

CREIGHTON UNIVERSITY BULLETIN

2011-2013 ISSUE SCHOOL OF PHARMACY AND HEALTH PROFESSIONS

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CALENDAR

FIRST SEMESTER, 2011-2012

2011

July	25-29, <i>Mon-Fri.</i>	Orientation for first-year distance Doctor of Pharmacy students.
	August	8-12, <i>Mon-Fri.</i>
	15-20, <i>Mon-Sat.</i>	Orientation for first-year campus Doctor of Pharmacy, Occupational Therapy, and Physical Therapy students.
	16, <i>Tuesday</i>	Laptop exchange for third-year Doctor of Pharmacy students.
	17, <i>Wednesday</i>	Fall term begins in the School of Pharmacy and Health Professions for most classes and programs.*
	22, <i>Monday</i>	Fall term begins for all first-year Doctor of Pharmacy, Occupational Therapy, and Physical Therapy students.
	24, <i>Wednesday</i>	Classes begin for all students enrolled in courses taught by undergraduate colleges.
	24-30, <i>Wed.-Tue.</i>	Class schedule changes and late registration. Dean's Office.
September	30, <i>Tuesday</i>	Last Day for class (add/drop) changes and late registration.
	5, <i>Monday</i>	Labor Day – no classes.
	9, <i>Friday</i>	School Picnic (classes from 11:30 a.m. & later are cancelled).
	14, <i>Wednesday</i>	11:00 a.m. Mass of the Holy Spirit.
	22, <i>Thursday</i>	Last day to change from credit to audit. Last day to apply for Pass/No Pass status.
October	6, <i>Thursday</i>	Last day for filing applications for degrees to be conferred at the end of the First Semester.
	15, <i>Saturday</i>	Fall Recess begins after last class, clinic, or laboratory.
	17, <i>Monday</i>	9:00 a.m. Mid-semester grade reports from instructors due in Registrar's Office.
	24, <i>Monday</i>	Classes resume.
	28, <i>Friday</i>	Last day to withdraw from courses with a "W".
November	11, <i>Friday</i>	School of Pharmacy and Health Professions Career Fair (<i>subject to change</i>)
	22, <i>Tuesday</i>	Thanksgiving recess begins after last class, clinic, or laboratory.
	24, <i>Thursday</i>	9:00 a.m. Thanksgiving Day Mass, St. John's Church.
	28, <i>Monday</i>	Classes resume.
December	12-16, <i>Mon-Fri</i>	Final semester examinations.
	16, <i>Friday</i>	Christmas – Mid-year Recess begins after last exam.
	16, <i>Friday</i>	School of Pharmacy and Health Professions Graduate Recognition and Hooding Ceremony
	17, <i>Saturday</i>	Mid-year commencement.

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

SECOND SEMESTER, 2011-2012 (Tentative)

2012

January	9, <i>Monday</i>	Spring term begins in the School of Pharmacy and Health Professions for most classes and programs.*
	11, <i>Wednesday</i>	Classes begin for all students enrolled in courses taught by undergraduate colleges.
	11-17, <i>Wed-Tue</i>	Class schedule changes and late registration. Dean's Office.
February	7, <i>Sunday</i>	Mass for Founder's Week: Past, Present and Future. St. John's Church.
	9, <i>Thursday</i>	Last day to change from credit to audit. Last day to apply for Pass/No Pass status.
	13, <i>Monday</i>	Last day for filing applications for degrees to be conferred at end of the Second Semester.
March	3, <i>Saturday</i>	Spring recess begins after last class, clinic, or laboratory.
	5, <i>Monday</i>	Mid-semester grade reports from instructors due in the Registrar's Office by 9:00 a.m.
	12, <i>Monday</i>	Classes resume.
	19, <i>Monday</i>	Last day to withdraw from courses with a "W".
	31, <i>Saturday</i>	School Spring Banquet. 6 p.m.
April	5, <i>Thursday</i>	Holy Thursday – classes suspended from 5 p.m. April 5 until 5 p.m. Monday, April 9.
	8, <i>Sunday</i>	Easter Sunday.
	9, <i>Monday</i>	Easter Monday. Classes resume at 5 p.m.
	10, <i>Tuesday</i>	School of Pharmacy & Health Professions Honors Convocation.
May	7-10, <i>Mon-Thur</i>	Final semester examinations.
	11, <i>Friday</i>	Baccalaureate Mass. St. John's Church. School of Pharmacy and Health Professions Graduate Recognition and Hooding Ceremony.
	12, <i>Saturday</i>	University Commencement.

SUMMER SESSION, 2012 (Tentative)

2012

May	14, <i>Monday</i>	Summer term begins in the School of Pharmacy and Health Professions for most classes and programs.**
	18, <i>Friday</i>	Last day to change from credit to audit. Last day to apply for Pass/No Pass status.
	28, <i>Monday</i>	Memorial Day – no classes.
June	7, <i>Thursday</i>	Last day for filing applications for degrees to be conferred at end of Summer Session.
July	4, <i>Wednesday</i>	Independence Day – no classes.
	3, <i>Tuesday</i>	Last day to withdraw from course with a "W".
August	9, <i>Thursday</i>	Final examinations. Summer Session ends.
	10, <i>Friday</i>	Degrees conferred for August graduates.
	13, <i>Monday</i>	9:00 a.m. Term 2 final grade reports from instructors due in Registrar's Office.

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

FIRST SEMESTER, 2012-2013 (Tentative)

2012

July

August

- 23-28, *Mon-Sat* Orientation, first-year distance Doctor of Pharmacy students.*
- 6-10, *Mon-Fri* Orientation for first-year Alaska Doctor of Occupational Therapy students.
- 13-18, *Mon-Sat* Orientation for first-year campus Doctor of Pharmacy, Occupational Therapy, and Physical Therapy students.
- 14, *Tuesday* Technology Update/CPR Recertification for third-year Doctor of Pharmacy students.
- 15, *Wednesday* Fall term begins in the School of Pharmacy and Health Professions for most classes and programs.*
- 20, *Monday* Fall term begins for all first-year Doctor of Pharmacy, Occupational Therapy, and Physical Therapy students.
- 22, *Wednesday* Classes begin for all students enrolled in classes taught by undergraduate colleges.
- 31, *Tuesday* Last day for late registration.

September

- 3, *Monday* Labor Day – no classes.
- 12, *Wednesday* Mass of the Holy Spirit. St. John’s Church, 11 a.m.
- 7, *Friday* School Picnic (classes from 11:30 a.m. and later are cancelled).
- 20, *Thursday* Last day to change from credit to audit. Last day to apply for Pass/No Pass status.

October

- 11, *Thursday* Last day for filing applications for degrees to be conferred at the end of the First Semester.
- 13, *Saturday* Fall Recess begins after last class, clinic, or laboratory.
- 15, *Monday* Mid-semester grade reports from instructors due in Registrar’s Office, 9 a.m.
- 22, *Monday* Classes resume.
- 29, *Monday* Last day to withdraw from courses with a “W”.

November

- TBA* School of Pharmacy and Health Professions Career Fair
- 20, *Tuesday* Thanksgiving recess begins after last class, clinic, or laboratory.
- 22, *Thursday* 9 a.m. Thanksgiving Day Mass, St. John’s Church.
- 26, *Monday* Classes resume.

December

- 10-14, *Mon-Fri* Final semester examinations.
- 14, *Friday* Christmas – Mid-year Recess begins after last exam.
- 14, *Friday* School of Pharmacy and Health Professions Graduate Recognition and Hooding Ceremony.
- 19, *Saturday* Mid-year commencement.

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

SECOND SEMESTER, 2012-2013 (Tentative)

2013

January	14, <i>Monday</i>	Spring term begins in the School of Pharmacy and Health Professions for most classes and programs.*
	14-15, <i>Mon-Tue</i>	Class changes (add/drop) and late registration. Dean's Office.
	16, <i>Wednesday</i>	Classes begin for all students enrolled in courses taught by undergraduate colleges.
February	9, <i>Sunday</i>	Mass for Founder's Week: Past, Present and Future. St. John's Church. (<i>subject to change</i>)
	14, <i>Thursday</i>	Last day to change from credit to audit. Last day to apply for Pass/No Pass status.
	14, <i>Thursday</i>	Last day for filing applications for degrees to be conferred at end of Second Semester.
March		School Spring Banquet. Date and time to be announced.
	9, <i>Saturday</i>	Spring recess begins after last class, clinic, or laboratory.
	12, <i>Tuesday</i>	Mid-semester grade reports from instructors due in the Registrar's Office, 9 a.m.
	18, <i>Monday</i>	Classes resume.
	25, <i>Monday</i>	Last day to withdraw from courses with a "W".
April	28, <i>Thursday</i>	Holy Thursday—classes suspended from 5 p.m. March 28 to Monday, April 1
	31, <i>Sunday</i>	Easter Sunday.
	1, <i>Monday</i>	Easter Monday. Classes resume at 5 p.m.
	2, <i>Tuesday</i>	School of Pharmacy and Health Professions Honors Convocation.
May	6-9, <i>Mon-Thur</i>	Final semester examinations.
	17, <i>Friday</i>	Baccalaureate Mass. St. John's Church. School of Pharmacy and Health Professions Graduate Recognition and Hooding Ceremony.
	18, <i>Saturday</i>	University Commencement.

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

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PAUL L. PRICE Pharm.D.	<i>Assistant Dean for Academic Affairs</i>
RONALD J. HOSPODKA, B.S.Pha., M.S., M.B.A.	<i>Special Assistant to the Dean for Professional Affairs</i>
ALEKHA K. DASH, Ph.D.	<i>Chair, Department of Pharmacy Sciences</i>
MICHAEL S. MONAGHAN, Pharm.D.	<i>Chair, Department of Pharmacy Practice</i>
KELI MU, Ph.D.	<i>Interim Chair, Department of Occupational Therapy</i>
KAREN PASCHAL, DPT	<i>Interim Chair, Department of Physical Therapy</i>
TERESA COCHRAN, DPT	<i>Director, Transitional Doctor of Physical Therapy Pathway</i>
JOY DOLL, OTD	<i>Director, Post-Professional Doctor of Occupational Therapy Pathway</i>
MANZOOR M. KHAN, Ph.D.	<i>Director, Master of Science in Pharmaceutical Sciences Program</i>
THOMAS L. LENZ, PHARM.D.	<i>Director, Doctor of Pharmacy Distance Pathway</i>
TRACY A. CHAPMAN, M.Ed.	<i>Executive Director, e-Learning and Academic Technology</i>
MACKENZIE BUXCEL, M.P.A.	<i>Interim Director of Admission</i>
SHAWN COOK, M.P.A.	<i>Director of Student Affairs</i>
JESSICA M. GRANER, B.S.	<i>Senior Administrator for Finance and Administration</i>

COMMITTEES

<p><i>Executive Administrative Rank and Tenure Curriculum (by Program) Assessment (by Program and School-wide) e-Learning</i></p>	<p><i>Faculty Development and Recognition Admission (by Program) Academic Review and Support Academic Issues Hearing Board Student Awards (by Program)</i></p>
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GENERAL INFORMATION

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

With an enrollment of 7,730 persons taught by 732 full-time faculty and 243 part-time faculty, Creighton has set as its goal the conduct of higher education in the context of Christian values.

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

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

Thirty-four percent of the University's students are enrolled in the College of Arts and Sciences, 34 percent in the health sciences professions, 8 percent in Business Administration, 4 percent in University College, 6 percent in law, and 14 percent in the Graduate School.

LOCATION

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



A center for information technology, telecommunications, transportation and food processing, Omaha, Neb., is the heart of a metropolitan area of about 775,000, with more than 1 million people within a 50-mile radius. The city is the major urban area between Chicago and Denver and between Kansas City and Minneapolis. The metro Omaha area has seen steady growth over the past five decades and is now the 45th largest city and the 61st largest metro area in the nation.

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

Omaha, a cultural center of the Great Plains, is home of the world-class Opera Omaha and Omaha Symphony. The Omaha Community Playhouse and Omaha Theater Company For Young People are among the top community theaters in the nation. The Joslyn Art Museum not only displays impressive permanent collections from 19th and 20th century European and American artists, but also schedules five major exhibits and a dozen small presentations each year. One of the nation's finest old-world style theaters, the Orpheum, is home to hundreds of outstanding entertainment events each year and the Durham Western Heritage Museum features some of the area's largest historical offerings.

Omaha not only draws national acts for major concerts, but also hosts sporting events. Creighton, an NCAA Division I school which sponsors 14 men's and women's intercollegiate sports and competes in the Missouri Valley Conference, will host the NCAA College World Series for the 61st consecutive year in June 2010. In addition, the Olympic Swimming Trials, March Madness and NCAA Final Four Volleyball Tournament all have recently been here.

Omaha is also the site of a vital downtown area. Omaha's Missouri Riverfront has undergone a massive redevelopment supported by private and public funds and Qwest Center Omaha is home to the Bluejay basketball team. In addition, a recently proposed plan will place an impressive pedestrian bridge spanning the Missouri River from Nebraska to Iowa. The Gallup organization and Union Pacific built their new headquarters here, as did First National Bank, which recently completed the largest tower between Chicago and Denver.

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

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

HISTORY

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

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

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

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

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

The Creighton University School of Pharmacy, formerly the Omaha College of Pharmacy, became a part of the University on September 1, 1905. The School offered only the Bachelor of Science in Pharmacy degree until 1976, when an academic program leading to the Doctor of Pharmacy (Pharm.D.) degree was initiated. In 1982, the Creighton University School of Pharmacy became the Creighton University School of Pharmacy and Allied Health Professions with the addition of programs in Respiratory Therapy, Nurse Anesthesia, and Medical Technology. While these three programs have since been terminated, a baccalaureate program in Occupational Therapy was initiated in 1985. In 1991, the Pharmacy faculty voted unanimously to adopt the Doctor of Pharmacy as the sole entry-level pharmacy degree, which became effective with the pharmacy class entering in 1994. In 1992, the Physical Therapy program was instituted, and Creighton became the first University in the country to offer the entry-level Doctor of Physical Therapy (DPT) degree. A nontraditional track leading to the Doctor of Pharmacy degree was added to the School's program offerings in 1994, and a nontraditional pathway to the Doctor of Physical Therapy degree was launched in 1999. In 1995 the School initiated one of the first post-baccalaureate Doctor of Occupational Therapy (OTD) programs in the country and as of 1999 all entry-level occupational therapy students matriculating in the School of Pharmacy and Health Professions pursue the OTD degree. In the Fall 2001, two new web-based pathways were instituted, the distance post-professional Doctor of Occupational Therapy (OTD) and the entry-level distance pathway to the Doctor of Pharmacy degree. In 2002, the School changed its name to the School of Pharmacy and Health Professions.

USING CREIGHTON UNIVERSITY'S EMAIL AS THE OFFICIAL MEANS OF COMMUNICATION

The Creighton University assigned email 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 email account. Members who choose to manually forward mail from their University email 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 Email address. The University sends much of its correspondence solely through email. 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 Email address.

Faculty, staff and students are expected to check their email 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.

SCHOOL OF PHARMACY AND HEALTH PROFESSIONS VISION STATEMENT

Serving, leading and advancing health for all.

SCHOOL OF PHARMACY AND HEALTH PROFESSIONS 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.

NONDISCRIMINATION POLICY

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

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

ACCREDITATION

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

The Pharmacy program, accredited by the Accreditation Council on Pharmacy Education, is a member of the American Association of Colleges of Pharmacy. It was granted the maximum six-year continued accreditation by ACPE in 2012, and is scheduled for reaccreditation in 2010. The ACPE is located at 20 North Clark Street, Suite 2500, Chicago, IL 60602-5109. The telephone number is (312) 664-3575. The fax number is (312) 664-4652. The website is www.acpe-accredit.org.

The program in Occupational Therapy is accredited by the Accreditation Council for Occupational Therapy Education of the American Occupational Therapy Association, Inc.

The program was reaccredited in 2011 for the maximum ten years, and is scheduled for evaluation in 2021. The AOTA is located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220. The telephone number is (301) 652-AOTA. The fax number is (301) 652-7711. The website is <http://www.aota.org/Educate/Accredit.aspx>.

The program in Physical Therapy is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314, Telephone (703) 706-3245; e-mail: accreditation@apta.or; website: www.capeonline.org. The Creighton University program in Physical Therapy was accredited in 2010 for the period of 10 years, and is scheduled for evaluation on 2020.

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/Polices.Procedures.aspx>. 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.

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.

Assessment Goals

1. 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.

2. 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 judgement
- Life long learning/ professional development
- Professional ethics/ moral agency/ responsibility
- Social awareness/ leadership/advocacy

3. 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)

CAMPUS FACILITIES

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 administration, faculty, and students of the School of Nursing and the School of Pharmacy and Health Professions. Newly renovated space houses 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 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.

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

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

LIVING ACCOMMODATIONS

Creighton University offers on-campus housing for all full-time matriculated students. All unmarried undergraduate students from outside the immediate Omaha area (as defined by the University) are required to live in University residence halls 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 President for Student Services-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 President for Student Services will be able to permit these exemptions. A resident must be a full-time, matriculated student at the University. If space allows, the University may permit housing of part-time students in University residence halls.

The University operates 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 and Heider 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 freshmen, 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 and freshman living in Heider Hall can choose from 12, 15, or 19 meals per week. Kenefick Hall residents and sophomores living in Heider can select from these three plans or the SuperFlex meal plan. Residents of Davis Square, Opus Hall, and Heider Hall (except freshman and 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 President for Student Services-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 2011 are:

Building Type	Room	Annual Rate
Deglman, Kiewit & Gallagher Halls (Freshmen)	Double	\$5262
	Private (if available)	\$7750
Swanson Hall (Freshmen and Sophomores)	Double	\$5500
	Private (if available)	\$8084
McGloin Hall (Sophomores)	Double	\$5674
	Private (if available)	\$8430
Kenefick Hall (Sophomores)	Efficiency Apartment	\$5674
	1 Bedroom Apartment	\$5754
	Private Efficiency Apt.	\$8430
Heider Hall (9 month) (Sophomores, Juniors, Seniors)	Efficiency Apartment	\$5674
	Standard 1 Bedroom Apartment	\$5714
	Large 1 Bedroom Apartment	\$5754
	Two Bedroom Apartment	\$5800
	Private Efficiency Apt.	\$8430
Davis Square - 12 month contract (Juniors and Seniors)	2/3/4 Bedroom Apartment	\$644/m
Opus Hall - 12 month contract (Juniors and Seniors)	2/3/4 Bedroom Apartment	\$644/m
Heider Hall-12 month contract (Graduate and family housing)	Efficiency Apartment	\$731/m
	Standard 1 Bedroom Apartment	\$796/m
	Large 1 Bedroom Apartment	\$840/m
	Two Bedroom Apartment	\$950/m
Board Plans Type		Annual Rate
19 Meals/per week and 40 Dining Dollars/per semester		\$3976
15 Meals/per week and 100 Dining Dollars/per semester		\$3976
12 Meals/per week and 160 Dining Dollars/per semester		\$3976
SuperFlex - Any 120 meals/200 Dining Dollars per semester*		\$2076
Flex - Any 60 meals/200 Dining Dollars per semester**		\$1246
* Available to Kenefick, Heider, Davis, Opus, Off-Campus Only		
** 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) 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 lease. 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. Call (402) 280-2460 for information.

RECOGNITION OF SCHOLARSHIP, LEADERSHIP AND SERVICE

University Wide Honors

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

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

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

INSTITUTE FOR LATIN AMERICAN CONCERN (ILAC)

An experience in a developing country is increasingly important for those whose call is to 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 airfare, living expenses and tours.

THE ALUMNI ASSOCIATION

The Creighton University Alumni Association was formed in 1892 to provide an organization through which alumni maintain the relationships they established with members of the Creighton community during their days as students. The Association's mission is "to advance the interests of the Creighton family through a commitment to academic excellence, Judeo/Christian ethics, and a lifelong relationship between Creighton alumni and their University that enriches both."

The administration of the Alumni Association is handled by the Alumni Relations Office under the supervision of the Assistant Vice President of Alumni Relations, as advised by the National Alumni Board. Programs and services provided to alumni and friends of the University vary widely and include reunion gatherings, all-University events, spiritual direction, community services, college/school specific activities, young alumni activities, regional events, and career networking.

In the School of Pharmacy and Health Professions, the Assistant Dean for Alumni Affairs also coordinates events. The Creighton Alumni Association has grown over the years to include over 54,000 alumni.

STUDENT SERVICES

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

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.

The Office of Academic and Student Affairs (OASA) employs full-time Academic Success Counselors to assist students in their academic pursuits to become a successful health care professional. The Academic Success Counselors assists students study skills, test-taking strategies, time management, and scholarship and financial aid information.

The staff also coordinates new student orientations, graduation activities, annual employment fair, class schedules, academic advising, and an 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 Bulletin*.

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 will promote an institutional culture that fosters creativity, innovation and scholarly reflection in the use of academic technologies to accomplish goals and identify new opportunities for professional growth.

OLAT's Division of Academic Technologies provides computer hardware and software support for the School's students, faculty and staff. Additionally, the Division supports the School's network infrastructure and manages access to course websites. Instructional design, online assessment management, and educational technology training services are offered by the Division of eLearning. The Division of Web Development engages in the design and creation of web sites, web applications, graphic art creation, and photography for the School.

OTHER SERVICES

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

Campus Ministry—Members of the Campus Ministry team are ready at any time to 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.

Creighton 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 and Academic Planning (CAP) Program 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

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

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

The Student Support Services offices are located on the fourth floor of the Harper Center for Student Life and Learning. Call (402) 280-2749 for more information.

CENTER FOR HEALTH AND COUNSELING

The Center for Health and Counseling houses both Health Services and Counseling Services. Together these Services are dedicated to promoting healthy life choices as well as serving the health and counseling needs of Creighton students. The two Services cooperate in the care of Creighton students.

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 280-2735 for an appointment, or drop in. Hours are 8:00 a.m. – 4:30 p.m. Monday, Thursday, and Friday; 8:30 a.m. – 6:30 p.m. Wednesday; and 10:00 a.m. – 6:30 p.m. Tuesday, during the academic year. Summer and academic break hours are 8:00 a.m. – 4:30 p.m. Monday and Friday.. 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

Health Services provides a variety of services that 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 assistant, or nurse practitioner provides services. **Services are available to all currently enrolled Creighton University students.**

Services Available:

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

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

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

How to obtain Health Services

Call 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 the Mike and Josie Harper Center for Student Life and Learning.

Who Provides the Services?

Physicians, nationally-certified Physician Assistants and Nurse Practitioners are the core provider staff. An auxiliary staff of Registered Nurses, Medical Assistants and clerical personnel supports them. Medical specialty and dental care is provided by referral to physicians and dentists who are faculty members of the Schools of Medicine and Dentistry at Creighton University Medical Center. Mental health services are provided by referral to Counseling Services, the Department of Psychiatry in the School of Medicine, psychiatrists, and/or therapists within the community.

