

CREIGHTON UNIVERSITY BULLETIN

1999-2001 ISSUE *SCHOOL OF PHARMACY* *AND* *ALLIED HEALTH PROFESSIONS*

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*Photographs of School of Pharmacy and
Allied Health Professions facilities, faculty, and students by:*
H. G. Lohman, D. W. Mackey, B. Bidrowski, and J. Wells.

CREIGHTON UNIVERSITY BULLETIN VOL. 84, NO. 3, SEPTEMBER 1999 (USPS 005-856) is published monthly in February, July, September and October by Creighton University, 2500 California Street, Omaha, Nebraska 68178-0001. Periodical postage paid at Omaha, Nebraska. 68108-9998.

POSTMASTER: Send address changes to: Creighton University Bulletin, P.O. Box 3266, Omaha, NE 68103-0266.



*An overview of the Creighton campus with the
Omaha skyline in the background.*

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CALENDAR

FIRST SEMESTER, 1999-2000

1999

August	2, <i>Monday</i>	Fall clerkships begin for most fourth year Pharmacy students
	15-17, <i>Sun.-Tues.</i>	Orientation for first year professional students.
	18, <i>Wednesday</i>	Didactic classes begin in the School of Pharmacy and Allied Health Professions for all but second year Occupational Therapy students and second and fourth year Physical Therapy students.
	25, <i>Wednesday</i>	Classes begin for second year Occupational Therapy students and all School students enrolled in classes taught by the School of Medicine and undergraduate colleges.
	18-31	Class Schedule Changes (no "W") and Late Registration. Dean's Office.
September	1, <i>Wednesday</i>	Nontraditional enrollment period begins for Fall 1999.
	6, <i>Monday</i>	Labor Day. Holiday—no classes.
	7, <i>Tuesday</i>	Didactic classes begin for second year Physical Therapy students. Fieldwork begins for most third year Occupational Therapy and second year Doctor of Occupational Therapy students.
	8, <i>Wednesday</i>	11:00 A.M. Mass of the Holy Spirit. St. John's Church.
	10, <i>Friday</i>	All-School Picnic (afternoon classes cancelled)
	16, <i>Thursday</i>	Last day to change from credit to audit. Last day to apply for Pass/No Pass status.
October	14, <i>Tuesday</i>	Last day for filing applications for degrees to be conferred at the end of the First Semester.
	16, <i>Saturday</i>	Fall Recess begins after last class or laboratory.
	18, <i>Monday</i>	9:00 A.M. Mid-semester grade reports from instructors due in Registrar's Office.
	22, <i>Friday</i>	Clinic ends for fourth year Physical Therapy students.
	25, <i>Monday</i>	7:30 A.M. Classes resume.
	29, <i>Friday</i>	Last day to withdraw from courses with a "W."
November	1, <i>Monday</i>	Clinic begins for fourth year Physical Therapy students.
	19, <i>Friday</i>	Fall clerkships end for most fourth year Pharmacy students.
	23, <i>Tuesday</i>	Didactic classes end for second year Physical Therapy students. Thanksgiving recess begins after last class, clinic or laboratory. Fall fieldwork ends for most third year Occupational Therapy students.
	25, <i>Thursday</i>	9:00 A.M. Thanksgiving Day Mass. St. John's Church.
	29, <i>Monday</i>	7:30 A.M. Classes resume. Clinic begins for second year Physical Therapy students.
December	13-17, <i>Mon.-Fri.</i>	Final semester examinations.
	17, <i>Friday</i>	Christmas-Mid-Year Recess begins. Clinic ends for second year Physical Therapy students.
	18, <i>Saturday</i>	Mid-year Commencement.

SECOND SEMESTER, 1999-00

2000

January	1, <i>Saturday</i>	Nontraditional enrollment period begins for Spring, 2000.
	3, <i>Monday</i>	Spring Clerkships begin for most fourth year Pharmacy students. Fieldwork begins for most third year Occupational Therapy and second year Doctor of Occupational Therapy students.
	10, <i>Monday</i>	Didactic classes begin in the School of Pharmacy and Allied Health Professions.
	12, <i>Wednesday</i>	Classes begin for all students enrolled in courses taught by undergraduate colleges.
	10-18, <i>Mon.-Tues.</i>	Class Schedule Changes and Late Registration. Dean's Office.
February	21, <i>Friday</i>	Clinic ends for fourth year Physical Therapy students.
	31, <i>Monday</i>	Clinic begins for fourth year Physical Therapy students. Mass for Founders' Week: Past, Present, Future. St. John's Church. Date and time to be announced.
	10, <i>Thursday</i>	Last day to change from credit to audit. Last day to apply for Pass/No Pass status.
	14, <i>Monday</i>	Last day for filing applications for degrees to be conferred at end of Second Semester.
	4-12	Spring recess begins after last class or laboratory on Friday, March 4.
March	6, <i>Monday</i>	9:00 A.M. Mid-semester grade reports from instructors due in the Registrar's Office.
	13, <i>Monday</i>	7:30 A.M. Classes resume.
	20, <i>Monday</i>	Last day to withdraw from courses with a "W."
	25, <i>Saturday</i>	PASG Spring Banquet.
	April	14, <i>Friday</i>
17, <i>Monday</i>		Clinic begins for third year Physical Therapy students.
20, <i>Thursday</i>		Holy Thursday — classes suspended from 5:00 P.M. April 20, to 5:00 P.M., Monday, April 24.
21, <i>Friday</i>		Clinic ends for fourth year Physical Therapy students.
23, <i>Sunday</i>		Easter Sunday.
May	24, <i>Monday</i>	Easter Monday—Classes resume at 5:00 P.M.
	25, <i>Tuesday</i>	Honors Convocation.
	1, <i>Monday</i>	Nontraditional enrollment period begins for Summer, 2000.
	1, <i>Monday</i>	Didactic classes begin for fourth year Physical Therapy Students
	5, <i>Friday</i>	Spring Clerkships end for most fourth year Pharmacy students.
May	8, <i>Monday</i>	Final semester examinations begin.
	11, <i>Thursday</i>	Final semester examinations end.
	12, <i>Friday</i>	School of Pharmacy and Allied Health Professions Graduate Recognition Ceremony. 3:00 p.m. Baccalaureate Mass. St. John's Church.
		Clinic ends for third year Physical Therapy students.
	13, <i>Saturday</i>	University Commencement.

SUMMER SESSION, 2000

May	<i>15, Monday</i>	On-campus registration for Pre-session: 8:00-9:00 A.M. Registrar's Office. Pre-Session classes begin 9:00 A.M.
	<i>16, Tuesday</i>	Last day for Pre-Session registration and course changes.
	<i>22, Monday</i>	Classes begin for second and third year Physical Therapy students.
	<i>29, Monday</i>	Memorial Day—No classes.
June	<i>5, Monday</i>	Summer Clerkships begin for most fourth year Pharmacy students.
	<i>2, Friday</i>	Pre-session final examinations; Pre-session ends.
	<i>5, Monday</i>	On-campus registration for Term 1. 8:30-11:30 A.M. and 1:00-3:00 P.M., Registrar's Office. Term 1 classes meet at regularly scheduled times beginning at 7:30 A.M.
	<i>7, Wednesday</i>	9:00 A.M. Pre-Session final grade reports from instructors due in Registrar's Office from instructors.
	<i>8, Thursday</i>	Last day for late registration and course changes for Term 1.
	<i>15, Thursday</i>	Last day for filing applications for degrees to be conferred at end of Summer Session.
July	<i>4, Tuesday</i>	Independence Day Holiday—no classes
	<i>7, Friday</i>	Term 1 ends.
	<i>10, Monday</i>	Registration for Term 2. 9:00-11:00 A.M. and 1:00-3:00 P.M., Registrar's Office. Term 2 classes meet at regularly scheduled times beginning July 10 at 7:30 A.M.
	<i>11, Tuesday</i>	9:00 A.M. Term 1 final grade reports from instructors due in Registrar's Office from instructors.
	<i>21, Friday</i>	Didactic classes end for second and third year Physical Therapy students.
	<i>28, Friday</i>	Summer Clerkships end for most fourth year Pharmacy students.
	<i>31, Monday</i>	Clinic begins for second and third year Physical Therapy students.
August	<i>14, Monday</i>	9:00 A.M. Final grade reports from instructors due in Registrar's Office.
	<i>18, Friday</i>	Degrees conferred for August graduates.
	<i>25, Friday</i>	Clinic ends for second year Physical Therapy students.

FIRST SEMESTER, 2000-01

2000

July	31, <i>Monday</i>	Fall clerkships begin for most fourth year Pharmacy students.
August	13-15, <i>Sun.-Tues.</i>	Orientation and registration for first year professional students.
	16, <i>Wednesday</i>	Didactic classes begin in the School of Pharmacy and Allied Health Professions for all but second year Occupational Therapy students and second and fourth year Physical Therapy students.
	23, <i>Wednesday</i>	Classes begin for all School students enrolled in classes taught by the School of Medicine and undergraduate colleges.
	16-29	Class Schedule Changes and Late Registration. Dean's Office.
September	1, <i>Tuesday</i>	Nontraditional enrollment period begins for Fall 2000.
	4, <i>Monday</i>	Labor Day. Holiday—No classes.
	5, <i>Tuesday</i>	Classes begin for second year Physical Therapy students.
	6, <i>Wednesday</i>	11:00 A.M. Mass of the Holy Spirit. St. John's Church.
October	14, <i>Thursday</i>	Last day to change from credit to audit. Last day to apply for Pass/No Pass status.
	12, <i>Thursday</i>	Last day for filing applications for degrees to be conferred at the end of the First Semester.
	14, <i>Saturday</i>	Fall Recess begins after last class or laboratory.
	16, <i>Monday</i>	9:00 A.M. Mid-semester grade reports from instructors due in Registrar's Office.
	20, <i>Friday</i>	Clinic ends for third year Physical Therapy students.
	23, <i>Monday</i>	7:30 A.M. Classes resume.
	27, <i>Friday</i>	Last day to withdraw from courses with a "W."
30, <i>Monday</i>	Clinic begins for fourth year Physical Therapy students.	
November	17, <i>Friday</i>	Fall clerkships end for most fourth year Pharmacy students.
	21, <i>Tuesday</i>	Thanksgiving recess begins after last class, clinic or laboratory.
	23, <i>Thursday</i>	9:00 A.M. Thanksgiving Day Mass. St. John's Church.
	27, <i>Monday</i>	7:30 A.M. Classes resume. Clinic begins for second year Physical Therapy students.
December	11-15, <i>Mon.-Fri.</i>	Final semester examinations.
	15, <i>Friday</i>	Christmas-Mid-Year Recess begins. Clinic ends for second year Physical Therapy students.
	16, <i>Saturday</i>	Mid-year Commencement.

SECOND SEMESTER, 2000-01

2001

January	1, <i>Monday</i>	Nontraditional enrollment begins for Spring, 2001.
	8, <i>Monday</i>	Spring clerkships begin for most fourth year Pharmacy students. Didactic classes begin in the School of Pharmacy and Allied Health Professions.
	10, <i>Wednesday</i>	Classes begin for all students enrolled in classes taught by undergraduate colleges.
	8-16, <i>Mon.-Tues.</i>	Class Schedule Changes and Late Registration. Dean's Office.
	19, <i>Friday</i> 29, <i>Monday</i>	Clinic ends for fourth year Physical Therapy students. Clinic begins for fourth year Physical Therapy students.
February		Mass for Founders' Week: Past, Present, Future. St. John's Church. Date and time to be announced.
	8, <i>Thursday</i>	Last day to change from credit to audit. Last day to apply for Pass/No Pass status.
	12, <i>Monday</i>	Last day for filing applications for degrees to be conferred at end of Second Semester.
March	3, <i>Saturday</i>	Spring recess begins after last class, clinic or laboratory.
	5, <i>Monday</i>	9:00 A.M. Mid-semester grade reports from instructors due in the Registrar's Office.
	12, <i>Monday</i>	7:30 A.M. Classes resume.
	19, <i>Monday</i>	Last day to withdraw from courses with a "W."
April	12, <i>Thursday</i>	Holy Thursday — classes suspended from 5:00 P.M. April 12 to 5:00 P.M., Monday, April 16.
	15, <i>Sunday</i>	Easter Sunday.
	16, <i>Monday</i>	Easter Monday—Classes resume at 5:00 P.M.
	<i>Friday</i>	Didactic classes end for third year Physical Therapy students.
	<i>Monday</i>	Clinic begins for third year Physical Therapy students.
	20, <i>Friday</i>	Clinic ends for fourth year Physical Therapy students.
May	1, <i>Saturday</i>	Nontraditional enrollment period begins for Summer, 2001.
	3, <i>Monday</i>	Didactic classes begin for fourth year Physical Therapy students.
	7, <i>Monday</i>	Final semester examinations begin.
	10, <i>Thursday</i>	Final semester examinations end.
	11, <i>Friday</i>	School of Pharmacy and Allied Health Professions Graduate Recognition Ceremony. 3:00 p.m. Baccalaureate Mass. St. John's Church.
		Clinic ends for third year Physical Therapy students.
	12, <i>Saturday</i>	University Commencement.

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PAUL A. NICHOLS, B.S.	<i>Director of Environmental Services</i>
GERRY A. PHANEUF, M.Ed.	<i>Director of Environmental Health and Safety</i>
JOHN E. PIERCE, M.S.Guid., J.D.	<i>Director of Career Services</i>
RUTH B. PURTILO, Ph.D., FAPTA	<i>Director of Affirmative Action</i> <i>Director, Center for Health Policy and Ethics</i>
BRUCE D. RASMUSSEN, B.S.B.A.	<i>Director of Athletics</i>
ROBERT W. RAUSCHER, M.A.	<i>Director of Administrative Computing</i>
J. C. RUCH, M.S.	<i>Director of Technical Services and Operations</i>
DEBRA C. SAURE, B.S., R.N.C.N.P.	<i>Director of Student Health Services</i>
SHIRLEY A. SCRITCHFIELD, Ph.D.	<i>Director of Institutional Research and Assessment</i>
CONNIE J. SHONKA, B.S.	<i>Director of Child Development Center</i>
KATHLEEN J. TAGGART, B.S.	<i>Director of Grants Administration</i>
REV. ALBERT R. THELEN, S.J.	<i>Director of Campus Ministry</i>
T. PAUL TOMOSER, B.S.	<i>Director of Internal Audit</i>
REV. ERNESTO F. TRAVIESO, S.J.	<i>Director of Institute for Latin American Concern (Dominican Republic)</i>
JOHN D. WALKER, B.P.S.	<i>Director of Mail Services</i>
ROBERT D. WALKER, M.S.	<i>Director of Financial Aid</i>
W. WAYNE YOUNG, Pharm.D.	<i>Director of US WEST Academic Development Center</i>
DALE L. LAZO, LTC	<i>Commandant of ROTC</i>
MARJORIE B. WANNARKA, M.A.	<i>Chairman, Archives Department, Reinert Alumni Memorial Library</i>



SCHOOL OF PHARMACY AND ALLIED HEALTH PROFESSIONS

Officers of Administration

SIDNEY J. STOHS, Ph.D.	<i>Dean</i>
VICTORIA F. ROCHE, Ph.D.	<i>Associate Dean for Academic Affairs</i>
S. EDET OHIA, Ph.D.	<i>Assistant Dean for Administration</i>
LINDA S. SCHEIRTON, Ph.D.	<i>Assistant Dean for Student Affairs</i>
CHARLOTTE B. ROYEEN, Ph.D.	<i>Associate Dean for Research</i>
MICHAEL C. MAKOID, Ph.D.	<i>Chair, Department of Pharmaceutical and Administrative Sciences</i>
DANIEL E. HILLEMANN, Pharm.D.	<i>Chair, Department of Pharmacy Practice</i>
RENÉ L. PADILLA, M.S.O.T.	<i>Interim Chair, Department of Occupational Therapy</i>
A. JOSEPH THRELKELD, Ph.D.	<i>Chair, Department of Physical Therapy</i>
KENNETH R. KEEFNER, Ph.D.	<i>Director, Nontraditional Doctor of Pharmacy Program</i>
GAIL M. JENSEN, Ph.D.	<i>Director, Nontraditional Doctor of Physical Therapy Program</i>
MARLENE J. AITKEN, Ph.D.	<i>Director, Nontraditional Doctor of Occupational Therapy Program</i>
ROBERT A. MCLEAN, Ph.D.	<i>Director, Master of Health Services Administration Program</i>
MANZOOR M. KHAN, Ph.D.	<i>Director, Master of Science in Pharmaceutical Sciences Program</i>

COMMITTEES

Executive

Administrative

Strategic Planning and Implementation

Rank and Tenure

Curriculum

Program Evaluation

Technology

Faculty Development

Continuing Education

Admissions

Non-Traditional Steering

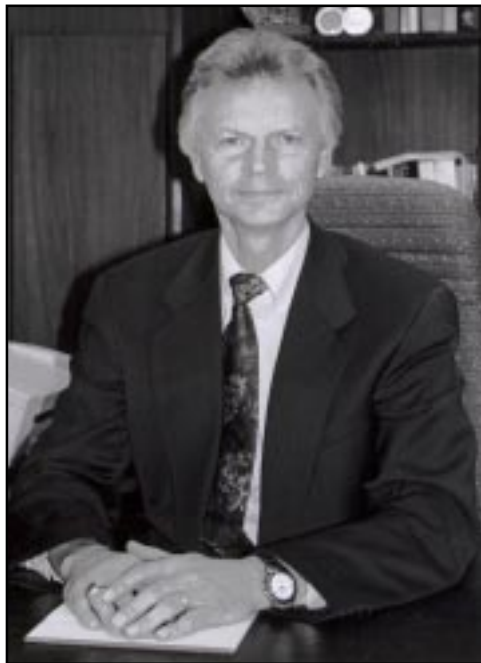
Academic Review and Support

Special Needs Assessment

Student Assistance Network

Scholarships and Awards

Academic Issues Hearing Board



Dr. Sidney J. Stohs, Dean, School of Pharmacy and Allied Health Professions

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 appreciating Creighton University's excellence.

With an enrollment of 6,226 persons taught by a faculty of 1,361, Creighton has set as its goal the conduct of higher education in the context of Christian values.

Founded in 1878, Creighton is co-educational, 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 School of Pharmacy and Allied Health Professions, Creighton includes the College of Arts and Sciences, College of Business Administration, University College, Schools of Dentistry, Medicine, Law, and Nursing, and a Graduate School offering Masters and Doctoral 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-eight percent of the University's students are enrolled in the College of Arts and Sciences, 29 percent in the health sciences professions, 9 percent in Business Administration, 8 percent in University College, 8 percent in law, and 8 percent in the Graduate School.

LOCATION

Creighton's campus is located on the northwest edge of downtown Omaha, Nebraska. The University's planned campus of nearly 78 acres is near the city's revitalized urban center.

Omaha is a city of 367,379 that serves as a regional center. The city is the major urban area between Chicago and Denver, and between Kansas City and Minneapolis. The center of a metropolitan area of 693,900 persons, Omaha has rolling hills and tree-lined streets.

Food processing and international marketing is Omaha's leading industry, with 50 percent of the city's payroll in food-related businesses. Yet, there is ample evidence that the community has a broad industrial base, with insurance, railroads, telecommunications, and creative enterprises contributing to diversification. In addition, Omaha is a major health-care center with 17 hospitals, the largest pediatric hospital between Denver and Chicago, and two university-based medical and research centers.

Omaha's civic pride is evidenced in the excellence of its cultural institutions. An outstanding art museum, the Orpheum performing arts center, the Omaha Playhouse, and Civic Auditorium serve as homes for outstanding exhibitions and performances; the Omaha Symphony Orchestra, and Opera Omaha provide a full season of local productions.

Omaha's setting as a regional center may account for the superiority and diversity of restaurants and dinner theaters; the community's proximity to agriculture may account for the relatively inexpensive cost of living.

Omaha is the site of a vital downtown area. Omaha's Missouri Riverfront has undergone a massive redevelopment supported by private and public funds. ConAgra,

Inc., a multi-billion dollar food processor, has built its headquarters operation, complete with a research facility, on the riverfront. The City of Omaha has extended its downtown Central Park Mall to the riverfront. Recent development also includes a consolidated operations center for Union Pacific Railroad and a major computer center for US WEST Communications.

Omaha is served by over 180 regularly scheduled flights by twelve major airlines plus two regional airlines and by four class-one railroads. Two interstate highway systems serve the metropolitan area—I-80 going east and west, and I-29 north and south.

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 School's faculty voted unanimously to adopt the Doctor of Pharmacy as the sole entry level pharmacy degree, which became effective with the pharmacy class entering in 1994. In 1992, the Physical Therapy program was instituted, and Creighton became the first University in the country to offer the entry level Doctor of Physical Therapy (DPT) degree. A nontraditional track leading to the Doctor of Pharmacy degree was added to the School's program offerings in 1994, and a nontraditional pathway to the Doctor of Physical Therapy degree was launched in 1999. In 1995 the School initiated one of the first post-baccalaureate Doctor of Occupational Therapy (OTD) programs in the country. Beginning in fall, 1999 all entry level occupational therapy students matriculating in the School of Pharmacy and Allied Health Professions will pursue the OTD degree.

CREDO OF CREIGHTON

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

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

We believe in God, our loving Creator and Father.

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

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

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

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

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

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

We believe in the teachings and example of Jesus Christ.

SCHOOL OF PHARMACY AND ALLIED HEALTH PROFESSIONS MISSION STATEMENT

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

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

NONDISCRIMINATION POLICY

Creighton admits qualified students and hires qualified employees without regard to race, color, age, national or ethnic origin, disability, sex, 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. To inquire about services available to students with disabilities contact the Coordinator of Services for Students with Disabilities, Markoe Hall, (402) 280-2749.

ACCREDITATION

Creighton University is fully accredited by the North Central Association of Colleges and Schools, the accrediting agency for the region in which the University is situated. The professional Colleges and Schools are accredited by their respective professional standardizing agencies.

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

The program in Occupational Therapy is accredited by the American Occupational Therapy Association. The program was reaccredited in 1992 for the maximum seven years, and is scheduled for evaluation in 2000-2001. The AOTA is located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220. The telephone number is (301) 652-AOTA.

Programs in Physical Therapy are accredited by the Commission on Accreditation in Physical Therapy Education which is based at the Headquarters of The American Physical Therapy Association. The Creighton University program in Physical Therapy was accredited in 1996 for the maximum five years, and is scheduled for re-evaluation in 2001. The Commission of Accreditation in Physical Therapy Education can be contacted at 1111 North Fairfax St., Alexandria, VA 22341-1488; (800) 999-2782.

GOALS AND OBJECTIVES

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

Creighton is one of the nation's 28 independent Jesuit institutions of higher learning. It has behind it a pattern of more than four centuries of Jesuit teaching. The Order's focus has always been upon the total person, an approach that includes de-

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

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

CAMPUS FACILITIES

Creighton's 56-building campus provides excellent facilities for most of the University's academic and extracurricular activities. Following two decades of phenomenal expansion and growth, recent emphasis has been placed on beautification of the central campus, particularly the construction of a pedestrian mall to add green space to the heart of the undergraduate living area. The mall project has provided an appealing, landscaped pedestrian and relaxation area in front of the Administration Building and St. John's Church and across the East Campus to the School of Law.

The University campus is about a fifteen-minute walk from the business district of Omaha. The principal portion of the campus extends from Cass Street on the south to Burt Street on the north, and from Twenty-first Street on the east to Thirtieth Street on the west. (See campus map inside back cover.)

The Lied Education Center for the Arts is a state-of-the-art cultural facility located at 28th and Cass. It houses the Fine and Performing Arts Department, which sponsors and produces cultural events in art, music, dance and theater. Information about all Department productions and events can be obtained through the Department office at (402) 280-2636.

The Carl M. Reinert Alumni Memorial Library, the University's main undergraduate library, has recently undergone a construction project that has doubled the size of the building. The W. Theisen Instructional Technology Center is located on the lower level of the building. A new student center was constructed on mid-campus in 1987. New artificial-turf athletic fields and extension of the campus mall to the east were done in 1988.

The Creighton University School of Pharmacy and Allied Health Professions is located in the Health Sciences Center, and is also a part of Creighton's general university campus. Being in a Health Sciences Center gives School of Pharmacy and Allied Health Professions students access to a modern hospital, making it possible for them to enjoy a close working relationship with faculty and students in the Schools of

Medicine, Nursing, and Dentistry. The general university campus gives students access to elective courses in business, sciences, humanities, and the arts, as well as the opportunity to participate in a wide range of extracurricular activities.

Central to the facilities of the Health Sciences Center is the Creighton University Bio-Information Center. This facility brings to the health sciences campus a focal point for the most modern and innovative learning and research services for the students and faculty of the University, the hospital staff, and the health sciences community of the Omaha area. It includes a conventional health sciences library as well as a Learning Resource Center and Biomedical Communications Center. The Learning Resource Center provides study areas for utilization of all forms of media used in the learning process such as slide/tape programs, and audio tapes, video cassettes, and manuals to support audiovisual programs. The Biomedical Communications Center provides technical services such as photography, graphic arts, television, production, and classroom services, as well as educational services to assist individual health science units in the identification of instructional priorities and attainment of educational goals.

LIVING ACCOMMODATIONS

On Campus Housing

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

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

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

Meals are served in the Becker and Brandeis dining areas located adjacent to the campus residence halls. Carefully planned menus assure a well-balanced variety of nutritious and appetizing foods. 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 1999 are:

Building	Type Room	Annual Rate
Deglman, Kiewit & Gallagher Halls	Double	\$3022
	Private	\$4542
Swanson Hall's Suite Style rooms (Sophomores only)	Suite	\$3150
Kenefick Hall (Juniors & Seniors Only)	Efficiency apartment	\$3270
	1 Bedroom apartment	\$3400
	Private efficiency	\$4862
McGloin Hall (Sophomores only)	Suite	\$3256
Heider (12 month lease) (Family and post bachelor degrees only)	Efficiency	\$5880
	Small 1 Bedroom	\$6492
	Large 1 Bedroom	\$6744
	Two Bedroom	\$7680
Board Plans	Type Plan	Annual Rate
	19 Meal and 40 Points Bonus	\$2424
	15 Meal and 100 Bonus Points	\$2424
	12 Meal - No Bonus Points	\$2282
Available to Heider	Flex - Any 60 meals and 200 Bonus Points Kenefick & Off Campus Students Only	\$ 994

Incoming students must apply to the Department of Residence Life for a residence hall reservation. All students pay a damage deposit of \$100. **Students applying for Heider Hall are required to pay a deposit equal to one month's rent for the Heider lease plan.** Each semester's tuition, fees, and room and board charges are payable at the time of registration. However, arrangements may be made to pay monthly installments by using the University's Monthly Electronic Transfer (MET) plan (see page 107).

