2000);
Academic Fieldwork Coordinator (2000).
B.A., Kalamazoo College, 1993; M.S.O.T., University of Indianapolis, 1997.
- RENE L. PADILLA, *Assistant Professor of Occupational Therapy* (1994).
B.S.O.T., San Jose State University, 1984; Certificate of Marriage, Family and Child
Counseling, Facultad Latinoamericana de Terapia y Pastoral Familiar; 1986; M.S.O.T., 1993;
Ph.D., University of Nebraska-Lincoln, 2003.
- VICTORIA F. ROCHE, *Associate Dean for Administration* (1992; 2000; 2003); *Professor
of Occupational Therapy (secondary appointment 2003); Professor of Pharmacy
Sciences* (1982; 1995); *Professor of Physical Therapy (secondary appointment 2003)*.
B.S., Nebraska Wesleyan University, 1973; M.S., University of Nebraska College of
Pharmacy, 1976; Ph.D., University of Nebraska Medical Center, 1981.
- LINDA S. SCHEIRTON, *Associate Dean for Academic Affairs* (1998, 2003); *Associate
Professor, Occupational Therapy* (2003); *Associate Professor, Pharmacy Sciences
(secondary appointment 2003); Associate Clinical Professor of Periodontics
(secondary appointment 1997); Associate Professor, Physical Therapy (secondary
appointment 2003)*.
A.A.S., Del Mar College, 1974; B.S., Texas A & I University at Corpus Christi, 1975; M.A.,
University of Texas at San Antonio, 1978; Ph.D., University of Texas at Austin, 1990.
- LINDA A. WALKER, *Assistant Professor of Occupational Therapy* (1998); *Academic
Fieldwork Coordinator* (1998).
B.S.O.T., Creighton University, 1996; O.T.D., 1998.
- * The year appearing in parentheses after the academic rank and official position indicates the beginning of service at Creighton University. The second date, if given, indicates the year of appointment to present rank.



PHYSICAL THERAPY PROGRAM

THE PROFESSION

Dramatic changes in the health care system have influenced the way health professionals, including physical therapists, practice. The physical therapist is knowledgeable and skilled in patient care, consultation, education and research. Existing roles in orthopedics, sports injuries, neurological disorders, pediatrics, and cardiovascular disorders are complemented by developing practice in areas of business, industry, pre- and post-operative evaluations, wellness programs, geriatrics, and consultation in school, private and government agencies. Physical therapists maintain close working relationships with other health care professionals including physicians, dentists, nurses, occupational therapists, speech/language pathologists, rehabilitation engineers and vocational counselors.

Practice in physical therapy can be described in terms of examination, alleviation of impairment and functional limitation, and prevention of injury, impairment, functional limitation and disability. The physical therapy examination is done to determine a diagnosis, prognosis and intervention. It may include, but is not limited to, testing of muscle function, joint flexibility, patterns of movement including walking, balance, and endurance. Physical therapists are particularly skilled in evaluating and treating patients with movement dysfunction from a variety of causes.

Evaluation forms the basis of individualized treatment. When appropriate, treatment entails education for preventing injury. Other techniques include therapeutic exercise, manual techniques, modalities such as ultrasound or electrotherapy, recommendation of assistive devices, and patient education. The patient's family is often included in the education process to render physical assistance and/or ongoing emotional support.

Physical therapists participate actively in shaping the current and emerging health care environment to promote the development of high-quality, cost-effective health care services. Today, a priority of the American Physical Therapy Association is to promote the role of physical therapists as direct access primary care providers of physical therapy services and to be integral members of patient care teams in health care delivery systems. Physical therapists have a responsibility to increase public awareness of physical therapy and the selection of physical therapists for the treatment and prevention of injury, impairment, functional limitation, and disability and for the promotion and maintenance of health, fitness, and optimum quality of life.

PROGRAM PHILOSOPHY

The faculty of the Department of Physical Therapy affirm the mission and values of Creighton University and the School of Pharmacy and Health Professions with the recognition that each individual has responsibility for maintaining the quality and dignity of his/her own life and for participating in and enriching the human community. This ideal requires both individual effort and the collective support and assistance of others. The Creighton Department of Physical Therapy, as an educational environment, facilitates individuals and communities in achievement of this ideal through the nurture, support and advancement of physical therapy as a professional discipline.

Please Note: The following Bulletin sections apply to students in the traditional (entry-level) Doctor of Physical Therapy program. Students who are already licensed physical therapists who wish to pursue the DPT degree through the nontraditional track should refer to the section entitled **Transitional Web-based Doctor of Physical Therapy Program** for specific program information and requirements.

Physical Therapy as a Discipline within Health Care

Physical therapists are integral members of the health care team who competently diagnose, evaluate and offer therapeutic intervention within the scope of physical therapy practice. Individuals have the right to quality health care through direct access to physical therapists. The physical therapist demonstrates service to each individual by addressing each person's specific needs while ethically integrating therapeutic outcomes with the needs of the greater society. This may include promoting health, maximizing ability and minimizing movement dysfunction, and decreasing the deleterious effects of health impairments, functional limitations and disability.

To achieve the primary professional goal of facilitating the client's optimal function within society, the physical therapist must master substantial breadth and depth of knowledge in the basic and applied sciences, incorporate critical thinking skills, exercise humility, demonstrate integrity and bridge theory with practice. Scientific knowledge is complemented by experiences that enhance understanding of the complexity and diversity of the patient and society including psycho-social, cultural and ethical elements of patient care. Comprehensive preparation in the science and art of the profession provides the foundation for fully assuming the role of a professional which encompasses practice as a primary health care provider, pursuit of clinical expertise, commitment to clinical or academic teaching, facilitation of research and guiding health care planning and policy.

The physical therapist offers care in a compassionate, artful, legal, and ethical manner, while providing guidance as a teacher and advocacy as a moral agent. The practitioner must be prepared to participate in a broad spectrum of activities that span a range from health promotion through comprehensive rehabilitation. As effective members of the health care team, physical therapists address patient needs throughout the life span that are manifested as acute or chronic dysfunction of movement due to disorders of the musculoskeletal, neurological, cardiopulmonary and integumentary systems.

The Educational Environment

The ideal learning environment for students enrolled in the Creighton Physical Therapy Department is one of intellectual challenge, presenting opportunities for collaborative and independent learning and offering experiential breadth that encompasses collaboration with peers, clients, families and others within and external to the discipline of physical therapy. In concert with the Jesuit tradition of Creighton University, the Physical Therapy Department provides an environment that values human dignity across various styles of thinking and diverse social backgrounds while fostering moral responsibility and academic excellence. This dynamic framework allows students to identify, define and grow to fulfill the responsibilities of a professional within society.

Faculty

Faculty in Physical Therapy at Creighton University value community and unity of purpose as elements that are essential to the educational process. As a community of scholars and professionals, the faculty have a commitment to inquiry, and accept the responsibility for contributing to the theoretical underpinnings, evolving knowledge base and practical implementation of physical therapy practice. The faculty are unified as facilitators of student learning and of reflective inquiry while serving as role models for professional behavior, service to society and the pursuit of justice.

Learner

Commitment to patients, society and the profession, in the realms of service, research and education is essential and lifelong. Students should contribute to the program, the University and society by reflecting the program's philosophy of service and learning. Striving to develop appropriate, effective strategies for advocating and instituting change

is a goal to be pursued as students enter a dynamic health care environment. Students are encouraged to develop their potential for lifelong learning, recognizing that the struggle for continual betterment of society, profession and self is an ongoing process throughout their professional careers. Consistent with the mission of the University, graduates are valued for their individual abilities to contribute to both society and the profession.

Creighton University Department of Physical Therapy is committed to leadership in clinical doctoral education through academic excellence, significant scholarly contributions, service to the human community and fostering societal and professional dedication within its graduates.

ADMISSION

Process

The early decision deadline for physical therapy applications is November 15. The preferred deadline is January 1. Applicants are encouraged to apply early so that an interview date may be scheduled.

To apply for admission, students must submit the following:

- * Online application form
- * \$60 application fee
- * Applicant statement
- * Official GRE scores. Allow a minimum of six weeks for delivery.
- * A minimum of 40 hours of observation supervised by a physical therapist.
- * Three letters of recommendation (one recommendation must be from a physical therapist). Letters of recommendation may be submitted through the online application or print the PDF recommendation form on our website and mail to: School of Pharmacy and Health Professions, Office of Admission, 2500 California Plaza, Omaha, NE 68178.
- * An official transcript must be received from each institution the applicant has attended and or is currently attending. Official transcripts should be directed to the School's Office of Admission.

Enrollment is limited and meeting minimum requirements does not guarantee admission to the professional program. Admission is based on academic and personal qualifications considered necessary for successful, competent practice as a physical therapist. Applicants must demonstrate an understanding of the profession gained through work and personal experience, as well as evidence of initiative, maturity, reliability, leadership, judgment, responsibility, communication skills and service to others. The Admission Committee will specifically look for evidence of such understanding, along with other factors such as rationale statement, overall grade point average, scores on standardized tests, and performance in required personal interviews.

Applicants must apply online at <http://www.applyweb.com/apply/cuhealth/menu.html>.

Pre-Professional Component

- * A minimum of 90 semester hours or 136 quarter hours are required before entering the program. Pre-physical therapy courses may be completed at any regionally accredited university or college.
- * Students applying to the program who do not hold a bachelor degree must identify their major emphasis of study and satisfactorily complete three upper-level courses (nine semester credit hours) towards that major prior to matriculation. Strong academic performance is considered paramount; the degree of emphasis is secondary.

* Graduate Record Examination (GRE) scores from the general test must be submitted.

Prerequisite courses:

Course	Semester Hrs.	Quarter Hrs.
General Biology I and II with labs (Coursework in botany, ecology, entomology, or combined anatomy/physiology will not fulfill the biology requirement)	8	12
General Chemistry I and II with labs*	8	12
General Physics I and II with labs*	8	12
Human Mammalian Physiology (If the student is enrolled in a combined human anatomy/physiology course, six semester hours will be required).	3	5
English (including composition)	6	9
Electives (Creighton students must complete 6 hours of Theology among the elective hours)	57	86
Total	90	136

*The chemistry and physics courses must be two-semester, eight-hour or equivalent course sequence. A course sequence is considered to be a correlated pair of courses offering indepth coverage of a specific field and must be at a level such that the courses would be acceptable as prerequisites to advance towards a baccalaureate degree in that discipline. Survey courses, non-sequential courses without associated laboratories, courses designed for non-science majors or abbreviated courses targeted to health sciences majors are not acceptable as meeting the prerequisite course requirement. Applicants must complete 16 of the 27 prerequisite science semester hours or equivalent prior to the application deadline.

Decision Making

Admission is based on academic and personal qualifications considered necessary for successful, competent practice as a physical therapist. Applicants must demonstrate an understanding of the profession gained through work and personal experiences, as well as evidence of initiative, maturity, reliability, leadership, judgment, responsibility, communication skills and service to others. The Admission Committee will specifically look for evidence of such understanding, along with factors such as the personal statement, overall grade-point average, scores on standardized tests, and performance in required personal interviews.

To request information, contact:

Admission Office
School of Pharmacy and Health Professions
Creighton University, 2500 California Plaza, Omaha, NE 68178
Telephone: (800) 325-2830, ext. 1 or (402) 280-2662
Fax: (402) 280-5739
e-mail: phaadmis@creighton.edu/Internet: spahp.creighton.edu

***GUARANTEED ADMISSION POLICY FOR CREIGHTON
UNDERGRADUATE STUDENTS***

Creighton undergraduate students meeting the following criteria will be granted admission to the Doctor of Physical Therapy program.

Each student must:

1. Be enrolled and complete all pre-physical therapy requirements at Creighton University prior to entry into the program. Classes taken that received college credit prior to high school graduation do not make students ineligible.
2. Complete a minimum of 15 semester hours each semester (one semester of no less than 12 semester hours is allowed).
3. Complete biology, chemistry, and at least one semester of physics by the end of the semester in which application to the program is made.
4. Have achieved a minimum overall quality-point average (QPA) of 3.25 at the end of the semester in which the student applies. A maximum of two repeat courses are allowed in the calculation of the QPA.
5. Have completed an interview expressing appropriate rationale and demonstrating interpersonal skills for the study and practice of physical therapy similar to that expected of other candidates.
6. Submit GRE scores.
7. Submit a completed application to the School of Pharmacy and Health Professions Admission Office by November 15 or the academic year prior to enrollment in the professional program.

Students unable to meet one or more of the above criteria are encouraged to apply for admission through the normal admission procedure.

PROFESSIONAL OUTCOMES

Professional Core Abilities:

1. Professional Formation and Critical Self-Reflection- The student shall utilize a process of deliberative self-reflection to enhance understanding of self and engage in continued professional formation. Formation of professional identity is based on the following core values: accountability, altruism, compassion, excellence, integrity, professional duty and social responsibility.
2. Communication Skills – The student shall read, write, speak, listen and use media and technology to communicate effectively. The student shall demonstrate respectful, positive and culturally appropriate interpersonal behaviors in the counsel and education of patients, families, and in communication with other healthcare professionals.
3. Critical Thinking and Clinical Judgment– The student shall acquire, comprehend, apply, synthesize and evaluate information. The student shall integrate these abilities to identify, resolve and prevent problems and make appropriate decisions. The student shall demonstrate the behaviors of the scholarly clinician by developing and utilizing the process of critical thinking and systematic inquiry for the purpose of clinical reasoning, decision-making and exercising sound clinical judgment.
4. Learning and Professional Development – The student shall consistently strive to expand his or her knowledge and skills to maintain professional competence and contribute to the body of professional knowledge. The student shall demonstrate the ability to gather, interpret and evaluate data for the purpose of assessing the suitability, accuracy and reliability of information from reference sources.

5. Ethical Foundation and Moral Agency – The student shall practice in an ethical manner, fulfilling an obligation for moral responsibility and social justice. The student shall identify, analyze and resolve ethical problems.
6. Social Awareness, Leadership and Advocacy – The student shall provide service to the community and to the profession. The student will assume responsibility for proactive collaboration with other healthcare professionals in addressing patient needs. The student will be prepared to influence the development of ethical and humane health care regulations and policies that are consistent with the needs of the patient and society.

Physical Therapy Core Abilities:

1. Patient Examination – The student shall perform: a) Thorough patient interview with appropriate medical history and review of systems; b) Physical examination utilizing appropriate tests and measures
2. Patient Evaluation and Physical Therapy Diagnosis – The student shall: a) Interpret results of the physical therapy examination and other diagnostic procedures; b) Synthesize pertinent data; c) Formulate an accurate physical therapy diagnosis. The process of evaluation also may identify the need for consultation with or referral to other health care providers.
3. Patient Prognosis – The student shall predict the patient's level of optimal improvement that may be attained through intervention within a given period of time.
4. Patient Intervention – The student shall design an appropriate plan of care to produce changes consistent with the physical therapy diagnosis and prognosis. The student shall develop a customized plan of care in collaboration with the patient's/family's expectations and goals. The student shall also assume responsibility for delegation and supervision of appropriate human resources engaged in patient care activities.
5. Patient Re-examination/ Re-evaluation – The student shall perform an accurate re-examination and re-evaluation to determine changes in patient status and to modify or redirect physical therapy intervention. The process of re-examination and re-evaluation also may identify the need for consultation with or referral to other health care providers. Patient re-examination and re-evaluation may also necessitate modification of delegation and supervision of appropriate human resources engaged in patient care activities.
6. Patient Outcomes – The student shall track the results of physical therapy management, which may include the following domains: Pathology; Impairments; Functional limitations; Participation; Risk reduction/ Prevention; Wellness; Community and Societal resources; and Patient satisfaction.
7. Systems Management - The student shall identify the specific contribution of physical therapy management within the healthcare system and the influence of health care policy on that system. In addition, the student shall demonstrate knowledge and be able to effectively interact within the interdependent framework of the health care team in a complex society. The student shall extend his/her responsibility for physical therapy care beyond individual patients to include care of communities and populations.