Participating Providers

Our providers participate with most insurance plans. 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. Many of these centers have laboratory and x-ray services and can treat most acute illness and injury. Creighton University Medical Center's Emergency Department is conveniently located adjacent to campus. Any after hours care received will be the financial responsibility of the student. Campus Health Aides are available to students living in the residence halls and can be reached by calling 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.

The Center for Health and Counseling is responsible for maintaining the records that relate to the following University requirements. Please contact us if you have any questions.

Immunization Requirement for Health Sciences Students

All Creighton University Health Sciences 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. Vaccination requirements follow CDC guidelines and are reviewed annually.

Health Science Students are students who are currently enrolled in the Dentistry, Medicine, Nursing, Occupational Therapy, Physical Therapy and Pharmacy programs.

MMR vaccine requirement:

All Health Science Students (regardless of Date of Birth), 2 MMR vaccines given after the 1st birthday and at least 30 days apart are required.

Positive blood titers for measles, mumps and rubella will meet the MMR requirement if vaccination dates are not available. History of illness does not meet requirement.

Tuberculosis screening requirement:

Initial Screening : Two separate PPD skin tests within a one year period of time (2-step testing)

Annual screening : A single PPD skin test annually after initial screening

Students with a history of a positive PPD skin test must provide either a) a Chest x-ray done within the past 12 months in the United States AND Annual Provider review, OR b) Annual QuantiFERON Gold testing also accepted

DPT/Td requirement:

A three dose series-commonly given in childhood.

One dose of Tdap (Adacel or Boostrix) given after licensed in 2005.

Polio requirement

A series of 3 vaccines is required. If dates are not available, positive titers will be accepted to meet this requirement.

Hepatitis B vaccine requirement:

A series of 3 vaccines and a positive blood titer is required. A blood titer is to be drawn at least 30 days after the 3rd dose of vaccine.

Varicella/Chicken Pox Immunity requirement:

If a student has a history of chicken pox disease, a positive blood titer is required. If a student has no history of chicken pox disease, a 2 dose series of vaccine is acceptable.

A complete listing of immunization requirements and additional recommendations can be found at: <http://www.creighton.edu/student-services/student-health-services/immunization-requirements/index.php>.

University Health Insurance Requirements

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

NOTE: The premium for the University-endorsed Student Medical Insurance Plan will remain on the student's account unless the waiver process is properly completed before the deadline. **This information is required on an annual basis.**

* A comprehensive health insurance plan fulfills the following requirements:

1. Coverage includes most inpatient and outpatient health services and is comparable to the University endorsed Plan
2. Coverage is in effect for the entire Academic year
3. Coverage includes comprehensive benefits if out of area (away from home)
4. Coverage includes Mental Health care and has a comparable deductible.

* Automatic enrollment in the University-endorsed Plan will occur and the tuition statement will reflect a charge for the entire premium when the Center for Health and Counseling becomes aware of a lapse in the student's health coverage.

Creighton University Student Medical 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.

Contact the Center for Health and Counseling for complete details at the Harper Center, Room 1034, Phone: (402) 280-2735, Fax: (402) 280-1859.

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.



SCHOOL-WIDE 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, the following paragraphs describe organizations and recognitions that are independent of professional or academic affiliation. Please also see the descriptions of the student organizations and scholarship/leadership recognition opportunities that are found in the discipline-specific sections of this *Bulletin*.

Student Organizations

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

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

Faculty Awards

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

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

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

ADMISSION POLICIES AND PROCEDURES

(Specific requirements are found in Pharmacy, Occupational Therapy, and Physical Therapy sections)

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

SELECTION

Fulfillment of specific requirements does not 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.

STUDENT POLICY APPLYING TO NONDISCRIMINATION ON THE BASIS OF DISABILITY

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

Federal law prohibits Creighton University from making inquiries regarding disability or handicap prior to admission. Information regarding disability, voluntarily given or inadvertently received, will not affect any 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 Services for Students with Disabilities. This voluntary self-identification allows Creighton University to prepare for the effective delivery of all programs, activities, and services to students with disabilities. If provided, this information will be kept in strict confidence.

PREFERENCE FOR CREIGHTON UNDERGRADUATE STUDENTS

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

ENROLLMENT RESERVATION DEPOSIT

A \$400 enrollment reservation deposit is required for each prospective 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 strongly encouraged 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.

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

ADMISSION OF VETERANS

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

ADMISSION OF INTERNATIONAL STUDENTS

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

Previous Study

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.

International 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 75. 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

The Post-Professional Doctor of Occupational Therapy program applicants must possess an entry-level degree in occupational therapy from an educational institution recognized by the World Federation of Occupational Therapy (WFOT). 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. The required deposit is \$2,500. A similar deposit may be required annually in advance of each school year for which the student wishes to register, assuming he or she is eligible to continue enrollment in the University. Canadian students are not required to meet this special deposit requirement. The deposit may be waived, or the amount of deposit required may be adjusted if the applicant submits acceptable evidence of ability to meet the financial demands of his/her education. Students from foreign countries should be advised that immigration rules do not normally permit students to be employed while residing in this country.

Illness or accidents requiring medical services and hospitalization can cost many thousands of dollars. Creighton University requires all registered students who are not permanent U.S. residents or U.S. citizens to carry the health and accident insurance plan offered on a group basis to Creighton students. The annual premium for 2007-2008 will be about \$2,000 (See Tuition and Fees page 132) for a single student. The insurance covers expenses arising from both accident and sickness, whether sustained at the University or elsewhere, during the entire policy term. The policy has few limitations, but these should be noted carefully. Creighton has set this requirement in line with the majority of other universities in the United States to relieve parents or students of the financial strain that normally accompanies unanticipated medical expenses.

If a student is sponsored by any agency that provides its students with health and accident insurance, Creighton insurance may not be required. Evidence of this coverage must be submitted to Student Health Service in order to qualify for a Creighton insurance waiver (See University Health Insurance Requirements, page 30).

PHARMACY PROGRAM

THE PROFESSION

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

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

Pharmacists' professional responsibility to improve the quality of life of patients through the proactive development, implementation and monitoring of therapeutic care plans, demands education at the doctoral level. Creighton University instituted a Doctor of Pharmacy degree program in 1976 and offered it exclusively to entering students beginning in 1994. Doctor of Pharmacy (Pharm.D.) graduates who have accumulated a sufficient number of internship hours are eligible to sit for the North American Pharmacist Licensure Examination (NAPLEX). Successful completion of the NAPLEX is required for licensure in 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, students may be assigned to mentors in each course who will assist, guide and encourage them. Students are required to come to campus for a short time each summer semester for hands-on laboratory experiences in an accelerated fashion. Rotations are completed in the same manner as done with campus students.

MISSION STATEMENT

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

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

Please Note: The following *Bulletin* sections apply to students in the Doctor of Pharmacy for both the campus and distance pathways.

ADMISSION FOR DISTANCE AND CAMPUS PATHWAYS

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.

Admission Information

The deadline for pharmacy applications is February 1; however, applicants are strongly encouraged to apply in the fall prior to the desired term of entry.

To apply for admission, students must apply online through PharmCAS, a pharmacy college application service, at www.PharmCAS.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 received directly from the issuing institution(s).
- Official PCAT scores. All applicants (excluding Creighton University undergraduates who will have completed at least 40 semester hours of credit following the completion of the fall semester prior to the desired term of entry) 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 for more information.
- A Creighton Supplemental Application online form available at <https://creighton-spahp.gotoextinguisher.com/application>
- Personal statement.
- Two letters of recommendation. We prefer that your letters of recommendation come from college professors 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. Letters of recommendation must be submitted through PHARMCAS.
- Interviews are required in the admission process. Qualified applicants will be notified if they are selected for an interview. Interviewees will be scheduled from January through April.

Creighton Preference

The Pharmacy Admission Committee has a strong preference for Creighton undergraduate students who complete the majority of their undergraduate coursework at Creighton, including all science and math prerequisites. All Creighton undergraduate students who have achieved a minimum overall grade point average (GPA) of 3.25 at the end of the semester in which the student applies will be guaranteed an interview

Guaranteed Admission Policy

Creighton students who began undergraduate studies prior to and including Fall 2006 who meet the following criteria will be granted admission to the Doctor of Pharmacy program. 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.

Each student must:

1. Be enrolled and complete all pre-pharmacy requirements at Creighton University prior to entry into the program. Courses taken for college credit (e.g., Advanced Placement) prior to high school graduation will not result in ineligibility.
2. Complete a minimum of 14 semester hours each semester.
3. Have achieved a minimum overall grade-point average (GPA) of 3.5 at the end of the semester in which the student applies.
4. Take biology and organic chemistry concurrently during the same semester.
5. Complete an interview expressing an appropriate rationale and demonstrating interpersonal skills for the study and practice of pharmacy.
6. Submit an online application to the School of Pharmacy and Health Professions Admission Office by **December 1** of the academic year prior to enrollment in the professional program.

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

PREPROFESSIONAL COMPONENT

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.

General Biology I and II with labs (BIO 211, BIO 212)	8
General Chemistry I and II with labs (CHM 203, 204, 205, 206)	8
Organic Chemistry I and II with labs (CHM 321, 322, 323, 324)	8
Human Anatomy (PHA 213)	3
Calculus (MTH 141 or MTH 245)	3
English (including Composition, e.g., ENG 150 or ENG 251)	6
Speech (COM 151 or 152)	3
Psychology (PSY 111 or higher level course)	3
Microeconomics (ECO 203)	3
Theology	6
Electives**	12

* At least nine of the elective hours must be taken in areas other than natural sciences and mathematics.

TOTAL 63 credits***

* Applicants may request a waiver for the Speech requirement if they have a bachelor’s degree and appropriate speaking experience.

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

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

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

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 Medical Center 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. The use of a trained intermediary is not acceptable in many clinical situations in that it implies that a candidate's judgment must be mediated by someone else's power of selection and observation.

- I. **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.
- II. **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.
- III. **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.
- IV. **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.
- V. **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.

PORTABLE COMPUTER INITIATIVES

Pharmacy practice in the 21st century is critically dependent on information systems for patient care and research. To ensure our graduates are well prepared to engage these technologies, the School continues to incorporate contemporary technologies into the classroom, laboratory, and clinical education experiences. To that end, all entering full-time students in the School of Pharmacy and Health Professions are issued a portable computer. The expense of the computer and related support is incorporated into the tuition for each program's curriculum. The School's Office of eLearning and Academic Technologies is dedicated to supporting the portable computers and other technologies that may be issued to students.

LIVING ACCOMMODATIONS

On-campus housing is not able to accommodate family members when students are on campus for short periods of time such as New Student Welcome Week or summer intensive sessions to take laboratory courses. When housing is needed for family members in such situations, the actual arrangements for off-campus housing are left to the individual students. Several local Omaha hotels are either in walking distance from the Creighton University campus or offer shuttle service to the campus.

TUITION AND FEES

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

FINANCIAL AID

See Financial Aid Section in this *Bulletin*.

OTHER INFORMATION

Contact the Associate Dean for Student Affairs in the Office of Academic and Student Affairs if assistance is needed in special situations.



INTERNSHIP

Most states require some practical experience under the supervision of licensed practitioners 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. Creighton University pharmacy students 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 practice experiences or rotations) or accumulate other internship hours. In addition, Creighton University pharmacy students may have to be registered/licensed as pharmacist/pharmacy interns in a state/jurisdiction other than Nebraska before they can engage in any School-directed experiential education activities in that state/jurisdiction or accumulate internship hours in that state/jurisdiction. 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 first year Creighton pharmacy students will secure their Nebraska pharmacist intern registration as noted above. Accepted/admitted students who are denied a Nebraska pharmacist intern registration may not be allowed to enroll/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. Students, whose application is deferred by the Nebraska Department of Health and Human Services, may be deferred in their admission until the next academic year. 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.

PLACEMENT

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

PHARMACY STUDENT ORGANIZATIONS

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.

RECOGNITION OF SCHOLARSHIP, LEADERSHIP, AND SERVICE

Student Scholarships

The Creighton University School of Pharmacy and Health Professions administers endowed scholarships and scholarships derived from gifts and donations administratively and/or through the Pharmacy 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.

The following scholarships are given annually to students through the Pharmacy Student Awards Committee 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.

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

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.

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

Nebraska Pharmacists Association Rex Highley 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.

Longs Drug Scholarships presented to students who have professional potential and the desire to practice in the community setting.

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.

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.

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.

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

John A. Scigliano Scholarship presented to pharmacy students who have demonstrated potential and commitment to service for public health through a pharmacy career.

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.

Shopco 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.

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.

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

Membership in National Societies

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

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

Faculty Awards

Dr. Pete Ellerbeck 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.

DOCTOR OF PHARMACY DEGREE

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 – 1) 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). 2) 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.

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 a second communication assessment conducted by Creighton University Intensive English Language Institute (IELI) faculty. Individual student remediation programs will be developed by the Assistant/Associate Dean for Academic Affairs as recommended by the IELI.

Any student who completes a mandatory English language remediation program will undergo a follow-up assessment through the Intensive English Language Institute to determine if deficiencies still exist. Those students identified by this process as deficient in oral and/or written English communication skills must continue remediation through Intensive English Language Institute, or agencies to which they are referred by Intensive English Language Institute. In addition, students identified by Intensive English Language Institute as deficient in oral communication skills must score a minimum of 75 on the Test of English as a Foreign Language (TOEFL®/IBT) or they will not be allowed to register the spring semester of their P3 year for clinical rotations.

REQUIREMENTS FOR GRADUATION

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.

PROFESSIONAL CURRICULUM

NOTE: The Pharmacy faculty have approved a revised curriculum which will not alter the required number of credit hours. This curriculum was phased in beginning Fall 2010. Course titles and bulletin descriptions may change as the revised curriculum is fully implemented.

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.)

Campus Pathway First Professional Year

<i>Fall Semester</i>	<i>Semester Hours</i>	<i>Spring Semester</i>	<i>Semester Hours</i>
BMS 301 Biochemistry	3	BMS 404 Human Physiology	3
PHA 312 Professional Development and Experience I	1.5	MIC 541 Microbiology and Immunology	3
PHA 313 Pharmacy Calculations	2	PTG 105 Pathology	3
PHA 317 Pharmaceutics I	3	PHA 314 Professional Development and Experience II	1.5
PHA 319 Pharmacy Skills Lab I	1	PHA 322 Pharmacy Skills Lab II	1
PHA 320 Communication Skills	2	PHA 327 Pharmaceutics II	3
PHA 321 Health Systems & Patient Safety	3	PHA 470 Pharmacy-Based Immunization Delivery (1/2 class)	<u>1</u>
	15.5		15.5

Second Professional Year

<i>Fall Semester</i>	<i>Semester Hours</i>	<i>Spring Semester</i>	<i>Semester Hours</i>
PHR 241 Pharmacology I	4.5	PHR 242 Pharmacology II	4.5
PHA 326 Patient Assessment	2	PHA 348 Professional Development Sem. IV	1
PHA 333 Intro. Pharmacy Practice Exp. II**	2	PHA 351 Foundations of Public Health	2
PHA 337 Chemical Basis of Drug Action I	2.5	PHA 352 Pharmacy Skills Lab IV	1
PHA 338 Professional Development Sem. III	1	PHA 414 Pharmacotherapeutics II	6
PHA 342 Pharmacy Skills Lab III	1	PHA 447 Chemical Basis of Drug Action II	<u>2.5</u>
PHA 413 Pharmacotherapeutics I	4		17
PHA 443 Basic Pharmacokinetics	2		
PHA 470 Pharmacy-Based Immunization Delivery (1/2 class)	<u>1</u>		
	20		

** Course completed previous summer

Third Professional Year

<i>Fall Semester</i>	<i>Semester Hours</i>	<i>Spring Semester</i>	<i>Semester Hours</i>
PHA 350 Intro to Research Methods/Biostats	2	PHA 416 Pharmacotherapeutics IV	6
PHA 415 Pharmacotherapeutics III	6	PHA 454 Pharmacy Practice Law	3
PHA 430 Immunopharm./Biotechnology	2	PHA 458 Literature Evaluation	3
PHA 438 Professional Development Sem. V	1	PHA 448 Professional Development Sem. VI	1
PHA 442 Pharmacy Practice Management	3	PHA 456 Ethics	3
PHA 462 Pharmacy Skills Lab V	1	PHA 472 Pharmacy Skills Lab VI	1
PHA 433 Intro. Pharmacy Practice Exp. III**	2	PHA 434 Intro. Pharmacy Practice Exp. IV	2
	17		19

Fourth Professional Year

<i>Summer Semester</i>	<i>Semester Hours</i>		
Rotations (2)	10		
<i>Fall Semester</i>	<i>Semester Hours</i>	<i>Spring Semester</i>	<i>Semester Hours</i>
Rotations (3)	15	Rotations (3)	15

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, Master of Science in Pharmaceutical Sciences, concurrent Bachelor of Science in Health Sciences degree). 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.

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

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 Pharmacy Practice Rotation
- PHA 521 Elective Community Pharmacy Management Rotation
- PHA 522 Elective Advanced Community Pharmacy Practice Rotation
- PHA 523 Elective Long Term Care Rotation
- PHA 524 Elective Ambulatory Care Rotation
- PHA 525 Pharmacy Informatics Rotation
- PHA 526 Elective Home Care Rotation
- PHA 527 Elective Community Compounding Rotation
- PHA 528 Elective Third World Cultures and Health Care (ILAC)
- PHA 529 Elective International Rotation
- PHA 532 Public Health Rotation
- PHA 533 Elective Pharmacy Organization Management Rotation
- PHA 535 Elective Academic Rotation
- PHA 536 Elective Pharmacoeconomics Rotation
- PHA 537 Elective Community Outreach Rotation
- PHA 538 Managed Care Rotation
- PHA 540 Elective Hospital Pharmacy Practice Rotation
- PHA 541 Elective Hospital Pharmacy Management Rotation
- PHA 542 Elective Drug Information Rotation
- PHA 543 Elective Poison Center Rotation
- PHA 544 Elective Drug Utilization Review Rotation
- PHA 545 Elective Nuclear Rotation
- PHA 550 Elective Industrial Pharmacy Rotation
- PHA 551 Elective Research Rotation
- PHA 560 Elective Acute Care Rotation I
- PHA 561 Elective Acute Care Rotation II
- PHA 562 Elective Pharmacokinetics Rotation
- PHA 563 Elective Infectious Disease Rotation I
- PHA 564 Elective Infectious Disease Rotation II
- PHA 565 Elective AIDS Rotation
- PHA 566 Elective Oncology Rotation I
- PHA 567 Elective Oncology Rotation II
- PHA 568 Elective Critical Care Rotation
- PHA 569 Elective Cardiology Rotation
- PHA 570 Elective Psychiatry Rotation I
- PHA 571 Elective Psychiatry Rotation II
- PHA 572 Elective Pediatrics Rotation
- PHA 573 Elective Nutrition Support Rotation

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 identical 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.)

Distance Pathway

First Professional Year

<i>Summer</i>		<i>Semester Hours</i>		
	*Orientation and Technology Training			0
<i>Fall Semester</i>		<i>Semester Hours</i>	<i>Spring Semester</i>	<i>Semester Hours</i>
	BMS 301 Biochemistry	3	BMS 404 Human Physiology	3
	PHA 312 Professional Development and Experience I	1.5	MIC 541 Microbiology and Immunology	3
	PHA 313 Pharmacy Calculations	2	PTG 105 Pathology	3
	PHA 317 Pharmaceutics I	3	PHA 314 Professional Development and Experience II	1.5
	PHA 319 Pharmacy Skills Lab I**	1	PHA 322 Pharmacy Skills Lab II***	1
	PHA 320 Communication Skills	2	PHA 327 Pharmaceutics II	<u>3</u>
	PHA 321 Health Systems & Patient Safety	<u>3</u>		14.5
		15.5		

Second Professional Year

<i>Fall Semester</i>		<i>Semester Hours</i>	<i>Spring Semester</i>	<i>Semester Hours</i>
	PHR 241 Pharmacology I	4.5	PHR 242 Pharmacology II	4.5
	PHA 326 Patient Assessment	2	PHA 348 Professional Development Sem. IV	1
	PHA 333 Intro. Pharmacy Practice Exp. II**	2	PHA 351 Foundations of Public Health	2
	PHA 337 Chemical Basis of Drug Action I	2.5	PHA 352 Pharmacy Skills Lab IV***	1
	PHA 338 Professional Development Sem. III	1	PHA 414 Pharmacotherapeutics II	6
	PHA 342 Pharmacy Skills Lab III***	1	PHA 447 Chemical Basis of Drug Action II	<u>2.5</u>
	PHA 413 Pharmacotherapeutics I	4		17
	PHA 443 Basic Pharmacokinetics	2		
	PHA 470 Pharmacy-Based Imm. Delivery** (1)			
		19 (20)		

** Course completed previous summer

*** Course completed following summer

Third Professional Year

<i>Fall Semester</i>	<i>Semester Hours</i>	<i>Spring Semester</i>	<i>Semester Hours</i>
PHA 350 Intro Research Methods/Biostatistics	2	PHA 416 Pharmacotherapeutics IV	6
PHA 415 Pharmacotherapeutics III	6	PHA 454 Pharmacy Practice Law	3
PHA 430 Immunopharm./Biotechnology	2	PHA 456 Ethics	3
PHA 442 Pharmacy Practice Management	3	PHA 458 Literature Evaluation	3
PHA 438 Professional Development Sem. V	1	PHA 448 Professional Development Sem. VI	1
PHA 462 Pharmacy Skills Lab V***	1	PHA 472 Pharmacy Skills Lab VI***	1
PHA 433 Intro. Pharmacy Practice Exp. III**	2	PHA 434 Intro. Pharmacy Practice Exp. IV	2
	15 (17)		19

Fourth Professional Year

<i>Summer Semester</i>	<i>Semester Hours</i>		
Rotations (2)	<u>10</u>		
	10		
<i>Fall Semester</i>	<i>Semester Hours</i>	<i>Spring Semester</i>	<i>Semester Hours</i>
Rotations (3)	15	Rotations (3)	15

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, Master of Science in Pharmaceutical Sciences, concurrent Bachelor of Science in Health Sciences degree). 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.