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

Family Housing

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

Off Campus Housing

The Department of Residence Life, 136 Swanson Hall, posts 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 Care Development Center, which is conveniently located at 2222 Burt Street. The Center has reasonable rates and can accommodate children ranging in age from six weeks through five years. Call (402) 280-2460 for information.

Loyola House

Loyola House is an academic and social community of pharmacy, occupational therapy and physical therapy students housed in the Kenefick Residence Hall. Loyola House residents participate in study groups and philanthropic service projects. Limited tutoring services are provided. Questions about Loyola House should be directed to the Housing Office.

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. Each year the campus chapter inducts about 42 students from all divisions. The alumni chapter's living members number over 1,850 persons. 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 200 established chapters in colleges and universities across the country. ODK was founded to recognize and encourage superior leadership and scholarship. Creighton's chapter sponsors a variety of programs each year designed to meet those goals. Membership is a mark of highest distinction and honor, and is open to qualified undergraduate juniors, seniors, as well as graduate and professional students.

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

INSTITUTE FOR LATIN AMERICAN CONCERN (ILAC)

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

1. To provide students and professionals with the opportunity to understand the problems of developing nations based on first-hand experience in the Dominican Republic.
2. To provide a health-care service to people in need in remote areas of the Dominican Republic.

The ILAC program was initiated in 1977 and more than 80 individuals participate in the ILAC experience each year. The students live in the Dominican Republic for five to eight weeks, while health professionals rotate in shifts of one- or two-week periods to monitor the work of the students, and to help deliver health care to the Dominican people.

The participants live with the people, and thus have the opportunity to learn first-hand about the culture, customs, and problems of a developing country. ILAC provides a unique opportunity to medical, nursing, dental, pharmacy, occupational therapy, and physical therapy students to work in health-care teams monitored by the professionals who also become part of the team-work experience.

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

THE ALUMNI ASSOCIATION

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

The administration of alumni activities is handled by the Alumni Relations Office under supervision of the Director of Alumni Relations, as advised by the National Alumni Board. Among the activities sponsored by the Alumni Relations Office are the annual President’s Alumni Picnic, the Thanksgiving Day Mass and Breakfast, alumni club events, and reunions for the various Schools and Colleges. University representatives frequently attend alumni club get-togethers to which alumni, parents of students, and friends of Creighton University are invited.

The Creighton Alumni Association has grown over the years to include over 50,000 alumni, parents, and friends with 70 alumni clubs in existence.

STUDENT SERVICES

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

COUNSELING AND GUIDANCE

Counseling and Psychological Services

These professional services are designed to help students actualize themselves in the areas of effective learning, appropriate educational and vocational decision-making, and social and personal adjustment. In conjunction with counseling interviews, a complete selection of psychological tests and inventories are available to students so that they may explore values, interests, aptitudes, and abilities. A coordinated system offers descriptive information concerning educational majors and careers, and information on various topics such as coping with stress, time management, assertion training, and academic skills.

The staff are professionally trained psychologists and counselors who assist students with a wide range of developmental concerns. Students expressing concerns in areas such as studying, interpersonal relationships, communication, decision-making, choices of majors or occupations, values clarification, and tension may benefit from talking with a staff member. Staff members can also diagnose and document emotional or learning disabilities.

The staff members strive to be warm, understanding and accepting—not making decisions for the student but assisting him or her in self-direction. All aspects of the services are confidential. No information is released to anyone without the written consent of the student.

Counseling and Psychological Services is located on the upper level of Brandeis Hall. Services are available free to full-time students. Phone (402) 280-2733 for an appointment.

Other Services

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

Campus Ministry—Members of the Campus Ministry team are ready at any time to talk over, in a friendly and confidential manner, the plans and problems which any student may wish to bring to them. The chaplain - counselors in the residence halls and the Jesuit counselors of the professional schools, as well as the chaplains at St. John's, are likewise available for helping students. Protestant chaplains are also available for counseling. The Chaplains for the School of Pharmacy and Allied Health Professions are Fr. Donald D. Driscoll, S.J. and Dr. Joan Lanahan. Fr. Driscoll can be reached in his School office (Criss 483) or by calling (402) 280-2160. Dr. Lanahan's office is located in 111A Boyne, and her phone number is (402) 280-5210.

Career Search Counseling for Students and Alumni—is provided by the Career Services Center. During the school year, this office arranges over 100 campus visitations by representatives of business, industry and government to interview graduating seniors for full-time positions. Many other employers telephone or mail in job op-

portunity listings, and request resumes of candidates. There are a variety of other employment services which are provided without charge to students and alumni. Potential employers visit the School of Pharmacy and Allied Health Professions throughout the year to host informational meetings and interview graduating students.

STUDENT SUPPORT SERVICES PROGRAM

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

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

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

STUDENT HEALTH SERVICES

Student Health Services is committed to promoting health of the whole person through campus health, primary care, and insurance programs. Our Ignatian tradition integrates the physical, mental, spiritual, and emotional aspects of the student's life. Our goal is to educate and prepare students to be their own health advocates.

All students may obtain complete health care through the Student Health Services. The following services are provided by Student Health personnel or through referral to medical specialists:

1. Office visits, required school exams, and annual physicals which include the services of a physician, nurse practitioner and physician assistant
2. Laboratory tests such as complete blood count, hematocrit, pap smears, urinalysis, monospot, and throat culture; x-rays; and EKGs
3. Minor surgeries
4. Allergy injections (extract provided by student)
5. Health education programs and materials
6. Inpatient hospital care
7. Medical subspecialty care and special x-rays, laboratory tests, and other diagnostic procedures
8. Injectable pharmaceuticals such as penicillin and immunizations.

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

How to Obtain Student Health Services

Appointments should be made for all health needs other than emergencies. Appointments can be made by calling 280-2735 Monday through Friday. It is important that you keep scheduled appointments and that you arrive on time. If you will be late or must cancel, please call as soon as possible. Your courtesy will enable the best use of our available appointment times.

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

Immunizations

All Creighton University students, full and part time, born on or after January 1, 1957, must comply with the Centers for Disease Control's recommendations regarding measles, mumps, and rubella immunity by completing the following criteria:

Measles:

Students are required to provide documentation of two measles immunizations.

- * The first must be after the first birthday and after December 1, 1967.
- * The second must be after 1979.

Mumps:

- * One immunization must be after 12 months of age.

Rubella:

- * One immunization must be given after the first birthday and after December 31, 1967.

Varicella:

- * Beginning with students admitted for the academic year 1999-2000, dates of **two** Varicella (chickenpox) vaccinations or a positive antibody titer are required for all Health Science students.

*** THE FOLLOWING FORMS OF DOCUMENTATION MAY BE SUBSTITUTED FOR THE CRITERIA LISTED ABOVE.**

1. Physician-diagnosed illness with certified data including month and year (except for rubella and varicella); OR
2. Reports of a titer proving immunity.

STUDENT HEALTH INSURANCE PLAN

Health insurance that covers both inpatient and outpatient medical services is required. Students who do not provide proof of other health insurance will be assessed on the tuition statement for the Student Health Insurance Plan. A completed waiver form and a copy of your health insurance card must be submitted as proof prior to or at the time of registration in order to comply with this policy. This proof must be submitted on a yearly basis or if there is a change in your health insurance coverage.

A complete announcement of the Student Health Insurance Plan will be sent to each student during the summer.

For additional information please contact Creighton Student Health Services at:

2530 Cuming Street
Omaha, Nebraska 68131-1632
Phone: (402) 280-2735
FAX: (402) 280-1859
<http://www.creighton.edu/StudentHealth>
E-mail: student-health@creighton.edu

PROFESSIONAL MALPRACTICE INSURANCE

Various forms of malpractice insurance are available to cover students' experiential assignments and part-time work in the health-care field. Students are required to have this coverage starting at the beginning of their first professional year. Students receive group rates, but must pay their own premiums.

SCHOOL-WIDE OPPORTUNITIES FOR INVOLVEMENT AND RECOGNITION

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

Student Organizations

Pharmacy and Allied Health Student Government (PASG) coordinates the activities of all recognized student organizations of the School. The PASG officers include the President (elected by the School of Pharmacy and Allied Health student body), three Vice-Presidents representing the disciplines of Occupational Therapy, Physical Therapy and Pharmacy, a Secretary and a Treasurer. All class presidents and elected representatives of all recognized student organizations of the School hold membership in PASG. This organization is the body which petitions the University Student Board of Governors for funds to support professional and social activities run by the various School-based student organizations and classes.

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

Vietnamese Pharmacy and Allied Health Professions 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.



Pharmacy and Allied Health students take a break from their studies to picnic in the Jesuit Gardens.

ADMISSIONS 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 18.

COMPUTERS

Health science computing skills are emphasized in the curricula of the School of Pharmacy and Allied Health Professions. Computer laboratories for student use are available in the Criss building, St. Joseph Hospital, the Health Sciences Library, and the Old Gymnasium. Students are encouraged to purchase personal computers for home use. Guidance on appropriate hardware and software that will complement curricular requirements can be obtained from the Assistant/Associate Dean for Academic Affairs; (402) 280-1147.

SELECTION

Fulfillment of specific requirements does not insure admission to the School of Pharmacy and Allied Health Professions. The appropriate Admissions 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 Allied 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 Allied Health Professions will be managed so as to comply with the Federal standards set forth in the Americans with Disabilities Act of 1990.

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

ADMISSIONS POLICY FOR CREIGHTON UNIVERSITY STUDENTS

The School of Pharmacy and Allied 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 of each prospective student within thirty days following the date of the letter initially informing the student of acceptance for admission by the Admissions Committee. The deposit will be credited to the first semester's tuition. The deposit is forfeited if the accepted student fails to register. One half (\$200) is refundable if written request for withdrawal is received before May 1.

ADMISSION OF TRANSFER STUDENTS

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

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

ADMISSION OF VETERANS

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

ADMISSION OF FOREIGN STUDENTS

This School is authorized under Federal law to enroll nonimmigrant alien students.

Previous Study in the United States

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

Admissions Credentials

Candidates for admission from foreign countries must present original and complete educational credentials. Certified transcripts bearing seals and original signatures must be sent directly to the School of Pharmacy and Allied Health Professions from institutions of higher education in other countries. Since this process is frequently time consuming, the student is encouraged to request documentation at an early date. Photocopies are not acceptable.

Students who have not completed their education in the United States are required to submit an official transcript evaluation for all international studies. The evaluation may be completed by either the World Education Service or the Foundation for International Services, Inc. Students requiring more information on transcript evaluation should contact the School's Admissions Office at (402) 280-2662.

Graduates of foreign schools or colleges of pharmacy who wish to apply to the nontraditional Doctor of Pharmacy program must submit certified copies of their Foreign Pharmacy Graduate Equivalency Certificate (FPGEC) and current state pharmacy license. At this time, the nontraditional Doctor of Physical Therapy program accepts only students who hold an earned degree in Physical Therapy from a U.S. accredited program. Foreign students wishing more information should contact the School's Admissions Office at (402) 280-2662 or <http://spahp.creighton.edu>

English Language Competency

Ability to speak and write correct grammatical English is imperative. This is essential to ensure academic progress and to enable the applicant to communicate clearly with patients and other health care professionals.

All applicants are required to take the Test of English as a Foreign Language (TOEFL) and have the scores sent to Creighton. For further information concerning the TOEFL examination contact the Test of English as a Foreign Language, Box 899, Princeton, NJ 08541. A TOEFL score of 550 is considered the minimum acceptable score.

In addition to a high score on the TOEFL examination, other evidence of proficiency in English might include letters from employers or instructors, credit earned in English language courses, and a personal interview. International students who cannot meet the English language requirements may be referred to the Creighton University Intensive English Language Institute for full- or part-time enrollment. For more information on this program, please call (402) 280-2221.

Degree Candidate Status

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

Financial Aid

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

Certificate of Eligibility (I-20)

Before any certificate of eligibility (i.e., Form I-20) may be issued, the candidate must have deposited with the University a specified sum, after having been accepted for admission as a regular full-time student. For the 1999-2000 school year, the required deposit is \$2500. 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 1999-2000 will be about \$1020 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 Student Health Insurance Plan, page 26.)



Active learning is the name of the game in this Pharmacokinetics problem-solving session.

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, and other health professionals; 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 work as owners, staff pharmacists, or managers in hospitals, nursing homes, community and clinic pharmacies, or home-health agencies. Other pharmacists elect to teach at colleges and schools of pharmacy across the country. The pharmaceutical industry also provides opportunities in research, sales, 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 outside of their educational program are eligible to sit for the North American Pharmacist Licensure Examination (NAPLEX). Successful completion of the NAPLEX is required for practice in most states.

As a result of pharmacy's emerging and pivotal role in optimizing patient care outcomes, many pharmacists who were educated at the baccalaureate level are now seeking advanced educational opportunities in order to position themselves to meet future professional demands. Nontraditional methods of providing doctoral education to distance learners are being actively developed at many schools and colleges of pharmacy around the country. Creighton University's nontraditional Doctor of Pharmacy program was instituted in 1994, and is currently preparing over 200 practicing pharmacists to take full advantage of all the profession will have to offer in the twenty-first century.

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 and the School, and the community.

ACCREDITATION

The School of Pharmacy and Allied Health Professions is a member of the American Association of Colleges of Pharmacy. Creighton University's Doctor of Pharmacy program is accredited by the American Council on Pharmaceutical Education, 311 West Superior Street, Chicago, IL 60610. (312) 664-3575, (800) 533-3606; Fax (312) 664-4652. The Doctor of Pharmacy program was granted the maximum six year continued accreditation by ACPE in 1999, and is scheduled for reaccreditation in 2004-2005.

Please Note: The following *Bulletin* sections apply to students in the traditional (campus-based) Doctor of Pharmacy program. Students pursuing the Pharm.D. degree through the nontraditional track should refer to the section entitled **Nontraditional Doctor of Pharmacy Program** for specific program information and requirements.

ADMISSION

Students enter the program in the Fall semester. Application forms are available in September and may be submitted throughout the year. Initial acceptances are generally made in **November**, and continue until the class is filled with qualified applicants. Preference is given to those who apply by April 1.

To apply for admission, students must submit a completed application form, the application fee, and official transcripts for all preprofessional course work. 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 Admissions Office. The Pharmacy College Admissions Test (PCAT) is **not** a required component of the application package. Applicants may be interviewed by telephone.

Successful completion of prerequisite courses does not guarantee admission to the program. Selection of applicants to be admitted shall be made by the University, which reserves the right to deny admission to any applicant for any lawful reason.

To request application forms, or for further information, write:

Admissions Office
School of Pharmacy and Allied Health Professions
Creighton University, 2500 California Plaza, Omaha, NE 68178
Telephone: (800) 325-2830 or (402) 280-2662
Fax: (402) 280-5739
e-mail: phaadms@creighton.edu
Internet: <http://spahp.creighton.edu>

ADMISSIONS POLICY FOR CREIGHTON UNIVERSITY STUDENTS

Students meeting the following criteria may be granted early admission to the pharmacy program in the Creighton University School of Pharmacy and Allied Health Professions. Each student must:

1. Be enrolled and complete all prepharmacy requirements at Creighton University prior to entry into the program.
2. Complete a minimum of 15 semester hours each semester.
3. Take biology and organic chemistry concurrently (during the same semester).
4. Submit a completed application to the Admissions Office by **November 15** of the academic year prior to enrollment in the professional program.
5. Have achieved a minimum overall quality-point average (QPA) of 3.50 at the end of the semester in which the student applies.

Creighton University students granted early admission shall not normally exceed 25 percent of the total number of anticipated admissions. If the number of students who qualify for admission through the Creighton University Student Admissions Program exceeds 25 percent, the Pharmacy Admissions Committee may elect to admit a greater percent of students under this policy or admit the most qualified applicants up to 25 percent of the entering class with the remaining students being considered in the general applicant pool. Students failing to meet one or more of the above criteria are eligible, and encouraged to apply, for admission through the normal admissions procedures.

PREPROFESSIONAL COMPONENT

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

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

* Creighton University prepharmacy 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.

** At least one-half of the elective hours must be taken in areas of general education (e.g., courses in the humanities and in the behavioral and social science areas of knowledge). Science courses taken more than seven years prior to the date of application may not satisfy admissions requirements.

CAMPUS-BASED POST-BACCALAUREATE PHARM.D.

A campus-based post-baccalaureate Doctor of Pharmacy degree program is available for individuals who already hold a B.S. in Pharmacy degree from an accredited U.S. school or college of pharmacy. Please contact the School of Pharmacy and Allied Health Professions Admissions Office for further information on this program option; (402) 280-2662.

TUITION AND FEES

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

FINANCIAL AID

—See Financial Aid Section in this *Bulletin*.

INTERNSHIP

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

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

The School grants each Pharm.D. graduate 160 hours of practical experience for each four week clerkship completed. State Boards of Pharmacy may accept all or part of these total experiential hours in partial fulfillment of the requirements for licensure.

LICENSURE

In order to qualify for practice, pharmacy graduates must successfully pass both a licensure examination (the North American Pharmacist Licensure Examination [NAPLEX] in most states) and a law examination, and complete the practical experience hours required by the state in which licensure is sought.

PLACEMENT

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

PHARMACY STUDENT ORGANIZATIONS

Academy of Students of Pharmacy: A student chapter of the American Pharmaceutical Association, now called the Academy of Students of Pharmacy (ASP), was established at Creighton in 1955. This organization replaced the Creighton University Student American Pharmaceutical Association, which included all pharmacy students in its membership. The purpose of ASP is to advance the scholastic and

social interests of pharmacy students, and to promote University and School loyalty. Many worthwhile events and projects are sponsored by ASP during the school year.

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

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

Nebraska Society of Health-System Pharmacists: The student chapter of the Nebraska Society of Health-System Pharmacists (NSHP) is committed to promoting an understanding of health-system pharmacy by exposing students to the roles of pharmacists in various health systems, increasing their knowledge about health-system practice, and providing opportunities for students to develop skills essential for practice in a health-system environment. The Creighton NSHP student chapter sponsors many events and programs to meet these goals, including seminars which address applying for pharmacy practice residencies and the roles of, and opportunities for, residents, presentations by local pharmacists with innovative health-system practices, a shadowing program utilizing local health-system pharmacists, and the NSHP Annual Spring Seminar which allows students the opportunity to interact with pharmacists from the state chapter.

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 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 Allied Health Professions administers endowed scholarships and scholarships derived from gifts and donations administratively and/or through the Pharmacy Scholarships and Awards Committee. In January or February of each year, students are invited to apply for selected scholarships. Selected awards are announced at the spring All-School Honors Convocation. Students are informed of miscellaneous scholarships through the School's weekly newsletter and may consult with the School's financial aid office regarding any such scholarships.

The following annual scholarships are given to students through the Pharmacy Scholarships and Awards Committee or the University Financial Aid Office:

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

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

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

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

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

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.

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

Membership on National Societies

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

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

Faculty Awards

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

furthering the profession of pharmacy, professional publications, School spirit and dedication.

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

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

NONTRADITIONAL DOCTOR OF PHARMACY PROGRAM

The nontraditional Doctor of Pharmacy program was developed to meet the professional needs of baccalaureate degree pharmacists wishing to acquire advanced clinical skills and earn the terminal practice degree in pharmacy. The program uses distance learning modalities which offer adult learners flexibility in completing course requirements, and which minimally disrupt their personal and professional lives. Earning the Doctor of Pharmacy degree through the nontraditional track requires successful completion of 58 credit hours of didactic and clinical course work. Students must complete all 34 hours of didactic course work prior to commencing clinical clerkships. Participants can complete the entire program in as few as three years, or can extend the time to completion to up to eight years. Students are encouraged to make steady progress toward the Doctor of Pharmacy degree by enrolling in at least one course each enrollment period, but are not considered inactive until they fail to register in any course for three consecutive enrollment periods. Participants may elect to take clerkships in the Omaha metropolitan area, but are not required to do so. The content of didactic and clinical courses, as well as the program outcomes and graduate competencies, are identical to those of the traditional, campus-based Doctor of Pharmacy program. Program participants are required to be computer-literate, and be familiar with word processing, database, spreadsheet and web software.

Applicants to the nontraditional Doctor of Pharmacy program must either hold an earned baccalaureate degree in pharmacy from an ACPE accredited program, or have obtained a Foreign Pharmacy Graduate Examination Certificate. Application forms are available electronically at <http://spahp.creighton.edu> or by contacting the School's Admissions Office at (402) 280-2662.

DOCTOR OF PHARMACY DEGREE

Ability-Based Outcomes

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

Pharmaceutical Care Plan Development - The student shall develop pharmaceutical care plans that maximize the patients' response to drug therapy and prevent or resolve a drug-related problem(s) in order to ensure positive outcome(s). The student shall appropriately document the implementation of and outcomes related to the care plan. The pharmaceutical care plan shall include medical devices, as needed, and educational information (e.g., nutrition, lifestyle, etc.) intended to promote general health and prevent or minimize disease progression.

1. **Patient Assessment** - The student shall contribute to the database of information about the patient by: a) performing a medication history, review of systems, and physical assessment; b) recommending and interpreting laboratory tests; c) assessing medical, psychosocial, behavioral, and economic status; and d) identifying potential drug-related problems.
2. **Drug Therapy Evaluation** - The student shall assess and monitor the patient's drug therapy, including a consideration of the chemical, pharmaceutical, pharmacokinetic, and pharmacological characteristics of the administered medications.
3. **Pharmacotherapy Decision-Making** - The student shall make pharmacotherapy decisions and support those decisions based on knowledge of biomedical, pharmaceutical, administrative, and clinical sciences. The student shall recommend patient use of prescription and nonprescription medications, as well as nondrug therapy.
4. **Medication Preparation, Distribution, and Administration** - The student shall compound and/or dispense drug products consistent with patient needs and in harmony with the law. The student shall demonstrate the ability to accurately interpret the prescription, select the appropriate dosage form, route and method of administration, and appropriately package and label the product. The student shall demonstrate the ability to administer medications, when appropriate.
5. **Systems Management** - The student shall use and evaluate acquisition, inventory control and distribution systems, while documenting and maintaining quality. The student shall plan, organize, direct and control pharmaceutical care systems and human, material, and financial resources, utilizing management theories and information technology.

General Education Outcomes

6. **Communication Skills** - The student shall read, write, speak, listen and use multimedia to communicate effectively. The student shall counsel and educate patients, as well as communicate with other healthcare professionals.
7. **Critical Thinking** - The student shall acquire, comprehend, apply, analyze, synthesize, and evaluate information. The student shall integrate these abilities to identify, resolve, and prevent problems and make appropriate decisions. The student shall understand the research process.
8. **Professional Ethics and Responsibility** - The student shall represent the profession in an ethical manner. The student shall effectively identify ethical problems, analyze and resolve them.
9. **Social Interaction, Citizenship, Leadership, Professionalism** - The student shall demonstrate appropriate interpersonal behaviors. The student shall provide service to the profession, as well as the community. The student shall be proactive in collaborating with other health care professionals.
10. **Life-long Learning** - The student shall continuously strive to expand knowledge to maintain professional competence.
11. **Information Management** - The student shall apply technology to pharmacy practice and science. The student shall demonstrate the ability to interpret and evaluate data for the purpose of assessing the suitability, accuracy, and reliability of information from reference sources.

REQUIREMENTS FOR GRADUATION

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

- all requirements for admission, including a minimum of 63 prepharmacy semester hours;
- all required courses in the traditional Pharm.D. curriculum;
- not less than eleven semester hours of unrestricted electives. These elective hours must be taken while enrolled in the professional program; and
- a total of not less than 211 semester hours (including prepharmacy, required, and elective courses).

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

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

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

PROFESSIONAL CURRICULUM—TRADITIONAL PATHWAY

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



Patient assessment and education are hallmarks of pharmaceutical care.

TRADITIONAL DOCTOR OF PHARMACY CURRICULUM

First Professional Year

<i>First Semester (Fall)</i>	<i>Sem. Hrs.</i>	<i>Second Semester (Spring)</i>	<i>Sem. Hrs.</i>
BMS 112 Anatomy	2	BMS 404 Physiology	4
BMS 301 Biochemistry	4	PTG 105 Introduction to Disease	3
PHA 313 Pharmacy Calculations	2	PHA 314 Home Medical Equipment	1
PHA 315 Pharmaceutics	3	PHA 319 Basic Immunology	1
PHA 316 Health Care Systems	3	PHA 324 Non-prescription Drug Products	3
PHA 317 Introduction to Pharmaceutical Science Principles	1	PHA 325 Dosage Forms and Drug Delivery Systems	2
PHA 318 Introduction to Drug Information	1	PHA 326 Patient Assessment	<u>3</u>
PHA 320 Communication Skills	<u>2</u>		17
	18		

Second Professional Year

<i>First Semester (Fall)</i>	<i>Sem. Hrs.</i>	<i>Second Semester (Spring)</i>	<i>Sem. Hrs.</i>
MIC 541 Microbiology	4	PHR 242 Pharmacology II	5
PHR 241 Pharmacology I	5	PHA 442 Pharmacy Practice Management	3
PHA 334 Parenteral Drug Products	3	PHA 443 Basic Pharmacokinetics	2
PHA 337 Chemical Basis of Drug Action I	2	PHA 444 Biostatistics and Research Design	3
Electives	<u>4</u>	PHA 447 Chemical Basis of Drug Action II	2
	18	Electives	<u>2</u>
			17

Third Professional Year

<i>First Semester (Fall)</i>	<i>Sem. Hrs.</i>	<i>Second Semester (Spring)</i>	<i>Sem. Hrs.</i>
PHA 450 Pharmacotherapeutics I	6	PHA 456 Ethics in the Health Care Professions	3
PHA 452 Pharmacotherapeutics Case Studies I	1	or	
PHA 454 Pharmacy Practice Law	3	PHA 458 Drug Information Manage- ment and Literature Evaluation	2
PHA 456 Ethics in the Health Care Professions	3	PHA 460 Pharmacotherapeutics II	6
or		PHA 462 Pharmacotherapeutics Case Studies II	1
PHA 458 Drug Information Manage- ment and Literature Evaluation	2	PHA 466 Dispensing and Pharmaceutical Care	3
PHA 457 Clinical Toxicology	1	PHA 464 Clinical Pharmacokinetics	2
PHA 459 Immunopharmacology	2	Electives	<u>2-3</u>
Electives	<u>2-3</u>		17
	18		

Fourth Professional Year

<i>First Semester (Summer)</i>	<i>Sem. Hrs.</i>	<i>Third Semester (Spring)</i>	<i>Sem. Hrs.</i>
Clerkships (2)	8	Clerkships (4)	16
<i>Second Semester (Fall)</i>	<i>Sem. Hrs.</i>		
PHA 500 Professional Development Seminar	1		
Clerkships (4)	<u>16</u>		
	17		

Students register for PHA 500 Professional Development Seminar in the Fall semester of their fourth professional year. The requirements for this course, however, must have been completed prior to beginning clerkships. The requirements of PHA 500 include documented attendance at 30 clock hours of professional seminar and the presentation of the results of a scholarly project completed under the direction of a Creighton faculty mentor.