POLICY ON STUDENT COMPLIANCE WITH TECHNICAL STANDARDS

The Doctor of Physical Therapy education program in the School of Pharmacy and Health Professions at Creighton University prepares physical therapists to serve as primary providers of physical therapy care. In order to function as a clinical physical therapist, an individual must be able to meet certain physical, emotional, intellectual and communication expectations for performance. Physical therapy education requires the accumulation of scientific knowledge as well as the simultaneous acquisition and demonstration of psychomotor skills and professional attitudes and behaviors. The faculty is committed to an educational environment where students may “identify, define and grow to fulfill the responsibilities of a professional within society” (Program Philosophy).

The purpose of technical standards is to delineate the psychomotor, cognitive and affective skills and abilities deemed essential for matriculation into, continuation in and completion of the educational program. Technical standards are necessary to create specific expectations for student performance in the classroom, laboratory and clinical education environments. Technical standards must be met with or without reasonable accommodations consistent with the Americans with Disabilities Act.

Technical Standards

Psychomotor Skills/ Observation

The student must possess sufficient sensory and motor function to independently perform a physical therapy examination and intervention utilizing procedures including observation, palpation, auscultation, percussion, bariatric assessment, manual assistance and manual resistance. In general, this requires functional use of vision, hearing and somatic sensation including the ability to perceive position, pressure, movement, weight and vibration. Examples of specific observation skills include examination of non-verbal patient communication, skin integrity, radiographic findings, graphic representations of data, changes in body position/movement and gauges on equipment. A student must be able to respond to occurrences such as a patient calling from behind a curtain, warning calls from anyone and machine alarms. In the classroom, a student must be able to independently observe and participate in laboratory dissection of cadavers, the microscopic analysis of tissues, and lecture and laboratory demonstrations in all courses.

A student must be able to perform motor movements required to provide general and emergency care to all patients. These skills necessitate coordination of gross and fine movement of the trunk and limbs, equilibrium, strength and the integrated use of touch and vision/ hearing. Examples of specific motor abilities include writing or use of a keyboard, performance of gait training using therapeutic aids and orthoses, manual mobilization techniques, non-surgical wound debridement, cardiopulmonary resuscitation and lifting/ moving a patient on a bed/mat or during an assisted transfer between surfaces. A student must be able to possess a level of physical endurance to function under physically challenging workloads or in stressful environments.

Communication

A student must be able to understand and communicate in English effectively with patients and their families. A student must be able to understand and communicate in both written and spoken forms and demonstrate the ability to use therapeutic communication to attend, clarify, coach, facilitate and touch during the patient-provider encounter.

Conceptual/ Integrative Abilities

To effectively solve problems, a student must be able to measure, calculate, reason, analyze, integrate and synthesize information in a timely manner. For example, a student must be able to synthesize knowledge and integrate relevant aspects of the patient history and examination findings in order to develop an accurate physical therapy diagnosis and determine the appropriate intervention within reasonable time constraints imposed by the needs of the patient, the facility and the standards of care.

Behavior, Social Skills and Professionalism

Empathy, integrity, honesty, concern for others, good interpersonal skills, interest and motivation are all required personal qualities. A student must possess the emotional health necessary for the full use of their intellectual abilities, the exercise of good judgment (including the maintenance of patient confidentiality), prompt completion of all responsibilities attendant to course assignments and the development of mature, sensitive and effective patient relationships. This requires the ability of the student to be aware of and appropriately react to one's own immediate emotional responses. A student is expected to be able to accept and reflect upon appropriate suggestions and criticisms and, if necessary, respond by modifying personal behaviors. Students should also conduct themselves at all times in a manner consistent with the American Physical Therapy Association Code of Ethics and Guide for Professional Conduct.

Attainment of Technical Standards

All students should review the *Policy on Student Compliance with Technical Standards* and return a signed copy to the SPAHP Office of Admissions acknowledging that the policy has been read and the student attests they are in compliance with the policy. If the student believes that he/she has a disability that necessitates accommodation to meet these technical standards, the student must submit documentation of the disability, along with a request for reasonable accommodation, to the Director of Admissions and the Assistant/Associate Dean for Academic Affairs.

The technical standards are integrated into syllabi in all courses across the curriculum. In certain cases, compliance with technical standards is a prerequisite for a course. In some cases, compliance with technical standards must be maintained to successfully complete a course. Students who fail to meet technical standards that are defined as prerequisite course requirements should request a leave of absence from the program. If a student fails to meet technical standards while participating in a course, the student should discuss the situation with the Instructor of Record(s) and their faculty advisor. Students who cannot meet technical standards while participating in a course may request a grade of Incomplete from the Instructor of Record or request a leave of absence from the program. Otherwise, inability to meet technical standards may result in course failure. If a student believes he/she has a disability that necessitates accommodation to meet these technical standards, the student must submit documentation of the disability, along with a request for a reasonable accommodation, to the Director of Admissions and the Assistant/Associate Dean for Academic Affairs.

POLICY ON ELECTIVE COURSEWORK

Students who wish to register for an elective offered during the same time as a course in the professional curriculum must discuss and obtain permission from the Instructor of Record of the course offered in the professional curriculum and complete an Override/Exception Form before registering for the elective course.



REQUIREMENTS FOR GRADUATION

To satisfy the requirements for graduation, the student must successfully complete all courses in the physical therapy curriculum (including any and all pre-physical therapy requirements) while achieving a grade-point average of not less than 2.0. All candidates for the Doctor of Physical Therapy (DPT) degree must be determined by the faculty to be of good moral character and fit for the practice of the profession. All indebtedness to the University must be paid, and the graduate must be present at the ceremonies where the degree is conferred (unless excused under University rules). Additionally, in an effort to comply with accreditation and ongoing programmatic quality assurance, completion of all course evaluations and senior assessments is required in order for the student to be assigned a course grade and/or graduate.

TUITION AND FEES

See Tuition and Fees Section in this *Bulletin*.

Special fees may be required for purchase of professional resource materials, professional memberships, liability insurance and licensure.

FINANCIAL AID

See Financial Aid Section in this *Bulletin*.

APTA MEMBERSHIP

Membership in the American Physical Therapy Association (APTA) is strongly recommended.

LICENSURE

All graduates will be eligible to sit for the national examination in physical therapy when they graduate. Every state requires licensure, sets a passing standard, and may require additional written or practical examinations.

PLACEMENT

The Office of Academic and Student Affairs will maintain a list of positions available and a list of recruitment fairs on campus, in Omaha and at other locations. The School hosts an annual Employment Fair that is well attended by potential employers, and effectively assists graduates with job placement.

PHYSICAL THERAPY STUDENT ORGANIZATIONS

CUSAPTA

The Creighton University Student American Physical Therapy Association (CUSAPTA) was recognized as an official student organization for physical therapy students in 1995. The purpose of the Association is to provide an intellectual and social forum whereby Creighton physical therapy students can interact and associate with peers both within the physical therapy profession and from other health care disciplines. The Association supports the professional development of students through service and educational experiences outside the didactic and clinical curriculum.

Physical Therapy Leadership Guild

The Physical Therapy Leadership Guild is an organization promoting leadership, campus and community service and pursuit of high academic achievement. The Guild develops quality student leaders in the Creighton physical therapy program by creating opportunities to lead, and offering organization memberships and scholarships. The purpose of the Guild is to encourage members to contribute to the beneficence of society by organizing and promoting campus and community service projects as well as providing enriching educational opportunities.

Creighton University Sports Physical Therapy Association

The Creighton University Sports Physical Therapy Association consists of DPT students desiring to learn more about the physical therapists role as part of the sports medicine team. The Association was organized to become active in the community and to further incorporate service into the profession of physical therapy. Students will utilize faculty expertise, local physical therapists and other health care professionals to broaden their knowledge and skill level in relation to sports prevention and rehabilitation.

RECOGNITION OF SCHOLARSHIP, LEADERSHIP AND SERVICE

The Creighton University School of Pharmacy and Health Professions administers endowed scholarships derived from gifts and donations through the Physical Therapy Awards Committee. Each January, students are invited to apply for selected awards which are announced at the School Honors Convocation that is held in the spring. Students are informed of miscellaneous scholarships through the School's newsletter, and may consult with the School Administrator regarding any such scholarships.

The following awards are given annually to physical therapy students:

Doctor of Physical Therapy "Spirit" Awards

Criteria—commitment to the mission and goals of Creighton University and the Physical Therapy Department.

Physical Therapy Faculty Scholarship Awards

Criteria—demonstrated a high level of professionalism, spirit and class camaraderie; commitment to academic excellence; financial need.

Developing Clinician Award

Criteria—demonstrated excellent progress towards becoming a skilled and compassionate physical therapist.

Nick Steichen Memorial Scholarship

Criteria—a first year student chosen by her/his classmates as possessing the characteristics of scholarship, optimism, humor, helpfulness and happiness.

John and Lydia Stohs Scholarship Award,

Criteria—a student in the School of Pharmacy and Health Professions who has demonstrated high academic achievement and need.

Sidney J. Stohs Endowed Scholarship Award,

Criteria—a student in the School of Pharmacy and Health Professions who has demonstrated high academic achievement and need.

Other Awards

Physical Therapy students have been recognized for their academic, leadership and service achievements by being selected to Alpha Sigma Nu, Omicron Delta Kappa and the Physical Therapy Leadership Guild.

Faculty Awards

Physical Therapy Department Awards are presented by each Doctor of Physical Therapy class to the faculty members who have made significant contributions to their education and professional development for that year.

TRANSITIONAL DOCTOR OF PHYSICAL THERAPY PATHWAY

In 1999, the School instituted a Transitional (nontraditional) Doctor of Physical Therapy pathway to make doctoral education readily accessible to licensed practitioners. The Doctor of Physical Therapy degree advocates a commitment to patients and society by inculcating a lifelong commitment to learning, service, and reflective inquiry-based practice. The post professional pathway emphasizes integration of theory and practice from foundational, professional and clinical sciences, critical self-assessment, clinical reasoning and decision-making skills, advocacy and health policy.

The transitional DPT pathway permits distance-learners access to required course work through print, videotape, CD-ROM, and Web-based technology. The professional practice component of the curriculum (reflective practicum) is tailored to each individual student's self-assessment and career goals. This experiential, practicum component is arranged at sites in the student's geographical region.

The transitional DPT curriculum consists of 35 semester hours of required course work. Students who have had courses that may fulfill part of the didactic curriculum may apply for course waivers. Students who have had prior experience and work that has led to certification or specialization may apply for admission with advanced standing. Once the APTA credentialing service tool is available (early 2002), this tool will be used to evaluate physical therapists' capabilities. This assessment will be used in conjunction with the self-assessment course to design the student's program of study.

Professionals eligible for this program must have an earned physical therapy degree from a CAPTE-accredited program, hold current US licensure in one or more states, have practiced physical therapy for a minimum of two years and have access to computerized mechanisms of information gathering (Internet browsing) and communication (word processing, e-mail).

DOCTOR OF PHYSICAL THERAPY CURRICULUM
Campus-based Entry-level

First Professional Year

<i>First Semester (Fall)</i>	<i>Sem. Hrs.</i>	<i>Second Semester (Spring)</i>	<i>Sem. Hrs.</i>
PTD 310 Human Anatomy	7	PTD 314 Professional Practice I	1
PTD 312 Seminar in Physical Therapy I	1	PTD 320 Human Neurobiology	3
PTD 315 Histology	3	PTD 329 Kinesiology/ Pathomechanics II	4
PTD 319 Kinesiology/ Pathomechanics I	4	PTD 405 Clinical Exercise Physiology and Prescription	3
PTD 324 Physical Therapy Interventions I	1	PTD 437 Physical Therapy Interventions II	3
PTD 375 Information Retrieval and Literature of the Health Sciences	<u>1</u>	PTG 105 Introduction to Disease	<u>3</u>
	17		17

Second Professional Year

<i>First Semester (Summer)</i>	<i>Sem. Hrs.</i>	<i>Second Semester (Fall)</i>	<i>Sem. Hrs.</i>
PTD 328 Motor Control and Motor Learning	3	PTD 431 Pharmacotherapeutics	2
PTD 432 Seminar in Physical Therapy II	1	PTD 442 Seminar in Physical Therapy III	1
PTD 433 Psychological and Sociocultural Aspects of Human Interaction	3	PTD 444 Professional Practice III	3
PTD 434 Professional Practice II	3	PTD 448 Neuromuscular Physical Therapy I	4
PTD 438 Physical Therapy Interventions III	3	PTD 556 Critical Inquiry I	1
PTD 447 Musculoskeletal Physical Therapy I	<u>3</u>	PTD 557 Musculoskeletal Physical Therapy II	<u>5</u>
	16		16

Third Professional Year

<i>First Semester (Spring)</i>	<i>Sem. Hrs.</i>	<i>Second Semester (Summer)</i>	<i>Sem.Hrs.</i>
PTD 435 Ethics in Physical Therapy Practice	3	PTD 439 Physical Therapy Interventions IV	2
PTD 443 Health Care Systems	2	PTD 445 Health and Human Behavior: Educational Strategies for Health Professionals	2
PTD 449 Cardiovascular and Pulmonary I	2	PTD 553 Physical Therapy Management Systems	2
PTD 552 Seminar in Physical Therapy IV	1	PTD 559 Cardiovascular and Pulmonary Physical Therapy II	2
PTD 554 Professional Practice IV	4	PTD 564 Directed Study	2
PTD 558 Neuromuscular Physical Therapy II	4	PTD 569 Profession Practice V (Aug/Sept/Oct)	<u>12</u>
PTD 566 Critical Inquiry II	<u>2</u>		<u>22</u>
	18		

Fourth Professional Year

<i>First Semester (Fall)</i>	<i>Sem. Hrs.</i>	<i>Second Semester (Spring)</i>	<i>Sem. Hrs.</i>
PTD 679 Professional Practice VI (Nov/Dec/Jan)	<u>12</u>	PTD 689 Professional Practice VII (Feb/Mar/Apr)	12
	12	PTD 688 Expert Practice in Physical Therapy	<u>2</u>
			14

DOCTOR OF PHYSICAL THERAPY CURRICULUM

Transitional Web-based

Course Number	Course Title	Sem. Hrs.
NPT 515	Cell Biology for Physical Therapy	3
NPT 520	Motor Control and Motor Learning	3
NPT 526	Physical Assessment	3
NPT 531	Pharmacotherapeutics	3
NPT 540	Ethical and Legal Issues in PT Practice	3
NPT 543	Health Care Systems	3
NPT 545	Health Education/Promotion in PT Practice	3
NPT 555	Radiology	3
NPT 556	Clin. Research I: Evidence-Based Practice	3
or NPT 557	Clin. Research II: Biostatistics	3
NPT 590	Differential Diagnosis	3
NPT 501	Professional Assessment	<u>2</u>
DIDACTIC TOTAL		32

Elective Courses:

NPT 511	Regional Clinical Anatomy	3
NPT 529	Advanced Biomechanics	3

Reflective Practicum Areas (3 hours)

Clinical Areas		
NPT 564	Musculoskeletal	3
NPT 565	Neuromuscular	3
NPT 566	Cardiopulmonary	3
NPT 567	Integumentary	3
Non-clinical Areas		
NPT 558	Clinical Research	3
NPT 548	Academic/Clinical Teaching	3
NPT 544	Administration/Management	3
NPT 541	Policy/Ethics	<u>3</u>
PROGRAM TOTAL Semester Hours		35

ON-SITE COURSES

There will be one on-site visit to the Creighton University campus for laboratory or seminar-based course work for NPT 501 Professional Assessment; and one for NPT 526 Physical Assessment. These will be done in a four-day intensive format. There will be online course preparation prior to and following the on-site time.

Application forms are available online at www.spahp.creighton.edu or can be obtained by writing to:

Admission Office
School of Pharmacy and Allied Health Professions
Creighton University, 2500 California Plaza, Omaha, NE 68178
Telephone: 800- 325-2830 or (402) 280-2662
Fax: (402) 280-5739
Email: phaadmis@creighton.edu
Internet: www.spahp.creighton.edu

COURSE DESCRIPTIONS

(See Key to Symbols on Page 53)

ENTRY-LEVEL DOCTOR OF PHYSICAL THERAPY

Enrollment in any course in the Physical Therapy curriculum requires admission and full-time participation in the professional phase of the Physical Therapy program and satisfactory completion of all professional coursework preceding the offering or permission of both the Instructor of Record and Department Chair.