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

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 Pharmacy Practice Rotation
- PHA 521 Elective Community Pharmacy Management Rotation
- PHA 523 Elective Long Term Care Rotation
- PHA 522 Elective Advanced Community Pharmacy Practice Rotation
- PHA 524 Elective Ambulatory Care Rotation
- PHA 525 Pharmacy Informatics Rotation
- PHA 526 Elective Home Care Rotation
- PHA 527 Elective Community Compounding Rotation
- PHA 528 Elective Third World Cultures and Health Care (ILAC)
- PHA 529 Elective International Rotation
- PHA 532 Public Health Rotation
- PHA 533 Elective Pharmacy Organization Management Rotation
- PHA 535 Elective Academic Rotation
- PHA 536 Elective Pharmacoeconomics Rotation
- PHA 537 Elective Community Outreach Rotation
- PHA 538 Managed Care Rotation
- PHA 540 Elective Hospital Pharmacy Practice Rotation
- PHA 541 Elective Hospital Pharmacy Management Rotation
- PHA 542 Elective Drug Information Rotation
- PHA 543 Elective Poison Center Rotation
- PHA 544 Elective Drug Utilization Review Rotation
- PHA 545 Elective Nuclear Rotation
- PHA 550 Elective Industrial Pharmacy Rotation
- PHA 551 Elective Research Rotation
- PHA 560 Elective Acute Care Rotation I
- PHA 561 Elective Acute Care Rotation II
- PHA 562 Elective Pharmacokinetics Rotation
- PHA 563 Elective Infectious Disease Rotation I
- PHA 564 Elective Infectious Disease Rotation II
- PHA 565 Elective AIDS Rotation
- PHA 566 Elective Oncology Rotation I
- PHA 567 Elective Oncology Rotation II
- PHA 568 Elective Critical Care Rotation
- PHA 569 Elective Cardiology Rotation
- PHA 570 Elective Psychiatry Rotation I
- PHA 571 Elective Psychiatry Rotation II
- PHA 572 Elective Pediatrics Rotation
- PHA 573 Elective Nutrition Support Rotation

ABOUT ELECTIVES

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.

COURSE DESCRIPTIONS

KEY TO SYMBOLS

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

PHA 327 Pharmaceutics II: Sterile & Nonsterile Dosage Forms (3)

This course provides an introduction to different pharmaceutical dosage forms and drug delivery systems. This course comprises both sterile and 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 extemporaneous aseptic and non-sterile compounding of dosage forms will be introduced. P: PHA 313, PHA 317 CO: BMS 404

PHA	Department (subject or discipline) abbreviation. Standard three-letter symbols are used throughout the University to identify the subject fields.
327	Course Number
Pharmaceutics II: Sterile & Nonsterile Dosage Forms—Course Title	
(3)	Credit value of the course in terms of number of semester hours of credit.
P	Prerequisite: the preliminary requirements that must be met before the course can be taken by a Doctor of Pharmacy student.
CO	Corequisite: a requirement, usually another course, that must be completed in the same term.
DC, IC	DC, department consent, and IC, instructor consent, signify that a student must have the permission of the department or instructor in addition to or in lieu of other course prerequisites.

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

FOUNDATION COURSES

The following courses are required in the campus and distance Doctor of Pharmacy program. They are offered by the Creighton School of Medicine.

BMS 301 Biochemistry (3)

An introductory course in Biochemistry designed for students in the School of Pharmacy and Health Professions. Undergraduate majors and University college students from other disciplines are welcome. Topics concerning the structure, function and metabolism of important biomolecules including amino acids, peptides, proteins, sugars, lipids, steroids and nucleic acids will be presented in this introductory biochemistry course.

BMS 404 Human Physiology (3)

A course focused on the principles of operation of the human physiological system. Emphasis on major concepts of systemic physiology, basic operations of functions during steady-states and response reactions, culminating in the ability to draw appropriate conclusions about functional states.

MIC 541 Medical Microbiology and Immunology (3)

This course focuses on the medical aspects of microbiology and immunology, with special emphasis on infectious diseases and antimicrobial therapy. Students will learn through didactic lectures the fundamentals of bacteriology, virology, parasitology, mycology, host defenses against infections and antimicrobial therapy. The course has been designed specifically with a focus for pharmacy practice.

PTG 105 Introduction to Pathology of Human Disease (3)

Pathology is the study of disease, with emphasis on the structural alterations in tissues and organs, and metabolic alterations caused by disease. This course presents the fundamentals of understanding the major diseases of humans, the organization of which is presented first in fundamental processes, then directing attention to approach of the major organ systems of the body.

PHR 241 Pharmacology I (4.5)

The pharmacy pharmacology course provides a comprehensive coverage of the major drug groups and their mechanisms. The emphasis is on the pharmacological basis for the therapeutic use of drugs. Specific drug classes will be discussed with emphasis on mechanism of action, organ systems affected by drugs, adverse effects, contraindications, pharmacokinetics, therapeutic indications and drug-drug interactions. **P: BMS 301, BMS 404, MIC 541 CO: PHA 337.**

PHR 242 Pharmacology II (4.5)

The pharmacy pharmacology course provides a comprehensive coverage of the major drug groups and their mechanisms. The emphasis is on the pharmacological basis for the therapeutic use of drugs. Specific drug classes will be discussed with emphasis on mechanism of action, organ systems affected by drugs, adverse effects, contraindications, pharmacokinetics, therapeutic indications and drug-drug interactions. **P: PHR 241; CO: PHA 447.**

PHARMACY COURSES (PHA)

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

Note: The prerequisites for Pharmacy courses are currently under revision. Students should consult the online catalog for the most current information.

PHA 300 Pharmacogenomics in Disease Management (2) (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 health care. 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. **P: BMS 301.**

PHA 308 Lifestyle Modifications in Pharmacotherapy (2) (Elective)

This course discusses basic health promotion and lifestyle modification strategies such as nutrition, physical activity, weight loss, smoking cessation and behavioral modification. These lifestyle modification strategies 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 strategies.

PHA 312 Professional Development and Experience I (1.5)

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 Pharmacy Calculations (2)

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)

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)

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 319 Pharmacy Skills Lab I (1)

Pharmacy Skills Laboratory (PSL) is a longitudinal experience in semesters 1 through 6 of the curriculum designed to reinforce understanding of concepts presented in course lectures, and to support the development and application of skills required to practice contemporary pharmacy. PHA 319 PSL supplements understanding of concepts presented in courses during the first semester of the curriculum. It introduces and develops basic contemporary pharmacy skills through knowledge-in-use activities in simulated pharmacy practice situations. Those activities are sequenced with specific didactic courses offered in the same semester. Also, selected practice fundamentals and processes like patient counseling, patient safety and calculations are reinforced through activities in all six semesters of the curriculum.

PHA 320 Communication Skills (2)

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)

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 322 Pharmacy Skills Lab II (1)

Pharmacy Skills Lab (PSL) is a longitudinal experience in semesters 1 through 6 of the curriculum. The PSLs are designed to reinforce understanding of concepts presented in course lectures, and to support the development and application of skills required to practice contemporary pharmacy. PHA 322 PSL is designed to supplement understanding of concepts presented in second semester pharmacy courses. Specific contemporary pharmacy practice skills will be introduced and reinforced through knowledge-in-use activities in simulated pharmacy practice situations. Selected practice fundamentals and processes, such as patient counseling, patient safety, and pharmaceutical calculations, are reinforced throughout all six semesters of the curriculum. **P: PHA 313, PHA 317, PHA 319, PHA 320.**

PHA 326 Patient Assessment (2)

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. PHA 326 is designed with the intention that it be taken concurrently with Pharmacy Skills Lab III. Taking either course independently is only at the discretion of the instructors of record for the two courses. **P: MIC 541, PTG 105, BMS 404, PHA 327, PHA 314, PHA 322.**

PHA 327 Pharmaceutics II: Sterile & Nonsterile Dosage Forms (3)

This course provides an introduction to different pharmaceutical dosage forms and drug delivery systems. This course comprises both sterile and 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 extemporaneous aseptic and non-sterile compounding of dosage forms will be introduced. **P: PHA 313, PHA 317 CO: BMS 404.**

PHA 331 Health Informatics (2) (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 333 Introductory Pharmacy Practice Experience II (2)

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. **P: PHA 314.**

PHA 335 Cardiovascular Risk Screening and Health Promotion (1) (Elective)

Cardiovascular screening is an elective course that will develop the student's ability to conduct cardiovascular risk screening in a community setting. The course will combine both classroom and community experiences. The student will acquire special knowledge and skills to methodically obtain vitals, blood pressure, lipid and glucose levels, waist circumference, and body mass index. Students will also gain the skills to appropriately gather patient histories to assess cardiovascular risk. Upon successful completion of all course requirements, the student will receive a Certificate in Cardiovascular Risk Screening. **P: Completion of 15 credit hours in Pharmacy.**

PHA 337 The Chemical Basis of Drug Action I (2.5)

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 students 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)

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 340 Native American Culture and Health (2) (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 "Learning through Reflective Service: Native American Experience" (PHA 341).

PHA 341 Learning through Reflective Service: Native American Experience (2) (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 service 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 342 Pharmacy Skills Lab III (1)

Pharmacy Skills Lab (PSL) is a longitudinal experience in semesters 1 through 6 of the curriculum. The PSLs are designed to reinforce understanding of concepts presented in course lectures, and to support the development and application of skills required to practice contemporary pharmacy. PHA 342 PSL (Skills Lab III) is designed to supplement understanding of concepts presented in third semester pharmacy courses. Specific pharmacy practice skills in regard to patient assessment and self-care will be introduced and reinforced through knowledge-in-use activities in simulated pharmacy practice cases and situations. Selected practice fundamentals and processes, such as patient counseling, patient safety, and pharmaceutical calculations, are reinforced throughout all six semesters of the curriculum. PHA 342 is designed with the intention that it be taken concurrently with PHA 413 Pharmacotherapeutics I and PHA 326 Patient Assessment. Taking these courses independently is only at the discretion of the instructors of record for the three courses. **P: MIC 541, PTG 105, BMS 404, PHA 327, PHA 328, PHA 322, PHA 314.**

PHA 347 Professional Seminar (1) (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 348 Professional Development Seminar IV (1)

Professional Development Seminar IV continues to introduce and reinforce basic pharmacy practice elements and professionalism. Competency is expanded to include the top 200 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. Specialized post-graduate training opportunities will be introduced. **P: PHA 338**

PHA 350 Introduction to Research Methods and Biostatistics (2-3)

This is a survey course in research methodology and biostatistics. 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)

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 352 Pharmacy Skills Lab IV (1)

The Skills Lab courses present a practical application of scientific and clinical knowledge. Activities include pharmacy calculations, prescription processing, compounding of prescription medications, utilization of pharmacy informatics systems, application of drug information skills, patient assessment, problem solving, communication with healthcare professionals, and communication with patients.

PHA 363 Introduction to Pharmaceutical Materials Sciences (1)

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, PHA 327 or PHA 315, PHA 325.**

PHA 375 Introduction to Online Information Retrieval (1) (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 Addiction and Other Substance Abuse (3) (Elective)

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

PHA 381 Health Informatics (2) (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 384 Pharmacy Practice Issues (1) (Elective)

This course will highlight current topics that are impacting the practice of pharmacy, such as the use of pharmacy technicians and robotics, price discrimination and pharmacists' prescribing. The investigation of issues and presentation of perspectives to peers will help participants develop leadership skills. **P: Successful completion of all first year coursework in the Pharm.D. curriculum.**

PHA 388 Integrating Complementary Medicine (2) (Elective)

This introductory course is designed to allow students to appreciate the diversity of complementary and alternative medicine (CAM). Evidence-based principles will be used to explore the integration of this diverse group of practices into conventional pharmacy practice. Ethical considerations relative to CAM therapies will be discussed. Nutraceutical products

utilized in the care of cardiac, oncology, and diabetes patients will be investigated. Stress reduction techniques will also be practiced throughout the semester. **P: Successful completion of all first year coursework in the Pharm.D. curriculum.**

PHA 390 Applied Medical Terminology for Student Pharmacists (2) (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) (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 398 Developmental Biology Research (2) (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: Instructor consent

PHA 399 Directed Independent Research I (1-6) (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) (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) (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 health care 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) (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) (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) (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. This course is graded satisfactory/unsatisfactory. **P: OTD 330 or equivalent Application and acceptance to ILAC Summer Program.**

PHA 413 Pharmacotherapeutics I: Nonprescription/Self Care (4)

This course introduces students to concepts and products intended for self-care. Students assess patients to determine if they are suitable for self-care and make therapeutic recommendations. Students are expected to model professional behavior in the application of their knowledge to patient care situations. PHA 413 is designed with the intention that it be taken concurrently with Pharmacy Skills Lab III. Taking either course independently is only at the discretion of the instructors of record for the two courses. **P: MIC 541, PTG 105, BMS 404, PHA 327, PHA 314, PHA 322.**

PHA 414 Pharmacotherapeutics II (6)

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 337; PHA 443.**

PHA 415 Pharmacotherapeutics III (6)

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.

PHA 416 Pharmacotherapeutics IV (6)

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. Additionally, students will receive the knowledge and skills necessary to compound, process and dispense prescriptions for these disease states in both community and institutional settings, and to provide patient and other healthcare team member counseling with emphasis on outcomes, interprofessional communication, medication errors and risk management.

PHA 420 Geriatric Pharmacy (2) (Elective)

This interdisciplinary course provides the opportunity for students to learn about issues specific to older patients. The course focuses on the social and emotional aspects of aging, specific health problems of aging, and issues of pharmacy practice for geriatric patients. Interprofessional assessment and care planning for elderly residents residing in local assisted living facilities will be a core component. **P: P2 or P3 stdg.**

PHA 430 Immunopharmacology and Biotechnology (2)

This course focuses on the mechanism of action of pharmacologic agents that regulate immune response and the physiological, pathological and pharmacological role of the products of immune response in health and disease. Topic covered include regulatory T cells as therapeutic agents, cytokines, chemokines, immunosuppressive agents, mechanisms involved in the etiology of allergic disease and rationale for immunotherapy, clinical applications of monoclonal antibodies and their production by chimeric, phage display and CDR grafting technologies, gene therapy and its recombinant vectors for acquired and inherited disorders, acquired immunodeficiency disease and T cell vaccines, and cellular basis of tissue transplant rejection and graft versus host disease.

PHA 433 Introductory Pharmacy Practice Experience III (2)

This course will provide third year pharmacy students with an eighty hour experience in an in-patient hospital pharmacy setting. Students will also have opportunities for professional growth and development through attending professional meetings, participating in health related service, and reflection. These experiences will prepare students for future pharmacy practice experiences.

PHA 434 Introductory Pharmacy Practice Experience IV (2)

This course will provide third year pharmacy students with a forty hour experience in a clinical pharmacy practice setting. Students will also have opportunities for professional growth and development through attending professional meetings, participating in health related service, and reflection. These experiences will prepare students for future pharmacy practice experiences.

PHA 438 Professional Development Seminar V (1)

Professional Development Seminar V reinforces direct patient care skills with third year students. Professional skills needed for transitioning into rotations and post graduate opportunities are also introduced. Competency with the top 100 prescription drugs is expanded to include all information on the corresponding APhA Pharmacy Drug Card. Core Ignatian Values are reinforced through discussions applying these values to health care issues and the pharmacy practice environment.

PHA 442 Pharmacy Practice Management (3)

Students will learn about applications of management principles in a variety of practice settings and pharmacist positions. Management principles introduced, developed and demonstrated include operations management, money management and financial analysis, human resource management, marketing, management of traditional pharmacy goods and services, management of value added pharmacy services, and risk management in pharmacy practice.

PHA 443 Basic Pharmacokinetics (2)

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

PHA 447 The Chemical Basis of Drug Action II (2.5)

The Chemical Basis of Drug Action (PHA447) 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 VI (1)

Professional Development Seminar VI reinforces direct patient care skills with third year students. Professional skills needed for transitioning into rotations and post graduate opportunities are also reinforced. Competency with the top 200 prescription drugs is expanded to include all information on the corresponding APhA Pharmacy Drug Card. Core Ignatian Values are reinforced through reflection exercises related to pharmacy practice experiences and becoming a reflective practitioner.

PHA 451 Advanced Critical Care (2) (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 450 or PHA 413 and PHA 414.**

PHA 452 Pharmacoeconomics (2) (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)

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) (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 3rd year status.**

PHA 456 Ethics (3)

This course prepares students to approach ethical dilemmas objectively with a thorough understanding of professional moral responsibility. This course assists students to: distinguish ethical from other kinds of issues in pharmacy; identify the morally relevant features of a case; identify the options open to a pharmacist faced with a moral problem; provide justification for the best options; consider counter arguments for one's positions; and enhance commitment to promoting the dignity of others.

PHA 457 Clinical Toxicology (1) (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)

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 adverse drug reaction reporting.

PHA 462 Pharmacy Skills Lab V (1)

The Skills Lab courses present a practical application of scientific and clinical knowledge. Activities include pharmacy calculations, prescription processing, compounding of prescription medications, utilization of pharmacy informatics systems, application of drug information skills, patient assessment, problem solving, communication with healthcare professionals, and communication with patients.

PHA 470 Pharmacy Based Immunization Delivery (1)

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 472 Pharmacy Skills Lab VI (1)

The Skills Lab courses present a practical application of scientific and clinical knowledge. Activities include pharmacy calculations, prescription processing, compounding of prescription medications, utilization of pharmacy informatics systems, application of drug information skills, patient assessment, problem solving, communication with healthcare professionals, and communication with patients.

PHA 480 Pediatric Pharmacy Practice Elective (2) (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) (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) (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 and IC, Permission of student advisor.**

PHA 487 Ambulatory Cardiovascular Therapeutics (2) (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 499 Directed Independent Research II (1-6) (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 Pharmacy Practice Rotation (5)

A clinical experience in an approved community pharmacy emphasizing development of students' ability to communicate with patients and prescribers in the course of providing medications for individual use, as well as contemporary medication and disease monitoring and management services. **P: Successful completion of all didactic coursework in the Pharm.D. curriculum.**

PHA 511 Inpatient Hospital Pharmacy Practice Rotation (5)

A clinical experience in an approved hospital pharmacy which provides experience in the provision of pharmaceutical care in an acute inpatient setting. Particular emphasis is placed on the preparation, distribution and control of medications, medication and disease monitoring, and the development of students' ability to communicate with other health care professionals.

P: Successful completion of all didactic coursework in the Pharm.D. curriculum.

PHA 512 Adult Acute Pharmaceutical Care Rotation (5)

A clinical experience intended to provide students an opportunity to apply didactically acquired information in the provision of pharmaceutical care to adult patients in an acute care environment.

P: Successful completion of all didactic coursework in the Pharm.D. curriculum.

PHA 515 Drug Information Rotation (5)

This rotation experience permits the student to serve as a primary provider of drug information. Emphasis is placed on how to properly receive requests for information, conduct a systematic literature search, and assimilate the information obtained into an appropriate response. The student develops a working knowledge of information resources, as well as the ability to critically evaluate those resources. The rotation also provides experience in evaluation of drugs for formulary inclusion, newsletter publication and familiarization with Pharmacy and Therapeutics Committee activities.

P: Successful completion of all didactic coursework in the Pharm.D. curriculum.

PHA 516 Ambulatory Care Rotation (5)

A clinical experience during which the Pharm.D. student provides pharmaceutical care in an ambulatory setting. Emphasis within the rotation is placed on how to appropriately identify, resolve, and prevent drug-related problems, as well as effectively communicate with patients and health care professionals.

P: Successful completion of all didactic coursework in the Pharm.D. curriculum.

PHA 520 Elective Community Pharmacy Practice Rotation (5)

An experience similar to that described for PHA 510.

P: Successful completion of all didactic coursework in the Pharm.D. curriculum.

PHA 521 Elective Community Pharmacy Management Rotation (5)

This rotation provides experience in an innovative community pharmacy practice specializing in prescription and non-prescription medications with emphasis on successful practice management.

P: Successful completion of all didactic coursework in the Pharm.D. curriculum.

PHA 522 Elective Advanced Community Pharmacy Practice Rotation (5)

This Advanced Community Pharmacy Practice Rotation allows students to enhance their ability to provide pharmaceutical care 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 Elective Long Term Care Rotation (5)

An experience similar to that described for PHA 513.

P: Successful completion of all didactic coursework in the Pharm.D. curriculum.

PHA 524 Elective Ambulatory Care Rotation (5)

An experience similar to that described for PHA 516.

P: Successful completion of all didactic coursework in the Pharm.D. curriculum.