In the last three semesters of the program, four credits are given for each four week clerkship experience. Six rotations are required:

- PHA 510 Community Pharmacy Practice Clerkship
- PHA 511 Inpatient Hospital Pharmacy Practice Clerkship
- PHA 512 Adult Acute Pharmaceutical Care Clerkship
- PHA 513 Geriatric Long Term Care Facility Clerkship
- PHA 515 Drug Information Clerkship
- PHA 516 Ambulatory Care Clerkship

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

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

- PHA 572 Elective Pediatrics Clerkship
- PHA 573 Elective Clinical Nutrition Support Clerkship

One-half of the class will take Ethics in the Health Care Professions in the Fall semester of the third professional year, and the other half will take Drug Information Management and Literature Evaluation. In the Spring semester, students will take the course they did not take in the Fall.

Electives do not need to be taken as shown, but each student must take at least 211 total semester hours (including prepharmacy courses), including not less than eleven semester hours of electives taken while enrolled in the professional program.

PROFESSIONAL CURRICULUM—NONTRADITIONAL PATHWAY

The nontraditional Doctor of Pharmacy degree requires successful completion of 58 semester hours of didactic and clinical course work. Thirty-four semester hours of didactic courses precede 24 hours of clinical clerkship. While continuous enrollment is not a requirement for participation, students are encouraged to make steady progress toward their degree by enrolling in at least one course each enrollment period. However, participants are not considered to be inactive until they have failed to register in any course in three consecutive enrollment periods. Students may elect to complete clinical clerkships in the metropolitan Omaha area, but are not required to do so. Nontraditional Doctor of Pharmacy program participants pay tuition on a per-credit hour basis.



Rounding with the health care team gives pharmacy students the opportunity to answer patient questions about drug therapy.

NONTRADITIONAL DOCTOR OF PHARMACY CURRICULUM

Required Didactic Courses

NDP 314 Home Medical Equipment	1
NDP 316 Health Care Systems	3
NDP 326 Patient Assessment	3
NDP 334 Parenteral Drug Products	2
NDP 456 Ethics in the Health Care Professions	3
NDP 457 Clinical Toxicology	1
NDP 458 Drug Information Management and Literature Evaluation	2
NDP 459 Immunopharmacology	2
NDP 444 Biostatistics and Research Design	3
NDP 464 Clinical Pharmacokinetics	2
NDP 450 Pharmacotherapeutics I*	3
NDP 451 Pharmacotherapeutics II*	3
NDP 460 Pharmacotherapeutics III*	3
NDP 461 Pharmacotherapeutics IV*	3

Required Clerkships

NDP 512 Adult Acute Pharmaceutical Care Clerkship	4
NDP 513 Geriatric Long Term Care Facility Clerkship	4
NDP 515 Drug Information Clerkship	4
NDP 516 Ambulatory Care Clerkship	4

Elective Clerkships**

Two elective clerkships of the student's choice	8
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* Nontraditional courses in Pharmacotherapeutics (NDP 450, 451, 460 and 461) are equivalent in content to the Pharmacotherapeutics courses offered in the traditional, campus-based Doctor of Pharmacy program (PHA 450, 452, 460 and 462). All four nontraditional courses incorporate case studies in their content.

**The elective rotations available to nontraditional Doctor of Pharmacy students carry the NDP designation and include all elective clerkships available in the traditional Doctor of Pharmacy program with exception of:

- Elective Community Pharmacy Practice Clerkship
- Elective Inpatient Hospital Pharmacy Practice Clerkship
- Elective Third World Cultures and Health Care (ILAC)
- Elective International Clerkship

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

COURSE DESCRIPTIONS

KEY TO SYMBOLS

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

PHA 444/NDP 444 **Biostatistics and Research Design** (3)

This course is an introduction to statistics and research design. The course covers basic statistical concepts, techniques, notations and computations including descriptive and inferential statistics with an emphasis on statistical methods, computerized data analysis and data assessments most commonly associated with pharmaceutical and medical research. Basic descriptive and inferential statistical processes and procedures are presented as well as topics on the development of research protocols, survey research, clinical drug investigations, and grant development. P: PHA 318.

PHA/NDP	Department (subject or discipline) abbreviation. Standard three-letter symbols are used throughout the University to identify the subject fields.
444	Course Number
Biostatistics and Research Design—	Course Title
(3)	Credit value of the course in terms of number of semester hours of credit.
P	Prerequisite: the preliminary requirements that must be met before the course can be taken by a traditional 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 traditional Doctor of Pharmacy program. They are offered by the Creighton School of Medicine.

BMS 112 Anatomy (2)

Basic human anatomy is designed to familiarize pharmacy students with the rudiments of human anatomy. It is a survey of the field of anatomy which addresses concepts of gross anatomy and neuroanatomy, but has a major focus on microscopic anatomy. The course begins with a description of cell structure and the histology of the four basic tissues. This is followed by a description of the integumentary, cardiovascular, lymphatic, respiratory, digestive, urinary, endocrine, reproductive, and nervous systems.

BMS 301 Biochemistry (4)

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

MIC 541 Microbiology (4)

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

PHR 241 Pharmacology I (5)

A comprehensive coverage of the major drug groups and their mechanisms. The emphasis is on human pharmacology and the rational basis for therapeutics. Specific drug classes will be discussed with emphasis on mechanism of action, organ systems affected by the drugs, their pharmacokinetics, therapeutic indications, untoward effects, contraindications and drug-drug interactions. P: BMS 301; BMS 404; CO: MIC 141.

PHR 242 Pharmacology II (5)

Continuation of PHR 241. P: PHR 241.

BMS 404 Physiology (4)

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

PTG 105 Introduction to Disease (3)

Fundamental vocabulary and concepts of disease to include their causes, lesions, and mechanisms are studied. After providing the student with fundamental vocabulary and concepts, as well as a broad analysis of the most common and significant diseases and the process of diagnosis, the diseases are approached by organ system, with a review of the anatomy and physiology involved, epidemiology of each disease state, pathologic and clinical manifestation and diagnostic techniques. P: BMS 112; CO: BMS 404.

PHARMACY COURSES (PHA and NDP)

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

PHA 310 Survey of Alternative Medicine (2)

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

PHA 313 Pharmacy Calculations (2)

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

PHA 314/NDP 314 Home Medical Equipment (1)

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

PHA 315 Pharmaceutics (3)

This course is a study of the basic physicochemical principles applicable to an understanding of drugs and the pharmaceutical systems in which they are contained.

PHA 316/NDP 316 Health Care Systems (3)

This course examines the various structural, economic, service delivery, professional, and patient factors influencing contemporary pharmacy practice in a variety of settings.

PHA 317 Introduction to Pharmaceutical Sciences Principles (1)

This course will introduce students to selected scientific principles common to the pharmaceutical sciences disciplines, specifically acid-base chemistry, physicochemical properties of drugs, and drug-receptor interaction mechanisms.

PHA 318 Introduction to Drug Information (1)

An introduction to the strategies and resources used in the provision of information related to drug use, pharmacy and health care. Emphasis is placed on introducing those resources of greatest use to the practicing pharmacist. The student will also be introduced to concepts and strategies important in efficient provision of information by pharmacists.

PHA 319 Basic Immunology (1)

This course will provide instruction in the essential concepts of immunology and an overview of the components and mechanisms of humoral and cell-mediated immune response. Emphasis will be placed on lymphocyte subsets, their antigenic markers, and the lymphokines. P: BMS 301.

PHA 320 Communication Skills (2)

A course designed to improve communication skills by establishing the framework and demonstrating concepts essential for understanding the communication process. The course will focus on the development of interdisciplinary and patient relationships. A laboratory section will allow small group discussion, role playing, video taping, and computer application demonstrations.

PHA 324 Non-prescription Drug Products (3)

This course reviews the various therapeutic groups of drugs marketed for use without a prescription. Proper use of such drugs, the pharmacist's responsibility to the public and patient, and some non-drug alternatives to drug therapy are addressed.

PHA 325 Dosage Forms and Drug Delivery Systems (2)

An introduction to different pharmaceutical dosage forms and drug delivery systems. This course will cover solid, liquid, and semisolid dosage forms, aerosols, transdermal, and other novel delivery systems. P: PHA 315.

PHA 326/NDP 326 Patient Assessment (3)

Patient assessment involves the systematic collection of objective and subjective data. This course will discuss the theoretical and practical aspects of patient assessment including patient history, components of the medical record, specific aspects of physical assessment, clinical laboratory data, nutrition, culture, and normal growth and development.

PHA 327 Introduction to Pharmaceutical Sciences Principles II (1)

This course will expand and build upon the principles discussed in PHA 317. Selected scientific principles common to the pharmaceutical sciences disciplines will be covered, specifically the impact of orbital hybridization, resonance, and induction on acidic and basic strength, functional group structure and properties, physicochemical properties as they relate to drug distribution, stereochemistry, the topography and function of drug receptor families, and introductory aspects of drug design. P: PHA 317.

PHA 334 Parenteral Drug Products (3)

Practical experiences in the preparation, handling, quality control, therapeutics, and dispensing of sterile dosage forms including proper aseptic preparation of parenteral and enteral nutrition products, chemotherapeutic agents, biologicals, and specialty solutions. Electronic delivery devices and other related equipment are also covered. P: PHA 315.

NDP 334 Parenteral Drug Products (2)

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

PHA 337 Chemical Basis of Drug Action I (2)

This course instructs the student on the chemical basis for drug behavior, both in vivo and in vitro. General chemical principles, physicochemical properties, and drug-receptor interactions are used to derive structure-activity relationships for important

and commonly encountered classes of drugs. This permits the understanding of pharmacological and biopharmaceutical profiles of currently available drug products, and explains the scientific rationale behind their therapeutic use. Chemically based therapeutic case studies and structurally based therapeutic evaluations are utilized to help students develop a scientific basis for rational therapeutic decision-making. This practice-oriented approach, which emphasizes the relevance of chemistry to contemporary pharmacy practice, gives students the skills necessary to predict biological properties and therapeutic activities of future drug molecules. This course builds upon previously acquired knowledge of biochemistry, pharmaceuticals and basic pharmaceutical sciences principles, and complements concepts being addressed in pharmacology. P: BMS 301, PHA 317; CO: PHR 241.

PHA 375 Introduction to Online Information Retrieval (1)

An introduction to the concepts and technology of computerized literature retrieval through the use of "online" databases such as Medline, Embase, Biosis, IPA, and many others. The course will be taught using the DIALOG search system. The core concepts and techniques taught will apply to any search system. The student will learn how to develop search strategies and conduct searches which will retrieve information or citations pertinent to medically related questions.

PHA 377 Addiction and Other Substance Abuse (3)

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

PHA 379 Veterinary Pharmaceuticals (1)

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

PHA 385 Issues in Death and Dying (2)

This course provides the opportunity for students to view death from several different perspectives and to review literature from the fields of psychology, sociology, health sciences and humanities that deals with death and the process of dying.

PHA 386 High Tech Home Care (2)

An elective course designed to examine the challenges inherent in the marriage of sophisticated technology and comprehensive home health care. The course examines challenges common to all types of high tech home care delivery including: quality of care, working effectively with clients and the home care team, financial considerations, liability and risk management.

PHA 399/499 Directed Independent Research I and II (1-6, 1-6)

These courses provide students with the opportunity to become involved in a research project under the guidance of a faculty member.

PHA 425 Introduction to Clinical Nutrition for Pharmacists (2)

This course reviews the foundation of nutrition with emphasis on the nutritional aspects of carbohydrates, lipids, proteins, vitamins, electrolytes and trace elements. Nutrition for growth and development and nutrition/clinical care of selected disease states will be covered. Institutionalized nutritional therapy in specific disease states such as metabolic stress, liver and gall bladder disease, renal disease and the care of premature neonates will be addressed. The role of the pharmacist as a "nutritionist" and specialist in drug-nutrient interactions, specific OTC nutritional supplements and drugs and food additives will be emphasized. P: BMS 301, BMS 404, or IC.

PHA 442 Pharmacy Practice Management (3)

This course introduces students to management techniques applicable to the contemporary practice of pharmacy in community and institutional settings.

PHA 443 Basic Pharmacokinetics (2)

Pharmacokinetics is the study of the mathematical timecourse of drug absorption, distribution, metabolism and excretion (ADME) in the body. The biological, physiological, and physicochemical factors which influence the transfer processes of drugs also influence the rate and extent of ADME. In many cases pharmacological action, as well as toxicological action, is related to the plasma concentration of drugs. Through the study of pharmacokinetics, the pharmacist will be able to individualize drug therapy for patients. P: PHA 313.

PHA 444/NDP 444 Biostatistics and Research Design (3)

This course is an introduction to statistics and research design. The course covers basic statistical concepts, techniques, notations and computations including descriptive and inferential statistics with an emphasis on statistical methods, computerized data analysis and data assessments most commonly associated with pharmaceutical and medical research. Basic descriptive and inferential statistical processes and procedures are presented as well as topics on the development of research protocols, survey research, clinical drug investigations, and grant development. P: PHA 318.

PHA 447 Chemical Basis of Drug Action II (2)

A continuation of PHA 337. P: PHA 337; CO: PHR 242.

PHA 450 Pharmacotherapeutics I (6)

This course provides in-depth instruction into the pharmacotherapeutic management of the major medical afflictions of humans. Emphasis is placed on the efficacy, safety and comparative value of drug therapy in over 150 pathological disease states affecting all major human organ systems. Combined with Pharmacotherapeutics Case Studies PHA 452 and 462 these courses impart the knowledge the pharmacist needs to provide appropriate pharmaceutical care to patients. P: PHR 242; CO: PHA 452.

NDP 450 Pharmacotherapeutics I (3)

This course provides in-depth instruction into the pharmacotherapeutic management of the major medical afflictions of humans. Emphasis is placed on the efficacy, safety and comparative value of drug therapy in over 150 pathological disease states affecting all major human organ systems. These courses impart the knowledge the pharmacist needs to provide appropriate pharmaceutical care to patients.

NDP 451 Pharmacotherapeutics II (3)

A continuation of NDP 450. P: NDP 450

PHA 452 Pharmacotherapeutics Case Studies I (1)

This course will provide students the opportunity to integrate knowledge in the clinical, administrative and pharmaceutical sciences to solve therapeutic problems. Students will evaluate cases and, in small group format, answer questions that require drawing on information gained in (among others) pharmacology, chemistry, pharmaceutics, ethics, therapeutics and kinetics courses. P: PHR 242; CO: PHA 450.

PHA 454 Pharmacy Practice Law (3)

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

PHA 455 Diabetes Care (2)

This elective course develops knowledge, skills, treatment and problem solving techniques used to assist patients in the management of diabetes. Topics include the pathophysiology of Type I and Type II diabetes mellitus, disease progression, complications, and the impact of various therapies, medications, nutrition and exercise on glycemic control in the patient with diabetes. The course will serve to empower the pharmacy student to accept a more responsible role in the care of patients with diabetes. Upon successful completion of all course requirements, the student will receive a Certificate in Diabetes Care. P: PHA 452.

PHA 456/NDP 456 Ethics in the Health Care Professions (3)

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

PHA 457/NDP 457 Clinical Toxicology (1)

This course will introduce students to the clinical toxicology of commonly encountered poisons. Emphasis is placed on underlying toxicologic mechanisms, as well as on clinical evaluation and management of poisoned patients. P: PHR 242.

PHA 458/NDP 458 Drug Information Management and Literature Evaluation (2)

This course integrates information management principles and the use of reference sources to prepare students to utilize, retrieve, interpret and disseminate information on their clinical clerkships and in practice. The student will learn about advanced information sources, how to evaluate the literature, and how to interpret information appropriate to specific practice situations. P: PHA 318.

PHA 459/NDP 459 Immunopharmacology (2)

This course emphasizes recent developments in immunology and pharmacology as they relate to the modulation of the immune response. The information covered includes the pharmacology of lymphokines and cytokines, mechanism of action of immunosuppressive and immunoenhancing agents, and the role of monoclonal antibodies in drug development. P: PHA 319, PHR 242.

PHA 460 Pharmacotherapeutics II (6)

A continuation of PHA 450. P: PHA 450, 452; CO: PHA 462.

NDP 460 Pharmacotherapeutics III (3)

A continuation of NDP 451. P: NDP 451.

NDP 461 Pharmacotherapeutics IV (3)

A continuation of NDP 460. P: NDP 460.

PHA 462 Pharmacotherapeutics Case Studies II (1)

A continuation of PHA 452. P: PHA 450, 452; CO: PHA 460.

PHA 464/NDP 464 Clinical Pharmacokinetics (2)

Application of basic pharmacokinetic principles and patient-specific variables to develop patient-specific drug regimens including the monitoring of side effects and drug toxicities. P: PHA 443, PHA 450.

PHA 466 Dispensing and Pharmaceutical Care (3)

This course will cover the process of patient and prescription evaluation utilizing problem-solving skills. The foundation for the course is the principle of pharmaceutical care, including evaluation of therapeutic regimens and identification of drug interactions. In addition, students will learn about dosage form preparation and prescription compounding. Critical issues affecting prescription dispensing such as medication errors and problem reporting programs will also be discussed. Emphasis will be placed on problem-solving and patient counseling. P: PHA 313, PHA 320, PHA 325, PHA 450, PHA 454. CO: PHA 460.

PHA 467 Industrial Pharmacy (3)

This course will prepare students to design, manufacture and evaluate different pharmaceutical dosage forms in an industrial environment. The course content will include preformulation studies, formulation of liquid and solid oral pharmaceutical dosage forms, recent advances and trends in controlled or sustained release formulations, drug regulatory affairs and current good manufacturing practices. P: PHA 315.

PHA 472 Community Practice Management (3)

This course expands on management techniques applicable to the contemporary practice of pharmacy in a community setting.

PHA 476 Principles of Toxicology (1)

This course will provide students an overview of basic, fundamental and mechanistic aspects of toxicology. Emphasis will be given to the mechanism(s) of action of various drug/toxicants, organ specificity, risk assessment and antidotal therapy. P: BMS 301.

PHA 484 Compounding Seminar and Practicum (1)

This is a compounding emersion course offered off campus for students who want practical and hands-on knowledge and training in modern innovative non-sterile compounding.

PHA 500 Professional Development Seminar (1)

This course provides an opportunity for the student to attend a diverse series of lectures concerning various aspects of the pharmacy profession as well as enhance skills in applying scientific logic to clinical research studies.

PHA 510 Community Pharmacy Practice Clerkship (4)

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

PHA 511 Inpatient Hospital Pharmacy Practice Clerkship (4)

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/NDP 512 Adult Acute Pharmaceutical Care Clerkship (4)

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 513/NDP 513 Geriatric Long Term Care Facility Clerkship (4)

This clerkship provides Doctor of Pharmacy candidates the opportunity to develop clinical skills and competence in the provision of pharmaceutical care to residents of a long term care facility. The student will receive exposure to all of the functions and responsibilities of the consultant pharmacy practitioner in a long term care facility. P: Successful completion of all didactic coursework in the Pharm.D. curriculum.

PHA 515/NDP 515 Drug Information Clerkship (4)

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

PHA 516/NDP 516 Ambulatory Care Clerkship (4)

A clinical experience during which the Pharm.D. student provides pharmaceutical care in an ambulatory setting. Emphasis within the clerkship is placed on how to appropriately identify, resolve, and prevent drug-related problems, as well as effectively communicate with patients and health care professionals. P: Successful completion of all didactic coursework in the Pharm.D. curriculum.

PHA 520 Elective Community Pharmacy Practice Clerkship (4)

An experience similar to that described for PHA 510. P: Successful completion of all didactic coursework in the Pharm.D. curriculum.

PHA 521/NDP 521 Elective Community Pharmacy Management Clerkship (4)

This clerkship provides experience in an innovative community pharmacy practice specializing in prescription and non-prescription medications with emphasis on successful practice management. P: Successful completion of all didactic coursework in the Pharm.D. curriculum.

PHA 523/NDP 523 Elective Geriatric Long Term Care Facility Clerkship (4)

An experience similar to that described for PHA 513. P: Successful completion of all didactic coursework in the Pharm.D. curriculum.

PHA 524/NDP 524 Elective Ambulatory Care Clerkship (4)

An experience similar to that described for PHA 516. P: Successful completion of all didactic coursework in the Pharm.D. curriculum.

PHA 526/NDP 526 Elective Ambulatory Home Care Clerkship (4)

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

PHA 528 Elective Third World Cultures and Health Care (ILAC) (4)

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

PHA 529 Elective International Clerkship (4)

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

PHA 533/NDP 533 Elective Pharmacy Organization Management Clerkship (4)

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

PHA 535/NDP 535 Elective Academic Clerkship (4)

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

PHA 536/NDP 536 Elective Pharmacoeconomics Clerkship (4)

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

PHA 540 Elective Inpatient Hospital Pharmacy Practice Clerkship (4)

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

PHA 541/NDP 541 Elective Hospital Pharmacy Management Clerkship (4)

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

PHA 542/NDP 542 Elective Drug Information Clerkship (4)

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

PHA 543/NDP 543 Elective Poison Center Clerkship (4)

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

PHA 544/NDP 544 Elective Drug Utilization Review Clerkship (4)

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/NDP 545 Elective Nuclear Medicine Clerkship (4)

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

PHA 546/NDP 546 Elective Veterinary Pharmaceuticals Clerkship (4)

This clerkship will cover use of veterinary pharmaceuticals used in both small and large animals in a veterinary hospital setting. An understanding of dosing principles and dosage forms available for use in animals will also be covered. P: Successful completion of all didactic coursework in the Pharm.D. curriculum.

PHA 550/NDP 550 Elective Industrial Pharmacy Clerkship (4)

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

PHA 551/NDP 511 Elective Clinical Research Clerkship (4)

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

PHA 560/561/NDP 560/561

Elective Adult Acute Pharmaceutical Care Clerkship I and II (4,4)

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/NDP 562 Elective Clinical Pharmacokinetics Clerkship (4)

An experience similar to that described for PHA 514. P: Successful completion of all didactic coursework in the Pharm.D. curriculum.

PHA 563/564/NDP 563/564 Elective Infectious Disease Clerkship I and II (4,4)

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

PHA 565/NDP 565 Elective AIDS Clerkship (4)

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

PHA 566/567 Oncology-Hematology Clerkship I and II (4,4)

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

PHA 568/NDP 568 Elective Critical Care/Surgery Clerkship (4)

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

PHA 569/NDP 569 Elective Cardiology Clerkship (4)

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

PHA 570/571/NDP 570/571 Elective Psychiatry Clerkship I and II (4,4)

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

PHA 572/NDP 572 Elective Pediatrics Clerkship (4)

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/NDP 573 Elective Clinical Nutrition Support Clerkship (4)

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



Pharmacists are the drug information specialists of the health care team.

FACULTY—Pharmacy Program

PETER ABEL, *Professor of Pharmaceutical and Administrative Sciences* (secondary appointment) (1993; 1997).*

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

NASER Z. ALSHARIF, *Assistant Professor of Pharmaceutical and Administrative Sciences* (1994).

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

KELLY J. ANDERSON, *Assistant Professor of Pharmaceutical and Administrative Sciences* (1999).

Pharm.D., Creighton University, 1998.

DEBASIS BAGCHI, *Research Associate Professor of Pharmaceutical and Administrative Sciences* (1992).

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

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

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

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

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

SUE M. BOSLEY, *Assistant Professor of Pharmacy Practice* (1997).

B.S., University of Nebraska at Omaha, 1988; Pharm.D., University of Nebraska Medical Center, 1992.

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

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

JAMES D. BRAMBLE, *Assistant Professor of Pharmaceutical and Administrative Sciences* (1997).

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

KELLI L. COOVER, *Assistant Professor of Pharmaceutical and Administrative Sciences* (1997).

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

JAMES M. CRAMPTON, *Professor of Pharmaceutical and Administrative Sciences* (1958; 1965).

B.S.Pha., Creighton University, 1950; M.S., University of Florida, 1951; Ph.D., 1953.

ALEKHA K. DASH, *Associate Professor of Pharmaceutical and Administrative Sciences* (1990; 1996).

B.S., University of Jadavpur (India), 1981; M.S. Pharm., 1983; Ph.D., University of Minnesota, 1990.



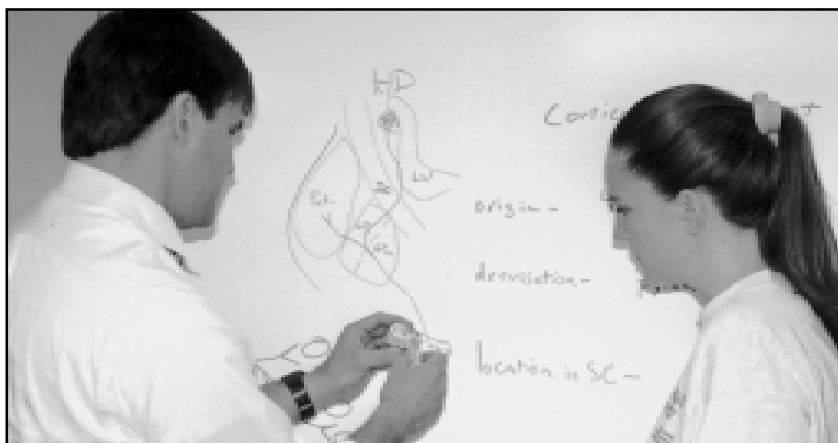
* The year appearing in parentheses after the academic rank and official position indicates the beginning of service at Creighton University. The second date, if given, indicates the year of appointment to present rank.