PTG 105 Introduction to Disease (3)

Pathology is the study of the diseases of man with an emphasis on the morphologic or structural alterations in tissue caused by human disease. A proper foundation in Pathology is essential for the understanding of human disease and its treatment. This course is a basic orientation to pathologic processes and provides an initial guidepost to the language of human disease and injury.

PTD 310 Human Anatomy (7)

Regional and comprehensive study of the human body with an emphasis on the back, thorax and extremities. Developmental anatomy, surface anatomy and radiologic anatomy segments are included. The course utilizes lecture, dissection laboratories, and discussion formats.

PTD 312 Seminar in Physical Therapy I (1)

Introduction to the profession of Physical Therapy and the American Physical Therapy Association. Students will be introduced to the development of the profession as well as contemporary issues related to legislation, practice and education, and perceptions of Physical Therapy by those outside the field. The student also will be introduced to the *Guide to Physical Therapist Practice*.

PTD 314 Professional Practice I (1)

This course is an introduction to clinical education and its role in the DPT Curriculum. The students are assisted in developing a clinical education mission statement, goals and objectives for clinical education and a clinical education plan. Students also participate in clinical site selection for PTD 554, 569 and 679.

PTD 315 Histology (3)

An overview of the cells, tissues and organs that make up the human body. The emphasis is on those types of cells and tissues that are most relevant to the practice of physical therapy including the connective tissues, muscle and nerve. Relevant research articles will be introduced throughout the semester. The course utilizes lecture, laboratory and discussion formats.

PTD 319 Kinesiology/Pathomechanics I (4)

Study of selected anatomical, structural, and functional properties of human connective tissues, muscular tissues, nervous tissues, and skeletal structures. Emphasis will be placed on mechanical, neuroregulatory, and muscular influences upon normal and pathological motion.

PTD 320 Human Neurobiology (3)

An overview of the development, structure and function of the human nervous system. While this course is designed to be an introduction to the field of neurobiology the emphasis of this course is on the motor and sensory systems. Research material will be introduced throughout the semester. The course utilizes lecture, laboratory and discussion formats.

PTD 324 PT Interventions I (1)

This course is the first of a three-part sequence introducing the student to the basic interventions fundamental to the practice of physical therapy. These interventions include patient handling skills, safe and effective patient care techniques, transfers, gait training, and massage. A case-based approach will be utilized to teach clinical skills in the laboratory.

PTD 328 Motor Control and Motor Learning (3)

This course emphasizes the integration of the neuroscience underlying the clinical practice related to assisting a client regain motor control. It is the link between Human Neurobiology and Neuromuscular Physical Therapy. The scientific foundation of the theories of motor control and motor learning are used to discuss a systems theory of motor control, and task-oriented approach to examination and intervention of postural control, mobility, and reach, grasp and manipulation disorders covering the life span. By means of lectures, independent learning experiences, small group discussions, and case presentation, students are introduced to a conceptual framework for their clinical practice.

PTD 329 Kinesiology/Pathomechanics II (4)

A continuation of PTD 319. Study of selected anatomical, structural, and functional properties of human connective tissues, muscular tissues, nervous tissues, and skeletal structures. Emphasis will be placed on mechanical, neuroregulatory, and muscular influences upon normal and pathological motion.

PTD 375 Information Retrieval and the Literature of the Health Sciences (1)

This course provides students with the basic skills and knowledge needed to retrieve and utilize information from the literature of the health sciences and related fields. It provides an overview of how to conduct a literature review. Selected handbooks, directories, other traditional resources and web resources will be studied, but primary emphasis will be given to bibliographic database searching. Three aspects of database searching will be emphasized. The first emphasis is understanding the mechanics of searching with the focus on understanding Boolean operators and records structure. The second emphasis is learning to use a problem solving approach to search and developing a few basic strategies for modifying unsuccessful searches. A comparative study of the bibliographic databases relevant to physical therapy is the third emphasis.

PTD 405 Clinical Exercise Physiology and Prescription (1)

This course is designed to provide students with an overview of bioenergetics in addition to a study of acute and chronic physiologic adaptation to aerobic and anaerobic exercise. The impact various disease states have on aerobic and anaerobic exercise capacity will also be explored. In addition, the application of therapeutic exercise prescription will be emphasized as related to pathologic conditions commonly seen in physical therapy practice.

PTD 431 Pharmacotherapeutics (2)

Utilization of knowledge of physiology and neuroscience to develop an understanding of effects of medication on human performance throughout the life span within the context of various physical and mental dysfunctions. Designed to develop an understanding of substance abuse, drug interactions, drug compliance, age, and dosage recommendations.

PTD 432 Seminar in Physical Therapy II (1)

This course is designed to give the student background information and a forum for discussion of contemporary issues in physical therapy practice, education and professional organization.

PTD 433 Psychological and Sociocultural Aspects of Human Interaction (3)

General principles of human interaction, communication, and relationships including self, professional-patient and interdisciplinary; strategies for understanding adaptations to disease and disability; and development of cultural sensitivity and competence skills for practice.

PTD 434 Professional Practice II (3)

This course prepares the physical therapy student to participate in clinical education with a thorough understanding of the role of clinical education in the DPT curriculum. The students are assisted in developing behavioral objectives specific for their upcoming clinical experience. The course culminates as students participate in a three-week clinical education experience.

- PTD 435 Ethics in Physical Therapy Practice (3)**
 This course prepares physical therapy students to approach ethical dilemmas objectively with a thorough understanding of professional moral responsibility. This course assists students to: distinguish ethical from other kinds of issues in health care; identify the morally relevant features of a case; identify the options open to a therapist faced with a moral problem; provide justification for the best options; consider counter arguments for one's positions; and enhance commitment to promoting the dignity of others.
- PTD 437 Physical Therapy Interventions II (3)**
 A course developing fundamental physical therapy skills, including examination and patient handling skills, introductory soft tissue mobilization, manual therapy and Proprioceptive Neuromuscular Facilitation techniques, and therapeutic exercise.
- PTD 438 Physical Therapy Interventions III (3)**
 Continuation of PTD 437; PTD 438 is a course developing fundamental physical therapy skills, including examination and patient handling skills, and application of physical agents in a clinical science examination/intervention framework.
- PTD 439 Physical Therapy Interventions IV (2)**
 The course includes two topical sections. One section focuses on the examination, evaluation, and interventions for patients with upper and lower extremity amputations. The other section focuses on clinical electrophysiologic examination and evaluation of patients.
- PTD 442 Seminar in Physical Therapy III (1)**
 This seminar will begin to look outside of the immediate area of physical therapy. The student will begin to appreciate the broader role of physical therapy related to patient education, patient referral to outside agencies, and the legislative arena. In addition, the student will continue to expand the definition of their professional role.
- PTD 443 Health Care Systems (2)**
 A study of the organization of health care delivery and health care policy as it affects the practice of Physical Therapy. Principles of access, cost and quality of health services are introduced as they affect patient, payer and provider. The course includes the examination of government and regulatory systems; insurance; economic; political and cultural forces; professional and social values which influence the development of health care policy and contemporary practice.
- PTD 444 Professional Practice III (3)**
 Continuation of PTD 434. The focus is on clinical learning and assisting students in developing self responsibility, self assessment, and an understanding of professional competence. The course concludes with a three-week clinical education experience.
- PTD 445 Health and Human Behavior: Educational Strategies for Health Professionals (2)**
 Examination of individual and social factors that influence health and wellness throughout the life span, including application of behavioral theories. Coverage of key concepts in teaching and learning essential to patient and family education. Introduction to health promotion/education interventions-based social, cultural, and economic influences; introduction to epidemiological assessment and program evaluation.
- PTD 447 Musculoskeletal Physical Therapy I (3)**
 Musculoskeletal Physical Therapy I incorporates the study of physical therapy and the medical management of neuromusculoskeletal disorders. Examination and intervention of the lower extremity from the orthopaedic perspective will be emphasized.
- PTD 448 Neuromuscular Physical Therapy I (4)**
 Comprehensive introduction to the examination, evaluation, planning and intervention for the patient with acquired or congenital nervous system dysfunction and their social unit within the context of growth, development and change across the life span. An emphasis is placed on use of tests and measures as well as the development of clinical problem solving ability of the neurologic physical therapist. Psychomotor skills for examination and delivering effective therapeutic exercise for the patient with neurologic dysfunction are presented.

PTD 449 Cardiovascular and Pulmonary Physical Therapy I (2)

Physical therapy evaluation and treatment of patients with primary and secondary disorders of the cardiopulmonary system. Principles of exercise testing and training for both healthy adults and for patients are included. The emphasis is on designing comprehensive programs that include patient education, assistance with lifestyle changes, and activity prescriptions.

PTD 499 Directed Independent Study (Variable credit hours)

Independent study time during which students engage in a self-designed learning experience under the direction and guidance of a designated faculty member. This experience may occur in any area of physical therapy.

PTD 552 Seminar in Physical Therapy IV (1)

This seminar is designed to focus students on the broader picture of physical therapy practice, career planning, and lifelong learning and service. Previous courses have introduced the student to professional and practice issues. This course will provide practical information as well as stimulate students to "think outside the box." In addition, coursework and assignments have been coordinated with PTD 558, 449, 443, 435, 566, and 554.

PTD 553 Physical Therapy Management Systems (2)

An introduction to management theory and practice in physical therapy including human resources, organizational change, leadership and team building, strategic planning, financial management, quality management, legal and regulatory issues, facility planning and marketing. Management decision making regarding investment, financing and operating is emphasized within the context of a business system. The field of case management is introduced.

PTD 554 Professional Practice IV (4)

Continuation of PTD 444. The focus is on clinical teaching and assisting students in developing an understanding of the role and responsibilities of clinical teachers. The course concludes with a four-week clinical education experience.

PTD 556 Critical Inquiry I (1)

Principles and application of inquiry and investigation are explored and related to the clinical environment. Research design and conceptual overview of statistical methods are discussed and used in the analysis of the literature. Applications for use in clinical practice are emphasized.



- PTD 557 Musculoskeletal Physical Therapy II (5)**
A continuation of PTD 447, Musculoskeletal Physical Therapy II incorporates the study of physical therapy and medical management of neuromusculoskeletal disorders. Examination and intervention of the upper extremity and axial region (spine, pelvis and temporomandibular joint) from the orthopaedic perspective will be emphasized.
- PTD 558 Neuromuscular Physical Therapy II (4)**
Continuation of PTD 448. Application of the psychomotor skills/ problem solving abilities introduced in PTD 448 is emphasized for various acquired and congenital neurologic disorders. Pathology, related co-morbidities, impairments, functional limitations and disabilities for these disorders are presented and discussed. Physical therapy management for an episode of care is emphasized.
- PTD 559 Cardiovascular and Pulmonary Physical Therapy II (2)**
Continuation of PTD 449. This course includes analysis of body composition, management of patients with obesity, peripheral vascular disease, heart and lung transplants, and diabetes. Management of patients with cardiopulmonary dysfunction as a secondary diagnosis also is discussed.
- PTD 564 Directed Study (2)**
Individually designed independent study time during which students work on a "scholarly project," under the direction and guidance of a designated faculty member.
- PTD 566 Critical Inquiry II (2)**
Continuation of PTD 556. Principles and application of inquiry and investigation are explored and related to the clinical environment. Research design and statistical methods are discussed and used in the analysis of the literature. Applications for use in clinical practice are emphasized, and a computer laboratory experience is utilized to allow students the opportunity to use one statistical software program. Students will complete a draft of the scholarly project proposal.
- PTD 569 Professional Practice V (12)**
This is a 12-week professional practice experience that requires the student to integrate the knowledge and skills from all previous academic and clinical coursework in a physical therapy practice setting.
- PTD 570 Teaching Practicum (variable credit hours)**
Individually designed teaching experience under the guidance of a faculty preceptor. Includes planning, assessment, and other faculty activities.
- PTD 679 Professional Practice VI (12)**
This is a 12-week professional practice experience that requires the student to integrate the knowledge and skills from all previous academic and clinical coursework in a physical therapy practice setting.
- PTD 688 Expert Practice in Physical Therapy (2)**
This is the capstone course for students returning from their extended clinical affiliations. Students are encouraged to reflect upon their professional development to date and recognize the opportunities and professional duties for moving from novice to expert practitioner in the future. Certification as a clinical specialist, graduate school, utilization of the scientific literature, reflection on practice, professional writing and public presentation skills are explored. Life-long learning and the responsibilities/ opportunities of assuming the role of program alumnus related to professional development and the Creighton University mission are emphasized.
- PTD 689 Professional Practice VII (12)**
This is a 12-week professional practice experience that requires the student to integrate the knowledge and skills from all previous academic and clinical coursework in a physical therapy practice setting.

TRANSITIONAL WEB-BASED DOCTOR OF PHYSICAL THERAPY (NPT)

NPT 501 Professional Assessment (2)

Self-assessment and evaluation of professional and career goals, as well as clinical competence across the systems areas (musculoskeletal, neurologic, cardiopulmonary, and integumentary) using a portfolio model. The portfolios are meant to be dynamic, changing over time and representing performance-based assessment using a variety of evidence.

NPT 511 Regional Clinical Anatomy (3)

An in-depth analysis of the structure and function of a body region (selected by the student and the instructor). Prior to dissecting this region the student will research a clinical question related to the selected body region and develop individual learning goals and objectives. Results of the research and dissection will be shared through formal presentation at the end of the course.

NPT 515 Cell Biology for Physical Therapy (3)

The study of the cells and tissues of the human body with the objectives of understanding the relationship of cell structure to function and the dynamic nature of cells and tissues and relevant research. Those tissues most relevant to the practice of physical therapists are covered. There will be an introduction to the inflammatory and healing processes and the repair and regeneration of muscle, nervous and connective tissues.

NPT 520 Motor Control and Motor Learning (3)

Study of the neuroscience research underlying the clinical practice related to assisting a client regain motor control. The scientific foundation of the theories of motor control and motor learning will be used to discuss a systems theory of motor control and task-oriented approach to examination and intervention of postural control, and upper and lower extremity mobility disorders.

NPT 526 Physical Assessment (3)

This course focuses on the physical examination process in evaluation of the musculoskeletal, neuromuscular, cardiopulmonary, integumentary, GI/GU/renal and cognitive/behavioral systems. An on-site laboratory experience will provide practical, hands-on application of assessment skills in health examination of well adults.

NPT 529 Advanced Biomechanics (3)

Critical examination of the current literature related to normal and pathological musculoskeletal biomechanics including kinematic and kinetic analysis. Emphasis is placed on utilizing information found in the contemporary biomechanics literature to critically analyze and scientifically select: evaluation/assessment protocols, functional measurements, diagnosis, prognosis, clinical interventions, and outcomes measures for motion dysfunction.

NPT 531 Pharmacotherapeutics (3)

Designed to develop an understanding of basic concepts in drug pharmacology and how to apply those concepts to the practice of physical therapy. Emphasis is placed on the mechanism of action of drugs, pharmacokinetics, side effects and therapeutic use. Specific patient characteristics that impact drug action will also be stressed. The overall goal is to develop a knowledge base that will allow the physical therapist to better adjust treatment care plans for their medicated patients.

NPT 540 Ethical and Legal Issues in Physical Therapy Practice (3)

Ethical and legal analysis applied to clinical and administrative decision making in contemporary practice environments. Theoretical frameworks, concepts, and case analysis will be used to address current challenges in practice.

NPT 541 Policy/Ethics (1-4)

In-depth experience in which the student identifies and investigates a policy-related or ethical/legal problem impacting clinical practice. Students may elect to study with professionals in a variety of governmental, professional, organizational and clinical settings. This experience requires application of theories from NPT 540 and NPT 543.

NPT 543 Health Care Systems (3)

Study of the delivery of health care and its influence on physical therapy practice. Includes introduction to organizations and organizational structure, examination of governmental issues, and review of current literature as it relates to each topic.

