

Creighton University General Information

About Creighton

There is no university in the country like Creighton University in terms of size, the array of professional and graduate programs offered, and the strong commitment to Catholic and Jesuit ideals and values. Founded in 1878 and one of 28 Jesuit colleges and universities in the United States, Creighton is a vibrant and diverse learning community.

Nationally recognized for providing a challenging and balanced educational experience, the University offers a rigorous academic agenda with a broad range of disciplines, providing more than 8,000 undergraduate, graduate and professional students with interdisciplinary degree programs that emphasize education of the whole person—academically, socially and spiritually. The student body represents all 50 states and U.S. territories, as well as more than 40 countries.

More than 70 academic programs are offered in three undergraduate schools (arts and sciences, business and nursing) and six graduate and professional schools. Average class size is 22, with an 11:1 student-to-faculty ratio. Creighton study abroad programs take students to more than 50 locations around the world annually.

The University has been consistently ranked a top Midwest regional university by U.S. News & World Report and in 2015 also was among the 200 colleges and universities profiled in Princeton Review's Colleges That Pay You Back: The 200 Best Value Colleges and What It Takes to Get In. In the Jesuit tradition of service, Creighton students last year contributed more than 1 million hours of community service locally, nationally and internationally.

Location

Omaha, with a metropolitan area population of nearly 1 million, is Nebraska's largest city. It is located on the western bank of the Missouri River, which serves as the Nebraska-Iowa border. The city is the major urban area between Chicago and Denver and between Kansas City and Minneapolis. Creighton's 139-acre campus is within walking distance of downtown and riverfront business, sports/recreational, cultural and entertainment districts. Creighton also is conveniently located close to hotels and the airport.

Omaha is on a number of Top 10 lists, as reported by the Greater Omaha Economic Development Partnership. These include Best City for Active Lifestyle (Wallethub.com); Most Affordable Big Cities in the U.S. (Kiplinger); Best Cities to Launch a Startup (CNN Money); Best Cities for Quality of Life (Nerdwallet.com); America's Best Cities for Young Professionals (Forbes); and Best Cities to Raise a Family in America (Movoto Blog).

In addition to the main campus in Omaha and online education accessible from anywhere in the world, Creighton has a College of Nursing campus in Hastings, Neb., and a School of Medicine campus in Arizona. Creighton's regional campus in Phoenix at St. Joseph's Hospital and Medical Center is the only Catholic medical school west of Omaha.

History

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

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

The bishop asked the Jesuits to operate the school and the first president, the Rev. Roman A. Shaffel, S.J., arrived in Omaha in late 1877; the school opened on Sept. 2, 1878, to 120 students. Bishop O'Connor in 1879 surrendered his trust to the Jesuits, who incorporated the University under Nebraska law.

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

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

Creighton Colleges and Schools

College of Arts and Sciences (<http://ccas.creighton.edu>)

The College of Arts and Sciences is the oldest and largest of Creighton's nine colleges and schools. The college offers more than 60 majors and minors; an 11:1 faculty-to-student ratio; and research opportunities for undergraduates in all disciplines. Creighton encourages student involvement in research through the Center for Undergraduate Research and Scholarship (CURAS); nearly 100 arts and sciences students present research at national and regional scholarly conferences annually. These efforts and others have resulted in Creighton being named among only 32 universities in the nation for undergraduate research opportunities by U.S. News & World Report — and the only Catholic university to be recognized.

More than half of the college's students attend graduate or professional school upon graduation, at such institutions as Harvard, Stanford, Oxford and Cambridge universities. The College of Arts and Sciences hosts a chapter of Phi Beta Kappa, the nation's oldest and most prestigious honor society for liberal arts and sciences graduates. Interdisciplinary programs include such areas as neuroscience, healthy lifestyle management, sustainability studies, digital humanities, health administration, and justice and peace studies. The Department of Journalism, Media and Computing prepares students for success in today's technology-driven world by melding programs in journalism, graphic design and computing.

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

Established in 1920, the Heider College of Business became Creighton's first named college in 2013, in recognition of philanthropists Charles (BSC'49) and Mary Heider. It is among only 2 percent of schools in the world accredited in both business and accounting by the Association to Advance Collegiate Schools of Business International. The faculty includes more chartered financial analysts than any other higher education institution in the world.

In 2015, Heider College was ranked a Top 100 business program by U.S. News & World Report at No. 93; undergraduate finance ranked 17th; and accounting ranked 23rd. The college reports 99 percent of recent graduates were employed or in graduate school within six months of graduation; accounting majors have had a 100 percent placement rate for the past 10 years.

Students receive real-world experience, including investing University funds through the Portfolio Practicum class; planning the Creighton Business Symposium, the largest U.S. student-planned business event; and working with the Business Ethics Alliance, the leading nonprofit dedicated to city-level business ethics programming. Programs offering interdisciplinary opportunities include 3/3 Law (business and law degrees attained in six years); Pre-Healthcare (combines a business degree with completion of requirements for health care professional programs); Bioscience and Entrepreneurship (hands-on experience in commercializing medical innovations); and the M.D./MBA (students complete an MBA during the third-year of medical school).

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

The College of Nursing has achieved a national reputation for innovative programs that keep pace with the ever-changing field of nursing. For example, Creighton's accelerated Bachelor of Science in Nursing (BSN) was one of the first in the nation and Creighton was the first nursing school in Nebraska to offer a Doctor of Nursing Practice (DNP) degree. Creighton nursing faculty members serve on state and national nursing and health care committees and organizations.

The college offers BSN, MSN and DNP programs; education is delivered at two campuses, in Omaha and Hastings, Neb., and is supplemented by select online courses and tracks. The BSN program includes a traditional four-year direct-entry pathway that allows students to start their college careers as freshmen in nursing, while the accelerated BSN is a 12-month program for college graduates who pursue nursing as a second degree. The MSN and DNP programs prepare graduates to be nurse practitioners, clinical nurse specialists, clinical nurse leaders, clinical systems administrators and nurse educators. Creighton BSN graduates meet or exceed the national average for first-time pass rates on the National Council Licensure Examination (NCLEX-RN) and annual pass rates on the certification examination for nurse practitioner-track graduates generally range from 90 to 100 percent for first-time test-takers.

Community involvement — at home and abroad — is at the heart of Creighton nursing. Students gain hands-on learning at free health clinics in Omaha and through international health care at the Institute for Latin American Concern in the Dominican Republic (ILAC). The College of Nursing also collaborates with public and parochial schools in Omaha and surrounding areas to provide state-mandated health screenings. Creighton nursing students complete preceptorships in some of the nation's largest hospitals as well as in small, rural hospitals or specialty hospitals.

College of Professional Studies and Summer Sessions (<http://succeed.creighton.edu>)

The College of Professional Studies, established in 1983 as University College, provides on-campus and online undergraduate degrees, certificates and noncredit programs for adult learners. Students enjoy small classes that offer individual attention and the ability to forge strong relationships with fellow learners and faculty. In 2014-2015, there were more than 300 students enrolled in the College of Professional Studies and more than 50 adult students graduated from more than 20 programs. The college's online bachelor's degree completion programs are ranked No. 1 in the region and No. 16 nationally by U.S. News & World Report.

The online Bachelor's in Leadership includes three specialization tracks: health care management, nonprofit management and human capital management; the new online Bachelor of Arts in Healthy Lifestyle Management is designed for students who wish to pursue careers in the growing field of health and wellness. The program is unique because it is rooted in interdisciplinary teaching, research and practice to care for the whole person—body, mind and spirit. The college offers 12 undergraduate certificate programs including such offerings as business administration, theology, health administration and policy, creative writing and more.

Graduate School (<http://succeed.creighton.edu>)

Creighton's first master's degree was awarded in 1893 and the first Ph.D. was conferred in 1971. Today, the Graduate School offers more than 35 master's degree programs, numerous doctoral programs and is a leader in interdisciplinary education with both on-campus and online programs. More than half of Creighton graduate students are enrolled in online programs.

In 2015, U.S. News & World Report ranked Creighton No. 11 in Best Online Graduate Education Programs (M.S. in Educational Leadership and M.S. in School Counseling and Preventive Mental Health) and No. 12 in Best Online Graduate Business Programs (Master of Investment Management and Financial Analysis and Master of Business Intelligence and Analytics). The Doctoral Program in Interdisciplinary Leadership (Ed.D.) is the Graduate School's largest online program, this year drawing students from 45 states and 10 countries.

The Graduate School is continually adding to its academic offerings with distinctive and innovative programs in a wide variety of fields including business, leadership, conflict resolution, education, school counseling, humanities, health care, public health, ministry, theology and science; creative writing (MFA), East-West studies, medical anthropology, public health, emergency medical services (EMS), and health and wellness coaching. Creighton also offers graduate certificates in many fields as well as dual degrees in business, law, medicine, international relations, negotiation/conflict resolution, information technology, health care ethics, leadership and more.

School of Dentistry (<http://www.creighton.edu/dentalschool>)

The School of Dentistry has a reputation for excellence, last year receiving applications from more than 20 percent of those applying to dental schools nationally; the school's faculty members serve in leadership and advisory roles with local, regional and national organizations. Graduates become general dentists or pursue residency programs, advanced degrees and specialty training in nearly all 50 states; 20 to 25 percent of Creighton dental graduates achieve post-doctoral training. Creighton is considered to have one of the most affordable private dental schools in the United States.

Hands-on clinical experience as well as community service are hallmarks of a Creighton dental education: the dental clinic serves more than 11,000 patients annually; students and faculty volunteer through OneWorld Community Health Center, "Give Kids a Smile," Heart Ministry Clinic, Special Olympics and outreach in the Dominican Republic; and through "Building Healthy Futures," Creighton provides preventive oral care and education to nearly 4,300 schoolchildren.

Thirty-nine percent of students come from states without dental schools; Creighton has contracts with Idaho and Wyoming and offers Western Interstate Commission for Higher Education (WICHE) seats for dental students from New Mexico, North Dakota and Wyoming. Creighton is proud to participate in the Robert Wood Johnson Foundation's Dental Pipeline program, encouraging recruitment of Native American students.

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

The School of Law was established in 1904. Today, the 300-plus students in the School of Law are taught by 33 full-time professors and 31 adjunct faculty members who are prosecutors, public defenders and other practicing attorneys. Last year's graduates accepted offers of employment in 17 states.

Creighton law students have the flexibility to earn a J.D. degree in two, three or four years. Other programs include earning a J.D. plus a master's degree in negotiation and dispute resolution from Creighton's Werner Institute in three years; the Government and Leadership (GOAL) Program, which provides a J.D. and a master's degree in three years plus an externship in Washington, D.C.; and the joint J.D./MBA with the Heider College of Business.

Innovative educational experiences in the school include a constitutional law seminar offered every other year allowing face-to-face discussion with a U.S. Supreme Court justice; the summer program, "From Nuremberg to the Hague," featuring the study of international criminal law, war crimes and the Holocaust in Germany and The Netherlands; and an annual immersion trip to the Dominican Republic that encourages law students to reflect on life, law and poverty in a Third World nation.

The School of Law assists students interested in public-interest law by offering summer grants to first- and second-year students who accept unpaid externships with government and nonprofit law offices. Students also gain experience through the Abrahams Legal Clinic, which gives free legal services to low-income individuals, especially victims of domestic violence, and the Community Economic Development Clinic, which provides free legal services to low-income entrepreneurs.

School of Medicine (<http://medschool.creighton.edu>)

The School of Medicine was established in 1892 as the John A. Creighton Medical College. The school has a regional campus in Phoenix at St. Joseph's Hospital and Medical Center, which is the only Catholic medical school campus west of Omaha. The medical school's primary clinical partner,

CHI Health, is the largest health care network in the region and one of the top 15 health care systems in the U.S. CHI Health is affiliated with Colorado-based Catholic Health Initiatives, one of the nation's largest faith-based nonprofit health systems.

Creighton graduates' medical licensing scores and pass rates consistently exceed the national average and 100 percent of Creighton medical students perform community service while in medical school. Creighton was the first Catholic university to receive the prestigious Community Service Award from the Association of American Medical Colleges (AAMC); the award recognized the student-founded and run Magis Medical Clinic, which provides free health care for uninsured and underinsured people in Omaha.

Faculty members and their research are world-renowned. The medical school is an international leader in hereditary cancer and osteoporosis, with other outstanding programs including infectious disease, cardiovascular disease, nutrition/metabolism and neuroscience. A landmark study conducted at Creighton suggested that boosting vitamin D3 intake can significantly reduce the risk of breast and other cancers. Researchers in biomedical sciences, medical microbiology/immunology and pharmacology are making discoveries in atherosclerosis, bacterial resistance, cancer, hearing restoration, brain injury, bone growth/bone loss and more.

School of Pharmacy and Health Professions (<http://spahp.creighton.edu>)

Established in 1905 as the Creighton College of Pharmacy, the School of Pharmacy and Health Professions (SPAHP) expanded over the years to include other health professions. The school is an academic pioneer, offering: the first clinical doctorates in occupational therapy (OTD) and physical therapy (DPT) in the nation; the first — and only — Web-based distance education pharmacy program; the first distance education program in occupational therapy leading to the clinical doctorate in occupational therapy; and 40 years of emergency medical services (EMS) education. SPAHP also has innovative partnerships with the University of Alaska Anchorage (OTD and Pharm.D.) and Regis University in Denver (OTD).

SPAHP faculty are renowned: the school has one of the largest OT faculties in the nation, with 18 faculty members holding terminal degrees; for more than 25 years, faculty members in the Center for Drug Information and Evidence-Based Practice have provided evidence-based, timely and unbiased information to health care professionals (fewer than 15 percent of pharmacy schools in the U.S. offer as much drug information expertise to the professional community); and the Health Services Research Program is recognized nationally for its work in patient safety.

First-time national licensure pass rates in pharmacy, OT and PT have been nearly 100 percent the past several years and more than 75 percent of the school's students receive one to three job offers before they graduate. They have access to an expanse of clinical training sites, with a faculty-student clinical ratio of 1:3, in every health care discipline, including pediatrics, geriatrics, mental health, acute and long-term care and more. Service to others is a hallmark of the school, with students giving nearly 10,000 hours of service per semester.

Mission, Learning Outcomes, and Goals and Objectives

Mission Statement

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

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

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

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

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

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

University Assessment of Learning Outcomes

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

All Creighton graduates will demonstrate:

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

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

Goals and Objectives

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

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

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

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

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

Accreditations and Approvals

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

Higher Learning Commission

230 South LaSalle Street, Suite 7-500, Chicago, Illinois 60604-1411

Phone: 800.621.7440 / 312.263.0456 | Fax: 312.263.7462 | info@hlcommission.org

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

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

The College of Nursing baccalaureate, master's and doctoral programs are accredited by the Commission on Collegiate Nursing Education (CCNE (<http://www.aacn.nche.edu/ccne-accreditation>)). The baccalaureate program is approved by the State of Nebraska.

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

The teacher education programs of Creighton University are fully accredited by the National Council for Accreditation of Teacher Education (NCATE (<http://www.ncate.org/Accreditation/tabid/100/Default.aspx>)) for the preparation of elementary, secondary, and special education teachers at the undergraduate level, and for the graduate-level preparation of teachers, school principals and school counselors.

The dental education program of the School of Dentistry is accredited by the Commission on Dental Accreditation (CODA (<http://www.ada.org/117.aspx>)). The Commission is a specialized accrediting body recognized by the U.S. Department of Education.

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

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

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

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

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

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

The University is also approved by and/or a member of the following: American Council on Education, Association of American Colleges and Universities, Association of Catholic Colleges and Universities, Association of Independent Colleges and Universities of Nebraska, Association of Jesuit Colleges and Universities, Council for the Advancement and Support of Education, Council for Higher Education Accreditation, National Association of Independent Colleges and Universities, Commission on Accreditation of Allied Health Education Programs, Council for Opportunity in Education, American Association of Colleges for Teacher Education, American Association of University Professors, American Association of University Women, Association of Schools of Journalism and Mass Communication, Association of Independent Liberal Arts Colleges for Teacher Education, Council of Graduate Schools in the United States, Council on Social Work Education, International Association of Catholic Universities, Midwest Association of Graduate Schools, National Association

of Educational Broadcasters, National Association for Foreign Student Affairs, National Council for Accreditation of Teacher Education, Nebraska Council on Teacher Education, and Nebraska State Board of Educational Examiners.

Creighton University is authorized to provide online education (<http://www.creighton.edu/center-for-academic-innovation>) in the following states: Alaska, Arizona, District of Columbia, Georgia, Illinois, Iowa, Maryland, Minnesota, Mississippi, Montana, Nevada, North Dakota, Oregon, Pennsylvania, South Dakota, Utah, Washington, Wisconsin and Wyoming.

University Libraries

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

Campus Facilities

Creighton's 139-acre urban campus encompasses more than 50 buildings, providing excellent facilities for the University's academic, residential, spiritual, athletic and recreational activities. The beautifully landscaped, pedestrian-friendly campus has been recognized by the Arbor Lodge Foundation as a Tree Campus USA University, and is listed in the 2015 Princeton Review Guide to 353 Green Colleges for its strong commitment to the environment and sustainability.

The University recently made extensive campus improvements, including renovation of buildings affecting more than 100,000 square feet of academic space and completion of the east campus athletic/fitness/recreation corridor.

Recognition of Scholarship and Leadership

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

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

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

The **Spirit of Creighton Award** is a citation conferred on a male and a female student by the President of the University annually at Commencement for demonstrating remarkable initiative and

able enterprise, wisdom in action, modesty in achievement, and great personal sacrifice for the good of others.

The Alumni Association

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

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

Alumni programs vary widely and include all-University events, Homecoming, class reunion activities, community service projects, college/school specific activities, young alumni activities, regional events, career networking and social networking. Information on the Alumni Association can be found on the web at www.alumni.creighton.edu.

Nondiscrimination Statement

Creighton University is committed to providing a safe and nondiscriminatory educational and employment environment. The University admits qualified students and hires qualified employees without regard to race, color, religion, sex, marital status, national origin, age, disability, citizenship, sexual orientation, veteran status, or other status protected by law. Its educational and employment policies, scholarship and loan programs, and other programs and activities, are administered without unlawful discrimination.

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

It is the policy of the University to make all programs and services available to individuals with disabilities. Inquiries concerning rights and responsibilities under Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990 should be directed to the Section 504 Coordinator. To obtain information on accessibility of buildings and programs or to report problems of accessibility, please contact Human Resources (for employees), Schneider Hall or by telephone 402.280.2709, or the Office of Disability Accommodations (for students), Old Gym 437 or by telephone 402.280.2166.

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

Ms. Allison Taylor
Executive Director
Title IX Coordinator/Section 504 Coordinator
Creighton University
Office of Equity and Inclusion

Creighton Hall Suite 340
Omaha, NE 68178
Phone: 402.280.3189
Email: allisontaylor@creighton.edu
Web: www.creighton.edu/oei

The United States Department of Education's Office for Civil Rights (OCR) enforces Title IX. Information regarding OCR may be found at www.ed.gov/about/office/list/ocr/index.html (<http://catalog.creighton.edu/general-information-about-creighton/nondiscrimination-policy/www.ed.gov/about/office/list/ocr>).

Services for Students with Disabilities

Services for students with disabilities are provided to qualified students to ensure equal access to educational opportunities, programs, and activities in the most integrated setting possible. Students must make timely and appropriate disclosures and requests at least five weeks in advance of a course, workshop, program, or activity for which accommodation is requested or such other reasonable time as the particular circumstance of a request for accommodation warrants. Students are encouraged to make requests for reasonable accommodations as soon as possible after acceptance. Each student may be required to submit medical or other diagnostic documentation of disability and limitations and may be required to participate in additional evaluation of limitations as appropriate and required by Creighton University or other agencies prior to receiving requested accommodations. The University reserves the right to provide services only to students who complete and provide written results of evaluations and service recommendations to appropriate University personnel. For more information, contact the Dean's Office or the Office of Disability Accommodations (<http://www.creighton.edu/disabilitysupportservices>) at 402.280.2166.

Military Leave Policy

Creighton University supports a student who is a member, or who parents a dependent child with a spouse who is a member, of a military reserve unit or the National Guard and is called into active military service by the United States. To assist him/her to maintain his/her status as Creighton student, the University has adopted the following guidelines:

Withdrawal from the University:

1. A student in good standing should immediately file a request for a leave of absence/withdrawal with the dean of the appropriate school or college in which the student is enrolled, along with a copy of the military orders.
2. The leave of absence generally will be granted for one year. However, the deans of the appropriate college are encouraged to grant any request to extend the leave of absence should military service require more than one year.
3. The student will receive a full refund of tuition and fees paid to Creighton University if the request for a leave of absence/withdrawal for military service is filed prior to the last day to drop classes.
4. The student will have a choice of three options if the request for a leave of absence/withdrawal is received after the last day to drop classes:
 - a. A full refund of tuition and fees with no credit awarded for work completed during the semester.

- b. An Incomplete grade in all courses, upon approval of all instructors, with the right to complete all coursework within one year without further payment of tuition or fees.
 - c. A grade in all courses, upon approval of all instructors, based on work completed to the date of the leave of absence request.
 - d. Options b) & c) may be combined should circumstances warrant.
5. The student will receive prorated refunds for his/her housing and meal-plan, if applicable, based on taking the percentage of days registered at the University over the total number of days in the semester (i.e., beginning with the first day of class and ending on the last day of finals).
 6. All applicable financial aid awards will be refunded to the appropriate agencies, and repayments of federal student loans will be calculated in accordance with federal guidelines.
 7. While the University will make every effort to accommodate a student returning from active duty, placement in certain honors programs at the University cannot be guaranteed.
 8. The student will be required to return university property, such as keys to residence halls, university computer equipment, library books, etc. in order to receive a refund or re enroll.

Email as Official Means of Communication

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

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

Faculty, staff and students are expected to check their e-mail on a frequent and consistent basis in order to stay current with University-related communications. Faculty, staff and students have the responsibility to recognize that certain communications may be time-critical.

Graduation Rates

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

The Jesuit Order

The Jesuits are men who belong to a Catholic religious order called the Society of Jesus. This group was founded by St. Ignatius of Loyola over 460 years ago.

There are about 19,000 Jesuits serving around the world and about 2,800 of them are in the United States within 10 area provinces. The Jesuit Community at Creighton University is the largest

community of Jesuits within the Wisconsin Province. While the main focus of the Jesuits is on education, they are also involved in parish work, spiritual direction, retreat centers and social justice work. There are presently 48 Jesuits at Creighton, many of whom are faculty, staff, administrators, chaplains or students.

The Jesuit, Catholic tradition is excellence in higher education that forms women and men to be of service for and with others, and to be empowered to examine, engage and change the world.

American Jesuit Colleges and Universities

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

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

ASSOCIATION OF JESUIT COLLEGES AND UNIVERSITIES
One Dupont Circle, Suite 405
Washington, D.C. 20036

phone: 202.862.9893 fax: 202.862.8523
www.ajcunet.edu (<http://www.ajcunet.edu>)

Creighton University Administration

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as of July 1, 2015

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Dr. Nick W. Turkal	Chief Executive Officer, Aurora Health Care
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as of July 1, 2015

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Kenneth Reed-Bouley, M.S., M.Div., M.B.A.	Director of Center for Service and Justice
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University Communications and Marketing	
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as of July 1, 2015

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School of Pharmacy and Health Professions

J. Chris Bradberry, PharmD., *Dean*

Pharmacy and Health Professions Catalog

2015-2016 Issue

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

Calendar

First Semester, 2015-2016

July	28-Aug 2	Mon-Sat	Orientation for first-year distance Doctor of Pharmacy students
	31	Friday	Distance Pharmacy Professionalism Ceremony
August	3 - 7	Mon - Fri	Orientation for first year Regis Creighton Doctor of Occupational Therapy Students
	TBA	Week of Aug 3	Regis Creighton Occupational Therapy Professionalism Ceremony
	10-14	Mon-Fri	Orientation for first-year Alaska Doctor of Occupational Therapy Students
	12	Wednesday	Alaska Occupational Therapy Professionalism Ceremony
	17-22	Mon-Sat	Orientation for first-year campus Doctor of Pharmacy, Occupational Therapy, and Physical Therapy students, and for first-year GO Pathway occupational therapy students
	18	Tuesday	Laptop exchange for third-year Doctor of Pharmacy students
	19	Wednesday	Fall term begins in the School of Pharmacy and Health Professions for most classes and programs ¹

	21	Friday	Campus Pharmacy, Campus and GO Occupational Therapy, and Physical Therapy Professionalism Ceremony
	24	Monday	Fall term begins for all first-year Doctor of Pharmacy, Occupational Therapy, and Physical Therapy students
	26	Wednesday	Classes begin for all students enrolled in courses taught by undergraduate colleges
September	1	Tuesday	Last day for registration and adding course(s) to schedule
	4	Friday	Last day for dropping individual course(s)
	7	Monday	Labor Day - no classes
	9	Wednesday	11:00 a.m. Mass of the Holy Spirit
	24	Thursday	Last day to change from credit to audit. Last day to apply for Pass/No Pass status
	25	Friday	School Picnic
October	15	Thursday	Last day for filing on-line degree applications for December degree
	21	Tuesday	12:00 Noon Mid-semester grade reports from instructors due in Registrar's Office
	18	Sunday	Fall Recess begins
	26	Monday	Classes resume
November	2	Monday	Last day to withdraw from courses with a "W"
	13	Friday	School of Pharmacy and Health Professions Career Fair
	24	Tuesday	Thanksgiving recess begins after last class, clinic, or laboratory
	30	Monday	Classes resume

December	14-18	Mon-Fri	Final semester examinations
	17	Thursday	Occupational Therapy Capstone
	18	Friday	Christmas - Mid-year Recess begins after last exam
	18	Friday	School of Pharmacy and Health Professions Graduate Recognition and Hooding Ceremony

¹ For a complete listing of start and end dates for all programs, please refer to the School of Pharmacy and Health Professions' Office of Academic and Student Affairs' website.

Second Semester, 2015-2016

January	11	Monday	Spring term begins in the School of Pharmacy and Health Professions for most classes and programs ¹
	13	Wednesday	Classes begin for all students enrolled in courses taught by undergraduate colleges
	19	Tuesday	Last day for registration and adding courses to schedule
	22	Friday	Last day for dropping individual course(s)
February	11	Thursday	Last day to change from credit to audit. Last day to apply for Pass/No Pass status
	15	Mon	Last day for filing on-line degree applications for May degree
March	4	Friday	Spring recess begins after last class, clinic, or laboratory
	14	Monday	Classes resume
	21	Monday	Last day to withdraw from courses with a "W"

	24	Thursday	Holy Thursday - classes suspended from 5 p.m. April 2 until 5 p.m. Monday, April 6
	27	Sunday	Easter Sunday
	28	Monday	Easter Monday. Classes resume at 5 p.m.
April	2	Sat	School Spring Banquet, 6 p.m.
May	9-13	Mon-Fri	Final semester examinations
	13	Friday	Baccalaureate Mass, St. John's Church
	13	Friday	SPAHP Graduate Recognition and Hooding Ceremony
	14	Saturday	University Commencement

¹ For a complete listing of start and end dates for all programs, please refer to the School of Pharmacy and Health Professions' Office of Academic and Student Affairs' website.

Summer Session, 2016

May	16	Monday	Summer term begins in the School of Pharmacy and Health Professions for most classes and programs ¹
	19	Thursday	Last day to change from credit to audit. Last day to apply for Pass/No Pass status
	30	Monday	Memorial Day - no classes
June	15	Wednesday	Last day to file Degree Application for August degree conferral
July	4	Monday	Independence Day (observed) - no classes
August	5	Friday	Summer Session ends
	20	Saturday	Degrees conferred for August graduates

¹ Beyond Distance Pharmacy, OTD 1 and DPT 2 and 3 classes, summer curricula consist mostly of clinical work. Date of attendance vary by program/site.

School of Pharmacy and Health Professions

Vision Statement

Serving, leading, and advancing health for all.

Mission Statement

In the Catholic, Jesuit tradition of Creighton University, we shall serve humanity by educating occupational therapists, pharmacists and physical therapists who provide compassionate, comprehensive care to individuals and populations. We seek to advance knowledge, promote justice, foster responsible and proactive citizenship and enable positive change. We commit to developing creative and effective leaders dedicated to ethical conduct, interprofessional collaboration and service to others. Members of the School community shall contribute to the improvement of societal health through innovative teaching, learning, research, scholarship and patient/client-centered care.

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.

University Learning Outcomes

The University Assessment Committee has articulated six university-level outcomes (p. 7) that are common to all undergraduate, graduate, and professional student experience.

School of Pharmacy and Health Professions Assessment Goals

- Graduates must possess all the scientific, technical, professional, moral and ethical capabilities required for meeting current and future societal needs. Clinical doctoral level education represents the highest level of professional preparation and serves as the entry-level degree across disciplines within the School.
- Professional preparation will be focused on developing a shared set of core abilities in the areas listed below. These core abilities are derived from shared faculty acceptance of their importance.
- Professional formation/ critical self-reflection
- Communication skills/ information management
- Critical thinking/ clinical judgment
- Life long learning/ professional development
- Professional ethics/ moral agency/ responsibility
- Social awareness/ leadership/advocacy
- The core abilities are enhanced and enriched by incorporation of these Ignatian core values in educating health professionals:
 - Cura Personalis (personal concern for the individual)
 - Magis (striving toward excellence; seeking the greater good)
 - Women and men for and with others (promotion of social justice, service to communities)
 - Contemplation-in-action (mindfulness, critical self-reflection and ethical decision-making)

Administration

School of Pharmacy and Health Professions Officers of Administration

as of July 1, 2015

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Kirk Peck, Ph.D.	Interim Chair, Department of Physical Therapy
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Keli Mu, Ph.D.	Chair, Department of Occupational Therapy
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Kevin Fuji, Pharm.D.	Director, Center for Health Services Research & Patient Safety
Daneil E. Hilleman, Pharm.D.	Director, Continuing Education
Ann Ryan-Haddad, Pharm.D.	Director, Office of Interprofessional Scholarship, Service & Education
Kelly S. Nelson, DPT	Director, Creighton Pediatric Therapy Clinic
Craig Kessler, Pharm.D.	Director, CUMC Outpatient Pharmacy

Accreditation

In addition to full accreditation by The Higher Learning Commission (p. 8) of the North Central Association of Colleges and Schools, programs in the School of Pharmacy and Health Professions have the following accreditations:

- The entry-level Doctor of Occupational Therapy program at Creighton University is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association, Inc. (AOTA)

4720 Montgomery Lane
PO Box 31220
Bethesda, MD 20824-1220
Phone: 301.652.2682
TDD: 1.800.377.8555
Fax: 301.652.7711
<http://www.aota.org/>

- The entry-level Doctor of Pharmacy program at Creighton University is accredited by the Accreditation Council for Pharmacy Education (ACPE)

135 S. LaSalle Street, Suite 4100
Chicago, IL 60603-4810
Phone: (312) 664-3575
Fax: (312) 664-4652
<https://www.acpe-accredit.org/standards/default.asp>

- The entry-level Doctor of Physical Therapy program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE)

1111 North Fairfax Street
Alexandria, VA 22314-1488
Phone: 703.684.2782 or 800.999.2782
TDD: 703.683.6748
Fax: 703.684.7343
<http://www.capteonline.org/Home.aspx>

- The Post-Professional Doctor of Occupational Therapy and the Physical Therapy Residency programs are not accredited by the specialty accreditation agencies listed above. These programs fall under the Regional Accreditation awarded to Creighton University by the Higher Learning Commission (HLC), a Commission of the North Central Association of Colleges and Schools (NCA).

230 North LaSalle Street, Suite 2400
Chicago, IL 60602-2504
Phone: 800.621.7440
<http://www.ncahlc.org/>

Policy and Procedures for Handling Student Complaints Related to Accreditation Standards

The faculty, staff, and administration of the SPAHP are committed to maintaining educational programs that meet or exceed accreditation standards. The Occupational Therapy Program, Pharmacy Program, and Physical Therapy Program are committed to correcting those areas where standards are not being met and encourage student participation in assuring that accreditation standards are being adhered to. Students are encouraged to voice and discuss concerns they have about a Program's adherence to its accreditation standards. In cases where a formal complaint is deemed necessary, established procedures will be followed.

Procedures:

1. Students with complaints alleging that a Program is not adhering to its accreditation standards must present their complaints in writing on an Accreditation Standards Complaint Form obtained in the Office of Academic and Student Affairs or online at <http://spahp2.creighton.edu/oasa>. A complaint must identify the specific accreditation standard that is not being adhered to, include evidence to support the complaint, and be signed by the student(s) making the complaint.
2. Written complaints must be submitted to the Associate Dean for Academic and Student Affairs.
3. The Associate Dean for Academic and Student Affairs will review each complaint and forward it to the respective Department Chair(s). The Department Chair(s) will investigate the complaint, make a determination on the validity of the complaint, determine the appropriate course of action, and provide a written report to the Dean, Senior Associate Dean, and Associate Dean for Academic and Student Affairs.
4. The Department Chair(s) will provide a written response to the student(s) making the complaint.
5. Complaints that result in a corrective action will be shared by the Department Chair(s) with the respective program's faculty.
6. The Associate Dean for Academic and Student Affairs and the Department Chair(s) will maintain a complete file of all complaints received and their disposition. Each accrediting body is to have access to this information as part of its routine accreditation review process.

Health Sciences Facilities

The **Doctor C. C. and Mabel L. Criss Health Sciences Complex** 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 Complex 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 Complex accommodates the administrative support area for the School of Pharmacy and Health Professions as well as lounge and meeting space dedicated to the students. The administrative offices of the School of Medicine and School of Nursing are located in the Criss Health Sciences Complex, 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 Complex was completed in February 1994. The Beirne Research Tower adjoins the Criss Health Sciences Complex. 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 **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.

Creighton University Medical Center, an ultramodern regional health-care facility with state-of-the-art technology, serves as the major affiliated teaching hospital for the Creighton University School of Medicine.

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.

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 Professions 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.

The **Creighton University Bio-Information Center**, which opened in the summer of 1977, 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 104 1/2 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.

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 Catalog are designed to assist each student to attain fulfillment in the university environment.

School of Pharmacy and Health Professions Service Offices

Office of Academic and Student Affairs

The Office of Academic and Student Affairs (OASA) 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 through community building and mutual support.

The Office of Academic and Student Affairs (OASA) employs full-time Academic Success Consultants to assist students both academically and personally in achieving their goals. The Academic Success Consultants assists students with study skills, test-taking strategies, time management, and scholarship and financial aid information. Using a case management approach, counselors provide intervention and guidance to assure needed student services are well coordinated. The counselors have special faculty status and teach interdisciplinary academic success courses / seminars, hold faculty development sessions, and serve as guest lectures in all our academic programs.

The staff also coordinates new student orientations, graduation activities, annual employment fair, class schedules, leadership development, academic advising, and honors convocation. They also monitor student 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 Catalog.

Office of eLearning and Academic Technology

The Office of eLearning and Academic Technologies (OLAT) is dedicated to excellence in the provision, creation and support of leading edge technology resources to advance the teaching, research and service missions of the School of Pharmacy and Health Professions. In collaboration with our School and University communities, OLAT promotes an institutional culture that fosters creativity, innovation and scholarly reflection in the use of academic technologies to accomplish goals and identify new opportunities.

OLAT provides support for: instructional design, assessment management, academic technologies, computer hardware and software, web development, graphic design, and photography for the School's students, faculty and staff.

Other Services

Veterans' Service—is provided by the Office of Military and Veterans Affairs. 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. Inf

Campus Ministry—Members of the Campus Ministry team are ready at any time to discuss in a respectful and confidential manner the spiritual journey of students of any faith tradition. All students of Creighton's community are welcome to "come to the quiet" of St. John's to reflect and pray for guidance as they live out their vocation as students in the Ignatian tradition, and to talk with one of our qualified ministers with any questions or challenges they may experience in their lives of faith. Please visit the Campus Ministry offices located in lower Swanson Hall to visit with any of our ministers.

John P. Fahey Career Center— The Center is available to students seeking basic advising regarding their academic preferences and course requirements, course selection, clarifying career goals, career options, assessments, internships, and career-related, part-time employment. Career counselors are available to meet with students on an individual basis. The Career Center is located in the Harper Center, Suite 2015.

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

Services for students with disabilities are provided to qualified students to ensure equal access to educational opportunities, programs, and activities in the most integrated setting possible. For more information, contact the Associate Dean of Academic and Student Affairs at 402.280.1147 or the Office of Disability Accommodations (p. 12) at 402.280.2749.

Living Accomodations

On Campus Housing

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 during their first two years 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 the Omaha area 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 Provost for Student Life-Residence Life by July 15th for requests for the upcoming Fall Semester (April 1 for Opus Hall and Davis Square students) and December 1 for the Spring Semester. Only the Associate Vice Provost for Student Life 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 nine residence halls. Deglman, Kiewit, and Gallagher Halls are traditional-style freshman residence halls with common bathroom facilities. Rooms are double occupancy. Space in Swanson Hall is available to freshman students as well. Swanson is a suite-style hall with four freshman or four sophomore students per suite. McGloin Hall is also a suite-style hall with four sophomore students per suite. Kenefick Hall is an apartment-style hall for sophomores with double-occupancy efficiency and one-bedroom apartments. Davis Square and Opus Hall, apartment complexes for junior and senior-level students, house students in two, three, or four-bedroom apartments. Heider Hall is an apartment-style residence with double-occupancy efficiency, one-bedroom, and two-bedroom apartments open to sophomore, junior and senior undergraduates. A limited number of apartments is available to students with families and graduate/professional students. Residents of Davis Square and Opus Hall, as well as Heider residents who are graduate/professional students, married, or have families, sign a 12-month lease. All other students contract 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. All freshman and sophomore residents are required to have a meal plan. Students living in Deglman, Gallagher, Kiewit, Swanson, and McGloin Halls must choose from 12, 15, or 19 meals per week. Kenefick Hall residents and sophomores living in Heider must select from these three plans or the SuperFlex meal plan. Residents of Davis Square, Opus Hall, and Heider Hall (except sophomores) may purchase 12, 15, or 19 meals per week, the Super Flex meal plan or the Flex meal plan. A student requesting to be waived from the board plan for medical or other reasons must furnish documentation to the Associate Vice Provost for Student Life-Residence Life for review. Generally, the University Dining Services is able to meet most dietary needs. 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 other campus retail locations 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 2014 are:

Building Type	Room	Annual Rate
Deglman, Kiewit & Gallagher Halls (Freshmen)	Double Occupancy	\$5680
	Private Room	\$8356
Swanson Hall (Freshmen and Sophomores)	Suite	\$5984
	Private	\$8792
McGloin Hall (Sophomores)	Suite	\$6168
	Private	\$9168
Kenefick Hall (Sophomores)	Efficiency Apartment, Double Occupancy	\$6168

	1 Bedroom Apartment, Double Occupancy	\$6256
	Private Room, Efficiency Apartment	\$9168
Heider Hall (9 month) (Sophomores, Juniors, Seniors)	Efficiency Studio Apartment, Double Occupancy	\$6168
	Efficiency Studio Apartment, Private Room	\$9168
	Suite, Double Occupancy	\$6168
	Suite, Private	\$9168
	Small 1 Bedroom Apartment, Double Occupancy	\$6216
	Small 1 Bedroom Apartment, Double Occupancy	\$6216
	Large 1 Bedroom Apartment, Double Occupancy	\$6256
	2 Bedroom Apartment, Double Occupancy	\$6308
Davis Square, Opus Hall (12 month contract) (Juniors and Seniors)	2/3/4 Bedroom Apartments and Lofts	\$8220
Heider Hall (12 month contract) (Graduate students, married students, family housing)	Efficiency Apartment, Private	\$9240
	Small 1 Bedroom Apartment, Private	\$10080
	Large 1 Bedroom Apartment, Private	\$10620
	2 Bedroom Apartment	\$12036

Board Plans Type	Annual Rate
19 Meals per week and 40 Dining Dollars per semester	\$4316
15 Meals per week and 100 Dining Dollars per semester	\$4316
12 Meals per week and 160 Dining Dollars per semester	\$4316
SuperFlex - Any 120 meals/200 Dining Dollars per semester ¹	\$2260
Flex 90 - 90 meals/200 Dining Dollars per semester	\$1800
Flex - 60 meals/200 Dining Dollars per semester	\$1350

- 1 Available to Kenefick, Heider, Davis, Opus, Off-Campus Only
- 2 Available to Davis, Opus, Heider (except sophomores), Off-Campus Only

New students must apply to the Department of Residence Life for a residence hall reservation. All students pay a damage deposit of \$100. 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) (<http://catalog.creighton.edu/graduate/tuition-fees/financial-arrangements>) plan.

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-Residence Life. Questions regarding housing services and facilities may be directed to the Department of Residence Life, Harper Center for Student Life and Learning; telephone 402.280.3900.

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 semester. 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 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. All full-time students may qualify for a tuition discount or state funded child care assistance; undergraduate student parents may qualify for priority enrollment. Call 402.280.2460 or access creighton.edu/childdevelopmentcenter for information.

Center for Health and Counseling

The Center for Health and Counseling houses both Student Health and Student Counseling Services and is located in Suite 1034 of the Harper Center Together these services are dedicated to promoting healthy life choices and serving the health and counseling needs of Creighton students.

Academic Year Hours:

Monday, Thursday, Friday 8:00am - 4:30pm

Tuesday 10:00am - 6:30pm

Wednesday 8:00am - 6:30pm

Summer and Academic Year Break Hours¹:

Monday-Friday 8:00am - 4:30pm

¹ From the Monday after May graduation through Tuesday following Labor Day

Student Counseling Services

Counseling services are available to all full-time Creighton Students. The counseling services are intended to assist all students in their growth, their adjustment to academic and life challenges, and their development of healthy strategies for living. Our services encourage positive health and wellness practices. The staff is sensitive to the cultural and life-style uniqueness of all students. We offer a variety of services to assist with the choices in college life:

- Individual counseling
- Psychological assessment to address academic problems
- Group counseling with groups focusing on women's issues, depression, grief, and transition to college
- Workshops for test anxiety and stress reduction
- Couples counseling
- Psychiatric consultation

Counseling Services staff (full and part time) consists of four licensed psychologists, three licensed counselors, two pre-doctoral psychology interns, and a Board Certified Psychiatrist.

Call the Center at 402.280.2735 for an appointment, or drop in. All counseling services are confidential. The Center is accredited by the International Association of Counseling Services. Counseling services are offered at no cost to Creighton students. There is a fee for some psychological assessment services.

Student Health Services

Student Health Services Staff

Debra C. Saure, MSN, APRN, FACHA Senior Director

Nathan Haecker, MD, Medical Director

Angela Maynard, BSN, CPN, Assistant Director, Clinical Services

Susan Weston, RN, Assistant Director, Campus Outreach

Mission Statement

We provide holistic health care that supports students in their academic endeavors and prepares them to make healthy choices throughout their lives. We monitor compliance with University immunization and insurance requirements. Our outreach programs enhance the health of the campus community.

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, physician's assistant, or nurse practitioner provides services. **Services are available to all currently enrolled Creighton University students.**

Services Available:

- *Allergy Injections
- *Laboratory/Radiology
- *Sick Care
- *Health and Wellness Promotion
- *Travel Health
- *Physical Exams (including Pap Smears)
- *Immunizations/Flu Shots

Services are supported by student fees, personal insurance, and/or self pay. Services not covered by personal/family health insurance will be the financial responsibility of the student.

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

How to Obtain Student Health Services

Call 402.280.2735, Monday through Friday. Appointments should be made for all health needs other than emergencies. It is important that you keep scheduled appointments and that you arrive on time. If you will be late or must cancel, please call as soon as possible. Your courtesy will result in the best use of our available appointment times.

Students will be seen in the Center for Health and Counseling, located in Suite 1034 of the Harper Center.

Who Provides the Services?

Physicians, and nationally certified Physician's Assistants and Nurse Practitioners are the core provider staff. An auxiliary staff of Registered Nurses, Licensed Practical Nurses, Medical Assistants and clerical personnel supports them.

Medical specialty and dental care is provided by referral to physicians and dentists within the community.

Participating Provider

Our providers participate with many insurance plans, including BCBS. We are not currently Medicaid or Medicare preferred providers.

All claims are automatically submitted to the insurance carrier indicated by the student at the time services are provided.

It is important to check with your insurance plan to verify the benefit level for services obtained away from home. Some plans require a referral for Out of Network services. The student will be responsible for initiating the referral process required by their insurance company.

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 or injury. Creighton University Medical Center's Emergency Department is conveniently located adjacent to campus. Any after-hours care received will be the financial responsibility of the student. Campus Health Aides are available to students living in Residence Halls and can be reached by calling 402.280.2104.

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.

We offer two online resources for all students:

Student Health 101 Newsletter: This is an interactive informative monthly newsletter. Learn more about specific issues facing college students and watch from other students regarding campus life, healthy eating on a limited budget, roommate issues, exercise, and so much more at www.creighton.edu/chc

Online Student Health: Please enroll at <https://medicatweb.creighton.edu> to receive secure messages from the Center for Health and Counseling.

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

University Health Insurance Requirements

University Health Insurance Requirement:

Comprehensive Health Insurance (Emergency only coverage does not satisfy this requirement) is required for ALL Full-time students¹ and must include the following:

- National Coverage for inpatient and outpatient **medical** care.
- National Coverage for inpatient and outpatient **mental** health care.
- Coverage is currently active and maintained for the entire school year, including summers.
- Offers an unlimited lifetime maximum or meets federal guidelines.