PHA 525 Pharmacy Informatics Rotation (5) (Elective)

The pharmacy informatics elective rotation 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 Elective Home Care Rotation (5)

This rotation experience takes place in an ambulatory home health care setting. The student will become familiar with the pharmacist's responsibilities in preparation of home parenteral products. The student will participate in several of the home care facility's activities including home visit assessments with the nurses, inventory and quality control of products and patient discharge consultations. The student will also be exposed to pumps and other parenteral devices needed in home care. **P: Successful completion of all didactic coursework in the Pharm.D. curriculum.**

PHA 527 Elective Community Compounding Rotation (5)

The Community Compounding Rotation is an elective experience 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 pharmaceutical care for patients needing compounded medications. **P: Successful completion of all didactic coursework in the Pharm.D. curriculum.**

PHA 528 Elective Third World Cultures and Health Care (ILAC) (5)

A rotation in the study and practice of interdisciplinary assessment, planning, implementation, and evaluation of health care delivery in the Institute for Latin American Concern (ILAC) Program. Major focus is on the team approach to the solution of episodic health care problems. This unique experience affords the student the opportunity to actively participate in the triage of health care problems, health assessment, collaboration and diagnosis, explanation of treatment, and education in a developing country. This course is graded satisfactory/unsatisfactory. **P: Successful completion of all didactic coursework in the Pharm.D. curriculum.**

PHA 529 Elective International Rotation (5)

This elective rotation provides an opportunity for the study and practice of health care delivery systems in a foreign country. Students actively participate in a variety of settings, gaining an appreciation for the differences in the standard activities and regulations of the profession. **P: Successful completion of all didactic coursework in the Pharm.D. curriculum.**

PHA 532 Public Health Rotation (5)

The Public Health Rotation 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 Elective Pharmacy Organization Management Rotation (5)

This rotation will provide experiences in national pharmacy association activities and operations, interorganizational affairs, government affairs, health and education policy, institutional research, and related programmatic fields. **P: Successful completion of all didactic coursework in the Pharm.D. curriculum.**

PHA 535 Elective Academic Rotation (5)

This rotation is designed to enhance the student's awareness of an academic career, develop teaching skills, and experience the responsibilities associated with a career in pharmacy education. **P: Successful completion of didactic coursework in the Pharm.D. curriculum.**

PHA 536 Elective Pharmacoeconomics Rotation (5)

This elective rotation will introduce students to the insurance industry. Students will develop an understanding of the contemporary health care system with a specific emphasis on managed care pharmacy and acquire expertise in health services research. **P: Successful completion of all didactic coursework in the Pharm.D. curriculum.**

PHA 537 Elective Community Outreach Rotation (5)

This rotation is a community-based experience with a service agency providing health care to patients in a variety of settings such as free clinics, community health centers, migrant health centers, homecare, senior services, mental health programs, drug/alcohol and/or HIV crisis programs, Visiting Nursing Associations, Area Agencies on Aging, health associations, and homeless clinics/shelters. Students will have the opportunity to develop clinical skills and competence in the provision of pharmaceutical care to clients of all ages. Students will gain experience in an interprofessional approach for community-based health promotion and disease prevention initiatives. **P: Successful completion of all didactic coursework in the Pharm.D. curriculum.**

PHA 538 Managed Care Rotation (5)

The Managed Care Rotation 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 Pharmacy Practice Rotation (5)

An experience similar to that described for PHA 511. **P: Successful completion of all didactic coursework in the Pharm.D. curriculum.**

PHA 541 Elective Hospital Pharmacy Management Rotation (5)

A rotation in the managerial, distributive and clinical functions involved in hospital pharmacy practice. **P: Successful completion of all didactic coursework in the Pharm.D. curriculum.**

PHA 542 Elective Drug Information Rotation (5)

An experience similar to that described for PHA 515. **P: Successful completion of all didactic coursework in the Pharm.D. curriculum.**

PHA 543 Elective Poison Center Rotation (5)

This rotation offers students an opportunity to become familiar with the operation of an AAPCC certified regional poison center. Students develop skills necessary for handling calls at a poison center while enhancing their knowledge of clinical toxicology. In the traditional Doctor of Pharmacy program this rotation is limited to two students per year. **P: Successful completion of all didactic coursework in the Pharm.D. curriculum.**

PHA 544 Elective Drug Utilization Review Rotation (5)

The student will have the opportunity to develop skills in Drug Utilization Review that may involve pharmacy association work. Experiences will always include DUR processing and evaluation of patient profiles, analysis of utilization criteria, and correspondence with other health care professionals. Experiences may include work with the legislature, work on convention activities, article review for journal submission, or work on a specialty task force. **P: Successful completion of all didactic coursework in the Pharm.D. curriculum.**

PHA 545 Elective Nuclear Rotation (5)

This rotation will introduce the student to nuclear pharmacy and its applications to clinical nuclear medicine. The student will be exposed to the fundamentals of radio-pharmaceutical preparation and utilization within a centralized nuclear pharmacy. **P: Successful completion of all didactic coursework in the Pharm.D. curriculum.**

PHA 550 Elective Industrial Pharmacy Rotation (5)

This rotation experience allows the student to learn the responsibilities of the industrial pharmacist. The student participates in many of the areas of the drug industry including quality control, manufacturing, and regulatory affairs. **P: Successful completion of all didactic coursework in the Pharm.D. curriculum.**

PHA 551 Elective Research Rotation (5)

The Research rotation is designed to provide students with experience in research design and development, performance of experiments, data collection and analysis, the peer review process, and animal or human research regulations. It is recommended that students have previously taken Independent Research (PHA 399 or PHA 499). **P: Successful completion of all didactic coursework in the Pharm.D. curriculum.**

PHA 560 Elective Acute Care Rotation I (5)

The student will follow adult patients on a hospital unit, and be involved in patient assessment, patient interviews, drug therapy planning and monitoring. Students will be part of a rounding team with other health care professionals. How and why the pharmacist's contribution as an active member of the health care team is important to the overall patient care plan will be emphasized. **P: Successful completion of all didactic coursework in the Pharm.D. curriculum.**

PHA 561 Elective Acute Care Rotation II (5)

The student will follow adult patients on a hospital unit, and be involved in patient assessment, patient interviews, drug therapy planning and monitoring. Students will be part of a rounding team with other health care professionals. How and why the pharmacist's contribution as an active member of the health care team is important to the overall patient care plan will be emphasized. **P: Successful completion of all didactic coursework in the Pharm.D. curriculum.**

PHA 562 Elective Pharmacokinetics Rotation (5)

A clinical pharmacokinetics experience which will develop the student's ability to apply pharmacokinetics to drug therapy in the patient care setting. The student will acquire basic knowledge in applied pharmacokinetics and laboratory drug analysis necessary to provide consultative assistance to physicians in developing appropriate drug dosage regimens, including exposure to and utilization of computer programs for pharmacokinetic purposes. **P: Successful completion of all didactic coursework in the Pharm.D. curriculum.**

PHA 563 Elective Infectious Disease Rotation I (5)

The Infectious Disease Rotation is an elective rotation which will allow students to develop proficiency in the monitoring and management of patients receiving antimicrobial agents for proven or suspected complicated infectious disease. **P: Successful completion of all didactic coursework in the Pharm.D. curriculum.**

PHA 564 Elective Infectious Disease Rotation II (5)

The Infectious Disease Rotation is an elective rotation which will allow students to develop proficiency in the monitoring and management of patients receiving antimicrobial agents for proven or suspected complicated infectious disease. **P: Successful completion of all didactic coursework in the Pharm.D. curriculum.**

PHA 565 Elective AIDS Rotation (5)

A rotation introducing the student to the care and treatment of patients in the various stages of HIV disease. **P: Successful completion of all didactic coursework in the Pharm.D. curriculum.**

PHA 566 Elective Oncology Rotation I (5)

This elective rotation develops proficiency in the acquisition, preparation, administration and monitoring of antineoplastic agents, palliation of paraneoplastic syndromes, and the critical care management of a neutropenic patient. The student will be introduced to clinical trials in oncology, and to the distributive and administrative functions of an oncology pharmacist. **P: Successful completion of all didactic coursework in the Pharm.D. curriculum.**

PHA 567 Elective Oncology Rotation II (5)

This elective rotation develops proficiency in the acquisition, preparation, administration and monitoring of antineoplastic agents, palliation of paraneoplastic syndromes, and the critical care management of a neutropenic patient. The student will be introduced to clinical trials in oncology, and to the distributive and administrative functions of an oncology pharmacist. **P: Successful completion of all didactic coursework in the Pharm.D. curriculum.**

PHA 568 Elective Critical Care Rotation (5)

A rotation which stresses competency in the medical management of patients in the critical care and surgery units. **P: Successful completion of all didactic coursework in the Pharm.D. curriculum.**

PHA 569 Elective Cardiology Rotation (5)

The Cardiology Rotation will develop the student's ability to make rational decisions concerning cardiovascular agents in the patient care setting. The student will acquire specialized knowledge concerning major cardiovascular disease states, invasive and noninvasive cardiovascular diagnostic techniques and the pharmacology, pharmacokinetics, and clinical use of cardiac drugs. **P: Successful completion of all didactic coursework in the Pharm.D. curriculum.**

PHA 570 Elective Psychiatry Rotation I (5)

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

PHA 571 Elective Psychiatry Rotation II (5)

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

PHA 572 Elective Pediatrics Rotation (5)

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

PHA 573 Elective Nutrition Support Rotation (5)

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

INTERPROFESSIONAL EDUCATION (IPE)

Various health sciences professionals are involved in teaching these courses.

IPE 410 Foundations in Patient Safety (2-4)

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 overarching principle to patient safety. A two credit hour core is offered; with a three or four credit hour option for students who choose additional experiences.

IPE 411 CLARION Case Competition Preparation (1)

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: Instructor Consent.**

IPE 412 Cultural Immersion and Experiential Learning in China (2-3)

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 assist participants in providing culturally sensitive care and prepare them for potential leadership roles at the international level. **P: Instructor Consent.**

FACULTY—PHARMACY PROGRAM

- SAMUEL C. AUGUSTINE, *Professor of Pharmacy Practice*, (2004; 2008).
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B.S., Nebraska Wesleyan University, 1973; M.S., University of Nebraska, 1976; Ph.D., University of Nebraska, 1981.
- ANN M. RYAN-HADDAD, *Associate Professor of Pharmacy Practice* (1990; 2003).
Pharm. D., University of Nebraska, 1988.
- LINDA S. SCHEIRTON, *Associate Professor, Pharmacy Sciences (secondary appointment 2003)*; *Associate Clinical Professor of Periodontics* (1997); *Associate Professor, Physical Therapy (secondary appointment 2003)*; *Associate Professor, Occupational Therapy* (1997, 2003).
A.A.S., Del Mar College, 1974; B.S., Texas A & I University at Corpus Christi, 1975; M.A., University of Texas at San Antonio, 1978; Ph.D., University of Texas at Austin, 1990.
- 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); *Assistant Director Pharmacy Experiences Programs* (2003).
Pharm.D., University of Nebraska, 1994.
- JESSICA SKRADSKI, *Assistant Professor of Pharmacy Practice* (2010).
Pharm.D., University of Nebraska Medical Center, 2006.
- MIKAYLA L. SPANGLER, *Assistant Professor of Pharmacy Practice* (2007).
Pharm.D., University of Nebraska Medical Center, 2005.
- JAMES SPENCER, *Assistant Professor of Pharmacy Sciences* (2002; 2005)
M.A., St. Michael's College, 1998; M.S., 1998; Pharm.D., University of Southern California, 1980.
- JULIE A. STADING, *Associate Professor of Pharmacy Practice* (1998; 2004).
Pharm.D., Creighton University, 1991.
- SIDNEY J. STOHS, *Dean Emeritus* (2003); *Professor of Pharmacy Sciences* (1989).
B.S.Pha., University of Nebraska, 1962; M.S., 1964; Ph.D., University of Wisconsin-Madison, 1967.
- ROBYN TEPLY, *Assistant Professor of Pharmacy Practice* (2009).
B.S., University of California San Diego, 2002; M.B.A., Creighton University, 2007; Pharm.D., Creighton University, 2007
- JENNIFER A. TILLEMANN, *Assistant Professor of Pharmacy Practice* (2004).
B.S., Viterbo University, 1998; Pharm.D., Creighton University, 2002.
- JUSTIN TOLMAN, *Assistant Professor of Pharmacy Sciences* (2008).
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 at Omaha, 1984; Pharm.D., University of Nebraska, 1988.
- LAURA VIHERECK, *Assistant Professor of Pharmacy Practice* (2010).
B.S., South Dakota State University, 2007; Pharm.D., South Dakota State University, 2009.
- AMY FRIEDMAN WILSON, *Associate Professor of Pharmacy Practice* (2000).
Pharm.D., Creighton University, 1995.
- W. WAYNE YOUNG, *Associate Professor of Pharmacy Practice* (1984); *Director, Academic Development and Technology Center* (1995).
B.S.Pha., Purdue University, 1970; Pharm.D., Duquesne University, 1972.

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

OCCUPATIONAL THERAPY PROGRAM

THE PROFESSION

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

In the view of Occupational Therapy, well-being is achieved through an active, dynamic and evolving balance between the person and his or her environment. Occupational therapists intervene when illness, disability, or social constraints threaten the person’s ability to actively create or find that balance 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 occupation strategically, occupational therapists have expertise in how the body, mind and spirit work together to produce occupations as simple as feeding oneself or as complex as leading a hundred-piece orchestra.

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

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

ENTRY-LEVEL PROFESSIONAL DOCTORATE IN OCCUPATIONAL THERAPY

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

MISSION STATEMENT

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

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

PHILOSOPHY

The philosophical base of the Department of Occupational Therapy is consistent with the Philosophical Base of Occupational Therapy (American Occupational Therapy Association-AOTA, 2006). The statement of philosophy of the Occupational Therapy Department states:

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

PROGRAM GOALS (STUDENT LEARNING OUTCOMES)

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

1. Demonstrate entry-level occupational therapy clinical skills*
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.

*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 this 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, 2005, p. 3). Occupations unfold at the level of the individual, family, community, society and the world.

The profession-specific portion of the occupational therapy curriculum is conceptualized as encompassing three primary themes: **occupation**, **professional practice**, and **professional identity**. Rather than approach each theme sequentially, the curriculum is built around the nesting of these themes, so that students begin studying all of them as soon as they enter the program and continue to build on them throughout the curriculum. The content of each theme unfolds over the nine semester course sequence, becoming integrated as the student progresses. Course objectives reflect curriculum themes, although some courses emphasize one theme more than others. In addition, a thread of Leadership derived from the theme of professional identity reinforces the development of doctorally prepared therapists committed to serve societal needs. The leadership thread thus serves as a way to integrate the three themes of the curriculum. 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 (2006). Association policies: The philosophical base of occupational therapy. *American Journal of Occupational Therapy*, 60, 681-682.
- 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 (2005) *Definitions of Occupational Therapy*, Draft 7. Nacka, Sweden: WFOT Promotion and Development Programme.

PROGRAM ACCREDITATION

The program in Occupational Therapy is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association, Inc. (AOTA) located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220. The telephone number is (301) 652-AOTA.

ADMISSION

Students enter the program in the fall semester. The preferred deadline for applications is December 1. The final deadline for applications is February 1. Interviews are required in the admission process. Qualified applicants will be notified if they are selected for an interview. Interviews will be scheduled in January and February.

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, and leadership activities 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 professional.

The Accreditation Council for Occupational Therapy Education (ACOTE) requires that by July 1, 2010, 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 must apply online at <https://creighton-spahp.gotoextinguisher.com/application>

Creighton Preference

The Occupational Therapy Admission Committee has a strong preference for Creighton undergraduate students who complete the majority of their undergraduate coursework at Creighton, including all prerequisites. All Creighton undergraduate students who have achieved a minimum overall grade-point average (GPA) of 3.25 at the end of the semester in which the student applies will be guaranteed an interview.

Guaranteed Admission Policy

Creighton students who began undergraduate studies prior to and including Fall 2007 who meet the following criteria will be granted admission to the Doctor of Occupational Therapy program.

Each student must:

1. Be enrolled and complete all pre-occupational therapy requirements at Creighton University prior to entry into the program.
2. Submit a completed application to the Admission Office by December 1 of the academic year prior to enrollment in the professional program.
3. Remain in good academic and academic-related standing throughout all prerequisite coursework.
4. Have achieved a minimum overall grade point average (GPA) of 3.25 at the end of the semester in which the student applies.
5. Complete an interview expressing an appropriate rationale and demonstrating interpersonal skills for the study and practice of occupational therapy.

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

PRE-PROFESSIONAL COMPONENT

- Beginning fall 2010, a baccalaureate degree has been required. 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.

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 course (also includes religion or logic)	3	4.5
Culture, Ideas and/or Civilizations course (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	4.5
English Composition (may be replaced with a hands-on fine or performing arts course)	3	4.5
Statistics	3	4.5

TECHNICAL STANDARDS

The Doctor of Occupational Therapy education program in the School of Pharmacy and Health Professions at Creighton University prepares 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 Program 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.

- I. **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.
- II. **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.
- III. **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.
- IV. **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.

- V. 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.
- VI. 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 Services for Students with Disabilities. 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 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 nine semesters of professional education.

In addition to didactic course work, students in the entry-level professional doctorate in Occupational Therapy pathway must register for 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 nine 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 ninth (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 Doctor of Occupational Therapy Pathway - Alaska Program

In 2007, we began our University of Alaska Anchorage (UAA)-Creighton University Distance Initiative. 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.

Students must be residents of Alaska and meet the admission requirement and criteria identical to the on-campus applicants. (see above for more information)

Post-Professional Doctor of Occupational Therapy Pathway

The School initiated a post-professional Doctor of Occupational Therapy (OTD) pathway in the fall of 1995. This pathway is one of the first professional OT doctoral programs of its kind in the country and is designed to strengthen occupational therapists' professional, practice management, teaching, and administrative skills. With the expertise and credentials gained by completing this program, graduates are more able to compete for positions in a diverse range of practice environments and will be poised to lead the profession into the 21st century. In 2001, the school instituted the post-professional OTD program in a distance 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 course websites, print, videotape, CD-ROM, and web technology.

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 can develop rotations in the state where they reside or where they work

Students accepted to the post-professional OTD pathway must have completed a bachelor's or entry-level master's degree in occupational therapy at an ACOTE accredited institution and have successfully passed the certification examination. Students accepted into the distance post-professional OTD pathway must demonstrate that they have access to the necessary technology for the web curriculum.

Applicants must apply online at <https://creighton-spahp.gotoextinguisher.com/application>

REQUIREMENTS FOR GRADUATION

In order to satisfy the requirements for graduation, the entry-level Doctor of Occupational Therapy and the post-professional Doctor of Occupational Therapy students must successfully complete all requirements for admission, and all required courses in their professional curriculum, and 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.

DOCTOR OF OCCUPATIONAL THERAPY CURRICULUM

Entry-level Campus Program

First Professional Year

<i>First Semester (Fall)</i>	<i>Sem. Hrs.</i>	<i>Second Semester (Spring)</i>	<i>Sem. Hrs.</i>
OTD 303 Intro to Occupational Therapy	2	OTD 301 Foundations of Occupation	2
OTD 305 Communication & Instructional Methods	3	OTD 304 Occupational Patterns in Culture	2
OTD 306 Clinical Conditions	2	OTD 311 Psychosocial Occupational Therapy Theory and Practice	2
OTD 308 Introduction to Inquiry	3	OTD 339 Clinical Anatomy	3
OTD 341 Neuroanatomy	<u>3</u>	OTD 340 Clinical Anatomy Laboratory	1.5
	13	OTD 352 Intro to Health Care Ethics	2
		OTD 370 Fieldwork Level I A	<u>1</u>
			13.5

Second Professional Year

<i>First Semester (Fall)</i>	<i>Sem. Hrs.</i>	<i>Second Semester (Spring)</i>	<i>Sem. Hrs.</i>
OTD 408 Research Process I	2	OTD 407 OT Practice with Children and Youth I	3
OTD 411 OT Practice in Mental Health	3	OTD 409 Research Process II: Proposal	2
OTD 413 Physical Rehabilitation in OT I	3	OTD 414 Physical Rehabilitation in Occupational Therapy II	3
OTD 423 Occupational Therapy with Elders	3	OTD 417 Health Care Policy	3
OTD 431 Occupation, Adaptation and Technology	3	OTD 432 OT Practice with People who have Upper Extremity Conditions	3
OTD 441 Musculoskeletal Dimensions of Occupation	3	OTD 471 Fieldwork Level IC	1
OTD 470 Fieldwork Level IB	1	OTD 480 Fieldwork Level II Seminar II	<u>0.5</u>
OTD 479 Fieldwork Level II Seminar I	<u>0.5</u>		15.5
	18.5		

<i>Third Semester (Summer)</i>	<i>Sem. Hrs.</i>
OTD 481 Fieldwork Level II A	12

Third Professional Year

<i>First Semester (Fall)</i>	<i>Sem. Hrs.</i>	<i>Second Semester (Spring)</i>	<i>Sem. Hrs.</i>
OTD 507 OT Practice with Children and Youth II	3	OTD 502 Physical Agent Modalities	3
OTD 508 Research Implementation I	1.5	OTD 506 Occupational Therapy Management	3
OTD 511 Neuro-Occupation	3	OTD 509 Research Implementation II	1.5
OTD 514 Occupation and Health Population Perspectives	3	OTD 518 Leadership	2
OTD 561 Fieldwork Level I D	1	OTD 519 Neurorehabilitation	3
OTD 562 Ethical Reasoning in OT Practice	2.5	OTD 541 Critical Analysis of Occupational Therapy Practice	3
OTD 572 Professional Trajectory I	<u>1</u>	OTD 573 Professional Trajectory II	<u>1</u>
	15		16.5

Third Semester (Summer) *Sem. Hrs.*

OTD 571 Fieldwork Level II B	12
OTD 574 Professional Competency	<u>1</u>
	13

Fourth Professional Year

<i>First Semester (Fall)</i>	<i>Sem. Hr</i>
OTD 599 Directed Independent Study	1-4
OTD 600 Entry-Level Professional Rotation	12-16
OTD 601 Capstone	<u>1</u>
	17

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.

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

DOCTOR OF OCCUPATIONAL THERAPY CURRICULUM

Entry-level Distance (Alaska) Program

First Professional Year

<i>First Semester (Fall)</i>	<i>Sem. Hrs.</i>	<i>Second Semester (Spring)</i>	<i>Sem. Hrs.</i>
OTD 303 Intro to Occupational Therapy	2	OTD 301 Foundations of Occupation	2
OTD 305 Communication & Instructional Methods	3	OTD 304 Occupational Patterns in Culture	2
OTD 306 Clinical Conditions	2	OTD 311 Psychosocial Occupational Therapy Theory and Practice	2
OTD 308 Introduction to Inquiry	3	OTD 339 Clinical Anatomy	3
OTD 341 Neuroanatomy	3	OTD 340 Clinical Anatomy Laboratory	1.5
	13	OTD 352 Intro to Health Care Ethics	2
		OTD 370 Fieldwork Level I A	1
			13.5

Second Professional Year

<i>First Semester (Fall)</i>	<i>Sem. Hrs.</i>	<i>Second Semester (Spring)</i>	<i>Sem. Hrs.</i>
OTD 408 Research Process I	2	OTD 407 OT Practice with Children and Youth I	3
OTD 411 OT Practice in Mental Health	3	OTD 409 Research Process II: Proposal	2
OTD 413 Physical Rehabilitation in OT I	3	OTD 414 Physical Rehabilitation in Occupational Therapy II	3
OTD 423 Occupational Therapy with Elders	3	OTD 417 Health Care Policy	3
OTD 431 Occupation, Adaptation and Technology	3	OTD 432 OT Practice with People who have Upper Extremity Conditions	3
OTD 441 Musculoskeletal Dimensions of Occupation	3	OTD 471 Fieldwork Level IC	1
OTD 470 Fieldwork Level IB	1	OTD 480 Fieldwork Level II Seminar II	0.5
OTD 479 Fieldwork Level II Seminar I	0.5		15.5
	18.5		

<i>Third Semester (Summer)</i>	<i>Sem. Hrs.</i>
OTD 481 Fieldwork Level II A	12

Third Professional Year

<i>First Semester (Fall)</i>	<i>Sem. Hrs.</i>	<i>Second Semester (Spring)</i>	<i>Sem. Hrs.</i>
OTD 507 OT Practice with Children and Youth II	3	OTD 502 Physical Agent Modalities	3
OTD 508 Research Implementation I	1.5	OTD 506 Occupational Therapy Management	3
OTD 511 Neuro-Occupation	3	OTD 509 Research Implementation II	1.5
OTD 514 Occupation and Health Population Perspectives	3	OTD 518 Leadership	2
OTD 561 Fieldwork Level I D	1	OTD 519 Neurorehabilitation	3
OTD 562 Ethical Reasoning in OT Practice	2.5	OTD 541 Critical Analysis of Occupational Therapy Practice	3
OTD 572 Professional Trajectory I	<u>1</u>	OTD 573 Professional Trajectory II	<u>1</u>
	15		16.5

Third Semester (Summer) *Sem. Hrs.*

OTD 571 Fieldwork Level II B	12
OTD 574 Professional Competency	<u>1</u>
	13

Fourth Professional Year

<i>First Semester (Fall)</i>	<i>Sem. Hr</i>
OTD 599 Directed Independent Study	1-4
OTD 600 Entry-Level Professional Rotation	12-16
OTD 601 Capstone	<u>1</u>
	17

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 Anchorage, the surrounding area, or other states or countries.