- NPT 544 Administration/Management (1-4)**
In-depth experience in administration and/or health care management in a clinical or corporate setting.
- NPT 545 Health Education/Promotion in PT Practice (3)**
Examination of individual and social factors that influence health and wellness throughout the life span including application of behavioral theories, introduction to health promotion/education and interventions based on social, cultural, and economic influences. Focus on the role of physical therapist in health promotion/prevention activities with individuals as well as communities. Students will design, implement, and evaluate a health promotion/education module.
- NPT 548 Academic/Clinical Teaching (1-4)**
In-depth experience in didactic and/or clinical pedagogy that provides students with opportunities to apply theories of instructional methods and evaluation with a focus on the adult learner.
- NPT 555 Radiology (3)**
Includes basic principles and interpretation of diagnostic imaging modalities as they apply to the physical therapist. Emphasis on plain film radiography, including basic physics of the imaging technique, viewing and interpreting radiographs, radiographic anatomy and clinical correlation with patient cases. Other types of imaging, including contrast films, magnetic resonance imaging, and computed tomography will also be introduced.
- NPT 556 Clinical Research I: Evidence-based Practice and Decision Making (3)**
Review of basic concepts of the clinical research process and critical analysis of the literature. Exploration of knowledge and theory development with application to practice. Examination of the clinical reasoning and decision making models and process as relates to evidence-based practice and assessment of patient outcomes.
- NPT 557 Clinical Research II: Research Design and Biostatistics**
Overview of basic research designs (qualitative, epidemiological, quantitative). Includes descriptive and inferential statistics with an emphasis on statistical methods, and computerized data analysis most commonly associated with physical therapy research.
- NPT 558 Clinical Research (1-4)**
In-depth research experience on a clinical problem or issue of interest done in partnership with a faculty and/or clinical mentor.
- NPT 564 Musculoskeletal Clinical Practice (1-4)**
In-depth clinical practice focused on proficiency and management of patients with musculoskeletal disorders. Clinical practice competencies are generated through performance-based assessment in NPT 501.
- NPT 565 Neuromuscular Clinical Practice (1-4)**
In-depth clinical practice focused on proficiency and management of patients with neuromuscular disorders. Clinical practice competencies are generated through performance-based assessment in NPT 501.
- NPT 566 Cardiopulmonary Clinical Practice (1-4)**
In-depth clinical practice focused on proficiency and management of patients with cardiopulmonary disorders. Clinical practice competencies are generated through performance-based assessment in NPT 501.
- NPT 567 Integumentary Clinical Practice (1-4)**
In-depth clinical practice focused on proficiency and management of patients with disorders of the integumentary system. Clinical practice competencies are generated through performance-based assessment in NPT 501.
- NPT 590 Differential Diagnosis (3)**
This course focuses on diagnostic process and clinical reasoning skills used in patient/client management. Therapists will apply clinical reasoning to patient cases from their own clinical experiences. Emphasis will be placed on the differential diagnostic process in physical therapy and indications for referral.

FACULTY—Physical Therapy Program

EDWARD D. ADICKES, *Associate Professor of Physical Therapy* (secondary appointment) (1996; 1997).
B.S., Albright College, 1971; D.O., College of Osteopathic Medicine and Surgery, 1977.

J. BRADLEY BARR, *Assistant Professor of Physical Therapy* (1998).
B.A., Stanford University, 1991; DPT, Creighton University, 1996.

KELLI A. GREGERSON BENTLEY, *Adjunct Assistant Professor of Physical Therapy* (1996; 2000).
B.S., University of Nebraska Medical Center, 1986; M.A., University of Nebraska-Omaha, 1991.

CHUN C. CHAO, *Instructor of Physical Therapy* (2000).
B.S., Briar Cliff College, 1997; D.P.T., Creighton University, 2000.

PATRICK CROSS, *Assistant Professor of Physical Therapy* (2002).
B.S., Truman State University, 1999; D.P.T., Creighton University (2002).

TERESA M. COCHRAN, *Assistant Professor of Physical Therapy* (1998).
B.A., University of Nebraska at Omaha, 1989; M.A., 1994; D.P.T., Creighton University, 1996.

REV. DONALD D. DRISCOLL, S.J., *Assistant Professor and Jesuit Chaplain, School of Pharmacy and Health Professions* (1987; 1996); *Lecturer in Theology* (1987).
B.A., St. Louis University, 1958; S.T.B., 1967; M.A., University of Notre Dame, 1968.

JENNIFER A. FURZE, *Assistant Professor of Physical Therapy* (2000).
B.S., University of Scranton, 1995; D.P.T., Creighton University, 1998.

JUDITH R. GALE, *Assistant Professor of Physical Therapy* (1993; 1997).
B.A., San Francisco State University, 1981; M.A., Stanford University, 1984; M.P.H., University of Alabama at Birmingham, 1991; D.P.T., Creighton University, 2002.

CAROLINE GOULET, *Associate Professor of Physical Therapy* (2001); *Director, Transitional D.P.T. Programs* (2002).
B.Sc., McGill University, 1986; M.Sc.A., Université de Montréal, 1989; Ph.D., 1995.

NATALIE S. HARMS, *Instructor of Physical Therapy* (1999); *Director, Department of Physical Therapy, Creighton University Medical Center*.
A.A.S., Colby College, 1983; M.P.T., University of Nebraska Medical Center, 1993.

RONALD J. HOSPODKA, *Associate Dean for Student Affairs* (2000; 2003); *Associate Professor of Physical Therapy* (secondary appointment 2003); *Associate Professor of Pharmacy Sciences* (1978; 1995); *Associate Professor of Occupational Therapy* (secondary appointment 2003).
B.S.Pha., University of Nebraska, 1965; M.S., 1971; M.B.A., 1976.

GAIL M. JENSEN, *Associate Dean for Faculty Development and Assessment* (2002); *Professor of Physical and Occupational Therapy* (1993; 2000); *Professor of Pharmacy Practice* (secondary appointment 2003).
B.S., University of Minnesota, 1973; M.A., Stanford University, 1978; Ph.D., 1987.

ANTHONY E. KINCAID, *Vice Chair, Department of Physical Therapy* (2003); *Associate Professor of Physical Therapy* (1995; 2002).
B.S.P.T., California State University-Long Beach, 1979; M.S., Anat., University of Michigan, 1987; Ph.D., 1991.

JOAN S. LANAHAN, *Assistant Professor and Chaplain, School of Pharmacy and Health Professions* (1998; 2000).
D.Min., McCormick Theological Seminary, 1984.

- KAREN A. PASCHAL, *Assistant Professor of Physical Therapy* (1994).
B.A., University of South Dakota, 1972; M.S., Duke University, 1974.
- KIRK PECK, *Assistant Professor of Physical Therapy* (2002).
B.S., Kansas State University, 1988; M.S., University of Kansas Medical Center, 1990.
- RUTH PURTILO, *Professor of Physical Therapy* (secondary appointment) (1993).
B.S., University of Minnesota, 1964; M.T.S., Harvard University, 1975; Ph.D., 1979.
- VICTORIA F. ROCHE, *Associate Dean for Administration* (1992; 2000; 2003); *Professor of Physical Therapy* (secondary appointment 2003); *Professor of Pharmacy Sciences* (1982; 1995); *Professor of Occupational Therapy* (secondary appointment 2003).
B.S., Nebraska Wesleyan University, 1973; M.S., University of Nebraska College of Pharmacy, 1976; Ph.D., University of Nebraska Medical Center, 1981.
- ROBERT SANDSTROM, *Chair, Department of Physical Therapy* (2001); *Associate Professor of Physical Therapy* (1995; 1996).
B.S., University of Wisconsin, 1979; M.S., University of Nebraska Medical Center, 1986; Ph.D., 1989.
- LINDA S. SCHEIRTON, *Associate Dean for Academic Affairs* (1998, 2003); *Associate Professor, Physical Therapy* (2003) (secondary appointment); *Associate Professor, Pharmacy Sciences* (2003) (secondary appointment); *Associate Clinical Professor of Periodontics* (1997) (secondary appointment); *Associate Professor, Occupational Therapy* (2003).
A.A.S., Del Mar College, 1974; B.S., Texas A & I University at Corpus Christi, 1975; M.A., University of Texas at San Antonio, 1978; Ph.D., University of Texas at Austin, 1990.
- A. JOSEPH THRELKELD, *Associate Professor of Physical Therapy* (1992).
B.H.S., University of Kentucky, 1976; Ph.D., 1984.



* The year appearing in parentheses after the academic rank and official position indicates the beginning of service at Creighton University. The second date, if given, indicates the year of appointment to present rank.

OTHER EDUCATION OPPORTUNITIES IN THE SCHOOL OF PHARMACY AND HEALTH PROFESSIONS

There are currently three programmatic opportunities for graduate education in the School of Pharmacy and Health Professions. Masters programs are available in Pharmaceutical Sciences, Health Services Administration and Business Administration. Interested students should contact the School's Admissions Office at <http://spahp.creighton.edu> or (402)-280-2662, or the Creighton University Graduate School at (402) 280-2870.

MASTER OF SCIENCE IN PHARMACEUTICAL SCIENCES

Program Description

The graduate program in Pharmaceutical Sciences encompasses a multidisciplinary approach to graduate training, culminating in the M.S. degree. The program of study leads to either a joint (dual track) Doctor of Pharmacy (Pharm.D.)/M.S. degree or to an M.S. degree alone. The program of study is based on the background and career objectives of each student and tailored to meet individual needs. Students will complete a series of required and elective courses, conduct an original research project in the laboratory of a faculty mentor, and submit a thesis based on the outcome of their research. The program provides the opportunity for students to specialize in the following areas: pharmacology, toxicology, pharmaceuticals, pharmacokinetics, and medicinal chemistry.

Application and Admission

Students who wish to apply for admission to this program should obtain an application from the Graduate School of Creighton University or from the Director of the Pharmaceutical Sciences Graduate Program. Applications will be accepted until April 15 of each year for admission in the fall semester of the following academic year. Prospective students will be admitted to the M.S. program on a competitive basis. To inquire about the program or to request an application, contact the Director of the Pharmaceutical Sciences Graduate Program, Department of Pharmacy Sciences, School of Pharmacy and Health Professions, Creighton University, 2500 California Plaza, Omaha, NE 68178.

MASTER OF HEALTH SERVICES ADMINISTRATION

The MSHA program is administered collaboratively through the School of Pharmacy and Health Professions, the School of Nursing, the College of Business Administration and the Graduate School. The curriculum provides current and foundational topics in health services, and focuses on an awareness of the necessity for interdisciplinary cooperation to address timely issues in the health care field. The program is designed for individuals working in the field who are seeking advancement or who wish to broaden their skills and knowledge in this area and for those wishing to enter the field. The non-thesis degree requires 48 semester hours of course work; 42 in core courses and fieldwork activities and the remaining six in a field of concentration. Students completing 15 semester hours of foundational content can earn a Certificate in Health Services Administration.

Students eligible for this graduate program must hold an earned baccalaureate degree from an accredited U.S. college or university or a recognized foreign university, and receive satisfactory scores on the Graduate Record Examination (GRE) or the Graduate Management Admission Test (GMAT). For unconditional admission, applicants must have earned a cumulative grade point average of 3.0 (on a 4 point scale) during their last 60 semester hours of undergraduate coursework. Three letters of recommendation must accompany a completed Graduate School application and MSHA Data Sheet.

*DOCTOR OF PHARMACY/MASTER OF BUSINESS
ADMINISTRATION*

The School of Pharmacy and Health Professions has developed a dual degree program in pharmacy and business administration. The program replaces the ten semester hours of electives required in the Doctor of Pharmacy program with foundational and advanced business administration courses. Selected courses in the College of Business Administration's MBA program will be accepted by the School of Pharmacy and Health Professions as equivalent to required business-related courses in the Doctor of Pharmacy program. Students will complete the MBA within one year of successful completion of the Doctor of Pharmacy degree.

To be eligible for this dual degree program, students must apply and be accepted to the Doctor of Pharmacy program, as well as the MBA program housed in Creighton's College of Business Administration. Pharmacy students seeking admission to the College of Business Administration will be subject to the same admissions standards as all other MBA program applicants, and must furnish all credentials required for the admissions process, including a GMAT score. Only students eligible to enroll in a graduate program (e.g., those who have successfully completed a minimum of 120 semester hours of college work) may apply.

TUITION, FEES and FINANCIAL ARRANGEMENTS

TUITION AND FEES

Entry Level Students

Students are responsible for full-time tuition for all semesters in which they are enrolled and completing required didactic or clinical course work, including summers. No student will be allowed to pay tuition on a per-credit-hour basis without the written permission of the Assistant/Associate Dean for Academic Affairs.¹

Ordinarily tuition and fees and board and room charges are payable in advance for an entire semester or summer session¹ (see Financial Arrangements). All rates are subject to change without notice.

For 2003-2004 Academic Year

Application for admission fee \$ 60.00

Enrollment reservation deposit payable when admitted to
Pharmacy and Health Professions (credited to tuition) 400.00

Tuition per semester for Pharmacy students:

(Campus-based pathway students)

(Nine total semesters)

Enrolled in first or second year of program 10,499.00

Enrolled in third or fourth year of program 10,167.00

(Web-based pathway students)

(Eleven total semesters)

Enrolled in first or second year of program 8,590.00

Enrolled in third or fourth year of program 8,339.00

Tuition per semester for Occupational Therapy students

Enrolled in first or second year of program 9,601.00

Enrolled in third or fourth year of program 9,314.00

Tuition per semester for Physical Therapy students

Enrolled in first or second year of program 9,601.00

Enrolled in third or fourth year of program 9,314.00

Student Health Insurance Premium²

Option 1- 8/18/03-8/17/04 (billed 1/2 each semester) 1448.00

8/18/03-2/17/04 (for first semester only) 724.00

1/1/04-8/17/04 (for second semester only) 910.00

Hepatitis B vaccination fee 230.00

First year Program Fee (one-time) 200.00

University Fee (per semester)

On-campus pathway students 360.00

Web-based pathway students 260.00

Part-time students: Entry-level students in the School of Pharmacy and Health

¹ Registration is not complete until financial arrangements have been made.

² This charge for each full-time student 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.

Professions may register as part-time students only with the written permission of the Assistant/Associate Dean for Academic Affairs. Such students are subject to registration, laboratory, and any other applicable fee.

The tuition charges for courses audited are one-half (50%) of the regular per-credit-hour rate when the per-credit-hour rate is applicable.

Post Professional Students

Application for admission fee	\$60.00
Enrollment reservation deposit payable when admitted to Pharmacy and Health Professions, credited to tuition	400.00
Tuition per credit hour	please call (402) 280-1824
Hepatitis B vaccination fee	230.00
University Fee, per course	25.00
Special Challenge Examination fee	200.00
Clerkship Portfolio Review Fee	500.00
Video tape deposit and rental , added for courses delivered in video format	75.00 (\$15.00 charged as rental, \$60.00 refunded when tapes are returned in good condition)

Extra Costs

All students are expected to bear the costs of books, notes and manuals, annual immunizations, or other incidentals necessary for a course, laboratory, or clerkship. Students assigned to clinical rotation sites that are outside Omaha must bear any additional costs of transportation and/or board and room. In estimating the overall costs one should include allowances for personal expenses.

FINANCIAL ARRANGEMENTS

Tuition and fees, and board and room charges are payable at the time of registration. However, arrangements may be made to pay monthly installments by using the University's Monthly Electronic Transfer (MET) plan. Participation in this plan will be limited to the unpaid balance after all financial aid credits have been applied. Folders describing the payment plans and services of MET are mailed to prospective and returning students during the summer.

Books and supplies may be purchased at the campus bookstore or, in some cases, through student professional organizations. These items must be paid for when they are obtained.

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

Late Payment Policy

A late payment fee will be added to charges assessed at registration that remain unpaid after the period for late registration. This fee is \$100 for the first month and an additional

\$50 for each subsequent month that the account remains unpaid. Accounts with unpaid balances under \$500 will be subject to a \$100 fee the first month, and \$39 each month thereafter.