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.

¹ Undergraduate: 12 credits/semester; Graduate: 9 credits/semester

Creighton University Student Health Insurance Plan

As a service to students, the University endorses 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 and eligibility requirements are met.

For additional information please contact Student Health Services:

Phone: 402.280.1278

Fax: 402.280.1859

<http://www.creighton.edu/chc>

University Immunization Requirements

All Creighton University students are required to comply with the University's Immunization requirements. Failure to meet these requirements will result in denial of registration privileges and exclusion from clinical activities. Immunization requirements follow CDC guidelines and are reviewed annually.

All Students attending classes on Campus:

Measles, Mumps, & Rubella (MMR)

2 doses MMR vaccine given after the 1st birthday and at least 30 days apart are required of all students born after 1957

OR

Positive blood tests showing immunity for Measles, Mumps and Rubella. (History of illness does NOT meet the **requirement**)

All Students living on Campus:

Measles, Mumps, & Rubella (MMR) (See Above under ALL STUDENTS)

Meningitis Vaccine

1 dose Meningitis vaccine given after 16 years of age. Applies to ages 21 and under.

Tdap Vaccine

1 dose Tdap vaccine (Tetanus, Diphtheria, Pertussis)

Varicella (Chicken Pox) Verification of chickenpox disease

OR

2 doses Varicella vaccine

International Students:

Must meet requirements for ALL STUDENTS (see above).

If living on campus, must also meet requirements for ALL RESIDENT STUDENTS.

Tuberculosis Screening

Tuberculosis Screening will be done upon arrival to campus unless documentation is provided of a negative PPD skin test done within the past 12 months. *PPD skin test required regardless of prior BCG vaccine. Student with a history of a positive PPD: Chest X-ray done within the past 12 months in the United States OR QuantiFERON Gold testing

Health Science Students enrolled in Dental, EMS, Medical, Nursing, Pharmacy and Health Professions:

Measles, Mumps, & Rubella (MMR)

2 doses MMR vaccine given after the 1st birthday and at least 30 days apart are required of all students, regardless of age

OR

Positive blood tests showing immunity for Measles, Mumps and Rubella. (History of illness does NOT meet the requirement)

DPT/Td/Tdap Vaccine

3 dose series. 1 dose must be a Tdap vaccine given after licensure in 2005.

Polio

3-dose series OR A positive blood test proving immunity.

Hepatitis B

3-dose series AND a positive blood test showing immunity (Hepatitis B surface antibody test). A positive blood test alone meets the requirement.

Varicella (Chicken Pox)

2 doses Varicella vaccine or . History of illness does NOT meet requirement for Health Science Students.

Tuberculosis Screening

- Initial 2-step screening.
2 separate PPD skin tests given and read at least 1 week apart. 2 tests in a 12 month period also acceptable.
- Annual PPD screening
- Students with a history of a positive skin test: Chest x-ray done in U.S. in the past 12 months
- Annual Provider Review/QuantiFERON Gold

Annual Influenza Vaccine

This is due before December 1 each year.

Meningitis Vaccine (IF LIVING ON CAMPUS)

1 dose Meningitis vaccine given after 16 years of age. Applies to ages 21 and under.

Additional vaccine information can be found at www.cdc.gov/nip/publications/vis (<http://www.cdc.gov/vaccines/hcp/vis>)

Professional Liability Insurance

Creighton students are covered under a group professional liability insurance policy issued to Creighton University, but only for legal liability arising out of the performance of, or failure to perform, duties while acting within the scope of their duties as students. 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.

Opportunities for Involvement and Recognition

While the Occupational Therapy, Pharmacy and Physical Therapy programs of the School offer a wide variety of opportunities for specialized involvement in professionally-related activities and service, there are also organizations and recognitions that are independent of professional or academic affiliation.

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 Professions, 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. An academic class representative and a representative of each recognized student organization 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 academic 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.

Academy of Student Pharmacists: A student chapter of the American Pharmacists Association, now called the Academy of Student Pharmacists (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 1978 after having

been inactive since World War II and continues to be very active locally, regionally and nationally. Membership is open to all Pharmacy 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.

Student Society of Health-System Pharmacy (SSHP) is an officially recognized Student Society by the American Society of Health-System Pharmacists. The society was established as a student organization at Creighton University in 2013. The mission for SSHP is to provide meaningful programming that encourages career and interest exploration in health system pharmacy practice, and to promote professional membership for all students. SSHP's primary focus centers on residency training. Membership benefits also include networking, professional speaker events, inter-professional opportunities, professional service experiences, panel discussions, and more. SSHP has established a strong position in the School of Pharmacy and Health Professions, and has received national recognition by ASHP.

CUSOTA: Creighton University Student Occupational Therapy Association (CUSOTA) has been recognized as an official student organization for occupational therapy students since 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.

Jays for Peds: Jays for Peds is an organization for students in the School of Pharmacy and Health Professions interested in pediatrics related to clinical practice. The purpose of this organization is to provide members with additional knowledge, exposure, and experience in pediatrics and to assist students in understanding the role of pediatrics in the health care system.

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.

Geriatric Physical Therapy Organization: The Geriatric Physical Therapy Organization was created in 2008 to promote awareness and understanding of geriatric physical therapy within the university community. It encourages interest among physical therapy students to work in various disciplines concerned with the care of older adults, enhance students education exposure through service, the presentation of new research literature, and community programs for older adults, and strive for the betterment of the aging adult community.

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.

National Societies

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

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

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 and post-professional 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.

Faculty Awards

The *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.

The *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.

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

Dr. Pete Ellerbeck Memorial 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 Excellence in Teaching Award is presented to the pharmacy faculty or staff 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 Leadership Award is presented by the Creighton University Chapter of Phi Lambda Sigma National Pharmacy Leadership Society to a faculty or staff member who demonstrates leadership on a local, regional or national level, and who serves as a role model for students and peers.

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.

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.

Admission

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 (p. 11).

Fulfillment of specific requirements does not ensure 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.

Admission to Pharmacy Programs

Distance and Pathway Admissions

The School enrolls 115 campus and 75 distance pathway students each year.

Fulfillment of the basic requirements does not guarantee admission. A selection system exists in which the Pharmacy Admission Committee selects the applicants it considers best qualified for the study and practice of the profession from the pool of applicants. Admission is based on rigor of coursework, quality of academic institution, cumulative GPA, prerequisite science GPA, PCAT score, work experience, recommendations, personal statement, and interview.

The deadline for pharmacy applications is March 1; however, applicants are strongly encouraged to apply in the fall prior to the desired term of entry. The preferred deadline for admission is November 1. The deadline for Creighton undergraduate students is November 1. Applicants are encouraged to apply early. Qualified applicants are invited to interview on a first-come, first-served basis. Once interview seats and entering class seats are filled, the admission committee will no longer consider remaining applicants. To apply for admission, students must apply online through PharmCAS, a pharmacy college application service, at www.PharmCAS.org (<http://www.pharmacas.org>) and submit the following:

- An official transcript from each U.S. and Canadian institution the applicant has attended and/or is currently attending. Official transcripts must be sent directly from the issuing institution(s) to PharmCAS.
- Official PCAT scores. All applicants are required to take the PCAT and send scores to PharmCAS using PCAT code 104. The Admission Committee recommends the PCAT be taken following completion of at least one semester of organic chemistry. Application files will not be reviewed without receipt of the PCAT. Contact PCAT at 800.622.3231 or www.pcatweb.info (<http://www.pcatweb.info>) for more information.
- A Creighton Supplemental Application online form.
- Personal statement.
- Two letters of recommendation. We prefer that your letters of recommendation come from college professors and employers who can attest to your ability to enter a competitive professional program. Do not submit letters from family members or friends. Letters of recommendation must be submitted through PHARMCAS.

- The Admission Committee will not review candidates who have not earned a "C" or better in organic chemistry I by the end of the fall semester prior to the desired term of enrollment.
- Interviews are required in the admission process. Qualified applicants will be notified if they are selected for an interview. Interviewees will be scheduled from November through May.

Creighton EDGE Priorities

The Pharmacy Admission Committee honors admission priorities for Creighton undergraduate students established by the Creighton EDGE program. For more information on the Creighton EDGE, please contact the School of Pharmacy and Health Professions Office of Admission

Pre-Professional Component Admissions

The 63 hours of prerequisites for entry into the pharmacy program are outlined below. All prerequisite coursework must be completed with a grade of "C" or better.

Prerequisite Courses	Semester Hours	Quarter Hours
General Biology I and II with labs (Coursework in botany, ecology, entomology, anatomy or physiology will not fulfill the biology requirement.)	8	12
Human Anatomy (If enrolled in a combined anatomy/physiology course, 6 semester hours will be required.)	3	4.5
General Chemistry I and II with labs ¹	8	12
Organic Chemistry I and II with labs ¹	8	12
Calculus (Pre-calculus, survey, and brief calculus will not fulfill the requirement.)	3	4.5
English (including composition)	6	9
Speech (Must include public speaking.)	3	4.5
Psychology	3	4.5
Microeconomics	3	4.5
Electives (Nine semester hours from humanities or behavioral or social sciences. Creighton undergraduate students must complete 6 hours of Theology among the elective hours.)	18	27.5
Total	63	95

- 1 The chemistry courses must be a two-semester, eight-hour or equivalent course sequence. A course sequence is considered to be a correlated pair of courses offering in-depth coverage of a specific field and must be at a level such that the courses would be acceptable as prerequisites to advance towards a bachelor's degree in that discipline. For chemistry and biology courses, survey courses, courses without associated laboratories, courses designed for non-science majors, online science courses utilizing a laboratory kit, or abbreviated courses targeted to health science majors are not acceptable as prerequisite science courses.

All curricula in the SPAHP undergo constant review and refinement. Please check with the SPAHP Admission Office for the most up-to-date program prerequisites.

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

Admission to Occupational Therapy Program

Entry-Level Program

Students begin the entry-level program in the fall semester. The preferred deadline for applications is November 1. The final deadline for applications is March 1. The deadline for Creighton undergraduate students is November 1. Interviews are required in the admission process. Qualified applicants will be notified if they are selected for an interview.

To apply, submit an online application through OTCAS, an Occupational Therapy Centralized application service, and submit the following:

- A Creighton Supplemental online form and applicant statement. **Both applications** must be submitted in order to complete the application process. The application fee is \$30. **You will select your desired pathway on the Creighton Supplemental Application.** Please **ONLY SUBMIT ONE** supplemental application/designate one pathway per academic cycle.
- An official transcript must be received from each institution the applicant has attended and/or is currently attending. Official transcripts must be received directly from the issuing institution(s). All fall/winter term 2015 transcripts should be directed to OTCAS. All spring/summer 2016 term transcripts should be directed to the School's Office of Admission.
- Three letters of recommendation (submitted via OTCAS). We prefer that one letter come from a college professor who can attest to your ability to enter a competitive professional program. If you have been out of school for some time, letters from a work setting can be helpful. Do not submit letters from family members or friends.

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 an occupational therapist. The OTD program does not require a minimum grade-point average for admission, although grade-point average is considered in the overall evaluation of the applicant's suitability for the program. Candidates are evaluated on the basis of the fit between their personal goals and the mission and objectives of the OTD program. In addition, prior education, work experiences, honors, awards, service to others, leadership activities and understanding of Ignatian values serve to provide insight into a candidate's commitment to lifelong learning and doctoral-level education. It is recommended that prospective students spend time observing occupational therapists at work in their communities. This serves to familiarize the applicant with the general responsibilities of an occupational therapy practitioner.

The Accreditation Council for Occupational Therapy Education (ACOTE) requires that institutions with doctoral level education programs must require applicants for admission to hold a baccalaureate degree or higher prior to admission to the program. For more information on program accreditation, please see AOTA/ACOTE website at <http://www.aota.org/Educate/Accredit.aspx>.

Applicants can find application information at <http://spahp.creighton.edu/admission>.

Creighton EDGE Priorities

The Occupational Therapy Admission Committee honors admission priorities established by the Creighton EDGE program. For more information on the Creighton EDGE, please contact the School of Pharmacy and Health Professions Office of Admission

Pre-Professional Component

- A baccalaureate degree is required for admission. Pre-occupational therapy courses may be completed at any regionally accredited university or college.
- All prerequisite coursework must be completed with a grade of "C" or better. A grade of C- is not acceptable.
- All prerequisite coursework must be completed by August 1 of the desired year of entry.

The courses listed below should be taken by pre-occupational therapy students. These courses are reflective of a liberal education essential for occupational therapy professional practice. The pre-occupational therapy course sequence introduces students to the various traditional liberal arts and empirical sciences which are later extended in the OTD program. Together, the prerequisites 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 School of Pharmacy and Health Professions will make the final determination regarding courses satisfying requirements.

All curricula in the SPAHP undergo constant review and refinement. 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.

Prerequisite Courses	Semester Hours	Quarter Hours
Theology, Philosophy and/or Ethics (also includes religion or logic)	3	4.5

Culture, Ideas and/or Civilizations (includes history, world religions, American studies, world literature, or women's studies)	3	4.5
Anatomy (If enrolled in a combined anatomy/physiology course, 6 semester hours will be required.)	3	4.5
Psychology (3 of the 6 hours must include either human development or abnormal psychology)	6	9
English Composition	3	4.5
Statistics or Research	3	4.5
Medical Terminology	1	1.5

Post-Professional Program

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 Accreditation Council for Occupational Therapy Education (ACOTE) accredited institution in the United States. International applicants to the Post-Professional Doctor of Occupational Therapy program must possess an entry-level degree in occupational therapy from an educational institution recognized by the World Federation of Occupational Therapy (WFOT).

Applicants must also submit a notarized photocopy of current National Board of Certification in Occupational Therapy (NBCOT) certification or NBCOT Confirmation of Examination Application Eligibility Notice (for international applicants). International applicants requiring more information should contact the School's Office of Admission at 402.280.2662 or <http://spahp.creighton.edu>.

Students accepted into the distance post-professional OTD pathway must demonstrate that they have access to the necessary technology for the web curriculum.

Applicants can find application information at <http://spahp.creighton.edu/admission>.

Admission to Physical Therapy Program

Process

The preferred deadline for applications is November 1. The final deadline for applications is January 15. The deadline for Creighton undergraduate students is October 1. Personal interviews are required in the admission process. Qualified applicants will be notified if they are selected for an interview. Applicants are encouraged to apply early. Qualified applicants are invited to interview on a first-come, first-served basis. Once interview seats and entering class seats are filled, the Admission Committee will no longer consider remaining applicants.

To apply for admission, students must submit the following:

- Online PTCAS Application and corresponding application fees.
- Applicant statement (submitted via PTCAS).
- Official GRE scores (submitted via PTCAS).
- A minimum of 60 hours of observation supervised by a licensed physical therapist.
- Three letters of recommendation (one recommendation must be from a licensed physical therapist) (submitted via PTCAS).
- An official transcript must be received from each institution the applicant has attended and or is currently attending. Official transcripts must be received directly from the issuing institution(s) to PTCAS.

Fulfillment of basic requirements does not guarantee admission. A selection system exists in which the Physical Therapy Admission Committee selects from the pool of applicants it considers best qualified for the study and practice of the profession. Admission is based on rigor of coursework, quality of academic institution, cumulative GPA, prerequisite science GPA, GRE score, recommendations, personal statement, and interview.

Applicants must demonstrate an understanding of the profession gained through work, personal experiences, or other methods. The Admission Committee will specifically look for evidence of such understanding, along with academic ability and professionalism as demonstrated through required personal interviews.

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.
- All prerequisite coursework must be completed with a grade of "C" or better.
- Students applying to the program who do not hold a bachelor's 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:

Prerequisite Courses	Semester Hours	Quarter Hours
General Biology I and II with labs 8 (Coursework in botany, ecology, entomology, or combined anatomy/physiology will not fulfill the biology requirement.)		12
General Chemistry I and II with labs ¹	8	12
General Physics I and II with labs ¹	8	12

Physiology (Human or Mammalian) (If the student is enrolled in a combined human anatomy/physiology course, six semester hours will be required.)	3	4.5
English (including composition)	6	9
Statistics	3	4.5
Electives (Creighton undergraduates must complete 6 hours of Theology among the elective hours)	54	82
Total	90	136

- ¹ The chemistry and physics courses must be a two-semester, eight-hour or equivalent course sequence. A course sequence is considered to be a correlated pair of courses offering in-depth coverage of a specific field and must be at a level such that the courses would be acceptable as prerequisites to advance towards a bachelor's degree in that discipline. Survey courses, non-sequential courses, courses without associated laboratories, courses designed for non-science majors or abbreviated courses targeted to health sciences majors are not acceptable as prerequisite science courses. Applicants must complete 16 of the 27 prerequisite science semester hours or equivalent prior to the application deadline.

All curricula in the SPAHP undergo constant review and refinement. Please check with the SPAHP Admission Office for the most up-to-date program prerequisites.

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

Creighton EDGE Priorities

The Physical Therapy Admission Committee honors admission priorities established by the Creighton EDGE program. For more information on the Creighton EDGE, please contact the School of Pharmacy and Health Professions Office of Admission.

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. Remediation is mandatory if communication deficiencies are identified and later confirmed by an 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, non-native English speaking students identified by Intensive English Language Institute as deficient in oral communication skills must score a minimum of 80 on the Test of English as a Foreign Language (TOEFL®/IBT) or they will not be allowed to register for clinical rotations.

Student Policy Applying to Non-Discrimination 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 admission 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 Disability Accommodations (ODA). 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. Creighton University will not provide accommodations without verification of disability by the Office of Disability Accommodations.

EDGE Priorities for Creighton Undergraduate Students

The School of Pharmacy and Health Professions offers Creighton EDGE priority to qualified students completing pre-professional 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 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. The tuition deposit is non-refundable.

Criminal Background Check

All matriculating School of Pharmacy and Health Professions students are required to submit to a criminal background check upon accepting an offer of admission. Students are required to disclose any potentially problematic issues on their application form, and/or to Admission or Academic Affairs administrators before they matriculate. Students whose criminal background check identifies a pending charge or a conviction of a misdemeanor or felony offense (excluding misdemeanor traffic violations) risk not being allowed to continue in their program of study. This risk is lower if School administrators are aware of the issues before the official criminal background report is received.

Students with positive criminal backgrounds should recognize that, if they are allowed to continue in their program of study, their history may delay their progression through the program and/or negatively impact their ability to be licensed to practice by state Boards once they graduate.

The status of all matriculated students with a positive criminal background will be reviewed by the Associate Dean for Academic and Student Affairs, who may employ the services of an advisory board to assist in decision-making. To continue in their program of study, students so reviewed must follow all requirements set forth by the Associate Dean for Academic and Student Affairs and sign a statement acknowledging the potential negative impact of their background on academic progression and eligibility for licensure. The appropriate Director of Experiential Education and academic advisor will be copied on the correspondence sent to the student by the Associate Dean for Academic and Student Affairs related to the criminal background violations, and will be kept informed of the student's situation and the action plan.

The School reserves the right to conduct additional criminal background checks and drug tests on students prior to engaging in experiential education activities, including clinical rotations. These checks are often required by the clinical sites that educate health professions students to verify suitability to provide patient care and to ensure patient safety.

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.

In addition to submitting all required parts of the application for admission, applicants 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 International Students

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

Previous Study

International students applying for consideration for entry-level programs must complete all prerequisite courses at a regionally accredited institution located within the United States or Canada regardless of previous coursework or degrees conferred at foreign institutions.

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.

Students whose first language is not English must present a TOEFL score of at least 213 on the computer-based testing (CBT) or at least 550 on paper-based testing (PBT). Students taking the TOEFL@IBT must present a minimum score of 80 (no subscore lower than 20). 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 Occupational Therapy

International applicants to the Post-Professional Doctor of Occupational Therapy program must possess an entry-level degree in occupational therapy from an educational institution recognized by the World Federation of Occupational Therapy (WFOT). Students must also submit a notarized photocopy of current NBCOT certification or NBCOT Confirmation of Examination Application Eligibility Notice. 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. 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. (See Tuition and Fees (p. 60)) 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 (p. 42)).

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 2015-2016 Academic Year

Application for admission fee (Occupational Therapy and Pharmacy applications only) \$30

Enrollment reservation deposit, non-refundable, payable when admitted to Pharmacy and Health Professions (credited to tuition) 400

Tuition per semester² (Entry-level pathway students):

Occupational Therapy (eight total semesters) \$16,035

Occupational Therapy Regis Pathway (eight total semesters) \$15,721

Pharmacy (nine total semesters) \$17,034

Physical Therapy (eight total semesters) \$16,035

Student health insurance premium³ for six months \$1,154

Hepatitis B vaccination fee

Vaccination (each) \$91

Titer \$33

First-year Program Fee (one time) \$250

University Fee (per semester)

Campus Students \$565

Technology Fee (per semester)

Campus Students \$241

Distance Students \$806

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

- 1 *Registration is not complete until financial arrangements have been made.*
- 2 *Students must pay any tuition costs if more than 21 semester hours are taken in a single semester.*
- 3 *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 Creighton University.*

Part-Time Students

Entry-level students in the School of Pharmacy and Health 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.

Post-Professional Students

Application for admission fee	\$30
Enrollment reservation deposit, non-refundable , payable when admitted to Pharmacy and Health Professions (credited to tuition)	\$400
Tuition per credit hour	\$584
University Fee, per course	\$25

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 clinical rotation. 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.

Students must pay any tuition costs if more than 21 semester hours are taken in a single semester.

Students may be assessed administrative costs if they cancel clinical rotation / fieldwork site placements after the published deadline for changes. Students should follow guidelines regarding deadlines and costs disseminated by the Experiential / Clinical Education Office of their respective program.

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 tablet 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.

Status and Payment Information:

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. 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.

Financial Arrangements

Tuition and fees and board and room charges are payable at the time of registration for a semester. However, arrangements may be made to pay monthly installments by using the University's Monthly Electronic Tuition Payment (MET) plan. Participation in this plan will be limited to the unpaid balance after all financial aid credits have been applied. Information on enrolling in the MET plan will be sent via e-mail in early May to incoming students who have paid a deposit. Current students are sent an e-mail reminder in late April.

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

Students are encouraged to pay tuition and other expenses online via the NEST. The University will cash checks for students with a \$200 limit per day in the Business Office. Checks returned for insufficient funds will be assessed a \$25 fee. The University reserves the right to revoke or to deny this privilege to any individual at any time.

Withdrawals and Refunds

Students withdrawing will be charged tuition and recurring fees on the following basis¹:

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

Students withdrawing from a term shorter than the traditional semester will be charged tuition and recurring fees on a prorated basis.

Refunds of room rent due to withdrawal from the University will be prorated on a weekly basis.

- 1 Nonrecurring fees, the application fee, the University fee, the University technology fee, and penalty fees will be charged in full, regardless of the period of attendance.

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

State Specific Refund Policy

Some states where the University has authorization to operate require a separate tuition refund policy for their residents. These are described below.

Wisconsin Residents * (for Wisconsin residents enrolled in on-line programs/ courses).

Students have the right to cancel enrollment until midnight of the third business day after receipt of notice of acceptance and are entitled to a full refund of any tuition and other monies paid such as deposits or application fees. Refunds for **cancellation** will be paid within **10** days.

Students who withdraw before completing 60 percent of the term are entitled to partial refunds, prorated in accordance with Wisconsin state policies. The pro rata refund is calculated by the number of class days remaining in the term after the last day completed, divided by the total number of class-days, rounded down to the nearest 10 percent, less a one time application fee [\$50 for undergraduate, \$30 for SPAHP and \$30 for graduate]. The pro rata refund percentage will be applied to tuition and other required costs paid by the student for the term.

All efforts will be made to refund "prepaid" expenses, books, supplies and other charges billed in advance directly to a student's account; unless the student has consumed or used those items and they can no longer be used or returned.

The school will issue refunds within 40 days of the effective date of termination. A written notice of withdrawal is not required. A registered student will be considered as having withdrawn from the University after two consecutive weeks of unexplained absence.

No refund is required for any student who withdraws or is dismissed after completing 60 percent of the potential units of instruction in the current enrollment period unless a student withdraws due to mitigating circumstances, which are those that directly prohibit pursuit of a program and which are beyond the student's control.

**The federal guidelines for returning federal Title IV funds will remain intact with NO exceptions.*

1. *Class day is any day of the term when any class is in session, regardless of whether or not a specific course is scheduled to be held on that day.*
2. *The nonrecurring, penalty, and special service fees include deferred payment, University fee, University technology fee, late payment, special examination/evaluation, challenge examination, recording, tuition remission administrative fee, orientation fee, and locker.*

New Mexico Residents (for New Mexico residents enrolled in on-line programs/ courses).

(Source: New Mexico Higher Education Department, Rule 5.100.2.20 PAYMENT OF TUITION AND FEES; REFUNDS OF TUITION AND FEES)

Enrollment Agreement

A. **Cooling off period.** Any student signing an enrollment agreement or making an initial deposit or payment toward tuition and fees of the institution shall be entitled to a cooling off period of at least three work days from the date of agreement or payment or from the date that the student first visits the institution, whichever is later. During the cooling off period the agreement can be withdrawn and all payments shall be refunded. Evidence of personal appearance at the institution or deposit of a written statement of withdrawal for delivery by mail or other means shall be deemed as meeting the terms of the cooling off period.

Refund Policy and Formula

D. A student may withdraw after beginning instruction or submitting lesson materials, effective upon appearance at the institution or deposit of a written statement of withdrawal for delivery by mail or other means. In accordance with the most recent U.S. department of education guidelines, the institution shall be entitled to retain, as registration charges, no more than \$100 or 5% of tuition and fees, whichever is less. Additionally, institutions are eligible to retain tuition and fees earned and state gross receipts taxes at a pro-rata amount according to the following schedule, as outlined by the U.S. department of education:

Date of student withdrawal as a % of the enrollment period for which the student was obligated	Portion of tuitions and fees obligated and paid that are eligible to be retained by the institution
On 1st Class Day	0%
After 1st day, within 10%	10%
After 10%, within 25%	50%
After 25%, within 50%	75%
50% or thereafter	100%

Late Payment Policy

A late payment fee will be added to charges assessed at registration that remain unpaid after the period for registration. This fee is \$165 for the first month and an additional fee is charged for each subsequent month that the account remains unpaid. Accounts with unpaid balances less than \$500 will be subject to a \$70 monthly late payment fee; accounts with unpaid balances greater than \$500 are subject to a \$85 monthly late payment fee. Students with questions regarding their financial responsibilities are invited to contact the Business Office to request an appointment for individual counseling.

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:

Associate Director for Graduate and Professional Students
Creighton University
Financial Aid Office
2500 California Plaza
Omaha, NE 68178-0062
Phone: 402.280.2731

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) at www.fafsa.ed.gov (<http://www.fafsa.ed.gov>). Creighton's school code is 002542. 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 with instructions to accept the aid offer on-line and complete the required promissory note(s).

It is recommended that students complete the FAFSA by April 1 preceding the fall semester in which one plans to enroll. 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.

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 GPA 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 2.00 GPA which is evaluated at the end of each 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:

- Student illness—requiring physician's care (in excess of two weeks).
- 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.

Employment

Student Employment Services

Departments and offices on campus hire a number of students each year in such areas as academic and administrative offices, campus recreation, campus libraries, the annual Phon-a-thon, admissions, the Student Center and SODEXHO dining services. Current listings can be viewed at www.creighton.edu/studentemployment. All off-campus jobs, including part-time, internships and full-time jobs are posted to the Jobs4Jays online database through the Creighton Career Center (<http://www.creighton.edu/careercenter>). At the time of hire, all U.S. students employed on campus must be prepared to complete a Federal I-9 Employment Eligibility Form. Be prepared to show a valid ID and a document that proves your eligibility to work in the United States. The most commonly acceptable documentation is an original Social Security card or Birth Certificate or U.S. Passport. International students must show U.S. Visa with I-94 and I-20.

Employment and Internships

The Career Center maintains contacts for internships, part-time and full-time jobs in the Omaha metropolitan area, as well as opportunities nationwide. Students may use this office to secure jobs through the use of Jobs4Jays. 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 Center is located in the Harper Center, Suite 2015.

Career Fair

Each fall the School of Pharmacy and Health Professions hosts a Career Fair to which current students and alumni from the Occupational Therapy, Pharmacy, Physical Therapy and Nursing programs are invited. The Career Fair offers an opportunity to network with employers, volunteer agencies and graduate and professional schools which help students and alumni explore possible or new career paths for the future. Details about the Career Fair are continually updated on the website of the Office of Academic and Student Affairs.

Loan Programs

Long-Term Loans

A loan is a type of financial aid that is repaid according to the terms of the promissory note. All new Health Professions Student Loan (HPSL) and/or Federal Direct Loan borrowers must complete a

Master Promissory Note and participate in entrance counseling before loan funds can be disbursed. Student loan borrowers also must complete an exit interview with the 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 amount awarded typically ranges from \$3,000 - \$5,000 per academic year depending upon the fund balance. 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. Students will need to complete an HPSL Promissory Note before any loan funds can be disbursed.

Federal Direct Subsidized and Unsubsidized Loans

Creighton University participates in the William D. Ford Direct Loan program (Direct Loans). This means that the loans we offer are funded by the Department of Education to you, the student. You are automatically considered for a Direct Loan after submitting your FAFSA.

Subsidized loans do not accrue interest while you are in school or in deferment. These loans have a fixed interest rate of 6.8%. A 1% rebate fee will be applied upfront to the loan and students may keep this rebate as long as they make 12 consecutive monthly payments when the loan enters repayment. 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. Repayment begins six months after the student graduates or drops below half-time enrollment.

Unsubsidized loans begin accruing interest while you are in school or in deferment. All other terms are the same as Subsidized Loans. Pharmacy students may borrow up to \$24,500 annually and the aggregate maximum is \$224,000 minus all Subsidized Loans (including undergraduate loans). Physical and Occupational Therapy students may borrow up to \$12,000 annually and an aggregate maximum amount of \$138,500 minus all Subsidized Loans (including undergraduate loans).

Application: Students will need to complete a Federal Direct Loan Master Promissory Note (MPN) and complete entrance counseling through the Department of Education's website. Application information will be included with a student's award notification.

Federal Direct Grad PLUS Loan

Graduate and professional students may borrow up to the cost of attendance less other aid. The Grad PLUS loan is a credit-based loan. If it is determined a student has adverse credit, he/she will have the ability to obtain an endorser. Grad PLUS loans have a fixed interest rate of 7.9% and repayment will begin immediately upon graduate or ceasing half-time enrollment. There is a 4% origination fee for Grad PLUS loans. A 1.5% rebate will be applied upfront to the loan and you can keep this rebate as long as you make 12 consecutive monthly payments when the loan enters repayment.

Application: Students will need to complete a Federal Direct Grad PLUS MPN and complete entrance counseling through the Department of Education's website. Application information will be included with a student's award notification.

Emergency Short-Term Loans

There are various University-controlled short-term loans available to students on emergency need basis. The funds a student borrows are 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 academic transcripts will not be released until all outstanding short-term loans are repaid in full.

Scholarships

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, OTD, or PharmD 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.

Awards are presented at matriculation into the program and remain throughout the program provided the students' GPA does not fall below a 3.0. A call for applications is issued each year in December through the Awards Committees. The selection of the scholarship recipients and designation of the amount of aid granted is left to the discretion of the School Awards Committees. 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 check the website on a regular basis for application requirements.

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 Student 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 email announcements and may consult with the School's Academic Success Specialist regarding any such scholarships.

Pharmacy Scholarships

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

Alumni Centennial Scholarship presented to an occupational therapy, pharmacy, or physical therapy student who has demonstrated an enthusiasm for learning, a commitment to the future of healthcare, a high degree of professionalism, exceptional service to the School, and an appreciation for the values of Creighton University. Preference is given to students with a Creighton legacy (parents or other relatives who are Creighton alumni).

Luke Coniglio and James Geisler Endowed Scholarship award 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.

Creighton "Pride in Pharmacy" Scholarship presented to a student leader who enhances the profession through involvement in professional activities and community service, shows characteristics of leadership and is influential with peers.

CVS Charitable Trust Incorporated Scholarships presented to students in good standing who are interested in a career in community pharmacy practice.

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.

M. Douglas and Barbara Ford Endowed Scholarship presented in recognition of achievement in academics.

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.

Robert I. Garis Memorial Scholarship awarded to a third year student on the basis of the student's attributes in the practice and science of pharmacy administration, as well as caring for patients through social and economic justice in the use of medications.

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

Gondringer Scholarship awarded to a pharmacy student from rural Nebraska who has demonstrated academic excellence.

Dr. Salvatore Greco Endowed Scholarship is awarded to a deserving student in good academic standing with demonstrated skills in leadership.

JoAnn M. Hansen Scholarship awarded to a pharmacy student who is in good academic standing and demonstrates financial need.

Kathleen Hartnett and William J. Roe Scholarship is a generous scholarship awarded to a deserving incoming second year pharmacy student who has high academic standing and demonstrates financial need.

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

Nebraska Pharmacists Association Rex Higley Memorial Scholarship given to a Nebraska student who shows academic and professional potential.

Walter Householter Memorial Fund presented to a student with a high degree of professionalism, scholarship and service to the profession of pharmacy.

Dr. and Mrs. William A. Jarrett Endowed Scholarship presented to a student who demonstrates promise for future practice in the profession of pharmacy.

Arthur W. and Edna W. Jensen Scholarship awarded to pharmacy students who have demonstrated high academic achievements.

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

Kohll's Pharmacy and Homecare Endowed Scholarship presented to a student with a consistent record of scholastic achievement who expresses a desire to provide compounding and homecare services.

Harry and Fay Lane Pharmacy Scholarship awarded to a male student from Nebraska who has exhibited academic excellence and an interest in community pharmacy with an ultimate goal of sole proprietorship.

Joseph and Margaret Manion Endowed Scholarship presented to a student who has consistently demonstrated academic excellence in the pharmacy program.

Carl William Miller Scholarship Fund presented by Creighton pharmacy alumni Gwendolyn Shirai to a Hawaiian student who has demonstrated potential for professional excellence.

Dr. Frances C. Moore Annual Scholarship presented to a third year student who has demonstrated service to the community and the pharmacy profession while maintaining academic excellence.

National Association of Chain Drug Stores (NACDS) Scholarship awarded to an outstanding student with an interest in community pharmacy practice.

Nebraska Pharmacists Association Cora Mae Briggs Memorial Scholarship presented to a student who is a resident of Nebraska and has exhibited high academic and professional potential.

O'Brien Family Endowed Scholarship Fund recognizes a pharmacy student who has high academic standing.

The Pharmacist Bill Nosek Family Endowed Scholarship Fund for Pharmacy presented to a deserving student demonstrating high financial need.

Pharmacists Mutual Scholarship presented to a student who has exhibited academic superiority.

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.

RxPlus Pharmacy Scholarship presented to deserving students who are members of the National Community Pharmacists Association.

Chad Scholl Memorial Scholarship presented in memory of Chad N. Scholl to memorialize Chad's love for his profession as a pharmacist, his volunteer work, and friendships shared through PHI DELTA THETA.

Marilyn J. Schoneck Endowed Scholarship awarded to students who have demonstrated commitment to the profession through scholarship and service to School and community.

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.

Shopko Pharmacy Scholarship presented to students with high scholastic achievement, outstanding leadership abilities, and a desire to practice in the community setting.

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.

James and Georgianna Vicari and Dr. Philip and Virginia Monnig Annual Scholarship presented as a state-specific award to a student with consistently high academic standing.

Walgreens Company Scholarship Awards presented to students who actively promote pharmacy and exhibit high professionalism.

Wal-mart Pharmacy Scholarship presented to a student interested in community pharmacy practice who demonstrates high academic standing and strength in leadership.

Wareham Family Endowed Scholarship presented to a student who is academically strong and has demonstrated a commitment to their community.

Kathleen S. Werner, PharmD '95' Endowed Scholarship presented in memory of 1995 pharmacy graduate Kathleen Werner who lived life to the fullest despite chronic illness, including heart, lung, and kidney transplants. The Scholarship is awarded to a pharmacy student who embodies Kathleen's love for life and for the profession of pharmacy.

Arthur C. Williamson Memorial Scholarship presented to a student who exhibits a high degree of professional potential.

The United States Public Health Service Excellence in Public Health Pharmacy Practice Award presented to a pharmacy student who has provided pharmacy services to communities in need and/or contributed to the development of innovative ways to address contemporary public health challenges.

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

Occupational Therapy Scholarships and Awards

Alumni Centennial Scholarship: Presented to an occupational therapy, pharmacy, or physical therapy student who has demonstrated an enthusiasm for learning, a commitment to the future of healthcare, a high degree of professionalism, exceptional service to the School, and an appreciation for the values of Creighton University. Preference is given to students with a Creighton legacy (parents or other relatives who are Creighton alumni).

Professional Development Award: Presented annually to one entry level occupational therapy doctorate student in each of the second and third year classes who demonstrate their professional development activities since entering the OTD program. This scholarship is used to fund attendance to a continuing education program up to June 30th of the following year.

Scholastic Achievement Award: Presented annually to three, third year entry level occupational therapy students who have attained scholastic achievement in the OTD program and have demonstrated Magis in their educational journey at Creighton University. Students are notified of their nomination based on their GPA and academic standing documented by the Office of Academic and Student Affairs.

Class Spirit Award: Presented annually by the faculty to one student of each entry level occupational therapy class who has demonstrated leadership, academic excellence, and service to the community.

Diversity Appreciation Award: Presented annually to a student in the occupational therapy program who demonstrates outstanding contemplation in action by serving and involving others in experiences that recognize the whole person as an individual. This student demonstrates exemplary efforts at reaching out to diverse populations in the local community and articulates the significant of diversity in relation to occupational performance.

Occupational Therapy Clinical Educator of the Year Award: Presented annually to three fieldwork educators at a local, distance, and Alaska fieldwork site and are nominated by the occupational therapy student body in recognition of excellence as a role model in clinical practice and leadership.

Occupational Therapy Clinical Education Site of Excellence: Presented annually to a local, distance, and Alaska clinical education site that has been nominated by the occupational therapy student body in recognition of excellence in clinical practice.

Terri Lynn Criner Award: Presented to an African American student who exemplifies the statement "That's what friends are for."

Men and Women for and With Others Award: Presented to a student who has demonstrated service to local, regional, state, national or international communities and enacted the Ignatian charism of men and women for and with others by sharing his/her gifts for the benefits of others, leading service-learning activities, and the promotion of social justice in educational and society.

Post Professional Distance Occupational Therapy Student of the Year: Presented to a student in the OTD post-professional distance pathway that has completed at least five semesters of coursework satisfactorily and demonstrated Ignatian values and academic success through excellence in leadership, scholarship and service.

Rural Health Award: Presented to a student who demonstrates interest in rural health as evidenced by engaging in course assignments and projects related to rural health, attending conferences and presentations on topics directly related to rural health practice, participating in Fieldwork Level I and/or Level II experience in a rural health setting, and articulating Interest to deliver occupational therapy services to rural populations upon graduation.

Rehab Visions Clinical Assessment Award: Presented annually by faculty to two second year entry level occupational therapy students who demonstrate excellence in physical rehabilitation clinical assessments and are leaders in demonstrating excellent clinical skills.

Pi Theta Student Member of the Year: Presented to an occupational therapy student that has exhibited excellence in the following areas- leadership, either formally or informally, communication skills, organization, positive attitude, and displays characteristics that embody what the student organization stands for.

SEN Student Member of the Year: Presented to an occupational therapy student member of the Student Empowerment Network (SEN) that has exhibited excellence in the following areas- leadership, either formally or informally, communication skills, organization, positive attitude, and displays characteristics that embody what the student organization stands for.

CUSOTA Student Member of the Year: Presented to an occupational therapy student that has exhibited excellence in the following areas- leadership, either formally or informally, communication skills, organization, positive attitude, and displays characteristics that embody what the student organization stands for.

Virginia Griffin Gessert Endowed Scholarship: Presented to an occupational therapy student who demonstrates interest in rural, non-traditional and/or geriatric occupational therapy practice.

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.

The Adam and Brittany Stryker Scholarship: Established in recognition and appreciation for the excellent education brittany received at Creighton. The awardee must demonstrate academic excellence with a GPA of 3.5 or higher and have a passion for learning in the field of occupational therapy.

Physical Therapy Scholarships and Awards

Alumni Centennial Scholarship. Criteria - presented to an occupational therapy, pharmacy, or physical therapy student who has demonstrated an enthusiasm for learning, a commitment to the future of healthcare, a high degree of professionalism, exceptional service to the School, and an appreciation for the values of Creighton University. Preference is given to students with a Creighton legacy (parents or other relatives who are Creighton alumni).

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

Physical Therapy Leadership Guild Scholarship. Criteria—presented to a member of the Physical Therapy Leadership Guild (PTLG) who demonstrates a high level of leadership, service and academics.

Jensen Leadership Endowed Scholarship Fund. Criteria- qualified female applicants in their third professional year of the physical therapy program who have expressed interest in working in geriatrics and may have plans to pursue a clinical residency in geriatrics following graduation. Students should be of high academic standing, have demonstrated leadership abilities while in the Doctor of Physical Therapy program, and, who are able to demonstrate, according to accepted practices, the need for financial aid in order to continue their education.

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. 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.

Physical Therapy Book Awards. Criteria- students who have demonstrated excellence in coursework.

Physical Therapy “Spirit” Award. Criteria—a firm commitment to the mission and goals of Creighton University and the Physical Therapy Department.

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

RehabVisions Developing Clinician Award. Criteria- demonstrate excellent progress towards becoming a skilled and compassionate physical therapist.

Other Awards. Physical Therapy students have been recognized for their academic, leadership and service achievements by being nominated to join Alpha Sigma Nu, Omicron Delta Kappa and/or the Physical Therapy Leadership Guild

Academic Administration

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://spahp2.creighton.edu> and in the Office of Academic and Student Affairs. This section of the Catalog 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.

Academic Dismissal

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 a second failing (F, WF, AF) or unsatisfactory (UN) grade in any required or elective course of the curriculum, regardless of the semester in which the failing grades were earned, and/or whether the previously failed course has been repeated for a passing grade.
2. The student earns a semester grade-point average of less than 2.00 for a third time, regardless of whether any courses have subsequently been repeated for higher grades.
3. The student receives a fourth grade of D in any required or elective course of the curriculum, regardless of the semester in which the D grades were earned.
4. The student is officially notified of a third academic probationary event.

Academic dismissal means the student is immediately and automatically terminated from the program upon receipt by the Office of Academic and Student Affairs of written documentation of final grade(s) and/or a dismissal-precipitating probationary event resulting from sanction of unprofessional behaviors from the course or program faculty. The Assistant/Associate Dean for Academic Affairs shall promptly notify all dismissed students of their status. A dismissed student who believes s/ he has grounds for a grade appeal must pursue that appeal before seeking reinstatement or s/he forfeits the right to appeal the grade. Students appealing a grade have the right to attend classes or clinical rotations, participate at assigned clinical education sites and exercise the privileges of all other School students pending the outcome of the appeal, except in cases where there are reasons relating to the physical or emotional welfare of the student or of others, or reasons involving the safety of persons or property. The decision on student status will be made by the Assistant/Associate Dean for Academic Affairs. Students who request reinstatement after notification of dismissal without pursuing a grade appeal forfeit their right to appeal any grade earned in their program of study up to the date of the dismissal. Any student who has questions about filing a grade appeal and its effect on any request for reinstatement should confer with his/her academic advisor, the Chair(s) of the department(s) within their program, and/or the Assistant/Associate Dean for Academic Affairs.

A dismissed student who wishes to be considered for reinstatement must communicate this intent in writing to the Assistant/Associate Dean for Academic Affairs within 10 working days of the date on which the written notification of dismissal was sent. Electronic notification of dismissal and the intent to appeal for reinstatement is permitted. The dismissed student appealing for reinstatement has the right to attend classes and exercise the privileges of all other School students pending the outcome of the appeal except when prohibited by department policy or in cases where there are reasons relating

to the physical or emotional welfare of the student or of others, or reasons involving the safety of persons or property. The decision on student status will be made by the Assistant/Associate Dean for Academic Affairs.

The dismissed student petitioning for reinstatement will make a written and oral appeal to the Pharmacy Reinstatement Appeals Committee (Pharmacy) or the program faculty (Occupational therapy and Physical Therapy). The reinstatement hearing will be held as soon as possible after notification of dismissal. Scheduling will take into account the time needed for the dismissed student to prepare required written and oral statements. The dismissed student may have a support person present during their appeal, but that individual may not address the Committee/program faculty unless invited to do so by the presiding administrator. The dismissed student may also provide written statements of support by appropriate individuals (e.g., teachers, counselors, advisors) with the materials submitted prior to the hearing. These materials shall be submitted to the Assistant/Associate Dean for Academic Affairs, who will then forward them to the Committee/program faculty no later than 48 hours before the hearing is to take place.