- EDWARD M. DESIMONE II, *Professor of Pharmaceutical and Administrative Sciences* (1998); *Assistant Dean for Academic Affairs* (1989-92).
B.S.Pha., Temple University, 1971; M.S.Pha., 1976; Ph.D., 1977.
- CHRISTOPHER J. DESTACHE, *Associate Professor of Pharmacy Practice* (1984; 1995); *Associate Professor of Pharmaceutical and Administrative Sciences* (secondary appointment) (1997).
Pharm.D., Creighton University, 1984.
- REV. DONALD D. DRISCOLL, S.J., *Assistant Professor and Jesuit Chaplain, School of Pharmacy and Allied Health Professions* (1987; 1996); *Lecturer in Theology* (1987).
B.A., St. Louis University, 1958; S.T.B., 1967; M.A., University of Notre Dame, 1968.
- GARY N. ELSASSER, *Associate Professor of Pharmacy Practice* (1981; 1992).
Pharm.D., University of Nebraska Medical Center, 1980.
- DONALD FAGAN, *Assistant Clinical Professor of Pharmacy Practice* (1980).
B.S.Pha., Creighton University, 1973; Pharm.D., 1982.
- MICHELE A. FAULKNER, *Assistant Professor of Pharmacy Practice* (1998).
Pharm.D., Creighton University, 1994.
- BARBARA L. FLYNN, *Assistant Professor of Pharmaceutical and Administrative Sciences* (1991).
B.A., Mount Marty College, 1988; Pharm.D., University of Nebraska Medical Center, 1989.
- PAMELA A. FORAL, *Assistant Professor of Pharmacy Practice* (1997).
Pharm.D., University of Nebraska Medical Center, 1993.
- KIMBERLY A. GALT, *Associate Professor of Pharmacy Practice* (1997). *Co-director, Creighton University Center for Practice Improvement and Outcomes Research* (1997).
B.S. University of Michigan, 1978; Pharm.D., University of Michigan, 1981.
- ROBERT I. GARIS, *Assistant Professor of Pharmaceutical and Administrative Sciences* (1999).
B.S.Pha., Southwestern Oklahoma State University, 1980; MBA, West Texas A&M University, 1994; Ph.D., University of Oklahoma, 1999.
- ROBERT J. GERRAUGHTY, *Dean Emeritus* (1991); *Professor of Pharmaceutical Sciences* (1972).
B.S.Pha., Massachusetts College of Pharmacy, 1950; M.S., 1952; Ph.D., University of Connecticut, 1958.
- GRAHAM E. GLYNN, *Associate Professor of Pharmaceutical and Administrative Sciences* (1997).
B.S., University College Dublin (Ireland), 1984; Ph.D., Kent State University, 1990.
- SALVATORE J. GRECO, *Dean Emeritus* (1992); *Professor Emeritus of Pharmaceutical Sciences* (1956; 1992).
B.S.Pha., Duquesne University, 1942; Ph.D., University of Maryland, 1948.
- AMY M. HADDAD, *Associate Dean for Administration* (1997-1998); *Assistant Dean for Administration* (1994-1997); *Chair, Department of Social and Administrative Sciences* (1992-1994); *Professor of Pharmaceutical and Administrative Sciences* (1988; 1996).
B.S.N., Creighton University, 1975; M.S.N., University of Nebraska, 1979; Ph.D., 1988.

- WILLIAM R. HAMILTON, *Assistant Professor of Pharmaceutical and Administrative Sciences* (1993).
Pharm.D., University of California at San Francisco, 1972.
- SUSAN M. HEINEMAN, *Assistant Professor of Pharmacy Practice* (1994).
Pharm. D., Creighton University, 1993.
- DANIEL E. HILLEMANN, *Chair, Department of Pharmacy Practice* (1991);
Professor of Pharmacy Practice (1981; 1994); *Professor of Medicine* (secondary appointment) (1994).
Pharm.D., Creighton University, 1981.
- RONALD J. HOSPODKA, *Associate Professor of Pharmaceutical and Administrative Sciences* (1978; 1995); *Vice Chair, Department of Pharmaceutical and Administrative Sciences* (1995).
B.S.Pha., University of Nebraska, 1965; M.S., 1971; M.B.A., 1976.
- RICHARD JIZBA, *Assistant Clinical Professor of Pharmacy Practice* (1991).
M.S., Creighton University, 1983; M.L.S, Indiana University, 1984.
- RHONDA M. JONES, *Associate Professor of Pharmacy Practice* (1999); *Coordinator, Pharmacy Experiences Programs* (1998).
Pharm.D., Creighton University, 1991.
- KATHLEEN A. KARNIK, *Associate Clinical Professor of Pharmaceutical and Administrative Sciences* (1985; 1994); *Assistant Dean for Clinical Affairs* (1992-94); *Chair, Department of Social and Administrative Sciences* (1990-92).
Pharm.D., University of Nebraska Medical Center, 1980.
- KENNETH R. KEEFNER, *Associate Professor of Pharmaceutical and Administrative Sciences* (1990); *Director, Nontraditional Doctor of Pharmacy Program* (1994).
B.S. Pha., North Dakota State University, 1964; M.S., University of North Dakota, 1969; Ph.D., 1971.
- MANZOOR M. KHAN, *Professor of Pharmaceutical and Administrative Sciences* (1999); *Director, Master of Science in Pharmaceutical Sciences Program* (1999).
B.S., University of Karachi (Pakistan), 1970; M.Sc., 1972; M.S., University of Bridgeport, 1975; Ph.D., University of Arizona Health Sciences Center, 1980.
- ANTHONY E. KINCAID, *Assistant Professor of Pharmaceutical and Administrative Sciences* (secondary appointment) (1997).
B.S.P.T., California State University-Long Beach, 1979; M.S., University of Michigan, 1987; Ph.D., 1991.
- F. MICHAEL KLEINE, *Assistant Clinical Professor of Pharmacy Practice* (1980).
B.S.Pha., Creighton University, 1965; M.S.Pha., University of Iowa, 1967.
- JOAN S. LANAHAN, *Chaplain, School of Pharmacy and Allied Health Professions* (1998).
D.Min., McCormick Theological Seminary, 1984.
- MICHAEL C. MAKOID, *Professor of Pharmaceutical and Administrative Sciences* (1980; 1997); *Chair, Department of Pharmaceutical and Administrative Sciences* (1998).
B.S.Pha., University of Wisconsin, 1968; M.S.Pha., 1972; Ph.D., 1975.
- MARK A. MALESKER, *Associate Professor of Pharmacy Practice* (1990; 1997).
B.S.Pha., Creighton University, 1986; Pharm.D., 1988.
- PATRICK M. MALONE, *Associate Professor of Pharmacy Practice* (1990).
B.S. Pha., Union University, 1977; Pharm.D., University of Michigan, 1979.

- STEVEN S. MARTIN, *Assistant Clinical Professor of Pharmaceutical and Administrative Sciences* (1994).
B.S., Washburn University, 1979; M.A., University of Nebraska, 1992.
- MICHAEL S. MONAGHAN, *Vice Chair, Department of Pharmacy Practice* (1999);
Associate Professor of Pharmacy Practice (1996).
Pharm.D., Creighton University, 1989.
- WILLIAM NOSEK, *Instructor of Pharmaceutical and Administrative Sciences* (1993).
B.S.Pha., Creighton University, 1960.
- S. EDET OHIA, *Assistant Dean for Administration* (1998); *Chair, Department of Pharmaceutical and Administrative Sciences* (1992-1998); *Associate Professor of Pharmaceutical and Administrative Sciences* (1991; 1995).
B.Sc., University of Ibadan (Nigeria), 1978; M.Sc., 1981; Ph.D., University of Glasgow (Scotland), 1986.
- LINDA K. OHRI, *Assistant Professor of Pharmacy Practice* (1988).
B.S.Pha., University of Nebraska, 1974; Pharm.D., University of Michigan, 1977.
- VICTOR A. PADRON, *Associate Professor of Pharmaceutical and Administrative Sciences* (1991).
B.S.Pha., University of Nebraska, 1968; M.S., 1973; Ph.D., University of Nebraska Medical Center, 1978.
- TODD S. PAULSEN, *Assistant Professor of Pharmacy Practice* (1997).
Pharm.D., University of Nebraska Medical Center, 1994.
- REV. JAMES J. QUINN, S.J., *Associate Professor of Philosophy* (1953); *Director of Humanities for the Health Sciences* (1974).
B.A., St. Louis University, 1944; Ph.L., 1944; A.M., 1945; S.T.L., 1951; Ph.D., Pontifical Gregorian University (Rome), 1971.
- VICTORIA F. ROCHE, *Associate Dean for Academic Affairs* (1996); *Professor of Pharmaceutical and Administrative Sciences* (1982; 1995); *Assistant Dean for Academic and Student Affairs* (1992-1996); *Chair, Department of Pharmaceutical Sciences* (1983-92);
B.S., Nebraska Wesleyan University, 1973; M.S., University of Nebraska College of Pharmacy, 1976; Ph.D., University of Nebraska Medical Center, 1981.
- ANN M. RYAN-HADDAD, *Assistant Professor of Pharmaceutical and Administrative Sciences* (1990).
Pharm. D., University of Nebraska Medical Center, 1988.
- FRANCES C. SCHNEIDER, *Coordinator, Pharmacy Experiential Programs* (1995-1998); *Associate Professor of Pharmaceutical and Administrative Sciences* (1996).
B.S., University of Nebraska-Lincoln, 1968; Pharm. D., University of Tennessee Health Sciences, 1973.
- CHRISTOPHER L. SHAFFER, *Assistant Clinical Professor of Pharmacy Practice* (1999).
Pharm.D., Creighton University, 1993.
- MICHAEL SHARA, *Assistant Professor of Pharmacy Practice* (1994).
B.S., Texas Southern University, 1981; Pharm.D., University of Nebraska Medical Center, 1985; M.S., 1986; Ph.D., 1990.
- MARYANN Z. SKRABAL, *Assistant Professor of Pharmacy Practice* (1995).
Pharm.D., University of Nebraska Medical Center, 1994.

- THOMAS C. SPAIN III, *Assistant Clinical Professor of Pharmaceutical and Administrative Sciences* (1994).
B.S., University of the State of New York, 1978.
- JULIE A. STADING, *Assistant Professor of Pharmacy Practice* (1998).
Pharm.D., Creighton University, 1991.
- SIDNEY J. STOHS, *Dean* (1991); *Professor of Pharmaceutical and Administrative Sciences* (1989); *Assistant Dean for Research* (1989-91); *Acting Dean* (1990-91).
B.S.Pha., University of Nebraska, 1962; M.S., 1964; Ph.D., University of Wisconsin-Madison, 1967.
- ALICIA C. VANDEN BOSCH, *Assistant Professor of Pharmacy Practice* (1989).
B.S., University of Nebraska at Omaha, 1984; Pharm.D., University of Nebraska Medical Center, 1988.
- LESLIE E. WHITE, *Assistant Professor of Pharmaceutical and Administrative Sciences* (1997).
B.S.Pha., Creighton University, 1992; Pharm.D., 1994.
- W. WAYNE YOUNG, *Director, US West Academic Development and Technology Center* (1994); *Associate Professor of Pharmacy Practice* (1984); *Chair, Department of Pharmacy Practice* (1987-91).
B.S.Pha., Purdue University, 1970; Pharm.D., Duquesne University, 1972.
- ANDREA M. ZARDETTO-SMITH, *Assistant Professor of Pharmaceutical and Administrative Sciences* (secondary appointment) (1997).
B.S., College of St. Elizabeth, 1978; M.S., Loyola University of Chicago, 1983; Ph.D., 1990.



Opportunities for one-on-one interaction with faculty optimize learning in the School of Pharmacy and Allied Health Professions.

OCCUPATIONAL THERAPY PROGRAM

THE PROFESSION

Occupational therapy is the art and science of facilitating an individual's participation in selected activities to restore, reinforce, and enhance performance; facilitate learning of those skills and functions essential for adaptation and productivity; diminish or correct pathology; and promote and maintain health. Occupation is an individual's goal-directed use of time, energy, interest, and attention. The concern of occupational therapy is the development and maintenance of the capacity throughout the life span to perform with satisfaction, to self and others, those tasks and roles essential to productive living and to the mastery of self and the environment.

Since the primary focus of occupational therapy is the development of adaptive skills and performance capacity, it addresses factors that promote, influence or enhance performance, as well as those that serve as barriers or impediments to the individual's ability to function.

Occupational therapy provides service to those individuals, families, groups and populations whose abilities to cope with tasks of living are threatened or impaired by developmental deficits, the aging process, poverty and cultural differences, physical injury or illness, or psychological and social disability. Occupational therapists use occupation as a means of preventing, reducing, or overcoming physical, social, and emotional challenges in people of all ages. "Occupation" is understood as the many ways in which people orchestrate the use of time to fulfill their needs and wants in the context of their environments. Occupational therapists enlist clients' involvement in their therapy by collaboratively selecting therapeutic activities that increase daily living skills, the ability to work and to participate in leisure pursuits. Therapeutic programs are goal oriented to ultimately create or enhance meaning and quality of life in day to day living.

Occupational therapy serves diverse populations in a variety of settings such as hospitals and clinics, rehabilitation facilities, long-term care facilities, extended care facilities, sheltered workshops, schools and camps, private homes, and community agencies. Occupational therapists both receive referrals from and make referrals to appropriate health, educational, or medical specialists. Delivery of occupational therapy services involves several levels of personnel including the certified 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 CLINICAL DOCTORATE IN OCCUPATIONAL THERAPY

The curriculum of the entry-level clinical doctorate in Occupational Therapy (OTD) responds to important trends in occupational therapy practice and health care. Creighton University's entry-level clinical doctorate in Occupational Therapy prepares practitioners to become 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 clinical doctorate in Occupational Therapy at Creighton University is the first such program in the United States.

Central to the curriculum is the understanding of the value of occupation to the individual as a keystone to daily well being. Thus, the study of occupation has been infused into all levels of the curriculum. The objectives of the clinical doctorate in Occupational Therapy program are to prepare therapists that:

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

ADMISSION

Students enter the program in the Fall semester. Application forms are available in September and may be submitted throughout the year. Initial acceptances are generally made in **November**, and continue until the class is filled with qualified applicants. Preference is given to those who apply by April 1.

Admission is based on academic and personal qualifications considered necessary for successful, competent practice as an occupational therapist. To be considered for admission, an applicant must submit a completed application form, application fee, official transcripts, and letters of recommendation. A transcript must be received from each institution the applicant has attended or is attending, regardless of whether credit was received. Final selection of applicants to be admitted shall be made by the University, which reserves the right to deny admission to any applicant for any lawful reason.

To request application forms, or for further information, write:

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

ADMISSIONS POLICY FOR CREIGHTON UNIVERSITY STUDENTS

Students meeting the following criteria may be granted early admission to entry-level clinical doctorate in Occupational Therapy program in the Creighton University School of Pharmacy and Allied Health Professions. Each student must:

1. Be enrolled and complete the pre-occupational therapy requirements at Creighton University prior to entry into the program.
2. Complete a minimum of 15 semester hours each semester.
3. Complete at least 15 of the 18 required courses, including one semester of biology, by the end of the semester in which application to the program is made.
4. Submit completed application to the Admissions Office by November 15 of the academic year prior to enrollment in the professional program.
5. Have achieved a minimum overall quality point average (QPA) of 3.50 at the end of the semester in which the student applies.
6. Have completed 40 hours of observation of an occupational therapist engaged in clinical practice. Observation must be completed by the time of application.
7. Submit a letter of recommendation from a registered occupational therapist with whom the student observed clinical practice.

Creighton University students granted early admission shall not normally exceed 25 percent of the total number of anticipated admissions. If the number of students who qualify for admission through the Creighton University Student Admissions Program exceeds 25 percent, the Occupational Therapy Admissions Committee may elect to admit a greater percent of students under this policy or admit the most qualified applicants up to 25 percent of the entering class with the remaining students being considered in the general applicant pool. Students failing to meet one or more of the above criteria are eligible, and encouraged to apply, for admission through the normal admissions procedures.

PRE-PROFESSIONAL COMPONENT

The 60 hours of prerequisites required for entry into the entry-level clinical doctorate in Occupational Therapy program are outlined below. Electives should be selected to emphasize a liberal arts foundation. A minimum of 40 hours of observation supervised by a registered occupational therapist is required for admission. Students will complete the two year American Heart Association CPR (Cardiopulmonary Resuscitation) training and be certified within three months of entry into the program.

<i>Program Prerequisites</i>	<i>Sem. Hrs.</i>
Philosophy - Introductory Course	3
Biological Sciences with labs	8
Statistics	3
English Composition I and II	6
Communication (Speech)	3
Art (<i>any hands-on course – No Art History or Appreciation</i>)	3
Social Sciences (<i>Sociology / Anthropology / Social Work</i>)	9
Introductory Psychology	3
Developmental Psychology(<i>Life Span – birth through death</i>)	3
Abnormal Psychology	3
Anatomy with Lab	4
Physiology with Lab	4
Theology*	6
Electives (<i>enough to complete 60 semester hours</i>)	—
	60

- * Creighton University pre-occupational therapy 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.

Recommended elective courses include those that will help to broaden student interest and understanding of themselves and other people, and courses that provide an introduction to computers (word processing). The required and elective courses listed above should be taken by Creighton pre-occupational therapy students in place of ordinary Arts and Sciences general education requirements.

PROFESSIONAL COMPONENT

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

In addition to didactic course work, students in the entry-level clinical doctorate in Occupational Therapy program must register for observational fieldwork (Fieldwork I) in the first four didactic semesters of the curriculum. Fieldwork I is provided in a variety of settings covering the life span, including hospitals, clinics, school systems and community centers. Students must complete 40 hours of Fieldwork I activities each semester. This can be done either throughout the semester or over the Fall or Spring semester break. No didactic classes are scheduled on Tuesday or Friday during the Fall and Spring semesters in order to assist students in accomplishing this course requirement. All fieldwork assignments are made by the Occupational Therapy Academic Fieldwork Coordinator.

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

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

POST-PROFESSIONAL DOCTOR OF OCCUPATIONAL THERAPY PROGRAM

The School initiated a post-professional Doctor of Occupational Therapy program in the fall of 1995. This program is one of the first clinical OT doctoral programs of its kind in the country and is designed to provide occupational therapists with advanced clinical, practice management, teaching, and administrative skills. With the expertise and credentials gained by completing this program graduates should qualify for upper level management positions in a diverse range of practice environments and will be poised to lead the profession into the 21st century.

Advanced knowledge supportive of occupational therapy practice is presented in a two-calendar year, five-semester course sequence emphasizing the occupational nature of the human being across the life-span. Basic and applied courses such as occupational science theory, occupation-based practice, neuro-occupation and critical evaluation of occupational therapy practice emphasize the relationship between function and structure and the vital role which occupation plays in determining this interaction. The curriculum provides a well-developed sequence of learning about the interdependence between occupational science and neuro-occupation and their relationship to the practice domain of occupational therapy. In addition, the curriculum offers training in instructional and research methods in an effort to prepare students for academic as well as practice-oriented careers. Two semesters of didactic course work address advanced theory, knowledge and skills in strategic goal-setting, personnel supervision, mechanics of third-party reimbursement, legal and ethical parameters of practice, and quality review methodologies. Problem-based case studies and collaborative methodologies enhance the clinical relevance of the classroom phase of the program.

The didactic curriculum is complemented by three twelve-week advanced clinical rotations. Rotations are available in a variety of practice settings across the lifespan including pediatrics, industrial rehabilitation, hand rehabilitation, neonatal intensive care, private practice, psychiatry, home health, gerontology, academia, cross-cultural environments, clinical ethics and health policy. It is the student's responsibility to finance transportation and living accommodations for all clinical rotation courses. Students should plan to travel to sites outside of Omaha for some or all of their required clinical rotations.

Students accepted to the post-professional OTD program must have completed a bachelor's or entry level master's degree in occupational therapy at an ACOTE-accredited institution and be qualified for, or have successfully completed, the certification examination.

To request application forms, or for further information, write:

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

BACHELOR OF SCIENCE IN OCCUPATIONAL THERAPY

The Bachelor of Science in Occupational Therapy (BSOT) degree program was instituted at Creighton University in 1985. Since that time the program has consistently graduated occupational therapists of the highest calibre, who are sought after for employment in hospitals, clinics, schools and in the private sector. In 1999 the decision was made to educate all entry level occupational therapy students at the doctoral level. The last BSOT students matriculated in Fall, 1998 and will receive their degrees in either August, 2000 (accelerated track) or May, 2001 (traditional track).

The outcome objectives for Bachelor of Science in Occupational Therapy graduates include the ability to:

1. Evaluate and assess performance areas and their components.
2. Provide occupational therapy services to maintain or improve function and to prevent deficits in activities of daily living, work, play/leisure, and in the underlying performance components, e.g., sensorimotor, cognitive, and psychosocial, including cultural performance components.
3. Manage occupational therapy service.
4. Incorporate values and attitudes congruent with the profession's standards and ethics.
5. Demonstrate an attitude of inquiry and nurture the capacity for creative analysis and problem-solving.

REQUIREMENTS FOR GRADUATION

In order to satisfy the requirements for graduation with the entry-level Doctor of Occupational Therapy, the post-professional Doctor of Occupational Therapy, or the Bachelor of Science in Occupational Therapy degree, students must successfully complete all requirements for admission, and all required courses in their professional curriculum. A cumulative quality point average of not less than 2.0 is required for graduation based on all work attempted while enrolled in the professional program. Candidates for the BSOT, 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).

ACCREDITATION

The Occupational Therapy program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220. AOTA's telephone number is (301) 652-AOTA. The program was reaccredited in 1992 for the maximum seven years and is scheduled for evaluation in 2000-2001.

PROFESSIONAL CERTIFICATION

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

LICENSURE

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

HOUSING

Creighton offers a variety of on-campus housing. There are residence halls to accommodate undergraduate students, students who have previously obtained a degree, and married students. Questions regarding housing services and facilities should be directed to the housing office (402) 280-3016.

Omaha has always had a sufficient number of housing vacancies to accommodate students wanting off-campus housing. There are many apartments within walking distance of campus. It is suggested that students arrive a few days prior to registration in order to obtain suitable housing.

TUITION AND FEES

See Tuition and Fees Section in this *Bulletin*.

FINANCIAL AID

In order to be considered for financial aid, students should complete the Financial Aid Form (FAF). The form is available from high school guidance offices and college financial aid offices. Consult the form for instructions and specific filing dates. Mail the completed form to the College Scholarship Service.

Applications and other supporting information should be submitted to the School of Pharmacy and Allied Health Professions as soon as possible. Creighton University cannot make a financial aid commitment until a student has been admitted to the program.

OTHER INFORMATION

For successful development as occupational therapists, membership in professional organizations such as the American Student Commission of the Occupational Therapy Association (ASCOTA), and the Nebraska Occupational Therapy Association (NOTA) is strongly recommended.

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

PLACEMENT

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

OCCUPATIONAL THERAPY STUDENT ORGANIZATIONS

CUSOTA

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

Pi Theta Epsilon: Alpha Iota Chapter

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

RECOGNITION OF SCHOLARSHIP, LEADERSHIP AND SERVICE

Student Scholarships and Awards

The Creighton University School of Pharmacy and Allied Health Professions administers endowed scholarships and scholarships derived from gifts and donations administratively and/or through the Occupational Therapy Scholarship and Awards Committee. In January or February of each year, students are invited to apply for available scholarships. Selected awards are announced at the All-School Honors Convocation held in the spring. Students are informed of miscellaneous scholarships through the School's weekly newsletter, and may consult with the School's financial aid officer regarding any such scholarships. A list of the awards and scholarships that have been given routinely over the past several years may be obtained from the office of the Associate Administrator.

Membership in National Societies

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

Faculty Awards

Occupational Therapy Fieldwork Educator of the Year Award is presented annually to a field work 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.

ENTRY-LEVEL DOCTOR OF OCCUPATIONAL THERAPY CURRICULUM

First Professional Year

<i>First Semester (Fall)</i>	<i>Sem. Hrs.</i>	<i>Second Semester (Spring)</i>	<i>Sem. Hrs.</i>
OTD 301 Introduction to Occupation	3	OTD 304 Professional Foundations in a Diverse Environment II	2
OTD 303 Professional Foundations in a Diverse Environment I	3	OTD 312 Psychosocial Occupational Therapy Theory II	3
OTD 311 Psychosocial Occupational Therapy Theory I	3	OTD 322 Human Development Through Occupation II	3
OTD 320 Professional Communication	3	OTD 331 Occupation, Adaptation and Technology I	2
OTD 321 Human Development Through Occupation I	3	OTD 339 Anatomy Lecture	3
OTD 341 Foundations of Neuro-Occupation	2	OTD 340 Anatomy Laboratory	3
OTD 370 Level I Fieldwork A	<u>1</u>	OTD 371 Level I Fieldwork B	<u>1</u>
	18		17
		<i>Third Semester</i>	
		<i>(Summer – Optional)</i>	
		<i>International Fieldwork Experience (ILAC)</i>	<i>Sem. Hrs.</i>
			2

Second Professional Year

<i>First Semester (Fall)</i>	<i>Sem. Hrs.</i>	<i>Second Semester (Spring)</i>	<i>Sem. Hrs.</i>
OTD 351 Pharmacotherapeutic Effects on Human Performance	2	OTD 362 Ethics in the Health Care Professions	3
OTD 413 Fundamentals of Occupation-Centered Rehabilitation I	3	OTD 414 Fundamentals of Occupation-Centered Rehabilitation II	3
OTD 423 Human Development Through Occupation III	3	OTD 432 Occupation, Adaptation and Technology III	3
OTD 431 Occupation, Adaptation and Technology II	2	OTD 463 OT Organization and Administration	3
OTD 441 Musculoskeletal Dimensions of Occupation	3	OTD 495 Special Project in Occupational Therapy	2
OTD 451 Introduction to Professional Inquiry	3	OTD 373 Level I Fieldwork – Special Project	1
OTD 372 Level I Fieldwork C	<u>1</u>	OTD 580 Clinical Trajectory Planning Seminar	<u>1</u>
	17		16
		<i>Third Semester (Summer)</i>	
		<i>OTD 481 Level II Fieldwork A</i>	<i>Sem. Hrs.</i>
			12

Third Professional Year

<i>First Semester (Fall)</i>		<i>Sem. Hrs.</i>	<i>Second Semester (Spring)</i>		<i>Sem. Hrs.</i>
OTD 501 History of Occupation		3	OTD 512 Neuro-Occupation II		3
OTD 511 Neuro-Occupation I		3	OTD 517 Health Care Policy		3
OTD 516 Health Care Management		2	OTD 522 Advanced Occupation-Based Practice		3
OTD 520 Health Behavior in the Context of Occupation		2	OTD 541 Critical Analysis of Occupational Therapy Practice		3
OTD 521 Occupational Science Theory		3	OTD 552 Introduction to Qualitative Research for Reflective Practice		3
OTD 551 Applied Research Methods		3	OTD 565 Instructional Methods and Evaluation		<u>3</u>
OTD 562 Advanced Clinical Ethics		2			18
OTD 580 Clinical Trajectory Planning Seminar		$\frac{1}{19}$	<i>Third Semester (Summer)</i>		<i>Sem. Hrs.</i>
			OTD 482 Level II Fieldwork B		12

Fourth Professional Year

<i>First Semester (Fall)</i>	<i>Sem. Hrs.</i>
OTD 483 Advanced Fieldwork	12

Level I, II and Advanced Fieldwork are practical experiences which supplement the occupational therapy theory courses. Students will need to arrange for travel to clinical sites which may be located in Omaha, the surrounding area, or other States or countries.