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

WITHDRAWALS AND REFUNDS

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

<i>Period of attendance from date of enrollment¹</i>	<i>Percent of the semester rate to be charged</i>
During the first week	10%
During the second week	20%
During the third week	40%
During the fourth week	60%
During the fifth week	80%
Over five weeks	100%

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

Non-recurring fees, the application fee, the registration fee, and penalty fees will be charged in full, regardless of the period of attendance.

Full-time students who drop courses after the last day for late registration but remain full-time receive no refund. Students assessed tuition on a per credit hour basis will be charged for courses dropped in accordance with the schedule applicable in the event of total withdrawal.

Entry-level students 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 which requires a student to notify the Assistant/Associate Dean for Academic Affairs in person or in writing of his/her withdrawal. **Refunds are made to the student on the basis of the date he/she has formally notified the Assistant/Associate Dean for Academic Affairs in person or in writing of his/her withdrawal.**

Post professional students must submit a written request for course withdrawal within 30 days of the beginning of the enrollment period in order to receive a refund of 25% of the total amount of tuition paid for that period. Other University and School fees are non-refundable. Video deposits, less a \$15.00 rental fee, will be refunded upon return of the complete set of undamaged tapes. No refunds for textbooks, syllabi or supplementary course materials will be made.

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

Property and equipment, including laptop computers, library books, military uniforms, laboratory apparatus, etc., loaned to a student for use during a period of instruction must be returned by the time specified. In case of delinquency, grade reports, transcripts, and diplomas will not be released until proper return or restitution is made.

¹ Non-recurring, penalty, and special service fees include University fee, late payment, special examination/evaluation, challenge examination, and recording.

STUDENT FINANCIAL AID

Financial aid available for Pharmacy and Health Professions students is described below. Students wishing financial aid should review this material and familiarize themselves with the various programs. Federal financial aid is not available to 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 Pharmacy and Health Professions or other professional schools. Additional information is available at www.creighton.edu/finaid.

Questions regarding financial aid for Pharmacy and Health Professions students should be directed to the Associate Director for Graduate and Professional Students, Creighton University, Financial Aid Office, 2500 California Plaza, Omaha, NE 68178-0062, (402) 280-2731.

Distance learning students enrolled at least half-time may qualify for federal loans for direct costs. Contact the Financial Aid Office for more information.

APPLICATION PROCEDURES

- Apply for admission to Creighton's School of Pharmacy and Health Professions. No financial aid commitment can be made until a student is accepted for admission.
- Complete the Free Application for Federal Student Aid (FAFSA). This application is normally available at high school guidance offices and university financial aid offices after December 1. Students should complete this application as soon as possible after January 1. Students are encouraged to apply online at www.fafsa.ed.gov for faster processing. Copies of tax returns may be required, and should be forwarded directly to the Financial Aid Office if requested.
- Students will receive an award notification letter, which must be signed and returned to Creighton's Financial Aid Office.

It is recommended that applications for financial aid be made between January 1 and March 1 preceding the fall semester in which one plans to enroll. Early application is desirable in order to insure the availability of funds. However, no student will be considered for or granted financial aid until that student is accepted by the University for admission and/or is in good standing with the University.

DEADLINES FOR APPLICATION AND REVISIONS

1. April 1—FAFSA
2. April 1—Deadline for summer financial aid applications.

DISBURSEMENT AND USE OF AWARDS

All financial aid advanced by Creighton University must be used to pay tuition, fees, and University board and room charges before any other direct or indirect educational costs. The stated limits refer to the maximum amount of loan eligibility; the specific amount awarded will be governed by the need of the student, and by the funds available at the time of application. Ordinarily, one half of the total annual award will be available at each fall and spring registration.

Satisfactory Academic Progress

The Education Amendments of 1980 require Creighton University, as an institution of higher learning, to define and monitor standards of satisfactory academic progress for students receiving Federal financial aid. These standards are established for students who are receiving Federal Title IV financial aid.

Standards of satisfactory academic progress are established for two reasons: (1) To encourage students to meet and maintain the University's minimum academic standard or QPA and (2) to insure that students progress toward a degree by completing a minimum number of credit hours each academic year.

Qualitative Measurement

A student enrolled in a program of study offered by the School of Pharmacy and Health Professions must maintain a cumulative 2.0 QPA which is evaluated at the end of each spring semester.

Quantitative Measurement

Students enrolled in the School of Pharmacy and Health Professions may receive financial aid up to the following credits or until obtaining the intended degree, whichever comes first. A student must receive credit for a minimum of 75 percent of the total number of credits attempted. This will be monitored on a cumulative basis each semester. Grades of "AF", "F", "NP", "UN", "WF", "X", incompletes, and withdrawals will not count as credits earned.

Students enrolled in the Doctor of Occupational Therapy program receive financial aid up to 108 credits or until the Doctor of Occupational Therapy degree is received, whichever comes first. Students enrolled in the Doctor of Pharmacy program receive financial aid up to 228 credits or until the Doctor of Pharmacy degree is received, whichever comes first. Students enrolled in the Doctor of Physical Therapy program receive financial aid up to 192 credits or until the Doctor of Physical Therapy degree is received, whichever comes first.

Financial Aid Termination/Reinstatement of Aid

Following the student's failure to meet the above criteria, the student's financial aid will be terminated until such time as the minimum cumulative standards have been met. Students may also use summer courses (at their expense) to reinstate eligibility for financial aid.

Appeal

If extenuating circumstances have affected a student's progress, a written appeal outlining the reason(s) for failure as well as appropriate third party documentation will be required. The following circumstances may qualify for a legitimate appeal:

1. Student illness—requiring physician's care (in excess of two weeks).
2. Major illness or death in the student's immediate family (spouse, mother, father, brother, sister, child, grandparents).

Academic Program/Degree Change

If a student changes his/her academic program or degree, the maximum course credits of eligibility will be re-evaluated.

Incompletes

It is the student's responsibility to notify the Financial Aid Office when incompletes have been completed satisfactorily. Credit may then be given toward a student's total completed hours.

Transfer Students

Credit hours transferred to Creighton University will be monitored from the point of enrollment at Creighton. The number of credits accepted by Creighton from another institution(s) will be added to the credits attempted at Creighton.

Repeating Courses

Should a student repeat a course in which a grade of “AF”, “F”, “NP”, “UN” or “W” was received and earn credit for it (thereby eliminating the previous grade), the newly earned credit hours will be applied in calculating the student's academic progress.

GRANTS AND SCHOLARSHIPS

Indian Fellowship Program (Native American)

The Indian Fellowship Program is authorized by the Indian Education Act of 1972. It provides fellowships to Indian students pursuing graduate study in medicine or related fields, and in other designated fields of study. A fellowship may be awarded for up to four years, and provides tuition, fees, books, supplies, a monthly stipend and dependency allowance.

Eligible applicants are qualified Indian students or prospective students. The purpose of the award is to enable Indian students to pursue a course of study of not more than four academic years leading toward a post-baccalaureate degree or an undergraduate degree in designated fields of study. The deadline for application is late January prior to the following fall enrollment. For an application, contact: Indian Fellowship Program, Office of Indian Education, U.S. Office of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202. Telephone (202) 245-2975.

Creighton University Scholarships

Academic scholarships awarded as an entering freshman student at Creighton are renewable for up to four years (eight fall/spring semesters) regardless of the school in which the student is enrolled. Once the maximum term length has been reached, the scholarship(s) will end for the balance of the student's academic program.

Scholarships awarded to entering undergraduates can be continued if you are admitted to one of Creighton's post-baccalaureate programs before the end of the eight semester limit. If you enter a program of study leading to a DPT, PharmD, OTD, or PhD degree, your scholarship is continued until eight consecutive semesters have expired. Scholarship values based on a percentage of tuition will be calculated on the prevailing undergraduate tuition rate in effect during the time you are in a post-baccalaureate program of study.

PHARMACY AND HEALTH PROFESSIONS SCHOLARSHIPS

A limited number of academic and need-based scholarships are available to entry-level students in the School of Pharmacy and Health Professions. A call for applications is issued each year through the Awards Committees. The selection of the recipients and designation of the amount of aid granted is left to the discretion of the School. Details on these scholarships are available from the Dean's Office. Additional scholarships offered through outside sources are listed on the School's website as the School receives notification. Students are advised to constantly check the website for application requirements.

LOAN PROGRAMS

Long-Term Loans

A loan is a type of financial aid that is repaid according to the terms of the promissory note. Also, HPSL and Federal Perkins recipients must return the Rights/Responsibilities Statement sent with the Award Notification. Finally, all HPSL, Federal Perkins, and/or Federal Stafford/SLS borrowers must have an exit interview with the Business Office and/or Financial Aid Office prior to leaving Creighton.

Health Professions Student Loan (HPSL)

To qualify for assistance under this program a student must be enrolled in the pharmacy program and demonstrate financial need. The maximum loan that may be awarded per academic year is \$2,500 plus tuition. Funding at Creighton is limited to approximately \$6,000. Interested students must complete the FAFSA, and in all cases parents' financial information must be included regardless of dependency status. A copy of the parents' tax form is *required* and must be submitted to the Financial Aid Office. No awards may be made to a student under this program unless parents' information is provided. The loan is repayable over a ten-year period, which begins one year after the student ceases to pursue a full-time course of study. The loan carries an interest rate of five percent which does not start to accrue on the principal until repayment commences.

Federal Perkins Loan

This program offers a five percent loan to students demonstrating financial eligibility. Students in a bachelor's program of study may borrow an aggregate maximum of \$20,000. Students obtaining a doctoral degree may borrow up to an aggregate maximum of \$40,000, including undergraduate borrowing. The totals will also include any Federal Perkins Loan money that one may have received prior to enrolling in Creighton's Pharmacy and Health Professions programs. The principal and accruing interest payments will commence nine months after the student graduates or drops below half time. Due to limited funding, the Federal Perkins loan may be limited to undergraduate students.

Federal Subsidized Stafford Student Loan (FSSL)

A student may borrow from a lender offering the FSSL and a state or private guaranty agency will stand behind the loan. A Pharmacy, Physical Therapy or Occupational Therapy student may borrow up to \$8,500 annually and up to \$65,500 for the entire program of study, including undergraduate borrowing. The Federal Government pays interest on the loan while the student is in school. Repayment begins six months after the student graduates or drops below half-time.

Application: If a student is eligible to receive a Federal Stafford Student Loan, a Master Promissory Note (MPN), instruction sheet, and preferred lender list will be sent from Creighton with the award notice. The MPN must be returned to the Financial Aid Office immediately if the student wants to apply for a Federal Stafford Student Loan. The signed award notice must also be returned to the Financial Aid Office. The MPN will then be forwarded to the lender indicated by the student.

Federal Unsubsidized Stafford Student Loan (FUSL)

A student may borrow from a lender offering the federal Unsubsidized Stafford Student Loan and a state or private agency will stand behind the loan. This loan program allows students who are ineligible for the need-based Subsidized Stafford Loan or wish to borrow additional loan funds the opportunity to apply for an unsubsidized Stafford. Pharmacy students may borrow up to \$22,500 annually; (web-based (distance) students are limited to direct cost only) while Physical and Occupational Therapy students may borrow up to \$10,000 annually from a lender offering the FUSL program and a state or private non-profit agency will stand behind the loan. Professional students may borrow up to an aggregate maximum amount of \$138,000 minus all Federal Subsidized Stafford Student Loans (including undergraduate borrowing). An origination and guarantee fee, paid by the borrower, will be deducted from the loan before it is dispersed. The student is responsible for paying accruing interest on the loan while in school. Repayment of principal and interest normally begins within 60 days following the date of disbursement. However, the student may defer the payment of principal (and in some cases the accruing interest) until graduation. Information regarding deferment options are listed

on the promissory note. Unsubsidized Stafford loans received on or after 7/1/94 will have a variable interest rate not to exceed 8.25 percent. The variable rate is recalculated on an annual basis, and for 2002-03 was 3.46 percent.

Alternative Loans

Students needing additional loan funds may be interested in a private loan. Eligibility is dependent on a good credit history. Information on private loan programs will be enclosed with the award notification letter.

Short-Term Loans

There are various University-controlled short-term loans available to students on emergency need basis. The dollar amount a student borrows per year is to be used toward educational or emergency expenses. The loan must be repaid prior to registration for the following semester. In the case of a graduating student, it must be repaid prior to graduation.

Please note that transcripts of credits will not be released until all outstanding short-term loans are repaid in full.

EMPLOYMENT

Federal Work-Study

If you wish to earn a portion of your educational expenses, and can demonstrate financial need, you may qualify for the Federal Work-Study program.

Eligible students are paid at least the Federal minimum wage per hour. They work at jobs on campus or at approved off-campus locations. The Financial Aid Office determines the number of hours you may work. Your exact work schedule should be designed flexibly so that it won't interfere with classes.

The normal Federal Work Study award is approximately \$2,000, and can be earned by working approximately 11 hours per week during the academic year. Students are paid twice a month. Students must assume a normal employer-employee relationship under the program.

Student Employment Services

Departments and offices on campus hire a number of students each year. Most office jobs are filled by College Work-Study students, but other jobs are also available on campus, i.e., environmental services, dormitory desk work, food service, libraries, Kiewit Fitness Center, and the Student Center.

For a listing of available on-campus and off-campus jobs, contact the student employment counselor in the Student Employment Office, Brandeis Student Center. The counselor is available to assist students in locating on- and off-campus part-time employment.

Employment, Internships, CO-OP Programs

The Career Planning and Placement Office maintains contacts for both internships and full-time jobs in the Omaha metropolitan area, as well as opportunities nationwide. Seniors may use this office to secure jobs through on-campus interviews prior to graduation. A complete job search and resume service is available to all students upon request. Alumni are entitled to the same services as currently enrolled students. The Career Planning and Placement Office is located in Room BO3, Brandeis Hall.

ACADEMIC ADMINISTRATION

Section I: Introductory Material

STUDENT RESPONSIBILITY

Each student is personally responsible for completing all requirements established for his or her degree by the University, the student's College or School and the department. It is the student's responsibility to inform himself or herself of these requirements. A student's adviser may not assume these responsibilities and may not substitute, waive, or exempt the student from any established requirement or academic standard. The University reserves the right to modify requirements at any time.

Although the University encourages the widest amount of student responsibility with a minimum of administrative regulation, it expects each student to maintain appropriate standards in his or her academic and personal life. The University reserves the right to terminate the registration of any student who does not meet the standards acceptable to the University.

THE ACADEMIC YEAR

The School's academic year is divided into three semesters. The first begins in August and ends before the Christmas holidays; the second begins in January and ends in May; the third begins in May and ends in August.

The standard University calendar allows for a one-week mid-semester holiday in the fall, a short Thanksgiving recess, a vacation of approximately three-four weeks between fall and spring semesters, and a one-week mid-semester holiday in the spring. Didactic instruction is also suspended on legal holidays. Students on clinic assignment may not always be released from rotation or fieldwork commitments during these holiday periods.

The School of Pharmacy and Health Professions maintains several program specific academic calendars. Please refer to the School's website <http://spahp.creighton.edu> or the Calendar published on pages 5-8 of this *Bulletin* for information on individual program schedules.

Clinical education courses (rotations, fieldwork and clerkships) are offered on a year-round basis for full-time semester credit and at regular full-time tuition rates (including the summer semester). Campus-based Doctor of Occupational Therapy and Doctor of Physical Therapy students must enroll in summer courses in their second and third professional years. Entry-level Web-based Doctor of Pharmacy students will be involved in summer courses throughout their curriculum. Campus-based Doctor of Pharmacy students must enroll in summer courses during their fourth professional year only.

UNIT OF INSTRUCTION

The semester hour is the unit of instruction used for computing the amount of work required for graduation. One semester hour is equivalent to one fifty-minute period of lecture or two fifty-minute periods of recitation per week for one semester. Three fifty-minute periods of laboratory are equal to one period of lecture.

CLASS ATTENDANCE

Creighton University's primary obligation is the total education of students. Implicit in the achievement of this goal will be the student's conscientious attendance of classes, recitations, laboratory sessions, web discussions and chats.

At the start of the semester each faculty member will publish his or her specific procedures concerning class attendance, verification of excused absences, etc. It is the student's

responsibility to note these procedures and to follow them carefully. No faculty member will drop the last class before or the first class after a University recess.