Pharmacy Reinstatement Appeals Committee

The Pharmacy Reinstatement Appeals Committee shall be a standing committee of the Pharmacy program. The Committee shall be comprised of six members and four alternate members, all of whom must have at least three years of Creighton pharmacy faculty experience. Committee members and alternates shall be recommended for service by both Department Chairs and appointed by the Dean in a staggered fashion. Each department shall be represented by three Committee members. Two alternate Committee members from each Department shall also be appointed. Two consecutive terms are permitted for Committee members. The four-year terms of all appointments shall be staggered, with new or returning members being appointed every two years. To honor the mandate of staggered appointments, the initial appointment of two members and one alternate from each department shall be four years in length while the appointment of one member and one alternate from each department shall be two years in length. The Senior Associate Dean or designee appointed by the Dean will chair the Committee as a non-voting member. Six members shall constitute a quorum. Votes on all motions shall be by secret paper ballot. Any member of the Committee who serves as an academic advisor for an appealing student must recuse himself/herself from all Committee deliberations on that cycle of appeals.

Responsibilities of the Dismissed Student

1. Adhering to all timelines for initiating reinstatement appeals.
2. Preparing written and oral statements of appeal in consultation with the academic advisor.
3. Submitting a written statement of appeal to the Pharmacy Reinstatement Appeals Committee or the Occupational Therapy or Physical Therapy program faculty via the Assistant/Associate Dean for Academic Affairs no later than three working days before his/her scheduled hearing.
4. Presenting his/her oral statement of appeal to the Pharmacy Reinstatement Appeals Committee or the Occupational Therapy or Physical Therapy program faculty.

Responsibilities of the Assistant/Associate Dean for Academic Affairs or His/Her Designee

1. Providing written notification of dismissal to the student and to the Office of the Senior Associate Dean.

2. Copying and disseminating pertinent documents from the dismissed student's academic record, including all Corrective Action Plans, correspondence from the Academic Review and Support Advisory Committee, and the student's written statement of appeal, to the appropriate faculty in a confidential and timely manner.
3. Serving as a resource for the dismissed student seeking reinstatement.
4. Informing students verbally and in writing of the outcome of their reinstatement appeal, including any binding conditions and recommendations of the Pharmacy Reinstatement Appeals Committee or the Occupational Therapy or Physical Therapy program faculty (see below).
5. Constructing the program of study for reinstated students, including any binding conditions of the Pharmacy Reinstatement Appeals Committee or the Occupational Therapy or Physical Therapy program faculty. No element of the program of study may be in conflict with a decision officially rendered by the Pharmacy Reinstatement Appeals Committee or the Occupational Therapy or Physical Therapy program faculty.

Responsibilities of the Senior Associate Dean or His/Her Designee

1. Arranging the date, time and place of the hearing and communicating hearing logistics to the dismissed student, the appropriate faculty, and the Office of the Academic and Student Affairs.
2. Securing any needed communications equipment (e.g., speaker telephone, technical support).
3. Securing any data, statements, or information requested by the Pharmacy Reinstatement Appeals Committee or the Occupational Therapy or Physical Therapy program faculty.
4. Presiding at the reinstatement hearing.
5. Documenting the outcome of the reinstatement hearing through the preparation of minutes.
6. Disseminating hearing minutes to the program faculty, the Assistant/Associate Dean for Academic Affairs, and the Dean.

Responsibilities of the Pharmacy Reinstatement Appeals Committee and Occupational Therapy and Physical Therapy Program Faculty

1. Reviewing pertinent elements of the dismissed student's academic record as provided by the Assistant/Associate Dean for Academic Affairs, the student's written statement of appeal, and any supporting document provided by the student, faculty colleagues, or School administrators.
2. Receiving verbal reports from academic administrators, academic success counselors, the student's academic advisor, and others as deemed necessary.
3. Hearing the dismissed student's oral statement of appeal and asking pertinent or clarifying questions.
4. Requesting any additional information needed to make an informed reinstatement decision.
5. Voting on any forthcoming motion to reinstate the dismissed student. A simple majority is required for the motion to pass. If no motion to reinstate comes forward, the student remains dismissed.
6. When warranted, imposing binding conditions related to the program of study on the reinstated student. Faculty hearing reinstatement appeals may also recommend that the reinstated student seek personal counseling and/or other health care related services. Based on privacy and autonomy issues, as well as the need for students to assume responsibility for their academic

performance, these recommendations will not be binding unless it can be reasonably predicted that failure to heed them would result in harm to the student or others.

Administrative Appeal

The dismissed student who is denied reinstatement by the Pharmacy Reinstatement Appeals Committee or the Occupational Therapy or Physical Therapy program faculty has the right to appeal to the Dean of the School of Pharmacy and Health Professions, the Vice President for Health Sciences, and the University President, in that order. The timeline for initiating these appeals is outlined in Appendix B (please access Appendix B in the electronic version of the policy, located in the Office of Academic and Student Affairs website). The University administrators identified in Appendix B shall only recommend a change in the decision made by these bodies if the decision is arbitrary, capricious, clearly unsubstantiated or in violation of other School or University policies. If allowed by the Readmission Policy, dismissed students who do not seek or are denied reinstatement may apply for readmission through the regular admissions process no earlier than one calendar year from the date of dismissal.

Any student reinstated by the School of Pharmacy and Health Professions program faculty or their representative Committee, or the Dean as set forth above or in Appendix B (please access Appendix B in the electronic version of the policy, located in the Office of Academic and Student Affairs website) will be subject to immediate academic dismissal effective upon the occurrence of any additional probationary event. The student's past academic history will be considered when determining if a probationary event is warranted.

Students dismissed for a second time will not be allowed to appeal to the Pharmacy Reinstatement Appeals Committee (Pharmacy) or the program faculty (Occupational Therapy and Physical Therapy), Dean, or Health Sciences or University administrators for reinstatement nor are they permitted to reapply to the program.

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.

The School reserves the right to modify, deviate from, or make exceptions to this policy at any time, and to apply any such modification, or make any such deviation or exception applicable to any student without regard to date of application, admission, or enrollment. This policy is neither a contract nor an offer to enter into a contract. Each student is responsible for knowledge of the School's policies, as well as for changes promulgated by the School as addenda to policies and, by virtue of their enrollment in the School, agrees to be bound by the terms of these policies. This policy supersedes all previous versions of the Scholastic Standing Policy. Any changes which are made in the University's Student Handbook will automatically be incorporated into this policy.

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.

Cardiopulmonary Resuscitation (CPR) Certification

All entry-level students in the SPAHP are required to obtain and maintain biennial certification in CPR life support for the healthcare provider from the American Heart Association. All entry-level students must attend the mandatory CPR classes scheduled during the first month of the first semester of their program of study or in the summer immediately preceding their first semester, and repeat the certification if their program of study extends beyond two calendar years. The SPAHP will inform students of CPR life support for the healthcare provider courses offered on campus or in a facility located in close proximity to the Creighton University campus, as well as their respective costs. The students will be responsible for the cost of the certification program.

Post-professional students must fulfill the CPR requirement by taking an American Heart Association authorized Basic Life Support for Healthcare Providers training course or its equivalent prior to experiential education activities. Proof of CPR certification will be submitted to each program's Director one month prior to student participation in the experiential education program, and biennially thereafter for as long as the student remains enrolled.

Chemical Impairment Policy

Position Statement

The Creighton University School of Pharmacy and Health Professions:

- desires to protect the public from students who are chemically impaired;
- recognizes that chemical impairment (including alcoholism) is a disease that affects society;
- desires to assist chemically impaired students and their immediate families towards recovery;
- advocates referral of chemically impaired students to approved evaluation, treatment and/or other support programs;
- desires to support students in their recovery from co#dependent relationships with chemically impaired individuals;
- encourages the provision of professional education concerning chemical impairment.
- supports research in chemical impairment;
- encourages School participation in public education and prevention programs concerning chemical impairment diseases;
- encourages responsibility in the use of alcohol;

- accepts responsibility for the development and dissemination of policies which prohibit illicit drug/alcohol use by students enrolled in the School.

General Goals of the Chemical Impairment Recovery Program

1. Provide compassionate and proactive assistance for chemically impaired or co#dependent students and their families while holding students accountable for their behaviors.
2. Afford recovering pharmacy and health professions students who are not legally restricted and are no longer chemically impaired the opportunity to continue their education without stigma or penalty.
3. Protect society from harm that impaired students could cause.

Definitions

As used in these Policies and Procedures, unless the context otherwise requires:

1. **Chemical impairment** shall mean a progressive illness which involves the use of alcohol and/or other drugs/chemicals to a degree where it interferes in the normal functional life of an individual as manifested by health, family, job, legal, financial and/or emotional problems.
2. **Chemically impaired student** shall mean a student enrolled in the School of Pharmacy and Health Professions who is suffering from chemical impairment.
3. **Co#dependent** shall mean a person who begins to lose his/her own personal identity, in the process of focusing on the chemical impairment of another person, to a degree which interferes with the normal functional life of the co#dependent individual as manifested by health, family, job, legal, financial and/or emotional problems.

Student Recovery Advocacy Network (SRAN)

The Student Recovery Advocacy Network (SRAN), is a School Advisory Committee and shall be comprised of:

1. A chairperson who is a faculty member or school administrator with expertise in substance abuse recovery.
2. No less than three or more than four faculty members from within the School of Pharmacy and Health Professions.

The chairperson and one faculty member from the Network will be familiar with the specifics of any given case. If an investigation of a given case is required, other Network members may be made aware of the case specifics, on a need to know basis. The SRAN will develop a procedure which will maintain confidentiality while defining who will be aware of case specifics.

All individuals considered for service on the SRAN must have a sincere interest in helping impaired students, must be willing and able to maintain confidentiality of all information, and be willing to commit significant time to the Network's efforts. Each individual on the SRAN will be required to successfully complete appropriate chemical impairment training, including review of confidentiality requirements, prior to the initiation of any Network activities. It will be the responsibility of the chair of the SRAN to assure that all necessary orientation and training of each new member has been completed.

The SRAN has the authority to:

1. Receive requests for assistance from students concerned that they may have a chemical impairment problem.
2. Receive reports of alleged chemical impairment from other individuals concerned about a student enrolled in the School.
3. Interview the alleged chemically impaired student, and/or other individuals that may have pertinent information related to the case in order to appropriately investigate the alleged dependency.
4. Initiate screening and treatment contracts with the alleged chemically impaired student to assure compliance on the part of the student and advocacy on the part of the SRAN.
5. Monitor the progress of the evaluation, treatment and recovery of the impaired student, including the authority to request blood and urine samples for drug screening at random intervals, to receive results of these screenings, and to request and receive reports from the caregivers of the student concerning the student's progress through the treatment and recovery program.
6. Report findings of noncompliance through the Assistant/Associate Dean for Academic Affairs to the Dean when deemed necessary by the SRAN.
7. The names and contact information of all members on the SRAN shall be publicized within the School.

Procedure

A "Flow Chart to Recovery" containing an overview of advocacy procedures for the impaired student is provided Appendix A of the electronic version of the policy located in the Office of Academic and Student Affairs website.

Students who may be suspected of improperly using and/or abusing drugs and/or alcohol will be referred to the SRAN on the basis of one or more of the following (*this list is not exhaustive*):

1. Possession of an illegal substance
2. Conviction of a drug-related crime
3. Theft of a drug product with abuse potential
4. Chemical impairment at School or a School-related function
5. Positive drug screening test.
6. Concern expressed by a faculty member, staff member, fellow student, preceptor, other health professional, police authority, or others regarding possible chemical substance abuse. Unexplained absences, unprofessional behavior and/or a decrease in academic performance will prompt intervention by the Assistant/Associate Dean for Academic Affairs to investigate suspected chemical impairment.

The identity of an individual reporting a student with an alleged chemical impairment problem will be treated confidentially. The individual reporting a student, however, will be informed that the information provided may be used as evidence in a disciplinary proceeding in the event that the student: (1) refuses to enter into a recommended contract for evaluation, treatment and recovery with the SRAN, (2) refuses to comply with the terms of the contract or (3) is convicted of a drug-related offense which may result in disciplinary action under School/University policy. Any or all of

these three scenarios will be reported to the University's Division of Student Services to be dealt with according to the University Student Handbook.

After a report has been made to a SRAN member, data gathering of the specific incidence or situation will occur prior to a SRAN conference with the Assistant/Associate Dean for Academic Affairs. Sufficient evidence of the alleged impairment must be documented.

Prior to any contractual meeting with the student, a plan for referral of the impaired student to a health care provider will be agreed upon by a SRAN representative. This will include a formal evaluation for evidence of chemical impairment. Once sufficient evidence has been documented and a plan for the referral has been decided upon, the members of the SRAN involved with the case, and any other individuals who are necessary to support the alleged charges, with the assistance of the University counselor for chemical impairment, shall initiate an appropriate interaction with the alleged impaired student.

If deemed necessary by the SRAN, the student will be required to submit to an evaluation and subsequent rehabilitation process as outlined by this policy. A list of approved evaluators will be provided. Prior to the initial evaluation, the student will be required to sign an Initial Assessment Agreement with the SRAN (see Appendix B of the electronic version of the policy located in the Office of Academic and Student Affairs website). If a student is eligible to participate in a recovery network such as the Nebraska Licensee Assistance Program (LAP), he or she will be required to contact the external recovery network.

If the University counselor for chemical impairment confirms a high suspicion of chemical impairment, then the student will be required to sign a Secondary Assessment Agreement with the SRAN (see Appendix C of the electronic version of the policy located in the Office of Academic and Student Affairs website).

If the professional evaluation confirms the alleged chemical impairment, the student will then be required to sign Treatment and Recovery Agreements with the SRAN in order to assure continued advocacy on the part of the SRAN (see Appendix D of the electronic version of the policy located in the Office of Academic and Student Affairs website). Participation in a rehabilitation program does not confer immunity from criminal prosecution; nor does it confer immunity from revocation or suspension of a license or registration.

Agreements for rehabilitation made under these policies and procedures shall be effective upon signature by the student and the representatives from the SRAN. Students must be informed in writing that they will be responsible for all costs of participation in chemical impairment evaluation, treatment and/or recovery programs.

The School will give appropriate weight to the recommendations of the counselor responsible for the diagnostic evaluation in determining the treatment modality. The impaired student may request a second non-Creighton University evaluation, provided that the evaluator is approved by the SRAN. The student will pay for the cost of the second non-Creighton evaluation.

Students will be informed that refusal to cooperate with the recommendations of the SRAN will result in the termination of the Network's advocacy on behalf of the student, and a full report of the alleged impairment will be made to the Dean of the School through the Assistant/Associate Dean for Academic Affairs. All records may be released to the Assistant/Associate Dean for Academic Affairs and the Dean if noncompliance with terms of agreements necessitates termination of the advocacy for the student by the SRAN. This Chemical Impairment Recovery Policy is not intended to and shall

not have the purpose or effect of displacing the academic performance review procedures and/or the non-academic misconduct procedures set forth in the Student Handbook.

If treatment can occur during breaks from classes, the student's academic progress may be preserved without conspicuous absence from class for a protracted period of time. If the student's impairment appears to endanger self or others, referral for evaluation and/or treatment shall be completed as soon as possible. When this is necessary, the Assistant/Associate Dean for Academic Affairs shall coordinate a leave of absence for the student, and make necessary contacts with the Registrar, Business, and Financial Aid Offices.

Every attempt will be made not to disclose information concerning the nature of the impairment. This procedure should be done with the approval of the impaired student. If academic progress is interrupted by treatment, re#entry into the School shall depend on compliance with terms of the agreement and the recommendation of the treatment counselor. Subject to terms of the agreement, a student may continue in the academic program while in outpatient treatment.

The SRAN shall be responsible for the collection and maintenance of records in a manner which is confidential, secure and separate from other student records, and for the disposal of these records in the time frame indicated in Appendix A. Access to these records must be restricted to the school administrator responsible for maintaining these records and to those authorized by the SRAN (usually only the members directly involved in the case). Records of students who have completed terms of agreements will be maintained for a period of five (5) years after they leave the school and will then be destroyed. Some data may be extracted from the record for statistical or research purposes. When this is done, no identifying information will be kept.

Nothing in these Policies and Procedures shall be construed as prohibiting the student from seeking assistance directly from Creighton University Student Health and Counseling, or other assistance programs for chemical impairment (such as the Nebraska Licensee Assistance Program). A student seeking an evaluation for a chemical impairment is encouraged to authorize release of information to the Assistant/Associate Dean for Academic Affairs if deemed in his or her best interest by the health care provider. A student undergoing treatment for a diagnosed chemical impairment is expected to authorize release of information to the SRAN that is pertinent to his or her treatment progress.

Legal

All Creighton employees who serve on the SRAN are considered to be acting as agents of the University when they are performing their SRAN duties. In light of that fact, Creighton University shall safeguard and hold the SRAN members harmless from any claims, litigation or costs that may arise out of any actions the SRAN takes when assisting a student with chemical dependency issues, including any reports the SRAN may make to appropriate authorities regarding issues addressed in this policy.

Academic

A student's academic standing at the end of the most recently completed semester before entering treatment will be preserved while the student is on a leave of absence for approved chemical rehabilitation. If the student is academically ineligible to continue in the curriculum, participation in the program may not preclude administrative action for dismissal. This Policy does not abridge any procedure or any rights which the student may have arising under the procedures for academic

performance review and/or the procedures for non-academic misconduct review as set forth in the Student Handbook.

The impaired student will not be allowed to participate in experiential components of the educational program until permission to do so is obtained from the SRAN and treatment counselor. The SRAN will evaluate and determine eligibility of the student to participate or continue in leadership or extra-curricular activities in the School or University.

Financial

The participant is responsible for all costs of participation in chemical impairment evaluation, treatment, and rehabilitation including urine and blood testing.

Financial Aid

Students who enter treatment during school may not be able to complete course work during, the time they are undergoing treatment, and may have difficulty meeting financial aid program criteria. Where possible, the SRAN will provide information and referral to assist the student in resolving their financial aid problems.

Drug Testing

Drug testing is a routine part of any drug rehabilitation program, and serves as positive proof of continuing compliance with the program. Any treatment/recovery program (or its specified treatment agency or laboratory) using random drug testing for monitoring of compliance with chemical dependency recovery programs should insist on direct observation of specimen collection, and have a carefully controlled system of specimen processing (i.e., retention of a portion of the specimen in locked storage for subsequent testing if required, observation of a specific chain of custody for sample handling, use of a reputable, consistent laboratory with assurance of confidentiality of reports, and confirmation of screened positives using a separate method of analysis on the retained sample to verify positive results) before presence of prohibited substances is reported to the SRAN.

Noncompliance / Relapse

The SRAN, working with each recovering individual, will be allowed to confront noncompliance without necessitating a report to the Dean, the respective licensing authority or employer. Return to treatment may be necessary in some cases. If the individual then fails to comply or is recurrently noncompliant, the SRAN advocacy relationship is terminated and a comprehensive report is made to the Dean.

Participation in 12#step or other support programs while recovering from chemical impairment is a lifelong process. The cornerstone to the process is ongoing participation in support program meetings. Students will be encouraged to attend such meetings.

Class Attendance

Creighton University's primary obligation is the comprehensive and holistic education of students. Implicit in this is every student's conscientious participation in all course activities. Expectations include, among others, attending required campus sessions, participation in recitations and laboratory sessions, and in online synchronous and asynchronous activities.

At the start of every semester, each instructor of record publishes the course syllabus which includes the instructor's expectation for student participation in course activities. It is the student's responsibility to note the expectations and fulfill them.

Officially excused absences from on-campus course activities or from participation in online course activities must be cleared with the course instructor of record and with the Assistant / Associate Dean for Academic Affairs. If a student will be unable to participate in course activities due to health, pregnancy, or family emergencies, the student will submit documentation in support of an excused absence to the Assistant/Associate Dean for Academic Affairs. The Assistant / Associate Dean for Academic Affairs will secure documentation in support of excused absences and serve as a clearinghouse to notify the instructors of record of all the courses in which the student is enrolled that the documentation for an excused absence has been verified. Appropriate documentation includes official physician's note, obituary, jury duty summons, etc.

A student who has been unable to participate in activities of elective courses and cannot make up the course work will be permitted to withdraw without penalty before the official University withdrawal date. Withdrawal from elective courses after the University official withdrawal date is only possible in special circumstances and upon approval of both the instructor of record and the Assistant/Associate Dean for Academic Affairs. Students may not withdraw from required courses unless a leave of absence is first approved by the Assistant / Associate Dean for Academic Affairs. The student receives a grade of "W" and no credit for the course. A student who is dropped from a course for unexcused non-participation 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" grade.

Confidentiality of Student Records

Creighton University's policy relating to the confidentiality and privacy 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 education records within 45 days of the day the University receives a request for access.**

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

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

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

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

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

One exception that 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, and the National Student Clearinghouse); a person serving on the Board of Trustees; 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.

Generally, schools must have written permission from the student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions:

- School officials with legitimate educational interest
- Other schools to which a student is requesting transfer or enrollment
- Specified officials for audit or evaluation purposes
- Appropriate parties in connection with financial aid to a student
- Organizations conducting certain studies for or on behalf of the school
- Accrediting organizations
- To comply with a judicial order or lawfully issued subpoena
- Appropriate officials in cases of health and safety emergencies

FERPA permits disclosure of educational record information to a student's parent or guardian if the student is their dependent for federal tax purposes. To rely on the exception, the University must verify a student's dependent status by asking the student for confirmation or by asking the parent/guardian to provide a copy of the portion of their tax return showing they claimed the student as a dependent. Students may grant their parents or another third party access to their academic records by following the procedure on their N.E.S.T. account.

FERPA also allows the University to disclose directory information without the written consent of the student. Directory information is information contained in an education 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 on their N.E.S.T. account and requesting their information be hidden. Such submission 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
400 Maryland Avenue, SW

Washington, DC 20202

Location, Types, and Custody of Educational Records

Following is a listing of the location and types of education records and the title of the respective official responsible:

Registrar's Office (Brandeis Hall 202)

- Application for admission and supporting documents, including standardized test scores, transcripts of academic work completed elsewhere
- Cumulative academic records
- Academic action reports
- Correspondence, etc

School or College Dean's Office

- Records will vary with Dean's office, but may include records and reports in original or copy form generally comparable to those maintained by Registrar
- Academic progress reports, evaluations and related actions
- Attendance data
- Correspondence, etc

Academic Advisor's Office

- Cumulative files containing academic information are maintained by some academic departments and by some faculty advisors concerning their advisees

Athletic Department (Ryan Athletic Center)

- Directory information
- Recruiting and eligibility records
- Performance statistics

Center for Health and Counseling (Harper Center, Room 1034)

- Medical records
- Counseling records

Office of International Programs (Creighton Hall, Third Floor)

- Records of international students
- Records of students who studied abroad

Residence Life Office (Swanson Hall 136)

- Housing information

Student Financial Aid Office (Harper Center 2040)

- Financial aid records

University Business Office (Creighton Hall 113)

- Financial records, including those pertaining to tuition, fees, and student loans

University Relations (Wareham Building, 3rd Floor)

- Directory information and other personal data about former students and graduates, and their subsequent activities and achievements

Vice Provost for Student Life (Creighton Hall 224)

- Disciplinary records

University Ministries (Creighton Hall, Room 110)

- Directory information
- Religious affiliation

Questions concerning the Student Records Policy may be referred to the University Registrar, who is designated as the University Custodian of Student Records.

Conclusion

Non-compliance with any portion of this policy may impact or delay the student's date of graduation or the ability to continue in their program of study. Students who fail to remain compliant with any of these requirements will not be allowed to participate in experiential education activities and may be subject to dismissal from the School.

Course Waivers

The purpose of the course waiver¹ 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,
2. to 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 five² years and with grade of "C" or better,
 - b. professional competencies equivalent in both breadth and depth of content to that required by the Creighton University 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.

¹ *Waiver policy changes and procedure updates can be found on the Office of Academic and Student Affairs website.*

- ² *In rare cases, if the course was taken more than five years ago, but the knowledge is utilized daily in the workplace, the course may be considered.*

General Requirements and Procedures

To be considered for a waiver or challenge examination in any required course of the curriculum, the student must complete and submit the appropriate (Entry-Level or Post-Professional) Course Waiver Application Form found on the Office of Academic and Student Affairs website. Deadlines for receipt of completed forms are available on this website or from the Office of the Assistant/Associate Dean for Academic Affairs. Documentation that, at a minimum, must be submitted to the Assistant/Associate Dean for Academic Affairs in support of a request to waive a required course includes:

- the course description as it appears in the University catalog,
- a course syllabus which specifies any required text(s),
- any other official document (e.g. portfolio) which describes course scope,
- objectives, format, and course topics, and
- an official transcript which documents the grade the student received in the course(s).

Class notes, examinations or other course materials may be requested by the Assistant/Associate Dean for Academic Affairs to aid in decision-making. Course materials should not be submitted directly to the instructor of record of the course for which a waiver is being requested.

The documentation submitted by the student will be reviewed by the appropriate instructor of record and a decision made in time for the student to prepare for any required challenge examination. The student will be notified by the Assistant /Associate Dean for Academic Affairs of the outcome of each challenge examination taken.

If a student successfully passes a challenge examination, a Course Waiver form will be completed by the Office of Academic and Student Affairs and appropriately filed with the Registrar. The original Course Waiver form will be placed in the student's academic file maintained in the Office of Academic and Student Affairs and a copy provided to the academic advisor.

A student who successfully passes a challenge examination will be excused from taking the required course. This will also satisfy any prerequisite requirements which the course provides. Credit is not received for the course nor will the grade received on the challenge exam or the grade received in the course at another institution be used in the calculation of the student's Creighton University grade point average.

Entry-Level Programs

Medical Science Foundation Courses

If an incoming student believes that one or more pre-professional courses which she/ he has taken satisfies a curricular requirement in the medical sciences, she/he may petition the Associate Dean for Academic Affairs to be allowed to sit for a challenge examination in order to waive the course requirement. Incoming students are notified in writing of this option by the Admission Office.

All medical science foundation challenge examinations for entry-level programs will be administered during or in close proximity to the student orientation week of the year the student enters the program. Students will be notified of the date, time, location and delivery (paper or online) for the

challenge exams by the Assistant/Associate Dean for Academic Affairs, and must take their exam at that time.¹ Exceptions can only be made by the Assistant/Associate Dean for Academic Affairs.

Documentation of course content and demonstrated proficiency must be submitted to the Assistant / Associate Dean for Academic Affairs during the early portion of the summer prior to the student's first semester in the professional program. Submission deadline dates are posted on the Office of Academic and Student Affairs website, and incoming students are notified electronically of these deadlines.

¹ *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.*

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.).

Required documentation for all discipline-oriented professional course waivers, along with the required Entry-Level Course Waiver Application Form, must be submitted no 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 any time 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.

Post-Professional Programs

Post-professional programs in the School of Pharmacy and Health Professions at Creighton University are integrated to offer a unique opportunity for professionals to update and advance their knowledge in their fields. As a result, only a limited number of courses may be waived in order to maintain programmatic coherence. Post-professional students with questions about course waivers should consult with the appropriate Program Director.

Required documentation for all discipline-oriented professional course waivers must be submitted no later than two weeks after the first day of classes for courses taken during the first week of enrollment. All other course waivers can be submitted any time prior to the end of the student's first semester of enrollment in the program.

Credit for Waivers

When a medical science or discipline-oriented professional course is waived, the student is relieved of the requirement for taking the course. This will also satisfy any prerequisite requirements which the course provides. However, credit is not received for the course nor is the student's QPA affected. Students must still have accumulated the appropriate number of total credit hours required for graduation with their intended degree. If the student entered the program with the minimum number of pre-professional credit hours, the waived credit hours will need to be made up. The student may make up these hours by taking any course offered at Creighton University. If a student entered the professional program with more than the minimum number of hours necessary, the waived hours will

not need to be made up if the difference between the total number of accepted pre-professional hours and waived hours equals or exceeds the minimum pre-professional hour requirement.

Dropping a Waived Course

If a waiver request is approved after the student has registered for the required Creighton course, the student must come to the Office of Academic and Student Affairs to obtain a **Drop/Add form**. Failure to drop the course may result in the student's receiving an "F" for the course.

Faculty Procedures for Administering Challenge Examinations

All Instructors of Record wishing to require a challenge examination prior to considering waiver requests 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 (must be at least 70%);
4. the date by which challenge examination results will be available;
5. individual student performance on the challenge examination.

Criminal Background Checks

All entry-level and post-professional SPAHP students will be required to submit to and receive an acceptable criminal background check as a condition of enrollment. Acceptable student backgrounds for enrollment will be determined by each program's Admissions Committee in consultation with the Experiential Education Director. Background investigations will be conducted via a contractual arrangement with an outside vendor at a frequency to be determined by the Experiential Education Director of the student's program of study. Some clinical facilities may require additional background investigation(s) prior to permitting students to participate in experiential education activities. Program enrollment and clinical facility placement are contingent upon completion and receipt of an acceptable criminal background investigation. Acceptable student backgrounds for experiential education participation will be determined by the Experiential Education Director in consultation with selected faculty. The investigational screenings will include, but may not be limited to, the following for every state and county of residence: criminal record, alias name, warrants, protection orders, residential history, social security number, abuse registry, sex offender registry, Office of the Inspector General (OIG) cumulative sanction report.

Dean's List

Full-time entry-level 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. Full-time entry-level students with a grade of "SA" (Satisfactory) in a given semester qualify for the Dean's List if at least one half of their semester course load is graded on a 4 point scale and a 3.5 grade-point average is earned in those graded courses. Students who receive only "SA" grades in a given semester are not eligible for the Dean's List. Students included in the semester's Dean's List will receive a letter from the Assistant/Associate Dean for Academic Affairs, indicating the honor. Copies

of the letter will be sent to the student's Academic Advisor and retained in the student's file within the Office of Academic and Student Affairs.

Degree Completion Timeframe

All coursework for the Doctor of Occupational Therapy, Doctor of Pharmacy or Doctor of Physical Therapy degree must be completed within eight (8) years from the date of credit for the first course in the program.

Disability Accommodation Policy

The School of Pharmacy and Health Professions recognizes its duty to provide student applicants with equal opportunity to admission into professional programs of the School. 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 Advisory Committee (SNAC) to assist newly-admitted students with disabilities in achieving equal access to the educational experiences available to all other students. The composition of this committee shall be either the Assistant/Associate Dean for Academic Affairs or the Assistant/Associate Dean for Student Affairs (who shall serve as Chair), and one faculty member from each department. University employees who are responsible for student support services and affirmative action, students from each program within the School and other individuals shall be invited as deemed necessary.

To achieve equal access to the educational experience, some reasonable accommodations may be necessary to ensure adequate preparation of students for professional practice or other career alternatives for which he or she may be qualified. This policy 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 on the Basis of Disability (1992). The School elects to implement the terminology and ideation established by the federal government and the University in the admission and retention of students living with physical and/or emotional challenges.

Within the pool of applicants for each professional program, there may be a limited number that will have disabilities. The disabled may include those with "sensory (primarily hearing and visual deficits), emotional, learning (perceptual and cognitive), physical, and chronic medical problems" (Bowman, D.J., Marzouk, D.K., 1992, p. 526, American Journal of Occupational Therapy, May 1992).

1. Regarding program admission procedures, the following tenets may assist admissions committees and members of SNAC in making discretionary decisions in their selection procedures: 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.

Disability is defined in functional terms as, "a physical or mental impairment which substantially interferes with a major life activity" (ADA, Title I). Under the ADA (see page 1, paragraph 2), students with disabilities may not necessarily have a specific diagnosis to qualify as disabled, but rather, may be disabled in functional performance. Students with a record of drug or alcohol abuse may qualify for accommodations under the ADA.

Persons with disabilities may or may not identify themselves upon admission. If special activities and/or performance testing are a part of the admission process, all applicants must be informed of this in advance. The student 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 SNAC 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 SNAC members in collaboration with the student and appropriate faculty and administrators.

In order to ensure provision of accommodations in a timely manner, students with disabilities are encouraged to request assistance as soon as possible after notification of admission. Each semester thereafter 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 SNAC.

Admissions Procedures

1. The Admissions Office of the School shall provide applicants to the professional programs with an opportunity to self-disclose their disability status at the time of acceptance. Application forms for the School of Pharmacy and Health should include the following statement: "According to Federal law, the provision of information regarding disabilities, handicaps, or other special needs must be voluntary. 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 you in any manner."
2. The Admissions Office of the School shall provide all accepted students with the Creighton University Student Support Services resource sheet entitled "Services for Students with Disabilities" to inform them of available resources and assistance.
3. The Chair of the SNAC and a faculty member from the program in which the student has been accepted shall offer to meet with the student once s/he has been notified of admission to inform her or him of career opportunities and the demands of various career options within the profession.

Accommodations

1. The syllabus of every course offered by the School of Pharmacy and Health Professions will contain a visible statement confirming the School's commitment to assisting students with disabilities in accomplishing the academic mission of the School's programs and identifying persons to contact for further information or to disclose.
2. Diagnosis of a disability does not necessarily imply the need for reasonable accommodations. However, if a student seeks accommodations for classroom or clinical coursework either prior to enrollment or once enrolled, a written verification of the disability by a qualified professional will

be required and should be submitted to the Coordinator of Services for Students with Disabilities. It is the student's responsibility to finance evaluations for the verification of disability. Limited evaluation services may be obtained through the Creighton University Counseling Center and Student Health.

- a. Once formal documentation of the disability has been received, the student will complete a Needs Assessment at the Student Support Services office, sign a release of information form, and formalize allowed accommodations. The student's signature on the release of information form permits notification of the appropriate coordinator of experiential education unless the student explicitly requests otherwise in writing. The disclosure of disability and the student's request for accommodations should be submitted to the Coordinator of Services for Students with Disabilities as soon as possible, but no later than ten weeks prior to the beginning of course work.
 - b. Pending the receipt of documentation and a signed release of information form regarding disability, the SNAC, in consultation with the student, may choose to advocate for special considerations with faculty. Agreements for special considerations will be formalized in a letter signed by the Chair of the SNAC and the student and distributed to SNAC members, the student, and appropriate faculty.
3. If the student with a disability seeks accommodation during the clinical experience, the SNAC must assure that the respective program's coordinator of experiential education has access to any statement verifying the disability. It shall be the responsibility of the Coordinator of Services for Students with Disabilities to obtain a signed release of information form from the student. The signed release will be used to assist the student in achieving reasonable accommodation through necessary negotiation with clinical supervisors.
 4. Verification of disability will allow the SNAC to determine, on a case-by-case basis, if additional adjustments in the educational program, such as the use of nontraditional training sites, could be utilized if acceptable to the student.
 5. The denial of a student's request for accommodations will occur only after the SNAC has met to discuss the request. The Chair of the SNAC will notify the student, in writing, if accommodations are denied, and will review the decision with the student. The School of Pharmacy and Health Professions is required to make reasonable affect the substance of the educational program or compromise educational standards.

Responsibilities of the Individual Members of SNAC

The Assistant/Associate Dean for Academic Affairs or the Assistant/Associate Dean for Student Affairs shall serve as the Chair of the SNAC, coordinate the efforts of the SNAC, and schedule meetings of SNAC when a newly-admitted student has made a request for educational or clinical accommodations. It shall be the responsibility of the Chair of the SNAC to inform the student of his/her responsibility to provide the Coordinator of Services for Students with Disabilities with verification of the disability, and the need to complete a Needs Assessment. A copy of the verification will be provided to the Chair of the SNAC when necessary.

It shall be the responsibility of the respective program's coordinator of experiential education to assist the student with special needs in selecting appropriate clinical sites. The program's coordinator of experiential education shall discuss the need for accommodations with the Clinical Supervisor prior to the student's arrival at a clinical site. The appropriate coordinator of experiential education may be invited to attend meetings of the SNAC when academic progress of students on clinical assignment is on the agenda.

The student shall be encouraged to disclose the disability and establish regular meetings with the faculty advisor, who can then monitor academic progress and work with the student to determine the need for additional accommodations. If informed of the disability by the student, the faculty advisor may be invited to attend meetings of the SNAC when her/his advisee's program of study or academic progress is on the agenda.

The SNAC Chair shall be responsible for maintaining contact with Student Support Services and for communicating additional needs for support to the Coordinator of Services for Students with Disabilities. The Chair of the SNAC and her/his designee shall be the liaison between the student and the Coordinator of Services for Students with Disabilities and shall supply text lists, course syllabi, an examination schedule, and any other necessary information to the Coordinator of Services for Students with Disabilities for the purposes of arranging accommodations. The Coordinator of Services for Students with Disabilities shall meet with the student and the members of SNAC and shall coordinate the educational assistance offered to the student and make recommendations concerning the availability of community resources accessible to the student.

Meeting Schedule

The members of SNAC shall meet twice annually, and as needed at the request of the Chair of the SNAC. The members of SNAC in cooperation with the Coordinator of Services for Students with Disabilities and the Director of Affirmative Action will provide an annual in-service to the faculty and staff of the School in order to improve and maintain the continuity of efforts to provide accommodations to disabled students.

NOTE: Definitions of disability, equal access, and reasonable accommodation are available as Appendix A in the electronic version of the Disability Accommodation Policy available in the Office of Academic and Student Affairs website.

Drug Testing

Some health care facilities require students to submit to and pass a drug test prior to participation in experiential activities at the facility. Most, but not all, facilities requesting drug testing have agreed to provide the testing at no expense to the student. Students who do not complete or do not pass a drug test as required by these facilities will not be allowed to participate in experiential education activities at the facility, and may face sanctions, including possible dismissal from the program.

Email Use

The purpose of this procedure is to provide assistance to the faculty, staff and students of the School of Pharmacy and Health Professions to ensure their use of University email is in support of the teaching, research, and public service mission of the University, and the administrative functions that support this mission. This procedure is in addition to the Creighton University Fair, Responsible, and Acceptable Use Policy for Electronic Resources which can be found at www2.creighton.edu/fileadmin/user/president/docs/Guide.pdf.

General Email Guidelines

1. University electronic mail (email) services may be used for incidental personal purposes provided that such use does not:

- a. directly or indirectly interfere with the University operation of computing facilities or electronic mail services;
 - b. burden the University with noticeable incremental cost; or
 - c. interfere with the email user's employment or other obligations to the University
2. Use of email distribution lists in the Creighton University Global Address List for commercial or private business purposes is prohibited.
 3. Use of email distribution lists in the Creighton University Global Address List for organized political activity or political solicitation other than to distribute events sponsored by the University is prohibited.
 4. Use of email distribution lists in the Creighton University Global Address List to forward chain letters is prohibited. A chain letter is defined as an email message that attempts to induce the recipient to forward an email on to two or more new recipients.
 5. Student organizations and academic classes send no more than three emails per event for single day events.
 6. Student organizations and academic classes send no more than two emails per week for fundraising events extending beyond one day.

Email Containing Confidential Information

Confidential information is defined as any information that falls under the FERPA and HIPAA regulations. Examples of emails containing confidential information include, but are not limited to, emails containing

1. information related to student misconduct issues,
2. student grades,
3. personal identification information, or
4. information related to patient health information.

If you are unsure if information in your email should be considered confidential, it is always better to assume it is confidential and follow the guidelines listed below.

1. When sending email messages that contain confidential information you must include the following confidentiality statement at the beginning of your message.
The information in this email is confidential. Access to this email by anyone other than the intended addressee is unauthorized. If you are the intended recipient, this confidential email correspondence may not be forwarded nor shared with anyone without the express permission of the originator of the message. If you are not the intended recipient of this message, any review, disclosure, copying, distribution, retention, or any action taken or omitted to be taken in reliance on it is prohibited. If you are not the intended recipient, please reply to or forward a copy of this message to the sender and delete the message, any attachments, and any copies thereof from your system.
2. Emails containing HIPAA and FERPA protected information are permitted only when both the sender and receiver are members of Creighton's workforce and the email stays within the confines of Creighton's local network. That is, both email addresses must end with "@creighton.edu".

SPAHP Email Etiquette

1. Do not use email when you need to deliver bad news or discuss an emotionally charged matter. Without the benefit of facial expressions, intonation, and body language, hurt feelings could ensue and flame wars could erupt if you deliver bad news electronically. A face-to-face or phone conversation should be considered.
2. Help your colleagues cope with email overload by not contributing to it. Think carefully about who should receive your email message. Use the [Reply to All] button sparingly and only for messages that are directly related to the group.
3. If email recipient is within easy walking distance, take the opportunity to get some exercise and have a face-to-face discussion.
4. When sending an attachment, include a small email message describing the attachment. Getting email with just an attachment and no explanation may indicate the email contains a virus.
5. Put a relevant subject in the subject field. This is considered polite and gives the receiver (who may receive many messages a day) a chance to organize their email.
6. Don't mark things as urgent if they aren't, because then when you really do have an urgent message it may not be treated in the way it deserves.
7. Be concise and to the point - some people receive hundreds of email messages a day.
8. Do not use vCards, they make every email appear as if it has an attachment.
9. End messages with "No reply needed" when appropriate.
10. Adhere to the same standard of behavior online that you follow in a face-to-face exchange. If you have had more than three back-and-forth exchanges it may be time to get together and discuss the issue face-to-face or via the phone.

Email Management Strategies

1. If spam is getting through, tweak your settings on your spam filter [Our current spam filter at CU is Proofpoint Protection Service].
2. Set up filters for incoming email.
3. Flag messages for follow up.
4. Set aside 2-3 times per day to read email.

Experiential Education Participation

To protect the health of Creighton University School of Pharmacy and Health Professions (SPAHP) students and the patients they serve, and in accordance with contractual arrangements with varied health-related institutions, students in programs which have an experiential education component must meet specified requirements including immunizations, health insurance coverage, and acceptable criminal background checks before being enrolled in any of the School's practice-based academic programs.

Students in programs which have an experiential education component must remain compliant with the immunization, health insurance coverage, and acceptable criminal background check requirements, as well as achieving and maintaining cardiopulmonary resuscitation (CPR) certification, and completing training in universal precautions and HIPAA requirements before they can participate in experiential education activities. Proof of compliance with all of the items listed above will be required by Experiential Education Directors, and may be required by clinical instructors/preceptors,

before students can be placed or accepted at educational practice sites. Students who have failed to remain compliant with these requirements will not be allowed to participate in experiential education activities and may be subject to dismissal from the School. At a minimum, non-compliance with this policy may impact or delay the student's date of graduation.

Final Examination Schedule Policy

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.

In consideration for distance students who must arrange for certified proctors several weeks in advance of an examination, and in recognition of the "domino" effect that changing the examination venue in one course can have on scheduled examinations in other courses, final examination days and times for courses offered to students in the School of Pharmacy and Health Professions will not be changed once the final examination schedule is disseminated to School students and faculty by the Office of Academic and Student Affairs (OASA).

Full-Time Student Status

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 and distance) entry-level programs is defined as 12 or more semester credit hours during the fall and spring semesters, and 8 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 21 credit hours for any given semester unless permission is granted by the Assistant/Associate Dean for Academic Affairs. The student's academic advisor will communicate with the Assistant / Associate Dean for Academic Affairs if a semester hour load greater than 21 hours is planned. The student will need the approval of the academic advisor and the Assistant /Associate Dean on a Change of Schedule form available in the SPAHP Office of Academic and Student Affairs.

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. 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.

Post-Professional Pathways

In general, post-professional, Distance Doctor of Occupational Therapy students do not take more than 6 semester credit hours of didactic course work or 8 semester credit hours of clinical course

work during an enrollment period. They are subject to the same policies and procedures as full-time entry-level counterpart students.

Grading System

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 grade-point average; "UN" (Unsatisfactory) functions as a failure in computing the grade-point average.

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.

An "I" (Incomplete) is given to a student who has failed to fulfill all requirements of a course. The student 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. Time limits are determined by instructor of record and a contract for course extension is signed by the student and faculty member. The maximum time limit for clearing an incomplete is one year from the end of the course. However, there may be a minimum time limit invoked when the course is a prerequisite for a course being taken the following semester. The Course Extension/Incomplete Grade form is found on the Office of Academic and Student Affairs website under "Student Use Forms." The "I" carries no penalty and does not affect the grade-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 instructor of record and the Assistant/Associate 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 may receive both an "I" and "X" (IX), which will function as a failure until cleared as specified above.

The "NR" grade is to be used only at midterm for

1. didactic courses that are compressed and have not started by the time mid-semester grades are reported, or
2. clinical rotations not begun by midterm.

Pharmacy Standard Grading System

100-90%	A
< 90% and # 85%	B+
< 85% and # 80%	B
< 80% and # 75%	C+
< 75% and # 70%	C
< 70% and # 60%	D
< 60%	F

This grading scale will be in effect for all courses in the pharmacy program unless an alternate scale is made available in writing to students in a given course by the instructor within the first week of the semester.

Occupational Therapy Standard Grading System

100-92%	A
< 92% and # 87%	B+
< 87% and # 83%	B
< 83% and # 78%	C+
< 78% and # 73%	C

< 73% and # 68%	D
< 68%	F

This grading scale will be in effect for all courses in the occupational therapy program unless an alternate scale is made available in writing to students in a given course by the instructor within the first week of the semester.

Physical Therapy Standard Grading System

100-90%	A
< 90% and # 87%	B+
< 87% and # 80%	B
< 80% and # 77%	C+
< 77% and # 70%	C
< 70% and # 60%	D
< 60%	F

This grading scale will be in effect for all courses in the physical therapy program unless an alternate scale is made available in writing to students in a given course by the instructor within the first week of the semester.

Grade Points and GPA

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 grade points.

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

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

The grade-point average (GPA) 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 GPA would be 2.00 (32 quality points earned divided by 16 semester hours attempted).

Grade Reports

Grades are made available to students each mid semester and at the end of the term via the student's N.E.S.T. account.