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



Occupational Therapy students combine theory, psychology and artistic creativity to teach pediatric patients about their therapy.

POST-PROFESSIONAL DOCTOR OF OCCUPATIONAL THERAPY CURRICULUM

First Professional Year

<i>First Semester (Fall)</i>	<i>Sem. Hrs.</i>	<i>Second Semester (Spring)</i>	<i>Sem. Hrs</i>
OTD 501 History of Occupation	3	OTD 512 Neuro-Occupation II	3
OTD 511 Neuro-Occupation I	3	OTD 517 Health Care Policy	3
OTD 516 Health Care Management	2	OTD 522 Advanced Occupation-Based Practice	3
OTD 520 Health Behavior in the Context of Occupation	2	OTD 541 Critical Analysis of Occupational Therapy Practice	3
OTD 521 Occupational Science Theory	3	OTD 552 Introduction to Qualitative Research for Reflective Practice	3
OTD 551 Applied Research Methods	3	OTD 565 Instructional Methods and Evaluation	<u>3</u>
OTD 562 Advanced Clinical Ethics	2		18
OTD 580 Clinical Trajectory Planning Seminar	<u>1</u>		
	19		

Second Professional Year

<i>First Semester (Summer)</i>	<i>Sem. Hrs.</i>
OTD Clinical Rotation	12
 <i>Second Semester (Fall)</i>	
OTD Clinical Rotation	12
 <i>Third Semester (Spring)</i>	
OTD Clinical Rotation	12

Completion of two semesters of didactic coursework is required prior to placement in three twelve-week clinical rotations. Rotations will be assigned from the following:

OTD 581 Clinical Rotation in Mental Health	12
OTD 585 Clinical Rotation in Pediatrics	12
OTD 588 Clinical Rotation in Gerontology	12
OTD 586 Clinical Rotation in Industrial Rehabilitation	12
OTD 582 Clinical Rotation in Hand Rehabilitation	12
OTD 587 Clinical Rotation in Administration, Health Policy, or Ethics	12
OTD 583 Clinical Rotation in Physical Rehabilitation	12
OTD 584 Clinical Rotation with Multicultural Emphasis	12
OTD 589 Clinical Rotation in Pedagogy of Occupation	12

BACHELOR OF SCIENCE IN OCCUPATIONAL THERAPY CURRICULUM

Traditional Curriculum Sequence (Three Years) No Summers - May graduation

First Professional Year

<i>First Semester (Fall)</i>	<i>Sem. Hrs.</i>	<i>Second Semester (Spring)</i>	<i>Sem Hrs.</i>
BMS 311 Anatomy	4	OTH 312 Psychosocial Occupational Therapy Theory II	3
OTH 301 Introduction to Occupation	3	OTH 322 Human Development Through Occupation II	3
OTH 311 Psychosocial Occupational Therapy Theory I	3	OTH 331 Therapeutic Media I	2
OTH 321 Human Development Through Occupation I	3	OTH 340 Anatomy Laboratory	2
OTH 341 Neuroanatomy With Laboratory	2	OTH 370 Level I Fieldwork Mental Health or	1
OTH 370 Level I Fieldwork Mental Health or	1	OTH 371 Level I Fieldwork Pediatrics	1
OTH 371 Level I Fieldwork Pediatrics	1	BMS 404 Physiology	4
OTH 303 Professional Foundations I	<u>2</u>	OTH 304 Professional Foundations II	<u>2</u>
	18		17

Second Professional Year

<i>First Semester (Fall)</i>	<i>Sem. Hrs</i>	<i>Second Semester (Spring)</i>	<i>Sem. Hrs.</i>
OTH 351 Pharmacotherapeutic Effects on Human Performance	2	OTH 362 Ethics in Health Care	3
OTH 372 Level I Fieldwork Physical Rehabilitation	1	OTH 373 Level I Fieldwork-Special Project	1
OTH 413 Physical Rehabilitation Occupational Therapy Theory I	3	OTH 414 Physical Rehabilitation Occupational Therapy Theory II	3
OTH 423 Human Development Through Occupation III	3	OTH 432 Therapeutic Media III	3
OTH 431 Therapeutic Media II	2	OTH 463 Occupational Therapy Organization and Administration	3
OTH 441 Kinesiology	3	OTH 495 Independent Study in Clinical Specialty Area	<u>2</u>
OTH 451 Introduction to Research	<u>3</u>		15
	17		

Level I Fieldwork is practical experience which supplements the occupational therapy theory courses. Students will need to arrange for travel to clinical sites in Omaha and the surrounding area.

Third Professional Year

<i>First Semester (Fall)</i>	<i>Sem. Hrs.</i>
OTH 483 Level II Fieldwork -- Physical Rehabilitation	12
 <i>Second Semester (Spring)</i>	
OTH 485 Level II Fieldwork -- Pediatrics	12

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

A third or an advanced clinical experience may be arranged. An additional semester of tuition will be charged.

BACHELOR OF SCIENCE IN OCCUPATIONAL THERAPY

(2 Calendar Years - 6 Semesters) Accelerated Program Curriculum Sequence
(Two Calendar Years) Summer Classes- August Graduation

First Professional Year

<i>First Semester (Fall)</i>	<i>Sem. Hrs.</i>	<i>Second Semester (Spring)</i>	<i>Sem. Hrs.</i>
BMS 311 Basic Human Anatomy	4	OTH 312 Psychosocial Occupational Therapy Theory II	3
OTH 301 Introduction to Occupation	3	OTH 322 Human Development Through Occupation II	3
OTH 311 Psychosocial Occupational Therapy Theory I	3	OTH 33 I Therapeutic Media I	2
OTH 321 Human Development Through Occupation I	3	OTH 340 Human Anatomy Laboratory	2
OTH 341 Neuroanatomy With Laboratory	2	OTH 370 Level I Fieldwork Mental Health or	1
OTH 370 Level I Fieldwork Mental Health or	1	OTH 371 Level I Fieldwork Pediatrics	1
OTH 371 Level I Fieldwork Pediatrics	1	BMS 404 Physiology	4
OTH 303 Professional Foundations I	<u>2</u>	OTH 304 Professional Foundations II	<u>2</u>
	18		17

Second Professional Year

<i>First Semester (Summer)</i>	<i>Sem. Hrs.</i>	<i>Second Semester (Fall)</i>	<i>Sem. Hrs.</i>
OTH 481 Level II Fieldwork Mental Health	12	OTH 351 Pharmacotherapeutic Effects of Human Performance	2
		OTH 372 Level I Field Work Physical Rehabilitation	1
		OTH 413 Physical Rehabilitation Occupational Therapy Theory I	3
		OTH 423 Human Development Through Occupation III	3
		OTH 431 Therapeutic Media II	2
		OTH 441 Kinesiology	3
		OTH 45 I Introduction to Research	<u>3</u>
			17

Third Professional Year

<i>First Semester (Spring)</i>	<i>Sem. Hrs.</i>	<i>Second Semester (Summer)</i>	<i>Sem. Hrs.</i>
OTH 362 Ethics in Health Care Professions	3	OTH 483 Level II Fieldwork- Physical Rehabilitation	12
OTH 373 Level I Fieldwork-Special Project	1	or	
OTH 414 Physical Rehabilitation Occupational Therapy Theory II	3	OTH 485 Level II Fieldwork- Pediatrics	12
OTH 432 Therapeutic Media III	3		
OTH 463 Occupational Therapy Organization and Administration	3		
OTH 495 Independent Study in Clinical Specialty Area	<u>2</u>		
	15		

Level I Fieldwork is practical experience which supplements the occupational therapy theory courses. Students will need to arrange for travel to clinical sites in Omaha and the surrounding area.

All Fieldwork II requirements must be completed within 24 months following completion of didactic preparation. A third or an advanced clinical experience may be arranged. An additional semester of tuition will be charged.

COURSE DESCRIPTIONS

(See Key to Symbols on Page 45.)

FOUNDATION COURSES

The following foundation courses are required in the Bachelor of Science in Occupational Therapy program. They are offered by the Creighton School of Medicine.

BMS 311 Basic Human Anatomy (4)

This course is designed to provide an overview of gross, histological, neuroanatomical and embryological aspects of the human body. A systemic, rather than regional, approach is used. Dissected cadaver specimens and anatomical models are available as learning aids.

BMS 404 Physiology (4)

A course focused on the principles of operation of the human physiological system. Emphasis on major concepts of systemic physiology, basic operations of functions during steady-states and response reactions, culminating in the ability to draw appropriate conclusions about functional states. P: BIO 211; CHM 151 or equiv.

DOCTOR OF OCCUPATIONAL THERAPY (OTD): Courses numbered at the 500 level are required in the post-professional Doctor of Occupational Degree program

OTD301 Introduction to Occupation (3)

This course offers in-depth exploration of occupation as the primary modality of occupational therapy. Emphasis will be on appreciation of occupation in personal experience in order to be more effective in therapeutic applications of occupation. Topics include: occupations in history, personal meaning of occupations, pleasure/play and leisure, productivity/paid and unpaid work, restoration/sleep and waking rest, temporal dimension of occupation, spatial patterns in occupation, sociocultural context of occupation, and effective therapeutic use of occupations in practice.

OTD 303 Professional Foundations in a Diverse Environment I (3)

This course provides an overview of the professional foundations for current practice related to medical/professional terminology, documentation, research, reimbursement, fieldwork, models of practice, scope of practice, professional behavior, and AOTA documents. This course also presents issues of diversity in the context of occupational therapy practice by combining the themes of cultural pluralism and cultural diversity.

OTD 304 Professional Foundations in a Diverse Environment II (2)

This course provides an overview of professional foundations for current practice related to fieldwork, reimbursement, OTR/COTA role delineation, and delivery of occupational therapy services in a variety of cultural settings. It enables the future therapists to understand culturally appropriate activities that symbolize meaning and purpose to the client across the lifespan. P: OTD 303.

OTD 311 Psychosocial Occupational Therapy Theory I (3)

The first course of a two-semester sequence which offers the psychosocial and cultural aspects of development of the individual from childhood through senescence with emphasis on life stage changes and adaptations influencing occupational functions. Frames of reference/practice models will be reviewed as each serves to guide the selection of assessments and methods of treatment. Exploration of the use of self as a therapeutic agent, group process, and systems management in order to prepare students with an understanding of the occupational therapy process as it applies to clinical practice. Course progression moves from a developmental review of life stages to the influence of the function-dysfunction continuum on occupational performance.

OTD 312 Psychosocial Occupational Therapy Theory II (3)

Continuation of OTD 311. P: OTD 311.

OTD 320 Professional Communication (3)

This course explores effective communication as fundamental to professional identity. Emphasis is placed on writing as a varied and imaginative process. The course

discusses the need, types and uses of conventions, and supports students in finding their own voice and participating in professional and academic discourse.

OTD 321 Human Development Through Occupation I (3)

This course is the first course of a two-semester sequence which provides the student with an introduction to human performance by studying the emergence of occupational performance and performance components and how these change from birth to early adulthood. Content follows the continuum of the practice of occupational therapy in pediatrics. Frames of reference/practice models will be reviewed as each serves to guide the selection of assessments and methods of treatment. Students will practice using the basic skills of observation, assessment, documentation, analysis and adaptation.

OTD 322 Human Development Through Occupation II (3)

Continuation of OTD 321. This course is the second course of a two-semester sequence which emphasizes the impact of developmental disabilities on occupational performance and approaches to therapeutic intervention. Content follows the continuum of occupational therapy in pediatrics, including both educational and medical models. Students will identify frames of reference/practice models which guide the selection of assessments and methods of treatment for a variety of clinical conditions. P: OTD 301, 321.

OTD 330 Spanish for Health Professionals (2)

This course offers a concise introduction to Spanish grammar, vocabulary and culture for students whose personal or professional goals include a working knowledge of Spanish. In addition to emphasizing basic communication, this course will give special attention to the vocabulary needs of those individuals involved in the health professions.

OTD 331 Occupation, Adaptation and Technology I (2)

Theory and application of basic occupational skills necessary in the management of physical and psychosocial dysfunction associated with self-care, work and leisure skills. This course allows the student to explore and develop skill in structured, unstructured and tool-based media, and provides an overview of the activity analysis process as related to media applications. P: OTD 301, 311.

OTD 339 Anatomy Lecture (3)

This course is designed to provide an overview of gross anatomical aspects of the human body using a regional approach. The course includes pertinent information covering structural and functional relationships that are clinically important to occupational therapists. The format of the course includes lectures, discussions, clinical correlation sessions, case studies, and computer-aided instruction. CO: OTD 340.

OTD 340 Anatomy Laboratory (3)

This course is a dissection-based anatomical study of the human body.

OTD 341 Foundations of Neuro-Occupation (2)

This course assists the student in learning the major structural and functional features of the central nervous system. Format includes lectures and laboratory including the study of external morphology of the brain and spinal cord, and demonstration including written and/or video-taped patient problems which correlate the didactic material presented to commonly seen clinical situations.

OTD 351 Pharmacotherapeutic Effects on Human Performance (2)

This course utilizes the principles of physiology and neuroanatomy to develop an understanding of the effects of medication on human performance throughout the life span within the context of various physical and mental dysfunctions. The course is designed to develop an understanding of the pharmacological basis of drug interactions, substance abuse, drug compliance, age and dosage recommendations. P: OTD 311, 341

OTD 362 Ethics in the Health Care Professions (3)

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

OTD 370 Level I Fieldwork A (1)

This course is the first in a series of fieldwork experiences in a variety of supervised clinical and educational settings including mental health, pediatrics, physical rehabilitation, community-based, geriatrics or special interest. Students will be provided with fieldwork experiences throughout the curriculum in settings with populations that span from young children to the elderly. Each fieldwork course sequentially builds skill acquisition in client observation, professional behaviors, verbal and written communication and understanding the roles and functions of practicing occupational therapists. P or CO: OTD 303, 304, 311, 312, 321, 322.

OTD 371 Level I Fieldwork B (1)

Continuation of OTD 370. P: OTD 370.

OTD 372 Level I Fieldwork C (1)

Continuation of OTD 371. P: OTD 371

OTD 373 Level I Fieldwork-Special Project (1)

The course requires participation in a variety of supervised clinical and/or nontraditional settings for the purpose of learning the application of functional research. P: OTD 303, 304, 413; CO:OTD 451,495.

OTD 374 ILAC: Elective Third World Practical Experience (2)

Occupational Therapy student participation in the ILAC program consists of a five week elective clinical experience offered in Santiago, Dominican Republic. Students experience culture through immersion, and offer clinical service while learning sensitivity to the mores and traditions of the Dominican people. Students have the opportunity to learn to adapt occupational therapy practice to the challenges of a health care environment in a developing country. P: Completion of Occupational Therapy first year and three or more semester hours of conversational Spanish, unless fluent in the language.

OTD 413 Fundamentals of Occupation-Centered Rehabilitation I (3)

The first course of a two-semester sequence designed to provide the student with an overview of the effects of specific disease or injury on the individual's occupational performance of self-care, work and leisure. Emphasis will be on acute and chronic disability. Case studies and experiential learning will be used to analyze dysfunction and function, and to formulate rehabilitation treatment plans using sensory motor theories. The course is designed to facilitate synthesis of all aspects of the occupational therapy process associated with practice. P: OTD 339, 340, 312, 322, 340, 341, 441.

OTD 414 Fundamentals of Occupation-Centered Rehabilitation II (3)

Clinical reasoning will be used to apply and specific intervention techniques to physical clinical conditions including neurological, orthopedic, and degenerative diseases. Formulation of treatment plans and discharge summaries using a variety of documentation formats for reimbursement will also be covered. Continuation of OTD 413. P: OTD 413,441.

OTD 423 Human Development Through Occupation III (3)

Continuation of OTD 322. This course provides an overview of geriatric occupational therapy. It presents the needs and characteristics of elders from a holistic perspective. Emphasis is placed on service learning with reflection, viewing elders as a heterogeneous group, dispelling myths and stereotypes, exploring relevant community resources. understanding public policy, understanding current practice trends and providing structured intergenerational experiences. P: OTD 312,322.

OTD 431 Occupation, Adaptation and Technology II (2)

The second of a three semester course sequence which applies clinical knowledge to evaluation of daily living skills, positioning, and occupational performance of the physically or cognitively challenged. Fabrication and selection of adaptive equipment and the therapeutic use of technology are emphasized to prepare the student for general clinical practice. P: OTD 322, 331, 339, 340.

- OTD 432 Occupation, Adaptation and Technology III (3)**
Continuation of OTD 431. A problem solving and clinical reasoning process is utilized for selecting, designing and fabricating splints and prosthetic devices. Basic upper extremity therapy skills are emphasized to prepare the student for general clinical practice. 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 body movement and the application of laws and principles that govern movement. Principles and applications of the range of motion measurement and manual muscle testing to occupational performance are addressed. P: OTD 339, 340, 341.
- OTD 451 Introduction to Professional Inquiry (3)**
Examination and review of the relationship between theory, research, and literature. The research literature will be tested for internal and external validity. Critique of instrumentation used in research as applied to occupational therapy clinical problem solving will serve as a basis for a study. This study will focus on identifying a research question relative to occupational therapy treatment, surveying the literature, and developing a research proposal.
- OTD 463 Occupational Therapy Organization and Administration (3)**
This course considers challenges of the health care environment, occupational therapy management, and professional development. Comprehensive program and facility planning is addressed with emphasis on marketing, Cost analysis, and program evaluation. P: OTD 413.
- OTD 481 Fieldwork II A (12)**
Level II fieldwork experience provides the student with a 470 hour or twelve-week clinical placement in a variety of settings across the lifespan. This clinical rotation is designed to challenge the student to apply theories of human occupation to clinical practice. This opportunity allows for development of professional qualities and behaviors such as individual initiative, punctuality, responsibility and resourcefulness, dependability, and the ability to relate openly and effectively on a professional level. The student will be expected to develop the clinical competencies of an entry level therapist by the conclusion of this rotation. P: OTD 303,304, 312, 322,331,370.
- OTD 482 Fieldwork II B (12)**
See description for OTD 481. P: OTD 303,304,372,414,463.
- OTH 483 Advanced Fieldwork (12)**
Advanced fieldwork experience provides the student with a 470 hour or twelve-week clinical placement incorporating the student's identified learning objectives in a clinical area. This fieldwork experience is designed to challenge the student to apply advanced theories of human occupation to clinical practice. The student will be expected to apply clinical competencies of an entry level therapist during this rotation. P: Successful completion of all didactic coursework and two Level II fieldwork courses.
- OTD 495 Special Project in Occupational Therapy (2)**
This course is designed to allow the student to pursue a clinical area of choice for in-depth learning through guided study by faculty in a specialty area; literature review related to clinical specialty; small group discussion and problem solving; and participation simultaneously with fieldwork experience in the clinical area of choice. P: OTD 303,304,312,322, 362,414,423,432.
- OTD 501 History of Occupation (3)**
This course will conduct a historical survey of how the profession of occupational therapy has studied, explained, applied and justified the occupational nature of the human being, as well as how human beings realize their sense of life's meaning through purposeful activity. Students will gain a historical view of the challenges and opportunities the profession has faced, and examine directions of growth proposed by recognized leaders in the field. In addition, students will examine the development of theoretical paradigms such as occupational science and neuro-occupation, and analyze their potential effectiveness in unifying the knowledge base of occupational therapy.

OTD 511 Neuro-Occupation I (3)

This course provides in-depth analysis of those areas of clinical neurobiology most relevant to the field of Occupational Therapy. The topics will include the study of normal and abnormal human movement, posture, theories of motor control and motor learning, balance, cognition, and learning and sensory perception. The course format includes lecture, demonstration, small group discussion, case presentation and laboratory experiences.

OTD 512 Neuro-Occupation II (3)

Advanced study of the operation of mind processes by which we become aware of objects of thought and perception. These studies will be grounded in the latest neuropsychiatric theories.

OTD 516 Health Care Management (2)

Using a systems framework this course will examine the evolution and general characteristics of U.S. health delivery. The place of the profession of occupational therapy within the health delivery system will be discussed, and new frontiers for the profession will be explored. Within this context, leadership and management philosophy, techniques, program planning and productivity in the current practice environment will be investigated. Models of service provision development within the boundaries of community systems and the constraints of the health care environment will be discussed. Interfacing with state and community systems and developing effective service for at-risk and/or vulnerable populations will be an area of practice focus. Emphasis will be placed on entrepreneurialship and the development of creativity as important personal and business strategies for survival and success.

OTD 517 Health Care Policy (3)

This course responds to the need for Occupational Therapists to take leadership in shaping policies affecting their roles as clinicians and advocates in a changing health care environment. The course focuses on legislation regarding disability rights/services and trends for the health care delivery system. Theoretical frameworks for policy analysis compliment applied policy-making skills.

OTD 520 Health Behavior in the Context of Occupation (2)

This course will examine the science and practice of health promotion and education through the informed application of theories of health behavior in occupation-based practice. Key concepts of teaching and learning that are essential to patient and family education and population-based community practice will be addressed.

OTD 521 Occupational Science Theory (3)

This course reviews current research in occupational science. Subjectivity and difference in individual occupational experience are examined, cross-culturally and across gender. Study of temporal, spatial, and sociocultural dimensions, with a special emphasis on neurophysiology.

OTD 522 Advanced Occupation-Based Practice (3)

Consideration of the applications of occupational science in practice. Topics will include relative power of applications of occupation, primary treatment approaches across the lifespan, and the linkage in the occupational therapy knowledge base of neuroscience and occupational science in treatment of individuals with disabilities.

OTD 541 Critical Analysis of Occupational Therapy Practice (3)

The primary goal of this course is to analyze clinical practice. Occupational therapists need to employ methods of evidence-based practice for clinical assessment and treatment. A reflective process is utilized to critically assess how the profession defines practice and to evaluate assessment tools and therapeutic interventions. Clinical cases are a core effort that is both teacher- and student-centered with interactive seminars, case analyses, and projects.

OTD 551 Applied Research Methods (3)

Using a seminar format this course will focus on the validation of clinical practice through outcomes research. The theory of occupational science and the frames of reference currently utilized in practice will be discussed to help conceptualize the application of the theory base to future practice

OTD 552 Introduction to Qualitative Research for Reflective Practice (3)

This course examines the relevance of qualitative methodology to Occupational Therapy research and practice. An advanced review of the theoretical premises underlying participant observation and narrative will be presented in the context of occupational therapy practice. Emphasis will be on the methods of qualitative research applicable to occupation-based practice.

OTD 562 Advanced Clinical Ethics (2)

This course focuses on ethical reflection, negotiation, and decision-making in Occupational Therapy. Theoretical frameworks, concepts, and applied analytical strategies are examined critically in light of their usefulness for practice.

OTD 565 Instructional Methods and Evaluation (3)

This course examines philosophical foundations of knowledge and learning and their relationship with occupational therapy theoretical principles. Major approaches to teaching are discussed and implications for occupational therapy practice are sought. Close attention is paid to the educative roles occupational therapists may play in a variety of settings including clinics, hospitals, community centers and colleges or universities. Other major content areas of this course include, instructional design, instructional methods, skills, media, and evaluation.

OTD 580 Clinical Trajectory Planning Seminar (1)

The purpose of this course is to facilitate student awareness of strengths, needs, limitations, clinical interest areas and personal and professional goals in preparation for OTD clinical rotations (OTD 581-589). The course allows students to play an active role in the preparation of their clinical rotation trajectories through the completion of a variety of assignments. This course also serves to orient the student to policies, procedures and required documentation surrounding the OTD clinical rotations.

OTD 581 Clinical Rotation in Mental Health (12)

This clinical rotation will provide the student with a twelve week clinical placement in a setting which is focused on a specialty area of mental health. Clinical rotations will challenge the student to apply advanced theories of neuropsychiatry, and may allow the student to explore non-traditional subspecialties of psychiatric occupational therapy. P: Successful completion of all didactic coursework in the OTD curriculum.

OTD 582 Clinical Rotation in Hand Rehabilitation (12)

This clinical rotation will provide the student with a twelve week clinical placement focused on hand rehabilitation. Clinical rotations will challenge the student to apply theories of advanced kinesiology, neuroscience, and occupational science, and may allow the student to explore non-traditional subspecialties of physical rehabilitation such as upper extremity prosthetics and orthotics. P: Successful completion of all didactic coursework in the OTD curriculum.

OTD 583 Clinical Rotation in Physical Rehabilitation (12)

This clinical rotation will provide the student with a twelve week clinical placement focused on advanced practice in physical rehabilitation. Clinical rotations will challenge the student to apply advanced theories of occupational science, kinesiology, and neuroscience to practice. Clinical rotations may provide students with experiences in community health, and health care delivery in rural, and medically underserved communities. Clinical rotations in specialty areas of physical rehabilitation can be explored as placements. P: Successful completion of all didactic coursework in the OTD curriculum.

OTD 584 Clinical Rotation with Multicultural Emphasis (12)

This clinical rotation will provide the student with unique opportunities to explore health care delivery in a different culture or a foreign country. The settings may challenge the student to apply a variety of academic areas including physical rehabilitation, pediatrics, mental health, gerontology, hospice, clinical ethics, and health care policy in alternative health care delivery environments. P: Successful completion of all didactic coursework in the OTD curriculum.

OTD 585 Clinical Rotation in Pediatrics (12)

This clinical rotation will provide the student with a twelve week placement focused on advanced pediatric occupational therapy practice. Clinical rotations will challenge the student to apply advanced neurodevelopmental and occupational science theories. Students may be placed in a variety of acute or community based settings such as neonatal intensive care units, sensory integration private practice, or school based settings. P: Successful completion of all didactic coursework in the OTD curriculum.

OTD 586 Clinical Rotation in Industrial Rehabilitation (12)

This clinical rotation will provide the student with a twelve week clinical placement focused on practice in industrial rehabilitation. Clinical rotations will challenge the student to apply theories of advanced kinesiology, neuroscience, and occupational science. Unique settings provide specialized experience in injury prevention, work assessment and treatment associated with care of the injured worker. Psychosocial components are examined as well as physical rehabilitation. P: Successful completion of all didactic coursework in the OTD curriculum.