Officially excused absences for University-sponsored affairs must be cleared with the Assistant/Associate Dean for Academic Affairs by the responsible faculty moderator.

A student who has been unavoidably absent but cannot make up the work of the course, will be permitted to withdraw without penalty. The student receives a W and no credit. A student who is dropped from a course for unexcused absences will receive the grade of "AF" (absence failure). Once a grade of "AF" has been assigned, the student is not eligible to receive a "W".

Section II: Registration

Registration is conducted electronically. The registration period for the summer and fall semesters begins in March-April of each year, and students are allowed access to the Web-based registration system in October-November to register for spring semester classes. Electronic registration for courses in a given semester is permitted until a few days after the beginning of classes.

Prior to the early registration period, all students are provided with personalized class schedules and instructions for accessing their registration page on the Web. Each entry-level student is administratively registered by the School's Office of Academic and Student Affairs staff for all required courses during the early registration period.

Students are required to meet with their faculty adviser to discuss enrollment plans and verify academic progress, and to receive the individualized pin number required to access the Web-based registration system. Students are responsible for verifying that the course load for which they have been registered by the Office of Academic and Student Affairs staff is accurate and complete, and for adding any elective courses of interest to their schedule. Once students verify their registration and log off (or if they neglect to log on) their registration is considered complete and they are responsible for tuition and applicable fees.

Students in the Nontraditional Doctor of Pharmacy, Transitional Doctor of Physical Therapy and Distance Web-based Doctor of Occupational Therapy pathways register through the Office of Nontraditional Programs.

FULL-TIME STUDENT STATUS AND TUITION ASSESSMENT

Entry Level Pathways

In general, entry-level students in the School of Pharmacy and Health Professions are expected to be full-time. A full-time course load for students in occupational therapy, physical therapy and pharmacy (both campus-based and web-based) entry-level programs is defined as 12 or more semester credit hours during the fall and spring semesters, and 9 or more semester credit hours during the summer semester. Semester course loads are based on the expectation that students will register for all required and elective courses as prescribed by the pathway's curriculum. A student may not take less than a full-time course load per semester or more than 22 credit hours for any given semester unless permission is granted by the Assistant/Associate Dean for Academic Affairs. The student's adviser will communicate with the Assistant/Associate Dean for Academic Affairs if a semester hour load greater than 22 hours is planned.

Students are responsible for full-time tuition for all semesters in which they are enrolled and completing required didactic or clinical course work, including summers. Tuition for entry-level students is assessed for each semester of required study (including summers) on a flat-rate basis. No additional tuition beyond the flat tuition rate for the semester

will be charged for credit hours taken above those required for the prescribed curriculum, with the exception of 500 or 700-level MBA courses taken during a summer term.* If a student is permitted to take fewer than the number of semester credit hours prescribed by the curriculum for a given term, he/she will be required to pay the full semester's tuition.

No entry-level student will be allowed to pay tuition on a per-credit-hour basis without the written permission of the Assistant/Associate Dean for Academic Affairs. Only in unusual circumstances will part-time status be approved by the Assistant/Associate Dean for Academic Affairs, which allows the student to pay tuition on a per-credit-hour basis. Requests to register for fewer than the number of prescribed credit hours must be submitted in writing to the Assistant/Associate Dean for Academic Affairs for each semester the part-time status is requested.

**The cost to take MBA classes during the fall and spring semesters is included as part of the flat tuition rate that pharmacy students pay. Pharmacy students who take 500 or 700-level MBA classes during most summers or after they have received their Pharm.D. degree will be assessed additional tuition on a per-credit-hour basis.*

Post Professional Pathways

In general, post professional, distance-based (Nontraditional Doctor of Pharmacy, Transitional Doctor of Physical Therapy, and Distance Web-based Doctor of Occupational Therapy) students take 6 semester credit hours of didactic course work or 8 semester credit hours of clinical course work during an enrollment period. They are not subject to all the same policies and procedures as full-time entry-level counterpart students.

AUDITING COURSES

Students will be permitted to register as auditors only for exceptional reasons, and only with the explicit authorization of the Assistant/Associate Dean for Academic Affairs. Auditors are not held responsible for the work expected of regular students, are not admitted to examinations, and receive no grade or credit for the course. Regular attendance at class is expected, however, and auditors are subject to being dropped from the course for excessive absences. In this event auditors receive a W. Changes in registration from credit to audit or audit to credit will not be permitted after the published deadline.

Students who have previously enrolled as auditors may not take the course for credit during any succeeding semester except by special permission of the Assistant/Associate Dean for Academic Affairs.

Charges for courses audited are one-half of the regular per-credit-hour tuition rate when the per-credit-hour rate is applicable. Special courses, workshops, and institutes offered at a special flat-rate tuition charge are excluded from the auditor discount.

CHANGES IN REGISTRATION

Any change requested after the student's initial registration is permitted only with the written consent of the Assistant/Associate Dean for Academic Affairs. A change of schedule form, signed by the student's academic adviser, must be submitted. This form is available in the Office of Academic and Student Affairs.

Changing Pathways or Taking Courses Outside Current Pathway

Under certain circumstances, conditions may necessitate a student changing pathways or taking classes in a pathway other than the one in which he or she entered. To have such a change considered for approval, a student should discuss the plan with his or her adviser and must make a formal request to the Assistant/Associate Dean for Academic Affairs, explaining why the change is needed.

COURSE WAIVERS

A completed waiver application form, accompanied by the course description as it appears in the university, college or school catalog, along with the copy of a detailed course syllabus, must be submitted to the Assistant/Associate Dean for Academic Affairs for review before action will be taken.

Medical Science Foundation Course Examples: BMS 404, Physiology; PTD 310, Human Anatomy; OTD 339, Clinical Anatomy; OTD 340, Clinical Anatomy Laboratory; PHA 304, Anatomy; BMS 301, Biochemistry; MIC 541, Microbiology; PTG 105; Introduction to Disease (Pathology), etc.

Discipline-Oriented Professional Course Examples: PHA 444, Biostatistics and Research Design; OTD 551, Research Design and Methodologies, etc.

Changes in instructions for submitting the Course Waiver Application Form and policy revisions can be found on the School's Website.

Course Waiver Policy

The purpose of the course waiver process is twofold: (1) to minimize the possibility that a student will be required to complete courses which are equivalent to previous educational (undergraduate or graduate) or professional experience; and, to (2) insure that students have attained proficiency in the content areas encompassed by the proposed waived course.

Waiver of any required medical science foundation course or professional course:

1. will require documentation of (a) having successfully completed, within the past seven¹ years and with grade of C or better, a course or (b) professional competencies equivalent in both breadth and depth of content to that required by the Creighton University Medical Center School of Pharmacy and Health Professions;
2. may require, at the discretion of the instructor of record, successful completion of a comprehensive challenge examination prepared by the instructor of record of the course in which waiver is requested. The passing score on each challenge examination will be set by the Instructor of Record, but shall not be less than 70 percent; and, if required;
3. will require administration of the challenge examination by a proctor either on the Creighton campus or via the web.

Medical Science Foundation Courses: All medical science foundation challenge examinations for entry-level programs will be administered during or in close proximity to the New Student Orientation. The examinations are only offered once and must be taken at that time². The results of the challenge examination will be forwarded to the student by the Assistant/Associate Dean for Academic Affairs when they are made available by the Instructor of Record. Students who successfully pass the challenge examination will be excused from taking the required course³. To be considered for a waiver or challenge examination, the student must complete and submit the Course Waiver Application Form found on the Academic and Student Affairs Website.

¹ In rare cases, if the course was taken more than seven years ago, but the knowledge is utilized daily in the workplace, the course may be considered.

² Post-professional challenge examinations will be considered no later than the semester prior to the semester in which the course to be waived is scheduled.

³ The grade received on the challenge exam or the grade received in the course at another institution will not be used to calculate the student's Creighton University quality grade point average.

Discipline-Oriented Professional Courses: Waiver of discipline-oriented professional courses in the student's program of study is rare, but can occur under selected circumstances (e.g., transfer students coming to Creighton from accredited OT, PT or pharmacy programs, students who hold a professional or graduate degree in the discipline, etc.). To be considered for a waiver or challenge examination, the student must complete and submit the Course Waiver Application Form found on the Academic and Student Affairs website. Required documentation for all discipline-oriented professional course waivers must be submitted not later than two weeks after the first day of classes for courses taken during the first semester of enrollment. All other course waivers can be submitted anytime prior to the end of the student's first semester of enrollment in the program. Students who want to waive an experiential component of the curriculum will be required to follow the program specific procedures for experiential waiver requests.

Procedure for applying for a course waiver: All faculty wishing to require a challenge examination prior to considering waiver requests, and all students wishing to waive a professional (OTD, DPT, NPT, PHA, or NDP) course or medical science foundation course should follow the procedure outlined below.

Students will be notified by the Admission Office of the opportunity to apply for a course waiver when informed of their acceptance into the Occupational Therapy, Physical Therapy or Pharmacy program. Students will be advised regarding the documentation that must be submitted to permit a complete review of pertinent academic experience in the discipline under consideration, the deadline for submission of the required documentation, and the date by which they should expect to receive notification of eligibility to sit for a challenge examination, if applicable. All correspondence and documentation of previous coursework should be sent to the Assistant/Associate Dean for Academic Affairs, who will forward the documentation to the appropriate Instructor of Record or Director of the appropriate nontraditional program.

The Instructor of Record will communicate to the Assistant/Associate Dean for Academic Affairs:

1. which students are eligible to sit for a challenge examination;
2. the format of the challenge examination;
3. the minimum score necessary to pass the challenge examination;
4. the date by which challenge examination results will be available;
5. individual student performance on the challenge examination.

Students applying for a course waiver will be advised by the Assistant/Associate Dean for Academic Affairs, in writing or via electronic mail, of their eligibility to sit for the challenge examination, the specifics of the examination as enumerated above, and the date, time and place of the challenge examination; or, if the course is waived without a challenge exam. Documentation materials will be returned or placed in the student's record, and each student eligible to sit for the challenge examination will receive a copy of the course objectives to assist in preparation.

*** Waiver policy changes and procedure updates can be found on the School of Pharmacy and Health Professions Bulletin website.**

TRANSFER OF CREDIT

The Creighton University School of Pharmacy and Health Professions will evaluate all hours submitted by the transfer applicant, and reserves the right to accept or reject any of the credit offered for transfer.

Credit hours earned with grades of "C" or better at an accredited institution of higher education prior to admission to the Creighton University School of Pharmacy and Health Professions may be transferred at the discretion of the Assistant/Associate Dean for Academic Affairs. Transcripts will be evaluated by the Assistant/Associate Dean only after a transfer student has been officially accepted for admission. In some instances, the Assistant/Associate Dean may require that the transfer student successfully complete at least one semester at Creighton, consisting of not less than twelve semester hours, before the exact amount of credit to be transferred will be determined.

Credit hours are transferred, but quality points are not. The quality-point average of the transfer student will be determined only by work done at Creighton.

If a student successfully completes a course ("C" or better) normally required as part of the professional program as a pre-professional student at Creighton, the credit and grade for that course will be transferred to that student's professional transcript and computed in the student's professional quality point average.

PREREQUISITES—FOLLOWING OUTLINED CURRICULUM

No student will be allowed to register for a course without having satisfied all prerequisites unless written permission is obtained from the Assistant/Associate Dean for Academic Affairs.

ADD/DROP COURSES

After the start of the term all course changes must be officially made by filling out a Change of Schedule form. Changes in schedule will only be accepted during the first few days of the semester, must be signed by the faculty advisor and the Instructor(s) of Record, and must be approved by the Assistant/Associate Dean for Academic Affairs.

DROPPING COURSES

Withdrawal from any course requires sufficient cause, and may be made only with the approval of the Assistant/Associate Dean for Academic Affairs (traditional students) or the Director of the appropriate nontraditional (Physical Therapy, Occupational Therapy, or Pharmacy) pathway. After the first week of class (the period for late registration and change of schedule) the Assistant/Associate Dean for Academic Affairs or the nontraditional program Director will solicit the recommendation of the instructor(s) involved and the student's adviser before acting upon the student's petition to drop a course or to change status from credit to audit. Course withdrawals with a "W" may not be made later than the date posted each semester, which is approximately one week after midsemester grades are available. A student who drops a course without approval of the Assistant/Associate Dean for Academic Affairs or the nontraditional program Director receives a "WF" for the course (failure because of unauthorized withdrawal).

Section III: Examinations and Grading

Final examinations in all courses are held at the close of each term. Written tests and quizzes are held from time to time during the term, with or without previous notice to the students, at the discretion of the instructor. A student's scholarship rating in each of his or her courses is determined by the combined results of examinations, class, laboratory, and other assigned work. This rating is reported by the instructor in accordance with the following grading system:

A	outstanding achievement and an unusual degree of intellectual initiative
B+	high level of intellectual achievement
B	noteworthy level of performance
C+	performance beyond basic expectations of the course
C	satisfactory work
D	work of inferior quality, but passing
F	failure—no credit
AF	failure for excessive absences
WF	failure because of unauthorized withdrawal
I	work incomplete
X	absence from final examination
NR	No report (used only at midterm)
IX	Work is both incomplete and absent from final examination
AU	audited course only—no credit
P	pass—credit
NP	not pass—no credit
SA	satisfactory work
UN	unsatisfactory work (failure)—no credit
W	official withdrawal from a course—no credit

“SA” and “UN” are used to report student performance in a course that does not use regular grading. It is not an individual grading option as is “P/NP”, but applies to all students in the course. Credit earned with “SA” (Satisfactory) may be counted toward graduation but is not included in the quality-point average; “UN” (Unsatisfactory) functions as a failure in computing the quality-point average.

The “NR” grade is to be used only at midterm for 1) didactic courses that are compressed and have not started by the time midsemester grades are reported, or 2) clinical rotations not begun by midterm.

PHARMACY STANDARD GRADING SYSTEM

90-100	A
85-89	B+
80-84	B
75-79	C+
70-74	C
60-69	D
BELOW 60	F

OCCUPATIONAL THERAPY STANDARD GRADING SYSTEM

92-100	A
87-91	B+
83-86	B
78-82	C+
73-77	C
68-72	D
BELOW 68	F

PHYSICAL THERAPY STANDARD GRADING SYSTEM

89.5-100	A
87.5-89.49	B+
79.5-87.49	B
77.5-79.49	C+
70-77.49	C
60-69	D
BELOW 60	F

INCOMPLETE AND ABSENCE FROM FINAL EXAMINATION

The "I" and "X" are marks used, as explained below, to reflect a student's irregular status at the time final end-of-term grade reports are due.

"I" (Incomplete). A student who has failed to fulfill all requirements of a course may petition the instructor before the close of the term to assign an end-of-term mark of "I" indicating incomplete performance. The instructor may agree to this mark when, as a result of serious illness or other justifiable cause, the work cannot be completed by the end of the term. An "I" will not be granted to a student who has been excessively absent during the term or who has simply failed to complete the work of the course before the close of the term without an exceptionally good reason.

The responsibility for completing all course work rests with the student. The maximum time limit for clearing an incomplete is one year from the end of the course. The "I" carries no penalty and does not affect the quality-point average. Student records will be audited periodically, and students who show a consistent pattern of "I" grades may be placed on academic probation.

An "X" is given to a student who missed the regularly scheduled final examination, and the "X" functions as a failure until it is cleared. If the reason for absence is acceptable to the Dean, an examination must be taken as soon as possible but not later than one month from the date of the regular final examination. A permanent grade is recorded after the final examination is taken. If the examination is not taken as specified, or if the reason for absence was not acceptable, the student receives an "F" in the course.

A student who is both incomplete and absent from the final examination will receive both an "I" and "X" (IX), which will function as a failure until cleared as specified above.

PASS/NO PASS OPTION

The Pass/NoPass (P/NP) grading option is available for students in good academic standing for selected courses at Creighton. With this option the instructor of record is not informed which students have registered "P/NP." The instructor's letter grade assignment will be changed to the appropriate "P" or "NP" designation when final grades are processed. A "C" is the lowest possible passing grade. The hours passed by this option are counted toward graduation requirements, but the "P" or "NP" grade does not affect the student's quality-point average. Students may not register "P/NP" for required and supporting courses in their major area of study. Thus, the "P/NP" option is not available to professional students for courses offered within any department of the School of Pharmacy and Health Professions, or for any biomedical science or elective courses which are taken in partial fulfillment of the requirements for a degree in pharmacy, occupational therapy or physical therapy.