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

Grade Appeals Policy

Preamble

The Instructor(s) of Record for courses offered to students in the School of Pharmacy and Health Professions have jurisdiction in assigning grades earned by students at the end of each term in which the course is offered. The criteria and mechanisms for performance evaluation shall be published in the course syllabus and communicated to students at the beginning of the course. When assigning course grades, Instructor(s) of Record will evaluate students in a manner that is fair, unbiased, and consistent with those criteria and mechanisms.

It is the responsibility of the student to review final course grades posted online by the Registrar's Office at the end of the semester.

Pre-Appeals Process

Students have the right to appeal a grade that they believe to have been assigned in an arbitrary or capricious manner¹. The appeal process for all students in the School of Pharmacy and Health Professions taking courses offered by a department within the Health Sciences disciplines requires that the following steps be taken in the sequence listed below.

Step 1

The student confers with the Instructor(s) of Record, outlining the basis for dissatisfaction with his/her original grade in an attempt to come to resolution in the absence of third parties. It is the responsibility of the student to contact the Instructor(s) to initiate this step. It is expected that the student and Instructor(s) meet alone but, in the rare instance when one and/or both have a concern about meeting privately; the student's academic advisor may be invited to attend. In that event, the role of the academic advisor will be to facilitate professional and productive communication between the student and the Instructor(s). If, at any point in this process, the Instructor(s) of Record agree(s) with the student and elects to alter the original grade issued, the process is terminated and the issue is considered closed. Likewise, if the student becomes convinced at any point in the process that the original grade was issued in a manner that was neither arbitrary nor capricious, the process is terminated and the issue is considered closed. If the dispute is unable to be resolved, the preliminary process proceeds to Step #2.

Step 2

The student and the Instructor(s) of Record confer with the Chair of the Instructor(s) of Record's department unless the department is external to the School. In that situation, the Chair will be invited to participate and, if s/he declines, the administrator's function will be assumed by the Assistant/Associate Dean for Academic Affairs. The administrator's role is to host the meeting and facilitate professional and productive communication between parties. At no time should the administrator assume the role of decision-maker in the grade dispute. The student may request the presence of his/her academic advisor during this meeting. The academic advisor, if present, may counsel his/her advisee but should not take an active role in the discussion. Either party may request the presence of the Assistant/Associate Dean for Academic Affairs to interpret policy and/or provide administrative guidance on the process. If, at any time during this step of the process, the Instructor(s) of Record agree(s) with the student and elects to alter the original grade issued, or if the student becomes convinced that the original grade was issued in a manner that was neither arbitrary nor capricious,

the process is terminated and the issue is considered closed. The Administrator must write a memo to the Assistant/Associate Dean for Academic Affairs which summarizes the outcome of the meeting. Copies of this memo must be sent to the Instructor(s) of Record, the student, and to the student's academic file through the Assistant/Associate Dean for Academic Affairs.

If the student disputing a course grade is out of the Omaha metropolitan area, the required preliminary conversation with the Instructor(s) of Record may be made by phone, followed by submission of a written summary of the outcome of the conversation by the student and the Instructor(s). Copies of the summary must be sent to the Assistant / Associate Dean for Academic Affairs, and the student's academic advisor. If a conference call is deemed necessary, the cost of the call will be borne by the School. If, subsequent to preliminary Step #2, a grade appeal is filed and the Academic Issues Hearing Board wishes to interview the student, this interview can be conducted by phone, videoconference, or when the student is next in Omaha at the discretion of the administrator in charge.

- ¹ *For the purpose of this policy, "arbitrary or capricious" refers to the assignment of a final course grade through means that are erratic, irregular or inconsistent with grading policies published in the course syllabus and/or inexplicably different from those applied to other students enrolled in the same course.*

Formal Grade Appeal Process

If resolution of the issue cannot be attained through the preliminary steps outlined above, a formal grade appeal may be filed by the student. If the grade being contested was issued in a course taught by a department or division outside of the School of Pharmacy and Health Professions, the Grade Appeals Policy of that department or division will be followed. The Assistant/Associate Dean for Academic Affairs will obtain a copy of that policy to share with the student and his/her academic advisor.

If the student elects to formally appeal the grade, s/he must inform the Assistant/ Associate Dean for Academic Affairs in writing. In the written appeal, the student must outline the specific grounds for the appeal, and clearly and precisely describe the basis for the complaint. A copy of the student's letter of appeal, and any supporting documentation provided, will be forwarded to the Instructor(s) of Record and the appropriate Department Chair and the Chair of the School's Academic Issues Hearing Board. It is on the basis of the student's written appeal and the supplemental documentation provided to or gathered by the Academic Issues Hearing Board that the Board will decide whether or not to hear the case.

The student formally appealing a failing grade has the right to attend classes and exercise the privileges of all other School students pending the outcome of the appeal except when prohibited by department policy or in cases where there are reasons relating to the physical or emotional welfare of the student or of others, or reasons involving the safety of persons or property. The decision on student status will be

Academic Issues Hearing Board

The Academic Issues Hearing Board, a standing board consisting of one faculty member and one student from each program, is chaired by the Senior Associate Dean or his/her designee. The Chair shall be a non-voting member, except in the case of a tie when the chair shall cast the deciding vote. The Academic Issues Hearing Board will be convened by the Assistant / Associate Dean for

Academic Affairs for the purpose of reviewing and acting upon written appeals of grades presented by students who have followed the process described in this policy.

When presented with a student appeal by the Assistant / Associate Dean for Academic Affairs, the Chair of the Academic Issues Hearing Board shall secure the course syllabus and request from the Instructor(s) of Record his/her written response to the appeal, as the Board shall also request from the Instructor(s) of record any additional written information on grading policy previously communicated to the class.

Within two weeks of being convened, the Academic Issues Hearing Board shall review the student's allegations and the documentation provided by both the student and the Instructor(s) of Record. The Board shall also have access to information contained in the student's academic file and transcript. At the conclusion of the review, the Board shall determine whether sufficient evidence has been presented to proceed with a formal hearing. The burden of proving that a course grade was assigned arbitrarily or capriciously rests with the student.

If the data presented by the student are judged to be insufficient to warrant a hearing, the Chair of the Academic Issues Hearing Board will so indicate, in writing, to the Assistant / Associate Dean for Academic Affairs who will inform the student and Instructor(s), in writing, of this determination. At that point, the issue is considered closed. If sufficient evidence is presented by the student to warrant an appeal hearing, the Board will act in a timely manner to collect the information necessary to render a decision as to whether the grade issued to the student was assigned in a manner that was neither arbitrary nor capricious. All written documentation provided to the Board by the student petitioner and/or the Instructor(s) will be shared with the other party. The Board is under no obligation to share information it gathers on its own.

The specific charge to the Academic Issues Hearing Board regarding a grade appeal is to assess whether the mechanisms utilized by the Instructor(s) of record to determine the grade in question were applied consistently and fairly to all students enrolled in the course and, if not, to identify specifically which evaluation mechanisms were arbitrarily or capriciously applied. The Academic Issues Hearing Board should not attempt to determine the grade to be received by the student.

The Board shall convene as soon as possible to evaluate all evidence pertinent to the case. In the course of its investigations, the Board may choose to interview the principals as well as other faculty and students who may provide insight and/or have direct knowledge about the events of the case. At the invitation of the student, his/her academic advisor may attend the interview but may not take an active role in the discussion. No other individual will be allowed to sit in on an interview unless permission is granted by the Board Chair. The Board's decision will be reached by simple majority vote.

Once a decision is reached, the Chair of the Academic Issues Hearing Board will inform the Assistant / Associate Dean for Academic Affairs, in writing, of the decision. The Assistant / Associate Dean for Academic Affairs then communicates the final decision to the student and Instructor(s) in question.

The Chair of the Academic Issues Hearing Board will also inform the Dean, in writing, of its decision. The Dean vests full authority for the adjudication of grade appeals in the Hearing Board, and will not serve as a source for further appeal or decision review unless requested to do so by the Vice President of Health Sciences or the President of the University.

Timeframe for Appeal

Failure of the student to adhere to the time deadlines described below will result in forfeiture of all rights to appeal the grade in question. If deadlines cannot be met due to legitimate reasons, the student can appeal to the Assistant / Associate Dean for Academic Affairs for an extension.

For didactic and experiential courses, the student will have two weeks after the start of the next semester in which the student is enrolled to file a formal grade appeal. This allows time to work through the pre-appeal process described above and submit a written appeal of a grade. Failure to review grades that have been posted online by the Registrar's Office at the end of the semester will not be viewed as a reason to suspend any of the time deadlines set forth in this policy. It is the responsibility of the student to ensure that the Registrar's Office has the address to which official correspondence should be sent so that it is received by the student in a timely manner.

If there is the possibility of a grade dispute in an experiential course being completed during the final semester prior to graduation, it will be the responsibility of the student to obtain his/her final course grade from the Instructor(s) of Record in writing, preferably prior to leaving the rotation.

Course Website Accessibility

To ensure all students are given equal access to online course materials while allowing them time to become familiar with the online course learning environment, course web sites for all courses offered through the School of Pharmacy and Health Professions will be made accessible to students no more than three business days prior to the start of the semester in which the course is offered.

School faculty members are responsible for activating required and elective course web sites in accordance with this policy. Faculty with questions related to course web site activation should contact Instructional Design staff within the School's Office of eLearning and academic Technologies (OLAT).

Graduation

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 Graduate Recognition and Hooding Ceremony and at Commencement unless excused for extenuating circumstances by the Assistant/Associate Dean for Academic Affairs.

GPA Requirement

A cumulative grade-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.

Graduate Recognition and Hooding Ceremony

Each year on the day preceding May Commencement and the last day of the semester in December, the School of Pharmacy and Health Professions holds Graduate Recognition and Hooding Ceremonies for all May, August, and December graduates. Students wear their 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

Each student must file a formal application for degree (completed online through the N.E.S.T.) with the Registrar by the following deadlines:

Degree completion at end of Spring semester: February 15

Degree completion at end of Summer: March 15
(or June 15 if not participating in Commencement ceremony)

Degree completion at end of Fall semester: October 15
(or previous March 15 if participating in Commencement ceremony prior to degree completion)

Late applicants are charged a late fee.

Annual University Commencement ceremonies are held in May. Students who complete their degrees in the Spring Semester are expected to be present at Commencement to receive their degrees. Students who complete their degree programs in the Fall Semester may attend Commencement in May following completion or in the preceding May if approved by their Dean. Students who complete their degree requirements during the Summer are encouraged to attend Commencement the preceding May (if approved by their Dean) or may attend the May Commencement following completion. Diplomas of August and December graduates will be mailed upon confirmation of the completion of all degree requirements by the respective Dean.

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

The respective Deans of the Schools and Colleges of the University have the responsibility for approving candidates for graduation.

Those applicants who do not complete all degree requirements or who are not approved must complete another application by the published deadline in order for a degree to be conferred at the end of the next semester.

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.

Graduation Honors

Graduation honors are awarded to the top 15% of the students in each entry-level graduating class anticipated to graduate during in a specific year. Awardees must have at least a 3.65 grade-point average (GPA). Graduation honors are based on a student's work while enrolled in a professional program in the School of Pharmacy and Health Professions at Creighton University. To be eligible for graduation honors, a student must have completed at least half of the prescribed semester hours for the degree in the School. The diploma of a student who qualifies for graduation honors is inscribed "with Honors."

Graduation Honors are implemented using the following guidelines:

1. Entry-level students in each program will comprise a separate graduating class. Campus and distance pathway students in the same program will be considered as a single graduating class.
2. The lowest GPA of a student receiving Graduation Honors when a majority of students graduate, will establish the minimum cumulative GPA for Graduation Honors for subsequent graduates within a graduation cycle (December and/or August, depending on the professional program). Any student graduating after the originally anticipated date but within the same calendar year will receive honors if they meet or exceed the minimum GPA established by the class.
3. A student will not be eligible to receive Graduation Honors if he/she is found guilty of a violation of the codes of conduct described in the University's Student Handbook or the School's Misconduct Policy. Information on specific class ranking is not provided to individual students at any time during their academic programs.

Health Insurance Coverage

All students must be covered by a comprehensive health insurance plan for the entire year. The University sponsors a comprehensive health insurance plan at a group rate which provides year-round coverage. Upon matriculation, the premium for the University-sponsored Student Health Insurance Plan will automatically be added to the student's tuition and fees statement each year. In order to have this charge removed from an account, students must annually submit a properly completed waiver form and a copy of both sides of a current health insurance card to Student Health Services before the established deadline.

Health Insurance Portability and Accountability Act (HIPAA)

To protect patient health information, the Health Insurance Portability and Accountability Act (HIPAA) of 1996, Public Law 104-191, required the Department of Health and Human Services (HHS) to establish national standards for electronic health care transactions and national identifiers for providers, health plans, and employers, as well as the adoption of federal privacy protections for individually identifiable health information. In response to the HIPAA mandate, the HHS developed the Privacy Rule, which established national standards to protect and guard against the misuse of individually identifiable health information for certain health care entities (i.e., health plans, health care clearinghouses, and health care providers who conduct certain health care transactions electronically). Since students are routinely exposed to patients' protected health information and must comply with health care facilities' policies and procedures, all students in the SPAHP are required to attend HIPAA and Privacy Rule training sessions prior to engaging in experiential education activities. Each non-traditional, transitional, and post-professional Program Director will inform post-professional students in advance of when required HIPAA and Privacy Rule training documentation must be submitted and will monitor student compliance.

Honor Code

Purpose

This Honor Code is predicated upon the premise that students, as developing professionals, will foster professional maturity and integrity through a system of self-governance. It is expected that by

signing this Code, students will exhibit and demonstrate the moral standards that are the cornerstone of the academic community, the greater society, and the profession.

Presumptions

1. The Honor Code is primarily an undertaking of the students, individually and collectively, to define standards of conduct while in a professional program.
2. Cooperation exists between students and faculty to share responsibility for modeling and maintaining academic honesty, integrity and professional behavior.
3. 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.
4. 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.
5. 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.
6. 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

1. Fidelity/Honesty/Truthfulness: The student maintains high standards of academic and professional honesty and integrity.
 - a. The student exhibits honesty during academic and clinical communications and evaluations.
 - b. 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.
 - c. The student refuses to alter, forge, falsify or fabricate information, documentation, or service.
 - d. The student maintains confidentiality of patient information.
 - e. The student strives to attain high levels of competence, admit errors and not knowingly mislead others or promote oneself at the expense of others.
2. Responsibility and Sense of Duty: The student fulfills duties and obligations of the profession which are expected by the public.
 - a. The student becomes familiar with and adheres to his or her specific professional association's Code of Ethics.
 - b. The student's responsibility parallels the responsibility of professional practitioners who maintain high professional standards by monitoring the conduct of their peers.
 - c. The student is dedicated to helping patients, colleagues, the profession and society reach their maximal potential.
 - d. The student maintains quality of care while addressing conflicts of interest.
 - e. The student engages in conduct that reflects positively on the School and profession.
3. 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.

- a. The student deals with faculty, staff, peers and patients in a dignified, considerate manner and with a spirit of cooperation.
- b. The student is respectful towards the learning process.
- c. The student views and treats all people encountered in an academic or clinical capacity equally with regard to liberties, rights, respect, acceptance and opportunities.
- d. 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.
- e. The student respects the ideas and words of others by attributing the quoted or paraphrased portions to their original sources.
- f. 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 signs a pledge annually, acknowledging that s(he) has read the Honor Code, understands its principles and agrees to abide by and support them. The student on an advanced clinical practice experience continues to abide by the last pledge signed.

Immunizations

Specific information on immunization requirements for Creighton University Health Science students is available online on the Creighton Center for Health and Counseling website at www.creighton.edu/chc. The cost for all immunizations, titers and screenings will be borne by the student.

All admitted, entry-level SPAHP students are required to submit a confidential health record to Student Health Services on the form sent to them by the Admissions Office. Students will not be allowed to enroll if documentation of vaccination against measles, mumps, rubella, polio, varicella (chickenpox), tetanus-diphtheria (the last dose or booster within the past ten years), and tuberculosis screening is not received by August 1st prior to their anticipated matriculation date. Tuberculosis documentation must include a two-step PPD skin test at the beginning of the annual testing cycle followed by a yearly PPD skin test (An explanation of the two-step PPD test is available online on the Creighton Center for Health and Counseling website at www.creighton.edu/chc. Any student with a positive PPD skin test (defined as a reaction greater than 10mm) must submit documentation in the form of a written physician's report and chest x-ray done in the U.S. within the past 12 months. A history of BCG vaccine does not preclude a student from PPD skin testing. By the end of the second semester of enrollment in the SPAHP, students are required to complete a series of hepatitis B vaccinations followed by a titer proving immunity. Students are also required to complete an annual tuberculosis screening each April.

Post-professional students who have an experiential education component are required to comply with the Creighton University Health Science students immunization requirements prior to engaging in experiential education activities. Each non-traditional, transitional and post-professional Program Director will inform post-professional students in advance of when required immunization documentation must be submitted and will monitor student compliance.

Students may request a waiver of immunization or screening only if they can document that they have been previously immunized or screened, or where 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 health requirements outside of the United States.

Institute for Latin American Concern (ILAC)

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

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.
3. In the Jesuit tradition, ILAC strives to promote faith that does justice, guiding its participants toward a greater freedom and commitment to love and service.

The ILAC Summer Program was initiated in 1972 and more than 120 individuals participate in ILAC experiences each year. Students live in the Dominican Republic for six 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 one-month programs exist in the Spring for Physical Therapy students and in the Summer for Occupational Therapy students. These experiences are also monitored by professionals and work at various clinics in the Santiago area. The Law School and Chemistry Department also offer service learning trips to the Dominican Republic.

The ILAC Program is accredited by Creighton University. Most students receive academic credit for successful participation. The cost of participation varies from year to year. It includes round-trip air fare, living expenses and tours.

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 GPA of 2.00 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 academic advisor and then make a formal request in writing to the Assistant/Associate Dean for Academic Affairs (traditional students) or the appropriate post-professional pathway Director (Physical Therapy, Occupational Therapy, or Pharmacy) explaining why the leave is needed and the expected date of return to School. Approval or denial of the leave request will be provided, in writing, by the Associate Dean for Academic Affairs.

Students should be advised that a Leave of Absence (LOA) initiated mid-semester may result in loss of tuition. Students who begin their Leave of Absence in the middle of the semester will be withdrawn from the courses they leave, and must reregister for (and retake) any of those courses which are

required upon their return. This will necessitate the repayment of tuition for those courses. 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. For the purpose of internship, a pharmacy student "on leave" will be classified as an enrolled student by the School

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. This policy complements the Code of Conduct outlined in the *Creighton University Student Handbook* and the School's *Honor Code*.

Definition of Misconduct

1. Academic and Non-Academic Misconduct are described in the Creighton University Student Handbook, and this policy subscribes to all procedures described in the Student Handbook.
2. For purposes of this policy, Academic Misconduct includes (but is not limited to):
 - a. Cheating, including:
 - i collaborating on assignments or examinations where such a practice has not been specifically approved by the instructor
 - ii copying the work of others and claiming it as your own
 - iii using unauthorized materials to complete assignments or gain unfair academic advantage
 - iv offering unauthorized materials to others
 - v obtaining examinations prior to administration
 - vi arranging to have others take examinations or complete assignments
 - vii misrepresenting your attendance or the attendance of others in a course where a mandatory attendance policy is in effect
 - b. Plagiarism in any form
 - c. Falsifying documents, correspondence, reports, or records of any kind, or knowingly providing false information or evidence to University or School personnel, or to others external to the University
 - d. Endangering or threatening to endanger patients, faculty, staff, fellow students or damaging their property
 - e. Theft or destruction of library materials or other academic resources
 - f. Illegal, obscenity-related, and/or other misuse of University-provided resources (e.g., computers, email) related to academic work or violation of any acceptable use policies of the University
 - g. Violation of patient confidentiality in any practice and/or learning setting
 - h. Violation of codes of conduct described in the University's Student handbook, the School of Pharmacy and Health Professions Honor Code, course policies, University, School, Program or department policies and/or articulated by instructors either verbally or in writing
 - i. Unprofessional behaviors that disrupt the learning environment of others or which reflect poorly on the School or the professional disciplines within the School
 - j. Misrepresentation of self or others

- k. Refusing to acknowledge, honor and/or comply with requests issued by faculty or administrators related to academic issues
3. For purposes of this policy, Non-Academic Misconduct includes (but is not limited to):
 - a. Illegal, obscenity-related, and/or other misuse of University-provided resources (e.g., computers, email) in ways that are not related to academic work or violation of any acceptable use policies of the University
 - b. Unprofessional behaviors that reflect poorly on the University
 - c. Theft
 - d. Harassment, libel or slander
 - e. Violence or the threat of violence
 - f. Unauthorized use, possession or storage of weapons
 - g. Trespassing or gaining unauthorized entry into any building, space or facility
 - h. Bribery
 - i. Intentional deception for personal gain
 - j. Extortion
 - k. Abuse of, or impairment from, alcohol, drugs or chemicals
 - l. Illegal possession, use or sale of alcohol, drugs or chemicals
 - m. Any criminal convictions

Procedures

The Assistant/Associate Dean for Academic Affairs of the School of Pharmacy and Health Professions is responsible for overseeing the handling, documentation and dissemination of information resulting from incidents of Academic Misconduct. If, for any reason, the Assistant/Associate Dean for Academic Affairs, or the Senior Associate Dean (who Chairs the Academic Issues Hearing Board), is unable to discharge the responsibilities outlined in this policy, they will be transferred to a School administrator designated by the Dean.

The following policy statements will guide the School in dealing with matters of Academic Misconduct (Appendix A in the electronic version of the policy, located in the Office of Academic and Student Affairs website, presents a schematic representation of the procedures for documenting Academic Misconduct

Non-Academic Misconduct will be remanded to the Associate Dean for Academic and Student Affairs for the School of Pharmacy and Health Professions for appropriate disposition according to University procedures unless a specific School policy addressing the non-academic misconduct incident is in place.

Faculty Rights and Responsibilities

1. A faculty member may elect to issue a warning to a student or take measures to correct behavior in order to prevent an incident of Academic Misconduct or in lieu of imposing a penalty under this policy. Faculty are strongly encouraged to visit with their department Chair and/or the Assistant/Associate Dean for Academic Affairs when considering a course of action. Faculty are also strongly encouraged to document any warnings issued in writing, and to send copies of the correspondence to the student's file housed in the Office of Academic and Student Affairs, the

Assistant/Associate Dean for Academic Affairs, the student's academic advisor and the faculty member's department Chair.

2. The faculty member must provide the student with a hard copy of the Misconduct Policy, or direct the student to the policy found on the School's website, when issuing a verbal or written warning of unacceptable conduct, and advise the student to contact the Assistant/Associate Dean for Academic Affairs if s/he is in disagreement with the warning.
3. If the faculty member elects to impose a penalty for Academic Misconduct, s/he must inform and consult with his or her department Chair (or designee), and the Assistant/Associate Dean for Academic Affairs regarding the alleged Academic Misconduct. The purpose of the consultation is to discuss the process of filing a misconduct charge and penalty options.
4. If a faculty member elects to impose a penalty for Academic Misconduct that falls within the jurisdiction of his/her course, (up to and including course failure) the faculty member must:
 - a. Assure due process for the student by notifying him/her via letter of the alleged misconduct. The letter shall be sent via certified and regular first class mail to the student's most recent address of record on file at the Office of Academic and Student Affairs. The Office of Academic and Student Affairs shall assume responsibility for posting the faculty member's letter. The letter shall (1) identify the misconduct charge, (2) review the evidence in support of the misconduct charge, (3) specify the action recommended, and (4) inform the student of his/her right to appeal this charge. A copy of the Misconduct Policy shall be included with the letter.
 - b. Send copies of the correspondence to the student's file, the Assistant/Associate Dean for Academic Affairs, the department Chair of the faculty member involved, and the student's academic advisor.
 - c. Instruct the student to contact the Assistant/Associate Dean for Academic Affairs to either accept in writing the proposed penalty or discuss the procedure for initiating an appeal.
5. If the faculty member wishes to recommend a penalty more stringent than course failure, or if the student refuses to agree in writing to a proposed penalty within the faculty member's jurisdiction, the faculty member must:
 - a. Communicate with the Assistant/Associate Dean for Academic Affairs, who is responsible for notifying the Academic Issues Hearing Board of a pending case.
 - b. Follow the guidelines outlined in the section entitled Faculty Rights and Responsibilities for communicating information to the student, the student's academic advisor, the faculty member's department Chair, and the Assistant/Associate Dean for Academic Affairs unless done previously.
 - c. Instruct the student to contact the Assistant/Associate Dean for Academic Affairs immediately to discuss the procedure for presenting his/her case before the Academic Issues Hearing Board.
6. In the event that an appeal is initiated by the student or required by policy, the faculty member must write a descriptive report outlining his/her case against the student and identifying potential witnesses who could speak knowledgeably on issues related to the misconduct charge. The report and the list of potential witnesses should be submitted to the Office of the Senior Associate Dean when requested by the Chair of the Academic Issues Hearing Board.
7. If a faculty member believes a student has engaged in conduct that constitutes Non-Academic Misconduct, s/he must refer the matter to the Associate Dean for Academic and Student Affairs for the School of Pharmacy and Health Professions for appropriate disposition according to University procedures as outlined in the Creighton University Student Handbook.

Student Rights and Responsibilities

1. The student charged with Academic Misconduct has the right to:
 - a. be notified in writing of (1) the charges against him/her, (2) the basis for the charges, (3) the action recommended, (4) the right to a hearing, and (5) procedural steps.
 - b. appeal the case to the Academic Issues Hearing Board and to be informed of the time and place of the hearing in a timely manner.
 - c. formally respond to the charge through the preparation of a descriptive report outlining his/her side of the case and identifying potential witnesses who could speak knowledgeably on issues related to the misconduct charge. The report and the list of potential witnesses should be submitted to the Office of the Senior Associate Dean when requested by the Chair of the Academic Issues Hearing Board.
 - d. attend class and exercise the privileges of all other School students pending the outcome of the hearing, except in cases where there are reasons relating to the physical or emotional welfare of the student or of others, or reasons involving the safety of persons or property. The decision on student status will be made by the Assistant/Associate Dean for Academic Affairs.
 - e. have an advisor or legal counsel present during the presentation of the case to the Hearing Board. The student is advised that if s/he elects to bring counsel to the hearing, the University is bound to also be represented by counsel.
 - f. waive the right to be heard before the Hearing Board. The student is advised that, in so doing, s/he automatically agrees to accept the penalty levied by the faculty member or Hearing Board.
2. The student charged with Academic Misconduct who does not accept the penalty, or wishes to refute the charge and appeal the case, is responsible for:
 - a. initiating an appeal of the charge within ten working days after the date of the letter advising the student of the misconduct charge.
 - b. presenting his/her case at the hearing, by preparing a written report of the alleged incident, and by preparing a list of witnesses to furnish to the Academic Issues Hearing Board in advance of the hearing. The student is encouraged to present an oral statement to the Board at the time of the hearing as well.
 - c. securing an advisor or legal counsel, if one is desired.
3. A student charged with Non-Academic Misconduct has the rights and responsibilities outlined in the section on Non-Academic Disciplinary Procedures in the Creighton University Student Handbook.

Office of Academic and Student Affairs Responsibilities

The Assistant/Associate Dean for Academic Affairs is responsible for:

1. conferring with the faculty member and charged student about policy and process.
2. posting the faculty member's letter to the charged student by certified mail and regular first class mail.
3. receiving the signature sheet from the charged student.
4. forwarding copies of the signed signature sheet to the faculty member, the faculty member's department Chair, and the student's academic advisor under confidential cover.
5. notifying the Chair of the Academic Issues Hearing Board of a pending case.

6. ensuring that all correspondence regarding the case becomes a part of the student's educational record, unless the charge is found to be groundless on appeal.

Academic Issues Hearing Board Rights and Responsibilities

1. The Academic Issues Hearing Board has the right to:
 - a. access the complete educational record of the charged student.
 - b. meet prior to the hearing to review the documentation and discuss the case.
 - c. rule on challenges by the faculty member or charged student about the impartiality of Hearing Board members.
 - d. call and question witnesses.
 - e. determine who shall remain in the room during testimony.
 - f. levy penalties for misconduct charges upheld by the Hearing Board.
 - g. dismiss the case.
2. The Academic Issues Hearing Board has the responsibility to:
 - a. conduct its business with the highest level of confidentiality.
 - b. maintain hearing documents, audio taped records of the hearing and an transcription of the hearing in a secure manner.
 - c. ensure that the faculty member and charged student can exercise their right to challenge the impartiality of any member of the Hearing Board prior to the hearing.
 - d. consider evidence, render a decision on the case, and communicate that decision to the Assistant/Associate Dean for Academic Affairs.

Appeals

1. The student charged with Academic Misconduct may appeal the decision of the faculty member by informing the Assistant/Associate Dean for Academic Affairs, in writing, of the intent to appeal to the Academic Issues Hearing Board. This notification must take place within ten working days of the date the letter was sent. After this time period, the student's right to appeal is forfeited.
2. In the event of an appeal, the Chair of the Academic Issues Hearing Board will establish the date on which the case will be heard. The student, his/her academic advisor, the faculty member levying the charge and his/her department Chair will be informed in writing by the Chair of the Hearing Board on the time and place of the hearing. The student will be informed in writing of the right to have an advisor/legal counsel present.
3. If the student elects not to appear in person before the Academic Issues Hearing Board his/her responsibility for presentation of the case is not waived. Under these circumstances, the Board will deliberate and act based on the evidence available at the time of the hearing.
4. Students who have waived or forfeited the right to appeal de facto accept the penalty recommended by the faculty member or the Hearing Board.

Academic Issues Hearing Board

1. The Academic Issues Hearing Board will be a standing board as delineated in the School's Bylaws. A copy of the School's Bylaws may be obtained from the Office of Academic and Student Affairs.

2. In the event of an appeal of a charge of academic misconduct, and upon request by the Chair of the Academic Issues Hearing Board, written reports of the incident will be prepared by both the faculty member and the student and submitted to the Office of the Senior Associate Dean. The Office of the Senior Associate Dean will forward the reports to the Academic Issues Hearing Board members, and to the Assistant/Associate Dean for Academic Affairs (unless s/he is the faculty member levying the charge) no later than ten working days before the scheduled hearing. Reports prepared by one party are not shared with the other party unless so decided by the Academic Issues Hearing Board.
3. The Chair of the Academic Issues Hearing Board may convene the Board prior to the hearing to review evidence (including pertinent components of the student's educational record), discuss issues and identify witnesses to call. The Board is not required to call all witnesses identified by either party, but will call all those whom they believe necessary to allow them to make an informed judgment on the case.
4. If the Board feels that the case against the student is without merit, it may dismiss the case at this point.
5. The Academic Issues Hearing Board is charged with reviewing the pertinent facts of the case as presented by the student, faculty member, key witnesses, or available in the student's educational record, and rendering a decision by majority vote. The Chair votes only in the case of a tie.
6. At the start of the hearing, Hearing Board members will be advised of the sensitive and confidential nature of the proceedings by the Chair. The hearing will be recorded in its entirety and, if necessary, transcribed.
7. The Hearing Board has the exclusive right to call and question witnesses. The charged student and faculty member involved in the case do not have the right to be present during the presentation of evidence or the questioning of witnesses.
8. Any advisor/legal counsel for the student who is present at the hearing may only serve in an advisory capacity to the student, and may not introduce evidence, cross-examine witnesses or address the Hearing Board without being permitted to do so by the Chair.
9. After the presentation of evidence, the Board will deliberate and render a decision. If necessary, the Board may recess but should resume deliberations at the earliest possible opportunity. The decision is reached by a majority vote of the Hearing Board.
10. If a student is found innocent of the Academic Misconduct charge, the Academic Issues Hearing Board has the authority to dismiss the case.
11. If a student is found guilty of Academic Misconduct, the Hearing Board has the authority to levy a penalty more severe than that recommended by the faculty member. The Board may not levy a penalty less severe than that recommended by the faculty member if the original penalty was within the faculty member's jurisdiction (up to and including course failure). If the original penalty recommended by the faculty member was outside of his/her jurisdiction (e.g., suspension, dismissal), the Hearing Board has the authority to uphold the penalty or to impose a penalty that is either more or less severe.
12. The Assistant/Associate Dean for Academic Affairs will be notified in writing of the decision of the Hearing Board by the Board Chair. The Assistant/Associate Dean for Academic Affairs shall notify in writing the charged student, the faculty member the Dean, the student's academic advisor, the faculty member's department Chair and any other individuals deemed appropriate by the Hearing Board. A copy of the correspondence will be placed in the student's file maintained in the Office of Academic and Student Affairs.
13. The student may appeal the decision of the Academic Issues Hearing Board to the Dean within ten (10) working days following notification of the decision. Except in cases where a serious

penalty is imposed (serious penalties are defined as expulsion from the University, suspension or a request for withdrawal from the university), the Dean's decision is final. Pending resolution of an appeal, the student's status as a student remains unaltered except in cases where there are reasons relating to the physical or emotional welfare of the student or of others, or reasons involving the safety of persons or property. The decision on student status will be made by the Assistant/Associate Dean for Academic Affairs or his/her designee.

14. If the student is appealing a decision of the Dean that involves a serious penalty, the student may make a written appeal to the Vice President for Health Sciences. The student may make a formal written appeal of a decision of the Vice President for Health Sciences that involves a serious penalty, to the University President. An "Intent to Appeal" form (Appendix C, available from the Office of Academic and Student Affairs) and the written appeal shall be delivered by the student to the office of the Vice President for Health Sciences or the University President. The student shall also deliver copies thereof to the office of the Dean. No hearing will be held in connection with either of these written appeal proceedings. Pending resolution of an appeal, the student's status as a student remains unaltered except in cases where there are reasons relating to the physical or emotional welfare of the student or of others, or reasons involving the safety of persons or property. The decision on student status will be made by the Assistant/Associate Dean for Academic Affairs. The Vice President for Health Sciences and the President shall only recommend a change in the decision made at the lower level of appeal if the decision is arbitrary or capricious or clearly unsubstantiated by the evidence. The President's decision shall be considered final.
15. Copies of all documents pertaining to the case will be entered into the student's permanent record and the permanent record of the Academic Issues Hearing Board after all University based appeals have been exhausted. No documents will be entered into the student's permanent record if the case against the student is found to be without merit.
16. If it is subsequently discovered that false information or evidence was provided by the student either prior to or during the Hearing, regardless of whether the right to a Hearing was waived, the case may be reopened and the Hearing Board will reconsider the case based on the new information. In addition, the provision of false information or evidence will be considered an additional charge. To the extent possible, the original Academic Issues Hearing Board members will be retained on the reconvened Board.
17. The Academic Issues Hearing Board may be called by the Dean to provide counsel on cases of nonacademic misconduct on or other academic issues of concern. In this event, the Board's decision-making authority is suspended, and it serves solely in an advisory capacity to the Dean.

The School reserves the right to modify, deviate from, or make exceptions to this policy at any time, and to apply any such modification, or make any such deviation or exception applicable to any student without regard to date of application, admission, or enrollment. This policy is neither a contract nor an offer to enter into a contract. Each student is responsible for knowledge of the School's policies, as well as for changes promulgated by the School as addenda to this Policy. This policy supersedes all previous versions of the Misconduct Policy. Any changes which are made in the University's Student Handbook will automatically be incorporated into this policy

Appendix B of the electronic version of the policy available on the Office of Academic and Student Affairs website contains the required signature sheet the student must complete acknowledging receipt of the letter outlining the misconduct charge and, when appropriate, to indicate the intention to appeal the charge to the Academic Issues Hearing Board.

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 grade-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.

Portable Computers and Electronic Devices

Portable Computers

All entering full-time students in the School of Pharmacy and Health Professions are issued a portable computer. The portable computer is the property of Creighton University and is on loan to the student while enrolled in course work in the School. The School's Office of eLearning and Academic Technologies is dedicated to supporting the portable computers and all academic technologies.

Portable Electronic Devices

The pharmacy program requires the use of portable electronic devices to deploy drug information applications. All students matriculating to the program must have a smart phone or other portable device to access electronic drug information database apps by the fall of the third year in the program for use during the third and fourth academic years.

Prerequisites—Following Outlined Curriculum

Students are required to take core curriculum courses in sequence. 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 and, when appropriate, from the Instructor of Record.

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. Likewise, students dismissed for reasons of academic or non-academic misconduct may apply for readmission if allowed by the final administrative authority adjudicating their case. 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 Admission 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 Admission 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 admission 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 grade point average. Grades for all other previously completed courses will not be calculated into the readmitted student's professional GPA.

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 academic or 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.

Re-admitted 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.

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 class schedules and instructions for accessing their registration page in the online, N.E.S.T. Registration System. Each entry-level student is administratively registered by the School's Office of Academic and Student Affairs staff for all required courses during the registration period. However, it is the student's responsibility to review their registration on the Registrar's web site and to verify the accuracy of their schedule.

Incoming School students are pre-registered for their required fall semester courses by the SPAHP Office of Academic and Student Affairs. In subsequent semesters students are required to meet with

their academic advisor to discuss enrollment plans and verify academic progress, and to receive the individualized pin number required to access the web-based registration system. Students wishing to enroll in courses requiring instructor consent (e.g., Directed Independent Research courses) must bring a signed Instructor Consent Form to the Office of Academic and Student Affairs in order to receive the course call number required to register.

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 Post-Professional Distance Doctor of Occupational Therapy pathway register through the corresponding Program Director.

Removal from Experiential Education Site

The appropriate Experiential Education Director/Assistant Director and the clinicians/administrators of an experiential education site have the authority to remove students from the site if their performance or behavior compromise patient safety or is disruptive to staff and/or site operations. Any student whose clinical competence and/or attitudes and behaviors are sufficiently deficient or inappropriate so as to warrant removal from a clinical rotation site prior to the completion of the clinical rotation experience will receive a failing (F) or unsatisfactory (UN) grade for that experience.

Required courses in which grades of "F" or "UN" are earned must be repeated at the student's expense in order to graduate. Students earning two grades of F or UN will be dismissed in accordance with the School's Scholastic Standing Policy.

Students are urged to contact their Clinical / Experiential Education Director / Assistant Director at the first sign of difficulty so that problems can be addressed and resolved in a timely and professional manner.

Repeating Courses

A student cannot repeat any course at Creighton University 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 University 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 grade-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 grade points for the higher grade earned (one grade only) will be used to calculate the student's GPA. 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 nontraditional pathway (Occupational Therapy). Permission will be granted only if the external course

is judged equivalent in both breadth and depth to the course offered at Creighton University. The student must submit documentation of course content to the Assistant/Associate Dean for Academic Affairs (traditional students) or the Director of the nontraditional pathway (Occupational Therapy) 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 University 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 University. However, the external course does appear on the Creighton University transcript and the grade earned in the external course is not used to calculate the student's GPA. The Creighton University grade-point average is determined only by work done at Creighton University. Grades and credit earned as a Creighton University undergraduate student for professional coursework will be brought into the professional GPA and earned credits.

Satisfactory/Unsatisfactory 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 grade-point average. The "UN" grade functions as an "F" in computing the grade-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.

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 him or herself of these requirements. A student's academic advisor 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.

Students who encounter personal difficulties/circumstances that could predictably disrupt their course of study for a prolonged period of time should not assume that the requirements of their coursework will be rearranged to accommodate them. It is students' responsibility to communicate proactively with their instructor(s), their academic advisor, and with the Assistant/Associate Dean for Academic Affairs when disruptive situations arise so that the best course of action can be determined. Students in this situation should familiarize themselves with the School's Leave of Absence policy and withdrawal procedures found in the School Catalog. In addition students should engage in honest self-reflection about their ability to not only complete their coursework but also ensure deep, enduring learning during the problematic or disruptive period. Students facing disruptive personal

circumstances who elect to continue in their coursework may not withdraw from courses at the end of the term to avoid failure or a less than optimal course grade.

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. Students should refer to the University's Student Code of Conduct and the School's Student Honor Code, which communicate Creighton's expectations of student behavior.

Taking Courses Outside accepted Pathway

In extraordinary circumstances students may petition to enroll in required courses offered outside of the pathway into which they have been accepted. The process for initiating such petitions, and the administrative authority for acting on them is described below.

Single Courses or Short Term Pathway Change

Students wishing to petition to enroll in a single required course outside of their accepted pathway, or in all required courses outside of their accepted pathway for no longer than one semester, must do the following:

- Ensure that the need is based on an extraordinary circumstance beyond the student's control, and that other approaches to addressing the circumstance would be ineffective or disadvantageous to learning.
- Consult with the academic advisor to secure his/her approval of the request.
- Submit a written petition documenting the need for an isolated or temporary change of pathway to the Assistant/Associate Dean for Academic Affairs. The petition may include a statement from the academic advisor in addition to the student's statement.

Upon receipt of a written petition, the Assistant/Associate Dean for Academic Affairs will consult with the academic advisor and any other individuals deemed important to the ability to reach a decision. The Assistant/Associate Dean for Academic Affairs will communicate the decision to the student and his/her academic advisor in writing, and a copy of the student's petition and the written notification will be retained in the student's file. The decision of the Assistant/Associate Dean for Academic Affairs is final.

If a student's petition to enroll in required courses outside of his/her accepted pathway is approved, all pertinent faculty, department Chairs, School or University Offices, and administrators will be notified by the Assistant/Associate Dean for Academic Affairs.

Pathway Change

Students are expected to complete their professional course of study via the pathway into which they were admitted. A change of pathway is not permitted except in the most compelling of circumstances, and can then only be allowed if there is a vacancy in the class into which the student wishes to transfer. No student will be allowed to change pathways if, by so doing, the enrollment cap on that class would be exceeded.

Students who desire a change of pathway and believe their circumstance is exceptional enough to warrant consideration must explain their situation to the Assistant/Associate Dean for Academic Affairs. The Assistant/Associate Dean will determine whether sufficient evidence exists to consider the request. If the student's situation is not deemed to be compelling, the request will be denied at this point. If the student's situation is deemed worthy of consideration, the student will be asked to consult with the academic advisor and submit a written petition for a change of pathway to the Assistant/Associate Dean for Academic Affairs. The decision of the Assistant/Associate Dean is final, and will be communicated to all appropriate parties as previously described.

NOTE: *Specific instructions for obtaining course overrides, changing sections in a course, and clearing registration holds are available in the Office of Academic and Student Affairs website.*

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 break in the fall and spring semesters, a vacation of approximately three-four weeks between fall and spring semesters, a Thanksgiving recess and an Easter recess. Didactic instruction is also suspended on certain legal holidays (e.g. Memorial Day, Independence Day, Labor Day). Students on clinic assignment may not always be released from clinical 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 (p. 23) in this Catalog for information on individual program schedules.

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

Transcripts

A copy of a student's academic record is called a transcript and is issued by the University Registrar upon signed request, or its equivalent, of the student. Transcript request information is available at the Registrar's Office or on the Registrar's website (<http://creighton.edu/registrar/transcripts>). Copies are not made of transcripts on file from other institutions; any additional copy of these must be requested by the student direct from the original issuing institution.

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 (grades of C- or below are not acceptable) 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 grade-point average of the transfer student will be determined only by work done at Creighton University.

If a student successfully completes a course ("C" or better; grades of C- or below are not acceptable) normally required as part of the professional program as a pre-professional student at Creighton University, the credit and grade for that course will be transferred to that student's professional transcript and computed in the student's professional grade-point average.

Unit of Instruction/Credit Hour Policy

The semester credit hour is the unit of instruction at Creighton University.

One credit hour is constituted by a minimum of one hour of classroom or direct instruction plus a minimum of two hours of out-of-class student work each week for a semester (or its equivalent). Utilizing the Carnegie Unit, "one hour" of instruction or class work equals 50 minutes; a semester is defined as not less than 15 weeks.

An equivalent amount of student work (minimum three hours per week for a semester of combined direct instruction and out-of-class student work) must be represented for a credit hour in other academic activities such as laboratories, internships, practica, studio work and other academic work.

Contact the School or College Dean's Office or the Registrar for Creighton's full Credit Hour Policy.

Withdrawal from 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 (post-professional Occupational Therapy) 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 academic advisor before acting upon the student's petition to withdraw from 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 mid-semester grades are available. A student who drops a course without approval of the Assistant/Associate Dean for Academic Affairs receives a "WF" for the course (failure because of unauthorized withdrawal). A student registered in a specific course who simply decides to quit attending class without completing the proper paperwork will be assigned a grade of AF (failure due to excessive absences). Both the WF and AF grades are grounds for probation.

Students are considered full-time students and pay the flat-rate tuition regardless of the number of hours taken

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 withdrawal. A withdrawal letter complete with all of the necessary clearances is sent electronically to all offices including the Business Office and the Registrar's Office.

Entry-level and post-professional 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.**

A student withdrawing from the University during any semester 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 Leave of Absence (p. 111) guidelines).

Refer to the Refund Schedule (p. 62) for information about withdrawals and refunds.