OTD 587 Clinical Rotation in Administration, Health Policy or Ethics (12)

This clinical rotation will provide the student with a twelve week clinical placement that will challenge the student to apply theories from advanced clinical ethics, health care policy and health care management. Students will be offered the opportunity to intern within voluntary agencies, government offices, and professional organizations. P: Successful completion of all didactic coursework in the OTD curriculum.

OTD 588 Clinical Rotation in Gerontology (12)

This clinical rotation will provide the student with a twelve week clinical placement focused on interdisciplinary care of elders. Clinical rotations will challenge the student to apply advanced neurodevelopmental and occupational science in a variety of settings. P: Successful completion of all didactic coursework in the OTD curriculum.

OTD 589 Clinical Rotation in Pedagogy of Occupation (12)

This clinical rotation will provide the student with opportunities to apply theories of instructional methods and evaluation with a focus on the adult learner in a university setting, or with an agency focusing on continuing education inservice training. In the university setting, the student will work under the guidance of a university mentor/preceptor in the preparation, instruction and management of an occupational therapy course including participation in departmental committees. P: Successful completion of all didactic coursework in the OTD curriculum.

BACHELOR OF SCIENCE IN OCCUPATIONAL THERAPY (OTH)

OTH 301 Introduction to Occupation (3)

See description for OTD 301

OTH 303 Professional Foundations I (2)

See description for OTD 303

OTH 304 Professional Foundations II (2)

See description for OTD 304

OTH 311 Psychosocial Occupational Therapy Theory I (3)

See description for OTD 311

OTH 312 Psychosocial Occupational Therapy Theory II (3)

Continuation of OTH 311. P: OTH 311.

OTH321 Human Development Through Occupation I (3)

See description for OTD 321

OTH 322 Human Development Through Occupation II (3)

Continuation of OTH 321. See description for OTD 322 P: OTH 301, 321.

OTH 330 Spanish for Health Professionals (2)

See description for OTD 330

- OTH 331 Therapeutic Media I (2)**
See description for OTD 331. P: OTH 301, 311.
- OTH 340 Anatomy Laboratory (2)**
See description for OTD 340
- OTH 341 Neuroanatomy With Laboratory (2)**
See description for OTD 341 CO: BMS 311.
- OTH 351 Pharmacotherapeutic Effects on Human Behavior (2)**
See description for OTD 351. P: OTH 311, 341, BMS 404
- OTH 362 Ethics in the Health Care Professions (3)**
See description for OTD 362
- OTH 370 Level I Fieldwork-Mental Health (1)**
Participation in a variety of supervised clinical and educational settings for the purpose of learning the application of the roles and functions of practicing occupational therapists. Observation will occur in psychiatric, pediatric, and geriatric settings. CO: OTH 311,312. P or CO: OTH 303, 304
- OTH 371 Level I Fieldwork-Pediatrics (1)**
Participation in a variety of supervised clinical settings for the purpose of learning the application of the roles and functions of practicing occupational therapists. Observation will occur in community school, and hospital settings. CO: OTH 321 322. P or CO: OTH 303, 304.
- OTH 372 Level I Fieldwork-Physical Rehabilitation (1)**
Participation in a variety of supervised clinical settings for the purpose of learning the application of the roles and functions of practicing occupational therapists. Observation will occur in community long-term and acute-care physical rehabilitation settings. P: OTH 303,304; CO: OTH 413.
- OTH 373 Level I Fieldwork-Special Project (1)**
The course requires participation in a variety of supervised clinical and/or nontraditional settings for the purpose of learning the application of functional research. P: OTH 303, 304, 413; CO: OTH 451,495.
- OTH 374 ILAC: Elective Third World Practical Experience (2)**
See description for OTD 374
- OTH 413 Physical Rehabilitation Occupational Therapy I (3)**
The first course of a two-semester sequence designed to provide the student with an overview of the effects of specific disease or injury on the individual's occupational performance of self-care, work and leisure. Emphasis will be on acute and chronic disability. Case studies will be used to analyze dysfunction and function, and to formulate rehabilitation treatment plans using sensory motor theories. The course is designed to facilitate synthesis of all aspects of the occupational therapy process associated with practice. P: BMS 311, 404, OTH 312, 322, 340, 341, 441
- OTH 414 Physical Rehabilitation Occupational Therapy II (3)**
Development of knowledge of specific intervention techniques related to physical clinical conditions including neurological, orthopedic, and degenerative diseases. Development of treatment plans and determination of progress toward discharge. Continuation of OTH 413. P: OTH 413,441.
- OTH 423 Human Development Through Occupation III (3)**
Continuation of OTH 322. This course provides an overview of geriatric occupational therapy. It presents the needs and characteristics of elders from a holistic perspective. Emphasis is placed on service learning with reflection, viewing elders as a heterogeneous group, dispelling myths and stereotypes, exploring relevant community resources. understanding public policy, understanding current practice trends and providing structured intergenerational experiences. P: OTH 312,322.

- OTH 431 Therapeutic Media II: Technology and Adaptation (2)**
The second course of a three semester sequence integrates clinical reasoning in the evaluation of daily living skills, positioning, and occupational performance of the physically and cognitively challenged. Fabrication and selection of adaptive equipment and the therapeutic use of technology will be applied to selected case studies. P: BMS 311; OTH 322, 331, 340.
- OTH 432 Therapeutic Media III (3)**
Continuation of OTH 431. A problem solving and clinical reasoning process is utilized for selecting, designing and fabricating splints and prosthetic devices. Basic upper extremity therapy skills are emphasized to prepare the student for general clinical practice. P: OTH 413, 431, 441.
- OTH 441 Kinesiology (3)**
See description of OTD 441. P: BMS 311; OTH 340, 341.
- OTH 451 Introduction to Research (3)**
See description for OTD 451
- OTH 463 Occupational Therapy Organization and Administration (3)**
See description for OTD 463. P: OTH 413.
- OTH 481 Fieldwork II-Mental Health (12)**
Level II fieldwork experience provides the student with a 470 hour or twelve-week clinical placement in a mental health setting. This clinical rotation is designed to challenge the student to apply theories of human occupation to clinical practice. This opportunity allows for development of professional qualities and behaviors such as individual initiative, punctuality, responsibility and resourcefulness, dependability, and the ability to relate openly and effectively on a professional level. The student will be expected to develop the clinical competencies of an entry level therapist by the conclusion of this rotation. P: OTH 303,304, 312, 322,331,370.
- OTH 483 Fieldwork II-Physical Rehabilitation (12)**
Level II fieldwork experience provides the student with a 470 hour or twelve-week clinical placement in a physical rehabilitation setting. This clinical rotation is designed to challenge the student to apply theories of human occupation to clinical practice. This opportunity allows for development of professional qualities and behaviors such as individual initiative, punctuality, responsibility and resourcefulness, dependability, and the ability to relate openly and effectively on a professional level. The student will be expected to develop the clinical competencies of an entry level therapist by the conclusion of this rotation. P: OTH 303,304,372,414,463.
- OTH 485 Fieldwork II-Pediatrics (12)**
Level II fieldwork experience provides the student with a 470 hour or twelve-week clinical placement in a pediatric setting. This clinical rotation is designed to challenge the student to apply theories of human occupation to clinical practice. This opportunity allows for development of professional qualities and behaviors such as individual initiative, punctuality, responsibility and resourcefulness, dependability, and the ability to relate openly and effectively on a professional level. The student will be expected to develop the clinical competencies of an entry level therapist by the conclusion of this rotation. P: OTH 303,304,322,371,432, 441.
- OTH 495 Independent Study in Clinical Specialty Area (2)**
This course is designed to allow the student to pursue a clinical area of choice for in-depth learning through guided study by faculty in a specialty area; literature review related to clinical specialty; small group discussion and problem solving; and participation simultaneously with fieldwork experience in the clinical area of choice. P: OTH 303,304,312,322, 362,414,423,432

FACULTY-Occupational Therapy Program

- MARLENE J. AITKEN, *Associate Professor of Occupational Therapy* (1992).
B.A.O.T., University of Iowa, 1958; M.A.M.S., University of Illinois at Chicago, 1980;
Ph.D., 1992.
- SHIRLEY A. BLANCHARD, *Assistant Professor of Occupational Therapy* (1990;
1995).*
B.S.O.T., Virginia Commonwealth University, 1975; M.S., University of Nebraska at
Omaha, 1981.
- KATE H. BROWN, *Associate Professor of Occupational Therapy* (1994).
B.A., Occidental College, 1972; M.A., Columbia University, 1977; Ph.D., 1982.
- BRENDA M. COPPARD, *Assistant Professor of Occupational Therapy* (1992);
Vice Chair Department of Occupational Therapy (1996-1998).
B.A., Creighton University, 1989; M.S.O.T., Rush University, 1991; Ph.D. (Cand.),
University of Nebraska, Lincoln.
- REV. DONALD D. DRISCOLL, S.J., *Assistant Professor and Jesuit Chaplain, School
of Pharmacy and Allied Health Professions* (1987; 1996); *Lecturer in Theology*
(1987)
B.A., St. Louis University, 1958; S.T.B., 1967; M.A., University of Notre Dame, 1968.
- MAUREEN DUNCAN, *Instructor of Occupational Therapy* (1998).
B.A., Midland Lutheran College, 1993; B.S.O.T., Creighton University, 1995; O.T.D., 1998.
- LINDA S. GABRIEL, *Assistant Professor of Occupational Therapy* (1988).
B.S.O.T., University of Kansas, 1973; M.A., University of Nebraska at Omaha, 1983.
- HELENE GOLDSTEIN-LOHMAN, *Associate Professor of Occupational Therapy*
(1987; 1997).
B.S.O.T., Colorado State University, 1976; M.A., University of Nebraska at Omaha, 1991.
- YOLANDA W.L. GRIFFITHS, *Assistant Professor of Occupational Therapy* (1993;
1996); *Academic Fieldwork Coordinator* (1993); *Interim Vice Chair, Department of
Occupational Therapy* (1999).
B.S.O.T., University of Puget Sound, 1976; M.H.R., University of Oklahoma, 1995; O.T.D.,
Creighton University, 1999.
- GAIL M. JENSEN, *Associate Professor of Occupational and Physical Therapy* (1993;
1996).
B.S., University of Minnesota, 1973; M.A., Stanford University, 1978; Ph.D., 1987.
- JOAN S. LANAHAN, *Chaplain, School of Pharmacy and Allied Health Professions*
(1998).
D.Min., McCormick Theological Seminary, 1984.
- KELI MU, *Instructor of Occupational Therapy* (1998)
B.S., East China Normal University, 1987; M.A., University of Nebraska at Omaha, 1993;
Ph.D., University of Nebraska-Lincoln, 1998.



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

- RENE L. PADILLA, *Interim Chair, Department of Occupational Therapy* (1999); *Vice Chair*; (1998); *Assistant Professor of Occupational Therapy* (1994). B.S.O.T., San Jose State University, 1984; Certificate of Marriage, Family and Child Counseling, Facultad Latinoamericana de Terapia y Pastoral Familiar, 1986; M.S.O.T., 1993.
- CLAUDIA G. PEYTON, *Chair Department of Occupational Therapy* (1987-1999); *Assistant Professor of Occupational Therapy* (1987). B.S.O.T., Loma Linda University, 1980; M.S.Ed., University of Southern California, 1985; Ph.D. (Cand.), University of Nebraska, Lincoln.
- DORIS E. PIERCE, *Associate Professor of Occupational Therapy* (1996). B.S., Ohio State University, 1983; M.A., University of Southern California, 1988; Ph.D. 1996.
- CHARLOTTE B. ROYEEN, *Associate Dean for Research* (1997); *Professor of Occupational Therapy* (1996). B.S., Tufts University, 1976; M.S., Washington University, 1980; Ph.D., Virginia Polytechnic Institute and State University, 1986.
- MATIN A. ROYEEN, *Assistant Professor of Occupational Therapy* (1996). B.A., University of Cincinnati, 1974; M.A., 1975; Ph.D., 1979.
- LINDA S. SCHEIRTON, *Assistant Dean for Student Affairs* (1998); *Associate Professor of Occupational Therapy* (1998). A.A.S., Del Mar College, 1974; B.S., Texas A&I University at Corpus Christi, 1975; M.A., University of Texas at San Antonio, 1978; Ph.D., University of Texas at Austin, 1990.
- LINDA A. WALKER, *Assistant Professor of Occupational Therapy* (1999); *Instructor of Occupational Therapy* (1998), *Academic Fieldwork Coordinator* (1998). B.S.O.T., Creighton University, 1996; OTD, 1998.
- ANDREA M. ZARDETTO-SMITH, *Assistant Professor of Occupational and Physical Therapy* (1996). B.S., College of St. Elizabeth, 1978; M.S., Loyola University of Chicago, 1983; Ph.D., 1990.



An Occupational Therapy student masters the critical art of splinting.

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

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

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

Physical therapists participate actively in shaping the current and emerging health care environment to promote the development of high-quality, cost-effective health care services. Today, a priority of the American Physical Therapy Association is to promote the role of physical therapists as primary care providers of diagnostic and treatment services and integral members of primary 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.

Please Note: The following Bulletin sections apply to students in the traditional (campus-based) Doctor of Physical Therapy program. Students pursuing the DPT degree through the nontraditional track should refer to the section entitled **Nontraditional (Transitional) Doctor of Physical Therapy Program** for specific program information and requirements.

PROGRAM PHILOSOPHY

The faculty of the Department of Physical Therapy affirm the mission and values of Creighton University and the School of Pharmacy and Allied Health with the recognition that each individual has responsibility for maintaining the quality and dignity

individual by addressing each person's specific needs while ethically integrating therapeutic outcomes with the needs of the greater society. This may include promoting health, maximizing ability and minimizing movement dysfunction, and decreasing the deleterious effects of health impairments, functional limitations and disability.

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

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

The Educational Environment

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

Faculty

Faculty in Physical Therapy at Creighton University value community and unity of purpose as elements that are essential to the educational process. As a community of scholars and professionals, the faculty have a commitment to inquiry, and accept the responsibility for contributing to the theoretical underpinnings, evolving knowl-

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

Applications for the traditional, campus-based program must be received by **January 1** of the year in which the student will start the program. All supporting materials, essays, transcripts, test scores and recommendation letters must be received on or before February 1. Students must complete 16 of the 24 required science semester hours by the application deadline. Enrollment is limited, and meeting minimum requirements does not guarantee admission to the professional program. Students must complete all pre-requisite course work before starting professional course work.

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

Final selection of applicants to be admitted shall be made by the University, which reserves the right to deny admission to any applicant for any lawful reason.

To request application forms, or for further information, write:

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

ADMISSIONS POLICY FOR CREIGHTON UNIVERSITY STUDENTS

Creighton University students meeting the following criteria will be granted admis-

4. Submit completed application to the Admissions Office by November 15 of the academic year prior to enrollment in the professional program.
5. Have achieved a minimum overall quality-point average (QPA) of 3.50 at the end of the semester in which the student applies. A maximum of two repeat courses are allowed in the calculation of the QPA.
6. Have completed an interview expressing an appropriate rationale for the study and practice of physical therapy similar to that expected of other candidates.
7. Have completed at least 40 hours of observation of clinical practice, and submit a letter of recommendation from a physical therapist with whom the student has observed clinical practice.
8. Present GRE scores.

Creighton University students granted early admission shall not normally exceed 25 percent of the total number of anticipated admissions. If the number of students who qualify for admission through the Creighton University Student Admissions program exceeds 25 percent, the Physical Therapy Admissions Committee may elect to admit a greater percent of students under this policy or admit the most qualified applicants up to 25 percent of the entering class with the remaining students being considered in the general applicant pool. Students failing to meet one or more of the above criteria are eligible, and encouraged to apply, for admission through the normal admissions procedures.

PRE-PROFESSIONAL COMPONENT

The following specific courses are required for admission to the campus-based (traditional) DPT program: six semester hours of English (including composition), and six semester hours of theology (waived for students from schools other than Creighton University). In addition, each student must complete a two semester, eight semester hour or equivalent course **sequence** in general chemistry (with laboratory) and general physics (with laboratory). A course **sequence** is considered to be a correlated pair of courses offering in-depth coverage of a specific field and must be at a level such that the courses would be acceptable as prerequisites to advance toward a baccalaureate degree in that discipline. Two semesters (eight semester hours or equivalent) of biology course work with laboratory is also required for admission. Course work in ecology, entomology, botany or combined anatomy/physiology will not fulfill the biology prerequisite. Survey courses, nonsequential courses, courses without associated laboratories, courses designed for non-science majors or abbreviated courses targeted to health science majors are **not** acceptable as prerequisite science courses. Applicants must have completed 16 of the 24 prerequisite science semester hours or equivalent prior to the application deadline. The minimum 90 semester hours or equivalent of preprofessional course work must be completed prior to enrollment in the professional program.

humanities, business, or biomedical engineering a carefully encouraged to apply. Strong academic performance is considered paramount; the degree of emphasis is secondary.

PROFESSIONAL CURRICULUM

The purposes of the Doctor of Physical Therapy program are to prepare:

1. Physical therapists to serve as primary health care providers.
2. Graduates for leadership roles at the local, state and national level in physical therapy and in the health professions.
3. Physical therapists who can identify researchable problems, advocate and participate in research, and incorporate research findings into clinical practice.
4. Graduates who will be able to critically evaluate clinical and policy issues.
5. Graduates who can correlate theory with practice and think creatively about, react to, adapt or shape new practice environments.
6. Physical therapists who will participate in educative roles, for patients, peers, students and others.

Graduates of the Doctor of Physical Therapy program will be able to:

1. Demonstrate in-depth knowledge of the basic and clinical sciences relevant to physical therapy, both in their fundamental context and in relationship to the discipline of physical therapy.
2. Demonstrate mastery of entry-level professional clinical skills, particularly in the areas of patient evaluation and treatment, and pursue opportunities to develop advanced knowledge in focus areas.
3. Correlate existing theory and evaluate and clarify new or evolving theory relevant to the practice of physical therapy.
4. Utilize and facilitate the process of critical thinking and inquiry, particularly as focused on the improvement of the practice of physical therapy and the delivery of health care (i.e., the scholarly clinician).
5. Understand and influence the development and enactment of ethical and humane health care regulations and policies that are consistent with the needs of society.
6. Demonstrate leadership, management, and communicative skills to positively influence physical therapy and health care practice and policy.
7. Incorporate and demonstrate positive attitudes and behaviors to all persons, particularly those with other cultural and ethnic backgrounds.

a variety of settings. Classes in many time slots will be used to both short and long term internships. Some travel will be necessary outside of Omaha, and the student will be required to obtain lodging and assume financial responsibility for living expenses during this period of time. While full-time work during enrollment is not recommended, part-time employment is feasible.

POLICY ON ELECTIVE COURSEWORK

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

REQUIREMENTS FOR GRADUATION

To satisfy the requirements for graduation, the student must successfully complete all courses in the physical therapy curriculum (including any and all pre-physical therapy requirements) while achieving a grade-point average of not less than 2.0. All candidates for the Doctor of Physical Therapy (DPT) degree must be determined by the faculty to be of good moral character and fit for the practice of the profession. All indebtedness to the University must be paid, and the graduate must be present at the ceremonies where the degree is conferred (unless excused under University rules).

TUITION AND FEES

See Tuition and Fees Section in this *Bulletin*.

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

FINANCIAL AID

See Financial Aid Section in this *Bulletin*.

APTA MEMBERSHIP

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

ACCREDITATION

The program in Physical Therapy at Creighton University is accredited by the Commission on Accreditation in Physical Therapy Education. The Doctor of Physical Therapy program was accredited for the maximum five year period in 1996, and is scheduled for re-evaluation in 2001.

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.

students in 1997. The purpose of the Association is to provide an international and social forum whereby Creighton physical therapy students can interact and associate with peers both within the physical therapy profession and from other health care disciplines. The Association supports the professional development of students through service and educational experiences outside the didactic and clinical curriculum.

Physical Therapy Leadership Guild

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.

RECOGNITION OF SCHOLARSHIP, LEADERSHIP AND SERVICE

The Creighton University School of Pharmacy and Allied Health Professions administers endowed scholarships derived from gifts and donations through the Physical Therapy Scholarship and Awards Committee. In January or February of each year, students are invited to apply for selected scholarships. Selected awards are announced at the All-School Honors Convocation that is held in the Spring. Students are informed of miscellaneous scholarships through the School's weekly newsletter, and may consult with the School's financial aid officer regarding any such scholarships. A list of the awards and scholarships that have been given routinely over the past several years may be obtained from the office of the Associate Administrator.



to students who graduated from a Loup City, Nebraska high school.

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.

NONTRADITIONAL (TRANSITIONAL) DOCTOR OF PHYSICAL THERAPY PROGRAM

In 1999 the School instituted a nontraditional (transitional) Doctor of Physical Therapy program to make doctoral level 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. As such, it is in harmony with the values of the profession of Physical Therapy. The program emphasizes integration of theory and practice from the foundational, professional and clinical sciences, critical self-assessment, clinical reasoning and decision-making skills, advocacy and health policy.

The nontraditional DPT program permits distance learners access to required course work through print, videotape, CD-ROM, and Web-based technology. The professional practice component of the curriculum is tailored to each individual based on the student's self-assessment of professional competencies. Students may elect to enhance generalist clinical skills or select a focused area for clinical study. Whenever possible, experiential course work will be arranged at practice sites in the student's geographic region.

The nontraditional DPT curriculum consists of 52 semester hours of required course work. Thirty-six of the required hours are dedicated to didactic coursework in the foundational, professional and clinical sciences, and four involve professional self-assessment. The remaining 12 semester hours are devoted to clinical education. Professionals eligible for this program must have an earned physical therapy degree from a CAPTE-accredited program, hold current state licensure and have practiced physical therapy for a minimum of two years, and have access to computerized mechanisms of information gathering (Internet browser) and communication (word processing, email).

To request application forms, or for further information, contact:

**Admissions Office
School of Pharmacy and Allied Health Professions
Creighton University, 2500 California Plaza, Omaha, NE 68178
Telephone: (800) 325-2830 or (402) 280-2662
Fax: (402) 280-5739**

**Email: phaadmis@creighton.edu
Internet: <http://enahp.creighton.edu>**

PTD 310 Human Anatomy	7	PTD 320 Human Neurobiology	5
PTD 312 Seminar in Physical Therapy I	1	PTD 437 Physical Therapy Procedures I	3
PTD 315 Histology	3	PTD 329 Kinesiology/Pathomechanics II	4
PTD 319 Kinesiology/Pathomechanics I	4	BMS 404 Physiology	4
PTD 324 Clinical Correlates I	1	PTG 105 Introduction to Disease	3
PTD 375 Information Retrieval and the Literature of the Health Sciences	<u>1</u>	PTD 311 Human Embryology and Development Biology	1
	17	PTD 405 Exercise Physiology	<u>1</u>
			19

Second Professional Year

<i>First Semester (Summer)</i>	<i>Sem. Hrs.</i>	<i>Second Semester (Fall)</i>	<i>Sem. Hrs.</i>
PTD 328 Applied Human Neurobiology	3	PTD 442 Seminar in Physical Therapy III	1
PTD 447 Musculoskeletal Physical Therapy I	3	PTD 431 Pharmacotherapeutics	2
PTD 438 Physical Therapy Procedures II	3	PTD 436 Clinical Medicine and Physical Therapy Management	2
PTD 433 Psychological and Sociocultural Aspects of Human Interaction	3	PTD 444 Clinical Correlates III	1
PTD 432 Seminar in Physical Therapy II	1	PTD 448 Neuromuscular Physical Therapy I	4
PTD 434 Clinical Correlates II	<u>1</u>	PTD 557 Musculoskeletal Physical Therapy II	5
	14	PTD 556 Critical Inquiry I	<u>1</u>
			16

Third Professional Year

<i>First Semester (Spring)</i>	<i>Sem. Hrs.</i>	<i>Second Semester (Summer)</i>	<i>Sem. Hrs.</i>
PTD 558 Neuromuscular Physical Therapy II	4	PTD 559 Cardiopulmonary Physical Therapy II	2
PTD 449 Cardiopulmonary Physical Therapy I	2	PTD 553 Physical Therapy Management Systems	2
PTD 435 Ethics in Physical Therapy Practice	3	PTD 445 Health and Human Behavior: Educational Strategies for Health Professionals	2
PTD 443 Health Care Systems	2	PTD 564 Directed Study	2
PTD 566 Critical Inquiry II	2	PTD 569 Physical Therapy Practice (Aug/Sept/Oct)	<u>12</u>
PTD 552 Seminar in Physical Therapy IV	1		20
PTD 554 Clinical Correlates IV	<u>3</u>		
	17		

activities and intensive laboratory-based course work (NPT 311 and NPT 326) Students are considered inactive if they fail to register for course work for three consecutive enrollment periods.

Participants will be allowed to arrange for professional practice experiences in their geographical location. Participants must successfully complete all didactic courses, having received a passing grade in each, prior to registration in a professional practice experience. A didactic course and a professional practice experience may not be taken concomitantly. Up to two professional practice experiences may be taken in any one enrollment period. Additional professional practice experiences may be taken upon special petition by the participant to the Program Director and the Professional Experience Coordinator.

Didactic Courses

NPT 311 Anatomy/Embryology	3
NPT 315 Histology	3
NPT 320 Applied Neurobiology	3
NPT 326 Physical Assessment	3
NPT 329 Advanced Biomechanics	3
NPT 431 Pharmacotherapeutics	3
NPT 435 Ethical and Legal Issues	3
NPT 443 Health Care Systems	3
NPT 455 Radiology	3
NPT 456 Clinical Research I	3
NPT 466 Clinical Research II	3
NPT 490 Differential Diagnosis	3

Clinical Areas (3 hours minimum)

NPT 548 Musculoskeletal	1-4
NPT 558 Neuromuscular	1-4
NPT 568 Cardiopulmonary	1-4
NPT 578 Integumentary	1-4

Non-clinical Areas (3 hours minimum)

NPT 564 Clinical Research	1-4
NPT 574 Academics	1-4
NPT 584 Administration/Mgt.	1-4
NPT 594 Policy/Ethics	1-4

Professional Self-Assessment Courses

NPT 501 Professional Self-Assessment I	2
NPT 502 Professional Self-Assessment II	2

Professional Practice (12 hours total)

The following courses are required in the Physical Therapy program. They are offered by the Creighton School of Medicine.

BMS 404 Physiology (4)

A course focused on the principles of operation of the human physiological system. Emphasis on major concepts of systemic physiology, basic operations of functions during steady-states and response reactions, culminating in the ability to draw appropriate conclusions about functional states. P: BIO 211; CHM 151 or equiv.