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

DOCTOR OF OCCUPATIONAL THERAPY CURRICULUM
Post-Professional Distance Program

<u>Course</u>	<u>Course Title</u>	<u>Sem. Hrs.</u>
POTD 500	Introduction to Clinical Doctoral Studies	2
POTD 501	Historical Perspectives of Occupation	3
POTD 511	Neuro-Occupation	3
POTD 514	Occupation and Health Population Perspectives	3
POTD 516	Health Systems 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	Capstone	1
	Didactic Total	47
POTD 590	Post-Professional Rotation	<u>16</u>
TOTAL SEMESTER HOURS		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 total of no more than 15 credits (or 25% of the POTD program). POTD professional rotation waived credits may not exceed 8 credits. The following course may not be waived: POTD 500, POTD 580, and POTD 601. 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 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 course waivers must be completed during the POTD 500 course. No requests for course waivers will be entertained prior to POTD 500 during the admissions process.

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®)
The Eugene B. Casey Building
800 South Frederick Avenue, Suite 200
Gaithersburg, MD 20877-4150
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.

LIVING ACCOMMODATIONS

On-campus housing is not able to accommodate family members when students are on campus for short periods of time such as New Student Welcome Week or summer intensive sessions to take laboratory courses. When housing is needed for family members in such situations, the actual arrangements for off-campus housing are left to the individual students. Several local Omaha hotels are either in walking distance from the Creighton University campus or offer shuttle service to the campus.

TUITION AND FEES

See Tuition and Fees section of this *Bulletin*.

FINANCIAL AID

See Financial Aid section of this *Bulletin*.

OTHER INFORMATION

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

Contact the Associate Dean for Student Affairs in the Office of Academic and Student Affairs if assistance is needed in special situations.

PLACEMENT

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

OCCUPATIONAL THERAPY STUDENT ORGANIZATIONS

CUSOTA

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

Pi Theta Epsilon: Alpha Iota Chapter

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

RECOGNITION OF SCHOLARSHIP LEADERSHIP AND SERVICE

Student Scholarships and Awards

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



Membership in National Societies

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

Annual Awards

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

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

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).

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

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

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.

Occupational Therapy Distance 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 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.

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.

COURSE DESCRIPTIONS

(See Key to Symbols on Page 53)

OCCUPATIONAL THERAPY COURSES (OTD)

OTD 215 Medical Terminology (1)

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.

Entry-Level OTD On-Campus and Alaska Distance Pathway

OTD 301 Foundations of Occupation (2)

The students will understand the fundamental concept of occupation through various theories. Students will investigate how occupation is the medium through which people participate in society. Students will gain an understanding of the impact of disability on everyday occupation. **P: OTD 303, 305, 308.**

OTD 303 Introduction to Occupational Therapy (2)

This course overviews the profession of occupational therapy. Core values and beliefs of the profession are emphasized. Students will explore various definitions of occupational therapy and gain an understanding of organizational structure and the official documents of the profession. Activity analysis will be used to synthesize the domain of practice. Practice trends and emerging practice areas will be examined. **P: Admission to EOTD program or IC.**

OTD 304 Occupational Patterns in Culture (2)

The course provides an opportunity to explore occupational patterns in cultural experiences. Students reorganize meaning by identifying personal values and beliefs in light of greater understanding of self and their culture. The course facilitates a student's ability to approach others in an open and compassionate manner in order to work in collaboration with persons from other cultures. It enables the future therapist to understand culturally appropriate activities that symbolize meaning and purpose to the client across the lifespan. **P: OTD 303, 308.**

OTD 305 Communication and Instructional Methods (3)

Approaches and skills to communicate with clients, peers, health professionals, and organizations are explored. Students will gain skills in instructional methods and evaluation. Emphasis is placed on the communicative and educative roles occupational therapists hold. Students will begin development as stewards of the profession by exploring the meaning and responsibilities associated with doctoral education. **P: Admission to the EOTD Program or IC.**

OTD 306 Clinical Conditions (2)

This course is an overview of systemic disorders and clinical conditions that are pertinent to the practice of occupational therapy across the lifespan. Students will learn etiology, signs, symptoms, pathophysiology, psychopathology, and functional deficits resulting from impairments. **P: Admission to the EOTD Program or IC.**

OTD 308 Introduction to Inquiry (3)

Emphasis of this course will be placed on gaining an understanding of the research process. Students will examine evidence-based practice to become critical consumers of research. Both qualitative and quantitative research methodologies and designs will be introduced. **P: Admission to the EOTD Program or IC; CO: OTD 303.**

- OTD 311 Psychosocial Occupational Therapy Theory and Practice (2)**
This course focuses on concepts of group dynamics, group process, and effective therapeutic communication skills. Students will be introduced to selected psychosocial frames of references and/or conceptual models of practice. Students will learn skills related to active listening, rapport building and interviewing. **P: Admission to the EOTD Program or IC.**
- OTD 330 Spanish for Health Professionals (2)**
This course offers a concise introduction to Spanish grammar, vocabulary and culture for students whose personal or professional goals include a working knowledge of Spanish. In addition to emphasizing basic communication, this course will give special attention to the vocabulary needs of those individuals involved in the health professions.
- OTD 339 Clinical Anatomy (3)**
This course is designed to provide an overview of gross, clinical, and neuroanatomical, aspects of the human body through the lifespan. A systemic, rather than regional, approach is used. Dissected cadaver specimens and anatomical models are available as learning aids, reflective journaling, and palpation labs combine to provide the student an advanced integration of gross anatomy and function. **CO: OTD 340.**
- OTD 340 Clinical Anatomy Laboratory (1.5)**
Coupled with OTD 339, this course is a dissection based anatomical study of the human body. **CO: OTD 339.**
- OTD 341 Neuroanatomy (3)**
This course assists the student in learning the major structural and functional features of the central nervous system. Format includes lectures and facilitated discussion including the study of external morphology of the brain and spinal cord, embryology and demonstration including reflective journaling and discussion of normal function which correlate with the didactic material to commonly seen clinical situations. **P: Admission to EOTD program or IC.**
- OTD 352 Introduction to Health Care Ethics (2)**
This course introduces basic theories and concepts of ethics. Ethical reasoning at the individual, institutional, and societal levels is emphasized. Students will apply the AOTA Ethics Standards to a variety of situations. **P: OTD 303.**
- OTD 370 Fieldwork Level IA (1)**
This course promotes understanding of occupation, personal identity and professional practice and leadership in the transformation of students as individuals, in community, and in organizations. Students take part in observational and participatory fieldwork and classroom experiences in settings or communities with populations across the lifespan. Students will begin the process of self-identification as occupational therapy practitioners in their trajectory toward their Entry Level Professional Rotation (OTD 483). This course also serves to orient students to policies, procedures and required documentation associated with OTD fieldwork and professional rotations. **P: OTD 303; CO: OTD 301, 311.**
- OTD 374 Mindful Preparation for Cross-Cultural Practice (2) (Elective)**
Occupational therapy students participate in a seminar and a cross-cultural field experience. Students become involved in institutional or community-based programs that serve the occupational needs of the local population. A major focus of the experience is the inquiry into life-experiences of local people, and in understanding how humans develop occupational patterns and derive meaning through occupation. In addition, students consider how rehabilitation and health systems or organizations may support or hinder the development of just communities. Issues surrounding culture such as power and privilege are explored. Reflection and discussion are the main methods used in building a learning community during the experience.

- OTD 386 Institute for Latin American Concerns Immersion (3) (Elective)**
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 399 Directed Independent Studies (1-6) (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. The maximum should be increased to six semester hours.
- OTD 407 Occupational Therapy Practice with Children and Youth I (3)**
Students will examine occupations of children and youth. Students learn the evaluation process, including the importance of observations in natural environments; interviewing parents and/or teachers; selecting, administering and interpreting results; and producing a written report based on the evaluation. A variety of frames of reference are introduced with an emphasis on the sensory integration approach for assessment and treatment. **P: OTD 301, 306, 341, 411, 431, 441.**
- OTD 408 Research Process I; Literature Review (2)**
This is the first course in a sequence designed to facilitate student progress of a faculty mentored research project. The focus of this course is the development of a literature review. Students will complete a written synthesis of literature. **P: OTD 301, 308.**
- OTD 409 Research Process II: Research Proposal (2)**
This course is a continuation of OTD 408 and is designed to prepare students to complete a methodologically sound research proposal. The developed proposal will be submitted to the IRB for review and approval. **P: OTD 352, 408.**
- OTD 411 Occupational Therapy Practice in Mental Health (3)**
This course examines the practice of occupational therapy in mental health and the influence of psychosocial function/dysfunction on occupational performance. Frames of reference and/or conceptual practice models will be reviewed to guide the selection of assessment and methods of treatment. Use of self as a therapeutic agent and group process skills are applied to case studies and practice with actual clients. **P: OTD 306, 311.**
- OTD 413 Physical Rehabilitation in Occupational Therapy I (3)**
This course is the first in a two semester sequence focusing on physical rehabilitation concepts. Physical Rehabilitation I follows the occupational therapy process and focuses on the theoretical foundations of physical rehabilitation and the assessment of patients in various physical rehabilitation settings. Students will also learn required documentation and billing concepts for physical rehabilitation settings. Clinical reasoning will be developed through application of concepts using a variety of methods. **P: OTD 303, 306, 311, 339, 340, 341. CO: OTD 423, 431, 441.**
- OTD 414 Physical Rehabilitation in Occupational Therapy II (3)**
This is the second in a two semester course sequence focusing on physical rehabilitation. The course focuses on integrating assessment, intervention, and assistive technology. Clinical reasoning is used to apply the occupational therapy process and sensorimotor theories to therapeutic interventions. Students will select, grade and propose treatment strategies for sensory, motor, oral, visual and cognitive impairments that people experience as a result of neurological, orthopedic, metabolic, or degenerative diseases. Students will formulate treatment plans and discharge summaries using a variety of documentation formats. Experiential learning is used to integrate theory, assessment, and intervention. **P: OTD 413.**

OTD 417 Health Care Policy (3)

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. **CO: OTD 471.**

OTD 420 Exploring Spirituality in Occupational Therapy (1) (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: OTD 304**

OTD 423 Occupational Therapy with Elders (3)

This course provides an overview of occupational therapy with older adults. It emphasizes the needs and characteristics of older adults from a holistic perspective taking into consideration "occupation". Emphasis is placed on viewing older adults as a heterogeneous group, dispelling myths and stereotypes, exploring relevant community resources, understanding safety for older adults, and providing background about relevant public policies. Labs concentrate on focused learning experiences with older adults. **P: OTD 370.**

OTD 431 Occupation, Adaptation and Technology (3)

This course focuses on occupational adaptation and the assistive technology process with clients across the lifespan. Students gain knowledge and skills in assessment, implementation, documentation and advocacy for enhancing occupational performance. **P: OTD 306, 339, 340. CO: OTD 413, 441.**

OTD 432 Occupational Therapy Practice with People who have Upper Extremity Conditions (3)

A problem solving and clinical reasoning approach is utilized in the occupational therapy process with people who have upper extremity conditions. Students will gain knowledge and skills in the selection, design and fabrication of splints and prosthetic devices. Basic upper extremity treatment protocols and skills are introduced to prepare the student for general clinical practice. This course is framed in an understanding of the impact of upper extremity conditions on person's occupations. **P: OTD 413, 431, 441.**

OTD 441 Musculoskeletal Dimensions of Occupation (3)

This course is a study of the musculoskeletal system with special emphasis on the body movement used in occupational performance. Kinesiological principles and applications of range of motion measurement and manual muscle testing are addressed. **P: OTD 339, 340, 341.**

OTD 470 Fieldwork Level IB (1)

Continuation of Fieldwork Level I A. **P: OTD 370.**

OTD 471 Fieldwork Level IC (1)

Continuation of Fieldwork Level I A and I B **P: OTD 370, 470.**

OTD 479 Fieldwork Level II Preparation Seminar I (0.5)

This course is designed to provide structure and guidance to students for the process of Level IIA/IIB Fieldwork placements. Additionally, the course will prepare the students for their Level II Fieldwork with a focus on self-exploration, interpersonal issues, and fieldwork situations. This course is repeatable to a max of one hour.

OTD 480 Fieldwork Level II Seminar II (0.5)

This course is designed to provide structure and guidance to students for the process of Level IIA/IIB Fieldwork placements. Additionally, the course will prepare the students for their Level II Fieldwork with a focus on self-exploration, interpersonal issues, and fieldwork situations. **P: OTD 479.**

OTD 481 Fieldwork Level II A (12)

Students will apply their understanding of occupation, professional practice, identity and leadership during a 12-week, full-time fieldwork placement. Objectives of the course continue to focus on personal transformation as occupational therapists. Students are expected to develop the professional competencies of entry-level therapists for the particular site by the conclusion of this experience. **P: OTD 471, 480.**

OTD 502 Physical Agent Modalities (3)

Students will gain knowledge and skills for selecting and safely utilizing appropriate physical agents in occupational therapy practice. Students use theory and clinical reasoning to select and apply appropriate modalities for neurological, orthopedic, and degenerative disease processes across the lifespan. Evidence-based practice, licensure requirements, precautions, indications and contraindications will be discussed. Competency practicum is required. **P: OTD 339, 340, 341, 414, 423, 441, 432.**

OTD 506 Occupational Therapy Management (3)

This course will focus on the development and management of occupational therapy programs. Students will explore the health care system and learn business strategies to promote, develop and expand occupational therapy services. Budget development, management and securing funding through grant writing and business planning will be addressed. Students will learn supervisory strategies and explore health care regulations and compliance issues. **P: OTD 301, 411, 413, 414.**

OTD 507 Occupational Therapy Practice with Children and Youth II (3)

Students will apply theories and frames of reference related to pediatric practice. Students examine and plan intervention strategies, with an emphasis on collaborative consultation model of service delivery. Providing occupational therapy services to children and their families across a variety of settings is emphasized. Students study the impact of regulations on the provision of occupational therapy services in the school systems. **P: OTD 301, 407.**

OTD 508 Research Process III: Implementation I (1.5)

This course is the continuation of OTD 409. The research proposals developed in OTD 409 will be implemented in this course in collaboration with a faculty mentor. Students are expected to critically analyze and solve problems encountered during the proposal implementation process. The process will be closely monitored. **P: OTD 308, 352, 409; CO: OTD 562.**

OTD 509 Research Process III: Implementation II (1.5)

This course is the continuation of OTD 508. The research proposals developed in OTD 508 will be implemented in this course in collaboration with a faculty mentor. Students are expected to critically analyze and solve problems encountered during the proposal implementation process. The process will be closely monitored. **P: OTD 508, 562.**

OTD 511 Neuro-Occupation (3)

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: OTD 301, 339, 340, 341, 481.**

OTD 514 Occupations and Health: Population Perspectives (3)

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: OTD 481.**

OTD 518 Leadership (2)

This course will expand on leadership theory and research so that students will formulate and apply personal and professional attributes and behaviors. Various paradigms, models, and strategies will be evaluated with an emphasis on influencing institutional and societal change. **P: OTD 417, 562.**

OTD 519 Neurorehabilitation (3)

This course provides a comprehensive overview of traditional and contemporary approaches used in neurorehabilitation with an emphasis on the dynamic interplay between client factors, context, and occupation. Neuroanatomical systems underlying sensorimotor, cognitive-perceptual and psychosocial aspects of function will be explored and applied to the evaluation and treatment of several common neu-

rological diagnoses. Lab components of the course will allow students to gain skill competency and develop expertise in clinical reasoning throughout the occupational therapy process. **P: OTD 414, 441, 507, 511 or instructor consent.**

OTD 541 Critical Analysis of Occupational Therapy Practice (3)

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 508.**

OTD 561 Fieldwork Level I D (1)

Continuation of Fieldwork Level IA, IB, and IC. **P: OTD 481; CO: OTD 572.**

OTD 562 Ethical Reasoning in Occupational Therapy Practice (2.5)

This course expands ethical reasoning into a variety of practice environments. Emphasis is on recognizing an ethical issue or dilemma, engaging in systematic analysis, selecting an ethically defensible course of action, and making a compelling case to others. Students will reflect on ethical choices and decisions. The influence of ethical decisions on society and the role of moral courage are explored. Students will apply the AOTA Ethics Standards to occupational therapy practice. **P: OTD 352, 481.**

OTD 571 Fieldwork Level II B (12)

Students will apply their understanding of occupation, professional practice, identity and leadership during a 12-week, full-time fieldwork placement. Objectives of the course continue to focus on personal transformation as occupational therapists. Students are expected to develop the professional competencies of entry-level therapists for the particular site by the conclusion of this experience. **P: OTD 303, 304, 305, 414, 471, 481.**

OTD 572 Professional Trajectory I (1)

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: OTD 481. CO: OTD 561.**

OTD 573 Professional Trajectory II (1)

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: OTD 572.**

OTD 574 Professional Competency (1)

This course is designed to meet the ACOTE Doctoral Level Educational Standard B.11.0 which mandates that students "pass a competency requirement prior to commencement of the doctoral experiential component". Students have the opportunity to demonstrate the required professional competency consisting of a variety of specified data points. This course offers a structured way to prepare for the National Board of Certification for Occupational Therapy certification exam. All students enrolled in the program are required to take and pass this course. **P: OTD 481; CO: OTD 571.**

OTD 599 Directed Independent Study (1-4)

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 semesters hours can be taken in OTD 599. **P: OTD 571, 573, 574; CO: OTD 600.**

OTD 600 Entry-Level Professional Rotation (12-16)

During this time, 12-16 week rotation, students carry out their personal learning objectives identified in Professional Trajectory. Students continue to explore their personal and professional identities and actualize their learning objectives at their Professional Rotation site. **P: OTD 571, 573, 574.**

OTD 601 Capstone (1)

The focus of this course is to disseminate findings from an individually designed scholarly project under the direction and guidance of a faculty mentor. Students will complete a professional oral presentation. **P: OTD 509. CO: OTD 600.**

IDC 997 Professional Practice Remediation (1-16)

This course is designed to provide remediation in preparation for repeating a clinical rotation in which an "Unsatisfactory" or "Failing" grade was earned. **P: All coursework up to a Failure.**

Post-Professional OTD Distance Pathway

POTD 386 Institute of Latin American Concern Immersion (3) (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. **P: Enrollment in post professional OTD program**

POTD 420 Exploring Spirituality In Occupational Therapy Practice (3) (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 address spiritual needs, and utilize spiritual strengths, in individuals they serve. 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. Students will compare and contrast the concepts of 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. **P: Enrollment in post professional OTD program**

POTD 500 Introduction to Clinical Doctoral Studies (2)

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)

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) (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)

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 program.**

POTD 514 Occupation and Health: Population Perspectives (3)

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)

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)

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. **P: Admission to the post professional OTD program.**

POTD 518 Leadership Development (3) (*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 without POTD 500 can take this as an elective. **P: Enrollment in post professional OTD program**

POTD 521 Occupation in Community (3)

This course integrates student's familiarity with interdisciplinary and occupation science inquiry into the development of a comprehensive occupational profile. Narrative methodologies are used to refine student's ability to interview clients and gain insight into the patterns of meaning that support client-centered, occupation-based practice. **P: Enrollment in post-professional program.**

POTD 530 Grant Writing and Occupational Therapy Practice: Making the Connection (3) (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) (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 (3) (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) (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) (Johanson, 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) (Johanson, 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) (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) (Elective)

This course explores key concepts and research of infant and early childhood 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. **P: Enrollment in post professional OTD program.**

POTD 536 Current Topics in Pediatric Occupational Therapy Practice (3) (Elective)

Pediatric practice comprises a large segment of occupational therapy practice. Many 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) (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) (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. **P: Enrollment in post professional OTD program.**

POTD 539 Rehabilitation and Neuro-technology (3) (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)

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: POTD 501, 553.**

POTD 553 Introduction to Inquiry (2)

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. **P: Enrollment in post professional program.**

POTD 554 Research Proposal (2)

The focus of this course is the development of a methodologically sound and IRB approved research proposal. Students will identify a research problem, formulate researchable questions and select a research design, quantitative or qualitative, that is best suited to answer the research questions. Both quantitative and qualitative data analysis will be discussed and students 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)

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 (3.g., recruitment of participants, data collection and analysis, manuscript writings, 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. A scholarly written research manuscript is expected from students at the end of this course. **P: POTD 554**

POTD 556 Research Implementation II (1.5)

This course is a continuation of POTD Research Implementation II. A scholarly written research manuscript is expected of students at the end of this course. **P: POTD 555.**

POTD 562 Advanced Clinical Ethics (3)

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

POTD 565 Instructional Methods and Evaluation (3)

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

POTD 580 Professional Trajectory (1)

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. This course is repeatable to a max of one hour. **P: Enrollment in post professional program.**

POTD 590 Post-Professional Rotation (3-24)

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

POTD 599 Directed Independent Studies (1-6)

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)

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). **P: IC.**

INTERPROFESSIONAL EDUCATION (IPE)

Various health sciences professionals are involved in teaching these courses.

IPE 410 Foundations in Patient Safety (2-4)

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 overarching 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. A two credit hour core is offered; with a three or four credit hour option for students who choose additional experiences.

IPE 411 CLARION Case Competition Preparation (1)

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: Instructor Consent.**

IPE 412 Cultural Immersion and Experiential Learning in China (2-3)

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 assist 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: Instructor Consent.**



FACULTY-OCCUPATIONAL THERAPY PROGRAM

- SHIRLEY A. BLANCHARD, *Associate Professor of Occupational Therapy* (1990; 2005); *Associate Professor Department of Internal Medicine* (secondary appointment) (2004). B.S.O.T., Virginia Commonwealth University, 1975; M.S., University of Nebraska at 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 University, 1992.
- 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.
- BRENDA M. COPPARD, *Associate Dean for Faculty Development and Assessment* (2009); *Associate Professor of Occupational Therapy* (1992; 2001). B.A., Creighton University, 1989; M.S.O.T., Rush University, 1991; Ph.D. University of Nebraska, Lincoln, 2000.
- JOY D. DOLL, *Assistant Professor of Occupational Therapy* (2007). 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.
- KATHLEEN FLECKY, *Assistant Professor of Occupational Therapy* (2006). B.S.M.T., Creighton University, 1979; B.S.O.T., 1997; O.T.D., 1999.
- LINDA S. GABRIEL, *Assistant Professor of Occupational Therapy* (1988; 2003). B.S.O.T., University of Kansas, 1973; MA, University of Nebraska at Omaha, 1983; Ph.D., University of Nebraska Medical Center, 2001.
- HELENE GOLDSTEIN- LOHMAN, *Professor of Occupational Therapy* (1987; 2010). B.S.O.T., Colorado State University, 1976; M.A., University of Nebraska at Omaha, 1991; O.T.D., Creighton University, 2001.
- YOLANDA GRIFFITHS, *Associate Professor of Occupational Therapy* (1993; 2005). B.S.O.T., University of Puget Sound, 1976; M.H.R., University of Oklahoma, 1995; O.T.D., Creighton University, 1999.
- RONALD J. HOSPODKA, *Special Assistant to the Dean for Professional Affairs* (2000; 2003; 2008); *Associate Dean for Student Affairs* (2000; 2003); *Associate Professor of Occupational Therapy* (secondary appointment 2003); *Associate Professor of Pharmacy Sciences* (1978; 1995); *Associate Professor of Physical Therapy* (secondary appointment 2003). B.S.Pha., University of Nebraska, 1965; M.S., 1971; M.B.A., 1976.
- LOU JENSEN, *Assistant Professor of Occupational Therapy* (2006). B.S.O.T., St. Ambrose University, 1997, O.T.D., Creighton University, 2009.
- DIANE JORGENSEN, *Lecturer, School of Pharmacy and Health Professions* (2008). B.A., Creighton University, 1976; M.S.W., University of Nebraska, Omaha, 1985; M.A., Creighton University, 1995.
- CORTNI KRUSEMARK, *Assistant Professor of Occupational Therapy* (2009). B.S., Wayne State College, 2003; O.T.D., Creighton University, 2004.
- JOAN S. LANAHAN, *Assistant Professor and Chaplain, School of Pharmacy and Health Professions* (1998; 2000). D.Min., McCormick Theological Seminary, 1984.