Pharmacy Program

The Pharmacy 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, assists in the management of the patient therapy by gathering information from the patient record, the patient, other health professionals and other resources. Pharmacy practice also includes 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, some own a private community practice, and others are managers in hospitals. Pharmacists who elect to go on for advanced training in the form of a residency or graduate education beyond the PharmD degree may choose 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 have the professional responsibility to improve the patient's quality of life through proactive development, implementation and monitoring of therapeutic care plans. The knowledge and level of patient care provided by pharmacists necessitates education at the doctoral level. Creighton University instituted a Doctor of Pharmacy (Pharm.D.) degree program in 1976 and offered it exclusively to entering students beginning in 1994. Doctor of Pharmacy graduates who have accumulated a sufficient number of internship hours are eligible to sit for the North American Pharmacist Licensure Examination (NAPLEX) and the Multistate Pharmacy Jurisprudence Examination (MPJE). Successful completion of the NAPLEX and MPJE is required for licensure in all states.

Creighton University has continued to show its leadership in pharmacy education by establishing the first distance pathway to earn the Doctor of Pharmacy degree in 2001. This innovative pathway mirrors the traditional campus pathway, but allows students to take didactic classes over the Internet from wherever they live. In addition, distance pathway students may be assigned to mentors in each course who will assist, guide and encourage them. Distance students are required to come to campus for a short time each summer for hands-on laboratory experiences in an accelerated fashion. Distance student complete rotations during their fourth year at practice sites arranged by the Office of Experiential Education.

Doctor of Pharmacy Degree and Curriculum

Educational Outcomes for Pharmacy Graduates

Creighton University pharmacy graduates must possess knowledge, skills, attitudes, and values to provide patient-centered care. Graduates must be able to provide patient care and serve target

populations in cooperation with patients, prescribers, other members of interprofessional health care teams, and the community based upon sound therapeutic principles, evidence-based data, and research skills. In this regard, graduates must demonstrate competence in the following areas:

1. Ignatian Values - Demonstrate Ignatian values by respecting ethnic and cultural diversity, the inalienable worth of each individual, and the importance of family life.
2. Professionalism, Citizenship, and Leadership - Contribute to the profession and society by demonstrating professionalism, citizenship, and leadership.
3. Critical Thinking – Apply critical thinking skills to support evidence based pharmacy practice.
4. Communication - Communicate and collaborate effectively with patients, care givers, other health care professionals, and members of the community.
5. Patient Assessment - Obtain, interpret, and evaluate patient information to determine the presence of a disease, medical condition, or drug-related problem(s), assess the need for treatment and/or referral, and identify patient-specific factors that affect health, pharmacotherapy, and/or disease management.
6. Medication Therapy Management:
 - a. Manage the drug regimen by monitoring and assessing the patient and/or patient information, recommending drug changes that enhance patient outcomes, collaborating with other health care professionals, providing patient education and documenting patient information and intervention(s).
 - b. Develop and implement population-specific, evidence-based disease management programs and protocols.
7. Dispensing Medications -Dispense drug products consistent with patient needs and patient safety in harmony with the law.
8. Drug Information - Ascertain the request for information, retrieve, evaluate, and manage drug and medical information to provide and promote optimal health care.
9. Public Health - Collaborate with health professionals and community groups to promote wellness, prevent disease, and manage medical conditions and reduce health disparities through education, advocacy, and other activities at the population and individual patient levels.
10. Health Systems - Explain and apply the principles and resources associated with pharmacy management, drug distribution, third party payment systems, and participate in interdisciplinary healthcare administrative activities.

Campus Pathway

The campus 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 rotations during the summer prior to the last year of the program. A full semester of tuition is charged for the summer rotation experience.

Doctor of Pharmacy Curriculum (Pharm.D.)

First Professional Year

Fall		Credits
BMS 301	Biochemistry	3
PHA 312	Professional Development and Experience I	1.5

PHA 313	Calculations in Pharmacy Practice	2
PHA 317	Pharmaceutics I: Physicochemical Principles of Drugs	3
PHA 320	Communication Skills	2
PHA 359	Dispensing and Patient Care I	3
OTD 215	Medical Terminology	1
IPE 400	Introduction to Collaborative Care	0.5
Term Credits		16
Spring		
BMS 404	Human Physiology	3
MIC 541	Medical Microbiology and Immunology	3
PHA 443	Basic Pharmacokinetics	2
PHA 314	Professional Development and Experience II	1.5
PHA 321	Health Systems and Patient Safety	3
PHA 339	Pharmaceutics II - Pharmaceutical Dosage Forms and Drug Delivery Systems	3
PHA 470	Pharmacy-Based Immunization Delivery (1/2 Campus Class)	0-1
Term Credits		15.5-16.5
Second Professional Year		
Fall		
PHR 241	Pharmacology I	4.5
PHA 326	Patient Assessment	2
PHA 333	Introductory Pharmacy Practice Experience II ¹	3
PHA 337	The Chemical Basis of Drug Action I	2.5
PHA 338	Professional Development Seminar III	1
PHA 413	Pharmacotherapeutics I: Nonprescription/Self Care	5
PHA 470	Pharmacy-Based Immunization Delivery (1/2 Campus Class)	0-1
Term Credits		18-19
Spring		
PHR 242	Pharmacology II	4.5
PHA 414	Pharmacotherapeutics II	7

PHA 447	Chemical Basis of Drug Action II	2.5
PHA 469	Dispensing and Patient Care II	2
Term Credits		16
Third Professional Year		
Fall		
PHA 350	Introduction to Research Methods and Biostatistics	2
PHA 351	Foundations of Public Health	2
PHA 415	Pharmacotherapeutics III	7
PHA 430	Immunopharmacology and Biotechnology	2
PHA 433	Introductory Pharmacy Practice Experience III ¹	2
PHA 442	Pharmacy Practice Management	3
Term Credits		18
Spring		
PHA 416	Pharmacotherapeutics IV	7
PHA 489	Dispensing and Patient Care III	2
PHA 448	Professional Development Seminar IV	1
PHA 454	Pharmacy Practice Law	3
PHA 456	Ethics in the Health Care Professions	3
PHA 458	Literature Evaluation and Evidence-Based Practice	3
Term Credits		19
Fourth Professional Year		
Fall		
Rotations (3)		15
Term Credits		15
Spring		
Rotations (3)		15
Term Credits		15
Summer		
Rotations (2)		10
Term Credits		10
Total Credits:		142.5-144.5

¹ Taken the preceding Summer

Distance Pathway

The distance pathway for the Doctor of Pharmacy degree requires nine semesters of professional course work (thirteen semesters including the two years of pre-pharmacy courses). The courses covered in this pathway are the same as in the campus pathway, however, the laboratory component of some courses are completed during required summer sessions. 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 pathway, students are required to attend rotations during the summer prior to the last year of the program. The tuition for the distance pathway is assessed identically to the campus program. The overall tuition and fees are nearly identical for the total program, regardless of the pathway.

Doctor of Pharmacy Curriculum (Pharm.D.)

First Professional Year

		Credits
Fall		
Welcome Week Orientation and Technology Training		0
BMS 301	Biochemistry	3
PHA 312	Professional Development and Experience I	1.5
PHA 313	Calculations in Pharmacy Practice	2
PHA 317	Pharmaceutics I: Physicochemical Principles of Drugs	3
PHA 320	Communication Skills	2
PHA 359	Dispensing and Patient Care I	3
OTD 215	Medical Terminology	1
		Term Credits
		15.5
Spring		
BMS 404	Human Physiology	3
MIC 541	Medical Microbiology and Immunology	3
PHA 443	Basic Pharmacokinetics	2
PHA 314	Professional Development and Experience II	1.5
PHA 321	Health Systems and Patient Safety	3
PHA 339	Pharmaceutics II - Pharmaceutical Dosage Forms and Drug Delivery Systems	3
		Term Credits
		15.5
Second Professional Year		
Fall		
PHR 241	Pharmacology I	4.5

PHA 326	Patient Assessment	2
PHA 333	Introductory Pharmacy Practice Experience II ¹	3
PHA 337	The Chemical Basis of Drug Action I	2.5
PHA 338	Professional Development Seminar III	1
PHA 413	Pharmacotherapeutics I: Nonprescription/Self Care	5
PHA 470	Pharmacy-Based Immunization Delivery ²	1
Term Credits		19
Spring		
PHR 242	Pharmacology II	4.5
PHA 414	Pharmacotherapeutics II	7
PHA 447	Chemical Basis of Drug Action II	2.5
PHA 469	Dispensing and Patient Care II ²	2
Term Credits		16
Third Professional Year		
Fall		
PHA 350	Introduction to Research Methods and Biostatistics	2
PHA 351	Foundations of Public Health	2
PHA 415	Pharmacotherapeutics III	7
PHA 430	Immunopharmacology and Biotechnology	2
PHA 433	Introductory Pharmacy Practice Experience III ¹	2
PHA 442	Pharmacy Practice Management	3
Term Credits		18
Spring		
PHA 416	Pharmacotherapeutics IV	7
PHA 448	Professional Development Seminar IV	1
PHA 454	Pharmacy Practice Law	3
PHA 456	Ethics in the Health Care Professions	3
PHA 458	Literature Evaluation and Evidence-Based Practice	3
PHA 489	Dispensing and Patient Care III ²	2
Term Credits		19

Fourth Professional Year**First Semester (Summer)**

Rotations (2)	10
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Term Credits	10
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Second Semester (Fall)

Rotations (3)	15
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Term Credits	15
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Third Semester (Spring)

Rotation (3)	15
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Term Credits	15
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Total Credits:	143
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¹ Course taken in preceding summer semester.

² Course taken the following summer.

Elective Requirements

Within the first six semesters of the program, a total of four (4) professional elective hours must be successfully completed. These electives will relate to the practice of pharmacy (e.g., PHA, IPE) or meet the needs of individual dual tracks (e.g., Master of Business Administration and Master of Science in Pharmaceutical Sciences). For courses not meeting these criteria or courses taken outside Creighton University (transient study), a pre-approval process will be conducted by the Assistant/Associate Dean for Academic Affairs. Non-Creighton courses must be taken at a four year institution. Students will not progress to rotations in the last three semesters of the program until these requirements are met.

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.

Rotation Requirements

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

PHA 510	Community Advanced Pharmacy Practice Experience	5
PHA 511	Hospital Advanced Pharmacy Practice Experience	5
PHA 512	Acute Care Advanced Pharmacy Practice Experience	5
PHA 515	Drug Information Advanced Pharmacy Practice Experience	5
PHA 516	Ambulatory Care Advanced Pharmacy Practice Experience	5

The remaining three (3) rotations are elective but must be selected so as to provide a variety of professional experiences. Students are encouraged to enroll in rotations 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 Advanced Pharmacy Practice Experience	5
PHA 521	Community Management Advanced Pharmacy Practice Experience	5
PHA 522	Advanced Community Advanced Pharmacy Practice Experience	5
PHA 523	Long Term Care Advanced Pharmacy Practice Experience	5
PHA 524	Elective Ambulatory Care Advanced Pharmacy Practice Experience	5
PHA 525	Informatics Advanced Pharmacy Practice Experience	5
PHA 526	Home Infusion Advanced Pharmacy Practice Experience	5
PHA 527	Compounding Advanced Pharmacy Practice Experience	5
PHA 528	Institute For Latin American Concerns (ILAC) Advanced Pharmacy Practice Experience	5
PHA 529	International Advanced Pharmacy Practice Experience	5
PHA 530	Emergency Medicine Advanced Pharmacy Practice Experience	5
PHA 531	Medication Safety Advanced Pharmacy Practice Experience	5
PHA 532	Public Health Advanced Pharmacy Practice Experience	5
PHA 533	Organization Management Advanced Pharmacy Practice Experience	5
PHA 534	Medication Therapy Management (MTM) Advanced Pharmacy Practice Experience	5
PHA 535	Academic Advanced Pharmacy Practice Experience	5
PHA 537	Community Health Engagement Advanced Pharmacy Practice Experience	5
PHA 538	Managed Care Advanced Pharmacy Practice Experience	5
PHA 540	Elective Hospital Advanced Pharmacy Practice Experience	5
PHA 541	Hospital Management Advanced Pharmacy Practice Experience	5
PHA 542	Elective Drug Information Advanced Pharmacy Practice Experience	5
PHA 543	Poison Center Advanced Pharmacy Practice Experience	5
PHA 545	Nuclear Medicine Advanced Pharmacy Practice Experience	5
PHA 546	Veterinary Advanced Pharmacy Practice Experience	5
PHA 550	Industry Advanced Pharmacy Practice Experience	5
PHA 551	Research Advanced Pharmacy Practice Experience	5
PHA 560	Elective Acute Care Advanced Pharmacy Practice Experience	5
PHA 563	Infectious Disease Advanced Pharmacy Practice Experience	5
PHA 565	HIV/Aids Advanced Pharmacy Practice Experience	5
PHA 566	Hematology/Oncology Advanced Pharmacy Practice Experience	5
PHA 568	Critical Care Advanced Pharmacy Practice Experience	5
PHA 569	Cardiology Advanced Pharmacy Practice Experience	5
PHA 570	Psychiatry Advanced Pharmacy Practice Experience	5
PHA 572	Pediatrics Advanced Pharmacy Practice Experience	5
PHA 573	Nutrition Support Advanced Pharmacy Practice Experience	5

PHA 574	Neurology Advanced Pharmacy Practice Experience	5
PHA 575	Patient Care Discharge Advanced Pharmacy Practice Experience	5

In order to satisfy the requirements for graduation, the 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 Pharm.D. curriculum;
- all required elective courses

A cumulative grade-point average of not less than 2.00 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).

To participate in Commencement a candidate must submit an application for degree from the Registrar's website by the University deadline.

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.

Courses

IPE 400. Introduction to Collaborative Care. .5 credits.

This course is an introduction to the concepts of interprofessional collaborative practice preparing students across the health sciences to engage in interprofessional education and practice activities during their tenure at Creighton and beyond. In this course health sciences students will gain knowledge in the Core Competencies for Interprofessional Collaborative Practice, versed in the basics of team work in the context of health care and begin to develop skills in team-based clinical reasoning. P: To be determined by each department.

IPE 410. Interprofessional Foundations in Patient Safety. 2-4 credits.

This course is designed to educate health professions students about the fundamental core knowledge of patient safety. Faculties representing various disciplines teach the content from a patient-centered focus within an inter-professional framework. Concepts of safe systems will serve as an over arching principle to patient safety. By engaging in a series of modules complimented by case-based exercises, participants will learn the scope of the problem of patient safety, and acquire the skills to foster a culture of continuous learning and incorporation of patient safety best practices and improvements in their own individual professional practices.

IPE 411. CLARION Case Competition Preparation. 1 credit.

The focus of this one credit hour course is to prepare for the CLARION Case Competition at University of Minnesota. The individuals in this course will work in a 4-person interprofessional health care team to examine and develop solutions to a case provided by CLARION at University of Minnesota. Students will seek out assistance from CLARION Mentors, who are Creighton faculty members, designated to provide mentorship and advice to the members of the interprofessional team as needed in preparation for the case competition. P: IC.

IPE 412. Cultural Immersion and Experiential Learning in China. 2-3 credits.

The focus of this course is to increase participants' cultural competency and facilitate their leadership development for societal and global concerns through interprofessional experiential learning in China. Participants will engage in a series of seminars centered on preparation for successful experiential learning in China prior to a week-long international experience. Through immersion and engagement in various professional activities such as observation, advocacy for evidence-based rehabilitation practice and consultation, participants are expected to enhance cultural competency and foster leadership skills for international health concerns. Such an experiential learning immersion will prepare participants to provide culturally sensitive care and assume leadership roles at the international level. A professional dissemination of the experiential learning experience is expected at the end of the course. P: IC.

IPE 413. Developing Care for a Vulnerable Population: An Interprofessional Collaborative Approach-Health Promotion. 1 credit.

This course will provide students an opportunity to collaborate to address community identified health needs in partnership with a community partner. The focus of the course is to implement interprofessional collaborative care to address health status of a population in a community setting. P: Nursing - enrollment in graduate nursing; Physical Therapy, Occupational Therapy, and Pharmacy - successful completion of second year of professional curriculum.

PHA 300. Pharmacogenomics in Disease Management. 2 credits. (Elective)

Many patients fail to respond completely to the drugs they are given, and others manifest often severe adverse effects. Obviously, a better fundamental understanding of the nature of genetic predisposition to diseases as well as drug action is essential for future progress in healthcare. Drugs may interact specifically and selectively with the genetic properties of an individual. Pharmacogenomics predicts how an individual's genetic inheritance will affect the body's response to drugs. This course will deal with fundamental concept of pharmacogenomics, its application to disease management and patient care, and future trends.

PHA 303. Lifestyle Medicine in Pharmacy Practice. 1 credit. (Elective)

This course discusses basic lifestyle medicine activities of nutrition, physical activity, weight control, tobacco cessation, sleep success, stress management, alcohol moderation and health behavior change. These lifestyle modification activities are applied to healthy individuals and patients with chronic diseases in the pharmacy practice setting to prevent disease and/or the progression of disease. The course is designed to be discussion and application based so students have ample practice implementing these lifestyle modification activities.

PHA 312. Professional Development and Experience I. 1.5 credit.

Professional Development and Experience is a course during the first curricular year that introduces and reinforces basic pharmacy practice elements and professionalism. The experiential component introduces students to the pharmacist's role in various pharmacy practice environments through shadowing and observing pharmacists in community, hospital, and various specialty practice settings. Students will have opportunities for professional growth and development through attending professional meetings and participating in health related service followed by reflection on their experiences. The top 100 prescription drugs will be introduced by the students learning the trade name, generic name, and pharmacologic class. Core Ignatian Values are introduced and thoughtful reflection is utilized to increase student self-awareness as the basic foundation for becoming a reflective practitioner.

PHA 313. Calculations in Pharmacy Practice. 2 credits.

This course prepares students to perform calculations as they pertain to the chemistry and biochemistry of pharmaceuticals, prescription preparation, extemporaneous compounding, drug administration, and dosage adjustments based on patient-specific parameters.

PHA 314. Professional Development and Experience II. 1.5 credit.

Professional Development and Experience is a course during the first curricular year that introduces and reinforces basic pharmacy practice elements and professionalism. The experiential component introduces students to the pharmacist's role in various pharmacy practice environments through shadowing and observing pharmacists in community, hospital, and various specialty practice settings. Students will have opportunities for professional growth and development through attending professional meetings and participating in health related service followed by reflection on their experiences. The top 200 prescription drugs will be introduced by the students learning the trade name, generic name, and pharmacologic class. Core Ignatian Values are introduced and thoughtful reflection is utilized to increase student self-awareness as the basic foundation for becoming a reflective practitioner. P: PHA 312.

PHA 317. Pharmaceutics I: Physicochemical Principles of Drugs. 3 credits.

This course provides foundation to understand and apply physicochemical concepts to current drug entities as well as future therapeutic agents to obtain better therapeutic outcomes. The concept of solubility and partitioning will be discussed in terms of drug release and its bioavailability. The principles of pharmaceutical sciences involved in drug design and dosage form properties, formulation development and delivery, drug stability and storage, and drug kinetics (absorption, distribution, and excretion) will be introduced.

PHA 320. Communication Skills. 2 credits.

The course establishes a framework and demonstrates concepts that are essential for effective communication in pharmacy settings. Emphasis is placed on developing effective, empathic, and assertive communication between pharmacists, patients and interdisciplinary colleagues. Active learning techniques provide an opportunity for practice and feedback.

PHA 321. Health Systems and Patient Safety. 3 credits. SP

This course examines various structural, economic, service delivery, professional, and patient factors that influence contemporary pharmacy practice in a variety of settings. This course emphasizes development of a culture of best practices in patient safety. This course includes concepts of safe patient care systems in health care delivery as well as public health principles and practices in the context of public responsibility.

PHA 326. Patient Assessment. 2 credits.

This course instructs the student how to methodically obtain and evaluate subjective and objective patient information for all of the body systems. Students learn specific patient interviewing skills and questions in order to appropriately obtain subjective information. Students also learn theoretical and practical aspects of objective patient information including physical examination and clinical laboratory data. Patient case scenarios are utilized to assist students in comparing and contrasting normal from abnormal physiologic functioning and to expose them to patient assessment skills that are commonly used to provide pharmaceutical care. P: MIC 541, OTD 215, PHA 320 and BMS 404.

PHA 333. Introductory Pharmacy Practice Experience II. 3 credits.

Introductory Pharmacy Practice Experience (IPPE) II will provide second-year pharmacy students with an eighty-hour (two-week block) experience in a community pharmacy practice setting. Students will actively participate in community pharmacy practice activities such as prescription processing, medication dispensing, communicating with patients and healthcare professionals, as well as working with inventory control procedures. Students will also have opportunities for professional growth and development through attending professional meetings, participating in health related service, and reflecting upon their experiences. IPPE II will prepare students for future pharmacy practice experiences. This course is graded Satisfactory/Unsatisfactory. P: PHA 314.

PHA 337. The Chemical Basis of Drug Action I. 2.5 credits.

The Chemical Basis of Drug Action emphasizes the relevance of chemistry to contemporary pharmacy practice. The course integrates chemical, biochemical and physiological principles to derive structure-activity relationships for commonly encountered drugs that explain the scientific rationale for their therapeutic use. Active learning strategies are utilized to help learners develop the skills necessary to provide a scientific basis for patient-centered therapeutic decision-making. P: BMS 301; CO: PHR 241.

PHA 338. Professional Development Seminar III. 1 credit.

Professional Development Seminar III continues to introduce and reinforce basic pharmacy practice elements and professionalism. Competency is expanded to include the top 100 prescription drugs in which students learn the trade name, generic name, pharmacologic class, FDA indications, available dosage forms, and common patient counseling information. Ignatian Values are reinforced through discussion and reflection regarding the student's calling to the pharmacy profession. Concepts and techniques to gather and record patient data are introduced. P: PHA 314.

PHA 339. Pharmaceutics II - Pharmaceutical Dosage Forms and Drug Delivery Systems. 3 credits.

This course provides an introduction to different pharmaceutical dosage forms and drug delivery systems. This course comprises non-sterile drug delivery systems, including solid, liquid, semi-solid, aerosol, transdermal, and emerging delivery systems. This course will also emphasize the biopharmaceutical aspects of delivery systems. The concepts and applications of non-sterile compounding of dosage forms will be introduced. P: PHA 317 and BMS 404; P or CO: PHA 313.

PHA 340. Native American Culture and Health. 2 credits. (Elective)

This course allows students to learn firsthand about the culture and health care practices of Native Americans by participating in seminars offered by Native tribal and spiritual leaders, healers, and others who work with Native populations in promoting wellness and pride in culture. Students will participate in the course with other SPAHP students enrolling in the elective course PHA 341.

PHA 341. Learning Through Reflective Service: Native American Experience. 2 credits. (Elective)

This course allows students to learn firsthand about the culture and health care practices of Native Americans through focused, reflective study and professional and community-related service activities. One week of guided on-site experience at a Native American reservation or urban community is preceded by the establishment of learning goals, readings, independent study, group discussion and reflection. Following the service week, students engage in further reflection to make meaning of the experience, present an oral reflection on the lessons learned from the experience and a seminar on their experience to interested Creighton students and faculty, and explore career opportunities in the Public Health Service.

PHA 347. Professional Seminar. 1 credit. (Elective)

This 1-credit course is designed to assist students in becoming strategic learners. The course will explore strategies or approaches that enable one to better learn, understand and retain what is being taught, and the ways to manage one's time and life in the new environment of professional school. Ideas from educational psychology, cognitive psychology, and various academic disciplines are presented in order to improve students' learning ability in professional school.

PHA 350. Introduction to Research Methods and Biostatistics. 2 credits.

Students will identify and interpret research questions, hypotheses, variables, sampling methods, research designs, as well as, descriptive and inferential statistics. The emphasis is to evaluate and assess the validity and significance of these research components so there is appropriate interpretations of research results. The goal is for students to become critical readers and users of research so they can practice evidence-based pharmacy and contribute to pharmacy's knowledge base. Students will learn to interpret the validity and the statistics of a research report, but will not necessarily learn to conduct research or perform statistical calculations.

PHA 351. Foundations of Public Health. 2 credits. FA

This course introduces principles and practice of public health, from population and patient care perspectives. Key epidemiologic and public health terminology is covered. Pharmacy applications of core functions and essential services of public health are addressed. Partnership opportunities in collective efforts to optimize public health are explored. P: PHA 321.

PHA 359. Dispensing and Patient Care I. 3 credits.

DPC I covers a wide range of topics related to pharmacy practice. These include an introduction to drug information resources, sterile compounding, prescription processing and dispensing, patient encounters and counseling, therapeutic outcomes, communication, patient safety (e.g., medication errors and risk management), and other pharmacy practice related issues. Students are prepared to apply knowledge and skills in both community and institutional settings with a focus on pharmacy care.

PHA 362. Ocular Pharmacology and Therapeutics. 1 credit. (Elective)

This course will provide an overview of basic concepts of physiology, biochemistry and anatomy of the eye to facilitate an understanding of the etiology and pharmacological management of various ocular diseases. The following ophthalmic disorders will be covered: glaucoma, Dry Eye Syndrome, cataract, diabetic retinopathy and age-related macular degeneration. This course is open to P1 through P3 students in both the campus and distance pathways.

PHA 363. Introduction to Pharmaceutical Materials Sciences. 1 credit. (Elective)

This course provides an introduction to the excipients or inactive ingredients involved in pharmaceutical preparations. The physicochemical, toxicologic, and regulatory properties of common excipients will be discussed. In addition, the functional roles of common pharmaceutical excipients will be discussed. P: PHA 317 and PHA 327.

PHA 375. Introduction to Online Information Retrieval. 1 credit. (Elective)

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. Alcoholism, Addiction and Other Substance-Related Disorders. 3 credits. (Elective)

A study of alcoholism and other substance-related disorders, including etiology, addiction, prevention, and treatments. Special emphasis is given to the disease concept of these disorders, intervention techniques, 12-step programs, dysfunctional families, codependence, adult children, policies relating to impaired professionals, and the impact of alcohol and drug use on society.

PHA 381. Health Informatics. 2 credits. (Elective)

This course is designed to provide students with an overview of health technologies currently being used in health care practice, with a focus on their use and impact on care delivery. This includes improvements in safety, quality, and efficiency of care, as well as, negative consequences resulting from increased complexity of health care. This course also presents a national look at the focus on health information technologies and addresses future informatics needs in health care.

PHA 388. Integrative Medicine. 2 credits. (Elective)

Evidence-based principles will be used to explore the integration of complementary and alternative medicine (CAM) and pharmacy practice. Ethical considerations relative to CAM therapies will be discussed. Nutraceutical products utilized in the care of selected patient populations will be investigated. Students will be given the opportunity to participate in making a lifestyle change using some of the techniques and activities associated with course topics and activities.

PHA 390. Applied Medical Terminology for Student Pharmacists. 2 credits. (Elective)

This elective course utilizes a medical specialties approach to reinforce and apply medical terminology with a special focus on the profession of pharmacy. Course content includes a basic review of the medical vocabulary associated with the anatomy and physiology of each body system; study of medical terminology related to pathologies and diagnostic procedures; and the most common drugs used to treat these pathologies. As opposed to simply memorizing vocabulary words, the course offers students opportunities to participate in active learning exercises that will challenge them to apply medical terminology in medical reports and/or case studies.

PHA 391. Scientific Foundations of Drug Action. 2 credits. (Elective)

This course is designed to reinforce and deepen understanding of concepts and principles in organic chemistry, biochemistry, and mathematics as they apply to the evaluation of drug action. Content mastery will be facilitated through active learning and group work, and made professionally meaningful through reflection.

PHA 397. Directed Study. 1-6 credits. (Elective)

An opportunity for motivated students to become involved in a research project or topic study under the direction and guidance of a faculty member. This study may be in any area of pharmacy practice. A maximum of six semester hours may be taken. Graded Satisfactory/Unsatisfactory. P: IC.

PHA 398. Developmental Biology Research Elective. 2 credits. (Elective)

This course provides students with the opportunity to become involved in a research experience in the areas of developmental biology, teratology and toxicology through the use of a virtual laboratory. P: IC.

PHA 399. Directed Independent Research I. 1-6 credits. (Elective)

This course provides students with the opportunity to become involved in a research project under the guidance of a faculty member. The course is repeatable to a maximum of six hours.

PHA 400. Tobacco Addiction and Cessation. 1 credit. (Elective)

The Tobacco Addiction and Cessation course provides general instruction regarding tobacco and nicotine, including etiology, addiction, and treatments. Special emphasis is given to the disease concept, the impact of tobacco products on society, treatment techniques, and cessation aids. Students will learn how to develop and conduct a patient treatment program. Successful completion of this course will result in a certificate of completion. P: PTG 105.

PHA 403. Cultural Proficiency for Health Care Professionals I. 2 credits. (Elective)

This course addresses the need for cultural proficiency for health care professionals. The course provides the students an opportunity to explore the cultural factors that influences their own interaction with the health care system in the United States and with health care providers. The course also addresses how a patient's cultural beliefs, values, practices, religion and language affect the relationship with healthcare providers. Further, this course will provide several activities on how to utilize this knowledge to develop awareness and respect for other cultures in order to implement a culturally proficient care plan. P: PHA 320.

PHA 404. Cultural Proficiency for Health Care Professionals II. 1 credit. (Elective)

This experiential experience addresses and builds on knowledge gained in the cultural proficiency for health care professionals I. One or two students will be selected to participate in a human relations/social justice leadership camp for high school or college students for four days. The experience will challenge the students to apply the knowledge gained and to refine critical skills deemed necessary to interact with individuals with different cultural beliefs, values, practices, religions and languages. P: PHA 403 or IC.

PHA 405. Cultural Proficiency for Health Care Professionals III. 2 credits. (Elective)

This course addresses and builds on knowledge gained in the cultural proficiency for health care professionals I. One or two students will be selected to participate in a human relations/social justice leadership camp for high school students for seven days in the summer. The experience will challenge the students to apply the knowledge gained and to refine critical skills deemed necessary to interact with individuals with different cultural beliefs, values, practices, religions and languages. P: PHA 403 or IC.

PHA 410. Third World Cultures and Health Care (ILAC Service). 3 credits. (Elective)

This service course allows students to learn about the culture and health care practices of a third world country through professional and community-related service activities. The 5-6 week summer service experience during the months of June and July in the Institute for Latin American Concern (ILAC) Summer Program has a major focus on the team approach to episodic health-care problems. This unique experience affords the student the opportunity to participate in the inter-disciplinary assessment, planning, implementation and evaluation of health care delivery and education in a Third World country, under the direction of faculty. Students present an oral reflection on the lessons learned from the experience and a seminar on their experience to interested Creighton students and faculty. The student has to apply and be accepted to the ILAC Summer Program. There are informational meetings about the ILAC Summer Program each year during the fall semester (September/October). Interested students must submit an application to the ILAC Omaha Office by November 1st for the following summer program. An interview is scheduled and accepted participants are notified electronically before Thanksgiving break. Pharmacy students will be competing for the 18-24 'ayudante' (helper) positions with students from other colleges, universities, and professionals. P: OTD 330 or equivalent Application and acceptance to ILAC Summer Program.

PHA 413. Pharmacotherapeutics I: Nonprescription/Self Care. 5 credits.

This course introduces students to concepts and products intended for self-care. Students are expected to assess patients, make therapeutic recommendations and model professional behavior in the application of their knowledge to patient care situations. P: MIC 541, BMS 404, PHA 327, PHA 328, PHA 323.

PHA 414. Pharmacotherapeutics II. 7 credits.

This course provides in-depth instruction into the pharmacotherapeutic management of major medical diseases with the incorporation of pathophysiologic, pharmacologic and pharmacokinetic principles in a comprehensive medication therapy management model. Emphasis is placed on the efficacy, safety, and cost-effectiveness of drug therapy in 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; PHA 326; PHA 337; PHA 413; PHA 443.

PHA 415. Pharmacotherapeutics III. 6 credits.

This continuation of Pharmacotherapeutics II continues to provide in-depth instruction into the pharmacotherapeutic management of major medical diseases with continued incorporation of pathophysiologic, pharmacologic and pharmacokinetic principles in a comprehensive medication therapy management model. P: PHR 242, PHA 447, and PHA 414.

PHA 416. Pharmacotherapeutics IV. 6 credits.

This continuation of Pharmacotherapeutics III continues to provide in-depth instruction into the pharmacotherapeutic management of major medical diseases with continued incorporation of pathophysiologic, pharmacologic and pharmacokinetic principles in a comprehensive medication therapy management model. P: PHR 242, PHA 447, PHA 414 and PHA 415.

PHA 430. Immunopharmacology and Biotechnology. 2 credits.

Students will identify and interpret research questions, hypotheses, variables, sampling methods, research designs, as well as, descriptive and inferential statistics. The emphasis is to evaluate and assess the validity and significance of these research components so there is appropriate interpretations of research results. The goal is for students to become critical readers and users of research so they can practice evidence-based pharmacy and contribute to pharmacy's knowledge base. Students will learn to interpret the validity and the statistics of a research report, but will not necessarily learn to conduct research or perform statistical calculations. P: PHR 242.

PHA 433. Introductory Pharmacy Practice Experience III. 2 credits.

Introductory Pharmacy Practice Experience (IPPE) 3 will provide third-year pharmacy students with an eighty-hour (two-week block) experience in a hospital pharmacy practice setting. Students will actively participate in hospital pharmacy practice activities such as processing of medication orders, preparing and dispensing of medications, communicating with other healthcare professionals, as well as working with inventory control procedures. Students will also have opportunities for professional growth and development through attending professional meetings, participating in health related service, and reflecting upon their experiences. IPPE 3 will prepare students for future pharmacy practice experiences. Graded Satisfactory/Unsatisfactory. P: PHA 333.

PHA 442. Pharmacy Practice Management. 3 credits.

This course is designed to prepare students for the various roles of management in pharmacy practice they may be required to assume regardless of future position or practice setting. Management principles that are introduced, developed and demonstrated include operations management, financial analysis, human resource management, marketing, management of traditional pharmacy goods and services, management of value added pharmacy services, and risk management. Students will be introduced to these concepts, and asked to apply them by demonstrating business planning and pharmacy service implementation. P: PHA 321.

PHA 443. Basic Pharmacokinetics. 2 credits. SP

Pharmacokinetics is the mathematically-based study of drug movement in biological systems. This course provides a fundamental introduction to the basic pharmacokinetic principles of absorption, distribution, metabolism, and excretion. The practical application of these principles informs patient-specific therapeutic decisions. P or CO: PHA 313.

PHA 447. Chemical Basis of Drug Action II. 2.5 credits.

The Chemical Basis of Drug Action emphasizes the relevance of chemistry to contemporary pharmacy practice. The course integrates chemical, biochemical and physiological principles to derive structure-activity relationships for commonly encountered drugs that explain the scientific rationale for their therapeutic use. Active learning strategies are utilized to help learners develop the skills necessary to provide a scientific basis for patient-centered therapeutic decision-making. P: BMS 301, PHR 241, PHA 337; CO: PHR 242.

PHA 448. Professional Development Seminar IV. 1 credit.

Professional Development Seminar IV continues to introduce and reinforce elements of pharmacy practice and professionalism. Ignatian Values are reinforced through discussion and reflection regarding the student's discernment about their role in the pharmacy profession. Specialized post-graduate training opportunities will be reinforced. Graded Satisfactory/Unsatisfactory. P: PHA 338.

PHA 451. Advanced Critical Care Elective. 2 credits. (Elective)

The Advanced Critical Care elective course provides in-depth advanced instruction concerning the pharmacotherapeutic management of commonly encountered critical care diseases. Emphasis is placed on the efficacy, safety, and comparative value of drug therapy in this highly specialized practice area. Didactic knowledge of physiology, pharmacology, and drug therapy management is applied to disease states specific to this population. Didactic instruction is combined with practice case studies and interactive discussions concerning critical care pharmacy-related issues. P: PHA 413, 414, and 415.

PHA 452. Pharmacoeconomics. 2 credits. (Elective)

This course will focus on the application of economic principles and trends applied to the pharmaceutical market. The student will be introduced to common economic evaluation methods (e.g., cost-benefit, cost-effectiveness, cost-utility) as applied to pharmaceutical products and services. Quality of life and outcomes research are explored. Other topics to be covered are: decision tree analysis, epidemiology and pharmacoeconomic research, pharmacoeconomic research in clinical trials, pharmacoeconomic research in community pharmacy practice, pharmacoeconomic research in medical centers, and pharmacoeconomics in the management of drug benefit programs (e.g., formulary development) The course will rely on the use of conventional economic analytical tools. Students should also have a basic knowledge of fundamental descriptive and analytical statistics. P: PHA 321; PHA 350.

PHA 454. Pharmacy Practice Law. 3 credits.

This course introduces students to the legal dimensions of pharmacy practice, with emphasis on federal and Nebraska statutes and regulations pertaining to licensure, pharmacy practice, legend and nonlegend drug products, controlled substances, drug product selection, and other requirements with which a pharmacy practitioner must comply.

PHA 455. Diabetes Care. 2 credits. (Elective)

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 415 and third year status.

PHA 456. Ethics in the Health Care Professions. 3 credits.

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. Clinical Toxicology. 1 credit. (Elective)

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. Literature Evaluation and Evidence-Based Practice. 3 credits.

This course prepares students to practice evidence-based therapeutic decision making. To meet this objective the course integrates principles of information management and advanced use of drug information and medical references and resources to identify and retrieve pertinent scientific information. Emphasis is placed on the critical evaluation of medical literature and synthesis of information to form reliable therapeutic recommendations using principles of evidence-based practice. Basic concepts in epidemiology and practical biostatistics are reviewed. Students are provided the opportunity to practice scientific communication in written form and verbally in order to effectively communicate therapeutic recommendations. Additionally, students are introduced to concepts of formulary management, quality assurance, and medication policy issues. P: PHA 350 and PHA 414.

PHA 469. Dispensing and Patient Care II. 2 credits. SP

Dispensing and Patient Care II (DPC II) is designed to reinforce concepts presented in course lectures, and to support the development and application of skills required to practice contemporary pharmacy. Specific pharmacy practice skills will be introduced and reinforced through lectures, simulated pharmacy practice cases, and simulated patient encounters. P: PHA 326, PHA 359, and PHA 413.

PHA 470. Pharmacy-Based Immunization Delivery. 1 credit.

This required course enables students to become certified in pharmacy based immunization delivery. It 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. The course prepares students to provide a needed service to the community while obtaining clinical experience in a prevention oriented pharmaceutical care activity. P or CO: MIC 541, PHA 327, PHA 322.

PHA 480. Pediatric Pharmacy Practice Elective. 2 credits. (Elective)

This two-hour course provides in-depth instruction into the pharmacotherapeutic management of the major pediatric diseases. Emphasis is placed on the efficacy, safety, and comparative value of pediatric drug therapy. Didactic knowledge of physiology, pharmacology, and drug therapy management is applied to disease states specific to this population. Didactic instruction is combined with interactive discussions and exposure to pediatric pharmacy. P: PHA 414.

PHA 481. Oncology Pharmacy Practice Elective. 1 credit. (Elective)

This one-hour course provides instruction into the pharmacotherapeutic management of major oncology diseases and the provision of supportive care to oncology patients. Emphasis is placed on the efficacy, safety, and comparative value of oncology drug therapy, as well as issues surrounding the care of a cancer patient. Didactic knowledge of physiology, pharmacology, and drug therapy management is applied to disease states specific to this population. Didactic instruction is combined with interactive discussions and exposure to oncology pharmacy. P: PHR 241 and PHR 242.

PHA 484. Compounding Seminar and Practicum. 1 credit. (Elective)

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. P: PHA 313, IC, and permission of student advisor.

PHA 487. Ambulatory Cardiovascular Therapeutics. 2 credits. (Elective)

The Ambulatory Cardiovascular Therapeutics elective course provides in-depth advanced instruction concerning the pharmacotherapeutic management of commonly encountered cardiovascular disease states in the outpatient setting. Emphasis is placed on the efficacy, safety, comparative value of drug therapy in this highly specialized practice area. Didactic knowledge of physiology, pharmacology, and drug therapy management is applied to disease states specific to this population. Didactic instruction is combined with practice case studies and interactive discussions concerning the ambulatory care of patients with cardiovascular disease. P: PHA 414.

PHA 489. Dispensing and Patient Care III. 2 credits. SP

Dispensing and Patient Care III (DPC III) is designed to reinforce concepts presented in course lectures, and to support the development and application of skills required to practice contemporary pharmacy. Specific pharmacy practice skills will be introduced and reinforced through lectures, simulated pharmacy practice cases, and simulated patient encounters. P: PHA 415 and PHA 469.

PHA 494. Advanced Pharmaceutical Compounding Seminar and Practicum. 2 credits. (Elective)

This is an advanced compounding course for students who have taken and passed the introductory compounding course and would like further instruction in advanced methods and techniques of pharmaceutical compounding. P: PHA 484 and PHA 313.

PHA 495. Advanced Veterinary Compounding Seminar & Practicum. 2 credits. (Elective)

This is an advanced compounding course for students who have taken and passed the introductory compounding seminar and practicum and would like further instruction in advanced methods and techniques of compounding, with the emphasis on veterinary medicine. P: PHA 484 and PHA 313.

PHA 499. Directed Independent Research II. 1-6 credits. (Elective)

This course provides students with the opportunity to become involved in a research project under the guidance of a faculty member. The course is repeatable to a maximum of six hours.

PHA 510. Community Advanced Pharmacy Practice Experience. 5 credits.

The Community Advanced Pharmacy Practice Experience (APPE) is a rotation in an approved community pharmacy which emphasizes not only medication dispensing and control, but also communicating with patients, prescribers, and other health care professionals. P: Successful completion of all didactic coursework in the Pharm.D. curriculum.

PHA 511. Hospital Advanced Pharmacy Practice Experience. 5 credits.

The Hospital Advanced Pharmacy Practice Experience (APPE) is an inpatient hospital rotation 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 monitoring, and the ability to communicate with other health care professionals. P: Successful completion of all didactic coursework in the Pharm.D. curriculum.

PHA 512. Acute Care Advanced Pharmacy Practice Experience. 5 credits.

The Acute Care Advanced Pharmacy Practice Experience (APPE) is a clinical rotation providing students an opportunity to provide medication therapy management and pharmaceutical care to adult patients in an inpatient acute care environment. P: Successful completion of all didactic coursework in the Pharm.D. curriculum.

PHA 515. Drug Information Advanced Pharmacy Practice Experience. 5 credits.

The Drug Information Advanced Pharmacy Practice Experience (APPE) allows the student to provide drug information services to pharmacists and other healthcare professionals. Emphasis is placed on how to receive requests, collect background information, conduct a systematic search, and provide an evidence-based recommendation based on a critical analysis of medical literature. The student will develop a working knowledge of relevant practice resources as well as develop the ability to critically evaluate such resources. The student may also have the opportunity to become involved with the evaluation of drugs for formulary inclusion, quality assurance/drug usage evaluation activities, news publications, scholarly activities, and Pharmacy and Therapeutics Committee Support. P: Successful completion of all didactic coursework in the Pharm.D. curriculum.

PHA 516. Ambulatory Care Advanced Pharmacy Practice Experience. 5 credits.

The Ambulatory Care Advanced Pharmacy Practice Experience (APPE) is a clinical rotation during which the student provides medication therapy management and pharmaceutical care in an ambulatory (outpatient) clinic setting. Emphasis is placed on how to appropriately identify, resolve, and prevent drug-related problems, as well as effectively communicates with patients and health care professionals. The skills developed in this rotation include patient counseling and education on drug information, written and verbal communication skills, assessment and documentation of services and therapy, and an appreciation for the pharmacist's role in the promotion of rational drug therapy. P: Successful completion of all didactic coursework in the Pharm.D. curriculum.

PHA 520. Elective Community Advanced Pharmacy Practice Experience. 5 credits. (Elective)

The Community Advanced Pharmacy Practice Experience (APPE) is a rotation in an approved community pharmacy which emphasizes not only medication dispensing and control, but also communicating with patients, prescribers, and other health care professionals. P: Successful completion of all didactic coursework in the Pharm.D. curriculum.

PHA 521. Community Management Advanced Pharmacy Practice Experience. 5 credits. (Elective)

The Community Management Advanced Pharmacy Practice Experience (APPE) is an elective rotation which provides experience in a community/retail pharmacy setting where students learn the various aspects involved with managing a pharmacy. The primary focus is financial analysis including third-party issues, inventory control, and personnel management as well as the processing of new and refill prescriptions. P: Successful completion of all didactic coursework in the Pharm.D. curriculum.

PHA 522. Advanced Community Advanced Pharmacy Practice Experience. 5 credits. (Elective)

This Advanced Community Advanced Pharmacy Practice Experience (APPE) is an elective clinical rotation which allows students to enhance their ability to provide medication therapy management to patients in a community/retail pharmacy setting. Pharmacotherapeutic knowledge and clinical skills are integrated with routine medication dispensing activities. The primary focus is patient assessment, counseling and education, medication therapy and disease state management, and documentation of patient information and interventions. P: Successful completion of all didactic coursework in the Pharm.D. curriculum.

PHA 523. Long Term Care Advanced Pharmacy Practice Experience. 5 credits. (Elective)

The Long Term Care Advanced Pharmacy Practice Experience (APPE) is an elective clinical rotation where the student gains skills and competence in the distribution of medication, provision of medication therapy management, and consulting services to the residents of nursing facilities, subacute care and assisted living facilities, psychiatric hospitals, hospice, and home- and community-based care. P: Successful completion of all didactic coursework in the Pharm.D. curriculum.