PTG 105 Introduction to Disease (3)

Fundamental vocabulary and concepts of disease to include their causes, lesions, and mechanisms are studied. After providing the student with fundamental vocabulary and concepts, as well as a broad analysis of the most common and significant diseases and the process of diagnosis, the diseases are approached by organ system, with a review of the anatomy and physiology involved, epidemiology of each disease state, pathologic and clinical manifestation and diagnostic techniques. P: PTD 310; CO: BMS 404.

PHYSICAL THERAPY (PTD)

PTD 310 Human Anatomy (7)

In-depth study and analysis of the regional and systemic organization of the body. This course includes pertinent information covering structural and functional relationships that are clinically important to health professionals. The format of the course includes lectures, discussions, laboratory dissections, case studies, and teaching practicals.

PTD 311 Human Embryology and Developmental Biology (1)

Study of pre- and post-natal human development. This course includes general embryology, fetal development and maturation, and common developmental malformations. The format is primarily lecture and discussion.

PTD 312 Seminar in Physical Therapy I (1)

Discussion of contemporary topics affecting and influenced by physical therapy. Issues that deal with professionalization and socialization are discussed. The structure and role of professional organizations in physical therapy are presented.

PTD 315 Histology (3)

Study of structure of cells, tissues and organs on a microscopic level with linkages to function. Additional emphasis is placed on connective, contractile and neural tissue. The course utilizes lecture, seminar, discussion, and laboratory experiences.

PTD 319 Kinesiology/Pathomechanic I (4)

Study of selected anatomical, structural, and functional properties of human connective, muscular, and nervous tissues, and skeletal structures. Emphasis 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 provide an introduction to the entire field of human neurobiology, there will be an emphasis on the development of the brain and spinal cord, and the role of the nervous system in the control of human behavior.

movement and muscle composition, theories of motor control and motor learning, balance and sensory perception. The format of the course is lecture, demonstration, small group discussion, case presentation and laboratory experience.

PTD 329 Kinesiology/Pathomechanics II (4)

Continuation of PTD 319, including applications of principles of measurement to the assessment of patient function.

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

This course provides students with the basic skills and knowledge needed to retrieve and utilize information from the literature of the health sciences and related fields.

PTD 405 Exercise Physiology (1)

This course is designed to provide the physical therapy student with a basic working knowledge of the body's adaptation to exercise and training in the normal population. Through integration of anatomy, physiology, biochemistry and nutritional considerations the student will gain an appreciation for the complexity of the human body, and understand the synergistic actions of the systems. Some topics will serve as introductory material that will be addressed in future courses throughout the professional program.

PTD 431 Pharmacotherapeutics (2)

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

PTD 432 Seminar in Physical Therapy II (1)

This course builds on PTD 312. Emphasis will be on the fundamental concepts and principles central to the development of physical therapy as a clinical science. Students are introduced to formulation and use of theory and differing sources of knowledge, role of conceptual models for evaluation, specific professional issues central to clinical practice, development of clinical reasoning/judgment skills, role of patient-practitioner interactions, and simple analysis of clinical cases and case reports.

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 Clinical Correlates II (1)

This course provides the physical therapy student with a thorough understanding of the role of clinical education in the DPT curriculum. Students are assisted in developing a Clinical Education Plan and participate in a three-week clinical education experience.

PTD 435 Ethics in Physical Therapy Practice (3)

Preparation of 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 of the best options; consider counter arguments for one's positions; and enhance commitment to promoting the dignity of others.

skills, applications of physical agents and manually manipulate techniques integrated from a clinical science evaluation/intervention framework.

- PTD 438 Physical Therapy Procedures II (3)**
Continuation of PTD 437.
- PTD 442 Seminar in Physical Therapy III (1)**
Continuation of PTD 432. Topics are discussed that relate to information presented in current courses. Information from previous courses, case presentations, professional issues, and reviews of current literature are discussed as they relate to each topic.
- PTD 443 Health Care Systems (2)**
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.
- PTD 444 Clinical Correlates III (1)**
Continuation of PTD 434. The focus is on clinical learning and assisting students in developing self-responsibility, self-assessment, and an understanding of professional competence. The course concludes with a three-week clinical education experience.
- PTD 445 Health and Human Behavior: Educational Strategies for Health Professionals (2)**
Examination of individual and social factors that influence health and wellness throughout the lifespan including application of behavioral theories, introduction to health promotion/education and interventions based on social, cultural, economic influences, introduction to epidemiological assessment and program evaluation.
- PTD 447 Musculoskeletal Physical Therapy I (3)**
Study of the physical therapy and medical management of selected neuromusculoskeletal disorders. The evaluation and treatment of lower extremity problems from the orthopedic perspective will be emphasized.
- PTD 448 Neuromuscular Physical Therapy I (4)**
Study of theories of motor control and learning, motor development, developmental disabilities, and physical therapy practice for persons with neurological conditions. Family and environmental contexts are stressed. Laboratories are used to strengthen evaluation and treatment skills, especially analyzing movement, planning, practicing and modifying treatment.
- PTD 449 Cardiopulmonary Physical Therapy I (2)**
Physical therapy evaluation and treatment of patients with primary and secondary disorders of the cardiopulmonary system. Principles of exercise testing and training for both healthy adults and for patients are included. The emphasis is on designing comprehensive programs that include patient education, assistance with lifestyle changes, and activity prescriptions.
- PTD 499 Directed Independent Study (Variable credit hours)**
Individually designed independent study time where students work on a research project under direction and guidance of a faculty member. This study may be in any area of physical therapy.
- PTD 552 Seminar in Physical Therapy IV (1)**

- PTD 554 Clinical Correlates IV (3)**
Continuation of PTD 444. The focus is on clinical teaching and assisting students in developing an understanding of the role and responsibilities of clinical teachers. The course concludes with a four-week clinical education experience.
- PTD 556 Clinical Inquiry I (1)**
Research principles, organization of inquiry and investigation, research designs and statistical methods most pertinent to physical therapists in clinical practice are addressed. Examples of research in physical therapy are used to facilitate learning. Interpretation of data is highlighted.
- PTD 557 Musculoskeletal Physical Therapy II (5)**
Continuation of PTD 447. Study of the physical therapy and medical management of selected neuromusculoskeletal disorders. The evaluation and treatment of the upper extremity and the axial region (spine, pelvis and temporomandibular joints) from the orthopedic perspective are emphasized.
- PTD 558 Neuromuscular Physical Therapy II (4)**
Continuation of PTD 448. Presentation of concepts for the management of the child and adult with acquired neurologic dysfunction. Clinical problem-solving of disability/handicap issues as a result of impairments in the neurologic, musculoskeletal/integumentary and psychosocial domains is emphasized.
- PTD 559 Cardiopulmonary Physical Therapy II (2)**
Continuation of PTD 449. This course includes analysis of body composition, management of patients with obesity, peripheral vascular disease, heart and lung transplants, and diabetes. Management of patients with cardiopulmonary dysfunction as a secondary diagnosis also is discussed.
- PTD 564 Directed Study (2)**
Projects individually designed and formulated on topics within the scope of expertise of the student and faculty.
- PTD 566 Clinical Inquiry II (2)**
Continuation of PTD 556, with focus on critical review of the literature relative to the research design employed. A computer laboratory experience is used to give students the opportunity to use one statistical software program. Students are also assigned a task to complement work on the scholarly project required for graduation.
- PTD 569 Physical Therapy Practice I (12)**
A 12-week clinical education experience.
- PTD 570 Teaching Practicum (Variable credit hours)**
Individually designed teaching experience under the guidance of a faculty preceptor. Includes planning, assessment, and other faculty activities.
- PTD 679 Physical Therapy Practice II (12) I**
A 12-week clinical education experience.
- PTD 688 Problems in Physical Therapy (2)**
Students discuss complex cases from their clinical education experiences and review pertinent literature. The course also includes presentation and defense of scholarly

- NPT 315 Histology (3)**
The study of cells and tissues of the human body at the microscopic level with the objectives of understanding the relationship of cell structure to function and the dynamic nature of cells and tissues. Those tissues most relevant to the profession of physical therapy are emphasized. In addition to normal histology there will be an introduction to the inflammatory and healing processes and the repair and regeneration of muscle, nervous and connective tissues. Relevant research articles will be used where appropriate.
- NPT 320 Applied Neurobiology (3)**
In-depth analysis of those areas of clinical neurobiology most relevant to the field of physical therapy. Topics include normal and abnormal human movement, muscle tone/posture, theories of motor control and motor learning, balance and sensory perception.
- NPT 326 Physical Assessment (3)**
Systematic examination and evaluation of theoretical and practical applications of physical assessment across neuromuscular, musculoskeletal, cardiopulmonary, and integumentary systems. Includes performance of psychomotor assessment skills, as well as health assessment in well adults.
- NPT 329 Advanced Biomechanics (3)**
Critical examination of normal and pathological musculoskeletal biomechanics including kinematic and kinetic analysis. Emphasis on mechanical, neuroregulatory, and muscular influences upon normal and pathological motion and measurement of patient function.
- NPT 431 Pharmacotherapeutics (3)**
Utilization of knowledge of physiology and neuroanatomy to develop an understanding of the effects of medication on human performance throughout the lifespan within the context of various dysfunctions. Designed to develop an understanding of substance abuse, drug interactions, drug compliance, age and dosage recommendations.
- NPT 435 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 443 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 455 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 films, radiographic anatomy, and clinical correlation with patient cases. Other types of imaging, contrast films, magnetic resonance imaging, and computed tomography will also be introduced.
- NPT 456 Clinical Research I: Evidence-based Practice & Decision Making (3)**

Focus on clinical reasoning skills and diagnostic process used in patient/client management. Emphasis on the diagnostic process in physical therapy and indications for referral.

NPT 501 Professional Assessment I (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 502 Professional Assessment II (2)

A continuation of NPT 501. P: NPT 501

NPT 548 Musculoskeletal Clinical Practice (1-4)

In-depth clinical practice focused on proficiency and management of patients with musculoskeletal disorders. Clinical practice competencies are generated through performance-based assessment in NPT 501

NPT 558 Neuromuscular Clinical Practice (1-4)

In-depth clinical practice focused on proficiency and management of patients with neuromuscular disorders. Clinical practice competencies are generated through performance-based assessment in NPT 501

NPT 568 Cardiopulmonary Clinical Practice (1-4)

In-depth clinical practice focused on proficiency and management of patients with cardiopulmonary disorders. Clinical practice competencies are generated through performance-based assessment in NPT 501

NPT 578 Integumentary Clinical Practice (1-4)

In-depth clinical practice focused on proficiency and management of patients with disorders of the integumentary system. Clinical practice competencies are generated through performance-based assessment in NPT 501

NPT 564 Clinical Research (1-4)

In-depth research experience on a clinical problem or issue of interest done in partnership with a faculty and/or clinical mentor.

NPT 574 Academic/Clinical Teaching (1-4)

In-depth experience in didactic and/or clinical pedagogy that provides students with opportunities to apply theories of instructional methods and evaluation with a focus on the adult learner.

NPT 584 Administration/Management (1-4)

In-depth experience in administration and/or health care management in a clinical or corporate setting.

NPT 594 Policy/Ethics (1-4)

In-depth experience in which the student identifies and investigates a policy-related or ethical/legal problem impacting clinical practice. Students may elect to study with professionals in a variety of governmental, professional, organizational and clinical settings. This experience requires application of theories from NPT 435 and NPT 443.

- J. BRADLEY BARR, *Assistant Professor of Physical Therapy* (1998).
B.A., Stanford University, 1991; DPT, Creighton University, 1996.
- KELLI A. GREGERSON BENTLEY, *Instructor of Physical Therapy* (1996).
B.S., University of Nebraska Medical Center, 1986; M.A., University of Nebraska-Omaha, 1991.
- J. M. BRUNNER, *Instructor of Physical Therapy* (1996).
B.S., Ithaca College, 1976.
- SHERRY L. CLARK, *Associate Professor of Physical Therapy* (1997).
B.S.P.T., University of Alabama, 1967; M.S., University of Kentucky, 1977.
- TERESA M. COCHRAN, *Assistant Professor of Physical Therapy* (1998).
B.A., University of Nebraska at Omaha, 1989; M.A., 1994; DPT, Creighton University, 1996.
- REV. DONALD D. DRISCOLL, S.J., *Assistant Professor and Jesuit Chaplain, School of Pharmacy and Allied Health Professions* (1987; 1996); *Lecturer in Theology* (1987).
B.A., St. Louis University, 1958; S.T.B., 1967; M.A., University of Notre Dame, 1968.
- JUDITH R. GALE, *Assistant Professor of Physical Therapy* (1993; 1997).
B.A., San Francisco State University, 1981; M.A., Stanford University, 1984; M.P.H., University of Alabama at Birmingham, 1991.
- GRAHAM GLYNN, *Associate Professor of Physical Therapy* (secondary appointment) (1997).
B.S., University College, Dublin, Ireland, 1984; Ph.D., Kent State University, 1990.
- GAIL M. JENSEN, *Associate Professor of Physical and Occupational Therapy* (1993).
B.S., University of Minnesota, 1973; M.A., Stanford University, 1978; Ph.D., 1987.
- ANTHONY E. KINCAID, *Assistant Professor of Physical Therapy* (1995).
B.S.P.T., California State University-Long Beach, 1979; M.S., Anat., University of Michigan, 1987; Ph.D., 1991.
- JOAN S. LANAHAN, *Chaplain, School of Pharmacy and Allied Health Professions* (1998).
D.Min., McCormick Theological Seminary, 1984.
- DIANE MADRAS, *Assistant Professor of Physical Therapy* (1998).
B.A., University of Missouri, 1984; MSPT, Columbia University, 1986; Ph.D, Louisiana State University Medical Center, 1995.
- KAREN A. PASCHAL, *Assistant Professor of Physical Therapy* (1994).
B.A., University of South Dakota, 1972; M.S., Duke University, 1974.

SAMUEL A. SCOTT, *Assistant Professor of Physical Therapy* (1997).

B.A., University of Kentucky, 1984; Ph.D., 1990.

A. JOSEPH THRELKELD, *Chair, Department of Physical Therapy* (1996); *Associate Professor of Physical Therapy* (1992).

B.H.S., University of Kentucky, 1976; Ph.D., 1984.

ANDREA M. ZARDETTO-SMITH, *Assistant Professor of Physical and Occupational Therapy* (1996).

B.S., College of St. Elizabeth, 1978; M.S., Loyola University of Chicago, 1983; Ph.D., 1990.



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

MASTER OF SCIENCE IN PHARMACEUTICAL SCIENCES

Program Description

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

Application and Admission

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

MASTER OF HEALTH SERVICES ADMINISTRATION

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

ADMINISTRATION

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

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



TUITION AND FEES

TRADITIONAL 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.

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.

Application for admission fee	\$ 50.00
Enrollment reservation deposit payable when admitted to Pharmacy and Allied Health Professions (credited to tuition)	400.00
Tuition per semester for Pharmacy students	7,145.00
Tuition per semester for Occupational Therapy students (O.T.D.) ...	7,145.00
Tuition per semester for Occupational Therapy students (B.S.)	6,783.00
Tuition per semester for Physical Therapy students	7,145.00
Tuition per semester-hour credit when per-credit hour rate is applicable, and only with the permission of the Assistant/Associate Dean for Academic Affairs ¹ (See Tuition Assessment—page 108) ...	424.00
Student Health Insurance Premium for six months ²	(Option 1) 550.00 (Option 2) 620.00
Hepatitis B vaccination fee	190.00
Tuberculosis PPD Test Fee	10.00
Varicella Titer Fee	15.00
University Fee	283.00
Yearbook	27.00*

* Charged to all full-time, undergraduate students. Students in the Doctor of Pharmacy, Doctor of Physical Therapy and Doctor of Occupational Therapy programs will not be charged for, and will not receive, an undergraduate yearbook. Bachelor of Science in Occupational Therapy students, if they choose not to receive a yearbook, may request the Business Office to delete the yearbook fee from their statement. This request must be made by the Friday following Labor Day.

Part-time students: Traditional students in the School of Pharmacy and Allied Health may register as part-time students only with the written permission of the Assistant/Associate Dean for Academic Affairs. Such students are subject to registration, laboratory, and any other applicable fee.

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

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.

NONTRADITIONAL STUDENTS (Pharmacy and Physical Therapy)

Application for admission fee	\$50.00
Enrollment reservation deposit payable when admitted to Pharmacy and Allied Health Professions, credited to tuition	400.00
Tuition per credit hour	270.00
Student Health Insurance Premium for six months ² (Option 1)	550.00
..... (Option 2)	620.00
Hepatitis B vaccination fee	190.00
Tuberculosis PPD Test fee	10.00
Varicella Titer Fee	15.00
University Fee, per course	25.00
Special Challenge Examination fee	200.00

Extra Fee:

Video tape deposit and rental , added for courses delivered in video format	75.00
(\$15.00 charged as rental, \$60.00 refunded when tapes are returned in good condition)	

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 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.

Extra Costs

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

FINANCIAL ARRANGEMENTS—TRADITIONAL STUDENTS

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

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

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

Late Payment Policy

A late payment fee will be added to charges assessed at registration that remain unpaid after the period for late registration. This fee is \$80 for the first month and an additional \$40 for each subsequent month that the account remains unpaid. Accounts with unpaid balances under \$500 will be subject to a \$80 fee the first month, and \$30 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.

Note: Nontraditional Doctor of Pharmacy students are referred to the current Participant Handbook for information on financial arrangements. This Handbook can be obtained from the Office of the Director of the Nontraditional Doctor of Pharmacy program (402) 280-1824.

WITHDRAWALS AND REFUNDS

Traditional 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%

Traditional students withdrawing before the end of a summer 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>
One or two class days	10%
Three through seven class days	40%
Eight through twelve class days	80%
Over twelve class days	100%

Traditional students withdrawing before the end of the Pre-Session 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>
One or two class days	10%
Three through five class days	40%
Six or seven class days	80%
Eight or more class days	100%

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

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

Full-time traditional students who drop courses after the last day for late registration but remain full-time (12 or more credit hours) receive no refund. Students

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

assessed tuition on a per credit hour basis, including part-time students, graduate students and students in a summer session, will be charged for courses dropped in accordance with the schedule applicable in the event of total withdrawal.

A traditional student 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 Dean 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 Dean in person or in writing of his/her withdrawal.**

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

STUDENT FINANCIAL AID

Financial aid available for traditional Pharmacy and Allied 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 Allied Health Professions or other professional schools.

Information regarding financial aid for traditional Pharmacy and Allied Health Professions students should be directed to the Financial Aid Advisor, Creighton University, School of Pharmacy and Allied Health Professions, 2500 California Plaza, Omaha, NE 68178-0062, (402) 280-2731.

In general, students enrolled in the nontraditional Doctor of Pharmacy or the nontraditional Doctor of Physical Therapy program are not eligible for scholarships or financial aid. Nontraditional students with questions about financial aid are invited to call the School's Financial Aid Advisor at (402) 280-2972.

APPLICATION PROCEDURES

1. Apply for admission to Creighton's School of Pharmacy and Allied Health Professions. No financial aid commitment can be made until a student is accepted for admission.
2. Complete the Free Application for Federal Student Aid (FAFSA). This application is normally available at high school guidance offices and university financial aid offices after December 1. This form is sent to a processing center and takes approximately four weeks to process. Students should not complete or mail this application until after January 1. Copies of the parents' and students' tax returns may be required, and should be forwarded directly to the Financial Aid Office if requested.
3. Creighton will send you its institutional aid application after the FAFSA results have been received. The Creighton Aid Application is to be returned directly to the Financial Aid Office.
4. Students are notified by an award letter, which must be signed and returned to Creighton.

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

DEADLINES FOR APPLICATION AND REVISIONS

1. April 1—FAFSA and Creighton University Aid Application for fall semester.
2. April 1—Deadline for summer financial aid applications.

DISBURSEMENT AND USE OF AWARDS

All financial aid advanced by Creighton University must be used to pay tuition, fees, and University board and room charges before any other direct or indirect educational costs. The stated limits refer to the maximum amount of a loan or grant; 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 from one or more of the following programs: (1) Federal Pell Grant, (2) Federal SEOG—Federal Supplemental Educational Opportunity Grant, (3) SSIG—State Student Incentive Grant, (4) FWS—Federal College Work-Study, (5) Federal Perkins Loan, (6) Federal Stafford Loan, (7) Federal PLUS/SLS —Parents Loan to Undergraduate Students/Supplementary Loan to Students.

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

Qualitative Measurement

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

Quantitative Measurement

Students enrolled in the School of Pharmacy and Allied 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.

FEDERAL GRANTS AND SCHOLARSHIPS

Federal Pell Grant

The Pell Grant program is a Federal student aid program designed to assist students in defraying the cost of postsecondary education. The purpose of the Federal Pell Grant is to provide eligible students with a foundation of financial aid. Students with a prior degree, or those in the Pharm.D., D.P.T., or O.T.D. programs are not eligible for Pell Grant.

To apply for a Federal Pell Grant, a student must complete and submit a Free Application for Federal Student Aid (FAFSA). In approximately four weeks, a Student Aid Report (SAR) will be received by the student. The grant award may be as high as \$3,125 per academic year, depending on Federal appropriations.

Federal Supplemental Educational Opportunity Grant (FSEOG)

The FSEOG is awarded to students demonstrating financial need. Grants vary annually depending upon the amount allocated by the government and the student's need. The FSEOG program is for undergraduate occupational therapy students who are working toward their first baccalaureate degree.

Nebraska State Scholarship Award Program (SSAP)/Student Assistant Program (SAP)/Postsecondary Educational Assistance Program (PEAP)

Residents of Nebraska attending a post-secondary institution who can demonstrate substantial financial need are eligible for this program. Due to limited funding in these programs, students at Creighton who were prior recipients of this program will receive first priority if they still meet the financial qualifications.

Indian Fellowship Program (Native American)

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

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

UNIVERSITY GRANTS AND SCHOLARSHIPS

Creighton University Grant (CUG)

Depending on your financial need, Creighton awards grants that are renewable as long as documented financial need continues. The grant may not be received beyond the normal course curriculum required for a Bachelor of Science in Occupational Therapy. Each year a new FAFSA should be filed by April 1 to qualify for grants for the following academic year. Students must be enrolled full-time and working toward their first baccalaureate degree to qualify.

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 D.P.T., Pharm.D., O.T.D., or Ph.D. 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 ALLIED HEALTH SCHOLARSHIPS

A limited number of academic and need-based scholarships are available to traditional students in the School of Pharmacy and Allied Health Professions. A call for applications is issued in January each year through the Scholarship and Awards Committees. The selection of the recipients and designation of the amount of aid granted is left to the discretion of the School. Details on these scholarships are available from the Dean's Office.

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 first-time Creighton students must attend a loan counseling session before the Federal Stafford check may be disbursed. Also, HPSL and Federal Perkins recipients must return the Rights/Responsibilities Statement sent with the Award Notification. Finally, all HPSL, Federal Perkins, and/or Federal Stafford/SLS borrowers must have an exit interview with the Business Office and/or Financial Aid Office prior to leaving Creighton.

Health Professions Student Loan (HPSL)

To qualify for assistance under this program a student must be enrolled in the pharmacy program and demonstrate financial need. The maximum loan that may be awarded per academic year is \$2,500 plus tuition. Funding at Creighton is generally limited to \$3,000 due to limited funding. Interested students must complete the Financial Aid Form, and in all cases parents' financial information must be included regardless of dependency status. A copy of the parents' tax form is *required* and must be submitted to the Financial Aid Office. No awards may be made to a student under this program unless parents' information is provided. The loan is repayable over a ten-year period, which begins one year after the student ceases to pursue a full-time course of study. The loan carries an interest rate of five percent which does not start to accrue on the principal until repayment commences.

Federal Perkins Loan

This program offers a five percent loan to students demonstrating financial eligibility. Students in a bachelor's program of study may borrow an aggregate maximum of \$15,000. Students obtaining a doctoral degree may borrow up to an aggregate maximum of \$30,000, including undergraduate borrowing. The totals will also include any Federal Perkins Loan money that one may have received prior to enrolling in Creighton's Pharmacy and Allied Health program. The principal and accruing interest payments will commence nine months after the student graduates or drops below half time. Due to limited funding, the Federal Perkins loan may be limited to undergraduate students.

Federal Stafford Student Loan (FSSL)

A student may borrow from a lender offering the FSSL and a state or private guaranty agency will stand behind the loan. Students must demonstrate eligibility by completing the Free Application for Federal Student Aid (FAFSA). An undergraduate student may borrow up to \$2,625 in the first year, up to \$3,500 in the second year, and up to \$5,500 in the third year and beyond. An undergraduate may borrow an aggregate amount of \$23,000. A Pharm.D., Physical Therapy or Doctor of Occupational Therapy student may borrow up to \$8,500 annually and up to \$65,500 for the entire program of study, including undergraduate borrowing. The Federal Government pays interest on the loan while the student is in school. Repayment begins six months after the student graduates or drops below half time.

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

Federal Unsubsidized Stafford Student Loan (FUSSL)

A student may borrow from a lender offering the federal Unsubsidized Stafford Loan and a state or private agency will stand behind the loan. This loan program allows students who are ineligible for the need-based Subsidized Stafford Loan or wish to borrow additional loan funds the opportunity to apply for an unsubsidized Stafford. A graduate/professional student may borrow up to 10,000 annually from a lender offering the FUSSL program and a state or private non-profit agency will stand behind the loan. Professional students may borrow up to an aggregate maximum amount of \$138,000 minus all Federal Subsidized Stafford Student Loans (including undergraduate borrowing). An origination and guarantee fee, paid by the borrower, will be deducted from the loan before it is dispersed. The student is responsible for paying accruing interest on the loan while in school. Repayment of principal and interest normally begins within 60 days following the date of disbursement. However, the student may defer the payment of principal (and in some cases the accruing interest) until graduation. Information regarding deferment options are listed on the promissory note. Unsubsidized Stafford loans received on or after 7/1/94 will have a variable interest rate not to exceed 8.25%. The variable rate is recalculated on an annual basis, and for 1998/99 was 6.86%. Independent undergraduates may borrow up to \$5,000 annually with an aggregate maximum of \$23,000 under the terms listed above.

Federal Parents Loan to Undergraduate Students (FPLUS)

Parents of dependent and undergraduate students may borrow from a lender participating in the FPLUS program and a state or private guaranty agency will stand behind the loan. A parent may borrow up to the cost of education less other aid (no maximum limit). The Federal government does not pay the interest on the loan while the student is in school. The interest rate is variable, depending on the prevailing Treasury-bill rate, but is not to exceed 9%.