- AMY MATTHEWS, *Assistant Professor of Occupational Therapy* (1999; 2007).
B.S., Iowa State University, 1990; M.S.O.T., Western Michigan University, 1992; O.T.D.,
Creighton University, 2007.
- KELI MU, *Chair, Department of Occupational Therapy* (2009); *Associate Professor of
Occupational Therapy* (1998; 2007).
B.S., East China Normal University, 1987; M.A., University of Nebraska at Omaha, 1993;
Ph.D., University of Nebraska-Lincoln, 1998; B.S.O.T., Creighton University, 2001.
- RENE L. PADILLA, *Associate Dean for Academic and Student Affairs* (2006); *Associate
Professor of Occupational Therapy* (1994; 2004).
B.S.O.T., San Jose State University, 1984; Certificate of Marriage, Family and Child
Counseling, Facultad Latinoamericana de Terapia y Pastoral Familiar; 1986; M.S.O.T., 1993;
Ph.D., University of Nebraska-Lincoln, 2003.
- VICTORIA F. ROCHE, *Senior Associate Dean* (1992; 2003); *Professor of Occupational
Therapy (secondary appointment 2003); Professor of Pharmacy Sciences* (1982;
1995); *Professor of Physical Therapy (secondary appointment 2003)*.
B.S., Nebraska Wesleyan University, 1973; M.S., University of Nebraska College of
Pharmacy, 1976; Ph.D., University of Nebraska Medical Center, 1981.
- LINDA S. SCHEIRTON, *Associate Professor, Occupational Therapy* (2003); *Associate
Professor, Pharmacy Sciences (secondary appointment 1997, 2003); Associate
Clinical Professor of Periodontics (secondary appointment 1997); Associate
Professor, Physical Therapy (secondary appointment 1997, 2003)*.
A.A.S., Del Mar College, 1974; B.S., Texas A & I University at Corpus Christi, 1975; M.A.,
University of Texas at San Antonio, 1978; Ph.D., University of Texas at Austin, 1990.
- ANDREA THINNES, *Assistant Professor of Occupational Therapy* (2006).
B.S.O.T., College of St. Mary, 2001; O.T.D., Creighton University, 2007.
- 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.

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

PHYSICAL THERAPY PROGRAM

THE PROFESSION

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

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

Evaluation forms the basis of individualized 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.

PROGRAM PHILOSOPHY

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

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

Physical Therapy as a Discipline within Health Care

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

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

The physical therapist offers care in a compassionate, artful, legal, and ethical manner, while providing guidance as a teacher and advocacy as a moral agent. The practitioner must be prepared to participate in a broad spectrum of activities that span a range from health promotion through comprehensive rehabilitation. As effective members of the health care team, physical therapists address patient needs throughout the 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 Physical Therapy Department is one of intellectual challenge, presenting opportunities for collaborative and independent learning and offering experiential breadth that encompasses collaboration with peers, clients, families and others within and external to the discipline of physical therapy. In concert with the Jesuit tradition of Creighton University, the Physical Therapy Department provides an environment that values human dignity across various styles of thinking and diverse social backgrounds while fostering moral responsibility and academic excellence. This dynamic framework allows students to identify, define and grow to fulfill the responsibilities of a professional within society.

Faculty

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

Learner

Commitment to patients, society and the profession, in the realms of service, research and education is essential and lifelong. Students should contribute to the program, the University and society by reflecting the program's philosophy of service and learning. Striving to develop appropriate, effective strategies for advocating and instituting change is a goal to be pursued as students enter a dynamic health care environment. Students are encouraged to develop their potential for lifelong learning, recognizing that the struggle for continual betterment of society, profession and self is an ongoing process throughout their professional careers. Consistent with the mission of the University, graduates are valued for their individual abilities to contribute to both society and the profession.

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

ADMISSION

Process

The preferred deadline for applications is November 2. The final deadline for applications is February 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 so that an interview date may be scheduled.

To apply for admission, students must submit the following:

- * Online PTC as Application and corresponding application fees.
- * Online supplemental Application plus \$60 application fee.
- * Applicant statement.
- * Official GRE scores. Allow a minimum of six weeks for delivery.
- * A minimum of 60 hours of observation supervised by a physical therapist.
- * Three letters of recommendation (one recommendation must be from a physical therapist). Letters of recommendation may be submitted through the online application or print the PDF recommendation form on our website.
- * 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 transcripts should be directed to the School's Office of Admission.

The School enrolls 60 students each year.

Fulfillment of basic requirements does not guarantee admission. A selection system exists in which the Physical Therapy Admission Committee selects the applicants it considers best qualified for the study and practice of the profession from a pool of applicants. 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.

Applicants must apply through PTCas online at www.ptcas.org, and submit a supplemental application at http://spahp2.creighton.edu/admission/Apply_EntryPT.htm.

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:

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

*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 indepth coverage of a specific field and must be at a level such that the courses would be acceptable as prerequisites to advance towards a 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 Preference

The Physical Therapy Admission Committee has a strong preference for Creighton undergraduate students who complete the majority of their undergraduate coursework at Creighton, including all science prerequisites. All Creighton undergraduate students who have achieved a minimum overall grade-point average (GPA) of 3.25 at the end of the semester in which the student applies will be guaranteed an interview.

Guaranteed Admission Policy

Creighton students who began undergraduate studies prior to and including Fall 2007 who meet the following criteria will be granted admission to the Doctor of Physical Therapy program.

Each student must:

1. Be enrolled and complete all pre-physical therapy requirements at Creighton University prior to entry. Courses taken for college credit (e.g., Advanced Placement) prior to high school graduation will not result in ineligibility.
2. Achieve a minimum cumulative and science prerequisite grade-point average (GPA) as outlined below in the baccalaureate and pre-baccalaureate degree track requirements at the end of the semester in which the student applies.
3. Submit official GRE scores.
4. Complete an interview expressing an appropriate rationale and demonstrating interpersonal skills for the study and practice of physical therapy.
5. Submit an online application, including three satisfactory recommendations (one must be from a physical therapist) and a personal statement, to the School of Pharmacy and Health Professions Admission Office by December 1 of the academic year prior to enrollment in the professional program.
6. Demonstrate professional behaviors when interacting with faculty, staff, students, clients and patients. These behaviors are important for success in the professional program and reflect the capacity to deliver a high standard of health service. These behaviors are as important as traditional academic standards in determining criteria for matriculation.
7. Present a satisfactory record of participation in physical therapy pre-professional formation activities for a minimum of two semesters at the time of application. Satisfactory participation will be determined by meeting each of the following:
 - a. Attendance at four scheduled activities over the course of two semesters.
 - b. Satisfactory participation in a Pre-Physical Therapy Club service project over the course of two semesters.
 - c. Satisfactory attendance/participation in 20 hours of clinical observation over the course of two semesters. (A total of 60 hours of clinical observation is required for entry beginning Fall 2007. Students entering in Fall 2005 or 2006 must complete 40 hours.)

Baccalaureate Degree Track

1. Complete a bachelor's degree in any academic area.
2. Achieve a minimum cumulative GPA of 3.0 and a minimum science prerequisite cumulative GPA of 2.8.

Pre-Baccalaureate Degree Track

1. Complete a minimum of 90 semester hours prior to matriculation. 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 (300-level and above) that total nine semester hours, toward that major prior to matriculation.

2. Achieve a minimum cumulative GPA of 3.25 and a minimum science prerequisite cumulative GPA of 3.0.
3. Complete a minimum of 14 semester hours each semester. (One semester of no less than 12 semester hours will be allowed.)
4. Meet all core curriculum requirements for a Creighton University bachelor's degree. Students may be eligible to receive a Bachelor of Science in Health Sciences degree upon successful completion of the Doctor of Physical Therapy program.

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

PROFESSIONAL OUTCOMES

Professional Core Abilities:

1. Professional Formation and Critical Self-Reflection – The student shall utilize a process of deliberative self-reflection to enhance understanding of self and engage in continued professional formation. Formation of professional identity is based on the following core values: accountability, altruism, compassion, excellence, integrity, professional duty and social responsibility.
2. Communication Skills – The student shall read, write, speak, listen and use media and technology to communicate effectively. The student shall demonstrate respectful, positive and culturally appropriate interpersonal behaviors in the counsel and education of patients, families, and in communication with other 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.

POLICY ON STUDENT COMPLIANCE WITH TECHNICAL STANDARDS

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

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

Technical Standards

Psychomotor Skills/ Observation

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

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

Communication

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

Conceptual/ Integrative Abilities

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

Behavior, Social Skills and Professionalism

Empathy, integrity, honesty, concern for others, good interpersonal skills, interest and motivation are all required personal qualities. A student must possess the emotional health necessary for the full use of their intellectual abilities, the exercise of good judgement (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.

POLICY ON ELECTIVE COURSEWORK

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

REQUIREMENTS FOR GRADUATION

To satisfy the requirements for graduation, the student must successfully complete all courses in the physical therapy curriculum (including any and all pre-physical therapy requirements) while achieving a grade-point average of not less than 2.00. 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.

LIVING ACCOMMODATIONS

On-campus housing is not able to accommodate family members when students are on campus for short periods of time such as New Student Welcome Week or summer intensive sessions to take laboratory courses. When housing is needed for family members in such situations, the actual arrangements for off-campus housing are left to the individual students. Several local Omaha hotels are either in walking distance from the Creighton University campus or offer shuttle service to the campus.

TUITION AND FEES

See Tuition and Fees Section in this *Bulletin*.

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

FINANCIAL AID

See Financial Aid Section in this *Bulletin*.

OTHER INFORMATION

Contact the Associate Dean for Student Affairs in the Office of Academic and Student Affairs if assistance is needed in special situations.

APTA MEMBERSHIP

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

LICENSURE

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

PLACEMENT

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

PHYSICAL THERAPY STUDENT ORGANIZATIONS

CUSAPTA

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

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.

Physical Therapy for Pediatrics

Physical Therapy for Pediatrics is an organization for physical therapy students interested in pediatric physical therapy. The purpose of this organization is to provide members with additional knowledge, exposure, and experience in pediatric physical therapy and to assist students in understanding the role of the pediatric physical therapist in the health care system. Physical Therapy for Pediatrics was established to foster and integrate student involvement in the community with active learning in pediatrics. Members have the opportunity to interact with children, pediatric physical therapists, and other health care professionals involved in the care of children.

RECOGNITION OF SCHOLARSHIP, LEADERSHIP AND SERVICE

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

The following awards are given annually to physical therapy students:

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).

Doctor of Physical Therapy “Spirit” Awards

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

Physical Therapy Faculty Scholarship Awards

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

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.

Developing Clinician Award

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

Nick Steichen Memorial Scholarship Award

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

John and Lydia Stohs Scholarship Award

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

Sidney J. Stohs Endowed Scholarship Award

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

Other Awards

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

Faculty Awards

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

TRANSITIONAL DOCTOR OF PHYSICAL THERAPY PATHWAY

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

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

The transitional DPT curriculum consists of 35 semester hours of required course work. Students who have had courses that may fulfill part of the didactic curriculum or who have had experience and work that has led to certification or specialization may apply for course waivers.

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

DOCTOR OF PHYSICAL THERAPY CURRICULUM

Entry-level

First Professional Year

<i>First Semester (Fall)</i>	<i>Sem. Hrs.</i>	<i>Second Semester (Spring)</i>	<i>Sem. Hrs.</i>
PTD 310 Human Anatomy	7	PTD 314 Professional Development Seminar II	1
PTD 312 Prof. Development Seminar I	1	PTD 317 Health Conditions for the Physical Therapist	3
PTD 315 Cell Biology	3	PTD 320 Human Neurobiology	3
PTD 319 Kinesiology/Pathomechanics I	4	PTD 329 Kinesiology/ Pathomechanics II	4
PTD 324 Physical Therapy Interventions I	16	PTD 433 Psychological and Sociocultural Aspects of Human Interaction	3
		PTD 437 Physical Therapy Interventions II	3
			17

Second Professional Year

<i>First Semester (Summer)</i>	<i>Sem. Hrs.</i>	<i>Second Semester (Fall)</i>	<i>Sem. Hrs.</i>
PTD 328 Motor Control and Motor Learning	3	PTD 428 Medical Imaging for Physical Therapists	2
PTD 405 Clinical Exercise Physiology and Prescription	3	PTD 431 Pharmacotherapeutics	2
PTD 432 Professional Dev. Seminar III	1	PTD 442 Professional Dev. Seminar IV	1
PTD 434 Professional Practice I	3	PTD 444 Professional Practice II	3
PTD 438 Physical Therapy Interventions III	3	PTD 448 Neuromuscular Physical Therapy I	4
PTD 447 Musculoskeletal Physical Therapy I	3	PTD 556 Critical Inquiry I	1
	3	PTD 557 Musculoskeletal Physical Therapy II	4
	16		17

Third Professional Year

<i>First Semester (Spring)</i>	<i>Sem. Hrs.</i>	<i>Second Semester (Summer)</i>	<i>Sem. Hrs.</i>
PTD 435 Ethics in Physical Therapy Practice	3	PTD 439 Physical Therapy Interventions IV	2
PTD 443 Health Care Systems	2	PTD 445 Health and Human Behavior: Educational Strategies for Health Professionals	2
PTD 449 Cardiovascular, Pulmonary and Integumentary I	3	PTD 450 Intro to Differential Diagnosis/ Physical Assessment	2
PTD 552 Professional Dev. Seminar V	1	PTD 553 Physical Therapy Management Systems	2
PTD 554 Professional Practice III	6	PTD 559 Cardiovascular and Pulmonary Physical Therapy II	2
PTD 558 Neuromuscular Physical Therapy II	4	PTD 562 Professional Development Seminar VI	1
PTD 566 Critical Inquiry II	2	PTD 564 Directed Study	2
	21		13

Fourth Professional Year

<i>First Semester (Fall)</i>	<i>Sem. Hrs.</i>	<i>Second Semester (Spring)</i>	<i>Sem. Hrs.</i>
PTD 680 Professional Practice IV	18	PTD 688 Expert Practice in Physical Therapy	2
	18	PTD 690 Professional Practice V (Feb/Mar/Apr)	16
			18

DOCTOR OF PHYSICAL THERAPY CURRICULUM

Transitional Distance

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

PROGRAM TOTAL Semester Hours 32

Elective Courses:

NPT 511 Regional Clinical Anatomy	3
NPT 529 Advanced Biomechanics	3
NPT 560 Professional Practice	3

ON-SITE COURSES

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

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

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

COURSE DESCRIPTIONS

ENTRY-LEVEL DOCTOR OF PHYSICAL THERAPY

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

PTD 310 Human Anatomy (7)

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

PTD 312 Professional Development Seminar I (1)

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)

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)

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 317 Health Conditions for the Physical Therapist (3)

This course applies current theory of the physical therapy management of 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.

PTD 319 Kinesiology/Pathomechanics I (4)

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

PTD 320 Human Neurobiology (3)

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

PTD 324 Physical Therapy Interventions I (1)

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

PTD 328 Motor Control and Motor Learning (3)

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

PTD 329 Kinesiology/Pathomechanics II (4)

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

PTD 405 Clinical Exercise Physiology and Prescription (3)

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.

PTD 428 Medical Imaging for Physical Therapists (2)

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)

Utilization of knowledge of physiology and neuroscience to develop an understanding of effects of medication on human performance throughout the lifespan 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)

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 health care. 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 433 Psychological and Sociocultural Aspects of Human Interaction (3)**
General principles of human interaction, communication, and relationships including self, professional-patient and interdisciplinary; strategies for understanding adaptations to disease and disability; and development of cultural sensitivity and competence skills for practice.
- PTD 434 Professional Practice I (3)**
Prior to the beginning of the course, students are assisted in developing specific outcome objectives for a three-week clinical learning experience. Students participate in a three-week professional practice experience in an assigned clinical site.
- PTD 435 Ethics in Physical Therapy Practice (3)**
This course prepares physical therapy students to approach ethical dilemmas objectively with a thorough understanding of professional moral responsibility. This course assists students to: distinguish ethical from other kinds of issues in health care; identify the morally relevant features of a case; identify the options open to a therapist faced with a moral problem; provide justification for the best options; consider counter arguments for one's positions; and enhance commitment to promoting the dignity of others.
- PTD 437 Physical Therapy Interventions II (3)**
A course developing fundamental physical therapy skills, including examination and patient handling skills, introductory soft tissue mobilization, manual therapy and Proprioceptive Neuromuscular Facilitation techniques, and therapeutic exercise.
- PTD 438 Physical Therapy Interventions III (3)**
Continuation of PTD 437; PTD 438 is a course developing fundamental physical therapy skills, including examination and patient handling skills, and application of physical agents in a clinical science examination/intervention framework.
- PTD 439 Physical Therapy Interventions IV (2)**
The course includes two topical sections. One section focuses on the examination, evaluation, and interventions for patients with upper and lower extremity amputations. The other section focuses on clinical electrophysiologic examination and evaluation of patients.
- PTD 442 Professional Development Seminar IV (1)**
This course is a continuation of PTD 312, 314 and 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)**
A study of the organization of health care delivery and health care policy as it affects the practice of Physical Therapy. Principles of access, cost and quality of health services are introduced as they affect patient, payer and provider. The course includes the examination of government and regulatory systems; insurance; economic; political and cultural forces; professional and social values which influence the development of health care policy and contemporary practice.
- PTD 444 Professional Practice II (3)**
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 three week clinical education experience.

PTD 445 Health and Human Behavior: Educational Strategies for Health Professionals (2)

Examination of individual and social factors that influence health and wellness throughout the lifespan, including application of behavioral theories. Coverage of key concepts in teaching and learning essential to patient and family education. Introduction to health promotion/education interventions-based social, cultural, and economic influences; introduction to epidemiological assessment and program evaluation.

PTD 447 Musculoskeletal Physical Therapy I (3)

Musculoskeletal Physical Therapy I incorporates the study of physical therapy and the medical management of neuromusculoskeletal disorders. Examination and intervention of the lower extremity from the orthopaedic perspective will be emphasized.

PTD 448 Neuromuscular Physical Therapy I (4)

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)

This course is part one of a two-part sequence designed to prepare the student in the physical therapy management of patients/clients with diagnosis 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.

PTD 450 Introduction to Differential Diagnosis/Physical Assessment (2)

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.

PTD 499 Directed Independent Study (1-6)

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

PTD 552 Professional Development Seminar V (1)

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-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 553 Physical Therapy Management Systems (2)

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

PTD 554 Professional Practice III (6)

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.

PTD 556 Critical Inquiry I (1)

This course develops students' inquiry skills as consumers of the literature with the ability to read and critique, as well as to identify researchable problems and questions. Students will begin to formulate ideas for the scholarly project. An evidence-based decision making process will be introduced, with emphasis placed on review of the literature and overview of research designs in preparation for PTD 566. Principles and application of inquiry and investigation are explored and related to the clinical environment. A conceptual overview of research design is discussed and used in the analysis of the literature. Applications for use in clinical practice are emphasized.

PTD 557 Musculoskeletal Physical Therapy II (4)

A continuation of PTD 447, Musculoskeletal Physical Therapy II incorporates the study of physical therapy and medical management of neuromusculoskeletal disorders. Examination and intervention of the upper extremity and axial region (spine, pelvis and temporomandibular joint) from the orthopaedic perspective will be emphasized.

PTD 558 Neuromuscular Physical Therapy II (4)

Continuation of PTD 448. Application of the psychomotor skills/ problem solving abilities introduced in PTD 448 is emphasized for various acquired and congenital neurologic disorders. Pathology, related co-morbidities, impairments, functional limitations and disabilities for these disorders are presented and discussed. Physical therapy management for an episode of care is emphasized.

PTD 559 Cardiovascular and Pulmonary Physical Therapy II (2)

This course is a continuation of PTD 449 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 cardiac system across the lifespan will be emphasized.

PTD 562 Professional Development Seminar VI (1)

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 health care. Topics related to the current health care environment will be discussed including evidence-based practice, interdisciplinary health care, 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 564 Directed Study (2)

Individually designed independent study time during which students work on a "scholarly project," under the direction and guidance of a designated faculty member.

PTD 566 Critical Inquiry II (2)

Continuation of PTD 556: Consistent with recommendations in the Normative Model for Physical Therapy Education Programs, and characteristics of the "scholarly clinician," this course continues to build on concepts introduced in Critical Inquiry I. Students'

inquiry skills are further developed, including the ability to access and appraise research literature in search of the best available evidence to answer questions and problems encountered in clinical practice. Principles and application of inquiry and investigation are explored and related to the clinical environment. Research design and statistical methods are discussed and used in the analysis of the literature. An evidence-based decision making process will be modeled, emphasizing applications for use in clinical practice. Students will implement scholarly project activities by developing the Introduction and Method sections of the manuscript, including critical literature review, methodology, measurement and data analysis plan.

PTD 680 Professional Practice IV (18)

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)

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)

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.

IDC 998 Professional Practice Remediation (1-20)

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

Transitional Distance Doctor of Physical Therapy (NPT)

NPT 501 Professional Assessment (2)

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

NPT 511 Regional Clinical Anatomy (3)

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

NPT 515 Cell Biology for Physical Therapy (3)

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

NPT 520 Motor Control and Motor Learning (3)

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

NPT 526 Physical Assessment (3)

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

NPT 529 Advanced Biomechanics (3)

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

NPT 531 Pharmacotherapeutics (3)

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

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

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

NPT 543 Health Care Systems (3)

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

NPT 545 Health Education/Promotion in PT Practice (3)

Examination of individual and social factors that influence health and wellness throughout the lifespan including application of behavioral theories, introduction to health promotion/education and interventions based on social, cultural, and economic influences. Focus on the role of physical therapist in health promotion/prevention activities with individuals as well as communities. Students will design, implement, and evaluate a health promotion/education module.