SATISFACTORY/UNSATISFACTORY (SA/UN) OPTION

The Satisfactory/Unsatisfactory (SA/UN) grading option differs from the "P/NP" option in that the faculty member decides when it will be utilized, and must apply it consistently to all students enrolled in the course. Faculty who utilize the "SA/UN" grading system in required or elective courses must so indicate in the course syllabus. Hours passed with grades of "SA" are counted toward the hours required for graduation but do not figure into the quality-point average. The "UN" grade functions as an "F" in computing the quality-point average and in determining scholastic standing. The "SA/UN" grade designations may be used by faculty when reporting student midterm performance, even if letter grading will be utilized to record performance at the end of the term.

REMOVAL FROM CLINICAL EDUCATION SITE

Any student whose clinical competence and/or attitudes and behaviors are sufficiently deficient or inappropriate so as to warrant removal from a clinical site prior to the completion of the clinical education experience will receive a failing (F) or unsatisfactory (UN) grade for that experience. Both the appropriate Clinical Education Coordinator and the clinicians/administrators of the practice site have the authority to remove students from the practice site if their clinical performance or their behaviors compromise patient safety or are disruptive to staff and/or clinic operation. Required courses in which grades of "F" or "UN" are earned must be repeated at the student's expense in order to graduate. Students are urged to contact their Clinical Education Coordinator at the first sign of difficulty so that problems can be addressed and resolved in a timely and professional manner.

GRADE REPORTS

Grade reports are made available to students electronically each midsemester and at the end of each term (semester or summer). Access to the system may be gained by logging on to the Registrar's Home Page and following instructions. Security is assured by requiring the entering of the student's ID number (usually the social security number) followed by the special access code number (pin number) assigned by the Registrar's Office. Midsemester grades are available only through the Web. Printed copies of mid-term and end of term grades are also available in person through the Office of Academic and Student Affairs. In addition a copy of final grades is also mailed to one of the following: (1) to the parent or guardian if requested by the student; (2) to the student at the home address if the report is not mailed as indicated in (1). It should be noted that Federal law accords parents of dependent students (regardless of the student's age) the right to grade reports without prior consent of the student. Additionally, in an effort to comply with accreditation and ongoing programmatic quality assurance, completion of all course evaluations and senior assessments is required in order for the student to be assigned a course grade and/or graduate.

QUALITY POINTS

Degree candidates are not only required to complete a given quantity of hours, but must also achieve a certain quality of excellence which is determined on the basis of quality points.

Quality points are obtained by multiplying the number of hours assigned to a course by the quality-point value of the grade received in the course:

A yields 4 points for each hour	C yields 2 points for each hour
B+ yields 3.5 points for each hour	D yields 1 point for each hour
B yields 3 points for each hour	F, AF, and WF yield no points
C+ yields 2.5 points for each hour	

The quality-point average (QPA) is based only on work taken at Creighton, and is computed by dividing the total quality points earned by the total number of credit hours attempted. Thus 16 hours at straight "C" grades would give 32 quality points. Clearly, this QPA would be 2.00 (32 quality points earned divided by 16 semester hours attempted).

Note: The terms "quality point" and "grade point" are synonymous, as are "quality-point average" and "grade-point average." The latter is abbreviated GPA.

REPEATING COURSES

A student cannot repeat any course at Creighton for which a final grade of "C" or better (including "P" and "SA") has been earned. A student who has received a final grade of "D" or "F" (including "NP" or "UN") in a course may repeat the course. The course is most commonly repeated at Creighton through the School of Pharmacy and Health Professions, as that is the only way in which the original "D" or "F" grade earned

can be discounted when calculating the cumulative quality-point average. If the student repeats the course at Creighton, she/he registers for the course in the normal way. The repeated course and the grade earned will be entered on the student's record in the term in which the repeated course was completed. The credit and quality points for the higher grade earned (one grade only) will be used to calculate the student's QPA. As with all other course work attempted, the original course entry and grade ("D", "F", "NP", or "UN") remain on the student's permanent record, and will appear on any transcript issued. Similarly, courses with marks of "AF", "WF", "AU" or "W" also remain permanently on the student's record.

The course may be repeated at another accredited institution only with the permission of the Assistant/Associate Dean for Academic Affairs (traditional students) or the Director of the appropriate nontraditional pathway (Physical Therapy, Occupational Therapy, or Pharmacy). Permission will be granted only if the external course is judged equivalent in both breadth and depth to the course offered at Creighton. The student must submit documentation of course content to the Assistant/Associate Dean for Academic Affairs (traditional students) or the Director of the appropriate nontraditional pathway (Physical Therapy, Occupational Therapy, or Pharmacy) which includes 1) the course description as it occurs in the University catalog, 2) a course syllabus which specifies any required text(s), and 3) any other official document which describes the course scope, objectives and format. The Assistant/Associate Dean for Academic Affairs (traditional students) or the appropriate nontraditional pathway Director will consult with the Creighton instructor of record in order to determine equivalency between the Creighton course and the external course. If the student receives permission to enroll in the external course and passes the course with a grade of C or better, the student is relieved of the responsibility for repeating the course at Creighton. However, the external course **does not** appear on the Creighton transcript and the grade earned in the external course is **not** used to calculate the student's QPA. The Creighton quality point average is determined **only** by work done at Creighton University. Grades and credit earned as a Creighton undergraduate student for professional coursework will be brought into the professional QPA and earned credits.

Section IV—Leaving the University

WITHDRAWAL FROM THE UNIVERSITY

A student is considered in attendance until he or she has formally notified the University in person or in writing of his or her withdrawal.

Permission to withdraw from the University is granted by the Assistant/Associate Dean for Academic Affairs of the School of Pharmacy and Health Professions. This is required as a condition of honorable dismissal. A withdrawal card complete with all of the necessary clearances is sent electronically to all offices including the Business Office and the Registrar's Office.

The policy of considering a student as withdrawn from the University after two consecutive weeks of unexplained absence in no way is to be interpreted as allowing withdrawal without formally notifying the Assistant/Associate Dean for Academic Affairs in person or in writing of the withdrawal.

A student withdrawing from the University during any semester or summer session before the final examinations forfeits credit for work done in that term. Students who withdraw with permission of the Assistant/Associate Dean for Academic Affairs receive "W" on their official record; those who withdraw without permission of the Assistant/Associate Dean for Academic Affairs receive "WF" for all courses (failure because of unauthorized withdrawal).

Students who have decided to withdraw from school and plan to return within the following year may wish to consider a leave of absence (see below).

Withdrawals and Refunds—See Page 117.

LEAVE OF ABSENCE

A leave of absence is a planned interruption in a student's formal education program. It is normally short term (one or two semesters) and designed for full-time students in good academic standing (cumulative QPA of 2.0 or above). The principal advantage of a leave of absence is that it offers a student the opportunity to leave college temporarily with the assurance that she/he will be able to resume studies with minimal administrative difficulty. To initiate a leave of absence, the student should discuss his/her plans with the faculty advisor and then make a formal request in writing to the Assistant/Associate Dean for Academic Affairs (traditional students) or the appropriate nontraditional pathway Director (Physical Therapy, Occupational Therapy, or Pharmacy) explaining why the leave is needed and the expected date of return to School. Students on leave will not be classified as enrolled students by the University; however, they will be eligible for limited transitional services of the University Counseling Center, the Career Planning and Placement Center, and have limited use of library facilities.

Section V: Graduation

QUALITY-POINT AVERAGE REQUIREMENTS

A cumulative quality-point average of at least 2.00 is required for graduation in all programs in the School of Pharmacy and Health Professions. The average shall be computed only on the basis of all work attempted while enrolled in Creighton's School of Pharmacy and Health Professions.

DEAN'S LIST

Full-time students who have completed a semester with a quality-point average of 3.5 or higher, and with no grades of "I", "IX", "IF", or "X" are placed on the Dean's List for that semester in their respective college or school. Full-time students with a grade of "SA" (Satisfactory) or "P" (Pass) in a given semester qualify for the Dean's List if a 3.5 quality-point average is earned in the graded courses. Dean's List designation appears on the student's report card. Students who receive **only** "SA" grades in a given semester are not eligible for the Dean's List.

GRADUATE RECOGNITION AND HOODING CEREMONY

Each year on the day preceding May and December Commencements, the School of Pharmacy and Health Professions holds Graduate Recognition and Hooding Ceremonies for all May, August, and December graduates. Students wear their caps and gowns. At these special ceremonies, selected awards are distributed and student addresses are delivered, students recite the oath or creed of their profession, and doctoral students are hooded. Parents, family and friends are invited to attend.

COMMENCEMENT

Annual University Commencement Ceremonies are held in May and December. Students who complete their degree programs in the Spring Semester are required to be present at the Annual Commencement Exercises in May to receive their degrees. Students who complete their degree programs in the Fall Semester may attend Commencement ceremonies in December. Diplomas will be mailed upon confirmation of the completion of all degree requirements by the respective Dean. Students who complete their degree programs during the summer receive their degrees at the end of

the Summer Sessions, but no ceremony is held; these students may participate in the preceding May Commencement. All candidates who receive degrees at the end of a Fall Semester or Summer Session are listed in the next Annual Commencement Program.

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

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

Section VI: School Policies

The School of Pharmacy and Health Professions regularly revises existing policies and implements new ones. **Complete copies of all School policies are available on the School's website at <http://spahp.creighton.edu> and in the Office of Academic and Student Affairs.** This section of the *Bulletin* summarizes important School policies that directly impact or apply to students. Students are strongly encouraged to review the Creighton University Student Handbook to familiarize themselves with University policies. The School recognizes its responsibility to accommodate the needs of distance learners when applying policy to nontraditional students.

HONOR CODE

Presumptions:

- The Honor Code is predicated upon the premise that students, as developing professionals, will develop professional maturity and integrity through a system of self-governance.
- The Honor Code is primarily an undertaking of the students, individually and collectively, to define standards of conduct while in a professional program.
- Cooperation exists between students and faculty to share responsibility for modeling and maintaining academic honesty, integrity and professional behavior.
- The Honor Code embodies the concept of personal honor in the framework of a covenantal pledge and is aligned with Creighton University's Code of Conduct and the School of Pharmacy and Health Professions' Misconduct Policy.
- The School is committed to students' professionalism as evidenced by having students abide by the Honor Code and their specific professional association's Code of Ethics.
- The Honor Code contributes to the development and expression of moral standards that are the cornerstone of the academic community, the greater society, and the profession.
- The Honor Code creates an environment where academic dishonesty is socially and professionally unacceptable, where institutional expectations are clearly understood and where students assist their peers.
- Students are obligated to take action in the event they learn that a fellow student has violated the code. The student can take action by asking the violator to refrain from the behavior and/or to report him/herself and/or the student can report the behavior to designated student, faculty, or administrative representatives.

Principles and Duties:

Fidelity/Honesty/Truthfulness: The student maintains high standards of academic and professional honesty and integrity.

- The student exhibits honesty during academic and clinical communications and evaluations.
- The student refuses to provide unfair advantage by assisting another student during an academic or clinical evaluation in a manner not prescribed by the instructor.
- The student refuses to alter, forge, falsify or fabricate information, documentation, or service.
- The student maintains confidentiality of patient information.
- The student strives to attain high levels of competence, admit errors and not knowingly mislead others or promote oneself at the expense of others.

Responsibility and Sense of Duty: The student fulfills duties and obligations of the profession which are expected by the public.

- The student becomes familiar with and adheres to his or her specific professional association's Code of Ethics.
- The student's responsibility parallels the responsibility of professional practitioners who maintain high professional standards by monitoring the conduct of their peers.
- The student is dedicated to helping patients, colleagues, the profession and society reach their maximal potential.
- The student maintains quality of care while addressing conflicts of interest.
- The student engages in conduct that reflects positively on the School and profession.

Justice and Respect for the Rights of Others: The student respects the rights, privileges and property of other members of the academic and clinical community.

- The student deals with faculty, staff, peers and patients in a dignified, considerate manner and with a spirit of cooperation.
- The student is respectful towards the learning process.
- The student views and treats all people encountered in an academic or clinical capacity equally in regards to liberties, rights, respect, acceptance and opportunities.
- The student submits his or her own original work in a manner prescribed by the instructor and with the expectation that the grade reflects only that student's achievement.
- The student respects the ideas and words of others by attributing the quoted or paraphrased portions to their original sources.
- The student strives to uphold the dignity and respect of his or her profession by his or her dress, personal appearance, conduct and conversation.

The student who is not on an advanced clinical practice experience signs a pledge sheet at the beginning of each academic year, acknowledging that she/he has read the Honor Code, understands its principles and agrees to abide by and support them.

SCHOLASTIC STANDING POLICY

Academic Probation

A student will be placed on **ACADEMIC PROBATION** when one or more of the following occur:

1. The student fails to earn a semester quality point average of at least 2.0.
2. The student fails to maintain a cumulative quality point average of at least 2.0.
3. The student receives a failing grade (F, WF, or AF) or unsatisfactory grade (UN) in any course of the curriculum.

A student enrolled in the didactic component of his/her professional curriculum who is placed on academic probation will be notified of his/her status in writing by the Assistant/Associate Dean for Academic Affairs. This letter will outline School and University sources of academic support and inform the student of the requirement to appear before the Academic Review and Support Committee. This multidisciplinary Committee will be a standing committee as delineated in the School's Bylaws. Within two weeks of official notification of probationary status, the student must submit a thorough, written academic self-assessment and corrective action plan to the Assistant/Associate Dean for Academic Affairs. The student will be strongly encouraged to prepare the self-assessment/action plan in concert with his/her academic advisor. The student must obtain the signature of his/her advisor on the document prior to submission to the Assistant/Associate Dean. The assessment document and the student's academic record will then be forwarded to the Academic Review and Support Committee, and a meeting will be scheduled. The student's academic advisor will be asked to attend the meeting to provide support for the student and assist in the clarification of academic expectations. Any additional recommendations of the Committee will be summarized and appended to the student's action plan, and forwarded to the student and his/her academic advisor. A copy of the plan will be placed in the student's academic file.

A student enrolled in the clinical component of his/her professional curriculum who is placed on academic probation will consult with the experiential education director for the program in which s/he is enrolled. Within one week of official notification of probationary status by the Assistant/Associate Dean for Academic Affairs, the student must submit a thorough, written academic self-assessment and corrective action plan to the Assistant/Associate Dean for Academic Affairs. A copy of this plan will be forwarded to the appropriate experiential education director, department chair(s), and the student's faculty advisor. A copy of the plan will also be placed in the student's academic file. The experiential education director is responsible for consulting with any faculty s/he deems necessary to address academic deficiencies and remediate the situation, and will summarize and append any new recommendations or decisions to the original action plan. Copies of recommendations and decisions will be forwarded to the Assistant/Associate Dean for Academic Affairs, the faculty advisor, and the appropriate department chair(s). A copy will also be placed in the student's academic file. The experiential education director has the right to delay the next clinical experience, reassign the student to a different clinical site, or allow the clinical rotations to proceed as previously planned.

A student will be immediately and automatically **DISMISSED** from the program upon the occurrence of any one of the following events:

1. The student receives two or more failing grades (F, WF, AF) or unsatisfactory grades (UN) in any course(s) of the curriculum (whether or not repeated for passing grades).

2. The student earns a semester quality point average of less than 2.0 for a third time (whether or not courses in the semesters are subsequently repeated for higher grades).
3. The student is placed on academic probation for any reason for a third time.