Short-Term Loans

There are various University-controlled short-term loans available to students on emergency need basis. The maximum dollar amount a student may borrow is \$500 per year to be used toward educational or emergency expenses. The loan must be repaid prior to registration for the following semester. In the case of a graduating student, it must be repaid prior to graduation.

Please note that transcripts of credits will not be released until all outstanding short-term loans are repaid in full. Generally, no short-term loans will be offered during the first three weeks of each semester, and during the final week of each semester.

EMPLOYMENT

Federal Work-Study

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

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

The normal Federal Work Study award is approximately \$1,800, and can be earned by working approximately 11 hours per week during the academic year. Students are paid twice a month. Students must assume a normal employer-employee relationship under the program.

Student Employment Services

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

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

Employment, Internships, CO-OP Programs

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



The Academic and Student Affairs staff provide a welcoming “home away from home” for School of Pharmacy and Allied Health students.

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 department. It is the student's responsibility to inform himself or herself of these requirements. A student's 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.

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

The Academic Year

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

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

The School of Pharmacy and Allied Health Professions maintains several program specific academic calendars. Please refer to the Calendar published on pages 6-10 of this *Bulletin* for information on individual program schedules.

Clinical education courses (rotations, fieldwork and clerkships) are offered on a year-round basis for full-time semester credit and at regular full-time tuition rates (including the summer semester). Offerings in the University's Summer Session are also available. Traditional Doctor of Physical Therapy students must enroll in summer courses in their second and third professional years. Traditional Pharm.D. students must enroll in summer courses in their fourth professional year only. Accelerating Bachelor of Science in Occupational Therapy and Doctor of Occupational Therapy students must enroll in courses during all (post-professional) or two (entry-level) of the summers of the professional program.

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.

Course Numbering

Bachelor of Science in Occupational Therapy:

300-399 First Professional Year Courses (in general)

400-499 Second and Third Professional Year Courses (in general)

- Entry-Level Doctor of Occupational Therapy
 - 300-350 Courses offered in the First Professional Year (in general)
 - 351-481 Courses offered in the Second Professional Year (in general)
 - 482-599 Courses offered in the Third and Fourth Professional Years (in general)
- Post-Professional Doctor of Occupational Therapy
 - 500-599 Courses offered in the First and Second Professional Year
- Doctor of Physical Therapy—Traditional Pathway
 - 300-399 First Professional Year Courses (in general)
 - 400-499 Second Professional Year Courses (in general)
 - 500-699 Third and Fourth Professional Year Courses (in general)
- Doctor of Pharmacy—Traditional Pathway
 - 300-399 Courses Offered in the first three semesters of the Professional Program
 - 400-499 Courses Offered in the second three semesters of the Professional Program
 - 500-599 Courses Offered in the Fourth Professional Year

Class Attendance

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

At the start of the semester each faculty member will publish his or her specific procedures concerning class attendance, verification of excused absences, etc. It is the student's responsibility to note these procedures and to follow them carefully. No faculty member will drop the last class before or the first class after a University recess.

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

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

Section II: Registration

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

Prior to the early registration period, all students are provided with personalized class schedules, University course books, a worksheet to facilitate curricular planning, and instructions for accessing their registration page on the Web. Each traditional student is administratively registered by the School's Academic Affairs office staff for all required courses during the early registration period.

Students are required to meet with their faculty 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 are responsible for verifying that the course load for which they have been preregistered by the Academic 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.

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 traditional student's initial registration is permitted only with the written consent of the Assistant/Associate Dean for Academic Affairs. Changing from one section to another of the same course does not require the Assistant/Associate Dean's permission.

Tuition Assessment

Tuition for traditional students is assessed for each semester of required full-time study (including summers) on a flat-rate basis. This allows the traditional student in the School of Pharmacy and Allied Health Professions to enroll in classes totaling between 12 and 22 credit hours. The student's advisor will communicate with the Assistant/Associate Dean for Academic Affairs if a semester hour load of greater than 19 hours is planned. A student may not take less than 12 credit hours per semester or more than 22 credit hours per semester unless permission is granted by the Assistant/Associate Dean for Academic Affairs.

Course Waivers

Medical Science Courses

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

Criteria

Courses submitted in request to sit for a challenge examination in a medical science discipline must have been successfully completed 1) at an accredited institution of higher education, 2) within the past four years, and 3) with a grade of C or better. The submitted course(s) must be equivalent in both breadth and depth to the required Creighton medical science course.

Documentation Needed

Documentation of course content must be submitted to the Assistant/Associate Dean during the early portion of the summer prior to the student's first semester in the

professional program. The documentation required for an appropriate review includes: 1) the course description as it appears in the University catalog, 2) a course syllabus which specifies any required text(s), 3) any other official document which describes course scope, objectives and/or format, and 4) a 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 to aid in making a decision.

Process

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 a challenge examination. All challenge examinations will be administered on the Tuesday prior to the start of Fall semester classes. No petitions for challenge examination or course waiver of a medical science course will be accepted after that date. The passing grade for each challenge examination is set by the instructor of record, but must not be lower than 70%. The student will be notified in writing by the Assistant/Associate Dean of the outcome of each challenge examination taken. Notification will occur by the end of the first week of fall semester classes. If a student successfully passes a challenge examination, a Course Waiver form will be completed by the office of the Assistant/Associate Dean and appropriately filed with the Registrar. Copies of the Assistant/Associate Dean's letter and completed Course Waiver form will be sent to the faculty advisor and placed in the student's file maintained in the Office of Academic Affairs.

Professional Courses in the Student's Program of Study

Waiver of 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.). If a student wishes to petition for waiver of a required OTH, OTD, DPT, NPT, PHA, or NDP course, she/he must submit the same documentation as indicated above for waiver of a medical science course to the Assistant/Associate Dean (traditional students) or the Director of the appropriate nontraditional program (Physical Therapy or Pharmacy) no later than the semester prior to the semester in which the course to be waived is scheduled. The exception to this is for professional courses taken during the first semester of enrollment in the School. For these courses, documentation must be submitted not later than two weeks after the first day of classes. The documentation and process required of students requesting consideration for waiver of professional courses is the same as that outlined for medical sciences courses, with the exception that challenge examinations may be given at a time other than the Tuesday prior to the first day of Fall semester classes. The instructor of record will decide whether a challenge examination is required in order to decide on a course waiver request. Students will be notified of the outcome of their petition by the Assistant/Associate Dean or the appropriate nontraditional program Director as described above.

Credit for Waivers

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

If a student entered the professional program with more than the minimum number of hours necessary, the waived hours will not need to be made up if the difference between the total number of accepted preprofessional hours and the waived hours equals or exceeds the minimum preprofessional hour requirement.

Transfer of Credit

The Creighton University School of Pharmacy and Allied 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 Allied Health Professions may be transferred at the discretion of the Assistant/Associate Dean for Academic Affairs. Transcripts will be evaluated by the Assistant/Associate Dean only after a transfer student has been officially accepted for admission. In some instances, the Assistant/Associate Dean may require that the transfer student successfully complete at least one semester at Creighton, consisting of not less than twelve semester hours, before the exact amount of credit to be transferred will be determined.

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

Prerequisites—Following Outlined Curriculum

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

Add/Drop Courses

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

Dropping Courses

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

Section III: Examinations and Grading

Final examinations in all courses are held at the close of each term (semester or summer session). 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 examination, 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
- AU audited course only—no credit
- P pass—credit
- NP not pass—no credit
- SA satisfactory work
- UN unsatisfactory work (failure)—no credit
- W official withdrawal from a course—no credit

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

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

Incomplete and Absence from Final Examination

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

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

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

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

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

Pass/No Pass Option

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

Satisfactory/Unsatisfactory (SA/UN) Option

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

Removal from Clinical Education Site

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

Grade Reports

Grade reports are made available to students electronically each midsemester and at the end of each term (semester or summer). Access to the system may be gained by

logging on to the Registrar's Home Page and following instructions. Security is assured by requiring the entering of the student's ID number (usually the social security number) followed by the special access code number (pin number) assigned by the Registrar's Office. Midsemester grades are available only through the Web or via a special telephone grade reporting system. Printed copies of end of term grades are available in person through the Office of the Assistant/Associate Dean for Academic Affairs. In addition a copy of final grades is also mailed to one of the following: (1) to the parent or guardian if requested by the student; (2) to the student at the home address if the report is not mailed as indicated in (1). It should be noted that Federal law accords parents of dependent students (regardless of the student's age) the right to grade reports without prior consent of the student.

Quality Points

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

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

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

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

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

Repeating Courses

A student cannot repeat a course 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 Allied Health Professions, as that is the only way in which the original D or F grade earned can be discounted when calculating the cumulative quality-point average. If the student repeats the course at Creighton, she/he registers for the course in the normal way. The repeated course and the grade earned will be entered on the student's record in the term in which the repeated course was completed. The credit and quality points for the higher grade earned (one grade only) will be used to calculate the student's QPA. As with all other course work attempted, the original course entry and grade (D, F, NP, or UN) remain on the student's permanent record, and will appear on any transcript issued. Similarly, courses with marks of AF, WF, AU or W also remain permanently on the student's record.

The course may be repeated at another accredited institution only with the permission of the Assistant/Associate Dean for Academic Affairs (traditional students) or the Director of the appropriate nontraditional program (Physical Therapy or Pharmacy). Permission will be granted only if the external course is judged equivalent in both breadth and depth to the course offered at Creighton. The student must submit documentation of course content to the Assistant/Associate Dean for Academic Af-

fairs (traditional students) or the Director of the appropriate nontraditional program (Physical 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 program Director will consult with the Creighton instructor of record in order to determine equivalency between the Creighton course and the external course. If the student receives permission to enroll in the external course and passes the course with a grade of C or better, the student is relieved of the responsibility for repeating the course at Creighton. However, the external course **does not** appear on the Creighton transcript and the grade earned in the external course is **not** used to calculate the student's QPA. The Creighton quality point average is determined **only** by work done at Creighton University.

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 Allied Health Professions. This is required as a condition of honorable dismissal. A withdrawal card complete with all of the necessary clearances is sent to the Business Office where it will be countersigned and transferred to the Registrar.

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 Dean in person or in writing of the withdrawal.

A student withdrawing from the University during any semester or summer session before the final examinations forfeits credit for work done in that term. Students who withdraw with permission of the Dean receive W on their official record; those who withdraw without permission of the Dean 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 108.

Leave of Absence

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

Section V: Graduation

Full-Time Student Status

Traditional students who take 12 or more semester hours of credit during a semester are considered full-time students and pay a flat tuition rate. In general, students in the School of Pharmacy and Allied Health Professions are expected to be full-time. No student should register for less than 12 hours without discussing the plan with his/her faculty advisor and obtaining permission of the Assistant/Associate Dean for Academic Affairs. If a student is permitted to take fewer than 12 credit hours, he/she will still be considered a full-time student and will be required to pay the full semester's tuition. In certain circumstances, part-time status will be approved by the Assistant/Associate Dean, which allows the student to pay tuition on a per-credit-hour basis. Requests to register as a part-time student must be submitted in writing to the Assistant/Associate Dean for Academic Affairs.

In general, nontraditional Doctor of Pharmacy and Doctor of Physical Therapy students who take 6 semester hours of didactic course work or 8 semester hours of clinical course work during an enrollment period are considered full-time students. Regardless of load, nontraditional students pay tuition on a per-credit-hour basis.

Quality-Point Average Requirements

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

Graduation Honors

Graduation honors are based only on a student's work at Creighton. To be eligible for graduation honors, the student must have completed at least half of the prescribed hours for the degree in the School of Pharmacy and Allied Health Professions at Creighton. The diploma of a student who qualifies for honors is inscribed as follows:

Summa cum laude—for a QPA of 3.850-4.000

Magna cum laude—for a QPA of 3.700-3.849

Cum laude—for a QPA of 3.500-3.699

Dean's List

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

Graduate Recognition and Hooding Ceremony

Each year on the day preceding May Commencement, the School of Pharmacy and Allied Health Professions holds a Graduate Recognition and Hooding Ceremony for all May, August, and December graduates. Students wear their caps and gowns. At this special ceremony selected awards are distributed, 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 complete all requirements by the date for conferral of degrees in the following August. The respective Deans of the Schools and Colleges of the University shall have the responsibility for clearing all participants in the Commencement. Those participants in the May ceremony who have not completed all degree requirements shall be so designated in the Commencement program.

Section VI: School Policies

The School of Pharmacy and Allied Health Professions regularly revises existing policies and implements new ones. **Complete copies of all School policies are available from the Office of the Assistant/Associate Dean for Academic Affairs.** This section of the *Bulletin* summarizes important School policies that directly impact or apply to students. Students are strongly encouraged to review the Creighton University Student Handbook to familiarize themselves with University policies. The School recognizes its responsibility to accommodate the needs of distance learners when applying policy to nontraditional students.

HONOR CODE

Presumptions:

- The Honor Code is predicated upon the premise that students, as developing professionals, will develop professional maturity and integrity through a system of self-governance.
- The Honor code is primarily an undertaking of the students, individually and collectively, to define standards of conduct while in a professional program.
- Cooperation exists between students and faculty to share responsibility for modeling and maintaining academic honesty, integrity and professional behavior.
- The Honor Code embodies the concept of personal honor in the framework of a covenantal pledge and is aligned with Creighton University's Code of Conduct and the School of Pharmacy and Allied Health Professions' Misconduct Policy.
- The School is committed to students' professionalism as evidenced by having students abide by the Honor Code and their specific professional association's Code of Ethics.

- The Honor Code contributes to the development and expression of moral standards that are the cornerstone of the academic community, the greater society, and the profession.
- The Honor Code creates an environment where academic dishonesty is socially and professionally unacceptable, where institutional expectations are clearly understood and where students assist their peers.
- Students are obligated to take action in the event they learn that a fellow student has violated the code. The student can take action by asking the violator to refrain from the behavior and/or to report him/herself and/or the student can report the behavior to designated student, faculty, or administrative representatives.

Principles and Duties:

- **Fidelity/Honesty/Truthfulness:** The student maintains high standards of academic and professional honesty and integrity.
 - The student exhibits honesty during academic and clinical communications and evaluations.
 - The student refuses to provide unfair advantage by assisting another student during an academic or clinical evaluation in a manner not prescribed by the instructor.
 - The student refuses to alter, forge, falsify or fabricate information, documentation, or service.
 - The student maintains confidentiality of patient information.
 - The student strives to attain high levels of competence, admit errors and not knowingly mislead others or promote oneself at the expense of others.
- **Responsibility and Sense of Duty:** The student fulfills duties and obligations of the profession which are expected by the public.
 - The student becomes familiar with and adheres to his or her specific professional association's Code of Ethics.
 - The student's responsibility parallels the responsibility of professional practitioners who maintain high professional standards by monitoring the conduct of their peers.
 - The student is dedicated to helping patients, colleagues, the profession and society reach their maximal potential.
 - The student maintains quality of care while addressing conflicts of interest.
 - The student engages in conduct that reflects positively on the School and profession.
- **Justice and Respect for the Rights of Others:** The student respects the rights, privileges and property of other members of the academic and clinical community.
 - The student deals with faculty, staff, peers and patients in a dignified, considerate manner and with a spirit of cooperation.
 - The student is respectful towards the learning process.
 - The student views and treats all people encountered in an academic or clinical capacity equally in regards to liberties, rights, respect, acceptance and opportunities.
 - The student submits his or her own original work in a manner prescribed by the instructor and with the expectation that the grade reflects only that student's achievement.

- The student respects the ideas and words of others by attributing the quoted or paraphrased portions to their original sources.
- The student strives to uphold the dignity and respect of his or her profession by his or her dress, personal appearance, conduct and conversation.

Students will sign a pledge at the beginning of each academic year, acknowledging that they have read the Honor Code, understand its principles and agree to abide by and support them.

SCHOLASTIC STANDING POLICY

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

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

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

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

Affairs, the faculty advisor, and the appropriate department chair(s). A copy will also be placed in the student's academic file. The experiential education director has the right to delay the next clinical experience, reassign the student to a different clinical site, or allow the clinical rotations to proceed as previously planned.

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

1. The student receives two or more failing grades (F) or unsatisfactory grades (UN) in any course(s) of the curriculum (whether or not repeated for passing grades).
2. The student earns a semester quality point average of less than 2.0 for a third time (whether or not courses in the semesters are subsequently repeated for higher grades).
3. The student is placed on academic probation for any reason for a third time.

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

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

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

READMISSIONS POLICY

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

Students eligible to apply for re-admission must wait a minimum of one calendar year from the date of dismissal before submitting a formal application. The application for re-admission will be reviewed by the Admissions Committee of the program to which the applicant is applying. Applicants for re-admission 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 re-admission applicant's academic history at the School of Pharmacy and Allied 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 re-application package.

The Admissions Committee will have full access to the student's Creighton University permanent record, including correspondence generated as a result of the original dismissal action. In addition to submitting all required admissions application paperwork, the individual seeking re-admission 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 Allied 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 re-admitted will enroll in the curriculum that is in place for students beginning their first professional year during the academic year in which the re-admitted student enrolls. Advanced standing status will be determined by the Assistant/Associate Dean for Academic Affairs. The re-admitted student's prior academic record within the School will remain a part of her/his Creighton transcript. The grades for required professional courses successfully completed that are applicable to the student's current curriculum, and which are deemed acceptable when the decision on advanced standing is made, will be used in calculating the professional quality point average. Grades for all other previously completed courses will not be calculated into the readmitted student's professional QPA.

A re-admitted student is subject to all policies affecting students in the School of Pharmacy and Allied Health Professions. A re-admitted 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 re-admitted student who is dismissed for non-academic misconduct may appeal through procedures outlined in the Creighton University Student Handbook. 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 re-admission to the School.

Grade Appeals Policy

The instructor has jurisdiction in determining grades; however, the student has the right to appeal a grade that the student believes have been assigned in an arbitrary or capricious manner. The appeal process may involve the following steps (the issue may be resolved at any level):

1. The student confers with the instructor involved.
2. The student and instructor (preferably together) confer with the Chair of the department. The Department Chair documents the outcome of this joint meeting in a memo to the Assistant/Associate Dean for Academic Affairs.

For all students enrolled in the School of Pharmacy and Allied Health Professions the following is the next step if resolution of the issue is not achieved in step 2.

3. The student appeals in writing to the Academic Issues Hearing Board through the Assistant/Associate Dean for Academic Affairs. The letter should state precisely which grade(s) are being appealed, and must contain any allegations which are the basis for the complaint. The burden of proof rests with the student. The student may wish to select an advisor or counselor to accompany him/her to any interviews with the Hearing Board. The student will be advised in writing of the outcome. The timeframe in which the student has the right to file a formal written grade appeal is specified in the official Grade Appeal Policy, which is available from the Office of the Assistant/Associate Dean for Academic Affairs.

For students appealing grades in other Schools and Colleges at Creighton University the next steps should be followed:

4. The student and instructor (preferably together) confer with the Dean of the College or School to which the department is attached.
5. In cases where the foregoing steps do not resolve the issue, the student may initiate a formal written appeal to the Dean. Normally, the Dean will forward such appeal to the appropriate committee for its review and recommendation.

Academic Misconduct Policy

The School of Pharmacy and Allied Health Professions recognizes its duty to prepare students who are not only knowledgeable in their disciplines, but who also possess a character sufficiently moral and ethical to be deserving of the public trust. With this responsibility in mind, academic misconduct will be dealt with swiftly and fairly in accordance with policy. Briefly, students notified in writing by a faculty member of academic misconduct and the planned penalty may either accept the penalty or appeal the case to an Academic Issues Hearing Board. The Hearing Board includes one faculty representative from each department of the School. The Assistant/Associate Dean for Administration serves as Chair of the Hearing Board. The Hearing Board's decision is considered final, but the student may make a secondary appeal to the Dean and, if warranted, to the University President. Students appealing a misconduct charge may attend class and exercise the privileges of all other students pending the outcome of the appeals process. A copy of the complete Academic Misconduct Policy may be obtained from the Office of the Assistant/Associate Dean for Academic Affairs.

Policy on Dealing with Students with Disabilities

The School of Pharmacy and Allied Health Professions recognizes its duty to provide student applicants with equal opportunity to admission into professional programs. There must be no discrimination to admission based on gender, race, age, creed, national origin, marital status or disabling condition. It is the responsibility of the Assistant/Associate Dean for Academic Affairs, the Assistant/Associate Dean for Student Affairs, and the Special Needs Assessment Committee to assist newly-admitted students with disabilities in achieving equal access to the educational experiences available to all other students. The composition of the Special Needs Assessment Committee shall be the Assistant/Associate Dean for Academic Affairs, the Assistant/Associate Dean for Student Affairs, one faculty member from each department within the School, one clinical coordinator, the University Coordinator of Services for Students with Disabilities, one counselor from Counseling and Psychological Services, the University Director of Affirmative Action, and other individuals as deemed necessary.

The faculty and administration of the School of Pharmacy and Allied Health Professions believe that:

1. The mission of the School is to educate competent, value-centered professionals who can serve others through the application of knowledge in their respective fields of study;
2. Only qualified persons may be admitted to the School or University, including those who have disabilities;
3. All students, disabled and non-disabled, are entitled to equal access to educational offerings in the most integrated setting;
4. Students with disabilities may achieve professional competency through a variety of educational approaches.

The Admissions Office of the School provides applicants to the professional programs the opportunity to self-disclose their disability status at the time of acceptance. Application forms for the School of Pharmacy and Allied Health Professions 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."

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 will be informed of this in advance. The students with a self-disclosed disability will be provided with necessary accommodations prior to testing to allow equal participation if possible. Once admitted, student requests for additional accommodations will require verification of disability by a qualified professional such as a physician or psychologist. A written verification of disability will allow the Special Needs Assessment Committee and the student to determine if adjustments in the educational program are necessary. Recommendations regarding possible modifications to the course of study will be made by the Committee members in collaboration with the student and appropriate faculty and administrators.

Students with disabilities are encouraged to request assistance as soon as possible after notification of admission. Accommodations for the classroom and clinical settings are initially developed by the Coordinator of Services for Students with Disabilities in concert with the student. At the beginning of each subsequent semester, students are expected to confirm or decline allowed accommodations through the Office of the Coordinator of Services for Students with Disabilities. The University is responsible for making reasonable accommodations, and for providing equal access to resources as determined and agreed upon by the student and the Committee. While the School of Pharmacy and Allied Health Professions is required to make reasonable accommodations, the accommodations do not need to be made if they affect the substance of the educational program or compromise educational standards.

The School's Policy on Dealing with Students with Disabilities is in harmony with the Americans with Disabilities Act (ADA), Title I, 42 U.S.C., Section 12101, Section 504 of the Rehabilitation Act and with the Creighton University Policy Applying to Nondiscrimination of the Basis of Disability (1992).

Chemical Impairment Policy

The School of Pharmacy and Allied 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 Assistance Network (SAN). Screening and treatment contracts made between the impaired student and School are an integral part of the process. All members of the SAN 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 SAN to act in an advocacy capacity for impaired students; however, noncompliance with screening and/or treatment programs and contracts will result in the termination of this advocacy relationship, submission of a full report of the alleged impairment to the Dean, and possible dismissal of the student from the School. A copy of the complete Chemical Impairment Policy may be obtained from the Office of the Assistant/Associate Dean for Academic Affairs. The Chemical Impairment Policy is not intended to, and shall not have the purpose or effect of, displacing the academic performance review procedures and/or the nonacademic misconduct procedures set forth in the School of Pharmacy and Allied Health Professions *Bulletin* and/or the Creighton University Student Handbook.

Requirements for Participation in Experiential Programs

Students are required to submit to the Student Health Service a confidential health record, including immunization record, on the form sent to prospective students. All Creighton University students are required to provide documentation of receipt of two doses of measles vaccine. The first must be after the first birthday and after December 31, 1967. The second must be after December 31, 1979. Immunization against mumps must be after 12 years of age. Immunization against rubella must be given after 15 months of age, and after December 31, 1967. Other forms of documentation of immunity include 1) physician-diagnosed illness with certified data including month and year (except for rubella) 2) birth prior to 1957 (except for rubella), and reports of an immune titer providing immunity.

In addition to the University required immunizations, the School of Pharmacy and Allied Health Professions requires Hepatitis B vaccination (recombinant) and an annual tuberculin skin test (PPD) of all students. Students may waive immunization only if they have been previously immunized or are allergic to a component of the vaccine.

Health insurance that covers both inpatient services is also required of all School students. Students who do not provide regular proof of other health insurance will be charged for the Student Health insurance. In addition, all enrolled School students are required to obtain and maintain American Heart Association cardiopulmonary resuscitation (CPR) biannual certification. All traditional students will attend mandatory CPR classes scheduled during the first month of the first semester of their program of study and again if the program of study extends beyond two calendar years. All nontraditional students will submit proof of CPR certification to the appropriate nontraditional program office prior to participating in the experiential program. In support of this requirement, an American Heart Association authorized training center approved by the office of Academic and Student Affairs will offer the "Basic Life Support for Healthcare Providers" course to all students. Students may also be required, by certain health care facilities, to submit to and pass drug testing and criminal background checks prior to the commencement of participation in experiential activities. Finally, all students in the School are

required to attend training sessions on Universal Precautions to decrease exposure to blood borne pathogens prior to experiential education.

Students who fail to comply with all of the above health requirements will not be allowed to participate in any didactic classes, experiential programs, and/or community service activities. A copy of the complete Requirement for Participation in Experiential Programs may be obtained from the Office of Academic and Student Affairs.

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. 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.

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 education records within 45 days of the day the University receives a request for access.

Students should submit to the Registrar, Dean, Department Chair, or other appropriate official, a written request that identifies the record(s) they wish to inspect. The University official will make arrangements for 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 education 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 education 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 Loan Clearinghouse or the Voice FX Corporation); a person serving on the Board of Directors; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her 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 education record of a student which generally would not be considered harmful or an invasion of privacy if disclosed. Directory information includes the student's full name, the fact that the student is or has been enrolled full time/part time status, local and permanent address(es), e-mail address, telephone number(s), date and place of birth, dates of attendance, division (school or college), class, major field(s) of study and/or curriculum, degrees and awards received, participation in officially recognized activities and sports, weight and height of members of athletic teams, photograph, and previous educational agency or institution attended by the student.

A currently enrolled student may request any or all directory information not be released 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

Graduation Rates

In 1998 the completion or graduation rate for first time undergraduate freshman students who entered Creighton University in Fall 1992 was 71 percent. This includes students who later entered professional school programs of Dentistry, Law, Medicine, and Pharmacy and Allied Health Professions at Creighton University.