NPT 555 Radiology (3)

Includes basic principles and interpretation of diagnostic imaging modalities as they apply to the physical therapist. Emphasis on plain film radiography, including basic physics of the imaging technique, viewing and interpreting radiographs, radiographic anatomy and clinical correlation with patient cases. Other types of imaging, including contrast films, magnetic resonance imaging, and computed tomography will also be introduced.

NPT 556 Evidence-based Practice and Decision Making (3)

Review of basic concepts of the clinical research process and critical analysis of the literature. Exploration of knowledge and theory development with application to practice. Examination of the clinical reasoning and decision making models and process as relates to evidence-based practice and assessment of patient outcomes.

NPT 560 Professional Practice (3)

In-depth experience in 1) clinical practice focused on proficiency and management of patients in a specialized field of physical therapy, 2) didactic or clinical pedagogy, 3) research, 4) administration and/or health care management, or 5) the investigation of a policy-related or ethical/legal issue. Partnership with a faculty and/or clinical mentor is encouraged. Competencies are generated through self-assessment in NPT 501.

NPT 590 Differential Diagnosis (3)

This course focuses on diagnostic process and clinical reasoning skills used in patient/client management. Therapists will apply clinical reasoning to patient cases from their own clinical experiences. Emphasis will be placed on the differential diagnostic process in physical therapy and indications for referral.

INTERPROFESSIONAL EDUCATION (IPE)

Various health sciences professionals are involved in teaching these courses.

IPE 410 Foundations in Patient Safety (2-4)

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 overarching 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. A two credit hour core is offered; with a three or four credit hour option for students who choose additional experiences.

IPE 411 CLARION Case Competition Preparation (1)

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: Instructor Consent.**

IPE 412 Cultural Immersion and Experiential Learning in China (2-3)

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 assist participants in providing culturally sensitive care and prepare them for potential leadership roles at the international level. **P: Instructor Consent.**



FACULTY—Physical Therapy Program

- J. BRADLEY BARR, *Associate Professor of Physical Therapy* (1998; 2010).
B.A., Stanford University, 1991; D.P.T., Creighton University, 1996.
- LISA BLACK, *Associate Professor of Physical Therapy* (2004; 2010).
B.S., University of Nebraska Medical Center, 1982; D.P.T., Creighton University, 2006.
- CHUN C. CHAO, *Assistant Professor of Physical Therapy* (2000; 2005).
B.S., Briar Cliff College, 1997; D.P.T., Creighton University, 2000.
- TERESA M. COCHRAN, *Associate Professor of Physical Therapy* (1998, 2008).
B.A., University of Nebraska at Omaha, 1989; M.A., 1994; D.P.T., Creighton University, 1996.
- JULIE EKSTRUM, *Assistant Professor of Physical Therapy* (2003; 2006).
B.A., Augustana College, 1991; MPT, Hahnemann University, 1998; D.P.T., Creighton University, 2006.
- JENNIFER A. FURZE, *Assistant Professor of Physical Therapy* (2000).
B.S., University of Scranton, 1995; D.P.T., Creighton University, 1998.
- JUDITH R. GALE, *Associate Professor of Physical Therapy* (1993; 1997; 2006).
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.
- TERRY GRINDSTAFF, *Assistant Professor of Physical Therapy* (2010).
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.
- NATALIE S. HARMS, *Adjunct Assistant Professor of Physical Therapy* (1999).
A.A.S., Colby College, 1983; M.P.T., University of Nebraska Medical Center, 1993; D.P.T., Creighton University, 2006.
- RONALD J. HOSPODKA, *Special Assistant to the Dean for Professional Affairs* (2000; 2008); *Associate Professor of Physical Therapy (secondary appointment 2003)*; *Associate Professor of Pharmacy Sciences* (1978; 1995); *Associate Professor of Occupational Therapy (secondary appointment 2003)*.
B.S.Pha., University of Nebraska, 1965; M.S., 1971; M.B.A., 1976.
- GAIL M. JENSEN, *Dean, Graduate School and Associate Vice President for Faculty Development* (2006); *Professor of Physical Therapy* (2000).
B.S., University of Minnesota, 1973; M.A., Stanford University, 1978; Ph.D., 1987.
- ANTHONY E. KINCAID, *Associate Professor of Physical Therapy* (1995; 2002).
B.S.P.T., California State University-Long Beach, 1979; M.S., Anat., University of Michigan, 1987; Ph.D., 1991.
- JOAN S. LANAHAN, *Assistant Professor and Chaplain, School of Pharmacy and Health Professions* (1998; 2000).
D.Min., McCormick Theological Seminary, 1984.
- AIMEE L LIMPACH, *Associate Professor of Pharmacy Sciences* (2003; 2009).
B.A., University of Nebraska-Lincoln, 1995; B.S., University of Nebraska-Lincoln, 1995; Ph.D., University of Nebraska, 2001.

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

- JOHN MITCHELL, *Assistant Clinical Instructor of Physical Therapy* (2008).
B.S., University of Nebraska, 1990; M.L.S., University of Missouri, 2003.
- KELLY S. NELSON, *Adjunct Assistant Professor of Physical Therapy* (2006).
B.S., Iowa State University, 1996; M.S., University of Kansas Medical Center, 1999; D.P.T.,
Creighton University, 2008.
- KAREN A. PASCHAL, *Interim Chair, Department of Physical Therapy* (2010);
Associate Professor of Physical Therapy (1994; 2005).
B.A., University of South Dakota, 1972; M.S., Duke University, 1974; D.P.T., Creighton,
2006.
- KIRK PECK, *Assistant Professor of Physical Therapy* (2002).
B.S., Kansas State University, 1988; M.S., University of Kansas Medical Center, 1990; Ph.D.,
University of Nebraska, 2004.
- VICTORIA F. ROCHE, *Senior Associate Dean* (1992; 2000; 2003); *Professor of Physical
Therapy (secondary appointment 2003); Professor of Pharmacy Sciences* (1982;
1995); *Professor of Occupational Therapy (secondary appointment 2003)*.
B.S., Nebraska Wesleyan University, 1973; M.S., University of Nebraska College of
Pharmacy, 1976; Ph.D., University of Nebraska Medical Center, 1981.
- ROBERT SANDSTROM, *Associate Professor of Physical Therapy* (1995; 1996).
B.S., University of Wisconsin, 1979; M.S., University of Nebraska Medical Center, 1986;
Ph.D., 1989.
- LINDA S. SCHEIRTON, *Associate Professor, Physical Therapy* (2003) (*secondary
appointment*); *Associate Professor, Pharmacy Sciences* (2003) (*secondary
appointment*); *Associate Clinical Professor of Periodontics* (1997) (*secondary
appointment*); *Associate Professor, Occupational Therapy* (1997, 2003).
A.A.S., Del Mar College, 1974; B.S., Texas A & I University at Corpus Christi, 1975; M.A.,
University of Texas at San Antonio, 1978; Ph.D., University of Texas at Austin, 1990.
- A. JOSEPH THRELKELD, *Associate Professor of Physical Therapy* (1992).
B.H.S., University of Kentucky, 1976; Ph.D., 1984.
- RUI-PING XIA, *Assistant Professor of Physical Therapy* (2006).
B.S., Tianjin University (China), 1986; M.S., 1989; Ph.D., University of Bristol (U.K.), 1997.



OTHER EDUCATION OPPORTUNITIES IN THE SCHOOL OF PHARMACY AND HEALTH PROFESSIONS

There are currently two programmatic opportunities for graduate education in the School of Pharmacy and Health Professions.

Masters programs are available in Pharmaceutical Sciences and Business Administration. 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.

BACHELOR OF SCIENCE IN HEALTH SCIENCES

Program Description

Students have the opportunity to earn a Bachelor of Science in Health Sciences (BSHS) from Creighton University in conjunction with their doctoral studies in the School of Pharmacy and Health Professions (SPAHP). The BSHS will serve as recognition of the credits accumulated by students at their prior institutions. A BSHS degree will be awarded to students who do not already hold a bachelor's degree who successfully complete requirements in one of the SPAHP professional programs - Occupational Therapy, Pharmacy, or Physical Therapy - along with the specialized core curriculum requirements. The degree will be awarded when students complete the professional program. The receipt of a B.S. degree in Health Sciences **does not** qualify a student to practice as an Occupational Therapist, Pharmacist or Physical Therapist.

- Major areas of specialization will be occupational therapy, pharmacy or physical therapy.
- Students must earn at least 48 hours in residence (campus or distance) to qualify for the degree.
- Each candidate must file with the Registrar a formal application for the degree. The deadline for application submission is October 1 for graduation at the end of the first semester, by February 15 for graduation at the end of the second semester and by June 15 for graduation at the end of the Summer session.

Degree Requirements

In accordance with Creighton University undergraduate degree requirements, Occupational Therapy, Pharmacy and Physical Therapy students must complete a minimum of 128 semester hours to obtain a B.S. in Health Sciences degree distributed as follows:

Students must take a minimum of 51 semester hours in fulfillment of the Core Curriculum requirement outlined below. Core courses may be taken either prior to entering the professional program or while enrolled as a professional student if necessary, but requirements in all categories must be met prior to graduation.

(In order to gain admission to the entry-level Doctor of Occupational Therapy, Physical Therapy and Pharmacy programs, students must already have completed the pre-professional program of study specified for their program in the School Bulletin. Those programs total at least 60, 63, and 90 semester hours respectively. Courses taken in fulfillment of these pre-professional requirements may also be applied towards the Core Curriculum as appropriate.)

Students will normally earn an additional 68 hours as a result of completing the first two years of the entry-level Doctor of Occupational Therapy, Pharmacy, or Physical Therapy programs. The remaining 9 semester hours required for graduation may be drawn from a student's pre-professional courses or taken as electives.

B.S., Major in Health Sciences: 128 credits

Course Requirements

PharmD., O.T.D., or P.T.D. Curriculum

73-77 credits

Core Category A*: Theology, Philosophy and Ethics (9 credits)

Must take one course in each of the three sub-categories below.

Theology course

3 credits

(One of the following:)

THL 2XX Scripture Course

(THL 209 offered as independent study course is acceptable. THL 250 will not satisfy this requirement).

THL 3XX Christian Theology

Philosophy

3 credits

PHL 320 God & Persons: Philosophical Reflections

*Ethics**

3 credits

(One of the following:)

PHL 250 Philosophical Foundations for Ethical Understanding

THL 250 Theological Foundations for Ethical Understanding

Students may fulfill the ethics requirement with their professional program ethics course

(OTD 562, PTD 435 or PHA 456).

**The THL 100 and PHL 107 prerequisites for these courses will not be waived for Creighton undergraduates. Students entering the program from other institutions may substitute equivalent prerequisite courses from their parent school.*

Core Category B: Cultures, Ideas, Civilizations (9 credits)

Must take one course in each of the three sub-categories below.

History

3 credits

World Literature

3 credits

ENG 120 World Literature I

ENG 121 World Literature II

International and Global Studies

3 credits

-May include any course approved for International and Global Studies status by the Creighton College of Arts and Sciences.

-Students may use their professional program Third World experience course (OTD 374, PTD 689 or PHA 528) to fulfill three semester hours of credit in the International and Global Studies sub-category.

Core Category C: Natural Sciences (15-18 credits)

Must be taken from one or more of the following departments:

Biology, Chemistry, **Biomedical Sciences, Physics, **Medical Microbiology and Immunology

**Biomedical Sciences and Medical Microbiology & Immunology courses taken as a foundational course requirement cannot be used to satisfy requirements for Core Category C.

Core Category D: Social and Behavioral Sciences (6 credits)

Must take one course in two separate departments.

Anthropology/Psychology/Sociology/Social Work/Political Science/Economics

Core Category E: Skills (12-13 credits)

One course must be taken in each of the sub-categories below. The remaining semester hours listed below may be taken in the sub-category of the student's choice:

ENG 150 Rhetoric and Composition 3 credits

(One of the following): 3 credits

EXS 407, MTH 135, MTH 137, MTH 141, MTH 201, MTH 245, MTH 363,

PSY 211, PSY 313, PSY 315, SOC 312, SOC 314

Skills 6 credits

(May be taken from any of the following departments):

Fine and Performing Arts

Modern Language/ Classical or Near Eastern Studies

Communication Studies

CORE courses

51-55 credit hours

Requirements for Graduation

The University will confer the degree of Bachelor of Science in Health Sciences on School of Pharmacy and Health Professions' students who successfully complete all prescribed prerequisite (pre-professional), foundational, and core courses and fulfill the graduation requirements. The degree will be conferred at the same time students will receive their professional degree – Doctor of Occupational Therapy, Pharmacy, or Physical Therapy.

A candidate for a degree must have earned 128 semester hours of credit with a quality grade-point average (GPA) of 2.00 or above for all courses attempted at this University, and a 2.00 average or above for all required courses in the major area of specialization – Occupational Therapy, Pharmacy, or Physical therapy.

If students do not complete the professional program, they will not be allowed to take additional classes offered by the School of Pharmacy and Health Professions to obtain this degree. Normally, such students will be referred to the College of Arts and Sciences to pursue a traditional degree in the College.



MASTER OF SCIENCE IN PHARMACEUTICAL SCIENCES

Program Description

The graduate program in Pharmaceutical Sciences encompasses a multidisciplinary approach to graduate training, culminating in the M.S. degree. The program of study leads to either a joint (dual track) Doctor of Pharmacy (Pharm.D.)/M.S. degree or to an M.S. degree alone. The program of study is based on the background and career objectives of each student and tailored to meet individual needs. Students will complete a series of required and elective courses, conduct an original research project in the laboratory of a faculty mentor, and submit a thesis based on the outcome of their research. The program provides the opportunity for students to specialize in the following areas: pharmacology, toxicology, pharmaceuticals, pharmacokinetics, 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 the Director of the Pharmaceutical Sciences Graduate Program, Department of Pharmacy Sciences, School of Pharmacy and Health Professions, Creighton University, 2500 California Plaza, Omaha, NE 68178 or 402-280-2893.

DOCTOR OF PHARMACY/MASTER OF BUSINESS ADMINISTRATION

The School of Pharmacy and Health Professions has developed a dual degree program in pharmacy and business administration. The program replaces the five semester hours of electives required in the Doctor of Pharmacy program with foundational and advanced business administration courses. Students may complete the MBA within one year of successful completion of the Doctor of Pharmacy degree. However, with careful planning, some students are able to complete the two programs simultaneously.

To be eligible for this dual degree program, students must apply and be accepted to the Doctor of Pharmacy program, as well as the MBA program housed in Creighton's College of Business Administration. Pharmacy students seeking admission to the College of Business Administration will be subject to the same admissions standards as all other MBA program applicants, and must furnish all credentials required for the admissions process, including a GMAT score. Only students eligible to enroll in a graduate program (e.g., those who have successfully completed a minimum of 120 semester hours of college work) may apply. To inquire about the program or to request an Application, contact the College of Business, Graduate Business Programs, Creighton University, 2500 California Plaza, Omaha, Nebraska, 68178 or 402-280-2829.

TUITION, FEES, FINANCIAL ARRANGEMENTS

TUITION AND FEES

Entry Level Students

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

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

For 2011-2012 Academic Year

Enrollment reservation deposit payable when admitted to Pharmacy and Health Professions (credited to tuition).....	400.00
Tuition per semester:	
(Entry-level pathway students)	
Occupational Therapy (nine total semesters).....	14,598.00
Pharmacy (nine total semesters)	15,433.00
Physical Therapy (eight total semesters)	14,598.00
Student health insurance premium for six months	981.00
Hepatitis B vaccination fee	
vaccination (each)	70.00
titer	20.00
First-year Program Fee (one-time)	250.00
Lab fee - Pharmacy (per semester).....	150.00
Lab fee - Occupational and Physical Therapy (per semester).....	75.00
University Fee (per semester)	
Campus students	494.00
Technology Fee (per semester)	
Campus students	211.00
University Fee and Technology Fee	
Distance students (per semester).....	705.00

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 fees.

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

² This charge for each full-time student may be waived if the student presents evidence that he or she carries insurance that provides coverage at least comparable to the student insurance offered by the University.

Post-Professional Students

Application for admission fee	\$60.00
Enrollment reservation deposit payable when admitted to Pharmacy and Health Professions, credited to tuition	400.00
Tuition per-credit-hour	540.00
Processing Fee, per course	25.00

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.

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 Transfer (MET) plan. Participation in this plan will be limited to the unpaid balance after all financial aid credits have been applied. Folders describing the payment plans and services of MET are mailed in late April to accepted incoming students who have paid a deposit. Current students are sent an email 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. However, the University reserves the right to revoke or to deny this privilege to any individual at any time.

Late Payment Policy

A late payment fee will be added to charges assessed at registration that remain unpaid after the period for late registration. This fee is \$151 for the first month and an additional \$78 for each subsequent month that the account remains unpaid. Accounts with unpaid balances under \$500 will be subject to a \$151 fee the first month and \$63 each month thereafter.

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

WITHDRAWALS AND REFUNDS

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

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

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

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

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

Entry-level 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.**

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.

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

STUDENT FINANCIAL AID

Financial aid available for Pharmacy and Health Professions students is described below. Students wishing financial aid should review this material and familiarize themselves with the various programs. Federal financial aid is not available to students who are not citizens or permanent residents of the United States or its possessions. Financial aid benefits previously granted to undergraduates do not necessarily extend into the School of Pharmacy and Health Professions or other professional schools. Additional information is available at www.creighton.edu/finaid. Questions regarding financial aid for Pharmacy and Health Professions students should be directed to the Associate Director for Graduate and Professional Students, Creighton University, Financial Aid Office, 2500 California Plaza, Omaha, NE 68178-0062, (402) 280-2731.

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. 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:

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

Academic Program/Degree Change

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

Incompletes

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

Transfer Students

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

Repeating Courses

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

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 PhD degree, your scholarship is continued until eight consecutive semesters have expired. Scholarship values based on a percentage of tuition will be calculated on the prevailing undergraduate tuition rate in effect during the time you are in a post-baccalaureate program of study.

PHARMACY AND HEALTH PROFESSIONS SCHOLARSHIPS

A limited number of academic and need-based scholarships are available to entry-level students in the School of Pharmacy and Health Professions.

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.

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.

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 <http://www.creighton.edu/studentemp>. All off-campus jobs, including part-time, internships and full-time jobs are posted 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 Occupational Therapy, Pharmacy, Physical Therapy and Nursing program alumni are invited. The Career Fair offers an opportunity to network with employers, volunteer agencies and graduate and professional schools which help students and graduates 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.



ACADEMIC ADMINISTRATION

SECTION I: INTRODUCTORY MATERIAL

STUDENT RESPONSIBILITY

Each student is personally responsible for completing all requirements established for his or her degree by the University, the student's College or School and the department. It is the student's responsibility to inform 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 the student's 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 Bulletin. In addition students should engage in honest self-reflection about their ability to not only to 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.

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 published on pages 5-8 of this *Bulletin* 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). Campus Doctor of Occupational Therapy and 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.

UNIT OF INSTRUCTION

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

CLASS ATTENDANCE

Creighton University's primary obligation is the 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 the 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.

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 <http://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: (i) directly or indirectly interfere with the University operation of computing facilities or electronic mail services; (ii) burden the University with noticeable incremental cost; or (iii) 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 confidentially 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 spam filter at CU is Postini].
2. Set up filters for incoming email.
3. Flag messages for follow up.
4. Set aside 2-3 times per day to read email.

SECTION II: REGISTRATION

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

Prior to the early registration period, all students are provided with 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 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 Nontraditional Doctor of Pharmacy, Transitional Doctor of Physical Therapy and Distance Doctor of Occupational Therapy pathways register through the corresponding Program Director.

FULL-TIME STUDENT STATUS AND TUITION ASSESSMENT

Entry-Level Pathways

In general, entry-level students in the School of Pharmacy and Health Professions are expected to be full-time. A full-time course load for students in occupational therapy, physical therapy and pharmacy (both campus and distance) entry-level programs is defined as 12 or more semester credit hours during the fall and spring semesters, and 9 or more semester credit hours during the summer semester. Semester course loads are based on the expectation that students will register for all required and elective courses as prescribed by the pathway's curriculum. A student may not take less than a full-time course load per semester or more than 21 credit hours for any given semester unless permission is granted by the Assistant/Associate Dean for Academic Affairs. The student's academic adviser 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 their academic advisor and the Assistant/Associate Dean on a Change of Schedule form available in the SPAHP Office of Academic and Student Affairs.

**The cost to take MBA classes during the fall and spring semesters is included as part of the flat tuition rate that pharmacy students pay as long as it doesn't exceed 21 total hours. Pharmacy students who take 500 or 700-level MBA classes during most summers or after they have received their Pharm.D. degree will be assessed additional tuition on a per-credit-hour basis.*

Students are responsible for full-time tuition for all semesters in which they are enrolled and completing required didactic or clinical course work, including summers. Tuition for entry-level students is assessed for each semester of required study (including summers) on a flat-rate basis. No additional tuition beyond the flat tuition rate for the semester will be charged for credit hours taken above those required for the prescribed curriculum, with the exception of 500 or 700-level MBA courses taken during a summer term.* If a student is permitted to take fewer than the number of semester credit hours prescribed by the curriculum for a given term, he/she will be required to pay the full semester's tuition.

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

Post-Professional Pathways

In general, post-professional, distance (Nontraditional Doctor of Pharmacy, Transitional Doctor of Physical Therapy, and 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.

AUDITING COURSES

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

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

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

CHANGES IN REGISTRATION

Any change requested after the student's initial registration is permitted only with the written consent of the Assistant/Associate Dean for Academic Affairs. A Change of Schedule form, signed by the student's academic adviser and the Instructor(s) of Record, must be submitted. This form is available in the Office of Academic and Student Affairs or on their website.

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.

COURSE WAIVERS

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

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

1. will require documentation of (a) having successfully completed, within the past five¹ 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.

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.

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

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: 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. 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.

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 not later than two weeks after the first day of classes for courses taken during the first semester of enrollment. All other course waivers can be submitted 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.

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.

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

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

TRANSFER OF CREDIT

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

Credit hours earned with grades of "C" or better at an accredited institution of higher education prior to admission to the Creighton University School of Pharmacy and Health Professions may be transferred at the discretion of the Assistant/Associate Dean for Academic Affairs. Transcripts will be evaluated by the Assistant/Associate Dean only after a transfer student has been officially accepted for admission. In some instances, the Assistant/Associate Dean may require that the transfer student successfully complete at least one semester at Creighton University, 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) 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.