Academic dismissal means the student is immediately and automatically terminated from the program upon receipt of the grade(s) by the Office of Academic and Student Affairs from the faculty. A student who wishes to be considered for reinstatement must submit this intent in writing to the Dean within seven calendar days of notification of dismissal. The student will make an appeal for reinstatement in person at a meeting of the faculty of the program in which they are enrolled. Academic administrators will attend the reinstatement hearing, but will vote on reinstatement only if they hold their primary academic appointment in that program, or if they have teaching responsibilities in that program. All faculty and administrators permitted to attend the hearing will receive a copy of the student's academic record, including all self-assessment reports and all recommendations of, and correspondence from, the Academic Review and Support Committee. The reinstatement hearing will be held within 30 calendar days of the dismissal notification or prior to the start of the next semester, whichever occurs first. The Dean will notify the student of the date of the reinstatement hearing. The decision of the program faculty is final and no further appeal to the School of Pharmacy and Health Professions faculty or administrators may be made. If allowed by the Readmission Policy, the student may apply for readmission through the regular admissions process no earlier than one calendar year from the date of dismissal.

Any student who is reinstated by the School of Pharmacy and Health Professions program faculty, as set forth above, will be subject to immediate academic dismissal effective upon the occurrence of either of the following: 1) the student receives a failing grade (F, WF, AF) or unsatisfactory grade (UN) in any course of the curriculum; or 2) the student fails to earn a semester quality point average of at least 2.0. Students dismissed for a second time will **not** be allowed to appeal to the School of Pharmacy and Health Professions program faculty for reinstatement, nor permitted to reapply to the program through the regular admissions process.

Failure to comply with any part of this process on the part of the student will result in forfeiture of all rights of appeal as outlined.

READMISSIONS POLICY

Students dismissed from the School for the first time for reasons of poor academic performance or misconduct (academic or non-academic), who either do not elect to appeal for reinstatement or who appeal but are not reinstated by faculty, may apply for readmission to the School. Students who have been twice dismissed from a School program are ineligible for readmission.

Students eligible to apply for readmission must wait a minimum of one calendar year from the date of dismissal before submitting a formal application. The application for readmission will be reviewed by the Admissions Committee of the program to which the applicant is applying. Applicants for readmission will be held to the same standards of academic performance and motivation for the profession as other applicants seeking admission in the same cycle. The readmission applicant's academic history at the School of Pharmacy and Health Professions will be considered by the Committee, as will any additional academic performance documentation submitted by the applicant. Official transcripts from all schools, colleges or universities attended since leaving Creighton University must be submitted as part of the reapplication package.

The Admissions Committee will have full access to the student's Creighton University permanent record, including correspondence generated as a result of the original dismissal action. In addition to submitting all required admissions application paperwork, the individual seeking readmission has the right to submit documentation or evidence that the conditions and/or factors which resulted in the previous dismissal from the School of Pharmacy and Health Professions program have been remedied or have significantly improved. However, submission of such documentation or evidence is in no way a guarantee that the admissions petition will be successful.

Individuals who are readmitted will enroll in the curriculum that is in place for students beginning their first professional year during the academic year in which the readmitted student enrolls. Advanced standing status will be determined by the Assistant/Associate Dean for Academic Affairs. The readmitted student's prior academic record within the School will remain a part of her/his Creighton transcript. The grades for required professional courses successfully completed that are applicable to the student's current curriculum, and which are deemed acceptable when the decision on advanced standing is made, will be used in calculating the professional quality point average. Grades for all other previously completed courses will not be calculated into the readmitted student's professional QPA.

A readmitted student is subject to all policies affecting students in the School of Pharmacy and Health Professions. A readmitted student who is dismissed for poor academic performance under the School's Scholastic Standing Policy or for academic misconduct may appeal to the faculty for reinstatement. The readmitted student who is dismissed for non-academic misconduct may appeal through procedures outlined in the Creighton University Student Handbook. Readmitted students who are again dismissed and who elect not to appeal a dismissal, or who appeal and are denied reinstatement, may not apply for readmission to the School.

GRADE APPEALS POLICY

The instructor has jurisdiction in determining grades; however, the student has the right to appeal a grade that the student believes has been assigned in an arbitrary or capricious manner. The appeal process may involve the following steps (the issue may be resolved at any level):

1. The student confers with the instructor involved.
2. The student and instructor (preferably together) confer with the Chair of the department. The Department Chair documents the outcome of this joint meeting in a memo to the Assistant/Associate Dean for Academic Affairs.

For all students enrolled in the School of Pharmacy and Health Professions the following is the next step if resolution of the issue is not achieved in step 2.

3. The student appeals in writing to the Academic Issues Hearing Board through the Assistant/Associate Dean for Academic Affairs. The letter should state precisely which grade(s) are being appealed, and must contain any allegations which are the basis for the complaint. The burden of proof rests with the student. The student may wish to select an adviser or counselor to accompany him/her to any interviews with the Hearing Board. The student will be advised in writing of the outcome. The timeframe in which the student has the right to file a formal written grade appeal is specified in the official Grade Appeal Policy, which is available from the Office of the Assistant/Associate Dean for Academic Affairs.

For students appealing grades in other Schools and Colleges at Creighton University the next steps should be followed:

4. The student and instructor (preferably together) confer with the Dean of the College or School to which the department is attached.
5. In cases where the foregoing steps do not resolve the issue, the student may initiate a formal written appeal to the Dean. Normally, the Dean will forward such appeal to the appropriate committee for its review and recommendation.

MISCONDUCT POLICY

The School of Pharmacy and Health Professions recognizes its duty to prepare students who are not only knowledgeable in their disciplines, but who also possess a character sufficiently moral and ethical to be deserving of the public trust. With this responsibility in mind, academic misconduct will be dealt with swiftly and fairly in accordance with policy. Briefly, students notified in writing by a faculty member of academic misconduct and the planned penalty may either accept the penalty or appeal the case to an Academic Issues Hearing Board. The Hearing Board includes one faculty representative and one student from each program of the School. The Assistant/Associate Dean for Administration serves as Chair of the Hearing Board. The Hearing Board's decision is considered final, but the student may make a secondary appeal to the Dean and, if warranted, to the University President. Students appealing a misconduct charge may attend class and exercise the privileges of all other students pending the outcome of the appeals process. A copy of the complete Academic Misconduct Policy may be obtained from the Office of Academic and Student Affairs or on the School's website.

POLICY ON DEALING WITH STUDENTS WITH DISABILITIES

The School of Pharmacy and Health Professions recognizes its duty to provide student applicants with equal opportunity to admission into professional programs. There must be no discrimination to admission based on gender, race, age, creed, national origin, marital status or disabling condition. It is the responsibility of the Assistant/Associate Dean for Academic Affairs, the Assistant/Associate Dean for Student Affairs, and the Special Needs and Assistance Committee to assist newly-admitted students with disabilities in achieving equal access to the educational experiences available to all other students. The composition of the Special Needs and Assistance Committee shall be the Assistant/Associate Dean for Academic Affairs, the Assistant/Associate Dean for Student Affairs, one faculty member from each department within the School, the University Coordinator of Student Support Services, the University Director of Affirmative Action, students from each program, and other individuals as deemed necessary.

The faculty and administration of the School of Pharmacy and Health Professions believe that:

1. The mission of the School is to educate competent, value-centered professionals who can serve others through the application of knowledge in their respective fields of study;
2. Only qualified persons may be admitted to the School or University, including those who have disabilities;
3. All students, disabled and non-disabled, are entitled to equal access to educational offerings in the most integrated setting;
4. Students with disabilities may achieve professional competency through a variety of educational approaches.

The Admissions Office of the School provides applicants to the professional programs the opportunity to self-disclose their disability status at the time of acceptance. However, if there is no voluntary disclosure and documentation of special needs, Creighton University will not be able to provide accommodations. If provided, this information will be kept in strict confidence and will not be used to discriminate against the student in any manner.”

If special activities and/or performance testing are a part of the admission process, all applicants will be informed of this in advance. The students with a self-disclosed disability will be provided with necessary accommodations prior to testing to allow equal participation if possible. Once admitted, student requests for additional accommodations will require verification of disability by a qualified professional such as a physician or psychologist. A written verification of disability will allow the Special Needs and Assistance Committee and the student to determine if adjustments in the educational program are necessary. Recommendations regarding possible modifications to the course of study will be made by the Committee members in collaboration with the student and appropriate faculty and administrators.

Students with disabilities are encouraged to request assistance as soon as possible after notification of admission. Accommodations for the classroom and clinical settings are initially developed by the Coordinator of Services for Students with Disabilities in concert with the student. At the beginning of each subsequent semester, students are expected to confirm or decline allowed accommodations through the Office of the Coordinator of Services for Students with Disabilities. The University is responsible for making reasonable accommodations, and for providing equal access to resources as determined and agreed upon by the student and the Committee. While the School of Pharmacy and Health Professions is required to make reasonable accommodations, the accommodations do not need to be made if they affect the substance of the educational program or compromise educational standards.

The School’s Policy on Dealing with Students with Disabilities is in harmony with the Americans with Disabilities Act (ADA), Title I, 42 U.S.C., Section 12101, Section 504 of the Rehabilitation Act and with the Creighton University Policy Applying to Nondiscrimination of the Basis of Disability (1992).

CHEMICAL IMPAIRMENT POLICY

The School of Pharmacy and Health Professions recognizes chemical impairment (including alcoholism) as a treatable disease. While needing to protect the public from chemically impaired students, the School is dedicated to assisting such students and their immediate families toward recovery. Students identified as chemically impaired are followed by the Student Recovery Advocacy Network (SRAN). Screening and treatment contracts made between the impaired student and School are an integral part of the process. All members of the SRAN are sincerely interested in helping impaired students and will hold all information obtained through their participation with the Network in strict confidence. It is the purpose of the SRAN to act in an advocacy capacity for impaired students; however, noncompliance with screening and/or treatment programs and contracts will result in the termination of this advocacy relationship, submission of a full report of the alleged impairment to the Dean, and possible dismissal of the student from the School. A copy of the complete Chemical Impairment Policy may be obtained from the Office of the Assistant/Associate Dean for Academic Affairs. The Chemical Impairment Policy is not intended to, and shall not have the purpose or effect of, displacing the academic performance review procedures and/or the nonacademic misconduct procedures set forth in the School of Pharmacy and Health Professions *Bulletin* and/or the Creighton University Student Handbook.

REQUIREMENTS FOR PARTICIPATION IN EXPERIENTIAL PROGRAMS

Students are required to submit a confidential Health History Form to Student Health Services, including a record of immunizations. Registration will be delayed if documentation of immunity to measles, mumps, and rubella is not received by Student Health Services prior to registration. In addition, students must provide Student Health Services with documentation of immunizations for polio and tetanus or tetanus-diphtheria.

Students enrolled in a program in the School are required to complete a series of hepatitis B vaccinations and a titer proving immunity; an annual tuberculosis screening; and a series of Varicella (chickenpox) vaccinations or a positive titer. Students may waive an immunization only if they have been previously immunized or there is a documented medical contraindication. Students considering international experiential training should be aware that additional immunizations may be required in order to comply with requirements outside of the United States.

Health insurance that covers both inpatient and outpatient services is required of all students in the School. Students who do not provide proof of other health insurance will be charged for the Student Health insurance on their tuition statements. Students considering international experiential training should be aware that additional health insurance may be required in order to provide adequate coverage while outside of the United States.

Cardiopulmonary resuscitation (CPR) certification for a health care provider, which is valid for two years, is required of all students in the School. All students in the School are required to participate in training sessions on HIPAA requirements and Universal Precautions to decrease exposure to blood borne pathogens prior to advanced experiential training. Finally, students may also be required by certain health care facilities to submit to and pass drug testing and criminal background checks prior to the commencement of the student's participation in experiential activities.

Students who fail to comply with these immunization, CPR, and health insurance requirements will not be allowed to participate in any academic experiences. Noncompliance with this policy may impact or delay the student's date of graduation. A copy of the complete policy may be obtained from the Office of Academic and Student Affairs or the School's website.



SECTION VII: MISCELLANEOUS

TRANSCRIPTS

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

GRADUATION RATES

Creighton University is pleased to provide the following information regarding graduation/completion rates. The information is provided in compliance with the Higher Education Act of 1995, as amended.

During the fall semester of 1996, 832 first-time degree-seeking undergraduate students entered Creighton University. After six years (as of August 31, 2002), 71 percent of these students had graduated from Creighton or completed their programs.*

The School of Pharmacy and Health Professions at Creighton University reports graduation rates for each program based on attrition information. Students entering the Doctor of Pharmacy program between the years of 1994 – 1999, with the 1999 entering class graduating in May, 2003, averaged a graduation rate of approximately 94 percent. Students entering the Doctor of Physical Therapy program between the years of 1993 - 1998, with the 1998 entering class graduating in May, 2002, had a graduation rate of approximately 97 percent. The Entry-level Doctor of Occupational Therapy pathway, with its first entering class beginning 1999, graduated that first class in December 2002, with a 98% graduation rate.

Questions related to this report should be directed to: John A. Krecek, University Registrar, (402) 280-2702.

***While reviewing this information, please bear in mind:**

- The rates reflect the graduation/completions status of enrolled students requiring up to 150 percent of the normal time-to-completion.
- We have elected not to report our transfer-out rate because our university's mission does not include providing substantial preparation for students to enroll in other institutions.
- The graduation/completion rate does not include students who left the school to serve in the armed forces, on official church missions, or in the foreign service of the federal government. Students who died or were totally and permanently disabled are also excluded.

CONFIDENTIALITY OF STUDENT RECORDS

Creighton's policy relating to the confidentiality of student records is in keeping with the "Family Educational Rights and Privacy Act" (FERPA). Information about students or former students will not be released without the consent of the student other than in the exceptions stated in the Federal Act. FERPA affords students certain rights with respect to their educational records. They are:

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

Students should submit to the Registrar, Dean, Department Chair, or other appropriate official, a written request that identifies the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are

not maintained by the official to whom the request was submitted, that official shall advise the student of the correct official to whom the request shall be addressed.

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

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

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

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

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

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

Upon request, the University discloses educational records without consent to officials of another school in which the student seeks or intends to enroll.

FERPA also allows the University to disclose directory information without the written consent of the student. Directory information is information contained in an educational record of a student which generally would not be considered harmful or an invasion of privacy if disclosed. Directory information includes the student's full name, the fact that the student is or has been enrolled full-time/part-time status, local and permanent address(es), e-mail address, telephone number(s), date and place of birth, dates of attendance, division (school or college), class, major field(s) of study and/or curriculum, degrees and awards received, participation in officially recognized activities and sports, weight and height of members of athletic teams, photograph, and previous educational agency or institution attended by the student.

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

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Creighton University to comply with requirements of FERPA. The name and address of the office that administers FERPA are:

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

AMERICAN JESUIT COLLEGES AND UNIVERSITIES

<i>Alabama</i>	Spring Hill College, Mobile
<i>California</i>	Loyola Marymount University, Los Angeles University of San Francisco, San Francisco University of Santa Clara, Santa Clara
<i>Colorado</i>	Regis College, Denver
<i>Connecticut</i>	Fairfield University, Fairfield
<i>District of Columbia</i>	Georgetown University, Washington
<i>Illinois</i>	Loyola University of Chicago Parks College of Aeronautical Technology (Saint Louis University), Cahokia
<i>Louisiana</i>	Loyola University, New Orleans
<i>Maryland</i>	Loyola College, Baltimore
<i>Massachusetts</i>	Boston College, Chestnut Hill College of the Holy Cross, Worcester
<i>Michigan</i>	University of Detroit Mercy, Detroit
<i>Missouri</i>	Rockhurst College, Kansas City Saint Louis University, Saint Louis
<i>Nebraska</i>	Creighton University, Omaha
<i>New Jersey</i>	Saint Peter's College, Jersey City
<i>New York</i>	Canisius College, Buffalo Fordham University, New York Le Moyne College, Syracuse
<i>Ohio</i>	John Carroll University, Cleveland The Xavier University, Cincinnati
<i>Pennsylvania</i>	Saint Joseph's University, Philadelphia University of Scranton, Scranton
<i>Washington</i>	Gonzaga University, Spokane Seattle University, Seattle
<i>West Virginia</i>	Wheeling College, Wheeling
<i>Wisconsin</i>	Marquette University, Milwaukee

(Seminaries and high schools are not included in this list.)
ASSOCIATION OF JESUIT COLLEGES AND UNIVERSITIES
1717 Massachusetts Avenue, N.W., Washington, D.C. 20036