PHA 524. Elective Ambulatory Care Advanced Pharmacy Practice Experience. 5 credits. (Elective)

The Ambulatory Care Advanced Pharmacy Practice Experience (APPE) is a clinical rotation during which the student provides medication therapy management and pharmaceutical care in an ambulatory (outpatient) clinic setting. Emphasis is placed on how to appropriately identify, resolve, and prevent drug-related problems, as well as effectively communicate with patients and health care professionals. The skills developed in this rotation include patient counseling and education on drug information, written and verbal communication skills, assessment and documentation of services and therapy, and an appreciation for the pharmacist's role in the promotion of rational drug therapy. P: Successful completion of all didactic coursework in the Pharm.D. curriculum.

PHA 525. Informatics Advanced Pharmacy Practice Experience. 5 credits. (Elective)

The Informatics Advanced Pharmacy Practice Experience (APPE) is an elective rotation which focuses on fundamentals of pharmacy informatics such as pharmacy automation technology and information systems in a hospital setting. This rotation is beneficial to students who are interested in hospital pharmacy practice or those interested in specializing in pharmacy informatics. P: Successful completion of all didactic coursework in the Pharm.D. curriculum.

PHA 526. Home Infusion Advanced Pharmacy Practice Experience. 5 credits. (Elective)

The Home Infusion Advanced Pharmacy Practice Experience (APPE) is an elective clinical rotation which takes place in a setting that provides home health care services. The student will become familiar with the pharmacist's responsibilities in preparation of home parenteral products. The student may 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 527. Compounding Advanced Pharmacy Practice Experience. 5 credits. (Elective)

The Compounding Advanced Pharmacy Practice Experience (APPE) is an elective rotation in a community pharmacy that specializes in the compounding of extemporaneous drug products. The student will not only gain experience in preparing and compounding patient-specific dosage forms but will also learn how to provide medication therapy management for patients needing compounded medications. P: Successful completion of all didactic coursework in the Pharm.D. curriculum.

PHA 528. Institute For Latin American Concerns (ILAC) Advanced Pharmacy Practice Experience. 5 credits. (Elective)

The ILAC Advanced Pharmacy Practice Experience (APPE) is a five-week clinical elective rotation in the study and practice of inter-disciplinary assessment, planning, implementation, and evaluation of health-care delivery in the ILAC Summer Program. Major focus is on the team approach to 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 Third World country (Dominican Republic) under the direction of faculty and pharmacy professionals. P: Successful completion of all didactic coursework in the Pharm.D. curriculum.

PHA 529. International Advanced Pharmacy Practice Experience. 5 credits. (Elective)

The International Advanced Pharmacy Practice Experience (APPE) is an elective rotation that gives the pharmacy student an opportunity to engage in the study and practice of health care delivery systems in a foreign country. The major focus is opportunities available to pharmacists in the foreign country compared to the United States. Students will actively participate in a variety of settings gaining an appreciation for the differences in activities and regulations of the profession. P: Successful completion of all didactic coursework in the Pharm.D. curriculum.

PHA 530. Emergency Medicine Advanced Pharmacy Practice Experience. 5 credits. (Elective)

The Emergency Medicine Advanced Pharmacy Practice Experience (APPE) is an elective clinical rotation which focuses on stabilization of emergent and critical medical conditions encountered in the Emergency Department (ED). The student will develop the ability to quickly and correctly determine the relevant history and physical status with selective use of ancillary services and specialties to achieve the most efficient and effective emergency assessment and management. P: Successful completion of all didactic courses of Pharm.D.

PHA 531. Medication Safety Advanced Pharmacy Practice Experience. 5 credits. (Elective)

The Medication Safety Advanced Pharmacy Practice Experience (APPE) is an elective rotation that will help students become familiar with the key principles utilized in hospitals and health systems to improve medication safety. The rotation is designed to expose students to medication safety nomenclature, key principles, tools, and available resources. The student will participate in several activities designed to improve the student's working knowledge and experience with medication safety concepts. The rotation will enable the student to apply knowledge in any pharmacy practice setting to improve medication safety for patients. P: Successful completion of all didactic courses of Pharm.D.

PHA 532. Public Health Advanced Pharmacy Practice Experience. 5 credits. (Elective)

The Public Health Advanced Pharmacy Practice Experience (APPE) is an elective pharmacy rotation which provides the student with the opportunity to participate in specified public health activities with an identified public health partner. This experience is designed to focus on current and potential pharmacist contributions to public health. P: Successful completion of all didactic coursework in the Pharm.D. curriculum.

PHA 533. Organization Management Advanced Pharmacy Practice Experience. 5 credits. (Elective)

This Organization Management Advanced Pharmacy Practice Experience (APPE) is an elective pharmacy rotation that provides experience in national or local pharmacy association activities and operations, inter-organizational 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 534. Medication Therapy Management (MTM) Advanced Pharmacy Practice Experience. 5 credits. (Elective)

The Medication Therapy Management Advanced Pharmacy Practice Experience (APPE) is an elective clinical rotation in which the student gains competency in identifying, preventing, and resolving medication related problems, and effectively communicating with patients and health care providers to optimize therapeutic outcomes. Skills developed in this rotation include: comprehensive medication review, patient education, written and verbal communication skills, and assessment and documentation of services and therapy. P: Successful completion of all didactic courses of Pharm.D.

PHA 535. Academic Advanced Pharmacy Practice Experience. 5 credits. (Elective)

The Academic Advanced Pharmacy Practice Experience (APPE) is an elective pharmacy rotation which exposes students to the design and delivery of content to learners in a variety of settings, examines the diversity of learning strategies, and introduces students to the expectations for teaching, scholarship and service activities of faculty members. P: Successful completion of all didactic coursework in the Pharm.D. curriculum.

PHA 537. Community Health Engagement Advanced Pharmacy Practice Experience. 5 credits. (Elective)

The Community Health Engagement Advanced Pharmacy Practice Experience (APPE) is a clinical elective rotation in which the student gains competency in medication management, health promotion and disease prevention. The student will work with various community organizations providing healthcare to clients in a variety of settings such as free clinics, community health centers, refugee/migrant health centers, homecare, senior centers, mental health programs, drug/alcohol crisis programs, health associations, and homeless clinics/shelters. P: Successful completion of all didactic coursework in the Pharm.D. curriculum.

PHA 538. Managed Care Advanced Pharmacy Practice Experience. 5 credits. (Elective)

The Managed Care Advanced Pharmacy Practice Experience (APPE) is an elective rotation where the student will gain experiential training in the application of managed care pharmacy principles within the contemporary health care system. This rotation may take place at health insurance and pharmacy benefits management (PBM) organizations as well as other sites that provide formulary management and evaluation. P: Successful completion of all didactic coursework in the Pharm.D. curriculum.

PHA 540. Elective Hospital Advanced Pharmacy Practice Experience. 5 credits. (Elective)

The Hospital Advanced Pharmacy Practice Experience (APPE) is an inpatient hospital rotation 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 monitoring, and the ability to communicate with other health care professionals. P: Successful completion of all didactic coursework in the Pharm.D. curriculum.

PHA 541. Hospital Management Advanced Pharmacy Practice Experience. 5 credits. (Elective)

The Hospital Management Advanced Pharmacy Practice Experience (APPE) is an elective rotation that provides insight on how to manage distributive as well as clinical functions within a hospital pharmacy environment. This rotation is completed with a hospital pharmacy director or manager. P: Successful completion of all didactic coursework in the Pharm.D. curriculum.

PHA 542. Elective Drug Information Advanced Pharmacy Practice Experience. 5 credits. (Elective)

The Drug Information Advanced Pharmacy Practice Experience (APPE) allows the student to provide drug information services to pharmacists and other healthcare professionals. Emphasis is placed on how to receive requests, collect background information, conduct a systematic search, and provide an evidence-based recommendation based on a critical analysis of medical literature. The student will develop a working knowledge of relevant practice resources as well as develop the ability to critically evaluate such resources. The student may also have the opportunity to become involved with the evaluation of drugs for formulary inclusion, quality assurance/drug usage evaluation activities, news publications, scholarly activities, and Pharmacy and Therapeutics Committee Support. P: Successful completion of all didactic coursework in the Pharm.D. curriculum.

PHA 543. Poison Center Advanced Pharmacy Practice Experience. 5 credits. (Elective)

The Poison Center Advanced Pharmacy Practice Experience (APPE) is an elective pharmacy rotation which offers students an opportunity to become familiar with the operation of a poison center. During the rotation, the students develop skills necessary for handling calls to a poison center while enhancing their knowledge base in clinical toxicology. P: Successful completion of all didactic coursework in the Pharm.D. curriculum.

PHA 545. Nuclear Medicine Advanced Pharmacy Practice Experience. 5 credits. (Elective)

The Nuclear Medicine Advanced Pharmacy Practice Experience (APPE) is an elective rotation which introduces the student to nuclear pharmacy and its applications to clinical nuclear medicine. The student will be exposed to the fundamentals of radiopharmaceutical preparation and utilization within a centralized nuclear pharmacy. P: Successful completion of all didactic coursework in the Pharm.D. curriculum.

PHA 546. Veterinary Advanced Pharmacy Practice Experience. 5 credits. (Elective)

The Veterinary Advanced Pharmacy Practice Experience (APPE) is an elective rotation where students will obtain knowledge and skills working with animals in a veterinary medicine setting. This course will provide valuable instruction on the uses and indications of human and veterinary labeled medications to treat diseases affecting companion, exotic, and food animals. Rotation settings may include: veterinary pharmacies, hospitals, and clinics. Specific specialties depending on setting may include: pet health, small animal internal medicine, anesthesia, ophthalmology, exotic/zoo animal and wildlife medicine, equine medicine and surgery, agricultural practice, cardiology, oncology, radiology, and dermatology. P: Successful completion of all didactic coursework in the Pharm.D. curriculum.

PHA 550. Industry Advanced Pharmacy Practice Experience. 5 credits. (Elective)

This Industry Advanced Pharmacy Practice Experience (APPE) is an elective rotation where the student learns the responsibilities of the industry pharmacist. The student observes various activities of the drug industry, such as research and development, manufacturing quality control, clinical testing, information support, marketing, and regulatory affairs. P: Successful completion of all didactic coursework in the Pharm.D. curriculum.

PHA 551. Research Advanced Pharmacy Practice Experience. 5 credits. (Elective)

The Research Advanced Pharmacy Practice Experience (APPE) is an elective rotation 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 directed independent research, PHA 399 or PHA 499. P: Successful completion of all didactic coursework in the Pharm.D. curriculum.

PHA 560. Elective Acute Care Advanced Pharmacy Practice Experience. 5 credits. (Elective)

The Acute Care Advanced Pharmacy Practice Experience (APPE) is a clinical rotation providing students an opportunity to provide medication therapy management and pharmaceutical care to adult patients in an inpatient acute care environment. P: Successful completion of all didactic coursework in the Pharm.D. curriculum.

PHA 563. Infectious Disease Advanced Pharmacy Practice Experience. 5 credits. (Elective)

The Infectious Disease (ID) Advanced Pharmacy Practice Experience (APPE) is an elective clinical rotation in which the student gains competency and proficiency in the medical management of patients with infectious diseases in the hospitalized setting. P: Successful completion of all didactic coursework in the Pharm.D. curriculum.

PHA 565. HIV/Aids Advanced Pharmacy Practice Experience. 5 credits. (Elective)

The HIV/AIDS Advanced Pharmacy Practice Experience (APPE) is a clinical elective rotation that introduces the student to the care and treatment of patients in the various stages of the disease. Since many patients with HIV/AIDS experience numerous complications as their disease progresses, students will learn how to prevent and/or treat these complications in this specific patient population. This rotation may take place in an inpatient or outpatient setting. P: Successful completion of all didactic coursework in the Pharm.D. curriculum.

PHA 566. Hematology/Oncology Advanced Pharmacy Practice Experience. 5 credits. (Elective)

The Hematology/Oncology Advanced Pharmacy Practice Experience (APPE) is an elective clinical rotation that is intended to provide the student with advanced experiential training in providing pharmaceutical care for oncology patients. The student will gain a better understanding of the care of a cancer patient, including antineoplastics, toxicity management, supportive care, and the administrative functions of an oncology pharmacist. This rotation may be completed in an acute care setting or an ambulatory care setting. P: Successful completion of all didactic coursework in the Pharm.D. curriculum.

PHA 568. Critical Care Advanced Pharmacy Practice Experience. 5 credits. (Elective)

The Critical Care Advanced Pharmacy Practice Experience (APPE) is a clinical elective rotation in which the student gains competency in patient medical management in the intensive-care unit of a hospital. P: Successful completion of all didactic coursework in the Pharm.D. curriculum.

PHA 569. Cardiology Advanced Pharmacy Practice Experience. 5 credits. (Elective)

The Cardiology Advanced Pharmacy Practice Experience (APPE) is an elective clinical rotation that will develop the student's ability to make rational decisions concerning cardiovascular medications 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. This rotation setting is most often inpatient, but in some cases may be in an ambulatory setting or a combination of both. P: Successful completion of all didactic coursework in the Pharm.D. curriculum.

PHA 570. Psychiatry Advanced Pharmacy Practice Experience. 5 credits. (Elective)

The Psychiatry Advanced Pharmacy Practice Experience (APPE) is an elective clinical rotation that offers students the opportunity to provide medication therapy management to mentally ill patients in an inpatient acute care or outpatient environment. The student acts as a member of the mental health care team and is involved with patient monitoring, decisions regarding drug therapy, patient medication counseling and provision of drug information to team members. Emphasis within the rotation is focused on teaching the student how to provide medication therapy management 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. Pediatrics Advanced Pharmacy Practice Experience. 5 credits. (Elective)

The Pediatrics Advanced Pharmacy Practice Experience (APPE) is an elective clinical rotation in which the student gains competencies in the medical management of patients in the neonatal/pediatric populations. The setting for this rotation may be inpatient (hospital), outpatient (clinic), a combination of inpatient/outpatient, neonatal/pediatric intensive-care unit or pediatric unit/clinic. P: Successful completion of all didactic coursework in the Pharm.D. curriculum.

PHA 573. Nutrition Support Advanced Pharmacy Practice Experience. 5 credits. (Elective)

The Nutrition Support Advanced Pharmacy Practice Experience (APPE) is a clinical elective rotation with a pharmacy preceptor on a nutrition or metabolic support service which provides inpatient parenteral and enteral nutrition therapies. Students will gain experience reviewing patient's labs and recommending adjustments to their therapy. P: Successful completion of all didactic coursework in the Pharm.D. curriculum.

PHA 574. Neurology Advanced Pharmacy Practice Experience. 5 credits. (Elective)

The Neurology Advanced Pharmacy Practice Experience (APPE) is a clinical elective rotation in which the student gains competency in medical management of patients with neurological disorders in the inpatient hospital and/or ambulatory clinic environments. P: Successful completion of all didactic courses of Pharm.D.

PHA 575. Patient Care Discharge Advanced Pharmacy Practice Experience. 5 credits. (Elective)

The Patient Care Discharge Advanced Pharmacy Practice Experience (APPE), is an elective, inpatient hospital clinical rotation intended to provide students with advanced experiential training in medication management and counseling provided for patients upon discharge. The skills developed in this rotation include: communicating verbally with physicians and other healthcare professionals regarding discharge medication orders, coordinating discharge patient care, documenting services, provider counseling and educating patients about their discharge prescription medications, and reviewing patient discharge medication orders for completeness and accuracy. P: Successful completion of all didactic courses within the PharmD curriculum.

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, 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.

Program Accreditation

The entry-level Doctor of Pharmacy program at Creighton University is accredited by:

Accreditation Council for Pharmacy Education (ACPE)

135 S. LaSalle Street, Suite 4100

Chicago, IL 60603-4810

Phone: 312.664.3575

Fax: 312.664.4652

www.acpe-accredit.org/standards/default.asp (<http://www.acpe-accredit.org/standards/default.asp>)

Technical Standards for Admission and Retention of Pharmacy Students

In addition to the academic requirements outlined above, candidates must possess skills and abilities that will allow them to successfully complete the curriculum and practice the profession of pharmacy. Creighton University School of Pharmacy and Health Professions has an ethical responsibility for the safety of patients for whom the students come into contact. Therefore, patient safety is a major factor in establishing requirements for physical, cognitive, and emotional capabilities of applicants for admission and graduation. These technical standards encompass observational, communicational, motor, intellectual-conceptual (integrative and qualitative), behavioral and social skills and abilities. The School is committed to enabling students with disabilities by reasonable means of accommodation to complete the course of study leading to the Doctor of Pharmacy degree. Some accommodations cannot be made because they are not reasonable. For example, the use of a trained intermediary is not acceptable in most clinical situations in that it implies that a candidate's judgment must be mediated by someone else's power of selection and observation.

1. **Observational:** The candidate must be able to visually observe and interpret presented information. This will necessitate the functional use of vision, hearing and somatic senses.
2. **Communicational:** The candidate must be able to communicate effectively with patients, caregivers, faculty/staff and all members of the health care team. These skills include the appropriate use of spoken and written English, hearing, and reading.
3. **Motor:** The candidate must have sufficient motor function and skills necessary to perform basic tasks in the training and practice of pharmacy. Examples of such tasks may include the compounding of medicinals, administration of drugs or the provision of basic cardiac life support. Such actions require the coordination of both gross and fine muscular movements, equilibrium, and functional use of the senses.
4. **Intellectual-Conceptual:** Problem solving and critical thinking are key skills to proper performance of the responsibilities of a pharmacist. The candidate must be able to measure, calculate, reason, analyze, synthesize and integrate information that is essential to fully develop these skills.

5. Behavioral and Social Skills and Abilities: The candidate must be of sufficient emotional and mental health to utilize fully his or her intellectual ability, to exercise good judgment and ethical standards, to complete patient care responsibilities promptly, and to relate to others with courtesy, compassion, maturity and respect for their dignity. The ability to participate collaboratively as a professional team member is essential. The pharmacy student must display emotional health in spite of stressful work, changing environments, and clinical uncertainties. The pharmacy student must be able to modify behavior in response to constructive criticism. He/she must exhibit behavior and intellectual functioning which does not differ from acceptable standards.

The applicant should evaluate him or herself for compliance with these technical standards.

Internship

Most states require some practical experience under the supervision of licensed pharmacists before candidates are allowed to take the examinations for licensure. This practical experience, known as internship, may be obtained from a combination of employment while in the pharmacy program, School-directed experiential education activities, and employment after graduation. All Creighton University pharmacy students, regardless of pathway, must be registered as pharmacist interns with the State of Nebraska before they can engage in any School-directed experiential patient-care education activities (including introductory pharmacy practice experiences, and advanced pharmacy practice experiences or rotations) or accumulate other internship hours. In addition, Creighton University pharmacy students may have to be registered/licensed as pharmacist interns in a state other than Nebraska before they can engage in any School-directed experiential education activities in that state or accumulate internship hours in that state. The Creighton School of Pharmacy and Health Professions requires all pharmacy students to be registered as pharmacist interns with the State of Nebraska by the end of the fall semester P1 year in order to continue coursework in the professional program.

It is the School's requirement that all Creighton pharmacy students will secure their Nebraska pharmacist intern registration throughout the program as noted above. Accepted/admitted students who are denied a Nebraska pharmacist intern registration or whose application is deferred by the Nebraska Department of Health and Human Services may not be allowed to continue in the pharmacy program. Students who neglect to apply for their pharmacist intern registration by the end of the fall semester P1 year may not be allowed to continue in the professional program. If a student is unable to secure a Nebraska pharmacist intern registration the offer of admission will be rescinded.

Licensure

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

Graduation Rates

Creighton University is pleased to provide information regarding our institution's graduation/completion rates, in compliance with the Higher Education Act of 1965, as amended. The rates reflect the graduation/completion status of first-time, full-time students who enrolled as undergraduates

and for whom 150% of the normal time-to-completion has elapsed. To request this graduation rate information, please contact the University Registrar at 402.280.2702 or registrar@creighton.edu.

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 2007 – 2010, with the 2010 entering class graduating in May, 2014, averaged a graduation rate of approximately 95 percent.

Occupational Therapy Program

The Occupational Therapy Profession

Occupational therapy is the art and science of facilitating well-being through occupation. The term “occupation” represents the flow of activity that fills 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 and participate fully in society. 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 occupations 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 professionals. 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.

Post-professional occupational therapy educational programs enhance the knowledge and skills of credential occupational therapists to serve in advanced leadership roles in direct care, consultation, education, management, research and advocacy.

Doctor of Occupational Therapy Degree and Curricula

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 the prerequisite course work and a baccalaureate degree followed by eight semesters of professional education.

In addition to didactic course work, students in the entry-level professional OTD pathway must register for Level I Fieldwork for four didactic semesters of the curriculum beginning in the second semester. Level I Fieldwork is provided in a variety of settings covering the lifespan, 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.

Two of the eight professional semesters required for the awarding of the entry-level OTD degree are three-month Level II Fieldwork placements at supervised, approved facilities. Eligibility for Level II Fieldwork experiences is determined by the student's mastery of the professional curriculum. In addition, a 16-week Professional Rotation experience is required during the eighth (last) semester of the curriculum. A GPA of 2.00 or higher is required for Level II Fieldwork placement.

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

Entry-level Hybrid Distance Pathway

In 2007, we began our University of Alaska Anchorage (UAA)-Creighton University Distance Pathway. This entry-level program initiative includes asynchronous and synchronous teaching and learning in a unique distance hybrid model. Students complete lab and experiential learning activities at the UAA campus.

In 2013 we began the Greater-Omaha (GO) Distance Pathway. Like the UAA-Creighton University Distance Pathway, this entry-level pathway includes asynchronous and synchronous teaching and learning in a unique distance hybrid model. Students must reside within the Greater Omaha Metropolitan Area in order to complete examinations, lab and experiential learning activities on the Creighton University campus in Omaha.

Beginning 2015, we will be entering into an exciting collaboration with Regis University in Denver, CO. This pathway will follow the successful hybrid model used to make the Alaska Pathway and the Greater Omaha Pathway so successful, and will be available to students who wish to continue their Occupational Therapy education in Denver, Colorado.

For all hybrid distance pathways, students must meet the admission requirements and criteria identical to the on-campus applicants, plus submit an additional statement articulating their interest in, and suitability for distance education.

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 was 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 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 various different technologies.

The post professional curriculum provides well-developed learning opportunities related to the practice 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, examination of health care policy, legal and ethical parameters of practice, and quality review methodologies. Various methodologies enhance the practice relevance of the coursework.

The distance pathway, designed for practicing professionals, allows students to enroll in two or more courses per enrollment term. The introduction to clinical doctoral studies course (POTD 500), and research proposal course (POTD 554) are held on Creighton University's campus. Once students successfully complete POTD 500, they may begin to enroll in courses to complete their plan of study.

After successful completion of POTD 580, students participate in 16 credit hours of professional rotations. Rotations can be developed in a variety of practice settings including pediatrics, industrial rehabilitation, hand rehabilitation, neonatal intensive care, private practice, psychiatry, home health, gerontology, community, cross-cultural environments and academia. Students may develop rotations in the state where they reside or where they work.

The curricula of the entry-level and post-professional doctorate in Occupational Therapy (OTD) responds to important trends in occupational therapy practice, health care, and society in general. Creighton University's professional Doctor of Occupational Therapy pathways prepare 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 professional doctorate in Occupational Therapy at Creighton University is the first such program initiated in the United States.

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), the Alaska Occupational Therapy Association (AKOTA), or Occupational Therapy Association of Colorado (OTACCO) is strongly recommended.

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

Entry-Level (Campus, Distance AK, Distance CO, and Distance GO) Program

First Professional Year

Fall		Credits
OTD 302	Occupations and Occupational Therapy	3
OTD 306	Health Conditions	3
OTD 314	Occupation and Health: Population Perspectives	3
OTD 316	Professional Practice and Ethical Formation Seminar	4
OTD 341	Neuroanatomy	3

IPE 400	Introduction to Collaborative Care	0.5
Term Credits		16.5
Spring		
OTD 300	Research Proposal	3
OTD 317	Occupational Therapy in Mental Health	4
OTD 318	Level IA Fieldwork: Mental Health	0.5
OTD 324	Applied Kinesiology	3
OTD 339	Clinical Anatomy	3
OTD 340	Clinical Anatomy Laboratory	1.5
OTD 355	Physical Rehabilitation I: Evaluation	3
Term Credits		18
Summer		
OTD 333	Upper Extremity Evaluation and Intervention I	3
OTD 356	Physical Rehabilitation II: Neurorehabilitation	4
OTD 390	Level IB Fieldwork: Physical Rehabilitation	1.5
Term Credits		8.5
Second Professional Year		
Fall		
OTD 400	Research Project Implementation I	1.5
OTD 403	Neuro-occupation	2
OTD 423	Occupational Therapy with Older Adults	3
OTD 433	Upper Extremity Evaluation and Intervention II	3
OTD 435	Occupational Therapy with Children and Youth I	3
OTD 442	Critical Analysis of Occupational Therapy Practice	3
OTD 460	Clinical Education Seminar I	1.5
OTD 490	Level IC Fieldwork: Pediatric or Selected Practice Setting	1
Term Credits		18
Spring		
OTD 401	Research Project Implementation II	1.5

OTD 406	Management and Program Development	3
OTD 417	Disability and Health Care Policy	3
OTD 436	Occupational Therapy with Children and Youth II	4
OTD 457	Physical Rehabilitation III: Interventions and Outcomes	4
OTD 461	Clinical Education Seminar II	1.5
OTD 491	Level ID Fieldwork: Pediatric or Selected Practice Setting	1
Term Credits		18
Summer		
OTD 481	Level II A Fieldwork	12
Term Credits		12
Third Professional Year		
Fall		
OTD 564	Professional Identity and Ethical Perspectives in the Ignatian Tradition	3
OTD 574	Professional Competency	.5
OTD 571	Level II B Fieldwork	12
Term Credits		15.5
Spring		
OTD 600	Professional Rotation	16
OTD 601	Capstone	1
Term Credits		17
Total Credits:		123.5

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 and housing to sites which may be located in Omaha, the surrounding area, or other states or countries.

Post-Professional Distance Program

POTD 500	Introduction to Clinical Doctoral Studies	2
POTD 501	Historical Perspectives of Occupation	3
POTD 511	Neuro-Occupation	3
POTD 514	Occupation and Healths Population Perspectives	3
POTD 516	Health Program Management	3
POTD 517	Health Care Policy	3
POTD 518	Leadership Development	3
POTD 521	Occupation in Community	3
POTD 541	Critical Analysis of Occupational Therapy Practice	3

POTD 553	Introduction to Inquiry	2
POTD 554	Research Proposal	2
POTD 555	Research Implementation I	1.5
POTD 556	Research Implementation II	1.5
POTD 562	Advanced Clinical Ethics	3
POTD 565	Instructional Methods and Evaluation	3
Electives		6
POTD 580	Professional Trajectory	1
POTD 601	Capstone	1
POTD 590	Post Professional Rotation	16
Total Credits		63

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

Individuals with a Master's degree in Occupational Therapy or in a field other than Occupational Therapy can request a waiver of up to a maximum of 15 credits (or 25% of the POTD program) including didactic and professional rotation courses.

Six (6) elective credit hours are automatically waived for students who enter with a Master's degree. These students can request a waiver of nine (9) additional credit hours to reach the maximum of 15 allowed.

The following courses may not be waived: POTD 500 Introduction to Clinical Doctoral Studies, POTD 580 Professional Trajectory, and POTD 601 Capstone. POTD professional rotation waived credits may not exceed 8 credits. Individual requesting to waive professional rotation credits must submit an electronic portfolio demonstrating evidence of advanced practice. The portfolio will be reviewed by a committee consisting of a faculty member from the Clinical Education Office, the instructor of record for POTD 590 (Professional Rotation), and the student's assigned academic advisor using a rubric to identify advanced practice components. If the faculty member from the Clinical Education Office or the instructor of record of POTD 590 Post Professional Rotation is the student's academic advisor, the POTD Program Director will be the third member of the committee to evaluate the portfolio. All request for didactic course waivers must be completed during the POTD 500 Introduction to Clinical Doctoral Studies course. Requests for professional rotation course waivers must be submitted during the POTD 580 Professional Trajectory course. No requests for course waivers will be entertained prior to POTD 500 Introduction to Clinical Doctoral Studies during the admissions process.

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, all required courses in their professional curriculum, and must participate in a capstone event at the end of the academic program. A cumulative grade-point average of not less than 2.00 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). To participate in Commencement, a candidate must submit an application for degree available online through the Registrar's Office by the University deadline. In an effort to comply with accreditation and ongoing programmatic quality

assurance, completion of all course evaluations and graduate exit survey is required in order for the student to be assigned a course grade and/or graduate.

Courses

IPE 400. Introduction to Collaborative Care. .5 credits.

This course is an introduction to the concepts of interprofessional collaborative practice preparing students across the health sciences to engage in interprofessional education and practice activities during their tenure at Creighton and beyond. In this course health sciences students will gain knowledge in the Core Competencies for Interprofessional Collaborative Practice, versed in the basics of team work in the context of health care and begin to develop skills in team-based clinical reasoning. P: To be determined by each department.

IPE 410. Interprofessional Foundations in Patient Safety. 2-4 credits.

This course is designed to educate health professions students about the fundamental core knowledge of patient safety. Faculties representing various disciplines teach the content from a patient-centered focus within an inter-professional framework. Concepts of safe systems will serve as an over arching principle to patient safety. By engaging in a series of modules complimented by case-based exercises, participants will learn the scope of the problem of patient safety, and acquire the skills to foster a culture of continuous learning and incorporation of patient safety best practices and improvements in their own individual professional practices.

IPE 411. CLARION Case Competition Preparation. 1 credit.

The focus of this one credit hour course is to prepare for the CLARION Case Competition at University of Minnesota. The individuals in this course will work in a 4-person interprofessional health care team to examine and develop solutions to a case provided by CLARION at University of Minnesota. Students will seek out assistance from CLARION Mentors, who are Creighton faculty members, designated to provide mentorship and advice to the members of the interprofessional team as needed in preparation for the case competition. P: IC.

IPE 412. Cultural Immersion and Experiential Learning in China. 2-3 credits.

The focus of this course is to increase participants' cultural competency and facilitate their leadership development for societal and global concerns through interprofessional experiential learning in China. Participants will engage in a series of seminars centered on preparation for successful experiential learning in China prior to a week-long international experience. Through immersion and engagement in various professional activities such as observation, advocacy for evidence-based rehabilitation practice and consultation, participants are expected to enhance cultural competency and foster leadership skills for international health concerns. Such an experiential learning immersion will prepare participants to provide culturally sensitive care and assume leadership roles at the international level. A professional dissemination of the experiential learning experience is expected at the end of the course. P: IC.

IPE 413. Developing Care for a Vulnerable Population:An Interprofessional Collaborative Approach-Hlth Promotn. 1 credit.

This course will provide students an opportunity to collaborate to address community identified health needs in partnership with a community partner. The focus of the course is to implement interprofessional collaborative care to address health status of a population in a community setting. P: Nursing - enrollment in graduate nursing; Physical Therapy, Occupational Therapy, and Pharmacy - successful completion of second year of professional curriculum.

OTD 215. Medical Terminology. 1 credit. (Same as EMS 215)

Medical Terminology is a critical part of language and communication used by health care practitioners. This self-directed course is designed for students planning a career in the health services and related fields. Course content includes a study of basic medical terminology. Students will construct and decipher terms using prefixes, suffixes, word roots, combining forms, special endings, plural forms, and abbreviations related to body systems, cavities, planes, and positions. Competency is evaluated throughout the semester through online testing.

OTD 300. Research Proposal. 3 credits.

This is the first course in a three-course sequence designed to develop research skills for the occupational therapy practitioner. The main focus is to prepare students to develop a methodologically sound research proposal and IRB-approved proposal under the guidance of a faculty research mentor. Through proposal development, students will gain an in-depth understanding of research methodologies and designs and increase competence in scientific inquiry. P: Successful completion of all required professional coursework preceding the offering of this course. CO: All other required courses in this semester.

OTD 302. Occupations and Occupational Therapy. 3 credits.

This course will introduce students to occupation as a fundamental concept of the profession of occupational therapy. Students will gain an understanding of the history and philosophical base of the profession, the domain of practice, and practice trends. Official documents of the American Occupational Therapy Association, World Health Organization, and other relevant organizations will be explored. Students will be introduced to practice models of occupation and disability theory. P: Admission to the EOTD program or IC. CO: All other required courses in this semester.

OTD 306. Health Conditions. 3 credits.

This course is an overview of health conditions that are pertinent to the practice of occupational therapy across the lifespan. Students will analyze etiology, signs, symptoms, pathophysiology, psychopathology, and the impact of pharmacological interventions on select health conditions and occupational performance. P: Admission to the EOTD program or IC; CO: All other required courses in this semester.

OTD 314. Occupation and Health: Population Perspectives. 3 credits.

This course will examine the role of occupation in enhancing the health of populations through health promotion, health education, and prevention of illness. Key concepts of population health, needs assessment, health promotion, and health behavior will be applied to develop local and global population-based approaches for meeting the health needs of individuals and communities. P: Admission to the EOTD program or IC. CO: All other required courses in this semester.

OTD 316. Professional Practice and Ethical Formation Seminar. 4 credits.

This course will promote professional formation through the integration of foundational concepts and skills necessary for competent and ethical practice. Students will develop basic skills in clinical and ethical reasoning, assessment and intervention, client interaction and education, professional writing, and evidence-based practice. P: Admission to the EOTD program or IC. CO: All other required courses in this semester.

OTD 317. Occupational Therapy in Mental Health. 4 credits.

This course examines occupational therapy in mental health practice, as well as the influence of psychosocial factors on occupational performance. Theory-driven practice is valued with the introduction of selected psychosocial frames of reference and/or conceptual models of mental health practice to guide the evaluation process, the selection of assessment tools, and the design of therapeutic interventions. Use of self as a therapeutic agent and group process skills will be emphasized. Graded Satisfactory/Unsatisfactory. P: Successful completion of all required professional coursework preceding the offering of this course; CO: All other required courses in this semester.

OTD 318. Level IA Fieldwork: Mental Health. 0.5 credits.

In accordance with occupational therapy accreditation standards, this course will introduce students to the fieldwork experience, facilitate application of knowledge to practice, and foster students' understanding of client needs. The focus is to immerse students in a setting where they will examine how psychological and social factors influence occupational performance in actual situations. Students will engage in directed observation and participation in selected aspects of the occupational therapy process. This course orients students to policies, procedures, and required documentation related to clinical education. Graded Satisfactory/Unsatisfactory. P: Successful completion of all required professional coursework preceding the offering of this course; CO: All other required courses in this semester.

OTD 324. Applied Kinesiology. 3 credits.

This course presents foundational biomechanical and kinesiological principles necessary for the assessment of movement in relation to occupational performance. Students will apply knowledge and skills in musculoskeletal screening and assessment for people with various health conditions. Students will demonstrate the ability to interpret manual muscle testing and range of motion assessment results in order to develop intervention plans using therapeutic exercise. P: Successful completion of all required professional coursework preceding the offering of this course; CO: All other required courses in this semester.

OTD 330. Spanish for Health Professionals. 2 credits. (Elective)

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 333. Upper Extremity Evaluation and Intervention I. 3 credits.

This is the first in a two-course sequence that focuses on the occupational therapy process for persons with upper extremity conditions across the lifespan. Students will gain knowledge and skills in assessment and intervention, including orthotic selection and fabrication in various practice settings. Occupational engagement and continuum of care are emphasized in the course. P: Successful completion of all required professional coursework preceding the offering of this course; CO: All other required courses in this semester.

OTD 339. Clinical Anatomy. 3 credits.

This course provides an overview of clinical human gross anatomy and integrates knowledge of neuroanatomy and health conditions. Understanding the anatomy of the human body aids the occupational therapist in thorough assessment and design of effective interventions, and provides knowledge of how anatomy influences occupational performance. P: Successful completion of all required professional coursework preceding the offering of this course; CO: All other required courses in this semester.

OTD 340. Clinical Anatomy Laboratory. 1.5 credit.

Knowledge of human anatomy allows the occupational therapist to better assess and design effective treatment interventions, and provides the basis for appreciating how anatomy is related to and influences occupational performance. This course is designed to supplement the clinical anatomy learning experience by allowing students the opportunity to participate in dissection of human cadavers. Students will complete dissections of the upper and lower limbs and study dissections of the head and neck, thorax, abdomen, and pelvis. P: Successful completion of all required professional coursework preceding the offering of this course; CO: All other required courses in this semester.

OTD 341. Neuroanatomy. 3 credits.

In this course, students will identify and describe the major structural and functional features of the nervous system, with a focus on the brain and the spinal cord. Students will gain an in-depth understanding of brain functioning and its dynamic relationship with occupation. P: Admission to the EOTD program or IC: All other required courses in this semester.

OTD 355. Physical Rehabilitation I: Evaluation. 3 credits.

This course is the first in a three-course sequence focusing on physical rehabilitation. Clinical reasoning and theory-driven practice are valued with the introduction of selected physical rehabilitation frames of reference and/or conceptual models of occupational therapy practice to guide the evaluation process, the selection of assessment tools, and the design of therapeutic goals. Students will demonstrate competence with documentation and billing requirements. P: Successful completion of all required professional coursework preceding the offering of this course; CO: All other required courses in this semester.

OTD 356. Physical Rehabilitation II: Neurorehabilitation. 4 credits.

This course is the second in a three-course sequence focusing on physical rehabilitation. It incorporates the occupational therapy process and centers on the theoretical foundations of and intervention for clients with neurologic conditions. Students will interpret evaluation results to design client-centered and evidence-based intervention plans that promote occupational engagement. Assistive technologies commonly used on physical rehabilitation practice settings will be explored. This course will allow students to build upon knowledge of documentation and reimbursement from previous coursework. P: Successful completion of all required professional coursework preceding the offering of this course; CO: All other courses in this semester.

OTD 386. Institute for Latin American Concerns Immersion. 3 credits.

Occupational therapy students will participate in a 2-week cross-cultural experience in the Dominican Republic focusing on the aspects of occupational therapy treatment in an international setting. A major focus of the experience will be exploration of the role of occupational therapy in an underserved global health setting utilizing the tenets of the International Classification of Functioning, Disability and Health (ICF). Students will engage in cultural exploration of the Dominican culture utilizing the Canadian Occupational Performance Measure and provide health-related education to multiple community partners. Implementation of treatment, patient education, reflection and discussion are the main methods used to promote student learning during the experience.

OTD 390. Level IB Fieldwork: Physical Rehabilitation. 1.5 credit.

In accordance with occupational therapy accreditation standards, this course will facilitate application of knowledge to practice and foster students' understanding of client needs. The focus is to immerse students in a setting where they will integrate physical rehabilitation theories and practice through directed observation and participation in selected aspects of the occupational therapy process.

This course orients students to policies, procedures, and required documentation related to clinical education. Graded Satisfactory/Unsatisfactory. P: Successful completion of all required professional coursework preceding the offering of this course; CO: All other courses in this semester.

OTD 399. Directed Independent Studies. 1-6 credits. (Elective)

This course is an opportunity for motivated occupational therapy students to become involved in a course of study under the direction and guidance of a faculty in order to: (a) pursue, in depth, an area covered more generally in the curriculum; (b) explore a topic not normally covered in the curriculum; (c) provide occupational therapy services to diverse and underserved populations, or (d) assist with or conduct original problem-oriented or technique-based research in an occupational therapy area of interest. This study may be in any occupational therapy-related area of practice. In all cases, it is the student's responsibility to fully identify the topic and to acquire enough information to ensure its worthiness for independent study. A maximum of three semester hours may be taken in OTD 399.

OTD 400. Research Project Implementation I. 1.5 credit.

This is the second in a three-course sequence designed to develop research skills for the occupational therapy practitioner. Students will gain knowledge and skills through the implementation of their research proposal, including initiating participant recruitment, data collection, and data analysis. Students will critically analyze and solve problems encountered during project implementation. The process will be closely monitored by the instructor of record and faculty research mentor. P: Successful completion of all required professional coursework preceding the offering of this course; CO: All other required courses in this semester.

OTD 401. Research Project Implementation II. 1.5 credit.

This is the third course in a three-course sequence designed to refine research skills for the occupational therapy practitioner. The focus is to complete the implementation of the research project and disseminate project findings. Students are expected to critically analyze and solve problems encountered during this last stage of their project. The process will be closely monitored by the instructor of record and faculty research mentor. P: Successful completion of all required professional coursework preceding the offering of this course; CO: All other required courses in this semester.

OTD 403. Neuro-occupation. 2 credits.

This course is an overview of the reciprocal relationship between the brain and occupation. Foundational concepts of this relationship will be discussed, including neuroscience, neuroplasticity, systems theory, nonlinear dynamics, chaos theory, complexity theory, and others. Students will develop intervention plans that support the mutual importance of occupation and neuroplasticity. P: Successful completion of all required professional coursework preceding the offering of this course; CO: All other required courses in this semester.

OTD 406. Management and Program Development. 3 credits.

This course will focus on the development and management of occupational therapy services. Students will explore the health care system and apply fair business strategies to promote, develop, and expand services related to occupational therapy philosophy and practice. Budget development, management, and funding procurement through grant writing and business proposals will be applied in the process of program development. Students will examine leadership strategies and explore health care regulations and compliance issues. P: Successful completion of all required professional coursework preceding the offering of this course; CO: All other required courses in this semester.

OTD 417. Disability and Health Care Policy. 3 credits.

This course involves the study of disability and health care policies and their effects on occupational therapy practice. Students will critically examine government and regulatory systems; professional societies; economic, political, and professional forces; and cultural and social values that influence the development of health care policy and contemporary practice. Students will apply advocacy skills to promote the profession and the just treatment of people with disabilities. P: Successful completion of all required coursework preceding the offering of this course; CO: All other required courses in this semester.

OTD 420. Exploring Spirituality in OT Practice. 1 credit. (Elective)

This course will explore concepts of spirituality in the OT literature and by writers from medicine, theology, and psychology. Students will actively explore their own spiritual development. They will then study how spirituality is experienced by individuals with acute or chronic illness and disability. Lastly students will apply their knowledge to occupational therapy interventions. In brief, this course will consider spirituality to be about a person's relationship with his/her inner self, with other people, and with the transcendent. A distinction will be made between spirituality and religion. P: Successful completion of year one.

OTD 423. Occupational Therapy with Older Adults. 3 credits.

This course focuses on the unique characteristics and needs of older adults. Contemporary practice issues related to productive aging, including interprofessional practice, will be emphasized. Students will examine various service delivery models and resources to support older adults and their caregivers. Evaluation and intervention to promote safety and occupational engagement in the home and community will be applied. Theories of aging, changes in body structures and functions associated with aging, and end-of-life issues will also be addressed. Students will examine current policies affecting geriatric practice and payment. P: Successful completion of all required professional coursework preceding the offering of this course; CO: All other required courses in this semester.

OTD 433. Upper Extremity Evaluation and Intervention II. 3 credits.

This is the second in a two-course sequence that focuses on the occupational therapy process for persons with upper extremity conditions across the lifespan. Students will apply clinical reasoning in selecting and implementing assessments and interventions in order to safely administer physical agent modalities and other preparatory methods that enhance occupational engagement. Competency practicums will be implemented as required to meet regulatory guidelines. P: Successful completion of all required professional coursework preceding the offering of this course; CO: All other required courses in this semester.

OTD 435. Occupational Therapy with Children and Youth I. 3 credits.

This course introduces students to occupational therapy practice with children and youth. It focuses on childhood development and the evaluation process, highlighting observation skills and collaboration with families and communities in the context of the natural environment. Students will examine childhood occupations and developmental milestones. They will also be introduced to evaluation and intervention planning related to selected pediatric health conditions. P: Successful completion of all required professional coursework preceding the offering of this course; CO: All other required courses in this semester.

OTD 436. Occupational Therapy with Children and Youth II. 4 credits.

This is the second in a two-course sequence on the occupational therapy process with children and youth. It focuses on applying theories and frames of reference. Students will explore family and community interactions, interprofessional collaboration, and the assistive technology process. A variety of practice settings and service delivery models will be examined, and students will develop strategies for implementing assessments and interventions. P: Successful completion of all required professional coursework preceding the offering of this course; CO: All other required courses in this semester.

OTD 442. Critical Analysis of Occupational Therapy Practice. 3 credits.

In this course, students will gain an understanding of external and internal criticisms of the profession of occupational therapy. Through student-driven learning activities, the course will emphasize the judicious use of evidence-based methods in evaluation and intervention in order to contribute to the ongoing refinement of the profession. P: Successful completion of all required professional coursework preceding the offering of this course; CO: All other required courses in this semester.

OTD 457. Physical Rehabilitation III: Interventions and Outcomes. 4 credits.

This course is the third in a three-course sequence focusing on physical rehabilitation. It incorporates the occupational therapy process and centers on the theoretical foundations and intervention of clients with orthopedic, cardiac, pulmonary, and other health conditions. Students will formulate intervention plans that will include a final synthesis of how assistive technologies are used to enhance occupational performance. Students will be introduced to advanced practice areas and build upon knowledge of documentation and reimbursement from previous coursework. P: Successful completion of all required professional coursework preceding the offering of this course; CO: All other required courses in this semester.

OTD 460. Clinical Education Seminar I. 1.5 credit.

This course is the first of a two-course sequence designed to provide structure and guidance to students for the processes of Level I and Level II fieldwork and Professional Rotation. Official documents of the American Occupational Therapy Association and policies related to clinical education will be discussed. Additionally, students will engage in self-directed personal and professional exploration of their identity as occupational therapy practitioners. Graded Satisfactory/Unsatisfactory. P: Successful completion of all required professional coursework preceding the offering of this course; CO: All other required courses in this semester.