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.

ADD/DROP COURSES

After the start of the term all course schedule changes must be officially made by filling out a Change of Schedule form available in the Office of Academic and Student Affairs website. Changes in schedule will only be accepted during the first few days of the semester, must be signed by the academic advisor and the Instructor(s) of Record, and must be approved by the Assistant/Associate Dean for Academic Affairs. Dropping required courses in the student's program of study is not permitted. However, dropping of elective courses is permitted. Instructor of Record approval for dropping these courses is required. In addition, Change of Schedule forms must be initialed by the faculty advisor and must be approved by the Assistant/Associate Dean for Academic Affairs. The deadline for changes of schedule (add/drop) is usually September 1 for the fall semester and February 1 for the Spring semester. Exact deadline dates are located in the School's Academic Calendar.

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 (Physical Therapy, Occupational Therapy, or Pharmacy) pathway. After the first week of class (the period for late registration and change of schedule) the Assistant/Associate Dean for Academic Affairs or the nontraditional program Director will solicit the recommendation of the instructor(s) involved and the student's academic adviser 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.

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.

SECTION III: EXAMINATIONS AND GRADING

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

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

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

The “NR” grade is to be used only at midterm for 1) didactic courses that are compressed and have not started by the time 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.

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.

FINAL EXAMINATION SCHEDULE POLICY

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).

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.

SATISFACTORY/UNSATISFACTORY (SA/UN) OPTION

The Satisfactory/Unsatisfactory (SA/UN) grading option differs from the "P/NP" option in that the faculty member decides when it will be utilized, and must apply it consistently to all students enrolled in the course. Faculty who utilize the "SA/UN" grading system in required or elective courses must so indicate in the course syllabus. Hours passed with grades of "SA" are counted toward the hours required for graduation but do not figure into the 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.

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.

GRADE REPORTS

Grade reports are made available to students electronically each Spring and Fall mid-semester and at the end of each semester. Access to the system may be gained by logging on to the Registrar's Home Page and following instructions. Mid-semester and final grades are available only through the Web. 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.

GRADE POINTS

Degree candidates are not only required to complete a given quantity of hours, but must also achieve a certain quality of excellence which is determined on the basis of 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	C yields 2 points for each hour
B+ yields 3.5 points for each hour	D yields 1 point for each hour
B yields 3 points for each hour	F, AF, and WF yield no points
C+ yields 2.5 points for each hour	

The 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).

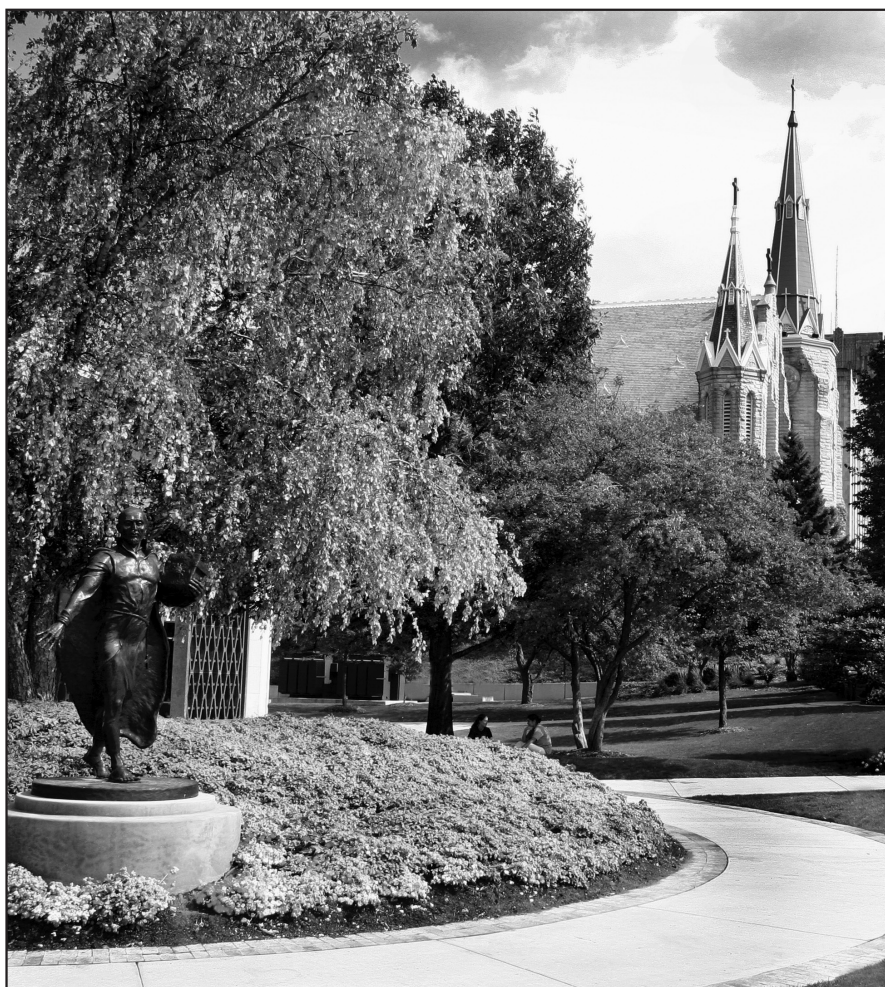
REPEATING COURSES

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 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 University, 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 appropriate nontraditional pathway (Physical Therapy, Occupational Therapy, or Pharmacy). Permission will be granted only if the external course is judged equivalent in both breadth and depth to the course offered at Creighton University. The student must submit documentation of course content to the Assistant/Associate Dean for Academic Affairs (traditional students) or the Director of the appropriate nontraditional pathway (Physical Therapy, Occupational Therapy, or Pharmacy) which includes 1) the course description as it occurs in the University catalog, 2) a course syllabus which specifies any required text(s), and 3) any other official document which describes the course scope, objectives and format. The Assistant/Associate Dean for Academic Affairs (traditional students) or the appropriate nontraditional pathway Director will consult with the Creighton University Instructor of Record in order to determine equivalency between the Creighton University 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.

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.



SECTION IV: LEAVING THE UNIVERSITY

WITHDRAWAL FROM THE UNIVERSITY

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

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

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

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

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

Withdrawals and Refunds—See Page 134.

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.

SECTION V: 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.

GRADE-POINT AVERAGE REQUIREMENTS

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

COMMENCEMENT

Annual University Commencement Ceremonies are held in May and December. Students who complete their degree programs in the spring semester are required to be present at the Annual Commencement Exercises in May to receive their degrees. Students who complete their degree programs in the fall semester may attend Commencement ceremonies in December. Diplomas will be mailed upon confirmation of the completion of all degree requirements by the respective Dean. Students who complete their degree programs during the summer receive their degrees at the end of the summer sessions, but no ceremony is held; these students may participate in the preceding May Commencement. All candidates who receive degrees at the end of a fall semester or summer session are listed in the next Annual Commencement Program.

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

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

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 (May for entry-level pharmacy and physical therapy; December for occupational therapy), 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.

SECTION VI: SCHOOL POLICIES

The School of Pharmacy and Health Professions regularly revises existing policies and implements new ones. **Complete copies of all School policies are available on the School's website at <http://spahp2.creighton.edu> and in the Office of Academic and Student Affairs.** This section of the *Bulletin* summarizes important School policies that directly impact or apply to students. Students are strongly encouraged to review the Creighton University Student Handbook to familiarize themselves with University policies. The School recognizes its responsibility to accommodate the needs of distance learners when applying policy to nontraditional students.

HONOR CODE

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:

- A. The Honor Code is primarily an undertaking of the students, individually and collectively, to define standards of conduct while in a professional program.
- B. Cooperation exists between students and faculty to share responsibility for modeling and maintaining academic honesty, integrity and professional behavior.
- C. 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.
- D. 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.
- E. 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.
- F. 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:

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

1. The student exhibits honesty during academic and clinical communications and evaluations.
2. 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.
3. The student refuses to alter, forge, falsify or fabricate information, documentation, or service.
4. The student maintains confidentiality of patient information.
5. The student strives to attain high levels of competence, admit errors and not knowingly mislead others or promote oneself at the expense of others.

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

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

C. 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.

1. The student deals with faculty, staff, peers and patients in a dignified, considerate manner and with a spirit of cooperation.
2. The student is respectful towards the learning process.
3. The student views and treats all people encountered in an academic or clinical capacity equally with regard to liberties, rights, respect, acceptance and opportunities.
4. 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.
5. The student respects the ideas and words of others by attributing the quoted or paraphrased portions to their original sources.
6. 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.

SCHOLASTIC STANDING POLICY

Academic Probation

A student will experience an Academic Probationary Event when any of the following occur:

1. The student receives a failing grade (F, WF, or AF) or unsatisfactory grade (UN) in any required or elective course of the curriculum (including clinical rotations). If the student receives a second failing or unsatisfactory grade in any required or elective course of the curriculum, s/he will be dismissed from the program (see section on Dismissal).
2. The student receives two grades of D in any required or elective courses of the curriculum (including clinical rotations).
3. The student receives a third grade of D in any required or elective course of the curriculum, regardless of the semester in which this third grade of D is received. If the student receives a fourth grade of D in any required or elective course of the curriculum, s/he will be dismissed from the program (see section on Dismissal).
4. The student fails to earn a semester grade-point average of at least 2.00.
5. The student receives an academic probationary event sanctioned by the program faculty for repeated or serious incident(s) of unprofessional behavior (See SPAHP Professional Behavior Policy).

While a cumulative GPA below 2.00 is not counted as an Academic Probationary Event in the School of Pharmacy and Health Professions, all are reminded that this performance level must be met or exceeded in order to graduate from Creighton University.

Students may earn more than one academic probationary event in a single semester, as exemplified in Appendix A. However, a semester grade-point average of less than 2.00 will not be counted as a second or third academic probationary event within a given semester if it is the mathematical inevitability of substandard performance (e.g., two or three grades of D, or a failing or unsatisfactory grade). Academic probationary events become a component of the student's academic history, and are not removed secondary to subsequent acceptable academic performance.

Didactic Component

A student enrolled in the didactic component of his/her professional curriculum who is placed on academic probation will be notified of his/her status in writing by the Assistant/Associate Dean for Academic Affairs. This letter will outline School and University sources of academic and/or behavioral support and inform the student of the requirement to meet with his/her academic advisor to develop a mandatory Corrective Action Plan. The Corrective Action Plan must be signed by the academic advisor and submitted by the student to the Assistant/Associate Dean for Academic Affairs within ten working days of official notification of probationary status. If this time frame cannot be met due to legitimate reasons (e.g., schedule conflicts), the student and his/her academic advisor may jointly request an extension from the Assistant/Associate Dean for Academic Affairs.

Copies of the Corrective Action Plan will be forwarded to the members of the Academic Review and Support Committee for review and possible amendment. The structure and purpose of this multidisciplinary standing committee are delineated in the School's Bylaws. The student may be required to appear before the Academic Review and Support Committee after the submission of the Corrective Action Plan. In this event, the student's academic advisor will be invited to participate in the meeting. Any additional recommendations of the Committee will be summarized and appended to the student's Corrective Action Plan and forwarded to the student, his/her academic advisor and the appropriate department chair(s). Copies of the Corrective Action Plan, and any additional documents generated by the Academic Review and Support Committee, will be placed in the student's file housed in the Office of Academic and Student Affairs.

Experiential Component

A student enrolled in the experiential component of his/her professional curriculum who is placed on academic probation will be notified of his/her status in writing by the Assistant/Associate Dean for Academic Affairs. This letter will be sent immediately following the end of the rotation and will inform the student of the requirement to meet with the experiential education director for the program in which s/he is enrolled to develop a mandatory Corrective Action Plan. It is recommended that the student's academic advisor also be involved in the development of the Corrective Action Plan. The experiential education director is responsible for consulting with any faculty s/he deems necessary to address deficiencies and remediate the situation, and to ensure that all pertinent improvement strategies are incorporated into the Corrective Action Plan. The experiential education director has the right to delay the next clinical experience(s), reassign the student to a different clinical site(s), or allow clinical rotations to proceed as previously planned.

Within ten working days of official notification of probationary status by the Assistant/Associate Dean for Academic Affairs, the student must submit the Corrective Action Plan that has been signed by the experiential education director to the Assistant/Associate Dean for Academic Affairs. If this time frame cannot be met due to legitimate reasons (e.g., schedule conflicts), the student and the experiential education director may jointly request an extension from the Assistant/Associate Dean for Academic Affairs.

A copy of the Corrective Action Plan will be forwarded to the experiential education director, appropriate department chair(s), and the student's academic advisor. A copy of the plan will also be placed in the student's file housed in the Office of Academic and Student Affairs, but will not be reviewed by the Academic Review and Support Committee.

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 submit this intent in writing to the Assistant/Associate Dean for Academic Affairs within ten 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 student will make an appeal for reinstatement in person or by telephone at a meeting of the faculty of the program in which s/he is enrolled. If the student also elects to submit a written statement to the faculty, it must be received by the Assistant/Associate Dean for Academic Affairs no later than 8:30 a.m. (Central time) on the day prior to the scheduled reinstatement hearing. The Assistant/Associate Dean for Academic Affairs has the right to delay the hearing based on information contained in the student's written statement.

The reinstatement hearing will be held as soon as possible after notification of dismissal. The Senior Associate Dean will notify the student and the program faculty of the date, time and place of the reinstatement hearing. When scheduling the hearing, consideration will be given to the student's need to prepare an appeal and the need to secure a quorum of program faculty. A quorum is defined as not less than one half of the voting membership within the program. Academic administrators will attend the reinstatement hearing but will vote on reinstatement only if they hold a primary academic appointment in a department of that program, or if they have teaching responsibilities in that program. The Senior Associate Dean and Assistant/Associate Dean for Academic Affairs abstain from voting.

All faculty and administrators permitted to attend the hearing will receive a copy of pertinent documents from the student's file housed in the Office of Academic and Student Affairs, including all Corrective Action Plans and all recommendations of, and correspondence from, the Academic Review and Support Committee. The student may have an advisor present during their oral presentation before the faculty, but that individual may not address the faculty. Witnesses are not generally called, although the student can provide written statements of support by appropriate individuals (e.g., teachers, counselors) with the materials submitted to faculty prior to the hearing via the Assistant/Associate Dean for Academic Affairs (see above). If a motion to reinstate is made and seconded, the student will be reinstated upon the passing of the motion by at least a simple majority of those present and voting. In the case of a tie the motion fails.

Any faculty-generated binding conditions for reinstatement must be made as amendments to the motion to reinstate. If a student is reinstated (with or without binding conditions) the faculty will also be given an opportunity to propose non-binding recommendations to the Assistant/Associate Dean for Academic Affairs, who has the responsibility and the authority to construct programs of study, with or without additional conditions, for reinstated students.

Responsibilities of the Dismissed Student

1. Adhering to all timelines for initiating reinstatement appeals.
2. Preparing written and/or oral appeal statements in consultation with the academic advisor.
3. Presenting his/her case for reinstatement to the program faculty.

Responsibilities of 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 file housed in the Office of Academic and Student Affairs to program 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 appeal to the program faculty.
5. Constructing the program of study, including any binding, recommended and/or discretionary conditions, for the reinstated student

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 program faculty and the Office of the Academic and Student Affairs.
2. Securing needed communications equipment (e.g., speaker telephone).
3. Presiding at the reinstatement hearing.
4. Documenting the outcome of the reinstatement hearing through the preparation of minutes.
5. Disseminating hearing minutes to the program faculty, the Assistant/Associate Dean for Academic Affairs, and the Dean.

The dismissed student who is denied reinstatement by the 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 the appendix B of the policy available on the website of the Office of Academic and Student Affairs. The University administrators identified in Appendix B shall only recommend a change in the decision made by the program faculty 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 six months from the date of dismissal. Dismissed students who are readmitted in this fashion may resume their studies no earlier than twelve months from the date of first dismissal.

Any student reinstated by the School of Pharmacy and Health Professions program faculty or the Dean as set forth above or in Appendix B, 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 School of Pharmacy and Health Professions program faculty, 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.

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.

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 manner.¹ 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.

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.

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.

Formal Grade Appeals 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.

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 form 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 WEB SITE 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).

STUDENT EVALUATION OF COURSES

In an effort to comply with accreditation and ongoing programmatic quality assurance, completion of all required summative course/instructor evaluations and graduate exit surveys is mandatory for all SPAHP students. Failure to complete a required summative course/instructor evaluation will result in the assigning of a grade of Incomplete (I) until such time as the required evaluation has been completed. Failure to complete a mandatory graduate exit survey will delay approval for graduation until such time as the survey has been completed.

This policy recognizes that summative course/instructor evaluations are conducted in accordance with the School's Teaching Effectiveness Plan, and may not be required with each offering of a given course. Course instructors should communicate clearly with enrolled students about the mechanisms being employed to assess course effectiveness in a given semester, and the students' required role in providing course assessment data.



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.

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.

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.

CHEMICAL IMPAIRMENT POLICY

The School of Pharmacy and Health Professions recognizes chemical impairment (including alcoholism) as a treatable disease. While needing to protect the public from chemically impaired students, the School is dedicated to assisting such students and their immediate families toward recovery. Students identified as chemically impaired are followed by the Student Recovery Advocacy Network (SRAN). Screening and treatment contracts made between the impaired student and School are an integral part of the process. All members of the SRAN are sincerely interested in helping impaired students and will hold all information obtained through their participation with the Network in strict confidence. It is the purpose of the SRAN to act in an advocacy capacity for impaired students; however, noncompliance with screening and/or treatment programs and contracts will result in the termination of this advocacy relationship, submission of a full report of the alleged impairment to the Dean, and possible dismissal of the student from the School. A copy of the complete Chemical Impairment Policy may be obtained from the Office of Academic and Student Affairs website. The Chemical Impairment Policy is not intended to, and shall not have the purpose or effect of, displacing the academic performance review procedures and/or the nonacademic misconduct procedures set forth in the School of Pharmacy and Health Professions *Bulletin* and/or the Creighton University Student Handbook.

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.

Immunizations

Specific information on immunization requirements for Creighton University Health Science students is available online at <http://www.creighton.edu/ehc/healthservices/immunizationrequirements/index.php>. 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 at http://www.creighton.edu/fileadmin/user/chc/docs/CU_ImmunizationRequirements.pdf. 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.

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.

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.

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.

Universal Precautions

The Occupational Safety and Health Administration (OSHA) standard for Occupational Exposure to Blood borne Pathogens (29 CFR 1910.1030) is designed to eliminate or minimize occupational exposure to Hepatitis B Virus (HBV), Human Immunodeficiency Virus (HIV) and other blood borne pathogens. Healthcare professionals face a significant health risk as the result of occupational exposure to blood and other potentially infectious materials because they may contain blood borne pathogens, including hepatitis B virus, which causes serious liver disease, and human immunodeficiency virus, which causes Acquired Immunodeficiency Syndrome (AIDS). OSHA has concluded that this exposure can be minimized or eliminated by using a combination of engineering and work practice controls, personal protective clothing and equipment, training, medical surveillance, Hepatitis B vaccination, signs and labels and other provisions. Therefore, all students in the SPAHP are required to attend training sessions on Universal Precautions to decrease exposure to blood borne pathogens 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 universal precautions training documentation must be submitted and will monitor student compliance.

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.

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.

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.



SECTION VII: MISCELLANEOUS

TRANSCRIPTS

A copy of a student's academic record is called a transcript and is issued by the University Registrar upon written request of the student. A special Request For Transcript form is available at the Registrar's Office, A226 or on the Registrar's website. Copies are not made of transcripts of records on file from other institutions. Any additional copy of these must be requested by the student direct from the original issuing institution.

GRADUATION RATES

Creighton University is pleased to provide the following information regarding our institution's graduation/completion rates. The information is provided 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 in Fall 2005 and for whom 150% of the normal time-to-completion has elapsed.

During the fall semester of 2005, 972 first-time, full-time degree-seeking Undergraduate students entered Creighton University. After six years (as of August 31, 2011) 77% of these students had graduated from our institution or completed their programs.

The School of Pharmacy and Health Professions at Creighton University reports graduation rates for each program based on attrition information. Students entering the Doctor of Pharmacy program between the years of 2005 – 2007, with the 2007 entering class graduating in May, 2011, averaged a graduation rate of approximately 95 percent. Students entering the Doctor of Physical Therapy program between the years of 2006-2008, with the 2008 entering class graduating in May, 2011, averaged a graduation rate of approximately 96 percent. Students entering the Doctor of Occupational Therapy program between the years of 2005-2007, with the 2004 entering class graduating in December 2010, averaged a graduation rate of approximately 92 percent.

While reviewing this information, please bear in mind:

- The graduation/completion rate is based on six years of attendance that equates to 150% of our longest program.
- We have elected not to report our transfer-out rate because our university's mission does not include providing substantial preparation for students to enroll in other institutions.
- The graduation/completion rate does not include students who left the school to serve in the armed forces, on official church missions, or in the foreign service of the federal government. Students who died or were totally and permanently disabled are also excluded.

CONFIDENTIALITY OF STUDENT RECORDS

Creighton's policy relating to the confidentiality of student records is in keeping with the "Family Educational Rights and Privacy Act" (FERPA). Information about students or former students will not be released without the consent of the student other than in the exceptions stated in the Federal Act. FERPA affords students certain rights with respect to their educational records. They are:

1. The right to inspect and review the student's educational records within 45 days of the day the University receives a request for access.

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

2. The right to request the amendment of the student's educational records that the student believes are inaccurate or misleading.

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

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



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

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including Public Safety personnel and Student Health staff); a person or company with whom the University has contracted (such as an attorney, auditor, collection agency, the National Student Clearinghouse); a person serving on the Board of Directors; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill their professional responsibility.

Upon request, the University discloses educational records without consent to officials of another school in which the student seeks or intends to enroll.

FERPA also allows the University to disclose directory information without the written consent of the student. Directory information is information contained in an educational record of a student which generally would not be considered harmful or an invasion of privacy if disclosed. Directory information includes the student's full name, the fact that the student is or has been enrolled full-time/part-time status, local and permanent address(es), e-mail address, telephone number(s), date and place of birth, dates of attendance, division (school or college), class, major field(s) of study and/or curriculum, degrees and awards received, participation in officially recognized activities and sports, weight and height of members of athletic teams, photograph, and previous educational agency or institution attended by the student.

A currently enrolled student may request any or all directory information not be released by completing and filing with the Registrar's Office a statement entitled "Student Request To Restrict Directory Information." Such filing of this request shall be honored for the remainder of the term in which the request is filed, except that such restriction shall not apply to directory information already published or in the process of being published.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Creighton University to comply with requirements of FERPA. The name and address of the office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202-4605



AMERICAN JESUIT COLLEGES AND UNIVERSITIES

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

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

ASSOCIATION OF JESUIT COLLEGES AND UNIVERSITIES
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