OTD 461. Clinical Education Seminar II. 1.5 credit.

This course is the second in a two-course sequence designed to provide structure and guidance to students for the processes of Level I and Level II fieldwork and Professional Rotation. Official documents of the American Occupational Therapy Association and policies related to clinical education will be discussed. Additionally, students will engage in self-directed personal and professional exploration of their identity as occupational therapy practitioners. Graded Satisfactory/Unsatisfactory. P: Successful completion of all required professional coursework preceding the offering of this course; CO: All other required courses in this semester.

OTD 481. Level II A Fieldwork. 12 credits.

Students will apply their understanding of occupation, professional practice, professional identity, leadership, and Ignatian values during a 12-week, full-time fieldwork placement. Students will develop entry-level competency as a generalist practitioner at their site by the conclusion of this experience. Graded Satisfactory/Unsatisfactory P: Successful completion of all required professional coursework preceding the offering of this course; CO: All other required courses in this semester.

OTD 490. Level IC Fieldwork: Pediatric or Selected Practice Setting. 1 credit.

In accordance with occupational therapy accreditation standards, this course will facilitate application of knowledge to practice and foster students' understanding of client needs. The focus is to immerse students in a setting where they will explore a pediatric practice area or other practice area of interest through directed observation and participation in selected aspects of the occupational therapy process. Graded Satisfactory/Unsatisfactory. P: Successful completion of all required professional coursework preceding the offering of this course; CO: All other required courses in this semester.

OTD 491. Level ID Fieldwork: Pediatric or Selected Practice Setting. 1 credit.

In accordance with occupational therapy accreditation standards, this course will facilitate application of knowledge to practice and foster students' understanding of client needs. The focus is to immerse students in a setting where they will explore a pediatric practice area or other practice area of interest through directed observation and participation in selected aspects of the occupational therapy process. Graded Satisfactory/Unsatisfactory. P: Successful completion of all required professional coursework preceding the offering of this course; CO: All other required courses in this semester.

OTD 564. Professional Identity and Ethical Perspectives in the Ignatian Tradition. 3 credits.

This course will use components of the Ignatian Pedagogical Paradigm - context, experience, reflection, action, and evaluation - as a framework for exploring the pragmatic, moral, and spiritual dimensions of occupational therapy practice. Ethical reasoning, critical thinking, discernment, and decision making will be further developed using ethically and clinically challenging cases across practice settings. Students will cultivate professional identity by examining current and future responsibilities as occupational therapy practitioners. P: Successful completion of all required professional coursework preceding the offering of this course; CO: All other required courses in this semester.

OTD 571. Level II B Fieldwork. 12 credits.

Students will apply their understanding of occupation, professional practice, professional identity, leadership, and Ignatian values during a 12-week, full-time fieldwork placement. Students will develop entry-level competency as a generalist practitioner at their site by the conclusion of this experience. Graded Satisfactory/Unsatisfactory P: Successful completion of all required professional coursework preceding the offering of this course; CO: All other required courses in this semester.

OTD 574. Professional Competency. 0.5 credits.

This course is designed to meet the doctoral-level educational standard of the American Council of Occupational Therapy Education, which mandates that students successfully complete a competency requirement before commencing the doctoral experiential component. Students will demonstrate both didactic and clinical competence. This course offers a structured way to prepare for the National Board of Certification for Occupational Therapy certification exam. Graded Satisfactory/Unsatisfactory. P: Successful completion of all required professional coursework preceding the offering of this course; CO: All other required courses in this semester.

OTD 599. Directed Independent Study. 1-4 credits. (Elective)

This course offers the opportunity for doctor of occupational therapy students to become involved in a course of study under the direction and guidance of a faculty member in lieu of a portion of the professional rotation requirements of the OTD program. Students may choose to 1) pursue, in depth, an area covered more generally in the curriculum; 2) explore a topic not normally covered in the curriculum; 3) provide occupational therapy services to diverse and underserved populations; or 4) assist with or conduct original problem-oriented or technique-based research in an occupational therapy area of interest. This study may be in any occupational therapy-related area or practice. In all cases, it is the student's responsibility to fully identify the topic and to acquire enough information to ensure its worthiness for independent study. A maximum of 4 semester hours can be taken in OTD 599. P: OTD 571, OTD 574 CO: OTD 600.

OTD 600. Professional Rotation. 13-16 credits.

This 16-week doctoral experiential component is designed for students to build upon their entry-level competence as generalist practitioners to achieve advanced skills in one or more of the following: clinical practice, research, administration, leadership, program and policy development, advocacy, education, or theory development. Students will actualize individualized specific learning objectives in a mentored practice setting. Evidence of learning is disseminated through a culminating project. P: Successful completion of all required professional coursework preceding the offering of this course; CO: All other required courses in this semester.

OTD 601. Capstone. 1 credit.

The focus of this course is for students to complete an individually designed culminating project that relates theory to practice and demonstrates synthesis of advanced knowledge gained throughout the curriculum. Students will demonstrate integration with their doctoral experiential component.

POTD 386. Institute for Latin American Concerns Immersion. 3 credits. (Elective)

Occupational therapy students will participate in a 3-week cross-cultural experience in the Dominican Republic focusing on the aspects of occupational therapy treatment in an international setting. A major focus of the experience will be exploration of the role of occupational therapy in an underserved global health setting utilizing the tenets of the International Classification of Functioning, Disability and Health (ICF). Students will engage in cultural exploration of the Dominican culture utilizing the ICF and provide health-related education to multiple community partners. Implementation of treatment, patient education, reflection and discussion are the main methods used to promote student learning during the experience. Post-professional students will also act as mentors to entry-level OTD students in small rehabilitation teams.

POTD 420. Exploring Spirituality in Occupational Therapy Practice. 3 credits. (Elective)

This course will focus on concepts of spirituality in health care and in OT practice. Students will also be exposed to literature from occupational therapy, nursing, medicine, theology, social work and psychology. Methods of assessing spiritual strengths and needs will be covered as well as methods to consider spirituality to be about a person's relationship with his/her inner self, with other people, and with the transcendent. Students will compare and contrast the concepts of spirituality and religion. As part of the course, students will actively explore their own spirituality and religion. As part of the course, students will actively explore their own spiritual journey. Classes will consist of small group discussions, panel presentation, and student directed learning.

POTD 500. Introduction to Clinical Doctoral Studies. 2 credits.

This course provides foundational information and skills for engaging in the post professional distance OTD program. Emphasis is on understanding the expectations and purpose of professional doctoral education, developing proficiency with computer hardware, software, and programs, demonstrating basic literature search strategies, developing professional writing skills, developing a plan of study, and building a learning community.

POTD 501. Historical Perspectives of Occupation. 3 credits.

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: Enrollment in post professional program.

POTD 502. Physical Agent Modalities, Theory and Application in Occupational Therapy. 3 credits. (Elective)

Physical agent modalities are adjunctive methods used by occupational therapy practitioners to produce a biophysiological response in tissue through the use of light, water, temperature, sound, electricity, or mechanical devices. This course provides the theoretical basis for selecting and safely utilizing appropriate physical agents in occupational therapy practice. Students will apply clinical reasoning to select and apply appropriate modalities for neurological, orthopedic, and degenerative disease processes across the lifespan. AOTA position paper, evidenced based practice, licensure requirements and liability and competency issues, safety precautions, and indications and contraindications will be discussed P: Enrollment in post professional OTD program.

POTD 511. Neuro-Occupation. 3 credits.

This course braids occupation with neuroscience and provides an overview of philosophy and theories of the mind, systems theory, nonlinear dynamics, chaos and complexity theory as the foundation of understanding neuroscience and occupation as they inter-relate. pertinent neuroscience systems are covered with an emphasis placed on examination of neurology as a system of support underlying occupation, occupational patterns, and the occupational nature of humans. P: Enrollment in Post Professional OTD program POTD.

POTD 514. Occupation and Healths Population Perspectives. 3 credits.

This course will examine the role of occupation in enhancing the health of populations through health promotion, health education and prevention of illness. Key concepts of population health, needs assessment, health promotion and health behavior will be applied to develop local and global population-based approaches through service-learning for meeting health needs of individuals and communities. P: IC.

POTD 516. Health Program Management. 3 credits.

This course will focus on comprehensive program planning, program development, financial management, quality management, program evaluation and marketing in the context of grant writing, private practice and health systems management. Emphasis will be placed on the development of business strategies for survival and success of occupational therapy based programs. P: Admission to the post professional OTD program.

POTD 517. Health Care Policy. 3 credits.

This course involves the study of health care/disability policies and their effects on occupational therapy practice. This course includes the examination of government and regulatory systems, professional societies, economic, political, and professional forces, and cultural and social values which influence the development of health care policy and contemporary practice. Students examine and apply advocacy skills.

POTD 518. Leadership Development. 3 credits. (*Elective)

This course will provide students with concepts, techniques and tools to assist in their leadership development. Leadership paradigms, models and strategies will be evaluated with an emphasis on influencing organizational and societal change. Students will identify, formulate and apply personal and professional attributes and behaviors to develop themselves as leaders of organizations and which are necessary for effective leadership. *Note POTD students who entered with POTD 500 are required to take this course, but students who entered without POTD 500 can take this as an elective. P: Enrollment in post professional OTD program.

POTD 521. Occupation in Community. 3 credits.

This course incorporates interdisciplinary and occupational literature to investigate the interrelationship of occupation, community, and meaning construction in the context of illness, disability, and wellness. Building on an individual's subjective occupational experience, students will analyze notions of meaning, occupational patterns, occupational choices, and participation in community as they occur in relationship to others in a variety of contexts. P: Enrollment in post-professional program.

POTD 530. Grant Writing and Occupational Therapy Practice: Making the Connection. 3 credits. (Elective)

In this course, students will explore the practice of grant writing as it relates to occupational therapy practice. Students will learn grant writing terminology and the technique of grant writing; best practices for searching and find a request for proposals that matches with their grant ideas; how to construct all the portions required for a grant application including the grant narrative, budget, and evaluation plan; and plan for the sustainability of a project beyond the grant funding period. P: Enrollment in post professional OTD program.

POTD 531. The American Professoriate: A Faculty Perspective. 3 credits. (Elective)

This course will examine contemporary faculty issues in postsecondary institutions from the perspective of a faculty member. The course includes an assessment of the current status of faculty in the United States, faculty workloads, performance reviews, and structuring professional development activities and special topics. Toward this end, the professoriate will be explored to include: (1) current conditions of the professoriate, (2) academic careers and the stages of an academic, (3) faculty culture, including academic freedom and tenure, (4) faculty work, (5) occupational therapy faculty, and (6) special topics selected on the basis of the students' need and interest assessment. P: Enrollment in post professional OTD program.

POTD 532. Integrating Complementary and Alternative Treatments with Traditional Practice. 3 credits. (Elective)

As complementary and alternative treatments (CAM) gain acceptance in the clinical community, occupational therapists are uniquely qualified to incorporate many into our practice as part of a comprehensive approach to enhance engagement in occupation. Students will explore how CAMs can be used in Occupational Therapy practice as preparatory activities, therapeutic exercise or as meaningful occupations. Some of the CAM techniques explored include guided imagery, myofascial release, therapeutic touch, acupressure, meditation, yoga, tai chi and progressive relaxation training. P: Enrollment in post professional OTD program.

POTD 533. Emerging Topics in Advanced Geriatric Practice. 3 credits. (Elective)

This course will look at several of the emerging practice areas that focus on geriatric practice suggested by the American Occupational Therapy Association (AOTA) (Johansson, 2000). These geriatric practices areas include driver rehabilitation and training, design and accessibility consulting and home modification, low vision services, and health and wellness consulting (balance and fall prevention, memory support) (Johansson, 2000). From a self selected area of interest students will research and study in depth the topic followed by designing a program prototype based on best practice. P: Enrollment in post professional OTD program.

POTD 534. Holistic Stress Management. 3 credits. (Elective)

This course is designed to bring increased recognition and validation to the importance of a holistic approach to stress management in occupational therapy practice. Students will explore topics including the effects of stress on the body, creativity and healing, humor, guided imagery, relaxation, visual arts and music, journaling, and meditation. Students will learn to apply the concepts and techniques in occupational therapy practice as well as in their own lives. P: Enrollment in post professional OTD program.

POTD 535. Infant Mental Health in Occupational Therapy Practice. 3 credits. (Elective)

This course explores key concepts and research of infant and early childhood mental health including definitions of infant mental health including definitions of infant mental health attachment, temperament, and risk and resiliency in infant and family relationships. Students will apply these principles along with an understanding of occupation, child development and family systems to analyze the role of an occupational therapist in best practice infant mental assessment and intervention as part of an interdisciplinary team.

POTD 536. Current Topics in Pediatric Occupational Therapy Practice. 3 credits. (Elective)

changes have occurred, and are occurring, in this practice area such as sensory integration theory to incorporate sensory processing disorder, children and youth with autism, and changes in Individuals with Education Improvement Act (including Response to Intervention). In recent years there has been increased emphasis on addressing social skills, transition services for young adults, and occupation centered intervention. Finally, there has been an increase in new standardized and criterion referenced screening and assessment tools. This course will explore these topics and additional topics as identified by the students in the course. P: Enrollment in post professional OTD program.

POTD 537. Critical Perspectives of Disability and Society. 3 credits. (Elective)

The experience of disability is usually viewed as a condition of personal deficit, misfortune, and shame. In this course we will question these negative perceptions, as well as the practices and discourses through which they are generated and reinforced. This course will introduce students to a critical framework for recognizing entrenched attitudes, barriers, and representations that tend to have stigmatizing and discriminatory effects on people identified as disabled. We will study the work of scholars and activists who have reinterpreted disability as a form of human variation. We will also explore various models of disability and the history of development of disability as a concept in multiple levels of human society. Finally, students will be introduced to narrative methods used to investigate the personal experience of disability. P: Enrollment in post professional OTD program.

POTD 538. Occupational Therapy Pharmacotherapeutics. 3 credits. (Elective)

Students will be taught to utilize the knowledge of physiology and neuroanatomy to develop an understanding of effects of medication on human performance throughout the life span within the context of various physical and mental dysfunctions. The class is designed to help students develop an understanding of substance abuse, drug interactions, drug compliance, age and dosage recommendations of various classes of drugs.

POTD 539. Rehabilitation and Neuro-technology. 3 credits. (Elective)

This course focuses on neuro-technologies which produce a new or altered neurobehavioral or neuromuscular response. Neuro-technologies are used to restore or alter sensory perceptions, motor control (balance, coordination, rigidity, tone), mood, or to relieve pain. Case studies will be used to integrate the application of neuro-technologies. P: Enrollment in post professional OTD program.

POTD 541. Critical Analysis of Occupational Therapy Practice. 3 credits.

This course explores key perspectives of critical theory. Students will gain an understanding of external and internal criticisms of the profession of occupational therapy. Through student-driven learning activities, the course will emphasize the judicious use of evidence-based methods in assessment and treatment in order to contribute to the ongoing refinement of the profession. P:OTD 501 and OTD 553.

POTD 553. Introduction to Inquiry. 2 credits.

This course is the first of a series of research courses. Emphasis of this course will be placed on developing critical research consumers and building a solid foundation in research. This course will examine evidence-based practice, explore the relationship among theory, research and practice and gain an understanding of the research process. Both quantitative and qualitative research methodologies will be introduced and students will begin to understand numerous research designs. Critical knowledge and skills in research will be highlighted. Research literature in occupational therapy will be critically examined.

POTD 554. Research Proposal. 2 credits.

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; select a research design, quantitative, qualitative, or mixed methods; that is best suited to answer the research questions. Quantitative, qualitative and mixed methods data analysis will be discussed and students will apply such knowledge and skills in developing research proposals. The IRB process will be reviewed and implemented for developed research proposals. Through proposal development, students will gain competence in scientific inquiry. P: POTD 553.

POTD 555. Research Implementation I. 1.5 credit.

This course is a continuation of the POTD Research Proposal course. The research proposals developed in the Research Proposal course will be implemented in this course. Emphasis is placed on the first hand experience of the research process (g., recruitment of participants, data collection and analysis, manuscript writing, etc.) Students will critically analyze and solve problems encountered during the proposal implementation process, which will be closely monitored by the course instructor to ensure research integrity. P: POTD 554.

POTD 556. Research Implementation II. 1.5 credit.

This course is a continuation of POTD Research Implementation I. A scholarly written research manuscript is expected of students at the end of this course. P: POTD 555.

POTD 562. Advanced Clinical Ethics. 3 credits.

This 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.

POTD 565. Instructional Methods and Evaluation. 3 credits.

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 plan 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.

POTD 580. Professional Trajectory. 1 credit.

Students use their understanding of occupation, professional practice, and professional identity and leadership from didactic and clinical experiences to develop learning objectives which will be carried out during the Professional Rotation course. The emphasis of this course is on self directed personal and professional exploration and development. P: Enrollment to the post professional OTD program.

POTD 590. Post Professional Rotation. 1-16 credits.

Students construct this professional experience by carrying out their personal learning objectives identified in POTD 580 Professional Trajectory. Course objectives move from personal and professional transformation toward the transformation of practice. A total of 16 credit hours of Post Professional Rotation coursework is required for graduation. Number of credit hours assigned to each experience is based on learning objectives and approval of instructor. P: OTD 580.

POTD 599. Directed Independent Studies. 1-6 credits.

This course is an opportunity for motivated occupational therapy students to become involved in a course of study under the direction and guidance of faculty in order to: a) pursue, in depth, an area covered more generally in curriculum; b) explore a topic not normally covered in the curriculum; c) provide occupational therapy services to diverse and underserved populations, or d) assist with or conduct research in an occupational therapy area of practice. In all cases, it is the student's responsibility to fully identify the topic, acquire enough information to ensure its worthiness for independent study and negotiate for several offerings of this course. P: Enrollment in post professional OTD program.

POTD 601. Capstone. 1 credit.

The focus of this course is to reflect on student learning and achievement of program goals. Students will identify dimensions of the program that promoted self growth and transformed their practice. Students will negotiate a culminating professional project that disseminates knowledge (e.g. research, critically appraised topic, program development or professional rotation work).

Mission Statement

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 base of the Department of Occupational Therapy is consistent with the Philosophical Base of Occupational Therapy (American Occupational Therapy Association-AOTA, 2011). 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 teaches 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.”

Reference: American Occupational Therapy Association. (2011). The philosophical base of occupational therapy. *American Journal of Occupational Therapy*, 65(Suppl.), S65. doi: 10.5014/ajot.2011.65

Program Goals and Student Learning Outcomes

The program goals of the Professional Doctorate in Occupational Therapy program work toward this end by preparing graduates that:

1. Demonstrate entry-level occupational therapy clinical skills¹
2. Develop a new or refine an existing program that enhances occupational therapy practice.
3. Demonstrate positive interpersonal skills and insight into one's professional behaviors to accurately appraise one's professional dispositions, strengths, and areas for improvement.
4. Demonstrate the ability to practice educative roles for clients, peers, students, and others in community and clinical settings.
5. Influence policy, practice, and education by advocating for occupational therapy services for individuals and populations and for the profession.
6. Demonstrate leadership aptitudes and characteristics to assume leadership roles at the local, national and international levels in occupational therapy, health professions, and the community.
7. Develop essential knowledge and skills to contribute to the advancement of occupational therapy through scholarly activities.
8. Apply principles and constructs of ethics to individual, institutional, and social issues, articulate justifiable resolutions to these issues and act in an ethical manner.

1 Goal 1 is assumed to be accomplished by all post professional OTD students.

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 activities having unique meaning and purpose in a person's life. Occupations are central to a person's identity and competence, and they influence how one spends time and makes decisions (AOTA, 2008).

In the Creighton University professional doctorate program occupational therapy is viewed as a "profession concerned with promoting health and well-being through occupation. The primary goal of occupational therapy is to enable people to participate in the activities of everyday life" (World Federation of Occupational Therapists, 2012). Occupations unfold at the level of the individual, family, community, society and the world.

The profession-specific portion of the occupational therapy curricula is conceptualized as encompassing three primary themes: occupation, professional practice, and professional identity. Rather than approach each theme sequentially, the curricula are 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 curricula. In the entry-level and post-professional programs the content of each theme unfolds over the entire course sequence, becoming integrated as the student

progresses. Course objectives reflect curricular themes, although some courses emphasize one theme more than others.

In addition, threads of Leadership and Ignatian Values derived from the curriculum themes reinforce the development of therapists prepared at the doctoral level who are committed to serve societal needs. These threads thus serve as a way to integrate the three themes of the curricula. Students are expected to become engaged professionals who creatively articulate and model the integration of advanced knowledge and ethical decision-making through innovative practice, research, publication, advocacy, policy development and public speaking in efforts to influence broader health systems.

References:

American Occupational Therapy Association, (2008). Occupational therapy practice framework: Domain and process, 2nd edition. American Journal of Occupational Therapy, 62, 609-639.

World Federation of Occupational Therapists (2012) *Definition of Occupational Therapy*. Available at www.wfot.org/ResourceCentre.aspx (<http://www.wfot.org/ResourceCentre.aspx>).

Program Accreditation

The entry-level Doctor of Occupational Therapy program at Creighton University is accredited by:

Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association, Inc. (AOTA)
4720 Montgomery Lane, Suite 200
Bethesda, MD 20814-3425
Phone: 301.652.2682
TDD: 1.800.377.8555
Fax: 301.652.7711

<http://www.aota.org/Educate/Accredit.aspx>

Currently ACOTE does not accredit post-professional programs. The Post-Professional Doctor of Occupational Therapy program falls under the Regional Accreditation awarded to Creighton University by the Higher Learning Commission (HLC), a Commission of:

North Central Association of Colleges and Schools (NCA)
30 North LaSalle Street, Suite 2400
Chicago, IL 60602-2504
Phone: 800.621.7440

<http://www.ncahlc.org/>

Technical Standards for Admission and Retention of Occupational Therapy Students

The Doctor of Occupational Therapy education programs in the School of Pharmacy and Health Professions at Creighton University prepare occupational therapists to serve as primary providers of occupational therapy care. In order to function as a clinical occupational therapist, an individual must be able to meet certain physical, emotional, intellectual and communication expectations for

performance. Occupational therapy education requires the accumulation of scientific knowledge as well as the simultaneous acquisition and demonstration of psychomotor skills, cognitive skills and professional attitudes and behaviors. The faculty is committed to an educational environment where students may develop emotionally, spiritually, socially and cognitively.

Technical standards must be met with or without reasonable accommodations consistent with the Americans with Disabilities Act (ADA). The School is committed to enabling students with disabilities to complete the course of study of the OTD Programs by means of reasonable accommodations consistent with the ADA. Technical standards are necessary to create specific expectations for student performance in the classroom, laboratory and clinical education environments. The purpose of technical standards is to delineate the psychomotor skills, cognitive skills and professional attitudes and behaviors deemed essential for matriculation into, continuation in and completion of the educational program.

1. **Observation/Sensory:** Students must have sufficient visual abilities to be able to observe and interpret patients/clients accurately. They should also possess functional tactile and proprioceptive skills and abilities necessary to perceive and synthesize inputs during patient/client interaction, evaluation, and treatment.
2. **Communication:** Students must demonstrate effective verbal and written communication with patients, family members/caregivers, faculty/staff, fieldwork preceptors, payers, elected officials, members of the healthcare team and others. They must demonstrate appropriate communication with people of different ages and genders, with diverse physical, cognitive and emotional abilities, and from different cultural, ethnic, racial, socioeconomic, and religious backgrounds and lifestyles. Students must demonstrate the ability to use therapeutic communication and a client centered approach. They must display adequate English language skills in written and oral communication.
3. **Motor:** Students must display adequate motor skills to provide safe, efficient, and effective occupational therapy treatment. Examples of skills requiring motor ability include sitting tolerance, splint or assisted technology fabrication, computer usage, performing transfers and assisting with bed mobility, and providing range of motion and strengthening activities. The motor abilities required include adequate gross and fine motor function, vestibular function, strength, and functional usage of the sensory system.
4. **Intellectual/Conceptual:** Students must demonstrate problem solving throughout the didactic and experiential components of the program. This includes the ability to interpret information from multiple sources (written, verbal, environmental, interpersonal, etc.), carry out instructions in a timely manner, and understand and follow written instructions such as policies and procedures. Therefore, the student must be able to read complex material, and write in a way that is accurate, descriptive, free from errors and consistent with guidelines or standards. Further, students must be able to apply critical thinking processes in order to gather information, identify problems and alternative plans of action. They must be able to make decisions spontaneously in "on the spot" situations, pressure situations from high workload demands, and variable time and environmental demands.
5. **Behavioral/Social Skills/Professionalism:** Students must possess sufficient emotional health to fully utilize their intellectual abilities, exercise good judgment, adhere to ethical standards, complete patient care responsibilities promptly, and relate to others with courtesy, compassion, maturity, and respect for their dignity. Because occupational therapy education and practice takes place in a large variety of settings, students must have the ability to participate collaboratively as a (professional) team member, must be able to modify behavior in response to feedback, and display emotional health when faced with changing environments, clinical uncertainties, and

stressful workloads that include multiple concurrent demands and short deadlines. This requires the ability of students to be aware of and appropriately react to their own emotional responses. In addition, students must at all times maintain personal appearance and hygiene that is appropriate for professional and classroom settings.

Attainment of Technical Standards

Inability to comply with these technical standards may result in course failure. Applicants are encouraged to voluntarily discuss their disabilities with the Director of Admissions and the Assistant / Associate Dean for Academic Affairs of the School in order to consider and prepare for the accommodations that may be needed. After enrollment, a student with a disability who wishes to request reasonable accommodations may directly contact the Assistant / Associate Dean for Academic Affairs of the School or the Creighton University Office of Disability Accommodations (ODA). Verification and documentation of the disability by a qualified professional, such as a physician or psychologist, will be needed before reasonable accommodations are made. Accommodations will not be considered reasonable if they affect the substance of the occupational therapy educational program, compromise the School's educational standards, and/or negatively affect the safety of students and/or other people, including patients, with whom they may come into contact in the course of their studies. If accommodations are provided, this information will be kept in strict confidence.

All occupational therapy applicants must review the technical standards described in this document and perform a self-evaluation to determine if they are able to maintain compliance with them. A signed copy of this form should be returned to the SPAHP Office of Admissions signifying the standards have been read and certifying compliance.

Signing this document will serve as testimony that the student is in compliance with these standards and understands the responsibilities it outlines. A student who is dismissed from the program and subsequently reinstated must re-sign this document as testimony that the student is in compliance with these standards.

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).

National Board for Certification in Occupational Therapy, Inc. (NBCOT®)
12 S. Summit Avenue, Suite 100
Gaithersburg, MD 20877
Tel: 301.990.7979
Fax: 301.869.8492

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. A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

Licensure

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

Graduation Rates

Creighton University is pleased to provide information regarding our institution's graduation/completion rates, in compliance with the Higher Education Act of 1965, as amended. The rates reflect the graduation/completion status of first-time, full-time students who enrolled as undergraduates and for whom 150% of the normal time-to-completion has elapsed. To request this graduation rate information, please contact the University Registrar at 402.280.2702 or registrar@creighton.edu.

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 Occupational Therapy program between the years of 2008-2010, with the 2010 entering class graduating in December 2013, averaged a graduation rate of approximately 95 percent.

Physical Therapy Program

The Physical Therapy 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 and evaluation, restoring, maintaining and promoting optimal physical functioning, wellness and quality of life. The physical therapy evaluation combines examination findings and clinical judgment to generate a physical therapy diagnosis, prognosis and intervention plan. It may include, but is not limited to, testing of muscle function, joint flexibility, control of movement and mobility, including balance, walking, 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 physical therapy intervention. When appropriate, intervention entails education for preventing injury. Other techniques include therapeutic exercise, manual techniques, physical agent modalities, 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.

Professional Curriculum

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 health care 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 health care 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 Care 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 health care 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.

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

Entry-level Doctor of Physical Therapy

First Professional Year

First Semester (Fall)		Credits
PTD 500	Human Anatomy	7
PTD 501	Exercise Physiology and Wellness	2
PTD 502	Patient Management I	1
PTD 503	Behavioral and Social Science	2
PTD 504	Evidence Based Practice I	2
PTD 505	Introduction to Imaging for Physical Therapists	1
PTD 506	Integrated Laboratory I	1
PTD 507	Emergency Medical Responder	2
IPE 400	Introduction to Collaborative Care	0.5

Term Credits **18.5**

Second Semester (Spring)

PTD 510	Movement Science	4
PTD 511	Health Conditions for the Physical Therapist	3
PTD 512	Patient Management II	3
PTD 513	Cardiovascular and Pulmonary Physical Therapy I	3
PTD 514	Evidence Based Practice II	2
PTD 516	Integrated Laboratory II	2
PTD 518	Professional Formation I	1

Term Credits **18**

Second Professional Year

First Semester (Summer)

PTD 520	Neuroscience	3
PTD 521	Integumentary Physical Therapy	2
PTD 522	Musculoskeletal Physical Therapy I	2
PTD 526	Integrated Laboratory III	2

PTD 528	Professional Formation II	2
PTD 560	Professional Practice I	6
Term Credits		17
Second Semester (Fall)		
PTD 530	Physical Therapy Pharmacotherapeutics	2
PTD 531	Pain	2
PTD 532	Musculoskeletal Physical Therapy II	3
PTD 533	Motor Control and Motor Learning	2
PTD 534	Neuromuscular Physical Therapy I	3
PTD 536	Integrated Laboratory IV	4
Term Credits		16
Third Professional Year		
First Semester (Spring)		
PTD 600	Health Services	2
PTD 601	Ethics in Physical Therapy Practice	3
PTD 602	Musculoskeletal Physical Therapy III	2
PTD 604	Neuromuscular Physical Therapy II	3
PTD 606	Integrated Laboratory V	2
PTD 608	Professional Formation III	1
PTD 670	Professional Practice II	6
Term Credits		19
Second Semester (Summer)		
PTD 610	Physical Therapy Management Systems	2
PTD 611	Introduction to Differential Diagnosis	2
PTD 612	Amputations and Prosthetics	1
PTD 613	Cardiovascular and Pulmonary Physical Therapy II	2
PTD 614	Integrated Patient Care	1
PTD 615	Medical Imaging: Clinical Correlates for the Physical Therapist	1
PTD 616	Integrated Laboratory VI	2
PTD 617	Clinical Electrophysiology	1

PTD 618	Professional Formation IV	1
Term Credits		13
Fourth Professional Year		
First Semester (Fall)		
PTD 680	Professional Practice IV	16
Term Credits		16
Second Semester (Spring)		
PTD 688	Expert Practice in Physical Therapy	2
PTD 690	Professional Practice V	16
Term Credits		18
Total Credits:		135.5

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 2.00. 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). To participate in Commencement, a candidate must submit an application for degree through the Registrar's Office by the University deadline. 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.

Courses

IPE 400. Introduction to Collaborative Care. .5 credits.

This course is an introduction to the concepts of interprofessional collaborative practice preparing students across the health sciences to engage in interprofessional education and practice activities during their tenure at Creighton and beyond. In this course health sciences students will gain knowledge in the Core Competencies for Interprofessional Collaborative Practice, versed in the basics of team work in the context of health care and begin to develop skills in team-based clinical reasoning. P: To be determined by each department.

IPE 410. Interprofessional Foundations in Patient Safety. 2-4 credits.

This course is designed to educate health professions students about the fundamental core knowledge of patient safety. Faculties representing various disciplines teach the content from a patient-centered focus within an inter-professional framework. Concepts of safe systems will serve as an over arching principle to patient safety. By engaging in a series of modules complimented by case-based exercises, participants will learn the scope of the problem of patient safety, and acquire the skills to foster a culture of continuous learning and incorporation of patient safety best practices and improvements in their own individual professional practices.

IPE 411. CLARION Case Competition Preparation. 1 credit.

The focus of this one credit hour course is to prepare for the CLARION Case Competition at University of Minnesota. The individuals in this course will work in a 4-person interprofessional health care team to examine and develop solutions to a case provided by CLARION at University of Minnesota. Students will seek out assistance from CLARION Mentors, who are Creighton faculty members, designated to provide mentorship and advice to the members of the interprofessional team as needed in preparation for the case competition. P: IC.

IPE 412. Cultural Immersion and Experiential Learning in China. 2-3 credits.

The focus of this course is to increase participants' cultural competency and facilitate their leadership development for societal and global concerns through interprofessional experiential learning in China. Participants will engage in a series of seminars centered on preparation for successful experiential learning in China prior to a week-long international experience. Through immersion and engagement in various professional activities such as observation, advocacy for evidence-based rehabilitation practice and consultation, participants are expected to enhance cultural competency and foster leadership skills for international health concerns. Such an experiential learning immersion will prepare participants to provide culturally sensitive care and assume leadership roles at the international level. A professional dissemination of the experiential learning experience is expected at the end of the course. P: IC.

IPE 413. Developing Care for a Vulnerable Population:An Interprofessional Collaborative Approach-Hlth Promotn. 1 credit.

This course will provide students an opportunity to collaborate to address community identified health needs in partnership with a community partner. The focus of the course is to implement interprofessional collaborative care to address health status of a population in a community setting. P: Nursing - enrollment in graduate nursing; Physical Therapy, Occupational Therapy, and Pharmacy - successful completion of second year of professional curriculum.

PTD 312. Professional Development Seminar I. 1 credit.

Professional Development Seminar I is an introduction to the discipline of Physical Therapy. Students learn about the development of the profession and other issues related to Jesuit mission, values, service, practice and education. Students will be introduced to the Guide to Physical Therapist Practice, documentation, reflective critical thinking, portfolio development, and professional Core and Care abilities. Students will also initiate the process of facility site selection for clinical education experiences.

PTD 314. Professional Development Seminar II. 1 credit.

This is the second of a six-course sequence threading every semester of the didactic curriculum. The Professional Development sequence is designed to provide a forum for introduction, development and mastery of essential skills needed to function as a physical therapy professional. This course continues the discussion of themes related to professional formation and development, reflection, evidence-based practice, professional responsibility, learning, and inter-professional health care. Themes will be expanded and developed during subsequent semesters. In addition, students will broaden their experience-base learning through personal engagement with a variety of local communities, and by exploring opportunities for service within the profession. Students will also demonstrate a synthesis of knowledge acquired from all course work to date by assessment on a final comprehensive examination.

PTD 315. Cell Biology. 3 credits.

This foundational science course is an overview of the structure and function of the cells and tissues of the human body that are most relevant to the practice of physical therapy. The topics of inflammation and tissue healing are addressed, and relevant research issues and clinical correlations will be presented throughout the course. The information presented in this course is the cellular and molecular companion to the material you will be covering in gross anatomy this semester, and will be the basis for understanding much of what is covered in pathology next semester. You will be responsible for writing and presenting an integrated clinical project that incorporates subject matter presented in the gross anatomy, kinesiology and cell biology courses. P: Enrolled in the Creighton University Physical Therapy program.

PTD 319. Movement Science I. 4 credits.

Movement Science integrates theory and analysis of normal and disordered movement with foundational assessment skills of the physical therapist. The course requires the learner to incorporate knowledge of anatomical, histological, physiological and biomechanical properties of human tissues (connective, muscular, nervous) to interpret normal movement and to determine the causes of pathological motion. The Movement Science course sequence span the first two semesters of Creighton's professional Physical Therapy curriculum and develops skillful hands-on examination techniques as a means of engaging in the scientific practice of physical therapy. By linking students' knowledge of anatomy, cell biology and radiology with Movement Science, the course sequence provides a crucial bridge from foundational biological science to subsequent clinical coursework. P: Enrolled full time in the Professional Phase of PT program and satisfactory completion of all Professional course work to date, or permission of both the Course Director and Department Chair.

PTD 322. Behavioral Concepts and Strategies in Practice I. 2 credits.

Effective human interaction is central to the physical therapist's varied roles in providing direct physical therapy care as an integral member of the health care team in a diverse society. This course is the first in a two-semester sequence that provides students with foundation knowledge and experience in the behavioral sciences as applied to clinical practice. Theory and principles of human communication and behavior will be explored to facilitate an awareness of self and others, enhancing interactions with patients/clients, family, caregivers, health practitioners and consumers. In addition, evidence-based strategies for understanding and facilitating adaptations to illness and disability across the lifespan are introduced. P: Enrolled full-time in the professional program with satisfactory completion of all coursework to date.

PTD 324. Physical Therapy Interventions I. 1 credit.

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 credits.

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. Movement Science II. 4 credits.

A continuation of PTD 319; Movement Science integrates theory and analysis of normal and disordered movement with foundational assessment skills of the physical therapist. The course requires the learner to incorporate knowledge of anatomical, histological, physiological and biomechanical properties of human tissues (connective, muscular, nervous) to interpret normal movement and to determine the causes of pathological motion. The Movement Science course sequence span the first two semesters of Creighton's professional Physical Therapy curriculum and develops skillful hands-on examination techniques as a means of engaging in the scientific practice of physical therapy. By linking students' knowledge of anatomy, cell biology and radiology with Movement Science, the course sequence provides a crucial bridge from foundational biological science to subsequent clinical coursework.

PTD 405. Clinical Exercise Physiology and Prescription. 3 credits.

This course is designed to provide students with an overview of bioenergetics in addition to a study of acute and chronic physiologic adaptations to aerobic, anaerobic, and strengthening exercise. The selection and application of therapeutic exercise and prescription will be emphasized in relation to physical impairments (body structure and function) and functional limitations (activities) frequently encountered across the lifespan in physical therapy. P: Enrolled full-time in the professional program with satisfactory completion of all course work to date.

PTD 422. Behavioral Concepts and Strategies in Practice II. 3 credits.

This course explores the central role of the physical therapist as an educator – a facilitator of learning and behavior change related to health behaviors. Behavioral theories and individual/social factors influencing health and wellness throughout the lifespan are examined and applied, including management of physical therapy care for patients with psychiatric or psychological diagnoses. Key teaching and learning concepts that are essential to facilitate learning in the academic, community and clinical settings are differentiated. Development of health education and wellness program prescriptions based on social, cultural and economic influences are introduced, emphasizing the importance of epidemiological assessment and program evaluation. P: Enrolled in the Doctor of Physical Therapy professional program with satisfactory completion of all coursework to date.

PTD 428. Medical Imaging for Physical Therapists. 2 credits.

This course covers basic principles and interpretation of medical imaging modalities as they apply to the physical therapist. The emphasis is on plain film radiography, including basic physics of the imaging technique, viewing and interpreting films, radiographic anatomy, and clinical correlation with patient cases. Other types of imaging, including magnetic resonance imaging, computed tomography, diagnostic and rehabilitative ultrasound imaging, nuclear medicine, and cardiovascular imaging techniques will also be introduced. P: Enrolled full-time in the professional program with satisfactory completion of all course work to date.

PTD 431. Pharmacotherapeutics. 2 credits.

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. Professional Development Seminar III. 1 credit.

This is the third of a six-course sequence threading every semester of the didactic curriculum. The Professional Development sequence is designed to provide a forum for introduction, development and mastery of essential skills needed to function as a physical therapy professional. This course continues the discussion of themes related to professional formation and development, reflection, evidence-based practice, professional responsibility, learning, and inter-professional healthcare. Activities of the Nebraska Physical Therapy Chapter, the APTA House of delegates, professional practice, and governing regulations of physical therapy are explored, in addition to policies related to clinical education. Students will also demonstrate a synthesis of knowledge acquired from all course work to date by assessment on a final comprehensive examination.

PTD 435. Ethics in Physical Therapy Practice. 3 credits.

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 credits.

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 credits.

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 credits.

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. Professional Development Seminar IV. 1 credit.

This course is a continuation of PTD 312, PTD 314 and PTD 432. This course will explore the professional role of physical therapists and how it relates to a changing health care environment. The broader scope of physical therapy in relation to local and national communities, other health care professionals and the political arena will also be discussed. In addition, the course will focus on clinical learning, development of self-responsibility, self-assessment and understanding of professional competence.

PTD 443. Health Care Systems. 2 credits.

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 448. Neuromuscular Physical Therapy I. 4 credits.

This course serves as an introduction to the Physical Therapy examination, evaluation, planning, and intervention for the adult and child with acquired or congenital nervous system dysfunction and their social unit. Emphasis will be placed on the examination and evaluation components of patient management. A clinical decision making model is presented with an emphasis on understanding normal function and the components of a thorough examination/evaluation within a context of individual growth, development and change across the lifespan. Discussion, integration of case studies, evidence-based practice, and practice of psychomotor skills will be used to facilitate learning. This course is foundational for PTD 558 emphasizing Physical Therapy management and interventions for specific congenital and acquired pathologies, impairments, and functional limitations.

PTD 449. Cardiovascular, Pulmonary and Integumentary Physical Therapy I. 3 credits.

This course is part one of a two-part sequence designed to provide the student with foundational and clinical knowledge of the cardiovascular and pulmonary systems with respect to physical therapy practice. Physical therapy examination, evaluation, prognosis, diagnosis, intervention, and patient management as it relates to the pulmonary system will be emphasized. In this course diseases of the cardiovascular system across the lifespan will be discussed in relation to physical therapy practice.

PTD 450. Introduction to Differential Diagnosis/Physical Assessment. 2 credits.

An introduction into differential diagnosis/physical assessment as it applies to physical therapy will focus on the diagnostic process and the physical examination process in evaluation of musculoskeletal, cardiopulmonary, GI/GU/renal and psychological systems. Readings will be applied to case discussions. Laboratory experiences will provide practical hands-on application of assessment skills in health examination of well adults. P: Enrolled as a third year student in the professional program with satisfactory completion of all coursework to date.

PTD 499. Directed Independent Study. 1-6 credits.

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 500. Human Anatomy. 7 credits.

Human Anatomy provides a dissection-based anatomical study of the human body. Gross anatomy, surface anatomy and embryology of the human body is explored. Students are expected to learn gross anatomy through reading, group study and dissection. Lecture and concept maps will be used in the course to introduce and reinforce anatomical concepts. Competence in applying anatomical concepts to clinical problems faced by the physical therapist is the expected outcome of the course. P: Enrollment in the Physical Therapy program.

PTD 501. Exercise Physiology and Wellness. 2 credits.

This course is designed to provide students with knowledge and application of bioenergetics related to both acute and chronic physiological adaptations of aerobic, anaerobic, and strengthening exercise. Assessment of body composition will also be measured utilizing a variety of techniques. In addition students will address specific nutritional needs and ergogenic supplementation for individuals with active lifestyles from youth to geriatric populations. P: Enrollment in the Physical Therapy program.

PTD 502. Patient Management I. 1 credit.

This course is an introduction to patient management with a focus on the healthy individual or population. This is the first semester of a two-part series. Topics include physical therapists as wellness experts, an introduction to vital signs and patient assessment, wellness and health promotion, gait and balance assessment, giving and receiving feedback, community needs assessment, and program selection. Components of this course will be incorporated into the integrated labs to expand your practice and understanding. P: Enrollment in the Physical Therapy program.

PTD 503. Behavioral and Social Science. 2 credits.

Effective human interaction is central to the physical therapist's varied roles in providing physical therapy care as an integral member of the health care team in a diverse society. This course provides students with foundational knowledge and experience in the behavioral sciences as applied to clinical practice. Theory and principles of human communication and behavior will be explored to facilitate an awareness of self and others, enhancing interactions with patients/clients, family, caregivers, health practitioners and consumers. In addition, evidence-based strategies for understanding and facilitating adaptations to illness and disability across the lifespan are introduced. P: Enrollment in the Physical Therapy program.

PTD 504. Evidence Based Practice I. 2 credits.

This course is the first of a two part series designed to develop students' inquiry skills as consumers of the literature with the ability to critically analyze and evaluate research evidence, as well as to identify researchable problems and questions. Emphasis is placed on critiquing clinical research focused on measurement, diagnosis, prevention, and treatment outcomes. Principles and application of inquiry and investigation are explored in relation to the clinical environment. Research design and statistical methods are discussed and used in the analysis of research literature. An evidence-based decision making process will be modeled, emphasizing applications for use in clinical practice. Emphasis is placed on critiquing clinical research focused on measurement, diagnosis, prevention, and treatment outcomes. P: Enrollment in the Physical Therapy program.

PTD 505. Introduction to Imaging for Physical Therapists. 1 credit.

This course provides foundational knowledge about common diagnostic imaging techniques encountered in clinical practice by physical therapists. Plain film radiography, magnetic resonance imaging, computed tomography, ultrasound imaging and nuclear medicine imaging techniques will all be introduced. The course will cover the basic physics and principles for viewing and interpreting these imaging studies. This course will integrate with other basic science coursework, such as human anatomy, and future clinical science courses, such as musculoskeletal, cardiovascular and pulmonary, and neurologic physical therapy. P: Enrollment in the Physical Therapy program.

PTD 506. Integrated Laboratory I. 1 credit.

This course is designed to synthesize content from anatomy, exercise physiology, patient management, behavioral and social sciences, and medical imaging. Clinical reasoning and psychomotor skill development will be emphasized. Students will integrate and apply elements of the patient/ client management model across the lifespan and throughout the continuum of care to promote excellence in physical therapy practice. P: Enrollment in the Physical Therapy program.

PTD 507. Emergency Medical Responder. 2 credits.

The primary focus of the Emergency Medical Responder (EMR) is to initiate immediate lifesaving care to patients, in a variety of settings. An EMR possesses the basic knowledge and skills necessary to provide lifesaving interventions while awaiting additional EMS or other medical specialists' arrival, and to assist higher level medical personnel at the scene of an emergency or during transport. Course content will include an introduction to emergency medical services, airway management and a review of professional rescuer CPR, patient assessment, initial recognition and interventions for medical and trauma emergencies, emergencies involving special patient populations, and EMS operations. P: Enrollment in the Physical Therapy program.

PTD 510. Movement Science. 4 credits. SP

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. P: Enrollment in the Physical Therapy program with satisfactory completion of all coursework to date.

PTD 511. Health Conditions for the Physical Therapist. 3 credits. SP

This course applies current theory of the physical therapy management of patients with acute and chronic health conditions commonly seen in practice. Primary content area will include diseases or conditions of the immune, endocrine and metabolic, lymphatic, hematologic, gastrointestinal, hepatic, pancreatic and biliary, renal and urologic, and genital and reproductive systems. The pathophysiology, medical diagnosis, clinical course, medical/surgical/health care team management and prevention will be presented as a foundation for developing a physical therapy plan of care. P: Enrollment in the Physical Therapy program with satisfactory completion of all coursework to date.

PTD 512. Patient Management II. 3 credits. SP

This course is a continuation to patient management concepts with a focus on the individual who is acutely or chronically ill. This is the second semester of a two-part series. Topics include infection control, management of equipment found within inpatient settings, body mechanics, bed mobility, advanced transfer training, gait training with assistive devices, documentation, and an introduction to manual techniques. P: Enrollment in the Physical Therapy program with satisfactory completion of all coursework to date.

PTD 513. Cardiovascular and Pulmonary Physical Therapy I. 3 credits. SP

This is the first of a two-course sequence designed to provide the student in the physical therapy management of patients/clients with diagnoses involving the cardiovascular and pulmonary systems. Physical therapy examination, evaluation, prognosis, diagnosis, intervention, and outcome assessment across the lifespan will be emphasized across the continuum of care. Student learning experiences will include lecture, small group discussions, projects and case study preparation, and clinical participation. P: Enrollment in the Physical Therapy program with satisfactory completion of all coursework to date.

PTD 514. Evidence Based Practice II. 2 credits. SP

This course will help develop students' inquiry skills as consumers of the literature with the ability to critically analyze and evaluate research evidence, as well as to identify researchable problems and questions. Emphasis is placed on critiquing clinical research focused on qualitative methods, treatment outcomes, clinical practice guidelines, systematic reviews, and meta-analysis. An evidence-based decision making process will be modeled, emphasizing application for use in clinical practice. P: Enrollment in the Physical Therapy program with satisfactory completion of all coursework to date.

PTD 516. Integrated Laboratory II. 2 credits. SP

This course is the second in a series of six laboratories designed to synthesize content from Cardiovascular and Pulmonary PT I, Kinesiology, PT Management II, and Evidence-based Practice. Clinical reasoning and psychomotor skill development will be emphasized. Students will integrate and apply elements of the patient/client management model across the lifespan and throughout the continuum of care to promote excellence in physical therapy practice. P: Enrollment in the Physical Therapy program with satisfactory completion of all coursework to date.

PTD 518. Professional Formation I. 1 credit. SP

This course is an introduction to professional aspects of Physical Therapy. This course will introduce students to topics addressing personal/professional reflection, professional organizations and leadership, and the role of physical therapists and other healthcare providers in clinical practice. Students will also initiate preparation for clinical education experiences including development of a clinical education plan. P: Enrollment in the Physical Therapy program with satisfactory completion of all coursework to date.

PTD 520. Neuroscience. 3 credits. SU

This course provides an overview of the development, structure, and function of the human nervous system. The emphasis of this course will be on human neurobiology as it relates to the profession of physical therapy and rehabilitation; however the material covered is relevant to any healthcare profession. Research concerning the pathophysiology of nervous system disorders and the repair and regeneration of nervous system tissue will be introduced. P: Enrollment in the Physical Therapy program with satisfactory completion of all coursework to date.

PTD 521. Integumentary Physical Therapy. 2 credits. SU

This course follows the clinical application of physical therapy skills within the integumentary system using the patient management model. A case-based approach will be utilized to teach clinical skills and application with the International Classification of Functioning, Disability, and Health (ICF) will occur. P: Enrollment in the Physical Therapy program with satisfactory completion of all coursework to date.

PTD 522. Musculoskeletal Physical Therapy I. 2 credits. SU

This course incorporates the study of physical therapy and the medical management of musculoskeletal disorders of the lower limb. All aspects of physical therapy management of musculoskeletal conditions will be covered, including examination, intervention, and prognosis. Practical application of course content will occur in Integrated Laboratory III. P: Enrollment in the Physical Therapy program with satisfactory completion of all coursework to date.

PTD 526. Integrated Laboratory III. 2 credits. SU

This course is the third in a series of six laboratories designed to synthesize content from Neuroscience, Integumentary Physical Therapy, and Musculoskeletal Physical Therapy I. Clinical reasoning and psychomotor skill development will be emphasized. Students will integrate and apply elements of the patient/client management model across the lifespan and throughout the continuum of care to promote excellence in physical therapy practice. P: Enrollment in the Physical Therapy program with satisfactory completion of all coursework to date.

PTD 528. Professional Formation II. 2 credits. SU

This course is a continuation of student professional development. Students will continue to prepare for clinical experiences and are introduced to interprofessional practice in a variety of clinical settings. In addition students will explore laws, rules and policies that regulate the practice of physical therapy, including discussion ethical and moral considerations for pro bono practice. Students will learn how the profession of physical therapy can engage in the process of influencing policies related to political and patient advocacy. P: Enrollment in the Physical Therapy program with satisfactory completion of all coursework to date.

PTD 530. Physical Therapy Pharmacotherapeutics. 2 credits. FA

This course is designed to help students gain a broad understanding of fundamental concepts and principles of drug action, drug interactions, drug compliance and dosage recommendations. Utilization of knowledge of physiology and neuroscience to develop an understanding of medications' effects on human performance throughout the life span within the context of various physical and mental dysfunctions will be expected. P: Enrollment in the Physical Therapy program with satisfactory completion of all coursework to date.

PTD 531. Pain. 2 credits. FA

This course will address theoretical models for understanding the basis for pain across the lifespan. Integration of pain assessment and physical therapy pain management will be addressed. Emphasis will be placed on the utilization of contemporary evidence to better inform a patient-centered treatment approach. Students will also gain insights into interdisciplinary pain management. P: Enrollment in the Physical Therapy program with satisfactory completion of all coursework to date.

PTD 532. Musculoskeletal Physical Therapy II. 3 credits. FA

Musculoskeletal Physical Therapy II incorporates the study of physical therapy and the medical management of musculoskeletal disorders of the upper limb and spine. All aspects of physical therapy management of musculoskeletal conditions will be covered, including examination, evaluation, intervention, and prognosis. Practical application of course content will occur in Integrated Laboratory IV. P: Enrollment in the Physical Therapy program with satisfactory completion of all coursework to date.

PTD 533. Motor Control and Motor Learning. 2 credits. FA

This course will provide the students with a foundation in the latest theories of motor control and motor learning as well as an introduction to evidence-based tools for effective application of these concepts to physical therapy practice. Emphasis is placed on a task-oriented approach to examination and interventions related to posture, balance, sensory integration, mobility and upper extremity function throughout the lifespan to promote an understanding of normal motor development and the effects of aging on the production of movement. P: Enrollment in the Physical Therapy program with satisfactory completion of all coursework to date.

PTD 534. Neuromuscular Physical Therapy I. 3 credits. FA

This course is part of the neuromuscular course sequence preparing the student to determine all components of the patient management model (physical therapy examination, evaluation, diagnosis, prognosis, and intervention) for the adult and child with acquired or congenital nervous system dysfunction and their social unit. Emphasis will be placed on the health conditions of the pediatric patient as well as adults with stroke and vestibular dysfunction. Facilitation of clinical reasoning skills incorporating all factors of the ICF framework including the context of individual growth, development, and change across the lifespan will be utilized to advance the student's thought process. Active learning strategies including case application and discussion, video case analysis, and incorporation of evidence-based practice will be used to enhance learning. P: Enrollment in the Physical Therapy program with satisfactory completion of all coursework to date.

PTD 536. Integrated Laboratory IV. 4 credits. FA

This course is the fourth in a series of six laboratories designed to synthesize content from Neuroscience Physical Therapy I, Musculoskeletal Physical Therapy II, Motor Control and Motor Learning, and Pain courses in a comprehensive, patient-centered approach across the lifespan. Clinical reasoning and psychomotor skill development will be emphasized. Students will integrate and apply elements of the patient/client management model across the lifespan and throughout the continuum of care to promote excellence in physical therapy practice. P: Enrollment in the Physical Therapy program with satisfactory completion of all coursework to date.

PTD 552. Professional Development Seminar V. 1 credit.

This is the fifth of a six-course sequence threading every semester of the didactic curriculum. This course continues the discussion of themes related to professional formation and development, reflection, evidence-based practice, professional responsibility, learning, and inter-professional health care. Topics related to the current health care environment will be discussed including evidence-based practice, professionalism, and global perspectives in physical therapy. In addition, students will broaden their experience-based learning through personal engagement with a variety of local communities, and by exploring opportunities for service within the profession. Students will also demonstrate a synthesis of knowledge acquired from all course work to date by assessment on a final comprehensive examination.

PTD 553. Physical Therapy Management Systems. 2 credits.

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 II. 6 credits. SP

A continuation of the Professional Practice course sequence. This course focuses on clinical learning and assisting students in developing self-responsibility, self-assessment, and an understanding of professional competence. The course is comprised of a six-week professional practice experience. P: Enrolled in the professional program with satisfactory completion of all coursework to date.

PTD 557. Musculoskeletal Physical Therapy II. 4 credits.

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 credits.

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, Pulmonary and Integumentary Physical Therapy II. 3 credits.

This is the second of a two-course sequence designed to prepare the student in the physical therapy management of patients/clients with diagnoses involving the cardiovascular, pulmonary and integumentary systems. Physical therapy examination, evaluation, prognosis, diagnosis, intervention, and outcome assessment across the lifespan will be emphasized across the continuum of care. Student learning experiences will include lecture, small group discussions, projects and case study preparation, laboratory practice and clinical observations. P: Enrolled in professional physical therapy program with satisfactory completion of all coursework to date.

PTD 560. Professional Practice I. 6 credits. SU

This course is comprised of a six-week clinical education experience focusing on clinical learning and developing self-responsibility, self-assessment, and an understanding of professional competence. Students participate in an assigned clinical site. P: Enrollment in the Physical Therapy program with satisfactory completion of all coursework to date.

PTD 562. Professional Development Seminar VI. 1 credit.

This is the sixth of a six-course sequence threading every semester of the didactic curriculum. This course continues the discussion of themes related to professional formation and development, critical self-reflection, evidence-based practice, professional responsibility, learning, and inter-professional healthcare. Topics related to the current health care environment will be discussed including evidence-based practice, interdisciplinary healthcare, professionalism, and clinical learning. Students will also demonstrate a comprehensive synthesis of knowledge by assessment on the Practice Examination Assessment Tool (PEAT) and will use their results to develop a study strategy for the NPTE.

PTD 600. Health Services. 2 credits. SP

A study of health care policy and delivery 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 contemporary physical therapist practice. The organization of the health care system where physical therapists work is introduced. The student will be able to apply the information in this course to the completion of a market analysis for a physical therapist practice. The federal efforts to reform the health care system will be explored. P: Enrollment in the Physical Therapy program with satisfactory completion of all coursework to date.

PTD 601. Ethics in Physical Therapy Practice. 3 credits. SP

This course prepares physical therapy students to approach ethical dilemmas objectively with a thorough understanding of professional moral responsibility. Students learn 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 identify deliberate actions consistent with respect for human dignity. P: Enrollment in the Physical Therapy program with satisfactory completion of all coursework to date.

PTD 602. Musculoskeletal Physical Therapy III. 2 credits. SP

Musculoskeletal Physical Therapy III incorporates the study of physical therapy and the medical management of musculoskeletal disorders. Emphasis will be placed on eclectic models of examination and intervention with discussion of the use of Complementary and Alternative Medicine within physical therapy practice. All aspects of physical therapy management of musculoskeletal conditions will be covered, including examination, evaluation, intervention, and prognosis. Practical application of course content will occur in Integrated Laboratory V. P: Enrollment in the Physical Therapy program with satisfactory completion of all coursework to date.

PTD 604. Neuromuscular Physical Therapy II. 3 credits. SP

This course is part of the neuromuscular sequence and builds on the knowledge and skills gained in Neurobiology, Motor Control and Motor Learning and Neuromuscular Physical Therapy I. Specifically, this course continues to prepare the student to determine all components of the patient management model for patients with neurologic dysfunction including traumatic brain injury, spinal cord injury, progressive disorders, non-progressive disorders, and peripheral neuropathy. Intervention strategies focus on applying the International Classification of Functioning, Disability, and Health framework to patient cases and improving functional recovery. Facilitation of clinical reasoning skills incorporating all factors of the ICF framework will be utilized to advance the student's thought process. Active learning strategies of case application and discussion, video case analysis, and incorporation of evidence-based practice will be used to enhance learning. P: Enrollment in the Physical Therapy program with satisfactory completion of all coursework to date.

PTD 606. Integrated Laboratory V. 2 credits. SP

This course is the fifth in a series of six laboratories designed to allow the student to apply, integrate, and demonstrate psychomotor skills relevant to content from Neuromuscular Physical Therapy II, Musculoskeletal Physical Therapy III and previous clinical courses in the curriculum. Clinical reasoning and psychomotor skill development will be emphasized. Students will integrate and apply elements of the patient/client management model across the lifespan and throughout the continuum of care to promote excellence in physical therapy practice. P: Enrollment in the Physical Therapy program with satisfactory completion of all coursework to date.

PTD 608. Professional Formation III. 1 credit. SP

A continuation of the professional formation course sequence. Students will develop a professional plan related to identity and integration into the profession; this will include a focus on lifelong learning. Additional topics will focus on the role of physical therapy on a global scale related to social justice, service, and addressing issues related to diversity. Students will also explore evidence supporting and refuting the use of alternative and complimentary methods in patient care. P: Enrollment in the Physical Therapy program with satisfactory completion of all coursework to date.

PTD 610. Physical Therapy Management Systems. 2 credits. SU

An introduction to management theory and practice in physical therapy including human resources, organizational change, leadership and team building, strategic planning, financial management including reimbursement, quality management, legal and regulatory issues, facility planning and marketing. Management decision making regarding investment, financing and operations is emphasized within the context of a business system. P: Enrollment in the Physical Therapy program with satisfactory completion of all coursework to date.

PTD 611. Introduction to Differential Diagnosis. 2 credits. SU

An introduction into differential diagnosis as it applies to physical therapy will focus on the diagnostic process in evaluation of musculoskeletal, cardiopulmonary, GI/GU/renal and psychological systems. Emphasis will be on differentiating neuromusculoskeletal problems from systemic conditions, recognizing emerging red flags and deciding on course of action. Readings will be applied to case discussions. P: Enrollment in the Physical Therapy program with satisfactory completion of all coursework to date.

PTD 612. Amputations and Prosthetics. 1 credit. SU

This course focuses on the physical therapy examination, evaluation, and interventions for patients with amputations/prostheses. Included are the causes and types of limb amputations, a survey of available prosthetic componentry, the multidisciplinary teach approach for care of a person with an amputation and the occupational recreational aspects of prosthetic use. P: Enrollment in the Physical Therapy program with satisfactory completion of all coursework to date or permission of both the Course Director and Department Chair.

PTD 613. Cardiovascular and Pulmonary Physical Therapy II. 2 credits. SU

This is the second of a two-course sequence designed to prepare the student in the physical therapy management of patients/clients with diagnoses involving the cardiovascular and pulmonary systems. Physical therapy examination, evaluation, prognosis, diagnosis, intervention, and outcome assessment across the lifespan will be emphasized across the continuum of care. Student learning experiences will include lecture, small group discussions, projects and case study preparation, and clinical observations. P: Enrolled in professional physical therapy program with satisfactory completion of all coursework to date.

PTD 614. Integrated Patient Care. 1 credit. SU

This course requires integration of all six semesters of the physical therapy curriculum as students use their knowledge, skills and clinical reasoning in authentic encounters with an individual who would benefit from physical therapy care. Following an examination, students will work in teams to develop and implement a patient-centered plan of care over the month-long unit to optimize their patient's movement and quality of life. P: Enrollment in the Physical Therapy program with satisfactory completion of all coursework to date.

PTD 615. Medical Imaging: Clinical Correlates for the Physical Therapist. 1 credit. SU

This course provides the opportunity for students to integrate information from medical imaging studies with other patient data in a case-based format. Students will utilize available clinical decision making guidelines to help make recommendations about whether imaging is needed in a given clinical scenario, and which type of imaging is optimal. They will also use imaging data to guide choices for physical therapy patient management. P: Enrollment in the Physical Therapy program with satisfactory completion of all coursework to date.

PTD 616. Integrated Laboratory VI. 2 credits. SU

This course is the last in a series of six laboratory courses in the curriculum. The course is designed to allow the student to apply, integrate, and demonstrate psychomotor skills relevant to content from prosthetics, cardiovascular and pulmonary physical therapy, imaging and differential diagnosis. Clinical reasoning and psychomotor skill development will be emphasized. Students will integrate and apply elements of the patient/client management model across the lifespan and throughout the continuum of care to promote excellence in physical therapy practice. P: Enrollment in the Physical Therapy program with satisfactory completion of all coursework to date.

PTD 617. Clinical Electrophysiology. 1 credit. SU

This course is the last in a series of six laboratory courses in the curriculum. The course is designed to allow the student to apply, integrate, and demonstrate psychomotor skills relevant to content from prosthetics, cardiovascular and pulmonary physical therapy, imaging and differential diagnosis. Clinical reasoning and psychomotor skill development will be emphasized. Students will integrate and apply elements of the patient/client management model across the lifespan and throughout the continuum of care to promote excellence in physical therapy practice. P: Enrollment in the Physical Therapy program with satisfactory completion of all coursework to date.

PTD 618. Professional Formation IV. 1 credit. SU

This course is the last in a four course sequence of professional development courses. Students will reflect on past patient care experiences and engage in preparation for terminal clinical learning and competencies for practice. Students will plan for the future by preparing for the National Board Exam, determining career aspirations, and developing a comprehensive plan to achieve professional goals. P: Enrollment in the Physical Therapy program with satisfactory completion of all coursework to date.

PTD 670. Professional Practice II. 6 credits. SP

A continuation of the Professional Practice sequence. This course focuses on clinical learning and assisting students in developing self-responsibility, self-assessment, and an understanding of professional competence. The course is a full time six week professional practice experience. P: Enrolled in the professional program with satisfactory completion of all coursework to date.

PTD 680. Professional Practice IV. 18 credits.

This course is a 18-week professional practice experience that requires the student to integrate the knowledge and skills from all previous academic and clinical coursework.

PTD 688. Expert Practice in Physical Therapy. 2 credits.

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 690. Professional Practice V. 16 credits.

This course is a 16-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. P: Enrolled full-time in the professional program with satisfactory completion of all course work to date.

Program Philosophy

The faculty of the Department of Physical Therapy affirms 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.

Physical Therapy as a Profession 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 provides service to individuals by addressing each person's specific needs while ethically integrating therapeutic outcomes with the needs of the greater society. This includes minimizing movement dysfunction and decreasing the deleterious effects of health impairments and activity limitations in order to maximize ability and promote health.

To achieve the primary professional goal of facilitating the patient/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 lifespan 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 Department of Physical Therapy 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 profession of physical therapy. In concert with the Jesuit tradition of Creighton University, the Department of Physical Therapy 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 has a commitment to inquiry, and accepts the responsibility for contributing to the theoretical underpinnings, evolving knowledge base and practical implementation of physical therapy practice. The faculty is 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.

The 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.

Accreditation

The entry-level Doctor of Physical Therapy program is accredited by:

Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association

1111 North Fairfax Street

Alexandria, VA 22314-1488

Phone: 703.684.2782

Fax: 703.684.7343

www.capteonline.org/Home.aspx (<http://www.capteonline.org/Home.aspx>)

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.

1. **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.

2. **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.
3. **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.
4. **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 Admission 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 Admission 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(s) of Record and their academic advisor. Students who cannot meet technical standards while participating in a course may request a grade of Incomplete from the Instructor(s) 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 Admission and the Assistant/Associate Dean for Academic Affairs.

Clinical Skills Development Plan for Students Returning to the Doctor of Physical Therapy Program Following an Extended Absence

The Doctor of Physical Therapy professional program is committed to ensuring that each student is well prepared and safe to administer evaluative tests and treatment interventions before advancing to clinical experiences. There is a risk that psychomotor and clinical reasoning skills mastered in the program may decline during an extended absence (defined as 2 or more consecutive semesters). Therefore, return to the professional program (defined as enrollment or re-enrollment in one or more courses) after the extended absence will require that a clinical skills development plan be designed to make sure the student has the opportunity to demonstrate knowledge and skills necessary to safely advance and be successful in the program. This plan will be developed by the academic and clinical education advisors in consultation with the core faculty, and will be co-signed by the Department Chair and Assistant / Associate Dean of Academic Affairs.

The student development plan for the semester he/she returns may include, but is not limited to, the following requirements:

Part 1 – Demonstration of successful retention of clinical reasoning and psychomotor skills mastered from previous course content (last successfully completed semester in the program).

- The student will be registered for PTD 399 Directed Independent Study (1 credit).
- No later than the first week of the semester the student will take and pass the comprehensive clinical competence performance exam and the comprehensive computer exam for content covered in the last semester successfully completed.
- If the student is unsuccessful in passing the above exam requirements of PTD 399 Directed Independent Study within the first week, then a special plan will be developed. This special plan may include the requirement to:
 - a. restart the professional curriculum; or,
 - b. develop a remediation plan of action for mastery of the relevant material and clinical skills in order to retake and pass the above exams by the midterm of the enrolled semester.
- If the student is not successful in meeting the requirements for PTD 399 Directed Independent Study as outlined above, then a grade of "F" will be assigned. If this is the student's second "F" in the professional program, then the student will be dismissed from the program.

Part 2 – Demonstration of successful mastery and integration of clinical reasoning and psychomotor skills for the semester the student is currently enrolled (if not enrolled in the full-time curriculum for the semester).

- The student will be registered for PTD 499 Directed Independent Study (1 to 6 credits).
- As part of PTD 499 Directed Independent Study the student must attend and actively participate in designated courses in the professional curriculum as well as pass any competency and practical exams associated with those courses.
- The student must take and pass the comprehensive clinical practice exam and the comprehensive computer exam for the current semester of enrollment.
- The student must engage in and successfully complete supervised clinical experiences usually required for the current semester of enrollment.
- If the student is not successful in meeting the requirements for PTD 499 Directed Independent Study outlined above, then a grade of “F” will be assigned. If this is the student’s second “F” in the professional program, then the student is dismissed from the program.

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.

Licensure

All students 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.

Graduation Rates

Creighton University is pleased to provide information regarding our institution’s graduation/completion rates, in compliance with the Higher Education Act of 1965, as amended. The rates reflect the graduation/completion status of first-time, full-time students who enrolled as undergraduates and for whom 150% of the normal time-to-completion has elapsed. To request this graduation rate information, please contact the University Registrar at 402.280.2702 or registrar@creighton.edu.

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 Physical Therapy program between the years of 2009-2011, with the 2011 entering class graduating in May, 2014, averaged a graduation rate of approximately 97 percent.

Placement

Many prospective employers conduct interviews at the School. The School hosts an annual Career Fair that is well attended by potential employers, and effectively assists graduates with job placement. Current students and alumni are invited to participate in the Career Fair, which takes place in

November of each year. The Career Center's Jobs for Jays system is updated frequently with employment opportunities sent by recruiters in Omaha and other locations.

Other Educational Opportunities

Students pursuing a Pharm.D. degree also have the opportunity to earn another degree through one of the following dual degree programs:

- Pharm.D. / Master of Science in Pharmaceutical Sciences (p. 207)
- Pharm.D. / Master of Business Administration (p. 207)

Interested students should contact the School's Admission Office at <http://spahp2.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 dual 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, or 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:

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
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Doctor of Pharmacy / Master of Business Administration Dual Degree Program

Students have the opportunity to obtain a and Doctor of Pharmacy (PharmD) and Master of Business Administration (MBA) degree through a dual program offered by the School of Pharmacy and Health Professions and the Heider College of Business. This combined degree program pairs a rigorous academic curriculum with practical experience in business and pharmacy and can provide students

with increased career opportunities in retail and healthcare facilities. The dual program allows both residential (on-campus) and distance PharmD students to complete an MBA degree during the time it takes to complete the PharmD program without imposing any stringent credit hour burdens on Pharmacy students. Students must apply to and be admitted separately by both the School of Pharmacy and Health Professions and the Heider College of Business' MBA program. For individuals admitted to the School of Pharmacy for the fall 2014 term and after, an applicant's PCAT score, their admission to the PharmD program *and* their cumulative PHA GPA, which must at least a 3.3, will be evidence of eligibility for admission to the MBA program, and they will not be required to take the GMAT exam. However, PHA students whose cumulative PHA GPA is below a 3.3 will be required to submit an acceptable GMAT score in order to be considered for admission to the MBA program. MBA admission decisions are based on the following factors: academic background, GPA (both undergraduate and PHA), work experience, and letters of recommendation. Interviews are not required as part of the MBA admission process. Applicants who wish to visit the campus are welcome to call to schedule an appointment.

Program Features

- A maximum of 6 hours of specified PHA coursework can be applied toward the 33 total hours required for the MBA degree.
- Campus-based MBA courses are only held in the evenings (Monday-Thursday) from 6:00-9:30pm and occasionally on Friday afternoon/evening and Saturday. A limited number of MBA classes are available online each fall, spring, and summer term. No online MBA classes are offered in the winter term.
- Students starting the PharmD program in August 2014 or after who have either obtained a bachelor's degree or are P1 students, have completed a minimum of 90 credit hours *and* have a minimum 3.3 PHA GPA are eligible to apply to the MBA program *after* their first semester of Pharmacy School. The GMAT exam will not be required for these students provided they meet all of the criteria. *NOTE:* Under no circumstances will PHA students be allowed to enroll in any 700-level graduate business classes unless they have met the minimum credit hour, PHA GPA requirement and satisfactorily completed at least one semester of PHA courses.
- The combined degree may be completed in four years of full-time study. However, PHA students are not permitted to take any MBA classes during their first semester of enrollment in Pharmacy School due to the rigorous PHA schedule. PHA students may, with written permission of the School of Pharmacy, be allowed to enroll in MBA classes the second semester of their first year of Pharmacy School.

Requirements

PharmD: Students complete all requirements for the PharmD (p. 128) degree.

MBA:

M.B.A. Requirements (33 credits beyond the Foundation)

The M.B.A. program is a customized program designed to offer either a general management education to students new to the study of business or an advanced and more specialized business education to students with a business degree and/or significant business experience. This customized program offers students the opportunity to develop a curriculum best suited to their backgrounds, skills, and career goals.

Foundation

Statistics is required for the M.B.A. degree. Students who have not taken an undergraduate statistics course will be required to either take an undergraduate statistics course or achieve a satisfactory score on a statistics competency exam administered for a fee through the Heider College of Business. Students who need to take statistics are expected to fulfill their outstanding deficiency at the beginning of their studies in order to advance to certain 700-level courses. Even though pharmacy students take a PHA statistics course (PHA 350) as part of the PharmD degree, they are not scheduled to take this course until their third year. Therefore, pharmacy students should plan on completing the online statistics tutorial within their first year in order to avoid any delays in completing the MBA degree.

Core (9 credits)

All M.B.A. students will complete the three core courses listed below that address business processes and skills fundamental to Creighton's Jesuit and values-based mission. Creighton's M.B.A. program emphasizes how business leaders apply sound and coherent ethical principles to serve its stakeholders and society for the common good.

MBA 771	Leadership and Organizational Behavior	3
MBA 775	Business Policy And Managerial Action	3
MBA 776	Business, Ethics and Society	3

Functional Core (9-15 credits)

Students who are new to the study of business because they hold neither an undergraduate degree in business nor have extensive business work experience may be required to take some or all of the functional core classes. Taking these classes and the core M.B.A. courses will lead to a general competency in most areas of business. Students who hold undergraduate business degrees or have extensive business experience may elect to take one or more of these courses with the approval of the Graduate Business Program's office or may elect to move directly to concentration courses.

MBA 701	Financial Reporting for MBAs	3
MBA 711	Managerial Finance (or MIM Elective)	3
MBA 741	Economic Analysis for Managers	3
MBA 761	Marketing Management	3
BIA 731	Information Systems Management	3

Tier 2 Courses (9-24 credits)

All M.B.A. students will complete the balance of their 33 credits for the M.B.A. degree by taking advanced courses in the functional areas. These business courses cover advanced topics in all areas of business including accounting, finance, economics, business intelligence and analytics, marketing, and management.

To ensure appropriate breadth and depth: 1) Students must take one course in each of three of five functional areas; 2) Students may take a maximum of three courses beyond MBA 771 in the management/leadership area; and 3) Students may take a maximum of four courses in any given functional area. A complete listing of courses included in each functional area is available from the M.B.A. Program Advisor.

Pharmacy students may transfer in a maximum of six hours of the PHA courses listed below toward the 33 total credit hours required for the M.B.A. degree, provided a grade of "B" or better is earned in each course.

PHA 442	Pharmacy Practice Management
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PHA 452	Pharmacoeconomics
PHA 521	Community Management Advanced Pharmacy Practice Experience
PHA 533	Organization Management Advanced Pharmacy Practice Experience
PHA 541	Hospital Management Advanced Pharmacy Practice Experience
<hr/>	
Total Credits	33

See the School of Pharmacy and Health Professions or Heider College of Business Graduate Programs office for complete details and requirements.

Faculty

Naser Z. Alsharif, *Professor of Pharmacy Sciences* (1994; 2010).

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

Kelly Anderson, *Adjunct Assistant Professor of Pharmacy Practice*.

B.S., University of Nebraska-Lincoln, 1993; Pharm.D., Creighton University, 1998

Samuel C. Augustine, *Professor of Pharmacy Practice* (2004; 2008).

B.S.Pha., University of Nebraska Medical Center, 1973; Pharm.D., University of Nebraska, 1979

Angela Bahle-Lampe, *Assistant Professor of Occupational Therapy* (2014).

B.S.O.T., Creighton University, 1994; O.T.D., Creighton University, 1997

Charles C. Barr, *Associate Professor of Pharmacy Practice* (1998); *Assistant Dean for Alumni Affairs* (2004).

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

J. Bradley Barr, *Associate Professor of Physical Therapy* (1998; 2010).

B.A., Stanford University, 1991; D.P.T., Creighton University, 1996

Kimberley J. Begley, *Assistant Professor of Pharmacy Practice* (2006).

Pharm.D., Creighton University, 1993

L. Kirk Benedict, *Professor of Pharmacy Sciences ; Dean Emeritus* (1995).

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

Lisa L. Black, *Associate Professor of Physical Therapy* (2004; 2010).

B.S., University of Nebraska Medical Center, 1982; D.P.T., Creighton University, 2006

Shirley A. Blanchard, *Associate Professor of Occupational Therapy/Community and Preventive Dentistry* (1990; 2005); *Associate Professor Department of Internal Medicine* (2004).

B.S.O.T., Virginia Commonwealth University, 1975; M.S., University of Nebraska, Omaha, 1981; Ph.D., University of Nebraska, Lincoln, 2003

Alfred G. Bracciano, *Associate Professor of Occupational Therapy* (2005).

B.S.O.T., Wayne State University, 1978; M.S.A., Central Michigan University, 1985; Ed.D., Western Michigan, 1992

J. Chris Bradberry, *Professor of Pharmacy Practice* (2003); *Dean, School of Pharmacy and Health Professions*.

B.S.Pha., University of Louisiana at Monroe, 1967; M.S., University of Louisiana at Monroe, 1969; Pharm.D., University of Tennessee Health Science Center, 1962

James D. Bramble, *Associate Professor of Pharmacy Sciences* (1997; 2004); *Associate Professor of Pharmaceutical Sciences* (1997; 2004).

B.S., University of Utah, 1991; M.P.H., University of Oklahoma, 1993; Ph.D., Medical College of Virginia, 1998

Shana Castillo, *Assistant Professor of Pharmacy Practice* (2011).

Pharm.D., Creighton University, 2001; M.B.A., University of Nebraska, Omaha, 2005

Wen-Pin Chang, *Assistant Professor of Occupational Therapy* (2010).

B.S., Kaohsiung Medical University, 2000; M.S.O.T., Colorado State University, 2004; Ph.D., Colorado State University, 2008

Harsh Chauhan, *Assistant Professor of Pharmacy Science* (2011).

B.S.Pha., Dr. K.N. Modi Institute of Pharmaceutical Education and Research, 2001; Ph.D., Massachusetts College Pharmacy Health Sciences, 2011

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, *Associate Professor of Pharmacy Practice* (2002; 2010).

Pharm.D., Creighton University, 1994

Bartholomew E. Clark, *Associate Professor of Pharmacy Sciences* (2001; 2007).

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

Kelli L. Coover, *Associate Professor of Pharmacy Practice* (1997; 2012).

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

Brenda M. Coppard, *Professor of Occupational Therapy* (1992; 2014); *Associate Dean for Assessment* (2014).

B.A., Creighton University, 1989; M.S.O.T., Rush University, 1991; Ph.D., University of Nebraska, Lincoln, 2000

Alekha K. Dash, *Professor of Pharmacy Sciences* (1990; 2003); *Chair, Department of Pharmacy Sciences* (2004; 2007).

B.S.Pha., Jadaypur University (India), 1981; M.S. Pharm, Jadaypur University (India), 1983; Ph.D., University of Minnesota, 1990

Estella M. Davis, *Associate Professor of Pharmacy Practice* (2003; 2013).

Pharm.D., Creighton University, 1998

Edward M. Desimone, *Professor of Pharmacy Sciences* (1989; 1998).

B.S.Pha., Temple University, 1971; M.S.Pha., Temple University, 1976; Ph.D., Temple University, 1977

Christopher J. Destache, *Professor of Pharmacy Practice* (1984; 2006); *Professor of Medicine* (1990; 2006); *Professor of Medical Microbiology and Immunology* (1997; 2006).

Pharm.D., Creighton University, 1984

Joy D. Doll, *Associate Professor of Occupational Therapy* (2007; 2014).

B.S.O.T., University of South Alabama, 2002; O.T.D., Creighton University, 2003

Anna Domina, *Assistant Professor of Occupational Therapy* (2010).

B.A., Augustana College, 2001; O.T.D., Creighton University, 2004

Katherine E. Duggins, *Adjunct Assistant Professor of Pharmacy Practice* (2015).

Pharm.D., Creighton University, 2011

Ryan Dull, *Assistant Professor of Pharmacy Practice* (2010).

B.S., University of Nebraska, Lincoln, 2004; Pharm.D., Creighton University, 2009

Stacey Dull, *Assistant Professor of Pharmacy Practice* (2011).

Pharm.D., Creighton University, 2009

Gary N. Elsasser, *Professor of Pharmacy Practice* (1981; 2010); *Professor of Family Medicine* (1996; 2011).

Pharm.D., University of Nebraska Medical Center, 1980

Michele A. Faulkner, *Professor of Pharmacy Practice* (1998; 2014).

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Kathleen Flecky, *Associate Professor of Occupational Therapy* (2006; 2012).

B.S.M.T., Creighton University, 1979; B.S.O.T., Creighton University, 1997; O.T.D., Creighton University, 1999

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Pharm.D., University of Nebraska, 1993

Kevin T. Fuji, *Assistant Professor of Pharmacy Practice* (2009; 2013).

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Linda S. Gabriel, *Assistant Professor of Occupational Therapy* (1988; 2003).

B.S.O.T., University of Kansas, 1973; M.A., University of Nebraska, Omaha, 1983; Ph.D., University of Nebraska Medical Center, 2001

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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

Kimberly A. Galt, *Professor of Pharmacy Practice* (1997; 2003); *Professor of Anesthesiology* (2004).

B.S., University of Michigan, 1978; Pharm.D., University of Michigan, 1981; Ph.D., University of Nebraska, 2009

Salvatore J. Greco, *Professor Emeritus of Pharmacy Sciences* (1956; 1992).

B.S.Pha., Duquesne University, 1942; Ph.D., University of Maryland, 1948

Philip Gregory, *Associate Professor of Pharmacy Practice* (2005; 2012).

Pharm.D., university of Pacific School of Pharmacy and Health Sciences, 1999

Bobbi Greiner, *Adjunct Instructor of Occupational Therapy* (2014).

B.S., Creighton University, 2005; O.T.D., Creighton University, 2005

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B.A., Dakota Wesleyan University, 1999; M.S., Middle Tennessee State University, 2001; D.P.T., Belmont University, 2004; Ph.D., University of Virginia, 2009

Amy M. Haddad, *Professor of Health Policy and Ethics* (1988; 2005); *Professor of Pharmacy Sciences* (1988; 1996); *Professor of Community and Preventive Dentistry* (1988; 1996); *Director, Center for Health Policy and Ethics* (2005).

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William R. Hamilton, *Associate Professor of Pharmacy Sciences* (1993; 2003).

Pharm.D., University of California at San Francisco, 1972

Shana Harrington, *Associate Professor of Physical Therapy* (2014).

B.A., University of North Carolina, 1998; M.S.P.T., University of St. Augustine for Health Sciences, 2000; Ph.D., University of North Carolina, 2009

Laurie Hayes, *Contributed Service Faculty of Pharmacy Practice*.

Pharm.D., Drake University, 1995

Darren Hein, *Assistant Professor of Pharmacy Practice* (2014).

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B.A., Augustana College, 2006; M.S., Creighton University, 2008; Ph.D., Indiana University School of Medicine, 2013

Daniel E. Hilleman, *Professor of Pharmacy Practice* (1981; 1994); *Professor of Medicine* (1994).

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B.S., Creighton University, 1980; Pharm.D., University of Nebraska, 1987

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B.S.Pha., University of Nebraska, 1965; M.S., University of Nebraska, 1971; M.B.A., University of Nebraska, 1976

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B.S., University of Karachi (Pakistan), 1970; M.Sc. , University of Karachi (Pakistan), 1972; M.S., University of Bridgeport, 1975; Ph.D., University of Arizona Health Sciences Center, 1980

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B.S.P.T., California State University-Long Beach, 1979; M.S., Anat., University of Michigan, 1987; Ph.D., University of Michigan, 1991

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B.S., University of Nebraska, 1990; M.L.S., University of Missouri, 2003

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B.S., Creighton University, 1985; Pharm.D., Creighton University, 1989

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B.S., East China Normal University, 1987; M.A., University of Nebraska, Omaha, 1993; Ph.D., University of Nebraska, Lincoln, 1998; B.S.O.T., Creighton University, 2001

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B.S.Pha., University of Nairobi, Kenya, 1983; M.B.A., Creighton University, 1992; Ph.D., Creighton University, 1997

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B.S.O.T., San Jose State University, 1984; M.S.O.T., San Jose State University, 1993; Ph.D., University of Nebraska, Lincoln, 2003

Victor A. Padron, *Associate Professor of Pharmacy Sciences* (1991); .

B.S.Pha., University of Nebraska, 1968; M.S., University of Nebraska, 1973; Ph.D., University of Nebraska, 1978

Karen A. Paschal, *Professor of Physical Therapy* (1994; 2015).

B.A., University of South Dakota, 1972; M.S., Duke University, 1974; D.P.T., Creighton University, 2006

Angela Patterson, *Adjunct Instructor of Occupational Therapy*.

B.S.O.T., Creighton University, 1999

Kirk M. Peck, *Assistant Professor of Physical Therapy (2002); Interim Chair, Department of Physical Therapy (2015)*.

B.S., Kansas State University, 1988; M.S., University of Kansas Medical Center, 1990; Ph.D., University of Nebraska, 2004

Amy M. Pick, *Adjunct Associate Professor of Pharmacy Practice (2004; 2010)*.

B.S., Nebraska Wesleyan University, 1999; Pharm.D., University of Nebraska, 2003

Maggie T. Pogge, *Adjunct Instructor of Physical Therapy (2012)*.

B.A., Marquette University, 2004; D.P.T., Creighton University, 2007

Gail A. Poskey, *Assistant Professor of Occupational Therapy (2015)*.

B.S., East Central Oklahoma State University, 1985; M.O.T., Texas Woman's University, 1988; Ph.D., Texas Woman's University, 2007

Paul L. Price, *Associate Professor of Pharmacy Practice (2000; 2006); Associate Professor of Psychiatry (2002; 2006); Associate Dean for Academic and Student Affairs (2015)*.

Pharm.D., Creighton University, 1992

Zara Risoldi Cochrane, *Associate Professor of Pharmacy Practice (2010; 2015)*.

Pharm.D., Shenandoah University, 2008

Victoria F. Roche, *Professor of Physical Therapy & Occupational Therapy (2003); Professor of Pharmacy Sciences (1982; 1995); Senior Associate Dean, School of Pharmacy and Health Professions (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 Practice (1990; 2003)*.

Pharm.D., University of Nebraska, 1988

Robert Sandstrom, *Professor of Physical Therapy (1995; 2014)*.

B.S., University of Wisconsin, 1979; M.S., University of Nebraska Medical Center, 1986; Ph.D., University of Nebraska Medical Center, 1989

Linda S. Scheirton, *Associate Professor, Occupational Therapy (1997; 2003); Associate Clinical Professor of Periodontics (1997)*.

A.A.S., Del Mar College, 1974; B.S., Texas A&I University at Corpus Christi, 1975; M.A., University of Texas at Austin, 1978; Ph.D., University of Texas at Austin, 1990

Marisa R. Sevick, *Adjunct Instructor of Occupational Therapy (2015)*.

B.S., University of Nebraska Lincoln, 2010; D.P.T., Washington University, 2013

Somnath Singh, *Associate Professor of Pharmacy Sciences (2003; 2009); .*

B.Pharm., Muzaffarpur Institute of Technology, 1990; M.Pharm., Banaras Hindu University, 1993; Ph.D., North Dakota State University, 2003

Mark V. Siracuse, *Associate Professor of Pharmacy Sciences (2003; 2009)*.

B.S.Pha., 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, *Adjunct Associate Professor of Pharmacy Practice* (1995; 2010).
Pharm.D., University of Nebraska, 1994

Jessica Skradski, *Assistant Professor of Pharmacy Practice* (2010).
Pharm.D., University of Nebraska Medical Center, 2006

April Smith, *Assistant Professor of Pharmacy Practice* (2009).
B.S., Doane College, 2003; M.A., Doane College, 2008; Pharm.D., Creighton University, 2007

Mikayla L. Spangler, *Associate Professor of Pharmacy Practice* (2007; 2014); *Assistant Professor of Family Medicine* (2010).
Pharm.D., University of Nebraska Medical Center, 2005

Julie A. Stading, *Associate Professor of Pharmacy Practice* (1998; 2004).
Pharm.D., Creighton University, 1991

Sidney J. Stohs, *Professor of Pharmacy Sciences* (1989); *Dean Emeritus* (2003).
B.S.Pha., University of Nebraska, 1962; M.S., University of Nebraska, 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., University of Nebraska, Omaha, 1983;
Pharm.D., Creighton University, 1989

Robyn Teply, *Assistant Professor of Pharmacy Practice* (2009); *Assistant Professor of Family Medicine* (2011).
B.S., University of California San Diego, 2002; M.B.A., Creighton University, 2007; Pharm.D., Creighton University, 2007

Andrea Thinnnes, *Assistant Professor of Occupational Therapy* (2006).
B.S.O.T., College of St Mary, 2001; O.T.D., Creighton University, 2007

A. Joseph Threlkeld, *Professor of Physical Therapy* (1992; 2014); *Associate Professor of Biomedical Sciences* (2010).
B.H.S., University of Kentucky, 1976; Ph.D., University of Kentucky, 1984

Jennifer A. Tilleman, *Assistant Professor of Pharmacy Practice* (2004).
B.S., Viterbo University, 1998; Pharm.D., Creighton University, 2002

Justin Tolman, *Associate Professor of Pharmacy Sciences* (2008; 2015); .
Pharm.D., University of Texas, 2005; Ph.D., University of Texas, 2009

Alicia C. Vanden Bosch, *Assistant Professor of Pharmacy Practice* (1989).
B.S., University of Nebraska, Omaha, 1984; Pharm.D., University of Nebraska, 1988

Jacy Vermaas-Lee, *Assistant Professor of Occupational Therapy* (2007).
B.A., University of Nebraska, Lincoln, 1996; M.A.O.T., University of Southern California, 1999

Nicole White, *Assistant Professor of Pharmacy Practice* (2011).

Pharm.D., Creighton University, 2010

Amy Friedman Wilson, *Associate Professor of Pharmacy Practice (2000); Assistant Dean for Academic Affairs (2015).*

Pharm.D., Creighton University, 1995

Stacy Wong, *Adjunct Instructor of Physical Therapy.*

W. Wayne Young, *Associate Professor of Pharmacy Practice (1984).*

B.S.Pha., Purdue University, 1970; Pharm.D., Duquesne University, 1972

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